



Southern
West Virginia
Community and Technical College

Board of Governors

APRIL 21, 2015
MEETING AGENDA PACKET

Members

Thomas A. Heywood, Chair
Wilma J. Zigmond, Vice Chair
Glenn T. Yost, Secretary
Linda Q. Akers
Shelley T. Huffman
Jada C. Hunter

George Kostas
Terry R. Sammons
Debbie C. Dingess
Brandon K. Elkins
Mary Nemeth-Pyles

Joanne Jaeger Tomblin
President

Southern West Virginia Community and Technical College
 Board of Governors
 Meeting of April 21, 2015 – 6:00 p.m.
 Building C, Room 428, 2900 Dempsey Branch Road
 Mount Gay, West Virginia and by Teleconference

AGENDA

1. Call to Order Mr. Thomas Heywood
Board Chair
2. Call for Public Comments to the Board of Governors Chair Heywood
3. Structured Scheduling Follow-up Report Dr. Debra Teachman
Vice President for Academic Affairs and Student Services
4. Student Success Data Dr. Pamela Alderman
Director of Institutional Effectiveness
5. President's Report Ms. Joanne Jaeger Tomblin
President
6. Financial Report Mr. Samuel Litteral
Vice President for Finance and Administration
7. Presidential Search Committee Update Chair Heywood
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9.	Possible Executive Session Under Authority of West Virginia Code §6-9A-4(b)2A Regarding Personnel and Management Issues	Chair Heywood
10.	Adjournment	Chair Heywood

Southern West Virginia Community and Technical College Board of Governors
Meeting of February 26, 2015
6:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia and by Teleconference

DRAFT MINUTES

Board Members Present: Thomas Heywood, Wilma Zigmond, George Kostas, Linda Akers, Shelley Huffman, Jada Hunter, Terry Sammons, Mary Nemth-Pyles, Brandon Elkins, Debbie Dingess

Board Members Absent: Glenn Yost

Administrative Staff: President/First Lady Joanne Jaeger Tomblin, Samuel Litteral, Ron Lemon, Debra Teachman, Steven Hall, Steven Lacek, Melinda Saunders, Guy Lowes, Pam Alderman, Gary Holeman, Chuck Puckett, Will Alderman, Tehseen Irfan, Russell Saunders, Carol Howerton, Chris Gray, Patricia Miller, Emma Baisden (Recorder)

1. Call to Order

Mr. Thomas Heywood, Board of Governors Chair, declared a quorum present and convened the meeting at 6:05 p.m.

2. Call for Public Comments to the Board of Governors

Chair Heywood announced last call for public sign up for comments to the Board. No signatures were recorded.

3. Advisory Council of Faculty (ACF) and Faculty Senate Presentations

Mr. Charles 'Chuck' Puckett, faculty representative to the West Virginia Advisory Council of Faculty (ACF) and Faculty Senate Chair, presented to the Board the annual ACF and Senate reports. Mr. Puckett informed the group that the Council was established by the West Virginia Legislature as an advisory body of higher education faculty to serve as a resource to the Legislature; the Higher Education Policy Commission (HEPC) and the Council for Community and Technical College Education (CCTCE); the local boards of governors; and to provide a voice for faculty constituents.

As Faculty Senate Chair, Mr. Puckett, discussed matters affecting Southern's faculty with the group. He presented the Board with an overview of the Senate's composition, and informed the group that the Faculty Senate is designed to create an open channel between the faculty, administration, and the Board of Governors. He discussed institutional policies which the Senate has worked on this academic year, reiterated the faculty's commitment to students, the institution and local communities, and requested for the Board to consider reinstating faculty tenure. Following the presentation, Chair Heywood thanked Mr. Puckett for his statewide service and service to the College.

4. Academic Affairs and Student Services Annual Report

4.1 Vice President for Academic Affairs and Student Services, Dr. Debra Teachman, informed Board members that some reorganization of the Student Services Unit has occurred during the 2014-2015 academic year with additional reorganization

anticipated effective July 1, 2015. An Office of Institutional Effectiveness was created to meet institutional needs for data analysis related to College functions, and academics has moved from eight departments with Chairpersons under two divisions with Deans to four divisions with Division Heads that are made up of programs and discipline areas, not separate departments. The academic management group was revamped to include Student Services personnel and renamed Academic Affairs and Student Services Management Council.

4.2 Major initiatives include

4.2.1 Changes in Transitional/Developmental Education with the full implementation of Mathematics in Fall 2014 semester. Division Heads, Steven Lacek and Mindy Saunders, are responsible for the development of the program. Students now have a better understanding of the pathway and why. English will follow the same structure with full implementation anticipated for the Fall 2015 semester.

4.2.2 Several public school partnerships have been developed which includes the counselor/advisor workshop for middle school, high school, and college counselors held on November 17th at Southern's Williamson Campus. Approximately 30 counselors and administrators from schools in Southern's service district participated.

4.2.3 In the area of online course development, progress has been made toward full implementation of online programs and full ADA (Americans with Disabilities Act) compliance for online courses.

4.2.4 Major grants include

4.2.4.1 TAACCCT 3 (Bridging the Gap) Consortium through the Council for Community and Technical College Education with Merle Dempsey serving as the transitional leader.

4.2.4.2 TAACCCT 4 (Heroes for Hire) Consortium with Mountwest and Blue Ridge Community and Technical Colleges. Steven Hall is the institutional lead.

4.2.4.3 NSF (Developing Comprehensive Career Pathways and Programs in Coal Mining). Institutional leads are Bill Alderman, Pam Alderman, and Carol Howerton.

4.2.4.4 Title III Grant through the U. S. Department of Education which primarily focused on upgrading technology for the College.

4.2.5 Academic Affairs and Student Services personnel are involved in numerous statewide activities.

5. President's Report

5.1 President/First Lady Tomblin gave kudos to Steven Lacek and Mindy Saunders for piloting the College Completion Project prior to Dr. Teachman's arrival at Southern.

5.2 The Appalachian Leadership Academy induction ceremony and reception were held

on December 16, 2014 at Southern's Williamson Campus. Southern, in conjunction with Cotiga Development Company, sponsors the Academy. Its mission is to identify Southern students with outstanding character and prepare them with the leadership and diversity skills needed to serve as engaged, conscientious citizens as they enter the business, political, and academic worlds. Eight students were inducted into the 2015 class.

- 5.3 The College was closed for the Christmas and New Year's holidays, December 19, 2014 through January 4, 2015. Southern resumed normal business operations on Monday, January 5, 2015.
- 5.4 Enrollment for the Spring 2015 Semester has decreased from the 2014 Spring Semester. Decreased Headcount (HC) and Full-time Enrollments (FTE) of more than 100 each, coupled with a 1.4% budget cut, has made it difficult for the College. These decreases are becoming more challenging for the institution, but Southern is not alone as decreased enrollment is a statewide problem.
- 5.5 In recent years, the Kentucky Council on Postsecondary Education has not permitted Southern to market itself or offer classes in Pike and Martin counties in Kentucky. Historically, approximately 40% of Southern's Williamson Campus students came from the border state. Mr. Steven Hall, Division Head of Healthcare and Business, was approached by Pikeville Medical Center who is in desperate need of Medical Assistants. Mr. Hall is in the process of completing an application for licensure as an out-of-state institution to operate in Kentucky, and Southern's Foundation has consented to paying the College's fee for student's to be able to complete medical clinicals in Kentucky. When this process is complete, this should increase student enrollment at the Williamson Campus.
- 5.6 During Higher Education Day at the Legislature on January 27, 2015, Mr. Jason Moses, Mr. Tom Heywood, President Doreen Larson and President/First Lady Tomblin, on behalf of the West Virginia Board of Governors Association, visited with several legislators to discuss removal of the tuition cap from West Virginia's community and technical colleges. Although, the legislators seemed to be supportive, the Association's bill was not introduced this session.
- 5.7 Workforce West Virginia, Bridge Valley Community and Technical College, and Southern applied for a Department of Labor Grant. The grant will allow Southern to retrain laid off coal miners for other skills. ShaleNET is a consortium of colleges and businesses located in Pennsylvania which helps individuals build careers in the oil and natural gas industries. On February 4, 2015, President/First Lady Tomblin hosted a meeting at Southern with ShaleNET and Workforce West Virginia representatives, Chancellor Skidmore, Allyn Sue Barker, Debra Teachman, Carl Baisden Jackie Whitley, Guy Lowes, and Steven White to discuss program offerings.
- 5.8 The Southern Mountains District Consortia meeting was held February 10, 2015 at the Ralph R. Willis Vocational Center in Logan, West Virginia.

- 5.9 Southern's A.A.S. degree Respiratory Care Program received notification from the Commission on Accreditation for Respiratory Care (CoARC) that the program's accreditation status has been changed from Initial Accreditation to Continuing Accreditation. The program's last onsite evaluation was January 2011. The next comprehensive evaluation of the program will occur in 2021. President/First Lady Tomblin congratulated Steven Hall for the successful accreditation.
- 5.10 President/First Lady Tomblin shared with the group that she had received a phone call from Mr. Ed Napier, former principal of Chapmanville High School. Recently Mr. Napier had his mother at Logan Regional Medical Center where she was cared for by many of Southern's Nursing students. He wanted us to know how impressed that he was with our students. In his words, "they were absolutely wonderful, had fabulous bedside manners, and were extremely professional." He referred to them as "Earth Angels." President/First Lady Tomblin gave thanks to Southern's Nursing faculty and staff for preparing such tremendous students. This is the reason our students are sought after by hospitals and medical professionals.
- 5.11 Mr. David Lord, Director of Wyoming/McDowell Campus Operations, will present the Campus Emergency Response Plan for the College which contains individual campus plans developed by each respective campus director to the Board at its June meeting.
- 5.12 Southern ALERTS, through Ellucian Mobile, is an emergency notification system that will be used by the College to notify faculty, staff, students, and other constituents of emergency situations that are occurring on one or all of Southern's campuses. It will provide instructions for action that individuals should take during emergency situations. Mr. Gary Holeman, Chief Information Officer, will provide a report to the Board at its June meeting.
- 5.13 Officials with Workforce West Virginia will conduct another informational workshop on Southern's Logan Campus on Friday, April 10, 2015, to help dislocated miners with training for new jobs. At least 100 individuals participated in the workshop held on December 12, 2014 at the Logan Campus. There are an estimated 3,000 to 4,000 unemployed coal miners in southern West Virginia.
- 5.14 President/First Lady Tomblin informed Board members that Dr. Karen Solomon, Vice President for Accreditation Relations at The Higher Learning Commission and Southern's liaison, accepted the preliminary monitoring report submitted by the College on October 30, 2014 as its actual monitoring report which was due in January 2015. The report is now in the queue to be processed.
- 6. Financial Report**
Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated January 31, 2015 to members of the Board. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures with the Board. Mr. Litteral stated that the College is low on revenues this year, but nothing stands out on this report which raises a red flag. The College's budget is on track and we are managing through the

budget cuts. More will be presented on the budget at the April Board meeting.

7. Board of Governors Committee on Tuition and Fees

Mr. Tom Heywood, Chair of the Board's Committee on Tuition and Fees, presented to the full Board the 2015-2016 tuition proposal approved by the committee at its February 3, 2015 meeting. The Tuition and Fees Committee recommended a tuition increase of \$72.00 per semester per FTE increase for resident students effective July 1, 2014. This reflects an increase of \$6.00 per credit hour which will increase tuition from \$127.00 per credit hour to \$133.00 per credit hour. The increase will bring Southern's full-time tuition to \$1,596.00 per semester, and the annual tuition rate to \$3,192.00 for resident students.

8. Action Items

8.1 Request for Approval of Tuition Increase Proposal

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed resident tuition increase of \$72.00 per semester per FTE for the 2015-2016 academic year effective July 01, 2015, AND

BE IT FURTHER RESOLVED, that the tuition and fees be placed at a level to insure that out-of-state students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

ACTION: Mary Nemeth-Pyles seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.2 Request for Approval of Implementation of New Fees

MOTION: Mary Nemeth-Pyles moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve a Welding Program Course Fee of \$50.00 per credit hour, an Online Course Fee of \$25.00 per credit hour, and a Reinstatement Fee of \$25.00 effective July 1, 2015.

ACTION: Jada Hunter seconded the motion.

Discussion ensued regarding the Online Course Fee. Action on this fee request was tabled pending further analysis. The request will be refined and brought back to the Board for consideration at its April meeting.

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve a Welding Program Course Fee of \$50.00 per credit

hour and a Reinstatement Fee of \$25.00 effective July 1, 2015.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Heywood declared the motion as amended adopted.

8.3 Request for Approval of December 9, 2014, Minutes

MOTION: Shelley Huffman moved to accept the December 9, 2014 minutes as presented.

ACTION: George Kostas seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and the minutes approved.

8.4 Request for Approval to Table Action on SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups

Ms. Wilma Zigmond, Chair of the Ad Hoc Committee to review SCP-1400, recommended for the Board to postpone action on the proposed policy to allow ample time to review and discuss constituent comments received. The proposal has been issued three times for a 30-day comment period and each time comments have been received. Chair Zigmond requested to meet with the Board to review and discuss the constituent comments received prior to submitting a final policy to the full Board for action.

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors table action on SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, to allow ample time for review of comments received.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and the recommendation approved.

8.5 Request for Approval of Institutional Vision Statement and Core Values

MOTION: Debbie Dingess moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the proposed revised Institutional Vision Statement and Core Values following a 30-day comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and the new Vision State and Core Values approved.

8.6 Request for Final Approval of Institutional Policies

8.6.1 SCP-2701, Reduction in Workforce Due to Financial Exigency: Faculty Personnel

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2701, *Reduction in Workforce Due to Financial Exigency: Faculty Personnel*, following the required 30-day public comment period.

ACTION: Linda Akers seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and the policy approved.

8.7 Request for Approval of Institutional Policies for 30-day Public Comment

8.7.1 SCP-2234, Work Schedules

MOTION: Jada Hunter 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 SCP-2234, *Work Schedules*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.7.2 SCP-2875, Workload Requirements for Full-time Faculty

MOTION: Linda Akers 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 SCP-2875, *Workload Requirements for Full-time Faculty*, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.7.3 SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials

MOTION: Mary Nemeth-Pyles 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 SCP-5074,

Selection, Adoption, Use and Sale of Textbooks and Other Course Materials, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.7.4 Appointment of Board of Governors Ceremonial Representatives

Chair Heywood appointed Board of Governors Vice Chair, Ms. Wilma Zigmond, to represent the Board at the Healthcare Pinning Ceremony scheduled for 6:00 p.m. on May 15, 2015, and the Commencement Ceremony scheduled for 10:00 a.m. on May 16, 2015. Both events will be held at the Coalfield Jamboree in downtown Logan.

9. Executive Session under Authority of West Virginia Code §6-9A-4(b)2A Regarding Personnel and Management Issues

George Kostas moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4(b)2A to discuss personnel and management issues. Shelley Huffman seconded the motion that carried unanimously. Chair Heywood declared the motion adopted and the Board then entered into an Executive Session at 8:30 p.m. At the conclusion of discussions, Chair Heywood declared the Board of Governors rise from Executive Session and convene in Open Session at 9:15 p.m.

Further Action:

Based upon discussions in the Executive Session, the Board reconvened in an open session and the following action was taken:

9.1 MOTION: George Kostas, with regrets, moved to accept the retirement letter of President/First Lady Joanne Jaeger Tomblin effective June 30, 2015.

ACTION: Debbie Dingess, with regrets, seconded the motion. The motion carried unanimously. Chair Heywood, with extreme sadness, much emotion, and great delight for the First Lady, declared the motion adopted.

9.2 Appointment of Presidential Search Ad Hoc Committee

Chair Heywood appointed a Presidential Search Ad Hoc Committee to develop a Presidential Position Announcement, Job Description, and Search Procedures. Committee members include: Chair Thomas Heywood; President/First Lady Joanne Jaeger Tomblin; Vice Chair, Wilma Zigmond; Lay Member, Jada Hunter; Faculty Representative, Mary Nemeth-Pyles; Classified Staff Representative, Debbie Dingess; and Executive Assistant to the President and Board of Governors, Emma Baisden.

10. Adjournment:

There being no further business, Chair Heywood declared the meeting adjourned at 9:30 p.m. The next Board meeting is scheduled for April 21, 2015 and will be held at Southern West Virginia Community and Technical College in Logan, WV.

Thomas A. Heywood, Chair

Emma L. Baisden
Executive Assistant to the President
and Board of Governors

DRAFT

**Southern West Virginia Community and Technical College Board of Governors
Special Meeting of March 16, 2015
4:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia and by Teleconference**

DRAFT MINUTES

Board Members Present: Thomas Heywood (by phone), Wilma Zigmond, Glenn Yost (by phone), Terry Sammons (by phone), George Kostas (by phone), Linda Akers (by phone), Jada Hunter, Debbie Dingess (by phone)

Board Members Absent: Shelley Huffman (medical emergency), Mary Nemeth-Pyles (medical emergency), Brandon Elkins

Administrative Staff: President/First Lady Joanne Jaeger Tomblin, Samuel Litteral, Ron Lemon, Emma Baisden, Recorder

1. Call to Order

Mr. Thomas Heywood, Board of Governors Chair, declared a quorum present and convened the meeting at 4:03 p.m.

2. Action Items

2.1 Appointment of Presidential Search Committee

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, To maintain continuity among its membership, that the Southern West Virginia Community and Technical College Board of Governors approve for all of its current Board members, including the current faculty, classified staff, and student representatives, to serve as the Presidential Search Committee to evaluate applicants for and choose the next President of Southern West Virginia Community and Technical College; and

RESOLVED, In the event that there is a change in one or more of the faculty, classified staff, and/or student representative(s) to the Board of Governors, the Presidential Search Committee membership may be modified or supplemented to assure continued compliance with Series 5 and applicable rules of the Council for Community and Technical College Education; and

FURTHER RESOLVED, That the Board of Governors approve for its current Chair, Thomas A. Heywood, to serve as the Presidential Search Committee Chair, to coordinate the activities of the committee, and serve as spokesperson for the search process.

ACTION: Linda Akers seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

2.2 Approval of the Presidential Search Committee Procedure

Chair Heywood informed Board members that the Presidential Search Ad Hoc Committee met on March 2, 2015 to discuss the criteria, position announcement, and search procedure for the next President of Southern West Virginia Community and Technical College. The Ad Hoc Committee followed the guidelines of Series 5, *Employing and Evaluating Presidents*, of the West Virginia Council for Community and Technical College Education, to develop the documents. Chair Heywood reviewed the draft search committee procedures with Board members.

MOTION: Glenn Yost moved to accept the Presidential Search Committee Procedure as presented and the document's submission to the Chancellor for Community and Technical College Education.

ACTION: George Kostas seconded the motion. Chair Heywood declared the motion approved and the Presidential Search Committee Procedure adopted.

2.3 Approval of the Presidential Position Description and Announcement

Chair Heywood reviewed the draft Presidential Position Description and Announcement with Board members.

MOTION: Jada Hunter moved to accept the Presidential Position Description and Announcement as presented.

ACTION: Terry Sammons seconded the motion. Chair Heywood declared the motion approved and the documents adopted.

3. Executive Session under Authority of West Virginia Code §6-9A-4(b)2A Regarding Personnel and Management Issues

Wilma Zigmond moved that the Board of Governors enters an Executive Session pursuant to West Virginia Code §6-9A-4(b)2A to discuss personnel and management issues. Glenn Yost seconded the motion that carried unanimously. Chair Heywood declared the motion adopted and the Board then entered into an Executive Session at 4:37 p.m. At the conclusion of discussions, Chair Heywood declared the Board of Governors rise from Executive Session and convene in Open Session at 4:48 p.m.

Following discussions in Executive Session, the Board determined that it would be more expeditious for the Presidential Ad Hoc Committee to select a search consulting firm to assist in the presidential search process and report back to the full Board at its April 21, 2015 meeting. Chair Heywood stated the Ad Hoc Committee would proceed accordingly.

4. Adjournment:

There being no further business, Chair Heywood declared the meeting adjourned at 4:50 p.m. The next regular Board meeting is scheduled for April 21, 2015 and will be held at Southern West Virginia Community and Technical College in Logan, WV.

Thomas A. Heywood, Chair

Emma L. Baisden
Executive Assistant to the President
and Board of Governors

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of 2015-2016 Board of Governors Meeting Schedule

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors adopt the proposed schedule of meetings for fiscal year 2015-2016 as presented.

STAFF MEMBER: Thomas A. Heywood

BACKGROUND:

The following schedule of meetings is recommended for adoption by the Southern West Virginia Community and Technical College Board of Governors with the understanding that additional meetings may be necessary for emergency or time-sensitive issues.

**Southern West Virginia Community and Technical College
Board of Governors Meeting Schedule
July 1, 2015 — June 30, 2016**

Agenda Items Due	Board of Governors Agenda Committee	Board of Governors Business Meeting	Business Meeting Location
July 30, 2015	August 4, 2015 9:00 a.m.	August 18, 2015 6:00 p.m.	Building C, Room 428 Logan Campus
September 17, 2015	September 22, 2015 9:00 a.m.	October 8, 2015 6:00 p.m.	Stonewall Conference Center, Roanoke, WV
		October 9, 2015 8:00 a.m. - 12:00 p.m.	Stonewall Conference Center, Roanoke, WV
November 19, 2015	November 24, 2015 9:00 a.m.	December 8, 2015 6:00 p.m.	Building C, Room 428 Logan Campus
January 28, 2016	February 2, 2016 9:00 a.m.	February 16, 2016 6:00 p.m.	Building C, Room 428 Logan Campus
March 31, 2016	April 5, 2016 9:00 a.m.	April 19, 2016 6:00 p.m.	Building C, Room 428 Logan Campus
June 2, 2016	June 7, 2016 9:00 a.m.	June 21, 2016 6:00 p.m.	Building C, Room 428 Logan Campus

*Additional meetings may be necessary for emergency or time-sensitive issues.

Unless otherwise indicated, the Board of Governors Agenda Committee meetings are held in Room 428, Building C, Logan Campus and by Teleconference beginning at 9:00 a.m.

Unless otherwise indicated, the Board of Governors business meetings are held in Room 428, Building C, Logan Campus beginning at 6:00 p.m.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Fiscal Year 2015-2016
Institutional Budget

RECOMMENDED RESOLUTION: *RESOLVED*, that the Southern West Virginia Community and Technical College Board of Governors approve the filing of the institutional operating budget for the fiscal year beginning July 1, 2015.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

This request seeks the Board of Governors approval of the proposed operating budget for Southern West Virginia Community and Technical College for fiscal year 2015-2016 as presented to the Board.

Southern West Virginia Community and Technical College
Proposed Budget for 2015-2016

	<u>2014-15</u>	<u>2015-16</u>	<u>Difference</u>
Revenue Sources			
General Revenue (State Funds)	\$ 8,321,687	\$ 8,203,924	\$ (117,763)
Required funds for zero step	-	-	-
General Revenue (Special)	-	-	-
Stimulus Funding (Backfill)	-	-	-
Stimulus Funding (ARRA Projects)	-	-	-
General Revenue (Mining)	641,487	593,375	(48,112)
Tuition	4,267,200	3,942,120	(325,080)
Fees	424,400	602,400	178,000
Major gifts campaigns	95,000	95,000	-
Miscellaneous revenue	289,500	632,310	342,810
Auxiliary enterprises	200,000	200,000	-
State grants and contracts	2,330,317	2,568,972	238,655
Private gifts, grants, and contracts	-	-	-
Federal programs	4,593,000	4,299,827	(293,173)
Total Revenue	<u>21,162,591</u>	<u>21,137,928</u>	<u>(24,663)</u>
Carryover from prior years	222,050	433,789	211,739
Total Revenue and Carryover	<u>\$ 21,384,641</u>	<u>\$ 21,571,717</u>	<u>\$ 187,076</u>
Salaries and benefits			
Personal services	8,858,436	8,937,843	79,407
Employee benefits	2,409,041	2,578,281	169,240
	<u>11,267,477</u>	<u>11,516,123</u>	<u>248,646</u>
Operating expenses			
Current expenses	7,633,408	8,731,719	1,098,311
Utilities	727,230	743,730	16,500
Auxiliary non-personnel costs	84,500	40,000	(44,500)
Repairs and alterations	54,750	95,225	40,475
Equipment	1,617,276	442,168	(1,175,108)
Total Operating Expenses	<u>10,117,164</u>	<u>10,052,842</u>	<u>(64,322)</u>
Total expenditures	21,384,641	21,568,965	184,324
Total revenues over expenditures	<u>\$ -</u>	<u>\$ 2,752</u>	<u>\$ 2,752</u>

Summary of cash carryover

Amount carried forward from prior year	6,738,590	8,301,301
Amount used to balance budget	-	(433,789)
Each year's surplus	-	2,752
Amount to carry forward to next year	<u>6,738,590</u>	<u>7,870,264</u>

Southern West Virginia Community and Technical College
Proposed Budget for 2015-2016

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Revenue Sources			
General Revenue (State Funds)	\$ 8,203,924		\$ 8,203,924
General Revenue (Special)			-
General Revenue (Mining)	-	593,375	593,375
Tuition	3,818,620	123,500	3,942,120
Fees	602,400	-	602,400
Major gifts campaigns	95,000	-	95,000
Miscellaneous revenue	632,310	-	632,310
Auxiliary enterprises	200,000	-	200,000
State grants and contracts	-	2,568,972	2,568,972
Private gifts, grants, and contracts	-	-	-
Federal programs	-	4,299,827	4,299,827
Total Revenue	13,552,254	7,585,674	21,137,928
Carryover from prior years	-	433,789	433,789
Total Revenue and Carryover	\$ 13,552,254	\$ 8,019,463	\$ 21,571,717
Salaries and benefits			
Personal services	7,464,706	1,473,137	8,937,843
Employee benefits	2,257,194	321,087	2,578,281
	9,721,899	1,794,224	11,516,123
Operating expenses			
Current expenses	2,727,313	6,004,406	8,731,719
Utilities	731,230	12,500	743,730
Auxiliary non-personnel costs	40,000	-	40,000
Repairs and alterations	25,225	70,000	95,225
Equipment	303,835	138,333	442,168
Total Operating Expenses	3,827,603	6,225,239	10,052,842
Total expenditures	13,549,502	8,019,463	21,568,965
Total revenues over expenditures	2,752	-	2,752
Summary of cash carryover			
Amount carried forward from prior year	4,285,259	4,016,042	8,301,301
Amount used to balance budget	-	(433,789)	(433,789)
Revenues over Expenses	2,752	0	2,752
Amount to carry forward to next year	4,288,011	3,582,253	7,870,264

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Implementation of New Fee

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve an Online Course Fee of \$25.00 per credit hour effective July 1, 2015.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

At its February 3, 2015 meeting, the Southern West Virginia Community and Technical College Board of Governors Ad Hoc Committee on Tuition and Fees reviewed costs associated with the institution's online courses. Following the cost analysis, it became clear that a new fee was necessary to assist the institution with expenses.

Due to questions and concerns raised during its February 26, 2015 meeting, the Board of Governors tabled action on this fee request pending further analysis. Since the February Board meeting, the Vice President for Finance and Administration met with the Interim Director for Online and Distance Education to discuss and resolve issues raised regarding implementation of a fee for online courses during the meeting. All issues and concerns have been addressed and resolved. Therefore, the staff recommends that the Board of Governors approve a new Online Course Fee of \$25.00 per credit hour to assist the institution with the cost of delivering online courses effective July, 1, 2015.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Appointment to the Boone County Joint Administrative Board

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the appointment of William H. Cook to represent the Board of Governors on the Boone County Joint Administrative Board established to facilitate the administration, operation, and financing of joint programs and facilities of Southern West Virginia Community and Technical College and the Boone County Board of Education; and

FURTHER RESOLVED, that William H. Cook will serve a three-year term beginning July 1, 2015 and ending June 30, 2018. By mutual consent of the Board of Governors and the Boone County Board of Education, Kevin Hill will serve as the at-large member and Chair of the Joint Administrative Board.

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

Pursuant to West Virginia Code §18B-3C-11(c), *Shared facilities and resources; memoranda of agreements; and joint administrative boards*, to facilitate the administration, operation, and financing of joint programs in shared facilities of any institution of public higher education and a county board or boards of education, the affected governing boards and county board or boards of education may appoint a joint administrative board consisting of such membership and possessing such delegated authorities as the respective boards consider necessary and prudent for the operation of such shared facilities. Such joint administrative board shall consist of five members to be appointed as follows: The county board of education shall appoint two members; the appropriate governing board shall appoint two members; and one shall be an at-large member, who shall chair the joint administrative board, and shall be appointed by mutual agreement of the respective boards.

According to statute, although original appointments by the Board were for staggered term lengths, subsequent appointments are for three-year terms. Members are eligible to succeed themselves for one additional consecutive term.

In July 2012, the Southern West Virginia Community and Technical College Board of Governors approved memberships to the Boone County Joint Administrative Board. Currently, Samuel Litteral, Vice President for Finance and Administration, is serving a second three-year term expiring on June 30, 2015, and Debra K. Teachman, Vice President for Academic Affairs and Student Services, is serving her first three-year term ending June 30, 2017. Therefore, the staff recommends that the Board appoint William H. Cook to serve a three-year term beginning July 1, 2015 and ending June 30, 2018, replacing Samuel M. Litteral.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Criminal Justice A.A.S. program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Steven Lacek

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Social Sciences, Education, and Non-Traditional Programs conducted a program review of the Criminal Justice A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Criminal Justice A.A.S. program continue with the following corrective action:

- make corrections to the curriculum to include mandated general education requirements
- develop an assessment plan for the program that will include a review of program goals, identification of an appropriate skills assessment for the program
- promote more involvement by the advisory committee for the program
- streamline the graduate and employer survey process to promote better response rates
- develop marketing materials and enhance the promotion of the program

The program review was presented to the Management Council for Academic Affairs and Student Services and to Executive Council and they concur with this recommendation.

**Southern West Virginia Community and Technical College
Division of Social Sciences, Education, and Non-Traditional Programs
Criminal Justice, Associate in Applied Science**

Program Review Summary

A. Adequacy

- The program is available at all campuses and sites by way of the ICR classroom.
- The faculty is highly qualified.
- Student feedback for faculty is very positive.
- Positive outlook for employment possibilities for graduates.
- Strong enrollment numbers.
- Lack of programmatic assessment plan
- Poor response rate for graduate survey
- Lack of graduate employment data
- Lack of employer satisfaction data
- Diminishing involvement by Advisory Committee

**Conclusion: The program does not meet the minimum adequacy requirement.
Corrective actions have been taken.**

B. Viability

- Low cost program, employing only one full-time faculty and a very modest operational budget.
- Major courses are moving to online format to attract more students.
- The program maintains articulation agreements with four-year institutions.
- The program enrollment and number of graduates is adequate.
- There is an anticipated positive trend in program enrollment.

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

C. Necessity

- Documented need for program graduates in the state and region.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution

Conclusion: The program is consistent with Southern's mission.

**PROGRAM REVIEW
2014 - 2015
Southern West Virginia Community and Technical College**

I. Criminal Justice, A.A.S.

The Criminal Justice Program, A.A.S. has been part of Southern West Virginia Community and Technical College's degree inventory since 1976. In that time, it has produced nearly 600 graduates. With this degree, graduates are afforded the opportunity to move directly into employment or may transfer much of their classwork to a Bachelor's degree program in order to pursue an advance degree in the field. The degree also provides opportunities for advancement of incumbent workers in the field.

The Criminal Justice A.A.S. currently offers two concentrations – Law Enforcement and Corrections. Students learn skills needed for the following occupations:

SOC Code	Description
21-1092	Probation Officers and Correctional Treatment Specialists
33-3011	Bailiffs
33-3012	Correctional Officers and Jailers
33-3021	Detectives and Criminal Investigators
33-3041	Parking Enforcement Workers
33-3051	Police and Sheriff's Patrol Officers
33-9021	Private Detectives and Investigators
33-9032	Security Guards

Currently the program has no additional admission requirements nor additional standards of student progress required in order for students to remain in the program.

The Criminal Justice A.A.S. was last reviewed during the 2008 – 2009 academic year. The self-study of the program at that time resulted in a recommendation of continuance of the program without corrective action.

Since that last self-study, both of the full time faculty members retired. Also, the person in the administrative position which oversees the program has undergone several changes. First, Dr. Charles Wood, the Department Chair who oversaw the last program review, retired at the end of the Spring 2012 semester. Upon his retirement, Mr. George Morrison, Department Chair of Humanities, was assigned the task of overseeing the program. He retired at the end of the Spring 2013 semester, and the duty was assigned to Mr. Steven Lacek as part of his new role of Division Head of Social Sciences, Education, and Non-Traditional Programs. During all of these changes, the up-line administrators were also in flux. Since the time of the last program review, Southern has had four different Chief Academic Officers. Despite these numerous changes, the program has carried itself well.

II. Self-Study Components

A. Adequacy

1. Curriculum: (See Appendix I)

The curriculum of the program fails to meet the General Education requirements set forth by Title 135, Series 11, Section 3.1.d.1 The curriculum for the Corrections option allows students to successfully complete the program without having taken any course that requires a demonstration of computational skills. The curriculum is being revised to include this component. Upon approval by the Governance System, the changes will take effect for the 2015-2016 academic year.

In addition to the general education shortcoming, it was found that with a few small changes in the curriculum of the Criminal Justice Certificate, the A.A.S. Corrections option, and the A.A.S. Law Enforcement option, students can earn a thirty hour Certificate in Criminal Justice while pursuing an A.A.S. in Criminal Justice. Efforts have begun to adjust the curriculum to make this possible, while at the same time, maintaining the degree's academic integrity. These changes, upon approval by the Governance System, will take effect for the 2015 – 2016 academic year.

2. Faculty: (See Appendix II)

The 2008-2009 Program Review of the Criminal Justice A.A.S. program indicates that the program employed two full-time faculty members. However, both of those full-time faculty members retired after the Spring 2009 academic term. The program had always relied on adjunct faculty, but from the Fall 2010 until the Spring 2013 terms, the program was staffed entirely by part-time faculty. Please refer to Appendix II: Faculty for a summary of faculty rank, employment status, academic preparation, any professional development activities, and any other pertinent information.

3. Students: (Appendix III)

A. Entrance abilities: The Criminal Justice A.A.S. currently does not have any entrance requirements. Southern is an open-door admission institution. Southern has a robust developmental education program to assist students who fall below placement test cut scores set forth by Title 135, Series 21, Freshman Assessment and Placement Standards.

B. Exit abilities: The Criminal Justice A.A.S. has used a variety of assessment instruments throughout the history of the program. In most recent years, that was the ETS Proficiency Profile. However, this instrument measures general

education proficiencies, not industry specific proficiencies. A priority for the new Division Head is to work with the faculty and advisory committee to determine an appropriate skills assessment for the Criminal Justice programs. Completion of the program may require sitting for the chosen assessment.

- C. Graduate follow-up data: Due to the very low response rate of the graduate surveys, little employment data is available. Please refer to Appendix IV for available graduate follow-up data. Included in this appendix is national, state, and regional salary data from the United States Bureau of Labor Statistics.

4. Graduate and Employer Satisfaction: (Appendix IV)

One hundred thirty-three graduate surveys were distributed by US Mail on Dec. 4, 2013. Of these 133, only two completed surveys were returned. A copy of the survey and the aggregate responses is included in Appendix IV.

There is no evidence that an employer survey was developed or distributed. The graduate survey process needs to be streamlined in order to elicit more responses and to minimize the cost of administering the survey. Moving the survey to an electronic form will also reduce the effort needed to compile the results.

5. Assessment Information: (Appendix V)

Evidence suggests that a programmatic assessment plan for the Criminal Justice A.A.S. has not been fully developed. As reported in the 2009 Assessment Report, Criminal Justice A.A.S. graduates will:

- Investigate accidents and crime scenes with proper documentation
- Demonstrate safe, effective use of weapons

At the same time, according to the 2008-2009 Program Review of the Criminal Justice A.A.S., graduates will:

- 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 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

This same report later provides further details regarding assessment methods on only three of these program goals. It is difficult to determine from available evidence the actual program goals. Further, no evidence has been found that suggests any existing goals have been reviewed or updated recently. However, there is evidence that shows the curriculum for the program has changed several times over the same period. Therefore, the development of an assessment plan for the Criminal Justice A.A.S. is paramount. This plan will require the review of programmatic goals and expected learner outcomes.

6. Advisory Committee:

According to the 2008 – 2009 Program Review, there is a Criminal Justice Advisory Committee that “has been active and has played an integral part in the development of the Criminal Justice Program at Southern.” However, there is a lack of evidence from recent years that would verify this claim. The most recent advisory committee meeting was held in April of 2013. This was a joint meeting of Criminal Justice, and two other programs’ advisory committees. Only one member of the Criminal Justice Advisory Committee attended this meeting, and there is little information in the minutes of that meeting that can be connected with Criminal Justice programs. Southern values advisory committees and the insight they provide. It appears that the Criminal Justice Advisory Committee’s involvement has weakened in the past few years, and efforts need to be made that will revitalize and validate that body.

7. Strengths/Weaknesses:

Strengths:

- The program is available at all campuses and sites by way of the ICR classroom.
- The faculty is highly qualified.
- Student feedback for faculty is very positive.
- Positive outlook for employment possibilities for graduates.
- Strong enrollment numbers.

Weaknesses:

- Lack of programmatic assessment plan
- Poor response rate for graduate survey
- Lack of graduate employment data
- Lack of employer satisfaction data
- Diminishing involvement by Advisory Committee

These weaknesses will be addressed as such:

1. Potential new members of an advisory committee will be identified. These

individuals, along with the past membership will be invited to a formal meeting. This meeting may take place in person or electronically, perhaps in the form of a list-serve. The initial meeting will be to discuss recent curricular changes and to connect with potential employers and identify any shortcomings of the program.

2. Graduate and employer surveys will be converted to an electronic format to help improve response rates and assist in the clerical tasks associated with this process.
3. Faculty and the Advisory Committee will work to establish an all-encompassing assessment program for the Criminal Justice Programs. This program will include programmatic goals, a “capstone” skills assessment, and a mechanism by which employers can provide feedback.

B. Viability

By way of self-study, it is determined that the Criminal Justice, A.A.S. program at Southern is a viable program that is cost effective for the institution – employing only one full-time faculty member and a handful of part-time faculty, it has produced an average of 13.5 graduates per academic year since Fall 2009.

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
College – Wide Headcount	2619	2203	2565	2029	2457	1960	2178	1900	2002
CJ AAS Majors	94	85	95	80	79	63	79	56	67
CJ AAS Graduates	4	11	2	10	2	11	3	11	1

3. Enrollment Projections

Southern has seen a 23.6% decline in enrollment from Fall 2009 to Fall 2013. The number of Criminal Justice A.A.S. majors over that same period has seen a 28.7% decline. Given this trend, it is natural to project continued declines in enrollment. However, current economic factors, such as lay-offs and downsizing in the coal industry could lead to an increased interest in programs at Southern, in particular, the Criminal Justice programs. Efforts are underway to move the majority of classes to an online format. This will increase access to the program and hopefully lead to an increase in enrollment in the program. It is with a measured degree of optimism that we anticipate a leveling of, or a slight increase in, enrollment in the Criminal Justice programs. This, however, cannot happen without increasing community awareness of the programs. Hence, more attention needs to be given to marketing efforts.

4. Articulation Agreements (2+2 etc.)

Southern currently has articulation agreements with Bluefield State College and West Virginia State University. These agreements have been in place since 2010 and 2001 respectively. Both of these agreements were created with the intention of providing a seamless transition from the Associate’s level to the Bachelor’s level degree. As is the case with all articulation agreements, these agreements require regular review and updating.

C. Necessity:

There is a documented need for the program. The following tables show state and regional employment projections from a Workforce WV report for various occupations in the criminal justice field.

West Virginia Occupational Projections							
	SOC Title	2012 Estimated Employment	2022 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	291	306	2	8	10	0.2
33-3011	Bailiffs	136	143	1	4	5	0.1
33-3012	Correctional Officers and Jailers	3688	4110	42	98	140	4.2
33-3021	Detectives and Criminal Investigators	359	409	5	8	13	0.5
33-3041	Parking Enforcement Workers	98	98	0	3	3	0
33-3051	Police and Sheriff's Patrol Officers	3552	3804	25	111	136	2.5
33-9021	Private Detectives and Investigators	38	42	1	1	2	0.1
33-9032	Security Guards	6172	6743	58	95	153	5.8

**West Virginia Occupational Projections
Workforce Investment Area 1
2010 - 2020**

SOC	SOC Title	2010 Estimated Employment	2020 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	86	98	1	2	3	1.3
33-3011	Bailiffs	No Data Available					
33-3012	Correctional Officers and Jailers	825	840	2	14	16	0.2
33-3021	Detectives and Criminal Investigators	44	44	0	1	1	0.0
33-3041	Parking Enforcement Workers	No Data Available					
33-3051	Police and Sheriff's Patrol Officers	No Data Available					
33-9021	Private Detectives and Investigators	No Data Available					
33-9032	Security Guards	595	638	4	9	13	0.7

**West Virginia Occupational Projections
Workforce Investment Area 2
2010 - 2020**

SOC	SOC Title	2010 Estimated Employment	2020 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	42	48	1	1	2	1.34
33-3011	Bailiffs	12	12	0	0	0	0.00
33-3012	Correctional Officers and Jailers	321	326	0	6	6	0.15
33-3021	Detectives and Criminal Investigators	50	51	0	1	1	0.20
33-3041	Parking Enforcement Workers	No Data Available					
33-3051	Police and Sheriff's Patrol Officers	393	401	1	12	13	0.20
33-9021	Private Detectives and Investigators	No Data Available					
33-9032	Security Guards	646	703	6	10	16	0.85

D. Consistency with Mission:

Southern's mission is to provide accessible, affordable, quality education and training that promotes success for those we serve. By employing highly qualified instructors, both full-time and part-time, utilizing technology to keep delivery costs low, and by requiring one of the lowest tuitions in the state, the Criminal Justice programs at Southern are consistent with the mission of the college. The Criminal Justice Program not only provides individuals with an entry-level education, but also provides them with the opportunity to parlay their time at Southern into a Bachelor's degree in Criminal Justice.

The program is not a stand-alone program – it incorporates several general education courses, including social sciences, humanities, and mathematics. These disciplines enhance the breadth of knowledge of the criminal justice student and the criminal justice student adds context to class discussions in those core classes.

III. Recommendation

It is recommended that the Criminal Justice A.A.S. program at Southern West Virginia Community and Technical College be continued with corrective actions. Those corrective actions are:

- Make corrections to the curriculum to include required general education requirements.
- Develop an assessment plan for the program that will include a review of program goals, identification of an appropriate skills assessment for the program.
- Promote more involvement by the advisory committee for the program.
- Streamline the graduate and employer survey process to promote better response rates
- Develop marketing materials and enhance the promotion of the program.

Appendix I

Curriculum

Criminal Justice

Associate in Applied Science 60 Credit Hours

Purpose:

The Criminal Justice Program is 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 Patrolman, Deputy Sheriff, Watchman/Guard, Corrections Officer, or Parole/Probation Officer.

Criminal Justice Corrections Option:

Support Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
AH 122	First Aid	2
CS 102	Computer Literacy	3
EN 101	English Composition I	3
EN 102	English Composition II	3
OR 110	Introduction to College	1
PS 201	American Government and Politics	3
PS 202	State and Local Government	3
PY 201	General Psychology	3
PY 226/CJ 226	Abnormal Psychology	3
SO 200	Introduction to Sociology	3
	1Restricted Electives	6

Major Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
CJ 101	Criminal Justice Systems	3
CJ 102	Introduction to Corrections	3
CJ 201	Criminal Procedure	3
CJ 202	Criminal Law	3
CJ 216	Correctional Management	3
CJ 217	Juvenile Delinquency	3
CJ 218	Substance Abuse and the Criminal Justice System	3
CJ 221	Community Corrections	3
CJ 223	Criminology	3

Total Credit Hours 60

¹ Choose from: Art, Biological Science, Chemistry, Communications in Business (BU 205), Criminal Justice, Music, Physical Science, Political Science, Psychology, Basic Document Processing I (OA 103), Document Processing II (OA 104), Spanish, or Sociology.

Criminal Justice Law Enforcement Option:

Support Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
AH 122	First Aid	2
CS 102	Computer Literacy	3
EN 101	English Composition I	3
EN 102	English Composition II	3
MT 121	College Math for General Education	3
OR 110	Introduction to College	1
PS 201	American Government and Politics	3
PS 202	State and Local Government	3
PY 201	General Psychology	3
SP 103	Speech Fundamentals	3
SO 200	Introduction to Sociology	3
SO 208	Marriage and Family Relations	3

Major Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
CJ 101	Criminal Justice Systems	3
CJ 103	Introduction to Law Enforcement	3
CJ 201	Criminal Procedure	3
CJ 202	Criminal Law	3
CJ 213	Criminal Investigation	3
CJ 217	Juvenile Delinquency	3
CJ 223	Criminology	3
CJ 226/PY 226	Abnormal Psychology	3
CJ 250	Ethics in Criminal Justice	3
Total Credit Hours		60

Criminal Justice Course Descriptions

CJ 101 Criminal Justice Systems: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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 103 Introduction to Law Enforcement: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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 216 Correctional Management: 3 Credit Hours

Prerequisites: CJ 202.

The student will be exposed to a study of the principles of organization and administration as applied to correctional agencies. The student will also include an introduction to concepts or organizational behavior and TQM in the correctional setting.

CJ 217 Juvenile Delinquency: 3 Credit Hours

Note: 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 218 Substance Abuse and the Criminal Justice System: 3 Credit Hours

Prerequisites: CJ 101 and EN 102.

The student will be introduced to the history of the social, moral, cultural, and economic problems caused by substance abuse in our society.

CJ 221 Community Corrections: 3 Credit Hours

Note: EN 101 is highly recommended but not required.

Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision and release of probationers and parolees. Study of the process as related to both adults and juveniles.

CJ 223 Criminology: 3 Credit 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: 3 Credit Hours

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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit 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: 3 Credit Hours

Note: 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: 3 Credit 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: 3 Credit Hours

Note: 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: 3-12 Credit Hours

Note: 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 _____ Angela Aguirre _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. _____ Date Degree Received _____ 12/12/2000 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ Leadership Studies – Justice Leadership Concentration _____

Professional registration/licensure _____ Yrs of employment at present institution _____ N/A _____

Yrs of employment in higher education 1 Yrs of related experience outside higher education _____ 14 _____

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 103 Introduction to Law Enforcement	24
Fall 2012	CJ 103 Introduction to Law Enforcement	22

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ William Alderman _____ Rank _____ Associate Professor _____

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution 10

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 230 Pistol and Personal Protection	20
Spring 2014	CJ 230 Pistol and Personal Protection	18
Fall 2014	CJ 230 Pistol and Personal Protection	12

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

N.R.A. Certification

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Stephen Baisden _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.L.S. Date Degree Received 12/ 2008

Conferred by West Virginia University

Area of Specialization Legal Studies

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 6

Non-teaching experience WV DHHR State Hearing Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2012	CJ 213 Criminal Investigation	26
Fall 2012	CJ 223 Criminology	16
Spring 2013	CJ 213 Criminal Investigation	26
Spring 2013	CJ 250 Ethics in Criminal Justice	15
Spring 2014	CJ 218 Substance Abuse and the Criminal Justice System	10

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Susan Baisden _____ Rank _____ Instructor _____

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned ___Ph.D.____ Date Degree Received _____ 2005 _____

Conferred by _____ Trinity Theological Seminary _____

Area of Specialization _____ Biblical Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution 2

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ N/A _____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2014	CJ 226 Abnormal Psychology	7
Fall 2014	CJ 226 Abnormal Psychology	4

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Melissa Ball _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned B.A. Date Degree Received 6/2009

Conferred by _____ West Virginia State College _____

Area of Specialization _____ Criminal Justice _____

Professional registration/licensure Y Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 15

Non-teaching experience Day Report Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 230 Pistol and Personal Protection	16

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

N.R.A. Certified Instructor – Pistol, Rifle, Shotgun, Metallic Cartridge Reloading, Shotgun Shell Reloading, Range Safety Officer

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Gregory Bishop Rank Instructor

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned B.A. Date Degree Received 08/ 1989

Conferred by Marshall University

Area of Specialization Law Enforcement and Psychology

Professional registration/licensure Yrs of employment at present institution N/A

Yrs of employment in higher education Yrs of related experience outside higher education 25

Non-teaching experience U.S. Marines, WV State Trooper

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 101 Criminal Justice Systems*	31

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Lillian Browning _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received _____

Conferred by _____ West Virginia State Graduate College _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 15_

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 103 Introduction to Law Enforcement	31
Spring 2010	CJ 221 Community Corrections	29
Fall 2010	CJ 103 Introduction to Law Enforcement	37
Spring 2011	CJ 221 Community Corrections	22

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Robin Browning _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ M.A. _____ Date Degree Received _____ 8/ 2001 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ Psychology, Diagnosis and Intervention _____

Professional registration/licensure _____ Yrs of employment at present institution _ N/A _

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 13 _____

Non-teaching experience _____ Psychologist _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	CJ 213 Criminal Investigation	20

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Jamie Butcher _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned JD Date Degree Received 6/2013

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 10

Non-teaching experience Child Advocacy Center Director, Attorney

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 203 Criminal Evidence	23

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Joshua Butcher _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received 6/2006

Conferred by _____ West Virginia University _____

Area of Specialization _____ Law _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 8

Non-teaching experience _____ Attorney _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 202 Criminal Law	33

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

**APPENDIX II
Faculty Data**

(No more than **TWO** pages per faculty member)

Name _____ Sabrina Deskins _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received 5/ 2002

Conferred by _____ Appalachian School of Law _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 12

Non-teaching experience _____ Attorney, Family Court Judge _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 217 Juvenile Delinquency	23
Spring 2011	CJ 217 Juvenile Delinquency	28
Fall 2011	CJ 201 Criminal Procedure	32
Spring 2012	CJ 202 Criminal Law	31
Spring 2012	CJ 217 Juvenile Delinquency	18
Spring 2012	CJ 280 Traffic Law and Enforcement	12
Fall 2012	CJ 201 Criminal Procedure	30
Fall 2012	CJ 203 Criminal Evidence	17
Spring 2013	CJ 216 Correctional Management	9

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Teresa Ferguson _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received 6/ 1998

Conferred by _____ Marshall University _____

Area of Specialization _____ Correctional Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 8

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 203 Criminal Evidence	32
Spring 2010	CJ 213 Criminal Investigation	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Debra Fields _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received 12/ 2000

Conferred by _____ Marshall University _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 18

Non-teaching experience _____ Counseling _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 218 Substance Abuse and the Criminal Justice System	15

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Leslie Goldie _____ Rank _____ Instructor _____

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned _____ R.B.A. _____ Date Degree Received _____ 2008 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution _____ 2 _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____ WV State Trooper _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 101 Introduction to Criminal Justice	25
Fall 2013	CJ 103 Introduction to Law Enforcement	25
Fall 2013	CJ 201 Criminal Procedure	26
Fall 2013	CJ 203 Criminal Evidence	10
Fall 2013	CJ 223 Criminology	20
Spring 2014	CJ 202 Criminal Law	32
Spring 2014	CJ 213 Criminal Investigation	26
Spring 2014	CJ 216 Correctional Management	12
Spring 2014	CJ 217 Juvenile Delinquency	27
Spring 2014	CJ 250 Ethics in Criminal Justice	18

Fall 2014	CJ 101 Introduction to Criminal Justice	30
Fall 2014	CJ 103 Introduction to Law Enforcement	30
Fall 2014	CJ 201 Criminal Procedure	26
Fall 2014	CJ 203 Criminal Evidence	18
Fall 2014	CJ 223 Criminology	20

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

Mr. Goldie is currently employed also by the West Virginia State Police and has extensive experience with and knowledge of the criminal justice system.

Spring 2012	CJ 241 Correctional Procedures II	10
Fall 2012	CJ 240 Correctional Procedures I	10
Spring 2013	CJ 241 Correctional Procedures II	6

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ George Kennedy _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ N/A _____ Date Degree Received _____ N/A _____

Conferred by _____ N/A _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 102 Introduction to Corrections	6
Fall 2014	CJ 102 Introduction to Corrections	8
Fall 2014	CJ 103 Introduction to Law Enforcement	8

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Brady Keyser _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure Y Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education N/A

Non-teaching experience N/A

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 230 Pistol and Personal Protection	13
Spring 2010	CJ 230 Pistol and Personal Protection	7
Fall 2010	CJ 230 Pistol and Personal Protection	15
Spring 2011	CJ 230 Pistol and Personal Protection	10
Spring 2011	CJ 230 Pistol and Personal Protection	15

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

Holds N.R.A. training certification.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Jeffery Lane _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct _____ Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received 6/ 1998

Conferred by _____ Marshall University _____

Area of Specialization _____ Justice Leadership _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 21

Non-teaching experience _____ County Magistrate _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	CJ 250 Ethics in Criminal Justice	26
Fall 2011	CJ 101 Introduction to Criminal Justice	30
Spring 2012	CJ 250 Ethics in Criminal Justice	27
Fall 2012	CJ 101 Introduction to Criminal Justice	35
Spring 2013	CJ 280 Traffic Law and Enforcement	16

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Beverly McDonald _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct _____ Graduate Asst. _____

Highest Degree Earned M.Ed. Date Degree Received 12 / 2012

Conferred by _____ Lindsey Wilson _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution 10

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____ Counseling _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2014	CJ 226 Abnormal Psychology	2

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Marsha Newman _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____15_____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2012	CJ 226 Abnormal Psychology	2

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Eric O'Briant _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____
 Yrs of employment in higher education _____ Yrs of related experience outside higher education _____
 Non-teaching experience _____ Logan County Circuit Judge _____ 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 201 Criminal Procedure	23
Spring 2010	CJ 202 Criminal Law	34
Fall 2010	CJ 201 Criminal Procedure	39
Spring 2011	CJ 202 Criminal Law	34

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Heather Ooten _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received _____

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 3

Non-teaching experience _____ Legal Research Analyst, Attorney _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 250 Ethics in Criminal Justice	34
Fall 2010	CJ 203 Criminal Evidence	28

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Teddy Riffe Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned A.A.S. Date Degree Received 6/ 2005

Conferred by _____ Southern West Virginia Community and Technical College _____

Area of Specialization Criminal Justice

Professional registration/licensure Y Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 20

Non-teaching experience Police Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 280 Traffic Law and Enforcement	29
Fall 2010	CJ 101 Introduction to Criminal Justice	38
Fall 2010	CJ 230 Pistol and Personal Protection	6
Spring 2011	CJ 280 Traffic Law and Enforcement	19
Spring 2012	CJ 230 Pistol and Personal Protection	3
Spring 2013	CJ 230 Pistol and Personal Protection	1

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

N.R.A. Certificate

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Kimberly Tipton _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.S. Date Degree Received 6 / 2002

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 12

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 102 Introduction to Corrections	20
Spring 2012	CJ 221 Community Corrections	15
Fall 2012	CJ 102 Introduction to Corrections	19
Spring 2013	CJ 221 Community Corrections	14
Fall 2013	CJ 102 Introduction to Corrections	17
Spring 2014	CJ 221 Community Corrections	12
Fall 2014	CJ 102 Introduction to Corrections	17

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Teresa Wayman _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received _____

Conferred by _____ Lindsey Wilson College _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 3

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2012	CJ 226 Abnormal Psychology	4
Fall 2013	CJ 226 Abnormal Psychology	3

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Charles West _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time Adjunct Graduate Asst. _____

Highest Degree Earned ___ N/A ___ Date Degree Received _____ N/A _____

Conferred by _____ N/A _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution ___ N/A ___

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	CJ 223 Criminology	16

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

**APPENDIX II
Faculty Data**

(No more than **TWO** pages per faculty member)

Name _____ Charles Wood _____ Rank _____ Professor _____

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned D.M. Date Degree Received 1989

Conferred by _____ Texas Christian University _____

Area of Specialization Psychology and Christian Theology

Professional registration/licensure _____ Yrs of employment at present institution 17

Yrs of employment in higher education _____ Yrs of related experience outside higher education 40

Non-teaching experience Minister

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 223 Criminology	17
Fall 2009	CJ 226 Abnormal Psychology	1
Fall 2009	CJ 290 Internship in Criminal Justice	4
Spring 2010	CJ 290 Internship in Criminal Justice	12
Fall 2010	CJ 226 Abnormal Psychology	3
Spring 2011	CJ 223 Criminology	11
Fall 2011	CJ 226 Abnormal Psychology	4
Spring 2012	CJ 290 Internship in Criminal Justice	9

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

Appendix IV
Graduate Data
and
Graduate and Employer Satisfaction Survey Results

Summary of National Salary Data, Bureau of Labor Statistics

Period: May 2013

Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	86810	\$ 25.44	\$ 52,910	\$ 15.39	\$ 23.29	\$ 40.46	\$ 32,010	\$ 48,440	\$ 84,160
Bailiffs(333011)	16360	\$ 19.53	\$ 40,620	\$ 9.26	\$ 17.83	\$ 32.55	\$ 19,260	\$ 37,080	\$ 67,700
Correctional Officers and Jailers(333012)	432680	\$ 21.32	\$ 44,350	\$ 12.86	\$ 19.02	\$ 34.48	\$ 26,740	\$ 39,550	\$ 71,720
Detectives and Criminal Investigators (333021)	109960	\$ 38.00	\$ 79,030	\$ 19.29	\$ 36.89	\$ 60.25	\$ 40,110	\$ 76,730	\$ 125,320
Parking Enforcement Workers(333041)	8790	\$ 17.90	\$ 37,220	\$ 10.41	\$ 17.40	\$ 26.65	\$ 21,650	\$ 36,190	\$ 55,440
Police and Sheriff's Patrol Officers(333051)	635380	\$ 28.23	\$ 58,720	\$ 15.71	\$ 26.99	\$ 43.60	\$ 32,670	\$ 56,130	\$ 90,700
Private Detectives and Investigators (339021)	25820	\$ 25.91	\$ 53,890	\$ 14.58	\$ 22.24	\$ 40.19	\$ 30,330	\$ 46,250	\$ 83,600
Security Guards(339032)	1066730	\$ 13.24	\$ 27,550	\$ 8.42	\$ 11.57	\$ 20.75	\$ 17,510	\$ 24,070	\$ 43,150

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error the more precise the estimate.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Summary of West Virginia Salary Data, Bureau of Labor Statistics

Period: May 2013

Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	270	\$ 15.64	\$ 32,530	\$ 12.17	\$ 15.53	\$ 19.02	\$ 25,320	\$ 32,290	\$ 39,570
Bailiffs(333011)	140	\$ 13.63	\$ 28,350	\$ 9.22	\$ 13.24	\$ 17.87	\$ 19,180	\$ 27,530	\$ 37,170
Correctional Officers and Jailers(333012)	3530	\$ 16.08	\$ 33,440	\$ 10.25	\$ 13.99	\$ 25.77	\$ 21,320	\$ 29,090	\$ 53,600
Detectives and Criminal Investigators(333021)	350	\$ 28.08	\$ 58,400	\$ 13.70	\$ 19.25	\$ 57.36	\$ 28,490	\$ 40,030	\$ 119,320
Parking Enforcement Workers(333041)	100	\$ 11.20	\$ 23,300	\$ 7.78	\$ 9.82	\$ 17.12	\$ 16,190	\$ 20,430	\$ 35,620
Police and Sheriff's Patrol Officers(333051)	3500	\$ 18.19	\$ 37,830	\$ 12.45	\$ 18.27	\$ 23.92	\$ 25,900	\$ 37,990	\$ 49,750
Private Detectives and Investigators(339021)	30	\$ 23.57	\$ 49,030	\$ 10.70	\$ 21.76	\$ 36.65	\$ 22,260	\$ 45,260	\$ 76,240
Security Guards(339032)	5800	\$ 11.18	\$ 23,250	\$ 7.82	\$ 9.54	\$ 18.54	\$ 16,270	\$ 19,850	\$ 38,570

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error the more precise the estimate.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Summary of Southern West Virginia nonmetropolitan Salary Data, Bureau of Labor Statistics

Period: May 2013									
Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	50	\$ 15.36	\$ 31,940	\$ 12.18	\$ 15.57	\$ 18.42	\$ 25,330	\$ 32,390	\$ 38,300
Bailiffs(333011)	No Regional Data Available								
Correctional Officers and Jailers(333012)	1110	\$ 16.65	\$ 34,630	\$ 10.20	\$ 14.34	\$ 26.84	\$ 21,220	\$ 29,820	\$ 55,830
Detectives and Criminal Investigators (333021)	40	\$ 20.36	\$ 42,340	\$ 13.49	\$ 16.90	\$ 36.39	\$ 28,060	\$ 35,160	\$ 75,680
Parking Enforcement Workers(333041)	No Regional Data Available								
Police and Sheriff's Patrol Officers(333051)	680	\$ 16.34	\$ 33,990	\$ 10.34	\$ 16.16	\$ 22.96	\$ 21,510	\$ 33,610	\$ 47,760
Private Detectives and Investigators (339021)	No Regional Data Available								
Security Guards(339032)	1550	\$ 9.54	\$ 19,850	\$ 7.64	\$ 8.69	\$ 14.80	\$ 15,880	\$ 18,080	\$ 30,780
Footnotes:									
(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.									
(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.									
SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm									

GRADUATE FOLLOW-UP SURVEY RESPONSES
(typed as written)

Item 1	Graduate A	05/11
	Graduate B	May 2012

Item 2	Graduate A	Criminal Justice
	Graduate B	Criminal Justice

Item 3	Graduate A	It is what I've wanted to do my entire life
	Graduate B	[no response]

Item 4	Graduate A	Boone, Logan
	Graduate B	Wyoming

Item 5	Graduate A	Yes, I have transferred to another college or university
	Graduate B	No, but I am planning to continue my education in the future

Item 6	Graduate A	Full-time
	Graduate B	[no response]

Item 7	Graduate A	Criminal Justice Administration
	Graduate B	[no response]

Item 8	Graduate A	Yes
	Graduate B	Yes [but not in field of study. Had job already]

Item 9	Graduate A	Unemployed, not seeking employment
	Graduate B	Employed part-time (less than 30 hours per week), not seeking full-time employment

Item 10	Graduate A	Returned to school
	Graduate B	[no response]

Item 11	Graduate A	[no response]
	Graduate B	No, not directly related

Item 12	Graduate A	[no response]
	Graduate B	No jobs available. Looked put apps in, but no call back

Item 13	Graduate A	[no response]
	Graduate B	Less than \$15,000 per year

Item 14	Graduate A	[no response]
	Graduate B	About as expected

Item 15	Graduate A	[no response]
	Graduate B	Raleigh, WV

Item 16	Graduate A	[no response]
	Graduate B	Advantage Sales & Marketing; WV Choice, Beckley, WV; Beaver, WV

Item 17	Graduate A	[no response]
	Graduate B	Event Specialist, Direct Care Worker

Item 18	Graduate A	Good
	Graduate B	Good

Item 19	Graduate A	No; It is extremely hard to get a decent paying job with only an associate’s degree so I decided to continue my education
	Graduate B	Yes

Item 20	Graduate A	a. Close to Home
		b. Friendliness
		c. Community – driven with a drive for their students to succeed
	Graduate B	a. teachers are awesome
		b. great location
		c. flexible

Item 21	Graduate A	a. Each teacher should have to be re-evaluated in the classroom
		b. The building could use an updating
		c. faculty should have to take a public interaction and communications class
	Graduate B	a. more career fields offered at Wyoming
		b. free lunch
		c.

Item 22		Very Well	Well	Adequate	Minimally	Poorly
	Communications	A	B			
	Writing Skills	A	B			
	Reading Skills	A	B			
	Speaking Skills	A	B			
	Computer Skills	A,B				
	Critical Thinking Skills	A		B		
	Organizational Skills	A	B			
	Teamwork Skills	A,B				
	Diversity	A	A,B			
	Math Skills	A	B			
	Skills and knowledge directly related to college program	A	B			
Other						

Item 23	Graduate A	Retha Marcum
	Graduate B	Tim Weaver

Item 24	Graduate A	Yes
	Graduate B	Yes

Item 25	Graduate A	[no response]
	Graduate B	Receiving information about other programs at Southern

Item 26	Graduate A	Work hard, do your best, and never say I can't
	Graduate B	Have fun while your getting an education

Item 27	Graduate A	[no response]
	Graduate B	I didn't receive all diplomas. Called teacher bout grade she never changed it. Called someone bout it they said theyd take care of it. Never did. Left multiple emails

[Contact information omitted to protect student privacy.]

Appendix V
Assessment Information

WorkKeys Results reported in 2008 - 2009 Institutional Assessment Report
(Criminal Justice AAS)

Criminal Justice – Corrections AAS (591)					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	M	5	5	5	S
Williamson	F	3	4	5	U

Mean	4	4.5	5
Standard Set	4	4	5

Number of students who met Standard (% of takers)	1 (50%)	1 (50%)	2 (100%)
Number who scored <3 (% of Total for Each Criteria)	0 (0%)	0 (0%)	0 (0%)
Number who scored 3 (% of Total for Each Criteria)	1 (50%)	0 (0%)	0 (0%)
Number who scored 4 (% of Total for Each Criteria)	0	1 (50%)	0 (0%)
Number who scored 5 (% of Total for Each Criteria)	1 (50%)	1 (50%)	2 (100%)
Number who scored 6 (% of Total for Each Criteria)	0 (0%)	0 (0%)	0 (0%)
Number who scored 7 (% of Total for Each Criteria)	0 (0%)	0 (0%)	0 (0%)

Number who met all 3 criteria standards satisfactorily (% of Overall Total)	1 (50%)
Number who met all 3 criteria standards unsatisfactorily (% of Overall Total))	1 (50%)

ETS MAPP Results reported in 2009 – 2010 Institutional Assessment Report
(Criminal Justice AA)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	432	110	116	115	105	116	112	111
Logan	443	108	120	116	115	114	112	115

Mean	438	109	118	116	110	115	112	113
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Student	Reading		Critical Thinking	Writing			Mathematics		
1	P	M	N	P	M	M	P	M	N
2	P	N	N	P	M	N	N	N	N

	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		50%	50%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		50%	50%
Mathematics Level I	50%		50%
Mathematics Level II		50%	50%
Mathematics Level III			100%

ETS MAPP Results reported in 2009 – 2010 Institutional Assessment Report
(Criminal Justice AAS)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Wyoming	417	107	106	108	106	106	104	112
Wyoming	426	111	113	110	104	114	109	114
Logan	427	108	115	110	108	114	107	112
Logan	436	112	113	115	109	112	116	109
Boone	437	112	116	113	110	110	112	118

Mean	429	110	113	111	107	111	110	113
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Student	Reading		Critical Thinking	Writing			Mathematics		
1	P	N	N	P	N	N	M	N	N
2	N	N	N	N	N	N	N	N	N
3	M	N	N	P	M	N	M	N	N
4	M	N	N	N	N	N	N	N	N
5	M	N	N	M	N	N	N	N	N

	Proficient	Marginal	Not Proficient
Reading Level I	20%	60%	20%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	40%	20%	40%
Writing Level II		20%	80%
Writing Level III			100%
Mathematics Level I		40%	60%
Mathematics Level II			100%
Mathematics Level III			100%

ETS MAPP Results reported in 2009 - 2010 Institutional Assessment Report
(CJ – Law Enforcement AAS)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Williamson	413	100	115	106	104	106	104	111
Wyoming	421	104	115	110	104	110	110	108

Mean	417	102	115	108	104	108	107	110
-------------	------------	------------	------------	------------	------------	------------	------------	------------

Student	Reading		Critical Thinking	Writing			Mathematics		
1	M	N	N	M	N	N	N	N	N
2	M	N	N	M	N	N	N	N	N

	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

ETS MAPP Results reported in 2010 – 2011 Institutional Assessment Report
(Criminal Justice AA)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	414	103	109	108	104	111	110	101
Mean	414	103	109	108	104	111	110	101

Student	Reading		Critical Thinking	Writing			Mathematics		
1	N	N	N	M	N	N	N	N	N

	Proficient	Marginal	Not Proficient
Reading Level I			100%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Criminal Justice Certificate program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Steven Lacek

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Social Sciences, Education, and Non-Traditional Programs conducted a program review of the Criminal Justice Certificate program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Criminal Justice Certificate program continue with the following corrective action:

- make corrections to the curriculum to include required general education requirements and make the curriculum “stackable” with the Criminal Justice A.A.S. curriculum
- develop an assessment plan for the program that will include a review of program goals, identification of an appropriate skills assessment for the program
- promote more involvement by the advisory committee for the program
- streamline the graduate and employer survey process to promote better response rates
- develop marketing materials and enhance the promotion of the program

The program review was presented to the Management Council for Academic Affairs and Student Services and to Executive Council and they concur with this recommendation.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation

Program without Specialized Accreditation

Program: Criminal Justice - Certificate
 Degree and Title

02/23/2015
 Date

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

Corrective actions include:

- Make corrections to the curriculum to include required general education requirements and make the curriculum "stackable" with the Criminal Justice A.A.S. curriculum.
- Develop an assessment plan for the program that will include a review of program goals, identification of an appropriate skills assessment for the program.
- Promote more involvement by the advisory committee for the program.
- Streamline the graduate and employer survey process to promote better response rates
- Develop marketing materials and enhance the promotion of the program.

 Signature of person preparing report if other than Division Head

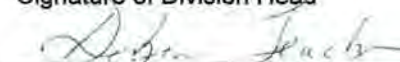
 Date



2/23/2015

 Signature of Division Head

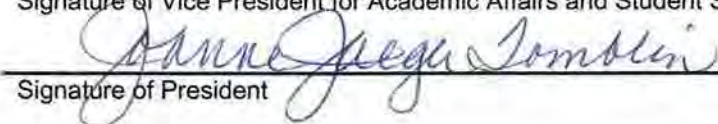
 Date



2/23/2015

 Signature of Vice President for Academic Affairs and Student Services

 Date



3/31/15

 Signature of President

 Date

 Signature of Chair, Board of Governors

 Date

**Southern West Virginia Community and Technical College
Division of Social Sciences, Education, and Non-Traditional Programs
Criminal Justice, Certificate**

Program Review Summary

A. Adequacy

- The program is available at all campuses and sites by way of the ICR classroom.
- The faculty is highly qualified.
- Student feedback for faculty is very positive.
- Positive outlook for employment possibilities for graduates.
- Strong enrollment numbers.
- Lack of programmatic assessment plan
- Poor response rate for graduate survey
- Lack of graduate employment data
- Lack of employer satisfaction data
- Diminishing involvement by Advisory Committee

**Conclusion: The program does not meet the minimum adequacy requirement.
Corrective actions have been taken.**

B. Viability

- Low cost program, employing only one full-time faculty and a very modest operational budget.
- Major courses are moving to online format to attract more students.
- The program maintains articulation agreements with four-year institutions.
- The program enrollment and number of graduates is adequate.
- There is an anticipated positive trend in program enrollment.

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

C. Necessity

- Documented need for program graduates in the state and region.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution

Conclusion: The program is consistent with Southern's mission.

**PROGRAM REVIEW
2014 - 2015
Southern West Virginia Community and Technical College**

I. Criminal Justice, Certificate

The Criminal Justice Certificate has been part of Southern West Virginia Community and Technical College's degree inventory since 1976. In that time, it has produced nearly 400 graduates. With this certificate, graduates are afforded the opportunity to move directly into employment or may transfer much of their classwork to Southern's Criminal Justice A.A.S. in order to pursue an advance degree in the field. The degree also provides opportunities for advancement of incumbent workers in the field.

The Criminal Justice Certificate currently offers the opportunity for students to learn skills needed for the following occupations:

SOC Code	Description
21-1092	Probation Officers and Correctional Treatment Specialists
33-3011	Bailiffs
33-3012	Correctional Officers and Jailers
33-3021	Detectives and Criminal Investigators
33-3041	Parking Enforcement Workers
33-3051	Police and Sheriff's Patrol Officers
33-9021	Private Detectives and Investigators
33-9032	Security Guards

Currently the program has no additional admission requirements nor additional standards of student progress required in order for students to remain in the program.

The Criminal Justice Certificate was last reviewed during the 2008 – 2009 academic year. The self-study of the program at that time resulted in a recommendation of continuance of the program without corrective action.

Since that last self-study, both of the full time faculty members retired. Also, the person in the administrative position which oversees the program has undergone several changes. First, Dr. Charles Wood, the Department Chair who oversaw the last program review, retired at the end of the Spring 2012 semester. Upon his retirement, Mr. George Morrison, Department Chair of Humanities, was assigned the task of overseeing the program. He retired at the end of the Spring 2013 semester, and the duty was assigned to Mr. Steven Lacek as part of his new role of Division Head of Social Sciences, Education, and Non-Traditional Programs. During all of these changes, the up-line administrators were also in flux. Since the time of the last program review, Southern has had four different Chief Academic Officers. Despite these numerous changes, the program has carried itself well.

II. Self-Study Components

A. Adequacy

1. Curriculum: (See Appendix I)

The curriculum of the program fails to meet the General Education requirements set forth by Title 135, Series 11, Section 3.1.d.1 The curriculum for the Criminal Justice Certificate allows students to successfully complete the program without having taken any course that requires a demonstration of computational skills. The curriculum will be revised to include this component. Upon approval by the Governance System, the changes will take effect for the 2015-2016 academic year.

In addition to the general education shortcoming, it was found that with a few small changes in the curriculum of the Criminal Justice Certificate, the A.A.S. Corrections option, and the A.A.S. Law Enforcement option, students can earn a thirty hour Certificate in Criminal Justice while pursuing an A.A.S. in Criminal Justice. Efforts have begun to adjust the curriculum to make this possible, while at the same time, maintaining the degree's academic integrity. These changes, upon approval by the Governance System, will take effect for the 2015 – 2016 academic year.

2. Faculty: (See Appendix II)

The 2008-2009 Program Review of the Criminal Justice Certificate program indicates that the program employed two full-time faculty members. However, both of those full-time faculty members retired after the Spring 2009 academic term. The program had always relied on adjunct faculty, but from the Fall 2010 until the Spring 2013 terms, the program was staffed entirely by part-time faculty. Please refer to Appendix II: Faculty for a summary of faculty rank, employment status, academic preparation, any professional development activities, and any other pertinent information.

3. Students: (See Appendix III)

A. Entrance abilities: The Criminal Justice Certificate currently does not have any entrance requirements. Southern is an open-door admission institution. Southern has a robust developmental education program to assist students who fall below placement test cut scores set forth by Title 135, Series 21, Freshman Assessment and Placement Standards.

B. Exit abilities: The Criminal Justice Certificate has used a variety of assessment instruments throughout the history of the program. In most recent years, that was the ETS Proficiency Profile. However, this instrument measures general

education proficiencies, not industry specific proficiencies. A priority for the new Division Head is to work with the faculty and advisory committee to determine an appropriate skills assessment for the Criminal Justice programs. Completion of the program may require sitting for the chosen assessment.

- C. Graduate follow-up data: Due to the very low response rate of the graduate surveys, little employment data is available. Please refer to Appendix IV for available graduate follow-up data. Included in this appendix is national, state, and regional salary data from the United States Bureau of Labor Statistics.

4. Graduate and Employer Satisfaction: (Appendix IV)

One hundred thirty-three graduate surveys were distributed by US Mail on Dec. 4, 2013. Of these 133, only two completed surveys were returned. A copy of the survey and the aggregate responses is included in Appendix IV.

There is no evidence that an employer survey was developed or distributed. The graduate survey process needs to be streamlined in order to elicit more responses and to minimize the cost of administering the survey. Moving the survey to an electronic form will also reduce the effort needed to compile the results.

5. Assessment Information: (Appendix V)

Evidence suggests that a programmatic assessment plan for the Criminal Justice Certificate has not been fully developed. As reported in the 2009 Assessment Report, “Criminal Justice Program graduates will:

- Investigate accidents and crime scenes with proper documentation
- Demonstrate safe, effective use of weapons”

At the same time, according to the 2008-2009 Program Review of the “Criminal Justice Program graduates will:

- 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 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”

This same report later provides further details regarding assessment methods on only three of these program goals. It is difficult to determine from available evidence the actual program goals. Further, no evidence has been found that suggests any existing goals have been reviewed or updated recently. However, there is evidence that shows the curriculum for the program has changed several times over the same period. Therefore, the development of an assessment plan for the Criminal Justice Certificate is paramount. This plan will require the review of programmatic goals and expected learner outcomes.

6. Advisory Committee:

According to the 2008 – 2009 Program Review, there is a Criminal Justice Advisory Committee that “has been active and has played an integral part in the development of the Criminal Justice Program at Southern.” However, there is a lack of evidence from recent years that would verify this claim. The most recent advisory committee meeting was held in April of 2013. This was a joint meeting of Criminal Justice, and two other programs’ advisory committees. Only one member of the Criminal Justice Advisory Committee attended this meeting, and there is little information in the minutes of that meeting that can be connected with Criminal Justice programs. Southern values advisory committees and the insight they provide. It appears that the Criminal Justice Advisory Committee’s involvement has weakened in the past few years, and efforts need to be made that will revitalize and validate that body.

7. Strengths/Weaknesses:

Strengths:

- The program is available at all campuses and sites by way of the ICR classroom.
- The faculty is highly qualified.
- Student feedback for faculty is very positive.
- Positive outlook for employment possibilities for graduates.
- Strong enrollment numbers.

Weaknesses:

- Lack of programmatic assessment plan
- Poor response rate for graduate survey
- Lack of graduate employment data
- Lack of employer satisfaction data
- Diminishing involvement by Advisory Committee

These weaknesses will be addressed as such:

1. Potential new members of an advisory committee will be identified. These individuals, along with the past membership will be invited to a formal

meeting. This meeting may take place in person or electronically, perhaps in the form of a list-serve. The initial meeting will be to discuss recent curricular changes and to connect with potential employers and identify any shortcomings of the program.

2. Graduate and employer surveys will be converted to an electronic format to help improve response rates and assist in the clerical tasks associated with this process.
3. Faculty and the Advisory Committee will work to establish an all-encompassing assessment program for the Criminal Justice Programs. This program will include programmatic goals, a “capstone” skills assessment, and a mechanism by which employers can provide feedback.

B. Viability

By way of this self-study, it is determined that the Criminal Justice Certificate program at Southern is a viable program that is cost effective for the institution – employing only one full-time faculty member and a handful of part-time faculty, it has produced an average of 13.5 graduates per academic year since Fall 2009.

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
College – Wide Headcount	2619	2203	2565	2029	2457	1960	2178	1900	2002
CJ Cert. Majors	5	5	9	8	5	4	5	5	6
CJ Cert. Graduates	3	6	1	5	2	9	3	8	1

3. Enrollment Projections

Southern has seen a 23.6% decline in enrollment from Fall 2009 to Fall 2013. The number of Criminal Justice Certificate majors over that same period have stayed relatively level. With the previously mentioned changes to the Criminal Justice Certificate, students will be able to earn the Certificate upon completion of their first year of toward the Criminal Justice A.A.S. It is hoped that this will increase the number of Criminal Justice Certificate graduates, although it most likely will not affect the Criminal Justice Certificate major count. Students will more likely declare their major as the Criminal Justice A.A.S. but earn the Certificate along the way. Additionally, current economic factors, such as lay-offs and downsizing in the coal industry could lead to an increased interest in programs at Southern, in particular, the Criminal Justice programs. Efforts are underway to move the majority of classes to an online format. This will increase access to the program and hopefully lead to an increase in enrollment in the program. It is with a measured degree of optimism that we anticipate a leveling of, or a slight increase in, enrollment in the Criminal Justice programs. This, however, cannot happen without increasing community awareness of the programs. Hence, more attention needs to be given to marketing efforts.

4. Articulation Agreements (2+2 etc.)

Southern currently has articulation agreements with Bluefield State College and West Virginia State University. These agreements have been in place since 2010 and 2001 respectively. Both of these agreements were created with the intention of providing a seamless transition from the Associate’s level to the Bachelor’s level degree. As is the case with all articulation agreements, these agreements require regular review and updating. Changing the Certificate curriculum to be stackable with the A.A.S. certificate will give students benchmark achievements and could possibly promote the pursuit of advanced degrees in the field.

C. Necessity:

There is a documented need for the program. The following tables show state and regional employment projections from a Workforce WV report for various occupations in the criminal justice field.

West Virginia Occupational Projections							
	SOC Title	2012 Estimated Employment	2022 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	291	306	2	8	10	0.2
33-3011	Bailiffs	136	143	1	4	5	0.1
33-3012	Correctional Officers and Jailers	3688	4110	42	98	140	4.2
33-3021	Detectives and Criminal Investigators	359	409	5	8	13	0.5
33-3041	Parking Enforcement Workers	98	98	0	3	3	0
33-3051	Police and Sheriff's Patrol Officers	3552	3804	25	111	136	2.5
33-9021	Private Detectives and Investigators	38	42	1	1	2	0.1
33-9032	Security Guards	6172	6743	58	95	153	5.8

**West Virginia Occupational Projections
Workforce Investment Area 1
2010 - 2020**

SOC	SOC Title	2010 Estimated Employment	2020 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	86	98	1	2	3	1.3
33-3011	Bailiffs	No Data Available					
33-3012	Correctional Officers and Jailers	825	840	2	14	16	0.2
33-3021	Detectives and Criminal Investigators	44	44	0	1	1	0.0
33-3041	Parking Enforcement Workers	No Data Available					
33-3051	Police and Sheriff's Patrol Officers	No Data Available					
33-9021	Private Detectives and Investigators	No Data Available					
33-9032	Security Guards	595	638	4	9	13	0.7

**West Virginia Occupational Projections
Workforce Investment Area 2
2010 - 2020**

SOC	SOC Title	2010 Estimated Employment	2020 Projected Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings	Annual Growth Rate
21-1092	Probation Officers and Correctional Treatment Specialists	42	48	1	1	2	1.34
33-3011	Bailiffs	12	12	0	0	0	0.00
33-3012	Correctional Officers and Jailers	321	326	0	6	6	0.15
33-3021	Detectives and Criminal Investigators	50	51	0	1	1	0.20
33-3041	Parking Enforcement Workers	No Data Available					
33-3051	Police and Sheriff's Patrol Officers	393	401	1	12	13	0.20
33-9021	Private Detectives and Investigators	No Data Available					
33-9032	Security Guards	646	703	6	10	16	0.85

D. Consistency with Mission:

Southern's mission is provide accessible, affordable, quality education and training that promotes success for those we serve. By employing highly qualified instructors, both full-time and part-time, utilizing technology to keep delivery costs low, and by requiring one of the lowest tuitions in the state, the Criminal Justice programs at Southern are consistent with the mission of the college. The Criminal Justice Program not only provides individuals with an entry-level education, but also provides them with the opportunity to parlay their time at Southern into a Bachelor's degree in Criminal Justice.

The program is not a stand-alone program – it incorporates several general education courses, including social sciences, humanities, and mathematics. These disciplines enhance the breadth of knowledge of the criminal justice student and the criminal justice student adds context to class discussions in those core classes.

III. Recommendation

It is recommended that the Criminal Justice Certificate program at Southern West Virginia Community and Technical College be continued with corrective actions. Those corrective actions are:

- Make corrections to the curriculum to include required general education requirements and make the curriculum “stackable” with the Criminal Justice A.A.S. curriculum.
- Develop an assessment plan for the program that will include a review of program goals, identification of an appropriate skills assessment for the program.
- Promote more involvement by the advisory committee for the program.
- Streamline the graduate and employer survey process to promote better response rates
- Develop marketing materials and enhance the promotion of the program.

Appendix I

Curriculum

Criminal Justice

Associate in Applied Science 60 Credit Hours

Purpose:

The Criminal Justice Certificate Program provides basic knowledge and training in the skills required for employment in the Criminal Justice field.

Support Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
AH 122	First Aid	2
EN 101	English Composition I	3
OR 110	Introduction to College	1
SO 200	Introduction to Sociology	3

Major Courses

<u>Dept/No.</u>	<u>Title</u>	<u>Credit Hours</u>
CJ 101	Criminal Justice Systems	3
CJ 103	Introduction to Law Enforcement	3
CJ 201	Criminal Procedure	3
CJ 202	Criminal Law	3
CJ 223	Criminology	3
	¹ Criminal Justice Electives	6

¹Any Criminal Justice course not already specified in the program may be used to fulfill the elective requirement.

Criminal Justice Course Descriptions

CJ 101 Criminal Justice Systems: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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 103 Introduction to Law Enforcement: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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 216 Correctional Management: 3 Credit Hours

Prerequisites: CJ 202.

The student will be exposed to a study of the principles of organization and administration as applied to correctional agencies. The student will also include an introduction to concepts or organizational behavior and TQM in the correctional setting.

CJ 217 Juvenile Delinquency: 3 Credit Hours

Note: 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 218 Substance Abuse and the Criminal Justice System: 3 Credit Hours

Prerequisites: CJ 101 and EN 102.

The student will be introduced to the history of the social, moral, cultural, and economic problems caused by substance abuse in our society.

CJ 221 Community Corrections: 3 Credit Hours

Note: EN 101 is highly recommended but not required.

Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision and release of probationers and parolees. Study of the process as related to both adults and juveniles.

CJ 223 Criminology: 3 Credit 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: 3 Credit Hours

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: 3 Credit Hours

Note: 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: 3 Credit Hours

Note: 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: 3 Credit 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: 3 Credit Hours

Note: 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: 3 Credit 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: 3 Credit Hours

Note: 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: 3-12 Credit Hours

Note: 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 _____ Angela Aguirre _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. _____ Date Degree Received _____ 12/12/2000 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ Leadership Studies – Justice Leadership Concentration _____

Professional registration/licensure _____ Yrs of employment at present institution _____ N/A _____

Yrs of employment in higher education _____ 1 _____ Yrs of related experience outside higher education _____ 14 _____

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 103 Introduction to Law Enforcement	24
Fall 2012	CJ 103 Introduction to Law Enforcement	22

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ William Alderman _____ Rank _____ Associate Professor _____

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution 10

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 230 Pistol and Personal Protection	20
Spring 2014	CJ 230 Pistol and Personal Protection	18
Fall 2014	CJ 230 Pistol and Personal Protection	12

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

N.R.A. Certification

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Stephen Baisden _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.L.S. Date Degree Received 12/ 2008

Conferred by West Virginia University

Area of Specialization Legal Studies

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 6

Non-teaching experience WV DHHR State Hearing Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2012	CJ 213 Criminal Investigation	26
Fall 2012	CJ 223 Criminology	16
Spring 2013	CJ 213 Criminal Investigation	26
Spring 2013	CJ 250 Ethics in Criminal Justice	15
Spring 2014	CJ 218 Substance Abuse and the Criminal Justice System	10

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Susan Baisden _____ Rank _____ Instructor _____

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D. Date Degree Received 2005

Conferred by _____ Trinity Theological Seminary _____

Area of Specialization _____ Biblical Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution 2

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ N/A _____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2014	CJ 226 Abnormal Psychology	7
Fall 2014	CJ 226 Abnormal Psychology	4

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Melissa Ball _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned B.A. Date Degree Received 6/2009

Conferred by _____ West Virginia State College _____

Area of Specialization _____ Criminal Justice _____

Professional registration/licensure Y Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 15 _____

Non-teaching experience Day Report Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 230 Pistol and Personal Protection	16

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

N.R.A. Certified Instructor – Pistol, Rifle, Shotgun, Metallic Cartridge Reloading, Shotgun Shell Reloading, Range Safety Officer

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Gregory Bishop Rank Instructor

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned B.A. Date Degree Received 08/ 1989

Conferred by Marshall University

Area of Specialization Law Enforcement and Psychology

Professional registration/licensure Yrs of employment at present institution N/A

Yrs of employment in higher education Yrs of related experience outside higher education 25

Non-teaching experience U.S. Marines, WV State Trooper

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 101 Criminal Justice Systems*	31

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Lillian Browning _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received _____

Conferred by _____ West Virginia State Graduate College _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 15_

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 103 Introduction to Law Enforcement	31
Spring 2010	CJ 221 Community Corrections	29
Fall 2010	CJ 103 Introduction to Law Enforcement	37
Spring 2011	CJ 221 Community Corrections	22

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Robin Browning _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ M.A. _____ Date Degree Received _____ 8/ 2001 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ Psychology, Diagnosis and Intervention _____

Professional registration/licensure _____ Yrs of employment at present institution _ N/A _

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 13 _____

Non-teaching experience _____ Psychologist _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	CJ 213 Criminal Investigation	20

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Jamie Butcher _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned JD Date Degree Received 6/2013

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 10

Non-teaching experience Child Advocacy Center Director, Attorney

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 203 Criminal Evidence	23

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Joshua Butcher _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received 6/2006

Conferred by _____ West Virginia University _____

Area of Specialization _____ Law _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 8

Non-teaching experience _____ Attorney _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 202 Criminal Law	33

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Sabrina Deskins _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received 5/ 2002

Conferred by _____ Appalachian School of Law _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 12

Non-teaching experience _____ Attorney, Family Court Judge _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 217 Juvenile Delinquency	23
Spring 2011	CJ 217 Juvenile Delinquency	28
Fall 2011	CJ 201 Criminal Procedure	32
Spring 2012	CJ 202 Criminal Law	31
Spring 2012	CJ 217 Juvenile Delinquency	18
Spring 2012	CJ 280 Traffic Law and Enforcement	12
Fall 2012	CJ 201 Criminal Procedure	30
Fall 2012	CJ 203 Criminal Evidence	17
Spring 2013	CJ 216 Correctional Management	9

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Teresa Ferguson _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned ___M.A.____ Date Degree Received ___6/ 1998 _____

Conferred by _____ Marshall University _____

Area of Specialization _____ Correctional Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution ___ N/A ___

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____8_____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 203 Criminal Evidence	32
Spring 2010	CJ 213 Criminal Investigation	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Debra Fields _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received 12/ 2000

Conferred by _____ Marshall University _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 18

Non-teaching experience _____ Counseling _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2013	CJ 218 Substance Abuse and the Criminal Justice System	15

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Leslie Goldie _____ Rank _____ Instructor _____

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned R.B.A Date Degree Received 2008

Conferred by _____ Marshall University _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution 2

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____ WV State Trooper _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 101 Introduction to Criminal Justice	25
Fall 2013	CJ 103 Introduction to Law Enforcement	25
Fall 2013	CJ 201 Criminal Procedure	26
Fall 2013	CJ 203 Criminal Evidence	10
Fall 2013	CJ 223 Criminology	20
Spring 2014	CJ 202 Criminal Law	32
Spring 2014	CJ 213 Criminal Investigation	26
Spring 2014	CJ 216 Correctional Management	12
Spring 2014	CJ 217 Juvenile Delinquency	27
Spring 2014	CJ 250 Ethics in Criminal Justice	18

Fall 2014	CJ 101 Introduction to Criminal Justice	30
Fall 2014	CJ 103 Introduction to Law Enforcement	30
Fall 2014	CJ 201 Criminal Procedure	26
Fall 2014	CJ 203 Criminal Evidence	18
Fall 2014	CJ 223 Criminology	20

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

Mr. Goldie is currently employed by the West Virginia State Police and has extensive experience with and knowledge of the criminal justice system.

Spring 2012	CJ 241 Correctional Procedures II	10
Fall 2012	CJ 240 Correctional Procedures I	10
Spring 2013	CJ 241 Correctional Procedures II	6

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ George Kennedy _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ N/A _____ Date Degree Received _____ N/A _____

Conferred by _____ N/A _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	CJ 102 Introduction to Corrections	6
Fall 2014	CJ 102 Introduction to Corrections	8
Fall 2014	CJ 103 Introduction to Law Enforcement	8

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Brady Keyser _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time Adjunct Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ N/A

Non-teaching experience N/A

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 230 Pistol and Personal Protection	13
Spring 2010	CJ 230 Pistol and Personal Protection	7
Fall 2010	CJ 230 Pistol and Personal Protection	15
Spring 2011	CJ 230 Pistol and Personal Protection	10
Spring 2011	CJ 230 Pistol and Personal Protection	15

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

Holds N.R.A. training certification.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Jeffery Lane _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct _____ Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received 6/ 1998

Conferred by _____ Marshall University _____

Area of Specialization _____ Justice Leadership _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 21

Non-teaching experience _____ County Magistrate _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	CJ 250 Ethics in Criminal Justice	26
Fall 2011	CJ 101 Introduction to Criminal Justice	30
Spring 2012	CJ 250 Ethics in Criminal Justice	27
Fall 2012	CJ 101 Introduction to Criminal Justice	35
Spring 2013	CJ 280 Traffic Law and Enforcement	16

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Beverly McDonald _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct _____ Graduate Asst. _____

Highest Degree Earned M.Ed. Date Degree Received 12 / 2012

Conferred by _____ Lindsey Wilson _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution 10

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____ Counseling _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2014	CJ 226 Abnormal Psychology	2

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Marsha Newman _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____15_____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2012	CJ 226 Abnormal Psychology	2

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Eric O'Briant _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time Adjunct Graduate Asst. _____

Highest Degree Earned _____ J.D. _____ Date Degree Received _____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____
 Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 20 + _____
 Non-teaching experience _____ Logan County Circuit Judge _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 201 Criminal Procedure	23
Spring 2010	CJ 202 Criminal Law	34
Fall 2010	CJ 201 Criminal Procedure	39
Spring 2011	CJ 202 Criminal Law	34

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Heather Ooten _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned J.D. Date Degree Received _____

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education 3

Non-teaching experience _____ Legal Research Analyst, Attorney _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 250 Ethics in Criminal Justice	34
Fall 2010	CJ 203 Criminal Evidence	28

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Teddy Riffe Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned A.A.S. Date Degree Received 6/ 2005

Conferred by _____ Southern West Virginia Community and Technical College _____

Area of Specialization Criminal Justice

Professional registration/licensure Y Yrs of employment at present institution N/A

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____20

Non-teaching experience Police Officer

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	CJ 280 Traffic Law and Enforcement	29
Fall 2010	CJ 101 Introduction to Criminal Justice	38
Fall 2010	CJ 230 Pistol and Personal Protection	6
Spring 2011	CJ 280 Traffic Law and Enforcement	19
Spring 2012	CJ 230 Pistol and Personal Protection	3
Spring 2013	CJ 230 Pistol and Personal Protection	1

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

N.R.A. Certificate

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Kimberly Tipton _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.S. Date Degree Received 6 / 2002

Conferred by _____ West Virginia University _____

Area of Specialization _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ 12

Non-teaching experience _____ Probation Officer _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2011	CJ 102 Introduction to Corrections	20
Spring 2012	CJ 221 Community Corrections	15
Fall 2012	CJ 102 Introduction to Corrections	19
Spring 2013	CJ 221 Community Corrections	14
Fall 2013	CJ 102 Introduction to Corrections	17
Spring 2014	CJ 221 Community Corrections	12
Fall 2014	CJ 102 Introduction to Corrections	17

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Teresa Wayman _____ Rank _____ Instructor _____

Check one:

Full-time _____ Part-time X Adjunct X Graduate Asst. _____

Highest Degree Earned M.A. Date Degree Received _____

Conferred by _____ Lindsey Wilson College _____

Area of Specialization _____ Counseling _____

Professional registration/licensure _____ Yrs of employment at present institution _____

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____ Counselor _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2012	CJ 226 Abnormal Psychology	4
Fall 2013	CJ 226 Abnormal Psychology	3

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Charles West _____ Rank ___ Instructor _____

Check one:

Full-time _____ Part-time Adjunct Graduate Asst. _____

Highest Degree Earned ___ N/A ___ Date Degree Received _____ N/A _____

Conferred by _____ N/A _____

Area of Specialization _____ N/A _____

Professional registration/licensure _____ Yrs of employment at present institution ___ N/A ___

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____

Non-teaching experience _____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	CJ 223 Criminology	16

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name _____ Charles Wood _____ Rank _____ Professor _____

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned ___D.M._____ Date Degree Received _____1989_____

Conferred by _____Texas Christian University _____

Area of Specialization ___Psychology and Christian Theology_____

Professional registration/licensure _____ Yrs of employment at present institution ___17__

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____40_____

Non-teaching experience _____Minister_____

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	CJ 223 Criminology	17
Fall 2009	CJ 226 Abnormal Psychology	1
Fall 2009	CJ 290 Internship in Criminal Justice	4
Spring 2010	CJ 290 Internship in Criminal Justice	12
Fall 2010	CJ 226 Abnormal Psychology	3
Spring 2011	CJ 223 Criminology	11
Fall 2011	CJ 226 Abnormal Psychology	4
Spring 2012	CJ 290 Internship in Criminal Justice	9

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

Appendix IV
Graduate Data
and
Graduate and Employer Satisfaction Survey Results

Summary of National Salary Data, Bureau of Labor Statistics

Period: May 2013

Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	86810	\$ 25.44	\$ 52,910	\$ 15.39	\$ 23.29	\$ 40.46	\$ 32,010	\$ 48,440	\$ 84,160
Bailiffs(333011)	16360	\$ 19.53	\$ 40,620	\$ 9.26	\$ 17.83	\$ 32.55	\$ 19,260	\$ 37,080	\$ 67,700
Correctional Officers and Jailers(333012)	432680	\$ 21.32	\$ 44,350	\$ 12.86	\$ 19.02	\$ 34.48	\$ 26,740	\$ 39,550	\$ 71,720
Detectives and Criminal Investigators (333021)	109960	\$ 38.00	\$ 79,030	\$ 19.29	\$ 36.89	\$ 60.25	\$ 40,110	\$ 76,730	\$ 125,320
Parking Enforcement Workers(333041)	8790	\$ 17.90	\$ 37,220	\$ 10.41	\$ 17.40	\$ 26.65	\$ 21,650	\$ 36,190	\$ 55,440
Police and Sheriff's Patrol Officers(333051)	635380	\$ 28.23	\$ 58,720	\$ 15.71	\$ 26.99	\$ 43.60	\$ 32,670	\$ 56,130	\$ 90,700
Private Detectives and Investigators (339021)	25820	\$ 25.91	\$ 53,890	\$ 14.58	\$ 22.24	\$ 40.19	\$ 30,330	\$ 46,250	\$ 83,600
Security Guards(339032)	1066730	\$ 13.24	\$ 27,550	\$ 8.42	\$ 11.57	\$ 20.75	\$ 17,510	\$ 24,070	\$ 43,150

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error the more precise the estimate.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Summary of West Virginia Salary Data, Bureau of Labor Statistics

Period: May 2013

Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	270	\$ 15.64	\$ 32,530	\$ 12.17	\$ 15.53	\$ 19.02	\$ 25,320	\$ 32,290	\$ 39,570
Bailiffs(333011)	140	\$ 13.63	\$ 28,350	\$ 9.22	\$ 13.24	\$ 17.87	\$ 19,180	\$ 27,530	\$ 37,170
Correctional Officers and Jailers(333012)	3530	\$ 16.08	\$ 33,440	\$ 10.25	\$ 13.99	\$ 25.77	\$ 21,320	\$ 29,090	\$ 53,600
Detectives and Criminal Investigators(333021)	350	\$ 28.08	\$ 58,400	\$ 13.70	\$ 19.25	\$ 57.36	\$ 28,490	\$ 40,030	\$ 119,320
Parking Enforcement Workers(333041)	100	\$ 11.20	\$ 23,300	\$ 7.78	\$ 9.82	\$ 17.12	\$ 16,190	\$ 20,430	\$ 35,620
Police and Sheriff's Patrol Officers(333051)	3500	\$ 18.19	\$ 37,830	\$ 12.45	\$ 18.27	\$ 23.92	\$ 25,900	\$ 37,990	\$ 49,750
Private Detectives and Investigators(339021)	30	\$ 23.57	\$ 49,030	\$ 10.70	\$ 21.76	\$ 36.65	\$ 22,260	\$ 45,260	\$ 76,240
Security Guards(339032)	5800	\$ 11.18	\$ 23,250	\$ 7.82	\$ 9.54	\$ 18.54	\$ 16,270	\$ 19,850	\$ 38,570

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error the more precise the estimate.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Summary of Southern West Virginia nonmetropolitan Salary Data, Bureau of Labor Statistics

Period: May 2013

Occupation (SOC code)	Employment (1)	Hourly mean wage	Annual mean wage(2)	Hourly 10th percentile wage	Hourly median wage	Hourly 90th percentile wage	Annual 10th percentile wage(2)	Annual median wage(2)	Annual 90th percentile wage(2)
Probation Officers and Correctional Treatment Specialists(211092)	50	\$ 15.36	\$ 31,940	\$ 12.18	\$ 15.57	\$ 18.42	\$ 25,330	\$ 32,390	\$ 38,300
Bailiffs(333011)	No Regional Data Available								
Correctional Officers and Jailers(333012)	1110	\$ 16.65	\$ 34,630	\$ 10.20	\$ 14.34	\$ 26.84	\$ 21,220	\$ 29,820	\$ 55,830
Detectives and Criminal Investigators (333021)	40	\$ 20.36	\$ 42,340	\$ 13.49	\$ 16.90	\$ 36.39	\$ 28,060	\$ 35,160	\$ 75,680
Parking Enforcement Workers(333041)	No Regional Data Available								
Police and Sheriff's Patrol Officers(333051)	680	\$ 16.34	\$ 33,990	\$ 10.34	\$ 16.16	\$ 22.96	\$ 21,510	\$ 33,610	\$ 47,760
Private Detectives and Investigators (339021)	No Regional Data Available								
Security Guards(339032)	1550	\$ 9.54	\$ 19,850	\$ 7.64	\$ 8.69	\$ 14.80	\$ 15,880	\$ 18,080	\$ 30,780

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

GRADUATE FOLLOW-UP SURVEY RESPONSES
(typed as written)

Item 1	Graduate A	05/11
	Graduate B	May 2012

Item 2	Graduate A	Criminal Justice
	Graduate B	Criminal Justice

Item 3	Graduate A	It is what I've wanted to do my entire life
	Graduate B	[no response]

Item 4	Graduate A	Boone, Logan
	Graduate B	Wyoming

Item 5	Graduate A	Yes, I have transferred to another college or university
	Graduate B	No, but I am planning to continue my education in the future

Item 6	Graduate A	Full-time
	Graduate B	[no response]

Item 7	Graduate A	Criminal Justice Administration
	Graduate B	[no response]

Item 8	Graduate A	Yes
	Graduate B	Yes [but not in field of study. Had job already]

Item 9	Graduate A	Unemployed, not seeking employment
	Graduate B	Employed part-time (less than 30 hours per week), not seeking full-time employment

Item 10	Graduate A	Returned to school
	Graduate B	[no response]

Item 11	Graduate A	[no response]
	Graduate B	No, not directly related

Item 12	Graduate A	[no response]
	Graduate B	No jobs available. Looked put apps in, but no call back

Item 13	Graduate A	[no response]
	Graduate B	Less than \$15,000 per year

Item 14	Graduate A	[no response]
	Graduate B	About as expected

Item 15	Graduate A	[no response]
	Graduate B	Raleigh, WV

Item 16	Graduate A	[no response]
	Graduate B	Advantage Sales & Marketing; WV Choice, Beckley, WV; Beaver, WV

Item 17	Graduate A	[no response]
	Graduate B	Event Specialist, Direct Care Worker

Item 18	Graduate A	Good
	Graduate B	Good

Item 19	Graduate A	No; It is extremely hard to get a decent paying job with only an associate’s degree so I decided to continue my education
	Graduate B	Yes

Item 20	Graduate A	a. Close to Home
		b. Friendliness
		c. Community – driven with a drive for their students to succeed
	Graduate B	a. teachers are awesome
		b. great location
		c. flexible

Item 21	Graduate A	a. Each teacher should have to be re-evaluated in the classroom
		b. The building could use an updating
		c. faculty should have to take a public interaction and communications class
	Graduate B	a. more career fields offered at Wyoming
		b. free lunch
		c.

		Very Well	Well	Adequate	Minimally	Poorly
Item 22	Communications	A	B			
	Writing Skills	A	B			
	Reading Skills	A	B			
	Speaking Skills	A	B			
	Computer Skills	A,B				
	Critical Thinking Skills	A		B		
	Organizational Skills	A	B			
	Teamwork Skills	A,B				
	Diversity	A	A,B			
	Math Skills	A	B			
	Skills and knowledge directly related to college program	A	B			
	Other					

Item 23	Graduate A	Retha Marcum
	Graduate B	Tim Weaver

Item 24	Graduate A	Yes
	Graduate B	Yes

Item 25	Graduate A	[no response]
	Graduate B	Receiving information about other programs at Southern

Item 26	Graduate A	Work hard, do your best, and never say I can't
	Graduate B	Have fun while your getting an education

Item 27	Graduate A	[no response]
	Graduate B	I didn't receive all diplomas. Called teacher bout grade she never changed it. Called someone bout it they said theyd take care of it. Never did. Left multiple emails

[Contact information omitted to protect student privacy.]

Appendix V
Assessment Information

ETS MAPP Results reported in 2009 – 2010 Institutional Assessment Report
(Criminal Justice Certificate)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	425	107	112	113	105	112	106	111
Mean	425	107	112	113	105	112	106	111

Student	Reading		Critical Thinking	Writing			Mathematics		
1	M	N	N	P	N	N	N	N	N

	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

ETS MAPP Results reported in 2010 – 2011 Institutional Assessment Report
(Criminal Justice Certificate)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	441	107	115	118	114	107	110	114
Mean	441	107	115	118	114	107	110	114

Student	Reading		Critical Thinking	Writing			Mathematics		
1	P	N	N	P	M	M	P	M	N

	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		100%	
Mathematics Level I	100%		
Mathematics Level II		100%	
Mathematics Level III			100%

ETS MAPP Results reported in 2011 – 2012 Institutional Assessment Report
(Criminal Justice Certificate)

Campus	Total Score	Skills Dimension Subscores				Context Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	426	108	104	112	111	105	103	114
Mean	426	108	104	112	111	105	103	114

Student	Reading		Critical Thinking	Writing			Mathematics		
1	N	N	N	M	N	N	M	M	N

	Proficient	Marginal	Not Proficient
Reading Level I			100%
Reading Level II			100%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		100%	
Mathematics Level II		100%	
Mathematics Level III			100%

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Health Care Professional A.A.S. 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Steven Hall

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business conducted a program review of the Health Care Professional A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Health Care Professional A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services and to Executive Council and they concur with this recommendation.

Southern West Virginia Community and Technical College
Division of Healthcare and Business Programs
Healthcare Professional, Associate in Applied Science

Program Review Summary

A. Adequacy

- The curriculum requirements are sufficient for the demands of the Healthcare field.
- The program is adequately staffed with qualified faculty.
- Graduate job placement within their field of study has been successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

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 continue through the next assessment period.
- The program maintains clinical contracts with facilities in Charleston, Logan, Madison, South Charleston and Williamson, West Virginia.
- The program has the benefit of exceptional support and involvement from area hospitals and the nursing industry.
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both educational and employment need in the service area as well as the nation.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.

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

Program Review
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
2014-2015

Program Title: Health Care Professional Associate in Applied Science

I. PROGRAM DESCRIPTION:

The Health Care Professional Program prepares students to work in a variety of healthcare settings. The program provides students with a firm foundation for understanding complex medical issues facing today's society. Graduates of the program seeking work in the allied health field may work in hospitals, clinics, home health agencies, and physician offices. Individuals seeking work in the field of allied health management may work as healthcare professionals in the areas of hospital administration, office management, and other support positions.

The Health Care Professional Program requires 60 total hours. The program is available at all campus locations, with some of the program's required courses having been developed and delivered as web-based courses. Also, some of the courses are delivered via the Interactive Classroom, enhancing their availability at all of Southern's locations.

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with College Mission.

A. Adequacy:

1. Curriculum:

The curriculum for the Health Care Professional associate in applied science degree program currently consists of 60 credit hours. During the period of this review, the hours required have fluctuated, and ranged from 70 hours to 60 hours. The current program includes 18 hours in a general education core, and 42 hours in program specific major courses. Both general education courses and major courses are delivered in a variety of methods, including interactive video and online formats. The full Health Care Professional program is available at all campus locations. Curricular requirements are broken down over four semesters (a two-year period) with hours per semester ranging from 13 to 15 credit hours. For curriculum details, see Appendix I.

2. Faculty:

The Health Care Professional program uses both full-time faculty members and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty member(s) are in the Division of Healthcare and Business Programs. The program maintains one full-time faculty position, which is currently held by Cynthia Lowes. She possesses the following qualifications:

- Licensed RN in the State of WV
- Bachelor degree in Nursing

For additional information on qualifications of the faculty members, see faculty data sheets in Appendix II.

3. Students:

a. Entrance Policy:

The Health Care Professional A.A.S. program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Any prospective student with a high school diploma or GED may take classes at Southern and may enroll in this degree program.

b. Exit Abilities:

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry level positions in the health care field that require a two-year degree. When the students leave the program, it is with the understanding that they have a need to continually upgrade their skills and further their knowledge and abilities through on- the-job training, seminars, workshops, continuing education, and advanced studies.

Specific exit abilities of Health Care Professional program graduates include:

- exhibit an understanding of the medical and legal aspects of the health care industry, with particular emphasis on safety, employment, ethics, patient needs and rights, communication and documentation
- communicate effectively with patients, customers, and employees including the use of oral and written communication practices and quality patient care outcomes
- perform effectively in leadership/management roles in the health care environment

- incorporate various aspects of a well-rounded academic background into workplace situations

4. Resources

a. Financial

The program does not receive an annual budget dedicated to meeting the program's needs. However, this program is authorized to utilize funding set aside for all Healthcare programs. As such, resources have been minimal. Although limited, the financial support has been adequate to cover any necessary needs for the program. (See Appendix III)

b. Facilities

This program does not require any dedicated labs or facilities. The program utilizes existing classrooms and computer labs for delivery of curriculum.

5. Assessment Information

The Health Care Professional Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students participate in Southern's assessment program. The first two years of this review cycle, WORKKEYS was the test administered to Career and Technical Program enrollees. In years three through five, MAPP was administered. For information on assessment results, see Appendix IV.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email, and US mail. The feedback on employer satisfaction is also limited. A majority of the students who respond prefer not to include employer or salary information. For information on survey results, see Appendix IV.

6. Previous Program Review

During the 2010-2011 academic year, a post-audit review of the Associate in Applied Science in Health Care Professional was conducted by the Department of Allied Health and Nursing. The department was asked to complete a follow-up report addressing 1) the purpose for the program and an explanation of the low graduation rate with respect to enrollment, 2) a more detailed description of assessment including how results are used for program improvements, and 3) the relationship of the program to Allied Health and Business advisory committees and how the program is being served.

The department recommended the continuation of the program without corrective action.

7. Advisory Committee

The academic career and technical programs at Southern are tailored to meet the workforce needs of the community. The Division of Career and Technical Programs, where the Department of Allied Health and Nursing and the Department of Business are housed, has a joint advisory committee of all departments annually in the spring semester.

Advisory committee members and the faculty from both departments meet to discuss the program, outcomes, and needs. The dialogue between members of the advisory committee and the faculty within both departments is excellent. There is a shared responsibility for the program from all individuals involved. Additionally, the department chairs meet regularly to discuss the program.

8. Strengths and Weaknesses:

STRENGTHS

- Faculty dedication to the program
- Promising job outlook and future need within the industry
- Online/Distance Learning courses within the curriculum
- Availability of the program

WEAKNESSES

- Improperly identified student major
- Curriculum changes over the review time period
- Limited marketing of the program

B. Viability:

1. Program Enrollment and Graduates

Year(s)	Fall	Spring
2014-2015	427	<i>not applicable</i>
2013-2014	481	393
2012-2013	449	391
2011-2012	461	346
2010-2011	407	322
2009-2010	283	246

Enrollment Trends for Previous Five Years:

Recent enrollment trends in the program have been generally stable. Enrollment numbers, while high, are skewed compared to graduation rates. Students interested in other allied health programs (Nursing, Radiologic

Technology, Surgical Technology, and Respiratory Care Technology) often choose this program as a declared major, but change majors upon acceptance into their chosen degree program. For enrollment trend details, see Appendix V.

Number of Graduates for previous 5 years

According to the available data for the period of Fall 2009 to Spring 2014, the Health Care Professional degrees awarded were:

Term/Year	Graduates
Fall 2014	1
Spring 2014	12
Fall 2013	9
Spring 2013	10
Fall 2012	5
Spring 2012	5
Fall 2011	3
Spring 2011	2
Fall 2010	1
Spring 2010	0
Fall 2009	0
Spring 2009	0

Graduate Follow-up Data

Program graduates are finding positions in area retail/service businesses, medical entities, coal mining environments, and governmental agencies. As noted in the limited survey results, salaries vary with the positions held.

Enrollment Projections

Because enrollment trends have remained relatively stable over the previous five year span, it is projected that enrollment in the Health Care Professional program will continue as established. As evidenced in the chart of graduation rates, the program has increased the number of graduates from 2012 through 2014. Factors that may account for this increase are the change to a 60-hour curriculum and development of some of the curriculum's courses into a web format for delivery.

2. Program Course Enrollment

This program offers a variety of specialized courses designed specifically for the program. Courses are open to all students, however the majority are taken by

majors only. For student enrollment in Health Care Professional courses, see Appendix V.

3. Service Courses

This program has several courses that are also required in other Allied Health programs: Medical Assisting, Paramedic Science, Radiologic Technology, and Respiratory Care Technology.

4. Off-Campus/Distance Delivery Courses

During this review period, this program had 2 courses that were offered off-campus or by distance delivery: Health Care Ethics and Law (AH200), and Communication Skills for the Health Care Professional (AH203). Three courses were offered in a hybrid-format (both online and in class): Medical Terminology (AH108), Folk Health Care Practices (AH280), and Health Care Leadership (AH285).

5. Articulation Agreements (2+2, etc.)

There are no active articulation agreements for the program at this time.

C. Necessity

While no firm statistics are available for job outlook for the next 5 years, the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook reports “employment of medical and health services managers is projected to grow 23% from 2012 to 2022 – **much faster than average** for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services.” Students desiring a position in the health care profession have the opportunity to complete a two-year degree at Southern and enter the world of work to get experience and/or continue pursuing higher education.

D. Consistency with Our Mission

The program directly meets the institution's compact and mission in a variety of areas. The recently revised major courses and support courses for the program are consistent with student needs and state requirements. For program courses and descriptions, see Appendix VI.

IV. RECOMMENDATION

Based upon this program review, the continuation of the Health Care Professional AAS degree program at the current level of activity without corrective action is recommended.

Appendix I

Curriculum Data Sheets

Health Care Professional

Associate in Applied Science
 60 Credit Hours

Purpose

The Health Care Professional Program prepares individuals to work in a variety of healthcare settings. Individuals seeking work in the allied health area may work in hospitals, clinics, home health agencies, and physician offices. Individuals focusing on the area of allied health management may work as healthcare professionals in the areas of hospital administration, office manager, and other support positions. Graduates will have a firm foundation for understanding complex medical issues facing today's society. Completion of this program does not guarantee selection into an Allied Health or Nursing Associate Degree Program.

The full Health Care Professional Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
Biology Elective	Choose any BS course	4
CS 103	Introduction to Applications	1
EN 101	English Composition I	3
Math Elective or BU 115	Choose 3 hours from: MT 100 or higher or BU 115	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
or	or	
PY 218	Life-Span Developmental Psychology	
SO 200	Introduction to Sociology	3
Major Courses		
AH 108	Medical Terminology	2
AH 200	Health Care Ethics and Law	1
AH 203	Communication Skills for the Health Care Professional	1
AH 280	Folk Health Care Practices	3
AH 285	Health Care Leadership (Capstone)	3
	*Electives	32

*Any course not already specified in the program may be used to fulfill the elective requirement.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/health-care-professional>

Department Chair: 304.896.7355

Administrative Secretary: 304.896.7326

Appendix II
Faculty Data Sheets

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: **Cynthia Lowes** Rank: Assistant Professor
Check One: Full-time Part-time _____ Adjunct _____
Highest Degree Earned: **Bachelor's Degree**
Date Degree Received: **August 2008**
Conferred by: **West Virginia University**
Area of Specialization: **Nursing**

Professional Registration/Licensure: **WV RN Board**
Years of Employment at Present Institution: **12**
Years of Employment in Higher Education: **12**
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.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2013/spring	AH 100 (Hybrid) Pt. Care Technology	61
2013/spring	AH 104 (Hybrid) Advanced Electrocardiography	7
2013/spring	AH 105 Electrocardiography Clinical Practicum	7
2013/spring	AH 108 (Hybrid) Medical Terminology	62
2013/spring	AH 220 (Hybrid) Trends in Health Care	32
2013/spring	AH 220 Trends in Health Care	29
2013/summer	AH 108 (Hybrid) Medical terminology	10
2013/fall	AH 100 (Hybrid) Pt. Care Technology	31
2013/fall	AH 108 (Hybrid) Medical Terminology	58
2013/fall	AH 111 (Hybrid) Basic Electrocardiography	4
2013/fall	AH 220 Trends in Health Care	15
2014/spring	AH 100 (Hybrid) Pt. Care Technology	29
2014/spring	AH 108 (Hybrid) Medical Terminology	32
2014/spring	AH 108 Medical Terminology	30
2014/spring	AH 111 (Hybrid) Basic Electrocardiography	13
2014/spring	AH 220 (Hybrid) Trends in Health Care	15
2014/summer	AH 108 (Hybrid) Medical Terminology	15

2014/summer	AH 203 (Online) Communication Skills for HCP	8
2014/fall	AH 100 (Hybrid) Pt. Care Technology	11
2014/fall	AH 100 Pt. Care Technology	20
2014/fall	AH 108 (Hybrid) Medical Terminology	51
2014/fall	AH 111 (Hybrid) Basic Electrocardiography	11
2014/fall	AH 203 (Online) Communication Skills for HCP	29
2014/fall	AH 203 Communication Skills for HCP	7
2014/fall	AH 220 (Hybrid) Trends in Health Care	13

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

NA

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

Yearly continuing education for yearly renewal of nursing license

Appendix III
Program Budget Data

Appendix IV

Program Assessment and Survey Information

Health Care Professional-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
450	Logan	418	105	104	109	108	107	107	103
450	Logan	424	108	106	112	107	110	107	106
450	Wyoming	425	107	115	112	104	110	110	111
450	Wyoming	427	110	116	112	102	114	109	115
450	Logan	428	108	117	111	105	112	107	117
450	Logan	430	107	113	115	107	112	107	111
450	Logan	430	109	113	110	111	110	109	114
450	Williamson	434	108	117	115	108	112	112	112
450	Logan	435	110	112	114	112	112	110	111
450	Logan	439	114	119	113	109	114	115	118
450	Logan	439	112	117	118	108	110	113	118
450	Logan	447	112	120	117	112	116	115	117
450	Logan	452	114	123	115	117	121	113	119
450	Logan	455	114	121	118	117	112	116	121
		6083	1538	1613	1591	1527	1572	1550	1593
	Mean	435	110	115	114	109	112	111	114

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	P	M	M
450	P	P	N	P	M	M	P	M	M
450	P	M	N	P	N	N	M	N	N
450	P	N	N	M	N	N	N	N	N
450	N	N	N	M	N	N	N	N	N
450	P	N	N	P	M	M	N	N	N
450	P	N	N	M	N	N	N	N	N
450	M	N	N	M	N	N	N	N	N
450	M	N	N	P	M	N	P	M	N
450	N	N	N	N	N	N	M	N	N

SWVCTC Assessment Report 2009-2010

450	P	N	N	P	M	N	M	N	N
450	P	M	N	P	M	M	P	N	N
450	M	N	N	P	M	N	N	N	N
450	P	P	N	P	M	N	P	P	N
450	M	N	N	M	N	N	M	N	N

Table 3

Major 450	Proficient	Marginal	Not Proficient
Reading Level I	57%	29%	14%
Reading Level II	14%	14%	72%
Critical Thinking			100%
Writing Level I	57%	36%	7%
Writing Level II		50%	50%
Writing Level III		21%	79%
Mathematics Level I	29%	29%	42%
Mathematics Level II	7%	14%	79%
Mathematics Level III			100%

Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient

M—Marginal

N—Not Proficient

Table 3—Percentages of Proficiency Classifications

Southern WV Community & Technical College Health Care Professional AAS Student Survey

Dear former student: Please take a few minutes to carefully respond to each of the following questions and return the completed survey to us in the envelope provided. All responses are confidential and are going to be used to help us review our program to continue to meet the needs of students.

Fill in the circle next the the answer that reflects your answer.

Educational goals

1. What was your primary educational goal when you enrolled in Health Care Professional AAS program at Southern? (choose one)

- | | |
|---|--|
| <input type="radio"/> Preparation to enter the job market
<input type="radio"/> Preparation to change careers
<input type="radio"/> Improvement of "job skills" for job held while in program | <input type="radio"/> Transfer to a college/university
<input type="radio"/> Personal interest/development
<input type="radio"/> Other (specify) _____ |
|---|--|

Indicate your agreement with the following statements concerning your experience in the Health Care Professional AAS program at Sc

	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	Not Applicable	
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completing the Health Care Professional program: <input type="radio"/> Allowed me to meet my educational goals.
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for employment in the health care field.
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Provided skills that I have used since graduating from the program.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for further training in health care or a related field.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Helped me advance at my job.
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Broadened my understanding of ethics in the workplace.
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my ability use oral, written and listening skills to communicate.
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Strengthened my ability to collaborate with others to accomplish common goals.
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my ability to assess my abilities, set goals and implement my plans.
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Increased my ability to use and understand technology.
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my critical thinking skills.
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my quality of life.

Employment

13. What is your current employment status?

(choose one)

- a. Employed (indicate field of employment below)
 - In a field directly related to health care.
 - In a field somewhat related to health care.
 - In a field unrelated to health care.
- b. Not currently employed but seeking employment (indicate type of employment you are seeking below)
 - In a field directly related to health care.
 - In a field unrelated to health care.
- c. Not seeking employment

If you are employed please complete this section, otherwise skip to the next section.

Job status:	<input type="radio"/> Full-time <input type="radio"/> Part-time	Salary range:	<input type="radio"/> <20,000 <input type="radio"/> 20,000-40,000 <input type="radio"/> >40,000	Company Name: _____
				Position: _____

Satisfaction

14. How satisfied were you with the following components of the Health Care Professional AAS program?

Very Satisfied	Somewhat satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Course offerings
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Content of courses; curriculum
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of instruction
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Times of classes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of faculty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Texts and learning materials
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Labs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cost
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Program advisement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Career counseling and job placement services

Would you recommend the program to a friend?

Yes
 Maybe
 No

What suggestions would you make to improve the program?

What did you like most about the program?

Thank you for participating

Health Care Professional A.A.S. Program Survey (Responses)

Survey of all Program Graduates – Conducted September 2014

1. What was your primary educational goal when you enrolled in the Health Care Professional AAS program at Southern?

Preparation to Enter the Job Market	0
Preparation to Change Careers	1
Improvement of Job Skills for job held while in the program	0
Transfer to a College or University	1
Personal Interest/Development	0
Other	0

2. Indicate your agreement with the following statements concerning your experience with the Health Care Professional AAS program at Southern:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Allowed me to meet my educational goals.		1		1		
Prepared me for employment in the health care field		1	1			
Provided skills that I have used since graduating from the program			1		1	
Prepared me for further training in health care or related field	1	1				
Helped me advance at my job					2	
Broadened my understanding of ethics in the workplace	2					
Improved my ability to use oral, written, and listening skills to communicate		1				1
Strengthened my ability to collaborate with others to achieve common goals	2					
Developed my ability to assess my abilities, set goals, and implement my plans		1	1			
Increased my ability to use and understand technology		1			1	
Developed my critical thinking skills		2				
Improved my quality of life	1		1			

3. What is your current employment status?

Employed (in a field directly related to health care)	1
Employed (in a field somewhat related to health care)	1
Employed (in a field not related to health care)	0
Not Employed (but seeking employment in a field related to health care)	0
Not Employed (but seeking employment in a field not related to health care)	0
Not Seeking Employment	0

4. If employed, what is your job status?

Full-time	2
Part-time	0

5. If employed, what is your salary range?

< \$20,000 per year	2
\$20,000 - \$40,000 per year	0
> \$40,000 per year	0

6. If employed, who is your current employer?

Pikeville Medical Center	2
--------------------------	---

7. If employed, what is your current position?

Materials Technician	1
Nursing Assistant	1

2. How satisfied are you with the following components of the Health Care Professional AAS program?

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Course Offerings			1		1	
Course Content: Curriculum	1					1
Quality of Instruction	1					1
Times of Classes			1			1
Availability of Faculty		1				1
Texts and Learning Materials		1				1
Labs	1					1
Cost				1		1
Program Advisement				1		1
Career Counseling and Job Placement Services				1	1	

9. Would you recommend this program to a friend?

Yes	0
Maybe	0
No	2

10. What suggestions (if any) would you make to improve the program?

*I think this program would benefit the student more if they really knew that there are limited job prospects in this field! This degree should be specifically designed to transfer to a college or university because with just an associate's degree the jobs are limited.

*Make this program more specific outcome. For example like nursing or healthcare technology that is specific in medical lab assistant. Most employers have no idea what the degree is. I am currently employed at Pikeville medical because I done their training class and without doing it I would have not been employed with them. They have no idea what the degree is and it is not specific to a certain job or career.

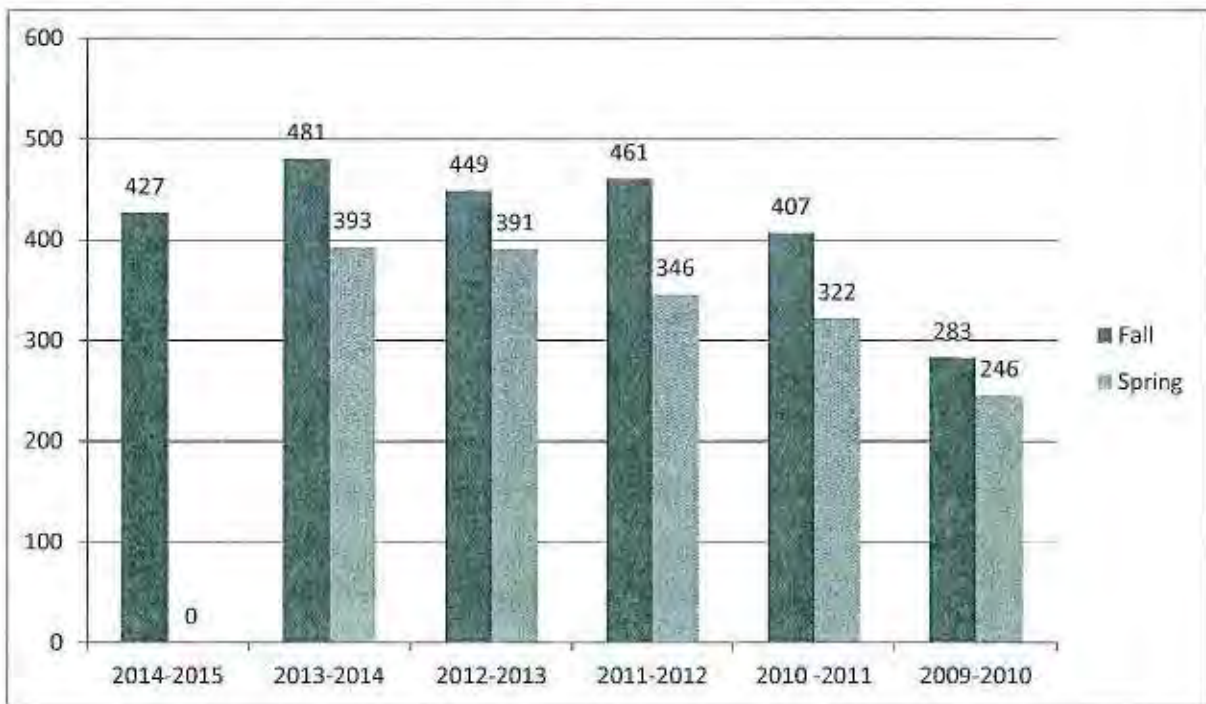
11. What did you like most about the program?

*This program gave me a range or curriculum. It have me business while adding the healthcare swing I enjoyed that.

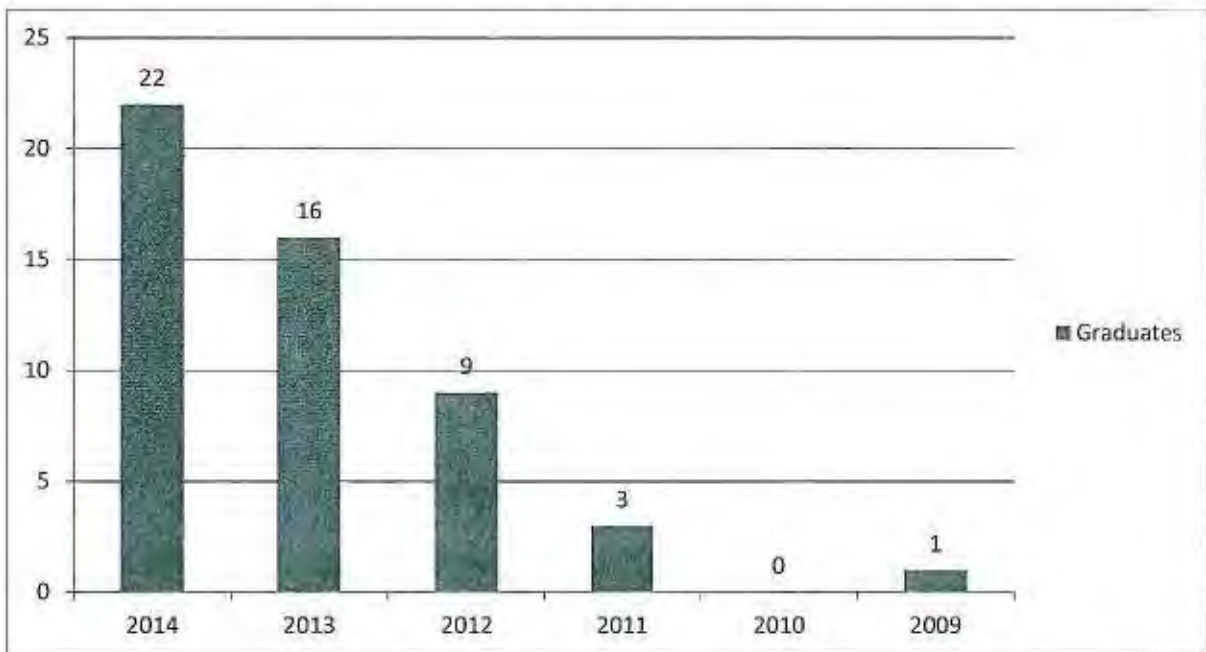
*I got a wide variety of classes but it didn't help me either

Appendix V
Program Enrollment Data

Health Care Professional A.A.S. Program – Yearly Enrollment by Semester



Health Care Professional A.A.S. Program – Graduates by Year



Appendix VI

Program Course Descriptions

AH 108 Medical Terminology

2 Credit Hours

Medical Terminology is designed to provide the student with basic knowledge of medical language. The approach to understanding medical language will be one of systems approach. Prefixes, suffixes, words roots, combining forms, special ending, plural forms, abbreviation, and symbols will be utilized. Emphasis is placed on spelling, definition, usage, and pronunciation.

AH 200 Health Care Ethics and Law

1 Credit Hour

This course will cover the medico-legal aspects of the health care industry. Attention will be paid to safety, employment, ethics, tort law, patient needs and rights, communication, and documentation. The student will also be required to analyze a special medical/legal issue.

AH 203 Communication Skills for the Health Care Professional

1 Credit Hour

This course will focus on professional communications related to the allied health and nursing professional addressing the connections between oral and written communication practice and quality patient care outcomes. The course will also detail various models of communication including multicultural issues and communicating across the lifespan.

AH 280 Folk Health Care Practices

3 Credit Hours

The beliefs, customs, and traditions of people have a profound effect on the health of the community. This course will explore the impact of folk health practices on the people and communities in Appalachia. Upon completion of this course students will have a better understanding of the role of culture, traditions, and customs that shape the individuals knowledge toward illness, health, and healing.

AH 285 Health Care Leadership and Management

3 Credit Hours

Student will learn the basic knowledge skills, principles, and foundations necessary to be an effective leader/manager in a health care environment. Effective leadership styles will be explored in this course. Upon completion of the course the student will be able to communicate their personal leadership style. This will be a capstone course for the Health Care Professional Program.

CS 103 Introduction to Applications

1 Credit Hour

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English. This course is an introductory course to word processing, spreadsheets, and presentation software. Students will learn the basic editing and data manipulation concepts in each of the three software packages.

EN 101 English Composition I

3 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

OR 110 Introduction to College

1 Credit Hour

Introduction to College increases student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college policies and procedures, college resources, career and academic planning, and student success skills. Note: Board of Governors Adult Degree Completion students and incoming students with more than thirty credit hours from a regionally accredited institution may not be required to take this course.

PY 201 General Psychology

3 Credit Hours

Introduces the principles and methods of the scientific study of human behavior.

PY 218 Life-Span Developmental Psychology

3 Credit Hours

EN 101 and PY 201 are highly recommended but not required.

Life-Span Psychology is designed for students entering the health professions. The purpose of this course is to explain how human beings and their needs change over the complete life cycle. It compares the differences in other cultures as to child rearing, adult relationships, death/dying rituals, and other cultural/artistic variations in a global realm. The course, therefore, is especially planned to follow Erik Erikson's concept of eight life crisis and Piaget's four stages of cognitive development. This course will not substitute for ED 218 at Southern.

SO 200 Introduction to Sociology

3 Credit Hours

(Approved for Marshall University Multi-Cultural Studies credit).

This course is an introduction to the scientific study of society in which emphasis is placed on examining groups and the impact of groups on individual behavior and attitudes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Medical Laboratory Technology A.A.S. 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Vernon Elkins

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business conducted a program review of the Medical Laboratory Technology A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Medical Laboratory Technology A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

**SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE**

PROGRAM REVIEW

FOR

MEDICAL LABORATORY TECHNOLOGY

2015

**Southern West Virginia Community and Technical College
Division of Career and Technical Programs - Department of Allied Health
Medical Laboratory Technology, Associate in Applied Science**

Program Review Summary

A. Adequacy

- The curriculum requirement adequately meets the required National Accrediting Agency for Clinical Laboratory Sciences and general education requirements core curriculum
- 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.
- Graduate job placement within their field of study has been very successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

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 continue through the next assessment period.
- The program maintains clinical contracts with facilities in Charleston, Logan, Madison, South Charleston and Williamson, West Virginia.
- The program has the benefit of exceptional support and involvement from area hospitals and lab personnel.
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both an educational and employment need in the service area as well as the nation.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.

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

**Medical Laboratory Technology
Associate in Applied Science
Southern West Virginia Community and Technical College**

I. Program Title, Degree Designation, and Brief Description

The Medical Laboratory Technology (MLT) program at Southern West Virginia Community and Technical College (Southern) is a department within the Division of Healthcare and Business Programs. This program is designed to be completed in two years and upon completion the graduate will receive an associate in applied science degree. Additionally, this program prepares students wishing to pursue a bachelor's degree in Medical Laboratory Technology at another institution with the foundation and background needed to do so.

The primary goal of the MLT program and Southern is to prepare students with the basic skills and knowledge needed to successfully begin their careers as Medical Laboratory Technicians. This is accomplished by a curriculum of MLT courses taught concurrently with related field courses and general education courses. Additionally, MLT courses utilize valuable on-campus student laboratories consisting of guided experiments and experiences, as well as a two week summer phlebotomy practicum and a 16 week clinical practicum during the program's last semester which takes place in one or more of Southern's clinical affiliates.

Southern's MLT program has developed several goals which are consistent with the National Accrediting Agency for Clinical Laboratory Sciences' (NAACLS) standards and Southern's mission. These goals can be found at the end of Appendix III.

Strong support for Southern's MLT program is evidenced by the number of area health agencies participating as clinical affiliates in the program as well as the number of graduates hired by area health care agencies each year. Health care agencies have a continuous need for well trained and qualified Medical Laboratory Technicians who are willing to live and work in rural southern West Virginia. This was the original purpose for which the MLT program was started in 1974 and still holds true today.

The MLT program was last reviewed in 2010. The program was recommended for continuation at the current level of activity without any deficiencies or need for corrective action.

II. Special Accreditation Information

Southern's MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS is an international agency for accreditation and approval of educational programs in the clinical laboratory sciences and related health professions. NAACLS is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

Southern's MLT program received the maximum 5 years initial accreditation in April 1995 and received the maximum 7 years accreditation in 2000 and 2007. The last accreditation award in April of 2014 yielded the maximum 7 years regular accreditation as well with no deficiencies noted. A copy of NAACLS' letter conferring accreditation, NAACLS' formal accreditation certificate, and a copy of Southern's MLT Self-Study accreditation document prepared in 2014 is available for review upon request.

A. Adequacy

1. Curriculum

The courses within Southern's Medical Laboratory Technology curriculum meet the accreditation standards set forth by NAACLS. The MLT curriculum spans four semesters and a summer semester between the first and second years being utilized for a concise two week clinical rotation in phlebotomy. The support courses required in the program can be found in the curriculum plan for the MLT program located in Appendix I.

Southern's MLT program contains 37 credit hours of course work specific to the field of Medical Laboratory Technology and 23 credit hours of support courses in related fields, general education and electives. Additionally, students may ladder their health care career education, moving from a Health Care Technology certificate to the MLT associate degree with 14 hours or more of their credits going toward this degree.

A copy of the MLT curriculum can be found in Appendix I.

2. Faculty

Two faculty members are employed to deliver the MLT program as well as the Medical Laboratory Assistant program. Both meet the educational and certification requirements stipulated by NAACLS for the positions they hold in the programs.

Vernon R. Elkins is a full-time tenured professor/MLT Program Coordinator, who instructs the MLT courses as well as performs administrative duties related to the coordination of the program. Mr. Elkins is certified as a Medical Technologist (MT) by the American Society of Clinical Pathologists (ASCP) and holds a B.S. degree in Medical Laboratory Technology and a MA in Education Administration and Leadership Studies from Marshall University. Maintaining a high level of dedication toward his responsibilities and the continued improvement of the MLT program, Mr. Elkins stays current in Medical Laboratory Technology, as well as educational and teaching methods by attending workshops/seminars and participating in various other continuing education opportunities (list available upon request). He maintains involvement with his profession at the state level by attending medical laboratory conferences. Mr. Elkins served on the WVSCLS Board of Directors for two terms from 1998 to 2002. He has 12 years of clinical experience as a Medical Technologist with the last five being served as chief medical technologist/laboratory manager prior to being hired at Southern in January 1991. Additionally, he worked part-time for approximately two years at Logan General Hospital after being employed by Southern.

Shirley Dardi is employed by Southern as full-time faculty at the assistant professor level. She is certified as a Medical Laboratory Scientist [MLS (ASCP)], has her RBA degree from West Virginia State University and currently a student at Marshall University Graduate College, pursuing a degree in Adult and Technical Education with 27 hours completed. She assists Mr. Elkins in team teaching the MLT courses with her primary responsibilities within the MLT program being the preparation and instruction of the student MLT laboratories and teaching part of the didactic portion of ML 103 - Immunohematology and Serology. She has approximately 26 years of medical laboratory work experience, and 22 years of experience instructing students in the student MLT lab. Mrs. Dardi attends Medical Laboratory Technology

seminars/workshops, participates in continuing education opportunities, and presently holds a medical laboratory flex position at Logan Regional Medical Center to keep abreast of the latest information in this field.

3. Students

Entrance Abilities:

Students accepted into the MLT Program must be eligible to enter college level English and math by the application deadline. The ACT and/or the ACCUPLACER tests can be utilized to evaluate the English and math requirement if entering students have not already successfully completed EN 101 or a MT 100 or higher math course. In 2014, the MLT program began utilizing students' ACT scores in place of the National League for Nursing (NLN) Pre-Allied Health/Pre-RN Entrance Exam scores in order to determine entrance into the MLT Program. Any MLT applicant meeting a minimum ACT total score of 72 or higher for the four sections of the test and chose MLT as their first career choice were accepted before considering applicants where MLT was their second or greater choice. However, when available positions are not filled, a score less than 72 will be utilized to fill any remaining vacancies.

Applicants meeting the above admission criteria are selected competitively with highest ACT scores given preference. Presently, 20 students are selected to be admitted into the MLT Program each year. This number is determined by Vernon Elkins, MLT Program Coordinator, Shirley Dardi, MLT faculty and Steven Hall, Division Head of Healthcare and Business Programs, in accordance with NAACLS standards.

Students accepted into the MLT program have varying degrees of ability. Even though students meet the above entrance requirements, students' abilities vary based on their individual backgrounds in science, biology, chemistry, math, and other areas. Also, a student's dedication and effort while in the MLT program plays an important part in their success.

The average ACT composite score for students accepting positions in the MLT program for the last five years was 19.20. See chart below for individual year figures which also includes Accuplacer averages as well.

Year Adm.	ACT Comp Avg.	Accuplacer Averages			
		Reading	Sentence	Arithmetic	Elementary Algebra
2014	19.85	91.0	79.57	75.57	54.67
2013	18.9	80.0	87.5	68.86	60
2012	20.29	85.67	84.33	74.67	48.4
2011	18.63	74.2	71.6	71.86	45.0
2010	18.31	46.5	73.33	60.0	47

Exit Abilities:

Upon completion of the Medical Laboratory Technology program, students will have acquired the basic knowledge and skills necessary to begin their careers as a Medical Laboratory Technician. Specific abilities will be available upon request.

Southern's MLT graduates have historically done very well on their American Society of Clinical Pathology certification examinations. Graduates achieved 100% passage for two of the last five years (2011 & 2012), with an overall 89.6% passage rate for the 48 graduates during this review period (see chart below). It should be noted that these figures and the five year chart below reflects first attempt passage rates for MLT graduates which is what NAACLS requires for reporting purposes. Additionally, Southern's MLT program consistently meets or surpasses national passage rates.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE American Society of Clinical Pathologists Board of Certification Examination Passage Rates for First Time Examinees					
Year	Number Taking Exam	Number Passing Exam	Percent Passage Rate	National Passage Rate (ALL)	National First Time Examinees Passage Rate
2014	11	9	81.8%	72.8%	77.5%
2013	9	8	88.9%	74.14%	78.9%
2012	6	6	100%	73.5%	77.4%
2011	14	14	100%	74.2%	79.7%
2010	8	6	75%	70.7%	75.8%

4. Resources

The MLT Program receives an annual budget from the college for its general operation. While the MLT budget has experienced reductions during the 5 year review period, the budget has been sufficient to purchase student laboratory reagents and supplies, maintain office operations and provide for travel of faculty.

It should be noted that Perkins funds have been utilized to supplement the purchase of some laboratory equipment. Additionally, we have received some donations of supplies and equipment from area hospitals. These donations and Perkins funds have been considerably important in maintaining the present level of instruction in the MLT program.

The laboratory and classrooms utilized by the MLT program located in Building C on the Logan Campus are very nice and meet the needs of the program.

The MLT Program utilizes eight facilities to provide clinical experiences for MLT students and has used two additional facilities during the 5 year period being reviewed. Presently Williamson Appalachian Regional and Raleigh General Hospitals are not being utilized due to state and hospital policies respectively but we do desire to add them again in the

future if possible. Students receive excellent training and on-site supervision from personnel working for these affiliates. The facilities presently used in West Virginia include:

1. Boone Memorial Hospital
2. Charleston Area Medical Center Memorial Division
3. Charleston Area Medical Center Women's and Children's Hospital
4. Charleston Area Medical Center General Division
5. Logan Regional Medical Center
6. Saint Francis Hospital
7. Thomas Memorial Hospital
8. Williamson Memorial Hospital

5. Assessment Information

Assessment relating to student performance and program quality is evaluated in a number of formal and informal ways. Formal methods include mandated evaluation of faculty by an administrator and by the students in each course each semester. Additionally, review of certification examination results for the Board of Certification - American Society of Clinical Pathologists (ASCP), review of graduate surveys, graduate supervisor surveys, and student evaluation of clinical affiliates surveys all provide valuable information toward program improvement. In addition to these formal methods, feedback from current and former students as well as conversations with peers within and outside the discipline provides useful informal assessment information. Information from evaluations, certification exams, surveys and informal methods are utilized to improve MLT course content, method of delivery, and clinical training. This is a continuous on-going process. ASCP certification passage results can be found in section 3.

Southern's MLT department mails graduate surveys out approximately five months after graduation. Graduates are asked for permission to send their supervisor a survey and if given, a graduate supervisor survey is sent. These surveys provide insight from both the graduates' and their supervisors' perspective.

Southern's MLT Program consistently gets high ratings from both graduates and their supervisors. Additionally, feedback coming from laboratory managers and personnel during our advisory meetings or when Mr. Elkins or Mrs. Dardi are visiting these facilities during students' clinical training is very positive. It is not uncommon to hear that our students are very prepared, that they have good attitudes and that laboratory managers prefer to hire Southern MLT graduates when possible.

The MLT Assessment Matrixes for years 2009 through 2013 which summarize assessment measures for the MLT program are located in Appendix III. The MLT Assessment Plan will be available upon request.

Graduate and supervisor survey results for the previous five years, in addition to a copy of the actual survey forms, will be available upon request.

6. Previous Program Review

The Medical Laboratory Technology program was approved during the last review in 2010 with no further recommendations for the program.

7. Advisory Committee

Southern has had an active and involved MLT Advisory Committee for over 30 years. It meets in the spring of each year to provide input for the MLT Program through review, evaluation, discussion, and recommendation. The MLT Advisory Committee is composed of the MLT Program Coordinator, MLT faculty, Clinical Site Coordinators or designees, principal clinical instructors and other profession related individuals. Attendance by committee members has always been adequate to garner sufficient input from its members. An MLT Advisory Committee member list and minutes of these meetings are on record and available upon request.

8. Strengths/Weaknesses

The following is a list of the MLT program's strengths determined by the program faculty.

- Exceptional support and involvement from area hospitals and personnel
- Qualified and dedicated faculty, staff and administration
- Extremely high job placement rates within the service area supporting program necessity
- Accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) with a history of receiving the maximum years accreditation
- Graduate and employer satisfaction
- High passage rates on certification examinations

Additionally, the following are areas of strength noted by the two NAACLS site visitors in their accreditation report after their visit in October 2013.

- Graduates are proud of their education and recommend the program to others
- Graduates are sought after to fill vacant positions at clinical sites
- Student lab is spacious and well equipped
- Administration is very supportive of the program as demonstrated in the attention that was given in the site visit process
- Students and graduates report that the 2 faculty members are caring, supportive and go the extra mile to ensure that the students learn the material thoroughly
- Clinical sites are very supportive and there are more clinical sites than students
- The Program Director and faculty member are knowledgeable, dedicated and assets to the college

No program weaknesses, concerns or recommendations were noted by the NAACLS site visit team in their report to the NAACLS Board of Directors after their October 2013 accreditation visit.

B. Viability

1. Number of Students Admitted/Enrolled per year for previous five years
2. Enrollment Trends for previous five years
3. Number of Graduates for previous five years

For numbers one, two and three above, see charts below.

1 and 3

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE MLT ENROLLMENT/GRADUATION STATISTICS (Applicants, Enrollees, and Graduates)			
Year	Applicants	Number Admitted and Enrolled	*Number of Graduates
2014	117	18	11**
2013	222	19	9
2012	129	17	6
2011	117	16	14
2010	165	16	8

*Note - Students listed are those that graduated for the year listed. These graduates were actually admitted two years prior. (Example: 2010 graduates were actually admitted in 2008).

**One student is scheduled to graduate December 2014 bringing the total to 12 graduates.

2.

ENROLLMENT BY SEMESTER AND YEAR		
Semester and Year	1st Year Student Enrollment	2nd Year Student Enrollment
Fall 2014	18	14
Spring 2014	13	12
Fall 2013	19	13
Spring 2013	14	9
Fall 2012	17	9
Spring 2012	11	6
Fall 2011	16	6
Spring 2011	9	14
Fall 2010	16	14
Spring 2010	15	8

4. Enrollment Projections

The MLT program at Southern is expected to maintain the current number of students accepted into the program. No problems are foreseen in maintaining this number over the next five years due to the level of interest shown by area students in all of Southern's Allied Health programs and the high job placement rates that MLT graduates experience in our service area. Additionally, Southern's MLT program is promoted very well by area hospitals, Southern employees, MLT graduates and present MLT students.

5. Articulation Agreements

Southern's MLT Program has an articulation agreement with Marshall University's Clinical Laboratory Sciences department which allows graduates of Southern's MLT Program to transfer their Southern credits which includes the MLT specific courses and continue their education in Marshall's B.S. Clinical Laboratory Sciences program. Prior to this formal articulation agreement, a few of Southern's MLT graduates have been allowed to complete their B.S. degree in Clinical Laboratory Sciences at Marshall by taking some additional courses. It should be noted that the financial situation of many of Southern's students and the rather small initial gain in salary going from A.S. to B.S. degree compels most MLT graduates to go directly to work after graduation. This articulation agreement is available for review upon request.

C. Necessity:

Southern's MLT Program has consistently maintained a high job placement rate since the program's first graduating class in 1976. Southern's service area as well as the nation, maintains a consistent need for competent Medical Laboratory Technicians which is expected to increase. Southern's MLT job placement rates which can be reviewed below support this.

MLT JOB PLACEMENT STATISTICS

Year	Number of Graduates	Number Working	Percent Working*
2014	11	11	100%
2013	9	8	88.9%* (1 did not seek employment)
2012	6	6	100%
2011	14	14	100%
2010	8	6	75% (1 graduate stayed home with her young children and one graduate found employment after the date to be counted as employed)

*Jobs were available for those who chose not to go to work immediately after graduation.

The overwhelming majority of Southern's MLT graduates are employed within an approximate 100 mile radius of the Logan Campus. As determined by surveys, the average hourly rate has been gradually increasing each year which is expected to continue. Starting salary ranges for this area range from an approximate low of \$13.50 per hour to an approximate high of \$20.00. The average MLT graduate hourly salary for this five year review period was \$15.49

which is an increase of \$1.13 for the previous five year review period. These figures tend to vary up and down depending on which facility hires the majority of our graduates. O*NET Online for 2013 reported the national average MLT salary at \$37,970 or \$18.26 per hour and between 2012 to 2022, projects 90,200 job openings in the field. Nationally, colleges are graduating approximately 5,000 individuals to fill these laboratory positions which means about a 4,000 deficit yearly and 40,000 for the projected 10 year period. Additionally, ASCP surveys consistently places the national vacancy rate at about 7.0% in this field annually.

It is likely that hospitals in this rural service area would experience difficulties hiring laboratory personnel and be paying MLTs considerably more if it were not for Southern's MLT program. Additionally, even with considerably higher salaries, the service area would encounter a chronic and considerable shortage of qualified laboratory personnel. The aging population of southern West Virginia has health issues with diabetes, cancer and respiratory problems that are some of the highest in the nation. A health care shortage of any type in southern West Virginia would only exacerbate this already serious problem. Southern's service area is somewhat sheltered from critical health care personnel shortages due to Southern assisting in filling this health care need. The cost of not having Southern's MLT program would be felt immediately by the service area and would escalate quickly to a situation that could be injurious to regional patient care.

D. Consistency with Mission

The philosophy, purpose, goals, and objectives in the MLT program are consistent with the mission of the college. Southern West Virginia Community and Technical College and its MLT program 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 resident. The college emphasizes accessible quality learning, enabling students to achieve work, career, and personal success.

Southern's success in meeting its mission is evident in the large number of Southern MLT graduates who constitute the staff of area hospitals and other health care providers. Not having the yearly pool of MLT graduates from Southern to fill laboratory positions in our service area would not only present difficult staffing situations for these health care providers but also could result in compromised health care for our aging population who deserve to get fast accurate laboratory test results upon which doctors, physician assistants, nurse practitioners and other health care personnel need to make informed decisions concerning patient care.

III. Recommendation

It is recommended that Southern's Medical Laboratory Technology Program continue at the current level of activity without corrective action.

Appendix I

MEDICAL LABORATORY TECHNOLOGY
Associate in Applied Science
60 Semester Hours

Purpose: The Medical Laboratory Technology Program at Southern West Virginia Community and Technical College was developed to fulfill the need for qualified medical laboratory personnel in southern West Virginia. There is a demand for medical laboratory technicians in West Virginia as well as the country. Professional, competent personnel who are certified to examine and analyze laboratory specimens are essential to quality health care. Southern's program aims at helping students attain the basic knowledge and skills necessary to begin their career in the field of medical laboratory technology.

Recommended Program Sequence

FIRST YEAR - FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
BS	124	Anatomy & Physiology I	4
CH	203	Fund. of General, Organic, & Biological Chem.	4
ML	101	Clinical Hematology	5
MT		MT 128 (Algebra for Allied Health) or higher	3
Total Hours			16

FIRST YEAR - SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
BS	125	Anatomy & Physiology II	4
EN	101	English Composition I	3
ML	102	Clinical Chemistry	5
ML	103	Immunoematology and Serology	5
Total Hours			17

SUMMER SESSION

Dept.	Course No.	Title	Credit Hours
ML	200	Phlebotomy Practicum	1
Total Hours			1

SECOND YEAR - FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
		Restricted Elective Choose SO 200 or PY 218	3
AH	203	Communication Skills for the Health Care Prof.	1
CS		1 hour of any CS course	1
ML	201	Urinalysis & Body Fluids	2
ML	202	Clinical Microbiology	5
Total Hours			12

SECOND YEAR - SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
ML	205	MLT Seminar	2
ML	210	MLT Clinical Practicum	12
Total Hours			14

Total Program Hours 60

Institution: Southern West Virginia Community and Technical College
Degree Program: Medical Laboratory Technology Program

Courses Required in Major (by title & course number)	Credit Hours	Additional Credits Required in Major Required	Credit Hours	Related Fields Courses Required	Credit Hours
ML 101 Clinical Hematology	5	EN 101 English Composition I	3	BS 124 Human Anatomy & Physiology I	4
ML 102 Clinical Chemistry	5	Restricted Elective – Choose SO 200 or PY 218	3	BS 125 Human Anatomy & Physiology II	4
ML 103 Immunohematology & Serology	5	CS – Any 1 hour CS Course – 100 level or above	1	CH 203 Fundamentals of General, Organic & Biological Chemistry	4
ML 200 Phlebotomy Practicum	1			AH 203 Communication Skills for Health Care Professional	1
ML 201 Urinalysis and Body Fluids	2			MT 128 Algebra for Allied Health	3
ML 202 Clinical Microbiology	5				
ML 205 MLT Seminar	2				
ML 210 MLT Clinical Practicum	12				
TOTAL	37	TOTAL	7	TOTAL	16

Total Credit Hours Required for Graduation: 60

Professional society that may have influenced the program requirements: The National Accrediting Agency for Clinical Laboratory Sciences.

APPENDIX II

APPENDIX II - Faculty Data

(No more than *TWO* pages per faculty member)

Name Vernon R. Elkins Rank Professor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: MA - Ed. Administration/Leadership Studies
 Date Degree Received: July 1997
 Conferred by: Marshall University Graduate College
 Area of Specialization: Bachelor of Science - Medical Laboratory Technology

Professional registration/licensure: Medical Technologist (ASCP)

Years of employment at present institution: 24
 Years of employment in higher education: 24
 Years of related experience outside higher education: 14
 Non-teaching experience: 14

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 courses, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2013/Spring	*ML 205 MLT Seminar	9
	ML 210 MLT Clinical Practicum	9
	*ML 103 Immunohematology & Serology	14
	*ML 102 Clinical Chemistry	14
2013/Fall	*ML 101 Clinical Hematology	19
	*ML 202 Clinical Microbiology	13
	*ML 201 Urinalysis and Body Fluids	13
2014/Spring	*ML 205 MLT Seminar	12
	ML 210 MLT Clinical Practicum	11
	*ML 103 Immunohematology & Serology	13
	*ML 102 Clinical Chemistry	13
2014/Fall	*ML 101 Clinical Hematology	18
	*ML 202 Clinical Microbiology	13
	*ML 201 Urinalysis and Body Fluids	13

*Denotes courses team-taught with Shirley Dardi, MLT faculty.
 ML 101, 102 and 202 - 80%; ML 103 - 40%; ML 201 - 80%; ML 205 - 90%

(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 attended numerous training sessions every year at Southern West Virginia Community and Technical College on various technology, educational and job related topics. I attended the 13th, 14th, 15th, and 17th Annual Joint Meeting of WVCLMA, WVSCLS and WVSSAMT, where MLT related continuing education was provided. I subscribed 2010, 2011 and 2012 to “WVU’s Medical Technology Program Continuing Education by Correspondence”. I have viewed several webinars related to Medical Laboratory Technology. In the spring of 2014 I attended a two day workshop on “Fundamentals of Student Engagement Workshop”. In total, I have attended 77.75 documented contact hours of continuing education from 2010 through September 2014 which is available for review upon request.

APPENDIX II - Faculty Data

(No more than *TWO* pages per faculty member)

Name Shirley Dardi Rank Assistant Professor

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: 22

Years of employment in higher education: 22

Years of related experience outside higher education: 26

Non-teaching experience: 26

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 courses, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2013/Spring	AH 112 Basic Laboratory Procedures	10
	AH 113 Phlebotomy Clinical Practicum	10
	*ML 103 Immunohematology & Serology	14
	*ML 102 Clinical Chemistry	14
	*ML 205 Seminar	9
2013/Summer	ML 200 Phlebotomy Practicum	8
2013/Fall	AH 103 Principles of Phlebotomy	16
	*ML 101 Clinical Hematology	19
	*ML 202 Clinical Microbiology	13
	*ML 201 Urinalysis and Body Fluids	13
2014/Spring	AH 112 Basic Laboratory Procedures	14
	AH 113 Phlebotomy Clinical Practicum	14
	*ML 103 Immunohematology & Serology	13
	*ML 102 Clinical Chemistry	13
	*ML 205 Seminar	12
2014/Summer	ML 200 Phlebotomy Practicum	7

2014/Fall	AH 103 Principles of Phlebotomy	17
	*ML 101 Clinical Hematology	18
	*ML 202 Clinical Microbiology	13
	*ML 201 Urinalysis and Body Fluids	13

*Denotes courses team-taught with Vernon Elkins, MLT Program Coordinator.
ML 101, 102 and 202 - 20%; ML 103 - 60%; ML 201 - 20%; ML 205 – 10%

- (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 attended various training and professional development sessions presented during Governance Day meetings held four times a year at Southern West Virginia Community and Technical College in areas such as: Banner training, student advising, disaster management, etc.

I attended in 2010 the 13th Annual Joint Meeting of WVCLMA, WVSCLS and WVSSAMT, where medical laboratory related continuing education was provided.

In addition to these, I also receive continuing education in my flex position at Logan Regional Medical Center in laboratory related topics of interest.

I am currently a student at Marshall University Graduate College, pursuing a degree in Adult and Technical Education. I will have completed 27 hours by December 2014.

APPENDIX III

**Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2013**

MLT Goals 1-7 See attached (last page).						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. MAPP Test	1. Fall Semester 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1. No problems noted 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	1. Supervisor Survey 2. Graduation Rates	1. December 2. Fall	1. V. Elkins 2. V. Elkins	1. No problems noted 2. 56% **see below	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	Fall Semester	V. Elkins	No problems noted 88.9% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	V. Elkins / S. Dardi	No problems noted	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 100% placement*** 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

** Nine of 16 students graduated. 5 of these graduates chose MLT as their 1st choice, 2 as their 2nd choice and 2 as their 3rd choice career. Of the 7 who did not complete the MLT program, 3 were 1st choice with 2 due to grades and 1 personal; 4 were 2nd choice with all due to grades. From this class, it does appear that those who choose MLT as their 1st choice are more likely to complete the MLT program but there is evidence that later choices do complete (2-2s and 2-3s), just not as high a percentage as 1st choices. One other thing to note with the selection of the class to begin in fall 2013, is that all 1st choices who met minimum requirements were accepted and then we went to 2nd choices. This process was a much faster getting 20 students to accept positions into the MLT program. In years past, when we accepted based on the highest points, regardless of choice, it took much longer and at least a few years we did not get the full 20 students. This will be discussed and considered when our next selection process takes place in the spring 2014 semester.

***Placement for those seeking jobs (one did not seek employment).

**Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2012**

MLT Goals 1-7 See attached (last page).						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. MAPP Test	1. Fall Semester 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1. No problems noted 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	1. Supervisor Survey 2. Graduation Rates	1. December 2. Fall	1. V. Elkins 2. V. Elkins	1. No problems noted 2. 38% (low)**see below	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	Fall Semester	V. Elkins	No problems noted 100% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	V. Elkins / S. Dardi	No problems noted	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Dardi	1. No problems noted 100% placement 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

** Six of 16 students graduated. 4 of these graduates chose MLT as their 1st choice and 2 as their 2nd choice career. Of the 10 who did not complete the MLT program, 5 withdrew (4- 2nd choices; 1- 1st choice); 1 – 1st choice stopped coming to class; 2 students completed 2 semesters and did not return for their 2nd year [1 had to take over family business (father ill) and 1 husband's job was transferred.] Both were performing well and had chosen MLT as their 1st career choice. From this class, it does appear that those who choose MLT as their 1st choice are more likely to complete the MLT program. This will be discussed and considered when our next selection process takes place in the spring 2013 semester.

**Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2011**

MLT Goals 1-7 See attached.						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. MAPP Test	1. May/June 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1. No problems noted 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	Supervisor Survey	December	V. Elkins	No problems noted	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	May/June	V. Elkins	No problems noted 100% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	V. Elkins / S. Spriggs	**See comment below related to adding Speech to curriculum	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 100% placement 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

**English 102 was removed as a core requirement from Allied Health curriculum allowing Speech 103 or BU 205 to be put in it's place. This was done because Mr. Elkins remembered that a couple of committee members voiced concern over Speech being removed from the curriculum in the 1990s causing him to survey clinical coordinators and instructors during clinical visitations to determine whether there was a general consensus of need to put a speech/communication requirement back in the curriculum. Everyone asked felt that a course in communication would be very beneficial to the MLT graduates. Vernon Elkins and Shirley Spriggs agreed with this and were able to have the above changes made to the MLT curriculum and to take effect during the 2011 fall semester. This will allow the communication unit to be removed from ML 205 allowing more time on case studies and topic review.

**Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2010**

MLT Goals 1-7 See attached.						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. MAPP Test	1. May/June 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1. No problems noted 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	Supervisor Survey	December	V. Elkins	No problems noted	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	May/June	V. Elkins	No problems noted 75% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	V. Elkins / S. Spriggs	-Improve communication -Speech course added to curriculum for Fall2011	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

**Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2009**

MLT Goals 1-7 See attached.						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. Work Keys Test	1. May/June 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1.No problems See comment below** 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	Supervisor Survey	December	V. Elkins	No problems noted	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	May/June	V. Elkins	No problems noted** 100% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	V. Elkins / S. Spriggs	No problems noted	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2. V. Elkins / S. Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

** Concerning review of performance for the follow-up 3 year period for the areas cited for concerns in 2006 (see “2006 Assessment Results” in MLT Assessment Manual). Those changes in curriculum and instruction for the areas of “Lab Operations” and “ Xmatch/Special Tests”, appear to be corrected. The results for the following 3 years were: Lab Operations: 495 (2007), 506 (2008), & 544 (2009); Xmatch/Special Tests: 545 (2007), 455 (2008), & 521 (2009).

SWVCTC MLT PROGRAM GOALS

The SWVCTC MLT Program has developed the following goals:

1. Provide students with both a general and technical education which will prepare them as competent entry level Medical Laboratory Technicians in hospitals and other health care environments.
2. Prepare graduates with the proper attitudes, knowledge and skills to realize a rewarding career in the clinical laboratory environment.
3. Prepare graduates to assume responsibility for self-growth and development in order to adapt to the changing needs of self and the laboratory medicine profession.
4. Prepare graduates with the necessary knowledge to be able to pass national certification examinations.
5. Prepare graduates to communicate in a facilitative, purposeful and respectful manner with patients, families, colleagues, and other members of the health care team.
6. Prepare graduates with the basis for continuing their undergraduate education in medical technology or other field of their choice.
7. Provide graduates with prospective job information in an effort to achieve 100% placement within 3 months of graduation.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Nursing A.A.S. 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Mary Nemeth-Pyles

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business conducted a program review of the Nursing A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Nursing A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

**Southern West Virginia Community and Technical College
Division of Healthcare and Business Programs
Nursing, Associate in Applied Science**

Program Review Summary

A. Adequacy

- The curriculum requirements meet the standards of the West Virginia Board of Nursing and the Accreditation Commission for Education in Nursing.
- The program is adequately staffed with qualified faculty.
- Graduate job placement within their field of study has been successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

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 continue through the next assessment period.
- The program has the benefit of exceptional support and involvement from area community and healthcare industry.
- The entrance requirements meet the standards of Southern West Virginia Community and Technical College
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both an educational and employment need in the service area as well as the nation.
- The graduates find successful and gainful employment.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

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

PROGRAM REVIEW

West Virginia Council for Community and Technical College Education

Southern West Virginia Community and Technical College

Summary of Findings 2014

- I. **Name and degree level of program:** Nursing, Associate in Applied Science
- II. **Hours Required for Graduation:** 60 (40 nursing and 20 general education)
- III. **Synopses of significant findings, including findings of external reviewer(s)**

The mission statement for Southern West Virginia Community and Technical College states that Southern provides accessible, affordable, quality education and training that promote success for those we serve. Southern WV Community and Technical College (SWVCTC) offers a nationally accredited program in nursing with the terminal degree of Associate in Applied Science.

The Nursing Program is designed to prepare graduates to practice as registered nurses, once licensure requirements are satisfied. Graduates of the nursing program are eligible to take the National Council for Licensure Exam for Registered Nurses (NCLEX-RN). The Associate Degree Nurse is expected to be able to provide safe and effective care to meet healthcare needs of individuals of any age in a variety of healthcare settings.

After licensing requirements are met, the associate degree nurse practices within the combination of the three roles: provider of care, manager of care, and member within the discipline of nursing. The faculty in the Nursing Program believes that nursing is a unique profession concerned with assessing, promoting, maintaining, and restoring the health of individuals and families. The discipline of nursing incorporates the concepts of person-health-environment which was reflected in the nursing programs philosophy and curriculum. Nursing and general education courses at SWVCTC transfer to colleges and universities that allow nursing program graduates to continue educational goals to other degrees and fields.

A. Nursing Program Goals

The following programmatic commitments are established to fulfill the mission of the Nursing Program. The Nursing Program will:

1. Provide accessible nursing education through grant funding, scholarships, financial aid services, and referrals.
2. Provide alternative routes of admission, acknowledging nursing experiential learning.
3. Promote the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.
4. Maximize the quality of the program and graduate by meeting standards set by the West Virginia Board of Examiners for Registered Professional Nurses and by monitoring and

evaluating program outcomes that includes but is not limited to: completion rates, graduate and employer satisfaction, employment rates, and NCLEX-RN passage rate.

5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.
6. Prepare graduates to competently practice within the role of the A D N.

B. Graduate Outcomes

The graduate will be able to:

1. Practice within the ethical and legal frameworks and standards of professional nursing practice.
2. Function within the role of an Associate Degree Nurse (ADN).
3. Effectively utilize the nursing process and principles of growth and development in the care of the person(s) to meet healthcare needs throughout the lifespan.
4. Promote, maintain, and restore health of individuals or groups across the lifespan in a variety of settings.
5. Demonstrate a commitment to personal/professional growth and development through lifelong learning.
6. Demonstrate advocacy and collegiality as essential behaviors of the role of the nurse.
7. Use evidenced based information to support decision making in nursing practice.

C. Accreditation

Program accreditation is through Accreditation Commission for Education in Nursing (ACEN) and the WV Board of Examiners for Registered Professional Nurses (WVBON). Last review by ACEN was in October 2010. Full continuing accreditation was granted and will continue until 2018. SWVCTC's nursing program has continuing accreditation through the WVBON. The last onsite visit by the Board of Nursing was in February, 2014. In May, 2014, SWVCTC graduated the 41st class from the nursing program.

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

1. Adequacy

a. Curriculum:

The curriculum standards are set by the Accreditation Commission for Education in Nursing (ACEN) that comprises of six standards. Standard 1 addresses congruency with college's mission and effective administrative capacity. Standard 2 speaks to qualifications and workload of faculty and staff. Standard 3 identifies policies related to students and consistency with college policies. Standard 4 relates to curriculum and how it supports student success and safety. Standard 5 sufficiency of resources for student success and faculty support. Standard 6 describes evaluation of program goals and student success.

The Associate of Applied Science degree, with a focus in nursing, involves a completion of sixty (60) credit hours. The established curriculum will end with the graduating class of 2015. In association with four WV associate degree nursing programs, Southern began a concept based curriculum in fall semester 2014, for the graduating class of 2016. In each curriculum, forty hours are designated as nursing courses with an additional 20 hours of support courses.

In the fall of 2014, the nursing program began a new curriculum representing the current principles of nursing education and practice. The new curriculum advances the concepts of person-health-environment to become the concepts of human flourishing, nursing judgment, professional identity and spirit of nursing. These concepts reflect current licensing and practice principles. This change in curriculum means that two curriculums will be taught during the 2014-2015 academic year, causing increased demand on faculty time. Therefore, fewer students were admitted for this academic year. Full enrollment is expected for 2015-2016 admissions. The overall program quality is continuously monitored.

b. Evaluation

Graduate surveys are conducted annually which measure the graduate's perception of the objectives, needs, and outcomes of the Nursing Program. Each semester students complete evaluations on clinical facilities, faculty and courses. The laboratory space, classroom, and research capacities are contained within the evaluation process. The program facilities and educational outcomes are measured using a standard 5-point Likert scale. Nursing students have continually rated the program quality at or above the minimum acceptable standards set forth by Accreditation Commission for Education in Nursing (ACEN) for associate degree nursing programs. The program has full approval through the West Virginia Board of Nursing (WVBON).

c. Faculty

ACEN requirements state that full-time faculty (including the coordinator) hold a minimum of a graduate degree with a major in nursing. Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings. Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing. In addition all faculty must:

1. Be a licensed RN in West Virginia
2. Have at least two (2) years of experience as a registered nurse.
3. Be approved through the WVBON
4. Have ongoing continuing education for professional development for the WVBON and other appropriate credentialing service.
5. The faculty to student ratio in the clinical area cannot exceed 8-10:1

Faculty at SWVCTC meet these requirements. The nursing program at SWVCTC does not employ part-time faculty. The number, utilization, and credentials of staff and faculty within the nursing education unit are sufficient to achieve the program goals and outcomes. In addition, many of the faculty hold advanced credentialing and certifications. Three faculty hold tenure. The current number of tenured faculty in the institution exceeds 20%. Therefore, four faculty are eligible to apply for tenure, once it becomes available again. Four faculty are professors, three are associate professors, two assistant professors and two instructors. The nursing program employs a full time staff member dedicated to the nursing program and a laboratory manager for the nursing laboratory.

The current Interim Coordinator for Nursing was hired in August, 2014. A search for a permanent Coordinator will begin during the fall semester. A projected date of hire prior to the fall 2015 semester is anticipated.

Support or general education courses are taught by qualified college faculty. All faculty meet or exceed the qualifications of the Higher Learning Commission of the North Central Association of Schools and Colleges.

d. Students

1. Entrance Requirements:

Students applying for admission must meet the requirements for the Nursing Program as well as SWVCTC's general admission requirements. A GPA of 2.5, a passing pre-entrance test score, and eligibility for college level math and English is required for admission. Class size is limited in accordance with accreditation requirements, faculty/student ratio, and availability of learning facilities requiring onsite faculty.

Each student must have a background check and drug screen through a school approved agency. In addition each student must successfully complete a physical exam stating that the student is able to function safely in the clinical and lab settings. Immunizations and CPR certification must be documented as up to date. Entrance assessment provides information to assist in determining present level of competencies, placing students in appropriate courses and developing instructional programs to meet the needs of entering students.

The program typically has 200-300 applicants each year. Approximately 100 are qualified for acceptance as specified by entrance requirements. Class enrollment has been set at 75 admissions per year. In 2014, class size was limited to 56 because of changes in curriculum. Enrollment is expected to return to previous levels in the fall semester of 2015.

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. 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, a testing day is established during which students will be required to participate in assessment activities.

2. Exit Competencies

Graduates of the Nursing program must have knowledge of patient care concepts and skills to use the concepts in a direct care setting. This ability allows graduates to function safely within the role of a registered nurse as stated in the WV Code for Nursing, Scope of Practice. In addition to meeting course requirements, each student is required to pass an exit exam to qualify for graduation. The exam is a standardized test that measures successful attainment of program competencies. Graduates may then apply to the National Council of State Boards of Nursing to take the National Council Licensure Examination (NCLEX-RN). After passing the exam, licensure is granted by a state Board of Examiners for Nursing.

3. Resources

The Nursing program receives a budget from the college finance department. It is sufficient to purchase supplies, some learning tools and travel for faculty. Grant funding is obtained for specialized equipment and activities. The nursing program is apportioned an operating budget separate from other programs at Southern. Professional continuing education funding is provided in a college account and is adequate for program needs. Library resources are funded adequately for faculty and student needs.

College classrooms and laboratory facilities contain state-of-the-art equipment for simulation and online learning funded through grants. Clinical facilities are available and meet requirements for education and training.

Nursing faculty participates in national and state groups to improve program quality. Southern is a member of the WV Associate Degree in Nursing Consortium, the Association of Deans and Directors of Nursing Education, National Organization of Associate Degree Nursing, and ACEN.

4. Facilities

The Nursing Program utilizes multiple facilities off campus to obtain the best clinical experiences for students. Clinical facilities are supportive, with many actively supplying services to facilitate student learning and success. Nursing faculty are present at each facility where students give direct patient care. Observational experiences are limited and do not require onsite faculty presence. The facilities include:

- i. Coalfield Health Clinic
- ii. Highland Hospital
- iii. Logan Mingo Mental Health Association
- iv. Logan Regional Medical Center
- v. Mildred Mitchell Bateman Hospital
- vi. Thomas Memorial Hospital
- vii. Williamson Memorial Hospital

In the past, Williamson Appalachian Regional Hospital and several of its agencies had been utilized. However, due to the changes in the guidelines in Kentucky, we can no longer send students to these facilities. Southern administrators are in negotiations to resolve this situation.

On the Logan Campus of Southern, a nursing laboratory and simulation laboratory are available for classes and for independent practice. The nursing lab is equipped with materials, supplies and equipment necessary to function as an independent professional. The nursing laboratory is managed by a registered nurse with the title

“Lab Manager”. The lab manager maintains equipment and supplies in the laboratory and is not considered nursing faculty.

The simulation laboratory was begun in 2012 with grant funding and features computer driven manikins that replicate real-life scenarios for student learning. One faculty has extensive training in the use of this technology with other faculty in various stages of expertise.

Library texts and references are available and must be no older than five (5) years. Nursing journals and resource material are updated by the nursing faculty and library staff. One faculty is designated as liaison with the library.

2. Assessment Information

a. Data

Students enrolling in the college are given entrance assessment exams to assist in placing students in appropriate level English and math courses. Prior to admission, prospective students take pre-entrance exams to evaluate general knowledge at the high school level. Students in the nursing program participate in the College’s Assessment Day testing to evaluate progress in general education course. These tests evaluate student learning from support courses relevant to the associate degree outcomes.

Each nursing course concludes with students taking a standardized test specific to course and program outcomes. Feedback related to knowledge of concepts, critical thinking ability, and application of information is assessed. Students receive feedback on strengths and weaknesses related to course outcomes and information. Ongoing assessment in the clinical and laboratory settings is completed with a Clinical Evaluation Tool that measures student knowledge and skills in the field.

Students are required to take a standardized exit exam to test readiness for the NCLEX-RN exam and entry into practice. NCLEX-RN is a national certifying exam for registered nurses. All graduates must take and pass NCLEX-RN to be considered a registered nurse.

b. Advisory Committee

The accreditation agency (ACEN) requires an advisory committee or board for each program to meet annually. The committee is comprised of representatives from each agency used clinically, student representatives from each of the first and second year class, at least one employer of graduates, a college administrator and faculty. The committee size is not limited.

An agenda is developed with representatives. The committee actively participates in the discussing curriculum, clinical rotations and makes recommendations for the future of the program. Advisory attendance has decreased over the last few years due to work conflicts. On recommendation from the committee and faculty, the advisory committee will meet on a different day and time in the future.

IV. Plans for program improvement, including timeline.

A new curriculum was begun in the fall of 2014 for the class of 2016. The concept based curriculum was developed in conjunction with four other West Virginia associate degree nursing programs. The West Virginia Consortium of Associate Degree Nursing Programs (Consortium) was formed to support the five nursing programs and provide guidance in developing and implementing the new curriculum. This curriculum reflects new ACEN standards of care, evidence based practice, and NCLEX-RN testing. Southern's traditional curriculum will end with the graduation of the 2015 class.

Nursing faculty are working closely with clinical facilities on implementation of new curriculum. The concept based curriculum was introduced to the Advisory Council in 2014 with wide support. Meetings concerning the curriculum were held with clinical agencies in the fall of 2014 to provide updates on implementation and changes in clinical structure. These actions were informational and made facilities a partner in administering and supporting the changes from a new concept based curriculum.

The consortium agreement provides a more standardized curriculum and course consistency. This allows for easier transfer of courses and students among programs. Guidelines allow for one transfer per student per admission with a limit of two admissions. Working with the consortium should allow for more flexibility for students and support from other schools.

Nursing faculty utilize an online information program, Blackboard, to maintain contact with students outside of the classroom. In 2014, students were encouraged to use ebooks with online supportive technology to improve studying skills, critical thinking, and health information technology skills.

In 2012, the nursing program received grant funding to purchase advanced clinical simulation equipment. Nursing faculty have received training incorporating simulation in laboratory/clinical experiences. All nursing courses now have simulation as part of the laboratory clinical component. It is anticipated that the need for simulation will increase for future classes.

Southern has 2+2 articulation agreements in nursing with three (3) universities (WVU, Marshall and WV Tech). The agreements are specific for nursing program graduates to progress towards a higher degree. A fourth college, Bluefield State University, is in negotiation with Southern for such an agreement to begin in 2015.

V. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

During the 2009 and 2010 academic years, courses were taught from the Logan Campus, but were transmitted to sites in Danville in Boone County; Moorefield, Hardy County; and Kanawha County in West Virginia. Onsite faculty acted as facilitators during class sessions. The Hardy County site was incorporated into Eastern West Virginia Community and Technical College in 2010. The Kanawha County site was incorporated into Kanawha Valley Community and Technical College in 2011 (now Bridgevalley Community and Technical College). Beginning with the fall of 2011, the full Nursing Program was available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

The nursing program employs twelve full-time faculty, one of which is the interim coordinator, and a full time secretary. One faculty member is on medical leave. There are no unfilled faculty positions in the nursing program. The West Virginia Board of Examiners for Registered Professional Nurses (BON) and the Accreditation Commission for Education in Nursing (ACEN - formerly NLNAC), have changed the credentialing of full time and part time faculty for associate degree programs. Both full time and part time faculty must have an MSN degree. All faculty are full time and have a MSN degree and have been approved by the WV BON to teach at Southern in the nursing program.

An official visit by WV Board of Examiners for Registered Nurses was made in February 2014. The WV BON must visit each program every eight (8) years. Minor deficiencies in record keeping have been corrected and a follow-up report was submitted and accepted by the WV Board of Nursing. The Annual Report was submitted on time (August of each year) to WVBON with quarterly reports to both the Director, WV Board of Nursing and the Assistant Director of the WV Board of Nursing. The reports were reviewed and accepted. A report to ACEN will follow in November 2014, for annual evaluation.

Change in leadership in the Nursing program has occurred over the last four (4) years. This issue has been addressed by the WV BON. College response is to bring the Nursing program into the newly formed Division of Healthcare and Business. Reorganization provides support for the program coordinator and creates positions of course team leaders for each academic year of the program. Faculty committees meet monthly during the academic year. Student representatives attend meetings.

The attrition rate for the nursing program has remained greater than 25% per year. Attrition rates must be reported to the WVBON and ACEN yearly. According to the WV BON, the average attrition rate in West Virginia is 25-35% per year. The majority of attrition in Southern's nursing program occurs in the first semester. Faculty are monitoring this level and have taken action in response. Beginning in the fall semester 2014, faculty have increased supervised practice time in the campus nursing lab. Instructor guided remediation is available and can be mandatory. Simulation lab experience has been added to each course with increased lab experiences. Also, the concept based curriculum narrows the focus in the first semester to allow for more in depth teaching.

In the previous program review the NCLEX-RN passage rate on first testing had fallen. Since 2010, the passage rate has been above the national average, a requirement of ACEN. In 2011, NCLEX-RN underwent a change in test plan. This change was made due to developments in practice, research, and professional goals. Such developments changed how nursing was taught and learned, but had not been reflected in the test plan.

The following table identifies graduate statistics for NCLEX success:

NCLEX-RN RESULTS 2010-2014

Year of Graduation	Graduates taking NCLEX	Graduates passing NCLEX	Percentage passing	Number failing	State average for passing	National average for passing
2010	Boone—5, Logan---52, Moorefield-- 14	Boone—5, Logan---45, Moorefield-- 10	Boone 100%, Logan 87%, Moorefield 71% Average 86%	Boone -0, Logan---7, Moorefield - -4	81.94%	87.42%
2011	Kanawha— 11, Logan— 48	Kanawha— 10, Logan— 42	Kanawha- 90.8%* Logan— 87.5%* Average 89%	Kanawha--1, Logan—6	80.57%*	87.90%
2012	Logan--43	39	92.85	3	88.87%	90.34%
2013	Logan--46	40	86.95	6	81.64%	83.04%
2014	Logan--47	44	93.62	3	Not available	Not available
			*test plan change			

VI. Summary of assessment model and how results are used for program improvement;

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation is 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. Minimum standard goals have been identified and the faculty work to ensure the goals of the Nursing Program are achieved upon completion of the associate degree program. The goals include preparing the students to function and interact as beginning level professionals as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Nursing student. These domains include the cognitive, psychomotor, and affective learning domains.

VII. Data on student placement

Currently the program has seen an increase in the attrition rate from 25-43% annually. Attrition rates must be reported to the WV BON and ACEN yearly with a plan of action. According to the WV BON, the average attrition rate in West Virginia is 25-35% per year. The majority of attrition in Southern's nursing program occurs in the first semester. Faculty are monitoring this level and have taken action in response (see item VI. Weaknesses or deficiencies).

Graduates and employers are asked to survey the program after the graduates have been in their facility at least six months. Survey results find students continue to work in their home areas after completion of this program.

VIII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

Appendix I

The established curriculum for class of 2015 is:

Dept/No.	Title	Credit Hours
Support Courses		
AH 115	Drug Dosage Calculation	2
AH 241	Pharmacology for Allied Health	3
BS 124	Human Anatomy and Physiology I	4
BS 125	Human Anatomy and Physiology II	4
CS 103	Introduction to Computer Applications	1
EN 101	English Composition I	3
PY 218	Life-Span Developmental Psychology	3
Major Courses		
NU 100	Essentials of Nursing	6
NU 104	Nursing of Childbearing Family	5
NU 107	Psychosocial Transitions	5
NU 120	Health Assessment / Communication	3
NU 206	Nursing Care I	9
NU 210	Role Transition to Professional Nursing	3
NU 212	Nursing Care II	9

The new curriculum beginning in the fall of 2014 for the class of 2016 is:

Dept/No.	Title	Credit Hours
Support Courses		
BS 124	Human Anatomy and Physiology I	4
BS 125	Human Anatomy and Physiology II	4
EN 101	English Composition I	3
PY 201	General Psychology	3
1	General Education Elective	3
Major Courses		
NU 132	Drug and Dosage Calculation I	1
NU 133	Health Assessment and Diagnostics I	2
NU 134	Introduction to Nursing Concepts	8
NU 142	Drug and Dosage Calculations II	1
NU 143	Health Assessment and Diagnostics II	1
NU 144	Nursing Concepts of Health and Illness I	9
NU 234	Nursing Concepts of Health and Illness II	9
NU 244	Synthesis of Nursing Concepts	9
NU 245	Professional Nursing and Health Systems Concepts	3

APPENDIX II
Faculty Data Sheets

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Dena Barker Rank Assistant Professor

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Master's Date Degree Received November 2012

Conferred by Grand Canyon University

Area of Specialization Nursing Education

Professional registration/licensure	<u>RN/WW</u>	Yrs of employment at present institution	<u>4.5</u>
Yrs of employment in higher education	<u>4.5</u>	Yrs of related experience outside higher education	<u>11</u>
Non-teaching experience	<u>11</u>		

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 120 Nursing Assessment (50% Classroom & 20% Clinical)	43
	NU 206 Nursing Concepts Clinical (20% Classroom & 100% Clinical)	43
Spring 2014	NU 210 Trends in Nursing (50% Classroom)	43
	NU 212 Nursing Care II Clinical (20% Classroom & 100% Clinical)	43
Fall 2014	NU 133 Health Assessment and Diagnostics I (50% Classroom & 20% Clinical)	49
	NU 134 Nursing Concept Clinical (100% Clinical)	49
Spring 2015	NU 210 Trends in Nursing (50% Classroom)	43
	NU 212 Nursing Care II Clinical (20% Classroom & 100% Clinical)	43

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

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Regina A. Bias Rank Professor

Check one: Full-time Part-time _____ Adjunct _____

Highest Degree Earned MSN
 Date Degree Received May 1992
 Conferred by Bellarmino College, Louisville, KY
 Area of Specialization Nursing Education

Professional registration/licensure WV: 37921 ANCC: PNP
 Years of employment at present institution 18 Years
 Years of employment in higher education 18 Years
 Years of related experience outside higher education 29 Years
 Non-teaching experience 29 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	Nursing 206: Nursing Care I (25%:lecture; 100: clinical)	43
Spring 2014	Nursing 212: Nursing Care II (25%:lecture; 100: clinical)	43
Fall 2014	Nursing 206: Nursing Care I (25%:lecture; 100: clinical)	43
	AH 241: Pharmacology for Allied Health (100% lecture)	35
Spring 2015	Nursing 206: Nursing Care II(25%:lecture; 100: clinical)	43

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Shawn Cline-Riggins Rank Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 1998

Conferred by Marshall University

Area of Specialization Nursing

Professional registration/licensure RN/MW Yrs of employment at present institution 22

Yrs of employment in higher education 22 Yrs of related experience outside higher education 31

Non-teaching experience 31

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 206 Nursing Care I (Team Leader & 25% Classroom & 100% Clinic	47
Spring 2014	NU 210 Role Transition of Prof. Nsg.	46
Spring 2014	NU 212 Nursing Care II (Team Leader & 25% Classroom & 100% Clinic	46
Fall 2014	NU 206 Nursing Care I (Team Leader & 25% Classroom & 100% Clinic	43
Spring 2015	NU 210 Role Transition of Prof. Nsg.	43
Spring 2015	NU 212 Nursing Care II (Team Leader & 25% Classroom & 100% Clinic	43

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Martin Codispoti Rank Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Bachelor Date Degree Received 2009

Conferred by West Virginia University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 1

Yrs of employment in higher education 1 Yrs of related experience outside higher education 2

Non-teaching experience 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	NU 100 – Essentials of Nursing (25% Classroom & 100% Clinical)	53
Spring 2011	NU 107 – Psychosocial Transitions (33% Classroom & 100% Clinical)	48

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Kathy Dalton Rank Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSN/ Post Masters-FNP

Date Degree Received 6/2000 5/2004

Conferred by _____ Mountain State University/ WVU _____

Area of Specialization _____ Nursing Administration/Education _____

Professional registration/licensure WV RN #30720

Yrs of employment at present institution 17

Yrs of employment in higher education 17

Yrs of related experience outside higher education 19.4 Total Yrs. Nursing Experience 36

Non-teaching experience 19.4

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU-206 (Nursing Care I) (25% Classroom & 100% Clinical)	47
Spring 2014	NU-212 (Nursing Care II) (25% Classroom & 100% Clinical)	46
Fall 2014	NU-206 (Nursing Care I) (25% Classroom & 100% Clinical)	43
Spring 2015	NU-212 (Nursing Care II) (25% Classroom & 100% Clinical)	43

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Sheliah M. Elkins Rank Associate Professor – Nursing

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSN Date Degree Received August 2009

Conferred by Marshall University

Area of Specialization Nursing Administration

Professional registration/licensure	<u>WV – RN 41755</u>	Yrs of employment in higher education	<u>10</u>
Yrs of employment at present institution	<u>10</u>	Yrs of related experience outside higher education	<u>0</u>
Non-teaching experience	<u>34</u>		

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 100 Essentials of Nursing (Team Leader & 25% Classroom & 100% Clinical)	65
Spring 2014	NU 104 Nursing of the Childbearing Family (Co-Team Leader & 33.3% Classroom & 100% Clinical)	37
Fall 2014	NU 133 Health Assessment and Diagnostics (20% Clinical)	49
Spring 2015	NU 134 Intro to Nursing Concepts (Team Leader & 20% Classroom & 100% Clinical)	49
	NU 143 Health Assessment & Diag. II (100%)	39
	NU 144 Nursing Concepts of Health & Illness I (Team Leader & 20% Classroom)	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Karen Evans Rank Assistant Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received May 2013

Conferred by Marshall University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 6

Yrs of employment in higher education 6 Yrs of related experience outside higher education 14

Non-teaching experience 14

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 206 Nursing Care I (25% Classroom & 100% Clinical)	47
Spring 2014	NU 212 Nursing Care II (25% Classroom & 100% Clinical)	46

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Olivia Goad Rank Instructor

Check one:

Full-time x Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSN Date Degree Received May 2014

Conferred by West Virginia University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 0.5

Yrs of employment in higher education 0.5 Yrs of related experience outside higher 0

Non-teaching experience 3.5

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2014	NU 133 Health Assessment and Diagnostics I (20%)	49
Fall 2014	NU 134 Introduction to Nursing Concepts (20%)	49
Spring 2015	NU 144 Concepts of Health and Illness 2 (20%)	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Karan Grimes Rank Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 1995

Conferred by Marshall University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 20

Yrs of employment in higher education 20 Yrs of related experience outside higher education 21

Non-teaching experience 21

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	AH 120 Health Assessment and Communication (33% Classroom & 100% Clinical)	49
Spring 2011	Administrative – Coordinator	

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Stacy Hatfield Rank Associate Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 2002

Conferred by Marshall University Graduate College

Area of Specialization Nursing Administration with Minor in Teaching

Professional registration/licensure RN Yrs of employment at present institution 1

Yrs of employment in higher education 12 Yrs of related experience outside higher education 8

Non-teaching experience 8

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014/Fall Semester	NU 133 Health Assessment and Diagnosis (20% Clinical/Skills)	49
	NU 134 Introduction to Nursing Concepts (20% Lecture, 100% Skills/Clinicals)	49
2015/Spring Semester	NU 144 Nursing Concepts of Health and Illness I (20% Lecture, 100% Skills/Clinical)	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Amanda Hinkle Rank Instructor

Check one:

Full-time X Part-time Adjunct Graduate Asst.

Highest Degree Earned Master's Date Degree Received 2013

Conferred by West Virginia University

Area of Specialization Nursing

Professional registration/licensure RN/WV Yrs of employment at present institution 1

Yrs of employment in higher education 1 Yrs of related experience outside higher education 8

Non-teaching experience 8

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2014	NU 107 Psychosocial Transitions (33% Classroom & 100% Clinical)	38

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Kirk, Melissa Rank Assistant Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received August 2004

Conferred by Marshall University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 13

Yrs of employment in higher education 13 Yrs of related experience outside higher education 25

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU Simulation Coordinator	
	NU 100 Lecturer (20%)	48
	AH 115 Dosage Calculations (100%)	49
Spring 2014	NU 210 Clinical (25%)	50
	NU Simulation Coordinator	
	NU 212 Med/Surg II (25%)	48
Fall 2014	NU 107 Psychosocial Transitions (33%)	45
	NU Simulation Coordinator	
	NU 210 Med/Surg I (20%)	50
Spring 2015	NU 132 Drug & Dosage I (100%)	50
	NU 134 Intro to Nursing Concepts (25%)	50
	Nursing Simulation Coordinator	
	NU 142 Drug and Dosage II (100%)	39
	NU 144 Nursing Concepts and Illness I (25%)	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Mary Nemeth-Pyles Rank Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 1985

Conferred by West Virginia University

Area of Specialization Nursing

Professional registration/licensure X Yrs of employment at present institution 14
 Yrs of employment in higher education 35 Yrs of related experience outside higher education 7
 Non-teaching experience 7

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2013 Fall Semester	NU 100 Essentials of Nursing (0% theory; 20% clinical)	65
	NU 120 Health Assessment & Communications (50%)	65
	AH 241 Pharmacology for Allied Health (100%)	44
2014 Spring Semester	NU 104 Nursing of Childbearing Family (33%)	39
2014 Fall Semester	Administrative – Interim Nursing Coordinator	92
2015 Spring Semester	Administrative – Interim Nursing Coordinator	82

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

**APPENDIX II
Faculty Data**

(No more than *TWO* pages per faculty member)

Name Alyce Patterson-Diaz Rank Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 1995

Conferred by West Virginia University

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 24

Yrs of employment in higher education 24 Yrs of related experience outside higher education 11

Non-teaching experience 11

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Administrative	Chair, Allied Health and Nursing	

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Carla Ramey Rank: Assistant Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Master's Date Degree Received: November, 2012

Conferred by: Grand Canyon University

Area of Specialization: Nursing Education

Professional registration/licensure 36 Yrs of employment at present institution 5
 Yrs of employment in higher education 5 Yrs of related experience outside higher education 6
 Non-teaching experience 30

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 100 Essentials of Nursing (25%classroom and 100%clincials)	65
Spring 2014	NU 104 Nursing of Childbearing Family (33.3% classroom and 100%clinicals)	37
Fall 2014	NU 133 Health Assessment and Diagnostics I (20% clinicals)	49
	NU 134 Introduction to Nursing Concepts (20% classroom and 100%clinicals)	49
Spring 2015	NU 144 Concepts of Health and Illness I (20% classroom and 100% clinicals)	39

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Julie Walls Rank Instructor or Nursing

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received May 17, 2014

Conferred by West Virginia University School of Nursing

Area of Specialization Nursing

Professional registration/licensure 11 Yrs of employment at present institution 1

Yrs of employment in higher education 1 Yrs of related experience outside higher education 11

Non-teaching experience 11

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014 Fall	NU 206-Nursing Care I (25%)	43
2015 Spring	NU 212-Nursing Care II (25%)	43

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

N/A

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Workman, Shelba Rank Associate Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Master's Date Degree Received 1998

Conferred by University of Virginia

Area of Specialization Nursing

Professional registration/licensure RN/WW Yrs of employment at present institution 12

Yrs of employment in higher education 12 Yrs of related experience outside higher education 28

Non-teaching experience 28

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	NU 100 Essentials of Nursing (25% Classroom & 100% Clinical)	49
	NU 120 Health Assessment and Communication (25% Classroom & 100% Clinical)	63
Spring 2014	NU 107 Psychosocial Transition (33% Classroom & 100% Clinical)	38

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

Appendix III

Program Enrollment and Graduates

Fall 2010

Applicants	314
Enrolled	75-1 st yr; 73-2 nd yr
Graduates	71

Fall 2011

Applicants	249
Enrolled	79-1 st yr, 60-2 nd yr
Graduates	59

Fall 2012

Applicants	289
Enrolled	75-1 st yr, 43-2 nd yr
Graduates	43

Fall 2013

Applicants	361
Enrolled	77-1 st yr, 47-2 nd yr
Graduates	46

Fall 2014

Applicants	328
Enrolled	49-1 st yr, 43-2 nd yr
Graduates	47

NCLEX-RN RESULTS 2010-2014

Year of Graduation	Graduates taking NCLEX	Graduates passing NCLEX	Percentage passing	Number failing	State average for passing	National average for passing
2010	Boone—5, Logan---52, Moorefield-- 14	Boone—5, Logan---45, Moorefield-- 10	Boone 100%, Logan 87%, Moorefield 71% Average 86%	Boone -0, Logan---7, Moorefield --4	81.94%	87.42%
2011	Kanawha— 11, Logan— 48	Kanawha— 10, Logan— 42	Kanawha- 90.8%* Logan— 87.5%* Average 89%	Kanawha —1, Logan—6	80.57%*	87.90%
2012	Logan--43	39	92.85	3	88.87%	90.34%
2013	Logan--46	40	86.95	6	81.64%	83.04%
2014	Logan--47	44	93.62	3	Not available	Not available
			*test plan change			

Appendix IV

**Department of Nursing
AAS
Nursing
(Assessment data)**

Allied Health—Nursing –AAS

Appendix IV

Table 1

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Science	Natural Science
Logan	444	476	123	128	121	117	123	126	130
Logan	444	426	107	113	113	105	111	110	109
Logan	444	455	117	120	118	115	115	119	120
Logan	444	452	115	121	119	113	119	115	118
Logan	444	462	117	128	116	115	125	124	118
Logan	444	447	114	119	115	114	111	119	117
Logan	444	466	122	122	118	120	122	117	124
Logan	444	443	114	118	111	114	115	112	118
Logan	444	450	115	119	119	113	120	114	115
Logan	444	446	112	119	114	115	113	106	122
Logan	444	448	112	121	118	113	117	115	115
Logan	444	442	108	121	116	111	117	108	117
Logan	444	457	114	123	118	117	119	114	121
Logan	444	458	120	126	115	113	125	119	122
Logan	444	449	113	124	116	111	122	115	117
Logan	444	487	123	127	130	125	125	124	124
Logan	444	452	114	121	120	113	115	119	117
Logan	444	435	107	115	119	108	113	105	114
Logan	444	488	130	130	120	122	130	128	130
Logan	444	476	126	129	119	116	127	126	130
Logan	444	458	112	128	118	115	120	119	120
		9573	2435	2572	2473	2405	2504	2454	2518
	MEAN	455.857	115.952	122.476	117.762	114.523 8095	119.238095	116.857	119.905

Allied Health—Nursing –AAS Appendix IV

Table 2

Major	Reading		Critical Thinking	Writing			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
444	P	P	M	P	P	M	P	P	N
444	M	N	N	M	N	N	N	N	N
444	P	M	M	P	M	M	P	P	N
444	P	M	N	P	M	M	P	N	N
444	P	P	M	P	M	N	P	p	N
444	P	M	N	P	M	N	P	N	N
444	P	P	M	P	M	M	P	P	M
444	P	M	N	M	N	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	M	N	P	M	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	M	N	P	M	N	M	N	N
444	P	P	N	P	M	M	P	M	N
444	P	P	M	P	M	N	P	M	N
444	P	P	N	P	M	N	M	N	N
444	P	P	M	P	P	P	P	P	P
444	P	M	N	P	P	M	M	M	N
444	M	N	N	P	M	M	M	N	N
444	P	P	P	P	P	M	P	P	M
444	P	P	P	P	M	M	P	M	N
444	P	P	N	P	M	M	P	M	N
Proficient	19	10	2	19	4	1	16	6	1
Marginal	2	9	6	2	15	12	4	9	2
Not Proficient	0	2	13	0	2	8	1	6	18
TOTAL	21	21	21	21	21	21	21	21	21

Allied Health—Nursing –AAS

Appendix IV

Table 3

	Reading		Critical Thinking	Writing			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	90.48%	47.62%	9.52%	90.48%	19.05%	4.76%	76.19%	28.57%	4.76%
Marginal	9.52%	42.86%	28.57%	9.52%	71.43%	57.14%	19.05%	42.86%	9.52%
Not Proficient	0.00%	9.52%	61.9%0	0.00%	9.52%	38.10%	4.76%	28.57%	85.71%

APPENDIX V

Accrediting Documents

Laura S. Rhodes, M.S.N., R.N.
Executive Director

email: mboard@wv.gov
web address: www.wvrbnboard.com



TELEPHONE:

(304) 558-3596

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STATE OF WEST VIRGINIA
BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES
101 Dee Drive, Suite 102
Charleston, WV 25311-1620

March 21, 2014

Regina Bias, MSN, RN
Nursing Program Coordinator
Southern West Virginia Community and Technical College
2900 Dempsey Branch Road
Mt Gay, WV 25637

Dear Ms. Bias:

The West Virginia Board of Examiners for Registered Professional Nurses (Board) in session March 20, 2014 continued the full accreditation for the Associate Degree Nursing (ADN) program at Southern West Virginia Community and Technical College through March 31, 2015.

The Board reviewed the spring 2014 accreditation evaluation, curriculum implementation report, and chair development report. The Board accepted the reports and requests program reports on student record audits, chair leadership development, student and faculty policy reviews, clinical learning experiences, and curriculum implementation 30 days prior to each Education Committee Meeting. The next meeting is May 30, 2014.

Should you have any questions or require further information please contact this office.

For the Board,

A handwritten signature in cursive script that reads "Laura Skidmore Rhodes".

Laura Skidmore Rhodes, MSN, RN
Executive Director

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Buffalo, New York



August 2, 2013

Pamela L. Alderman, EdD, RN
Dean, Career and Technical Programs
Division of Allied Health Department of Nursing
Southern West Virginia Community and Technical College
PO Box 2900
Mount Gay, WV 25637

Dear Dr. Alderman:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013. The Board of Commissioners received, reviewed, and accepted the Follow-Up Report of the associate nursing program and affirmed the next visit for Fall 2018.

Deliberations centered on the Follow-Up Report and the recommendation of the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.) The Board of Commissioners affirmed the following areas needing development:

Areas Needing Development

Standard 2 Faculty and Staff

- Ensure faculty credentials are commensurate with their assigned roles and responsibilities.

Standard 3 Students

- Ensure integrity and consistency of all information (print and electronic) intended to inform the public, including the ACEN information.

On behalf of the Commission, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Sharon J. Tanner, EdD, MSN, RN
Chief Executive Officer

Enc. Summary of Deliberations of the Evaluation Review Panel

SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
ASSOCIATE EVALUATION REVIEW PANEL
SPRING 2013 FOLLOW-UP REPORTS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
MOUNT GAY, WV

Accreditation Status

Last Evaluation Visit: Fall 2010
Last Commission Action: March 2011
Continuing Accreditation with Conditions, Fall 2018 with Conditions
Follow-Up Report – Spring 2013
Next review in two (2) years to be based on a Follow-Up Report addressing:

- Standard 2 Faculty and Staff, Criterion 2.1
- Standard 3 Students, Criteria 3.3 and 3.5

Evaluation Review Panel Recommendation

Accept the Follow-Up Report.

Areas Needing Development

Standard 2 Faculty and Staff

- Ensure faculty credentials are commensurate with their assigned roles and responsibilities.

Standard 3 Students

- Ensure integrity and consistency of all information (print and electronic) intended to inform the public, including the ACEN information.

APPENDIX VI

Financial and Budget Data

FINANCIAL AND BUDGET DATA—NURSING

Appendix VI

ITEM	OPERATING COSTS per year	PLANNED COSTS per year
Faculty	\$601,243.79	\$664,500.00
Clerical	\$43,073.71	\$48,400.00
Office	\$1950.00	\$1963.00
Travel	\$2400.00	\$2400.00
Memberships	\$4263.00	\$4263.00
Faculty Development	\$363.05	*
Equipment	\$8673.00**	\$3,427.00
Other	\$126,610.57***	\$140,578.88***

*Paid from college development fund based upon individual need. Currently adequate for department needs.

**In addition, simulation equipment for lab experiences was grant funded for college use. In excess of \$100,000.00 over the last 5 years. Currently adequate for department needs.

***Fringe benefits

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Radiologic Technology A.A.S. 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Eva Hallis

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business conducted a program review of the Radiologic Technology A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Radiologic Technology A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Southern West Virginia Community and Technical College
Division of Healthcare and Business
Radiologic Technology, Associate in Applied Science

Program Review Summary

Program Review Components

A. Adequacy

- The curriculum adequately meets industry demands.
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are consistent with community college standards.
- Graduate job placement has been successful for those actively pursuing employment.
- Graduates often seek additional educational or certification levels.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained proper competency.

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

B. Viability

- The enrollment is adequate for industry demands.
- The program maintains clinical education agreements with facilities in Boone, Charleston, Logan and Williamson, West Virginia.
- Associate of applied science is the degree obtained for the program and also serves as a stepping stone to a bachelor's degree in Imaging Science at Bluefield State College.
- Technology includes activated diagnostic imaging and computed tomography labs.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets educational standards set by college and program accreditation.
- The program meets employment needs for the service region.
- There is a need for the program in this region among eight comparable programs within WV; the closest is in Charleston, offering a baccalaureate degree.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission

- The program supports 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.

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

Program Review
Southern West Virginia Community and Technical College
2013-2014
Program With Specialized Accreditation

Program: Radiologic Technology, Associate in Applied Science

Hours Required for Graduation: 60

I Program Description

Radiologic Technology has been a part of Southern West Virginia Community and Technical College's program offerings since 1991. The program length is twenty months and upon successful completion, awards the graduate with an Associate in Applied Science degree, the minimum required for eligibility for national certification. Program goals are to prepare students to be safe and competent radiographers, possess critical thinking, demonstrate professional attitudes and behaviors, and use effective communication. The program is designated to offer students with little or no training or experience in healthcare, an opportunity to obtain specialized abilities and knowledge in order to be marketable and eligible to seek national certification by the American Registry of Radiologic Technologists, ARRT. Upon completion of the program, graduates may desire to pursue education in various areas of imaging such as radiation therapy, nuclear medicine, MRI, computed tomography, mammography, quality management, ultrasonography and others. Southern houses the only CT machine on a community college campus in West Virginia. Courses in computed tomography are offered online and as part of the agreement with Bluefield State College's bachelor's degree in Imaging Science.

The registered technologist, RT, plays a vital role in healthcare. They must accurately provide diagnostic images of high quality in order to assist the physician with information necessary for diagnosis and treatment. Duties and responsibilities include patient assessment and care, preparing equipment, supplies, and instrumentation during procedures, as well as critical thinking and analyzing as it pertains to pathology and technical adaptations. The RT works integrally with staff, medical specialists, physicians, radiologists and nursing personnel and works in environments such as radiology/imaging, emergency, surgical departments, and outpatient facilities.

The program enrollment each year has been between thirteen and twenty students. This is based on factors such as the availability of clinical site access to develop psychomotor skills and competency. The economic decline and cyclical nature of turnover among employed radiologic technologists have partially determined the enrollment number for each new class. Employment needs in the region are also considered. See an article by the American Society of Radiologic Technologists, ASRT, in the appendices. The enrollment number has decreased somewhat since two clinical education settings in Kentucky are not utilized. Therefore, considering all these factors, a new class is admitted each or every other fall.

II. Special Accreditation Information

The Radiologic Technology Program is accredited by the Joint Review Committee on Radiologic Technology, JRCERT, and maintained the regular, full eight years after the most recent site visit February 22-23, 2010. (See letter, Appendix). An interim report was submitted in February 2014. Revisions were made to the assessment plan prior to resubmission. The final re-accreditation status will be decided in December 2014 or early 2015. The JRCERT requires that program effectiveness data be easily accessible and is included in Appendix V and also at http://www.southernwv.edu/files/ped_june_2014_web.pdf.

West Virginia requires a radiologic technologist to maintain a valid license to practice in the state. Successful completion of the program allows the graduate to apply for the state license. (See Certificate, Appendix V).

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

A. Adequacy

The quality of the program is monitored on an ongoing basis by different methods. These methods include student evaluations during clinical rotations, didactic lab and classroom settings. Graduates and employers complete surveys several months after graduation. A summary of the surveys can be found in Appendix III that validates adequacy. The program is accredited by the Joint Review Committee on Radiologic Technology and in good standing with the State of West Virginia. Input from the advisory committee is also valuable and supports the need for the program, too. Facilities are adequate for housing equipment, supplies and providing instructional delivery.

1. Curriculum:

The professional curriculum standards are set by the ASRT and ARRT. The ASRT believes “the challenge in any curriculum is to give students a solid foundation of traditional core knowledge while also providing opportunities to develop skills that will serve them beyond entry to the profession. In particular, students must develop skills in areas such as information literacy, scientific inquiry, self-reflection, collaboration, peer counseling and mentoring.” Retrieved from http://www.asrt.org/docs/default-source/educators/ed_curr_rad2012approved_013012.pdf?sfvrsn=2

Furthermore the program has been fulfilling compliance prior to the forecasted date for programs. “The guidance provided by this curriculum document will span the time period prior to and after the projected Jan. 1, 2015 start date of the American Registry of Radiologic Technology’s minimum associate degree requirement for candidates seeking professional certification.” Retrieved from http://www.asrt.org/docs/default-source/educators/ed_curr_rad2012approved_013012.pdf?sfvrsn=2

The curriculum weaves didactic and clinical aspects throughout the program allowing application. See program curriculum in Appendix I. Since only one class has completed the program under the 60 total credit hour curriculum curricular adequacy cannot be determined.

2. Faculty:

Two full-time faculty provide program specific instruction in order to accomplish the institutional mission. The JRCERT requires the didactic instructor to be a certified radiologic technologist, with a minimum of a baccalaureate degree, and is knowledgeable in course development, instruction, evaluation and academic counseling. The current didactic instructors hold master's degrees thus exceeds the requirement. The coordinator (program director) must possess a master's degree (minimum), be proficient in curriculum design, program administration, evaluation, instruction and counseling, and document three years full-time experience in the profession, and two years' experience as an instructor in an accredited JRCERT program. The current program director exceeds these minimums. Both faculty comply with institutional qualifications. See Appendix II.

The coordinator of the program, Eva Hallis, is a full-time Radiologic Technology instructor, devoting 100% to the program and her qualifications are:

1. Master's Degree in Human Resource Management.
2. Thirty-two years' experience as a Radiologic Technologist.
3. Thirty years' experience as an instructor/coordinator.
4. Member of ARRT, ASRT, West Virginia Society of Radiologic Technologists, Association for Educators in Imaging and Radiologic Sciences.
5. Chaired annual WVSRT conference in Charleston, WV, October 2014.
6. American Heart Association CPR Instructor.
7. Maintains mandatory continuing education requirements for professional development. Attends conference for radiography educators every few years and accreditation seminars when programmatic accreditation is impending.
8. Additional eight hours of doctoral work.

The current didactic instructor and clinical coordinator is Russell Saunders who has a combined equivalent of fifteen years at Southern. JRCERT requirements for a clinical coordinator include baccalaureate degree minimum, proficiency in curriculum development, supervision, instruction, evaluations and counseling; two years full-time experience in the profession and one year experience as an instructor in a JRCERT accredited program (JRCERT Standards, 2010). Mr. Saunders' qualifications are:

1. Master of Arts degree
2. Twenty-five years' experience as a Radiologic Technologist.
3. Ten years' experience as adjunct faculty, lab manager, part-time and full-time equivalent.
4. Member of ARRT, ASRT, West Virginia Society of Radiologic Technologists.
5. CPR certified.

6. Additional advanced certification in Computed Tomography from ARRT.
7. Ongoing continuing education for professional development.
8. Completed two years in the President's Future Leadership Academy
9. Presented at League for Innovations in Community Colleges, March 2013 and 2014.

Qualified college faculty teach support courses such as English, anatomy and physiology, math, computer systems, physics and sociology. 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.

The program must utilize instructors in clinical settings. These radiologic technologists maintain current ARRT certification or hold a valid West Virginia license in radiography and meet JRCERT requirements as clinical instructors. Clinical staff, (radiologic technologists) evaluate the students' competency on radiographic procedures and relevant skills necessary.

3. Students:

A. Entrance Abilities:

The Radiologic Technology program has admitted students every fall except for 2012 and 2014, primarily due to decreased job outlook in the area. Students applying for admission must meet the requirements for Healthcare associate in applied science degree programs as well as college general admission requirements. Admission into the program has been reviewed and revised over the last several years. Currently, in addition to meeting the general college requirements, criteria is the combination score of ACT sub categories, and a minimum college GPA of 2.0. Applicants are ranked by the ACT sub category total. ACT or other testing has not reliably predicted student success. Applicants enter with varying degrees of ability, desire and financial stability. Admission is limited due to accreditation and approval requirements, clinical staff/student ratio, and availability of clinical learning facilities. Job shadowing was added in the summer of 2013 to improve the completion rate. The student must complete a background check and drug screen as well as a physical exam stating the student is physically able to function in the clinical setting.

B. Exit Competencies:

Upon completion of the Radiologic Technology program, the student will have an understanding of radiologic technology including knowledge of radiation protection, equipment operation and quality control, image acquisition and evaluation, imaging procedures, and patient care and education (ARRT, Content Specifications, 2013).

Students are required to have an overall cumulative grade point average of 2.0 in addition to successful completion of the program requirements. All radiologic technology courses, with RA designation, must be completed with a grade of C or better.

The program's assessment plan addresses program goals, student learning outcomes, benchmarks, methods, tools, results and analyses. The program reviews and shares the plan results with the advisory committee. The plan identifies abilities necessary for graduates to become gainfully employed. In RA 225, Seminar in Radiologic Technology (offered in the last semester), one goal is that the student must achieve a minimum of 80% on at least one all-subject mock registry exam. For each of the five clinical courses, one each semester, competency on imaging procedures must be achieved with a minimum of 85% or higher. Capstone competencies are completed during the last semester and are conducted by program faculty in the on-campus lab. A minimum of 85% or higher must be achieved on these capstone competencies. To be eligible to seek application to take the ARRT Registry Exam in Radiography, the program must assure and document competency in didactic and clinical practice. Although it is not required of the graduate to obtain ARRT certification, the State of West Virginia does grant reciprocity for those who do obtain it. Otherwise, the West Virginia Medical Imaging and Radiation Therapy Board requires passage of a license exam without proof of ARRT certification. Certification pass rates are given later in this document.

4. Resources:

A. Financial:

The Radiologic Technology program receives its full funding through the college's state appropriated funds and general revenue resources. It has been sufficient to purchase necessary instructional tools. Faculty have been able to attend professional conferences in the region and state. The program labs include dedicated digital imaging equipment equivalent to area medical facilities including a Computed Tomography (CT) machine. Two full body simulation manikins let the students learn and enhance their positioning and technical abilities, evaluate images and critically analyze their own images without radiation exposure to live patients. The program has requested and will continue to purchase library holdings. More recently, students have had to request assistance from scholarships or the Southern Foundation to attend the annual state conference, the Kettering review seminar and purchase required certification preparatory software.

B. Facilities:

The Radiologic Technology program utilizes a number of facilities to obtain clinical experience. The clinical facilities have been very supportive by providing a mentor/clinical instructor at each facility who students report to for assignments. The JRCERT approved facilities in West Virginia include Logan Regional Medical Center, Thomas Memorial Hospital, Thomas Imaging Center, Boone Memorial Hospital Williamson Memorial Hospital, Charleston Area Medical Center - Memorial Hospital and General Hospital. Two inactive sites are Williamson Appalachian Regional Hospital, and Mingo-Pike Radiology, Inc., both in Kentucky.

The laboratory and classrooms on the Logan Campus are more than adequate for the program and are equipped with chairs, tables and adequate lighting conducive to learning.

Computer labs are available to students on all campuses. The program has a laptop farm that is used for research, testing and software applications. The Program has requested additions to library holdings to keep students current in imaging. An online database resource for journal literature is available to students and faculty.

5. Assessment Information:

The Radiologic Technology program has an annual report which includes an assessment plan as required by the JRCERT and includes goals and objectives, benchmarks, method and assessment tool, time, frame, person responsible and analysis/action plan. Each year the plan is evaluated and conclusions or action plans are devised. The use of the results brings revisions or changes in courses, curriculum and assessment tools. The 2013-2014 assessment plan is included in Appendix IV. The JRCERT requires programs to make program effectiveness data (PED) accessible to everyone. The current PED may be found at http://www.southernwv.edu/files/ped_june_2014_web.pdf.

A. Assessment Data:

All students are expected to participate in institutional, program and course assessment activities. Institutionally, students with 60+ hours participate in MAPP every spring. This measures academic proficiency in critical thinking, reading, writing and math. Context based sub categories include humanities, social science and natural science. MAPP has not been a reliable predictor of ARRT Registry Exam passage or successful program completion. MAPP scores for the program can be found on Southern's webpage, under the assessment data, for years 2010, 2011 and 2012.

Assessment tools for student learning include standard examination, oral and poster presentation, research paper, affective non-graded writing, and other learning activities. Student, graduate and employer surveys are also used to assess the program's effectiveness. The 2013-14 assessment plan for the program is included in Appendix IV.

Recent assessment data that has shown the need to improve the program. Examples are:

1. Poor image analysis in RA 101 and 103; addition of new image analysis to clinical courses in 2014.
2. Completion rate low; added job shadowing under the advisement of the advisory committee.
3. Weak assessment for goal 3, demonstrating professionalism; added reflections rubric, fall 2014.

B. Copies of Assessment Tools:

Program assessment plan tools are available upon request.

C. Graduate and Employer Satisfaction:

Students, graduates and employers are requested to complete surveys. Graduate and employer surveys are conducted six months after graduation. These surveys denote average rating of between 3, good and 4, excellent, for all items, on a scale of 0-4. See Appendix IV for survey summary results.

6. Previous Program Reviews:

The program was last reviewed for a five-year period in the spring of 2010. The review found the program adequate with no further recommendations for the program.

7. Advisory Committee:

The advisory committee for the Radiologic Technology program is active. The committee consists of employees of various healthcare facilities representing administration and staff positions, a medical advisor, current students and lay member. The committee reviews program effectiveness, makes recommendations and assists the program in carrying out its goals and objectives, in relevance with the mission. The committee meets at least once a year. Ongoing feedback is provided by the clinical facilities via the clinical coordinator making regular visits to the clinical education settings, which affords the opportunity for feedback. The coordinator often emails or makes phone calls to department directors as the need arises or to address concerns. Participation at the annual advisory committee meeting has become more difficult because some members cannot leave their worksite to attend. The program is open to alternative meeting times or conducting it via conference call.

8. Strengths/Weaknesses:

The Radiologic Technology program reviews the survey results and other assessment data to determine strengths and weaknesses. The JRCERT self-study also requires strengths and areas for improvement and is available upon request.

A. Strengths:

1. Dedicated coordinator and clinical coordinator.
2. Cooperation of clinical education settings and providing clinical instructors.
3. Imaging equipment and supplies housed on campus.
4. Students actively seeking are employed after graduation.
5. The program is accredited by the JRCERT.
6. Anticipating interim report to JRCERT to permit eight year re-accreditation.

B. Weaknesses:

1. Limitations of enrollment due to clinical education settings, losing two sites in Kentucky, staffing and JRCERT requirement to maintain 1:1 staff-to-student ratio for competency procedures and unstable employment in the immediate region.

Plans to improve:

1. Utilize the current clinical sites and accept a class of 15 for 2015.
2. Pursue employment assistance possibilities at the college.

B. Viability:

The Radiologic Technology program has been a highly sought program as indicated by the number of applicants ranging from 132 to 254 in the last five years. With limited facilities in the area, it is difficult to accept a large class. With the closest similar program over 50 miles from Logan, the program is needed in this service area. The economic stability in the area shows that some medical facilities have maintained viability while others have reduced their workforce. In some cases, this lowers the number of students who can rotate in their facility to maintain the 1:1 student to technologist ratio. Despite this, the program continues to help supply the area with qualified graduate Radiologic Technologists. (See comments from hospital administrators in the Appendix IV).

Certification for those performing computed tomography will be required in order for medical institutions reimbursements. Identifying this need, the ARRT curriculum will increase the demand for Radiologic Technologists to further their education by enrolling in CT courses and added competencies as part of the radiologic technology curriculum. Southern has met this by including CT competencies and offering online CT courses.

See applicant, enrollment and graduate and program effectiveness data in Appendix III.

1. **Program Enrollment and Graduates- see Appendix III**
2. **Program Course Enrollment- specific program course enrollment is similar to Program enrollment and is available upon request.**
3. **Service courses: Currently there are no courses in the program that are required in other majors.**
4. **Off-Campus/Distance Delivery Classes:**

The program offers no off-campus or distance delivery classes. Hybrid and 100% online courses within the program include RA 201, RA 206, and RA 210. The JRCERT limits the percent of courses within the program that can be totally online and requires a substantive change application to justify the need.

5. Articulation Agreements:

The Radiologic Technology program is articulated with Bluefield State College's Imaging Sciences program. BSC has an approved 2+2 program for associate degree

students who desire a baccalaureate degree. Southern's CT courses are 300/400 level electives.

C. Necessity:

According to the U. S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook, the "Employment of radiologic... technologists is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. As the population grows older, there will be an increase in medical conditions, such as breaks and fractures caused by osteoporosis, which can require imaging to diagnose them." Retrieved from <http://www.bls.gov/ooh/healthcare/radiologic-technologists.htm>

The graduate can easily find employment as a Radiologic Technologist if they are willing to commute or relocate. In recent years, economic instability has reduced the number of new positions in the region's hospitals and clinics. Graduates have sought employment outside the state noting lower salaries in WV. Hospitals will continue to be the primary employer of Radiologic Technologists, however, growth is expected in outpatient care centers. An article titled, "Tough R.T.s FIGHT tough Times," is included in Appendix V, with permission.

1. Graduates:

A. Placement Rates:

Through informal inquiries and feedback from supervisors and former graduates, students have been made aware of jobs. The student is on a job interview during each clinical course. By graduation, students often secure jobs within one of their clinical education settings. Job placement for the last five years shows 21 of 24 employed of those seeking employment, for an average of 87.5%.

B. Salary Range:

Radiologic Technology graduates have been gainfully employed at entry-level salary ranges within the national average. Increases in salary are possible if additional certification is obtained. The *Occupational Outlook Handbook* reports median annual earnings nationwide for Radiologic Technologists as \$55,910 (\$48,170 in May 2006). (Retrieved from <http://www.bls.gov/oco/ocos105.htm>.)

Appendix III demonstrates 2013 median annual and hourly wage, and the number employed for West Virginia.

D. Consistency with Mission:

The Radiologic Technology program mission is "... to meet community and employer needs for radiographers with high quality, student-friendly and accessible educational opportunities and services. The program strives to instill professional development and transferable behaviors into the work place."

Further compliance with the College's mission is shown by the Radiologic Technology program's connection to requirements in humanities and sciences. The support of other departments is essential to the program's future. The ASRT recognizes the importance of applicable knowledge gained from support courses. Oral and written communication is essential in the medical field. Knowledge of anatomy and physiology, physics and computers is also of utmost importance to the successful graduate. Professional development is incorporated into the program including the importance of awareness of professional issues.

Discontinuance of the Radiologic Technology program would eliminate an important educational opportunity for students in the immediate region and would limit the institution's ability to fulfill the mission.

Appendix I
Curriculum

Radiologic Technology
Associate in Applied Science
Recommended Sequence

Department/Course	Title	Credit Hours
First Year – Fall Semester		
	BS 118 Essentials of Human Systems in Allied Health	4
	MT 128 Algebra for Allied Health (or higher)	3
	RA 100 Introduction to Radiologic Technology	3
	RA 101 imaging Procedures I & Image Analysis	3
	RA 104 Principles of Radiographic Exposure	2
	RA 110 Clinical Practice I*	1
	OR 110 Introduction to College	1
	Total Hours:	17
First Year – Spring Semester		
	EN 101 English Composition I	3
	PH 200 Introductory Physics	4
	RA 103 Imaging Procedures II & Image Analysis	3
	RA 125 Clinical Practice II*	2
	RA 207 Digital Imaging Acquisition and Display	1
	Total Hours:	13
Summer Session		
	RA 150 Clinical Practice III (40 hrs/wk)	4
Second Year - Fall Semester		
	SO 200 Introduction to Sociology	3
	RA 200 Clinical Practice IV**	3
	RA 201 Radiation Biology & Advanced Radiation Protection	2
	RA 202 Pathology	2
	RA 203 Imaging Procedures III & Modalities	3
	Total Hours:	13
Second Year – Spring Semester		
	AH 200 Health Care Ethics and Law	1
	CS 103 Introduction to Applications	1
	RA 204 Imaging Equipment	2
	RA 206 Pharmacology in Radiology	1
	RA 210 Quality Management in Imaging Systems	2
	RA 225 Seminar in Radiologic Technology	3
	RA 250 Clinical Practice V**	3
	Total Hours:	13
Total Program Hours:		60

*Note: Clinicals are on T & R and scheduled both day and evening hours, therefore, no additional courses may be taken on T or R unless online.

**Note: Clinicals are on M, W, F and scheduled both day and evening hours, therefore, no additional courses may be taken on M, W, F unless online.

Appendix II
Faculty

APPENDIX II – Faculty Data

Name Eva Hallis Rank Professor

Check one: Full-time Part-time Adjunct

Highest Degree Earned MS – Human Resource Management

Date Degree Received May 1994

Conferred by The University of Charleston

Area of Specialization Bachelor of Applied Science – Radiologic Technology

Professional registration/licensure American Registry of Radiologic Technologists, ARRT, Radiography. West Virginia Medical Imaging and Radiation Therapy Board (license)

Years of employment at present institution 9

Years of employment in higher education 28

Years of related experience outside higher education 4

Non-teaching experience 4

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014/Fall	RA 201 Radiation Biology & Adv. Protection	7
	RA 202 Pathology	7
	*RA 203 Imaging Procedures III & Modalities	7
	AH 200 Health Care Ethics and Law	30
	AH 200 Health Care Ethics and Law	30
	AH 200 Health Care Ethics and Law	4
	AH 200 Health Care Ethics and Law	11 & 7
	AH 124 CPR two sections	
2013 Summer	AH 200 Health Care Ethics and Law	15
2013/Spring	RA 204 Imaging	6
	RA 206 Pharmacology in Radiology	6
	RA 225 Seminar in Radiologic Technology	6
	AH 200 Healthcare Ethics and Law (4 sections)	121
	AH 124 CPR	15

2013/Fall	RA 104 Radiographic Exposure	10
	RA 100	10
	AH 200 Health Care Ethics and Law	31 & 30
	AH 124 CPR four sections	48
2014 Summer	*denotes team taught	
2014 Spring	AH 200 Health Care Ethics and Law	14
	RA207 Digital Imaging	7
	RA 125 Clinical Practice II	7
	AH 200 Health Care Ethics and Law (3 sections)	92 35
	AH 124 CPR (3 sections)	

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

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

1) Attended the two day Annual Conferences hosted by the West Virginia Society of Radiologic Technologist the last 5 years. This professional conference presents topics on current and upcoming technological advances and often includes sessions for radiology educators.

2) Chaired the 2014 WVSRT conference held in Charleston, WV.

3) Participation in various faculty development sessions at Southern.

4) Attended accreditation workshop presented by the Joint Review Committee on Radiologic Technology, in Las Vegas, 2012.

5) Voluntarily maintain membership in the ASRT, which provides a peer reviewed journal with continuing education articles, to remain up to date regarding current issues and advances,

6) Completed 6 doctoral hours from Marshall University 2011.

APPENDIX II – Faculty Data

Name Russell Saunders Rank Assistant Professor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned MA
 Date Degree Received May 2013
 Conferred by Marshall University
 Area of Specialization Master of Arts – Leadership Studies - Education

Professional registration/licensure American Registry of Radiologic Technologists, ARRT, Radiography and Computed Tomography. West Virginia Medical Imaging and Radiation Therapy Board

Years of employment at present institution 23 total; 15 years full-time equiv.
 Years of employment in higher education 23 total; 15 years full-time equiv.
 Years of related experience outside higher education 25
 Non-teaching experience 25

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014/Spring	RA 103 Imaging Procedures II	7
	RA 125 Clinical Practice II	7
Summer 2014	RA 150 Clinical Practice III	7
2013/Fall	*RA 207 Digital Imaging Technology	10 - 50% - 8 weeks
	**RA 101 Imaging Procedures I	10
	RA 110 Clinical Practice I	10
2013/Spring	RA 210 Quality Management	6
	RA 250 Clinical Practice V	6
	CT 263 Sectional Anatomy I	3
Summer 2013	RA 150 Clinical Practice III	0
2012/Fall	*RA 207 Digital Imaging Technology	6 - 19% - 3 weeks CT only
	RA 200 Clinical Practice IV	6

* and ** denote courses team-taught with Eva Hallis, RT faculty

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

- (c) Identify your professional development activities during the past five years.
 1. Attended the 2013, 2012, 2011, 2010, 2009, 2008, 2007 WVSRT State Conference.

2. Attended Southern's Governance/professional development days in 2013, 2012, 2011, 2010, 2009, 2008, 2007 during the months of August and December.
3. 2014 and 2013 presenter of League for Innovations in the Community College.
4. Attended Kettering National Radiography Review Seminars in 2013-2008.

Appendix III

Program Enrollment and Graduates

Salary and Employment Numbers

**Program Enrollment and Graduates
Radiologic Technology**

Number of applicants over the last 5 years:

Year	Number of Applicants
2010	220
2011	132
2012	178
2013	254
2014	167

Program enrollment for the previous five years:

Class Year	Number Enrolled
2010	13
2011	22
2012	0
2013	13
2014	0

Number of graduates for previous five years:

Year	Number of Graduates
2010	13
2011	10
2012	6
2013	6
2014	0

A total of 35 students have graduated from the program over the last five years.

Southern West Virginia Community and Technical College
 Radiologic Technology Program
 Program #0415
 Program Effectiveness Data

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology. The following program effectiveness data is made available to the general public and perspective students, for compliance to the JRCERT Standards. This data is also accessible using the link <https://portal.jrcertaccreditation.org/summary/programannualreportslist.aspx>

[This data was submitted with the annual report to the JRCERT 2014]

ARRT Pass Rate

The five year average for the credentialing exam pass rate will be 75% on the first attempt.

Year	Number passing	Number of examinees	ARRT exam pass rate, on the first attempt
2009	14	15	93
2010	9	10	90
2011	10	10	100
2012	6	6	100
2013	3	6	50
5 year avg	42 total passing	47 total examinees	89.30%
2014	no graduates	no examinees	0%

Pass Rate Annual benchmark for the program is 75%.

Job Placement Rate

The five year average for job placement rate will not be less than 75% within 12 months of graduation.

Year	Number of graduates employed	Number Actively seeking	Job Placement Rate	Justification
2009	6	9	67	1 employed & continuing education 1 continuing education 3 not willing to relocate 1 did not communicate with the program about employment status; 3 did not find employment
2010	6	8	75	1 continuing education 1 not willing to relocate 2 did not find employment
2011	6	6	100	1 working in lab; 2 did not communicate if seeking employment; 1 continuing to pharmacy school
2012	5	5	100	1 not willing to move out of area
2013	4	5	80	1 not willing to move out of area
				*1 trying to get into pharmacy school but seeking employment.
5 yr avg.	29	35	$29/35 = 82.9\%$ 2009-2013	
2014	0	0	A new class was not accepted in 2012, therefore no graduates for 2014	

Salary and Employment Numbers

Area: West Virginia	
Period: May 2013	
Occupation (SOC code)	Hourly median wage
Radiologic Technologists(292034)	21.68
SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm	
Data extracted on October 21 2014	

Area: West Virginia	
Period: May 2013	
Occupation (SOC code)	Annual median wage(2)
Radiologic Technologists(292034)	\$45090
Footnotes:	
(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.	
SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm	
Data extracted on October 21 2014	

Area: West Virginia	
Period: May 2013	
Occupation (SOC code)	Employment(1)
Radiologic Technologists(292034)	1620
Footnotes:	
(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.	
SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm	
Data extracted on October 21 2014	

Number employed in 2006 was 1,930.

Appendix IV

Program Assessment Plan for 2013-14

Employer Surveys Summary

Graduate Surveys Summary

Comments from Clinical Site Directors

Assessment Plan for JRCERT

Southern West Virginia Community and Technical College #0415 August 1, 2013 – July 31, 2014
Assessment Plan – revised after 2/2014 interim report submission and discussions with staff and Tom Brown via phone and email.

The mission of the Radiologic Technology program is to meet community and employer needs for radiographers with high quality, student-friendly and accessible educational opportunities and services. The program strives to instill professional development and transferable behaviors into the work place.

Note: No second year students; only first year students.

Goal 1: Prepare students to become safe and competent radiographers.

Student Learning Outcome:	Benchmark	Method/ Assessment Tool:	Time Frame/ person responsible: (Person responsible is Instructor unless noted.)	Results:	Analysis/Action Plan:
1. The student will evaluate radiographic images for appropriate positioning and image quality.	First year students will average $\geq 75\%$ on Image analysis in the first positioning course.	Image Analysis, IA, quizzes	First fall; Course instructor	10 students, completing three different image analyses. Overall average for all three was 76.5%. Breakdown: Shoulder girdle, 63.7% average; Upper extremity, 78.5%; lower extremity, 79.3% avg.	Met average. Instructor will post days/times when lab will be open for students to review images; instructor will be available to assist. Lower average for shoulder images may be due to less opportunity to perform or see these in clinic. Improvement up from 2011 when average was 55% for image analyses in same course.

2. The student will produce diagnostic quality images.	First year students will average 2 or higher for image quality, on a 0-3 scale.	Clinical Coordinator Semester End Evaluation, CCSEE, Quality of Work section.	First fall; Clinical Coordinator, CC	N= 10 Average = 2.05 9- 2's 1- 2.5	Met Expected for students in their first semester of clinical rotations. Smaller class allows more individualized attention in clinic.
3. The student will demonstrate patient care knowledge.	First year students will average 2 or higher for patient care, on a 0-3 scale.	CCSEE, Patient care section.	First spring CC	N=7 3.0 All 7 scored 3's.	Met The addition of intro. Class in the first fall, may have helped. It included communication and assessment content and application.

Goal 2: Provide educational opportunities for students to possess critical thinking skills.

Outcome:	Benchmark	Method/Assessment Tool:	Time Frame/ person responsible:	Results:	Analysis/Action Plan:
1. The Student will recognize and solve problems.	First year students will average 80% or higher on Exposure labs.	Lab assignments criteria.	First fall; Course instructor	N=10 Average of all 3 labs= 96.5%. Breakdown: Lab 1: 99.5% avg. Lab 2: 100% avg. Lab 3: 90%	Met. Some labs had math problems to solve; Usually worked in teams, so confidence and scores were higher.
2. The student will make appropriate decisions regarding clinical procedures and patients abilities.	First year students will average of 2 or higher for critical thinking, on a 0-3 scale.	CCSEE Ability to make decisions section	First spring, CC	N=7 2.0 avg. All 7 received score of 2	Met. Expectations met for students in their first semester.

Goal 3: Demonstrate responsible professional attitudes and behaviors.

Student Learning Outcome:	Benchmark:	Method/Assessment Tool:	Time Frame/ person responsible :	Results:	Analysis/Action Plan:
1. The Student will identify state and national professional organizations by name and purpose.	Students will average \geq 90% on an online quiz, out of possible 100%.	Introductory module; Professional Organizations Quiz, online.	First fall Course instructor	N=10 93% average 4 scored 100% 5 scored 90% 1 scored 80%	Met. This is their initial introduction to professional organizations; timely, because it coincides with annual state conference. Will continue to relay how important professional organizations are and their roles, throughout the curriculum.
2. The Student will participate in the annual state conference.	Each Student will score between 8-10 for written feedback on a 0 – 12 scale.	Reflections Rubric; Wrote about favorite speaker; one thing learned; what they realized about their own knowledge level; Qualities and abilities of speakers they would like to possess; how WVSRT can assist their future.	First fall; Program director	N= 8 2 scored 9 4 scored 11 3 scored 12	Met. Self-awareness gained. Several now interested in radiation therapy school because of a speaker.
3. The student will develop personal and professional goals.	Each first year student will score a minimum of 14 for submitting measurable goals, on a 0-18 scale.	Goals Rubric Assesses SMART and grammar and spelling; required only 5 goals with one personal.	First fall Course instructor	N=8 1 scored 11 2 scored 16 5 scored 17	Since all except 1 student scored the minimum, the benchmark may be raised or changed to a range like 12-14. I will often ask progress of goals informally in the future. As second years, they revise them.

Goal 4: Use effective communication.

Student Learning Outcome:	Benchmark:	Method/Assessment Tool:	Time Frame/ person responsible:	Results:	Analysis/Action Plan:
1. The Student will understand and demonstrate effective oral communication.	First year students will average 2 or higher for interaction, on a 0-3 scale.	CCSEE, interaction section.	First fall, CC	N=7 average = 2.3 5 scored 2.0 4 scored 2.5 1 scored 3.0	Met. As expected. This usually improves as student's progress and give oral presentations in several future courses.
	First year students will average 4 or higher for the oral report of their team's poster, on a 0 – 5 scale.	Exhibit/Poster scoring tool, Team Class Report section.	First spring; course instructor	N = 7 Average = 4.78 or 95% 3 scored 4.5; 4 scored 5	Met. I will continue to grade the oral portion individually.
2. The student will demonstrate appropriate written communication	First year students will average \geq 85% on history taking.	Lab Worksheet- History taking, wheelchair & stretcher maneuvering, assisting transfers, immobilization.	First fall; Course instructor	N=10 Average = 99%	Met. New course; will consider grading each part of the lab separately instead of the entire lab as one.
	First year students will average \geq 80 on the team poster project, out of a possible 100%.	Exhibit/Poster scoring tool	First spring; course instructor	N = 7 Average = 90.6%	Met.
	First year students will score a minimum of 10 on written peer feedback, on a 0-12 scale.	Poster Project Peer Review Rubric - rated, answered questions, mechanics, gave +/-	First spring; course instructor	N = 7 Average = 11.2 out of 12 1 scored 10 3 scored 11 3 scored 12	Met. First time rubric used. Will continue to monitor.

Goal 4 continued					
3. The Student will work well in a team atmosphere.	First year students will average of 2 or higher as a team player, on a 0 – 3 scale.	CCSEE, Interaction section-cooperates; team player	First spring; CC	N = 7 2.5 avg. 5 scored 2.0 4 scored 2.5 1 scored 3.0	Met
	Complete team project with peer feedback	Project peer feedback. Assignment asked for references; biggest challenge; why teamwork is important; Peer reviews asked to rate & give suggestions.	First Spring; Course instructor	N=7 Posters in RA 207 Peer reviews gave strengths and where to improve.	Met

2013-2014 assessment plan only reflects documentation and data for first year students; no new class was accepted in the fall 2012.

Completion Rate for 2014: 0 No students were eligible for graduation.

Reasons for not completing program: First fall- 7 of 10 remain at the end of the semester.

Poor academic progress- one failed RA 101; one failed MT 128; one decided not to continue- personal reasons.

Five year rates with full program report of effectiveness data can be found at http://www.southernwv.edu/files/ped_june_2014_web.pdf.

As of 9-17-14

End

**Radiologic Technology
2010-2013 Employer Questionnaire Summary**

Total Number of Surveys sent: 18 Total Number of surveys returned: 14 Return Rate: 77 %

Employers were asked to rate the employee for the degree to which the Radiology program prepared the graduate technologist in the areas below.

The scale extremely prepared = 4 well prepared = 3 satisfactory = 2 and less satisfactory = 1.

<u>Area to rate:</u>	<u>Average for 2010-2013:</u>
Patient Care	3.37
Patient Interaction	3.37
Radiation Protection Methods	3.20
Proper use of exposure factors	3.15
Proper positioning skills	3.27
Cooperation with co-workers	3.55
Initiative	3.42
Quality of work	3.46
Quantity of work	3.41
Dependability	3.55
Self-confidence	3.32
Ability to make decisions	3.03
Ability to organize work	3.38
Overall performance level	3.28

Would you consider hiring from this program in the future? 14 "Yes" 0 "No"

**Radiologic Technology Department
2010-2013 Graduate Survey Summary**

Number of surveys sent: 28 Number returned: 18 for 64% Return Rate

Graduates were asked to give their opinion as to what degree the RT program prepared them for employment in the following areas. They were asked to provide comments for any areas receiving less than a "C". The following scale was used (4) = excellent, (3) = good, (2) = satisfactory, (1) = Poor, (0) = unsatisfactory

<u>Area to rate:</u>	<u>2010-2013 Average:</u>
Patient care and education	3.66
Interaction and Communication	3.68
Radiation Protection and Methods	3.68
Setting Exposure Factors	3.27
Positioning & Image Evaluation	3.77
Cooperation with co-workers	3.77
Professional conduct	3.72
Initiative and Self Confidence	3.61
Ability to make decisions and organize	3.53

Graduates unedited responses to the following:

1. Were you adequately prepared for the "work world" environment? 18 Yes 0 No
Provide any suggestions for future program improvements. None noted here.
2. How satisfied are you with the program's effectiveness in preparing you overall?
9 Very satisfied 8 Satisfied 0 Dissatisfied
0 Very Dissatisfied 1 No response

Comments from Clinical Sites Directors/Supervisors

The Program Coordinator sent this email September 3, 2014 to directors or supervisors of clinical sites the program utilizes:

Greetings everyone,

I know you are all involved in ongoing monitoring and improvements associated with Joint Commission or state requirements and many of you have dealt with corporate changes also. Although the agency and criteria may be different, Higher Ed. has similar processes in place.

A program review is required by the Board of Governors. The last review for the A.A.S. in Radiologic Technology program at Southern was 2009. The next review will be early 2015. In compiling documentation for the review, I am asking you as imaging director or supervisor, to provide input. The Board of Governors can continue the program as is, continue it with further development, or discontinue it. Many of you have hired our graduates and know that they are competent and qualified as radiologic technologists. In recent years, the job market has been less than desirable. For whatever the reason, some graduates cannot or will not relocate to areas where jobs are more available. According to the ASRT, there has been a decreased job market overall. In an effort to not flood the market, the program took smaller classes recently. With this said, Southern plans for the program to continue to fulfill its mission. I would appreciate any comments regarding adequacy of the program, viability, need, etc. that I could include in the program review. Your name will be listed with your comments. If your administration has any input, please send this email and encourage them to respond. I would like to have these by September 15. Eva Hallis, MS, RT, R

Unedited Responses:

The Southern Rad Tech program plays a vital role in the Radiology department at LRMC. In a review of our staffing, currently 35 of 53 Radiology employees are Southern graduates. Without the continuation of the program I fear that we would have great difficulty fulfilling our staffing model.

Southern has always provided technologists of high quality that require minimal orientation to our workforce. In addition our current staff enjoys and takes great pride in educating the students as they rotate thru clinicals.

I consider your program to be of high quality and prepares graduates to exceed entry level technologists jobs. Over the past 10 years we have hired more Southern graduates than we have any other program. They have advanced into specialty and supervisory positions at a rate equal to other new technologists within my staff. I do see something unique within the Southern program in that graduates don't want to let go their roots in southern West Virginia – sometimes

not even wanting to commute to Charleston. The last 3 technologists that I have hired this summer have been from programs outside the Southern or UC programs. We are dependent on your program and would not want to see anything happen with its existence. I do think that reducing the number of students in the program should adjust to the current job market.
(Unedited responses, continued)

Mingo-Pike Radiology appreciates the rad tech program at Southern. Your students have been an integral part of our imaging facility. The students are a breath of fresh air, sort of speak when here during their clinical rotations. It serves as a refresher for the technologists here on staff from teaching positioning, technique and anatomy to just talking about the curriculum and what they should expect to get out of the rad tech program.

The program is also a vital part of the community. Graduating local people to meet the demand for health care workers in the medical imaging field. MPR has had the opportunity to hire and employ many technologists that graduated from the Southern program.

Thank you for your dedication and hard work at keeping the rad tech program going at Southern.

I would like to let you know that in the past several years we have hired at least 8 of your students, which are still currently employed by CAMC working in the Cardiac Cath Lab and have combined performance review of over 3.5 out of 4. I would not hesitate in the future to hire any graduates from your program. I recently had 3 positions posted externally and have had difficulty filling.

I understand that the Radiology Technology program at Southern will be up for review in 2015. I wanted to send you an email to let you know how important your program is and has been to us at Thomas Health Systems. I have been here for 21 years and in management for approximately 15 of them. I have worked with and hired a lot of students and technologists. Most of them have come from the Southern program. In my opinion, the students from Southern have been well versed both academically and in the clinical setting. They appear to be eager to learn from our technologists. I think the continuation of the program is needed for our facility.

.....

As you know, we at Boone Memorial Hospital are huge proponents of the Radiologic Technology program at Southern. Since the program's inception 21 years ago, we have hired exclusively from the graduates of the program. Serving as a clinical site has provided the opportunity to conduct a very thorough on-the-job interview of prospective hires, and it has worked out beautifully. We have a staff of very competent, qualified professionals with a very low turnover rate.

I realize that the market for technologists in the area has been stagnate, but I am confident that it would be mistake to disband the RT program. I believe that decreasing the class sizes and beginning new classes every other year will have a positive impact on the availability of jobs in this region, but it may take a little more time to see the positive effects.

(Unedited responses, continued)

As I mentioned earlier, we have very little turnover here at Boone, but several of our technologists are nearing retirement age and I do anticipate the need to hire several technologists in the next couple of years. I am hoping to be able to select those new employees from our former students.

I believe the RT program at Southern has been a huge asset to the local medical community and I firmly believe that the program should continue.

Please continue to keep our program afloat Eva.

I would like to share that we CAMC find value in your program, graduating quality Radiographers. CAMC Imaging has hired a number of RT graduates from the SWVCTC program.

We currently have 3 of our Lead Technologists and 1 of our Operations Managers that are graduates from the program. This is a testimony to their leadership skills, in addition to their technical abilities. I also wanted to share that I know of many of our employees that were in Technical Assistant roles and other positions in the hospital, that would not be RT's today, had it not been for your program. Many students cannot afford a 4 -5 year investment due to time and money. The location of your program, affordability, and 2 year Associate Degree makes it attractive.

End

Accreditation Letter

Certificate, State of West Virginia

NOTICE OF REGISTRATION

**SOUTHERN WV COMMUNITY AND
TECHNICAL COLLEGE
RADIOLOGIC TECHNOLOGY PROGRAM**

2900 DEMPSEY BRANCH ROAD, BUILDING C, ROOM 113
MOUNT GAY, WV 25637

Registration Number

231404

* * *

Radiation machines are registered at the address above
in compliance with the Radiological Health Rules.

West Virginia Department of Health and Human Resources
Bureau for Public Health
Office of Environmental Health Services
Radiological Health Program
[64-CSR-23]

1/14/2016

Registration Expiration

The registrant shall notify the agency in writing within 10 days after any
change which renders the information provided on the application for this
registration no longer accurate.



Anthony Turner, Assistant Director
Radiation, Toxics & Indoor Air Division
Office of Environmental Health Services

Obs. 10.2

Supporting Article



Tough
R.T.s

F
I
G
H
T

Tough
Times

Economy slows
salary growth

By Kim Agricola, ASRT Scanner Editor

Although we wish some things would stay the same, pay is not usually one of them. Wages and salaries of R.T.s have remained mostly stagnant over the past three years, according to results of the 2013 ASRT Wage and Salary Survey. In February, the ASRT Research Department made the survey available to a random sample of 316,000 R.T.s from each of the 50 states and the District of Columbia. More than 10,500 completed the survey.

Every three years, the ASRT surveys R.T.s to see how salaries compare across the country. The 2013 data show that pay rates haven't changed much since 2010, when R.T.s were last surveyed. "The slowing wage growth between 2010 and 2013 seems to be a reflection of the larger economy as the country continues to recover from the recession," said Myke Kudlas, M.Ed., R.T.(R)(QM), ASRT chief academic officer.

148 *Economic Impact on Inflation*

The U.S. Bureau of Labor Statistics' Employee Compensation Index has increased 5.4 percent since 2010; inflation, on the other hand, has risen 6.8 percent and is outpacing wages across many industries, not just in the medical imaging and radiation therapy profession. For example, *Quality Progress* observed that the average salary for quality professionals "has become frustratingly stuck in place."

Personal income fell 3.6 percent in January, the largest monthly drop in 20 years, according to the U.S. Department of Commerce. A recent article in the *New York Times* reported that the wage share of the country's gross domestic product has been declining since 2001, and was at a record low — 43.5 percent of the GDP — last year.

"Salaries, even for physicians, haven't kept up with inflation," said Ani Turner, deputy director of the Altarum Center for Sustainable Health

Spending. "Wages haven't been growing in health care, in particular, where there's pressure to slow the rate of spending." Pay raises, bonuses and overtime are a distant memory for many.

"Fiscal pressure to contain costs has forced many hospitals to set wage and hiring freezes, reduce hours, cut benefits and trim staff," said ASRT CEO Sal Martino, Ed.D., R.T.(R), FASRT, CAE. "Radiology departments also have faced reimbursement cuts for a variety of medical imaging exams and radiation therapy procedures. In fact, Medicare reimbursement for medical imaging has been cut 12 times since 2006, with payments for some services being reduced by more than 50 percent."

Sal said the state of the national economy is reflected in the results of the ASRT Wage and Salary Survey. After growing by 5.2 percent between 2007 and 2010, average R.T. salaries grew 1.7 percent between 2010 and 2013. The average salary for R.T.s across all disciplines is now \$62,763. The average nationwide salary for radiographers is \$53,680, lower by 0.5 percent from three years ago. The average annual salary for radiation therapists dipped 0.7 percent to \$72,075.

Some specialty practice areas saw modest gains in income. The average annual salary rose 8 percent to \$65,101 for mammographers, 5 percent to \$68,384 for magnetic resonance technologists and 4.9 percent to \$63,545 for computed tomography technologists. Marginal increases also occurred for professionals who work in nuclear medicine, sonography, cardiovascular interventional technology, medical dosimetry and quality management.

Other allied health professionals have experienced marginal salary increases too, according to a semiannual mail survey distributed by the Bureau of Labor Statistics' Occupational Employment Statistics program. The national estimate for respiratory therapists' mean annual wage was \$57,200 in 2012, compared to \$55,200 in 2010 (3.6 percent). Registered nurses earned an estimated \$67,930 in 2012, compared to \$67,720 in 2010 (0.3 percent). The OES data reported that average annual salaries for radiographers grew from \$55,730 to \$56,450 over those same two years (1.3 percent).

The Ups and Downs of Supply and Demand

Although the recession might be the main culprit behind the flat wages, growth in the numbers of R.T.s has compounded its effects. "It's highly probable that it's a substantial and significant factor in stagnant wages," noted John Culbertson, ASRT director of research. "Whenever you have an oversupply of workers, it's eventually going to affect wages — it's just the law of supply

2013 Compensation for Radiographers

Radiography	
OVERALL	
N	2862
MEAN	\$53,680
MEAN by POSITION	
Staff technologist/therapist	\$49,019
Senior/lead technologist/therapist	\$55,506
Supervisor/manager	\$71,325
Chief technologist/therapist	\$56,097
Instructor/faculty	\$63,698
Program director	\$75,609
Administrator	\$98,299
Corporate representative	\$96,673
Locum tenens (temporary staff)	\$58,078
Other Position	\$61,657
MEAN by WORKPLACE	
Hospital (not for profit)	\$57,187
Hospital (for profit)	\$52,202
Clinic or physician's office	\$45,966
Imaging center/outpatient imaging facility	\$55,571
Education	\$67,249
Government/V.A. hospital	\$56,739
Mobile unit	\$46,668
Corporate	\$79,167
Locum tenens (temporary staff)	\$66,317
Industrial	\$44,928
Other Workplace	\$58,042
MEAN by EDUCATION	
Certificate(s)	\$55,461
Associate degree	\$50,134
Bachelor's degree	\$54,756
Master's degree	\$73,105
Doctoral degree (including medical)	\$67,444
Other education	\$55,676
MEAN by YEARS IN PROFESSION	
2 years or less	\$43,155
3 to 5 years	\$45,444
6 to 10 years	\$50,871
11 to 15 years	\$58,096
16 to 20 years	\$61,330
21 to 30 years	\$66,425
31 years or more	\$68,421



Demographically Speaking

What the Typical R.T. Looks Like in 2013

Gender	Female (71.7%)
Age	About 43 years old
Position	Staff technologist (68.4%)
Highest Level of Education	Associate degree (49.7%)
Workplace	Not-for-profit hospital (42.7%)
Years in Profession	15.26 years

Average demographics aside, each R.T. is unique. See how your salary compares to others in the profession using the ASRT Salary Estimator at www.asrt.org/salaryestimator

and demand. Given the other usual suspects — sweeping changes in health care and the recession — these factors add up to a pretty predictable outcome.”

The expansion of the R.T. population had been accelerating since 2000 and peaked around 2007, but has lasted longer than the oversupply in 1994, said John. “The profession goes through these cycles of extreme shortages and then oversupply,” he said. “With this type of reactive change, it’s difficult to maintain a relative equilibrium between supply and demand.”

When employers stop or reduce hiring, it translates to more individuals looking for work and affects pay rates because many job seekers desperate for work are willing to accept lower salaries. “It influences wages because you’ve got all these people competing for a limited number of jobs,” said John.

The peaks and valleys in the number of ARRT examinations administered over the past 20 years help illustrate those cycles. ARRT statistics show that the number of first-time candidates for the three largest primary exams — radiography, nuclear medicine and radiation therapy — has been leveling off or decreasing since 2008. In 2010, the ARRT administered 15,132 first-time

examinations in those disciplines. The number fell to 14,009 in 2011 and to 13,694 last year.

Patient demographics affect the cycle as well. “Most researchers believe the aging baby boom population will boost demand for health care services, including radiology,” said Sal. While the expected bulge in that population is 10 to 20 years down the road, boomers started hitting retirement age two years ago.

The Affordable Care Act, which takes effect in 2014, also is expected to increase health care demand. “The expansion in health care insurance will bump up demand for health care services about 2 to 3 percent, but it depends on where you are in the country,” said Ani. Depending on state Medicaid expansion, between 25 and 30 million people — roughly 10 percent of the population — are expected to gain access to additional health care services after the ACA is implemented, she noted. “The uptake in demand because of the ACA could bring [the oversupply] into balance.”

For now, the ACA’s potential effects on supply and demand in the radiologic sciences remains a wild card. “There are too many factors with this health care reform to make any solid predictions,” observed John, who noted that many surveyed R.T.s wondered about the ACA’s influence too.

Still Happy to Have a Job

Despite their mostly immobile salaries, more than half of R.T.s reported satisfaction with their pay, just as they did three years ago. In the 2010 survey, 54.5 percent of respondents said they were satisfied or very satisfied with their compensation; 52.7 percent expressed the same in the recent survey. Asked whether they are better off now than they were three years ago, 42 percent said they are in relatively the same position, 37.6 percent said they are better off and 20.3 percent said they are worse off.

“With the history of the fluctuating job market and downsizing of the workforce, R.T.s have proven to be resilient, persistent and fairly happy with their pay rates,” said ASRT President Julie Gill, Ph.D., R.T.(R)(QM). “This is the first time in my career that I personally know radiologic technologists who are unemployed due to the economic climate, so most R.T.s are happy to be employed and are working hard to improve their work environment. With the economy making a slow recovery, hopefully more R.T.s will be even more satisfied with their salary.”

Although some respondents expressed frustration that there’s been little change in their pay,

many said they were happy to have a job during the recession.

"Considering the market in our area is flooded and has been for several years, I'm perfectly content with the compensation I receive," reflected one survey respondent. "Of course, we'd all like to be paid more, but I'm fully aware of the economy and the lack of radiologic technologist jobs. There are many facilities that just laid technologists off when things got tight. The facility I work for chose to minimally reduce our hours, keeping all of us within full-time range and employed."

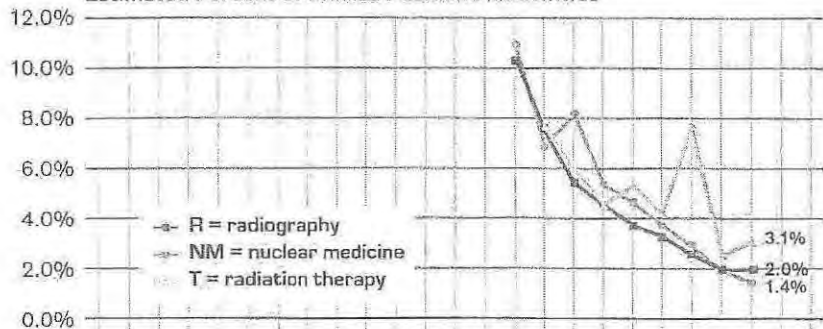
"Although I may be dissatisfied with my compensation and benefits, I feel fortunate to have a job," another R.T. wrote.

A recent graduate wrote: "I'm in my 90-day probationary time with my first position as a radiographer. After my 90 days, I will get an increase of \$2 an hour and access to benefits.... As a new grad, and the market here being fairly overloaded, I'm very happy with having my first position and any compensation."

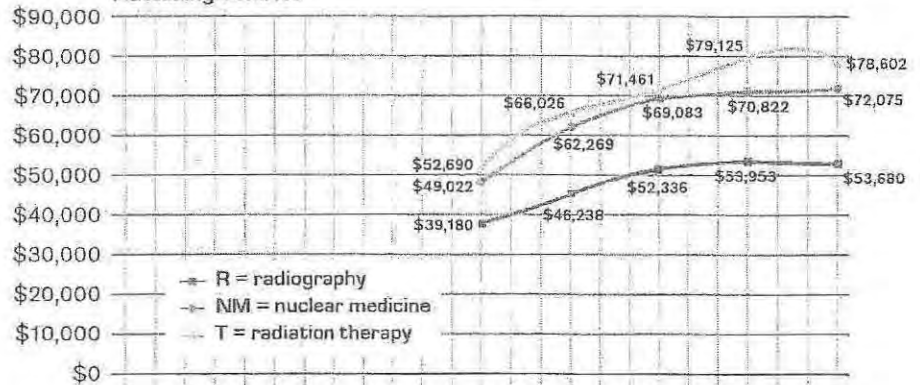
There was other good news. Pay raises haven't disappeared. Almost two-thirds, or 61.6 percent of respondents, said they received a raise within the past 12 months. The R.T.s reported an average pay increase of 2.6 percent. However, many said their raises haven't helped them keep up financially, given the rising cost of living, payroll tax hikes and insurance deductions.

"Even though I've received raises over the past three years, it hasn't been enough to keep pace with the increase in commodities and other expenses," commented one R.T. "Basically, inflation is winning. Even though I have

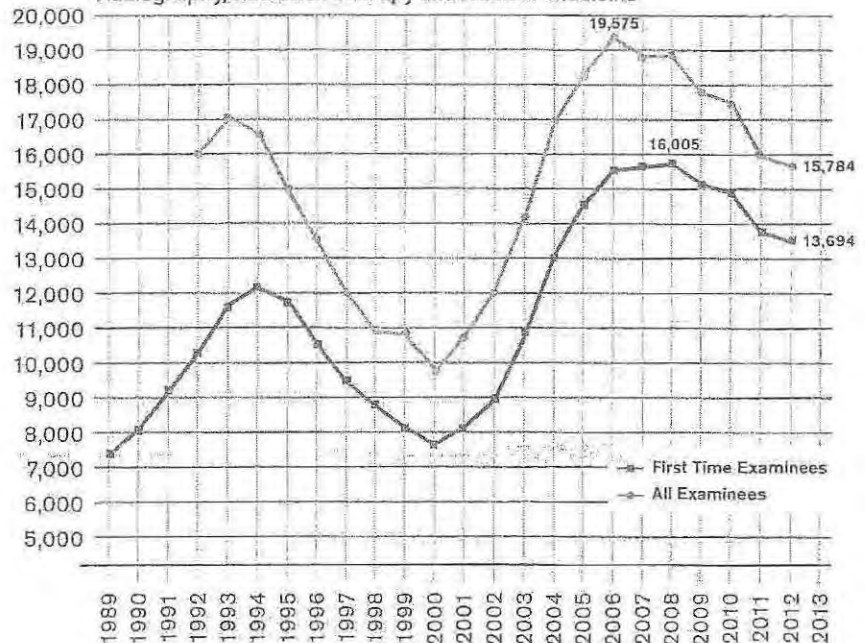
Staffing Survey (2003-2011)
Estimated Percent of Unfilled Positions Nationwide



Staffing Survey (2001-2013)
Flattening Salaries



Number of ASRT Examinees (1989-2013)
Radiography, Radiation Therapy and Nuclear Medicine



slightly more money, my spending power has decreased. I'm not complaining though, because I'm happy to have a job and be receiving raises."

"Although I'm glad to have received any raise, we've had to take on a larger percent of our [health care] coverage," noted another respondent.

"I got a \$2.25 raise for moving from general diagnostic x-ray to the cardiovascular lab to do cardiac interventional radiography," said another. "This past year, all the health, dental and vision insurances had rate increases, so pay is almost even."

"Our benefits were cut, our benefit costs were increased and our vacation accrual was decreased," noted an R.T. who received a companywide cost-of-living income raise. "Overall, any income increase was offset by out-of-pocket expenses."

Despite benefit cuts, 75.2 percent of respondents indicated that their employers provide a fixed percentage or full funding for a retirement plan, 76.7 percent

receive either full or partial health insurance funding and slightly less than half of respondents (49.2 percent) receive full or partial life insurance coverage. Employers were least likely to provide liability insurance — 41 percent receive full or partial funding.

Respondents reported that employers were even less likely to finance professional development, although nearly half (48.6 percent) receive full or partial tuition assistance and 35.2 percent receive full or partial travel expense funding.

Education Matters

If it feels like you're losing the battle to the economy, leveraging education and professional development might help you achieve some control over your earning potential.

"With the ebb and flow of changing workforce numbers, R.T.s can improve their earning potential in a number of ways," said Julie, who suggested volunteering, taking initiative at work or pursuing education opportunities. "I always tell my students that ad-

vanced education will open more doors for them. Learning new things, whether in a clinical modality or for an advanced degree, is an excellent way to set yourself apart from another R.T."

The ASRT survey shows that R.T.s with more education tend to be better paid. In 2013, an R.T. with an associate degree earns \$64,314 on average, while an R.T. with a certificate earns about \$58,841. An R.T. with a bachelor's degree earns about \$65,726; with a master's degree, \$76,663. Nearly half of respondents (49.7 percent) have an associate degree, 27.5 percent have a bachelor's degree, 17 percent have a certificate and 5 percent have a master's degree.

"Advanced degrees indicate to the employer that the R.T. is motivated for self-improvement," the ASRT president noted. "Whether you decide to go through each opened door is up to you, but a higher degree does translate to more opportunity, which usually translates to a higher salary."

A positive attitude never hurts, either, especially during tough times. Julie said it's probably one of the most effective strategies to increase your earning potential. "Employers want to hire and promote positive employees. By avoiding negative work attitudes, being appreciative of your work environment and staying energized on the job, you'll affect your colleagues — and your supervisor will notice it!"

Finally, if you've taken on more responsibilities at work without additional compensation, as many R.T.s noted in the survey, don't despair. Assuming more responsibility demonstrates your commitment to the department, said Julie, "whether it's chairing a

Compensation by Discipline or Specialty	2013	2010
Radiography	\$53,680	\$53,953
Radiation Therapy	\$78,602	\$79,125
Nuclear Medicine	\$72,075	\$70,822
Magnetic Resonance	\$68,384	\$65,098
Sonography	\$70,701	\$68,821
Computed Tomography	\$63,545	\$60,586
Mammography	\$65,101	\$60,263
Cardiovascular-Interventional technology	\$67,379	\$64,614
Medical Dosimetry	\$98,261	\$95,279
Bone Densitometry	\$56,312	\$56,521
Quality Management	\$71,305	\$71,251
Radiologist Assistant	\$97,185	\$100,004
Vascular Sonography	\$62,024	Not reported
Breast Sonography	\$65,893	Not reported



Joint Review Committee on Education in Radiologic Technology
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www.jrcert.org

June 18, 2010

Joanne J. Tomblin
President
Southern West Virginia Community and Technical College
P.O. Box 2900 Dempsey Branch Road
Mount Gay, WV 25637

RE: Program #0415
Previous Accreditation Status: 8 Years
Most Recent Site Visit: 02/10
Agenda: R-A6

Dear President Tomblin:

The Joint Review Committee on Education in Radiologic Technology (JRCERT) appreciated the opportunity to evaluate the associate degree radiography program sponsored by Southern West Virginia Community and Technical College. The JRCERT is the only agency recognized by the U.S. Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences.

The continuing accreditation status of the program was considered by the Joint Review Committee on Education in Radiologic Technology. The program was evaluated according to the **Standards for an Accredited Educational Program in Radiologic Sciences (2002)**. The JRCERT awards:

ACCREDITATION FOR A PERIOD OF EIGHT YEARS.

The maximum duration that may be awarded by the Joint Review Committee on Education in Radiologic Technology in this category is eight years.

An interim report will be required. The projected date for submission of the interim report is the First Quarter of 2014. The JRCERT will provide program officials adequate notice of the due date for submission of the interim report. Based on the interim report, the JRCERT will determine if the accreditation award of 8 years will be maintained or reduced and the continuing accreditation process expedited.

If the accreditation award is maintained, the next site visit is tentatively scheduled for the First Quarter of 2018.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

Joanne J. Tomblin
June 18, 2010
Page 2

The attachment to the program director's copy of this letter identifies the clinical total capacity, as provided by the program, for the institutions recognized as clinical education settings. It is the responsibility of the program to provide a copy of this letter to appropriate personnel at the clinical education settings.

The Joint Review Committee on Education in Radiologic Technology Directors and staff congratulate you and the program faculty for achieving the maximum award of accreditation from the JRCERT and wish you continuing success in your efforts to provide a quality educational program. If we can be of further assistance, do not hesitate to contact us.

Sincerely,



Barbara L. Dehner, M.S.R.S., R.T.(R)(M)(CT), FAEIRS
Chair


BLD/JSB/jm

copy: Program Director: Eva M. Hallis, M.S., R.T.(R)
Dean: Pamela L. Alderman, M.S.N.
Site Visitors: Alex S. Backus, M.S., R.T.(R)(QM)
Sherry M. Floerchinger, M.A., R.T.(R)(N)(QM)
West Virginia: Randy Fink
Accreditation Services Coordinator




















































*The JRCERT promotes excellence in education and enhances quality and safety
of patient care through the accreditation of educational programs.*

departmental committee to create a new dress code or working with your supervisor to conduct a patient workflow study.”

It might feel like everything’s “up in the air” right now, but one thing’s for sure. When the going gets tough, R.T.s. do too. Get the

full picture of ASRT’s 2013 Wage and Salary Survey results at www.asrt.org/wageandsalary. 

RT Average Salary by State* (Low to high)

 West Virginia \$51,607	 Alabama \$51,648	 Kentucky \$52,173	 Kansas \$54,153	 Florida \$54,273
 North Dakota \$54,446	 Oklahoma \$54,477	 Mississippi \$54,869	 Tennessee \$55,296	 Michigan \$56,021
 Missouri \$56,056	 Ohio \$56,373	 Iowa \$56,785	 South Dakota \$56,849	 Idaho \$56,920
 North Carolina \$57,397	 Arkansas \$57,873	 Nebraska \$58,077	 South Carolina \$58,176	 Wyoming \$58,449
 Indiana \$58,504	 Georgia \$58,963	 Louisiana \$59,119	 Pennsylvania \$59,824	 New Mexico \$59,993
 Vermont \$60,228	 Texas \$60,234	 Montana \$60,349	 Maine \$62,006	 Wisconsin \$63,078
 Utah \$63,562	 Virginia \$63,595	 Colorado \$63,738	 Delaware \$63,857	 Illinois \$64,445
 Minnesota \$65,687	 Arizona \$65,879	 New Hampshire \$67,160	 New York \$68,351	 Maryland \$68,975
 Nevada \$69,360	 New Jersey \$70,302	 Oregon \$73,272	 Washington, D.C. \$73,874	 Washington \$75,022
 Connecticut \$76,090	 Massachusetts \$77,078	 Rhode Island \$77,175	 Alaska \$77,559	 Hawaii \$80,761
 California \$84,162				

*Average full-time salary for all reported disciplines combined.

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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Salon Management / Cosmetology A.A.S. 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Steven Hall

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business conducted a program review of the Salon Management / Cosmetology A.A.S. program during the 2014 / 2015 academic year.

Based upon the program review, it is recommended that the Salon Management / Cosmetology A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services and to Executive Council and they concur with this recommendation.

Southern West Virginia Community and Technical College
Division of Healthcare and Business Programs
Salon Management and Cosmetology, Associate in Applied Science

Program Review Summary

A. Adequacy

- The curriculum requirements meet the standards of the West Virginia Board of Barbers and Cosmetologists.
- The program is adequately staffed with qualified faculty.
- Graduate job placement within their field of study has been successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

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 continue through the next assessment period.
- The program has the benefit of exceptional support and involvement from area community and salon industry.
- The entrance requirements meet the standards of Southern West Virginia Community and Technical College
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both an educational and employment need in the service area as well as the nation.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.

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

Program Review
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2014-2015

Program Title: Salon Management/Cosmetology Associate in Applied Science

I. PROGRAM DESCRIPTION:

The Salon Management/Cosmetology Program provides students with the knowledge and skills necessary to confidently enter the cosmetology industry. Upon completion of the program, students will be eligible to take the examination administered by the WV State Board of Barbers and Cosmetologists (Board), provided all eligibility requirements are met.

The Salon Management/Cosmetology Program requires 60 total hours. The program exceeds the 2,000 clock hours required by the Board. The program is available at the Logan Campus; however, some of the program's required courses have been developed and delivered as web-based courses and may also be offered as in-class sessions on additional campuses. Some of the courses may also be delivered via the Interactive Classroom, enhancing their availability at all of Southern's locations.

Knowledge and skills gained through this degree program typically prepare students for several occupations, some of which include:

DOT Code	Description
332.271-010	Cosmetologist
332.271-018	Hairstylist
330.371-010	Barber
331.674-010	Manicurist

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information. The program does, however, meet WV State Board of Barbers and Cosmetologists curriculum requirements, rules, and regulations.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with College Mission.

A. Adequacy:

1. Curriculum:

The curriculum for the Salon Management/Cosmetology associate in applied science degree program currently consists of 60 credit hours. The current program includes 24 hours in a general education and business core, and 36 hours in program specific major courses. Both core support courses and major courses are delivered in a variety of methods, including in-class sessions, interactive video and online formats. The program began in 2007 as a cohort program, and students were enrolled every other year. This was revised to admit students on an annual basis each Fall semester to accommodate the number of students seeking enrollment in the program.

The WV State Board of Barbers and Cosmetologists revised the curriculum for educational programs in the state of WV as of August 29, 2012. The new Universal Program included the following changes:

- Professional Development
- Effective Communication
- Human Relations
- Business Management/Ownership
- State Law
- Sanitation in the Licensed Facility
- Sanitation Processes and Guidelines
- First Aid
- General Infection Control

These curriculum changes were implemented and the Salon Management/Cosmetology program curriculum was revised to meet this new requirements.

In addition to the above revisions, program coursework includes in-depth study involving practical applications of hairdressing and cosmetology where theoretical and hands-on learning experiences are utilized. The additional business courses within the program serve to further expose students to business management fundamentals, helping to expand each student's opportunities for employment and advancement. The full Salon Management/Cosmetology program is available at the Logan Campus location. Support courses are available at other campus locations and via online courses.

Curricular requirements are broken down over four semesters (a two-year period) with 15 credit hours per semester. For curriculum details, see Appendix I.

2. Faculty:

The Salon Management/Cosmetology program uses both full-time faculty members and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty member(s) are in the Division of Healthcare and Business Programs. The program maintains two full-time faculty positions and are filled by licensed cosmetology instructors.

For additional information on qualifications of the faculty members, see faculty data sheets in Appendix II.

3. Students:

a. Entrance Policy:

The Salon Management/Cosmetology A.A.S. program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Any prospective student with a high school diploma or GED may take classes at Southern and may enroll in this degree program. Currently, students are admitted into the program as a cohort every year. When the program began in 2007, students were admitted as a cohort every other year.

b. Exit Abilities:

Upon completion of the degree requirements, students will have gained the knowledge and skills necessary to confidently enter the cosmetology industry. Upon graduation, students will be eligible to take the examination administered by the WV State Board of Barbers and Cosmetologists (Board), provided all eligibility requirements are met.

Specific abilities and goals of Salon Management/Cosmetology program graduates include:

- apply critical thinking to integrate current scientific principles/technology to advanced studies in the field of cosmetology in an effort to stay current in an ever changing profession
- build a solid foundation of educational and technical skills required to master the techniques used in the profession while motivating the

student to develop all of their artistic skills and communicate effectively with those they serve

- pursue professional development through self-study, continuing education, and advanced studies in the field of cosmetology
- meet or exceed all state licensing requirements and national skill level requirements

4. Resources

a. Financial

The program receives an annual budget dedicated to meeting the program's needs. As noted from the available budgets during this review period, resources have been minimal. The Salon Management/Cosmetology program also obtains revenue from services provided to the public in the on-campus Salon Clinic. Although limited, the financial support has been adequate to cover any necessary needs for the program. (See Appendix III)

b. Facilities

Students in this program utilize a fully functioning clinic/laboratory that is set up as a cosmetology salon in order to obtain practical skills and abilities related to the profession. The Cosmetology clinic/laboratory is located on the Logan Campus. Students provide a full range of services to students, employees of the college, and the community.

5. Assessment Information

The Salon Management/Cosmetology program utilizes a variety of assessment measures which is reviewed as part of the associate in applied science degree program. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment. In previous years students enrolled in the A.A.S. program were required to take the Work Keys exam. Beginning in the spring 2010 students enrolled in all programs that have completed college level English and math may be selected to take the MAPP exam.

Throughout the program, students are assessed at intervals on their knowledge and skills related to cosmetology. The cosmetology retention exams measure the students at intervals of five hundred clock hours and measures retention in the following areas:

- 500 hour exam – History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control.
- 1000 hour exam – History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetic, skin structure and growth, hair structure and growth.
- 1500 hour exam – History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetic, skin structure and growth, hair structure and growth. Chemical processes, anatomy, business skills, nail structure and growth.
- 2000 hour exam -- History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetic, skin structure and growth, hair structure and growth. Chemical processes, anatomy, business skills, nail structure and growth. State Law, nail disease and disorders, artificial nail technology.

At the completion of the Salon Management/Cosmetology program the graduates are required to take a national written exam that has been developed by the National Institute of Cosmetology. They are also required to take a state exam administered by the West Virginia Board of Examiners of Barbers and Cosmetologists. The state exam includes both a written and practical component. Students must pass both the national and state exams in order to become licensed as a cosmetologist in West Virginia.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email, and US mail. The feedback on employer satisfaction is also limited. The small numbers of students who respond prefer not to include employer or salary information. Most feedback information is informal through contact with the students and the local business employer or a call from a business who has employed a prior graduate.

See Appendix IV for survey response data.

6. Previous Program Review

The program has not had a previous Program Review. The program did undergo a Post-Audit Review in 2010 with the decision to continue the program.

7. Advisory Committee

The Salon Management/Cosmetology program currently utilizes an active advisory committee that meets once per year. The committee is comprised of

members of the local cosmetology communities, which include salon owners, operators, and fellow instructors. The advisory committee members offer valuable input into the program, have been instrumental in developing the current curriculum and have shown tremendous support of the program.

8. Strengths and Weaknesses:

STRENGTHS

- Faculty dedication to the program
- Promising job outlook and future need within the industry
- Online/Distance Learning courses within the curriculum
- Hands-on instruction within the program curriculum

WEAKNESSES

- Limited basic skills pre-requisites/co-requisites
- Lack of quantitative graduate and employer satisfaction data
- Limited marketing of the program

B. Viability:

1. Program Enrollment and Graduates

Year(s)	Fall	Spring
2014-2015	52	<i>not applicable</i>
2013-2014	50	47
2012-2013	53	50
2011-2012	62	54
2010-2011	30	32
2009-2010	22	16

Enrollment Trends for Previous Five Years:

Recent enrollment trends in the program have been generally stable. Enrollment numbers show a marked increase in the 2011-2012 academic year, coinciding with the curriculum changes at the State level and the transition from an every other year cohort group to a yearly enrollment cohort program.

Number of Graduates for previous 5 years

According to the available data for the period of Fall 2009 to Spring 2014, Salon Management/Cosmetology degrees awarded were:

Year	Graduates
2014	12
2013	12
2012	8
2011	4
2010	0
2009	9

Graduate Follow-up Data

Program graduates are finding positions in local salons and other cosmetology – related businesses. As noted in the limited survey results, salaries vary with the positions held.

Graduate and Employer Satisfaction

As mentioned previously, graduate survey responses and satisfaction information is limited. (See Appendix IV) Employer satisfaction surveys yielded no response.

Enrollment Projections

Because enrollment trends have remained relatively stable over the previous five year span, it is projected that enrollment in the Salon Management/Cosmetology program will continue as established. As evidenced in the chart of graduation rates, the program has increased the number of graduates from 2012 through 2014. Factors that may account for this increase are the change to a 60-hour curriculum per State guidelines and development of some of the curriculum's courses into a web format for delivery.

2. Program Course Enrollment

This program offers a variety of specialized courses designed specifically for the program. Although support courses are available for students with any major, specialized courses are available for students with the program as a declared major. For student enrollment in Salon Management/Cosmetology courses, see Appendix V.

3. Off-Campus/Distance Delivery Courses

During this review period, this program no major courses that were offered off-campus or by distance delivery.

4. Articulation Agreements (2+2, etc.)

There are no active articulation agreements for the program at this time.

C. Necessity

According to the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook, it is reported that "overall employment of barbers, hairdressers, and cosmetologists is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. Growth rates will vary by specialty. Demand for hair coloring, hair straightening, and other advanced hair treatments has risen in recent years, a trend that is expected to continue over the coming decade."

D. Consistency with Our Mission

The program directly meets the institution's compact and mission in a variety of areas. The recently revised major courses and support courses for the program are consistent with student needs and state requirements. For program courses and descriptions, see Appendix VI.

IV. RECOMMENDATION

Based upon this program review, the continuation of the Salon Management/Cosmetology A.A.S. degree program at the current level of activity without corrective action is recommended.

Appendix I

Curriculum Data Sheets

Salon Management/Cosmetology

Associate in Applied Science

60 Credit Hours

Purpose

The Salon Management/Cosmetology

Program provides the student with the knowledge and skills necessary for a career in the cosmetology field. At the end of the first, second, and fourth trimesters the student may become licensed by the West Virginia Board of Examiners for Barbers and Cosmetologists (Board) as a Nail Technician, Aesthetician, and Hair Stylist. Upon successful completion of the program, graduates will become licensed as a Professional Cosmetologist. This program exceeds the 1,800 clock hours required by the Board.

The full Salon Management/Cosmetology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
BU 100	Introduction to Business	3
BU 115	Business Mathematical Applications	3
EN 101	English Composition I	3
MG 262	Entrepreneurial and Small Business Management	3
MG 264	Supervision	3
MK 272	Retailing	3
SO 215	Human Relations	3
SP 103	Speech Fundamentals	3
Major Courses		
AH 126	Health Sciences for Professional Cosmetology	2
AH 127	Health Sciences for Aesthetics	1
AH 226	Health Sciences for Hair Stylists	2
SM 100	Concepts of Professional Cosmetology	3
SM 102	Art and Science of Nail Technology	2
SM 105	Nail Technology Clinical Practicum	2
SM 106	General Sciences for Professional Cosmetology	3
SM 108	Art and Science of Aesthetics	2
SM 110	Aesthetics Clinical Practicum	3
SM 202	Art and Science of Hair Styling I	4
SM 205	Hair Styling Clinical Practicum I	3
SM 208	Art and Science of Hair Styling II	4
SM 210	Hair Styling Clinical Practicum II	3
SM 212	Role Transitions to Professional Cosmetology	2

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/salon-management-cosmetology>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Salon Management/Cosmetology

Associate in Applied Science
Minimum 73 Semester Hours

Purpose

The Salon Management/Cosmetology program provides the student with the knowledge and skills necessary for an entry-level career in the cosmetology field. This program exceeds the 2,000 clock hours required by the West Virginia Board of Examiners for Barbers and Cosmetologists (Board). Upon completion the student will be eligible to sit for the examination administered by the Board provided all eligibility requirements are met.

The full Salon Management/Cosmetology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
AH 122	First Aid	2
AH 124	CPR	1
AH 145	Essentials of Human Systems for Allied Health	4
BU 115	Business Math	3
EN 101	English Composition I	3
MG 262	Small Business Management	3
OR 110	Orientation to College	1
PY 201	Introduction to Psychology	3
SP 103	Fundamentals of Speech	3
Major Courses		
CM 100	Introduction to Cosmetology	3
CM 102	Applied Chemistry of Cosmetology	4
CM 105	Introduction to Salon Management	5
CM 106	Concepts of Cosmetology	3
CM 110	Salon Management I	5
CM 115	Salon Management II	3
CM 200	Principles of Cosmetology	3
CM 202	Cosmetology Law and Ethics	3
CM 205	Salon Management III	6
CM 206	Advanced Cosmetology	3
CM 208	Cosmetology Seminar	2
CM 210	Salon Management IV	10

2040 Clock Hours—Clinical Ratio 3:1 (3 clock hours = 1 credit hour) *Meets requirements for Master Teacher

Department Chair: 304.896.7355
Program Coordinator: 304.896.7372
Administrative Secretary: 304.896.7326

Appendix II
Faculty Data Sheets

Appendix III
Program Budget Data

Southern WV Community & Technical College
Budget FY 2013-2014

Name: Salon Management

Fund: 468000

Org: 302100

Banner Account Code	Description	Approved Budget FY2013	Requested Budget FY 14-15	YTD expenditure FY2012	YTD expenditure 11/30/2012
	PERSONAL SERVICES & BENEFITS				
500000	Personal Services-Non Classified				
503000	Personal Services-Faculty				
504000	Increment				
505000	Adjunct				
506000	Faculty Overload				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
501100	Personal Services-Classified				
511000	Social Security Matching				
512000	Public Employees' Insurance				
512300	PEIA-Administrative Cost				
512301	PEIA-OPEB				
513000	Other Health Insurance				
514000	Worker's Compensation				
515000	Unemployment Compensation				
516000	Pension & Retirement				
516300	WV OPEB Remaining Contribution				
	TOTAL SALARIES & BENEFITS	\$0	\$0	\$0	\$0
	OPERATING EXPENSES				
520000	Office Expenses	\$200	\$200		
520001	Office Expenses-Copier Paper				
521000	Printing and Binding				
522000	Rental Expense				
523000	Utilities				
523003	Utilities-Water & Sewage				
523004	Utilities-Garbage Disposal				
524000	Telecommunications				
524001	Telecommunications-Logan Data Circuit				
524002	Telecommunications-Boone Data Circuit				
524003	Telecommunications-Wyoming Data Circuit				
524004	Telecommunications-Williamson Data Circuit				

524005	Telecommunications-Lincoln Data Circuit				
524006	Telecommunications-WVNET and other				
525000	Contractual & Professional				
525001	Contractual & Professional-Water Treatment				
525002	Contractual & Professional-Chem Hood Inspection				
525003	Contractual & Professional-Elevator Inspection				
525004	Contractual & Professional-Filter Service				
525005	Contractual & Professional-Cleaning Service				
525006	Contractual & Professional-Fire Alarm Monitoring				
525007	Contractual & Professional-Pest Control				
525008	Contractual & Professional-Rug Service				
525009	Contractual & Professional-Security Service				
525010	Contractual & Professional-Auditing				
525011	Contractual & Professional-Medical Waste				
525012	Contractual & Professional-Emergency Services				
525013	Contractual & Professional-Handsoap & Sanitizer				
525014	Contractual & Professional-Food Services				
525015	Contractual & Professional-Sewage Treatment Plant				
526000	Travel	500	500		
526001	Travel-Mileage				
526002	Travel-Lodging				
526003	Travel-Air Fare				
526004	Travel-Miscellaneous				
526005	Travel-Food				
527000	Computer Services				
529000	Vehicle Rental				
530000	Rentals-Machines & Miscellaneous				
530001	Rentals-Copiers				
531000	Association Dues & Professional Memberships				
531001	Association Dues & Professional Memberships-Nursing				
532000	Fire, Auto, Bond, & Other Insurance				
533000	Food Products				
534000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional				
536000	Vehicle Operating Expense				
536001	Vehicle Operating Expense-Fuel				
536002	Vehicle Operating Expense-Usage Fee				
537000	Research, Educational, & Medical Supplies	2,700	10,000		
538000	Routine Maintenance Contracts/Warranties				
538001	Routine Maintenance Contracts/Warr-Cisco SmartNet				
538002	Routine Maintenance Contracts/WarrVMWare vCenter				
538003	Routine Maintenance Contracts/WarrVMWare vSphere				
538004	Routine Maintenance Contracts/Warr-SAN Warranty				
538005	Routine Maintenance Contracts/Warr-Audio Visual				

538006	Routine Maintenance Contracts/Warr-Dell Servers				
538007	Routine Maintenance Contracts/Warr-Fire Extinguisher				
538008	Routine Maintenance Contracts/Warr-Sprinkler Inspt				
538009	Routine Maintenance Contracts/Warr-Fire Alarm Inspt				
538010	Routine Maintenance Contracts/Warr-Elevator				
538011	Routine Maintenance Contracts/Warr-HVAC				
540000	Merchandise for Resale				
541000	Cellular Phone Charges				
542000	Hospitality		200		
543000	Education Training (Stipends)				
544000	Energy Expense Motor Vehicle/Aircraft				
544001	Energy Expense Motor Vehicle/Aircraft-Gasoline				
544002	Energy Expense Motor Vehicle/Aircraft-Diesel				
547000	Energy Expense Utilities				
547001	Energy Expense Utilities-Electric				
547002	Energy Expense Utilities-Gas				
547003	Energy Expense Utilities-Gas				
551000	Miscellaneous				
552000	Training & Development				
552001	Training & Development-Mileage Reimbursement				
552002	Training & Development-Lodging				
552003	Training & Development-Air Fare				
552004	Training & Development-Miscellaneous				
552005	Training & Development-Food				
552006	Training & Development-Registration				
553000	Postal & Freight	50	45		
554000	Computer Supplies	200	30		
554001	Computer Equipment < \$5,000				
556000	Attorney Legal Service Payments				
557000	Attorney Reimbursable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000		3,000		
559000	Student Activities				
561000	Office & Communication Equipment Repairs				
562000	Research, Educational, & Medical Equipment Repairs				
563000	Building & Household Equipment Repairs				
564000	Routine Maintenance of Buildings				
565000	Vehicle Repairs				
566000	Routine Maintenance of Grounds				
568000	Other Repairs & Alterations				
	TOTAL OPERATING EXPENSES	\$3,650	\$13,975	\$0	\$0
	ASSETS				
570000	Office & Communication Equipment > \$5,000				
571000	Medical Equipment > \$5,000				

572000	Research & Educational Equipment > \$5,000				
573000	Household Equipment & Furnishings > \$5,000				
574000	Building Equipment > \$5,000				
575000	Vehicles				
577000	Books & Periodicals				
578000	Other Capital Equipment > \$5,000				
592000	Building Construction				
512000	Contractor Payments for Capital Asset Projects				
512100	Purchase of Materials & Supplies				
512200	Consultant Payments for Capital Assets Projects				
514300	Building Improvements				
514800	Land Improvements				
514900	Land Purchases				
515000	Building Purchases				
515700	Leasehold Improvements				
517000	Computer Equipment > \$5,000				
517100	Computer Software > \$5,000				
	TOTAL ASSETS	\$0	\$0	\$0	\$0
	OTHER EXPENSES				
583000	Scholarships, Awards				
589000	Bank Costs				
512500	Indirect Costs				
	TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
	TOTAL EXPENSES	\$3,650	\$13,975	\$0	\$0

Southern WV Community & Technical College
Budget FY 2013-2014

Name: Salon Management

Fund: 468000

Org: 302100

Banner Account Code	Description	Approved Budget FY2013	Requested Budget FY2014	YTD expenditure FY2012	YTD expenditure 11/30/2012
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503000	Personal Services-Faculty				
504000	Increment				
505000	Adjunct				
506000	Faculty Overload				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
501100	Personal Services-Classified				
511000	Social Security Matching				
512000	Public Employees' Insurance				
512300	PEIA-Administrative Cost				
512301	PEIA-OPEB				
513000	Other Health Insurance				
514000	Worker's Compensation				
515000	Unemployment Compensation				
516000	Pension & Retirement				
516300	WV OPEB Remaining Contribution				
	TOTAL SALARIES & BENEFITS	\$0	\$0	\$0	\$0
OPERATING EXPENSES					
520000	Office Expenses	\$200	\$200		
520001	Office Expenses-Copier Paper				
521000	Printing and Binding				
522000	Rental Expense				
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524005	Telecommunications-Lincoln Data Circuit				
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525005	Contractual & Professional-Cleaning Service				
525006	Contractual & Professional-Fire Alarm Monitoring				
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525008	Contractual & Professional-Rug Service				
525009	Contractual & Professional-Security Service				
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535000	Advertising & Promotional				
536000	Vehicle Operating Expense				
536001	Vehicle Operating Expense-Fuel				
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538011	Routine Maintenance Contracts/Warr-HVAC				
540000	Merchandise for Resale				
541000	Cellular Phone Charges				
542000	Hospitality		200		
543000	Education Training (Stipends)				
544000	Energy Expense Motor Vehicle/Aircraft				
544001	Energy Expense Motor Vehicle/Aircraft-Gasoline				
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552002	Training & Development-Lodging				
552003	Training & Development-Air Fare				
552004	Training & Development-Miscellaneous				
552005	Training & Development-Food				
552006	Training & Development-Registration				
553000	Postal & Freight	50	45		
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557000	Attorney Reimbursable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000		3,000		
559000	Student Activities				
561000	Office & Communication Equipment Repairs				
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564000	Routine Maintenance of Buildings				
565000	Vehicle Repairs				
566000	Routine Maintenance of Grounds				
568000	Other Repairs & Alterations				
	TOTAL OPERATING EXPENSES	\$3,650	\$13,975	\$0	\$0
	ASSETS				
570000	Office & Communication Equipment > \$5,000				
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572000	Research & Educational Equipment > \$5,000				
573000	Household Equipment & Furnishings > \$5,000				
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578000	Other Capital Equipment > \$5,000				
592000	Building Construction				
512000	Contractor Payments for Capital Asset Projects				
512100	Purchase of Materials & Supplies				
512200	Consultant Payments for Capital Assets Projects				
514300	Building Improvements				
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515000	Building Purchases				
515700	Leasehold Improvements				
517000	Computer Equipment > \$5,000				
517100	Computer Software > \$5,000				
	TOTAL ASSETS	\$0	\$0	\$0	\$0
	OTHER EXPENSES				
583000	Scholarships, Awards				
589000	Bank Costs				
512500	Indirect Costs				
	TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
	TOTAL EXPENSES	\$3,650	\$13,975	\$0	\$0

Appendix IV

Program Assessment and Survey Information

Salon Mgt/Cosmetology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
451	Logan	429	108	116	113	105	112	110	112

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	N	N	N	N	N
451	P	N	N	P	N	N	N	N	N

Table 3

Major 451	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient

M—Marginal

N—Not Proficient

Table 3—Percentages of Proficiency Classifications

Southern WV Community & Technical College
Salon Management/Cosmetology Student Survey

Dear former student: Please take a few minutes to carefully respond to each of the following questions and return the completed survey to us in the envelope provided. All responses are confidential and are going to be used to help us review our program to continue to meet the needs of students.

Fill in the circle next the the answer that reflects your answer.

Educational goals

1. What was your primary educational goal when you enrolled in Salon Mgmt./Cosmetology program at Southern? (choose one)

- | | |
|---|--|
| <input type="radio"/> Preparation to enter the job market
<input type="radio"/> Preparation to change careers
<input type="radio"/> Improvement of "job skills" for job held while in program | <input type="radio"/> Transfer to a college/university
<input type="radio"/> Personal interest/development
<input type="radio"/> Other (specify) _____ |
|---|--|

Indicate your agreement with the following statements concerning your experience in the Cosmetology program at Southern:

	<i>Strongly Agree</i>	<i>Agree Somewhat</i>	<i>Neutral</i>	<i>Disagree Somewhat</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>	
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completing the Cosmetology program: <input type="radio"/> Allowed me to meet my educational goals.
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for employment in the cosmetology field.
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Provided skills that I have used since graduating from the program.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for further training in cosmetology or a related field.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Helped me advance at my job.
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Broadened my understanding of ethics in the workplace.
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my ability use oral, written and listening skills to communicate.
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Strengthened my ability to collaborate with others to accomplish common goals.
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my ability to assess my abilities, set goals and implement my plans.
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Increased my ability to use and understand technology.
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my critical thinking skills.
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my quality of life.

Employment

13. What is your current employment status?

(choose one)

- a. Employed (indicate field of employment below)
 - In a field directly related to cosmetology
 - In a field somewhat related to cosmetology
 - In a field unrelated to cosmetology
- b. Not currently employed but seeking employment (indicate type of employment you are seeking below)
 - In a field directly related to cosmetology
 - In a field unrelated to cosmetology
- c. Not seeking employment

If you are employed please complete this section, otherwise skip to the next section.

Job status:	<input type="radio"/> Full-time	Salary range:	<input type="radio"/> <20,000	Company Name:
	<input type="radio"/> Part-time		<input type="radio"/> 20,000-40,000	_____
			<input type="radio"/> >40,000	Position:

Satisfaction

14. How satisfied were you with the following components of the Salon Management/Cosmetology program?

Very Satisfied	Somewhat satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Course offerings
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Content of courses: curriculum
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Quality of instruction
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Times of classes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Availability of faculty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Texts and learning materials
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Labs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Cost
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Program advisement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Career counseling and job placement services

Would you recommend the program to a friend?

Yes
 Maybe
 No

What suggestions would you make to improve the program?

What did you like most about the program?

Thank you for participating

Salon Management/Cosmetology Program Survey (Responses)

Survey of all Program Graduates – Conducted September 2014

1. What was your primary educational goal when you enrolled in the Salon Management/Cosmetology program at Southern?

Preparation to Enter the Job Market	2
Preparation to Change Careers	0
Improvement of Job Skills for job held while in the program	1
Transfer to a College or University	0
Personal Interest/Development	0
Other	0

2. Indicate your agreement with the following statements concerning your experience with the Cosmetology program at Southern:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Allowed me to meet my educational goals	1		1	1		
Prepared me for employment in the cosmetology field	1	1	1			
Provided skills that I have used since graduating from the program	1		1			1
Prepared me for further training in cosmetology or related field		2	1			
Helped me advance at my job			2			1
Broadened my understanding of ethics in the workplace		3				
Improved my ability to use oral, written, and listening skills to communicate		2	1			
Strengthened my ability to collaborate with others to achieve common goals	1	1		1		
Developed my ability to assess my abilities, set goals, and implement my plans	1		2			
Increased my ability to use and understand technology	1		1	1		
Developed my critical thinking skills	1		2			
Improved my quality of life	1	1	1			

3. What is your current employment status?

Employed (in a field directly related to cosmetology)	1
Employed (in a field somewhat related to cosmetology)	0
Employed (in a field not related to cosmetology)	1
Not Employed (but seeking employment in a field related to cosmetology)	0
Not Employed (but seeking employment in a field not related to cosmetology)	0
Not Seeking Employment	1

4. If employed, what is your job status?

Full-time	1
Part-time	1

5. If employed, what is your salary range?

< \$20,000 per year	1
\$20,000 - \$40,000 per year	1
> \$40,000 per year	0

6. If employed, who is your current employer?

Worldwide Equipment	1
Lynn's Beauty Spot	1

7. If employed, what is your current position?

Service Writer	1
Cosmetologist	1

2. How satisfied are you with the following components of the Salon Management/Cosmetology program?

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Course Offerings	1	1				
Course Content: Curriculum	1	1		1		
Quality of Instruction	1			2		
Times of Classes	2		1			
Availability of Faculty	1		2			
Texts and Learning Materials	2	1				
Labs	1		1	1		
Cost	1	1	1			
Program Advisement	1		2			
Career Counseling and Job Placement Services	1		1			1

9. Would you recommend this program to a friend?

Yes	0
Maybe	2
No	1

10. What suggestions (if any) would you make to improve the program?

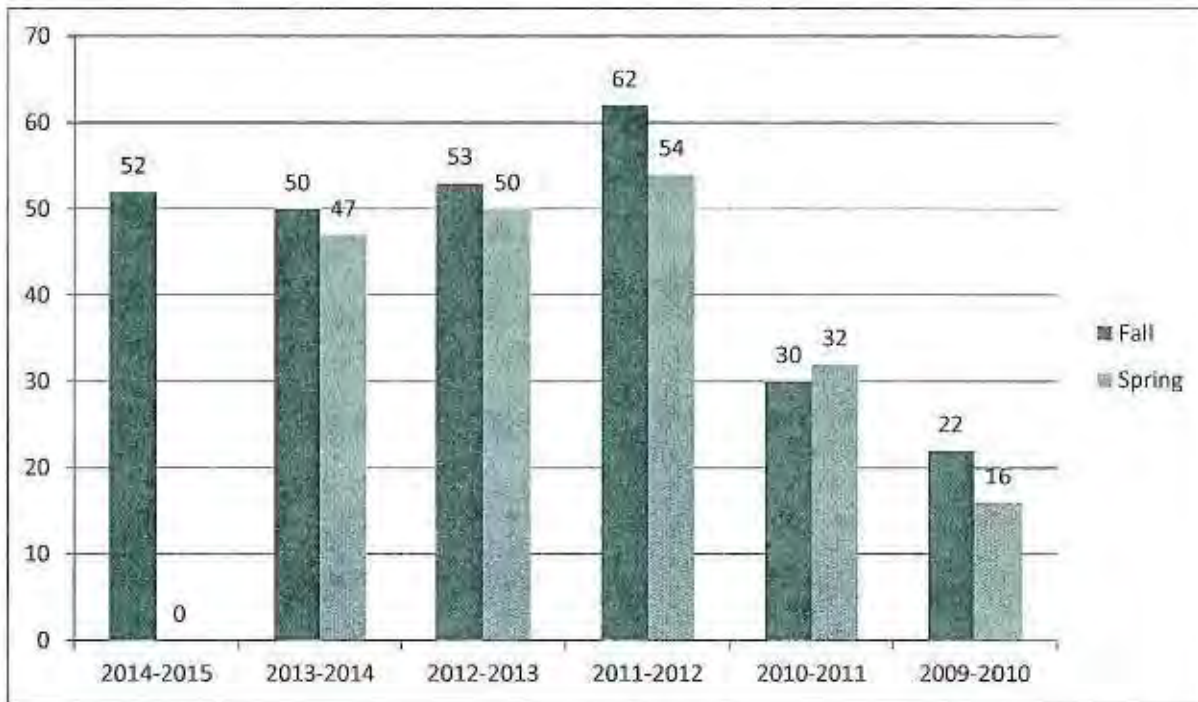
*Spend more time on each thing we learn instead of just focusing on state boards. We need to learn things for when we start working instead of just for passing state boards

11. What did you like most about the program?

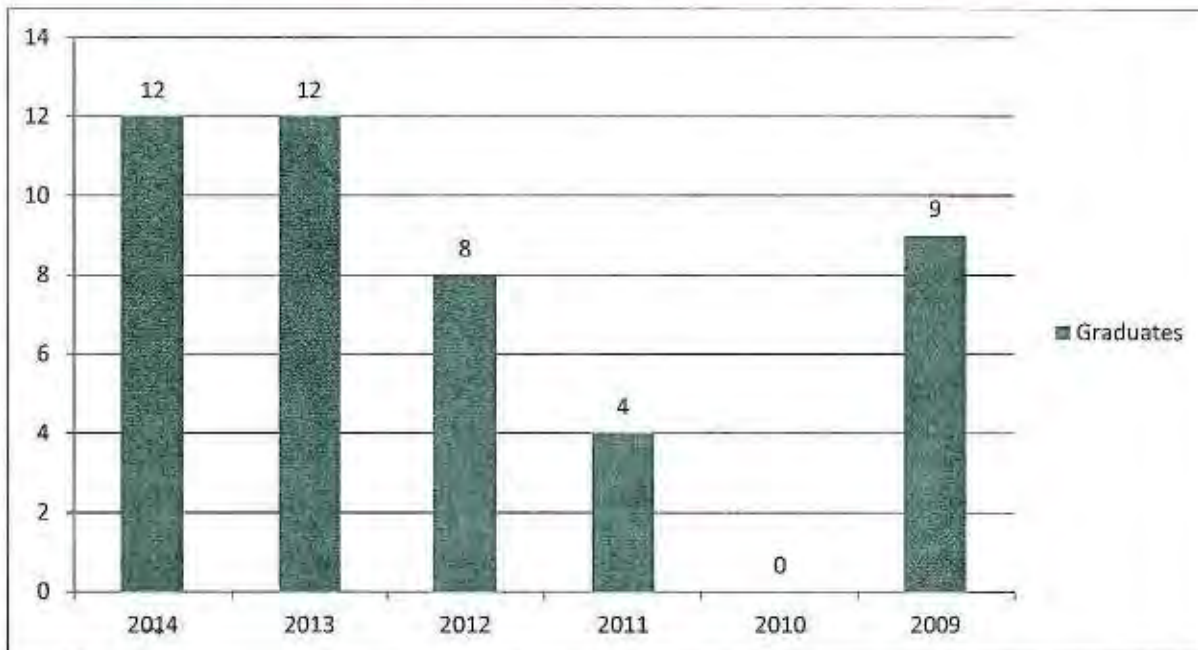
*I enjoyed the two years of being with the same girls. Learning as much as we could, having fun, exploring different fields of cosmetology, and having the same instructors during the entire course.

Appendix V
Program Enrollment Data

Salon Management/Cosmetology Program – Yearly Enrollment by Semester



Salon Management/Cosmetology Program – Graduates by Year



Appendix VI
Program Course Descriptions

AH 126 Health Sciences for Professional Cosmetology

2 Credit Hours

Upon completion of this course students will become certified in CPR. Students will learn the basic fundamentals of general first aid practices. An overview of general infection control and sanitation specific to the profession of cosmetology will be presented. Upon completion of the course the student will have an in-depth understanding of the following areas related to the nail: structure; growth; diseases; and disorders. Students will take this course within the first 100 clock hours of the program.

AH 127 Health Sciences for Aesthetics

1 Credit Hour

An overview of skin sciences, which includes physiology and histology of the skin, diseases and disorders, skin analysis, and potential skin reactions to products which may be applied, will be presented. Students will learn infection control specifically for aestheticians and the basics of nutrition as it relates to the skin.

AH 226 Health Sciences for Hair Stylists

2 Credit Hours

This course will begin with a review of general anatomy and physiology as it relates to hair styling, as well as the fundamental properties of the hair and scalp. Within this course the students will learn infection control practices specifically for cosmetology.

BU 100 Introduction to Business

3 Credit Hours

This course surveys the field of business, emphasizing the functions and structure of private business enterprise, and the roles of management, accounting, finance, and marketing in the enterprise. Duplicate credit for BU 101 is not permitted.

BU 115 Business Mathematical Applications

3 Credit Hours

This course is designed for students planning a career in a business field and focuses specifically on applications in these fields. Students will develop problem-solving skills through the study and application of equations and formulas, including the concepts of ratio and proportion, financial statements, statistics of frequency distribution and graphs, all basics of depreciation, payroll, taxes and insurance, annuities, stocks and bonds, bank reconciliation, pricing, and inventory.

EN 101 English Composition I

3 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

MG 262 Entrepreneurial and Small Business Management

3 Credit Hours

Small and medium businesses are the backbone of the modern economy by creating wealth and jobs. In this course, students learn how to plan and manage the various activities essential for effectively running a small business and how to recognize and avoid the common mistakes made by small business managers. Students will learn the process of starting a new business venture and learn how to apply the concepts and skills to successfully maintain an existing business. This course offers an overview of running a small business including a discussion of leadership, strategy, marketing, finance, operations, human resources, supplier management, facilities, banking, legal, and regulatory considerations. These topics are integrated and presented in the context of a small business environment. Students will develop a business plan, bringing an idea to fruition as a successful entrepreneur. A combination of business case examples and text will be used to supplement lectures, student project work, and guest speakers.

MG 264 Supervision

3 Credit Hours

This course provides skill-based information covering supervisory principles, theories, human relation techniques and decision-making skills that are required to manage a workforce to profitable results.

MK 272 Retailing

3 Credit Hours

Prerequisite: MK 270.

This course analyzes the principles of retailing from the marketing perspective. The topics discussed will include the different types of retail businesses (including the Internet), decision making (including store planning and location), personnel management, purchasing, merchandising, promotion, customer service, and more.

SO 215 Human Relations

3 Credit Hours

Develops the ability to get along with people in everyday business and social contacts.

SP 103 Speech Fundamentals

3 Credit Hours

Approaches day-to-day oral communication from a practical point of view, with emphasis on a proficiency in the oral language presentations.

SM 100 Concepts of Professional Cosmetology I

3 Credit Hours

This course will begin with a review of general anatomy and physiology as it relates to hair styling, as well as the fundamental properties of the hair and scalp. Within this course the students will learn infection control practices specifically for cosmetology.

SM 102 Art and Science of Nail Technology

2 Credit Hours

The student will gain knowledge in infection control practices specifically for nail technicians, nail product chemistry, as well as the structure and growth of the skin and nails. Students will become proficient in the pre and post-service procedures, handling, and exposure incidents, hand, arm, foot, and leg massage, and disinfection techniques.

SM 105 Nail Technology Clinical Practicum

2 Credit Hours

Students will apply theoretical knowledge learned in the classroom. The student will progress from basic manicures and pedicures to advanced services which includes electric filing, nail tips and wraps, monomer liquids and polymer powder enhancements, and UV gels. In the laboratory and clinical practicum the students will perfect the art and creative design of nail technology.

SM 106 General Sciences for Professional Cosmetology

3 Credit Hours

In this theory course the student will learn the following general scientific concepts as they relate to the profession of cosmetology: principle and practices of infection control; general anatomy and physiology; basics of chemistry; basics of electricity; basics of nutrition; physiology and histology of the skin; disorders and diseases of the skin; skin analysis; and skin care products which includes chemical compounds, ingredients, and selection.

SM 108 Art and Science of Aesthetics

2 Credit Hours

This theory course will focus on introductory topics in aesthetics which includes: history, anatomy and physiology related to the skin, treatments, facial massage, hair removal, make-up application and composition, equipment, and business opportunities.

SM 110 Aesthetics Clinical Practicum

3 Credit Hours

Students will apply theoretical knowledge learned in the classroom. In the clinical setting students will perfect their skills related to aesthetics. Students will perform skin treatment, facials and facial massages, application of make-up, and hair removal.

SM 202 Art and Science of Hair Styling I

4 Credit Hours

In this theory course, students will learn the principles of hair design, shampooing and conditioning, haircutting, hairstyles, braiding, wigs, chemical texture, and hair coloring techniques.

SM 205 Hair Styling Clinical Practicum I

3 Credit Hours

Students will apply the principles learned in the theory course in the clinical laboratory setting as it relates to hair styling.

SM 208 Art and Science of Hair Styling II

4 Credit Hours

This theory course is a continuation of SM 202. Students will learn creative designs in hair and hair styling.

SM 210 Hair Styling Clinical Practicum II

3 Credit Hours

In this clinical/laboratory course, students will perfect the art of hair styling. This course is a continuation of SM 205.

SM 212 Role Transitions to Professional Cosmetology

2 Credit Hours

This capstone course is required of all students who will be graduating as Hair Stylists and Professional Cosmetologists. The student will learn the roles of the profession, as well as the laws of the West Virginia Board of Examiners for Barbers and Cosmetologists as it relates to the licensed hair stylists and professional cosmetologists.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Post-Audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Medical Assisting A.A.S. 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, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Lora Foster

BACKGROUND:

In compliance with Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The Division of Healthcare and Business conducted a post-audit review of the Medical Assisting A.A.S. program during the 2014 / 2015 academic year.

Based upon the post-audit review, it is recommended that the Medical Assisting A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Post-Audit Review

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Associate in Applied Science – Medical Assisting

I. Introduction

The Medical Assisting Program at Southern West Virginia Community and Technical College offers students five certificates during the course of this program: Electrocardiography (EKG), Insurance Billing and Coding, Pharmacy Technician, Phlebotomy, and Medical Assisting. The program builds on the basic knowledge of patient care and enhances the skills to the scope of practice as designated by the Medical Assisting Education Review Board and CAAHEP.

Medical Assistants are cross-trained to perform administrative and clinical duties that may vary from office to office depending on location and state law. These duties may include, but not limited to: computer applications, answering phones, greeting patients, coding and filing, arranging for hospital admissions, taking medical histories, explaining treatment procedure to patients, assisting physicians, collection and preparing laboratory specimens, preparing and administering medications as directed by a physician, drawing blood, removing sutures and changing dressing just to name a few.

Many students entering the Medical Assisting Program have chosen this as their first step to a career path. Many students plan to continue on to a nursing degree or medical school. The National Association for Health Professionals and the American Association for Medical Assistants requires a student to have graduated from a Medical Assistant program and/or have experience in the medical office in order to obtain a Medical Assistant Certification. Medical Assistant is one of the nation's fastest growing careers, according to the United States Bureau of Labor Statistics, attributing job growth in the number of physician's offices and outpatient care facilities and technological advancements.

II. Goals and Objectives

Goals:

The program goals were developed to meet the goals of the institution while individualizing the needs of the specific program requirements. This program provides the student an opportunity to continue their education in the medical field.

Objectives:

The program objectives are:

1. Communication abilities
2. Facility system: Prepare the student's role in the healthcare environment
3. Employment skills: Prepare students to practice employable skill to enhance their opportunities, job satisfaction
4. Safety practice
5. Teamwork
6. Office management

III. Assessment

The Medical Assistant Program utilizes a variety of assessment measures. Student achievements in general education and support courses are assessed in accordance with the institution's plan for assessment. Beginning in fall 2012 students enrolled in the Medical Assisting Program, and those who met the requirements were then selected for a seat. Once the students finished the program they were then eligible to take the Medical Assisting Certification, EKG Certification, Pharmacy Technician, Phlebotomy Certification, and Insurance Billing and Coding with successful passage rate. These tests were given through the National Association For Health Professionals.

IV. Curriculum

- A. During the development of the Medical Assisting Program, Southern decided to offer students the opportunity to take five certifications in addition to the associate degree in science. Nationally Registered Certified Pharmacy Technician, Nationally Registered Certified EKG Technician, Nationally Registered Certified Phlebotomy Technician and Nationally Registered Certified Medical Assistant.

Entrance Criteria

To be admitted to the medical assisting program the student must submit an application and be eligible to enter college level English and math. After acceptance the student must have a physical exam and be able to pass all drug and alcohol screenings.

Entrance Abilities

Medical assistants will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants in providing patient care and in communicating effectively both orally and in writing.

Some Examples of Necessary Activities (not all inclusive):

1. Apply critical thinking skills in performing patient assessment and care. Understanding of the clinical, diagnostic and laboratory procedures needed in the medical clinic.
2. Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual background. Use language/verbal skills that enable a patient's understanding. Demonstrate respect for diversity in approaching patients and families.
3. Communication abilities sufficient for interaction with others - verbal and written form. Differentiate between subjective and objective information. Develop and maintain a current list of community resources related to patients' healthcare needs.
4. Instruct patients according to their needs to promote health maintenance and disease prevention. Prepare a patient for procedures and/or treatments.
5. Psychomotor based skills are to perform CLIA waived laboratory tests. Practice standard precautions. Perform procedures and diagnostic coding. Apply local, state and federal healthcare legislation and regulation appropriate to the medical assisting practice setting.
6. Cognitive base skills are to identify common pathology related to each body system. Identify the classification of medications, including desired effects, side effects, and adverse reactions. Discuss critical elements to an emergency plan for response to natural disaster or other emergency.

Exit Abilities

Students successfully completing all clinical rotations and passing with a 70% or above are eligible to sit for the National Association for Health Care Professionals Medical Assisting Certification Exam.

B. Please see Appendix I.

C. Course Delivery Mode

The Medical Assistant program specific courses are delivered interactively between the Boone Wyoming Campuses. Support courses may be delivered in the classroom, online or interactively.

V. Faculty

The Medical Assisting Program has one full-time faculty member at this time: Lora Foster, MA Coordinator. Ms. Foster teaches from the Boone Campus. In the fall of 2014, the program connected interactively with the Wyoming Campus.

Faculty Data Information can be found in Appendix II.

VI. Enrollment and Graduates

- A. Sixteen (16) students were enrolled in the first semester of the program, fall 2012. Of those 16 students, 11 graduated in May 2014. See Appendix III.
- B. Successful medical assisting students have a 100% employment rate with salaries varying from \$10 to \$15 per hour. Graduates are working in clinics, physician offices and hospitals.

VII. Financial

The Medical Assisting program received a Grant to fund the program. Grant funds have been used to purchase equipment and supplies necessary to initiate the program. Funds are adequate to meet the needs of the program at this time.

VIII. Advisory Committee

The Medical Assisting program maintains an advisory council which meets annually. At these meetings goals, objectives, and other issues are addressed. Committee members are provided additional information regarding the program and are afforded the opportunity to provide information and feedback related to the students, the curriculum, and the overall program. The committee is comprised of key government officials, graduates, members of the healthcare field and employers.

IX. Accreditation

Accreditation is available for this program. However, the accreditation process has not begun at this time.

APPENDIX I

Medical Assisting
Associate in Applied Science 60 Credit Hours

Purpose: The Medical Assisting Program strives to meet the needs of the community by educating students in this health care field. The student will be prepared for the workforce in the ambulatory care setting. The medical assisting student will perform administrative and clinical procedures. The student will be prepared to successfully take and pass the certification exams for a certified medical assistant, certified phlebotomy technician, certified EKG technician, certified coding specialist, and certified pharmacy technician.

Dept/No.	Title	Credit Hours
Support Courses		
AH 108	Medical Terminology	2
AH 124	CPR	1
AH 200	Health Care Ethics and Law	1
AH 203	Communication Skills for the Health Care Professional	1
AH 215	Basic Pharmacology	3
AH 280	Folk HealthCare Practices	3
BS 118	Essentials of Human Systems for Allied Health	4
BU 115	Business Mathematical Applications	3
CS 103	Introduction to Applications	1
EN 101	English Composition I	3
PY 218	Life-Span Developmental Psychology	3
SP 202	Public Speaking	3
Major Courses		
MA 100	Introduction to Medical Assisting	3
MA 101	Medical Assisting I	4
MA 105	Medical Office Billing and Coding I	3
MA106	Medical Office Billing and Coding II	3
MA 201	Medical Assisting II	7
MA 210	Medical Assisting III	9
MA 225	Medical Assisting Capstone	3

**APPENDIX I
MEDICAL ASSISTING CURRICULUM
PROGRAM SEQUENCE**

Fall - First Year

Dept.	Number	Course Name	Credit Hours
AH	108	Medical Terminology	2
BS	118	Essentials of Human Systems for Allied Health	4
EN	101	English Composition I	3
MA	100	Introduction to Medical Assisting	3
MA	105	Medical Office Billing and Coding I	3
Total Credit Hours			15

Spring - First Year

Dept.	Number	Course Name	Credit Hours
AH	124	CPR	1
AH	215	Basic Pharmacology	3
BU	115	Business Mathematical Applications	3
CS	103	Introduction to Applications	1
MA	101	Medical Assisting I	4
MA	106	Medical Office Billing and Coding II	3
Total Credit Hours			15

Fall - Second Year

Dept.	Number	Course Name	Credit Hours
AH	200	Health Care Ethics and Law	1
AH	203	Communication in Allied Health	1
MA	201	Medical Assisting II	7
PY	218	Life Span Developmental Psychology	3
SP	202	Public Speaking	3
Total Credit Hours			15

Fall - Second Year

Dept.	Number	Course Name	Credit Hours
AH	280	Folk Healthcare Practices	3
MA	210	Medical Assisting III	9
MA	225	Medical Assisting Capstone	3
Total Credit Hours			15

APPENDIX II

APPENDIX II

Faculty Data

(No more than TWO pages per faculty member)

Name Lora Foster Rank Coordinator

Check one:

Full-time X Part-time Adjunct Graduate Asst.

Highest Degree Earned Bachelor of Science

Date Degree Received May 2003

Conferred by West Virginia University Institute of Technology

Area of Specialization: Health Service Administration/Certified Medical Assistant

Professional registration/licensure Years of employment at present institution 3

Years of employment in higher education 15

Years of related experience outside higher education 20

Non-teaching experience 30 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
Fall 2012	MA 100 Intro to Medical Assisting	16
Fall 2012	MA 105 Medical Office Billing & Coding I	16
Spring 2013	MA 101 Medical Assisting II	14
Spring 2013	MA 106 Medical Office Billing & Coding II	14
Fall 2014	MA 201 Medical Assisting II	11
Fall 2014	AH 108 Medical Terminology	18
Spring 2014	MA 210 Medical Assisting II	11
Spring 2014	MA 225 Medical Assisting Capstone	11

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

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

Associate member of the National Association for Health Care Professionals
Recertification CEU's,
Completion of the End of Life Nursing Consortium for Veterans 8 (1hour)
modules (Palliative care, Pain Management, Symptom Management, Ethics,
Communication, Grief and Loss and Final Hours),
Medicare & Medicaid EHR Incentive Programs Webinar,
ICD-10 for Small Clinical practice Webinar,
CAAHEP Webinar Effective Inter-professional Faculty Development,
Sexual Harassment Prevention and Awareness Training,
CAAHEP Your Advisory Committee: Meeting Expectations and Beyond
Webinar,

Appendix III

Enrollment

Year		Enrollment
Fall 2012	Initial Enrollment	16
Spring 2013	Spring Enrollment	14
Fall 2013	Fall Enrollment	11
Spring 2014	Spring 2014	11

Appendix IV

Graduates

May 2014	11 students completed the two year Associate Degree Program, 11 certified as National Registered Medical Assistants
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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Final Approval of SCP-2234, *Work Schedules*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2234, *Work Schedules*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-2234, *Work Schedules*. The purpose of this policy is to establish standards for determining alternative work schedules which accommodate both the business needs of the College, and as feasible, personal needs of employees.

The policy was reviewed and approved by the Executive Council and President's Cabinet. Revisions made reflect changes in job titles and no substantive changes to the policy content. Therefore, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

At its February 17, 2015 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the proposal to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on April 1, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Community and Technical College Education Chancellor for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2234**

SUBJECT: Work Schedules

REFERENCE: West Virginia Code Chapter 18B-7 Personnel Generally;
West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 39, *Classified Employees*

ORIGINATION: June 1, 1987

EFFECTIVE: May 21, 2015

REVIEWED: December 2014

SECTION 1. PURPOSE

- 1.1 The college recognizes the importance of a philosophy of flexibility within the workplace that can assist in meeting the needs of both the individual and the institution. The purpose of this policy is to establish standards for determining alternative work schedules which accommodate both the business needs of the college and, as feasible, personal needs of employees.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 All classified and nonclassified employees.

SECTION 3. DEFINITIONS

- 3.1 Workweek – Workweek is defined in SCP-2575, *Overtime and Compensatory Time*, policy as “A regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four(24) hour periods. It begins on Sunday at 12:01 a.m. and ends on the following Saturday at 12:00 midnight. The president or president’s designee may establish a workweek different from this provided that record keeping requirements are met as set forth in relevant law. A work schedule of thirty-seven and one-half (37.5) hours will be established within a workweek.”
- 3.2 Regular Five Day Workweek – The historically standard workweek of the institution consisting of a 37.5 hour workweek containing five work days of 7.5 hours each day during the hours of 8:00 a.m. to 4:30 p.m.
- 3.3 Flexible Schedule – A workweek schedule composed of 37.5 hours with a designated core work period each day requiring staffing, but with departmental employees staggering arrival and departure times. Along with staggered arrival and departure times, a flexible schedule typically requires the employee take shorter lunch periods; the combination of which results in earlier departure times each day and/or shorter work days on Monday or Friday of each week.
- 3.4 Compressed Workweek Schedule – A workweek schedule where employees work more than 7.5 hours per day and less than five days per week. A compressed workweek still requires the employee to work the total hours consistent with his/her full time equivalency (FTE).
- 3.5 Telecommuting – An agreed upon work arrangement in which employees work at remote locations, usually

at home, using computers and other telecommunications equipment to carry out their responsibilities. Telecommuting is a limited option available only by approval of the President.

- 3.6 Job Sharing – A job in which two or more people share a job in which they are equally accountable. Job sharing will affect compensation of persons sharing the job.

SECTION 4. POLICY

- 4.1 It shall be the policy of the Board of Governors to maintain reasonable continuity in working schedules and conditions for employees and to consider feasible and innovative ways to most efficiently utilize classified employees, such as flexibility in employee scheduling, job-sharing and four-day or other compressed work weeks.
- 4.2 Temporary, non-emergency changes in individual employee work schedules are discouraged. Temporary changes in individual work schedules should be done only in emergency situations or when operational needs demand a temporary modification in working schedules. Temporary changes in work schedules must be communicated directly to the affected employees. Where possible, the employee shall be provided a fifteen (15) calendar day notice of such changes.
- 4.3 Permanent changes in individual employee work schedules due to operational needs must be communicated directly to the affected employees. The supervisor shall provide the employee with a fifteen (15) calendar day notice of such changes and send a copy of the notice to Human Resources.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Faculty work schedules are not covered by this policy.

SECTION 6. GENERAL PROVISIONS

- 6.1 The Board of Governors recognizes the many benefits of alternative work schedules to the institution and the employee. However, all relevant institutional policy, state and federal law, payroll, human resources, information technology, and risk management considerations must be addressed when developing or revising a recommended alternative work schedule for the institution, a department, or an employee. Overtime and compensatory time rules apply to alternative schedules.
- 6.2 The President shall establish an institutional work week schedule with operating hours necessary to provide the level and quality of service to support the institution's mission and goals.
- 6.3 Any alternative work schedule established shall not sacrifice service or quality and should not increase costs.
- 6.4 The President reserves the right to end or modify alternative work schedule arrangements at any time for any reason and will provide employees at least a fifteen (15) calendar day notice of such schedule modification.
- 6.5 In order to support the institution's mission and goals, all offices must be staffed by at least one regular employee.
- 6.6 All schedules for full-time employees must provide a 37.5 hour work week.

SECTION 7. RESPONSIBILITIES

- 7.1 Unit and department supervisors will assure employee alternative work schedules include total work hours per week consistent with employee full time equivalency (FTE).
- 7.2 Unit and department supervisors will assure time reports reflect the exact number of hours worked or taken as leave each day.
- 7.3 Individual changes to the established institutional work week schedule must be made in writing and be approved by the supervisor, unit head and vice president. The final approved schedule shall be sent to Human Resources.
- 7.4 When a holiday falls on an employee’s regular scheduled day off, the unit or department supervisor will assure the employee is given another day off during that work week if possible. If not possible, the day off must be scheduled before the end of the pay period.

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: September 2000 – Reformatted to the new SCP format.

September 2009 – The policy was extensively rewritten to reflect requirements of the West Virginia Code, West Virginia Council for Community and Technical College Education policy, and the various work arrangements in place at Southern. The name of the policy was changed from “Flex Work Schedule” to “Work Schedules.”

December 2014 – No substantive revisions; changes made only to title in Section 7.3

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Final Approval of SCP-2875, *Workload Requirements for Full-time Faculty*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2875, *Workload Requirements for Full-time Faculty*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP- 2875, *Workload Requirements for Full-time Faculty*. The purpose of this policy is to establish class size, the work week, and class load for full-time faculty members of Southern West Virginia Community and Technical College.

The policy was reviewed by the Executive Council and President's Cabinet. Revisions made reflect changes in management responsibility and job titles. At its February 17, 2015 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the proposal to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on April 1, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Community and Technical College Education Chancellor for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2875**

SUBJECT: Workload Requirements for Full-time Faculty

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 45, *Community and Technical College Faculty Instructional Load*

ORIGINATION: April 15, 1985

EFFECTIVE: May 21, 2015

REVIEWED: December 2014

SECTION 1. PURPOSE

1.1 To establish class sizes, the work week and class loads for full-time faculty members of Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 The issuance applies to all full-time faculty members of Southern West Virginia Community and Technical College who are classroom instructors.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 Class Load – Full-time faculty course load shall be 15 credit hours or their equivalent per semester, a maximum of 30 credits per academic year.

4.2 Workweek – Full-time faculty shall post a minimum of 22 ½ hours per week indicating lecture, clinical, lab and office hours. Additional time will be required to fulfill committee and other college responsibilities as identified in this policy. Workweek may include a combination of any of the following: weekdays, evenings, and weekends.

4.3 Class Size – Classes will have a minimum of 10 students. The following consideration may be justification for approving classes with less than minimum enrollments:

4.3.1 Room size

4.3.2 Availability of equipment

4.3.3 Upper level courses required for graduation

4.3.4 Faculty/student ratios as mandated by accreditation standards

4.3.5 Any reason deemed necessary by the Vice President for Academic Affairs and Student Services.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Office Hours – Each full-time faculty member shall maintain posted office hours of not less than seven and one-half (7 ½) hours per week.

6.2 Overloads – Full-time faculty members may be offered the opportunity to assume additional teaching workloads for extra compensation under a contractual agreement. In making such an agreement, the Division Head shall consider the employee's ability to perform both his or her regular and supplemental duties.

SECTION 7. RESPONSIBILITIES

7.1 Full-time faculty members are expected to participate in College non-teaching functions as part of their faculty duties. These activities include, but are not limited to, the following:

7.1.1 Registration and Student Advisement

7.1.2 Committee Assignments

7.1.3 Faculty Meetings

7.1.4 Commencement Exercises

7.1.5 Governance Day Activities

7.2 Division Heads will ensure:

7.2.1 Each full-time faculty member is assigned a full class load or equivalent.

7.2.2 Criteria for minimum class sizes are adhered to or justifications for exceptions are submitted.

7.2.3 Non-teaching College responsibilities are equitably assigned to faculty members.

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
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President	Date
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Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: November 2009 – Revisions provide clarity and reflect changes in management responsibilities.
The policy was placed into the new format.

December 2014 – Revisions reflect changes in management responsibilities and job titles.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Final Approval of SCP-5074, *Selection, Adoption, Use and Sale of Textbooks and Other Course Materials*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-5074, *Selection, Adoption, Use and Sale of Textbooks and Other Course Materials*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-5074, *Selection, Adoption, Use and Sale of Textbooks and Other Course Materials*. President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-5074, *Selection, Adoption, Use and Sale of Textbooks and Other Course Materials*. The purpose of this policy is to establish and communicate the rule of Southern West Virginia Community and Technical College regarding the selection, adoption, use and sale of textbooks and other course materials for all credit-based college courses and programs in compliance with state and federal requirements.

The policy was reviewed by the Executive Council and President's Cabinet. Revisions made are grammatical in nature and reflect changes in job titles. At its February 17, 2015 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the proposal to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on April 1, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Community and Technical College Education Chancellor for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-5074**

SUBJECT: Selection, Adoption, Use and Sale of Textbooks and Other Course Materials

REFERENCE: West Virginia Code §18B-10-14;
West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 51, *Bookstores and Textbooks*;
Public Law 110-315, Higher Education Opportunity Act, August 2008

ORIGINATION: June 2010

EFFECTIVE: May 21, 2015

REVIEWED: December 3, 2014

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish and communicate the rule of Southern West Virginia Community and Technical College regarding the selection, adoption, use and sale of textbooks and other course materials for all credit-based College courses and programs in compliance with state and federal requirements.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to the selection, adoption, use of textbooks and other course materials by faculty in all academic units, departments, programs and/or courses, and addresses the sale of the adopted textbooks and materials by bookstores operated and/or contracted by Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 It is the policy of Southern West Virginia Community and Technical College (College) to comply with the mandates of Series 51 of the Rules and Administrative procedures of the West Virginia Council for Community and Technical College Education (Council) and the requirements of the Higher Education Opportunity Act (HEOA) regarding the selection, adoption, use and sale of textbooks and other course materials as well as the regulations pertaining to the operation of bookstores.

4.2 Employees of the College will comply with the above cited mandates and the institutional procedures established in respect to the selection, adoption and use of textbooks and other course materials for all academic credit-based courses offered by the College at all campuses, instructional sites and course locations.

4.3 Employees of the College, or those employed by contractors for purposes of operating College bookstores, shall comply with the above cited mandates and the institutional procedures established in respect to the sale of textbooks and other course materials.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Series 51 requires the Board of Governors to promulgate a rule that fully and adequately addresses the mandates in West Virginia Code §18B-10-14 regarding the actions of employees of the institution in the selection and adoption of textbooks and course materials. These mandates include:
- 5.1.1 The faculty must commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted unless earlier editions are not easily utilized in the courses.
 - 5.1.2 The faculty or any employee is prohibited from receiving any payment, loan, subscription, advance, deposit or money, service, benefit or anything of value, at present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course material.
 - 5.1.3 The faculty or any employee may receive royalties or other compensation from such sales that include the faculty member or other employee's own writing or work.
 - 5.1.4 The faculty or any employee may receive free sample copies, instructors' copies, and instructional materials for review, but shall not resell those items and retain the proceeds.
 - 5.1.5 The faculty or any other employee is prohibited from requiring for any course a textbook that includes his or her own writing or workbook if the textbook or workbook incorporates either detachable worksheets or workbook-style pages intended to be written on or removed from the book.
- 5.2 In addition, Series 51, requires the institutional rule to address the mandates of West Virginia Code §18B-10-14 related to the actions of employees and bookstores operated or contracted by the College regarding the sale of textbooks and course materials. These mandates require that the institution:
- 5.2.1 Provide specific mechanisms to minimize the costs to students for textbooks and course materials.
 - 5.2.2 Commit to, the maximum percent practicable, the number of used books the bookstore will repurchase from students at the end of each semester.
 - 5.2.3 Commit to, the maximum percent practicable, a range of percentage of repurchase prices based on the new textbook price.
- 5.3 Series 51 also requires that institutional policy comply with the mandates of Public Law 110-315, the Higher Education Opportunity Act enacted on August 14, 2008 in the selection, adoption, and use of textbooks and course materials. This law requires that:
- 5.3.1 Prior to considering a specific textbook for selection, adoption, and/or use, a faculty may require that textbook publishers provide, in writing:
 - 5.3.1.1 The price of the textbook and/or supplemental course materials to be considered;
 - 5.3.1.2 The copyright dates of the three previous editions, if any;
 - 5.3.1.3 A description of substantial content revisions from previous editions;
 - 5.3.1.4 Whether the textbook is available in other lower cost formats and, if so, the price to the institution and the general public;

- 5.3.1.5 The price of textbooks unbundled from supplemental materials; and
- 5.3.1.6 The same information, to the extent practicable, for custom textbooks.
- 5.3.2 No employee shall select or assign a textbook or supplemental course material if the publisher has not supplied the required information in Section 5.3.1, if requested, in writing.

SECTION 6. GENERAL PROVISIONS

- 6.1 Institutional procedures for the selection, adoption and use of textbooks and/or supplemental course materials shall be developed through an inclusive process under the direction of the Vice President for Academic Affairs and Student Services. Such procedures shall include the following:
 - 6.1.1 Firm deadlines for the faculty to be assigned to courses;
 - 6.1.2 Firm deadlines for the selection, adoption and placement of orders with the College bookstore for textbooks and supplemental course materials to be used in each course;
 - 6.1.3 For deadlines not met, to the maximum extent practicable, there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester. This mechanism should include, but is not limited to, such measures as default selection of certain textbooks, continuing to use the previous textbook, or having the appropriate Division Head select the textbook. Any such textbook default selection must be strictly enforced and the faculty does not be allowed to change the selection.
 - 6.1.4 Guidelines to be used by faculty in the selection, adoption and use of textbooks and supplementary course materials include the following:
 - 6.1.4.1 The faculty must consider more than one textbook publisher;
 - 6.1.4.2 The faculty must compare prices for textbooks and supplemental course materials in their consideration for selection and adoption;
 - 6.1.4.3 A simple form stating that the required information as stated in section 5.3.1 was or was not provided by the publisher must be submitted to the appropriate Division Head in support of the adoption of any textbook or supplemental course material; and,
 - 6.1.4.4 Procedures for textbook selection and adoption must include a requirement that a textbook be used for a minimum of three academic years before any change is considered, to the extent practicable.
 - 6.1.4.5 Textbooks and supplemental course materials from publishers who refuse to submit the required, written information by established deadlines shall not be considered for future selection, adoption, and/or use for a minimum of three academic years from the date of such failure.
 - 6.1.4.6 Discourage the selection and adoption of textbooks in which less than 50 percent of the content will be used in the course unless the same textbook will be used in subsequent courses;

- 6.1.4.7 Encourage the use of textbooks that have low-cost alternative editions available;
 - 6.1.4.8 Encourage the selection of textbooks it is believed will not be revised by the publisher within the next three (3) years;
 - 6.1.4.9 Encourage the use of consortia which make available open source textbooks or course materials to the faculty and students free or at low cost; and,
 - 6.1.4.10 Encourage the use of various technology innovations for the provision of textbooks and course materials such as electronic textbooks, on-line textbooks, print-on-demand services, open source materials, and institutionally produced materials.
- 6.2 Institutional procedures for sharing of information with currently admitted and potential students regarding all required and/or recommended textbooks and supplemental course materials shall be developed through an inclusive process under the direction of the Vice President for Finance and Administration. Such procedures shall include the following:
- 6.2.1 Information on all required or recommended textbooks and supplemental materials shall be prominently posted in a central location on each campus, in a prominent central location on each campus and on the institution's website prior to the designated registration period for each semester.
 - 6.2.2 The information provided shall include the International Standard Book Number (ISBN) and retail price.
 - 6.2.3 If the ISBN is not available, then the author, title, publisher and copyright date shall be provided.
 - 6.2.4 If the required information cited in 6.2.2 and 6.2.3 to be disclosed is not available, then the designation "To be Determined" shall be used.
- 6.3 The College shall include a link on its website for any provisions for rental of textbooks, purchase of used textbooks, textbook repurchase or buyback, and any alternative content delivery programs available.

SECTION 7. RESPONSIBILITIES

- 7.1 The Vice President for Academic Affairs and Student Services, through a collaborative and inclusive process, shall be responsible for developing academic unit, division, department, and/or program procedures and assigning responsibilities for the implementation of all sections of this policy applicable to faculty and other employees under the direction of the Academic Affairs Unit.
- 7.2 In addition to the requirements set forth in previous sections of this policy, the Vice President for Academic Affairs and Student Services shall:
- 7.2.1 Include training for all faculty on textbook selection and strategies that guarantee high quality course materials at the most affordable cost;
 - 7.2.2 As appointed by the Vice President for Academic Affairs and Student Services, an academic Division Head will serve as a liaison with textbook publishers and be responsible for dissemination of relevant information to the faculty on textbook strategies and education and training opportunities regarding textbook selection; and,
 - 7.2.3 Enforce the policies of the Board of Governors concerning textbook selection, adoption, and use.

- 7.3 The Vice President for Finance and Administration, through a collaborative and inclusive process, shall be responsible for developing procedures and assigning responsibilities for the implementation of the sections of this policy applicable to the bookstore and other employees under the direction of the Finance Unit.
- 7.4 In addition to the requirements set forth in previous sections of this policy, the Vice President for Finance and Administration shall:
 - 7.4.1 Direct an examination of the feasibility of operating a textbook rental program;
 - 7.4.2 Establish a permanent Textbook Affordability Committee consisting of a representative from the faculty, students, administration, and bookstore. The Textbook Affordability Committee shall:
 - 7.4.2.1 Meet periodically, but at least annually;
 - 7.4.2.2 Advise the Faculty Senate, Student Government Association(s), Administration, and Board of Governors on affordability issues and initiatives, textbook selection guidelines and procedures, and educational opportunities;
 - 7.4.2.3 Meet annually with the Board of Governors to make recommendations and provide reports it may have generated with copies to be forwarded to the Chancellor.

SECTION 8. CANCELLATION

- 8.1 SCP-3780, Textbook Selection Policy, and SCP-5075, Bookstore Textbook Procedures

SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis to comply with any future federal mandates with a time frame for review to be determined by the President or the President’s designee.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: June 2010 – This is a new policy and addresses the requirements of Series 51 of the Council for Community and Technical College Education and the mandates of Public Law 110-315, the Higher Education Opportunity Act of August 2008 regarding the selection, adoption, use and

sale of textbooks and other course materials. This policy supersedes any and all previous policies pertaining to these subjects and related bookstore procedures.

December 3, 2014 – Revisions made to this policy are grammatical in nature and reflect changes in job titles.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2014**

ITEM: Request for Approval of Additional 30-day Comment Period for SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

STAFF MEMBER: Wilma J. Zigmond, Chair
Board of Governors Ad Hoc Committee

BACKGROUND:

Upon request by the Southern West Virginia Community and Technical College Board of Governors (Board), a policy was developed to establish a consistent process with clear guidelines when bringing guest speakers, lecturers, performers, and organized groups to Southern West Virginia Community and Technical College. The purpose of the policy is to insure the College against damage or interference with its overall educational program.

At its June 17, 2014 meeting, the Board first authorized release of the proposed policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended July 19, 2014.

Due to comments received at the end of the comment period, language in the draft policy was revised for clarification, and an approval process for inviting external guest speakers, lecturers, performers, and/or organized groups was developed and presented to the Board at its August 19, 2014 meeting.

The Board authorized release of the draft documents for an additional 30-day public comment period which ended September 19, 2014.

At its October 9, 2014 meeting, the staff recommended that action on the proposed policy be postponed to allow sufficient time for a review of constitutional safeguards and stakeholder comments. Board Chair Heywood determined additional work was needed on the proposal and appointed an Ad Hoc Committee to further define the proposed policy and approval process. The Board postponed action pending further review by the Ad Hoc Committee.

The Ad Hoc Committee met on November 20 and December 4, 2014 to discuss the policy and approval process on Guest Speakers. The Committee brought forward a modified draft proposal to the full Board at its December 9, 2014 meeting. The Board authorized release of this draft for an additional 30-day comment period which ended January 9, 2015.

At its February 26, 2015 meeting, the Board adopted the Ad Hoc Committee recommendation to postpone action on the policy to allow ample time for review of constituent comments received.

COMMENTS RECEIVED:

Six comments were received during the comment period. One was from a member of the general public outside the college. The other five are summarized as follows:

1. While making sure all visitors are scheduled and accounted for is paramount, seeking permission for and submitting the topics of scheduled speakers is not what the college experience is all about.
2. Getting approval and permission for how to conduct your class is a violation of academic freedom. Modify the policy to exclude classroom activities. Academic leadership can draft a procedure to cover the use of guest speakers as part of classroom activities.
3. I am concerned about academic freedom and concur with comment 2, above. As an example, students who may have been disposed to dislike a speaker I invited to the college showed respect for him and, in some cases, said they learned a great deal from the event.
4. Remove the proposed policy. It threatens academic freedom. The institutional control of campus facilities should not be used as a device for censorship. I believe the policy is a response to the complaint of one student with political ties in the community. Politics should not impact the education of students. Let the faculty exercise its common sense.
5. The proposed policy supports the possible suppression of ideas, opinions, debate and the discussion of controversial viewpoints within our classrooms. Open discussion and critical thinking are also discouraged and guest speaker approval is solely dependent on the President or designee.

RESPONSE TO COMMENTS:

Academic freedom is a principle to which the College is committed, but it is not a legal right that inures in an individual teacher. Classes taught at the institution belong to the College and not individual instructors.

It is not the intention of the proposed policy to censor particular points of view. To make this clear and address the expressed concerns, it is recommended that a new subsection, 2.3, be added to the proposed policy, to read as follows:

It is the emphatic intent of this policy that all persons authorized to approve or deny an otherwise appropriate request for a Guest Speaker shall observe strict neutrality as to the opinion or opinions that the Guest Speaker may express on the topic of the speech, lecture, presentation or performance. In other words, all approvals and denials of Guest Speaker requests shall be viewpoint-neutral, neither favoring nor disfavoring a particular point of view.

Due to this change, the Board of Governors Ad Hoc Committee recommends for the Board of Governors grant approval for an additional 30-day public comment period to allow sufficient time for review of the policy by all constituents.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1400**

SUBJECT: Guest Speakers, Lecturers, Performers, and Organized Groups

REFERENCE: SCP-1215, *Use of Institutional Facilities*, SCP-1215.A, *College Facility Use Agreement*; SCP-1500, *Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College*

ORIGINATION: May 28, 2014

EFFECTIVE: DRAFT

REVIEWED:

SECTION 1. PURPOSE

- 1.1 The mission of Southern West Virginia Community and Technical College (“the College”) is to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve. To support the mission, facilities of the College should be used, first and foremost, for educational activities. The purpose of this policy is to ensure that the classrooms and meeting rooms of the College are used in a manner that supports the College’s mission. To that end, officially recognized student organizations, faculty, and classified staff must follow the protocols contained in this policy before inviting guest speakers, lecturers, performers, or organized groups to present or perform in the College’s classrooms, meeting rooms, and lunch areas.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to the College’s classrooms, meetings rooms, and lunch areas which are non-public forums. As non-public forums, the College shall limit the use of those rooms/areas to presentations and performances by Guest Speakers, Lecturers, Performers, and Organized Groups (collectively, “Guest Speakers”) who support the College’s educational mission.
- 2.2 This policy does not apply to traditional public forums at the College, such as outdoor lawns on College property and College sidewalks adjoining public property. This policy also does not apply to the College’s designated public forums, such as the auditoriums and indoor common areas. The College does, however, reserve the right to ensure the orderly use of public forum areas by applying reasonable time and manner restrictions in the future.
- 2.3 It is the emphatic intent of this policy that all persons authorized to approve or deny an otherwise appropriate request for a Guest Speaker shall observe strict neutrality as to the opinion or opinions that the Guest Speaker may express on the topic of the speech, lecture, presentation or performance. In other words, all approvals and denials of Guest Speaker requests shall be viewpoint-neutral, neither favoring nor disfavoring a particular point of view.

SECTION 3. DEFINITIONS

- 3.1 Guest Speakers, Lecturers, Performers, and Organized Groups (collectively, “Guest Speakers”) – A person

or group neither attending Southern, nor otherwise employed by the College, who is invited by an officially recognized student organization, a faculty member, or a staff member, to present or perform in a College classroom, meeting room, or lunch area.

- 3.2 Indoor Common Areas – Indoor common areas include hallways, restrooms, and other indoor areas accessible to students in general.

SECTION 4. POLICY

- 4.1 Only an officially recognized student organization, a faculty member, or a staff member may invite a Guest Speaker to perform or present in a College classroom, meeting room, or lunch area. Prior to inviting a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area an officially recognized student organization, a faculty member, or a staff member must submit a *Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group* (SCP-1400.A) to her/his immediate supervisor or appropriate organization advisor.
- 4.2 An officially recognized student organization, a faculty member, or a staff member hosting a Guest Speaker in a College classroom, meeting room, or lunch area may not open the Guest Speaker's presentation or performance to individuals unaffiliated with the College without obtaining prior approval from the President of the College or the President's authorized designee.
- 4.3 A request to invite a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area shall be made in writing to the immediate supervisor or appropriate organization advisor at least seven (7) days (excluding holidays and weekends) prior to the date of the proposed presentation or performance. Exceptions to the minimum notice requirements may be authorized by the immediate supervisor or appropriate organization advisor in appropriate cases.
- 4.4 Any request to invite a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area shall contain the following (as in Section 3 of SCP-1400.A):
- 4.4.1 the name of the sponsoring individual or organization,
 - 4.4.2 the proposed date, time and location of the meeting, lecture, or performance,
 - 4.4.3 the expected size of the audience,
 - 4.4.4 the name and address of the proposed Guest Speaker, and
 - 4.4.5 the topic.
- 4.5 Any external guest speaker, lecturer, performer, or organized group request is subject to the availability of the requested space for the meeting time and date requested. In the event that space is unavailable for the requested time and date of the meeting, or otherwise inappropriate for the request, or the request would impose substantial interference with normal activities of the institution, alternative space which is available may be offered by the institution, or the sponsoring organization is free to request a more suitable date and location. The individual or group inviting the external guest speaker, lecturer, performer, or organized group is responsible for confirming the availability of space with the appropriate Director of Campus Operations.
- 4.6 A request to invite a Guest Speaker to present or perform to whom payment would have to be from the College funds is subject to the availability of funds. In order to receive payment for services, the Guest Speaker must be a registered vendor with the State of West Virginia. An electronic vendor application is available at <https://www.wvoasis.gov/>.
- 4.7 A request for a Guest Speaker may be denied if the President of the College, or the President's authorized designee, determines that the proposed presentation or performance will:
- 4.7.1 Damage or destroy College property; or

- 4.7.2 Disrupt, impair, or interfere with the College's regularly scheduled classes; or
- 4.7.3 Physically harm, coerce, intimidate, or invade the lawful rights of students and College personnel; or
- 4.7.4 Incite violence; or
- 4.7.5 Constitute criminal activity.
- 4.7.6 Additionally, the President or the President's authorized designee, may deny a request to invite a Guest Speaker if the President or the President's authorized designee reasonably determines the presentation or performance presents a clear and imminent threat to the College's orderly operations or is obscene (i.e., that which appeals to the obscene interest in sex; is patently offensive; and lacks serious literary, artistic, political, or scientific value).

- 4.8 The individual or group inviting a Guest Speaker shall provide the Guest Speaker with a copy of this policy. By acceptance of the invitation, a Guest Speaker shall assume full responsibility for any violation of the law or College policies while on the College's campuses.
- 4.9 Any meeting, assembly, or activity to which a Guest Speaker may be invited is subject to all requirements, conditions, and approvals set forth in any policy or regulation of the Board of Governors and/or the institution concerning the use of campus property and facilities.
- 4.10 The views expressed by a Guest Speaker are his or her own and do not necessarily represent the views of Southern West Virginia Community and Technical College.
- 4.11 The individual or group inviting a Guest Speaker shall notify the Public Relations Specialist when appropriate.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES

- 7.1 Individual or Group Making a Request:
 - 7.1.1 Must complete SCP-1400.A, *Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group* and provide other required documentation as needed.
 - 7.1.2 Individual or Group must submit one copy of SCP-1400.A and required documentation to the immediate supervisor and/or appropriate Vice President.
 - 7.1.3 Individual faculty and classified staff submits requests directly to the immediate supervisor.
 - 7.1.4 Faculty Senate Chair submits requests directly to the Vice President for Academic Affairs and Students Services.
 - 7.1.5 Classified Staff Council Chair submits requests directly to the Vice President for Finance and Administration.
 - 7.1.6 Student Government Association Presidents submit requests directly to the appropriate campus Student Government Association Advisor.
 - 7.1.7 Request a conference at any step to discuss recommendations, if desired.
 - 7.1.8 A recommendation for denial at any step does not preclude an individual's or group's opportunity to be approved at the remaining phases.

- 7.2 The Immediate Supervisor or Student Government Association Advisor Will:
 - 7.2.1 Accept and review requests and appropriate documentation to determine that the required materials are included.
 - 7.2.2 Approve or deny the request and notify in writing the individual or group making a request within two (2) working days of the decision.
 - 7.2.3 Forward requests and appropriate documentation to the appropriate Vice President for review and/or approval or denial.
 - 7.2.4 If the immediate supervisor is the Vice President for Development or the Vice President for Workforce and Community Development, he/she submits requests to the Vice President for Finance and Administration for review and/or approval or denial.
- 7.3 The Appropriate Vice President Will:
 - 7.3.1 Accept and review requests and appropriate documentation to determine that the required materials are included.
 - 7.3.2 Approve or deny the request and notify in writing the individual or group making a request within two (2) working days of the final decision.
 - 7.3.3 Forward a copy of requests and appropriate documentation to the President’s Office for maintaining a file with the names of individuals or groups that have been approved or denied as a Guest Speaker.
- 7.4 The Appeal Process:
 - 7.4.1 In the event of a recommendation of denial, the individual or group making the request may appeal the final decision to the President.
 - 7.4.2 The President shall review the request, documentation, and reason(s) for denial and render a written decision for approval or denial within two (2) working days of receiving the request for appeal.
- 7.5 The President of Southern West Virginia Community and Technical College or the President’s authorized designee is responsible for the implementation of this policy.

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: *SCP-1400.A, Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group*

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: May 28, 2014 – Originated
June 17, 2014 – Initial Release

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1400.A - DRAFT**

Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group

Potential Guest Speakers (as defined in SCP-1400) are not to be contacted until official approval has been received. Any Guest Speaker request must be made to the immediate supervisor or appropriate organization advisor seven (7) days prior to the date of the proposed speaking engagement, performance, or lecture. Upon completion of this form, please submit it to the appropriate supervisor or organization advisor.

Section 1. General Information *(To be completed by the individual/group making the request.)*

Name of Sponsoring Individual or Organization, if any:	
Name of Person Completing this Form:	
Your Contact Information (Phone Number and E-mail):	

Section 2. Guest Speaker Information

Full Name of Guest Speaker:	
Mailing Address:	
Telephone Number:	
E-mail Address:	
Guest Speaker's Corporate Affiliation, if any:	

Section 3. Event Information

Proposed Date(s) of Event/Class/Meeting:	
Proposed Time(s) of Event/Class/Meeting:	
Proposed Location of Event/Class/Meeting:	
Expected Attendance for Event/Class/Meeting:	
Title/Topic/Performance being Presented:	

Section 4. Signature and Date

Individual or Organization's Representative Signature:	Date:
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Section 5. Signature of Supervisor, Appropriate Vice President, and Date

<input type="checkbox"/> Approved <input type="checkbox"/> Denied Supervisor or Organization Advisor's Signature: <i>If denied, state the reason for denial (use additional sheet if necessary):</i>	Date:
<input type="checkbox"/> Approved <input type="checkbox"/> Denied Vice President's Signature: <i>If denied, state the reason for denial (use additional sheet if necessary):</i>	Date:

OFFICE USE ONLY
Copy to:
<input type="checkbox"/> Individual or Organization's Representative <input type="checkbox"/> Appropriate Director of Campus Operations <input type="checkbox"/> President's Office

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Revisions to SCP-2006, *Employee Leave*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2006, *Employee Leave*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-2006, *Employee Leave*. The purpose of this policy is to establish an institutional rule regarding the various types of employee leave.

The policy was reviewed and approved by the Executive Council and President's Cabinet. Revisions made reflect grammar corrections, addition of references to time off work for essential employees, correction of rules regarding leave procedures for faculty members with twelve-month appointments, and the removal of hyperlinks to web pages that may no longer exist.

Following these reviews, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2006**

SUBJECT: Employee Leave

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 38, *Employee Leave*; West Virginia Code §18B-1-6; West Virginia Code §18B-2A-4; West Virginia Code §18B-9-10 (Catastrophic Leave); West Virginia Code §15-5-15a (Disaster Service Volunteer Leave); ~~and West Virginia Code §21-5D (The Parental Leave Act); The Family and Medical Leave Act of 1993 (Public Law 103-3 Enacted February 5, 1993 and Amended January 28, 2008); and SCP-1435.B, *Essential Employee Guidelines*~~

ORIGINATION: November 16, 2009

EFFECTIVE: ~~February 16, 2010~~

REVIEWED: November 5, 2014

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish an institutional rule in regard to all types of employee leave.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all employees of Southern West Virginia Community and Technical College (College). Particular types of leave programs may be applicable to specific categories of employees, and not others.

2.1.1 All full-time employees (classified, non-classified, and faculty) are eligible for medical leave of absence without pay, parental leave, family medical leave, personal leave of absence without pay, military leave, special emergency leave with pay, disaster service volunteer leave, and witness and jury leave.

2.1.2 Faculty employees are eligible for leave as outlined in Section 6.5 entitled "Faculty Absences." Faculty employees with less than twelve-month appointments are not eligible for sick or annual leave accumulation.

2.1.3 Faculty members with twelve-month administrative appointments will accumulate annual and sick leave using rules applicable to non-classified employees. Rules in ~~Section 6.5~~ Sections 6.5.3 and 6.5.4 of this policy do not apply to faculty with twelve-month administrative appointments unless the faculty member returns to a status less than a twelve-month appointment.

2.2 Classified and non-classified employees are eligible for annual and sick leave accrual based on the following:

2.2.1 Classified and non-classified employees working on a regular and continuing basis for no less than 1,950 hours within the fiscal year are eligible for leave as specified in this policy.

2.2.2 Classified and non-classified employees working between 1,040 hours and less than 1,950 on a regular and continuing basis during the fiscal year will accumulate leave on a pro-rata basis.

SECTION 3. DEFINITIONS

- 3.1 *Family Medical Leave Act (FMLA)* – A federal law that enables qualified employees to take up to twelve weeks leave for family and health-related reasons without loss of their jobs. Amendments to the FMLA allow additional leave for employees affected by military service requirements. ~~Information about FMLA can be found at <http://www.dol.gov/compliance/laws/comp-fmla.htm>.~~
- 3.2 *West Virginia Parental Leave Act* – The *West Virginia Parental Leave Act* provides that a qualified employee is entitled to up to a total of twelve weeks (480 hours) of unpaid family leave (following the exhaustion of all his or her annual and personal leave) because of the birth or adoption of a child, or to care for a son, daughter, spouse, parent, or dependent who has a serious health condition. ~~The West Virginia Parental Leave Act can be found at: <http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=21&art=5D#05D>.~~
- 3.3 *Catastrophic Leave* – Catastrophic leave is a program mandated in West Virginia Code whereby employees may donate accrued leave for the benefit of an eligible employee who has exhausted all sick and annual leave to remain on the payroll. ~~Information about catastrophic leave for higher education employees can be found at: <http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18b&art=9§ion=10#nine>.~~
- 3.4 *Uniformed Services Employment and Reemployment Rights Act (USERRA)* – USERRA is a federal law enacted in October 1994 and significantly updated in 1996 and 1998 which provides job protection and the rights of reinstatement to employees who participate in the National Guard and Reserve. ~~Information about USERRA can be found at <http://www.dol.gov/elaws/vets/userra/userra.asp>.~~
- 3.5 *Immediate Family* – Immediate family is defined as: father, mother, son, daughter, brother, sister, husband, wife, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, stepchildren, or others considered being members of the household and living under the same roof.
- 3.6 *Terminal Leave Period* – The time following the last day actively at work due to resignation, retirement, or other termination reason and the final pay date.
- 3.7 *Rolling Forward Calculation Method* – A method of calculating the twelve (12) month period for leave purposes. The rolling forward year is a twelve (12) month period measured forward from the date an employee’s first FMLA or other type of leave begins.
- 3.8 *Essential Employees* – The Director of Campus Operations at each location and the Chief Information Officer for the College.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College’s Board of Governors provide employee leave in compliance with the rules of the West Virginia Council for Community and Technical College Education, West Virginia Code, and federal law. Employee leave provisions include annual leave, sick leave, medical leave of absence without pay, parental leave, family medical leave, catastrophic leave, personal leave of absence without pay, military leave, special emergency leave with pay, disaster service volunteer leave, and witness and jury leave.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Employees working less than 1,040 hours are not eligible for leave benefits.
- 5.2 The provisions of this policy related to annual leave, sick leave, and catastrophic leave ~~does~~ do not apply to faculty members on annual appointments of less than twelve months.

SECTION 6. GENERAL PROVISIONS

6.1 General Leave Rules

- 6.1.1 Annual and sick leave may not be taken before it is accrued. If an employee's regular established work schedule results in the employee working less than a full month, annual and sick leave will be accumulated on a pro rata basis.
- 6.1.2 During a terminal leave period, no type of leave may be accrued.
- 6.1.3 Length of service for leave accumulation purposes will be total years of state service which includes experience with state institutions of higher education and other state agencies. Continuous service is not required to complete the required term. Annual full time appointment periods of nine (9) months or more will be credited for one (1) year of service for annual leave calculation purposes.
- 6.1.4 A recognized institutional holiday occurring during an employee's leave period will not be considered as a day of leave, provided the employee is not in a terminal leave period.
- 6.1.5 Up to fifteen (15) days of annual leave may be transferred from other agencies of state government and state higher education institutions to the College. Certification of the balance which existed in the agency or institution from which the employee is transferring must accompany the request for transfer and bear the signature of an officer of that agency. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution. In the event of special circumstances, such as recruitment for a difficult to fill position, requests for transfer of more than fifteen (15) days of annual leave must be made in writing and approved by the President or his/her designee.
- 6.1.6 When a non-faculty employee transfers from other agencies of state government or from other state institutions of higher education to the College, the employee's accumulated sick leave may be transferred. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution. Written verification of the amount of sick leave to be transferred must be provided.
- 6.1.7 When a faculty employee transfers from other agencies of state government or from other institutions of higher education to the College, the faculty employee's accumulated years of state service will be verified and documented for any state service related benefits. The College will not transfer sick leave balances from another institution for a transferring faculty member, *unless* the faculty member is transferring from a twelve-month faculty position where he or she accumulated sick leave, to a twelve-month faculty position eligible for sick leave at the College.
- 6.1.8 An employee is required to notify her/his supervisor immediately if ill or unable to work for any reason. The notification will be given to the immediate supervisor or designee, as determined by established procedures of the unit.
- 6.1.9 Employees on any type of leave without pay will not accrue annual or sick leave or years of service credit for any and all full months in which they are off the payroll.
- 6.1.10 The institution may require evidence from an employee for verification of an illness or other causes for which leave may be granted under this policy, regardless of the duration of the leave.
- 6.1.11 The College will use the rolling forward calculation method for calculating the calendar year and/or any twelve consecutive month period for eligibility of leave for all programs that do not specifically disallow such method.
- ~~6.1.12 Human Resources will maintain records showing the current leave status of each employee.~~

6.2 Annual Leave

- 6.2.1 Full-time non-classified employees and faculty with twelve-month appointments will be eligible for up to twenty-four (24) days leave per year accumulated at the rate of 2.00 days per month. However, when a non-classified employee's status changes to classified, or upon leaving the non-classified position, the accumulation rates outlined in Section 6.2.2 will apply.
- 6.2.2 Employees occupying full-time classified positions will be eligible for annual leave on the following basis:
 - 6.2.2.1 Less than five (5) years' service: 1.25 days per month;
 - 6.2.2.2 Five (5) but less than ten (10) years' service: 1.50 days per month;
 - 6.2.2.3 Ten (10) but less than fifteen (15) years' service: 1.75 days per month;
 - 6.2.2.4 Fifteen (15) or more years' service: 2.00 days per month.
- 6.2.3 Classified and non-classified employees working at least 1,040 hours per fiscal year on a regular and continuing basis, but less than 1,950 hours will accumulate annual leave on a pro rata basis.
- 6.2.4 Accumulated annual leave for continuing employees may be extended beyond that earned during a period of one (1) year, but in no case will it exceed twice the amount earned in any twelve-month period.
- 6.2.5 An employee is entitled to accumulated annual leave at termination of service, but in no case may this exceed the limits set in 6.2.4 above.

6.3 Other Conditions for Annual Leave

- 6.3.1 At the request of the employee through established procedures, annual leave may be granted because of illness.
- 6.3.2 The work requirements of the institution will take priority over the scheduling of annual leave or other leave for an employee. When operationally possible, the supervisor will grant earned annual leave at the convenience of the employee. However, departmental needs must be met, and annual leave may not be taken without prior request and approval of the employee's supervisor.
- 6.3.3 In the event of an employee's death, the value of accumulated annual leave will be paid to the employee's estate.

6.4 Sick Leave

- 6.4.1 Full-time employees will accumulate sick leave at the rate of 1.50 days per month. All other employees will accumulate sick leave in accordance with ~~Section 2.1~~Section 2 of this policy.
- 6.4.2 Sick leave may be accumulated without limit.
- 6.4.3 Sick leave may be used by the employee when ill or injured, when in need of medical attention, or when death occurs in the immediate family.
- 6.4.4 An employee may use sick leave for a member of the immediate family who is ill, injured, or in need of medical attention.

- 6.4.5 Sick leave for more than five (5) consecutive days (one work week or more) will not be granted to an employee for illness without proof of illness or injury satisfactory to the institution. An employee having an extended illness or serious injury will, before returning to duty, obtain satisfactory medical clearance that will indicate the employee's ability to perform her/his duties. Such medical clearance will be presented in writing. Human Resources will develop procedures for requesting and documenting sick leave.
- 6.4.6 When the condition of the employee is such that a return to work date cannot be reliably provided, or circumstances are such that incremental periods of medical leave are appropriate, a medical leave of absence *may* be granted for increments of thirty days. Continuation of the leave will require updated satisfactory medical evidence. Human Resources will establish procedures for medical leaves of absence for a period of more than ten (10) consecutive days.
- 6.4.7 In order to make sound and appropriate decisions regarding medical leaves of absence, employees must obtain beginning date, diagnosis, prognosis, and expected dates of return to work from a licensed treating physician/health care provider. The College will follow all applicable laws in regard to medical leave under state or federal rules. Supervisors are not allowed access to medical specific information about employees. All employee medical information will be kept in strict confidentiality according to applicable privacy laws and regulations. Any employee who, through the course of performing their job, obtains knowledge of another employee's medical information is required to maintain strictest confidentiality. Medical information is to be forwarded to the Human Resources Office for appropriate record keeping.
- 6.4.8 In cases, except those involving catastrophic leave as defined in this policy, where all accumulated sick leave has been used and annual leave is available, it will be the option of an employee either to use any accumulated annual leave until it has also expired, rather than being removed from the payroll, or to retain the accumulated annual leave for use after return to work, but be taken off the payroll immediately after the accumulated sick leave has expired.
- 6.4.9 On-the-job injuries or occupational illnesses which involve no more than three (3) days of disability leave or absence from work will not be charged against the employee's accumulated sick leave as long as they are the next three (3) consecutive working days after injury or illness occurred. If on-the-job injuries or illnesses require a leave beyond the three-day period, it will be the option of the employee either to use earned and accumulated sick and annual leave until both may be exhausted or to reserve for future use any earned and accumulated sick and annual leave and receive only Workers' Compensation benefits for which adjudged eligible. Upon receipt of Worker's Compensation wage replacement payments, the employee who elected to use sick leave must pay the institution the amount of benefits received and has the value of the benefit calculated to an equal value of sick leave days for reinstatement.
- 6.4.10 Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom will be, for all job-related purposes, temporary disabilities and will be treated the same as any other illness or disability would be treated for sick leave entitlement. For this reason, employees will be entitled to sick leave for their disabilities related to pregnancy and childbirth on the same terms and conditions as they or other employees would be entitled for other illnesses and disabilities. In determining whether an employee is unable to work because of a disability related to pregnancy or childbirth, the same criteria will be used as would be used in the case of another type of illness or disability.
- 6.4.11 Sick leave provisions are contingent upon continued employment. When the services of an employee have terminated, all sick leave credited to the employee will be considered cancelled as of the last working day with the institution, and no reimbursement will be provided for unused sick leave except in the event of retirement, in which case sick leave may be converted, under some circumstances, to

insurance coverage, or for provisions lawfully provided for at that time. Employees who resign in good standing and are later re-employed may have their total accumulated sick leave reinstated, provided the date of termination is one (1) year or less from the date of re-employment. However, if the employee returns to work after more than one (1) year from the date of termination, no more than 30 days of accumulated sick leave may be reinstated.

6.5 Faculty Absences

- 6.5.1 A faculty member who must miss scheduled work time (class, office, committee, or other) for illness or other reasons, is required to complete a faculty absence form. Whenever possible, the faculty absence form is to be completed in advance of the absence.
- 6.5.2 For absences due to illness lasting or expecting to last two or more consecutive weeks, the full time faculty member must request a medical leave of absence pursuant to established medical leave procedures applicable for all employees.
 - 6.5.2.1 Before returning to work after a period of absence for two work weeks or more, the faculty member must obtain a "Return to Work Authorization/Medical Release" form from the treating physician health care provider.
- 6.5.3 Faculty members are strongly encouraged to enroll in disability coverage. A faculty employed after September 1999 are required to enroll in disability insurance as a condition of employment.
- 6.5.4 Faculty who miss work for thirty (30) consecutive calendar days will be removed from the payroll. At this time, wage replacement benefits from disability coverage should begin.

6.6 Medical Leave of Absence Without Pay

- 6.6.1 Any employee requesting a medical leave of absence without pay must provide the institutional President or the President's designee, through established procedures, with satisfactory medical evidence (as outlined in institutional procedures) that he or she is unable to work. The medical statement will include a diagnosis, prognosis, and expected date that the employee can return to work. If the evidence is satisfactory, the President or her/his designee may authorize a medical leave of absence without pay only for the period of disability specified by the attending physician health care provider. When the condition of the employee is such that a return to work date cannot be reliably provided, or circumstances are such that incremental periods of medical leave are appropriate, a medical leave of absence without pay *may* be granted for increments of thirty days. Continuation of the leave will require updated satisfactory medical evidence.
- 6.6.2 The employee will be expected to report to work on the first work day following expiration of the disability period. Failure of the employee to report promptly at the expiration of a medical leave of absence without pay, except for satisfactory reasons submitted in advance, will be cause for termination of employment by the institution. An employee, prior to return to duty, will obtain satisfactory medical clearance that indicates the employee's ability to perform her/his duties. Such medical clearance will be presented in writing.
- 6.6.3 A medical leave of absence without pay may be granted for no more than a twelve (12) consecutive month period. Employees who may need an extended medical leave beyond twelve (12) consecutive months may apply for an extension through institutional procedures or may consider other options, such as disability.
- 6.6.4 After an employee has taken a twelve-month medical leave, the institution will continue group health insurance coverage provided that the employee pays the institution the full premium cost of such group health plan.

6.6.5 Any employee who is separated from employment following a medical leave of absence of twelve (12) consecutive months and who had chosen to maintain her/his accumulated annual leave will receive payment for such accumulated annual leave in a lump sum payment.

6.7 Parental Leave

6.7.1 A full-time employee who has worked at least twelve (12) consecutive weeks for the ~~state~~State of West Virginia may request up to twelve (12) weeks unpaid parental leave.

6.7.2 The request for parental leave must be due to birth or adoption of a child by the employee or because of a planned medical treatment or care for the employee's spouse, son, daughter, parent, or dependent who has a serious health condition.

6.7.3 The employee must provide her/his supervisor and Human Resources with written notice two (2) weeks prior to the expected birth or adoption; or for the medical treatment; or for the supervision of a dependent. Failure to submit a written request may be cause for denial.

6.7.4 The employee must provide Human Resources with certification by the treating ~~physician~~health care provider and/or documentation regarding dependency status.

6.7.5 All annual and sick leave must be exhausted before the parental leave begins. Parental/family leave may be taken intermittently, on a part time basis, providing the period during which the number of work weeks of leave may be taken may not exceed twelve consecutive rolling forward months, and such leave must be scheduled so as not to unduly disrupt the operations of the employer. No more than a total of twelve (12) weeks of parental leave may be taken in any twelve (12) consecutive rolling forward month period.

6.7.6 During the parental leave by an employee, the institution will continue group health insurance coverage provided that the employee pays the employer the full premium cost of such group health plan.

6.7.7 The position held by the employee immediately before the leave commences will be held for a period not to exceed the twelve-week period of the parental leave and the employee will be returned to that position. However, the institution may employ a temporary employee to fill the position for the period of the parental leave.

6.8 Family Medical Leave

6.8.1 The FMLA provides qualified employees the right to twelve (12) weeks of unpaid leave per year for certain specified events. Employees must be eligible under federal statute in order to qualify. The law entitles the employee to the same or equivalent job upon return from leave and protects employees from retaliation. Health insurance benefits will continue providing the employee continues to pay the employee portion of the premium.

6.8.2 The institution will comply with the provisions of the federal Family Medical Leave Act (FMLA) as amended.

6.8.3 Any leave approved and taken by an employee eligible under FMLA, will be designated as FMLA leave without separate notice from the employer. This means that the twelve-week FMLA leave period will include unpaid (parental leave, leave of absence without pay, etc.) and/or paid leave (sick leave and annual leave) and/or other applicable leave programs.

~~6.8.4 Provisions of the federal Family Medical Leave Act can be found at~~

6.9 **Catastrophic Leave**

- 6.9.1 A catastrophic illness is defined as: a medically verified illness or injury which is expected to incapacitate the employee and which creates a financial hardship because the employee has exhausted all leave and other paid time off. Catastrophic illness or injury will also include an incapacitated immediate family member if this results in the employee being required to take time off from work to care for the family member and the employee has exhausted all leave and other paid time off.
- 6.9.2 The College will provide catastrophic leave under the direct transfer method. Sick or annual leave may be transferred to an eligible employee who has requested and been approved to receive leave donations due to a catastrophic illness or injury.
- 6.9.3 The President, along with Human Resources, will establish procedures for administering the Catastrophic Leave Program. Procedures will include requirements for the employee to obtain the appropriate medical and other verification that he or she is unable to work due to a catastrophic illness or injury.
- 6.9.4 A direct transfer program provides for sick and annual leave to be donated at the request of Human Resources on behalf of an employee who has been approved for catastrophic leave.
- 6.9.4.1 Upon approval for an employee to receive direct transfer of catastrophic leave, any employee may, upon written notice to the Human Resources Department, donate sick and/or annual leave in one-day increments. No employee will be compelled to donate leave.
- 6.9.4.2 The institution may limit the number of days donated by an employee who is in his/her terminal leave period or who resigns employment within 30 days of the donation.
- 6.9.4.3 Any leave donated by an employee, but not used by the employee to whom it was donated, will be returned to the donating employee and reflected in her/his leave balance.
- 6.9.5 An employee receiving the transfer of leave will have any time which is donated credited to such employee's leave record in one-day increments and reflected as a day-for-day addition to the leave balance of the receiving employee. The leave record of the donating employee will have the donated leave reflected as a day-for-day reduction of the leave balance.
- 6.9.6 Use of donated credits may not exceed a maximum of twelve (12) continuous rolling forward calendar months for anyone catastrophic illness or injury. The total amount of leave received by transfer may not exceed an amount sufficient to ensure the continuance of regular compensation and will not be used to extend insurance coverage pursuant to Section 13, Article 16, Chapter 5 of WV Code, which relates to insurance coverage for state employees. The employee receiving donations of leave will use any leave personally accrued on a monthly basis prior to receiving additional donated leave.

6.10 **Personal Leave of Absence Without Pay**

- 6.10.1 An employee, upon application in writing and upon written approval by the President or her/his designee, may be granted a continuous leave of absence without pay for a period of time not to exceed twelve (12) consecutive months provided all accrued annual leave has been exhausted.
- 6.10.2 The President or the President's designee, at her/his discretion, may require the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay.

- 6.10.3 The President or the President's designee, at her/his discretion, will determine if the purpose for which such a leave is requested is proper and within sound administrative policy.
- 6.10.4 At the expiration of leave of absence without pay, the employee will be reinstated without loss of any rights, unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced workload. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, will be cause for termination of employment by the institution.
- 6.10.5 During a personal leave, the institution will continue group health insurance coverage provided that the employee pays the employer the full premium costs of such group health plan.

6.11 **Military Leave**

- 6.11.1 Job protection and benefit rights for employees participating in military services of the United States are provided under federal and state law.
- 6.11.2 An employee who is a member of the National Guard or any reserve component of the armed forces of the United States will be entitled to and will receive a leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades ordered by proper authority, or for field training or active service for a maximum period of thirty (30) working days ordered or authorized under provisions of state law in any one (1) calendar year. The term "without loss of pay" will mean that the employee will continue to receive normal salary or compensation, notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence will be considered as time worked in computing seniority, eligibility for salary increases, and experience with the institution. An employee will be required to submit an order or statement in writing from the appropriate military officer in support of the request for such military leave.
- 6.11.3 Benefits of this section will accrue to individuals ordered or called to active duty by the President of the United States for thirty (30) working days after they report for active service.
- 6.11.4 In addition to job protection and rights of reinstatement provided under the Uniformed Services Employment and Reemployment Rights Act (USERRA), the FMLA and the federal National Defense Authorization Act for 2010 provides a military family leave entitlement to eligible employees for certain qualifying exigencies and also a special military caregiver leave entitlement for an eligible employee to care for a covered service member.
- 6.11.5 Employees seeking leave for reasons related to military services for themselves or family members are to contact the Human Resources Office.

6.12 **Special Emergency Leave With Pay**

- 6.12.1 Special emergency leave with pay may be granted by the President or her/his designee to full-time employees in the event of extreme misfortune to the employee or the immediate family. The leave should be the minimum necessary, and in no case may it exceed five (5) days within any twelve (12) consecutive month period. Typical events which may qualify an employee for such leave are fire, flood, or other events (other than personal illness or injury or serious illness or death in the immediate family) of a nature requiring emergency attention by the employee.

6.13 **Disaster Service Volunteer Leave**

- 6.13.1 Any state employee who is a certified disaster service volunteer of the American Red Cross may be

granted leave with pay for not more than fifteen (15) work days in each year to participate in specialized disaster relief services for the American Red Cross.

6.13.2 Leave may be granted upon the written request of the American Red Cross for the services of the employee and approval by the supervisor, unit administrator, and the President or President's designee.

6.13.3 The Human Resources Office is responsible for reporting disaster service volunteer leave statistics to the governor's office in compliance with West Virginia Code.

6.14 **Witness and Jury Leave**

6.14.1 Upon application in writing, an employee may be granted leave as indicated hereinafter in this section provided the employee is not a party to the action. Annual leave will not be charged under the provisions of this section.

6.14.2 When, in obedience to a subpoena or direction by proper authority, an employee appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, the employee will be entitled to leave with pay for such duty and for such period of required absence.

6.14.3 When attendance in a court is in connection with an employee's usual official duties, time required in going and returning will not be considered as absence from duty.

6.14.4 When an employee serves upon a jury, or is subpoenaed in litigation, the employee will be entitled to leave with pay for such duty and for such period of required absence.

6.14.5 The employee will report to work if he or she is excused by the court before the end of her/his regular work day. Provisions for employees who work a shift other than a day shift will be made.

6.15 **Managing Work Time in Areas Affected by Interruption to Utility Services or Similar Situations**

6.15.1 Utility Service Interruptions – When extended power and utility service interruptions occur, administrators should make arrangements for employees' usual work routine to be accomplished at alternate work locations, or make affected employees available to other administrators for work in other areas. Also, if an administrator deems it advisable and the employee agrees, time off during the utility service interruption may be granted and charged against an employee's accumulated annual leave. Combinations of the above alternatives may be necessary, but in all cases interruptions of work schedules must be dealt with in accordance with applicable laws, including West Virginia Code 12-3-13. This law is interpreted to mean that if pay is associated with the absence from work, the absence must be charged to accumulated annual leave.

6.15.2 Emergency Situations – In the event that an emergency exists, the President or her/his designee, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor of the Council for Community and Technical College Education. The President, working with public safety officials, will determine when the emergency condition no longer exists. Should an employee be required to work by the President or her/his designee during a declared emergency, the time worked will be compensated according to the provisions of the West Virginia Council for Community and Technical College Education, Title 133, Procedural Rule Series 8, "Personnel Administration." Work time lost by any employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged to annual leave nor will there be a requirement that the time be made up.

6.15.3 Absences from work due to weather conditions other than during a declared emergency must be

charged against accumulated annual leave, accumulated compensatory time, or the employee must be removed from the payroll for the time in question. Sick leave may not be charged for absence due to weather. Time lost from work may be made up in the same work week at the discretion of the employee's supervisor.

6.15.4 Guidelines on substitute time off for exempt and non-exempt essential employees who are required to work during an inclement weather/emergency closure situation are outlined in SCP-1435.B Essential Employee Guidelines.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Employee

7.1.1 All employees of the College are responsible for knowing the terms and requirements of this policy and subsequent procedures related ~~thereto~~ hereto. The employee must complete time report forms, leave request forms, and submit supporting documentation to his/her supervisor for approval. Whenever possible, all requests for leave are to be submitted for approval in advance.

7.1.2 To ensure privacy of personal medical information, employees must send medical records supporting requests for leave directly to Human Resources, rather than to his/her supervisor.

7.1.3 Employees are encouraged to seek advice and clarification from the Human Resources Office regarding specific criteria and interpretation of state and federal rules governing leave programs provided by the College.

7.2 Supervisor

7.2.1 All supervisors are responsible for consistent application of this policy and any subsequent procedures related ~~thereto~~ hereto. Supervisors are responsible for monitoring employee absences and ensuring the appropriate time reports, requests for leave, and supporting documentation forms are completed in a timely manner for employees reporting to them. To ensure employee privacy, federal law prohibits supervisors from having access to personal medical information and from contacting an employee's health care providers.

7.2.2 Supervisors must forward all complete time records, leave requests and supporting forms to the Human Resources Office immediately upon receipt from the employee.

7.3 Human Resources

7.3.1 The Director of Human Resources is responsible for developing procedures and making all forms pertaining to leave available to employees of the College.

7.3.2 The Director of Human Resources or his or her designee will review incoming leave request(s) for completion and calculate the remainder of leave balances (where applicable).

7.3.3 The Director of Human Resources will review pending requests for leave for compliance with applicable rules and make recommendation to the President or President's designee for approval or denial of leave. In accordance with federal law, only specific employer representatives may contact an employee's health care provider. For the College, the specified representative is the Director of Human Resources or his/her designee in Human Resources.

7.3.4 After final decision of the President or President's designee, Human Resources will communicate approval/denial of leave request(s) to the employee and supervisor. The affected employee will be provided appropriate insurance/disability claim forms and notified regarding continuation of benefits,

insurance premiums, premium due dates, pending expiration of leave balances, potential/pending disability claims, and other issues as necessary.

7.3.5 Human Resources will monitor the approved employee leave period to ensure that continued compliance, appropriate benefit administration, and return to work provisions are met. Human Resources will provide advice and assistance to the employee and supervisor during the approved absence period.

7.3.6 Human Resources will maintain records showing the current leave status of each employee.

SECTION 8. CANCELLATION

8.1 The following policies ~~are~~ were rescinded and ~~will become~~ became institutional procedures effective February 16, 2010:

8.1.1 SCP-2484, *Medical Leave of Absence*, and associated forms: SCP-2484.A, *Request for Medical Leave*; SCP-2484.B, *Medical Leave Verification*; and SCP-2484.C, *Return to Work Authorization*.

8.1.2 SCP-2406, *Illness of Faculty Member, Responsibilities for Meeting Affected Classes, and Request for Leave Due to Illness*, and the associated form SCP-2406.A, *Faculty Absence Request/Report Form*.

8.1.3 SCP-2005, *Catastrophic Leave*, and the associated forms: SCP-2005.A, *Catastrophic Leave Request*, and SCP-2005.B, *Catastrophic Leave Donation Form*.

SECTION 9. REVIEW STATEMENT

9.1 This policy will 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: November 2009 – Policy released.

November 5, 2014 – Revisions include grammatical corrections, addition of references to time off for essential employees, correction of rules regarding leave procedures for faculty members with twelve-month appointments, and the removal of hyperlinks to web pages.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Revisions to SCP-2825, *Salary Administration*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2825, *Salary Administration*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required thirty-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP- 2825, *Salary Administration*. The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

The policy was reviewed by the Executive Council on March 10, 2015, and by the President's Cabinet on March 31, 2015. Following review, technical revisions were made to the policy and the document was reformatted into the current policy format.

Therefore, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2825**

SUBJECT: Salary Administration

REFERENCE: West Virginia Code § 18B-8-3, § 18B-8-3(a), and § 18B-9-4(b); Title 133, Joint Procedural Rule, West Virginia Council for Community and Technical College Education (~~Community and Technical College System Council~~), and West Virginia Higher Education Policy Commission, (~~HEPC~~) ~~Joint Procedural Rule~~ (moved to first sentence), Series 8, *Personnel Administration*

ORIGINATION: December 2004

EFFECTIVE: ~~April 19, 2005~~

REVIEWED: ~~October 29, 2007~~ March 3, 2015

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to non-classified employees, (with the exception of the President), full-time faculty, and classified staff.

SECTION 3. DEFINITIONS

- 3.1 Non-classified Employee – An employee so designated by the President who is responsible for policy formation at the department or institutional level or reports directly to the President of the institution or is in a position considered critical to the institution by the President.
- 3.2 Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.
- 3.3 Classified Employee – An employee in a position covered under the classification program set out by Title 133, Procedural Rule, Series 8, *Personnel Administration*.

SECTION 4. POLICY

- 4.1 The President shall prepare an annual budget presentation for approval by the Board of Governors (BOG). As part of this presentation, the President shall include any plans for awarding of salary increases for all employees other than the President. The President's recommendation for salary increases to the Board of Governors will incorporate compensation methods deemed appropriate to accomplish the salary goals of the College and may address issues such as market/peer competitiveness, performance, and equity adjustments, or other common compensation practices necessary to maintain a fair and equitable compensation program.

- 4.2 The salary and other compensation for the President shall be developed and approved by the Board of Governors in compliance with guidelines of the West Virginia Community and Technical College Council.
- 4.3 Plans for salary increases for all employees of Southern West Virginia Community and Technical College effective on or after the date of the adoption of this policy shall contain a merit factor. All salary increases shall be contingent upon the availability of funding and are not considered to be automatic based upon any salary schedule adopted or in effect.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 In so much as they shall apply, entry level salaries and any salary increases awarded shall be in compliance with West Virginia Code and supportive of the goals and strategies of the institutional compact.

SECTION 6. GENERAL PROVISIONS

- 6.1 As funding is provided for salary adjustments, those funds will be allocated equitably consistent with the purpose for which the funds are being provided. Salary increases may be provided only when funding is available. Salary increases shall be provided using one or more of the following criteria. The criteria are not to be considered as sequential and may be applied concurrently for any employee category.
- 6.2 Non-Classified Employee
- 6.2.1 Salary increases may be provided as proposed by the President and determined by the Board of Governors.
- 6.2.2 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards.
- 6.3 Full-time Faculty
- 6.3.1 Promotion-in-rank – a 10% salary increase on the existing base salary, not to include any stipend or supplemental contract pay, shall be awarded to a faculty member who is promoted-in-rank based upon meeting the criteria for such promotion as outlined in SCP-2686, *Promotion-in-Rank and Tenure Policy*.
- 6.3.2 Salaries are largely governed by a Faculty Compensation Program and a salary schedule approved by the Board of Governors. The first priority for funding salaries for faculty employees shall be to ensure salary levels are at the entry level step in rank on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all faculty employees based upon the individual employee's step placement and rank.
- 6.3.3 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.
- 6.3.4 Merit-based salary increases may be provided based on results derived from the approved faculty evaluation process which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any faculty evaluation process adopted shall be developed in collaboration with the faculty and approved by the President.

6.4 Classified Employee

6.4.1 Salaries are largely governed by a classification system and a legislatively approved salary schedule. The first priority for funding salaries for classified employees shall be to ensure salary levels are at the zero step on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all classified employees based upon the individual employee’s pay grade and years of service.

6.4.2 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.

6.4.3 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any performance appraisal system adopted shall be developed in collaboration with the classified staff and approved by the President.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The authority for developing a performance appraisal system to be applied in awarding merit-based salary increases is delegated to the President by the Board of Governors.

SECTION 8. CANCELLATION

8.1 This policy supersedes any prior policy or reference to salary issues of Southern West Virginia Community and Technical College.

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: October 2007 – Revisions incorporate the BOG approved Faculty Compensation Program and

Salary Schedule as a means to provide salary increases for faculty.

March 2015 – Policy was reformatted into the new policy format. Revisions are technical in nature.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Revisions to SCP-4786, *Transfer Student Requirements and Credit Evaluation*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4786, *Transfer Student Requirements and Credit Evaluation*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Debra Teachman

BACKGROUND:

SCP-4786, *Transfer Student Requirements and Credit Evaluation*, was reviewed and approved by the Management Council for Academic Affairs and Student Services, the Executive Council, and the President's Cabinet.

Policy revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and title changes.

Based on the deliberations and combined recommendations of the above-mentioned entities, the staff requests that SCP-4786, *Transfer Student Requirements and Credit Evaluation*, for advancement to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4786**

SUBJECT: Transfer Student Requirements and Credit Evaluation

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*; Procedural Rule Series 21, *Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*; and SCP-3227, *Credit Based on Experience*.

ORIGINATION: July 1, 1984

EFFECTIVE: ~~July 1, 1984~~

REVIEWED: ~~September 1, 2009~~ October 2014

SECTION 1. PURPOSE

1.1 The purpose of this policy is to ensure that students applying for admission to Southern West Virginia Community and Technical College receive equitable treatment when transferring college credit hours from an accredited college or university and/or when transferring military credit. All applicants will receive the appropriate evaluation and articulation of credit by Southern in compliance with the West Virginia Council for Community and Technical College Education rules.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all students.

SECTION 3. DEFINITIONS

3.1 Acceptable transfer credit – evaluated academic credit that is considered included within a transfer student’s Southern academic history and may or may not be considered as equivalent to Southern coursework or applicable toward the student’s Southern program certificate/degree requirements. All credit and grades for coursework determined as equivalent or not equivalent to Southern coursework is calculated and included in the overall grade point average. Most common acceptable transfer credit is received from regionally accredited colleges and universities.

3.2 Articulation agreement – an agreement between one or more educational institutions establishing and identifying acceptable transfer coursework as equivalent coursework.

3.3 Core coursework – also considered general studies education courses, are common course requirements recognized by the state that fulfill most state baccalaureate and associate degree programs. Most common core coursework would be English composition, communications and literature, fine arts, mathematics, natural science, and social science.

3.4 Equivalent course credit – acceptable transfer credit that has been evaluated by comparison of the transfer course description and Southern’s course description and determined to be equal in educational content.

3.5 Fully admitted – student status upon submission of all required documents for admission to Southern.

- 3.6 Non-traditional credit – recognized academic credit from other educational and/or life experiences or programs that are not typically provided by a traditional college or university as academic credit. Military, apprenticeship, and workplace experiences are the most common of this type of academic credit.
- 3.7 Regionally accredited institution – colleges or universities accredited by a recognized regional accrediting organization that has met the standards of either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE).
- 3.8 Traditional credit – recognized academic credit commonly identified by a college or university as typical college coursework. Traditional credit would be commonly listed on an official transcript with the transfer course title, subject, credit, grade, and grade point average.
- 3.9 Transcript – an official document of coursework with completed credit(s), grade(s) and academic history from a college, university, and/or military authority.
- 3.10 Transfer credit – credit received for courses taken at other educational institutions and submitted for evaluation and articulation at Southern for determination of acceptable and/or equivalent college credit towards Southern’s academic programs.
- 3.11 Transfer student – a student admitted to Southern who has previously attended another college or university.
- 3.12 Unacceptable transfer credit – evaluated academic credit and grades that ~~is~~ are not considered included within a transfer student’s Southern academic history and not applicable toward Southern program certificate/degree requirements or overall grade point average.

SECTION 4. POLICY

- 4.1 In accordance with the West Virginia Council for Community and Technical College, Title 135, Procedural Rule Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*, it is Southern’s policy that any student who has been fully admitted to Southern and who seeks an Associate Degree or Certificate will be provided fair and equitable consideration in the evaluation and articulation of transfer credit hours and grades received from any regionally accredited college or university. Consideration will be provided to transfer students in determination of acceptable credit from other accredited and educational institutions following appropriate state and institutional procedures.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Southern is accredited by and follows standards set forth by the accrediting organization, the Higher Learning Commission of the North Central Association of Colleges and Schools, when evaluating and determining transfer credit. Southern will consider evaluation of transfer credit from any regionally accredited college or university recognized by the Council for Higher Education Accreditation, CHEA, and/or the U.S. Department of Education, USDE.
- 5.2 Students in the Board of Governors Associate in Applied Science Adult Degree Completion Program are an exception to this policy. Per West Virginia Council for Community and Technical College Board of Governors Associate in Applied Science Adult Degree Completion Program Administrative Guidelines, in order to receive Southern’s Board of Governors AAS, students transferring into this program must complete at least 12 hours at a regionally accredited higher education institution, including a total of 3 hours credit at Southern West Virginia Community and Technical College. Credit for this program will be evaluated on a case by case basis following the guidelines of SCP-3227, *Credit Based on Experience*.

SECTION 6. GENERAL PROVISIONS

- 6.1 Transfer credit determined as acceptable and/or equivalent credit by Southern will include the transfer credit grade(s) listed on the transcript after the grade(s) are reviewed and articulated as equivalent to Southern's standard grading system. Articulated grades will be calculated in the student's overall grade point average. A grade of "D" is acceptable; however, some program requirements may be more stringent.
- 6.2 The Core Coursework Transfer Agreement between the Higher Education Policy Commission and the West Virginia Community and Technical College System will be followed in the evaluation of students' core coursework transferring from a state university or college. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements.
- 6.3 Established articulation agreements between Southern and other schools will be used as a basis for determining transfer credit for those schools.
- 6.4 Evaluation of students' transfer credit from a college or university that does not have an established articulation agreement with Southern will be reviewed upon comparison of course descriptions found in the transferring institution's catalog or course documentation from the transfer institution.
- 6.5 Evaluation of military credit will be based upon the recommendation listed in the current *American Council Education Handbook, Guide to the Evaluation of Armed Forces Experiences*.
- 6.6 Evaluation of credit for courses taken at an institution that is not regionally accredited may be considered on a case by case basis with submission of documentation from the institution, such as course description or syllabus. The Vice-President ~~of~~ for Academic Affairs and Student Services or designee and the Registrar or designee will evaluate the submitted documentation and determine if coursework is acceptable as credit.

SECTION 7. RESPONSIBILITIES ~~AND PROCEDURES~~

- 7.1 Transfer students are required to apply for admission to Southern and submit an official transcript from all previous colleges by the appropriate official from the transferring institution.
- 7.2 The transfer student is responsible for requesting official transcripts from the transferring institution.
- 7.3 Students with completed military training are required to apply for admission to Southern and are responsible for submission of military record of training before credit evaluation is considered.
- 7.4 Receipt of all official transcripts must be received by Southern to be considered fully admitted.
- 7.5 After receipt of student's official transcripts from a regionally accredited institution to Southern's Central Records office, the ~~Dean of Enrollment Services~~/Registrar or designee, and when necessary in consultation with the Vice President for Academic Affairs and Student Services or designee, will evaluate and articulate all courses and determine courses acceptable or not acceptable as transfer or equivalent Southern courses. All acceptable transfer course credits and grades will be electronically recorded and included in the student's academic record, including those courses determined as not equivalent to Southern courses. The transfer student will be notified of the outcome of the articulation of credit.
- 7.6 Transfer students must complete 15 hours of the final 23 hours of the program requirements at Southern to be eligible for an Associate Degree from Southern. For those students completing a certificate program, a minimum of one-third of the total hours required in the certificate program must be completed at Southern.

SECTION 8. CANCELLATION

8.1 SCP-4825, *Transfer of Student Credit Hours from another Institution*, was rescinded and relative information was incorporated into SCP-4786.

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)
 www.southernwv.edu

Revision Notes: Policy originated September 1, 2000.

September 1, 2009 – Revisions reflect title changes and include content from the rescinded policy, SCP-4825, *Transfer of Student Credit Hours from another Institution*.

October 2014 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and title changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Revisions to SCP-7125, Information Technology Acceptable Usage

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-7125, *Information Technology Acceptable Usage*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-7125, *Information Technology Acceptable Usage*. The purpose of this policy is to define and clarify the responsibilities and obligations of computer users at Southern West Virginia Community and Technical College.

The policy was reviewed by the Executive Council and President's Cabinet. Based upon the deliberations of these groups, numerous revisions were made to coincide with Appendix A of the State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001). It is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-7125**

SUBJECT: Information Technology Acceptable Usage

REFERENCE: SCP-7720, *Security of Information Technology*; State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001 Appendix A), <http://www.technology.wv.gov>

ORIGINATION: July 7, 1997

EFFECTIVE: ~~July 7, 1997~~

REVIEWED: ~~February 17, 2009~~ September 12, 2014

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 Information Officer – The person responsible for the agency’s information resources.
- 3.4 Employee – ~~Individuals employed on a temporary or regular basis by 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. Individuals retained and authorized on a temporary or permanent basis by the College to perform a service.~~ For the purposes of information technology and security policy this policy, the term “employee” shall include the following: contractors, subcontractors, contractors’ employees, volunteers, county health department staff, business associates, and any other persons who are determined and notified by the Office of Information Technology (OIT) to be subject to this policy. This definition does not create any additional rights or duties.
- 3.5 Password – A string of characters known to a computer system or network and to 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~~ Relevant technologies include, but may are not be limited to the following:

~~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.~~

Personal Computers

6.1.2 Personal Digital Assistant (PDA)

6.1.3 Fax or copy machines with memory or hard drives

6.1.4 Internet or Intranet

6.1.5 E-mail and Enterprise Instant Messaging (EIM)

6.1.6 Voice Mail

6.1.7 Cell Phones (including camera phones and smart phones with data communications and databases)

6.1.8 Pagers

6.1.9 Media including disk drives, diskette drives, optical disks (CD), tape drives, and USB drives (flash drives)

6.1.10 Servers

6.1.11 Printers

6.2 ~~Security~~ Unacceptable uses include, but are not limited to the following:

~~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: Any use which violates local, state, or federal laws.~~

~~—————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 an appropriate virus scanner.~~
- 6.2.2 Any use for commercial purposes, product advertisements, or “for-profit” personal activity;
- 6.2.3 Any use for viewing, transmitting, receiving, saving, or printing sexually explicit material;
- 6.2.4 Any use for promotion of political or religious positions or causes;
- 6.2.5 Any use in relation to copyright infringement;
- 6.2.6 Any use in relation to participating in chain letters or unauthorized chat programs, or forwarding or responding to SPAM;
- 6.2.7 Any use for promoting the misuse of weapons or the use of devices associated with terrorist activities;
- 6.2.8 Any use related to pyramid selling schemes, multi-marketing schemes, or fund-raising for any purpose unless agency sanctioned;
- 6.2.9 Any use for dispersing data to customers or clients without authorization;
- 6.2.10 Any use in relation to placing wagers or bets;
- 6.2.11 Any use that could be reasonably considered as disruptive to another’s work.
- 6.3 Legal Issues Users will not waste IT resources by intentionally doing one or more of the following:
- 6.3.1 Technology resources may not be used for illegal purpose, but are not limited to: Placing a program in an endless loop;
- ~~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:~~
- 6.3.2 Printing unnecessary amounts of paper;
- 6.3.3 Disrupting the use or performance of State-provided IT resources or any other computer system or network; or
- 6.3.4 Storing unauthorized information or software on State-provided IT resources.
- 6.4 Ethical Usage Users will not knowingly or advertently commit security violation. This includes doing one or more of the following:
- 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: Assessing or attempting to access records within or outside the State’s computer and communications facilities for which the employee is not authorized; or bypassing State security and access control systems;
- ~~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 or 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.~~
- 6.4.2 Copying, disclosing, transferring, examining, re-naming, or changing information or programs belonging to another user unless given express permission to do so by the user responsible for the information or programs;
- 6.4.3 Violating the privacy of individual users by reading e-mail or private communications without legal authority, or authorization based upon documented just cause;
- 6.4.4 Misrepresenting oneself, the College, or the State of West Virginia;
- 6.4.5 Making statements about warranty, expressed or implied, unless it is a part of normal job duties;
- 6.4.6 Conducting any form of network monitoring, such as port scanning or packet filtering unless expressly authorized by the Office of Information Technology (OIT), the Vice President for Finance and Administration, or the President.
- ~~6.4.7 Transmitting through the Internet confidential data to include without limitation, credit card numbers, telephone calling cards numbers, logon passwords, and other parameters that can be used to access data without the use of encryption technology approved by the Office of Information Technology (OIT), the Vice President for Finance and Administration, or the President.~~
- 6.5 Facilitative Usage Users will not commit security violations related to e-mail activity. This includes doing one or more of the following:
 - 6.5.1 Southern West Virginia Community and Technical College's technology resource users can help make the system efficient and effective by: Sending unsolicited commercial e-mail messages, including the distribution of "junk mail" or other advertising material to individuals who did not specifically request such material;
 - ~~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.
 - 6.5.2 Unauthorized use for forging of e-mail header information;
 - 6.5.3 Solicitation of e-mail for any other e-mail address, other than that of the poster's account, with the intent to harass or to collect replies;
 - 6.5.4 Posting messages to large numbers of users (over 50) without authorization; or
 - 6.5.5 Posting from an agency e-mail address to newsgroups, blogs, or other locations without a disclaimer stating that the opinions expressed are strictly their own and not those of the State or the agency, unless posting is in the fulfillment of business duties.
- 6.6 Employee Responsibilities
 - 6.6.1 Employees should conduct themselves as representatives of the State and College, and are responsible for becoming familiar with and abiding by all information security policies and guidelines.
 - 6.6.2 Employees will only access files, data, and protected records if:
 - 6.6.2.1 The employee owns the information;
 - 6.6.2.2 The employee is authorized to receive the information; or
 - 6.6.2.3 The information is publicly available.
 - 6.6.3 Employees are prohibited from monopolizing systems, overloading networks with excessive data,

or wasting computer time, connect time, bandwidth, disk space, printer paper, or other IT resources.

- 6.6.4 Employees are prohibited from transmitting personal information about themselves or someone else without proper authorization while using State-provided IT resources.
- 6.6.5 Employees must adhere to copyright law regarding the use of software, print or electronic information, and attributions of authorship. In certain instances, legal counsel can determine permissible uses.

SECTION 7. RESPONSIBILITIES ~~AND PROCEDURES~~

7.1 The Chief Technology Information Officer is responsible for administering the provisions of this policy. ~~and the State of West Virginia Information Security Guidelines West Virginia Office of Technology Information Security Policy.~~

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 to individuals outside of the college for purposes consistent with the mission of the college, and ~~Certain responsibilities accompany that privilege; understanding them is important for all computer users.~~ users are responsible for complying with this policy.

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.

September 2014 – This policy was revised based on the State of West Virginia Office of Technology’s Information Security Policy (WVOT-PO1001) Appendix A.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Revisions to SCP-7720, Security of Information Technology

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-7720, *Security of Information Technology*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-7720, *Security of Information Technology*. The purpose of this policy is to establish guidelines and responsibilities for Southern West Virginia Community and Technical College employees regarding information security and the protection of agency resources.

The policy was reviewed by the Executive Council and President's Cabinet. Based upon the deliberations of these groups, numerous revisions were made to conform to the State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001). It is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-7720**

SUBJECT: Security of Information Technology

REFERENCE: State of West Virginia Office of Technology, WVOT-PO1001, Information Security Guidelines Policy; WVOT-PO1006, Data Classification;
http://www.state.wv.us/ot/PDF/quarterly0608/security_update.pdf
<http://www.technology.wv.gov/security/Pages/policies-issued-by-the-cto.aspx>
SCP-7125, Information Technology Acceptable Usage

ORIGINATION: May 1, 1988

EFFECTIVE: ~~May 1, 1988~~

REVIEWED: ~~February 17, 2009~~ September 12, 2014

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 Office of Technology, Information Security Guidelines Policy (WVOT-PO1001) issued by the Governor's Office of Technology and is edited only to the extent necessary to clarify procedural differences between the State and the College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all ~~Southern West Virginia Community and Technical College employees~~ users who have access to agency information and to systems that store, access, or process the information.
- 2.2 The intent of this policy is to explain the range of acceptable and unacceptable uses of State-provided information technology (IT) resources and is not necessarily all-inclusive. IT resources may include anything with a processor, communications capability, or data storage. (Please refer to SCP-7125, Information Technology Acceptable Usage, for a list of examples).

SECTION 3. DEFINITIONS

- 3.1 Access – ~~To approach or use an information resource~~ The ability to locate, gain entry to, and use a directory, file, or device on a computer system or over a network.
- 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~~ Information Officer (CIO) – The person responsible for the agency's information resources.

- 3.5 Confidential Data – Information that is legally protected (i.e., student records) or otherwise deemed by a qualified expert to be unsuitable for open access.
- 3.6 Contractor – Anyone who has a contract with the State or one of its entities.
- 3.7 Custodian of Information – The person or unit assigned to supply services associated with the data.
- 3.8 ~~Employee – Individuals employed on a temporary or regular basis by the Southern West Virginia Community and Technical College; For the purposes of information technology and security policies, the term “employee” shall include the following: as well as business associates, contractors, contractor’s employees, subcontractors, volunteers, and individuals who are determined and notified by the institution to be subject to this policy. This definition does not create any additional rights or duties.~~
- 3.9 ~~Encryption – Process of encoding electronic data that makes it unintelligible to anyone except the intended recipient.~~
- 3.10 Information Assets – Any of the data, hardware, software, network, documentation, and personnel used to manage and process information.
- 3.11 ~~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.~~
- 3.12 Information Resources – All information assets in all known formats.
- 3.13 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.
- 3.14 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.
- 3.15 Information Security Incident – An event characterized by unexpected and unwanted system behavior, breach, or unintended alteration of data.
- 3.16 Information Security Liaison (ISL) – Employees assigned by the ISO to assist in the protection of information resources.
- 3.17 Information Technology (IT) – The technology involved with the transmission and storage of information, especially the development, installation, implementation, and management of computer systems and applications.
- 3.18 Medium – Any repository, including paper, used to record, maintain, or install information or data.
- 3.19 Owner of Information – The person(s) ~~department~~ ultimately responsible for an application and its data viability.
- 3.20 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.
- 3.21 Personally Identifiable Information (PII) – Includes all protected an non-protected information that identifies

or can be used to identify, locate, or contact an individual.

- 3.22 Privacy Officer – The official responsible for facilitating the College’s integration of privacy principles, legal requirements, and privacy standards into department policies, procedures, and practices.
- 3.23 Risk Analysis – The evaluation of system assets and their vulnerabilities to threats in order to identify what safeguards are needed.
- 3.24 Security Contact – These individuals include the Information Security Officer (ISO) and Information Security Liaison (ISL).
- 3.25 ~~Security Incident – An event that results in unauthorized access, loss, disclosure, modification, or destruction of information resources, whether deliberate or accidental.~~
- 3.26 Threat – Includes any person, condition or circumstance that endangers the security of information, or information systems, in the context of Information Security.
- 3.27 ~~User of Information~~ – A person authorized to access an information resource.
- 3.28 User ID – A unique “name” by which each user is identified to a computer system.
- 3.29 West Virginia Office of Technology (WVOT) – The division of the Department of Administration established by West Virginia Code § 5A-6-4a, et seq., which is led by the State’s CTO and designated to acquire, operate, and maintain the State’s technology infrastructure. The WVOT is responsible for evaluating equipment and services, and reviewing information technology contracts.

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. All Information Technology assets, including hardware, software, and data are owned by the College, unless accepted by contractual agreement.
- 4.2 Users are required to comply with legal protection granted to programs and data by copyright and license. No unauthorized software will be installed on College systems. The Office of Information Technology (OIT) will authorize all software installation.
- 4.3 Users will utilize, maintain, disclose, and dispose of all information resources, regardless of medium, according to law, regulation, and/or policy.
- 4.4 Employees must have no expectation of privacy while using State-provided information resources (i.e., cell phone, Internet, etc.).
- 4.5 Southern West Virginia Community and Technical College reserves the right to filter Internet site availability, and to monitor and review employee use as required for legal, audit, or legitimate authorized College operational or management purposes. By logging into their College-provided account, users are acknowledging that they have read the document and agree to follow its provisions.
- 4.6 All users must adhere to rules regarding unacceptable use of technology resources. (For a detailed list of unacceptable uses, see SCP-7125, *Information Technology Acceptable Usage*).

- 4.6.1 Users must not download, attach, change, distribute, or install any software or inappropriate files, including streaming content, for non-business functions (i.e., downloading MP3 files and/or broadcast audio or video files).
- 4.6.2 User must not intentionally introduce a virus into a College-provided computer, or withhold information necessary for effective virus control procedures.
- 4.6.3 Users must not send or share confidential information for unauthorized purposes.
- 4.6.4 Users must not attach or use devices on the College network that are not owned or authorized by the College.
- 4.6.5 Employees must not redirect confidential or privileged College data to a non-State owned computing device without proper authorization.
- 4.6.6 Users must not use unauthorized peer-to-peer networking or peer-to-peer file sharing.
- 4.6.7 Employees must never execute programs or open e-mail attachments that have not been requested or come from an unknown source. If in doubt and lacking assurance from the sender, employees should contact the Office of information Technology (OIT) Helpdesk for assistance.
- 4.6.8 Users must never attempt to disable, defeat, or circumvent any security firewall, proxies, web filtering programs, or other security controls.
- 4.6.9 Users must not use technology resources to promote harassment or illegal discrimination on the basis of race, gender, national origin, age, marital status, religion, or disability.
- 4.7 The Office of Information Technology (OIT), working with designated individuals, will develop procedures to protect information resources from accidental, unauthorized, or malicious access, disclosure, modification, or destruction.
- 4.8 Users must report any observation of attempted security or privacy violations to helpdesk@southernwv.edu.
 - 4.8.1 A Security Incident is any event that involves misuse of computing resources or is disruptive to normal system or data processing operations. Examples include, but are not limited to the following:
 - 4.8.1.1 Lost or stolen computers or other portable devices;
 - 4.8.1.2 Lost or stolen media that contains sensitive data;
 - 4.8.1.3 Rampant computer virus infections within the State network;
 - 4.8.1.4 Loss of system or network functionality;
 - 4.8.1.5 A disaster scenario or act of terrorism;
 - 4.8.1.6 A prolonged power outage;
 - 4.8.1.7 A compromised (hacked) computer or server;
 - 4.8.1.8 A defaced Web page; and
 - 4.8.1.9 An information security policy violation.
- 4.9 Users should immediately report all information security incidents to helpdesk@southernwv.edu. Users must provide the following information to the extent possible:
 - 4.9.1 Point of contact (name, phone, e-mail);
 - 4.9.2 Characteristics of incident;

- 4.9.3 Date and time incident was detected;
- 4.9.4 Extent of impact;
- 4.9.5 Nature of incident, if known (i.e., unauthorized access, system breach or malfunction, data loss or exposure, defacement, other); and
- 4.9.6 Any actions taken in response to the incident.

- 4.10 Confidential, private, personally identifiable information (PII), Federal Tax Information (FTI), or other sensitive data (i.e., credit card numbers, calling card numbers, logon passwords, health information, or other protected information), must be encrypted or disassociated from any individual prior to transmission through any public data communications infrastructure, such as a network or the Internet.

- 4.11 Employees must immediately contact helpdesk@southernwv.edu upon receiving or obtaining confidential information to which the employee is not entitled or becoming aware of any inappropriate use of College-provided technology resource (Note: the owner or sender of such information must also be notified).

- 4.12 Employees will contact an immediate supervisor if there is doubt concerning authorization to access any College-provided technology resource, or if questions arise regarding acceptable or unacceptable uses. If criminal activity is suspected or detected, reporting should occur up the supervisory or management chain without delay.

- 4.13 Access controls must be consistent with all state and federal laws and statutes, and will be implemented in accordance with this policy.

- 4.14 Appropriate controls must be established and maintained to protect the confidentiality of passwords used for authentication.
 - 4.14.1 All passwords are confidential and must not be shared under any circumstances.
 - 4.14.2 Employees are expected to use strong passwords, which must conform to established standards and will be changed at intervals designated by the Office of Information Technology (OIT).

- 4.15 All access to computing resources will be granted on a need-to-use basis.

- 4.16 Individual users will be assigned unique user ID's.

- 4.17 Each user must be accountable for securing his or her computer, and for any actions that can be identified to have originated from it.

- 4.18 The Office of Information Technology (OIT) will provide network user accounts by adding, modifying, and deleting user access for customer units. Each unit will appoint a designated approval authority, who will authorize all access modifications for that unit.
 - 4.18.1 When an employee is terminated, the unit's designated approval authority must contact the Office of Information Technology (OIT) immediately to disable all access, unless otherwise approved in writing by appropriate management.
 - 4.18.2 When an employee transfers, the Office of Information Technology (OIT) will modify all access to accommodate new user roles and responsibilities according to instructions from the unit's designated approval authority.

- 4.19 All employees may be required to complete information security awareness as part of job orientation.

- 4.20 The authorized head of each unit must assure that all employees read this policy and understand that logging in to any system with College-provided credentials is an acknowledgment that the employee has read, fully comprehends, and will abide by College policies and procedures regarding privacy and information security.
- 4.21 The unit head must assure that all employees, and others who access computer systems, will receive sufficient training in policies and procedures, security requirements, correct use of information resources, and other administrative controls.
- 4.22 Background checks may be conducted by the College's Human Resources department consistent with other College policies.
- 4.23 Data/Information Assets
- 4.23.1 Information resources are designated for authorized purposes. The College has a right and a duty to review questionable employee activity. Only minimal personal use of College-provided technology resources is permitted (i.e., 10-15 minutes during break and/or lunch periods). This must not include any unauthorized uses (See SCP-7125, Information Technology Acceptable Usage), and must not interfere with the legitimate business of the College.
- 4.23.2 All information assets must be accounted for and have an assigned owner. Owners, custodians, and users of information resources must be identified and their responsibilities defined and documented.
- 4.23.3 Each owner or custodian of information will determine and document classification based on the circumstances and the nature of the information, according to a classification scheme common to all State agencies. Classification should consider legal protections, privacy, sensitivity, and criticality to the functions of the business. (For more information see WVOT-P01006, Data Classification).
- 4.23.4 The owner or custodian will determine and document the data classification, and the CIO will ensure the protective guidelines that apply for each level of information. They include, but are not limited to the following:
- 4.23.4.1 Access
 - 4.23.4.2 Use Within the College
 - 4.23.4.3 Disclosure Outside the College
 - 4.23.4.4 Electronic Distribution
 - 4.23.4.5 Disposal/Destruction
- 4.23.5 If at any time equipment or media changes ownership or is ready for disposal, the user must alert the responsible technical staff to the potential presence of any confidential and/or sensitive data on said equipment or media.
- 4.24 Physical and Environmental Security
- 4.24.1 Information resource facilities will be physically secured by measures appropriate to their critical importance.
- 4.24.2 Security vulnerabilities will be determined, and controls will be established to detect and respond to threats to facilities and physical resources.
- 4.24.3 Employees must guard against access to files and take precautions to protect technology devices when away from the workstation. This includes but is not limited to the following:

- 4.24.3.1 Logging off the computer;
- 4.24.3.2 Locking the computer; and/or
- 4.24.3.3 Locking the file cabinets and drawers.

4.24.4 Critical or sensitive data handled outside of secure areas will receive the level of protection necessary to ensure integrity and confidentiality.

4.24.5 Equipment will be secured and protected from physical and environmental damage.

4.24.6 Equipment used outside of the College premises will be given an equal or greater degree of security protection as that of on-site information resource equipment.

4.25 Information Security Administrators

4.25.1 The CIO is assigned the role of Information Security Administrator (ISA). The ISA must perform, contract, or delegate the necessary functions and responsibilities of the position as defined in this policy and the Governor's Executive Information Security Team (GEIST) charter. If necessary, the ISA may delegate duties to one or more individuals (i.e., ISL's) whose main function will be to assist in the protection of information resources within their agency.

4.25.2 The ISA will ensure that a risk management program will be implemented and documented, and that a risk analysis will be conducted periodically.

4.25.3 The ISA will oversee and ensure that cost effective contingency response and recovery plans will be maintained, providing for prompt and effective restoration of critical business functions in the event of any disruptive incident.

4.25.4 Procedures, guidelines, and mechanisms utilized during an information security incident, along with the roles and responsibilities of the incident management teams, must be established, documented, and periodically reviewed. This may include testing to make sure that all plans remain current, viable, and comprehensive.

4.25.5 Testing will be performed at intervals designated within CTO standards.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 ~~Administration~~ None.

~~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 None.

~~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 be 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.

September 2014 – Extensive policy revisions were made based upon WVOT-PO1001, Information Security Policy, State of West Virginia Office of Technology.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2015**

ITEM: Request for Approval of Institutional Compact Update for 2015-2016

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Institutional Compact Update for 2015-2016 as presented, and authorize its submission to the West Virginia Council for Community and Technical College Education for its approval.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

Southern West Virginia Community and Technical College's Institutional Compact Update for Academic Year 2015-2016 is presented to the Board of Governors for review and consideration for approval. Only completed strategies need to be reported for the 2015-16 update since a new Compact/Master Plan will begin in July 2015. The Institutional Compact Update must be submitted to the West Virginia Council for Community and Technical College Education on or before April 30, 2015. Therefore, it is the recommendation of staff that the Board approve the report as presented and its submission to the Council for approval at its next meeting.



Meeting the Challenge: MASTER PLAN

for the Community and Technical College System of West Virginia

Compact Update
Academic Year 2015-2016

Institution:

Southern West Virginia Community and Technical College

MEETING THE CHALLENGE

Institutional Compact Update

INSTRUCTIONS

Section A – Contact Information

1. Provide a contact to whom questions should be addressed.

Section B – Institutional Mission

1. Provide the approved institutional mission statement if the statement has changed since the 2011-2012 compact submission.

Section C – Compact Strategy Updates

1. For each goal and strategic priority, provide new specific strategies with timeframes and outcomes for each covering academic year 2015-2016. Also, provide an update of completed and continuing strategies.
2. Indicate, within the relevant goal, any new academic programs to be implemented over the next academic year.
3. **Strategic priorities are to be combined as a component of the appropriate compact goal as indicated on the strategy update document. This is a change from the initial master plan compact submission.**
4. Under Goal 4, provide a list of the top three critical capital facility projects for new construction or major renovation. Provide the list in priority order.
5. If one or more underserved counties are included in the community and technical college consortia district in which an institution provides services; please provide any new or continuing strategies for increasing the community and technical college participation rates in those counties. (Goal 3)
6. Narrative text may be provided for each strategy update to provide additional information or clarification. The narrative is optional.

Section D – Performance Indicator Definitions

**The Institutional Compact Updates are due in the Council office
on or before April 30, 2015**

Once updates are completed, convert to Adobe PDF format and submit electronically to June Heckel at heckel@wvctcs.org

MEETING THE CHALLENGE

Institutional Compact Update

Section A

Contact Information:

Name: Joanne Jaeger Tomblin

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Section B

Institutional Mission Statement:

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

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

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

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Section C

GOAL I: Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.

Strategic Priority 1 – Produce More Graduates

Strategies Completed	Date
Implemented full co-curricular model of delivery for college-level gateway math courses with developmental math support courses, eliminating all stand-alone prerequisite developmental level math courses.	2014
Established MOU with Adult Education Learning Centers (AELC). AELC can assist with placement test preparation to attempt to reduce the number of students requiring developmental education and provide necessary support to students prior to and during enrollment in co-curricular math and English courses	2014
Training in SCALE theory and activities for active, engaged student learning was made available to all faculty.	2014
The Medical Assisting Program has been added to the Williamson Campus. The first Williamson Campus cohort will begin the program May 2015.	2015
Review of the local business industry led to a change in the Business curriculum and new program development. The AAS in Strategic Business Integration was approved in the Spring of 2015.	2014
Revitalize the Business Advisory Board in order to solicit input into the knowledge and skills needed of Southern’s business program graduates.	2014
Strategically targeted funding for the development of programs that meet documented workforce needs.	2015
Southern’s participation in the statewide “Degree Now” initiative targeting adults 25 and older with some college credit but no degree has been completed.	2014

Narrative (Optional):

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GOAL 2: Provide workforce development programs that meet the demands of West Virginia’s employers and enhance West Virginia’s economic development efforts.

Strategic Priority 2 – Promote Strong Employer Partnerships

Strategies Completed	Date
Appalachian Leadership Academy students, 2013 cohort, engaged in community projects to assist the Mingo County towns of Williamson, Delbarton, Matewan, and Kermit/Lenore to increase community involvement and support initiatives to improve and expand community development, economic development, and tourism.	2014
Expanded workforce development education courses and/or programs into other sectors and industries. Tourism and small businesses in 2014.	2014
Delivered professional development and skill set training to business and industry.	2014
Strategically targeted funding for the development of programs that meet documented workforce needs.	2014
Worked in cooperation on regional projects with all economic development authorities, chambers of commerce, convention and visitor bureaus, public officials, and community leaders throughout the college’s region to strategically address economic and workforce challenges. (E-commerce project)	2014
Applied for workforce related grants to meet workforce needs.	2014
Conducted employer surveys as needed to assist in development of customized training. (E-commerce project)	2014
Developed and delivered e-commerce training for tourism and other small businesses throughout the service area.	2014
Developed an internal entrepreneurial team to cultivate a cooperative integration of entrepreneurial skills across college programs providing students tools for self-employment, business development, and job creation and an entrepreneurial culture throughout the region.	2014
Organized and engaged internal sector-based employer engagement team.	2014
Drafted a Sector-Based Employer Engagement Plan	2014

Narrative (Optional):

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GOAL 3: Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.

Strategic Priority 3 – Serve More Adults

Strategies Completed	Date
Maintained tuition and fees at or below the System average on an annual basis.	2015
Strategically targeted funding for the development of programs that meet documented workforce needs.	2015
The Medical Assisting Program has been added to the Williamson Campus. The first Williamson Campus cohort will begin the program May 2015.	2015

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GOAL 4: Provide resources to meet the needs of community and technical college students and employees.

Strategic Priority 4 – Build and Maintain Facilities

Strategies Completed	Date
Maintained support received from the Southern West Virginia Community College Foundation.	2015
Completed camera installations at all locations.	2015

Narrative (Optional):

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Section D

Performance Indicator Definitions

AAS in Occupational Development	Program administered by West Virginia community and technical colleges in cooperation with Registered Apprenticeship programs that recognizes for college credit the competencies and skills achieved in the apprentice program.
ACT WorkKeys	An assessment program developed by American College Testing (ACT) that measures workforce readiness skills necessary to be successful in the workforce for a given occupation.
Adult Basic Education	Program administered by the West Virginia Department of Education that assists individuals in enhancing general education skills and preparing for the General Education Development (GED) examination.
Adult Students	Students age 25 or above.
Advanced Skill Set	A series of courses or competencies that prepare individuals for a specific skill and carry a value of 12 or more but less than 30 credit hours of non-credit contact hours equivalent to 12 or more but less than 30 credit hours.
Annual Headcount Enrollment	The unduplicated for-credit student (full- and part-time) enrollment number of all enrollment periods during the academic year.
Associate Degree	A defined program for students in a specific occupational area consisting of a minimum of sixty (60) collegiate credit hours.
Average Net Tuition Rate	The difference between the average resident student cost of attendance and offsetting federal and state financial aid.
Baccalaureate Program	College courses or programs leading to a four-year degree.
Brokering	The act of a community and technical college facilitating the delivery of a program or course into the district from another educational provider.

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Business Consultation

A one-on-one meeting between college personnel, students, or business assistance organizations hosted by the college with a representative for a "for profit" or nonprofit business organization at which meeting technical information is conveyed to or assistance is rendered to the business organization. The number of sessions is the number of distinct occurrences of assistance; the number of hours is the total number of hours of assistance rendered. Examples of business consultations are (but not limited to) student business internships, business consulting by college faculty, technical support given to businesses housed within a business incubator owned or managed by the college, and technical support provided to businesses by Small Business Development Center personnel.

Career-Technical Program

Community and technical college degree programs that prepare students to enter the workforce directly upon completion of the program.

Certificate/AAS in Technical Studies Program

Program administered by a West Virginia community and technical college that is either customized to meet an employer or group of employers' needs or recognizes employer training programs for college credit.

Certificate Degree Program

A defined program of study in a specific occupational area consisting of a minimum of thirty (30) collegiate credit hours.

Certification Passage Rate

The percentage of students taking and passing a certification examination within one year after graduation.

College-Going Rate

The percentage of high school graduates in the community and technical college consortia district enrolling in post-secondary education during the Fall term following graduation.

Consortia District

The counties in West Virginia that comprise a geographic region as defined in WV Code 18B-3C-4.

Contact Hours

Number of Students X Number of Session Hours
Example: 10 students x 3 hour session = 30 contact hours

Continuous Enrollment

Enrollment of students (full- and part-time) from one academic year to the next without interruption.

Cost Savings

The reduction in institutional costs through innovative activities and practices that allow for redirection of funding.

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Credit Program	Those programs delivered by a community and technical college that are assigned a specific number of college credits.
Customized Education or Training Program	A program developed by the community and technical college that meets documented employer needs and may be for credit or non-credit, short-term or long-term.
Degree Production	The total number of certificate and associate degrees awarded annually.
Developmental Education	Courses, generally in areas of mathematics, reading and writing, offered to those that lack the fundamental education competencies to be successful in college-level course work.
Developmental Education Success	The percentage of students enrolling in an English or mathematics developmental course and successfully completing the subsequent college-level course within two years of the initial enrollment in the developmental course.
Distance Education	The delivery of courses by synchronous or asynchronous technology via the internet, electronic, digital, on-line, video or any other technology driven delivery.
Dual Credit	Those courses in which an early admission student is receiving both high school and college credit for the course.
Early Admission Students	High school students enrolled in a college-level course.
Education Program	A defined sequence of instruction that results in the awarding of collegiate credit.
Entrepreneurship Program	Programs developed to assist individuals in operating their own business or to be self-employed.
External Funding	Funding secured from sources other than state general revenue allocations, tuition and fees, Federal Perkins allocations, West Virginia Advance and Technical Program Development. In addition to funding secured from private sources, funding that may be counted as external are: (a) House Bill 3009 and the matching funding received to secure the grant; (b) Any matching external funding secured for West Virginia Advance and Technical Program Development Grants; and, (c) Funding secured for contract training and continuing education.

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Faculty Salary National Average

The average salary of full-time faculty as reported by CUPA-HR.

Graduation Rate

The percentage of first-time students (full- and part-time) graduating with a certificate or associate degree within six years.

Hybrid Course

A course delivered utilizing a combination of on-line and face-to-face instruction.

Job Placement

Full-time or part-time employment in a field or related field of study, continuation of education or enlistment in military service.

Licensure Passage Rate

The percentage of students taking and passing a licensure examination within one year after graduation.

Non-Credit Program

Those programs delivered by a community and technical college that are not assigned a designated college credit unit, and in most cases, are not counted as meeting requirement for degree completion, but does lead to specific skills or skill enhancement.

Non-Traditional Age Student

Students age 25 and above.

On-Line Course

A course that is delivered totally using on-line instruction.

Participation Rate

Percentage of citizens in a given district attending a community and technical college.

Program

A program that is a coherent, specialized curriculum or skill sets designed to deliver a specific body of knowledge for personal/career development or professional continuing education.

Regional Industry Sector Partnership

Organizing an institution's workforce and technical program planning and development process by involving multiple employers of a particular economic sector; i.e., manufacturing, healthcare, energy, having a partnership steering committee and meeting at least three times a year.

Retention Rate

The percentage of students (full- and part-time) enrolled during the academic year (fall, spring or summer) and enrolled for the next Fall semester at any West Virginia public higher education institution.

Skill Set

A series of courses or competencies that prepare individuals for a specific skill and carry a value of fewer than 12 credit hours or non-credit contact hours equivalent to fewer than 12 credit hours.

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Student Financial Aid Participation Rate	The percentage of a college's total student enrollment receiving student financial aid assistance consisting of grants, scholarships and tuition waivers, but not student loans.
Student Success Rate	The percentage of students in each six year cohort earning a certificate degree, an associate degree or transferring to a four-year college without earning a certificate degree or associate degree.
Traditional Age Student	Students between the ages of 18-24.
Training Program	A defined sequence of instruction with competencies in a specific area and may be for-credit or not-for-credit.
Transfer Program	A community and technical college program intended to prepare a student to transfer to a baccalaureate institution or program.
Transfer Rate	Percentage of credit students enrolled in community and technical colleges in a given semester and enrolled in a baccalaureate institution the next Fall semester.
Underserved County	A county that has a low number of community and technical college enrollment in proportion to other counties. Those counties are: Barbour, Braxton, Calhoun, Clay, Hampshire, Lewis, McDowell, Putnam, Randolph, Summers, Upshur and Wayne.
Workshop	An offering of knowledge over a period of time, usually no more than one or two days, that generally combines instruction with laboratory or experimental activity.