



Southern
Southern West Virginia
Community and Technical College

Board of Governors

**APRIL 16, 2013
MEETING AGENDA**

Members

Thomas A. Heywood, Chair
Wilma J. Zigmond, Vice Chair
Glenn T. Yost, Secretary
Linda Q. Akers
Kevin N. Fowler
Shelley T. Huffman

Jada C. Hunter
George Kostas
Terry R. Sammons
Eileen Aranas
Debbie Dingess
George Morrison

Joanne Jaeger Tomblin
President

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 16, 2013
Room 433, 1601 Armory Drive, Williamson WV

AGENDA

1. Call to Order Mr. Tom Heywood
Board Chair
2. Report on 2013 HLC Accreditation Self-Study Dr. Merle Dempsey
Mr. Steven Lacek
Self-Study Coordinators
3. President's Report Ms. Joanne Jaeger Tomblin
President
4. Financial Report Mr. Samuel Litteral
Vice President for Finance and Administration
5. Action Items
 - 5.1 Appointment of Nominating Committee for 2014 Board Officers Chair Heywood
 - 5.2 Appointment of Presidential Review Committee (annual evaluation) Chair Heywood
 - 5.3 Appointment of Board Ceremonial Representative Chair Heywood
 - 5.3.1 Allied Health Pinning, Board Greetings, May 3
 - 5.3.2 Commencement, Board Greetings, May 4
 - 5.4 Request for Approval of February 19, 2013 Meeting Minutes pp. 3-12
 - 5.5 Distance Learning (SCP-3000) Follow-up Report to Board of Governors Ms. Carol Howerton
Chair, Applied and Industrial Engineering Department
 - 5.6 Action on Program Reviews pp. 13-321
 - 5.6.1 Business Accounting, Associate in Applied Science pp. 14-76
 - 5.6.2 Business Administration, Associate in Applied Science pp. 77-160
 - 5.6.3 Office Administration, Associate in Applied Science pp. 161-213
 - 5.6.4 Office Administration, Certificate pp. 214-261
 - 5.6.5 Dental Hygiene, Associate in Applied Science pp. 262-282
 - 5.6.6 Survey Technology, Associate in Applied Science pp. 283-302
 - 5.6.7 Survey Technology, Certificate pp. 303-321

5.7	Action on Post-Audit Reviews Required by Community and Technical College System . . .	pp. 322-417
5.7.1	Addiction Counseling, Associate in Applied Science and Certificate	pp. 323-374
5.7.2	Paramedic Science, Associate in Applied Science	pp. 375-395
5.7.3	Homeland Security and Emergency Service, Associate in Applied Science	pp. 396-417
5.8	Action on Follow-up Reports Required by Community and Technical College System . .	pp. 418-422
5.8.1	Central Sterile Supply, Certificate	pp. 419-422
5.8.2	Forensic Psychology and Investigation, Certificate and Associate in Applied Science	President Tomblin
5.8.3	Mine Management, Associate in Applied Science	President Tomblin
5.9	Action on Institutional Policies for Final Approval	pp. 423-436
5.9.1	SCP-2165, Educational Release Time for Classified Employees	pp. 424-429
5.9.2	SCP-3637, General Education Philosophy and Goals	pp. 430-432
5.9.3	SCP-5100, Disposition and Sale of Surplus/Excess Property	pp. 433-436
5.10	Action on Institutional Policies Presented for 30-day Public Comment	pp. 437-461
5.10.1	SCP-2171, Professional and Educational Requirements for Faculty	pp. 438-443
5.10.2	SCP-2701, Reduction in Workforce: Faculty Personnel	pp. 444-456
5.10.3	SCP-5260, Meeting Financial Exigencies	pp. 457-461
6.	Informational	pp. 462-480
6.1	Institutional Policies Approved by Chancellor Skidmore	p. 463
6.2	Institutional Compact Update for 2013-2014	pp. 464-480
7.	Adjournment	Chair Heywood

Southern West Virginia Community and Technical College Board of Governors
Board of Governors Meeting of February 19, 2013
2900 Dempsey Branch Road, Room 428, Building C
Mount Gay, West Virginia and by Teleconference

Board Members Present: Wilma Zigmond, Glenn Yost, Jada Hunter, George Kostas, Shelley Huffman, George Morrison, Debbie Dingess, Eileen Aranas, Tom Heywood (arrived at 6:30)

Board Members Absent: Linda Akers, Kevin Fowler, Terry Sammons

Southern Staff: President/First Lady Joanne Jaeger Tomblin, Samuel Litteral, Harry Langley, Ron Lemon, Allyn Sue Barker, Pam Alderman, Cindy McCoy, Gary Holeman, Merle Dempsey, Steve Lacek, Charles Puckett, Melissa Kirk, Tehseen Irfan, David Ermold, Chris Gray, Emma Baisden

1. Call to Order:

Ms. Wilma Zigmond, Board of Governors Vice Chair, declared a quorum present and convened the meeting at 6:10 p.m.

2. Faculty Senate Presentation

Mr. David Ermold, Faculty Senate Chair, informed Board members that the Faculty Senate is designed to create an open channel between the faculty, administration, and Board of Governors. Mr. Ermold informed the Board that the faculty had worked diligently to revise the current Faculty Senate Constitution to comply with West Virginia legislation and to coincide with the “look” or format of Southern College Policies. Mr. Ermold brought forward concerns which are important to the faculty: (1) Classroom Technology - Faculty would like to have input on the technology needs for the classrooms. Technology is needed in every classroom and in every building of Southern’s campuses. (2) Faculty Professional Development Funds - Southern’s faculty understand the institution is facing an overall budget cut and know there is no money for pay raises for the upcoming academic year. However, they would like to see an increase in faculty professional development funds and thought grant funds may be available for professional development. (3) Trimester System - Petitions have been signed to return to semesters instead of trimesters. Mr. Ermold stated that STEM (science, technology, engineering, and math) classes need additional hours for lectures. He questioned the trimester systems benefit to students and asked if student enrollment has increased or decreased. Board Secretary, Glenn Yost, asked Mr. Ermold what the students like. Mr. Ermold stated that most of the students that he had personally talked with liked the semester schedule best because they need the extra week offered in a term. Following his presentation, the Board of Governors thanked Mr. Ermold for his service and for providing them with the current concerns of the faculty.

3. Report on 2013 HLC Accreditation Self-Study

Dr. Merle Dempsey began by thanking Mr. Steve Lacek for picking up much of the load of writing the self-study report as he has had other obligations. He encouraged employees and Board members to read the document and provide input on its content. Dr. Dempsey primarily wants the information to be beneficial to the college community, and will clarify questions that anyone may have. He stated the self-study process has truly been a team effort. Dr. Dempsey informed Board members that the College had received notification about eight days ago that a supplemental report on how Southern governs its campuses is due to the Higher Learning Commission and Evaluation Team on March 22, 2013. The writing of the multi-campus overview is moving well at this point. Dr. Dempsey again thanked Mr. Lacek for his work on the self-study report, Mr. George Morrison for editing the document, Emma Baisden for her work on the document and resource room, and Mr. Chad Scott for compiling essential data.

Board of Governors Chair, Tom Heywood, joined the meeting at 6:30.

4. President's Report:

- 4.1 President/First Lady Tomblin informed Board members that the original Evaluation Team Chair, Dr. Irene Kovala, declined the appointment, and the Higher Learning Commission have appointed a replacement, Dr. Sally Winship. Dr. Winship is the Vice President Emeriti of Workforce, Community, and Economic Development at Johnson County Community College. President Tomblin has been in contact with Dr. Winship concerning arrangements for the on-site visit scheduled for April 22-24, 2013. They are working on the visit itinerary which will be released as soon as it is finalized and approved by the Evaluation Team.
- 4.2 The Spring 2013 headcount is 1,898 and full-time enrollment (FTE) is 1,413.3. Enrollment data indicates a slight increase over the past two Spring semesters.
- 4.3 The dedication ceremony for the Applied Technology facility in Williamson is scheduled for 2:00 p.m. on April 16, 2013. The Board's regular scheduled business meeting will be held at the Williamson Campus beginning at 6:00 p.m.
- 4.4 General registration for the Spring semester was conducted January 7-10, 2013.
- 4.5 Southern is expecting a 7.5% budget cut for 2013-2014. Discussions have been conducted with administrators on how budget cuts will be made.

Higher Education (community and technical colleges) will face the largest budget cut of 34 million - \$692,000 cut for Southern. The Board's Committee on Tuition and Fees met and will make its recommendation to the Board this evening.

- 4.6 President/First Lady Tomblin, Harry Langley, Sam Litteral, and Allyn Sue Barker met with Chancellor Jim Skidmore regarding Technical Development Grants for the new technology facility in Williamson. Chancellor Skidmore has monies available to conduct focus groups with industry leaders to seek their input on industry needs in the Mingo County region. The outcome of the focus groups will drive what programs are needed and will be offered in the new Williamson facility.
- 4.7 The annual Harmony 365 kickoff was conducted on February 17 with a candlelight vigil at the First Street Baptist Church in Williamson. The event was well attended.
- 4.8 A new class of Appalachian Leaders was inducted into the Leadership Academy at the Williamson Campus on December 10.
- 4.9 President/First Lady Tomblin, Dr. Harry Langley, and Southern's academic department leadership held a joint partnership meeting with West Virginia State University officials. Dr. Brian Hemphill, President of West Virginia State University, is very aggressive and wants to work with Southern to develop new opportunities for students.
- 4.10 American Public University CEO, Dr. Wallace (Wally) Boston, would like to establish an online transfer agreement with Southern. President/First Lady Tomblin and Dr. Harry Langley met with representatives Dr. John Hough and Katherine Shaw to discuss establishing a transfer agreement for online education. American Public University is headquartered in Charles Town, West Virginia.
- 4.11 College Goal Sunday workshops were held on February 10 at more than 20 locations around the state. The workshops provided an opportunity for students and families to receive free confidential support in completing the FASFA (Federal Application for Federal Student Aid). Southern's workshops were well attended.
- 4.12 The President's Student Circle Brunches will begin this month. The first brunch will be held at the Williamson Campus on February 28th. These were initiated at the request of Eileen Aranas, Student Representative to the Board of Governors.

- 4.13 Beginning with the Fall 2013 semester, President/First Lady Tomblin will reinstate her high school visiting team.
- 4.14 Major General James Hoyer, Adjutant General of the West Virginia National Guard has agreed to serve as Commencement Speaker on May 4.
- 4.15 The ACCT Conference will be held October 2-5, 2013 in Seattle, Washington.
- 4.16 Chancellor Skidmore's office is offering Board professional development training opportunities for Board members still in need of training hours by June 30, 2013. The training includes pod casts, videos, and presentations. Board members should contact Emma Baisden for further details.

5. Financial Report

Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated January 31, 2013 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. Revenues are 56.2 percent and current expenses are at 65 percent. Due to the March 2012 flood, repairs and alterations were \$117,484.

Mr. Litteral informed Board members of projects underway in his unit:

- The Banner Accounts Receivable Revitalization project is well underway and is intended to link the Finance department business processes with Financial Aid processes. When completed, this project will help Southern in awarding students with scholarships, grants, loans, student work study, as well as financial management of student accounts. It will provide best practices and regulatory support critical to institutional processing of student accounts.
- Southern has contracted with MBS Direct to provide a virtual bookstore for students beginning Fall 2013.

6. Board of Governors Committee on Tuition and Fees Proposal

Mr. Tom Heywood, Chair of the Committee on Tuition and Fees, reminded Board members that the Tuition and Fees Committee are working on a on a multi-year strategy to bring Southern's tuition to that of peers within the state. In 2008-2009, Southern's Board of Governors determined that the College would need a 9.5% tuition increase annually for the next five years to meet increasing operational costs, based on the assumption that Southern's state appropriations would remain flat during this period. Due to a 4.5% cap placed on tuition in 2010, no tuition increases were approved. While Southern wants always to insure that it remains affordable and accessible and does not want to place tuition out of reach for students, it is clear that tuition and fees are at the bottom. The Committee plans to request a tuition

increase of 15.24% or \$156.00 per semester for fiscal year 2013-2014. The increase would not have a significant impact on students receiving financial assistance, and very few Southern students take out loans to cover educational expenses. Ms. Eileen Aranas serves on the Board's Committee on Tuition and Fees to represent students and provide the student's perspective. She informed the group that "students attend Southern because of the quality of instruction received."

At its January 28, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors Committee on Tuition and Fees recommended a minimum increase of \$156.00 per semester increase per FTE for resident students effective July 1, 2013. The increase will bring Southern's full-time tuition to \$1,416.00 per semester. If approved, Mr. Heywood recommended the request be submitted to the West Virginia Council for Community and Technical College Education for action at its next meeting.

7. Action Items:

7.1 Request for Approval of Proposed Tuition Increase

MOTION: Glenn Yost 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 \$156.00 per semester per FTE for the 2013-2014 academic year effective July 1, 2013.

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

7.2 Request for Approval of ACCUPLACER Retest Fee

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed ACCUPLACER Retest Fee of \$2.50 per unit effective July 01, 2013.

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

7.3 Request for Approval to Increase Returned Check Fee

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed increase of \$40.00 to the current Returned Check Fee bringing the new fee to \$50.00 effective July 01, 2013.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

7.4 Request for Approval to Increase Late Payment Fee

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed late payment fee increase of \$40.00 bringing the new fee to \$50.00 effective July 01, 2013.

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

7.5 Request for Approval of December 11, 2012 Meeting Minutes

MOTION: Glenn Yost moved to accept the December 11, 2012 minutes as presented.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

7.6 Request for Approval of Mission Statement

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 adoption of the proposed

Mission Statement, effective July 1, 2013, following the 30-day public comment period.

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

7.7 Request for Approval of Certificate in Applied Science (CAS) in General Studies

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the implementation of the statewide Certificate of Applied Science (CAS) in General Studies and notification to the Chancellor for Community and Technical College Education of Southern's intent to implement this program.

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

7.8 Action on Institutional Policies for Final Approval

7.8.1 SCP-2580, Part-time Employees: Classified Staff and Adjunct Faculty

MOTION: Glenn Yost 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-2580, *Part-time Employees: Classified Staff and Adjunct Faculty*, following the required 30-day public comment period.

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

7.8.2 SCP-3201, Challenging a Course/Credit by Examination

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policy (with attachments) following the required 30-day public comment period.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

7.8.3 SCP-8600, Board of Governors Operational Guideline Policy and Attachment 8600.A

MOTION: George Kostas 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-8600, Board of Governors Operational Guidelines Policy and its attachment (SCP-8600.A) as presented following the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

7.9 Action on Institutional Policies Presented for 30-day Public Comment

7.9.1 SCP-2165, Educational Release Time for Classified Employees

MOTION: Glenn Yost 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-2165, *Educational Release Time for Classified Employees* (with attachment) to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

7.9.2 SCP-2171, Professional and Educational Requirements for Faculty and Instructional Staff

MOTION: George Morrison moved the adoption of the following resolution with the following request for clarification: "6.1.1.4 - needs to be reworded to clarify if the faculty who teach in Transitional Studies (remedial) programs who have a bachelor's degree will hold faculty rank."

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2171, *Professional and Educational Requirements for Faculty and Instructional Staff*, (with attachment) to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

7.9.3 SCP-2701, Reduction in Force: Faculty Personnel

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-2701, *Reduction in Work Force: Faculty Personnel*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

7.9.4 SCP-3637, General Education Philosophy and Goals

MOTION: Jada Hunter moved the adoption of the following resolution revised to become effective July 1, 2013:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3637, *General Education Philosophy and Goals*, to

Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

7.9.5 SCP-5100, Disposition and Sale of Surplus/Excess Property

MOTION: Glenn Yost 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-5100, *Disposition and Sale of Surplus/Excess Property*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8. Adjournment:

There being no further business, Chair Heywood declared the meeting adjourned at 7:20 p.m. The next Board meeting is scheduled for April 16, 2013.

Thomas A. Heywood, Chair

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

DRAFT

Academic Program Review 2012-2013

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Business Accounting, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: **Gail Hall**

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Business conducted a program review of the Business Accounting, Associate in Applied Science degree program during the 2012-2013 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. A greater emphasis will be placed on graduation rates and on identifying majors within the program. Although the number of declared majors per year is acceptable, the numbers of students enrolled and graduating in Business Accounting have decreased from the previous program reviews.

An undertaking to correct this situation includes the development and promotion of skill sets to provide an opportunity for those who may want to enter this occupational area; a restructuring of the curriculum with total hours required of 60; delivery system of curriculum to include more on-line courses; and marketing.

PROGRAM REVIEW

Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation Program without Specialized Accreditation

Program: Business Accounting, Associate in Applied Science 2-1-13
Degree and Title 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;
- X 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:

The enrollments during this review period have been on the downside of the cycle that past history reflects; therefore, corrective action is being recommended. Activities that will positively impact enrollments include: development of Skill Sets that will help those who wish to enter this occupational area; restructuring of curriculum with total hours required of 60; marketing; and, delivery system of curriculum including an increase in the number of available web classes.

Signature of person preparing report if other than Department Chair	Date
<i>Daile Hall</i>	2-1-2013
Signature of Department Chair	Date
<i>Dr. Pamela L. Alderman</i>	3/25/13
Signature of Dean	Date
<i>Harry M. Langdon</i>	3-27-13
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

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

Summary of Findings
2012-2013

Program Title: Business Accounting, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewers(s).

A. Adequacy

- The program's curriculum has adequate requirements that meet the needs of businesses and industry
- The program has established goals and objectives
- The program maintains appropriate assessment tools
- Students' opportunity for employment or motivation to continue education
- Highly competent and committed faculty who are willing to move into delivering web-based courses
- Entrance abilities for the students are within community college standards

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- The program has sufficient enrollment
- Graduates are within the expectations for the program
- Previous history of the program indicates future students seeking the degree will steadily increase, particularly those enrolling as full-time

Conclusion: Program meets minimum viability requirements.

C. Necessity

- Number of students enrolled as majors is acceptable.
- The program meets business and industry demands
- Graduates find gainful employment or become motivated to pursue a higher educational level degree.
- The number of students graduating is acceptable but is expected to grow throughout the next assessment period, particularly with the new 60-hour curriculum.

Conclusion: 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.

II. Plans for program improvement, including timeline.

New skill sets and restricted electives have been developed to expand offerings and keep current with student/business needs. Marketing of these will begin in 2012-13. Faculty will continue developing major courses for on-line delivery, as their "load time" permits.

Additional efforts are being made in tracking and advising students to assist with completion of courses in sequence. Along with advising student efforts, students will also be tracked beyond graduation. These activities are ongoing.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

The identified weaknesses in previous review related to students being identified in the computer in the major they are actually pursuing. Too, being able to obtain appropriate student and employer feedback is still somewhat of a weakness in spite of survey efforts. Increased efforts toward eliminating both of these conditions to include, after one month, sending a second copy (followup) survey to nonresponders. Efforts will be ongoing.

IV. Five-year-trend data on graduates and majors enrolled.

The number of part-time Accounting enrollees, which will adversely impact the number of graduates, has decreased. (This is characteristic of the cyclical nature of the business programs. The part-time students, persistent though they are, take longer to achieve their graduation goal.) However, the number of full-time enrollees has remained fairly steady. It is expected that as Southern's enrollment increases, the program's enrollment will experience a steady proportionate increase during future review periods.

V. Summary of assessment model and how results are used for program improvement.

The assessment model contains a variety of measurements for classroom performance. The pre-test/post-test administration has produced one cohort that will be used to build upon for benchmark data. This model will be further strengthened with the addition (in 2012-13) of graduates taking the NOCTI Accounting exam during their final term of study. The outcomes of assessment data are shared and discussed regularly with faculty, with changes being made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement.

Graduates who actively seek accounting jobs following their graduation have found employment within a relatively short time period. The surveys returned (seven from the Summer 2012 survey) reveal that students were either employed and/or enrolled to continue their education to the next higher level.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

Program Review
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2012-2013

Program Title: Business Accounting, Associate in Applied Science

Date of Last Review: 2007-2008

I. Program Description:

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The Business Accounting Program total hours required has varied during this review period from 68 to 70 and back to 67, ending up at 60, beginning 2012-13. 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 Business Accounting degree in Applied Science remains under scrutiny of the faculty/advisory committee members so that it remains current/viable. During the period of this review, the hours have fluctuated from 68 to 70 and back to 67, ending up at 60, beginning 2012-13. The curriculum currently has 18 hours identified as support courses (general education and business core), nine hours of which are available via the web. Of the remainder (major courses), eight of the courses are on the web. The curricular requirements are broken down over four semesters/trimesters (a two-year period) with hours per semester ranging from 15 to 18 credit hours. See Appendix I.

2. Faculty:
 The Business Accounting faculty is in the Department of Business. Upon the retirement of a long-time accounting instructor in 2009, the department has been reduced to one full-time Accounting instructor who travels between Logan and Williamson Campuses. The faculty at the other two campuses also teach Business/ Economics/Finance/ Management/Marketing courses, in addition to Accounting. The Business Accounting program is also staffed with qualified adjunct faculty on an as-needed basis. Faculty enrollment in Accounting classes for the past five years is listed below:

<u>Instructor</u>	<u>Number of courses</u>	<u>Enroll- ment</u>
Alderman, Bill	5	65
*Blackburn, Paul	1	13
Hensley, Gordon L.	60	608
*McKeever, Jennifer	1	6
McNeal, Rosa Lea	1	11
Redd, Michael	12	97
Stupi, Thaddeus	39	348
**White, Connie	40	581

*adjunct faculty; **adjunct since retirement

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

3. Students:
- a. Entrance Policy:
 The Business Accounting Program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College.
- 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 accounting 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 Business Accounting graduates include:

- exhibit mastery of the accounting cycle

- exhibit knowledge of oral and written communication, mathematical, and managerial skills
- demonstrate an understanding of the elements of financial statements
- demonstrate the ability to make financial analysis using financial statements and other organizational data
- exhibit ethical, responsible, and dependable behavior
- exhibit a knowledge of payroll and/or general tax preparations
- appreciate the need for lifelong learning
- exhibit a working knowledge of different application software used in the accounting field

4. Resources

a. Financial

The program receives an annual budget dedicated to meeting the program's needs. As will be noted from the budgets during this review period, resources have been minimal. Available funds have limited the updating of audio visuals as well as an update of the computers in the two dedicated labs. (See Appendix III)

b. Facilities

The program has a dedicated lab on both the Logan and Williamson Campuses. The labs are equipped with computers as well as a projector and screen. The program shares a comparable room at the other two campuses.

5. Assessment Information

The Business Accounting Program has a variety of assessment measures. In addition to the Program's pre-test/post-test instrument administration (have been administering to get cohorts that will have results to enable us to establish benchmarks), 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 and four, MAPP was administered. Year five, the ETS Proficiency Profile was administered. (See Appendix IV.)

Faculty have reviewed and adopted the National Occupational Competency Testing Institute's (NOCTI) Accounting test which provides both national averages and criterion-referenced cut scores for use in gauging student knowledge and determining program improvement needs. The NOCTI test will be administered to 2012-2013 graduates.

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 somewhat limited. A majority of the students who respond prefer not to include employer or salary information. Increased efforts, particularly with a second survey to initial nonresponders, will be made. 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.

Survey efforts have resulted in the following information (Column 1: Year of Graduation with student responding; Column 2: Working six months after graduation; Column 3: position title; Column 4: If enrolled in College, where or in future plan to do so; Column 5: salary range):

Year Grad.	Working	Position Title	College Enrolled	Salary
2008 - 1	30 hrs.	Shipping/Receiving	MU	\$25-39,999.
2	less than 30 hrs	Fin. Aid Ass't II	WV State	<15,000
3	30 hrs.	Assistant Prof.	MU	\$25-39,999.
2009 - 1	30 hrs.	Office Manager	WV State	\$15-24,999.
2	No - seeking job		Future plans	
3	less than 30 hrs	Accounting Clerk	MU	<\$15,000
2011 - 1	30 hrs.	Accounting Intern	Future plans	\$25-39,999.
2	30 hrs.	Accounting Tech III	WV State	\$25-39,999.
3	No	None	WVU	None

The summer of 2012 survey resulted in seven respondents indicating they were employed full time in positions such: as Associate Accountant, Arnett & Foster, PLLC; Trust Accountant, HealthSmart Benefit Solutions; Payroll Clerk, Hobet Mining; Accountant, IRS/Beckley Finance Center; Deposit Operations Specialist, Premier Bank; Accounting Tech 2, State of West Virginia; and Banking Center Manager, WesBanco Bank. The salary ranges were \$25,000 to \$60,000. All seven also responded they were currently continuing with their education or plans to do so were in their future.

6. Previous Program Review
The last program review was conducted in 2007-2008. The program was continued at the current level of activity.
7. Advisory Committee:
The Business Accounting Program shares in an active advisory committee for all of the Department of Business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms. The number of members attending the meetings has varied; 10 members took part in the last annual meeting in April 2012.
8. Strengths and Weaknesses:

STRENGTHS:

Availability of the program
Students' opportunity for employment and/or motivation to continue education
Highly competent and committed faculty
Web-based courses

WEAKNESSES:

Need for students to properly identify major
Graduation rate
Lack of marketing
Need for one additional full-time Accounting faculty member

B. Viability:

1. Number of majors in the last five years, by enrollment status:

<u>Term</u>	<u>Enrollment</u>	<u>Full-Time</u>	<u>Part-Time</u>
Spring 2012	38	29	9
Fall 2011	44	39	5
Spring 2011	55	36	19
Fall 2010	50	33	12
Spring 2010	45	39	11
Fall 2009	47	*	*
Spring 2009	50	32	18
Fall 2008	61	45	16
Spring 2008	58	38	20
Fall 2007	60	35	25

*not available by status

Enrollment Trends for Previous Five Years:

The enrollment in all Business programs is generally cyclical, paralleling that of the College's enrollment. An analysis of the Business Accounting specific courses reveals a cyclical enrollment which results in varying graduation rates. Since the loss of one full-time faculty member to retirement, the offerings of the Major specific courses has been somewhat limited. The days and times the courses have traditionally been offered had to be changed since the one full-time faculty member was traveling between locations. Part-time enrollees have been affected by this altered schedule.

Number of Graduates for previous five years

In the period of Fall 2007 to Spring 2012 data are available showing 69 graduates.

<u>Year</u>	<u>Graduates</u>
2007 - 2008	15
2008 - 2009	15
2009 - 2010	14
2010 - 2011	16
2011 - 2012	9

Graduates of the AAS degree Accounting program usually find entry-level positions as a bookkeeping, accounts payable, or payroll clerk. The State's median annual salary for these positions is approximately \$28,300. As noted earlier in the most recent survey returns, those students - except the Payroll Clerk - hold higher-level positions and make a higher salary than entry level. Also, two of this survey's respondents are currently enrolled in a higher degree while the remainder indicated additional college is in their future.

Enrollment Projections

Enrollment trends, as indicated by enrollments in AC 211 and 212, are in the fluctuating phase of the cycle. It is projected that as we begin the upward turn, enrollments will increase. As the Department of Labor has revealed, the occupational growth rate nationally for the Accounting jobs is normal (14 percent) but with a bright outlook for employment. In this same report, the West Virginia growth rate is three percent. Too, a Science elective requirement that was in the program during 2009-10 and 2010-11 has been removed from the curriculum which will enhance the program's desirability.

2. Program Course Enrollment

This program offers a variety of specialized courses. Courses are open to all students (limited by having stated prerequisite);

however, the majority are taken by majors only or are enrolled in another business program. For student enrollment in Accounting courses, see Appendix V.

3. Service Courses

This program has several courses that are required in other Departmental programs - Business Administration, Mine Management, and Office Administration. Also served are those students who are enrolled in University Transfer with the intent of pursuing a BBA degree.

4. Off-Campus/Distance Delivery Courses

This program has four courses that are currently offered by distance delivery: Managerial Accounting (AC 249), Computerized Accounting (AC 250), Governmental Accounting (AC 255), and Payroll Accounting (AC 265). Another course, Accounting Practicum (AC 113), was previously part of the curriculum but was discontinued in 2010.

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

Southern has 2 + 2 agreements in Business Accounting with West Virginia Institute of Technology, West Virginia State University, and Franklin University. Many courses in each of these agreements are available via web. For articulation agreement with Franklin University, see Appendix V.

C. Necessity

There is an identified need for accounting employees within our service area as well as statewide, as evidenced by the employment rate indicated on returned graduate surveys. Students desiring an accounting occupation 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. Recommendations:

Based upon this program review, the continuation of the Business Accounting AAS degree program at the current level of activity with corrective action is recommended. Activities that will impact positively the program include: developed Skill Sets will help those who wish to enter this occupational area; restructured curriculum with total hours required of 60; marketing; and, an increase in number of Major classes available in web format.

Appendix I

Curriculum 2007-2012

Business Accounting

Associate in Applied Science
60 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

¹Restricted Elective – choose 3 hours from:

Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration.

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

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Business Accounting

Associate in Applied Science

Minimum 67 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 115	Business Mathematical Applications	3
OR	OR	
MT 123	Intermediate Algebra	
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
OR	OR	
SO 200	Introduction to Sociology	
OR	OR	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	*Restricted Elective	9

*Choose any AC, BU, EC, FN, MG, MK, or OA course.

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

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

Business Accounting

Associate in Applied Science
Minimum 70 Semester Hours

Purpose

The Business Accounting Program is design to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, governmental, and managerial emphasis are incorporated into the program. Additionally, the program includes an internship which provides the student with an opportunity to gain hands-on experience and valuable connections with potential employers. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 100	Introduction to Business	3
BU 115	Business Calculations	3
OR		
MT 123	Intermediate Algebra	
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	* Accounting Elective	
Choose 4 hours from:	Laboratory Science	4
BS, CH, PH, or SC		
CS 116	Word Processing Concepts	2
CS 118	Spread Sheet Concepts	2
EN 101	English Composition I	3
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
OR 110	Introduction to College	1
SO 200	Introduction to Sociology	3
OR		
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 113	Practicum for Accounting	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 260	Internship in Accounting	4
* AC 255 or AC 265		

Department Chair: 304.236.7619
Administrative Secretary: 304.236.7609

Accounting**Associate in Applied Science****Minimum 70 Semester Hours**

Purpose: The Accounting Program is designed to prepare the student to perform basic accounting functions required in the business environment. The knowledge and skills attained through this program will make the individual a more valuable employee.

Support Courses

Dept.	Course No.	Title	Credit Hours
BU	100	Introduction to Business	3
BU	115	Business Calculations or MT 123	3
BU	205	Communications in Business	3
BU	207	Business Law	3
BU	230	Business Statistics	3
		*Business Related Elective	3
		**Any BS, CH, PH, or SC class	4
CS	116	Word Processing Concepts	2
CS	118	Spread Sheet Concepts	2
EN	101	English Composition I	3
EC	241	Principles of Economics I	3
EC	242	Principles of Economics II	3
OR	110	Introduction to College	1
SO	200	Introduction to Sociology or SO 215	3
SP	103	Speech Fundamentals	3

Major Courses

AC	111	Principles of Accounting I	3
AC	112	Principles of Accounting II	3
AC	113	Practicum for Accounting	3
AC	211	Intermediate Accounting I	3
AC	212	Intermediate Accounting II	3
AC	248	Income Tax Accounting	3
AC	249	Managerial Accounting	3
AC	250	Computerized Accounting	3
AC	260	Internship in Accounting	4

***Note:** Choose from AC 255 Governmental Accounting, or AC 265 Payroll Accounting

Department Chair: Dr. Gail Hall 304.236.7619

Administrative Secretary: Rhonda Collins 304.236.7609

BUSINESS ACCOUNTING
Associate in Applied Science
70 Semester Hours

Purpose: The Business Accounting Program is designed to prepare the student to perform basic accounting functions required in the business environment. The knowledge and skills attained through this program will make the individual a more valuable employee.

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
BU	100	Introduction to Business	3	
BU	115	Business Calculations	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
OR	110	Introduction to College	1	
				17

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	112	Principles of Accounting II	3	
		Any BS, CH, PH, or SC class	4	
AC	113	Practicum for Accounting	3	
BU	205	Communications in Business	3	
SO	200	Introduction to Sociology	3	
SP	103	Speech Fundamentals	3	
				19

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	211	Intermediate Accounting I	3	
AC	248	Income Tax Accounting	3	
AC	249	Managerial Accounting	3	
		Business Restricted Elective*	3	
BU	230	Business Statistics	3	
EC	241	Principles of Economics I	3	
				18

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	212	Intermediate Accounting II	3	
AC	250	Computerized Accounting	3	
AC	260	Internship in Accounting	4	
BU	207	Business Law	3	
EC	242	Principles of Economics II	3	
				16
Total Hours				70

*Note: Any AC, BU, EC, FN, MG, MK, or OA course may be used to fulfill the restricted elective requirement.

BU	230	Business Statistics	3	
EC	241	Principles of Economics I		
		OR		
EC	242	Principles of Economics II	3	
				18

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	212	Intermediate Accounting II	3	
AC	249	Managerial Accounting	3	
AC	250	Computerized Accounting	3	
AC	290	Internship in Accounting	3	
BU	207	Business Law	3	
		Business Program Restricted Elective	3	
				<u>18</u>
		Total Hours		68

BUSINESS ACCOUNTING
Associate in Applied Science
68 Semester Hours

Purpose: The Business Accounting Program is designed to prepare the student to perform basic accounting functions required in the business environment. The knowledge and skills attained through this program will make the individual a more valuable employee.

Upon program completion all students will:

- demonstrate mastery of the accounting cycle
- demonstrate a working knowledge of different application software used in the accounting field
- demonstrate an understanding of the elements of the financial statements
- demonstrate the ability to make financial analysis using financial statements and other organizational data
- demonstrate knowledge of oral and written communication, mathematical, and managerial skills
- demonstrate a knowledge of general tax preparation
- demonstrate a knowledge of payroll preparation

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
BU	100	Introduction to Business	3	
BU	115	Business Calculations		
OR				
MT	123	Intermediate Algebra	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
OR	110	Introduction to College	1	
				17

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	112	Principles of Accounting II	3	
EN	102	English Composition II	3	
SO	200	Introduction to Sociology		
OR				
SO	215	Human Relations	3	
SP	103	Speech Fundamentals	3	
EC	241	Principles of Economics I		
OR				
EC	242	Principles of Economics II	3	
				15

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	113	Practicum for Accounting	3	
AC	211	Intermediate Accounting I	3	
AC	248	Income Tax Accounting	3	
BU	205	Communications in Business	3	

Appendix II

Faculty Data Sheets

**APPENDIX II
Faculty Data**

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

Name: Rosa Lea McNeal

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Masters Conferred by Marshall University

Date degree received 1991 Area of specialization Business Education

Professional registration/licensure Real Estate Broker and Accredited Financial Counselor

Years of employment at present institution 24

Years of employment in higher education 24

Years of related experience outside higher education Employed in other businesses since 1972.

Business owner for 26 years- Century 21 Hometown Real Estate, Inc.; employed as public accountant approximately 8 years.

Non-teaching experience See above

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number</u>	<u>Title</u>	<u>Enrollment</u>
Spring 2011	AC 265	Payroll Accounting	11
	BU 100 WEB	Introduction to Business	27
	BU 205	Communications in Business	24
	BU 205 WEB	Communications in Business	24
	MG 260 WEB	Principles of Management	24
Fall 2011	BU 100	Introduction to Business	20
	BU 100 WEB	Introduction to Business	25
	BU 205	Communications in Business	13
	BU 205 WEB	Communications in Business	25
	MG 260 WEB	Principles of Management	26
Spring 2012	BU 100 WEB	Introduction to Business	26
	BU 205 WEB	Communications in Business	28
	FN 232 WEB	Personal Finance	22
	MG 260 WEB	Principles of Management	25
Fall 2012	BU 100	Introduction to Business	13
	BU 100 WEB	Introduction to Business	20
	BU 205	Communications in Business	12
	BU 205 WEB	Communications in Business	25
	MG 260	Principles of Management	25

c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.
Various activities sponsored here at Southern. Completed 7 hrs of continuing professional education in the field of real estate for the past 20+ years. Studied personal finance and counseling to pass the national exam to become an Accredited Financial Counselor in 2010. Have completed 15 hrs per year of CPE for this license. Completed Quality Matters training for online instruction at Fairmont State University. Completing Blackboard 9.1 this semester for online instructors.
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- f. Indicate any other activities which have contributed to effective teaching.
Own and manage business with 7 agents and 1 employee. Handle all accounting functions—tax returns, financial statements, etc.; marketing and other activities.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

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

Name: Gordon Hensley

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Masters Conferred by Morehead State University

Date degree received May, 2000 Area of specialization Business Administration

Professional registration/licensure

Years of employment at present institution 10

Years of employment in higher education 10

Years of related experience outside higher education 2

Non-teaching experience Accountant, Massey Energy Co.

To determine compatibility of credentials with assignment:

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

b.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011 / Fall	AC 111 Principles of Accounting I: Williamson Campus	21
2011 / Fall	AC 111 Principles of Accounting I: Logan Campus	21
2011 / Fall	AC 211 Intermediate Accounting I: ICR	8
2011 / Fall	AC 248 Income Tax Accounting: ICR	7
2011 / Fall	BU 115 Business Mathematical Applications: Logan Campup	12
2011 / Fall	BU 207 Business Law: Web	30
2012 / Spring	AC 112 Principles of Accounting II: Williamson Campus	13
2012 / Spring	AC 112 Principles of Accounting II: Logan Campus	11
2012 / Spring	AC 212 Intermediate Accounting II: ICR	+7
2012 / Spring	AC 265 Payroll Accounting: ICR	27
2012 / Spring	BU 207 Business Law: Web	28
2012 / Fall	AC 111 Principles of Accounting I: Williamson Campus	29
2012 / Fall	AC 111 Principles of Accounting I: Logan Campus	19
2012 / Fall	AC 211 Intermediate Accounting I: ICR	16
2012 / Fall	AC 248 Income Tax Accounting: ICR	19
2012 / Fall	AC 265 Payroll Accounting: Web	28
2012 / Fall	BU 207 Business Law: Web	34
2013 / Spring	AC 112 Principles of Accounting II: Williamson Campus	16
2013 / Spring	AC 112 Principles of Accounting II: Logan Campus	16
2013 / Spring	AC 212 Intermediate Accounting II: ICR	12
2013 / Spring	AC 265 Payroll Accounting: Web	29
2013 / Spring	BU 207 Business Law: Logan Campus	16

- c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.

- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
2008 Savas Kostas Award

- f. Indicate any other activities which have contributed to effective teaching.

- g. List professional books/papers published during the last five years.

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

**APPENDIX II
Faculty Data**

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

Name: Michael L. Redd

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned MBA Conferred by Marshall University

Date degree received December 1981 Area of specialization Marketing

Professional registration/licensure N/A

Years of employment at present institution 26

Years of employment in higher education 26

Years of related experience outside higher education N/A

Non-teaching experience 2 Yrs.

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Spring	BU 205 Communications in Business	7
	EC 241 Principles of Economics I	24
	EC 242 Principles of Economics II	4
	FN 231 Principles of Finance	1
	MK 270 Principles of Marketing ICR	8
	MK 274 Services Marketing WEB	14
2011/Fall	AC 111 Principles of Accounting I	6
	EC 241 Principles of Economics I	22
	EC 242 Principles of Economics II	24
	MG 260 Principles of Management	13
	MK 270 Principles of Marketing WEB	24
2012/Spring	AC 112 Principles of Accounting II	5
	EC 241 Principles of Economics I	26
	EC 242 Principles of Economics II	11
	MG 261 Human Resources Management	7
	MK 271 Advertising & Sales Promotion	7
2012/Fall	AC 111 Principles of Accounting I	12
	BU 100 Introduction to Business	10
	EC 241 Principles of Economics ICR	24
	MG 260 Principles of Management ICR	10
	MK 270 Principles of Marketing WEB	21

c. If degree is not in area of current assignment, explain.

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

October 2012 Faculty of the Month

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

**APPENDIX II
Faculty Data**

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

Name: Thad Stupi

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned MBA Conferred by Arizona State University

Date degree received August 1976 Area of specialization Business Administration

Professional registration/licensure

Years of employment at present institution 17 Years

Years of employment in higher education 29th Year

Years of related experience outside higher education 8 Years

Non-teaching experience Accountant and Financial Sales Representative

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number</u>	<u>and Title</u>	<u>Enrollment</u>
Spring 2011	AC 111	Principles of Accounting I	6
	AC 112	Principles of Accounting II	18
	AC 250	Computerized Accounting	2
	BU 100	Introduction to Business	8
	BU 115	Business Mathematical App.	10
	EC 242	Principles of Economics II	17
	FN 231	Principles of Finance	11
	FN 232	Personal Finance	11
	MG 261	Human Resource Mgn.	9
Fall 2011	AC 111	Principles of Accounting I	14
	AC 112	Principles of Accounting II	4
	AC 211	Intermediate Accounting II	6
	AC 248	Income Tax Accounting	16
	BU 100	Introduction to Business	10
	EC 241	Principles of Economics I	15
	MK 270	Principles of Marketing	7
Spring 2012	AC 112	Principles of Accounting II	10
	AC 211	Intermediate Accounting I	1
	AC 212	Intermediate Accounting II	6
	AC 250	Computerized Accounting	6
	BU 115	Business Mathematical App	4
	EC 242	Principles of Economics II	16
	FN 231	Principles of Finance	9
	FN 232	Personal Finance	11
	MG 260	Principles of Management	13
Fall 2012	AC 111	Principles of Accounting I	14

AC 211	Intermediate Accounting I	5
AC 248	Income Tax Accounting	6
AC 265	Payroll Accounting	9
BU 100	Introduction to Business	7
BU 115	Business Mathematical App.	7
EC 241	Principles of Economics I	20
FN 232	Personal Finance	10

- c. If degree is not in area of current assignment, explain.
N/A
- d. Identify your professional development activities during the past five years.
Western CPE Individual Tax Update (Yearly) 2004 – Present
Financial Planning
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- f. Indicate any other activities which have contributed to effective teaching.
Have done Financial Planning and income taxes for clients.
- g. List professional books/papers published during the last five years.
Helped review and edit (paid consultant) for McGraw Hill 2013 Taxation of Individuals – Spilker, etal.
- h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Paul Blackburn

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Conferred by

Date degree received Area of specialization

Professional registration/licensure

Years of employment at present institution

Years of employment in higher education

Years of related experience outside higher education

Non-teaching experience

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
201101	AC 111 – Principles of Accounting I	13

- c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.

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

- f. Indicate any other activities which have contributed to effective teaching.

- g. List professional books/papers published during the last five years.

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

**APPENDIX II
Faculty Data**

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

Name: Jennifer McKeever

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received Click here to enter text. Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
201101	AC 248 –Income Tax Accounting	6

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

**APPENDIX II
Faculty Data**

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

Name: Connie White

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received _____ Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 2011	AC 113 – Accounting Practicum	10
	AC 249 – Managerial Accounting	8
	AC 250 – Computerized Accounting	20
Fall 2011	AC 249 – Managerial Accounting	13
	AC 250 – Computerized Accounting	15
Spring 2012	AC 249 – Managerial Accounting	10
	AC 250 – Computerized Accounting	13
Fall 2012	AC 249 – Managerial Accounting	9
	AC 250 – Computerized Accounting	10

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

Appendix III

Accounting Budgets

Southern WV Community & Technical College
Budget FY 2008-2009

Name: Business

Fund: 468000
Org: 310200

Banner	Approved	7/1/2008	10/1/2008	2/1/2009	
Account	Budget	40%	40%	20%	
Code	Description	2008-2009	Allocation	Allocation	Allocation
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
504000	Increment				
505000	Adjunct	10,750	4,300	4,300	2,150
506000	Faculty Overload	10,750	4,300	4,300	2,150
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
511000	Social Security Matching	1,645	658	658	329
512000	Public Employees' Insurance				
513000	Other Health Insurance				
514000	Worker's Compensation				
515000	Unemployment Compensation				
516000	Pension & Retirement	1,290	516	516	258
	TOTAL SALARIES & BENEFITS	\$24,435	\$9,774	\$9,774	\$4,887
OPERATING EXPENSES					
520000	Office Expenses	750	300	300	150
521000	Printing and Binding	750	300	300	150
522000	Rental Expense				
523000	Utilities				
524000	Telecommunications				
525000	Contractual & Professional				
526000	Travel	1,500	600	600	300
527000	Computer Services				
529000	Vehicle Rental				
530000	Rentals-Machines & Miscellaneous				
531000	Association Dues & Professional Memberships				
532000	Fire, Auto, Bond, & Other Insurance				
534000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional				
536000	Vehicle Operating Expense	750	300	300	150
537000	Research, Educational, & Medical Supplies	480	192	192	96
538000	Routine Maintenance Contracts/Warranties				
540000	Merchandise for Resale				
541000	Cellular Charges				
542000	Hospitality	600	240	240	120
543000	Education Training (Stipends)				
551000	Miscellaneous				
552000	Training & Development				
553000	Postal & Freight	600	240	240	120
554000	Computer Supplies & Equipment < \$5,000	2,057	827	827	413
556000	Attorney Legal Service Payments				
557000	Attorney Reimbursable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000				
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	\$7,497	\$2,999	\$2,999	\$1,499
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	\$31,932	\$12,773	\$12,773	\$6,386

Southern WV Community & Technical College
Budget FY 2007-2008

Name: Business & Public Administration

Fund: 603102
Org: 310200

Banner	Account	Code	Description	Approved Budget 2007-2008	7/1/2007 Allocation	10/1/2007 Allocation	2/1/2008 Allocation
PERSONAL SERVICES & BENEFITS							
	501000		Personnel Services				
	504000		Incentive				
	505000		Adjunct				
	506000		Faculty Overload				
	507000		Over Time/Temporary				
	508000		Part-time				
	509000		Summer School				
	511000		Social Security Matching				
	512000		Public Employees Insurance				
	513000		Other Health Insurance				
	514000		Workers Compensation				
	515000		Unemployment Compensation				
	516000		Pension & Retirement				
			TOTAL SALARIES & BENEFITS	\$0	\$0	\$0	\$0
OPERATING EXPENSES							
	520000		Office Expenses	\$1,000	\$400	\$400	\$200
	521000		Printing and Binding				
	522000		Rental Expense				
	523000		Utilities				
	524000		Telecommunications				
	525000		Contractual & Professional				
	526000		Travel	2,560	1,024	1,024	512
	527000		Computer Services				
	528000		Vehicle Rental				
	529000		Rentals-Machines & Miscellaneous				
	531000		Association Dues & Professional Memberships				
	532000		Fire, Auto, Bond, & Other Insurance				
	534000		Cleaning, Household, & Recreational Supplies				
	535000		Advertising & Promotional				
	536000		Variable Operating Expense				
	537000		Research, Educational, & Medical Supplies	480	192	192	96
	538000		Routine Maintenance Contracts/Warranties				
	540000		Merchandise for Resale				
	541000		Capital Charges				
	542000		Inventory	500	240	240	120
	543000		Education Training (Stipends)				
	551000		Miscellaneous				
	552000		Training & Development				
	553000		Postage & Freight	320	240	240	120
	554000		Computer Supplies & Equipment < \$5,000	2,257	303	303	451
	555000		Attorney Legal Service Payments				
	557000		Attorney Reimbursable Expenses				
	558000		Miscellaneous Equipment Purchases < \$5,000				
	559000		Student Activities				
	561000		Office & Communication Equipment Repairs				
	562000		Research, Educational, & Medical Equipment Repairs				
	563000		Building & Household Equipment Repairs				
	564000		Equipment Maintenance of Buildings				
	565000		Vehicle Repairs				
	566000		Routine Maintenance of Grounds				
	568000		Other Repairs & Alterations				
			TOTAL OPERATING EXPENSES	\$7,497	\$2,988	\$2,989	\$1,499
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		Business Equipment > \$5,000				
	575000		Vehicles				
	577000		Books & Periodicals				
	578000		Other Capital Equipment > \$5,000				
	582000		Building Construction				
	510000		Contractor Payments for Capital Asset Projects				
	512000		Purchase of Materials & Supplies				
	510000		Consultant Payments for Capital Assets Projects				
	514000		Building Improvements				
	514000		Land Improvements				
	514000		Land Purchases				
	514000		Building Purchases				
	513000		Lessee's Improvements				
	517000		Computer Equipment > \$5,000				
	517000		Computer Software > \$5,000				
			TOTAL ASSETS	\$0	\$0	\$0	\$0
OTHER EXPENSES							
	583000		Scholarships Awards				
	589000		Bank Costs				
	572000		Indirect Costs				
			TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
			TOTAL EXPENSES	\$7,497	\$2,988	\$2,989	\$1,499

Name: Business

Fund: 46800
Org: 310200

Banner	Account	Description	Approved Budget 2009-2010	7/1/2009 40% Allocation	10/1/2009 40% Allocation	2/1/2010 20% Allocation
PERSONAL SERVICES & BENEFITS						
501000	Personal Services					
504000	Increment					
505000	Adjunct					
506000	Faculty Overload					
507000	Over Time/Temporary					
508000	Part-Time					
509000	Summer School					
511000	Social Security Matching					
512000	Public Employees' Insurance					
513000	Other Health Insurance					
514000	Worker's Compensation					
515000	Unemployment Compensation					
516000	Pension & Retirement					
TOTAL SALARIES & BENEFITS						
OPERATING EXPENSES						
520000	Office Expenses		750	300	300	150
521000	Printing and Binding		750	300	300	150
522000	Rental Expense					
523000	Utilities					
524000	Telecommunications					
525000	Contractual & Professional					
526000	Travel		1,500	600	600	300
526001	Travel - Mileage Reimbursement					
526002	Travel - Lodging					
526003	Travel - Air Fare					
526004	Travel - Miscellaneous					
527000	Computer Services					
529000	Vehicle Rental					
530000	Rentals-Machines & Miscellaneous					
531000	Association Dues & Professional Memberships					
532000	Fire, Auto, Bond, & Other Insurance					
534000	Clothing, Household, & Recreational Supplies					
535000	Advertising & Promotional					
536000	Vehicle Operating Expense		750	300	300	150
537000	Research, Educational, & Medical Supplies		480	192	192	96
538000	Routine Maintenance Contracts/Warranties					
540000	Merchandise for Resale					
541000	Cellular Charges					
542000	Hospitality		600	240	240	120
543000	Education Training (Stipends)					
544001	Energy Expense Motor Vehicles/Aircraft -Gasoline					
547001	Energy Expense Utilities -Electric					
547002	Energy Expense Utilities -Natural Gas					
551000	Miscellaneous					
552000	Training & Development					
553000	Postal & Freight		600	240	240	120
554000	Computer Supplies & Equipment < \$5,000		2,067	827	827	413
556000	Attorney Legal Service Payments					
557000	Attorney Reimbursable Expenses					
558000	Miscellaneous Equipment Purchases < \$5,000					
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						
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						
OTHER EXPENSES						
583000	Scholarships, Awards					
589000	Bank Costs					
512500	Indirect Costs					
TOTAL OTHER EXPENSES						
TOTAL EXPENSES						
			7,497	2,999	2,999	1,499

Southern WV Community & Technical College
Budget FY 2010-2011

Name: Business Accounting

Fund: 468000
Org: 310201

Banner	Approved	07/01/2010	10/01/2010	02/01/2011	
Account	Budget	40%	40%	20%	
Code	Description	FY2011	Allocation	Allocation	Allocation
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
504000	Increment				
505000	Adjunct				
506000	Faculty Overload				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
511000	Social Security Matching				
512000	Public Employees' Insurance				
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	\$300	\$120	\$120	\$60
521000	Printing and Binding	300	120	120	60
522000	Rental Expense				
523000	Utilities				
523003	Utilities-Water & Sewage				
523004	Utilities-Garbage Disposal				
524000	Telecommunications				
525000	Contractual & Professional				
526000	Travel	1,000	400	400	200
526001	Travel-Mileage				
526002	Travel-Lodging				
526003	Travel-Air Fare				
526004	Travel-Miscellaneous				
526005	Travel-Food				
527000	Computer Services				
528000	Vehicle Rental				
530000	Rentals-Machines & Miscellaneous				
530001	Rentals-Copiers				
531000	Association Dues & Professional Memberships				
532000	Fire, Auto, Bond, & Other Insurance				
534000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional				
536000	Vehicle Operating Expense				
537000	Research, Educational, & Medical Supplies	200	80	80	40
538000	Routine Maintenance Contracts/Warranties				
540000	Merchandise for Resale				
541000	Cellular Charges				
542000	Hospitality	300	120	120	60
543000	Education Training (Stipends)				
544000	Energy Expense Motor Vehicle/Aircraft				
544001	Energy Expense Motor Vehicle/Aircraft-Gasoline	0	0	0	0
544002	Energy Expense Motor Vehicle/Aircraft-Diesel				
547000	Energy Expense Utilities				
547001	Energy Expense Utilities-Electric				
547002	Energy Expense Utilities-Gas				
551000	Miscellaneous				
552000	Training & Development				
553000	Postal & Freight	250	100	100	50
554000	Computer Supplies	900	360	360	180
554001	Computer Equipment < \$5,000				
556000	Attorney Legal Service Payments				
557000	Attorney Reimbursable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000				
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				
568000	Routine Maintenance of Grounds				
568000	Other Repairs & Alterations				
	TOTAL OPERATING EXPENSES	\$3,250	\$1,300	\$1,300	\$650
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				
582000	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	\$3,250	\$1,300	\$1,300	\$650

Southern WV Community & Technical College
Budget FY 2011-2012

Name: Business Accounting

Fund: 46800
Org: 310201

Banner	Account	Approved Budget	07/01/2011 40%	10/01/2011 30%	02/01/2012 20%
Coda	Description	FY2012	Allocation	Allocation	Allocation
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
504000	Increment				
505000	Adjunct				
506000	Faculty Overload				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
511000	Social Security Matching				
512000	Public Employees' Insurance				
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	\$300	\$120	\$120	\$60
521000	Printing and Binding	0	0	0	0
522000	Rental Expense				
523000	Utilities				
523003	Utilities-Water & Sewage				
523004	Utilities-Garbage Disposal				
524000	Telecommunications				
525000	Contractual & Professional				
526000	Travel	0	0	0	0
526001	Travel-Mileage	100	\$40	\$40	\$20
526002	Travel-Lodging	300	\$120	\$120	\$60
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				
532000	Fire, Auto, Bond, & Other Insurance				
534000	Clothing, Household & Recreational Supplies				
535000	Advertising & Promotional				
536000	Vehicle Operating Expense				
537000	Research, Educational & Medical Supplies	200	80	80	40
538000	Routine Maintenance Contracts/Warranties				
540000	Merchandise for Resale				
541000	Cellular Charges				
542000	Hospitality	125	50	50	25
543000	Education Training (Stipends)				
544000	Energy Expense Motor Vehicle/Aircraft				
544001	Energy Expense Motor Vehicle/Aircraft-Gasoline	0	0	0	0
544002	Energy Expense Motor Vehicle/Aircraft-Diesel				
547000	Energy Expense Utilities				
547001	Energy Expense Utilities-Electric				
547002	Energy Expense Utilities-Gas				
561000	Miscellaneous	390	156	156	78
562000	Training & Development	125	50	50	25
563000	Postal & Freight	45	18	18	9
564000	Computer Supplies	75	30	30	15
564001	Computer Equipment < \$5,000				
566000	Attorney Legal Service Payments				
567000	Attorney Reimbursable Expenses				
568000	Miscellaneous Equipment Purchases < \$5,000	1,690	636	636	318
569000	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	\$3,250	\$1,300	\$1,300	\$650
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	\$3,250	\$1,300	\$1,300	\$650

Southern WV Community & Technical College
Budget FY 2012-13

Name: Business Accounting

Fund: 468000
Org: 310201

Banner		Approved	Requested	YTD	YTD
Account	Description	Budget	Budget	Expenditures	Expenditures
Code		FY2012	FY2013	FY2011	12/31/11
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
504000	Increment				
505000	Adjunct				
506000	Faculty Overload				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
511000	Social Security Matching				
512000	Public Employees' Insurance				
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		5500		
521000	Printing and Binding				
522000	Rental Expense				
523000	Utilities				
523003	Utilities-Water & Sewage				
523004	Utilities-Garbage Disposal				
524000	Telecommunications				
525000	Contractual & Professional		250		
526000	Travel		1,000		
526001	Travel-Mileage		100		
526002	Travel-Lodging		300		
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				
532000	Fire, Auto, Bond, & Other Insurance				
534000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional		250		
536000	Vehicle Operating Expense				
537000	Research, Educational, & Medical Supplies		250		
538000	Routine Maintenance Contracts/Warranties				
540000	Merchandise for Resale				
541000	Cellular Charges				
542000	Hospitality		125		
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				
551000	Miscellaneous		390		
552000	Training & Development		125		
553000	Postal & Freight		45		
554000	Computer Supplies		75		
554001	Computer Equipment < \$5,000				
556000	Attorney Legal Service Payments				
557000	Attorney Reimbursable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000		605		
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			\$4,015		
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				
514600	Land Improvements				
514900	Land Purchases				
515000	Building Purchases				
515700	Leasehold Improvements				
517000	Computer Equipment > \$5,000				
517100	Computer Software > \$5,000				
TOTAL ASSETS					
OTHER EXPENSES					
583000	Scholarships, Awards				
589000	Bank Costs				
512500	Indirect Costs				
TOTAL OTHER EXPENSES					
TOTAL EXPENSES			\$4,015		

Appendix IV

Accounting Assessment Data

Assessment Results
2007-2008

Office of the Vice President for Academic Affairs

May 27, 2008

Summary
Work Keys Summary
Spring 2008
Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Business Accounting	15	15	100%

Department: Business
540-AAS—Business Accounting

n=15

Min. AM (4) Min LI (4) Min. RFI (4)

15--100% 15 - 100% 15 - 100%

All Areas—15--100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	S	
F	W	5	4	4	S	
F	W	5	4	4	S	
F	H	6	4	4	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	O	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	W	6	4	5	S	
F	W	6	5	5	S	
F	W	4	4	6	S	
F	W	5	4	6	S	
F	W	5	4	6	S	
M	W	6	4	6	S	
	Sum	78	61	75		
	n=	15	15	15		
	Mean	5.2	4.1	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0-3	0-3	0-3		
		1-4	14-4	4-4	0 - U	0% U
		10-5	1-5	7-5	15 - S	100% S
		4-6	0-6	4-6		
		0-7	0-7	0-7		
	Met Standard	15	15	15		

2008 Assessment Report

Assessment Matrix for Measuring Program Goals
Business Accounting

Goals 1-4					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Work Keys	Spring Semester after 60+ hours	Faculty Representative	This test measures performance in a variety of skills that are used in the workplace.	Faculty, Students, Potential Employers.	The results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly.
Pretest	Conducted in AC 111 - Principles of Accounting	Accounting Faculty	This test measures the level of knowledge as the students begins the program	Faculty	The results are eventually used for comparison purposes.
Post Test	The post-test is conducted during the final semester.	Internship Supervisor	This test measures the improvement as the student completes the program.	Faculty	The results help identify area of deficiency. Faculty can then adjust the curriculum accordingly.
Internship	During the last semester.	Internship Supervisor	Feedback from employers with whom the student's have completed an internship.	Faculty, Students	The feedback from employers identifies student's strengths and weaknesses.

Notes:

Goal 1

Demonstrate mastery of accounting procedures, from source documents through financial statements. Demonstrate skills in areas such as financial statement analysis, internal control of cash and fixed assets; product costing and budgeting.

Goal 2

Demonstrate knowledge of communication, organizational, mathematical, and managerial skills.

Goal 3

Demonstrate working knowledge of computerized accounting procedures using current software.

Goal 4

Work Keys Results 2009
Institution Summary-
Spring 2009
Negotiated Level- 83.30%

<i>Associate of Applied Science Degree</i>			
Program	#Passed	#Taken	%Passed
Business Accounting	8	8	100%

AAS

540- Business Accounting

Business Accounting					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	4	5	S
Boone	F	6	4	5	S
Boone	M	6	4	5	S
Williamson	F	6	5	6	S
Boone	F	4	4	6	S
Williamson	F	4	4	6	S
Boone	M	6	4	7	S
Williamson	F	6	5	7	S
	Summary	43	34	47	
	n=	8	8	8	
	Mean	5.38	4.25	5.88	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	8 (100%)	8 (100%)	8 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		2 (25%)	6 (75%)	0	
Number Who Scored 5 (% of Each Criteria)		1 (12.5%)	2 (25%)	3 (37.5%)	
Number Who Scored 6 (% of Each Criteria)		5 (62.5%)	0	3 (37.5%)	
Number Who Scored 7 (% of Each Criteria)		0	0	2 (25%)	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		8 (100%)			
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)		0			

Business Accounting-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
540	Logan	413	104	105	108	105	109	107	102
540	Boone	417	104	111	109	104	106	107	111
540	Williamson	420	104	104	112	108	104	106	106
540	Williamson	437	109	115	115	112	110	109	115
540	Logan	448	110	118	118	117	116	115	111
540	Williamson	452	116	124	114	115	121	118	119
540	Williamson	470	119	125	118	122	121	125	119
		3057	766	802	794	783	787	787	783
Mean		437	109	115	113	112	112	112	112

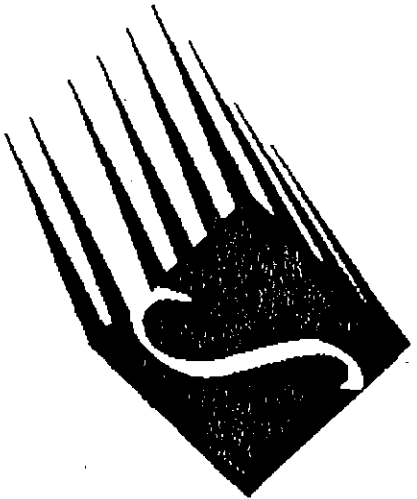
Table 2

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

Table 3

Major 540	Proficient	Marginal	Not Proficient
Reading Level I	43%	29%	28%
Reading Level II	29%	14%	57%
Critical Thinking		14%	86%
Writing Level I	57%	29%	14%
Writing Level II	14%	14%	72%
Writing Level III		29%	71%
Mathematics Level I	57%		43%
Mathematics Level II	29%	29%	42%
Mathematics Level III		14%	86%

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE
ASSESSMENT REPORT 2011**



Career and Technical/Business-Business Accounting - AS

Table 1

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	540	416	104	107	110	104	103	106	110
Logan	540	420	100	107	111	111	103	106	106
Logan	540	461	117	128	120	112	125	120	121
Logan	540	432	102	113	114	114	107	105	110
Williamson	540	474	119	128	116	125	127	115	124
Williamson	540	432	106	116	112	111	109	106	115
		2635	648	699	683	677	674	658	686
MEAN		439.2	108.0	116.5	113.8	112.8	112.3	109.7	114.3

Table 2

Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
540	N	N	N	M	N	N	N	N	N
540	P	P	M	P	M	N	P	P	P
540	P	N	N	M	N	N	M	N	N
540	N	N	N	M	N	N	M	N	N
540	P	P	M	P	P	M	P	N	N
540	M	N	N	P	M	N	P	M	N

Table 3

	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	50.0%	33.3%	0.0%	50.0%	16.7%	0.0%	50.0%	16.7%	16.7%
Marginal	16.7%	0.0%	33.3%	50.0%	33.3%	16.7%	33.3%	16.7%	0.0%
Not Proficient	33.3%	66.7%	66.7%	0.0%	50.0%	83.3%	16.7%	66.7%	83.3%

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ASSESSMENT REPORT 2012

Career and Technical /Business – Accounting – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin	Readin	Writing	Mathematics	Humanitie	Social	Natural
			g	g				s	s
Williamson	540	449	108	120	120	115	113	110	117
		449	108	120	120	115	113	110	117
		MEAN	449	108	120	120	115	113	110

Table 2

Major	Reading			Critical Thinkin	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
540	P	M	H	P	P	M	P	M	N	
Proficient	1	0	0	1	1	0	1	0	0	
Marginal	0	1	0	0	0	1	0	1	0	
Not Proficient	0	0	1	0	0	0	0	0	1	
Total	1	1	1	1	1	1	1	1	1	

Table 3

	Reading			Critical Thinkin	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	100.00%	0.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%	0.00%	
Marginal	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%	
Not Proficient	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	

Appendix V

Accounting Student Enrollment Profile

Business Accounting Program Enrollment Profile

Program	2007-08 HC				2008-09 HC				2009-2010 HC			2010-11 HC				2011-12 HC			
	FA		SP		FA		SP		FA	SP		FA		SP		FA		SP	
Business Accounting	F	P	F	P	F	P	F	P		F	P	F	P	F	P	F	P	F	P
Major – 540	35	25	38	20	45	16	32	18	*47	39	11	33	12	36	19	39	5	29	5

*Breakdown Enrollment Not Available

Data from Student Profiles for each semester, broken down (where available) by full-time and part-time status.

HC – Headcount, FA – Fall Term, SP – Spring Term, F – Full-Time, P – Part-Time

Business Accounting
Course Enrollment Profile

Courses	2007-08		2008-09		2009-10		2010-11		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AC 111 – Principles of Accounting I	65	47	86	40	47	13	77	21	58	
AC 112 – Principles of Accounting II	30	49	33	55	17	36		51	7	43
AC 113 – Accounting Practicum	34		31	14	19	12	9	10		
AC 211 – Intermediate Accounting I	46		23	21	22				14	2
AC 212 – Intermediate Accounting II		33	1			18		11		13
AC 248 – Income Tax Accounting	41		13		26				23	
AC 249 – Managerial Accounting	45	21	21	26	23	13	12	8	13	10
AC 250 – Computerized Accounting	8	37	19	26		24	14	22	15	19
AC 255 – Governmental Accounting						16	14	17		
AC 265 – Payroll Accounting								11		28
AC 290 – Internship in Accounting		15	8	8	2	11				

Appendix VI

Accounting Articulation Agreements

Articulation Agreement
Southern West Virginia Community and Technical College
and
Franklin University

The purpose of this document is to establish an articulation agreement between Southern West Virginia Community and Technical College and Franklin University, a private non-profit university. Subject to Southern West Virginia Community and Technical College's compliance with the requirements set forth herein, this agreement guarantees admission to Franklin University, transferability of credits, and a seamless transition for Southern West Virginia Community and Technical College graduates seeking a baccalaureate degree.

Southern West Virginia Community and Technical College and Franklin University enter into this articulation agreement in the spirit of cooperation and mutually recognize each other as quality institutions of higher learning. Each institution is dedicated to serving students from all walks of life, regardless of race, national origin, religion, sex, disability, color, age, marital status, or other non-merit factors.

Transfer:

Upon application, Franklin University will guarantee acceptance of all Southern West Virginia Community and Technical College graduates with an Associate In Arts, Associate in Science or Associate of Applied Science degree. Transfer students from Southern West Virginia Community and Technical College, upon acceptance will have Junior standing at Franklin University.

Students transferring from Southern West Virginia Community and Technical College may transfer additional credits (up to a maximum of 84 semester credit hours) toward their baccalaureate degree. Students must complete a minimum of 40 credit hours at Franklin University to be eligible for the Bachelor of Science degree (minimum 124 semester hours).

A Curriculum Equivalency guide will be created by Franklin University each academic year for Southern West Virginia Community and Technical College. Southern West Virginia Community and Technical College programs and courses will be identified that will effectively transfer to Franklin and prepare Southern West Virginia Community and Technical College students for success in the Franklin University programs.

Financial Aid Consortium:

Franklin University and Southern West Virginia Community and Technical College will enter into a Financial Aid Consortium, by complying with the necessary information sharing, to entitle students in these programs to the appropriate federal, state and institutional assistance. This process includes annual reporting of tuition fees and academic calendar dates.

Privacy and Data Security:

Both parties will comply with the Family Educational Rights and Privacy Act, Gramm-Leach-Bliley Act of 1999 and all associated regulations, taking necessary steps to ensure that confidential personal information is not disclosed or distributed, including the maintenance of a security plan consistent with industry standards to protect the confidentiality and integrity of personal information, and to protect against unauthorized access to such information. Information will be shared, in compliance with all applicable laws and regulations, as needed to allow transferring students to participate in the articulation program and to track student interest, persistence and success.

Term:

This agreement is for a period of five years from the date of execution and shall automatically renew for successive one year periods unless a party gives notice of non-renewal 9 months in advance of the expiration of the then-applicable term.

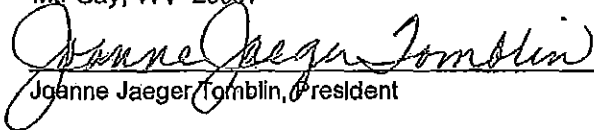
Franklin University reserves the right to modify the terms and conditions of this Agreement or to discontinue the articulation program at any time. Notice of modification or intentions to discontinue shall come in writing from one President to the other at least nine months prior to the date on which any action would be taken. In the event that the program is discontinued, Franklin University and Southern West Virginia Community and Technical College will continue to provide services to all currently enrolled students through graduation or discontinued enrollment.

This agreement and attached addendum are effective only under the condition that both institutions maintain current accreditation by a regional accrediting association as recognized by the U.S. Department of Education. In the event that an institution loses its accreditation, this agreement and addendum will terminate immediately.

The parties agree to the provisions of any Addendums to Agreement, which are hereby incorporated by reference and made a part of this Agreement.

Southern West Virginia Community and Technical College

PO Box 2900 Dempsey Branch Rd.
Mt. Gay, WV 25637


Joanne Jaeger Tomblin, President

12-14-11
Date

Franklin University
201 South Grant Avenue
Columbus, OH 43215


David R. Decker, President

12/15/11
Date

cc: Sam Litteral, CFO
Pam Alderman, Dean, Career + Technical
Cindy McCoy, Dean, University Transfer
VP Academic Affairs and Student Services

**Articulation Agreement
Financial Addendum**

**Southern West Virginia Community and Technical College
and
Franklin University**

Southern West Virginia Community and Technical College and Franklin University have entered into an Articulation Agreement designed to provide access to baccalaureate degrees for the students, faculty, staff and alumni of Southern West Virginia Community and Technical College (the "CCA program"). Southern West Virginia Community and Technical College and Franklin University will work together to promote the awareness of the CCA program among students, faculty, staff, and the community of Southern West Virginia Community and Technical College.

Franklin University will provide the following services to Southern West Virginia Community and Technical College:

- Offer a faculty/staff tuition discount program for those Southern West Virginia Community and Technical College employees pursuing their bachelor's or master's degree through Franklin University.
- Offer Franklin University's introductory course, PF 321 Learning Strategies, at no cost to faculty and staff.
- Offer scholarship opportunities to CCA transfer students, including but not limited to the Undergraduate CCA Scholarship.

This addendum modifies and supplements the attached articulation agreement.

Southern West Virginia Community and Technical College

PO Box 2900 Dempsey Branch Rd.

Mt. Gay, WV 25637

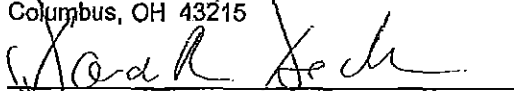

Joanne Jaeger Tomblin, President

12-14-11
Date

Franklin University

201 South Grant Avenue

Columbus, OH 43215


David R. Decker, President

12/15/11
Date

Appendix VII

Accounting Program Course Offerings With Descriptions



Southern
West Virginia Community and Technical College

2012-2013 Catalog

Southern West Virginia Community and Technical College
1-866-SWVCTC1
www.southernwv.edu

This catalog is for informational purposes only and is not considered a binding contract between Southern West Virginia Community and Technical College and its students. The College reserves the right to change any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, refunds, curricula, and courses without advance notice or obligation. Failure to read this catalog does not excuse students from the regulations and requirements described herein.

Accounting

AC 111 Principles of Accounting I

3 Credit Hours

This principles course covers the theory of debits and credits; accounting theory and methods will be used to record and report financial information for services and merchandising businesses. Topics include steps in the accounting cycle, preparation and use of basic financial statements, inventory methods and depreciation methods. Accounting for both single proprietorships and partnerships is introduced.

AC 112 Principles of Accounting II

3 Credit Hours

Prerequisite: AC 111.

This course is an introduction to principles and procedures in accounting for a corporation and manufacturing-type businesses. Topics include preparation of the statement of cash flows, financial statement analysis, introduction to managerial accounting and methods used to report and analyze financial performance to decision makers internal to the firms, cost accounting, budgeting, standard cost systems, break even analysis, and ratio analysis.

AC 211 Intermediate Accounting I

3 Credit Hours

Prerequisite: AC 112.

A study of generally accepted accounting principles (GAAP) dealing with the application of accounting theory, standards, and procedures to accounting problems. Topics include conceptual framework, statements of: income, retained earnings, financial position and cash flow, time value of money, and current/fixed assets.

AC 212 Intermediate Accounting II

3 Credit Hours

Prerequisite: AC 211.

Continued application of accounting theory, standards, and procedures for accounting problems. Topics include current/long-term liabilities, stockholder's equity, investments, revenue recognition, income taxes, post retirement benefits, leases, changes and error analysis, and full disclosure in financial reporting. This course is the capstone course for the Business Accounting Program.

AC 248 Income Tax Accounting

3 Credit Hours

Prerequisite: AC 111 or permission of the instructor.

A study of individual income tax law as outlined on the 1040. Topics include all sources of income, adjustments to income, standard and itemized deductions, exemptions, tax and credits, other taxes, and payments.

AC 249 Managerial Accounting

3 Credit Hours

Prerequisite: AC 111.

This course is a study of how accounting data can be interpreted and used by management in planning and controlling business activities of the firm. The uses of accounting data by investors, quantitative methods, and organizational behavior are also considered. Detailed emphasis is placed on budgeting, break even analysis, capital investment decisions, job order and process cost systems, and inventory valuation.

AC 250 Computerized Accounting

3 Credit Hours

Prerequisite: AC 111 or OA 101 and any CS course.

This course presents hands-on training using Peachtree Complete Accounting. Topics covered include: vendor transactions, customer transactions, inventory, internal control, payroll, account reconciliation, job cost, financial statements, and the closing process. Students will complete projects involving various businesses.

AC 255 Governmental Accounting

3 Credit Hours

Applications of fund accounting principles are applied to governmental and non-profit entries. Students learn skills necessary to understand the organization, accounting function, auditing, and financial reporting practices of governmental and non-profit organizations. Governmental Accounting Standards Board (GASB) and Financial Accounting Standards Board (FASB) requirements are taught.

AC 260 Accounting Capstone/Internship

4 Credit Hours

Prerequisite: All courses pertinent to the Business Accounting Degree Program. Student must also be an Associate in Applied Science Business Accounting program candidate for graduation.

The capstone guides the student in dealing with ethics, internal control, fraud and financial statement analysis in the accounting environment which will require the student to confront and resolve accounting problems by integrating and applying skills and techniques acquired from previous courses. It will prepare students in developing a personal code of ethics by exploring ethical dilemmas and pressures they will face as accountants. The course will help the student understand financial statement analysis and the relation to fraud and fraud detection. It will prepare students for the ACAT Comprehensive Examination for Accreditation in Accountancy. The internship presents an opportunity for on-the-job training and instruction in an accounting oriented work site. Student assignments are made consistent with vocational objectives.

AC 265 Payroll Accounting

3 Credit Hours

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages, calculating social security income and unemployment taxes, preparing appropriate payroll tax forms; and journalizing/posting transactions including posting transactions including payroll registers. Acquired knowledge will be applied to practical payroll situations. A comprehensive software and practice set requires students to perform payroll functions for a small business. After completing this course, a student will be qualified to take the Payroll Certification (FPC), which is given by the American Payroll Association.

AC 275 Special Topics in Accounting I

1-3 Credit Hours

Prerequisite: Permission of the Department Chair.

This course presents classes in Accounting which the College expects to offer once or occasionally in response to specific community needs. It may consist of seminars, specialized or individual instruction, and/or research in an area related to Accounting.

Allied Health

AH 100 Patient Care Technology

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.

The student will be introduced to concepts related to patient care in a variety of settings. The focus will be on health promotion, maintenance, and restoration of the client. Basic physical assessment, communication, and technical skills will be discussed in relation to the basic human and developmental needs.

AH 102 Introduction to Electrocardiography

3 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

Co-requisite: AH 100.

The course of study focuses on normal cardiovascular anatomy and physiology as well as the fundamentals of electrocardiography, normal pacer activation, sequences, electrical pathways, pattern assessment, measurement intervals, and changes seen in pathological states. Students will also be introduced to procedures such as performing 12 lead EKG, Holter Monitoring, and Cardiac Ultrasound.

Appendix VIII

Business Accounting Supplemental Data

**Business Accounting
O*NET Online Data**

Wages and Employment Trends

Median Wages:	(2011) \$16.70 hourly/\$34,740 annual
Employment:	(2010) 1,898,000 employees
Projected Growth:	(2010-2020) Average (10% to 19%)
Projected Job Openings:	(2010-2020) 467,800
Top Industries:	Professional, Scientific, and Technical Services

State and National Wages

Location	Pay Period	2011				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.31	\$13.18	\$16.70	\$20.88	\$25.60
	Yearly	\$21,400	\$27,400	\$34,700	\$43,400	\$53,200
West Virginia	Hourly	\$9.00	\$10.98	\$13.62	\$17.07	\$21.14
	Yearly	\$18,700	\$22,800	\$28,300	\$35,500	\$44,000

State and National Trends

	Employment		Percent Change	Job Openings
	2010	2020		
United States				
Bookkeeping, Accounting and Auditing Clerks	1,898,300	2,157,400	+14%	46,780
West Virginia	10,040	10,350	+3	150

Education

Percentage of Respondents	Education Level Required
38%	High School diploma or equivalent
32%	Some College, no degree
18%	Bachelor's degree

www.onetonline.org/link/details/43-3031.00

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Business Administration, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Gail Hall

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Business conducted a program review of the Business Administration, Associate in Applied Science degree program during the 2012-2013 academic year.

Based on the program review, a continuation of the program with corrective action is recommended. A greater emphasis will be placed on program enrollees/completion rates and identifying majors within the program. Although the number of declared majors per year is acceptable, the numbers of students enrolled and graduating in Business Administration have decreased from the previous program reviews.

An undertaking to correct this situation includes the development and promotion of skill sets to provide an opportunity for those who may want to enter this occupational area; a restructuring of the curriculum with a 60-hour requirement; delivery system of curriculum to include more on-line courses; a tracking system in advising and follow up beyond graduation; and marketing.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Business Administration, Associate in Applied Science February 1, 2013
Degree and Title 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;
- x 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:

The enrollments during this review period, while on the downside of the enrollment cycle reflected by past history, have remained fairly steady. The curriculum has been restructured to 60 hours and more of the required courses are being developed into a web format for delivery options.

Signature of person preparing report if other than Department Chair	Date
<i>Shil Hall</i>	2-1-2013
Signature of Department Chair	Date
<i>Dr. Pamela L. Aldermen</i>	3/25/13
Signature of Dean	Date
<i>Haun McLaughery</i>	03-27-13
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

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

Summary of Findings
2012-2013

Program Title: Business Administration, Associate in Applied Science
Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewers(s).

A. Adequacy

- The program's curriculum has adequate requirements that meet the needs of businesses and industry
- The program has established goals and objectives
- The program maintains appropriate assessment tools
- Students have opportunities for employment or motivation to continue education
- Highly competent and committed faculty who are willing to move into delivering web-based courses
- Entrance abilities for the students are within community college standards

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- The program has sufficient enrollment
- Graduates are within the expectations for the program
- Previous history of the program indicates future students seeking the degree will steadily increase, particularly those enrolling as full-time

Conclusion: Program meets minimum viability requirements.

C. Necessity

- Number of students enrolled as majors is acceptable
- The program meets business and industry demands
- Graduates find gainful employment and/or become motivated to pursue a higher educational level degree
- The number of students graduating is acceptable but is expected to grow throughout the next assessment period, particularly with the new 60-hour curriculum

Conclusion: 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.

II. Plans for program improvement, including timeline.

New skill sets and restricted electives have been developed to expand offerings and keep current with student/business needs. Marketing of these will begin in 2012-13. Faculty will continue developing major courses for on-line delivery, as their "load time" permits.

With the implementation of Web registration for student use, additional concerted efforts are being made in tracking and advising students to assist with completion of courses in sequence. Along with advising student efforts, students will also be tracked beyond graduation. These are ongoing activities.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

The identified weaknesses in previous review related to students being identified in the computer in the major they are actually pursuing. Too, being able to obtain appropriate student and employer feedback is still somewhat of a weakness in spite of survey efforts. Increased efforts toward eliminating both of these conditions to include - one month after original is distributed - sending a second copy (followup) survey to nonresponders. Efforts are ongoing.

IV. Five-year-trend data on graduates and majors enrolled.

The number of Business Administration majors has fluctuated somewhat during this review period. (This is characteristic of the cyclical nature of the business programs.) However, the number of full-time enrollees has remained fairly steady. During this review period, the degree's curriculum was reconstructed to reflect one degree being awarded even though a student may have completed more than one program emphasis area. Students had been motivated to complete more than one area to give them greater flexibility in the job market. It is expected that as Southern's enrollment increases, the program's enrollment will experience a steady proportionate increase during future review periods.

V. Summary of assessment model and how results are used for program improvement.

The assessment model contains a variety of measurements for classroom performance. The pre-test/post-test administration has produced one cohort that will be used to build upon for benchmark data. This model will be further strengthened with the addition (in 2012-13) of graduates taking the NOCTI Management exam during their final term of study. The outcomes of

assessment data are shared regularly with faculty and discussed, with changes being made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement.

Graduates who actively seek jobs following their graduation have found employment within a relatively short time period. The limited surveys returned reveal that students were employed in the following types of business entities: Alpha Natural Resources - Management Assistant; K-Mart - Up front Lead; Charleston Convention and Visitor's Bureau - IT/Sales Assistant; Wyoming Nursing and Rehabilitation Center - Record Information/Systems Clerk; Enterprise Rent-A-Car - Management Assistant; Regional Workforce Investment Board - Services Coordinator/Administrative Support; Williamson Memorial Hospital - ER Registration Clerk. Salaries for these positions are in the range of \$15,000 - 40,000. Of the returned surveys, only one graduate indicated moving directly into a college/university without becoming employed. Three were motivated to immediately continue their higher education experience to the next level while four included this goal in their future plans.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

Program Review
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2012-2013

Program Title: Business Administration, Associate in Applied Science
Date of Last Review: 2007-2008

I. Program Description:

The Business Administration Program meets the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. While this program is not designed to transfer into a four-year program, there are some 2 + 2 articulation agreements in existence with several colleges/universities.

The Business Administration Program total hours required has varied during this review period from 68, 64, and back to 60 (for 2012-13 academic year). 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 Business Administration degree in Applied Science remains under scrutiny of the faculty/advisory committee members so that it remains current/viable. During the period of this review, the hours have fluctuated from 68 and back to 60. The curriculum currently has 18 hours identified as support courses (general education and business core), 9 hours of which are available via the web. Of the remainder (major courses), 10 of the courses are on the web. The curricular requirements are broken down over four semesters/trimesters (a two-year period) with hours per semester ranging from 15 to 18 credit hours. See Appendix I.

2. Faculty:
The Business Administration faculty is in the Department of Business. The department faculty have been in the forefront of developing courses for online delivery as well as interactive classroom delivery. Some faculty travel between Logan and Williamson Campuses. The faculty at the other two campuses teach Business/Economics/ Finance/ Management/Marketing courses as well as Accounting. The Business Administration program is also staffed with qualified adjunct faculty on an as-needed basis. For information on qualifications of the faculty members, see faculty data sheets in Appendix II.

3. Students:

a. Entrance Policy:

The Business Administration Program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College.

b. Exit Abilities:

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry level positions in businesses 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 Business Administration graduates include:

- exhibit an understanding of the social, political/legal, technological, and global influences in domestic business issues
- exhibit knowledge of oral and written communication, problem solving, and decision making skills
- demonstrate an integrated understanding of business administration through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology
- demonstrate the ability to make financial analysis using financial statements and other organizational data
- exhibit ethical, responsible, and dependable behavior
- appreciate the need for lifelong learning

4. Resources

a. Financial

The program receives an annual budget dedicated to meeting the program's needs. As noted from the budgets during this review period, resources have been minimal. Available funds have limited the updating of audio visuals as well as an update of the two business dedicated computer labs. (See Appendix III)

b. Facilities

The program shares a dedicated lab on both the Logan and Williamson Campuses. The labs are equipped with computers as well as a projector and screen. The program shares a comparable room at the other two campuses.

5. Assessment Information

The Business Administration Program has a variety of assessment measures. In addition to the Program's pre-test/post-test instrument administration (have been administering to get cohorts that will have results to enable us to establish benchmarks), 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 and four, MAPP was administered. Year five, the ETS Proficiency Profile was administered. See Appendix IV.

Faculty have reviewed and adopted the National Occupational Competency Testing Institute's (NOCTI) Business Management test which provides both national averages and criterion-referenced cut scores for use in gauging student knowledge and determining program improvement needs. The NOCTI test will be administered to 2012-2013 graduates.

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 some-what limited. A majority of the 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.

Survey efforts have resulted in the following information (Column 1: Year of Graduation - with student responding; Column 2: Working six months after graduation; Column 3: Position Title; Column 4: Salary range; Column 5: If enrolled in College, where or in future plan to do so):

Year Graduated	Working	Position Title	Salary	College Enrolled
2007 - 1	seeking job			
2	30 hours	Management Ass't	\$25-39,999.	Mountain State
2008 - 1	30 hours	IT/Sales Assistant	\$15-24,999.	Future plan
2	No	None	None	WV State
3	30 hours	Deputy Clerk	<\$15,000	Future plan
4	30 hours	Equip. Operator	\$60,000>	
5	30 hours	ER Regis. Clerk	<\$15,000	Future plan
6	30 hours	Service Coord./ Adm. Support	\$25-39,999.	
7	<30 hours	Record IS Clerk	no response	
8	30 hours	IT/Sales Assistant	\$15-24,999.	Future plan
2011 - 1	30 hours	Dir., Control/ Internal Security	\$60,000>	MU
2	30 hours	Up-front Lead	\$25-39,999.	
3	30 hours	Adm. Assistant	\$40-59,999.	

6. Previous Program Review
The last program review was conducted in 2007-2008. The program was continued at the current level of activity.
7. Advisory Committee:
The Business Administration Program shares in an active advisory committee for all of the Department of Business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms.

The number of members attending the meetings has varied; however, 10 members took part in the last annual meeting in April 2012.

8. Strengths and Weaknesses:

STRENGTHS:

Availability of the program
Student opportunities for employment and/or motivation to continue education
Highly competent and committed faculty
Web-based courses

WEAKNESSES:

Need for students to properly identify major
Graduation rate
Lack of marketing

B. Viability:

1. Number of majors in the last five years:

<u>Term</u>	<u>Enrollment</u>
Spring 2012	95
Fall 2011	107
Spring 2011	113
Fall 2010	99
Spring 2010	97
Fall 2009	107
Spring 2009	123
Fall 2008	186
Spring 2008	159
Fall 2007	178

Enrollment Trends for Previous Five Years:

The enrollment in all Business programs is generally cyclical. An analysis of the Business Administration specific courses reveals a cyclical enrollment which results in varying graduation rates. While the AAS degree is terminal in nature, some students - according to the survey responses received - enter/continue in the workforce but are motivated to continue their higher education experience.

Number of Graduates for previous five years

According to the available data for the period of Fall 2007 to Spring 2012, the Business Administration degrees awarded were:

<u>Year</u>	<u>Graduates</u>
2007 - 2008	50
2008 - 2009	37
2009 - 2010	27
2010 - 2011	24
2011 - 2012	15

During the prior review period (2002-2007), the Business Administration AAS degree program was configured to provide for options/emphasis areas of General Business, Health Care Management, Marketing, Small Business Management, and Hospitality Management. Students completed multiple options/emphasis areas to enhance their marketability in the workforce. The curriculum was restructured in 2007-2008 to eliminate these program specialties.

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

Enrollment trends are in the fluctuating phase of the cycle. It is projected that as we begin the upward turn, enrollments will increase. Other factors that will help increase the enrollment are the 60-hour curriculum and development of the remainder of the curriculum's courses into a web format for delivery.

2. Program Course Enrollment

This program offers a variety of specialized courses. Courses are open to all students (limited by having stated prerequisite); however, the majority are taken by majors only or are enrolled in another business program. For student enrollment in Business Administration courses, see Appendix V.

3. Service Courses

This program has several courses that are required in other Departmental programs - Business Accounting, Mine Management, and Office Administration. Also served are

those students who are enrolled in University Transfer with the intent of pursuing a BBA degree.

4. Off-Campus/Distance Delivery Courses

During this review period, this program had 19 courses that were offered by distance delivery: Introduction to Business (BU 100), Business Mathematical Applications (BU 115), Business Software Applications (BU 120), Communications in Business (BU 205), Business Law (BU 207), Principles of Economics I and II (EC 241, 242), Personal Finance (FN 232), all Management courses: 260, 261, 262, 264, 266, 268, 272, 273, and 274, Principles of Marketing (MK 270), and Advertising and Sales Promotion (MK 271).

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

Southern has 2 + 2 agreements in Business Administration with West Virginia State University and Franklin University. Many courses in each of these agreements are available via web.

C. Necessity

There is an identified need for business administration majors as employees within our service area as well as statewide. Students desiring an administrative position 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. Recommendations:

Based upon this program review, the continuation of the Business Administration AAS degree program at the current level of activity with corrective action is recommended.

Appendix I

Curriculum 2007-2012

Business Administration

Associate in Applied Science
60 Credit Hours

Purpose

The Business Administration Program meets the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. While this program is not designed to transfer into a four-year program, there are some 2 + 2 articulation agreements in existence with several colleges/universities.

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MK 270	Principles of Marketing	3
	¹ Restricted Electives	6

¹Restricted Elective - choose 6 hours from:

Accounting, Business, Computer Science, Economics, Finance, Management, Marketing, or Office Administration.

Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

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

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Business Administration

Associate in Applied Science
Minimum 64 Credit Hours

Purpose

The Business Administration Program meets the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. Additionally, this program - through its internship that provides hands-on experiences - could aid a student in recognizing a specific business field to be pursued in future studies. While this program is not design to transfer into a four-year program, there are some 2 + 2 articulation agreements in existence with several colleges/universities.

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 115	Business Mathematical Applications	3
OR	OR	
MT 123	Intermediate Algebra	
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
OR	OR	
SO 200	Introduction to Sociology	
OR	OR	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resource Management	3
MK 270	Principles of Marketing	3
	*Restricted Electives	9

*Any course that is not used as a requirement from AC, BU, CS, EC, FN, MG, MK, or OA may be used to fulfill the Business Administration Program restricted elective.

Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

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

Business Administration

Associate in Applied Science
Minimum 68 Semester Hours

Purpose

The Business Administration Program meets the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. Additionally, this program - through its internship that provides hands-on experiences - could aid a student in recognizing a specific business field to be pursued in future studies. While this program is not design to transfer into a four-year program, there are some 2 + 2 articulation agreements in existence with several colleges/universities.

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
CS 116	Word Processing Concepts	2
CS 118	Spread Sheet Concepts	2
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
EN 102	English Composition II	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
OR		
SO 200	Introduction to Sociology	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
BU 100	Introduction to Business	3
BU 115	Business Calculations	3
OR		
MT 123	Intermediate Algebra	
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
BU 291	Business Administration Internship	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resource Management	3
MK 270	Principles of Marketing	3
	*Restricted Electives	9

*Any course that is not used as a requirement from AC, BU, CS, EC, FN, MG, MK, or OA may be used to fulfill the Business Administration Program restricted elective.

Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

Department Chair: 304.236.7619
Administrative Secretary: 304.236.7609

Business Administration**Associate in Science****Minimum 68 Semester Hours**

Purpose: This Business Administration degree is designed to provide understanding of the technical aspects of the Business Administration area. This degree is career-oriented and allows direct entry into the business community.

Support Courses

Dept.	Course No.	Title	Credit Hours
BU	205	Communications in Business	3
CS	116	Word Processing Concepts	2
CS	118	Spread Sheet Concepts	2
EC	241	Principles of Economics I	3
EC	242	Principles of Economics II	3
EN	101	English Composition I	3
EN	102	English Composition II	3
MG	261	Human Resource Management	3
OR	110	Introduction to College	1
PY	201	General Psychology OR	3
SO	200	Introduction to Sociology	
SP	103	Speech Fundamentals	3

Major Courses

AC	111	Principles of Accounting I	3
AC	112	Principles of Accounting II	3
BU	100	Introduction to Business	3
BU	115	Business Calculations OR	3
MT	123	Intermediate Algebra	
BU	207	Business Law	3
BU	230	Business Statistics	3
BU	291	Business Administration Internship	3
FN	231	Principles of Finance	3
MG	260	Principles of Management	3
MK	270	Principles of Marketing	3
		*Restricted Electives	9

*Note: Any course that is not used as a requirement from AC, BU, CS, EC, FN, MG, MK, or OA may be used to fulfill the Business Program restricted elective for each business program. Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

Department Chair: Dr. Gail Hall 304.236.7619

Administrative Secretary: Rhonda Collins 304.236.7609

BUSINESS ADMINISTRATION
Associate in Applied Science
68 Semester Hours

Purpose: This Business Administration degree is designed to provide understanding of the technical aspects of the area Business Administration. This degree is career-oriented and allows direct entry into the business community.

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
BU	100	Introduction to Business	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
SP	103	Speech Fundamentals	3	
OR	110	Introduction to College	1	
				17

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	112	Principles of Accounting II	3	
BU	115	Business Calculations		
OR				
MT	123	Intermediate Algebra	3	
BU	205	Communications in Business	3	
EN	102	English Composition II	3	
PY	201	General Psychology		
OR				
SO	200	Introduction to Sociology	3	
				15

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	207	Business Law	3	
BU	230	Business Statistics	3	
EC	241	Principles of Economics I	3	
FN	231	Principles of Finance	3	
MG	260	Principles of Management	3	
MK	270	Principles of Marketing	3	
				18

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	291	Business Administration Internship	3	
EC	242	Principles of Economics II	3	
MG	261	Human Resource Management	3	
		*Restricted Elective	9	
Total Hours				18
				68

*Note: Any course that is not used as a requirement from AC, BU, CS, EC, FN, MG, MK, or OA may be used to fulfill the Business Program restricted elective for each business program.

The Business Administration Associate in Applied Science Degree provides opportunities for students who may want to focus on a specific area of emphasis in Entrepreneurship, Health Care Management, Hospitality Management, or Marketing. The suggested courses (based upon the student's career objective) for each of these areas of emphasis are:

Entrepreneurship:

Dept.	Course No.	Title	Credit Hours
AC	249	Managerial Accounting	3
MG	262	Small Business Management	3
			*Elective

Note: If a student wishes to continue into a four-year degree program, 2+2 agreements are in place with several institutions: Concord University (last two years)

there), Franklin University (on-line), West Virginia State University (part of last two years of courses will be taught at Southern with travel to State's campus for the remaining), and Midway. Please consult with faculty advisor for additional specific information.

BUSINESS ADMINISTRATION
Associate in Applied Science
68 Semester Hours

Purpose: This Business Administration degree is designed to provide understanding of the technical aspects of the area Business Administration. This degree is career-oriented and allows direct entry into the business community. A basic knowledge of the business organization and procedures (accounting, economics, finance, management, and marketing), a general education background enables employment in management, real estate, banking, sales, human resource management, and other areas of business administration.

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	100	Introduction to Business	3	
BU	115	Business Calculations		
		OR		
MT	123	Intermediate Algebra	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
SP	103	Speech Fundamentals	3	
OR	110	Introduction to College	1	
				17

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
EC	241	Principles of Economics I	3	
EN	102	English Composition II	3	
MG	260	Principles of Management	3	
MK	270	Principles of Marketing	3	
PY	201	General Psychology		
		OR		
SO	200	Introduction to Sociology		
		OR		
SO	215	Human Relations	3	
				18

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	112	Principles of Accounting II	3	
BU	205	Communications in Business	3	
BU	207	Business Law	3	
BU	230	Business Statistics	3	
EC	242	Principles of Economics II	3	
MG	261	Human Resource Management	3	
				18

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	291	Business Administration Internship	3	
FN	231	Principles of Finance	3	
		Business Program Elective	9	
				15

Total Hours 68

Note: Any course that is not used as a requirement from AC, BU, CS, EC, FN, MG, MK, or OA may be used to fulfill the Business Program restricted elective for each business program.

The Business Administration Associate in Applied Science Degree provides opportunities for students who may want to focus on a specific area of emphasis in Entrepreneurship, Health Care Management, Hospitality Management, or Marketing. The suggested courses (based upon the student's career objective) for each of these areas of emphasis are:

Entrepreneurship:

Dept.	Course No.	Title	Credit Hours
AC	249	Managerial Accounting	3
MG	262	Small Business Management	3
		*Elective	

*Any course that is not used as a requirement from AC, BU, EC, FN, MG, MK, or OA may be used to fulfill the Elective requirement for any Business Program Elective.

Health Care Management:

Dept.	Course No.	Title	Credit Hours
AH	108	Medical Terminology	2
BS	115	Human Biology	4
BU	101	Introduction to Health Care Institutions	3
BU	209	Medical Administrative Law and Ethics	3
MG	263	Health Care Supervision	3
MK	274	Services Marketing	3
OA	230	Medical Billing and Coding	3

Hospitality Management:

Dept.	Course No.	Title	Credit Hours
BU	102	Introduction to Hospitality	3
BU	211	Hospitality Law	3
FN	130	Food Service Risk Management	3
FN	200	Purchasing	3
FN	233	Cost Control/Revenue	3
MG	160	Operations Management	3
MG	264	Supervision	3
MK	274	Services Marketing	3
MK	277	Hospitality Marketing	3

Marketing:

Dept.	Course No.	Title	Credit Hours
PY	201	General Psychology	
		OR	
SO	200	Introduction to Sociology	3
MK	271	Advertising and Sales Promotion	3
MK	272	Retailing	3
MK	273	Salesmanship	3
MK	274	Services Marketing	3

If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions: Concord University (last two years there), Franklin University (on-line), West Virginia State University (part of last two years of courses will be taught at Southern with travel to State's campus for the remaining), and Midway. Please consult with faculty advisor for additional specific information.

Note: Any course that is not used as a requirement from AC, BU, EC., FN, MG, MK, or SE may be used to fulfill the Business Program restricted elective for each business program.

The goals of the Business Administration Program are:

- to graduate students who demonstrate an integrated understanding of business administration through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology
- to graduate students with a specialized area of study in business administration
- to graduate students who demonstrate effective skills in communication, problem-solving, and decision-making
- to graduate students with an understanding of the social, political/legal, technological, and global influences in domestic business issues.
- to graduate students with a sound understanding of ethical conduct and reasoning
- to address the diverse needs and foster relationships with the community by providing continuing education, extended campus instruction, internships, and consultative services

Appendix II

Faculty Data Sheets

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Patricia Ann Poole

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Master's Degree Conferred by Marshall University

Date degree received 1987 Area of specialization Education—plus, 32 post-graduate hours in

business-related courses and Bachelor's in Business Education

Professional registration/licensure

Years of employment at present institution 28

Years of employment in higher education 28

Years of related experience outside higher education 5

Non-teaching experience Worked as an Administrative Assistant at: Cabell-Huntington Hospital, Barboursville Insurance Agency, and United Parcel Service

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number and Title		Enrollment
Fall 2012	BU 120 –Business Software Applications	CRN-236	25
Fall 2012	BU 120 –Business Software Applications	CRN-698	19
Fall 2012	OA 103 –Document Processing I	CRN-252	14
Fall 2012	OA 104 -Document Processing II	CRN-253	15
Fall 2012	*OA 140 –Administrative Office Procedures	CRN-255	9
Fall 2012	*OA 143 –Legal Office Procedures	CRN-256	4
Fall 2012	*OA 145 –Medical Administrative Procedures	CRN-257	7
	*Classes taught as one 3-hour course		
Spring 2012	BU 120 –Business Software Applications	CRN-246	27
Spring 2012	MG 261 –Human Resources Management	CRN-231	24
Spring 2012	OA 103 –Basic Document Processing I	CRN-647	19
Spring 2012	OA 131 –Records Management	CRN-236	23
Spring 2012	OA 135 –Document Processing Simulation	CRN-237	8
Spring 2012	OA 240 –Administrative Management	CRN-240	15
Fall 2011	BU 120 –Business Software Applications	CRN-478	8
Fall 2011	BU 120 –Business Software Applications	CRN-459	8
Fall 2011	BU 120 –Business Software Applications	CRN-164	28
Fall 2011	MG 261 –Human Resources Management	CRN-149	24
Fall 2011	OA 103 –Basic Document Processing I	CRN-156	25
Fall 2011	OA 104 –Document Processing II	CRN-157	18
Fall 2011	*OA 140 –Office Administrative Procedures	CRN-466	10
Fall 2011	*OA 143 –Legal Office Procedures	CRN-467	2
Fall 2011	*OA 145 –Medical Administrative Procedures	CRN-468	10
	*Classes taught as one 3-hour course		

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

1. Blackboard 9.1 Training Course (via Southern WV Comm. & Tech. College) (Spring 2012)
2. SP. Topics-Leadership-President's Future Leaders Academy –Year 1 and Year 2 (2010 and 2011)
3. Post-Graduate Class-ATE 520-Principles Cooperative Education (Summer 2011)
4. Post-Graduate Class-ATE 522-Administration of Cooperative Programs (Summer 2011)
5. Post-Graduate Class-ATE 549-Occupational Analysis Instructional Design (Fall 2010)
6. Workshop: Developing A Systemic Sector (Targeted Industry) Strategy (via Comm. & Tech. College System) (Fall 2010)
7. Certification in Microsoft Office (via New Horizons) (Summer 2009)
8. Workshop: Creating a Competitive Workforce for West Virginia: Connecting Relevancy with Rigor within Community and Technical College Programs and Services (via Comm. & Tech. College System) (Fall 2008)
9. Post-Graduate Class- MKT 511-Marketing and Management (Summer 2007)
10. Post-Graduate Class-MGT 620-Human Resources Management (Summer 2007)
11. Post-Graduate Class-ATE 651-Developing Marketing Curriculum (Summer 2007)
12. Post-Graduate Class-CI 560-Entrepreneur Academy (Fall 2007)
13. WV Business Association (WVBEA) Fall Conference (Fall 2007)
14. Course in Medical Billing and Coding (via Southern WV Comm. & Tech. College) (Fall 2008)
15. Southern Business Education Association Conference (Fall 2008)

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

1. President's Award for Excellence in Teaching (2011)
2. Twice Nominated for Savas-Kostas Award for Excellence (2010 and 2006)

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Gail Hall

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Ed.D Conferred by The University of Tennessee

Date degree received August 1985 Area of specialization Vocational Technical Ed – Business

Education w/cognate in Management

Professional registration/licensure West Virginia Teacher's Certificate

Years of employment at present institution 41

Years of employment in higher education 41

Years of related experience outside higher education 12

Non-teaching experience 0

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number and Title	Enrollment
Spring 2011	BU 205 Communications in Business	13
	MG 261 Human Resource Management	10
	OA 150 Transcription Skills	4
	OA 235 Legal Research	4
Fall 2011	BU 100 Introduction to Business	17
	BU 205 Communications in Business	8
	OA 225 Professional Image for Majors	2
Spring 2012	BU 205 L01 Communications in Business	20
	BU 205 W01 Communications in Business	10
	MK 270 Principles of Marketing	2
	OA 129 Medical Terminology and Transcription	1
	OA 130 Administrative Machine Transcription	1
	OA 225 Professional Image for Majors	3
Fall 2012	OA 235 Legal Transcription	1
	MG 261 Human Resource Management	1

- c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.
 ~Attended the WV Vocational –Technical/Adult Technical Education conferences
 ~Attended the WV Business Education Association conference

- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
 - ~Williamson Appalachian Regional Hospital Local Advisory Committee, Chair
 - ~Laurel Lake Wildlife Management Area Foundation, Board Chair
 - ~Mingo County/Coalfield Community Action Partnership, Vice Chair
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Rosa Lea McNeal

Check one: X Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Masters Conferred by Marshall University

Date degree received 1991 Area of specialization Business Education

Professional registration/licensure Real Estate Broker and Accredited Financial Counselor

Years of employment at present institution 24

Years of employment in higher education 24

Years of related experience outside higher education Employed in other businesses since 1972.

Business owner for 26 years- Century 21 Hometown Real Estate, Inc.; employed as public accountant approximately 8 years.

Non-teaching experience See above

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>		<u>Enrollment</u>
Spring 2011	AC 265	Payroll Accounting	11
	BU 100 WEB	Introduction to Business	27
	BU 205	Communications in Business	24
	BU 205 WEB	Communications in Business	24
	MG 260 WEB	Principles of Management	24
Fall 2011	BU 100	Introduction to Business	20
	BU 100 WEB	Introduction to Business	25
	BU 205	Communications in Business	13
	BU 205 WEB	Communications in Business	25
	MG 260 WEB	Principles of Management	26
Spring 2012	BU 100 WEB	Introduction to Business	26
	BU 205 WEB	Communications in Business	28
	FN 232 WEB	Personal Finance	22
	MG 260 WEB	Principles of Management	25
	BU 100	Introduction to Business	13
Fall 2012	BU 100 WEB	Introduction to Business	20
	BU 205	Communications in Business	12
	BU 205 WEB	Communications in Business	25
	MG 260	Principles of Management	25

- c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.
Various activities sponsored here at Southern. Completed 7 hrs of continuing professional education in the field of real estate for the past 20+ years. Studied personal finance and counseling to pass the national exam to become an Accredited Financial Counselor in 2010. Have completed 15 hrs per year of CPE for this license. Completed Quality Matters training for online instruction at Fairmont State University. Completing Blackboard 9.1 this semester for online instructors.
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- f. Indicate any other activities which have contributed to effective teaching.
Own and manage business with 7 agents and 1 employee. Handle all accounting functions—tax returns, financial statements, etc.; marketing and other activities.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Gordon Hensley

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Masters Conferred by Morehead State University

Date degree received May, 2000 Area of specialization Business Administration

Professional registration/licensure

Years of employment at present institution 10

Years of employment in higher education 10

Years of related experience outside higher education 2

Non-teaching experience Accountant, Massey Energy Co.

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011 / Fall	AC 111 Principles of Accounting I: Williamson Campus	21
2011 / Fall	AC 111 Principles of Accounting I: Logan Campus	21
2011 / Fall	AC 211 Intermediate Accounting I: ICR	8
2011 / Fall	AC 248 Income Tax Accounting: ICR	7
2011 / Fall	BU 115 Business Mathematical Applications: Logan Campup	12
2011 / Fall	BU 207 Business Law: Web	30
2012 / Spring	AC 112 Principles of Accounting II: Williamson Campus	13
2012 / Spring	AC 112 Principles of Accounting II: Logan Campus	11
2012 / Spring	AC 212 Intermediate Accounting II: ICR	+7
2012 / Spring	AC 265 Payroll Accounting: ICR	27
2012 / Spring	BU 207 Business Law: Web	28
2012 / Fall	AC 111 Principles of Accounting I: Williamson Campus	29
2012 / Fall	AC 111 Principles of Accounting I: Logan Campus	19
2012 / Fall	AC 211 Intermediate Accounting I: ICR	16
2012 / Fall	AC 248 Income Tax Accounting: ICR	19
2012 / Fall	AC 265 Payroll Accounting: Web	28
2012 / Fall	BU 207 Business Law: Web	34
2013 / Spring	AC 112 Principles of Accounting II: Williamson Campus	16
2013 / Spring	AC 112 Principles of Accounting II: Logan Campus	16
2013 / Spring	AC 212 Intermediate Accounting II: ICR	12
2013 / Spring	AC 265 Payroll Accounting: Web	29
2013 / Spring	BU 207 Business Law: Logan Campus	16

- c. If degree is not in area of current assignment, explain.
- d. Identify your professional development activities during the past five years.
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
2008 Savas Kostas Award
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Michael L. Redd

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned MBA Conferred by Marshall University

Date degree received December 1981 Area of specialization Marketing

Professional registration/licensure N/A

Years of employment at present institution 26

Years of employment in higher education 26

Years of related experience outside higher education N/A

Non-teaching experience 2 Yrs.

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number and Title	Enrollment
2011/Spring	BU 205 Communications in Business	7
	EC 241 Principles of Economics I	24
	EC 242 Principles of Economics II	4
	FN 231 Principles of Finance	1
	MK 270 Principles of Marketing ICR	8
	MK 274 Services Marketing WEB	14
2011/Fall	AC 111 Principles of Accounting I	6
	EC 241 Principles of Economics I	22
	EC 242 Principles of Economics II	24
	MG 260 Principles of Management	13
	MK 270 Principles of Marketing WEB	24
2012/Spring	AC 112 Principles of Accounting II	5
	EC 241 Principles of Economics I	26
	EC 242 Principles of Economics II	11
	MG 261 Human Resources Management	7
	MK 271 Advertising & Sales Promotion	7
2012/Fall	AC 111 Principles of Accounting I	12
	BU 100 Introduction to Business	10
	EC 241 Principles of Economics ICR	24
	MG 260 Principles of Management ICR	10
	MK 270 Principles of Marketing WEB	21

c. If degree is not in area of current assignment, explain.

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

October 2012 Faculty of the Month

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

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Thad Stupi

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned MBA Conferred by Arizona State University

Date degree received August 1976 Area of specialization Business Administration

Professional registration/licensure

Years of employment at present institution 17 Years

Years of employment in higher education 29th Year

Years of related experience outside higher education 8 Years

Non-teaching experience Accountant and Financial Sales Representative

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>		<u>Enrollment</u>
Spring 2011	AC 111	Principles of Accounting I	6
	AC 112	Principles of Accounting II	18
	AC 250	Computerized Accounting	2
	BU 100	Introduction to Business	8
	BU 115	Business Mathematical App.	10
	EC 242	Principles of Economics II	17
	FN 231	Principles of Finance	11
	FN 232	Personal Finance	11
	MG 261	Human Resource Mgn.	9
Fall 2011	AC 111	Principles of Accounting I	14
	AC 112	Principles of Accounting II	4
	AC 211	Intermediate Accounting II	6
	AC 248	Income Tax Accounting	16
	BU 100	Introduction to Business	10
	EC 241	Principles of Economics I	15
	MK 270	Principles of Marketing	7
Spring 2012	AC 112	Principles of Accounting II	10
	AC 211	Intermediate Accounting I	1
	AC 212	Intermediate Accounting II	6
	AC 250	Computerized Accounting	6
	BU 115	Business Mathematical App	4
	EC 242	Principles of Economics II	16
	FN 231	Principles of Finance	9
	FN 232	Personal Finance	11
MG 260	Principles of Management	13	
Fall 2012	AC 111	Principles of Accounting I	14

AC 211	Intermediate Accounting I	5
AC 248	Income Tax Accounting	6
AC 265	Payroll Accounting	9
BU 100	Introduction to Business	7
BU 115	Business Mathematical App.	7
EC 241	Principles of Economics I	20
FN 232	Personal Finance	10

- c. If degree is not in area of current assignment, explain.
N/A
- d. Identify your professional development activities during the past five years.
Western CPE Individual Tax Update (Yearly) 2004 – Present
Financial Planning
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- f. Indicate any other activities which have contributed to effective teaching.
Have done Financial Planning and income taxes for clients.
- g. List professional books/papers published during the last five years.
Helped review and edit (paid consultant) for McGraw Hill 2013 Taxation of Individuals – Spilker, etal.
- h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member

Name: Katherine White

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received _____ Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 08	MG 273 – Salesmanship	12
- c. If degree is not in area of current assignment, explain.
- d. Identify your professional development activities during the past five years.
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Paul Blackburn

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received _____ Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 07	BU 115 – Business Calculations	15

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: J. Christopher Gray

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Masters of Business Administration Conferred by Marshall University

Date degree received May 13, 1995 Area of specialization

Professional registration/licensure

Years of employment at present institution 16

Years of employment in higher education 16

Years of related experience outside higher education 1.5

Non-teaching experience

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>			<u>Enrollment</u>
2012/Fall	EC	241	Principles of Economic I	15
2011/Fall	BU	100	Introduction to Business	5

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

2010-2011 President's Future Leader's Academy – Year One

2011-2012 President's Future Leader's Academy – Year Two

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member

Name: Ray Ellis

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received _____ Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 2008	MK 270 – Principles of Marketing	15
Fall 2010	MG 262 – Small Business Management	8
Fall 2011	MG 262 – Small Business Management	9

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Michael Lester

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____

Date degree received _____ Area of specialization _____

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Summer 2012	AC 111 – Principles of Accounting I	4
Fall 2012	BU 100 – Introduction to Business	16
Spring 2013	AC 111 – Principles of Accounting I	15

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

Appendix III

Business Administration Budgets

Southern WV Community & Technical College
Budget FY 2007-2009

Name: Business & Public Administration

Fund: 603102
Org: 310200

Account	Description	Approved Budget 2007-2008	7/1/2007 Allocation	6/1/2007 Allocation	2/1/2008 Allocation
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
503000	Incentives				
503000	Adviser				
505000	Faculty Overload				
507000	Cover Time/Temporary				
508000	Part-time				
508000	Summer School				
511000	Social Security Matching				
512000	Public Employees' Insurance				
513000	Other Health Insurance				
514000	Workers Compensation				
515000	Unemployment Compensation				
518000	Pension & Retirement				
	TOTAL SALARIES & BENEFITS	\$0	\$0	\$0	\$0
OPERATING EXPENSES					
520000	Office Expenses	\$1,050	\$400	\$400	\$200
521000	Printing and Binding				
522000	Rental Expense				
523000	Utilities				
524000	Telecommunications				
525000	Contractual & Professional				
526000	Travel	2,500	1,024	1,024	512
527000	Computer Services				
528000	Vehicle Rental				
529000	Repairs-Machines & Miscellaneous				
531000	Association Dues & Professional Memberships				
532000	Life, Auto, Bond, & Other Insurance				
533000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional				
536000	Workshop Materials Expense				
537000	Research, Educational & Medical Supplies	400	192	192	96
538000	Routine Maintenance Contracts/Warranties				
540000	Maintenance for Resale				
541000	Capital Charges				
543000	Residency	600	240	240	120
545000	Education Training (Students)				
551000	Miscellaneous				
552000	Printing & Cameramen				
553000	Postage & Freight	500	240	240	120
554000	Computer Supplies & Equipment < \$5,000	2,257	903	903	451
556000	Attorney Legal Service Payments				
557000	Attorney Remburseable Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000				
559000	Student Activities				
561000	Office & Communication Equipment Repairs				
562000	Research, Educational, & Medical Equipment Repairs				
563000	Clothing & Household Equipment Repairs				
564000	Routine Maintenance of Buildings				
565000	Vehicle Repairs				
566000	Routine Maintenance of Grounds				
568000	Other Repairs & Alterations				
	TOTAL OPERATING EXPENSES	\$7,487	\$2,959	\$2,959	\$1,499
ASSETS					
470000	Office & Communication Equipment > \$5,000				
471000	Miscellaneous Equipment > \$5,000				
472000	Research & Educational Equipment > \$5,000				
473000	Household Equipment & Furnishings > \$5,000				
474000	Building Equipment > \$5,000				
475000	Vehicles				
476000	Books & Periodicals				
477000	Other Capital Equipment > \$5,000				
478000	Building Construction				
479000	Contractor Payments for Capital Asset Projects				
517000	Purchase of Materials & Supplies				
518000	Contractor Payments for Capital Asset Projects				
519000	Building Improvements				
520000	Land Acquisitions				
521000	Land Purchases				
522000	Residential Improvements				
523000	Computer Equipment > \$5,000				
524000	Computer Software > \$5,000				
	TOTAL ASSETS	\$0	\$0	\$0	\$0
OTHER EXPENSES					
552000	Recognition of Awards				
553000	Bank Costs				
554000	Interest Costs				
	TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
	TOTAL EXPENSES	\$7,487	\$2,959	\$2,959	\$1,499

Southern WV Community & Technical College
Budget FY 2008-2009

Name: Business

Fund: 48800
Org: 310200

Banner	Account	Description	Approved Budget 2008-2009	7/1/2008 40% Allocation	10/1/2008 40% Allocation	2/1/2009 20% Allocation
PERSONAL SERVICES & BENEFITS						
	501000	Personal Services				
	504000	Increment				
	505000	Adjunct	10,750	4,300	4,300	2,150
	506000	Faculty Overload	10,750	4,300	4,300	2,150
	507000	Over Time/Temporary				
	508000	Part-Time				
	509000	Summer School				
	511000	Social Security Matching	1,645	658	658	329
	512000	Public Employees' Insurance				
	513000	Other Health Insurance				
	514000	Worker's Compensation				
	515000	Unemployment Compensation				
	516000	Pension & Retirement	1,290	516	516	258
		TOTAL SALARIES & BENEFITS	\$24,435	\$9,774	\$9,774	\$4,887
OPERATING EXPENSES						
	520000	Office Expenses	750	300	300	150
	521000	Printing and Binding	750	300	300	150
	522000	Rental Expense				
	523000	Utilities				
	524000	Telecommunications				
	525000	Contractual & Professional				
	526000	Travel	1,500	600	600	300
	527000	Computer Services				
	528000	Vehicle Rental				
	530000	Rentals-Machines & Miscellaneous				
	531000	Association Dues & Professional Memberships				
	532000	Fire, Auto, Bond, & Other Insurance				
	534000	Clothing, Household, & Recreational Supplies				
	535000	Advertising & Promotional				
	536000	Vehicle Operating Expense	750	300	300	150
	537000	Research, Educational, & Medical Supplies	480	192	192	96
	538000	Routine Maintenance Contracts/Warranties				
	540000	Merchandise for Resale				
	541000	Cealator Charges				
	542000	Hospitality	600	240	240	120
	543000	Education Training (Stipends)				
	551000	Miscellaneous				
	552000	Training & Development				
	553000	Postal & Freight	600	240	240	120
	554000	Computer Supplies & Equipment < \$5,000	2,067	827	827	413
	556000	Attorney Legal Service Payments				
	557000	Attorney Reimbursable Expenses				
	558000	Miscellaneous Equipment Purchases < \$5,000				
	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	\$7,497	\$2,999	\$2,999	\$1,499
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	Direct Costs				
	512500	Indirect Costs				
		TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
		TOTAL EXPENSES	\$31,932	\$12,773	\$12,773	\$6,386

Southwest Community & Technical College
Budget FY 2009-2010

Name: Business

Fund: 468000
Org: 340200

Banner Account Code	Description	Approved Budget 2009-2010	7/1/2009 40% Allocation	10/1/2009 40% Allocation	2/1/2010 20% Allocation
PERSONAL SERVICES & BENEFITS					
501000	Personal Services				
504000	Increment				
505000	Adjunct				
506000	Faculty Overhead				
507000	Over Time/Temporary				
508000	Part-Time				
509000	Summer School				
511000	Social Security Matching				
512000	Public Employees' Insurance				
513000	Other Health Insurance				
514000	Workers' Compensation				
515000	Unemployment Compensation				
516000	Pension & Retirement				
	TOTAL SALARIES & BENEFITS				
OPERATING EXPENSES					
520000	Office Expenses	750	300	300	150
521000	Printing and Binding	750	300	300	150
522000	Rental Expense				
523000	Utilities				
524000	Telecommunications				
525000	Contractual & Professional				
526000	Travel	1,600	600	600	300
526001	Travel - Mileage Reimbursement				
526002	Travel - Lodging				
526003	Travel - Air Fare				
526004	Travel - Miscellaneous				
527000	Computer Services				
529000	Vehicle Rental				
530000	Rentals-Machings & Miscellaneous				
531000	Association Dues & Professional Memberships				
532000	Fire, Auto, Bond, & Other Insurance				
534000	Clothing, Household, & Recreational Supplies				
535000	Advertising & Promotional				
536000	Vehicle Operating Expense	750	300	300	150
537000	Research, Educational, & Medical Supplies	480	192	192	96
538000	Routine Maintenance Contracts/Warranties				
540000	Merchandise for Resale				
541000	Cellular Charges				
542000	Hospitality	600	240	240	120
543000	Education Training (SEBends)				
544001	Energy Expense Motor Vehicles/Aircraft -Gasoline				
547001	Energy Expense Utilities -Electric				
547002	Energy Expense Utilities -Natural Gas				
551000	Miscellaneous				
552000	Training & Development				
553000	Postal & Freight	600	240	240	120
554000	Computer Supplies & Equipment <\$5,000	2,067	827	827	413
556000	Attorney Legal Service Payments				
557000	Attorney Reimbursement Expenses				
558000	Miscellaneous Equipment Purchases < \$5,000				
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				
565000	Routine Maintenance of Grounds				
566000	Other Repairs & Alterations				
	TOTAL OPERATING EXPENSES	7,497	2,999	2,999	1,499
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	Library Equipment > \$5,000				
575000	Vehicles				
576000	Books & Periodicals				
576000	Other Capital Equipment > \$5,000				
579000	Building Construction				
512000	Contractor Payments for Capital Asset Projects				
512100	Purchase of Materials & Supplies				
512200	Consultant Payments for Capital Assets Projects				
514000	Building Improvements				
514500	Land Improvements				
514600	Land Purchases				
515000	Building Purchases				
515700	Research Improvements				
517000	Computer Equipment > \$5,000				
517100	Computer Software > \$5,000				
	TOTAL ASSETS				
OTHER EXPENSES					
583000	Scholarships, Awards				
583000	Bank Costs				
612600	Indirect Costs				
	TOTAL OTHER EXPENSES				
	TOTAL EXPENSES	7,497	2,999	2,999	1,499

Southern WV Community & Technical College
Budget FY 2010-2011

Name: Business Administration

Fund: 458000
Org: 310202

Banner	Account	Description	Approved Budget FY2011	07/01/2010 40% Allocation	10/01/2010 40% Allocation	02/01/2011 20% Allocation
PERSONAL SERVICES & BENEFITS						
501000	Personal Services					
504000	Increment					
505000	Adjunct					
506000	Faculty Overload					
507000	Over Time/Temporary					
508000	Part-Time					
509000	Summer School					
511000	Social Security Matching					
512000	Public Employees' Insurance					
513000	Other Health Insurance					
514000	Worker's Compensation					
515000	Unemployment Compensation					
516000	Pension & Retirement					
516300	WV OPEB Remaining Contribution					
	TOTAL SALARIES & BENEFITS		10	10	10	10
OPERATING EXPENSES						
520000	Office Expenses		1500	1120	1120	160
521000	Printing and Binding		300	120	120	60
522000	Rental Expense					
523000	Utilities					
523003	Utilities-Water & Sewage					
523004	Utilities-Garbage Disposal					
524000	Telecommunications					
525000	Contractual & Professional					
526000	Travel		1,000	400	400	200
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					
532000	Fire, Auto, Bond, & Other Insurance					
534000	Clothing, Household, & Recreational Supplies					
535000	Advertising & Promotional					
536000	Vehicle Operating Expense					
537000	Research, Educational, & Medical Supplies		200	80	80	40
538000	Routine Maintenance Contracts/Warranties					
540000	Merchandise for Resale					
541000	Cellular Charges					
542000	Hospitality		300	120	120	60
543000	Education Training (Stipends)					
544000	Energy Expense Motor Vehicle/Aircraft					
544001	Energy Expense Motor Vehicle/Aircraft-Gasoline		0	0	0	0
544002	Energy Expense Motor Vehicle/Aircraft-Diesel					
547000	Energy Expense Utilities					
547001	Energy Expense Utilities-Electric					
547002	Energy Expense Utilities-Gas					
551000	Miscellaneous					
552000	Training & Development					
553000	Postal & Freight		250	100	100	50
554000	Computer Supplies		900	360	360	180
554001	Computer Equipment < \$5,000					
556000	Attorney Legal Service Payments					
557000	Attorney Reimbursable Expenses					
558000	Miscellaneous Equipment Purchases < \$5,000					
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		\$3,250	\$1,300	\$1,300	\$650
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					
582000	Building Construction					
512000	Contractor Payments for Capital Asset Projects					
512100	Purchase of Materials & Supplies					
512200	Contractor Payments for Capital Assets Projects					
514300	Building Improvements					
514600	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		\$3,250	\$1,300	\$1,300	\$650

Southern WV Community & Technical College
Budget FY 2011-2012

Name: Business Administration

Fund: 468000
Org: 310202

Banner	Account Code	Description	Approved Budget FY2012	07/04/2011 40% Allocation	10/07/2011 40% Allocation	02/01/2012 20% Allocation
		PERSONAL SERVICES & BENEFITS				
	501000	Personal Services				
	504000	Increment				
	605000	Adjunct				
	606000	Faculty Overload				
	507000	Over Time/Emergency				
	508000	Part-Time				
	509000	Summer School				
	611000	Social Security Matching				
	512000	Public Employees Insurance				
	513000	Other Health Insurance				
	514000	Worker's Compensation				
	616000	Unemployment Compensation				
	616000	Pension & Retirement				
	616300	WV OPEB Remaining Contribution				
		TOTAL SALARIES & BENEFITS	\$0	\$0	\$0	\$0
		OPERATING EXPENSES				
	520000	Office Expenses	\$300	\$120	\$120	\$60
	621000	Printing and Binding	0	0	0	0
	522000	Rental Expenses				
	623000	Utilities				
	623003	Utilities-Water & Sewage				
	623004	Utilities-Garbage Disposal				
	624000	Telecommunications				
	626000	Contractual & Professional	575	230	230	116
	626000	Travel	1000	400	400	200
	526001	Travel-Mileage	100	40	40	20
	526002	Travel- Lodging	300	120	120	60
	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				
	532000	Fire, Auto, Bond & Other Insurance				
	534000	Campus, Household & Recreational Supplies				
	535000	Advertising & Promotional				
	539000	Vehicle Operating Expense				
	537000	Research, Educational & Medical Supplies	200	80	80	40
	538000	Routine Maintenance Contracts/Warranties				
	540000	Merchandise for Resale				
	541000	Cechar Charges				
	542000	Hostelity	125	50	50	25
	543000	Education Training (Stipends)				
	544000	Energy Expense Motor Vehicle/Aircraft				
	544001	Energy Expense Motor Vehicle/Aircraft-Gasoline	0	0	0	0
	544002	Energy Expense Motor Vehicle/Aircraft-Diesel				
	547000	Energy Expense Utilities				
	547001	Energy Expense Utilities-Electric				
	547002	Energy Expense Utilities-Gas				
	551000	Miscellaneous				
	552000	Training & Development	125	60	60	25
	553000	Postal & Freight	90	36	36	18
	554000	Computer Supplies	75	30	30	15
	554001	Computer Equipment < \$5,000				
	556000	Attorney Legal Service Payments				
	557000	Attorney Reimbursable Expenses				
	558000	Miscellaneous Equipment Purchases < \$5,000	1,590	636	636	318
	559000	Student Activities				
	551100	Office & Communication Equipment Repairs				
	552100	Research, Educational & Medical Equipment Repairs				
	553000	Building & Household Equipment Repairs				
	554000	Routine Maintenance of Buildings				
	555000	Vehicle Repairs				
	556000	Routine Maintenance of Grounds				
	558000	Other Repairs & Alterations				
		TOTAL OPERATING EXPENSES	\$4,460	\$1,792	\$1,792	\$896
		ASSETS				
	670000	Office & Communication Equipment > \$5,000				
	671000	Medical Equipment > \$5,000				
	672000	Research & Educational Equipment > \$5,000				
	673000	Household Equipment & Furnishings > \$5,000				
	674000	Building Equipment > \$5,000				
	675000	Inventory				
	577000	Books & Periodicals				
	574000	Other Capital Equipment > \$5,000				
	681000	Building Construction				
	612000	Contractor Payments for Capital Asset Projects				
	712000	Purchase of Materials & Supplies				
	512000	Consultant Payments for Capital Assets Projects				
	514000	Building Improvements				
	515000	Land Improvements				
	516000	Land Purchases				
	517000	Building Purchases				
	516700	Leasehold Improvements				
	517000	Computer Equipment > \$5,000				
	517100	Computer Software > \$5,000				
		TOTAL ASSETS	\$0	\$0	\$0	\$0
		OTHER EXPENSES				
	562000	Scholarships Awards				
	539000	Bank Costs				
	511000	Contract Costs				
		TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
		TOTAL EXPENSES	\$4,460	\$1,792	\$1,792	\$896

Appendix IV

Business Administration Assessment Data

2008 Assessment Report

Assessment Results
2007-2008

Office of the Vice President for Academic Affairs

May 27, 2008

Summary
Work Keys Summary
Spring 2008
Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Early Childhood Development	1	3	33%
Criminal Justice	0	2	0%
Radiological Technology	14	15	93%
Medical Laboratory Technology	5	13	38%
Nursing	57	57	100%
Dental Hygiene	11	11	100%
Business Administration			
Small Business Management	1	1	100%
General Business	12	13	92%
Health Care Management	2	4	50%
Marketing	2	2	100%
Business Accounting	15	15	100%
Office Administration	2	2	100%
Medical	2	4	50%
Administrative	1	1	100%
Legal	1	2	50%
Computer Information Systems	1	2	50%
PC Support Specialist	2	4	50%
Web Design	0	1	0%
Information Technology	1	1	100%
Technical Studies-EMT	0	1	0%
Totals	130	154	84.4%

Those in gray failed to meet negotiated levels.
 Students must have successfully met negotiated levels on all three parts to be considered successful.

Department: Business
541-AAS—Business Administration-Health Care Management

n=4
 Min. AM (5) Min LI (4) Min. RFI (5)
 3 -- 75% 4 -- 100% 3 -- 75%
 All Areas—2--50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	5	6	S	
F	W	5	4	5	S	
F	W	5	4	4	U	
F	W	4	4	5	U	
	Sum	19	17	20		
	n=	4	4	4		
	Mean	4.8	4.3	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0-3	0-3	0-3		
		1-4	3-4	1-4	2 -- U	50% U
		3-5	1-5	2-5	2 -- S	50% S
		0-6	0-6	1-6		
		0-7	0-7	0-7		
	Met Standard	3	4	3		

Department: Business
542-AAS—Business Administration-General Business
 n=13
 Min. AM (5) Min LI (4) Min. RFI (5)
 12 -- 92% 13 -- 100% 12 -- 92%
 All Areas—12--92%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	W	4	4	4	U	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	5	5	S	
M	W	5	5	5	S	
F	W	6	5	5	S	
M	W	6	5	5	S	
F	W	5	4	6	S	
M	W	5	4	6	S	
M	W	5	4	6	S	
	Sum	66	56	68		
	n=	13	13	13		
	Mean	5.1	4.3	5.2		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	9--4	1--4	1--U	8% U
		10--5	4--5	8--5	12--S	92% S
		2--6	0--6	4--6		
		0--7	0--7	0--7		
	Met Standard	12	13	12		

Department: Business
 543-AAS—Business Administration-Marketing
 n=2
 Min. AM (4) Min LI (4) Min. RFI (5)
 2 -- 100% 2-- 100% 2--100%
 All Areas—2 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	5	S	
F	W	6	4	7	S	
	Sum	11	8	12		
	n=	2	2	2		
	Mean	5.5	4	6		
	Standard	4	4	5		
		0--<3	0--<3	0--<3		
		0-3	0-3	0-3		
		0-4	2-4	0-4	0-U	0% U
		1-5	0-5	1-5	2-S	100% S
		1-6	0-6	0-6		
		0-7	0-7	1-7		
	Met Standard	2	2	2		

Department: Business
543-AAS—Business Administration-Small Business Mgmt
 n=1
 Min. AM (5) Min LI (4) Min. RFI (5)
 1 -- 100% 1-- 100% 1--100%
 All Areas—1 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	5	5	S	
	Mean	5	5	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4	0-U	0% U
		1--5	1--5	1--5	1-S	100% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	1	1		

2008 Assessment Report

Assessment Matrix for Measuring Program Goals
Business Administration

Goals 1 - 5					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-test, Homework, Achievement test and Exams	Pretest - Students take the exam when enrolled in BU 100, 101, or 102, Homework - weekly, Achievement test - monthly, and Exams - Periodic	Faculty	The Pretest measures the level of knowledge as the students begins the program, Homework, achievement tests and exams measures student progress during the semester.	Pretest - Faculty, Students, Potential Employers, Homework, Achievement test and exams - Students, Instructors, and any applicable reporting agency.	The Pretest results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly. Homework, Achievement test and Exams are used for course weighted average, final grades and instructor evaluation.
Post Test	The post-test is conducted during the final semester.	Faculty	This test measures the improvement as the student completes the program.	Faculty	The results help identify area of deficiency. Faculty can then adjust the curriculum accordingly.
Work Keys	Work Keys - Annually	Faculty Representative	This test measures performance in a variety of skills that are used in the workplace.	Faculty, Students, Potential Employers.	The results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly.
Internship	Internship - Final Semester of classes	Internship Supervisor	Feedback from employers with whom the student's have completed an internship.	Faculty, Students	The feedback from employers identifies student's strengths and weaknesses.

Notes:

Goal One:

The program provides students an opportunity to demonstrate an integrated understanding of business administration through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.

Goal Two

The program provides students with effective skills in communication, problem-solving, and decision making.

Goal Three

The program empowers the students with an understanding of the social, political/legal, technological, and global influences in domestic business issues.

2008 Assessment Report

Goal Four

The program provides students an opportunity to demonstrate a sound understanding of ethical conduct and reasoning.

Goal Five

The program addresses the diverse needs and fosters relationships with the community by providing continuing education, extended campus instruction, internships, and consultative services.

Work Keys Results 2009

Institution Summary-

Spring 2009

Negotiated Level- 83.30%

<i>Certificate Programs</i>			
Program	# Passed	# Taken	% Passed
EKG Health Care Technology	7	9	77.7%
Medical Laboratory Assistant	2	11	18.2%
Computer Information Systems (CIS)	1	1	100%
TOTALS	10	21	47.6%

<i>Associate of Applied Science Degree</i>			
Program	# Passed	# Taken	% Passed
Surgical Technology	9	11	81.2%
Medical Laboratory Technology	9	10	90.0%
Paramedic Studies	0	1	0%
Nursing	69	74	93.2%
Respiratory Technology	4	9	44.4%
Salon Management / Cosmetology	6	10	60.0%
Radiologic Technology	15	15	100.0%
Technical Studies in Emergency Services	1	1	100.0%
Business Accounting	8	8	100.0%
Business Administration / Health Care Management	1	1	100.0%
Business Administration / General Business	4	8	50.0%
Business Administration / Small Business Management	2	2	100.0%
Office Information Technology- Legal	0	1	0%
Criminal Justice- Corrections	1	2	50.0%

Assessment Report 2009

Division: Business

AAS

541- Business Administration- Health Care Management

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	F	5	4	6	S
	Summary	5	4	6	
	n=	1	1	1	
	Mean	5	4	6	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	1 (100%)	1 (100%)	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1 (100%)	0	
Number Who Scored 5 (% of Each Criteria)		1 (100%)	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	1 (100%)	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		1 (100%)			

Assessment Report 2009

Number Who Met All 3 Criteria Standards Unsatisfactorily	0
--	---

Division: Business

AAS

542- Business Administration- General Business

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	F	5	4	4	U
Boone	F	5	4	5	S
Boone	F	5	4	4	U
Boone	F	4	4	5	U
Boone	M	6	4	6	S
Boone	F	4	4	5	U
Williamson	M	5	5	5	S
Boone	M	6	5	7	S
	Summary	40	34	41	
	n=	8	8	8	
	Mean	5	4.25	5.13	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	6 (75%)	8 (100%)	6 (75%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0		
Number Who Scored 3 (% of Each Criteria)		0	0		
Number Who Scored 4 (% of Each Criteria)		2 (25%)	6 (75%)	2 (25%)	
Number Who Scored 5 (% of Each Criteria)		4 (50%)	2 (25%)	4 (50%)	
Number Who Scored 6 (% of Each Criteria)		2 (25%)	0	1 (12.5%)	

Number Who Scored 7 (% of Each Criteria)	0	0	1 (12.5%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	4 (50%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	4 (50%)		

Division: Business

AAS

544-Business Administration- Small Business Management

Business Administration- Small Business Management					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	4	4	5	S
Williamson	F	5	5	5	S
	Summary	9	9	10	
	n=	2	2	2	
	Mean	4.5	4.5	5.0	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	2 (100%)	2 (100%)	2 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		1	1	0	
Number Who Scored 5 (% of Each Criteria)		1	1	2	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of		2 (100%)			

Overall Total)	
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	0

Bus Adm-Gen Business-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
542	Boone	423	107	113	110	105	110	112	108
542	Boone	427	108	115	110	108	112	110	111
542	Williamson	428	107	109	111	111	110	109	106
542	Logan	430	109	123	110	103	118	115	114
542	Boone	432	111	119	110	106	112	110	121
542	Logan	432	114	115	110	108	116	110	115
		2572	656	694	661	641	678	666	675
Mean		429	109	116	110	107	113	111	113

Table 2

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

Table 3

Major 542	Proficient	Marginal	Not Proficient
Reading Level I	50%	33%	17%
Reading Level II	17%	17%	66%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		33%	67%
Mathematics Level II			100%
Mathematics Level III			100%

Bus Adm-Marketing Option-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
543	Logan	476	121	127	123	119	122	122	123

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	P		P	P	P	P	M	
543	P	P	M	P	P	P	P	M	

Table 3

Major 543	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%	

Business Administration-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
548	Logan	421	107	103	112	108	104	106	108
548	Logan	423	105	111	114	103	104	113	108
548	Wyoming	424	105	111	112	106	109	110	106
548	Wyoming	424	104	108	110	111	116	100	108
548	Wyoming	425	108	108	111	108	107	106	112
548	Logan	427	114	115	110	103	116	113	112
548	Boone	433	108	111	114	112	112	110	106
548	Wyoming	440	111	119	112	113	121	113	112
548	Wyoming	462	122	121	115	120	122	120	119
Mean		3879	984	1007	1010	984	1011	991	991
Mean		431	109	112	112	109	112	110	110

Table 2

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

SWVCTC Assessment Report 2009-2010

Table 3

Major 548	Proficient	Marginal	Not Proficient
Reading Level I	33%	23%	44%
Reading Level II	11%	11%	78%
Critical Thinking		11%	89%
Writing Level I	33%	56%	11%
Writing Level II		22%	78%
Writing Level III			100%
Mathematics Level I	33%	33%	34%
Mathematics Level II	11%	11%	78%
Mathematics Level III		11%	89%

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE
ASSESSMENT REPORT 2011**

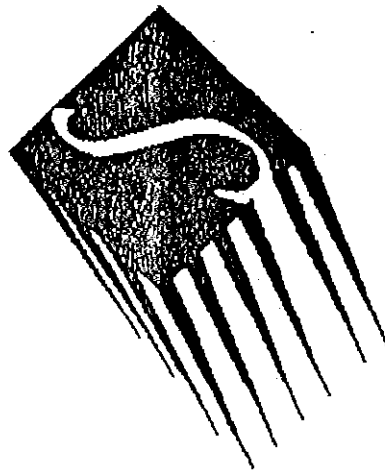


Table of Contents

Executive Summary.....	4
Raw Data.....	7
Results by Major.....	13
C&T/AH/Medical Lab Asst.-Cert.....	14
UT/Social Science/Criminal Justice-AS.....	15
UT-AA.....	16
UT/Social Science/Criminal Justice-AA.....	20
UT/Humanities/Elem Ed-AA.....	21
UT/General Studies-AA.....	23
UT-AS.....	25
UT/Pre-Allied Health-AS.....	27
C&T/AH/Surgical Tech-AAS.....	29
C&T/AH/Medical Lab Tech-AAs.....	31
C&T/AH/Nursing-AAS.....	33
C&T/AH/Dental Hygiene-AAS.....	35
C&T/AH/Respiratory Tech-AAS.....	37
C&T/AH/Health Care Professional-AS.....	38
C&T/AH/Cosmetology-AAS.....	40
C&T/AH/Radiologic Technology-AS.....	41
C&T/Business/Business Accounting-AS.....	43
C&T/Business/General Business-AAS.....	45
C&T/Business/Business Administration-AAS.....	46

C&T/Business/Office Administration-AAS.....	48
UT/Social Sciences/Addiction Counseling-AAS	50
UT/Social Sciences/Criminal Justice-Corrections-AAS.....	51
C&T/Tech & Engineering/Computer information Systems-AAS	53
C&T/Tech & Engineering/Mine Management-AAS.....	54
C&T/Tech & Engineering/Information Technology-AAS	55
C&T/Business/Accounting-AAS.....	56
C&T/Tech & Engineering/Electrical Engineering-AAS	58
UT/Social Sciences/Law Enforcement-AAS	60
UT/Humanities/Early Childhood Development-AAS	61
UT-Undeclared.....	62
About MAPP.....	63
Demographic Analysis Report	
Scores by Age	67
Scores by Gender	68
Scores by Major.....	69
Summary of Proficiency Classification	74
Scaled Score Distributions	
Skills Sub-scores	75
Academic Area Sub-scores.....	77
Total	79
Math Rybric Team Scoring Report.....	80
Writing Scoring Committee Report.....	86

Career and Technical/Business-Business Accounting - AS

Table 1

Student Data		Skill Dimension Subscores					Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	540	416	104	107	110	104	103	106	110
Logan	540	420	100	107	111	111	103	106	106
Logan	540	461	117	128	120	112	125	120	121
Logan	540	432	102	113	114	114	107	105	110
Williamson	540	474	119	128	116	125	127	115	124
Williamson	540	432	106	116	112	111	109	106	115
		2635	648	699	683	677	674	658	686
	MEAN	439.2	108.0	116.5	113.8	112.8	112.3	109.7	114.3

Table 2

Major	Reading			Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
540	N	N	N	M	N	N	N	N	N
540	P	P	M	P	M	N	P	P	P
540	P	N	N	M	N	N	M	N	N

540	N	N	N	M	N	N	M	N	N
540	P	P	M	P	P	M	P	N	N
540	M	N	N	P	M	N	P	M	N

Table 3

	Reading			Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	50.0%	33.3%	0.0%	50.0%	16.7%	0.0%	50.0%	16.7%	16.7%
Marginal	16.7%	0.0%	33.3%	50.0%	33.3%	16.7%	33.3%	16.7%	0.0%
Not Proficient	33.3%	66.7%	66.7%	0.0%	50.0%	83.3%	16.7%	66.7%	83.3%

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ASSESSMENT REPORT 2012

Table of Contents

Administrative Assessment Summary 2012	.4
2012-13 Program Review Schedule	10
Academic Assessment Summary 2012	11
2010-2012 Comparison	14
Raw Data	15

Results by Major	19
University Transfer/Undeclared Major	20
Allied Health/EKG – Certificate	22
Allied Health/Medical Lab Assistant – Certificate	24
University Transfer/Criminal Justice – Certificate	26
University Transfer – AA	28
University Transfer/General Studies – AA	31
University Transfer – AS	33
Allied Health/Surgical Technician – AAS	35
Allied Health/Medical Lab Technology – AAS	37
Allied Health/Nursing – AAS	39
Allied Health/Health Care Professional – AAS	42
Allied Health/Radiologic Technology – AAS	45
Career and Technical/Business /Accounting – AAS	47
Career and Technical/Business/General Business – AAS	49
Career and Technical/Business/Business Administration – AAS	51
University Transfer/Social Sciences/Addiction Counseling – AAS	53
University Transfer/Criminal Justice/Law Enforcement – AAS	55
Career and Technical/Engineering/Electrical Engineering – AAS	57
Career and Technical/Mine Management – AAS	59
Career and Technology/Information Technology – AAS	61
University Transfer/Criminal Justice/Forensic Psychology and Investigation – AAS	63
University Transfer/Humanities/Early Childhood Development – AAS	65
About ETS Proficiency Profile	67
Demographic Analysis Report	

Career and Technical / Business – Accounting – AAS

Table 1									
Subscore			Skills Dimension Subscore				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin g	Readin g	Writing	Mathematics	Humanitie s	Social Science s	Natural Science s
Williamson	540	449	108	120	120	115	113	110	117
		449	108	120	120	115	113	110	117
	MEAN	449	108	120	120	115	113	110	117
Table 2									
Reading			Critical Thinkin g	Writing			Mathematics		

Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
540	P	M	N	P	P	M	P	M	N
Proficient	1	0	0	1	1	0	1	0	0
Marginal	0	1	0	0	0	1	0	1	0
Not Proficient	0	0	1	0	0	0	0	0	1
Total	1	1	1	1	1	1	1	1	1

Table 3

	Reading			Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	100.00%	0.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%	0.00%
Marginal	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Not Proficient	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Appendix V

Business Administration Student Enrollment Profile

Business Administration Program Enrollment Profile

Program	2007-08 HC				2008-09 HC				2009-10 HC				2010-11 HC				2011-12 HC				
	FA		SP		FA		SP		*FA		SP		FA		SP		FA		SP		
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	
Business Administration																					
Major 541	12	3	10	1	2	1	1	1	3		1	1	-	-	-	-	2	-	-	1	
Major 542	66	39	70	25	51	30	35	22	37		22	15	11	8	7	11	6	13	5	8	
Major 543	14	5	12	5	5	3	5	1	1		1	1	-	-	-	1	-	1	-	1	
Major 544	8	2	8	3	5	3	6	2	6		3	1	3	-	4	1	1	2	1	2	
Major 545	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Major 548	7	4	11	8	31	11	27	16	57		40	9	55	21	52	29	63	18	52	25	

*Not Available By Enrollment Breakdown

- Major 541 – Business Administration – Health Care Management
- Major 542 - Business Administration – General Business
- Major 543 - Business Administration – Marketing
- Major 544 - Business Administration – Small Business Management
- Major 545 - Business Administration – Hospitality
- Major 548 - Business Administration – Business Administration

In addition to the above AAS programs, Business Administration courses were provided for the following:
 Major 2100 – Business Management - Gen – CP
 Major 331 – Business Administration – UP

Business Administration Program Enrollment Profile

Major 48 – Business – Banking
Major 30 – UP – Business Administration
Major 46 – General Business

Business Administration
Course Enrollment Profile

Courses	2007-08		2008-09		2009-10		2010-11		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 100 – Introduction to Business	90	49	91	42	42	34	83	35	77	38
BU 101 – Introduction to Health Care Institutions	8									
BU 209 - Medical Administrative Law & Ethics	11									
BU 115 – Business Calculations	47	33	30	53	21	41	24	43	26	68
BU 205 – Business Communications	70	81	86	57	47	80	44	32	66	64
BU 207 – Business Law	20	73	29	56	27	61	25	68		
BU 120 – Business Software Communications									41	27
BU 230 – Business Statistics	32	40	26	32	26	32	18	31	24	12
BU 291 – Business Administration Internship	6	19	10	15	6	17				
BU 275 – Special Topics in Business						1				1
BU 293 – Small Business Management Internship	6	8	3	8	2					
BU 294 – Internship in a Medical Facility	1	4								
EC 241 – Principles of Economics I	97	41	90	14	34	25	57	24	46	35
EC 242 – Principles of Economics II	27	68	17	75	27	40	28	64	36	34
FN 231 – Principles of Finance	10	24	20	22		22	10	13	12	11
FN 232 – Personal Finance						12		11		33
MG 260 – Principles of Management	26	24	64	31	12	25	36	24	39	38
MG 261 – Human Resource Management	17	54	18	29		32		36	24	51
MG 262 – Small Business Management	4		41	10			8	7	16	36
MG 264 – Supervision					21		39		35	11
MK 270 – Principles of Marketing	15		65		31	26	22	8	31	2
MK 271 – Principles of Marketing	34			31						7
MK 272 – Retailing	17				14	1				
MK 274 – Services Marketing	37			33	10		14	14		

Appendix VI

Business Administration Course Offering With Descriptions

Business

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

Prerequisite: EN 090, MT 090 or minimum acceptable test scores for placement in college-level English and math.

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.

BU 120 Business Software Applications

3 Credit Hours

Prerequisite: Keyboarding proficiency.

This course covers the essential software applications that an end-user would use in a typical business environment. Students will learn how to apply the use of Word, PowerPoint, Excel, and Access within a business setting. Students will create business documents with Word, presentations with PowerPoint, prepare Excel worksheets using business scenarios, and construct databases using Access. Real-world projects will be presented which will enable the student to integrate what they have learned and use it in a meaningful way in the business world.

BU 205 Communications In Business

3 Credit Hours

Prerequisite: EN 101.

This course emphasizes the principles to be applied in composing effective business correspondence, writing business reports, making oral presentations, and conducting meetings.

BU 207 Business Law

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level reading.

This course is an introduction to common law and Uniform Commercial Code. Topics covered include contracts, sales, bailments, common carriers, personal and real property, insurance, agencies, employment, negotiable and other credit instruments, partnerships, corporations, and bankruptcy. Duplicate credit for BU 209 is not permitted.

BU 230/MT 225 Business Statistics

3 Credit Hours

Prerequisite: EN 090, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

The course is designed to present statistical techniques and apply them to decisions, analysis, and forecasts. Stressed are the methods of collection, description, and summarization of the data as well as analysis and induction from the data.

BU 275 Special Topics In Business

1-3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level reading and permission of Department Chair.

This course presents classes in Business which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Business.

BU 291 Business Administration Internship

3 Credit Hours

Students will be assigned to a business entity according to their vocational objectives in order to gain practical hands-on experience. They will be under the direction of an academic and work-site manager/supervisor who will coordinate their activities.

Economics

EC 241 Principles of Economics I

3 Credit Hours

This course presents and analyzes macroeconomic principles as to their applicability to problems of public policy. Macroeconomics is concerned with aggregates of the economy as a whole. Two major divisions of the course are: the study of theories related to economic growth, income, employment and inflation and the study of monetary theory. Economics avoids value judgments while it tries to establish scientific statements about economic behavior. Effective economic policies are developed using scientific-based analysis and critical thinking. This course can stand alone or in conjunction with Principles of Economics II, Microeconomics.

EC 242 Principles of Economics II

3 Credit Hours

This course presents and analyzes microeconomic principles as to their applicability to problems of public policy. Microeconomics is the study of the economic activities of individual consumers and producers or groups of consumers and groups of producers known as markets. The emphasis is placed on the roles played by consumers and producers in the society. Economics avoids value judgments while it tries to establish scientific statements about economic behavior. Effective economic theories are developed using scientific-based analysis and critical thinking. This course can stand alone or in conjunction with Principles of Economics I, Macroeconomics.

EC 270 World Economics and the Energy Sector

3 Credit Hours

This course examines the global context in which the United States economy functions. Students will explore the economic growth, current domestic and international challenges resulting from a global marketplace, proliferation of information and technology, persistence of underdevelopment, different economic systems, and the interdependence of nations in energy production. This course provides an analysis of the impact on the energy sector related to demand/supply, pricing, competitive behavior, transportation, inter-fuel competition, international relations, technical change, and external factors in the coal, oil, natural gas, and nuclear power industry.

EC 275 Special Topics In Economics

1-3 Credit Hours

Prerequisite: Permission of Department Chair.

This course presents classes in Economics which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Economics.

Finance

FN 210 Finance for the Nonfinancial Manager

3 Credit Hours

This course is designed to provide students who aspire to be managers and executives, in non-financial positions, with a practical understanding of finance. Students will be empowered to effectively communicate with accounting and finance people and to better understand the financial aspects of business decisions. An understanding of budgeting and corporate financial planning, working capital management, growth, capital, and profitability considerations, discounted cash-flow and capital costs, principles of valuation and value creation, measures of performance including ROE, RONA, and EVA, cost consideration, financial ratio analysis, and key performance measures will be the focus of the course.

FN 225 Real Estate I

3 Credit Hours

Prerequisite: EN 090 or minimal acceptable test scores for placement in college-level reading.

This course introduces the student to the terminology, concepts, and practices in the area of real estate law, real estate finance, real estate appraisal, and West Virginia license law.

FN 226 Real Estate II

3 Credit Hours

This course is a continuation of Real Estate I with emphasis in real estate law, real estate finance, real estate appraisal, West Virginia license law, and environmental issues in the real estate transaction.

FN 231 Principles of Finance

3 Credit Hours

Prerequisite: AC 112 and EN 090 or minimum acceptable test scores for placement in college-level reading.

This course is an introduction to financial management. The topics discussed will include cash flow analysis, financial statement analysis, time value of money, budgeting and variance analysis, financial markets, long-term financing, capital budgeting, and short-term financial management. This course is the capstone course for the Business Administration Program.

FN 232 Personal Finance

3 Credit Hours

The main concern of this course is to educate and assist the student in the management of their personal finances. Topics include: Personal budgeting and tax planning, consumer credit, insuring your resources, fundamentals of personal investing, retirement, and estate planning.

Management

MG 260 Principles of Management

3 Credit Hours

This course is structured around contributions of the classical, behavioral, and management science schools of management under the functions of planning, organizing, leading, and controlling. Emphasis is placed on the manager's role in creating and maintaining a work environment leading to effective and efficient operations.

MG 261 Human Resources Management

3 Credit Hours

This course provides the introductions to the strategic planning and implementation of human resources management functions and roles in an effective business/organization enterprise. Topics include staffing, appraisal, awards, current events, and laws affecting the management of the human factor of production.

MG 262 Small Business Management

3 Credit Hours

This course provides the necessary information to organize, operate, and control a small business enterprise. 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. Students will learn how to prepare a business plan in order to bring business ideas into fruition as a successful entrepreneur.

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.

MG 266 Project Management

3 Credit Hours

This course centers on a specialized field of management that is useful for planning and managing complex work efforts. The project management process is a systematic approach that is comprised of four phases: concept, planning, implementation, and closedown. Topics include work breakdown structure, earned value, PERT/CPM/Gantt Charts, scheduling charts, scope control, cost control, change control, and resource planning.

MG 268 Labor Relations

3 Credit Hours

This course surveys both historical and legal frameworks of the labor movement in the United States and West Virginia and presents an analysis of traditional labor laws, NLRB law, state laws, and the impact of court decisions related to management. A historical perspective of the origins which impact union organizing, causes and goals of the labor movements, union structure and behavior, and the impact on production will be presented. Students will have an in-depth understanding of collective bargaining, strikes, labor negotiations, administration and enforcement of labor contracts, grievance process and arbitration related to managing an industry. The student will explore both labor and management approaches to solving employment disputes, avoiding grievances, and applying collective bargaining contracts in the work setting labor rules and regulations, and means to implement new standards in the work place, will be discussed. Effects of laws on individuals, employees, the industry, the community, and nation will be addressed.

MG 272 Industrial Leadership

3 Credit Hours

This course focuses on leadership, human resources management and ethical decision-making in an industrial setting. Leadership styles, organizational patterns, values, and skills for empowerment of individuals as they confront organizational challenges will be discussed. A primary focus will be on identifying emerging leaders, assuming responsibility within the organization, and empowerment to become a leader in the workplace. Students will analyze current management theories and styles including, but not limited to, Six Sigma, Total Quality Management and Steven Covey's Seven Habits of Effective Leadership. Development of leadership skills related to an in-depth understanding of regulation in the industry, ethics at the individual and organizational level, setting objectives in the workplace, planning, influencing and motivating others, and managing for results is the expected outcome of the course.

MG 273 Organizational Behavior and Communication

3 Credit Hours

In relation to the behavioral sciences, students will be expected to analyze business management problems in the areas of motivation, leadership, morale, communication, control, and ethics. The focus of this course will be on the effective use of human capital through understanding of motivation and behavior patterns, conflict management and resolution, group functioning and process, decision making, and the importance of recognizing and managing change. Consideration will be given to the interaction of individual values, attitudes, needs, abilities and traits, and motivation within teams and organizations.

MG 274 Project Evaluation**3 Credit Hours**

This is a capstone course designed to assess the student's ability to identify, plan, implement, and evaluate projects. Students will be expected to demonstrate an understanding of methods, tools, and techniques used to plan, communicate, manage and control projects, resolve problems, and communicate results to upper level management. Assessment of the student's ability to work in teams to create and complete a major project for an actual industry is the major objective of the course.

MG 275 Special Topics In Management**1-3 Credit Hours****Prerequisite:** Permission of the Department Chair.

This course presents classes in Management which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Management.

Marketing

MK 270 Principles of Marketing**3 Credit Hours**

This course examines the development of the institution, channels of distribution, functions, federal regulations and economics of marketing.

MK 271 Advertising and Sales Promotion**3 Credit Hours**

This course presents the decision process and the variables necessary to fully implement a program for delivering information about the product offerings of the firm as well as methods of encouraging the sale of the firm's products through the channels of distribution and to the final customers.

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.

MK 273 Salesmanship**3 Credit Hours****Prerequisite:** MK 270.

This course particularly involves the personal communications in the buyer-seller dyad. The course approach will closely examine the stages of the selling process: prospecting, approach, presentation, answer questions/objections, close, and follow-up.

MK 274 Services Marketing**3 Credit Hours**

This course places special emphasis on understanding the customer from the services and nonprofit perspectives. The topics discussed will include the nature of services, with respect to pricing, distributing, promoting, and service quality.

MK 275 Special Topics In Marketing**3 Credit Hours****Prerequisite:** Permission of the Department Chair.

This course presents classes in Marketing which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Marketing.

MK 277 Hospitality Marketing**3 Credit Hours****Prerequisite:** MK 274.

This course covers the theories and knowledge in marketing with a total emphasis on applications in hospitality management.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Office Administration, Associate in Applied Science 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: Gail Hall

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Business conducted a program review of the Office Administration, Associate in Applied Science degree program during the 2012-2013 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. A greater emphasis will be placed on program enrollees/completion rates and identifying majors within the program. Although the number of declared majors per year is acceptable, the numbers of students enrolled and graduating in Office Administration have decreased from the previous program reviews.

An undertaking to correct this situation includes the development and promotion of skill sets to provide an opportunity for those who may want to enter this occupational area; a restructuring of the curriculum with a 60-hour requirement; delivery system of curriculum to include increased number of on-line courses; a tracking system in advising as well as beyond graduation; and, marketing.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Office Administration, AAS
Degree and Title

February 1, 2013
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;
- X 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:

The enrollments during this review period have been on the downside of the cycle that past history reflects; therefore, corrective action is being recommended. Activities that will positively impact enrollments include: development of Skill Sets that will help those who want to enter this occupational area; restructuring of curriculum with total hours required of 60; marketing; and, delivery system of curriculum including an increase in the available on-line classes.

Signature of person preparing report if other than Department Chair	Date
<i>Shirley Hall</i>	2-01-2013
Signature of Department Chair	Date
<i>Dr. Pamela L. Alderman</i>	3/25/13
Signature of Dean	Date
<i>Harry M. Langley</i>	03-27-13
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

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

Summary of Findings
2012-2013

Program Title: Office Administration, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- Gone through several revisions but configured for 60 hours beginning in 2012-2013 while maintaining essentials to provide for student/employer needs
- Program has established goals and objectives
- Appropriately trained, dedicated faculty
- Provides a variety of skilled occupational pathways
- Entrance abilities for the students are within community college standards
- Program maintains appropriate assessment tools
- Majority of OA classes are delivered online

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- Program has sufficient enrollment
- Graduates are within expectations for the program
- Previous history of this program indicates future students seeking the degree will remain steady

Conclusion: Program meets minimum viability requirements.

C. Necessity

- Program meets a validated occupational demand
- Graduates successfully find gainful employment

Conclusion: Program meets minimum requirements for necessity.

D. Consistency with Mission

- Curriculum is an acceptable blend of recommended courses which accomplish the Institution's Commitments for learning
- Program delivers courses in a non-traditional format
- Faculty involvement in advising process encourages degree completion/graduation within a two-, three-year window.

Conclusion: Program is consistent with the mission of the college.

- II. Plans for program improvement, including timeline.**
New skill sets and restricted electives have been developed to expand offerings and keep current with student/business needs. Faculty will continue developing majors courses for on-line delivery as their "load time" permits.

With the implementation of Web registration for student use, additional efforts are being made in tracking and advising students to assist with completion of courses in sequence. Along with advising student efforts, students will also be tracked beyond graduation. These activities are ongoing.

- III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.**
The identified weaknesses in previous review related to students being identified in the computer in the major they are actually pursuing. Too, being able to obtain appropriate student and employer feedback is still somewhat of a weakness in spite of survey efforts. Increased efforts toward eliminating both of these conditions to include - one month after original is distributed - sending a second copy (followup) survey to nonresponders. Faculty and staff are involved in ongoing efforts to eliminate both of these conditions.

- IV. Five year trend data on graduates and majors enrolled.**
The numbers of majors and graduates fluctuated minimally from year to year. As Southern's enrollment increases, it is expected that the program's enrollment will experience a proportionate increase during the future review periods with curriculum restructuring to 60 hours, market demands, and WEB course availability enhancing any enrollment movement.

- V. Summary of assessment model and how results are used for program improvement.**
The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored closely. Outcomes are discussed with faculty and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional procedures and policies for curriculum and instruction.

- VI. Data on student placement.**
Graduates who actively seek Office Administration jobs following their graduation have found employment within a relatively short time period. The limited number of surveys returned reveal that students are working or, having changed their mind about their major, are returning to college for additional studies.

- VII. Final Recommendations Approved by the Governing Board**
See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW

Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Program Name: Office Administration, Associate in Applied Science

Date of Last Review: 2007-08 Program Review; 2008-09 Follow-up Report

I. PROGRAM DESCRIPTION

The Office Administration Associate in Applied Science degree program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal environment, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

Much of the Office Administration program is available on the web and may also be offered on the Logan and Williamson campuses. The Boone/Lincoln and Wyoming campuses offer the program support courses only.

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 associate in applied science degree in Office Administration has had varying credit hours during this five-year review period: 69, 67-70, 62 and 60 (for the 2012-13 academic year). The faculty continuously review the curriculum, based on program advisory committee input and business needs, to assure that students are receiving the knowledge and skills that are needed to be successful. The curriculum is comprised of general education, business core, and program specific courses (with emphasis areas in administrative, legal, or medical) to meet student/workforce needs. See Appendix I.

2. Faculty

One full-time program-specific faculty member along with the full-time business department chair and several adjunct faculty

members accomplish the instructional mission of the Office Administration degree program. The full-time faculty teach approximately ninety-nine percent (99%) of the Office Administration courses while adjunct faculty members teach the remaining one percent (1%).

The program-specific faculty member is based on the Williamson Campus. The majority of Office Administration courses are available on the web. (This enables all of Southern's service areas to have access to the courses.) Full-time faculty ranks are Professor. See Appendix II.

3. Students

a. Entrance Abilities

The Office Administration Program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College.

b. Exit Abilities

Upon completion of the degree requirements, students will have acquired a comprehensive knowledge of basic office skills, will have become proficient in document processing, as well as becoming well-versed and efficient in their chosen area of emphasis - administrative, legal, or medical. Along with becoming knowledgeable within their specified chosen occupational environment, students will have also acquired an overall basic knowledge of business principles.

Specific exit abilities of Office Administration graduates include:

- use of various application software common in the office technology field (Word, Excel, Access, and PowerPoint)
- organize work, set priorities, and utilize stress and time management skills
- perform administrative office procedures conducive to their field of study
- demonstrate professionalism through proper attire and conduct
- oral and written business communications
- exhibit ethical, responsible, and dependable behavior
- prepare appropriate reports conducive to their field of study

4. Resources

a. Financial

The Office Administration program receives a yearly budget dedicated to meeting the needs of the program.

b. Facilities

Each campus provides a computer lab that is accessible for any program/course use. The Logan and Williamson Campuses provide a computer lab(s) dedicated solely for business program/course priority use. Data projectors, along with lap/desktop computers, assist in providing technology in the instructional process. Classrooms are used for nonweb classes (i.e. Machine Transcription) or when sections of OA courses are offered on the campus.

5. Assessment Information

The Office Administration program has an approved Program Assessment Plan. The Plan includes a mission statement, goals and objectives, linkage of goals and objectives to institutional commitments, assessment procedures which include a standard examination (Office Proficiency Assessment Certification - OPAC) taken during the term they are an applicant for graduation from the program, and student and employer surveys. Students also participate in Southern's assessment program which has used WORKKEYS, MAPP, and ETS Proficiency Profile. See Appendix III.

Within the Office Administration program all courses are criterion referenced and instructional material is defined within the respective course syllabi. These documents are subject to annual departmental review to insure the viability of the criteria. Examinations and out-of-classroom assignments are used as course specific assessment devices as they are application-oriented simulations based upon the above-referenced criteria.

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 somewhat limited. A majority of the students who respond prefer not to include employer or salary information. Most feedback information is informal through contact with the students and the area business employers or a call from a business who has employed a prior graduate. Three graduates during this period have written personal testimonies , which are included in appendix, about the program and their current jobs. (Appendix III)

Limited information (one survey and three testimonials) about the graduates include:

<u>Year</u>	<u>Position</u>	<u>Business</u>
2007	Accounts Receivable Coordinator	Wilson Eyecare Associates
2008	Receptionist	McCoy Dental
2009	Human Relations Coordinator	Food City Supermarket
2012	Accounts Payable/ Office Clerk	McCormick's

6. Advisory Committee

The Office Administration Program shares in an active advisory committee for all of the Department of Business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms. The number of members attending the meetings has fluctuated; however, 10 members took part in the last annual meeting in April 2012.

7. Strengths and Weaknesses

STRENGTHS:

Availability of the majority of program via web
 Students' opportunity for employment
 Highly competent and committed faculty

WEAKNESSES:

Need for students to properly identify major
 Graduation to occur within two years - three years maximum

B. Viability

1. Number of majors per year for previous five years

<u>Term</u>	<u>Enrollment</u>
Spring 2012	26
Fall 2011	33
Spring 2011	32
Fall 2010	24
Spring 2010	28
Fall 2009	30
Spring 2009	29
Fall 2008	36
Spring 2008	22
Fall 2007	28

Enrollment Trends for previous five years

Enrollees in the OA program, which is structured for a two-year completion, do not follow the expected two-year design. The enrollment, as with other Business programs, is cyclical. A review of the Fall enrollee numbers reveal they have fluctuated - 28, 36, 30, 24, 33. The numbers returning for Spring also have fluctuated with 22, 29, 28, 32, and 26. Students enroll in the program and, for whatever reason, leave it without attaining a degree. However, a few semesters later, they return to complete their degree.

Number of Graduates for previous five years

In the period of Fall 2007 to Spring 2012 data are available showing 17 graduates.

<u>Year</u>	<u>Graduates</u>
2007 - 2008	5
2008 - 2009	3
2009 - 2010	3
2010 - 2011	4
2011 - 2012	2

The numbers of graduates have been fairly consistent and compare to the college-wide enrollment and declared majors the past year.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. The Department of Labor has released information relative to occupationally titled positions for which the Office Administration program prepares students as growing normally in number of jobs and an occupation with a bright outlook for employment. The West Virginia job market's median annual salary is \$27,900.

Conversion of OA classes to a web-based delivery system is an on-going process; thus, more classes will become available for those who cannot travel to campus.

2. Program Course Enrollments

As more of the OA courses have become available via the web, enrollments have increased. While the program's offerings consist of a variety of specialized courses designed specifically for the program, students are being drawn to them because of the web availability and their determining the courses will be of personal benefit as they move through their chosen major. A complete

listing of all OA courses for the past five years can be found in Appendix IV.

3. Service Courses

While a majority of the program's requirements are designed specifically for this major, there are some courses that are popular with other students - OA 103 Document Processing I and/or OA 104 Document Processing II. Also popular with nonmajors is OA 131 Records Management. (Appendix IV)

4. Off-Campus/Distance Delivery Classes

This program has several courses that are currently offered by distance delivery. A listing of online courses is available in Appendix V.

5. Articulation Agreements

There are no articulation agreements for the program.

C. Necessity

There is an identified need for individuals who are trained in our Office Administration program within our local as well as regional service areas. Demands from the local labor market have consumed the sum total of graduates; some before they even graduate. (One young lady was scheduled to graduate in May 2012 and she went to work one month before graduation, with the employer accommodating her on-campus class schedule. This semester, an area CPA firm was searching for an administrative assistant and a student, scheduled to graduate in May 2013, was referred. The student was hired and, again, her schedule for on-campus classes was accommodated.) Requests from service area employers are commonplace. Despite a fairly consistent production of program graduates over the past five years, the demand continues to exceed supply.

The U.S. Bureau of Labor projects that this occupational area will grow about as fast as average - 12 percent - annually. (Appendix VI)

D. Consistency with Our Mission

The Office Administration program directly supports the institution's mission to fulfill the needs of students - as well as employers - in our service area.

- The curriculum provided is an acceptable blend of those recommended courses which provide a well-rounded individual at this educational level and enhance the institution's commitment to its student population.
- The program meets the requirements of the Institutional Compact to deliver programs/courses in a non-traditional format in order to increase learning opportunities in our service district.

- The program provides the opportunity for employers to encourage employees to gain/upgrade skills via web delivery system.
- Faculty involvement in advising encourages completion of degree and graduation within two-year time frame.

IV. Recommendation

Based upon the program review, the continuation of the program at the current level of activity with corrective action - 60-hour curriculum with stability in requirements; full program available for WEB delivery; and marketing - is recommended.

Appendix I

Curriculum 2007-2012



Office Administration

Associate in Applied Science

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator.

Recommended Sequence

First Year - First Semester

- BU 100 Introductions to Business 3
- BU 115 Business Mathematical Applications 3
- EN 101 English Composition I 3
- OA 103/104 Document Processing I/II 3
- OA 140 Office Administrative Procedures OR
- OA 143 Legal Office Procedures OR
- OA 145 Medical Office Procedures 3

Total Semester Hours: 15

First Year - Second Semester

- AC 111 Principles of Accounting I 3
- BU 120 Business Software Applications 3
- OA 131 Records Management 3
- OA 135 Document Processing Simulation 3
- SP 103 Speech Fundamentals 3

Total Semester Hours: 15

Second Year - First Semester

- AC 250 Computerized Accounting 3
- BU 205 Communications in Business 3
- EC 241 Principles of Economics I 3
- OA 129 Medical Terminology and Transcription OR
- OA 130 Administrative Machine Transcription OR
- OA 133 Legal Terminology and Transcription 3
- Program Restricted Elective 3

Total Semester Hours: 15

Second Year - Second Semester

- OA 220 Administrative Management 3
- SO 200 Introduction to Sociology 3
- Program Restricted Elective - According to Emphasis 3
- Business Restricted Elective 6

Total Semester Hours: 15

Total Program Hours: 60

Program Information and Description

Available at

www.southernwv.edu/programs

Office Administration

Associate in Applied Science
Minimum 62 Credit Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The full Office Administration Program is available on the web and may be offered on the Logan and Williamson campuses. The Boone/Lincoln and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 115	Business Mathematical Applications	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
EC 241	Principles of Economics I	3
OR	OR	
EC 242	Principles of Economics II	
EN 101	English Composition I	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
OR	OR	
SO 200	Introduction to Sociology	
OR	OR	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 250	Computerized Accounting	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 220	Administrative Management	3
OA 225	Professional Image for Majors	1
	*Business Restricted Elective	3
Administrative Emphasis		
OA 130	Administrative Machine Transcription	3
OA 140	Office Administrative Procedures	3
	*Business Restricted Electives	9
Medical Emphasis		
AH 108	Medical Terminology	2
BS 115	Human Biology	4
OA 129	Medical Terminology and Transcription	3
OA 145	Medical Office Procedures	3
OA 230	Medical Billing and Coding	3

Office Administration**Associate in Applied Science****Minimum 67-70 Semester Hours**

Purpose: The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, or office assistant. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration student develop skills that will meet the need of today's work requirements. Contact Dr. Gail Hall, Department Chair at 304.236.7619 or Rhonda Collins, Administrative Secretary at 304.236.7609.

Support Courses

Dept.	Course No.	Title	Credit Hours
AC	111	Principles of Accounting I	3
AC	250	Computerized Accounting	3
BU	115	Business Calculations	3
BU	205	Communications in Business	3
BU	291	Internship	3
CS	116	Word Processing Concepts	2
CS	118	Spread Sheet Concepts	2
CS	120	Data Base Management Systems Concepts	2
CS	125	Electronic Presentations	2
EC	241 or 242	Principles of Economics I or II	3
EN	101	English Composition I	3
MK	274	Services Marketing	3
		Restricted Elective (any AC,BU,FN,MG,MK, or OA)	3
OR	110	Orientation to College	1
SP	103	Speech Fundamentals	3
SO	200	Introduction to Sociology	3

Major Courses

OA	104	Document Processing II	3
OA	131	Records Management	3
OA	135	Document Processing Simulation	3
OA	140	Office Administration Procedures	3
OA	150	Transcription Skills	3
OA		Emphasis Area*	6-9
OA	220	Administrative Management	3
OA	225	Office Administration Capstone	1

***Medical Emphasis**

AH 108 Medical Terminology	2	BU Human Biology 4
OA 230 Medical Billing & Coding	3	

Legal Emphasis

BU 207 Business Law	3
OA 235 Legal Research	3

Office Administration

Associate in Applied Science
Minimum 67-70 Semester Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The full Office Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 115	Business Calculations	3
BU 205	Communications In Business	3
BU 291	Business Administration Internship	3
CS 116	Word Processing Concepts	2
CS 118	Spread Sheet Concepts	2
CS 120	Data Base Management Systems Concepts	2
CS 125	Electronic Presentations	2
EC 241	Principles of Economics I	3
OR		
EC 242	Principles of Economics II	
EN 101	English Composition I	3
MK 274	Services Marketing	3
Choose 3 hours from: AC, Restricted Elective		3
BU, FN, MG, MK, or OA		
OR 110	Orientation to College	1
SP 103	Speech Fundamentals	3
SO 200	Introduction to Sociology	3
Major Courses		
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
*OA 140	Office Administration Procedures	3
*OA 150	Transcription Skills	3
*OA	Area of Emphasis	6-9
OA 220	Administrative Management	3
OA 225	Office Administration Capstone	1
*Medical Emphasis		
AH 108	Medical Terminology	2
BS 115	Human Biology	4
OA 230	Medical Billing & Coding	3
*Legal Emphasis		
BU 207	Business Law	3
OA 235	Legal Research	3

Department Chair: 304.236.7619
Administrative Assistant: 304.236.7609

OFFICE ADMINISTRATION
Associate in Applied Science
67-70 Semester Hours

Purpose: The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, or office assistant. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration student will develop skills that will meet the need of today's work requirements. In addition to developing communication skills, the student will become proficient in word processing, database management, records management as well as acquiring a broad knowledge of topics which are pertinent in an office environment.

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
OA	104	Document Processing II	3	
SP	103	Speech Fundamentals	3	
OR	110	Introduction to College	1	
				<u>17</u>

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	250	Computerized Accounting	3	
BU	115	Business Calculations	3	
CS	120	Data Base Management Systems Concepts	2	
CS	125	Electronic Presentations	2	
OA	131	Records Management	3	
OA	135	Document Processing Simulation	3	
*AH	108	Medical Terminology	<u>2</u>	16- 18

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	205	Communications in Business	3	
MK	274	Services Marketing	3	
OA	150	Transcription Skills	3	
OA	140	Office Administration Procedures	3	
OA		Emphasis Area*	3	
SO	200	Introduction to Sociology	<u>3</u>	
				<u>18</u>

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
EC	241 or 242	Principles of Economics I or II	3	
OA	220	Administrative Management	3	
OA	225	Office Administration Capstone	1	
BU	291	Internship	3	
OA		Emphasis Area*	3-4	
		**Restricted Elective	<u>3</u>	
				<u>16-17</u>
				<u>67-70</u>

***Medical Emphasis**

AH 108 Medical Terminology	2
OA 230 Medical Billing & Coding	3
BS 115 Human Biology	4

Legal Emphasis

BU 207 Business Law	3
OA 235 Legal Research	3

OFFICE ADMINISTRATION
Associate in Applied Science
69 Semester Hours

Purpose: The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, or office assistant. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration student will develop skills that will meet the need of today's work requirements. In addition to developing communication skills, the student will become proficient in word processing, database management, records management as well as acquiring a broad knowledge of topics which are pertinent in an office environment.

This program is designed to serve the student as follows:

1. This program also provides for those who have little or no experience in office administration an opportunity to achieve skills and knowledge that will make them valuable to many employers.
2. It provides for those who are already employed in jobs that require or would be helped by training in office administration an opportunity to increase their skills and knowledge.
3. It provides the student with the opportunity to focus on a particular speciality such as administrative, legal, or medical.

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

Administrative Assistant
 Office Manager
 Office Assistant
 Executive Secretary
 Legal Secretary
 Legal Administrative Assistant
 Medical Secretary
 Medical Administrative Assistant

This program will also provide the occupational commerce skills segment of a four-year degree in teacher's education for a major in business education.

All students in the Office Administration Program must complete a common general education and business core. An occupation specialization emphasis provides for concentration in the specific occupational area where employment will be sought.

Upon completion of the program, the common exit skills all students will be able to perform are:

- use the desktop/lap computer or typewriter to produce letters and business documents
- apply proper formatting, grammar, spelling, and punctuation in the production of documents
- transcribe documents using a transcribing machine
- utilize the computer and software to solve business problems
- use proper telephone etiquette
- apply the basic principles of business management
- use fundamental accounting principles
- develop manual and electronic record control systems
- use business mathematics to solve everyday problems
- identify the basic economic principles of modern economy
- prepare and deliver effective oral presentations
- demonstrate effective interpersonal relations in the work environment
- write and speak clearly and effectively using standard English

Some occupational areas may require specific skills. Please see a faculty advisor or Division Chair for additional guidance. Occupational emphasis areas (see identification course at end of curriculum sequence and then review the course description in the back of the catalog) include:

- Administrative
- Legal
- Medical

Note: Any course that is not used as a requirement from AC, BU, EC, FN, MG, MK, or OA may be used to fulfill the Business Program restricted elective for each business program.

OFFICE ADMINISTRATION
69 Semester Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	100	Introduction to Business	3	
BU	115	Business Calculations		
OR				
MT	123	Intermediate Algebra	3	
CS		Select from CS 116, 118, or 120	2	
EN	101	English Composition I	3	
OA	104	Intermediate Keyboarding	3	
OA	120	SuperWrite I	3	
OR	110	Introduction to College	1	

18

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
EN	102	English Composition II	3	
OA	101	Office Accounting I		
OR				
AC	111	Principles of Accounting I	3	
OA	105	Advanced Keyboarding	3	
OA	130	Administrative Machine Transcription	3	
OA	131	Records Management	3	
SP	103	Speech Fundamentals	3	

18

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
OA	102	Office Accounting II		
OR				
AC	112	Principles of Accounting II	3	
BU	205	Communications in Business	3	
EC	241	Principles of Economics I		
OR				
EC	242	Principles of Economics II	3	
MG	260	Principles of Management	3	
SO	200	Introduction to Sociology		
OR				
SO	215	Human Relations	3	
OA		*Occupational Emphasis Elective	3	

18

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
BU	207	Business Law	3	
MG	261	Human Resource Management	3	
OA	250	Office Procedures and Techniques	3	
OA	270	Office Administration Internship	3	
OA		Occupational Emphasis Elective	3	

15

69

Total Hours

***Occupational Emphasis Areas (Select 12 hours from the following)**

Administrative: OA 130, OA 250, or OA 270 (See course descriptions in back of catalog.)

Legal: OA 133, OA 235, OA 255, or OA 265 (See course descriptions in back of catalog.)

Medical: OA 129, OA 230, OA 245, OA 260, AH 108, or BS 115 (See course descriptions in back of catalog.)

Note: In addition, any AC, BU, EC, FN, MG, MK, or OA course may be taken as an elective.

Appendix II

Faculty Data Sheets

**APPENDIX II
Faculty Data**

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

Name: Gail Hall

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Ed.D Conferred by The University of Tennessee

Date degree received August 1985 Area of specialization Vocational Technical Ed – Business

Education w/cognate in Management

Professional registration/licensure West Virginia Teacher's Certificate

Years of employment at present institution 41

Years of employment in higher education 41

Years of related experience outside higher education 12

Non-teaching experience 0

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 2011	BU 205 Communications in Business	13
	MG 261 Human Resource Management	10
	OA 150 Transcription Skills	4
	OA 235 Legal Research	4
Fall 2011	BU 100 Introduction to Business	17
	BU 205 Communications in Business	8
	OA 225 Professional Image for Majors	2
Spring 2012	BU 205 L01 Communications in Business	20
	BU 205 W01 Communications in Business	10
	MK 270 Principles of Marketing	2
	OA 129 Medical Terminology and Transcription	1
	OA 130 Administrative Machine Transcription	1
Fall 2012	OA 225 Professional Image for Majors	3
	OA 235 Legal Transcription	1
	MG 261 Human Resource Management	1

- c. If degree is not in area of current assignment, explain.

- d. Identify your professional development activities during the past five years.
 ~Attended the WV Vocational –Technical/Adult Technical Education conferences
 ~Attended the WV Business Education Association conference

- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
 - ~Williamson Appalachian Regional Hospital Local Advisory Committee, Chair
 - ~Laurel Lake Wildlife Management Area Foundation, Board Chair
 - ~Mingo County/Coalfield Community Action Partnership, Vice Chair
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

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

Name: Patricia Ann Poole

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Master's Degree Conferred by Marshall University

Date degree received 1987 Area of specialization Education—plus, 32 post-graduate hours in business-related courses and Bachelor's in Business Education

Professional registration/licensure

Years of employment at present institution 28

Years of employment in higher education 28

Years of related experience outside higher education 5

Non-teaching experience Worked as an Administrative Assistant at: Cabell-Huntington Hospital, Barboursville Insurance Agency, and United Parcel Service

To determine compatibility of credentials with assignment:

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

b.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Fall 2012	BU 120 –Business Software Applications CRN-236	25
Fall 2012	BU 120 –Business Software Applications CRN-698	19
Fall 2012	OA 103 –Document Processing I CRN-252	14
Fall 2012	OA 104 -Document Processing II CRN-253	15
Fall 2012	*OA 140 –Administrative Office Procedures CRN-255	9
Fall 2012	*OA 143 –Legal Office Procedures CRN-256	4
Fall 2012	*OA 145 –Medical Administrative Procedures CRN-257	7
	*Classes taught as one 3-hour course	
Spring 2012	BU 120 –Business Software Applications CRN-246	27
Spring 2012	MG 261 –Human Resources Management CRN-231	24
Spring 2012	OA 103 –Basic Document Processing I CRN-647	19
Spring 2012	OA 131 –Records Management CRN-236	23
Spring 2012	OA 135 –Document Processing Simulation CRN-237	8
Spring 2012	OA 240 –Administrative Management CRN-240	15
Fall 2011	BU 120 –Business Software Applications CRN-478	8
Fall 2011	BU 120 –Business Software Applications CRN-459	8
Fall 2011	BU 120 –Business Software Applications CRN-164	28
Fall 2011	MG 261 –Human Resources Management CRN-149	24
Fall 2011	OA 103 –Basic Document Processing I CRN-156	25
Fall 2011	OA 104 –Document Processing II CRN-157	18
Fall 2011	*OA 140 –Office Administrative Procedures CRN-466	10
Fall 2011	*OA 143 –Legal Office Procedures CRN-467	2
Fall 2011	*OA 145 –Medical Administrative Procedures CRN-468	10
	*Classes taught as one 3-hour course	

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

1. Blackboard 9.1 Training Course (via Southern WV Comm. & Tech. College) (Spring 2012)
2. SP. Topics-Leadership-President's Future Leaders Academy –Year 1 and Year 2 (2010 and 2011)
3. Post-Graduate Class-ATE 520-Principles Cooperative Education (Summer 2011)
4. Post-Graduate Class-ATE 522-Administration of Cooperative Programs (Summer 2011)
5. Post-Graduate Class-ATE 549-Occupational Analysis Instructional Design (Fall 2010)
6. Workshop: Developing A Systemic Sector (Targeted Industry) Strategy (via Comm. & Tech. College System) (Fall 2010)
7. Certification in Microsoft Office (via New Horizons) (Summer 2009)
8. Workshop: Creating a Competitive Workforce for West Virginia: Connecting Relevancy with Rigor within Community and Technical College Programs and Services (via Comm. & Tech. College System) (Fall 2008)
9. Post-Graduate Class- MKT 511-Marketing and Management (Summer 2007)
10. Post-Graduate Class-MGT 620-Human Resources Management (Summer 2007)
11. Post-Graduate Class-ATE 651-Developing Marketing Curriculum (Summer 2007)
12. Post-Graduate Class-CI 560-Entrepreneur Academy (Fall 2007)
13. WV Business Association (WVBEA) Fall Conference (Fall 2007)
14. Course in Medical Billing and Coding (via Southern WV Comm. & Tech. College) (Fall 2008)
15. Southern Business Education Association Conference (Fall 2008)

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

1. President's Award for Excellence in Teaching (2011)
2. Twice Nominated for Savas-Kostas Award for Excellence (2010 and 2006)

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Kathy Hall

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned _____ Conferred by _____
Date degree received _____ Area of specialization _____
Professional registration/licensure _____
Years of employment at present institution _____
Years of employment in higher education _____
Years of related experience outside higher education _____
Non-teaching experience _____
To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Fall 07	OA 230 – Medical Billing and Coding	9
Fall 08	OA 230 – Medical Billing and Coding	6

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Maggie Smith

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned

Conferred by

Date degree received

Area of specialization

Professional registration/licensure

Years of employment at present institution

Years of employment in higher education

Years of related experience outside higher education

Non-teaching experience

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Spring 2010	OA 230 – Medical Billing and Coding	8
Fall 2011	OA 230 – Medical Billing and Coding	7

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.

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

f. Indicate any other activities which have contributed to effective teaching.

g. List professional books/papers published during the last five years.

h. List externally funded research (grants and contracts) during last five years.

Appendix III

Assessment Data

Assessment Results
2007-2008

Office of the Vice President for Academic Affairs

May 27, 2008

Summary
Work Keys Summary
Spring 2008
Negotiated Level: 83.30%

Program – AAS	#Pass	#Taken	%Passed
Office Administration	2	2	100%
Medical	2	4	50%
Administrative	1	1	100%
Legal	1	1	100%

Department: Business
557-AAS—Office Information Technology--Administrative
 n=1
 Min. AM (4) Min LI (4) Min. RFI (4)
 1 -- 100% 1-- 100% 1 -- 100%
 All Areas—1-- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	5	6	S	
	Mean	6	5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4	0 -- U	0% U
		0--5	1--5	0--5	1 -- S	100% S
		1--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	1	1	1		

Department: Business
558-AAS—Office Information Technology--Legal
 n=2
 Min. AM (4) Min LI (4) Min. RFI (4)
 1 -- 50% 2 -- 100% 2 --100%
 All Areas—1 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	3	4	5	U	
F	W	5	4	5	S	
	Sum	8	8	10		
	n=	2	2	2		
	Mean	4	4	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3		
		0--4	2--4	0--4	1 - U	50% U
		1--5	0--5	2--5	1 - S	50% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	2	2		

Department: Business
559-AAS—Office Information Technology--Medical

n=4

Min. AM (4) Min LI (4) Min. RFI (4)
 3 -- 75% 2 -- 50% 4 -- 100%

All Areas—2 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	4	4	4	S	
F	W	5	4	6	S	
F	W	3	3	5	U	
F	W	4	3	5	U	
	Sum	16	14	20		
	n=	4	4	4		
	Mean	4	3.5	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	2--3	0--3		
		2--4	2--4	1--4	2 - U	50% U
		1--5	0--5	2--5	2 - S	50% S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	3	2	4		

Department: Business
559-AAS—Office Administration

n=2

Min. AM (4) Min LI (4) Min. RFI (4)
 2 -- 100% 2 – 100% 2 –100%

All Areas—2 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	4	6	S	
F	W	5	5	6	S	
	Sum	11	9	12		
	n=	2	2	2		
	Mean	5.5	4.5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	1--4	0--4	0 – U	0% U
		1--5	1--5	0--5	2 – S	100% S
		1--6	0--6	2--6		
		0--7	0--7	0--7		
	Met Standard	2	2	2		

2008 Assessment Report

Assessment Matrix for Measuring Program Goals
Office Administration

Goals 1-3					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest	Students take the exam when enrolled in Intermediate Keyboarding	Intermediate Keyboarding Faculty	This test acts as a base-line test. Student and instructor can see student's weaknesses and strengths prior to taking the class.	Instructor	Emphasis can be placed on weak areas and the curriculum can be adjusted accordingly.
Post-test	At the end of the Internship	Faculty	After completing the post-test, a comparison is made with the pretest to determine if learning has been achieved.	Instructor	The results can identify student's deficiency and the curriculum can be adjusted accordingly.
Work Keys	Annually on Assessment Day	Faculty	Measures the students attainment of academic skill proficiencies in reading, writing, and math	Students, Faculty, and Potential Employers	Results help identify areas of deficiency. Faculty then adjust the curriculum accordingly.
Internship	At the end of the Program	Internship Faculty	Employer gives feedback regarding intern's competency.	Faculty, Students	From the information obtained via a checklist evaluation, telephone procedures were implemented in the program.

Notes:

- Goal 1 The program provides for those that have little or no experience in office administration an opportunity to achieve skills and knowledge that will make them valuable to many employers.
- Goal 2 The program provides for those who are already employed in jobs that require or would be helped by training in office administration an opportunity to increase their skills and knowledge.
- Goal 3 The program provides the student with the opportunity to specialize in one of program's emphasis areas: Administrative, Legal or Medical.

Summary
Work Keys Summary
Spring 2009
Negotiated Level: 83.30%

Program – AAS	#Pass	#Taken	%Passed
Office Information Technology - Legal	0	1	0%

AAS

558- Office Information Technology- Legal

Office Information Technology- Legal					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	3	4	U
	Summary	5	3	4	
	n=	1	1	1	
	Mean	5	3	4	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	1 (100%)	0	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	1	0	
Number Who Scored 4 (% of Each Criteria)		0	0	1	
Number Who Scored 5 (% of Each Criteria)		1	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		0			
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)		1 (100%)			

Office Info Tech-Admin-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
557	Logan	447	111	120	116	115	116	113	117

Table 2

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

Table 3

Major 557	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%

Office Info Tech-Medical-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
559	Logan	431	110	118	110	107	112	107	121

Table 2

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

Table 3

Major 559	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%

Office Administration-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Science
560	Williamson	419	105	108	106	108	103	109	111
560	Williamson	425	112	111	110	103	112	113	109
560	Williamson	433	107	116	117	107	112	109	112
560	Boone	438	112	117	117	107	112	115	115
560	Williamson	439	111	124	112	108	116	118	117
560	Williamson	440	109	119	117	110	114	115	112
560	Wyoming	449	111	126	118	109	118	118	118
		3043	767	821	797	752	787	797	
Mean		435	110	117	114	107	112	114	113

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	M	M	N	N	N
560	P	N	N	P	M	M	N	N	N
560	M	N	N	M	N	N	N	N	N
560	P	P	N	M	N	N	N	N	N
560	P	M	N	P	M	M	M	N	N
560	P	N	N	P	M	M	N	N	N
560	N	N	N	N	N	N	M	N	N
560	P	P	N	P	P	M	M	N	N
Major 560		Proficient		Marginal		Not Proficient			
Reading Level I		72%		14%		14%			
Reading Level II		29%		14%		57%			
Critical Thinking						100%			
Writing Level I		57%		29%		14%			
Writing Level II		14%		43%		43%			
Writing Level III				57%		43%			
Mathematics Level I				43%		57%			
Mathematics Level II						100%			
Mathematics Level III						100%			

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE
ASSESSMENT REPORT 2011**



Career and Technical/Business-Office Administration- AAS

Table 1

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	560	437	108	118	114	111	109	114	114
Logan	560	427	108	113	113	105	111	112	109
Williamson	560	474	126	130	123	111	130	126	124
Wyoming	560	454	115	125	116	113	119	119	121
		1792	457	486	466	440	469	471	468
	MEAN	448	114.3	121.5	116.5	110	117.3	117.8	117

Table 2

Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
560	P	M	N	P	M	N	M	N	N
560	P	P	N	P	M	N	M	M	N
560	P	P	P	P	P	P	M	N	N
560	M	N	N	M	N	N	N	N	N

Table 3

	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	75.0%	50.0%	25.0%	75.0%	25.0%	25.0%	0.0%	0.0%	0.0%
Marginal	25.0%	25.0%	0.0%	25.0%	50.0%	0.0%	75.0%	25.0%	0.0%
Not Proficient	0.0%	25.0%	75.0%	0.0%	25.0%	75.0%	25.0%	75.0%	100.0%

Box 164
Rawl, WV 25691
November 16, 2012

Dr. Gail Hall, Professor/Chair
Department of Business
Southern West Virginia
Community and Technical College
1601 Armory Drive
Williamson, WV 25661

Dear Dr. Hall:

I want to commend the staff and faculty at Southern. As a former student, I am so glad that I chose Southern as the place to continue my education. The associate degree that I received has helped me tremendously in obtaining the position that I now enjoy doing at Food City - I am our store's Human Relations Coordinator. Without the curriculum that was offered at Southern, I would not have been prepared to do the job that I do!

Food City is growing! We now have over 103 stores in a three-state area and are one of the larger employers in the Tug Valley area. Food City is one of a few companies that encourages young and older employees to continue their education - we have flexible hours so we are able to work around a student's schedule. I am the first contact for a person that is looking to find a job. So, I get to talk to a lot of potential new hires, and I have learned through interviews that many are planning to go to Southern to continue their education. Our area is so fortunate to have Southern! Its continued growth is a testament to the fact that many are receiving an education right here at home that is as equal or better than many large universities and colleges.

Thanks again to you and all the staff! Keep doing what you are doing - it is working and resulting in Williamson and the surrounding areas becoming a better place in which to live.

Sincerely,

Mary Meadows

Mary Meadows

November 15, 2012

To Whom It May Concern:

I am a 2007 graduate of the Office Administration program. I graduated with the medical, legal and administrative options. I am currently employed full time in a medical office and have been since my graduation.

I am so thankful for the Office Administration program! I did my internship with the same doctor's office that I am employed at now and from day one, I was able to walk in the office and begin assisting.

I have been able to assist in so many areas in the office because of my education. I have helped to assist at the front desk with answering the telephones and scheduling and referring patients. I have also helped with the filing system and mail sorting. Also, I have posted insurance payments and made bank deposits. Because of all the knowledge I obtained in the classroom, I am very flexible in the office.

Although, I have assisted in these other areas, I am employed as an Accounts Receivable Coordinator. I handle all insurance claims and billing. Every single thing I do every day in this office, I learned in school. I am also receiving a higher level of pay than my coworkers that have no educational background. I am blessed to have been a student of the Office Administration program!

Sincerely,

Lora newsome lawrence

Lora Newsome Lawrence

Office Administration Letter of Support

The OA program at Southern, to me, was an interesting business degree. It touched the basis of all business related degrees to help understand all parts of a business, but also went in depth with many tasks and situations that occur in offices on a regular basis. I was pleased with the program; it taught me many things that I use everyday in my job. Also, because I learned them in my classes and was encouraged to practice them every chance I got, they became a routine that I already had when I started my job, or I already knew how to do. Unfortunately, I do not receive a higher pay because of my degree, but as with all businesses, every one functions different and has varying routines or certain ways of doing things, but I am on my way of gaining success in the business I am currently working! Since shortly before graduating Southern, I have been an Accounts Payable Supervisor at McCormick's Department Store, though that is an accounting degree, because I was gaining my Office Administration degree, it helped me to get the position. What I learned in the OA program benefited me because not only do I cover the responsibilities of an Accounts Payable, I also hold the title of an Office Clerk as well. I have to answer the phone, help customers with problems they may have or know who to send them to for help, and do other office duties, whatever they may be. I enjoy my job! I am glad that I chose to take the Office Administration program at Southern; it has benefited me greatly for the job that I have. If it had not been for the OA program teachers and courses I would not have gotten the job that I have today because it gave me the knowledge to do my job tasks and do them well!

Sincerely,
Crystal Toppings, AP

Appendix IV

Program Course Enrollments 2007-2012

Office Administration
Course Enrollment Profile

Courses	2007-08		2008-09		2009-10		2010-11		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
OA 103 – Beginning Keyboarding	19	18	25	17		25		17	26	19
OA 104 – Intermediate Keyboarding	14	21	20	8	13	25	14	11	18	
OA 105 – Advanced Keyboarding	*3	5	*1							
OA 120 – SuperWrite I	14			6						
OA 121 – SuperWrite II		5		*1						
**OA 129 – Medical Terminology & Transcription		*2								5
**OA 130 – Administrative Machine Transcription										*1
OA 131 – Records Management	23	20	13	10	*2		12	13		23
**OA 133 – Legal Terminology & Transcription		*2		*3						
OA 135 – Document Processing Simulation				6		11		*1		8
OA 140 – Office Administrative Procedures			17		17		21	*2	10	*1
**OA 143 – Legal Office Procedures									*2	
**OA 150 – Transcription Skills			*2		7			*4		
OA 145 – Medical Administrative Procedures I									10	
OA 220 – Administrative Management						17				15
**OA 225 – Professional Image for Majors						*1			*2	*3
**OA 230 – Medical Billing and Coding	9	7	6			8			7	
**OA 235 – Legal Research		*3		*2		5				
**OA 245 – Medical Administrative Procedures		5								
OA 250 – Office Procedures and Techniques	*1	13								
**OA 255 – Legal Administrative Procedures		*1		*1						
***OA 260 – Medical Office Internship	1			2						
***OA 265 – Legal Office Internship			3	1		1				
***OA 270 – Administrative Office Internship	1	1	2			1				

*Denotes Independent Study

**Denotes taught in the Classroom. All others taught via WEB

***Internships

Appendix V

Office Administration Online Course Offerings

Office Administration
Online Course Offerings

Fall 2007	Online Course	Enrollment
OA 103	Beginning Keyboarding	19
OA 104	Intermediate Keyboarding	14
OA 105	Advanced Keyboarding	3
OA 120	SuperWrite I	14
OA 131	Records Management	23

Spring 2008		Enrollment
OA 103	Beginning Keyboarding	18
OA 104	Intermediate Keyboarding	21
OA 105	Advanced Keyboarding	5
OA 121	SuperWrite II	5
OA 131	Records Management	20
OA 245	Medical Administrative Procedures	5
OA 250	Office Procedures and Techniques	13

Fall 2008		Enrollment
OA 103	Beginning Keyboarding	25
OA 104	Intermediate Keyboarding	20
OA 131	Records Management	13
OA 140	Office Administrative Procedures	17

Spring 2009		Enrollment
OA 103	Beginning Keyboarding	17
OA 104	Intermediate Keyboarding	8
OA 120	SuperWrite I	6
OA 131	Records Management	10
OA 135	Document Processing Simulation	6

Fall 2009	Online Courses	Enrollment
OA 104	Intermediate Keyboarding	13
OA 140	Office Administrative Procedures	17
OA 150	Transcription Skills	7

Spring 2010	Online Courses	Enrollment
OA 103	Document Processing I	25
OA 104	Document Processing II	25
OA 131	Records Management	
OA 135	Document Processing Simulation	11
OA 220	Administrative Management	17

Office Administration
Online Course Offerings

Fall 2010	Online Courses	Enrollment
OA 104	Document Processing II	14
OA 131	Records Management	12
OA 140	Office Administrative Procedures	15

Spring 2011	Online Courses	Enrollment
OA 103	Document Processing I	17
OA 104	Document Processing II	11
OA 131	Records Management	13

Fall 2011	Online Courses	Enrollment
OA 103	Document Processing I	26
OA 104	Document Processing II	18
OA 140	Office Administrative Procedures	10
OA 145	Medical Administrative Procedures I	10

Spring 2012	Online Courses	Enrollment
OA 103	Document Processing I	19
OA 131	Records Management	23
OA 135	Document Processing Simulation	8
OA 220	Administrative Management	15

Office Administration
Course Enrollments by Non-Majors

Courses	2007-08		2008-09		2009-10		2010-11		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
OA 103 – Beginning Keyboarding	19	18	24	15				14	21	
OA 104 – Intermediate Keyboarding	13	20	15	7	8		8	6	11	
OA 131 – Records Management		16	10	6		18	11	6		

Appendix VI

Supplemental Data US Bureau of Statistics

**US Bureau of Labor and Statistics
Secretaries and Administrative Assistants**

2010 Median Pay (May 2010)	\$34,660 per year \$16.66 per hour
Entry-Level Education	High School Diploma or equivalent
Number of Jobs	4,010,200
Job Outlook, 2010-20	12% (About as fast as average)
Employment Change, 2010-20	492,900

Median Wages for Different Types of Secretaries/Administrative Assistants

Executive Secretaries	\$43,520
Legal Secretaries	\$41,500
Medical Secretaries	\$30,530
Secretaries Except Legal, Medical, and Executive	\$30,830

Industries that Employed the Most Secretaries/Administrative Assistants

Educational Services; state, local, & Private	14%
Offices of Health practitioners	11%
Government	9%
Legal Services	7%

Job Outlook

Secretaries and Administrative Assistants	Percent Change in Employment, Projected 2010-20
Total, All Occupations	14%
Secretaries and Administrative Assistants	12%
Office Administrative Support Occupations	10%

Employment Projections Data for Secretaries/Administrative Assistants 2010-20

Occupational Title	SOC Code	Employment 2010	Projected Employment 2020	Change 2010-20	
				Percent	Numeric
Secretaries/Administrative Assistants	43-6000	4,010,200	4,503,100	12	492,900
Executive Secretaries and Executive Administrative Assistants	43-6011	1,236,100	1,392,100	13	456,000
Legal Secretaries	43-6012	233,200	241,400	4	8,200
Medical Secretaries	43-6013	508,700	718,900	41	210,200
Secretaries and Administrative Assistants, Except Legal, Medical & Executive	43-6014	2,032,200	2,150,800	6	118,500

<http://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm#tab-6>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Office Administration, 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: Gail Hall

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Business conducted a program review of the Office Administration, Certificate program during the 2012-2013 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. A greater emphasis will be placed on program enrollees/completion rates and identifying majors within the program. Although the number of declared majors per year is unacceptable and the numbers of students enrolled and graduating in Office Administration Certificate program have decreased from the previous program reviews, this Certificate program is a no-cost option for students.

An undertaking to correct this situation includes the development and promotion of skill sets to provide an opportunity for those who may want to enter this occupational area; a restructuring of the curriculum with a 30-hour requirement (first year of AAS degree program); delivery system of curriculum to include increased number of on-line courses; a tracking system in advising as well as beyond graduation; and, marketing.

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

Program with Special Accreditation Program without Specialized Accreditation

Office Administration, Certificate February 1, 2013
Program: _____ _____
Degree and Title 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;
- X 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:

The enrollments during this review period have been on the downside of the cycle that past history reflects; therefore corrective action is being recommended. Activities that have been developed/implemented include: Skill Sets that will help those who want to enter this occupational area; renaming of Certificate/restructuring the curriculum - 30 total hours - to align with Year One of the AAS program; and the certificate program will be an institutional no cost opportunity to meet student needs.

Signature of person preparing report if other than Department Chair	Date
<i>Boil Hall</i>	2-01-2013
Signature of Department Chair	Date
<i>Dr. Pamela L. Alderman</i>	3/25/13
Signature of Dean	Date
<i>Harry M. Langley</i>	03-27-13
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

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

Summary of Findings
2012-2013

Program Title: Office Administration, Certificate

Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

Gone through several revisions but configured for 30 hours beginning in 2012-2013 while maintaining essentials to provide for student/employer needs

- Program has established goals and objectives
- Appropriately trained, dedicated faculty
- Provides a variety of skilled occupational pathways
- Entrance abilities for the students are within community college standards
- Program maintains appropriate assessment tools
- Ninety percent of OA Certificate classes are delivered online

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- Program has sufficient enrollment
- Graduates are within expectations for the program

Conclusion: Program meets minimum viability requirements.

C. Necessity

- Program meets a validated occupational demand
- Graduates successfully find gainful employment

Conclusion: Program meets minimum requirements for necessity.

D. Consistency with Mission

- Curriculum is an acceptable blend of recommended courses which accomplish the Institution's Commitments for learning
- Program delivers courses in a non-traditional format
- Faculty involvement in advising process encourages degree completion/graduation within a two-, three-year window.

Conclusion: Program is consistent with the mission of the college.

II. Plans for program improvement, including timeline.

New skill sets and restricted electives have been developed to expand offerings and keep current with student/business needs. Marketing of these will begin in 2012-2013. Faculty will continue developing majors courses for on-line delivery as their "load time" permits.

Additional efforts are being made in tracking and advising students to assist with completion of courses in sequence. Along with advising student efforts, students will also be tracked beyond graduation. These activities are ongoing.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

The identified weaknesses in previous review related to students being identified in the computer in the major they are actually pursuing. Too, being able to obtain appropriate student and employer feedback is still somewhat of a weakness in spite of survey efforts. Efforts to eliminate both of these conditions are ongoing.

IV. Five year trend data on graduates and majors enrolled.

The numbers of majors and graduates fluctuated minimally from year to year. This situation compares to the college-wide enrollment and declared majors since the last program review.

V. Summary of assessment model and how results are used for program improvement.

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored closely. Outcomes are discussed with faculty and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional procedures and policies for curriculum and instruction.

VI. Data on student placement.

Graduates who actively seek Office Administration jobs following their graduation have found employment within a relatively short time period. The limited number of surveys returned reveal that students are working or, having changed their mind about their major, are returning to college for additional studies.

VII. Final Recommendations Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

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

Program Name: Office Administration, Certificate

Date of Last Review: 2007-08 Program Review; 2008-09 Follow-up Report

I. PROGRAM DESCRIPTION

The Office Administration Certificate program provides the student with the basic knowledge and training in the skills for administrative office work. It is designed for those who have little or no training or experience in office administrative work and wish to hold or get a job doing general office work or work as an administrative assistant, stenographer, typist, or file clerk.

Much of the Office Administration program is available on the web collegewide, but may also be offered on the Logan and Williamson campuses. The Boone/ Lincoln and Wyoming campuses offer the program support courses only.

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 certificate degree in Office Administration has had varying credit hours during this review period: 34, 37, 35, and 30. The faculty continuously review the curriculum, based on program advisory committee input and business needs, to assure that students are receiving the knowledge and skills that are needed to be successful. The curriculum is comprised of general education, business, and program specific courses to meet student/workforce needs. See Appendix I.

2. Faculty

One full-time program-specific faculty member along with the full-time business department chair and, whenever needed, an adjunct faculty member accomplish the instructional mission of the Office Administration Certificate degree program. The full-time faculty teach approximately ninety-nine percent (99%) of the Office Administration courses while adjunct faculty members teach the remaining one percent (1%).

The program-specific faculty member is based on the Williamson Campus. The majority of Office Administration courses are available on the web. (This enables all of Southern's service areas to have access to the courses.) Full-time faculty ranks are Professor. See Appendix II.

3. Students

a. Entrance Abilities

The Office Administration Certificate Program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College.

b. Exit Abilities

Upon completion of the certificate requirements, students will have acquired a comprehensive knowledge of basic office skills and will have become proficient in document processing.

Specific exit abilities of Office Administration Certificate graduates include:

- use of various application software common in the office technology field (Word, Excel, Access, and PowerPoint)
- organize work, set priorities, and utilize stress and time management skills
- perform administrative office procedures conducive to their field of study
- demonstrate professionalism through proper attire and conduct
- oral and written business communications
- exhibit ethical, responsible, and dependable behavior

4. Resources

a. Financial

The Office Administration program receives a yearly budget dedicated to meeting the needs of the program. The certificate program is a no-cost program of study as the courses are basically the first year of the AAS degree.

b. Facilities

Each campus provides a computer lab that is accessible for any program/course use. The Logan and Williamson Campuses provide a computer lab(s) dedicated solely for business program/course priority use. Data projectors,

along with lap/desktop computers, assist in providing technology in the instructional process. Classrooms are used for nonweb classes or when sections of OA courses are offered on the campus.

5. Assessment Information

The Office Administration program has an approved Program Assessment Plan. The Plan includes a mission statement, goals and objectives, linkage of goals and objectives to institutional commitments, and student and employer surveys. Students also participate in Southern's assessment program which has used WORKKEYS, MAPP, and ETS Proficiency Profile. See Appenix III.

Within the Office Administration program all courses are criterion referenced and instructional material is defined within the respective course syllabi. These documents are subject to annual departmental review to insure the viability of the criteria. Examinations and out-of-classroom assignments are used as course specific assessment devices as they are application-oriented simulations based upon the above-referenced criteria.

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 somewhat limited. A majority of the 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.

6. Advisory Committee

The Office Administration Program shares in an active advisory committee for all of the Department of Business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms. The number of members attending the meetings has varied with 13 and 10 members participating in the last two annual meetings in April 2010 and 2011, respectively.

7. Strengths and Weaknesses

STRENGTHS:

Availability of the majority of program via web
Students' opportunity for employment
Highly competent and committed faculty

WEAKNESSES:

Need for students to properly identify major

Graduation to occur within one year - three years maximum

B. Viability

1. Number of majors per year for previous five years

<u>Term</u>	<u>Enrollment</u>
Spring 2012	1
Fall 2011	1
Spring 2011	1
Fall 2010	3
Spring 2010	1
Fall 2009	1
Spring 2009	1
Fall 2008	0
Spring 2008	1
Fall 2007	1

Enrollment Trends for previous five years

Although the OA program curriculum has been restructured and sequenced for one-year completion, enrollees do not follow the expected one year for certificate degree completion. The enrollment, as with other Business programs, is cyclical. A review of the enrollee numbers does not indicate a great number of students with a certificate interest. However, the major code in the computer does not always reflect what the student is pursuing. This is validated in the number of graduates over the five year period. Students enroll in the program and, for whatever reason, leave it without attaining a degree. However, a few semesters later, they return to complete their program of study.

Number of Graduates for previous five years

In the period of Fall 2007 to Spring 2012 data are available showing seven graduates.

<u>Year</u>	<u>Graduates</u>
2007 - 2008	4
2008 - 2009	0
2009 - 2010	2
2010 - 2011	0
2011 - 2012	1

The numbers of graduates have been sporadic over the past five years.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. The Department of Labor has released information relative to occupationally titled positions for which the Office Administration program prepares students as growing normally in number of jobs and an occupation with a bright outlook for employment. The West Virginia job market's median annual salary is \$27,900.

Conversion of OA classes to a web-based delivery system is an on-going process; thus more classes will become available for those who cannot travel to campus.

2. Program Course Enrollments

As more of the OA courses have become available via the web, enrollments have increased. While the program's offerings is a variety of specialized courses designed specifically for the program, students are being drawn to them because of the web availability and determination the courses will be of personal benefit as they move through their chosen major. A complete listing of all OA courses for the past five years can be found in Appendix IV.

3. Service Courses

While a majority of the program's requirements are designed specifically for this major, there are two courses that are popular with other students - OA 103 Document Processing I and/or OA 104 Document Processing II. Also popular with nonmajors is OA 131 Records Management. (Included in Appendix IV.)

4. Off-Campus/Distance Delivery Classes

This program has several courses that are currently offered by distance delivery. A listing of online courses is available in Appendix V.

5. Articulation Agreements

There are no articulation agreements for the program.

C. Necessity

There is an identified need for individuals who are trained in our Office Administration program within our local as well as regional service areas. Demands from the local labor market have consumed the sum total of graduates. Requests from service area employers are commonplace. Despite production of program graduates over the past five years, the demand continues to exceed supply. The U.S. Bureau of Labor projects

that this occupational area will grow about as fast as average - 12 percent - annually. (Appendix VI)

D. Consistency with Our Mission

The Office Administration program directly supports the institution's mission to fulfill the needs of students - as well as employers - in our service area.

- The curriculum provided is an acceptable blend of those recommended courses which fulfill the purpose of the Certificate - basic skills for an entry-level position in an office environment and enhancement of the institution's commitment to its student population.
- The program meets the requirements of the Institutional Compact to deliver programs/courses in a non-traditional format in order to increase learning opportunities in our service district.
- The program provides the opportunity for employers to encourage employees to gain/upgrade skills via web delivery system
- Faculty involvement in advising encourages completion of degree and graduation within two-year timeframe.

IV. Recommendation

Based upon the program review, the continuation of the program at the current level of activity with corrective action is recommended.

Appendix I

Curriculum 2007-2012

**Office Administration
Certificate
34 Semester Hours**

Purpose: The Office Administration Program provides the student with the basic knowledge and training in the skills administrative office work. It is designed for those who have little or no training or experience in office administrative work and wish to hold or get a job doing general office work or work as an administrative assistant, stenographer, typist, or file clerk.

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

Administrative Assistant
File Clerk
Receptionist
Typist

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
		OR		
OA	101	Office Accounting I		
BU	100	Introduction to Business	3	
BU	115	Business Calculations	3	
EN	101	English Composition I	3	
OA	104	Intermediate Keyboarding	3	
OR	110	Introduction to College	1	
				16

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	112	Principles of Accounting II	3	
		OR		
OA	102	Office Accounting II		
BU	205	Business Communications	3	
OA	105	Advanced Keyboarding	3	
OA	131	Records Management	3	
OA	120	SuperWrite I	3	
SP	103	Speech Fundamentals	3	
				<u>18</u>
		Total Hours		34

**Office Administration
Certificate
37 Semester Hours**

Purpose: The Office Administration Program provides the student with the basic knowledge and training in the skills administrative office work. It is designed for those who have little or no training or experience in office administrative work and want to enter employment in an entry level position.

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

Administrative Assistant
File Clerk
Receptionist
Typist

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	111	Principles of Accounting I	3	
CS	116	Word Processing Concepts	2	
CS	118	Spread Sheet Concepts	2	
EN	101	English Composition I	3	
CS	120	Data Base Management Systems Concepts	2	
*OA	104	Document Processing II	3	
SP	103	Speech Fundamentals	3	
OR	110	Introduction to College	1	
				19

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AC	250	Computerized Accounting	3	
BU	115	Business Calculations	3	
MK	274	Services Marketing	3	
CS	125	Electronic Presentations	2	
OA	131	Records Management	3	
OA	135	Document Processing Simulation	3	
OA	240	Office Administration Practicum	1	
				<u>18</u>
Total Hours				37

*OA 103 or previous keyboarding experience is required.

Medical Lab Assistant**Certificate 36- Semester Hours**

Purpose: These are non-transfer programs designed for the career oriented student who desires to enter the job market after completion, or to enhance skills in current employment.

Support Courses

Dept.	Course No.	Title	Credit Hours
BS	124	Human Anatomy & Physiology I	4
BS	125	Human Anatomy & Physiology II	4
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
PY	201	General Psychology	3
PY	218	Life-Span Development Psychology	3

Major Courses

AH	100	Patient Care Technology	3
AH	103	Principles of Phlebotomy	3
-AH	108	Medical Terminology	2
AH	112	Basic Medical Laboratory Procedures	2
AH	113	Phlebotomy Clinical Practicum	2

Office Administration**Certificate 37- Semester Hours****Support Courses**

AC	111	Principles of Accounting I	3
AC	250	Computerized Accounting	3
BU	115	Business Calculations	3
CS	116	Word Processing Concepts	2
CS	118	Spreadsheet Concepts	2
CS	120	Database Management System Concepts	2
CS	125	Electronic Presentations	2
EN	101	English Composition I	3
MK	274	Services Marketing	3
OR	110	Introduction to College	1
SP	103	Speech Fundamentals	3

Major Courses

*Previous keyboarding experience is required or OA 103.

OA	104	*Document Processing II	3
OA	131	Records Management	3
OA	135	Document Processing Simulation	3
OA	240	Office Administration Practicum	1

Office Administration

Certificate

37 Semester Hours

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 115	Business Calculations	3
CS 116	Word Processing Concepts	2
CS 118	Spreadsheet Concepts	2
CS 120	Database Management System Concepts	2
CS 125	Electronic Presentations	2
EN 101	English Composition I	3
MK 274	Services Marketing	3
OR 110	Introduction to College	1
SP 103	Speech Fundamentals	3
Major Courses		
OA 103 or previous keyboarding experience is required	Basic Document Processing I	3
OA 104	*Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 240	Office Administration Practicum	1

*Previous keyboarding experience is required or OA 103.

Department Chair: 304.236.7619
 Administrative Secretary: 304.236.7609

Office Administration

Certificate

Minimum 35 Credit Hours

Purpose

The Office Administration Certificate Program provides the basic knowledge and training in the skills of administrative office work. It is designed for those who have little or no training or experience in office administrative work and want to enter employment in an entry-level position or for those who may be employed but wish to formally upgrade their skills.

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 100	Introduction to Business	3
BU 115	Business Mathematical Applications	3
BU 120	Business Software Applications	3
EN 101	English Composition I	3
OR 110	Introduction to College	1
SP 103	Speech Fundamentals	3
Major Courses		
OA 103 or previous keyboarding experience is required	Basic Document Processing I	3
OA 104	*Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 240	Professional Image	1

*Previous keyboarding experience is required or OA 103.

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/certificate/office-administration>

Office Administration

Certificate
30 Credit Hours

Purpose

The Office Administration Certificate Program provides the basic knowledge and training in the skills of administrative office work. It is designed for those who have little or no training or experience in office administrative work and want to enter employment in an entry-level position or for those who may be employed but wish to formally upgrade their skills.

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EN 101	English Composition I	3
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
OA 103	Basic Document Processing I	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/certificate/office-administration>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Appendix II

Faculty Data Sheets

**APPENDIX II
Faculty Data**

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

Name: Gail Hall

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Ed.D Conferred by The University of Tennessee

Date degree received August 1985 Area of specialization Vocational Technical Ed – Business

Education w/cognate in Management

Professional registration/licensure West Virginia Teacher's Certificate

Years of employment at present institution 41

Years of employment in higher education 41

Years of related experience outside higher education 12

Non-teaching experience 0

To determine compatibility of credentials with assignment:

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

b.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>	
Spring 2011	BU 205	Communications in Business	13
	MG 261	Human Resource Management	10
	OA 150	Transcription Skills	4
	OA 235	Legal Research	4
Fall 2011	BU 100	Introduction to Business	17
	BU 205	Communications in Business	8
	OA 225	Professional Image for Majors	2
	Spring 2012	BU 205 L01	Communications in Business
	BU 205 W01	Communications in Business	10
	MK 270	Principles of Marketing	2
	OA 129	Medical Terminology and Transcription	1
	OA 130	Administrative Machine Transcription	1
	OA 225	Professional Image for Majors	3
	OA 235	Legal Transcription	1
Fall 2012	MG 261	Human Resource Management	1

c. If degree is not in area of current assignment, explain.

d. Identify your professional development activities during the past five years.
~Attended the WV Vocational –Technical/Adult Technical Education conferences
~Attended the WV Business Education Association conference

- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
 - ~Williamson Appalachian Regional Hospital Local Advisory Committee, Chair
 - ~Laurel Lake Wildlife Management Area Foundation, Board Chair
 - ~Mingo County/Coalfield Community Action Partnership, Vice Chair
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

**APPENDIX II
Faculty Data**

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

Name: Patricia Ann Poole

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Master's Degree Conferred by Marshall University

Date degree received 1987 Area of specialization Education—plus, 32 post-graduate hours in

business-related courses and Bachelor's in Business Education

Professional registration/licensure

Years of employment at present institution 28

Years of employment in higher education 28

Years of related experience outside higher education 5

Non-teaching experience Worked as an Administrative Assistant at: Cabell-Huntington Hospital, Barbourville Insurance Agency, and United Parcel Service

To determine compatibility of credentials with assignment:

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

b.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Fall 2012	BU 120 –Business Software Applications CRN-236	25
Fall 2012	BU 120 –Business Software Applications CRN-698	19
Fall 2012	OA 103 –Document Processing I CRN-252	14
Fall 2012	OA 104 -Document Processing II CRN-253	15
Fall 2012	*OA 140 –Administrative Office Procedures CRN-255	9
Fall 2012	*OA 143 –Legal Office Procedures CRN-256	4
Fall 2012	*OA 145 –Medical Administrative Procedures CRN-257	7
	*Classes taught as one 3-hour course	
Spring 2012	BU 120 –Business Software Applications CRN-246	27
Spring 2012	MG 261 –Human Resources Management CRN-231	24
Spring 2012	OA 103 –Basic Document Processing I CRN-647	19
Spring 2012	OA 131 –Records Management CRN-236	23
Spring 2012	OA 135 –Document Processing Simulation CRN-237	8
Spring 2012	OA 240 –Administrative Management CRN-240	15
Fall 2011	BU 120 –Business Software Applications CRN-478	8
Fall 2011	BU 120 –Business Software Applications CRN-459	8
Fall 2011	BU 120 –Business Software Applications CRN-164	28
Fall 2011	MG 261 –Human Resources Management CRN-149	24
Fall 2011	OA 103 –Basic Document Processing I CRN-156	25
Fall 2011	OA 104 –Document Processing II CRN-157	18
Fall 2011	*OA 140 –Office Administrative Procedures CRN-466	10
Fall 2011	*OA 143 –Legal Office Procedures CRN-467	2
Fall 2011	*OA 145 –Medical Administrative Procedures CRN-468	10
	*Classes taught as one 3-hour course	

- c. If degree is not in area of current assignment, explain.
- d. Identify your professional development activities during the past five years.
1. Blackboard 9.1 Training Course (via Southern WV Comm. & Tech. College) (Spring 2012)
 2. SP. Topics-Leadership-President's Future Leaders Academy –Year 1 and Year 2 (2010 and 2011)
 3. Post-Graduate Class-ATE 520-Principles Cooperative Education (Summer 2011)
 4. Post-Graduate Class-ATE 522-Administration of Cooperative Programs (Summer 2011)
 5. Post-Graduate Class-ATE 549-Occupational Analysis Instructional Design (Fall 2010)
 6. Workshop: Developing A Systemic Sector (Targeted Industry) Strategy (via Comm. & Tech. College System) (Fall 2010)
 7. Certification in Microsoft Office (via New Horizons) (Summer 2009)
 8. Workshop: Creating a Competitive Workforce for West Virginia: Connecting Relevancy with Rigor within Community and Technical College Programs and Services (via Comm. & Tech. College System) (Fall 2008)
 9. Post-Graduate Class- MKT 511-Marketing and Management (Summer 2007)
 10. Post-Graduate Class-MGT 620-Human Resources Management (Summer 2007)
 11. Post-Graduate Class-ATE 651-Developing Marketing Curriculum (Summer 2007)
 12. Post-Graduate Class-CI 560-Entrepreneur Academy (Fall 2007)
 13. WV Business Association (WVBEA) Fall Conference (Fall 2007)
 14. Course in Medical Billing and Coding (via Southern WV Comm. & Tech. College) (Fall 2008)
 15. Southern Business Education Association Conference (Fall 2008)
- e. List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
1. President's Award for Excellence in Teaching (2011)
 2. Twice Nominated for Savas-Kostas Award for Excellence (2010 and 2006)
- f. Indicate any other activities which have contributed to effective teaching.
- g. List professional books/papers published during the last five years.
- h. List externally funded research (grants and contracts) during last five years.

Appendix III

Assessment Data

2008 Assessment Report

Work Keys Summary--Continued
Spring 2008
Negotiated Level: 83.30%

Program -- Certificate	#Pass	#Taken	%Passed
Health Care Technology	2	2	100%
CIS	1	1	100%
Medical Laboratory Assistant	1	8	13%
EET	0	1	0%
OA	0	1	0
Totals	4	13	31%

Those in gray failed to meet negotiated levels.

Students must have successfully met negotiated levels on all three parts to be considered successful.

Department: Business
557-AAS—Office Information Technology--Administrative
 n=1
 Min. AM (4) Min LI (4) Min. RFI (4)
 1 -- 100% 1-- 100% 1 -- 100%
 All Areas—1-- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	5	6	S	
	Mean	6	5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4	0 -- U	0% U
		0--5	1--5	0--5	1 -- S	100% S
		1--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	1	1	1		

Department: Business
558-AAS—Office Information Technology--Legal
 n=2
 Min. AM (4) Min LI (4) Min. RFI (4)
 1 -- 50% 2 – 100% 2 –100%
 All Areas—1 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	3	4	5	U	
F	W	5	4	5	S	
	Sum	8	8	10		
	n=	2	2	2		
	Mean	4	4	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3		
		0--4	2--4	0--4	1 - U	50% U
		1--5	0--5	2--5	1 - S	50% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	2	2		

Department: Business
 559-AAS—Office Information Technology--Medical

n=4

Min. AM (4) Min LI (4) Min. RFI (4)
 3 -- 75% 2 -- 50% 4 -- 100%

All Areas—2 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	4	4	4	S	
F	W	5	4	6	S	
F	W	3	3	5	U	
F	W	4	3	5	U	
	Sum	16	14	20		
	n=	4	4	4		
	Mean	4	3.5	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	2--3	0--3		
		2--4	2--4	1--4	2 - U	50% U
		1--5	0--5	2--5	2 - S	50% S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	3	2	4		

Department: Business
 559-AAS—Office Administration

n=2

Min. AM (4) Min LI (4) Min. RFI (4)
 2 -- 100% 2 -- 100% 2 -- 100%

All Areas—2 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	4	6	S	
F	W	5	5	6	S	
	Sum	11	9	12		
	n=	2	2	2		
	Mean	5.5	4.5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	1--4	0--4	0 - U	0% U
		1--5	1--5	0--5	2 - S	100% S
		1--6	0--6	2--6		
		0--7	0--7	0--7		
	Met Standard	2	2	2		

2008 Assessment Report

Assessment Matrix for Measuring Program Goals
Office Administration

Goals 1-3					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest	Students take the exam when enrolled in Intermediate Keyboarding	Intermediate Keyboarding Faculty	This test acts as a base-line test. Student and instructor can see student's weaknesses and strengths prior to taking the class.	Instructor	Emphasis can be placed on weak areas and the curriculum can be adjusted accordingly.
Post-test	At the end of the Internship	Faculty	After completing the post-test, a comparison is made with the pretest to determine if learning has been achieved.	Instructor	The results can identify student's deficiency and the curriculum can be adjusted accordingly.
Work Keys	Annually on Assessment Day	Faculty	Measures the students attainment of academic skill proficiencies in reading, writing, and math	Students, Faculty, and Potential Employers	Results help identify areas of deficiency. Faculty then adjust the curriculum accordingly.
Internship	At the end of the Program	Internship Faculty	Employer gives feedback regarding intern's competency.	Faculty, Students	From the information obtained via a checklist evaluation, telephone procedures were implemented in the program.

Notes:

- Goal 1 The program provides for those that have little or no experience in office administration an opportunity to achieve skills and knowledge that will make them valuable to many employers.
- Goal 2 The program provides for those who are already employed in jobs that require or would be helped by training in office administration an opportunity to increase their skills and knowledge.
- Goal 3 The program provides the student with the opportunity to specialize in one of program's emphasis areas: Administrative, Legal or Medical.

Work Keys Results 2009

Institution Summary-

Spring 2009

Negotiated Level- 83.30%

<i>Certificate Programs</i>			
Program	# Passed	# Taken	% Passed
EKG Health Care Technology	7	9	77.7%
Medical Laboratory Assistant	2	11	18.2%
Computer Information Systems (CIS)	1	1	100%
TOTALS	10	21	47.6%

<i>Associate of Applied Science Degree</i>			
Program	# Passed	# Taken	% Passed
Surgical Technology	9	11	81.2%
Medical Laboratory Technology	9	10	90.0%
Paramedic Studies	0	1	0%
Nursing	69	74	93.2%
Respiratory Technology	4	9	44.4%
Salon Management / Cosmetology	6	10	60.0%
Radiologic Technology	15	15	100.0%
Technical Studies in Emergency Services	1	1	100.0%
Business Accounting	8	8	100.0%
Business Administration / Health Care Management	1	1	100.0%
Business Administration / General Business	4	8	50.0%
Business Administration / Small Business Management	2	2	100.0%
Office Information Technology- Legal	0	1	0%
Criminal Justice- Corrections	1	2	50.0%

Assessment Report 2009

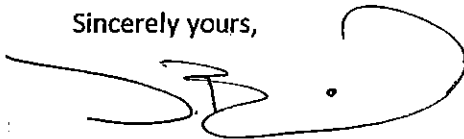
charleston
west

November 18, 2008

To whom it may concern,

Rekko's knowledge of computers is extraordinary. Rekko was originally hired in as the front desk receptionist, however her professionalism and her computer knowledge has propelled her to the position of IT/Sales Assistant. We are very pleased to have her on our team.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Dee Bird', with a large, sweeping flourish extending to the right.

Dee Bird
Service Manager

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
DEPARTMENT OF CAREER AND TECHNICAL PROGRAMS
SUPERVISOR QUESTIONNAIRE**

1. Your Name Dianette "Dee" Bird Your Position Service Manager
2. Employee being evaluated Kekko Patton
3. How long have you supervised this employee 1 year
4. Circle the number in the line which indicates your judgment of the degree to which Southern prepared this person in the following areas:

4-Excellent 3-Good 2-Fair 1-Poor

a.	Initiative	4	3	2	1
b.	Quality of work	4	3	2	1
c.	Dependability	4	3	2	1
d.	Self confidence	4	3	2	1
e.	Communicates well with supervisor and other employees	4	3	2	1
f.	Recognizes limitations and seeks assistance if needed	4	3	2	1
g.	Completes assignments in a reasonable length of time	4	3	2	1
h.	Displays leadership qualities	4	3	2	1
i.	Is well versed in computer programs	5	4	3	2
j.	Has a positive attitude in the workplace	4	3	2	1

5. What is the number of weeks of orientation your institution provided for the new graduate? 4
6. Would you be willing to serve on an advisory committee? Yes No

If Yes, please list your preferred mailing address:

Address

Comments: See attached

AAS

558- Office Information Technology- Legal

Office Information Technology- Legal					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	3	4	U
	Summary	5	3	4	
	n=	1	1	1	
	Mean	5	3	4	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	1 (100%)	0	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	1	0	
Number Who Scored 4 (% of Each Criteria)		0	0	1	
Number Who Scored 5 (% of Each Criteria)		1	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	

Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	0
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (100%)

Office Info Tech-Admin-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
557	Logan	447	111	120	116	115	116	113	117

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	N	P	M	N
557									

Table 3

Major 557	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%

Office Info Tech-Medical-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
559	Logan	431	110	118	110	107	112	107	121

Table 2

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

Table 3

Major 559	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%

Office Administration-AAS

Table 1

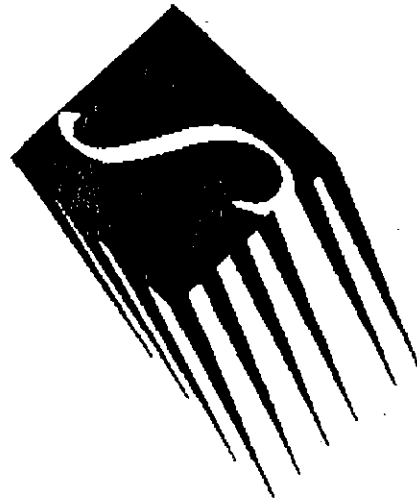
Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Science
560	Williamson	419	105	108	106	108	103	109	111
560	Williamson	425	112	111	110	103	112	113	109
560	Williamson	433	107	116	117	107	112	109	112
560	Boone	438	112	117	117	107	112	115	115
560	Williamson	439	111	124	112	108	116	118	117
560	Williamson	440	109	119	117	110	114	115	112
560	Wyoming	449	111	126	118	109	118	118	118
		3043	767	821	797	752	787	797	
Mean		435	110	117	114	107	112	114	113

Table 2

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

Major 560	Proficient	Marginal	Not Proficient
Reading Level I	72%	14%	14%
Reading Level II	29%	14%	57%
Critical Thinking			100%
Writing Level I	57%	29%	14%
Writing Level II	14%	43%	43%
Writing Level III		57%	43%
Mathematics Level I		43%	57%
Mathematics Level II			100%
Mathematics Level III			100%

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE
ASSESSMENT REPORT 2011**



Box 164
Rawl, WV 25691
November 16, 2012

Dr. Gail Hall, Professor/Chair
Department of Business
Southern West Virginia
Community and Technical College
1601 Armory Drive
Williamson, WV 25661

Dear Dr. Hall:

I want to commend the staff and faculty at Southern. As a former student, I am so glad that I chose Southern as the place to continue my education. The associate degree that I received has helped me tremendously in obtaining the position that I now enjoy doing at Food City - I am our store's Human Relations Coordinator. Without the curriculum that was offered at Southern, I would not have been prepared to do the job that I do!

Food City is growing! We now have over 103 stores in a three-state area and are one of the larger employers in the Tug Valley area. Food City is one of a few companies that encourages young and older employees to continue their education - we have flexible hours so we are able to work around a student's schedule. I am the first contact for a person that is looking to find a job. So, I get to talk to a lot of potential new hires, and I have learned through interviews that many are planning to go to Southern to continue their education. Our area is so fortunate to have Southern! Its continued growth is a testament to the fact that many are receiving an education right here at home that is as equal or better than many large universities and colleges.

Thanks again to you and all the staff! Keep doing what you are doing - it is working and resulting in Williamson and the surrounding areas becoming a better place in which to live.

Sincerely,



Mary Meadows

November 15, 2012

To Whom It May Concern:

I am a 2007 graduate of the Office Administration program. I graduated with the medical, legal and administrative options. I am currently employed full time in a medical office and have been since my graduation.

I am so thankful for the Office Administration program! I did my internship with the same doctor's office that I am employed at now and from day one, I was able to walk in the office and begin assisting.

I have been able to assist in so many areas in the office because of my education. I have helped to assist at the front desk with answering the telephones and scheduling and referring patients. I have also helped with the filing system and mail sorting. Also, I have posted insurance payments and made bank deposits. Because of all the knowledge I obtained in the classroom, I am very flexible in the office.

Although, I have assisted in these other areas, I am employed as an Accounts Receivable Coordinator. I handle all insurance claims and billing. Every single thing I do every day in this office, I learned in school. I am also receiving a higher level of pay than my coworkers that have no educational background. I am blessed to have been a student of the Office Administration program!

Sincerely,

Lora newsome lawrence

Lora Newsome Lawrence

Office Administration Letter of Support

The OA program at Southern, to me, was an interesting business degree. It touched the basis of all business related degrees to help understand all parts of a business, but also went in depth with many tasks and situations that occur in offices on a regular basis. I was pleased with the program; it taught me many things that I use everyday in my job. Also, because I learned them in my classes and was encouraged to practice them every chance I got, they became a routine that I already had when I started my job, or I already knew how to do. Unfortunately, I do not receive a higher pay because of my degree, but as with all businesses, every one functions different and has varying routines or certain ways of doing things, but I am on my way of gaining success in the business I am currently working! Since shortly before graduating Southern, I have been an Accounts Payable Supervisor at McCormick's Department Store, though that is an accounting degree, because I was gaining my Office Administration degree, it helped me to get the position. What I learned in the OA program benefited me because not only do I cover the responsibilities of an Accounts Payable, I also hold the title of an Office Clerk as well. I have to answer the phone, help customers with problems they may have or know who to send them to for help, and do other office duties, whatever they may be. I enjoy my job! I am glad that I chose to take the Office Administration program at Southern; it has benefited me greatly for the job that I have. If it had not been for the OA program teachers and courses I would not have gotten the job that I have today because it gave me the knowledge to do my job tasks and do them well!

Sincerely,
Crystal Toppings, AP

Appendix IV

Program Course Enrollments 2007-2012

Office Administration
Course Enrollment Profile

Courses	2007-08		2008-09		2009-10		2010-11		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
OA 103 – Beginning Keyboarding	19	18	25	17		25		17	26	19
OA 104 – Intermediate Keyboarding	14	21	20	8	13	25	14	11	18	
OA 105 – Advanced Keyboarding	*3	5	*1							
OA 120 – SuperWrite I	14			6						
OA 121 – SuperWrite II		5		*1						
**OA 129 – Medical Terminology & Transcription		*2								5
**OA 130 – Administrative Machine Transcription										*1
OA 131 – Records Management	23	20	13	10	*2		12	13		23
**OA 133 – Legal Terminology & Transcription		*2		*3						
OA 135 – Document Processing Simulation				6		11		*1		8
OA 140 – Office Administrative Procedures			17		17		21	*2	10	*1
**OA 143 – Legal Office Procedures									*2	
**OA 150 – Transcription Skills			*2		7			*4		
OA 145 – Medical Administrative Procedures I									10	
OA 220 – Administrative Management						17				15
**OA 225 – Professional Image for Majors						*1			*2	*3
**OA 230 – Medical Billing and Coding	9	7	6			8			7	
**OA 235 – Legal Research		*3		*2		5				
**OA 245 – Medical Administrative Procedures		5								
OA 250 – Office Procedures and Techniques	*1	13								
**OA 255 – Legal Administrative Procedures		*1		*1						
***OA 260 – Medical Office Internship	1			2						
***OA 265 – Legal Office Internship			3	1		1				
***OA 270 – Administrative Office Internship	1	1	2			1				

*Denotes Independent Study

** Denotes taught in the Classroom. All others taught via WEB

***Internships

Appendix V

Office Administration Certificate Online Course Offerings

Office Administration
Online Course Offerings

Fall 2007	Online Course	Enrollment
OA 103	Beginning Keyboarding	19
OA 104	Intermediate Keyboarding	14
OA 105	Advanced Keyboarding	3
OA 120	SuperWrite I	14
OA 131	Records Management	23

Spring 2008		Enrollment
OA 103	Beginning Keyboarding	18
OA 104	Intermediate Keyboarding	21
OA 105	Advanced Keyboarding	5
OA 121	SuperWrite II	5
OA 131	Records Management	20
OA 245	Medical Administrative Procedures	5
OA 250	Office Procedures and Techniques	13

Fall 2008		Enrollment
OA 103	Beginning Keyboarding	25
OA 104	Intermediate Keyboarding	20
OA 131	Records Management	13
OA 140	Office Administrative Procedures	17

Spring 2009		Enrollment
OA 103	Beginning Keyboarding	17
OA 104	Intermediate Keyboarding	8
OA 120	SuperWrite I	6
OA 131	Records Management	10
OA 135	Document Processing Simulation	6

Fall 2009	Online Courses	Enrollment
OA 104	Intermediate Keyboarding	13
OA 140	Office Administrative Procedures	17
OA 150	Transcription Skills	7

Spring 2010	Online Courses	Enrollment
OA 103	Document Processing I	25
OA 104	Document Processing II	25
OA 131	Records Management	
OA 135	Document Processing Simulation	11
OA 220	Administrative Management	17

Office Administration
Online Course Offerings

Fall 2010	Online Courses	Enrollment
OA 104	Document Processing II	14
OA 131	Records Management	12
OA 140	Office Administrative Procedures	15

Spring 2011	Online Courses	Enrollment
OA 103	Document Processing I	17
OA 104	Document Processing II	11
OA 131	Records Management	13

Fall 2011	Online Courses	Enrollment
OA 103	Document Processing I	26
OA 104	Document Processing II	18
OA 140	Office Administrative Procedures	10
OA 145	Medical Administrative Procedures I	10

Spring 2012	Online Courses	Enrollment
OA 103	Document Processing I	19
OA 131	Records Management	23
OA 135	Document Processing Simulation	8
OA 220	Administrative Management	15

Appendix VI

Supplemental Data US Bureau of Statistics

**US Bureau of Labor and Statistics
Secretaries and Administrative Assistants**

2010 Median Pay (May 2010)	\$34,660 per year \$16.66 per hour
Entry-Level Education	High School Diploma or equivalent
Number of Jobs	4,010,200
Job Outlook, 2010-20	12% (About as fast as average)
Employment Change, 2010-20	492,900

Median Wages for Different Types of Secretaries/Administrative Assistants

Executive Secretaries	\$43,520
Legal Secretaries	\$41,500
Medical Secretaries	\$30,530
Secretaries Except Legal, Medical, and Executive	\$30,830

Industries that Employed the Most Secretaries/Administrative Assistants

Educational Services; state, local, & Private	14%
Offices of Health practitioners	11%
Government	9%
Legal Services	7%

Job Outlook

Secretaries and Administrative Assistants	Percent Change in Employment, Projected 2010-20
Total, All Occupations	14%
Secretaries and Administrative Assistants	12%
Office Administrative Support Occupations	10%

Employment Projections Data for Secretaries/Administrative Assistants 2010-20

Occupational Title	SOC Code	Employment 2010	Projected Employment 2020	Change 2010-20	
				Percent	Numeric
Secretaries/Administrative Assistants	43-6000	4,010,200	4,503,100	12	492,900
Executive Secretaries and Executive Administrative Assistants	43-6011	1,236,100	1,392,100	13	456,000
Legal Secretaries	43-6012	233,200	241,400	4	8,200
Medical Secretaries	43-6013	508,700	718,900	41	210,200
Secretaries and Administrative Assistants, Except Legal, Medical & Executive	43-6014	2,032,200	2,150,800	6	118,500

<http://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm#tab-6>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That Southern West Virginia Community and Technical College Board of Governors approve the discontinuance of the Dental Hygiene, Associate in Applied Science degree program 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: Dr. Lisa Haddox-Heston

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Allied Health and Nursing conducted a program review of the Associate in Applied Science Dental Hygiene program during the 2012-2013 academic year.

It is recommended that the dental hygiene program be discontinued due to the financial burden on the college and that the current class (which is scheduled to graduate in 2014), be the last class admitted to the program.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Dental Hygiene, Associate in Applied Science April 16, 2013
Degree and Title 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;
- X 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:

It is recommended that the program be discontinued due to the financial burden on the college. The current class, which is scheduled to graduate in 2014, will be the last class admitted to the program.

Lisa Jan Haddock - Horton 4/11/13
Signature of person preparing report if other than Department Chair Date

Alyson Dean 4/11/13
Signature of Department Chair Date

Amelia L Alderman 4/11/13
Signature of Dean Date

Harry Langley, Jr 4/11/13
Signature of Vice President for Academic Affairs Date

Signature of President Date

Signature of Chair, Board of Governors Date

PROGRAM REVIEW

For Occupational Programs

Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Dental Hygiene, Associate in Applied Science

April 16, 2013

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs WITH Specialized Accreditation

Summary of Findings
2012-2013

Program Name: Dental Hygiene, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of the industry.
- The program has established goals and objectives.
- The program provides skilled job pathways.
- Entrance requirements exceed community college entrance standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: The program meets or exceeds minimum adequacy requirements.

B. Viability

- The program has maximum enrollment with each class.
- Graduates are within expectations for the program.
- History of program indicates an increase in interested potential applicants.
- The program is an associate in applied science program.

Conclusion: The program meets minimum viability requirements.

C. Necessity

- The program meets a validated industry demand.
- The graduates are successfully and gainfully employed.

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.
- There is limited impact on other programs.

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

II. Plans for program improvement, including timeline.

While the program has many strengths, one of the major weaknesses is the lack of clinical facilities and the necessity to rent space from Logan Regional Medical Center at their Life Services Center. At the November 30, 2012 Curriculum and Instruction Committee meeting it was discussed that there would be space available in the new building being constructed on the Williamson Campus. This has yet to be evaluated. If space is not available for the clinic, it has been recommended that the program be discontinued due to the financial burden on the college and that the current class (which is scheduled to graduate in 2014), be the last class admitted to the program.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

This is the initial program review for the Dental Hygiene program.

IV. Five year data trend on graduates and majors enrolled.

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky, as well as from out of state and the international community. The class that is currently enrolled includes two students who relocated to attend Southern and this program. Additionally, the program has had several inquiries from international students. While Southern West Virginia and Eastern Kentucky are recognized as underserved areas at the Federal level in dental providers, the Bureau of Labor Statistics lists Dental Hygiene as having a 38% growth rate between 2010 and 2020. This is a much higher than average growth rate for comparable professions. The median annual salary for dental hygienists is \$68,250 per year and \$32.81 per hour. The Bureau of Labor Statistics is projecting an additional 68,500 dental hygienists will graduate between 2010 and 2020. It should also be noted that this program has fostered a desire for advanced degrees in at least two former students. One graduate is currently attending West Virginia University School of Dentistry, while one recently took the Dental Aptitude Test and scored well above the national average. It is his intent to attend dental school beginning in the fall of 2014 and return to this geographic area to practice.

Dr. Harry Langley, VP for Academic Affairs and Student Services, met with Dr. Pamela L. Alderman, Dean for Career and Technical Programs, Dr. Lisa Haddox-Heston, Coordinator for Dental Hygiene and Alyce Diaz, Chair for Allied Health and Nursing, in the fall semester, 2012. Concerns about the program, equipment, curriculum, and upcoming accreditation visit for April, 2014 were discussed. The equipment is outdated and there is a scarcity of jobs in the immediate area. The annual operating budget is less than \$15,000 and the college rents for the dental hygiene clinic at \$25,000.00 per year.

Knowledge of available space on the Williamson Campus, which would eliminate the \$25,000 per year rent and the plans for the college to accept international students, was not apparent at the time of this meeting last semester.

Bridgemont Community and Technical College was in receipt of a grant several years ago that stipulated that enrollment into their dental hygiene program be increased over a period of three years. Approximately thirty-five students per year were accepted. This in turn did flood the market in the Kanawha Valley.

According to CareerBuilder and Economic Modeling Specialists (EMSI) on February 14, 2013, it was reported that dental hygienists are among the top ten paying jobs requiring an associate's degree in the U.S. The study utilized EMSI's extensive labor market database. This incorporated more than ninety U.S. and state employment resources and included detailed information on employees and self-employed workers. The list below was compiled for projected 2013 salaries, dental hygienists ranked number three.

1. Air Traffic Controller: \$113,547 (median salary)
2. Radiation Therapist: \$76,627
3. Dental Hygienist: \$70,408
4. Nuclear Medicine Technologist: \$69,638
5. Nuclear Technician: \$68,037
6. Registered Nurse: \$65,853
7. Diagnostic Medical Sonographer: \$65,499
8. Fashion Designer: \$63,170
9. Aerospace Engineering and Operations Technician: \$61,547
10. Engineering Technician (except drafters): \$58,698

According to one estimate, Benco Dental, a company that deals with operatories, not a manufacturer with institutional discounts, the cost for ten operatories was quoted at \$135,000. The estimate does not include imaging (radiography) and equipment. An estimate of these costs is not currently available.

The dental hygiene clinic provides an invaluable community service. Oral prophylaxis, intraoral radiographs, pit and fissure sealants, fluoride treatments, and other preventive and diagnostic services are provided free of charge. Dental Hygiene students have provided dental exams at Headstart of P.R.I.D.E. and have worked with the Day Report Center. There are greater than 750 patients of record at the dental hygiene clinic.

V. Summary of assessment model and how results are used for program improvement.

Students enrolled in associate degree programs are expected to participate in institutional, programmatic, course and/or service assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major.

Minimum standard goals have been identified and the faculty work to ensure the goals of the Dental Hygiene program are achieved upon completion of the two-year program. The goals include preparing the students to function and interact as Dental Hygienists, as well

as gain successful employment in their chosen field. These programmatic goals cover the three learning domains necessary for the Dental Hygiene student. These domains include the cognitive, psychomotor, and affective learning domains.

VI. Data on student placement

Students and employers are asked to complete surveys after six months of employment. Unfortunately, this is completely voluntary on the part of the graduate and employer; thus, the data is incomplete. From the data available at this time, approximately 70% of graduates are employed as dental hygienists in this geographic area.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
2012-2013
Program With Specialized Accreditation

Program: Dental Hygiene, Associate in Applied Science

I. Program Description

The Dental Hygiene Program at Southern West Virginia Community and Technical College prepares the student to examine, assess, and treat dental patients using a variety of diagnostic and treatment modalities. Dental Hygienists are invaluable members of the dental team in providing comprehensive dental care for their patients. Employment opportunities include private practice, education, and county, state, and federal agencies. Dental Hygiene is a highly compensated and rewarding career. Flexible working hours are common, and with the implementation of expanded duties, the demand for hygienists is high and continues to grow nationwide.

II. Special Accreditation Information

The Dental Hygiene Program is accredited by the Commission on Dental Accreditation (CODA). The program underwent an intensive self-study and was granted the status of **INITIAL ACCREDITATION** following a site evaluation in 2005. A second site evaluation took place once the program was fully operational in 2007. The program was granted the status of **APPROVAL (without reporting requirements)**, an accreditation status granted to an educational program indicating that the program achieves or exceeds the basic requirements for accreditation. The next site evaluation for the program is scheduled for April, 2014.

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

Adequacy

The overall adequacy of the program including the curriculum and facilities was found to achieve or exceed the standards set forth by the Commission on Dental Accreditation, in 2007. Due to the Title III grant, the technology availability in the classroom has been greatly expanded. Effective July 15, 2011 the West Virginia Community and Technical College System (WVCTCS) adopted rule 135-11-3, which in part states that associate degrees shall not exceed 60 credit hours unless specified by an accrediting agency. Accordingly, the curriculum was reduced from 72 credit hours to 60 credit hours, taking into account the requirements of the WVCTCS for general education hours and the Commission on Dental Accreditation educational standards. CODA considers this to be a major change; accordingly, a report was sent to CODA and this was an agenda item considered at their February 1, 2013, meeting. The letter addressing this matter is provided in Appendix I.

A. Curriculum

CODA is very specific regarding the educational requirements for an accredited dental hygiene program. The curriculum *must* include the following four content areas: general education, biomedical sciences, dental science and dental hygiene science. CODA standards regarding curriculum further break down each of these content areas into subject areas that must be included.

General education content *must* include oral and written communications, psychology and sociology. Biomedical sciences *must* include anatomy, physiology, chemistry, biochemistry, microbiology, immunology, pathology and/or pathophysiology, nutrition and pharmacology. Dental sciences content *must* include tooth morphology, head, neck and oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management and dental materials. Dental hygiene science *must* include oral health education and counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection control and hazard control management, and the provision of oral health care services to patients with bloodborne infectious diseases.

Additionally, CODA standards for clinical instruction specify that first semester preclinical students spend a *minimum* of six hours per week in the clinic. As students begin providing dental hygiene services to patients, they should be scheduled for eight to twelve hours per week in the clinic. During the final prelicensure year, student clinicians are to be scheduled for twelve to sixteen hours per week in the clinic. Didactic instruction on clinical dental hygiene is to be presented throughout the curriculum. (See Appendix II).

B. Faculty

The program is staffed by two full-time faculty members, each of whom meets or exceeds the educational requirements mandated by CODA for teaching an accredited dental hygiene program. The program has a full-time coordinator and a full-time clinical instructor. Additionally, there is a part-time clinical adjunct instructor. (See Appendix III).

C. Students

Dental hygiene students must apply via the Allied Health Application available for the year they're applying. They must apply to take the National League for Nursing (NLN), Pre-RN/Allied Health Entrance Exam and receive a minimum score of 100 which is within a 50% ranking of all students who take the exam. Students are then selected from the highest scores cumulative from the entrance exam, ACT scores, and past academic and professional history.

The Allied Health Application system is point-based. Only applicants scoring at least 100 on the NLN Entrance Exam are considered for the dental hygiene program and are given points based upon ACT scores (if applicable), and other current certifications or college degrees. The ten students with the top scores are then offered a position in the program. (It should be noted that only ten applicants are accepted due to the CODA faculty: student clinic ratio which is 1:5). See Appendix IV for enrollment and graduate data.

Students accepted into the Dental Hygiene program have varying degrees of abilities. Despite meeting the entrance requirements, students complete the program with varying degrees of success depending upon their previous educational or work experience, dedication and effort while in the program, maturity level and self-discipline. Additionally, the Dental Hygiene program is unique in that it requires a very specific fine motor skill set which must be developed over time. It is common to have students excel in the classroom while struggling in the clinic and vice versa. Students are evaluated using the standards of cognitive, affective and psychomotor learning domains through oral, written and hands-on assessment in the classroom, laboratory and clinic.

APPENDIX I

March 4, 2013

Dr. Joanne Tomblin
President
Southern West Virginia Community and Technical College
P O Box 2900
Dempsey Branch Road
Mount Gay, WV 25637

RECEIVED

MAR 18 2013

PRESIDENT'S OFFICE

RE: Dental Hygiene Program

Dear President Tomblin:

At its February 1, 2013 meeting, the Commission on Dental Accreditation considered the June 2012 program change report submitted on behalf of the dental hygiene program sponsored by the Southern West Virginia Community and Technical College. The Commission noted the report proposes a change in program length from 72 to 60 credit hours.

Following careful review of the information provided, the Commission adopted a resolution to continue the program's accreditation status of "approval without reporting requirements" but has postponed action regarding the program changes pending review of further information. Please submit documentation to demonstrate the program will continue to meet the accreditation standards affected by the change. Please submit "before and after" course syllabi and highlight any content that has been removed. An additional evaluation of the program changes will occur at the next regularly scheduled site visit.

The Commission requests one paper copy and one comprehensive electronic copy of the detailed progress report on the implementation of the recommendation(s) be submitted to this office by **May 15, 2013** for consideration at the Dental Hygiene Education Review Committee's meeting and the Commission's July 9-10, 2013 meeting.

Note: The program's documentation for CODA (self-study, application, or reports to CODA, for example) must NOT contain any patient protected health information. If an institution nevertheless provides the Commission and/or Commission site visitors with materials containing patient protected health information (PHI), such materials must be in electronic form and encrypted as outlined by the most recent breach notification regulations related to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

In addition, most states have enacted laws to protect sensitive personally identifiable information ("PII") such as social security numbers, drivers' license numbers, credit card numbers, account numbers, etc. Before sending documents such as faculty CVs to CODA, institutions must fully redact the following PII: social security numbers, credit or debit card numbers, driver's license numbers or government-issued ID numbers, account numbers, health information, taxpayer ID, and date of birth.

President Tomblin
March 4, 2013
Page 2

In addition to the paper copy requested above, please be advised that the Commission requires that all accreditation correspondence/documents/reports and related materials submitted to the Commission for a program's permanent file be done so electronically. The Electronic Submission Guidelines will assist you in preparing your report. If the program is unable to provide a comprehensive electronic document, the Commission will accept a paper copy and assess a fee to the program for converting the document to an electronic version.

Institutions/Programs are expected to meet established deadlines for submission of requested information. If an institution fails to comply with the Commission's request, it will be assumed that the institution no longer wishes to participate in the accreditation program. In this event, the Commission will immediately notify the chief executive officer of the institution of its ***intent to withdraw*** the accreditation of the program at its next scheduled meeting.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "approval without reporting requirements"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/100.aspx>.

The staff of the Commission on Dental Accreditation is available for consultation to all educational programs which fall within the Commission's accreditation purview. Educational institutions conducting programs oriented to dentistry are encouraged to obtain such staff counsel and guidance by written or telephone request. Consultation is provided on request prior to, as well as subsequent to, the Commission's granting accreditation to specific programs. The Commission expects to be reimbursed if substantial costs are incurred.

If this office can be of any assistance to you, please contact me at (800) 621-8099, extension 2695 or by email, at renfrowp@ada.org.

President Tomblin
March 4, 2013
Page 3

Sincerely,

Patrice Renfrow

Patrice Renfrow, RDH, BS
Manager, Allied Dental Education
Commission on Dental Accreditation

PR/ap

Sent via e-mail: CODA Accreditation Status Definitions
Reporting Program Changes in Accredited Programs
Electronic Submission of General Correspondence

Link to Evaluation and Operational Policies and Procedures
<http://www.ada.org/314.aspx>

Link to Accreditation Standards for Dental Hygiene Education Programs
<http://www.ada.org/115.aspx>

cc: Ms. Pamela Alderman, dean, Career and Technical Programs
Dr. Lisa Haddox-Heston, program director, Dental Hygiene
Dr. Kent Knoernschild, chair, Commission on Dental Accreditation (CODA)
Dr. Anthony J. Ziebert, senior vice president, Education/Professional Affairs, ADA
Dr. Sherin Tooks, director, Commission on Dental Accreditation (CODA)
United States Department of Education
State Boards of Dentistry
Institutional Accreditors

*cc: Dr. Harry Langley, VP Academic Affairs and Student Services
Ms Alyce Patterson-Diaz, Chair, Dept. of Allied Health and Nursing*

APPENDIX II

APPENDIX II

Dental Hygiene Curriculum (2012-2014 Program)

<u>General Education Courses:</u>		<u>Credits</u>
AH 203 Communications for the Health Care Professional	1	
CS 103 Introduction to Applications		1
EN 101 English Composition		3
PY 201 General Psychology		3
SO 200 Introduction to Sociology	3	
 <u>Support Courses:</u>		
BS 118 Essentials of Human Systems (formerly AH 145 w/ lab)		4
CH 203 Fundamentals of General, Organic, and Biological Chemistry		4
 <u>Major Courses:</u>		
DH 100 Head and Neck Anatomy	2	
DH 101 Dental Anatomy, Histology & Embryology		3
DH 102 Introduction to Dental Hygiene (Pre-clinic Lecture and Clinic)		3
DH 103 Dental Radiology (Lecture and Lab)		2
DH 104 General and Oral Pathology		2
DH 105 Pharmacology for Dental Hygiene	2	
DH 106 Clinic I (Lecture & Clinic)	4	
DH 107 Essentials of Nutrition for Dental Hygiene	1	
DH 207 Dental Materials	1	
DH 212 Clinic II (Lecture & Clinic)	6	
DH 213 Anesthesiology (Lecture & Lab)	2	
DH 216 Clinic III (Lecture & Clinic)		6
DH 219 Dental Hygiene Seminar (Capstone)		4
DH 220 Periodontology	2	
DH 221 Community Dentistry		1
	60 Total	

Note: General education requirements for this program do not include a math course as mathematical

principles are taught throughout the curriculum in DH 102, DH 103, DH 105, DH 106, DH 212, DH 213 and DH 219.

In major-specific courses, the credit: lab ratio is 1:3 hours. The credit: clinic ratio is 1:4 hours. This is necessary to meet the standards dictated by the Commission on Dental Accreditation.

APPENDIX III

**APPENDIX III
Faculty Data**

Name: Lisa Jan Haddox-Heston, BSDH, DDS **Rank:** Program Coordinator,
Assistant Professor

Check One: Full-time X Part-time ___ Adjunct ___ Graduate Asst. ___

Highest Degree Earned: DDS **Date Degree Received:** March 12, 1988

Conferred by: West Virginia University

Area of Specialization: Dentistry

Professional licensure: 24 years

Years of employment at present institution: 9

Years of employment in higher education: 9

Years of related experience outside higher education: 25

Non-teaching experience: 25

To determine compatibility of credentials with this assignment:

(a) List courses you taught this year and those you taught last year. For each course, include year and semester taught, course number, title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Fall 2012	DH 101 Dental Anatomy, Histology and Embryology	10
	DH 102 Introduction to Dental Hygiene (CLINIC)	10
Spring 2013	DH 104 General and Oral Pathology	10
	DH 105 Pharmacology	10
	DH 106 Clinic I (CLINIC only)	10
Fall 2013	DH 213 Anesthesiology (Lecture and Lab)	10
	DH 212 Clinic II (CLINIC only)	10
Spring 2014	DH 207 Dental Materials (Lecture and Lab)	10
	DH 219 Dental Hygiene Seminar (Board Review)	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.
35 continuing education credit hours are required every other year to maintain licensure by the West Virginia Board of Dental Examiners.

**APPENDIX III
Faculty Data**

Name: Andrea Brown, BS, RDH **Rank:** Assistant Professor

Check One: Full-time X Part-time ___ Adjunct ___ Graduate Asst. ___

Highest Degree Earned: BS **Date Degree Received:** May 05, 1998

Conferred by: Mountain State University

Area of Specialization: Organizational Leadership (A.S. in Dental Hygiene from West Liberty)

Professional licensure: 14 years

Years of employment at present institution: 8

Years of employment in higher education: 8

Years of related experience outside higher education: 14

Non-teaching experience: 06

To determine compatibility of credentials with this assignment:

(a) List courses you taught this year and those you taught last year. For each course, include year and semester taught, course number, title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
Fall 2012	DH 100 Head & Neck Anatomy	10
	DH 102 Introduction to Dental Hygiene (CLINIC & LEC)	10
Spring 2013	DH 103 Radiology Lecture & Lab	10
	DH 107 Essentials of Nutrition for Dental Hygiene	10
	DH 106 Clinic I (CLINIC & LEC)	10
Fall 2013	DH 220 Periodontology	10
	DH 221 Community Dentistry	10
	DH 212 Clinic II (CLINIC & LEC)	10
Spring 2014	DH 216 Clinic III (CLINIC & LEC)	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.

20 continuing education credit hours are required every other year to maintain licensure by the West Virginia Board of Dental Examiners.

APPENDIX IV

**APPENDIX IV
Enrollment/Graduate Data**

Class of 2009	
Applicants	270
Enrollment	12
Graduates	7

Class of 2010	
Applicants	208
Enrollment	12
Graduates	11

NOTE: Effective 2009, CODA changed the faculty:student clinic ratio to 1:5, therefore only ten students were accepted into future classes. Additionally, the program adopted an every other year admission policy due to CODA requirements and number of faculty.

Class of 2012	
Applicants	158
Enrollment	10
Graduates	10

Class of 2014	
Applicants	136
Enrollment	10
Graduates	To be determined in May of 2014

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Survey Technology Associate in Applied Science Program degree program at the current level of activity 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: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Applied and Industrial Technology conducted a program review of the Associate in Applied Science Survey Technology program during the 2012-2013 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. The program is a relatively low program (cost of the instructor) as the advisory members continue to provide access to the necessary equipment. The program meets a vital need of industry.

Corrective actions include: Developing marketing/advertising material, offer admission each year, develop a fast track option, and review enrollment after admission of the next cohort in fall 2013.

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

Program with Special Accreditation

Program without Specialized Accreditation

Program: Survey Technology, Associate in Applied Science

 Degree and Title

February 20, 2013

 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;
- X 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:

It is the recommendation of the department to continue the program with corrective actions. The program is a relatively low cost program (the cost of the instructor) as the advisory members continue to provide access to the necessary equipment. The program meets a vital need of industry. Corrective actions include: Developing marketing/advertising material, offer admission each year, develop track option. Review after next cohort admission.

+

Signature of person preparing report if other than Department Chair	Date
<i>Carl Hawk</i>	<i>2/20/13</i>
Signature of Department Chair	Date
<i>Camela L. Alderman</i>	<i>2/25/13</i>
Signature of Dean	Date
<i>Thurmond Farley</i>	<i>3-25-13</i>
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Survey Technology, Associate in Applied Science

April 9, 2013

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

Summary of Findings
2012-2013

Program Name: Survey Technology, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum was developed by local business and industry.
- The program curriculum has been formally approved by the WV Board of Professional Surveyors.
- The program has appropriately trained faculty which have been approved by the WV Board of Professional Surveyors.
- The program has established goals and objectives.
- The program provides a variety of skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program maintains appropriate assessment tools.

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- The program had acceptable enrollment for the first cohort.
- The number of students enrolled in the second and third cohort was limited and experienced unusual and unexpected problems.
- Graduates are limited but percentage of completion is within expectations for the program.
- There have not been enough cohorts to measure acceptable program enrollment and graduation rates.

Conclusion: Program has questionable viability.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

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

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

II. Plans for program improvement, including timeline.

Targeted advertising and marketing materials for the program will be developed. Fall 2012 – Spring 2013.

The program will expand admissions from every other year to every year to help keep the program availability known. Fall 2013.

Develop fast track versions of the courses that allow for licensed land surveyors without degrees and non-licensed working surveying professionals to gain a degree. Expand work with the local societies for surveying to identify potential candidates. Fall 2012-Spring 2013.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

This is the first full program review. The program underwent an initial post audit review in 2010. Enrollment was the main concern at that time and a review of enrollment was to be completed after the admission of the third cohort.

Unfortunately, the admission of the third cohort coincided with the problems associated with the Boone County Career and Technical Center. In response, the program was moved to the Logan campus and adjustments made. No new conclusions can be made about enrollment.

IV. Five year trend data on graduates and majors enrolled

No specific trends can be identified based on program enrollment or graduates. Job placement remains high and consistent. The last cohort enrolled seven and should graduate five at the end of the two year period.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

All but one graduate has obtained high quality industry related jobs that pay good wages and have reasonable benefits. The one graduate not employed in the industry continued with additional education and is employed by the Mingo County Board of Education. A majority of non-graduates has also obtained high quality industry related jobs that pay good wages.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2012-2013

Program: Survey Technology, Associate in Applied Science
Date of Last Review: 2010 Post Audit Review

I. PROGRAM DESCRIPTION

The Survey Technology (SU) program is designed to meet the needs of the surveying profession in Southern West Virginia and the surrounding areas. It provides a thorough knowledge of surveying and mapping techniques necessary for licensure and/or employment.

The program was developed at the request of local business and industry. Individuals representing private business as well as state and local government agencies participated in the design and development of the curriculum. The program also underwent a formal approval process through the West Virginia Board of Professional Surveyors. Full approval for the program was granted May 19, 2009.

Upon successful completion of the Associate in Applied Science program, students will satisfy the educational requirement necessary to become a licensed surveyor under West Virginia State Code and may apply to sit for the Fundamentals of Land Surveying licensure exam.

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information. ABET (*Accreditation Board for Engineering and Technology*) accreditation is available to the program. After review of the cost and requirements, a decision was made not to seek accreditation.

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

A. Adequacy

1. Curriculum

The curriculum for the associate in applied science degree program in Survey Technology currently consist of 60 credit hours. These include 20 credit hours in a general education core, and 40 hours in surveying specific courses. General education courses are delivered in a variety of methods according to the discipline. Surveying courses are delivered using a combination of active learning methodologies. Lab activities are incorporated into each

course and includes hands-on activities specific to the topic of the course.

The program accepts cohorts of students every other year. The curriculum was changed for the incoming 2012-2013 cohort of students to comply with the state requirement to move programs to a maximum of 60 credit hours. No other changes have been made to the curriculum.

The curriculum can be found in Appendix I.

2. Faculty

The Survey Technology program utilizes full-time faculty members within each discipline to teach the general education course requirements. The program maintains one full-time term faculty position. This position is currently held by Stephen Birurakis. Faculty members for core courses must be approved by the West Virginia Board of Professional Surveyors and must hold a valid license. Available faculty data sheets are included as Appendix II.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. The Survey Technology program is an open admission program with cohorts accepted every other year. Students are enrolled on a first-come, first-serve basis with a maximum of 15. An additional 5 slots are available in some courses for students desiring to gain specific skills but not seeking the full program.

All entering students must satisfy general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester.

B. Exit Abilities

West Virginia State Code 30-13A on Land Surveyors requires individuals desiring to become a licensed land surveyor to complete a series of requirements including passage of specific examinations, years of service under direct supervision, and educational requirements as

outlined in section 8. Upon successful completion of the Associate in Applied Science program, students will satisfy the educational requirement necessary to become a licensed surveyor under West Virginia State Code and may apply to sit for the Fundamentals of Land Surveying licensure exam.

Specific Exit Abilities of Graduates include:

- exhibit ethical, responsible and dependable behavior
- communicate effectively with employees and customers
- work cooperatively with others in a team environment
- incorporate various aspects of a well-rounded academic background into workplace situations
- use graphics software
- use surveying equipment properly
- complete surveys and maps
- retrace properties
- understand and apply land and boundary laws

4. Resources

A. Financial

The program requires minimal financial support. The program was initiated with a three year Technical Programs grant in the amount of \$220,000.00. The grant provided purchasing of start-up equipment and faculty salary. The faculty salary has been moved to an institutional position and a budget of \$1700 has been provided each the past two years. Partnerships with business and industry provide access to current state-of-the-art surveying equipment at no cost to the institution. Between the grant, partnerships, and budget the financial support has been adequate to cover any necessary needs for the program.

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

A. The Survey Technology program utilizes a variety of assessment measures. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. Students must participate in the MAPP exam during their final year. Student passage rates on the licensure exam will also be

used. The first graduating class utilized the Work Keys exam which has now been discontinued.

B. Key Elements:

- Educational goals of the program
 - 1) Provide students with fundamental surveying skills
 - 2) Provide students with hands-on experiences
 - 3) Provide students work-based experience
- Measures of evaluating success in achieving goals
 - 1) Student pre/post test scores
 - 2) Evaluation and feedback from internship
 - 3) Evaluation of project portfolios
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
 - 1) Successful: Assessment data is limited due to the limited number of enrolled students. Feedback from employers has indicated that students completing core technical courses have sufficient technical skills and they are pleased with the student's abilities and knowledge. Students completing the first year and seeking jobs in the industry have a 100% employment rate. Only one student has attempted the licensure exam. While the student failed, he has stated that he did not prepare for the exam. The exam was taken almost a year after completion of the core surveying coursework and exam results showed a deficiency in trigonometry. Passage was missed by less than 10 points.
 - 2) Needs Attention: While no significant conclusions can be drawn at this point, limited math skills of students have been identified as a problematic area for the program but is cohort dependent. Successful completion of the program was limited or delayed due to math deficiencies of the students in the first two cohorts while the third cohort has not seen any problems. Processes and procedures are being developed for future cohorts of students to ensure appropriate math skills prior to admission into the program.

C. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from labs. Improvements are made within each course immediately. Additional changes are also made to subsequent courses to assist in quality instruction of students. No significant changes have been made to the surveying

courses. The math department has been reviewing the math courses and working on ways to assist the students with successful completion of the required math including a special topics math support course.

6. Previous Program Reviews

This is the first full program review. The program underwent an initial post audit review in 2010. Enrollment was the main concern at that time and a review of enrollment was to be completed after the admission of the third cohort. Unfortunately, the admission of the third cohort coincided with the problems associated with the Boone County Career and Technical Center. In response, the program was moved to the Logan campus and adjustments made. No other cohorts have been admitted.

7. Advisory Committee

The advisory committee has been expanded over the past 3 years. It operates on a continuous informal basis, working with local business and industry. The faculty member is a member of and attend the local society meetings on a regular basis and the society provides additional input and guidance for the curriculum. The faculty and the students attend the annual conference held by the Board of Professional Surveyors. A formal advisory meeting is held once a year.

8. Strengths and Weaknesses

STRENGTHS

- Solid, hands-on curriculum
- Faculty dedication
- Industry support and need
- Access to equipment

WEAKNESSES

- Limited program enrollment

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Cohort - Year</u>	<u>Enrollment</u>	<u>Employed</u>
Cohort 1 – 2007-2009	16	6
Cohort 2 – 2009-2011	9	7
Cohort 3 – 2011-2013	8	6 (4, 1 army, 1 Coke 2 focus on school)

Enrollment Trends for previous 5 years

No trends can be accurately identified. Cohorts 2 and 3 experienced unexpected and uncontrollable problems just prior to registration periods.

Number of Graduates for previous 5 years

<u>Cohort - Year</u>	<u>Graduates</u>
Cohort 1 – 2007-2009	3
Cohort 2 – 2009-2011	1 (2 – 1 course)
Cohort 3 – 2011-2013	4 expected

Graduate Follow-up Data

While the program has experienced a low graduation rate a high percentage of the students have successfully found employment in the industry as a result of the program.

Graduates have obtained high quality jobs that pay good wages and have reasonable benefits. Students successfully completing the first year of the program and seeking jobs have also obtained high quality jobs that pay good wages. Wages range from \$12/hour to \$35/hour. Many of those that did not complete the program are now coming back to finish the program.

Graduate and Employer Satisfaction

Due to the limited number of graduates, no formal written study has been conducted. Most of the students and employers have remained in close contact with the program. Those students remaining in contact have all expressed satisfaction with the program.

Employers have expressed 100% satisfaction with the students. Many of the employers have also joined the advisory board to help promote the program and work with the program to produce more graduates. One employer has offered to take all the students as a training year to assist in preparing for the licensure exam. The program receives numerous requests each semester for referrals of graduates for job openings.

Analysis of Data by Cohort

The Survey Technology program is currently running its third cohort of students. The first cohort started with sixteen students. During registration of the first cohort, allowances were not made for those students not seeking the full program. As a result, several seats were taken by students not seeking the program and retention of the first cohort was limited. Three students were using the courses as electives toward other programs. Two of these three students graduated in other programs at the conclusion of the first

semester. Three of the students withdrew or failed the first set of courses and could not continue. Two additional students completed the courses with limited success and subsequently changed majors. Math was identified as a problem area with all the students who either failed or changed majors. They were not prepared for the upper level math work and did not feel they could complete the program successfully. After the second semester, three additional students were not retained. Five of the original students remained in the program for the third semester. Three of the five graduated. Two transferred to complete bachelor programs and they have returned to the area and are employed by the Mingo Board of Education and Heritage Surveying; the other is employed by Raven Crest Contracting as a surveying technician. The remaining two did not complete all of the general education courses but are employed in the industry and are trying to find time to finish the general education courses.

The second cohort of students was started during the fall 2009 semester. Due to the uncertainty of the board approval for the program, the course schedule was pulled from publication along with all publicity for the program, and no pre-registrations were permitted. Formal approval was received from the Board of Professional Surveyors on May 26, 2009. At this time, a marketing plan was developed with marketing completed during July. Enrollment was cut off in August for the start of classes with nine students enrolled. Two students dropped the program after the first semester, and another two after the second semester. All four stated current job requirements and time constraints as the problem. The remaining five students continued in the program. One has graduated and is employed with Tug Valley Surveying. The other four are employed in the industry (COTIGA, Hatfield McCoy Trails, Heritage, and Accurate) and are completing classes as time allows.

The third cohort of students was started during the fall 2011 semester. The program was slated to be held on the Boone campus. Prior to the beginning of the semester, the building was closed due to problems at the adjoined Boone Career and Technical Center. The program was relocated to the Logan campus. It is perceived that the enrollment was severely hampered by the problems with the location. Eight students enrolled in the program. One student joined the Army during the first semester. One student failed all of the courses and withdrew after the second semester. One student took employment (Tug Valley Surveying) and withdrew during the second semester. One student is enrolled in the electrical program as a dual major and is wanting to return to the surveying program. The remaining four students are expected to graduate the program

in May 2013. Two of the four have obtained employment in the industry since starting the program. One has chosen not to seek employment and focus on coursework. The fourth was employed prior to starting the program with Coke and is continuing that job until graduation.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe could drive enrollment increase along with appropriate marketing and an enrollment period that is not hampered by outside events. At this time, we do not feel that sufficient awareness of the program and its benefits have been achieved. This is part due to the every other year offerings. The program ran a marketing effort in January which received positive feedback and interest from the community. The ability to enroll students every year should increase program awareness.

2. Program Course Enrollments

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.

3. Service Courses

This program has several first year courses that are included in new skill sets and are being planned for inclusion in the Mine Technology program. The new skill sets are not scheduled for offering until Fall 2013.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses that are currently offered off-campus or by distance delivery.

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 “overall employment of surveyors, cartographers, photogrammetrists, and surveying technicians is expected to grow about **as fast as average** for all occupations through the year 2014. The widespread availability and use of advanced technologies, such as GPS, GIS, and remote sensing, will continue to increase both the accuracy and productivity of these workers, limiting job growth to some extent. However, job openings will continue to arise from the need to replace

workers who transfer to other occupations or who leave the labor force altogether. Many of the workers in these occupations are approaching retirement age.” According to the WV Board of Professional Surveyors, only seven individuals sat for licensing exam at the last offering.

It is expected that opportunities for surveyors, cartographers, and photogrammetrists should remain concentrated in architectural, engineering, and related services firms. Opportunities should be stronger for professional surveyors than for surveying and mapping technicians. However, a professional surveyor’s license in WV requires four or more years of experience under direct supervision of a licensed surveyor. The timeframe for job needs of professional surveyors will provide the necessary time on the job for advancement for the surveyor interns.

In addition, the new advances in GPS technology have created an emerging need for individuals trained in GIS and Geometrics which are included in the program. Increasing demand for geographic data, as opposed to traditional surveying services, will mean better opportunities for cartographers and photogrammetrists who are involved in the development and use of geographic and land information systems. New technologies, such as GPS and GIS, also may enhance employment opportunities for surveyors, and for surveying technicians who have the educational background and who have acquired technical skills that enable them to work with the new systems. At the same time, upgraded licensing requirements will continue to limit opportunities for professional advancement for those without a degree.

D. Consistency with Our Mission

This program directly supports the institution’s previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution’s new compact and mission in a variety of areas. Major areas of support for the new compact include

the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

The review was presented to the program advisory board which included a representative from the State Board of Professional Surveyors, to the Kanawha Valley Society of Professional Surveyors and to the department. The advisory board and the society urged continuation of the program due to the vital need for employers.

It is the recommendation of the department to continue the program with corrective actions. The program is a relatively low cost program (the cost of the instructor) as the advisory members continue to provide access to the necessary equipment. Marketing was completed during January and was well received.

A cohort will be started for the spring semester with a fast track option to raise awareness. This cohort will be merged with a new cohort in the fall semester and review enrollment numbers at that time.

The Society will also seek employees that do not have a degree but have background in surveying that may be interested in fast tracking the degree as well which should assist with increased number of graduates for the program.

APPENDIX I - Curriculum

Survey Technology

Associate in Applied Science 60 Credit Hours

Purpose The Survey Technology Program is designed to meet the needs of the surveying profession in southern West Virginia and the surrounding areas. It will provide a thorough knowledge of surveying and mapping techniques necessary for certification and employment as a Survey Technician. This program is approved by the West Virginia Board of Professional Surveyors. Upon completion of the program, students may apply to sit for the Fundamentals of Land Surveying licensure exam.

The full Survey Technology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Component I-General Education Core

The general education core is limited to give students the skills necessary to be able to effectively communicate technical findings, thoughts, and philosophies, and to be able to perform basic mathematical computations.

BS 199 Dendrology	4
CS 102 Spreadsheet Concepts	3
EN 101 English Composition I	3
MT 125 Trigonometry	3
MT 130 College Algebra	3
GL 110 Geology	4

OR

PH 210 College Physics I

Component II-Technical Core

The technical core is designed to give students a solid back ground in surveying techniques and law.

SU 105 Introduction to Surveying Graphics	4
SU 120 Surveying Measurements I	4
SU 155 Surveying Graphics	4
SU 195 Land Law	3
SU 196 Land Boundaries	3
SU 220 Surveying Measurements II	4
SU 212 Retracement	3
SU 230 Engineering and Construction Surveys	4
Restricted SU Electives	6

Component III-On-The-Job Training - (minimum of 6 hours)

Students must complete a service learning project along with a co-op or internship job experience.

SU 273 Survey Project	3
SU 274 Capstone	2

APPENDIX II – Faculty Data Form

Name Stephen Birurakis Rank: Instructor

Check one:

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

Highest Degree Earned work toward BS Date Degree Received _____

Taken at West Virginia State and West Virginia University of Technology

Area of Specialization Civil Engineering.

Licenses/Certifications: Professional Land Surveyor, Certified Trainer for Magellen GPS systems

Professional registration/licensure Yes Yrs of employment at present institution 5

Yrs of employment in higher education 5 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.

See Page 2 for course listing

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	SU 273 – Projects	4
Fall 2013	SU 220 – Measurements II	5
Fall 2013	SU 212 – Retracement	4
Fall 2013	SU 195 – Surveying Boundaries	4
Fall 2013	SU 105 – Introduction to Surveying Graphics	2 (EG students)
Spring 2012	SU 196 – Land Law	7
Spring 2012	SU 155 – Surveying Graphics	7
Spring 2012	SU 120 – Measurements I	8
Spring 2012	SU 105 – Introduction to Surveying Graphics	3 (EG Students)
Fall 2011	SU 105 – Introduction to Surveying Graphics	8
Fall 2011	SU 100 – Introduction to Surveying	7
Spring 2011	SU 275 – GPS	5
Spring 2011	SU 275 – GIS	5
Spring 2011	SU 274 – Capstone	2
Spring 2011	SU 230 – Engineering	5
Fall 2011	SU 273 – Projects	5
Fall 2010	SU 272 – Internship	5
Fall 2010	SU 220 – Measurements II	6
Fall 2010	SU 212 – Retracement	5
Fall 2010	SU 195 – Land Boundaries	5
Spring 2010	SU 196 – Land Law	7
Spring 2010	SU 155 – Surveying Graphics	7
Spring 2010	SU 120 – Measurements I	7
Fall 2009	SU 195 – Boundaries	1 (Graduate catchup)
Fall 2009	SU 120 – Measurements I	1 (Graduate catchup)
Fall 2009	SU 105 – Introduction to Surveying Graphics	9
Spring 2009	SU 275 – GPS	5
Spring 2009	SU 275 – GIS	5
Spring 2009	SU 230 – Construction Surveys	5
Spring 2009	SU 274 – Capstone	5
Fall 2008	SU 273 – Project	5
Fall 2008	SU 272 – Internship	5
Fall 2008	SU 220 – Measurements II	5
Fall 2008	SU 212 – Retracement	5
Fall 2008	SU 196 – Land Law	5

APPENDIX III – Enrollment Data by Cohort

Cohort	Semester	Enrollment	Graduates	Comments
1	Fall 2007 200801	16	N/A	3 withdrew or failed and did not return. 3 using as an elective toward another program (2 graduated Dec. 07). 2 completed and changed majors. 8 continued on to second semester.
1	Spring 2008 200802	8	N/A	1 failed courses and changed major. 1 completed and changed major. 1 withdrew for time/work related issues.
1	Fall 2008	5	N/A	All successfully completed.
1	Spring 2009 200902	5	2	Both graduates currently taking additional classes toward baccalaureate degree. One is at Southern (now employed with Mingo Board of Education); the other is at East Tennessee State (now employed with Heritage Consulting).
1	Fall2009	3	1	Employed with Raven Crest Contracting.
1	Spring2010 201002	2	0	Scheduled to graduate Summer 2010 – withdrew from classes. RS,DA One working full-time with Accurate Surveying the other with Potesta.
2	Fall 2009 201001	9	N/A	1 moved out of state. 1 dropped due to time/work requirements. 7 continued on
2	Spring 2010 201002	7	N/A	1 withdrew time/work related 6 continued on
2	Fall 2010 201101	6	N/A	1 withdrew – work related - Mining 5 continued on
2	Spring 2011 201102	5	1	1 quit – working McCoy Trails 1 failed math/quit, working COTIGA 2 failed math – still trying to finish both employed in field (Heritage, Accurate) 1 graduated working for Tug Valley
2	Fall 2011 201201	1	0	1 failed, returned but withdrew work related (Accurate)
2	Spring 2012	1	0	1 still trying to finish (Accurate)
3	Fall 2011 201201	8	N/A	1 withdrew midway semester – joined army 7 continued on
3	Spring 2012 201202	7	N/A	1 withdrew - quit school 1 enrolled in EG now wanting to return 1 withdrew –working Tug Valley Surveying 4 continued on – expected to graduate
3	Fall 2012	4	N/A	All 4 returned – expected to graduate

APPENDIX IV
Advisory Committee Membership

NAME	COMPANY	CONTACT
Tom Rayburn	E.L. Robinson Engineering	trayburn@elrobinson.com
Josh Rayburn	E.L. Robinson Engineering	jrayburn@elrobinson.com
Marvin Murphy	WV DOT – State Surveying	mmurphy@dot.state.wv.us
Travis Long	WV DOT – State Surveying	tlong@dot.state.wv.us
Paul Dean	Corps of Engineers	Pauld@lrh.usace.army.mil
Marvin Reynolds	Reynolds Surveying	Direworks979@netzero.net
Richard Henline	A2Z Surveying	304-744-7885
Kevin Shaffer	Design Tech	304-746-4734
Victor Dawson	Potesta Engineering	304-342-1400
Matt McLane	WV American Water	304-767-1841
Lantz Rankin	Hertiage Surveying	heritage2@heritagesurveying.com
Eddie Curry	Cotiga Land Development	ecurry.cotiga@charterinternet.com
Roger Tackett	ASI	rtackett@asiwv.com
Dave Brown	Terradon	Dave.brown@terradon.com
Brad Ball	Arch Coal	bball@archcoal.com
Lee Hensley	Raven Crest Contracting	304-836-5860 Ext 14

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Survey Technology Certificate Program at the current level of activity 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: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Applied and Industrial Technology conducted a program review of the Certificate Survey Technology program during the 2012-2013 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. The program is a relatively low program (cost of the instructor) as the advisory members continue to provide access to the necessary equipment. The program meets a vital need of industry. The certificate program offers a ladder option for students. The certificate has been open for admission separate from the associate degree.

Corrective actions include: Developing marketing/advertising material, offer admission each year, develop a fast track option, and review enrollment after admission of the next cohort in fall 2013.

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

Program with Special Accreditation

Program without Specialized Accreditation

Program: Survey Technology, Certificate Program

 Degree and Title

February 20, 2013

 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;
- X _____ 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:

It is the recommendation of the department to continue the program with corrective actions. The program is a relatively low cost program (the cost of the instructor) as the advisory members continue to provide access to the necessary equipment. The program meets a vital need of industry. Corrective actions include: Developing marketing/advertising material, offer admission each year, develop fast track option and review after next cohort admission.



Signature of person preparing report if other than Department Chair	Date
	<u>2/20/13</u>
Signature of Department Chair	Date
	<u>2/20/13</u>
Signature of Dean	Date
	<u>3-26-13</u>
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Survey Technology, Certificate Program

April 9, 2013

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

Summary of Findings
2012-2013

Program Name: Survey Technology, Certificate Program

Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum was developed by local business and industry.
- The curriculum is the first year of the associate degree program.
- The program has appropriately trained faculty which have been approved by the WV Board of Professional Surveyors.
- The program provides a variety of skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program maintains appropriate assessment tools.

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- There have been no students that have identified the certificate as their program of study. The majority of students are seeking the Survey Technology, Associate of Applied Science degree.
- Graduates are limited but percentage of completion is within expectations for the program.
- There have not been enough cohorts to measure acceptable program enrollment and graduation rates.

Conclusion: Program has questionable viability.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

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

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

II. Plans for program improvement, including timeline.

The plans for improvement align with the Survey Technology Associate of Applied Science program. Targeted advertising and marketing materials for the program will be developed. Fall 2012 – Spring 2013.

The program will expand admissions from every other year to every year to help keep the program availability known. Fall 2013.

Develop fast track versions of the courses that allow for licensed land surveyors without degrees and non-licensed working surveying professionals to gain a degree. Expand work with the local societies for surveying to identify potential candidates. Fall 2012-Spring 2013.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

This is the first full program review. The program underwent an initial post audit review in 2010. Enrollment was the main concern at that time and a review of enrollment was to be completed after the admission of the third cohort. Unfortunately, the admission of the third cohort coincided with the problems associated with the Boone County Career and Technical Center. In response, the program was moved to the Logan campus and adjustments made. No new conclusions can be made about enrollment.

IV. Five year trend data on graduates and majors enrolled

No specific trends can be identified based on program enrollment or graduates. Job placement remains high and consistent. The last cohort enrolled seven and should graduate five at the end of the two year period.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

All but one graduate has obtained high quality industry related jobs that pay good wages and have reasonable benefits. The one graduate not employed in the industry continued with additional education and is employed by the Mingo County Board of Education. A majority of non-graduates has also obtained high quality industry related jobs that pay good wages.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2012-2013

Program: Survey Technology, Certificate Program
Date of Last Review: 2010 Post Audit Review

I. PROGRAM DESCRIPTION

The Survey Technology program is designed to meet the needs of the surveying profession in Southern West Virginia and the surrounding areas. It provides a thorough knowledge of surveying and mapping techniques necessary for certification and employment.

The program was developed at the request of local business and industry. Individuals representing private business as well as state and local government agencies participated in the design and development of the curriculum. The certificate is the first year of the associate degree program in surveying.

Upon successful completion of the certificate program, students can seek work as a survey technician. Completion of the certificate program does not allow students to sit for any licensure exam.

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information. ABET (*Accreditation Board for Engineering and Technology*) accreditation is available to the program. After review of the cost and requirements, a decision was made not to seek accreditation.

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

A. Adequacy

1. Curriculum

The curriculum for the certificate degree program in Survey Technology currently consist of 30 credit hours and is the first year of the associated degree program. These include 16 credit hours in a general education core, and 14 hours in surveying specific courses. General education courses are delivered in a variety of methods according to the discipline. Surveying courses are delivered using a combination of active learning methodologies. Lab activities are incorporated into each course and includes hands-on activities specific to the topic of the course.

The program accepts cohorts of students every other year. The curriculum was changed for the incoming 2012-2013 cohort of students to comply

with the state requirement to move programs to a maximum of 30 credit hours. No other changes have been made to the curriculum.

The curriculum can be found in Appendix I.

2. Faculty

The Survey Technology program utilizes full-time faculty members within each discipline to teach the general education course requirements. The program maintains one full-time term faculty position. This position is currently held by Stephen Birurakis. Faculty members for core courses must be approved by the West Virginia Board of Professional Surveyors and must hold a valid license. Available faculty data sheets are included as Appendix II.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. The Survey Technology program is an open admission program with cohorts accepted every other year. Students are enrolled on a first-come, first-serve basis with a maximum of 15. An additional 5 slots are available in some courses for students desiring to gain specific skills but not seeking the full program.

All entering students must satisfy general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester.

B. Exit Abilities

Upon successful completion of the certificate program, students will qualify for positions as a survey technician and can do entry level surveying jobs and assist licensed surveyors.

Specific Exit Abilities of Graduates include:

- exhibit ethical, responsible and dependable behavior
- communicate effectively with employees and customers
- work cooperatively with others in a team environment
- incorporate various aspects of a well-rounded academic background into workplace situations
- use graphics software
- use surveying equipment properly
- understand and apply land and boundary laws

4. Resources

A. Financial

The program requires minimal financial support. The program was initiated with a three year Technical Programs grant in the amount of \$220,000.00. The grant provided purchasing of start-up equipment and faculty salary. The faculty salary has been moved to an institutional position and a budget of \$1700 has been provided each the past two years to support the associate degree program. No additional cost are associated with the certificate program. Partnerships with business and industry provide access to current state-of-the-art surveying equipment at no cost to the institution. Between the grant, partnerships, and budget the financial support has been adequate to cover any necessary needs for the program.

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

A. The Survey Technology program utilizes a variety of assessment measures. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs.

Key Elements:

- Educational goals of the program
 - 1) Provide students with fundamental surveying skills
 - 2) Provide students with hands-on experiences
 - 3) Provide students work-based experience
- Measures of evaluating success in achieving goals
 - 1) Student pre/post test scores
 - 2) Evaluation and feedback from internship
 - 3) Evaluation of project portfolios
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
 - 1) Successful: Assessment data is limited due to the limited number of enrolled students. Feedback from employers has indicated that students completing core technical courses have sufficient technical skills and they are pleased with the student's abilities and knowledge. Students completing the first year and seeking jobs in the industry have a 100% employment rate.

2) Needs Attention: While no significant conclusions can be drawn at this point, limited math skills of students have been identified as a problematic area for the program but is cohort dependent. Successful completion of the program was limited or delayed due to math deficiencies of the students in the first two cohorts while the third cohort has not seen any problems. Processes and procedures are being developed for future cohorts of students to ensure appropriate math skills prior to admission into the program.

B. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from labs. Improvements are made within each course immediately. Additional changes are also made to subsequent courses to assist in quality instruction of students. No significant changes have been made to the surveying courses. The math department has been reviewing the math courses and working on ways to assist the students with successful completion of the required math including a special topics math support course.

6. Previous Program Reviews

This is the first full program review. The program underwent an initial post audit review in 2010. Enrollment was the main concern at that time and a review of enrollment was to be completed after the admission of the third cohort. Unfortunately, the admission of the third cohort coincided with the problems associated with the Boone County Career and Technical Center. In response, the program was moved to the Logan campus and adjustments made. No other cohorts have been admitted.

7. Advisory Committee

The advisory committee has been expanded over the past 3 years. It operates on a continuous informal basis, working with local business and industry. The faculty member is a member of and attend the local society meetings on a regular basis and the society provides additional input and guidance for the curriculum. The faculty and the students attend the annual conference held by the Board of Professional Surveyors. A formal advisory meeting is held once a year.

8. Strengths and Weaknesses

STRENGTHS

- Solid, hands-on curriculum
- Faculty dedication
- Industry support and need
- Access to equipment

WEAKNESSES

- Limited program enrollment

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Cohort - Year</u>	<u>Enrollment</u>	<u>Employed</u>
Cohort 1 – 2007-2009	16	6
Cohort 2 – 2009-2011	9	7
Cohort 3 – 2011-2013	8	6 (4, 1 army, 1 Coke 2 focus on school)

Enrollment Trends for previous 5 years

No trends can be accurately identified. Cohorts 2 and 3 experienced unexpected and uncontrollable problems just prior to registration periods.

Number of Graduates for previous 5 years

<u>Cohort - Year</u>	<u>Graduates</u>
Cohort 1 – 2007-2009	3 (1 didn't apply, 1 – 1 course)
Cohort 2 – 2009-2011	1 (2 – 1 course)
Cohort 3 – 2011-2013	4 expected

Graduate Follow-up Data

While the program has experienced a low graduation rate a high percentage of the students have successfully found employment in the industry as a result of the program.

Graduates have obtained high quality jobs that pay good wages and have reasonable benefits. Students successfully completing the first year of the program and seeking jobs have also obtained high quality jobs that pay good wages. Wages range from \$12/hour to \$35/hour. Many of those that did not complete the program are now coming back to finish the program.

Graduate and Employer Satisfaction

Due to the limited number of graduates, no formal written study has been conducted. Most of the students and employers have remained in close contact with the program. Those students remaining in contact have all expressed satisfaction with the program.

Employers have expressed 100% satisfaction with the students. Many of the employers have also joined the advisory board to help promote the program and work with the program to produce more graduates. One employer has offered to take all the students as a training year to assist in preparing for the licensure exam. The program receives numerous requests

each semester for referrals of graduates for job openings.

Analysis of Data by Cohort

The Survey Technology program is currently running its third cohort of students. The first cohort started with sixteen students. During registration of the first cohort, allowances were not made for those students not seeking the full program. As a result, several seats were taken by students not seeking the program and retention of the first cohort was limited.

Three students were using the courses as electives toward other programs. Two of these three students graduated in other programs at the conclusion of the first semester. Three of the students withdrew or failed the first set of courses and could not continue. Two additional students completed the courses with limited success and subsequently changed majors. Math was identified as a problem area with all the students who either failed or changed majors. They were not prepared for the upper level math work and did not feel they could complete the program successfully. After the second semester, three additional students were not retained. Five of the original students remained in the program for the third semester. Three of the five graduated. Two transferred to complete bachelor programs and they have returned to the area and are employed by the Mingo Board of Education and Heritage Surveying; the other is employed by Raven Crest Contracting as a surveying technician. Out of the remaining two, one successfully completed the last requirement but has not applied for graduation, the other failed the last math course and has not retaken the course. Both are employed full time in the industry.

The second cohort of students was started during the fall 2009 semester. Due to the uncertainty of the board approval for the program, the course schedule was pulled from publication along with all publicity for the program, and no pre-registrations were permitted. Formal approval was received from the Board of Professional Surveyors on May 26, 2009. At this time, a marketing plan was developed with marketing completed during July. Enrollment was cut off in August for the start of classes with nine students enrolled. Two students dropped the program after the first semester, and another two after the second semester. All four stated current job requirements and time constraints as the problem. The remaining five students continued in the program. One has graduated and is employed with Tug Valley Surveying. The other four are employed in the industry (COTIGA, Hatfield McCoy Trails, Heritage, and Accurate) and are completing classes as time allows.

The third cohort of students was started during the fall 2011 semester. The program was slated to be held on the Boone campus. Prior to the beginning of the semester, the building was closed due to problems at the adjoining Boone Career and Technical Center. The program was relocated to the Logan campus. It is perceived that the enrollment was severely hampered by the problems with the location. Eight students enrolled in the

program. One student joined the Army during the first semester. One student failed all of the courses and withdrew after the second semester. One student took employment (Tug Valley Surveying) and withdrew during the second semester. One student is enrolled in the electrical program as a dual major and is wanting to return to the surveying program. The remaining four students are expected to graduate the program in May 2013. Two of the four have obtained employment in the industry since starting the program. One has chosen not to seek employment and focus on coursework. The fourth was employed prior to starting the program with Coke and is continuing that job until graduation.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe could drive enrollment increase along with appropriate marketing and an enrollment period that is not hampered by outside events. At this time, we do not feel that sufficient awareness of the program and its benefits have been achieved. This is part due to the every other year offerings. The program ran a marketing effort in January which received positive feedback and interest from the community. The ability to enroll students every year should increase program awareness.

2. Program Course Enrollments

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.

3. Service Courses

This program has several first year courses that are included in new skill sets and are being planned for inclusion in the Mine Technology program. The new skill sets are not scheduled for offering until Fall 2013.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses that are currently offered off-campus or by distance delivery.

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 “overall employment of surveyors, cartographers, photogrammetrists, and surveying technicians is expected to grow about **as fast as average** for all occupations through the year 2014. The widespread availability and use of advanced technologies, such as GPS, GIS, and remote sensing, will continue to

increase both the accuracy and productivity of these workers, limiting job growth to some extent. However, job openings will continue to arise from the need to replace workers who transfer to other occupations or who leave the labor force altogether. Many of the workers in these occupations are approaching retirement age.” According to the WV Board of Professional Surveyors, only seven individuals sat for licensing exam at the last offering.

It is expected that opportunities for surveyors, cartographers, and photogrammetrists should remain concentrated in architectural, engineering, and related services firms. Opportunities should be stronger for professional surveyors than for surveying and mapping technicians. However, a professional surveyor’s license in WV requires four or more years of experience under direct supervision of a licensed surveyor. The timeframe for job needs of professional surveyors will provide the necessary time on the job for advancement for the surveyor interns.

In addition, the new advances in GPS technology have created an emerging need for individuals trained in GIS and Geometrics which are included in the program. Increasing demand for geographic data, as opposed to traditional surveying services, will mean better opportunities for cartographers and photogrammetrists who are involved in the development and use of geographic and land information systems. New technologies, such as GPS and GIS, also may enhance employment opportunities for surveyors, and for surveying technicians who have the educational background and who have acquired technical skills that enable them to work with the new systems. At the same time, upgraded licensing requirements will continue to limit opportunities for professional advancement for those without a degree.

D. Consistency with Our Mission

This program directly supports the institution’s previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution’s new compact and mission in a variety of areas. Major areas of support for the new compact include the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

The review of the associate degree was presented to the program advisory board which included a representative from the State Board of Professional Surveyors, to the Kanawha Valley Society of Professional Surveyors and to the department. The certificate program was not included in the review. The advisory board and the society urged continuation of the associate program due to the vital need for employers.

It is the recommendation of the department to continue the program with corrective actions. The program is a relatively low cost program (the cost of the instructor) as the advisory members continue to provide access to the necessary equipment. Marketing was completed during January and was well received.

A cohort will be started for the spring semester with a fast track option to raise awareness. This cohort will be merged with a new cohort in the fall semester and review enrollment numbers at that time.

The Society will also seek employees that do not have a degree but have background in surveying that may be interested in fast tracking the degree as well which should assist with increased number of graduates for the program.

APPENDIX I - Curriculum

Survey Technology

Certificate 30 Credit Hours

Purpose

The Survey Technology Certificate Program is designed to meet the needs of the surveying profession in southern West Virginia and the surrounding areas. It will provide a thorough knowledge of surveying and mapping techniques necessary for certification and employment.

The full Survey Technology Certificate Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Component I-General Education Core (16 credit hours)

The general education core is limited to give students the skills necessary to be able to effectively communicate technical findings, thoughts, and philosophies, and to be able to perform basic mathematical computations.

BS 199 Dendrology	4
CS 102 Computer Literacy	3
EN 101 English Composition I	3
MT 124 Technical Math	3
MT 125 Trigonometry	3

Component II-Technical Core (14 credit hours)

The technical core is designed to give students a solid back ground in surveying techniques and law.

SU 105 Introduction to Surveying Graphics	4
SU 120 Surveying Measurements I	4
SU 155 Surveying Graphics	3
SU 195 Land Law	3

APPENDIX II – Faculty Data Form

Name Stephen Birurakis Rank: Instructor

Check one:

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

Highest Degree Earned work toward BS Date Degree Received _____

Taken at West Virginia State and West Virginia University of Technology

Area of Specialization Civil Engineering.

Licenses/Certifications: Professional Land Surveyor, Certified Trainer for Magellen GPS systems

Professional registration/licensure	<u>Yes</u>	Yrs of employment at present institution	<u>5</u>
Yrs of employment in higher education	<u>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.

See Page 2 for course listing

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2013	SU 273 – Projects	4
Fall 2013	SU 220 – Measurements II	5
Fall 2013	SU 212 – Retracements	4
Fall 2013	SU 195 – Surveying Boundaries	4
Fall 2013	SU 105 – Introduction to Surveying Graphics	2 (EG students)
Spring 2012	SU 196 – Land Law	7
Spring 2012	SU 155 – Surveying Graphics	7
Spring 2012	SU 120 – Measurements I	8
Spring 2012	SU 105 – Introduction to Surveying Graphics	3 (EG Students)
Fall 2011	SU 105 – Introduction to Surveying Graphics	8
Fall 2011	SU 100 – Introduction to Surveying	7
Spring 2011	SU 275 – GPS	5
Spring 2011	SU 275 – GIS	5
Spring 2011	SU 274 – Capstone	2
Spring 2011	SU 230 – Engineering	5
Fall 2011	SU 273 – Projects	5
Fall 2010	SU 272 – Internship	5
Fall 2010	SU 220 – Measurements II	6
Fall 2010	SU 212 – Retracements	5
Fall 2010	SU 195 – Land Boundaries	5
Spring 2010	SU 196 – Land Law	7
Spring 2010	SU 155 – Surveying Graphics	7
Spring 2010	SU 120 – Measurements I	7
Fall 2009	SU 195 – Boundaries	1 (Graduate catchup)
Fall 2009	SU 120 – Measurements I	1 (Graduate catchup)
Fall 2009	SU 105 – Introduction to Surveying Graphics	9
Spring 2009	SU 275 – GPS	5
Spring 2009	SU 275 – GIS	5
Spring 2009	SU 230 – Construction Surveys	5
Spring 2009	SU 274 – Capstone	5
Fall 2008	SU 273 – Project	5
Fall 2008	SU 272 – Internship	5
Fall 2008	SU 220 – Measurements II	5
Fall 2008	SU 212 – Retracements	5
Fall 2008	SU 196 – Land Law	5

APPENDIX III – Enrollment Data by Cohort

Cohort	Semester	Enrollment	Graduates	Comments
1	Fall 2007 200801	16	N/A	3 withdrew or failed and did not return. 3 using as an elective toward another program (2 graduated Dec. 07). 2 completed and changed majors. 8 continued on to second semester.
1	Spring 2008 200802	8	N/A	1 failed courses and changed major. 1 completed and changed major. 1 withdrew for time/work related issues.
1	Fall 2008	5	N/A	All successfully completed.
1	Spring 2009 200902	5	2	Both graduates currently taking additional classes toward baccalaureate degree. One is at Southern (now employed with Mingo Board of Education); the other is at East Tennessee State (now employed with Heritage Consulting).
1	Fall2009	3	1	Employed with Raven Crest Contracting.
1	Spring2010 201002	2	0	1 completed – didn't apply for graduation 1 scheduled but failed math. Has not return. Both working – Accurate and Potesta.
2	Fall 2009 201001	9	N/A	1 moved out of state. 1 dropped due to time/work requirements. 7 continued on
2	Spring 2010 201002	7	N/A	1 withdrew time/work related 6 continued on
2	Fall 2010 201101	6	N/A	1 withdrew – work related - Mining 5 continued on
2	Spring 2011 201102	5	1	1 quit – working McCoy Trails 1 failed math/quit, working COTIGA 2 failed math – still trying to finish both employed in field (Heritage, Accurate) 1 graduated working for Tug Valley
2	Fall 2011 201201	1	0	1 failed, returned but withdrew work related (Accurate)
2	Spring 2012	1	0	1 still trying to finish (Accurate)
3	Fall 2011 201201	8	N/A	1 withdrew midway semester – joined army 7 continued on
3	Spring 2012 201202	7	N/A	1 withdrew - quit school 1 enrolled in EG now wanting to return 1 withdrew –working Tug Valley Surveying 4 continued on – expected to graduate
3	Fall 2012	4	N/A	All 4 returned – expected to graduate

APPENDIX IV
Advisory Committee Membership

NAME	COMPANY	CONTACT
Tom Rayburn	E.L. Robinson Engineering	trayburn@elrobinson.com
Josh Rayburn	E.L. Robinson Engineering	jrayburn@elrobinson.com
Marvin Murphy	WV DOT – State Surveying	mmurphy@dot.state.wv.us
Travis Long	WV DOT – State Surveying	tlong@dot.state.wv.us
Paul Dean	Corps of Engineers	Pauld@lrh.usace.army.mil
Marvin Reynolds	Reynolds Surveying	Direworks979@netzero.net
Richard Henline	A2Z Surveying	304-744-7885
Kevin Shaffer	Design Tech	304-746-4734
Victor Dawson	Potesta Engineering	304-342-1400
Matt McLane	WV American Water	304-767-1841
Lantz Rankin	Hertiage Surveying	heritage2@heritagesurveying.com
Eddie Curry	Cotiga Land Development	ecurry.cotiga@charterinternet.com
Roger Tackett	ASI	rtackett@asiwv.com
Dave Brown	Terradon	Dave.brown@terradon.com
Brad Ball	Arch Coal	bball@archcoal.com
Lee Hensley	Raven Crest Contracting	304-836-5860 Ext 14

Post-Audit Review 2012-2013

Required by
Community and Technical College System

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Post-Audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Addiction Counseling, Associate in Applied Science and Certificate programs with 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: Cindy McCoy

RATIONALE FOR THE RECOMMENDATION:

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 post-audit review was conducted by the Department of Allied Health and Nursing during the 2012-2013 academic year.

The post-audit review found that the Addiction Counseling, Associate in Applied Science degree program and Certificate program complies with all standards set forth by Southern West Virginia Community and Technical College and the guidelines of the advisory committee. However, the program is faced with several problems that must be addressed in this audit and corrected by the Social Science Department. The program student enrollment is good and the student interest is high. The problems with the program lay wholly with the administration of the program. To date there is no record of graduate tracing or student surveys. There is also very little evidence of faculty evaluation (supervisor or student) over the past few years.

Proposed Corrective Action: As soon as budget restraints are lifted at Southern West Virginia Community and Technical College a department chair should be hired for the Social Science Department. By the end of the 2013 semester, every faculty member in the Social Science Department should be evaluation by the acting department chair. Student surveys should be disseminated to every graduate of the program. Recommendations made by the students and program advisory committee should be reviewed by the program faculty and implemented when possible for the betterment of the program.

Post Audit Review

Southern WV Community and Technical College

Program: Addiction Counseling AAS and Certificate **Date:** February 2013

Institutional Recommendation

The Board Of Governors Recommends:

1. Continuation of the program at the current level of activity without corrective action:
2. Continuation of program with corrective action (see below):
3. Identification of the program for further development:
4. Development of a cooperative program with another institution or sharing courses, facilities and/or faculty:
5. Discontinuance of program in accordance with provisions of the Higher Education policy on approval and discontinuance of program:

Rational for the recommendation:

This program has complied with all standards set forth by Southern WV Community and Technical College and the guidelines of the advisory committee. However, the program is faced with several problems that must be addressed in this audit and corrected by the Social Science Department. The program student numbers are good and the student interest is very high. The problems with the program lay wholly with the administration of the program. To date there is no record of graduate tracking or student surveys. There is also very little evidence of faculty evaluation (supervisor or student) over the past few years.

Proposed corrective action:


As soon as budgets restraints are lifted at Southern WV Community and Technical College a department chair should be hired for the Social Science Department. By the end of the 2013 semester every faculty member in the Social Science Department should be evaluated by the acting department chair. Student surveys should be disseminated to every graduate in the program. Recommendations made by the students and program advisory council should be review by the program faculty and implemented when possible for the betterment of the program.



Department Chair

Feb 26, 2013

Date



Dean for University Transfer Programs

Feb 20, 2013

Date

Chief Academic Officer

Date

President

Date

Chairman, Board of Governors

Date

Post-Audit Review

For Occupational Programs

Implemented Under the provisions of Series 37

West Virginia Council for Community and technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Addiction Counseling AAS and Certificate Program

February 1, 2013

Post-Audit Review

For Occupational programs Implemented under the Provisions of Series 37, West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Addiction Counseling, AAS and Certificate Program

I. Introduction

The Addiction Counseling Program/Certificate is designed and tailored to meet the needs of the working professionals and non-traditional students who have an interest in working in the field of addiction counseling. This degree would afford the student the opportunity to work in residential treatment center and health service center serving addiction clients.

II. Goals and Objectives of Program

A. Program Goals and Objectives

The program objectives were developed to incorporate the General Education Philosophy and Goals embraced by Southern WV Community and Technical College and the methodologies developed by the program advisory council.

- 1. Critical Thinking/Cognitive Goal:** Students will demonstrate their ability to understand, apply, analyze, evaluate and create through a higher level of thinking to fill the demands of a *very* challenging occupation.
- 2. Communication Goal:** Students *must* demonstrate their ability to effectively communicate oral, written, and nonverbal proficiency required in a complex and complete workforce.
- 3. Scientific Inquiry and Technology:** Students will demonstrate their scientific inquiry and reasoning skills by using the latest technologies available in the program.
- 4. Cultural and Global Perspective:** Students will demonstrate an awareness of cultural and global issues required in a demanding occupation.

B. Mission Statement

The Addiction Counseling Program will provide students with the skills needed to meet the ever increasing demand for trained addiction counselors in our communities. This program is committed to educate

students for the workplace and to impact the epidemic problem that drugs are inflecting on our economy.

III. Assessment

The Addiction Counseling Program employs a diversity of assessment measures. The program explicit courses are assessed by the department faculty through testing, critical thinking assignments, and case analysis and student examinations.

The general education core courses are assessed in accordance with the institution's plan for student assessment outcomes. See Appendix I.

IV. Curriculum

The curriculum in the Addiction Counseling AAS Program is a 60 hour program and the Certificate is a 30 hour program. A complete listing of the courses is included in Appendix II

Entrance Criteria

This is a limited enrollment program. A criminal background check and drug screen is required before a student will be admitted into the program. Students must complete and sign the *Statement of Understanding* before acceptance into this program. See Appendix III.

V. Faculty

Dr. Charles Wood, II, was the original Professor and Coordinator of the Addiction Counseling Program at Southern, from the Fall 2010 semester through the Spring 2012 semester when he retired. Dr. Wood and Kathryn Krasse were the full-time tenured faculty, teaching Psychology classes. Dr. Susan Baisden became the full-time faculty member and Psychology Instructor on the Logan campus for the Fall 2012 semester.

The full-time Sociology faculty are Will Alderman, Dr. Charles Keeney, III, and Brandon Kirk. Kathryn Krasse is also a full-time tenured Sociology faculty.

Sharon Bevins, Robin Browning, Shelia Combs, Marsha Newman, Dianna and Linda Workman are the adjunct faculty teaching the Addiction Psychology classes and Sociology classes.

John Lambert, Teresa Wayman, and Arnold Simonse are the adjunct faculty teaching the Sociology classes.

The Addiction Counseling Program is housed in the Social Science Department. Currently that department doesn't have a full time

department chair and is being administrated by the Dean for University Transfer programs. There are five full time faculty and over twenty adjunct faculty in the Social Science Department who help deliver the course in this program. See Appendix IV.

VI. Enrollment and Graduates

Graduates

Currently there are no graduates for the Addiction Counseling AAS and Certificate program.

Enrollment and Student Assessment

Gender Statistics

A total of three students consisting of two females and one male have enrolled in the Certificate program for Addiction Counseling since the Fall 2010 semester.

Age Statistics

The average age of these students is 30. The student ages are 21, 25, and

Race Statistics

All three students are white.

VII. Financial

A. Students may apply for Federal financial aid. Also, there are several scholarship programs available if students wish to apply for them.

B. Textbook, Tuition, and Student Fees.

VIII. Advisory Committee

The Addiction Counseling Advisory Committee consists of Dr. Susan Baisden, Clinical Psychologist and full-time Psychology Instructor; Kathryn Krasse, Associate Professor of Psychology and Sociology; Debbie Fields, Vocational Rehabilitation Counselor; Candace Hanson, Supervised Psychologist; and John Mays, Clinical Director of Logan Mingo Area Mental Health.

IX. Accreditation

At the present time, there is no accrediting for the Addiction Program.

Financial

This program is sustained through the Social Science budget. See Appendix VII.

Advisory Committee

The Addiction Counseling program maintains an advisory committee for the Addiction program. The advisory committee is provided information regarding curriculum and they provide feedback on course as they relate to the workforce. Complete list of the advisory council is reported in Appendix VII.

Accreditation

There is no accreditation associated with this program.

Appendix I Assessment Data

2011 Addiction Counseling AAS Assessment results as shown on page 50 of Southern's 2011 Assessment web page.

Since the program was not implemented in the curriculum until the Fall 2010 semester, no former assessment results are available.

University Transfer/Social Sciences-Addiction Counseling - AAS

Table 1

Student Data		Skills Dimension Subcores			Context-Based Subscores				
		Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Campus	Major								
Boone	580	416	104	109	105	110	107	108	107
		416	104	109	105	110	107	108	107
	MEAN	416	104	109	105	110	107	108	107

Table 2

Major	Critical Thinking	Writing			Mathematics		
		Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
580	N	N	N	N	M	N	N

Table 3

	Critical Thinking	Writing			Mathematics		
		Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
	Levl 3	1	Level 2	Level 3	Level 1	Level 2	Level 3

Assessment Data from the College Website

Major	Campus	Total Score	Critical Thinking	Reading	Writing	Mathematics
591	Wyoming	417	107	106	108	106
591	Wyoming	426	111	113	110	104
591	Logan	427	108	115	110	108
591	Logan	436	112	113	115	109
591	Boone	437	112	116	113	110
	Mean	2143	550	563	556	556
		429	110	113	111	111

Table 2

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

Table 3

Major 591	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			100%
Writing Level III			100%
Mathematics Level I		40%	60%
Mathematics Level II			100%
Mathematics Level III			100%

Table 1

Major	Campus	Total Score	Critical Thinking	Skills Dimension Sub cores		
				Reading	Writing	Mathematics
592	Williamson	413	100	115	106	111
592	Wyoming	421	104	115	110	108
	Mean	834	204	230	216	208
		417	102	115	108	104

Table 2

Major	Reading	Critical Thinking	Writing	Mathematics
592	M N	N	M N N	N N N
592	M N	N	M N N	N N N

Table 3

Major 592	Proficient	Marginal	Not Proficient
Reading Level 1	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

Student Data Skills Dimension Sub scores

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics
Williamson	752	415	103	106	109	107
	Mean	415	103	106	109	107
		415	103	106	109	107

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
752	Level 1	Level 2	Level 3	Level 1	2	3	Level 1	2	3
	N	N	N	N	N	N	N	N	N

Table 3

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	2		Level 3	Level 1	2	3	Level 1	2	3
Proficient	0.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Proficient	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix II

A. ADDICTION COUNSELING

Instructional Programs

Associate in Applied Science
60 Credit Hours

Purpose

The Addiction Counseling Program is designed and tailored to meet the needs of the working professionals and non-traditional students who have an interest in working in the field of addiction counseling. This degree would afford the student the opportunity to work in residential treatment centers and mental health service centers serving addiction clients.

This is a limited enrollment program. A criminal background check will be required before a student will be allowed to register for the field courses.

Dept/No.	Title	Credit Hours
Support Courses		
BS 115	Human Biology	4
CS 102	Computer Literacy	3
EN 101	English Composition I	3
MT 123	Intermediate Algebra	3
OR 110	Introduction to College	1
PY 218	Life-Span Developmental Psychology	3
SO 200	Introduction to Sociology	3
SO 208	Marriage and Family Relations	3
SP 103	Speech Fundamentals	3
Major Courses		
PY 204	Psychology Addiction	3
PY 209	Psychology of the Brain	3
PY 210	Pharmacology of Addiction	3
PY 217	Counseling Skills	3
PY 230	Group Counseling I	3
PY 231	Group Counseling II	3
PY 233	Assessment and Interviewing	3
PY 234	Case Management, Legal & Ethical Standards	3
PY 235	Addiction Counseling Field Practicum I	5
PY 236	Addiction Counseling Field Practicum II	5

Acting Department Chair: 304.236.7637

Administrative Secretary: 304.896.7430

[A trimester-by-trimester program course sequence is available at
http://www.southernwv.edu/programs/addiction-counseling](http://www.southernwv.edu/programs/addiction-counseling)

BS 115 Human Biology

4 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. An introductory course in anatomy and physiology that covers all systems of the human body. This course deals with the complexities of human structure and function in a simple way, without losing the essence and meaning of the material. This course is intended for non-science majors and is not for students in science or allied health fields.

CS 102 Computer Literacy

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English. This course is an introductory course to computer literacy. Objectives are aligned with the IC3 certification. Students will learn how to identify computer hardware types and functions, purchasing considerations, basic maintenance and problem solving for hardware. They will also learn how software and hardware work together, identify types of software along with basic hands-on skills in Word Processing, Spreadsheets, and Presentation software. The course also includes email, internet, and the impact of computing and the internet on society.

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.

MT 123 Intermediate Algebra

3 Credit Hours

Prerequisite: MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level math. A study of linear and absolute value equations and inequalities in one and two variables; polynomial operations and graphing; linear, quadratic, exponential, and logarithmic functions with application and graphing; and formula manipulation. This course is designed to prepare students for college algebra or career opportunities.

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 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.

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.

SO 208 Marriage and Family Relations

3 Credit Hours

This course encourages students to explore their attitudes concerning dating, marriage and family relations and to examine the results of sociological analysis of these topics.

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.

PY 204 Psychology of Addiction

3 Credit Hours

This course will deal with all types/aspects of addiction, including Physical, Emotional, Cognitive components.

PY 209 Psychology of the Brain

3 Credit Hours

The students will become aware of the various functions of the brain. The student will study the role that the brain plays in addiction. This class will examine the different lobes of the brain and examine their function as it relates to how someone can change a habit into an addiction.

PY 210 Pharmacology of Addiction

3 Credit Hours

The course is designed to help the student gain an understanding of the basic pharmacological concepts, drug actions, and clinical applications. This will allow the student to have knowledge about the various drugs that they will be introduced to in the work environment.

PY 217 Counseling Skills

3 Credit Hours

The students will become aware of the various techniques and methods of counseling. The student will study a variety of counseling techniques and practice them in the classroom setting.

PY 230 Group Counseling I

3 Credit Hours

The students in Group Counseling I will learn and experience the various group counseling techniques. The student will be shown the different types of group counseling and the various theories behind group counseling.

PY 231 Group Counseling II

3 Credit Hours

The student in Group Counseling II will do group counseling both in the classroom and in other settings.

PY 233 Psychology of Assessment and Interviewing

3 Credit Hours

The student will be introduced to the various techniques and methods of assessment. The students will also be exposed to the different types of interviewing. The students will have an opportunity to practice on these skills during class time.

PY 234 Case Management

3 Credit Hours

The students will be experiencing the legal and ethical standards of case management. The students will have several cases to manage over the course of this trimester. The students will be assigned to a program and will have a pseudo case to manage.

PY 235 Addiction Counseling Field Practicum I

5 Credit Hours

The student will be placed in a professional setting where he or she can put to use their counseling techniques that he or she has learned in the classroom. The student will be observed during the counseling sessions. Feed-back will be delivered to the student by the supervisor. This is a hands-on experience for the student.

PY 236 Addiction Counseling Field Practicum II

5 Credit Hours

The student will be placed in a professional setting where he or she can put to use their counseling techniques that he or she has learned in the classroom. The student will be observed during the counseling sessions. Feed-back will be delivered to the student by the supervisor. This is a hands-on experience for the student.

Certificate
30 Credit Hours

The Addiction Counseling Certificate Program is designed for those who want to work in treatment centers, day report centers, drug court, and mental health service centers that serve addicts as individuals who would conduct group counseling sessions.

This is a limited enrollment program. A criminal background check will be required before a student will be allowed to register for the practicum course.

Dept/No.	Title	Credit Hours
Support Courses		
AH 124	CPR	1
EN 101	English Composition I	3
SO 208	Marriage and Family Relations	3
SP 103	Speech Fundamentals	3
Major Courses		
PY 204	Psychology Addiction	3
PY 217	Counseling Skills	3
PY 230	Group Counseling I	3
PY 233	Assessment and Interviewing	3
PY 234	Case Management, Legal and Ethical Standards	3
PY 237	Addiction Counseling Practicum	5

Acting Department Chair: 304.236.7637

Administrative Secretary: 304.896.7430

[A trimester-by-trimester program course sequence is available at
http://www.southernwv.edu/programs/certificate/addiction-counseling](http://www.southernwv.edu/programs/certificate/addiction-counseling)

AH 124 CPR 1 Credit Hour

The Basic Life Support Healthcare Provider course is designed to teach cardiopulmonary resuscitation (CPR) skills to police, firefighters, and healthcare professionals in a wide variety of settings in and out of the hospital. This course includes adult, child, pediatric CPR, and foreign-body airway obstruction. Barrier devices of various types will be taught. Early recognition and emergency actions in the event of a stroke, angina and/or heart attack along with the proper operation of an automated external defibrillation (AED) is essential. This class consists of actual hands-on practice with adult and child size mannequins so please dress appropriately for floor practice. Successful completion of the written and practical exams is required to obtain a two-year certification from the American Heart Association.

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.

PY 204 Psychology of Addiction

3 Credit Hours

This course will deal with all types/aspects of addiction, including Physical, Emotional, and Cognitive components.

PY 217 Counseling Skills

3 Credit Hours

The students will become aware of the various techniques and methods of counseling. The student will study a variety of counseling techniques and practice them in the classroom setting.

PY 230 Group Counseling I

3 Credit Hours

The students in Group Counseling I will learn and experience the various group counseling techniques. The student will be shown the different types of group counseling and the various theories behind group counseling.

PY 233 Psychology of Assessment and Interviewing

3 Credit Hours

The student will be introduced to the various techniques and methods of assessment. The students will also be exposed to the different types of interviewing. The students will have an opportunity to practice on these skills during class time.

PY 234 Case Management

3 Credit Hours

The students will be experiencing the legal and ethical standards of case management. The students will have several cases to manage over the course of this trimester. The students will be assigned to a program and will have a pseudo case to manage.

PY 237 Addiction Counseling Practicum

3 Credit Hours

This experience is designed to allow the student to apply what he or she has learned in the classroom. The students will be exposed to a wide variety of patients. The student will be supervised by the program they are working for as well as the instructor.

SO 208 Marriage and Family Relations

3 Credit Hours

This course encourages students to explore their attitudes concerning dating and marriage and family relations and to examine the results of sociological analysis of these topics.

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.

Addiction Counseling Certificate
Minimum 30 Credit Hours

Dept/No.	Title	Credit Hours	\$Textbook/Fees
Support Courses			
AH 124	CPR	1	\$ 52.00 (\$33+\$19 fee)
EN 101	English Composition I	3	\$120.00
SO 208	Marriage and Family Relations	3	\$165.00
SP 103	Speech Fundamentals	3	\$94.00
Major Courses			
PY 204	Psychology of Addiction	3	\$160.00
PY 217	Counseling Skills	3	Est \$150.00
PY 230	Group Counseling I	3	Est \$150.00
PY 233	Assessment and Interviewing	3	Est. \$150.00
PY 234	Case Management, Legal and Ethical Standards	3	\$140.00
PY 237	Addiction Counseling Practicum	3	NA
	Based on new book cost		1,031.00
	Tuition Cost for 30 hours for two semesters		<u>2,992.50</u>
	Total Books and Tuition Costs		\$4,173.50

Appendix III

The following is the application format and statement of understanding to be completed by students who want to enroll in the program.

ADDICTION COUNSELING PROGRAMS

A.A.S. ADDICTION COUNSELING AND ADDICTION COUNSELING CERTIFICATE

(Do not return this statement of understanding)

1. I understand I must be a U.S. citizen, as under new Immigration and Naturalization Service's rules, Southern is not an institution certified to receive international students.
2. I understand that if I have never had classes at Southern before, I must submit an application to the college for admission by July 31, 2012, 4:30 p.m. The college application may be completed and submitted online at www.southernwv.edu.
3. I understand I must meet the admission requirements listed in the current college catalog to be admitted to ANY program. However, meeting requirements DOES NOT guarantee admission.
4. I understand that if I have had classes at colleges or universities other than Southern, I must attach an OFFICIAL transcript in a sealed envelope with this application. ACT scores, if applicable, must be attached to this application. I understand I must have an overall GPA of 2.5 or better in all college courses in order to qualify.
5. I understand that I will have support courses as well as having the specialized courses. Courses must be taken in sequence.
6. I understand criminal background checks, drug screenings, and/or other investigative activities are required. All costs of such background checks, drug screenings, and investigative activities shall be the responsibility of the applicant.
7. I understand a drug screen is required and may be requested at any time. Failure to comply with a drug screen or a positive or diluted drug screen will result in immediate dismissal from the program.
8. I understand that if I have ever received treatment for drug dependency, I must submit a copy of the treatment/record discharge summary, printed on the facility's letterhead, with this application.
9. I understand once I am admitted to the Addiction Counseling Program, it is my responsibility to read and adhere to all policies and procedures of Southern West Virginia Community and Technical College/Handbook and the Program Student Handbook. The Program Student Handbook is subject to change with notification.
10. I am fully aware that any proven cheating misrepresentation, dishonesty, deceit, falsification, or omission of information WILL result in immediate dismissal from the Addiction Program.
10. I understand that two letters of recommendation will be required and will be used as part of the selection process.
12. I am aware that during any required practicum I may be assigned day, night, and weekend shifts.
13. I understand once I am admitted to the Addiction Counseling Program, I must sign an Authorization to Release Information Statement to the Addiction Counseling Department. This authorization includes, but is not limited to any medical records relating to my mental and /or

emotional condition and any treatment rendered to me, school transcripts, West Virginia Worker's Compensation Fund, Social Security Administration; Veteran's Administration; and or any felony or misdemeanor charges against me.

If an applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the institution will determine whether or not the necessary accommodations or modifications can be made reasonable, on an individual basis. Reason accommodation is defined by the ADA Act to include the following:

- (a). Making existing facilities...readily accessible to and usable by individuals with disabilities and job restricting, part-time or modified practicum schedules, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

If any of the above statements are not fully understood, it is my responsibility to request clarification from the Addiction Counseling Program Director.

CRITERIA FOR THE SELECTION PROCESS

The selection of candidates for the Addiction Program will be based on the following requirements:

1. High School diploma or a GED.
2. A 2.5 or above GPA in all previous classes taken.
3. 300 word essay concerning what you desire to gain through the Addiction Counselor Program.
4. In the competitive process for admission, extra points will be awarded for:
 - (a). ACT Score of 21 or above
 - (b). 2 letters of recommendations
 - (c). Demonstration of Interpersonal Skills.
5. Selection committee shall be composed of three faculty members.
6. The Selection Committee shall provide the Program Director with the list of accepted students for the Director's final approval.

2012/2013
ADDICTION COUNSELING ASSOCIATE IN APPLIED SCIENCE
AND CERTIFICATE PROGRAMS
APPLICATION

Name: _____ SS# _____ Student ID # _____

Address: _____ Phone () _____

Email Address: _____ Male _____ Female _____

Date of Birth: _____ U.S. Citizen _____ Yes _____ No _____

_____ Single
_____ Divorced
_____ Separated

_____ Black
_____ Hispanic
_____ American Indian
_____ Asian
_____ Other

Are you currently attending Southern? If so, what campus?
_____ Boone _____ Logan
_____ Williamson _____ Wyoming
_____ Lincoln

Major: _____

Are you interested in _____ 2 year degree
_____ Certificate

Are you attending another college? _____

What College? _____

Do you have a Physical or Learning Disability?
_____ Yes _____ No

If yes, what type? _____

Can you provide documentation?
Yes _____ No _____

IMPORTANT:

May we have your permission to do a background check? _____ Yes
_____ No

All information obtained will be strictly confidential.

I understand that any incorrect information on this application will be cause for denial of admission to the Addiction Counseling program at Southern. I understand this information will be strictly confidential.

Signature: _____ Date: _____

APPENDIX IV
Faculty Data

(No more than TWO pages per faculty member)

Name: Will Alderman Rank: Assistant Professor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____

Highest degree earned M.A. + 18 Date degree received August 2003

Conferred by West Virginia University

Area of Specialization Communication + 18 hours History

Professional registration/licensure NA Yrs of employment at present institution Thirteen

Yrs of employment in higher education Thirteen Yrs of related experience outside
Higher education Six

Non-teaching experience WVU 4 H Extension Agent, Small Business Owner

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	8
	HS 203 WV History	34
	HS 230 American History 1492-1877	35
	HS 240 War in Film	19
	SO 200 Intro to Sociology	24
	SO 200 Intro to Sociology	27
	SO 275 Music Impact on Society	11
2011/Spring	HS 105 Western Civilization II	10
	HS 231 American History since 1877	23
	HS 231 American History since 1877	32
	PS 201 State and Local Government	12
2011/Spring	PS 201 American Gov and Politics	16
	SO 200 Intro to Sociology	17
2011/Fall	SO 200 Intro to Sociology	27
	HS 104 Western Civilization I	8
	HS 203 West Virginia History	8
	HS 230 American History 1492-1877	11
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	6
	HS 231 American History since 1877	1
2012/Spring	SO 200 Intro to Sociology	31
	HS 275 Cold War	13
	HS 231 American History since 1877	14
	HS 105 Western Civilization II	34
	HS 231 American History since 1877	13
	HS 231 American History since 1877	15

	PS 201 American Gov and Politics	25
	PS 202 State and Local Government	10
	SO 200 Intro to Sociology	10
2012/Fall	HS 104 Western Civilization I	6
	SO 200 Intro to Sociology	10
	HS 230 American History 1492-1877	24
	SO 200 Intro to Sociology	29
	HS 230 American History 1492-1877	10
	PS 201 American Gov and Politics	15
	HS 230 American History 1492-1877	8
2013/Spring	PS 202 State and Local Government	13
	HS 231 American History since 1877	12
	HS 231 American History since 1877	34
	HS 231 American History since 1877	12
	SO 200 Intro to Sociology	17

Name: Susan Baisden Rank: Instructor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned PhD Date degree received May 2005, 1979, 1981

Conferred by Trinity Theological Seminary, Eastern KY University /M.S. Clinical Psychology

Area of specialization Biblical Counseling

Professional registration/licensure Yes Yrs of employment at present institution One

Yrs of employment in higher education One Yrs of related experience outside Higher education 31

Non-teaching experience 31

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2012/Fall	PY 201 General Psychology	29
	PY Life Span Development Psychology	36
	PY 218 Life Span Development Psychology	16
	PY 218 Life Span Development Psychology	36
	PY 204 Psychology of Addiction	15
2013/Spring	PY 218 Life Span Development Psychology	23
	PY 218 Life Span Development Psychology	32
	PY 201 General Psychology	14
	PY 204 Psychology of Addiction	20
	PY 222/AH 222 Processes of Dying and Grief	21

Name: Dr. Charles Keeney, III Rank: Instructor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Ph.D Date degree received December 2009

Conferred by West Virginia University

Area of specialization Appalachian History/20th Century U.S. Modern Europe/Labor

Professional registration/licensure NA Yrs of employment at present institution Four

Yrs of employment in higher education Eleven Yrs of related experience outside higher education NA

Non-teaching experience NA

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	17
	HS 230 American History	14
	SO 200 Intro to Sociology	34
	SO 200 Intro to Sociology	35
	SO 200 Intro to Sociology	31
	SO 215 Human Relations	7
2011/Spring	HS 105 Western Civilization II	28
	HS 231 American History since 1877	35
	HS 203 West Virginia History	29
	PS 201 American Gov and Politics	27
	SO 200 Intro to Sociology	28
	SO 201 Social Problems I	30
2011/Fall	HS 104 Western Civilization I	16
	HS 203 West Virginia History	27
	HS 230 American History 1492-1877	31
	SO 200 Intro to Sociology	31
	SO 200 Intro to Sociology	32
	SO 215 Human Relations	16
2012/Spring	HS 105 Western Civilization II	15
	HS 203 West Virginia History	19
	HS 231 American History since 1877	38
	HS 295 War in the 20th Century	25
	PS 202 State and Local Government	9
	SO 200 Intro to Sociology	32
2013/Spring	SO 200 Intro to Sociology	35
	HS 105 Western Civilization II	18
	HS 203 WV History	18
	HS 231 American History since 1877	33
	PS 202 State and Local Government	14
	PS 201 American Gov and Politics	30

Name: Brandon Kirk Rank: Instructor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Master of Arts Date degree received May 2010

Conferred by Marshall University

Area of specialization Appalachian and Southern History

Professional registration/licensure Yes Yrs of employment at present institution Three

Yrs of employment in higher education Three Yrs of related experience outside higher Education Sixteen

Non-teaching experience Sixteen

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	11
	HS 230 American History 1492-1877	26
	HS 230 American History 1492-1877	29
	HS 104 Western Civilization I	7
	HS 230 American History 1492-1877	23
	SO 200 Intro to Sociology	17
2011/Spring	HS 105 Western Civilization II	12
	HS 231 American History since 1877	30
	HS 105 Western Civilization II	10
	HS 231 American History since 1877	14
	PS 201 American Government and Politics	19
	PS 201 American Government and Politics	7
	SO 200 Intro to Sociology	30
2011/Fall	HS 104 Western Civilization I	10
	HS 230 American History 1492-1877	13
	HS 230 American History 1492-1877	8
	HS 104 Western Civilization I	18
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	11
	SO 200 Intro to Sociology	29
2012/Spring	HS 105 Western Civilization II	6
	HS 231 American History since 1877	25
	HS 105 Western Civilization II	9
	HS 231 American History since 1877	11
	HS 231 American History since 1877	7
	PS 201 American Government and Politics	8
	SO 200 Intro to Sociology	28
2013/Spring	HS 231 American History since 1877	15
	SO 200 Intro to Sociology	25
	HS 203 WV History	12

HS 231 American History since 1877	18
HS 105 Western Civilization II	13
HS 203 WV History	16

Name: Mary Kathryn Krasse Rank: Associate Professor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A. Date degree received 17-DEC 1994

Conferred by Morehead State University

Area of specialization Clinical Psychology

Professional registration/licensure NA Yrs of employment at present institution Eighteen

Yrs of employment in higher education Eighteen Yrs of related experience outside
Higher education Six

Non-teaching experience Six

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	9
	PY 226 Abnormal Psychology	18
	SO 200 Intro to Sociology	23
	SO 201 Social Problems I	20
	PY 201 General Psychology	22
2011/Spring	PY 218 Life Span Development Psychology	14
	PY 218 Life Span Development Psychology	19
	PY 224 Human Sexuality	13
	SO 201 Social Problems I	13
	SO 208 Marriage and Family Relations	10
	SO 215 Human Relations	8
	SO 201 Social Problems I	20
2011/Spring	PY 201 General Psychology	22
	PY 218 Life Span Development Psychology	14
	PY 218 Life Span Development Psychology	19
	PY 224 Human Sexuality	13
	SO 201 Social Problems I	13
	SO 208 Marriage and Family Relations	10
	SO 215 Human Relations	8
2011/Fall	PY 201 General Psychology	37
	PY General Psychology	8
	PY 218 Life Span Development Psychology	17
	PY 226 Abnormal Psychology	13
	SO 200 Intro to Sociology	13
	SO 201 Social Problems I	19
2012/Spring	PY 218 Life Span Development Psychology	26
	PY 218 Life Span Development Psychology	6
	PY 220 Death and Dying	16
	PY 224 Human Sexuality	9
	PY 275 Psychology of Gender	11
	SO 200 Intro to Sociology	22
2012/Fall	SO 220 Race and Gender, Human Identity	9
	SO 200 Intro to Sociology	29

	SO 208 Marriage and Family Relations	11
	PY 218 Life Span Development Psychology	42
	PY 226 Abnormal Psychology	15
	PY 201 General Psychology	24
2013/Spring	PY 218 Life Span Development Psychology	20
	PY 224 Human Sexuality	9
	SO 200 Intro to Sociology	34
	PY 220 Death and Dying	29
	PY 218 Life Span Development Psychology	24

Name: Dr. Charles Wood, II 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 Ordination Yrs of employment at present institution
Fifteen

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

Non-teaching experience Ministry education Forty

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	38
	CJ/PY 226 Abnormal Psychology	20
	PY 209 Psychology of the Brain	17
	PY 218 Life Span Development Psychology	19
	PY 201 General Psychology	35
2011/Spring	PY 201 General Psychology	34
	PY 218 Life Span Development Psychology	34
	PY 218 Life Span Development Psychology	33
	PY/AH 222 Processes of Dying and Grief	34
	PY 224 Human Sexuality	26
	CJ 223 Criminology	11

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	38
	PY 218 Life Span Development Psychology	22
	PY/CJ 226 Abnormal Psychology	34
	PY 232 Intro to Addictionology	9
2012/Spring	AH/PY 222 Processes of Dying and Grief	31
	PY 201 General Psychology	31
	PY 218 Life Span Development Psychology	29
	CJ 290 Internship	8
	PY 224 Human Sexuality	20

Name: Sharon Bevins Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Masters Date degree received December 2004

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure NA Yrs of employment at present institution Five

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

Non-teaching experience Eleven education Eleven

Year/Semester **Course Number and Title** **Enrollment**

2010/Fall	PY 201 General Psychology	39
	PY 218 Life Span Development Psychology	17
	PY 218 Life Span Development Psychology	11
2011/Spring	PY 218 Life Span Development Psychology	20
	PY 233 Psychology of Assessment and Interviewing	8
2011/Fall	PY 201 General Psychology	36
	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	26
2012/Spring	PY 218 Life Span Development Psychology	15
	PY 218 Life Span Development Psychology	15
	PY 235 Addiction Counseling Practicum	3

Name: Robin Browning Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received 08-06-01

Conferred by Marshall University

Area of specialization Psychology-Diagnosis and Intervention

Professional registration/licensure Supervised Psychologist-Gold Card Yrs of employment at present institution Two

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

Yrs of employment in higher education Two education 20 Year

Non-teaching experience 20 years

Year/Semester **Course Number and Title** **Enrollment**

2010/Fall	NA	
2011/Spring	CJ 213 Criminal Investigation	20
2011/Fall	PY 218 Life Span Development Psychology	12
	PY 210 Pharmacology of Addiction	15
2012/Spring	SO 201 Social Problems I	13
2012/Fall	PY 218 Life Span Development Psychology	28
	PY 210 Psychology of Pharmacology	2
2013/Spring	SO 201 Social Problems I	18

Name: Florence Elizabeth Collier Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned MA x 3 Date degree received 1983,1986, 1989

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure LPC – 2 Social Worker, ALPS

Yrs of employment at present institution Sixteen Yrs of employment in higher education
Sixteen

Yrs of employment in higher education Sixteen Yrs of related experience outside
higher education Forty Three

Non-teaching experience 43 (Work as Counselor/Director)

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>	
2010/Fall	PY 201 General Psychology	36	
	PY 218 Life Span Development Psychology	16	
	SO 200 Intro to Sociology	35	
2011/Spring	PY 201 General Psychology	30	
	PY 218 Life Span Development Psychology	23	
	PY 224 Human Sexuality	16	
2011/Fall	PY 201 General Psychology	32	
	PY 218 Life Span Development Psychology	13	
	PY 226 Abnormal Psychology	10	
2012/Spring	PY 201 General Psychology	32	
	PY 218 Life Span Development Psychology	24	
	PY 224 Human Sexuality	13	
2012/Fall	SO 200 Intro to Sociology	29	
	PY 201 General Psychology	30	
	PY 218 Life Span Development Psychology	33	
2013/Spring	PY 201 General Psychology		19
	PY 218 Life Span Development Psychology	29	
	PY 224 Human Sexuality	15	

Name: Shelia Combs Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received August 11, 2011

Conferred by Marshall Graduate School

Professional registration/licensure NA Yrs of employment at present institution Seven

Yrs of employment in higher education Seven Yrs of related experience outside higher education Five

Non-teaching experience Thirteen years for Logan Mingo Area Mental Health

To determine compatibility of credentials with assignment:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 218 Life Span Development Psychology	20
2011/Spring	SO 208 Marriage and Family Relations	8
2011/Fall	PY 201 General Psychology	15
	PY 234 Case Management	8
2012/Spring	PY 218 Life Span Development Psychology	33
2012/Fall	PY 201 General Psychology	19
2013/Spring	PY 218 Life Span Development Psychology	29
	PY 233 Psychology of Assessment and Interviewing	7

Name: John Lambert Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned P.hd. Date degree received April 2, 1996

Area of specialization Psychology/Counseling

Professional registration/licensure Yes Yrs of employment at present institution Two

Yrs of employment in higher education _____ Yrs of related experience outside higher education _____ Non-teaching experience _____

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	PY 218 Life Span Psychology	17
2011/Fall	PY 201 General Psychology	22
	SO 200 Intro to Sociology	14
2012/Spring	PY 218 Life Span Development Psychology	3
	SO 200 Intro to Sociology	8
2012/Fall	PY 218 Life Span Development Psychology	14
	SO 200 Intro to Sociology	13
2013/Spring	PY 218 Life Span Development Psychology	14
	SO 200 Intro to Sociology	15

Name: Karen Lynch Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned M.A. Date degree received May 14, 1994

Conferred by Marshall University

Area of specialization Psychology

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

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

Non-teaching experience _____

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 218 Life Span Development Psychology	10
2011/Spring	SO 200 Intro to Sociology	20
2011/Fall	PY 218 Life Span Development Psychology	8
	SO 201 Social Problems I	6
2012/Spring	PY 218 Life Span Development Psychology	17

Name: Marsha Newman Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned M.A. + 45 hours Date degree received June 1995

Conferred by WV Graduate College, Bluefield State

Area of specialization Psychology and Counseling

Professional registration/licensure NA Yrs of employment at present institution Nine

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

Non-teaching experience _____

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	NA	
2011/Fall	SO 200 Intro to Sociology	30
2012/Spring	SO 200 Intro to Sociology	35
	PY 207 Psychology of Adolescence	8
2012/Fall	SO 200 Intro to Sociology	35
	PY 209 Psychology of the Brain	6
	PY/CJ 226 Abnormal Psychology	28
2013/Spring	SO 200 Intro to Sociology	27
	PY 217 Counseling Skills	7
	PY 218 Life Span Psychology	24

Name: Arnold Simonse Rank Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct Graduate Assistant _____
Highest degree earned D.S.W. Date degree received February 27, 1986
Conferred by The Catholic University of America School of Social Service
Area of specialization Social Work

Professional registration/licensure _____ Yrs of employment at present institution One
Yrs of employment in higher education _____ Yrs of related experience outside higher
education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	NA	
2011/Fall	NA	
2012/Spring	NA	
2012/Fall	PY 201 General Psychology	16
	PY 218 Life Span Development Psychology	22
2013/Spring	PY 201 General Psychology	9

Name: Dianna Toler Rank Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct Graduate Assistant _____
Highest degree earned MA Date degree received December 2000
Conferred by Marshall University
Area of specialization Counseling

Professional registration/licensure NA Yrs of employment at present institution Twelve
Yrs of employment in higher education Twelve Yrs of related experience outside higher
education Ten
Non-teaching experience Three

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	44
	PY 207 Psychology of Adolescence	7
2011/Spring	PY 201 General Psychology	24
2011/Fall	PY 201 General Psychology	31
2011/Fall	PY 217 Counseling Skills	12

2012Spring PY 201 General Psychology 35
 2012/Fall PY 201 General Psychology 35
 2013/Spring PY 201 General Psychology 32

Name: Teresa Wayman Rank: Adjunct Faculty
 Check one: Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____
 Highest degree earned M.Ed. + 9 Date degree received December 2010
 Conferred by Lindsey Wilson

Area of specialization Counseling and Human Development/ Concentration in Mental Health
Counseling

Professional registration/licensure Passed NCE/ Have not applied for licensure
 Yrs of employment at present institution One Yrs of employment in higher education One
 Yrs of related experience outside higher education One year and a half
 Non-teaching experience Two and one half years

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	NA	
2011/Fall	PY 201 General Psychology	25
	SO 200 Intro to Sociology	18
2012/Spring	SO 200 Intro to Sociology	13
2012/Fall	PY/CJ 226 Abnormal Psychology	17
2013/Spring	PY 218 Life Span Development Psychology	21
	SO 200 Intro to Sociology	19

Name: Linda Workman Rank: Adjunct Faculty
 Check one: Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____
 Highest degree earned M.A in Agency Counseling Date degree received May 1997
 Conferred by WV Graduate College

Area of specialization Counseling
 Professional registration/licensure Licensed Professional Counselor (LPC) and Licensed Social Worker (LSW)

Yrs of employment at present institution Eight years as an adjunct faculty and 6 years as a Student Program Advisor

Yrs of related experience outside higher education 29 years of work experience in Counseling and Social Work and 6 years as a Student Program Advisor.

Non-teaching experience 35 years in Counseling, Social Work, and Advising

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	PY 230 Group Counseling I	10
	SO 201 Social Problems I	28
2011/Spring	PY 231 Group Counseling II	7

2011/Fall	SO 201 Social Problems I	26
2012/Spring	PY 230 Group Counseling I	7
	SO 215 Human Relations	6
2012/Fall	SO 200 Intro to Sociology	13
	SO 201 Social Problems I	20
2013/Spring	PY 230 Group Counseling I	6
	SO 200 Intro to Sociology	31
	SO 201 Social Problems I	17

Appendix V.

Enrollment Data

Class schedule for Student #1

Fall 2010

CRN	Course #	Title	Credit	Day	Time	Instructor
385	EN 090	Reading Comp	3	F	9-11:05	C Pierce
391	EN 099	Beg Comp	4	T	5-9:15	Adams
465	SO 200	Intro to Sociology	3	TR	3:25-4:55	E Collier

Spring 2011

243	EN 101	English Comp I	3	MW	1:50-3:20	D'Angelo
576	HS 231	Am History since 1877	3	TR	12:15-1:45	B Kirk
632	MT 090	Basic Mathematics	3	TR	5:00-6:30	D White

Fall 2011

350	PY 201	General Psychology	3	M	6:30-9:00	E Collier
399	EN 102	Eng Comp II	3	TR	12:30-1:45	D'Angelo
166	MT 090	Basic Mathematics	3	MTWR	9:30-10:45	S Baldwin
167	MT 095	Intro to Algebra	3	MTWR	9:30-10:45	S Baldwin

Spring 2012

170	PY 218	Life Span Development Psychology	3	T	6:30-9:00	E Collier
491	MT 095	Intro to Algebra	3	MW	2:00-3:15	S Baldwin
594	CS 102	Computer Literacy	3	M	3:30-6:00	Bradbury

Student #1 Schedule continued:

Fall 2012

471	SP 103	Speech Fundamentals	3	MW	2:00-3:15	A Berner
570	OR 099	Intro to College	3	MW	8:00-9:15	B Carter
628	MT 096	Intro to Algebra	3	TR	5:00-6:15	Kitchen

Spring 2013

142	PY 204	Psychology of Addiction	3	T	3:30-6:00	S Baisden
385	BS 115	Human Biology	4	TBA	TBA	G Lowes
452	MT 123	Intermediate Algebra	3	MW	2:00-3:15	R Scaggs

Class schedule for Student #2

Student #2 did not enroll in the program until the Fall 2012 semester.

Fall 2012

CRN	Course #	Course Title	Credit	Day	Time	Instructor
156	SO 200	Intro to Sociology	3	T	10:00-12:30	K Krasse
157	SO 208	Marriage and Family Relations	3	TR	2:00-3:15	K Krasse
413	MT 090	Basic Mathematics	3	M	6:30-9:00	Anderson
438	EN 101	English Comp I	3	TR	5:00-6:15	G Trimble
498	CS 102	Computer Literacy	3	TR	3:30-4:45	Thompson
606	OR 099	Intro to College	3	T	6:30-9:00	K Preece

Student #2 has not registered for the Spring 2013 semester at this time.

Class schedule for Student #3

Fall 2010

CRN	Course #	Course Title	Credit	Day	Time	Instructor
152	EC 242	Principles of Economics	3	TBA	TBA	M Redd
503	PY 218	Life Span Development Psychology	3	TR	1:50-3:20	K Krasse
507	PY 226	Abnormal Psychology	3	R	6:30-9:35	K Krasse
517	MT 090	Basic Mathematics	3	MW	10:40-12:10	B Slone

Spring 2011

296	SO 201	Social Problems I	3	TR	1:50-3:20	K Krasse
392	MT 095	Intro to Algebra I	3	MW	1:50-3:20	B Slone
524	CJ 202	Criminal Law	3	T	3:25-6:25	E O'Briant
530	CJ 213	Criminal Investigation	3	W	6:35-9:35	R Browning

Summer 2011

252	PY 204	Psychology of Addiction	3	MTWR	8:00-12:00	C Wood
247	AR 112	Art Appreciation	3	MTWR	3:00-8:00	Smith
224	EN 202	English Lit Since 1800	3	MTWR	9:00-2:00	T Irfan
165	MT 096	Intro to Algebra	3	MTWR	8:00-12:30	B Slone

Student #3 Schedule continued:

Fall 2011

103	CJ 101	Criminal Justice Systems	3	M	4:00-6:30	J Lane
118	CJ 203	Criminal Evidence	3	W	4:00-6:30	J Butcher
131	CJ 201	Criminal Procedure	3	T	4:00-6:30	S Deskins (Amick)
290	MT 096	Intro to Algebra II	3	M	6:30-8:30	Williams
639	OR 110	Intro to College	3	M	6:30-8:30	T Williams
669	PY 203	Forensic Psychology	3	F/S	5:00-9:00 8:00-2:00	D Fields

Spring 2012

210	PY 224	Human Sexuality	3	MW	3:30-4:45	K Krasse
521	MT 096	Intro to Algebra II	3	MW	2:00-3:15	B Slone
605	IT 102	Cyber Law, Ethics, Culture	3	TBA	TBA	T Weaver
689	BS 115	Human Biology	4	TBA	TBA	G Lowes

Fall 2012

129	CJ 223	Criminology	3	W	6:30-9:00	S Baisden
314	MT 123	Intermediate Algebra	3	TR	2:00-3:15	S Pidaparathi
326	BS 115	Human Biology	4	TBA	TBA	G Lowes
344	MT 225	Elementary Statistics	3	MW	5:00-6:15	B Kudva
511	IT 104	Using Internet Tech for R & P	3	TR	5:00-6:15	M Payne

Appendix VI.

Class schedule for Student #1

Fall 2010

CRN	Course #	Title	Credit	Day	Time	Instructor
385	EN 090	Reading Comp	3	F	9-11:05	C Pierce
391	EN 099	Beg Comp	4	T	5-9:15	Adams
465	SO 200	Intro to Sociology	3	TR	3:25-4:55	E Collier

Spring 2011

243	EN 101	English Comp I	3	MW	1:50-3:20	D'Angelo
576	HS 231	Am History since 1877	3	TR	12:15-1:45	B Kirk
632	MT 090	Basic Mathematics	3	TR	5:00-6:30	D White

Fall 2011

350	PY 201	General Psychology	3	M	6:30-9:00	E Collier
399	EN 102	Eng Comp II	3	TR	12:30-1:45	D'Angelo
166	MT 090	Basic Mathematics	3	MTWR	9:30-10:45	S Baldwin
167	MT 095	Intro to Algebra	3	MTWR	9:30-10:45	S Baldwin

Spring 2012

170	PY 218	Life Span Development Psychology	3	T	6:30-9:00	E Collier
491	MT 095	Intro to Algebra	3	MW	2:00-3:15	S Baldwin
594	CS 102	Computer Literacy	3	M	3:30-6:00	Bradbury

Student #1 Schedule continued:

Fall 2012

471	SP 103	Speech Fundamentals	3	MW	2:00-3:15	A Berner
570	OR 099	Intro to College	3	MW	8:00-9:15	B Carter
628	MT 096	Intro to Algebra	3	TR	5:00-6:15	Kitchen

Spring 2013

142	PY 204	Psychology of Addiction	3	T	3:30-6:00	S Baisden
385	BS 115	Human Biology	4	TBA	TBA	G Lowes
452	MT 123	Intermediate Algebra	3	MW	2:00-3:15	R Scaggs

Class schedule for Student #2

Student #2 did not enroll in the program until the Fall 2012 semester.

Fall 2012

CRN	Course #	Course Title	Credit	Day	Time	Instructor
156	SO 200	Intro to Sociology	3	T	10:00-12:30	K Krasse
157	SO 208	Marriage and Family Relations	3	TR	2:00-3:15	K Krasse
413	MT 090	Basic Mathematics	3	M	6:30-9:00	Anderson
438	EN 101	English Comp I	3	TR	5:00-6:15	G Trimble
498	CS 102	Computer Literacy	3	TR	3:30-4:45	Thompson
606	OR 099	Intro to College	3	T	6:30-9:00	K Preece

Student #2 has not registered for the Spring 2013 semester at this time.

Class schedule for Student #3

Fall 2010

CRN	Course #	Course Title	Credit	Day	Time	Instructor
152	EC 242	Principles of Economics	3	TBA	TBA	M Redd
503	PY 218	Life Span Development Psychology	3	TR	1:50-3:20	K Krasse

507	PY 226	Abnormal Psychology	3	R	6:30-9:35	K Krasse
517	MT 090	Basic Mathematics	3	MW	10:40-12:10	B Slone

Spring 2011

296	SO 201	Social Problems I	3	TR	1:50-3:20	K Krasse
392	MT 095	Intro to Algebra I	3	MW	1:50-3:20	B Slone
524	CJ 202	Criminal Law	3	T	3:25-6:25	E O'Briant
530	CJ 213	Criminal Investigation	3	W	6:35-9:35	R Browning

Summer 2011

252	PY 204	Psychology of Addiction	3	MTWR	8:00-12:00	C Wood
247	AR 112	Art Appreciation	3	MTWR	3:00-8:00	Smith
224	EN 202	English Lit Since 1800	3	MTWR	9:00-2:00	T Irfan
165	MT 096	Intro to Algebra	3	MTWR	8:00-12:30	B Slone

Student #3 Schedule continued:

Fall 2011

103	CJ 101	Criminal Justice Systems	3	M	4:00-6:30	J Lane
118	CJ 203	Criminal Evidence	3	W	4:00-6:30	J Butcher
131	CJ 201	Criminal Procedure	3	T	4:00-6:30	S Deskins (Amick)
290	MT 096	Intro to Algebra II	3	M	6:30-8:30	Williams
639	OR 110	Intro to College	3	M	6:30-8:30	T Williams
669	PY 203	Forensic Psychology	3	F/S	5:00-9:00 8:00-2:00	D Fields

Spring 2012

210	PY 224	Human Sexuality	3	MW	3:30-4:45	K Krasse
521	MT 096	Intro to Algebra II	3	MW	2:00-3:15	B Slone

605	IT 102	Cyber Law, Ethics, Culture	3	TBA	TBA	T Weaver
689	BS 115	Human Biology	4	TBA	TBA	G Lowes

Fall 2012

129	CJ 223	Criminology	3	W	6:30-9:00	S Baisden
314	MT 123	Intermediate Algebra	3	TR	2:00-3:15	S Pidaparathi
326	BS 115	Human Biology	4	TBA	TBA	G Lowes
344	MT 225	Elementary Statistics	3	MW	5:00-6:15	B Kudva`
511	IT 104	Using Internet Tech for R & P	3	TR	5:00-6:15	M Payne

Student #3 has not registered for the Spring 2013 semester at this time.

Fall 2010

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	504	SO 200	Williamson	Intro to Sociology	27	6:35-9:35 M
	605	SO 200	Williamson	Intro to Sociology	24	8:00-1:00 MR 9/24-10/16/10
Elizabeth Collier	465	SO 200	Boone	Intro to Sociology	35	6:35-9:35 M
Charles Keeney	405	SO 200	Logan	Intro to Sociology	34	1:50-3:20 MW
	412	SO 200	Logan	Intro to Sociology	35	12:15-1:45 TR
	414	SO 200	Logan	Intro to Sociology	31	6:35-9:35 W
Brandon Kirk	473	SO 200	Wyoming	Intro to Sociology	17	1:50-3:20 MW
Kathryn Krasse	501	SO 200	Williamson	Intro to Sociology	23	3:25-4:55 TR
Dianna Toler	703	PY 207	Logan	Psychology of Adolescence	4	5:00-9:00 F 8:00-2:00 S 9/24-10/15/10
	705	PY 207	Williamson	Psychology of Adolescence	3	5:00-9:00 F 8:00-2:00 S

						9/24-10/15/10
Linda Workman	708	PY 230	Logan	Group Counseling I	5	5:00-9:00 F 8:00-2:00 S 10/22-11/13/10
	709	PY 230	Boone	Group Counseling I	1	5:00-9:00 F 8:00-2:00 S 10/22-11/13/10
	710	PY 230	Williamson	Group Counseling I	3	5:00-9:00 F 8:00-2:00 S 10/22-11/13/10
	712	PY 230	Lincoln	Group Counseling I	1	5:00-9:00 F 8:00-2:00 S 10/22-11/13/10
Charles Wood	717	PY 209	Logan	Psychology of The Brain	10	8:00-12:00 M-R 12/13/10-1/7/11
	718	PY 209	Williamson	Psychology of The Brain	2	8:00-12:00 M-R 12/13/10-1/7/11
	734	PY 209	Boone	Psychology of the Brain	2	8:00-12:00 M-R 12/13/10-1/7/11

Fall 2010 Enrollment Total 257

Spring 2011

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAYS DATES
Will Alderman	566	SO 200	Williamson	Intro to Sociology	17	4:00-9:00 F 8:00-2:00 S 4 weekends beginning 1/25/11
	284	SO 200	Williamson	Intro to Sociology	27	12:15-1:45 MW
Sharon Bevins	765	PY 233	Logan	Psychology of Assessment and Interviewing	8	4:00-9:00 F 8:00-2:00 S 4/1-4/16/11
Shelia Combs	623	SO 208	Logan	Marriage and Family	7	4:00-9:00 F 8:00-2:00 S 1/21-2/12/11
Charles Keeney	273	SO 200	Logan	Intro to Sociology	28	9:05-10:35 TR
Brandon Kirk	577	SO 200	Boone	Intro to Sociology	30	3:25-4:55 TR
Kathryn Krasse	680	SO 208	Williamson	Marriage and Family	10	3:25-4:55 MW
Karen Lynch	572	SO 200	Wyoming	Intro to Sociology	20	6:35-9:35 T

Linda Workman	626	PY 231	Logan	Group Counseling II	5	4:00-9:00 F 8:00-2:00 S 2/18-3/12/11
	279	SO 200	Logan	Intro to Sociology	32	6:35-9:35 W

Spring 2011 Enrollment

201

Summer 2011

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	107	SO 200	Logan	Intro to Sociology	15	1:30-6:30 MR 7/18-7/28/11
Brandon Kirk	278	SO 200	Boone	Intro to Sociology	7	5:00-9:00 MF 7/18-7/29/11
Kathryn Krasse	108	SO 200	Williamson	Intro To Sociology	4	9:00-1:00 MF 5/9-5/19/11
Charles Wood	252	PY 204	Logan	Psychology of Addiction	21	8:00-12:00 MF 6/6-6/16/11

Summer 2011 Enrollment

47

Fall 2011

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	378	SO 200	Williamson	Intro to Sociology	31	2:00-3:15 TR
Robin Browning	665	PY 210	Williamson	Psychology of Pharmacology	15	4:00-9:00 F 8:00-2:00 S 8/26-9/17/11
Shelia Combs	689	PY 234	Logan	Case Mgt and Ethical Procedures	8	5:00-9:00 F 8:00-2:00 S 10/21-11/12/11
Charles Keeney	366	SO 200	Logan	Intro to Sociology	31	3:30-4:45 MW
	367	SO 200	Logan	Intro to Sociology	32	11:00-12:15 TR
Brandon Kirk	348	SO 200	Boone	Intro to Sociology	29	3:30-4:45 TR
Kathryn Krasse	388	SO 200	Williamson	Intro to Sociology	13	5:00-9:00 MF 10/3-10/14/11
John Lambert	703	SO 200	Lincoln	Intro to Sociology	14	5:00-7:30 W
Marsha Newman	374	SO 200	Logan	Intro to Sociology	30	6:30-9:00 T
Dianna Toler	688	PY 217	Logan	Counseling Skills	12	5:00-9:00 F

						8:00-2:00 S 9/23-10/15/11
Teresa Wayman	392	SO 200	Wyoming	Intro to Sociology	18	5:00-6:15 MW
Charles Wood	731	PY 232	Logan	Introduction to Addictionology	9	5:00-9:00 F 8:00-2:00 S 11/18-12/10/11

Fall 2011 Enrollment Total 242

Spring 2012

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	257	SO 200	Williamson	Intro to Sociology	10	8:00-1:00 MR 1/17-1/26/12
Sharon Bevins	551	PY 235	Worksite	Addiction Counseling Practicum I	3	N/A Internship at Worksite
Charles Keeney	201	SO 200	Logan	Intro to Sociology	32	11:00-12:15 TR
Brandon Kirk	168	SO 200	Boone	Intro to Sociology	28	3:30-4:45 TR
John Lambert	736	SO 200	Lincoln	Intro to Sociology	8	4:00-6:30 W
Kathryn Krasse	455	SO 200	Williamson	Intro to Sociology	22	5:00-7:30 R
Marsha Newman	552	PY 207	Logan	Psychology of Adolescence	7	5:00-9:00 F 8:00-2:00 S 1/13-2/4/12
Teresa Wayman	382	SO 200	Wyoming	Intro to Sociology	17	6:30-9:00 M
Linda Workman	553	PY 230	Logan	Group Counseling I	7	4:00-9:00 F 8:00-2:00 S 2/10-3/3/12

Spring 2012 Enrollment Total 134

Summer 2012

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	119	SO 200	Logan	Intro to Sociology	14	1:30-6:30 MR 7/9-7/19/12
Sharon Bevins	210	PY 236	Worksite	Addiction Counseling Practicum II	3	N/A Internship at Worksite
Kathryn Krasse	125	SO 200	Williamson	Intro to Sociology	9	12:00-4:00 MF 6/4-6/15/12

Summer 2012 Enrollment Total 26

Fall 2012

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	154	SO 200	Williamson	Intro to Sociology	10	6:30-9:00 M
	161	SO 200	Williamson	Intro to Sociology	29	6:30-9:00 W
Robin Browning	644	PY 210	Williamson	Psychology of Pharmacology	2	5:00-9:00 F 8:00-2:00 S 9/14-10/6/12
Elizabeth Collier	139	SO 200	Boone	Intro to Sociology	29	6:30-9:00 T
Charles Keeney	219	SO 200	Logan	Intro to Sociology	31	3:30-4:45 MW
	454	SO 200	Logan	Intro to Sociology	35	6:30-9:00 M
Brandon Kirk	148	SO 200	Wyoming	Intro to Sociology	26	5:00-7:30 W
Kathryn Krasse	157	SO 208	Williamson	Marriage and Family	11	2:00-3:15 TR
	156	SO 200	Williamson	Intro to Sociology	29	10:30-1:00 T
John Lambert	566	SO 200	Lincoln	Intro to Sociology	14	6:30-9:00 T
Marsha Newman	648	PY 209	Logan	Psychology of the Brain	6	5:00-9:00 F 8:00-2:00 S 10/12-11/3/12
	227	SO 200	Logan	Intro to Sociology	35	6:30-9:00 T
Linda Workman	737	SO 200	Logan	Intro to Sociology	13	6:30-9:00 W

Fall 2012 Enrollment Total**270****Spring 2013**

INSTRUCTOR	CRN	CLASS #	CAMPUS	CLASS TITLE	# ENROLLED	TIME/DAY DATES
Will Alderman	419	SO 200	Williamson	Intro to Sociology	17	4:00-9:00 F 8:00-2:00 S 1/25-2/15/13
Shelia Combs	275	PY 233	Logan	Psychology of Assessment and Interviewing	7	5:00-9:00 F 8:00-2:00 S 3/29-4/20/13
Charles Keeney	147	SO 200	Logan	Intro to Sociology	35	11:00-12:15 MW

Brandon Kirk	161	SO 200	Boone	Intro to Sociology	25	5:00-6:15 TR
Kathryn Krasse	176	SO 200	Williamson	Intro to Sociology	34	12:30-1:45 TR
Marsha Newman	262	PY 217	Logan	Counseling Skills	7	5:00-9:00 F 8:00-2:00 S 1/11-2/2/13
Teresa Wayman	169	SO 200	Wyoming	Intro to Sociology	19	6:30-9:00 W
Linda Workman	260	PY 230	Logan	Group Counseling I	6	5:00-9:00 F 8:00-2:00 S 2/26-3/16/13
	153	SO 200	Logan	Intro to Sociology	31	6:30-9:00 T

Spring 2013 Total Enrollment

181

Appendix VII

Financial Data

A. Students may apply for Federal financial aid. Also, there are several scholarship programs available if students wish to apply for them.

B. Textbook, Tuition, and Student Fees.

Addiction Counseling Certificate Minimum 30 Credit Hours

Dept/No.	Title	Credit Hours	\$Textbook/Fees
Support Courses			
AH 124	CPR	1	\$ 52.00 (\$33+\$19 fee)
EN 101	English Composition I	3	\$120.00
SO 208	Marriage and Family Relations	3	\$165.00
SP 103	Speech Fundamentals	3	\$94.00
Major Courses			
PY 204	Psychology of Addiction	3	\$160.00
PY 217	Counseling Skills	3	Est \$150.00
PY 230	Group Counseling I	3	Est \$150.00
PY 233	Assessment and Interviewing	3	Est. \$150.00
PY 234	Case Management, Legal and Ethical Standards	3	\$140.00
PY 237	Addiction Counseling Practicum	3	NA
	Based on new book cost		1,031.00
	Tuition Cost for 30 hours for two semesters		<u>2,992.50</u>
	Total Books and Tuition Costs		\$4,173.50

Appendix VIII.

Advisory Committee

The Addiction Counseling Advisory Committee consists of Dr. Susan Baisden, Clinical Psychologist and full-time Psychology Instructor; Kathryn Krasse, Associate Professor of Psychology and Sociology; Debbie Fields, Vocational Rehabilitation Counselor; Candace Hanson, Supervised Psychologist; and John Mays, Clinical Director of Logan Mingo Area Mental Health.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Post-Audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Paramedic Science, Associate in Applied Science degree 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: Katherine Deskins

RATIONALE FOR THE RECOMMENDATION:

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 post-audit review was conducted by the Department of Allied Health and Nursing during the 2012-2013 academic year.

The post-audit review found that the Paramedic Science, Associate in Applied Science degree program meets or exceeds all of the standards for a viable program set by the Council for Community and Technical College Education. The department recommends the continuation of the program without corrective action. This program has complied with all standards set forth by Southern West Virginia Community and Technical College and the Standards and Guidelines of the Committee.

POST-AUDIT REVIEW

**For Occupational Programs
Implemented Under the Provisional of Series 37**

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Paramedic Science

April 16, 2013

POST-AUDIT REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37 West Virginia Council for Community and Technical College Education

Institution: **Southern West Virginia Community and Technical College**
Program: **Associate in Applied Science, Paramedic Science**

I. Introduction

The Paramedic Science program at Southern West Virginia Community and Technical College offers advancement from the Emergency Medical Technician–Basic (EMT-B) providing basic life support (BLS) to advanced life support (ALS). The program builds on the basic knowledge of patient care and enhances the skills and knowledge to the advanced Scope of Practice as designated by the West Virginia State Office of EMS. Paramedics are a vital part of the health care system and have a significant impact on the outcome of pre-hospital emergencies. Although transport to medical facilities has occurred through the ages, the industry was largely unregulated until the 1970s. Emergency Medical Services (EMS) as we know it today has evolved over the past fifty years with equipment design and training to meet the needs of today’s society. In the early 1970s and 1980s an ambulance, often a hearse may or may not have been utilized with an attendant or anything other than bandages and oxygen. The attendant often was untrained or had very basic first aid training. Today, the standards for training have moved from the "squad room" or the “fire house” to the modern college classroom with up-to-date equipment. In-depth knowledge of pathophysiology, pharmacology, anatomy, medical emergencies, traumatic emergencies, and on-scene response/management are vital components of the training.

Many students entering the paramedic program are not interested in seeking a degree or a certificate from the college. National Registry of Emergency Medical Technicians (NREMT) allows the student to test for certification without a college degree. Neither the NREMT nor the Committee on Accreditation of Educational Programs for the Emergency Medical Services (CoAEMSP) requires a college degree to obtain paramedic certification. It is a challenge to steer these individuals toward the college certificate or associate degree without a mandate. It is anticipated there will be change in the next decade with the industry desiring more educated and qualified individuals to move within the company as supervisors and directors. New standards and guidelines which took effect January 2013 will have a greater impact on this movement with an emphasis on college degrees for movement and advancement within the company. The increase in degree seeking students has resulted in the movement from Technical Studies in Emergency Medical Services to the Associate in Applied Science Degree in fall of 2012.

Paramedic students are required to have a current certification in EMT-B. With the EMT-B certification, the majority of students entering the program are employed by a local ambulance service. The program reaches out to students and industry to accommodate the unique schedule of EMS. Classes begin later in the day, taking into consideration the twenty-four hour shift and travel to and from work. The program consists of sixty credit hours with fifteen hours of support courses which can be taken largely online. Clinical and field portions are scheduled at local facilities consisting of four hundred and eighty-three hours in the areas of: emergency room, operating room, respiratory therapy, triage, pediatric, obstetric, cardiac/intensive care units, Emergency Office of Communications (911, Medical Command), and ambulance. (See Appendix I for Course List).

II. Goals and Objectives of the Program

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 for advancement in the field of pre-hospital patient care.

The following are the program goals developed for the Paramedic Science Program:

1. **Communication abilities:** Prepare students for alternative methods of providing and obtaining information face-to-face and proper use radio communications. Students will learn to be effective in giving oral reports and written communication.
2. **Facility Systems:** Prepare students to understand how their role fits into the healthcare environment, in and out of the hospital. The student will be able to identify how key systems affect the services performed and the quality of care provided.
3. **Employability Skills:** Prepare students to practice employability skills to enhance their employment opportunities, job satisfaction, and maintain and upgrade those skills as required.
4. **Legal Responsibilities:** Prepare students to understand and maintain an awareness of the legal responsibilities, limitations, and the implications of their actions within the health care delivery setting.
5. **Ethics:** Prepare students to know the difference between “right” and “wrong.” In the healthcare environment one must conform to accepted and professional standards of conduct.

6. Safety Practices: Prepare students to understand existing and potential hazards to patients, coworkers, and themselves. Prepare students to prevent injury or illness through safe work practices and consistently follow health and safety policies and procedures.
7. Teamwork: Prepare students to understand the roles and responsibilities of the paramedic as part of the health care team, including their ability to promote the delivery of quality health care. Students will interact effectively and sensitively with all members of their team.
8. Resource Management: Prepare students to understand and practice principles and techniques of resource management. This ensures the careful use of available resources as they make life and death decisions.

III. Assessment

The Paramedic Science 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 spring 2010, students enrolled in all programs, and who have completed college level English and math, may be selected to take an Appraisal of Personal Potential (MAPP) exam. Paramedic students are required to take an exit exam upon completion of program, with successful passage students will be eligible to take the NREMT certification exam.

IV. Curriculum

A. Curricula

Since the inception of the paramedic program Southern has offered a certificate program in addition to the degree. With the mandates by the West Virginia Community and Technical College System (WVCTCS) policy 135-11-3 of thirty credit hours for Certificate Programs and the paramedic core curriculum totaling forty-five credit hours the certificate could not be changed to meet the requirement. Therefore, the paramedic certificate program was shelved in favor of the degree. A complete listing of the 2012-2013 courses is included in Appendix I. (See Appendix I).

Changes to the associate degree also reflect the requirement mandates by the WVCTCS policy 135-11-3. The changes were to eliminate the Essential of Anatomy and Physiology for Allied Health (AH 145) and add Essential of Human Systems for Allied Health (BS 118). BS 118 is an anatomy and physiology course with a laboratory component taught in one semester. If a student chooses to enroll in BS 124 and BS 125, these courses will be substituted for BS 118. BS 118 will not be substituted for BS 124 and BS 125. Communication Skills for the Health Care

Professional (AH 203) has been added to replace Speech Fundamentals (SP 103). If the student chooses to take the SP 103 it will be substituted for AH 203. Business Mathematical Applications (BU 118) has replaced Algebra for Allied Health (MT128). If the student chooses to take MT 128 it will be substituted for BU 118. Computer Literacy (CS 102) has been replaced by Introduction to Applications (CS 103). Medical Terminology (AH 108) and Health Care Ethics and Law (AH 200) were added to the general education core. Pathophysiology for the EMS Provider (EM 121) was developed in preparation of the new standards and guidelines effective January 2013. Introduction to College (OR 110) has been eliminated and relevant content will be incorporated in the orientation information for this program.

Entrance Criteria

To be admitted to the paramedic program the student must submit an application, be eligible to enter college level English and math, and possess a current EMT-Basic and American Heart Association Cardiopulmonary Resuscitation (CPR) card. Students must have a physical exam and pass all drug and alcohol screenings

Entrance abilities

1. Issue-Critical Thinking
Standard-Critical thinking ability sufficient for clinical judgment
Some Examples of Necessary Activities (not all inclusive)-Identify cause-effect relationships in clinical situations.
2. Issue-Interpersonal
Standard-Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
Some Examples of Necessary Activities (not all inclusive)-Establish rapport with patients/clients and colleagues.
3. Issue- Communication
Standard-Communication abilities sufficient for interaction with others in verbal and written form.
Some Examples of Necessary Activities (not all inclusive)-Explain treatment procedures, initiate health teaching, document and interpret actions and patient/client responses.
4. Issue-Mobility
Standard- Physical abilities sufficient to climb, crawl, lift and any activity that is necessary for patient moving, treatment, and transport.
Some Examples of Necessary Activities (not all inclusive)-Move around scenes in which patient treatment is ongoing, field, hospital, and perform quickly and professionally.
5. Issue-Motor Skills

Standard-Gross and fine motor abilities sufficient to provide safe and effective care.

Some Examples of Necessary Activities (not all inclusive)-Lifting and Moving patients and equipment.

6. Issue- Hearing

Standard- Auditory ability sufficient to monitor and assess health needs

Some Examples of Necessary Activities (not all inclusive)-Observe patient/client responses

7. Issue-Visual

Standard- Visual ability sufficient for observation and assessment.

Some Examples of Necessary Activities (not all inclusive)-Observe patient/client responses.

8. Issue-Tactile

Standard- Tactile ability sufficient for physical assessment

Some Examples of Necessary Activities (not all inclusive)- Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of an IV catheter.

Exit abilities

Students successfully completing all clinical rotations, didactics, and passing the exit comprehensive exam with a 70% (C) or above are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) certification exam.

B. Course Listing

Please see Appendix I.

C. Course Delivery Mode

The Paramedic Science program is delivered interactively with the Wyoming Campus. The paramedic lab is configured with equipment to deliver the didactic section utilizing this format.

V. Faculty

The Paramedic Program has one full-time faculty member at this time: Katherine Deskins, EMS Coordinator. Ms. Deskins teaches from the Logan Campus. In summer 2011, the program connected interactively with the Wyoming Campus. A full-time Allied Health faculty member, Candice Bishop, taught from the Wyoming Campus. Ms. Bishop was assigned to 50% of the teaching responsibilities and advising Paramedic and other Allied Health students. Ms. Bishop left the college in October 2012 to pursue another course of employment. Ms. Deskins is currently travelling to the Wyoming Campus at various times and days to advise students.

Jonathan Cresong was hired as an adjunct to replace Ms. Bishop. Mr. Cresong has worked as a paramedic for seventeen years and has served the college as a field preceptor in previous years.

An adjunct, Aaron Porter, RN, EMT-P, was hired to alleviate the load for the fall 2012 course. Full-time faculty members teach the general education and elective course requirements.

Faculty Data Information can be found in Appendix II.

VI. Enrollment and Graduates

A. Enrollment Data per year for the previous 5 years

Enrollment for this program may be found in Appendix III.

B. Number of Graduates per year for the previous 5 years

Graduate data for the past five years may be found in Appendix IV.

C. Graduate Follow-up data

Successful paramedic students have a one-hundred percent employment rate with salaries varying from minimum wage to fifteen dollars an hour. Some former students work for more than one company.

D. Graduate and Employer Satisfaction

Graduate and employer surveys were mailed six months after graduation; however, none were returned. A second request was made with the same results. Employers were not available via telephone to complete surveys. Although employers ignore the surveys, most sponsor their employees to attend class in the form of tuition, books, and schedule changes.

VII. Financial

The Paramedic Program receives institutional funds. With the exception of a twelve-lead cardiac monitor required for the cardiac classes, funds are adequate to meet the needs of the program.

VIII. Advisory Committee

The Paramedic 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, police, fire, preceptors, students, graduates, and employers.

IX. Accreditation

The Initial Accreditation Self-Study was submitted November 2012 to CoAEMSP with a Letter of Review received in December 2012.

APPENDIX I

Appendix I
Paramedic Science
Associate of Applied Science
60 Credit Hours

2012 Paramedic Science

Associate in Applied Science
 60 Credit Hours

Purpose

Southern's Paramedic Science Program prepares students to be competent entry-level paramedics. The nationwide demand for paramedics continues to rise while the numbers have declined. Changes brought about with 1998 Department of Transportation (DOT) National Standard Curriculum for paramedics have paved the way for paramedics to move into the sphere of health care professionals. Today's paramedics must have a firm grasp of anatomy and physiology, the pathologies of numerous disease processes, kinematics of trauma, pharmacology, basic and advanced life support skills and procedures, and have the ability to apply this knowledge to all age groups. Furthermore, the paramedic must be a leader, able to gain control of the often chaotic scene environment, be a team leader, able to communicate with patients and family members and intelligently with physicians and other hospital personnel. Upon successful completion of the program, students will be ready to provide pre-hospital care to the ill or injured patient following the guidelines of standard patient care. The use of various web sites is a vital part of this program used in documentation of clinical rotations and course work.

The full Paramedic Science Program is available on the Logan and Wyoming/McDowell campuses. The Boone/Lincoln and Williamson campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
AH 108	Medical Terminology	2
AH 200	Health Care Ethics and Law	1
AH 203	Communication Skills for the Health Care Professional	1
BS 118	Essentials of Humans Systems for Allied Health	4
BU 115	Business Mathematical Applications	3
CS 103	Introduction to Applications	1
EN 101	English Composition I	3
Major Courses		
EM 101	Airway Management	3
EM 102	Introduction to EMS	3
EM 114	Pre-hospital Pharmacology	3
EM 116	Cardiopulmonary	5
EM 117	Medical Emergencies	4
EM 118	Patient Assessment	3
EM 119	Trauma/Shock/Management	3
EM 120	Coordinated Clinical Internship I	3
EM 121	Pathophysiology for the EMS Provider	1
EM 215	EMS Seminar	3
EM 216	Assessment Based Management	1
EM 217	Special Considerations	4
EM 218	Rescue Operations	4
EM 219	Coordinated Field Internship	2
EM 220	Coordinated Clinical Internship II	3

APPENDIX II

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Katherine Deskins Assistant Professor
 Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____
 Highest Degree Earned: Bachelor of Science in Health Care Administration
 Date Degree Received: December 1997
 Conferred by: West Virginia University Area of Specialization: Management
 Professional registration/licensure: West Virginia Paramedic Certificate P022458
 Years of employment at present institution: 14
 Years of employment in higher education: 14
 Years of related experience outside higher education: 13
 Non-teaching experience: 13

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
2011 Summer	EM 101 Airway Management	27
2011 Summer	EM 102 Introduction to EMS	27
2011 Fall	EM 114 Pre-hospital Pharmacology	27
2011 Fall	EM 216 Assessment Based Management	26
2011 Fall	EM 116 Cardiopulmonary	27
2011 Fall	EM 119 Trauma/Shock/Management	27
2012 Spring	EM 118 Patient Assessment	27
2012 Spring	EM 120 Coordinated Clinical Internship I	26
2012 Spring	EM 117 Medical Emergencies	22
2012 Spring	EM 217 Special Considerations	22
2012 Summer	EM 218 Rescue Operations	22
2012 Summer	EM 220 Coordinated Clinical Internship II	22
2012 Summer	EM 215 EMS Seminar	21
2012 Summer	EM 219 Coordinated Field Internship	21
2012 Fall	EM 102 Introduction to EMS	12
2012 Fall	EM 101 Airway	12
2012 Fall	EM 114 Pre-Hospital Pharmacology	12
2012 Fall	EM 118 Patient Assessment	12
2012 Fall	EM 216 Assessment Based Management	12

*Team Teaching 50%

- (b) If degree is not in area of current assignment, explain.
 (c) Identify your professional development activities during the past five years.

CPR Certified; Member of: National Association of EMS Educators
 Recertification every two years; 2008, 2010, 2012 with 36 hours specific areas, 24 hours flexible areas, 4 hours of Hazardous Materials, annual skills check-off. ESCAPE Conference, CoAEMPS Conference.

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Candice Bishop Rank: Instructor
 Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____
 Highest Degree Earned: Bachelors Science in Nursing, Bachelor of Arts in Education
 Date Degree Received: June 2009, December 1988
 Conferred by: WVU, Marshall
 Area of Specialization: Nursing
 Professional registration/licensure: WV Nursing Licensure
 Years of employment at present institution: 6 years from 2004 - 2012
 Years of employment in higher education: 8
 Years of related experience outside higher education: 16
 Non-teaching experience: 16

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
2011 Summer	EM 101 Airway Management	27
2011 Summer	EM 102 Introduction to EMS	27
2011 Fall	EM 114 Pre-hospital Pharmacology	27
2011 Fall	EM 216 Assessment Based Management	26
2011 Fall	EM 116 Cardiopulmonary	27
2011 Fall	EM 119 Trauma/Shock/Management	27
2012 Spring	EM 118 Patient Assessment	27
2012 Spring	EM 120 Coordinated Clinical Internship I	26
2012 Spring	EM 117 Medical Emergencies	22
2012 Spring	EM 217 Special Considerations	22
2012 Summer	EM 218 Rescue Operations	22
2012 Summer	EM 220 Coordinated Clinical Internship II	22
2012 Summer	EM 215 EMS Seminar	21
2012 Summer	EM 219 Coordinated Field Internship	21
2012 Fall	EM 101 Introduction to EMS	12
2012 Fall	EM 102 Airway	12

*Team Teaching 50%

- (b) If degree is not in area of current assignment, explain.
 (c) Identify your professional development activities during the past five years.

CPR Certified; BSN.

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Aaron Porter Rank: Adjunct Instructor
 Check one: Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____
 Highest Degree Earned: Associate of Applied Science in Nursing
Associate in Applied Science in Paramedic
Associate in Applied Science in Healthcare Professional
 Date Degree Received: May 2012
 Conferred by: Southern WV Community and Technical College
 Area of Specialization: Nursing, Paramedic
 Professional registration/licensure: WV Nursing Licensure, National Registered Paramedic
 Years of employment at present institution: Fall 2012
 Years of employment in higher education: 0
 Years of related experience outside higher education: 5 EMS, 1 Nursing
 Non-teaching experience: 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.

Year/Semester	Course Number & Title	Enrollment
2012 Fall	EM 114 Pre-hospital Pharmacology	12
2012 Fall	EM118 Patient Assessment	12
	EM216 Assessment Based	
2012 Fall	Management	12
2013 Spring	EM116 Cardiopulmonary	13
2013 Spring	EM117 Medical Emergencies	13
2013 Spring	EM119 Trauma/Shock Management	13

*Team Teaching 50%

- (b) If degree is not in area of current assignment, explain.
 (c) Identify your professional development activities during the past five years.

Cardiopulmonary Resuscitation (CPR Certified), Paramedic Science, Nursing, Advanced Cardiac Life Support (ACLS), Pediatric Transport Course (S.T.A.B.L.E.), Pediatric Advanced Life Support (PALS),

\

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Jonathan E. Cresong Rank: Adjunct Instructor
 Check one: Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____
 Highest Degree Earned: Associate Degree in Arts
 Date Degree Received: May 1992
 Conferred by: Southern West Virginia Community and Technical College
 Area of Specialization: Paramedic
 Professional registration/licensure: WV Paramedic Certificate P033729
 Years of employment at present institution: January 23, 2013
 Years of employment in higher education: 0
 Years of related experience outside higher education: 6
 Non-teaching experience: 15

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.
 (In Progress)

Year/Semester	Course Number & Title	Enrollment
2013 Spring	EM116 Cardiopulmonary	13
2013 Spring	EM117 Medical Emergencies	13
2013 Spring	EM119 Trauma/Shock Management	13
2013 Spring	EM 120 Clinical Internship	13

*Team Teaching 50%

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

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

Geriatric Emergency Medicine – Instructor, CPR, Advanced Cardiac Life Support (A.C.L.S.), Pediatric Advanced Life Support (P.A.L.S.), Pediatric Emergencies for Pre-Hospital Providers(P.E.E.P.), Pediatric Transport Course (S.T.A.B.L.E.), Pre-Hospital Trauma Life Support (P.H.T.L.S.) Fireman One, Master Scuba Diver

APPENDIX III

Appendix III

Enrollment

Year	Initial Enrollment	Left Program Early	Program Completion	Registry Certified
2007	12	9	3	2
2008	8	2	5	3
2009	12	6	6	6
2010	9	4	5	5
2011	27	12	15	7 Students have two years to attempt the National Registry Exam
2012	13	0	Completion date of December 2013	

APPENDIX IV

Appendix IV

Graduates

2007	3 Completed the Certificate Program 2 National Registered Paramedics
2008	2 Completed the Certificate Program 1 Completed the Degree 3 National Registered Paramedics
2009	6 Completed the Certificate Program 1 Completed the Degree 6 National Registered Paramedics
2010	5 Completed the Certificate Program 2 Completed the Certificate 5 Completed the Degree
2011	15 Completed the Certification Program* 2 Completed the Degree 7 National Registry Paramedics**

* Some students report they are returning to obtain the AAS Degree.

**Students have 2 years and 6 attempts to pass the National Registry Certification Exam at the time of this report testing is still in progress.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Post-audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science, Homeland Security and Emergency Service degree program at the current level of activity with 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: Katherine Deskins

RATIONALE FOR THE RECOMMENDATION:

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 post-audit review was conducted by the Department of Allied Health and Nursing during the 2012-2013 academic year.

The post-audit review revealed that the Homeland Security and Emergency Service, Associate in Applied Science program meets the standards for a viable program as set forth by the Council for Community and Technical College Education. The Department of Allied Health and Nursing staff recommend continuance of this program with corrective action. The program will be followed-up and monitored closely. Marketing will be increased and faculty training will be enhanced for the online delivery of courses. The program will be overseen by Katherine Deskins, Program Coordinator and Alyce Diaz, Chair of Allied Health and Nursing.

POST-AUDIT REVIEW

**For Occupational Programs
Implemented Under the Provisional of Series 37**

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Homeland Security and Emergency Service

April 16, 2013

POST-AUDIT REVIEW
For Occupational Programs Implemented Under the Provisional of Series 37
West Virginia Council for Community and Technical College Education

Institution: **Southern West Virginia Community and Technical College**
Program: **Homeland Security and Emergency Service**

I. Introduction

Homeland Security and Emergency Services has become one of the fastest growing fields since the attacks on The United States of America, September 9, 2001. The need for highly trained and multi-disciplined individuals in emergency management has a national projected growth of ten to nineteen percent as reported by onetonline.org from 2010-2020. The Homeland Security and Emergency Service students acquire knowledge and skills needed to function within the massive network of security for our nation. The program at Southern West Virginia Community and Technical College was designed to prepare individuals to be leaders in emergency response during such events, but not limited to; terrorist threats, mass casualty incidents, and destructive weather throughout the nation. The program gives the student the opportunity to acquire a second degree with options built into the program focusing on four major areas; Criminal Justice, Education, Health Care, and Mine Management. The program will be a great companion to the Forensic Certificate program and other offerings as needed through Workforce Development.

Meetings with various Homeland Security managers revealed that other colleges in West Virginia are working to develop a similar program like the program offered here at Southern. The coordinator of Homeland Security has had offers to teach these courses at Southern from various individuals working within the Homeland Security offices. Individuals holding the title of County Emergency Manager will be required to have a degree in Emergency Management within the next several years.

Careers in Homeland Security and Emergency Management most often involve key tasks requiring specific capabilities and training. As a citizen we often think of Homeland Security as protection from violence and threats from other countries but we need to look at the broader picture. In the past year, several natural disasters have threatened critical infrastructures across the country and in our community, most recently our college. Individuals with Homeland Security were onsite and in the air during the flood at Mount Gay in March of 2012 offering much needed assistance to a devastated community.

Our nation is striving to maintain a state of readiness with a well-trained workforce. Organizations are seeking individuals with knowledge to train and react properly to any type of emergency to protect property and fellow citizens. Topics span from disaster management, risk prevention/management, interrupting intelligence, counter-terrorism, and national security to public health. With the permission of the Federal Emergency Management Agency (FEMA), the program at Southern introduces and incorporates information in the courses mandated for emergency management. Using national

standards and guidelines a managerial approach is taught using a broad array of knowledge in numerous areas of incident command.

Two Homeland Security courses being offered online consist of course requirements by FEMA. During the development of the Homeland Security and Emergency Service program FEMA was contacted and asked about enveloping FEMA courses into courses offered at the college for college credit. The reply indicated that the government produced materials are not afforded copyright protection and are within the public domain. Changes to original Emergency Management Institute (EMI) content cannot be authorized by the EMI. When using EMI curriculum material, organizations should cite EMI as the originator of the material. This is evident in Homeland Security program documentation.

II. Goals and Objectives of the Program

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, as well as the ability, to obtain work in management areas.

The following are the program goals developed for the Homeland Security and Emergency Service:

- A. **Communication Abilities:** Prepare students for alternative methods of providing and gathering information through various venues of intelligence and research. Students will learn to be effective in giving oral reports and written communication.
- B. **Facility Systems:** Prepare students to understand how they can use their knowledge and skills to work within the guidelines of local and federal departments, organizations, and the Homeland Security environment as a whole.
- C. **Employability Skills:** Prepare students to practice skills to enhance their employment opportunities and job satisfaction, and maintain and upgrade those skills as required.
- D. **Legal Responsibilities:** Prepare students to understand and maintain an awareness of the legal responsibilities, limitations, and the implications of their actions.
- E. **Ethics:** Prepare students to know the difference between “right” and “wrong” in the practice of emergency management.
- F. **Safety Practices:** Prepare students to understand existing and potential hazards to the public, infrastructure, fellow responders, and themselves.

Prevent or minimize injury or illness through instruction of safe work practices and consistently follow health and safety policies and procedures.

- G. Teamwork: Prepare students to work as a team and to understand the roles/responsibilities of each individual on scene. Understand the Incident Command System and its proper utilization to maximize resources for the greatest good. Have the ability to work large-scale public and medical incidents using complex systems with multiple disciplinary agencies.
- H. Resource Management: Prepare students to address equipment priorities while supporting Command and Operations with the appropriate equipment and personnel. Ensure the careful use of available resources as they make timely decisions.

III. Assessment

The Homeland Security and Emergency Service program utilizes a variety of assessment measures which are reviewed as part of an associate degree program. Student achievements in general education and support courses are assessed in accordance with the institution's plan for assessment.

Beginning spring 2010, students enrolled in all programs, and who had completed college level English and math, were selected to take the Motivational Appraisal of Personal Potential (MAPP) exam.

IV. Curriculum

A. Curricula

Curriculum reflects the requirements mandated by the West Virginia Community and Technical College System policy 135-11-3 of sixty hours for associate degree programs. The Advisory Committee representatives from the West Virginia Division of Homeland Security, West Virginia Department of Military Affairs and Public Safety, West Virginia Office of Emergency Medical Services, West Virginia Department of Agriculture, Emergency Managers, and Emergency Office of Communications had the opportunity to review and recommend changes and additions to the curriculum. The program consists of twenty-six hours of general education courses, twenty-five hours of major courses, and four options consisting of nine credit hours in Criminal Justice, nine hours in Education, nine hours in Health Care, or nine hours in Mine Management Option. (See App. I)

Curriculum and instruction requests were submitted at the April 5, 2013 committee meeting for course changes to be instituted for fall 2013. Review of the current list of major and support courses yielded that changes needed to occur to benefit the student more effectively in completion of this program.(See App. I).

Entrance Criteria

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

Entrance Abilities

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

Exit abilities

Exit abilities vary based on the option chosen by the student.

B. Course Listing

Course listing, See Appendix I

C. Course Delivery Mode

The Homeland Security and Emergency Service major courses are delivered one hundred percent through Blackboard. Full-time faculty members teach the general education core and option course requirements.

V. Faculty

The Homeland Security and Emergency Services program was developed by Katherine Deskins, EMS Coordinator. Deskins also serves as advisor for the program. The West Virginia Division of Homeland Security has made recommendations for adjunct instructors, noted in their field as experts on the material delivered in their courses. Full-time faculty members teach the general education and elective course requirements. Faculty Data Information can be found in Appendix II.

VI. Enrollment and Graduates

A. Enrollment Data

Enrollment for this program may be found in Appendix III. Initial enrollment began fall of 2011 with six students enrolled in the introduction. In spring 2012, twelve students enrolled in the program. Eleven students were enrolled in the fall

of 2012. The number of students enrolled in any Homeland course will vary with availability of general education courses.

B. Number of Graduates per year for the previous 3 years

New program; no graduate data available at this time.

C. Graduate Follow-up data

New program; no graduate data available at this time.

D. Graduate and Employer Satisfaction

New program; no graduate data available at this time.

VII. Financial

The Homeland Security and Emergency Service program receives institutional funds. These funds are adequate to meet the needs of the program.

VIII. Advisory Committee

The Homeland Security and Emergency Service Advisory Meeting was held in March 2012 in conjunction with the Paramedic Science Program Advisory. The Advisory Committee consisted of representatives from the West Virginia Division of Homeland Security, West Virginia Department of Military Affairs and Public Safety, West Virginia Office of Emergency Medical Services, West Virginia Department of Agriculture, Emergency Managers, and Emergency Office of Communication meet annually. At these meetings, the Homeland Security and Emergency Service Program are evaluated for goals, objectives, and updates as needed. 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.

IX. Accreditation

The program is not accredited at this time. Research into accreditation is in progress. The West Virginia Division of Homeland Security advises a degree in Emergency Management will become the standard in the near future for all Emergency Managers.

APPENDIX I

APPENDIX I
Homeland Security and Emergency Service
Associate Degree
60 Credit Hours

Purpose

Homeland security is possibly one of the most important and talked about issues of our culture today. Jobs in homeland security are in high demand in various areas such as: management, investigation, private/public security, and law enforcement. As one of the largest government agencies, they are looking for strong individuals with a variety of skills to carry out specific tasks. Previous experience in security, public service, military, technology, or administration is helpful but not required.

The full Homeland Security and Emergency Service Program are 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 115	Business Mathematical Applications	3
CS 103	Computer Applications	1
EN 101	English Composition I	3
IT 102	Cyber Law, Ethics, Culture	3
PS 201	American Government and Politics	3
PS 205	National Security Decision Making	3
PY 226	Abnormal Psychology	3
SO 201	Social Problems I	3
	Laboratory Science Elective	4
Major Courses		
EM 100	First Responder	3
EM 106	Techniques of Counterterrorism	3
HM 101	Introduction to Homeland Security	3
HM 102	History of Terrorism	3
HM 103	Integrated Incident Command Systems	4
HM 104	Command Operations, Planning, and Logistics	4
HM 203	Introduction to Intelligence Research	3
HM 205	Public Health Issues	2

Students are required to choose one of the following options to complete the degree:

Criminal Justice Option

CJ 101	Criminal Justice Systems	3
CJ 203	Criminal Evidence	3
CJ 213	Criminal Investigation	3

Education Option

ED 120	Approaches to Discipline	3
ED 213	Children and Families	3
PY 207	Psychology of Adolescence	3

Health Care Option

AH 108	Medical Terminology	2
EM 218	Rescue Operations	4
PY 222	Processes of Dying and Grief	3

Mine Management Option

MG 268	Labor Relations	3
MG 273	Organizational Behavior and Communication	3
MN 109	Mine Law, Safety, and Health	3

Changes Submitted to Curriculum and Instruction Committee on April 5, 2013

Homeland Security and Emergency Services Associate Degree 60 Credit Hours

Purpose

Homeland security is possibly one of the most important and talked about issues of our culture today. Jobs in homeland security are in high demand in various areas such as: management, investigation, private/public security, and law enforcement. As one of the largest government agencies, they are looking for strong individuals with a variety of skills to carry out specific tasks. Previous experience in security, public service, military, technology, or administration is helpful but not required.

The full Homeland Security and Emergency Service Program are 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
BU 115	Business Mathematical Applications	3
CS 103	Computer Applications	1
EN 101	English Composition I	3
PS 201	American Government and Politics	3
PS 205	National Security Decision Making	3
PY 203	Forensic Psychology	3
PY 226	Abnormal Psychology	3
SO 201	Social Problems I	3
	Science Elective	3
Major Courses		
EM 106	Techniques of Counterterrorism	3
HM 101	Introduction to Homeland Security	3
HM 102	History of Terrorism	3
HM 103	Integrated Incident Command Systems	4
HM 104	Command Operations, Planning, and Logistics	4
HM 203	Introduction to Intelligence Research	3
HM 205	Public Health Issues	3

Students are required to choose one of the following options to complete the degree:

Criminal Justice Option

CJ 101	Criminal Justice Systems	3
CJ 203	Criminal Evidence	3
CJ 213	Criminal Investigation	3

Education Option

ED 120	Approaches to Discipline	3
ED 213	Children and Families	3
PY 207	Psychology of Adolescence	3

Health Care Option

AH 108	Medical Terminology	2
EM 230	Emergency Management Leadership Skills	4
PY 222	Processes of Dying and Grief	3

Mine Management Option

MG 268	Labor Relations	3
MG 273	Organizational Behavior and Communication	3
MN 109	Mine Law, Safety, and Health	3

APPENDIX II

APPENDIX II

Faculty Data

(No more than TWO pages per faculty member)

Name: John Thomas Rank _____
Check one: Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____
Highest Degree Earned: None
Date Degree Received: NA
Conferred by: NA
Area of Specialization: Weapons of Mass Destruction through Homeland Security
Professional registration/licensure: NA
Years of employment at present institution: 10 years
Years of employment in higher education: 10 years
Years of related experience outside higher education: 13 years
Non-teaching experience: 13 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
2011 Spring	HM 102 A History of Terrorism	7

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

National Incident Management System (NIMS), numerous updates on Weapons of Mass Destruction, Terrorism,

Faculty Data

(No more than TWO pages per faculty member)

Name: Teresa VanDyke Rank _____
 Check one: Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____
 Highest Degree Earned: Paramedic Science, Emergency Management _____
 Date Degree Received: May 2006 Fall 2006 _____
 Conferred by: New River _____
 Area of Specialization: Emergency Management _____
 Professional registration/licensure: Paramedic WV Certifications
 P026114 _____
 Years of employment at present institution: 2003 _____
 Years of employment in higher education: 9 _____
 Years of related experience outside higher education: 24 _____
 Non-teaching experience: 24 _____

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
2011 Spring	HM 103 Integrated Incident Command Systems	6

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years. Hazardous Materials Awareness Level, G366 Planning for the Needs of Children in Disasters, The “Basic” of Acids and Bases, EMS Chaplain Operations, Fire Service Chaplain, Emergency Planning for Special Needs Populations, McDowell County Health Risk Assessment Workshop

Faculty Data

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

Name: David W. Bradley Rank _____
Check one: Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____
Highest Degree Earned: Associate in Applied Science Board of Governors
Date Degree Received: December 2011
Conferred by: West Virginia University at Parkersburg
Area of Specialization: West Virginia Certified Emergency Manager Level 3, Multiple Certifications in Emergency Leadership.
Professional registration/licensure: West Virginia Department of Education in Adult Teaching Certificate, Numerous Certifications in Homeland Security and Emergency Management.
Years of employment at present institution: March 2013
Years of employment in higher education: None
Years of related experience outside higher education: 7 years
Non-teaching experience: 32 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
2013 Spring	HM 101 Introduction to Homeland Security	In Progress

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years. National Incident Management System (NIMS), Numerous updates on Weapons of Mass Destruction, Terrorism, All Hazard Incident Management Team, Emergency Management Institute Series, Fundamentals of Weather Radar, Disasters in Society, Integrated Emergency Management, Community Mitigation and Recovery, Introduction to Emergency Management

APPENDIX III

APPENDIX III

Enrollment

Fall 2011	6
Spring 2012	12
Fall 2012	7

APPENDIX IV

Appendix IV

Graduates

*Initial Registration began fall 2011, no graduates at this time

Post-Audit Review Follow-up Report 2012-2013

Required by
Community and Technical College System

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Post-Audit Review Follow-up Report for the Central Sterile Supply Technician, Certificate.

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the Post-Audit Review Follow-up Report for the Central Sterile Supply Technician, Certificate as requested by the West Virginia Council for Community and Technical College Education.

STAFF MEMBER: Judith Curry

BACKGROUND:

During the 2011-2012 academic year a post-audit review of the Central Sterile Supply Technician, Certificate program was conducted by the Department of Allied Health and Nursing in accordance with the provisions of Series 37 of the Council for Community and Technical College Education rules, *Increased Flexibility for Community and Technical Colleges*. At its April 13, 2012 meeting, the Board of Governors approved continuation of the Central Sterile Supply Technician, Certificate program without corrective action and submitted the post-audit review report to the Council for Community and Technical College Education for review and approval.

At its August 16, 2012 meeting, the West Virginia Council for Community and Technical College Education accepted the post-audit report for the Central Sterile Supply Technician, Certificate program and requested a follow-up report. The Council requested a follow-up report addressing specific assessment measures and how the results are utilized for program improvement. The West Virginia Council for Community and Technical College Education also requested that specific examples be provided of how the Allied Health and Business Advisory Committee are involved in providing program direction or guiding program improvement.

Included in this report is the information requested by the West Virginia Council for Community and Technical College Education.

Post-Audit Review Follow-up Report
For Occupational Programs Implemented
Under the Provisions of
Series 37, Increased Flexibility for Community and Technical Colleges
West Virginia Council for
Community and Technical College Education
Southern West Virginia Community and Technical College
Central Sterile Supply, Technician

POST-AUDIT FOLLOW-UP REPORT
2012 – 2013
Southern West Virginia Community and Technical College
Program Without Specialized Accreditation

Program: Central Sterile Supply Technician, Certificate

The 2012 post-audit review of the Central Sterile Supply Technician, program (CSS) resulted in a continuation at the current level of activity without corrective action. The West Virginia Council for Community and Technical College Education requested a follow-up report addressing specific assessment measures and how the results are utilized for program improvement. The Council also requested that specific examples be provided of how the Allied Health and Business Advisory Committee are involved in providing program direction or guiding program improvement.

The specific assessment measures are the standards set by the International Association of Healthcare Central Service Material Management (IAHCSMM). IAHCSMM requires 400 clinical hands-on hours which must be met before applying to take the certification exam. The 400 hours are broken down into ten areas where the hands-on experience must occur. Student rotations at the various clinical sites meet the 400 hundred hour requirements.

The Central Sterile Supply Department supervisors of the clinical facilities utilized by the Central Sterile Supply Technician program are members and attend the annual college advisory committee meeting. Supervisors have provided input and approved the current curriculum changes and donated expired supplies that students may use for practice in the lab. The facilities notify our institution of openings in the Central Sterile Supply Department in their facility, and also of new changes being made in the field. The attendance of the Central Sterile Supply Department supervisors can be noted in the advisory minutes.

One clinical facility, also a member of the advisory committee, did request that Southern provide a program for current employees working in their Department of Central Sterile Supply. The employees were in need of the IAHCSMM certification. The request was for these employees not to have to complete the entire certification program at the college, but acquire the knowledge for the IAHCSMM Certification.

This specific program request was designed for the currently working central service employee. The current employee would have already received their 400 hands-on hours. The following classes, which are comprised of seven (7) credit hours, would be taken at Southern to meet the obligation in order to take the IAHCSMM Certification exam. These classes would/could fall into a skill set:

AH 130	Introduction to Sterile Processing
AH 135	Surgical Instrumentation
AH 160	Sterile Processing II

Students who are taking select courses for a certification and working in the department of Central Sterile Supply have met the criteria of the 400 hour requirement. Other students pursuing the Southern certificate and certification will attain the 400 clinical hour requirement by completing the required courses, AH 165, Sterile Processing Practicum I, and AH 167, Sterile Processing Practicum II.

Appendix IV in the post-audit, graduate information was listed. The following includes this data and also spring 2012 graduate information:

- 2010: Three students completed the CSS requirements for the IAHCSSM certification only.
Two students obtained a certificate from Southern and passed the IAHCSSM certification.
- 2011: Two students completed the CSS requirements for the IAHCSSM certification only.
There were a total of zero students that obtained a certificate from Southern.
- 2012: Five students obtained a certificate from Southern and two have passed the IAHCSSM certification. Two students are working in the field of CSS. Three students are continuing their education in various Associate in Applied Science Allied Health Programs at Southern.

Two clinical facilities utilized at this time have job openings in the area of the Central Sterile Supply Department.

The program meets a validated industry demand and graduates can find gainful employment. Most students are unaware of the focus of the central sterile technologist and the job opportunities. The coordinator feels the lack of understanding of the program is one reason for the low admission. The coordinator visited the AH 220, Trends in Healthcare, class during the spring 2013 semester to provide students a more detailed understanding of the program. The class was very receptive and had numerous questions regarding the program.

Also, the coordinator and/or faculty will be notifying clinical facilities of the program. Employees of these facilities, working in the Central Sterile Supply Department, and are not certified, will be informed of the above option and offered this via an online format.

It is the recommendation of the Department of Allied Health and Nursing that the Central Sterile Supply Certificate Program be granted continuance. Online courses will be developed and initiated to accommodate the current workforce.

Recruitment will be on-going for students to complete the Southern West Virginia Community and Technical College Certificate in Central Sterile Supply.

Institutional Policies Presented for Final Approval

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for Final Approval of SCP-2165, *Educational Release Time for Classified Employees*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2165, *Educational Release Time for Classified Employees* (with attachment) following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Finance and Administration Unit was charged with review of SCP-2165, *Educational Release Time for Classified Employees*. In December 2012 the policy and its attachment, SCP-2165.A, *Educational Release Time Request for Classified Employees*, were reviewed and the recommended revisions were made. These revisions provide clarity on the use and approval of educational release time for a classified employee of Southern West Virginia Community and Technical College.

At its February 19, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the policy and its attachment to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 27, 2013. No comments were received at the end of the comment period. Therefore, the staff recommends the policy and attachment as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2165**

SUBJECT: Educational Release Time for Classified Employees

REFERENCE: Title 133, Procedural Rule, Higher Education Policy Commission, Series 8, Personnel Administration

ORIGINATION: February 17, 2004

EFFECTIVE: April 16, 2013

REVIEWED: December 6, 2012

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to provide a rule for granting and documenting educational release time for the classified employees of Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy shall apply to all full-time regular classified employees as defined by Title 133, Procedural Rule, Higher Education Policy Commission, Series 8, *Personnel Administration*, who have been employed by Southern West Virginia Community and Technical College for a minimum of six months and are not in a probationary status.

SECTION 3. DEFINITIONS

- 3.1 None.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College encourages employees to take advantage of educational opportunities for career development and improvement. To achieve this end, a combination of flexible work hours, annual leave, and educational release time may be used to permit employees to attend classes. It shall be the policy of the Board of Governors to allow full time regular classified employees of Southern West Virginia Community and Technical College to receive educational release time in accordance with the provisions provided herein. Southern will provide reasonable opportunity for eligible classified employees to obtain educational release time. However, educational release time is not an entitled benefit nor a guarantee. Educational release time that coincides with the employee's regular work schedule will be deemed credited work time for payroll purposes and should be documented accordingly on the employee time records.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Part time, casual, and temporary classified employees and faculty are excluded from the provisions of this policy. Full time regular classified employees who are serving in a probationary period are not eligible for educational release time.

SECTION 6. GENERAL PROVISIONS

- 6.1 This policy allows a classified employee to take ONE class per semester during work time, PROVIDING that the needs of the department are such that the employee's absence will not disrupt services. Educational release time may be granted for actual in-class time and reasonable travel time to and from class. A combination of flexible work hours, annual leave, and/or educational release time may be provided for travel time.
 - 6.1.1 Courses must be taken through a regionally accredited institution.
 - 6.1.2 Educational release time may be granted for courses that are job related; and/or in pursuit of undergraduate, graduate, or doctoral studies.
 - 6.1.3 The employee must have been employed for six months prior to the beginning of the term in which the course is taken.
 - 6.1.4 During emergency or overtime situations, the employee must work as assigned.
 - 6.1.5 Under no circumstances shall approval and use of educational release time create a situation for regular overtime or compensatory time. If the workload is such that the employee must work additional hours each week due to being in class, the employee must use schedule modification to attend the class and count the additional hours as regular time.
 - 6.1.6 Approval for educational release time to attend Fast Track courses or similarly scheduled classes must be made by the cabinet level administrator. Enrollment by full time employees in courses with these types of schedules put an undue burden on the department and should not be approved unless extenuating circumstances that justify approval exist and are included, in writing, with the application for educational release time.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Primary Responsibility
 - 7.1.1 The Office of Human Resources shall have primary responsibility for the implementation and oversight of the provisions of this policy. Employees and supervisors are responsible as follows:
 - 7.1.1.1 Employees – Employees are responsible to make requests for educational release time far enough in advance for proper consideration by the supervisor. The appropriate forms must be completed in detail and submitted to the supervisor in accordance with the time frames specified in this policy. Employees are responsible for compliance with all applicable sections of this policy.
 - 7.1.1.2 Supervisors – Supervisors are responsible for compliance with all applicable sections of this policy.
- 7.2 Procedures:
 - 7.2.1 Requests must be made at least three weeks prior to the beginning of the release time and be made on the appropriate form attached to this policy. Employees are to present the Educational Release Time Request Form to his/her immediate supervisor.

December 2012 – Policy revised to address unforeseen circumstances with regular overtime due to approval of educational release time and excessive hardships due to absence based on approval of fast track scheduled classes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2165.A**

SUBJECT: Educational Release Time Request for Classified Employees

REFERENCE: SCP-2165, Educational Release Time for Classified Employees

Print Name: _____ Department/Unit: _____
 Institution Offering Course: _____
 Course Title & Number: _____ Class Time & Days of Week: _____
 Start Date: _____ End Date: _____ # Weeks: _____
 Class Location: _____ # Credit Hours: _____

1. Travel time to and from employment to class: _____ hours/week
 2. Educational Release Time: _____ hours/week
 3. Time Worked: _____ hours/week
- Total must equal** 37.5 hours/week

Work Schedule: Days/Time in Department

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 AM 9 AM							
10 AM 11 AM							
NOON 1 PM							
2 PM 3 PM							
4 PM 5 PM							
6 PM 7 PM							
8 PM 9 PM							

Employee Rationale: _____

SUPERVISOR REVIEW:

Approval Disapproval

UNIT ADMINISTRATOR REVIEW:

Approval Disapproval

Employee Signature Date

Supervisor Signature Date

Unit Administrator Signature Date

Explanation for Disapproval: _____

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for final approval of SCP-3637, *General Education Philosophy and Goals*.

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3637, *General Education Philosophy and Goals*, following the required 30-day public comment period.

STAFF MEMBER: Harry M. Langley

BACKGROUND:

The Academic Affairs / Student Services Unit has been charged with the review of several academic policies for the 2012-2013 academic year. In October 2012 the above-mentioned policy was reviewed by the Vice President for Academic Affairs and Student Services, by the Academic Deans, and by the Academic Affairs Management Council.

While the policy was reformatted to conform to the current SCP template, no changes were made to the policy itself.

At its February 19, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3637, *General Education Philosophy and Goals*, for the required 30-day public comment period which ended March 27, 2013. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3637**

SUBJECT: General Education Philosophy and Goals

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 7, Standards for Degree Designations and General Education Requirements for Community and Technical College Degrees; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities

ORIGINATION: December 19, 1997

EFFECTIVE: April 16, 2013

REVIEWED: November 2012

SECTION 1. PURPOSE

- 1.1 The faculty of Southern West Virginia Community and Technical College dedicate themselves to preparing Southern's graduates for the challenges that lie ahead. The following statement and goals describe Southern's commitment to providing each graduate the skills and knowledge necessary for professional and personal success.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all students enrolled in degree or certificate programs at Southern West Virginia Community and Technical College and the faculty who are responsible for instruction.

SECTION 3. DEFINITIONS

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

SECTION 4. POLICY

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

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 Students who have completed the general education requirements of an associate degree will have improved in the following:
 - 6.1.1 Critical Thinking Skills
 - 6.1.2 Oral and Written Communications
 - 6.1.3 Mathematical Skills Competencies
 - 6.1.4 Informational and Communication Technology Skills
 - 6.1.5 Scientific Inquiry/Reasoning Skills
 - 6.1.6 A Cultural/Artistic/Global Perspective.

SECTION 7. RESPONSIBILITIES

- 7.1 General education is the responsibility of all who work and learn at Southern West Virginia Community and Technical College. Components of general education are embedded in each curriculum and are measured annually. Southern will maintain a general education core within each program as specified in the state 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: None

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: November 2012 — Revisions reflect no substantial changes in procedure or documentation requirements. The policy was reformatted into the current policy template.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for Final Approval of SCP-5100,
*Disposition and Sale of Surplus / Excess
Property*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
Community and Technical College Board of
Governors grant final approval of SCP-5100,
Disposition and Sale of Surplus/Excess Property,
following the required 30-day public comment
period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Finance and Administration Unit was charged with review of SCP-5100, *Disposition and Sale of Surplus / Excess Property*. In December 2012 the policy was reviewed and no revisions were recommended. The policy was placed in the current Southern College Policy (SCP) format.

At its February 19, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 27, 2013. No comments were received at the end of the comment period. Therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-5100**

SUBJECT: Disposition and Sale of Surplus / Excess Property

REFERENCE: West Virginia Council for Community and Technical College Education (Council) and West Virginia Higher Education Policy Commission (HEPC), Joint Procedural Rule, Series 30, *Purchasing*.

ORIGINATION: February 2005

EFFECTIVE: April 16, 2013

REVIEWED: November 06, 2012

SECTION 1. PURPOSE

1.1 To establish a policy for informing employees of Southern West Virginia Community and Technical College what conditions must be met for surplus/excess property to be authorized for disposal, redistribution, and sale.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all departments and employees of the institution.

SECTION 3. DEFINITIONS

3.1 Property is defined as any materials, supplies, and equipment for which the College holds ownership title. Property acquired by the College is generally titled to the College except where a funding entity has demonstrated in writing their intent to retain or transfer title.

SECTION 4. POLICY

4.1 All assets submitted to the Finance Department as surplus property will be screened to insure that maximum utilization with the College has been met prior to the assets disposal. Assets that are determined to have no utilization value will be disposed of as soon as possible.

4.2 Assets that are determined to still have value will be maintained at each campus location for a minimum period of three (3) weeks for review and redistribution with the college community. If these items are not redistributed within this time frame, disposition action will be taken.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 This policy is based on provisions of the joint policy on purchasing of the West Virginia Council for Community and Technical College Education (Council), and West Virginia Higher Education Policy Commission (HEPC). This policy may not apply to property originally acquired by a funding entity other than the College which has restricted the disposition of the property.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 Sale of all surplus/excess property must meet the following requirements:

7.1.1 Ownership of property must vest with Southern West Virginia Community and Technical College except where a funding entity has demonstrated in writing their intent to retain or transfer title.

7.1.2 Written notification of surplus/excess property must be given by the owning department to the Campus Director.

7.2 Sale will be accomplished in one of the following methods:

7.2.1 Southern West Virginia Community and Technical College may dispose of surplus or obsolete materials, supplies, and equipment by transfer to other governmental agencies or institution, by exchange or trade, or by sale as junk or otherwise.

7.2.2 Auction Sale

7.2.3 Sealed Bid Sale

7.3 Sale of surplus/excess property and frequency thereof will be determined based upon one of three above options. Proceeds from the sale of assets funded from special revenues or auxiliary revenues will be returned to the department less administrative cost. Proceeds from the sale of assets funded by other sources of revenue will be deposited into the College's miscellaneous account.

7.4 Southern West Virginia Community and Technical College reserves the right to dispose of surplus or obsolete materials, supplies, and equipment through the surplus property unit of the purchasing Division of the West Virginia Department of Administration with all of the rules and regulations of the Department of Administration being followed.

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: November 2012 — The policy was reviewed with no recommended revisions, and was reformatted into the current Southern College Policy (SCP) format.

Institutional Policies Presented for 30-day Public Comment

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for Approval of Additional 30-day Comment Period for SCP-2171, *Professional and Educational Requirements for Faculty*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2171, *Professional and Educational Requirements for Faculty*, (with attachment) to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Finance and Administration Unit was charged with review of SCP-2171, *Professional and Educational Requirements for Faculty*. In December 2012 the policy and its attachment, SCP-2171.A, *Faculty Credentials Certification Form*, were reviewed and the recommended revisions were made. These revisions provide clarity on the educational requirements for faculty members of Southern West Virginia Community and Technical College.

At its February 19, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the policy and its attachment to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 27, 2013. No comments were received at the end of the comment period. However, during the Board's last meeting, Mr. George Morrison requested that Section 6.1.1.4 be "reworded to clarify if the faculty who teach in Transitional Studies (remedial) programs who have a bachelor's degree will hold faculty rank" before he made a motion to advance the policy for the required 30-day public comment period.

Upon final review of the policy it was discovered that Mr. Morrison's request for clarification was not answered. Therefore, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors advance this policy and attachment for an additional 30-day comment period to allow research to be conducted on the section in question.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2171**

SUBJECT: Professional and Educational Requirements for Faculty

REFERENCE: ~~NCA Accreditation handbook~~ The Higher Learning Commission (HLC) a Commission of the North Central Association of Colleges and Schools (NCA) publication “Commission Guidance on Determining Qualified Faculty”; SCP-2250, Hiring Adjunct Faculty; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 45, Community and Technical College Faculty Instructional Load; ~~SCP-2171.A, Faculty Credentials Certification Form~~

ORIGINATION: September 1, 2000

EFFECTIVE: December 09, 2004

REVIEWED: ~~November 06, 2012~~ December 11, 2012

SECTION 1. PURPOSE

- 1.1 To establish professional and educational requirements for faculty members of Southern West Virginia Community and Technical College and a system for documenting faculty and instructional staff credentials.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to all full and part-time faculty, and instructional staff, teaching courses for Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Faculty – Those individuals employed with faculty rank whose major responsibility is the delivery of courses of instruction.
- 3.2 Full-time Faculty: ~~Those individuals so designated by the College whose major responsibility is the delivery of courses of instruction.~~ 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 Adjunct Faculty: Those individuals employed by the College on a part-time basis for the delivery of courses of instruction. Adjunct faculty teaching load will “normally” be limited to a 9 credit hours per semester.

SECTION 4. POLICY

- 4.1 All full and part-time teaching faculty of Southern West Virginia community and Technical College will meet the professional and educational requirements of the North Central Association of Colleges and Schools as outlined in this policy statement and will provide the College all required employment and educational/professional credentials.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Professional And Educational Requirements

6.1.1 Minimum Requirements: The following Southern West Virginia Community and Technical College professional and educational requirements for full and part-time teaching faculty are consistent with the requirements of the Higher Learning Commission of the North Central Association of Schools and Colleges.

6.1.1.1 Faculty who teach courses at the associate degree level in the general education transfer area will have a minimum of a master's degree in the field of study in which they teach OR a master's degree in a cognate field with a minimum of 18 graduate level hours in a discipline consistent with the teaching assignment.

6.1.1.2 Faculty who teach courses considered to be in the career/technical associate degree program areas will have a minimum of a bachelor's degree with documented technical competence in the field and/or program area in which they teach.

6.1.1.3 Faculty who teach ~~non-degree or~~ the certificate ~~occupational degree courses~~ programs will have a minimum of an associate's degree and documented technical competence in the field and/or program area in which they teach.

6.1.1.4 Faculty who teach in Transitional Studies (remedial) programs will have a ~~master~~ bachelor's degree in the subject(s) taught, or a related field with subject specific certifications.

6.1.1.5 Academic Lab Managers who provide instructional support for programs/courses will hold the appropriate credentials and experience as determined by the program's national accrediting agency and / or the Vice President for Academic Affairs.

6.1.1.6 Faculty who teach courses as part of an academic program that maintains national accreditation or state licensure will have at least the minimum credentials required by the accrediting/licensing body.

6.2 Exceptions to Minimum Requirements

6.2.1 In certain exceptional cases, unique experience and demonstrated competency may be substituted for academic preparation. Such exceptions must be justified on an individual basis and approved by the Vice President for Academic Affairs. Documentation of work experience, certifications and other qualifications used as a substitute or supplement to formal academic preparation or required degrees must be maintained in the individual's personnel file.

6.2.2 In certain circumstances when vacant undergraduate program vocational/technical teaching positions are difficult to fill, applicants who have completed a significant program of study in the discipline for which faculty positions were advertised, with substantial course work at least one level above that of the courses being taught or developed may be considered. The HLC assumes that successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses. Therefore, Faculty teaching in the career/technical associate degree program areas and not holding a master's degree must show continuous professional growth in their teaching areas leading to a master's degree or appropriate licensure or certification.

- 6.2.3 Faculty members teaching in ~~non-degree or certificate occupational courses~~ degree programs and not holding a bachelor's degree must show continuous professional growth in their teaching areas leading to a bachelor's degree or its equivalent.

6.3 Faculty/Instructional staff Credentials Certification

- 6.3.1 Each faculty member will furnish the following credentials at time of application: application with resume/vita, and official transcripts. These documents must be on file in the Human resources Office by the first day of actual employment by the college. Any exceptions must have the approval of the Vice President for Academic Affairs.
- 6.3.2 The Faculty Credentials Certification Form has been designed to ensure all required credentials are part of an employee's official personnel file. The Department Chairperson / Dean will provide a list of all courses the employee is qualified to teach and the degrees and/or special certifications which meet NCA credentialing requirements for teaching these courses. The Department Chairperson / Dean will furnish the completed form with all documentation to the Human Resources Office for the employee's official personnel file.

SECTION 7. RESPONSIBILITIES ~~AND PROCEDURES~~

7.1 Full-time Faculty member will:

- 7.1.1 Furnish all employment and teaching credentials for his/her official personnel file.
- 7.1.2 Make continuous progress in their professional growth.
- 7.1.3 If, by approved exception, minimum educational requirements are not met, he/she must enroll immediately in a program designed to achieve the required degree or educational levels.

7.2 Department Chairperson / Deans will:

- 7.2.1 Complete and sign a Faculty Credentials Certification Form for each faculty member within his/her division and/or program area and ensure personnel files are properly documented. ~~Update as necessary. The form must be reviewed annually and submitted with the faculty member's annual evaluation.~~
- 7.2.2 Ensure educational and professional background of all faculty members in their department, division and/or program area meet the standards established by NCA and this institution. Full time faculty employed prior to the effective date of this policy and not meeting the minimum educational requirements as stated will be provided institutional assistance through professional development funds and/or tuition waivers to meet minimum requirements within a reasonable period of time
- 7.2.3 Develop, in consultation with the affected faculty member, a development plan designed to achieve required degree or educational levels for teaching in discipline.
- 7.2.4 Review annually, as part of the performance evaluation, progress made by each faculty member on his/her professional development plan, particularly those teaching under an approved exception.

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-2171.A, Faculty Credentials Certification Form

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: September 29, 2007: Revised to exclude references to instructional staff, to update titles, and to add references.

November 12, 2012 - Revisions reflect a reduction in the minimum requirement for faculty teaching transitional studies courses. Definition of full time faculty modified to match that found in other institutional policies. Expanded requirement for vocational/occupational program faculty to include equivalent credentials, such as licenses and certifications. Include requirement to review Faculty Credentials Certification Form annually with faculty evaluation.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS**

SCP-2171.A

Faculty Credentials Certification Form

Name: _____ Social Security Number: _____

Campus/Division/Program: _____

To be completed by Department Chair.

Degrees Held (Press "tab" in last cell to add additional row in table):

Degree Level	Date Official Transcript Received	Granting Institution	Major	Minor

Courses for which this faculty member meets minimum requirements per SCP-2171:

Course Dept/No	Courses Title	Qualifications/Justification (i.e. Degree level and major; graduate hours; license; certification; experiences, etc. Provide specific explanation. Press "tab" in last cell to add additional row to table.)

Professional Development::

	___ Required
	___ Required
	___ Required

I have verified the above information to the best of my ability. In addition, I have explained to the employee that all official documents must be in the Human Resources Office prior to his/her first day of employment.

SIGNATURES:

Department Chair Date

Academic Dean Date

Chief Academic Officer Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for Approval of Additional 30-day Comment Period for SCP-2701, *Reduction in Work Force: Faculty Personnel*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2701, *Reduction in Work Force: Faculty Personnel*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Finance and Administration Unit was charged with review of SCP-2701, *Reduction in Work Force: Faculty Personnel*. In December 2012 the policy was reviewed and minor modifications were made to reflect correct authority and methods for elimination of faculty positions.

At its February 19, 2013 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 27, 2013. Three comments were received at the end of the comment period. Due to the comments received, the staff recommends the Board of Governors grant an additional 30-day comment period to allow sufficient time for review of the policy by all constituents.

Comment 1:

Re: SCP-2701 Reduction in Workforce

Dear President Tomblin:

On behalf of the Faculty Senate, I would like to formally request that the Board of Governors allow an additional thirty days of review for policy SCP-2701 Reduction in Workforce that has been submitted to the Board at its February 19, 2013 meeting. This request would be in addition to the thirty day comment period that expires on Wednesday, March 27, 2013. As this policy references additional college policies such as SCP-2000, we feel more time is needed to carefully review each corresponding document for consistency. We also want to assure the policy provides a coherent procedure beneficial to both the College and the faculty.

We have heard the concerns of many of the faculty we represent, and the following are some of their concerns:

Many on the faculty feel that any current faculty member whose position is terminated should be allowed to complete the term of their current contract. It is our understanding that the College should have already budgeted for faculty salaries for that current year, so this should not be perceived as an extra financial burden upon the college.

The faculty also feels that there should be a clear date set as to when a faculty member is to be informed that their position has been lost due to this policy. The Senate suggests a minimum of 60 days notification of the intention not to rehire, or notification by March 1st of the current faculty member's contract, whichever comes first.

Also of concern is Section 6.15 which states that adjunct faculty cannot be used to fill any responsibilities of dismissed faculty members. This could render it impossible to reinstate any necessary classes and/or programs until the state of financial exigency has been fully lifted. In addition, unessential language needs to be removed as section 6.16 addresses sick and annual leave which does not pertain to faculty.

The concerns herein should not be taken as reprimands against the Board of Governors, the President, or any other employee or representative of the College. As it stands, the Faculty Senate feels that the working relationship of these bodies and the faculty are mutually positive. The Senate simply feels the process of policy review is vital for all of us to ensure that fair policies persist, and to ensure that uniform policies continue for future personnel. More time to review SCP-2701 and its associated policies is needed to provide considerate analysis and proper recommendations.

We appreciate your consideration in this concern.

Comment 2:

Dear Joanne and Board of Governors,

I have had conversations with the Faculty Senate and other faculty members; I would like to summarize some of the concerns that many faculty members have on SCP-2701.

Many faculty members have concerns with a section that was apparently added to this policy, Section 6.1. As written, this section appears to give the President the freedom to dismiss faculty without the input of the Board of Governors, academic leadership of the College, or the Financial Exigency Advisory Committee. None of the faculty members I have talked with know who added this section, so the intent of this section is unknown to any of us. This section may not even be necessary in this policy. There already exists a policy for the elimination of faculty due to the loss of a program, SCP-2000, and that policy has a procedure to take care of this condition. The stated purpose of this policy to provide a fair means of reduction of workforce in the event of financial exigency, it is not a guide as to how to avoid financial exigency. Section 6.1 specifically deals with conditions outside of the state of financial exigency, and contradicts the stated purpose.

Faculty feels that anyone whose position terminated by means of this policy should be allowed to complete the term of their contract. For the majority of faculty, the end of their term is three calendar days after commencement. The college should have already budgeted for faculty salaries for that year; so this should place no extra financial burden on the college. Faculty feel that there should be clear date set as to when a faculty member is to be informed that their position has been lost due to this policy. I suggest the date of March 1st; this provides approximately 60 days to work through appeals processes, grievance processes, and

possibly search for another job.

The process for appealing a decision as spelled out in section 6.7 has brought some concern of faculty. The procedure of appealing a decision to the individual that made the decision is potentially awkward for both parties, and should only be the first step in an appeals process. I would suggest the Financial Exigency Advisory Committee, which holds a representation of faculty, staff, and administration, be the second step in a revised appeals process.

This policy contains a section that factually inaccurate. Section 6.16 mentions sick leave that does not apply to faculty. Another section may be realistically impossible to achieve or enforce. Section 6.15 states that adjunct faculty cannot be used to fill any responsibilities of dismissed faculty. This might render it impossible to offer classes and possibly programs to our students.

None of these concerns should be taken as criticism against our Board of Governors, the President of our College, or the administrative personnel of the College. The working relationship of these bodies and the faculty are generally positive at this time. Many faculty members can remember a time when the relationship between faculty and a former President was anything but positive. We feel the process of policy review is vital for all of us to ensure fair policies persist, and to ensure these policies persist for future personnel who may hold leadership positions. Please feel free to ask for any clarifications or to discuss any points of this policy with me. Thank you for your reading and consideration.

Comment 3:

President Joanne Tomblin and The Board of Governors

Review of the proposed changes to Reduction of Faculty Positions Due to Program Reduction or Elimination: Faculty Personnel has created some criticism from faculty members:

First, the policy as rewritten is not clear. There are sections which directly contradict. There are sections which are vague and open too many possible interpretations, which jeopardize a faculty member. Rules of evidence are still legitimate and are the basis for correct and proper actions by people and institutions. There are too many places in this policy which fail to respect principles of *due process*. As written this policy also gives the President and or the Board of Governors final power to decide the fates of faculty without any input from the faculty itself, this when the primary function of our college is to guarantee an verifiable quality academic education. This is disturbing to the faculty who rely on clarity and fairness in their own academic actions. Please do not disregard what your faculty can bring to the table. Given that we respect our current president's position to keep everyone's job throughout this fiscal depression, a change of administrators would inevitably have the potential to destroy faculty positions without *due process* and without respect to evidence in cases of outside mismanagement or worse.

Second, there are sections that refer to terms which are key to the policy changes, but are not defined in Section 3. DEFINITIONS primarily, the definition of the long-standing academic doctrine of *Tenure*, which (directly from its Latin root meaning "to hold") keeps a person of academic merit in a time honored, secure, position, allowing them to TEACH unhampered. It is a faculty position earned by both academic prowess and by service to the institution. This is no small feat and should be treated with respect.

One might suggest a more carefully designed policy treatment during financial exigency than is suggested in this proposed policy which negatively impacts those tenured, senior faculty members who have served this college for two, three, or four decades, often without raises, budget support, and despite many changes of administration. These tenured and senior faculty have held firm the academic core of the college and served as an anchor and counterpoint when times have been stormy and should therefore be given more contract support than this policy gives them.

Third, the rewritten policy has not utilized faculty input. If anything, the new policy excludes faculty by excluding participation of both the Faculty Senate in policy creation and excludes participation of the Financial Exigency Committee whose members include elected faculty members who represent faculty interests, expertise, and ideas on academic issues. The new policy eliminates any participation of the faculty into the process of financial exigency. The former policies included faculty participation.

Response to Comments Received:

After reviewing the comments received, summarized below are their points of contention in regard to the proposed revision of Southern's policy for faculty reduction in force due to a declaration of financial exigency.

1. Section 6.1 is new. Don't know intent. Claims faculty can be dismissed without the input of the BOG, academic leadership or financial exigency advisory committee. Section 6.1 on Program Review is outside of the financial exigency policy and contradicts the "stated purpose."
2. Faculty should be able to complete the term of current contract if position is eliminated due to financial exigency.
3. Notice should be given at least 60 days prior to the end of contract or by March 1, whichever comes first.
4. 6.15 – Adjunct can't be used to fill responsibilities of dismissed faculty – concern cannot offer any classes or programs until period of financial exigency completely ends.
5. 6.16 Section about faculty sick leave should be removed as there is no option to use it.
6. 6.7 – add financial exigency advisory committee as second level of appeal.
7. The policy fails to respect due process
8. President and BOG have final power to decide fates of faculty
9. add definition of tenure
10. policy revised with no input from faculty

The following is offered in regard to the comments made:

1. *Section 6.1 is new. Don't know intent. Claims faculty can be dismissed without the input of the BOG, academic leadership or financial exigency advisory committee. Section 6.1 on Program Reviews is outside of the financial exigency policy and contradicts the "stated purpose."*

This section is not new. The statement was contained in "Section 4. - Policy" of the October 29, 2007 version of the policy. Two sentences were slightly modified - "Following the declaration of a Financial Exigency, the president shall undertake program reviews to consider any other pertinent program data. The President may recommend to the BOG the elimination or reduction of programs deemed appropriate and in the best interest of the College." These two

sentences were moved to Section 6, as 6.1.

Having this in the “policy” statement didn’t make sense. And having the BOG declare a state of Financial Exigency without any consideration of what can be done to prevent such a declaration via program reviews didn’t make sense either. A financial exigency situation does not occur suddenly. The policy requires the President to undertake program reviews during consideration of financial exigency recommendation - in order **to prevent** a financial exigency. So, the modification was changing “Following the declaration” to “Prior to a declaration.” It also says that any faculty positions eliminated as a result of the program review process (to prevent financial exigency) those faculty positions will be eliminated in accordance with SCP-2000, “Elimination of Faculty Positions Due to Program Reduction or Elimination.” If this happens, terms of the financial exigency policy are not considered because (hopefully) the elimination of the positions will prevent the necessity of a full blown financial exigency.

2. *Faculty should be able to complete the term of current contract if position is eliminated due to financial exigency.*

Financial exigency is necessary when the institution may not be able to maintain operations . . . especially staff and faculty salaries, for the rest of the fiscal year. So, if program review is done and faculty positions are eliminated (prior to financial exigency) those faculty are allowed to finish out their contract. However, to allow an additional half year of employment (for term faculty), when facing something as extreme as financial exigency, would be fiscally irresponsible. Tenured faculty are the only faculty members who would maintain employment through the contract term. Additionally, only tenured faculty are afforded the appeal rights per Series 9 (which are included in our policy).

3. *Notice should be given at least 60 days prior to the end of contract or by March 1, whichever comes first.*

Tenured faculty have notification requirements prior to termination under series 9. They get a full year advance notice when termination is not due to financial exigency. However during the extreme conditions of financial exigency, a year notice is not possible. Even a March 1 or 60 day notice prior to the end of the appointment may not be possible. Whenever possible, faculty will be notified as soon as the decision is made. Staff recommends making an advisory notification to faculty immediately when the institution knows an extreme financial situation is on the horizon. If not to all faculty, staff recommends at least sending a notice to the faculty members whose classes/programs have faltering enrollments. Another example might be, if Southern is facing a budget reduction, and administration knows that the legislature is going to order the full funding of a particular salary schedule . . . that might warrant advance notification to all employees that the institution is considering layoffs in order to meet the funding mandates ordered by the legislature. Hopefully this will not happen, but one never knows what the future holds.

4. *The policy fails to respect due process*

Staff believes number 7 is in reference to the statement in Section 6.6 and that says “In addition to position eliminations made in response to a financial exigency, the president may terminate employment of faculty members at any time for reason of lack of funds, lack of work, reduction

in enrollment or abolition of position. The termination of the employment of faculty member shall not be made until affected faculty members have been afforded a hearing as provided herein.”

The reasons for elimination of positions are quoted from the layoff statute in WV code and have been in the policy since it was originated. The last sentence does allow for due process.

In section 6.3, “Recommendations by the President to the Board of Governors concerning the” . . . elimination of any faculty position . . . was removed because the BOG delegated to the President the right to hire and fire employees when the new BOGs were established. This is reflected in one of the earliest minutes of the current BOG.

In Section 6.6 ‘President’s Recommendation” to “President’s Authority” was changed for the same reason. “recommendation to the BOG” language was also removed from section 6.7.6

In 6.9 similar language that said “upon receipt of recommendation by the President the BOG may terminate the employment of a faculty member” was removed, and the section that said that the BOG would not hear any appeal filed by a faculty was removed. The BOG delegated the hiring and firing decisions to the President. The President does not make these decisions arbitrarily or in a vacuum. The President’s decision to terminate an employee is made with the advice and counsel of the unit administrator, the director of human resources, and with legal counsel. Also, the BOG has never been involved with hearing employee appeals. Saying that they will not be involved with hearing appeals in this policy implies that they are or might be involved in individual employee appeals for other reasons . . . which they are not. We do not operate like the county Board of Education.

5. policy revised with no input from faculty

The policy was originally developed WITH a committee of faculty members – in 2003. Mike McGraw worked with the faculty members to lay out the terms of the policy. Merle Dempsey assigned writing of the policy to Patricia Clay because she had just completed the same project with the classified employees and wrote their reduction in force policy. But this statement was included in the original version which did have faculty input. In our current process, faculty members are afforded input for every policy revision.

6. President and BOG have final power to decide fates of faculty

6.7 – add financial exigency advisory committee as second level of appeal.

The President does have the authority of terminate faculty for the reasons cited in either WVCTCC Series 9, Southern’s Elimination of Faculty due to Program Elimination policy and/or Reduction in Force policy for faculty. Tenured faculty are afforded due process with an internal appeal outlined in WVCTCC Series 9 any time they are terminated – regardless of the reason. Term faculty have no appeal rights when positions are eliminated at the end of their appointment. However, even term faculty have a right to appeal when terminated by the President prior to the end of the contract. One would expect this to only happen under the extreme conditions of financial exigency. Any employee of the College has the right to file a grievance with the State Employees Grievance Board.

The purpose of the Financial Exigency Advisory Committee is not to hear faculty termination appeals. This process is governed by WVCTCC Series 9 and outlined in the RIF

policy. Adding another process internally would only confuse what rights are afforded faculty and compound the expenses of implementing the financial exigency policy. After the internal appeal, the faculty member has the right to grieve under the rules of the State Employees Grievance Board.

7. *6.15 – Adjunct can't be used to fill responsibilities of dismissed faculty – concern cannot offer any classes or programs until period of financial exigency completely ends.*

Staff agrees that we should be able to use adjuncts to offer classes until the financial exigency is over. This was in the policy based on the insistence of faculty when the policy was originally written. Staff would agree that this statement should be taken out of the current policy. Hiring adjuncts is a very valid way to manage finances through a financial exigency. Once the exigency is over and financial has stabilized, full time faculty can be called back to work.

8. *6.16 Section about faculty sick leave should be removed as there is no option to use it.*

Although we do not have any now, faculty members with a twelve month appointment do accrue sick and annual leave. Having had prior faculty employees work 12 month appointments (former "Division Chairs") Southern carried sick and annual leave balances on its "books" for years for faculty members. However, over recent years, we have used the faculty absence reports to methodically reduce the sick leave balances of those full time faculty members. Also, a couple of years ago, any annual leave accrued by full time faculty (when they were previously classified or 12 month faculty), was paid to them to remove the liability for the college. At this time, staff is not sure if there are any full time faculty with sick leave balances on the books.

We changed the Program Elimination policy to "Elimination of Faculty due to Program Reduction or Elimination" and left in the possibility for the future of having "probationary" or tenure-track faculty. Staff believes that this should remain in the policy in the event that, in the future, Southern has faculty with twelve month appointments.

9. *Add definition of Tenure*

"Tenured faculty" are defined in SCP-2686, "Promotion-in-Rank-and Tenure Policy". This policy was written in accordance with Title 135, Procedural Rule, WVCTC, Series 9, "Academic Freedom, Professional Responsibility, Promotion, and Tenure". Staff does not recommend attempting to capture the definition of the word "tenure" in an institutional policy. One hundred percent (100%) of the faculty hired since approximately 1997 have been term faculty. The possibility of a tenure track position remains in our policies, but Southern has not exercised this option for 16 years. To introduce a policy at this time would serve to undermine the flexibility afforded to CTCs by the legislature. Those who are tenured understand the concept. There is no good reason to define a concept we abandoned 16 years ago.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2701**

SUBJECT: Reduction in Work Force Due to Financial Exigency: Faculty Personnel

REFERENCE: SCP-2000, Elimination of Faculty Positions Due to Program Reduction or Elimination
SCP-2218, Evaluation Process for Full-Time Faculty
SCP-3620, Policy Regarding Program Review
SCP-3650, Program Reduction or Elimination
SCP-5260, Meeting Financial Exigency

ORIGINATION: February 17, 2004

EFFECTIVE: February 17, 2004

REVIEWED: December 2012

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish uniform procedures that will provide a means to address reduction-in-force within the ranks of faculty personnel in response to a Financial Exigency.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to ~~This policy shall apply to~~ all full-time faculty employees whose positions are eliminated under the declaration of Financial Exigency.

SECTION 3. DEFINITIONS

- 3.1 **Seniority:** Number of full-time years of teaching experience earned at Southern. Excludes adjunct teaching experience and administrative experience regardless of the faculty rank held during administrative assignment.

SECTION 4. POLICY

- 4.1 It shall be the policy of the Board of Governors to undertake reductions in the workforce of faculty personnel in a consistent and fair manner. ~~(Moved to 6.1 below) Following the~~ ~~Prior to a declaration of a Financial Exigency, the president shall undertake program reviews to and consider any other pertinent program data, to determine if elimination of faculty positions under program review will avoid the necessity of a declaration of financial exigency.~~ The President may recommend to the Board of Governors the elimination or reduction of programs deemed appropriate and in the best interest of the College. The primary consideration in any ~~resulting~~ decision to eliminate positions and/or reassignment of affected faculty personnel will be the preservation of the quality and effectiveness of the College's programs. Consequently, those faculty members who are deemed to be of key importance to the specific program will be retained in preference to other faculty members, whatever their status.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 Prior to a declaration of a Financial Exigency, the president shall undertake program reviews to and consider any other pertinent program data, to determine if elimination of faculty positions under program review will avoid the necessity of a declaration of Financial Exigency. The President may recommend to the Board of Governors the elimination or reduction of programs deemed appropriate and in the best interest of the College. Any elimination of faculty positions as a result of program review will be made in accordance with SCP-2000, *Elimination of Faculty Positions Due to Program Reduction or Elimination*.
- 6.2 Upon declaration of a Financial Exigency, any resulting elimination of faculty positions across the organization will be made in accordance with this policy.
- 6.3 Basis For Elimination of Faculty Positions: ~~Recommendations by the President to the Board of Governors concerning the~~ Elimination of any faculty position will be made on the basis of need within each discipline, as defined by the president after consultation with the chief academic officer, the deans and department chairs.
- 6.4 Elimination of Positions With Equal Rank in Same Discipline: In the event all other factors are considered to be equal and a choice must be made concerning the elimination of the position of one of two or more faculty members holding the same rank and teaching the same discipline, the faculty member with the greater seniority will be retained. Also, in the event of a conflict between rank and seniority, such as when an assistant professor has substantially more seniority than his or her equally qualified counterpart who is an associate professor, the department chair, dean and the chief academic officer will jointly review the annual evaluations of both faculty members for the previous three years, as well as any other relevant data, and make a recommendation to the president concerning which of the positions better serves the vital interests of the College.
- 6.5 Order for Elimination of Faculty Positions: Non-tenured faculty members, within the discipline to be reduced, will be terminated prior to the termination of the employment of tenured faculty members. Employment terminations of faculty members will generally follow the order specified below unless there is an identified need to retain faculty members who are deemed to be of key importance to a particular program:
- 6.5.1 Non-Tenured:
1. Adjunct Faculty
 2. Lecturer and Temporary Faculty
 3. Instructor
 4. Assistant Professor
 5. Associate Professor
 6. Professor
- 6.5.2 Tenured:
1. Assistant Professor
 2. Associate Professor
 3. Professor
- 6.6 President's Authority Recommendation: In addition to ~~recommendations~~ position eliminations made in response to a Financial Exigency, the President may ~~recommend the termination of the employment of~~ faculty members ~~to the Board of Governors~~ at any time for reason of lack of funds, lack of work,

reduction in enrollment or abolition of position. ~~Recommendations of the President to the Board of governors relative to~~ The termination of the employment of faculty members shall not be made until affected faculty members have been afforded a hearing as provided herein.

- 6.7 Notice and Hearing For Tenured Faculty Members: The President shall provide written notice to any full-time tenured faculty member of the intent to recommend termination of employment based upon a reduction-in-force. The notice shall contain a description of the reasons for the intended recommendation. The President must make every effort to give as much notice as is practical in light of the financial exigency to each affected faculty member in advance of the effective date of the layoff. Yet, the legislative appropriation process and the subsequent analysis needed before the Board of Governors declares a Financial Exigency and receives, considers and approves implementing programs may allow little time for formal notice to the employees who are to be laid off. Upon receipt of such notice, the affected faculty member may request a hearing to be conducted by the President or his or her designee. A request for a hearing must be made within five (5) ~~calendar~~ (working) days of a notice of recommended termination. Among the issues to be considered by the President or designee are:
- 6.7.1 Adherence to the policy relating to Financial Exigency.
 - 6.7.2 Material deviations from procedural requirements.
 - 6.7.3 Actions that ~~violated~~ may be perceived to violate the principles of academic freedom or ~~that violated~~ established discrimination law related to race, national origin, religion, age, disability, veteran's status or gender in the dismissal of a faculty member.
 - 6.7.4 The burden of proof in termination proceedings rests with the faculty member. The Board's declaration of Financial Exigency is judgmental or discretionary and is not subject to contest by any faculty member.
 - 6.7.5 The hearing shall be recorded by mechanical means. However, the strict rules of evidence shall not be applied.
 - 6.7.6 Following the hearing, the President or designee, shall prepare a written decision upon any matters raised by a faculty member who has requested a hearing. The decision shall contain a description of the concerns raised by the faculty member and a response thereto. A copy of the decision shall ~~accompany any subsequent recommendation made by the President to the Board of Governors.~~ be placed in the employees personnel file.
 - 6.7.7 Use of the appeal procedure does not delay the effective date of employment termination.
- 6.8 ~~Non-Tenured Term~~ Faculty Members: In most instances, a reduction-in-force of faculty members under ~~fixed~~ term appointments will be accomplished by non-reappointment rather than by layoff during the term of employment. Non-renewal under these circumstances does not entitle a faculty member to notice and hearing under the terms of this policy. In the event a faculty member serving under a ~~fixed~~ term appointment is recommended for employment termination ~~during the prior to the expiration of the current~~ term of employment because of a reduction-in-force under a Financial Exigency, that faculty member shall be entitled to use the appeal procedure described herein in paragraph E.
- 6.9 ~~Action by the Board of Governors:~~ Upon receipt of a recommendation by the President, the Board of Governors may terminate the employment of a faculty member. ~~No separate hearing shall be afforded to affected faculty members by the Board of Governors.~~ The affected faculty member shall be provided with written notice of the action taken by the Board of Governors and shall also be provided with a copy

of the instructions and form for filing an appeal with the West Virginia Public Employees Grievance Board.

- 6.10 Refusal of Transfer: If the employment of an instructor whose position is deemed vital to a particular campus (as determined within the sole discretion of the President) is terminated on the basis of rank, his or her position will be offered to the instructor with the greatest seniority within the relevant discipline from another campus. Should that instructor decline to accept the vacant position, and no other qualified instructor from the other campuses will volunteer to accept the position, the employment of the instructor with the least seniority refusing the transfer will be terminated and the position deemed vital to a particular campus will be posted.
- 6.11 New Faculty Positions: New positions will not be created while a Financial Exigency is in effect unless a serious disruption in the functioning of the College would otherwise result, as determined within the sole discretion of the President. New academic programs or faculty positions may be created only when it can be demonstrated that these programs or positions will help the College extricate itself from Financial Exigency. Priority for filling these positions will be given to existing, qualified faculty.
- 6.12 Re-employment Following Exigency-based Termination: Notwithstanding any other recall rights contained in the policy, in the case of the termination of the employment of a tenured faculty member occupying a permanent faculty position, the position concerned may not be filled by replacement within a period of two years from the effective date of the termination of employment unless the faculty member has been offered a return to employment in that position and has not accepted the offer within ~~30~~ 15 calendar days after the offer is extended.
- 6.13 Termination of Exigency: The termination of a Financial Exigency will not imply that employment terminations ~~that were~~ made during a period of declared Financial Exigency are automatically withdrawn or otherwise invalid.
- 6.14 Process for Re-employment of Affected Personnel: The following process shall be observed for determination of recall and reassignment of affected faculty members following the termination of a Financial Exigency: When filling academic positions, the highest ranking qualified tenured faculty member whose employment has been terminated as part of a Financial Exigency reduction-in-force (and who had not been employed in an academic position elsewhere) shall be offered the position. If the position is refused, it shall be offered to other similarly affected faculty members in rank order. Any refusal of employment by a faculty member shall extinguish any further rights to recall. However, a refusal to accept a position shall not preclude a faculty member from making application for other posted position openings. The Office of Human Resources shall notify faculty members whose employment has been terminated of position openings in accordance with the terms of this policy. The notice shall be sent by certified mail to the last known address of the employee. It is the responsibility of the employee on the recall list to notify the Office of Human Resources of any change in address in order to retain recall status.
- 6.15 Assumption of Responsibilities: The duties of a faculty member terminated under the provisions of this policy will be assumed by his/her remaining colleagues in so far as is feasible. A terminated faculty member's duties will in no circumstances be assumed by adjunct instructors.
- 6.16 Rights of Returning Tenured Faculty Members: A tenured faculty member who has been terminated and who accepts re-employment with the College under the terms of this policy will resume tenure and the rank held at the time of employment termination, be paid a salary commensurate with the rank and length of previous service, be credited with any sick leave accrued as of the date of employment termination and be credited with any annual leave accrued as of the date of employment termination for which payment has not been made.

Revision Notes: October 2007 — Revisions reflect no substantial changes in procedure or documentation requirements. Changes were made in titles to reflect current organizational structure and renaming by the Legislature of the West Virginia State and Education Employees Grievance Board. December 2012 - minor modifications were made to policy to reflect correct authority and methods for elimination of faculty positions.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2013**

ITEM: Request for Approval of Revisions to SCP-5260,
Meeting Financial Exigencies

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5260, *Meeting Financial Exigencies*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin received a proposal from the Classified Staff Council to amend the membership of the Financial Exigency Advisory Governance Committee to include the Council Chair. The proposal was approved by the Executive Council and reviewed by the President's Cabinet on March 26, 2013. This proposal will also impact institutional policy SCP-5260, *Meeting Financial Exigencies*. Upon review of the policy it was discovered that neither the Faculty Senate nor Classified Staff Council Chairs were members of the Advisory Committee.

President Tomblin charged the Vice President for Finance and Administrative with reviewing the policy and amending it to include both the Faculty Senate and Classified Staff Council Chair. Equal representation by both the faculty and staff is important particularly during a financial exigency. The policy was revised to expand the committee membership to include the Classified Staff Council Chair, the Faculty Senate Chair, and one additional administrator. Also, in Section 6.5.5, Utilizing all feasible current expense cuts in the following areas in priority order – telephone and utilities were removed from the list of expenses to eliminate.

Based on the recommendations of the parties mentioned above, the staff requests that SCP-5260, *Meeting Financial Exigencies*, be advanced to Southern's constituencies 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-5260**

SUBJECT: Meeting Financial Exigencies

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 9, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*. SCP-2701, *Reduction in Workforce Faculty Personnel*.

ORIGINATION: May 27, 1988

EFFECTIVE: February 17, 2004

REVIEWED: ~~July 11, 2011~~ April 10, 2012

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish a manner in which financial exigencies are defined and determined by the Board of Governors and to outline the planning process for meeting financial exigencies.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy shall apply on a college-wide basis.

SECTION 3. DEFINITIONS

3.1 Financial Exigency – A circumstance arising from an immediate need to react to the lack of financial resources required to sustain current levels of educational services and programs.

SECTION 4. POLICY

4.1 It shall be the policy of the Board of Governors to obtain the full benefit of planning and deliberation prior to the implementation of measures determined to be necessary to react to a financial exigency.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Financial Exigency/Committee Duties and Responsibilities-A Financial Exigency Committee will review and advise the President on all institution-wide actions deemed as necessary responses to a financial exigency. The major responsibilities of this committee shall be:

6.1.1 Making initial recommendations and advising the Faculty Senate and Classified Staff Council regarding institution-wide responses to a financial exigency;

6.1.2 Reviewing the responses and further recommendations of the Faculty Senate and Classified Staff

Council regarding the Committee's initial recommendations; and

- 6.1.3 Making final recommendations to the President regarding institution-wide responses to a financial exigency.
- 6.2 Committee Membership – The Committee shall be comprised of the following ~~ten (10)~~ thirteen (13) persons: one elected Lay Board of Governors member (non-voting Chairperson), one elected Student Government Representative, two elected Classified Staff members, two elected Faculty members, one Chief Fiscal Officer, ~~one two~~ Administrators appointed by the President, Classified Employee Advisory Council Representative, Classified Staff Council Chair, Faculty Senate Chair, and ~~one the~~ Faculty Advisory Council Representative.
- 6.3 Committee Members Terms of Service – Each member of the Committee shall serve for a full fiscal year, i.e., from July 1 of one calendar year through June 30 of the following calendar year. All elected members of the Committee shall be chosen at their respective group's final meeting for the fiscal year.
- 6.4 Financial Exigency Procedure – The President may request the Board of Governors to declare a financial exigency at any time it is believed that a bona fide financial exigency exists. The Board of Governors may declare a condition of financial exigency for a period not to exceed two years, unless extended by subsequent action of the Board. Within seven working days after the Board of Governors declares a condition of financial exigency, the Financial Exigency Committee shall submit in writing its initial recommendation to the Faculty Senate and the Classified Council. Within seven working days after receiving the initial recommendation of the Financial Exigency Committee, the Faculty Senate and Classified Staff Council may submit their recommendations in writing to the Financial Exigency Committee. Within five working days after the deadline for receiving the recommendations of the Faculty Senate and Classified Staff Council, the Financial Exigency Committee shall submit its final recommendation in writing to the President. Within seven working days after receiving the final recommendations of the Financial Exigency Committee, the President shall submit recommendations in writing to the Board of Governors for its review and approval.
- 6.5 Financial Exigency Actions – When the Board of Governors declares a condition of financial exigency, the Financial Exigency Committee shall review and recommend the financial effects of the following prioritized actions before making any recommendations regarding personnel reduction:
 - 6.5.1 Delaying implementation of new programs;
 - 6.5.2 Freezing all vacant positions;
 - 6.5.3 Cutting all new and, where feasible replacement equipment funds;
 - 6.5.4 Reducing extracurricular activities and events;
 - 6.5.5 Utilizing all feasible current expense cuts in the following areas in priority order:
 - 6.5.5.1 travel
 - 6.5.5.2 ~~telephone~~
 - 6.5.5.3 ~~utilities~~
 - 6.5.5.4 printing
 - 6.5.5.5 office supplies
 - 6.5.5.6 educational supplies
 - 6.5.5.7 reducing repair and alteration funds
 - 6.5.5.8 reducing unrestricted student aid funds, and
 - 6.5.5.9 reducing work week and times of college operations through voluntary and, where necessary, mandatory furloughs.

6.5.6 Furlough – Voluntary and mandatory furloughs shall be considered. Vacation and sick leave days may not be used to offset salary cutbacks. Options may include a one day per week cut in pay. Previous and recent cuts in any area of the college should be considered in making recommendations to prevent disproportionate cuts.

6.5.7 Reductions in Workforce – After exhausting all possible financial benefits and savings from the above actions, the Committee may recommend that the President consider and recommend reductions in personnel. The President shall consider any Committee recommendations and shall make any personnel recommendations in accordance with the pertinent policies of the Board of Governors. A recommendation from the Committee is not required to enable the President to independently recommend reductions in personnel.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The President has primary responsibility for the implementation of the provisions 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: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: July 2011 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

April 2013 — Policy was revised to expand the committee membership to include the Classified Staff Council Chair, the Faculty Senate Chair, and one additional administrator. Also, in Section

6.5.5 Utilizing all feasible current expense cuts in the following areas in priority order - telephone and utilities were removed from the list of expenses to eliminate.

Informational Items



WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Robert L. Brown, Chair • James L. Skidmore, Chancellor

RECEIVED

MAR 28 2013

PRESIDENT'S OFFICE

March 21, 2013

Joanne Jaeger Tomblin
President
Southern West Virginia Community and Technical College
Post Office Box 2900
Mount Gay, West Virginia 25637

Dear President Tomblin,

Pursuant to Series 4 of the Council for Community and Technical College Education's rules, I have reviewed the following policies approved by the Southern West Virginia Community and Technical College Board of Governors and hereby approve them.

SCP-2580	Part-time Employees: Classified Staff and Adjunct Faculty
SCP-3201	Challenging a Course/Credit by Examination
SCP-3201.A	Challenge Examination Request Form
SCP-3201.B	Challenge Examination Results Form
SCP-8600	Board of Governors Operational Guidelines Policy
SCP-8600.A	Board of Governors Operational Guidelines

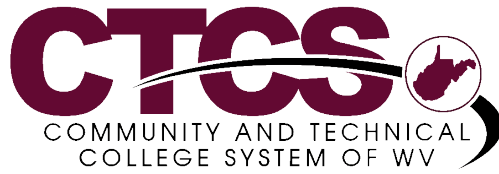
Should you have questions or need clarification, please contact me.

Sincerely,

James L. Skidmore
Chancellor

cc: **Thomas A. Heywood, Chair**
Board of Governors

Community & Technical College System of WV



**Meeting the Challenge:
MASTER PLAN
for the Community and Technical College System
of West Virginia**

Compact Update
Academic Year 2013-2014

Institution:

Southern West Virginia Community and Technical College

MEETING THE CHALLENGE

Institutional Compact Update

INSTRUCTIONS

Section A – Contact Information

1. Provide a contact to which 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 2013-2014. Also, provide an update of completed and continuing strategies.
2. Provide under Goal 1 specific strategies for organizing and addressing the College Completion Agenda.
3. Indicate, within the relevant goal, any new academic programs to be implemented over the next academic year.
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. **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.**
6. 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)
7. 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 1, 2013**

**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: President Joanne Jaeger Tomblin

Address: P.O. Box 2900

City: Mount Gay State: WV Zip: 25637

Telephone: 304.896.7439 Fax: 304.792.7046

Email: joanne.tomblin@southernwv.edu

Section B

Institutional Mission Statement:

MEETING THE CHALLENGE

Institutional Compact Update

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
A plan for the redesign of the “Student Success Center” on the Logan campus is in progress, and is to be completed by June 1, 2013.	2013
The DegreeWorks initiative will be implemented for advising purposes for April 1, 2013, for faculty, staff and student access.	2013
DegreeWorks training sessions at the state level were attended by two staff persons; on-campus training was conducted November 30, 2012, March 1, 2013, and is scheduled for April 5, 2013. On-campus training sessions were overviews and not hands on.	2013
Faculty continue to volunteer for the tutoring center at Logan; math and science tutoring is available from faculty at the Wyoming/McDowell and Williamson campuses as well; Student Support Services continues to offer tutoring services at the Logan and Williamson campuses.	2013
Stretch courses linking a developmental and a college-level class were offered in both English and mathematics.	2013
The Enrollment Management Committee has identified strategies for implementation for 2012/2013.	2013
Placement testing procedures have been developed and will be implemented July 1, 2013. A fee for multiple testing will be implemented by June 1, 2013.	2013
Two new orientation courses have been developed and offered: OR 99, Introduction to College and Critical Thinking and OR 115, Veterans’ New Student Seminar.	2013
In conjunction with the Southern Mountains District Consortium and the Boone County Career and Technical Center, Southern has developed a seamless curriculum pathway in welding. The College curricula will be embedded where possible.	2013
A National Science Foundation (NSF) Grant totaling \$892,000 over the next three years was awarded to Southern in March 2013. The grant will be used to develop a career pathway program for students enrolled in four engineering and mining programs, as well as professional development for Southern’s faculty in STEM (science, technology, engineering, and math) courses.	2013

MEETING THE CHALLENGE

Institutional Compact Update

Continuing Strategies	Target Date
Revise developmental education delivery to promote student success.	2015
Increase or enhance access through distance education delivery modes.	2015
Provide full programs delivered through FastTrack and other alternative scheduling modes.	2015
Identify and market academic programs that meet the needs of the non-traditional student and veteran (Board of Governors, Technical Studies, Occupational Development, etc.) to increase the number of program graduates.	2015
Improve awarding of degree procedures to encourage candidates for graduation to complete the process.	2015
Continue working with the DegreeWorks team to develop a graduation check-out initiative with a targeted implementation date of 2013/2014.	2014
Conduct DegreeWorks training sessions for critical personnel.	2015
Continue tutoring services at the Logan Campus while expanding the service to the outlying campuses.	2015
Continue work on implementing Career Services Center.	2015
Continue to market tutoring to students in developmental education courses via bulletin boards, in developmental classes, on the institution's website, and on the institution's Facebook page.	2015
Student program advisors will continue to track students in developmental education courses to ensure enrollment in college-level courses.	2015
Continue process of contacting students with some college credit but no degree to encourage degree completion.	2015
Initiate innovative programs to reduce time to degree completion.	2015
Continue to provide additional academic support through TRIO grants such as Student Support Services.	2015
Provide professional development for faculty who teach developmental English and math.	2015
Continue to refine placement testing and advising process to ensure students enroll in needed developmental courses.	2015
Develop new developmental courses to streamline the number of credit hours necessary to progress to college-level courses.	2015
In conjunction with the Southern Mountains District Consortium and the Boone County Career and Technical Center, Southern will continue development of business options in the seamless curriculum pathway.	2015

MEETING THE CHALLENGE

Institutional Compact Update

Strategies (2013-2014)	Target Date
An implementation agenda for the Student Program Advisors will be established to track students in developmental education courses to ensure enrollment in college-level courses.	2014
Implement degree audit technology with the current database for graduation check-out.	2014
Develop a comprehensive recruitment strategy by campus, for traditional students, and for adult students and returning veterans based on the Enrollment Management Plan.	2014
The plan to redesign the student services area for a Student Success Center on the Logan Campus will be expanded to include all four campuses.	2014
Enrollment Management and Student Development staff will review the Enrollment Management Plan and identify strategies for implementation during 2013/2014.	2014
Explore the possibility of adding an Occupational Therapy Program at the Boone/Lincoln Campus.	2014
The Medical Assisting Program will be added to the Wyoming/McDowell Campus.	2014
The Certificate in General Studies will be implemented during the 2013/2014 academic year.	2014
Programs to be offered in the new Williamson Technology Center await the regional focus groups with business and industry.	2014
Faculty professional development in the areas of Blackboard 9.1, Quality Matters, and instructional design will be enhanced through the National Science Foundation (NSF) grant.	2014
The NSF grant will provide enhanced staff training with various training options open to faculty and in agreement with the newly developed Technology Strategic Plan (e.g.-improvement of delivery of academic support and student services on-line for all students).	2014

Narrative (Optional):

MEETING THE CHALLENGE

Institutional Compact Update

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
Training for energy sector businesses continues to be developed and delivered to meet their workforce needs	2013
A Customer Service/Hospitality video was developed as part of a consortium of colleges, economic development authorities, and businesses to have a tool in order to deliver customer service/hospitality training to businesses within the counties surrounding the Boy Scout Summit. Release of the video will be April 29, 2013. Training will commence thereafter.	2013
Continuing Strategies	Target Date
Continue to work with employers to identify current high demand occupations and skill sets.	2015
Continue delivery of training and professional development opportunities for business and industry within the region.	2015
Formally establish partnerships with energy and health sector representatives to meet the needs of employers.	2015
Continue to expand workforce development education courses and/or programs into other sectors and industries.	2015
Academy for Mine Training and Energy Technologies will pilot three internet-based Academy programs.	2015
Continue to deliver professional development and skill set training to business and industry.	2015
Expand relationships with non-profit organizations to identify the citizen’s and organization’s training needs.	2015
Strategically target funding to the development of programs that meet documented workforce needs.	2015
Continue to work in cooperation with Wyoming County Economic Development Authority and McDowell County Economic Development Authority to assist in delivering customer service training to businesses within the counties to prepare for the influx of visitors to the area due to the development of the Boy Scout Summit.	2015
Continue to apply for workforce related grants to meet workforce needs.	2015

MEETING THE CHALLENGE

Institutional Compact Update

Continuing Strategies	Target Date
Conduct an employer survey.	2014
Inventory non-profit organizations in the region and invite them to participate in the employer survey process.	2014
Strategies (2013-2014)	Target Date
Launch and market continuing education/workforce training non-academic credit on-line course/program opportunities to business/industry and the general public.	2014
Conduct business and industry focus groups to identify workforce and training needs for the region.	2014
Collaborate with economic development authorities within the region to support emerging industries, businesses, and other entrepreneurial opportunities.	2015
Appalachian Leadership Academy students will engage in community projects to assist the Williamson/Mingo County area increase community involvement and support initiatives that will expand economic development and tourism that will bring more visitors to the area.	2015

Narrative (Optional): Focus groups will be conducted during April/May 2014. The results of these focus groups will be used to assess what other business/industry and non-profit surveys will need to be conducted. This will be done in FY 2014.

Work will continue in cooperation with the Wyoming County EDA and McDowell County EDA to prepare the regional businesses for the continued flow of visitors to the region as a result of the development and completion of the Boy Scout Summit.

MEETING THE CHALLENGE

Institutional Compact Update

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
Twenty-one students were identified as qualified to participate in the College Transitions Initiative (CTI) at Mingo Central High School in Mingo County; eight students were identified as qualified to participate in the College Transitions Initiative (CTI) at Tug Valley High School in Mingo County. The participating students will conclude the orientation course in May 2013.	2012
The Veterans lounge is complete on the Logan Campus. Monthly Veterans meetings are being held.	2013
Implementation of the Enrollment Management Plan began fall of 2012.	2012
The McDowell County Office was opened Fall of 2012.	2012
An Advisory Board for McDowell County has been organized and began meeting fall of 2012.	2012
Continuing Strategies	Target Date
Maintain tuition and fees at or below the System average on an annual basis.	2015
Continue the College Transitions Initiative (CTI) pending funding.	2015
Implement Enrollment Management Plan with additional focus on adults ages 25 and older.	2015
Maximize available financial assistance programs targeted to adult and part-time students.	2015
Develop a Comprehensive Adult Services Center.	2015
Implement a pre-semester orientation and an Orientation to College class for adult students.	2015
Create a Veterans' Task Force and Veterans' Center to implement a plan to recruit, assist, and graduate more veterans.	2015
Continue high school visits throughout the service area.	2015
Develop online college tours and open house events.	2015

MEETING THE CHALLENGE

Institutional Compact Update

Continuing Strategies	Target Date
Participate in the “Degree Now” initiative targeting adults 25 and older with some college credit but no degree.	2015
Promote the non-traditional degree programs (BOG AAS and Occupational Development) to adults 25 and older.	2015
Emphasize opportunities for “reverse transfers”.	2015
Develop a plan to keep tuition and fee rates at or below the System average.	2015
Participate in student financial assistance taskforce activities to increase student participation in financial assistance.	2015
Strategies (2013-2014)	Target Date
Include digital telephone technologies in Enrollment Management Plan to recruit students more effectively and efficiently.	2014
Develop a comprehensive recruitment strategy by campus, for traditional students, and for adult students and returning veterans based on the Enrollment Management Plan.	2014
Identify programs and begin offering classes in McDowell County.	2014

Narrative (Optional):

MEETING THE CHALLENGE

Institutional Compact Update

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
The upgrades to the ICR's on all four campuses and the Lincoln location are complete.	2013
A priority list of deferred maintenance projects was developed.	2013
The Williamson Technology Building will be complete as of April 2013.	2013
The Southern West Virginia Community College Foundation provided support to the institution in the amount of \$95,000.	2013
A Technology Strategic Plan has been developed. The plan is designed to specifically address the technology needs of the institution while aligning with its overall strategic planning and budget processes.	2013
Air books, iPads, flat screen TVs, and Blu-ray players were purchased through the Green Technology Grant to augment the technology in the classrooms on all four campuses.	2013
The use of technology in the new Williamson Technology Center has been maximized by active oversight in the equipping of the building. This building contains a digital signage system, an electronic message delivery system, an electronic door access system and an electronic surveillance system. Classrooms and laboratories are equipped with the college's developed standard for smart classrooms.	2013
Continuing Strategies	Target Date
Perform preventive maintenance according to the priority list.	2015
Maintain support received from the Southern West Virginia Community College Foundation.	2015
Revise the 10 Year Master Facilities Plan for all campuses and locations.	2014
Increase use of technology to improve operational efficiencies.	2015
Develop priority list of deferred maintenance projects.	2015
Increase or enhance access through distance education delivery modes.	2015
Apply funding to reduce faculty salary gap and fully fund the classified staff salary schedule.	2015

MEETING THE CHALLENGE

Institutional Compact Update

Strategies (2013-2014)	Target Date
Implement Enterprise Resource Planning solutions for Human Resources to increase operational efficiency.	2014
Create a maintenance equipment database to track warranties on equipment and parts to increase operational efficiency.	2014
Renovate science laboratories on the Logan and Williamson campuses.	2014

Narrative (Optional): Top three critical capital facility projects for new construction or major renovation in priority order:

1. Logan Campus roof
2. Wyoming/McDowell Campus roof
3. Logan Campus parking lot

MEETING THE CHALLENGE

Institutional Compact Update

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.

MEETING THE CHALLENGE

Institutional Compact Update

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.

Credit Program

Those programs delivered by a community and technical college that are assigned a specific number of college credits.

MEETING THE CHALLENGE

Institutional Compact Update

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.
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.

MEETING THE CHALLENGE

Institutional Compact Update

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.
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.

MEETING THE CHALLENGE

Institutional Compact Update

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.