



**Southern West Virginia Community and Technical College**

**Focused Visit Report**

**Prepared for:**

**The Higher Learning Commission and Visiting Committee**

**for Visit:**

**March 11-12, 2024**

**Area of Focus:**

**Faculty Credentialing, Assessment of Student Learning: Process Developed**

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## Acknowledgement and Message from the President

I am writing to provide an overview of the comprehensive assessment and faculty credentialing practices at Southern West Virginia Community and Technical College (Southern) in anticipation of the upcoming focus visit by the Higher Learning Commission. Our institution has thoroughly examined our assessment strategies and faculty credentialing processes as part of our commitment to continuous improvement and alignment with accreditation standards.

This report aims to present a clear and detailed account of the measures implemented by Southern to ensure the ongoing enhancement of educational quality, student learning outcomes, and the professional development of our faculty. We recognize the significance of these elements in maintaining the high standards set by the Higher Learning Commission and fostering an environment that promotes academic excellence.

The report addresses key aspects of our assessment practices, including the methodologies employed for programmatic and institutional assessment, the utilization of assessment data for decision-making, and the continuous improvement initiatives resulting from assessment findings. Additionally, the report will delve into the rigorous processes for faculty credentialing, highlighting our commitment to recruiting, retaining, and supporting a diverse and highly qualified faculty.

We welcome the opportunity to engage in a constructive dialogue with the Higher Learning Commission Site Visitors during the upcoming focus visit, providing further insights into our practices, sharing evidence of our achievements, and addressing any areas of improvement identified. Our institution remains dedicated to meeting and exceeding accreditation standards, and we look forward to demonstrating our commitment to excellence in assessment and faculty credentialing.

Thank you for your continued support and guidance as we work together to ensure the highest quality education for our students.

Sincerely,

*Dr. Pamela L. Alderman*

Pamela L. Alderman, EdD, MSN, RN

## **History of Southern West Virginia Community and Technical College**

Southern West Virginia Community and Technical College (Southern) is a public community college with its main campus in Logan, West Virginia. The college is part of the West Virginia Community and Technical College System.

Southern was founded in 1960 as the Logan and Williamson branches of Marshall College and renamed as branches of Marshall University when Marshall achieved university status in 1961. Southern was granted community college jurisdiction over Logan and Mingo counties. Initially, campuses were housed in buildings vacant by the respective Boards of Education during the desegregation of public education. The two branches merged and became a stand-alone community college in 1970. With the reconceptualization of higher education in West Virginia, the Board of Regents was created in 1969 and voted to change the name of the College to Logan-Williamson Community College and then again in 1971 to Southern West Virginia Community College.

Since that time, the College has continued to expand its academic programs through workforce development and community service offerings. In 1976, the West Virginia Board of Regents established formal service areas for each of the state's public community colleges and universities. Southern served approximately 1,900 square miles, including the counties Boone, Logan, Mingo, and Wyoming. In 1981, the College's service area expanded through an interstate agreement with Kentucky, which allowed students from Martin and Pike counties to attend Southern at the in-state tuition rate.

In 1995, with a renewed emphasis on workforce development and technical training, the state legislature changed the names of all community colleges in the state to emphasize their technical components. Southern's name became Southern West Virginia Community and Technical College. In addition to the name change, Southern's service district expanded by 3: Lincoln, McDowell, and Raleigh. McDowell and Raleigh were identified as shared counties responsible for providing education opportunities with two other community colleges. Currently, the college serves its region throughout six counties Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming and strives to fulfill its mission by providing education and leadership to its students and diverse community. Southern West Virginia Community and Technical College's mission statement is to provide accessible, affordable, quality education and training that promotes success for those we serve.

Southern has established educational agreements with various public and private colleges and universities, facilitating local access to baccalaureate and master's degree programs. These agreements establish local access and additional opportunities for those who pursue education with Southern. These agreements leverage multiple education modalities, including on-campus instruction, traditional education methods, hybrid, and online courses.

## **Improvements from the 2022 Comprehensive Visit**

Since the 2022 visit, Southern has filled many critical administrative roles, which the Visiting Committee recommended. A Director of Accreditation and Assessment and a Dean of Allied Health and Nursing were hired in early 2023. Then, in February of the same year, Southern filled the position of Chief Academic Officer (CAO), after a national search. These individuals share over 62 years of experience in higher education. Filling these roles increased the President's ability to spend more time in her Presidential role, thereby increasing her efficacy. During the Fall semester of 2023, the Director of Institutional Research was hired by the West Virginia Higher Education Policy Commission (WVHEPC). After an external job posting, Southern found three qualified candidates for the position. Interviews were completed and a new person started on December 11, 2023. An updated Organizational Chart will be available during the March 2024 focus visit.

### **Institutional Leadership Team**

Dr. Pamela L. Alderman serves as the President, a role she has performed since May 14, 2020. President Alderman is a 32-year employee of the College and a 37-year veteran of Higher Education. Other members of the President's Leadership Team are Mr. William H. Alderman, Chief Academic Officer/Accreditation Liaison Officer, Mr. Stacy Dingess, Chief External Affairs Officer, Mr. Joe Linville, Chief Facilities Management Officer, Ms. Velva Pennington, Chief Finance Officer, Ms. Debbie Dingess, Chief Human Resources Officer, Mr. Tom Cook, Chief Information Officer, and Mr. Darrell Taylor, Chief Student Services Officer. Under the direction of the Chief Academic Officer, Academic Leadership is provided by Dr. Lisa Haddox-Heston and Dr. Michael Jiles.

### **Assessment Academy Team (Assessment Academy Subcommittee)**

In addition to the Leadership Team, a seasoned Assessment Academy Team leads the College in assessment models either streamlined, added, or significantly improved over the past year, up to and including, closing the loops. The College has been a member of the Higher Learning Commission's Assessment Academy since its approval in July 2020. Since then, substantial growth has occurred within the team and the College. The team meets monthly while also managing their Academy Projects which now consists of the following members:

Regina Bias, Chair of Assessment Academy and Director of Accreditation and Assessment, Larry D'Angelo, Co-Chair and Assistant Professor of English, Sheliah Elkins, Professor/Director of Nursing, Nathan Freeman, Assistant Professor of English, Hattie Newsome, Student Success Career Coordinator, Vincent George, Assistant Professor of Physical Science, Gordon Hensley II, Assistant Professor of Business, Meloney McRoberts, Associate Professor of Surgical Technology, Chris Ward, Associate Professor of Mathematics and Director of Math and Sciences for Professional and Transfer Programs, Pamela L. Alderman, Ex-Officio, President, William H. Alderman, Ex-Officio, Chief Academic Officer/Accreditation Liaison Officer, and Darrell Taylor, Ex-Officio, Chief Student Services Officer, and now Sarah Brown,

Director of Institutional Research, Ex-Officio.

Strategically rotating members to ensure a balanced representation across all discipline areas, the Team engages co-curricular expertise. Currently, the Team is making significant strides in achieving positive student learning outcomes and program objectives, with Project 7 slated for completion on February 24, 2024. The next phase involves advancing to curriculum mapping and conducting in-depth data analysis, marking the transition from the Mid-Point Roundtable held last October. Plans are in place to showcase the teams' comprehensive two-year progress at the Academy Graduation in the fall of 2024.

The Assessment Academy's Mentor and Scholar noted many accomplishments in SPARQ, the Higher Learning Commission's online platform for shared learning, report dated October 1, 2023, since the Mid-Point Roundtable. Faculty Convocation Week, this past fall, represented a significant investment in professional development with diverse topics, demonstrating expertise among faculty.

Southern was commended for their commitment to transparency through the development and implementation of the assessment website and dedicated resources on topics including the following: program and course level assessments, co-curricular assessment, faculty assessment, syllabi, advisory committee, as well as the General Education Outcomes and performance indicators ([General Education Outcomes](#)).

The 'Faculty Guide to Assessment' and the addition of the assessment expectations component of faculty contracts contribute to the narrative of promoting a robust culture of assessment. A glossary of terminology has also been developed and implemented for common terms, which proactively places assessment expectations and justifications in a clear context for all faculty stakeholders.

Syllabi format improvements and simplicity strengthen the narrative that learning outcomes are clearly and definitively communicated without the complexity that existed during the Comprehensive Visit. Learning outcomes are communicated to students early and often as the courses progress.

### **Criterion 3.C.1-7. Summary. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

Southern serves its students on an undergraduate level. To maintain enough full-time and adjunct faculty, the two divisions across the campuses seek qualified candidates for open faculty positions who are credentialed, reflect the beliefs of the College, and support the College's mission. The College's service area is not diverse, and this reflects the overall composition of the student population. The hiring process is based on Equal Employment Opportunity and is free of any biases. Full-time faculty serve on [Governance Committees](#) and work within various departments to assess student performance. The faculty's academic credentialing procedure (SIP-2171) has been updated to reflect equivalent experiences, such as work experience, teaching experience, speaking engagements, and certifications. Policy SCP-2171 Faculty Credentialing is

moving through the College's government process but will be available for review during the visit. Credentials are reviewed yearly when contracts are renewed. Also, a copy of the updated policy and the procedures will be available for review during the focus visit.

### **3.C.1. Diversity, Equality, and Inclusion of Faculty: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.**

The overall make-up of faculty and staff reflects the human diversity of the student population. The state of West Virginia and the College's service area has a very homogenous population of race compared to the nation, and these numbers are consistent among the service area, the student population, and faculty and staff. To summarize, the makeup of the College's faculty and staff mirrors its service area; however, diversity is noted beyond race and can be reflected by persons with disabilities, different religious backgrounds, and various sexual orientations. Southern confirms that recruiting and hiring procedures are free from all biases. Through the [Affirmative Action Plan](#), the College affirms its belief in Equal Employment Opportunity for all employees and applicants. Southern has established a hiring process aligned with Equal Employment Opportunity. Southern recruits, hires, trains, and promotes in all job titles and ensures that all personnel actions are administered without regard to veteran status, disability status, age, ethnicity, race, color, religion, sexual gender orientation, marital status, sex, or national origin. Southern West Virginia Community and Technical College took part in a Civil Rights monitoring event for the Higher Education Policy Commission. This audit began on September 25, 2023, and closed on October 25, 2023, with an extension to November 21<sup>st</sup>, 2023. Some of the items for review included hiring practices, ADA compliance, employment, counseling, recruitment, access, admission, financial aid, facilities, job placement, work studies, and accessibility to our facilities. On November 27, 2023, the monitor found Southern complied with minimal questions. A copy of the report will be available for the visitors.

Southern West Virginia Community and Technical College participates in the Modern Think's Great Colleges To Work For Survey and has done so since 2020, receiving accolades for positive survey feedback. Designed to assess college climates and recognize those with excellent workplace environments, Southern scored the highest on faculty and staff well-being (91%), diversity, inclusion, and belonging (91%), and mission and pride (94%).

### **3.C.2. Number of Faculty: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.**

Southern has adequate full-time and adjunct faculty to conduct its General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. Two academic divisions were created during a reorganization: Professional and Transfer Programs and Allied Health and Nursing Programs. The College has a strong group of about 60 faculty members to



carry out classroom and non-classroom roles. For the academic year 2023, Southern's student-to-faculty ratio remained consistent at 17:1. Southern's faculty employee roster confirms that Southern has employed 40% of its full-time faculty for 10 years or more. The number can be found in Human Resources and on the [West Virginia Higher Education Policy Commission \(HEPC\) Human Resources Data](#).

Besides fulfilling the classroom role, faculty also have non-classroom duties, such as college-wide [Governance Committees](#), e.g., Curriculum and Instruction, Faculty Senate, Assessment, and Strategic Planning; furthermore, faculty are responsible for co-curricular activities, such as sponsoring organizations and clubs, attending commencement, reviewing in policy and procedure, and performing Assessment activities; governance committee participation is also part of the full-time faculty workload, as well as being on various ad-hoc and screening committees as needed. The wide variety of committees and subcommittees provides faculty opportunities for service to the College and a voice in the shared governance structure. As per [SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#), faculty engage in professional development while maintaining their 7.5 hours of office and 30 credit hours a year.

## **Oversight of the Curriculum**

The faculty at Southern monitors the curriculum through a Governance Committee [Curriculum Subcommittee](#), which meets regularly and as needed. This subcommittee focuses on curricular issues at Southern and is responsible for submitting recommendations to the Academic Student Affairs Committee (ASAC) regarding curriculum, instruction, and student learning. The faculty members of the Curriculum Subcommittee ensure that all new and existing academic programs and courses coherently provide quality learning experiences by utilizing the syllabi template and reviewing the proposed Bloom's Taxonomy Levels for accuracy.

The external stakeholders, the Program Advisory Committee, meets annually to review the curriculum. Program Outcomes, job placement, program completion, and certification passage rates are also discussed ([Advisory Handbook](#)). During the 2023 Advisory meetings of various programs, the programs and advisors created a Strength-Weakness-Opportunities-Threat Analysis which will be assessed every three years. Many program advisory members felt that the program's curriculum was one of its strengths. Ninety percent of the program advisory groups (N=15), as well as the faculty overseeing and implementing the curriculum, listed the components of the curriculum as one of its strengths.

## **Expectations for Student Performance**

Faculty explain student performance expectations in the current, up-to-date course syllabi through the Course Student Learning Outcomes. The Syllabi identifies what the faculty member requires and expects from the student during the course and what the student should expect from the faculty member teaching the class. Faculty possess ownership of their systems and want students to succeed. Clearly defined outcomes are Southern's contract with all students and stakeholders and reflect those learning outcomes that students will have met with the course's completion. The Course Student Learning Outcomes are measurable, realistic, observable, and

reflective of the knowledge and skills valued by the faculty and the College. These outcomes drive the teaching-learning relationships inherent to success at Southern.

The 2022 HLC Visiting Committee indicated that the College's current three-part syllabus was confusing and may not be working. They suggested that Southern develop a different format/template as a college-wide system. The College updated [SIP-3160, Course Syllabus](#), and [SIP-3160.A, Course Syllabus Format](#), was sent out by the Faculty Senate Chair, who encouraged faculty to respond. Also, this syllabi procedure and format were created collaboratively by the Academic Assessment Subcommittee (AAS) ("Assessment Academy") and the Faculty Senate before its introduction to faculty-at-large.

As a pilot for the new syllabi format, the administration worked collaboratively with the senate chair, and faculty were provided with pre-filled syllabi in the Summer 2023 term. These syllabi were developed using information in Banner and merged into the new syllabi template. This helped ensure that course descriptions and syllabi format were congruent. Some problems encountered were spacing issues, courses added after the merger, and prerequisites. During Faculty Convocation 2023, all faculty received training on completing and submitting the new syllabi format. On August 14, 2023, the faculty approved the new syllabi format and its implementation for the Fall 2023 semester.

Another item the previous HLC Visiting Committee mentioned was that the Course Student Learning Outcomes were not measurable and would frustrate students and faculty trying to understand student performance. The faculty expressed confusion regarding the difference between Program and Course Outcomes. As part of the Assessment Academy's project, and through recommendations by the Academy's mentor and site visitors, faculty along with the Assessment Academy members are reviewing Course Student Learning Outcomes and Project Outcomes for all courses offered at Southern to ensure they are measurable, realistic, and observable; furthermore, the Academy has developed a Professional Development/Faculty Spring Convocation regarding writing Course Student Learning Outcomes and other assessment activities.

## **Assessment of Student Learning**

Assessment is faculty-driven, as shown by the membership of the Academic Assessment Subcommittee (AAS) (Assessment Academy) and the processes introduced in the past year. When the Academy began, the membership included various people across the college. Southern faculty used to perceive that Assessment was just another report with no meaning or benefit. However, this atmosphere has changed because faculty have claimed responsibility, realizing that assessment can bring change and that the administration is working to make it easier. Faculty have realized that Assessment is now faculty-driven and that their input is not only necessary but needed to improve student learning. Furthermore, based on the mentor's recommendation in the third-year consultation, Southern restructured the committee to all faculty, except for one student services representative, with staff as ex-officio.

The Academic Assessment Subcommittee aims to review assessments regarding the assurance of quality and consistent teaching and learning through evaluation, and review of

programs, supply vigorous evaluations of individual courses and programs within the Academic Affairs division, and promote assessment by being “Assessment Academy Ambassadors.” This faculty committee is responsible for developing, maintaining, and evaluating, through various methods, the three levels of assessment: program, course, and institution (General Education Outcomes). The Academy is also responsible for collaborating with the Academic Deans and Program Directors to ensure that state, federal, and college Assessment standards are reviewed, evaluated, and reported to all parties concerned and for updating accreditation and compliance regulations.

Southern has set up a process for assessing student learning through General Education, Program, and Course Student Learning Outcomes. These processes can be found in the [Faculty Assessment Guide](#). General Education Assessment is the responsibility of the faculty, and the report outlines these results. Because the General Education Outcomes had to be rewritten before Southern could begin collecting data, the College began collecting data in the 2023 summer term instead of the 2023 spring term. Course-Level Assessment Reporting was continued, and Program-Level Assessment was started by updating Program Outcomes, curricula mapping, and completing an annual survey. The Five-Year Program Review [schedule](#) has been developed. Section 4. B details the Academic Assessment Subcommittee’s work: Mapping General Education, Program, and Course Student Learning Outcomes.

## **Establishment of Academic Credentials**

The Higher Learning Commission, on November 15, 2023, released a new policy regarding faculty qualifications and guidelines and were used as a basis for Southern’s newly updated faculty qualification procedure, SIP-2171, [Faculty Credentialing](#), which includes equivalent experience and progression. When faculty cannot be fully credentialed through academics or equivalent experience, a Professional Progression Plan is developed between the College and the applicant. This plan specifies current and needed qualifications, a completion plan and timeline, faculty member, and Southern’s responsibilities in completing said qualifications. Southern follows the Higher Learning Commission’s Guidelines outlined in [Institutional Policies and Procedures for Determining Faculty Qualifications: HLC’s Criteria for Accreditation and Assumed Practices](#) to employ qualified faculty members.

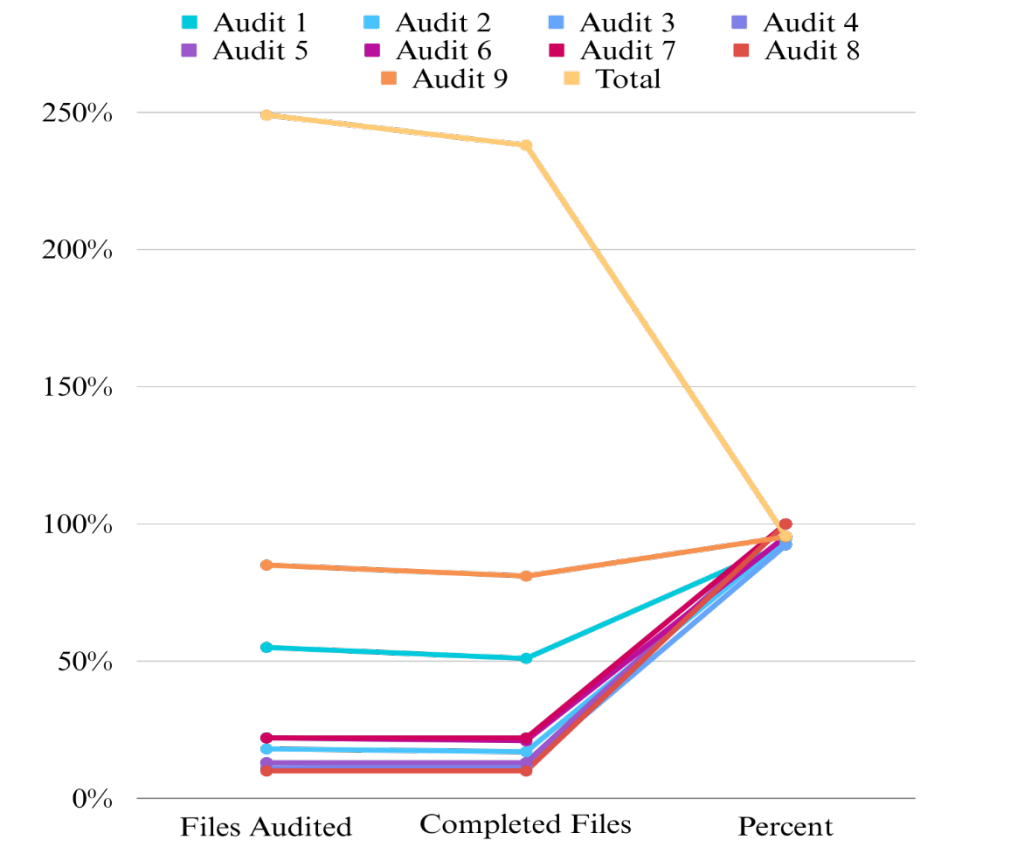
Southern’s Accreditation Liaison Officer met via Zoom with the Staff Liaison to discuss developing a new procedure for credentialing. The difficulty in obtaining qualified faculty based solely on the highest degree earned was acknowledged, and the Staff Liaison Officer stated that one way to meet the criteria for credentialing was to combine years of experience, classes, work experience, and student success data to ensure that each faculty member is qualified to teach classes at Southern. Based on the policy changes and the Staff Liaison’s recommendations, Southern updated the credentialing procedure to lower earlier requirements to hire at 12 graduate hours in the field to teach, to use progression to reach the 18 graduate hours, and to use equivalent experience. The proposed procedure and form were then sent for faculty review and approval by the President’s Cabinet.

### **3.C.3. Qualifications of All Faculty: All instructors are appropriately qualified, including those in dual credit, contractual, and consortium offerings.**

Every faculty member at Southern must possess the required academic qualifications and equivalent experience, as outlined in the College's policy. Academic Deans are responsible for submitting these credentials to the Office of Human Resources to validate faculty qualifications. The Deans compile a list of courses each faculty member is eligible to teach, along with the relevant degrees, certifications, and experiences that align with the guidelines set by the Higher Learning Commission. Faculty members are responsible for informing their Dean and Human Resources of new credentials, such as certifications, licensures, and coursework.

Southern is dedicated to Professional Development and obtaining academic credentials. The College has a procedure for effective tracking and continual monitoring of processes to ensure degree relevance aligns with courses taught and holds credentials one-degree level above that which they teach.

In the more recent 10-year comprehensive visit report, issues in faculty credentialing were noted. To rectify this situation, Southern developed a committee to support a collaborative approach and shared understanding regarding the responsibility in determining faculty credentials. The Chief Academic Officer and Chief of Human Resources Officer requested that all faculty review and update employee files with continued monitoring. The Chief Human Resources Officer and her employees ensure confidentiality in determining faculty credentials and file maintenance. During the 2023 summer term, the Chief Human Resources Officer and the Director of Accreditation and Assessment conducted audits to ensure file compliance including full-time, adjunct, and dual-credit faculty. Additionally, the Chief Information Officer developed a dashboard that lists courses faculty are approved to teach based on credentials. Error reports are generated daily to ensure compliance.



### 3.C.4. Evaluation of Faculty: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All full-time, adjunct, and dual-credit faculty are evaluated by [SCP-2218, Evaluation of Full-time Faculty](#), which frames the guidelines for faculty evaluations. Full-time faculty are evaluated annually by their Academic Dean or Director based on their primary responsibilities in classroom including teaching performance, advising, and student relations. Southern is currently in the process of updating SCP-2218 to include adjuncts and dual-credit faculty in its verbiage.

Besides classroom teaching performance, advising, and student relations, Southern administration reviews faculty’s scholarship and service. Faculty are encouraged to look for further educational opportunities and to display professionalism to the College, the profession, and the community. Faculty serve on various committees, help with college functions for the community, such as Trunk or Treat, Student Services’ Events, Workforce Development Events, and take part in activities that are part of their profession, often cross-functioning with other programs in practical simulations and recruitment strategies. Southern stresses the importance of maintaining current expertise, skills, and knowledge based on the job because it improves teaching performance in the classroom.

Faculty evaluations are completed using the [SCP-2218.A, Faculty Evaluation Forms](#). Faculty prepare an annual planning document using this form, indicating their professional development activities and supplying information concerning the available service areas for

consideration and inclusion in promotion packets. Faculty must also prepare a self-evaluation of their performance. This overview becomes a part of the overall end-of-year evaluation report. A comprehensive evaluation is then sent to the Office of Human Resources and is kept as part of the individual employment demographic file. The Faculty Senate at Southern West Virginia Community and Technical College reviews these forms to make positive changes and further streamline the process.

The Senate Chair and Senate faculty have recently been updating the *Faculty Handbook* to reflect the new policies on faculty evaluation and syllabi. Faculty now teaching at Southern have a resource for precise and consistent expectations and processes. This Handbook will contain various policies and procedures, including credentialing and assessment. This source will be available during the visit.

Besides being evaluated by the Academic Dean or Director, faculty are evaluated by students each semester. Following SIP-2220, Course Feedback, students can provide feedback to faculty using SIP-2220.A, Course Feedback Survey. This survey is sent out electronically via the Information Technology Department, which maintains the data and keeps the answers confidential; results are not released if the survey has five or fewer responses. This survey provides an Assessment tool that provides information regarding the effectiveness of the course. Southern realizes that surveys are considered “weak data”, but the Assessment Academy members feel that students should also have a voice in evaluating their educational experience. These student evaluations are part of the faculty’s promotion packet and can be used to guide faculty in updating their courses. During the 2023-2024 term, the Faculty Senate has been asked to update the Course Feedback form collaboratively with the Academic Assessment Subcommittee (Assessment Academy) to provide a form from which data can be collected for student success and a more in-depth analysis of courses.

### **Adjunct and Dual Credit Evaluations**

Adjunct and dual-credit faculty are evaluated with other measures, such as course evaluations via SIP-2220.A, a course-level assessment. Dual-credit faculty are further assessed using the student performance section on the college-administered common final. Southern’s Faculty Senate is currently revising its policy to evaluate all faculty, not just full-time. These forms will be slightly different to reflect the role of adjunct faculty. The college will follow the new Higher Learning Commission [Guidelines on Dual Credit](#).

### **3.C.5. Faculty Professional Development: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles: it supports their professional development.**

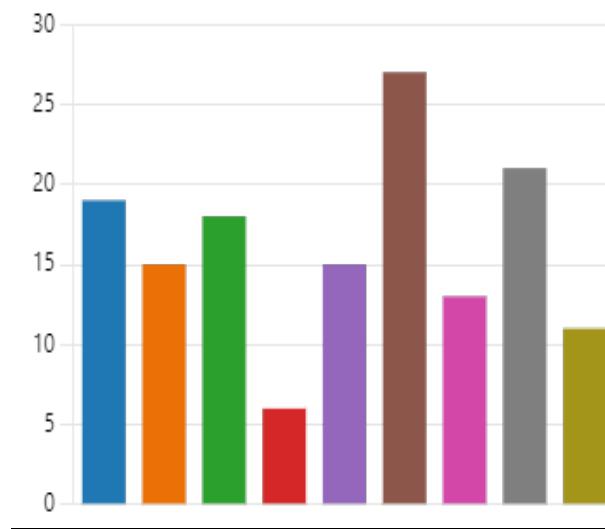
All faculty are encouraged to participate in scholarship and professional growth and in their discipline-related activities and organizations. Southern’s purpose of employee professional development is to increase professionalism, productivity, and individual and organizational effectiveness; therefore, employees are encouraged to participate in professional development for their position or as requested/required by their supervisor or discipline-accrediting body. [SCP-2624, Employee Development](#), outlines the requirements and steps for professional development

funding. Students rely on current, knowledgeable, and relevant instruction and benefit from an evidence-based practice that improves teaching skills and knowledge; furthermore, the College benefits from enhanced understanding of their faculty because students are more prepared to move from orientation to independence in their newly employed positions.

A survey (2023) was sent to faculty regarding professional development. A total of faculty (N=37) responded to the survey, with 95% stating they have had professional development to stay current in their respective fields. Southern spent \$12,593.61 on professional development for faculty in 2023. Additionally, faculty identified updating and revising curriculum, networking, and attending webinars as the three most common activities to stay current in their respective field; furthermore, to stay current in their fields, faculty reported on a previous survey that they regularly read journal articles, attend conferences, and take additional courses. As of Fall 2023, the administration has requested that faculty send any certificates regarding professional development in their related field. Below is a bar graph representing what type of professional developments were completed by the faculty.

**Which of the following activities did you use to stay current in your respective field?**

Reading professional articles	19
Attending conferences	15
Attending webinars	18
Pursuing higher degrees	18
Taking additional courses	15
Updating curriculum	27
Reviewing desk copies	13
Networking	21
Member Professional Org.	11



**3.C.6. Accessibility of Instructors: Instructors are accessible for student inquiry.**

[SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#), and [SIP-3600, Office and Class Schedule](#), state that faculty shall schedule at least 7.5 office hours per week. Faculty may utilize various options like SSConnect, Zoom, Microsoft Teams, and on campus hours to meet workload and schedule requirements. Office hours are noted on syllabi and Brightspace, Southern’s Learning Management System. Faculty are required to post their office schedules and submit a copy of their office hours to their respective Deans.

In 2018, with the creation of [SIP-7000.A, E-Mail Procedures and Guidelines Governing Distribution Lists](#), Southern e-mail became the primary method of communication between students and faculty. The College purchased Microsoft 365 Suite licensure to increase faculty, staff, and student communication and collaboration. The various methods of communication processes are discussed with students during New Student Orientation. Under SCP-2875, faculty must respond to emails within 48-hours.

### **3.C.7. Student Services: Staff members providing student support services, such as tutoring, financial aid, advising, academic advising, and cocurricular activities are appropriately qualified, trained, and supported in their professional development.**

#### **Overview**

Southern is committed to providing high-quality student support services that meet the needs of the students. The College recognizes the critical role this department plays in student success. Student Services offers numerous ways to engage students and augment their learning at Southern through workshops, training, counseling, clubs, and other activities.

The College subscribes to the Council for the Advancement of Standards in Higher Education (CAS) for programmatic and co-curricular assessment purposes. In 2022-2023, Southern conducted its first self-assessment with various disciplines on the Academic Advising Criteria Committee. The Final Review Committee for Student Success was comprised of one faculty member, one staff member, and one academic advisor. Review of findings identified Good Practices, such as staff members who are highly qualified, effective, and provide professional leadership to accomplish student success; students can receive academic advising anywhere they can access the internet using their phone, computer, or other device. The Admission Committee found Good Practices also included a well-trained admission staff and the use of technology, such as SSConnect, which is a Zoom room designed to provide all students on-site or distant support services in financial aid, tutoring, advising, and information on co-curricular activities. Review of findings recognized some “Areas of Improvement,” such as a need for a mission statement with goals and improved alignment with diversity, equity, and inclusion, as well as more co-curricular assessment. Since this meeting, Southern has developed a definition for co-curricular and an Assessment plan with co-curricular outcomes and program indicators. The “Areas of Improvement” are now corrected.

#### **Staffing of Student Services**

One of Southern’s strong points is that Student Services staff members meet or exceed the qualifications of their job descriptions. Their supervisor evaluates them yearly using the proper Performance Appraisal Form, which assesses job knowledge, effective leadership, quality of work, interpersonal skills, customer service, collaborative effort, and punctuality. All Student Services staff serve at least state, regional, or national organizations.

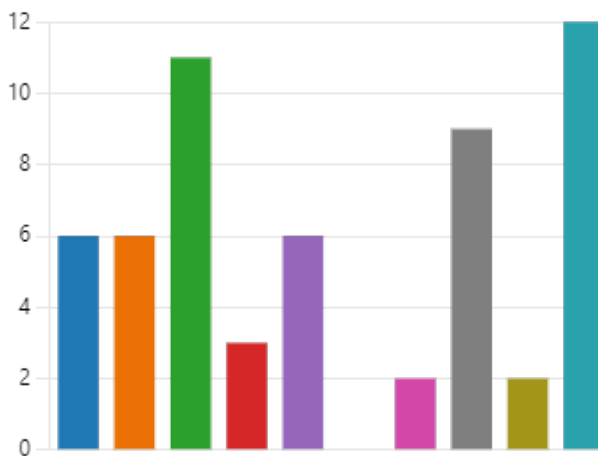
Southern encourages all staff to seek out opportunities for self-improvement by seeking professional development opportunities, classes, webinars, and training that can improve their



knowledge and skills as part of SCP-2624. Many staff members apply for tuition waivers as part of [SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers](#), and [SIP-2165, Educational Release Time for Classified Employees](#), which allows for educational release time for one class a semester during the year. Southern has always had an environment of encouraging staff to pursue professional development. Finance reports that many full-time staff received professional development funds. Southern spent \$13,917.05 for student services professional development and allocated \$48,280.55 for staff’s continuing education. Grant funding, scholarships, and third-party employers paid for much of their professional development. Also, many of the mandatory state and federal professional development is paid for by the sponsor. Student services employees (N=17) were surveyed regarding professional development and 15/17 (88%) stated they had professional development and 13/17 (76.47%) stated that Southern had paid for professional development. Below is a bar graph representing what type of professional developments were completed by the student services employees.

**Which of the following activities did you use to stay current in your respective field?**

Reading professional articles	6
Attending conferences	6
Attending webinars	11
Pursuing higher degrees	3
Taking additional courses	6
Updating curriculum	0
Reviewing desk copies	2
Networking	9
Member Professional Org.	2
Attending inservices via Zoom	12



**Tutoring**

The staff of the Student Success programs, such as disabilities accommodations, advising, and tutoring, are qualified to provide appropriate service, as evidenced by the credentials outlined in their résumés. Southern utilizes a variety of approaches to tutoring; one such program is Brainfuse, which provides online access to professional tutors on most subjects 24 hours a day, seven days a week. Students can access this program through their online Brightspace D2L account. This free program offers a comprehensive online writing lab, assignment help and skills building, and an advanced online learning platform. Many faculty members include Brainfuse as part of an assignment to encourage students to use the service.

The Tutoring Program also includes access to Math and English faculty in a face-to-face format that may be in-person in the Learning Studio or online using Zoom or Microsoft Committees. Students log in to access tutoring services so Student Services personnel can follow up on early alert referrals. Tutors are currently full-time credentialed faculty working in one-on-one and small-group settings. Tutors communicate and explain topics effectively and have

knowledge of tutoring techniques, standards, and supplemental learning materials for individual and group tutoring. In the fall of 2022, 12 students received 28 tutoring sessions. Overall, for the Fall 2022-Spring 2023 terms, 17 students received tutoring with a total of 53 sessions; furthermore, 15/17 students (88.24%, N=24) had a passing rate and 2/17 (11.75%, N=17) had a failing rate for the academic year. In Fall 2023, students (N=10) received 25 tutoring sessions in the EN 101E course. One student withdrew. Seven students out of ten students (70%) received a passing grade, and 3/10 (30%) students received a failing grade for the semester.

### **Summary of Tutoring Services for English and Math**

Semester	Tutored in English	Tutoring Sessions for English	Tutored in Math	Tutoring Sessions for Math
Fall 2022	12	28	25	162
Spring 2023	5	25	23	110
Fall 2023	10	25	11	82
<b>Overall Totals</b>	<b>27</b>	<b>78</b>	<b>59</b>	<b>354</b>

### **Financial Aid**

Financial Aid, overseen by the Director of Student Financial Assistance, has ongoing professional development, which keeps them up to date on any updates regarding federal rules. The Committee “huddles” every Monday, receiving updates on new regulations. For the 2023 term, Southern’s financial aid program awarded 3,680 students with federal, state, or institutional financial aid, with a total award of \$6,628,097.08. The counselors make every attempt to help students succeed in their endeavors.

### **Advising**

The Director of Student Success holds a Master of Arts degree in counseling and collaborates closely with her department. Playing a crucial role in informing students about their academic plans, progress, schedules, majors, and career goals, the Student Success Advisor aids students in determining their individual educational objectives. As an Academic Advisor, the role involves offering high-quality academic guidance to prospective students, current enrollees, and recent graduates. Additionally, the Academic Advisor conducts individual student interviews, group meetings, and workshops covering topics such as résumé writing, study skills, time management, business etiquette, and stress management. This position necessitates strong interpersonal communication skills and the ability to effectively engage with and provide information, assistance, and related services to students, faculty, and staff. The work is conducted with limited supervision, adhering to established guidelines and standards.

One of Southern's significant programs under advising is the Office of Disability Services. In the Fall 2022/Spring 2023 term, the Office of Disability Services saw 21 students with various disabilities and sometimes multiple diagnoses. Several accommodations were

developed to assist students with their succession plans. These accommodations included extended test time, note taking, photographed notes from the board, test readers, test writers, and using a calculator.

### **Disability and Accommodation Information**

<b>Disability Type</b>	<b>Fall 2021/Fall 2022 Number of Students</b>
Chronic Medical Condition	5
Emotional/Psychological	12
Hearing	1
Learning Disability	3
Neurological, Orthopedic, Traumatic Brain Injury	23
Visual Impairments	1
Blindness	
Other	

<b>Accommodations</b>	<b>2021-2022</b>
Extended Test Time	31
FM Hearing System	
Isolated Testing/Reduced Distractions	31
Note Taking	26
Photograph Notes from Board	20
Print Enlargement/Screen Reader	
Preferential Seating	12
Record Lectures (voice recording)	28
Regular Private Feedback with Faculty on Performance	29
Professor Facing Class	
Test Reader	1
Test Writer (Scribe)	
Tutoring in Specific Courses	28
Use of Calculator	19
Use of Personal Laptop/Tablet/Word Processor	27
Books on Audio/Text to Speech Software	8
Oral Exams	

### **Co-Curricular Activities**

Even though Southern is a small rural college, it has an excellent co-curricular program. With its clubs, organizations, leadership programs, and activities, each student's learning

experience is augmented by the various co-curricular happenings at the College. Students learn about current issues, community building, leadership issues, Robert's Rules of Order, and more. Students also learn about lifestyle happenings and ways to give back to the community. The College defines Co-curricular as learning activities, programs, and experiences that reinforce or complement the College's mission, values, and formal curriculum. This definition supports the college's mission, General Education Goals and CAS (Council for the Advancement of Standards in Higher Education) domains. Once the definition was written, the Committee began writing program, department, and unit goals for the curriculum plan. Each goal is related to the General Education Outcomes and the CAS domains. This resulted in Southern's Co-Curricular Mapping which guides Student Services in Assessment.

**Criterion 4.B.1-3 Summary: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.**

The college now has a robust institutional academic assessment and co-curricular environment. The Assessment Committee (Assessment Academy) is faculty-driven with representation from various campuses and divisions. The College has developed a comprehensive assessment, including co-curricular assessment, with data results. Southern now has a systematic process of assessment that possesses rubrics and timelines. With these tools, Southern has been able to collect data and analyze it to improve student learning. Faculty have been changes have been made in pedagogical approaches, equipment, and professional development.

**4.B.1. Process for Assessment of Student Learning and Goals: The institution has effective processes for the assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.**

The fundamental element of Assessment was previously labeled as "Met with Concern" during prior visits. In the comprehensive visit of 2022, Southern continued to exhibit deficiencies in assessment processes, data collection, and the implementation of Best Practices in Assessment. In response to the recommendations from the Visiting Committee, Southern has implemented the following changes in the Assessment component:

1. Continued active participation in HLC's Assessment Academy and attending the Roundtable in October 2023.
2. Hired a new Director of Accreditation and Assessment.
3. Hired a new Chief Academic Officer, who is also the ALO and has extensive knowledge of Assessment, as well as being known locally for his dedication and perseverance to the institution.
4. Developed an Assessment Model and an Assessment Glossary to ensure consistency in terms.
5. Updated the Academic Assessment Subcommittee membership to all faculty, thereby ensuring Assessment will be faculty-driven.
6. Restructured the General Education Outcomes with faculty input to ensure they are measurable, realistic, and observable.
7. Revised the General Education Rubrics.

8. Obtained data by using the General Education Rubrics in Brightspace, Southern's Learning Management System, so data can be obtained regarding the General Education Outcome Assessment (see 4.B.2).
9. Refined Program Outcomes to make them useful when being measured.
10. Change Certificate Program Outcomes to make them more appropriate to that level and the certificate's curriculum.
11. Improved curriculum mapping of each program.
12. Developed an annual survey and gathered data from all programs for Program Assessment.
13. Constructed annual report on all three levels of Assessment and shared it on a website.
14. Continued Five-Year Program Reviews but updated the form to obtain more information for Assessment purposes.
15. Improved syllabus procedure and template, which now includes Course Student Learning Outcomes, required units to be taught, policies of the College, and delivery modes by individual faculty.
16. Conveyed syllabus procedure and template before its implementation.
17. Updated list of degrees on Southern's website to ensure commonality and consistency in information; each program has its Mission Statement, Program Outcomes, curriculum, achievement data listed, and handbook (if applicable).
18. Defined "Co-Curricular."
19. Developed Co-Curricular Plan.
20. Implemented Co-Curricular Plan.
21. Introduced faculty and staff to Curricular and Co-Curricular Plans.
22. Revision of the General Education Policy and the Syllabi Procedure.
23. Hired new Director of Institutional Research December 2023.

Southern's Assessment Model and Glossary are provided on Southern's [website](#). On the Higher Learning Commission's SPARQ, Veronica McGowan, the Scholar, stated, "I'd like to commend Southern on their commitment to transparency and development of the Assessment website with dedicated information and resources on topics including program and course level assessment, co-curricular assessment, faculty assessment guide, syllabi (and assessment), advisory (and assessment) and the above-stated GEO work. Since I have mentored this project from the beginning, it is satisfying to see how the Academic Assessment Subcommittee has really taken charge of communicating their assessment culture. Yes, static assessment reports are there (these formed the bulk of the website from 3 years ago), but the AAS (Assessment Academy Subcommittee) is really making the effort to engage with stakeholders with this website development that can now be viewed as a resource Asset."



## Assessment Model

Level	Outcomes	Components	Methodology	Timeline
Course	Student Learning Outcomes	Course Report (1-page report, Closing the Loop)	“Closing the Loop” HIPS Student Course Evaluations	Each semester
General Education (Institution)	General Education Outcomes (6) <ul style="list-style-type: none"> <li>• Verbal Communication</li> <li>• Written Communication</li> <li>• Technical communication</li> <li>• Cultural (DEI)</li> <li>• Critical Thinking</li> <li>• Quantitative Literal Fluency</li> </ul>	General Education Reports	Rubric Co-curricular Possible Longitudinal Study	Each semester
Program (Degrees and Certificates)	Program Outcomes	Program Review - viability, adequacy, necessity, consistency with a mission (SCP 3620) Program Reports - improvement	Policy Regarding Policy Review (SCP 3620) Program Review Template Program Review Report Program Curriculum	Program Review (5 years) Annual Program Report (2 Program Outcomes a year)
Co-Curricular	Outcomes Comparison with General Education Outcomes and CAS Standards	Program Outcomes Various Co-curricular programs Rubrics Surveys Student Assignments	Rubric Observation CAS Standards	Yearly selected programs to assess using the outcomes.

Systematically assessing student learning is to improve student learning and success. Southern is committed to creating a culture of Assessment while establishing a sustainable Assessment process. Faculty and others are held accountable and understand the importance of Assessment. They share data with each other and with the College during various meetings. The information gained during these meetings is used to make improvements to better serve students in all areas: Academic Assessment and Co-Curricular Assessment.

## General Education Assessment

The Academic Assessment Subcommittee (Assessment Academy) worked diligently, rewrote the General Education Outcomes, and developed rubrics to gather data. A copy of the General Education Outcomes and rubrics can be found on Southern's website for students and the public to view. The rubrics directly reflect the General Education Outcomes thus ensuring that the outcomes are quantifiable and measurable. Southern's mentor for the Assessment Academy Team identified in SPARQ, the community forum for the Assessment Academy of the Higher Learning Commission, that Southern had updated the General Education Outcomes making them measurable while simplifying and closing the loop. Also, the General Education Outcomes were adopted by the faculty, which reinforces that the assessment is faculty-led. General Education Outcome Policy, SCP-3637, General Education Philosophy and Goals was updated to reflect the new goals. These goals were approved by the faculty and administration. During the Fall 2023 Faculty Convocation, faculty received training on the process of assessing General Education Outcomes in Brightspace, Southern's Learning Management System (LMS), as well as the Faculty Assessment Guide, which contains timelines and various information. The General Education Rubrics are available on the website. Faculty members of the Academic Assessment Subcommittee (Assessment Academy) determined that the rubrics were ready to be piloted and a trial was completed in the summer term of 2023. Faculty hypothesized whether it would be advantageous to use our Learning Management System (LMS) and college data from the rubrics using programs within the system. After many collaborative meetings between Information Technology, the Academic Assessment Subcommittee, the Director of Distance Education, and West Virginia Network for Education Telecomputing (WVNET) employees, Southern developed a process to link the competencies and rubrics in Brightspace to individual course assignments. The Faculty on the Academic Assessment Subcommittee were eager to try this Assessment feature, and data was gathered at the end of the summer term.

With this information and success in progress, the faculty decided to move forward and establish a rigorous [timeline](#) providing the College with data to determine improvements to promote student success. After much discussion and rough drafts, the faculty agreed on the following procedure for gathering Assessment Data for General Education Outcomes:

1. During Faculty Convocation, the Director of Accreditation and Assessment trained faculty on which General Education Outcomes will be assessed.
2. Faculty have implemented the General Education Rubrics in Brightspace and Southern's website to assess the designated General Education Outcomes. These rubrics are designed to assist faculty in consistently evaluating General Education Outcomes. The faculty collaborated and agreed within each department on which assignment would be used for the General Education Assessment.

3. Faculty will assess two General Education Outcomes a semester using the designated General Education Rubric(s).
4. Data gathered using the rubric are being used to develop an action plan to improve student success and attain a given outcome.
5. The Director of Accreditation and Assessment gathers from the LMS and develops pivot tables to summarize the data.

HLC's Academy Scholar, McGowan, suggested that the College's Academic Assessment Subcommittee be divided into two subsections: General Education and Program/Course-Level Assessment. These committees were scheduled to convene bi-monthly, with Academy members gathering in the alternate months to engage in discussions regarding different matters and data. The Academy operates with remarkable efficiency as its members collaborate seamlessly and are reluctant to sever their connections. Recognizing that a significant amount of time is consumed by the General Education Assessment, the Academy experimented with this concept during the 2023-2024 academic term and concluded that it did not contribute positively to our Assessment program. Due to the adverse impact of separation on the Committee's robust collaboration and close bonds, the Chair opted to maintain the Committee as a unified entity starting in February 2024. The committee intends to reassess this idea in the Fall of 2024 by expanding the number of members in each subcommittee. Also, discussions within the Committee included rotating the Chair to a faculty member upon completing the academy.

## **Course-Level Assessment**

During the 2022 Comprehensive Visit, the visitors discovered that Southern's Course Student Learning Outcome approach to Assessment was substantial; however, faculty expressed concern and frustration regarding the old form and requested that the form be changed. After much research and due diligence, the current Director of Accreditation and Assessment developed a document using Microsoft Forms in a survey format. This format still gathered the same information, but instead of writing a long narrative, faculty could click through the survey and offer a brief description at the end. The Course Student Learning Outcomes Assessment Reports are due at each semester's end. After listening to faculty, the Academic Assessment Subcommittee reduced course-level reporting to one report per faculty member; however, many faculty members voluntarily submit more than one report. Through these reports, Southern West Virginia Community and Technical College provided tools to help faculty and students. Some of these tools include Kahoot, Grammarly, and Go-Pro, providing a game format to learn. The nursing program has noted an increase in scores and has attributed it to the flipping of the classroom by using games and other High Impact Practices such as collaborative assignments, preceptorships, learning communities, and service learning. Lastly, these [reports](#) are shared with faculty via e-mail and are on the College website under "Assessment." The procedure for course-level Assessment is as follows:

1. The Director of Accreditation and Assessment implemented a schedule complete with a timeline for the due dates of Course-Level Assessments. Faculty are provided a link to the Course-Level Assessment Form via e-mail.
2. Faculty identified Student Learning Outcomes from one course to assess. Faculty are responsible for only one report.



3. Faculty complete and submit the Course-Level Assessment Form to the Director of Accreditation and Assessment by the end of each semester.
4. The Director of Accreditation and Assessment summarizes the Assessment Report bi-annually. The Director of Accreditation and Assessment notifies faculty when it is published on the College's website.

With faculty input and Faculty Senate approval, [SIP-3160, Course Syllabus](#), and [SIP-3160.A, Course Syllabus Format](#), were developed. The Chief Information Officer introduced the idea of merging Banner and the new syllabi format, creating a standard document that allowed faculty input. A pilot was done in the Summer 2023 term and showed a few glitches, which were easily fixed for Fall 2023. Faculty expressed satisfaction with the new syllabi, especially with the hyperlinks to school policies. If faculty do not want to use the links, a [copy](#) of the guidelines is on the college's website. Faculty received professional development regarding the new syllabi, the importance of keeping the same format, and how to add their individualized information during Faculty Convocation August 2023 prior to start of 2023-2024 academic year. A copy of [the syllabi](#) can be found under "Assessment" on the college's website.

Because of the success of utilizing Brightspace as a resource for General Education Outcome Assessment, Southern is currently evaluating whether we can use it for course and program evaluation. In Brightspace's Data Hub, there is an advanced data set called Program Learning Outcome Evaluation (PLOE). This data set returns competencies and learning objectives related to the organization unit selected, proving insight into outcome achievement across multiple courses within a program. For Course-level Evaluation, CLOE, an advanced data set returns the learner's outcomes for required competencies and shows them in a course.

## **Program-Level Assessment**

Southern West Virginia Community and Technical College has a rich history of celebrating remarkable success with its programs which are renowned for producing professionals and achieving exceptional outcomes. Recognizing the need for a structured approach to collect and analyze data to signify student success, the Academic Assessment Subcommittee (Assessment Academy) at Southern, implemented the Assessment Plan in collaboration with the Chief Academic Officer, Deans, and Directors. The Assessment Academy Team implemented the Assessment Plan by updating the Program Outcomes, curriculum mapping, web pages, and achievement data. Interventions include improving program outcomes, curriculum mapping, the annual survey, and the Five-Year Program Review timeline for Program-Level Assessment, with modifications based on the results and recommendations of the Program Directors. A [copy](#) of the cumulative impacts from the Program's Annual Survey is available on the website.

Southern adheres to Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, [Policy Regarding Program Review](#) for the Five-Year Program Reviews. The College employs various methods for Program Assessment including program outcomes, curriculum mapping, the annual survey, and Five-Year Program

Review [timeline](#) for Program-Level Assessment which is detailed in the Faculty Assessment Guide.

## **Co-Curricular Assessment**

Southern defines Co-Curricular as “Learning activities, programs, and experiences that reinforce or complement the College’s mission, values, and formal curriculum.” Through a collaborative effort involving administration, faculty, and student services. The College Using a collaborative approach between Student Services, faculty, and administration, Southern has incorporated part of the Higher Learning Commission’s definition and mission in developing their personalized definition of Co-Curricular.” Using a collaborative approach between administration, faculty, and student services, Southern has incorporated part of the Higher Learning Commission’s definition and mission in developing their personalized definition of Co-Curricular. Southern believes that co-curricular activities are part of a student’s academic journey and contribute to student success. Co-Curricular may include Southern’s various clubs, organizations, workshops, and other services offered to help students achieve their goals. views co-curricular activities as integral to a student's academic journey, recognizing their significant contribution to student success. These activities encompass a range of offerings, including clubs, organizations, workshops, and services provided by Southern to assist students in achieving their goals.

In addition to formulating the definition, Southern has initiated the development of a Co-Curricular Assessment Plan, currently in its early stages. The Co-Curricular Committee made the decision to integrate General Education Outcomes and CAS standards while crafting the Co-Curricular Department Outcomes. Unlike having singular "Program Outcomes," Student Services has been segmented into departments and various programs. Once the Department Outcomes were established, the Director of Student Success, Director of Admissions, Director of Financial Assistance, and the Registrar collaboratively devised one Program Outcome for their respective departments to commence data collection. Additional Program Outcomes and corresponding timelines will be generated as the process undergoes refinement.

## Southern West Virginia Community and Technical College Co-Curricular Mapping

Program Goals	Department Goals	Unit Goals (Outcomes)	(Institutional) General Education Outcomes	CAS Standards
Students will score at least 10 out of 15 on the SMART submissions (Student Clubs and Organizations: NSLS).	Students will develop steps to reach a goal (Student Success).	Students will think critically to develop solutions.	-Critical Thinking -Written Communication	-Domain 2: Cognitive Complexity -Domain 6: Practical Competence
The student will score 3 or higher or the self-evaluation of their communication skills	Students will appraise their communication skills (Work Study).	Students will think critically to develop solutions.	-Critical Thinking -Verbal Communication	-Domain 2: Cognitive Complexity -Domain 6: Practical Competence
Students will think critically about their academic requirements.	Students will synthesize information when they review their Degree Works report and then Program of Study.	Students will think critically to develop solutions. Students will feel connected to the College community. Students will demonstrate communication habits that support academic success. Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.	-Critical Thinking	-Domain 1: Knowledge Acquisition, Integration, Construction, and Application -Domain 2: Cognitive Complexity -Domain 4: Interpersonal Competence -Domain 6: Practical Competence
Students connect with resources that improve their odds of success.	At least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them feel more connected to the College community.	Students will feel connected to the College community. Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.	-Intercultural Knowledge and Competence	-Domain 1: Knowledge Acquisition, Integration, Construction, and Application -Domain 2: Cognitive Complexity -Domain 3: Intrapersonal Development -Domain 4: Interpersonal Competence -Domain 5: Humanitarianism and Civic Engagement -Domain 6: Practical Competence

#### **4.B.2. Assessment Data to Improve Student Learning Summary: The institution uses the information gained from assessment to improve student learning.**

Southern has made significant progress in developing realistic and measurable outcomes through data collection and analysis at the General Education, Program, and Course Student Learning levels. The College has successfully executed the assessment plan. This accomplishment is attributed to a collaborative effort from all departments, enabling the collection, analysis, and discussion of changes geared toward enhancing student learning.

### **General Education Outcomes Assessment Data**

Southern commenced data collection following the Assessment Academy Committee's refinement of outcomes and rubrics to ensure measurability, realism, and observability. The Assessment Academy launched a pilot program during the summer term of 2023, assessing the five rubrics and collecting data through the utilization of Brightspace and Argos.

### **General Education Outcomes**

In January 2023, the Assessment Academy, the Director of Institutional Research, and the Technology Department at Southern West Virginia Community and Technical College helped the institution develop and implement a more comprehensive and systematic approach to assessing General Education Outcomes. Although the General Education Outcomes and Rubrics have been recently redefined, assessment has impacted student learning. Faculty are now reviewing various teaching and high-impact practices such as flipping the classroom, portfolios, methodologies, low-impact quizzes, curricula, outlines, and study notes. Because Southern is still in the beginning stages of gathering and analyzing data, the Committee scrutinized the General Education Assessment in three diverse ways: 1) Argos reports on who completed a course with a “C” or better, 2) Student Course Evaluations, and 3) Brightspace (D2L) data. The Academy, faculty, Program Directors, and Deans updated curriculum mapping to reflect the relevant infusion of General Education Outcomes into each area. As part of plans for the quality process, the Assessment Academy will ensure the alignment of Southern's General Education Outcomes with its curriculum mapping.

Southern now realizes that professional development is the key to enhancing assessment efforts and promoting a positive climate. With this understanding in mind, Southern decided to devote most of its Fall 2023 and Spring 2024 Faculty Convocations to professional development regarding assessment. Faculty have indicated verbally and through evaluations, that they are eager to learn how to redesign and redefine student learning outcomes to make them more measurable, realistic, and identifiable.

### **Completion Rates of General Education Courses**

The Director of Institutional Research and Director of Accreditation and Assessment developed a report on how students performed in various General Education courses. Class schedules were reviewed to determine which courses would be reviewed. The table below

displays the completion rates, with Southern's targeted level of achievement being a minimum of 70% of students in the subject attaining a grade of "C" or higher.

<b>Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or better) Spring 2021-Spring 2023 Academic Years</b>												
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023	
<b>General Education Outcome: Written Communication</b>												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
EN 101	21	57.14%	73	90.41%	10	60.00%	51	81.31%	0	N/A	74	77.08%
EN 101E	88	76.14%	384	72.92%	101	57.43%	364	77.20%	101	62.38%	635	69.63%
EN 102	110	86.36%	38	78.95%	188	89.89%	42	83.33%	223	84.75%	269	78.89%
EN 201			11	100.0%			29	93.10%			99	93.40%
<b>General Education Outcome: Verbal Communication</b>												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
SP 103	130	72.31%	136	65.44%	198	80.81%	227	84.14%	125	70.00%	200	76.69%
<b>General Education Outcome: Quantitative Literacy</b>												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AC 111			48	79.21%			46	84.78%			69	75.00%
EG 103			25	84.00%			15	80.00%			19	73.08%
EM 219			5	100.0%			4	75.00%			11	91.67%
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
MT 121	6	100.0%	24	91.67%	3	100.0%	20	70.00%	5	60.00%	28	71.79%
MT 121E	92	56.52%	321	70.40%	96	82.29%	336	73.81%	77	54.54%	570	65.44%
<b>General Education Outcome: Critical Thinking</b>												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AH 103	10	90.00%	9	88.89%	10	80.00%	7	42.86%	4	100.0%	13	68.42%
BS 101			38	63.16%			67	85.07%	60	85.00%	190	80.51%
BS 124	59	79.66%	263	84.41%	47	89.36%	333	87.09%	66	75.50%	569	78.70%
CH 213			3	66.67%			4	100.0%	10	100.0%	17	100.0%
ML 101			14	92.86%			13	92.31%			23	67.65%
NU 134			56	100.0%			57	100.0%	20	100.0%	136	80.95%
NU 234			41	100.0%			53	100.0%			120	99.17%

Completion Rates of General Education Transfer Class (Students Who Received a Grade of “C” or better) Spring 2021-Spring 2023 Academic Years												
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023	
RA 101			15	86.67%			19	89.47%			32	84.21%
RC 110			21	100.0%			19	100.0%			29	87.88%
SG 210			12	100.0%			13	100.0%			18	94.74%
General Education Outcome: Intercultural Knowledge and Competence												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AH 200	78	83.33%	36	86.11%	67	83.58%	28	78.57%			97	80.83%
AH 280	27	81.48%	17	82.35%	21	85.71%	11	81.82%			45	73.77%
AR 112	37	70.27%	43	76.74%	32	75.00%	48	68.75%			192	77.73%
CJ 223	7	100.0%	16	76.74%	N/A	N/A	12	83.33%			17	89.47%
EN 275	N/A	N/A	N/A	N/A	2	100.0%	2	100.0%			10	100.0%
HS 230	47	85.11%	76	82.89%	25	76.00%	50	84.00%			105	75.54%
MU 275	37	83.78%	44	79.55%	28	100.0%	24	91.67%				0.00%
PY 201	60	71.67%	88	73.86%	89	75.28%	144	80.56%			269	68.45%
SO 200	85	76.47%	79	81.01%	74	77.03%	72	69.44%				0.00%
SO 201	12	91.67%	19	84.21%	27	88.89%	22	72.73%				0.00%

## Student Course Evaluations

To gain insights into students' perceptions of courses, Southern employs student evaluations to collect data for assessment purposes. Utilizing SIP-2220, Course Feedback, and SIP-2220.A, Course Feedback, students can anonymously submit electronic evaluations of the course. The Information Technology Unit compiles these evaluations, which are then distributed to faculty to identify areas that may require updates. While Southern has been collecting student evaluations for an extended period, the decision has been made to present data from the past two semesters for initial analysis. The following tables offer a concise summary of results related to Student Learning Outcomes, course assignments, course content, critical thinking, and feedback, all of which could impact student success. The Course Feedback Survey results for the Fall 2023 Term will be available in the Resource Room.

\*Legend: N=number of students, **F22**=Fall 22 Term, 202301 Term, **S23**= Spring 23 Term, 202302, **SD**=Strongly agree, **D**=disagree, **N**=Neutral, **A**=Agree, **SA**=Strongly Agree. The questions are from [SIP 220-A, A Course Feedback Survey](#).

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
General Education Outcomes: Written Communication							
AC	15 (F22)	Clearly Stated SLOs (1)	0	0	0	2	13
		Understanding course assignments. (8)	0	0	0	2	13
		Relevance of content. (9)	0	0	0	2	13
		Utilized critical thinking. (12)	0	0	0	1	14
		Feedback given promptly (17)	0	0	0	2	9
	11(S23)	Clearly Stated SLOs (1)	0	0	0	4	7
		Understanding course assignments. (8)	0	0	0	5	6
		Relevance of content. (9)	0	0	0	0	11
		Utilized critical thinking. (12)	0	0	0	1	10
		Feedback given promptly (17)					
AH	63 (F22)	Clearly Stated SLOs (1)	2	0	5	24	32
		Understanding course assignments. (8)	0	0	2	31	29
		Relevance of content. (9)	0	1	1	32	28
		Utilized critical thinking. (12)	0	1	1	0	28
		Feedback given promptly (17)	1	1	6	25	28
	105(S23)	Clearly Stated SLOs (1)	0	0	4	23	78
		Understanding course assignments. (8)	1	1	4	14	81
		Relevance of content. (9)	1	0	5	15	81
		Utilized critical thinking. (12)	0	0	3	18	81
		Feedback given promptly (17)	0	2	6	18	78
AR	15 (F22)	Clearly Stated SLOs (1)	0	1	0	6	8
		Understanding course assignments. (8)	0	1	0	8	6
		Relevance of content. (9)	0	1	0	9	5
		Utilized critical thinking. (12)	0	0	0	9	6
		Feedback given promptly (17)	0	0	0	0	6
	14(S23)	Clearly Stated SLOs (1)	0	1	0	5	9
		Understanding course assignments. (8)	0	8	2	3	9
		Relevance of content. (9)	0	9	0	5	8
		Utilized critical thinking. (12)	0	12	1	2	10
		Feedback given promptly (17)	0	17	1	0	10

		Utilized critical thinking. (12) Feedback given promptly (17)						
BS	99 (F22)	Clearly Stated SLOs (Student Learning Outcomes) (1)	4	1	3	20	71	
		Understanding course assignments. (8)	3	4	1	21	68	
	126 (S23)	Relevance of content. (9)	0	3	3	17	75	
		Utilized critical thinking. (12)	0	1	4	22	68	
		Feedback given promptly (17)	4	2	5	16	70	
		Clearly Stated SLOs (1)	1	2	3	22	98	
		Understanding course assignments. (8)	2	1	10	24	85	
		Relevance of content. (9)	1	1	7	25	89	
	126 (S23)	Utilized critical thinking. (12)	1	1	6	22	93	
		Feedback given promptly (17)	2	2	7	20	91	
		Clearly Stated SLOs (1)						
		Understanding course assignments. (8)						
Relevance of content. (9)								
Utilized critical thinking. (12)								
CJ	33 (F22)	Clearly Stated SLOs (1)	0	0	0	2	9	
		Understanding course assignments. (8)	0	0	1	1	9	
	0(S23)	Relevance of content. (9)	0	0	0	2	9	
		Utilized critical thinking. (12)	0	0	1	7	9	
		Feedback given promptly (17)	0	0	0	1	10	
		Clearly Stated SLOs (1)						
		Understanding course assignments. (8)						
		Relevance of content. (9)						
	EG	36 (F22)	Clearly Stated SLOs (1)	0	0	1	8	27
			Understanding course assignments. (8)	2	0	0	10	24
		22(S23)	Relevance of content. (9)	0	1	2	9	24
			Utilized critical thinking. (12)	0	1	1	10	24
Feedback given promptly (17)			0	1	1	7	25	
Clearly Stated SLOs (1)			0	0	4	5	13	
Understanding course assignments. (8)			0	0	3	4	14	
Relevance of content. (9)			0	0	4	4	13	
22(S23)		Utilized critical thinking. (12)	0	0	4	4	13	
		Feedback given promptly (17)	0	0	4	4	13	
		Clearly Stated SLOs (1)						
		Understanding course assignments. (8)						
	Relevance of content. (9)							
	Utilized critical thinking. (12)							
EM	35(F22)	Clearly Stated SLOs (1)	0	1	4	4	26	
		Understanding course assignments. (8)	0	0	5	5	25	
	25(S23)	Relevance of content. (9)	0	0	5	7	23	
		Utilized critical thinking. (12)	0	0	4	7	24	



		Utilized critical thinking. (12) Feedback given promptly (17)	0	0	2	9	24
			4	0	1	4	16
		Clearly Stated SLOs (1)	4	0	1	6	14
		Understanding course assignments. (8)	4	0	1	4	16
		Relevance of content. (9)	4	0	0	5	16
		Utilized critical thinking. (12) Feedback given promptly (17)	4	0	0	4	17
EN	109 (F22)	Clearly Stated SLOs (1)	7	4	5	23	70
		Understanding course assignments. (8)	3	3	8	23	67
	53(S23)	Relevance of content. (9)	2	1	7	23	73
		Utilized critical thinking. (12) Feedback given promptly (17)	3	1	4	23	74
			5	5	7	16	72
			0	0	0	11	42
		Clearly Stated SLOs (1)	0	1	2	8	40
		Understanding course assignments. (8)	0	1	2	8	42
		Relevance of content. (9)	0	0	1	9	38
		Utilized critical thinking. (12) Feedback given promptly (17)	0	1	1	5	45
HS	23 (F22)	Clearly Stated SLOs (1)	0	0	1	5	16
		Understanding course assignments. (8)	0	1	2	3	17
	22(S23)	Relevance of content. (9)	1	1	2	3	15
		Utilized critical thinking. (12) Feedback given promptly (17)	0	1	1	6	14
			1	1	1	4	15
			0	0	2	4	16
		Clearly Stated SLOs (1)	1	0	0	4	17
		Understanding course assignments. (8)	1	1	2	2	15
		Relevance of content. (9)	0	1	2	3	15
		Utilized critical thinking. (12) Feedback given promptly (17)	0	0	0	5	17
ML	72(F22)	Clearly Stated SLOs (1)	1	0	1	14	56
		Understanding course assignments. (8)	0	0	2	14	55
	5(S23)	Relevance of content. (9)	0	0	1	20	51
		Utilized critical thinking. (12) Feedback given promptly (17)	0	0	1	16	64
			0	0	3	11	58
			0	0	0	4	1
		Clearly Stated SLOs (1)	0	0	0	5	0
		Understanding course assignments. (8)	0	0	1	4	0
		Relevance of content. (9)	0	0	0	0	5
			0	1	1	1	2

		Utilized critical thinking. (12) Feedback given promptly (17)					
MT	96 (F22)	Clearly Stated SLOs (1)	3	1	6	34	52
		Understanding course assignments. (8)	3	6	9	25	50
	30 (S23)	Relevance of content. (9)	2	5	8	27	51
		Utilized critical thinking. (12)	2	2	4	27	56
		Feedback given promptly (17)	4	5	8	26	47
			1	2	3	8	16
		Clearly Stated SLOs (1)	3	1	5	6	13
		Understanding course assignments. (8)	4	3	3	5	14
		Relevance of content. (9)	3	2	2	6	14
		Utilized critical thinking. (12)	2	0	2	9	15
		Feedback given promptly (17)					
MU	5 (F22)	Clearly Stated SLOs (1)	1	1	2	0	1
		Understanding course assignments. (8)	1	0	1	2	1
	3(S23)	Relevance of content. (9)	1	1	1	1	1
		Utilized critical thinking. (12)	1	1	1	0	1
		Feedback given promptly (17)	2	1	1	0	1
			0	0	0	1	2
			0	0	0	0	3
			0	0	0	1	2
		Understanding course assignments. (8)	0	0	0	0	3
		Relevance of content. (9)	1	0	0	0	3
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
NU	294(F22)	Clearly Stated SLOs (1)	2	0	2	53	235
		Understanding course assignments. (8)	3	0	1	57	224
	142(S23)	Relevance of content. (9)	3	0	1	65	220
		Utilized critical thinking. (12)	0	0	1	56	234
		Feedback given promptly (17)	1	0	1	56	226
			0	2	0	22	111
			0	3	0	19	111
			0	2	0	20	109
		Clearly Stated SLOs (1)	0	2	0	21	107
		Understanding course assignments. (8)	0	3	0	15	114
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
PY	64 (F22)	Clearly Stated SLOs (1)	3	0	8	18	35
			2	2	4	23	32

	63(S23)	Understanding course assignments. (8)	2	0	6	18	37
		Relevance of content. (9)	2	2	3	21	34
		Utilized critical thinking. (12)	4	2	7	15	34
		Feedback given promptly (17)	4	2	4	23	30
		Clearly Stated SLOs (1)	1	3	7	18	32
		Understanding course assignments. (8)	3	1	6	21	30
		Relevance of content. (9)	3	1	3	22	26
		Utilized critical thinking. (12)	2	2	7	21	30
		Feedback given promptly (17)					
RA	18(F22)	Clearly Stated SLOs (1)	0	0	1	4	13
		Understanding course assignments. (8)	0	0	0	7	10
	8(S23)	Relevance of content. (9)	0	0	0	6	12
		Utilized critical thinking. (12)	0	0	1	4	12
		Feedback given promptly (17)	0	0	0	1	7
		Clearly Stated SLOs (1)	0	0	0	1	6
		Understanding course assignments. (8)	0	1	1	1	6
		Relevance of content. (9)	0	0	0	1	7
		Utilized critical thinking. (12)	0	0	1	1	8
		Feedback given promptly (17)					
RC	160 (F22)	Clearly Stated SLOs (1)	1	0	1	33	122
		Understanding course assignments. (8)	0	0	2	28	129
	123(S23)	Relevance of content. (9)	0	0	3	30	128
		Utilized critical thinking. (12)	0	0	1	23	135
		Feedback given promptly (17)	0	3	1	28	125
		Clearly Stated SLOs (1)	1	0	0	25	97
		Understanding course assignments. (8)	0	0	1	26	95
		Relevance of content. (9)	0	0	1	27	94
		Utilized critical thinking. (12)	0	0	1	26	93
		Feedback given promptly (17)	0	0	1	24	97
SG	48(F22)	Clearly Stated SLOs (1)	1	0	0	12	35
		Understanding course assignments. (8)	0	0	2	14	32
	51(S23)	Relevance of content. (9)	0	0	1	15	32
		Utilized critical thinking. (12)	0	0	2	12	34
		Feedback given promptly (17)	0	0	5	10	33
		Clearly Stated SLOs (1)	0	0	1	18	32
		Understanding course assignments. (8)	0	0	4	17	30

		Understanding course assignments. (8)	0	0	1	18	32
		Relevance of content. (9)	0	0	1	18	32
		Utilized critical thinking. (12)	0	0	1	19	31
		Feedback given promptly (17)					
SO	47 (F22)	Clearly Stated SLOs (1)	0	1	5	17	24
		Understanding course assignments. (8)	0	2	3	19	23
		Relevance of content. (9)	0	1	4	17	25
	117(S23)	Utilized critical thinking. (12)	1	0	6	14	24
		Feedback given promptly (17)	0	2	6	13	25
		Clearly Stated SLOs (1)	0	0	5	46	66
		Understanding course assignments. (8)	0	1	1	41	57
		Relevance of content. (9)	2	3	10	49	57
		Utilized critical thinking. (12)	1	0	5	44	64
		Feedback given promptly (17)	1	1	5	32	18
SP	32(F22)	Clearly Stated SLOs (1)	0	0	0	11	21
		Understanding course assignments. (8)	0	0	3	10	18
		Relevance of content. (9)	0	0	4	11	17
	18(S23)	Utilized critical thinking. (12)	0	1	4	8	19
		Feedback given promptly (17)	0	0	3	8	21
		Clearly Stated SLOs (1)	0	0	1	5	12
		Understanding course assignments. (8)	0	0	1	5	12
		Relevance of content. (9)	0	0	1	11	13
		Utilized critical thinking. (12)	0	0	1	8	12
		Feedback given promptly (17)	0	0	1	8	12

Some of the issues using this assessment tool include not having enough students to respond, thus resulting in a poor sample size. To avoid this, if the number of students was five or less, the results were not used. Also, Southern had to be mindful of which courses were selected to represent General Education Outcomes because some methods are not taught every semester. After putting the numbers in a column side by side, many trends emerged. One of the most significant strategies that could improve student success is the revision of Student Learning Outcomes. Students surveyed expressed strong disagreements that the Student Learning Outcomes were not clearly written. The Assessment Academy Ad Hoc General Education Committee expressed concern and voted to review all course Student Learning Outcomes and work with faculty to update their course Student Learning Outcomes. Also, the Chief Academic Officer and the Assessment Academy are looking to schedule more professional development training on writing student learning outcomes, curriculum mapping, and course evaluations. After the training and review by the Ad Hoc Committee, the Assessment Academy will review data to determine if the scores on course Student Learning Outcomes improved.

## Brightspace Data

After updating the General Education Outcomes and Rubrics during the Spring 2023 term, Southern analyzed two semesters of data using the General Education Rubrics. The following tables show data from various courses.

Critical Thinking Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	CT1 Identifying Issue	15	1	0	15
	CT2 Gathering information	15		0	15
	CT3 Analyzing Information	15		0	15
	CT4 Formatting Conclusion	14		0	15
<b>Grand Total</b>		<b>59</b>	<b>1</b>		<b>60</b>

Critical Thinking Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	CT1 Identifying Issue	121	7	2	126
	CT2 Gathering information	116	8	1	126
	CT3 Analyzing Information	117	9	1	126
	CT4 Formatting Conclusion	117	4	1	126
<b>Grand Total</b>		<b>471</b>	<b>28</b>	<b>5</b>	<b>504</b>

\*With N=126 students and 504 responses, the results revealed 93.45% of responses met the rubric components, 5.6% partially met, and approximately 1.0% not met. Many classes strive to encourage students to utilize critical thinking skills, from orientation to capstones courses.

Written Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	W1 Purpose	15			15
	W2 Organization	15			15
	W3 Development	13	1	1	15
	W4 Clarity	15			15
	W5 Audience	14	1		15
<b>Grand Total</b>		<b>72</b>	<b>2</b>	<b>1</b>	<b>75</b>

Written Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	W1 Purpose	878	80	18	1030
	W2 Organization	874	127	29	1030
	W3 Development	731	238	61	1030
	W4 Clarity	795	191	44	1030
	W5 Audience	932	80	18	1030
<b>Grand Total</b>		<b>4210</b>	<b>751</b>	<b>189</b>	<b>5150</b>

After careful review of the Summer 2023 Term and Fall 2023 Term results, a trend was identified under W3, Development. Writing assignments requiring relevant information and evidence to support paper topic and research partially lacked evidentiary support and struggled with meeting W3, Development rubric requirements. Working to support students in this area, Faculty encourage students to begin assignments sooner, provide time in class to research utilizing Southern's library and access to databases, and provide examples on impactful data collection to support the development of their skills.

Quantitative Literacy Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	Q1 Calculation	9			9

	Q2 Interpretation	9			9
	Q3 Calculation	9			9
<b>Grand Total</b>		<b>27</b>			<b>27</b>

When analyzing all the data from the trial on Quantitative Literacy, it was noted that the rubric results were expressed differently on the spreadsheet from the accounting instructor. When looking at the original Excel spreadsheet and returning to the original assignment in Brightspace, some faculty made an error and did not correctly assess an assignment using the General Education rubric. Even if this was an error, it was important to note that training was needed about attaching the Gen Ed rubrics to assignments in Brightspace; therefore, during the August Faculty Convocation, a professional development on attaching Gen Ed rubrics to assignments in Brightspace was presented by another faculty member who was proficient in Brightspace. Because the Assessment Academy decided to implement a pilot program utilizing the Gen Ed rubrics in Brightspace, and because of the small sample size, the error was easily noticed. Also, because the numbers in the Verbal Communication rubric were not in the “Met” column, the instructor changed his directions to be more specific, and the rubric was shared.

<b>Quantitative Literacy Rubric</b>					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	Q1 Calculation	299	24	6	329
	Q2 Interpretation	287	32	10	329
	Q3 Calculation	288	30	11	329
<b>Grand Total</b>		<b>874</b>	<b>86</b>	<b>27</b>	<b>987</b>

Because of the user error from the summer term, we were unable to note any trends or make any comparisons. The team will continue to monitor the rubric results next semester. Written Communication and Quantitative Literacy are evaluated each semester.

<b>Verbal Communication Rubric</b>					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	V1 Purpose	16	2		18
	V2 Organization	6	12		18
	V3 Development	11	7		18

	V4 Audience	1	12	5	18
	V5 Delivery	7	10	1	18
<b>Grand Total</b>		<b>874</b>	<b>86</b>	<b>27</b>	<b>90</b>

This rubric had many issues regarding student learning. Students had trouble addressing their audience (12 partially met, and 5 were unmet) and delivering the content (10 partially met and 1 unmet). Students (N=16) were able to state the purpose. The faculty realized teaching speech online was causing the students to have difficulty presenting to an audience and the instructor included how to address an online audience in his lectures.

Verbal Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	V1 Purpose	192	7	2	201
	V2 Organization	163	37	1	201
	V3 Development	149	50	2	201
	V4 Audience	143	53	5	201
	V5 Delivery	158	36	7	201
<b>Grand Total</b>		<b>805</b>	<b>183</b>	<b>17</b>	<b>1005</b>

## Course Student Learning Outcomes Assessment Data

Identified as one of the strengths of Southern’s Assessment Plan, the Course Student Learning Outcomes Assessment has continued to grow. Faculty complete one assessment report per semester, sent to the Director of Accreditation and Assessment for review. Even though faculty’s Course Student Learning Outcomes Form was changed, Southern still relies on the “Plan, Do, Study, Adjust” Cycle for classroom changes and budget allocations. These reports, the Academic Subcommittee Reports and the [Post Assessment on HIPS \(High Impact Practice\)](#), provide data on how Southern is continuing to make changes in its courses. Southern purchased software and equipment for faculty and students. Southern also purchased Kahoot, a game-based learning platform that engages students and creativity in the courses. Students enjoy the game and can make quizzes to help them learn the material for an exam. Also, Southern purchased Grammarly to help improve with writing styles and communication; furthermore, Southern invested in buying Go-Pro cameras for faculty to help in the classroom. Upon observing students’ preference for online classes during and after COVID-19, Southern implemented a new classroom modality called Hyflex in the Fall 2023 term. Hyflex enables flexible participation for students, where they can choose to attend face-to-face, synchronous class sessions, in person (traditional), and recording on Zoom to access at the students’ preference later each week. This provides the learner with a choice of accessibility to education. It requires the course and all



materials to be developed in Brightspace for classroom and online instruction. This modality requires the instructor’s organization to complete all types of offerings associated with Hyflex through technology in the Learning Management System.

The course-level assessment for the Fall 2023 term was submitted in December 2023, and the results have been compiled. Notably, in Spring 2022, some faculty (N=39) were unfamiliar with student learning outcomes and their location. However, by Fall 2023, more faculty members (N=82) could confidently identify that student learning outcomes were incorporated into their syllabi.

In Spring 2022, faculty expressed concerns about the need for improvement in instructor delivery, resources, and evaluation methods. Comparatively, in the Fall 2023 term, faculty (N=82) primarily emphasized the need to improve instructor delivery and course content. Issues related to resources, curriculum, classroom environment, policies, and practices were reported at lower levels.

The Paramedic Science Director highlighted the necessity for enhanced visual technology in the classroom, specifically for EKG interpretation. A new Anatomage table for Allied Health and Nursing programs has been purchased and will be used to illustrate the cardiac system's conduction system for various dysrhythmias, as well as other high-tech resources for all programs. Efforts are underway to secure funding for additional Virtual Reality learning experiences and high-fidelity training mannequins. This program aims to project holograms of various patients with emergency issues, aligning with the standards for high allegiance to the program and the profession.

The table below presents a comparative analysis of the past two semesters.

<b>Comparative Analysis of Spring 2022 and Fall 2023 Term Course Reports</b>		
Term	Spring 2022	Fall 2023
Number of Faculty Respondents	39	82
Does the Faculty know the location of SLOs?	No- did not read answer correctly.	Yes- 90% were able to select the correct multiple-choice answer.
Assessment Tool	Exam 14 Quiz 9 Homework 9 Presentation 5 Essay 15 Other 15	Exam 33 Quiz 10 Homework 12 Presentation 7 Essay 22 Other 18

Did Students meet the goal?	Yes 23 No 1 Partially 14	Yes 51 No 5 Partially 15
What could be changed? (3 highest)	Instructor delivery, Evaluation method Resources	Instructor delivery, Course content Resources, Evaluation Methods, Other
What changes?	Grading, change in schedule	PowerPoint, use audio lectures, visualization, increase coverage.
Financial Resources?	Yes- 1 No- 38	Yes 2 No 80

**Program-Level Assessment Data**

Program-level assessment was identified as an area of weakness because of the lack of measurable Program Outcomes, lack of actions for improvement of teaching and learning, lack of common and consistent content on the website regarding program listings, and lack of implementation of the Assessment Plan at the program level. Southern used each visitor’s findings to begin making changes. A modified plan was already in place, and the Academic Assessment Subcommittee (Assessment Academy) agreed it was time for implementation. The process of assessing Program Outcomes is documented in the [Faculty Assessment Guide](#).

One of the first things completed was to revisit the Program Outcomes and adjust some wording. With the help of the Director of Accreditation and Assessment, the Chief Academic Officer, Academic Deans, and the Directors, the Program Outcomes were updated and placed on the website. The previous visitors noted that the certificate programs and degree programs had the same outcomes and were modified.

After completing the rewriting of Program Outcomes, the Program Directors reviewed their program curriculum mapping. This mapping shows how the General Education Outcomes are integrated into each program and how their Program Outcomes are met in each course. Curriculum mapping helped the Directors note any gaps or overlaps in their curriculum so changes could be made to improve student learning. Because of this mapping, two programs, Paramedic Science and Criminal Justice, requested curriculum changes through the Curriculum and Instruction Committee. For example, Criminal Justice requested the following changes:

1. Remove CS 102 Computer Literacy
2. Remove AH 122 First Aid and AH 124 CPR
3. Remove CJ 216 Corrections Management
4. Remove SO 200 Sociology as a pre-requisite
5. Add EN 102 as an alternative course
6. Add CJ to PY 226 in the catalog.
7. Re-Sequence PS 202, EN 115, and BU 205

The Criminal Justice program was streamlined, and a specific pathway was developed. Students will achieve one baseline Criminal Justice degree that will allow students to matriculate to a four-year degree program.

Southern's Information Technology Department has strived to make the website's content consistent and transparent regarding the programs, certificates, and skill sets. All programs have at least one mission, goal, program outcomes, and curriculum and achievement data. Programs with a handbook are posted for student access and public view. In the narrative of the programs that prepare students to take a certification or licensure exam, the Program Directors have disclosed information regarding the U.S. Department of Education implemented regulations (Regulation 34 CFR 668 which requires Southern's Associate in Applied Science Degree Nursing Program to provide a list of all states/jurisdictions where the institution's curriculum meets state educational requirements for professional licensure or certification.

Another vital part of Program Assessment is the annual survey developed in Microsoft Forms. This [survey](#) report was sent to various Program Directors and addressed the findings of the first annual program survey. Currently, Southern has 16 programs resulting in a degree; six are nationally accredited, and one is seeking national accreditation. The areas included the mission statement, congruency of the mission statement to the College, advisory board, faculty support, Student Services, resources, program outcomes, and benchmarks. A copy of the survey with the results is available for review. The response rate for the survey was 88% (N=16). The areas of mission statement, attendance at the advisory meeting, faculty, and usage of Student Services were evaluated as satisfactory. Retention rates varied from 50-78%, and completion rates range from 48-100%. The areas needing improvement were related to the Program Outcomes being discussed in advisory meetings (77%) and adequacy of resources (86%. N=15/16). These numbers may be slightly decreased due to the new focus on Program Outcomes' measurement and data and the realization that these outcomes lead the program to success. Once a need is identified by a program, Southern's Administration has always been willing to invest in these various programs, which has led to the updating of labs and classrooms. Through various expansion funds, Southern has been able to maintain state-of-the-art Allied Health and Nursing Skill Labs and simulation centers.

Southern has continued to do Five-Year Program Reviews as required in Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, [Policy Regarding Program Review](#). Southern has a rotating [Program Review schedule](#) that is updated annually to reflect which program reviews are to be done in the following years. For example, when Paramedic Science was due for review in the 2022-2023 academic year, the Program Director found that the graduation rate had decreased significantly for the Paramedic Science degree but not for the Emergency Medical Technician (EMT) degree. Because of the severe shortage of First Responders in West Virginia, students who obtained their EMT degrees were quickly hired and began working and supporting their families. Southern realized that the EMT program was needed, but so was the Paramedic Science program; therefore, a change in the program occurred. Classes were realigned in the Emergency Management Services/Paramedic Science by allowing students to test for their National Registry Advance Emergency Technician (AEMT) after the program's first semester. This allowed certified AEMTs (Advanced Emergency Medical Technicians) to bridge to Paramedic Science starting in the second semester.

This change resulted from data analysis and recognizing the community’s needs (see [article](#)). For the Fall 2023 term, The Paramedic Science program had 23 students enter the program due to curriculum changes and rigorous marketing by the Program Director.

In the 2023-2024 academic year, four (N=4) programs were tasked to send a program review using the new [template](#). Deans and Program Directors were asked to include adequacy, necessity, viability, and consistency in the executive summary. Assessment data, program outcomes, and curriculum mapping were reflected in the reports. The Directors discussed how data was collected, the reason for the curriculum changes, correlations of modifications in the program related to the strategic plan, college mission, achievements, and progress.

Program Completion Rates from 2023-2024 Program Reviews				
Program	Definition	Rate		
Board of Governors (Degree)	Defined as per Argos/Banner. First class to graduation.	No completion rates were available. Graduates (N=95) for 2018-2023. Headcount (N=51) for 2018 to Fall 2023.		
Medical Lab Assisting (MLA) (Certificate)	MLA is a certificate program so the Program Director uses the Medical Laboratory Technology definition, which is the number of students who complete the first semester to confer a degree.	<b>Year</b>	<b>Head Count</b>	<b>Completion Rate</b>
		2019	21	32%
		2020	15	57.9%
		2021	17	15.8%
		2022	13	5.9%
Occupation Development (Degree)-does not have students at this time.	Defined as per Argos/Banner. First class to graduation.	<b>Year</b>	<b>Head Count</b>	<b>Completion Rate</b>
		2019	2	0
		2020	0	0
		2021	1	0
		2022	0	0
Surgical Technology (Degree)	Defined as the number of students enrolled after withdrawal date to confer a degree.	<b>Year</b>	<b>Head Count</b>	<b>Completion Rate</b>
		2019	9	67.0%
		2020	13	76.9%
		2021	14	71.0%
		2022	15	73.0%

## Co-Curricular Data

Following establishing a definition and an Assessment Plan for Co-Curricular activities, Southern has analyzed data. While the college had been collecting basic descriptive statistics on attendance at different program admission levels and the utilization of available resources by students, there was a lack of a program outcome for multiple programs. Each department has formulated one program outcome for a specific program within their domain and commenced data collection.

The Department of Admissions established its overarching goal for the Assessment project, aiming for students to engage with resources that enhance their chances of success. Specifically, their target was to have at least two-thirds of students who completed the New Student Orientation agree or strongly agree that it aided in developing a sense of connection to the College community. Aligned with Unit Goals focusing on students' connection to the community, Institutional General Education Outcomes of Intercultural Knowledge and Competence, and CAS Standards spanning Domain 1) Knowledge Acquisition through Domain 6) Practical Competence, this goal was set.

The New Student Orientation program, executed on August 17, 2023, drew the participation of over 200 students. From the New Student Orientation Evaluation Form, students (N=74) scored 1.49 for organization and 1.46 for connection to the college. The instrument aimed for scores between a positive one (+1) and a positive two (+2), falling within the acceptable range. Consequently, students reported feeling connected to the college by the end of the day.

Graphs illustrating the collected data can be accessed on the College's website under the Co-Curricular handbook. Implemented interventions involved "branding" the term "connect" and encouraging employees to share this concept with students throughout the day.

The Financial Aid department opted to focus on enhancing communication with students and assessed their perception of this aspect. Some students raised concerns about communication, prompting the department to act. 13 students were asked to complete the "Student Self-Evaluation" at the semester's end, where they rated their communication skills on a scale of 1 to 5. The goal was for students to rate their communication skills at a minimum of 3 out of 5, using the Federal Work Study Student Employee Evaluation Rubric to explain the Likert scale. The average communication score with work-study students was determined to be 4.38 out of 5.

Based on these positive results, the Co-curricular team decided on a series of interventions. These include having students complete a pre-self-evaluation during orientation to work-study, engaging in vector solutions related to communication, conducting workshops, mock interviews, and resume writing sessions. Additionally, written communication will be incorporated into general education goals on the Co-curricular mapping. These interventions are scheduled for implementation in the upcoming year, with a plan to reassess the communication goals based on their effectiveness.

Student Services assessed the National Society of Leadership and Success (NSLS) club and identified student goal-setting challenges. In response, the sponsors have planned initiatives to assist students in developing professional goals. To gauge progress, the sponsors set a goal for students to achieve a minimum score of 10 out of 15 on their SMART goals submissions. This assessment question aligns with the critical thinking rubric for the General Education Outcomes.

The NSLS advisor systematically evaluated each student's SMART goals submission using the rubric, creating a dashboard. The outcomes revealed that 85.3% of the submissions

were completed by the 34 students assessed. Considering these findings, the sponsors advocate for in-person orientation and leadership training to better support the students.

The Registrar aims for students to integrate their understanding of interpreting Degree Works reports and their Program of Study during the Graduation Checkout process. Following this process, both the advisor and the student completed a digital survey. This survey included two Likert-type questions, with scores ranging from +2 to -2. The goal was to achieve an average score of 2.0 on both surveys.

The initial survey results revealed that among 11 students, the synthesis score on their evaluation was 1.7. In the subsequent survey involving 10 students, the average synthesis score was reported as 1.6. To enhance and maintain these scores, the Registrar plans to create a concise video tutorial demonstrating how to access the program and interpret the necessary information for graduation. A copy of the curriculum handbook is accessible on the website under Assessment, Co-curricular. Additionally, a new handbook for the academic year 2024-2025 will be initiated on July 1st, incorporating new plans from the Directors.

#### **4.B.3. Process and Methodology: The institutions' processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members.**

Commitment to effective assessment practices and active participation is not merely a matter of compliance at Southern; it is a dedicated ethos. Southern is committed to cultivating a culture of assessment deeply integrated into all facets of the educational process, from student services and academia to co-curricular activities and administration. This commitment is evident in the Assessment Model, the extensive professional development opportunities provided, and a college-wide attitude that recognizes the significance and value of assessment in enhancing student learning.

Southern is actively fostering a culture of assessment and best practices by establishing procedures and expectations that engage faculty in every aspect of the assessment process. Clear timelines are developed and communicated through monthly town hall meetings, ensuring faculty are well-informed about when various assessment tasks are required and the associated deadlines. Reporting responsibilities encompass Course Student Learning Outcome Reports, program-level annual surveys, the attachment of General Education Rubrics to assignments and quizzes, program reviews, and the review of syllabi.

The institution offers training and ongoing opportunities for professional development in accreditation and assessment. Assessment is an integral part of the

faculty's contract, and it may contribute to faculty evaluations and career advancement. Faculty members are encouraged to engage in assessment activities during meetings, governance days, town hall meetings, and within the classroom setting.

The Assessment processes at Southern, outlined in 4.B.1, introduce newly formulated, measurable, realistic, and observable outcomes, along with methods to assess at three levels: General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. The college has established and adhered to a timeline that provides clear guidance on the deadlines for various assignments.

### Summary Timeline for Assessment

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
school					Collect General Education data.  Develop strategies.				Assessment Report	
<b>Aug.</b>	<b>Sep.</b>		<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
The Director of Accreditation and Assessment requests data from the Director of Institutional Research	The Director of Accreditation and Assessment meets with Deans and Program Directors	Deans, Program Directors, and faculty work on Reviews		Completed Reviews sent to the Director of Accreditation and Assessment		Revised Reviews sent to the Academic Student Affairs Committee	Revised Reviews sent to President's Cabinet	Revised Reviews sent to the Board of Governors and Community and Technical College System by May 31		

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select 20% of Program Outcomes to assess	Collect Data		Collect Data		Collect Data	Program Directors and Deans submit Part II of Annual College Survey to Director of Accreditation and Assessment	Program Directors and Deans submit Annual Surveys to Accreditation Offices, as well as the Director of Accreditation and Assessment	



Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.	Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.								Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Chief Student Services Officer collects data.								Chief Student Services Officer submits report to Director of Accreditation and Assessment		
								Chief Student Services Officer and Co-Curricular Committee plan co-curricular assessment for next academic year		

**Timeline Key:**

- Blue – Institution Learning Assessment- General Education Outcomes
- Yellow- Program-Level Review: Five-Year
- Orange- Program-Level Review: One-Year
- Pink- Course-Level Assessment
- Red-Co-Curricular Assessment

The Academic Assessment Subcommittee (AAS) (Assessment Academy) provides assessments regarding the assurance of quality and consistent teaching and learning through the student’s education journey. The Academic Assessment Subcommittee has made great strides in quantifying the General Education Outcomes; this was noted by the Mentor, Shari Jorissen, from the Higher Learning Commission’s Assessment Academy when she wrote:

“I know I was only supposed to address changes in the last six months, but I’d like to commend Southern on their commitment to transparency and development of the Assessment website with dedicated information and resources on topics including program and course level assessment, co-curricular assessment, faculty assessment guide, syllabi (and assessment), advisory (and assessment) as well as the above stated GEO work. Since I have mentored this project from the beginning, it is satisfying to see how the Academic Assessment Subcommittee has taken charge of communicating its assessment culture. Yes, static assessment reports are there (these formed the bulk of the website from 3 years ago), but the AAS is making the effort to engage with stakeholders with this website development that can now be viewed as a resource asset.”

The Academic Assessment Subcommittee is currently in the second phase of its Academy Project, focusing on gathering and analyzing data to identify trends and implement improvements. Southern has shown significant progress in adopting data-driven decision-making processes, spurred by requests from the Academic Assessment Subcommittee, informed by Course-Level Assessments, Argos reports on General Education Outcomes, and Program-Level Assessments. This committee, composed entirely of faculty members, convenes monthly, maintaining openness to the wider college community. Adhering to Robert’s Rules of Order, the committee diligently records minutes of its proceedings. In response to a mentor's suggestion, the committee plans to split into two groups while continuing monthly meetings. Additionally, the committee has collaboratively crafted the Faculty Assessment Guide, offering insights into

assessment techniques, Bloom's Taxonomy, and guidance on crafting Student Learning Outcomes versus Program Outcomes and General Education Outcomes.

Another pivotal collaborative initiative at Southern involved the development of a new syllabi format. The Faculty Senate and the Academic Assessment Subcommittee collaborated to design the format, identifying the essential elements for inclusion in a syllabus. Following approval from the Academic Student Affairs Committee, President's Cabinet, and a 30-day public comment period, the format was forwarded to the Information Technology department. They proposed a Banner merge into the syllabi to maintain consistent and constant information. Faculty members retained the ability to add their components, thereby upholding academic freedom.

Demonstrating commitment to accreditation, the Board of Governors at Southern ensures the presence of the Accreditation Liaison Officer (ALO), an ex-officio member of the Academic Assessment Subcommittee, on the agenda for every meeting. These informative presentations serve as a key channel for keeping the Board of Governors informed about ongoing developments in Assessment and Accreditation.

Southern is advancing its utilization of Assessment tools, including Brightspace, rubrics, surveys in Microsoft Forms, and Argos, to gather data for the three levels of academic Assessment. Additionally, the institution acknowledges the significance of collecting co-curricular data and leveraging it to make informed changes to their programs.

When tasked with conducting a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis, the Academic Assessment Subcommittee promptly offered insights. Among the initial strengths identified was the assessment committee's strong work ethic and composition. Without this group, the assessment process would still be in its early stages, limited to data collection and implementation. The committee has diligently and collaboratively worked to reshape the perception of assessment at Southern, shifting it from being likened to "doing taxes" to a focus on "student learning." The provided SWOT Analysis reflects diverse opinions within the committee and serves as a tool to guide the Academy in advancing the development of Assessment at Southern, ultimately enhancing student learning and success.

## **Conclusion**

On February 3, 2024, the Higher Learning Commission issued notification of the upcoming update cycle for the Academy. The Team Lead was tasked with drafting the remaining tasks and identifying opportunities to leverage Assessment projects as a catalyst for cultivating a culture of student learning and enhancing student learning outcomes at Southern West Virginia Community and Technical College. Following input from team members on different aspects, the report was submitted through SPARQ, a tool facilitating project management, collaborative learning, resource sharing, and submission of project components.

In addressing the questions posed, topics such as identifying achieved goals, incorporating feedback from consultations, setting goals for the last six months, and ensuring the sustainability of assessment without the Academy's structure were discussed by the Assessment

Academy Team during their February meeting. The team concluded that the most crucial step is to empower faculty by transferring the responsibility of assessment to them, prompting the initiation of report submissions in a designated Microsoft Teams folder. The Director of Accreditation and Assessment will oversee the completion of reports and the collection of final data numbers.

Additionally, the team deliberated on the concept of "Closing the Loop" for General Education Outcomes Assessment and Course-Level Assessment. A form developed by one of the team members will be implemented in the Spring 2024 and Fall 2024 terms. Recognizing the significance of professional development in transforming the culture of assessment, Southern Administration is actively supporting the team's request for a Faculty Resource Folder in Microsoft Teams, where videos and presentations can be shared. The forward momentum in fostering a culture of student learning with innovative ideas from faculty is evident, and with continued efforts, the atmosphere is poised to remain positive and contribute to a wonderful learning environment.

## Appendix

[Institutional Governance Handbook](#)  
[SIP-2171, Minimal Qualifications of Faculty \(available at visit and is in report\)](#)  
[West Virginia Higher Education Policy Commission \(HEPC\) Resources Data](#)  
[SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#)  
[SIP-3160, Course Syllabus](#)  
[SIP-3160.A, Course Syllabus Format](#)  
[General Education Rubrics](#)  
[General Education Outcomes](#)  
[SCP-3637, General Education Philosophy and Goals](#)  
[Faculty Assessment Guide](#)  
[Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices](#)  
[SCP-2218, Evaluation of Full-time Faculty](#)  
[SCP-2218.A, Faculty Evaluation Forms](#)  
[SCP 3620 Policy Regarding Program Review](#)  
[SAA Equal Opportunity, Harassment, and nondiscrimination Policy](#)  
[Faculty Handbook \(Available at visit\)](#)  
[SIP-2220, Course Feedback](#)  
[SIP-2220.A, Course Feedback Survey](#)  
[SIP-7000.A, E-mail Procedures and Guidelines Governing Distribution Lists](#)  
[Co-Curriculum CAS Standards Reports](#)  
[Performance Appraisal Forms](#)  
[SCP-2624, Employee Development](#)  
[SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers](#)  
[SIP-2165, Educational Release for Classified Employees](#)  
[Current College Catalog \(2023-2024\)](#)  
[College Catalog 2022-2023](#)  
[College Catalog 2021-2022](#)  
[Co-Curricular Handbook](#)  
[2020-2021 College Catalog](#)  
[Academic Program Review Schedule Matrix 2023-2028](#)  
[Board of Governor's Meeting Minutes](#)  
[Board of Governor's Meeting Schedule and Agenda](#)  
[Employee Directory](#)  
[Organizational Chart](#)  
[Employee Handbook, SAM 2000.1](#)  
[Faculty Credentials Report \(report\)](#)  
[Faculty Credential Review Examples \(onsite\)](#)  
<https://www.southernwv.edu/administration/board-of-governors/> [Institutional Governance Homepage](#)  
[Great Colleges to Work Survey Reports 2019 \(onsite\)](#)  
[Admissions CAS Final Summary Report](#)  
[Academic Advising CAS Final Summary Report 20222](#)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL  
COLLEGE ACADEMIC AFFAIRS  
PROCEDURE 2171**

**SUBJECT:** Faculty Credentialing

**REFERENCE:** SCP-2171, *Professional and Educational Requirements for Faculty*; SCP-2171.A, *Faculty Credentials Certification Form*; The Higher Learning Commission (HLC) publication “*Instructional Policies and Procedures for Determining Faculty Qualifications: HLC’s Criteria for Accreditation and Assumed Practices*,” November 2023; The Higher Learning Commission Guidelines “*Dual Credit*,” November 2023; The Higher Learning Commission Policy “*Faculty Qualifications Adopted on Second Reading*,” November 2023.

**ORIGINATION:** August 6, 2018

**EFFECTIVE:** September 10, 2019

**REVIEWED:** December 4, 2023

**SECTION 1. PURPOSE**

- 1.1 This guidance sets forth the procedure used by the Chief Academic Officer to ensure that each faculty member employed with Southern West Virginia Community and Technical College possesses the academic preparation, training, and equivalent experience or has a Professional Progression Plan to meet the minimum requirements of accrediting bodies and the Council for Community and Technical College Education.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This procedure applies to all faculty at Southern West Virginia Community and Technical College and to other individuals assigned to perform faculty work. Faculty who teach courses shall have appropriate discipline-specific credentials, equivalent experience, or progression to qualify as experts in course subjects. Faculty will communicate knowledge and skills in those subjects to their students in a manner that will promote student success. Each faculty member shall provide appropriate documentation such as vitae, official degree transcripts, certifications, professional licenses, and professional development certificates to document their qualifications as content experts in all course sections taught.

**SECTION 3. DEFINITIONS**

1. Equivalent experience – Equivalent experience includes a breadth and depth of experience outside the classroom in real-world situations relevant to the discipline and course content the faculty member is teaching. This can include research, professional development, recognized achievement, previous work experience in the field, state/national speaking engagements, and data showing student success. Previous years of classroom instruction do not alone constitute equivalent experience.
2. Credentials – An earned academic degree, certifications, and professional licenses that establish the faculty member’s credibility as a content expert. Achievement of academic

credentials means that the faculty possesses an academic degree relevant to what they are teaching and at least one level above the level at which they teach.

1. Faculty teaching in general education courses and other non-occupational courses shall hold a master's degree or higher. If the faculty holds a degree in a discipline or subfield other than the one they are teaching, the individual should hold a minimum of 12 graduate credit hours toward that discipline or subfield. The faculty shall reach 18 hours of graduate credit prior to the first promotion-in-rank.
2. Faculty teaching in technical college-level certificate and degree programs shall hold a bachelor's degree in the field or a combination of education, training, and equivalent experience similar to a bachelor's degree. In these cases, appropriate qualifications such as professional certificates, licenses, and recognition will be identified as suitable.
3. Faculty teaching in disciplines that require licensures and/or certifications are responsible for providing documentation of the licensures and/or certifications to Human Resources immediately upon receipt or renewal.
3. Progress toward academic credentials – Demonstrable, current, and consistent progress toward the academic credentials deemed relevant by Southern for the faculty to be qualified. If the faculty is qualified on this basis the faculty shall have a maximum of four years to move from progression to fully credentialed.
4. Other Entities – Entities other than Southern West Virginia Community and Technical College to which the College assigns the responsibility of instruction. This could include, for example, contractual partners, dual enrollment partners, institutional subsidiaries, and other related entities.
5. Professional Progression Plan – A plan developed by the Program Directors, Deans, Human Resources, and faculty members working collaboratively that documents how the faculty member will become fully credentialed based on academic credentialing or equivalent experience.

#### **SECTION 4. PROCEDURE**

- 4.1 The Academic Dean may submit guidelines for determining faculty qualifications, including equivalent experience, as deemed appropriate. If the faculty is not fully credentialed based solely on academic credentialing, then the Dean and Human Resources will initiate a Professional Progression Plan collaboratively with the faculty.

#### **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 The Higher Learning Commission requires institutions to justify and document the qualifications of faculty as part of its accreditation process. When the College utilizes equivalent experience as a basis for hiring faculty, it will review the resume and curriculum vitae, transcripts, work history, professional development, licenses, certifications, and speaking engagements. When the faculty member is credentialed with a Professional Progression Plan, the faculty member will be informed that they will be qualified for four years only and must finish the plan by that time. If the faculty member does not complete the plan within the allotted time frame, he or she may be terminated.

## **SECTION 6. GENERAL PROVISIONS**

6.1 The general information related to the faculty credentialing procedure for implementation will include equivalent experience with the possibility of a Professional Progression Plan for faculty qualifications.

## **SECTION 7. RESPONSIBILITIES**

7.1 Academic Deans – The Academic Dean reviews the proposed faculty’s credentials and equivalent experience. Any suggested Professional Progression Plan is then forwarded to Human Resources for approval. The Academic Dean is responsible for ensuring these guidelines are reviewed annually.

7.2 Human Resources Department – The Human Resources department will maintain an electronic database of faculty credentials that contains the same information as in the Faculty Credentials folders. The Human Resources department will use this database to provide accurate, timely information to various accrediting agencies, federal/state agencies, and College departments. Human Resources is responsible for ensuring these guidelines are followed and reviewed.

## **SECTION 8. CANCELLATION**

8.1 None

## **SECTION 9. REVIEW STATEMENT**

9.1 This procedure 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 Cabinet-level Administrator may recommend to the President’s Cabinet that the procedure be amended or repealed.

## **SECTION 10. SIGNATURES**

President Date

Cabinet-level Administrator Date

**Attachments:** None.

**Distribution:** All Southern Employees  
Intranet

**Revision Notes:** Originated August 6, 2018

December 4, 2023 – Updated to reflect new terminology and guidelines from the Higher Learning Commission (HLC), effective November 2023.



**SOUTHERN WEST VIRGINIA COMMUNITY AND  
TECHNICAL COLLEGE BOARD OF GOVERNORS  
SCP-2171**

**SUBJECT:** Establishing Minimum Standards and Qualifications for Faculty and Instructional Specialists

**REFERENCE:** The Higher Learning Commission (HLC) publication “*Institutional Policies and Procedures for Determining Faculty Qualifications: HLC’s Criteria for Accreditation and Assumed Practices*,” November 2023; The Higher Learning Commission Guidelines, “*Dual Credit*,” November 2023; The Higher Learning Commission Policy, “*Faculty Qualifications Adopted on Second Reading*,” November 2023; 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*; SIP-2171, *Professional and Education Requirements for Faculty*; SCP-2171.A, *Faculty Credentials Certification Form*.

**ORIGINATION:** September 1, 2000

**EFFECTIVE:** January 17, 2020

**REVIEWED:** January 8, 2024

**SECTION 1. PURPOSE**

1. The purpose of this policy is to establish minimum standards and qualifications for instructional faculty and staff. Southern West Virginia Community and Technical College is committed to the highest standards of instructional delivery and committed to ensuring that faculty meet minimum qualifications in each discipline. To ensure student success, the College is committed to ensuring that every student will have faculty members who have the academic preparation and experience to be effective in each course they teach. Extensive efforts will be made to hire fully qualified candidates meeting the minimum education standards and experience required of each position, that this policy establishes as the mandatory minimum standards and qualifications needed for faculty members.

2. To establish a system for documenting the minimum 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 policy applies to all full and part-time faculty, instructional staff, and dual-credit instructors teaching courses for Southern West Virginia Community and Technical College.

### **SECTION 3. DEFINITIONS**

1. Faculty – For the purpose of this policy and procedure, faculty are those individuals employed with faculty rank whose major responsibility is the delivery of courses of instruction including full-time, adjunct, dual credit, and instructional specialists.
2. Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.
3. Adjunct Faculty – Those individuals employed by the College on a part-time basis for the delivery of courses of instruction. An adjunct faculty teaching load will be limited to nine (9) credit hours per semester.
4. Dual-Credit Instructors – Those individuals that teach courses when the students receive high school credit and college credit for a course.
5. Instructional Specialist – A type of term appointment defined as those faculty members who have been appointed minimally on a nine-month basis and an hourly workload. The appointment is for a specified term not to exceed three years. The instructional specialist is eligible to receive reappointment to additional terms. No number of term appointments shall create any presumption of a right to reappointment or to appointment as a tenure-track (probationary) or a tenured faculty. In addition to teaching, instructional specialists will have responsibilities for various academic support activities.

### **SECTION 4. POLICY**

- 4.1 All full and part-time teaching faculty, instructional specialists, and dual-credit instructors of Southern West Virginia Community and Technical College will meet the professional and educational requirements of the Higher Learning Commission (HLC) as outlined in this policy statement and will provide the College all required employment and educational/professional credentials to verify and document their qualifications and experience.

### **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None.

### **SECTION 6. GENERAL PROVISIONS**

1. Professional and Educational Qualifications
  1. Minimum Qualifications: The following Southern West Virginia Community and Technical College professional and educational minimum qualifications for full and part-time teaching faculty are consistent with the guidance of the Higher Learning Commission (HLC).
    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 discipline or sub-field of study in which they teach OR a master's degree in a cognate field with a minimum of ~~18~~12 graduate level hours in a discipline consistent with the teaching assignment OR a Master of Education degree with specific focus of coursework related to the discipline and a specified number of

graduate units in the specific discipline. Faculty with a minimum of 12 graduate-level hours in a discipline consistent with the teaching assessment will be on a Professional Progression Plan. The issuance of an honorary degree is not an equivalent for an earned academic degree, but the justification for issuance may be considered as part of a portfolio based on the applicant's contributions to industry, society, or the discipline under section 6.2 below.

2. Faculty who teach courses in the career/technical associate degree and certificate program areas will have a minimum of a bachelor's degree in the field and a combination of education, training and tested experience, that documents technical competence in the field and/or program area in which they teach.

Academic Lab Managers who provide instructional support for programs/courses will possess a bachelor's degree or higher in a laboratory related discipline, or have an equivalent combination of education and experience/training, or hold the appropriate credentials and experience as determined by the program's national accrediting agency.

4. Faculty who teach courses as part of an academic program that maintains national accreditation or state licensure will have the minimum credentials required by the accrediting/licensing body.

## 2. Exceptions to Minimum Requirements

1. Equivalent experience should be based on qualifications of such depth and breadth that it provides an equivalent to the academic degree or graduate coursework required for the position. The use of tested experience should not be based on teaching experience in the discipline, but rather focused on the applicant's current academic achievement as it relates to the specific discipline and course content, and documentation of a level of experience, skill sets, research, professional development, recognized achievement, previous work experience in the field, state/national speaking engagements, data showing student success, certifications, and other credentials or qualifications that would meet or exceed the education requirement.

2. Sources of experience should focus on the necessary content knowledge required in the discipline. These sources may include specialized professional development courses, employment related training, or employment related experience. A documented history of activity in academic societies, professional organizations, or in research roles related to the discipline with demonstrated activity through peer-reviewed, consistent publication and presentations on matters of discipline content. This source of experience is most generally applicable to career-technical type courses or situations where a terminal degree does not fully align with the research or experiential history of an applicant.

3. In addition to the experience listed above, dual-credit instructors may present evidence of student achievement on college-level examinations that demonstrate successful teaching and learning on a college level. The successful completion of advanced placement tests for the majority of students in a course, over a three-year

period may be submitted for consideration for a portion of the tested experience portfolio.

4. In cases where a faculty member's experience does not match specific courses in a discipline's coursework, an instructor may be allowed to teach only those courses they are deemed qualified and the Faculty Credentials Certification Form (SCP-2171.A) will be noted accordingly.

5. In certain exceptional cases, and after exhausting other avenues to obtain a credentialed candidate meeting the specific requirements of 6.1.1 and the position being advertised for a minimum of two

(2) advertisements unsuccessfully, unique experience and demonstrated competency may be substituted for academic preparation. A portfolio demonstrating the depth and breadth of the experience should be submitted and an exception must be justified on an individual basis. An assessment of the portfolio must be approved by a committee of the Deans, and the Chief Academic Officer or President. The portfolio of detailed 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. If required, the faculty working on an exception should immediately begin taking the necessary courses to meet the educational or certification requirement and must complete the requirement of the Professional Progression Plan within the specified timeframe to remain eligible for employment.

#### 1. Documenting Faculty Credentials Certification

1. Each applicant will furnish the following credentials at time of the application: application with resume/vita and un-official transcripts. After receiving an offer of employment, official transcripts must be kept on file in the Human Resources Office by the first day of employment by the College. Any exceptions must have the documented approval of the Chief Human Resources Officer and the Dean should be notified of the delay.

2. The Faculty Credentials Certification Form (SCP-2171.A) has been designed to ensure all required credentials are part of an employee's official personnel file. The Dean will provide a list of all courses the employee is qualified to teach and the degrees, special certifications, and/or experiences which meet HLC credentialing requirements for teaching the listed courses. The Dean will furnish the completed form with all documentation to the Human Resources Office for the employee's official personnel file.

3. The faculty member is responsible for notifying the Dean and Human Resources when there is a change to the faculty member's credentials. Updated copies of official transcripts will be provided to Human Resources at that time. If necessary, the Faculty Credentials Certification Form (SCP- 2171.A) will be reviewed and updated every semester and when changes are required due to changes in accreditation, state, or federal law.

## **SECTION 7. RESPONSIBILITIES**

1. Full-time and part-time faculty members, instructional specialists, and dual-credit instructors will:
  1. Furnish all employment and teaching credentials for their official personnel file.
  2. Make continuous progress in their professional growth.
  3. If, by approved exception, minimum educational requirements are not met, they must enroll immediately in a program designed to achieve the required degree or educational levels and consistently continue the program to completion to maintain eligibility.
2. Dean will:
  1. Complete and sign a Faculty Credentials Certification Form (SCP-2171.A) for each faculty member within their school and/or program area and send the Faculty Credentials Certification Form (SCP- 2171.A) to Human Resources to include in the personnel/transcript files.
  2. If additional credentials are gained, an updated Faculty Credentials Certification Form (SCP-2171.A) must be completed and sent to the Human Resources Office.
  3. Ensure educational and professional background of all faculty members in their department, school, and/or program area meet the standards established by HLC 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.
  4. Develop, in consultation with the affected faculty member, a Professional Development Plan designed to achieve required degree or educational levels for teaching in discipline.
  5. Review annually, as part of the performance evaluation, progress made by each faculty member on their professional development plan, particularly those teaching under an approved exception.
1. Chief Human Resources Officer will:
  1. Add faculty credentials to the Faculty Credentialing database once the Faculty Credentials Certification Form (SCP-2171.A) is shared with the Office of Human Resources.
  2. File the official transcripts and Faculty Credentials Certification Form (SCP-2171.A) in the personnel/transcript file.

## **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

### President Date

**Attachments:** SCP-2171.A, Faculty Credentials Certification Form

**Distribution:** Board of Governors (12 members)  
[www.southernwv.edu](http://www.southernwv.edu)

**Revision Notes:** September 29, 2007 – Revised to exclude references to instructional staff, to update titles, and to add references.

December 11, 2012 – Revisions reflect a reduction in the minimum requirement for faculty teaching transitional studies courses. Definition of a full-time faculty modified to match that found in other institutional policies. Expanded requirements for vocational/occupational program faculty to include equivalent credentials, such as licenses and certifications. Included the requirement to review Faculty Credentials Certification Form annually with faculty evaluation.

March 2, 2016 – Revised to reflect changes in guidelines in determining qualified faculty through the HLC’s criteria for accreditation and to reflect any title and name changes for the College and the HLC.

August 29, 2019 – Revisions include added references: inserted the definition for an instructional specialist to match that found in other institutional policies; clarification of the minimum number of advertisements required in 6.2.1; included process for updating the Faculty Credentials Certification Form (SCP-2171.A); included responsibilities for the Human Resource Director; and title changes.

November 30, 2021 – Revised policy to match HLC approved guidelines from other similar institutions. Clarified applicant, faculty, and administration roles and responsibilities for applying, hiring, and reporting of qualifications. Revised and limited use of tested exceptions, strengthened required minimum qualifications for all teaching faculty, and limited the use of experience rather than academic credentials as the primary source of qualification.

January 8, 2024 – Revised policy to match HLC’s approved policy and to match SIP-2171 on faculty credentialing.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2171.A

**Faculty Credentials Certification Form**

Name: \_\_\_\_\_ Southern ID Number: \_\_\_\_\_  
School/Program: \_\_\_\_\_ Update Req'd: Yes  / No

**Education and Certifications**

Name/type degree, certification, or additional coursework	Granting Institution	Major/Minor or Course/Units	Additional Information

Portfolio Assessment Completed: Yes  / No  / N/A  (If yes, attach committee notes if applicable)

Meets Minimum Qualifications: Yes  / No  (If no, list the professional development plan below):

Professional Development Courses/Plan:	Est. Completion Date:

**Authorized Courses per SIP/SCP-2171**

Discipline	List specific course numbers or ALL for all courses in a discipline

I have verified the above information to the best of my ability. The information has been explained to the employee and all required and official documents, transcripts, certifications, and/or portfolios are attached or otherwise received and filed by Human Resources.

\_\_\_\_\_  
Faculty Member Name                  Signature                  Date

\_\_\_\_\_  
Dean Name                  Signature                  Date

\_\_\_\_\_  
Human Resource Officer Rec'd                  Signature                  Date

	Fall 2022		Spring 2023		
	Students Awarded	Award Amount	Students Awarded	Award Amount	Yearly Award Amount
<b>Federal</b>					
Pell Grant	714	\$ 1,901,776.35	638	\$ 1,745,495.31	\$ 3,647,271.66
Direct Subsidized Loans	218	\$ 401,354.00	191	\$ 377,718.00	\$ 779,072.00
Direct Unsubsidized Loans	200	\$ 446,167.00	177	\$ 413,560.00	\$ 859,727.00
SEOG	53	\$ 21,200.00	151	\$ 60,000.00	\$ 81,200.00
Emergency SEOG	0	\$ -	0	\$ -	\$ -
Work-study	16	\$ 23,418.79	16	\$ 21,689.96	\$ 45,108.75
<b>Total</b>		<b>\$ 2,793,916.14</b>		<b>\$ 2,618,463.27</b>	<b>\$ 5,412,379.41</b>
<b>State</b>					
WV Higher Education Grant	444	\$ 678,128.00	373	\$ 578,683.00	\$ 1,256,811.00
WV Invest	122	\$ 207,639.00	96	\$ 181,402.00	\$ 389,041.00
Promise	44	\$ 85,007.00	44	\$ 81,458.00	\$ 166,465.00
HEAPS	46	\$ 62,469.00	37	\$ 52,208.00	\$ 114,677.00
WV Nursing	7	\$ 17,500.00	7	\$ 17,500.00	\$ 35,000.00
<b>Total</b>		<b>\$ 1,050,743.00</b>		<b>\$ 911,251.00</b>	<b>\$ 1,961,994.00</b>
<b>Institutional</b>					
Southern Scholarship	59	\$ 97,401.00	55	\$ 91,827.00	\$ 189,228.00
Foster Care Waiver	4	\$ 7,943.00	4	\$ 7,267.00	\$ 15,210.00
HSTA	7	\$ 12,883.00	6	\$ 10,721.00	\$ 23,604.00
Employee Waiver	8	\$ 9,295.00	6	\$ 7,267.00	\$ 16,562.00
Employee Dependent/ Spouse Waiver	18	\$ 28,223.00	19	\$ 30,589.00	\$ 58,812.00
<b>Total</b>		<b>\$ 155,745.00</b>		<b>\$ 147,671.00</b>	<b>\$ 303,416.00</b>