



West Virginia Northern Community College is a public, multi-campus comprehensive community college which serves the six counties of Hancock, Brooke, Ohio, Marshall, Wetzels, and Tyler. On May 9, 1972, the West Virginia Board of Regents created a dual-campus community college out of what were formerly the Hancock County Branch and the Wheeling Campus of West Liberty State College (now University.) Responding to local community requests, the College began offering courses in New Martinsville in 1973 and established a campus there in 1975.

The College is accredited by the Higher Learning Commission; a team from the HLC periodically visits the College. The accrediting agency will be on campus Nov. 14-15, 2016, to conduct an evaluation. The document that follows this is an Assurance Report which is a detailed real-time representation that shows all aspects of College operations.

As a comprehensive community college, West Virginia Northern's Wheeling, Weirton, and New Martinsville campuses offer a wide variety of programs and courses in the liberal arts and sciences, career-technical education, work place training, developmental studies, and community and continuing education. Many courses and some programs are available online as a distance education component. Under an open-door enrollment policy, the College admits all adults desiring postsecondary education. High school students recommended by their schools for early entrance also are admitted. The College admits students as degree seeking or non-degree seeking, or as early entrance high school students or those enrolling in continuing education. Some programs are limited enrollment with specific entrance requirements, including Health Sciences. Graduates receive Associate in Arts degrees, Associate in Science degrees, Associate in Applied Science degrees, and certificates.

The College participates in a tuition reciprocity agreement serving students in seven neighboring Ohio counties: Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe, and Trumbull. Metro rates apply to other designated areas in Ohio and Pennsylvania.

Throughout the years the College has partnered with numerous community based groups in support of its mission, including the WVNCC Foundation Inc., various Friends of the College organizations, and the Wetzels-Tyler county arts agency, ArtsLink, which operates out of a campus building in New Martinsville as the result of a local donor's bequest. Community service always has been an integral component of the College mission, and students, faculty, and staff volunteer countless hours to non-profit agencies throughout the service region. The communities in which the College is located all view WVNCC as a significant resource not only in educating their citizens but also as partners in community service.

**Assurance Argument**  
**West Virginia Northern Community**  
**College - WV**

10/17/2016

# 1 - Mission

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

---

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

---

### 1.A.(1)

West Virginia Northern Community College's mission drives its academic programming, student services, enrollment, and retention of students, faculty, and staff. The mission also reflects the core values and vision of the institution.

WVNCC's Board of Governors approves and formally adopts the institution's mission and vision statements. These documents are regularly reviewed and evaluated by internal and external stakeholders. The College revisits these statements every five years during the strategic planning process. During this time, if a revision is deemed necessary, the change is developed and approved through a process that involves administrators, faculty, staff, students, and the community.

The [mission and vision](#) were revised by the College in 2010 and a new [mission](#) and vision were implemented in 2016. The previous [Strategic Plan](#) was implemented in 2010. This document is updated about every five years and consists of new goals to achieve. The current [Strategic Plan](#) has been updated for the 2016-17 academic year. During the review process, the draft plan and mission documents were sent to the college community for comment.

During the 2015 academic year, the President assessed the need for review and, as a result, the Strategic Planning Committee was formed. Compression planning was used as a vehicle to facilitate the strategic planning process in both 2010 and in 2015. The process was facilitated by employees from the Foundation and President's Office. Various constituents from the college, including faculty, classified staff, and administration were selected to participate and six sessions were used to complete the planning process. There was student involvement as a result of the ideas and information gathered from [focus groups](#) that were conducted on each campus. This [feedback](#) was presented to the internal college community and then discussed at the planning sessions. Included in the strategic planning process was the creation of a new mission and vision statement. Both internal and external constituents were involved in this process. A [survey](#) was distributed to the community to gain input before the new mission and vision were approved.

During the process, the committee reviewed the State [Master Plan and Compact](#) to ensure the institutional documents aligned with the State goals. The West Virginia Council for Community and Technical (WVCTCS) Education Master Plan – Fulfilling the Vision: 2015-2020 was developed to meet the needs of West Virginians and includes additional plans from the last WVCTCS master plan, [Meeting the Challenge: 2010-2015](#). The new plan focuses on accessibility and retention, and also producing more WV graduates, increasing transferability, using technology, and enhancing economic development. Furthermore, four priorities were outlined: increasing college completion, enhancing workforce and economic development needs, providing access to affordable education, and ensuring fiscal stability.

Consistent with institutional priorities, the State Master Plan and national changes in higher education, the mission and vision statements were revised to focus on graduating comprehensive students who are empowered to enter the workforce, or attain higher education, and compete globally. The committee was cognizant of the state goals and ensured the mission aligned with the state's higher education goals, as well as the institution's initiatives. As a result, the college's mission includes a plan focusing on graduating students called project graduation. The Academic Support Center (ASC) and Records Office work to identify students who are near graduation and reach out to them to assist in registration and graduation. In addition to the compression planning, student focus groups were organized on each campus, and surveys were sent to internal and external stakeholders in the community for input. After reviewing and considering all meetings and feedback, the information was disseminated to the entire college community for comment and review. This assured that all members were aware and were encouraged to provide suggestions. After the comment period, the WVNCC Board of Governor's [approved](#) the revised mission and vision for 2015-2020 on Jan. 28, 2016. The strategic goals were reviewed by the college community before it was presented to and then [approved](#) by the WVNCC Board of Governors in March.

The College's vision was revised to state:

West Virginia Northern Community College is recognized and admired for being a community of learners who model integrity, mutual respect, and a commitment to excellence. The College purposefully strives to:

- Empower students to be successful
- Respect diversity
- Be responsive and adaptive
- Value personal growth and development
- Achieve continued growth
- Be fiscally responsible
- Be entrepreneurial whether in the classroom or online, and
- Enhance partnerships and community service

#### **1.A.(2)**

The creation of a new mission and vision demonstrates the college's commitment to the constituencies it serves. The themes of student success, empowerment, workforce development, diversity, growth, and community involvement permeate the Strategic Plan and initiatives. Upon final approval of all three documents, the information was disseminated to the internal and external college community and was provided to all faculty and staff via [email](#) through the President's Office.

There is evidence the college has clear mission documents that articulate institutional commitments. In fact, recommendations from the 2012-13 self-study report were implemented. For example, the mission and vision are available through the college's [website](#), and in the [college catalog](#), student handbook, and on large signage poster boards on each campus. Reviewing and explaining the mission is now also part of the [orientation presentation](#) session for new students and part of the ORNT 90 First Year Strategies Student Success class as a discussion topic for [student journals](#). The new mission will be publicized in class schedules and program brochures as an initiative to begin in Fall 2017.

Some of the administrative areas and academic departments within the college have departmental mission statements that align with the college's mission. While all areas do not have formal statements, they do have goals that align with the mission and strategic plan. The four academic divisions: [Liberal Arts, Communication, and Social Sciences](#); [Business and Public Services](#); [Health Sciences](#); and [Applied Technology](#) have mission statements that are derivatives of the college's mission. In addition, offices and departments such as the [Learning Resource Center](#), the [Academic Success Center](#), [Human Resources Office](#), and [Institutional Research and Effectiveness Department](#), currently have guiding missions that align with the institutional mission.

In the academic realm, course outcomes, program level outcomes, and student learning are aligned with the mission. For example, the institution has expanded online course offerings, as well as, developed [programs](#) which are offered entirely online. These online offerings are quality options to meet student demands. Since a portion of the student population prefers the flexibility of online offerings, due to work and family obligations, the college has adjusted as a direct result. A [postcard](#) advertising these programs was mailed to students who had attended and not yet graduated. The college ensures a high quality, supportive environment by offering an [online tutorial](#) which is available on the Blackboard site. Technical support is offered for online students and instructors to promote and encourage communication. The Distance Education committee makes recommendations to the Vice President of Academic Affairs on policy development, best practices in teaching and learning, and faculty and student development activities that contribute to the quality and growth of distance education. The distance education courses and programs help students "compete and adapt in a global economy" which is a vital part of the mission. The online component also helps in recruiting a more diverse population. All online faculty members are also credentialed through [Quality Matters](#), in order to provide and uphold the quality of online course design.

The college also provides a service for high school students to earn post-secondary college credit while concurrently attaining a high school degree. The college employs quality instructors who are credentialed based on the HLC and Early Entrance degree [qualifications](#). High school students who have completed their sophomore year of high school and meet the prerequisite testing scores are able to enroll in college level courses and begin their college coursework early. These students have access to the high school and college's [library resources](#) on campus and online. There has been an increase in enrollment in this population and the college has been "responsive and adaptive" as stated in the vision.

WVNCC's program expansion has been a direct result of economic demands in the workforce. For example, Vice President of Economic and Workforce Development has worked to create, implement, and revise the Advanced Manufacturing (previously Mechatronics), Petroleum Technology, and Chemical Operator programs. This is due to the changing employment landscape of the Upper Ohio Valley and the oil and gas industry. The college's industry-targeted programs are in compliance with the standards of their advisory boards. In addition, partnering with local businesses has helped to define the needs, design the curriculum, and help the communities meet their goals of employing an educated workforce.

In an attempt to help students attain their educational goals, additional articulation agreements and [specialized 2+2 programs](#) have been developed. These transfer degree programs provide students with stellar learning opportunities to continue their education after graduation from WVNCC. The [WV Core Coursework Agreement](#) has also clarified which classes transfer among state institutions so students have access to equivalent courses and core coursework requirements between colleges.

Furthermore, Northern provides a supportive environment for students through multiple support services offered by the college including free tutoring, free computer labs, and student life activities which are promoted on the [student activities calendar](#). The Academic Support Center offers free tutoring to all students on all three campuses, an Accessibilities counselor that serves all three campuses, and support of the Developmental Fast Track program helps students outside of the classroom. The hiring of a Veteran's Counselor, Recruiter, and Counselor/High School Liaison has assisted with additional support for specific demographics. In addition, the Student Activities Office offers free programming for Disabilities Awareness, Women's History, and Black History Month for all students and community members across all three campuses.

### 1.A.(3)

Planning and budget priorities are aligned with the mission as well. For example, the expansion of the Advanced Manufacturing, Welding, and Petroleum Technology programs, the addition of the Applied Technology Center (ATC), and Technology Enabled Active Learning (TEAL) lab are aligned with "responding to the needs of the region it serves." The planning and resource allocation process aligns with the mission as well. Every year as the college plans for the future by sending [notification](#) to the internal community about the capital request for funding. In order to request money for an item or project, it must be linked to a strategic plan initiative. On the [form](#) to request capital funding, it is required to note the item or project, justification, and how it relates to the college's strategic plan. During the budget process, priorities are aligned and determined by the criteria that reflects alignment with the mission and strategic plan for the college.

## Sources

---

- 2015-2020 Strategic Plan
- 2016 core coursework transfer agreement
- Applied Technology Mission
- ASC Mission
- BB Online Tutorial
- Business and Public Services Mission
- Capital and Perkins Request Memo Staff
- catalog
- Copy of Copy of Capital Request Form FY 17
- CTCS Compact 2015-20
- email from Dr. Riley
- Faculty Credential Requirements by Course 15-16
- Fall 2015 Student Focus Groups 111815
- Health Sciences Mission
- human resources mission
- IRE Mission
- Jan 2016 BOG minutes

- Liberal Arts Mission
- library mission
- LRC Services
- March 2016 BOG minutes
- Mission in ORNT Powerpoint
- mission on website.docx
- online programs
- OnlinePostcard
- ORNT 90 Journal responses
- previous mission
- QM Standards with Point Values Fifth Edition
- Strategic Plan 2011
- Strategic Plan Community Survey
- Student Activities Calendar on website
- transfer programs
- Weirton-- Fall 2015 Student Focus Group Questions
- WV CTCS 2010-15 Master Plan

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

---

#### 1.B.(1)

West Virginia Northern Community College (WVNCC) publicly articulates its mission and vision by making them available through the [website](#), in the college [catalog](#), the Student Handbook, and the Employee Handbook. Recommendations from the 2012-13 self-study report were implemented to make the mission documents more visible. For those who visit a campus, the mission and vision are displayed on large posters in entrance locations and high traffic areas. The mission and vision are also found on television screens in the lobby of each building that showcase a presentation of activities and events on each campus. The mission is also presented to new students in a variety of methods. In an initiative to begin in Fall, 2017, the new mission statement will be published in class schedules and program brochures. It is part of the [PowerPoint presentation](#) made during orientation sessions for new students and it is discussed in the ORNT 90 First-Year Seminar: Success Strategies course. As part of their journal assignments, students are required to read the mission and [comment](#) on what a mission statement is, and to share their thoughts on the current mission. They are asked to reflect on it and write if it makes sense, if it needs changed, and if so, how it should be changed.

Northern is transparent in its planning and outreach, and was especially transparent when the mission statement was in the process of being updated. The college's mission and vision statements were revised during the strategic planning process so all of the institution's goals and direction were reevaluated and revised concurrently. The draft version was sent to the college community for input, comment, and discussion before it was presented to the Board of Governors. The college president sent an [email](#) on Jan. 6, 2016 so the college community was aware of the process and cognizant of those involved in the planning process. The mission statement is also posted on large bulletin boards in public areas so that it is apparent to all people on each of the campuses. It is also strategically placed in the President's Board Room, which is the primary location for most executive and committee meetings. It is important to have that visual when making important decisions for the college.

In an attempt to make the mission more visible, the Criterion 1 subcommittee has proposed the administration, faculty, and staff members recite the mission statement during public speaking engagements and presentations. It was also suggested that the mission be published in the newspaper when articles are written and published about the college. Additionally, the mission can and have been added to the electronic billboards, which are present at each campus's entrances, that present

upcoming events at the college. Any chance to publish or recite the mission will aid in exposure for the college.

### **1.B.(2)**

As discussed in 1.A., the mission statement is current and was revised in 2016. Integration of mission documents with department and work area goals demonstrates the importance that the mission has on various aspects of the College. For example, some academic departments and student support offices have their own missions which were created as a direct result of the institutional mission. For example, the [Academic Support Center](#) and [Learning Resource Center](#) both have missions. The academic departments each have their own mission statements which are derived from the institutional mission but specific to the four disciplines: [Liberal arts, communication, and social science](#); [business and public services](#); [health sciences](#); and [applied technology](#). Furthermore, the [Human Resources Office](#) also has its own mission statement which is derived from the institution's mission. In addition, there are professional training days that incorporate the mission because they are customer focused and mission-driven. During All-College Day, which is an annual event for the entire college, the mission is lived out in the [agenda](#) and training sessions. Faculty development meetings involve training to better serve students. There are also Professional Development Days that are used to inform and educate the staff and faculty and the intent is to make the mission a living document that dictates how the staff and faculty interact. The [agenda](#) from the Classified Staff Council professional development day workshop and the [results](#) of the day are shared among the college community, which is a direct link to the mission. A new endeavor, [Spirit of the Chicken Week](#), has also been implemented to create a collegial culture and to keep the mission alive and live up to the expectations of the mission. Faculty and staff were encouraged to participate in activities to work together, share pride for our mascot, the thundering chicken, and show students we support each other and the college, as well.

The Office of Student Activities embraces the mission by encouraging and fostering an environment of involvement. The Student Activities Office has a [mission](#) of its own so students understand how the institution's mission aligns with the Student Activities Office goals for student involvement. The Office oversees the Student Government Association (SGA) and Campus Activities Board (CAB). The SGA is guided by a [constitution](#) that dictates their goals and purpose and aligns with the institutional mission as well. The SGA officers are elected from each of the three campuses and are charged to “promote cooperation between the student body, faculty, and staff, to encourage student activities, to create school spirit, and to aid in the growth and the development of the community college...” They serve as a voice for the student body and connection to the college administration because they serve on various institutional and state committees, in addition to community service efforts. The [SGA agenda and minutes](#) for each month are posted to the website so the meetings are transparent and information is shared. The CAB group also plans, promotes, and advertises activities and programming on each of the three campuses to promote a collegial, friendly, informed, and entertained college community. The campus advisors and SGA members supervise the CAB functions to be certain the [events](#) are successful and relevant.

### **1.B.(3)**

Northern's mission documents clearly demonstrate the link between the nature, scope and intended constituents of programs the College offers. The mission statement says that the College mission is to “educate and empower individuals to achieve academic and career goals...” A review of the academic programs offered by the College reveals that the College offers transfer programs and

technical programs to prepare individuals for the workforce. The support programs discussed in 1.B. (2) are designed to help empower students to be successful. Constituents to be served include the individuals seeking to transfer or enhance skills needed in the workforce. The mission statement also indicates that the community is a constituent to be served as the mission includes helping to create a skilled workforce which can be competitive in the global economy. New programs which the College has developed and implemented in manufacturing, petroleum technology, chem operator, and welding were a direct response to community needs as the oil and gas industry expands in the area.

## Sources

---

- All-College Day Agenda
- Applied Technology Mission
- ASC Mission
- Business Mission
- catalog
- Classified Staff Day Agenda FINAL
- CSC Professional Development Day
- Health Sciences Mission
- human resources mission
- Liberal Arts Mission
- library mission
- Mission in ORNT Powerpoint
- ORNT 90 Journal responses
- SGA Agenda and Minutes
- SGA Constitution
- Spirit of the Chicken
- Strategic Planning Process email
- Student Activities Calendar on website
- Student Activities Mission Statement
- website

## 1.C - Core Component 1.C

---

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

---

The college's [mission](#) clearly indicates that Northern recognizes and values the diversity of its learners. The mission states the college educates and empowers individuals to successfully compete and adapt in a global society and the [vision](#) speaks to respecting diversity. Northern serves a broad array of populations and is committed to provide programming to raise awareness. Northern recognizes that diversity includes more factors than race and includes the college's first generation, financially challenged, veteran, and academically challenged students, as well. The college serves diverse populations including: minorities, low income students, first-generation college students, disabled individuals, academically disadvantaged individuals, displaced workers, non-traditional students, veterans and military personnel, traditional students, high school students in Early Entrance courses, transient students, and participants in continuing and community education and workforce development offerings.

The [demographic table](#) shows the percentage of enrollment by race and gender, and the percent of students receiving financial aid. The number of minority students appears to be low compared to the populations at community colleges with only 9.4% of enrolled students represented by non-whites in 2015-16. However, the percentage of minorities in the entire service area as reported in the latest census 4%. The percentage of minorities attending WVNCC exceeds the proportion in the general population. The table also reflects that Northern serves a large population of students using financial aid with 81% of first-time, full-time students receiving some form of aid. Despite the low number of minorities, Northern is committed to increase this population by utilizing different approaches. One example is offering scholarships that are targeted to specific groups such as the Ohio Valley African American Scholarship which is used to help attract African Americans to the college. The Amber R. Knowlton Scholarship is offered to a disabled or homeschooled New Martinsville student. In addition, the [recruitment plan](#) includes specific outreach to target markets at specific events throughout the year. A new endeavor implementing a [texting system](#) for high school students the college recruits has been a new method of communication. The college is represented at job fairs in the community and at the Workforce West Virginia (one-stop) Office, to provide assistance to any type of prospective student. New methods, in addition to the traditional high school visits and college fairs, are aiding in attracting a diverse population of students.

#### 1.C.(1)

The college has been committed to help students gain an understanding of diverse cultures and gain a global perspective through the curriculum and through student activities. One of the [general education goals](#) is to "acquire a cultural, artistic, and global perspective." Courses such as Global Communities (SS255), World Cultures (HIST 100 and 101), West Virginia and the Appalachian Subculture (SS 207), and Understanding Human Diversity (HS 147) address such topics as well as activities that are embedded in many courses. The [Human Diversity](#) class specifically addresses this goal and activities

are embedded in many other courses as well. The [general education outcomes](#) required for each class address acquiring a cultural, artistic, and global perspective, and they are assessed to determine if they meet that outcome. Other courses such as [Introduction to Nursing Concepts](#) and [Nursing Concepts of Health and Wellness II](#) include and embed diversity into the curriculum. In addition, the culinary department teaches students how to make and appreciate ethnic foods through their diverse culinary arts [menu](#). In addition, as discussed below, programming offered through the Student Activities Office is a key component in helping the College address its role in a multicultural society.

### 1.C. (2)

Northern provides various services to support the populations it serves. The Academic Support Center (ASC) has provided a [report](#) that outlines its services and populations which were assisted. The ASC, along with the assistance of the Accessibilities Counselor, provided services for 80 students in the 2014-15 year and the Academic Success Centers on all three campuses provided tutoring and assistance to 451 academically underprepared students as well. In an attempt to facilitate student success, the ASC offices assist with tutoring, accessibility, assistive technology, advising, Developmental FastTrack programs, and retention initiatives.

Additionally, the financial aid office is aware of the diverse population it serves and is abreast of the strategic plan and mission because the policies reflect these documents. The financial aid office served and assisted a total of 87% of full-time, first-time students using federal aid in the Fall 2015. The financial aid office also provides financial awareness counseling by requiring all students who are in the ORNT 90 class to complete the financial awareness counseling at [www.studentloans.gov](http://www.studentloans.gov) so that they are more aware and knowledgeable about their financial aid options and obligations. According to the [Satisfactory Academic Progress \(SAP\) policy appeal](#), students who fail to meet Satisfactory Academic Progress (SAP) are required to complete this financial awareness counseling. In accordance with the loan application requirements, all first-time Northern students who borrow loans must complete both an online and in person [entrance counseling session](#) so they understand financial obligations and ramifications of their actions. This office educates students so that they are fiscally responsible while attaining and earning their college degree.

The college's federal student [loan default management plan](#), is also linked and consistent with the college's strategic plan and mission to educate students about financial literacy, budgeting, and planning. As a result, students learn how to borrow loans wisely so they graduate with a lower amount of loan debt. The college has a loan default management plan due to the poverty within the areas it serves and among the student population. The loan default rates are decreasing since the inception of the plan. The college's loan default, published in September 2015, was 28.8% which indicates the processes and plans developed by the financial aid office are working to help students.

The college has remained flexible and developed services to assist the myriad types of students enrolled. Staff in the Student Services area provide service to veterans and military personnel as evidenced by WVNCC being selected as a [Military Friendly College](#) in 2016. The college has been a recipient of the award for the past four years. The college employs both a counselor and veterans certifying official to assist students who are receiving VA benefits. In addition, the Office of Economic and Workforce Development serves unemployed and underemployed individuals who receive assistance through the Workforce Investment Act (WIA) and Trade Readjustment Act (TRA).

Other diversity activities include services, workshops and "lunch and learn" sessions through the Academic Success Center. These [activities](#) encourage faculty, staff, students and the community to learn more about services offered at the college. A variety of [mental health resources](#) are also available to students who need assistance. Services are available online through the website and

through meetings with the Accessibility Counselor. There are additional [sessions](#) on a variety of topics as well

Embracing the knowledge that many students pursue Northern because of the affordability factor, the college has created and strengthened its specialized [2+2 articulation agreements](#) with four-year colleges. Many students will attend Northern to earn an associate degree with the intent to transfer to another college to obtain their bachelor's degree. Creating these partnerships help graduates with the transfer process.

The Student Activities Office provides multi-cultural programs and activities which are available for both students and the community. For example, Disabilities Awareness Month, Black History Month, Martin Luther King Day, and Women's History Month are celebrated and acknowledged at the Learning Resource Centers (LRCs) on each campus with presentation boards and activities. The Student Activities Office hosts events and presentations on all campuses to enlighten attendees concerning diversity. These are included in the [student activities calendar](#).

Since 2004, WVNCC has received the Diversity for Equity grant from the West Virginia Higher Education Policy Commission to fund programming for cultural awareness. As a result, the college has been able to offer special programming in conjunction with the Academic Success Center, Community Relations Office, and Student Activities. During the 2015-16 year, the grant was used to pay for the disabilities awareness, women's history, and black history month programming. The 2016-17 [grant](#) has been approved and is fully funded for the current academic year and will include a topic on sexual assault awareness. Despite the multicultural offerings, student participation has been growing, but still remains small so the college must develop ways to increase awareness and attendance.

Minorities among the faculty and staff are also low due to two contributing factors: the low percentage of minorities in the area and the low salaries paid by the college. These factors have made it difficult to attract minority candidates but the college has implemented strategies in the Affirmative Action Plan. Only 4% of the faculty and staff represent [minorities](#).

Northern has policies ([Rules](#)) related to [anti-discrimination](#) and equal opportunity, which are widely publicized. [Anti-discrimination](#) and EEO statements are printed in the college catalog, student handbook, financial aid documents, webpages, employment advertisements, and other locations. There are periodic trainings on harassment and discrimination and the Chief Human Resources Officer is an ex-officio member of all search committees to ensure that interviews are conducted properly. Additionally, the WV Community and Technical College System (WVCTCS) conducts periodic EEO audits. The last [audit](#) was in 2015 and there were no significant findings.

## Sources

---

- ASC ANNUAL REPORT 2014
- catalog
- CFVV Text messaging program
- Civil Rights Audit 2015
- culinary arts cuisine
- Disabilities Awareness Events
- Diversity for Equity 16-17
- General Education Core Outcomes
- general education outcomes in catalog

- Human Diversity Course Description
- Introduction to Nursing Concepts Fall 2016-NEW maps-student version
- Legal Ad for non-discrimination 082016
- loan counseling
- mental health resources
- military friendly school
- Minority goals
- non-discrimination statement in catalog
- NoStigma\_Flyer
- NSG 234 Concepts of health and illness 2 revised fall 2016
- Recruitment Plan
- SAP Appeal
- Student Activities Calendar on website
- Table 1 Demographics
- transfer programs
- vision statement
- WVNCC Harassment and Discrimination Rule
- WVNCC Revised Default Prevention Plan December 2014 OPE ID 00905400

## 1.D - Core Component 1.D

---

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

---

#### 1.D.(1)

West Virginia Northern Community College (WVNCC) has strong [partnerships](#) with its communities across all three campuses. As a public institution, WVNCC's sole function is the delivery of educational programs. In order to provide such programs, it is vital to have community connections, partnerships, and insight. For example, the Vice President of Workforce and Economic Development has created new programs and created continuing and community education courses. The Economic and Workforce Development Office provides [services](#) to many students and employers who are seeking training and skill sets. Examples of the partnerships include: Arcelor Mittal-Weirton (steel); Dominion Resources, Chesapeake Energy, Noble Gas (natural gas); area hospitals (healthcare); Mountaineer Racetrack and Casino, Wheeling Island Hotel and Casino (hospitality); Workforce West Virginia (Workforce Investment Board); Business Development Corporation, Regional Economic Development Partnership, local chambers of commerce (economic development); public school systems from all counties (secondary technical education).

The College maintains strong community connections and outreach to civic organizations such as, the Rotary Clubs and Chambers of Commerce in Wheeling, Weirton and New Martinsville. Academic connections such as clinical training sites and [program advisory boards](#) help maintain the relationships necessary for student success. The program advisory committees and their members are accessible on the website and in the college catalog. This allows everyone to see which community members are investing their time and efforts in the success of the college's academic programs. Educational ties to the [Northern Panhandle District Consortium](#), high school superintendents and principals of the service area, [Regional Education Service Agency](#) (RESA), and high school guidance counselors are also important to make sure the college and its staff know more about the high school graduates who are recruited. Government officials such as county commissioners and city officials representing the service areas of all three campuses keep college administrators abreast of the economic climate. And WVNCC stakeholders such as the Board of Governors, Foundation Board, and the Friends of the New Martinsville and Wheeling campuses are kept informed and involved. It is anticipated the Weirton campus Friends of the College will be reinstated in the 2016-17 academic year. The more groups that are organized to support the college and its efforts will help the students and the communities the college serves.

In addition to the educational, civic connections, and obligations to the community, the college is committed to enhancing the community through building improvements. For example, the recent

building projects on the Wheeling campus were constructed with the intent to enhance the downtown community. The Student Union was built to serve as a space for students to gather and meet, and it also serves as the location of the Student Activities Office. The first floor of the building includes a Barnes & Noble bookstore that serves both students and the public, so the community was considered when enhancing the bookstore and coffee shop. The Applied Technology Center (ATC) building was also built in the downtown community and designed to compliment the historic buildings in the area and enhance the aesthetics of the southern end of Wheeling. Addition of the applied technology wing of the Weirton campus was designed to assist manufacturers in that region.

### **1.D.(2)**

As a public institution, Northern's only purpose is to provide educational programs and services for students and the public. The only investors or external interests are the taxpayers and public which the College strives to serve.

### **1.d.(3)**

WVNCC engages external constituencies in developing and revising academic programs that meet local needs. The creation and continued development of the college's technical programs recognize the current economic and workforce needs of the oil and gas industry. Evidence that WVNCC is addressing the needs of this emerging industry is apparent in external funding the college has received for these programs. WVNCC has received monetary donations from industry, matching state grants, and special state grants for program development totaling more than \$750,000 to enhance the quality of these programs. For example, [Dominion Resources](#) donated \$18,250 to be used for computer software for students in the Petroleum Technology program to enhance classroom instruction.

The college engages and enhances the community by hosting events on each campus. There is a designated individual on each campus who works with community members wanting to utilize a room or space on campus for meetings or events. For example, the Wheeling campus serves as the location for PEIA state-wide meetings, political debates, and Relay for Life meetings, among other meetings attended by committee and community members. In New Martinsville, the ArtsLink is a community organization that provides and supports concerts, plays, and art displays on campus. The New Martinsville campus hosts the Wetzel County Chamber of Commerce meetings. The Weirton campus has offered BrainFood educational sessions taught by WVNCC faculty, and SIMSOC sessions for the Leadership Weirton classes in conjunction with the Weirton Area Chamber of Commerce. All three campuses have also hosted bachelor's degree granting institutions, such as West Virginia University, West Liberty University, and Wheeling Jesuit University on campus to teach their accelerated bachelor's degree programs to graduates and community members.

The institution's educational responsibilities take primacy over other purposes and is apparent by its program offerings. For example, the staff in the Economic & Workforce Development Office work to maintain relationships and partnerships with employers and community members who are working in and hiring graduates in the current economic industry. The college has created programs that will educate, train, and produce graduates to enter the advanced manufacturing (mechatronics), petroleum technology, welding, and chemical operator programs. The growing oil and gas industry has been the impetus for these new programs which were created to meet workforce demands and help graduates work and contribute to society. The college continually strives to understand address the demanding needs of the current and future workforce.

## Sources

---

- Copy of WVNCC Workforce Matrix 2014-2015 revised
- Courses and Programs offered through Workforce Division
- District Consortium Agenda
- Dominion article 11-18-15
- partnerships listed in catalog
- program advisory committees in catalog
- RESA

## **1.S - Criterion 1 - Summary**

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Summary**

---

West Virginia Northern Community College's mission is current and was recently developed during the strategic planning process. This process involved all constituency groups both internally and externally so contributions and considerations were made by many. The mission is prominently displayed, clear, and widely disseminated. WVNCC also has a commitment to diversity which is apparent through the programming and curriculum offerings at the college. WVNCC is also committed to the public good, which is evident by the outreach made by the Economic and Workforce development office. Service to the community is vital and the college continues to contribute to our communities through planning, improvement, and increasing engagement.

### **Sources**

---

*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

---

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

---

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

---

##### 2.A

West Virginia Northern Community College (WVNCC) operates with integrity in its financial, academic, personnel, and auxiliary functions. It establishes and follows fair and ethical policies for its governing board, administration, faculty, and staff.

The college has established and follows fair and ethical policies for its governing board. These ethical practices are evidenced through the Board of Governors (BOG) assuming the powers and duties of a local governing board in accordance with the [Higher Education Act](#) adopted by the West Virginia State Legislature and signed by then Governor Cecil Underwood in June 2000.

The BOG operates according to the [by-laws](#) of the board and adopted the by-laws of the West Virginia Higher Education Policy Commission. These by-laws consist of twenty duties and powers for the purpose of establishing, operating, and maintaining the college. Also included in the by-laws are definitions of the board members fiduciary relationship and requirements, as well as information and guidance regarding conflicts of [interest](#). The ethics of the administration of WVNCC are guided by the administrative procedures of the college and the Employee Reference Manual. WVNCC's administrative relationships are shown in the [organizational chart](#). All components of the college are shown to promote transparency of the workings of the institution. All employees are guided by the [Ethics/Conflict of Interest](#) rule that serves as an official statement affirming basic values expected to be upheld by all employees, full-time or part-time, and is made a part of the contractual employment agreement of all employees. Employees are required to report any external employment using the appropriate [form](#). The [External Employment](#) defines employees' responsibilities with regard to reporting any external employment and entrepreneurship.

In order to uphold integrity for faculty and staff, WVNCC strictly follows [Equal Employment Opportunity and Affirmative Action](#) (EEO/AA) principles. WVNCC's hiring procedures are well defined and follow EEOC/AA rules insuring WVNCC's core principles are maintained. When the President and Human Resource offices determine that a position needs filled, a committee is formed. The job description is reviewed and revised as necessary. All job offerings are posted on the website, with online agencies and in the local newspapers. The committee reviews the candidates resumes and chooses those to be interviewed. Once interviews are conducted, the successful candidate is hired and Human Resources begins the process of orientating the new employee with college policies, code of ethics, strategic plan, mission, and goals. All new hires receive a copy of the college's [Employee](#)

[Reference Manual](#) where policies, procedures, and guidelines are outlined.

Every Fall semester, prior to the first day of classes, the college holds All College Day. This is a full-day event when the college is closed for business and all faculty, staff, and administrators come to the Wheeling campus. The day's agenda features presentations from the President's Office (State of the College); the Human Resources department (Affirmative Action and [Sexual Harassment](#) training) the Business Office (budget and IT review); the Vice President of Academic Affairs Office (new programs and academic changes); Vice President of Student Affairs ([FERPA](#) training and financial aid changes), and Vice President of Economic and Workforce Development (technical programs update). There are also presentation by campus dean, director of academic service center, a professional development session, and more. These sessions inform staff and faculty of new or revised policies for the institution. While it is a busy, full day of training and activities it is an excellent opportunity for all employees to get together, which is particularly important for the Weirton and New Martinsville employees who do not get the opportunity to visit the Wheeling campus.

WVNCC also offers numerous faculty enrichment opportunities. During All College Week and throughout the semester, faculty attend professional development sessions in the areas of Student Success, Best Teaching Practices, Sexual Harassment, and Student and College Safety.

In order to maintain advocacy and representation for the faculty of WVNCC the adoption of the Constitution and Bylaws for the Faculty Senate occurred in 1973. The name was later changed to Faculty Assembly. The most recent revision of the [Constitution and Bylaws](#) was approved August 18, 2014. The purpose of Faculty Assembly is outlined in the Preamble of the Constitution.

During monthly Faculty Assembly meetings, issues that specifically concern faculty members are addressed. Members of administration such as the President, Vice President of Academic Affairs, and other staff members may address faculty during the meeting and members of the assembly have the opportunity to ask questions. Members of the Assembly also belong to committees, both standing and ad hoc. Reports from the meetings are presented during assembly.

The most recent revision of the Constitution and Bylaws dealt with, among other items, eligibility of Instructional Specialists. As this is a recent classification, clarification was necessary, resulting in the confirmation of the eligibility of Instructional Specialists to be members of Faculty Assembly. Instructional Specialist (IS) is a classification that differs from normal faculty in that the IS work under a 12-month (rather than 9), 37.5 hours per week contract which allows them to accrue sick and annual leave, as administrators and staff do. All faculty members are eligible to serve on the Executive Committee of Faculty Assembly. The President and President Elect are then chosen from members of the Executive Committee.

WVNCC takes steps to ensure that staff and faculty comply with the Federal Education Rights and Privacy Act ([FERPA](#)). Employees of the college are asked to sign a [statement](#) that explains the basic rule and confirming their understanding of it. The college provides to students, staff and faculty the [Notification of Rights under FERPA](#) for Postsecondary Institutions on the webpage. Students can access the [FERPA Release Authorization](#) form through the Registrar's office webpage.

The financial condition of WVNCC is shown in the annual [financial statements](#) and subsequent audit of those financial statements and accounting procedures. The external auditors prepare a [summary letter](#) and a detailed [audit report](#). There were no significant findings. The auditors report their findings to the [BOG](#).

## Sources

---

- 1675 20131203 Monitoring Report - Report and Staff Analysis Form
- AA\_ConstitutionFacultyAssembly
- BOG\_ByLaws
- BOG\_EthicsConflictOfInterest
- BOG\_MeetingExcerpts\_AuditorsReport\_012816
- BOG\_StandardOfCare
- BusinessOffice\_AuditLetter\_011416
- BusinessOffice\_AuditReport\_011416
- BusinessOffice\_FinancialStatements\_2014-15
- HR\_EEOAA
- HR\_ExternalEmploymentForm
- HR\_ExternalEmploymentRule
- HR\_FERPAConfirmation
- HR\_HarassmentDiscrimination Rule
- HR\_OrganizationalChart
- HR\_Title IX
- HR\_TitleIX\_Training
- HRSexualHarassment
- Registrar\_FERPA\_Notification
- Registrar\_FERPA\_Release
- West Virginia Code\_Higher Education

## 2.B - Core Component 2.B

---

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

---

#### 2.B

West Virginia Northern Community College (WVNCC) strives to maintain accurate, timely, and readily accessible communications with all of its constituencies: students, faculty, staff, administrators, and community groups and members. Various media channels are used to ensure widespread dissemination of pertinent information. Communication efforts, in all areas, are created and overseen by the Dean of the Community Relations Department.

The college [catalog](#) is the primary means of providing information to students regarding: admissions and registration requirements, tuition and financial aid, student services, academics, rules and regulatory information, academic programs and support services, and a college directory. Admissions [requirements](#) are clearly stated. A detailed listing of this information can be found in the Table of Contents of the College Catalog. The catalog is updated annually with input from all segments of the college. In particular, the curriculum committee oversees and approves all academic program and course content changes, as well as approving the addition of new programs and courses. The Dean of the Community Relations Department and the Vice President of Academic Affairs oversee the review and publication of the catalog. A copy of the [catalog](#) is available on the website.

Prior to the start of each semester, a schedule of classes for the upcoming semester is prepared, printed, and disseminated to the college community. This [schedule](#) provides pertinent details for all classes offered and is organized by campus, distance education classes, and continuing education classes. It also contains a calendar of important dates for the semester. When division chairs make class changes (cancellation or addition of classes) specific details are immediately provided to faculty and staff via an email from the VPAA's office. An up-to-date version of the schedule is available on the website ([link](#)). The VPAA's office is responsible for building and maintaining the schedule each semester, and providing it to the Community Relations Department for publication and distribution.

The WVNCC [website](#) underwent a major overall and improvement beginning in 2009. Technology Services Group (TSG), of Wheeling, did the initial design, layout, and activation of the website after approval of the President's cabinet. TSG continues as the website host and does major functional changes as requested. Updating content and day-to-day maintenance of the site is the responsibility of the webmaster who works in the Community Relations Department and the IT department. Each department, program, and faculty member has the ability to add to and modify the content on his or her respective pages. The website received the 2011 Paragon award for outstanding website from the National Council for Marketing and Public Relations for two-year schools.

WVNCC proactively uses [Facebook](#), [Twitter](#), and Instagram to promote the college, interact with students, and respond to questions/concerns that are expressed through these social media channels. The Community Relations department uses these channels to post relevant information regarding events, weather related closings as well as details of college accomplishments. Inquiries and comments received from the college community and outside constituents are answered promptly the

same day, if possible.

The [Communicator \(archive\)](#) is a monthly (except Dec, Jun and July) publication of the Community Relations department that is emailed to the entire college community and made available for community constituents on the website. Content for the magazine is generated in a collaborative process that encourages all employees and students to submit material to the Dean of the Community Relations department. There are two area specific newsletters that are also published. Beginning in August 2016, the Human Resources department published the initial issue of [HR Resource](#), a monthly newsletter that is distributed to all full-time employees. The Academic Support Center publishes a monthly newsletter, [On Track](#) for students. This has been published for several years and is distributed by email to all students and hard copies are posted around all campuses.

All WVNCC marketing materials and promotions are created and overseen by the Community Relations department. Radio, TV, newspaper, and billboards are routinely used to promote the college, its programs, and academic opportunities. The department has an annual budget of approximately \$200,000 available for marketing promotions. WVNCC also provides sponsorships for many community events and organizations across all three campuses. These include the OVAC (Ohio Valley Athletic Commission), Italian Festival, Debbie Greene Distance Run, Christmas parades, Speedboat Regatta, and more.

WVNCC seeks to promote itself as accurately as possible, at all times. This effort is the responsibility of the Institutional Research office., which provides all data for Federal and State mandated reports as well as collecting and reporting data to meet the internal needs of college. With a strong emphasis on data driven decision-making, the availability, timeliness, and accuracy of data is paramount.

The Nursing Program has been challenged in recent years to maintain student progress and licensure pass rates at the 80% threshold, on all three (3) campuses. This ongoing challenge, combined with administrative items identified as part of a regularly scheduled on-site visit, resulted in a State Board of Nursing March 2016 designation of provisional status and a reduction in admissions for Fall 2016. All administrative items were immediately addressed following the on-site visit. The program continues to be fully accredited both nationally and by the state. The specifics of the provisional designation are that all three campuses are on provisional status with reports due every three months to the Educational Committee. Weirton campus status was related to pass rate below 80%, two out of three years (2013-15); New Martinsville campus status was related to pass rate below 80% two out of three years (2013-15) as well. The Wheeling campus had a pass rate below 80% one out of five years. Students received notification of these changes verbally by the Director of Nursing and accreditation was discussed in the orientation. Student access to resource deficiencies related to internet access were noted and have been corrected. The student [nursing manual](#) is available online. This issue was presented to the BOG and was discussed openly at their [meeting](#).

The nursing program struggles to recruit nursing faculty, in spite of implementing an increased faculty salary scale for nursing faculty. Programmatically, the faculty have designed and implemented additional student learning support in the form of tutoring, lab practice, class preparation assessments, and multi-faceted licensure review process. Pending progress on licensure pass rates and sufficient staffing levels, the College intends to request in March 2017 that the state board increase admission numbers.

WVNCC is chartered by the State of West Virginia and governed by the [West Virginia State Code for Higher Education](#). The Higher Learning Commission is the overall accrediting agency. Program specific [accreditations](#) are listed on the website and in the catalog.

[Tuition and fees](#) are listed in the catalog and on the website. WVNCC has created a [net price calculator](#) to help students obtain a quick estimate of their financial aid eligibility and out-of-pocket expenses. There is also a [tuition calculator](#) that can determine tuition and fee costs.

## Sources

---

- Accreditation\_WVNCC
- WVNCC\_Net Price Calculator
- BOG\_MeetingExcerpts\_NursingAccreditation\_042816
- Campus Communicator\_WVNCC
- CampusCommunicator\_Sep2016
- HR\_Newsletter
- Nursing\_StudentHandbook\_2015-16
- OnTrack\_ASCNewsletter\_WVNCC
- Tuition Calculator\_WVNCC
- West Virginia Code\_Higher Education
- West Virginia Northern Community College - YouTube
- West Virginia Northern\_Facebook
- WVNCC\_ASC\_blog
- WVNCC\_Catalog\_AdmissionsPolicy
- WVNCC\_TuitionFees
- WVNCC\_Twitter
- WVNCC\_Website

## 2.C - Core Component 2.C

---

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

---

#### 2.C.(1)

The WVNCC Board of Governors (BOG) assumed powers and duties of a local governing board in accordance with the Higher Education Act of the State legislature effective July 1, 2001. The BOG has the primary responsibility to determine, control, supervise and manage the educational, financial and business policies and affairs of the institution as defined in the [BOG by-laws](#). The legislation creating and controlling the BOG is found in [West Virginia Code](#).

The [BOG](#) has nine lay members (currently 3 vacant positions) and three institutional members: a faculty, a classified staff, and a student representative. No more than five of the lay members may be from one political party. Members are nominated by the president and approved by the governor. Meetings are held at least six times per year, including an annual meeting that occurs in June. A schedule of past and current meetings dates is [available](#).

An archive of meeting minutes for the BOG is [available](#) as well as the most recent meeting [agenda](#).

#### 2.C.(2)

In part IX of the [by-laws](#) the duties and powers of the BOG are defined. Of the 20 items listed, the following are of particular interest:

- Appoint and fix the salary of the president as well as defining the duties of that office. The president shall serve at the pleasure of the BOG and will be evaluated as required by State rules and the Higher Education Policy Commission (HEPC).
- Employ, through the office of the president, such personnel as are needed to meet the mission of WVNCC.
- Submit a Community College Master Plan and Compact to the HEPC and annually report on WVNCC's performance in relation to these.
- Submit an annual budget to HEPC.
- Hear student appeals when appropriate.
- Approve the academic calendar.
- Approve and award associate degrees and certificates to WVNCC graduates upon certification

of their completion of requirements by the president and faculty.

- All other items relate to the financial operation of WVNCC and can be viewed [here](#).

The BOG reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. Included here are several examples of these reviews and the decisions made as a result:

- Annual [auditor's report](#)
- Approval of [rules](#)
- Hearing and commenting on internal reports:
  - [Faculty](#)
  - [Classified Staff](#)
  - [Students](#)
  - WVNCC [Foundation](#)
- [Community outreach](#) and interaction with [external constituencies](#) are reported by the President at each meeting.
- New [Mission and Vision](#) statements
- [Strategic Plan](#) updates
- [Civil Rights](#) review

### **2.C.(3)**

As defined in the [by-laws](#), the members of the BOG have a fiduciary relationship to WVNCC and shall not act, either directly or indirectly, adversely to the interests of WVNCC. Should a board member have a conflict of interest they will refrain from involving themselves in discussion or decisions relating to that matter. This policy protects the integrity and independence of the BOG.

Each board member shall perform their duties in a manner that considers the best interest of WVNCC and any effects on faculty, staff, and students. Consideration will be given to any effects board actions have on suppliers and customers of WVNCC as well as the communities where WVNCC facilities are located and communities where educational services are provided.

### **2.C.(4)**

The BOG expects the faculty to oversee all academic matters, while reporting any issues to the BOG. The BOG will approve proposals from the faculty, but the faculty will present completed items that are ready to be acted upon. For example, the faculty presents program changes, including new programs, and program reviews for the BOG approval. These are [presented](#) by the Vice-President for Academic Affairs.

As explained in the by-laws the president is hired as the chief executive officer of the institution and is responsible for the day-to-day operations of the college. The BOG is responsible for evaluating the president annually and setting terms of their contract.

## Sources

---

- BOG\_ByLaws
- BOG\_MeetingExcerpts\_AuditorsReport\_012816
- BOG\_MeetingExcerpts\_CivilRightsReview\_082416
- BOG\_MeetingExcerpts\_ClassifiedStaffReport\_092416
- BOG\_MeetingExcerpts\_CommunityOutreach\_052815
- BOG\_MeetingExcerpts\_FacultyReport\_042315
- BOG\_MeetingExcerpts\_FoundationReport\_082715
- BOG\_MeetingExcerpts\_MissionVision\_012816
- BOG\_MeetingExcerpts\_NursingAccreditation\_042816
- BOG\_MeetingExcerpts\_PresidentReport\_042315
- BOG\_MeetingExcerpts\_ProgramReviewApproval\_031915
- BOG\_MeetingExcerpts\_RuleApproval\_021516
- BOG\_MeetingExcerpts\_StartegicPlan\_032416
- BOG\_MeetingExcerpts\_StudentPresentation\_022516
- BOG\_MeetingSchedule
- BOG\_Members
- BOG\_PreviousMinutes
- BOG\_RecentAgenda
- West Virginia Code\_Higher Education
- WestVirginiaCode\_BOG

## 2.D - Core Component 2.D

---

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

---

#### 2.D

WVNCC is committed to the individual's freedom of expression for faculty, students and employees. The overall guiding principles are presented in the [Academic Freedom](#) policy. This policy ensures that faculty members have the freedom to express their ideas and to seek and state the truth as they see it. It is their responsibility to use and transmit knowledge, principally to their students, but to their academic and administrative colleagues as well. Faculty choose textbooks as a group, by discipline. This policy of using the same book(s) for each class allows for potential cost savings to students that must change sections during the first or second week of the semester. Textbook costs are an important consideration for WVNCC and the [Textbook Affordability](#) committee looks at the issue regularly.

Student responsibilities, and WVNCC's obligations to students, with regard to academic integrity are defined in the [Academic Integrity and Student Responsibilities](#) rule. This rule covers, as responsibilities from the student's perspective:

- Class attendance and participation
- Academic honesty and support of a learning environment
- Plagiarism
- Cheating

It also defines the responsibilities of WVNCC to provide a commitment to address and define:

- Academic integrity
- Assessment
- Academic program completion timeline requirements
- Alterations in graduation and program requirements
- Course substitutions

WVNCC supports and promotes the concept that it owes an obligation to the students to provide the resources, both physical and academic, needed for them to achieve their educational goals. Equally there is an obligation for students to do their part in achieving their goals. Both parties are committed to freedom of expression in all matters. Pursuit of truth in teaching and learning is the cornerstone of this ideal.

## Sources

---

- AA\_TestbookAffordabilityCommittee
- WVNCC\_AcademicFreedom-Policy
- WVNCC\_AcademicIntegrityandStudentResponsibilities

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

---

Students are offered guidance in the ethical use of information resources through the student handbook and individual classroom instruction.

#### 2.E.(1)

The student handbook includes a section on acceptable use of computers and information found through WVNCC's Library Resource Center. As stated in the [student handbook](#), "Users must adhere to copyright law regarding the use of software, print or electronic information, and attributions of authorship. In certain instances, legal counsel for the state of West Virginia may be consulted to determine permissible uses". This [section](#) also advises students against "Copying, disclosing, transferring, examining, re-naming, or changing information or programs belonging to another user unless given express permission to do so by the user responsible for the information or programs".

The [student handbook](#) explains, "All students are responsible for their own academic work and behavior which supports a learning environment". Included in the handbook is a section on Academic Integrity with several paragraphs providing the definition of plagiarism and cheating as well as explaining the possible consequences for a student who has plagiarized or cheated.

Along with the information in the student handbook, students are educated about responsible use of information resources in the classroom. Many faculty members include statements in their syllabi defining plagiarism and explaining consequences for this infraction. The consequences for plagiarism are determined by the individual instructor.

As an aid in maintaining academic integrity, all instructors have access to SafeAssign through Blackboard. Students submit papers that are run through this service's database to determine if any passages of information in the student paper can be found in documents in the database. The results, provided for the instructor, can also be provided directly to the students. A determination can then be made to see if the information was properly cited.

#### 2.E.(2)

In sessions offered by library staff, students are taught to recognize quality resources – such as those found through SIRS, Infotrac, and Ebscohost. Students are also shown sources deemed inappropriate for academic study – such as those found on Wikipedia or Shmoop – to further their understanding of

scholarly research.

Each semester the library conducts a Library and Information workshop as part of the first year Experience, ORNT 090 class. This [workshop](#) provides expensive knowledge and resources for the students on the library and the concept of information literacy. The library also goes into classes, when asked by the faculty, to provide an introduction to the concepts of information literacy, a brief look at the functions and systems incorporated in the libraries, and a brief introduction on how to do academic research. Typically these are done in the English Comp I classes, sometimes in English Comp II, and sporadically in other of classes when when this knowledge would be useful for that class. [Here](#) are the number of students served and sessions, by year.

The library [webpage](#) offers numerous links and extensive information regarding all aspects of accessing information, understanding how the library works, and what materials are available. Clicking on any of the links takes one to many additional resources that are both text and visual based. Selecting the [Help](#) link from this page provides access to a variety of topics including plagiarism, information literacy, and how to evaluate a reference. The [YouTube](#) link provides a variety of videos that can further enhance a student's understanding.

### **2.E.(3)**

WVNCC has detailed and extensive, policies and rules that address academic honesty and integrity. These are summarized and codified in the [Academic Integrity and Student Responsibilities](#) rule. Students have access to a detailed and informative [list](#) of their rights and responsibilities as students of WVNCC. The student has a right of appeal for any disciplinary action against them for a violation of these rules. These appeals are heard by the Academic Judicial Board which is convened as needed to hear disciplinary matters involving students. It consists of three faculty, one from each campus, and one alternate from each campus, appointed by the Faculty Assembly; administrative staff member appointed by the President who will serve as Chair; and three students, one from each campus and one alternate from each campus appointed by the Student Senate.

WVNCC does not have an Institutional Research Board. Requests for such approval occur rarely and are handled by the president's office initially.

## Sources

---

- Library\_ClassOrientation
- Library\_FYSOutline
- Library\_HelpTopics
- Library\_InfoLiteracySessions
- Library\_IntoPage
- Library\_YouTubeGuides
- StudentHandbook\_AcademicIntegrity
- StudentHandbook\_IT\_Resources
- WVNCC\_AcademicIntegrityandStudentResponsibilities
- WVNCC\_StudentRightsResponsibilities

## 2.S - Criterion 2 - Summary

---

The institution acts with integrity; its conduct is ethical and responsible.

### Summary

---

West Virginia Northern Community College aspires to conduct its activities with integrity in an ethical and responsible manner. Policies, process, and rules have been established that guide students, faculty, staff and the Board of Governors in all aspects of their activities and interactions with one another, as well as external constituencies.

Students are informed of the concepts of academic integrity and the ethical ways to use information in their classes. Board members know of their fiduciary responsibilities and concerns about conflict of interest. Employees are kept updated with regards to FERPA, sexual harassment, and affirmative action policies.

All financial transactions and records are maintained in accordance with accepted accounting principles. Information regarding the college's program offerings and activities are readily available through the website, social media, newspaper articles, advertising channels and internal publications such as the *Communicator*.

WVNCC conducts its affairs in an ethical and responsible manner, with integrity and transparency.

### Sources

---

*There are no sources.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

---

The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

---

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

---

#### **3.A.(1)**

WVNCC offered twenty-one associate degree programs and nine certificate programs for academic year 2015-2016. The College currently lists sixty-seven academic programs in the catalog which includes all options and 2+2 agreements as separate listings and are detailed in the 2015-2016 College Catalog on pages 82-83. There are three Associates in Science (AS), five Associates in Arts (AA), twenty-five Associates in Applied Science (AAS), fourteen Certificates in Applied Science (CAS), and twenty transfer programs with specialized 2+2 agreements with a variety of baccalaureate institutions. These numbers include all options and 2+2 agreements as separate listings and are detailed in the 2015-2016 College Catalog on pages 82-83. Many of the programs at WVNCC have external accreditations that require an annual program review and report to the outside accreditation. Currently the college has 10 external [specialized accreditation agencies](#). This list is available in the college catalog. Programs that do not have an outside accreditation or do not have an annual program review process are subject to the internal review process. The [program review process](#) coupled with the external accreditation of specific programs provides evidence that all programs are committed to continuous improvement of the student's educational experience, incorporates best practices in pedagogy and course content, and are responsive to developments within their profession. Programs are receptive to input from students, employers and advisory committees to ensure a culture of continuous quality improvement. All technical programs have Program Advisory Committees which meet at least once per year to provide input about the program so that it remains current and relevant. The program review process has been revamped to include a stronger [internal review process](#) that uses different measures to assure the program is doing a sufficient self analysis. A campus-wide program review will be completed in 2016 with a campus committee evaluating all programs simultaneously. The program review process is discussed more fully in Core Component 4B.

WVNCC prides itself on the fact that its faculty members are [qualified instructors](#), as well as subject matter experts in their field. Faculty members teaching in general education areas are required to have a master's degree or 18 graduate hours in the subject matter area. Instructors in technical areas are

required to have one degree higher than the level being taught or have significant work experience directly related to the field of study. Dual credit faculty members are held to the same standards as the faculty who teach on campus. Division Chairs review transcripts and resumes when deciding whether an applicant qualifies. Requirements for the dual credit syllabi also are the same, including learning outcomes.

### **3.A.(2)**

WVNCC articulates learning goals for all its programs. The goals for each program and for general education are listed in the Catalog. Goals for individual courses are detailed on the Master Course Guide discussed in 3.A.(3).

### **3.A.(3)**

In order to meet assessment goals, outcomes, and requirements all WVNCC faculty members use [The Master Course Guide](#) (MCG), the official document by which faculty delineate the course definition, structure, student learning outcomes, and student learning performance objectives. Every course section, regardless of location or delivery mode, such as Early Entrance, face to face, or online, has a Master Course Guide, which is designed by faculty members in the Division offering the course. Master Course Guides are in place for all currently offered courses. Faculty members, both full-time and part-time, are required to follow the MCG. The Master Course Guide must be evaluated periodically to assure that the offerings stay current and have appropriate learning outcomes. A sample [MCG for BIO 110](#) is included and others are available through the faculty resource page. These receive approval of the Division Chair and are confirmed by the Vice President of Academic Affairs.

## **Sources**

---

- 3.a.\_Faculty Resources WVNCC Webpage\_Credentials by Course\_CD031516
- 3A\_Academic Affairs\_MASTER COURSE GUIDE FORMAT\_CAD\_021116
- 3A\_IR\_ProgramReview 010616\_CAD-021116
- BIO 110 Principles of Biology mcg
- criterion3A\_InstitutionalEffectiveness\_WVNCC ProgramReviewForm\_cad\_2252016
- Specialized Accreditation

## 3.B - Core Component 3.B

---

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

---

### 3.B.(1)

West Virginia Northern Community College's (WVNCC) general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The mission states the college wants "individuals to achieve academic and career goals, leading to a highly-skilled, well-rounded, and accomplished workforce..." In order to achieve this goal, general education courses are included in every program. Faculty members within the different degree programs have identified general education offerings that are appropriate to the success of the students graduating from the college. Each associate degree program has at least the minimum 15 credit hours of required general education courses. This number is derived from the [state-wide policy/guideline](#) on the specific number of courses that are deemed as general education. Furthermore, the internal policy is consistent with the [state document](#). The 15 credit hours are required to come from different academic discipline area within the general education core requirements and include the areas of Humanities, Social Science, Laboratory Science, and Mathematics. The general education committee has designated [six general education outcomes](#) that each graduate of WVNCC will have obtained. These six general education outcomes are listed in the course catalog. In addition, the General Education Committee identified two general education outcomes to be measured and assessed every academic year. The first two outcomes assessed in 2014-15 were: communicate effectively in oral and written formats, and employ or utilize information access and literacy skills.

A survey of learning activities and assessment instruments to measure learning outcomes was conducted in April 2015. Learning activities and the assessment instruments were found to be appropriate for measuring general education outcomes.

In October 2016, the Director of Institutional Research and the Division Chair of Liberal Arts, Communication, Social Sciences, and Sciences attended a Statewide Workshop on Assessment to

assist faculty and the institution “close the gap”. Another [workshop on assessment](#) in February 2016, had four members on a team; Director of Student Services, Director of Institutional Effectiveness, Assessment Committee Chair, and the Liberal Arts, Communication, Social Sciences, and Science Chair attended an [HLC sponsored Assessment Workshop](#) in Scottsdale Resort, AZ.

As a result of attending the aforementioned workshops and survey results a Task Force consisting of the Vice President of Academic Affairs, Chair of General Education/Assessment committee, Division Chair of Liberal Arts, and the Director of Institutional Research revised several documents. The Assessment Plan, [Pre-Assessment Form](#), Assessment Report Form, and the General Education Matrix were updated to:

1. Integrate general education outcomes in course syllabus.

2. Require submission of a Pre-Assessment form in the beginning of the academic year listing the course, the lead faculty to submit the assessment report, the general education outcome to be measured, learning activities, assessment instrument to be used to assess the learning outcomes, and the timeline for submitting the assessment report for the fall and spring semester. The Assessment Report form was also updated to document the degree to which the outcome was accomplished, recommendations and resources needed for improvement. The report also includes the time frame within which the improvement will be implemented and the outcomes will be assessed.

A mandatory in-house Assessment [workshop](#) was conducted on November 20, 2015, to familiarize faculty with the proposed changes, the procedure to conduct and submit assessment reports, and the timeline of activities. A follow-up Assessment [presentation](#) was given to the Faculty Assembly on January 8, 2016.

Starting with the Academic year 2016-2017, all general education courses and the program specific courses will be required to assess general education outcomes. The lead faculty will be responsible for submitting the Assessment form on a common drive where the Office of VPAA, Institutional Effectiveness, and the Division Chairs will be able to access the assessment data. Submitted reports will be Peer Reviewed using an Assessment Rubric.

### **3.B.(2)**

WVNCC communicates the purpose, content, and intended learning outcomes of its general education program in the [catalog](#). Through the General Education Program, the College is committed to developing resilient, lifelong learners able to function in a complex, technologically sophisticated world. Northern has identified six goals for general education as discussed in 3.B.(1). Every degree program requires a general education component which addresses the general education goals. Courses are selected in the areas of English and Humanities, Social Sciences, and Science and Math which address the goals and which impart broad knowledge. The courses which comprise the general education core for the various degree types are listed in the [catalog](#).

### **3.B.(3)**

One of the general education [goals](#) of WVNCC is for students to employ or utilize information access and literacy skills. All programs, therefore, engage students in collecting, analyzing and communicating information. All degree programs include either English Composition I (ENG 101) or Technical Writing (ENG 115) and both require research papers as part of the course requirements. Many other courses have requirements for use of library resources either in research papers or for specific assignments such as are required in all Nursing classes. Additionally, on-line students are

expected to utilize library resources to access information in those courses. WVNCC has Learning Resource Centers (LRC) on each campus and the entire library collection is available online for remote access. The [LRC collection](#) includes books, E-books, journals, periodicals, and several [data-bases](#). The [information literacy page](#) on the library web site explains expectations for students, provides vital information about information literacy and lists resources available for use.

The LRC provides resources which help the students learn how to effectively acquire and use information. These resources are discussed more fully in component 3.D.(5) and include the help page on the web page, You Tube videos, instruction in the First Year Seminar, and instruction in English 101 and other classes.

In addition to assisting students, the LRC Director also provides instruction to faculty to help them utilize the information resources. A section on library resources and usage is presented at all new faculty orientations and is presented at all orientation sessions for part-time faculty.

### **3.B.(4)**

WVNCC strives to help students appreciate the human and cultural diversity of a global society. One of the general education goals is: Acquire a cultural, artistic and global perspective. WVNCC uses multiple approaches to address this goal. Within the curriculum are a number of courses which are specifically targeted at better appreciation of diverse cultures. These include Understanding Human Diversity (HS 147), Global Communities (SS255), West Virginia and the Appalachian Subculture (SS 207), World Cultures (HIST 100 and 101), International Economics (ECON 120), and World Geography (GEOG 205). In addition, many courses have imbedded activities that support this goal. For example, Science in the Contemporary World (GSC 100) discusses science issues such as climate change and energy resources from a global perspective, Principles of Macroeconomics (ECON 104) discusses world economies and governmental policies, and Nursing and other health courses embed diversity issues within the curriculum. WVNCC also strives to help students appreciate cultural diversity through extracurricular programming offered through the Student Activities office. (Programming is discussed in Component 1.C). An indication of the College's commitment to present multicultural programming is that the College annually applies for and receives a Diversity for Equity grant from the WV Higher Education Policy Commission to sponsor activities fostering diversity awareness. WVNCC strives to help students appreciate the human and cultural diversity of a global society. One of the general education goals is: Acquire a cultural, artistic and global perspective. Northern uses multiple approaches to address this goal. Within the curriculum are a number of courses which are specifically targeted at better appreciation of diverse cultures.

### **3.B.(5)**

As a community college, the primary function of faculty is teaching and learning. However, many faculty and staff do contribute to scholarship primarily attached to teaching and learning in their discipline. A [Title III](#) grant the College received to enhance developmental education allowed the College to try new approaches. The project director and many faculty in developmental education have made presentations at regional and national conferences (including HLC in 2014) about successes in these approaches. Math faculty have made presentations about the use of technologies in math classes at state math conferences. Many faculty and staff have made presentations about the use of instructional technologies at conferences also.

Many activities within the curriculum are designed to help students contribute to scholarship and creative work, as well. In some general biology sections, students are required to do a research project involving experimentation and a formal report. Students in Welding designed and fabricated records storage cages for a non-profit agency. Culinary Arts students must plan, prepare, and serve a meal to certain specifications which is then judged. Petroleum Technology students designed and constructed a working model of a pump used in the field for natural gas extraction and the model was then used for classroom instruction.

## Sources

---

- 3.b\_assessment email\_HLCassessmentworkshop\_CD\_031516
- 3B\_assessmentteamemail\_ASL Workshop Pre-Work WVNCC hmc\_CD\_031516
- 3B\_institutional effectiveness\_AssessmentProposalForm010406\_CD\_031516
- 3b\_WVNCCWebsite\_generaleducationcoreoutcomes\_CD\_031516
- Agenda for November 20, 2015
- CourseAssessment\_11202015 presentation
- Gen Ed in Catalog
- General Education requirements per Series 11
- Information Literacy page from LRC site
- LRC homepage
- Reference page from LRC site
- state policy on general education requirements

## 3.C - Core Component 3.C

---

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

---

### 3.C.(1)

WVNCC employs 55 full-time faculty and approximately 59 part-time faculty. The percentage of classes taught by full-time faculty is 53%. The average student to teacher ratio is 16:1. This is based on both full and part-time students and full and part time faculty; not credit hours or courses. In addition, every program has at least one full-time faculty member.

There are four academic divisions at WVNCC and 15 program directors. All full-time faculty assist with the advising of students within their programs/divisions. Faculty members are assigned as primary advisors for students in their respective program.

Full-time faculty provide curriculum revision, program reviews, and process syllabi/course revisions through the Curriculum committee. As outlined in the [faculty position description](#), the members of the full-time teaching faculty have three primary areas of responsibility: instruction and academic advising, professional development, and institutional and community service. The full-time faculty workload is 30 credit hours per year. They are also required to be available during office hours for 10 hours per week. Faculty are required to keep an up-to-date syllabus for each course taught following the requirements of the Master Course Guides. Master Course Guides ensure consistency of course instruction among various faculty members and various modes of delivery.

Full-time faculty are also required to sit on [institutional committees](#). Faculty are encouraged to serve on several committees. The committee members are selected at the beginning of each academic year. Key academic committees include the Assessment, General Education, Distance Education and Curriculum committees. Faculty constitute the majority of members and also serve as chair of each of these committees.

Assessment of student learning is a key role of faculty members. Course level assessments are conducted by the faculty member, and data is then collected after the method of assessment is chosen. The results are reviewed by the faculty and submitted with their assessment forms to the assessment committee. The process includes areas of recommendation if the assessment shows student learning was not achieved at a satisfactory level as determined by the faculty members. Program level assessment is outcome based and includes licensure/certification exam pass rates when applicable, graduate surveys, and employer surveys. Programs that have outside accreditation complete yearly reports to determine if they have met the thresholds set forth by the accrediting agency.

### **3.C.(2)**

Assessment helps ensure that students are learning as well as qualified faculty members who deliver the information. WVNCC has established a faculty credential sheet that is used to maintain the faculty credential matrix. The credentials required to teach every course are identified in the faculty credential matrix. A sample of the [faculty credential sheet](#) is available as part of the evidence file and the entire Excel file with all courses can be found on the Academic Affairs Web Page under the link entitled "Credentials Required to Teach." Faculty teaching general education courses have a minimum of a master's degree in the academic field or have a masters degree with 18 graduate credit hours in the discipline or related field. The Division Chair and Vice President of Academic Affairs review the [credentials](#) of the faculty member and establish what courses they may teach. Division Chairs and Program faculty, and the Vice President of Academic Affairs were directly involved in establishing the criteria for faculty qualifications.

While all faculty members are required to have appropriate qualifications and credentials, career and technical program faculty may have different accreditation standards for their respective fields. For example, depending on the course the Culinary Arts program requires ServSafe Safety and Sanitation certification, Bachelor's degree, 3 to 5 years' experience, and Certified as a ServSafe instructor and Proctor by the National Restaurant Association. The Mechatronics program requires a Bachelor's degree in Electrical Engineering Technology, Mechanical Engineering Technology, related field, or at least 5 years' experience in manufacturing in instrumentation or electrical maintenance. As mentioned above a faculty credential spreadsheet is kept showing the minimum credentials for each course offered by the College under each program.

The faculty credential sheet is applied to all faculty teaching the course whether it is offered on-campus class, online, or as an early entrance (dual credit) course. However, there may be some occasions where it is necessary to hire someone to teach a class who doesn't match the required credentials. In those instances, the division chairperson must request an exemption from the VPAA using the [Credentialing Exception form](#). The VPAA must approve all exceptions. Consistent with WV HEPC regulations and HLC guidelines, exceptions are almost never granted for early entrance courses.

### **3.C.(3)**

To ensure a high quality of instruction, all faculty at WVNCC are evaluated regularly on the basis of their primary responsibilities, utilizing multiple input and criteria, as required by the [Employee Reference Manual](#) and the [Faculty Evaluation and Promotion policy](#) approved by the WVNCC Board of Governors. Faculty evaluation covers five major areas of responsibility: effectiveness in teaching, mastery of subject matter, scholarly ability/activity, continuing growth, and effectiveness of College service.

As part of the annual evaluation, each faculty member submits a load analysis, faculty goals (focusing on teaching, professional development, and service areas), faculty accomplishment report, self-evaluation of the faculty position description, and student course evaluation report. Additionally, the

Division Chair completes an evaluation of the faculty position description and reviews the materials with the faculty member, offering suggestions for improvement. See [Faculty Professional Plan & Evaluation Document](#).

Additionally, each full time faculty member undergoes a classroom visitation and evaluation by the Division Chair or Vice President of Academic Affairs. After the evaluation is completed, the supervisor and the faculty member meet to discuss the evaluation in an effort to improve teaching. See Faculty Professional Plan & Evaluation [Appendices](#).

The Faculty Evaluation and Promotion policy currently in place was last revised in January 2014. In Fall 2015, the Faculty Assembly approved a proposal suggesting improvements to the evaluation document. This proposal has been forwarded to the administration for review.

While evaluation by faculty supervisors is certainly important, student input is invaluable in ensuring the teaching methods are relevant to the needs of the students. The college continues to utilize CoursEval, an online course evaluation system, to allow students to anonymously complete evaluations of each course and instructor. Reports of results are not available to the course instructors until after final grades are posted. This process is performed and executed under the direction of the Institutional Research Office.

Adjunct faculty also evaluated annually, though they are not required to submit a full evaluation packet. Adjunct faculty undergo classroom visitation and evaluation by the Division Chair, Program Director, or a full-time faculty member. This information is documented in the [Adjunct Faculty Observation Form](#), which is then discussed with and signed by the adjunct faculty member.

### **3.C.(4)**

Faculty are expected to remain current in their disciplines so professional development is one aspect of faculty evaluation. In order to promote professional development, the College annually devotes a portion of the budget for professional development. For the 2016-17 academic year, WVNCC has set aside a total of \$50,000 towards professional development, in addition to departmental budgets. Faculty and staff members are encouraged to take advantage of [professional development opportunities](#). The College offers tuition reimbursement of \$1000 per person in an academic year that can be awarded through professional development funds. A \$2000 limit is set per person for professional development activities requested through the professional development committee. Annual professional development, such as workshops and annual conferences can also be funded through the departmental budget planning process.

Faculty and staff are also encouraged to attend professional development workshops, which are offered periodically at the college. Months containing an extra Friday are considered professional workshop days hosted by WVNCC. At the start of every term, there are faculty in-service meetings scheduled prior to the start of classes so that all updates and changes can be communicated. During the in-service, updates are shared about the college, professional development opportunities are offered, and different meetings are scheduled with various administrators and staff to provide more in-depth updates on specific areas.

### **3.C.(5)**

Policies help enable accessibility of the faculty to students for in-person consultation and for inquiry via email or telephone. A required component of each course [syllabus](#) is the inclusion of the instructor's name, location of office, telephone number, and college email address. The public portion of the college's website includes a faculty and staff directory, including the office location, phone

number, and email address of all full-time faculty members. Additionally, the Faculty Assembly approved, in the April 2016 meeting, that all online instructors are required to adhere to certain standards and [guidelines](#) so that they are accessible and keep the lines of communication open with students.

In addition to the time spent in the classroom, full-time faculty members are required to schedule a minimum of [ten office hours](#) per week to be available to students and advisees. See the [Faculty Position Description and Responsibilities](#). Additionally, each campus provides adequate office space that includes access to a computer, internet, and printers for adjunct faculty to meet with students.

### 3.C.(6)

WVNCC takes pride in ensuring that all staff members providing student support services are adequately qualified, trained, and supported in their professional development. For example, the Academic Success Centers (ASCs) oversee tutoring, the accessibilities office, and also coordinates retention efforts. ASC staff members attend several training events each year. [Records of these trainings](#) are maintained by the administrative assistant as well as kept in the individuals' HR files.

Financial aid staff is trained by attending various state and federal [trainings](#). They also participate in webinars and read weekly newsletters. They receive various list serves and weekly newsletters through email regarding financial aid topics and changes to keep them up to date.

Co-curricular activities are overseen by the Office of Student Activities, which employs two full-time staff members. Additionally, in order to charter a new organization or club, a proposed group must have a faculty or staff advisor listed on its chartering form. Meetings are held annually with the student organization advisors to ensure compliance with state and federal laws.

As discussed under 5.C.(3), faculty have primary responsibility for advising at WVNCC. Faculty members are the most familiar with the courses required of their respective programs, and thus are responsible for academic advising of students within their programs. All students requiring developmental courses are assigned an additional advisor in the ASC, who can work with the students independently or in concert with the faculty advisor. Additionally, admissions counselors are available on each campus to assist newly admitted students in choosing classes for their initial semester.

## Sources

---

- 3C\_AcademicAffairs\_Faculty Position Description and Responsibilities\_MT\_1 29
- 3C\_academicaffairs\_qp\_FacultyCredentialRequirementsbyCourse2014MASTER\_CD\_1 19
- 3C\_AcademicSupportCenter\_ASC Employee Prof Development Training List\_MT\_1 29
- 3C\_facultyresourcepage\_xn\_FacultyRecommendationChecklistforNewHireseffectiveFall2013FINAL\_CI
- 3C\_FacultyresourcesWVNCC\_FacultyEvaluationandPromotion (1)\_MT\_1 29
- 3C\_facultyresourcewebsite\_Copy of w3\_FERCFacultyEvaluationFinalVersion1-1-12\_MT\_1 29
- 3C\_Human Resource\_8m\_WVNCCEmployeeReferenceManual7-30-2013\_MT\_1 29
- 3C\_WVNCC website\_WVNCCcommittees\_MT\_1 29
- 3C\_WVNCCwebsite\_2m\_ProfessionalDevelopmentGuidelines2-9-15\_MT\_1 29
- AA\_FacultyEvaluationAppendices

- AA\_SyllabusTemplate
- AdjunctFacultyObservationForm
- ExceptiontoTeachForm9-16
- financial aid staff Copy of staff training 2015-2016
- online instructor requirements
- w3\_FERCFacultyEvaluationFinalVersion1-1-12

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

---

### 3.D.(1)

WVNCC offers a variety of support services and resources both on campus and online to support students in their academic endeavors and to assist faculty in providing the best possible educational experience.

The [Admissions office](#) provides clear directions on its webpage to help all students get started at WVNCC and offers the opportunity to apply electronically or through a traditional paper format. The college developed a new online application in 2014 which provides immediate confirmation upon successful application submission and informs applicants of their student ID number and next steps. As a result, students can get a head start on submitting needed documents and can contact admissions staff with questions before their acceptance letter arrives.

Counselors assist students in applying, selecting majors, placement testing, and registering for classes. [Admissions counselors](#) are available on each campus or by phone or email appointments for Distance Education students. Students who are new to Northern are encouraged to participate in [New Student Orientation](#), a two-hour session to acquaint students with college resources, registration processes, use of technology, and graduation requirements. Several academic departments such as culinary arts and health science programs also hold departmental orientations to introduce new students to faculty and cover specific policies, requirements, and facilities unique to their program.

First time college students must also enroll in a one-credit First Year Seminar (FYS) course, preferably in their first semester. FYS serves as an introduction to higher education and to the WVNCC experience and serves to connect students to college programs, resources, faculty, staff and peers. It explains college expectations and emphasizes the knowledge, skills, and attitudes necessary for college success and lifelong learning. The FYS class consists of [workshops](#) on topics such as time management, learning strategies, career services, financial aid, library services, and more as well as [elective options](#) and meetings with a [staff mentor](#). The FYS mentor is a WVNCC staff member committed to supporting student success and retention. Staff members, as mentors, offer support for students, encourage engagement with faculty through coursework, make connections with peers, and

introduce students to tutoring and Supplemental Instruction programs. Mentors review a student's [FYS portfolio](#) and function as knowledgeable guides, thoughtful facilitators, reliable resources, and trustworthy advocates.

Many offices work together to help students. The Financial Aid office is located on the Wheeling campus but assists students on all three campuses with financial aid matters. Every year, financial aid staff participate in FAFSA completion workshops. They also keep the college community informed of important changes and dates, and provide forms and directions on their [office webpage](#). Procedures such as requiring academic plans for those not meeting Standards of Academic Progress and requiring in-person loan counseling have been developed to keep students academically and financially informed.

### **3.D.(2)**

As an open admission institution, all incoming students without ACT scores, SAT scores, or college-level credits in math and/or English are assessed for English, reading, and math readiness through placement testing. The college used the COMPASS placement test through January 2016. Through COMPASS, students could test on any WVNCC campus, and Distance Education students had the option of testing at remote locations nearer to them. The college has currently transitioned to the Accuplacer testing system which has been administered since March 2016. One benefit of the switch will be the option for Distance Education students to pay for a remote proctor, allowing them to take the test from any computer rather than travel to a designated testing location. Testing on campus or at designated proctored sites will remain free to all students. Free test preparation materials are available to all students through BrainFuse, an online tutoring site accessible through the student's online account within the student portal.

In addition to improvements in testing, there have been many changes in the College's developmental education programs since 2011 with the objective of improving success rates and reducing the amount of time that students spend in developmental coursework. For example, these changes include:

- Developmental math learner outcomes were aligned with the math needs of each program and major. This resulted in many programs not needing all three developmental math courses. Prior to this change all students testing into developmental math were required to take all three developmental math courses, with the final course being a graduation requirement.
- The number of developmental math courses was reduced from three, with nine credit hours total, to two with seven credit hours total. Additionally, many programs, after the alignment mentioned above, now require only one developmental math course.
- Math labs, with software based instruction, are available on all three campuses. Students taking college algebra, statistics, and technical math, as well as those transferring to 4-year institutions, take Math 086 and Math 098 in this format.
- Students taking Math of Business and Finance or Math for Health Sciences need only take Math 086. This is offered in a classroom based, co-requisite format that allows these students to complete their developmental and college level math requirements in one semester, compared to the two years previously required.
- The developmental reading and English classes have been combined into one class, College Literacy, with a reduction in credit hours from seven to five. The college will pilot an Accelerated Learning Program-type model in the fall of 2016 allowing students to take College Literacy as a co-requisite with ENG 101.
- A new program, Developmental Fast Track, has provided an opportunity for students to remediate their developmental needs before start of regular developmental classes. By using a software based program, students can work through the material for any of the developmental courses, retake the placement test and if successful will not need to take that developmental class(es). This program is

available after students take their initial placement test and find they need to take one, or more, developmental classes.

- Beginning in fall 2011 the College received a five-year Department of Education Title III – Strengthening Institutions grant for \$1.5 million. The objective of the grant was to improve developmental education outcomes.

The following table provides reference data for common developmental education metrics: First-time, full-time Students Needing at Least One Developmental Course

2010	2011	2015	2013	2014	State Average
78.7%	76.8%	76.4%	52.1%	52.7%	60.1%

This dramatic reduction in the percentage of students needing developmental education is attributable to the effect of the Developmental Fast Track Program. The College went from one of the highest to one of the lowest percentages beginning in fall 2013, which is better than the average of all community colleges in the State.

#### Pass Rates for Developmental Classes

	2010	2011	2015	2013	2014	State Average
English	56.4%	73.1%	71.4%	56.4%		64.1%
Math	49.3%	47.7%	51.6%	50.6%		52.0%

Data for 2014 is not available at this time, but will be updated shortly.

#### Developmental Students Passing Subsequent College Level Course Within Two Years

	2010	2011	2012	2013	2014	State Avg.
English	42.1%	43.2%	41.5%	38.4%	54.6%	42.4%
Math	7.2%	7.3%	9.1%	14.8%	17.3%	23.2%

The changes noted above have improved this metric substantially, particularly beginning in the fall of 2013. English is now above the State average, while math is still below, but the passing percentage has more than doubled over the time period.

Another integral office for support of student learning is [The Academic Student Support Services](#) office which oversees the Academic Support Center tutoring center on each campus. The Director of Academic Student Support Services also oversees the Accessibility Services Office and coordinates retention efforts. Tutoring centers on each campus offer paraprofessional and peer tutors

to students free of charge. Subjects including English, biology, math, and health science fields, as well as computer and writing skills are accessed through the tutoring center. Free online tutoring is available through Brainfuse, which students can access from their online accounts.

Supplemental Instruction (SI) is also available to students free of charge. In coordination with faculty, SI seeks to help students learn to solve problems, organize classroom material, develop effective study strategies, and meet their own and faculty members' expectations. More in-depth, course-content-specific SI sessions are available, when possible, for microbiology, technical math, and physics. Students who attend SI sessions discover appropriate application of study strategies, such as note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation as they review content.

The Academic Support Centers also offer [supplemental workshops](#) on a variety of topics focused holistically on student success. The Early Warning/Academic Alert system is the cornerstone of the college's retention efforts and allows instructors to alert the Director of Academic Student Support Services any time a student's progress is a cause for concern. [Academic Alerts](#) are issued through the Faculty portal in the same screen used for grades. Students receive an automated alert encouraging them to speak with their instructor and informing them that the Academic Support Center will soon be in touch. The student's Academic Advisor is included in the automated alert encouraging them to engage in outreach. The Director of Academic Support, with assistance from the ASC Academic Advisor, reaches out to students to discuss the alert and find the appropriate school or community resources a student needs to be successful. In an attempt to keep students informed, the ASC publishes the [OnTrack Newsletter](#) once a month August-May and distributes it to all registered students [electronically](#), or by hard copy as needed. [The ASC Blog](#) focuses on student success tips and important reminders.

Project Graduation is a continuing initiative to improve student completion rates. Project Graduation involves assisting students who apply to graduate but are ineligible to achieve completion of a program, as well as identifying students who did not apply for graduation but who meet or are close to meeting program requirements for graduation in a given school year. When students apply for graduation and are determined to have not met program requirements, the Director of the ASC works with the Records Office to reach out to these students and needed faculty/staff to develop feasible and appropriate plans to graduate the student as efficiently as possible.

WVNCC is committed to assuring that students with disabilities are afforded the same opportunities and the same responsibilities as all other students. [Accessibility Services](#) are available to provide reasonable accommodations within the scope of the college's programs and resources to allow students with disabilities to be successful. The campus Counselors and Student Disabilities Coordinator work with faculty and staff, as well as a number of community agencies, to arrange for appropriate accommodations both in and out of the classroom. Students with disabilities must provide documentation of their disability to the Student Disabilities Coordinator in order to arrange for appropriate accommodations.

The Academic Support Center seeks to communicate and collaborate with faculty for the purposes of student success and retention in many ways, including:

- Creating a [newsletter](#) distributed to full-time and adjunct faculty each semester
- Adapting the Academic Alert System to be more convenient and user-friendly for faculty
- Partnering with faculty advisors to streamline the transition process for new students to meet any developmental and general education requirements efficiently
- Working with faculty to streamline the transition from developmental advisor to faculty advisor
- Developing relationships between tutoring/SI staff and faculty by requiring tutors to meet with

faculty in their discipline, inviting faculty to lead tutor training sessions, and encouraging faculty to keep an office hour(s) in the tutoring lab

- Becoming an active part of faculty/adjunct orientations
- Communicating with faculty regarding student use of support services to provide continual and consistent support
- Sharing data with faculty regarding participation and outcomes of faculty engagement with support services through Academic Alert program, SI, advising etc.
- Changing faculty perception/culture of academic support as limited to remediation

[WVNCC's Career Services Office](#) provides students with free access to:

- individual career advising, including assessments of interests, abilities, and values
- workshops on career decision-making, resume preparation, and interview techniques
- assistance with job searching
- opportunities to practice and improve interview performances
- on-campus career fairs and recruiting opportunities
- an online job board geared toward WVNCC students and graduates

### **3.D.(3)**

One of the most important resources available to students is a faculty advisor in their program who can help them navigate academic problems, choose classes wisely and make good progress through their program of study, discuss employment options in their chosen fields, and prepare for certifications and other post-graduate requirements. Student focus groups and surveys indicated a need for additional attention to academic advising, so faculty members were surveyed on advising in Spring 2015 and recently attended trainings and other professional development activities including:

- An advising webinar in February 2015, for which feedback from staff and faculty was collected
- Advisement and Adult Learners Spring Conference in March 2015
- Customer Service Training for all college employees in August 2015
- Appreciative Advising Workshop in November 2015

These trainings and survey results are under consideration as the college develops new proposals for advising formats and best practices.

### **3.D.(4)**

Much has been done to improve retention, remediation, and recruiting. To provide and further aid and enrich its students, WVNCC has been continually improving its use of technology. The college maintains a website where students can find centrally located resources, get answers to their questions, and easily contact faculty and staff. All students are given access to an online student portal which provides links to the most vital student services such as Northern On the Web (NOW) used for registration, grades, payments, and student records, student email, and BlackBoard for online coursework. Starting in spring 2016, BlackBoard sections are assigned for all classes whether online or on campus. A 24/7 HelpDesk support is available for [BlackBoard](#).

Big Blue Button (BBB) replaced NEFSIS as the teleconferencing software the college uses to teach from one campus to the others. NEFSIS allowed only a limited number of computers to connect, which did not allow for students to log in from computers at home or elsewhere. BBB allows students to attend from remote campuses, home, work, or elsewhere. Students have even connected from the hospital while recovering from surgery. BBB has also enabled much better remote communication through a chat system. BBB provides a convenient recording system so students who missed class can catch up on the lectures they missed. BBB is available through BlackBoard, so all instructors can use this resource in their classes. Instructors can pass control of the presentation to a student or use the

program as a facilitating tool to help engage students in collaboration exercises. Faculty utilizing the BBB system report that students are using these functions and that students who previously used NEFSIS have expressed a much higher satisfaction with Big Blue Button, which the college expects to see reflected in the next student satisfaction survey.

In 2015, the Information Technology department launched a virtual desktop program which allows all students to access the same profile, resources, and programs they have on school computers from anywhere. Faculty and exempt staff also have access to their virtual desktop, improving their abilities to assist students regardless of their physical location.

As WVNCC expands its Distance Education offerings, the college is making more resources available to support students in their use of technology. Students who have trouble using technology can self-identify or be referred to the ASC by counselors or faculty. They can receive assistance with basic computer use, the use of BlackBoard, email, Big Blue Button, and other functions. The college has posted resources for students considering or taking online courses to its [webpage](#). Students can take a self-evaluation to determine if an online course is a good choice for them, check technical requirements necessary to access online classes from home, and take a BlackBoard tutorial to experience the feel of an online class. The ASC provides additional support for students taking online courses on their website.

Faculty have also stepped up their use of technology and their understanding of what makes an effective online class. In-house training opportunities are made available to all first-time BlackBoard users. All new and existing courses were internally reviewed using the Quality Matters rubric, and all online instructors are required to participate in a [workshop on applying the rubric](#). A survey was also conducted to seek faculty input on required trainings, and a training request form was developed to allow faculty to request additional preparation and exercises.

The Distance Education Committee is responsible for soliciting key input from staff and faculty on procedures and policies that are needed to effectively teach and support students without physical access to campus while keeping the college community informed of developments in Distance Education programs. Many people, including; admissions staff, counselors, the placement testing coordinators, developmental course instructors, the Distance Education coordinator, the program directors of the five online programs, IT staff, IR staff, and other key individuals either serve on or meet as necessary with the Distance Education committee. The college has designated individuals to be points of contact for students engaged in online classes as well. Important information related to Distance Education is centrally located on the Online Programs/Courses webpage.

WVNCC has secured needed funds to develop its technology and to educate leaders in technological fields through a grant from the U.S. Department of Labor's Employment and Training Administration. The college has applied funds from the [Bridging the Gap](#) (BTG) grant to provide enhancements to academic programs (Petroleum Technology, Information Technology, and Mechatronics) and support services (peer coaching, career services, and transfer articulation) in an effort to increase retention and completion among adult learners.

These grants have been put to good use. For example, [The Technology Enabled Active Learning \(TEAL\) Lab](#) on the Wheeling campus was built using funding from both the BTG grant and the WVNCC Foundation. The lab consists of a collaboration lab and a conference area, both equipped with technology designed to complement a teaching format that merges lectures, simulations, and hands-on activities to create a rich collaborative learning experience in which students learn through engaging with each other.

The college's facilities enrich student learning by offering training in realistic settings which familiarize students with the real-world environments in which they will work. WVNCC offers health science labs for Nursing, Surgical Technology, Radiography, and Medical Assisting using state-of-the-art technology and lifelike simulation mannequins. The Culinary Arts department includes a dining space, kitchens, and a realistic ordering system that provides valuable cooking and dining experiences. The Applied Technology Center houses classrooms and labs for Petroleum Technology, Mechatronics, Welding, HVAC, and Appliance Repair that include state-of-the-art equipment and mechanical trainers and simulators. Students at WVNCC also receive valuable real-world training in clinical settings, internships, and other field placements.

Each campus of WVNCC also has a [Library/Learn Resource Center](#) (LRC) which enriches faculty, staff, and students on all campuses, distance education students, and the communities in which they are located. Administrative functions are centralized at the Wheeling campus, but each location offers computers for student and community use, study space or rooms, and on- and off-campus access to over twenty online databases. Special collections in each LRC include career information, study skills materials, audiovisual materials, and resources for professional development. Library staff members conduct instruction on library use on all three campuses and are an important component in New Student Orientation and the First Year Seminar course. Library staff prepare an [Annual Report](#) detailing the libraries' usage, holdings, staffing, and other resources.

### 3.D.(5)

The LRC has numerous resources to assist students and faculty in the appropriate use of information resources. The "[Help](#)" function on the LRC page leads to a help page which provides instructions on how to use the new discovery catalog that allows users to search for a topic in books in the collection, E Books, and journal articles with one search. It also has connections to a page of [You Tube videos](#) that guide students through numerous research activities. These online resources are invaluable for the student accessing the LRC from a remote location whether it is a distance education student or one taking all classes on campus. In addition, the LRC Director and librarian in New Martinsville make presentations at the [First Year Seminar](#) on information literacy and the use of resources. Students in the First Year Seminar have to conduct a search and submit the information while they are in the class. The LRC Director will also provide [bibliographic instruction](#) in any class requesting a presentation on use of information resources.

## Sources

---

- 3.2.12\_ASC\_OnTrackNewsletterFeb 2016\_JD\_031416
- 3.d.1\_Admissions Office Website\_JD\_1-22
- 3.d.10\_Academic Support Center\_WHG FYS Workshop Schedule\_JD\_1-22
- 3.d.11\_Early Warning Retention\_Academic Alert Instructions\_JD\_1-22
- 3.d.12\_ASC\_OnTrackNewsletterMarch 2016\_JD\_031416
- 3.d.13\_ASC Website\_ASC Blog\_JD\_1-22
- 3.d.14\_WVNCC Website\_Accessibility Services Link\_JD\_1-22
- 3.d.15\_ASC\_facultyNewsletter 02.01.16\_JD\_031416
- 3.d.16\_WVNCC Website\_Career Services Website link\_JD\_1 22 16
- 3.d.17\_WVNCCwebsite\_Online Student Resources Website link\_JD\_031416

- 3.d.18\_Distance Education\_QualityMattersTrainingRequest\_JD\_1-22
- 3.d.19\_WVNCCWebsite\_Bridging the Gap Grant Link\_JD\_031516
- 3.d.2\_Counselor Webpage\_Changing Lives\_JD\_1-22
- 3.d.20\_WVNCCWbpage\_Teal Lab Link\_JD\_031516
- 3.d.21\_WVNCCWebpage\_Learning Resources Link\_JD\_031516
- 3.d.22\_Library\_LRC ANNUAL REPORT 2014-15\_JD\_1-22
- 3.d.23\_Institutional Resources\_Faculty Survey Highlights\_JD\_1-22
- 3.d.24\_Institutional Resource\_Advising Responses Spreadsheet\_JD\_1-22
- 3.d.3\_New Student Orientation Website\_New Student Orientation\_JD\_1-22
- 3.d.4\_Academic Support Center Workshops pg2\_JD\_1-22
- 3.d.5\_Academic Support Center\_Elective Workshop Options Checklist\_JD\_1-22
- 3.d.6\_Academic Support Center\_Mentor Role\_JD\_1-22
- 3.d.7\_Academic Support Center\_Portfolio Checklist for Workshop Completion\_JD\_1-22
- 3.d.8\_WVNCC Website\_Financial Aid Office Link\_JD\_1-22
- 3.d.9\_WVNCC Website\_Academic Student Support Services Link\_JD\_1-22
- LRC class instr
- LRC help pg
- LRC ornt 1st yr seminar
- LRC Youtube

## **3.E - Core Component 3.E**

---

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

## **Argument**

---

### **4.E.(1)**

Co-curricular programs at West Virginia Northern Community College (WVNCC) are of two general types. Co-curricular opportunities are provided in association with the academic programs and the Student Activities Office offers opportunities for students in general. Some co-curricular opportunities are provided through student organizations associated with programs or through activities associated with the programs. Most of these activities are related to community service and/or fostering leadership skills. In addition, the Student Activities Office provides valuable service learning and leadership opportunities through a wide variety of offerings. Specific co-curricular programs are highlighted in 4.E.(2) below which showcase the success of these programs.

### **4.E.(2)**

As an institution, WVNCC has consistently fostered and advanced a collegial atmosphere that includes a deep commitment to community service. Leading the way, since the founding of the institution in 1972, is the Student Activities department which has steadfastly maintained a series of projects from fund-raising events to personalized support for military personnel to overall community outreach.

In addition, the administrative and classified staffs, along with faculty members have placed community service efforts at the forefront of their professional lives at WVNCC. It is safe to say that attention to community service is systematic at the College and is second nature to many persons. The administrative staff is urged by President Vicki L. Riley to become involved in affairs of the communities in which they live. Thus, WVNCC administrators serve on non-profit boards as varied as local chambers of commerce, the United Way, organizations benefiting from cancer, heart, and respiratory research and public school entities. Moreover, many of Northern's academic leaders and faculty members strongly urge and at times mandate that students and staff engage in volunteerism. This is particularly true in the Health Sciences division and the Culinary Arts program, but it can be said that such activism is College-wide.

For nine consecutive years, WVNCC has earned a listing on the national President's Higher Education Community Service Honor Roll. The Community Service Honor Roll recognizes institutions of higher education that support exemplary community service programs and raise the visibility of effective practices in campus community partnerships. The Corporation for National and Community Service (CNCS) has administered the award since 2006 in collaboration with the U.S. Department of Education, and the U.S. Department of Housing and Urban Development, as well as

the American Council on Education, Campus Compact and the Interfaith Youth Core. CNCS honorees are chosen based on a series of selection factors, including the scope and innovation of service projects, the extent to which service-learning is embedded in the curriculum, the school's commitment to long-term campus-community partnerships and measurable community outcomes as a result of the service. WVNCC is the only West Virginia institution to be cited each year for this honor since inception of the listing in 2006.

This commitment to service has continued to evolve. During the 2014-2015 Academic year, the college has participated in numerous community service projects and activities:

- Military Mail Call Program
- [Boatsie's Boxes](#)
- [WVNCC Secret Santa Program](#)
- American Heart Association
- Relay For Life – American Cancer Society
- And many more.

For 19 consecutive years, West Virginia Northern Community College has been recognized as one of the top colleges or universities in the country for the volume of letters sent to service men and women in the Military Mail Call program. The goal of Military Mail Call is to provide supportive written communication to military men and women in order to counteract the emotional stress associated with long-term separation and unstable environment. In 2014, over 10,000 letters were written to those in the military along with news from home and other friendly commentary. The troops were clearly grateful for the letters, as Northern has received communication from various military personnel, including commanders, stating their appreciation for the letters. WVNCC's Military Mail Call letters were handled and processed by the organization known as Fan Mail for Our Troops, and the organization has recognized WVNCC as the top higher education institution in the U.S. for supporting its mission.

Even though 10,000 letters was an impressive response in 2014, it is dwarfed when compared to letters collected in years past (14,000 – 18,000). With the observation of a noticeable decline of participation over the past 5 years, WVNCC has since decided to take on a different approach to support our military. In the spring of 2015, Northern joined forces with a local organization native to the Wheeling, WV area called [Boatsie's Boxes](#), a nonprofit, 501(c) 3, charitable organization dedicated to supporting U.S. Troops deployed overseas. Every week, all year long, needed items are collected and shipped to the Troops. Boatsie's Boxes relies on organizations like WVNCC for monetary support and the collection of needed items. During a special collection drive held during WVNCC's 2015 spring semester, over \$1000 worth of items were collected to support Boatsie's mission. Additional collection drives will be coordinated with Boatsie's Boxes theme drives, such as 'Operation Beat The Heat'.

While ongoing support of our military is significant, for years WVNCC has participated in a program offering assistance to families during the holiday season. A few years ago WVNCC noticed that many of our own students were asking for assistance during the holiday season at local charities. At that time it was decided to provide assistance to our students by beginning the Secret Santa program. This program is intended for students who need help providing gifts for their children during the Christmas season. Students fill out [applications](#) and provide the Office of Student Activities with information about clothing sizes and toys that their children would like for Christmas. Given the fact that the majority of students are financial aid eligible, the College does not do any additional screening for this project. Tags are then placed on Christmas trees located in high traffic areas. Tags are taken by students, faculty, staff, board members, and even community members. Gifts to more than 230 children throughout our three campuses have been provided. Students are extremely appreciative of

the much needed assistance, and NWNCC is more than happy to assist.

Annually, WVNCC students, faculty, and staff participate in two charity walks, the first being the American Heart Association Heart Walk and the second being Relay for Life to benefit the American Cancer Society. The WVNCC community raises money for these two charities prior to the walks, as well as allowing the American Cancer Society to use our facilities for team meetings prior to the event in August. Students not only raise money for the organizations, but spread awareness in regards to leading a healthy lifestyle. Combined, students raised \$1,500 for the organizations during the academic year.

In addition to the extensive list of community service activities and initiatives, Northern offers through the Office of Student Activities a variety of events and other areas of interest for students to attend and to become involved in during their time at WVNCC. These opportunities promote lifelong learning and social responsibility. Students can participate in activities such as clubs and social organizations, recreational activities, educational conferences, and workshops. Some [examples](#) include:

- Student Government Association (SGA)
- Fall and Spring Semester Barbeques
- Chicken Fest
- Blood drives
- Disabilities Awareness programming
- Career and Transfer Fair
- Thanksgiving Feast
- Student Christmas Parties
- Black History Month events
- Women's History Month programming
- Family Movie Nights
- Ice-cream Socials
- Paint & Snack Gatherings
- Annual Health & Wellness Fair
- Informational Lunch & Learns
- And much more

The WVNCC Student Government Association (SGA) is an extremely active group on the campuses. Students involved in SGA have the opportunity not only to represent the entire student body but to also explore various areas of leadership and the different roles that come with being a leader. SGA is responsible for being the student voice on campus. SGA officers are elected during the month of April and then are required to attend a mandatory training in July. Students serving as an officer are to be knowledgeable of WVNCC policies and procedures and are responsible for channeling students' questions and concerns, as well as assisting with the promotion and implementation of student activity events. Every year, the SGA has the opportunity to participate in a state-wide student leadership conference. Students learn about everything from diversity to legal policies, and there is student representation from SGA on every standing College committee. WVNCC students also serve on institutional and state-wide committees ranging from the Board of Governors to the State Advisory Council of Students. Being involved in a leadership role, in many ways, simulates the role a student will play in the community and workforce. Students learn how to represent their own views and incorporate them in the context of the greater good while working with individuals with diverse viewpoints. Working for the common good of the student body prepares students to apply these skills beyond college throughout their lives. In 2008, SGA adopted the then College-used tagline, "Changing Lives; Engaging the Community" for their use as, "Changing Lives. Engaging the Community. Building Leaders."

Students at WVNCC engage in lifelong learning in curricular and co-curricular programs through clinical experiences in health care programs, Green Initiative, Friends of the College dinner, special luncheons, internships, Culinary Program, the Nursing Association, Health & Wellness Fair, and Phi Theta Kappa.

Through clinical experience, students in the Nursing, Respiratory Care, Radiography, Surgical Technology, Medical Assisting, and Health Information Technology programs learn the skills and practical application of knowledge that they will later use in the workforce. Training through these experiences also helps students gain an appreciation for a continuous life of learning as methodologies change and are taught on the job, just as they are taught through classroom experiences.

The Culinary Arts program and Junior American Culinary Federation (ACF) group teach students social responsibility and practical application of skills they will use throughout their lives as private citizens and employees. The Green Initiative engages students in efforts to conserve food and waste, produce their own food supply with a garden, and recycle materials to use in the classes and labs. The department has a composter that students use to recycle waste of all kinds, and recycle bins are placed on the Wheeling campus to collect plastic containers. Not only is this a socially responsible practice for the College community, students also gain an appreciation for decreasing their carbon footprints, personally and professionally. Culinary students also partake in lifelong learning through the practical experiences of the program. Each year, the Wheeling campus hosts the Friends of the College dinner. Culinary students provide food preparation and dining service for this event. Similarly, each semester, as part of the curriculum, the department holds a series of luncheons and dinners, prepared and served by students in the program.

The Student Nurses Association teaches students to appreciate and engage in lifelong learning as students gain leadership skills in officer positions in the organization and service learning opportunities as members of the organization. Nursing students on the Weirton Campus have been active participants in an annual breast cancer awareness program at Weirton Medical Center known as "BreastFest."

Each year, Northern hosts an annual Health & Wellness Fair on the Wheeling campus and opens the College's doors to the community. Not only does WVNCC invite outside vendors to come to provide free health screenings, but the College also has students in the Nursing, Radiography, and Surgical Technology programs conducting screenings and distributing information to the College community and the public. This exposure to the public in a hands-on practical way provides students with the experience of applying their work to the real world. Before they even graduate, students in these health care programs are given the opportunity to apply their knowledge in real-life situations, requiring them to access that knowledge on the spot and use critical thinking and problem solving skills to answer questions related to their fields.

Finally, WVNCC maintains a chapter of Phi Theta Kappa, a national honorary society for community college students. The Omega Epsilon chapter was established in 1973 for students who demonstrate academic excellence, good moral character, and outstanding citizenship. To be eligible for Phi Theta Kappa, students must achieve at least a 3.5 GPA. Students who are invited to join the organization participate in an initiation ceremony in front of family, friends, organization advisors and officers, and employees of the College. Students in this organization are encouraged to continue their academic excellence and to participate in activities that promote their leadership qualities. Again, this organization and its mission represent the focus on student learning, social responsibility, and lifelong skills applicability.

Students are also recognized for their leadership achievements in other ways. Many students are honored during the spring Leadership Luncheons held on each campus. Faculty and staff are invited to nominate students who have proven to be excellent leaders among their peers. These students often have served as Student Government Association members and officers, tutors, peer mentors, ambassadors, work studies, and more. Some of these students have been recognized as proponents of student success, as many have displayed leadership in the classroom setting and were recognized for their motivation and encouragement of student learning.

## Sources

---

- 3.E.1\_Boatsie's Boxes Collection Drive Flier\_StudentActivities\_IW\_1-21
- 3.E.1\_Boatsie's Boxes Letter\_StudentActivities\_IW\_1-22
- 3.E.1\_Student Activities\_Evidence - Student Activities Calendar Spring 2016 Term\_IW\_1-22
- 3.E.1\_Student Activities\_Evidence Secret Santa Application\_IW\_1-22
- 3.E.1\_Student Activities\_Evidence Secret Santa Flier (Whg. Campus)\_IW\_1-22

## **3.S - Criterion 3 - Summary**

---

The institution provides high quality education, wherever and however its offerings are delivered.

### **Summary**

---

As per its mission statement, West Virginia Northern Community College's mission is to provide higher education empowering individuals to achieve academic and career goals leading to a competent workforce which excels in a global economy. Through a curriculum developed and assessed by highly qualified faculty, students are taught to think critically, communicate effectively, and develop a global perspective. Quality is assured through WVNCC's philosophy of accrediting as many programs as possible and regularly reviewing all programs. In addition, the College has taken many steps to ensure the quality of the programs is consistent across all platforms and delivery methods. The College's online course offerings and programs offer additional educational opportunities to our student population. Online faculty and their courses are required to meet Quality Matters standards. The College has in place effective support programs and staff to assist students obtain their educational goals.

### **Sources**

---

*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

---

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

---

#### 4.A.(1)

West Virginia Northern Community College's (WVNCC) Program Review Rule and the State of West Virginia require that all programs be evaluated in a comprehensive review process following a five year cycle. In order to further help the institution demonstrate responsibility for the quality of academic programs, WVNCC is implementing a robust instructional program review process that goes beyond what is required every five years by the State. This process uses definable and measureable ways to track and report the effectiveness of programs and is intended as a growth and improvement mechanism that will improve Northern's evidence-based decision-making with regard to academic programs.

The program review process evaluates criteria in each of the following areas:

- Mission, Goals and Demand
- Curriculum

- Student Enrollment, Persistence, Achievement and Satisfaction
- Learning (within individual courses and practical settings)
- Faculty Credentials, Teaching Effectiveness, & Professional Advancement
- Resources and Services
- Financial Resources

In January 2016 the college's Vice President of Academic Affairs and Director of Institutional Research and Effectiveness proposed the [new process](#), instructional program review, and action plan templates to help facilitate the self-evaluation and analysis of each program review area. These tools outline the data, evaluative criteria, methods, resources, and standards for each review area. The Office of Institutional Research and Effectiveness (IR) has been piloting and revising these tools. Program reviews will be completed for the all programs during the 2016-17 academic year.

IR uses the [Instructional Program Review Form](#) to provide data such as job forecast, student enrollment, persistence, achievement, satisfaction, number of faculty, expected revenue, and an estimate of direct expenses to Program Directors. Program Directors validate data provided by IR and complete the remaining summary of results on the program review form. The review process also employs evaluative methods and resources such as:

- Program advisory committee reviews
- Labor market reports
- Program summaries, syllabi, and transfer agreements
- Accrediting and regulatory agency requirements
- Licensure and certification exams
- Graduation surveys
- Course assessment reports
- Faculty vitas
- Student course evaluations

Program Directors draft Action Items for Improvement and submit the completed forms to the Program Review Committee. The Program Review committee then meets with each Program Director and uses established standards to review and rate each criterion, further develop action plans, and determine the timeline for the next program review. Evaluation of the action plans and feedback regarding the Instructional Program Review process is built into the next program review cycle.

#### **4.A.(2)**

The College [evaluates](#) all credit that it transcripts and has a [process](#) it follow to evaluate experiential credit which is primarily applied as part of the [Board of Governors program](#).

The College will award academic credit for learning acquired through work or life experiences that are equivalent (as determined by faculty and administration) to coursework, which meets degree requirements for the program in which the student is enrolled. There is a [form](#) to complete to start the process. The West Virginia Council for Community and Technical College Education (WVCCTCE) has a [rule](#) (series 59) regarding awarding undergraduate college credit for prior learning, which the college follows. Students may petition for credit only for those courses listed in the current College catalog. Credit will be awarded for learning that is comparable to the stated outcomes and scope of the course. Credit is awarded on a "K" basis and will be annotated on the transcript as experiential credit. A maximum of 18 credit hours may be awarded through the portfolio process in all programs except the Board of Governors program.

#### 4.A.(3)

The institutional policies that the College follows to assure the quality of [transfer credit](#) it accepts are described in the course catalog. A transcript evaluation is conducted once an official transcript is received. Credit for courses taken previously at other regionally accredited colleges are accepted and treated as if taken at West Virginia Northern. General transfer agreements and the [WV Core Coursework Transfer Agreement](#) are used to guide most transcript evaluations, but when transcripts from other colleges are received, faculty assist in determining the equivalency of course outcomes. Courses from unaccredited colleges are evaluated on an individual basis toward the degree requirements at WVNCC. Some transfer courses may meet degree requirements and others may count as electives. In many instances, the College has adequate course information from other area colleges, but in some instances students should be prepared to provide additional information through the [student petition for alteration of graduation program requirements form](#), which will permit adequate review. Students are urged to follow through on resolving any questions about transfer credit prior to enrolling or at least during the first semester of attendance at WVNCC. These practices are aligned with the transfer credit practices of the American Association of Collegiate Registrars and Admissions Officers.

Master Course Guides developed by faculty list a course description and identify prerequisites, student learning outcomes and student performance objectives for each course. The Curriculum committee approves all MCGs. Division Chairs or Program Directors ensure that the outcomes are equivalent wherever and however the section is taught.

#### 4.A.(4)

The Early Entrance program is administered consistent with [Institution guidelines](#) and [State policy](#) (Series 19) to ensure that the quality of the courses is equivalent to collegiate courses. These rules dictate requirements on learning expectations, course rigor, and faculty requirements. In addition, there are course surveys administered for Early Entrance students which were administered by paper evaluation at the end of the semester.

All faculty at WVNCC are qualified to teach the courses to which they are assigned. Faculty teaching early entrance (dual enrollment) classes follow the same credentialing requirements as faculty teaching other WVNCC courses. Through a thorough process established and enforced through the Human Resources Office and Vice President of Academic Affairs Office, each faculty member hired follows the same process. To begin the hiring process, the applicant's official college transcripts are received by the Human Resources Office. The Division Chair receives the transcripts in preparation for the interview. During the interview process the [faculty credential review for new hires](#) form is completed. After the interview process, the credential form is signed by the Division Chair, sent to the Vice President of Academic Affairs, and then sent to the Human Resource Office. If a prospective faculty member does not send official transcripts before the interview, he or she is required to bring unofficial transcripts to the interview and have the final, official transcripts sent as soon as possible.

Furthermore, if a potential faculty member applies to teach a course but does not have the exact qualifications outlined in the [faculty credential matrix](#), but possesses experience and other credentials, there is a [credentialing exception to teach form](#) that can be completed. This exception process is valid for one semester. A search continues for a credentialed faculty member for subsequent semesters. In addition, there is a [credentials update form](#) for current faculty to complete when they have earned additional degrees or certifications. This will keep both the Human Resources Office and the Vice President of Academic Affairs Office abreast of changes and updates for current faculty. A spreadsheet, including both full-time and part-time faculty, is kept by the Vice President of Academic

Affairs Office. It outlines faculty education, experience, certifications and courses the faculty member is qualified to teach.

#### 4.A.(5)

WVNCC has program-specific specialized accreditation with ten [specialized accreditation agencies](#) such as the American Association of Medical Assistants, the American Culinary Federation, and the National League of Nursing Accrediting Commission. The college publishes the list of programs with specialized accreditation in the Catalog and on the institution's website. External review for technical programs is performed on a schedule as designated by the accrediting agency. Maintaining a continued relationship with these accrediting agencies assures that the curriculum is of the highest quality and that industry standards are incorporated into the program requirements. There is no plan to add new programs which require additional accreditation agencies.

#### 4.A.(6)

WVNCC's program review process uses licensure exam data, advisory committee recommendations, accreditation reports, employer surveys, and graduate surveys to determine that program curriculum is current. The process also ensures that programs are developed in accordance with required and expected employment performance, as well as accrediting and regulatory agency requirements. Direct measures of the success of WVNCC graduates in transfer programs and employment placement data have historically been difficult to obtain.

Like all community colleges, WVNCC reports the rate at which our students transfer to four-year institutions as part of the required federal Integrated Postsecondary Education Data System (IPEDS) "Student Right-to-Know" statistics. However, these measures do not capture the critical outcome for transfer students, whether they actually succeed in earning bachelor's degrees. IR is currently working with the Registrar's Office and the Office of Financial Aid to improve accuracy in tracking these measures. Given our students' proximity to Ohio and Pennsylvania we cannot merely rely on transfer reports from WV Higher Education Policy Commission and in the past our partner four-year institutions have not consistently participated in the National Student Clearinghouse. Therefore, we will also gather data from the National Student Loan Data System. We will use transfer-out rate, transfer-with-award-rate, and transfer-out bachelor's completion rate measures as defined by the Community College Research Center (2016). These measures will be determined for the past five years in order to establish a baseline for accessing the effectiveness of actions items included in the college's 2015-2020 strategic plan.

## Sources

---

- 2016 core coursework transfer agreement
- AA\_Faculty Credential Matrix
- BOG degree in catalog
- CR4\_BOG\_ProgramReviewRule2008\_HMC\_050116.pdf
- CR4\_IR\_Compact2016\_HMC\_050116
- CR4\_IR\_ProgramReviewActionPlanFormA2016\_HMC\_050116
- CR4\_IR\_ProgramReviewActionPlanFormB2016\_HMC\_050116

- CR4\_IR\_ProgramReviewForm2016\_HMC\_050116
- CR4\_Registrar\_PriorLearningAssessment090115\_HMC\_050116
- CR4\_WVNCC\_Catalog2013-14\_HMC\_050116
- CR4\_WVNCC\_Strategic Plan2015\_HMC\_050116
- Credentialing Exception to Teach Courses Form
- Credentials Update Form
- Early Entrance Guidelines
- Faculty Credential Review for New Hires
- petition form
- Portfolio review
- prior learning assesment form
- Program Review form - WVNCC
- ProgramReview 010616
- Series 59 Awarding credit for prior learning
- Series\_19\_Final\_File
- Specialized Accreditation Agencies
- Transfer credit information in catalog
- Transfer Information in catalog

## 4.B - Core Component 4.B

---

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

---

The institution conducts assessment of student learning at multiple levels; general education, program specific courses, and program level. Assessment is based upon well-defined learning outcomes and involves curricular and co-curricular programs. Furthermore, an [assessment committee](#) is charged to implement, conduct, and review such projects. West Virginia Northern is very committed to this effort, and as a result has taken steps to strengthen and improve the process.

#### 4.B.(1)

Assessment, whether it is course, program, or general education, starts with measurable learning outcomes. Learning Goals are written from the learner's perspective, are measurable, and are appropriate for the level of course. Course outcomes and student learning outcomes are listed in the [Master Course Guide](#). Master course guides are available at [http://www.wvncc.edu/faculty-document-center?return\\_all](http://www.wvncc.edu/faculty-document-center?return_all). [General education outcomes](#) are listed in the general education section of the catalog. Learning outcomes for each program are also listed in the catalog for the appropriate program.

Course outcomes are assessed on a three year cycle. Division Chairs inform the faculty of the courses being assessed each semester. Courses with multiple sections and taught by multiple faculty are assigned a lead faculty member. The Lead faculty member is responsible for coordinating assessment activities and submitting the assessment report using the [Course Assessment Form](#) to the division chair and the Director of Institutional Effectiveness. Division Chairs forward assessment reports to the Assessment Committee which reviews the assessment reports. The Assessment committee uses an [Assessment Peer Reviewer Rubric](#) to provide feedback on submitted reports. By creating a feedback loop for continuous improvement, West Virginia Northern is committed to strengthening the assessment process and improve student learning,

As part of its commitment to total institutional assessment, WVNCC also has processes for assessing extra-curricular programs and services. WVNCC has previously employed a process that calls for all areas of the College to identify an assessment project each year. Information from the project is collected and submitted to the Assessment Committee where it is subject to peer review. The reports are available on the Assessment web site under "staff reports" and "student services reports." As with other areas of assessment, the College is continually reviewing its processes and investigating ways they can be improved. A workshop presented in July, 2016 introduced a [new process](#) to be used for

extra-curricular assessment.

Processes to assess general education are currently being revised as discussed in the section below. Courses addressing the General Education Outcomes are identified in the general education matrix. General Education outcomes were measured with the course learning outcomes however the data specific to the general education outcomes was not documented.

Programs are assessed using the program review process which was discussed in 4A. Program Assessment at WVNCC consists of three components: program review, annual assessment, and external accreditation review. Program review is conducted every three to five years. Outcomes in the program review process include but are not limited to; graduation rate, employment rate, student retention, transfer rate, licensure/certification success, graduate satisfaction, and employer satisfaction.

#### **4.B.(2)**

In fall 2015, the Liberal Arts Division Chair and the Director of Institutional Effectiveness attended an Assessment workshop sponsored by West Virginia Higher Education Policy Commission (HEPC). The workshop was presented by Dr. Virginia Johnson Anderson, Professor Emerita of Biological Sciences at Towson University and co-author (with Dr. Barbara Walvoord) of *Effective Grading: A Tool for Learning and Assessment*. This workshop focused on “closing the gap” by assessing general education outcomes and the course learning outcomes. WVNCC routinely conducts assessment of course learning outcomes ([Assessment Rotation Cycle](#)) and the General Education Committee had separately collected data on general education outcomes using faculty surveys. However, a mechanism to merge the two in one document was not available. Participation in the HEPC workshop provided a **Guide for Assessing General Education Outcomes**.

After the workshop, working with the office of the VPAA, General Education and Assessment Committee, and the Director of Institutional Research, a decision was made to assess two general education outcomes each year along with course learning outcomes. The existing Pre-Assessment Form ([PAF](#)) was updated to include general education outcomes. In November 2015, a faculty workshop was conducted to introduce faculty to the updated Pre-Assessment Form, timeline of form submission, and a mechanism for providing feedback on the submitted form. Examples of how to complete the form were also provided. In addition, the importance of course assessment and general education assessment in accomplishing program outcomes, and in part determining institutional effectiveness was emphasized.

In January 2016, Pre-Assessment Forms were collected. Division chairs and the Director of Institutional effectiveness reviewed the submitted forms and identified a need for providing foundational knowledge of conducting and documenting assessment of student learning. In February 2016, a team of three members; Liberal Arts Division Chair, Director of Student Support Services, and a faculty member attended HLC Assessment Academy workshop. While interacting with the workshop leaders and representative of other institutions, it was clear that to make assessment meaningful it is important to strengthen the foundational knowledge of conducting assessment of student learning. As a result, the team identified [short and long term goals](#) for assessing student learning for the academic year 2016-2017. The team also proposed professional development workshops for faculty. In May 2016, under the guidance of the VPAA, an [Assessment Grant proposal](#) to create resources for assessing general education outcomes was submitted to HEPC which was subsequently [awarded](#).

Two faculty members prepared assessment resources during the summer semester including a Pre-

workshop need assessment survey. On August 25, the [survey](#) was sent to full-time and adjunct faculty to collect baseline data and to prepare assessment resources. Pre-survey results further supported a need for professional development with a focus on providing foundational and procedural information for preparing assessment report. A workshop addressing these areas was conducted on September 30, 2016. At the conclusion of the workshop a post survey was conducted to compare the results of the pre and post surveys to determine percent gain in foundational and procedural understanding, and faculty satisfaction with the workshop. There was a significant increase in foundational and procedural understanding of assessing student learning and preparing assessment report.

Course assessments, in general, are conducted on a three years cycle. Math courses are assessed every two years. Courses offered every other year are assessed every four years. Each division identifies courses and prepares a [schedule](#) of course assessment. The [Assessment schedule](#) is distributed to the faculty within the division. For each discipline, a lead faculty member is assigned the responsibility of submitting the Pre-Assessment Form, and preparing and submitting the assessment report.

The lead faculty member, in consultation with the faculty members in the same discipline, identifies learning outcomes, learning activities, assessment methods and the assessment instruments to measure learning outcomes. A timeline to conduct the assessment is established and the type of data to be collected is discussed. This information is entered on the Pre Assessment Form and submitted to the Division chair based on the established schedule. Participating faculty collect the data and submit it to the lead faculty for analysis and preparation and submission of the assessment report. A copy of the report is submitted to a shared drive where the division chair, Vice President of Academic Affairs, director of institutional effectiveness, and the Assessment committee can access the report for decision making.

Courses addressing the General Education Outcomes are identified in the general education matrix. The general education matrix is available in the faculty document center and is password protected. General Education outcomes were measured with the course learning outcomes however the data specific to the general education outcomes was not documented.

The three facets of program assessment at WVNCC are regular program review, annual assessment, and external accreditation review. Program review is conducted by the program director and/or the division chair and programs are reviewed every three to five years. Annual Assessment of programs is conducted to assess the effectiveness and the efficiency of the program. It includes assessment of student learning and adequacy of resources and services in accomplishing the program outcomes. Programs requiring external accreditation undergo a multi-faceted review process in which the elements are prescribed by the accreditation agency and the timing of the review is determined by the agency. Program review reports are submitted to the VPAA and are peer-reviewed. Both the submitted and the peer reviewed reports are published in the Faculty Document Center.

#### **4.B.(3)**

The assessment processes at WVNCC are designed to improve teaching and learning. Submitted assessment reports are peer reviewed for measurable learning outcomes, appropriateness of the assessment methods, assessment instruments, data collection and analysis, and consistency of recommendations/action plan for improving student learning outcomes using a [Rubric](#) Adapted from Southeast Missouri State University. Peer reviewed reports Identifies the level of development for each of the four components of the report and provides a rationale and comments for appraisal. All reports are available to faculty on the Assessment webpage and the reports provide numerous examples of how assessment has been used for improvements in teaching and learning. Peer recommendations in most cases are used to improve the assessment of student learning. One example

of how assessment led to program improvements is found in the [Mechatronics program review](#) where the program added material on crane repair to the curriculum after graduates performed poorly on this section of an industry-specific skills assessment. Another example of assessment leading toward improvement is the [surgical technology program review](#). As a result, the program incorporated web-based tests and increased clinical time, among other initiatives, to increase graduates' success.

#### **4.B.(4)**

The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. Assessment of student learning at WVNCC is based on closing the gap between what is and what it needs to be through a cycle of continuous improvement rather than on compliance and reporting requirements.

The assessment of student learning is grounded in measurable learning outcomes and uses a variety of assessment methods and assessment instruments to gather data to make informed decisions. Assessment of student learning is faculty driven. The approach to assessment of student learning is not prescriptive and allows faculty to decide what to assess and how to assess student learning. Consistent with the philosophies of the Assessment Plan, the model is based on the principle that decisions such as these are best made by the collaboration of the personnel within the division and/or the program area.

WVNCC evaluates its assessment processes and learns from the information it gathers. It then uses this information to make improvements in the process. As noted above, the College has developed a new [Assessment Plan](#) and is making changes in assessment of general education, assessment of extra-curricular programs, and program review. Many of these changes are based upon best-practices adopted from conferences attended by Assessment Committee members including an HEPC Assessment Workshop and the HLC Assessment Academy.

The College recognizes that if it is going to modify processes to stay current with the latest best practices that it will have to provide learning opportunities for faculty. The Assessment Committee and Office of Institutional Research (IRE) are available to provide technical assistance to help program areas choose assessment measures and/or tools. The Vice president of Academic Affairs (VPAA) provides professional development opportunities throughout the year. During the Academic year 2015-2016, following professional developments opportunities were made available to the faculty:

- Strategies for Engaging the Adult Learners; Dr. Robin Asbury; October 2015.
- Assessment of Student learning; Assessment Committee; November 2015
- On-course workshop on strategies for improving student retention, January 2016
- HLC Assessment Academy Workshop in Scottsdale, AZ, February 2016
- General Education Assessment workshop for faculty to improve student learning where deficiencies are identified, September 2016

## Sources

---

- AA\_MastercourseGuides
- Assesment Survey Areas under 50%
- Assessment Workshop Survey-1
- AssessmentCommitteeMembership2016-17
- CoCurricularAssessment\_071916\_hope
- general education outcomes in catalog
- Goals after attending HLC workshop
- IE\_AllCollegeDay082316-2
- IE\_CourseAssessment010716
- MASTERCOURSEGUIDEFORMAT9-29-15
- program outcomes from catalog
- Program Review Mechatronics 14-15-1
- Spring 2016 Instructional Program Review\_VPAA\_091316
- SPRING 2016 Rotation Cycle
- ST program review
- State Assessment Project Funding Proposal Form-2016 (2)-3
- WVNCC-PhaseIAward
- yq\_PeerReviewForm

## 4.C - Core Component 4.C

---

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

---

#### 4.C.(1)

WVNCC has well defined goals for standard measures of student success including retention, persistence, graduation rate, and success in developmental courses. The targets are derived from the [State Compact](#) which has targets in a number of areas. The targets are related to state goals and are ambitious. The College then uses these targets in its [strategic plan](#). The strategic plan identifies specific strategies that the College will undertake to achieve the goals, lists the administrator responsible for the goal, and establishes a time line for completion. Reports on progress toward achieving the goals is submitted to the CCTCE on an annual basis. Annual progress reports are also prepared and distributed for the strategic plan. This annual review also enables the College to update its strategies for achieving the goals for student success.

#### 4.C.(2)

The College collects and analyzes data on retention, persistence, and completion at the course, program, and institutional level. The Office of Institutional Research and Effectiveness (IRE) provides this data to individual faculty for annual evaluation reports, to program coordinators as part of program review, and to administrators for measuring progress on Compact and Strategic Plan goals. Reports are posted on the IRE webpage and include [IPEDS](#) reports, HEPC data reports, institutional graduation and retention data, [student surveys](#), and [CCSSE](#) reports. In addition, there are links to the Federal Scorecard .

#### 4.C.(3)

WVNCC uses the data on retention, persistence, and completion to make changes to help students succeed. The data was used to inform the planning process as goals were established. The data on retention and persistence was used to get the faculty more involved in retention efforts. After sharing the information, faculty were asked to include one retention initiative in their annual goals.

Information about graduation rates served as an impetus to establish Project Graduation.

One of the most striking ways the information has been used to make improvements in teaching and learning occurred in the area of developmental education with the [Title III](#) grant project. Data clearly revealed that the Math sequence in developmental education was a major barrier to persistence and completion. Developmental English and Reading were not as big a problem but they were still slowing student progress. As a result, the developmental math program and the process for entry testing and subsequent placement was totally overhauled. The report demonstrates the impact these changes have had on student persistence.

#### 4.C.(4)

The College's processes for collecting, analyzing, and reporting retention, persistence, and completion data are consistent with State, HLC, and IPEDS requirements and reflect good practice. The mission of the Office of Institutional Research and Effectiveness is "to provide accurate and timely information, expertise, and facilitation to support research, planning, assessment, accreditation and the decision-making processes of WVNCC. The office plays a pivotal role in collecting, coordinating and analyzing data about and for the college and serves as the chief information clearinghouse for disseminating information to the administrators, faculty, staff, and external constituents." One tool used by IRE to assist in the process is a [calendar](#) found on the web page that shows the due date for all reports.

## Sources

---

- 63\_Fall2013StudentSatisfactionSummary
- CCSSE2014\_KEYFINDINGS\_ExecSum
- CR4\_IR\_Compact2016\_HMC\_050116
- CR4\_IR\_Compact2016\_HMC\_050116
- CR4\_WVNCC\_Strategic Plan2015\_HMC\_050116
- CR4\_WVNCC\_Strategic Plan2015\_HMC\_050116
- IPEDSDataFeedback2014
- ReportCalendar2014-2015
- Title III report

## **4.S - Criterion 4 - Summary**

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

---

West Virginia Northern Community College is committed to providing quality educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. WVNCC has program review processes in place that evaluate all programs on a regular basis. As part of its ongoing commitment to continuing improvement, the program review process is being revised to yield data that will better enable the College to make improvements. WVNCC faculty have been active participants in assessment of courses, programs and general education through assessment processes in place and have used the information from the assessment process to improve teaching and learning. As with program review, the College is making modifications in the assessment process to improve its effectiveness and to better incorporate best practices. WVNCC has been conducting extra-curricular assessment through initiatives at the area level and is enhancing and standardizing that process. Through data gathering and sharing, WVNCC will make informed decisions based on the results of the assessment process and institutional effectiveness initiatives.

### **Sources**

---

*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

---

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

---

#### 5.A.(1)

West Virginia Northern Community College is committed to strengthening and maintaining sufficient personnel as well as physical, fiscal, and technological resources necessary to support effective student learning.

Fiscal Resources:

The College's overall fiscal picture is summarized in [Audit Reports](#), [Financial Statements](#) and a [Composite Financial Index](#), which all indicate that the College has a sound financial base. WVNCC has three main revenue streams: state appropriations (43%), contracts and grants, including Pell (39%), and tuition and fees (18%). WVNCC's annual operating budget for FY2015 was \$13,847,333. Of this, \$9,822,404 was for personnel (71%), \$2,724,931 was for operating expenses (20%) and \$1,300,000 was an accounting for depreciation (9%).

The State of West Virginia's economic circumstances resulted in decreasing state appropriations over the last several years. To address the declines in revenue, WVNCC has identified ways to reduce expenditures, increase efficiencies and increase revenue through grants and the WVNCC Foundation, without negatively affecting students.

A significant aspect of the fiscal stability of WVNCC is the WVNCC Foundation and Office of Development. The Foundation was established in 1972 as a non-profit, tax-exempt, educational corporation. It solicits, receives, manages and administers gifts on behalf of WVNCC. The

Foundation is a public charity under Section 501 (c) (3) of the Internal Revenue Service. The office is staffed by a full-time Institutional Advancement Coordinator. Funds are used for scholarships, emergency assistance to students, equipment and special projects. [Information](#) about the Foundation is available on the website. The Foundation is audited separately, and the audit reports are found within the College's independent financial audits. At the end of the 2014-15 year, the total net assets of the Foundation were \$5,224,128.

#### Human Resources:

As of October 15, 2015 WVNCC's Human Resource Office reported that the College employs 267 individuals. Of these, 63 are classified, 14 are non-classified, 53 are faculty, 40 are hourly, 79 are adjunct faculty, and 18 are workstudy. The Wheeling Campus is the main campus for 178 of the employees, the New Martinsville Campus houses 23 employees and the Weirton Campus employs 51. Fifteen employees are affiliated with Distance Education. As discussed in 5.A.(4) below, WVNCC has processes in place to insure that personnel are well-qualified and 3.C.(4) discusses professional development processes that are in place to help individuals continually improve skills.

#### Physical Infrastructure:

WVNCC's facilities are overseen by the College's Chief Financial Officer/Vice President of Administrative Services (CFO/VPAS) and the facilities/custodial staff consists of a Director of Facilities who supervises six night crew, three daytime, and three afternoon shift workers who work to improve and maintain facilities on the campuses of Wheeling, Weirton and New Martinsville.

Between 2011 and 2013 the Wheeling Campus underwent a dramatic transformation as WVNCC purchased and totally renovated three parcels that formerly housed a car dealership. WVNCC and the architect designed the project to compliment the historical buildings in the area and greatly enhance the aesthetics of the southern anchor of the city. The main building of the former dealership was renovated to create the Applied Technology Center. It includes labs for mechatronics, welding, HVAC, and petroleum technology training. .

A second parcel was also renovated to house both a new, larger Barnes & Noble bookstore that serves not only WVNCC staff and students, but the Wheeling community as well. The second floor of this building houses a Student Activity Center and provides students with a place to gather before and after classes.

A third parcel includes a 6,500-square-foot auto body shop that is used to house State vehicles and equipment and affords the maintenance staff a space in which to perform maintenance and repair work.

These facilities represent 246,825 square feet of space, apportioned as follows:

- B&O Building – Wheeling Campus – 74,300
- Education Center – Wheeling Campus – 68,430
- Applied Technology Center – Wheeling Campus – 19,755
- Student Union/Bookstore – Wheeling Campus – 9,250
- Maintenance Storage Building – Wheeling Campus – 6,500
- New Martinsville Campus – 32,400
- Weirton Campus – 36,190

These facilities enable the College to conduct approximately 500 classes in the fall and spring

semesters of each academic year.

In 2015, the College acquired a 26,900-square-foot building near the Education Center. This building will be renovated to accommodate additional welding booths and space for our growing technical programs.

#### Technological Infrastructure:

The College's Chief Financial Officer/Vice President of Administrative Services oversees the Information Technology Department, which consists of a Director of Information Technology, three IT Consultants, two Information System Specialists, and an Application Programmer.

The objective of the Information Technology Department is to provide technology services that support and enhance opportunities for teaching and learning, facilitate electronic communication, and give users a dependable, fast, and secure resource in support of instruction and administration.

The IT Department provides the network, systems and services to WVNCC, the staff, faculty, and students to research, monitor, assess, educate, and communicate.

The department is responsible for the LAN network, all network devices, digital phone system, email systems for students, faculty and staff, print servers, user PCs and printers, computer labs, classroom technology, telecommunication systems and Programs/Systems.

The department supports Banner, Degree Works, My WVNCC Student Portal, My WVNCC Adjunct Portal, Blackboard, My Labs Plus and the college website.

(See [Integrated Technology Plan](#))

#### **5.A.2**

WVNCC has [budget development](#) and allocation processes in place to ensure that it supports and strengthens its educational programs and student learning. Elective resource allocations which could potentially adversely affect the College are prevented through the budgeting process and oversight of the Board of Governors.

#### **5.A.(3)**

Success in implementing college goals is an indicator that the goals are realistic in light of the college's organization, resources and opportunities. WVNCC's [mission and vision statements](#) are detailed on the College's website in addition to locations on campus and in printed material. The mission and vision were created by the Strategic Planning committee which meets to review and revise the statements and Strategic Plan every five years, most recently in late 2015. Strategic priorities serve as the guideline for allocation of resources and decision-making strategies at WVNCC. Annual reports on implementation of the Compact to the West Virginia Council for Community and Technical College System (WVCTCS) demonstrate that the College consistently implements strategies in the Compact and/or makes substantial progress on them. Additionally, progress reports on the WVNCC strategic plan demonstrate that the College also achieves those goals.

#### **5.A.(4)**

WVNCC has processes in place to insure that staff are appropriately qualified and trained. The process begins with development of job descriptions and education qualifications for non-faculty

exempt staff. Staff members' job descriptions are prepared in a Position Information Questionnaire (PIQ) form. The job description is part of the PIQ form which lists the duties and necessary qualifications. Potentially the qualifications can defer to a combination of education and experience, if utilized. WVNCC follows the process dictated in SB 439 for the employee PIQ evaluations. PIQs are for the position, and not the individual employee. Employees are hired into the position. The Human Resources Office uses a [Search & Interview Process](#) and [Hiring Process](#).

All new hires and current employees receive on-the-job training. Training is determined by the past experience of the employee and the necessary training needed to perform the duties assigned. Training is normally arranged by the supervisor at the time of hire and continues through the employment. Additional training may be available through the Professional Development process outlined in the [Professional Development Guidelines](#).

Annual evaluations are conducted for all staff and administrators, which are managed by the Human Resource Department. There is also a faculty evaluation cycle that is overseen by both the Human Resources Department and Academic Affairs.

#### 5.A.(5)

The institution has a well-developed process in place for [budgeting](#) and monitoring expenses. The [Budget Timeline](#) summarizes the steps taken each year to develop and approve a budget, including development of a Budget Committee. The committee publishes the [meeting minutes](#) on the college's website. The committee is responsible for collecting [Capital Budget Requests](#), collecting [Departmental Budgets](#), collecting [Personnel Service Requests](#), and presenting the proposed budget to the Board of Governors for three separate readings. The budget is then submitted to the state in May and a final budget is distributed in June of each year.

Throughout the year, all expenditures are monitored and reviewed through the Business Office under the direction of the CFO/VPAS. The Board of Governors meets an average of nine times per year and receives regular financial updates from the CFO/VPAS. The [Board of Governor's minutes](#) are posted on the college's website. These duties are referenced in Section IX of the [BOG Bylaws](#). The College undergoes an annual independent [audit](#). The auditing firm makes a report of its findings to the Board of Governors and the report is maintained in the Business Office.

## Sources

---

- Audit Report
- Board Of Governors Meeting Minutes
- Budget Committee Meeting Minutes
- Budget Development Process
- Budget Timeline
- ByLawsBOG-
- Capital Budget Requests
- Composite Financial Index
- Departmental Budget Requests
- Financial Statements

- Foundation website
- Hiring Process 11-15
- Integrated Technology Plan
- Mission and vision on website
- Professional Development Guidelines 10-14-15 (2)
- RPA Form
- Search and Interview Process

## 5.B - Core Component 5.B

---

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

---

WVNCC has an effective governance and administrative structure which includes clear delineation of responsibilities at each level and provides opportunities for collaboration by constituent groups. The college has a hierarchical governance and administrative structure. Governance of the College is under the jurisdiction of the WV Community and Technical College System (WVCTCS) and the WVNCC Board of Governors. The Board of Governors delegates responsibility for administration of the college to the President and College administrators. Throughout the history of the institution, WVNCC has employed shared governance processes to insure that constituent groups are engaged in the institution's governance and decision-making.

There are clearly delineated rules (policies) at the State and institutional level to guide institutional governance and to ensure that internal constituencies are engaged in the process. The Council for Community and Technical College Education (CCTCE) serves as the coordinating board for all community and technical colleges in the state. [Chapter 18B](#) of the West Virginia Code contains legislation governing Higher Education in the State and lists the responsibilities of the Council including setting the overall direction of the System through development of the state-wide Compact and promulgation of legislative rules (policies) for governance of institutions in the system. Most legislative Rules at the System level require companion Rules at the College level.

#### 5.B.(1)

The WVNCC Board of Governors operates under the "governance by policy" model. The Board establishes the overall direction of the institution and enacts policies (rules) to guide the organization. Duties of the Board are enumerated in [18B-2A-4 of the WV Code](#) and also in the [By-Laws](#) of the Board. These documents clearly indicate the Board's fiduciary responsibility as well as the Board's responsibility for strategic planning, establishing the mission, program approval, hiring the president, and other actions. Board members are required to complete six hours of professional development during a 2-year period so they are very aware of their responsibilities as a Board. A review of minutes of Board meetings clearly demonstrate that Northern's Board of Governors is knowledgeable about the institution and exercises appropriate oversight of the institution. Notable examples include [minutes from the March 19, 2015 meeting](#) which demonstrate fiduciary responsibilities of the Board as it approved tuition and fees for the 2016 AY and the draft budget for 2016 (budget approval was part of the April 23, 2015 meeting) These minutes also demonstrate oversight of academic

policies as the Board approved a revised process for program review and minutes from April 23, 2015 meeting reflecting approval of the 2016 budget.

### **5.B.(2)**

WVNCC has a well-defined [process](#) outlined on a [flowchart](#) which is used for developing College rules and which includes provisions for involving college constituencies including the Board of Governors (BOG), administration, faculty, staff, and students. The initiative for a rule can come from the CCTCE, Federal or State legislation or directives, administration or any committee or constituent body. Under State rule, the BOG must approve the College proceeding with rule development. Upon approval to proceed, the initiative is referred to the Rules Committee, which has representation from all constituent groups. Draft Rules are shared with each constituent group and are posted for comment on the College website for 30 days before being sent to the Board of Governors. The Board has two readings of Rules before taking action on them to again ensure that there is opportunity for collaboration and input. The entire list of [approved College Rules](#) is available on the Board of Governors webpage.

### **5.B.(3)**

In order to maximize involvement of constituent groups in governance and administration, the College has created a number of committees to address specific areas of college life. A list of [committees](#) and their membership demonstrates that all have representation from administration, faculty, and staff. Several have student representatives as well. These committees provide input to administrators in key areas and assist with policy development where appropriate. Minutes from the various standing committees are available on the College's webpage.

Another vehicle to promote input from constituent groups is the College Council. The College Council is comprised of the President's Cabinet, supervisors, division chairs, and representatives from the Faculty Assembly and Classified Staff Council. Monthly meetings are designed to inform the members about key College business including policy development, planning, program development, external factors affecting the College such as legislative action, and College activities. Constituent representatives have the opportunity to share concerns from their bodies. Minutes from these meetings are shared with the entire College community via email.

WVNCC has a long history of shared governance, with a faculty senate formed at the College's inception and, classified staff and student councils formed shortly thereafter. However, State Code now mandates a Faculty Assembly and a Classified Staff Council at each college and university and goes so far as to prescribe the composition of the Classified Staff Council. All three constituent groups meet on a regular basis (usually monthly) to consider issues of interest to the membership, including policies, planning, committee reports, and programmatic considerations. The President and members of the administrative team attend meetings when requested to discuss concerns about pending policies or procedures and to apprise the group about changes that may be coming. The constituent groups are important vehicles for gaining input from each constituency and they are important for enhancing communication within the organization.

In addition to the involvement of the faculty, staff, and students through the committee structure and constituent groups, one faculty representative selected by the Faculty Assembly, one classified staff representative selected by the Classified Staff Council, and one student representative elected by the student body serve as voting members on the Board of Governors. This structure is mandated by the Legislature and it was clearly the intent of the Legislature that these members provide input to the Board from the constituents they represent and vote on all matters before the Board.

## Sources

---

- 18B-C3 CCTCE
- Approved Rules on website
- BOG By-Laws
- BOG Minutes 3-19-15
- NC8000Ruleprocessingrule
- Rule Processing Procedure Flow Chart
- WV Code Chapter 18B
- wv\_code\_chapter\_18b-2a\_institutional\_board\_of\_governors
- WVNCC Councils and Committees

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

---

West Virginia Northern Community College (WVNCC) engages in systematic and integrated planning by operating from a state-wide and collegiate strategic plan. The budgeting process links allocation of resources to the College mission and to assessment and continued improvement at all levels. The planning process is inclusive of the constituent groups and positions WVNCC for the future.

#### 5.C.(1)

Budgeting and allocation of resources were described in 5.A.(2) and (5) and are in alignment with WVNCC mission and priorities. Instructions to budget managers directs them to justify significant changes in their [budget requests](#) by linking them to the strategic plan. The Budget Committee reviews requests and recommends a budget based upon institutional priorities.

#### 5.C.(2)

A major emphasis in both the State Compact and Strategic Plan, and the WVNCC [Strategic Plan](#) is improving student success. Therefore, WVNCC has a number of initiatives devoted to assessment of learning, enhancing operations that promote student success, and developing processes to improve institutional effectiveness. Area budgets reflect these priorities and provide a link between assessment, budgeting, planning, and enhancing institutional performance.

#### 5.C.(3)

The planning process includes a role for both internal and external constituents. For example, when the state-wide strategic plan became available, the WVNCC President quickly responded by creating a strategic planning committee. Some members of the committee were chosen based on the position at the college, while others, from varying constituent groups such as [faculty, staff and students](#), were asked to volunteer if interested in serving on the committee. As a result, there was varied [representation](#) across campuses, among faculty, staff, students, and administration on the committee. After the group had met over several weeks, and before the strategic plan was finalized, a [draft](#) was sent to both internal and external constituents so that comments could be made and

considered before the final document was created. After the [comments](#) were reviewed the final document was distributed to both internal and external groups and made public for the community to view and access.

The strategic plan, under which WVNCC operates, is current and utilized in decision-making. This recent plan is a living document, because it is revisited and updated annually internally. Changes are also made in accordance with the state-wide updates, usually every five years. In addition, the surrounding area and the communities the college serves are constantly changing. WVNCC has to be quick to adapt to the changing population and economic environment.. The strategic plan is frequently reviewed by the administrators who are responsible for meeting the outlined goals, and the President's Cabinet members meet monthly so the objectives are reviewed and changes are made to meet the goals. Furthermore, in the President's Board Room, where the Cabinet and Council committee meets, a large poster of the college's mission hangs on the wall as a constant reminder to all about why and how the college is guided to operate. Moreover, the aforementioned meetings are transparent because minutes are emailed to the internal college community and posted to the website by the President's Office. This helps keep the internal and external college community abreast of current operations, discussions, and decisions.

#### **5.C.(4)**

While developing plans for the future, WVNCC is fully cognizant of both it's current capacity and any potential changes that might impact revenue necessary to implement initiatives in the plan. WVNCC monitors factors that affect revenue such as the state economy and related support, and enrollment trends. The Enrollment Management Committee annually establishes enrollment goals based upon types of students and these targets are used in revenue projections for the budget. Emails from the President to the college community demonstrate attention to developments at the state level. This information is also used in the budget process. The college has adjusted the budget in response to declining enrollment and decreased state support by examining and reducing expenditures, reviewing positions as they become vacant, eliminating or restructuring some of them, and exploring other sources of revenue such as grants or new programs.

#### **5.C.(5)**

In addition to the financial environment, WVNCC planning must anticipate changes in the external environment. New programs have been developed as a result of the changes in the local economy. For example, due to the rapid expansion of the oil and gas industry in the area, WVNCC responded by developing welding, petroleum technology, and chemical operator programs to educate the potential work-force. The welding and petroleum technology programs were strategically implemented on the Wheeling campus and the chemical operator program was developed on the New Martinsville campus due to the established need in the area. The Mechatronics (advanced manufacturing program) was first established on the Weirton campus (and continues to grow on the Weirton and now Wheeling campuses) due to an aging workforce in the local arena. The program was initiated by Arcelor Mittals's Steelworker of the Future program, and since the business is operating in Weirton, it was a natural fit to begin the program the Weirton campus.

WVNCC has anticipated demographic changes and the student population's desire for different modes of instruction. As technology enhancements occur and the students more widely utilize this changing technology with the flexibility it offers for higher education, more WVNCC degree programs are now offered [online](#). Many students have busy lives that make it difficult to attend class in a traditional classroom format, so students can now access more programs online. In addition to more online programs, the college is also offering more online classes to fit students' work and life schedules.

Many students who attend WVNCC have varying obligations, such as family and careers. Quite often, these students are and were withdrawing from the college due to these demands. But, by offering more classes and programs online, we can improve retention for students and service those who may not be able to visit the campuses.

It is imperative WVNCC plans and responds to economic and environmental changes in our area so that the community of students can continue to be served.

## Sources

---

- AA\_OnlinePrograms
- Copy of Copy of Capital Request Form FY 17
- Draft of the Strategic Plan for comment
- faculty email for SP participation
- Staff email for SP participation
- Strategic Plan Community Survey
- Strategic Plan Master Plan Oct 16
- Strategic Planning Committee Members 2

## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

---

#### 5.D.(1)

WVNCC documents evidence of its performance in a variety of ways. A number of institutional reports are available from the Institutional Research and Effectiveness (IR&E) web pages. Reports which are linked to these pages include [IPEDS Data Feedback Reports](#), West Virginia Higher Education Policy commission (WVHEPC) data submissions for enrollment, retention and graduation data, [CCSSE results](#), and [WVNCC Student Satisfaction Survey](#) results. The web page also includes a link to the US Department of Education [Scorecard](#). Other documents which provide evidence of WVNCC performance are the annual reports on the State Compact Strategies and the WVNCC Strategic Plan.

WVNCC has obtained several grants during the past five years to provide resources which allow it to expand programming to better serve students. Two of the large grants which were awarded were the Title III Strengthening Institutions Grant in 2011 and the Bridging the Gap Grant in 2014. The Title III grant is directed at improving student outcomes, including retention and class completion rates, among developmental education students. The Bridging the Gap grant is a TAACCCT grant to develop programs to prepare students to enter the workforce. Reports for both grants are another documentation of institutional performance. Summary reports for the [Title III grant](#) and the [Bridging the Gap Grant](#) are available here.

#### 5.D.(2)

WVNCC is committed to improving its institutional effectiveness by using data and operational experiences to enhance programs and services. A number of College initiatives demonstrate how Northern uses data to make institutional improvements. Some of these include:

- Data from IR&E indicated developmental education was impacting retention rates and the College used this information to apply for the Department of Education [Title III grant](#), Strengthening Institutions. Several program improvements were made and continued collection of data from the project enabled the College to make further improvements. Changes that were made included changing the math sequence which resulted in 65% of the students completing the developmental math and college level math in two years as opposed to 7% in the previous sequence. Additionally, the Fast Track program enabled more students to improve placement test scoring so that the number of first-time, fall start students requiring a developmental math class declined from 76% to 51%.
- Information from students and employers was used to enhance technical programs through the [Bridging the Gap](#) grant so that students could move more rapidly through the programs and into the workforce. Some of the enhancements included an accelerated chemical operator program,

a re-alignment of petroleum technology and advanced manufacturing to create a common technical core, and the establishment of a digital classroom for remote instruction.

- Use of IPEDS data demonstrated concerns about retention and graduation. For instance, in 2010-11, IPEDS data revealed graduation rates accounting for percentage of total entering students (45%) were higher than the comparison group (median=36%). Overall graduation rate (12%) was lower than that of the comparison group (median=17%). Full time student retention rate was lower (50%) than that of the comparison group (median=55%), and part time student retention rate was equal (38%) to that of the comparison group (median=38%). As a result of these findings, the WVNCC implemented several initiatives to improve retention and graduation including enlisting faculty help in retention through their goal-setting, Project Graduation to assist students who were near graduation but had not completed the degree, and enhanced outreach to students.
- Use of student satisfaction surveys administered by the Institutional Research and Effectiveness Office including the "You Spoke, We Listened" campaign to make improvements in campus life by actively engaging students. Some of the changes included sessions on computer basics, improved security lighting in parking lots, and changes in the course evaluation process.

WVNCC is continuing to enhance its institutional effectiveness operations so that it can better obtain, analyze, and utilize data to improve institutional performance. Review of institutional data is a Cabinet priority.

## Sources

---

- 63\_Fall2013StudentSatisfactionSummary
- BTG report
- CCSSE2014\_KEYFINDINGS\_ExecSum
- IPEDSDataFeedback2014
- IRE webpage
- Title III report
- WVNCC College Scorecard

## **5.S - Criterion 5 - Summary**

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Summary**

---

WVNCC faces two major challenges at this time: declining enrollment and a several year reduction in state appropriations. Fortunately, WVNCC has the fiscal and human resources available to meet these challenges. This is possible through the involvement of all constituencies in the planning process. Faculty, staff, administrators, students and the Board of Governors (BOG) all contribute to finding processes and plans that allow WVNCC to meet its commitments to all.

The BOG is knowledgeable regarding operations and planning for the institution. They provide necessary oversight that is an important part of the shared governance model. The college community and the BOG set mission and operational priorities. The planning processes anticipates future trends to the extent that data and information are available.

WVNCC strives to learn from operational experiences by documenting performance for all aspects of the plans. The data generated is shared not only as required by Federal and State mandates, but also with all internal constituencies through the website, emails, and publications.

WVNCC understands and appreciates that there are opportunities to better use existing IR&E data, as well as to generate new data that will expand capabilities to make better, informed decisions.

### **Sources**

---

*There are no sources.*