

Destination Accreditation

Self Study 2013

APPENDIX B



Institutional Snapshot



Institutional Snapshot

Section 1. Student Demography Headcounts

A. Undergraduate* Enrollments by Class Levels (Freshmen-Senior)

Fall Term	Freshman	Sophomore	No Status in Banner
Fall 2010	1908	1319	136
Fall 2011	1726	1195	73
Fall 2012	1404	1067	34

* Undergraduate refers to All Students (Degree-Seeking and Non Degree-Seeking)

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Fall 2010 (As of October 15, 2010)

	Degree/Certificate Seeking	Non-Degree Seeking	Total
MEN			
Nonresident alien	0	0	0
Hispanic/Latino	3	1	4
American Indian or Alaska Native	3	1	4
Asian	4	3	7
Black or African American	46	7	53
Native Hawaiian or Other Pacific Islander	0	0	0
White	757	236	993
Two or more races	4	1	5
Race and ethnicity unknown	18	3	21
WOMEN			
Nonresident alien	0	0	0
Hispanic/Latino	8	0	8
American Indian or Alaska Native	6	1	7
Asian	2	4	6
Black or African American	68	7	75
Native Hawaiian or Other Pacific Islander	0	0	0
White	1807	333	2140
Two or more races	10	0	10
Race and ethnicity unknown	22	8	30
GRAND TOTAL (men+women)			3363

Fall 2011 (As of October 15, 2011)

	Degree/Certificate Seeking	Non-Degree Seeking	Total
MEN			
Nonresident alien	0	1	1
Hispanic/Latino	3	1	4
American Indian or Alaska Native	1	1	2
Asian	6	1	7
Black or African American	42	1	43
Native Hawaiian or Other Pacific Islander	0	0	0
White	660	188	848
Two or more races	5	0	5
Race and ethnicity unknown	16	5	21
WOMEN			
Nonresident alien	0	0	0
Hispanic/Latino	6	0	6
American Indian or Alaska Native	6	0	6
Asian	4	6	10
Black or African American	85	6	91
Native Hawaiian or Other Pacific Islander	0	0	0
White	1659	240	1899
Two or more races	14	11	25
Race and ethnicity unknown	22	4	26
GRAND TOTAL (men+women)			2994

Fall 2012 (As of October 15, 2012)

	Degree/Certificate Seeking	Non-Degree Seeking	Total
MEN			
Nonresident alien	0	0	0
Hispanic/Latino	3	0	3
American Indian or Alaska Native	1	2	3
Asian	3	0	3
Black or African American	45	2	47
Native Hawaiian or Other Pacific Islander	1	0	1
White	547	174	721
Two or more races	9	0	9
Race and ethnicity unknown	11	2	13
WOMEN			
Nonresident alien	0	0	0
Hispanic/Latino	5	0	5
American Indian or Alaska Native	5	0	5
Asian	5	2	7
Black or African American	56	2	58
Native Hawaiian or Other Pacific Islander	1	0	1
White	1358	230	1588
Two or more races	26	2	28
Race and ethnicity unknown	13	0	13
GRAND TOTAL (men+women)			2505

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Not Applicable

D. Age Range of Undergraduate Students (24 and under; 25 and over)

Fall Term	24 AND UNDER	25 AND OVER
Fall 2010	1613	1750
Fall 2011	1514	1480
Fall 2012	1308	1197

E. Numbers of Students by Residency Status of Credit-seeking Students who come to a Campus or Site for Instruction

Fall Term	In-State	Out of State	Reciprocity	Metro
Fall 2010	2162	25	527	28
Fall 2011	1909	25	512	18
Fall 2012	1574	21	435	21

Section 2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

WV Northern Community College has an open admissions policy, therefore the number of applicants and acceptances is the same.

Fall 2011

Entering Students	Total Applicants / Acceptances	Total Applicants Matriculated	Percent Matriculated
Freshman	1146	507	44.24%
Undergraduate Transfer	785	313	39.87%

Uses Fall CENSUS data

Fall 2012

Entering Students	Total Applicants / Acceptances	Total Applicants Matriculated	Percent Matriculated
Freshman	916	372	40.61%
Undergraduate Transfer	751	299	39.81%

Uses Fall CENSUS data

B. Required Standardized Test Scores as a Condition of Admission

WV Northern Community College does not require standardized test scores as a condition of admission.

Section 3. Financial Assistance for Students

A. Percentage of Undergraduate and Graduate Students that Applied for Any Type of Financial Assistance

WV Northern Community College does not have graduate students

	Fall 2010	Fall 2011	Fall 2012
Unduplicated Headcount of Degree-Seeking Students*	2758	2535	2089
Unduplicated Headcount of Degree Seeking Students Applying for Financial Aid**	2458	2239	1823
Percentage of Students Applying for Financial Aid	89.12%	88.32%	87.27%

* Unduplicated Headcount of Degree Seeking Students taken from Fall CENSUS numbers

Semester

Fall 2010:

Fall 2011:

Fall 2012:

Census Data/Aid Years Used:

October 15th 2010/1011 Aid Year

October 15th 2011/1112 Aid Year

October 15th 2012/2013 Aid Year

** Students Applying for Financial Aid are those who have submitted a FAFSA and show on the RNANA forms in Banner

B. Percentage of Undergrad Students Receiving Financial Aid

	Unduplicated Headcount of Degree-Seeking Students	Unduplicated Total Receiving* Financial Aid	Percentage of Students Receiving Financial Aid
Fall 2010 CENSUS HEADCOUNT / FALL 2010 FINANCIAL AID TERM			
Loans**	2758	1073	38.91%
Work-Study**	2758	51	1.85%
Scholarships/Grants**	2758	146	5.29%
Academic Based Merit Based Scholarships***	2758	58	2.10%
UNDUPLICATED TOTALS RECEIVING* AID OF ANY TYPE	2758	2258	81.87%
Fall 2011 CENSUS HEADCOUNT / FALL 2011 FINANCIAL AID TERM			
Loans**	2535	991	39.09%
Work-Study**	2535	48	1.89%
Scholarships/Grants**	2535	172	6.79%
Academic Based Merit Based Scholarships***	2535	40	1.58%
UNDUPLICATED TOTALS RECEIVING* AID OF ANY TYPE	2535	2035	80.28%

* Receiving Financial Aid is defined as a Paid Amount > \$0.00 for the Term Selected (Work Study defined as Accepted > \$0.00); Total is Unduplicated per type, however students may appear in multiple aid types if receiving more than one type of aid

*** Academic Based Merit Based Scholarships defined by Janet Fike, Vice President of Student Affairs - See Scholarships as Defined in RFRBASE for Aid years 2010 and 2011 for details

** As Defined in RFRBASE

C. Tuition Discount Rate

WV Northern Community College does not offer a Discount Tuition Rate for specific student populations.

Section 4. Student Retention and Program Productivity

A. Percentage of First-Time, Full-Time Fall Entering Undergraduate Students in the Previous Year, return for study during the Fall Semester

Race and Ethnicity	Total First-Time, Full-Time Degree Seeking Entering Fall 2011	Total Returning Fall 2012	Percent Retained
Nonresident alien	0	0	N/A
Hispanic/Latino	1	0	0.00%
American Indian or Alaska Native	2	1	50.00%
Asian	1	1	100.00%
Black or African American	33	10	30.30%
Native Hawaiian or Other Pacific Islander	0	0	N/A
White	452	208	46.02%
Two or more races	6	4	66.67%
Race and ethnicity unknown	7	2	28.57%
Total	502	226	45.02%

B. How many students earned a graduate or professional degree during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

WV Northern Community College does not issue Graduate or Professionals Degrees

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

Graduating Academic Year of 2011-2012

Program	CIP Code(s)	Certificate Awarded	Associate Awarded	Total
Architecture / Engineering / Engineering Technology	15	0	2	2
Biological & Physical Science	41	0	4	4
Business	52	17	18	35
Humanities / Interdisciplinary	24, 30	0	119	119
Health	51	96	108	204
Law	22	3	10	13
Mathematics / Computer Science	11	9	6	15
Military Technology / Protective Services	43	0	20	20
Personal Services / Consumer Services / Fitness	12	5	12	17
Psychology / Social Sciences & Services	44	0	17	17
Trades / Production / Transportation Health	47	6	5	11
Total		136	321	457

D. List by discipline and by name of test, the separate pass rates of undergraduate and graduate/professional students sitting for licensure examinations as appropriate

	Number Examinees	Number Passing	Pass Rate
Medical Administrative Assistant - Certificate Level			
2010-2011	20	20	100%
2011-2012	40	39	98%
Surgical Technology - Certificate Level			
2010-2011	23	5	22%
2011-2012	9	5	56%
Nursing - Associate Level			
2010-2011	67	62	93%
2011-2012	54	54	100%
Respiratory Care Tech. - Associate Level			
2010-2011	33	14	42%
2011-2012	33	17	52%
Medical Laboratory Technology - Associate Level			
2010-2011	19	14	74%
2011-2012	N/A	N/A	N/A
Health Information Tech. - Associate Level			
2010-2011	3	2	67%
2011-2012	N/A	N/A	N/A

Data taken from annual submission to WV HEPC

Section 5. Faculty Demography

A. Indicate the Headcount of faculty in the full-time and part-time categories according to the highest degree earned

Degree Level	Full-Time	Part-Time	Total
Fall 2011 as reported to the HEPC on October 15th 2011			
Doctorate	6	5	11
First Professional		2	2
Advanced Certificate			0
Master's	41	71	112
Bachelor's	11	43	54
Associate's	2	14	16
None	2	4	6
Total	62	139	201
Degree Level	Full-Time	Part-Time	Total
Fall 2012 as reported to the HEPC on October 15th 2012			
Doctorate	6	6	12
First Professional		2	2
Advanced Certificate	1	1	2
Master's	38	57	95
Bachelor's	11	41	52
Associate's	1	17	18
None	1	8	9
Total	58	132	190

B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.

Fall 2011 as reported to the HEPC on October 15th 2011

	Full-Time		Part-Time	
	MEN	WOMEN	MEN	WOMEN
Nonresident alien	0	0	0	0
Hispanic/Latino	0	1	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	2	0	0
Black or African American	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	21	38	64	71
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	1	2
Total	21	41	65	74
	Total Full-Time 62		Total Part-Time 139	
GRAND TOTAL	201			

Fall 2012 as reported to the HEPC on October 15th 2012

	Full-Time		Part-Time	
	MEN	WOMEN	MEN	WOMEN
Nonresident alien	0	0	0	0
Hispanic/Latino	0	1	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	2	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	19	36	65	64
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	1	2
Total	19	39	66	66
	Total Full-Time 58		Total Part-Time 132	
GRAND TOTAL	190			

C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes

2011				
Program	CIP Code(s)	Full-Time	Part-Time	Total
Architecture / Engineering / Engineering Technology	14, 15	0	3	3
Biological & Physical Science	26, 40	5	4	9
Business	52	4	13	17
Communications / Communication Technology / Fine Arts	50	0	7	7
Education / Library Science	13	2	7	9
Health	51	23	28	51
Humanities / Interdisciplinary	23, 24, 38	6	15	21
Mathematics / Computer Science	11, 27	9	30	39
Military Technology / Protective Services	43	3	5	8
Personal Services / Consumer Services / Fitness	12	3	1	4
Psychology / Social Sciences & Services	44, 45	6	25	31
Trades / Production / Transportation Health	47	1	1	2
Total		62	139	201

2011				
Program	CIP Code(s)	Full-Time	Part-Time	Total
Architecture / Engineering / Engineering Technology	14, 15	0	8	8
Biological & Physical Science	26, 40	5	4	9
Business	52	4	9	13
Communications / Communication Technology / Fine Arts	50	0	6	6
Education / Library Science	13	2	2	4
Health	51	21	32	53
Humanities / Interdisciplinary	23, 24, 38	6	15	21
Mathematics / Computer Science	11, 27	7	23	30
Military Technology / Protective Services	43	3	6	9
Personal Services / Consumer Services / Fitness	12	3	2	5
Psychology / Social Sciences & Services	44, 45	6	23	29
Trades / Production / Transportation Health	47	1	2	3
Total		58	132	190

Classification was calculated by using the Department Teaching (from HEPC Board File - Oct. 15th 2011/2012) combined with CIP classification of courses as listed in STVCIPC in Banner. **(See CIP classification for Faculty.xlsx)**

Section 6: Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hookups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

Physical Technology Resources

Campus Location	Student Computers	Employee Computers	Technology Enhanced Classrooms	Library
Wheeling	176	122	41	52
Weirton	117	32	15	12
New Martinsville	73	21	9	10
Total	366	175	65	240

WV Northern Community College employs best practices for networks maintained in and educational environment. All computers require username and password to login, which expire annually. Computer access is based on group membership, along with defined group policies. The group membership together with group policies define what activities can be performed on devices. There is software in place that allows the IT department to control which websites, software, etc. may be accessed on the web from our network. WV Northern Community College also provides wireless access on all of our campuses. This wireless is controlled by requiring a universal user id and password. All updates are centrally managed as are most software installs. All network activity is actively monitored for abnormalities and all computers have anti-virus software installed that is controlled centrally by the IT department.

All Information on Technology provided by David Hanes-Director of Institutional Technology

Section 7: Financial Data

A. Actual Unrestricted Revenue and Actual Unrestricted Expenses

Actual Unrestricted Revenue

	FY 2012	FY 2011
Tuition and Fees	\$3,189,007	\$2,910,145
State Appropriations	\$7,858,495	\$7,739,586
Investment Income	\$18,106	\$24,120
Contributions	\$197,187	\$244,272
Auxiliary Income	\$190,274	\$285,113
Other	\$1,034	\$1,008
Total	\$11,454,103	\$11,454,103

Actual Unrestricted Expenses

	FY 2012	FY 2011
Instructional	\$6,416,832	\$6,761,470
Student Services	\$1,204,408	\$1,362,112
Operations and Maintenance of Pla	\$1,318,450	\$1,299,596
Administration	\$3,743,068	\$3,169,472
Fundraising	-	-
Auxiliary	-	-
Other	\$80,676	\$74,032
Total	\$12,763,434	\$12,666,682

Financial data provided by Steve Lippiello-CFO/VP Administrative Services

Federal Compliance



FEDERAL COMPLIANCE

Evidence:

- F.1 Worksheet for Use by Institutions on Assignment of Credit Hours and Clock Hours
- F.2 Board of Governors Rules
- F.3 Website
- F.4 Catalog
- F.5 Tuition and fee schedule webpage
- F.6 Student Handbook
- F.7 Board Policy NC-4005
- F.8 Registrar webpage
- F.9 Transfer webpage
- F.10 Core Coursework Transfer Agreement
- F.11 WV Code, Series 17
- F.12 Ratios prepared by HEPC
- F.13 November 9, 2012, response to HLC regarding default rates
- F.14 Annual Crime Reports
- F.15 2012 Fact Book
- F.16 Institutional Research webpage
- F.17 Financial Aid webpage
- F.18 Northern On the Web (NOW)
- F.19 Student Activities Calendar
- F.20 Program Participation Agreement (physical resource room)
- F.21 Eligibility and Certification Renewal (physical resource room)
- F.22 Internal Policies and Procedures Manual (physical resource room)
- F.23 Annual Institutional Data Update (AIDU), including A133 Audits (physical resource room)
- F.24 Text Alert system
- F.25 Reports to IPEDS, WV HEPC, WV CTCS (physical resource room)
- F.26 Specialized accreditation reports (physical resource room)
- F.27 Curriculum guides
- F.28 Marketing materials
- F.29 Tuition Refund webpage
- F.30 Schedule of Classes

Assignment of Credits, Program Length, and Tuition

West Virginia Northern Community College measures course completion in terms of semester hours. The College has traditional fall and spring semesters consisting of sixteen weeks each, with fifteen weeks of instruction and one week of final examinations. The College also offers a summer session consisting of twelve weeks. In addition, the College offers limited intersession classes for one-week sessions between summer and fall semesters, fall and spring semesters, and spring and summer semesters. During all semesters, the College offers a variety of part-of-term classes which vary in length. Furthermore, WVNCC's Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours is available as an addendum to this self-study document and in the resource room (F.1).

WVNCC offers courses and programs that adhere to the Board of Governors Rules (F.2) and their policies and procedures. The length of degree programs (AA, AS, AAS) and certificates are within the norm for community colleges and within the guidelines allowed by the WV Community and Technical College System Rules. Worksheets for institution's credits, program length and clock hours are available in the Resource room. Specific program information can be found on the WVNCC website (F.3), in the College Catalog (F.4), curriculum guides (F.27), and marketing materials (F.28).

Tuition and fees are approved by the WVNCC Board of Governors and, when required, the Council for Community and Technical College Education. They are listed online at the College website (F.5) and are subject to change. Residents of Belmont, Harrison, Jefferson, and Monroe counties in Ohio may attend Northern at the West Virginia "In-State" tuition rates. Students from Allegheny, Beaver, Butler, Washington, and Greene counties in Pennsylvania, as well as students from Columbiana and Washington counties in Ohio, are eligible for a reduced Metro Rate. When classes are canceled by the College, refunds will be issued as soon as possible.

SREC courses can be taken at the in-state rate. Students who attend West Virginia high schools are eligible for a reduced tuition rate. Students attending high schools in reciprocity counties and home-schooled students will pay the state rate applicable to their residency status. West Virginia senior citizens (age 65 or older) can elect to pay half of the tuition per credit hour for classes on a space-available basis; payment of full tuition costs assures a spot in class.

Tuition, which makes up part of the Cost of Attendance, is \$94 per credit hour for the 2012-2013 school year. Full-time tuition is \$1,128 per semester for 12 or more hours. Out-of-state tuition is \$309 per credit hours or \$3708 per semester for 12 or more hours. Our Metro Rate is \$217 per hour or \$2,604 a semester for 12 or more hours.

In addition, students are charged a facility fee of \$15 per semester (Early Entrance and Continuing Education students do not pay this fee). All degree-seeking students are required to pay a \$15 per credit hour technology/activity fee. There is a \$20 per course fee for online classes. Students applying to limited enrollment programs will be charged a nonrefundable \$25 Application Fee. Other fees include but are not limited to a transcript fee, Culinary Arts capstone testing, Microsoft testing, Nursing admission test, Nursing licensure test, Nursing resources, and late registration. Some programs contain coursework that leads to a certification examination. Fees associated with these exams will be applied to the student's account upon registration. Current fees can be found on the College's website at www.wvncc.edu/potential-students/schedule-of-tuition/ (F.5).

Institutional Records of Student Complaints

The process for submitting student complaints is made available through the Student Handbook (F.6) and Board policy NC-4005 (F.7) offers the foundation for Student Complaints collection and tracking. As members of the WVNCC community, students have rights as well as responsibilities. These rights are guaranteed by State and Federal laws and by College policies. They serve to define student life and, concurrently, support a teaching and learning environment based on respect for all members of the campus community as well as regard for the property and facilities of the College. Sometimes, a WVNCC student experiences a situation or a conflict in which the student thinks his/her rights have not been fully recognized or have been compromised in some manner. The student's conflict may be with another student, a faculty or staff member, or with a College practice or procedure. When this occurs, it is said that the student has a complaint or grievance. As outlined in the WVNCC Student Handbook (F.6), students can follow a procedure to address a grievance of an academic or non-academic nature. Students are permitted to have a witness present when presenting a written grievance to the appropriate school official. For academic matters, students

are to submit grievances to the Vice President of Academic Affairs; for nonacademic matters, students can arrange meetings with the Campus Dean or a designee, presenting a written statement. If the issue is not resolved with the aforementioned policies, as provided in the Handbook, students can submit a completed grievance form to the College President. The Student Handbook (F.6) and Board policy NC-4005 (F.7) is available in the virtual resource room and provides a more complete explanation of the procedure. The school collects copies of complaint forms at the office of the Campus Deans and these are forwarded to be maintained by Vice President of Student Services (for nonacademic matters). **Copies of complaint forms submitted and (previously, logs) are available in the physical resource room.**

Publication of Transfer Policies

Transfer students who wish to have credit evaluated toward a WVNCC degree must provide an official transcript(s) from each regionally accredited institution. Transcripts must be sealed or received electronically directly from the college or approved transcript clearinghouse and cannot be older than 120 days. Once transfer credit is awarded, it becomes part of the student's WVNCC permanent record and will not be removed. Transfer students who have been dismissed from other colleges for disciplinary purposes are required to undergo review to determine if they will be admitted.

Northern addresses both "Transfer In Students" and "Transfer Out Students" on page 86 of the current College Catalog. Furthermore, Student Services staff inform students of transferring in credits and sending transcripts to other colleges. Via the Registrar's website (<http://www.wvncc.edu/offices-and-services/transcript-request/1461>, F.8) students can review options for requesting that a transcript be sent to another institution. Northern's Transfer website (<http://www.wvncc.edu/transfer>, F.9) also provides students with articulation of transfer coursework from Northern to another institution with which the College has an articulation agreement. Moreover, whether students are transferring into Northern from another state institution or from Northern to another State institution, students and the public can also view the Core Coursework Transfer Agreement from the WV HEPC (currently, the 2012-2013 version is available at https://www.wvhepc.org/academic/11-12_Core_Coursework_Transfer_Agreement.pdf, F.10) or WV CTCS website (<http://www.wvctcs.org/reports-a-resources>, F.10). In addition, Northern adheres to the regulatory standards governing transferability of coursework among state institutions outlined in WV State Code, Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities (http://www.wvctcs.org/images/stories/Regs_Rules/135-17-final.pdf, F.11).

In addition to the above information, Northern outlines its requirements for graduation in the College Catalog, and in this section, it is explained that students must "complete a minimum of 15 semester hours of credit at West Virginia Northern Community College, except for the Board of Governors and Occupational Development programs," (2012-2013 Catalog, pg 74) (F.4). This statement indicates to students that remaining course requirements for a degree can be completed and transferred from another accredited institution.

Practices for Verification of Student Identification

WVNCC verifies student identity by means of individual student identification numbers and passwords for access to both College computer systems and to online course management systems. Also, in those instances where faculty give tests, these tests are proctored at the discretion of the faculty member. Proctors are available at off-campus sites where WVNCC offers courses and programs, as well as on campus. Certain faculty members also work with WVNCC students at a distance to identify and approve proctors at suitable sites, such as other college campuses or public libraries. In addition, identification cards are issued to all degree-seeking students and all College employees. To attain an ID card, students and employees must provide a valid form of identification (i.e., driver's license) to prove

identification. Information on requirements for presentation and use of the card, as well as the replacement of lost or stolen cards, is listed in the Student Handbook (F.6), available from the Human Resource Office, or from the office of the Campus Dean or designee. Students are required to get a new validation sticker each semester after enrollment in classes is verified by staff (for fall, spring and summer).

Title IV Program Responsibilities

1. General Program Requirements

WVNCC is in full compliance with the Higher Education Reauthorization Act, as amended, with a current Program Participation Agreement (PPA) (F20) and Eligibility and Certification Approval Report (ECAR) (F21) with recertification completed in November 2012. The College undergoes an audit every year in regard to its compliance with Title IV regulations.

WVNCC’s Financial Aid Office is in compliance with the Higher Education Reconciliation Act (HERA) and the Higher Education Act, as amended, in all aspects of operations. Student financial assistance at WVNCC is available in the form of scholarships, grants, work study, and student loans. In-depth information and counseling is provided by full-time staff members in addition to several part-time student Federal College Work-study employees who maintain the office and provide service to WVNCC students.

The College is eligible to participate in these Federal Title IV Programs: Federal Pell Grant Program; Supplemental Educational Opportunity Grant (SEOG) Program; Perkins Loan Program; the Iraq and Afghanistan Service Grant; Federal Direct Student Loan Program; and the Federal Work-Study Program. The College is eligible to apply for participation in the Title I through Title XV programs under the Higher Education Act of 1965, as amended. The PPA, ECAR, and manual are available in the physical resource room.

All documents relevant to Title IV compliance are maintained in the Office of Financial Aid and will be made available to the review team. This includes the PPA (F20), ECAR (F21), and Internal Policies and Procedures Manual (F22) for processing of federal financial aid for students. There have been no findings during Title IV audits in the last three years.

2. Financial Responsibility Requirements

The College received no findings in the College’s A133 audit and is in full compliance with Title IV requirements. Ratios reflect a steady strengthening of our financial stability. Copies of the AIDU, including the A133 audit, are available in the physical resource room (F.23).

Below is a table of Northern’s most recently available ratios from FY10 and FY11, as compiled by Dr. Ed Magee, Vice Chancellor of Finance-HEPC:

Table F.1—A133 Audit of Ratios, Source: WV HEPC

	FY2010 Data	FY2010 w/o OPEB increase Data	FY2011 Data	FY2011 w/o OPEB increase Data
Primary Reserve Ratio				
Primary Reserve Ratio	.439	.510	.502	.620

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	FY2010 Data	FY2010 w/o OPEB increase Data	FY2011 Data	FY2011 w/o OPEB increase Data
Net Operating Revenue Ratio				
Net Operating Revenue Ratio	.101	.141	.095	.136
Return on Net Assets Ratio				
Return on Net Assets Ratio	.085	.112	.075	.099
Viability Ratio				
Viability Ratio	87.520	97.043	280.505	331.193
Total Composite Financial Indicator Score (CFI)				
Total Composite Financial Indicator Score (CFI)	4.25	5.29	4.29	7.06

3. Default Rates

The institution's three-year default rate (based on the 2009 Cohort) is 27.6%. The College recognizes that this rate is higher than the national average and compared to peer institutions. Default rates have not currently triggered department investigation. However, HLC has contacted the institution about paying close attention to its default rate and instituting proactive measures to lower its rate. Though it was not required by HLC, the institution did provide a response to provide steps the College has taken to address our default rate. In the letter dated November 9, 2012 (F.13), our Director of Financial Aid explained that the institution was able to reduce the number in default (as provided to the school in 2011) from 178 to 130 students, which resulted in 26.9% fewer students defaulting this year. Actions to lower default rates include:

- Assisting students on loan deferment processes, considering the more stringent rules in federal (and institutional) financial aid that are causing students to be ineligible to return to college. Because students in these situations have lost in-school deferment, the College is working with students to initiate the deferment of loan payments.
- Offering a financial literacy course, offered through an institutional foundation grant, in the 2011-2012 school year in response to concerns about student loan default, financial responsibility, and student success.
- Sending customized pre-claim letters directly from the College, allowing staff to work with students in directing them to information for payment, deferment, or forbearance.
- Emailing students to addresses they have provided to their lending/guarantee agencies as a means of contacting students.
- Providing students the National Student Loan Database System (NSLDS) website and login information, allowing students to view loan amounts, lenders, and other financial aid information over their lives to remain better informed and financially responsible.

Students with defaulted loans are no longer eligible for any federal student aid under the student financial aid programs. Even if a defaulted borrower's debt has been written off as uncollectable and closed out by reporting the principal amount to the Internal Revenue Service as taxable, the borrower is still considered to be in default and is ineligible for federal student aid. Students must resolve the loan default by contacting the DOE before they can be eligible to return to school. This institutional practice also curtails the possibility of students falling into deeper debt and increasing their default liability.

4. Campus Crime Information, Athletic Participation, & Financial Aid & Related Disclosures

Campus Security

The College provides annual notification to students under the provisions of the Higher Education Act of 1974, as amended, for compliance with Student Right-to-Know Reporting and under provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (Clery Act), as amended, relating to Campus Crime Reporting/Disclosure. The College has available in written form through campus Student Service Centers required statistics and publications which are also posted on its website. The College complies with the Timely Warnings and the Safety and Emergency Notifications of the Clery Act.

West Virginia Northern Community College takes all prudent steps to promote a safe and secure environment that is compatible with the institution's academic and co-curricular pursuits. The College complies with applicable State and Federal laws. Copies of the WVNCC Crime Awareness & Campus Security Report (F.14) are available through the Campus Service Centers and the WVNCC website (F.3).

The first security report for disclosure to current students and employees and to any applicant for enrollment or employment upon request is made available through appropriate publications or mailings annually. The 2012 WVNCC Campus Crime Report is available in the resource room (F.14).

The College, beginning January 3, 2012, employs on the Wheeling campus a full-time Campus Liaison Officer through a Memorandum of Understanding with the Wheeling Police Department. Additionally, off-duty police officers patrol the Wheeling campus buildings from 6 - 10 p.m. If students desire an escort to a parking lot, it is suggested they wait in the lobby of either building for an officer. Campus Deans are the primary security personnel at the Weirton and New Martinsville campuses.

WVNCC Text Alert System

WVNCC offers a voluntary text alert system. This system is used for immediate notification to students, faculty, and staff in an emergency situation, weather alert affecting the College, or for a campus closing. Students, faculty, and staff who have signed up for this system receive all emergency notifications for ALL campuses with the alert detailing the campus that is affected.

Financial Aid and Related Disclosures

Various financial aid related statistics are gathered regularly for use in a number of federal, state, and institutional reports, as mandated for compliance. This data is also used for planning staff work schedules, training, tasks, and departmental goals. The College gathers data annually in order to prepare the Federal Consumer Information reporting requirement known as the Student Right-To-Know, and the Clery (Campus Security) Act. Consumer Information is distributed to the public, prospective students, current students, prospective employees, and current employees by means of various media including the WVNCC website (F.3), the College Catalog (F.4), the College's Student Handbook (F.6), the College's email systems, and various other campus publications.

5. Student Right-to-Know

WVNCC has a responsibility to disclose information with respect to completion or graduation rates and campus safety policies and procedures to current and prospective students and employees for enrollment or employment. The College prepares, publishes, and distributes information regarding completion or graduation rates and campus policies, procedures, and crime statistics as required by the Student Right-To-Know and Clery (Campus Security) Act of 1990 and as amended by the Higher Education Technical Amendment of 1991.

The College Catalog (F.4), as well as the College website (F.3), provides comprehensive information about current academic programs and faculty, names of applicable accrediting agencies, and description of facilities for disabled students. The Student Handbook (F.6) also provides similar information, as well as the process for student withdrawals. Information about programs and graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data are reported through IPEDS, the WV HEPC, and the WV CTCS, which maintains copies of reports and policies related to “Student Right-to-Know.” Furthermore, WVNCC recently published the 2012 Fact Book (F.15), a document accessible to the public and compiled by the Institutional Research Department. This document includes enrollment by status and gender in addition to graduation rates by year and gender over a five-year period. The Institutional Research & Effectiveness website (<http://www.wvncc.edu/offices-and-services/institutional-research-and-effectiveness/674>, F.16) provides students and members of the public with easy access to institutional data to promote transparency and Student Right-to-Know.

6. Satisfactory Academic Progress and Attendance Policies

Academic requirements and policies determined by the College consistent with the West Virginia Council for Community and Technical College Education (CCTCE) and Higher Education Policy Commission (HEPC), West Virginia Northern Community College Board of Governors, and professional and regional accreditation guidelines apply to all students who enroll in credit courses and degree programs. Policies covering Satisfactory Academic Progress (SAP) mirror federal guidelines, including the maximum timeframe rule, the completion rate, and repeat courses, developmental courses (30-hour rule), and academic standing (GPA requirement). Separate but related policies on institutional Academic Standards of Progress are also made available to students and outline GPA requirements for good standing, probation, and suspension. These Rules and policies are made available to students in the College Catalog (F.4) and Student Handbook (F.6), as well as the Financial Aid website (<http://www.wvncc.edu/offices-and-services/satisfactory-academic-progress/656>, F.17).

Student Academic Achievement

Assessment is an important aspect of assuring achievement of state and national academic standards. This process includes the administration of standardized assessment measures which determine the achievement level of students at West Virginia Northern in specific areas and levels as compared with other students in similar levels and specialties across the country.

Academic Program Completion Timeline Requirements

Students are expected to complete program requirements listed in the Catalog in effect at the time of entry into the program, provided graduation requirements are completed within five years and the student does not “stop out” of college for two consecutive years.

Class Attendance and Participation

Northern is not an attendance-taking institution. However, attendance is expected of all students, and students receiving federal, state, or institutional aid cannot receive aid until they are reported as initially attending classes. Financial aid students are advised by counselors and financial aid staff of this requirement, and students reported by faculty as not attending class in the first week or not beginning attendance in a class are sent a letter informing them they were reported as non-attending. Furthermore, students can view if they were reported as non-attending through the Financial Aid links in their Northern On the Web accounts (F.18).

The Office of the Registrar, in conjunction with the Financial Aid office, has outlined a mandatory practice for recording beginning attendance in all courses. Every semester, the Registrar's office provides a copy of attendance and grade

reporting instructions to faculty members through Northern assigned emails. These instructions are also available on the Registrar's website (<http://www.wvncc.edu/offices-and-services/registrars-office/585>, F.18). Although classes vary with regard to requirements, activities, and instructional methods, attendance and active participation are the responsibility of students who wish to succeed. Students are expected to make progress and meet course expectations in timeframes outlined by the instructor.

7. Contractual Relationships

The Institution does not currently participate in any agreement for which an unaccredited third-party entity provides 25% or more of the academic content of any degree program. The College did report a contractual relationship in the 2009-2010 school year:

Table F.2—Contractual Relationships Reported, Source: 2009-2010 AIDU

Institutional Update	Entity	CIP	Program Level	Percentage	Relationship	Accreditor	Effective Date	Headcount
2009-2010	Robert C Byrd Institute	48.0501 Machine Tool Technology/Machinist.	Associate	25-50%	Formal Contract	NONE	08/01/009	1-99

8. Consortial Relationships

Northern has reported its consortial relationships in the Annual Institutional Data Update. Below are tables showing our consortial relationships reported in recent years:

Table F.3—Consortial Relationships Reported, Source: 2011-2012 AIDU

Institutional Update	Consortium	CIP	Program Level	Accreditor	Effective Date	Prev HC	New HC	Percentage	Catalog Title
2011-2012	Kanawha Valley CTC	15.0613 Manufacturing Engineering Technology/Technician	Associate	NCA-HLC	8/1/2008	1-99	1-99	51%	Power Plant Technology

Table F.4—Consortial Relationships Reported, Source: 2010-2011 AIDU

Institutional Update	Consortium	CIP	Program Level	Accreditor	Effective Date	Headcount
2010-2011	Kanawha Valley CTC	15.0613 Manufacturing Engineering Technology/Technician	Associate	NCA-HLC	8/1/2008	1-99
2010-2011	Ohio Valley Medical Center	51.0907 Medical Radiologic Technology/Science - Radiation Therapist	Associate	JRCERT	8/8/1989	1-99
2010-2011	Wheeling Hospital	51.0907 Medical Radiologic Technology/Science - Radiation Therapist	Associate	JRCERT	8/9/1989	1-99

Table F.5—Consortial Relationships Reported, Source: 2009-2010 AIDU

Institutional Update	Entity	CIP	Program Level	Percentage	Relationship	Accreditor	Effective Date	Headcount
2009-2010	Kanawha Valley CTC	15.0613 Manufacturing Technology/Technician	Associate	25-50%	Formal Contract	NCA-HLC	08/01/2008	1-99
2009-2010	Ohio Valley Medical Center	51.0907 Medical Radiologic Technology/Science - Radiation Therapist.	Associate	Over 51%	Formal Contract	JRCERT	08/01/1989	1-99
2009-2010	Wheeling Hospital	51.0907 Medical Radiologic Technology/Science - Radiation Therapist.	Associate	Over 51%	Formal Contract	JRCERT	08/01/1989	1-99

Required Information for Students and the Public

WVNCC produces various publications accessible to the public. The College Catalog (F.4) is reviewed by departments annually, and updates to services, programs, policies, and procedures are made to reflect information that is most current and accurate at the time of publication. Furthermore, Northern provides an online Student Handbook (F.6) that

provides information supplementing the Catalog. This publication is also reviewed and updated to reflect accurate information. Additionally, the College website (F.3) provides information about the calendar (with specific academic, extracurricular, and other College-related events), admissions, program requirements, tuition and fees (F.5), and refund policies (F.29). Finally, other publications with related information that are accessible to the public in electronic and/or hard copy include program brochures (samples in the physical resource room), Schedule of Classes (available on the website, F.30, and in hard copy), departmental newsletters (such as for Financial Aid and Career Services), and Student Activities Calendar (available in the physical resource room).

Advertising and Recruitment Materials and Other Public Information

Northern reports its accreditation status with the commission through its College Catalog (F.4) and website (F.3). The College lists all of its accrediting agencies in the front section of the College Catalog, providing the Higher Learning Commission name, address, phone number, fax number, and Commission website.

In the “About” section of Northern’s website, the institution provides a link to Accreditation information, including the name and contact information listed in the Catalog. Below is the information labeled “College Accreditation Agency” as published in the Catalog and on Northern’s website (<http://www.wvncc.edu/about/accreditation/29>):

The Higher Learning Commission and a member of the
North Central Association
230 South LaSalle Street Suite 7-500
Chicago, IL 60604-1411
Phone: 312-263-0456
Fax: 312-263-7462
Internet: <http://www.ncahlc.org>

Review of Student Outcome Data

West Virginia Northern Community College routinely collects and reviews student outcome data through its assessment activities and as part of the institutional effectiveness reporting. The College provides evidence that the information is used to inform planning, program review, and assessment in the self-study document under Criteria 3 and 5. Specific samples of evidence are available on the College resource room pages.

Standing with State and Other Accrediting Agencies

Specialized accrediting agencies also grant accreditation to programs offered by Northern. Their names, addresses, and other contact information are provided below:

Accreditation Review Council on Education
in Surgical Technology & Surgical Assisting
6 W. Dry Creek Circle, Suite #110
Littleton, CO 80120
Phone: 303-694-9262
Fax: 303-741-3655
info@arcstsa.org

**American Association of Medical Assistants
Medical Assisting Education Review Board**
20 N. Wacker Drive, Suite 1575
Chicago, IL 60606
Phone: 800-228-2262

American Culinary Federation
180 Center Place Way
St. Augustine, FL 32095
Phone: 800-624-9458
Internet: www.acfchefs.org

**American Health Information
Management Association**
233 North Michigan Avenue, Suite 2150
Chicago, IL 60601-5519
Phone: 312-233-1100
Internet: www.ahima.org

College Reading and Learning Association
Randolph-Macon Woman's College
2500 Rivermont Avenue
Lynchburg, VA 24593
Internet: www.crla.net

**Commission on the Accreditation of
Allied Health Education Programs**
1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350
Fax: 727-210-2354

**Committee on Accreditation for
Respiratory Care**
1248 Harwood Road
Bedford, TX 76021-4244
Phone: 817-283-2835

**Joint Review Committee on Education
in Radiologic Technology**
20 Wacker Drive
Chicago, Illinois 60606-3182
312-704-5300

National Association for Legal Professionals

8159 E. 41st Street
Tulsa, Oklahoma 74145
918-582-5188

National League Nursing Accrediting Commission

3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
P. 404.975.5000
F. 404.975.5020
www.nlnac.org

West Virginia Board of Examiners for Registered Professional Nurses/Continuing Education

101 Dee Drive
Charleston, WV 25311-1620
Phone: 304-558-3596 Fax: 304-558-3666

West Virginia Board of Respiratory Care

106 Dee Drive, Suite 1
Charleston, WV 25319
Phone: 304-558-1382

A list of specialized accreditation agencies is available in the College Catalog (F.4), with an updated list on the College website (<http://www.wvncc.edu/about/accreditation/29>, F.3) to reflect additional accredited statuses awarded since the publication of the 2012-2013 Catalog.

Specialized accreditation reports are available in the electronic resource room (F.26), with no sanctions or adverse actions in the past five years. The state regulatory body is the West Virginia Higher Education Policy Commission, and Northern is also a member of the Community and Technical College System.

Public Notification of Opportunity to Comment

West Virginia Northern Community College has made public its comprehensive evaluation visit for continued accreditation with the Higher Learning Commission and requested comments from third parties. In addition to posting information on the College's website at www.wvncc.edu, notice inviting third-party comment was inserted in newspapers in the service area, as well as posted on Northern's website:

West Virginia Northern Community College is seeking comments from the public regarding the College in preparation for its periodic evaluation by its regional accrediting agency. The College will host a visit March 4-6, 2013, with a team representing The Higher Learning Commission of the North Central Association. West Virginia Northern Community College has been accredited by the Commission since 1972. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the College:
Public Comment on West Virginia Northern Community College
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

The public may also submit comments on the Commission's website at www.ncahlc.org.
Comments must address substantive matters related to the quality of the institution or its academic programs.
Comments must be in writing. All comments must be received by January 31, 2013.

Notice was also provided to students and the public in the 2012-2013 Student Activities Calendar (F.19). For the month of August, October, and January 2012, the following blurb was added to the calendar:

"WVNCC is regionally accredited by the North Central Association of the Higher Learning Commission. We maintain accreditation to ensure quality and continuous improvement in education provided by the college. Our reaccreditation will occur later this school year. To learn more about this accreditation, visit www.hlcommission.org."

This notice was submitted prior to the commission changes to the website.

For the month of October 2012, another blurb was added: "WVNCC's reaccreditation includes a visit from experts in higher education. Students will have the opportunity to speak to these representatives about their experiences at Northern."

Another notation was added to January 2013: "WVNCC's report for our reaccreditation visit will be available for students to view by the start of spring semester. Check our [sic] www.wvncc.edu for information."

Finally, the calendar highlights the dates for the visit from the HLC Peer Reviewer Team visit for March 4-6, 2013 and includes in that month another note: "Be sure to meet our reaccreditation peer reviewers this month! They will be visiting your campus the week of March 4."

Credit Hour Worksheet





Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours

Instructions

This worksheet should be completed by the person(s) at the institution who know the most about the institution's calendar and credit hour assignments; at many institutions the registrar may be the appropriate person to complete this assignment. The person(s) completing the assignment should work closely with the institution's financial aid officer to ensure consistency between what is reported to the Commission on this form and what is reported to the U.S. Department of Education.

Purpose of this form. This form provides the evaluation team with a single source of information about the institution's calendar, credit hour policies, and total credit hour generation related to the courses for which it provides instruction, and an overview of the institution's pattern of distribution of credit hour assignments. **It is not an inventory of every course the institution offers.** The institution should:

- report on academic terms and credit for courses that support the institution's certificate and degree programs;
- include notes or other brief explanation in this form where appropriate to explain the allocation of credit hours;
- estimate or round off where appropriate;

- **not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

Appendix A. Credits and Program

Length. All institutions must complete Appendix A. Institutions that use multiple calendars may need to complete more than one section of Part One.

Appendix A includes these sections:

Part One. Institutional Calendar, Term Length, and Type of Credit

Part Two. Format of Courses and Number of Credits Awarded

Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

Part Five. Clock Hours

Supporting Materials

Appendix B. Clock Hour Worksheet.

Institutions should complete Appendix B only if they offer clock-hour courses/programs or are required by the U.S. Department of Education to report certain courses/programs to the Department in clock-hours for Title IV purposes.

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

*Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see **2011-2012 Federal Student Aid Handbook**, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that **Handbook**.*

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	<u>16</u>	<u>2</u>
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	<u>15</u> <u>14</u> <u>13</u> <u>10</u> <u>9</u> <u>8</u> <u>7</u> <u>6</u> <u>5</u> <u>2</u>	<u>1</u> <u>4</u> <u>1</u> <u>4</u> <u>2</u> <u>7</u> <u>2</u> <u>4</u> <u>7</u> <u>1</u>
	Summer Term	<u>12</u>	<u>1</u>
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

PLEASE NOTE THAT SOME OF THE COMPRESSED FORMAT WEEKS ARE FROM THE SUMMER TERM.

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One	<u>52</u>	<u>2</u>	
	Term Two	<u>30</u>	<u>1</u>	
	Term Three	<u>36</u>	<u>1</u>	
	Term Four	<u>18</u>	<u>5</u>	
	Term Five	<u>17</u>	<u>2</u>	
	Term Six	<u>11</u>	<u>2</u>	
	Term Seven	<u>9</u>	<u>1</u>	
	Term Eight	<u>1</u>	<u>3</u>	
	Summer Term			

Part Two. Format of Courses and Number of Credits Awarded

Guide to Completing this Section

Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported. **The institution should complete a separate form for each type of term identified in Part One.**

Key to Rows

- **# of Courses**—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.
- **# of Meetings**—Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- **Meeting Length**—Enter the range (shortest to longest) of meeting times in each category. *(Note that one hour may be 50 minutes of actual instructional time.)*

Key to Columns

- **Column 1—FTF**: For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- **Column 2—Mixed FTF**: For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

Note that the above explanations arise from the Commission's distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.

- **Column 3—Distance**: For courses where instructors interact with students through one or more forms of distance delivery.

- **Column 4–Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

Federal Definitions of Distance/Correspondence Education:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

- **Column 5–Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Column 6–Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.
- **Column 7–Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

Some Examples

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*
- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*
- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012; 16 weeks.
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1		4		1		1
	# of meetings	16		0		0		0
	Meeting length	3		0		0		0
2 Credits	# of courses	7	1	1				
	# of meetings	16-32	15	0				
	Meeting length	1-8	2	0				
3 Credits	# of courses	96	14	31		4		4
	# of meetings	16-79	5-32	0		15-32		1
	Meeting length	1-3	1-3	0		1		3
4 Credits	# of courses	16	3	3				1
	# of meetings	16-79	15-32	0				32
	Meeting length	1-6	1-4	0				6
5 Credits	# of courses							1
	# of meetings							16
	Meeting length							2
6 Credits ¹	# of courses	1						
	# of meetings	45						
	Meeting length	9						
8 Credits ¹	# of courses	1						
	# of meetings	48						
	Meeting length	4-10						

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012; 8 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	6		1			3	
	# of meetings	8		0			8	
	Meeting length	1-2		0			4	
2 Credits	# of courses	5		3				
	# of meetings	8-16		0				
	Meeting length	2-4		0				
3 Credits	# of courses	14	3	2				
	# of meetings	15-40	8-15	0				
	Meeting length	1-6	1-3	0				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
6 Credits ¹	# of courses	1						
	# of meetings	17						
	Meeting length	1-7						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 5 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	3				2		
	# of meetings	5-10				5		
	Meeting length	1-3				3		
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012; 10 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	3						
	# of meetings	10						
	Meeting length	1						
2 Credits	# of courses	4		1				
	# of meetings	10-20		0				
	Meeting length	1-3		0				
3 Credits	# of courses	1						
	# of meetings	20						
	Meeting length	2						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 17 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses					9		
	# of meetings					0		
	Meeting length					0		
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012; 11 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses					1		
	# of meetings					0		
	Meeting length					0		
3 Credits	# of courses	1						
	# of meetings	50						
	Meeting length	1						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 1 week

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses	1						
	# of meetings	4						
	Meeting length	6						
3 Credits	# of courses	2	1					
	# of meetings	5	5					
	Meeting length	9	9					
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 15 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	15						
	Meeting length	1						
2 Credits	# of courses	1						
	# of meetings	15						
	Meeting length	2						
3 Credits	# of courses	6						
	# of meetings	15-30						
	Meeting length	1-3						
4 Credits	# of courses	1						
	# of meetings	30						
	Meeting length	2						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 14 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses	1						
	# of meetings	15						
	Meeting length	2						
3 Credits	# of courses	3						
	# of meetings	15						
	Meeting length	3						
4 Credits	# of courses	1						
	# of meetings	26						
	Meeting length	2-9						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 18 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	55						
	Meeting length	.5						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	8						
	# of meetings	18-100						
	Meeting length	.5-1.5						
4 Credits	# of courses	1						
	# of meetings	107						
	Meeting length	2						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
6 Credits ¹	# of courses	12						
	# of meetings	91						
	Meeting length	2						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2012, 51 weeks

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses					1		
	# of meetings					0		
	Meeting length					0		
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: **Spring 2012, 6 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
6 Credits ¹	# of courses	1						
	# of meetings	25						
	Meeting length	6						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel or other courses that do not fit in the columns above because they have a different delivery format.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

☒ Yes*

☐ No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

☒ Institution-wide

☐ Delivery format specific

☐ Department-specific

☒ Program specific

**Include the institution's credit hour policy in the attachments to this worksheet.*

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

All Degree Seeking Students:

Avg. credits ATTEMPTED: 11 Avg. credits EARNED: 8

NOTE: End of Semester HEPC Board File data was used. Only degree seeking students were included within the calculations and the attempted and earned hours were at semester end. Typical number of credits was calculated using an average of Fall and Spring semesters combined for all students.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

(Most Recent Fall Term

(identify the year)

Most Recent Spring Term

(identify the year)

Part Five: Clock Hours

Answer YES to the statement below **only if your institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department. Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

☐ Yes

☒ No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

Appendix B: Clock Hour Worksheet

**Important. Please review the following instructions.
Only certain institutions must complete this worksheet.**

Complete this worksheet **ONLY IF** you answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)
1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution's credit to clock hour conversion policy.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

Explanation of Courses with 6 or more credit hours:

The following courses are awarded 6 or more credit hours:

- AHS 106, Certified Nurse Aide. In addition to the 4.5 hours of lecture for the course, students are required to complete 125 hours in a clinical setting.
- RCT 223, Clinical Practice V. This course includes 24 lab hours in a clinical setting.
- ST 207, Surgical Technology IV. In addition to the three hours of lecture for the course, students are required to complete an additional 20 hours per week in a clinical setting.
- TEAT 110, Suspension & Steering Diagnosis. Students complete 12 lab hours per week in addition to the lecture portion of the course. The course is offered over an 18 week term.
- TEAT 250, Engine Performance. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEBC 201, Masonry & Plumbing. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEBC 250, Finishing Carpentry. Students complete 12 lab hours per week in addition to the lecture portion of the course.
- TEBC 255, Concrete Finishing. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEEL 104, DC Circuits & Electron Physics Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEEL 106, Basic AC Circuits. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEEL 205, Digital Circuits. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEEL 260, Electronics Specialization. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEIT 101, Blueprint Reading & Metallurgy. Students complete 180 hours of lab in addition to the lecture portion of the course.
- TEWD 101, Fundamentals of Welding Technology. Students complete 12 lab hours per week in addition to the lecture portion of the course.
- TEWD 105, Shielded Metal Arc Welding. Students complete 12 lab hours per week in addition to the lecture portion of the course.

Spring and Summer semester courses with 6 or more credit hours are listed in the files included with this report. These courses are Thesis/Dissertation-credit courses, clinical courses in the health sciences (Dentistry, Medicine, Nursing, etc.) and student teaching. Generally these courses have arranged scheduling. As a consequence, data on instructional time are not available for many of these courses.

CREDIT HOUR POLICY

The College utilizes the Carnegie Unit as the basis for the credit hour with 50 minutes of instruction with transitional and break time for a total of one hour with a minimum of two hours of student work or activities outside the classroom each week for a typical 15-week semester.

1. A credit hour for a standard course requires three hours of student time each week throughout the semester (approximately 15 weeks and 1 week for final exams) or the equivalent amount of work over a different amount of time. For example, a standard lecture course typically includes one hour of classroom-based instruction and two hours of out-of-class student work.
2. Standard courses offered as distance education courses (hybrid or fully on-line) incorporate not less than three hours of student time per credit hour, though the ratio of faculty-directed instruction to out-of-class student work varies across different types of courses. Distance education courses meet the same student learning outcomes and have comparable student assessments as the equivalent standard course.
3. Courses such as practicums, internships, and independent studies include academic activities as established by the institution to establish at least an equivalent amount of work as required for a standard credit hour.
4. A credit hour for laboratory work is typically not less than two hours of laboratory work each week throughout the course of a semester, but varies by discipline.

Resource Room



Resource Room Documents

The following comprises the list of evidence, both physical and electronic, the institution plans to include in the Resource Room (virtual and physical). For the convenience of the Peer Review Team, evidence is listed by chapter and includes evidence numbering provided in the self study document. The virtual Resource Room is fully available online:

<http://www.wvncc.edu/about/2012-2013-reaffirmation-of-accreditation/3131>.

INTRODUCTION EVIDENCE

- I.2 2010 Census (Census website)
- I.3 "Northern Panhandle Jobless Rates" article
- I.4 Workforce WV (website)
- I.5 SB 653
- I.6 Assessment Plan
- I.7 Self Study Plan Documents
- I.8 Steering Committee notes and agendas
- I.9 2002-2003 Self Study Report
- I.10 2003 Team Report (2002-2003 Comprehensive Visit Team Report)
- I.11 Focus Team Report and Focus Visit Report, 2007

CRITERION 1 EVIDENCE

Component 1a

- 1.a.1 Self Study Survey (*password protected in virtual Resource Room*)
- 1.a.2 WVCTCS Master Plan
- 1.a.3 WVNCC website
- 1.a.4 WVNCC Board of Governors minutes and packets
- 1.a.5 Mission statement survey results (*password protected in virtual Resource Room*)
- 1.a.6 Strategic Planning Committee meeting minutes
 - Strategic Planning Notes, 1-28-11
 - Strategic Planning Summary, 2-10-11
 - Strategic Planning Summary, 2-16-11
 - Strategic Planning Summary, 2-21-11
- 1.a.7 Academic Department Mission for Liberal Arts Division
- 1.a.9 Various publications (*samples in virtual and physical Resource Room*)
 - Catalog
 - WVNCC website
- 1.a.10 Strategic Plan
- 1.a.11 Mission and vision statements
- 1.a.12 Catalog
- 1.a.13 Student Handbook

Component 1b

- 1.b.1 Mission Statement
- 1.b.1 Vision Statement
- 1.b.2 2010 Census (Census website)
- 1.b.3 Title III Grant application

- 1.b.4 General Education Outcomes (Catalog, pg. 86)
- 1.b.6 Diversity for Equity grants
 - Grant: Diversity for Equity, 2013
 - Grant: Diversity for Equity, 2012
 - Grant: Social Justice (now, Diversity in Equity), 2010
- 1.b.7 Survey results for self study: Self Study Survey, Student Self Study Survey, Community Survey
- 1.b.8 Affirmative Action Plan
- 1.b.9 EEO Audit (*password protected in virtual Resource Room*)
- 1.b.10 College policy
 - Catalog
 - Student Handbook
 - Board of Governors (approved Rules)
- 1.b.11 Veterans services
 - Military Friendly School article
- 1.b.12 Workforce services (WVNCC webpage)

Component 1c

- 1.c.1 Mission Statement survey results (*password protected in virtual Resource Room*): Self Study Survey, Student Self Study Survey
- 1.c.2 Strategic Plan
- 1.c.3 Community Survey results (*password protected in virtual Resource Room*)
- 1.c.4 Title III Grant documents (application, news release, interim report)
- 1.c.5 Annual Crime Reports
- 1.c.6 Budget (*password protected in virtual Resource Room*)
- 1.c.7 College Committees and practices (WVNCC webpage)

Component 1d

- 1.d.1 WV Code, Chapter 18B
- 1.d.2 WVCTCS website
- 1.d.3 Board of Governors website (with minutes and actions)
- 1.d.4 Board of Governors By-laws
- 1.d.5 Committees and councils (WVNCC webpage)
- 1.d.6 Committee minutes (WVNCC webpage)
- 1.d.7 Rule development process
- 1.d.8 Approved Board Rules
- 1.d.9 Campus Communicator (*samples available in physical Resource Room*)
- 1.d.10 Organizational Chart
- 1.d.11 Survey Results (*password protected in virtual Resource Room*)

Component 1e

- 1.e.1 WVNCC website
- 1.e.2 College Catalog
- 1.e.3 Media releases (on WVNCC website)
- 1.e.4 Board of Governors Rules
- 1.e.5 Student Handbook

- 1.e.6 Staff and faculty grievances processes
- 1.e.7 Curriculum layouts (Catalog, 93-227)
- 1.e.8 Audits
- 1.e.10 Accreditations (*listed in Catalog, reports included in physical Resource Room*)
- 1.e.11 Survey Results: Self Study Survey, Community Self Study Survey, Student Self Study Survey (*password protected in virtual Resource Room*)
- 1.e.12 Employee handbook
- 1.e.13 Crime Reports

CRITERION 2 EVIDENCE

Component 2a

- 2.a.1 Unemployment Data (WorkForce WV website)
- 2.a.2 2010 Census (Census website)
- 2.a.3 Clarus Report (*available in physical Resource Room*)
- 2.a.4 Shale Play newsletter
- 2.a.5 IPEDS Data Feedback Reports
- 2.a.6 Title III grant news releases, reports, and application
 - Grant proposal
 - Year 1 Interim Report
 - Press Release
- 2.a.7 Progress Report on Middle College
 - *Intelligencer* Article, "WVNCC Tries a 'Middle' Road"
 - Middle College Comparison Report 2009-2012

Component 2b

- 2.b.1 Independent Financial Audits
- 2.b.2 Summary Comments from Deloitte and Touche System-wide audit
- 2.b.3 IPEDS Data Feedback Reports
- 2.b.5 Budget Committee Minutes
- 2.b.6 Facilities Master Plan (*see physical Resource Room*)
- 2.b.7 WVNCC Website
 - Foundation Website
- 2.b.8 Self Study Survey (*password protected in virtual Resource Room*)

Component 2c

- 2.c.1 Assessment Rule
- 2.c.2 Assessment Webpage/Faculty Document Center
- 2.c.3 Institutional Research/ Institutional Effectiveness Webpage
- 2.c.4 "You spoke-We listened" Webpage
- 2.c.5 CCSSE Reports
- 2.c.6 IPEDS Data Feedback Reports
- 2.c.7 WV Higher Education Report Card

Component 2d

- 2.d.1 WVNCC Strategic Plan 2011-2016
- 2.d.2 Board of Governors Minutes

- 2.d.3 WV Community and Technical College Master Plan – “Meeting the Challenge”
- 2.d.4 Crosswalk between WVNCC Strategic Plan and State Master Plan
- 2.d.5 College Budget (*password protected in virtual Resource Room*)
- 2.d.6 Enrollments Management Projections (*see Enrollments Management Council minutes*)
- 2.d.7 Technology Plan (*password protected in virtual Resource Room*)
- 2.d.8 Facilities Master Plan (*see physical Resource Room*)
- 2.d.9 Retention Strategic Plan
- 2.d.10 Strategic Plan Progress Report

CRITERION 3 EVIDENCE

Component 3a

- 3.a.1 Institutional Assessment Plan
- 3.a.2 Course-level Assessments
- 3.a.3 Program-level Outcomes (Catalog, pages 94-227)
- 3.a.4 Program-level Assessments
- 3.a.5 Program-level Matrices
- 3.a.6 General Education Matrix
- 3.a.7 General Education Goals
- 3.a.8 Master Course Guides
- 3.a.9 Staff Unit Assessments
- 3.a.10 Course Syllabi and Outlines
- 3.a.11 College Catalog
- 3.a.12 Board of Governors Multi-Year Process for Curriculum Evaluation Rule
- 3.a.13 WV Higher Education Report Card
- 3.a.14 Faculty Document Center (webpage)
- 3.a.15 Assessment Webpage
- 3.a.16 Institutional Research Office Webpage
- 3.a.17 WV Series 11

Component 3b

- 3.b.1 Faculty Evaluation Procedure
- 3.b.2 Faculty Evaluation and Promotion Rule
- 3.b.3 Faculty Position Description and Responsibilities
- 3.b.4 Faculty Professional Development Rule
- 3.b.5 CourseEval (website)
- 3.b.6 Self Study Survey (*password protected in virtual Resource Room*)
- 3.b.7 Administrative Rule for Faculty Merit
- 3.b.8 LRC Resources (virtual and physical)
- 3.b.9 Adjunct Faculty Handbook

Component 3c

- 3.c.1 Course Level Assessments
- 3.c.2 Program Level Assessments
- 3.c.3 Staff Unit Assessments
- 3.c.4 Fall Satisfaction Survey
- 3.c.5 CCSSE Data
- 3.c.6 Self Study Survey (*password protected in virtual Resource Room*)

- 3.c.7 Institutional Effectiveness Reports
- 3.c.8 “You Spoke...We Listened” Campaign (website)
- 3.c.9 Distance Education Website
- 3.c.10 Strategic Planning Summary 2011-2016

Component 3d

- 3.d.1 Fall Satisfaction Surveys
- 3.d.2 Admissions and Records Office (website)
- 3.d.3 Counseling and Advising Office (website)
- 3.d.4 Financial Aid Office (documents in virtual and physical Resource Room)
- 3.d.5 Career Services (website)
- 3.d.6 Academic Student Support Services (website)
 - Tutoring Center (website)
 - Supplemental Instruction (website)
- 3.d.7 Student Placement Testing (website)
- 3.d.8 New Student Orientation (documents in virtual and physical Resource Room)
- 3.d.9 Project Graduation proposal
 - Project Graduation Assessment
- 3.d.10 Library Resources (virtual and physical)
- 3.d.11 WV Higher Education Report Card
- 3.d.12 Transitional Education Innovations
 - Accelerated Learning Program (ALP) English Pilot Study Proposal
 - Accelerated Transitional Math Proposal
 - Learning Community Pilot Study Proposal
 - Web-based Math Foundation Grant Proposal
 - Web-based Math Explanation
- 3.d.13 Self Study Surveys: Self Study Survey, Student Self Study Survey, Community Self Study Survey (*password protected in virtual Resource Room*)
- 3.d.14 Retention and Student Success Initiatives
 - Retention Strategic Plan
 - Student Success Blog (website)
 - Financial Literacy and Student Success Wiki (website)
 - Academic Student Support Services Guide
 - GradesFirst (website)
- 3.d.15 GradesFirst (website)
- 3.d.16 Clinical Sites (*password protected in virtual Resource Room*)
- 3.d.17 LRC Gate Count January 2012
 - Gate Count October 2010 & February 2011
- 3.d.18 LRC Annual Report 2011-2012
- 3.d.19 Spring 2011 Census (WVNCC Spring 2010-Spring 2011 Census Comparison)

CRITERION 4 EVIDENCE

Component 4a

- 4.a.1 Catalog
- 4.a.2 Open admissions policy (Catalog, 20-21)

- 4.a.3 Academic Freedom Rule
- 4.a.4 Harassment and Discrimination Policy
 - Non-discrimination statement
 - Publications showing anti-discrimination statement (*samples in physical Resource Room, including Career Services brochure, Student Activities brochure, Mechatronics brochure*)
- 4.a.5 Website and College publications
- 4.a.6 Merit, Dean's, and President's Lists
 - Academic Honors (Catalog, 59-60)
 - Spring Semester 2012 Honors List
 - Fall Semester 2011 Honors List
 - Spring Semester 2011 Honors List
- 4.a.7 Leadership awards (*samples in physical Resource Room*)
- 4.a.8 Tutor recognition (*samples in physical Resource Room*)
- 4.a.9 Honors convocations (Catalog, 59-60)
 - News Releases/Honors Programs (*samples in physical Resource Room*)
- 4.a.10 Commencement (Catalog, 60, 73-74)
 - Commencement Programs - 2000-2012 (*samples in physical Resource Room*)
 - 2012 Commencement news release
 - 2012 Commencement Speaker news release
 - 2012 WVNCC Valedictorian news release
- 4.a.11 Employee Recognition Luncheons (*samples in Human Resources Office*)
 - Employee Achievements:
 - Clausell Honored news release
 - Bennett - MSUS Student of the Year news release
 - Curto - Prestigious Paragon Award news release
 - Dr. Terence Zuber - Military Historian news release
 - Marlin - Developmental Educator of the Year news release
 - Kuca - Assist in Nursing Licensure Procedure news release
- 4.a.12 Contribution to Community College Education Award documentation
 - Shannon Payton - College Activities
 - Becky Yesenczki - Friends of the College
- 4.a.14 Student Activities Calendar and events (Catalog, 48-49)
 - Student Activities (*samples in physical Resource Room*)
- 4.a.15 Early Entrance Brochure (*sample in physical Resource Room*)
- 4.a.16 Veterans Services (Catalog, 52)
 - Veterans Offices and Services (website)
- 4.a.18 Displaced workers programs:
 - Workforce Development (webpage)
 - Custom-designed Contracted Instruction (webpage)
- 4.a.19 Services for new and returning students:
 - Catalog
 - Potential Students (webpage)

- Current Students (webpage)
- 2011 Student Handbook
- 4.a.20 Distance education services (Catalog, 56)
 - Distance Education Online Courses (webpage)
- 4.a.21 ABE collaboration flyers, brochures (*samples in physical Resource Room*)
- 4.a.22 Community and continuing education offerings (Catalog, 140-141)
 - Brochures, Schedule of Classes from 2000-2012 (*samples in physical Resource Room*)
 - Community Education (webpage)
 - Continuing Education (webpage)
- 4.a.23 EDGE website
 - Brochures, Handbook (*samples in physical Resource Room*)
 - State Website
- 4.a.24 Syllabi (*password protected in virtual Resource Room--Faculty Document Center*)
- 4.a.25 Assessment activities via Assessment webpage
- 4.a.26 Faculty Publications and Presentations (*samples in physical Resource Room*):
 - Fundamentals of Macroeconomics - Third Edition: Co-author Denny Roth
 - Fundamentals of Macroeconomics - Fourth Edition: Co-author Denny Roth
 - Understanding Microeconomics - Fourth Edition: Co-author Denny Roth
 - Fundamentals of Microeconomics/Study Guide - Fifth Edition: Co-author Denny Roth
 - Instructional Podcasting - Dr. Pam Sharma
- 4.a.27 Transitional Education coursework (webpage)
 - Developmental Educator of the Year - Mary Marlin news release
- 4.a.28 Academic Success Centers:
 - Academic Student Support Services webpage
 - Academic Success Centers webpage
 - ASSS Faculty Guide - Fall 2012
 - Adult Learners and Transitional Education webpage
- 4.a.30 Support Services for Students with Disabilities website and resources:
 - About Disability Services (website)
 - Disabilities Handbook (currently undergoing revisions, will be ready before March 2013)
 - Disabilities Awareness Month news release (from October 2011)
 - Disabilities Awareness Event (Oct. 11, 2012 news release)
 - Brochures and forms: Disability - Support Services, C.A.R.E.S. Program, C.A.R.E.S. Information, C.A.R.E.S. Registration Form (*samples in physical Resource Room*)
 - Support Services Brochure
 - ASSS Faculty Guide - Fall 2012
 - Parlin Grant to Aid Visually Impaired Students news release
- 4.a.31 Title III Grant:
 - News release
 - Title III Submitted Proposal
- 4.a.33 Employee Tuition Waivers: Full-Time Employee Tuition Waiver Application Form
- 4.a.34 Faculty and staff professional development training and publications:

- Faculty Professional Development - Board Rule NC-2017
- Faculty Professional Development - Sabbatical Leave
- Educational Release Time
- Educational Release Time Request Form
- Professional Development Opportunities (*samples in physical Resource Room*)
- Published Books (*samples in physical Resource Room*)
- News Release (*sample in physical Resource Room*)
- 4.a.35 All College Day and faculty week meetings (*samples in physical Resource Room*)
- 4.a.36 Teaching and Learning Grants (Catalog, 35)
- 4.a.37 Scholarships, institutional aid, and Emergency Assistance (Catalog, 15, 35, 296)
 - Emergency Assistance Fund Guidelines
 - Emergency Assistance Application Packet
 - Emergency Assistance Application Form
 - Scholarships:
 - Bennett Nursing Scholarship news release
 - Benedum Foundation and Niekamp Foundation news release
- 4.a.38 2+2 Agreements (Catalog, 82, 87, 110-149)
 - Franciscan University of Steubenville
 - Accounting Business Administration Option
 - Business Administration
 - Mental Health & Human Services
 - Social Work
 - West Liberty State College (West Liberty University)
 - Business Administration
 - Pre-Psychology with Social Work
 - Criminal Justice
 - Elementary Education
 - Pre-Secondary Teacher Education - English Specialization
 - Pre-Teacher Education - Social Studies Specialization
 - West Virginia University
 - Social Work
 - Wheeling Jesuit
 - Computer Information Technology
- 4.a.39 General Transfer Agreements (Catalog, 95-107)
- 4.a.40 WV Core Coursework Transfer Agreement (Catalog, 86, 88-92)
- 4.a.41 Center for Economic and Workforce Development programs (Catalog, 285-286, 292-294)
 - Workforce Development website
 - Technical Studies Degree Program webpage
 - Continuing Education (Catalog, 293)
 - Table Gaming webpage
 - Candidate Profile for Table Games Dealer (webpage)
 - Course Descriptions for Table Gaming (webpage)
 - Occupational Development Degree Program (Catalog, 288-289)

- News Articles
 - Partnership to Establish Training with Dominion
 - Rig Deckhand Class - New Martinsville
 - Dominion Grant
- 4.a.42 Transient student application and process (webpage)
- 4.a.43 Master Course Guides (*password protected in virtual Resource Room—Faculty Document Center*)
- 4.a.44 Fall Satisfaction Survey (*password protected in virtual Resource Room*)
- 4.a.45 Middle College Progress Reports:
 - Middle College Comparison Report
 - Middle College Data
- 4.a.46 Military Friendly School recognition

Component 4b

- 4.b.1 Board of Governor's Policy on General Education Curriculum
- 4.a.1 Catalog
- 4.b.2 WVNCC website
- 4.b.3 Assessment of general education
 - Catalog (Catalog, 86)
 - General Education Core Outcomes
- 4.b.4 Assessment Plan
 - Assessment Documents
 - Plan for Assessment of Student Learning 2006
 - Plan for Assessment of Student Learning 2012
- 4.b.5 Series 11
- 4.b.6 Transfer programs (Catalog, 93-150)
- 4.b.7 Service Learning documents:
 - Community Service documentation:
 - National Community Service Honor Roll news release
 - Campus Activities Board (webpage)
 - Student Government Association (webpage)
 - Community Outreach Opportunity Program (webpage)
- 4.b.8 Career services (webpage)

Component 4c

- 4.c.1 WVNCC Program Review Rule
- 4.c.2 Program Review Schedule (*sample in physical Resource Room*)
- 4.c.3 Program Review Timeline (*sample in physical Resource Room*)
- 4.c.4 Program Review Template (*sample in physical Resource Room*)
- 4.c.5 Graduating Student Survey (*password protected in virtual Resource Room*)
- 4.c.6 Advisory Committees (webpage and Catalog, 312-314)
- 4.c.7 Professional Certification (*see physical Resource Room for data*)
- 4.c.8 Licensure Exam Pass Rates (*see physical Resource Room for data*)
- 4.c.9 Transfer Student Success (*see physical Resource Room for data*)
 - Transfer Students (webpage)

- Student Success Resources (Catalog, 298-299)
- 4.b.7 Service Learning: WVNCC Cited for National Community Service Honor (news release)
- 4.c.10 Student Government Association (SGA) (Catalog, 48-49)
 - SGA Application
 - SGA Constitution
 - SGA Election Petition
- 4.c.11 Athletics (Catalog, 48)
- 4.c.12 Campus Activities Board (CAB) (Catalog, 48-49)
 - Wellness webpage
 - Clubs and Organizations (Catalog, 49)
 - Kids on Campus webpage
- 4.c.13 Community Outreach Opportunity Program (COOP) (Catalog, 49)
 - COOP Application
- 4.c.14 Higher Education Day (*sample in physical Resource Room*)
- 4.c.15 Phi Theta Kappa (PTK) (Catalog, 49) (*samples in physical Resource Room*)
 - PTK National website
 - Ohio Regional website
- 4.c.17 Student Nurses Association (SNA) (Catalog, 49)

Component 4d

- 4.d.1 Academic Integrity and Student Responsibilities Rule
- 4.a.4 Harassment and Discrimination Policy Rule (Catalog, 75)
- 4.d.2 Student Code of Conduct Rule
 - Student Code of Conduct from Student Handbook (Handbook, 37-39)
- 4.a.1 Catalog
- 4.d.3 Student Handbook
- 4.b.3 WVNCC Website
- 4.a.24 Syllabi (*password protected in virtual Resource Room--Faculty Document Center*)
- 4.d.4 Board of Governors Policies
- 4.d.5 LRC Computer Usage Guidelines

CRITERION 5 EVIDENCE

Component 5a

- 5.a.2 Office of Development Study
- 5.a.4 Strategic Plan
 - PDF Summary
 - Webpage
- 5.a.5 Self Study Survey showing employee involvement in communities (*password protected in virtual Resource Room*)
- 5.a.6 WV State Report Card
 - Report Card Website
 - WVNCC Summary document
- 5.a.7 Community and Technical College System (website)
- 5.a.8 Higher Education Policy Commission (website)
- 5.a.9 Involvement in State Committees and activities list

- 5.a.10 Program Advisory Committees (WVNCC webpage)
- 5.a.11 Small Business Development Center (WVNCC webpage)
- 5.a.12 SPOKES program (website)
- 5.a.13 High School Early Entrance classes (documents in virtual and physical Resource Room)
- 5.a.14 Facility usage for community organizations table

Component 5b

- 5.b.1 Strategic Plan
 - PDF Summary
 - Webpage
- 5.b.2 Student Activities (website)
- 5.b.3 Martin Luther King Day of Service document
- 5.b.5 Secret Santa Program:
 - Secret Santa Application
 - Secret Santa Flier
- 5.b.6 Green Initiative news release
- 5.b.7 WVNCC Foundation Emergency Grant Fund guidelines document
- 5.b.8 Distance Education enrollment data
- 5.b.9 Friends of the College documents (*password protected in virtual Resource Room*)
- 5.b.10 Program internships (*password protected in virtual Resource Room*)
- 5.b.11 Leadership Programs documentation (*password protected in virtual Resource Room*)

Component 5c

- 5.c.1 2+2 Articulation Options in Catalog
- 5.c.2 EDGE Program
 - WVNCC EDGE webpage
 - WV EDGE website
 - Consortium: Parent Handbook Counts
 - Consortium: College 101 Syllabus
 - Consortium: High School Visits
 - EDGE Student Participation, 2009-2012
 - EDGE Transcripts Received at Northern
 - Other EDGE Documentation: Data (*password protected in virtual Resource Room*)
- 5.c.3 Bachelor of Arts and Master of Arts hosted degrees: WVU Extended Learning Agreement (*password protected in virtual Resource Room*)
- 5.c.4 Middle College
 - Middle College Data PPT
 - Middle College Comparison Data
- 5.c.5 WVNCC Foundation website
- 5.c.6 WV State Report Card
 - Report Card Website
 - WVNCC Summary Document
- 5.c.7 Title III Grant for developmental education application
- 5.c.8 Center for Economic and Workforce Development (WVNCC webpage)
- 5.c.9 Small Business Development Center (WVNCC webpage)

5.c.10 Center for Excellence in Workforce Education (WVNCC webpage)

5.c.11 Workforce partnerships list

Component 5d

5.d.1 Fall Satisfaction Survey (*password protected in virtual Resource Room*)

5.d.2 CCSSE (Comparison Report)

5.d.3 Community Self Study Survey, mailing, and press release:

- Community Survey Results (*password protected in virtual Resource Room*)
- Community Survey Postcard
- Press Release

5.d.4 Graduating Student Survey (*password protected in virtual Resource Room*)

5.d.5 Student Self Study Survey (*password protected in virtual Resource Room*)

5.d.6 CB&I, Dominion, and Northern Partnership news release

5.d.7 Table games training:

- Wheeling Island webpage
- Mountaineer Racetrack webpage

5.d.8 Displaced workers program (documents combined as single link in virtual Resource Room)

5.d.9 Emergency Medical Technician Basic (EMT-B) class news release

5.d.12 Fitness centers partnerships (WVNCC webpage)

5.d.13 Foundation Teaching and Learning Grants application

5.d.14 Foundation scholarships (Catalog, 38-39)

5.d.15 Scholarships awarded by other agencies to students (Catalog, 39)

5.d.16 Paragon Award news release

5.d.17 Presidential Volunteer Service Award news release

5.d.18 Institutional Advancement/Foundation Office Report

- Institutional Advancement Data 10 (*password protected in virtual Resource Room--Faculty Document Center*)
- Institutional Advancement Staff Unit Assessment Report (2010) (*password protected in virtual Resource Room--Faculty Document Center*)

FEDERAL COMPLIANCE EVIDENCE

F.1 Worksheet for Use by Institutions on Assignment of Credit Hours and Clock Hours

F.2 Board of Governors Rules

F.3 WVNCC Website

F.4 Catalog

F.5 Tuition and fee schedule webpage

F.6 Student Handbook

F.7 Board Policy NC-4005

F.8 Registrar webpage

- Transcript Requests (WVNCC webpage)

F.9 Transfer webpage

F.10 Core Coursework Transfer Agreement (WVCTCS website)

F.11 WV Code, Series 17

F.12 Ratios prepared by HEPC (*see physical Resource Room*)

F.13 Default information:

- November 9, 2012, response to HLC regarding default rates
- NSLDS 3-year Default Rate

F.14 Annual Crime Reports

F.15 2012 Fact Book

F.16 Institutional Research webpage

F.17 Financial Aid webpage

F.18 Northern On the Web (NOW) (*student access to records available via Student Portal*)

- Access explained in "Let's Get Started Guide"

F.19 Student Activities Calendar

F.20 Program Participation Agreement (*physical Resource Room*)

F.21 Eligibility and Certification Renewal (*physical Resource Room*)

F.22 Internal Policies and Procedures Manual (*physical Resource Room*)

F.23 Annual Institutional Data Update (AIDU), including A133 Audits (*physical Resource Room*)

F.24 Text Alert system (website)

F.25 Reports to IPEDS, WV HEPC, WV CTCS (*physical Resource Room*)

F.26 Specialized accreditation reports (*physical Resource Room*)

F.27 Curriculum guides (Catalog, pages 93-227)

F.28 Marketing materials (*hardcopies of brochures, ads, etc., in physical Resource Room*)

- Various on WVNCC website

F.29 Tuition Refund webpage

F.30 Schedule of Classes (*hard copies in physical Resource Room*)

- Current schedules available under "Quick Links" on WVNCC website

CHANGE REQUEST EVIDENCE

Part 1:

College Catalog

Institutional Organization Chart

Institutional Committee Membership List

Distance Education Coordinator Job Description

Schedule of trainings provided to faculty (from Distance Education Coordinator)

Blackboard (sample courses, from Distance Education Coordinator)

DE Coordinator data (from Distance Education Coordinator)

Part 2:

Schedules with Distance-Delivered Offerings

Historical documents obtained from P. Sharma and Distance Ed Committee

Institutional Strategic Plan

Part 3:

Strategic Plan

Assessment plan

Curriculum Minutes

Promotional materials related to Distance Education

- Distance Education website

Part 4:

Quality Matters materials

Distance Ed Coordinator training materials

Institutional Technologies department minutes

Part 5:

Institutional Staffing and Faculty Support, including webpages:

- Academic Affairs page
- Academic Student Support Services webpage
- Distance Education webpage
- Human Resources webpage
- Institutional Technology webpage
- Institutional Research webpage
- Library webpage
- Registrar's webpage

Human Resources faculty position description

Human Resources job postings

Part 6:

Student Support – Online Access to the following:

- College catalog
- Electronic Admissions Applications
- Library Online resources
- Business office resource / student access
- Student Activities
- Disability Services
- Northern on the Web resources (access documented in “Let’s Get Started Guide”)
- Grades First Program (accessible via WVNCC Portal)
- Tutoring services available online (Smarthinking.com accessible via Portal; Online Tutoring Center via Blackboard)
- Student identification procedures / log-in procedures / Student Portal
- FERPA regulations

Part 7:

Evaluation and Assessments (via Faculty Document Center)

Quality Matters material / rubric

Course Assessments (per semester) – available in Faculty Document Center

Institutional Assessment Plan