

2.1**Degree-granting Authority**

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliance Non-Compliance Not Applicable







Narrative

Southwest Tennessee Community College (Southwest) has degree-granting authority from the Tennessee Board of Regents (TBR).

In accordance with its by-laws [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 1\)](#) (3a), the purpose of the Tennessee Board of Regents is to "establish, govern, manage, and control the Tennessee State University and Community College System. Southwest is one of the thirteen community colleges under the TBR jurisdiction [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 9\)](#)(IX.1). TBR Policy [2-02-00-00 Associate Degree Programs](#) (Item 2) gives Southwest the authority to award associate degrees.

Authorized by state legislation, [Tennessee Code Annotated 49-7-201 THEC Creation](#) and [Tennessee Code Annotated 49-7-202 THEC Duties \(Page 3\)](#), Tennessee Commission on Higher Education (THEC) has oversight and authorizes TBR "to prescribe curricula and requirements for diplomas and degrees" [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 4\)](#)(VI.d). Tennessee Board of Regents, in turn, authorizes Southwest degree-granting authority [2-02-00-00 Associate Degree Programs](#) (Item 2).

Sources

-  [2-02-00-00 Associate Degree Programs](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 1\)](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 4\)](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 9\)](#)
-  [Tennessee Code 49-7-201 THEC Creation](#)
-  [Tennessee Code 49-7-202 THEC Duties \(Page 3\)](#)

2.2
Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) is a member institution of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents (TBR). TBR consists of eighteen [TBR Board Members 2013-2014](#) and is the legal body with specific authority over the institution as indicated in Policy [1-02-01-00 Purpose of the Board](#). TBR is an active policy-making body and is responsible for ensuring that Southwest has the financial resources to provide sound educational programs. The Board is not controlled by a minority of board members or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in Southwest.

Composition of TBR

The composition of the Tennessee Board of Regents is set forth in [Tennessee Code 49-8-201 Composition](#). Twelve lay citizens are appointed on rotating six-year terms by the governor and are subject to confirmation by the State of Tennessee Senate. Four more are ex officio members designated by statutory authority including the Tennessee's Governor, Commissioner of Education, Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission. In addition, both a student and a faculty member from the system institutions are appointed for a one-year term.

Active Policy-Making

TBR is an active policy-making body as evidenced by its [Schedule of 2012 and 2013 Quarterly Meetings](#) and its minutes. As indicated in the [TBR Board Minutes June 29, 2012](#), the board approved a tuition and fee increase for the 2012-2013 academic year.

Financial Responsibility

TBR Policy [1-02-02-00 Duties of the Board](#) describes the responsibilities which include organizational, academic, financial, and other governance functions. As an active policy making body for colleges, the Board prescribes curricula and requirements for degrees and diplomas and establishes policies regarding campus life and fiscal affairs. As the manager of all System resources, the Board is required to approve institutional operating and capital budgets and establish fiscal policies. The Board's policy-making and financial management are defined clearly in its list of duties.

Membership and Minority Control

Policy [1-02-04-00 Selection and Terms of Board Members](#) establishes guidelines for the selection, representation and terms of board members. To ensure a wide representation of ideas and views and to restrict a minority group of board members from controlling the board, members represent the nine congressional districts, the two leading political parties, alumni of institutions, faculty and students, and "at-large" perspectives.

Five policies and eleven Tennessee State Laws are cited in [TBR Policy 1:02:03:10](#) which is the basis for strict regulations and restrictions to avoid conflicts of interest among Board members, TBR employees, and TBR institutions. Detailed policies, procedures, and disclosure forms are implemented throughout the TBR System.

TBR requires all members of the Board and many key institutional leaders to submit disclosure forms in accordance with [TBR Policy 1:02:03:20](#). TBR and the Institutional Disclosure Review Committee evaluates written disclosures for possible conflicts of interest related to family members, business affiliations, gifts, educational benefits, use of staff, intellectual property, real property, purchases, or other concerns are subjected to review and sanctions are enforced.

Board Membership











1	2	3	4	5
Name and Address of Board Member	Employment	Contractual, Employment, or Personal or Familial Financial Interest in the Institution	Year Term Expires	Group or person that appointed or approved the appointment of the Board Member

<p>The Honorable Bill Haslam, Governor of the State of Tennessee</p> <p>State Capitol Building</p> <p>Nashville, TN 37243</p>		NA		Elected, November 2, 2010
<p>John D Stites, II</p> <p>CEO</p> <p>J&S Construction Co</p> <p>1843 Foreman Drive</p> <p>Cookeville, TN 38501-1903</p>	J&S Construction Co.	NA	2014-2018	Appointed by Governor Bill Haslam
<p>Gregory Duckett</p> <p>9th Congressional District</p> <p>Senior VP and Corporate Counsel</p> <p>Baptist Memorial Health Care Corporation</p> <p>350 North Humphreys Blvd.</p> <p>Memphis, TN 38120-2177</p>	Baptist Memorial Health Care Corporation	NA	2012-2018	Appointed by Governor Bill Haslam
<p>John Farris</p> <p>At-Large West Tennessee</p> <p>Farris Bobango PLC</p> <p>999 South Shady Grove Road, Suite 500</p> <p>Memphis, TN 38120</p>	Farris Bobango PLC	NA	2008-2014	Appointed by Governor Bill Haslam
<p>Darrell S. Freeman</p> <p>7th Congressional District</p> <p>413 Welshwood Drive</p> <p>Nashville, TN 37211</p>	Founder and Executive Chairman of Zycron, Inc.	NA	2012-2016	Appointed by Governor Bill Haslam
<p>Tom Griscom,</p> <p>3rd Congressional District</p> <p>540 Whitehall Road</p> <p>Chattanooga, TN 37405-3748</p>	Media and Communications Consultant	NA	2011-2017	Appointed by Governor Bill Haslam
<p>The Honorable Kevin S. Huffman, Commission of Education</p> <p>710 James Robertson Parkway</p> <p>Andrew Johnson Tower, 6th floor</p> <p>Nashville, TN 37243-0375</p> <p><i>Ex-Officio Member</i></p>	Commission of Education, State of Tennessee	NA	Ex officio	Appointed by Governor Bill Haslam

<p>Ashley N. Humphrey, Student Regent 1010 Country Club Road Apt. I-7 Cookeville, TN 38501</p>		<p>Student, Tennessee Tech University, Cookeville, TN</p>	<p>2013- 2014</p>	<p>Appointed by Governor Bill Haslam</p>
<p>The Honorable Julius Johnson, Commissioner of Agriculture Ellington Agricultural Center P.O. Box 40627 Nashville, TN 37204 <i>Ex-Officio Member</i></p>	<p>Ellington Agricultural Center</p>	<p>NA</p>	<p>Ex officio</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Jonas Kisber Jr. 8th Congressional District 1104 North Parkway, Unit 52 Jackson, TN 38305</p>	<p>Kisber Department Stores, Inc.</p>	<p>NA</p>	<p>2008- 2014</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Fran F. Marcum 4th Congressional District Marcum Capital P.O. Box 578 Tullahoma, TN 37388</p>	<p>Managing Partner of Marcum Capital</p>	<p>NA</p>	<p>2010- 2016</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Emily J. Reynolds Vice Chair, At-Large, Middle Tennessee Vice-Chair of the Board 3737 West End Avenue, Apt. 106 Nashville, TN 37205- 2451</p>	<p>Vice Chair, At- Large, Middle Tennessee Vice-Chair of the Board</p>	<p>NA</p>	<p>2012- 2018</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Dr. Richard G. Rhoda Executive Director, Tennessee Higher Education Commission Parkway Towers, Suite 1900 404 James Robertson Parkway Nashville, TN 37243- 0830</p>	<p>Executive Director, Tennessee Higher Education Commission</p>	<p>NA</p>	<p>Ex officio</p>	
<p>Howard W. Roddy At-Large, East Tennessee 6300 Grand Harbour Drive Hixson, TN 37343</p>	<p>Memorial Health Care System</p>	<p>NA</p>	<p>2010- 2016</p>	<p>Appointed by Governor Bill Haslam</p>

<p>J. Parker Smith 1st Congressional District Eastman Chemical Company P.O. Box 511, Building 75 Kingsport, TN 37662</p>	<p>Vice-President & General Manager Worldwide Manufacturing Support & Global Quality Eastman Chemical Company</p>	<p>NA</p>	<p>2013-2019</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Robert P. Thomas 5th Congressional District Bradley Arant Boulton Cummings P.O. Box 340025 Nashville, TN 37203</p>	<p>Bradley Arant Boulton Cummings</p>	<p>NA</p>	<p>2009-2015</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Danni B. Varlan 2nd Congressional District 7833 Corteland Drive Knoxville, TN 37909-2322</p>	<p>Major Gifts and Annual Giving Officer East Tennessee Children's Hospital</p>	<p>NA</p>	<p>2013-2019</p>	<p>Appointed by Governor Bill Haslam</p>
<p>Deanna Wallace Faculty Regent 106 Sunset Drive Waverly, TN 37185</p>	<p>Business Systems Technology Instructor at the Tennessee College of Applied Technology at Nashville, TN</p>	<p>Tennessee College of Applied Technology, Nashville, TN</p>	<p>2013-2014</p>	<p>Appointed by Governor Bill Haslam</p>

Sources

<p> 1-02-01-00 Purpose of the Board</p> <p> 1-02-02-00 Duties of the Board</p> <p> 1-02-03-10 Conflicts of Interest</p> <p> 1-02-03-20 Code of Ethics for Members of TBR</p> <p> 1-02-04-00 Selection and Terms of Board Members</p> <p> 6-06-00-00 Tennessee Board of Regents Bylaws</p> <p> Schedule of 2012 and 2013 Quarterly Board Meetings</p> <p> TBR Board Members 2013-2014</p> <p> TBR Board Minutes June 29 2012</p> <p> Tennessee Code 49-8-201 Composition</p>

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

Compliance Non-Compliance Not Applicable

Narrative



As the president of Southwest Tennessee Community College (Southwest), Dr. Nathan L. Essex is the chief executive officer whose primary responsibility is to Southwest, and he is not the presiding officer of the Tennessee Board of Regents. Southwest is a member institution of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents (TBR) which is led by the Chancellor, who is not a presiding officer or a member of the Board according to the [6-06-00-00 Tennessee Board of Regents Bylaws](#). The Chancellor is responsible to TBR for the execution of all resolutions, policies, and rules and regulations adopted by the Board for the ordering and the operation of the entire State University and Community College System of Tennessee as detailed in [6-06-00-00 Tennessee Board of Regents Bylaws](#).

As detailed in the [organizational chart](#), President Essex is responsible to the Board, through the Chancellor, for the operation and management of Southwest and for the execution of all directives of the Board and the Chancellor. In accordance with Policy [1-03-02-00 Duties of the Presidents and Technology Center Directors](#), each institution in the System will have a President who "shall be the executive head of the institution in the System and all its departments and shall exercise such supervision and direction as will promote the efficient operation and management of the institution."

The presiding officer of the Tennessee Board of Regents is the Vice-Chair, while the Governor of Tennessee serves as the ex officio chairman.

[See Resume for Dr. Nathan L. Essex](#) and [Job Description for President](#).

Sources

-  [1-03-02-00 Duties of the Presidents and Technology Center Directors](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws](#)
-  [Job Description for President](#)
-  [Org Chart Central Administration](#)
-  [Resume-Nathan Essex](#)

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education.

[Mission Statement](#) underpins Southwest's purpose, academic programs, community services, priorities on access, and commitments to community partnerships, articulation, diversity, and institutional effectiveness.

Mission Statement

The mission of Southwest Tennessee Community College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives.

To fulfill its mission, Southwest addresses teaching and learning and public service in the following ways:

- University parallel courses and programs leading to Associate of Arts and Associate of Science degrees that meet the requirements of the first two years of a baccalaureate degree
- Career technical curricula leading to employment-related certificates and Associate of Applied Science degrees
- Continuing education, workforce development, and public service programs for community citizens and businesses
- Learning support programs for academically disadvantaged students
- Highly qualified full-time and adjunct faculty in all academic programs and disciplines
- Student support services that assist both students and alumni with their attainment of educational and career goals
- Student learning enrichment through honors programs, service-learning activities, tutoring, library services, cultural events, international studies, and extracurricular activities
- Administrative and financial services that support student enrollment, faculty and staff employment, college management, and organizational development
- Institutional partnerships and activities that advance community relations, public awareness and support, resource development, and inter-institutional collaboration and articulation
- Physical facilities and learning environments that are modern, comfortable, secure, and technically advanced for student, employee, and public use
- Assessments of institutional effectiveness to ensure continuous improvement
- Campus culture that promotes diversity, learning, and student success

Publication of Mission Statement

The mission statement is published in College documents including the [Catalog 2013-2014 \(Page 3\)](#), the [Faculty Handbook 2013-2015 \(Page 6\)](#), in the College's [2010-15 Strategic Plan \(Page 7\)](#), and on the Southwest website ([Mission Statement](#)). In addition, the mission statement is framed and displayed prominently in various locations at each campus and center.

Mission Statement is Appropriate to an Institution of Higher Education

Southwest's mission statement defines the goals and objectives of the institution and determines the scope of services provided to its constituents.

The mission statement frames all activities including the development of unit goals. Southwest requires that each unit develop a mission statement that clarifies its purpose and scope of service and aligns with the institution's mission. Unit mission statements at the academic department level are aligned with the mission statements of the dean, whose mission statement is aligned with that of the vice president.

For example, as detailed in the [Summary Report of Unit missions -Provost and direct reports](#):

The mission of the Provost/Executive Vice President Office is to promote a learning centered environment through skillful leadership that promotes continuous improvement of faculty, staff, student knowledge and skills and continuous improvement of college policies, programs, services, and processes.

The Career Studies Division will provide educational opportunities in workforce development, technical, career, and transfer programs to a diverse population through a progressive, state-of-the-art learning environment via conventional, technology-assisted instruction, and distance learning to prepare students for employment, career advancement, personal enrichment, and college, or university transfer and serve the employment needs of the local community.

The mission of the Business and Legal Studies Department is to provide quality educational training to prepare students for employment, career advancement and university transfer opportunities.

Unit mission statements are required throughout Southwest Tennessee Community College to define the purpose, role, and scope of every area, division, and unit. Unit missions are not only related carefully to the institutional mission, but also to the mission of supervisory and subordinate units. From the President's Office down through all academic, administrative, and student support departments, unit missions are consistent with the the institution's mission.

Distinctiveness of the Institution and its Values

Southwest emphasizes accessibility and affordability to higher education for a diverse population of students, including traditional college age students, adult learners, and international students. The College anticipates and responds to the educational needs of students, employers, and communities within its service area. The institution strives to provide an effective teaching and learning environment designed to raise educational levels, enhance economic development, and enrich personal lives. Increasing student access including distance education and other instructional modalities, providing quality educational programs which will prepare the student to function effectively in a diverse and globally competitive society are all of critical importance to Southwest as it implements its mission.

Educational Programs and Level of Degrees Offered Reflect the Mission Statement

Implementation of this mission requires specific activities carefully designed to ensure that the mission is accomplished. The College:

- Offers Associate of Applied Science, Associate of Arts, Associate of Science in Teaching, and Associate of Science degrees, academic and technical certificate programs, and courses that prepare students for transfer, employment, and career advancement in areas that include allied health sciences, nursing, business, computer technologies, criminal justice, education, and engineering and related technologies, while continually developing new programs in emerging fields
- Offers a general education program to improve student communication and mathematical skills, critical thinking, cultural awareness, and personal and civic responsibility
- Provides customized training, specialized courses, continuing education, and assessment services to meet personal, career, and workforce development needs
- Provides learning support programs to strengthen basic academic skills
- Develops articulation agreements and collaborative activities with high schools, technology centers, colleges, and universities to ensure smooth educational transitions for students
- Develops and sustains effective partnerships with business, industry, and community agencies to foster economic development and workforce preparation
- Initiates public service activities and educational collaboratives dedicated to life-long learning and the improvement of the community at large
- Creates opportunities for enrichment and personal growth through social, cultural/artistic, multi-cultural, and athletic activities
- Utilizes technology reflecting current business and industry standards
- Provides student support services to increase opportunities for success
- Promotes academic excellence by supporting effective learning with quality instruction, a free exchange of ideas, and enhanced educational experiences through honors programs

Review of Mission Statement

Southwest is governed by the Tennessee Board of Regents (TBR). Southwest conducts a formal review of its institutional mission every five years as part of the TBR's strategic planning cycle. Southwest updated its mission in 2011. The mission statement was reviewed and approved by TBR and included in Southwest's [2010-15 Strategic Plan \(Page 7\)](#) and the [TBR 2010-2015 Strategic Plan \(Page 71\)](#). The next formal review will occur during the 2014-15 academic year as the College prepares for its 2015-20 strategic plan. At that time, both Southwest's strategic plan and its mission statement will be reviewed and approved by TBR.

In conclusion, the Southwest mission statement reflects the comprehensiveness of the College, emphasizes its commitment to providing educational opportunities to its constituents, and focuses on the implementation of programs and activities to fulfill that mission. Southwest is not a research institution. Public service is provided through programs in its Workforce Development and Continuing Education Department and through community outreach initiatives. Southwest partners with other educational providers, Federal and state agencies, and non-governmental organizations to further the overall mission of the College.

Sources

-  [Catalog 2013-2014 \(Page 3\)](#)
-  [Faculty Handbook 2013-2015 \(Page 6\)](#)
-  [Mission Statement](#)
-  [Southwest 2010-15 Strategic Plan \(Page 7\)](#)
-  [Summary Report of Unit missions -Provost and direct reports](#)
-  [TBR 2010-2015 Strategic Plan \(Page 71\)](#)

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuous improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. Established institutional processes guide the college's management, operation, and services. These processes include review of the mission statement, strategic planning, establishment of college priorities, performance funding, institutional effectiveness plan, and integration of institutional goals and activities linked to the college's mission and priorities.

Southwest follows the Tennessee Board of Regents (TBR) five-year strategic planning cycle. Prior to the start of each five-year cycle, the College and the governing board review the College's mission statement. The 2010-2015 mission statement was drafted and finalized with [input](#) from faculty, administrators, and staff from all divisions of the College. The institution's recommendation on the College's mission statement and goals are reviewed and approved by the governing board.

The following mission statement was approved by the governing board as reflected in the [TBR minutes](#) of March 25, 2011.

INSTITUTIONAL MISSION STATEMENT

"The mission of Southwest Tennessee Community College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives."

To fulfill its mission, the College must be effective throughout the service area as well as within the institution. Every unit, every division, and the College as a whole must achieve meaningful goals for *service, quality, and improvement*. Each unit of the college has developed a [unit mission statement](#) to support the College's overall mission. To this end, the Southwest Planning, Effectiveness and Budgeting system guides college planning, evaluation, and budgeting practices toward the successful achievement of the College's mission.

Strategic Planning

After review and approval of the mission statement, Southwest developed its five-year strategic goals and objectives, which are aligned with [TBR's 2010-2015 Strategic Plan: Charting the Course](#) and the institution's mission. Southwest's current [strategic plan](#) was approved for the 2010-2015 cycle. The plan outlines the college's goals and strategies that support five TBR priorities: (1) Access, (2) Student Success, (3) Quality, (4) Resourcefulness, and (5) Facilities. Benchmarks are identified in the plan and used to measure the institution's progress toward the achievement of its goals. The College submits annual reports to evaluate and update its progress on achieving its goals and objectives. Results of the previous strategic planning cycle are shown in the [Southwest 2005-2010 Strategic Plan with Results](#). This report documents Southwest's commitment to continuous improvement that is linked to integrated, research-based planning and evaluation. This report also provides direct evidence that Southwest is effectively meeting its mission.

College Priorities

As part of the on-going planning and evaluation process, Southwest establishes and annually reviews College priorities, which are linked to the mission of the college and the five-year strategic plan. The President's senior staff, composed of the vice presidents of academic affairs, institutional advancement, financial and administrative services, and student services, along with the executive director of human resources and director of government affairs, meet to set and/or review the College's priorities. For the 2013-14 fiscal year, [eight college priorities](#) were identified and a [vision plan](#) was developed which primarily focuses on recruitment, enrollment and student retention.

Performance Funding

Southwest participates actively in an extensive statewide assessment program coordinated by the Tennessee Higher Education Commission (THEC). The Performance Funding program requires intense annual evaluations of multiple academic performance factors. The agency compares all results to published standards and awards up to 100 points for quality performance. For the [2010-2015 cycle](#), the performance funding measures include program review and accreditation results, student scores on general education assessments, major field tests, licensure rates, as well as student retention and graduation. Additionally, the Performance Funding program reviews student engagement, alumni and employee satisfaction, and job placement. With the enactment of the [Complete College Tennessee Act of 2010](#), an outcomes based formula now links the institution's efforts to improve the retention and graduation rates to funding. The chart provided below illustrates a three-year period during which Southwest has maintained a score within two points of the highest standard established by THEC's performance funding program. The institution has received the highest possible scores in the academic programs, determined by a peer review of programs and by student performance on major field assessments.

Performance Funding Summaries for the First Three Years of the Current Cycle (2010-2015)

Southwest Tennessee Community College	Maximum Points Allowed	2010-11 Points Earned	2011-12 Points Earned	2012-13 Points Earned
Standard One - Quality of Student Learning and Engagement				
Standard 1A: General Education Assessment	15	14	14	14
Standard 1B: Major Field Assessment	15	15	13	15
Standard 1C: Academic Programs: Accreditation and Evaluation	15	15	15	15
Standard 1D: Satisfaction Studies	10	9	10	10
Standard 1E: Job Placement	10	9	8	9
Standard 1F: Assessment Implementation	10	9	10	8
Standard Two - Quality of Student Access and Student Success				
Standard 2: Student Access and Student Success	25	24	25	25
Sub-Total	100	95	95	96
Point Adjustment from Previous Cycle			-2	
Total Points	100	95	93	96

Institutional Effectiveness at Southwest

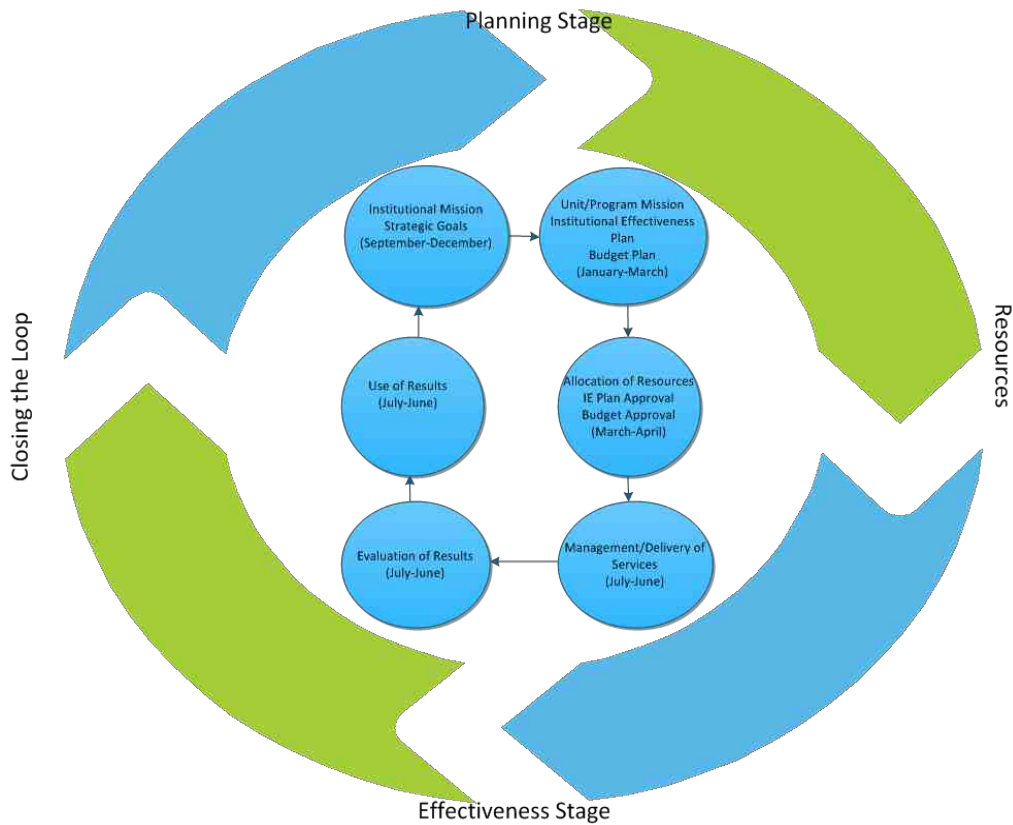
The concept of institutional effectiveness at Southwest is direct and powerful in the sense that as an institution of higher education, it demonstrates and maximizes the effectiveness of its programs and services. All College operations seek to attain clear and meaningful outcomes. Through continuous review of processes and results, Southwest can determine its needs and initiate action for improvement.

Southwest Tennessee Community College maximizes the effectiveness of its programs and services through data-based planning and management. To implement consistent and effective planning and evaluation processes, Southwest integrates the institutional effectiveness and budgeting processes into one single process by carefully coordinating the [schedule of activities](#). This linkage ensures that assessment results are completed in time to support planning efforts, and planning becomes the basis for budget allocations. An online Planning-Budgeting database supports and documents the activities of this combined cycle. Departments are able to plan, evaluate, and budget using this technology. The approval process by senior staff is also available through this system. The system is available through the College's Intranet. The system can also be accessed externally via the internet in case unit coordinators need to work off campus. The Planning system maintains and documents planning, institutional effectiveness and budgeting information for the College.

The Institutional Effectiveness-Planning-Budgeting Cycle is built on three key principles:

- Prior fiscal year data drive planning
- Planning drives budgeting
- New fiscal year activities are accountable, evaluated, and improved

To maximize its contribution to the community and to society, the College must apply the information gained from evaluations toward the continual improvement of programs and services. The core cycle of institutional effectiveness is illustrated below. The cycle links planning, budgeting, evaluation and the use of results to strengthen the College's purpose, plans, programs, and services.



Planning

Institutional Level:

The planning process at Southwest is an active undertaking involving strategic planning on a five-year cycle and annual planning for the college, divisions, departments, and programs. Institutional-level planning takes place each fall semester. Diverse college, community, and state conditions are reviewed to determine needs for changing institutional mission or strategic goals. Extensive information is provided through annual reports of accomplishments and needs related to institutional effectiveness, strategic planning, and performance funding. At this time, the College also refines its strategic goals and translates them into priorities for action the next fiscal year. The priorities are included in planning and budgeting guidelines for all College units.

Unit Level:

Unit-level planning takes place each spring semester. Units review the results of institutional planning to determine whether unit purposes and operations need to change the next fiscal year. College units also develop plans to implement their missions and special initiatives in support of college priorities and the strategic plan. Every outcome is made measurable through the specification of intended results and evaluation methods. Unit outcomes must be proposed before budgets or other resources can be sought. By linking the past with the future, the planning stage builds upon recent performance and information to guide forthcoming action. Evaluation data, needs for improvement, and actual improvement actions are considered carefully.

All Levels:

Missions, outcomes, and evaluation plans at all levels then drive the management process. As a result, each unit or educational program of the college clarifies its role within the context of college mission and specifies the results that it should achieve. Academic programs emphasize the attainment of student educational outcomes, while administrative and support departments emphasize the achievement of operational outcomes and the performance of quality services.

Resources Stage

During the Resources Stage, unit proposals precede institutional support. In March and April, units request the personnel and budgets needed to achieve each outcome. While personnel costs are fixed, operating expenses are proposed on an outcome basis. During the *institutional-level* planning stage, the senior staff reviews unit plans and budgets within the context of College priorities and available resources. The resources stage serves as a major decision point for college action. College administration makes one or two closely-related choices about each proposed outcome: (1) is this a unit core function that should be continued and can adequate resources (e.g., personnel, facilities, or funds) be allocated to the outcome and/or (2) if this is not a unit core function but a new initiative, does it support the college's priorities and can adequate resources be allocated to the outcome. The approval of outcomes must include the support necessary for successful goal achievement. Budgeting supports all units by allocating resources to achieve the units' desired plans, outcomes and improvements.

[Approved plans](#) receive adequate resources for implementation. Where resources are not sufficient to support an outcome fully, the outcome and its scope of work must be modified. When all plans and resource allocations have been approved, fiscal year budgets are forwarded to the governing board, The Tennessee Board of Regents, for review and approval.

Although the budget/resource component has been a part of the planning system since 2005, between the 2010-11 and 2012-13 fiscal years, the planning system was not used to make resource allocations. During this time, the funding of higher education was re-organized at the state level through the Complete College Act. As a result, Southwest faced significant budget deficits that required detailed and meticulous planning. Senior staff had to implement two major Reductions in Force (RIF) plans, two Voluntary Buyout Plans (VBP) and other key budget reduction measures to keep pace with the state budget while maintaining a quality level of service. Because of these considerable events, the President and senior staff assumed the primary lead for resource allocations. Unit managers and mid-level management continued as always to complete plans that supported their core functions, accessed results, and developed improvements to close the loop. Beginning with the 2013-14 fiscal year, the College was able once again to provide a small set of funds to support new initiatives that represented the College's priorities for 2013-14.

Effectiveness Stage

At the effectiveness stage, college management begins to oversee the implementation of approved plans for the fiscal year. For the remainder of the fiscal year and even into the next fiscal year, unit and college effectiveness receives frequent attention. At the unit-level, units conduct their routine institutional effectiveness activities of documenting actual results, analyzing effectiveness, and recommending improvements. At this time, units implement changes as needed and as possible to improve quality.

At the institutional-level, senior staff reviews progress and provides resources for unit improvement. The effectiveness stage ensures that the best results will be possible. Programs and services are delivered with special effort directed toward outcome attainment. Results are assessed and analyzed according to the evaluation plan. Assessment plans are developed and documented for each educational program outcome or administrative/educational service outcome. Units identify criteria for success and select or develop assessment methods. Assessment results are documented for review and analysis.

College units improve their effectiveness when recommendations lead to action. Most improvements are made at the program or unit level to change how instruction or services are provided. Other improvements are made at the institutional level, such as changes in college policies or procedures. Improvements also take place in college, program, or unit plans. The analysis of evaluation findings could result in new ways of setting outcomes, designing services, or even assessing outcomes.

Closing the Loop

No unit has fully completed its institutional effectiveness cycle (or "closed the loop") until evaluation-based action has been implemented and the operational changes have been recognized. College or unit effectiveness will not have improved until the assessment-based change has made the desired impact. For some major changes, the impact may require years to be observed and documented. Based on the three key principles and processes of institutional effectiveness, Southwest is not only remediating weaknesses but also creating new opportunities. Through integrating planning, budgeting, evaluation, and management processes, Southwest can focus its efforts on long-range development as well as immediate improvements.

Southwest Planning-Budgeting-Institutional Effectiveness Cycle

Southwest has expanded the core institutional effectiveness process to strengthen college-wide management and long-term impact. As shown below, a single cycle links together institutional planning, unit/program planning, resource allocation, management/delivery of service, evaluation of results, use of results, and subsequent updates to the planning process at both institutional and unit levels.

Planning Stage	(1) Institutional long-range planning (2) Unit/Program annual planning
Resources Stage	(3) Resource allocations (budgets, personnel, equipment) to achieve outcomes
Effectiveness Stage	(4) Delivery and management of programs and services (5) Evaluation of results
Closing the Loop	(6) Use of evaluation results to improve programs, services, and new plans

Scheduling for Maximum Information

High quality planning and decision-making depend upon the availability of accurate information. Southwest has scheduled key processes into a cycle that ensures that the right information is available to planners and decision-makers at the right time. The College fiscal year (July through June) influences all schedules significantly.

The chart below illustrates how evaluation reports are scheduled to be completed during the summer to support fall strategic planning, which, in turn, supports spring semester operational planning and budgeting. When College units begin each January to set outcomes for the next fiscal year, they build upon three sets of information: results of the previous fiscal year, results of the first half of the current fiscal year, and strategic priorities established for the next fiscal year. Budget preparations each March and April are designed specifically to support approved outcomes to ensure adequate resources for outcome attainment.

Fall Term

- Planning:* Review prior fiscal year information and current conditions
- Update college strategic plan
- Establish division and unit priorities for next fiscal year

Spring Term

- Planning:* Determine unit improvement needs based on evaluations
- Establish unit outcomes according to unit needs and college priorities
- Resources:* Allocate resources necessary to achieve departmental outcomes

Summer Term

- Management:* Initiate approved department and division plans for new fiscal year
- Effectiveness:* Begin documenting achievements and evaluating effectiveness

Southwest Tennessee Community College follows its Southwest Planning and Effectiveness Model to implement all stages of the planning, budgeting, and institutional effectiveness cycle. The model advances from setting mission-related outcomes through improving effectiveness at both institutional and unit levels. In our Planning system, units link their IE plans to the college's strategic plan and/or college mission statement. This strategic plan linkage is shown for the [2011-12](#), [2012-13](#) and [2013-14](#) planning years. Beginning in [2013-14](#), an electronic report was developed which allowed each unit to view the alignment of its goals and objectives with the College's mission. Feedback from effectiveness assessments influences daily management and long-range planning decisions. As a result, Southwest constantly reviews and improves its operations as necessary.

Institutional Support

The office of Academic Administration provides training and support for planning and assessment activities. Along with the Budget office, Academic Administration conducts annual training to administrative and academic units. This training includes [instructions](#) on how to use the planning and budgeting system and a [presentation](#) on how to write goals and outcomes effectively. The training includes visits to departmental meetings, Summer Institute workshops, one-on-one training and instruction guides.

Examples of Continuous Improvement

Office of Retention and Graduation

Southwest continuously reviews its processes, institutional goals, and results, and based on the reviews, the institution determines the action necessary for improvement. Through an analysis of both internal and external data on student persistence rates, the institution determined that improvement was needed in the area of retention and graduation. To promote continuous improvement in this area, Southwest implemented an office of Retention and Graduation. The mission of this unit is to lead the college in developing, implementing, and assessing student retention and graduation outcomes designed to promote student success. New initiatives have included:

- Student Welcome Center
- A SMARTS Mentoring Program
- Electronic Early Alert Intervention
- Project Finish Line

Office of Faculty Advising

Studies have supported the strong correlation between intrusive advising and student success. An analysis of internal reports revealed that a large percentage of students at Southwest accumulate the requisite number of hours for graduation, but fail to follow a program of study leading to college completion. Additionally, other patterns of student enrollment were noted which had an adverse effect on time-to-degree completion, such as dropping classes, taking courses unrelated to the major, and repeating courses in which a passing grade had been earned. The analysis of this data resulted in two institutional decisions: mandatory advising and the implementation of the Office of Faculty Advising. The mission of the Office of Faculty Advising is to support the attainment of students' educational goals through quality faculty advising. This unit assists and supports the development, implementation and review of academic advising processes, and anticipates and responds to faculty, student and institutional opportunities to improve the student advising experience. An extensive faculty training program was implemented, which focused on intrusive advising. Using uniquely designed features of the AdvisorTrac program, faculty are alerted to particular student behaviors that may lead to an academic and/or financial aid suspension. Faculty are trained to work with students during the advising session to determine the factors that contribute to poor performance or persistence. After a careful assessment, faculty advisors devise an academic plan geared toward helping the student to regain his/her good academic standing at the college. All degree-seeking students are required to meet with their advisors at least once a semester.

Student Success Center

The development of a student success center is another data-driven institutional decision, resulting from an IE assessment, supporting the need to strengthen student retention. Staffed by professional counselors, the program targets at-risk students whose semester GPA is below 2.0, who are on academic probation, or students who are on financial aid warning or suspension, stemming from failure to make satisfactory academic progress. Students meet routinely with their designated counselors to identify and resolve barriers to their academic success. They are required to actively participate in the development of personal and academic goals, and they are encouraged to utilize campus and community resources essential in achieving or enhancing academic success. The students are required to consult their counselor prior to dropping classes or withdrawing from the college. Counselors assist students with developing individualized plans for academic success and personal growth through self-discovery, campus engagement, intrusive advising/mentoring, and the use of campus/community resources and services.

M.O.S.T. (Men of Southwest Tennessee Community College)

Southwest's [Strategic Plan, 2010-2015](#), includes a goal to increase access to underserved populations. Historically, African American males have constituted a disproportionately low percentage of Southwest's total student population. Reviewing these statistics influenced the institution's decision to seek a grant to support the development of a program to recruit, retain, and improve the graduation rate of African American males. Project M.O.S.T. is funded through the U.S. Department of Education Predominately Black Institutions (PBI) Competitive Grant Award. The program is designed to assist first-year African-American male students adjust to the college environment. In addition, it is designed to aid in their retention and graduation efforts by providing students with the support and skills needed to succeed in college, obtain/retain employment, and craft a career path.

Summer Bridge Program








Reviewing the literature on the poor persistence and graduation rates of students who place in remedial/developmental programs, Southwest implemented a Summer Bridge program, targeting students with ACT and Compass scores below college-level. This three-week pilot program serves as an introduction to college for high school graduates who plan to attend Southwest and who have placed in remedial/developmental reading, writing, and or math courses. Utilizing a diagnostic/prescriptive approach to teaching and learning, this technology-based program has been successful over the last two years of its implementation. The majority of students participating in the program have completed or made significant progress toward the completion of the remedial/developmental competencies.

Redesigned Developmental Studies Program

The collection and analysis of extensive data on the success of students enrolled in Developmental Studies programs in TBR institutions supported the need to review and revamp the Developmental Studies program. Tennessee Board of Regents (TBR) institutions followed a policy which placed students whose ACT and Compass scores were below college level (as determined by the ACT) in remedial and developmental classes. At Southwest, remediation was provided at three different levels in mathematics and two levels each in reading and writing: the lower level (remedial) and the upper level (developmental). Students who placed in the lowest level of mathematics matriculated for a minimum of three semesters before becoming eligible to enroll in college-level math courses. Across the state, TBR institutions piloted redesigned developmental classes before transitioning to the full implementation of developmental studies redesign. Southwest fully implemented its redesign, titled Learning Support, in the fall of 2013. Following the emporium model of instruction, Learning Support reading and writing classes are offered in newly constructed labs, which support technology-based instruction. A diagnostic-prescriptive approach requires students to focus only on their areas of weakness and to move to the next level, in the modularized program, after demonstrating competency at the current level. Individualized instruction allows students to move at their own pace and to receive assistance from instructors as needed. The redesign has replaced the traditional structure with an open entry/open exit program, allowing highly motivated and capable students to successfully complete all competencies within one semester.

The successful implementation of the Learning Support program was the result of careful institutional level planning in several different areas: Informational Technology, Academic Administration, Institutional Advancement, and Academic Affairs. Collaboration between the grants office (housed in Institutional Advancement) and academic affairs resulted in securing a PBI (Predominantly Black Institutions) competitive grant to offset the cost of the new labs. Academic Administration and Information Technology proposed plans in the IE system to furnish and equip the newly constructed labs with state-of-art technology.

Sources

-  2005-2010 Southwest Strategic Plan with Results
-  2010 Mission Statement Suggestions
-  2010-2015 Southwest Performance Funding Summary
-  2011 12 Unit IE Plans related to Strategic Goals
-  2012 13 Unit IE Plans Related to College Strategic Plan
-  2013 14 Unit IE Plan related to Strategic Plan
-  2013 14 Unit IE Plans related to College Mission
-  2013-14 College Priorities
-  2013-2014 Planning Calendar
-  Complete College Tennessee Act of 2010 (Page 2)
-  Instructions for Editing IE System
-  Mission Statement
-  Online Approval System For IE Plans and Budgets
-  Senior Staff Retreat Minutes Feb 2013
-  Southwest 2010-15 Strategic Plan
-  TBR Charting the Course
-  TBR Minutes March 25, 2011 (Page 6)
-  Unit Mission Statements
-  Vision Plan 2013
-  Workshop on Planning and Budgeting

2.6
Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) is in operation and has had students enrolled in degree programs since July, 2000.




Southwest was created as a result of a consolidation of two colleges, Shelby State Community College, founded in 1970 and State Technical Institute of Memphis, founded in 1967.

Southwest has students enrolled in Associate of Applied Science, Associate of Arts, Associate of Science in Teaching, Associate of Science degree programs, technical certificate programs, and Regents Online Degree Programs (RODP) as listed in the [Catalog 2013-2014 \(Page 73\)](#). These programs and courses are designed to execute the [Mission Statement](#), which is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

The following table lists the unduplicated fall headcount by degree type. The specific details are include in [Enrollment by Program 2011-2013](#).

Fall Semester Enrollment by Degree Type			
Degree Type	2011	2012	2013
AA - University Parallel	559	710	738
AS - University Parallel	1,865	2,030	1,965
AAS - Associate of Applied Science	7,333	6,971	6,162
AST - Associate of Science in Teaching	160	151	93
CERT - Certificates	584	612	579
Undecided (Degree-Seeking)	1,757	1,092	678
Non-Degree (Credit)	686	654	599
Total	12,944	12,220	10,814

Sources

-  [Catalog 2013-2014 \(Page 73\)](#)
-  [Enrollment by Program 2011-2013](#)
-  [Mission Statement](#)

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

All associate degree programs offered at Southwest Tennessee Community College (Southwest) require at least 60 semester credit hours. The guidelines for awarding the associate degree are based on the semester credit hour system. The highest degree offered by Southwest is the associate's degree. Southwest does not offer degrees at the baccalaureate, post-baccalaureate, graduate, or professional level.









As a member of the State University and Community College System of Tennessee, Southwest is required to adhere to policies set forth by the Tennessee Board of Regents (TBR). TBR [2-01-00-00 General Education Requirements and Degree Requirements](#) provides curriculum standards that specify that all associate degree programs within the system are to be a maximum of 60 semester hours except in certain degree programs in which approval to exceed maximum hours has been granted (i.e., accreditation requirements/[Architectural Engineering Technology, Architecture Design Concentration](#)).

Southwest offers Associate of Applied Science, Associate of Arts, Associate of Science in Teaching, Associate of Science degree programs, academic and technical certificate programs, and Regents Online Degree Programs (RODP) as listed in the [Catalog 2013-2014 \(Page 73\)](#). All degree programs meet the TBR credit hour requirement. Before an associate degree can be conferred, a student must meet the minimum requirements of 60 semester hours of credit as stated in Southwest's Policy [2-01-00-00-05 Degree and Certificate Requirements](#). For example, the Accountancy, Associate of Applied Science degree program, as listed in the [Catalog 2013-2014 \(Page 123\)](#) requirements a total of 60 semester hours of credit in order to earn the degree. Details of the courses and credit hours required for all associate degree programs are published in the [Catalog 2013-2014 \(Page 73\)](#). Listed in the [Catalog 2013-2014 \(Page 61\)](#) are the graduation requirements for an associate degree, which includes earning a minimum of 60 semester hours of credit. The College's website is linked to the catalog, which lists program descriptions, including required credit hours.

Programs and/or courses offered through distance education are awarded credit in the same manner as those offered in the traditional instructional method.

Any new associate degree programs or changes to current programs are subject to review by the College's Curriculum Committee and must be approved by TBR as stated in TBR Policy [2-02-00-00 Associate Degree Programs](#) and Southwest [Policy 2-00-00-00-21 Curriculum Review and Development](#).

Sources

-  [2-00-00-00-21 Curriculum Review and Development](#)
-  [2-01-00-00 General Education Requirements and Degree Requirements](#)
-  [2-01-00-00-05 Degree and Certificate Requirements](#)
-  [2-02-00-00 Associate Degree Programs](#)
-  [Catalog 2013-2014 \(Page 123\)](#)
-  [Catalog 2013-2014 \(Page 191\)](#)
-  [Catalog 2013-2014 \(Page 61\)](#)
-  [Catalog 2013-2014 \(Page 73\)](#)

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) offers degree programs that embody a coherent course of study that is compatible with the College's mission. The [Catalog 2013-2014](#), made available via the College's Website, provides evidence through degree programs that demonstrate consistency with the [Mission Statement](#). The College's educational programs include technical, career, transfer, developmental, and general education courses. The College offers associate's degrees, certificates, and courses to prepare students for employment, career advancement, personal enrichment, and college and university transfer. For example, the Associate of Science degree in Office Technology is designed to respond to needs in the community's workforce. Students are able to pursue this degree with a concentration in General Administrative Assistant, preparing them for employment as an efficient, productive member of an office support team. The employability of the College's graduates in this program as indicated in the [Performance Funding Report - 2013 \(Page 143\)](#) demonstrates that Southwest is fulfilling its mission.

Through institution and state-wide collaboration, faculty determine the sequence of courses to be taken within degree programs. Faculty identify prerequisite courses that prepare students for the increasing complexity of a department's programs. Furthermore, faculty remain informed about changes and advances within their disciplines by participation in professional development and advisory committees in the community. For example, [Tennessee Transfer Pathways](#) is a state approved program of study to ensure smooth transfer between and from Tennessee's public, two-year institutions to the other public, two-year and four-year institutions in the state. These collaborations ensure students do not waste time or money in the transfer process.












Academic audits are required by the Tennessee Board of Regents (TBR) as part of compliance for performance funding of programs, specifically those programs that do not have outside accreditation. The academic audit process begins with a faculty driven self-study that is submitted to an off-site team. The team usually consists of two to three people selected by TBR from peer institutions. (Occasionally, these team members come from four-year institutions.) During a one-day, on-site visit to the College, the academic audit team interviews students, faculty (both full-time and part-time), as well as administrators and members of community advisory boards. They also tour the facilities. The team's follow-up review includes affirmations, recommendations, and accommodations. A formalized report is generated and comes directly from TBR. A recent example of an academic audit was a review of the Automotive program as stated in the [Performance Funding Report - 2013 \(Page 103\)](#).

The College also assesses higher-order thinking skills in the areas of writing, oral communication, critical thinking, and math to ensure that instruction in these areas is appropriate to higher education as directed by TBR with results listed in the [Performance Funding Report - 2013 \(Page 11\)](#).

The community's needs drive transfer and career programs at Southwest. Departmental faculty design new degree programs in response to those needs and propose these new programs to the College's curriculum committee. After a thorough assessment, the curriculum committee grants approval after determining that demand exists in the local population and/or industry. As stated in Southwest's [Policy 2-00-00-00-21 Curriculum Review and Development](#), the Office of the Provost approves the new program prior to forwarding the program to TBR for approval. (Policy [2-01-01-00 Approval of Academic Programs, Units, and Modifications](#) and guidelines in [A-010 Academic Program Letters of Intent and Proposals](#)) In addition, the Tennessee Higher Education Commission (THEC) provides resources for the development of all academic proposals according to [Policy A.1.0 New Academic Programs - Approval Process](#). All approved programs can be found in the [Academic Program Inventory](#) maintained by THEC.

Regardless of whether the program is offered on-campus or through distance education, the approval process is the same.

Sources

-  [2-00-00-00-21 Curriculum Review and Development](#)
-  [2-01-01-00 Approval of Academic Programs, Units, and Modifications](#)
-  [A-010 Academic Program Letters of Intent and Proposals](#)
-  [Academic Program Inventory](#)
-  [Catalog 2013-2014](#)
-  [Mission Statement](#)
-  [Performance Funding Report - 2013 \(Page 103\)](#)
-  [Performance Funding Report - 2013 \(Page 11\)](#)
-  [Performance Funding Report - 2013 \(Page 143\)](#)
-  [THEC Policy A.1.0 New Academic Programs - Approval Process](#)
-  [TN Transfer Pathways](#)

2.7.3
General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Each undergraduate degree program at Southwest Tennessee Community College (Southwest) requires the successful completion of a general education component at the collegiate level.

Substantial Component

General education is a substantial component of each degree awarded by Southwest. The Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs, as well as the Associate of Science in Teaching (A.S.T.), require the completion of 41 semester hours of general education courses ([Catalog 2013-2014, Page 69](#)), and the Associate of Applied Science (A.A.S.) degree programs require 15-17 semester hours of general education courses as listed in the [Catalog 2013-14 \(Page 70\)](#). Additionally, the AA requires 6 hours of a foreign language. These requirements meet the minimum standards established by SACSCOC Standard C.R. 2.7.3 and are in accord with the number of general education semester hours required by Southwest's governing board, Tennessee Board of Regents' Policy [2-01-00-00 General Education Requirements and Degree Requirements](#).

Breadth of Knowledge

To ensure that the general education component provides a breadth of knowledge, each degree program requires the successful completion of a minimum number of semester hours in various subject categories. The general education program consists of six subject categories: Communication, Humanities and/or Fine Arts, Social/Behavioral Sciences, History, Natural Sciences, and Mathematics.

General Education Subject Categories and Hours for the Associate of Arts (A.A.)*, Associate of Science (A.S.) ([Catalog 2013-2014 \(Page 69\)](#)), and Associate of Science in Teaching (A.S.T.) Degree Programs. Students majoring in the Associate of Science in Teaching follow specific general education course requirements within each of the subject categories ([Catalog 2013-2014 \(Page 299\)](#)).

General Education Subject Categories	Required Hours
Communication	9
Humanities and/or Fine Arts with a 2000-level literature course	9
Social Behavioral Sciences	6
History	6
Natural Sciences	8
Mathematics	3
Total	41

* The Associate of Arts requires an additional 6 hours of a foreign language.

General Education Subject Categories and Hours for the Associate of Applied Science Degree Programs ([Catalog 2013-2014 \(Page 70\)](#))

General Education Subject Categories	Required Hours
Communication	3
Humanities and/or Fine Arts	3
Social Behavioral Sciences	3
Natural Sciences	3-4
Mathematics	3-4
Total	15-17

Specific courses that are designated to fulfill general education requirements are published in the [Catalog 2013-14 \(Page 71\)](#) under the heading "Courses that Fulfill Requirements in the Six Subject Categories." Emphasizing content which provides a breadth of knowledge, these courses do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession.







Coherent Rationale

The rationale for requiring the successful completion of a general education component can be found in the implementation of the Mission, which is included in the [Mission Statement](#): "The College offers a general education program to improve student communication and mathematical skills, critical thinking, cultural awareness, and personal and civic responsibility." The College's rationale for general education is further explained in the Philosophy of General Education found in the [Catalog 2013-14 \(Page 69\)](#) which states, "The purpose of the general education core is to ensure that college students have the broad knowledge and skills to become lifelong learners in a global community that will continue to change."

Choosing General Education Courses

Students are required to meet with an academic advisor prior to registration. The advisor assists the students with choosing general education courses appropriate to their program of study. Although there are many choices available to the students to complete the general education requirements, the advisor helps the students determine specific courses to meet their educational goals within their particular majors. For example, when choosing a course from the list of Humanities and/or Fine Arts, a student who is following the University Parallel Associate of Arts Degree with an area of emphasis in English will be guided towards additional courses, such as British Literature, which will be helpful in that area of emphasis.

Sources

-  [2-01-00-00 General Education Requirements and Degree Requirements](#)
-  [Catalog 2013-2014 \(Page 299\)](#)
-  [Catalog 2013-2014 \(Page 69\)](#)
-  [Catalog 2013-2014 \(Page 70\)](#)
-  [Catalog 2013-2014 \(Page 71\)](#)
-  [Mission Statement](#)

2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.") (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides instruction for all course work required for all degree programs at each level at which it awards degrees. Southwest provides instruction for all Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Applied Science, academic and technical certificate programs. All programs of study and courses are approved by the Tennessee Board of Regents (TBR) in accordance with [TBR Policy 2-01-01-00 Approval of Academic Programs, Units, and Modifications](#).

Southwest programs of study are published in the [Catalog 2013-2014 \(Page 73\)](#) which is linked to Southwest's website. The [Spring 2013 Schedule of Classes](#) and [Fall 2013 Schedule of Classes](#) provide documentation that Southwest provides course work to support all approved degree programs of study.

Southwest course work is delivered through face-to-face, hybrid/split, and distance education. [Distance Education Course Offerings](#) are supported by [Distance Education and Instructional Technology](#) using the PAWS Portal.

The faculty, through the Curriculum Committee, manage the development of new programs and courses and keep the curriculum current. The College Curriculum Committee submits its recommendations to the Chief Academic Officer for final approval. This process is documented in the [Curriculum Committee Mission Statement](#). Proposals for changes in the curriculum are submitted by full-time faculty members.

Southwest maintains full control over the quality and academic integrity of all associate degree, and certificate programs of study offered by the College. Through curriculum policies and procedures, the institution demonstrates that it controls all aspects of its educational programs in accordance with Southwest Policy [No. 2:00:00:00/21 Curriculum Review and Development](#) and TBR Policy [2-01-01-00 Approval of Academic Programs, Units, and Modifications](#).

RODP Program

Southwest participates in the [Regents Online Campus Collaborative](#). In 2001, community colleges, universities and colleges of applied technologies under the Tennessee Board of Regents joined together in an effort to offer a full range of graduate and undergraduate degrees, certificates and diplomas online through Regents Online Degree Programs (RODP). The programs were created to offer more flexible and accessible education options for Tennesseans. However, since their inception, these online programs have become nationally and internationally renowned as high-quality, affordable and convenient options for students worldwide.

As indicated in the original [RODP Collaborative documents](#), the online education offered mirrors the same education offered at the physical campus locations. Students may choose their "home" institution from among Tennessee's 6 state universities and 13 community colleges, all of which are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Regents Online Degree Program offers a variety of Associate's degrees which are totally online. These degrees are awarded by the 13 community colleges located across Tennessee. Degree program options include:

- [Associate of Applied Science in Professional Studies - Concentration: Information Technology](#)
- [Associate of Applied Science in Early Childhood Education](#)
- [Associate of Applied Science in Web Technology](#)
- [Associate of Applied Science in Criminal Justice](#)
- [Associate of Arts in General Studies \(University Parallel\)](#)
- [Associate of Science in General Studies \(University Parallel\)](#)
- [Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation \(University Parallel\)](#)

Within this collaboration effort, there is a system-wide RODP Curriculum Committee, comprised primarily of Chief Academic Officers, which provides oversight to RODP. The ROCC/RODP Oversight Committee has determined semester length and equitable participation of institutions in the creation and teaching of courses, in addition to reviewing and approving new courses. ([ROCC/RODP Oversight Committee Meeting Minutes](#))

Southwest, through the ROCC/RODP Curriculum Committee, participates in the approval of new courses and programs for the collaborative, and the College determines which of the RODP degrees will be fully available to its students. Currently, all of the above degrees are available at Southwest.

All courses offered through RODP appear on student transcripts as Southwest courses. In all cases, Southwest ensures control of consortial programs and the quality of the courses through this collaborative agreement.

Sources

-  2-00-00-00-21 Curriculum Review and Development
-  2-01-01-00 Approval of Academic Programs, Units, and Modifications
-  AA General Studies UP
-  AAS Criminal Justice
-  AAS Early Childhood Education
-  AAS Professional Studies Conc Information Technology
-  AAS Web Technology
-  AS General Studies Elect Conc Teacher Aides Paraprofessionals Prep
-  AS General Studies UP
-  Catalog 2013-2014 (Page 73)
-  Curriculum Committee Mission Statement
-  Distance Education Course Offerings
-  Distance Education and Instructional Technology
-  Fall 2013 Schedule of Classes
-  RODP Collaborative Documents
-  RODP Oversight Committee Meeting Minutes
-  Regents Online Campus Collaborative
-  Regents Online Degree Program
-  Spring 2013 Schedule of Classes

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The number of full-time faculty members employed by Southwest Tennessee Community College (Southwest) is adequate to support the [mission](#) of the institution and to ensure the quality and integrity of each of its academic programs. The achievement of the mission of Southwest is accomplished with respect to teaching and service through the employment of full-time faculty who provide direction and oversight of the academic programs.

Mission

Southwest's [mission](#) "is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment." Southwest recognizes that a highly qualified and diverse faculty is essential to fulfill its mission and to ensure student success. Accordingly, the College employs full and part-time faculty capable of providing a comprehensive array of both traditional and innovative learning opportunities for students.

The Tennessee Board of Regents (TBR), which governs Southwest, has a broad definition of faculty in Policy [5-02-01-00](#). Within that scope, Southwest designates faculty members as full or part-time. At Southwest, there are no faculty positions designated "regular/permanent." All faculty members, both full-time and part-time, meet or exceed Southwest's faculty qualification requirements. These requirements are designed to meet accepted practices in higher education and the Southern Association of Colleges and Schools Commission on Colleges.

Definitions of terms used within this standard

Full-time faculty

A full-time faculty member is one whose designation is professor, associate professor, assistant professor, or instructor; who is currently engaged as a full-time employee at the institution; and whose primary responsibility is teaching. The regular teaching load for a full-time faculty member is 15 hours per fall and spring semester as stated in the [Faculty Handbook 2013-2015 \(Page 25\)](#).

Part-time faculty

A part-time faculty member is a person who teaches at the institution but not in the capacity of a full-time faculty member. This designation also includes any Southwest employee who may have full-time status as an administrator and whose primary responsibility at the college is something other than teaching. An adjunct faculty member is limited to a teaching load of 9 hours or less per fall and spring semester and 6 hours in the summer term as stated in [Policy 5-01-00-04/40](#).

Campus

Campus refers to either the Macon or the Union Campus.

Centers

Centers refer to four located within Shelby County: Gill, Maxine Smith, Whitehaven and Millington.

Learning Support

Learning Support is a re-design of Development Studies and includes sections in reading, writing and mathematics.

Offsite

Offsite locations are teaching sites other than campuses or centers such as the prison, or local high schools.

Online

Online courses consist of those courses that are totally taught online.

Appropriate Number of Full-time Faculty Members at Southwest

Southwest has an adequate number of faculty members to support its mission. Because the College continuously works to achieve the goal of quality and integrity in its academic programs, Southwest strives for a ratio of 60% full-time faculty to 40% part-time faculty.

Distribution of Full-time and Part-time Faculty Across Academic Programs by Sections

Spring 2013	Number of sections			Percentage of sections	
	Program	Full-time	Part-time	Grand Total	Full-time
Accountancy	33	14	47	70.2%	29.8%
Architectural Engineering Technology	7	9	16	43.8%	56.3%
Automotive	5	6	11	45.5%	54.5%
Biotechnology	8	1	9	88.9%	11.1%
Business and Commerce	67	17	84	79.8%	20.2%
Computer Engineering Technology	8	2	10	80.0%	20.0%
Criminal Justice	12	25	37	32.4%	67.6%
Dietetic Technician	16	9	25	64.0%	36.0%
Early Childhood Education	9	10	19	47.4%	52.6%
Electronic Engineering Technology	7	2	9	77.8%	22.2%
Electronic Technology	4	2	6	66.7%	33.3%
Emergency Medical Technician	10	11	21	47.6%	52.4%
Engineering Technology certificates	5	3	8	62.5%	37.5%
Graphic Arts Technology	21	10	31	67.7%	32.3%
Home Manager	0	5	5	0.0%	100.0%
Hospitality Management	13	4	17	76.5%	23.5%
Information Technology	30	13	43	69.8%	30.2%
Learning Support	154	104	258	59.7%	40.3%
Mechanical Engineering Technology	5	9	14	35.7%	64.3%
Medical Laboratory Technician	13	18	31	41.9%	58.1%
Nursing	36	15	51	70.6%	29.4%
Office Technology	56	32	88	63.6%	36.4%
Paralegal Studies	16	2	18	88.9%	11.1%
Pharmacy Technician	5	4	9	55.6%	44.4%
Physical Therapist Assistant	3	1	4	75.0%	25.0%
Radiologic Technology	14	4	18	77.8%	22.2%
Substance Abuse Counseling	9	7	16	56.3%	43.8%
Telecommunications Engineering Technology	3	1	4	75.0%	25.0%
University Parallel (AA, AS, AST)	489	380	869	56.3%	43.7%
Spring 2013 Total	1058	720	1778	59.5%	40.5%

Fall 2013	Number of sections			Percentage of sections	
	Program	Full-time	Part-time	Grand Total	Full-time
Accountancy	35	11	46	76.1%	23.9%
Architectural Engineering Technology	9	5	14	64.3%	35.7%
Automotive	5	6	11	45.5%	54.5%
Biotechnology	9	1	10	90.0%	10.0%
Business and Commerce	57	21	78	73.1%	26.9%
Computer Engineering Technology	8	2	10	80.0%	20.0%
Criminal Justice	14	23	37	37.8%	62.2%
Dietetic Technician	12	12	24	50.0%	50.0%
Early Childhood Education	9	8	17	52.9%	47.1%
Electronic Engineering Technology	5	3	8	62.5%	37.5%
Electronic Technology	5	2	7	71.4%	28.6%
Emergency Medical Technician	15	10	25	60.0%	40.0%
Engineering Technology certificates	2	6	8	25.0%	75.0%
Graphic Arts Technology	11	17	28	39.3%	60.7%
Home Manager	0	2	2	0.0%	100.0%
Hospitality Management	7	6	13	53.8%	46.2%
Information Technology	16	10	26	61.5%	38.5%
Learning Support	119	131	250	47.6%	52.4%
Mechanical Engineering Technology	8	5	13	61.5%	38.5%
Medical Laboratory Technician	11	19	30	36.7%	63.3%
Nursing	32	24	56	57.1%	42.9%
Office Technology	42	29	71	59.2%	40.8%
Paralegal Studies	16	3	19	84.2%	15.8%
Pharmacy Technician	5	4	9	55.6%	44.4%
Physical Therapist Assistant	2	4	6	33.3%	66.7%
Radiologic Technology	14	4	18	77.8%	22.2%
Substance Abuse Counseling	12	7	19	63.2%	36.8%
Telecommunications Engineering Technology	3	1	4	75.0%	25.0%
University Parallel (AA, AS, AST)	501	400	901	55.6%	44.4%
Fall 2013	984	776	1760	55.9%	44.1%

Distribution of Full-time and Part-time Faculty Across Academic Programs by Credit Hours

Spring 2013	Number of credit hours			Percentage of Credit hours	
	Program	Full-time	Part-time	Grand Total	Full-time
Accountancy	1650	717	2367	69.7%	30.3%
Architectural Engineering Technology	237	289	526	45.1%	54.9%
Automotive	276	445	721	38.3%	61.7%
Biotechnology	292	40	332	88.0%	12.0%
Business and Commerce	3489	792	4281	81.5%	18.5%
Computer Engineering Technology	463	111	574	80.7%	19.3%
Criminal Justice	795	1389	2184	36.4%	63.6%
Dietetic	962	421	1383	69.6%	30.4%
Early Childhood Education	371	504	875	42.4%	57.6%
Electronic Engineering Technology	261	79	340	76.8%	23.2%
Electronic Technology	118	48	166	71.1%	28.9%
Emergency Medical Technician	1247	832	2079	60.0%	40.0%
Engineering Technology	279	126	405	68.9%	31.1%
Graphic Arts Technology	965	525	1490	64.8%	35.2%
Home Manager	0	218	218	0.0%	100.0%
Hospitality Management	495	195	690	71.7%	28.3%
Information Technology	1188	568	1756	67.7%	32.3%
Learning Support	7905	4353	12258	64.5%	35.5%
Mechanical Engineering Technology	191	208	399	47.9%	52.1%
Medical Laboratory Technician	804	957	1761	45.7%	54.3%
Nursing	1337	290	1627	82.2%	17.8%
Office Technology	2512	1112	3624	69.3%	30.7%
Paralegal Studies	672	90	762	88.2%	11.8%
Pharmacy Technician	172	143	315	54.6%	45.4%
Physical Therapist Assistant	198	66	264	75.0%	25.0%
Radiologic Technology	605	191	796	76.0%	24.0%
Substance Abuse Counseling	585	422	1007	58.1%	41.9%
Telecommunications Engineering Technology	147	27	174	84.5%	15.5%
University Parallel (AA, AS, AST)	30407	21811	52218	58.2%	41.8%
Total	58623	36969	95592	61.3%	38.7%

Fall 2013	Number of credit hours			Percentage of Credit hours	
	Program	Full-time	Part-time	Grand Total	Full-time
Accountancy	1828	459	2287	79.9%	20.1%
Architectural Engineering Technology	272	120	392	69.4%	30.6%
Automotive	304	349	653	46.6%	53.4%
Biotechnology	243	24	267	91.0%	9.0%
Business and Commerce	3102	1023	4125	75.2%	24.8%
Computer Engineering Technology	476	120	596	79.9%	20.1%
Criminal Justice	906	1398	2304	39.3%	60.7%
Dietetic	743	863	1606	46.3%	53.7%
Early Childhood Education	385	228	613	62.8%	37.2%
Electronic Engineering Technology	173	119	292	59.2%	40.8%
Electronic Technology	228	72	300	76.0%	24.0%
Emergency Medical Technician	1604	827	2431	66.0%	34.0%
Engineering Technology	108	312	420	25.7%	74.3%
Graphic Arts Technology	573	836	1409	40.7%	59.3%
Home Manager	0	96	96	0.0%	100.0%
Hospitality Management	212	294	506	41.9%	58.1%
Information Technology	666	504	1170	56.9%	43.1%
Learning Support	7617	7683	15300	49.8%	50.2%
Mechanical Engineering Technology	251	93	344	73.0%	27.0%
Medical Laboratory Technician	743	1188	1931	38.5%	61.5%
Nursing	1356	465	1821	74.5%	25.5%
Office Technology	2173	1022	3195	68.0%	32.0%
Paralegal Studies	708	114	822	86.1%	13.9%
Pharmacy Technician	140	153	293	47.8%	52.2%
Physical Therapist Assistant	133	133	266	50.0%	50.0%
Radiologic Technology	605	198	803	75.3%	24.7%
Substance Abuse Counseling	660	426	1086	60.8%	39.2%
Telecommunications Engineering Technology	129	27	156	82.7%	17.3%
University Parallel (AA, AS, AST)	31601	23506	55107	57.3%	42.7%

Total	57939	42652	100591	57.6%	42.4%
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Analysis of Enrollment and Faculty Assignments

The College regularly analyzes its enrollment and faculty assignments by location, student credit hours, sections, program area, and disciplines within program areas.

Enrollment

Southwest has adequate full-time faculty positions and attempts to add new full-time faculty positions to complement enrollment. All colleges in Tennessee have experienced severe budget cuts in recent years, which have limited the goal of significantly increasing faculty. Regardless, Southwest has been able to add or replace some faculty positions in 2013 by reallocating savings from retirements and natural attrition and utilizing other budgeting and funding strategies. Although enrollment has decreased 19% since Fall 2010, the College has been able to hire 11 full-time faculty in Fall 2013.

Faculty Assignments

The College monitors full-time and part-time faculty assignments to ensure that full-time faculty are accessible to all students.

Location

The College monitors the assignments of full-time and part-time faculty based on location. With many students taking classes at multiple locations and online, it is critical that students, regardless of class location, have access to full-time faculty. Southwest does not consider a low number of full-time faculty at one location in a semester to be a significant issue. Full-time faculty are available at the centers for advising students and for mentoring part-time faculty. Teaching assignments for full-time faculty are often rotated to various locations. On a weekly basis, department chairs rotate to the centers to support students and to provide support to both full and part-time faculty located there.

In 2013, the percentage of sections taught at the main campuses by full-time faculty averaged 60.6%.

	% Sections	
	Spring 2013	Fall 2013
Campus	62.1%	59.0%
Centers	37.0%	33.6%
Online	78.8%	74.3%
Off-site	25.0%	4.5%

In 2013, the percentage of credit hours taught at the main campuses by full-time faculty averaged 61.7%.

	% of Credit Hours	
	Spring 2013	Fall 2013
Campus	63.4%	60.0%
Centers	38.9%	36.1%
Online	79.2%	74.5%
Off-site	8.4%	8.8%

The following four tables detail the number and percentage of full-time and part-time faculty by type of location i.e. campus (Macon and Union), center (Gill, Maxine Smith, Millington, Whitehaven), online and off-site as summarized above.

Tables I and II detail the number of sections while **Tables III and IV** show the number of credit hours taught by full and part-time faculty.

Table I
Location
Number and Percentages of Sections Taught by Full and Part-Time Faculty
Spring 2013

Spring 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	821	500	1321	62.1%	37.9%
Centers	101	172	273	37.0%	63.0%
Online	108	29	137	78.8%	21.2%
Offsite Teaching Locations	5	15	20	25.0%	75.0%
Spring 2013 Total	1035	716	1751	59.1%	40.9%

Table II
Location
Number and Percentages of Sections Taught by Full and Part-Time Faculty
Fall 2013

Fall 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	763	531	1294	59.0%	41.0%
Centers	97	192	289	33.6%	66.4%
Online	101	35	136	74.3%	25.7%
Off-site Teaching Locations	1	21	22	4.5%	95.5%
Fall 2013 Total	965	829	1794	53.8%	46.2%

Table III
Location
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Spring 2013

Spring 2013	Number of Credit Hours			Percentage of Credit hours	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	44936	25895	70831	63.4%	36.6%
Centers	5368	8440	13808	38.9%	61.1%
Online	6855	1804	8659	79.2%	20.8%
Off-site Teaching Locations	66	718	784	8.4%	91.6%
Spring 2013 Total	57225	36857	94082	60.8%	39.2%

Table IV
Location
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Fall 2013

Fall 2013	Number of Credit Hours			Percentage of Credit hours	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	44934	29995	74929	60.0%	40.0%
Centers	5590	9910	15500	36.1%	63.9%
Online	6107	2089	8196	74.5%	25.5%
Offsite Teaching Locations	48	496	544	8.8%	91.2%
Fall 2013 Totals	56679	42490	99169	57.2%	42.8%

Program Area and Discipline

Faculty assignments are also analyzed by program area and discipline to ensure that there is an adequate number of full-time faculty to support the [mission](#). The percentage of full-time faculty teaching by course and by student credit hours in the program area of Arts and Sciences is about 5% below that of Career Studies. Because of the demand in industry, it is difficult to find reliable part-time faculty to teach in the Career Studies programs, such as Allied Health and Nursing. There is an abundance of English and social science faculty willing to teach part-time. Therefore, the College tends to hire more full-time faculty in Career Studies programs.

Needs for hiring full-time faculty are analyzed using data, which include student enrollment in a program, number of advisees per full-time faculty member, and class size. At annual department meetings with the Associate Vice President of Academic Affairs, needs are prioritized and hiring decisions are ultimately made based on this data. New full-time faculty positions are redistributed for program areas which are determined to have the greatest need. For example, in Fall 2013, it was determined that there was a need in the Nursing department and a faculty member was hired.

In 2013, the percentage of sections taught by full-time faculty averaged 53.7% in Learning Support, 60.0% in Career Studies and 55.3% in Arts and Sciences.

	% Sections	
	Spring 2013	Fall 2013
Learning Support	59.7%	47.6%
Career Studies	62.5%	57.5%
Arts and Sciences	55.1%	55.5%

In 2012-13, the percentage of credit hours taught by full-time faculty averaged 57.2% in Learning Support, 60.6% in Career Studies and 57.3 % in Arts and Sciences.

	% of Credit Hours	
	Spring 2013	Fall 2013
Learning Support	64.5%	49.8%
Career Studies	63.5%	59.6%
Arts and Sciences	57.3%	57.4%

Tables V and VI detail the number of sections while **Tables VII and Table VIII** show the number of credit hours taught by full and part-time faculty.

Table V
Program Area
Number and Percentages of Sections taught by Full and Part-Time Faculty
Spring 2013

Spring 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Learning Support	154	104	258	59.7%	40.3%
Career Studies	490	294	784	62.5%	37.5%
Arts and Sciences	391	318	709	55.1%	44.9%
Spring 2013 Total	1035	716	1751	59.1%	40.9%

Table VI
Program Area
Number and Percentages of Sections taught by Full and Part-Time Faculty
Fall 2013

Fall 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Learning Support	119	131	250	47.6%	52.4%
Career Studies	458	339	797	57.5%	42.5%
Arts and Sciences	385	309	694	55.5%	44.5%
Fall 2013 Total	962	779	1741	55.3%	44.7%

Table VII
Program Area
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Spring 2013

Spring 2013	Number of Credit Hours			Percentage of Credit Hours	
	Full-time	Part-time	Total	Full-time	Part-time
Learning Support	7905	4353	12258	64.5%	35.5%
Career Studies	24824	14258	39082	63.5%	36.5%
Arts and Sciences	24496	18246	42742	57.3%	42.7%
Spring 2013 Total	57225	36857	94082	60.8%	39.2%

Table VIII
Program Area
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Fall 2013

Fall 2013	Number of Credit Hours			Percentage of Credit Hours	
	Full-time	Part-time	Total	Full-time	Part-time
Learning Support	7617	7683	15300	57.2%	42.8%
Career Studies	24471	16587	41058	59.6%	40.4%
Arts and Sciences	24591	18220	42811	57.4%	42.6%
Fall 2013 Totals	56679	42490	99169	57.2%	42.8%

A full list of the number and percentages of sections and credit hours taught by full-time and part-time faculty by discipline is detailed here. [Full and Part-Time Faculty by Discipline Spring 2013 and Fall 2013](#)

Additional Practices Indicating Sufficient Full-time Faculty

Southwest recognizes that it takes more than absolute numbers to ensure a successful cadre of faculty members and to maintain the quality and integrity of the curriculum. Therefore, the college engages in the following additional policies and practices to ensure the quality and integrity of its academic functions.

Faculty Qualifications

All faculty members, both full-time and part-time, meet or exceed Southwest faculty qualification requirements. These requirements are designed to meet acceptable practices in higher education and the SACSCOC Credentialing Guidelines. They are listed in the [Faculty Qualifications Guidelines 2013-14](#). Before all final hiring decisions are made, the qualifications of the potential faculty member are thoroughly vetted through a comprehensive credentialing process. In addition, the quality of the performance of duties is evaluated during the annual performance review process. As described in [Policy 5.00.00.03-34](#), this evaluation includes a review of the job description and yearly accomplishments, and it establishes specific criteria for the evaluation period and performance attributes that are most critical to the function of the position. Additionally, the performance appraisal process includes an analysis of student course evaluations, supervisor's classroom observations, individual professional development goals, and other relevant input data. As a result, the College ensures that only qualified faculty work with Southwest students.

Role of Full-time Faculty

The main duties of Southwest faculty are to provide quality instruction to students and to maintain awareness and currency in their field. In addition, full-time faculty support the mission of the college in several ways, including advising students and giving input on curriculum developments and equipment modifications or additions needed for program success, as well as serving on various committees. As outlined in the [Faculty Handbook 2013-2015 \(Page 25\)](#), the usual teaching load for full-time faculty is 15 credit hours each in the fall and spring terms for a total of 30 hours during the year. Full-time faculty may also teach two course overloads during the fall and spring terms. Summer teaching for full-time faculty is voluntary, and many full-time faculty members elect to teach during the summer terms.

The typical weekly schedule for each instructional faculty member is 37.5 hours, with at least 15 hours per week teaching and 10 office hours. A minimum of 25 hours must reflect combined classroom contact and 10 posted office hours to meet with students individually on both academic and administrative issues. During the remaining 12.5 hours, faculty members serve on committees and engage in other activities serving students, their profession, or the community.

Role of Part-time Faculty

Southwest considers part-time faculty valuable and necessary for fulfilling its mission. Part-time faculty members in career areas are sometimes working professionals who bring practical experience and an employer's perspective into the classroom. Part-time faculty meet the same professional qualifications mandated for full-time faculty. Part-time faculty may teach up to a maximum of 9 credit hours during the fall and spring terms. However, under exceptional circumstances and with the approval of the Provost, part-time faculty may teach an additional course. In addition to their in-class hours, part-time faculty are encouraged to be available to students.

Part-time faculty attend an orientation at the beginning of the fall semester. At this time, an overview of academic/student policies and procedures, student engagement techniques, classroom management techniques, the learning management system, and various other topics vital to the success of part-time faculty in the classroom are discussed. During the semester, further support is provided by colleagues in the same department who mentor the part-time instructor. In addition to orientation and mentoring, part-time faculty undergo continuous assessment by in-class observation and annual evaluations. Department chairs also observe the virtual classroom environment of courses offered online as part of the evaluation for full-time and part-time faculty. The evaluations include classroom observations, distance education course review, and data gathered from [Student Evaluation of Teaching \(SET\) forms](#), which are completed each semester for all sections taught. On-campus and online professional development activities ([Center for Faculty Development](#), [Center of Emphasis for Teaching and Technology](#), [Faculty Development-Learning Communities](#)) offered by the College are available to part-time faculty.

Reasonable Class Sizes

As a learner-centered College, Southwest does not schedule large auditorium-style classes with 100 or more students. Many lecture classes generally have a class limit of 25-30, while online courses have been capped at 25. Certain classes that require additional faculty time and effort have lower class limits. One example, kitchen-based courses in the Hospitality Management Program have classes capped at 15. Other classes with lower limits include court reporting, science laboratories and radiologic technology classes. The average class size at the college was 18.1 in Fall 2013 and 16.1 in Spring 2014. Keeping class sizes low college-wide allows for greater student-faculty engagement.

Average Class Size by Semester - Overall Ave 17.7 Students / Section			
Year	Fall	Spring	Summer
2011-12	19.2	18.4	16.4
2012-13	18.4	16.7	15.1
2013-14	18.1	16.4	n/a

Student Satisfaction

The components of credentials, workload, and evaluation bring together the checks and balances required to ensure the quality and effectiveness of instruction. Quality of instruction remains a continuous and ongoing priority at Southwest. The dedication to quality instruction received at Southwest is evident by the [Alumni Survey](#) which shows 91% of the respondents expressed satisfaction with their overall educational experience at Southwest (43% very satisfied, 49% satisfied). Eighty-two percent indicated that they will definitely enroll or probably enroll at Southwest, if they were to start college again (43% definitely yes, 39% probably yes). Most (90%) stated that they would recommend or probably recommend Southwest to others (56% definitely yes, 34% probably yes). A larger percent of alumni with an associate degree (60%) indicated that they would definitely recommend Southwest to others.

Sources

-  5-01-00-03-34 Faculty Development and Evaluation
-  5-01-00-04-40 Teaching Load for Adjunct Faculty
-  5-02-01-00 Definition of Faculty
-  Alumni Satisfaction Survey 2012 Report
-  Center for Faculty Development
-  Center of Emphasis for Teaching and Technology
-  Faculty Development -Learning Communities
-  Faculty Handbook 2013-2015 (Page 25)
-  Faculty Qualifications Guidelines 2013-14
-  Full and Part-Time Faculty by Discipline Spring 2013 and Fall 2013
-  Mission Statement
-  Sample SET Surveys - Outcomes

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Through ownership and formal agreements, Southwest Tennessee Community College (Southwest) provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered by the College. Collections, resources, and services are sufficient to support all of the College's educational and public service programs.

The Southwest Tennessee Community College InfoNet Library (Library) provides quality collections, resources and services that support Southwest's educational programs. The Library recognizes the academic challenges facing students. It assists in promoting academic success by providing resources and services which enhance learning, curriculum development and professional enrichment for its customers.

Aligned with Southwest's [mission](#), the [mission](#) of the Library focuses on providing innovative services to diverse customers while conveying knowledge and confidence with a competent and professional staff. Additionally, the Library is guided by the following value statements:

- Promote lifelong learning and an appreciation of knowledge
- Adapt to new technologies and concepts in the traditional and virtual library
- Appreciate and respect all customers; systematically provide current resources to support the curriculum
- Support the transition from student to productive citizen

In the Division of Academic Affairs ([Organizational Chart](#)), the Library is directed by an Executive Director of Library Services ([resume](#)) who reports to the Provost/Executive Vice President of Academic Affairs. The Library is staffed with qualified personnel ([Qualified Staff - Summary Library](#)) to provide faculty, staff, students and the general public with reference support, library instruction, and general assistance. The professional library staff consists of an Executive Director, Associate Director and three librarians – all with masters' degrees in Library Science and the requisite professional experience. ([Librarians Resumes](#))

The Library consists of traditional library [facilities](#) maintained at two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith) in Memphis, Shelby County, Tennessee ([Locations](#)) with convenient user-friendly [hours](#) of operation. Although there is no physical presence, the Library also serves the Fayette and Millington locations as well as students taking distance education courses with electronic resources. In addition to the 224 computers available across the libraries, there are iPads and laptops for customer use to introduce students to information literacy technologies. The Library maintains a substantial collection of books, journals, and electronic resources, including online databases, electronic books, and other media on a wide range of subjects. The library's collection consists of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items ([Count by location](#)). In terms of titles, the catalog contains more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively, and audio-visuals (physical and digitally provided), make up the remaining 9% ([Count by format](#)). A variety of formats covers varied subject areas that support general and technical educational programs offered by the College ([Count by subject](#)). These physical and electronic resources are readily located in the Library's catalog [CyberCAT](#) and additional access to electronic resources is provided on the Library's [database](#) page.

Access to collections, circulation of library materials, reference assistance, consultation, and library instruction are the core services offered. In addition to walk-in assistance at the campuses and centers, the Library provides virtual resources and services. Particularly helpful to students taking classes at the Fayette and Millington locations and/or online is the [Distance Education Library InfoNet \(DELI\)](#). A librarian can be accessed through [Ask A Librarian](#) which has features that include:

- Reference Chat – Online reference assistance with a librarian
- Library Anywhere - Access to library via [mobile phones](#)
- Facebook
- Skype
- Email

Library Instruction**On Campus/Center**

The Library provides instructional programs for library research at the campuses and centers. The Library is committed to the development of information literacy skills and instructional support and provides support through instructional sessions at any facility upon request. Using the electronic request for [Library Instruction](#) form, faculty may request library instruction on topics such as information literacy, career search, research papers, oral presentations, and internet searches. The librarians are also available to offer general orientations for courses requiring instruction as well as specialized orientations or instruction specifically designed to meet the course objectives of any discipline. To provide continuous improvement of services, feedback is collected after each session for evaluation using the [Library Instruction Survey](#) form. Each librarian providing library instruction uses the [results of the surveys from students and faculty](#) as a basis for improving the sessions.

Online

Available to students taking classes on the campuses and online is an [online library orientation](#) which introduces library services and resources. [YouTube](#) and [webinars](#) provide a series of online web seminars on how to access electronic resources and database searching as well as ways to stay current in research areas.

To access these and other resources from off-campus, the library's webpage and more specifically its [Distance Education Library InfoNet](#)

([DELT](#)) provide a convenient means to access resources and complement remote access to the library's electronic databases and material.

Accessing additional Resources Not Owned by Southwest

To expand the Library's collections and resources, students and faculty have access to additional library materials not owned by Southwest. The Library has [agreements](#) which are renewed annually establishing borrowing privileges with thirteen institutions of higher learning in the Memphis area. The libraries agree to share use of their respective collections with the students, staff and faculties of each participating institution. Customers enjoy the library privileges of any library in accordance with the policies and regulations of the respective libraries. Each library agrees to cooperate with the others in the maintenance of these policies and regulations.

Items not available locally may be obtained through [Interlibrary Loan \(ILL\)](#) which allows Southwest faculty, staff, and currently enrolled students to [borrow library materials](#) that are not available in Southwest's library but are needed for serious research. (Interlibrary Loan Stats Mar 12 - Feb 13)

To further maximize College resources and to increase cooperative use of additional resources, the Library participates in the [Tennessee Information Resource Sharing Consortium\(TennShare\)](#) which helps Tennessee libraries deliver efficient, effective library services through group purchasing power and innovative resource sharing.

Additionally, the [Tennessee Academic Library Collaborative \(TALC\)](#) provide borrower cards to currently employed and retired faculty and staff and currently enrolled students, which permit check-out of circulating materials at any participating library within the Tennessee Board of Regents or University of Tennessee systems.

Collection Development

The Library collection is developed and maintained to adequately support the College's curriculum and to provide access to books and resources of current topical interest. The Library has a [collection development policy](#) and [guidelines](#) that indicate levels for collecting resources in subject areas. The policy also addresses preservation issues, gift materials, and reconsideration of materials. Furthermore, the policy guides the withdrawal of materials that are no longer relevant to the information needs of the college in order to make the collection focused and user-friendly for library patrons.

The library solicits input from its users and relies on [surveys](#) to assess the quality of its services and collections. [The 2012-13 surveys revealed that 86% of the respondents were satisfied with the electronic databases and 78% were satisfied with the book and magazine collections.](#) The Library promotes an environment of collaboration with faculty for the development and on-going assessment of collections to determine if they are appropriate to support the education programs. [Suggestions](#) from students and [requests from faculty](#) are encouraged and solicited on the library's webpage.

Faculty Input

A [liaison program](#) was established in spring 2013 to facilitate faculty input to needed resources. A [librarian liaison](#) is assigned to an academic department to garner input to guide collection additions.

Southwest's Library facilities are accessible, convenient, timely, and user-friendly as detailed in the following overview.

Overview of Facilities

Location	Facility Ownership/Access Agreements	Student and Faculty Services	Location Specific Services
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<p>Bert Bornblum Library</p> <p>Macon Campus</p> <p>Pictures:</p> <p>Bornblum1 Bornblum2 Bornblum3 Bornblum4 Bornblum5 Bornblum6 Bornblum7</p> <p>-</p>	<p>47,841 sq. ft. facility owned by College</p> <p>Access Agreements for faculty, staff and students</p> <p>Local Institutions</p> <p>InterLibrary Loan</p> <p>TennShare</p> <p>TALC</p>	<p>Facility is open 6 days/week for 71 hours.</p> <p>Computer labs</p> <p>Pay-for-Print</p> <p>Electronic & traditional References</p> <p>Circulating collections</p> <p>Quiet study spaces</p> <p>Full access to all College online services</p> <p>Faculty Reserves</p> <p>Library Instruction</p>	<p>Houses circulating collection, hard copy and electronic periodicals and reference books to support all programs</p> <p>Additional paralegal collections</p>
<p>Parrish Library</p> <p>Union Campus</p> <p>Pictures:</p> <p>Parrish1 Parrish2 Parrish3 Parrish4 Parrish5</p>	<p>27,776 sq. ft. facility owned by College</p> <p>Access Agreements for faculty, staff and students:</p> <p>Local Institutions</p> <p>InterLibrary Loan</p> <p>TennShare</p> <p>TALC</p>	<p>Facility is open 6 days/week for 71 hours.</p> <p>Computers</p> <p>Pay-for-Print</p> <p>Electronic & traditional References</p> <p>Circulating collections</p> <p>Quiet study spaces</p> <p>Full access to all College online services</p> <p>Faculty Reserves</p> <p>Library Instruction</p>	<p>Houses circulating collection, hard copy and electronic periodicals and reference books to support all programs</p> <p>Additional periodicals in print to support the nursing and allied health programs</p>
<p>Maxine F. Smith Center</p> <p>Pictures:</p> <p>MAS 1 MAS 2 MAS 3</p> <p>-</p> <p>-</p>	<p>2,776 sq. ft. facility owned by College</p> <p>Access Agreements for faculty, staff and students:</p> <p>Local Institutions</p> <p>InterLibrary Loan</p> <p>TennShare</p> <p>TALC</p>	<p>Facility is open 6 days/week for 58 hours.</p> <p>Computers</p> <p>Pay-for-Print</p> <p>Electronic & traditional References</p> <p>Circulating collections</p> <p>Full access to all College online services</p> <p>Faculty Reserves</p> <p>Library Instruction</p>	<p>Houses circulating collection, hard copy and electronic periodicals and reference books to support all programs</p>



<p>Gill Center</p> <p>Pictures:</p> <p>Gill 1</p> <p>Gill 2</p> <p>Gill 3</p> <p>-</p>	<p>1,152 sq. ft. facility owned by College</p> <p>Access Agreements for faculty, staff and students:</p> <p>Local Institutions</p> <p>InterLibrary Loan</p> <p>TennShare</p> <p>TALC</p>	<p>Facility is open 4 days/week and 1st and 3rd Fridays for 48 hours.</p> <p>Computers</p> <p>Pay-for-Print</p> <p>Electronic & traditional References</p> <p>Circulating collections</p> <p>Full access to all College online services</p> <p>Faculty Reserves</p> <p>Library Instruction</p>	<p>Houses circulating collection, hard copy and electronic periodicals and reference books to support all programs</p>
<p>Whitehaven Center</p> <p>Pictures:</p> <p>Whi1</p> <p>Whi2</p> <p>Whi3</p>	<p>1,348 sq. ft. facility leased by College</p> <p>Access Agreements for faculty, staff and students:</p> <p>Local Institutions</p> <p>InterLibrary Loan</p> <p>TennShare</p> <p>TALC</p>	<p>Facility is open 4 days/week and 2nd and 4th Fridays; 48 hours.</p> <p>Computers</p> <p>Pay-for Print</p> <p>Electronic & traditional References</p> <p>Circulating collections</p> <p>Full access to all College online services</p> <p>Faculty Reserves</p> <p>Library Instruction</p>	<p>Houses circulating collection, hard copy and electronic periodicals and reference books to support all programs</p>
<p>Fayette Site</p>	<p>Although all students can use any of the nearby physical facilities, the following library resources and services can be accessed electronically.</p>		
<p>Millington Center</p>	<ul style="list-style-type: none"> • Databases • Distance Education Library InfoNet (DELI) 		
<p>Distance Education</p>	<ul style="list-style-type: none"> • Catalog – CyberCat • Online book renewal • Ask a Librarian • YouTube Instructional Videos • Online Orientation • InfoNet Library Webinars 		
































Customer Satisfaction

The library collects data from [online surveys](#) which evaluate library services as well as the services of the staff. The feedback ([Customer Survey Sampling 2011](#) and [Customer Survey Sampling 2012](#)) received from these surveys shows what customers think is important, what they want, and where improvement is needed. [Customer Survey Results 2011-2013](#) have been evaluated and used for continuous improvement of library services.

Southwest is not a research institution.

Sources

<p> Ask a Librarian</p> <p> Bornblum1</p>

-  Bornblum2
-  Bornblum3
-  Bornblum4
-  Bornblum5
-  Bornblum6
-  Bornblum7
-  Borrowing Agreement MALC
-  Campuses. Centers. Sites Locations
-  Collection Development Guidelines
-  Collection Development Policy
-  Collection by format
-  Collection by location
-  Collection by subject
-  Customer Survey
-  Customer Survey - Collection Dev
-  Customer Survey Results 2011-2013
-  Customer Survey Sampling 2011
-  Customer Survey Sampling 2012
-  Customer Survey with scale
-  CyberCat
-  DELI
-  Databases
-  Facilities by location
-  Faculty Electronic Request Library Instruction Blank
-  Faculty Request for Material
-  Gill 1
-  Gill 2
-  Gill 3
-  Hours
-  Inter Library Loan
-  Inter Library Loan Stats Mar 12-Feb 13
-  Liaison Guidelines
-  Liaison Librarian
-  Librarians Resumes
-  Library Instruction Faculty Survey Results
-  Library Instruction Stats by course, location, participants, staff
-  Library Instruction Student Survey
-  Library Instruction Student Survey Results
-  MAS 1
-  MAS 2
-  MAS 3
-  Mission - Library

-  Mission Statement
-  Mobile View Library Services
-  Online Library Orientation
-  Org Chart Academic Affairs
-  Parrish1
-  Parrish2
-  Parrish3
-  Parrish4
-  Parrish5
-  Resume -Carolyn S Head
-  Sample ILL form
-  Sample of Suggestion
-  Staff Chart
-  Suggestion
-  TALC
-  Tennshare
-  Webinars
-  Whi1
-  Whi2
-  Whi3
-  Youtube

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides comprehensive student support programs, services, and activities consistent with its mission which promotes student learning and enhances the development of its students.

Southwest's Mission

The mission of Southwest Tennessee Community College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives.

To fulfill its mission, Southwest addresses teaching and learning and public service in the following ways:

- University parallel courses and programs leading to Associate of Arts and Associate of Science degrees that meet the requirements of the first two years of a baccalaureate degree
- Career technical curricula leading to employment-related certificates and Associate of Applied Science degrees
- Continuing education, workforce development, and public service programs for community citizens and businesses
- Learning support programs for academically disadvantaged students
- Highly qualified full-time and adjunct faculty in all academic programs and disciplines
- Student support services that assist both students and alumni with their attainment of educational and career goals
- Student learning enrichment through honors programs, service-learning activities, tutoring, library services, cultural events, international studies, and extracurricular activities
- Administrative and financial services that support student enrollment, faculty and staff employment, college management, and organizational development
- Institutional partnerships and activities that advance community relations, public awareness and support, resource development, and inter-institutional collaboration and articulation
- Physical facilities and learning environments that are modern, comfortable, secure, and technically advanced for student, employee, and public use
- Assessments of institutional effectiveness to ensure continuous improvement
- Campus culture that promotes diversity, learning, and student success

Southwest serves a diverse student population ranging from traditional students recently graduated from high school to adults who have not entered a classroom in many years. Several hurdles that Southwest students often face are academic unpreparedness, financial challenges, and an academic environment which is difficult for a novice to navigate. ([Student Profile Summary Fall 2013](#)) Southwest has designed its support services to optimize students' educational experiences and maximize their development.

The [Student Handbook and Planner 2013-2014](#) which is published annually contains an overview of support services provided on both main campuses (Macon and Union) and at the four (4) centers (Gill, Maxine A. Smith, Millington and Whitehaven). In addition, appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses.

Support services, programs, and activities promoting student learning and enhancing student development are listed below with a brief description. All students enrolled at Southwest are eligible to participate in any support program, service or activity regardless of the location of the course or the manner in which the course is delivered.

Student Support Services

Advising and Counseling

Provides a comprehensive program of developmental academic advising which assists students with clarifying educational goals, developing educational plans, facilitating transfer, and adjusting to college expectations. Students who are new, are undecided, or who need more than six developmental credits are advised by professional academic advisors located in advising centers. During their first enrolled semester, students with declared majors and with less than six required developmental credits are transitioned to faculty advisors in their program of study.

Academic Testing Center

Provides high quality academic testing services that observe nationally recognized professional testing standards. The Center coordinates and provides a wide range of computerized and paper/pencil tests to both prospective and current students, College administrative and academic departments, other TBR institutions, community testing agencies, and urban/rural constituencies in the Mid-South region.

Admissions/Records

Admits students to the College using an online application process, facilitates the registration and withdrawal process, maintains educational records, evaluates transcripts for graduation and generates official transcripts. Computer labs and kiosks are available on campus for students to use for registration, email, access to the College's portal.

Bookstore

Provides access to books and supplies for all courses offered by the College.

Career Services

Provides assistance and information about choosing a program, exploring job interests, learning about job requirements and salaries, and selecting a career. Various diagnostic inventories are available to assist students in identifying career interests and goals. This office also disseminates information on career opportunities through newsletters and houses current job openings for interested students to review online. In addition, the office hosts activities during the year which connect employers with students.

Cashier's Office

Collects student tuition, fees, and other college-related revenue. College funds, such as student refunds, financial aid, and work study payroll, are disbursed through this office.

Child Care Centers

Provides multicultural experiences in an open-space setting. The open-space concept embraces all areas in the child's environment created by the centers' facilities. The staff nurtures the child's sense of independence and encourages exploration and the making of choices.

Financial Aid

Administers Federal, State, and institutional financial aid awards, including the student work-study program. This office conducts various activities which assist students with completing the Free Application for Federal Student Aid (FAFSA) and applying for work-study jobs.

Help Desk

Provides assistance with accessing email accounts and various on-line enrollment activities and can be accessed by calling (901) 333-HELP (4357).

Parking

Free parking is available at all locations. Video-assisted parking is provided to students, faculty, and staff who are seeking parking spaces during peak hours.

Public Safety

- Offers an emergency messaging system ([RAVE](#)) which provides e-mails and texts to students, faculty and staff in the event of an on-campus emergency, an unscheduled College closing, or a delay or cancellation of classes due to, for example, severe weather conditions
- To ensure students' safety, the College maintains a 24-hour dispatch operation staffed by Police Services personnel. Officers on duty at night, after class hours, and on weekends are equipped with a radio/telephone. In addition, surveillance cameras are located strategically across each campus. These cameras transmit 24 hours a day, seven days a week, to monitor and videotape devices located in the Police Services/Public Safety office
- [Video assisted escort-parking services](#) are available
- [Emergency Phones](#) are located in all buildings and automatically ring Police Services when the receiver is picked up

Student Disability Services

Provides support services to students who have documented disabilities. These services include readers, interpreters, note-takers, and separate location testing. The office makes available assistive technology devices to eligible students.

Transfer

To encourage students to continue their education, Transfer Days are held each spring with many colleges and universities participating. During the year, representatives from various colleges regularly schedule visits. In addition, articulation agreements are listed on the website.

Veterans Affairs (VA)

Provides counseling and outreach services to assist veterans in becoming acclimated to college life while obtaining veterans' education benefits and/or other available resources. This office links the College and the Department of Veterans Affairs to assist eligible veterans, dependents, reservists/guardsmen and disabled veterans (military service-connected disabilities) with applying for educational funding and offers guidance on VA regulations.

Student Support Programs, Services, and Activities Promoting Student Learning

Academic Support Center (ASC)

Provides tutoring, open computer labs, and auxiliary course materials (video tapes, textbooks, etc.). Computer labs in the ASC provide self-guided software for practice in a variety of academic disciplines, word processing and office management software, and access to the Internet. DVD/VHS monitors are available at each location for media viewing. Study areas with Wi-Fi networking are available in the ASC at each campus. Students use the ASC as a place to study individually or in groups.

Academic Intervention Management (AIM)

Students who are on probation or suspension meet regularly with a case worker who assists them with developing a plan to reach their academic goal.

Dual Enrollment

Provides qualified high school students with the opportunity to "jump start" their college career by accumulating college credit while also earning the high school credit necessary for graduation.

Honors Academy

Offers intellectually gifted, academically qualified, and motivated students the opportunity to explore significant issues and scholarly activities both on and off campus. Study, travel and community service are integral parts of both the program and course offerings. The development of exceptional leadership, inquiry, and thinking skills in students is a major aim of the program with an emphasis on team teaching, interdisciplinary themes, original documents, critical thinking, and creatively researched assignments.

LEAP (Learning Early Academic Program)

The Learning Early Academic Program (LEAP) is intended for students whose assessment scores indicate a need for remediation in reading, writing and/or mathematics prior to enrollment in Learning Support. Students are given a diagnostic assessment to determine an individualized mastery study plan. Each student, based on a diagnostic assessment, masters skills needed to enroll in Learning Support. The non-credit bearing, technology-based courses are scheduled in computer labs.

Library

Southwest offers traditional library facilities on two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith). The library's collections consist of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items. In terms of titles, there are more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively. Students enrolled in distance education classes can access information through Library InfoNet and the online catalog. In addition, students may get assistance from the librarian through an online chat or by Skype. In order to increase library awareness, faculty are encouraged to bring their students to information literacy sessions which focus on locating and evaluating information sources. Librarians or library assistants provide formal instruction sessions in a 21st-century lab for 50-60 minutes providing hands-on and face-to-face experience for audio, visual, and tactile learners.

Men of Southwest Tennessee (M.O.S.T.)

M.O.S.T is a grant-funded program, which is designed to assist first-year African-American male students adjust to the college environment as well as aid in their retention and graduation efforts. The M.O.S.T program offers an excellent opportunity for African-American male students to participate in a dynamic experience whereby they are supported through the following:

- A thorough battery of academic, career-interest, and barrier identification assessments
- Intensive case management services
- Monthly stipends
- Learning-support services
- Mentoring
- Learning cohort support services
- Leadership training

Open Computer Access

Computer workstations are provided on both campuses and at the centers. Students using the Southwest user name and password have access to various software, printers and the Internet. Each semester students are provided with credits allowing them to print at least 700 prints in black and white free of charge.

Southwest Mentors Advancing Retention, Teamwork, and Success (SMARTS)

A mentoring program which helps students succeed by developing a bond outside the classroom. Students are paired with a mentor who assists with aspects of the college experience.

Summer Bridge Program

Reviewing the literature on the poor persistence and graduation rates of students who place in remedial/developmental programs, Southwest implemented a Summer Bridge program, targeting students with ACT and Compass scores below college-level. This three-week pilot program serves as an introduction to college for high school graduates who plan to attend Southwest and who have placed in remedial/developmental reading, writing, and or math courses. Utilizing a diagnostic/prescriptive approach to teaching and learning, this technology-based program has been successful over the last two years of its implementation. The majority of students participating in the program have completed or made significant progress toward the completion of the Learning Support competencies ([Summer Bridge Program Fact Sheet](#))

Student Support Programs, Services and Activities Enhancing Student Development

CROSSROADS

Provides social and family activities, workshops, speakers and resources to help adult students with the transition back to school. Since the needs and responsibilities of the adult students are different from those of the traditional age students, CROSSROADS is designed to make a connection with adult students and address their needs.

College Activity Board (CAB)

Students may participate in CAB, which is a board responsible for planning both social events and learning activities on the campuses and at the off-site locations. They sponsor such activities as comedians, live bands, motivational speakers, etc.

Honor Societies

Southwest recognizes three chapters of national honor societies:

Phi Theta Kappa - a national honorary scholastic society

Alpha Beta Gamma - an international business honor society

Lambda Epsilon Chi - the national honor society founded by the American Association for Paralegal Education

Intramural Activities

Provides intramural sports including basketball, volleyball, billiards, chess, and dominoes designed to encourage wellness and physical fitness.

Intercollegiate Athletics

Offers both men's and women's basketball, men's baseball and women's softball which gives all students an opportunity to participate in and support competitive teams.

International Studies

Serves as a catalyst for international education by promoting a campus environment which encourages the appreciation and understanding for all people and cultures of global communities. This is accomplished through many campus-wide, international activities, student exchange programs, and study abroad opportunities.

Leadership Institute

Provides students with the opportunity to develop skills needed to become effective leaders.

New Student Orientation

Offers new students an opportunity to learn about academic expectations, campus culture, and the resources available at Southwest.

Service Learning

Students may choose classes that have service learning projects. These projects provide service-based experiential application of knowledge in real-world situations in which the service benefits the community.

Student Ambassadors

Students may serve as goodwill representatives of the College. Working with the Recruiting Office, they support college or community events and help promote Southwest.

Student Clubs and Organizations

To promote student engagement and assist with retention, over 40 different student clubs and organizations are available for student participation. Many of the clubs sponsor activities during the year.

Student Government

An elected governing group of students address issues and concerns of students.

Student Newspaper [Source](#)

The Southwest Source, the official College newspaper, is edited and published by the students during the fall and spring semesters. Involved students acquire experience in all aspects of journalism: writing, editing, layout and photography.

Support Services for Distance Education and Center Students

Appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses. Southwest recognizes that students who are fully enrolled online or off-campus need core services to support their learning experience. Students can access admissions, registration and records, advising, bookstore, cashiering, financial aid, library, tutoring, and the help desk from any location and receive needed services. Student may also reach any office by phone and receive service.

Admissions, Registration and Records

All enrollment services are completely online with the current student information system. Students may apply, register for classes including dropping, adding and withdrawing, change of major, and request transcripts through the College portal.

Academic Advising

Telephone or online advising is available to both new and continuing students. Faculty are available at the centers to assist student with advising needs.

Bookstore

Textbooks can be purchased online and shipped to a student's home or business address.

Cashiering

Tuition and fee payments can be mailed in or paid online with a credit or debit card or online check.

Distance Education (DE) and Instructional Technology Resources

Provides technical assistance and support specifically relating to Distance Education courses. An orientation to distance education is provided for students considering online courses and includes a system check so that the students can make sure that their computers are ready. It checks the operating system, browser and java versions, plug-ins and other items that are required in an online course. It also provides valuable information regarding the skills needed to be successful in that type of course.

Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available and may be completed online. Once Southwest receives the appropriate documentation and the student is eligible, the award is placed automatically on the student's account.

Help Desk

Students needing assistance with accessing their email accounts and various on-line enrollment activities can contact the Help Desk at (901) 333-4357 (HELP).





































Library

In addition to [Library InfoNet](#) and an online catalog, students may get assistance from the librarian through an online chat or by Skyping.

Tutoring

[Math](#), English, Anatomy and Physiology, Music tutoring assists students online.

Sources

-  Academic Support Center
-  Academic Testing Center
-  Advising and Counseling
-  Bookstore
-  CROSSROADS
-  Career Services
-  Cashier's Office
-  Child Care Centers
-  DE resources
-  Dual Enrollment
-  Emergency Phones
-  Financial Aid Website
-  Help Desk Request
-  Honors Academy
-  Intercollegiate Athletics
-  International Studies
-  Leadership Institute
-  Library InfoNet
-  MOST
-  Mission Statement
-  Online MathTutoring
-  Parking
-  RAVE
-  Records and Registration
-  SMARTS
-  Service Learning
-  Source
-  Student Handbook and Planner 2013-2014
-  Student Ambassadors
-  Student Clubs and Organizations
-  Student Disability Services
-  Student Government
-  Student Profile Summary Fall 2013
-  Summer Bridge Program Fact Sheet
-  Transfer
-  Video assisted escort-parking services

2.11.1**Financial Resources**

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

Financial Base

The College prepares an annual financial statement in accordance with generally accepted accounting principles and standards as defined by the Governmental Accounting Standards Board (GASB). As a member of the Tennessee Board of Regents (TBR) System, Southwest annually submits this financial report to the TBR for review and analysis. The report is then forwarded to the Comptroller of the Treasury, Division of State Audit for the State of Tennessee. Biannually, the Comptroller's Office conducts a financial and compliance audit of the College's financial statements and issues an opinion regarding the financial statements. [Tennessee Code Annotated, Section 4-3-304](#), authorizes the Department of Audit to perform the audits ([Audit Reports - 2010 & 2011](#) and the [Audited Special Review Report for 2012-2013](#), the audit for the most recently ended fiscal year).

A Schedule of Net Assets and Changes in Net Assets (Table 2.11.1.1) and Statement of Net Position (Table 2.11.1.3) for the last four years are presented as documentation.

Table 2.11.1.1

Schedule of Net Assets and Changes in Net Assets				
	2009-2010	2010-2011	2011-2012	2012-2013
	Actual	Actual	Actual	Actual
Beginning Balance	105,087,565	124,913,537	134,895,039	147,062,803
Revenue				
Tuition and Fees	19,085,333	19,036,184	20,129,801	20,457,426
State appropriations	44,164,706	42,418,158	33,228,192	31,456,011
Other Revenue	46,922,190	47,884,240	42,802,102	45,717,077
Total Revenue	110,172,229	109,338,583	96,160,096	97,630,514
Expenditures				
Instructions	29,111,583	30,774,986	28,930,298	29,304,127
Public Service	599,389	678,876	591,173	576,834
Academic Support	8,217,216	9,583,115	7,436,870	9,221,584
Student Services	8,946,473	9,158,402	6,996,124	8,155,943
Institutional Support	12,398,043	14,814,544	9,636,076	10,230,744
O&M Plant	8,294,143	9,799,217	8,047,389	7,694,073
Scholarships	20,136,254	21,874,876	19,686,831	21,362,738
Depreciation	2,454,161	2,485,825	2,473,507	2,563,636
Auxiliary Enterprises	188,995	187,239	194,063	185,342
Total Expenditures	90,346,257	99,357,080	83,992,331	89,295,021
Ending balance	124,913,537	134,895,039	147,062,803	155,398,297

The schedule below in Table 2.11.1.2 summarizing net assets and the changes in unrestricted net assets for the previous four years is provided. As shown on the schedule of net assets, unrestricted net assets have increased each year for the past four years.

Table 2.11.1.2 Summary of Changes in Net Assets

Fiscal Year	Unrestricted	Change in	Percentage
	Net Assets	Unrestricted Net Assets	of Change
2013	61,284,727	6,693,426	12.3%
2012	54,591,302	12,491,733	29.7%
2011	42,099,569	7,313,982	21.0%
2010	34,785,587	12,181,254	53.9%
2009	22,604,333		

In the Statement of Net Position below (Table 2.11.1.3), the College has included data concerning current assets and current liabilities. The statement demonstrates the sufficiency of current assets over current liabilities. Total assets including capital assets increased by 24.4% from 124,913,537 to 155,398,297 during the last four year period.

Table 2.11.1.3

<i>Statement of Net Position</i>				
	FY10	FY11	FY12	FY13
Invested in capital Assets, net of depreciation and related debt	89,147,062	91,684,140	91,193,920	92,286,982
Restricted - non-expendable				
Restricted - expendable	980,888	1,111,330	1,277,582	1,826,588
Unrestricted	34,785,587	42,099,569	54,591,302	61,284,727
TOTAL NET ASSETS	124,913,537	134,895,039	147,062,803	155,398,297
Current Assets	28,299,823	35,149,827	35,466,308	32,444,292
Current Liabilities	8,632,418	20,840,047	10,297,168	10,299,584
Property and Equipment, net of accumulated depreciation	92,133,432	92,544,497	91,947,088	92,929,620
Total Operating Revenues	25,113,915	26,983,205	26,452,421	26,145,441
Total Operating Expenses	89,974,776	98,969,289	83,557,823	89,295,021
Net Non-operating revenues/(expenses)	76,576,302	79,879,594	68,509,888	69,319,071
Total Other Revenues	8,110,531	2,087,992	763,278	2,166,002
Long-term liabilities-current portion	617,123	774,297	731,364	565,133
Long-term liabilities-noncurrent portion	8,944,763	9,025,639	9,381,413	3,819,895
TOTAL LONG-TERM LIABILITIES	9,761,886	9,799,936	10,112,777	4,385,028

Planning and Budgeting

As a member of TBR, Southwest operates in compliance with [TBR Policy No. 4:01:00:00 Budget Control](#) with regard to the budget and planning processes. Section I1 (p. 1) of this policy defines the number of budget submissions required each year. Prior to budget development, TBR, with input from the institutions, develops a five-year strategic plan. The most recent [TBR Strategic Plan for 2010-2015](#) outlines five priority areas: access, student success, quality, resourcefulness, and facilities. The [2010-2015 Southwest Strategic Plan](#) addresses each of the five priority areas identified by the Tennessee Board of Regents as appropriate for its mission.

Annually, TBR provides institutions in the system with budget guidelines for the particular budget cycle. Based upon these guidelines, the College provides planning and budget guidelines to the unit managers. Each planning unit of the College develops Institutional Effectiveness (IE) requests in support of the IE strategic plan. The Vice President of Administrative and Financial Services ([Job Description](#) and [Resume](#)) prepares the budget documents to be submitted to the Tennessee Board of Regents for approval.

Since 2000, Southwest has demonstrated a long history of financial health and stability to support its mission as a comprehensive community college. Despite the challenging financial times of the last ten years, 2002-03 to 2012-13, related to declining state support and an unstable economy, the College has been able to maintain its financial resources due to strategic planning, prudent spending, and consistent tuition and fee revenues from level enrollments. For two fiscal years, 2009-10 and 2010-11, the College received Federal American Recovery Reinvestment Act (ARRA) funding through the state's appropriations process. Additionally, during the implementation of the [Complete College Tennessee Act of 2010](#) and new state funding formula, the College using proactive planning and strategic budget reduction strategies was able to consistently build up its reserves and fund balances to allow for major locally funded College projects. These projects positioned the College for continued growth of its programs and services despite declining state support and stagnant enrollments. The College also has consistently received unqualified opinions and the audits have shown no material findings related to reporting or internal controls. The College's operating budgets, sponsored program awards, and fund balance levels, all indicate the College possesses the ability to provide for its operations and programs. Southwest's budgets, which have been approved by TBR, for

Planning and Budgeting Integrated Model

OVERVIEW

Southwest Tennessee Community College integrated its planning, institutional effectiveness and budgeting processes into one planning system to strengthen the management and delivery of programs and services. Long-range strategic planning drives annual planning that, in turn, drives the way resources are allocated and evaluations are designed. Assessments of actual performance lead to improvement and influence the next cycle of planning.

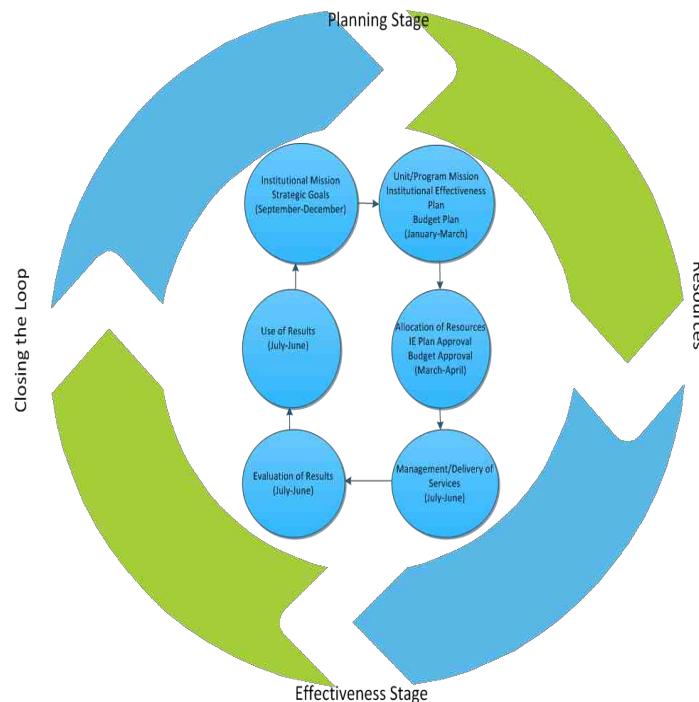
Institutional Effectiveness at Southwest

To implement consistent and effective planning and evaluation processes, Southwest integrates the institutional effectiveness and budgeting processes into one single process by carefully coordinating the schedule of activities. This linkage ensures that assessment results are completed timely to support planning efforts and planning becomes the basis for budget allocation. An online Planning-Budgeting database supports and documents the activities of this combined cycle. Departments are able to plan, evaluate, and budget using this technology. The system is available through the college's intranet.

The Institutional Effectiveness-Planning-Budgeting Cycle is built on three key principles:

- Prior fiscal year data drives planning
- Planning drives budgeting
- New fiscal year activities are accountable, evaluated, and improved

To maximize its contribution to the community and to society, the College must apply the information gained from evaluations toward the continual improvement of programs and services. The core cycle of institutional effectiveness is illustrated below. The cycle links planning, budgeting, evaluation and the use of results to strengthen the college's purpose, plan, programs, and services.



Planning: Each unit or educational program of the College clarifies its roles within the context of college mission and specifies the results to be achieved. Academic programs emphasize the attainment of student educational outcomes while administrative and support departments emphasize the achievement of operational outcomes and the performances of quality services.

Resource Allocation: Budgeting supports all units by allocating resources to achieve the units' desired plans, outcomes and improvements. Once plans have been reviewed through the appropriate administrative channel, budgets may be proposed to support the achievement of unit outcomes.

Evaluation: Assessment plans are developed and documented for each educational program outcome or administrative/educational service outcome. Units identify criteria for success and select or develop assessment methods. Assessment results are documented for review and analysis.

Use of Evaluation Results: College units improve their effectiveness when recommendations lead to action. Most improvements are made at the program or unit level to change how instruction or services are provided. Other improvements are made at the institutional level, such as through changes in college policies and procedures. The analysis of evaluation findings result in new ways of setting outcomes, designing services, or even assessing outcomes.

Closing the Loop: No unit has fully completed its institutional effectiveness cycle (or "closed the loop") until evaluation-based actions have been implemented and the operational changes have been recognized. College or unit effectiveness will not have improved until the assessment based change has made the desired impact. For some major changes, the impact may require years to be observed and documented.

opportunities. Through integrating planning, budgeting, evaluation, and management processes, Southwest can focus its efforts on long-range development as well as immediate improvements.

Sources

-  2010-2015 Southwest Strategic Plan
-  4-01-00-00 Budget Control
-  Audit Reports - 2010 & 2011
-  Complete College Tennessee Act of 2010
-  Financial Administrative Services IE 2011
-  Financial Administrative Services IE 2012
-  Financial Administrative Services IE 2013
-  Job Description Vice President Financial and Administrative Services
-  Resume-Ron Parr
-  STCC October 2009-10 Budget
-  STCC October 2010-11 Budget
-  STCC October 2011-12 Budget
-  STCC October 2012-13 Budget
-  STCC October 2013-14 Budget
-  Special Review Audit 2012 2013
-  TBR 2010-2015 Strategic Plan
-  Tennessee Code 4-3-304 Powers and Duties

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has adequate physical resources to support the mission of the institution and the scope of its programs and services.

To fulfill its mission, Southwest provides:

"Physical facilities and learning environments that are modern, comfortable, secure, and technically advanced for student, employee, and public use."

Campus Facilities

In support of this mission, Southwest has [two main campuses, four centers, and one site](#). A complete itemization of college-owned properties and a description of each is documented in the [Physical Facilities Inventory Report \(PFI\)](#).

Southwest maintains specialized instructional laboratory facilities in the engineering, computer, biotech, media technologies, fine arts, and health science programs. Appropriate instructional technology is available in each instructional area.

Facilities Planning and Budgeting

In compliance with Tennessee Board of Regents [Guideline B-022: Campus Facilities Master Plan](#), Southwest utilizes the master planning process to address the development of building and other physical resources for the institution's mission and enrollment growth. In 2003, the College updated its [Campus Master Plan](#) and [Master Plan executive summary](#) with assistance from an architectural firm and with input from the College's faculty and staff and in coordination with the College's strategic plan and mission statement. The updated Master Plan was approved by the Tennessee Board of Regents, the Tennessee Higher Education Commission, and the State of Tennessee Building Commission. Interim updates to that master plan were made for both the [Macon Campus](#) and [Union Campus](#). The College is in the request for proposal (RFP) stage of selecting a design firm ([see proposal from candidate firm](#)) that specializes in the development of master plans for institutions and organizations.

Annually, the College submits a capital budget request to the Tennessee Board of Regents (TBR). The TBR reviews and prioritizes the requests from all of the colleges, universities, and colleges of applied technology centers within the System. The prioritized list is submitted to the Tennessee Higher Education Commission (THEC) for review and recommendation to the governor. In turn, the governor submits funding recommendations to the legislature in his annual state budget. The capital budget requests are composed of three parts. The first part is for capital outlay for new buildings. The second part is for major capital maintenance projects, and the last part is for disclosed projects. Disclosed projects are typically construction or major capital maintenance projects that are to be funded from private or institutional dollars. Even though these projects do not require state funding they must still be disclosed. Typically, the College develops the capital budget requests in the spring. The College's Master Plan is used as a guide to identify capital outlay and capital maintenance projects to be submitted.

Facilities Maintenance

Capital maintenance dollars are often used to fund major deferred maintenance projects. Additionally, the College funds less expensive deferred maintenance items from the maintenance department's normal annual operating budget and, if appropriate, from college plant funds or private gifts. Recently completed, ongoing and future Capital projects are available in the [capital projects update report](#).

In addition to projects requiring State Building Commission approval, Southwest also self-funds small renovation projects such as minor construction and renovations.

As itemized from the information above, Southwest uses a combination of state appropriations, federal stimulus funds, private contributions, and institutional dollars to fund its capital outlay and major capital maintenance needs.

Southwest's Physical Plant department provides the primary support for the maintenance and upkeep of college facilities. Additional support is provided through the use of contracted services when appropriate. The 2013-14 Physical Plant department budget is approximately \$6.4 million.











Physical Plant 2013-2014 budget

Index Code	Budget Name	Amount
33440	ENVIRONMENTAL SAFETY	\$12,700
33600	PHYSICAL PLANT ADMIN	\$261,700
33620	CUSTODIAL SERVICES	\$1,103,800
33640	GENERAL SERVICES	\$595,000
33650	MAJOR REPAIRS&RENOV	\$25,900
33660	MOTOR VEHICLE	\$265,300
33670	RENT	\$469,000
33675	PROPERTY INSURANCE	\$0
33680	SKILLED TRADES	\$1,180,500
33690	UTILITIES	\$2,500,000
	Total	\$6,413,900

The Physical Plant uses the Help Desk System to document a work order for tracking maintenance requests. In addition to routine, preventive, and corrective maintenance items submitted via the Help Desk, any college employee may submit [work requests](#) to the maintenance department for work to be performed.

In addition to Southwest's Physical Plant Department, the College receives the support of the Tennessee Board of Regents' Facility Development Office. Their office provides administrative support for capital outlay and larger capital maintenance projects.

Sources

-  [2003 Master Plan](#)
-  [2003 Master Plan Executive Summary](#)
-  [2012-Revised master plan for Macon Cove](#)
-  [B-022 - Campus Facility Master Plans](#)
-  [Campus-Maps](#)
-  [Capital Projects Status update](#)
-  [Master Plan update Union](#)
-  [Master-plan-RFP-Proposal 2-10-14](#)
-  [PFI info](#)
-  [work-request-form](#)

2.12**Quality Enhancement Plan**

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. (**Note:** *This requirement is not addressed by the institution in its Compliance Certification.*)

Judgment

Compliance Non-Compliance Not Applicable

Narrative

3.1.1

Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The Southwest Tennessee Community College(Southwest) Mission Statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Current and Comprehensive Mission Statement

The Tennessee Board of Regents (TBR) approved the current [Mission Statement](#) in March 2011 and included it in its [2010-2015 Strategic Plan \(Page 71\)](#).

Mission Statement

The mission of Southwest Tennessee Community College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives.

In order to fulfill its mission, the College is committed to providing relevant and effective programs and services that enhance educational opportunities for the betterment of its constituents. Public service is provided through programs in its Continuing Education Department and and through community outreach initiatives. Southwest partners with other educational providers, federal and State agencies, and non-governmental organizations. To further the overall mission of the College, it implements the following:

- University parallel courses and programs leading to Associate of Arts and Associate of Science degrees that meet the requirements of the first two years of a baccalaureate degree
- Career technical curricula leading to employment-related certificates and Associate of Applied Science degrees
- Continuing education, workforce development, and public service programs for community citizens and businesses
- Learning support programs for academically disadvantaged students
- Highly qualified full-time and adjunct faculty in all academic programs and disciplines
- Student support services that assist both students and alumni with their attainment of educational and career goals
- Student learning enrichment through honors programs, service-learning activities, tutoring, library services, cultural events, international studies, and extracurricular activities
- Administrative and financial services that support student enrollment, faculty and staff employment, college management, and organizational development
- Institutional partnerships and activities that advance community relations, public awareness and support, resource development, and inter-institutional collaboration and articulation
- Physical facilities and learning environments that are modern, comfortable, secure, and technically advanced for student, employee, and public use
- Assessments of institutional effectiveness to ensure continuous improvement
- Campus culture that promotes diversity, learning, and student success

Mission Guides Southwest Operations

Southwest's mission statement defines the goals and objectives of the institution and determines the scope of services provided to its constituents.

The mission statement frames all activities, including the development of unit goals as detailed in the [2013-2014 IE unit home page of Provost](#), [2013-2014 IE unit home page of Dean of Career Studies](#) and the [2013-2014 IE unit home page of Nursing](#). Southwest requires that each unit develop a mission statement that clarifies its purpose and scope of service, as shown in the [Institutional Effectiveness Plan 2012-13 of the Provost](#). Unit mission statements at the academic department level are coordinated with the mission statements of the deans, whose mission statements are coordinated with that of the Provost/Executive Vice President, as compiled in the [Summary Report of Unit Missions -Provost and direct reports](#). The Institutional Effectiveness Planning System creates summary reports of unit mission statements in an organizational hierarchy, thus allowing all the opportunity to view unit mission statements and how they are related to mission statements above and below the unit.

Every unit mission is linked explicitly to the institutional mission statement. During the annual planning cycle, units update their mission statements and identify the part of the institutional mission statement which most closely guides the unit's purpose and service. The unit mission is included in the online Institutional Effectiveness Planning System and provides clear connections between unit and institutional purposes. Each unit's home page displays both the unit mission statement and the closely related institutional mission as shown in the [2013-2014 IE unit home page of Dean of Career Studies](#).

Decision based on the Mission Statement

One component of the Mission statement indicates that the Institution will "promote work readiness skills." One decision guided by that part of the mission is the creation of the Industrial Readiness Training Program (IRT) as indicated in the [2012-2013 IE](#) plan for the President's office. The IRT program was specifically designed to improve workforce development in Southwest's service area by improving participants' work readiness skills for specific employers in Shelby County.

Distinctiveness of the Institution and its Values

Southwest emphasizes accessibility and affordability to higher education for a diverse population of students, including traditional college age students, adult learners, and international students. The College anticipates and responds to the educational needs of students, employers, and communities within its service area. The institution strives to provide an effective teaching and learning environment designed to raise educational levels, enhance economic development, and enrich personal lives. Increasing student access including distance education and other instructional modalities, providing quality educational programs which will prepare the student to function effectively in a diverse and globally competitive society are all of critical importance to Southwest as it implements its mission.

Periodic Review of Mission

Southwest is governed by the Tennessee Board of Regents (TBR). Southwest conducts a formal review of its institutional mission every five years as part of the TBR's strategic planning cycle. Southwest updated its mission in 2011. The mission statement was reviewed and approved by TBR and included in Southwest's [2010-15 Strategic Plan \(Page 7\)](#) and the [TBR 2010-2015 Strategic Plan \(Page 71\)](#). The next formal review will take place during 2014-15 academic year as the College prepares its 2015-20 strategic plan. At that time, both Southwest's strategic plan and its mission statement will have to be reviewed and approved by TBR.

Communication To Institutional Constituencies

The mission statement is published in College documents, including the [Catalog 2013-2014 \(Page 3\)](#), the faculty handbook (link to mission statement in faculty handbook here), in the College's [2010-15 Strategic Plan \(Page 7\)](#), and on the Southwest [website](#). In addition, the mission statement is framed and displayed prominently in various locations at each campus and center.

Sources

-  [2012-2013-Presidents_IE](#)
-  [2013-2014 IE unit home page of Business and Legal Studies](#)
-  [2013-2014 IE unit home page of Dean of Career Studies](#)
-  [2013-2014 IE unit home page of Provost](#)
-  [Catalog 2013-2014 \(Page 3\)](#)
-  [Institutional Effectiveness Plan 2012-13 Provost](#)
-  [Mission Statement](#)
-  [Nursing-IE-2013-14-PPMs](#)
-  [Southwest 2010-15 Strategic Plan \(Page 7\)](#)
-  [Summary Report of Unit missions -Provost and direct reports](#)
-  [TBR 2010-2015 Strategic Plan \(Page 71\)](#)

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The Tennessee Board of Regents (TBR), the governing board of Southwest Tennessee Community College (Southwest), is responsible for the selection and the periodic evaluation of the president, who is the chief executive officer of Southwest.

Selection

TBR governs the State University and Community College System of Tennessee and one of its principal duties is to select the president of its member institutions as defined in Section VI of [6-06-00-00 Tennessee Board of Regents Bylaws](#) and Section 2 of TBR Policy [1-02-02-00 Duties of the Board](#).

To guide that process, TBR Policy [1-03-03-00 Selection and Retention of Presidents](#) describes both the role of the Board and the process it must follow for selecting the president. The Board establishes the criteria for the selection of the president upon the vacancy or notice of vacancy of the office. In consultation with the Chairman and Vice Chairman of the Board, the Chancellor has the authority to appoint an interim president while the selection process is occurring.

Evaluation

According to TBR Policy [1-03-02-00 Duties of the Presidents and Technology Center Directors](#), the president "shall be responsible to the Board through the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and of the Chancellor. The president shall make an annual report to the Board, through the Chancellor, of the work and condition of the institution under his or her control."

It is the responsibility of the Chancellor to conduct an annual evaluation of the President. Evaluations are used by the Chancellor to improve the administration of a president, to determine compensation adjustment, and to determine future employment status. Following TBR Policy [1-03-03-00 Selection and Retention of Presidents](#), the Chancellor must consider a minimum of three criteria when evaluating presidents.

1. The president's accomplishment of annual objectives at the institution.
2. The demonstrated ability of the president to serve as a leader of the campus community, including such factors as the ability to organize, to make decisions, to motivate others, to communicate, to maintain strong external relationships, and to develop other leaders.
3. The commitment of the president to the institution and the System, and to the implementation of Board policies.





Evaluation Procedure

At the beginning of each fiscal year, the Chancellor requests that the president prepare a formal report on college conditions and presidential goals. While the specific items to be reported may change from year to year, key topics may include:

- A. Written statement of the progress being made toward the completion of goals established for the previous fiscal year
- B. Statement on institutional trends found in each category of the state's annual "report card" on institutional performance:
 1. Persistence to Graduation
 2. Retention Rates
 3. Employment and Employment By Race
 4. Job Placement
 5. Staffing
 6. Expenditures
 7. Private Gifts
 8. Financial Aid
 9. Degrees Granted
 10. High School Graduates Participation in the Service Area
 11. Passing Nursing Licensure Exam
 12. Student Satisfaction
 13. Alumni Satisfaction
 14. General Education Outcomes Test
 15. Program Accreditation
 16. External Peer Review
 17. Ratio of Full-time Students to Full-time Faculty
- C. Areas in which progress has been made
- D. Areas where improvement is needed
- E. Five major points of focus for next year

Following the submission of the report, the Chancellor conducts a formal meeting with each president. At the completion of an evaluation, the Chancellor provides feedback and guidance to each president in preparation for the new fiscal year.

Sources

-  [1-02-02-00 Duties of the Board](#)
-  [1-03-02-00 Duties of the Presidents and Technology Center Directors](#)
-  [1-03-03-00 Selection and Retention of Presidents](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws](#)

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

- 3.2.2.1 institution's mission;
- 3.2.2.2 the fiscal stability of the institution;
- 3.2.2.3 institutional policy

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Legal Authority

The legal authority and operating control of Southwest Tennessee Community College (Southwest) are clearly defined by the Tennessee Board of Regents (TBR) within the institution's governance structure:








- 3.2.2.1 institution's mission;
- 3.2.2.2 the fiscal stability of the institution;
- 3.2.2.3 institutional policy

Under [Tennessee Code 49-8-101](#), a state university and community college system is established and the government, management, and control of this system are vested in the Tennessee Board of Regents (TBR) as stated in Policy [1-01-00-00 System of Governance](#). According to [Tennessee Code 49-8-1202 Management and Control](#), Southwest is governed by the Tennessee Board of Regents (TBR).

Described in the [6-06-00-00 Tennessee Board of Regents Bylaws](#), TBR Policy [1-02-02-00 Duties of the Board](#), and [Tennessee Code 49-8-203 Powers and Duties](#) are the specific duties of TBR which include organizational, academic, financial, and policy-making and other governance functions.

Specific details are described in 3.2.2.1 institution's mission; 3.2.2.2 the fiscal stability of the institution; and 3.2.2.3 institutional policy.

Sources

-  [1-01-00-00 System of Governance](#)
-  [1-02-01-00 Purpose of the Board](#)
-  [1-02-02-00 Duties of the Board](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws](#)
-  [Tennessee Code 49-8-101 Tn Community College System Established](#)
-  [Tennessee Code 49-8-203 Powers and Duties](#)
-  [Tennessee Code 49-8-12-2 Management and Control](#)

3.2.2.1

Governance and Administration: Governing Board Control: Institution's Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The legal authority and operating control of Southwest Tennessee Community College (Southwest) are clearly defined by the Tennessee Board of Regents (TBR) for the institution's [Mission](#).

Legal Authority

Approval of the institution's mission resides with TBR, which governs Southwest. The current mission statement was approved by the TBR in March 2011 and is included in TBR's [2010-2015 Strategic Plan \(Page 71\)](#). As part of the strategic planning process, the institutional Mission Statement is formally reviewed by the College and TBR on a five-year strategic planning cycle. The next formal review will take place during 2014-15 academic year as the College prepares for its 2015-20 strategic plan. At that time, both Southwest's strategic plan and its mission statement will have to be reviewed and approved by TBR.





Operating Control

Operating control of the institution is delegated to the President of Southwest, who is charged with "promoting the efficient operation" of the College and is responsible to the Board for the operation and management of the institution and for the execution of Board directives in accordance with [TBR Policy 1:03:02:00 Duties of the Presidents and Technology Center Directors](#) (paragraph 1).

The governance role of the Board is published in [Catalog 2013-2014 \(Page 1\)](#) and on the [website](#). The following published statement informs students and the community of Southwest's accountability to the Board and the TBR System.

Southwest Tennessee Community College is a member of the State University and Community College System of Tennessee under the governance of the Tennessee Board of Regents.

Sources

-  [1-03-02-00 Duties of the Presidents and Technology Center Directors](#)
-  [Catalog 2013-2014 \(Page 1\)](#)
-  [Mission Statement](#)
-  [TBR 2010-2015 Strategic Plan \(Page 71\)](#)

3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The legal authority and operating control of Southwest Tennessee Community College (Southwest) are clearly defined by the Tennessee Board of Regents (TBR) for the fiscal stability of the institution.

Southwest derives its legal authority for fiscal operations and stability from the State of Tennessee. Specifically, under [Tennessee Code 49-8-101](#), a state university and community college system is established and the government, management, and control of this system are vested in TBR according to [Tennessee Code 49-8-1202 Management and Control](#). The President of Southwest, as stated in [1-03-02-00 Duties of the Presidents and Directors](#), is charged with the responsibility for the efficient operation and financial management of the College budget consistent with established TBR policies.

As described in Policy [6-06-00-00 Tennessee Board of Regents Bylaws](#), TBR Policy [1-02-02-00 Duties of the Board](#), and [Tennessee Code 49-8-203 Powers and Duties](#), the specific duties of TBR include organizational, academic, financial, and other governance functions. As the legal authority, TBR approves the operating and capital budgets of Southwest and sets policies for its fiscal affairs.

Policy [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 6\)](#), provides for the establishment of a Committee on Finance and Business Operations which is responsible for making recommendations to the Board regarding fiscal policies, and reviewing recommendations of the Chancellor concerning appropriation requests, allocations, budgets, and budget revisions for each of the institutions in the State University and Community College System. Southwest must submit a budget according to Policy [4-01-00-00 Budget Control](#) prepared in the spring that is for the fiscal year to begin July 1. It is normally submitted to the Tennessee Board of Regents for approval at the June Board meeting. TBR is required to submit an annual report to the governor and general assembly at the end of each fiscal year as denoted in [Tennessee Code 49-8-203 Powers and Duties \(Page 2\)](#).

In addition, Policy [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 7\)](#), creates an Audit Committee by TBR which provides oversight and accountability on all aspects of institutional operations within the TBR system. Southwest employs a full-time internal auditor who reports to the President, with audit reporting responsibility to the Audit Committee and the Board, through the Director of System-wide Internal Audit. In accordance with [Tennessee Code 49-14-102](#), the Director of System-wide Internal Audit reports directly to the Audit Committee and the Tennessee Board of Regents. This reporting structure ensures the independence of the internal audit function.

The Board meets on a quarterly basis. All policy and financial matters are resolved in public meetings and published on the TBR website through the "[Board Members](#)" link at [Meeting Schedule](#), [Meeting Materials](#) and [Minutes of the Board](#).

Sources

-  [1-02-02-00 Duties of the Board](#)
-  [1-03-02-00 Duties of the Presidents and Directors](#)
-  [4-01-00-00 Budget Control](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 6\)](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws \(Page 7\)](#)
-  [TBR Board Members 2013-2014](#)
-  [TBR Meeting Materials](#)
-  [TBR Meeting Schedule](#)
-  [TBR Minutes 1995-2013](#)
-  [Tennessee Code 49-8-101 Tn Community College System Established](#)
-  [Tennessee Code 49-8-203 Powers and Duties](#)
-  [Tennessee Code 49-8-203 Powers and Duties \(Page 2\)](#)
-  [Tennessee Code 49-14-102 Creation of Audit Committee](#)
-  [Tennessee Code 49-8-12-2 Management and Control](#)

3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The legal authority and operating control of Southwest Tennessee Community College (Southwest) are clearly defined by the Tennessee Board of Regents (TBR) within the institution's governance structure for institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Institutional Policy

Policy making authority was granted to TBR by the [Tennessee Code 49-8-203](#), which defines its powers and duties. TBR's authority over Southwest is defined in its own [Bylaws](#) and Policy [1-02-02-00 Duties of the Board](#). TBR established policy:

- To approve the operating and capital budgets of each institution and school and otherwise set policies for their fiscal affairs
- To establish policies and regulations regarding the campus life of the institutions and schools, including but not limited to the conduct of students, student housing, parking, and safety
- To assume general responsibility for the operations of the institutions and schools

In practice, TBR has established a comprehensive system of policies which guide all institutions including Southwest. These system-level policies are reflected in parallel institutional-level policies. In all cases, TBR policies have authority over institutional policies. TBR promulgates policies and guidelines in the following areas:

Policies

- Academic Policies
- Business and Finance Policies
- Governance, Organization, and General Policies
- Personnel Policies
- Student Policies

Southwest's policies, which are consistent with TBR's policies, are found in the College's policy manual and are formatted into five major sections which coincide with TBR. Each policy is identified by a multi-digit number. The first digit designates the division, the following six digits designate TBR Policy Number (if any), and the last digits designate the College's order of approval as stated on page 2 of Southwest's policy [1-00-00-00-00 Policy Preparation Guidelines](#).

1:00:00:00/0 Governance, Organization and Policy
2:00:00:00/0 Academic
3:00:00:00/0 Student Affairs
4:00:00:00/0 Business and Finance
5:00:00:00/0 Personnel

Review of Southwest's Policies

As stated in Southwest's policy [1-00-00-00-00 Policy Preparation Guidelines](#), the Vice President for Financial and Administrative Services has the responsibility for ensuring the validity of the content of the College's Policies and Procedures Manual and ensuring that the process for review outlined in the policy is followed.

Policies Concerning Related and Affiliated Corporate Entities








The Southwest Tennessee Community College Foundation is the only corporate entity affiliated with Southwest. The Foundation is not an operational element of Southwest Tennessee Community College; it is a separate legal entity whose functions are supported financially by private donations. The Foundation/College relationship is derived from a shared interest in the development of Southwest Tennessee Community College. The relationship between Southwest Tennessee Community College and the Southwest Foundation is governed by TBR Policy [4-01-07-02 Foundation](#) and Southwest's policy [4-01-07-02-17 Foundations](#). It is a non-profit, charitable corporation, holding a 501(c)(3) designation from the Internal Revenue Service and operates as a separate entity from the College.

The finances of the Foundation are subject to oversight by TBR and the State Comptroller of the Treasury. Accordingly, the Foundation is audited by the State Division of Audit on the same cycle as the College. Additionally, the Foundation must issue a comprehensive annual financial report prepared in accordance with generally accepted accounting principles as required in policy [4-01-07-02. Foundation](#)

Policies Concerning Auxiliary Services

Board policy also governs auxiliary services and related corporate entities in accordance with TBR Guideline [B-020 Classification and Operation of Auxiliary Enterprises](#), Section II, Auxiliary Enterprise Operation. The bookstore is the only auxiliary service at Southwest.

Sources

-  1-00-00-00-00 Policy Preparation Guidelines
-  1-02-02-00 Duties of the Board
-  4-01-07-02 Foundation
-  4-01-07-02-17 Foundations
-  6-06-00-00 Tennessee Board of Regents Bylaws
-  B-020 Classification and Operation of Auxiliary Enterprises
-  Tennessee Code 49-8-203 Powers and Duties

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The governing board of Southwest Tennessee Community College, the Tennessee Board of Regents (TBR), has a policy addressing conflict of interest for its members. Tennessee Board of Regents [Policy 1:02:03:10, Conflict of Interest](#), defines "general principles which should guide the actions of members of the Board and of employees," and includes "illustrations of activities which potentially constitute a conflict of interest." Specific concern is expressed in Section 3 for two types of conflict:

"A conflict of interest occurs when the personal interests, financial or otherwise, of a person who owes a duty to the Tennessee Board of Regents and its constituent institutions (Regents and all employees) actually or potentially diverge with the person's professional obligations to and the best interests of the TBR and its institutions."

"A conflict of commitment occurs when the personal or other non-work-related activities of an employee of the TBR and its constituent Institutions impair the ability of that employee to meet their commitments of time and energy to the TBR and its institutions."

To enforce policies and laws, TBR requires all members of the Board and key institutional leaders to submit disclosure forms. TBR and institutional Disclosure Review Committee evaluate written disclosures. All possible conflicts of interest related to family members, business affiliations, gifts, educational benefits, use of staff, intellectual property, real property, purchases, or other concerns are subjected to review and sanction.

Members of the Board of Regents, the Chancellor of the system, members of the senior staff of the system office, all institutional presidents, and other key institutional personnel are required to file a financial disclosure form within one month of their initial appointment and annually thereafter in January.

At the institutional level, TBR Conflict of Interest Disclosure Forms are completed by employees who report directly to the President. These forms are on file in the President's Office.

Sources

 [1-02-03-10 Conflicts of Interest](#)

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

As the governing board of Southwest Tennessee Community College(Southwest), the Tennessee Board of Regents (TBR), is free from undue influence from political, religious, or external bodies, and protects the institution from such influence.

To preserve an appropriate standard of independence, TBR publishes Policy [1-02-03-20 Code of Ethics for Members of TBR](#) which holds each member responsible for "representing the entire System without regard for any congressional district or area of the State" and has procedures in place to ensure that members adhere to the strictest ethical standards. Board members may not accept or offer favors under circumstances that may lead to the expectation that the favors were intended to influence their decisions while serving on TBR. New board members attend an [orientation](#) designed to reinforce an understanding of duties and responsibilities.

A well-defined structure clearly ensures political balance, religious diversity, and a wide range of professional, age, sex, and racial representation on the Board. Policy [1-02-04-00 Selection and Terms of Board Members](#) outlines the composition of the Board. Specifically, the Board must include representation from different congressional districts, geographical areas, political parties, alumni from different institutions in the system, age groups, racial minorities, and genders. The Board also includes a faculty member and a student, who are appointed annually and represent different institutions each year. Further, to ensure that the Board is protected from undue influence from external bodies, the Board publishes a list of [Members 2013-2014](#) with a profile of each member as shown in this [Sample of Board Member Profile](#).








In accordance with the Tennessee Sunshine Laws and Policy [6-06-00-00 Tennessee Board of Regents Bylaws](#), TBR operates with full transparency, as all discussions and decisions are conducted in the open. The secretary of the Board issues a calendar of the quarterly meetings and their locations as well as special meetings. All meetings are advertised at least 5 days in advance and public notice of the meetings is furnished to the news media. Much of the work of the Board is accomplished through standing committees, which are structured to ensure a wide range of representation. Section VII of [6-06-00-00 Tennessee Board of Regents Bylaws](#) states, "All Board members may participate in committee deliberations; however, each standing committee shall consist of not less than three and not more than seven Board members."

During the meeting, nine voting members constitute a quorum and each Board Member has a single, equal vote, voting on all issues unless there is a real or perceived conflict of interest, in which case the board member may abstain. Recorded votes are called for all motions or resolutions. Any member holding a minority view may request that his or her view be made a matter of public record.

As a state board, TBR is subject to the state's open records and open meetings laws. ([Board Meeting Materials and Webcast](#), [TBR Minutes 1995-2013](#) are available on the Board website, as are [2012 and 2013 Quarterly Board Meeting Schedule](#) of dates and locations) The [TBR Minutes 1995-2013](#) reflect all actions taken and the votes of respective board members. These minutes consistently indicate that all Board members participate actively in decision making and policy formation. It is notable that there is nothing in the minutes or actions of the Board to indicate any undue influence from any external bodies. [TBR Board Minutes June 29, 2012](#) are included as an example.

TBR has established policies and procedures to ensure independence and protect the Board from undue influence.

Sources

-  [1-02-03-00 Duties of Board Members](#)
-  [1-02-03-20 Code of Ethics for Members of TBR](#)
-  [1-02-04-00 Selection and Terms of Board Members](#)
-  [2012 and 2013 Quarterly Board Meeting Schedule](#)
-  [6-06-00-00 Tennessee Board of Regents Bylaws](#)
-  [Board Meeting Materials and Webcast](#)
-  [Orientation Slides for New TBR Members](#)
-  [Sample of Board Member Profile](#)
-  [TBR Board Members 2013-2014](#)
-  [TBR Board Minutes June 29 2012](#)
-  [TBR Minutes 1995-2013](#)

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Tennessee Board of Regents (TBR), which governs Southwest Tennessee Community College (Southwest), has a policy whereby board members can be dismissed only for appropriate reasons and by a fair process.

Board Composition

The composition of the Tennessee Board of Regents is set forth in [Tennessee Code 49-8-201 Composition](#). Twelve lay citizens are appointed on rotating six-year terms by the governor and are subject to confirmation by the State of Tennessee Senate. Four more are ex officio members designated by statutory authority including the Tennessee Governor, Commissioner of Education, Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission. In addition, both a student and a faculty member from the system institutions are appointed for a one-year term. [TBR Policy 1:02:04:00, Selection and Terms of Board Members](#) explicitly defines the terms and tenure of board members.

Board Member Removal








The Board members of TBR are subject to the provisions of [1-02-03-20 Code of Ethics for Members of TBR](#). The Code of Ethics addresses the time commitment, regents' authority and responsibilities. It expects that Board members adhere to Policy [1-02-03-10 Conflicts of Interest](#) and disclose to the General Counsel when personal interest, financial or otherwise of a Board member actually or potentially diverge from his obligation as a Board member. Disclosure by or about a member of TBR will be evaluated by the Board or by a duly appointed committee regarding the disposition of the disclosure as stated in Policy [1-02-03-10 Conflicts of Interest \(Page 7\)](#). Persons potentially committing a conflict of interest violation being considered by the Conflict of Interest Review Committee shall receive notice of the Committee's evaluation and be given an opportunity to appear before that Committee. The findings of the Committee will be forwarded to the Board.

Fair Process

A Board member who is accused of violating the Code of Ethics is entitled to a due process contested case hearing according to [Tennessee Code 49-8-204](#) and following the guidelines of Policy [1-06-00-05 Uniform Procedures for Cases Subject to the Tennessee Uniform Administrative Procedures Act](#). Upon a finding of a violation of the Code of Ethics in a contested case hearing, the appointed Board member may be removed from the Board by a two-thirds (2/3) vote of the Board membership according to [Tennessee Code 49-8-204 Code of Ethics Violation](#).

Because TBR has never dismissed a governing board member, an example of implementation of the policy is not available.

Sources

-  [1-02-03-10 Conflicts of Interest](#)
-  [1-02-03-10 Conflicts of Interest \(Page 7\)](#)
-  [1-02-03-20 Code of Ethics for Members of TBR](#)
-  [1-02-04-00 Selection and Terms of Board Members](#)
-  [1-06-00-05 Uniform Procedures for Cases Subject to the Tennessee Uniform Administrative Procedures Act](#)
-  [Tennessee Code 49-8-201 Composition](#)
-  [Tennessee Code 49-8-204 Code of Ethics Violation](#)

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the Tennessee Board of Regents (TBR), which governs Southwest Tennessee Community College (Southwest), and the responsibility of the administration and faculty to administer and implement policy.

Tennessee Board of Regents

Governed by TBR, Southwest is a member institution of the State University and Community College System of Tennessee according to [TBR Policy 1:03:01:00](#).

Governance and policy-making responsibility resides with the Tennessee Board of Regents (TBR), which is fully empowered to define policies for the State University and Community College System of Tennessee. [TBR Bylaws 6-06-00-00](#) and [TBR Policy 1:02:02:00, Duties of the Board](#) delineate TBR's purpose, operation and responsibilities. For example:

- To approve the operating and capital budgets of each institution and school and otherwise set policies for their fiscal affairs
- To establish policies and regulations regarding the campus life of the institutions and schools, including, but not limited to, the conduct of students, student housing, parking, and safety
- To assume general responsibility for the operations of the institutions and schools

To guide the institutions, TBR has comprehensive policies and guidelines which are categorized in the following areas:

- Governance, Organization, and General Policies
- Academic
- Student
- Business and Finance
- Personnel

All new and revised system policies of the Board are distributed to TBR institutions through the presidents of member institutions according to Guideline [G-010 Communication of Board Actions and Policies](#).

Following meetings of the Board of Regents, the staff of the TBR Central Office shall promptly distribute a copy of all new and revised System policies and guidelines approved by the Board to the persons and organizations listed below. As practicable, distribution shall be made by electronic mail.

In addition to policy-making, as stated in the bylaws, TBR is empowered to employ a Chancellor who is the chief executive officer of the State University and Community College System. In addition, TBR selects and employs the presidents of the institutions who are responsible to TBR through the Chancellor for the operation and management of the institution and for the execution of all directives of TBR and of the Chancellor. ([Org Chart Central Admin-January 1, 2014](#)).

President

By policy and practice, the Board supports and enables the President of Southwest to administer College operations. TBR policy [1:03:02:00](#) indicates that "the president of each university and community college in the System shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution." Administration and implementation of TBR policy rests with the president who is empowered to develop additional policies which are customized to support Southwest's mission and circumstances to guide the operation of the college. Southwest's policies are consistent with TBR's rubric.

Section 1–Governance, Organization and Policies

Section 2–Academic

Section 3–Student Affairs

Section 4–Business and Finance

Section 5–Personnel

To guide administrators and managers, the [Southwest Policy Manual](#) is published on the College's website.

Faculty and Staff

The President is given full authority in developing and maintaining an organizational chart. All employees on the chart have job descriptions that describe their responsibilities and are available in Human Resources through an online personnel system called PeopleAdmin. Employment contracts specify the responsibility of the employee to perform services in a manner consistent with established policies.

Sources

-  1-02-02-00 Duties of the Board
-  1-03-01-00 Institutions and Schools of the System
-  1-03-02-00 Duties of the Presidents and Technology Center Directors
-  6-06-00-00 Tennessee Board of Regents Bylaws
-  G-010 Communication of Board Actions and Policies
-  Mission Statement
-  Org Chart Central Administration
-  Southwest Policy Manual
-  Tennessee Board of Regents Policies and Guidelines Web Page

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Defined Organizational Structure

Southwest's organizational structure supports the goals and priorities as well as the mission of the College. The College delineates lines of authority as evidenced in the organizational structure and shown in the charts ([Organizational Charts \(Page 1\)](#), [Organizational Charts \(Page 2\)](#), [Organizational Charts \(Page 3\)](#), [Organizational Charts \(Page 4\)](#), [Organizational Charts \(Page 5\)](#)). The organizational hierarchy communicates the College structure and operations to internal and external audiences. The organizational charts indicate the Tennessee Board of Regents (TBR) presides over the Chancellor and President, who subsequently supervises the Vice Presidents of the Divisional areas.

Responsibility for Administration of Policies

Southwest is governed by the Tennessee Board of Regents ([Tennessee Code 49-8-1202 Management and Control - Southwest](#)). Pursuant to the [Tennessee Code 49-8-203 Powers and Duties](#) and Policy [6-06-00-00 Tennessee Board of Regents Bylaws](#), the responsibility to establish policy rests with TBR; however, the responsibility for the administration of policies is the purview of the president of each institution. The general power, duties and responsibilities of the president are set forth in TBR Bylaws and Policy [1-03-02-00 Duties of the Presidents and Technology Center Directors](#). As the chief executive officer, the president is responsible for the overall operation of the College and for recommending Board action as appropriate. A major component of the president's duties is to "exercise such supervision and direction as will promote the efficient operation of the institution. He or she shall be responsible to the Board through the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and of the Chancellor."

Southwest defines its organizational structure through job descriptions, job titles, and a set of college-wide organizational charts. Each college job description not only details duties and responsibilities, but also lists the title of the supervisor to which the individual holding that position reports. The organizational structure delineates each area of responsibility beginning with the President who serves as the institution's chief executive officer reporting to the Chancellor. As shown in the organizational charts, reporting directly to the president are the Provost/Executive Vice President for Academic Affairs, Vice President for Financial and Administrative Services, Vice President for Institutional Advancement, Vice President for Student Services and Enrollment Management, Executive Director of Human Resources and Affirmative Action, Executive Assistant to the President for Government Relations and the Director of Internal Audit Services.

At the administrative level, the College indicates individuals' area of responsibility within their title such as Director of Financial Aid ([Job Description](#)), or Executive Director of Communications and Marketing ([Job Description](#)). In the academic area, broad subject areas are included in the deans' titles; responsibility for the academic integrity of Southwest's distance education offerings rests primarily with the faculty and departments, but the administrative operation rests with the Director of Distance Education and Instructional Technology.




















Southwest has created policies pertinent to its operation which further delineates the policies established by TBR in the [Southwest Policy Manual](#). The major responsibility for the development and review of these college-wide policies rests with the Vice Presidents. As members of the President's leadership team, their responsibility for College-wide policy development is clearly indicated in their job descriptions. As the chief academic officer, the Provost/Executive VP of Academic Affairs ([job description](#)) is responsible for providing leadership, planning and overall intra-campus coordination of all academic programs to ensure a conducive learning environment. The Vice President of Student Services and Enrollment Management ([job description](#)), as the chief student services officer, is responsible for providing strategic leadership, vision, and inspiration to achieve enrollment growth and student success goals. As the chief business officer, the Vice President for Financial & Administrative Services ([job description](#)) is responsible for administrative oversight of the financial and business service activities of the College. The Vice President for Institutional Advancement ([job description](#)) provides effective leadership and direction to all elements of fund raising including the college's Foundation, marketing, media services, public relations and publications.

According Policy [1-00-00-00-00 Policy Preparation Guidelines](#), any office headed by a chairperson, director or administrator of equivalent or higher rank has the authority to initiate or update a Southwest policy. Changes are reviewed and approved by the initiating department chair and the appropriate member of the President's staff and then submitted to the Vice President for Financial and Administrative Services for review. With the approval of the Senior Staff and the President, the policy becomes official and is signed by the President. The hard copy of the policy remains the office of the Vice President for Financial and Administrative Services. The policy is distributed via the e-mail system and subsequently put in the online [Policy Manual](#).

Published Organizational Structure

The College submits its organizational charts for the forthcoming fiscal year along with the proposed personnel and operating budgets in May to the Tennessee Board of Regents. TBR annually reviews the entire organization as part of the regular budget review cycle. All organizational charts are published on the College web site in the [Document Library](#). The organizational charts contain each administrator's name and title. They are updated on a regular basis and amended as individuals retire, leave the College, or are realigned to accommodate changes. Names and titles of administrators and other College personnel are also available in the [Catalog 2013-2014](#).

Sources

-  1-00-00-00-00 Policy Preparation Guidelines
-  1-03-02-00 Duties of the Presidents and Technology Center Directors
-  6-06-00-00 Tennessee Board of Regents Bylaws
-  Catalog 2013-2014 (Page 598)
-  Document Library
-  Job Desc Director of Financial Aid
-  Job Desc Exe. Director of Communication and Marketing
-  Job Desc Provost-Executive Vice President of Academic Affairs
-  Job Desc Vice President for Institutional Advancement
-  Job Descr Vice President of Student Services and Enrollment Management
-  Job Description Vice President for Financial and Administrative Services
-  Organizational Charts (Page 1)
-  Organizational Charts (Page 2)
-  Organizational Charts (Page 3)
-  Organizational Charts (Page 4)
-  Organizational Charts (Page 5)
-  Southwest Policy Manual
-  Tennessee Code 49-8-203 Powers and Duties
-  Tennessee Code 49-8-12-2 Management and Control

3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) employs qualified administrative and academic officers with the experience, competence, and capacity to best lead the institution in the achievement of its [mission](#). Southwest follows Tennessee Board of Regents (TBR) Policy [5-01-00-00 General Personnel](#), which delegates authority and responsibility concerning personnel and efficient staffing to the president of each TBR institution.

The experience, education, and competence required for every leadership position is detailed in position descriptions that outline the essential functions, duties and responsibilities and the related knowledge, skills, abilities and behaviors needed to perform the job proficiently, for example, as detailed in the [Vice President for Financial and Administrative Services Job Description](#).

The Office of Human Resources and Affirmative Action (HR) maintains evidence of the qualifications of all College leaders in the form of applications for employment, resumes, official academic transcripts, and performance evaluations for every person in a leadership position. These documents serve as evidence by detailing the leader's work history, experience, education, training, and competence in performing duties required by their positions. A professional, third party background investigation verifies the backgrounds of all appointed leaders. These investigations serve as evidence that employees have no history of behavior or specific incidents that would keep them from successfully performing the duties as outlined in job descriptions.

Before assuming a leadership role at the College, all potential leaders are subjected to a thorough and rigorous screening process that is monitored by HR. This process includes a screening by an HR official, a cross-functional screening committee, and the College's Equal Employment Opportunity/Affirmative Action (EEO/AA) Advisor. ([Executive Director of Human Resources and Affirmative Action](#)) Appointments to leadership positions require the approval of the President. Candidates in senior leadership positions are approved by the Office of the Vice Chancellor for Academic Affairs at TBR.

Once appointed, all College leaders are evaluated annually through the College's [Annual Performance Evaluation](#) system. (Samples: [Performance Evaluation Summary - Dean, Business, Career Studies, and Technologies](#) and [Performance Evaluation Summary Director of Recruitment](#)) These performance evaluations serve as evidence that the employee's current abilities and qualifications are such that they are able to perform their duties successfully. Further, all employees in leadership positions are subject to a six-month probationary period used to assess the employees' initial performance. Successful completion of the probationary period serves as evidence that the employee has been monitored and observed to possess the experience and skills to successfully carry out the responsibilities of the position.

The College ensures that all leadership employees participate in leadership training ([Intro to Emotional Intelligence](#)) to clearly define the leader's roles and abilities. The purpose is to instruct leaders on how to become better agents of change and exercise effective management principles. Training is intended to teach leaders how to lead themselves in personal and professional development. This training serves as evidence that the employees have been presented with the information and equipped with the tools needed to successfully carry out the responsibilities of their positions.

The leadership of Southwest is composed of professionals with extensive academic preparation and professional experience. The job descriptions and resumes of those in leadership roles (director level and above) are listed below:

[Org Chart Central Administration](#)

[Summary of Qualified Staff](#)

President - [Job description](#) and [Resume](#)

Executive Director of Human Resources - [Job Description](#) and [Resume](#)

Executive Director Executive Director Mid-South Quality Productivity Center - [Job Description](#) and [Resume](#)

Executive Director of Workforce Development - [Job Description](#) and [Resume](#)

Director of Athletics - [Job Description](#) and [Resume](#)

[Org Chart Academic Affairs](#)

[Summary of Qualified Staff](#)

Provost/Executive Vice President - [Job Description](#) and [Resume](#)

Associate Vice President - [Job Description](#) and [Resume](#)

Director of Faculty Advising - [Job Description](#) and [Resume](#)

Director of Academic Administrative Services - [Job Description](#) and [Resume](#)

Director of MOST - [Job Description](#) and [Resume](#)

Director of Institutional Research - [Job Description](#) and [Resume](#)

Director of Distance Education - [Job Description](#) and [Resume](#)

Executive Director of Extended Programs - [Job Description](#) and [Resume](#)

Director of Whitehaven Center - [Job Description](#) and [Resume](#)

Director of Millington Center - [Job Description](#) and [Resume](#)

Executive Director of Special Academic Programs - [Job Description](#) and [Resume](#)

Executive Director of Library Services - [Job Description](#) and [Resume](#)

Executive Director of Retention and Graduation - [Job Description](#) and [Resume](#)

Executive Director and CIO of Information Technology Services - [Job Description](#) and [Resume](#)

Director of Enterprise Application Services - [Job Description](#) and [Resume](#)

Director of Client Services - [Job Description](#) and [Resume](#)
Director Technology Operations - [Job Description](#) and [Resume](#)
Director of Multi-Media and Digital Production - [Job Description](#) and [Resume](#)
Dean of Career Studies and Interim Dean of Arts and Sciences - [Job Description](#) and [Resume](#)
Director of TECTA Grant - [Job Description](#) and [Resume](#)
Executive Director of TN Small Business Development Center - [Job Description](#) and [Resume](#)
Department Chairs - [Sample Job Description](#)
Communications, Graphic and Fine Arts - [Resume](#)
Languages and Literature - [Resume](#)
Mathematics - [Resume](#)
Natural Sciences - [Resume](#)
Allied Health - [Resume](#)
Business and Legal Studies - [Resume](#)
Social and Behavioral Science - [Resume](#)
Nursing - [Resume](#)
Technologies - [Resume](#)

[Org Chart Financial & Administrative Services](#)

[Summary of Qualified Staff](#)

Vice President- [Job Description](#) and [Resume](#)
Executive Director of Finance/Fiscal Operations- [Job Description](#) and [Resume](#)
Director of Cashiering and Accounts Receivables - [Job Description](#) and [Resume](#)
Director of Payroll - [Job Description](#) and [Resume](#)
Director of Fiscal Operations - [Job Description](#) and [Resume](#)
Executive Director of Financial Planning, Budgeting and Analysis - [Job Description](#) and [Resume](#)
Director of Public Safety/Police Services - [Job Description](#) and [Resume](#)
Director of Purchasing and Auxiliary Services - [Job Description](#) and [Resume](#)
Director of Child Care Centers - [Job Description](#) and [Resume](#)
Director of Financial Aid - [Job Description](#) and [Resume](#)

[Org Chart Institutional Advancement](#)

[Summary of Qualified Staff](#)

Vice President of Institutional Advancement - [Job Descriptions](#) and [Resume](#)
Executive Director of Communications & Marketing - [Job Description](#) and [Resume](#)
Executive Director of Institutional Advancement - [Job Description](#) and [Resume](#)
Director of Grants Management - [Job Description](#) and [Resume](#)

[Org Chart Student Services & Enrollment Mgmt](#)

[Summary of Qualified Staff](#)

Vice President of Student Services and Enrollment Management - [Job Description](#) and [Resume](#)
Executive Director of Enrollment Operation - [Job Description](#) and [Resume](#)
Registrar - [Job Description](#) and [Resume](#)
Director of Enrollment Operations - [Job Description](#) and [Resume](#)
Director of Career Services - [Job Description](#) and [Resume](#)
Director of Recruitment - [Job Description](#) and [Resume](#)
Director of Testing- [Job Description](#) and [Resume](#)
Director of Advising and Student Activities - [Job Description](#) and [Resume](#)
Director of Upward Bound - [Job Description](#) and [Resume](#)

Sources

-  5-01-00-00 General Personnel
-  Annual Performance Evaluation
-  Intro to Emotional Intelligence
-  JOBDESCR Director of Academic Adm
-  Job Desc Department Chair
-  Job Desc Assoc VP of AA
-  Job Desc CIO
-  Job Desc Dean
-  Job Desc Dean of Career Studies
-  Job Desc Director Advising and Student Activities
-  Job Desc Director Career Services
-  Job Desc Director Testing
-  Job Desc Director Upward Bound
-  Job Desc Director Whitehaven
-  Job Desc Director of Accounts Receivables Cashiering
-  Job Desc Director of Athletics
-  Job Desc Director of Child Care
-  Job Desc Director of Client Srv and Suport
-  Job Desc Director of Distance Ed
-  Job Desc Director of Enrollment Operations
-  Job Desc Director of Enterprise Appl Svr
-  Job Desc Director of Faculty Advising
-  Job Desc Director of Financial Aid
-  Job Desc Director of Fiscal Operations
-  Job Desc Director of Grants Management
-  Job Desc Director of Institutional Research
-  Job Desc Director of MOST
-  Job Desc Director of Millington
-  Job Desc Director of Multimedia Services and Digital Production
-  Job Desc Director of Payroll
-  Job Desc Director of Public Safety
-  Job Desc Director of Purchasing
-  Job Desc Director of Recruitment
-  Job Desc Director of TECTA
-  Job Desc Director of Tech Operations
-  Job Desc Exe Director of Financial Planning, Budgeting and Analysis
-  Job Desc Exe. Dir. Special Acad Prog
-  Job Desc Exe. Dir. TN Small Business Ctr
-  Job Desc Exe. Director of Communication and Marketing
-  Job Desc Exe. Director of Institutional Development

-  Job Desc Exec Director of Fiscal Operations
-  Job Desc Exec. Dir Extended Programs
-  Job Desc Exec. Director of Retention and Graduation
-  Job Desc Executive Director - Mid-South Quality Productivity Center
-  Job Desc Executive Director of Enrollment Operations
-  Job Desc Executive Director of Human Resources and Affirmative Action
-  Job Desc Executive Director of Workforce Development
-  Job Desc Provost-Executive Vice President of Academic Affairs
-  Job Desc Registrar
-  Job Desc Vice President for Institutional Advancement
-  Job Descr Vice President of Student Services and Enrollment Management
-  Job Description Exec Dir of Library
-  Job Description Vice President for Financial and Administrative Services
-  Job Description for President
-  Mission Statement
-  Org Chart Academic Affairs
-  Org Chart Central Administration
-  Org Chart Financial & Admin Serv
-  Org Chart Institutional Advancement
-  Org Chart Student Services & Enrollment Mgmt
-  Performance Evaluation Summary - Interim Dean, Business, Career Studies, and Technologies
-  Performance Evaluation Summary Director of Recruitment
-  Resume -Carolyn S Head
-  Resume-Angie Wooten
-  Resume-Annie Garvin
-  Resume-Barbara Roseborough
-  Resume-Barbara Wells
-  Resume-Brenda Williams
-  Resume-Chateeka Farris
-  Resume-Cynthia Calhoun
-  Resume-Derrice Snipes
-  Resume-Don Myers
-  Resume-Donald Cruse Fisher
-  Resume-Dwayne J Scott
-  Resume-Elizabeth Wilson
-  Resume-Harry Taylor
-  Resume-James Bolden
-  Resume-Jeremy Burnett
-  Resume-Jesse Lipford
-  Resume-Joanne Bassett
-  Resume-John Churchill
-  Resume-Joshua Conway

-  Resume-Juliann Waits
-  Resume-KASalaam
-  Resume-Karen Nippert
-  Resume-Kathy Archie
-  Resume-Lechelle Davenport
-  Resume-Linda Pope
-  Resume-Lisa Jones
-  Resume-Margaret Hillman
-  Resume-Mary Palmer
-  Resume-Michael Boyd
-  Resume-Michelle Newman
-  Resume-Mike Stephens
-  Resume-Nathan Essex
-  Resume-Nikita Ashford-Ashworth
-  Resume-Ouida Warren
-  Resume-Patsy Fancher
-  Resume-Paul D Thomas
-  Resume-Renee Hancock
-  Resume-Robert Miller
-  Resume-Ron Parr
-  Resume-Ron Wells
-  Resume-Rory Thomas
-  Resume-Rose Landey
-  Resume-Selena Grimes
-  Resume-Sharon Livisay
-  Resume-Sherman Greer
-  Resume-Stanley Robinson
-  Resume-Tamara McColgan
-  Resume-Thad Cockrill
-  Resume-Thalia Wilson
-  Resume-Tina Studaway
-  Resume-ToddBlankenbeckler
-  Resume-Vanessa Dowdy
-  Resume-Verneta Boone
-  Resume-Vicki Armstrong
-  Resume-Vincent Eason
-  Resume-W.Wall
-  Resume-Yolanda Smith
-  Summary of Qualified Staff Academic Affairs
-  Summary of Qualified Staff-Financial and Administrative Services
-  Summary of Qualified Staff-Institutional Advancement
-  Summary of Qualified Staff-President's Area

3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes policies applicable to the appointment, employment, and evaluation of employees online in the [College Policy Manual](#).

Policies relating to Appointments

[5-01-00-00-20 Hiring Procedures](#)

[5-01-00-00-22 Overtime, Compensatory Time, and Extra Compensation](#)

[5-01-00-00-23 Transfers and Promotions](#)

[5-01-00-00-44 Temporary Employment](#)

[5-01-00-01-31 Extra Compensation for Additional Duties and Interim Appointments](#)

[5-01-00-04-40 Teaching Load for Adjunct Faculty](#)

[5-01-00-02-32 Salary Increment for Faculty Promotion in Rank](#)

[5-02-01-10-43 Emeritus Faculty](#)

[5-02-02-01-37 Faculty Promotions](#)

[5-02-03-01-38 Academic Tenure](#)

[5-02-03-02-39 Academic Freedom and Responsibility](#)

Policies relating to Employment

[5-00-00-00-03 Background Check Process](#)

[5-00-00-00-09 Conduct and Behavior](#)

[5-00-00-00-11 Fair Labor Standards Policy](#)

[5-00-00-00-15 Anti-Harassment](#)

[5-00-00-00-41 Code of Conduct](#)

[5-01-00-00-18 Attendance](#)

[5-01-00-00-19 Flex Time](#)

[5-01-00-00-21 Office Hours](#)

[5-01-00-00-45 Reduction in Force and Realignment of Non-Tenured Employees Policy](#)

[5-01-00-00-46 Dress and Grooming](#)

[5-01-00-10-24 Personnel Records](#)

[5-01-01-00-26 Separation From Employment](#)

[5-01-02-00-27 Employment of Student Workers](#)

[5-01-02-00-28 Equal Employment Opportunity, Affirmative Action, Discrimination](#)

[5-01-02-00-29 Non-Discrimination on the Basis of Sex](#)

[5-02-01-00-42 Minimum Faculty Teaching Qualifications](#)

[5-02-03-00-30 Employment Grievance and Complaint](#)

Policies relating to Evaluation

[5-02-00-00-33 Employee Demotions](#)

[5-01-00-03-34 Faculty Development and Evaluation](#)

[5-01-00-04-47 Performance Evaluations](#)

During the self-study process, Southwest reviewed the procedure for annual performance evaluations of permanent employees (non-faculty). Although a practice of conducting annual evaluations was in effect, a written policy was developed to ensure consistency and accountability ([5-01-00-04-47 Performance Evaluations](#)). Furthermore, a mechanism for internal controls has been established to automatically prompt a supervisor to initiate annual evaluations via PeopleAdmin, the College's web-based employee management system which has effectively automated the hiring process, job descriptions, and employee evaluations.

Development of Policies

College policies are developed in accordance with Southwest Policy [1-00-00-00-00 Policy Preparation Guidelines](#), which states that the Office of Human Resources and Affirmative Action (HR) develops the College's policies in accordance with Tennessee Board of Regents (TBR) regulations and guidelines, and these policies are approved by the President before they are adopted.

Dissemination

All College policies are communicated to the College community via the College website and can be accessed on and off campus. Policies can be found on the College's website in the [College Policy Manual](#) listed under "Personnel." Key College policies are also discussed with new employees during the new employee orientation sessions, which are required for all newly hired permanent employees, and at that time, new employees receive the College's [New Employee Benefit Handbook 2013](#) "Welcome Aboard," which also details some of the College's policies.

The College's hiring process does not allow for deviations thereby ensuring that all hiring transactions are in accordance with policy.

Sources

-  1-00-00-00-00 Policy Preparation Guidelines
-  5-00-00-00-03 Background Check Process
-  5-00-00-00-09 Conduct and Behavior
-  5-00-00-00-11 Fair Labor Standards Policy
-  5-00-00-00-15 Anti-Harassment
-  5-00-00-00-41 Code of Conduct
-  5-01-00-00-18 Attendance
-  5-01-00-00-19 Flex Time
-  5-01-00-00-20 Hiring Procedures
-  5-01-00-00-21 Office Hours
-  5-01-00-00-22 Overtime, Compensatory Time, and Extra Compensation
-  5-01-00-00-23 Transfers and Promotions
-  5-01-00-00-44 Temporary Employment
-  5-01-00-00-45 Reduction in Force and Realignment of Non-Tenured Employees Policy
-  5-01-00-00-46 Dress and Grooming
-  5-01-00-01-31 Extra Compensation for Additional Duties and Interim Appointments
-  5-01-00-02-32 Salary Increment for Faculty Promotion in Rank
-  5-01-00-03-34 Faculty Development and Evaluation
-  5-01-00-04-40 Teaching Load for Adjunct Faculty
-  5-01-00-04-47 Performance Evaluations
-  5-01-00-10-24 Personnel Records
-  5-01-01-00-26 Separation From Employment
-  5-01-02-00-27 Employment of Student Workers
-  5-01-02-00-28 Equal Employment Opportunity, Affirmative Action, Discrimination
-  5-01-02-00-29 Non-Discrimination on the Basis of Sex
-  5-02-00-00-33 Employee Demotions
-  5-02-01-00-42 Minimum Faculty Teaching Qualifications
-  5-02-01-10-43 Emeritus Faculty
-  5-02-02-01-37 Faculty Promotions
-  5-02-03-00-30 Employment Grievance and Complaint
-  5-02-03-01-38 Academic Tenure
-  5-02-03-02-39 Academic Freedom and Responsibility
-  College Policy Manual
-  New Employee Benefit Handbook 2013

3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) periodically evaluates the effectiveness of its administrators. All College administrators are required to complete annual performance evaluations through PeopleAdmin, the College's web-based employee management system which has effectively automated the hiring process, job descriptions and employee evaluations.

The employee evaluation is a two-fold process that includes an [Employee Self Evaluation](#) as outlined in [Employee Self Evaluation Manual](#) completed by the employee and an Employee Performance Evaluation as detailed in the Annual Performance Evaluations [Supervisor Evaluation Manual](#) completed by the appropriate supervisor. All evaluations are submitted to the Office of Human Resources (HR) before the end of the designated evaluation period. ([Sample Admin Professional Job Evaluation](#) and a [Sample Dean Job Evaluation](#))

The College's performance evaluation system allows the employee and supervisor to address specific duties, responsibilities and underlying competencies.

Administrators are evaluated by the following criteria:

- Fostering Teamwork (Individual and/or Supervisory)
- Managing Change (Individual and/or Supervisory)
- Managing Performance (Individual and/or Supervisory)
- Attention to Communication
- Results Orientation
- Customer Orientation
- Initiative
- Personal Credibility
- Flexibility

Additionally, at each supervisor's discretion, he or she may evaluate his or her employees using any of the remaining criteria including but not limited to the following:







- Influencing Others
- Building Collaborative Relationships
- Technical Expertise
- Interpersonal Awareness
- Diagnostic Information Gathering
- Oral Communication
- Written Communication
- Fostering Innovation
- Thoroughness
- Stress Management
- Establishing Focus
- Providing Motivational Support
- Decisiveness

During the self-study process, Southwest reviewed the procedure for annual performance evaluations of permanent employees (non-faculty). Although a practice conducting annual evaluations was in effect, a written policy [5-01-00-04-47 Performance Evaluations](#) was developed to ensure consistency and accountability. Furthermore, a mechanism for internal controls has been established to automatically prompt a supervisor to initiate annual evaluations by PeopleAdmin.

Dissemination

Information regarding evaluation is widely disseminated via the Office of Human Resources and Affirmative Action's website at [Human Resources](#) and at [Annual Performance Evaluation](#) as well as via emails sent to all employees of the College.

Sources

-  [5-01-00-04-47 Performance Evaluations](#)
-  [Annual Performance Evaluation](#)
-  [Employee Self Evaluation Manual](#)
-  [Human Resources](#)
-  [Performance Evaluation Summary - Interim Dean, Business, Career Studies, and Technologies](#)
-  [Sample Admin Professional Job Evaluation](#)
-  [Supervisor Evaluation Manual](#)

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College's (Southwest) chief executive officer, the president, has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, Southwest's Intercollegiate Athletics Program. The Southwest Intercollegiate Athletics Program includes: men's baseball and basketball; women's basketball and softball.

Tennessee Board of Regents (TBR)

Tennessee Board of Regents (TBR), which governs Southwest, has in place [B-041 TBR Guidelines](#) which detail the operation of athletic programs. The President of Southwest is responsible for the administration and oversight of the operations of the institution including the Athletics Department in accordance to [TBR Policy 1.03.02.00-Duties of the Presidents and Directors](#). This policy outlines the ultimate responsibility of the president of the college as follows:

Excerpted from Policy 1:03:02:00 - Section A. The president of each university and community college in the System shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution.

President

The President's responsibility, as stated in Policy [1-00-00-00-01 Administrative Organization of College](#), specifies that "all administrative aspects of the college are organized under the President as documented by the [Organizational Charts](#). As the executive head of the institution, and all its departments, he/she is responsible to the Board through the Chancellor for the operation and management of the institution and for execution of all directives of the Board and of the Chancellor."

Furthermore, the President has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program and ensures the college is in compliance with TBR, Tennessee Community College Athletic Association (TCCAA) and National Junior College Athletic Association (NJCAA) policies. Similarly, as the institution's chief executive officer, the President also has ultimate control of the institution's fund-raising activities as detailed in [1-00-00-00-01 Administrative Organization of College](#). The President exercises fiscal control over the institution's intercollegiate athletics program and therefore, reviews and authorizes all recommendations concerning athletic programs and funds including policies and procedures, operating budgets, recruiting standards, and academic standards for athletes. For example, the President signs the [Letters of Intent and Scholarship Agreement Forms](#).

The President although ultimately responsible, delegates the day-to-day operations of athletics to the [Director of Athletics \(Resume and Job Description\)](#). The Director of Athletics reports directly to the president of the College as shown in [policy 1-00-00-00-01 Administrative Organization of College](#). The Director of Athletics meets regularly with the President to ensure efficient operation of all athletics and related matters.

The Director of Athletics is charged with the daily management of the athletics budget and provides monthly summary management reports of the department's fiscal status to the president. The Athletics Department's budget is approved annually by the president, in addition, to all academic aid and travel authorizations. The monitoring and management of the Athletics' Department budgets and audit statements are the responsibility of the Vice President for Financial and Administrative Services who is a member of the President's senior staff and independent of the Athletics Department. All revenues and expenditures of the Athletics Department are monitored by the Vice President for Financial and Administrative Services in accordance with the duties and responsibilities of this position ([Job Description for Vice President for Financial and Administrative Services](#) and [Resume](#)).


To assist the President and the Director of Athletics, an [Athletics Advisory Committee](#) reviews the effectiveness of the athletics program and makes recommendations regarding the operation. Members are chosen annually by the Director of Athletics in consultation with the President. This advisory body consists of the athletic director, all head coaches, a faculty representative, a student representative, and one external business community representative.

Appropriate Reporting

The Financial Aid office maintains and processes student-athlete scholarships, ensuring that appropriate policies and guidelines are followed as Southwest offers Division I scholarships in baseball, men's and women's basketball, and softball.

The Registrar ([Job Description](#) and [Resume](#)) is the official reporting and certifying officer of the college. This includes the responsibility of certifying NJCAA academic eligibility reports regarding intercollegiate athletes. Additional information is reported in the [Equity in Athletics 2013 Institution Information](#).

Sources

-  1-00-00-00-01 Administrative Organization of College
-  1-03-02-00 Duties of the Presidents and Directors
-  Athletic Advisory Committee
-  B-041 TBR Guidelines Manual Community College Athletics
-  Equity in Athletics 2013 Institution Information
-  Job Desc Director of Athletics
-  Job Desc Registrar
-  Job Description Vice President Financial and Administrative Services
-  National Junior College Athletic Association National Letter of Intent and Scholarship Agreement
-  Organizational Charts
-  Resume-Barbara Wells
-  Resume-Ron Parr
-  Sherman Greer Resume

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

In accordance with paragraph one of [Southwest Policy 4:01:04:01/29](#), Approval to Solicit External Funds, the President of the College has ultimate control of the institution's fund-raising activities and he has designated the Vice President for Institutional Advancement to act on his behalf. The Vice President for Institutional Advancement ([Job Description](#) and [Resume](#)) reports directly to the President, as illustrated in the [Organizational Charts](#). Under the direction of the President, the Vice President for Institutional Advancement oversees a staff that manages a comprehensive program of institutional development for the College, including fund-raising, planned giving, scholarships, grants, development, and alumni relations.

Foundation Board Roles

The [Foundation Board Manual](#) is a comprehensive manual which covers numerous policies on fund-raising guidelines of the Foundation, its Board Members, its relationships with the College and the role of the CEO. Included in this manual is [Southwest Policy 4:01:07:02/17](#), Foundations, which is the written policy governing the oversight of fundraising by the CEO. Furthermore, the [Foundation Board Manual](#) outlines the roles and responsibilities of the [Board Members](#) and the Officers of the Board, including the Executive Committee, providing the President of the College the power to appoint the members and to act as a member of the Board and as a member of the Executive Committee. The Executive Committee of the Foundation includes the President of the Board, the Vice-President of the Board, the Secretary-Treasurer, and the President of the College. The Vice-President for Financial and Administrative Services and the Vice President for Institutional Advancement serve as ex officio members. The Charter of Incorporation included in the [Foundation Board Manual \(Page 17\)](#) and the [Southwest Foundation By-Laws](#) specifically state that the purpose of the Foundation is to charitably support Southwest Tennessee Community College, with the President of the College as a registered agent of the Foundation.

Solicitation Procedures

A solicitation procedure has been established at Southwest as stated in Policies [4-01-04-00-16 Solicitation and Acceptance of Gifts](#) and [4-01-04-01-29 Approval to Solicit External Funds](#). The Vice President for Institutional Advancement, acting on the behalf and on the authority of the President, must approve all plans for proposal development and/or donor solicitation. All plans must be approved in advance of any external solicitation.

Policies and Procedures for Fundraising Activities

Policies [4-01-07-02-17 Foundations](#), [4-01-04-00-16 Solicitation and Acceptance of Gifts](#), and [4-01-04-01-29 Approval to Solicit External Funds](#) dictate procedure for fund-raising activities. Funds received from donors are designated for deposit with the Foundation which manages endowments and development accounts on behalf of the College. The Foundation treasurer completes an annual financial report ([Components of 2012 Financial Report](#)) listing all financial activities. The report is published and distributed to donors and prospective donors.

Budgetary Processes

The Vice President for Institutional Advancement proposes annual goals for fund-raising activities which are entered into the [Institutional Effectiveness Plan - Institutional Development](#). After the College President reviews and approves the goals, they are sent to the Executive Committee of the Southwest Foundation Board for approval.

Gift in Kind Acceptance Policies

All gifts in-kind received by college personnel require an [In-Kind Gift Donation/Report Form](#) to be filled out and approved by the appropriate college personnel and forwarded to the Foundation office for gift acceptance according to [Southwest Policy 4:01:04:00/16](#), Solicitation and Acceptance of Gifts.

Sources

-  FND Financial RPT - CASH Flow
-  FND Financial RPT - Assets
-  FND Financial RPT- Executive Committee
-  FND Financial RPT- Schedule - Endow Funds
-  FND Financial RPT- Schedule - Restr Funds
-  2013-2014 Foundation Board Members
-  4-01-04-00-16 Solicitation and Acceptance of Gifts
-  4-01-04-01-29 Approval to Solicit External Funds
-  4-01-07-02-17 Foundations
-  FND Financial RPT - Notes p 13-21
-  FND Financial RPT - Board of Trustees
-  FND Financial RPT - Discussion and Analysis p 1-9
-  FND Financial RPT - Revenue
-  FND Financial RPT - Table of Contents
-  Foundation Annual Report for 2010-2011
-  Foundation Board Manual
-  Foundation Board Manual (Page 17)
-  In-Kind Gift Donation Report Form
-  Institutional Effectiveness Plan - Institutional Development
-  Job Desc Vice President for Institutional Advancement
-  Organizational Charts
-  Resume-Karen Nippert
-  Southwest Foundation ByLaws

3.2.13

Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has only one separately organized entity formed primarily for the purpose of supporting the Southwest Tennessee Community College Foundation.

(1) Legal Authority and Operating Control

The legal authority and operating control of the Foundation is clearly defined in Policy [4-01-07-02 Foundation](#) of the Tennessee Board of Regents which governs Southwest. This Policy states that the "foundation is not an operational function of Southwest; it is a separate legal entity." According to the [Foundation Board Manual \(Page 14\)](#), "the corporate powers and the business discretion of the Foundation will be exercised and directed by an independent Board of Trustees."

(2) Relationship of Foundation to Institution

A formal agreement between the Foundation and Southwest is detailed in the [Foundation Board Manual \(Page 14\)](#) which clearly describes the relationship between both entities. In this agreement, the Foundation specifies its intention to maintain an identity separate from the College while working only to serve the interests of the College.

The Foundation agrees that it will solicit, receive, hold, invest, manage, use, dispose of, and administer its property and assets for the benefit of the College and for the educational support activities that may be conducted by the College.

The agreement addresses liability associated with this relationship in paragraph 7 of the [Foundation Board Manual \(Page 15\)](#).

The Southwest Foundation will provide the College with fundraising management, financial management of Foundation accounts, Foundation scholarship administration, and overall management of Foundation assets. The Foundation will be solely responsible for the satisfaction of its own obligations, debts, liabilities, and judgments. The Foundation will not use funds belonging to the College, and managed by the Foundation on its behalf, to satisfy any such obligation, debt, liability, or judgment.

The relationship of the Foundation to Southwest and the extent of any liability arising out of that relationship are clearly described in the [Foundation Board Manual \(Page 15\)](#) and which also states that both entities agree to indemnify and hold harmless each other from or against any claims of damage, liability, injury expense, demand, or judgments. The College in its Policy [4-01-07-02-17 Foundations](#) agrees to encourage and maintain the independence of the Foundation, while also working to foster a cooperative relationship.

(3a) The CEO Controls Fund-Raising Activities

The Foundation adopted its charter and by-laws in 2000. Both are published in the [Foundation Board Manual](#), and the Foundation is a 501(c)(3) exempt entity. The charter and the by-laws clearly define the role of the Foundation, which is "to promote and support literary, scientific, educational scholarship, research, charitable, developmental purposes and objectives at Southwest Tennessee Community College."

In practice, the Foundation raises funds from the private sector to provide scholarships for students. The Foundation also raises funds for capital projects and provides restricted and unrestricted funds for the needs of the College at the request of the President of Southwest. The President of Southwest "prepares and submits an annual budget request to the Foundation and recommends acceptance of assets to the officers for the Foundation" as stated under "College Responsibilities" in the [Foundation Board Manual \(Page 28\)](#). The money that comes into the Foundation goes directly to fulfill student needs or to support College projects, which are published in the [Foundation Annual Report for 2010-2011](#); therefore, the mission of the Foundation is consistent with the [Mission](#) of the College.

(3b) Formal Manner Describing Relationship with College

In support of the College, the Southwest Foundation has developed a mission statement, which is published in the [Foundation Board Manual \(Page 4\)](#). It indicates that the Foundation is "organized to enhance the mission of Southwest through the financial support of programs and facilities that provide broader educational opportunities for the College's students, faculty and staff." Members of the Board are responsible for understanding and appreciating the role and mission of Southwest which is to offer educational, cultural, and economic development to the citizens of the College's service region as detailed in the "Foundation Board Members Roles and Responsibilities" as part of the [Foundation Board Manual \(Page 41\)](#).

Sources

-  4-01-07-02 Foundation
-  4-01-07-02-17 Foundations
-  Foundation Annual Report for 2010-2011
-  Foundation Board Manual
-  Foundation Board Manual (Page 14)
-  Foundation Board Manual (Page 15)
-  Foundation Board Manual (Page 28)
-  Foundation Board Manual (Page 4)
-  Foundation Board Manual (Page 41)
-  Mission Statement

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

Compliance Non-Compliance Not Applicable





Narrative

Southwest Tennessee Community College (Southwest) has clear policies concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Southwest follows the Tennessee Board of Regents (TBR) Policy [5-01-06-00 Intellectual Property](#) and Guideline [A-075 Distance Education and Intellectual Property](#). Intellectual Property is defined as "inventions and works," and further, ownership is defined to be dependent upon the commission of and the development of the work. Therefore, the work is owned by Southwest if the creator was hired by the college for that purpose, or commissioned by the college to produce or invent, or sponsored by the institution or if the inventor used Southwest's facilities in the creation of inventions or works. For example, online courses that Southwest does not compensate for belong to the inventor. If the employee created, outside of the institution (time and place), then he or she retains ownership. In the case of College-sponsored work, Southwest retains all intellectual property rights unless formally relinquished.

Disputes concerning ownership of intellectual property allow faculty and staff to assert their rights through grievance procedures as stated in Policy [5-02-03-00-30 Employment Grievance and Complaint](#) which is published in the [Southwest Policy Manual](#). Students who are disputing ownership can seek resolution through the process described in Policy [3-02-01-01-22 Student Complaints](#). This information is published in the [Student Handbook and Planner 2013-2014 \(Page 45\)](#).

Sources

-  [3-02-01-01-22 Student Complaints](#)
-  [5-01-06-00 Intellectual Property](#)
-  [5-02-03-00-30 Employment Grievance and Complaint](#)
-  [A-075 Distance Education and Intellectual Property](#)
-  [Southwest Policy Manual](#)
-  [Student Handbook and Planner 2013-2014 \(Page 45\)](#)

3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on the analysis of the results in each of the following areas: educational programs, to include student learning outcomes, administrative support services, educational support services, and community service. Southwest's mission statement serves as the focus of the Institutional Effectiveness measures.

At Southwest, the principles of institutional effectiveness guide institutional management, operations, and services. Every unit and program must establish annual goals and standards, assess and analyze the quality of the results, and use those results to improve educational programs, administrative and student services, and community/public service.

Southwest's approach to institutional effectiveness has four major components: (1) institution-wide planning and evaluation processes, (2) integrated planning, budgeting, and evaluation cycle, (3) continuous improvement, (4) achievement of the mission.

Institution-Wide Planning and Evaluation Processes

Institutional-level planning takes place each fall semester. Diverse College, community, and state conditions are reviewed to determine needs for changing the institutional mission or strategic goals. Extensive information is provided through annual reports of accomplishments and needs related to institutional effectiveness, strategic planning, and performance funding. At this time, the College also refines its strategic goals and translates them into priorities for action the next fiscal year. The priorities are included in planning and budgeting guidelines for all College units.

Unit Level

Unit-level planning takes place each spring semester. Units review the results of institutional planning to determine whether units' purposes and operations need to change the next fiscal year. College units also develop plans to implement their missions and special initiatives in support of College priorities and the strategic plan. Every outcome is made measurable through the specification of intended results and evaluation methods. Unit outcomes must be proposed before budgets or other resources can be sought. By linking the past with the future, the planning stage builds upon recent performance and information to guide forthcoming action. Evaluation data, needs for improvement, and actual improvement actions are considered carefully.

All Levels

Missions, outcomes, and evaluation plans at all levels then drive the management process. As a result, each unit or educational program of the College clarifies its role within the context of the College mission and specifies the results that it should achieve. Academic programs emphasize the attainment of student educational outcomes while administrative and support departments emphasize the achievement of operational outcomes and the performance of quality services.

Integrated Planning, Budgeting, and Evaluation Cycle

Southwest has expanded the core institutional effectiveness process to strengthen college-wide management and long-term impact. As shown below, a single cycle links institutional planning, unit/program planning, resource allocation, management/delivery of service, evaluation of results, use of results, and subsequent updates to the planning process at both institutional and unit levels.



Continuous Planning, Evaluation, and Improvement

Southwest's integrated planning, budgeting, and assessment cycle provides the framework for continuous improvement. Each summer term, College units summarize prior fiscal year achievements and needs. Data reflecting the results of annual outcomes are collected and analyzed. Each unit determines the extent to which it has accomplished its annual goals, and each division reviews an annual report of all units, determining the extent to which the division has contributed to the achievement of strategic planning goals, performance funding, College priorities, and the mission of the College. Each fall term, the prior year's results are reviewed to update strategic goals and establish planning priorities to prepare operating plans for the next fiscal year. Each spring term, all College units review their institutional effectiveness results and the College planning priorities to prepare operating plans for the next fiscal year. Then, units propose operating budgets to provide resources for achieving their plans. Throughout the year, units conduct, record, and analyze assessment of goal achievement. By following this "Institutional Effectiveness-Planning-Budgeting Cycle," assessment drives planning, and planning drives budgeting. The result is that needs for improvement are identified and acted upon through routine management processes.

Achievement of the Mission

Each unit of the College has a stated mission, which aligns with the mission of the College. As annual goals are set, each unit links its goals to the mission of the College, the College's priorities, the strategic plan, and/or performance funding. Performance measurements are identified, and data are collected and analyzed to determine to what extent the goals are achieved. Results are used for future planning and to support continuous improvement of the unit's performance. Each division administrator is able to review all units' annual performance and determine how the division, collectively, supports the mission of the College.

3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College has identified its educational programs, which include the University Parallel Associate of Arts (AA), Associate of Science (AS) degree programs, the Tennessee Transfer Pathway AA/AS programs, the Associate of Science in Teaching (AST) degree program, and the Associate of Applied Science (AAS) degree programs. Additionally, Southwest offers technical certificate programs and academic certificate programs. For purposes of assessment, Developmental Studies/Learning Support is also considered as a program. For each program, expected student learning outcomes, which are based on what a student should think, know, or be able to do as a result of completion of the program, have been defined. The learning outcomes have been defined in such a way as to be specific, time-based, and measurable.

Because Southwest does offer some of its degree programs and courses via distance learning, student learning outcomes (SLO) from any of these programs and/or courses are the same as those offered in the traditional instructional method. Southwest also offers courses and programs through the Regents Online Campus Collaborative (ROCC). ROCC is a collaborative effort by the thirteen community colleges and six universities in the Tennessee Board of Regents (TBR) system. A substantive change prospectus was submitted for ROCC and approved by SACSCOC in December, 2003. Additionally, each of the educational institutions is SACSCOC accredited. All ROCC programs meet the same standards as required for on-site programs, including the assessment of learning outcomes. Program SLOs are determined through the collaborative effort of institutional representatives from across the state.

General education outcomes for all Tennessee institutions were developed at the state level in 2004 through a collaborative effort involving institutional representatives from across the state. For each outcome, an assessment tied to the outcome is proposed by the institution and submitted to the Tennessee Board of Regents (TBR) for acceptance. After any suggested revisions to the methods of assessment are made, assessments are then carried out at the institutional level. The use of the general education assessment results is documented in the College's Online Planning System. Southwest offers three general education certificate programs. Students who complete 15-17 hours of general education may be awarded the Associate of Applied Science certificate in general education. Additionally students who complete 41 hours of the general education core may earn the Associate of Science certificate in general education, and those students completing the additional foreign language requirement may earn the Associate of Arts certificate in general education.

Programs that are formally accredited comply with standards of their independent accrediting agencies in defining student learning outcomes at both the course and program level. Accredited programs at Southwest Tennessee Community College include four engineering technology programs accredited by ABET, nine business programs accredited by ACBSP, two paramedic/EMT programs accredited by CAAHEP, a dietetic technician program accredited by ACEND, a physical therapist assistant program accredited by CAPTE, a radiologic technology program accredited by JRCERT, a medical laboratory technician program and a laboratory phlebotomy program accredited by NAACLS, a paralegal studies program accredited by ABA, a pharmacy technician program accredited by ASHP, and the nursing program accredited by ACEN. Other programs at the college are certified and meet standards of their certifying agencies in defining the learning outcomes. For example, the GM automotive program is certified by the National Automotive Technicians Education Foundation (NATEF), and its program learning objectives are derived from and in coordination with task lists developed by NATEF. These task lists are updated every three years through an industry-led and nationally-based committee.

Student learning outcomes for each educational program at Southwest Tennessee Community College have been defined through a collaborative effort of program faculty with consideration of best practices in the field of study and in coordination with standards of accreditation or certification agencies or state mandates. Course competencies and objectives deemed most important in preparing a student for successful employment have been selected by program faculty and advisory committees to make up the student learning outcomes for the terminal AAS degree or technical certificate programs. Faculty members consider all learning objectives for a program and then prioritize and select key expectations for the assessment documentation process.

In the College's Online Planning System, programs list two types of quality indicators of program success. These two indicators include the student learning outcomes (SLO's) for a program and program performance measures (PPM's) or administrative outcomes. Some of the program performance measures have included purchase of new equipment, addition of personnel, professional growth of faculty, transfer rates of students, success of transfer students, and job placement rates. Both types of outcomes are considered to be important critical indicators of success and quality for educational programs at Southwest.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes is documented through the use of a four-column model. The four columns include Student Learning Outcomes, Methods of Assessment, Assessment Results, and Use of Assessment Results. For each program outcome, the method of assessment is tied to the learning outcome. Methods of assessment include grading rubrics, performance checklists, embedded test questions, research papers, oral presentations, capstone projects, portfolios, and specific goal-related sections from exit or other examinations. For each method of assessment, a corresponding level of attainment or benchmark is set by program faculty. When setting specific assessment benchmarks for goal attainment, faculty members consider the ability of present students and the past performance of students on the specific outcome. Assessments are implemented within the course during the semester or academic year, and results are recorded in Column 3 of the assessment model.

Use of Assessment Results for Program Improvement

After assessment results are collected, faculty members collaborate to reflect on results and take actions when the data indicate a need to change. Expected outcomes, measurements, results, and use of assessment results are published on an annual basis for each program in the unit's Academic Program Effectiveness Plan in the Online Planning System. Some program improvements that have occurred from using assessment results include revisions in the syllabi, curriculum changes, instructional changes, faculty training, technology updates, change in sequencing of topics, assessment method changes, and learning resource changes.

Below is the documentation of the College's Academic Program Effectiveness Plans for the last two full assessment periods and the current assessment.

Program	Award	Year	Year	Year
Accountancy	AAS	2011-12	2012-13	2013-14
Business and Commerce	AAS	2011-12	2012-13	2013-14
Criminal Justice Studies	AAS	2011-12	2012-13	2013-14
General Technology	AAS	2011-12	2012-13	2013-14
Hospitality Management	AAS	2011-12	2012-13	2013-14
Mid-Management	AAS	2011-12	2012-13	2013-14
Paralegal Studies	AAS	2011-12	2012-13	2013-14
Dietetic Technician	AAS	2011-12	2012-13	2013-14
Medical Laboratory Technician	AAS	2011-12	2012-13	2013-14
Physical Therapist Assistant	AAS	2011-12	2012-13	2013-14
Radiologic Technology	AAS	2011-12	2012-13	2013-14
Architectural Engineering Technology	AAS	2011-12	2012-13	2013-14
Automotive Service Technology	AAS	2011-12	2012-13	2013-14
Computer Engineering Technology	AAS	2011-12	2012-13	2013-14
Electrical Engineering Technology	AAS	2011-12	2012-13	2013-14
Electronic Technology	AAS	2011-12	2012-13	2013-14
Information Technology	AAS	2011-12	2012-13	2013-14
Mechanical Engineering Technology	AAS	2011-12	2012-13	2013-14
Office Technologies	AAS	2011-12	2012-13	2013-14
Nursing	AAS	2011-12	2012-13	2013-14
Graphic Arts Technology	AAS	2011-12	2012-13	2013-14
Early Childhood Education	AAS	2011-12	2012-13	2013-14
Biotechnology Technician	AAS	2011-12	2012-13	2013-14
Teaching	AST	2011-12	2012-13	2013-14
University Parallel	AA	2011-12	2012-13	2013-14
Tennessee Transfer Path	AA	2011-12	2012-13	2013-14
University Parallel	AS	2011-12	2012-13	2013-14
Tennessee Transfer Path	AS	2011-12	2012-13	2013-14
AAS General Education Academic	AAS Certificate	12	2011- 2012-13	2013-14
AA General Education Academic	AA Certificate	2011-12	2012-13	2013-14
AS General Education Academic	AS Certificate	2011-12	2012-13	2013-14
Accounting	Certificate	2011-12	2012-13	2013-14
Advanced Integrated Industrial Technology	Certificate	NA	NA	2013-14
Customs Brokerage	Certificate	2011-12	2012-13	2013-14
Homeland Security	Certificate	2011-12	2012-13	2013-14
Logistic/Transportation Management	Certificate	2011-12	2012-13	2013-14
Quality Assurance Supervision	Certificate	2011-12	2012-13	2013-14
Food Preparation, Safety & Service	Certificate	2011-12	2012-13	2013-14
Basic Emergency Medical Technology	Certificate	2011-12	2012-13	2013-14
Paramedic	Certificate	2011-12	2012-13	2013-14
Laboratory Phlebotomy Technology	Certificate	2011-12	2012-13	2013-14
Pharmacy Technician	Certificate	2011-12	2012-13	2013-14
Architectural/Construction Fundamentals	Certificate	2011-12	2012-13	2013-14
Basic Electronics Technician	Certificate	2011-12	2012-13	2013-14
Computer Software Specialist	Certificate	2011-12	2012-13	2013-14
Electrical/Electronic Fundamentals	Certificate	2011-12	2012-13	2013-14
Industrial Computer Fundamentals	Certificate	2011-12	2012-13	2013-14
Mechanical/Manufacturing CAD	Certificate	2011-12	2012-13	2013-14
Quality Assurance	Certificate	2011-12	2012-13	2013-14
Early Childhood Education	Certificate	2011-12	2012-13	2013-14
Home Manager	Certificate	2011-12	2012-13	2013-14

Substance Abuse Counseling	Certificate	2011-12	2012-13	2013-14
Developmental/Learning Support Math	DS/LS	2011-12	2012-13	2013-14
Developmental/Learning Support Reading	DS/LS	2011-12	2012-13	2013-14
Developmental/Learning Support Writing	DS/LS	2011-12	2012-13	2013-14

Institutional Support for Faculty

In an effort to provide support for faculty in the assessment process, the institution conducts yearly [professional development sessions](#) related to the development and assessment of student learning outcomes. This training is conducted through the office of Academic Administration. This office provides training in the writing and assessment of SLOs, and advises and assists program chairs on an individual basis as requested. For the 2013-14 academic year, each academic department is required to establish an [Institutional Effectiveness Committee](#). These committees are charged with working with their respective departments to set institutional effectiveness goals, student learning outcomes and program performance measures and the assessment of each. These committees work with their departments to collect and review data to guide the departments in future planning.

Assessment Timeline

The assessment cycle for student learning outcomes follows the same cycle as other units of the college. According to the college's planning cycle, objectives and methods of assessment for the upcoming academic year are identified in the spring. Assessments are carried out in the course of the year, with assessment results and use of assessment results recorded in May. In special cases when relevant assessment results such as major field exit exam scores are not available in May, a use of assessment results is recorded at the beginning of the new school year as faculty convene to review findings, reflect on results, make improvements as needed, and start a new cycle.

Yearly Implementation Cycle:













- Define key learning expectations and define measurements tied to the key expectations (Columns 1 & 2) at the beginning of the spring semester.
- Implement assessments during the following school year.
- Report assessments and use of assessment results for program improvement (Columns 3 & 4) either in May or the following August when faculty return for a new academic year.

In addition to the program and course learning outcomes, each AAS graduation candidate is administered a major field exit exam or a licensure examination in the major field for the purpose of assessing student achievement of the learning outcomes. Results of the [2012-13 assessment](#) are used for program improvements.

All Southwest graduates, regardless of their coursework is completed on campus or online, are assessed before graduation to measure their achievement of program learning outcomes. This process helps ensure that graduates have attained the learning competencies and that Southwest has the data needed for program improvement as necessary.


























Sources

-  [13-14 Academic Areas IE Committee](#)
-  [2012-13 Major Field Assessment for AAS](#)
-  [Accounting AAS 11-12](#)
-  [Accounting AAS 12-13](#)
-  [Accounting AAS 13-14](#)
-  [Accounting TC 12-13](#)
-  [Accounting TC 13-14](#)
-  [Accounting TC 2011-12](#)
-  [Advanced Integrated Industrial Technology TC 13-14](#)
-  [Architectural Construction Fundamentals TC 11-12](#)
-  [Architectural Construction Fundamentals TC 12-13](#)
-  [Architectural Construction Fundamentals TC 13-14](#)
-  [Architectural Engineering Technology AAS 11-12](#)
-  [Architectural Engineering Technology AAS 12-13](#)
-  [Architectural Engineering Technology AAS 13-14](#)
-  [Automotive Service Technology AAS 11-12](#)

-  Automotive Service Technology AAS 12-13
-  Automotive Service Technology AAS 13-14
-  Basic Electronics Technician TC 11-12
-  Basic Electronics Technician TC 12-13
-  Basic Electronics Technician TC 13-14
-  Basic Emergency Medical Technology TC 11-12
-  Basic Emergency Medical Technology TC 12-13
-  Basic Emergency Medical Technology TC 13-14
-  Biotechnology AAS 11-12
-  Biotechnology AAS 12-13
-  Biotechnology AAS 13-14
-  Business and Commerce AAS 11-12
-  Business and Commerce AAS 12-13
-  Business and Commerce AAS 13-14
-  Computer Engineering Technology AAS 11-12
-  Computer Engineering Technology AAS 12-13
-  Computer Engineering Technology AAS 13-14
-  Computer Software Specialist TC 11-12
-  Computer Software Specialist TC 12-13
-  Computer Software Specialist TC 13-14
-  Criminal Justice Studies AAS 12-13
-  Criminal Justice Studies AAS 13-14
-  Criminal Justice Studies AAS 2011-12
-  Customs Brokerage TC 11-12
-  Customs Brokerage TC 12-13
-  Customs Brokerage TC 13-14
-  Dietetic Technician AAS 11-12
-  Dietetic Technician AAS 12-13
-  Dietetic Technician AAS 13-14
-  Early Childhood Education AAS 11-12
-  Early Childhood Education AAS 12-13
-  Early Childhood Education AAS 13-14
-  Early Childhood Education TC 11-12
-  Early Childhood Education TC 12-13
-  Early Childhood Education TC 13-14
-  Electrical Electronic Fundamentals TC 11-12
-  Electrical Electronic Fundamentals TC 12-13
-  Electrical Electronic Fundamentals TC 13-14
-  Electrical Engineering Technology AAS 11-12
-  Electrical Engineering Technology AAS 12-13
-  Electrical Engineering Technology AAS 13-14
-  Electronic Technology AAS 11-12

-  Electronic Technology AAS 12-13
-  Electronic Technology AAS 13-14
-  Food Preparation Safety and Service TC 11-12
-  Food Preparation Safety and Service TC 12-13
-  Food Preparation Safety and Service TC 13-14
-  General Education AA Acad Cert 11-12
-  General Education AA Acad Cert 12-13
-  General Education AA Acad Cert 13-14
-  General Education AAS Acad Cert 11-12
-  General Education AAS Acad Cert 12-13
-  General Education AAS Acad Cert 13-14
-  General Education AS Acad Cert 11-12
-  General Education AS Acad Cert 12-13
-  General Education AS Acad Cert 13-14
-  General Technology AAS 11-12
-  General Technology AAS 12-13
-  General Technology AAS 13-14
-  Graphic Arts Technology AAS 11-12
-  Graphic Arts Technology AAS 12-13
-  Graphic Arts Technology AAS 13-14
-  Home Manager 13
-  Home Manager TC 11-12
-  Home Manager TC 12-13
-  Home Manager TC 13-14
-  Homeland Security Assessment TC 11-12
-  Homeland Security Assessment TC 12-13
-  Homeland Security Assessment TC 13-14
-  Hospitality Management AAS 11-12
-  Hospitality Management AAS 12-13
-  Hospitality Management AAS 13-14
-  Industrial Computer Fundamentals TC 11-12
-  Industrial Computer Fundamentals TC 12-13
-  Industrial Computer Fundamentals TC 13-14
-  Information Technology AAS 11-12
-  Information Technology AAS 12-13
-  Information Technology AAS 13-14
-  Laboratory Phlebotomy Technology TC 11-12
-  Laboratory Phlebotomy Technology TC 12-13
-  Laboratory Phlebotomy Technology TC 13-14
-  Learning Support Math LS 11-12
-  Learning Support Math LS 12-13
-  Learning Support Math LS 13-14

-  Learning Support Reading LS 11-12
-  Learning Support Reading LS 12-13
-  Learning Support Reading LS 13-14
-  Learning Support Writing LS 11-12
-  Learning Support Writing LS 12-13
-  Learning Support Writing LS 13-14
-  Logistic Transportation Management TC 11-12
-  Logistic Transportation Management TC 12-13
-  Logistic Transportation Management TC 13-14
-  Mechanical Engineering Technology AAS 11-12
-  Mechanical Engineering Technology AAS 12-13
-  Mechanical Engineering Technology AAS 13-14
-  Mechanical Manufacturing CAD TC 11-12
-  Mechanical Manufacturing CAD TC 12-13
-  Mechanical Manufacturing CAD TC 13-14
-  Medical Laboratory Technician AAS 11-12
-  Medical Laboratory Technician AAS 12-13
-  Medical Laboratory Technician AAS 13-14
-  Mid-Management AAS 11-12
-  Mid-Management AAS 12-13
-  Mid-Management AAS 13-14
-  Nursing AAS 11-12
-  Nursing AAS 12-13
-  Nursing AAS 13-14
-  Office Technologies AAS 11-12
-  Office Technologies AAS 12-13
-  Office Technologies AAS 13-14
-  Paralegal Studies AAS 11-12
-  Paralegal Studies AAS 12-13
-  Paralegal Studies AAS 13-14
-  Paramedic TC 11-12
-  Paramedic TC 12-13
-  Paramedic TC 13-14
-  Pharmacy Technician TC 12-13
-  Pharmacy Technician TC 13-14
-  Pharmacy Technician TC 2011-12
-  Physical Therapist Assistant AAS 11-12
-  Physical Therapist Assistant AAS 12-13
-  Physical Therapist Assistant AAS 13-14
-  Quality Assurance Supervision TC 12-13
-  Quality Assurance Supervision TC 13-14
-  Quality Assurance Supervision TC 2011-12

-  Quality Assurance TC 12-13
-  Quality Assurance TC 13-14
-  Quality Assurance TC 2011-12
-  Radiologic Technology AAS 11-12
-  Radiologic Technology AAS 12-13
-  Radiologic Technology AAS 13-14
-  Substance Abuse Counseling TC 11-12
-  Substance Abuse Counseling TC 12-13
-  Substance Abuse Counseling TC 13-14
-  Teaching AST 11-12
-  Teaching AST 12-13
-  Teaching AST 13-14
-  Tennessee Transfer Path AA 11-12
-  Tennessee Transfer Path AA 12-13
-  Tennessee Transfer Path AA 13-14
-  Tennessee Transfer Path AS 11-12
-  Tennessee Transfer Path AS 12-13
-  Tennessee Transfer Path AS 13-14
-  University Parallel AA 11-12
-  University Parallel AA 12-13
-  University Parallel AA 13-14
-  University Parallel AS 11-12
-  University Parallel AS 12-13
-  University Parallel AS 13-14
-  Workshop on Planning, Budgeting SLO

3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) identifies expected outcomes for its administrative support service divisions, assesses whether it achieves these outcomes, and provides evidence of improvement based on an analysis of the results of outcomes, which are aligned with the mission of the college. The three administrative service divisions include (1) Financial and Administrative Services, (2) Human Resources and (3) Institutional Advancement. Each of these units has a mission statement which defines its purpose, role, and scope, and which aligns with the institution's mission.

Assessment Process

Southwest conducts a comprehensive and systematic process to fulfill the administrative support service commitment of its mission. To assess administrative support service goals, leadership of the above units develop objectives in support of the College's mission and strategic plan. The process incorporates planning, data collection, analysis of findings, improvement strategies and budget implications, using the same, closing-the-loop cycle as other Southwest programs and services. Each administrative support service unit establishes goals that are monitored annually or more often as needed according to the Institutional Effectiveness Plan cycle.

Financial and Administrative Services

Financial and Administrative Services unit ensures that adequate financial, human and physical resources are available to maintain and support the mission of the College and to employ a system of adequate internal controls to ensure accountability. Departments within the division are as follows:

- Cafeteria
- Police Services
- Physical Plant
- Risk Management
- Child Care Centers
- Financial Aid
- Executive Director of Finance
- Fiscal Operations
- Cashiering and Accounts Receivable
- Payroll
- Restricted Financial Aid Funds
- Finance Planning and Budgeting and Analysis
- Restricted Grants and Contracts
- Mail Services & Packages

Human Resources

The mission of the Human Resources department is to provide the college with quality driven Human Resource programs, practices and procedures. The Office of Affirmative Action provides advice, counsel, and oversight aimed at ensuring the fair and equitable treatment of its students, employees and community without regard to race, sex, religion, national origin, or veteran status.

Institutional Advancement

Institutional Advancement Division enhances community awareness of the value of Southwest Tennessee Community College and to increase the resources needed for improving and delivering quality educational experiences. Departments within the division are as follows:

- Grants Management
- Communications and Marketing
- Creative & Printing Services
- Webmaster
- Institutional Development

The table below provides a link to the Institutional Effectiveness planning and assessments used in the units supporting administrative support services. Each unit defines expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvements based on an analysis of the results of the outcomes.

Academic and Student Support Services	Annual Assessment Cycle		
	Link to the related Institutional Effectiveness Plan		
Financial and Administrative Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Purchasing and Auxiliary Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Cafeteria	IE 2011-2012	IE 2012-2013	IE 2013-2014
Police Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Physical Plant	IE 2011-2012	IE 2012-2013	IE 2013-2014
Risk Management	IE 2011-2012	IE 2012-2013	IE 2013-2014
Child Care Centers	IE 2011-2012	IE 2012-2013	IE 2013-2014
Financial Aid	IE 2011-2012	IE 2012-2013	IE 2013-2014
Executive Director of Finance	IE 2011-2012	IE 2012-2013	IE 2013-2014
Fiscal Operations	IE 2011-2012	IE 2012-2013	IE 2013-2014
Cashiering and Accounts Receivables	IE 2011-2012	IE 2012-2013	IE 2013-2014
Payroll	IE 2011-2012	IE 2012-2013	IE 2013-2014
Restricted Financial Aid Funds	IE 2011-2012	IE 2012-2013	IE 2013-2014
Finance Planning, Budgeting and Analysis	IE 2011-2012	IE 2012-2013	IE 2013-2014
Restricted Grants and Contracts	New Unit	New Unit	IE 2013-2014
Human Resources	IE 2011-2012	IE 2012-2013	IE 2013-2014
Institutional Advancement	IE 2011-2012	IE 2012-2013	IE 2013-2014
Grants Management	IE 2011-2012	IE 2012-2013	IE 2013-2014
Communications and Marketing	IE 2011-2012	IE 2012-2013	IE 2013-2014
Creative & Printing Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Webmaster	IE 2011-2012	IE 2012-2013	IE 2013-2014
Institutional Development	IE 2011-2012	IE 2012-2013	IE 2013-2014

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-  Cafeteria 13-14
-  Cashiering & AR 11-12
-  Cashiering & AR 12-13
-  Cashiering & AR 13-14
-  Child Care Centers 11-12
-  Child Care Centers 12-13
-  Child Care Centers 13-14
-  Communication & Marketing 11-12
-  Communications and Marketing 12-13
-  Communications and Marketing 13-14
-  Creative & Printing Services 12-13
-  Creative & Printing Services 13-14
-  Creative and Printing Services 11-12
-  Exec Dir of Finance 11-12
-  Exec Dir of Finance 12-13
-  Exec Dir of Finance 13-14
-  Fin Pln Budgeting & Analysis 11-12
-  Fin Pln Budgeting & Analysis 13-14
-  Fin Pln Budgeting & Analysis 12-13
-  Financial Aid 11-12
-  Financial Aid 12-13
-  Financial Aid 13-14
-  Fiscal Operations 11-12
-  Fiscal Operations 12-13
-  Fiscal Operations 13-14
-  Grants Management 11-12
-  Grants Management 12-13
-  Grants Management 13-14
-  Human Res & Affirm Action 11-12
-  Human Res & Affirm Action 12-13
-  Human Res & Affirm Action 13-14
-  Institutional Development 11-12
-  Institutional Development 12-13
-  Institutional Development 13-14
-  Payroll 11-12
-  Payroll 12-13
-  Payroll 13-14

-  Physical Plant 11-12
-  Physical Plant 12-13
-  Physical Plant 13-14
-  Police Services 11-12
-  Police Services 12-13
-  Police Services 13-14
-  Purchasing & Auxiliary Services 11-12
-  Purchasing & Auxiliary Services 12-13
-  Purchasing & Auxiliary Services 13-14
-  Restricted Financial Aid Funds 11-12
-  Restricted Financial Aid Funds 12-13
-  Restricted Financial Aid Funds 13-14
-  Restricted Grants and Contracts 13-14
-  Risk Management 11-12
-  Risk Management 12-13
-  Risk Management 13-14
-  VP for Financial & Admin Services 11-12
-  VP for Financial and Admin Services 12-13
-  VP for Financial and Admin Services 13-14
-  VP for Institutional Advancement 11-12
-  VP for Institutional Advancement 12-13
-  VP for Institutional Advancement 13-14
-  Webmaster 11-12
-  Webmaster 12-13
-  Webmaster 13-14

3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) identifies expected outcomes for its academic and student support services units, assesses whether it achieves these outcomes, and provides evidence of improvement based on an analysis of the results of outcomes, which are aligned with the mission of the College (See Unit IE Plans for [Acad Admin Ser 2012](#), [Acad Admin Ser 2013](#), and [Acad admin Ser 2014](#)). The academic and student support service units are housed in two divisions: (1) Academic Affairs and (2) Student Services and Enrollment Management. Each unit within the division has a mission statement, which defines its purpose, role, and scope, and which aligns with the institution's mission and the division where the unit is housed.

Assessment Process

Southwest conducts a comprehensive and systematic process to fulfill the student support function of its mission. To assess service and support goals, leadership of the above units develops objectives in support of the College's mission and strategic plan. The process incorporates planning, data collection, analysis of findings, improvement strategies and budget implications, using the same, closing the loop, cycle as other Southwest programs and services. Each student support service unit establishes goals that are monitored annually or more often as needed according to the Institutional Effectiveness Planning Cycle.

Academic Affairs

The Academic Affairs unit promotes a learning centered environment through skillful leadership that promotes continuous improvement of faculty, staff, student knowledge and skills and continuous improvement of college policies, programs, services, and processes.

- Academic Administration Services Office
- Distance Education
- Center of Emphasis for Teaching and Technology
- Center for Faculty Development
- Institutional Research
- Faculty Advising
- MOST
- Articulation and Transfer
- Retention and Graduation
- Academic Support Center
- Dual Enrollment
- Perkins IV Grant
- Academic Intervention Management
- Tecta Grant
- Access and Diversity
- Library Service
- Information Technology Services
- Enterprise Application Services
- Client Services and Support
- Technology Operations
- Multi-Media & Digital Production

Student Services and Enrollment Management

The Student Services and Enrollment Management unit is responsible for the development and implementation of services and activities which complement students' academic experiences as well as enhance their adjustment and participation in college.





- Testing
- Upward Bound Grant
- Recruitment
- Advising
- Student Activities
- Career Services
- Student Disability Services
- Veterans Affairs
- Enrollment Operations
- Records and Registration

The table below provides a link to the Institutional Effectiveness planning and assessment used in the units supporting academic and student services. Each unit defines expected outcomes for its unit, assesses whether it achieves these outcomes, and provides evidence of improvements based on an analysis of the results of the outcomes.

Academic and Student Support Services	Annual Assessment Cycle		
	Link to the related Institutional Effectiveness Plan		
Academic Affairs			
Academic Administration Service	IE 2011-2012	IE 2012-2013	IE 2013-2014
Distance Education	IE 2011-2012	IE 2012-2013	IE 2013-2014
Center of Emphasis for Teaching and Technology	IE 2011-2012	IE 2012-2013	IE 2013-2014
Center for Faculty Development	IE 2011-2012	IE 2012-2013	IE 2013-2014
Institutional Research	IE 2011-2012	IE 2012-2013	IE 2013-2014
Faculty Advising	IE 2011-2012	IE 2012-2013	IE 2013-2014
MOST	IE 2011-2012	IE 2012-2013	IE 2013-2014
Articulation and Transfer	IE 2011-2012	IE 2012-2013	IE 2013-2014
Retention and Graduation	IE 2011-2012	IE 2012-2013	IE 2013-2014
Academic Support Center	IE 2011-2012	IE 2012-2013	IE 2013-2014
Dual Enrollment	IE 2011-2012	IE 2012-2013	IE 2013-2014
Perkins IV Grant	IE 2011-2012	IE 2012-2013	IE 2013-2014
Academic Intervention Management	IE 2011-2012	IE 2012-2013	IE 2013-2014
Tecta Grant	IE 2011-2012	IE 2012-2013	IE 2013-2014
Access and Diversity	IE 2011-2012	IE 2012-2013	IE 2013-2014
Library Service	IE 2011-2012	IE 2012-2013	IE 2013-2014

Information Technology Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Enterprise Application Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Client Services and Support	IE 2011-2012	IE 2012-2013	IE 2013-2014
Technology Operations	IE 2011-2012	IE 2012-2013	IE 2013-2014
Multi-Media & Digital Production	IE 2011-2012	IE 2012-2013	IE 2013-2014
Student Services and Enrollment Management			
Testing	IE 2011-2012	IE 2012-2013	IE 2013-2014
Upward Bound Grant	IE 2011-2012	IE 2012-2013	IE 2013-2014
Recruitment	IE 2011-2012	IE 2012-2013	IE 2013-2014
Advising	Dept Split	Dept Split	IE 2013-2014
Student Activities	IE 2011-2012	IE 2012-2013	IE 2013-2014
Career Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Student Disability Services	IE 2011-2012	IE 2012-2013	IE 2013-2014
Veterans Affairs	IE 2011-2012	IE 2012-2013	IE 2013-2014
Enrollment Operations	IE 2011-2012	IE 2012-2013	IE 2013-2014
Records and Registration	IE 2011-2012	IE 2012-2013	IE 2013-2014

Sources

 Acad Admin Ser12
 Acad Admin Ser13
 Acad admin Ser14
 Academic Intervention Management 11-12

-  Academic Intervention Management 12-13
-  Academic Intervention Management 13-14
-  Academic Support Center -13-14
-  Academic Support Center 11-12
-  Academic Support Center-12-13
-  Access and Diversity 11-12
-  Access and Diversity 12-13
-  Access and Diversity 13-14
-  Advising 13-14
-  Articulation and Transfer 11-12
-  Articulation and Transfer 12-13
-  Articulation and Transfer 13-14
-  Career Services 11-12
-  Career Services 12-13
-  Career Services 13-14
-  Center for Faculty Development - 11-12
-  Center for Faculty Development - 12-13
-  Center for Faculty Development - 13-14
-  Center of Emphasis for Teaching and Technology
-  Center of Emphasis for Teaching and Technology - 11-12
-  Center of Emphasis for Teaching and Technology-13-14
-  Client Services and Support 11-12
-  Client Services and Support 12-13
-  Client Services and Support 13-14
-  Distance Education 11-12
-  Distance Education-12-13
-  Distance Education-13-14
-  Dual Enrollment 11-12
-  Dual Enrollment 12-13
-  Dual Enrollment 13-14
-  Enrollment Operations 11-12
-  Enrollment Operations 12-13
-  Enrollment Operations 13-14
-  Enterprise Application Services 11-12
-  Enterprise Application Services 12-13
-  Enterprise Application Services 13-14
-  Faculty Advising -13-14
-  Faculty Advising-11-12
-  Faculty Advising-12-13
-  Information Technology Services 12-13
-  Information Technology Services 13-14
-  Information Technology Services-2011-12

-  Institutional Research-11-12
-  Institutional Research-12-13
-  Institutional Research-13-14
-  Library Service 11-12
-  Library Service 12-13
-  Library Service 13-14
-  MOST-12-13
-  MOST-13-14
-  Most-11-12
-  Multi-Media and Digital Production 12-13
-  Multi-Media and Digital Production 11-12
-  Muti-Media and Digital Production 13-14
-  Perkins IV Grant 11-12
-  Perkins IV Grant 12-13
-  Perkins IV Grant 13-14
-  Records and Registration 11-12
-  Records and Registration 12-13
-  Records and Registration 13-14
-  Recruitment 11-12
-  Recruitment 12-13
-  Recruitment 13-14
-  Retention and Graduation 11-12
-  Retention and Graduation 12-13
-  Retention and Graduation 13-14
-  Student Activities 11-12
-  Student Activities 12-13
-  Student Activities 13-14
-  Student Disability Services 11-12
-  Student Disability Services 12-13
-  Student Disability Services 13-14
-  Technology Operations 11-12
-  Technology Operations 12-13
-  Technology Operations 13-14
-  Tecta Grant 11-12
-  Tecta Grant 12-13
-  Tecta Grant 13-14
-  Testing 11-12
-  Testing 12-13
-  Testing 13-14
-  Upward Bound Grant 11-12
-  Upward Bound Grant 12-13
- Upward Bound Grant 13-14

 Veterans Affairs 11-12

 Veterans Affairs 12-13

 Veterans Affairs 13-14

3.3.1.4**Institutional Effectiveness: Research**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College does not include research within its [mission](#).

Sources

 [Mission Statement \(Page 1\)](#)

3.3.1.5

Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) identifies expected outcomes for its community service programs, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on an analysis of the results in community/public service within its [Mission Statement](#). Community service programs support the mission of Southwest by serving the needs of the College's constituents. To fulfill its mission, the College provides continuing education, workforce development, and public service programs for community citizens and businesses.

College Definition of Community/Public Service

Community/public service at Southwest is operationally defined as services/activities provided by the College to the community that help regional citizens and businesses improve their productivity and quality of life. Southwest's distinctiveness in public service for Tennessee citizens is documented in the [2010-2015 Strategic Plan \(Page 9\)](#), which identifies the following four major public service provisions:

- The Mid South Quality-Productivity Center
- The Tennessee Small Business Development Center
- The Office of Workforce Development Support
- Corporate Training and Continuing Education

Assessment Process

Southwest conducts a comprehensive and systematic process to fulfill the public service commitment of its mission. To assess public service goals, leadership of the above units develops objectives in support of the College's mission and strategic plan. The process incorporates planning, data collection, analysis of findings, improvement strategies and budget implications, using the same, closing-the-loop, cycle as other Southwest College programs and services. Each public service unit establishes a set of goals that are monitored annually or more often as needed according to the Institutional Effectiveness Plan as follows:

• Mid South Quality-Productivity Center

The Mid South Quality-Productivity Center is a Tennessee Center of Emphasis that trains corporations, government agencies, k-12 schools, colleges/universities, manufacturing and non-profit organizations to apply quality principles and methodologies (such as the Malcolm Baldrige National Quality Award Criteria) to improve results and sustainable practices.

• Tennessee Small Business Development Center

The Tennessee Small Business Development Center (TSBDC) at Southwest Tennessee Community College, which is part of the Tennessee Small Business Development Center Network, provides counseling services and training resources to help new entrepreneurs realize their dream of business ownership and assists existing firms to remain competitive and grow in this ever-changing global economy. The TSBDC remains one of few business counseling organizations that provides full-time dedicated staff assigned to clients, and the service is free.

• Office of Workforce Development Support

The Office of Workforce Development Support's mission is to foster workforce development in the region through a comprehensive continuing education program that consists of customized corporate training, career training, lifelong learning opportunities, and business-education partnerships.

• Corporate Training and Continuing Education

Corporate Training and Continuing Education extends the resources of the College to companies, organizations, and groups by providing a staff of trained professionals to assist in determining both short and long-term training needs. The Center is highly proactive in the delivery of non-credit courses and programs. Each individually tailored course and/or program is practical, up-to-date, competitively priced, delivered at the location and time of the customer's choice, and staffed with experienced subject matter experts.

Southwest's commitment to community and public service, as related to its Mission, is to serve the educational needs of Mid-South citizens. The implementation of this mission is fulfilled by encouraging lifelong learning and providing educational/professional development opportunities. This is achieved through an array of non-credit offerings, conferences, workshops, seminars, and public forums where individuals and organizations can expand their knowledge at Southwest's two main campuses, four centers, and site, as well as at various locations in the community.

Implementation of the systematic assessment process in the community/public service units of the College has resulted in the following developments:

1. Mid South Quality-Productivity Center

- Development of a Baldrige-based Corporate Sustainability organizational assessment process that is aligned with the Triple Bottom-line (Economic -Environmental- Social) Global Reporting Initiative - GRI Index.
- Development of a training system known as the *Process Activated Training System*® (PATS) that is being used by organizations to flowchart and document the intellectual capital of their best employees practices, known as Subject Matter Experts (SMEs). The PATS System allows an organization to warehouse its best practice knowledge onto its intranet system and deliver it to employees on a Just-in-time (JIT) basis.
- Developed a Six Sigma Academy, known as the *Memphis Six Sigma Institute (MSSI)* at Smith & Nephew's North American Headquarters operation in Memphis that grants college credit and certifies participants as Yellow - Green - Black Belts.

2. Tennessee Small Business Development Center (TSBDC)

- **Memphis Get Your Business Online**

97% of Americans who use the Internet look online for local goods and services. 70% of Tennessee businesses do not have a website. Memphis Get Your Business Online, powered by Google, is the local initiative of the TSBDC in partnership with the office of the Mayor of Memphis to increase the number of small business owners with a website. One-on-one assistance is provided by business counselors, and training workshops are scheduled routinely to assist business owners in developing websites that are free for one year.

- **Spark the Dream CEO/Entrepreneurship Series**

College campuses are starting to become a hotbed for entrepreneurship. The Spark the Dream CEO/Entrepreneurship Series exposes students, alumni and others in the community to highly successful local entrepreneurs, providing evidence that Memphis is a great place for entrepreneurs and showing how participants might become that next great entrepreneur in Memphis.

- **Veteran Startup Business Workshop**

Some veterans have faced challenges in securing employment, but an alternative offered by the TSBDC presents them with an entrepreneurship opportunity. This free workshop for veterans covers topics including choosing a business structure, tax requirements, business licenses, planning and financing options. Veterans begin receiving one-on-one counseling in the workshop.

- **Satellite Office to Develop a One-Stop-Shop**

The TSBDC at Southwest Tennessee Community College has partnered with the City of Memphis' Renaissance Business Center to develop a one stop shop for most business needs. Current and future entrepreneurs can receive counseling, attend training workshops, apply for business loans, and use computers loaded with numerous business assistance software at one facility.

- **TSBDC Rising Star Award**

A client is recognized by awarding the TSBDC Rising Star Award annually. The Rising Star Award is presented to a small business in the Greater Memphis area that exemplifies tremendous business success and an outstanding working relationship with the TSBDC.

3. Office of Workforce Development Support

The Office of Workforce Development and Support developed and implemented the Industrial Readiness Training (IRT). IRT is a customized workforce training program designed to meet the needs of business and industry. This program has been successful in finding employment for over 80% of completers. It also provides a much needed set of skills to job seekers who would not rate an interview due to their lack of credentials. The first IRT Job Fair was held October 1, 2013. The first IRT program graduation ceremony which included forty-one students, all employed by Electrolux, was held December 18, 2013.

4. Corporate Training and Continuing Education

The Corporate Training and Continuing Education department continues to work with business groups to provide non-credit programs. The unit also works with academic units to meet the emerging needs of the workplace.

Community Service Institutional Effectiveness (IE) Planning Goals

The table below provides a link to the Institutional Effectiveness Planning System outlining the goals identified in these units to drive forward initiatives for improvement that are linked to the College's strategic plan and to their core mission of advancing Southwest's public service to the community.

Community Public Service Units	Annual Assessment Cycle Link to the related Institutional Effectiveness Plan		
Mid South Quality-Productivity Center	IE 2011-2012	IE 2012-2013	IE 2013-2014
Tennessee Small Business Development Center	IE 2011-2012	IE 2012-2013	IE 2013-2014
Office of Workforce Development Support	IE 2011-2012	IE 2012-2013	IE 2013-2014
Corporate Training and Continuing Education	IE 2011-2012	IE 2012-2013	IE 2013-2014

Sources

-  2010-2015 Southwest Strategic Plan (Page 9)
-  IE 2011 2012 Corporate Training Continuing Education
-  IE 2011 2012 Midsouth Quality Productivity Center
-  IE 2011 2012 Office of Workforce Development Support
-  IE 2011 2012 TN Small Business Development Center
-  IE 2012 2013 Corporate Training and Continuing Education
-  IE 2012 2013 Midsouth Quality Productivity Center
-  IE 2012 2013 Office of Workforce Development Support
-  IE 2012 2013 Tennessee Small Business Development Center
-  IE 2013 2014 Corporate Training Continuing Education
-  IE 2013 2014 Mid South Quality Productivity Center
-  IE 2013 2014 Office of Workforce Development Support
-  IE 2013 2014 Tennessee Small Business Development Center
-  Mission Statement

3.3.2**Quality Enhancement Plan**

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Note:** *This requirement is not addressed by the institution in its Compliance Certification.*)

Judgment

Compliance Non-Compliance Not Applicable

Narrative

3.4.1

Educational Programs: All:Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

The first step in securing approval of a program is to inform the Tennessee Board Regents (TBR) of the development or modification of a program in accordance with [TBR Guideline A-010 Academic Program Letters of Intent](#). The Letter of intent must be submitted to the Tennessee Board of Regents and approved before any new program proposals are submitted to the Curriculum Committee ([Mission](#)). New programs, program changes or concentrations at Southwest are initiated by the faculty, working with the Curriculum Committee Liaison departmental representative. The entire process for curriculum changes from initiation to presentation of request is outlined in the [Instructions for Curriculum Changes](#). The Curriculum Development and Review procedures are outlined in the [Department Chair Handbook - 2013-14 \(Page 34\)](#).

A request for a program change is processed by submitting the following appropriate request form:

- Request for New Program
- Request for Program Change/New Concentration

All program request forms require the signature of the department chair and the dean of the appropriate division before the proposal is presented to the College's Curriculum Committee. The department chair ensures that all department faculty are notified and have endorsed the curriculum. The dean ensures that all division faculty and other academic departments are notified. The Curriculum Committee, composed of nine representatives from all academic departments, reviews the request to ensure that the proposed program does not duplicate existing programs and that it fulfills the mission of the College. Once the proposed program is recommended by the Curriculum Committee, it is forwarded to the Provost for final approval. New programs then go to the Tennessee Board of Regents (TBR) for approval in accordance with [Policy 2:01:01:00 Approval of Academic Programs, Units, and Modifications](#) and the College's [Policy No.: 2:00:00:00/21 Curriculum Review and Development](#). The Office of Academic Administration then prepares and sends a notification to SACSCOC.

The following examples outline the procedures and present documentation for each type of program request:

A Request for New Program

An example of a new program is the AAS in Advanced Integrated Industrial Technology (AIIT) degree recently approved by TBR. The AIIT curriculum was initiated by the department chair of Technologies in collaboration with industry partners: Workforce Investment Network, Greater Memphis Chamber of Commerce, and Hershey's. The proposal was approved by the division dean. This initiative involved surveying the area's manufacturing employers to determine exactly what their employment needs were, and particularly what specific skills they sought in potential employees. Multiple survey assessments and consultations validated the merit of this new degree program. The curriculum plan, course descriptions, general education, and major field components were all reviewed and approved by the College's Curriculum Committee. The proposal was forwarded to the Provost/Executive Vice President for review and approval. The proposal was then prepared for submission to TBR by the Associate Vice President of Academic Affairs and submitted for approval in May 2013. The proposal was approved by the Curriculum Committee in April 2013 and TBR in June 2013 ([AIIT AAS Degree Program Proposal](#)) ([Curriculum Committee Minutes](#)). The Associate Vice President of Academic Affairs prepared and sent a notification to SACSCOC.


A Request for Program Change

In the Allied Health area, changes to curriculum must occur to keep the student in line with current practices in the allied health arena. In the fall, the Medical Laboratory Technician (MLT) Program initiated a Request for Program Change to remove the Phlebotomy course from the required coursework for the MLT program. The material for the Phlebotomy is incorporated into the curriculum of another class. The request was initiated by the MLT Program Coordinator, supported by the Curriculum Liaison, the Department Head and Dean, then submitted to the Curriculum Committee. Upon approval, it was signed by the Provost ([MLT Program Change Summer 2014](#)).

A Request for New Concentration

Another example of the process is the development and approval of a new concentration within an established degree program. An interdisciplinary faculty committee was formed to explore options for the creation of a new forensic science program. After evaluation of the AAS Biotechnology Technician program, faculty determined that a new concentration would better serve address students' interest and increase the curricular offerings in biotechnology. The faculty formulated a concentration in Forensic Science Technician. The concentration curricula were reviewed and approved by the college Curriculum Committee in January 2010. The concentration was then forwarded to the Provost/Executive Vice President for review and approval. Since such additions also require TBR approval the concentration proposal documents were prepared by program faculty for submission to TBR by the Office of Academic Administration. TBR approved this proposal in June 2010 ([Forensic Science Technician Approved by TBR](#)).

Sources

-  2-00-00-00-21 Curriculum Review and Development
-  2-01-01-00 Approval of Academic Programs, Units, and Modifications
-  A-010 Academic Program Letters of Intent and Proposals
-  AIIT AAS Degree Program Proposal
-  Curriculum Committee Mission Statement
-  Curriculum Committee_minutes
-  Department Chair Handbook - 2013-14 (Page 34)
-  Forensic Science Technician approved by TBR
-  Instructions for Curriculum Changes
-  MLT Program Change Summer 2014

3.4.2

Educational Programs: All:Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College's (Southwest) continuing education, outreach, and service programs are consistent with the institution's mission. The [Mission Statement](#) specifies:

"As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes and initiates partnerships and public service activities for workforce development and lifelong learning throughout the community."

Southwest's continuing education, outreach, and service programs are primarily represented by the following units:

- Department of Workforce Development, Corporate Training, and Continuing Education
- Tennessee Small Business Development Center
- Quality-Productivity Center

Through a combination of strategic partnerships, both on campus and in the community, each of these units provides a variety of programming and services designed to meet the needs of the local community and the region.

Workforce Development, Corporate Training, and Continuing Education

The mission of the Workforce Development, Corporate Training, and Continuing Education Department is as follows:

"To foster workforce development in the region through a comprehensive continuing education program that consists of customized corporate training, career training, lifelong learning opportunities and business-education partnerships."

This department's mission supports the College's mission by providing life-long learning experiences and offering planned instructional responses to identified needs of targeted audiences. For many years, Southwest has provided non-credit continuing education for individuals pursuing self-improvement, additional professional skills, and specialized training. The division provides these learning experiences through each of its units. Listed below are examples of programs.

- Online Training

- Six-Week Training Courses-A wide variety of highly interactive courses that can be taken entirely over the Internet. All courses are led by expert instructors, many of whom are nationally known authors.

- Career Programs-In partnership with ed2go, Southwest offers online open enrollment programs designed to provide the skills necessary to acquire professional level positions for many in-demand occupations. These programs are designed by a team of professionals from each respective field, providing effective web-based learning programs. Instructors/mentors are actively involved in the student's online learning experience, responding to any questions or concerns, as well as encouraging and motivating the student to succeed.

- Training Services for Business and Industry-The resources of the College are extended to companies, organizations, and groups by providing a staff of trained professionals to assist in determining both short-term and long-term training needs. The Center is highly proactive in the delivery of credit and non-credit courses and programs. Each individually tailored course and/or program is practical, up-to-date, competitively priced, delivered at the location and time of the customer's choice, and staffed with experienced subject matter experts.

Specialized services for businesses include:

- Contract Training
- Customized Training
- Partnerships
- Training Assessments
 - WorkKeys®
 - Developing A Curriculum (DACUM)
 - KeyTrain®
- Career Readiness Training
 - Industrial Readiness Training
 - Interpersonal and Soft-Skills Training
 - Lean Training
 - Interview Skills Training
 - Basic Technical Skills Training
- Career Development- Career and professional development opportunities are provided for individuals to advance or change careers. Non-credit courses, seminars, and workshops that help individuals to expand their knowledge and increase their skills to allow them to increase their choices in life are provided.

Training opportunities include but are not limited to:

- Technical Skills Training
 - Engineering/Facilities Maintenance
 - Welding
 - Occupational Safety & Environmental Health Training
 - Credit Courses/Continuing Education Units (CEU's)
 - Quality & Productivity Training in collaboration with Career Studies Division
- Computer Training
- Education and Exam Prep
 - GED Preparation
 - ACT Preparation
 - Entrance Exams
 - Teacher Recertification
 - Professional Licensure Exam Prep

Programs and course offerings are publicized each semester through printed schedules available in the department ([Continuing Ed Fall 2013 Schedule](#)) and on the Southwest website ([Corporate Training and Continuing Ed](#)). Information is also available in the [Corporate Training and Continuing Education Brochure](#) which is a commercial mailing of curriculum and continuing education course offerings that are distributed in the fall, spring, and summer semesters. Continuing Education course enrollments ([Course Enrollment Table FY 2013](#)) reflect the demand for and participation in a range of non-credit classes, face-to-face and online courses. Continuing Education courses are offered on the Macon campus and in a variety of locations throughout the Shelby County metropolitan area. Classes meet on days, nights, and weekends and at other times appropriate to the needs of students.

The purpose and goals of the Department of Workforce Development, Corporate Training and Continuing Education are reviewed annually and if appropriate, revised. The goals are part of the Institutional Effectiveness plan. Measurable outcomes are formulated for the department and unit goals ([2011-12 CTCE IE](#)), ([2012-13 CTCE IE](#)), ([2013-14 CTCE IE](#)). To ensure the quality of its learning opportunities and instructors, the Department of Workforce Development, Corporate Training and Continuing Education uses four different indicators:

1. Course outlines – A course syllabus is written for every course created/ adopted by the department before adding to the course inventory. Each syllabus uses a standardized template that includes the following ([Sample Syllabus 1](#), [Sample Syllabus 2](#), [Sample Syllabus 3](#)):

- General information (title, course ID, contact hours, Pre and Post Test hours, Workforce Development hours and C.E.U. value)
- Course description
- Prerequisites (if applicable)
- Special Requirements (if applicable)
- Course outcomes
- Textbook information
- Instructional method
- Method of evaluation
- ADA Statement
- Misuse of Computers Statement
- Recommended Sequence of topics

2. [Course Library Inventory](#)

Workforce Development, Corporate Training and Continuing Education utilizes the Xenegrade Registration System, a data management system designed specifically for continuing education and workforce development. The system is used to store course inventory, build course schedules, enable student web registrations, and generate reports.

3. Evaluation of course and instructor by students

An end-of-course satisfaction survey ([Sample Course Evaluation](#)) is given to students to complete to provide valuable feedback on the course. The department uses a web-based survey system, which provides the ability to communicate with and track students for an extended period of time after course completion.

4. Instructor qualifications ([Sample Instructor Resume](#))

Instructors are vetted and selected based on their skills and teaching experience on the course topic. Subject matter experts and those who have “real world” knowledge/experience and possess complementary credentials (i.e. degrees, certifications, work experience) are highly desirable.

Workforce Development, Corporate Training and Continuing Education staff routinely monitor programs to ensure that the needs of the community are being met. An [Advisory Board/SMEs](#) comprised of representatives from business, industry, education, government, and academics offer feedback concerning community educational needs.

Sources

-  2011-2012 CTCE IE
-  2012-2013 CTCE IE
-  2013-14 CTCE IE
-  Advisory Board/SMEs
-  Continuing Ed Fall 2013 Schedule
-  Corporate Training and Continuing Ed
-  Corporate Training and Continuing Education Brochure
-  Course Enrollment Table FY 2013
-  Course Library Inventory
-  Mission Statement
-  Sample Course Evaluation
-  Sample Instructor Resume
-  Sample Syllabus 1
-  Sample Syllabus 2
-  Sample Syllabus 3

3.4.3

Educational Programs: All:Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes admissions policies consistent with its [Mission Statement](#).

The mission of the College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives.

Southwest's admissions policy reflects the above mission statement while complying with admission regulations established by the Tennessee Board of Regents (TBR) Policy [2-03-00-00 Admissions](#). Consistent with its mission as an open access institution, Southwest embraces students from all backgrounds and various levels of academic preparation. Therefore, the College's admission requirements which are detailed in Policy [2-03-00-00-06 General Admission Requirements](#) are designed to encourage and facilitate the enrollment of all students, irrespective of their prior academic endeavors. To ensure optimal opportunities for success, students are placed in developmental or college-level courses based on their scores from ACT or COMPASS skill tests, which indicate levels of mastery in the basic skills of English, reading, and mathematics.

Published in the web-based [Catalog 2013-2014 \(Page 6\)](#) and located on the web at [Admissions - How to Apply](#), Southwest's admission requirements and application process identifies the process for applicants entering college as first-time degree seeking students, former students, transfer students, transient students, international students, non-degree seeking students or those accessing higher educational opportunities while still in high school. Admission requirements are also published in recruitment publications including program specific brochures. (Sample Brochures for [Admissions Application Instructions](#) and [Allied Health](#)) The Executive Director of Communications and Marketing coordinates all publications in order to assure consistency.

Regardless of whether a student intends to enroll in on-campus or in distance education classes, the admission process is the same and can be accessed online.

However, as stated in Policy [2-03-00-00-07](#), specific programs in Allied Health and Nursing require students to meet additional admission standards. The criteria for Allied Health programs are listed in the [Catalog 2013-2014 \(Page 82\)](#) and for Nursing in the [Catalog 2013-2014 \(Page 179\)](#) as well as in corresponding program publications. ([Brochure -Allied Health](#)) This information is also available on the [Allied Health](#) website.

Sources

-  [2-03-00-00 Admissions](#)
-  [2-03-00-00-06 General Admission Requirements](#)
-  [2-03-00-00-07 Admission to Allied Health and Nursing](#)
-  [Admissions - How to Apply](#)
-  [Allied Health](#)
-  [Brochure - Admissions application instructions](#)
-  [Brochure Allied Health](#)
-  [Catalog 2013-2014 \(Page 179\)](#)
-  [Catalog 2013-2014 \(Page 6\)](#)
-  [Catalog 2013-2014 \(Page 82\)](#)
-  [Mission Statement](#)

3.4.4

Educational Programs: All:Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes policies that include criteria for the evaluation, awarding and accepting of credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates. The criteria are detailed in Southwest's policy [2-00-00-00-05 Transfer of Credit](#) and [2-00-00-00-16 Alternative Credit](#), which are published in the college policy manual. Information is also published in the [Catalog \(Page 48\)](#) and on its website at [Student Records - Transfer](#). These policies promote the College's vision of increasing educational levels, which is stated in the [2010-2015 Institutional Vision Statement](#) and are aligned with the [Mission](#) of the College to further educational opportunities for its constituents.

Furthermore, Southwest complies with the [Complete College Tennessee Act of 2010](#), which mandates that Tennessee's public higher education institutions implement actions to increase the number of Tennesseans with a post-secondary credential. One method to increase the attainment of higher education credentials is the provision of credit toward a college credential based on an assessment of students' prior learning. In support of this Act, the Tennessee Board of Regents, Southwest's governing body, convened a task force that recommended standards for [Prior Learning Assessment](#), to which Southwest adheres.

Transfer [2-00-00-00-05 Transfer of Credit](#)

Southwest Tennessee Community College grants transfer credit in accordance with the Southern Association of Colleges and Schools Commission on Colleges policy "The Transfer or Transcription of Academic Credit". In addition, Southwest awards credits when the following criteria are met:

1. a grade of "C" or better has been earned
2. the course is applicable to a Southwest program
3. the course is deemed comparable in content
4. courses that are more than five (5) years old may be reviewed by an academic department

Experiential Learning [2-00-00-00-16 Alternative Credit](#)

Students submit the portfolio to the department chair, who has an appropriate faculty member review the portfolio and make a recommendation to approve/disprove the portfolio for the requested credit. If approved, the chair forwards the recommendation to the dean for final approval.

Credit by examination [2-00-00-00-16 Alternative Credit](#)

Each academic department determines which courses, if any, are appropriate for credit by examination. Exams are given at the discretion of the department and/or instructor.

A student who has registered for a course and believes that he or she has appropriate knowledge and/or skill to successfully demonstrate competence may request that the instructor allow the option of testing out of the course by taking a departmental exam. Based on the exam, the student will receive a letter grade which will be calculated in the student's GPA. If the student is not satisfied with the grade or fails the exam, he or she may remain and complete the course.

Prior to enrolling in a course, an admitted student who is qualified to accelerate his/her studies may request a challenge examination that is equivalent in scope and content to the final examination for the selected subject. If the student satisfactorily passes the exam with a "C" or better, the credit earned will be identified by a "P" on the student's transcript and will not be calculated into the student's GPA, but will be included in credits earned. An unsuccessful attempt will not be recorded on the student's transcripts. Students who fail the exam must enroll in the course.

Advanced Placement [2-00-00-00-16 Alternative Credit](#)

Southwest follows the most recent guidelines set by the American Council on Education (ACE) with regard to the awarding of college credit for Advanced Placement testing. Students who successfully complete the Advanced Placement Examination with a score of 3 or higher may receive credit for required or elective courses in their programs of study.

Military Service [2-00-00-00-16 Alternative Credit](#)

The American Council on Education (ACE), which collaborates with the U.S. Department of Defense (DOD), reviews military training and experiences. The ACE recommends to Southwest the appropriate college credit for members of the Armed Forces. Credit is awarded only in areas offered within the curriculum of Southwest and must be related to the academic program in which the student is enrolled.

Southwest also grants credit for any USAFI/DANTES Subject Standardized Test (eDSST and eCLEP) in accordance with the American Council on Education's (ACE) recommendation for acceptable score and award of credit hours. A student who has earned an acceptable score may be awarded college credit. Credit earned is identified by a "P" on the student's transcript and is not calculated into the student's GPA but is included in credits earned.

Professional Certificates [2-00-00-00-16 Alternative Credit](#)

Southwest evaluates professional certificates to determine whether the content is equivalent to a Southwest course and applicable to the student's program of study. If it equates, the course is placed on the student's transcript upon the recommendation of the dean.

Maximum number of credits accepted

The overall acceptance of external credits follows the Southern Association of Colleges and Schools Commission on Colleges policy "The Transfer or Transcribing of Academic Credit." According to Policy [2-00-00-00-5 Transfer Credit](#), the maximum number of transfer credits, including experiential, advanced placement, credit by examination, or professional certificates acceptable towards a student's academic program is two-thirds (2/3) of the program's required credits.

Collegiate Level








Southwest ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. Southwest accepts only credits from postsecondary institutions that are accredited by the U.S. Department of Education and an approved regional accrediting or professional association. The course must be comparable in content to the Southwest course.

Academic Quality

The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. Prospective students must submit official documents and/or transcripts to the Admissions and Records Office for verification of authenticity. Documents are scanned and maintained in the Banner Student Information System.

Southwest awards credit when the above criteria has been met regardless of whether the course was taken on-campus or online.

Sources

-  [2-00-00-00-16 Alternative Credit](#)
-  [2-00-00-00-5 Transfer Credit](#)
-  [Catalog 2013-2014 \(Page 48\)](#)
-  [Complete College Tennessee Act of 2010](#)
-  [Mission Statement](#)
-  [Prior Learning Assessment](#)
-  [Student Records -Transfer](#)

3.4.5

Educational Programs: All:Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes academic policies that adhere to principles of good educational practice in formulating, reviewing, and approving its academic policies. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

The Tennessee Board of Regents (TBR) promulgates academic policies which are made available to faculty, students, and other interested parties on the [Tennessee Board of Regents Policies and Guidelines Web Page](#). These policies govern TBR institutions, as well, as conform to SACSCOC guidelines.

Southwest publishes many documents in both print and electronic formats. The College publishes its academic policies and procedures on the College's website, in the catalog, in the Faculty Handbook, in the Student Handbook/Planner, and on the distance education website. All of these publications are available online to students, faculty, staff, and other interested parties. In addition, the Student Handbook/Planner is available in print.

The policies in these publications are subject to multiple levels of review to ensure that they adhere to good educational practice. The policies are routinely reviewed by the appropriate faculty committees and administrative offices to ensure that they conform to the standards established by the TBR and SACSCOC, as well as accrediting organizations for various programs.

College Website

Because the College encourages students to use its website, it is imperative that it has the most up-to-date information. To ensure this, the webmaster and the Executive Director of Communications and Marketing constantly review the web and update the information as needed. They rely on various departments for information, but review all material placed on the web for accuracy and consistency.

College Catalog

The catalog is reviewed yearly and updated for policy and regulation changes. Early in the spring semester, a timeline is disseminated to all areas of the college. This initiates the process of updating the catalog. The Vice President of Student Services and Enrollment Management (VPSSEM) is responsible for the first section of the catalog, which includes admissions, registration, financial aid, and the various service areas within that division. Managers are responsible for reviewing and updating their specific entries. The VPSSEM approves the changes. For program changes, the Academic Deans, in conjunction with the department Chair, review and update the academic program section of the catalog. Ultimately, the final approval for accuracy and consistency is the responsibility of the Department of Communication and Marketing.

Faculty Handbook 2013-2015

The Faculty Handbook can be located on the Southwest website and is available to all faculty, including adjuncts. This handbook is developed, updated, and approved by members of the Faculty Senate. As the primary method for communication of academic policies to faculty members, the handbook is based on institutional policies and upon best practices. The handbook is reviewed and updated every two years.








Student Handbook and Planner 2013-2014

Under the leaderships of the Vice President of Student Services and Enrollment Management, the Director of Student Activities and Multicultural Affairs updates the handbook yearly. Each spring semester, directors and managers review their sections of the handbook to ensure accuracy and compliance with all policies and regulations. This publication is distributed to all students, in addition to being placed on the web.

Distance Education Website

Students who enroll in distance education classes follow the same policies (as stated in [Distance Education Policy and Guidelines](#)) as those students taking campus-based classes. Although students have access to the same publications, policies are linked through the distance education website to ensure that students have easy access to the information.

Sources

 Catalog 2013-2014
 Distance Education Policy and Guidelines
 Distance Education and Instructional Technology
 Faculty Handbook 2013-2015
 Southwest Home page
 Student Handbook and Planner 2013-2014
 Tennessee Board of Regents Policies and Guidelines Web Page

3.4.6
Educational Programs: All:Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Awarding Credit

The College's curriculum development processes ensure that all courses meet accepted standards for course level and credit. The addition of new courses and course revisions are initiated at the departmental level by faculty as detailed in Policy [2-00-00-00-21 Curriculum Review and Development](#). The department chair and the appropriate dean must approve the curriculum changes before the College's Curriculum Committee (comprised of proportional faculty representatives from the two divisions as well as representatives from the Records Office, Continuing Education, and the library) reviews it. Ultimately, the Provost approve curriculum changes. The process is also detailed in [Faculty Handbook 2013-2015 \(Page 35\)](#) and in the [Sample of New Course Request and Approval](#).

The Curriculum Committee follows Policy [2-00-00-00-1 Academic Credit](#) for assigning semesters credit hours which is well defined by Southwest in accord with Federal regulations and the Southern Association of Colleges and Schools Commission on Colleges. A credit/semester hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. It is an institutionally established equivalency that reasonably approximates:

A. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time;

or

B. At least an equivalent amount of work as required in paragraph (A) of this definition for other instructional modes of delivery as established by the institution including distance education, hybrid, and independent study

For various modes of instruction such a labs, clinical and/or coops, there must be an equivalent amount of work as required in paragraph (A) for other academic work leading to the award of credit hours.

Academic Work	Semester Credit Hour (SCH)
Laboratory	One (1) SCH per each two (2) or three (3) contact hours per week, depending on the nature of the course
Clinical	One (1) SCH per each six (6) contact hours per week
Cooperative/Practicum	One (1) SCH per each six (6) contact hours per week

Alternative Credit

Southwest may also award credit for alternative methods of learning. The maximum number of alternative credits is equivalent to two-thirds of the program credit hour requirement. The two-thirds equivalent includes credit hours transferred in from other institutions of higher education according to Policy [2-00-00-00-5 Transfer Credit](#). Credit is only awarded in areas offered within the curriculum of Southwest Tennessee Community College and must be related to the educational program in which the student is enrolled.

Each of the alternative methods of earning academic credit listed below have specific criteria for awarding credit as outlined in Policy [2-00-00-00-16 Alternative Credit](#).

- Advanced Placement (AP) Examination
- College Level Examination Program (CLEP)
- Military Service
- Credit by Examination
- Department Exam
- Challenge Exam
- Experiential Learning
- Credit/Advanced Placement for Licensure/Certification

In awarding alternative credit for extra-institutional or lifelong learning, Southwest uses recognized external guides approved by Tennessee Board of Regents (TBR) Policy [2-01-00-04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities](#) which may include the following:

1. American Council on Education (ACE) National Guide to Educational Credit for Training Programs
2. ACE Guide to the Evaluation of Educational Experiences in the Armed Forces
3. ACE Guide to Credit by Examination
4. College Entrance Examination Board Advanced Placement Program (CEEB/AP)
5. Degree-relevant extra-institutional learning credit awarded and transcribed by other accredited institutions, as well as that credit transcribed by ACE on the ACE Registry Transcript System (AARTS for the Army, SMART for Navy and Marines, CCAF for the Air Force) and the ACE Registry of Credit Examinations (ROCR)
6. Subject matter experts who are not members of the institution's faculty but who evaluate extra-institutional learning at the institution's request
7. Individual portfolios using the Council for Adult and Experiential Learning (CAEL) or other standardized guidelines authorized, in advance, by permission of the institution.

Other Delivery Modes

Course credits delivered through other instructional modes of delivery must encompass an amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit in accordance with Policy [2-00-00-00-1 Academic Credit](#).

Distance Education

All institutional policies, standards, and guidelines for on-campus instruction also apply to distance education, online, hybrid or web-assisted instruction. No distinction is made between credit hours generated through distance education and those generated through on-campus instruction as stated in TBR Policy [2-05-00-00 Distance Education](#).

Independent Study

An independent study option is provided primarily to allow students to broaden their educational experience by taking a course which is not otherwise offered on a regular basis. The number of credits awarded to the course are not changed. A course syllabus is developed and agreed to in writing by the student and the instructor with the approval of the department chair.

Practicum

A practicum is offered to provide a student an opportunity to apply knowledge and skills learned in the classroom to work situations. In order to receive academic credit, a student must meet all the requirements established by the program for completion of a practicum, including class meetings, assignments, and evaluations. For example, ECE2810 Early Childhood Education Practicum requires that the student participate in 60 hours of practical experience relating to the early childhood in order to earn 3 credits.

Cooperative Education (Co-Op)

Southwest provides students with Cooperative Education (Co-Op) study options that integrate students' classroom study with related work experience in industry, business, or government. Students register for a course in their program of study such as OFAD1931 Co-Op Education 1 with 3 credits awarded, which had been vetted for appropriate credits.












In this course (OFAD1931 Co-Op Education 1) the student receives supervised work experience in the office of an established business. Placement is made by the Office of Cooperative Education upon completion of one semester of technical coursework, or after all requirements for employment are met. The student utilizes knowledge gained in any or all the Office System courses to accomplish tasks as assigned within the modern office setting.

Course Syllabus

A course syllabus is a requirement of all courses, including all distance education and RODP courses. The syllabus ensures that the course objectives are being met regardless of mode of delivery. The course syllabus is the basic document to which students, faculty, and administration refer for specific information on a course. It constitutes the official record of the content and mode of evaluation in each course or section of a course. To the student, the syllabus communicates what the course is about, what he or she can expect to do and learn, and how his or her learning will be measured and evaluated. Each enrolled student will be given a copy of the instructor's syllabus at the beginning of each term.

A copy of each course syllabus is also kept on file in the Department Office and in the Office of the appropriate Division Dean. Each syllabus must be patterned after the approved general format as required by Policy [2-00-00-00-20 Course Syllabus](#).

Sources

-  [2-00-00-00-1 Academic Credit](#)
-  [2-00-00-00-16 Alternative Credit](#)
-  [2-00-00-00-20 Course Syllabus](#)
-  [2-00-00-00-21 Curriculum Review and Development](#)
-  [2-00-00-00-24 Independent Study, etc.](#)
-  [2-00-00-00-5 Transfer Credit](#)
-  [2-01-00-04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities](#)
-  [2-05-00-00 Distance Education](#)
-  [Curriculum Committee Mission Statement](#)
-  [Faculty Handbook 2013-2015 \(Page 35\)](#)
-  [Sample of New Course Request and Approval](#)

3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy "Collaborative Academic Arrangements.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) ensures the quality of educational programs/courses offered through consortia relationships on contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. The College participates in a consortial arrangement through the Tennessee Board of Regents (TBR). This arrangement offers opportunities for enhancement of the educational experience of Southwest students.

Consortia

Southwest makes available to its students courses offered by the Regents Online Degree Program (RODP). RODP is a collaborative of the 13 community colleges, six universities, and 27 colleges of applied technology offering outreach for instructional delivery. The collaborative was established in 2001 with the following [Mission](#):

"Using technology, the Regents Online Campus Collaborative will improve access to high quality, affordable, student-centered learning opportunities through collaboration with and among Tennessee Board of Regents institutions and other educational entities."

Both Southwest's mission and the [mission of RODP](#) are in alignment in their efforts to increase the educational level of a diverse community:

"Southwest Tennessee Community College will become a national model for technical, career, and transfer education by fostering student success, transforming lives, and increasing the educational level of a diverse community."

RODP Goals

Since its establishment, RODP has continued to operate with the following goals:

- Increase access to higher education for non-traditional learners.
- Support the delivery of high-quality instruction by promoting the effective use of technology.
- Provide learners access to online courses and degree programs, especially in remote areas.
- Provide a channel for TBR institutions to leverage resources to broaden, enhance, and support educational opportunities.

Students may choose their "home" institution from among TBR's 13 community colleges and six universities, all of which are accredited by [Southern Association of Colleges and Schools Commission on Colleges](#). All courses offered through RODP are entirely online.

With representatives on the RODP Curriculum Committee, Southwest participates in approval of new courses proposed for the collaborative, and the College determines which of the RODP degrees will be fully available to its students. Currently, Southwest students may choose among the following seven degree programs:

- [Associate of Applied Science in Professional Studies - Concentration: Information Technology](#)
- [Associate of Applied Science in Early Childhood Education](#)
- [Associate of Applied Science in Web Technology](#)
- [Associate of Applied Science in Criminal Justice](#)
- [Associate of Arts in General Studies \(University Parallel\)](#)
- [Associate of Science in General Studies \(University Parallel\)](#)
- [Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation \(University Parallel\)](#)

RODP is accredited by SACSCOC ([per System-Wide Substantive Change 12/06/03](#)) and, with the assistance of member institutions, regularly evaluates courses, faculty, and programs. RODP has a staff of individuals housed at the TBR in Nashville headed by an Associate Vice Chancellor for Academic Affairs-Regents Online Campus Collaborative (ROCC). This staff handles the administrative functions of the program, such as handling student enrollments and filling sections, overseeing the servers and help desks, administering course evaluations, data collection, and other areas requiring coordination among institutions in the collaborative. There is a system-wide RODP Curriculum Committee, which includes members from each institution. The RODP Oversight Committee, comprised primarily of Chief Academic Officers (CAO)/([Job Description](#) and [Resume](#)), provides oversight to the RODP. Each institution has identified one or more trainers for faculty and an [RODP Campus Contact](#). The role of RODP advisor has been assumed by the faculty within the designated academic discipline.

RODP is involved in a consistent process of improvement. The System-Wide Curriculum Committee consists of faculty members who review new courses and make recommendations. Course improvement plans are created and implemented by faculty members based on course evaluations, surveys, student feedback and student performance data provided by the RODP staff.
















All RODP instructors must be certified by their home institution before they will be considered for online teaching assignments. Additionally, all instructors are required to attend training on the online delivery platform, have an understanding of online teaching principles and learning methods, and adhere to high quality teaching standards.

RODP faculty rosters are online and updated each semester. The Chief Academic Officer for each campus designates a campus RODP representative, who is responsible for updating the RODP roster each semester. Credentials of all faculty are submitted to the Associate Vice Chancellor for Academic Affairs-ROCC each time a new faculty member is employed and the required information is entered into the faculty roster. The Vice Chancellor approves the credentials.

Tennessee Consortium for International Studies (TnCIS)

The College is also a member of the Tennessee Consortium for International Studies (TnCIS), an organization of TBR colleges and universities that provides opportunities for students to study and travel abroad. The 13 community colleges and 6 universities of the TBR system are devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee, as established in the TBR strategic plan for 2005-2010, [Setting New Directions \(p. 6\)](#). All TBR institutions are accredited by SACSCOC. Faculty from member institutions may propose to offer courses that are in the College's curriculum in an appropriate foreign venue. If a proposal is approved, the TnCIS executive director works with the faculty member to make arrangements for instructional and living facilities in the foreign locale. Southwest department chairs review the course syllabi for study abroad programs and credentials of the faculty teaching the courses, before granting approval of the participation of Southwest students. Courses must align with the Southwest curriculum and faculty credentials must meet the established faculty qualifications as outlined in the Faculty Qualifications Guidelines manual before permission is granted for the participation of Southwest students.

Sources

-  [AA General Studies UP](#)
-  [AAS Criminal Justice](#)
-  [AAS Early Childhood Education](#)
-  [AAS Professional Studies Conc Information Technology](#)
-  [AAS Web Technology](#)
-  [AS General Studies Elect Conc Teacher Aides Paraprofessionals Prep](#)
-  [AS General Studies UP](#)
-  [Job Desc Provost-Executive Vice President of Academic Affairs](#)
-  [Mission Statement](#)
-  [RODP Accreditation](#)
-  [RODP Campus Contacts](#)
-  [RODP Collaborative Documents](#)
-  [RODP Mission](#)
-  [Resume-Joanne Bassett](#)
-  [TBR-05-10-Setting New Directions Strategic Plan \(Page 6\)](#)

3.4.8**Educational Programs: All:Noncredit to credit**

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

In order to receive college credit for noncredit course work, a student must satisfy specific requirements designed to measure the student's competencies in the course being considered as stated in [2-00-00-00-16 Alternative Credit](#). To ensure course equivalency, Southwest accepts nationally recognized standardized tests when awarding academic credit. Students may receive academic credit based on the Advanced Placement Examination (AP) and an examination under the College-Level Examination Program (CLEP). Scores are evaluated by appropriate college faculty in determining the proper amount of credit to be awarded for each course. Credit for military experience and training is extended upon evaluation by appropriate faculty of the learning competencies acquired through military service consistent with American Council on Education (ACE) Guide recommendations. In addition, students may receive college credit through credit by examination and prior learning assessments. Credit by examination may be allowed for a given course if a student can demonstrate the required level of proficiency as a result of independent study, experience, and/or test results. Specific requirements for credit by exam vary from course to course and may include writing samples, tests, and/or proficiency demonstrations.

The assessment of prior learning takes place through means consistent with generally accepted techniques of measuring college-level learning. The techniques may include written and oral examinations, portfolio evaluations, interview assessments, and project or product evaluations administered by academically qualified faculty and approved by the appropriate department chair and dean. The assessment will certify that students have the knowledge and skills established in the curriculum of the College for equivalent courses.

The policies and procedures explaining the process and requirements are outlined in the [Catalog 2013-2014 \(Page 49\)](#) and the Policy [2-00-00-00-16 Alternative Credit](#).

Sources

 [2-00-00-00-16 Alternative Credit](#)

 [Catalog 2013-2014 \(Page 49\)](#)

3.4.9

Educational Programs: All:Academic support services

The institution provides appropriate academic support services.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides appropriate academic support services and programs which assist students in their learning experience and their progress towards graduation.

Grounded by the College's [Mission and values](#), the services and programs have been carefully designed to promote student success through a supportive teaching and learning environment, which results in raised educational levels, increased work readiness skills, enhanced career advancement, preparation for university transfer, and enriched personal lives. In addition, Southwest provides faculty and staff with resources necessary to fulfill their professional responsibilities and strengthen the outcomes of all educational programs.

Academic Support Services for Students

Southwest provides a positive learning environment by offering a variety of academic support services to students in support of the College's mission. Students may avail themselves of services which help them develop the skills necessary to be successful in the academic environment. All of the services can be found in the [Student Handbook and Planner 2013-2014](#) and on various webpages.

Academic Advising

As stated in Policy [2-00-00-00-13 Academic Advising](#), all degree-seeking students at Southwest are required to be academically advised prior to registering for any classes. Southwest provides a comprehensive program of developmental academic advisement which assists students with clarifying educational goals, developing educational plans, facilitating transfer, and adjusting to college expectations.

First-year students are advised by professional academic advisors in the Advising and Counseling Centers located on each campus. Students who have not decided on a major are encouraged to take the Kuder Career Planning System in Career Services.

Continuing students who have not declared a major and those who still need six or more developmental credits are advised in the Advising Center. Continuing students with declared majors and those who need less than six developmental credits are transitioned to faculty advisors within their chosen program of study.

All advisors recommend course selections and assist in developing educational plans and refer students to appropriate academic support services to ensure student success. Both professional and faculty advisors are required to enter information from their advising sessions into an online system, AdvisorTrac, to track advice and to ensure a continuity of advising information.

Academic Support Center (ASC)

During the semester, students having academic difficulty are referred to the Academic Support Center(ASC) which provides tutoring, open computer labs, and auxiliary course materials (video tapes, textbooks, etc.). Computer labs in the ASC provide self-guided software for practice in a variety of academic disciplines, word processing and office management software, and access to the Internet. DVD/VHS monitors are available at each location for media viewing. Study areas with Wi-Fi networking are available in the ASC at each campus. Students are encouraged to use the ASC as a place to study individually or in groups. Tutoring in math, English, Anatomy and Physiology, and music is available to assist students online. The ASC has locations at the Gill Center, Macon Cove Campus, Maxine A. Smith Center, Union Avenue Campus, and Whitehaven Center. ASC uses TutorTrac to identify student participation in labs.

Career Services

The Career Services unit provides assistance and information about choosing a program as it relates to a career, exploring job interests, learning about job requirements and salaries, and selecting a career. Various diagnostic inventories are available to assist students in identifying career interests and goals. The office also disseminates information on career opportunities through newsletters, and it houses current job openings for interested students to review on-line. In addition, the office hosts activities during the year which connect employers with students.

Early Alert System

Through an early intervention program, faculty create an alert message for students experiencing problems in academic performance, participation, and classroom behavior.

Honors Academy

Students who are intellectually gifted, academically qualified, and motivated have the opportunity to explore significant issues and scholarly activities through the Honors Academy. Study, travel, and community service are integral parts of both the program and course offerings. A major aim of the program is to support the student's development of exceptional leadership, inquiry, and thinking skills. The program emphasizes team teaching, interdisciplinary themes, original documents, critical thinking, and creatively researched assignments.

Leadership Institute

The Leadership Institute provides students with the opportunity to develop skills needed to become effective leaders. It is designed to build and improve leadership skills by exploring the challenges of committing to a leadership position in an ever-changing college environment for emerging and existing leaders.

LEAP (Learning Early Academic Program)

The Learning Early Academic Program (LEAP) is intended for students whose assessment scores indicate a need for remediation in reading, writing and/or mathematics prior to enrollment in Learning Support. Students are given a diagnostic assessment to determine an individualized mastery study plan. Each student, based on a diagnostic assessment, masters skills needed to enroll in Learning Support. The non-credit bearing, technology-based courses are scheduled in computer labs.

Library

Southwest offers traditional library facilities on two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith). The library's collections consist of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items. In terms of titles, there are more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively. Students enrolled in distance education classes can access information through Library InfoNet and the online catalog. In addition, students may get assistance from the librarian through an online chat or by Skype. In order to increase library awareness, faculty are encouraged to bring their students to information literacy sessions which focus on locating and evaluating information sources. Librarians or library assistants provide formal instruction sessions in a 21st-century lab for 50-60 minutes providing hands-on and face-to-face experience for audio, visual, and tactile learners.

Men of Southwest Tennessee (M.O.S.T)

M.O.S.T is a grant-funded program, which is designed to assist first-year African-American male students adjust to the college environment as well as aid in their retention and graduation efforts. The M.O.S.T program offers an excellent opportunity for African-American male students to participate in a dynamic experience whereby they are supported through the following:

- A thorough battery of academic, career-interest, and barrier identification assessments
- Intensive case management services
- Monthly stipends
- Learning-support services
- Mentoring
- Learning cohort support services
- Leadership training

Orientation Course

New students are encouraged to enroll in the Academic Success Seminar (ACAD 1100), which provides an orientation to the college environment, acquaints students with study skills, prepares them to integrate traditional study skills with college content areas and emphasizes the academic skills necessary for success in a college setting.

Placement Testing/Learning Support

Southwest is an open-door comprehensive community college that requires an assessment of students' academic skills to ensure appropriate placement in courses. ACT is the placement test required for any student who is under age 21. Students, under age 21, who have taken a national SAT exam may use those scores in place of ACT. For students who have not taken the ACT exam on a national test date, Southwest offers the Residual ACT test. Students who are 21 years of age or older and have no transfer credits from another institution are required to take all areas of the COMPASS placement test. Based on these scores, Southwest provides learning support courses in English, mathematics, and reading for students with remedial needs.

Service Learning

Students have the opportunity to participate in service learning which combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection, while encouraging a heightened sense of community, civic engagement, and personal responsibility.

Southwest Mentors Advancing Retention, Teamwork, and Success (SMARTS)

SMARTS is a mentoring program that helps students succeed by developing a bond outside the classroom. Students are paired with mentors who assist with various aspects of the college experience. Mentors are faculty, staff, and administrators at Southwest.

Student Disability Services (SDS)

Southwest provides support services to students who have documented disabilities. Southwest is committed to seeing that students with disabilities have equal access to and participation in all programs of study. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (ADA), students receive reasonable accommodations to ensure equal access to all programs and activities. The SDS office provides advocacy for students with disabilities to ensure equal access to the campus community, through instructional, programmatic, and facility modifications to help students make a smooth transition to Southwest and throughout their academic experience. The SDS office often works with faculty and staff regarding academic accommodations and compliance with the Americans with Disabilities Act (ADA).

Summer Bridge Program

Reviewing the literature on the poor persistence and graduation rates of students who place in remedial/developmental programs, Southwest implemented a Summer Bridge program, targeting students with ACT and Compass scores below college-level. This three-week pilot program serves as an introduction to college for high school graduates who plan to attend Southwest and who have placed in remedial/developmental reading, writing, and or math courses. Utilizing a diagnostic/prescriptive approach to teaching and learning, this technology-based program has been successful over the last two years of its implementation. The majority of students participating in the program have completed or made significant progress toward the completion of the Learning Support competencies ([Summer Bridge Program Fact Sheet](#))

Academic Support Services for Online, Distance, and Center Learners

Appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses. Southwest recognizes that students who are fully enrolled online or off-campus need core services to support their learning experience. Students can access these services at any location and receive assistance. Students may also reach any office by phone and receive service.

Academic Advising

Telephone or online advising is available to both new and continuing students. Faculty are available at the centers to advise students who need assistance.

Bookstore

Textbooks can be purchased online and shipped to a student's home or business address.

Distance Education and Instructional Technology (DEIT) Resources

The Distance Education and Instructional Technology unit provides technical assistance and support specifically relating to Distance Education courses. An orientation to Distance Education (DE) is provided for students considering online courses, and the orientation includes a system check so that students can make sure that their computers are ready. It checks the operating system, browser and java versions, plug-ins and other items that are required in an online course. It also provides valuable information regarding the skills needed to be successful in that type of course.

Help Desk

Students needing assistance with accessing their email accounts and various on-line enrollment activities can contact the Help Desk at (901) 333-4357 (HELP).

Library

In addition to [Library InfoNet](#) and an online catalog, students may get assistance from the librarian through an online chat or by Skype.

Tutoring

The ASC provides online tutoring in math, English, anatomy and physiology, and music tutoring to assist students online. Student can call the ASC and make arrangements for tutoring.

Academic Support Services for Faculty and Staff

All academic services provided to students are available to faculty in support of their efforts to deliver instruction and further improve instructional effectiveness. Southwest provides specialized services for faculty including an ongoing program of professional development.

The following are specific services offered to both full-time and part-time faculty.

Center of Emphasis for Teaching and Technology

The Center provides training to assist faculty in implementing online or Web-assisted courses. Faculty development training sessions are available upon request to demonstrate new resources that faculty may use to tailor assignments around the available resources. In addition, Southwest provides programs and services to faculty and staff that support instruction and promote professional skill development.

Center for Faculty Development

The Center promotes and facilitates professional development opportunities that enhance and enrich the continuous growth of the college faculty.

Instructors' Academy

With a focus on the faculty's role in retaining and graduating students, thirteen workshops are regularly offered. Topics include increasing student success, classroom management, content-delivery strategies, and student engagement.


























Multimedia Services and Digital Production

The Multimedia Services and Digital Production Department provides students and faculty with access to state-of-the-art technology to supplement the learning process at Southwest.

Summer Institute

The Summer Institute is an annual event which hosts a series of workshops over a three-day period in June. The institute is jointly sponsored by the Center of Emphasis for Teaching and Technology and the Center for Faculty Development. It is devoted to enhancing learning through shared ideas and practices as well as through the use of current and emerging technology. The Institute consists of presentations, hands-on sessions, and roundtable discussions that address a broad range of topics of interest to all faculty.

Sources

-  2-00-00-00-13 Academic Advising
-  Academic Support Center
-  Academic Support Center -online
-  Academic Testing Center
-  Advising Online
-  Advising and Counseling
-  Career Services
-  Center for Faculty Development
-  Center of Emphasis for Teaching and Technology
-  DE resources
-  Early Alert
-  Honors Academy
-  Instructor's Academy
-  Leadership Institute
-  Library InfoNet
-  MOST
-  Mission Statement
-  Multimedia Services
-  SMARTS
-  Service Learning
-  Student Handbook and Planner 2013-2014
-  Student Disability Services
-  Summer Bridge Program
-  Summer Bridge Program Fact Sheet
-  Summer Institute 2013

3.4.10

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Southwest offers educational programs leading to the Associate of Arts, Associate of Science, Associate of Science in Teaching, and Associate of Applied Science degrees, as well as technical and academic certificates. All programs have been developed by Southwest faculty and approved through the institutional curriculum review process, and when required, have been approved by the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission (THEC).

Content

According to Policy [2-00-00-00-21 Curriculum Review and Development](#), the process includes additions, deletions, and revisions of courses and programs, and it begins with a proposal, which is developed and approved by the department faculty. Faculty develop curricula according to the College's academic program outcomes, the departmental goals, which are linked to the College's [Mission](#), and best practices. After approval from faculty within the department, and notification of external departments affected by the proposal, faculty submit a [standard proposal form](#), approved by the Department Chair and Dean, to the [Curriculum Committee](#). The Curriculum Committee is comprised of nine voting faculty members who represent the nine departments and who act as liaisons between the departments and the Curriculum Committee. Additional, non-voting members include the Registrar, the Associate Vice President of Academic Affairs, and the Executive Director of Library Services. The Curriculum Committee Chair emails the agenda and proposals to all faculty. This committee provides the final evaluation, before the proposal is submitted to the Chief Academic Officer. At an open-to-faculty monthly meeting, the committee approves or rejects proposals by secret ballot, after reviewing justification for the actions being proposed. The faculty are notified by email of curriculum approval or rejection. [Rejected proposals](#) are tabled and sent back to the department for corrective action. Approved proposals are sent to the Provost/Chief Academic Officer (CAO) for review and approval, as the CAO has the final authority for approval of curricular modifications. ([Sample of New Course Request and Approval](#))

As described in the [Department Chair Handbook - 2013-14 \(Page 34\)](#) and the [Faculty Handbook 2013-2015 \(Page 35\)](#), the curriculum review and development process is as follows:

Curriculum Review and Development Process

Curriculum Development

Curriculum additions, deletions, and revisions originate at the departmental level. Faculty members, department chairs, administrators, and other interested parties may initiate such recommendations. These recommendations should receive endorsement of departmental faculty, the department chair, department Curriculum Committee, and the division Dean prior to being submitted to the College Curriculum Committee for its review.

The College Curriculum Committee submits its recommendations to the Chief Academic Officer for final approval prior to being added to the [Academic Program Inventory](#).

Proposals for new programs, major program revision, and/or program terminations must be submitted to TBR for approval and notification sent to SACSCOC.

Curriculum Review

All full-time faculty are responsible for the continuous review of the curriculum to ensure that it is current, it meets or exceeds the standards of good practice, it is consistent with the mission of the College, and it complies with the approved objectives of the Department, wherein it best fits. The Chief Academic Officer of the College is responsible for periodically conducting review and evaluations of the curriculum. In the exercise of that responsibility, he or she will solicit advice from the faculty, department chairs and deans. However, at the College, the final authority for formally evaluating the effectiveness of the curriculum resides with the Chief Academic Officer.

Course Changes/Course Termination/New Course Proposals

Proposals to add, change or terminate courses should be submitted using the appropriate curriculum forms to the curriculum committee, after receiving approval of the department chair and the division dean. The final approval must be received by the Chief Academic Officer. After the receipt of all approvals, the department chair makes the revisions in the catalog to reflect the approved course and program additions, changes, or termination.

Program Changes/Program Termination/New Program Proposals

Proposals to add, change or terminate programs should be submitted using the appropriate curriculum forms to the curriculum committee, after receiving approval of the department chair and the division dean. Proposals are submitted to the Provost after the curriculum committee's review and approval. New programs, program terminations, and major program changes must also be submitted to TBR for final approval, and notification is sent to SACSCOC. After the receipt of all approvals, the department chair makes the revisions in the catalog to reflect the approved course additions, changes, or termination.

As required by the Tennessee Board of Regents (TBR), all Southwest curriculum programs are comprised of courses selected from the [Academic Program Inventory](#) to fulfill the general education and program specific course requirements.

Course Inventory

The Master Course Inventory (MCI) is the official record of all approved courses offered for credit by Southwest Tennessee Community College. The Director of Academic Administrative Services maintains the Master Course Inventory and revises it to reflect approved curricular changes. All such revisions are subject to the following rules:

1. Courses are placed on the MCI after they have received faculty approval through positive action of the Curriculum Committee and final approval of the CAO.
2. Only courses that have been officially entered on the MCI may be published in the College roster of courses.
3. Only courses that have been officially entered on the MCI may be scheduled and published in the Schedule of Classes of any term, except that the Chief Academic Officer may authorize the offering of a course on a one-time pilot basis.
4. The rubric, number, title, and assigned credit hours of a course as recorded in the MCI may not be altered without prior approval by the Chief Academic Officer.
5. The content and any prerequisites of a course listed on the MCI may not be changed or altered without prior approval of the faculty through positive action of the Curriculum Committee and approval by administration.

As described in the Faculty Handbook, and in the Department Chairs Handbook, faculty instructional duties and responsibilities include course and curriculum development, effective instructional delivery, selection of instructional materials and resources, development and assessment of student learning outcomes, evaluation of course and program effectiveness, and implementation of ongoing plans for improvement.

Quality

The major curriculum-related committees/units and their role in ensuring curricular quality are as follows:

Curriculum Committee

With the support of the college administration, faculty members develop courses and programs in relation to the College's philosophy and objectives, the needs of students, and the community. This committee meets on a regular basis ([Curriculum Committee Meeting Notification](#)) to review, analyze, and make recommendations on matters pertaining to curriculum development, the educational needs of students, and the demands of the workforce ([Mission of the Curriculum Committee](#)). The Curriculum Committee is comprised of nine voting faculty members who represent the nine departments and who act as liaisons between the department and the Curriculum Committee. The Curriculum Committee members are the final evaluators of curricula.

Learning Support

This committee, under the direct supervision of the Associate Vice President of Academic Affairs, is responsible for all student success initiatives requiring remediation in reading, writing, and mathematics. An example of this college wide effort is evidenced in the many programs in Southwest's Learning Support program, a re-design of developmental studies. Curriculum changes are made based on data generated from these initiatives with the input and support of learning support faculty.

General Education Committee

The General Education Committee is charged with the review of all courses in the General Education program to determine their appropriateness in the General Education Core in terms of foundational and broad-based content. This committee is led by a lead faculty member who coordinates assessment development, data collection and dissemination of results. Members of this committee work directly with other faculty and discipline specific faculty leaders to embed assessments throughout general education courses in a coordinated fashion. The committee uses a systematic process that examines and measures the results of student learning outcomes, as well as the pedagogy and techniques utilized in obtaining those techniques in a learner-centered environment.

Honors Academy

A faculty member is assigned a leadership role to promote the Honors Academy; develop strategies to expand Honors course opportunities for eligible students; provide direction for new and future initiatives; recommend changes, policies, and procedures that will enhance the program; develop recruitment strategies; and assist in curriculum development in Honors sections and courses.

Distance Education and Instructional Technology

Distance Education and Instructional Technology Department implements technology for instructional purposes and provides training and instructional design assistance to Distance Education faculty. Assures the quality and integrity of online course development and delivery meet the criteria set forth in the [Online Course Development Process](#). ([Flowchart](#))

Faculty Senate

The Faculty Senate, comprised only of Southwest Faculty members, serves as an instrument through which the Faculty can participate in the shared governance of the College, study, discuss, and recommend to the College President those academic objectives, policies, and procedures and curricular issues which are properly the common concern of the Administration, Faculty, and Staff of the College. The members of the Senate are nominated and elected by the faculty. ([Faculty Senate Minutes Oct 8, 2013](#))

Effectiveness

As described in the [Faculty Handbook 2013-2015 \(Page 21\)](#) and in the [Department Chair Handbook - 2013-14 \(Page 19\)](#), faculty instructional duties and responsibilities include: developing course and curriculum, providing effective instructional delivery, selecting instructional materials and resources, defining and assessing student learning outcomes, conducting evaluation of course and program effectiveness, and implementing ongoing plans for improvement.

Department chairs, with support from coordinators and faculty, are assigned the responsibility to evaluate the effectiveness of their assigned programs. As part of the College's Institutional Effectiveness Plan, department chairs and faculty complete periodic program reviews or academic audits for each program under their supervision. Program reviews and academic audits include the identification of benchmarks for the assessment of administrative outcomes as well as identification and assessment of faculty defined student learning outcomes for each program. Program reviews and academic audits include recommendations for actions to improve both the administrative and student learning outcomes. Integral to this process, local advisory committees comprised of business owners, industry representatives and educational and professional staff in the field advise division and department chairs on current practices, use of technology, and emerging workforce issues.




Ultimately, the evaluation of curriculum begins with the mission of the academic program outcomes, the goals of the department, and best practices. Formal evaluation processes include Academic Audits, Accreditation Self-Studies ([Sample ABET Accreditation](#)), and the College's Institutional Effectiveness Plan, which is required of all departments. Some standards for evaluation are dictated by the Tennessee Board of Regents' General Education Outcomes, while others are based upon Student Learning Outcomes that are developed by the faculty. However, the CAO is responsible for initiating curriculum reviews and has the final authority in evaluating curriculum effectiveness.

Academic audits are required by the Tennessee Board of Regents (TBR) as part of compliance for performance funding, specifically those programs that do not have outside accreditation. The academic audit process begins with a faculty-driven self-study that is submitted to an off-site team. The team usually consists of two to three people selected by TBR from peer institutions. (Occasionally, these team members come from four-year institutions.) During a one-day, on-site visit to the College, the academic audit team interviews faculty (both full-time and part-time), current students and graduates, as well as administrators and members of community advisory boards. They also tour the facilities. The team's follow-up review includes affirmations, recommendations, and accommodations. A formalized report is generated and is sent directly from TBR.

After faculty receive the evaluation results from a formal review process, they assess and discuss how programs or courses may be improved. Quality and effectiveness are ensured through internal and external reviews. Academic programs have advisory committees ([Sample Advisory Committee Meeting Minutes 2012](#)) composed of community members in that field of study. Other program effectiveness measures include national tests and Academic Audits, which establish benchmarks and/or review the curriculum and program viability.

The above practices and procedures are based upon [TBR Policy 2:01:01:00, Approval of Academic Programs, Units, and Modifications](#), and [Southwest's Policy 2:00:00:00/21, Curriculum Review and Development](#). The faculty is ultimately responsible for review, additions, and deletions.

Sources

-  2-00-00-00-21 Curriculum Review and Development
-  2-01-01-00 Approval of Academic Programs, Units, and Modifications
-  ABET Accreditation
-  Academic Program Inventory
-  Curriculum Committee Meeting Notification
-  Curriculum Committee Mission Statement
-  Curriculum form for new course
-  Department Chair Handbook - 2013-14 (Page 19)
-  Department Chair Handbook - 2013-14 (Page 34)
-  Faculty Handbook 2013-2015 (Page 22)
-  Faculty Handbook 2013-2015 (Page 35)
-  Faculty Senate Minutes Oct 8, 2013
-  Mission Statement
-  Online Course Development - Flow chart
-  Online Course Development Process
-  Paralegal - Academic Program Quality Indicators for Fiscal Year 2012-13
-  Sample Advisory Committee Meeting Minutes 2012
-  Sample of New Course Request and Approval
-  Sample of Rejected and Tabled Program Change

3.4.11

Educational Programs: All:Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) assigns the responsibility for program coordination, curriculum development and review, to persons who are academically qualified within the field of study or concentration/curricular area. Southwest offers the following degrees as listed in the [Academic Program Inventory](#):

- Associate of Applied Science
- Associate of Arts
- Associate of Science
- Associate of Science in Teaching

Deans/Department Chairs

As indicated in the [organizational chart](#), the Academic Affairs Area includes two divisions: Arts & Sciences and Career Studies. Each division is headed by a Dean, who reports to the Provost/Executive Vice President ([Job Description](#) and [Resume](#)), and each Dean is assisted by Department Chairs. Based on the College's required educational qualifications and work experience, both the Deans and the Department Chairs are required to hold a minimum of a master's degree in a discipline taught in their assigned program.

Charts with the names, primary responsibilities, educational credentials, professional experience and required qualifications, as well as resumes for these positions, have been provided below:

[Chart of Department Chairs for AA, AS, and AS in Teaching](#) (Arts and Sciences Division)

[Chart of Department Chairs for AAS](#) (Career Studies Division)

[Job Description for Department Chairs](#)

Arts and Sciences Division

The Dean of Arts and Sciences ([Job Description](#)/vacant position) is responsible for the programs of study leading to an Associate of Arts, an Associate of Science, and an Associate of Science in Teaching degrees. Within the programs of study leading to these degrees, there are areas of emphasis rather than majors, as the primary focus of these degrees is the completion of the General Education Curriculum and preparation for transfer. There are five Department Chairs who assist the Dean. The Department Chairs are responsible for the operational management of their assigned programs as well as the on-going review and assessment of the program's effectiveness. Department Chairs work cooperatively with department faculty to develop curriculums, complete program evaluations, and devise departmental budget plans.

Resumes of Department Chairs in Arts & Sciences Division

[Communications, Graphics & Fine Arts](#)

[Languages & Literature](#)

[Mathematics](#)

[Natural Sciences](#)

[Social & Behavioral Sciences](#)

Career Studies

The Dean of Career Studies ([Job Description](#) and [Resume](#)) is responsible for the programs of study leading to Associate of Applied Science degrees and certificates. These programs of study include majors that prepare students for gainful employment and careers. Four Department Chairs assist the Dean, and the Department Chairs are responsible for the operational management of their assigned programs, as well as the on-going review and assessment of the programs' effectiveness. Department Chairs work cooperatively with program coordinators to develop curriculums, complete program evaluations and develop departmental budget plans.

Resumes of Department Chairs in Career Studies Division

[Allied Health](#)

[Business](#)

[Nursing](#)

[Technologies](#)

Program Coordinators



















Within the Division of Career Studies, there are programs leading to the Associate of Applied Science degrees and technical certificates. The coordination of programs is assigned to program coordinators who have academic qualifications and expertise in the discipline. The primary roles and responsibilities of coordinators are outlined in the [Department Chair Handbook - 2013-14 \(Page 22\)](#).

A complete list of degree programs offered at Southwest, academic qualifications and resumes (see links to resumes) of program coordinators are listed below:

Degree	Coordinator	Academic Qualifications
Accountancy	Carl Swoboda	MS: Master of Science (Accounting)
Advanced Integrated Industrial Technology	Hunter Purnell	MS: Master of Science (Electrical Engineering)
Architectural Engineering Technology	Robert Tom	MS: Master of Science (Architecture)
Automotive Service Technology	Martin Gambill	AA: Associate of Arts (Occupational Studies)
Biotechnology Technician	Amy Waddell	PHD: Doctor of Philosophy (Biology)
Business and Commerce	Ashley Geisewite	MBA: Master of Business Administration
Computer Engineering Technology	Janet Sykes	MS: Master of Science (Electronic Eng. Tech.)
Criminal Justice Studies	Charles Eddie Baker	JD: Juris Doctor (Legal Studies)
Dietetic Technician	Megan Murphy	MS: Food and Nutrition
Early Childhood Education	Ladonna Young	Ed. D. Education
Electrical Engineering Technology	Garry Spencer	MS: Master of Science (Electrical Engineering)
Electronic Technology	Forrest Smith	MS: Master of Science (Electrical Engineering)
Emergency Medical Tech	Glenn Faught	MS: Master of Science (Community Health)
General Technology	Vicki Armstrong	MBA: Master (Business Administration)
Graphic Arts Technology	Ken Dunn	MS: Master of Science (MATH) (18 Grad Hrs. GART)
Hospitality Management	Stephen Leake	AAS: Associate of Applied Science (Motel/Restaurant Mgmt. Tech)

Information Technology	May-Chuen Hsieh	MS: Master of Science (MIS)
Mechanical Engineering Technology	Cindy Fowinkle	MS: Master of Science (Mechanical Engineering)
Medical Laboratory Technician	Amy Cox	BS: Bachelor of Science (Medical Technology)
Mid-Management	Vicki Armstrong	MBA: Master (Business Administration)
Nursing	Sharon Livisay	MSN: Master of Science (Nursing)
Office Technology	Kathleen Singleton	MS: Master of Science (TELE Comm and Information Systems Management)
Paralegal Studies	Gwynne Hutton	JD: Juris Doctor
Pharmacy Tech	Osborne Burks	PHAR: Doctor of Pharmacy
Physical Therapist Assistant	Eddy Zeno	MS: Master of Science (Physical Therapy)
Radiologic Technology	Thomas Wolfe	MS: Master of Science (Radiology)

Sources

-  [Academic Program Inventory](#)
-  [Department Chair Handbook - 2013-14 \(Page 22\)](#)
-  [Department Chairs AAS](#)
-  [Dept Chairs AA AS](#)
-  [Job Desc Department Chair](#)
-  [Job Desc Dean](#)
-  [Job Desc Dean of Career Studies](#)
-  [Job Desc Provost-Executive Vice President of Academic Affairs](#)
-  [Org Chart Academic Affairs](#)
-  [Resume Hunter Purnell](#)
-  [Resume-Amy Cox](#)
-  [Resume-Amy Waddell](#)
-  [Resume-Ashley Geisewite](#)
-  [Resume-Carl Swoboda](#)
-  [Resume-Charles Edward Baker](#)
-  [Resume-Eddy Zeno](#)
-  [Resume-Forrest A Smith](#)
-  [Resume-G Faught](#)

-  Resume-Garry Spencer
-  Resume-Gwynne Hutton
-  Resume-Janet Sykes
-  Resume-Jesse Lipford
-  Resume-Joanne Bassett
-  Resume-Juliann Waits
-  Resume-Kathleen Singleton
-  Resume-Ken Dunn
-  Resume-LaDonna Young
-  Resume-Linda Pope
-  Resume-Lisa Jones
-  Resume-Lucinda Fowinkle
-  Resume-Martin Gambill
-  Resume-May Hsieh
-  Resume-Megan Murphy
-  Resume-Mike Stephens
-  Resume-Osbourne Burks
-  Resume-Patsy Fancher
-  Resume-Robert Tom
-  Resume-Sharon Livisay
-  Resume-Steven G Leake
-  Resume-Tamara McColgan
-  Resume-Thad Cockrill
-  Resume-Thomas Wolfe
-  Resume-Vicki Armstrong

3.4.12

Educational Programs: All:Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College's (Southwest) use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to training in the use of technology.

In support of its mission, Southwest utilizes technology which reflects current business and industry standards.

Funding for Technology

Southwest's commitment to the use of state-of-the-art equipment and services is evident in its expenditures for instructional technology. To help meet these costs, all Southwest students pay a Technology Access Fee (TAF) of \$18 per credit hour, not to exceed \$112 each semester ([Catalog 2013-2014 \(Page 32\)](#)). The Tennessee Board of Regents (TBR), the governing board of Southwest, ([TAF Guidelines](#)) mandates that TAF funds be used for the direct benefit of students, and specifically, for the purchase of items such as new and improved high technology laboratories and classrooms, appropriate network and software, computers and other equipment, and technological improvements that enhance instruction. Much of the academic technology at the College is purchased with Technology Access Fee (TAF) funds and faculty have the opportunity to request TAF funds to support new initiatives that directly benefit students. When requesting funds, faculty must indicate how the proposed initiative supports the goals and objectives of their Institutional Effectiveness (IE) Plan. ([FY12-13-TAF Plan Request](#) and [FY14 TAF Plan](#))

Management

As shown on the [organizational chart](#), the infrastructure for technology is the primary responsibility of the Executive Director and Chief Information Officer (CIO) for Information Technology Services ([Job Description](#)), who reports to the Provost/Executive Vice President of Academic Affairs. The CIO supervises four areas: enterprise applications service, client services and support, technology operations, and multi-media and digital production

Staff are allocated as follows:

- An enterprise applications support area managing the administrative information systems including student self-service modules for online registration, bill payment, grade and transcript review
- A desktop and student computer lab support area consisting of ten technicians, two managers and one director
- An infrastructure support area managing the network and Internet service, servers and telephones
- A multimedia and digital production area managing the multimedia (i.e. projectors, interactive video monitors, and document cameras) and providing video recording support

Facilities

With a significant investment in computers and other technologies, Southwest has a [network](#) that spans two campuses, four centers, and one site with approximately 3500 connected hosts. The campuses are based on Ethernet 10 gigabyte (Gb) backbones over fiber optic cable with 100 or 1000 megabytes (Mb) connections to the desktop. The campuses are inter-connected through a Wide Area Network (WAN) operating over several 10/100/1000Mb/s Metro-Ethernet circuits. Approximately 80% of Southwest's buildings have Wi-Fi coverage. Available at the Macon and Union Campuses are solar-powered charging stations allowing students to charge mobile devices. In addition, all campuses have two kiosks with printers which allow students to access College related functions such as emails, class schedules, and records. In addition, print-release stations that permit wireless printing at the campuses and centers.

Southwest provides the following specific information technology (IT) resources to its students and faculty:

- Approximately 2,770 PC and Apple computers in over 237 classrooms and computer labs
- High speed switched local area network utilizing Cisco and Aruba hardware, a 10 Gbs backbone and 1000 Mbs switched ports and Internet access at 500 Mbs
- Television studio at Union Campus which includes a control room, digital video cameras, preview monitors, program monitors, recording decks, mixer, video switchers, MAC and PC computer for editing, microphone system and studio lighting
- Approximately 50 built-in and portable projection systems, TV/VCR/DVD combo units and overhead projectors
- Current Operating Systems (OS) for Microsoft Windows or MAC OS, Microsoft Office, Internet Explorer, Firefox, Adobe Reader, and Java are standard in all PC labs
- Southwest uses the CampusEAI myCampus portal ([My.Southwest](#)) to provide students, faculty and staff with secure, seamless access to all the College's online resources (Self Service includes admissions, registration and bill payment), services and programs while providing a set of integrated services. These services include real time personal and campus-wide announcements, value-added content, email, calendar and college community collaboration tools

Classrooms

The major goal of the College over the last three years has been the installation of state-of-the-art classrooms designated as 21st century classrooms. These classrooms consist of a full multimedia system including: PC computers, multimedia projector, projection screen, control system, document camera, DVD/VCR or Blu-ray player, an interactive monitor, audio system, wall plate, and an instructor's desk. Multimedia classrooms contain a multimedia projector, a projection screen, a control system, and a wall plate. Distance Education classrooms consist of all the components of a 21st century classroom with the addition of a video conferencing system. Faculty may teach classes using material directly from the Internet and textbook websites. Faculty and students may give PowerPoint presentations, show video clips, and share assignments with the entire class electronically.

Multimedia Resources by Location add table

Union Campus	21st Century Classroom	Multimedia	Distance Education
M Building	12	4	
F Building	11	8	
A Building	2	4	
B Building	3	1	
Verties Sails	3		
E Building	12		
Allied Health	11	3	
Nursing	4		1
Library	1		

Macon Campus	21st Century Classroom	Multimedia	Distance Education
Academic Building	54		
Fulton Building	6	3	1
Library	2	3	1

Centers	21st Century Classroom	Multimedia	Distance Education
Whitehaven	9	3	2
Maxine Smith	34		2
Gill	6		2
Millington	2	3	2

Resources for Students and Faculty

Help Desk

The Help Desk provides front-line support to Southwest's computing community. With four employees, located at the Macon Campus, the Help Desk is open during business hours. The Help Desk assists employees with set-up and troubleshooting of common computing issues. Services include: technical support via phone, web self-service assistance, and email support. [Faculty needing assistance](#) with specific issues regarding online courses can get help through the Distance Education and Instruction Technology department.

Assistive Technology

Southwest offers various support services for students with disabilities through the [Student Disability Services](#) (SDS) office. Documentation for each disability must be provided to the SDS coordinator prior to receiving services. Services include: interpreting, note-taking, and readers for blind or dyslexic students. Assistive devices include a TTY/TDD for the hearing impaired, JAWS (a screen reading software), Zoomtext (Visually impaired), Windows Magnifier (Visually impaired), Text Reader for Windows (WIN7), Dragon Naturally Speaking (Voice recognition software), adapted computers, and audio tape recorders.

Online Resources

Southwest has several online resources for students (regardless of instructional mode or location), faculty and staff in the College's portal, [My.Southwest](#), which is a web interface that houses technological resources in one convenient area for students and employees. The following resources are accessed through My.Southwest: a series of quick links to assist with enrollment, financial aid, email, grades, alerts, academic calendar, final exam schedules, Internet Library, myPrint, AdvisorTrac, Catalog, Facebook, and student and employee announcements. The interface can also be personalized. In addition, a dashboard tab in My.Southwest contains student enrollment status, financial aid status, and the name of advisors. Students can contact instructors and other students through My.Southwest.

Through the portal, faculty and staff can view pay documents and access other employee resources such as the personnel directory. ([Employee Self-Service](#))

Media Services

The [Multimedia Services and Digital Production Department \(MS\)](#) provides multi-media resources, equipment, and technical services to support the instructional program by providing multimedia technology for classroom use. MS creates an environment for the faculty that is conducive to learning new technology and innovative techniques to use in the classroom by conducting training sessions for faculty in modern technology. The Multimedia Services and Digital Production Department, although housed on two main campuses, also provides complete technical support to all of the off-campus centers and site.

Enhancing Learning Through Technology

Learning is enhanced and facilitated through the use of the following:

Student

- Easy access to instructors, as well as technical support, and the services of a Helpdesk via the Distance Education website
- Increasing use of technology in traditionally delivered classes. A broad spectrum of courses and degree programs are provided by web-enhanced instruction and assignment activities
- A television studio at Union campus for teaching television production
- Computer labs that students may use for assignments, learning and research
- Access to computer labs at all Southwest teaching sites that provide training in technology
- Basic computer tutorials from the Library's website as part of the Library's [Distance Education Library InfoNet \(DELI\)](#) which includes off campus library services, evaluating website, recommended sites, and quick search guides
- 24-hour library access to essential electronic [bibliographic and database services](#)
- Access to an online registration system, as well as informational links to Student Services, Financial Aid, Admissions, the schedule of classes and available class sections. Students may also apply for admissions, register for courses and check their final course grades online

Faculty

- Training sessions that facilitate the improvement of teaching skills using technology
- Technology-related workshops to help enhance effective classroom presentation ([Training Technology Workshops](#))
- Instructional Support Centers at both main campuses with state-of-the-art equipment such as high-speed CD duplicators, scanners with slide trays, color poster makers, laminators, color printers and high-speed computers with CD and DVD burners and flat screen monitors
- Available equipment such as laptops, digital cameras and multimedia projectors for faculty use
- Two 21st century classroom training facilities in the [Center of Emphasis for Teaching and Technology](#) offices on both main campuses
- State-of-the-art computer and instructional technology, including but not limited to, online classes, two-way interactive classrooms and multimedia classrooms
- Multimedia classroom consoles at each main campus to enable the projection of multimedia
- [Assistance and instruction](#) to faculty with the development of distance learning classes and with computer presentation software

Using Technology to Support Programmatic Needs

The infusion of technology throughout the curriculum enhances the student learning experience and allows for instruction to be provided in an engaging and innovative manner. Virtually all departments at the college utilize some form of current technology within their classes. Over \$300,000 is spent annually on discipline-specific software for academic use in accountancy, allied health, emergency medical technology, architectural engineering technology, electrical technology, civil/construction engineering technology, electronic technology, graphic arts, information technology, industrial technology, mechanical engineering technology, automotive technology, clinical nutrition, dietetic technology, nursing and office technology. The academic departments at Southwest Tennessee Community College are committed to using the latest technology in teaching its courses, both traditionally delivered and online.

Specific examples of such technology use and learning enhancement are provided as follows:

Mathematics Department

- TI-83 Plus graphing calculators are required for most courses
- All mathematics classrooms are equipped with calculators and view screen, and instruct students in the use of graphing calculators
- A classroom set of TI-92's is used in calculus and differential equations classes
- TI-89's are also used in calculus and differential equations classes
- A second 21st century classroom on the Union campus is used for Statistics and other mathematics classes

Nursing Department

- Comprehensive computer lab, the utilization of which is a key piece in the learning enhancement component
- Twenty working computer stations in the Learning Enhancement lab
- Comprehensive Nursing Skills lab with interactive mannequins for the students to learn and practice nursing skills
- Four 21st century classroom
- Student utilization of computerized charting in the clinical area. Interactive software programs in the Learning Enhancement lab.

Business Administration and Paralegal Studies

- Computer labs, 21st century classrooms, websites in support of classes and online classes
- Digital cameras to enhance the educational environment for the presentation of materials
- Two computer labs with 20 computers each that service specialty courses requiring the use of specific software. One lab is located at the Macon campus and one is located at the Whitehaven center

Engineering Technology Department

- Computer labs – 10 labs are equipped with twenty computers for student use and one computer to assist instructor with demonstrations during lectures
- Multimedia projectors and screens - 9 labs have projectors and screens
- Computer assisted graphics and programming – 5 labs
- Computer assisted manufacturing equipment (Robotics, conveyors, machine processing, quality control, material handling, program controllers) – 2 labs
- Electrical/electronics devices – 3 labs
- CAD, Internet and Microsoft Office Professional edition exist for student use – 7 labs

Natural Sciences

The various disciplines in the department utilize highly technical and complex equipment such as the following:

- Analytical balances
- Computers (Excel for graphing data)
- Radiation detectors/Geiger counters
- Vernier calipers (for measuring)
- Colorimeter
- Heating mantles and transformers
- Analytical and electronic balances
- Hot plates with magnetic stirrers
- Mass spectrometry spectra
- Micromilliliter syringes
- Infrared spectra, proton NMR spectra and carbon-13 NMR spectra
- Melting point apparatus
- Gas chromatograph
- pH meters
- Refractometer

Fine Arts, Languages and Literature

- 21st century classrooms
- Most speech classes offered on both campuses are taught in 21st century classrooms
- On the Union campus the art lecture classes are also taught in a 21st century classroom
- One multi-media presentation station which is primarily a mobile version of the 21st century classroom. This technology allows faculty in English, speech and music to equip the traditional classrooms where they teach with the capability to use audio-visuals, make PowerPoint presentations, and in some cases, access the Internet. The department also has an electronic board that interfaces with the multimedia presentation station. This board has many of the technological features of the electronic boards mounted in the 21st century classroom
- Several laptop computers and equipment that will allow students to be connected to the Internet, while using these computers in the traditional classroom

Graphic Arts (GART) and Information Technology (ITEC)

- Twenty student computer work stations and one instructor work station for most courses. Each instructor work station is projected for student viewing during instruction
- Seven still and two digital video cameras used as part of instruction in Graphic Arts classes.

Allied Health

- Eleven 21st century classrooms
- ADAMS software on computers in AH206
- MLT program has a subscription to Med Lab Training which provides computer assisted instruction on MLT and PLT subject content
- MLT uses several test analyzers – chemistry, hematology, gel-system for blood bank, coagulation and urinalysis.

Industrial and Environmental Technology

Automotive Service Technology

- ALLDATA computer workstation for accessing automotive service industry related technical bulletins, recall notices and service procedures
- Computerized scan tools for vehicle diagnostics

Electronic Technology

- Three electronic labs equipped with electronic test equipment and networked PC workstations
- PACE surface mount technology soldering workstations

Technology Training

Students

Southwest Tennessee Community College is committed to preparing students to succeed in a world dominated by technology. Much of the training of students in the use of technology is implemented in the classroom as many departments require students to learn how to use various types of technology within their courses:

- All first time, full-time degree-seeking students are encouraged to enroll in the [Academic Success Seminar \(ACAD1100\)](#). One of the requirements of that course is to attend a training session on using the Internet for research in the [Library Online Orientation](#)
- Nursing students learn to use patient monitoring devices, infusion delivery systems and computerized charting software
- Many English classes require students to use computers to share and critique writing assignments and write their papers using word processing software
- Many speech classes train students in, and require them to use PowerPoint for their presentations
- Computer/Information technology and graphic art technology courses are based on formal training in technology
- Automotive and Industrial Technology, and Engineering Technology courses are grounded in technology that reflects workplace usage
- Office Technology courses teach students how to use technology of all types and all the courses are taught in computer labs
- Academic Support Centers hire tutors with the skill to tutor students in technology based courses and to help all students with technology questions
- Many courses are online and students are required to complete an [Online Orientation](#) prior to enrollment. During this online orientation, students are trained in how to use the College's online course delivery system.
- Many more courses are web-assisted; instructors place many of their assignments and course materials online and train students how to access them. ([ACAD 1100 Course Syllabus](#))
- Access a 24/7 [Help desk](#) to troubleshoot online access or email problems
- The Natural Sciences department trains students in the use of the microscope and discipline-specific technology

Faculty

Southwest provides training in the use of technology within academic departments, and individual faculty may request assistance through the [Department of Distance Education and Instructional Technology](#). A primary objective of this department is to provide leadership, instruction and support for faculty in the use and acquisition of state-of-the-art technology. ([Training Technology Workshops](#)) Within this department, Southwest has created a unique facility, the Center of Emphasis for Teaching and Technology, which provides training and equipment to assist faculty in learning how to infuse technology into traditional and online instruction. ([Center of Emphasis for Teaching and Technology](#)). Instructional Support Centers, located in the Centers of Emphasis on the Union and Macon Campuses, provide the following services and equipment for Southwest faculty: CD Duplicator, scanner, computers, digital cameras, DVD Writer, laptop computers, laminator projectors, poster maker, and video cameras.

Security Measures

The following are measures that Southwest takes to ensure the security of its technical assets:

Access Management

To prevent unauthorized or inappropriate access to various resources at the college, user-level permissions are granted on a need-to-access basis after the approval of the respective supervisors. A password protocol policy is enforced that requires all faculty and staff to frequently change their passwords. To prevent unnecessary exposure of the data that are being processed, a screen saver protection practice is enforced.

Encrypt Sensitive Data

Encryption is the conversion of data into a form, called cipher text, which cannot be easily understood by unauthorized people. College-owned laptops that store sensitive data are encrypted to prevent any accidental release of sensitive information that can be exposed in case a laptop is lost. The current encryption software is called Safe Guard Enterprise.

Anti-virus Software

All college-owned computers are required to be installed with approved antivirus software. This software is installed on all faculty, staff, classroom computers, and laptops. This software blocks and cleans viruses, adware, and other malware automatically in a real-time mode. The current approved antivirus software is called Sophos Antivirus.

Web Content Filter

All college-owned computers are configured to use a web content filter to protect Southwest computer users from Internet-based threats and unwelcome contents. A web content filter is a system that analyzes the websites based on a range of criteria and then blocks or allows the websites according to their classifications. Examples of blocked website classes include sites promoting data theft, violence, gambling etc. This system also includes Payment Card Industry (PCI) and Data Security Standard (DSS) functionality. The current web content filter system is called Sophos Web Appliance.

Email Security (spam filter)

All incoming emails are scanned by Southwest's spam filtering system. The system evaluates incoming messages and assigns them to a pre-defined category. The spam filtering system then handles each category differently. The system automatically blocks spam and harmful emails. This system also includes the functionality to encrypt emails that contain sensitive information such as social security numbers. The current spam (or email) filter is called Sophos Email Appliance.

Information Security (InfoSec) Awareness Programs

To apprise faculty and staff of security practices at Southwest, Information Technology Services (IT) has initiated an InfoSec awareness program which started in June, 2013. Under this program, periodic awareness sessions are offered to faculty and staff on information security-related topics at all campuses and sites.

InfoSec-related Knowledge Base Articles
































To provide immediate support and knowledge, InfoSec-related articles are posted on the Southwest Knowledge Base (kb.southwest.tn.edu).

Enterprise Network Firewall

Network Firewall is the first-line of defense against any data breach. It helps keep intruders out and good network traffic in. Harmful ports, protocols, and hosts are blocked or disabled at the perimeter level as found.

In summary, Southwest understands the importance of technology in today's society and provides multiple methods of training, access and practice for its students. All of the technology used in instruction has the goal of improving student learning.

Sources

-  ACAD 1100 Course Syllabus
-  Campus to Campus Connections
-  Catalog 2013-2014 (Page 32)
-  Center of Emphasis for Teaching and Technology
-  DE resources
-  Disability Services
-  Distance Ed Library InfoNet
-  Distance Education Brochure
-  Distance Education Website
-  Employee Self-Service
-  FY11-12-TAF-PLAN FINAL 06-24-11
-  FY12-13-TAF Plan Request
-  FY14 TAF Plan
-  Faculty Resources Helpdesk
-  How Do I Find Info On
-  Info Technology Staff Directory
-  Job Desc CIO
-  Mission Statement
-  MultimMedia Services Website
-  My.Southwest
-  My.Southwest
-  Off Campus LIbrary Services
-  Online Library Orientation
-  Online Library Resources
-  Online MathTutoring
-  Online Orientation PAWS
-  Org Chart Academic Affairs
-  Quick Search Guides
-  TAF Guidelines
-  Training Technology Workshops
-  UP Early Childhood Ed Emphasis AS

3.5.1
Educational Programs: Undergraduate:General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) identifies college-level general education competencies and the extent to which students have attained them through its annual general education assessment.

In fall 2004, the Tennessee Board of Regents System (TBR) implemented a common general education distribution consisting of forty-one semester hours covering six subject categories—written and oral communication, humanities/ fine arts, history, social sciences, natural sciences, and mathematics. And furthermore TBR included a general education assessment goal in the Board of Regents’ 2005-10 Strategic Plan stating : “Develop and implement a system-wide assessment of general education.” A TBR General Education Advisory Committee was given responsibility for garnering and reviewing proposals to add further courses to institutions’ general education cores, as well as proposing an approach to assessing general education in the System. All TBR institutions were to have assessments of general education by 2008. ([TBR General Education Assessment](#))

Beginning in 2009-10, Tennessee Board of Regents, the governing board of Southwest, required each System institution to assess four competencies of vital interest to students, educators, employers and other stakeholders—mathematics, oral communication, writing, and critical thinking. Assessment of math, oral communication and writing is embedded in core courses which are taken by most students at the institution. Tests of general education assess some elements of critical thinking, and other elements are addressed through assessment of mathematics and communication. For each of the areas, the assessment of specific learning outcomes was mandated by TBR. The required assessments were to be conducted annually and reported to TBR in November of each year.

Mathematics

Southwest identified MATH 1530 – Probability and Statistics, which is part of the general education core and is taken by a large number of Southwest students from a wide variety of programs. The mathematics assessment takes the form of a common set of ten questions embedded in the final exam of each section. The ten questions measure student attainment of TBR’s five learning outcomes (two questions per outcome).

For 2012-13, five hundred and sixteen (516) students participated in the assessment in Mathematics. All sections of MATH 1530 (Probability and Statistics) participated in the assessment. There were 1078 students enrolled in these sections at the beginning of the semester. Of these students, 47.9% participated in the assessment at the end of the semester. Many of the students enrolled in the beginning of the semester either withdrew from the course or stopped attending, and so did not participate in the assessment. In previous academic years, the assessment questions were embedded in the spring semester final exams. In 2012-2013, the questions were embedded in the fall exams. Otherwise, there were no significant changes from the previous assessment.

For each of the learning outcomes, benchmarks are set for at least 40% of the students scoring Superior and at least 80% scoring Superior or Satisfactory.

For 2011-13, the 80%-benchmark was met, or nearly met, in all five objectives. Also, the percentage of students scoring Superior or Satisfactory in each learning objective was similar to the previous year’s assessment.

Per the evaluation rubric utilized at Southwest, the tables below record the results of the assessments of each of the five learning outcomes in the subject area of mathematics.

1. Students are able to use mathematics to solve problems and determine if results are reasonable.

FY	Superior	Satisfactory	Superior + Satisfactory	Unsatisfactory
2009-10	35.3%	44.1%	79.4%	20.6%
2010-11	37.3%	42.0%	79.3%	20.8%
2011-12	31.2%	46.2%	77.4%	22.6%
2012-13	35.1%	45.0%	80.1%	20.0%

2. Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.

FY	Superior	Satisfactory	Superior + Satisfactory	Unsatisfactory
2009-10	40.3%	38.4%	78.7%	21.3%
2010-11	35.9%	42.7%	78.6%	21.4%
2011-12	34.3%	44.5%	78.8%	21.2%
2012-13	41.9%	36.8%	78.7%	21.3%

3. Students are able to make meaningful connections between mathematics and other disciplines.

FY	Superior	Satisfactory	Superior + Satisfactory	Unsatisfactory
2009-10	34.6%	43.4%	78.0%	22.0%
2010-11	32.0%	47.6%	79.6%	20.4%
2011-12	26.9%	51.6%	78.5%	21.5%
2012-13	34.1%	46.1%	80.2%	19.8%

4. Students are able to use technology for mathematical reasoning and problem solving.

FY	Superior	Satisfactory	Superior + Satisfactory	Unsatisfactory
2009-10	48.1%	44.6%	92.7%	7.3%
2010-11	45.5%	40.4%	85.9%	14.1%
2011-12	40.8%	44.3%	85.1%	14.8%
2012-13	47.1%	38.2%	85.3%	14.7%

5. Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.

FY	Superior	Satisfactory	Superior + Satisfactory	Unsatisfactory
2009-10	21.8%	51.7%	73.5%	26.5%
2010-11	33.3%	48.8%	82.1%	17.8%
2011-12	32.5%	46.0%	78.5%	21.5%
2012-13	36.4%	42.1%	78.5%	21.5%

Conclusions for Mathematics Assessment

Based upon the data in the table above, the following conclusions emerge about student attainment of the learning outcomes for mathematics:

- The 40%-benchmark was met in objective 2 (Modeling Real World Problems) and objective 4 (Using Technology). The benchmark was not met in the other objectives; however, each of the five objectives showed an increase in the number of students scoring Superior.
- Objective 4 continues to be an area of strength, which is attributed to the consistent use of the TI-83/4 graphing calculator in the classroom.
- The percentage of students scoring Superior or Satisfactory, in each objective, remained consistent from the previous year's assessment and the percentage of students scoring Superior, in each objective, increased from the previous year's assessment. For these reasons, no strategies are being implemented to correct deficiencies. However, the mathematics department designed new assessment questions in order to accommodate the different course delivery methods currently being provided by the college, in particular, the self-paced, module-based versions of the course.

Action Plan

The percentage of students scoring Superior or Satisfactory, in each objective, remained consistent from the previous year's assessment and the percentage of students scoring Superior, in each objective, increased from the previous year's assessment. For these reasons, no strategies are being implemented to correct deficiencies. However,

- the mathematics department designed new assessment questions in order to accommodate the different course delivery methods currently being provided by the college, in particular, the self-paced, module-based versions of the course.
- at departmental meetings, faculty members are encouraged to focus on an area of student weakness, making meaningful connections between mathematics and other disciplines.

Oral Communication

Southwest identified SPCH 1010 – Fundamentals of Speech Communication which is part of the general education core and is taken by a large number of Southwest students from a wide variety of programs. To assess the learning outcomes in oral communication, four student speeches are randomly chosen from each section of SPCH 1010 with samples taken across all campuses and centers. The department generates four random numbers between 1 and 25 for speech selection. If numbers 7, 8, 13, and 23 are selected, for example, the instructor evaluates speeches from students 7, 8, 13, and 23 on the roll. If the instructor does not have a 23rd student, the instructor circles around to the beginning of the roll and continues to count until he or she reaches 23.

In 2009-10, 86 speeches were assessed for an average percentage of Excellent or Good Scores of 74.7%. In 2010-11, 69 speeches were assessed for an average percentage of Excellent or Good Scores of 74.8%. In 2011-12, 212 speeches were assessed for an average percentage of Excellent or Good Scores of 74.7%. And in 2012-13, 178 speeches were assessed for an average percentage of Excellent or Good Scores of 70.3%.

The benchmark for oral communication was set at 60% or higher for an average percentage of Excellent or Good Scores for all speeches assessed. For each of the years assessed, Southwest exceeded the benchmark.

Per the evaluation rubric utilized at Southwest the tables below record the results of the assessments of each of the five learning outcomes in the subject area for oral communication.

1. Students are able to distill a primary purpose into a single, compelling statement.

FY	Excellent	Good	Fair	Poor
2009-10	55.8%	29.1%	14.0%	1.2%
2010-11	40.6%	42.0%	17.4%	0.0%
2011-12	44.8%	40.1%	13.2%	1.9%
2012-13	47.8%	35.4%	14.0%	2.8%

2. Students are able to order major points in a reasonable and convincing manner based on that purpose.

FY	Excellent	Good	Fair	Poor
2009-10	36.0%	36.0%	24.4%	3.5%
2010-11	44.9%	33.3%	18.8%	2.9%
2011-12	36.8%	37.7%	20.8%	4.7%
2012-13	36.5%	31.5%	25.3%	6.7%

3. Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).

FY	Excellent	Good	Fair	Poor
2009-10	36.0%	34.9%	26.7%	2.3%
2010-11	23.2%	47.8%	26.1%	2.9%
2011-12	32.5%	37.7%	23.1%	6.6%
2012-13	36.0%	28.1%	28.7%	7.3%

4. Students are able to employ correct diction, syntax, usage, grammar, and mechanics.

FY	Excellent	Good	Fair	Poor
2009-10	36.0%	44.2%	17.4%	2.3%
2010-11	33.3%	46.4%	18.8%	1.4%
2011-12	39.2%	40.6%	17.0%	3.3%
2012-13	44.9%	30.9%	18.5%	5.6%

5. Students are able to manage and coordinate basic information gathered from multiple sources.

FY	Excellent	Good	Fair	Poor
2009-10	30.2%	34.9%	26.6%	9.3%
2010-11	30.4%	31.9%	27.5%	10.1%
2011-12	29.2%	34.9%	24.5%	11.3%
2012-13	34.3%	26.4%	26.4%	12.9%

Conclusion for the Oral Communication Assessment

The following conclusions emerge about student attainment of the learning outcomes. The assessment data revealed the following strengths and weaknesses:

- The students' highest scores were on Rubric 1, clear purpose established, stayed on topic; coherent purpose developed, with 83.1% receiving an excellent or good.
- Second highest was Rubric 4, appropriate language used; professional language in a style fitting the topic and context; fluent and correct grammar and syntax; avoided disfluencies, with 78.5% scoring excellent or good. Third highest was Rubric 2, main points well organized and logical; transitions and signposts used as necessary with 68.0% receiving an excellent or good.
- Fourth highest was Rubric 3, main points elaborated clearly, ideas well-developed; appropriate rhetorical patterns used, with 64.0% scoring excellent or good.
- The weakest area was Rubric 5, useful evidence from multiple sources cited; orally cited multiples sources by author and title; used sufficient evidence, evidence established credibility, with 60.7% scoring excellent or good.
- The order of outcomes from highest scores to lowest was exactly the same as in the pilot year and every year the test has been given: (Rubric 1 best, Rubric 4 second best, etc.).

Action Plan

- Plans are in place to continue to work on our students' weakest area, Outcome 5, "Students are able to manage and coordinate basic information gathered from multiple sources."
- The agenda in the next adjunct in-service, involves each full-time faculty member working with an adjunct faculty mentee. One of the important items to be discussed is the importance of teaching students to research and cite sources.
- A handbook of strategies for the basic course that include exercises and assignments for SPCH 1010 students aimed at teaching them these skills (research and source citation) is being developed.
- The department coordinator conducted a training session on research and source citations in the fall semester in-service session for adjuncts. In addition to training, a handout addressing source citation was distributed and was later emailed to all instructors scheduled to teach SPCH 1010.

Writing

In 2009-10, 147 papers were assessed for an average percentage of Superior or Adequate Scores of 55.0% and an average percentage of Superior, Adequate, or Marginal Scores of 89.7%. In 2010-11, 101 papers were assessed for an average percentage of Superior or Adequate Scores of 47.9% and an average percentage of Superior, Adequate, or Marginal Scores of 90.5%. In 2011-12, 101 papers were assessed for an average percentage of Superior or Adequate Scores of 38.0% and an average percentage of Superior, Adequate, or Marginal Scores of 85.7%. In 2012-2013 111 papers were assessed for an average percentage of Superior or Adequate Scores of 53.9% and an average percentage of Superior, Adequate, or Marginal Scores of 86.3%.

all student papers assessed. For each of the years assessed, Southwest exceeded the benchmark.

Per the evaluation rubric utilized at Southwest, the tables below record the results of the assessments of five learning outcomes in the subject area for writing.

1. Students are able to distill a primary purpose into a single, compelling statement.

FY	Superior	Adequate	Marginal	Inadequate	Acceptable	
					Superior+Adequate	Superior+Adequate+Marginal
2009-10	5.4%	49.0%	33.3%	12.2%	54.4%	87.7%
2010-11	6.9%	42.6%	40.6%	9.9%	49.5%	90.2%
2011-12	4.0%	38.6%	42.6%	14.9%	42.6%	85.1%
2012-13	11.7%	34.2%	38.7%	15.3%	45.9%	84.7%

2. Students are able to order major points in a reasonable and convincing manner based on that purpose.

FY	Superior	Adequate	Marginal	Inadequate	Acceptable	
					Superior+Adequate	Superior+Adequate+Marginal
2009-10	2.7%	57.8%	29.9%	9.5%	60.5%	90.5%
2010-11	3.0%	52.5%	36.6%	7.9%	55.4%	92.1%
2011-12	3.0%	36.6%	45.5%	14.9%	39.6%	85.1%
2012-13	12.6%	36.0%	41.4%	9.9%	48.6%	90.0%

3. Students are able to develop their ideas using appropriate rhetorical patterns. (e.g., narration, example, comparison/contrast, classification, cause/effect, definition)

FY	Superior	Adequate	Marginal	Inadequate	Acceptable	
					Superior+Adequate	Superior+Adequate+Marginal
2009-10	2.0%	53.1%	38.1%	6.8%	55.1%	93.2%
2010-11	1.0%	43.6%	50.5%	5.0%	44.6%	95.0%
2011-12	5.0%	31.7%	47.5%	15.8%	36.6%	84.2%
2012-13	9.9%	43.2%	36.9%	9.9%	53.0%	90.0%

4. Students are able to employ correct diction, syntax, usage, grammar, and mechanics.

FY	Superior	Adequate	Marginal	Inadequate	Acceptable	
					Superior+Adequate	Superior+Adequate+Marginal
2009-10	3.4%	53.1%	34.7%	8.8%	56.5%	91.1%
2010-11	3.0%	55.4%	31.7%	9.9%	58.4%	90.1%
2011-12	3.0%	34.7%	43.5%	8.9%	37.6%	91.2%
2012-13	6.3%	34.2%	40.5%	18.9%	40.5%	81.1%

5. Students are able to manage and coordinate basic information gathered from multiple sources.

FY	Superior	Adequate	Marginal	Inadequate	Acceptable	
					Superior+Adequate	Superior+Adequate+Marginal
2009-10	3.4%	53.1%	34.7%	8.8%	56.5%	91.1%
2010-11	3.0%	55.4%	31.7%	9.9%	58.4%	90.1%
2011-12	3.0%	34.7%	43.5%	8.9%	37.6%	91.2%
2012-13	6.3%	34.2%	40.5%	18.9%	40.5%	81.1%

Conclusions for Writing Assessment

Based upon the data in the table above, the following conclusions emerge about student attainment of the learning outcomes for writing.

- The department's decision to include papers scored as marginal among the acceptable papers yields a percentage of acceptable scores that seems optimistic, perhaps assuming more improvement through future completion of ENGL 1020-English Comp II that we can reasonably expect. Still we suspect that this interpretation will be nearer to the outcomes that an ENGL 1020 assessment would reveal than the previous interpretations have been, especially since the scores seem more nearly in line with scores reported from other colleges (TBR Summary of Assessment Results for Academic Year 2010-11). Reconsidering our decision to implement assessment in the ENGL 1010-English Comp I course would yield a significantly smaller sample.
- If we compare the data from 2012-13 to previous years using our initial definition (that Acceptable includes only Superior and Adequate papers), the scores show no broad pattern of improvement. Scores on standard 5 (managing information from multiple sources—the category of our primary emphasis) are higher than scores in 2011-12, with a significantly higher number of Superior and a significantly lower number of Adequate. Scores on objective 1 (distilling a primary purpose) are higher than those in 2011-12 but very similar to 2010-11. Scores on the other three objectives are lower than those in previous assessments.
- The interpretation of the data reveals that the ENGL 1010 course is moving students successfully toward attainment of the desired learning outcomes in writing, but that we would like our students to improve further. The data has not yielded a clear pattern to follow.

Action Plan

- The main writing assessment goal this year requires further stabilization of the testing and scoring of the assessments, while the department continues to encourage a variety of strategies for improving the use of multiple sources in papers in ENGL 1010.
- Because data obtained from the assessment of 2012-13 do not reveal clear patterns that would be a basis for new action, significant new plans for 2013-14 were not implemented, but the department is continuing to strengthen the assessment process and encourage special attention to work with multiple sources in writing. Through departmental meetings, e-mails, and contacts using a faculty mentoring system, full-time and adjunct faculty are reminded of our student learning goals; the assessment instructions for faculty have been revised, adapting to use new resources in our revised texts; the scoring instructions for the assessments have been refined, and plan to work with anchor papers in scoring sessions is scheduled for the spring 2014.

Assessment of Critical Thinking

Since critical thinking is not tied to one particular department, the College assesses student learning based on the results of the Educational Testing Service (ETS) exam, which is a standardized critical-thinking exam that Southwest requires for graduation.

All graduates were expected to take the ETS Proficiency Profile. Of the 901 graduates who were expected to take the exam, 897 took the exam. Of these 897 exams, there were 873 exams that were used to calculate the statistics reported below.

The Critical Thinking Proficiency Score on the ETS Proficiency Profile measures thinking skills related to arguments, including evaluating causation and hypotheses, and determining the relevance of information in arguments. The mean score in Critical Thinking for Southwest graduates was 109.22. The ETS Proficiency Profile national mean for graduates with comparable hours at associate's colleges is 110.59. The ratio of the Southwest mean to the national mean is 98.76%.

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A summary of the results yielded by the ETS Proficiency Profile regarding critical thinking are presented in the tables below:

Educational Testing (ETS) Proficiency Profile Exam Summary Results

	Report Year		
	2011	2012	2013
Number of Students Included in Statistics	558	903	873

Scores	2011	2012	2013
Southwest	433.3	434.4	435.2
National	437.5	437.6	438.3
Difference (Southwest - National)	-4.2	-3.2	-3.1
% Southwest to National Average	99%	99%	99%
<i>Skills Subscores:</i>			
Critical Thinking (100 – 130)	108.79	109.28	109.22
Reading (100 – 130)	114.97	115.75	115.91
Writing (100 – 130)	112.03	112.17	112.51
Mathematics (100 – 130)	110.15	110.36	110.65

Conclusions for Critical Thinking Assessment

It seems useful to compare Southwest's graduates' critical thinking scores on the ETS Proficiency Profile with their overall scores on the same test. When critical thinking skills are compared to the graduates' overall mean, are they stronger, weaker, or about the same in critical thinking? As stated above, the critical thinking mean for graduates at Southwest was 98.76% of the national average. On the overall mean, the national mean for associate's institutions on the test is 438.3. The overall mean for Southwest graduates was 435.2, or 99.29% of the national average. The Southwest graduates' critical thinking scores were close to, but slightly below, their overall scores.

Action Plan

- One of the main goals for Southwest in critical thinking this year is to continue making the faculty and staff more aware of the College's Performance Funding exam, the ETS Proficiency Profile. Academic departments are informed of the exam's content in regards to critical thinking and are provided information as well on how graduates performed on the test.
- A continued effort will be made to make graduates aware of the importance of the exam. Southwest offers the incentive of prizes to a random selection of graduates who score at least average on the exam, and graduates are made aware of those prizes through posters placed in the exam rooms

The details are included in [Gen Ed Assessment Report 2009-2010](#), [Gen Ed Assessment Report 2010-2011](#), [Gen Ed Assessment Report 2011-2012](#), [Gen Ed Assessment Matrix 2012-13](#) and [Gen Ed Assessment Significant Activities 2012-13](#).

Sources

-  [Gen Ed Assessment Matrix 2012-13](#)
-  [Gen Ed Assessment Report 2009-2010](#)
-  [Gen Ed Assessment Report 2010-2011](#)
-  [Gen Ed Assessment Report 2011-2012](#)
-  [Gen Ed Assessment Significant Activities 2012-13](#)
-  [TBR General Education Assessment](#)

3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy "Collaborative Academic Arrangements.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) complies with the SACSCOC requirement that at least 25 percent of the credit hours required for a degree are earned through instruction at Southwest.

In accordance with established policy [2-00-00-00-05 Transfer of Credit](#), Southwest awards degrees only to those students who have earned at least one-third (1/3) of the credit hours required for the degree through instruction offered at the College. The acceptable number of transfer credits is explained in the [Catalog 2013-2014 \(Page 48\)](#) and on the College's website which is linked to the catalog.

In addition, Southwest's policy [2-01-00-00-05 Degree and Certificate Requirements](#) lists the transfer credit limitation as one of its graduation requirements. The requirements for graduation are published in the [Catalog 2013-2014 \(Page 61\)](#) and on the College's website at [Degree Requirements for Graduation](#).

To ensure that the policy is enforced, faculty and graduation analysts review each student's academic record to verify that the maximum percentage of credit hours transferred has not exceeded two-thirds (2/3) and that all other graduation requirements are met. (Example of [Student with excessive transfer credits](#)) The graduation analyst can distinguish transfer credits because the name of the transfer institution is listed and courses are identified with a "T" by the grade earned. ([Example of Transfer Transcript](#) and [graduation form with appropriate transfer credits](#))

With this level of review, the college maintains that safeguards are in place to prevent this standard from being violated.

Sources

-  [2-00-00-00-5 Transfer Credit](#)
-  [2-01-00-00-05 Degree and Certificate Requirements](#)
-  [Catalog 2013-2014 \(Page 48\)](#)
-  [Catalog 2013-2014 \(Page 61\)](#)
-  [Degree Requirements for Graduation](#)
-  [Example of Transfer Transcript](#)
-  [Student Records -Transfer](#)
-  [Student with appropriate transfer credits](#)
-  [Student with excessive transfer credits](#)

3.5.3

Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy "The Quality and Integrity of Undergraduate Degrees.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

All requirements for Programs of Study and general education components are published in the [Catalog 2013-14 \(Page 70\)](#), which provides a detailed description of degree and general education requirements. Each program and certificate in the [Directory of Programs](#) outlines the courses and other requirements needed to complete the degrees/certificates that are offered.

Following Tennessee Board of Regents [Policy 2:01:00:00 General Education Requirements and Degree Requirements](#) for the Associate of Arts (AA) and Associate of Science (AS) degrees, Southwest publishes the AA, AS and AS in Teaching general education degree requirements and a list of qualifying general education courses in the catalog. University Parallel programs require the completion of a minimum of 60 credit hours: 41 hours of general education and 19 hours of pre-major coursework. The career programs in Associate of Applied Science (AAS) require the completion of a minimum of 60 credit hours: 15-17 hours of general education and 45 hours of program requirements. Effective Fall semester 2004, each institution in the State University and Community College System of Tennessee (Tennessee Board of Regents System) shares a common lower-division general education core curriculum of forty-one (41) semester hours for baccalaureate degrees and the Associate of Arts, Associate of Science degrees and Associate of Science in Teaching as well as the [Tennessee Transfer Pathways](#), which is aligned with the curriculum of four-year colleges and universities to ensure a smooth transition.








The [Catalog](#) clearly defines the required courses for each undergraduate degree program. On the College website under the [Directory of Programs](#) you find the required courses for each degree and certificate offered at Southwest. The College website provides a link to all degrees and certificates offered in the [Career Studies Division](#) as well as those degrees offered in the [Arts and Sciences Division](#).

Communication with Students

Students are informed of general education and program requirements via several avenues. First, the Catalog outlines degree requirements in the Directory of Programs. Second, admitted students receive degree/certificate information during their required New Student Orientation. Third, all students are required to meet with an advisor prior to registering for classes. Advisors outline degree program and general education requirements before the student registers for classes.

Changes to the curriculum are communicated via annual versions of the Catalog.

Sources

-  [2-01-00-00 General Education Requirements and Degree Requirements](#)
-  [Arts and Sciences Division](#)
-  [Career Studies Division](#)
-  [Catalog 2013-2014](#)
-  [Catalog 2013-2014 \(Page 70\)](#)
-  [Directory of Programs](#)
-  [TN Transfer Pathways](#)

3.5.4**Educational Programs: Undergraduate: Terminal degrees of faculty**

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Standard does not apply to community colleges.

3.6.1**Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor**

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Standard does not apply to community colleges

3.6.2**Educational Programs: Graduate/Post-Baccalaureate:Graduate curriculum**

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Standard does not apply to community colleges

3.6.3**Educational Programs: Graduate/Post-Baccalaureate:Institutional credits for a graduate degree**

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Standard does not apply to community colleges

3.6.4**Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program requirements**

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Standard does not apply to community colleges

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See the Commission guidelines "Faculty Credentials.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) employs competent faculty members qualified to accomplish its [mission](#) and goals. Southwest has developed and implemented a comprehensive system to approve faculty to teach courses at the college and ensure compliance with the standards set for each course. These course standards are documented in the [Faculty Qualifications Guidelines 2013-14](#). When determining acceptable qualifications for faculty, Southwest gives primary consideration to the highest earned degree in the discipline. Southwest also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Beginning in the fall 2010-2011 academic year, all faculty (full-time and part-time) were re-evaluated by the appropriate department chair and dean of the discipline area using the then developed Faculty Qualifications Guidelines to determine what courses they were qualified to teach based on established College and SACSCOC guidelines. This evaluation included a review of all faculty credential files and documentation for each faculty member to ensure compliance.

Southwest requests the following minimum requirements in job announcements: a master's degree in the teaching discipline or a master's degree with a minimum of 18 graduate hours in the teaching discipline for general education and associate degree courses designated as designed for transfer. Faculty teaching non-transfer courses must have a bachelor's degree or an associate degree and demonstrated competencies in the teaching discipline. Southwest documents the qualifications of its entire faculty as outlined above, and this process is followed on a continual basis. Faculty files containing official transcripts and all other documentation showing compliance with set standards are housed in the Office of Academic Administration with copies maintained in the offices of the division deans and department chairs. The academic deans keep in their offices a listing of all full-time (temporary and regular) and part-time faculty teaching credit courses during the requisite academic term and for the two preceding terms. The [Faculty Roster](#) identifies the semester, faculty member, course(s) taught (transfer and non-transfer), and a list of the credentials that qualify him or her to teach.

The College maintains a [Faculty Credentials Approval Form](#) on every faculty member who teaches for Southwest. This form indicates the credentials a faculty member holds, as well as the courses that this faculty member has been approved to teach. The original, signed forms are housed in the Office of Academic Administration, with copies maintained in the offices of the division deans and department chair. When the chair staffs classes, he or she is required to ensure that staffing assignments are in compliance with established guidelines.

The [Hiring A New Faculty Flow Chart](#) outlines the steps in the hiring of new faculty. When a department chair begins the process of hiring a new faculty member, the first step in the process is to review the minimum credential requirements for the course or courses the faculty member will teach. These guidelines are detailed in the Department Chair Handbook under [Faculty Qualifications Guidelines 2013-14](#), which is distributed to all deans and chairs. Prior to assigning an instructor to a course, the department chair makes a determination as to whether the instructor meets the minimum requirements that have been set. If the potential faculty member is determined to meet standards and guidelines, the chair completes a Hiring Packet ([Sample](#)). The hiring packet includes the following:

- Request to Hire/Change of Status Form
- Original Transcripts mailed directly to Southwest
- Faculty Credential Form
- Resume
- Letter(s) of Recommendation
- Writing Sample (Arts & Sciences)
- Any relevant licenses, certifications, or work experience documentation

When the hiring packet is complete, the chair reviews it for completeness and accuracy. If the hiring packet is complete, the chair forwards it to the Dean. The decision is reviewed by the dean for compliance and the information is forwarded to the Office of Academic Administration for final review.

Sources

-  [Faculty Credentials Approval Form](#)
-  [Faculty Qualifications Guidelines 2013-14](#)
-  [Faculty Roster](#)
-  [Falsifying Credentials Form](#)
-  [Hiring a New Faculty Flow Chart](#)
-  [Mission Statement](#)
-  [Sample Hiring Packet](#)

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Southwest has a well-defined process to regularly evaluate the effectiveness of each faculty member in accordance with the established [Policy 5-01-00-03/34 Faculty Development and Evaluation](#). All faculty members, regardless of contractual status, are evaluated annually by department chairs and students. The goal of the department chair evaluation is to identify each individual faculty member's professional development needs, establish specific development plans, evaluate progress toward achieving the annual planned objectives, and assess faculty development annually in order to ensure continuous improvement in both faculty development and instructional competence.

Departmental Evaluations

Full-Time Faculty

All full-time faculty, including those who teach online, are evaluated annually by department chairs. The faculty evaluation system is accessed online and includes: a common criterion, the Faculty Development Plan (FDP) and Faculty Evaluation Summary (FES). All full-time faculty members prepare a FDP annually and the FDP is reviewed by the department chair who ensures that the results of the previous year's evaluation form the basis of the current year's plan for development. Faculty may revise the FDP during the year, with the approval of the chair, to reflect appropriate changes. Faculty concludes the evaluation process with a self-review summary evaluation including supporting documentation. The department chair reviews the FDP, student evaluations, and the self-review and assesses the performance of the faculty member in the following categories: effective teaching and student learning, advising, service/outreach, educational leadership/scholarship/creative activities/research, and professional responsibility. In addition to faculty performance in the five categories the department chair completes an overall assessment of faculty performance. The chair schedules a conference with each full-time faculty member to discuss the results of the Faculty Evaluation Summary. Identified weaknesses become faculty development goals and are identified in the next FDP. A copy of the Faculty Evaluation is available online for administration as well as the faculty member. Signed full-time faculty evaluations are filed in the respective departmental offices. ([Sample Faculty Evaluation](#))

Part-Time Faculty

Part-time faculty evaluations are administered annually by department chairs. The evaluation for part-time faculty includes an in-classroom observation highlighting strengths as well as areas of needed improvement. ([Sample Classroom Observation Form](#)) Department chairs may also observe the virtual classroom environment of courses offered online as of the evaluation for both part-time and full-time faculty. The evaluation is discussed and signed by the chair and faculty member. Signed part-time faculty evaluations are kept on file in the respective departmental offices.

Student Evaluations

The Student Evaluation of Teaching (SET) instrument is administered for all classes fall and spring semesters by the Assessment Office in Academic Administration. Below are completed samples of the following types of SET evaluations administered fall 2013:

- [SET Hybrid/Split Sample](#)
- [SET Online Sample](#)
- [SET Traditional Sample](#)

The SET system was built in-house, using existing Information Technology resources and programming. It was developed as an evaluation instrument to replace the IDEA (paper) survey. This project was undertaken during the 2007 summer and fall semesters. During Spring 2008, a large scale pilot of the survey began. The pilot consisted of 34 different courses, covering 100 instructors. Full-scale implementation started with the 2008 fall semester. Student participation was minimal, as the system of evaluations transitioned from classroom surveys (paper) to total online delivery.







The SET instrument measures students' perceptions of the instructor's effectiveness and other information regarding the facilities and use of technology in the classroom. The student evaluation provides useful feedback to the faculty member, department, and College which is used to improve quality of instruction.

Only 214 students completed the survey the first semester. Steps to increase student participation were put in place and as a result the number of evaluations jumped to over 8,000 the next semester. Since fall 2009, student participation has remained fairly consistent, exceeding 10,000 evaluations per semester. This equates to an average of 6-7 completions per section. The table below summarizes the history of student participation in the SET survey since the first pilot administration, Fall and Spring 2008 to Fall and Spring 2013.

Student Evaluation of Teaching (SET) Results Summaries

Term	Number of Instructors	Number of Courses	Number of Sections	Number of Evaluations Taken	Avg. Number of Evaluations per Section
201380	592	406	1,756	10,229	6
201310	616	464	1,885	11,846	6
201280	656	453	2,052	9,368	5
201210	656	478	1,915	13,731	7
201180	691	454	2,070	15,359	7
201110	664	492	1,984	14,337	7
201080	668	462	2,003	14,053	7
201010	668	477	1,942	13,189	7
200980	651	436	1,971	10,881	6
200910	599	384	1,384	8,488	6
200880	608	508	1,935	214	0
200810	100	34	257	4	0

Sources

-  [5-01-00-03-34 Faculty Development and Evaluation](#)
-  [Sample Classroom Observation Form](#)
-  [Sample Faculty Evaluation](#)
-  [Sample-Online-Set-Outcomes](#)
-  [Sample-Split-Set-Outcomes](#)
-  [Sample-Traditional-SET-Outcomes](#)

3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Southwest provides ongoing professional development of faculty as teachers, scholars, and practitioners. Institutional support of faculty development is accomplished through various methods such as competitive faculty development funding, state application for fee waiver program (PC-191), tuition reimbursement, and in-house opportunities by the Distance Education and Instructional Technology (DEIT) unit.







The College annually budgets funds for faculty development. Because funding is limited, a competitive process has been established that is equitable for all faculty applying for these funds. The policy guiding the application for development funds is Tennessee Board of Regents [Policy 5:02:01:05 Faculty Development](#). The College Faculty Development and Evaluation Committee (FDEC) provides specific procedures based on this policy ([Faculty Development Funds Guidelines](#)). The documents necessary for the application process are published in a shared site in the document library at the [Document Library Academic Forms](#) website. The FDEC reviews the applications and forwards recommendations to the Provost for approval.

The Institution encourages full time faculty to utilize state Application for Fee Waiver Program (PC-191) that allows full time faculty to take one course free at any state institution. Additionally, the College provides tuition reimbursement for full-time faculty who are pursuing graduate education. Faculty must be pre-approved for this reimbursement.

Distance Education and Instructional Technology (DEIT) provides a wide range of professional development activities. Each semester professional development activities are published on the [DEIT Training Calendar](#) website where faculty register for these sessions online. Topics offered are based on faculty input received in the evaluations of sessions previously attended, suggestions for improvement noted on student surveys, research into current issues in higher education, and special requests from faculty, chairs, and deans. The DEIT internal web site contains password protected access to the professional development activities of each faculty for the last year ([Sample Faculty Training Report](#)).

In an effort to provide continuous development activities for all faculty (full-time and adjunct) the Center of Emphasis for Teaching and Technology (COE) and the Center for Faculty Development (CFD) in DEIT are charged with organizing the annual [Summer Institute](#), a 2-3 day training event during the month of June that is open to all full-time and adjunct faculty. The COE and CFD coordinate training activities with other areas of the college such as departmental workshops, adjunct and new faculty orientations, and special college-wide training events.

Sources

-  [Document Libraries_ Facul Development Academic Forms](#)
-  [Faculty Development Fund Guidelines](#)
-  [Faculty Development _ 5_02_01_05 _ policies.tbr.edu](#)
-  [Sample Faculty Training Report](#)
-  [Summer Institute](#)
-  [Training Technology Workshops](#)

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Both the Tennessee Board of Regents (TBR) and Southwest Tennessee Community College (Southwest) demonstrate a commitment to safeguard and protect academic freedom through the establishment of policies at both the TBR level with Policy [5-02-03-30 Academic Freedom and Responsibility](#) and Southwest Policy [5-02-03-02-39 Academic Freedom and Responsibility](#).

Both policies acknowledge that a "faculty member is entitled to freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching controversial matter which has no relation to the subject". In addition, when faculty speak or write as private citizens, they are free from institutional censorship or discipline. However, faculty should exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that they are not speaking or writing for the institution.



To ensure that the principle of academic freedom is enforced, faculty who believe that their right of academic freedom has been violated may seek resolution through a grievance process identified in Policy [5-02-03-00-30 Employment Grievance and Complaint](#) at Southwest without fear of coercion, discrimination, or reprisal.

Both Policy [5-02-03-02-39 Academic Freedom and Responsibility](#) and Policy [5-02-03-00-30 Employment Grievance and Complaint](#) are published and referenced in the [Faculty Handbook 2013-2015 \(Page 13\)](#) and [Faculty Handbook 2013-2015 \(Page 29\)](#) respectively.

With policies in place, Southwest maintains safeguards to prevent this standard from being violated.

There have been no formally reported instances involving a violation of academic freedom at Southwest.

Sources

-  [5-02-03-00-30 Employment Grievance and Complaint](#)
-  [5-02-03-02-39 Academic Freedom and Responsibility](#)
-  [5-02-03-30 Academic Freedom and Responsibility](#)
-  [Faculty Handbook 2013-2015](#)
-  [Faculty Handbook 2013-2015 \(Page 13\)](#)
-  [Faculty Handbook 2013-2015 \(Page 29\)](#)

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes policies specific to the responsibility and authority of the faculty in academic and governance matters.

Responsibility

Southwest Tennessee Community College endorses and requires faculty adherence to the [Statement of Professional Ethics](#) set forth by the American Association of University Professors (AAUP). Expressing the ethical responsibilities that guide faculty as members of the academic community and as participants in the governance of the College, the statement is published in the [Faculty Handbook 2013-2015 \(Page 31\)](#). The statement, originally adopted in 1966, was approved by the AAUP's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

Authority

Southwest faculty members assume a key role in the development of academic and curricular policy and in general college governance. The responsibility, authority, and expectations of faculty in academic and governance matters are outlined in Southwest Policy [5-02-03-02-39 Academic Freedom and Responsibility](#) which is based on the Tennessee Board of Regents' Policy [5-02-03-30 Academic Freedom and Responsibility](#). The faculty's role in shared governance is further defined in the [Faculty Senate Constitution](#).

The faculty role in academic, curricular, and general college governance is further evidenced by participation in the Faculty Senate and the college-wide standing and ad-hoc committees as established by college policy. The college-wide standing and ad-hoc committees are convened at the direction of the College President according to [1-03-10-00-07 College Committee Appointments](#) to study and recommend policies and activities in a wide variety of areas of college governance. The President appoints a minimum of one student, one faculty member and one staff member to serve on standing committees. The membership of [College Committees 2013-2014](#) is published on Southwest's internal website.

Additionally, faculty have an opportunity for input if they are to be transferred to another division or department. The Provost/Executive Vice President for Academic Affairs provides both the department chairs and the affected faculty with opportunities to discuss the implications of the planned transfer before it occurs as defined in Southwest's Policy [2-00-00-00-15 Academic Program-Department Transfer](#).

Another indication of the faculty's role in governance is the Promotion and Tenure Committee which is comprised of seven (7) tenured faculty. Each Academic Department submits the name of a tenured faculty member to create a pool for the selection of the seven-member committee. At a meeting of the Faculty Senate, a random selection from the pool determines the names of seven voting members and three alternatives to serve as the Promotion and Tenure Committee, according to the [Faculty Senate Constitution \(Page 6\)](#).

Also, according to Southwest policies, faculty control the classroom (Policy [3-02-00-01-07 Classroom Misconduct](#)), resolve issues of academic misconduct (Policy [3-02-00-01-06 Academic Misconduct](#)), and are involved in the selection of textbooks (Policy [2-00-00-00-29 Textbook Usage](#)).

Furthermore, a key academic policy committee that demonstrates the governance authority of the faculty is the Curriculum Committee. The Curriculum Committee's major function is to review and recommend curriculum additions, deletions, and revisions as needed. The committee is composed primarily of teaching faculty who oversee changes in the College curriculum. Each spring, each of the academic teaching departments selects one or two faculty to represent them as voting members of the College Curriculum Committee as defined in the [Faculty Senate Constitution \(Page 5\)](#).

Faculty play a role in governance at the state level. Quarterly, the [Tennessee Board of Regents \(TBR\)](#) convenes a faculty sub-council, of which the Senate President is the College's official representative. The Senate President may, at any time, appoint a faculty member in his stead to attend any of the quarterly meetings. The Faculty Sub-council is one of several policy-making groups. These policies are published for faculty in the [Faculty Handbook 2013-2015](#). The [Faculty Senate Home Page](#) links to the Faculty Senate Handbook and the Constitution. Also, all [College policies](#) are published in an online [Document Library](#).

Sources

-  1-03-10-00-07 College Committee Appointments
-  2-00-00-00-15 Academic Program and Department Transfer
-  2-00-00-00-29 Textbook Usage
-  3-02-00-01-06 Academic Misconduct
-  3-02-00-01-7
-  5-02-03-02-39 Academic Freedom and Responsibility
-  5-02-03-30 Academic Freedom and Responsibility
-  College Committees 2013-2014
-  Description of TBR
-  Document Library
-  Faculty Handbook 2013-2015
-  Faculty Handbook 2013-2015 (Page 31)
-  Faculty Senate Constitution
-  Faculty Senate Constitution (Page 5)
-  Faculty Senate Constitution (Page 6)
-  Faculty Senate Home Page
-  Southwest Policy Manual
-  Statement of Professional Ethics

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides facilities and learning/information resources that are appropriate to support its teaching and service mission. Research is not part of Southwest's mission.

Based on its mission, Southwest is committed to promoting student success in a supportive teaching and learning environment and fulfills that [mission](#) with various student learning enrichment, including tutoring and library resources.

Academic Support Center (ASC)

In keeping with the [mission statement](#) of Southwest Tennessee Community College, the Academic Support Center (ASC) is committed to helping students achieve their individual goals by delivering quality tutorial services to currently enrolled students who choose to utilize the ASC's facilities. The [Center](#) provides [services](#), [resources](#), and facilities including tutoring, [open computer labs](#), and auxiliary course materials. (DVD's, video tapes, textbooks, etc.) A [frequently asked questions page](#) is available to assist students. Computer labs in the ASC provide self-guided software for practice in a variety of academic disciplines, word processing and office management software, and access to the Internet. DVD/VHS monitors are available at each location for media viewing. Study areas with Wi-Fi networking are available in the ASC at each campus, in addition to [PCs and Macs](#). The ASC provides study spaces for individuals and groups. Other services include online math tutoring and disability enhanced resources, such as wheel chair accessible workstations and software for the visually impaired. The ASC is staffed with trained personnel with earned college degrees and student scholarship recipients hired as tutors. Ongoing [tutor training](#) is mandatory with a minimum of 10 hours required each academic year for each tutor. Tutor training includes [online modules](#) to address tutoring techniques for students with disabilities as well as workshops presented by coordinators of the Student Disability Services Office and the English as a Second Language (ESL) program.

The ASC is located on two main campuses, Macon Cove in East Memphis, and Union Avenue in the downtown area. Tutoring services are located centers: Gill in North Memphis, Maxine Smith in Southeast Memphis, and Whitehaven in Southwest Memphis. Full services described above are provided at the Macon Cove and Union Avenue main campuses. Tutoring services are offered at the Gill, Maxine A. Smith, and Whitehaven Centers with some variation of full service opportunities. [Hours of operation](#) are in effect when regular classes are in session and are posted on the web page. Both campuses are open from 8 am to 9 pm during the week and are open on Saturday during the morning. Hours vary from center to center depending on need and availability of tutors.

The ASC partners with academic departments to maintain copies of the current textbooks used each semester, which are reserved at the two main campuses. Additionally, the ASC confers with the Student Disability Services Office to identify appropriate learning resources, such as JAWS, which is a software designed to read books to visually impaired students.

Distance Learners

[Online tutoring](#) is currently available for all courses in writing, literature, art, music, reading, and Spanish. In addition, online math tutoring is offered for the following courses:

- LPM 0700 Leap Basic Math
- DSPM 0810 Elementary Algebra
- DSPM 0820 Intermediate Algebra
- MATH 1410 Foundations of Mathematics I
- MATH 1420 Foundations of Mathematics II
- MATH 1530 Probability and Statistics
- MATH 1630 Finite Mathematics
- MATH 1710 Pre-Calculus I
- MATH 1720 Pre-Calculus II
- MATH 1830 Calculus
- MATH 1910 Calculus and Analytic Geometry I

In addition, students regularly enroll in courses offered by the Regents Online Degree Program (RODP), which is a collaborative of the 13 community colleges, six universities, and 27 colleges of applied technology offering. These students have access to the [RODP Virtual Tutoring](#) where numerous subjects via the [Smarthinking](#) service are available.

Customer Satisfaction

[Fall 2012 surveys](#) revealed that over 85% of the students surveyed indicated that the services provided by the ASC were excellent.

Southwest Tennessee Community College InfoNet Library (Library)

Aligned with Southwest's [mission](#), the mission of the Library focuses on providing innovative services to diverse customers while conveying knowledge and confidence with a competent and professional staff. Additionally, the Library is guided by the following value statements:

- Promote lifelong learning and an appreciation of knowledge
- Adapt to new technologies and concepts in the traditional and virtual library
- Appreciate and respect all customers
- systematically provide current resources to support the curriculum
- Support the transition from student to productive citizen

The Library provides students and the general public with reference support, library instruction, and general assistance. It consists of traditional library [facilities](#) maintained at two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith) in Memphis, Shelby County, Tennessee with convenient [hours of operation](#). Although there is no physical presence, the Library also serves the Fayette and Millington locations, as well as students taking distance education courses, with electronic resources. In addition to the 224 computers available across the libraries, there are iPads and laptops for customer use to introduce students to information literacy technologies. The Library maintains a substantial collection of books, journals, and electronic resources, including online [databases](#), electronic books, and other media on a wide range of subjects. The library's collection consists of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items ([Count by location](#)). In terms of titles, the catalog contains more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively, and audio-visuals (physical and digitally provided) make up the remaining 9% ([Count by format](#)). A variety of formats covers varied subject areas that support general and technical educational programs offered by the College ([Count by subject](#)). These physical and electronic resources are readily

located in the Library's catalog [CyberCAT](#), and additional access to electronic resources is provided in the Library's database page.

Core services offered include access to collections, circulation of library materials, reference assistance, consultation, and library instruction.

Distance Learners

In addition to walk-in assistance at the campuses and centers, the Library provides virtual resources and services to distance learners. Particularly helpful to students taking classes at the Fayette and Millington locations and/or online is the [Distance Education Library InfoNet\(DELI\)](#). A librarian can be accessed through [Ask a Librarian](#) which has features that include:

- Reference Chat – Online reference assistance with a librarian
- Library Anywhere - [Access to library via mobile phones](#)
- Facebook
- Skype
- Email

Customer Satisfaction

The library collects data from [online surveys](#), which evaluate library services as well as the services of the staff. The feedback ([Customer Survey Sampling 2011](#) and [Customer Survey Sampling 2012](#)) received from these surveys shows what customers think is important, what they want, and where improvement is needed. [Customer Survey Results 2011-2013](#) have been evaluated and used for continuous improvement of library services.

Sources

-  [ASC Online Tutor Training](#)
-  [ASC Student Satisfaction Report Fall 2012](#)
-  [Academic Support Center](#)
-  [Academic Support Center - FAQs](#)
-  [Academic Support Center - instructional resources](#)
-  [Academic Support Center - open labs](#)
-  [Academic Support Center - walk in](#)
-  [Academic Support Center -hours -locations](#)
-  [Academic Support Center -online](#)
-  [Academic Support Center IEP FY2012-13](#)
-  [Academic Support Center TutorTraining_Agenda_August_20131](#)
-  [Ask_a_Librarian](#)
-  [Collection by format](#)
-  [Collection by location](#)
-  [Collection by subject](#)
-  [Customer Survey Results 2011-2013](#)
-  [Customer Survey Sampling 2011](#)
-  [Customer Survey Sampling 2012](#)
-  [Customer Survey with scale](#)
-  [CyberCat](#)
-  [DELI](#)
-  [Databases](#)
-  [Facilities by location](#)
-  [Hours](#)
-  [Mission - Library](#)
-  [Mission Statement](#)
-  [Mobile View Library Services](#)
-  [RODP Smarthinking Labs for Tutoring Needs](#)
-  [RODP Virtual Tutoring](#)

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

The Southwest Tennessee Community College InfoNet Library (Library) consists of traditional library [facilities](#) maintained at two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith) in Memphis, Shelby County, Tennessee ([Campuses, Centers, Sites Locations](#)). Although there is no physical presence, the Library also serves the Fayette and Millington locations as well as students taking distance education courses with electronic resources. The Library is [staffed](#) with trained and [qualified personnel](#) who provide regular and timely instruction in the use of the library and information resources for Southwest students, faculty and visitors. Using various formats, the staff responds to requests for library orientations and instruction in the use of library resources, including individual instruction, classroom and group instruction, and instruction offered by telephone, Skype, and email during the [hours](#) of operation. When the Library is closed, there are numerous online resources that students can access.

When a library customer requests assistance, library staff have been trained to ask appropriate questions as listed in the [Reference Interview](#) in order to determine the appropriate resource and/or service needed.

The Library provides several delivery methods to ensure that students have regular and timely instruction with access to library resources.

- Individualized Instruction
- Formal Group Instruction
- Electronically-delivered Instruction

Individual Instruction

Circulation Desk

At each campus and center, library personnel [staff](#) the [circulation desk](#) as stated in the [guidelines](#). Individuals who need instruction on the use of resources or who have reference questions can seek service there. At the campus circulation desk, dual monitors are installed so staff who are unable to leave the desk can actually demonstrate how to access the needed service.

Ask A Librarian

Students taking classes at the sites or through distance education can contact a librarian for assistance by using Ask A Librarian. A Southwest librarian can be contacted via telephone, Skype or email. ([Stats](#))

Research Coach

Students needing assistance with research assignments can request a librarian on staff who will serve as a research coach.

Formal Group Instruction

Faculty are encouraged to bring their classes into the Library. Librarians regularly contact them to increase awareness in the use of services and resources, particularly [instructional sessions](#). Using the electronic [Request for Library Instruction](#) form, faculty may request library instruction on topics such as library literacy, career search, research papers, oral presentations, and Internet searches. The librarians are also available to offer general orientations for courses requiring instruction, as well as specialized orientations or instruction specifically designed to meet the course objectives of any discipline. Faculty [requesting instruction](#) submit the form electronically and are contacted with an email confirmation when the session is scheduled.

On the Macon and Union Campuses and at the centers, librarians provide formal instruction in 50-60 minute sessions, providing hands on and face-to-face experiences for audio, visual, and tactile learners. The sessions include using the online catalog, [CyberCAT](#), to locate books, [databases](#) to locate full text articles, streaming media to locate videos, and basic information literacy.

The following points are covered in each instructional session:

- Asking questions to ensure students understand the assignment
- Brainstorming for ideas to have several options
- Locating sources in the Library first, Internet second
- Evaluating sources and selecting what will be used, avoiding plagiarism and citing resources
- Completing the assignment in a timely manner
- Concentrate on what can be done differently the next time

To ensure that each class receives the same basic information, Library staff follow a [Library Instruction Checklist](#). Prior to presenting to a group, Library staff must complete training activities, shadow three presentations, and present a mock demonstration to the Executive or Associate Director.

To provide continuous improvement of services, feedback is collected after each session for evaluation using the [Library Instruction Student Survey](#) and the [Library Instruction Faculty Survey](#). In addition to collecting data on the effectiveness of the instruction, statistics are collected to document the courses that are participating in formal instructional sessions, the number of participants, and the library instructor. ([Library Instruction Stats by course, location, participants, staff](#)). Similar instructional sessions are conducted at the centers and sites when requested.

All students enrolled in [Academic Success courses \(ACAD1100\)](#) complete the Library Orientation instructional session, preferably during their first or second semester. Library competency is included as a component in ACAD1100. Students are given a tour of the library, instructed in the use of library resources, and required to complete a survey to assess their understanding of library resources. Distance Education students receive a virtual tour and complete the library orientation online.

Faculty can also participate in training sessions which demonstrate new resources and how they can tailor course assignments to available resources.

Electronically-delivered Instruction

Electronically-delivered instruction or any of the online resources are available to any individual, particularly students taking distance education courses or courses at the sites. Occasionally, instructors need all their instructional time and a formal session is not feasible. In those instances, a librarian refers the instructor to various online resources and URL's that can be shared with the students. Several are listed below:

[Online Library Orientation](#)

This online instruction covers all aspects of library services and resources. It is a self-paced, test-oriented course including a quiz. Faculty are encouraged to provide extra credit for students taking the course.

[Quick Searches](#)

A Quick Search produces a brief electronic outline of Southwest InfoNet Library resources available on various topics. The information provides suggested subject headings, call numbers to browse the shelves, information available in electronic books (ebooks) and databases, streaming videos, criteria for evaluating websites, Internet searches and citation tools. An instructor can request a quick search for a specific assignment. For example, a quick search was compiled on [Capital Punishment](#).

[Webinars](#)

Webinar seminars are provided as an alternative delivery method. A live session can be customized upon request for a specific assignment. The 30-minute presentations are scheduled on Mondays at 6:00 pm and Fridays at 11:00 am.

[YouTube Channel](#)

YouTube videos cover how to use the subscription resources to find professional materials on various topics including how to access electronic resources and database searching, as well as ways to stay current in research areas. An example of one of the 105 videos is the video on [Anatomy & Physiology Resources](#).

[Ask A Librarian](#)

Distance Education students and students attending off campus sites can contact a Southwest librarian via telephone, live chat, Skype or email. Librarians are also assigned to work with students and their instructor throughout the course for the entire semester.


































[Distance Education Library InfoNet \(DELI\)](#)

Links are provided to available electronic library services and resources.

Evaluation

All instructional sessions are evaluated at the end of the session and the [Library Instruction Student Survey Results](#) are reviewed by the library staff. The results are compiled and analyzed to improve library instructional sessions. Students are encouraged to complete the Library Instruction Survey at the end of a presentation. With that assessment, staff are able to improve future presentations. At the end of the semester, faculty are asked to provide feedback ([Library Instruction Survey Faculty](#)) from their perspective and asked if there are noticeable improvements in the students' performance.

Sources

-  Ask a Librarian Stats
-  Ask_a_Librarian
-  Campuses. Centers. Sites Locations
-  Circulation Desk Guidelines
-  CyberCat
-  DELI
-  Databases
-  Facilities by location
-  Faculty Electronic Request Library Instruction Blank
-  Faculty Request Library Instruction
-  Hours
-  Library Instruction Checklist
-  Library Instruction Faculty Survey Results
-  Library Instruction Stats by course, location, participants, staff
-  Library Instruction Student Survey - Blank
-  Library Instruction Student Survey Results
-  Library Instruction Survey Faculty
-  Library Instruction for 2011-2012 by number of participants
-  Library Policy - Library Instruction
-  Master Schedule
-  Online Library Orientation
-  Quick Search
-  Reference Interview
-  Research Coach Request
-  Sample ILL form
-  Sample Quick Search on Capital Punishment
-  Schedule Bornblum Desk Fall 2013
-  Schedule Parrish Desk Spring 2014
-  Staff Chart
-  Syllabus ACAD1100
-  Webinars
-  YouTube A & P Video
-  Youtube

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Southwest Tennessee Community College InfoNet Library (Library)

Aligned with Southwest's [mission](#), the [mission](#) of the Southwest Tennessee Community College InfoNet Library (Library), focuses on providing innovative services to diverse customers while conveying knowledge and confidence with a competent and professional staff. Additionally, the Library is guided by the following value statements:

- Promote lifelong learning and an appreciation of knowledge
- Adapt to new technologies and concepts in the traditional and virtual library
- Appreciate and respect all customers; systematically provide current resources to support the curriculum
- Support the transition from student to productive citizen

Sufficient and Qualified Staff

Based on the current staffing detailed on the [Organizational Chart](#), the Library has sufficient and qualified staff ([Qualified Staff - Summary](#)) to provide the campuses, centers, sites and online students with the following:

- 300 staffed service [hours](#) per week (Monday – Saturday) across the College
- 5 professional librarians ([Job Descriptions Librarians](#) and [Resumes](#)) including the Executive Director ([Resume](#) and [Job Description](#)) Each librarian has a Master's degree in Library Science from an American Library Association accredited Library School
- 4 Library Assistants and Coordinator of Library Security ([Job Descriptions](#))
- Library Clerks - 1 full-time, 2 part-time with at least 30 hours and benefits ([Job Descriptions](#))
- Support Staff - 8 [temporary staff](#) at 25 hours and no benefits and [Student Workers](#) —

Staff schedules are created to ensure that the five traditional libraries ([locations](#)) have full coverage during their hours of operation as detailed in these sample schedules.

- [Master Schedule](#) displays all staff and their scheduled shifts
- [Schedule for Centers Spring 2013](#)
- [Saturday Rotation](#) displays the location and scheduled coverage
- [Monthly backup schedule](#)

Service and Resources

Each of the campuses libraries has [public service desks](#) which are staffed from opening to closing ([Hours](#)) to ensure that students receive assistance. The Bornblum Library has two staffed desks and the Parrish Library has three. [Bornblum](#) and [Parrish](#) each have schedules of staff coverage.

Walk-in traffic may seek assistance from any of the service desks. The function of each desk is as follows:

- Circulation Desk staff greet incoming customers, check materials in and out, retrieve reserve items and assist with the copiers. Dual monitors have been placed on this desk. Staff are able to provide the student with reference assistance even when they cannot leave the area or locate additional staff for assistance.
- Information Desks 1 and 2, which is staffed with librarians and library assistants who provide assistance with references, locate materials and troubleshoot equipment problems. The staff at this desk are more mobile than the circulation staff.
- Information Desk 3, which is located at the Parrish Library, is mainly staffed by student workers whose responsibility is to open study rooms and monitor the computer lab.

At the Centers, there is one desk which serves both circulation and informational functions. A librarian is on duty at Gill on Monday, at Maxine Smith on Tuesday, Wednesday and Friday, at Whitehaven on Thursdays. The remainder of the time, the libraries are staffed with support staff who have been directed to contact a librarian if they are unable to answer any reference questions.

In addition, specific librarians are scheduled daily to provide services specifically for students taking classes at the sites and/or online classes. A librarian through the service, [Ask a Librarian](#), is available to answer questions via telephone, FaceBook, reference chat, email and/or Skype.

Furthermore, in order to ensure an efficient use of staff resources, each of the librarians are assigned a specific service area with the overall responsibility of making sure that the quality of those functional areas are maintained.

The following is a list of the areas and the functions that are covered for which a librarian is responsible:

- [Administrative Services](#) covers the management of overall library services
- [Info Tech Services](#) covers maintenance and selection of electronic resources and services
- [Serials Services](#) covers periodicals subscriptions and continuation titles
- [Technical Services](#) covers acquisitions of new materials, removal of dated materials and cataloging
- [Circulation Services](#) covers inventory, checkout of materials, holds and reserves
- [Public Services](#) covers library instruction and Inter Library Loan

Staff Development

[Training](#) ensures that the staff are approachable, effective communicators and knowledgeable of library policies and procedures. They are maintained online in a shared notebook accessible to all staff.

New staff receive a [orientation](#) consisting of five days of job training. The orientation provides an introduction to policies and procedures along with activities which include instructional videos, written assignments and practical activities.

On-going staff training is provided twice per year with such topics as stated in this [agenda](#). The target training is designed to ensure that each staff member master competencies suitable and necessary to perform their jobs effectively. In addition, some training session incorporate activities to ensure that staff understand cultural differences to better serve customers such as learning Spanish. All full time staff members are required to attend while temporary staff must attend at least one training session per year. Temporary staff are encouraged to attend both training sessions if their schedules allow.

Staff are encouraged to attend College workshops or other [training opportunities](#). Participation in these sessions is recorded. ([Staff Development Stats](#))

Staff Evaluations

Employees are evaluated annually by their immediate supervisors utilizing performance appraisals. Performance appraisals identify the strengths and weaknesses of an employee, as well as provide recommendations for improvement of an employee's performance. The performance appraisal review is an opportunity for both supervisor and employees to review individual job descriptions/duties for continued relevance and to make changes deemed appropriate. Furthermore, the performance appraisal also provides staff with the opportunity to identify goals and objectives for the upcoming academic year. ([Sample of Staff Evaluation](#))

The library collects data from [online surveys](#) which evaluates library services as well as the services of the staff. The feedback ([Customer Survey Sampling 2011](#) and [Customer Survey Sampling 2012](#)) received from these surveys show what customers think is important, what they want, and where improvement is needed. [Customer Survey Results 2011-2013](#) have been evaluated and used for continuous improvement of library services and staff. The Customer survey form can be completed at any time. National Library Week is a designated period to encourage students, faculty and staff to evaluate services. Customers can [nominate staff](#) who go beyond expectations during National Library Workers Day. In addition, students can send confidential and anonymous [comments](#) to the Executive Director.

Academic Support Center (ASC)

In keeping with the mission statement of Southwest Tennessee Community College, the [Academic Support Center](#) (ASC) is committed to helping students achieve their individual goals by delivering quality tutorial services to currently enrolled students who choose to utilize the ASC's facilities. The Executive Director of Retention and Graduation supervises coordinators at the Macon and Union Campuses. Each coordinator is responsible for overseeing the day-to-day operations including the tutors. The ASC is staffed with trained personnel with earned college degrees and student scholarship recipients hired as tutors.

Qualified Staff Academic Support Center

Executive Director [Resume](#) and [Job Description](#)

Coordinators - [Job Description](#)

The Center provides services, resources, and facilities including tutoring, open computer labs, and auxiliary course materials. (DVD's, video tapes, textbooks, etc.) A [frequently asked questions](#) page is available to assist students. Computer labs in the ASC provide self-guided software for practice in a variety of academic disciplines, word processing and office management software, and access to the Internet. DVD/VHS monitors are available at each location for media viewing. Study areas with Wi-Fi networking are available in the ASC at each campus in addition to PCs and Macs. The ASC provides study spaces for individuals and groups. Other services include [online math tutoring](#) and disability enhanced resources such as wheel chair accessible workstations and software for the visually impaired.












The ASC is located on two main campuses, Macon Cove in East Memphis, and Union Avenue in the downtown area. Other conveniently located centers are Gill in North Memphis, Maxine Smith in Southeast Memphis, and Whitehaven in Southwest Memphis. Full services described above are provided at the Macon Cove and Union Avenue main campuses. Tutoring services are offered at the Gill, Maxine A. Smith, and Whitehaven Center with some variation of full services opportunities. [Hours of operation](#) are in effect when regular classes are in session and are posted on the web page. Both campuses are open from 8 am to 9 pm during the week and are open on Saturday during the morning. Hours vary from center to center depending on need and availability of tutors.

Staff Development

Ongoing tutor training is [mandatory](#) with a minimum of 10 hours required each academic year for each tutor. Tutor training includes [online modules](#) to address tutoring techniques for students with disabilities as well as workshops presented by coordinators of the Student Disability Services Office and the English as a Second Language (ESL) program.

Customer Satisfaction

[Fall 2012 surveys](#) revealed that over 85% of the students surveyed indicated that the services provided by the ASC were excellent.

-  3.8.3_Desk_Tracker
-  3.8.3_Staff_Development_Surveys
-  ASC Online Tutor Training
-  Academic Support Center
-  Academic Support Center - FAQs
-  Academic Support Center -hours -locations
-  Academic Support Center -online
-  Academic Support Center TutorTraining_Agenda_August_20131
-  Ask_a_Librarian
-  Campuses. Centers. Sites Locations
-  Customer Survey Results 2011-2013
-  Customer Survey Sampling 2011
-  Customer Survey Sampling 2012
-  Customer Survey with scale
-  Facebook
-  Guidelines Public Service Desk
-  Hours
-  Inter Library Loan Statistics
-  Job Description Exec. Director of Retention and Graduation
-  Job Description Coordinator ASC
-  Job Description Exec Dir of Library
-  Job Description Library Temps
-  Job Description Student Worker
-  Job Descriptions Librarians
-  Job Descriptions Library Assistants and Coordinator
-  Job Descriptions Library Clerks
-  Library Employee Orientation
-  Master Schedule - Fall 2013
-  Mission - Library
-  Mission Statement
-  Nominations of Staff
-  Organizational Chart - Library
-  Qualified Staff - Summary Library
-  Qualified Staff Academic Support Center
-  Resume -Carolyn S Head
-  Resume-Calhoun
-  Resumes Librarians
-  Sample ILL form
-  Sample of Staff Evaluation
-  Sample of Suggestion
-  Schedule Backup 2013-2014

-  Schedule Bornblum Desk Fall 2013
-  Schedule Parrish Desk Spring 2014
-  Schedule Saturday Spring 2013
-  Schedule for Centers Spring 2013
-  Staff Chart
-  Staff Development Workshops 2009-13
-  Staff Development Agenda
-  Staff Development Stats
-  Workflow - Info Tech Services
-  Workflow Public Services
-  Workflow - Administrative_Service
-  Workflow - Circulation
-  Workflow - Tech Services
-  Workflow Serials

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Southwest has established policies pertaining to student rights and responsibilities that are consistent with the College's [Mission Statement](#), values, and strategic plan, all of which were approved by the institution's governing body, the Tennessee Board of Regents (TBR). Southwest is in compliance with TBR policy governing student due process ([3-02-01-00 Policy Insuring Student Due Process Procedure](#)), student records ([3-02-03-00 Confidentiality of Student Records](#)), student rights and freedoms ([3-02-04-00 Student Rights and Freedoms](#)), and student conduct ([3-02-00-01 General Regulations on Student Conduct and Disciplinary Sanctions](#)). These and other policies, identified in the Student Handbook and Planner 2013-2014, clearly articulate the College's commitment to creating and sustaining a community where student learning and success are priorities. Policies regarding student rights and responsibilities are reviewed annually by the Vice President for Student Services and Enrollment Management for accuracy, appropriateness, fundamental fairness, and adherence with Federal laws, Tennessee statutes, and TBR Policies. Periodic review of institutional policies ensures that the College conforms to sound educational principles while simultaneously meeting the needs of all students.















Student rights and responsibilities are detailed in the College's [Student Handbook and Planner 2013-2014](#). The Student Handbook Planner is distributed to all new students during mandatory New Student Orientation sessions (fall, spring, and summer). Moreover, during New Student Orientation, student rights and responsibilities information is covered, and information concerning compliance with the [Clery Report 2013](#) is provided to students. Also, the Student Handbook and Planner is available to all students via the College's website, and students can obtain a copy at the Student Activities Offices on both Macon and Union Campuses, administrative offices at the College's off campus centers, and in various offices of the Division of Student Services and Enrollment Management.

In addition to the aforementioned policies, the Student Handbook and Planner provides a resource guide [Student Handbook and Planner 2013-2014 \(Page 9\)](#) that identifies the name of the offices and phone numbers, the title of the person to contact, and appeal options available to students. Furthermore, the Student Handbook and Planner has other relevant policy information pertaining to student rights and responsibilities (identified below) that support the College's mission and values:

Student Handbook and Planner sections

1. [Disability Services \(Page 19\)](#)
2. [Grade Appeals \(Page 29\)](#)
3. [Student Complaints \(Page 45\)](#)
4. [Traffic Appeals \(Page 47\)](#)
5. [Student, Faculty, and Staff Relationship \(Page 53\)](#)
6. [Student Records \(Page 53\)](#)
7. [Facilities and Services \(Page 56\)](#)
8. [Student Development/Student Activities \(Page 56\)](#)
9. [Publications \(Page 56\)](#)
10. [Code of Conduct and Discipline \(Page 56\)](#)

Sources

-  [3-02-00-01 General Regulations on Student Conduct and Disciplinary Sanctions](#)
-  [3-02-01-00 Policy Insuring Student Due Process Procedure](#)
-  [3-02-03-00 Confidentiality of Student Records](#)
-  [3-02-04-00 Student Rights and Freedoms](#)
-  [Clery Report 2013](#)
-  [Mission Statement](#)
-  [Student Handbook and Planner 2013-2014](#)
-  [Student Handbook and Planner 2013-2014 \(Page 19\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 29\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 45\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 47\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 53\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 56\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 9\)](#)

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Confidentiality and Integrity of Records

Southwest has implemented measures to protect the security, confidentiality and integrity of the records for its students in accordance with [Policy 3:02:03:00/13](#). These measures are published in the [Catalog 2013-2014 \(Page 46\)](#), [Student Handbook and Planner 2013-2014 \(Page 53\)](#), and in the [Faculty Handbook 2013-2015 \(Page 57\)](#). All students can accessed this information online.

Southwest adheres to the Family Educational Rights and Privacy Act (FERPA) and state regulations in protecting the security, confidentiality, and integrity of student records. Admission documents, academic transcripts, grade changes, updates and changes provided by the student, disclosure of records, copies of visas, Fresh Start Applications, graduation applications, and academic transcripts from the closed Shelby State Community College and State Technical Institute at Memphis are part of the student record. Paper records are stored in a fireproof vault with limited access. Electronic records are protected, preserved, and maintained in the Banner Student System. Approval for access to the Banner Student System is reviewed and approved by the appropriate Banner data steward. Templates ([Banner Access Form](#)) have been set up to ensure staff has access only to information needed to perform assigned duties. Identification numbers are used to access student records and to eliminate the need for the student's social security number.

Students have the right to review and inspect their records as stated in [Policy 3-02-03-00-13 Confidentiality Of Student Records](#), in the [Catalog 2013-2014 \(Page 46\)](#) and in the [Student Handbook and Planner 2013-2014 \(Page 52\)](#). According to [Policy 3-02-03-00-13 Confidentiality Of Student Records \(Page 4\)](#), Southwest provides directory information which includes name, major, participation in officially recognized activities and sports, weight and height of athletic team members and sport statistics, dates of college attendance and degrees, certificates and/or awards received. Students who wish to have the aforementioned information suppressed must complete a [Suppression of Records Form](#).

The Office of Enrollment Operations provides training for staff and the College community throughout the year. Faculty are informed of their role in maintaining student privacy in the learning environment during new faculty orientations, Summer Institute trainings and departmental meetings.

Security Measures

The following are measures that Southwest takes to ensure the security of its records.

Access Management

To limit unauthorized or inappropriate access to various resources at the college, user-level permissions are granted as "need-to-access" basis after the approval of the respective supervisors. A password protocol policy is enforced that requires all faculty and staff to frequently change their passwords. To prevent unnecessary exposure of the data that are being processed, a locked screen saver protection practice is enforced.

Encrypt Sensitive Data

Encryption is the conversion of data into a form, called cipher text, which cannot be easily understood by unauthorized people. College-owned laptops that store sensitive data are encrypted to prevent any accidental release of sensitive information that can be exposed in case a laptop is lost. The current encryption software is called Safe Guard Enterprise.

Anti-virus Software

All college-owned computers are required to be installed with approved antivirus software. This software is installed on all faculty, staff, classroom computers, and laptops. This software blocks and cleans viruses, adware, and other malware automatically in a real-time mode. The current approved antivirus software is called Sophos Antivirus.

Web Content Filter

All college-owned computers are configured to use a web content filter to protect Southwest computer users from Internet-based threats and unwelcome contents. A web content filter is a system that analyzes the websites based on a range of criteria and then blocks or allows the websites according to their classifications. Examples of blocked website classes include sites promoting data theft, violence, gambling etc. This system also includes Payment Card Industry (PCI) and Data Security Standard (DSS) functionality. The current web content filter system is called Sophos Web Appliance.

Email Security (spam filter)

All incoming emails are scanned by Southwest's spam filtering system. The system evaluates incoming messages and assigns them to a pre-defined category. The spam filtering system then handles each category differently. The system automatically blocks spam and harmful emails. This system also includes the functionality to encrypt emails that contain sensitive information such as social security numbers. The current spam (or email) filter is called Sophos Email Appliance.

Information Security (InfoSec) Awareness Programs

To apprise faculty and staff of security practices at Southwest, Information Technology Services (ITS) has initiated an InfoSec awareness program which started in June, 2013. Under this program, periodic awareness sessions are offered to faculty and staff on information security-related topics at all campuses and sites.

InfoSec-related Knowledge Base Articles

To provide immediate support and knowledge, InfoSec-related articles are posted on the Southwest Knowledge Base (kb.southwest.tn.edu).









Enterprise Network Firewall

Network Firewall is the first-line of defense against any data breach. It helps keep intruders out and allows good network traffic in. Harmful ports, protocols, and hosts are blocked or disabled at the perimeter level as found.

Data Back-up

All student and financial data are backed up by two means. One is with Networker, a system by EMC Corporation. The data are sent to tape and are stored off site at National Security and Trust. The tapes are rotated every six months and some data are maintained indefinitely. The Oracle data are also sent via a direct link to a disaster recovery site at our Union campus. The other method, Appassure, uses disk-to-disk backup. The data are stored on our Storage Area Network (SAN), are backed up with Networker, and sent off-site. The SAN also keeps seven days of data snapshots called replays so that data can be recovered quickly if needed.

Sources

-  [3-02-03-00-13 Confidentiality Of Student Records](#)
-  [3-02-03-00-13 Confidentiality Of Student Records \(Page 4\)](#)
-  [Banner Access Form](#)
-  [Catalog 2013-2014 \(Page 46\)](#)
-  [Faculty Handbook 2013-2015 \(Page 57\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 52\)](#)
-  [Student Handbook and Planner 2013-2014 \(Page 53\)](#)
-  [Suppression Form](#)

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides a sufficient number of qualified staff who possess appropriate educational and/or experience in the student affairs area to accomplish the mission of the institution. The following includes a brief description of each of the areas within the Division of Student Services and Enrollment Management. With each area is a summary of qualified staff with the job descriptions and resumes of individuals in leadership roles.

Sufficient Number of Qualified Staff

According to the [organizational chart](#), the Division of Student Services and Enrollment Management is comprised of six departments which are adequately staffed with qualified personnel to accomplish the objectives of the Division, and support the institution's mission and to provide a high level of support through various resources and services. The Division includes Admissions and Records, Advising and Counseling, Career Services, Disability Services, Recruitment, Student Activities, Testing, Upward Bound, and Veterans Affairs. Southwest's organizational chart displays the positions within the Division and the summary forms illustrate that all staff members are qualified to perform their assigned job duties and responsibilities. The Vice President of Student Services and Enrollment Management is responsible for the leadership and management of the division and directly supervises the Executive Director of Enrollment Operations, and the Directors of Advising and Student Activities, Career Services, Recruitment, Testing, and Upward Bound.

Vice President of Student Services and Enrollment Management [Resume](#) and [Job Description](#)

Enrollment Operations

The Executive Director of Enrollment Operations is responsible for supervising all services related to enrollment, registration, records, and graduation on both campuses and at all off-campus locations. Students taking distance education courses can access these same services on-line. The Executive Director supervises the Registrar and Director of Enrollment Operations and has a support staff at both the Macon Campus and Union Campus.

[Qualified Staff - Summary Enrollment Operations](#)

Executive Director of Enrollment Operations [Resume](#) and [Job Description](#)

Registrar [Resume](#) and [Job Description](#)

Director of Enrollment Operations [Resume](#) and [Job Description](#)

Advising and Student Activities

The Director of Advising and Student Activities ensures that the services of these offices are offered at both the Macon and Union Campuses and at the four centers (Gill, Maxine Smith, Millington and Whitehaven). The Office of Advising and Counseling consists of six advisors, two Veteran Affairs (VA) coordinators, a coordinator for student disability services (SDS) and two support staff members. There are three advisors, one VA coordinator, and one support staff member at each of the campuses with the coordinator of SDS serving both campuses. Students taking distance education courses can access services on-line. The Director of Advising and Student Activities also supervises two coordinators who are responsible for overseeing the activities of all the student clubs and organizations. Day and evening activities are scheduled on both campuses and at the four centers providing access for the entire study body.

[Qualified Staff - Summary Advising and Student Activities](#)

Director of Advising and Student Activities [Resume](#) and [Job Description](#)

-

Career Services

The Director of Career Services provides comprehensive career service opportunities, including building employer networks, providing resume writing workshops, and posting job openings from employers. The Career Services office includes the Career Services Specialist and the Office Supervisor. All are located on the Macon Campus but regularly travel to the Union Campus and the four centers to provide access to career services. All students including those taking distance education courses can access the services online.

[Qualified Staff - Summary Career Services](#)

Director of Career Services [Resume](#) and [Job Description](#)

Recruitment

Southwest's recruitment efforts are managed by a Director who supervises three recruiters and two support staff. In addition to outreach activities, this Office is responsible for the oversight and documentation of the College's international population.

[Qualified Staff - Summary Recruitment](#)

Director of Recruitment [Resume](#) and [Job Description](#)

Testing

The Director of Testing provides leadership for all aspects of exam administration including placement, academic, and professional certification, in a secure, accessible, and professional testing environment. Two test administrators assist the Director in providing these services.

[Qualified Staff - Summary Testing](#)

Director of Testing [Resume](#) and [Job Description](#)

Upward bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree.

[Qualified Staff - Summary Upward Bound](#)

Director of Upward Bound [Resume](#) and [Job Description](#)

Although staff members are located on specific campuses, Southwest believes that the total student body including online students must have access to support services. To that end, staff members are required to periodically rotate to the four centers to ensure that services are provided. Distance education students have access to the same services online, via telephone and email.

Appropriate Education and/or Experience

Individuals seeking employment at Southwest must go through an intense screening process to ensure that only personnel deemed qualified as a result of their educational background, degree attainment, and work experience are hired. Although many individuals apply for open positions, the College's Human Resources Office (HR) eliminates all applicants who fail to meet the minimum qualifications as advertised. HR certifies that candidates remaining in the pool meet the minimum qualifications required for the advertised position and may be interviewed by the selection committee.

Performance Evaluation

Employees are evaluated annually by their immediate supervisors utilizing performance appraisals. Performance appraisals identify the strengths and weaknesses of an employee, as well as provide recommendations for improvement of an employee's performance. The performance appraisal review is an opportunity for both supervisor and employees to review individual job descriptions/duties for continued relevance and to make changes deemed appropriate. Furthermore, the performance appraisal also provides staff with the opportunity to identify goals and objectives for the upcoming academic year. ([Performance Evaluation Summary Director of Recruitment](#) and [Performance Evaluation Summary - Director Career Services](#))

Professional Development

Although Southwest believes that professional development opportunities are essential for the growth and advancement of all employees particularly for those in student services, limited resources have put constraints on external opportunities for development. However, the College uses institutional funds for memberships in professional organizations such as: American School Counselor Association, Association for Student Conduct Administration, National Association of Colleges & Employers, National College Testing Association, Tennessee Association of Colleges & Employers, Tennessee Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admissions Officers, American Association of Collegiate Registrars and Admissions Officers, and National Association of Foreign Student Advisors. As a result of memberships, Southwest's personnel are able to take advantage of listservs to consult and share ideas with individuals who have similar responsibilities. Many professional organizations offer publications and journal articles relevant to their respective professions. In addition, staff regularly participate in webinars. (Samples of staff development: [Staff Development Career Services 2011-2013](#) and [Staff Development Testing Office 2013](#).)

Quarterly meetings of the Tennessee Board of Regents (TBR) [Students Affairs sub-council](#) afford the Vice President of Student Services and Enrollment Management an opportunity to interact with his peers from other TBR institutions. ([Calendar of Student Affairs Subcouncil meetings](#).)

Additionally, the College's Human Resources Office provides opportunities for management and leadership training such as [Intro to Emotional Intelligence Training](#). Workshops are offered during Southwest's [Summer Institute 2013](#) which both professional and support staff attend.

Sources

-  Calendar of Student Affairs Subcouncil
-  G-020 Sub-Councils Guideline
-  Intro to Emotional Intelligence
-  Job Desc Director Advising and Student Activities
-  Job Desc Director Career Services
-  Job Desc Director Testing
-  Job Desc Director Upward Bound
-  Job Desc Director of Enrollment Operations
-  Job Desc Director of Recruitment
-  Job Desc Executive Director of Enrollment Operations
-  Job Desc Registrar
-  Job Descr Vice President of Student Services and Enrollment Management
-  Org Chart Student Services & Enrollment Mgmt
-  Performance Evaluation Summary - Director Career Services

-  Performance Evaluation Summary Director of Recruitment
-  Qualified Staff - Summary Career Services
-  Qualified Staff - Summary Enrollment Operations
-  Qualified Staff - Summary Office of Academic Testing
-  Qualified Staff 2 - Summary Recruitment
-  Qualified Staff 2 - Summary Advising and Counseling
-  Qualified Staff 2 - Summary Office of Upward Bound
-  Resume-Barbara Wells
-  Resume-Brenda Williams
-  Resume-Chateeka Farris
-  Resume-Dwayne J Scott
-  Resume-Nikita Ashford-Ashworth
-  Resume-Ouida Warren
-  Resume-Thalia Wilson
-  Resume-Tina Studaway
-  Resume-Vanessa Dowdy
-  Staff Development Career Services 2011-2013
-  Staff Development Summer Institute 2013
-  Staff Development Testing Office 2013

3.10.1
Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College's (Southwest) recent financial history demonstrates financial stability. Southwest's financial resources are sufficient as related to the College's mission, the scope of its programs, and its student enrollment. A review of the last four years of Audited Financial Statements ([2010](#), [2011](#), [2012](#), [2013](#)) and [Audit Report - 2010 & 2011](#) demonstrates financial stability in the areas of annual operating budget, unrestricted revenues, and unrestricted fund balances. The [Audited Special Review Report for 2012-2013](#) is the audit for the most recently ended fiscal year.

Southwest derives income from state appropriations, tuitions and fees, and other sources, such as sales and services, grants, and interest on investments. State funds are allocated to the College as a part of the overall allocation for the 45 institutions comprising the Board of Regents System of Tennessee based on a funding formula.

For the fiscal year ended June 30, 2009, the unrestricted net asset balance was \$22,604,333. For the fiscal year ended June 30, 2013, the unrestricted net asset balance was \$61,284,727. The increase of \$38.7 million reflects the College's financial stability. Reference Summary of Changes in Net Assets below:

Summary of Changes in Net Assets			
Fiscal Year	Unrestricted	Change in	Percentage
	Net Assets	Unrestricted Net Assets	of Change
2013	61,284,727	6,693,426	12.3%
2012	54,591,302	12,491,733	29.7%
2011	42,099,569	7,313,982	21.0%
2010	34,785,587	12,181,254	53.9%
2009	22,604,333		

In conclusion, as a state institution, Southwest Tennessee Community College is dependent upon state appropriations, student tuition and fees to provide an adequate financial base to accomplish its purpose on a continuing basis.

Although state funding in Fiscal Year 2012-13 was reduced by \$1,772,181 over the previous year, a combination of a tuition increase of 4.7% and continuation of a cost-reduction program consisting of a voluntary buyout program (VBOP) and a reduction-in-force (R-I-F) plan ensured continuation of the academic programs and student support services at an acceptable level. Fiscal year 2011-12 experienced a 9.3% tuition increase and fiscal year 2010-11 a 6.3% tuition increase was levied. New initiatives were funded with the tuition increases. (Refer to Schedule of Net Assets and Changes in Net Assets below)

The Tennessee Higher Education Commission (THEC) coordinates all public higher education appropriations. It is the responsibility of THEC to recommend equitable funding levels for each Tennessee institution of higher education. Institutions submit an appropriation request to THEC annually, and a performance driven formula was implemented in Fiscal Year 2013 to determine the theoretically necessary appropriation level of each institution.

Southwest is committed to providing quality instruction in a time of fluctuating state support by the judicious internal reallocation of resources and by prioritizing needs that impact instructional programs. Southwest consistently allocates approximately 60% of its unrestricted educational and general budget to instruction and academic support as documented by the budgets for [2009-10](#), [2010-11](#), [2011-12](#), [2012-13](#), and [2013-14](#).

Schedule of Net Assets and Changes in Net Assets				
	2009-2010	2010-2011	2011-2012	2012-2013
	Actual	Actual	Actual	Actual
Beginning Balance	105,087,565	124,913,537	134,895,039	147,062,803
Revenue				
Tuition and Fees	19,085,333	19,036,184	20,129,801	20,457,426
State appropriations	44,164,706	42,418,158	33,228,192	31,456,011
Other Revenue	46,922,190	47,884,240	42,802,102	45,717,077
Total Revenue	110,172,229	109,338,583	96,160,096	97,630,514
Expenditures				
Instructions	29,111,583	30,774,986	28,930,298	29,304,127
Public Service	599,389	678,876	591,173	576,834
Academic Support	8,217,216	9,583,115	7,436,870	9,221,584
Student Services	8,946,473	9,158,402	6,996,124	8,155,943
Institutional Support	12,398,043	14,814,544	9,636,076	10,230,744
O&M Plant	8,294,143	9,799,217	8,047,389	7,694,073
Scholarships	20,136,254	21,874,876	19,686,831	21,362,738
Depreciation	2,454,161	2,485,825	2,473,507	2,563,636
Auxiliary Enterprises	188,995	187,239	194,063	185,342
Total Expenditures	90,346,257	99,357,080	83,992,331	89,295,021
Ending balance	124,913,537	134,895,039	147,062,803	155,398,297

Sources

-  2010-Financial Report
-  2011-Financial Report
-  2012-Financial Report
-  2013-Financial Report
-  Audit Reports - 2010 & 2011
-  STCC October 2009-10 Budget
-  STCC October 2010-11 Budget
-  STCC October 2011-12 Budget
-  STCC October 2012-13 Budget
-  STCC October 2013-14 Budget
-  Special Review Audit 2012 2013

3.10.2

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College's financial aid programs are audited as required by Federal and state regulations. Audits are conducted by the State of Tennessee Comptroller of the Treasury, Department of Audit, Division of State Audit on a biannual basis. The objective of the audit is to consider the College's internal control over financial reporting; to determine compliance with certain provision of laws, regulations, contracts, and grant agreements, including financial aid programs and other federal funds, to determine the fairness of the presentation of the financial statements; and to recommend appropriate actions to correct any deficiencies. A report is issued on the financial and compliance audit of Southwest.

The audits are conducted pursuant to [Tennessee Code Annotated, Section 4-3-304 Powers and Duties](#), which authorized the Department of Audit to "perform currently a post-audit of all accounts and other financial records of the state government, and or any department, institution, office, or agency thereof in accordance with generally accepted auditing standards and in accordance with such procedures as may be established by the comptroller." The results of the audit for the past two years ([Audit Reports 2010 & 2011](#)) include no findings related to the administration of the financial aid programs. The [Audited Special Review Report for 2012-2013](#) is the audit for the most recently ended fiscal year.

The College is in good standing with the U. S. Department of Education and Tennessee Student Assistance Corporation as evidenced by the Department of Education [Program Participation Agreement](#) and the [Eligibility and Certification Approval Report](#). Southwest receives Federal funds through the electronic transfer method and has not been required to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies. Southwest Tennessee's financial aid programs are also subject to audit or review by the internal auditor.

Sources

-  [Audit Reports - 2010 & 2011](#)
-  [Eligibility and Certification Approval Report](#)
-  [Program Participation Agreement](#)
-  [Special Review Audit 2012 2013](#)
-  [Tennessee Code 4-3-304 Powers and Duties](#)

3.10.3

Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College exercises appropriate control over its financial resources through the President ([Job Description](#) and [Resume](#)) and the Vice President of Finance and Administrative Services ([Job Description](#) and [Resume](#)). However, there are many in supporting roles within the College who also have fiduciary responsibility for the control and effective use of College resources which supports the College's annual Institutional Effectiveness planning processes. In addition to the College's role in controlling financial resources, the Tennessee Board of Regents (TBR) also has a fiduciary responsibility to the College. TBR is responsible for establishing policy and guidelines and approving budgets for the six state universities, 13 community colleges, and 26 technology centers for which it serves as the governing body.

As indicated on the organizational chart ([Org Chart Financial & Admin Services](#)), there are several key offices and individuals who report to the Vice President of Finance and Administrative Services, each plays a key role in the control of financial resources.

Business Office

The Business Office, under the direction of the Executive Director of Finance/Fiscal Operations ([Job Description](#) and [Resume](#)), is primarily responsible for the accounting and financial reporting functions, including grants, accounts receivable, inventory, banking, general fixed assets, accounts payable, payroll, and student accounts functions.

The Executive Director of Finance/Fiscal Operations has approximately 20 years of financial management experience in higher education and has been at Southwest for 15 years.

The Director of Accounts Receivable and Cashiering ([Job Description](#) and [Resume](#)) and Director of Payroll ([Job Description](#) and [Resume](#)) are direct reports to the Executive Director of Finance/Fiscal Operations.

TBR has policies and guidelines related to financial control which Southwest is required to follow. These include the following:

[TBR 4:01:01:10 Deposit and Investment of Funds](#)

[TBR 4:01:03:00 Payment of Student Fees and Enrollment of Students](#)

[TBR B-010 Collection of Accounts Receivable](#)

[TBR B-020 Educational Business Activities including Classification and Operation of Auxiliary Enterprises](#)

[TBR B-060 Fees, Charges, Refunds, and Fee Adjustments](#)

[TBR B-070 Deferred Payment Plan](#)

[TBR B-080 Reporting and Resolution of Institutional Losses](#)

The College's financial statements are prepared on an annual basis in conformity with accounting principles, generally accepted in the United States of America applicable to governmental colleges and universities engaged in business-type activities as prescribed by the Governmental Accounting Standards Board (GASB). Prior to the preparation of the financial statements, TBR submits to the College guidelines for the preparation of the financial statements. The financial statements are completed by the College's staff and submitted to TBR Business and Finance staff for review before the final statements are published as documented by the Financial Reports for [2010](#), [2011](#), [2012](#), and [2013](#). The College's compliance with TBR policies and proper financial reporting is evidenced by the fact that no audit findings have been received in the last three audits, which covered a six-year audit period. All financial statements for these periods received an unqualified audit opinion ([Audit Reports 2010 & 2011](#)). The [Audited Special Review Report for 2012-2013](#) is the audit for the most recently ended fiscal year.

Purchasing Office

The College's Purchasing Office is under the direction of the Director of Purchasing and Auxiliary Services ([Job Description](#) and [Resume](#)). This office is primarily responsible for the procurement of goods and services and for compliance with TBR's purchasing policies and procedures. Additionally, the Purchasing Office is responsible for the management of the college's bookstore and food service contracts.

The Director of Purchasing has nearly 20 years of purchasing experience in higher education.

Tennessee Board of Regents policies and guidelines related to purchasing, to which the College must adhere, include the following:

[TBR 04:02:10:00 Purchasing Policy and Procedures](#)

There have been no state audit findings related to purchasing in the past six years.

Budgeting Office

The Budgeting Office is under the direction of the Executive Director of Financial Planning, Budgeting, and Analysis ([Job Description](#) and [Resume](#)), who also assists the budgetary officer for the Tennessee College of Applied Technology.

The Executive Director of Financial Planning, Budgeting, and Analysis has 29 years of higher education experience.

Tennessee Board of Regents [Policy 4:01:00:00 Budget Control](#) provides clear and specific responsibility for proper budget management and control. The policy recognizes that budget control is essential for effective management of the College. The policy also defines the number of budget submissions required to be submitted to TBR each year. TBR provides guidelines for budget preparation each budget cycle. In addition to the guidelines provided by TBR, the College provides each of the budget unit managers with budget preparation instructions. As outlined in the instructions, the budget request/preparation process works directly with and supports the College's annual Institutional Effectiveness planning processes. Budget unit managers submit their budget requests and annual goals to their immediate supervisor for review, prioritization, and approval. The budget requests and goals are then submitted to the next supervisory level for review, prioritization, and approval. This process continues until reaching the vice president level. The vice presidents meet as a group with the President and submit their prioritized divisional budget requests and goals.

Institutional Risk as it Relates to Financial Services

To provide the College with a comprehensive and structured enterprise approach (strategies, techniques, management practices, governance) for dealing with the possibility that some future event will cause harm or create a liability, Southwest's Office of Risk Management reviews every unit of the College at least once during a 2½ year cycle. This process is supervised by a trained professional staff member ([Job Description](#) and [Resume](#)) who reports directly to the Vice President of Financial and Administrative Services.

During the risk assessment process, each unit of the College identifies risks and controls, and completes a sub-area control footprint in their area of expertise according to the [Risk Assessment Cycle](#). Area supervisors, managers, deans, and vice presidents are provided copies which are used as a management review and oversight tool. The risk analysis is reviewed by the College's internal auditor and approved by the President of the College. Each year's fiscal analyses are compiled and forwarded for review and acceptance to the Internal Audit Department of the Tennessee Board of Regents and then to the Controller for the State of Tennessee.

Southwest's risk assessment program last evaluated the risks and liabilities for the College's financial services during the Spring 2012 semester. Within the Financial Services unit, the Risk Assessment program evaluated the performance of (1) financial planning, budgeting and fiscal operations, (2) operations and restricted accounting, (3) fixed assets (inventory), (4) purchasing, (5) accounts payable, (6) cash management, and (7) cashing-in/accounts receivable-collections. This evaluation is documented in the unit's [Risk Footprint-Financial Management](#), Financial Services CAPs, and the [Control Footprints-Financial Management](#).

Sources

-  2010-Financial Report
-  2011-Financial Report
-  2012-Financial Report
-  2013-Financial Report
-  4-01-00-00 Budget Control
-  4-01-01-10 Deposit and Investment of Funds
-  4-01-03-00 Payment of Student Fees and Enrollment of Students
-  4-02-10-00 Purchasing Policy and Procedures
-  Audit Reports - 2010 & 2011
-  B-010 Collection of Accounts Receivable
-  B-020 Classification and Operation of Auxiliary Enterprises
-  B-060 Fees, Charges, Refunds, and Fee Adjustments
-  B-070 Deferred Payment Plan
-  B-080 Reporting and Resolution of Institutional Losses
-  Control Footprints-Financial Management
-  Financial Administrative Services IE 2011
-  Financial Administrative Services IE 2012
-  Financial Administrative Services IE 2013
-  Financial Services CAPs
-  Job Desc Director of Accounts Receivables Cashiering
-  Job Desc Director of Payroll
-  Job Desc Director of Purchasing
-  Job Desc Director of Risk Management
-  Job Desc Exe Director of Financial Planning, Budgeting and Analysis
-  Job Desc Exec Director of Fiscal Operations
-  Job Description Vice President Financial and Administrative Services
-  Job Description for President
-  Org Chart Financial & Admin Serv
-  Resume-Margaret Hillman
-  Resume-Michelle Newman
-  Resume-Nathan Essex
-  Resume-Ralph Chumbley
-  Resume-Ron Parr
-  Resume-Stanley Robinson
-  Resume-Vincent Eason
-  Resume-Yolanda Smith
-  Risk Assessment Cycle
-  Risk Footprint-Financial Management
-  Special Review Audit 2012 2013

3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) maintains financial control of all externally restricted funded programs. The Grants Office and the Restricted Funds Accounting Department provides programmatic and financial oversight for all income-producing grants and contracts.

All externally funded grants and contracts are managed in compliance with the Tennessee Board of Regents (TBR) [Policy Number 1:03:02:10 Approval of Agreements](#) and with Southwest Policies [4:01:04:02/29-Approval to Solicit External Funds](#), [4:01:04:02/30-Proposal Preparation for External Funding Requests](#), and [4:01:04:03/31-Grants Management](#). These policies are published in the Southwest's [policy manual](#) on the website.

As directed by the President of Southwest, the Vice President for Institutional Advancement ([Job Description](#) and [Resume](#)) as shown on the [organizational chart](#), coordinates the handling of externally funded grants and contracts from private and governmental sources and supervises the Grants Office. The Director of Grants Management ([Job Description](#) and [Resume](#)) is qualified to execute the compliance processes for all externally funded programs.

Proposal Development Stage

The Grants Office is the central location for all external funding requests and must approve all submission as stated in [Policy 4:01:01:04:02/30](#). Any individual seeking a grant must submit the [Request for Solicitation](#) form which is available on the College's internal website. All proposals must be consistent with the mission, goals and [Strategic Plan](#) of Southwest. All individuals involved in executing the proposed grant must sign-off on the [Proposal Approval Form](#). The Grants Office provides leadership throughout the preparation and development process including grant renewals. The Grants Office also collaborates with other college departments to prepare proposals for funding via Federal, state, and local agencies.

Awarding Stage

Upon the funding agency's notification that the College's proposal is approved, only the President (or an authorized designee) can accept the programmatic and fiduciary responsibility for the grant/contract award as per [TBR Policy 1:03:02:10](#) (Sample of [Contract Approval Form Oct 1 2012-Sept 30 2013](#)). The Grants Office is responsible for reviewing and analyzing the award or contract agreement terms and conditions, thus recommending the acceptance or declination. The College has no obligation to accept, or to provide matching funds for awards that do not support the institutional goals, objectives, and Strategic Plan. The College will decline any award where it concludes the programmatic and financial commitments are unrealistic and pose significant risks to the College. The Grants Office routes all awards recommended for declination with a written explanation to the President. ([Southwest Policy 4:01:04:03/31](#))

Upon receipt of funding, the Grants Office prepares, obtains, and processes all contractual award documentation.

Management Stage

The grant's management (programmatic and budgetary) falls under the actual Grant Project Director's (GPD) responsibility ([Southwest Policy 4:01:04:03/31](#)). The GPD has full programmatic control, subject to the award agreement terms and conditions in accordance with College and TBR policies and procedures. The Grant Project Director is responsible for maintaining complete and accurate records, documenting project performance in compliance with the award agreement terms and conditions (Policy [4-01-04-03-31 Grants Management](#)). In addition, the GPD is responsible for the budgetary control and fiscal management of the grant award or contract with oversight from the Grants Office and the Restricted Funds Accounting Department.

The Grants Office coordinates the report delivery and provides oversight to ensure that the College spends all grant funds appropriately. All grant fund expenditures must align with the approved budget. The Grant Project Director cannot initiate changes to the approved budget, including budget line-item transfers and/or budget modifications without the approval of the Grants Office and the appropriate supervisory personnel, according to College and TBR policies governing the expenditures of restricted funds.

The Restricted Funds Accounting Department ensures that the financial management of the grant is consistent with Southwest's financial policies and procedures. The Restricted Funds Accounting Department processes the fiscal reports and prepares reimbursements requests with all supporting documentation as identified within the contract. The Restricted Funds Accounting Department has an established invoicing schedule that ensures the timely process of monthly, quarterly, and year-end reimbursement requests. (Sample [PBI Annual Report](#) and [PBI Formula APR submission through portal acknowledgement](#))

If a funding agency requests a [site visit](#) or audit, the Project Director notifies the Grants Office and Restricted Funds Accounting Department, and the Grants Office coordinates and makes all necessary arrangements pertaining to the visit. However, no funding agency has deemed it necessary to conduct an audit, but there have been several site visits which are consistent with the terms of contracts.

Sources

-  2-03-02-10 Approval of Agreements
-  4-01-04-01-29 Approval to Solicit External Funds
-  4-01-04-02-30 Proposal Preparation for External Funding Requests
-  4-01-04-03-31 Grants Management
-  College Policy Manual
-  Contract Approval Form Oct 1 2012-Sept 30 2013
-  Job Desc Director of Grants Management
-  Job Desc Vice President for Institutional Advancement
-  Org Chart Institutional Advancement
-  PBI Annual Report
-  PBI Formula APR submission through portal acknowledgement
-  Proposal Approval Form
-  Request for Solicitation
-  Resume-Derrice Snipes
-  Resume-Karen Nippert
-  Site Visit Bioworks
-  Southwest 2010-15 Strategic Plan

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) exercises appropriate control over all its physical resources. Responsibility for control over the College's physical resources primarily resides with the Vice President for Financial and Administrative Services ([Job Description](#) and [Resume](#)). The Vice President for Financial and Administrative Services has oversight over the Director of Fiscal Operations ([Job description](#) and [Resume](#)) and Director of Physical Plant ([Job description/Vacant Position](#)). The Director of Fiscal Operations manages the physical inventory process and Director of Physical Plant manages the disposal of assets for all campuses and centers.

Physical Inventory

Southwest has an accurate and up-to-date record of all physical resources. A physical inventory of all equipment valued at or more than \$5,000 per TBR Policy [4-00-00-00-09 Equipment Inventory Control \(Page 2\)](#) or deemed as sensitive inventory equipment per [Policy 4-00-00-00-09 Equipment Inventory Control \(Page 8\)](#) is maintained by the Inventory Clerk via the Banner Fixed Assets Annual Physical Inventory computerized system. Management and control of the system operation are under the direction of the Director of Fiscal Operations. This system details the location of each asset, the department to which the equipment is assigned, and a description of each piece of equipment as documented in this sample of one area's [Annual Equipment Physical Inventory](#).

Additions to inventory are processed by the Inventory Clerk in accordance with [Policy 4-00-00-00-09 \(page 3\)](#). The Inventory Clerk reconciles purchases that meet inventory guidelines by affixing a Southwest Property Decal to identify each piece of equipment and enter it into the inventory control system for proper documentation.

An annual physical inventory is conducted prior to the end of the spring term to reconcile the computerized equipment inventory with the physical equipment inventory. The procedures for this process are detailed in Southwest Policy [4-00-00-00-09 Equipment Inventory Control \(Page 4\)](#).

Disposal of equipment is in accordance with Policy [4-00-00-00-09 Equipment Inventory Control \(Page 5\)](#) which outlines six methods used to dispose of equipment from the College inventory.

Deferred Maintenance

The College manages deferred maintenance by submitting a Capital Maintenance Budget Request annually to the Office of Facilities Development at the Tennessee Board of Regents (TBR) for submission to the State Building Commission for approval. See the [2014-2015 TBR Capital Budget document \(Page 7\)](#) for an example of a deferred maintenance item entitled "Union Campus Mechanical Systems Updates."

Management of Risk

The College and the state manage risk related to physical resources using the following methods:

- It is the policy of the state of Tennessee not to purchase commercial insurance for the risk of losses for general liability, automobile liability, professional malpractice, and workers' compensation. State management believes it is more economical to set aside assets for claim settlement in its internal service fund, the Risk Management Fund established by [Tennessee Code Annotated, Section 9-8-101 et seq.](#)
- The state purchases commercial insurance for real property, flood, earthquake, and builder's risk losses and surety bond coverage on the state's officials and employees. The declared values of building contents for each campus, site and center are reported to the state treasury department in a property insurance report. The most recent [property insurance report](#) was completed in February of 2014. The Risk Management Fund is also responsible for claims for damages to state owned property up to the amount of the property insurance aggregate deductible amount. The insurance policy deductibles vary from \$25,000 per occurrence, depending on the type of coverage, to an aggregate of \$5 million.
- The College participates in the Risk Management Fund. The fund allocates the cost of providing claims servicing and claims payment by charging a premium to the College based on a percentage of the College's expected loss costs, which include both experience and exposures. This charge considers recent trends in actual claims experience of the state as a whole. An actuarial valuation is performed as of fiscal year-end to determine the fund liability and premium allocation.

Since the College participates in the Risk Management Fund, it is subject to the liability limitations under the provisions of the Tennessee Claims Commission Act, [Tennessee Code Annotated, Section 9-8-101 et seq.](#) Liability for negligence of the College for bodily injury and property damage is limited to \$300,000 per person and \$1,000,000 per occurrence. The limits of liability under workers' compensation are set forth in [Tennessee Code Annotated, Section 50-6-101 et seq.](#) Claims are paid through the state's Risk Management Fund.

- Premiums are determined by multiplying the agency's building and content values by insurance rates which indicate the level of risk involved. These rates are based on specific risk factors including location, occupancy, type of construction, sprinkler protection, fire protection classification, and exposure hazards. Premiums are then allocated to all agencies, departments, and institutions based on the above criteria.
- In addition to the use of insurance, the College exercises control and manages risk through training provided to maintenance department employees on a variety of topics.

Institutional Risk/Physical Resources

Since October 2006, Southwest has implemented a formal institutional risk assessment program. Southwest's Risk Assessment Program is authorized by the Tennessee General Assembly's legislation known as the "State of Tennessee Audit committee Act of 2005 (Section 4-35-101 Tennessee Code annotated)" which requires each state agency to establish and maintain internal administrative control systems and report on their status annually. The College implemented this state law in its policy on "Managing Internal Controls", dated July 1, 2007 ([Policy No.](#)

Southwest's Office of Risk Management is charged with the following mission statement:

The mission of the Office of Risk Management is to provide the College with a comprehensive and structured enterprise approach (strategies, techniques, management practices, governance) for dealing with the possibility that some future event will cause harm or create a liability for the College. The Office includes programs in Risk Assessment & Property Insurance Appraisal/Reporting; and, coordinates its efforts with College programs in Environmental Health & Safety and Workmen's Compensation.

The College's Risk Assessment Program includes a review of all aspects of the College with every unit of the College being reviewed at least once during a 2 ½ years cycle. The last cycle to be completed by the institution ended August 30, 2013 and can be viewed in the [Risk Assessment Cycle](#) table.

Southwest's Risk Assessment Program is a comprehensive process that includes the following components:

- Institutional (enterprise) Risk Footprint
- Area Risk Footprint
- Sub-Area Control Footprints
- Corrective Action Plans

Risk assessment is based on identified risks and controls within each given unit of the college.

The college's risk assessment program is implemented by Director of Risk Management ([job description/ resume](#)) who reports directly to the Vice President of Financial and Administrative Services.

The information for completion of each risk assessment is obtained from subject matter experts who complete the sub-area control footprints in their area of expertise. Area supervisors, managers, deans, and vice presidents are provided copies of each semester's risk assessment, which is used as a management review and oversight tool.

Corrective Action Plans (CAPs) that are still "in process" are updated each semester by an area Director or Dean who is responsible for the implementation of the improvements in his/her administrative unit.

Each semester's risk analysis is reviewed by the College's Internal Auditor and approved by the President of the College. Each fiscal year's analysis is compiled and forwarded for review and acceptance to the Internal Audit Department of the Tennessee Board of Regents and then to the Controller for the state of Tennessee.

A permanent electronic version of each completed risk assessment is on file with the Office of Risk Management.

The last evaluation of the institution's Risk Assessment Program that focused specifically on risks and liabilities of the College's physical resources, was conducted during the Summer 2012 semester. Within the Physical Plant unit, the Risk Assessment program evaluated the performance of (1) physical plant administration, (2) general services, (3) custodial services, and (4) skilled trades. This evaluation is documented in the unit's [risk footprint](#) and the [control footprint](#). The assessment revealed the need to develop and implement an Energy Management Plan. Later internal reviews document that it was completed. ([Corrective Action Plan summary report, Aug. 31, 2012, p. 16](#)). The Physical Plant's next scheduled evaluation by the Risk Assessment Program is the Summer 2016 semester as per the institution's [Risk Assessment Cycle](#).

Sources

-  1-00-00-00-08 Managing Internal Controls
-  14-15 TBR Capital Budget (Page 7)
-  4-00-00-00-09 Equipment Inventory Control (Page 2)
-  4-00-00-00-09 Equipment Inventory Control (Page 3)
-  4-00-00-00-09 Equipment Inventory Control (Page 4)
-  4-00-00-00-09 Equipment Inventory Control (Page 5)
-  4-00-00-00-09 Equipment Inventory Control (Page 8)
-  Annual Equipment Physical Inventory
-  Job Desc Director of Fiscal Operations
-  Job Desc Director of Physical Plant
-  Job Desc Director of Risk Management
-  Job Description Vice President Financial and Administrative Services
-  Mission Statement
-  Resume-Kathy Archie
-  Resume-Ralph Chumbley
-  Resume-Ron Parr
-  Risk Assessment Cycle
-  Risk Assessment Cycle (Page 2)
-  STCC Risk Footprint-Physical Plant - 2012Aug31
-  STCC Risk-Assessment Control Footprints-Physical Plant-Sub-processes - 2012Aug31 all
-  STCC Status Report on Unresolved CAPs - 2012Aug31 (Page 16)
-  TCA-50-6-101-et seq
-  Tennessee Code 9-8-101 - Board and Claims and Risk Managment Fund (Page 1)
-  Tennessee Code 9-8-101 - Board and Claims and Risk Managment Fund (Page 6)
-  property-insurance-report

3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College(Southwest) takes reasonable steps to provide a healthy, safe, and secure environment for all members of the College community.

Ensuring a Healthy and Safe Environment

Southwest's Police Services department maintains a comprehensive [Emergency Operations Plan](#) designed to respond to both routine calls and emergency situations. Police Services maintains a police presence 24 hours a day seven days a week at Southwest's Macon and Union campuses and the Maxine Smith Center. Additionally, this presence includes a 24 hours a day phone line that allows access to Police Services by students, staff and the public. All campuses and centers are monitored during periods when classes are in session. In addition to providing general police services, the department also coordinates emergency services at Southwest with first responder agencies namely Tennessee Emergency Management Agency (TEMA) and Federal Emergency Management Agency (FEMA). The TEMA/FEMA coordination is based on practices and procedures recommended by the FEMA's National Response Framework. This All Hazards Approach Framework utilizes a general emergency plan to address all possible contingencies that could affect the College.

Southwest's [Basic Plan](#) is a general all hazards plan which utilizes the National Response Framework recommendations and includes an Emergency Operations Center based on Emergency Response Functions (ERF). In addition, the Basic Plan provides for responses to multiple levels of an emergency by college personnel utilizing the Incident Command as an emergency management organizational approach to disasters.

The Basic Plan provides directions for designated college personnel during times when the College must operate under abnormal circumstances. The plan addresses both natural and man-made disasters including but not limited to severe weather, mass casualty accidents, bomb threats, campus disturbances, acts of violence, civil disorders, active shooter attacks, barricaded suspects, power outages, and medical emergencies. The plan is consistent with practices and procedures utilized by first responders nationwide ensuring a cooperative effort between multiple agencies in a time of emergency. In order to alert students and staff during an emergency, Southwest maintains a [College Notification Plan](#), crisis communication system which is tested annually. Police Services staff review and update emergency plans as deemed necessary by making changes in the College's environment and structure.

In addition to the Basic plan, Southwest has an Environmental Health and Safety Program that oversees health and safety concerns. This program is headed by the Academic Environmental Health and Safety Coordinator ([Curriculum Vitae](#)) in conjunction with the Environmental Safety Officer ([Resume](#)) for campus facilities. The Environmental Health and Safety Officers are responsible for the day-to-day operation of the Environmental Health and Safety Program of the College. They conduct inspections, site-specific training, hazard assessments, investigate reported unsafe conditions, implement an exposure monitoring program, recommend abatement strategies and coordinate a hazardous waste management program in accordance with Federal, state and local regulations, guidelines and other recognized standards. The Director of Risk Management ([Resume](#) and [job description](#)) is employed to evaluate risk and assist with the development of appropriate plans of action. As part of their ongoing efforts, the Environmental Health and Safety Officers maintain a [Safety Manual](#) that is utilized as a guide for personnel with environmental health and safety concerns.

Additional health and safety guidelines and information are provided to students, staff and visitors. All students whether on-campus or online can access this [Safety Information](#). Information available online includes:

- Basic Electrical Safety
- Chemical Waste Management
- Disposition of Electronic Devices
- Emergency Procedures
- Fire Evacuation Procedures
- Fire / Life Safety Review Checklist
- Fire Extinguishers
- Forklift Safety
- How to Use a Fire Extinguisher
- Material Safety Data Sheets
- Shelter-In-Place
- Thunderstorm - Are You Ready for a Thunderstorm?
- Tornado Safety Tips
- Using Cleaning Products Safely

To maintain a safe environment, the Environmental Health and Safety Program at Southwest conducts both hands-on and computer based [Training](#).

Hands-On:

- Asbestos Awareness
- Blood borne Pathogens
- Confined Space Entry
- Emergency Response
- Fire Extinguishers
- Hazard Communications
- Lock Out/Tag Out
- Proper Lifting Technique

Computer-Based:

- Confined Spaces
- Blood borne Pathogens
- Hazard Communications
- Lock Out/Tag Out

In addition, Southwest's Police Services officers and physical plant personnel report unsafe conditions and routinely review, document and correct safety concerns as part of their duties.

Ensuring a Secure Environment

Southwest ensures campus security by providing armed campus police, security personnel and campus safety technicians to monitor events and to actively engage in preventative measures while on routine patrol and calls for service. Additionally, the following initiatives ensure campus security:

Uniform Patrol

Supervised by the Director of Police Services ([resume](#) and [Job Description](#)), Southwest ensures campus security by providing [law enforcement police officers](#), [security officers](#) and campus [safety technicians](#) to monitor events and to actively engage in preventative measures, provide patrol of campuses and respond to calls for service. This also includes building opening and closing protocols for facilities. The law enforcement police officers are required to receive [annual training](#) firearms qualification, and use-of-force training. The training records are on file in Police Services at the Union Avenue campus. ([Samples of Training](#)) All officers are [certified](#) in cardio-pulmonary resuscitation upon hiring and maintain CPR certification as a condition of their employment.

RAVE

Southwest Tennessee Community College, in partnership with Rave Wireless, offers an emergency e-mail and [text-messaging service](#) to students, faculty and staff called the Southwest Emergency Messaging System. These options will only be used in the event of an on-campus emergency, an unscheduled College closing, or a delay of or cancellation of classes due to, for example, severe inclement weather. Students, faculty, and staff can sign up for the service voluntarily. Southwest encourages students to sign up for this service because of the speed with which e-mail and text messaging will enable them to receive emergency information from College authorities. There is no charge for signing up; however, standard text messaging rates apply. Students and staff can sign up for the messaging system via the programs website at the [Southwest Emergency Messaging System](#). The students and staff can also sign up during Public Safety / Homeland Security Awareness Days events which are held multiple times each year at multiple campuses.

Phones

Emergency Phones

Emergency red phones are located in all buildings and automatically connect to Police Services when the receiver is picked up. These phones are attached to the wall with emergency phone signs near them.

Emergency blue light phones are strategically located throughout the parking areas of the main campuses located at Macon Cove and Union Avenue. These phones are wired directly to the communications centers and are video monitored 24/7. The basic operation of the phone is not complicated and is extremely user friendly.

Campus Safety Technician Program

[Campus Safety Technician Program \(CST\)](#) is a program comprised of students who participate in monitoring the campus for safety, provide escort needs as warranted, write reports if suspicious activity is observed, and assist staff and students during emergencies.

Bicycle Patrol Unit

Bike Patrol

Southwest's Bicycle Patrol supplements the Patrol Division. Bike patrol officers complete a rigorous 40 hour Police Bike course that certifies each officer to effectively patrol on a specially-equipped mountain bike. The Bike Patrol allows officers to patrol areas that are not usually accessible to officers in a car while allowing for a more rapid response to calls.

T- 3 Electric Stand Up Vehicles

Southwest utilizes individual stand-up three-wheeled motion vehicles to patrol the grounds of the campus. These vehicles provide rapid response to areas of campus where patrol vehicles cannot access.

Video Surveillance

Southwest has an extensive video surveillance system installed at all of its campuses. The total number of cameras in the Southwest campus system is 266. These cameras record activity and are monitored by Southwest Police Services/Public Safety personnel. These cameras are utilized to maintain a safe environment with regard to emergency management as well as a preventive and investigative tool in the safety plan.

Alarms















The college also maintains an internal system of fire and burglary alarms at its campuses that allows police officers to respond quickly. This facilitates quick first responder action in times of emergency.

Dissemination of Procedures and Information

Regardless of whether a student takes classes on campus or online, they can access information detailing health, safety and security at the [Environmental Health and Safety \(EHS\) - Safety Information](#) website.

Sources

-  Basic_Plan
-  Bike Patrol
-  CS 3.11.2 CPR Certification Sample
-  CS 3.11.2 Firearms In-Service Training
-  CS 3.11.2 In-Service Training
-  CS 3.11.2 Law Enforcement Officer Annual Training Required
-  CS 3.11.2 Law Enforcement Police Officer Certificate of Completion
-  CS 3.11.2 Samples of Training
-  CS 3.11.2 Security Officer Certificate of Completion
-  Campus Safety Technician Program
-  Chemical Information
-  College_Notification
-  Curriculum Vitae-R A Blaudow
-  Emergency Information
-  Emergency Messaging System

-  Emergency Operations Plan
-  Emergency Phones
-  Emergency_Response
-  Evacuation Plan
-  Job Desc Director of Public Safety
-  Job Desc Director of Risk Management
-  Resume - James Bolden
-  Resume-A MOSES
-  Resume-Michael James Jordan
-  Resume-Ralph Chumbley
-  Safety Information
-  Safety Manual 2009
-  Training
-  Uniform Patrol

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Continuously maintaining, improving and expanding the College's physical facilities which are supported by the mission statement of Physical Plant Operations:

"To promote an atmosphere conducive to learning for all individuals who access Southwest Tennessee Community College, by continuously maintaining, improving and expanding the College's physical facilities. To provide custodial services, landscaping, HVAC, skilled trades, repairs, renovations, and new construction in the most efficient, effective, economical and safe manner possible. To provide quality service that supports the overall mission and strategic goals of the College."

Southwest has operations on [two campuses, four centers, and one site](#), as identified in the College's [Major College Facilities Report](#).

College-owned properties are described in the [Physical Facilities Inventory \(PFI\) Report](#).

Master Plan

The College's most [recent master plan](#) was first developed in 2003 in accordance with Tennessee Board of Regents (TBR) [Guideline B-022](#) and an [executive summary](#) was developed then as well. The master plan has been revised as needed to reflect changes in the College's needs. Examples include the revised master plan maps for the [Macon campus](#) in 2012 and the [Union campus](#) in 2006. Southwest is also in the early stages of the development of a new master plan that is expected to be in place the later half of 2015. The College is in the request for proposal (RFP) stage of selecting a design firm ([see proposal from candidate firm](#)) that specializes in the development of master plans for institutions and organizations.

Technology Infrastructure

The technological infrastructure is sufficient to meet the needs of the institution, especially for distance educational programming. Southwest has no correspondence education programming.

Southwest maintains a 10 gigabit network that provides wireless access to approximately 80% of the Macon Campus and 50% of the Union Campus. This is accomplished by utilizing twnetcom and NetTN with broadband connections and secure connectivity for our distance education delivery. The network infrastructure supports 10 gigabit bandwidth to the servers and 1 gigabit to most desktops. Additionally connectivity between campuses, centers and the site are illustrated in the [network overview](#).

The primary data center for the College is located at the Macon campus and contains the servers that run applications and provide data storage supporting the academic and administrative needs of the College. The data center has backup power via battery and diesel generator, should the primary utility service fail. Entrance to the area is restricted to a limited number of personnel by individually coded locks: that is, each individual has to enter a unique code to enter the area. Fire protection is provided by a Sapphire fire suppression system that will prevent the spread of fire without damaging electronic equipment. A secondary data center is located at the Union campus providing academic services to that campus, as well as housing a backup of the main administrative systems housed at the Macon campus.

Routine and Preventive Maintenance

The Physical Plant department provides the primary support for the maintenance and upkeep of college facilities. Each campus also has full-time maintenance personnel stationed permanently at that campus. All the centers receive additional support from the Physical Plant as needed. Additional support is provided through the use of contractual services when appropriate. A schedule of the maintenance department [Blanket Vendor List](#) documents how resources are utilized in maintaining College facilities.

Physical Plant uses the Help Desk System to document a work order for tracking maintenance requests. In addition to routine, preventive, and corrective maintenance items submitted by the Help Desk, any college employee may submit requests to the maintenance department for work to be performed. Forms and links are available on the [Help Desk website](#).

Deferred Maintenance

The College manages deferred maintenance by submitting a Capital Maintenance Budget Request annually to the Office of Facilities Development at TBR for submission to the state Building Commission for approval. See the [2014-2015 TBR Capital Budget document \(Page 7\)](#) for an example of a deferred maintenance item entitled "Union Campus Mechanical Systems Updates."

Meeting the Needs of the Institution

The College's Physical Plant department adequately meets the needs of the institution's educational programs, support services, and other mission-related activities by continuously maintaining, improving and expanding the College's physical facilities. It also provides custodial services, landscaping, HVAC, skilled trades, repairs, renovations, and new construction in the most efficient, effective, economical and safe manner possible. While meeting the needs of the College, the Physical Plant department provides quality service that supports the overall mission and strategic goals of the College.

With regards to facilities, a complete list of [Capital Projects](#) indicating those completed, in progress, and awaiting funding is provided.

Meeting the Needs of Users

At the end of each spring and fall semester, students are asked to complete an evaluation of their class instruction and facilities is documented. ([Student Evaluation of Teaching-facilities](#)) Using a five-point Likert scale (5=Always, 4=Often, 3=Sometimes, 2=Seldom, 1=Never), students rate the quality of their classroom or lab experience.

As reported by question number 13 on the Student Evaluation of Teaching survey instrument presented in the table below, a summary satisfaction rating of 4.68 out of a possible 5 was the results from this evaluation concerning the appropriateness and adequacy of the classroom and lab facility for Spring and Fall semesters of 2012. This is evidence of the level of satisfaction with the services of Physical Plant maintenance of these facilities per the Student Evaluation of Teaching instrument ([Student Evaluation of Teaching-facilities](#)).

Question 13- The classroom/lab facility was appropriate and adequate.			
SET Question 13 Results Spring 2012 and Fall 2012			
Location/Term	# of Sections	# of Student Reponses	Overall Rate 5 = Max
Gill Center	75	609	4.67
201210	45	414	4.68
201280	30	195	4.64
Macon Cove	1,222	9,780	4.69
201210	658	5,801	4.70
201280	564	3,979	4.69
Maxine Smith Center	247	1,840	4.73
201210	144	1,223	4.74
201280	103	617	4.72
Millington Center	14	89	4.76
201210	6	33	4.85
201280	8	56	4.68
Union Avenue	733	5,862	4.64
201210	404	3,460	4.64
201280	329	2,402	4.64
Whitehaven Center	125	924	4.78
201210	72	567	4.78
201280	53	357	4.77
Grand Total	2,416	19,104	4.68

Adequacy of Facilities









The Physical Plant administration is located at the Macon Campus. Macon Campus has eight maintenance/mechanics staff, which also support the Gill Center. Union Campus has nine maintenance/ mechanics staff, which also support Maxine Smith Center and Whitehaven Center. Maxine Smith Center has one maintenance person on staff. All College owned properties are covered under Physical Plant's operational and preventive programs including custodial and ground services.

Annually, the College submits a Capital Budget Request to the Tennessee Board of Regents (TBR) in compliance with TBR guidelines and instructions. Funds are requested for capital outlay construction and major capital maintenance projects. The College's Master Plan is used as a guide to identify capital outlay and capital maintenance projects to be submitted. The TBR and the Tennessee Higher Education Commission (THEC) review and prioritize the requests from all the colleges, universities, and Tennessee colleges of applied technology within the System for submission to the governor for consideration in the state budget proposal.

Capital maintenance dollars are often used to fund major deferred maintenance items. The College also funds less expensive deferred maintenance items from the maintenance department's normal annual operating budget and, if appropriate, from College plant funds or private donations.

In summary, Southwest uses a combination of its own maintenance staff, contracted services, and support of the Tennessee Board of Regents to plan, operate and maintain the physical facilities of each of its campuses, centers and site through funding via a combination of state appropriations and private contributions.

Sources

-  14-15 TBR Capital Budget (Page 7)
-  2003 Master Plan
-  2003 Master Plan Executive Summary
-  2012-Revised master plan for Macon Cove
-  B-022 - Campus Facility Master Plans
-  Campus-Maps
-  Capital Projects Status update
-  Major College Facilities
-  Master Plan update Union
-  Master-plan-RFP-Proposal 2-10-14
-  PFI info
-  PP VENDOR LIST FY13-14
-  Southwest-network-infrastructure
-  Student Evaluation of Teaching-facilities
-  work-request-form

3.12**Substantive change**

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (See Commission policy "Substantive Change for Accredited Institutions.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.




Southwest defines "substantive change" in accordance with the SACSCOC Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges in its [Substantive Change Policy](#).

Southwest has a Substantive Change Committee which consists of the Accreditation Liaison (Chairperson), College President, Provost, Associate Vice President for Academic Affairs, Dean of Career Studies, Dean of Arts and Sciences, Executive Director of Extended Programs, Director of Distance Education, Vice President for Institutional Advancement, Director of Institutional Research, and others as appointed by the College President or Chairperson.

The Committee meets in June of each year or as needed throughout the year to discuss any possible changes planned for the College which might be substantive in nature and to determine the specific approach for reporting the change to the Commission. It is the responsibility of the Accreditation Liaison with the assistance of the Committee to prepare the documentation for the President to send to the Commission.

Southwest has notified the Commission of substantive change in accordance with SACS - COC guidelines. In July 2011, Southwest notified the Commission of two proposed academic certificates that were not significantly different from other program offering and did not necessarily qualify as a substantive change, but sent the [letter of notification](#) to ensure compliance of the regulation. The notification was accepted by the Commission and no further documentation was needed. ([G9c-SACS Ltr 09-14-11 Accepting New STCC Gen Ed Certif](#))

Sources

-  [1-03-04-00-10 Substantive Change](#)
-  [G9c-SACS Ltr 09-14-11 Accepting New STCC Gen Ed Certif](#)
-  [Letter of Notification to SACS on Gen Ed Certificates](#)

3.13**Policy Compliance**

The institution complies with the policies of the Commission on Colleges.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

As a member institution, Southwest Tennessee Community College (Southwest) recognizes its responsibility to comply with the policies of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and acts accordingly. As examples of this compliance, Southwest provides timely payment of dues to the Commission, appropriately publishes the accreditation status, provides timely completion of Commission Profiles, appoints an accreditation liaison and standing committee with responsibility for accreditation compliance, and demonstrates commitment to Commission policies on potential substantive change as noted in policy and practice. To facilitate effective communication with the Commission, Southwest's President appoints a senior level administrator to serve as the liaison to SACSCOC. In 2012, President Essex, with the support of the Provost/Executive Vice President for Academic Affairs, [appointed Barbara Roseborough](#), Associate Vice President for Academic Affairs, to serve as the College's accreditation liaison.







In accordance with Commission policy, Southwest's [SACSCOC Accreditation Liaison](#) is responsible for the following:

1. Serving as a primary recipient of Commission communications regarding the institution's accreditation, in addition to the president.
2. Familiarizing faculty, staff, and students with the Commission's accrediting policies and procedures.
3. Staying current with SACSCOC policies and procedures.
4. Providing oversight and direction for the timely submission of substantive change requests and reports required by Commission policy.
5. Facilitating responses to Commission inquiries, including complaints referred by the Commission staff to the President.
6. Serving as a resource person during the ten-year review process.
7. Maintaining all accreditation materials.
8. Ensuring that any changes in basic institutional information are reported to the Commission.

Southwest ensures that compliance with Commission policies pervades all aspects of its operations in support of its mission. The College community, working in coordination with the SACSCOC liaison, ensures that the Principle of Integrity and Accuracy in Institutional Representation guides all communication with the Commission. Annual Institutional Profiles (academic and fiscal) and other requests for information are accurately prepared and submitted to the Commission within the requested timeframe, e.g. [2013 Financial Profile Form A](#).

Southwest defines "substantive change" in accordance with the SACSCOC Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges in its Policy [1-03-04-00-10 on Substantive Change](#) and ensures substantive change occurring within the College is accurately reported in accordance with Commission policy. An example of the College's substantive change submission occurred in July 2011. Southwest notified the Commission of two proposed academic certificates that were not significantly different from other program offerings and therefore, did not necessarily qualify as a substantive change but sent the letter of notification ([Letter of Notification to SACS on Gen Ed Certificates](#)) to ensure compliance with the regulation. The notification was accepted by the Commission and no further documentation was needed ([G9c-SACS Ltr 09-14-11 Accepting New STCC Gen Ed Certif](#)).

Sources

 1-03-04-00-10 Substantive Change
 2013_Financial Profile Form A
 G9c-SACS Ltr 09-14-11 Accepting New STCC Gen Ed Certif
 Letter of Notification to SACS on Gen Ed Certificates
 SACS Letter Barbara Roseborough Liaison
 SACSCOC Accreditation Liaison

3.13.1
Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) is consistent in the manner in which it describes itself in regard to purpose, governance, programs, degrees, certificates, personnel, finances, and constituencies as indicated in the most recent reports. Southwest apprises all accrediting bodies of any changes in status.

The programs listed in the chart below are accredited by professional organizations. The information included in the chart are the name of the accrediting agency, a link to the most recent report, and dates of accreditation. These programs have not received any sanctions nor has Southwest voluntarily withdrawn accreditation with any of the agencies.

Program	Accountancy Business Administration Business and Commerce Court Reporting General Technology/Business Hospitality Management Mid-Management Office Technology Paralegal Studies
Accrediting Agency	Association of Collegiate Business Schools and Programs (ACBSP)
Most Recent Report	Accreditation Report ACBSP 2009
Accredited	November 2009 Accreditation Letter (Page 1)
Next Accreditation	November 2019

Program	Dietetic Technician
Accrediting Agency	Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Most Recent Report	DIET Self Study Final ; DIET Self Study Application and Table of Contents Final
Accredited	June 2011 Accreditation Letter (Page 4)
Next Review	2015

Program	Early Childhood Education
Accrediting Agency	National Association for Education of Young Children (NAEYC)
Most Recent Report	NAEYC Self-Study 2013
Accredited	First time applying for accreditation - Spring 2014 site visit Accreditation Letter (Page 29)

Program	Emergency Medical Services-Paramedic
Accrediting Agency	Commission on Accreditation of Allied Health Education Programs(CAAHEP)
Most Recent Report	EMT Self Study 2013
Accredited	March 2013 Accreditation Letter (Page 6)
Next Accreditation	March 2018

Program	Architectural Engineering Technology Computer Engineering Technology Electrical Engineering Technology Mechanical Engineering Technology
Accrediting Agency	Accreditation Board for Engineering and Technology (ABET)
Most Recent Report	ARCH Self-Study Report ABET 2008 CPET Self-Study Report ABET 2008 ELET Self-Study Report ABET 2008 MEET Self-Study Report ABET 2008 -
Accredited	2011 Accreditation Letter (Page 7-15)
Next Accreditation	2015

Program	Laboratory Phlebotomy Technician Medical Laboratory Technician
Accrediting Agency	The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Most Recent Report	MLT SELF STUDY; PLT Self Study
Accredited	April 2013 Accreditation Letter (Page 16)
Next Accreditation	April 2020

Program	Nursing
Accrediting Agency	Accreditation Commission for Education in Nursing (ACEN) (Formally NLNAC)
Most Recent Report	Nursing Self Study
Accredited	February 2010 Accreditation Letter (Page 19)
Next Accreditation	Fall 2017

Program	Paralegal Studies
Accrediting Agency	American Bar Association Standing Committee on Paralegals
Most Recent Report	Accreditation Report ABA 2011
Accredited	February 2012 Accreditation Letter (Page 22)
Next Accreditation	February 2019

Program	Pharmacy Technician Program
Accrediting Agency	American Society of Health-Systems Pharmacists (ASHP)
Most Recent Report	PHARM Self Study ASHP_Summary_Responses
Accredited	2013 Accreditation Letter (Page 33-34)
Next Accreditation	2016

Program	Physical Therapy Assistant Program
Accrediting Agency	The Commission on Accreditation in Physical Therapy Education(CAPTE)
Most Recent Report	PTA Self Study
Accredited	October 2005 Accreditation Letter (Page 24)
Next Accreditation	June 2015

Program	Radiologic Technology
Accrediting Agency	The Joint Review Committee on Education in Radiologic Technology(JRCERT)
Most Recent Report	RADT Self Study
Accredited	2008 Accreditation Letter (Page 25)
Next Accreditation	2014

Sources

-  ARCH Self-Study Report ABET 2008
-  Accreditation Letter
-  Accreditation Letter (Page 1)
-  Accreditation Letter (Page 16)
-  Accreditation Letter (Page 19)
-  Accreditation Letter (Page 22)
-  Accreditation Letter (Page 24)
-  Accreditation Letter (Page 25)
-  Accreditation Letter (Page 29)
-  Accreditation Letter (Page 33)
-  Accreditation Letter (Page 4)
-  Accreditation Letter (Page 6)
-  Accreditation Letter (Page 7)
-  Accreditation Report ABA 2011
-  Accreditation_Report_ACBSP_2009R
-  CPET Self-Study Report ABET 2008
-  DIET Self Study Application and Table of Contents Final
-  DIET Self Study Final
-  ELET Self-Study Report ABET 2008
-  EMT Self Study 2013
-  MEET Self-Study Report ABET 2008
-  MLT SELF STUDY
-  NAEYC Self-Study 2013
-  Nursing Self Study
-  PHARM Self Study ASHP_Summary_Responses
-  PLT Self Study
-  PTA Self Study
-  RADT_Self_StudyR1

3.13.2**Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures**

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

This standard does not apply to Southwest Tennessee Community College (Southwest). Southwest has not entered a collaborative academic arrangement since its last decennial review that requires notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC policy statement on Collaborative Academic Arrangements indicates that the most common forms of collaborative academic arrangements are dual educational programs and joint educational programs. More specifically, the SACSCOC policy defines these programs as follows:

Dual Educational Program: " An agreement by two or more institutions to grant *dual* academic awards is one whereby students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature."

Joint Educational Program: " An agreement by two or more institutions to grant a *joint* academic award is one whereby students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions."

Therefore, by definition, Southwest does not have collaborative academic arrangements.

3.13.3**Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions**

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has adopted student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. In accordance with federal regulations, records of complaints are addressed and maintained by the College.

Southwest is committed to the fair treatment of its students in their relationships with fellow students, faculty, staff and administration. Students are encouraged to seek an informal resolution of matters directly with the faculty or individual(s) involved when possible. However, for matters which cannot be resolved through informal discussions, [Southwest's Policy 3-02-01-01-22 Student Complaints](#) provides a formal venue for both non-instructional and instructional complaints. ([Flow Chart of Student Complaint Process](#)) In addition, procedures are in place to address [grade appeals](#) and complaints of [discrimination and harassment](#).

Nature of Appeal or Complaint	Applicable Policy and Procedure	Primary Responsible Office
Student Complaint Process for Non-Instructional Issues	Policy No. 3-02-01-01-22 Student Complaints Student Handbook and Planner 2013-2014 (Page 45) Student Complaint Procedure Advising and Counseling -	Vice President for Student Services and Enrollment Management is responsible for overall policy development. Non-instructional complaints are stored in this office
Student Complaint Process for Instructional/Academic Issues	Policy No. 3-02-01-01-22 Student Complaints Student Handbook and Planner 2013-2014 (Page 45) Student Complaint Procedure Advising and Counseling	Vice President for Student Services and Enrollment Management is responsible for overall policy development. However, Instructional/Academic Complaints are maintained in either the office of the Dean of Career Studies or the Dean of Arts & Sciences.
Grade Appeal	Policy No. 2-03-01-01-11 Academic Appeals Student Handbook and Planner 2013-2014 (Page 29) Catalog 2013-2014 (Page 53) Grade Appeal Procedures Advising and Counseling	Provost/Executive Vice President for Academic Affairs is responsible for overall policy development. Records of grade appeals and responses are maintained in this office.
Complaints of Discrimination and Harassment	Policy No. 5:00:00:00/15 Anti-Harrasment Student Handbook and Planner 2013-2014 (Page 75)	Executive Director of Human Resources is responsible for overall policy development. Records are maintained in this office

Ensuring Student Access

During advisement and new student orientation, and an academic success course, students receive information about the College and how to navigate student and academic service departments and procedures. This information includes an overview of the *Student Handbook*, which provides more details about the complaint processes. College complaint/appeals policies and procedures apply equally to all Southwest students, regardless of their location or mode of instruction.

Distance Education and Off Campus

The College recognizes that students enrolled in distance education courses or studying at one of the centers or sites do not always have easy access to on-campus services. However, all of the complaint and appeals processes can be accessed [online](#).

Sources

-  2-03-01-01-11 Academic Appeals
-  3-02-01-01-22 Student Complaints
-  5-00-00-00-15 Anti-Harassment
-  Advising and Counseling
-  Catalog 2013-2014 (Page 53)
-  Grade Appeal Procedures
-  Student Handbook and Planner 2013-2014 (Page 29)
-  Student Handbook and Planner 2013-2014 (Page 45)
-  Student Handbook and Planner 2013-2014 (Page 75)
-  Student Complaint Procedure
-  Student Complaint Process

3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports Applicable Policy Statements

An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College has incorporated an assessment of its compliance with standards that apply to its distance education programs and courses throughout the compliance certification and self-study review process. Southwest does not offer correspondence education courses or programs.

Southwest has addressed distance education programs and courses in the following standards:

Core Requirement 2.4 – Institutional Mission

"Distinctiveness of the Institution and its Values

Southwest emphasizes accessibility and affordability to higher education for a diverse population of students, including traditional college age students, adult learners, and international students. The College anticipates and responds to the educational needs of students, employers, and communities within its service area. The institution strives to provide an effective teaching and learning environment designed to raise educational levels, enhance economic development, and enrich personal lives. Increasing student access including distance education and other instructional modalities, providing quality educational programs which will prepare the student to function effectively in a diverse and globally competitive society are all of critical importance to Southwest as it implements its mission."

Core Requirement 2.7.1 – Program Length

"Programs and/or courses offered through distance education are awarded credit in the same manner as those offered in the traditional instructional method"

Core Requirement 2.7.2 – Program Content

"Regardless of whether the program is offered on-campus or through distance education, the approval process is the same."

Core Requirement 2.7.4 – Coursework for Degrees

"Southwest coursework is delivered through face-to-face, hybrid/split, and distance education. Distance Education Course Offerings are supported by Distance Education and Instructional Technology using the PAWS Portal."

"RODP Program

Southwest participates in the Regents Online Campus Collaborative. In 2001, community colleges, universities and colleges of applied technologies under the Tennessee Board of Regents joined together in an effort to offer a full range of graduate and undergraduate degrees, certificates and diplomas online through Regents Online Degree Programs (RODP). The programs were created to offer more flexible and accessible education options for Tennesseans. However, since their inception, these online programs have become nationally and internationally renowned as high-quality, affordable and convenient options for students worldwide.

As indicated in the original RODP Collaborative documents, the online education offered mirrors the same education offered at the physical campus locations. Students may choose their "home" institution from among Tennessee's 6 state universities and 13 community colleges, all of which are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Regents Online Degree Program offers a variety of Associate's degrees which are totally online. These degrees are awarded by the 13 community colleges located across Tennessee. Degree program options include:

- Associate of Applied Science in Professional Studies - Concentration: Information Technology
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Web Technology
- Associate of Applied Science in Criminal Justice
- Associate of Arts in General Studies (University Parallel)
- Associate of Science in General Studies (University Parallel)
- Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation (University Parallel)

Within this collaboration effort, there is a system-wide RODP Curriculum Committee, comprised primarily of Chief Academic Officers, which provides oversight to RODP. The ROCC/RODP Oversight Committee has determined semester length and equitable participation of institutions in the creation and teaching of courses, in addition to reviewing and approving new courses. (ROCC/RODP Oversight Committee Meeting Minutes)

Southwest, through the ROCC/RODP Curriculum Committee, participates in the approval of new courses and programs for the collaborative, and the College determines which of the RODP degrees will be fully available to its students. Currently, all of the above degrees are available at Southwest.

All courses offered through RODP appear on student transcripts as Southwest courses. In all cases, Southwest ensures control of consortial programs and the quality of the courses through this collaborative agreement.”

Core Requirement 2.8 – Faculty

“In 2013, the percentage of credit hours taught at the main campuses by full-time faculty averaged 61.7%.

	% of Credit Hours	
	Spring 2013	Fall 2013
Campus	63.4%	60.0%
Centers	38.9%	36.1%
Online	79.2%	74.5%
Off-site	8.4%	8.8%

The following four tables detail the number and percentage of full-time and part-time faculty by type of location i.e. campus (Macon and Union), center (Gill, Maxine Smith, Millington, Whitehaven), online and off-site as summarized above.”

Tables I and II detail the number of sections while **Tables III and IV** show the number of credit hours taught by full and part-time faculty.

Table I

Location

Number and Percentages of Sections Taught by Full and Part-Time Faculty

Spring 2013

Spring 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	821	500	1321	62.1%	37.9%
Centers	101	172	273	37.0%	63.0%
Online	108	29	137	78.8%	21.2%
Offsite Teaching Locations	5	15	20	25.0%	75.0%
Spring 2013 Total	1035	716	1751	59.1%	40.9%

Table II

Location

Number and Percentages of Courses Taught by Full and Part-Time Faculty

Fall 2013

Fall 2013	Number of Sections			Percentage of Sections	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	763	531	1294	59.0%	41.0%
Centers	97	192	289	33.6%	66.4%
Online	101	35	136	74.3%	25.7%
Off-site Teaching Locations	1	21	22	4.5%	95.5%
Fall 2013 Total	965	829	1794	53.8%	46.2%

Table III
Location
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Spring 2013

Spring 2013	Number of Credit Hours			Percentage of Credit hours	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	44936	25895	70831	63.4%	36.6%
Centers	5368	8440	13808	38.9%	61.1%
Online	6855	1804	8659	79.2%	20.8%
Off-site Teaching Locations	66	718	784	8.4%	91.6%
Spring 2013 Total	57225	36857	94082	60.8%	39.2%

Table IV
Location
Number and Percentages of Credit Hours Taught by Full and Part-Time Faculty
Fall 2013

Fall 2013	Number of Credit Hours			Percentage of Credit hours	
	Full-time	Part-time	Total	Full-time	Part-time
Main Campuses	44934	29995	74929	60.0%	40.0%
Centers	5590	9910	15500	36.1%	63.9%
Online	6107	2089	8196	74.5%	25.5%
Offsite Teaching Locations	48	496	544	8.8%	91.2%
Fall 2013 Totals	56679	42490	99169	57.2%	42.8%

“

"Part-time faculty attend an orientation at the beginning of the fall semester. At this time, an overview of academic/student policies and procedures, student engagement techniques, classroom management techniques, the learning management system, and various other topics vital to the success of part-time faculty in the classroom are discussed. During the semester, further support is provided by colleagues in the same department who mentor the part-time instructor. In addition to orientation and mentoring, part-time faculty undergo continuous assessment by in-class observation and annual evaluations. Department chairs also observe the virtual classroom environment of courses offered online as part of the evaluation for full-time and part-time faculty. The evaluations include classroom observations, distance education course review, and data gathered from Student Evaluation of Teaching (SET) forms, which are completed each semester for all sections taught. On-campus and online professional development activities (Center for Faculty Development, Center of Emphasis for Teaching and Technology, Faculty Development-Learning Communities) offered by the College are available to part-time faculty."

"Reasonable Class Sizes

As a learner-centered College, Southwest does not schedule large auditorium-style classes with 100 or more students. Many lecture classes generally have a class limit of 25-30, while online courses have been capped at 25. Certain classes that require additional faculty time and effort have lower class limits. One example, kitchen-based courses in the Hospitality Management Program have classes capped at 15. Other classes with lower limits include court reporting, science laboratories and radiologic technology classes. The average class size at the college was 18.1 in Fall 2013 and 16.1 in Spring 2014. Keeping class sizes low college-wide allows for greater student-faculty engagement."

Core Requirement 2.9 - Learning Resources and Services

"The Library consists of traditional library facilities maintained at two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith) in Memphis, Shelby County, Tennessee (Locations) with convenient user-friendly hours of operation. Although there is no physical presence, the Library also serves the Fayette and Millington locations as well as students taking distance education courses with electronic resources. In addition to the 224 computers available across the libraries, there are iPads and laptops for customer use to introduce students to information literacy technologies. The Library maintains a substantial collection of books, journals, and electronic resources, including online databases, electronic books, and other media on a wide range of subjects. The library's collection consists of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items (Count by location). In terms of titles, the catalog contains more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively, and audio-visuals (physical and digitally provided), make up the remaining 9% (Count by format). A variety of formats covers varied subject areas that support general and technical educational programs offered by the College (Count by subject). These physical and electronic resources are readily located in the Library's catalog CyberCAT and additional access to electronic resources is provided on the Library's database page.

Access to collections, circulation of library materials, reference assistance, consultation, and library instruction are the core services offered. In addition to walk-in assistance at the campuses and centers, the Library provides virtual resources and services. Particularly helpful to students taking classes at the Fayette and Millington locations and/or online is the Distance Education Library InfoNet(DELIN). A librarian can be accessed through Ask A Librarian which has features that include:

- Reference Chat – Online reference assistance with a librarian
- Library Anywhere - Access to library via mobile phones
- Facebook
- Skype
- Email"

Core Requirement 2.10 - Student Support Services

"The Student Handbook and Planner 2013-2014 which is published annually contains an overview of support services provided on both main campuses (Macon and Union) and at the four (4) centers (Gill, Maxine A. Smith, Millington and Whitehaven). In addition, appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses."

"Support Services for Distance Education and Center Students

Appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses. Southwest recognizes that students who are fully enrolled online or off-campus need core services to support their learning experience. Students can access admissions, registration and records, advising, bookstore, cashiering, financial aid, library, tutoring, and the help desk from any location and receive needed services. Student may also reach any office by phone and receive service.

Admissions, Registration and Records

All enrollment services are completely online with the current student information system. Students may apply, register for classes including dropping, adding and withdrawing, change of major, and request transcripts through the College portal.

Academic Advising

Telephone or online advising is available to both new and continuing students. Faculty are available at the centers to assist student with advising needs.

Bookstore

Textbooks can be purchased online and shipped to a student's home or business address.

Cashiering

Tuition and fee payments can be mailed in or paid online with a credit or debit card or online check.

Distance Education (DE) and Instructional Technology Resources

Provides technical assistance and support specifically relating to Distance Education courses. An orientation to DE is provided for students considering online courses and includes a system check so that the students can make sure that their computers are ready. It checks the operating system, browser and java versions, plug-ins and other items that are required in an online course. It also provides valuable information regarding the skills needed to be successful in that type of course.

Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available and may be completed online. Once Southwest receives the appropriate documentation and the student is eligible, the award is placed automatically on the student's account.

Help Desk

Students needing assistance with accessing their email accounts and various on-line enrollment activities can contact the Help Desk at (901) 333-4357 (HELP).

Library

In addition to Library InfoNet and an online catalog, students may get assistance from the librarian through an online chat or by Skyping.

Tutoring

Math, English, Anatomy and Physiology, Music tutoring assists students online."

Comprehensive Standard 3.1.1 – Mission

"Distinctiveness of the Institution and its Values

Southwest emphasizes accessibility and affordability to higher education for a diverse population of students, including traditional college age students, adult learners, and international students. The College anticipates and responds to the educational needs of students, employers, and communities within its service area. The institution strives to provide an effective teaching and learning environment designed to raise educational levels, enhance economic development, and enrich personal lives. Increasing student access including distance education and other instructional modalities, providing quality educational programs which will prepare the student to function effectively in a diverse and globally competitive society are all of critical importance to Southwest as it implements its mission."

Comprehensive Standard 3.2.7 - Governance and Administration: Organizational structure

"At the administrative level, the College indicates individuals' area of responsibility within their title such as Director of Financial Aid (Job Description), or Executive Director of Communications and Marketing (Job Description). In the academic area, broad subject areas are included in the deans' titles; responsibility for the academic integrity of Southwest's distance education offerings rests primarily with the faculty and departments, but the administrative operation rests with the Director of Distance Education and Instructional Technology."

Comprehensive Standard 3.2.14 - Governance and Administration: Intellectual property rights

"Southwest follows the Tennessee Board of Regents (TBR) Policy 5-01-06-00 Intellectual Property and Guideline A-075 Distance Education and Intellectual Property. Intellectual Property is defined as " inventions and works," and further, ownership is defined to be dependent upon the commission of and the development of the work. Therefore, the work is owned by Southwest if the creator was hired by the college for that purpose, or commissioned by the college to produce or invent, or sponsored by the institution or if the inventor used Southwest's facilities in the creation of inventions or works. For example, online courses that Southwest does not compensate for belong to the inventor. If the employee created, outside of the institution (time and place), then he or she retains ownership. In the case of College-sponsored work, Southwest retains all intellectual property rights unless formally relinquished."

Comprehensive Standard 3.3.1.1 - Institutional Effectiveness: Educational Programs

"Because Southwest does offer some of its degree programs and courses via distance learning, student learning outcomes (SLO) from any of these programs and/or courses are the same as those offered in the traditional instructional method. Southwest also offers courses and programs through the Regents Online Campus Collaborative (ROCC). ROCC is a collaborative effort by the thirteen community colleges and six universities in the Tennessee Board of Regents (TBR) system. A substantive change prospectus was submitted for ROCC and approved by SACSCOC in December, 2003. Additionally, each of the educational institutions is SACSCOC accredited. All ROCC programs meet the same standards as required for on-site programs, including the assessment of learning outcomes. Program SLOs are determined through the collaborative effort of institutional representatives from across the state."

Comprehensive Standard 3.4.3 - Educational Programs: All Admission policies

"Regardless of whether a student intends to enroll in on-campus or in distance education classes, the admission process is the same and can be accessed online."

Comprehensive Standard 3.4.5 - Educational Programs: Acceptance of Academic credit

"Southwest awards credit when the above criteria has been met regardless of whether the course was taken on-campus or online."

Comprehensive Standard 3.4.5 - Educational Programs: All Academic policies

"Southwest publishes many documents in both print and electronic formats. The College publishes its academic policies and procedures on the College's website, in the catalog, in the Faculty Handbook, in the Student Handbook/Planner, and on the distance education website. All of these publications are available online to students, faculty, staff, and other interested parties. In addition, the Student Handbook/Planner is available in print."

"Distance Education Website

Students who enroll in distance education classes follow the same policies (as stated in Distance Education Policy and Guidelines) as those students taking campus-based classes. Although students have access to the same publications, policies are linked through the distance education website to ensure that students have easy access to the information."

Comprehensive Standard 3.4.6 - Educational Programs: All: Practices for awarding credit

"B. At least an equivalent amount of work as required in paragraph (A) of this definition for other instructional modes of delivery as established by the institution including distance education, hybrid, and independent study."

"Distance Education

All institutional policies, standards, and guidelines for on-campus instruction also apply to distance education, online, hybrid or web-assisted instruction. No distinction is made between credit hours generated through distance education and those generated through on-campus instruction as stated in TBR Policy 2-05-00-00 Distance Education."

"Course Syllabus

A course syllabus is a requirement of all courses, including all distance education and RODP courses. The syllabus ensures that the course objectives are being met regardless of mode of delivery. The course syllabus is the basic document to which students, faculty, and administration refer for specific information on a course. It constitutes the official record of the content and mode of evaluation in each course or section of a course. To the student, the syllabus communicates what the course is about, what he or she can expect to do and learn, and how his or her learning will be measured and evaluated. Each enrolled student will be given a copy of the instructor's syllabus at the beginning of each term."

Comprehensive Standard 3.4.7 - Educational Programs: All: Consortial relationships/contractual agreements

"Consortia

Southwest makes available to its students courses offered by the Regents Online Degree Program (RODP). RODP is a collaborative of the 13 community colleges, six universities, and 27 colleges of applied technology offering outreach for instructional delivery. The collaborative was established in 2001 with the following Mission:

"Using technology, the Regents Online Campus Collaborative will improve access to high quality, affordable, student-centered learning opportunities through collaboration with and among Tennessee Board of Regents institutions and other educational entities."

Both Southwest's mission and the mission of RODP are in alignment in their efforts to increase the educational level of a diverse community:

"Southwest Tennessee Community College will become a national model for technical, career, and transfer education by fostering student success, transforming lives, and increasing the educational level of a diverse community."

RODP Goals

Since its establishment, RODP has continued to operate with the following goals:

- Increase access to higher education for non-traditional learners.
- Support the delivery of high-quality instruction by promoting the effective use of technology.
- Provide learners access to online courses and degree programs, especially in remote areas.
- Provide a channel for TBR institutions to leverage resources to broaden, enhance, and support educational opportunities.

Students may choose their "home" institution from among TBR's 13 community colleges and six universities, all of which are accredited by Southern Association of Colleges and Schools Commission on Colleges. All courses offered through RODP are entirely online.

With representatives on the RODP Curriculum Committee, Southwest participates in approval of new courses proposed for the collaborative, and the College determines which of the RODP degrees will be fully available to its students. Currently, Southwest students may choose among the following seven degree programs:

- Associate of Applied Science in Professional Studies - Concentration: Information Technology
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Web Technology
- Associate of Applied Science in Criminal Justice
- Associate of Arts in General Studies (*University Parallel)
- Associate of Science in General Studies (*University Parallel)
- Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation (*University Parallel)

RODP is accredited by SACSCOC (per System-Wide Substantive Change 12/06/03) and, with the assistance of member institutions, regularly evaluates courses, faculty, and programs. RODP has a staff of individuals housed at the TBR in Nashville headed by an Associate Vice Chancellor for Academic Affairs-Regents Online Campus Collaborative (ROCC). This staff handles the administrative functions of the program, such as handling student enrollments and filling sections, overseeing the servers and help desks, administering course evaluations, data collection, and other areas requiring coordination among institutions in the collaborative. There is a system-wide RODP Curriculum Committee, which includes members from each institution. The RODP Oversight Committee, comprised primarily of Chief Academic Officers (CAO)/(Job Description and Resume), provides oversight to the RODP. Each institution has identified one or more trainers for faculty and an RODP Campus Contact. The role of RODP advisor has been assumed by the faculty within the designated academic discipline.

RODP is involved in a consistent process of improvement. The System-Wide Curriculum Committee consists of faculty members who review new courses and make recommendations. Course improvement plans are created and implemented by faculty members based on course evaluations, surveys, student feedback and student performance data provided by the RODP staff.

All RODP instructors must be certified by their home institution before they will be considered for online teaching assignments. Additionally, all instructors are required to attend training on the online delivery platform, have an understanding of online teaching principles and learning methods, and adhere to high quality teaching standards.

RODP faculty rosters are online and updated each semester. The Chief Academic Officer for each campus designates a campus RODP representative, who is responsible for updating the RODP roster each semester. Credentials of all faculty are submitted to the Associate Vice Chancellor for Academic Affairs-ROCC each time a new faculty member is employed and the required information is entered into the faculty roster. The Vice Chancellor approves the credentials."

Comprehensive Standard 3.4.9 - Educational Programs: All: Academic support services

"Library

Southwest offers traditional library facilities on two campuses (Macon Cove and Union Avenue) and three centers (Gill, Whitehaven, and Maxine A. Smith). The library's collections consist of more than 105,000 printed volumes, more than 8,000 videos, and nearly 5,000 music and audio items. In terms of titles, there are more than 145,000 unique entries. Print materials and electronic resources comprise almost equal parts of the collection at 46% and 45% respectively. Students enrolled in distance education classes can access information through Library InfoNet and the online catalog. In addition, students may get assistance from the librarian through an online chat or by Skype. In order to increase library awareness, faculty are encouraged to bring their students to information literacy sessions which focus on locating and evaluating information sources. Librarians or library assistants provide formal instruction sessions in a 21st-century lab for 50-60 minutes providing hands-on and face-to-face experience for audio, visual, and tactile learners."

"Academic Support Services for Online, Distance, and Center Learners

Appropriate support services are available online, especially to support off site locations and students enrolled in distance education programs and courses. Southwest recognizes that students who are fully enrolled online or off-campus need core services to support their learning experience. Students can access these services at any location and receive assistance. Students may also reach any office by phone and receive service.

Southwest recognizes that students who are fully enrolled online and at the centers need core services to support their learning experience.

Academic Advising

Telephone or online advising is available to both new and continuing students. Faculty are available at the centers to advise students who need assistance.

Bookstore

Textbooks can be purchased online and shipped to a student's home or business address.

Distance Education (DE) and Instructional Technology Resources

The Distance Education and Instructional technology unit provides technical assistance and support specifically relating to Distance Education courses. An orientation to DE is provided for students considering online courses, and the orientation includes a system check so that students can make sure that their computers are ready. It checks the operating system, browser and java versions, plug-ins and other items that are required in an online course. It also provides valuable information regarding the skills needed to be successful in that type of course.

Help Desk

Students needing assistance with accessing their email accounts and various on-line enrollment activities can contact the Help Desk at (901) 333-4357 (HELP).

Library

In addition to Library InfoNet and an online catalog, students may get assistance from the librarian through an online chat or by Skype.

Tutoring

The ASC provides online tutoring in math, English, anatomy and physiology, and music tutoring to assist students online. Student can call the ASC and make arrangements for tutoring."

"Academic Support Services for Faculty and Staff

All academic services provided to students are available to faculty in support of their efforts to deliver instruction and further improve instructional effectiveness. Southwest provides specialized services for faculty including an ongoing program of professional development.

The following are specific services offered to both full-time and part-time faculty.

Center of Emphasis for Teaching and Technology

The Center provides training to assist faculty in implementing online or Web-assisted courses. Faculty development training sessions are available upon request to demonstrate new resources with the hope faculty will tailor assignments around the available resources. In addition, Southwest provides programs and services to faculty and staff that support instruction and promote professional skill development."

Comprehensive Standard 3.4.10 - Educational Programs: All: Responsibility for curriculum

"Distance Education and Instructional Technology

Distance Education and Instructional Technology Department implements technology for instructional purposes and provides training and instructional design assistance to Distance Education faculty. Assures the quality and integrity of online course development and delivery meet the criteria set forth in the Online Course Development Process. (Flowchart)"

Comprehensive Standard 3.4.12 - Educational Programs: All: Technology use

" Southwest uses the CampusEAI myCampus portal (My.Southwest) to provide students, faculty and staff with secure, seamless access to all the College's online resources (Self Service includes admissions, registration and bill payment), services and programs while providing a set of integrated services. These services include real time personal and campus-wide announcements, value-added content, email, calendar and college community collaboration tools."

"Resources for Students and Faculty

Help Desk

The Help Desk provides front-line support to Southwest's computing community. With four employees, located at the Macon Campus, the Help Desk is open during business hours. The Help Desk assists employees with set-up and troubleshooting of common computing issues. Services include: technical support via phone, web self-service assistance, and email support. Faculty needing assistance with specific issues regarding online courses can get help through the Distance Education and Instruction Technology department."

"Online Resources

Southwest has several online resources for students (regardless of instructional mode or location), faculty and staff in the College's portal, My.Southwest, which is a web interface that houses technological resources in one convenient area for students and employees. The following resources are accessed through My.Southwest: a series of quick links to assist with enrollment, financial aid, email, grades, alerts, academic calendar, final exam schedules, Internet Library, myPrint, AdvisorTrac, Catalog, Facebook, and student and employee announcements. The interface can also be personalized. In addition, a dashboard tab in My.Southwest contains student enrollment status, financial aid status, and the name of advisors. Students can contact instructors and other students through My.Southwest."

"Technology Training Students

Southwest Tennessee Community College is committed to preparing students to succeed in a world dominated by technology. Much of the training of students in the use of technology is implemented in the classroom as many departments require students to learn how to use various types of technology within their courses:

- All first time, full-time degree-seeking students are encouraged to enroll in the Academic Success Seminar (ACAD1100). One of the requirements of that course is to attend a training session on using the Internet for research in the Library Online Orientation
- Nursing students learn to use patient monitoring devices, infusion delivery systems and computerized charting software
- Many English classes require students to use computers to share and critique writing assignments and write their papers using word processing software
- Many speech classes train students in, and require them to use PowerPoint for their presentations
- Computer/Information technology and graphic art technology courses are based on formal training in technology
- Automotive and Industrial Technology, and Engineering Technology courses are grounded in technology that reflects workplace usage
- Office Technology courses teach students how to use technology of all types and all the courses are taught in computer labs
- Academic Support Centers hire tutors with the skill to tutor students in technology based courses and to help all students with technology questions
- Many courses are online and students are required to complete an Online Orientation prior to enrollment. During this online orientation, students are trained in how to use the College's online course delivery system.
- Many more courses are web-assisted; instructors place many of their assignments and course materials online and train students how to access them. (ACAD 1100 Course Syllabus)
- Access a 24/7 Help desk to troubleshoot online access or email problems
- The Natural Sciences department trains students in the use of the microscope and discipline-specific technology

Faculty

Southwest provides training in the use of technology within academic departments, and individual faculty may request assistance through the Department of Distance Education and Instructional Technology. A primary objective of this department is to provide leadership, instruction and support for faculty in the use and acquisition of state-of-the-art technology. (Training Technology Workshops) Within this department, Southwest has created a unique facility, the Center of Emphasis for Teaching and Technology, which provides training and equipment to assist faculty in learning how to infuse technology into traditional and online instruction. (Center of Emphasis for Teaching and Technology). Instructional Support Centers, located in the Centers of Emphasis on the Union and Macon Campuses, provide the following services and equipment for Southwest faculty: CD Duplicator, scanner, computers, digital cameras, DVD Writer, laptop computers, laminator projectors, poster maker, and video cameras."

Comprehensive Standard 3.8.1 - Library and Other Learning Resources: Learning/information resources

"In addition, students regularly enroll in courses offered by the Regents Online Degree Program (RODP), which is a collaborative of the 13 community colleges, six universities, and 27 colleges of applied technology offering. These students have access to the RODP Virtual Tutoring where numerous subjects via the Smarthinking service are available."

"Distance Learners

In addition to walk-in assistance at the campuses and centers, the Library provides virtual resources and services to distance learners. Particularly helpful to students taking classes at the Fayette and Millington locations and/or online is the Distance Education Library InfoNet(DELIN). A librarian can be accessed through Ask a Librarian which has features that include:

- Reference Chat – Online reference assistance with a librarian
- Library Anywhere - Access to library via mobile phones
- Facebook
- Skype
- Email"

Comprehensive Standard 3.8.2 - Library and Other Learning Resources: Instruction of library use

"Ask A Librarian

Students taking classes at the sites or through distance education can contact a librarian for assistance by using Ask A Librarian. A Southwest librarian can be contacted via telephone, Skype or email. (Stats)"

"All students enrolled in Academic Success courses (ACAD1100) complete the Library Orientation instructional session, preferably during their first or second semester. Library competency is included as a component in ACAD1100. Students are given a tour of the library, instructed in the use of library resources, and required to complete a survey to assess their understanding of library resources. Distance Education students receive a virtual tour and complete the library orientation online.

Faculty can also participate in training sessions which demonstrate new resources and how they can tailor course assignments to available resources.

Electronically-delivered Instruction

Electronically-delivered instruction or any of the online resources are available to any individual, particularly students taking distance education courses or courses at the sites. Occasionally, instructors need all their instructional time and a formal session is not feasible. In those instances, a librarian refers the instructor to various online resources and URL's that can be shared with the students. Several are listed below:

Online Library Orientation

This online instruction covers all aspects of library services and resources. It is a self-paced, test-oriented course including a quiz. Faculty are encouraged to provide extra credit for students taking the course.

Quick Searches

A Quick Search produces a brief electronic outline of Southwest InfoNet Library resources available on various topics. The information provides suggested subject headings, call numbers to browse the shelves, information available in electronic books (ebooks) and databases, streaming videos, criteria for evaluating websites, Internet searches and citation tools. An instructor can request a quick search for a specific assignment. For example, a quick search was compiled on Capital Punishment.

Webinars

Webinar seminars are provided as an alternative delivery method. A live session can be customized upon request for a specific assignment. The 30-minute presentations are scheduled on Mondays at 6:00 pm and Fridays at 11:00 am.

YouTube Channel

YouTube videos cover how to use the subscription resources to find professional materials on various topics including how to access electronic resources and database searching, as well as ways to stay current in research areas. An example of one of the 105 videos is the video on Anatomy & Physiology Resources.

Ask A Librarian

Distance Education students and students attending off campus sites can contact a Southwest librarian via telephone, live chat, Skype or email. Librarians are also assigned to work with students and their instructor throughout the course for the entire semester.

Distance Education Library InfoNet (DELI)

Links are provided to available electronic library services and resources."

Comprehensive Standard 3.9.1 - Student Affairs and Services: Student rights

"Also, the Student Handbook and Planner is available to all students via the College's website, and students can obtain a copy at the Student Activities Offices on both Macon and Union Campuses, administrative offices at the College's off campus centers, and in various offices of the Division of Student Services and Enrollment Management."

Comprehensive Standard 3.9.2 - Student Affairs and Services: Student records

"Confidentiality and Integrity of Records

Southwest has implemented measures to protect the security, confidentiality and integrity of the records for its students in accordance with Policy 3:02:03:00/13. These measures are published in the Catalog 2013-2014 (Page 46), Student Handbook and Planner 2013-2014 (Page 53), and in the Faculty Handbook 2013-2015 (Page 57). All students can accessed this information online."

Comprehensive Standard 3.11.2 - Physical Resources: Institutional environment

"Dissemination of Procedures and Information

Regardless of whether a student takes classes on campus or online, they can access information detailing health, safety and security at the Environmental Health and Safety (EHS) - Safety Information website."

Comprehensive Standard 3.11.3 - Physical Resources: Physical facilities

"Technology Infrastructure

The technological infrastructure is sufficient to meet the needs of the institution, especially for distance educational programming. Southwest has no correspondence education programming.

Southwest maintains a 10 gigabit network that provides wireless access to approximately 80% of the Macon Campus and 50% of the Union Campus. This is accomplished by utilizing twtelecom and NetTN with broadband connections and secure connectivity for our distance education delivery. The network infrastructure supports 10 gigabit bandwidth to the servers and 1 gigabit to most desktops. Additionally connectivity between campuses, centers and the site are illustrated in the network overview. The primary data center for the College is located at the Macon campus and contains the servers that run applications and provide data storage supporting the academic and administrative needs of the College. The data center has backup power via battery and diesel generator, should the primary utility service fail. Entrance to the area is restricted to a limited number of personnel by individually coded locks: that is, each individual has to enter a unique code to enter the area. Fire protection is provided by a Sapphire fire suppression system that will prevent the spread of fire without damaging electronic equipment. A secondary data center is located at the Union campus providing academic services to that campus, as well as housing a backup of the main administrative systems housed at the Macon campus."

Comprehensive Standard 3.12 - Substantive change

"Southwest has a Substantive Change Committee which consists of the Accreditation Liaison (Chairperson), College President, Provost, Associate Vice President for Academic Affairs, Dean of Career Studies, Dean of Arts and Sciences, Executive Director of Extended Programs, Director of Distance Education, Vice President for Institutional Advancement, Director of Institutional Research, and others as appointed by the College President or Chairperson."

Comprehensive Standard 3.13.3 - Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

"Distance Education and Off Campus

The College recognizes that students enrolled in distance education courses or studying at one of the centers or sites do not always enjoy easy access to on-campus services. However, all of the complaint and appeals processes can be accessed online."

Federal Requirement 4.2 - Program curriculum

"To "increase educational access" as defined by the College's mission, programs are offered in traditional formats at various Campuses, Centers, Sites and Locations as well as technology-assisted instruction and Distance Education learning opportunities. Faculty determine which courses and programs can be successfully offered in a distance format and then convert their course format through Online Course Development or Split Course Development. In a split format, there are traditional and online contacts. Faculty undergo training in all aspects of online course development prior to creating the distance delivery for the course. All courses implemented in a distance format must undergo scrutiny by content level experts, as well as experts in accessibility and other best practices in online education. Distance education students receive the same course content as traditional students."

Federal Requirement 4.3 - Publication of policies

"Since all information can be found electronically, students taking distance education courses have access to all the same policies as those students taking classes onsite."

Federal Requirement 4.4 - Program length

"Distance Education Degree Programs

Program length for each program offered electronically is identical to the length of the same program offered through the traditional format. In regard to program length, there is no distinction in either number of courses or semester hours of credit required for completion of any degree or certificate at the institution, regardless of the mode of delivery of courses in the program. A course offered in the online format is taught according to the same syllabus and has identical student learning outcomes, assessments, and number of semester credit hours as the course taught in the traditional format. Distance programs have the same content and rigor as on-ground programs. Since a program is made up of required courses that are equivalent in length, whether taught traditionally or online, the program length for any distance education program at Southwest is equivalent to program length for the same program offered in the traditional format.

Southwest has designed five degree programs and one certificate program that students can complete entirely online as listed on the website at Online Degrees and Technical Certificates. These five associate degree programs whether offered online or in the traditional format require 60 semester hours of credit according to the THEC Policy 1.0.60A Credit Hours to Degree (Page 7).

Students who register at Southwest may also elect to earn an associate degree through the distance education Regents Online Degree Program (RODP). The Regents Online Degree Program (RODP) is a collaborative partnership among all Tennessee Board of Regents (TBR) institutions. Institutions share resources and personnel needed to deliver quality online instruction. RODP currently offers the following seven (7) associate degree programs for students enrolled at participating institutions in Tennessee:

- Associate of Applied Science in Professional Studies - Concentration: Information Technology
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Web Technology
- Associate of Applied Science in Criminal Justice
- Associate of Arts in General Studies (University Parallel)
- Associate of Science in General Studies (University Parallel)
- Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation (University Parallel)

Each of these associate degree programs is 60 semester hours in length as required by the THEC Policy 1.0.60A Credit Hours to Degree (Page 7)."

Federal Requirement 4.5 - Student complaints

"Students who are enrolled in Southwest's distance education courses are encouraged to seek problem resolution through the informal process. However, for students who are enrolled in the Regents Online Degree Program (RODP), the process is a little different. Although RODP students consider Southwest as their "home" school for admissions, registration, and graduation, courses are delivered online through a coordinated network of colleges and universities which span the state of Tennessee. The RODP Complaint Process for the student who can not resolve the issue with the instructor is as follows.

1. Student contacts Southwest's RODP campus contact (submit concern in writing via e-mail).
2. Southwest's contact communicates with campus contact from the delivering institution and explains the student's concerns.
3. The campus contact from the delivering institution notifies the instructor or department chair of the situation
4. Once the situation has been resolved, the campus contact from the delivering institution communicates back to the Southwest RODP campus contact.
5. Southwest's RODP contact records the resolution and communicates with the student.

6. If the student is not satisfied with the resolution, a formal complaint may be initiated at Southwest.

Formal Complaint Process

However, for matters which cannot be resolved through informal discussions, Southwest's Policy 3-02-01-01-22 Student Complaints provides a formal venue. This formal procedure is published in the Student Handbook and Planner 2013-2014 (Page 45) and online at Advising and Counseling. To initiate a formal complaint process, students must complete the Student Complaint Form, which can be submitted either online at Online Student Complaint Form-Login, or download the Student Complaint Form and submit it to the Advising and Counseling Center on either the Macon or Union Campus. After reviewing the complaint, a staff member within Advising and Counseling forwards the complaint to the appropriate office or individual for resolution."

Federal Requirement 4.6 - Recruitment materials

"Admissions and Records/Recruitment Websites

The Admissions website provides access for potential students to identify their applicant category upon entering the College as a New Student Checklist, High School Student Checklist, International Student Checklist, Non-Degree Seeking Student Checklist, Transfer Student Checklist or Transient Student Checklist. Students complete the application online and are provided a list of additional documents and steps for enrolling. The Records and Registration website provides students with access to the necessary forms and resources needed to register and graduate from the College. The Recruitment website provides access to the list of admissions counselors/recruiters who assist with the enrollment process for all students entering the College. Potential students may access this website to schedule an appointment to meet with an admissions counselor/recruiter or for campus tours. The Recruitment website also allows members of the community to evaluate the services received from staffers while on campus/or on the phone by accessing the Customer Service Survey."

Federal Requirement 4.8.1 - Verification of Student Identity in Distance or Correspondence Education

The standard in its entirety addresses distance education courses and programs.

Federal Requirement 4.8.2 - Written Procedure for Distance and Correspondence Education Student's Privacy

The standard in its entirety addresses distance education courses and programs.

Federal Requirement 4.8.3 - Written Procedure for Distance and Correspondence Education Additional Charges for verification of Student Identity

The standard in its entirety addresses distance education courses and programs.

3.13.4.b
Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports
Applicable Policy Statements

If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment

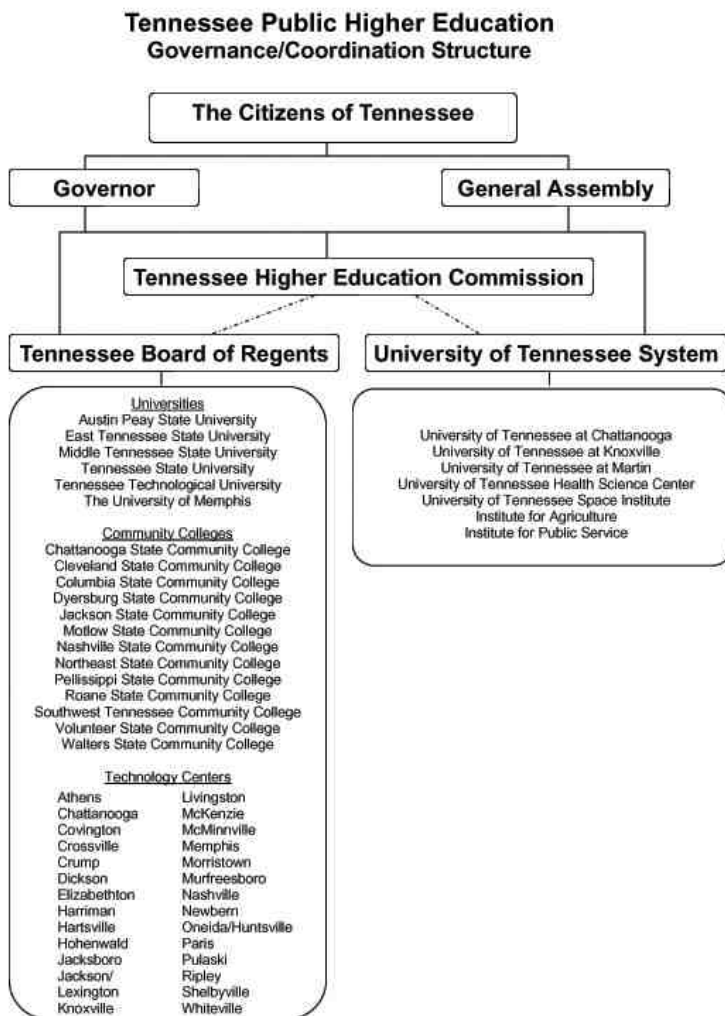
Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) is part of the Tennessee Board of Regents (TBR) which is under the auspices of the Tennessee Higher Education Commission (THEC).

Governance

The Tennessee Higher Education Commission (THEC) coordinates two systems of higher education, the University of Tennessee institutions governed by the University of Tennessee Board of Trustees and state universities, community colleges, and Tennessee colleges of applied technology (formerly technology centers) governed by the Tennessee Board of Regents (TBR).

Current Structure

Description of the TBR System of Operation

The Tennessee Board of Regents (TBR) system consists of 46 institutions with a combined annual enrollment of over 200,000 students, making it among the nation's largest systems of public higher education. The Tennessee Board of Regents' 6 state universities, 13 community colleges, and 27 colleges of applied technology offer classes in almost all of Tennessee's 95 counties. The TBR system is a \$2.2 billion per year enterprise.

The Tennessee Board of Regents was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. At that time, the member institutions of the system were the six state universities and ten community colleges formerly governed by the Tennessee Board of Education. In 1983, the General Assembly transferred the technical institutes and area vocational schools to the Tennessee Board of Regents. The University of Tennessee is a separate system with its own Board of Trustees. The Board of Regents and the UT Board of Trustees are coordinated by the Tennessee Higher Education Commission.

The composition of the Tennessee Board of Regents is set forth in [Tennessee Code 49-8-201 Composition](#). TBR consists of 18 members. The governor appoints 12 citizens from each of the state's nine congressional districts and 3 grand divisions for six-year terms and appoints one faculty member and a student from among the system's institutions. The Governor, Commission of Education, the Commission of Agriculture and the Executive Director of the Tennessee Higher Education Commission also serve on the Board. Policies are in place to ensure that the Board members are free of minority control and of any contractual, employment, personal, or familial financial interest.

Southwest Tennessee Community College (Southwest) is a member institution of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents (TBR) which is the legal governing body with specific authority over the institution as indicated in TBR Policy [1-02-01-00 Purpose of the Board](#). TBR is an active policy-making body and is responsible for the directing and overseeing programs and services provided by Southwest and ensuring that Southwest has the financial resources to provide sound educational programs.

Mission of TBR

The Tennessee Board of Regents (TBR) system is the primary vehicle for higher education access in Tennessee. TBR envisions a Tennessee population and workforce with the knowledge and skills to be competitive in the world economy. TBR, both as a set of 46 individual institutions and as a collaborating and integrated system of education, seeks to raise the education and skill levels in Tennessee through quality programs and services, efficiently delivered as stated in the [TBR 2010-2015 Strategic Plan \(Page 3\)](#).

"Through innovation and judicious use of resources, the Tennessee Board of Regents System advances excellence in its diverse educational programs, research, service, and outreach in order to benefit Tennessee and its citizens."





The TBR system strives to educate Tennesseans in order to provide Tennessee with the workforce it needs for sound economic development. The colleges of applied technology are exclusively focused on workforce development, which is also a major emphasis in the community colleges. The latter also provides degrees designed for transfer to a university while the universities focus on student preparation and research, with five of our six universities granting doctoral degrees.

In support of this mission, the institutions within the TBR systems offer the following degrees and/or certificates.

- universities, offering four-year and graduate degrees
- community colleges, offering two-year degrees and technical certificates
- technology centers, offering technical certificates

Southwest's [Mission Statement](#) of providing a high quality and affordable post-secondary education for its constituents is in alignment with the mission of TBR.

Sources

-  [1-02-01-00 Purpose of the Board](#)
-  [Mission Statement](#)
-  [TBR 2010-2015 Strategic Plan \(Page 3\)](#)
-  [Tennessee Code 49-8-201 Composition](#)

3.13.5.a**Policy Compliance: Separate Accreditation for Units of a Member Institution****Applicable Policy Statement.**

All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Comprehensive Standard 3.13.5a does not apply to Southwest Tennessee Community College (Southwest). The [SACSCOC Substantive Change Policy](#) defines a *branch campus* as:

"...a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

- permanent in nature
- offers courses in educational programs leading to a degree, certificate or other recognized educational credential
- has its own faculty and administrative or supervisory organization and
- has its own budgetary and hiring authority."

Southwest has four centers (Gill, Maxine A. Smith, Millington and Whitehaven) with two main campuses (Macon Cove and Union Avenue) and one site (Fayette). Southwest is accredited as a whole and single unit. The centers, campuses and site are not autonomous in that there is one (a) governing board, (b) chief academic officer, (c) chief financial officer, (d) budget, and (e) human resources department that coordinates all of Southwest's employment.

Sources

 [SACSCOC Substantive Change Policy](#)

3.13.5.b**Policy Compliance: Separate Accreditation for Units of a Member Institution****Applicable Policy Statement.**

If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Comprehensive Standard 3.13.5b does not apply to Southwest Tennessee Community College (Southwest). ***No response required by the institution.***

3.14**Representation of status with the Commission: Publication of accreditation status**

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with the Commission requirements and federal policy.

The accreditation statement is published in publications available to students, faculty, staff and external interested parties. Southwest publishes the name, address, and telephone number of the Commission in the following manner:

Southwest Tennessee Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as an institution to award the Associate of Applied Science, Associate of Arts, Associate of Science, and Associate of Science in Teaching Degrees, as well as certificates. Contact Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4501 for questions concerning the accreditation of Southwest Tennessee Community College.

The statement is published in the [Catalog 2013-2014 \(Page 582\)](#) and the [Faculty Handbook 2013-2015 \(Page 10\)](#). It is also listed under [Licensing and Accreditations](#) on the consumer information web page where it redirects the student to the online catalog page.

Sources

-  [Catalog 2013-2014 \(Page 582\)](#)
-  [Consumer Information](#)
-  [Faculty Handbook 2013-2015 \(Page 10\)](#)

4.1
Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) evaluates success with respect to student achievement consistent with its mission. Criteria include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; and other means of demonstrating achievement of goals.

Mission

Emphasis on student success in academic programs at Southwest begins with the College's [Mission Statement](#). The institutional mission statement speaks directly to the education of students:

“The mission of Southwest Tennessee Community College is to provide the citizens of Shelby and Fayette counties and the surrounding Mid-South region with a high quality and affordable post-secondary education that prepares them for associate degrees, future educational opportunities, and successful employment.

As a comprehensive, open-access, culturally diverse, public two-year college, Southwest is committed to meeting the educational needs of individual students, communities, and employers through credit and non-credit instruction using both distance learning technology and traditional campus-based classes. Southwest promotes student success in a supportive teaching and learning environment designed to raise educational levels, promote work readiness skills, enhance career advancement, prepare for university transfer, and enrich personal lives.”

To fulfill its mission, the college provides:

- University parallel courses and programs leading to Associate of Arts and Associate of Science degrees that meet the requirements of the first two years of a baccalaureate degree
- Career technical curricula leading to employment-related certificates and Associate of Applied Science degrees
- Continuing education, workforce development, and public service programs for community citizens and businesses
- Learning support programs for academically disadvantaged students

In accordance with its published core values, faculty and staff at Southwest are committed to learning, student success, academic excellence as guiding values for their professional practice.

The primary purpose of the institution is teaching. Teaching and learning are of major importance to the institution. The College places great emphasis upon the evaluation of teaching and learning in order to maximize the benefits of education to students and the community. Southwest evaluates success with respect to retention, course completion; job placement rates, graduate exit exams, general education outcomes assessment and licensure pass rates.

Student Retention Rate

The College and the Tennessee Board of Regents (TBR) monitor student retention as an indicator of quality of educational service. THEC tracks each fall class (cohort) of first-time, full-time degree-seeking freshmen to determine how many return to Southwest the following fall. Southwest’s retention rates are compared to statewide retention rates for other two-year public colleges.

The results of this review are shown in the table below. The analysis of retention rates reflects the last three years of operation.

Fall First-Time, Full-Time Freshmen	Southwest Percent	Tennessee 2-Year Colleges Percent
Fall 2010 Cohort Returning Fall 2011	53.9%	59.1%
Fall 2011 Cohort Returning Fall 2012	48.0%	56.1%
Fall 2012 Cohort Returning Fall 2013	62.6%*	TBR numbers are not yet available.

*Unofficial estimation pending final verification.

As shown in the 2010 and 2011 Cohorts, Southwest students returned at a rate below statewide averages. The College monitors retention closely. New retention strategies have been implemented across the College. As shown in the Fall 2012 cohort, improvements have been made. Examples of some of these strategies are: establishment of the Office of Student Retention and Graduation, mandatory student advising, mandatory orientation, Early Alert Warning System, mandatory contact with instructor to approve withdrawals, and the establishment of a [Student Success Center](#).

Grades

Southwest recognizes that in order to increase the number of graduates, it is critical to analyze grades and course completions. For this analysis, grades of all courses were divided into two groups: course completion and non-course completion.

Course Completion

Southwest bases its course completion rate on only the grades of students who completed the semester and received a grade of A, B, C, D, P or S. Grades of F and U are defined as unsuccessful completion.

The average successful course completion rate for the last five fall semesters is 85.8%, 85.5% for the spring semesters, and for the summer 90.9%. Even though transient students attend Southwest from universities and other colleges during the summer semester, the course completion mirrors that of fall and spring which is comprised of mostly Southwest students.

For the students who completed the semester, the table below details the percentage of grades that were successfully completed versus those unsuccessful grades.

	Successful Course Completion Grades of A, B, C, D P, S	Unsuccessful Course Completion Grades of F and U
Fall		
2009	84.3%	15.7%
2010	82.6%	17.4%
2011	92.2%	7.8%
2012	86.5%	13.5%
2013	84.3%	15.7%
Fall Average	85.8%	14.2%
Spring		
2009	83.9%	16.1%
2010	83.3%	16.7%
2011	82.6%	17.4%
2012	91.1%	8.9%
2013	86.7%	13.3%
Spring Average	85.5%	14.5%
Summer		
2009	91.8%	8.2%
2010	88.0%	12.0%
2011	90.1%	9.9%
2012	94.2%	5.8%
2013	91.9%	8.1%
Summer Average	90.9%	9.1%
Overall Average	86.4%	13.6%

Non-Course Completion

Students at Southwest face challenges far beyond the control of the institution. Students who officially withdraw from courses receive a "W" grade and those who stop attending receive a grade of "FA" (failure due to non-attendance). During the semester, approximately 15% of all grades submitted are for students who have left prior to completing the semester.

Over the last several years, courses were not completed in the fall semester at an average rate of 16.7% and in the spring 15.1%. However, the rate for summer is significantly lower at an average rate of 8.5%. This can be contributed to the high level of commitment to completing the course demonstrated by those who continue their education in the summer.

The table below details the non-completion grades submitted:

Non Completion Grades of W and FA	
Fall	
2009	11.4%
2010	12.8%
2011	23.6%
2012	19.2%
2013	16.8%
Fall Average	16.7%
Spring	
2009	11.8%
2010	11.7%
2011	13.6%
2012	21.5%
2013	16.9%
Spring Average	15.1%
Summer	
2009	8.3%
2010	8.6%
2011	7.6%
2012	10.4%
2013	7.9%
Summer Average	8.5%
Grand Total	14.7%

Job Placement Rates

Southwest considers the employability of its graduates to be a significant indicator of the quality of education received by its graduates. The College tracks the job placement of every student completing either an Associate of Applied Science (AAS) degree or a technical certificate. Only students employed in related fields of study can be considered "employed" for tracking purposes. Students who opt to continue their education at another college or to enter the military are excluded for reporting purposes. Under the Tennessee Higher Education Commission's annual Performance Funding review, the College is expected to maintain a job placement rate of at least 75% across all career preparation programs. Southwest has always met this standard while setting the self-defined benchmark of at least 90%. The overall job placement rate for AAS graduates and technical certificates combined exceed state standards (75%): 2010: 90.6%, 2011: 86.0%, and 2012: 89.7%.

Job placement data are compiled annually by the Career Services department, which provides all graduates with support for job postings, job-search strategies, resume writing, interviewing techniques, and career counseling. A summary of job placement rates for AAS graduates and technical certificates is presented in a chart of [Job Placement Data for 2010, 2011, and 2012](#).

Southwest collects additional data about student employment directly from employers. During 2012-2013, the Career Services department compiled results from an [Employer Survey \(2012-2013\)](#) designed to elicit opinions and suggestions for improvement from the firms that hire Southwest graduates. The employers were very supportive, responded enthusiastically, and offered valuable feedback as well as suggestions for both the Career Services and academic departments.

In rating the quality of Southwest graduates, 95.2% of employers said their performance level was either good or excellent. Additionally, 95.2% felt the graduates' educational preparation properly trained them to carry out their work. When asked the number one reason they hired Southwest graduates, the most frequent answers were education/training/skills qualifications, and work ethic.

All survey results were distributed to the departments for academic planning.

Graduate Exit Exams

Some evaluation efforts are linked with a statewide academic evaluation program sponsored by the Tennessee Higher Education Commission (THEC). Evaluations related to Performance Funding receive external review from TBR and the THEC.

All graduates of Associate of Applied Science (AAS) programs are required to take an exit examination to determine the major field level of proficiency. Some exams are designed by departmental faculty and designated as local major field tests. Other exams are administered by external agencies, such as licensing and certification exams. External exams are preferred and used if available for specific majors. Consistently, annual test results are compared with prior year results and external norms (if available). Exam results are monitored to make sure they meet or exceed expected benchmarks for the state or national norms.

The five-year Performance Funding assessment cycle provides a longitudinal perspective on student performance for exit exams. Each program's results are reported and compared with the previous five-year cycle. Each program is expected to meet or exceed its prior performance or national norms. Of the six program exit exam scores reported in the 2010-2015 Performance Funding report, three programs exceeded norms and three scored slightly lower than previous norms. These results are provided in the [Major Field Assessment Table](#).

College departments and divisions review exit exam results annually as well as longitudinally. When patterns are found with low comparative or absolute values, programs must develop plans to improve student performance.

All other AAS programs conduct graduate exit exams (local exams) to assess student proficiency and program success. The exams provide detailed information about student performance in key subject areas. Examples of recent exam scores are presented in the table [Major Field Exit Exams 2010-2014](#).

The availability of detailed student performance scores has provided departments with extensive feedback on instructional strengths and weaknesses. As departments analyzed the data, a broad-scale need for improvement was determined across the College. All departments found the need to update and clarify all expected learning outcomes for all programs. In 2012-2013, all departments developed a long-term plan to establish clear learning outcomes, review and update courses and curricula, and update major field tests. The clarification of learning outcomes has been the focus in order to improve curricula and the exit exams. In many departments an electronic process has been developed for ease and to expedite reporting of results.

General Education Outcomes Assessment

All graduates of associate degree programs (Associate of Arts, Associate of Science, Associate of Science in Teaching, and Associate of Applied Science degrees) must take the Educational Testing Service (ETS) Proficiency Profile exam during their final semester of enrollment prior to graduation. The examination provides the college with performance data intended to support program improvement.

The ETS Proficiency Profile national mean for graduates with comparable hours at associate's colleges is 438.3. The ratio of the Southwest mean to the national mean is 99.3%.

A summary of the results yielded by the ETS Proficiency Profile regarding critical thinking are presented in the tables below:

Educational Testing Service (ETS) Proficiency Profile Exam Summary Results			
	Report Year		
	2011	2012	2013
Number of Students Included in Statistics	558	903	873

Scores	2011	2012	2013
Southwest	433.3	434.4	435.2
National	437.5	437.6	438.3
Difference (Southwest - National)	-4.2	-3.2	-3.1
% Southwest to National Average	99%	99%	99%
<i>Skills Subscores:</i>			
Critical Thinking (100 – 130)	108.79	109.28	109.22
Reading (100 – 130)	114.97	115.75	115.91
Writing (100 – 130)	112.03	112.17	112.51
Mathematics (100 – 130)	110.15	110.36	110.65

As stated above, the critical thinking mean for graduates at Southwest was 99.3% of the national average. On the overall mean, the national mean for associate’s institutions on the test is 438.3. The overall mean for Southwest graduates was 435.2, or 99.29% of the national average. The Southwest graduates’ critical thinking scores were close to, but slightly below, their overall scores.

The following action plan items are strategies set forth for the ETS Proficiency Profile:

- One of the main goals for Southwest in critical thinking this year is to continue making the faculty and staff more aware of the college’s Performance Funding exam, the ETS Proficiency Profile. Academic departments will be informed of the exam’s content in regards to critical thinking and will be provided information as well on how graduates performed on the test.
- A continued effort will be made to make graduates aware of the importance of the exam. Southwest will offer the incentive of prizes to a random selection of graduates who score at least average on the exam, and graduates will be made aware of those prizes through posters placed in the exam rooms.

Licensure Pass Rates

Southwest tracks the licensure and certification pass rates for its career/technical programs using data assembled from both the State Department of Education’s accountability reports and applicable licensing agencies. Success rates are monitored by the appropriate department/program and used to guide curriculum, advising, and related instruction enhancement activities.

To illustrate, the table below presents licensure/certification passing rates from 2011-2013 for an abbreviated selection of Southwest career/technical programs. The average pass rates of Southwest students rose/ranged from 84.6% in 2011 to 89.2% in 2013. In 2011-13, 100% of Nursing students passed the Examination.

Examples of Licensure Pass Rates Tracked from 2011-2013

Program	2011	2012	2013
AAS Medical Laboratory Technician	99%	63%	95%
AAS Office Administration (OPAC)	42%	55%	51%
AAS Physical Therapist Assistant	83%	99%	100%
AAS Nursing	100%	100%	100%
AAS Radiologic Technology	99%	93%	100%
Average	84.6%	82%	89.2%

Sources

-  [2012-2013 Employer Survey RESULTS SUMMARY](#)
-  [Job Placement Data 2010 2011 2012](#)
-  [Major Field Assessment](#)
-  [Major Field Exit Exams 2010-2014](#)
-  [Mission Statement](#)
-  [Student Success Center](#)

4.2

Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

The curriculum of Southwest Tennessee Community College (Southwest) is directly related and appropriate to the mission and goals of the College and the degrees and certificates awarded. In accordance with the College's [Mission Statement](#), Southwest offers programs designed for transfer, career and technical programs, technical and academic certificates, continuing education and workforce development, and developmental programs.

Programs support mission and goals

The College offers 20 University Parallel areas of emphasis leading to the Associate of Arts (AA) and Associate of Science (AS) degrees, Ass. Tennessee offers Regents Online Degree Programs (RODP), of which six programs are available through Southwest. The [Complete College Tennessee Act of 2010](#) established Tennessee Transfer Pathway (TTP) areas of emphasis to ensure that community college students have an established path to a baccalaureate degree. Southwest currently offers 17 TTP programs. These programs are consistent with the College's [Mission Statement](#) to "raise educational levels" and provide "college and university transfer" opportunities.

In support of the mission to "enhance economic development" and "prepare students for employment and career advancement", Southwest offers technical and career programs with 53 Associate of Applied Science degrees (AAS) and concentrations and 21 technical certificates. ([Directory of Programs](#)) (These programs teach the knowledge and skills needed for immediate employment in business and industry.

Being an open-access college supporting the "educational needs of students, employers, and communities", Southwest offers comprehensive "developmental" programs to ensure that students are adequately prepared with the basic skills necessary to succeed in college programs. These programs have been changed to provide more individualized instruction using a technology-based approach.

Southwest has a comprehensive [Corporate Training and Continuing Education](#) program that consists of customized corporate training, career training, lifelong learning opportunities and business-education partnerships. The College works with local industry to foster workforce development in the region by offering specialized training programs matching the skill sets needed by employees. With the demand for trained workers dramatically increasing, Southwest, in partnership with the Workforce Investment Network, launched the Industrial Readiness Training program with the vast majority of students stepping directly into employment. There are other examples which can be found at [Scoop - 01-23-2013](#), [Scoop - 01-28-2013](#), [Scoop - 12-03-2012](#) of the close collaboration with local industry to fulfill the College's mission to prepare students for employment and career advancement and to respond to the needs of employers.

To "increase educational access" as defined by the College's mission, programs are offered in traditional formats at various [Campuses, Centers, Sites and Locations](#) as well as technology-assisted instruction and [Distance Education](#) learning opportunities. Faculty determine which courses and programs can be successfully offered in a distance format and then convert their course format through [Online Course Development](#) or [Split Course Development](#). In a split format, there are traditional and online contacts. Faculty undergo training in all aspects of online course development prior to creating the distance delivery for the course. All courses implemented in a distance format must undergo scrutiny by content level experts, as well as experts in accessibility and other best practices in online education. Distance education students receive the same course content as traditional students.

Southwest's programs are clearly consistent with its mission to prepare students for associate degrees, future educational opportunities, and successful employment.

Development and approval of programs

Southwest has formal processes for ensuring that our programs are consistent with the mission of the College. Once a need has been identified, faculty will initiate a formal request with documentation about the specific request and justification. The proposal must be approved by the department before forwarding to the College [Curriculum Committee](#) that consists of representatives of various educational and administrative components of the College. After approval by the Curriculum Committee, the proposal is forwarded to the Provost.

For new programs and certificates, the Tennessee Board of Regents (TBR) and Tennessee Higher Education Commission (THEC) have specific policies such as TBR's Policy [2-01-01-00 Approval of Academic Programs, Units, and Modifications](#) and [THEC Policy A.1.0 New Academic Programs - Approval Process](#) as well as post-approval review. THEC approval as well as TBR approval is required for programs or certificates with 24 semester credit hours or more.

Changes to the curriculum may be deemed necessary by various methods. Many of our programs have Advisory Committees that meet at least once a year. These Advisory Committees are charged with reviewing our programs and courses to ensure that they consistently meet the needs of industry and business. The Committee members are practitioners in the field of study. Their advice, included in a [Sample Advisory Committee Meeting Minutes 2012](#), provide current and future skill sets that must be in place in our programs if students are to be ready to work immediately upon graduation. _

Many of our programs are accredited by professional bodies and licensing agencies. These professional bodies and licensing agencies have input into curriculum issues. The faculty will make program and curriculum changes based on specific requirements or suggestions. For example, in [ABET Accreditation](#) process, reviewers recommended that additional testing of materials be included in ARCH 1244 Materials and Methods to enhance students' understanding of testing of materials and ensure that students are meeting the needs of local employers.

The College holds a [Summer Institute](#) with both internal and external presenters to provide faculty with access to innovative program and course development strategies. Some presenters are from peer institutions, sharing best practices with other higher education institutions.

These internal and external processes and reviews ensure that our programs are consistent with the mission.

Evidence that the curriculum is appropriate

Southwest's curriculum is directly related to and appropriate for the awarding of degrees and certificates. The College has a comprehensive [Institutional Effectiveness Plan](#) providing extensive data about all of our programs. The [Institutional Effectiveness Plan](#) uses a four-step approach: identifying the desired student outcomes, determining a means of assessment and criteria for success, evaluating and interpreting the results of the assessment, and using the results to make improvements in the program, as shown in the [Paralegal - Academic Program Quality Indicators for Fiscal Year 2012-13](#). The data component of this plan is used by the individual departments and programs to make sure that our programs and degrees are effective and to make changes whenever improvements are warranted. Student outcomes are developed for each program, and assessments are established to determine how the program is meeting the defined outcomes.

The College adheres to the general education standards for the state of Tennessee as defined by TBR, which is appropriate to the degrees and certificates. The purpose of the general education core is to ensure that college students have the broad knowledge and skills to become lifelong learners in a global community. Each institution in the State University and Community College System of Tennessee shares a common lower-division general education core curriculum of 41 semester hours for Baccalaureate degrees and the Associate of Arts and the Associate of Science degrees. General education requirements for the Associate of Applied Science degree are a minimum of 15-17 credit hours, of which are published in the [Catalog 2013-2014 \(Page 70\)](#).

As indicated earlier, many of Southwest's programs are accredited by professional bodies and licensing agencies. The accreditations by these professional bodies and licensing agencies are further evidence of the validity of our programs based on exhaustive review processes. For programs that are not accredited by outside agencies, THEC mandates formal program reviews every five years. [Documents - Accredited Programs, Documents - Accrediting Agency Review, THEC Complete Policy Manual \(as of July 26, 2012\)](#)

To measure the appropriateness of the degrees and certificates, the [Testing Center](#) administers several performance and certification examinations to measure the appropriateness of the curriculum to the degrees and certificates. All graduates of the College must take the Educational Testing Service (ETS) Proficiency Profile Test measuring proficiency in critical thinking, reading, writing and mathematics in the context of the humanities, social sciences and natural sciences consistent with general education outcomes for all degrees. A Major Field Exit Exam is administered to all students earning an AAS degree. This exam is used to measure graduate performance on the entire program instead of specific courses. Specific program areas also administer additional assessment and certification examinations as determined by the program.

Since Southwest's mission is to prepare students for employment and career advancement, job placement data collected in [Career Services](#) are also used to evaluate the appropriateness of our curriculum to the degrees and certificates. Additionally, surveys of employers and alumni are used to evaluate our programs. [Alumni Survey Results](#)

Many of the College's programs are designed to prepare students for transfer to another college to continue their education. Beginning Fall 2009, Southwest Tennessee Community College and the University of Memphis (U of M) partnered to offer the [Partnership Enrollment Program \(PEP\)](#) which guarantees university admission to any student who completes the Associate's degree university track (A.A. or A.S.) at Southwest. These processes provide evidence that Southwest's curriculum is appropriate to award degrees and certificates.

Sources

-  2-01-01-00 Approval of Academic Programs, Units, and Modifications
-  ABET Accreditation
-  Academic Testing Center
-  Accrediting Agencies
-  Alumni Satisfaction Survey 2011-12
-  Campuses. Centers. Sites Locations
-  Career Services
-  Catalog 2013-2014 (Page 70)
-  Catalog 2013-2014 (Page 73)
-  Commencement
-  Complete College Tennessee Act of 2010
-  Corporate Training and Continuing Education
-  Curriculum Committee Mission Statement
-  DE resources
-  Distance Education and Instructional Technology
-  Institutional Effectiveness Planning System
-  Mission Statement
-  Online Course Development
-  Paralegal - Academic Program Quality Indicators for Fiscal Year 2012-13
-  Partnership Enrollment Program (PEP)
-  Sample Advisory Committee Meeting Minutes 2012
-  Scoop - 01-23-2013
-  Scoop - 01-28-2013
-  Scoop - 12-03-2012
-  Split Course Development
-  Summer Institute
-  THEC Complete Policy Manual (as of July 26, 2012)
-  THEC Policy A.1.0 New Academic Programs - Approval Process

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest utilizes a variety of venues to provide students and the general public with information regarding our academic calendars, grading policies, and refund policies.

Academic Calendar

The [Academic Calendar 2013-2014](#) is published electronically on Southwest's website, in the [Catalog 2013-2014 \(Page 592\)](#), and in the [Student Handbook and Planner 2013-2014 \(Page 171\)](#). In addition to the electronic version, a free printed version of the student handbook is available to students at the beginning of each semester, including the summer term.

Grading Policies

Grading policies are also maintained electronically on Southwest's website at [Student Records-Grades and Grade Point Average \(GPA\)](#), which links to the [Catalog 2013-2014 \(Page 58\)](#). The grading system is also listed in the College Policy Manual. ([Policy 2-00-00-00-23 Grading System](#))










Refund Policies

In accordance with Southwest's policy [4-01-03-01-39 Refund of Registration Fees and Tuition](#), information including deadline dates is available to students and the general public on Southwest's website [Refund Policy](#) and is also listed in the [Academic Calendar 2013-2014](#). Furthermore, the refund information is also posted on bulletin boards located in the Cashier's area.

Since all information can be found electronically, students taking distance education courses have access to all the same policies as those students taking classes onsite.

The information published in the catalog, in the student handbook, and on the website is reviewed annually for accuracy and accessibility by the Executive Director of Enrollment Operations, the Director of Student Activities and Multicultural Affairs, and the Director of Cashiering and Accounts Receivable.

Sources

-  [2-00-00-00-23 Grading System](#)
-  [4-01-03-01-39 Refund of Registration Fees and Tuition](#)
-  [Academic Calendar 2013-2014](#)
-  [Catalog 2013-2014 \(Page 58\)](#)
-  [Catalog 2013-2014 \(Page 592\)](#)
-  [Refund Policy](#)
-  [Student Handbook and Planner 2013-2014](#)
-  [Student Handbook and Planner 2013-2014 \(Page 171\)](#)
-  [Student Records-Grades and Grade Point Average \(GPA\)](#)

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Program length is appropriate for each of Southwest Tennessee Community College's educational programs.

Program Length

Associate Degree Programs

The Tennessee Higher Education Commission (THEC) is the state coordinating agency for public higher education, which includes all institutions governed by the Tennessee Board of Regents (TBR). THEC has final academic degree program approval. As a member of the State University and Community College System of Tennessee, Southwest Tennessee Community College (Southwest) is required to adhere to policies set forth by the Tennessee Board of Regents (TBR). [TBR policy 2-02-00-00 Associate Degree Programs](#) provides curriculum standards that specify that all associate degree programs within the system are to be a maximum of 60 semester hours, except in certain degree programs in which approval to exceed the maximum has been granted by TBR.

Southwest awards Associate of Arts, Associate of Science, Associate of Science in Teaching and Associate of Applied Science degrees, each of which meets a minimum of 60 semester hours to complete the degrees as detailed in the [List of Programs with Credits](#)

Each of the programs leading to an Associate of Arts, Associate of Science, or an Associate of Science in Teaching degree requires a general education core curriculum of 41 semester hours as mandated by the Tennessee Board of Regents, [TBR Policy 2:01:00:00 General Education Requirements](#). The courses comprising the general education curriculum are within the following subject categories: Communication, Humanities and/or Fine Arts, Social/Behavioral Sciences, History, Natural Sciences, and Mathematics.

According to the same [TBR policy 2:01:00:00 General Education Requirements](#), graduates of Associate of Applied Science degree programs must complete a minimum of 15 semester hours of general education core classes including English Composition, Humanities/Fine Arts, Social/Behavioral Sciences and Natural Science/Mathematics.

To meet state guidelines, exceptions are made for degree programs for which the accrediting agency requires more than 60 hours for program length. For each associate degree program which exceeds the 60 hour maximum, approval of the program length has been granted to the institution by the Tennessee Board of Regents. Examples of programs approved as exceptions to the 60-hour maximum include the six engineering technology programs, which are accredited by the Accreditation Board for Engineering and Technology (ABET) and are required by ABET to contain at least 63 to 64 semester hours. A listing of the programs' accreditation agencies may be found in the [Catalog 2013-2014 \(Page 582\)](#).

Certificate Programs

At Southwest, semester credit hours required for certificates vary from 15 to 47, as detailed in the [List of Programs with Credits](#).

Criteria for Program Length of Associate Degree Programs

Programs leading to the associate degree follow curricula guidelines set forth by the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission (THEC). In an effort to enhance student success and improve graduation rates, a state policy requiring campuses to reduce the required hours in associate degree programs to sixty 60 semester hours of credit was approved in 2002 and became effective in the fall 2004 semester. ([THEC Policy 1.0.60A, Credit Hours to Degree/Page 7](#))

According to [THEC Policy 1.0.60A-Credit Hours to Degree](#), for new and existing programs, THEC recommends a maximum of 60 semester hours of credit for associate degrees without justification. THEC requires according to [Policy 1.1.20B Curriculum](#) that "the curriculum should be adequately structured to meet the stated objectives of the program, and reflect breadth, depth, theory, and practice appropriate to the discipline and the level of the degree."

The principle intent of the maximum semester hours of credit is to reduce the time and costs of earning a degree for individual students and taxpayers and, over time, improve graduation rates and increase the higher educational attainment levels of Tennesseans.

Criteria for Program Length of Certificate Programs

Certificate programs contain specific career courses designed to prepare students for entry level employment. Faculty members initially propose program length by taking into account accrediting or licensure standards, length of similar programs at other colleges, and advice of local advisory boards. When proposing program curriculum and length, faculty further structure the required courses to meet the stated objectives of the program in meeting [THEC Policy 1.1.20B Curriculum \(Page 11\)](#).

Faculty members propose program length as part of the approval process at the institutional level. All newly proposed certificate programs require approval according to [TBR Policy 2:01:01:00, Approval of Academic Programs](#). Additional approval by the Tennessee Higher Education Commission is required when the program length is 24 semester hours or more. ([THEC Policy 1.1.10B, Certificates, Page 10](#))
_THEC approval for an undergraduate certificate program is required only when the program would be both free standing and consists of 24 semester hours.

Distance Education Degree Programs

Program length for each program offered electronically is identical to the length of the same program offered through the traditional format. In regard to program length, there is no distinction in either number of courses or semester hours of credit required for completion of any degree or certificate at the institution, regardless of the mode of delivery of courses in the program. A course offered in the online format is taught according to the same syllabus and has identical student learning outcomes, assessments, and number of semester credit hours as the course taught in the traditional format. Distance programs have the same content and rigor as on-ground programs. Since a program is made up of required courses that are equivalent in length, whether taught traditionally or online, the program length for any distance education program at Southwest is equivalent to program length for the same program offered in the traditional format.

Southwest has designed five degree programs and one certificate program that students can complete entirely online as listed on the website at [Online Degrees and Technical Certificates](#). These five associate degree programs whether offered online or in the traditional format require 60 semester hours of credit according to the [THEC Policy 1.0.60A Credit Hours to Degree \(Page 7\)](#).

Students who register at Southwest may also elect to earn an associate degree through the distance education Regents Online Degree Program (RODP). The Regents Online Degree Program (RODP) is part of a collaborative partnership among all Tennessee Board of Regents (TBR) institutions. Institutions share resources and personnel needed to deliver quality online instruction. RODP currently offers the following seven (7) associate degree programs for students enrolled at participating institutions in Tennessee:

- Associate of Applied Science in Professional Studies - Concentration: Information Technology
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Web Technology
- Associate of Applied Science in Criminal Justice
- Associate of Arts in General Studies (University Parallel)
- Associate of Science in General Studies (University Parallel)
- Associate of Science in General Studies: Elective Concentration for: Teacher Aides/ Paraprofessionals Preparation (University Parallel)

Each of these associate degree programs is 60 semester hours in length as required by the [THEC Policy 1.0.60A Credit Hours to Degree \(Page 7\)](#).

Southwest adheres to College policies related to curriculum review and development, which are in line with state standards and the standards of the institution's accrediting agencies. Adherence to these institutional policies further aids in ensuring that program length is indeed appropriate for each of the institution's educational programs. ([Southwest Policy 2:00:00:00/21 Curriculum Review and Development](#))

Sources

-  [2-00-00-00-21 Curriculum Review and Development](#)
-  [2-01-00-00 General Education Requirements and Degree Requirements](#)
-  [2-01-01-00 Approval of Academic Programs, Units, and Modifications](#)
-  [2-02-00-00 Associate Degree Programs](#)
-  [AA General Studies UP](#)
-  [AAS Criminal Justice](#)
-  [AAS Early Childhood Education](#)
-  [AAS Professional Studies Conc Information Technology](#)
-  [AAS Web Technology](#)
-  [AS General Studies Elect Conc Teacher Aides Paraprofessionals Prep](#)
-  [AS General Studies UP](#)
-  [Catalog 2013-2014 \(Page 582\)](#)
-  [List of Programs with Credits](#)
-  [Online Degrees and Technical Certificates](#)
-  [THEC Complete Policy Manual \(as of July 26, 2012\) \(Page 10\)](#)
-  [THEC Complete Policy Manual \(as of July 26, 2012\) \(Page 11\)](#)
-  [THEC Complete Policy Manual \(as of July 26, 2012\) \(Page 7\)](#)

4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) provides adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints as indicated in the flow chart of the [Student Complaint Process](#).

Informal Discussion of Complaint

Southwest is committed to the fair treatment of its students in their relationships with fellow students, faculty, staff and administration. Students are encouraged to seek an informal resolution of matters directly with the faculty or individual(s) involved when possible. The Student Handbook and Planner provides students with detailed information on how to obtain assistance with student concerns, complaints or appeals. A full listing of responsible offices and individuals beginning with the "First Level of Contact" is published in the [Student Handbook and Planner 2013-2014 \(Page 8\)](#). The list identifies contacts for a wide range of concerns, ranging from transcripts to financial aid. The Student Handbook and Planners are distributed to students attending New Student Orientation and are available in stands outside of the Student Activities Office on both Macon and Union Campuses, in administrative offices at the satellite centers, and in numerous departments within the Division of Student Services and Enrollment Management, as well as available online.

Students who are enrolled in Southwest's distance education courses are encouraged to seek problem resolution through the informal process. However, for students who are enrolled in the Regents Online Campus Collaborative-Regents Online Degree Program (RODP), the process is a little different. Although RODP students consider Southwest as their "home" school for admissions, registration, and graduation, courses are delivered online through a coordinated network of colleges and universities which span the state of Tennessee. The [RODP Complaint Process](#) for the student who can not resolve the issue with the instructor is as follows.

1. Student contacts Southwest's RODP campus contact (submit concern in writing via e-mail).
2. Southwest's contact communicates with campus contact from the delivering institution and explains the student's concerns.
3. The campus contact from the delivering institution notifies the instructor or department chair of the situation
4. Once the situation has been resolved, the campus contact from the delivering institution communicates back to the Southwest RODP campus contact.
5. Southwest's RODP contact records the resolution and communicates with the student.
6. If the student is not satisfied with the resolution, a formal complaint may be initiated at Southwest.

Formal Complaint Process

However, for matters which cannot be resolved through informal discussions, Southwest's Policy [3-02-01-01-22 Student Complaints](#) provides a formal venue. This [formal procedure](#) is published in the [Student Handbook and Planner 2013-2014 \(Page 45\)](#) and online at [Advising and Counseling](#). To initiate a formal complaint process, students must complete the [Student Complaint Form](#). Students can access the [form online](#) and submit it online or to the Advising and Counseling Center on either the Macon or Union Campus. After reviewing the complaint, a staff member within Advising and Counseling forwards the complaint to the appropriate office or individual for resolution.

Procedure

The procedure for addressing written student complaints is simple, direct and timely. Students who believe that their rights have been denied may seek resolution in the following manner:

1. Students may submit a completed [STUDENT COMPLAINT FORM](#) to the Office of Advising and Counseling or online.
2. The Office of Advising and Counseling logs in the complaint, sends an e-mail to the student to acknowledge receipt, and forwards the complaint to the appropriate administrator within two (2) business days of receipt of the complaint.
3. Upon receipt of the complaint, the appropriate administrator contacts the student by e-mail to acknowledge receipt of the complaint. The administrator reviews the complaint and determines what additional information is necessary to resolve the problem.
4. After considering the complaint and related information, the administrator makes a decision as to the merits of the student's complaint and notifies the student by e-mail as to the resolution within thirty (30) days of the filing of the complaint.
5. Students who feel that another review is necessary must respond by e-mail to the administrator's e-mail within five (5) business days, requesting that the complaint be forwarded to a higher level administrator. The complaint and supporting documentation is forwarded to an appropriate higher level administrator within five (5) business days. The higher level administrator reviews the complaint and informs the student of a decision by e-mail within five (5) business days.
6. A copy of the complaint and the resolution is sent to all parties and maintained in the Office of the Vice President of Student Services and Enrollment Management or the Academic Dean.

Examples of recent complaints and resolutions are included to illustrate how Southwest follows its policy on student complaints.

[Student Complaint Example 1](#). Student indicated that she had received a bill even though she had dropped her classes because she was on bed rest due to pregnancy. Her request to drop the charges was denied as records indicated that she had attended classes and the debt was due to a Financial Aid Title IV refund recalculation. The issue was resolved and the student was informed within 8 days of filing the complaint.

[Student Complaint Example 2](#). Student complained that an instructor was disrespectful and would not respond to her questions. The chair of the department met with the student on the day that the complaint was submitted. Before it could be resolved, the student dropped the class and registered for another class beginning in the next summer term. The chair provided the student with a copy of the text for the new class so as the student would not incur additional text costs. The issue was addressed and the student was informed within 21 days of filing the complaint.

Complaints regarding accreditation are referred to the Southern Association of Colleges and Schools Commission on Colleges as listed on the website page on [Accrediting Agencies](#).

Tracking Student Complaints

To ensure that the needs of the students are being met, Southwest requires that complaints are tracked as stated in Policy [3-02-01-01-22 Student Complaints](#).

1. At the end of the academic year, the Deans and the Vice President of Student Services and Enrollment Management compile an Institutional Record of Student Complaints, summarizing the complaints housed in their areas. The report does not include the name of the complainant or name(s) of any individuals involved in the facts of complaint.
2. Tracking information contains, but is not limited to, the following information:
 - a. The total number of complaints received
 - b. The nature of complaints received by category (names are not included)
 - c. A summary record of each complaint and the action taken
 - d. Recommendation for corrective actions, if warranted
3. The reports are initially shared with the Provost/Executive Vice President, Vice President for Student Services and Enrollment Management, and the Vice President for Financial and Administrative Services.
4. After their review, the reports are forwarded to the President who may work with his team to analyze the data to discover if there are systemic problems that require improvement. If improvement is warranted, it is communicated to the proper parties to develop recommendations and/or additional corrective actions to ensure on-going quality service to students.
5. The recommendations are forwarded to the appropriate unit to be included in their subsequent Institutional Effectiveness Plan.
6. When data are collected again the following year, the analysis includes reviewing the previous year's improvement processes to assess improvement's effectiveness. This enables the College to identify and monitor any systemic issues and provide opportunities for ongoing improvement.

Grade Appeals

The grade appeal process as stated in Policy [2-03-01-01-11 Academic Appeals](#) recognizes the instructor's right to assign a grade based on any method that is professionally acceptable, submitted in writing as a part of the class syllabus to everyone in the class, and applied equally to all members of the class. However, students have the right to review their examinations and assignments, to know the correct answers to test and examination questions, and to understand how grades were assigned. In matters of interpretation, however, the judgment of the faculty member as the professional in the discipline shall prevail. Should instances arise in which a student has evidence that a mistake has been made in calculating or recording his/her grade or that his/her grade has been assigned based on arbitrary or capricious deviation from the instructor's stated grading policy, he/she has the right to appeal the assigned grade. The procedure for filing a grade appeal can be found on the web page for [Advising and Counseling](#).

1. Any student may initiate an appeal of any course grade within six (6) months after the conclusion of the semester in which the grade was earned. The procedure for appealing a course grade is as follows:
2. The student must make an appointment and meet with the instructor to discuss the grade, bringing any supportive documentation such as course outline, originals, or copies of papers, lab reports, themes, and examination grades.
3. If the student still believes that further appeal is warranted, the student must submit a "Grade Appeal" form to the department chair involved.
4. If the response from the above step is not satisfactory, the student may forward the record of written appeal to the division dean.
5. Should further resolution be requested beyond the dean's involvement and response, the student must notify the academic dean who will forward the request to the Grade Appeals Committee of the Faculty Senate.
6. After consideration of the student's request, the faculty member's response, the recommendations of the division dean and the Grade Appeals Committee, the Provost/Executive Vice President for Academic Affairs will make the final determination and notify the student.

[Grade Appeal Form](#) and [Grade Appeal Form Procedures](#) are published on the [advising and counseling home page](#). The procedures are also in the [Catalog 2013-2014 \(Page 53\)](#) and in the [Student Handbook and Planner 2013-2014 \(Page 28\)](#). The Office of the Provost/Executive Vice President of Academic Affairs maintains the academic appeal records.

Examples: [Student Grade Appeal 1](#) and [Student Grade Appeal 2](#)

Complaints of Discrimination and Harassment

According to Southwest's Policy [5-00-00-00-15 Anti-Harassment](#), all complaints regarding discrimination or harassment against or by students, faculty, or staff are directed to the Office of Human Resources and follows [Guideline P-080 Discrimination and Harassment](#) which details all legal and procedural guidelines issued by the college's governing board, the Tennessee Board of Regents (TBR) according to their policy. Southwest has no tolerance for any act of discrimination or harassment.

Southwest Policy [5-00-00-00-15 Anti-Harassment](#) states that "Southwest condemns any acts in its academic or work environments that create the potential for illegal harassment, both in terms of individual faculty member, staff or student morale and in violation of applicable federal, state, and local laws. Southwest will not tolerate harassment of any faculty member, staff or student because of sex, sexual orientation, gender, race, color, religion, national origin, age or disability... This policy applies to all Southwest faculty members, employees and students, and also extends to those with whom the College conducts business, including clients, customers, and vendors."

Any student who believes he or she has been the subject of, has been notified about, or has observed discrimination or harassment, can report the alleged conduct immediately to the Human Resources Office, located at the Union Avenue Campus, Parrish Building, Room 238 as published in the [Student Handbook and Planner 2013-2014 \(Page 75\)](#) All complaints are investigated promptly and fairly in accordance with the procedures outlined in the TBR [Guideline P-080, Discrimination and Harassment – Complaint and Investigation Procedure](#). All complaints are handled as confidentially as possible throughout the investigation. Records of Complaints are maintained in the office of Affirmative Action.

Tennessee Board of Regents (TBR) Guideline P-080 requires that "complaints must be brought within 365 days of the last incident of discrimination or harassment" and that the investigation must be thorough and prompt and must involve the TBR legal counsel. Consequently, sufficient time must be allowed to identify, find, and interview all related parties (maximum of 20 working days for cases of alleged sexual harassment). The process concludes when the President of the college issues a determination based on an investigative report and initiates appropriate action. Complainants or respondents may appeal the findings if the investigation guidelines were violated.

Student complaints of discrimination or harassment occur infrequently. The following is an example of how such complaints are addressed by the College with documentation of the complaint and its resolution.

Example of Harassment Complaint

Student reported on February 28, 2012 that she was being sexually harassed by a staff member. The complaint was investigated according to the [Guidelines of P-080 Discrimination and Harassment](#). It was concluded that none of the complainant's allegations were supported by credible evidence. The investigation was closed and the student was notified on July 19, 2012 of the findings. Documents supporting investigation include [Initiation of Complaint](#), [Final Investigative Report](#), [Transmittal letter to Complainant](#) and [Transmittal Letter to Respondent](#).

Sources

-  2-03-01-01-11 Academic Appeals
-  3-02-01-01-22 Student Complaints
-  5-00-00-00-15 Anti-Harassment
-  Accrediting Agencies
-  Advising and Counseling
-  Catalog 2013-2014 (Page 53)
-  Final Investigative Report
-  Grade Appeal Procedures
-  Grade Appeal Form
-  Initiation of Complaint
-  Online Student Complaint Form -Login
-  P-080 Guideline Discrimination and Harassment
-  RODP Complaint Process
-  Student Handbook and Planner 2013-2014 (Page 28)
-  Student Handbook and Planner 2013-2014 (Page 45)
-  Student Handbook and Planner 2013-2014 (Page 75)
-  Student Handbook and Planner 2013-2014 (Page 8)
-  Student Complaint Example 1
-  Student Complaint Example 2
-  Student Complaint Form
-  Student Complaint Procedure
-  Student Complaint Process
-  Student Grade Appeal 1
-  Student Grade Appeal 2
-  Transmittal Letter to Respondent
-  Transmittal letter to Complainant

4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) recruitment materials and presentations accurately represent the institution's practices and policies.

The educational programs and services offered by Southwest Tennessee Community College are the primary emphasis of the institution's advertisements, publication, promotional literature, and recruitment activities. Information about the educational programs and services is published in multiple locations including the [Southwest Home Page](#), [Student Handbook and Planner 2013-2014](#), [Catalog 2013-2014](#), [Corporate Training and Continuing Education Publication](#) and in various recruitment brochures.

To ensure that the institutional mission and vision are accurately portrayed to the public and potential students, all such publications are developed in accordance with guidelines developed by the [Communications and Marketing Department's Publications Manual](#) as well as [TBR Guideline G-140 Publications](#).

The process of recruitment is a value shared by everyone associated with the institution. The Offices of Recruitment, Admissions and Records, and Communications and Marketing spearhead the recruitment process and review websites and printed materials annually.

Admissions and Records/Recruitment Websites

The [Admissions website](#) provides access for potential students to identify their applicant category upon entering the College as a [New Student Checklist](#), [High School Student Checklist](#), [International Student Checklist](#), [Non-Degree Seeking Student Checklist](#), [Transfer Student Checklist](#) or [Transient Student Checklist](#). Students complete the application online and are provided a list of additional documents and steps for enrolling. [The Records and Registration website](#) provides students with access to the necessary forms and resources needed to register and graduate from the College. [The Recruitment website](#) provides access to the list of admissions counselors/recruiters who assist with the enrollment process for all students entering the College. Potential students may access this website to schedule an appointment to meet with an admissions counselor/recruiter or for campus tours. The Recruitment website also allows members of the community to evaluate the services received from staffers while on campus/or on the phone by accessing the [Customer Service Survey](#).

Financial Aid Website

The [Financial Aid Website](#) provides links to the Free Application for Federal Student Aid (FAFSA), financial aid forms, scholarships, net price calculator, information on college costs, student employment, easy steps to FAFSA and [Financial Aid Featured Videos](#) providing overviews of the process. All financial aid information and forms are reviewed by the Vice-President for Financial and Administrative Services, the Director of Financial Aid and the financial aid staff as changes are made by the Department of Education. Updates to the website are made on an as needed basis for continuous quality improvement.

Publications

The Office of Recruitment manages the distribution of Southwest materials to potential students and their families. Publications used are as follows:

Cluster Brochures ([Allied Health example](#))
[College Checklist](#)
[Admissions Steps](#)
[Fast Fact Brochure](#)
[Partnership Enrollment Program Agreement](#)
[Campus Visit Postcard](#)
[Southwest Now Magazine](#)

The leadership staff from the Office of Recruitment, Admissions and Records, and Financial Aid Offices in collaboration with the staff in the Communications and Marketing Office annually review the above publications to ensure accuracy.

Prior to publication and distribution, recruitment materials also are reviewed by staff in Communications and Marketing to ensure alignment with the institution's brand identity guidelines found in the Southwest [Communications and Marketing Visual Identity Manual](#). These guidelines are intended to maintain graphic and editorial consistency throughout an extensive and geographically diverse institution.

The Tennessee Higher Education Commission (THEC), Tennessee Board of Regents ([TBR Guideline G-140-Publications](#)), and Southwest policies on content, design and distribution (Communications and Marketing Department Publications Manual) are adhered to in all publication creations. All publication information required by TBR is maintained in electronic format by the Director of Creative and Printing Services, a unit housed in the Communications and Marketing Department. Printed publications can be found in the offices of Admissions, Recruitment, Communications and Marketing and other student centered areas (Library, Student Activities Office, etc.).















Advertising

The Executive Director of Communications and Marketing presents an annual marketing plan to the Vice President for Institutional Advancement which includes a mixture of print, cable TV, outdoor, and digital marketing components. Prior to the start of each semester, Southwest advertises with various media outlets to maximize the College's exposure to the public.

Print advertising involves the creation of relevant ad copy, adding the affirmative action statement as regulated by TBR, and ensuring ad quality and accuracy. Outdoor media in the form of billboards and transit bus posters provide year round marketing impressions to Southwest's service area. Billboard placement adheres to [TBR Guideline G-140 Publications](#) to avoid encroachment into another institution's service area.

Digital marketing components include advertising on local media websites and social media outlets.

Sources

-  [Admissions - How to Apply](#)
-  [Brochure Allied Health](#)
-  [Catalog 2013-2014](#)
-  [Communications and Marketing Publications ManualV3](#)
-  [Corporate Training and Continuing Ed Publication Insert](#)
-  [Dual Enrollment Program Participation Agreement](#)
-  [Fast Facts July2012](#)
-  [Financial Aid Featured Videos](#)
-  [Financial Aid Website](#)
-  [G-140 Guideline Publications](#)
-  [High School Student Checklist](#)
-  [International Student Checklist](#)
-  [New Student Checklist](#)
-  [Non-Degree Seeking Student Checklist](#)

-  Partnership Enrollment Program PEP Agreement
-  Readmit Student Checklist
-  Records and Registration
-  Recruitment Campus Visit PostCard
-  Recruitment Customer Service Survey
-  Recruitment Website
-  Southwest Home page
-  Southwest Now Magazine Spring-Summer 2013
-  Student Handbook and Planner 2013-2014
-  Transfer Student Checklist
-  Transient Student Checklist

4.7

Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act (HEA) as amended and as set forth in the Code of Federal Regulations [CFR 34 Part 600 and 668](#) to participate in the Title IV, HEA programs as documented by the [Eligibility and Certification Approval Report](#). In the academic year 2011-12 Southwest provided Title IV aid to 10,681 students and in 2012-2013, 9,483 students. These are unduplicated numbers.

The [Program Participation Agreement](#) was signed by President Nathan Essex for Southwest on May 4, 2009. This agreement was entered into with the U.S. Department of Education and approved through March 31, 2015.

Southwest does not participate in loans under the Federal Family Education Loan (FFEL) and/or the William D. Ford Federal Direct Loan (DL), and this has been the practice since the college's inception in 2000. The most recent cohort default rate received from the Department of Education is zero.

Southwest provides a wide range of financial aid services to assist students in achieving their educational goals. Students taking on-campus and Distance Education classes are provided access to Financial Aid Applications (FAFSA) and additional services via the [Financial Aid website](#).

All financial aid records are stored in Southwest's Student Information System. For example, the [Banner Form ROIGRPI](#) displays Budgeting, Period Budgeting, Packaging, Tracking, or Satisfactory Academic Progress (SAP) group code information.

Southwest follows Federal and state regulations for auditing financial aid programs. The Tennessee Department of State Auditor selected Title IV funds as part of the testing necessary to obtain adequate assurance to render an opinion on the College's compliance with laws, regulations, contracts, and grant agreements in [2010 and 2011 audits](#). The state auditor issued a [Audited Special Review Report for 2012-2013](#) for the fiscal years 2012 and 2013 audits following the same procedures as previous years.

The Southwest Administration affirms:

- No issues exist with Title IV programs administered by Southwest.
- Southwest has not been placed on the reimbursement method.
- Southwest has not been required to obtain a letter of credit in favor of the Department of Education or other financial regulatory agency.
- No complaints have been filed with the Department of Education related to financial aid.
- The independent audits of Southwest's financial aid programs show no evidence of significant noncompliance.
- No significant impending litigation issues with respect to financial aid activities.
- No significant unpaid dollar amounts due back to the Department of Education.
- No adverse communication has been received from the Department of Education.
- Southwest is not aware of infractions to regulations which would jeopardize Title IV funding.
- Southwest does not participate in student loans; therefore, the student loan rate does not apply.
- There are no negotiated settlement agreements for the payoff of any fines or monies owed in connection with program or fiscal audits.

Sources

-  [Audit Reports - 2010 & 2011](#)
-  [Banner Form ROIGRPI](#)
-  [CFR Part 600 and 668](#)
-  [Eligibility and Certification Approval Report](#)
-  [Financial Aid Website](#)
-  [Program Participation Agreement](#)
-  [Special Review Audit 2012 2013](#)

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) offers [Distance Education Courses](#) using a number of [DE Delivery Methods](#): online, hybrid, and web-assisted. Southwest's distance learning program does not include correspondence courses. In support of all forms of instructional delivery, Southwest utilizes secure logins and passwords to verify that students who register in distance education courses or programs are the same students who participate in and complete the courses or programs and receive the credit. The procedure for verifying the identity of students who participate in classes or courseworks utilizes the following methods: (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. Faculty use Desire2Learn (D2L) as the principal web-based learning management system (LMS). Faculty use D2L to post course lectures and classroom materials, deliver secure information, collect assignments, facilitate student collaboration, administer online exams, and securely post grades.

Southwest has procedures in place to verify the identity of students enrolled in distance education courses and to protect the privacy of students who participate in distance learning activities. All students admitted to Southwest receive unique identification numbers. With identification numbers, students are assigned usernames and are able to create passwords in Banner, the student information system. The use of this personal login ID and unique password verifies the student's identity. ([Southwest ID and Password](#))

Procedures for Assuring Distance Learning Student Identity

Southwest uses the secure login and password method as the primary method to ensure a student's identity. Additionally, select faculty utilize proctored examinations and some are testing other, more innovative technologies highlighted below.

Secure Login and Password

A student enrolled in a distance education course at Southwest enters his/her unique username and unique alphanumeric password that identifies him/her to the online learning environment. Students can only access content for courses in which they are enrolled. This combination of user ID and password identifies the student to the system on each subsequent course visit. Students are responsible for the security of their ID number, username and password. For security, Southwest's portal system ([my.Southwest](#)) requires students to create a new password every 150 days. Login protections to these accounts freeze account access when multiple unsuccessful attempts are made to secure a login. Students requesting password resets or other technical support are required to contact the [Help Desk](#).

To access Regents Online Degree Program (RODP) courses, enrolled students use a different username and password combination ([RODP login](#)). The username is the first initial of the first name + the full last name + the month and day of your birthdate for example: William Smith with a birthday of March 27th is wsmith0327. Initially, the password is the student's six-digit birthdate (mmddyy). For optimum security, upon initial login, students are required to reset passwords before proceeding. In the event of access issues and concerns, each campus has assigned an individual to serve as an [RODP Campus Contact](#) to assist students.

Proctored Examinations











For select Southwest online courses, instructors are responsible for proctoring their own examinations. Each student is required to present picture identification as proof of identity before sitting for an exam.

Students enrolled in select Regents Online Degree Program (RODP) courses are required to take mid-term and/or final examinations at [RODP Proctored Sites](#). At Southwest, testing occurs in the Academic Testing Center. It is the responsibility of the student to make an appointment for an [RODP Test Proctored](#) exam during the designated timeframe and to present picture identification at the beginning of the exam.

Other Practices

Southwest is continuously examining new techniques and technologies in order to verify the online student. A pilot using Tegrity Lecture Capture System has been initiated for remote proctoring in the course [INFS1010 Online Syllabus Spring 2014](#). A student taking an online exam uses a webcam which records the entire testing process. For students who may not have access to their own webcam, there are 25 webcams available in the libraries for student use.

Sources

-  DE Delivery Methods
-  Distance Education
-  Help Desk Request
-  INFS1010 Online Syllabus Spring 2014
-  My.Southwest
-  RODP Campus Contacts
-  RODP Proctoring Sites
-  RODP Test Proctored
-  RODP login
-  Southwest ID and Password

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has written procedures for protecting the privacy of students enrolled in distance and correspondence education courses and programs. The same procedures apply for all students, including distance education students.

Southwest's [4-00-00-00-05 Acceptable Usage Policy](#) provides information on ID and login information, and a web-based secure password reset utility. Per section 1.1.2, "It is the responsibility of each client to protect their ID and login information, and not share this information with others." Per section 1.1.3, "A password reset utility is available on the [My.Southwest Portal Login Page](#) for students and employee usage." Section 1.1.3 also provides instructions on how to create a strong password, to not share your password with anyone and how not to use the "Remember Password" feature of applications. According to this policy, if any member of the College's staff asks for a user's password, the Executive Director of Information Systems should be contacted.

Southwest complies with the Family Educational Rights and Privacy Act (FERPA) as stated in Southwest's Policy [3-02-03-00-13 Confidentiality Of Student Records](#), which protects the confidentiality of student records. Written information about this act, and the process for complying with its provisions, is published on the institutional website detailing [Confidentiality of Student Records - FERPA](#), in the [Student Handbook and Planner 2013-2014 \(Page 53\)](#) and in the [Catalog 2013-2014 \(Page 46\)](#).

Students are informed of their FERPA rights during new student orientation and reminded annually thereafter through the Student Handbook and Planner and College Catalog information on Confidentiality of Student Records.

The [Student Handbook and Planner 2013-2014 \(Page 12\)](#) states, "Your records are kept confidential and only certain directory information can be released without your permission"









The [Student Handbook and Planner 2013-2014 \(Page 53\)](#) states, "It is the policy of the College to comply with the Family Educational Rights and Privacy Act (FERPA)."

The [Student Handbook and Planner 2013-2014 \(Page 55\)](#) states that students have "The right to file a complaint with the U.S. Department of Education concerning alleged failures by Southwest Tennessee Community College to comply with the requirements of FERPA."

Furthermore, Southwest's [4-02-20-00-37 Electronic Information Security Policy](#) declares that students enrolled in distance education courses must adhere to policies on electronic security that prohibit sharing of passwords and require students and faculty to take precautions against others obtaining access to their college computer accounts:

- All user-level passwords (e.g., network log-in, ERP, etc.) must be changed at least every 150-days.
- A history of the past 10 passwords will be kept to prevent users from reusing them
- The minimum age duration for temporary passwords will be one day.
- The password "grace period" will be set to 10 days during which the user will be warned that the password is due to expire.
- Accounts will be locked out after five invalid password attempts.
- The lockout attempts counter will be reset after 30 minutes.
- The account will be locked out for 30 minutes if the account is locked due to invalid password attempts.
- The account will be logged off, if it has remained inactive for a period of 20 minutes

Sources

-  3-02-03-00-13 Confidentiality Of Student Records
-  4-00-00-00-05 Acceptable Usage Policy
-  4-02-20-00-37 Electronic Information Security Policy
-  Catalog 2013-2014 (Page 46)
-  My.Southwest Portal Login Page
-  Student Handbook and Planner 2013-2014 (Page 12)
-  Student Handbook and Planner 2013-2014 (Page 53)
-  Student Handbook and Planner 2013-2014 (Page 55)

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Currently, Southwest Tennessee Community College (Southwest) does not charge an additional fee for verification of student identity. A list of all fees is located on the Southwest web page, under the heading [Fees and Charges](#) and in the [Catalog 2013-2014 \(Page 28\)](#).

Sources

 [Catalog 2013-2014 \(Page 28\)](#)

 [Fees and Charges](#)

4.9

Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment

Compliance Non-Compliance Not Applicable

Narrative

Southwest Tennessee Community College (Southwest) has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. Southwest defines credit hours awarded for courses and programs in its Policy [2-00-00-00-01 on Academic Credit](#). Academic credit is awarded in semester credit hours and is defined in accordance with federal regulation [Federal 34 CFR 600.2-Definitions of Credit](#) and the Southern Association of Colleges and Schools Commission on Colleges.

As courses are developed, Southwest's academic departments and curriculum committee adhere to the following definition and procedure for determining credit hours:

A credit/semester hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities or instructional modes of delivery as established by the institution including distance education, hybrid, and face-to-face instruction, laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Courses which are delivered in shortened terms are required to have the same number of contact hours and the same requirement for out-of-class learning as courses taught during a normal semester.

Courses offered through distance education or other non-traditional ways must undergo an additional approval process prior to being offered. After the course is developed, the following levels of examination are conducted:

1. Peer faculty in the discipline
2. Technology review by the Academic Web Services staff
3. Pedagogical review by the Center of Emphasis for Teaching and Technology
4. Summary review by the Director of Distance Education and Instructional Technology

Southwest does not award credit for courses and programs outside the commonly accepted practices in higher education.

Sources

 [2-00-00-00-1 Academic Credit](#)

 [Federal 34 CFR 600.2 - Definitions of Credit](#)