

2013

CVCC Focused Report

Prepared for SACSCOC

CVCC's Focused Report is prepared to allow the On-site Committee the opportunity to review remaining compliance issues in advance of its visit and to allow sufficient time for the Committee to evaluate the acceptability of the College's Quality Enhancement Plan.



Table of Contents

2.5	2
2.8	6
2.10	8
2.11.1	15
2.11.2	21
3.2.5	31
3.2.14	32
3.4.1	33
3.4.11	35
3.7.1	37
3.7.3	40
3.7.4	41
3.10.1	42
3.14.1	46
4.8.2	47

2.5 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. **(Institutional Effectiveness)**

Off-Site Committee Comments

The institution provides a strategic plan that was updated in 2013, which is described as an update, but no prior plan is given. This makes it impossible to verify that this part of the planning process is ongoing rather than just beginning. The SWOT analysis that informs the strategic plan is institution-wide and research based, as demonstrated by the results provided by the College.

As described in comprehensive standard 3.1.1, the College's mission statement was recently reviewed, updated to make it more specific, and approved by the governing board. In addition to the mission, the College systematically executes and reviews unit-level effectiveness plans, as demonstrated by two years' reports (see comprehensive standard 3.3.1 for details) for educational programs, a three year comparison for one administrative support area (information technology), a three year comparison for one academic support area (athletics), and a three year comparison for one service unit (adult education).

The overall process of institutional effectiveness planning is provided in an annual planning document:

"Each functional unit has a program/unit goal that supports at least one of the Strategic Initiatives and Institutional Goals giving strategic direction to the Unit and the College. Each functional Unit conducts planning activities with these tools in mind: Expected Outcome, Action Plan, Assessment Measure, Assessment Results, and Use of Results. Each spring the OIEP calls for new Unit Plans from the functional Units. This solicitation is conducted to coincide with the College's budget planning calendar."

Supporting documentation contains examples (refer to comprehensive standard 3.3.1).

The College gives evidence for several examples of improvements that resulted from goal-seeking actions, including administrative (e.g. enrollment management) and learning outcomes (e.g. addressing student writing).

The link between goals and budgets is more specifically described by the institution: "As part of the budgeting process, each functional unit is given the opportunity to submit a special budget request using a Form B for items not covered in the regular budget." A committee reviews these requests, and the Cabinet approves the highest ranked ones. Examples of these rankings are given in the supporting evidence.

The College should demonstrate that its strategic planning process is ongoing.

Response

Strategic planning is a continuous and on-going process at Chattahoochee Valley Community College. Prior to the current [Strategic Plan](#), the College conducted an extensive strategic planning process during the 2006-2009 period. CVCC president, Dr. Laurel Blackwell, enlisted

the help of the [Performa](#) Group, a professional planning organization, to work with the College and its constituents in developing a plan to address both short and long range goals. The planning process was nearly one year in length and involved faculty and staff, students, alumni, the CVCC Foundation Board, and community leaders. The Performa Group developed a strategy to lead the College through a three Phase process identifying major areas of strength and weakness.

The initial planning process was referred to as **Phase 1**. The College began the planning process with a series of master planning sessions led by Performa, a professional planning organization. To insure the planning process was broad-based and participatory, the College began with input from CVCC stakeholders. Community leaders, representatives of service organizations, distinguished alumni, current students, faculty and staff provided a most impressive account of the College, what it has meant to them, and how they envisioned its future service to the community. Some of the topics discussed at these meetings were as follows: areas of pride, missed opportunities, future opportunities that could make CVCC a better institution, a shared vision of the future, and critical physical environmental needs to achieve this shared vision. These results were tabulated and provided the foundation for the continued development of major initiatives of the College. Performa brought two potential scenarios for the CVCC Facilities Master Plan to be considered by the entire CVCC Family. This included buildings and potential locations for those buildings, facilities to be renovated and options for those renovations, and finally additions to be built to some of the facilities. A [“Needs List” provided weighted feedback](#) from the focus groups. This information helped to prioritize the responses gathered during the focus groups. *For example, adding new career technical programs was the number one need identified during this process.* The [Applied Technology program](#) was added in 2011, with the construction of the Industry Training Center (ITC) in 2010-11. All the options were presented leading to discussion and evaluation of each, and together a plan for the future of the College was developed. As a result, a list of the top 10 needs of the College was developed.

Top 10 Needs Identified through Focus Groups

1. Add and expand programs
2. Enhance public awareness
3. Create Satellite Locations
4. Provide a Student Center
5. Offer Food Services
6. Renovate and Improve existing facilities, parking
7. Increase sports offering
8. Add/expand on-line degree programs and courses
9. Increase/improve instructional space
10. Enhance operational efficiencies/communications

Phase II of the planning process resulted in the engagement of the Clements Group led by Dr. Len O’Hara. In April 2008, the Clements Group worked with the College to develop a strategic growth plan. Major facilities and equipment needs were identified. The [Major Facilities and Capital Equipment Report](#) captures the results of the planning and execution of the growth plan. In this phase, the College faculty and staff focused the College mission, created operational goals, and established priority development areas for the College, consisting of **college growth, instructional issues, workforce development, community outreach and college climate**. With the completion of **Phase I** and **Phase II** of the planning process, CVCC assessed its strengths, weaknesses, and future goals.

Phase III represented the official start of the 2009-2014 CVCC five year strategic plan. The Strategic Plan had two primary goals.

- ❖ To ensure the College mission and goals were aligned with those of the Alabama Community College System (ACCS)
- ❖ To ensure CVCC had a common vision for the future and its role in the community

Next, the five priority areas, derived from campus-wide meetings, were written into strategic initiatives to focus the College planning efforts. The strategic initiatives were:

- (1) Grow the college to serve the community,**
- (2) Pursue excellence in instruction,**
- (3) Develop a well-trained and prosperous community through workforce development,**
- (4) Expand the college presence in the community, and**
- (5) Support a college community that values people and promotes individual growth.**

The College moved the strategic initiatives to the departmental level, with each department creating three goals for each strategic initiative that applied to their area. These departmental goals or [Planning Forms](#) guided each department in the development of action plans and outcome measures to help meet these goals.

During 2010-11, the College began transitioning to an on-line planning and assessment process. The new [on-line planning and assessment system](#) allowed for each goal or objective to be linked to one of the five strategic initiatives. The format for a *Strategic Plan Annual Report* was adopted summarizing key indicators, specific actions, results, and states if the goal was met, as well as if the goal was to be carried over to the next year. The College also adopted a strategy to request funds for major needs from across campus each year. These requests are submitted on a [Form B](#). The CVCC Strategic Funding Committee, formerly the [Planning Board](#), reviews and prioritizes requests and then forwards a Planning Priorities Report ([2011-12](#) and [2012-13](#)) to Cabinet for review and approval. The *Strategic Plan Annual Report* [2011-12](#) and [2012-13](#) summarizes how the College performed in meeting each of the five strategic areas under the 2009-2014 strategic plan.

CVCC is celebrating its 40th anniversary and has been involved in continuous planning during that time. The ongoing planning has led to additional programs of study, accreditations, new buildings, updated policy and procedures that all have improved the quality of teaching and learning and greatly impacted the College and the community. The College continues to plan strategically to achieve its mission and ultimately become the College described in the [Vision Statement](#) through the strategic planning process building on the work and history of the last 40 years.

Supporting Documentation
Strategic Plan
Performa
Needs List Master Plan
Applied Technology Program
2008-2013 Major Campus Facilities Capital Equipment Project
2010 Planning Forms WKD, Pub Safety, Math/Science
2011 Planning Form Adm Services

2011-12 Unit Plan
Form B
Planning Board
SP Annual Report 11-12
SP Annual Report 12-13
Vision Statement
11-12 Planning Priorities Summary
12-13 Planning Priorities Summary

2.8 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. **(Faculty)**

Off-Site Committee Comments

The institution cites three programs – Business, EMS, and Medical Assisting – where they fall well short of their own acceptance level threshold (60%) of student credit hours taught by full-time faculty for any given program. Specifically, full-time faculty (in each of the three programs) teach below 50% of the student credit hours for the Fall 2012 semester (EMS has 0% taught by full-time faculty). There are two other programs only slightly under their 60% threshold – Criminal Justice and Fire Science – but are not as great a concern as the other three programs.

Other data provided by the institution reveal that the College as a whole has gradually increased its full-time faculty number over the past few years and the percentages of student credit hours taught by full-time faculty are in line with state averages. One may be concerned about the large number of part-time faculty to full-time faculty (often 2 ½ to 3 times the number); however, this kind of ratio is not uncommon to community colleges.

Further, the College cites (in collaboration with State policies) that full-time faculty work 35 hours per week and have job responsibilities – instruction, curriculum development, advising, and participation in institutional governance and decision-making – which help ensure the quality and integrity of its academic programs.

The institution should demonstrate that it has adequate full-time faculty to support its teaching mission for the following programs – Business, EMS, and Medical Assisting.

Response

Chattahoochee Valley Community College has the number of full-time faculty members adequate to support the mission of the institution and to ensure quality and integrity in each of its academic programs.

As noted by the off-site team, three programs were identified to fall short of our threshold of having 60% of the credit hours taught by a full-time faculty member. The three programs are Emergency Medical Technology (EMS), Business (BUS), and Medical Assisting (MAT).

Emergency Medical Technology

Historically, the EMS program has been staffed with part-time instructors. The College has seen growth in the program and has responded by adding an EMT/Advanced option. In April, the College hired a full-time faculty member, [Mark Boisclair](#), to teach both EMT/Basic and EMT/Advanced options. He also serves as the Lead Faculty for EMS Program Coordination.

Business

The College had 1.5 FTE faculty members devoted to teaching Business courses resulting in only 35% of credit hours being taught by a full-time faculty member. This program has seen growth as demand grows for basic business skills and knowledge in areas such as accounting and economics. The College has hired a full-time instructor to teach Economics and general business courses. [Dr. Bethany Mullin](#) began fall semester. This additional faculty member will increase the percentage of credit hours taught by a full-time instructor in Business in support of the overall mission of the institution.

Medical Assisting Technology

[Ms. Shelly Holt](#) is the Lead Faculty for the MAT program and the only full time instructor. This is a small program that is in the early stages of development. The College currently uses two adjuncts to teach courses along with Ms. Holt. The program usually offers 6 courses a semester resulting in 21 credit hours. Of these, Ms. Holt teaches 4 courses or 12 hours. This results in her teaching 57% of the credit hours. This is slightly below the 60% benchmark that the College would like, but is within a reasonable range for this program.

Supporting Documentation

[Mark Boisclair folder \(Job Announcement, Application, Job Description, Letters of Appointment, Resume, Transcripts, Certifications, and Transcript Evaluation\)](#)

[Bethany Mullin folder \(Job Announcement, Application, Job Description, Resume, Transcripts and Transcript Evaluation\)](#)

[Shelly Holt folder \(Job Announcement, Application, Job Description, Letters of Appointment, Resume, Transcripts and Transcript Evaluation\)](#)

2.10 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. **(Student Support Services)**

Off-Site Committee Comments

The institution provides a wide range of student support programs, services, and activities for its students. Services include counseling, tutoring, learning labs, career development programs, academic advising, and disability services. Student activities include student government, choral groups, band, intercollegiate sports, special-interest clubs, and other similar program. Distance education students have access to programs, services, and activities through the institution's website, Blackboard, and social media outlets. They also have the option of using email to correspond with the office of student life.

No evidence was provided demonstrating how each of these programs is related to the mission of the institution, nor was there any documentation demonstrating how student needs are determined.

Response

Chattahoochee Valley Community College (CVCC) provides student support programs, services and activities consistent with its [mission](#), and that promote student learning and enhance the development of its students. CVCC's mission statement, relating to student services, can be divided into three main areas.

- **Providing accessible and affordable education**
- **Providing a student centered environment and support services that respect uniqueness and value diversity**
- **Supports partnerships advancing community, workforce development, and life-long learning**

Providing accessible and affordable education

As stated in the CVCC mission statement, CVCC “serves a diverse population through traditional classroom and distance-learning formats”. Access to student support programs, services, and activities is provided to all students, including distance learning students, through the College [website](#), [Blackboard](#), [social media](#) and e-mail by way of the Dean of Student Services Office.

FINANCIAL AID PROGRAMS

Student support programs provide assistance to students who need [aid](#) in order to attend college. The College offers four types of aid: grants, work opportunities, loans and scholarships. Application materials and further information on financial aid programs may be obtained from the Office of Financial Aid or from the Financial Aid section of the CVCC [website](#). Students must complete and mail the Free Application for Federal Student Aid (FAFSA) form or complete the application online at www.fafsa.gov. If a student is eligible to receive a grant, a loan or a college work-study job, he/she may receive the aid as long as he/she meets the [Standards for Satisfactory Academic Progress](#) applicable to all students and does not owe repayment on aid previously received. CVCC also offers a number of scholarships that cover in-state tuition. The College assists veterans and their dependents who may qualify for [VA](#) educational benefits.

Federal Programs

Pell Grant (Title IV Federal Financial Aid)

The primary source of student financial aid is Title IV Federal Financial Aid, also called the Pell Grant Program. Within one week after the student processes the online application, he/she receives a Student Aid Report from the Federal Government that indicates if he/she is eligible for a Pell Grant. If approved the student receives an award letter indicating the amount awarded.

Supplemental Education Opportunity Grant (SEOG)

This grant may be awarded to a student who, after receiving a Pell Grant, still has financial need. Awards are usually \$600 per academic year. The FAFSA form is used to determine eligibility. Preference is shown to students who meet the July 1st priority date.

College Work-Study

A student demonstrating need for financial assistance may be eligible for work-study. This is a part-time job, paid on an hourly basis, to help finance his/her education. The amount of funds a student may earn is limited to the financial need he/she demonstrates. The number of positions available is limited, so preference is shown to students who meet the July 1st priority date.

Federal Stafford Student Loans (Direct Loans)

Stafford Loans are provided through the Federal Direct Loan Program. There are three loan programs available.

Subsidized: A loan for which the Government pays the interest while the student is in college.

Unsubsidized: A loan for which the student is responsible for paying all the interest that accrues at any point in time.

Federal Plus Loans: An unsubsidized loan made to the parents of an undergraduate student.

Students must complete the FAFSA as well as an in-house Loan Information Sheet and undergo a one-on-one counseling session with a Financial Aid staff member. The student must also complete both the Loan Entrance Counseling and a Master Promissory Note online at www.studentloans.gov. All of these steps must be completed and confirmed before loan processing may begin.

Student receiving any type of loan must meet [Standards of Satisfactory Academic Progress](#).

Private Loans

A student may be eligible to receive a student loan through a private vendor. Students may visit the Financial Aid Office for additional information.

State Programs

Alabama Student Assistance Program (ASAP)

The Alabama Student Assistance Program assists exceptionally needy students. It consists of Federal and State Student Incentive Grant funds and funds appropriated by the Alabama Legislature. ASAP funds are gifts that do not have to be repaid. These funds usually total \$600 per year. Students must complete the FAFSA form to apply. Priority is given to students who receives Federal Pell Grants and who meet the July 1st priority date.

Scholarships

Presidential/Academic

High school students with a grade point average of 85 percent or better in all academic course work are eligible to apply. Scholarships are awarded annually.

Leadership

High school students with a grade point average of 80 percent or better in all academic course work and who have been active in the school and/or community functions are eligible to apply. Scholarships are awarded annually.

Ambassadors

Students who have a grade point average of 80 percent or better in all academic course work in high school and are active in school and/or community functions are eligible to apply. Final scholarship recipients are selected by an interview process.

Performing Arts

The College awards a number of scholarships in Music (vocal and instrumental). Applicants must contact the Office of Financial Aid or the Chairperson of the Humanities Division.

Career/Technical

High school students with a grade point average of 80 percent or better in all academic course work and who are interested in a career in an applied field of study are eligible to apply. Scholarships are awarded annually.

Athletic

Scholarships are awarded based on a recommendation of the coaches and/ or the Athletic Director. Athletic scholarships are awarded for men's baseball and basketball and women's fast pitch-softball and basketball.

Foundation

A limited number of scholarships are available from CVCC Foundation. They are awarded on a competitive basis, with financial need and grade point average being the primary considerations. Applicants must complete an application and be interviewed by the Foundation Scholarship Committee. The Foundation Scholarship Committee meets once each semester. Applications may be obtained from the Financial Aid Office.

Senior Adult

The Alabama State Board of Education has approved the waiver of tuition for Alabama residents age 60 and over who wish to enroll in college credit courses. This scholarship only applies to tuition. It does not apply to fees, books, or supplies. Certain conditions may apply.

Military Benefits

Veteran students and/or their dependents may qualify for VA educational benefits. Students must self-identify with the School Certifying Official (SCO) in the Financial Aid Office. Students receiving veteran's benefits submit all admission application requirements and official transcripts to the Admissions Office. A copy of the student's Certificate of Eligibility letter must be submitted to the SCO. Student enrollment must be [certified](#) by the SCO.

Other Forms of Financial Assistance

In addition to the listed scholarships, the College offers a number of full and partial scholarships available through various endowments, clubs, businesses and organizations. These scholarship awards are subject to availability of funds and are not to exceed one year. A list of scholarships can be found at the Office of Financial Aid.

Providing a student centered environment and support services that respect uniqueness and value diversity

STUDENT SUPPORT SERVICES

Student support services are designed to promote student academic achievement from the time of admission to graduation and/or transfer to a four year college. They also help students pursue their personal goals. These services help to “prepare students for transfer to senior colleges and universities, employment or career advancement.” They also help any students who may need “assistance in overcoming educational difficulties.” The College provides services to students through a variety of offices as listed in the [College Catalog and Student Handbook, Student Services](#).

Counseling, Advising and Testing

Counseling, advising and testing services are offered to all students. Counseling services have a primary focus on identifying personal issues and offering the appropriate referral to a community agency for follow-up. Advising services focus on students’ career planning and curriculum as well as advisement for students who wish to transfer to a four year college. Testing services are offered for placement, GED and industry certifications. In addition, tests may be proctored for the needs of campus as well as other schools. Special ADA testing services are offered as needed.

Learning Labs

To increase student learning, the institution provides learning lab services for English, mathematics and computer resources. English and math [tutoring](#) is also offered through the Student Development Office.

Disability Services

The institution supports students with disabilities in accordance with the guidelines of the [Americans with Disabilities Act](#) (ADA). Students with a documented disability who need assistance with admission, registration, orientation, or any other phase of college life must contact the Student ADA Coordinator.

Testing Services

Chattahoochee Valley Community College (CVCC) offers an [interest inventory](#) to help students examine their educational and vocational objectives. Interested students contact the Office of Counseling, Advising, and Testing.

STUDENT ACTIVITIES

[Student activities](#) are non-curricular activities that support the growth and development of CVCC students. The College provides a well-rounded array of student activities and events. These services help to ensure that “student success is fostered by providing a student-centered environment” and encompass student interest with a wide range of organizations that provide students with opportunities to combine classroom activities, job-related tasks and personal growth challenges.

These activities include student government, special-interest clubs, choral groups, band and intercollegiate sports including basketball, baseball and softball. Clubs and other organizations sponsor a variety of worthwhile cultural and intellectual assemblies open to students, faculty, staff and members of the community to enhance learning.

Student growth and progress is provided:

- Through programs that develop leadership skills and encourage students to assume roles of significant responsibility
- Through promotion of a learning environment in all student activities and services
- Through encouragement of students to exercise their freedom and judgment while respecting the needs of the campus community
- Through activities that promote service to others on and off campus
- Through activities and services that maximize the opportunities of students to understand themselves and to grow and develop to their fullest potential

Student Government Association (SGA)

The Student Government Association provides students the opportunity to be involved in leadership and decision-making. SGA is the acting governing body for students on campus and serves as a liaison to the administration.

Athletics

Chattahoochee Valley Community College (CVCC) does not discriminate on the basis of race, color, disability, sex, religion, creed, national origin or age in regard to athletics. CVCC athletics teaches teamwork and leadership through accountability. The College participates in varsity competition in men's baseball, women's softball, men's basketball and women's basketball.

Phi Theta Kappa

Phi Theta Kappa is the international honor society for students of two-year colleges. Phi Theta Kappa encourages leadership and academic excellence in students attending CVCC through its local chapter of Alpha Theta Rho.

Organizations, meetings, and events are advertised on the campus bulletin boards, CVCC website, college calendar, and on the campus activity screens. Students may form new organizations on campus with the [approval](#) of the Director of Student Development and the Dean of Student Services.

Supports partnerships advancing community, workforce development, and life-long learning

Career Development/Job Placement

Career development/job placement assistance services throughout the stages of a student's enrollment are offered through the Office of Counseling, Advising, and Testing. [Job announcements](#) are posted and [career fairs](#) scheduled to assist students in finding work.

WorkKeys

The WorkKeys system is designed to help students improve and document their workplace skills to ensure they are ready to succeed in their chosen fields. WorkKeys exams are typically offered [twice per month](#) on the CVCC campus in the Work Force Development Office area (first floor of the LRC) for non-students. CVCC students take the exam as part of their class when

enrolled in WKO 101. This class is required for all technical and applied associates' certificates/degrees with the exception of nursing.

Learning Resource Center (LRC)

The LRC offers students, staff, faculty and community patrons of the facilities guidance for pursuing individual interests and educational goals through a variety of resources and services. The LRC offers electronic books, periodicals, audio-visuals and printed books which are essential to student learning. Computer resources are provided in open labs throughout the Learning Resource Center.

Career Fair

The Annual Career Fair offers job opportunities and career exploration for students and the community.

ASSESSING STUDENT NEEDS

In order to ensure the College is meeting the needs of its students, evaluation tools such as the [Student Satisfaction Survey](#), [Graduating Student Survey](#), [Athletic Program Survey](#), [Library Survey](#), and several point of service surveys are utilized by the College. The surveys allow students to rate their satisfaction with student services such as counseling, advising, computer labs, tutoring labs, career assessment, and scholarship opportunities. In addition, students can provide comments about their experience with these areas. Comments provide helpful feedback in determining what services are needed as well as how to improve existing services. Unit Plans are completed each year as part of the IE process and include an assessment of student services (3.3.1.2). In addition to surveys, the Dean of Students holds one [meeting](#) per semester with students to allow them the opportunity to talk with her about any issues and make suggestions for improvement. These "Talks with the Dean provide feedback to the Dean that the College may not receive through surveys.

Supporting Documentation
CVCC Mission Statement
College Website – Distance Education Resources
Distance Education Resources – Blackboard
Distance Education Resources – Social Media
College Catalog and Student Handbook, Financial Aid – Pages 225-227
College Website – Financial Aid
College Catalog and Student Handbook, Grants, Loans, and Work Opportunities – Pages 34-35
College Catalog and Student Handbook, Scholarships – Pages 37-39
College Catalog and Student Handbook, Federal Stafford Student Loans – Page 36
College Catalog and Student Handbook, Student Services – Pages 43-49
Tutoring Schedule
Career Readiness Center Testing Schedule
Americans with Disability Act
Job Announcement Sample

<u>Career Fair Flyer – Spring 2013</u>
<u>Interest Inventory</u>
<u>College Catalog and Student Handbook, Student Development – Pages 227-229</u>
<u>College Catalog and Student Handbook, Student Development – Pages 227-228</u>
<u>Student Satisfaction Survey Spring 2013</u>
<u>Graduating Student Survey</u>
<u>Athletic Program Survey</u>
<u>Library Survey</u>
<u>Talks with the Dean</u>

2.11.1 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. **(Financial Resources)**

Off-Site Committee Comments

The institution demonstrates its financial stability but has not provided one of the financial statements required by this core requirement: a written institutional management letter for the most recent fiscal year prepared by an appropriate governmental auditing agency accompany the financial audit.

The institution provides audited financial statements for fiscal year ended September 30, 2012. The audited statements were prepared by the Department of Examiners of Public Accounts and held an unqualified opinion. Prior year financial data was obtained from audited financial statements for fiscal years 2009, 2010, and 2011 and the accompanying Management Discussion and Analysis (MDA) for all four years. A written Management Letter from the State Examiners is needed to satisfy core requirement 2.11.1.

The institution provided a statement of unrestricted net assets exclusive of plant in its trend analysis. The figures listed for FY 11 and FY12 do not match the audited financial statements.

Per the Institution:

2009	2010	2011	2012
8,945,755.84	8,566,311.65	7,016,328.57	6,863,432.18

Per the audited financial audits:

2009	2010	2011	2012
8,945,755.84	8,566,311.65	6,760,859.76	6,619,070.71

Unrestricted net assets declined \$2,326,685.13 over the past three years from \$8,945,755.84 in FY09 to \$6,619,070.71 in FY12 per the financial audits. The institution explains the decrease in

unrestricted net assets is a result of two planned campus construction projects totaling \$13,749,000.

Review of the audited financial statements reveals the following facts, supporting a sound financial base:

- Total net assets have increased yearly to \$18,070,193 in FY12 from \$17,091,722 in FY09.
- Unrestricted net assets, already reported net of plant, an exclusive of compensated absences at \$6.9 million at FY12 are adequate.
- The current ratio of the institution is adequate at 4.24 at fiscal year ended 2012, indicating \$4.24 in near-term assets for each \$1 in upcoming obligations.
- Revenues related to operations (operating and nonoperating) have been sufficient to meet operational expenses for all four years.
- Cash and cash equivalents appear strong at \$8 million in FY12; rising steadily from \$6.3 million in FY09.
- Cash flows related to operations have increased three of the last four years ending at \$921,156 in FY12, up from \$661,848 in FY09.

However, some trends of audited financial information may not be as indicative of financial stability:

- Unrestricted net assets, already reported net of plant, and exclusive of compensated absences has fallen from \$9.2 million in FY09 to \$6.9 million in FY12 signaling falling operational resources.
- The current ratio has declined annually from 12.10 in FY09 to 4.24 in FY12, defined as current assets divided by current liabilities (from audit).
- Management's Discussion and Analysis for 2011-12 states that "The College does anticipate the future to continue to present fiscal challenges. The 2011-12 academic year continues to see a decline in annual credit hours of five percent from the 2010-11 academic, a nine percent decrease from 2009-10."

Based on the above factors, the institution appears to possess an adequate financial base to support its mission and the scope of its programs and services. However, downward trends in audited financial statements, fluctuating enrollment, and reductions in state appropriations create concern over weakening financial stability over time.

The College is part of a publicly supported state-wide community college system under the direction and control of the State Board of Education through the Department of Postsecondary Education. State appropriations are paid from the State Trust Fund which is funded by tax collections. The MD&A discloses a sharp decline in state appropriations seen in FY 2010 year forward due to proration by the State. The State declared proration for fiscal years 2009, 2010, and 2011 for a total of 23.05% due to continued slow economic growth and declining tax collections. To help offset the decrease in appropriations the State Board of Education elected to increase tuition rates in both 2012 and 2013.

Increased tuition will help enable the institution to increase their operating and maintenance revenue. Also, the institution has added new programs to help increase enrollment.

The annual budget process is documented in detail with sufficient documentation per state and local policies and procedures. Sound fiscal procedures are defined by State Board Policy which states that each institution must operate within its means and maintain adequate operational reserves. The institution provided State approved budgets for fiscal years 2013, 2012, 2011, and 2010. The budget documents provided appear to provide evidence of a sound planning process. The budget process includes input from all levels. Sample budget worksheets are provided for both on-going departmental operations (Form A) and requests for new or on-going departmental planning incentives/objectives (Form B). Per the Campus Budgeting Procedures, Form B special projects/capital outlay requests are submitted to and prioritized by the Strategic Funding Committee and then on to the President's Cabinet for review. Approval is based upon funding availability and approved goals. Results of the 2012-2013 Form B strategic planning requests are included as documentation, as are the notes from the 2011-2012 planning board. The State Board of Education approved the 2012-2013 budget of the State Community College System as noted by the Memorandum from the System Interim Chancellor. Board minutes were not provided.

The institution should demonstrate a sound financial base and financial stability through the provision of all required financial statements and through a discussion of its perceived weakening financial position.

Response

The offsite committee stated the "institution appears to possess an adequate financial base to support its mission and the scope of its programs and services." However, the committee asked for additional information and discussion of "perceived weakening financial position" as well as a copy of the State Board of Education [minutes](#) approving the 2012-2013 budget.

The off-site committee requested a copy of a management letter from the 2011-12 audit. The Alabama Examiners of Public Accounts does not produce annually a separate written management letter. Any management review/discussions are provided in the audit itself [FY11-12 CVCC Audit, Exhibits 6-8](#).

The [updated Trend Analysis](#) demonstrates the College's financial stability. While the College's core financial ratios show a decline since FY07-08; they are currently at acceptable levels. The decline in these core financial ratios is a result of decreasing reserves due to the downturn in the economy resulting in lower enrollments, increased operational expenses to meet accreditation standards, and planned College facility projects.

Significant Budget Changes Since Fiscal Year 2007-08

Revenues

- A) The College faced a substantial loss in revenue during the recession due to a reduction in State funding (proration). Since FY07-08, the College has experienced a loss in State funding of 25 percent as described below:

Fiscal Year	State Appropriations	\$ Decrease Since FY2007-08	\$ Decrease Since FY2007-08
2007-08	\$7,131,706		
2008-09	*\$5,863,698	-\$1,268,008	-18%
2009-10	\$5,205,401	-\$1,926,305	-27%
2010-11	\$5,190,410	-\$1,941,296	-27%
2011-12	\$5,322,990	-\$1,808,716	-25%
2012-13	\$5,346,548	-\$1,785,158	-25%

*First Year of State Proration

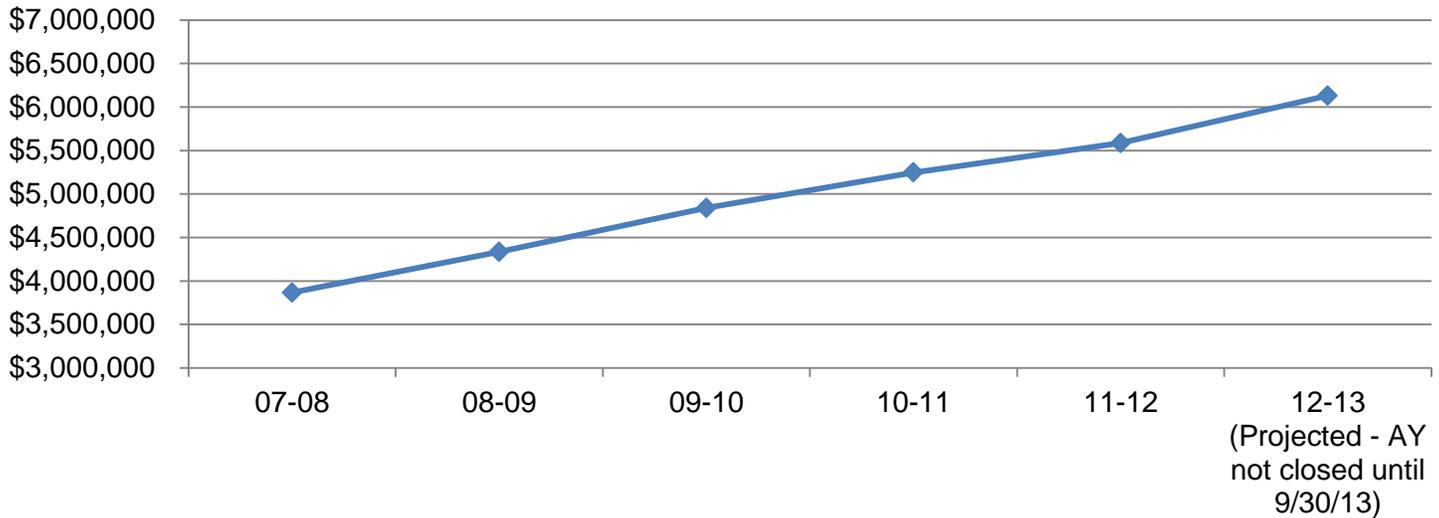
B) While the College experienced enrollment declines during the recession, tuition and fee revenue (due to tuition rate increases) increased significantly helping to offset the loss in State funding as shown below. In FY09-10, a new \$12 per credit hour student building fee was added to support the College's annual debt payment on the new Instructional and Performing Arts Center. Since 2011-12, the College has increased tuition \$2 per credit hour each fiscal year resulting in revenue growth (approximately \$85,000 per fiscal year at current enrollment). The total tuition and fee rate for FY13-14 will be \$142 per credit hour.

**Student Credit Hour Enrollment/
Tuition and Fee Revenue Collections
Summary**

Academic Year	Unduplicated Headcount	Credit Hour Enrollment	Tuition/Fee Rates	Total T/F Collected	\$ Diff
2007-08	2953	42,097	\$ 90	\$ 3,865,941	
2008-09	3065	46,203	\$ 90	\$ 4,334,886	\$468,945
2009-10	2740	44,079	\$ 112	\$ 4,839,641	\$504,755
2010-11	2527	42,298	\$ 117	\$ 5,247,199	\$407,558
2011-12	2504	39,640	\$ 138	\$ 5,586,146	\$338,947
2012-13	2576	42,589 a)	\$ 140	\$ 6,130,360	\$544,214
				\$ Inc Since FY 07-08	\$2,264,419

a) 8% Credit Hour Increase over (11-12)

Total Tuition and Fees Collected



- C) As shown in the College’s updated [trend analysis](#), the two other significant revenue source declines since FY07-08 were: (1) reduction in investment income of (\$359,462) due to the extremely low interest rates during this period, and (2) the expiration of grants (\$352,393) which have not been replaced with new sources of federal revenue.

Expenditures

- A) Operating - Total operating expenditures increased \$1,087,900 from FY07-08 to FY11-12 as illustrated in the [updated Trend Analysis](#). Instructional expenditures increased from the College’s hiring of five new full-time instructional faculty to support enrollment in allied health, business, math, industrial maintenance, and the public safety programs. Institutional support increased due to the hiring of a Dean of Institutional Advancement and Effectiveness and an IE staff person. The operations and maintenance function increased with the hiring of two full time maintenance staff along with increases in utilities with the opening of two new campus buildings and replacement of campus vehicles.
- B) Non-Operating - In FY08-09, CVCC began its first building projects in over 30 years [Summary of Major Campus Facilities Projects Completed](#). The three major construction projects (the Instructional and Performing Arts Center (IPAC), the Industry Training Center, and the athletic complex) were planned before the proration years. The proration years resulted in the use of those reserves, and also the inability of the College to add to reserves. Other than deferred maintenance needs, no major building projects are planned after FY12-13 when the athletic complex facility will be completed.

In addition, non-operating expenses increased \$301,433 from FY07-08 to FY11-12 due to an increase in annual bond interest payments. The College sold \$9 million in bonds in 2009 to help finance the IPAC, which added a total annual debt payment of approximately \$615,000 of which \$454,000 is paid from student fees and the remaining from \$161,000 from college non-operational revenue funds.

The loss of significant revenue sources, the increase in operational expenses, and the increase in expenditures from debt payment and planned facility projects from FY07-08 to FY11-12, were the significant factors in the change in CVCC's financial ratios: (1) liquidity ratio of 86 to .58; (2) current ratio from 8.73 to 4.14; (3) primary reserve ratio of .69 to .47; and (4) return on new assets ratio of 12.70 to .03.

Current and Projected Financial Position

As a result of State proration, other revenue reductions, and increased expenditures as described above, CVCC dipped into reserves for the first time in College history in FY10-11. Fortunately, the College had reserves built up for this type of economic downturn and campus operational support. The unplanned use of reserves to cover College deficits in the operational fund (Fund 1 – Unrestricted) and the annual debt service payment (Fund 6 – Plant Debt Service) occurred in FY10-11, FY11-12, and FY 12-13.

The remaining use of reserves in fiscal years 09-10, 10-11, 11-12 and 12-13 were for planned building/deferred maintenance projects which is the appropriate use of reserves. These deficits as a result of facility improvements are reflected in the blue highlighted area in the [CVCC: Summary of Fiscal Year Changes in Unrestricted Net Assets \(August 2013\)](#). The College has no planned or budgeted construction projects for FY13-14.

To strengthen and improve the financial stability of its Colleges, the Alabama Department of Postsecondary Education developed a new formula for allocation of State appropriations for the FY13-14. Using this formula, CVCC received an additional \$198,974 due to the increased enrollment in FY12-13. As indicated in the [CVCC: Summary of Fiscal Year Changes in Unrestricted Net Assets \(August 2013\)](#), the College believes it will be able to add to the operational reserve in FY14-15, but will continue to carry the ongoing debt service deficit. CVCC looks to increase total College reserves in FY15-16 and not have to rely on reserves in the debt service fund.

In addition to these projections, CVCC's 2012-13 credit hour enrollment has shown a positive trend from recent years. The College anticipates credit hours/student to remain constant and has potential enrollment growth in the upcoming fiscal years as the economy continues to improve.

The College will continue to actively and aggressively review costs and expenditures in all areas and will look for new grant opportunities to enhance the revenue stream.

Supporting Documentation
FY11-12 CVCC Audit, Exhibits 6-8
Trend Analysis
Summary of Major Campus Facilities Projects Completed
CVCC-Summary of Fiscal Year Changes in Unrestricted Net Assets (August 2013)
State Board Minutes Approved FY12-13 Budget

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Off-Site Committee Comments

The campus consists of 103 acres and 8 buildings of which 80 percent of the square footage is allocated to instruction and student use. Residential student housing is not provided on campus. The institution provides a comprehensive list of buildings yet its records do not fully document that physical resources are generally sufficient to supports its overall mission.

A campus map, current insurance coverage summaries, maintenance services, and internal building and equipment inventories all provide confirmation of facilities; however no photographic evidence is given in support of the facility conditions. Supporting documentation includes a campus master plan from 2006 projecting future classroom and space utilization needs, but lacks a sufficient analysis of adequacy. The institution has contracted with a professional firm for a new and updated master plan to be completed during the 2013-2014.

The 2006 master plan projected a 3 percent annual increase in enrollment over the next ten years, yet no analysis of campus facilities to enrollment and program needs - classroom space to student ratio, classroom utilization studies, or benchmarking with peer institutions - is given to strengthen its case for compliance.

A sample departmental program review was provided with references to current and future adequacy needs, but a campus-wide analysis for all departments was not provided. A student survey indicates satisfaction with most facilities and equipment, however, the survey did not fully address facility adequacy.

The institution opened a new instructional and performing arts building and retrofitted industrial technology center in 2011. In reference to the master plan, the Facilities Master Plan Explanation of Items, 2012-13, contains references to outdated buildings that are not meeting current needs. As cited, CVCC's Brassell Hall is in need of overall classroom and lab replacement, as well as major renovations due to structural problems. The explanation also states that all instructional classrooms are energy inefficient and the instructional labs and equipment for Biology, Chemistry, and Physics are inadequate, outdated and need to be replaced.

The College operates an admissions office at a military base to serve as a liaison for the main campus. The College also provides adult education at three off-site locations.

Response

CVCC has adequate physical resources, which are generally sufficient to support its overall mission of the institution and the scope of its programs and services.

In the past five years, CVCC has used its Campus Master Plan as a guide in making the campus more hospitable, efficient, functional, and safe. During this time, the campus initiated and completed over \$15.4 million in new construction and needed deferred maintenance projects [2008-2013 Summary of Major Campus Facilities Projects Completed](#). The major accomplishments were the completion of the 59,278 square foot Instructional and Performing Arts Center (IPAC), the extensive renovations to create a 8,770 square foot campus Industry Training Center (ITC), and the construction of the 3,183 square foot Athletic Complex that have

afforded CVCC students the opportunity to further their education in new state-of-the-art classrooms and labs and provide a quality and efficient baseball and softball playing arena.

The [2013-2018 Campus Facilities Master Plan](#) was completed July 2013. The Plan provides detailed and current photographic and assessment evidence to direct facility projects needed for deferred maintenance, capital improvements, and future growth and development. The July 2013 Plan added an in-depth deferred maintenance assessment for each campus building with projected costs. The President and other campus administrative leaders determine the forward movement of the Plan based on available funding and changing social and economic needs of CVCC.

A recap of enrollment and credit hours for the past six years is provided. Unduplicated headcount is approximately 2500 for the past three years.

Student Credit Hour Enrollment Summary

Academic Year	Unduplicated Headcount	Credit Hour Enrollment
2007-08	2953	42,097
2008-09	3065	46,203
2009-10	2740	44,079
2010-11	2527	42,298
2011-12	2504	39,640
2012-13	2576	42,589

The chart shows a 13% decrease in unduplicated student headcount from 2007-2008; however, CVCC shows a 1% increase in annual credit hours production. In the Plan, to assess instructional facility maintenance and development for the future, a review of current program facility needs was completed. A recap of the review is provided below.

Campus Space Assessment

Chattahoochee Valley Community College seeks to grow headcount enrollment at a modest and sustainable rate of an average of 3% annually over five years. The College experienced a declining enrollment trend that began in fall 2009 ([CVCC Fact Book 2007-12](#)). Fall 2012 saw an enrollment increase to 1742 headcount and ended AY 2012-13 with an 8.5% enrollment increase over the prior year. As part of an overall plan to grow enrollment, the College completed a comprehensive review of its facilities assuring space was adequate to support an increase in enrollment.

In 2008-09, CVCC began construction of a three-story, 60,000 square foot instructional and performance arts facility (IPAC) anticipating enrollment growth as a result of the Base Realignment and Closure (BRAC) at Ft. Benning. The building was completed in 2011. The College's space is generally prepared for enrollment growth; however, there are special needs in each of the College's divisions to stay current with technology and respond to growth.

The College has seven buildings used for instruction (Wallace, Brassell, Owen, Fine Arts, Key, Industry Training Center and the Instructional and Performing Arts Center). No division or program is restricted to a particular building; however, each division has a primary building used for classes with extra scheduling shifted into other buildings.

In a facilities use review, the College looked at enrollment from fall 2012 to see when and where classes were meeting and how often classrooms filled to capacity ([Classroom Utilization Chart](#)). As expected, there were popular scheduling times that showed classrooms at their maximum capacities but overall the facilities seemed to be adequate for the current enrollment numbers and generally can accommodate the projected growth.

This review looked at each division separately, their primary instructional building and their spill over building to determine if the facilities meet their instructional needs. A table was prepared for each division listing the courses taught within that division during fall 2012. The table lists the number of sections offered, the current space used and a projection of 3% growth per year over a five-year period using fall 2012 enrollment as the baseline. The tables do not identify the special use facilities, such as science labs, computer labs, clinical labs, technology center, tutoring center, or testing labs. These special use facilities are addressed as part of the narrative and discussion for each division.

Business and Information Technology

The classes for Business and Information Technology (BIT) are primarily scheduled in the Instructional and Performing Arts Center (IPAC) with additional classes meeting in Wallace and Fine Arts. A review of Table 1 below shows an acceptable percentage of occupancy of the classes scheduled during the review period. The table does not take into account the classrooms used for Art Appreciation courses, some of which routinely maximized the room's capacity.

Division of Business and Information Technology
Table 1 Projected 3% Growth

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
ACC	1	15%	15%	16%	16%	17%	17%
ART	6	65%	67%	69%	71%	73%	75%
BUS	12	54%	56%	58%	59%	61%	63%
CIS	18	53%	55%	57%	58%	60%	62%
ECO	4	51%	53%	55%	56%	58%	59%
MST	1	14%	14%	15%	15%	16%	16%
OAD	11	42%	43%	44%	46%	47%	48%
VCM	4	58%	60%	62%	64%	66%	68%

Source AS400, fall 2012

Discussion

A review of the Business and Information Technology division shows a capacity for growth in all areas. However, there will eventually be a need for two additional 35-seat computer labs (one to be used as an open lab for students and the other as a scheduled lab for instructors). Secondly, the division needs at least one large office set up for use by the number of adjunct faculty who support the division.

Division of Health Sciences

The Division of Health Sciences, led by Nursing, arguably gained the greatest benefit when the College occupied IPAC. Health Sciences primarily offers its courses on the third floor of the IPAC, though its HED and PED courses are held in Key Hall gymnasium. In review of Table 2, HED shows a need for additional space as it grows over the next five years. However, HED is offered in Key Hall and there are options in the building to accommodate a larger enrollment.

The second program that shows it has maximized its space is the Nursing Assistant program. This program meets primarily in the Medical Assistant lab and in order to use that facility, the enrollment will need to be maintained at a maximum number of students per course for the five-year projection.

**Division of Health Sciences
Table 2 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
HED	4	103%	106%	109%	112%	116%	120%
MAT	4	54%	56%	57%	58%	60%	62%
NAS	1	75%	77%	80%	82%	84%	87%
NUR	7	66%	68%	70%	72%	74%	76%
PED	6	10%	12%	14%	16%	18%	20%

Source AS400, fall 2012

Discussion

Health Sciences has the option to increase enrollment numbers for PN, RN and Mobility classes accepted each year. They will activate this growth plan in 2014 as long as clinical space is available to support the students in the program. The program will also investigate beginning evening course offerings. Of course, that option will also be dependent on clinical space. There will be a need for instructional support adding one full-time faculty. The division has space to accommodate the faculty and the larger classes.

Division of Humanities

The Humanities division offers classes in several campus buildings but its faculty and leadership are housed on the first floor of the IPAC. The IPAC is the primary instructional building for Humanities. Music courses are offered in the Fine Arts building and spill over courses usually are scheduled in Wallace Hall.

This division offers courses using many general-purpose classrooms. Some courses are in great demand and are limited both by the instructor’s ability to manage the enrollment size and by the size of the classroom itself. Examples include History, Psychology, Sociology, and Music courses. A review of Table 3 below indicates a need to look at the space used to offer some of the “survey” courses in the Humanities division. While the number of students wishing to register for these courses remains high, the College will need to balance enrollment growth with the quality of instruction offered in these courses. Table 3 does not show different modes of delivery for some of these classes (hybrid and online) the division employs to maximize the use of the space. The table also does not review the technology needed in each of the general-purpose classrooms to support instruction. These items are discussed below.

**Division of Humanities
Table 3 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
ENG	32	70%	72%	74%	77%	79%	81%
HIS	10	76%	79%	81%	84%	86%	89%
HUM	3	61%	63%	65%	67%	69%	71%
MUL	8	20%	22%	24%	26%	28%	30%
MUS	9	68%	70%	72%	74%	76%	78%

POL	1	31%	32%	33%	34%	35%	36%
PSY	10	86%	88%	91%	94%	97%	100%
RDG	7	61%	63%	65%	67%	69%	71%
SPA	1	71%	74%	76%	78%	80%	83%
SOC	2	89%	92%	95%	98%	101%	104%
SPH	7	73%	75%	78%	80%	82%	85%
Source AS400, fall 2012							

Discussion

Over the next five-years, the division anticipates adding a full-time Sociology faculty and another full-time English faculty to support its growth. The division also anticipates the need for another general-purpose smart classroom with 35 seats to support its growth.

Division of Math and Science

The Math and Science Division primarily hosts its instruction in Brassell Hall. This division offers courses primarily in four areas but the number of total sections offered is 66. Most of the sections offered are in Math and about half of those are in developmental (pre-college) Math.

While Table 4 shows the division is accommodating its numbers with the current facilities, there are issues not identified below. One example is with the Biology labs. These labs maximize the use of the limited 30 seats. Secondly, with the number of developmental Math courses being taught, the College wants to be sure to approach these students in a manner to maximize their opportunity for success. Special facility needs are in order. Finally, technology upgrades are needed in the general-purpose classrooms supporting instruction in Math and Science.

**Division of Math and Science
Table 4 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
BIO	18	60%	62%	64%	66%	68%	70%
CHM	3	20%	20%	21%	22%	23%	24%
MTH	43	57%	59%	60%	62%	64%	66%
PHS	2	15%	15%	16%	16%	17%	18%
Source AS400, fall 2012							

Discussion

The Math and Science division is a very active division providing general education support for Health Sciences, Public Safety, and the General Studies curriculum. The College has identified developmental Math as an area for transformation through its Quality Enhancement Program (QEP). To support this effort, the College will add one full-time Math faculty right away and consider a second Math faculty member within the next five years. The College will also convert a general-purpose classroom into a computer lab for Computer Assisted Instruction supporting developmental Math course offerings. In addition, the College will renovate an area in Owen Hall to support a Tutoring Center and hire a Coordinator to manage the tutoring program. Next, the division will need upgrades to its general-purpose classrooms to take advantage of the technology the College has embraced. Finally, the division has identified a need for another full-time Biology faculty member to support the eventual expansion of the Nursing and Medical Assisting programs.

Department of Public Safety

The Department of Public Safety's primary instructional facility is Key Hall but it utilizes Brassell and Wallace Hall as well. It is an area the College has projected significant growth both in non-credit training and for credit instruction. The department consists of four instructional areas, three of which show steady growth. Only the Homeland Security area is showing signs of declining enrollment. Partnerships with local, state and regional agencies will increase demand for training services. In addition, a concerted effort has been made to partner with soldiers at Ft. Benning looking to enhance their skills or those exiting the military wishing to start a new career. It is anticipated that the non-credit training participants will eventually move to for-credit instruction as first responders seek degrees in route to career advancement.

A review of Table 5 below shows only one area (EMS) that has maximized the use of its space. While EMS continues to grow, its space is limited. The space being used is ideal for this program as it allows for self-contained access for the students and instructors. Additional space of this type or creative scheduling is needed for future growth of this program.

**Department of Public Safety
Table 5 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
CRJ	8	46%	47%	48%	49%	50%	51%
EMS	8	87%	89%	92%	95%	98%	101%
FSC	4	25%	26%	27%	27%	28%	29%
HLS	1	31%	32%	33%	34%	35%	36%

Source AS400, fall 2012

Discussion

Facility planning includes providing the Public Safety department with its own specialized building or facility. There will be a need for space to accommodate a fire truck, ambulance and all of the support equipment for both. The division identifies training opportunities in all areas and need facilities to support that training. Examples may include a set up for a mock 911-dispatch center, a mock Emergency Operations Center, and a hazardous materials response center. Other needs to support the programs are a possible burn tower and a physical agility course. Classrooms and offices will need to be a part of this facility. As the department grows, there will also be a need to hire additional full-time faculty to support Criminal Justice, Emergency Medicine, and Fire Science. The Homeland Security program remains under review.

Workforce and Technical Education

The department of Applied Technology and Work Keys (WKO) testing are reviewed under Workforce and Technical Education. The applied technology area is the College's newest venture into the applied science area. The programs are being offered and will undergo a full post-implementation review within the next few years. Courses are primarily offered in the Industry Training Center (ITC), which is a renovated and remodeled building that once served as the College's maintenance facility. Table 6 indicates the programs have room to grow in the ITC. The WKO offerings are in a 24-seat computer lab in Owen Hall and it also shows it can accommodate some additional growth.

**Division of Workforce and Technical Education
Table 6 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
ACR	2	40%	42%	43%	44%	45%	46%
ADM	2	44%	45%	47%	50%	51%	52%
BUC/REN	2	50%	52%	53%	55%	56%	58%
INT	2	28%	29%	30%	31%	32%	32%
WKO	4	65%	67%	68%	71%	73%	75%
Source AS400, fall 2012							

Discussion

While the facilities supporting Workforce and Technical Education offerings are projected to be adequate for the next five years, the division does have identified needs including a larger general-purpose smart classroom to accommodate 35 or more seats for general lecture, which occurs prior to hands-on activities.

Division of Student Services

The Division of Student Services manages the College's Orientation course offerings. In a move to impact student success and retention, to increase student use of technology, and to provide consistent information to new students, the College assigned its Orientation program to Student Services. These courses are taught by full-time faculty, part-time faculty, and full-time staff and are offered in all campus buildings. All Orientation instructors go through training to assure a common and consistent instructional product is delivered to all students. Instructors add their own personality and teaching style to engage students.

While Table 7 does not reveal needs for the Student Services Division, there is a general need for technology in classrooms. Part of the focus of the Orientation courses is on using technology to enhance course and college experiences for students. The division has discovered a number of campus locations that will require technology upgrades over the next few years.

**Division of Student Services
Table 7 Projected 3% Growth**

Program	# of Sections	Space Use %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %
ORI	13	38%	40%	41%	42%	43%	44%
Source AS400, fall 2012							

Discussion

The Student Services division has discovered a need for all general-purpose classrooms to be technology ready with internet, desktop with enhanced monitor, projector and white boards. Orientation courses will continue to be offered in available classrooms in all buildings on campus and general upgrades in classroom technology will assist to prepare students for success at CVCC.

Summary

The College offers instruction in seven of its nine structures/buildings and its facilities can accommodate the current course offerings. Updated and larger science labs, computer labs, and supportive technology in general purpose classrooms are needed as well as a stand-alone

tutoring center or a computer-assisted instruction classroom. These areas, along with spaces for additional faculty, will be a primary focus for the College over the next five years. The College may have the opportunity to acquire additional instructional facilities adjacent to its campus when these spaces are vacated by its current occupant, a satellite campus of a four-year institution.

Student and Employee Facility Surveys

The College conducts a [Student Satisfaction Survey](#) and an [Employee Evaluation of College and Services](#) each spring semester that includes several questions relating to the adequacy of facilities. The tables below show satisfaction rates relating to the adequacy of facilities.

An analysis of the results of these surveys indicates that the majority of students and employees indicate the College’s physical facilities are adequate to meet needs.

Student Satisfaction Survey SP2013	
Q1. Classroom Space is Adequate	96%
Q9. Computer Labs are Adequate for Assigned Tasks	95%
Q10. Science Labs are Adequate for Assigned Tasks	93%
Q11. Classroom Facilities of the College are Adequate	96%
Q16. Athletic Facilities are Adequate	92%

*Note, “Don’t Know” responses have been removed

Employee Evaluation of College and Services SP2013	
Q17.D. The Instructional Equipment in Classrooms is Adequate for Instruction	84%
Q17.E. The Instructional Equipment in Labs/Shops is Adequate for Instruction	72%

*Note, “No Opinion” responses have been removed.

Additionally, the College conducted the [Facilities and Services Survey](#) in December 2012. Faculty and Staff were asked to rank their satisfaction with facilities in a variety of areas. Areas receiving the highest ranking of satisfaction: General Appearance, Library, Parking, Athletic Fields, and Information Technology. Areas receiving the lowest satisfaction were related to science equipment and student social areas. Students taking the [Graduating Student Survey](#) indicated 96% were satisfied with the quality of classroom facilities.

Analysis of Campus Facilities

Current facilities meet program and space requirements. The summary listed below describes the current condition of CVCC’s buildings and the future plans for renovations to continue to meet overall program instructional needs:

Academic Buildings: The academic buildings are ranked according to the need for renovations and to meet program instructional requirements:

	Condition	Constructed	Meets Program and Space Requirements	Improvements Being Planned	Within Five Year Cap. Program	Beyond Five Year Cap. Program
Brassell	Fair	1978	Generally Sufficient	Priority #1 Building Project	X	
Owen	Good	1980	Satisfactory	Scheduled Deferred Maintenance	X	
Fine Arts	Good	1985	Satisfactory	Scheduled Deferred Maintenance	X	
Key	Good	1989	Satisfactory	Scheduled Deferred Maintenance	X	
IPAC	Excellent	2011	Exceptional		X	
ITC	Excellent	2011	Exceptional		X	

Non-Academic Support Buildings: The administrative, staff, and student support facilities are also ranked according to their needs for renovations and to meet functional requirements:

	Condition	Constructed	Meets Program and Space Requirements	Improvements Being Planned	Within Five Year Cap. Program	Beyond Five Year Cap. Program
Wallace	Fair	1975	Generally Sufficient	Priority #2 Building Project	X	
Wilson	Good	1975	Generally Sufficient	Priority #3 Building Project		X
Athletic Complex	Excellent	2013	Exceptional			

Scheduled Deferred Maintenance

The [Campus Facilities Master Plan, pages 19-100](#), details the history of each CVCC building and its current deferred maintenance needs. Overall, campus deferred maintenance for all buildings, [Plan, page 101](#), is estimated to total \$1,599,079. However, the actual planned deferred maintenance improvements are [Deferred Maintenance 2013-2019 \(less Bldg. Construction Priorities\)](#). This deferred maintenance funding budget only includes the building needs for Owen, Fine Arts, and Key Hall at a total estimated budget of \$731,963. The deferred maintenance needs for the other campus buildings, Brassell, Wallace, and Wilson, are prioritized below as major renovation campus projects. Campus deferred maintenance projects are funded from College facility renewal fee collections which currently averages annually \$350,000.

Planned Capital New Development and Improvement Priorities

The Campus Facilities Master Plan, [pages 19-100](#), and pages [109-114](#), detail the deferred maintenance and overall renovation needs for Brassell, Wallace and Wilson Halls and two new

construction/renovation projects. The total estimated budget for the above priority projects range from a total of \$9,300,000 to \$15,000,000. The start of construction for each project is contingent upon available College funding.

The offsite committee communicated the need to document if Brassell Hall generally meets needs. Language describing building conditions can vary from different reports depending on the audience addressing the conditions. The [2012-13 ACHE Facilities Master Plan – Explanation of Items](#) was written to justify and support new capital state funding requests; thus, the reasoning for the language “inadequate, outdated and needs to be replaced”. However, Brassell Hall is “sufficient” for instructional space requirements but is the number one priority for campus in new development and improvements for the renovation and upgrade of math and science instructional space, which is currently housed in this building. The building is in fair condition as shown in [Plan, pages 40-48](#). Brassell is structurally sound in its present condition, which was confirmed in a [geotechnical investigation](#) by contract engineers and architects. The architects’ recommendation communicated in the analysis report: “The building can continue in its current usage in its current configuration. Minor renovations may be undertaken as program needs may warrant. However, we do not recommend a major renovation be undertaken on Brassell Hall unless extensive structural repair is part of the scope of work.”

Supporting Documentation
Summary of Major Campus Facilities Projects Completed
Campus Facilities Master Plan
CVCC Fact Book 2007-12
Classroom Utilization Chart
Student Satisfaction Survey SP2013
Employee Evaluation of College and Services
Facilities and Services Survey
Graduating Student Survey
Mission Statement
Campus Facilities Master Plan, pages 19-100
Campus Facilities Master Plan, page 101
Deferred Maintenance 2013-2019 (less Bldg. Construction Priorities)
Campus Facilities Master Plan, pages 109-114
2012-13 ACHE Facilities Master Plan – Explanation of Items
Campus Facilities Master Plan, pages 40-48
April 2013 Structural Analysis of Various Campus Bldgs-PH&J

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Off-Site Committee Comments

There are policies which assure members of the governing board can be dismissed only for appropriate reasons and by a fair process.

Board members are subject to Section 16.3.4 of the Code of Alabama that states:

“The Governor may remove any appointive member of the board for immorality, misconduct in office, incompetency or willful neglect of duty, giving to him a copy of the charges against him and, upon not less than 10 days’ notice, an opportunity of being heard publicly in person or by counsel in his own defense. If any member shall be removed, the Governor shall file in the office of the Secretary of State a complete statement of all charges against such member of his findings thereon, together with a complete record of the proceedings.”

Code of Alabama Section 36.11.1 addresses impeachment of elected officials on statutory causes, including alcohol and drug abuse, corruption in office, willful neglect of duty, incompetency, and any offense involving moral turpitude while in office or committed in connection therewith. The institution never noted whether any Board member(s) have been dismissed in accordance with these policies.

Response

During the process of completing the Compliance report, an attempt was made to determine if any State Board of Education member had been dismissed or impeached under [Code of Alabama Section 36.11.1](#). After phone calls to the Department of Postsecondary Education and Internet searches, it was determined there is no evidence to indicate any Alabama State Board of Education member has ever been dismissed or impeached using these procedures.

Supporting Documentation

[Code of Alabama Section 36.11.1](#)

3.2.14 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. **(Intellectual property rights)**

Off-Site Committee Comments

Chattahoochee Valley Community College follows State Board Policy 321.1 with respect to the ownership, compensation, copyright, and use of intellectual property. Though the State Board Policy only applies to faculty and staff, the institution has extended the policy to students. Given that the policy is published in the faculty Policy and Procedures Handbook it is unclear how the students are well informed regarding the policy as it applies to student developed intellectual property.

Response

In order to make sure students are well informed of intellectual property rights, a [Policy Change Suggestion Form](#) was submitted to Cabinet to address intellectual property rights of students in addition to faculty and staff. [Cabinet approved](#) the new policy based on [State Board Policy 321.01](#) regarding copyright and ownership of student intellectual property. CVCC acknowledges the State Board policy was primarily focused toward faculty and staff. The new student [Intellectual Property Rights](#) policy statement was placed in the [2013-14 Catalog and Student Handbook](#), which is available in both hardcopy and via CVCC’s website. This statement is in addition to the State Board policy and corresponding [guidelines](#) and the [Faculty Policy and Procedure Handbook](#).

Supporting Documentation
State Board Policy 321.01
Intellectual Property Rights
Catalog and Student Handbook, 2013-2014 edition pg. 236-237
State Board Guidelines for 321.01
Faculty Policy and Procedure Handbook 3.4.3, pages 13-14
Policy Change Suggestion Form
Cabinet E-mail

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Off-Site Committee Comments

The institution provides a clear State-mandated approval process for each educational program awarding academic credit. In particular, changes to existing curricula (course modifications or new course proposals) and recommendations for new programs must be channeled to and first approved by their Curriculum Council (consisting largely of College faculty) and then the President’s Cabinet. If necessary, any new courses or programs must then be approved by the State Board of Education and/or the Alabama Commission on Higher Education, depending on the proposed change.

While the institution provides minutes of one President’s Cabinet meeting indicating generally some proposals coming from the Curriculum Committee, there is no actual clear trail of minutes showing that some specific aspect of the College curriculum is being recommended for change by first the Curriculum Committee and then the President’s Cabinet, and if necessary to the State Boards for action.

The institution should demonstrate that the policy in place for approving academic programs for which academic credit is awarded is followed in practice.

Response

Chattahoochee Valley Community College (CVCC) follows a prescribed process for curriculum development, review and approval as described in the [Faculty Handbook section 4.3](#). The off-site team suggested the College demonstrate more specifically how the policy in place is followed in practice.

The College offers five timeframe examples ([BIT1](#), [BIT2](#), [Orientation](#), [Catalog Wording Changes](#), [Developmental Courses](#)) as evidence of the process for curriculum development, review, and approval. As noted, curriculum revision ideas emanate from various locales on campus such as department meetings, standing committee meetings, chair council meetings, etc. Each curriculum revision idea is routed through the department Chair, through the Curriculum Committee and ultimately to Cabinet for final approval. Per [State Board policy 702.01](#), the Chancellor and the State Board must approve new academic programs.

Supporting Documentation
Faculty Handbook section 4.3
State Board Policy 702.01
Example 1 – five documents: BIT Division Minutes , Approval Form-OAD101 , Approval Form-BUS248 , Curriculum Committee Minutes , Cabinet Meeting Minutes
Example 2 – six documents: Approval Form-Comp. Prog. , Approval Form-WKO101 , Approval Form-Critical Reading , Approval Form-West. Civ. , Cabinet Meeting Minutes , Curriculum Committee Minutes
Example 3 – three documents: Curriculum Committee Minutes , Chair Council Minutes , Cabinet Meeting Minutes
Example 4 – seven documents: Approval Form-Area II Req. , Approval Form – Student Registration , Approval Form-Developmental Studies , Cabinet Meeting Minutes , Student Success Committee

[Minutes](#), [Chair Council Minutes](#), [Curriculum Committee Minutes](#)

[Example 5](#) – three documents: [Student Success Committee Minutes](#), [Curriculum Committee Minutes](#), [Cabinet Meeting Minutes](#)

3.4.11 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. **(Academic program coordination)**

Off-Site Committee Comments

The Compliance Certification does not list program coordinators for several areas. Those not listing coordinators include: emergency medical services, fire science, and homeland security. It is said that these positions will be appointed in spring of 2013. It is also unclear if the general education component of the applied science degree requires program coordination.

Response

Chattahoochee Valley Community College assigns program coordination, curriculum development and review responsibility for each degree program. As noted by the off-site team, the College had three (Fire Science, Homeland Security, and EMS) programs without an identified Lead Faculty. Job searches to fill vacancies were completed Spring 2013 resulting in the employment of individuals assigned to the identified programs.

Fire Science and Homeland Security

Because of the retirement of a Public Safety Program Director in December of 2012, the areas of Fire Science and Homeland Security were left without a designated Lead Faculty member for a short period of time. [Mr. Kenny Harrison](#) was hired by the College March 13, 2013. He serves as the Program Director for Public Safety and as Lead Faculty for both Homeland Security and Fire Science.

Emergency Medical Services

The College attempted to fill a full-time of EMS Instructor position beginning in the fall of 2012. After extending the search on two occasions and without getting an adequate pool of candidates, the search was terminated without being filled. The College then hired adjunct instructor, [Mark Boisclair](#), on a temporary appointment to fill the role as a full-time faculty and Lead Faculty for EMS. Mr. Boisclair was hired in the Spring of 2013 and joined the College on March 21, 2013. This position will be advertised again this fall.

The off-site team also wanted clarity whether the general education component of the applied science degree required special program coordination. The College has in place Lead Faculty responsible for the review of General Education competencies. There is no distinction between General Education competencies within the AA/AS degrees and the AAS degrees.

English	Andy Scales, Humanities and Fine Arts Div. Chr.
Math	Earl Cook, Math Science Div. Chr.
Science	Earl Cook, Math Science Div. Chr. and Susan McCollum, Biology instructor
Speech	Andy Scales, Div. Chr. and Michelle Lewis, Speech Instructor
Computer Skills	Debra Plotts, BIT Div. Char.

Supporting Documentation

[Kenny Harrison folder \(Job Descriptions for Director and Faculty roles, Lead Faculty Memo, Transcripts, Transcript evaluation and Resume\)](#)

[Mark Boisclair folder \(Job Description, Lead Faculty Memo, Transcripts, Transcript Evaluation and Resume\)](#)

3.7.1 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 *Commission guidelines "Faculty Credentials."*)(**Faculty competence**)

Off-Site Committee Comments

The College employs faculty in accordance with State Board policy. There are three classifications of faculty qualifications—A, B, or C. Class A faculty must possess a minimum of a master's degree, since they teach classes leading to transfer at the baccalaureate level. Class B and C faculty teach classes not leading to transfer, and may possess qualifications less than the master's level of education in a given field (although many do have a master's degree or sufficient graduate hours in a given discipline).

Most faculty have adequate qualifications; however, there are nine faculty whose degree, coursework, and/or experiences did not seem to connect to the courses being taught. The College should provide additional evidence for those faculty demonstrating that they are qualified to accomplish the mission and goals of the institution. Exceptions are listed in the Faculty Exceptions Worksheet.

Response

Chattahoochee Valley Community College employs competent faculty members qualified to accomplish the mission and goals of the institution. The off-site committee identified nine faculty members where questions existed in reference to their credentials. Of those nine faculty members, the College wishes to offer additional evidence on four (Chadwick Springer, Clint Langley, Bianke Wagnon, and Pamela Ray) to demonstrate they are qualified to teach in the identified areas. The others listed (Susan McCollum, Cynthia Tarver, Mary Simonton, Nancy Davis, and Danielle Hudson) fall into one of two categories, a.) No longer work for the College or b.) No longer teach in the area in question.

Demonstrated qualifications

[Chadwick Springer](#) is an adjunct instructor credentialed and well qualified to teach Office Administration Courses and a Computer Information Science course (CIS149). These courses are in terminal degrees and do not transfer. The College inadvertently omitted his credentials in the Compliance Report. Mr. Springer holds a Master's Degree in Business and Marketing Education and has earned the IC3 Certification. The College believes he has the necessary credentials and experience to teach these courses.

[Clint Langley](#) is a full-time instructor credentialed and well qualified to teach applied technology courses with these prefixes: ADM, INT, AUT, REN, and BUC. These technical courses are in a terminal degree and non-transferrable. Mr. Langley holds a Bachelor of Science in Career Technical Education/Agri-Science Education and a Master's degree in Education (Agri-Science)

with a focus on Career Technical education. In addition Mr. Langley has over fifteen years of experience working in industry dealing with a variety of industrial related jobs.

[Bianke Wagnon](#) is a full-time instructor holding the credentials to teach Chemistry and Physical Science. The course questioned by the off-site team for Ms. Wagnon is Physical Science II. Physical Science II (PHS112) has the following course descriptions as found in the College Catalog and the [Common Course Directory](#):

Course Description

Physical Science II (PHS112) – This course provides the non-technical student with an introduction to the basic principle of chemistry and physics. Laboratory is required.

The College has reviewed the credentials of Ms. Wagnon, the course description, and the common syllabus for the PHYS112 course. Ms. Wagnon holds a Master's degree in Chemistry with 27 graduate semester hours in field. We contend these credentials provide adequate evidence to support keeping the teaching assignment for Physical Science II. The Physical Science II course by description is an introduction to basic chemistry and physics and Ms. Wagnon is well qualified to teach this subject.

[Pamela Ray](#) is an adjunct instructor teaching Biology and Physical Science. She holds a Master's degree in Educational Leadership and has earned 18 graduate semester hours in Biology. She recently updated her credentials earning 18 graduate semester hours in Chemistry. The off-site team questioned Ms. Ray's credentials to teach Physical Science II. In review of Ms. Ray's credentials, the course description above, and a common syllabus for Physical Science II, the College contends Ms. Ray is qualified to teach this introductory science course for non-science majors. Ms. Ray is well qualified to teach the PHS112, Physical Science II course.

No longer teaching in the areas of question

Susan McCollum is full-time Biology instructor. The course in question was a Health Education special topics course with the topic being Nutrition. This course has been periodically offered as an elective. The College agrees Ms. McCollum's credentials to teach this course is questionable as it is currently listed; therefore she has been [notified](#) that she will no longer be scheduled to teach this course. At the point where the course may be offered again, the College will secure an adjunct instructor who is credentialed specifically in nutrition to teach the course.

No longer with the College

Cynthia Tarver is a former adjunct instructor. Division Chair has been [notified](#) that Ms. Tarver will no longer teach for CVCC.

Mary Simonton is a former full-time instructor and program director who retired in December 2012. She was replaced by a full-time instructor and program director, Mr. Kenny Harrison, who will lead the public safety department and teach courses in Fire Science and Homeland Security.

Nancy Davis is a former adjunct instructor who taught Medical Terminology. Division Chair has been [notified](#) that Ms. Davis will no longer teach for CVCC. The course is now taught by Ms. Shelly Holt, a full-time faculty member.

Danielle Hudson is a former adjunct instructor who taught Biology and Physical Science. The Physical Science credentials were in question. Division Chair has been [notified](#) that Ms. Hudson will not teach for CVCC in the future.

Supporting Documentation

[Springer folder \(Application, Resume, Transcript and Transcript Evaluation\)](#)

[Langley folder \(Job Announcement, Application, Resume, Job Description, Transcripts and Transcript Evaluation\)](#)

[Wagnon folder \(PHS112 Syllabus, Application, Resume, Job Description, Transcripts and Transcript Evaluation\)](#)

[Common Course Directory](#)

[Ray folder \(PHS112 Syllabus, Application, Resume, Transcripts and Transcript Evaluation\)](#)

[McCollum Letter](#)

[Tarver Letter](#)

[Davis Letter](#)

[Hudson Letter](#)

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Off-Site Committee Comments

The institution must, according to State Board policy, provide adequate leave time for professional development activities. These activities may include (but are not limited to) workshops, seminars, conferences, courses, etc. Examples are provided of the types of national, regional, or state conferences that may have been attended by its faculty. Further, one local Fall conference agenda was provided as well as a single professional development plan as evidence of compliance (the latter of which indicated what one faculty member did to fulfill her professional development responsibilities). However, there is no evidence provided as to who attended those workshops and there is no sense as to how widespread actual participation there is at the college with faculty development activities.

The institution should demonstrate that it provides ongoing development for its faculty.

Response

Chattahoochee Valley Community College (CVCC) provides the opportunity for ongoing faculty development activities on campus as well as at state and national conferences. The off-site committee requested additional evidence of widespread participation in those professional development activities. A [2012-13 spreadsheet](#) of all full-time faculty and some adjuncts, sorted by academic divisions at the College, is presented as evidence of ongoing professional development of faculty. Adjuncts are also provided opportunities to attend professional development during campus wide meetings and [special training sessions](#).

Supporting Documentation
2012-13 Faculty Professional Development Spreadsheet
2012-13 Participants in Technology Training

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Off-Site Committee Comments

The institution publishes the policy for academic freedom in the Faculty Policy and Procedure Handbook and provides a grievance procedure for students in the Student Handbook. The institution does not provide evidence for safeguarding and protecting academic freedom for faculty. Further, they do not report if there is a history of recorded complaints and/or grievances from faculty or students.

Response

The College encourages, supports, and safeguards academic freedom for all faculty and students. The educational process is free from restraints and penalties that would restrict responsible academic endeavors. To uphold these principles, the College follows the [Alabama State Board of Education \(SBE\) policy 719.01](#), which in part, states:

The Alabama Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism.

The College also follows local policy statement governing Academic Freedom located on page 12 in the [Faculty Handbook Section 3.4.1](#). In addition to the formal Academic Freedom policies, the College further safeguards these freedoms through employee Grievance policies and procedures for faculty who may feel these rights have been infringed upon. The College abides by the [SBE policy](#), [College policy](#), and [College Human Resource Manual](#) procedures governing employee grievance rights and processes.

Grievance records are currently housed in the office of Human Resources. According to the HR Director and longtime employees, no instructor has registered a formal complaint of Academic Freedom infringement in the last 10 years. Therefore, the College believes the State Board Policies, College Policies and Procedures, and Faculty Handbook adequately define and protect academic freedom for faculty and students at CVCC.

Supporting Documentation
State Board Policy 719.01
Faculty Handbook Section 3.4.1
State Board Policy 620.01
CVCC Policy and Procedure 620.01
CVCC Policy and Procedure 625.01 (College Human Resource Manual)

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Off-Site Committee Comments

The institution provides a limited narrative to demonstrate a recent history of financial stability.

Though the institution has included the last four years of audited financial statements, it does not explain its fluctuations in financial trends and its recent unstable economic environment.

Recent financial instability is evidenced by declining credit hours, decreasing core financial ratios, and reduced state appropriations. The liquidity reserve ratio, current ratio, primary reserve ratio, net income ratio, return on net assets ratio, and viability ratio reported have all declined from FY08 to FY11. All ratios but the current ratio and return to net assets ratio do show a small upturn for FY12. An analysis of the various ratios may help clarify the financial environment of the institution. Other factors affecting financial stability are not discussed such as enrollment, FTE, and unduplicated headcount.

The institution provides audited financial statements for fiscal year ended September 30, 2012.

The audited statements were prepared by the Department of Examiners of Public Accounts and held an unqualified opinion. Prior year financial data was obtained from audited financial statements for fiscal years 2009, 2010, and 2011 and the accompanying Management Discussion and Analysis (MDA) for all four years.

The College is part of a publicly supported state community college system. As such, it receives state appropriations. The MD&A discloses a sharp decline in state appropriations as the State declared proration for fiscal years 2009, 2010, and 2011 for a total of 23.05% due to continued slow economic growth and declining tax collections. To help offset the decrease in appropriations the State Board of Education elected to increase tuition rates in both 2012 and 2013. The Compliance Certification does not discuss if the increase in tuition rates is enough to offset the decrease in state appropriations or will the college continue to apply its unrestricted assets toward the appropriations shortfalls noted in the FY12 MD&A.

Unrestricted net assets have declined \$2,326,685.13 from \$8,945,755.84 in FY09 to \$6,619,070.71 in FY12 per the financial audits. The institution explains the decrease in unrestricted net assets is a result of two planned campus construction projects totaling \$13,749,000.

The institution should show that its recent financial history demonstrates financial stability.

Response

The offsite committee asked for additional information to demonstrate Chattahoochee Valley Community College's recent financial stability including discussions on tuition increases, enrollment, and State appropriations. While the College has seen stress in the past with the downturn in the economy, four consecutive semesters of enrollment growth and recent additional funding from the State have helped to improve the financial stability of the College.

In FY2008-09, as CVCC began its first building projects in over 30 years, the great recession hit and Alabama began a four year period of State imposed budget cuts. A summary comparison

of revenue collections per source is detailed below:

Function	Fiscal Year 2007-08	Fiscal Year 2011-12		\$ Difference
Student Tuition & Fees (Net Scholarship Allowances)	\$2,376,303	\$2,499,628	a)	\$123,325
Federal Grants & Contracts	\$855,860	\$503,467	b)	(\$352,393) *
Federal Grants - Student Financial Aid	\$2,768,375	\$4,932,264	a)	\$2,163,889
State & Local Grants & Contracts	\$592,339	\$405,248		(\$187,091) *
Other	\$94,162	\$157,918		\$63,756
State Appropriations	\$7,131,706	\$5,322,990	c)	(\$1,808,716)*
Investment Income	\$388,267	\$28,805	d)	(\$359,462)*
Capital Grants				\$0
Gifts	\$131,600	\$113,020		(\$18,580)
Total Revenue	\$14,338,612	\$13,963,340		(\$375,272)
a) CVCC's Tuition and Fee Rate	\$90 Cr Hr	\$140 Cr Hr		
b) Nonrenewal/reduction in federal grants (FY07-08 Department of Justice Law Enforc. Grant)				
c) Net State Decreased Funding 25% (Due to Proration)				
d) Due to Recession and the Significant Declines In Interest Rates Earned on Investment Income				

Significant Budget Revenue Changes Since Fiscal Year 2007-08

Fiscal Year	State Appropriations	\$ Decrease Since FY2007-08	\$ Decrease Since FY2007-08
2007-08	\$7,131,706		
2008-09	\$5,863,698 *	-\$1,268,008	-18%
2009-10	\$5,205,401	-\$1,926,305	-27%
2010-11	\$5,190,410	-\$1,941,296	-27%
2011-12	\$5,322,990	-\$1,808,716	-25%
2012-13	\$5,346,548	-\$1,785,158	-25%
2013-14	\$5,545,521	-\$1,586,185	-22%

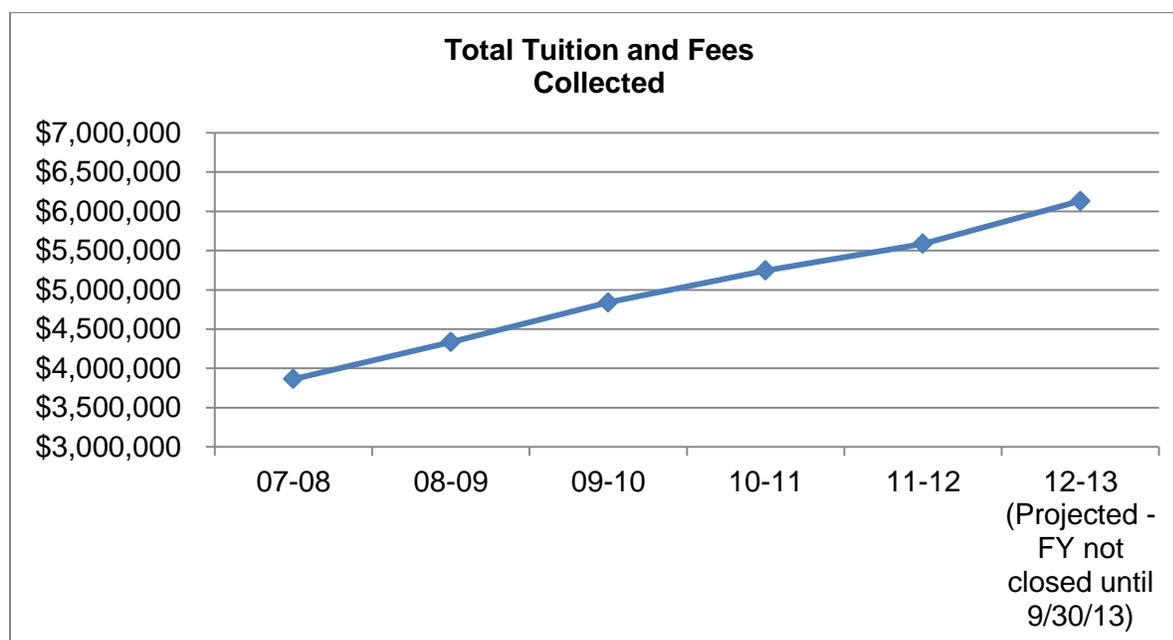
*First Year of State Proration

While the College experienced enrollment declines during the recession, tuition and fee revenue (due to tuition rate increases) increased as shown below:

Student Credit Hour Enrollment/Tuition and Fee Revenue Collections Summary

Academic Year	Unduplicated Headcount	Credit Hour Enrollment	Tuition/Fee Rates	Total T/F Collected	\$ Diff
2007-08	2953	42,097	\$ 90	\$3,865,941	
2008-09	3065	46,203	\$ 90	\$4,334,886	\$468,945
2009-10	2740	44,079	\$ 112	\$4,839,641	\$504,755
2010-11	2527	42,298	\$ 117	\$5,247,199	\$407,558
2011-12	2504	39,640	\$ 138	\$5,586,146	\$338,947
2012-13	2576	42,589 a)	\$ 140	\$6,130,360	\$544,214
				\$ Inc Since FY 07-08	\$2,264,419

a) 1% Credit Hour Increase from 2007-08 (12-13), and an 8% increase from 2011-12



As shown above, tuition and fee revenues have increased significantly due to tuition and building fee rate changes resulting in an increase from \$90 per student credit hour in FY07-08 to \$140 in FY2012-13. The increase in rates has helped offset the impact of the State proration. In addition, an increase in credit hour enrollment occurred in FY2012-13. Summer 2013 enrollment is the 4th consecutive semester of increased enrollment. Note: In FY09-10, a new \$12 per credit hour student building fee was added to support the College's annual debt payment on the new Instructional and Performing Arts Center.

The two other significant revenue source declines since FY2007-08 were: (1) reduction in investment income of (\$359,462) due to the extremely low interest rates during this period, and

(2) the expiration of grants (\$352,393) which have not been replaced with new sources of federal revenue.

Current and Projected Financial Position

As a result of State proration and other revenue reductions as described above, CVCC dipped into reserves for the first time in College history in FY10-11. Fortunately, the College had reserves built up for this type of economic downturn. The unplanned use of reserves to cover College deficits in the operational fund (Fund 1 – Unrestricted) and the annual debt service payment (Fund 6 – Plant Debt Service) was for FY10-11, FY11-12, and FY 12-13. The planned budget for the upcoming FY13-14 also includes a use of reserves of approximately \$582,099 (\$399,503 for operations and \$182,596 for debt service payment).

The remaining use of reserves in fiscal years 09-10, 10-11, 11-12 and 12-13, which make almost the entire actual decline in reserves for those years, was for planned building/deferred maintenance projects as shown in the [Summary of Major Campus Facilities Projects Completed](#). The proration years resulted in not only the use of reserves for major construction projects planned and started before the proration years (the Instructional and Performing Arts Center, the industry training center, and the athletic complex), but also hampered the ability of the College to add to reserves. Deficits resulting from facility improvements are reflected in the blue highlights in the summary [CVCC: Summary of Fiscal Year Changes in Unrestricted Net Assets \(August 2013\)](#). The College has no planned or budgeted construction projects as of FY 2013-14.

The Department of Postsecondary Education developed a new formula for allocation of State appropriations for the FY13-14. Using this formula, CVCC received an additional \$198,974 due to the increased enrollments shown in FY12-13. With all factors remaining the same, we believe the College will be able to add to the operational reserve in FY14-15 as indicated in the [CVCC: Summary of Fiscal Year Changes in Unrestricted Net Assets \(August 2013\)](#). However, the ongoing debt service deficit will continue to be carried. CVCC looks to increase total College reserves in FY15-16 and not have to rely on reserves in the debt service fund.

In addition to these projections, CVCC's 2012-13 credit hour enrollment has shown a positive trend from recent years' declining enrollment. The College anticipates credit hours per student to remain constant and has potential to grow in the upcoming fiscal years as the economy continues to improve. Since 2011-12, the College has increased tuition \$2 per credit hour each fiscal year resulting in revenue growth (approximately \$85,000 per fiscal year at current enrollment). The total tuition and fee rate for FY13-14 will be \$142 per credit hour.

The College will continue to actively and aggressively review costs and expenditures in all areas as well as identify areas where grant funds may be applicable.

Supporting Documentation
CVCC: Summary of Major Campus Facilities Projects Completed
CVCC: Summary of Fiscal Year Changes in Unrestricted Net Assets (August 2013)

3.14.1 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. **(Publication of accreditation status)**

Off-Site Committee Comments

Chattahoochee Valley Community College publishes its accreditation status in the College Catalog and Student Handbook and on the College’s website. The statement of accreditation, however, is inconsistently reported on these two sources. While the statement of accreditation is correctly stated on the College’s website, the statement of accreditation appearing in the 2012-2013 College Catalog and Student Handbook does not follow the format of The Principles of Accreditation (most recent edition).

Note: The Southern Association of Colleges and Schools Commission on Colleges recently changed its corporate name from Commission on Colleges of the Southern Association of Colleges and Schools to the Southern Association of Colleges and Schools Commission on Colleges. All publications should reflect this change.

Response

At the time of the submission of the Compliance Report, the 2013-2014 College Catalog and Student Handbook had not come back from the printer. The [new Catalog](#) has the correct format of the statement of accreditation as required by The Principles of Accreditation.

Supporting Documentation

[2013-2014 College Catalog and Student Handbook pg.i](#)

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Off-Site Committee Comments

While much evidence is provided by the College that they seek to ensure that FERPA policies are being followed for distance learning classes, there is no direct written procedure provided by the College that ensures students enrolled in distance learning classes have their privacy protected.

The College should provide evidence of a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Response

Chattahoochee Valley Community College (CVCC) protects the privacy of students enrolled in distance education and correspondence education courses or programs. A written policy protecting the privacy of students for distance education courses is located in the [Distance Education Policy Handbook](#) on pages 7-8 entitled Student Privacy Assurance Policy.

Supporting Documentation

[Distance Education Policy Handbook, page 7-8](#)