



Wharton County Junior College

Focused Report

Ms. Betty A. McCrohan
President

Dr. Amanda A. Allen
Vice President of Planning and Institutional Effectiveness
SACSCOC Liaison

Prepared for the Southern Association of Colleges and Schools

Commission on Colleges

On-Site Reaffirmation Visit: October 16 – 18, 2018

Table of Contents

Core Requirements

2.7.2	Program Content	1
2.7.3	General Education	6

Comprehensive Standards

3.1.1	Mission	10
3.3.1.1	Institutional Effectiveness - Educational Programs	12
3.5.3	Undergraduate Program Requirements	21
3.7.1	Faculty Competence	27
3.7.2	Faculty Evaluation	48
3.13.7a	Advertising, Student Recruitment, & Representation of Accredited Status	52
3.14.1	Publication of Accreditation Status	54

2.7.2 Program Content – Focused Report

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

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The institution provides documentation that it also adheres to the THECB “Rule 4.28 Core Curriculum” by dedicating 42 of the required 60 credit hours to core curriculum courses comprised of general education course work. Four of the courses listed in the college’s Associate of Arts Core Curriculum Course List on p. 49 of the College Catalog 2017-2018, however, are not included in the “Texas Higher Education Coordinating Board (THECB) Core Curriculum Approval Letter 2014” that documents the college’s approved Core Curriculum courses. The courses not listed in the letter are PHED 1346 (under Social and Behavioral Sciences) and PHED 1164 and PSYC 1300/EDUC 1300 (Under Component Area Option), even though these courses are listed as general education course options at the “Texas General Education Core Curriculum WebCenter” (which the college’s certification report does not directly reference under CR 2.7.2).

The institution does not document that all of its Associate in Applied Science (AAS) degree programs comply with SACSCOC guidelines and the Guidelines for Instructional Programs in Workforce Education (GIPWE) for the state of Texas. Three (3) AAS degree programs do not contain the requisite fifteen (15) credit hours of general education courses, with courses in at least the three (3) areas of humanities/fine arts, natural science/math, and social/behavioral science. These AAS degree programs are Automotive Technology; Computer Science Network Administration, Track C for Cisco Network Administration (which is pending THECB approval); and Law Enforcement.

In the AAS in Law Enforcement program listing on p. 107 of the College Catalog 2017-2018, the degree plan specifies that students can “Select any PHED activity course” as an Elective in the program, and the sample student transcript for the Law Enforcement program provided under CS 2.7.4 specifies that the student completed PHED 1107, Beginning Weight Lifting/Circuit Training, as a Core Curriculum course fulfilling a general education requirement for the program. However, the college does not list PHED 1107 as a Core Curriculum course option for AAS degrees on p. 77 of the College Catalog 2017-2018. Also, the documented “Texas Higher Education Coordinating Board (THECB) Core Curriculum Approval Letter 2014” excludes PHED 1100 “Physical Activities” courses from the college’s general education Core Curriculum, stating, “The following courses were evaluated and did not align with the description of the Foundational Component Area and/or did not incorporate the appropriate Core Objectives. These courses are not approved and may not be included in your 2014 Core Curriculum [. . .] PHED 1100 (a wide array of PE courses) did not adequately address Critical Thinking nor Empirical and Quantitative SKills [sic] and was denied in the Component Area Option (CAO).” The CAO to which the document refers is CAO 090, which is the component area listed for PHED 1107 on the sample student transcript. The student whose sample transcript was provided began taking courses in fall 2014.

Institutional Response:

In compliance with the [Texas Higher Education Coordinating Board \(THECB\) Rule 9.183](#), Wharton County Junior College (WCJC) offers Associate of Arts degrees that each consist of 60 semester credit hours (SCH). Also, in compliance with [THECB Rule 4.28](#), these 60 credit hours include 42 SCH of core curriculum. The core curriculum is comprised of general education coursework and must be approved by the THECB. Documentation regarding the [THECB approval of the WCJC Core Curriculum in 2014](#) was provided in the WCJC Compliance Certification narrative for Standard 2.7.2. However, in 2015, additional revisions were made to the WCJC Core Curriculum and were approved by THECB, including the addition of the four courses cited within the Preliminary Report of the Reaffirmation Committee. The [Texas General Education Core Curriculum WebCenter](#) provides comprehensive lists of all THECB-approved core curriculum courses for Texas institutions dating back to Fall 2014. The lists of THECB-approved WCJC core curriculum lists for [Fall 2015](#), [Fall 2016](#), [Fall 2017](#), and [Fall 2018](#) provided on the Texas General Education Core

Curriculum WebCenter website each include the four courses in question (PHED 1346, PHED 1164, PSYC 1300, and EDUC 1300) as core courses for WCJC.

The 20 Associate of Applied Science (AAS) degree programs offered by WCJC comply with the standards and guidelines outlined in the [Guidelines for Instructional Programs in Workforce Education](#) (GIPWE) and [Workforce Education Course Manual](#) (WECM). The technical curriculum of the AAS degree focuses on workforce skills and comprises a minimum of 50% of the courses directly related to the discipline. As dictated by GIPWE, each AAS program also includes a minimum of 15 SCH of general education courses, including at least one course from each of the following areas: Natural Science/Math, Social/Behavioral Science, and Humanities/Fine Arts. A comprehensive list of [AAS Core General Education Courses](#) is provided in the WCJC Course Catalog, directly preceding all AAS degree plans.

With regard to the AAS degrees discussed in the Preliminary Report of the Reaffirmation Committee, all three follow the guidelines described above.

Automotive Technology (CIP 47.0604)

- ENGL 1301 – 3 SCH
- BCIS 1305 – 3 SCH
- PSYC 2301 (Social/Behavioral Science) – 3 SCH
- Elective (to be selected from the approved list of Math or Life & Physical Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Law Enforcement (CIP 43.0107)

- ENGL 1301 – 3 SCH
- ENGL 2311 – 3 SCH
- COSC 1301 – 3 SCH
- Elective (to be selected from the approved list of Social and Behavioral Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (any college level Math course under Core 020, which includes only those Math courses listed on the AAS General Education Courses list) – 3 SCH

- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Computer Science Network Administration, Track C Cisco Network Administration (CIP 11.0901)

- ENGL 1301 – 3 SCH
- ENGL 1302 – 3 SCH
- GOVT 2305 or 2306 (Social/Behavioral Science) – 3 SCH
- Math 1314 (Natural Science/Math) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Both the [Automotive Technology](#) and [Law Enforcement](#) degree plans outlined in the WCJC College Catalog 2017-18 had the requisite number of general education courses listed. However, the degree plan for the [Computer Science Network Administration, Track C for Cisco Network Administration](#) provided in the WCJC College Catalog 2017-18 was in error. Although the program follows the GIPWE standards and includes the requisite 15 SCH of general education courses, as shown in the [THECB-approved course summary](#) for the program, the “GOVT 2305 or 2306” requirement was inadvertently omitted from the catalog entry for the degree plan. The error was corrected in the WCJC College Catalog 2018-19 [Computer Science Network Administration, Track C for Cisco Network Administration](#) degree plan entry.

With regard to the [student transcript](#) provided as documentation for the WCJC Compliance Certification Standard 2.7.4, the student was admitted to the college for the Summer 1 2014 term. Although the student opted to defer enrollment until Fall 2014, the student’s designated degree requirements were still determined by the original admit term (Summer 1 2014), during which time PHED 1100 courses were included as [Institutionally Designated Options \(O90\)](#) in the core curriculum. The 2014 Core Curriculum did not go into effect until Fall 2014 and, therefore, is not applicable to this student.

Supplemental Documentation:

- a. [Texas Higher Education Coordinating Board Rule 9.183](#)

- b. [Texas Higher Education Coordinating Board Rule 4.28](#)
- c. [THECB 2014 Core Curriculum Approval Letter](#)
- d. [Texas General Education Core Curriculum WebCenter Homepage](#)
- e. [WCJC Core Curriculum – Fall 2015](#)
- f. [WCJC Core Curriculum – Fall 2016](#)
- g. [WCJC Core Curriculum – Fall 2017](#)
- h. [WCJC Core Curriculum – Fall 2018](#)
- i. [Guidelines for Instructional Programs in Workforce Education](#)
- j. [Workforce Education Course Manual](#)
- k. [AAS General Education Course List](#)
- l. [WCJC College Catalog 2017-18 Automotive Technology Degree Plan](#)
- m. [WCJC College Catalog 2017-18 Law Enforcement Degree Plan](#)
- n. [WCJC College Catalog 2017-18 Computer Science Network Administration, Track C Degree Plan](#)
- o. [THECB Computer Science Network Administration, Track C Course Summary](#)
- p. [WCJC College Catalog 2018-19 Computer Science Network Administration, Track C Degree Plan](#)
- q. [Sample Transcript – AAS Law Enforcement](#)
- r. [2008-13 WCJC Texas General Education Core Curriculum](#)

2.7.3 General Education – Focused Report

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

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The Off-Site Reaffirmation Committee's review of documentation provided for CR 2.7.2, and CS 3.5.3, as well CR 2.7.3, reveals inadequacies in the requirements for completion of general education components. Three AAS degree programs do not contain the requisite 15 credit hours of general education courses, with courses in at least the three areas of humanities/fine arts, natural science/math, and social/behavioral science. These AAS degree programs are Automotive Technology; Computer Science Network Administration, Track C for Cisco Network Administration, and Law Enforcement. The institution did not provide a justification for allowing fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Institutional Response:

The 20 Associate of Applied Science (AAS) degree programs offered by Wharton County Junior College (WCJC) comply with the standards and guidelines outlined in the [Guidelines for Instructional Programs in Workforce Education](#) (GIPWE) and [Workforce Education Course Manual](#) (WECM). The technical curriculum of the AAS degree focuses on workforce skills and comprises a minimum of 50% of the courses. As dictated by GIPWE, each AAS program also includes a minimum of 15 semester credit hours (SCH) of general education courses, including at least one course from each of the following areas: Natural Science/Math, Social/Behavioral Science, and Humanities/Fine Arts. A comprehensive list of [AAS Core General Education Courses](#) is provided in the WCJC Course Catalog, directly preceding all AAS degree plans.

With regard to the AAS degrees discussed in the Preliminary Report of the Reaffirmation Committee, all three follow the guidelines described above.

Automotive Technology (CIP 47.0604)

- ENGL 1301 – 3 SCH
- BCIS 1305 – 3 SCH
- PSYC 2301 (Social/Behavioral Science) – 3 SCH
- Elective (to be selected from the approved list of Math or Life & Physical Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Law Enforcement (CIP 43.0107)

- ENGL 1301 – 3 SCH
- ENGL 2311 – 3 SCH
- COSC 1301 – 3 SCH
- Elective (to be selected from the approved list of Social and Behavioral Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (any college level Math course under Core 020, which includes only those Math courses listed on the AAS General Education Courses list) – 3 SCH

- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Computer Science Network Administration, Track C Cisco Network Administration (CIP 11.0901)

- ENGL 1301 – 3 SCH
- ENGL 1302 – 3 SCH
- GOVT 2305 or 2306 (Social/Behavioral Science) – 3 SCH
- Math 1314 (Natural Science/Math) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Both the [Automotive Technology](#) and [Law Enforcement](#) degree plans outlined in the WCJC College Catalog 2017-18 had the requisite number of general education courses listed. However, the degree plan for the [Computer Science Network Administration, Track C for Cisco Network Administration](#) provided in the WCJC College Catalog 2017-18 was in error. Although the program follows the GIPWE standards and includes the requisite 15 SCH of general education courses (outlined above), as shown in the [THECB-approved course summary](#) for the program, the “GOVT 2305 or 2306” requirement was inadvertently omitted from the catalog entry for the degree plan. The error was corrected in the WCJC College Catalog 2018-19 [Computer Science Network Administration, Track C for Cisco Network Administration](#) degree plan entry.

Supplemental Documentation:

- [Guidelines for Instructional Programs in Workforce Education](#)
- [Workforce Education Course Manual](#)
- [AAS General Education Course List](#)
- [WCJC College Catalog 2017-18 Automotive Technology Degree Plan](#)
- [WCJC College Catalog 2017-18 Law Enforcement Degree Plan](#)
- [WCJC College Catalog 2017-18 Computer Science Network Administration, Track C Degree Plan](#)
- [THECB Computer Science Network Administration, Track C Course Summary](#)
- [WCJC College Catalog 2018-19 Computer Science Network Administration, Track C](#)

Degree Plan

3.1.1 Mission – Focused Report

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

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The Texas Education Code Chapter 130.0011 officially defines the role and mission of public junior colleges in Texas. The Wharton County Junior College mission statement leads the college’s 2018 – 2022 Strategic Plan and was last approved by the college Board of Trustees at the July 15, 2014 board meeting. The College states that its mission statement was reaffirmed by the Board of Trustees in 2017 but failed to provide evidence of the board action.

Institutional Response:

The Wharton County Junior College (WCJC) Mission Statement is regularly reviewed and approved by the WCJC Board of Trustees (Board) as part of [WCJC Board Policy Reg.001](#). Although reviewed on a recurrent basis, the narrative for WCJC Compliance Certification Standard 3.1.1 was in error with regard to the statement that “in 2017, the mission statement was reviewed and reaffirmed by the Board of Trustees”. Rather, at the time of submission of the WCJC Compliance Certification, the mission statement had been most recently reviewed as part of the Strategic Plan Refresh 2016-2020 presentation that was submitted for consideration by the Board during their [March 22, 2016 WCJC Board of Trustees Meeting](#). Upon realization that the mission statement had not been formally reviewed and reapproved by the Board, WCJC Board Policy Reg.001 was placed on the agenda as part of the [May 15, 2018 WCJC Board of Trustees Meeting](#). WCJC Board Policy Reg.001 was officially reaffirmed, with no modifications, on May 15, 2018, as evidenced in

the [approved minutes](#) from that meeting.

Following approval by the Board, the WCJC Board Policy Reg.001 was published on the [WCJC College Regulations](#) webpage and the most recent date of approval was noted on the [WCJC Mission Statement webpage](#). Oversight of the schedule of reaffirmation for the WCJC Mission Statement has been officially assigned to the Vice President of Planning and Institutional Effectiveness to ensure the statement is regularly reviewed and reapproved by the Board in concurrence with the institution's strategic planning process.

Supplemental Documentation:

- a. [WCJC Board Policy Reg.001](#)
- b. [March 22, 2016 WCJC Board of Trustees Meeting Agenda](#)
- c. [May 15, 2018 WCJC Board of Trustees Meeting Agenda](#)
- d. [Approved Meeting Minutes from the May 15, 2018 WCJC Board of Trustees Meeting](#)
- e. [WCJC College Regulations Webpage](#)
- f. [WCJC Mission Statement Webpage](#)

3.3.1.1 educational programs, to include student learning outcomes - Focused Report

educational programs, to include student learning outcomes

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

In reviewing the Program Management Rotation Schedule in comparison to the completed plans provided in the Instructional Program Management Plan Chart, it is not clear if the institution is following its rotation schedule as outlined in its institutional effectiveness guidelines. Information provided in the program management plans reveal many programs reporting information from previous rotation cycles with no evidence provided within the timeline of the rotation schedule. In addition, some programs did not include assessment results in the Program Management Plans.

Institutional Response:

Wharton County Junior College (WCJC) engages in ongoing institution-wide planning and evaluation of its educational programs through the [Program Management Plan \(PMP\) process](#). This process ensures that all programs undergo a rigorous review on a three-year rotating cycle which includes a comprehensive evaluation of programmatic data from the previous three years and the development of an action plan complete with desired outcomes to guide the next three years of the program. As part of the comprehensive review process, Department Heads (also called Program Directors in vocational programs) must complete all information outlined in the [Program Management Plan template](#) and submit to their Division Chair for review.

Information required as part of the PMP process includes (asterisked items were added or expanded within the PMP guidelines effective Spring 2017):

1. Program Description
2. Program Data Review
 - a. Enrollment Trends
 - b. Expenditures vs Contact Hours
 - c. Student Retention
 - d. Graduation/Licensure Rates
 - e. Curriculum Structure*
 - f. Use of Continuous Assessment for Educational Effectiveness*
3. Service, Extension, and Outreach Activities
4. Student Recruitment and Engagement Activities
 - a. Recruitment Efforts
 - b. Student Engagement and Success
5. Program Development, Staffing, and Public Relations
 - a. Program Development Activities
 - b. Staffing levels and Faculty Development Activities
 - i. [Professional Development logs](#) included as attachment*
6. Departmental Challenges
 - a. Departmental challenges recognized in the previous PMP and changes that were implemented to address these challenges*
 - b. Current departmental challenges based on a review of data from the previous three years*
7. Three-Year Plan
8. Compliance with THECB ACGM and SACS (Academic Programs only)
9. Compliance with THECB GIPWE and SACS (Vocational Programs only)
10. Overview of Other Pertinent Information
11. Copies of all Course Level Assessment Plans and Annual Course Level Assessment Summaries

Upon review by the respective Division Chair, PMPs are submitted to the Director for Instructional Assessment who schedules the requisite program hearing. PMPs are reviewed

by the Instructional Assessment Committee (IAC) which provides comments and recommendations back to the respective Department Heads/Program Directors and Division Chairs. Modifications are made to the PMPs by the Department Heads/Program Directors based on the recommendations received from the IAC, and the final report is submitted to the Director of Instructional Assessment. All PMPs that were submitted and reviewed in a given academic year are compiled into a single Comprehensive PMP Report which is then provided to the President, Vice President of Instruction, and Vice President of Planning and Institutional Effectiveness. In addition, the PMPs are published on the [WCJC Intranet](#) where all interested parties may access and review the findings.

The Director of Instructional Assessment maintains the following records in order to monitor the various rotation timelines for all institutional programs:

- A six-year PMP Rotation Schedule: This schedule provides the timelines for two complete cycles of PMP review for each of the institution's programs.
 - [PMP Rotation Schedule 2014-2019](#)
- An annual PMP Schedule: This schedule provides a list of only those programs which are scheduled for review in a given year.
 - [PMP Schedule Fall 2014](#)
 - [PMP Schedule Fall 2015](#)
 - [PMP Schedule Fall 2016](#)
 - [PMP Schedule Fall 2017](#)
 - [PMP Schedule Fall 2018](#)

In academic year (AY) 2017, a survey was administered to all Program Directors and Department Heads regarding their utilization of the data and information housed within their PMPs. Based on the responses to this survey, the IAC recommended that, effective Fall 2018, Department Heads/Program Directors need to also submit a one-year [progress report](#) during the Fall semester directly following their comprehensive PMP in order to help ensure the continual monitoring of program progress, successes, and challenges. The PMP schedule for Fall 2018 reflects this change in practice by listing those programs which will be required to submit a progress report.

AY 2014-15 Reviews

For the PMPs submitted in [Fall 2014](#), data from 2011-2014 were reviewed by the Department Head/Program Director for each program. Following this review, a comprehensive action plan was developed for AY 2014-2017. During this iteration of the rotation cycle, the following programs were evaluated:

- Automotive Technology
- Nuclear Power Technology
- Process Technology
- Business and Office Administration
- Engineering Design
- Paralegal Studies
- Vocational Nursing
- Physical Therapy Assistant
- Biology
- Chemistry/Physics/Engineering
- Kinesiology
- English/Philosophy
- Humanities/Foreign Language
- History/Geography

In Spring 2015, approved PMPs for each of these programs were submitted to the Director of Instructional Assessment and published as a [Comprehensive PMP Report 2014-17](#) on the WCJC Intranet. (Note: The years indicated on the Comprehensive PMP Report, in this case 2014-17, indicate the years for which the *action plans* were developed. The data reviewed for each program comes from the *prior* three years, in this case 2011-2014.)

AY 2015-16 Reviews

For the PMPs submitted in [Fall 2015](#), data from 2012-2015 were reviewed by the Department Head/Program Director for each program. Following this review, a comprehensive action plan was developed for AY 2015-2018. During this iteration of the rotation cycle, the following

programs were evaluated:

- AC, Heating, Refrigeration, and Electrical Technology
- Cosmetology
- Computer Science Programs
- Early Childhood/Childhood Development & Education
- Electronics Engineering Technology
- Dental Hygiene
- Human Services
- Nursing
- Radiologic Technology
- College Readiness
- Mathematics

In Spring 2016, approved PMPs for each of these programs were submitted to the Director of Instructional Assessment and published as a [Comprehensive PMP Report 2015-2018](#) on the WCJC Intranet. (Note: The years indicated on the Comprehensive PMP Report, in this case 2015-18, indicate the years for which the *action plans* were developed. The data reviewed for each program comes from the *prior* three years, in this case 2012-2015.)

AY 2016-17 Reviews

For the PMPs submitted in [Fall 2016](#), data from 2013-2016 were reviewed by the Department Head/Program Director for each program. Following this review, a comprehensive action plan was developed for AY 2016-2019. During this iteration of the rotation, the following programs were evaluated:

- EMT/Paramedic
- Police Academy
- Welding
- Health Information Technology
- Surgical Technology
- Visual and Performing Arts

- Speech
- Agriculture
- Geology
- Criminal Justice/Law Enforcement
- Government/Economics
- Psychology/Sociology/Anthropology

In Spring 2017, approved PMPs for each of these programs were submitted to the Director of Instructional Assessment and published as a [Comprehensive PMP Report 2016-2019](#) on the WCJC Intranet. (Note: The years indicated on the Comprehensive PMP Report, in this case 2016-19, indicate the years for which the *action plans* were developed. The data reviewed for each program comes from the *prior* three years, in this case 2013-2016.)

AY 2017-18 Reviews

The most recent PMP review was conducted in [Fall 2017](#). Data from 2014-2017 were included in these reports with comprehensive action plans developed for AY 2017-2020. This iteration of the rotation cycle included the following programs:

- [Automotive Technology](#)
- [Nuclear Power Technology](#)
- [Process Technology](#)
- [Business Office Technology](#)
- [Engineering Design](#)
- [Paralegal Studies](#)
- [Vocational Nursing](#)
- [Physical Therapy Assistant](#)
- [Biology](#)
- [Chemistry/Physics/Engineering](#)
- [Kinesiology](#)
- [English/Philosophy/Humanities/Foreign Language](#)
- [History/Geography](#)

Note: Due to the three-year cycle of review, the programs reviewed in Fall 2014 (see section above) were reviewed in Fall 2017.

In Spring 2018, approved PMPs for each of these programs were submitted to the Director of Instructional Assessment and published as a [Comprehensive PMP Report 2017-2020](#) on the WCJC Intranet. (Note: The years indicated on the Comprehensive PMP Report, in this case 2017-20, indicate the years for which the *action plans* were developed. The data reviewed for each program comes from the *prior* three years, in this case 2014-2017.)

AY 2018-19 Reviews

Information related to the PMP review scheduled to take place in Fall 2018 was provided to the appropriate Department Heads/Program Directors in July 2018. The [schedule of programs](#) slated for review during Fall 2018 was also published to the WCJC Intranet at that time. This iteration of the rotation cycle will include either a comprehensive three-year review or annual progress report for the following programs:

Comprehensive Three-Year PMP Reviews:

- AC, Heating, Refrigeration, and Electrical Technology
- Cosmetology
- Computer Science Programs
- Early Childhood/Childhood Development & Education
- Electronics Engineering Technology
- Dental Hygiene
- Human Services
- Nursing
- Radiologic Technology
- Mathematics

Annual Progress Reports:

- Automotive Technology
- Nuclear Power Technology
- Process Technology

- Business Office Technology
- Engineering Design
- Paralegal Studies
- Vocational Nursing
- Physical Therapy Assistant
- Biology
- Chemistry/Physics/Engineering
- Kinesiology
- English/Philosophy
- Humanities/Foreign Language
- History/Geography

Supplemental Documentation:

- a. [Program Management Plan Process and Review](#)
- b. [Program Management Plan Template](#)
- c. [Professional Development Log](#)
- d. [WCJC Intranet Program Management Plan Webpage](#)
- e. [PMP Rotation Schedule 2014-2019](#)
- f. [PMP Progress Report Template](#)
- g. [PMP Schedule Fall 2014](#)
- h. [Comprehensive PMP Report 2014-17 \(Published Spring 2015\)](#)
- i. [PMP Schedule Fall 2015](#)
- j. [Comprehensive PMP Report 2015-18 \(Published Spring 2016\)](#)
- k. [PMP Schedule Fall 2016](#)
- l. [Comprehensive PMP Report 2016-19 \(Published Spring 2017\)](#)
- m. [PMP Schedule Fall 2017](#)
 1. [PMP – Automotive Technology](#)
 2. [PMP – Nuclear Power Technology](#)
 3. [PMP – Process Technology](#)
 4. [PMP – Business Office Technology](#)
 5. [PMP – Engineering Design](#)
 6. [PMP – Paralegal Studies](#)
 7. [PMP – Vocational Nursing](#)

8. [PMP – Physical Therapy Assistant](#)
 9. [PMP – Biology](#)
 10. [PMP – Chemistry/Physics/Engineering](#)
 11. [PMP – Kinesiology](#)
 12. [PMP – English/Philosophy/Humanities/Foreign Language](#)
 13. [PMP – History/Geography](#)
- n. [Comprehensive PMP Report 2017-20 \(Published Spring 2018\)](#)
- o. [PMP Schedule Fall 2018](#)

3.5.3 Undergraduate program requirements – Focused Report

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. See Commission policy “The Quality and Integrity of Undergraduate Degrees.”) (Undergraduate program requirements)

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The Wharton County Junior College Catalog 2017-2018, which is available to all interested parties on the institution’s web site, confirms that the institution publishes requirements for all undergraduate programs, including the general education components for all transfer and workforce program degrees.

The “Wharton County Junior College Curriculum Handbook 2017-2018” details the roles of faculty, academic administrators, the institution’s Curriculum and Instructional Resources Committee (CIR), AAS degree program advisory committees, and the college’s Board of Trustees in reviewing, adding, or deleting curricula and/or programs.

However, the institution does not document that all of its program requirements conform to commonly accepted standards and practices for workforce degree programs as defined by the Texas Higher Education Coordinating Board (THECB) in its Academic Course Guide Manual (ACGM) and Workforce Education Course Manual (WECM). The institution documents that its transfer programs comply with the THECB “Rule 9.183 Degree Titles, Program Length, and Program Content” by offering Associate in Arts (AA) and Associate in Arts in Teaching (AAT) degrees comprised of 60 credit hours in each program. The institution also provides evidence that it adheres to the THECB “Rule 4.28 Core Curriculum” by dedicating 42 of the required 60 credit hours to core curriculum courses comprised of general education course

work. Four of the courses listed in the college's Associate of Arts Core Curriculum Course List on p. 49 of the College Catalog 2017-2018, however, are not included in the "Texas Higher Education Coordinating Board (THECB) Core Curriculum Approval Letter 2014" that documents the College's approved Core Curriculum courses. The courses not listed in the letter are PHED 1346 (under Social and Behavioral Sciences) and PHED 1164 and PSYC 1300/EDUC 1300 (Under Component Area Option). These courses are listed as general education course options at the "Texas General Education Core Curriculum WebCenter," but the College does not directly reference this database under CS 3.5.3.

The institution does not document that all of its Associate in Applied Science degree programs comply with SACSCOC guidelines or the Guidelines for Instructional Programs in Workforce Education (GIPWE) for the state of Texas. Three AAS degree programs do not contain the requisite 15 credit hours of general education courses, with courses in at least the three areas of humanities/fine arts, natural science/math, and social/behavioral science. These AAS degree programs are Automotive Technology; Computer Science Network Administration, Track C for Cisco Network Administration (which is pending THECB approval); and Law Enforcement.

In the AAS in Law Enforcement program listing on p. 107 of the College Catalog 2017-2018, the degree plan specifies that students can "Select any PHED activity course" as an Elective in the program, and the sample student transcript for the Law Enforcement program provided under CS 2.7.4 specifies that the student completed PHED 1107, Beginning Weight Lifting/Circuit Training, as a Core Curriculum course fulfilling a general education requirement for the program. However, the college does not list PHED 1107 as a Core Curriculum course option for AAS degrees on p. 77 of the College Catalog 2017-2018. Also, the documented "Texas Higher Education Coordinating Board (THECB) Core Curriculum Approval Letter 2014" excludes PHED 1100 "Physical Activities" courses from the college's general education Core Curriculum, stating, "The following courses were evaluated and did not align with the description of the Foundational Component Area and/or did not incorporate the appropriate Core Objectives. These courses are not approved and may not be included in your 2014 Core Curriculum [. . .] PHED 1100 (a wide array of PE courses) did not adequately address Critical Thinking nor Empirical and Quantitative Skills [sic] and was denied in the Component Area Option (CAO)." The CAO to which the document refers is CAO

090, which is the component area listed for PHED 1107 on the sample student transcript. The student whose sample transcript was provided began taking courses in fall 2014.

Institutional Response:

In compliance with the [Texas Higher Education Coordinating Board \(THECB\) Rule 9.183](#), Wharton County Junior College (WCJC) offers Associate of Arts degrees consisting of 60 semester credit hours (SCH). In compliance with [THECB Rule 4.28](#), these 60 credit hours include 42 SCH of core curriculum. The core curriculum is comprised of general education coursework and must be approved by the THECB. Documentation regarding the [THECB approval of the WCJC Core Curriculum in 2014](#) was provided in the WCJC Compliance Certification narrative for Standard 2.7.2. However, in 2015, additional revisions were made to the WCJC Core Curriculum and were approved by THECB, including the addition of the four courses cited within the Preliminary Report of the Reaffirmation Committee. The [Texas General Education Core Curriculum WebCenter](#) provides comprehensive lists of all THECB-approved core curriculum courses for Texas institutions dating back to Fall 2014. The THECB-approved WCJC core curriculum lists for [Fall 2015](#), [Fall 2016](#), [Fall 2017](#), and [Fall 2018](#) provided on the Texas General Education Core Curriculum WebCenter website each include the four courses in question (PHED 1346, PHED 1164, PSYC 1300, and EDUC 1300) as core courses for WCJC.

The 20 Associate of Applied Science (AAS) degree programs offered by WCJC comply with the standards and guidelines outlined in the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) and [Workforce Education Course Manual \(WECM\)](#). The technical curriculum of the AAS degree focuses on workforce skills and comprises a minimum of 50% of the courses directly related to the discipline. As dictated by GIPWE, each AAS program also includes a minimum of 15 SCH of general education courses, including at least one course from each of three areas: Natural Science/Math, Social/Behavioral Science, and Humanities/Fine Arts. A comprehensive list of [AAS Core General Education Courses](#) is provided in the WCJC Course Catalog, directly preceding all AAS degree plans.

With regard to the AAS degrees discussed in the Preliminary Report of the Reaffirmation Committee, all three follow the guidelines described above.

Automotive Technology (CIP 47.0604)

- ENGL 1301 – 3 SCH
- BCIS 1305 – 3 SCH
- PSYC 2301 (Social/Behavioral Science) – 3 SCH
- Elective (to be selected from the approved list of Math or Life & Physical Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Law Enforcement (CIP 43.0107)

- ENGL 1301 – 3 SCH
- ENGL 2311 – 3 SCH
- COSC 1301 – 3 SCH
- Elective (to be selected from the approved list of Social and Behavioral Science courses on the AAS General Education Courses list) – 3 SCH
- Elective (any college level Math course under Core O20, which includes only those Math courses listed on the AAS General Education Courses list) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Computer Science Network Administration, Track C Cisco Network Administration (CIP 11.0901)

- ENGL 1301 – 3 SCH
- ENGL 1302 – 3 SCH
- GOVT 2305 or 2306 (Social/Behavioral Science) – 3 SCH
- Math 1314 (Natural Science/Math) – 3 SCH
- Elective (to be selected from the approved list of Language, Philosophy, Culture, and Creative Arts courses on the AAS General Education Courses list) – 3 SCH

Both the [Automotive Technology](#) and [Law Enforcement](#) degree plans outlined in the WCJC College Catalog 2017-18 had the requisite number of general education courses listed. However, the degree plan for the [Computer Science Network Administration, Track C for Cisco Network Administration](#) provided in the WCJC College Catalog 2017-18 was in

error. Although the program follows the GIPWE standards and includes the requisite 15 SCH of general education courses (outlined above), as shown in the [THECB-approved course summary](#) for the program, the “GOVT 2305 or 2306” requirement was inadvertently omitted from the catalog entry for that degree plan. The error was corrected in the WCJC College Catalog 2018-19 [Computer Science Network Administration, Track C for Cisco Network Administration](#) degree plan entry.

With regard to the [student transcript](#) provided as documentation for the WCJC Compliance Certification Standard 2.7.4, the student was admitted to the college for the Summer 1 2014 term. Although the student opted to defer enrollment until Fall 2014, the student’s designated degree requirements were still determined by the original admit term (Summer 1 2014), during which time PHED 1100 courses were included as [Institutionally Designated Options \(O90\)](#) in the core curriculum. The 2014 Core Curriculum did not go into effect until Fall 2014 and, therefore, is not applicable to this student.

Supplemental Documentation:

- a. [Texas Higher Education Coordinating Board Rule 9.183](#)
- b. [Texas Higher Education Coordinating Board Rule 4.28](#)
- c. [THECB 2014 Core Curriculum Approval Letter](#)
- d. [Texas General Education Core Curriculum WebCenter Homepage](#)
- e. [WCJC Core Curriculum – Fall 2015](#)
- f. [WCJC Core Curriculum – Fall 2016](#)
- g. [WCJC Core Curriculum – Fall 2017](#)
- h. [WCJC Core Curriculum – Fall 2018](#)
- i. [Guidelines for Instructional Programs in Workforce Education](#)
- j. [Workforce Education Course Manual](#)
- k. [AAS General Education Course List](#)
- l. [WCJC College Catalog 2017-18 Automotive Technology Degree Plan](#)
- m. [WCJC College Catalog 2017-18 Law Enforcement Degree Plan](#)
- n. [WCJC College Catalog 2017-18 Computer Science Network Administration, Track C Cisco Network Administration Degree Plan](#)
- o. [THECB Computer Science Network Administration, Track C Course Summary](#)
- p. [WCJC College Catalog 2018-19 Computer Science Network Administration, Track C](#)

Degree Plan

q. Sample Transcript – AAS Law Enforcement

r. 2008-13 WCJC Texas General Education Core Curriculum

3.7.1 Faculty competence - Focused Report

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)

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

Based on its review of the institution's faculty roster, the Off-Site Reaffirmation Committee has several requests for justifying and documenting faculty qualifications. According to the institution's narrative, "faculty teaching academic transfer courses must possess, from a regionally accredited institution, a minimum of a graduate degree and 18 graduate hours in the discipline in which they teach, as published in the instructor job description and affirmed by the department head, division chair, and dean." The institution has not included information regarding the 18 graduate semester hours in the Faculty Matrix.

Institutional Response:

Wharton County Junior College (WCJC) follows a consistent and rigorous process to ensure all faculty members meet the defined requirements for credentials set forth by Southern Association of Colleges and Schools Commission on Colleges, the Texas Higher Education Coordinating Board, and all other relevant external accrediting agencies. Credentials for

those faculty specified in the Preliminary Report of the Reaffirmation Committee are provided below:

Instructor: [Baylor, Jim](#)

Courses Taught: SOCI 1301, 1306

Degrees Earned:

MA - Our Lady of the Lake University - Human Sciences

BS - Sam Houston State University - Sociology

Relevant Coursework:

SOCI 6390 – Crime Victims & Their Problems (3)

SOCI 4361 - Criminal Law (3)

SOCI 4351 – The Criminal Justice System (3)

SOCI 6390 – Power & Influence in Organizations (3)

SOCI 6390 – Sociology of Deviance (3)

SOCI 4357 – Juvenile Delinquency (3)

Instructor: [Betancourt, Michele](#)

Courses Taught: GOVT 2305

Degrees Earned:

PhD (ABD) – University of Houston – Political Science

MA - University of Houston Clear Lake - Sociology

BA - California State University-Long Beach - Political Science

Relevant Coursework:

POLS 6309 – American Political Behavior (3)

POLS 6343 – Democratic Thought (3)

POLS 6380 – Quantitative Methods I (3)

POLS 6311 – Comp Political Analysis (3)

POLS 6312 – Survey of American Inst & Policy (3)

POLS 6381 – Quantitative Methods II (3)

POLS 6398 – Special Problems (3)

Instructor: [Brumer, Jill](#)

Courses Taught: DRAM 1310

Degrees Earned:

MFA - Savannah College of Art & Design - Media Studies

BA - Queens University of Charlotte - Drama

Relevant Coursework:

MPRA 701 – Contemporary Drama (5)

MPRA 704 – Acting and Stage Movement (5)

MPRA 742 – Production Seminar: Directing (5)

MPRA 722 – Acting and Directing Theory (5)

Instructor: [Bush, Frederick](#)

Courses Taught: ENGL 1301, 1302

Degrees Earned:

MA - Texas Tech University - Germanic & Slavic Languages

BA - Texas Tech University - German-English

Relevant Coursework:

ENGL 5315 – Studies in English Novel (3)

ENGL 5313 – Studies Modern British Literature (3)

ENGL 7396 – Richardson, Fielding, & Stern (3)

ENGL 8331 – Chaucer (3)

ENGL 5300 – New Jersey Writing Project (3)

ENGL 5300 – New Jersey Writing Project (3)

Instructor: [Case, Dennis Keith](#)

Courses Taught: PHED courses

Degrees Earned:

MEd - William Carey University - Physical Education

BS - Mississippi State University - Physical Education

Relevant Coursework:

PED 6800 – Research Tech (3)

PED 7030 – Adv Kinesiology (3)

PE 7010 – Administration/Health & Physical (3)

PE 6020 – Supervision of Health & Physical (3)

PED 7020 – Principles of Tch Health & Physical (3)

**See also [justification letter](#) from Kevin Dees, dated July 8, 2013*

Instructor: [Celaya, Amanda](#)

Courses Taught: MATH 1314, 1324, 2413

Degrees Earned:

MS - University of Texas at San Antonio - Mathematics Education

BS - University of Texas at San Antonio - Mathematics

Relevant Coursework:

MAT 5033 – Found & Fund Concept of Math (3)

MAT 5103 – Intro to Mathematical Analysis (3)

MAT 5283 – Linear Algebra & Matrix Theory (3)

MAT 5043 – Euclidean & Non-Euclidian Geometry (3)

MAT 5013 – Computer for Math Teachers (3)

MAT 5343 – Differential Geometry (3)

Instructor: [Cherukara, Johnson](#)

Courses Taught: BIOL 2401 (Human Anat & Phys I), BIOL 2420 (Microbiology)

Degrees Earned:

MS - Kumaun University India - Zoology

BS - University of Bangalore India - Zoology

BS - University of Bangalore India - Chemistry

BS - University of Bangalore India - Botany

Relevant Coursework:

Chordata (6)

Basic Mammalian, Endocrinology, and Developmental Biology (6)

Zoology Practical II (8)

Instructor: [Cook, James Alan](#)

Courses Taught: MUSI 1306

Degrees Earned:

MM - Boston University - Music Education

BA - University of Tennessee - Music

Relevant Coursework:

CFA ME 740 - Intro Music Education Research (4)

CFA MH 835 - American Music (4)

CFA MH 862 - African Music & Culture (4)

CFA MT 781 - Jazz/Pop Arrangement (4)

CFA ME 759 - Cur. Music Education (4)

Instructor: [Cool, Thomas E](#)

Courses Taught: GEOL 1103, 1303

Degrees Earned:

PhD - Texas A&M University - Marine Science

MS - Texas A&M University - Marine Science

BS - Indiana Univ Bloomington - Geology

Relevant Coursework:

GEOL 622 - Stratigraphy (3)

GEOL 692 - Biogeology (2)

GEOP 604 - Marine Geophysics (4)

GEOL 619 - Petroleum Geology (3)

GEOL 691 - Research (1)

GEOL 689 - Special Topics (3)

GEOL 681 - Seminar (1)

GEOP 689 - Special Topics (2)

GEOL 691 - Research (1)

GEOL 691 - Research (1)

Instructor: [Cowell, Kirk R](#)

Courses Taught: SPCH 1315, 1318

Degrees Earned:

MDiv - Abilene Christian University - Divinity

BS - Abilene Christian University - Christian Education

Graduate Coursework - Texas Tech University - Speech

Relevant Coursework:

COMS 5300 – Communication Theory (3)
COMS 5308 – Comm Instruction – Higher Ed (3)
COMS 5313 – Theories of Persuasion (3)
COMS 6304 – Seminar in Rhetorical Theory (3)
COMS 5306 – Theories of Rhetoric (3)
COMS 5309 – Conflict Mgmt/Problem Solving (3)

Instructor: [Crain, Karen L](#)

Courses Taught: MATH 1316, 2413

Degrees Earned:

MS - Texas A&M University - Health Phys Ed and Recreation
BS - Texas A&M University - Health Phys Ed and Recreation
Graduate Coursework - University of Phoenix - Mathematics

Relevant Coursework:

MAT 367 – Geometry (3)
MAS 3361 – Linear Algebra (3)
MAS 3356 – Math Concepts & Methods (3)
MAS 6300 – Selected Topics MAS (3)
MTH 540 – Statistics (3)
MTH 530 – Linear Algebra (3)

All above courses were taken post-baccalaureate and as graduate work per transcript

Instructor: [Curtis, Dianne C](#)

Courses Taught: ARTS 1303, 1311, 1313, 2366

Degrees Earned:

MEd - University of Houston - Art History
BA - Texas State University - Communication Arts

Relevant Coursework:

ARED 7315 – Philosophy of Art (3)
ARED 7352 – Issues in Art Education (3)
CUIN 6397 – Art Museum Education (3)
CUIN 6397 – History of Art Education (3)

GR 5000 – History of Graphic Design (3)
MLA 6377 – Contemporary Art Movements (3)
MLA 6376 – Michelangelo & Leonardo (3)

Instructor: [Driver, John B](#)

Courses Taught: HIST 1301

Degrees Earned:

MEd - Texas State University - History
BA - Baylor University - History

Relevant Coursework:

HIST 5308 – Ancient Warfare (3)
HIST 5347 – Texas History (3)
HIST 5350 – Frontier in American History (3)
HIST 5351 – Cold War America (3)
HIST 5351 – The Progressive Era (3)
HIST 5360 – American Historiography (3)

Instructor: [Edenmeyer, L Jay](#)

Courses Taught: DRAM 1310

Degrees Earned:

MFA - University of Arizona - Theatre
BFA - Sam Houston State University - Theatre

Relevant Coursework:

TAR 503 – Musical Theatre II (3)
TAR 600 – Intro Grad Study Drama (3)
TAR 605 – Adv Voice & Movement Actor I (3)
TAR 696B – Special Topics in Acting (3)
TAR 504 – Musical Theatre III (3)
TAR 555 – Directing I (3)

Instructor: [Floyd, Quantas D](#)

Courses Taught: MATH 1314

Degrees Earned:

MEd - Texas Southern University - Curriculum & Instruction

BS - Texas Southern University - Mathematics

Relevant Coursework:

MATH 631 – Foundations of Math (3)

MATH 634 – Theory Functions Complex Variables (3)

MATH 636 – Point Set Topology (3)

MATH 732 – Theory of Numbers (3)

MATH 633 – Theory Functions Real Variables (3)

MATH 733 – Abstract Algebra (3)

Instructor: [Frankson, Diana](#)

Courses Taught: BIOL 2401 (Human Anatomy & Phys I)

Degrees Earned:

MS - University of Nebraska at Lincoln - Entomology

BS - Texas A&M University - Curriculum & Instruction

Relevant Coursework:

BIO 510 – Materials Tech Research (1)

BIO 511 – Graduate Seminar (1)

BIO 549 – Comparative Physiology (4)

CHM 341 – Organic Chemistry (4)

BIOL 685 – Special Problems (1)

ENTO 896 – Insect Physiology (3)

ENTO 896 – Insect Ecology (3)

ENTO 896 – Biological Control of Pests (3)

ENTO 896 – Insecticide Toxicology (3)

Instructor: [Graham, Linda A](#)

Courses Taught: HIST courses

Degrees Earned:

MA - Houston Baptist University - Liberal Arts

BA - Houston Baptist University - Elem Ed Grades 4 - 8

Relevant Coursework:

MLA 6353 – Victorian Britain (3)

MLA 6340 – Culture and the Human Experience I (3)

MLA 6341 – Culture and the Human Experience II (3)

MLA 6323 – Changing Views of Victorian England (3)

MLA 6301 – Science and the Common Understanding (History of Science) (3)

MLA 6366 – Alexander the Great (3)

**See also [justification letter](#) from Amanda Shelton, dated June 1, 2018*

Instructor: [Griffith, Linda F](#)

Courses Taught: HIST 1301

Degrees Earned:

MA - University of Houston Clear Lake - Humanities

BA - University of Houston Clear Lake - Media Studies

Relevant Coursework:

HIST 5031 – Research and Methods (3)

HIST 5430 – Studies in Women’s History (3)

HIST 5939 – Texas & the Borderlands (3)

HIST 5138 – Local History Seminar (3)

HIST 5132 – Civil War & Reconstruction (3)

HIST 5133 – Studies in 19th Century America (3)

Instructor: [Grimm, Henry](#)

Courses Taught: MATH 1316, 2413

Degrees Earned:

PhD - Univ of Minnesota - Twin Cities - Chemical Engineering

BS - University of Houston - Chemical Engineering

Relevant Coursework:

MATH 5571 – Partial Differential Equations (4)

MATH 5572 – Partial Differential Equations (4)

MATH 5573 – Partial Differential Equations (4)

MATH 5521 – Intro: Differential Equations (4)

MATH 5522 – Intro: Differential Equations (4)

MATH 5523 – Intro: Differential Equations (4)

Instructor: [Gustavus, Tina](#)

Courses Taught: MATH 0308, 0312

Degrees Earned:

BS - Lamar University at Beaumont - Interdisciplinary Studies

Relevant Coursework:

MTH 1336 – Math Survey II (3)

PED 334 – Ele Curr and Method (3)

PED 4301 – Inst or Workshop Edu (3)

PED 434 – Ele Methods & Class Management (3)

MTH 1331 – Survey of Math I (3)

MTH 1334 – College Algebra (3)

GENL 0000 – Math in Elem Schools (3)

**Courses are all undergraduate coursework as Ms. Gustavus teaches only developmental math*

Instructor: [Hamman, Debra Lynn](#)

Courses Taught: MATH 0308, 0312

Degrees Earned:

MEd - University of Houston Victoria - Administration

BS - University of Houston Victoria - Business Administration

Relevant Coursework:

ACC 4311 – Federal Income Tax I (3)

MAS 3381 – Applied Statistics I (3)

MAS 3347 – Applied Mathematical Programming (3)

MAS 3382 – Applied Statistics II (3)

FIN 3311 – Business Finance (3)

ACC 4300 – Select Topics in Accounting (3)

FIN 4321 – Invest Fin Mkt & Inst (3)

**Courses are all undergraduate coursework as Ms. Hamman teaches only developmental math*

Instructor: [Hlavaty, Lashelle D](#)

Courses Taught: MATH 1350

Degrees Earned:

MEd - University of Texas at Arlington - Curriculum & Instruction

BBA - University of Houston Victoria - Business Administration

Relevant Coursework:

MAED 5355 - Conceptual Geometry (3)

MAED 5356 - Measurement (3)

MAED 5351 - Numbers: Whole, Rational, Ops (3)

MAED 5352 - Patterns & Algebra (3)

MAED 5353 - Probability & Statistics (3)

MAED 5354 - Problem Solving (3)

Instructor: [Hughes, Jami J](#)

Courses Taught: DRAM 1310

Degrees Earned:

MFA - Louisiana State University - Theatre

BFA - Sam Houston State University - Theatre

Relevant Coursework:

THTR 4136 - Theatre Practicum II (1)

THTR 4227 - Voice of Action I (3)

THTR 7220 - Acting Studio I-A (5)

THTR 7233 - Stage Movement III (4)

THTR 7234 - Stage Movement IV (4)

THTR 7930 - Theatre Production (2)

Instructor: [Isaac, Kathryn](#)

Courses Taught: MATH 0308, 0312

Degrees Earned:

JD - University of Houston - Law

BBA - University of Texas at Austin - Finance

Relevant Coursework:

M 403K - Calculus I for Business & Eco (4)

M 305G – Elem Functions – Coord Geometry (3)

ECO 303 – Intro to Microeconomics (3)

M 403L – Calculus II for Business & Eco (4)

ECO 302 – Intro to Macroeconomics (3)

ACC 311 – Fundamentals of Financial Acc (3)

FIN 354 – Money/Banking/Eco Conditions (3)

**Courses are all undergraduate coursework as Ms. Isaac teaches only developmental math*

Instructor: [Johnson, Keith R](#)

Courses Taught: MATH1351

Degrees Earned:

MEd - Southern Arkansas University - Mathematics

BA - Concordia University - Austin - Life Sciences

Relevant Coursework:

MATH 5003 – College Geometry (3)

MATH 5123 – History of Math (3)

MATH 5033 – Complex Variables (3)

MATH 6173 – Statistical Analysis (3)

MATH 5083 – Calculus – Teachers I (3)

MATH 5023 – Point-Set Topology (3)

Instructor: [Johnson, William D](#)

Courses Taught: SOCI 1301, 1306, 2319

Degrees Earned:

MS - University of Texas at Austin - Social Work

BA - Baylor University - Sociology

Relevant Coursework:

SW 390 – Group Dynamics (3)

SW 384K – Community Dynamics (3)

SW 393L – Dynamics of Social Dysfunction (3)

SW 381M – Social Problems & Social Welfare Policy (3)

SW 393N – Dynamics of Interpersonal Relationships (3)

SW 394 – Admin Process & Org Behavior (3)

Instructor: [Kirby, Kimberly](#)

Courses Taught: MATH 0308, 0312

Degrees Earned:

BS - Colorado State University - Computer Science

Relevant Coursework:

M 160 – Calculus-Physical Science I (4) transcript highlighted for 160 & not 161

M 260 – Elementary Linear Algebra (2)

ST 301 – Intro Stat Method (3)

M 369 – Applied Linear Algebra (3)

ST 304 – Multiple Regression Analysis (3)

ST 302 – Design of Experiments (3)

ST 460 – Applied Multivariate Analysis (3)

**Courses are all undergraduate coursework as Ms. Kirby teaches only developmental math*

Instructor: [Klotz, Melissa](#)

Courses Taught: ARTS 1303

Degrees Earned:

MFA - Houston Baptist University - Art

BS - Houston Baptist University - Art

Relevant Coursework:

MFA 6361 – Grad Seminar Gallery/Museum Practicum I (3)

MFA 6324 – The Art of Being Human (3)

MFA 6377 – Contemporary Art Movements (3)

MFA 5311 – Graduate Painting I (3)

MFA 5312 – Graduate Painting II (3)

MFA 5313 – Graduate Painting III (3)

MFA 5314 – Graduate Painting IV (3)

Instructor: [Lemson, Debra A](#)

Courses Taught: MUSI 1181, 1306, 1310, 2181

Degrees Earned:

MSM - Southern Methodist University - Music

BMED - Baker University - Music

Relevant Coursework:

PERA 6201 - Private Study - Organ (2)

PERA 5308 - Adv Choral (3)

PERA 6212 - Improvisational Playing (2)

PERA 6202 - Private Study - Organ (2)

PERA 6203 - Private Study - Organ (2)

MUHI 6130 - Arrangement/Instruments (2)

MUHI 6132 - Foundations (3)

MUHI 6325 - Adv Choral Applications (3)

Instructor: [Mauch, Jennifer A](#)

Courses Taught: MATH 1314

Degrees Earned:

MEd - Texas State University - Mathematics

BS - Louisiana State University - Information Systems Technology

BS - Louisiana State University - Marketing

Relevant Coursework:

MTE 5311 - Quantitative Reasoning (3)

MTE 5313 - Geometry & Measurement (3)

MTE 5315 - Algebraic Reasoning (3)

MTE 5317 - Math Modeling (3)

MTE 5323 - Logic Foundations (3)

MTE 5321 - Probability & Statistics (3)

MTE 5319 - Concepts of Calculus (3)

MATH 5303 - History of Math (3)

Instructor: [McLarty, Andra](#)

Courses Taught: SPCH 1315

Degrees Earned:

MS - Texas A&M Commerce - Theatre

BA - Southeastern Oklahoma State University - Theatre

Relevant Coursework:

- SPC 589 – Persuasion (3)
- SPC 589 – Interpersonal Communication(3)
- SPC 589 – Political Communication (3)
- SPC 416 – Organizational Communication(3)
- SPC 589 – Theory of Communication (3)
- SPC 589 – Small Group Communication (3)

Instructor: [Moore, Melissa K](#)

Courses Taught: MATH 0308, 0312

Degrees Earned:

- MS - Stephen F Austin State University - Social Work
- BS - University of Utah - Psychology

Relevant Coursework:

- MATH 4010 – Math Elem School Teachers I (4)
- MATH 4020 – Math Elem School Teachers II (4)
- CSE 1305 – Computer & Info Tech (3)
- MATH 1309 – Calculus Bus-Social Sci (3)
- STAT 2331 – Intro Stat Methods (3)
- MATH 3302 – Informal & Formal Geometry (3)
- EDCI 5306 – Plan/Teach/Learning Process (3)

**Courses are all undergraduate coursework (with exception of EDCI 5306) as Ms. Moore teaches only developmental math*

Instructor: [Osore, Kenneth S](#)

Courses Taught: MATH 1314

Degrees Earned:

- MA - University of Houston Victoria - Interdisciplinary Studies
- BS - University of Houston Victoria - Mathematics

Relevant Coursework:

- MAS 6311 – Combinations & Number Theory (3)
- MAS 6300 – Applied Mathematics (3)

MAS 6310 – Chaos, Fractals & Dynamic Systems (3)
MAS 6300 – Statistical Modeling (3)
MAS 6300 – Applied Mathematics in Com Science (3)
MTH 520 – Statistical Analysis (3)

Instructor: [Prisner, Karen A](#)

Courses Taught: SPCH 1315

Degrees Earned:

MA - University of Houston - Public Relations Studies
BA - Texas A&M Corpus Christi - Art

Relevant Coursework:

COMM 6300 – Research Methodology (3)
COMM 6309 – Propaganda (3)
COMM 6302 – Communication Theory (3)
COMM 6321 – Org Comm Analysis (3)
COMM 6371 – Public Relations Theory (3)
COMM 6372 – Issues Management (3)
COMM 6375 – Risk Communications (3)
COMM 6320 – Organizational Comm (3)

Instructor: [Sakry, Angelique W](#)

Courses Taught: ENGL 1301

Degrees Earned:

MA - University of Houston Victoria - Interdisciplinary Studies
BA - Our Lady of the Lake University - Liberal Arts

Relevant Coursework:

ENG 6350 – Genre Studies (3)
ENG 6340 – Literary Theory (3)
ENG 6330 – British Literary Theory (3)
ENG 6332 – American Literary Theory (3)
ENG 6350 – Genre Studies (3)
COM 6300 – Select Topics Professional Freelance Writing (3)

Instructor: [Schmidt, Brent](#)

Courses Taught: PHED 1164

Degrees Earned:

MEd - University of Houston - Physical Education

BS - Winona State University - Physical Education

Relevant Coursework:

PEP 6397 - Select Topics in Human Performance (3)

PEP 7308 - Sports Facility Administration (3)

PEP 6308 - Gender & Cult Issues in PE & Fit (3)

PEP 7309 - Sport Finance (3)

PEP 6355 - Promotional Strategies (3)

PEP 7312 - Physical Activity Lifespan (3)

Instructor: [Speights, Pamela S](#)

Courses Taught: SPCH 1315, 1318

Degrees Earned:

MS - Abilene Christian University - Management

BSE - Abilene Christian University - Speech

EdD - University of Houston - Curriculum and Instruction

Relevant Coursework:

COMS 6342 - Seminar Communications (3)

COMS 6376 - Public Relations (3)

COMS 6300 - Guided Study (3)

COMS 5345 - Cross-Cultural Communication (3)

COMS 6311 - General Research Methods (3)

COMS 6387 - Speech Criticism (3)

Instructor: [Stice, Carolyn Rose](#)

Courses Taught: ENGL 1301, 2327

Degrees Earned:

MFA - University of Alaska Fairbanks - Creative Writing

BA - Randolph-Macon Woman's College - English

Relevant Coursework:

ENGL 560 – Reading in 20th Century Lit (3)
ENGL 581 – Colloquium in Poetry Writing (3)
ENGL 630 – Studies: Renaissance in Literature (3)
ENGL 670 – Studies/20th Century Literature (3)
ENGL 686 – Studies/Creative Writing (3)
ENGL 541 – Read English Lit 19th Cent II (3)

Instructor: [Sullivan, Lauren E](#)

Courses Taught: ENGL 1301, 1302, 2311

Degrees Earned:

MFA - Northern Arizona University - Creative Writing
BFA - Stephen F. Austin State University - Creative Writing

Relevant Coursework:

ENG 500 – Graduate Literary Studies (3)
ENG 509 – Fiction Writing Workshop (3)
ENG 601 – Teaching Assistantship (3)
ENG 507 – Poetry Writing Workshop (3)
ENG 609 – The Art of Fiction (3)
ENG 676 – Workshop in Creative Nonfiction (3)

Instructor: [Tatum, Ryan](#)

Courses Taught: HIST 1301

Degrees Earned:

MSE - Baylor University - Curriculum & Instruction
BS - Baylor University - Social Studies

Relevant Coursework:

HIST 4362 – American Colonial Society (3)
HIST 4340 – America in WWII (3)
HIST 4363 – American Revolution & Constitution (3)
HIST 5360 – American Civil War Era (3)
HIST 5375 – The Civil Rights Movement (3)
HIST 4340 – The Sixties (3)

Instructor: [Tix, Ernest H](#)

Courses Taught: ENGL1301, 1302, 2311

Degrees Earned:

MLA - University of St. Thomas (TX) - Liberal Arts

MBA - University of St. Thomas (TX) - Finance

BBA - Texas A&M University - Management

Relevant Coursework:

MLENG 6393 – Special Topics: Lit & Med (3)

MLENG 6393 – Special Topics: Shakespeare (3)

MLENG 6393 – Special Topics: Faulkner (3)

MLENG 6316 – American Lit II (3)

MLENG 6318 – Modern Novel (3)

MLENG 6393 – Special Topics: J. Joyce (3)

MLMLA 6393 – Special Topics: C.S. Lewis (3)

Instructor: [Tutor, Matthew R](#)

Courses Taught: PHED 1164, 1301, 1346

Degrees Earned:

MAT - University of West Alabama - Physical Education

BS - Univ of Southern Mississippi - Health and Human Performance

Relevant Coursework:

PE 542 – Sport & Exercise Nutrition (3)

PE 532 – Org/Adm in Human Performance (3)

PE 551 – Exercise Testing & Prescrip (3)

PE 522 – Phys Ed Curriculum (3)

PE 570 – Dev Strength & Conditioning (3)

PE 544 – Exercise Physiology (3)

PE 521 – Testing in Human Performance (3)

Instructor: [Wade Jr, Larry D](#)

Courses Taught: GEOG 1303

Degrees Earned:

MIDS - Stephen F. Austin State University - Interdisciplinary Studies

BA - Stephen F. Austin State University - Communication Studies

Relevant Coursework:

GEO 503 – Seminar in Regional Geography (3)

GEO 503 – Seminar in Regional Geography (3)

GEO 575 – Adv Graduate Studies (3)

GEO 502 – Seminar in Cultural Geography (3)

GEO 575 – Adv Graduate Studies: Cultural Geography (3)

GEO 576 – Adv Graduate Studies (3)

Instructor: [Wind, Joy J](#)

Courses Taught: HIST

Degrees Earned:

MA - University of Houston Victoria - Interdisciplinary Studies

BAS - University of Texas at Austin - Journalism

Relevant Coursework:

HIS 6300 – Select Topics: Gender Studies (3)

HIS 6312 – European Social History (3)

HIS 6302 – Independent Study (3)

HIS 6311 – 20th Century US History (3)

HIS 6302 – Independent Study (3)

HIS 6314 – Modern British History (3)

Instructor: [Woleslagle, Julieta M](#)

Courses Taught: ENGL 1301

Degrees Earned:

MS - University of Houston Victoria - Desktop Publishing

MFA - University of Houston Victoria - Creative Writing

BA - University of Houston Victoria - Humanities

Relevant Coursework:

ENGL 6360 – Graduate Writing Workshop (3)

ENGL 6360 – Graduate Writing Workshop (3)

ENGL 6360 – Graduate Writing Workshop: Creative Nonfiction (3)

ENGL 6360 – Graduate Writing Workshop: Nonfiction (3)

ENGL 6300 – Select Topics: Anarchist Fiction (3)

ENGL 6350 – Genre Studies (3)

ENGL 6332 – American Literary History (3)

3.7.2 Faculty evaluation - Focused Report

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

One element of the institution's published faculty evaluation process is not fully documented. The institution asserts in its compliance report that "All full-time and part-time faculty members at WCJC are evaluated annually regardless of mode of instruction," and the "Faculty Evaluation System" document references "Procedures for the Annual Review of Faculty Performance." The institution has not provided documentation that would demonstrate that all full-time and part-time faculty members were evaluated during a one-year period.

Institutional Response:

Student Evaluation of Instruction

The evaluation process at Wharton County Junior College (WCJC) for both full-time and part-time faculty begins with the administration of the [Student Evaluation of Instruction](#). Each fall semester, the Office of Institutional Research provides a [roster of all courses](#) to the Office of the Vice President of Instruction (VPI) that includes the term, division, faculty name and ID, course reference number, subject code, course number, enrollment number, class time, building, and room number. The list is then emailed to TAB Services, a third-party company that prints student surveys for all WCJC courses based on the roster provided.

Once printed, TAB Services sends all surveys to the Administrative Assistant to the VPI, who then distributes the surveys to the appropriate Division Secretary. Division Secretaries are

responsible for confirming that all courses, sections, and instructors within their division are accounted for. In the event that there are surveys missing, Division Secretaries must immediately notify the Administrative Assistant to the VPI, as shown in this [sample email](#) from the Division Secretary for Social and Behavioral Science. The Administrative Assistant to the VPI will, in turn, notify TAB Services of the omission(s) so that they may provide any missing forms, as shown in this [sample email](#) to TAB Services.

Once all surveys have been accounted for and distributed to the various divisions, Division Secretaries provide the surveys to each instructor who must then make arrangements for a proctor to administer the surveys during their course sections within the timeframe established by the Office of the VPI. Completed surveys are returned to the Division Secretary, who is responsible for ensuring that all surveys have been returned for each course, section, and instructor within their division, as shown in this [sample record](#) from the Division of Technology and Business. Surveys are then sent back to the Office of the VPI, where the Administrative Assistant to the VPI verifies that all evaluations have been completed and submitted, as shown in the [sample record](#) maintained by the Administrative Assistant to the VPI for surveys distributed in fiscal year (FY) 2018. Once surveys have been collected from all divisions, they are then forwarded from the Office of the VPI to TAB Services for compilation of data and generation of reports.

Once compiled, data reports are sent from TAB Services to the Office of the VPI, with each instructor receiving two distinct reports: one report for their individual course sections and another report for all course sections combined. The results of the Student Evaluation of Instruction are then forwarded to both the instructor and their respective supervisor.

Full-Time Faculty Evaluation Process

For full-time faculty, the annual evaluation process encompasses four parts, namely the Student Evaluation of Instruction (see above), the [Faculty Self-Evaluation](#), the [Supervisor Evaluation of Faculty](#), and the Formal Conference to Discuss Performance. Following the Formal Conference, both parties sign the Supervisor Evaluation of Faculty form. A copy of the completed Supervisor Evaluation form is immediately provided to the instructor to aid in their professional development and enhancement of instruction and performance. The

supervisor then forwards the original Supervisor Evaluation form to the appropriate dean, who reviews, approves, and forwards the document to the VPI. Finally, the VPI reviews the evaluation and signs upon approval.

Upon receiving approval from the VPI, signed copies of the Supervisor Evaluation form are sent electronically from the Office of Instruction to the appropriate Division Chair, who is then responsible for forwarding a copy to the faculty member and their Department Head/Program Director, as applicable. Originals of both the Faculty Self-Evaluation and Supervisor Evaluation of Faculty forms are also forwarded from the VPI Office to the Office of Human Resources to be placed in each instructor's personnel file. The Assistant Director for Human Resources maintains an annual roster of all full-time faculty which is used to track the date that each faculty appraisal has been submitted to Human Resources, as seen in the [FY2017](#) and [FY2018](#) rosters. In the event that a faculty evaluation has not been submitted by the deadline, the Assistant Director for Human Resources will continue to follow-up with the Office of VPI, who then communicates with the appropriate Division Secretary until the evaluation has been received.

Part-Time Faculty Evaluation Process

The annual evaluation process for part-time faculty includes only the Student Evaluation of Instruction, described in full detail above. In addition, new part-time faculty are evaluated during their first semester of teaching using the Part-Time Instructor Appraisal Procedures for [Lecture Classes](#) or [Non-Lecture Classes](#). At their discretion, a supervisor may use the Part-Time Instructor Appraisal Procedures to evaluate regular/returning part-time faculty, although this is not required.

Supplemental Documentation:

- a. [Student Evaluation of Instruction](#)
- b. [Sample Roster – Fall 2016](#)
- c. [Sample Email – Division Secretary to VPI Administrative Assistant](#)
- d. [Sample Email – VPI Administrative Assistant to TAB Services](#)
- e. [Sample Record - Faculty Appraisal Checklist for the Division of Technology and Business](#)

- f. Sample Record - Faculty Appraisal Checklist Maintained by the VPI Administrative Assistant for Academic Year 2018
- g. Faculty Self-Evaluation
- h. Supervisor Evaluation of Faculty
- i. FY2017 Faculty Appraisal Checklist
- j. FY2018 Faculty Appraisal Checklist
- k. Part-Time Instructor Appraisal Procedures for Lecture Classes
- l. Part-Time Instructor Appraisal Procedures for Non-Lecture Classes

CR 3.13.7a Advertising, Student Recruitment, and Representation of Accredited Status - Focused Report

Applicable Policy Statement. The institution ensures integrity and responsibility in advertising, student recruitment, and representation of accredited status. Implementation: The institution describes the process used for ensuring that all statements and representations are clear, factually accurate, and current.

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The Off-Site Reaffirmation Committee reviewed the institution's accreditation statements in the two locations cited in the Compliance Report: the 2017-18 Wharton County Junior College General Catalog and the SACSCOC section of the College webpage. On the College webpage, the institution states its accreditation status correctly, including the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. In the Catalog, however, the statement does not match that on the webpage, fails to align with Commission standards, and does not indicate that normal inquiries about the institution should be addressed directly to the institution rather than to the Commission's office.

Institutional Response:

Wharton County Junior College (WCJC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Information regarding the college's accreditation status is published in the WCJC College Catalog and on the [WCJC Accreditation webpage](#). In addition, the WCJC Accreditation webpage includes a statement which indicates that normal inquiries about the college (e.g. educational programs, financial aid, and

academic advising) should be addressed directly to WCJC, rather than to SACSCOC.

Upon receiving notification of the revisions to the [SACSCOC Institutional Obligation for Public Disclosure](#) policy statement in June 2017, the verbiage on the institution's Accreditation webpage was reviewed for accuracy. However, edits were not made to the accreditation statement in the WCJC College Catalog 2017-18 as the catalog had already been printed and distributed to the campus community prior to the release of the revised statement. During the revision process for the WCJC College Catalog 2018-2019, the accreditation status statement on the [College and Program Accreditation page](#) was updated to accurately reflect the approved version specified in the revised policy. The 2018-2019 WCJC College Catalog was published, with the corrected accreditation statement, on the [WCJC Catalogs and Schedules webpage](#) on June 20, 2018. Annual review of the institution's status of accreditation statement, both on the WCJC Accreditation webpage and in the WCJC College Catalog, has been officially assigned to the Vice President of Planning and Institutional Effectiveness effective May 2018.

The statement regarding WCJC's accreditation status, both on the WCJC Accreditation webpage and in the WCJC College Catalog 2018-2019, reads as follows:

Wharton County Junior College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate Degree. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wharton County Junior College.

Supplemental Documentation:

- a. [WCJC Accreditation Webpage](#)
- b. [SACSCOC Institutional Obligations for Public Disclosure Policy Statement](#)
- c. [WCJC College Catalog 2018-2019 College and Program Accreditation Page](#)
- d. [WCJC Catalogs and Schedules Webpage](#)

3.14.1 Publication of accreditation status – Focused Report

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)

Program Response Narrative

Off-Site Reaffirmation Committee Response:

Non-Compliance

The Off-Site Reaffirmation Committee reviewed the institution's accreditation statements in the two locations cited in the Compliance Report: the 2017-18 Wharton County Junior College General Catalog and the SACSCOC section of the College webpage. On the College webpage, the institution states its accreditation status correctly, including the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. In the Catalog, however, the statement does not match that on the webpage, fails to align with Commission standards, and does not indicate that normal inquiries about the institution should be addressed directly to the institution rather than to the Commission's office.

Institutional Response:

Wharton County Junior College (WCJC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Information regarding the college's accreditation status is published in the WCJC Course Catalog and on the [WCJC Accreditation webpage](#). In addition, the WCJC Accreditation webpage includes a statement which indicates that normal inquiries about the college (e.g. educational programs, financial aid, and academic advising) should be addressed directly to WCJC, rather than to SACSCOC.

Upon receiving notification of the revisions to the [SACSCOC Institutional Obligations for](#)

[Public Disclosure](#) policy statement in June 2017, the verbiage on the institution's Accreditation webpage was reviewed for accuracy. However, edits were not made to the accreditation statement published in the WCJC College Catalog 2017-2018 as the catalog had already been printed and distributed to the campus community prior to the release of the revised statement. During the revision process for the WCJC College Catalog 2018-2019, the accreditation status statement on the [College and Program Accreditation page](#) was updated to accurately reflect the approved version specified in the revised policy. The 2018-2019 WCJC College Catalog was published, with the corrected accreditation statement, on the [WCJC Catalogs and Schedules webpage](#) on June 20, 2018. Annual review of the institution's status of accreditation statement, both on the WCJC Accreditation webpage and in the WCJC College Catalog, has been officially assigned to the Vice President of Planning and Institutional Effectiveness effective May 2018.

The statement regarding WCJC's accreditation status, both on the WCJC Accreditation webpage and in the WCJC College Catalog 2018-2019, reads as follows:

Wharton County Junior College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate Degree. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wharton County Junior College.

Supplemental Documentation:

- a. [WCJC Accreditation Webpage](#)
- b. [SACSCOC Institutional Obligations for Public Disclosure Policy Statement](#)
- c. [WCJC College Catalog 2018-2019 College and Program Accreditation Page](#)
- d. [WCJC Catalogs and Schedules Webpage](#)