



*Southern*  
Southern West Virginia  
Community and Technical College

***Board of Governors***

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**JULY 25, 2013**

**SPECIAL MEETING AGENDA PACKET**

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SPECIAL MEETING OF THE  
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS

Board of Governors Conference Room - 428 - Building C and by E-mail  
2900 Dempsey Branch Road  
Mount Gay, West Virginia

July 25, 2013 - 9:00 a.m.  
AGENDA

1. Call to Order ..... Mr. Tom Heywood  
Board Chair
2. Action on Follow-up Reports Required by Community and Technical College System
  1. Forensic Psychology and Investigation, Associate in Applied Science and Certificate
  2. Mine Management, Associate in Applied Science
3. Adjournment ..... Chair Heywood

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SPECIAL MEETING OF JULY 25, 2013**

**Item:** Post-Audit Review Follow-up Report for the CAS/AAS  
Forensic Psychology and Investigation

**Recommended Resolution:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the post-audit review follow-up report for the CAS/AAS Forensic Psychology and Investigation as requested by the West Virginia Council for Community and Technical College Education.

**Staff Member:** Cindy McCoy

**Background:**

During the 2011-2012 academic year a post-audit review of the Forensic Psychology and Investigation Program was conducted by the Department of Social Sciences in accordance with the provisions of Series 37 of the Council for Community and Technical College Education rules. At its April 13, 2012 meeting, the Board of Governors approved continuation of the Forensic Psychology and Investigation Program with corrective action and submitted the post-audit review report to the Council for Community and Technical College Education for review and approval.

At its August 16, 2012 meeting, the West Virginia Council for Community and Technical College Education accepted the post-audit report for the Forensic Psychology and Investigation Program and requested a follow-up report. A recommendation regarding the continuation of the CAS/AAS program in Forensic Psychology and Investigation was deferred pending receipt of a follow-up report on necessity. It was noted that an effective assessment had not been developed and an advisory committee had not been implemented. The West Virginia Council for Community and Technical College Education also requested a plan be submitted for enhancing program viability and development if program need is established.

Included in this report is the information requested by the West Virginia Council for Community and Technical College Education.

**POST-AUDIT FOLLOW-UP REPORT**  
**2012 – 2013**  
**Southern West Virginia Community and Technical College**  
**Program without Specialized Accreditation**

**Program: CAS/AAS-Forensic Psychology and Investigation**

The 2012 post-audit review of the Forensic Psychology and Investigation program resulted in a continuation with corrective action. The West Virginia Council for Community and Technical College Education requested a follow-up report addressing specific assessment measures and the development of an advisory council for the program. The Council also requested that a plan be submitted for enhancing program viability and development.

The specific assessment measures are in place within the program curriculum. They are centered on the program goals developed to incorporate the General Education Philosophy and Goals embraced by Southern W. V. Community and Technical College and the theoretical principles and practical methodologies developed by the program advisory council.

**Critical Thinking/Cognitive Goal:** Students will demonstrate their ability to understand, apply, analyze, evaluate and create a higher level of thinking to fill the demands of a very challenging occupation.

**Communication Goal:** Students *must* demonstrate their ability to effectively communicate oral, written, and nonverbal proficiency required in a complex and competitive workforce.

**Scientific Inquiry and Technology:** Students will demonstrate their scientific inquiry and reasoning skills by using the latest technologies available in the program.

**Cultural and Global Perspective:** Students will demonstrate an awareness of cultural and global issues required in a demanding occupation.

The **Forensic Psychology and Investigation Programs** will also adopt the **NOCTI - Legal Services Exam for Technical Assessment** in the fall 2013.

**Advisory Committee**

In the fall of 2013 the Acting Department Chair of the Social Science Department asked the faculty to submit names for the Forensics Psychology and Investigation Program Advisory Committee. From the list of names submitted by the faculty, the department assembled an advisory committee that met for first time in the spring of 2013.

**The 2013-2014 Forensic Psychology and Investigation Advisory Committee Members**

**Angie Aguirre** – Logan County Probation Employee  
**Sabrina Deskins** – Logan County Assistant Prosecuting Attorney  
**Stephen Baisden** – Williamson DHHR Hearing Officer  
**Sharon Bevins** – Operates Futures in Logan  
**Lillian Kay Browning** – Retired Logan Probation Officer  
**Robin Browning** – Williamson DHHR Employee

**Brady Keyser** – Adjunct Instructor  
**Judge Eric O'Briant** – Logan County Judge  
**Judge Roger Perry** – Logan County Judge  
**Ted Riffe** – Wyoming County Correctional Officer  
**Kim Tipton** – Logan County Probation Employee  
**Joshua Butcher** – Attorney  
**Jeff Lane** – Logan County Magistrate

During the 2013 spring advisory meeting the newly formed advisory committee believed it could help Southern identify ways to enhance the viability of the program and increase new student interest. It is also believed that the development of brokering articulations with area colleges and universities will enhance the attractiveness of the program to the non-traditional student. The committee has made the recommendation that Southern highlight the Forensic Psychology and Investigation program on Southern's TV station and web page and local newspapers and TV stations. The acting chair, Dr. McCoy, anticipates working with area vocational schools on course articulation for students who are interested in a profession in law enforcement.

### **The Forensic Psychology and Investigations AAS/CAS Program Necessity**

According to the Bureau of Labor Statistics, job growth in *Forensic Psychology* for psychologists and mental health professionals is expected to grow by almost 22% between 2010 and 2020. This is faster than the average for all other professions.

The demand for more mental health professionals is seen primarily in clinical psychology and in applied specialties such as forensic psychology. An increase in demand for psychologists has been noted in private practice, hospitals and other mental healthcare settings.

The American Psychological Association recognized forensic psychology as a specialty in 2001, calling it "Division 41." Since that time, universities and law schools have been developing courses, minors and degree programs that lead to careers in forensic psychology. These programs allow students to learn about both psychology and the legal system, preparing them for top forensic psychology jobs.

According to Payscale.com, the Federal Bureau of Investigation (FBI) employs more forensic psychologists than any other employer, followed by the Federal Bureau of Prisons. It is important to note, however, that most jobs with a forensic psychology degree requirement are in consulting and do not have a single employer. There is also a trend for large police departments, forensic laboratories and law firms to employ their own in-house forensic psychologist.

Financially, forensic psychologists can make a good living. The salary for forensic psychology jobs vary based on education and what type of positions are held within the industry. Salaries in the industry range from a low of \$35,293 to a high of \$118,975, according to Payscale.com.

### **Employment Trends and Career Areas for Forensic Psychologists in West Virginia**

The job market is going to look great for forensic psychologists in the upcoming years. The need for these specialists is going to increase by about 15% nationwide by 2016.

Those who go into a forensic psychology career will be able to find many different career paths to follow. They can work with law enforcement, or work with the court system, the corrections system, and more.

Within the service area for Southern WV Community and Technical College there are seven state police bureaus (Logan, Gilbert, Danville, Hamlin, Madison, Beckley and Welch), six correctional centers (Logan, Huntington, Beckley, Charleston, McDowell and Mt. Olive) and over thirty local police agencies. Graduates in *forensic psychology* have the potential for employment in any of these communities. It should be noted that the higher the education level the greater the potential for obtaining a high paying position in *forensic psychology*. Southern WV Community and Technical College program is transferable into the programs at West Virginia State University, Marshall University and Bluefield State University; Increasing the options for the students to advance their education and occupations in *forensic psychology*.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SPECIAL MEETING OF JULY 25, 2013**

**ITEM:** Follow-Up Report to the Post-Audit Review for Mine Management, Associate in Applied Science Degree Program

**RECOMMENDED RESOLUTION:** RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the follow-up report to the Post-audit Review for Mine Management, Associate in Applied Science degree program, and its submission to the West Virginia Council for Community and Technical College Education.

**STAFF MEMBER:** Bill Alderman

**BACKGROUND:**

At its April 19, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors unanimously approved continuation of the Mine Management, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37.

At its August 18, 2011 meeting, the West Virginia Council for Community and Technical College Education approved the post-audit report for the A.A.S. in Mine Management program and concurred with the recommendation to continue the program. The Council requested a follow-up report on the number of graduates, their placements, and details addressing specific assessment measures and how the results are utilized for program improvement.

Included in this report is the information requested by the West Virginia Council for Community and Technical College Education.

**POST-AUDIT FOLLOW-UP REPORT**  
**2012-2013**  
**Southern West Virginia Community and Technical College**  
**Program Without Specialized Accreditation**

**Program:   Mine Management, Associate in Applied Science**

The 2011 Post-audit Review of the A.A.S. in Mine Management resulted in a continuation at the current level of activity with corrective action. The West Virginia Council for Community and Technical College requested a follow-up report addressing graduates, placements, and specific assessment measures and how the results are utilized for program improvement.

The specific assessment measures are the standards set by the program coordinator and applicable federal and state agency representatives that serve on the Mine Management Advisory Council. Also, included are industry managers at various levels. These goals are measured using an Assessment Matrix that demonstrates a skill-set conducive precisely to the mining industry (See Mine Management Assessment Appendix).

The industry officials, and all advisory members, are utilized by the mine management program and attend the annual college advisory committee meeting. Chief Executive Officers and upper management have provided input and approved the current curriculum changes and support the program through employee reimbursement. Many companies notify the program coordinator about job openings and availability.

The program meets a corroborated industry demand and graduates can attain profitable employment, earning better than average wages for our state. Most students are aware of the job opportunities as they become available. It is the recommendation of the Department of Business Administration, that the A.A.S. in Mine Management be granted continuance. The program is offered 100% online and was initiated to accommodate the current work force and to prepare the next generation of mine managers. Recruitment is continuous for students to complete the Southern West Virginia Community and Technical College's A.A.S. in Mine Management. The program offers three formats; trimester – 1.5 years, traditional – 2.0 years, and part-time – 2.5 years, all with the modified reduction to 60 credit hours.

Graduate numbers continue to increase and placement is 99% for the graduates to date. Enclosed are the numbers specific to these two categories as well as an assessment matrix used to measure program improvement. The current advisory council which is compiled of 45 members from various upper management levels, educators, and collegiate personnel are included with regular consultation, providing invaluable insight into the program and its continuous improvement. The advisory council provides regular updated advice, most often times monthly, rather than the traditional annual meeting which is required. The industry officials, and all advisory members, are utilized for the mine management program, its curriculum, and potential job placement. An extraordinary supportive group of advisors attends the annual college advisory committee meetings.



The Program Coordinator has regular involvement with many Mine Managers, CEOs, Safety Managers, Training Directors, industry officials (state and federal mine inspectors), and Human Resource Managers to ensure current needs are being built into the curriculum to be taught, applied and assessed, effectively providing the employee and employer with a beneficial skill set exclusively designed to build a robust nucleus of managerial and leadership skills for their management team. Many student/employees must place their individualized program plan, which is designed at the initial advising/registration process and graduation, on hold due to rapid advancement within their companies which takes precedence of their time and emphasis as they become acclimated to their new responsibilities and duties which are often a direct result of particular skills set being met from the major program core courses, which necessitates advancement before degree completion to benefit the company in a compulsory role.

**Mine Management, A.A.S. Program**  
**Enrollment, Graduates, Graduate Placement**

<u><b>Academic Year</b></u>	<u><b>Enrollment</b></u>	<u><b>Graduated</b></u>	<u><b>Graduate Placement</b></u>	<u><b>Counties Served</b></u>
<b>2009</b> -Fall	5		Aracoma Coal Company	Martin, KY
09-Spring	3		Arch Coal Company	Pike, KY
			Alpha Coal Company	Barbour
<b>2010</b> - Fall	10		Brooks Run Mining	Boone
10-Spring	10		Cliffs Natural Resources	Braxton
10-Summer	11		Coal Mac, Inc	Clay
			Coal River Energy Group	Fayette
<b>2011</b> - Fall	23	3	Consol Energy	Greenbrier
11-Spring	25	4	Hampden Coal Company	Kanawha
11-Summer	13		Independence Coal Company	Lincoln
			Long Branch Mining Company	Logan
<b>2012</b> - Fall	55	10	Massey Energy	Marshall
12-Spring	50	7	Mechel Bluestone	Mason
12-Summer	22		Patriot Coal Company	McDowell
			Pocahontas Mine	Mingo
<b>2013</b> - Fall	37		Rockhuse Creek Development	Nicholas
13-Spring	52	7	Robinson Creek	Putnam
13 - Summer	15		Sidney Coal Company	Raleigh
			Southern WVCTC/ Mine Academy	Wyoming
<b>2014</b> - Fall	45		United Coal Company	

### Assessment Matrix for Measuring Course Goals Mine Management

Goals 1-6					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-test	When each class section begins.	Faculty	Measures the level of competency in each class.	Faculty, students, employers, potential employers.	Helps determine areas of proficiency and/or deficiency. Faculty may plan more effectively to target areas needed for improvement.
Weekly Blackboard assignments and Weekly Discussion Posts.	Each week of designated class section time period.	Faculty	Measures and monitors progress each week pertaining to course objectives.	Faculty, students, and any applicable reporting agency, such as state or federal pertaining to employment.	Course weighted average, final grade determination, and instructor evaluation for effectiveness and efficiency.
Quizzes and Exams	Periodic	Faculty	Measures and monitors progress each week pertaining to course objectives.	Faculty, students, and any applicable reporting agency, such as state or federal pertaining to employment.	Course weighted average, final grade determination, and instructor evaluation for effectiveness and efficiency.
Post Test	Final Semester	Program Coordinator	Measure progress from beginning to end.	Faculty, Program Coordinator	Allows thorough review of all areas of program. Adjustments may be made within department of suggestions to other departments.

**Notes:**

- Goal 1 The program provides for those that seek entry-level managerial positions, both surface and underground, in the mining industry.
- Goal 2 The program provides for those that seek mid-level managerial positions, both surface and underground, in the mining industry.
- Goal 3 Demonstrate mastery of theoretical principles and practical methodologies associated with mine management.
- Goal 4 Demonstrate skills in critical thinking, financial evaluations of operations, and regulatory agencies.
- Goal 5 Demonstrate knowledge of planning, organizing, direction, and leading within the industry.
- Goal 6 Demonstrate a global energy perspective on economic issues relative to all applicable mining industry's competition models