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**SOUTHERN WEST VIRGINIA  
COMMUNITY AND TECHNICAL COLLEGE**

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**INSTITUTIONAL  
BOARD OF GOVERNORS**

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**AGENDA  
APRIL 18, 2006**

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Board Members

Linda Akers, Chair  
Rory Perry, Vice Chair  
Dennis Trader, Secretary  
William Grizzell  
Shelley Huffman  
Jada Hunter

George Kostas  
Dr. David Pierce  
James R. Sheatsley  
Michael Baldwin  
Julia Goad  
George Morrison

Joanne Jaeger Tomblin  
President

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**  
**BOARD OF GOVERNORS**  
**ROOM 111 — LOGAN CAMPUS**  
**APRIL 18, 2006**  
**AGENDA**

1. Call to Order . . . . . Ms. Linda Q. Akers  
Board Chair
2. Introduction of New Century Scholar . . . . . Ms. Joanne Jaeger Tomblin  
President
3. Special Presentation to Jada Hunter . . . . . President Tomblin
4. President’s Report . . . . . President Tomblin
5. Action Items . . . . . Chair Akers
  1. Appointment of Nominating Committee . . . . . Chair Akers
  2. Approval of February 21, 2006 Minutes . . . . . pp. 3-7
  3. Program Review . . . . . pp. 8-15
    1. Associate in Arts and Associate in Science Concentrations . . . . . pp. 9-15
  4. Approval of Fiscal Year 2006-2007 Budget . . . . . pp. 16-19
  5. Final Approval of Proposed Policies . . . . . pp. 20-41
    1. SCP-2810, Sabbatical Leave for Full-time Faculty . . . . . pp. 20-28
    2. SCP-2843, Sexual Harassment Policy . . . . . pp. 29-36
    3. SCP-4151, Academic Standards and Expectations from Students . . . . . pp. 37-41
  6. Approval to Terminate Policy . . . . . pp. 42-44
    1. SCP-3705, Student Academic Rights
6. Discussion Items . . . . . p. 45
  1. Strategic Planning Workshop and  
Board of Governors Retreat . . . . . Chair Akers
  2. Pinning and Commencement Ceremonies . . . . . President Tomblin
7. Possible Executive Session Under the Authority of  
WV Code §6-9A-4(2)(A) to Discuss Personnel Issues . . . . . Chair Akers
8. Informational Items . . . . . pp. 46-75
  1. Graduate Survey Results . . . . . pp. 47-71
  2. Holdiay Schedule Fiscal Year 2006-2007 . . . . . p. 72
  3. Institutional Policies Approval Notification . . . . . p. 73
  4. Newspaper Articles . . . . . pp. 74-75
9. Adjournment . . . . . Chair Akers

**Southern West Virginia Community and Technical College  
Board of Governors  
Meeting of April 18, 2006  
Agenda Items for Action**

1. Appointment of Nominating Committee ..... Chair Akers
2. Approval of February 21, 2006 Minutes ..... pp. 3-7
3. Program Review ..... pp. 8-15
  1. Associate in Arts and Associate in Science Concentrations ..... pp. 9-15
4. Approval of Fiscal Year 2006-2007 Budget ..... pp. 16-19
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  1. SCP-2810, Sabbatical Leave for Full-time Faculty ..... pp. 20-28
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  3. SCP-4151, Academic Standards and Expectations from Students ..... pp. 37-41
6. Approval to Terminate Policy ..... pp. 42-44
  1. SCP-3705, Student Academic Rights

**Southern West Virginia Community and Technical College  
Board of Governors  
Logan Campus—Room 111  
February 21, 2006**

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**Draft**

**Board Members Present:** Linda Akers, Dennis Trader, William Grizzell, Rory Perry, Jada Hunter, David Pierce, James Sheatsley, George Kostas, Michael Baldwin, George Morrison, Julia Goad

**Board Members Absent:** Shelley Huffman

**Administrative Staff:** President Joanne Jaeger Tomblin, Merle Dempsey, Cathy Smith-Cox, Fred Scott, Allyn Sue Barker, James Owens, Pam Alderman, Ron Lemon, Cindy Crigger, Patricia Cutlip, Patricia Clay, Ron Hamilton, Emma Baisden

**1. Call to Order:**

Chair, Linda Akers, declared a quorum present and convened the meeting at 6:10 p.m.

**2. President's Report:**

1. Wayne County Commission President, Dr. Charles Sammons, approached President Tomblin with a request to deliver core education courses to residents in the Fort Gay (Wayne County) area. Since Wayne County is not part of Southern's service district, President Tomblin is collaborating with Vicki Riley, President of Marshall Community and Technical College, to provide affordable access to higher education to residents of Southern Wayne County.
2. Dialogue Days and one-on-one confidential meetings with a cross section of employees will continue this semester. The personal conferences provide an avenue for employees to discuss with President Tomblin any issues, ideas and/or concerns they may have about the direction of the College.
3. Negotiations are underway with Marshall University to deliver locally a full baccalaureate degree in Elementary Education K-6 Comprehensive Program to students in our service district. Midway College currently delivers this program for our students.
4. Fund-raising continues for the Major Gifts Campaign through a variety of activities. Employee contributions now total more than \$110,000. The Foundation was the recipient of \$41,730 from the Neighborhood Investment Program. President Tomblin plans to kick-off the campaign in late April. A notification of the public campaign will be sent to Board members.
5. To date, Southern is the recipient of the following grants:
  1. \$3 Million (in conjunction with WVU) — U. S. Department of Labor to train WV workers for energy industry careers
  2. \$200,000 — Academy for Mine Training and Energy Technologies (HB3009 Workforce Development Initiative Program)
  3. \$10,000 — Student Retention Mini-Grant (CTC System)
  4. \$10,000 — Marketing (CTC System)
  5. \$30,000 — ABE/Middle College Program ( Claude Worthington Benedum Foundation)
  6. \$180,000 — Nursing (WV Attorney General)
6. President Tomblin provided the Board with a schedule of high school visits and invited their participation.
7. On January 11, United States Congressman, Nick Rahall, toured Southern's Logan Campus and was interviewed by Ms. Juanita Topping for a segment of *Inside*

- Southern.* Congressman Rahall's interview was broadcast on Southern's Channel 17 which reaches approximately 40,000 households in Southern West Virginia.
8. The Wyoming Campus received its final furnishings.
  9. Southern, in partnership with APPALREAD, will conduct Harmony Week activities on each of its campuses February 23—March 3, 2006. A schedule of activities was provided for Board members. President Tomblin invited the Board to attend the March 3 finale featuring a performance by the world renowned group, "Drum Café, at the Earl Ray Tomblin Convention Center beginning at 11:00 a.m. She anticipates approximately 500 guests to attend
  10. The 11th annual Southern Partners for Education and Economic Development (S.P.E.E.D) Regional Legislative Reception was held January 30 at the Embassy Suites in Charleston, WV. The event was well attended with representatives from Boone, Logan, Lincoln, Mingo, McDowell, Raleigh, and Wyoming counties.
  11. Approximately 200 representatives from Southern joined the West Virginia Nurses Association in recognition of Nurses' Unity Day on February 9 at the Capitol in Charleston. Southern is known throughout the state for its successful Nursing program which has one of the highest nursing passage rates in the nation.
  12. Higher Education Day at the Legislature to salute public and private educational institutions was held at the State Capitol on February 15.
  13. Southern will host the May 25th meeting of the Council for Community and Technical College Education at its Logan Campus. Details are forthcoming.
  14. President Tomblin provided the Board with a list of events/meetings that she has participated in since November 2005 keeping the College in high profile throughout the district and State:
    1. All College Day, 01/09/06
    2. High School Visits
      1. Burch High School, 11/30/05
      2. Tug Valley High School, 12/06/05
      3. Scott High School, 02/10/06
    3. West Virginia State Policy Dialogue with the Southern Growth Policy, 12/05/05
    4. KIXXS 106 George Warren Radio Talk Show, 12/15/05
    5. Annual Tug Valley Chamber of Commerce Legislative Luncheon, 12/19/05
    6. Marshall University 2+2 Agreement meeting with Drs. Jane McKee and Rosalyn Templeton, 12/20/05
    7. Educational Alliance Board of Directors meeting, 01/10/06
    8. Annual Educational Alliance Dinner meeting, 01/10/06
    9. Meeting with Congressman Rahall, 01/10/06
    10. Tribute to Martin Luther King, Jr., Logan Street Baptist Church, Williamson, 01/15/06
    11. Southern Partners for Education and Economic Development (SPEED) Regional Legislative Reception, Charleston, 01/30/06
    12. Nurses Unity Day, Charleston, 02/07/06
    13. Harmony Week Activities, February-March 2006
    14. Logan County Chamber of Commerce Board monthly meetings
    15. Logan Rotary Club, 01/11/06
    16. Southern West Virginia Community College Foundation monthly meetings
    17. Logan Regional Medical Center Board meetings and Credentials Committee meetings —current Board of Trustees Chair

**3. ACCT National Legislative Summit Report**

Ms. Jada Hunter represented the Southern WV Community and Technical College Board of Governors at the Community College National Legislative Summit held February 5-8, 2006 in Washington, DC. More than 1,000 community college trustees, presidents, chancellors and higher education officials attend the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC) National Legislative Summit, to meet with key officials in the federal administration and to advocate the national community colleges' legislative priorities among U. S. congressional representatives on Capitol Hill. Ms. Hunter provided Summit highlights for Board members. She was privileged to attend one session that former West Virginia Governor and current President of the Alliance for Excellent Education, Bob Wise, served as the keynote speaker. She expressed gratitude to the Board and President Tomblin for the opportunity to attend the event and represent Southern West Virginia Community and Technical College.

**4. Action Items:**

**1. Approval of November 29, 2005, Minutes**

**MOTION:** Dennis Trader moved to accept the November 29, 2005 minutes as presented.

**ACTION:** Bill Grizzell seconded the motion. The motion carried unanimously.

**2. Final Approval of Policies**

**1. SCP-1000, MAPS Development System**

**MOTION:** Rory Perry moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1000, MAPS Development System, following the public comment period.

**ACTION:** Bill Grizzell seconded the motion. The motion carried unanimously.

**2. SCP-3245, Faculty and Administrative Productivity**

**MOTION:** Bill Grizzell moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3245, Faculty and Administrative Productivity, following the public comment period.

**ACTION:** Rory Trader seconded the motion. The motion carried unanimously.

**3. SCP-5065, Awarding of Fee Waivers**

**MOTION:** Rory Perry moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-5065, Awarding of Fee Waivers, following the public comment period.

**ACTION:** Dennis Trader seconded the motion. The motion carried unanimously.

**3. Approval of Policies for 30-day Public Comment**

**1. SCP-3705, Student Academic Rights**

**2. SCP-4151, Academic Standards and Expectations from Students**

**MOTION:** Rory Perry moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the proposed cancellation of SCP-3705, Student Academic Rights and proposed revision of SCP-4151, Academic Standards and Expectations from Students, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

**ACTION:** Bill Grizzell seconded the motion. The motion carried unanimously.

**3. SCP-2810, Sabbatical Leave for Full-time Faculty**

**MOTION:** Dennis Trader moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

**ACTION:** Rory Perry seconded the motion. The motion carried unanimously.

**4. SCP-2843, Sexual Harrassment Policy**

**MOTION:** Bill Grizzell moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

**ACTION:** David Pierce seconded the motion. The motion carried unanimously.

**4. Request to Amend Board Meeting Schedule**

**MOTION:** Dennis Trader moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve its revised schedule of meetings for 2005-2006 as presented.

**ACTION:** Jada Hunter seconded the motion. The motion carried unanimously.

**5. Discussion Items:**

**1. Strategic Planning Workshop and Board of Governors Retreat Agenda**

Chair Akers plans to hold a Strategic Planning seminar for the Board of Governors on September 26, 2006, prior to the Board's regular business meeting. A guest speaker will lead members in discussion and development of the Board's Strategic Plan. The group will focus on development of the plan during its annual planning retreat in October 2006.

**2. 2006-2007 Budget**

The proposed institutional budget for fiscal year 2006-2007 will be presented to the Board of Governors for review and consideration at its April 18 meeting.

**3. Allied Health and Technology Center Update**

Vice President for Finance, Mr. Fred Scott, reported that he held a pre-bid meeting on Friday, February 10, 2006 in the Savas-Kostas Theatre. Six general contractors and six sub-contractors attended the meeting. Mr. Scott provided a tour of the construction site for interested contractors following the pre-bid meeting. February 24 is the deadline for submission of bids. Mr. Scott anticipates construction activity to follow in approximately three weeks of the deadline.

**6. Adjournment:**

There being no further business, Chair Akers declared the meeting adjourned at 7:10 p.m. The next Board meeting is scheduled for April 18, 2006.

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Linda Q. Akers

Chair

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Rory Perry

Vice Chair

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Dennis R. Trader

Secretary

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Emma L. Baisden

Assistant Secretary

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**

**PROGRAM REVIEW SCHEDULE**

**2005/2006 - 2009/2010**

<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
AA concentrations	Early Childhood Dev.	Business Accounting	Occupational Development	Nursing
AS concentrations	Electrical Eng. Technology	Business Administration	Criminal Justice (CP)	Rad Tech.
	Technical Studies	Office Info. Technology	Criminal Justice	MLT
	Technical Studies (CP)	Computer Info. Systems	Surgical Technology	
		Information Technology	Health Care Tech. (CP)	
		Secretarial Science (CP)		
	Post-Audit Review: BOG Adult Completion	Post-Audit Review: Dental Hygiene Electrical Eng. Technology (CP) Information Technology (CP)		

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEM:** Academic Program Review and Continuance of Existing Academic Programs

**RECOMMENDED RESOLUTION:** RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the University Parallel Associate in Arts and Associate in Science degree programs at the current level of activity with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Joint Procedural Rule, Series 10, Policy Regarding Program Review; and

BE IT FURTHER RESOLVED, That the Vice President for Academic Affairs, the Division Chairs, and appropriate faculty review the weaknesses and recommendations identified in the review summary and, upon such review, provide the President and/or her designee with a plan to address such weaknesses and recommendations for improvement.

**STAFF MEMBERS:** Dr. Cindy McCoy, Division Chair, Humanities and Social Sciences  
Mr. Guy Lowes, Division Chair, Natural Sciences and Mathematics  
Ms. Cathy L. Smith-Cox, Vice President for Academic Affairs

**RATIONALE FOR THE RECOMMENDATION:**

The University Parallel (UP) Associate Degree Program is an essential element of the institution's mission. As stated in the 2005-06 College Catalog (page 2), one of the institution's primary commitments is "to provide programs of study which can be effectively transferred to other institutions and applied toward the completion of a baccalaureate degree." The UP program provides the full range of general education courses for completion of all certificate and associate degrees. Courses required for the current concentrations (areas of specialization) in the UP program are made available by each of

the academic divisions, with the exception of Transitional Studies.

Although, there is a lack of information regarding individual student or aggregate academic performance after transfer, the most recent Community and Technical College (CTC) Performance Indicator Data provided by the Community College Council staff indicate that the UP transfer enrollment has represented an average of 53% of the institution's total headcount over the past three (3) years. Also, data for the last two reporting years (2003-04 and 2004-05) show that 100% of Southern's transfer graduates received a baccalaureate degree within five (5) years upon transfer. Although the validity of the data pertaining to baccalaureate degree attainment is suspect, it does indicate that Southern students who transfer to in-state, four-year colleges and universities are very successful at those institutions.

In view of these data, as well as the information contained in the full program review report, it is apparent that the UP program is an essential, viable, and successful program. However, as with any program, there is room for improvement. Therefore, the recommended resolution asks the Board to approve the report with corrective action and that the academic leadership be provided the opportunity to address identified weaknesses and the recommendations offered by the Division Chairs.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**

**Institution:** Southern West Virginia Community and Technical College

**Program:** University Parallel - Associate in Arts and Associate in Science

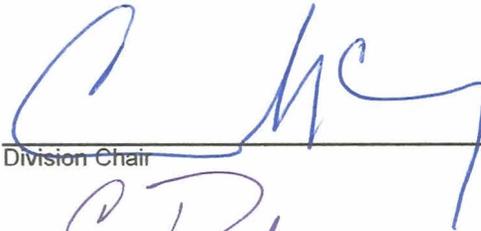
**Institutional Recommendation**

**The Board of Governors recommends:**

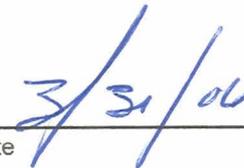
- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing courses, facilities, and/or faculty;
- 5. Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

**Rationale for the recommendation:**

See attached.

  
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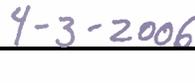
Division Chair

  
\_\_\_\_\_

Date

  
\_\_\_\_\_

Chair, Academic Affairs Committee

  
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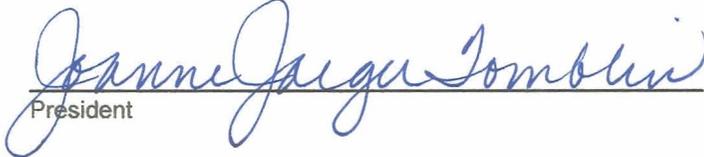
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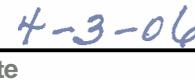
Chief Academic Officer

  
\_\_\_\_\_

Date

  
\_\_\_\_\_

President

  
\_\_\_\_\_

Date

Chair, Board of Governors

Date

**Southern West Virginia Community and Technical College  
University Parallel  
Associate in Arts  
Associate in Science**

**Program Review Summary**

- A. Adequacy
- The curriculum has adequate requirements that meet the needs of the transfer student.
  - The program is staffed with qualified faculty.
  - Current resources are sufficient to sustain the program.
  - The program maintains a valid assessment plan.

**Conclusion: The program exceeds the minimum adequacy requirements.**

- B. Viability
- The number of students enrolled as majors is exceptional.
  - Enrollment trends indicate future students seeking the AA and AS degree will remain acceptable.
  - The number of graduates is acceptable.

**Conclusion: The program meets the requirements for viability.**

- C. Necessity
- The program meets the needs of students wishing to transfer to colleges and universities after completion of coursework or a program of study.
  - The program is unique to our service area; no other institution exists in the service area that offers AA and AS degrees.

**Conclusion: This is a necessary program.**

- D. Consistency with Mission
- The program does support the institutional mission to provide transfer opportunities to the citizens of the service district.
  - The program and/or core courses support all programs in the institution.
  - Core courses impact other programs.

**Conclusion: The program is consistent with the Mission of the College.**

**Recommendation**

Continuation of the program at the current level of activity with corrective action.

## A. Program Weaknesses

After a review of the University Parallel Program, a few weaknesses have been recognized. It should be noted that none of the weaknesses represent a major deficiency within the program. However, by addressing these (in some cases small) issues, an already strong program could be even more productive. In other words, the University Parallel program could serve more students, more efficiently, with some adjustments.

It should also be noted that without a review process such as this one these problems may never have been identified so clearly.

- The multiple program concentrations under the University Parallel option put a strain on an already burdened faculty. The UP faculty must provide all the support courses for all the academic programs at Southern, along with providing the necessary course offerings for the fifteen potential UP degree concentrations. These degree concentrations are responsible for the majority of the low enrollment courses offered by the Humanities and Social Science and the Natural Science and Math Divisions. The majority of the UP graduates are in the General Studies and Education degree concentrations.
- Numerous adjuncts are needed to provide program requirements, and 81% of the faculty delivering University Parallel courses are part-time faculty. The ratio of part-time to full-time faculty is 5 to 1, with 26 full-time faculty and 130 adjuncts in the University Parallel area. Without question these numbers show a serious need for additional full-time faculty for University Parallel program delivery.
- The program name is confusing and should be more descriptive of the program itself.
- Transfer data needed for a comprehensive review of the University Parallel program are not currently provided by individual transfer institutions or by the state. It is imperative that Southern obtain information on our transfers, so as to properly assess the curriculum. We need to know what courses students are taking after they leave us and how they are doing in those courses. Are Southern students transferring in as juniors? Lastly, we need to know if our graduates are obtaining a baccalaureate degree. This specific information on our transfer student will help Southern ensure that the University Parallel program is a true transfer degree.
- The University Parallel faculty are burdened with antiquated computer equipment. The majority of the UP faculty have

outdated computers that can't access new software. An example of the extent of this problem is that textbook companies send CD's and DVD's with additional instructor materials and test banks that the faculty are unable to review.

Also, many of the faculty have dowdy computers that are slow, old, and constantly in need of some type of repair, and the computer support department is unable to adequately service these ailing machines in a timely manner. This is a serious issue when one considers that the faculty must register students, advise students, input student grades, and receive all official communication through this archaic system.

- The University Parallel core curriculum needs to be reviewed so that current trends in education and specific disciplines are reflected in all UP courses.

## B. Recommendations

As evidenced in the full program review, the University Parallel Program is one of the most productive programs at Southern and should be continued. However, some changes could be made to improve the program's productivity.

- Eliminate some of the University Parallel concentrations. By canceling some of the less productive concentrations the college would eliminate having to run low enrollment courses in Psychology, Sociology, Math and Science. This would not eliminate a student's ability to receive an AA or AS degree. That determination would be based on the 21 hours of electives. If the majority of the elective hours are in the Humanities and Social Science division, the student would receive an AA; if the majority are from the Natural Science and Math division the student would graduate with an AS degree.
- Make the Lifestyle Interventions course, P.E. 223, the requirement in the General Education Core. This would be consistent with other colleges and universities and would eliminate 1 hour P.E. classes. This course incorporates lecture and activity, so transfer should not be a problem.
- A review of class caps needs to be made in subjects such as English Composition, Speech and Science.
- There should be a review of division course responsibility. Courses such as First Aid and CPR should possibly be administered by the Allied Health Department, and Nutrition should be under the Natural Science Division. Rename the

University Parallel Program the “University Transfer Program.” On the surface this seems like a small, insignificant problem; however, the term parallel is not easily understood by the entering freshman as representing transfer.

- Hire more full-time faculty in the most burdened academic areas and on campuses where they are most needed.
- Provide the University Parallel faculty the necessary computer support needed to do their jobs and replace old computers and printers with new up-to-date equipment.
- Continue to seek the necessary graduate data for a thorough program review.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEM:** **FY 2007 Budget Presentation**

**RECOMMENDED RESOLUTION:** **RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors accept the filing of the budget for the fiscal year starting July 1, 2006.**

**STAFF MEMBER:** **Fred Scott**

**BACKGROUND:**

Budget request documents were sent to department managers, requiring that new requests be observant of budget reductions. Managers submitted their budgets to cabinet level staff for review and approval. Those officers submitted the budgets to the Finance Office to be entered into the computer systems. Budget books were provided to the President, Executive Vice President and Vice President for Finance for further review. Reductions were made where appropriate and a proposed budget emerged for the Board of Governors consideration and approval.

Southern West Virginia Community and Technical College  
Proposed Budget for 2006-07

	2005-06	2006-07	Difference
<b>Revenue Sources</b>			
General Revenue (State Funds)	\$ 7,493,702	\$ 8,053,214	\$ 559,512
Lottery	231,010	0	(231,010)
Tuition	2,852,360	2,641,200	(211,160)
Fees	264,380	255,852	(8,528)
Foundation endowment yield	10,458	0	(10,458)
Major gifts campaigns	200,000	0	(200,000)
Miscellaneous revenue	505,000	410,000	(95,000)
Auxiliary enterprises	1,292,632	1,121,000	(171,632)
State grants and contracts	3,009,022	2,800,000	(209,022)
Private gifts, grants, and contracts	83,000	10,000	(73,000)
Federal programs	913,564	2,320,000	1,406,436
State scholarship program	620,000	760,000	140,000
Carryover from prior years	1,500,000	1,300,000	(200,000)
<b>Total Revenue</b>	<b>18,975,128</b>	<b>19,671,266</b>	<b>696,138</b>
<b>Salaries and benefits</b>			
Personal services	8,902,000	9,150,000	(248,000)
Employee benefits	2,403,600	2,561,835	(158,235)
	<b>11,305,600</b>	<b>11,711,835</b>	<b>(406,235)</b>
<b>Operating expenses</b>			
Current expenses	5,385,230	5,439,082	(53,852)
Utilities	525,827	517,957	7,870
Auxiliary non-personnel costs	737,000	770,165	(33,165)
Repairs and alterations	179,335	198,632	(19,297)
Equipment	408,630	502,850	(94,220)
Contingency	352,911	300,000	52,911
	<b>7,588,933</b>	<b>7,728,686</b>	<b>(139,753)</b>
<b>Total expenditures</b>	<b>18,894,533</b>	<b>19,440,522</b>	<b>(545,989)</b>
<b>Total revenues over expenditures</b>	<b>\$ 80,595</b>	<b>\$ 230,744</b>	<b>\$ 1,242,126</b>

**Summary of cash carryover**

Amount carried forward from prior year	4,180,000	2,760,595
Amount used to balance budget	(1,500,000)	(1,300,000)
Each year's surplus	80,595	230,744
Amount to carry forward to next year	<b>2,760,595</b>	<b>1,691,339</b>

Southern West Virginia Community and Technical College  
Five Year Financial Plan

	Budget 2005-06	Budget 2006-07	Budget 2007-08	Budget 2008-09	Budget 2009-10	Budget 2010-11
<b>Revenue Sources</b>						
General Revenue (State Funds)	\$ 7,493,702	\$ 8,053,214	\$ 8,053,214	\$ 8,053,214	\$ 8,053,214	\$ 8,053,214
Lottery	231,010	0	0	0	0	0
Tuition	2,852,360	2,641,200	2,945,151	3,131,789	3,349,098	3,579,985
Fees	264,380	255,852	260,969	266,188	271,512	276,942
Foundation endowment yield	10,458	0	8,576	10,457	12,475	0
Major gifts campaigns	200,000	0	100,000	200,000	300,000	400,000
Miscellaneous revenue	505,000	410,000	418,200	428,655	443,658	459,186
Auxiliary enterprises	1,292,632	1,121,000	1,165,840	1,206,644	1,242,844	1,273,915
State grants and contracts	3,009,022	2,800,000	2,856,000	2,913,120	2,971,382	3,030,810
Private gifts, grants, and contracts	83,000	10,000	20,000	22,000	24,200	26,620
Federal programs	913,564	2,320,000	2,378,000	2,437,450	2,498,386	2,560,846
State scholarship program	620,000	760,000	765,000	770,000	775,000	780,000
Carryover from prior years	1,500,000	1,300,000	730,000	500,000	350,000	280,000
<b>Total Revenue</b>	<b>18,975,128</b>	<b>19,671,266</b>	<b>19,700,951</b>	<b>19,939,518</b>	<b>20,291,769</b>	<b>20,721,518</b>
<b>Salaries and benefits</b>						
Personal services	8,902,000	9,150,000	9,152,000	9,251,254	9,460,612	9,667,543
Employee benefits	2,403,600	2,561,835	2,563,000	2,590,351	2,648,971	2,803,588
	11,305,600	11,711,835	11,715,000	11,841,605	12,109,583	12,471,131
<b>Operating expenses</b>						
Current expenses	5,385,230	5,439,082	5,493,000	5,547,930	5,603,409	5,659,444
Utilities	525,827	517,957	626,000	635,390	644,921	654,595
Auxiliary non-personnel costs	737,000	770,165	801,000	829,035	853,906	875,253
Repairs and alterations	179,335	198,632	201,000	203,010	205,040	207,091
Equipment	408,630	502,850	508,000	513,079	518,210	523,392
Contingency	352,911	300,000	302,000	303,502	305,006	306,508
	7,588,933	7,728,686	7,931,000	8,031,947	8,130,492	8,226,283
<b>Total expenditures</b>	<b>18,894,533</b>	<b>19,440,522</b>	<b>19,646,000</b>	<b>19,873,552</b>	<b>20,240,076</b>	<b>20,697,413</b>
<b>Total revenues over expenditures</b>	<b>\$ 80,595</b>	<b>\$ 230,744</b>	<b>\$ 54,951</b>	<b>\$ 65,966</b>	<b>\$ 51,693</b>	<b>\$ 24,104</b>
			-	-	-	-
<b>Summary of cash carryover</b>						
Amount carried forward from prior year	4,180,000	2,760,595	1,691,339	1,016,290	582,257	283,950
Amount used to balance budget	(1,500,000)	(1,300,000)	(730,000)	(500,000)	(350,000)	(280,000)
Each year's surplus	80,595	230,744	54,951	65,966	51,693	24,104
Amount to carry forward to next year	2,760,595	1,691,339	1,016,290	582,257	283,950	28,054

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
UPDATE OF CAMPUS MASTER PLAN (CMP)  
Revised April, 2006**

	<u>Phase I &amp; II Master Plan</u>	<u>Completed Projects</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
<b><u>Wyoming/McDowell Campus</u></b>							
Build a snack bar (not in 2004 CMP)	72,500	(72,500)	-				
Build classrooms & offices in library space (not in 2004 CMP)	206,600	(206,600)	-				
Provide signs & install an intercom.	204,000			204,000			
Completion of projects	182,000					182,000	
Landscape & provide adequate drainage along entry road	288,696			288,696			
Install more lighting for parking area & improve landscaping	214,696			214,696			
Install emergency call boxes.	80,511				80,511		
Completion of projects	26,837					26,837	
Various repairs	775,000						775,000
Campus Total	2,050,840	(279,100)	-	707,392	80,511	208,837	775,000
<b><u>Boone/Lincoln Campus</u></b>							
Enlarge bookstore, create student space, & a new science lab	1,110,230	-		1,110,230			
Renovate admin. area, install intercom, upgrade HVAC system	1,105,230	-			1,105,230		
Completion of projects	30,876	-				30,876	
Upgrade landscaping, provide new fencing and signage.	135,680	-		135,680			
Install more lighting for parking area & improve landscaping	135,680	-		135,680			
Install emergency call boxes.	50,880	-			50,880		
Completion of projects	16,960	-				16,960	
Various repairs	75,000	-					75,000
Boone Campus Total	2,660,536	-	-	1,381,590	1,156,110	47,836	75,000
Lincoln County Site (not in 2004 CMP)	1,650,000	(631,950)	1,018,050				
Boone/Lincoln Total	4,310,536	(631,950)	1,018,050	1,381,590	1,156,110	47,836	75,000
<b><u>Logan Campus, District Office &amp; Annex</u></b>							
Build and equip Technology and Allied Health Building	4,174,805	-	453,000	3,721,805			
Build & renovate classroom space & television studio	1,632,078	-			1,632,078		
Theatre, bookstore, student union areas	1,632,078	-			1,632,078		
Install intercom system in classrooms.	612,029	-			612,029		
Completion of projects	204,010	-				204,010	
Purchase property and cost to re-route Dempsey Branch Rd.	600,000	(300,000)	300,000				
Repair parking lots and install a traffic light	600,000	-			600,000		
Install additional outdoor lighting & emergency call boxes	225,000	-			225,000		
Completion of projects	75,000	-				75,000	
Various repairs	200,000	-					200,000
Campus Total	9,955,000	(300,000)	753,000	3,721,805	4,701,185	279,010	200,000
<b><u>Williamson Campus (Phase III added for Armory)</u></b>							
Purchase & renovate Armory Building and provide signs	2,557,960	-			2,557,960		
Move seating system from the Boone to the Armory Building.	677,985	-			677,985		
Upgrade restrooms, classrooms, & furniture in faculty offices	1,807,960	(1,683,380)	124,580				
Completion of projects	225,995	-				225,995	
Upgrade signage, landscape, improve parking lots, and	1,057,450	-		1,057,450			
Install emergency call boxes	422,980	-		422,980			
Continuation of project	158,618	-			158,618		
Completion of projects	52,873	-				52,873	
	150,000	-					150,000
Campus Total	7,111,821	(1,683,380)	124,580	1,480,430	3,394,563	278,868	150,000
College Totals	23,428,197	(2,894,430)	1,895,630	7,291,217	9,332,369	814,551	1,200,000
Lottery bond funds	9,600,000	(2,894,430)	(1,845,570)	(4,818,000)	(42,000)		
Funding requested from state appropriations and bonds, private sources, and federal government resources	13,828,197		50,060	2,473,217	9,290,369	814,551	1,200,000

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEM:** SCP-2810, Sabbatical Leave for Full-time Faculty, SCP-2810.A, Sabbatical Leave Request Form, and SCP-2810.B, Sabbatical Leave Promissory Note

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final of SCP-2810 and attachments following the public comment period.

**STAFF MEMBER:** Patricia Clay

**BACKGROUND:**

The purpose of the policy is to specify the eligibility, conditions, compensation, and obligations regarding the granting of sabbatical leave for faculty members of Southern West Virginia Community and Technical College.

At its February 21, 2006 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the aforementioned revised policy (with attachments) for a thirty-day comment period that expired March 24, 2006. No comments were received at the end of the comment period, therefore, the staff recommends the policy for approval as presented.



**SUBJECT:                   Sabbatical Leave for Full-time Faculty**

**REFERENCE:               West Virginia Code §18B-1-3; 18B-7-2**

**1.       PURPOSE**

The purpose of this policy is to specify the eligibility, conditions, compensation, and obligations regarding the granting of sabbatical leave for faculty members of Southern West Virginia Community and Technical College.

**2.       SCOPE AND APPLICABILITY**

This policy is limited in scope and application to full-time faculty members of Southern West Virginia Community and Technical College who are eligible for sabbatical leave under the terms of this policy. Part-time faculty members are not eligible for sabbatical leave.

**3.       DEFINITIONS**

- A. Sabbatical Leave: A form of faculty development which provides leave with full or partial salary but free from all teaching and administrative duties to engage in educational activity related to an individual's academic or professional field to improve teaching. Examples of uses of sabbatical leave may include: to renew/advance oneself in an area of expertise, learn new approaches to teaching/learning, undertake projects relating to the enhancement of learning and teaching by electronic means, or conduct research and development in relation to an academic field, the division's curriculum, or a new specialization,
- B. Vitae: A biographical sketch or account of one's career and qualifications.
- C. Full Time Faculty: An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.

**4.       POLICY**

It is the policy of Southern West Virginia Community and Technical College to provide the faculty opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, creative work and travel so that teaching effectiveness may be enhanced, scholarly usefulness increased, and the institution's academic and service programs strengthened.

**5.       BACKGROUND OR EXCLUSIONS**

This policy has no relation to other forms of leave that may be available to faculty members. However, a faculty member may not receive payment for sabbatical leave and for other types of wage replacement or employer provided benefit, such as short term disability, simultaneously.

**6.       GENERAL PROVISIONS**



**A. Eligibility:**

Any full-time employee holding faculty rank is eligible for sabbatical leave after the completion of at least six years of continuous employment as a full time faculty member at Southern West Virginia Community and Technical College. Separate summer school employment shall not be considered in calculating the duration of employment. After completing a sabbatical leave, a faculty member shall not again be eligible until the seventh subsequent year. Separate summer school employment shall not be considered for sabbatical leave.

**B. Conditions Governing the Granting of Sabbatical Leave:**

The granting of sabbatical leave is not automatic, but shall depend on the merits of the request and on conditions prevailing in the College at the time. All applications for sabbatical leave shall be considered solely upon the criteria contained in this policy. The faculty member must be actively at work during the semester preceding the commencement of the sabbatical leave period. Sabbatical leave will be granted by the President.

**C. Application Time Line:**

The application for sabbatical leave must be submitted during the fall semester of the academic year prior to the year for which sabbatical leave is requested. Faculty are urged to discuss plans to request a sabbatical leave with his/her division chair early in the semester to establish a dialogue about the value of proposed activities to the faculty member and to the institution. Division Chairs seeking sabbatical leave must work with the Chief Academic Officer in developing his/her proposal and apply to the same by the date proposals are due to the Chief Academic Officer below.

November 1 – Sabbatical Proposal due to Division Chair. The Division Chair shall prepare a written recommendation either supporting the request or recommending denial of the proposed leave.

November 15 – Sabbatical Proposal and recommendation from Division Chair due to Chief Academic Officer. The Chief Academic Office shall prepare a written recommendation either supporting the request or recommending denial of the proposed leave.

December 1 – Sabbatical Proposal with recommendations from the Division Chair and Chief Academic Officer due in the President’s Office. The President may request a personal interview with a faculty member to answer questions concerning the proposal.

**D. Sabbatical Proposal:**

The Sabbatical Proposal shall be assembled as follows:

**1. Sabbatical Leave Request Form**

It must be typed on form SCP-2810.A or in the same format.

**2. The Proposal:**

This must be typewritten and contain the following categories:

- a. Proposed Activities and Time Line: Details the activities planned during the sabbatical leave



period and the time line by which each will be accomplished. The objectives of the proposal shall be stated in measurable terms. Each objective shall be reflected in the subsequent final report. A timetable of major events for the completion of the proposal must be included. The time schedule should reflect careful and realistic planning. Flow charts or diagrams may be of benefit in this section.

- b. Merit of the Proposal: Describes the value or benefit of the proposed activities to the individual faculty member and to the institution. This section must contain all information necessary to permit an effective review. It should describe the proposal in sufficient detail to enable the President to know what is planned at every stage and to make a tentative judgment as to the probable success of the proposed plan. The objectives of the proposal shall be stated in measurable terms. Each objective shall be reflected in the subsequent final report. The narrative description must include a detailed explanation of what the proposal intends to do. A rationale for the proposal and a statement of the impact the proposal will have on the institution, the individual and the community should be included. In addition, the description must identify present knowledge, available resources and creative potential associated with the proposal.
  - c. Justification for Proposal: Describes the accomplishments of the applicant in order to prepare for the endeavors outlined in the request. This section provides justification for the granting of sabbatical leave. For example, it may describe the faculty member's progress toward completion of a degree, including the courses completed and describing the remaining courses, research, or internship necessary to complete his/her degree requirements. All preliminary tasks undertaken prior to the request should be identified.
3. Current Vitae:  
This vitae must include the information necessary for the President's evaluation. Reference is made to the Criteria to be used in Evaluation.
- E. Criteria to be Used in Awarding Sabbatical Leave:
1. Merit of the Proposal: The major purpose of a sabbatical leave is to provide the faculty opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, creative work and travel so that teaching effectiveness may be enhanced, scholarly usefulness increased, and the institution's academic and service programs strengthened. Close consideration shall be given to the nature of the applicant's assignment and to differences among the many disciplines represented in a community and technical college.
  2. Accomplishments of the Applicant: Evaluation of accomplishments while at Southern West Virginia Community and Technical College since any previous sabbatical shall be based on the merit factors normally used as criteria for merit raises, such as: professional experience; professional papers and talks; leadership activities, college and senate committee assignments; publications; research, scholarly, or creative effort completed and in progress; membership in professional organizations, including offices held; community activities and services which are professionally-related; and, other accomplishments and recognition of significance.
  3. Number of years of salaried, full-time professional service at Southern West Virginia Community



and Technical College since last hire date or last sabbatical leave, whichever is least, shall be considered.

4. Although an advanced degree may be a residual of a sabbatical leave proposal, emphasis shall be placed on the benefits to the faculty member, the institution and the community.

F. Compensation:

A faculty member on sabbatical leave shall receive full salary for no more than one-half of the academic year or half salary for no more than the full academic year.

## 7. RESPONSIBILITIES AND PROCEDURES

A. Obligations of the Faculty Member:

1. An applicant for a sabbatical leave shall discuss the proposal with his/her Division Chair, prepare the proposal and request for sabbatical leave form, and submit the packet to his/her Division Chair before deadline date specified in this policy. The plan proposal, as approved will represent the faculty member's assignment during the sabbatical leave period. The approved plan shall not be modified without the written consent of the President or his/her designee.
2. Upon receiving approval for sabbatical leave, the faculty member shall execute a promissory note/memorandum of understanding reflecting the amount of compensation to be received while on sabbatical leave. After completion of the service obligation, the note shall be marked "paid" and returned to the faculty member.
3. In accepting a sabbatical leave, a faculty member shall sign a statement indicating that he/she is aware of and agrees to all conditions of the leave as specified herein.
4. While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President or his/her designated representative. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.
5. Faculty on approved sabbatical leave are required to report any changes in, or that may affect the status of his/her sabbatical leave or benefit eligibility. Examples may include but are not limited to a long term illness or injury that affects the faculty's ability to meet obligations, changes in marital status, or other situations that may affect his/her benefit status.
6. Upon completion of a sabbatical leave, a faculty member shall file with the Chief Academic Officer a written report of his/her scholarly activities while on leave. The report shall address all objectives and activities approved in the original request and be submitted within thirty days of return to service.
7. A faculty member is obligated to return for a full year of service upon completion of the leave. Failure to return will obligate the faculty member to fully reimburse the institution for salary received during the period of the leave.



**B. Obligations of the Division Chair:**

1. Work in an advisory capacity with the faculty applicant to help ensure the proposed sabbatical leave complies with the intent of this policy and is beneficial to the faculty member, the division, and the institution.
2. Prepare a letter to the Chief Academic Officer containing comments and recommendation for approval or denial of the request.
3. Arrange coverage of classroom or other workload responsibilities of the requesting faculty member. The Division Chair may ask for suggestions or recommendations from the requesting faculty member, however, the responsibility for finding temporary replacement personnel or revising teaching schedules of other members of the division rests with the Division Chair. The Division Chair will contact the Human Resources Office for assistance in recruiting replacement personnel no later than the spring semester of the year preceding commencement of the sabbatical leave.

**C. Obligations of the Chief Academic Officer:**

1. The Chief Academic Officer shall be responsible for the implementation of this policy and shall provide all support services necessary to carry out its provisions.
2. Prepare a letter to the President containing comments and recommendation for approval or denial of the request.

**D. Obligations of the President's Office and the Institution:**

1. Upon consideration and final approval or denial, the President's Office shall send the original application packet with related correspondence and outcomes to the Human Resources Office for appropriate processing, reporting and recordkeeping.
2. A faculty member's institutional position, status, and rank shall not be adversely affected solely by his/her absence while on sabbatical leave.

**8. CANCELLATION**

SCI 2411

**9. REVIEW STATEMENT**

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-2810 is scheduled for review during the 2008-2009 academic year.

**10. SIGNATURES**



Board Chairman	Date

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President	Date

**Attachments:** SCP-2810.A, *Sabbatical Leave Request Form*  
SCP-2810.B, *Sabbatical Leave Promissory Note*

**Distribution:** Board of Governors Members (12)  
Office of the President  
Office of the Executive Vice President  
Office of the Vice President for Academic Affairs  
Office of the Vice President for Economic, Workforce, and Community Development  
Office of the Vice President for Finance  
Office of the Vice President for Student Services  
Office of the Chief Technology Officer  
Office of the Human Resources Administrator  
Office of the Academic Division Chairpersons (6)  
Faculty Senate Chair  
Classified Staff Council Chair  
Libraries (Harless and Williamson Campus)  
Office of the Campus Directors (Boone/Lincoln and Wyoming/McDowell)  
[www.southern.wvnet.edu](http://www.southern.wvnet.edu)

**Revision Note:** February 2006 — Revised and clarified responsibilities and application requirements.



Number: SCP-2810.A
Origination: September 2002
Effective: October 15, 2002
Reviewed: February 21, 2006

SABBATICAL LEAVE REQUEST

- 1. Name:
2. Dates of continuous full-time employment as a faculty member: From: To: Total years
3. Dates of last sabbatical leave: From: To:
4. Dates requested for sabbatical leave: From: To:

My signature below indicates that I have read and agree to all conditions, provisions, and requirements of SCP-2810, Sabbatical Leave For Full Time Faculty. I agree to file a written report with the Chief Academic Officer of my activities and accomplishments during the sabbatical leave within 30 days of my return to work.

Attachments:

- Proposal
Current Vitae

Per attached letter, I recommend approval of this leave. Yes No

Per attached letter, I recommend approval of this leave. Yes No

Approved Denied

Faculty Member's Signature Date
Division Chair's Signature Date
Chief Academic Officer's Signature Date
President's Signature Date



Number: SCP-2810.B
Origination: October 15, 2002
Effective: October 15, 2002
Reviewed: February 21, 2006

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
SABBATICAL LEAVE
PROMISSORY NOTE and MEMORANDUM OF UNDERSTANDING

My signature below indicates that I have read and agree to all conditions, provisions, and requirements of SCP-2810, Sabbatical Leave for Full Time Faculty.

I agree to return to the full time service of the College and work therein for a period of one year. If I fail to return to work for a period of one year, I agree to re-pay Southern West Virginia Community and Technical College an amount equal to the amount of salary and benefits paid me during the sabbatical leave period.

I understand that my position, status and rank shall not be adversely affected by my absence due to the sabbatical leave and that I will receive any pay raises or other benefits that would have been afforded me had I not been on sabbatical leave.

I understand that the length of sabbatical governs the amount of pay I receive. The length of my sabbatical and requisite amount of compensation I will receive is:

- One semester sabbatical leave paid at my regular base salary for the semester.
One academic year of sabbatical leave paid at one half my annual base salary.

I understand and agree that the final agreed upon proposal, as approved by the President, is my assignment for the period of sabbatical leave and that the proposal may not be modified without the written consent of the President or his/her designee.

I agree to provide a detailed report of my activities and accomplishments to the Chief Academic Officer within 30 days of my return to work.

I agree and understand that I may not accept remunerative employment without the written consent of the President or his/her designated representative.

Printed Name Signature Date

STATE OF WEST VIRGINIA, COUNTY OF \_\_\_\_\_, to-wit:

The foregoing instrument was acknowledged before me this \_\_\_ day of \_\_\_\_\_ 20\_\_\_, by

\_\_\_\_\_.

My commission expires: \_\_\_\_\_

NOTARY PUBLIC

Chief Academic Officer's Signature Date

President's Signature Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEM:** SCP-2843, *Sexual Harassment Policy*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2843, *Sexual Harassment Policy*, following the 30-day public comment period.

**STAFF MEMBER:** Patricia Clay

**BACKGROUND:**

The proposed amended policy, SCP-2843, *Sexual Harassment Policy*, emphasizes Southern West Virginia Community and Technical College's strong opposition to sexual harassment. The policy defines sexual harassment, provides guidelines for filing sexual harassment complaints and explains what action will be taken against those found to have engaged in sexual harassment.

At its February 21, 2006 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2843, *Sexual Harassment Policy*, for a 30-day comment period which expired March 24, 2006. Following is a concern received during the comment period regarding section 6.B of the policy and administration's response:

6.B states "Any administrator, counselor or other employee who receives a report of sexual harassment or who is otherwise made aware of a situation, action or behavior that could be deemed as sexual harassment is responsible to report the suspected harassment to his or her unit vice president or to the Human Resources Administrator. Failure to promptly report the suspected harassment will result in appropriate disciplinary action."

**Concern:** Should a counselor be made aware of potential sexual harassment during a private counseling session with a student or employee that he is by law prohibited from reporting such unless he has specific written permission of the individual. WV State Code §30-31-13, Disclosure, was cited as the basis for concern.

**Response:** WV State Code §30-31-13 specifically states "All information communicated to or acquired by a licensed professional counselor while engaged in the practice of counseling with a client is privileged information and may not be

disclosed by the counselor except: (a) With the written consent of the client, or in the case of death or disability, with the written consent of a personal representative or other person authorized to sue or the beneficiary of any insurance policy on the client's life, health or physical condition; (b) When a communication reveals the contemplation of an act dangerous to the client or others; or (c) When the client, or his or her personal representative, waives the privilege by bringing charges against the licensed professional counselor.”

SCP-2843 is not a “per se” violation of the West Virginia Code because there is an implication that nothing in the policy or any other College policy should be construed to compel anyone to violate the law. The counselor can still be compelled to report information he learns or observes outside of the practice of counseling. However, the counselor must observe WV State Code §30-31-13 and keep confidential information acquired during the practice of counseling, even with regard to information relating to sexual harassment.

Therefore, 6.B has been edited to state “Any administrator, counselor or other employee who receives a report of sexual harassment or who is otherwise made aware of a situation, action or behavior that could be deemed as sexual harassment is responsible to report the suspected harassment to his or her unit vice president or to the Human Resources Administrator unless prohibited from doing so by law. Failure to promptly report the suspected harassment will result in appropriate disciplinary action.”

With the above recommendation considered, staff recommends the policy for approval as presented.



<b>Number:</b>	<b>SCP-2843</b>
<b>Origination:</b>	<b>June 1, 1984</b>
<b>Effective:</b>	<b>September 1, 2000</b>
<b>Reviewed:</b>	<b>January 20, 2006</b>

**SUBJECT:                   SEXUAL HARASSMENT POLICY**

**REFERENCE:               WV Code Section 18B-1-6 to -7; West Virginia Human Rights Act; Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972.**

**1.       PURPOSE**

This policy emphasizes Southern West Virginia Community and Technical College's strong opposition to sexual harassment. The policy defines sexual harassment, provides guidelines for filing sexual harassment complaints and explains what action will be taken against those found to have engaged in sexual harassment.

**2.       SCOPE AND APPLICABILITY**

This policy is without limitation in scope or application. Southern will not tolerate, condone or allow sexual harassment whether engaged in by employees, students or visitors. All employees, students and visitors are expected to act in a positive manner and contribute to a productive work and academic environment that is free from sexual harassment.

**3.       DEFINITIONS**

- A.       State and federal laws define and prohibit sexual harassment.
- B.       For purposes of this policy, sexual harassment is defined as unwelcome and unwanted conduct (verbal or physical) either of a sexual nature, or based upon a person's sex when:
  - 1.       Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's continuing employment or a student's ability to participate in or to receive benefits, services or opportunities in a course, program, or activity, or
  - 2.       Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the employee or the basis for academic or other decisions affecting the student; or
  - 3.       Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or a student's educational experience or of creating an intimidating, hostile or offensive work or academic environment.
- C.       Some examples of sexual harassment include, but are not limited to, the following:
  - 1.       Demanding sexual favors in exchange for favorable treatment, grades, reviews, assignments, promotions, continued employment or promises of the same;
  - 2.       Unwelcome leering, whistling, touching, patting or pinching, purposely rubbing up against



3. or brushing another's body, and insulting, abusive or obscene comments or gestures;  
Verbal comments of a sexual or sex-based nature, including continued or repeated jokes, epithets, flirtations, advances or propositions;
4. Graphic or suggestive verbal commentary about an individual's dress, body, sexual prowess or sexual deficiencies;
5. Sexually degrading vulgar words to describe an individual;
6. Display in the workplace, classroom or other Southern property of sexually suggestive objects, photographs, posters, cartoons or graffiti;
7. Name calling and relating stories, gossip, comments or jokes that have a sexual connotation;
8. Sexual or sex-based assault or coerced sexual acts; and
9. Retaliation against an employee or student for complaining about such behavior.

#### 4. POLICY

- A. It is Southern's policy to provide a productive work and educational environment where faculty, staff and students can work and study free from sexual harassment. Southern will take action to prevent and eliminate verbal or physical conduct by any employee or student that harasses, disrupts, or interferes with another's work or academic performance or that creates an intimidating, offensive or hostile environment.
- B. Conduct that constitutes sexual harassment is unacceptable and illegal. Southern will not tolerate any sexual harassment of its students or employees on Southern property, in other Southern-related settings or at Southern-related events.
- C. If sexual harassment allegations are not substantiated, all reasonable steps shall be taken to protect the reputation of the accused. Moreover, if the complainant is found to have intentionally or maliciously been dishonest or frivolous in making the allegations, the complainant shall be subject to appropriate disciplinary action.

#### 5. BACKGROUND OR EXCLUSIONS

None.

#### 6. GENERAL PROVISIONS

- A. While Southern encourages individuals who believe they are being harassed to notify the offender firmly and promptly that his or her behavior is unwelcome, Southern also recognizes that power and status disparities between an alleged harasser and a target of harassment may make such a confrontation impossible. In the event that such informal, direct communication between individuals



is either ineffective or impossible, then any such conduct should be reported *immediately* (preferably in writing) to one of the following persons: the respective campus Counselor, Director or Manager; Human Resources Administrator, or the Chief Officer of Academics, Finance, Economic and Community Development, Student Services or Technology Services. Nothing in this policy shall be construed to prohibit the filing of a complaint with the West Virginia Human Rights Commission or other agency charged with the responsibility to enforce laws that prohibit sexual harassment.

- B. Any administrator, counselor or other employee who receives a report of sexual harassment or who is otherwise made aware of a situation, action or behavior that could be deemed as sexual harassment is responsible for reporting the suspected harassment to his or her unit vice president or to the Human Resources Administrator unless prohibited from doing so by law. Failure to report promptly the suspected harassment will result in appropriate disciplinary action.
  
- C. Upon receipt of a report or complaint alleging sexual harassment, the Human Resources Administrator shall immediately undertake or authorize an investigation. That investigation may be conducted by College personnel or by a third party designated by the College. The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. In determining whether the alleged conduct constitutes a violation of this policy, the College shall consider:
  - 1. the nature of the behavior;
  - 2. how often the conduct occurred;
  - 3. whether there were past incidents or past continuing patterns of behavior;
  - 4. the relationship between the parties involved;
  - 5. the sex and age of the victim;
  - 6. the identity of the perpetrator, including whether the perpetrator was in a position of power over the employee, student, or visitor allegedly subjected to harassment;
  - 7. the number of alleged harassers;
  - 8. the age of the alleged harasser;
  - 9. where the harassment occurred;
  - 10. whether there have been other incidents in the College involving the same of other employees, students, or visitors;



11. whether the conduct adversely affected an employee's work environment or a student's education or educational environment;
12. the context in which the alleged incidents occurred; and
13. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution.

Whether a particular action or incident constitutes a violation of this policy, requires a determination based on all the facts and surrounding circumstances. The investigation shall be completed no later than fourteen days from receipt of the report. The Human Resources Administrator shall make a written report to the President or his or her designee upon completion of the investigation. If the complaint involves the President, the report may be filed directly with the Chair of the Board of Governors. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. The Human Resources Administrator's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

- D. The results of the investigations of each complaint filed under these policies will be reported in writing to the complainant and other parties by the College in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.

If the results of the investigation of a complaint of sexual harassment results in a conclusion that an individual has engaged in sexual harassment violation of this policy, or that College personnel have failed to report suspected sexual harassment as required herein, appropriate remedial action will be pursued, including student and College personnel disciplinary action, when appropriate.

- E. Following investigation, the following actions may be taken against an individual found to have engaged in sexual harassment:
1. If the individual is an employee, appropriate disciplinary action up to and including termination of employment;
  2. If the individual is a student, appropriate disciplinary action up to and including expulsion imposed consistent with the Policy on Student Rights and Responsibilities;
  3. If the individual is a visitor, appropriate action including, but not limited to, being forbidden from entering Southern property imposed consistent with the Policy on Use of Institutional Facilities; and
  4. If the individual is a third party who engages in harassing conduct against a Southern employee or student away from Southern property, appropriate remedial action including, but not limited to, reporting such conduct to the third party's employer or school.



- F. It shall also be a violation of this policy to engage in retaliation or reprisal against any person who reports sexual harassment or intimidation or who testifies, assists or participates in an investigation or proceeding involving sexual harassment.

**7. RESPONSIBILITIES AND PROCEDURES**

- A. All Southern employees, students, and visitors are expected to:
  - 1. engage in conduct that meets professional standards,
  - 2. remain sensitive to the effect of their actions and words on others,
  - 3. take appropriate action to prevent sexual harassment,
  - 4. avoid behavior that might be construed as sexual harassment,
  - 5. acquaint themselves with the policy,
  - 6. bring questions about procedure, seek informal advice, or
  - 7. present complaints if alleged sexual harassment has occurred or is suspected to his/her immediate supervisor and/or the AA/EEO Office.
  
- B. The Human Resources Administrator and Chief Student Services Officer shall have the responsibility to oversee the implementation of this policy, to ensure that employees and students are aware of the policy, to ensure Southern's compliance with relevant state and federal laws, and to ensure that employees and students receive any necessary training with regard to sexual harassment issues. The Chief Student Services Officer is primarily responsible for student-related matters, and the Human Resources Administrator is primarily responsible for all other matters, including employee-related matters.
  
- C. Inquiries on anti-discrimination laws (Human Rights Act, Civil Rights Act, and/or Title IX Amendments) as they relate to this policy should be addressed to:

Affirmative Action Officer  
Southern West Virginia Community and Technical College  
P.O. Box 2900, Mount Gay, West Virginia 25637  
(304) 792-7048 or (304) 792-7160, extension 123

Title IX Coordinator  
Southern West Virginia Community and Technical College  
Armory Drive, Williamson, West Virginia 25661  
(304) 235-5046, extension 352

**8. CANCELLATION**

College-wide Employee Personnel Policy Series II, 1984, Section 12  
Sexual Harassment of Students Series VI, 1987, Section 1-2.



**9. REVIEW STATEMENT**

All policies shall be reviewed on a three-year cycle by the President or President’s designee. Upon such review, the President or the President’s designee may recommend that the policy be amended or repealed. SCP-2843 is scheduled for review during the 2008-2009 academic year.

**10. SIGNATURES**

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<b>Board Chairman</b>	<b>Date</b>

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<b>President</b>	<b>Date</b>

**Attachments:** None

**Distribution:** Board of Governors (12 members)  
Office of the President  
Office of the Executive Vice President  
Office of the Vice President for Academic Affairs  
Office of the Vice President for Finance  
Office of the Vice President for Economic, Workforce and Community Development  
Office of the Vice President for Student Services  
Office of the Chief Technology Officer  
Office of the Human Resources Administrator  
Office of the Academic Division Chairpersons (6 members)  
Faculty Senate Chair  
Classified Staff Council Chair  
Libraries (Harless and Williamson Campus)  
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)  
www.southern.wvnet.edu

**Revision Note:** January 20, 2006 — Statement on fraudulent, malicious claims included. Inserted alternative complaint option. Clarified responsibilities and included detail and time line for investigation. Clarified retaliation language. Included contact information for persons responsible for anti-discrimination questions or inquiries.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEMS:** SCP-4151, Academic Standards and Expectations from Students

**RECOMMENDED RESOLUTION:** RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4151, Academic Standards and Expectations from Students, as presented following the public comment period.

**STAFF MEMBER:** Cathy Smith-Cox

**BACKGROUND:**

In 2005-2006, Mr. Merle Dempsey, Executive Vice President, charged the Academic Affairs Management Council (AAMC) with the scheduled review of the above policy. As a result of the review, they proposed that SCP-4151 be revised to incorporate relevant information from SCP-3705, *Student Academic Rights*, to meet the needs of the Institution and its students, and cancel SCP-3705, *Student Academic Rights*.

The committee began work in August of 2005, and continued work until the committee of the whole approved the policy changes in Spring Semester, 2006. Charged by the committee, Mrs. Cathy Smith-Cox, Vice President for Academic Affairs, took the policy cancellation and amendment forward to the Academic Affairs Committee. The body approved the recommendation of the Academic Affairs Management Council in their initial Spring Semester meeting. Mrs. Cox then presented the policy changes to the President's Cabinet for review on February 6, 2006. The revision of SCP-4151 was a result of the proposed cancellation. Student Services agreed upon the revision of SCP-4151.

At its February 21, 2006 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the aforementioned revised policy for a thirty-day comment period that expired March 24, 2006. No comments were received at the end of the comment period, therefore, the staff recommends the policy for approval as presented.



<b>Number:</b>	<b>SCP-4151</b>
<b>Origination:</b>	<b>June 9, 1987</b>
<b>Effective:</b>	<b>July 1, 1987</b>
<b>Revised:</b>	<b>February 21, 2006</b>

**SUBJECT:** Academic Standards and Expectations from Students

**REFERENCE:**

**1. PURPOSE**

To establish standards and expectations from students regarding their responsibility relating to coursework, degree and certificate requirements; satisfactory academic progress; and program completion.

**2. SCOPE AND APPLICABILITY**

Applies to all students.

**3. DEFINITIONS**

A. Student: Any person who has been admitted to Southern to pursue a course of study, research, or service, who is currently engaged in an institutionally sponsored activity, who has some right or privilege to be on the campus or in the facilities of the institution, or to use the same in connection with study, research, or service or who yet has some right or privilege to receive some benefit or recognition or certification from the institution, under the rules, regulations, or policies of the West Virginia Higher Education Policy Commission, West Virginia Council for Community and Technical College Education, or the institution.

**4. POLICY**

The following College Catalog entries relate to student academic standards and expectations and shall be regarded as policy until such time as they are superseded by policies subsequently considered and approved:

1. Admissions
2. Admissions Requirements for Allied Health Programs
3. Entrance Assessment
4. Assessment Expectations for Students
5. Academic Standing Policy
6. Academic Dishonesty Policy
7. Graduation Statement
8. Academic Expectations of Students

To the extent any conflict is determined to exist between the existing policies identified in this policy and the published description of institution policy and procedure, as contained in the College Catalog, or subsequent revisions thereto, the policies and procedures embraced in the existing policies shall prevail, except under circumstances where the observance of existing policy would be patently unfair to a student.

**5. BACKGROUND OR EXCLUSIONS**



None.

**6. GENERAL PROVISIONS**

None.

**7. RESPONSIBILITIES AND PROCEDURES**

A. The student, by voluntarily accepting admission to the institution, accepts the academic requirements and all criteria of the institution. It is the student's responsibility to fulfill course work/degree or certificate requirements and to know and meet criteria for satisfactory academic progress and completion of his/her program.

B. Once the individual becomes a "student," he/she is expected:

1. To be willing to seek instruction for self-assessment and preparedness in the following skills:

- a. Reading and Writing
- b. Math and Science
- c. Study and Testing

2. To know and meet each instructor's subject criteria by:

- a. Following directives;
- b. Reading all materials; and
- c. Meeting all required assignments.

3. To behave in a mature and responsible way – not in a distractive or disruptive fashion – while present in all academic settings (classes, labs, clinic, and/or related activities).

4. To strive for continuous academic progress by:

- a. Improving the quality of own work; and
- b. Monitoring own grade averages.

5. To continue monitoring program requirements by:

- a. Checking one's own status; and
- c. Checking one's own program requirements for possible changes.



- 6. To be aware of, and formulate as quickly as possible, personal and/or professional goals by:
  - a. Checking own qualifications for a desired job;
  - b. Checking requirements for a desired job;
  - c. Monitoring transfer requirements and own status; and
  - d. Reviewing goals for personal satisfaction.
- 7. To be aware of all College policies pertaining to student rights and responsibilities by:
  - a. Understanding all College related materials (catalog, notices, and/or general information); and
  - b. Clarification from personnel employed by the College.
- 8. To seek help from College personnel for assistance when faced with a problem of any size.

**8. CANCELLATION**

SCP-3705, *Student Academic Rights*

**9. REVIEW STATEMENT**

All policies shall be reviewed on a three-year cycle by the President or President’s designee. Upon such review, the President or the President’s designee may recommend that the policy be amended or repealed. SCP-4151 is scheduled for review during the 2008-2009 academic year.

**10. SIGNATURES**

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**Board Chairman**                      **Date**

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**President**                                      **Date**

**Attachments:**      None

**Distribution:**      Board of Governors Members (12)  
                                 Office of the President  
                                 Office of the Executive Vice President  
                                 Office of the Vice President for Academic Affairs



Office of the Vice President for Economic, Workforce, and Community Development  
Office of the Vice President for Finance  
Office of the Vice President for Student Services  
Office of the Chief Technology Officer  
Office of the Human Resources Administrator  
Office of the Academic Division Chairpersons (6)  
Faculty Senate Chair  
Classified Staff Council Chair  
Libraries (Harless and Williamson Campus)  
Office of the Campus Directors (Boone/Lincoln and Wyoming/McDowell)  
[www.southern.wvnet.edu](http://www.southern.wvnet.edu)

**Revision Note:** February 21, 2006— Incorporated relevant information from SCP-3705, *Student Academic Rights*, (cancelled SCP-3705) into SCP-4151 and revised this policy to meet the needs of the institution and its students.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2006**

**ITEMS:** SCP-3705, Student Academic Rights

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval to cancel SCP-3705, Student Academic Rights, following the thirty-day comment period.

**STAFF MEMBER:** Cathy Smith-Cox

**BACKGROUND:**

In 2005-2006, Mr. Merle Dempsey, Executive Vice President, charged the Academic Affairs Management Council (AAMC) with the scheduled review of the above policy. Because of the review, they proposed that SCP-4151 be revised to incorporate relevant information from SCP-3705, *Student Academic Rights*, to meet the needs of the Institution and its students, and cancel SCP-3705, Student Academic Rights.

The committee began work in August of 2005, and continued work until the committee of the whole approved the policy changes in Spring Semester, 2006. Charged by the committee, Mrs. Cathy Smith-Cox, Vice President for Academic Affairs, took the policy cancellation forward to the Academic Affairs Committee. The body approved the cancellation of the aforementioned policy in their initial Spring Semester meeting. Mrs. Cox then presented the policy changes to the President's Cabinet for review on February 6, 2006. The revision of SCP-4151 was a result of the proposed cancellation. Student Services agreed upon the revision of this policy.

At its February 21, 2006 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of the above policy for a thirty-day comment period that expired March 24, 2006. No comments were received at the end of the comment period, therefore, the staff recommends the policy for cancellation.



Number: SCP-3705
Effective: April 16, 2002
Cancelled:

SUBJECT: Student Academic Rights

REFERENCE: West Virginia Code §18B-1-3

1. PURPOSE

This policy identifies existing Southern College Policies that relate to student academic rights and describes a transition process to integrate pertinent College Catalog excerpts as policy.

2. SCOPE AND APPLICABILITY

This policy pertains to the academic requirements for admission to the institution and for admission to limited enrollment programs; the criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification and for graduation; the requirements or criteria for any other academic endeavor; and the requirements for student academic honesty.

3. DEFINITIONS

4. POLICY

A. The following existing policies relate to student academic rights and shall remain in force and effect until such time as they are amended or repealed:

- 1. SCP-3736 Student Standards of Academic Progress
2. SCP-4151 Academic Expectations of Students
3. SCP-4274 Standards of Progress for Federal Financial Aid Requests
4. SCP-4710 Academic Dishonesty

B. The following College Catalog entries relate to student academic rights and shall be regarded as policy until such time as they are superceded by policies subsequently considered and approved:

- 1. Admissions
2. Admissions Requirements for Allied Health Programs
3. Entrance Assessment
4. Assessment Expectations for Students
5. Academic Standing Policy
6. Academic Dishonesty Policy
7. Graduation Statement
8. Academic Expectations of Students

C. To the extent any conflict is determined to exist between the existing policies that have been identified in this policy and the published description of institution policy and procedure, as contained in the College Catalog, or subsequent revisions thereto, the policies and procedures embraced in the existing policies shall prevail, except under circumstances where the observance of existing policy would be patently unfair to a student.



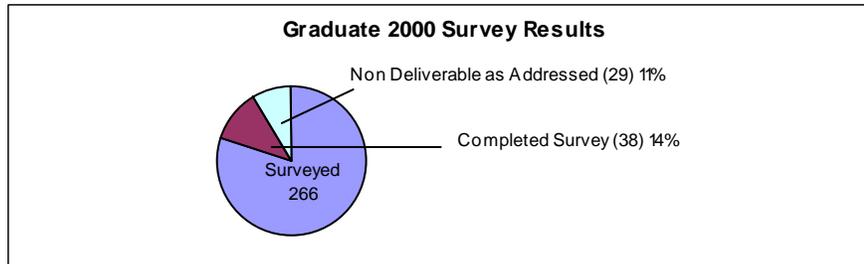
**Southern West Virginia Community and Technical College  
Board of Governors  
Meeting of April 18, 2006  
Agenda Items for Discussion**

1. Strategic Planning Workshop and  
Board of Governors Retreat ..... Chair Akers
2. Pinning and Commencement Ceremonies ..... President Tomblin

**Southern West Virginia Community and Technical College  
Board of Governors  
Meeting of April 18, 2006  
Agenda Items for Information**

1. Graduate Survey Results ..... pp. 47-71
2. Holdiay Schedule Fiscal Year 2006-2007 ..... p. 72
3. Institutional Policies Approval Notification ..... p. 73
4. Newspaper Articles ..... pp. 74-75

## Graduate Survey Results of Class of 2000 Fall 2005 Five Year Follow-up



### Question 1.

<u>Gender</u>	Male	Female	N/A
	6	31	1
	15.8%	81.6%	2.6%

### Question 2.

<u>Age</u>	Under 25	Over 25	N/A
	5	30	3
	13.2%	79%	8%

### Question 3.

<u>Ethnic Group</u>	White, Non Hispanic
	38
	100%

### Question 4.

<u>Major</u>	
Business Accounting	1
Business Accounting, Business Adm., Small Business Mgt.	1
Business Accounting, Small Business Mgt.	1
Business Administration	3
Computer Information Systems	1
Criminal Justice	3
Elementary Education	1
Medical Laboratory Tech.	4
Medical Laboratory Tech., University Parallel	1
Nursing	6
Nursing, Medical Laboratory Tech., Allied Health	1
Office Information Tech.	6
Office Information Tech., Secretarial Science Cert.	1
Pharmacy Tech.	1
Radiologic Tech.	2
Small Business Management	1
Surgical Tech., EKG Tech.	1
University Parallel	3

**Question 5. Please rate your satisfaction with each of the following elements as they relate to your major program.**

Availability of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
20	16	0	1	0	1
52.6%	42.1%	0	2.6%	0	2.6%

Overall Quality of Instruction

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
27	11	0	0	0
71%	28.9%	0	0	0

Usefulness of Text and Materials

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
23	13	1	1	0
61%	34.2%	2.6%	2.6%	0

Access to Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
29	9	0	0	0
76.3%	23.6%	0	0	0

Quality of Facilities and Equipment

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
25	12	1	0	0
66%	31.5%	2.6%	0	0

**Question 6. Please indicate your level of agreement with each of the following statements.**

Required Courses Were Offered With Reasonable Frequency

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
10	21	5	2	0	0
26.3%	55.2%	13.1%	5.3%	0	0

Class Sizes Were Appropriate

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
24	14	0	0	0	0
63.2%	36.8%	0	0	0	0

Faculty Members Were Genuinely Interested in My Learning

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
20	14	3	0	0	1
52.6%	36.8%	8%	0	0	2.6%

Faculty Displayed Knowledge in the Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
20	18	0	0	0	0
52.6%	47.4%	0	0	0	0

Course Content Reflected Current Trends in My Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
19	15	3	0	0	1
50%	39.5%	8%	0	0	2.6%

Degree Requirements Were Relevant to My Professional Goals

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
18	18	2	0	0	0
47.4%	47.4%	5.3%	0	0	0

I Would Recommend Others Who Are Interested in My Field of Study to Attend Southern

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	N/A
25	9	3	1	0	0
66%	24%	8%	2.6%	0	0

**Question 7. On a scale of 1 to 5, with 1 being not at all and 5 being a great deal, please rate the degree to which your major program helped you in the following skill areas.**

Gave Me a Sense of Competence in My Major Field of Study

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
27	10	1	0	0
71%	26.3%	2.6%	0	0

Helped Me Understand Current Issues

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
20	17	1	0	0
52.6%	45%	2.6%	0	0

Involved the Application of Theoretical Knowledge to Practical Situations

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
19	15	4	0	0
50%	39.5%	10.5%	0	0

Helped Me Understand Human Diversity

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
19	13	5	0	1
50%	34.2%	13.2%	0	2.6%

Helped Me to Learn How to Access Information from Various Electronic and Print Sources

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
23	11	4	0	0
61%	29%	10.5%	0	0

**Question 8. My major or program developed or enhanced...**

Critical Thinking Skills

Yes	No
38	0
100%	0

Written Communication Skills

Yes	No
32	6
84.2%	16%

Oral Communication Skills

Yes	No
36	2
95%	5.3%

Quantitative Reasoning Skills

Yes	No
37	1
97.4%	2.6%

Mathematical Skills

Yes	No	N/A
32	5	1
84.2%	13.2%	2.6%

Science Skills

Yes	No	N/A
29	8	1
76.3%	21.2%	2.6%

Leadership Skills

Yes	No
34	4
89.5%	10.5%

Teamwork Skills

Yes	No
36	2
94.7%	5.3%

Computer Skills

Yes	No
31	7
82%	18.4%

**Question 9. If your program of study did not develop or enhance the skills listed above, how could we improve? Comments are as follows:**

1. Separate writing class. *Elementary Education*
2. Science skills were not needed in my major. *Business Accounting*
3. My program of study did a good job of enhancing my skills in my major area of study. *Small Business Mgt.*
4. Require higher math classes. *Computer Information Systems*
5. Was not critical for my program. *Surgical Technology, EKG Tech.*

**Question 10. Please rate your satisfaction with the following areas.**

Student Records and Admissions Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
22	13	1	2	0
58%	34.2%	2.6%	5.3%	0

Financial Aid Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
24	6	6	1	1
63.2%	16%	16%	2.6%	2.6%

Cashiers Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
21	12	5	0	0
55.3%	32%	13.2%	0	0

Library

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
21	13	4	0	0
55.3%	34.2%	11%	0	0

Bookstore

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
23	10	5	0	0
61%	26.3%	13.2%	0	0

Campus Computer Labs

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
20	11	6	1	0
53%	29%	16%	2.6%	0

Advisors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
23	13	2	0	0
61%	34.2%	5.3%	0	0

Counselors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
18	13	7	0	0
47.4%	34.2%	18.4%	0	0

Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
28	9	1	0	0
74%	24%	2.6%	0	0

College Catalog

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
13	11	3	0	0	11
34.2%	29%	8%	0	0	29%

College Schedule of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
17	14	4	3	0
45%	37%	11%	8%	0

**Question 11. If you were dissatisfied in areas, how could we improve them? Comments are as follows:**

1. Have more available amounts of classes. *Small Business Mgt.*
2. Offer needed classes other than Logan. More classes need to be scheduled at Williamson Campus vs. Logan.  
*Nursing*
3. More variety of classes. *Elementary Education*

**Question 12. Which of the following Transitional Studies Courses (developmental education) did you take? Please mark all that apply.**

19 or 50% took at least 1 developmental course.

**Question 13. On a scale of 1 to 5 with 1 being unprepared and 5 being prepared, after completion of Transitional Studies courses, how prepared were you for college level courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
4	12	2	2	0	18
11%	32%	5.3%	5.3%	0	47.4%

**Question 13a. After completion of Transitional Studies courses, how prepared were you for college-level English courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
2	5	4	0	0	27
5.3%	13.2%	11%	0	0	71.1%

**Question 13b. After completion of Transitional Studies courses, how prepared were you for college-level Mathematics courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
4	8	2	0	0	24
11%	21%	5.3%	0	0	63.2%

**Question 14. How has your overall experience at Southern WV Community & Technical College been in preparing you for life in general?**

Extremely Useful	Useful	Neither	Somewhat Useful	Not At All
14	20	2	2	0
37%	53%	5.3%	5.3%	0

**Question 15. Obtained Employment**

Yes	No	N/A
34	3	1
89.5%	8%	2.6%

**Question 15a. Employed in West Virginia**

Yes	No	N/A
18	9	11
47.4%	24%	29%

**Question 16. Post Graduation Activities**

Obtained Employment in my field of study	25	66%
Obtained Employment not related to my field of study	6	16%
Continued education	5	13.2%
Military service	0	0
Volunteer service	0	0
N/A	2	5.3%

**Question 17. How many different employers have you had since you completed your degree at Southern?**

1	16	42.1%
2	14	37%
3	5	13.2%
4	2	5.3%
5	1	2.6%

**Question 18. Have you earned any post-secondary degrees since graduating from Southern?**

Yes	No	N/A
11	15	12
29%	39.5%	32%

**Question 18a. If so, which post-secondary degree did you earn?**

Bachelor's of Arts	1	2.6%
Bachelor's of Arts in Education	2	5.3%
Bachelor's in Nursing	1	2.6%
Bachelor's and Master's in Nursing	1	2.6%
Bachelor's of Science in Criminal Justice	1	2.6%

Business Management	1	2.6%
Elementary Education	2	5.3%
Master's in Business Administration	1	2.6%
OIT Medical Option	1	2.6%
N/A	15	39.5%

**Question 18b. College or University**

Concord and Marshall	2	5.3%
Franklin University	1	2.6%
Marshall University	2	5.3%
Morehead State University	1	2.6%
Mountain State University	1	2.6%
Southern WV Community & Technical College	1	2.6%
WV State College	1	2.6%
WVU and WVU-Tech	2	5.3%
N/A	16	42%

**Question 19. How has your overall experience at Southern been in preparing you for your career?**

Very Useful	Useful	Neither	Somewhat Useful	Not At All	N/A
9	15	0	1	2	11
23.7%	39.5%	0	2.6%	5.3%	29%

**Question 20. If employed, please indicate your starting salary.**

Less than \$15,000	8	21.1%
\$15,000-\$24,999	10	26.3%
\$25,000-\$49,999	15	39.5%
\$50,000-\$74,999	2	5.3%
N/A	3	8%

**Question 21. If employed, is there room for advancement within your current employment?**

Yes	No	N/A
29	5	4
76.3%	13.2%	11%

**Question 22. Do you feel you are prepared for advancement within your current employment?**

Yes	No	N/A
32	3	3
84.2%	8%	8%

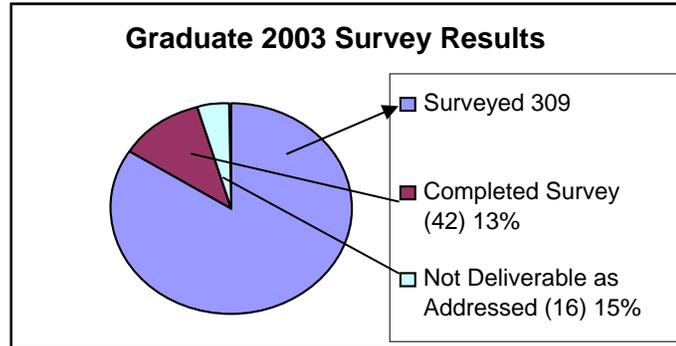
**Question 24. While attending Southern, were you provided with a Workforce Investment ACT Scholarship authorized by the Workforce Investment Act?**

Yes	No	N/A
1	33	4
2.6%	86.8%	11%

**Question 25. Overall, how satisfied are you with your experience at Southern?**

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	N/A
16	8	2	1	11
42.1%	21%	53%	2.6%	29%

## Graduate Survey Results Class of 2003



### Question 1.

<u>Gender</u>	Male	Female
	8	34
	19%	80.9%

### Question 2.

<u>Age</u>	Under 25	Over 25	N/A
	14	27	1
	33%	64.2%	2.3%

### Question 3.

<u>Ethnic Group</u>	White, Non Hispanic	N/A
	41	1
	97.6%	2.3%

### Question 4.

<u>Major</u>	Count
Associate in Arts	1
Business Accounting	2
Business Administration	2
Business Accounting, Business Adm.	2
Business Accounting, Business Adm., Small Business Mgt.	1
CIS	2
Criminal Justice, University Parallel, Criminal Justice Cert.	1
Early Childhood Development	4
General Studies	1
Medical Laboratory Tech.	2
Medical Laboratory Tech., Nursing	1
Nursing	6
OIT, Secretarial Science Cert.	1
Paramedic Science	1
Radiologic Tech.	3
Radiologic Tech., General Studies	1
Radiologic Tech., Health Care Tech.	1
Small Business Mgt.	2
Surgical Tech.	2
University Parallel	5
University Parallel, General Studies	1

**Question 5. Please rate your satisfaction with each of the following elements as they relate to your major program.**

Availability of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
22	12	3	3	1	1
52.3%	29%	7.3%	7.3%	2.4%	2.4%

Overall Quality of Instruction

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	19	3	1	0	0
45%	45%	7.1%	2.3%	0	0

Usefulness of Text and Materials

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	16	4	3	0	0
45%	38%	9.5%	7.1%	0	0

Access to Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
24	15	2	1	0	0
57%	35.7%	4.7%	2.3%	0	0

Quality of Facilities and Equipment

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
26	11	1	4	0	0
62%	26.1%	2.3%	9.5%	0	0

**Question 6. Please indicate your level of agreement with each of the following statements.**

Required Courses Were Offered With Reasonable Frequency

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
10	24	2	4	2
23.8%	57%	4.7%	9.5%	4.7%

Class Sizes Were Appropriate

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
13	26	0	3	0
31%	62%	0	7.1%	0

Faculty Members Were Genuinely Interested in My Learning

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
13	22	4	3	0
31%	52.3%	9.5%	7.1%	0

Faculty Displayed Knowledge in the Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
19	19	2	2	0
45.2%	45.2%	4.7%	4.7%	0

Course Content Reflected Current Trends in My Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
15	19	7	1	0
35.7%	45.2%	16.6%	2.3%	0

Degree Requirements Were Relevant to My Professional Goals

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
15	20	2	5	0
35.7%	47.6%	4.7%	12%	0

I Would Recommend Others Who Are Interested in My Field of Study to Attend Southern

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
18	18	2	3	1
42.8%	42.8%	4.7%	7.1%	2.3%

**Question 7. On a scale of 1 to 5, with 1 being not at all and 5 being a great deal, please rate the degree to which your major program helped you in the following skill areas.**

Gave Me a Sense of Competence in My Major Field of Study

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
23	15	3	0	1
54.7%	35.7%	7.1%	0	2.3%

Helped Me Understand Current Issues

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
16	22	3	0	1
38%	52.3%	7.1%	0	2.3%

Involved the Application of Theoretical Knowledge to Practical Situations

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
18	19	3	0	2
42.8%	45.2%	7.1%	0	4.7%

Helped Me Understand Human Diversity

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
13	19	8	0	2
31%	45.2%	19%	0	4.7%

Helped Me to Learn How to Access Information from Various Electronic and Print Sources

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
15	18	6	0	3
35.7%	42.8%	14.2%	0	7.1%

**Question 8. My major or program developed or enhanced...**

Critical Thinking Skills

Yes	No
39	3
92.8%	7.1%

Written Communication Skills

Yes	No
37	5
88%	11.9%

Oral Communication Skills

Yes	No
37	5
88%	11.9%

Quantitative Reasoning Skills

Yes	No
35	7
83.3%	16.6%

Mathematical Skills

Yes	No
37	5
88%	11.9%

Science Skills

Yes	No
30	12
71.4%	28.5%

Leadership Skills

Yes	No
33	9
78.5%	21.4%

Teamwork Skills

Yes	No
38	4
90.4%	9.5%

Computer Skills

Yes	No
31	11
73.8%	26.2%

**Question 9. If your program of study did not develop or enhance the skills listed above, how could we improve? Comments are as follows:**

1. I did enhance all of the above somewhat, but some of my teachers seemed not to care if I were learning or not. *Early Childhood Development*
2. Nurses need more than 3-4 days of ICU critical care clinicals. Most other schools require 200 hours. To get adequate experience, use CAMC. *Nursing*
3. Expand the program to suit the student's needs towards a career. *Paramedic Science*
4. Did not take science classes. *Business Accounting, Business Adm.*
5. Offer more classes during the semester that are required for certain degrees. Offer more critical and theory classes. Offer more science classes that are different than what you have. Have better lab equipment and lab experiences. *University Parallel*
6. Needs an instructor that has actual OR experience. Anyone can teach from a book. *Surgical Tech.*
7. In the area of Business management, activities in order to utilize leadership skills need to be used in the classroom setting more often. *Business Adm.*
8. I feel the Transitional studies courses (090 and 099) are a money maker for Southern and not a learning experience for students. *General Studies*
9. Focus more on "hands-on" skills instead of "paper" work. *Nursing*

**Question 10. Please rate your satisfaction with the following areas.**

Student Records and Admissions Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
23	12	4	1	1	1
54.7%	28.5%	9.5%	2.3%	2.3%	2.3%

Financial Aid Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
23	7	7	2	3	0
54.7%	16.6%	16.6%	4.7%	7.1%	0

Cashiers Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
25	9	5	2	1	0
59.5%	21.4%	11.9%	4.7%	2.3%	0

Library

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	14	5	2	1	1
45.2%	33.3%	11.9%	4.7%	2.3%	2.3%

Bookstore

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	13	6	4	0	0
45.2%	30.9%	14.2%	9.5%	0	0

### Campus Computer Labs

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
21	12	8	0	1	0
50%	28.5%	19%	0	2.3%	0

### Advisors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
22	9	5	4	2	0
52.3%	21.4%	11.9%	9.5%	4.7%	0

### Counselors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
21	9	9	1	2	0
50%	21.4%	21.4%	2.3%	4.7%	0

### Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
24	13	4	1	0	0
57.1%	31%	9.5%	2.3%	0	0

### College Catalog

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
17	15	7	3	0	0
40.4%	35.7%	16.6%	7.1%	0	0

### College Schedule of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
17	16	2	5	2	0
40.4%	38%	4.7%	12%	4.7%	0

### **Question 11. If you were dissatisfied in areas, how could we improve them? Comments are as follows:**

1. Some of the faculty were not equipped to teach the subject and the class schedule was terrible and gave me no choices. I did not learn in some classes, which is what I paid to do, learn! *Early Childhood Dev.*
2. Make the bookstore's textbooks more affordable, see amazon.com. *Nursing*
3. Cashier at the Boone office could use social skills improvement. *Business Accounting, Business Adm.*
4. The college catalog that I recall did not have a lot of the necessary information that students need. The finals schedule did not come out until the week of finals. Classes might be offered 1 time a year just one semester and you might have to wait to take a certain class and that would put you behind a semester. *University Parallel*
5. College catalog needs to include requirements for degrees. *Associate in Arts*
6. As far as administration at Southern, in my opinion, new personnel needs to be considered. Current employees need extensive training and efficient computer skills. The officer of student records, financial aid, and the cashier's office are very slow and disorganized! *Business Adm.*
7. Focus more on the area of major and less on support courses. *Medical Laboratory Tech.*
8. Newer computers with skilled lab assistants. *University Parallel*
9. Advise students to take only classes needed for their program. I spent 2 years trying to get in my program. *Surgical Tech.*
10. The bookstore wanted to basically rip me off when buying back a brand new book. Darren Ferrell was

- my advisor and advised me to take classes that would not transfer. Catalog and class schedule should show what classes will transfer to other colleges. *University Parallel*
11. There is no library and foreign teachers have problems with communicating with students. *Business Acct.*
12. Wyoming campus needs resources. *University Parallel*
13. The advisors need to be effective in helping students pick courses that can help them achieve their goal of graduation from college. I feel more students would graduate sooner with less expense and not on the 10 year plan. *General Studies*

**Question 12. Which of the following Transitional Studies Courses (developmental education) did you take? Please mark all that apply.**

19 or 45.2% took at least 1 developmental course.

**Question 13. On a scale of 1 to 5 with 1 being unprepared and 5 being prepared, after completion of Transitional Studies courses, how prepared were you for college level courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
0	13	2	1	3	23
0	30.9%	4.7%	2.3%	7.1%	54.7%

**Question 13a. After completion of Transitional Studies courses, how prepared were you for college level English courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
3	6	2	0	0	31
7.1%	14.2%	4.7%	0	0	73.8%

**Question 13b. After completion of Transitional Studies courses, how prepared were you for college level Mathematics courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
2	7	4	1	4	24
4.7%	16.6%	9.5%	2.3%	9.5%	57.1%

**Question 14. How has your overall experience at Southern WV Community & Technical College been in preparing you for life in general?**

Extremely Useful	Useful	Neither	Somewhat Useful	Not At All
13	23	5	0	1
30.9%	55%	11.9%	0	2.3%

**Question 15. Obtained Employment**

Yes	No
35	7
83.3%	16.6%

**Question 15a. Employed in West Virginia**

Yes	No	N/A
27	13	2
64.2%	30.9%	4.7%

**Question 16. Post Graduation Activities**

Obtained Employment in my field of study	21	50%
Obtained Employment not related to my field of study	8	19%
Attended 4 year college or university	11	26.2%
Military service	0	0
Volunteer service	0	0
N/A	2	4.7%

**Question 16a. College or University**

Bluefield State	1	2.3%
WV State	1	2.3%
East Tennessee State	1	2.3%
Marshall	2	4.7%
WV State and WVU	1	2.3%
WVU	1	2.3%
Concord	2	4.7%
Mountain State	1	2.3%
N/A	32	76.2%

**Question 17. How has your overall experience at Southern been in preparing you for your career?**

Very useful	Useful	Neither	Somewhat Useful	Not At All	N/A
15	16	7	2	1	1
35.7%	38%	16.6%	4.7%	2.3%	2.3%

**Question 18. If employed, please indicate your starting salary.**

Less than \$15,000	4	9.5%
\$15,000-\$24,999	10	23.8%
\$25,000-\$49,999	19	45.2%
\$50,000-\$74,999	0	0
N/A	9	21.4%

**Question 19. If employed, is there room for advancement within your current employment?**

Yes	No	N/A
26	9	8
62%	21.4%	19%

**Question 20. Do you feel you are prepared for advancement within your current employment?**

Yes	No	N/A
30	4	8
71.4%	9.5%	19%

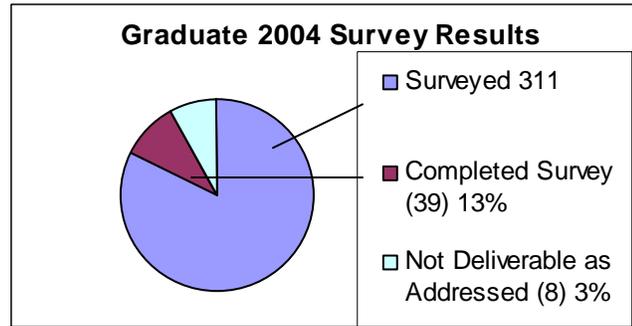
**Question 22. While attending Southern, were you provided with a Workforce Investment Act Scholarship authorized by the Workforce Investment Act?**

Yes	No	N/A
4	36	2
9.5%	85.7%	4.7%

**Question 23. Overall, how satisfied are you with your experience at Southern?**

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
16	15	10	1	0
38%	35.7%	23.8%	2.3%	0

**Graduate Survey Results  
Class of 2004**



**Question 1.**

<u>Gender</u>	Male	Female	N/A
	14	22	3
	36%	56.4%	8%

**Question 2.**

<u>Age</u>	Under 25	Over 25	N/A
	16	20	3
	41%	51.3%	8%

**Question 3.**

<u>Ethnic Group</u>	White	American Indian, Hispanic	Black, African American	N/A
	35	1	1	2
	90%	2.6%	2.6%	5.1%

**Question 4.**

<u>Major</u>	Count
Business Accounting	3
Business Accounting, Business Administration	2
Business Acct., Business Adm., Small Business Mgt.	1
Business Administration	8
Business Adm., Electrical Engineering Tech.	1
Business Adm., Small Business Mgt.	1
Computer Information Systems	2
Computer Information Systems, Information Tech.	1
Computer Information Systems, Phlebotomy Tech.	1
Criminal Justice	2
Criminal Justice, Criminal Justice Certificate	1
Early Childhood Development	1
Electrical Engineering Tech.	1
Elementary Education	2
Environmental Tech.	1
Health Care Tech., Electrocardiography Option	1
Information Tech.	2
Medical Laboratory Tech.	1
Nursing	3
Office Information Tech.	1
Technical Studies Certificate	1
University Parallel	1
University Parallel, Elementary Education	1

**Question 5. Please rate your satisfaction with each of the following elements as they relate to your major program.**

Availability of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
19	14	2	3	1
49%	36%	5.1%	7.7%	2.6%

Overall Quality of Instruction

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
23	13	0	2	1
59%	33.3%	0	5.1%	2.6%

Usefulness of Text and Materials

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
23	11	1	2	1	1
59%	28.2%	2.6%	5.1%	2.6%	2.6%

Access to Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
26	10	1	1	1
67%	25.6%	2.6%	2.6%	2.6%

Quality of Facilities and Equipment

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied
17	20	0	1	1
43.6%	51.3%	0	2.6%	2.6%

**Question 6. Please indicate your level of agreement with each of the following statements.**

Required Courses Were Offered With Reasonable Frequency

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
11	21	5	1	1
28.2%	54%	13%	2.6%	2.6%

Class Sizes Were Appropriate

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
16	20	1	1	1
41%	51.3%	2.6%	2.6%	2.6%

Faculty Members Were Genuinely Interested in My Learning

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
17	19	0	2	1
43.6%	49%	0	5.1%	2.6%

Faculty Displayed Knowledge in the Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
17	20	0	1	1
43.6%	51.3%	0	2.6%	2.6%

Course Content Reflected Current Trends in My Field

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
14	19	4	1	1
36%	49%	10.3%	2.6%	2.6%

Degree Requirements Were Relevant to My Professional Goals

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
15	18	4	1	1
38.5%	46.2%	10.3%	2.6%	2.6%

I Would Recommend Others Who Are Interested in My Field of Study to Attend Southern

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
21	15	1	1	1
54%	38.5%	2.6%	2.6%	2.6%

**Question 7. On a scale of 1 to 5, with 1 being not at all and 5 being a great deal, please rate the degree to which your major program helped you in the following skill areas.**

Gave Me a Sense of Competence in My Major Field of Study

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
21	13	3	1	1
54%	33.3%	7.7%	2.6%	2.6%

Helped Me Understand Current Issues

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All	N/A
14	18	4	0	2	1
36%	46.2%	10.3%	0	5.1%	2.6%

Involved the Application of Theoretical Knowledge to Practical Situations

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All	N/A
18	16	2	0	2	1
46.2%	41%	5.1%	0	5.1%	2.6%

Helped Me Understand Human Diversity

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All	N/A
13	16	6	0	3	1
33.3%	41%	15.4%	0	7.7%	2.6%

Helped Me to Learn How to Access Information from Various Electronic and Print Sources

Great Deal	Somewhat Helped	Neither	Somewhat Hindered	Not At All
12	17	8	0	2
31%	44%	21%	0	5.1%

**Question 8. My major or program developed or enhanced...**

Critical Thinking Skills

Yes	No
35	4
90%	10.3%

Written Communication Skills

Yes	No
31	8
79.5%	21%

Oral Communication Skills

Yes	No
34	5
87.2%	13%

Quantitative Reasoning Skills

Yes	No	N/A
33	5	1
85%	13%	2.6%

Mathematical Skills

Yes	No
32	7
82.1%	18%

Science Skills

Yes	No
30	9
77%	23.1%

Leadership Skills

Yes	No	N/A
32	6	1
82.1%	15.4%	2.6%

Teamwork Skills

Yes	No
34	5
87.2%	13%

Computer Skills

Yes	No
29	10
74.4%	25.6%

**Question 9. If your program of study did not develop or enhance the skills listed above, how could we improve? Comments are as follows:**

1. I just wish the classes were offered more often to get your degree faster. *Criminal Justice, Criminal Justice Cert.*
2. Different teachers, different times. *Business Administration*
3. Relate business concepts to students in terms we can visualize using. Not terrible, but could be improved. Kagler was excellent. *Business Administration*
4. Speech classes and computer classes should be improved by having more interest by the professors of the courses. *Business Acct., Business Adm.*
5. Offer more critical thinking and hands on work. *Computer Information Systems, Phlebotomy Tech.*
6. Dissatisfied with the faculty. Hire teachers to actually teach the ER classes. *Environmental Tech.*

**Question 10. Please rate your satisfaction with the following areas.**

Student Records and Admissions Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
22	12	2	1	1	1
56.4%	31%	5.1%	2.6%	2.6%	2.6%

Financial Aid Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
18	6	8	4	1	2
46.2%	15.4%	21%	10.3%	2.6%	5.1%

Cashiers Office

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
16	16	3	1	1	2
41%	41%	8%	2.6%	2.6%	5.1%

Library

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	10	5	0	4	1
49%	26%	12.8%	0	10.3%	2.6%

Bookstore

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
13	11	8	4	2	1
33.3%	28.2%	21%	10.3%	5.1%	2.6%

Campus Computer Labs

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
16	17	3	1	1	1
41%	44%	8%	2.6%	2.6%	2.6%

Advisors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	13	3	1	2	1
49%	33.3%	8%	2.6%	5.1%	2.6%

Counselors

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
17	13	5	2	1	1
44%	33.3%	13%	5.1%	2.6%	2.6%

Faculty

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
19	17	0	1	1	1
49%	44%	0	2.6%	2.6%	2.6%

College Catalog

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
21	10	5	1	1	1
54%	25.6%	13%	2.6%	2.6%	2.6%

College Schedule of Classes

Very Satisfied	Somewhat Satisfied	Neither	Dissatisfied	Very Dissatisfied	N/A
18	14	2	2	2	1
46.2%	36%	5.1%	5.1%	5.1%	2.6%

**Question 11. If you were dissatisfied in areas, how could we improve them? Comments are as follows:**

1. Different teachers, different times. *Business Administration*
2. I think the Financial Aid office should be more open minded to the middle class families. *Criminal Justice*
3. During times to buy books, you might have to stand in line for hours and I had to drive to different campuses just to take one class. *Computer Information Systems*
4. Add books to the library. *Computer Information Systems*
5. Add a library and newer computers to the SLC at the Wyoming Campus. The college catalog needs to be printed, not on a CD Rom. *Elementary Education*
6. Books always late, FAO never used. *Business Administration*
7. Dissatisfied with faculty and get a library at the Boone Campus.
8. More online accounting classes need to be developed. *Business Accounting*
9. A better system when it comes time to purchase books. It takes too long, sometimes up to 2 hours. *Criminal Justice*
10. Try to offer more scholarships if available, just not for people with little or no income but for the ones who do want to learn. *Computer Information Systems, Phlebotomy Tech.*
11. Overall satisfied with the knowledge and skills learned. Very dissatisfied with the fact your college doesn't know student's gender. *Electrical Engineering Tech.*

**Question 12. Which of the following Transitional Studies Courses (developmental education) did you take? Please mark all that apply.**

25 or 64% took at least 1 developmental course.

**Question 13. On a scale of 1 to 5, with 1 being unprepared and 5 being prepared, after completion of Transitional Studies courses, how prepared were you for college level courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
7	13	2	0	2	15
18%	33.3%	5.1%	0	5.1%	38.5%

**Question 13a. After completion of Transitional Studies courses, how prepared were you for college level English courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
3	10	1	0	0	25
8%	25.6%	2.6%	0	0	64%

**Question 13b. After completion of Transitional Studies courses, how prepared were you for college level Mathematics courses?**

Very Prepared	Prepared	Neither	Somewhat Unprepared	Unprepared	N/A
4	15	3	0	2	15
10.3%	38.5%	8%	0	5.1%	38.5%

**Question 14. How has your overall experience at Southern WV Community & Technical College been in preparing you for life in general?**

Extremely Useful	Useful	Neither	Somewhat Useful	Not At All	N/A
13	21	2	1	0	2
33.3%	54%	5.1%	2.6%	0	5.1%

**Question 15. Obtained Employment**

Yes	No
27	12
69.2%	31%

**Question 15a. Employed in West Virginia**

Yes	No	N/A
23	13	3
59%	33.3%	8%

**Question 16. Post Graduation Activities**

Obtained Employment in my field of study	15	38.5%
Obtained Employment not related to my field of study	11	28.2%
Continued Education	8	21%
Military service	0	0
Volunteer service	0	0
N/A	5	13%

**Question 16a. College or University**

Concord University  
 Marshall University  
 WV State College  
 WV Institute of Technology, West Virginia University

**Question 17. How has your overall experience at Southern been in preparing you for your career?**

Extremely Useful	Useful	Neither	Somewhat Useful	Not At All
9	23	4	2	1
23.1%	59%	10.3%	5.1%	2.6%

**Question 18. If employed, please indicate your starting salary...**

Less than \$15,000	11	28.2%
\$15,000-\$24,999	5	13%
\$25,000-\$49,999	9	23.1%
\$50,000-\$74,999	1	2.6%
\$75,000-\$99,999	1	2.6%
\$100,000-\$149,999	1	2.6%
N/A	11	28.2%

**Question 19. If employed, is there room for advancement within your current employment?**

Yes	No	N/A
28	3	8
72%	8%	21%

**Question 20. Do you feel you are prepared for advancement within your current employment?**

Yes	No	N/A
26	5	8
67%	13%	21%

**Question 22. While attending Southern, were you provided with a Workforce Investment Act Scholarship authorized by the Workforce Investment Act?**

Yes	No	N/A
3	35	1
8%	90%	2.6%

**Question 23. Overall, how satisfied are you with your experience at Southern?**

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
14	19	5	0	1
36%	49%	13%	0	2.6%

**Southern West Virginia Community and Technical College  
Holiday Schedule  
Fiscal Year 2006-2007**

July 4, 2006 ( <i>Tuesday</i> )	* Independence Day
September 4, 2006 ( <i>Monday</i> )	* Labor Day
November 23, 2006 ( <i>Thursday</i> )	* Thanksgiving
November 24, 2006 ( <i>Friday</i> )	Alternate
December 25, 2006 ( <i>Monday</i> )	* Christmas
December 26, 2006 ( <i>Tuesday</i> )	Alternate
December 27, 2006 ( <i>Wednesday</i> )	Alternate
December 28, 2006 ( <i>Thursday</i> )	Alternate
December 29, 2006 ( <i>Friday</i> )	Alternate
January 1, 2007 ( <i>Monday</i> )	* New Year's
January 15, 2007 ( <i>Monday</i> )	* Martin Luther King's Birthday
April 6, 2007 ( <i>Friday</i> )	Alternate
May 28, 2007 ( <i>Monday</i> )	Alternate

**\*As designated by West Virginia Code § 2-2-1**

March 16, 2006

Joanne Tomblin  
President  
Southern West Virginia Community & Technical College  
Post Office Box 2900  
Mount Gay, West Virginia 25637

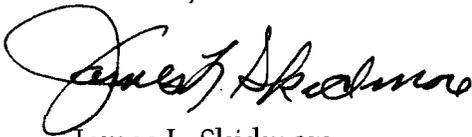
Dear President Tomblin:

Pursuant to Series 4 of the Council's rules, I have reviewed the following policies adopted by Southern West Virginia Community and Technical College Board of Governors and hereby approve them.

- SCP- 1000    Manuals Announcements and Polices (MAP) Development System
1. Attachment A - Classification Table
  2. Attachment B - Format for southern College Policy (SCP)
  3. Attachment C - Format for Southern Administrative Announcement (SAA)
  4. Attachment D - Format for southern Administrative manuals (SAMs)
- SCP-3245    Faculty and Administrative productivity
- SCP-5065    Awarding of Fee Waivers

Should you have questions or need clarification, please contact me.

Sincerely,



James L. Skidmore  
Chancellor

cc: Board of Governors  
Merle Dempsey  
Cathy Smith-Cox  
Fred J. Scott

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Charleston  
Gazette

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**Class notes**

**Logan student named  
New Century Scholar**

Chad Baisden, a nursing student at Southern West Virginia Community and Technical College, has been named a New Century Scholar by the Phi Theta Kappa, the international honor

society of two-year colleges. The New Century Scholars Program is an extension of the All-USA Academic Team. The highest scoring student in each state in the All-USA Academic Team competition is named a New Century Scholar and receives a \$2,000 stipend funded by the Coca-Cola Foundation and the Coca-Cola Scholars Foundation.



**Baisden**

Baisden, of Logan, will be honored at the American Association of Community Colleges convention in Long Beach, Calif., April 22-24. He will represent all community college students from West Virginia at the AACC Opening Ceremonies on April 22.

Baisden currently serves as the Treasurer for the Student Nursing Association Class of 2006 where he is responsible for numerous fundraising endeavors and class finances. His community activities include being a volunteer member of the City of Logan Fire Department and the Logan County Emergency Ambulance Service Association, where he serves as a Special Technical and Rescue (STAR) Team member.

As a New Century Scholar, Baisden will be featured in the American Association of Community College's "College Times" and Phi Theta Kappa's "Golden Key News Briefs."

# Savoring our delicious differences

I love a good challenge, and preparing the food for The Harmony Week Celebration, fitted the bill perfectly.

Five hundred guests were expected to attend this year's multicultural luncheon. The banquet rooms in The Earl Ray Tomblin Convention Center were decorated in an "Around the World" theme. Artifacts obtained from travels to Africa and Europe adorned the food display tables.

The menu was carefully chosen by the committee, President Joanne Jaeger Tomblin, Ron Lennon, Director of Development and Cindy Crigger, Communications Director. Their tireless efforts have helped make Harmony Week, successful for 10 consecutive years.

World class entertainment was provided by The Drum Café. This is a unique group from South Africa. Sharing a message of unity that cut through barriers of age, race, and gender, by the power of music. An incredible, unforgettable experience for the grand finale of this week long celebration of Harmony Week.

Southern West Virginia Community and Technical College, Appalread and the local NAACP, works hand in hand to make our community a better place to live.

The elaborate buffet was divided into countries. Each was decorated accordingly.

Asia, with beautiful fans, and red silk fabric adorned the tables. Authentic tribal drums, and hand carved figurines from Tanzania, nestled atop leopard



draped tables, made you feel as if you were really in Africa. A culinary trip to Mexico, Italy, Germany, and Hungary, was nothing short of sensual. Of course, Southern Appalachian fare is an all time favorite.

I personally, feel very honored and privileged to be a part of this endeavor. My passion for ethnic foods, and cooking techniques, make this one of my favorite venues.

**Hungarian Apple Strudel**  
8 sheets phyllo dough, defrosted

3/4 cup butter, melted  
1/2 cup fine bread crumbs, fresh  
8 cups Granny Smith apples, peeled and sliced thin  
1/2 cup chopped walnuts, finely

1 1/2 cup sugar  
1 1/2 teaspoons cinnamon  
Preheat oven to 350 degrees.

Place a sheet of phyllo dough on a damp kitchen towel and butter generously with melted butter. Sprinkle with bread crumbs and top with a sheet of phyllo, repeat bread crumbs, same with third and fourth sheet. Toss together apples, cinnamon, sugar, and walnuts. Spread half of mixture down center, using towel roll up, jelly roll fashion, brush top with butter. Repeat same procedure with remaining ingredients to create two total.

Bake in oven 30 to 35 minutes. Tent foil over pan to prevent over browning; remove foil last 10 minutes. May be dusted with confectioner's sugar. I serve this warm with vanilla ice cream.

Note: This is a very easy dessert, and much better than apple pie.

**Asian Cabbage Salad**  
1 large bag of shredded cabbage/cole slaw mix  
1 bag broccoli flowerets, chopped  
1 small bag sunflower seeds

1/2 cup slivered almonds  
2 pkgs ramen noodles/oriental or chicken, broken up  
For the dressing  
1 cup sugar  
1 cup oil  
1/2 cup white vinegar  
2 pkgs seasoning mix from the noodles

Add first ingredients in a large bowl, mix dressing in a blender and pour over salad. Mix well.  
Notes: Yummy, perfect for any occasion.

## Tandoori Chicken

1 16 ounce carton of plain yogurt  
1/4 cup onion, minced  
2 tablespoons garlic, minced  
4 inch piece fresh ginger root, peeled and minced  
3 pounds boneless chicken thighs and breasts, skin removed  
2 tablespoons fresh lemon juice  
Black pepper to taste  
3 tablespoons Rajah Brand Tandoori spice or Garam Marsala spice blend

Mix everything in a large glass bowl, make a few slashes in chicken and add to mixture; must marinate 24 to 48 hours. To prepare: Preheat oven to 450 to 500 degrees. Spread chicken on a large cookie sheet, do not let pieces touch. Cook for 15 to 20 minutes or until edges become a little dark and crispy like on a grill. Check for doneness.

Notes: I must say Indian is my favorite ethnic food. Every time I have the opportunity to eat this fabulous cuisine, I do. This recipe was my most requested at The Harmony Luncheon, and it is delicious served with Basmati rice, and Mint Chutney. I order Rajah Brand Tandoori Spice, on the internet, but the Garam Marsala can be found at local grocers.

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(Editor's Note — Sharon Veres is chef and operator of the Earl Ray Tomblin Convention Center, located in Chief Logan State Park. If you would like to share a recipe or a family tradition, please submit to: Tickle Your Taste Buds, Route 2 Box 64 H, Chapmanville, WV 25508 or email loganconventioncenter@hotmail.com)

FYE BOG