

**Southern West Virginia Community and Technical College  
Board of Governors Retreat  
April 18, 2023  
12:00 PM -5:00 PM  
Stonewall Resort and Conference Center  
940 Resort Drive Roanoke, West Virginia**

**AGENDA**

***Dress is Casual Attire***

***Snacks and Beverages Served 3:00 PM – 3:15 PM***

12:00 PM -1:00 PM.	Lunch .....	Stillwater's Restaurant
1:00 PM - 1:15 PM	Welcome .....	Robert Baldwin Board Chair
1:15 PM – 4:00 PM	Board Member 101 .....	Kristin Boggs General Counsel, WVHEPC
4:00 PM – 5:00 PM	Closing Thoughts and Adjournment.....	Robert Baldwin Chair
6:00 PM	Dinner	

\*Refreshments are available throughout the afternoon.

**Southern West Virginia Community and Technical College  
Board of Governors Retreat  
Meeting of April 19, 2023  
Stonewall Resort and Conference Center  
940 Resort Drive, Roanoke, WV  
9:00 AM -12:00 PM**

***Dress is Casual Attire  
Breakfast 8:00 AM – Stillwaters Restaurant  
Snacks and Beverages Served at 10:15 AM  
Lunch 12:00 PM – Stillwaters Restaurant  
Dinner 6:00 PM – Stillwaters Restaurant***

**AMENDED AGENDA**

1. Roll Call, Verification of Quorum, and Call to Order.....Robert Baldwin  
Board Chair
2. Call for Public Comments to the Board of Governors .....Chair Baldwin
3. Technology Services Unit Report.....3  
Mr. Tom Cook  
Chief Information Officer
4. HLC Institutional Response Update .....5  
Mr. Bill Alderman  
Accreditation Liaison Officer
5. Finance Report.....Mr. Derek Adkins  
Chief Financial Officer
6. President’s Report.....7  
President Alderman
7. Faculty Senate Annual Report .....9  
Chris Ward, Faculty Senate Chair, ACF Representative
8. Discussion Items .....Chair Baldwin
  - 8.1 Annexing
  - 8.2 Wyoming Campus
  - 8.3 Annual Evaluation of President Alderman
  - 8.4 Property in Boone County
9. Possible Executive Session under Authority of WV Cody §6-9 Regarding Personnel\*\*
  - 9.1 Personnel Matters .....Chair Baldwin
10. Action Items.....Chair Baldwin

10.1	*Approval of February 21, 2023, Board Meeting Minutes.....	19
10.2	*Request for Approve of Institutional Policies for 30-Day Comment	
	10.2.1 SCP-5260, <i>Meeting Financial Exigencies</i> .....	25
	10.2.2 SCP-8600, <i>Board of Governors Operational Guidelines Policy</i> .....	30
	10.2.3 SCP-8600.A <i>Board of Governors Operational Guidelines</i> .....	34
10.3	* Request for Final Approval Following Additional 30-Day Comment.....	Debbie Dingess
	10.3.1 SCP-2400, <i>Employee Conflict Resolution Policy</i> .....	43
10.4	*Program Reviews .....	Bill Alderman
	10.4.1 Business Accounting, AAS.....	47
	10.4.2 Business Administration, AAS .....	58
	10.4.3 Health Care Professional, AAS .....	69
	10.4.4 Paramedic Sciences .....	79
	10.4.5 Welding, AAS .....	90
10.5	*Request For Approval of Budget for Fiscal Year 2023-2024.....	100
		Mr. Derek Adkins
10.6	*Request for Approval of Personnel Salary Increases for All Full Time-time Regular Employees for Fiscal Year 2023-2024 .....	102
		President Alderman
11.	Informational Items.....	Chair Baldwin
11.1	The next regular Board of Governors meeting is scheduled for 6:00 p.m. on Tuesday, June 20, 2023.	
11.2	Leisure Time 1:00 p.m. – 6:00 PM .....	Stonewall Resort
11.3	Dinner 6:00 PM .....	Stillwater Restaurant
12.	Adjournment.....	Chair Baldwin

\*Denotes an item requiring action/Approval.

\*\*Upon return to Open Meeting from any Executive Session, the Board of Governors may take action on items discussed.

**Southern West Virginia Community and Technical College  
Office of Information Technology  
Board of Governor's Update  
April 19, 2022**

Tom Cook, Chief Information Officer

This report is an update since the October 18, 2022 report for Information Technology. In the last six months we've been able to finish a few of the projects that we've been working on for a while. Some of the projects are on-going and we hope to finish these in the next few months.

### **2022-2023 Major Activities**

- 1. RUSS-DLT grant through HEPC to upgrade the electronics in the Savas-Kostas Center and create 5 mobile carts for remote learning that will be sent to each campus.***

Southern's portion of this grant is around \$181,642.32 with the college matching just \$25,512.00 for a total grant of \$207,154.32. The hope was to have the updates to Savas-Kostas completed for the May 2023 graduation. We have received most of the equipment but the vendor has not scheduled installation as of this date, so installation prior to graduation is unlikely.

- 2. Implemented Ellucian Experience to give students a mobile app and a better mySouthern product to manage their education***

In late October, 2022 we rolled out Ellucian Experience and branded it a "New" mySouthern. This gave students a mobile app and a new web interface to act as a portal to the college. The new interface also gave faculty a much-improved way of entering grades and assisting and advising their students. To date, we've had around 900 downloads of the mobile app, so our students are actively using the new system.

- 3. Moved the phone system to the cloud to become 911 compliant and to allow for greater flexibility if faculty/staff must work from home.***

The phone system was moved to the cloud in January 2023 which bring us into compliance with current 911 regulations. This allowed us to cancel much of the local phone coverage which will save the college a significant amount of money over the next five years. It also gives us flexibility to use our phones remotely by installing an app on our phones or computers. We also have the flexibility to physically move our phones to any location with internet so we can continue business as usual.

- 4. Consolidate the workgroup printing/copying process and re-work the existing Xerox contract to reduce costs and better serve the needs of the departments.***

We currently have several Xerox copier/printer/scanner machines on lease. We removed several of these from our current lease after looking at their utilization. We also purchased a few all-in-one printers to replace some of these to still allow workgroup printing. The goal is to better utilize the printing resources which will result in significant cost savings.

- 5. Finished implementation of the Banner Document Management to electronically store documents.***

The Financial Aid area has actively started using this product and has over a thousand documents scanned at this point. They have become the “champion” of this product and are working with Student Services to help roll this out to other areas of the college. This will allow easy access to these documents and help compliance in not storing Personally Identifiable Information (PII) information on disk.

✱

**HLC Update  
President's Cabinet  
April 13, 2023  
Bill Alderman, CAO/ALO**

**Assessment Items Completed since 01.03.23**

**Assessment Academy updated the following items:**

- **General Education Outcomes (Institutional Outcomes)**
- **General Education Rubrics**
- **Updated the course-level report in Microsoft Forms and piloted the form.**
- **Completed the third-year consultation with mediocre results: suggestions for improvement: communication, increased visibility, using HIPS, 100% of the academy to be faculty-driven.**
- **Response re: Communication: We will make a course in Brightspace for training, maybe a newsletter, department meetings will include assessment in their meetings, mention it on governance days, and training on convocation. Increased visibility ties into communication. HIPS: will be added to student course evaluations, faculty will receive a survey on it and will tie HIPS(high impact practices) to SLOs. Also, 100% of the academy is faculty with other members as Ex-Officios.'**
- **Convocation theme: Building the Best Faculty.**
- **Academy plans to go to Chicago for the yearly Academy meeting in October to participate in CoHort Roundtables and Training.**
  
- **Completed final touches for the general education outcomes and rubrics.**
- **The director did an analysis of course reports which can be found on the website.**
- **The director updated the website with the assistance of Tom Cook and Chris Thompson. Each program has its mission, program outcomes, and achievement data on the website (this was a discrepancy found by the HLC team).**
- **The Director is working collaboratively with Technology to obtain Kahoots for faculty and to be able to gather assessment data from Bright Space, our learning management system. This will record and produce course/faculty teaching/student learning data**
- **Program Levels assessment: all program outcomes have been updated and are measurable, observable, and realistic. Programs are finishing their curriculum mapping, then in fall 2023, will start measuring 20% of their program outcomes each year; therefore, when they reach 5 years (in time for program review), all have been assessed.**
- **Review the accredited programs' annual surveys to accrediting bodies and note commonalities then send out a survey to non-accredited programs.**
- **Co-Curricular Assessment: Darrell Taylor and Regina Bias have developed a co-curricular definition and a model with outcomes to measure for assessment.**
  
- **Workforce is starting to develop an assessment plan. They are starting with their mission and program outcomes. Director of Accreditation & Assessment is leading this charge.**

- Finance, Foundation, Facilities, Human Resources are doing an assessment plan which is being led by Derek Adkins.

#### **Policies related to HLC**

**Syllabi:** The procedure was updated by the academy. Tom Cook assisted with the format. Mr. Cook is going to be able to retrieve information from Banner for each syllabus so faculty do not have to type it. It will include things like course name, number, CRN, credit hours, prerequisites, and course description. This will provide consistency which has been missing.

**Program Review:** This policy was updated to reflect small changes such as title changes and also it further breaks down who is responsible for what part of it.

**Credentialing:** Debbie Dingess and Regina Bias are working on including equivalent experience and quantifying it. HLC says that we can count work experience, teaching experience, skill set, certificates, and credentials. Also, we may count portfolios. Support, show, and have in an organized fashion in HR file.

#### **Our goals:**

- Ensure a successful focused visit in March 2024
- Assist faculty in transitioning to new syllabi
- Collect data at the general education outcome level, course level, and program level
- Develop a strong credentialing policy
- Develop a strong timeline for program reviews
- Increase visibility of assessment at Southern WV Community College
- Assist Business department in becoming accredited.

# Faculty Senate

PRESENTATION TO THE BOARD OF GOVERNORS



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## ABOUT THE FACULTY SENATE

The Faculty Senate of Southern West Virginia Community and Technical College serves as the voice of the faculty and exercises the authority of the faculty in college affairs.

The Senate strives to represent the views of the faculty on such issues as academic standards, faculty status and grievance, and all affairs deemed of special interest to the faculty.

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## ABOUT THE FACULTY SENATE

The Senate is made up of 10 members of the full-time faculty assembly elected by their peers.

8 members are based on the campus location assigned. Each campus elects senators based on size of campus. Each member serves a 2-year term.

Logan 3 Senators	Williamson 3 Senators	Boone/Lincoln 1 Senator	Wyoming 1 Senator
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## ABOUT THE FACULTY SENATE

Board of Governors Representative – Elected by the full-time faculty assembly to serve a 2-year term. Is a voting member of both Board of Governors and the Faculty Senate. Provides faculty input to the Board and relays back to Faculty Senate items of importance from the Board.

Advisory Council of Faculty (ACF) – Elected by the full-time faculty assembly to serve a 2-year term. Is a voting member of both the Faculty Senate and ACF.

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## ABOUT THE FACULTY SENATE

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2, as an advisory body of Higher Education faculty:

- to serve as a resource to the legislature and advise the legislature on Higher Education;
- to provide advice to the Higher Education Policy Commission and the Council for Community and Technical College Education in the development of policies and matters pertaining to Higher Education;
- to report to and advise local boards of governors and faculty constituents on issues pertaining to Higher Education;
- to provide a voice for 4,189 full-time and 1,961 part-time HEPC faculty and 558 full-time and 1,082 part-time CTCS faculty.

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## CURRENT FACULTY SENATORS

Chris Ward, Chair, BOG Rep

Adam Banks, Vice Chair

Sharon Davis

Lillie Teeters

Matt Ellis

Stephanie Mounts, ACF Rep.

Rebecca Pratt

Verna Phillips (Pending Election)

Emily Browning

Gina Lester

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## PURPOSE OF THE FACULTY SENATE

The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Standards for admission, selection, and retention of students
- Requirements for granting of degrees
- General Education curriculum requirements
- Matters of concern to students and/or faculty members as provided for in established or newly developed policies
- Addition and deletion of all courses and/or programs
- The academic calendar and scheduling of classes

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## PURPOSE OF THE FACULTY SENATE

The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Equipment and physical facilities
- The organizational structure of the College with reference to academic matters
- Issues concerning faculty members including standards of conduct and appointment, academic freedom, promotion/tenure, salary, nature and work conditions, and faculty welfare
- Candidates for honorary degrees and certificates
- Addition and deletion of all courses and/or programs
- Rules and regulations implementing any educational policy and/or program

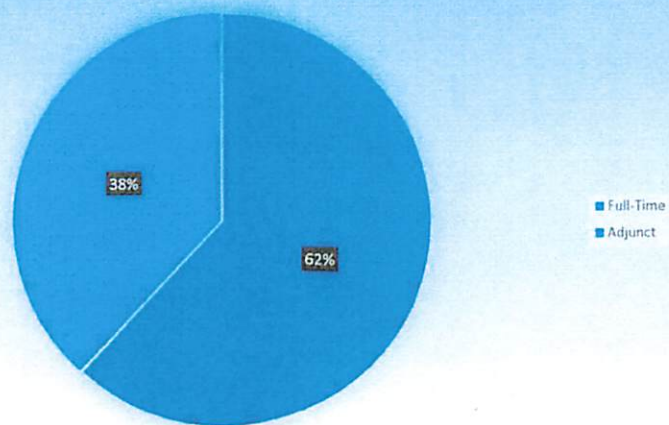
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## 2022-2023 SENATE UPDATES

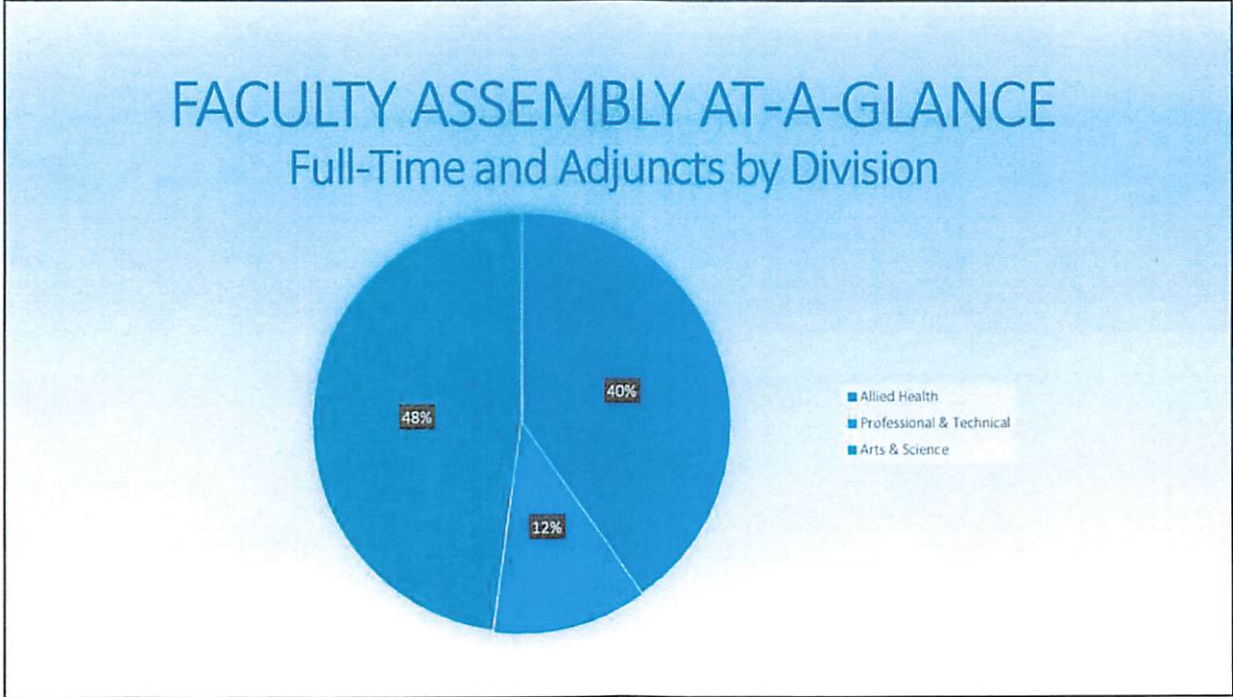
- HLC Visit
- Professor Incentive Pay
- New syllabus approval

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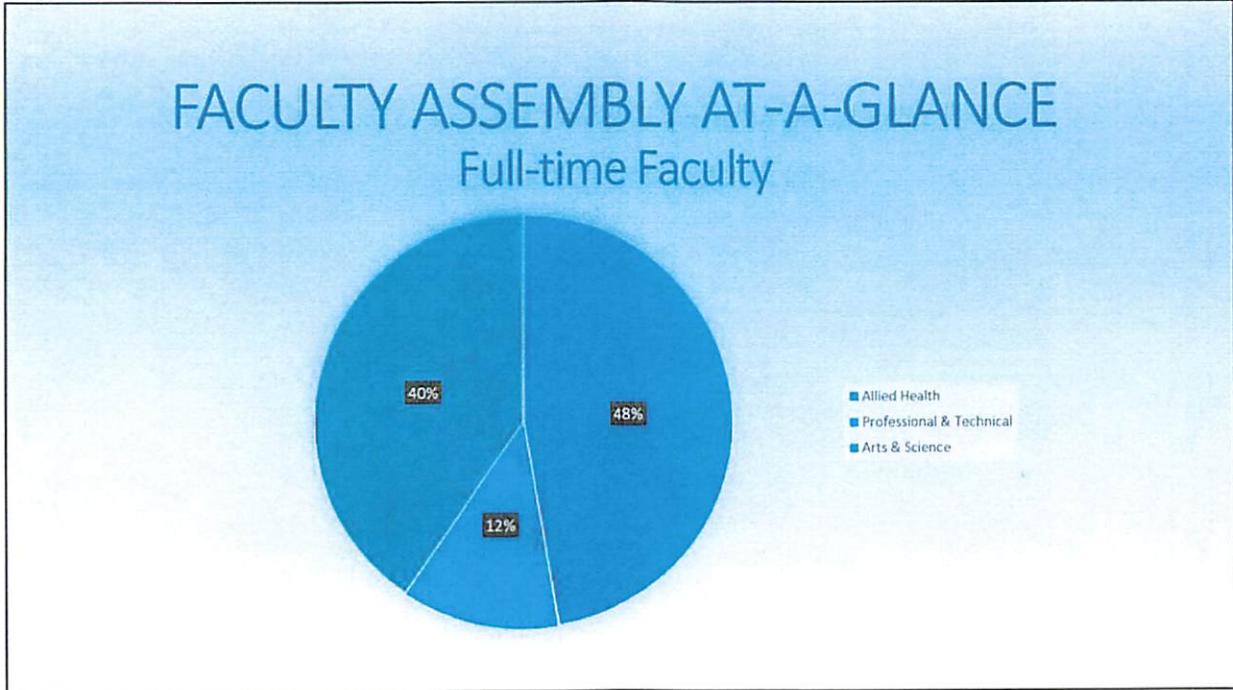
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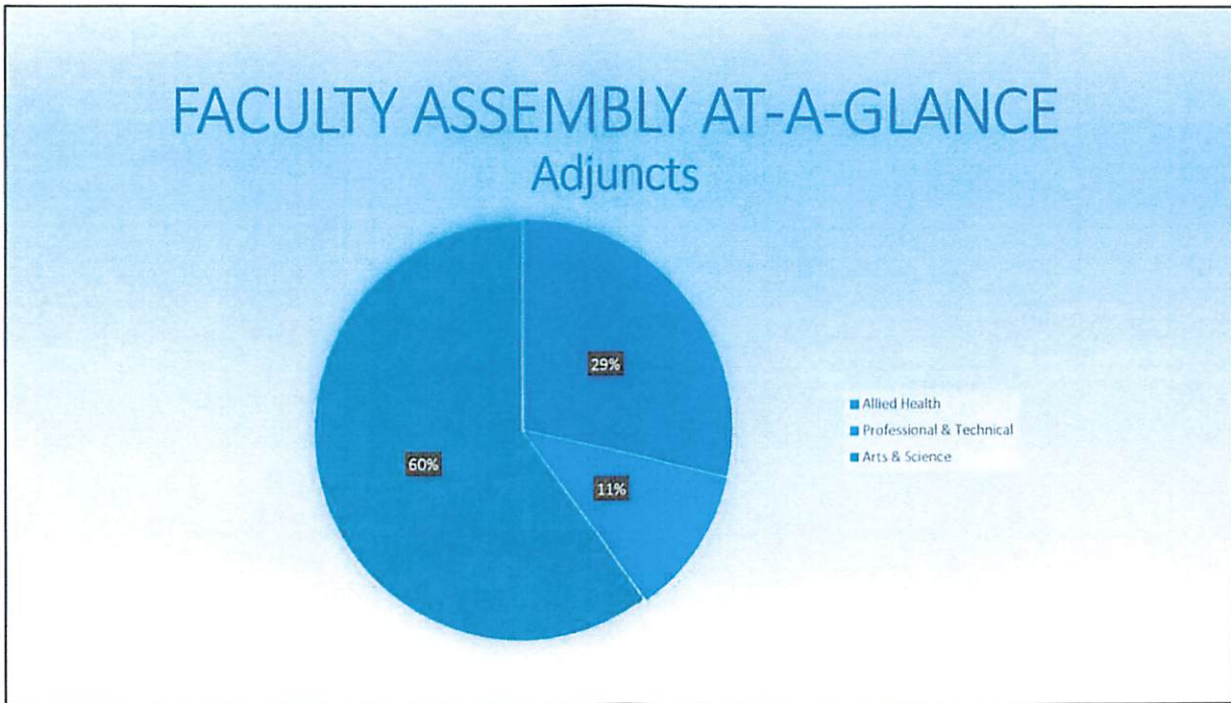
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## FACULTY ACCOLADES

Stephanie Mounts

This year we have prepared and filed **231 total returns** (Federal and State) for free. And brought in a total of **\$195,728** in tax refunds to the local area. The average cost for tax preparation services in our area is about \$200. So we saved our clients a total of approximately **\$46,200** in fees

**VITA**  
VOLUNTEER INCOME TAX ASSISTANCE

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## FACULTY ACCOLADES

Several faculty are a part of the WV Grant for OER course conversions. This initiative is starting to save our students costs of textbooks that are traditionally expensive.

- Susan Baisden
- Nathan Freeman
- Melissa Kirk
- Chris Ward

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## FACULTY ACCOLADES

Lillie Tettters has been a faculty supporter for several new student's groups.

- Strings and Things
- Sexualities and Gender Alliance (SAGA)

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# FACULTY ACCOLADES

**Melissa Kirk**

Received a post master's degree in Family Nurse Practitioner in October 2021 and October 2022 began working part time in addiction medication. This is a love that I found while here at Southern teach mental health nursing.

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# FACULTY ACCOLADES



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## President's Report

- **HLC update – 10-year accreditation, and Conference**
- **Met with Congresswoman Carol Miller's, Senator Manchin, and Senator Capito's representatives for federal appropriations March 27<sup>th</sup> and 28<sup>th</sup> in Washington, DC**
- **Hawks Nest- Strategic Planning retreat March 6<sup>th</sup> and 7<sup>th</sup>. Have held subsequent meetings as well.**
- **Participated in Meet the President on Logan and Williamson Campus.**
- **Attended the International Woman's Day Reception on the Williamson Campus.**
- **Wyoming Campus Update – Appraisers have been hired and report will be submitted within the next few weeks.**
- **Priority Registration began April 10<sup>th</sup>, Current Students April 11<sup>th</sup>, and everyone else April 17<sup>th</sup>. Enrollment is up a little bit, even with technology issues.**
- **Theater updates are currently taking place. Sound, lights, and technology are being installed. Looking forward to getting the curtains in and installed. Thanks to Foundation, Bill France, Maintenance, and IT for working so hard to get everything, purchased, installed, and working.**
- **Local schools continue to visit the various campuses for tours. Thank you to Student Services for working with local high schools for scheduling and hosting all the students.**
- **Logan Campus hosted a job fair on March 14<sup>th</sup>. College Fair held on the Lincoln site March 10<sup>th</sup>.**
- **Several of the maintenance and campus service workers received their forklift certifications. Thanks to the Workforce Department for bringing these types of training to campus.**
- **Physics lab has been totally renovated. Includes sit-stand tables, computer stations, cabinets, and whiteboard. Some cosmetic updates such as paint, lighting, and waxed floor were completed as well. Very pleased with how this lab has turned out.**

- **Cosmetology students have added facials, makeup application, band lash applications, etc. to their list of services. Very proud of this program, its instructors, and its students. Hairstyling lab is complete and ready for fall 2023. A ribbon cutting ceremony will be held in the near future.**
- **Governance Day was April 14<sup>th</sup>. Held regular meetings and enjoyed a carnival theme afternoon to celebrate 10-year accreditation from HLC.**
- **Received a donation from People's bank for a freezer on April 10<sup>th</sup>.**
- **Hosted Southern's Foundation Executive Board on April 10<sup>th</sup>.**
- **Attended the Boone County Joint Administrative Board on April 12<sup>th</sup>.**
- **Attended Coalfield Health Board meeting April 17<sup>th</sup>.**
- **Senator Manchin has advanced our requested earmark to renovate and update the Student Commons area and library into a Community Learning Commons. The earmark is for \$1,275,000.**
- **Darrell Taylor and Stacy Dingess attended the Tug Valley Business After Hours at the Big Laurel Learning Center at Marrowbone on April 17<sup>th</sup>.**
- **Stacy Dingess will attend a groundbreaking for a new business in Logan County at the Gov. Earl Ray Tomblin Industrial Park on April 19<sup>th</sup>.**
- **The Allied Health Recognition Ceremony will be held on Thursday, May 4, 2023, at 6:00 pm at the Savas/Kostas Theatre on the Logan Campus.**
- **The Nursing Pinning Ceremony will be held on Friday, May 5, 2023, at 6:00 pm at the Savas/Kostas Theatre on the Logan Campus.**
- **Commencement is May 6<sup>th</sup>, 10 a.m. Arts and Sciences and Professional and Technical Studies, and 2 p.m. Allied Health and Nursing with Justice Haley Bunn and Senator Paul Hardesty to be the guest speakers.**

## FACULTY ACCOLADES

The following Assistant Professors received promotion to Associate Professor

- Heather Drake
- Erica Farley
- Stephanie Mounts
- Chris Ward

**Southern West Virginia Community and Technical College**  
**Board of Governors**  
**Meeting of February 21, 2023**  
**100 College Drive, Logan, WV**  
**Logan Campus, Building C, Room 428**  
**Via Zoom Meeting ID: 979 2430 4214**

<https://zoom.us/j/97924304214?pwd=amJ1UWg3TkNXS3Y4bVkvWXJTYjFCZz09>

**Dial-in Only: 1-646-876-9923**  
**6:00 p.m.**

**MINUTES**

**Board Members Present:** Bud Baldwin, Chair; Sydney Brown, David Gresham, George Nisbet, Shawn Cline-Riggins, Sam Stewart, Jeremy Thompson, Josh Stowers, Virgil Underwood, Chris Ward, and Dianna Toler

**Board Members Absent:** Julia Smith

**College Staff Present:** President, Dr. Pamela Alderman, Jennifer Dove, Recorder, Tom Cook, Rita Roberson, Darrell Taylor, Dr. Michael Jiles, Sherry Ramey, Sheliah Elkins, Evan Riggins, Tim Ooten, Beverly McDonald, Chris Gray, Velva Pennington, Debbie Dingess, Dr. Lisa Haddox- Heston, Bill Alderman, and Debbie Dingess

**Guests:** Chris Campbell

**1. Introduction of New Board Member**

President Alderman welcomed new Board member, George Nisbet to the Board. President Alderman thanked Mr. Nisbet for his willingness to serve. Ms. Nisbet replaces Dr. Lisa Haddox- Heston. At this time, President Alderman thanked Dr. Haddox-Heston for serving the Board.

**2. Call to Order**

The Board of Governors Chair, Bud Baldwin, declared a quorum present and convened the meeting at 6:00 p.m. At this time, Chair Baldwin read the Mission Statement of the College to the Board.

**3. Call for Public Comments**

Chair Baldwin asked for public comments to the Board. No requests for public comment were received.

**4. Introduction of New Faculty Senate Representative**

Mr. Chris Ward was elected to serve as the Faculty Senate Representative to the Board. Mr. Ward will finish out the remaining term of Mr. Bill Alderman, who recently accepted to position of Chief Academic Officer.

**5. Election of Vice Chair**

**MOTION:** Shawn Riggins made a nominated Sam Stewart to service as Vice Chair.

**ACTION:** Josh Stowers seconded the motion. The motion carried.

Chair Baldwin declared the motion adopted to appoint Sam Stewart as Vice Chair.

## 6. Oath of Office

Ms. Velva Pennington, Director of Budgets and Purchasing, and Public Notary, administered the *Oath of Office* to George Nisbet and Chris Ward.

## 7. Presentation of Master Facilities Plan

Chris Ward made a motion to enter Executive Session. Sam Stewart Seconded the motion that carried unanimously. Chair Baldwin declared the motion adopted and the Board then met in Executive Session at 6:15 p.m. Following the presentation Sam Stewart moved that the Board rise from Executive Session and reconvene in open session. Chris Ward seconded the motion which carried unanimously. The Board took no votes or made any decisions during the Executive Session.

**MOTION:** Shawn Cline- Riggins made a motion to accept the master facilities Plan as presented.

**ACTION:** Dianna Toler seconded the motion. The motion carried unanimously, and Chair Baldwin declared the Motion adopted.

## 8. HLC UPDATE

Bill Alderman provided the following HLC update to the Board:

- Report has been returned for corrections of errors and facts.
- Received on January 11, 2023, we received the institutions copy of the Standard Pathway: Comprehensive Evaluation Visit report. The IAC will act on this report with no hearings. This is great news.
- Hoping to get approval no later than June. Hopeful to have by end of March or by the end of April.
- Submitted a 5-page Institutional Response to HLC on January 23, 2023 showing a continuous plan of improvements to 3C and 4B.
- Credentialing concerns were identified in core component 3C. The focus visit in March 2024 will be confirming appropriate credentials for full-time-part-time, dual credit, and those teaching through application of tested experience policy. Southern proposed steps to ensure all faculty are appropriately credentialed.
- Southern has made great progress to Assessment to streamline and improve assessment models identified under 4B. Our new Director of Accreditation and Assessment along Larry D'Angelo Co lead of Assessment Academy have made changes and improvements to provide clarity and measurable results.
- The report of January 11, 2023, included the multi-campus report for all all campuses using the 8 Criteria per campus and places us upward of 90% which is a 27% increase from the 201 report.

- Assessment Academy Progress Report/Project 4 update report card and 3<sup>rd</sup> year of 4. We have received a detailed positive mid-point report.

## 9. Development Office Report

Rita Roberson, Chief Development Officer gave the following update to the Board:

- Development Office had an excellent year in 2022.
- Awarded approximately \$92,143.64 for scholarships, this includes funding for ATI fees mostly for Nursing students.
- Spent nearly \$50, 000 of money raised for theater upgrades. Most of the money was raised at the Savas Kostas Gala. The curtains in the theater will be upgraded next.
- The donor has agreed to fund replacement of seating once we secure a quote.
- Received \$100,000 award at the end of the year from the McGee Foundation. McGee representatives asked that money fund Workforce Development programs. So far, we have awarded \$35,000.00.
- We will be receiving another large shipment of food to assist our students with food insecurities as well as the community.

## 10. Faculty Senate

Chris Ward provided the following update to the Board:

- Monitoring the Legislature regarding the following bills: SB-10 Campus Carry, HB 2005- Dual Enrollment, HB 2542-SB215 TicTok Ban, and SB -1 PROMISE Plus.
- Professor Incentive Pay- Presented to Senate and now on to the CAO. Working on the policy.
- Complete overhaul of the syllabi. Hopeful to have the policy moved through governance and in place by Fall 2023.
- The Assessment Academy is being proactive and working on items in the preliminary report so they can get a head start on those tasks.

## 11. Classified Staff Report

Beverly McDonald provided the following update to the Board:

- Continue working with the Hallmark committee, Legislative committee, etc.
- Academic Calendar has been established.
- Continue to work with students regarding any assistance they may need.

## 12. Financial Report

Velva Pennington, Director of Budgets and Purchasing provided the following update to the Board:

- Completed 58% of the Fiscal year as of the end of January.
- We have had a positive cash balance of \$529,541.00 so far this year.
- Revenue collections are at 65% of the budgeted total, with tuition at 48% of the budgeted collections.

- Only recorded cash payment so far this spring, which is a small portion of tuition collections.
- Financial Aid disbursements were scheduled for February 14<sup>th</sup> and we will be recording Financial Aid revenue by the end of the month.
- Loan disbursements will be in two disbursements, one in February and one in March.
- Verification of students attending classes and making satisfactory academic progress is determined prior to processing federal loans.
- We have expended 61% of our budget. This is normal. The first half of year had two months with three pay periods, more supplies and services bought in fall than spring and summer terms combined.
- Inflation pressures on utility expenses have been close to projections.

### **13. President's Report**

President Alderman provided the following report to the Board:

- Thanked Dr. Lisa Haddox- Heston for her work on the Board as Chair.
- Enrollment is up this Spring. Will be advertising soon for the 8-week classes that begin in March. Hope to get some good enrollment in those classes.
- Met with CAO to discuss scheduling ideas of classes that has not been done in quite some time. Looking at an aggressive summer schedule and hoping to get it revitalized. Used to have upward of 500 students which included transient students.
- Building a two-year schedule and we are hopeful this will help us draw in more students.
- Launched our new mascot on February 20<sup>th</sup>. We have received lots of media response. Students voted on the mascot. We have lots of support and we are very pleased to have our very first mascot.
- Extended the Nursing application deadline extended to March 10<sup>th</sup>. Students are slow with applying. Other colleges have extended their deadlines as well.
- Weekend Nursing program has begun. Excellent group of students which includes, LPNS, students that have master's degrees, bachelor's degrees, Allied Health degrees, and a Chiropractor.
- Second lineman program of the year going with all 20 seats filled.
- Finished up our last CDL class and had 100% passage rate.
- Hosting Southern Eats program put on by Workforce tonight as well. Will teach those in attendance on how to prepare food. Workforce is working to host one continuing education course per month.
- Stephanie Mounts, Business faculty offers her free tax preparation for the community.
- The cosmetology program is going well and started into the second semester with esthetics. All students who took their nail tech test passed.
- Regia Bias has been hired as Director of Accreditation and Assessment. Very happy to have her in that role.
- Have been in touch with our Legislators. Visited the Capital on Thursday and met with Senate Vice Chair, Senator Phillips and talked about Southern's needs. Looking at some federal appropriations to help support science labs. Our science labs are in desperate need of updating.

- Attended Black History Celebration at the Logan Street Baptist Church in Williamson. This was hosted by the Williamson NAACP, of which we are a life member. Hoping to expand these activities.

#### 14. Discussion Items

##### 14.1 Board of Governors Retreat Dates

**MOTION:** Sam Stewart made a motion that the Board of Governors retreat to be held each year during the third week in April.

**ACTION:** Jeremy Thompson seconded the motion. The motion carried unanimously, and Chair Baldwin declared the Motion adopted.

#### 15. Executive Session

There are no matters at this time.

#### 16. Action Items

##### 16.1 Approval of December 13, 2022, Board Meeting Minutes

**MOTION:** Josh Stowers moved to adopt the December 13th meeting minutes with changes. Shawn Cline Riggins seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

##### 16.2 Request for Final Approval Following 30-Day Comment

###### 16.2.1 SCP-5XXX, Reportable Assets and Inventory Tracking

**MOTION:** Sam Stewart 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-5XXX, *Reportable Assets and Inventory Tracking*.

**ACTION:** Jeremy Thompson seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

###### 16.2.2 SCP- XXXX, Return of Title IX Funds

**MOTION:** Josh Stowers 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-XXXX, *Return of Title IV Funds (R2T4)*.



**ACTION:** Chris Ward seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

### **16.3 Request for Additional 30-Day Comments Period**

#### **16.3.1 SCP-XXXX- *Employee Conflict Resolution Policy***

**MOTION:** Shawn Cline-Riggins 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 SCP-XXXX, *Employee Conflict Resolution Policy*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

**ACTION:** David Gresham seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

### **16.4 Tuition and Fees Increase 2022-2023**

**MOTION:** Sam Stewart made a motion to approve the Tuition and Fee Increase for 2022-2023 as presented.

**ACTION:** Chris Ward seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

## **17. Informational Items**

17.1 Next regular Board of Governors Meeting is scheduled for 6:00 p.m. on Tuesday, April 18, 2023.

17.2 Spring Graduation May 6, 2023, at 10:00 a.m. and 2:00 p.m.

## **18. Adjournment**

There being no further business, Chair Baldwin declared the meeting adjourned.

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Robert "Bud" Baldwin, Chair

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Jennifer Dove  
Executive Assistant to the President  
and Board of Governors

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2023**

**ITEM:** SCP-5260, *Meeting Financial Exigencies*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5260, *Meeting Financial Exigencies*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**STAFF MEMBER:** Debbie C. Dingess

**BACKGROUND:**

SCP-5260, *Meeting Financial Exigencies*, was reviewed by the Policies and Procedures Committee at their meeting on February 10, 2023, and then by the President's Cabinet at their meeting on March 7, 2023. The President's Cabinet granted approval for advancement of SCP-5260, *Meeting Financial Exigencies*, to Southern West Virginia Community and Technical College Board of Governors.

Therefore, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant approval for distribution of SCP-5260, *Meeting Financial Exigencies*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-5260**

**SUBJECT:** Meeting Financial Exigencies

**REFERENCE:** West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 9, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*; SCP-2701, *Reduction in Workforce Due to Financial Exigency: Faculty Personnel*.

**ORIGINATION:** May 27, 1988

**EFFECTIVE:** April 5, 2018

**REVIEWED:** ~~November 2, 2017~~ February 10, 2023

**SECTION 1. PURPOSE**

1.1 The purpose of this policy is to establish a manner in which financial exigencies are defined and determined by the Board of Governors and to outline the planning process for meeting financial exigencies.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy shall apply on a college-wide basis.

**SECTION 3. DEFINITIONS**

3.1 Financial Exigency – A circumstance arising from an immediate need to react to the lack of financial resources required to sustain current levels of educational services and programs.

**SECTION 4. POLICY**

4.1 It shall be the policy of the Board of Governors to obtain the full benefit of planning and deliberation prior to the implementation of measures determined to be necessary to react to a financial exigency.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

**SECTION 6. GENERAL PROVISIONS**

6.1 Financial Exigency/Committee Duties and Responsibilities

6.1.1 A Financial Exigency Committee will review and advise the President on all institution-wide actions deemed as necessary responses to a financial exigency. The major responsibilities of this committee shall be:

6.1.1.1 Making initial recommendations and advising the Faculty Senate and Classified Staff Council regarding institution-wide responses to a financial exigency;

6.1.1.2 Reviewing the responses and further recommendations of the Faculty Senate and Classified

Staff Council regarding the Committee's initial recommendations; and

6.1.1.3 Making final recommendations to the President regarding institution-wide responses to a financial exigency.

6.2 Committee Membership – The Committee shall be comprised of the following thirteen (13) persons:

6.2.1 One elected Lay Board of Governors Member (non-voting Chairperson)

6.2.2 One elected Student Government Association Representative

6.2.3 Two elected Classified Staff Members

6.2.4 Two elected Faculty Members

6.2.5 Two Administrators appointed by the President

6.2.6 Chief Fiscal Officer

6.2.7 Advisory Council of Classified Employees Representative

6.2.8 Classified Staff Council Chair

6.2.9 Faculty Senate Chair, and

6.2.10 Advisory Council of Faculty Representative.

6.3 Committee Members Terms of Service – Each member of the Committee shall serve for a full fiscal year, i.e., from July 1 of one calendar year through June 30 of the following calendar year. All elected members of the Committee shall be chosen at their respective group's final meeting for the fiscal year.

6.4 Financial Exigency Procedure

6.4.1 The President may request the Board of Governors to declare a financial exigency at any time it is believed that a bona fide financial exigency exists.

6.4.2 The Board of Governors may declare a condition of a financial exigency for a period not to exceed two years, unless extended by subsequent action of the Board.

6.4.3 Within seven working days after the Board of Governors declares a condition of a financial exigency, the Financial Exigency Committee shall submit in writing its initial recommendation to the Faculty Senate and the Classified Council.

6.4.4 Within seven working days after receiving the initial recommendation of the Financial Exigency Committee, the Faculty Senate and Classified Staff Council may submit their recommendations in writing to the Financial Exigency Committee.

6.4.5 Within five working days after the deadline for receiving the recommendations of the Faculty Senate and Classified Staff Council, the Financial Exigency Committee shall submit its final recommendation in writing to the President.

6.4.6 Within seven working days after receiving the final recommendations of the Financial Exigency Committee, the President shall submit recommendations in writing to the Board of Governors for its review and approval.

6.5 Financial Exigency Actions

6.5.1 When the Board of Governors declares a condition of a financial exigency, the Financial Exigency Committee shall review and recommend the financial effects of the following prioritized actions before making any recommendations regarding personnel reduction:

6.5.1.1 Delaying implementation of new programs;

6.5.1.2 Freezing all vacant positions;

6.5.1.3 Cutting all new and, where feasible replacement equipment funds;

6.5.1.4 Reducing extracurricular activities and events; and

6.5.1.5 Utilizing all feasible current expense cuts in the following areas in priority order:

6.5.1.5.1 travel

6.5.1.5.2 printing

6.5.1.5.3 office supplies

6.5.1.5.4 educational supplies

6.5.1.5.5 reducing repair and alteration funds

6.5.1.5.6 reducing unrestricted student aid funds, and

6.5.1.5.7 reducing work-week and times of college operations through voluntary and, where necessary, mandatory furloughs.

6.5.2 Furlough – Voluntary and mandatory furloughs shall be considered. Vacation and sick leave days may not be used to offset salary cutbacks. Options may include a one day per week cut in pay. Previous and recent cuts in any area of the college should be considered in making recommendations to prevent disproportionate cuts.

6.5.3 Reductions in Workforce – After exhausting all possible financial benefits and savings from the above actions, the Committee may recommend that the President consider and recommend reductions in personnel. The President shall consider any Committee recommendations and shall make any personnel recommendations in accordance with the pertinent policies of the Board of Governors. A recommendation from the Committee is not required to enable the President to independently recommend reductions in personnel.

## **SECTION 7. RESPONSIBILITIES**

7.1 The President has primary responsibility for the implementation of the provisions of this policy.

## **SECTION 8. CANCELLATION**

8.1 None.

## **SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

## **SECTION 10. SIGNATURES**

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**Board of Governors Chair**                      **Date**

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**President**    **Date**

- Attachments:** None.
- Distribution:** Board of Governors (12 members)  
www.southernwv.edu
- Revision Notes:** July 2011 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.
- April 2013 – Policy was revised to expand the committee membership to include the Classified Staff Council Chair, the Faculty Senate Chair, and one additional administrator. Also, in Section 6.5.1.5, “Utilizing all feasible current expense cuts in the following areas in priority order,” telephone and utilities were removed from the list of expenses to eliminate.
- November 2017 – Revisions reflect no substantial change in procedure or documentation requirements. In the Reference Section, the title of SCP-2701 was revised to accurately reference the policy.
- February 2023 – No revisions recommended.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2023**

**ITEM:** SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**STAFF MEMBER:** Debbie C. Dingess

**BACKGROUND:**

SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*, were reviewed by the Policies and Procedures Committee at their meeting on February 10, 2023, and then by the President's Cabinet at their meeting on March 7, 2023. The President's Cabinet granted approval for advancement of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*, to Southern West Virginia Community and Technical College Board of Governors.

Therefore, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant approval for distribution of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-8600**

**SUBJECT:** Board of Governors Operational Guidelines Policy

**REFERENCE:** West Virginia Code §18B-2A;  
Title 135, Procedural Rule, West Virginia Council for Community and Technical College  
Education, Series 4, *Rules and Administrative Procedures*

**ORIGINATION:** August 2001

**EFFECTIVE:** July 19, 2018

**REVIEWED:** ~~March 1, 2018~~ February 10, 2023

**SECTION 1. PURPOSE**

1.1 To establish the operational guidelines which shall govern the actions of the Board of Governors for Southern West Virginia Community and Technical College in setting forth policies to govern the college.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy is applicable to the members, current and future, of the Board of Governors of Southern West Virginia Community and Technical College as the representative body of its constituents.

**SECTION 3. DEFINITIONS**

3.1 None.

**SECTION 4. POLICY**

4.1 It is the policy of the Board of Governors (BOG) of Southern West Virginia Community and Technical College to perform the duties and responsibilities assigned to the BOG by the State of West Virginia as described in West Virginia Code §18B-2A. In performing such duties and responsibilities, the BOG, as constituted by its representative membership, shall be directed by the Operational Guidelines approved by the Board on October 18, 2007, and Policy Statements as adopted. The Operational Guidelines are hereby attached and are forthwith a part of this policy statement.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

**SECTION 6. GENERAL PROVISIONS**

6.1 The Operational Guidelines of the BOG of Southern West Virginia Community and Technical College shall include statements relative to the following topics and any other such categories as the Board shall deem appropriate.

- 6.1.1 General Policies
- 6.1.2 Board Organization



- 6.1.3 Board Operations
- 6.1.4 Meeting Protocol
- 6.1.5 Presidential Relations

**SECTION 7. RESPONSIBILITIES**

7.1 It shall be the responsibility of the Board of Governors to periodically review the policy statement on Operational Guidelines to ensure its compliance with West Virginia Code §18B-2A and to maintain its relevance to the operations of the Board and the mission of the College. This policy and/or Operational Guidelines shall be amended only in accordance with procedures outlined in the Operational Guidelines.

**SECTION 8. CANCELLATION**

8.1 All previous operational guidelines of any previously existing governing or advisory board of Southern West Virginia Community and Technical College are superseded by this policy statement and the attached Operational Guidelines of the Board of Governors as approved October 18, 2007.

**SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

**SECTION 10. SIGNATURES**

\_\_\_\_\_  
**Board of Governors Chair**                      **Date**

\_\_\_\_\_  
**President**    **Date**

**Attachments:**        SCP-8600.A, *Board of Governors Operational Guidelines*

**Distribution:**        Board of Governors (12 members)  
                               www.southernwv.edu

**Revision Notes:**    October 18, 2007 – Revised to remove any reference to the Institutional Compact. *Operational Guidelines* were updated to reflect a change in legislation affecting the number of terms the Board of Governors Chair may serve.

September 28, 2012 – Reviewed policy and added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 4, *Rules and Administrative Procedures*, to the Reference Section which addresses the process for the adoption, amendment, or repeal of rules and administrative procedures by institutions.

March 1, 2018 – Revised *Operational Guidelines* to remove any reference to the *State Register*, and to reflect a change in legislation regarding the electronic filing of meeting notices with the Secretary of State for publication on the Secretary of State’s website.

| February 10, 2023 – No revisions necessary.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-8600.A**

Board of Governors Operational Guidelines

**REFERENCE:** SCP-8600, Board of Governors Operational Guidelines Policy;  
West Virginia Code §18B-2A-4

**ORIGINATION:** August 2001

**EFFECTIVE:** July 19, 2018

**REVIEWED:** ~~March 1, 2018~~ February 10, 2023

**SECTION 1. GENERAL POLICIES**

- 1.1 Purpose – The Board of Governors of Southern West Virginia Community and Technical College is appointed by the Governor of the State of West Virginia and serves as a representative body of its constituents to set forth policies to govern the college in the best interests of the community as a whole and in accordance with the statutes of West Virginia and Federal legislation.
- 1.2 Role of the Board of Governors – The role of the Board of Governors is to:
- 1.2.1 Establish the Mission, Vision, and Master Plan of the College and set clear written policy direction that is focused on community needs.
  - 1.2.2 Represent the community by knowing and understanding its needs and seeking a variety of perspectives when setting college policy.
  - 1.2.3 Define standards for College operations which set forth high quality programs, ensure wise and prudent expenditure of funds, and fair and equitable treatment of students and employees.
  - 1.2.4 Monitor the performance of the College to insure progress towards defined goals and adherence to policies.
  - 1.2.5 Select, hire and retain the President and to define and monitor the President’s performance through periodic evaluations.
  - 1.2.6 Promote the College in the community and advocate for its interests with government officials and in its fund-raising efforts.
  - 1.2.7 Create a positive leadership environment which fosters learning and focuses on outcomes.
  - 1.2.8 Act with integrity, promoting ethical behavior in all college dealings.
  - 1.2.9 Function as a unit, speaking with one voice which recognizes that the power of Board rests with the whole Board, not individual members.

- 1.3 Role of Individual Board Members – The role of the individual board member is to:**
- 1.3.1 Know the community and represent its best interests.**
  - 1.3.2 Support the College in its mission.**
  - 1.3.3 Understand the College and represent it in a positive manner to all constituent groups.**
  - 1.3.4 Adhere to Board of Governors policies and Code of Ethics.**
  - 1.3.5 Work as a member of the Board.**
  - 1.3.6 Adhere to the Board’s policy making role and recognize the President’s role as Chief Executive Officer.**
  - 1.3.7 Avoid conflicts of interest.**
  - 1.3.8 Maintain confidentiality.**
  - 1.3.9 Speak for the Board only when delegated to do so by the Board.**
  - 1.3.10 Refer complaints and problems regarding the College to the President.**
  - 1.3.11 Attend and actively participate in Board meetings and work sessions.**
  - 1.3.12 Refuse to participate in any action which is not in accordance with Board policy.**
- 1.4 Duties and Responsibilities of the Board of Governors (Extracted and summarized from WV Code §18B-2A-4) – The duties and responsibilities of the Board of Governors are as follows:**
- 1.4.1 Determine, control, supervise and manage the financial, business and education polices and affairs of Southern West Virginia Community and Technical College.**
  - 1.4.2 Establish and amend campus Master Plan for the College including an Institutional Compact.**
  - 1.4.3 Develop a ten-year campus development plan in accordance with article West Virginia Code §18B-19-4.**
  - 1.4.4 Prescribe specific functions for the College to meet the higher education needs of the service area without unnecessary duplication.**
  - 1.4.5 Develop and submit a budget for the College to the West Virginia Council for Community and Technical College Education (Council).**
  - 1.4.6 Review all academic programs at least every five years offered at Southern West Virginia Community and Technical College.**
  - 1.4.7 Ensure the sequencing of academic programs to ensure program completion in a reasonable time frame and to assure that the needs of non-traditional students are met.**
  - 1.4.8 Utilize faculty, students and classified staff in institutional-level planning.**

- 1.4.9 Administer a system for the management of personnel matters.
- 1.4.10 Administer a system for the hearing of employee grievances.
- 1.4.11 Solicit, utilize or expend voluntary support including financial contributions.
- 1.4.12 Appoint a President or other administrative head of the College.
- 1.4.13 Conduct a written performance appraisal of the President.
- 1.4.14 Submit an annual report to the Council on the performance of the College.
- 1.4.15 Enter into contracts or agreements with other educational institutions and/or share resources.
- 1.4.16 Delegate power and control to the college President.
- 1.4.17 Abide by the existing rules for acceptance of advance placement credit.
- 1.4.18 Establish an efficient system for the financial management and expenditure of special revenue and appropriated state funds.
- 1.4.19 Establish a plan to administer a consistent method of conducting personnel transactions. Not later than July 1, 2012, the Department of Administration shall make available to each governing board the option of using a standardized electronic system for these personnel transactions.
- 1.4.20 Transfer funds for any account appropriated for the College's use.
- 1.4.21 Acquire legal services that are necessary.

## **SECTION 2. BOARD ORGANIZATION**

- 2.1 **Organization and Authority** – Effective the first day of July 2001, the Board of Governors of Southern West Virginia Community and Technical College are officially appointed by the Governor of the State of West Virginia to serve as a representative body of its constituents to set forth policies to govern the best interests of the college in accordance with the statutes of West Virginia.
- 2.2 **Membership of the Board of Governors** – The membership of the Board of Governors will consist of twelve persons including the following:
  - 2.2.1 A full time member of the faculty, with the rank of instructor or above, duly elected by the faculty;
  - 2.2.2 A member of the student body in good academic standing, enrolled for college credit and duly elected by the student body;
  - 2.2.3 A member from the institutional classified employees duly elected by the classified employees; and
  - 2.2.4 Nine lay members appointed by the Governor of the State of West Virginia with the advice and consent of the Senate, with no more than five (5) members from the same political party.

## 2.3 Terms of Office

- 2.3.1 **Faculty Member** – The faculty member will serve for a term of two (2) years beginning in July and may succeed themselves for three terms, not to exceed a total of eight (8) consecutive years.
- 2.3.2 **Student Member** – The student member will serve a term of one (1) year beginning in July and ending on the thirtieth day of June of each year.
- 2.3.3 **Classified Employee** – The classified employee member will serve for a term of two (2) years beginning in July and may succeed themselves for three terms, not to exceed a total of eight (8) consecutive years.
- 2.3.4 **Lay Members** – The lay members of the Board will serve a term of four years each and are eligible to succeed themselves for no more than one additional four-year term. The initial terms of office for lay members of the Board, appointed by the Governor, will be staggered.
- 2.4 **Oath of Office** – Prior to becoming a member of the Board of Governors, the member is required to take the Oath of Office prescribed by Article IV, Section 5 of the constitution of West Virginia and have the certificate filed with the Secretary of State.
- 2.5 **Board Vacancies** – The vacancy of an unexpired term of a member of the Board will be filled for the unexpired term within thirty (30) days of the occurrence of the vacancy in the same manner as the original appointment or election.
- 2.6 **Disqualification from Board Membership (Extracted and summarized from WV Code §18B-2A-1)**
- 2.6.1 A person is ineligible for appointment who is an officer, employee or member of any other board of governors; a member of a board of visitors of any public institution of higher education; an employee of any institution of higher education; an officer or member of any political party executive committee; the holder of any other public office, other than an elected county office, or public employment, other than employment by the county board of education, under the government of this state or any of its political subdivisions; an employee of any affiliated research corporation created pursuant to article twelve of this chapter; an employee of any affiliated foundation organized and operated in support of one or more state institutions of higher education; or a member of the council or commission. This subsection does not prevent the representative from the faculty, classified employees or students from being members of the governing boards.
- 2.6.2 A member of the Board of Governors, appointed by the Governor, may only be removed from membership on the Board in the manner prescribed by law for reasons of official misconduct, incompetence, neglect of duty, or gross immorality.

## SECTION 3. BOARD OPERATIONS

### 3.1 Board Principles

- 3.1.1 The Board's governance style is intended to encourage diversity of viewpoints and collective rather than individual decision making. Prior to setting policy, the Board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision making principles.
- 3.1.2 The Board's focus will be on providing strategic leadership and representing the community it serves

rather than administrative detail.

**3.2 Code of Ethics – The Southern West Virginia Community and Technical College Board of Governors Code of Ethics are as follows:**

- 3.2.1 To demonstrate that the primary function of the Board is to establish policy by which the college is administered.**
- 3.2.2 To devote time, thought and study to the duties of the members of the Board of Governors to insure effective service.**
- 3.2.3 To work cooperatively with fellow Board members in spite of differences of opinion.**
- 3.2.4 To base decision-making on all available facts and to vote honestly, unswayed by personal bias of any kind, and to uphold the majority decision of the Board.**
- 3.2.5 To act in all college-related contacts including staff, media and citizens, reflecting the fact that there is no individual authority outside of the meetings of the Board.**
- 3.2.6 To refrain from using the Board position to benefit personally or for any other individual.**
- 3.2.7 To comply with the West Virginia Ethics Act in the areas of Confidentiality, Private Gain, Prohibitive Representation, Gifts, Subordinates, Contracts, Purchases and Sales.**

**3.3 Committee Principles**

- 3.3.1 The Board will normally function as a committee of the whole without standing committees.**
- 3.3.2 If an Ad Hoc Committee is formed, it will be for the purpose of assisting the Board to do its job, not to advise staff nor help staff do its job.**
- 3.3.3 Board Ad Hoc Committees will normally be established for a specified purpose and a defined time period.**
- 3.3.4 Board committees have no authority over staff nor may they speak on behalf of the Board of Governors unless specifically authorized to do so.**
- 3.3.5 If necessary, Board members may call upon the services of the Chancellor for the West Virginia Council for Community and Technical College Education.**

**3.4 Officers of the Board – The Chairperson, Vice Chairperson, and Secretary will be elected from the lay Board membership in June of each year at the Board’s annual organizational meeting. A member may not serve as Chairperson for more than four consecutive years.**

**3.4.1 Duties of the Chairperson – The duties of the Chairperson are as follows:**

- 3.4.1.1 To preside at all Board meetings in an efficient and effective manner and set the general tone for the meeting through effective leadership.**
- 3.4.1.2 To insure the Board and individual Board members follow the Board’s own rules and policies and those established by legislation.**

- 3.4.1.3 To promote deliberation at Board sessions that is open and thorough, but also efficient, timely, orderly and to the point.
  - 3.4.1.4 To insure that all Board members are properly informed of current and pending Board and College issues.
  - 3.4.1.5 To perform the same duty of voting on matters as other Board members.
  - 3.4.1.6 To speak on behalf of the Board of Governors as their designated representative.
  - 3.4.1.7 To appoint or arrange for the election of committees established by the Board.
  - 3.4.1.8 To call emergency meetings as necessary.
  - 3.4.1.9 To call for the evaluation of the President on an annual basis.
  - 3.4.1.10 To call for the self-evaluation of the Board of Governors on an annual basis.
  - 3.4.1.11 To sign all official Board minutes.
  - 3.4.1.12 To perform other duties as may be required by action of the Board.
  - 3.4.1.13 The Chairperson has no authority to direct or supervise the President.
- 3.4.2 Duties of the Vice Chairperson – The duties of the Vice Chairperson are to preside at Board meetings in the absence of the Chairperson or to fulfill the duties of the Chairperson as needed.
- 3.5 New Board Member Orientation – The Board will assist each new Board member to understand the Board of Governors role and responsibilities. The Board will develop and periodically review selected materials to be provided to new Board members to facilitate this process. The new Board member will be invited to meet with the Board Chairperson and the College President to acclimate him/herself to their new responsibilities.
- 3.6 Board of Governors Compensation and Expense Reimbursement – Members of the Board of Governors serve without compensation, but are reimbursed for reasonable and necessary expenses actually incurred in the performance of their official duties. Expenses are reimbursed through College funds allocated for this purpose upon presentation of an itemized statement.
- 3.7 Board of Governors Self Evaluation – The Board of Governors will develop a self evaluation tool to regularly monitor and discuss Board process and performance. The self evaluation tool will include a comparison of Board activities to Board policy as defined in this document.

#### **SECTION 4. MEETING PROTOCOL**

- 4.1 General – The purpose of this protocol is to establish rules by which the date, time, place and agenda of all regularly scheduled meetings and the date, time, place and purpose of all special meetings of the Board of Governors are to be made available in advance to the public and news media. It is also the purpose of this protocol to establish rules for attendance and presentation at any meeting where there is not room enough for all members of the public who wish to attend. This protocol also establishes procedures related to the conduct of all meetings.



- 4.2 Scope – This protocol shall apply to all regular and special meetings of the Board of Governors. This protocol shall also establish procedures to be observed in relation to emergency meetings requiring immediate official action.
- 4.3 Definitions
- 4.3.1 Regular Meeting – The Board of Governors shall establish a regular meeting schedule for the next ensuing fiscal year at its final regular meeting of each fiscal year. The agenda for all regular meetings shall be established by an Agenda Committee consisting of the Chairperson, Vice Chairperson, Secretary of the Board of Governors, Past Chairperson, one lay Board member elected in June of each year at the Board’s annual organizational meeting, and the College President. The Agenda Committee shall meet in person, ~~or by telephone conference,~~ or by video conference at an established time prior to the commencement of each regular Board meeting for the purpose of establishing an agenda. However, any member of the Board of Governors may direct that an item be placed upon the agenda of an upcoming regular meeting by communicating such direction to the Chairperson in advance of the publication of the particular agenda, preferably prior to the meeting of the Agenda Committee.
- 4.3.2 Special Meeting – A special meeting of the Board of Governors may be called by the Chairperson or seven (7) members of the Board of Governors. All special meetings must be attended with a statement of purpose. Emergency meetings, requiring immediate official action, shall be considered special meetings. However, the notice requirements for special meetings need not be fully observed in convening emergency meetings.
- 4.4 Pre-Meeting Procedures
- 4.4.1 Notice of Regular Meetings – Notices of all Regular Meetings shall be posted and maintained on a ~~bulletin board~~ the college web page that is accessible to the public ~~located in the administrative office of the College on each campus.~~ All such notices shall be posted at least three (3) working days in advance of a scheduled regular meeting. Each such notice shall state the date, time, place and include an agenda of the meeting. If a regular meeting is cancelled or postponed, a notice of such cancellation or postponement shall be posted in the same location as soon as feasible after the cancellation or postponement has been determined. Notice of Regular Meetings may, at the discretion of the President, be published on the Internet.
- 4.4.2 Notice of Special Meetings – Notices of all special meetings shall be posted and maintained on a ~~bulletin board~~ the college web page that is accessible to the public ~~located in the administrative office of the College on each campus.~~ All such notices shall be posted at least three (3) working days in advance of a scheduled special meeting. Each such notice shall state the date, time, place and purpose of the meeting. If a special meeting is cancelled or postponed, a notice of such cancellation or postponement shall be posted in the same location as soon as feasible after the cancellation or postponement has been determined. Notice of Special Meetings may, at the discretion of the President, be published on the Internet.
- 4.4.3 In compliance with West Virginia Code §6-9A, the President shall cause notice of all meetings of the Board of Governors to be electronically filed with the Secretary of State for publication on the Secretary of State’s website. Each notice shall state the date, time, place and purpose of the meeting. Each notice shall be filed in a manner to allow each notice to appear on the Secretary of State’s website at least five business days prior to the date of the regular or special meeting. In the event of an emergency requiring immediate official action, the President shall cause an emergency meeting notice to be electronically filed with the Secretary of State, as soon as practicable prior to the

meeting. The emergency meeting notice shall state the date, time, place and purpose of the meeting and the facts and circumstances of the emergency.

- 4.4.4 ~~Notice to Media—The President shall cause advance notice of all regular and special meetings to be provided to the press that regularly cover matters relating to the College. The President shall cause advance notice to be provided to other members of the press upon request. Such notice shall not be required in advance of emergency meetings requiring immediate official action.~~

#### 4.5 Meeting Procedures

- 4.5.1 **Compliance With Open Governmental Proceedings Act** – The Chairperson of the Board and each member of the Board shall be familiar with the provision of the Open Governmental Proceeding Act and shall undertake to observe the requirements of the Act in relation to all motions to convene in an executive session. Executive sessions shall not be recorded by mechanical means, however, Board minutes shall identify the statutory authorization for each executive session and shall record the persons in attendance.
- 4.5.2 **Presentations** – All persons desiring to address the Board regarding an agenda item at a regular meeting or a matter identified within the stated purpose of a special meeting must register prior to the meeting. Persons will not be required to register more than fifteen (15) minutes prior to the time a meeting is scheduled to commence.
- 4.5.3 **Reconvening Meeting When Space is Limited** – In the event the place where a meeting is initially convened has inadequate space to accommodate members of the public who desire to attend or make presentations to the Board, the Chairperson of the Board may adjourn the meeting and reconvene the meeting at an alternate location on a date and at a time announced at the time of adjournment.
- 4.5.4 **Telephone/Electronic Attendance** – Members of the Board of Governors may attend and participate at any meeting by means of telephone or video-conference. Telephone or electronic equipment that is used to allow such attendance and participation shall be configured to allow those present, including members of the public, to observe and/or hear the members who are attending and participating by telephone or electronic means.
- 4.5.5 **Consideration of Materials by Reference** – All documents or materials that are referenced in an agenda or statement of purpose of a special meeting shall be available for public inspection at the meeting where such documents or materials are considered.
- 4.5.6 **Parliamentary Procedure** – The Board of Governors shall observe *Robert's Rules of Order, New Revised*, as a guide for conducting its business.
- 4.5.7 **Voting** – Voting may be verbal or by a show of hands. The outcome of all votes shall be announced by the presiding officer, and the recording secretary will record the vote accordingly. Any member may request a roll-call vote immediately following the presiding officer's announcement of the outcome of a vote.
- 4.5.8 **Quorum** – Seven (7) of the twelve (12) members of the Governing Board shall constitute a quorum. A majority of those members present and eligible to vote shall be required for the passage of all motions.
- 4.5.9 **Minutes** – Official Board of Governors meeting minutes will be maintained by the College and kept in a permanent and safe condition. The Board Chairperson will sign all official minutes. Copies of

Board minutes will be provided to all Board members, and upon written request to interested parties in compliance with West Virginia statute.

## SECTION 5. PRESIDENTIAL RELATIONS

- 5.1 General – The President is the Chief Executive Officer of the College and the Board’s single link with operating the institution. The role of the Board is to provide clear policy direction to the President with respect to the College’s Master Plan and Institutional Compact. The role of the President is to carry out the Board’s direction and administer the day-to-day operations of the College.
- 5.2 Board Delegation of Administrative Authority – The Board delegates to the President the function of formulating, implementing, directing and evaluating administrative policies and regulations under which the College will operate. These policies and regulations will govern the College and be consistent with Board policy.
- 5.3 Presidential Evaluation – The Board of Governors will conduct an annual written evaluation of the President using the following criteria:
  - 5.3.1 The President’s job description.
  - 5.3.2 The President’s goals and objectives, established each year in consultation with the Board.
  - 5.3.3 Progress toward the College’s Master Plan.
  - 5.3.4 Adherence to Board policies.
  - 5.3.5 West Virginia Code §18B-1B-6
- 5.4 Presidential Search Process – The Board of Governors is responsible to hire and appoint a President or other administrative head of Southern West Virginia Community and Technical College in compliance with West Virginia Code §18B-1B-6.

## SECTION 6. REFERENCES

- 6.1 West Virginia Code §6-9-A; West Virginia Code §18B-2A-1; West Virginia Code §18B-2A-4; West Virginia Code §18B-1B-6.
- 6.2 Carver, John and Miriam Mayhaw. *A New Vision of Board Leadership: Governing the Community College*. Washington, DC. Association of Community College Trustees, 1994.
- 6.3 Smith, Indra, J. *Trusteeship in Community Colleges. A Guide for Effective Governance*. Washington, DC. Association of Community College Trustees, 2000.
- 6.4 The Ethics Act. *A Code of Conduct for Public Servants*. West Virginia Ethics Commission.
- 6.5 Treasure Valley Community College. *Board of Education Policies*. Ontario, Oregon:1998.

*Revised 02/19/2008; Approved Revisions 04/15/2008*

*Revised 09/28/2012 with legislation passed through the 2012 1<sup>st</sup> Special Session*

*Revised 03/01/2018 with legislation passed through the 2017 Regular Session*

*Revised 02/10/2023; Approved Revisions 04/18/2023*

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2023**

**ITEM:** SCP-XXXX, *Employee Conflict Resolution Policy*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-XXXX, *Employee Conflict Resolution Policy*.

**STAFF MEMBER:** Debbie C. Dingess

**BACKGROUND:**

At its February 21, 2023 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-XXXX, *Employee Conflict Resolution Policy*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period. The comment period ended March 24, 2023. Comments were received from Kristin Boggs, General Counsel, WV Higher Education Policy Commission, to include language that the employee may grieve with the WV Public Employees Grievance Board (WVPEGB) at the same time of filing an informal complaint under this policy, and to include a reminder of the 15-day timeframe to file a formal grievance with the WVPEGB. These changes are incorporated into the policy in Section 4.1.1.

Therefore, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant final approval of SCP-XXXX, *Employee Conflict Resolution Policy*, and number the policy SCP-2400, *Employee Conflict Resolution Policy*.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2400**

**SUBJECT:** Employee Conflict Resolution Policy

**REFERENCE:** Employee Handbook (SAM-2000-1), Pages 18-19, Open-Door Policy

**ORIGINATION:** December 7, 2022

**EFFECTIVE:**

**REVIEWED:** N/A

**SECTION 1. PURPOSE**

- 1.1 The purpose of this policy is to establish a means by which employees of Southern West Virginia Community and Technical College (the "College") may raise and resolve disputes and/or complaints that arise in the workplace.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy applies to all employees of the College. This policy does not expand or limit the rights provided to employees pursuant to the West Virginia Public Employees Grievance Procedure, West Virginia Code § 6C-2-1, *et seq.*, or any other state or federal statute, policy, rule or regulation.

**SECTION 3. DEFINITIONS**

- 3.1 Disputable Issues – Instances that an employee considers to be a misapplication of policy, improper or unfair treatment by supervisors or others, status and/or standing as an employee, or other significant conditions of employment.
- 3.2 Complainant – The employee who reports a Disputable Issue.
- 3.3 Complaint – The step in the Conflict Resolution policy by which the Complainant reports a Disputable Issue to either the employee's direct supervisor and/or the Chief Human Resources Officer.

**SECTION 4. PROCEDURE**

- 4.1 This policy does not replace the employee grievance procedure established by W. Va. Code § 6C-2-2. Rather, it shall be the plan of the College to provide a mechanism through which the College may identify and resolve Disputable Issues. Nothing in the conflict resolution process operates to deny or infringe upon an employee's right to pursue a formal grievance. The College believes that the establishment of this internal process will benefit faculty and staff alike, permitting investigation and resolution of problems.
- 4.1.1 An employee does have a 15-day timeframe to grieve under the WV Public Employees Grievance statute and must file appropriately if the dispute has not been resolved by the

14th day (or any day in that span that allows the employees time to grieve). The employee has the option to grieve *in addition to* this informal dispute resolution process.

- 4.2 The College's supervisors, managers, and directors are required to carefully review complaints raised by employees and attempt to resolve any complaint or disputes in a fair, efficient, and economic manner and possibly prevent or make unnecessary the filing of a formal complaint. The College's supervisors, managers, and/or directors shall not retaliate or take any form of reprisal against an employee for raising an issue such as those set forth above and may not impose any discrimination against an employee for doing so.
- 4.3 Complaints of illegal discrimination or harassment on the basis of age, color, disability, ethnic origin, genetic information, marital status, race, religious beliefs, sex, sexual orientation, or veteran status will be addressed in an objective and timely manner. Employees are encouraged to immediately report suspected discrimination or harassment of any kind to the Office of Human Resources.
- 4.4 The confidentiality of all parties involved shall be strictly respected insofar as it does not interfere with the College's obligations to investigate allegations of discrimination and to take corrective action.
- 4.5 Nothing in the conflict resolution process operates to deny or infringe upon an employee's right to pursue a formal grievance.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None.

## **SECTION 6. CONFLICT RESOLUTION PROCEDURES**

- 6.1 Conflict Resolution Procedure.
  - 6.1.1 If a Disputable Issue arises, the Complainant shall report the Disputable Issue to either the Complainant's direct supervisor and/or the Chief Human Resources Officer; provided, that if the Disputable Issue involves allegations concerning the Complainant's direct supervisor, the Complainant shall report the Disputable Issue to the Chief Human Resources Officer. If the complaint involves the Chief Human Resources Officer, it should instead be reported to the President.
  - 6.1.2 The supervisor shall work with the Chief Human Resources Officer to promptly investigate the facts surrounding the events giving rise to the Complaint. The supervisor and/or the Chief Human Resources Officer shall contact and interview each person that the Complainant contends has knowledge of facts surrounding the Disputable Issue. The supervisor and/or Chief Human Resources Officer, in his or her judgment, may conduct as many meetings with the Complainant and/or other employees as the supervisor and/or Chief Human Resources Officer deems reasonable.
  - 6.1.3 The supervisor and/or Chief Human Resources Officer shall attempt to resolve the Disputable Issue. The Complainant shall inform the supervisor and/or the Chief Human Resources Officer whether the Complainant believes the Disputable Issue is resolved.
  - 6.1.4 The supervisor and/or the Chief Human Resources Officer shall document in a final report any formal agreements that may result. The Complainant retains the right to utilize the services provided by the WV Public Employees Grievance Board and must adhere to the

policies and procedures and timelines outlined by the WV Public Employees Grievance Board and/or any other outside enforcement agencies.

- 6.1.5 If the Complainant believes that he or she was exposed to reprisal or discrimination as a result of filing a complaint, he or she may contact the Chief Human Resources Officer, who shall review the matter and make any recommendation to the President of the College regarding his or her determination of whether the Complainant was or was not treated in a manner free of reprisal and/or discrimination.

## **SECTION 7. RESPONSIBILITIES**

### **7.1 Employee**

- 7.1.1 All employees of the College are responsible for knowing the terms and requirements of this policy and the procedures related hereto.

### **7.2 Supervisors**

- 7.2.1 All supervisors are responsible for consistent application of this policy and the procedures related hereto.

## **SECTION 8. CANCELLATION**

- 8.1 None.

## **SECTION 9. REVIEW STATEMENT**

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

## **SECTION 10. SIGNATURES**

\_\_\_\_\_  
**Board of Governors Chair** **Date**

\_\_\_\_\_  
**President** **Date**

**Attachments:** None.

**Distribution:** Board of Governors (12 members)  
 www.southernwv.edu

**Revision Notes:** December 7, 2022 – New Policy.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2023**

**ITEM:** Approval of the Business Accounting, A.A.S.,  
Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Business Accounting, A.A.S. Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Dr. David L. Lemmon, II.

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Professional and Technical Studies conducted a program review of the Business Accounting, A.A.S. Program during the 2022 / 2023 academic year.

Based upon the program review, it is recommended that the Business Accounting, A.A.S. Program continue without specific action.

The program review was presented to the Academic and Student Affairs Council and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Business Accounting, A.A.S. Program without specific action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.



## INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. David L. Lemmon

CHECK ONE:     Individual                      Committee                      Council/Senate

CHECK ONE:            Policy Recommendation                       Non-Policy Recommendation

1. BACKGROUND:

Southern's Business Accounting, AAS Program offers a business background, which would be essential for those interested in areas such as banking, sales, real estate, and tax preparation. Many students have completed this program, started businesses, given back to the community, and been able to support their families.

2. STATEMENT OF RECOMMENDATION:

Continuation of the program at the current level of activity, with or without specific action.

3. RATIONALE:

If the program was discontinued, the Business Accounting degree aspirants would not have enhanced skills in business such as accounting and taxes. The job market in Southern's service area would not have qualified applicants and students would have to go to other schools. The program's graduation rates are very favorable.

4. SUPPORTING DATA AND DOCUMENTS:

See attachment.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	N/A
Financial	N/A
Personnel	Faculty
Space	N/A
Technology	N/A
Other	Accreditation

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

None noted.

7. Dr. David L. Lemmon  
Signature of Governance Committee Chair or  
Individual Submitting the Recommendation

3/16/23  
Date

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

Approved as Recommended  
Denied Recommendation       Approved as Modified  
Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

*Jui M. Wells*      3/16/23  
Chair's Signature      Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

Approved as Recommended  
Denied Recommendation       Approved as Modified  
Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

Chair's Signature      Date

10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

Approved as Recommended  
Denied Recommendation       Approved as Modified  
Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

Chair's Signature      Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

Approved as Recommended  
Denied Recommendation       Approved as Modified  
Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

Chair's Signature      Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

Approved as Recommended  
Denied Recommendation       Approved as Modified  
Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

Chair's Signature      Date

Final Decision Copied to:  
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

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

**Summary of Findings**  
**2022-2023**

**A. Name and Degree Level of Program:**

The name of the program is Business Accounting. The degree level obtained is an Associate in Applied Science (AAS).

**B. Final Recommendation Approved by the Southern West Virginia Community and Technical College (Southern) Board of Governors:**

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of the 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 of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**C. Summarize the Development and Continuation of the Program:**

Southern has had an active Business Department for many years providing a sound background in accounting skills for those who choose to enter the workforce upon completion of an Associate in Applied Science. This program offers a business background, which would be essential for those interested in areas such as banking, sales, real estate, and tax preparation. Many students have completed this program, started businesses, given back to the community, and been able to support their families.

This 60 credit-hour program's mission is committed to educating and providing a skilled workforce for our regional economy. The faculty is dedicated to providing excellence in teaching, offering a quality program, creating a stimulating learning environment for students, involving economic and business development in the service region, and promoting lifelong learning. Overall, the program fulfills career training for those students eager to enter the workforce, transfer to complete their

bachelor's degree, increase personal enrichment, and/or help with basic skills of math, reading, and writing.

When doing a Strength-Weakness-Opportunities-Threats (SWOT) Analysis, the faculty noted the following strengths:

1. Business Accounting Program curriculum and program faculty is viewed favorably by students (as evidenced in course evaluation and alumni survey results.)
2. The Business Department has recently revised student learning outcomes and syllabi in all courses and has completed program curriculum mapping to improve the assessment of student learning outcomes and program objectives.
3. Faculty in the Business Department is highly-qualified and exceed the minimum requirements to teach at the institution.
4. All business programs are available in a fully online format. Student survey results reveal a preference for fully online courses to accommodate work and personal responsibilities.

In summary, according to the United States Bureau of Labor Statistics (BLS), the occupation outlook for jobs in the business and accounting field is expected to increase from 2021-2031. Because the program is offered entirely online, an opportunity to expand marketing efforts outside Southern's service area could be done to further increase enrollment. With the faculty's expertise and knowledge, this program could be a front-runner for the institution.

If the program was discontinued, the Business Accounting degree aspirants would not have enhanced skills in business such as accounting and taxes. The job market in Southern's service area would not have qualified applicants and students would have to go to other schools.

- D. Synopses of significant findings, including findings of the external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by the accreditor:**

The program is not accredited. The last institutional program review was approved by Southern's Board of Governors in 2017-2018.

- E. Plans for program improvement, including timeline:**

The Business Department is actively engaged in the process of seeking accreditation with the Accreditation Council for Business Schools and Programs (ACSB). A national accreditation demonstrates that the school has met certain

standards and provides teaching excellence. Many employers will not approve tuition reimbursement without this designation. ASCPB is the only accrediting body for Associate Degree Accounting programs.

**F. Last date of program advisory board activity:**

The last community advisory meeting was on April 8, 2022.

**G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

Update of Program Outcomes

The Business faculty continuously review the program for potential updates and changes. The review includes the program curriculum and the individual courses. During an assessment review at Southern, the Business faculty recently revised and updated the program outcomes for Business Accounting. These new program outcomes are observable, measurable, attainable, and more current encompassing the ideal conclusions for every program graduate:

1. Record financial transactions with accuracy for a variety of businesses and business-related organizations using General Accepted Accounting Principles (GAAP) approved methods.
2. Prepare unbiased financial statements for many organizations that communicate the financial health and standing of the organization.
3. Analyze the data contained in the financial statements and communicate recommendations and possible solutions to stakeholders and decision-makers.
4. Implement and enforce internal controls designed to ensure efficient and proper use of funds.
5. Perform duties ethically to avoid conflicts of interest and maintain confidence in the accounting profession.

After developing these new program outcomes, the faculty updated the syllabi with the improved program outcomes. The changes in these outcomes led to modifications in the student learning outcomes of courses. The syllabi now include a complete mapping of the curriculum. The mapping shows the alignment and relationship of the student learning outcomes, the program outcomes, and the general education outcomes. Because of the many proactive changes in the program, the Business Accounting program has almost doubled the number of graduates in the last five years.

### Retirement of Seasoned Faculty

Over the past several years, many long-term seasoned faculty members have retired. The Business Department currently has three full-time Business faculty, who are assisted by adjunct faculty. Due to the steady enrollment in the Business Accounting Program and an increase in the number of graduates, the Dean is exploring the possibility of hiring an additional full-time faculty member by the end of 2023.

### End-of-Program Assessment

Due to administrative changes over the years, the end-of-program assessment has been inconsistent. The National Leaders in CTE Credential Solution and Resources National Occupational Competency Testing Institute (NOCTI) exam has not been given in the past 5 years. The rationale for Southern's decision regarding this exam is that it was more for workforce development and business students' participation was low. Business faculty are exploring a new testing option with Educational Testing Systems (ETS). Partnering with ETS assessment will be in alignment with the ASCBP accreditation. Faculty are also exploring ways to increase and encourage participation in the assessment exam, given that it is optional.

#### **H. Summary of assessment model and how results are used for program improvement:**

All Southern programs are required to assess student learning of the program-specific objectives, as well as the course-level and General Education Outcomes associated with the program in question.

### Program-Level Assessment

The purpose of program-level assessment is to document how well students are accomplishing the program-specific outcomes. Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process that Southern uses to assess student learning at the program level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all program outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to student's success in the program. A data-driven action plan is created based on this review to implement changes during the next academic year to improve the attainment of the program outcome(s). Southern is in the process of implementing a program-level assessment plan where each outcome will be assessed at least once in the five-year cycle. Also, the

program will be developing different program outcomes that are measurable and realistic to promote student success.

### Course-Level Assessment

The goal of faculty assessment of student learning at the course-level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process that Southern uses to assess student learning at the course level:

1. Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
2. Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

Throughout the fall 2022 semester, faculty noted problems in their syllabi and student learning outcomes. The faculty developed new outcomes to reflect current practice and make the student learning outcomes more measurable, realistic, and observable. During AC 248 (Income Tax Accounting), an instructor administered an exam on issuing tax credits to 20 students. The mean score was 80% and the standard deviation was 33% because students used outdated tax law to calculate credit and eligibility. The instructor did not consider the goal of 80% or higher not met, so she decided to remind students to use the correct law and document for accuracy. The activity was then repeated with higher scores.

### General Education Assessment

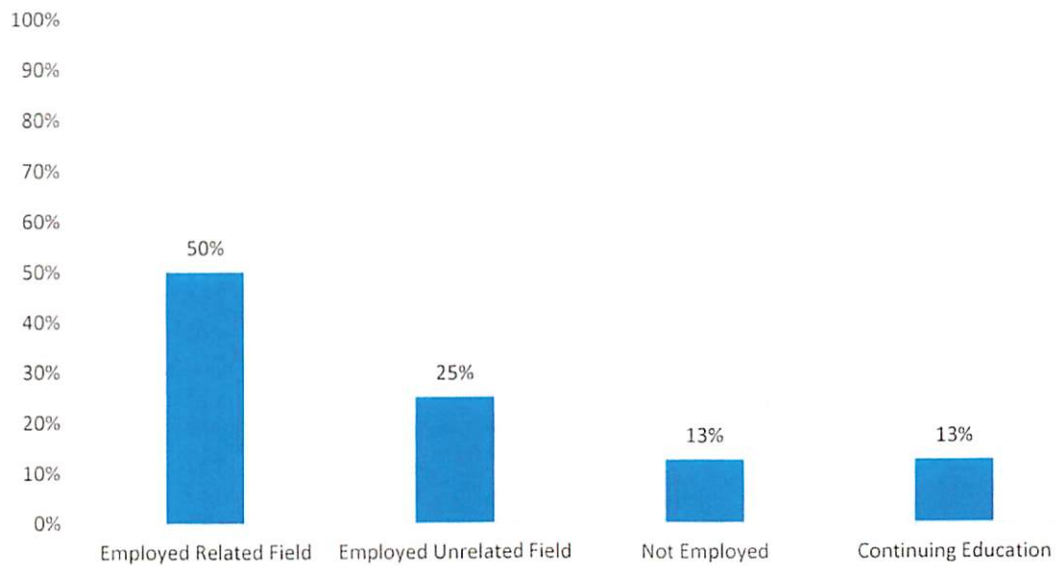
Southern has identified six General Education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of General Education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a General Education competency as "Included and Measurable" are required to use the appropriate Southern rubrics. These rubrics are designed to assist faculty in consistently evaluating the General Education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the General Education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the General Education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

Because of the newness of Southern's assessment plan, no data exists to show how students are performing in the General Education outcomes. The institution historically has relied on graduation rates to show this data.

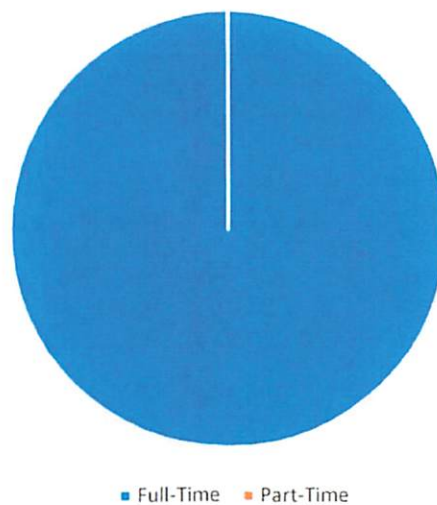
I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

(8 of 67 surveys returned: 11.9% response rate)

Business Accounting AAS Student Placement (2017-2021)

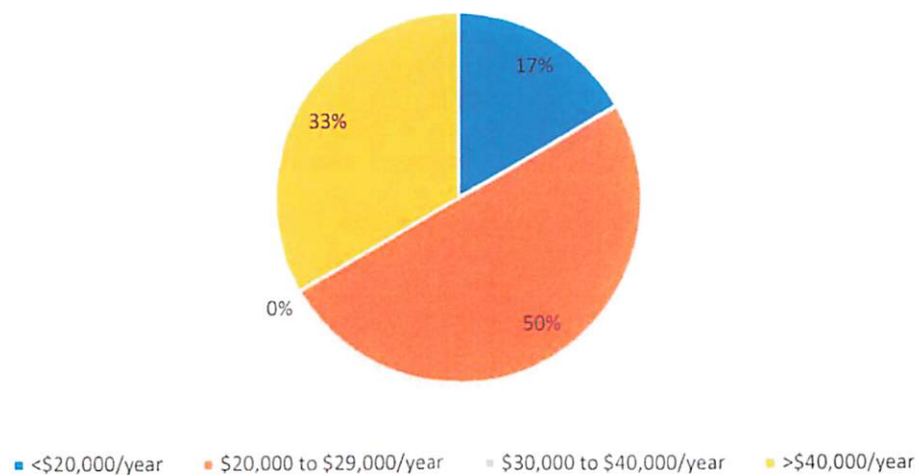


Employment Status (2017-2021)



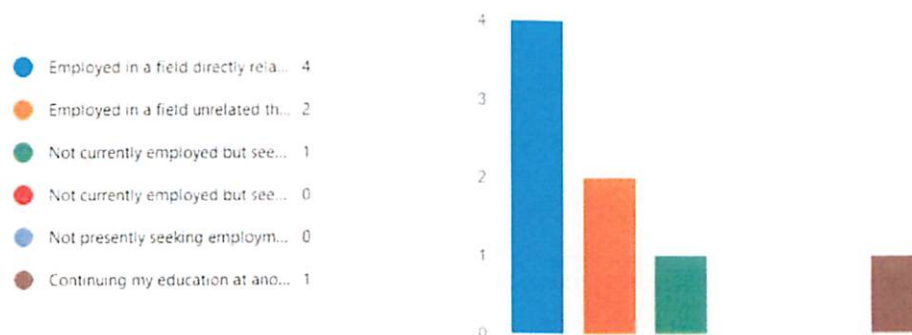


## Annual Salary (2017-2021)



3. What is your current employment status? (choose one)

[More Details](#)



J. Five-year trend data on graduates and majors enrolled: (Chart)

## Business Accounting - AAS

## Graduate Data

Graduate Year	Number of Graduates
2017-18	13
2018-19	8
2019-20	10
2020-21	12
2021-22	24

### Headcount and FTE

<b>Academic Year</b>	<b>Unduplicated Annualized Headcount</b>	<b>Annualized FTE</b>	<b>Credit Hours Generated*</b>
2017-18	38	26.37	791
2018-19	33	21.83	655
2019-20	39	25.67	770
2020-21	36	24.57	737
2021-22	40	27.40	822

\*Sum of all credit hours attempted in every class by each student who declared the major.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2023**

**ITEM:** Approval of the Business Administration, A.A.S.,  
Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Business Administration, A.A.S. Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Dr. David L. Lemmon, II.

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Professional and Technical Studies conducted a program review of the Business Administration, A.A.S. Program during the 2022 / 2023 academic year.

Based upon the program review, it is recommended that the Business Administration, A.A.S. Program continue without corrective action.

The program review was presented to the Academic and Student Affairs Council and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Business Administration, A.A.S. Program without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

## INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

Dr. David L. Lemmon

RECOMMENDED BY: \_\_\_\_\_

CHECK ONE:     Individual                       Committee                       Council/Senate

CHECK ONE:                       Policy Recommendation                       Non-Policy Recommendation

1. BACKGROUND:

Southern's Business Administration, AAS Program provides the opportunity for employers to encourage employees to gain/upgrade skills via an online delivery system and face-to-face advising. Faculty's strong support and advising encourage completion of the degree and graduation within a two-year completion rate.

2. STATEMENT OF RECOMMENDATION:

Continuation of the program at the current level of activity, with or without specific action.

3. RATIONALE:

If the program was discontinued, the Business Administration degree aspirants would not have enhanced skills in business such as accounting, sales, taxes, and real estate. The job market in Southern's service area would not have qualified applicants and students would have to go to other schools. The program graduation rates are very favorable.

4. SUPPORTING DATA AND DOCUMENTS:

See attachment.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	N/A
Financial	N/A
Personnel	Faculty
Space	N/A
Technology	N/A
Other	Accreditation

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

None noted.

7. \_\_\_\_\_

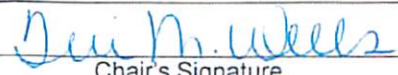
Signature of Governance Committee Chair or  
Individual Submitting the Recommendation

3/16/23  
Date

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_


3/16/23  
 \_\_\_\_\_  
 Chair's Signature Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

Final Decision Copied to:  
 Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21

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

**Summary of Findings**  
**2022-2023**

**A. Name and Degree Level of Program:**

The name of the program is Business Administration. The degree level obtained is Associate in Applied Science (AAS).

**B. Final Recommendation Approved by the Southern West Virginia Community and Technical College (Southern) Board of Governors:**

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of the 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 of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**C. Summarize the Development and Continuation of the Program:**

Southern's Business Administration Program meets the needs of students having the desire to learn a broad overview of the business or desire not to enroll in a specialized business curriculum. This 60 credit-hour business program is an open admission program, accepting all who wish to pursue a business degree.

While this program is not designed to transfer into a four-year program, there are some 2 + 2 articulation agreements in existence with several colleges. The program is designed to acquaint students with major subject areas of business, improve students' business vocabulary, and provide students with an understanding of influencing factors in business decision-making and activities. This type of degree can be an important first step in developing the critical thinking, communication, and other skills that companies need. With an online program, students can receive a foundation in business concepts related to money and best practices and be prepared to enter the workforce in accounting, service manager, business

coordinator, insurance sales, compliance department, real estate, and managing tourism facilities.

According to the Occupational Outlook Handbook, employment is expected to grow in business and financial occupations in the next 10 years. The increase is expected to result in about 715,000 new jobs over the decade nationally. The median annual wage for this group has risen to \$76,000 which was higher than other occupations.

The Business Administration Program directly supports Southern's mission by fulfilling the educational needs of the students, as well as the communities of interest in our service area. It provides enhancement of the institution's commitment to its student population. The program provides the opportunity for employers to encourage employees to gain/upgrade skills via an online delivery system and face-to-face advising. Faculty's strong support and advising encourage completion of the degree and graduation within a two-year completion rate.

If the program was discontinued, the Business Administration degree aspirants would not have enhanced skills in business such as accounting, sales, taxes, and real estate. The job market in Southern's service area would not have qualified applicants and students would have to go to other schools.

- D. Synopses of significant findings, including findings of the external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by the accreditor:**

The program is not accredited. The last institutional program review was approved by Southern's Board of Governors in 2017-2018.

- E. Plans for program improvement, including timeline:**

The Business Department is actively engaged in the process of seeking accreditation with the Accreditation Council for Business Schools and Programs (ACSB). A national accreditation demonstrates that the school has met certain standards and provides teaching excellence. Many employers will not approve tuition reimbursement without this designation. ACSB is the only accrediting body for Associate Degree Administration programs.

- F. Last date of program advisory board activity:**

The last community advisory meeting was on April 8, 2022.

**G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

**Update of Program Outcomes**

The Business faculty continuously review the program for potential updates and changes. The review includes the program curriculum and the individual courses. During an assessment review at Southern, the Business faculty recently revised and updated the program outcomes for Business Administration. These new program outcomes are observable, measurable, attainable, and more current encompassing the ideal conclusions for every program graduate.

1. Students will apply critical thinking, problem-solving, and decision-making skills required to function effectively in a business environment.
2. Students will demonstrate the ability to communicate effectively in diverse business situations.
3. Students will demonstrate an understanding of globalization and the impact of cultural, economic, regulatory, and social environments on businesses and organizations.
4. Students will apply core business concepts of the functional areas of business (accounting, economics, finance, management, and marketing) in evaluating business issues.
5. Students will demonstrate the knowledge and application of ethical concepts and behaviors in the workplace.
6. Students will evaluate, analyze, and interpret information using quantitative methods to make sound business decisions.

**New Syllabi Student Learning Outcomes**

After developing these new program outcomes, the faculty updated the syllabi with the improved program outcomes. The changes in these outcomes led to modifications in the student learning outcomes of courses. The syllabi now include a complete mapping of the curriculum. The mapping shows the alignment and relationship of the student learning outcomes, the program outcomes, and the general education outcomes. Because of the many proactive changes in the program, the Business Administration Program has almost doubled the number of graduates in the last five years.



## **H. Summary of assessment model and how results are used for program improvement:**

All Southern programs are required to assess student learning of the program-specific objectives, as well as the course-level and General Education Outcomes associated with the program in question.

### **Program-Level Assessment**

The purpose of program-level assessment is to document how well students are accomplishing the program-specific outcomes. Program faculty is required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process Southern uses to assess student learning at the program level:

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all program outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to student's success in the program. A data-driven action plan is created based on this review to implement changes during the next academic year to improve the attainment of the program outcome(s).

Southern is in the process of implementing a program-level assessment plan where each outcome will be assessed at least once in the five-year cycle. Also, the program will be developing different program outcomes that are measurable and realistic to promote student success.

### **Course-Level Assessment**

The goal of faculty assessment of student learning at the course-level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process that Southern uses to assess student learning at the course level.

1. Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
2. Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

One faculty member who teaches AC 111, Principles of Accounting, noted a problem with the student learning outcomes of recording the necessary transactions for the addition and withdrawal of a partner. The students had a video lecture and a

problem demonstration. However, on the exam, approximately 21% of the students missed the problem. The faculty member had an Action Plan for the following semester to show greater emphasis on the withdrawal of a partner and to include some additional examples of how to do a journal entry under different circumstances. The goal is to reduce the number of students missing the problem to less than 10%.

### **General Education Assessment**

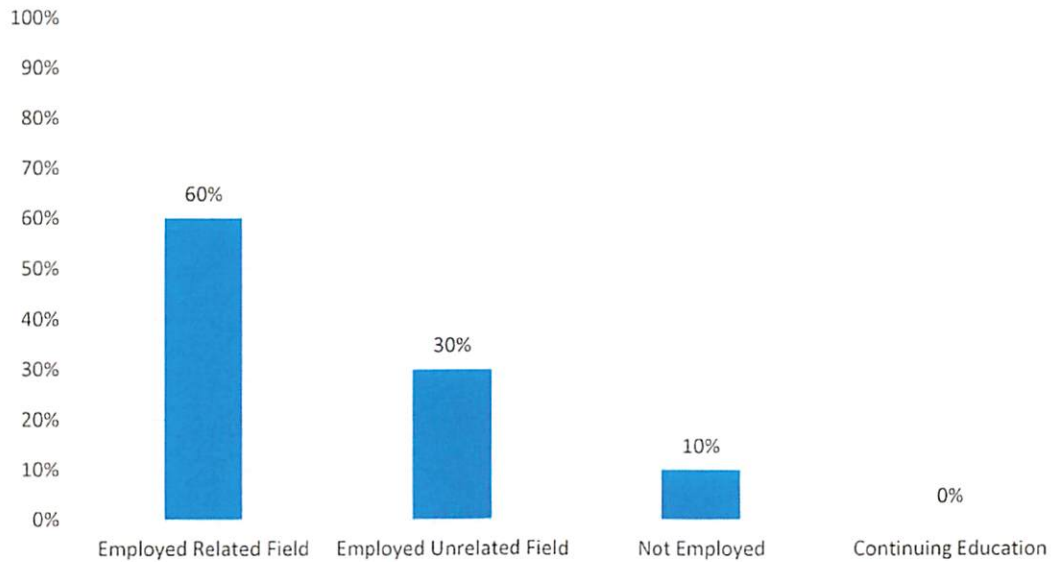
Southern has identified six General Education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of General Education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a General Education competency as "Included and Measurable" are required to use the appropriate Southern rubrics. These rubrics are designed to assist faculty in consistently evaluating the General Education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the General Education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the General Education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

Because of the newness of Southern's assessment plan, no data exists to show how students are performing in the General Education outcomes. The institution historically has relied on graduation rates to show this data.

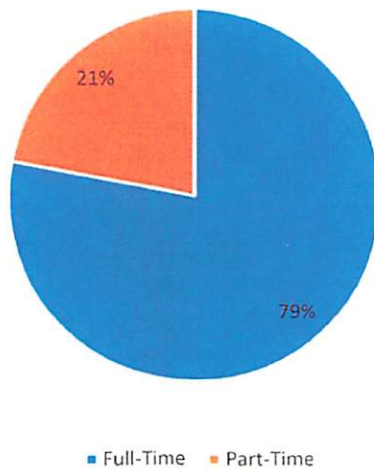
I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

(10 of 116 surveys returned; 8.6% response rate)

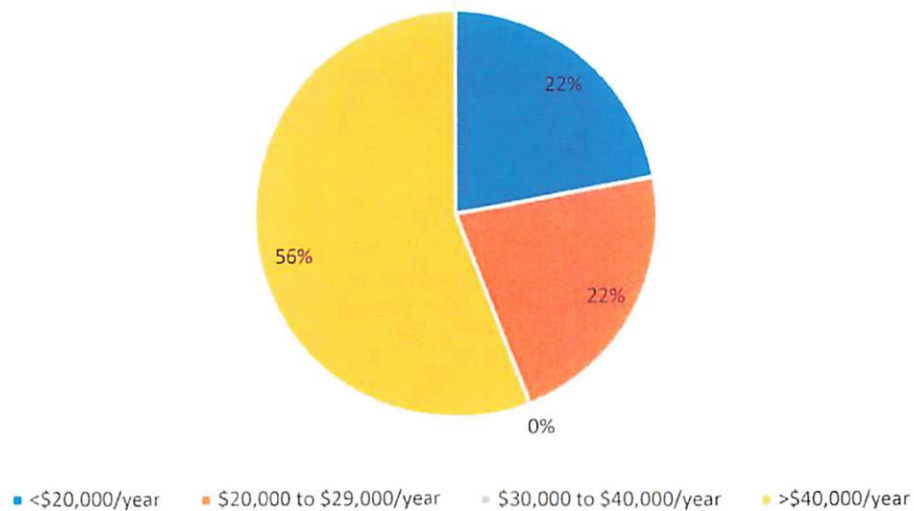
Business Admin. AAS Student Placement (2017-2021)



Employment Status (2017-2021)



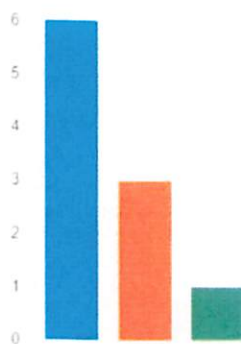
### Annual Salary (2017-2021)



### 3. What is your current employment status? (choose one)

[More Details](#)

- Employed in a field directly rela... 6
- Employed in a field unrelated th... 3
- Not currently employed but see... 1
- Not currently employed but see... 0
- Not presently seeking employm... 0
- Continuing my education at ano... 0



J. Five-year trend data on graduates and majors enrolled: (Chart)

**Business Administration - AAS**

**Graduate Data**

<b>Graduate Year</b>	<b>Number of Graduates</b>
2017-18	19
2018-19	16
2019-20	16
2020-21	26
2021-22	39

**Headcount and FTE**

<b>Academic Year</b>	<b>Unduplicated Annualized Headcount</b>	<b>Annualized FTE</b>	<b>Credit Hours Generated*</b>
2017-18	70	45.80	1,374
2018-19	78	46.97	1,409
2019-20	92	61.30	1,839
2020-21	98	64.23	1,927
2021-22	83	55.03	1,651

\*Sum of all credit hours attempted in every class by each student who declared the major.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2023**

**ITEM:** Approval of the Health Care Professional, A.A.S., Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Health Care Professional, A.A.S. Program at the current level of activity with specific action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Dr. Lisa Haddox-Heston

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Professional and Technical Studies conducted a program review of the Health Care Professional, A.A.S. Program during the 2022 / 2023 academic year.

Based upon the program review, it is recommended that the Health Care Professional, A.A.S. Program continue with the following specific action:

- implementation of three tracks - phlebotomy, administration, and management.

The program review was presented to the Academic and Student Affairs Council and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Health Care Professional, A.A.S. Program with specific action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

## INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Lisa Jan Haddox-Heston, DDS

CHECK ONE:  Individual  Committee  Council/Senate  
 CHECK ONE:  Policy Recommendation  Non-Policy Recommendation

1. BACKGROUND:

The AAS Health Care Professional Degree was designed to allow interested individuals to pursue health care pathways for certification and/or skill sets until such time as the individual is accepted into an AAS Allied Health or Nursing program.

2. STATEMENT OF RECOMMENDATION:

It is recommended that the program continue at the current level of activity with the implementation of three tracks; these are laboratory, administration, and management.

3. RATIONALE:

Due to changes in the regulatory environment in WV, the current Health Care Professional degree does not translate directly into a job for those who complete the program.

4. SUPPORTING DATA AND DOCUMENTS:

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	
Financial	
Personnel	
Space	
Technology	
Other	

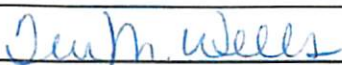
6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

7. Lisa Jan Haddox-Heston, DDS 2/23/2023  
 Signature of Governance Committee Chair or Date  
 Individual Submitting the Recommendation

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

      3/16/23  
 \_\_\_\_\_  
 Chair's Signature      Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature      Date

10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature      Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature      Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified
- Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature      Date

Final Decision Copied to:  
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21



**Curriculum Request Form  
PROGRAM CHANGE**

Program: Health Care Professional

Division: Allied Health

**Change Requested:**

To establish three academic tracks including phlebotomy, administration, and management.

**Justification for Request:**

Due to changes in the regulatory environment in West Virginia, the Health Care Professional degree does not currently translate directly into a job for completers.

**Phlebotomy track:**

This track will focus on training allied health students for patient care including phlebotomy services in various environments listed above and translate more readily to a job in the health care industry.

**Administration track:**

This track will focus on training allied health students for the administration of health care programs and facilities including business skills in accounting, business law, marketing, and public administration.

**Management track:**

This track will focus on training allied health students for the management of health care programs and facilities including understanding health care concepts and management and leadership skills.

Motion of Amendment (All pathways): "BU 115" to "MT 121 or BU 115"

Recommended by / Date:	<i>D. Daniel P. L. Altkenny</i>	01/18/2023	
Dean of Division / Date:	<i>D. Daniel P. L. Altkenny</i>	01/24/2023	Approve ✓ Disapprove
Curriculum / Date:	<i>CA</i>	01/30/2023	Approve ✓ Disapprove
ASAC / Date:	<i>Jeri M. Wells</i>	02/21/2023	Approve ✓ Disapprove

### Health Care Professional Phlebotomy

Associate in Applied Science  
60 Credit Hours

#### Purpose

Southern is committed to educating students who provide the high quality, ethical patient care across multiple health care settings. The Health Care Professional degree prepares individuals to work in a multitude of healthcare facilities which includes doctors' offices, home health agencies, hospitals, medical centers, medical and diagnostic laboratories, blood donor centers, outpatient clinics, and physician offices

Upon completion of the Health Care Professional degree graduates will have a strong allied health foundation and will be eligible to become a nationally certified phlebotomist. According to the Bureau of Labor Statistics (BLS) employment of phlebotomists is projected to grow 10 percent from 2021 to 2031. This is faster than most occupations. In May 2021 the BLS reported the median wage for phlebotomists was \$37,380.

First Semester	
AH 100	Patent Care Technology 3
AH 108	Medical Terminology 3
BS 124	Human Anatomy and Physiology I 2
EN 101	English Composition I 4
	Elective 3
	Elective 3
Title	
AH 150	Introduction to Health Care 3
BS 126	Human Anatomy and Physiology II 4
BU 115	Business Mathematical Applications 3
SP 109	Speech Fundamentals 3
	CS Elective 2
Title	
AH 103	Principles of Phlebotomy 3
AH 112	Basic Medical Laboratory Procedures 3
AH 113	Phlebotomy Clinical Practicum 2
AH 200	Health Care Ethics and Law 1
PV 218	Life-Span Developmental Psychology 3
	Elective 3
Title	
AH 215	Basic Pharmacology 3
AH 220	Trends in Health Care 3
AH 280	Folk Health Care Practices 3
AH 285	Health Care Leadership and Management 3
	Elective 3
Title	
Fourth Semester	
Title	
Credit Hours	
15	

~ Designates courses on the statewide Core Coursework Transfer Agreement  
^ Denotes course equivalency

Dean: 304.896.7365

Administrative Associate: 304.896.7365

**Health Care Professional (Phlebotomy)**

Allied Health Credit Hours	29
General Education Credit Hours	22
Electives	<u>9</u>
	<b>60 Total Credit Hours</b>

# Health Care Professional Administration

Associate In Applied  
Science 60 Credit Hours

## Purpose

The Health Care Professional Administration program prepares students as administrators or managers for entry-level positions throughout the health care industry. This program provides students with a general knowledge of business, administration and organizations, health care policies, and medical terminology. As the healthcare industry continues to grow so does the need for skilled individuals to fill new positions. All healthcare settings need medical practitioners, but they also need highly trained managers and administrators.

Health care administrators may work in hospitals, doctors' offices, nursing homes, surgical facilities, rehabilitation centers, emergency clinics, legal and financial offices, insurance companies, and many other areas of the industry. Graduates of this program will have job opportunities in the following positions: health office manager, health care administrator, quality improvement coordinator, customer services representative, patient care coordinator, and other positions.

According to the Bureau of Labor Statistics (BLS) Overall employment of administrative services and facilities is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.

First Semester	Title	Credit Hours
AC 111	Principles of Accounting I	3
AH 108	Medical Terminology	2
BS 124	^Human Anatomy and Physiology I	4
BU 100	Introduction to Business	3
EN 101	~English Composition I	3
		15
Second Semester	Title	Credit Hours
BU 207	Business Law	3
AH 150	Introduction to Health Care	3
BS 125	^Human Anatomy and Physiology II	4
BU 115	Business Mathematical Applications	3
	CS Elective	2
		15
Third Semester	Title	Credit Hours
BU 230	Business Statistics	3
BU 205	Communications in Business	3
MG 242	Personnel Strategy and Law	3
MG 254	Management of Health Care Facilities and Systems	3
PY 218	~Life-Span Developmental Psychology	3
		15
Fourth Semester	Title	Credit Hours
AC 255	Governmental Accounting	3
AH 285	Health Care Leadership and Management	3
MK 270	Principles of Marketing	3
MG 281	Human Resources Management	3
MG 273	Organizational Behavior and Communications	3
		15

~ Designates courses on the statewide Core Coursework Transfer Agreement.

^ Denotes course equivalency.

Dean: 304.896.7365

Administrative Associate: 304.896.7365

**Health Care Professional (Administration)**

<b>Accounting Credit Hours</b>	<b>12</b>
<b>Allied Health Credit Hours</b>	<b>8</b>
<b>Business Credit Hours</b>	<b>12</b>
<b>General Education Credit Hours</b>	<b>16</b>
<b>Management Credit Hours</b>	<b><u>12</u></b>
	<b>60 Total Credit Hours</b>

# Health Care Professional Management

Associate in Applied  
Science 60 Credit Hours

Purpose

The Health Care Professional Management degree prepares allied health students to assume a managerial role in healthcare. Health care managers navigate through the ever-changing healthcare industry. Healthcare managers utilize project management and leadership skills to maintain and improve the operating and functioning of healthcare facilities. Healthcare management applies business principles to the delivery of clinical care. The people who work behind the scenes in a hospital, clinic or other healthcare organization make sure that things run smoothly. They may supervise a team of doctors, nurses, specialists, and other administrative professionals to coordinate activities and facilitate cooperation. Other tasks may include handling departmental conflicts, creating and managing budgets, and serving as a liaison between different staff members to help the organization achieve both clinical and financial goals.

Course	Title	Credit Hours
AH 100	Patent Care Technology	3
BS 124	Medical Terminology	3
BU 100	Human Anatomy and Physiology I	4
EN 101	Introduction to Business	3
	-English Composition I	3
Second Semester		
AH 150	Title	16
BS 126	Introduction to Health Care	3
BU 115	Human Anatomy and Physiology II	4
SP 103	Business Mathematical Applications	3
	-Speech Fundamentals	3
	CS Elective	2
Third Semester		
BU 205	Title	16
MG 242	Communications in Business	3
MG 254	Personnel Strategy and Law	3
MG 260	Management of Health Care Facilities and Systems	3
PY 218	Principles of Management	3
	-Life-Span Developmental Psychology	3
Fourth Semester		
AH 220	Title	16
AH 285	Trends in Health Care	3
MG 261	Health Care Leadership and Management	3
MG 272	Human Resources Management	3
MG 273	Industrial Leadership	3
	Organizational Behavior and Communications	3
		16

~ Designates courses on the statewide Core Coursework Transfer Agreement

^ Denotes course equivalency.

Dean: 304.898.7365  
Administrative Associate: 304.898.7385

**Health Care Professional (Management)**

<b>Allied Health Credit Hours</b>	<b>14</b>
<b>Business Credit Hours</b>	<b>9</b>
<b>General Education Credit Hours</b>	<b>19</b>
<b>Management Credit Hours</b>	<b><u>18</u></b>
	<b>60 Total Credit Hours</b>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2023**

**ITEM:** Approval of the Paramedic Science, A.A.S., Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Paramedic Science, A.A.S. Program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Dr. Lisa Haddox-Heston

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Paramedic Science, A.A.S. Program.

Based upon the program review, it is recommended that the Paramedic, A.A.S. Program continue with the following corrective actions:

- Use of EMS Testing through Platinum Education – allows students to participate in the adaptive testing process
- Change in program curriculum - dropping EM 101 from the program since it is no longer necessary, due to recent changes in program sequencing to allow for bridge program from AEMT to Paramedic

The program review was presented to the Academic and Student Affairs Council and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Paramedic Science, A.A.S. Program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.



## INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Lisa Jan Haddox-Heston

CHECK ONE:  Individual     Committee     Council/Senate  
 CHECK ONE:  Policy Recommendation     Non-Policy Recommendation

1. BACKGROUND:

The Paramedic Program at SWVCTC was established in 1998 to aid in the education of EMT personnel.

2. STATEMENT OF RECOMMENDATION:

It is recommended that the program continue at the current level of activity with specific action (dropping EM 101 from the program since it's no longer necessary due to recent changes in program sequencing to allow for bridge program from AEMT to Paramedic).

3. RATIONALE:

There is a nationwide and area-wide shortage of EMTs and Paramedics (medical first responders).

4. SUPPORTING DATA AND DOCUMENTS:

Governor Justice has an initiative called, "EMS WV: Answer the Call," that is providing \$10 million dollars to the EMS Crisis Fund to fund strategic initiatives to bolster the state's EMS workforce.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	
Financial	
Personnel	
Space	
Technology	
Other	

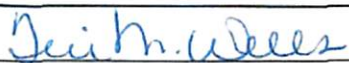
6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

7. Lisa Jan Haddox-Heston 3/16/2023  
 Signature of Governance Committee Chair or Date  
 Individual Submitting the Recommendation

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_


3/16/23  
 \_\_\_\_\_  
 Chair's Signature Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

Final Decision Copied to:  
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21

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

**Summary of Findings**  
**2022-2023**

**A. Name and Degree Level of Program:**

The name of the program is Paramedic Science. The degree level of the program is Associate in Applied Science hereafter referred to as AAS.

**B. Final Recommendation Approved by Southern's Board of Governors:**

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of the program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action):  
 Changing the curriculum and removing EM 101 since it's no longer necessary due to recent changes in program sequencing to allow for bridge program from AEMT to Paramedic.
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**C. Summarize the Development and Continuation of the Program:**

The Paramedic Program at Southern West Virginia Community and Technical College was established in 1998 to aid in the education of Emergency Medical Service (EMS) personnel. It continues to provide quality education for those desiring to provide advanced patient care in the pre-hospital field. The 60-credit hour program is based on the National Emergency Medical Service Education Agenda. To ensure a successful entry-level paramedic, the curriculum provides four components: lecture, laboratory practice, clinical experience (hospital), and field internship (ambulance). In the clinical and field setting, the student demonstrates hands-on knowledge while assessing and treating acute and chronic patients in the presence of a preceptor who oversees the student's performance. A student

completing all components of the program will be eligible to take the National Registry Exam for Paramedic Certification and be employed in the field to upgrade their skills for further advancement. This program helps students to gain knowledge and skills to enter the field of Paramedic Science.

Even though many work opportunities exist in our service area, this area of a health career is currently experiencing a shortage. In response to the shortage of Emergency Medical Professionals, Governor Jim Justice announced a new initiative, called "EMS WV: Answer the Call," that will provide \$10 million to the Emergency Management Crisis Fund to fund strategic initiatives that will bolster the state's EMS workforce and equip communities to better care for West Virginia citizens. The program is investing in mobile ambulance simulators for educational programs, training, training around mental health, leadership programs, geriatric care, medic packs for every EMS worker in West Virginia, and a public relations campaign regarding EMS careers. Southern is in an excellent position to help meet this initiative by providing training to those wishing to capitalize on this program.

**D. Synopses of significant findings, including findings of the external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by the accreditor:**

The Paramedic Science program was initially accredited on September 19, 2014. The accreditation cycle is every five (5) years. The last accreditation visit was in 2020. The Program is not accredited. The Program was last reviewed and approved by the Board of Governors on January 9, 2018.

The next visit will be in 2025. The program is nationally accredited through The Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students enrolled in Allied Health associate degree programs are required to participate in institutional, program, and course assessment activities regularly. Initial methods of direct and indirect assessment include forms of testing to assess academic achievement, general education, and program goals. Ultimately, the final method of assessment is the number of graduates obtaining the National Registry of Emergency Medical Technicians (NREMT) paramedic certification.

The NREMT developed a portfolio of vital skills that each paramedic student must master to qualify for the Neonatal Resuscitation Program (NRP) Certification examination. The program tracks each student's portfolio throughout the formative and summative phases of education in the laboratory, clinical, and field internship settings. The completed portfolio provides a mass of evidence that documents a candidate's acquisition of psychomotor competency in the skills which we currently evaluate on the 12-skill Neonatal Resuscitation Program (NRP) Psychomotor Examination. Students who began their paramedic program after August 1, 2016, are required to complete a portfolio that becomes a part of their permanent

educational file and is a prerequisite to seeking Neonatal Resuscitation Program (NRP) Certification.

The accreditation standards are established by The Commission on Accreditation of Allied Health Programs (CAAHEP), the Commission on Accreditation for the Emergency Medical Service Professions (CoAEMSP), the American Academy of Pediatrics (AAP), American Ambulance Association (AAA), the American College of Cardiology (ACC), American College of Emergency Physicians (ACEP), American College of Osteopathic Emergency Physicians (ACOEP), American College of Surgeons (ACS), American Society of Anesthesiologists (ASA), International Association of Fire Chiefs (IAFC), National Association of Emergency Medical Technicians (NAEMT), National Association of State EMS Officials (NASEMSO), National Registry of Emergency Medical Technicians (NREMT), National Association of EMS Physicians (NAEMSP), and the National Association of EMS Educators (NAEMSE).

The last accreditation visit addressed a major concern on the lack of maintaining program documentation. Lacking proof of documentation included necessary information on field preceptor training, medical director involvement with the program, advisory committee minutes, and assessment of program curriculum, resources, and outcomes. These issues were addressed with the recruitment and hiring of a program coordinator who immediately began gathering files, collecting documentation, and storing it in the Allied Health offices for accreditation purposes.

According to the accrediting report, the absence of a Clinical Coordinator has hampered the program from being an elite program. A Clinical Coordinator is responsible for overseeing the administration of basic and advanced courses, along with clinical and field rotations. This aspect of the program is crucial for success and is scrutinized by the accreditation team. A Clinical Coordinator position was established since the last program review. This person resigned in 2021, leaving his duties to be filled by the Program Director until recently. For the current academic year, the Program Director hired an adjunct for two classes so he could work with second-year students preparing them for clinicals. Also, hiring the adjunct faculty allowed the Program Director to meet contractual obligations of thirty credit hours a year.

A citation from CoAEMSP demonstrated a deficiency of pediatric contacts. Students and preceptors were made aware of the need to have encounters with the pediatric population, and they now make extra efforts to care for these patients

**E. Plans for program improvement, including timeline:**

One of the plans for program improvement is the use of EMS Testing through Platinum Education in the fall semester of 2022. This program allows students to participate in the adaptive testing process. Adaptive testing is where the software starts with questions on a basic level of knowledge and increases in difficulty as the student answers questions correctly. This type of testing is what the student will encounter when they sit for their National Registry test.

Another plan for program improvement is a change in the program curriculum beginning in the fall semester of 2023. This new change incorporates the ability for students to test for their National Registry Advanced Emergency Medical Technician (AEMT) after the end of the fall semester. Then, in the spring semester, those students will bridge over to the ability to test for the National Registry for Paramedics. This curriculum change will allow any Advanced Emergency Technician (AEMT) to enter the program in the spring semester and bridge to Paramedic. This bridge program is designed to give 15 hours of credit, as well as an exemption from the first semester of the program, to students with previous college and/or work experience. This bridge fills the gap between practice and helps students enter postsecondary education in Paramedic Science.

**F. Last date of program advisory board activity:**

The last date of the program advisory board activity was April 08, 2022.

**G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

Decrease in Advisory Participation

One major weakness identified from the previous review is the lack of stakeholders' participation in the advisory committee. To address the decreased attendance of advisory council members, the new Director used Zoom as an option for attendance, which permitted all of the council members to attend. Invitations to the annual advisory committee were sent to 18 community members and 13 people attended the meeting. This was a 70% attendance rate. Discussion included increasing the advisory committee meeting to quarterly.

Absence of West Virginia State Office at Advisory

The other weakness regarding the advisory committee identified was the absence of the West Virginia State Office of Emergency Medical Services for several years at the advisory committee meeting. This entity is responsible for dictating the curriculum requirements and reviewing the program. At the time of the last meeting in April 2022, the West Virginia State Office of Emergency Medical Services did not

have a Director of Education. Since then, that role was filled, and they have been very active in all communications that have been sent to the Advisory Council.

### Lack of Class Attendance

Attendance and decreased class participation have become a major concern since COVID-19. Students cite their strenuous work schedules, shortage in staffing, and family issues as major reasons for missing class. With the reminders of a class attendance policy, students from the 2022 cohort attended the class regularly.

Since the last program review, changes in program instruction and scheduling were implemented by the faculty. The type of program instruction is called “flipping the classroom.” Students come to the classroom one day a week (Tuesdays) for the lab. Students are assigned online lectures, reading, and quizzes during the rest of the week. When students return on Tuesday, they review any questions on the material, take a test, and lab skills are practiced and performed. This change in schedule to one day a week has proven to be very successful with students and their employers. Instead of two days a week of finding coverage for the student’s shift, it is now one day per week or less, depending on whether a student has a set work schedule or a rotating schedule; furthermore, Zoom is now implemented so students have the option to attend the review of material and taking tests even if they cannot attend in person. Also, zoom meetings are recorded so the student can watch the video of the class.

### Low Graduation Rates

Graduation rates for the Paramedic Science Associate Applied Science (AAS) have decreased. Students can sit for their National Registry of Emergency Medical Technicians (NREMT) certification once forty-five hours of EMS courses are completed and can enter the workforce. Most of the students in this program do not continue to receive the Associate in Applied Science degree. Once they receive the core classes necessary to take the national certification examination, they become certified Paramedics and leave the program; however, the program tracks the students who take these certification exams but do not complete the degree.

The program is successful in meeting the student’s need to become nationally and state certified in EMT and Paramedic. This also helps the community and nation, which is currently experiencing a staffing shortage in health care workers. In an attempt to get more graduates in the Associate in Applied Science (AAS) degree, the program sequence was modified to place the final six hours of EMS courses in the last semester with the remaining ten hours of General Education requirements; however, since that change, the number of graduates has not improved.

Some prior students have returned and taken classes to obtain a degree later, and those students have seen significant pay raises, promotions, and opportunities for entry into managerial positions. The 2021-2022 cohort is taking General Education

classes in their final semester for the degree. The 2022-2023 cohort has just started. Strong emphasis has been made on the benefits of obtaining the AAS degree. Greater interest in AAS has now peaked due to the new Nursing Weekend Program.

#### **H. Summary of assessment model and how results are used for program improvement**

All Southern programs are required to assess student learning of program-specific objectives, as well as the course-level and General Education outcomes associated with the program in question.

##### **Program-Level Assessment**

The purpose of program-level assessment is to document how well students are accomplishing the program-specific outcomes. Program faculty is required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all program outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to student's success in the program. A data-driven action plan is created based on this review to implement changes during the next academic year to improve the attainment of the program outcome(s).

Southern is in the process of implementing a program-level assessment plan where each outcome will be assessed at least once in the five-year cycle. Currently, program directors are sending reports to the Deans showing a summary of the academic year. Also, the program will be developing different program outcomes that are measurable and realistic to promote student success.

##### **Course-Level Assessment**

The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process the College uses to assess student learning at the course level.

1. Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.



2. Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

During the fall 2022 semester, the Program Director identified the health history component as the problem in EM 118. Students were given three attempts to perform this skill. They were provided with a rubric, which was used for grading. Out of 6 students, 4 students passed with 50/53 points. Students were not organized and omitted essential steps in the procedure. Students were then assigned to write 10 scenarios to practice this skill, then retest. Students performed much better after remediation.

### General Education Assessment

Southern has identified six General Education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of General Education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a General Education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the General Education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the General Education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the General Education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

Because of the newness of the college's assessment plan, no data exist to show how students are performing in the General Education outcomes. The college in the past has relied on graduation rates to show this data.

- I. **Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):**

Graduate Surveys were sent to three program graduates with a response rate of 66% (2 out of 3). Both students stated they were employed full-time in a health-related field (100%), made an appropriate salary of greater than \$40,000/year, and feel that the program somewhat prepared them to practice as a paramedic. The response rate was too low to show meaningful data.

**J. Five-year trend data on graduates and majors enrolled: (Chart)**

**Paramedic Science - AAS**

**Graduate Data**

<b>Graduate Year</b>	<b>Total Graduates</b>
<b>2017</b>	<b>3</b>
<b>2018</b>	<b>1</b>
<b>2019</b>	<b>1</b>
<b>*2020</b>	<b>*0</b>
<b>2021</b>	<b>3</b>

\*COVID-19

**Headcount and FTE**

<b>Academic Year</b>	<b>Unduplicated Annualized Headcount</b>	<b>Annualized FTE</b>	<b>Credit Hours Generated*</b>
<b>2017-2018</b>	<b>23</b>	<b>14.33</b>	<b>430</b>
<b>2018-2019</b>	<b>18</b>	<b>10.73</b>	<b>322</b>
<b>2019-2020</b>	<b>27</b>	<b>16.33</b>	<b>490</b>
<b>2020-2021</b>	<b>14</b>	<b>8.33</b>	<b>250</b>
<b>2021-2022</b>	<b>11</b>	<b>7.53</b>	<b>226</b>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2023**

**ITEM:** Approval of the Welding, A.A.S., Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Welding, A.A.S. Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Dr. David L. Lemmon, II.

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Professional and Technical Studies conducted a program review of the Welding, A.A.S. Program during the 2022 / 2023 academic year.

Based upon the program review, it is recommended that the Welding, A.A.S. Program continue without specific action.

The program review was presented to the Academic and Student Affairs Council and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Welding, A.A.S. Program without specific action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

## INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. David L. Lemmon

CHECK ONE:  Individual       Committee       Council/Senate

CHECK ONE:  Policy Recommendation       Non-Policy Recommendation

1. BACKGROUND:  
Southern's Welding Technology Program provides students with a solid foundation that will enable them to achieve American Welding Society Certification in areas such as Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, and Flux-Core Arc Welding.
2. STATEMENT OF RECOMMENDATION:  
Continuation of the program at the current level of activity, with or without specific action.
3. RATIONALE:  
If the program was discontinued, the Welding Technology AAS degree aspirants would not acquire enhanced skills in welding, print reading, and fabrication. It provides a path for those who choose skilled labor as a career. Program discontinuation would create a vacuum in our region for this skilled labor. The program graduation rates are favorable.
4. SUPPORTING DATA AND DOCUMENTS:  
See attachment.
5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	N/A
Financial	N/A
Personnel	Faculty
Space	N/A
Technology	N/A
Other	Accreditation

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

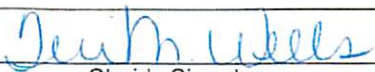
None noted.

7.  3-6-23  
Signature of Governance Committee Chair or Individual Submitting the Recommendation      Date

## 8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified  
 Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_


3/16/23  
 \_\_\_\_\_  
 Chair's Signature Date

## 9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified  
 Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

## 10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified  
 Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

## 11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified  
 Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

## 12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

- Approved as Recommended       Approved as Modified  
 Denied Recommendation       Returned to Committee/Individual for Revision

Explanation for Denial or Return: \_\_\_\_\_

\_\_\_\_\_  
 Chair's Signature Date

Final Decision Copied to:  
 Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21

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

**Summary of Findings**  
**2022-2023**

**A. Name and Degree Level of Program:**

The name of the program is Welding Technology. The degree level obtained is an Associate in Applied Science (AAS).

**B. Final Recommendation Approved by the Southern West Virginia Community and Technical College (Southern) Board of Governors:**

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of the 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 of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**C. Summarize the Development and Continuation of the Program:**

Southern's Welding Technology Program provides students with a solid foundation that will enable them to achieve American Welding Society Certification in areas such as Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, and Flux-Core Arc Welding. Skills sets in pipe welding, welding in mining, and plant maintenance are available. This program has produced twenty-two graduates over the past five years. This degree serves the needs of current industry and emerging technologies.

The program educates the student in the selection of the correct equipment; selection of filler metals; pre-, intermediate-, and post-heat treatment of welded metals; and proper welding techniques. The program stresses industry-wide safety procedures and trains the student to read weld symbols and detail drawings.

Welding Technology provides the opportunity to enhance previously attained skills or gives skills to those interested in starting a welding career. It teaches skills in basic and advanced learning and implementation of acquired skills and knowledge in print reading and practicality, which allows a practitioner to pick any field they desire.

The Welding Technology Program has the following main goals:

1. To prepare students in the four main types of welding: Gas Metal Arc Welding (GMAW/MIG), Gas Tungsten Arc Welding (GTAW/TIG), Shielded Metal Arc Welding (SMAW), and Flux Cored Arc Welding (FCAW).
2. To provide skill set enhancement to individuals presently welding, fabricating, and/or providing maintenance.

It is projected that the U.S. will need 450,000 welding professionals by the year 2026. Welding technology is essential in so many industries that construction, fabrication, and maintenance would grind to a halt without some form of welding. Some of our graduates have gone on to fabrication, energy plant maintenance, heavy machinery repair, and iron workers' unions.

If the program was discontinued, the Welding Technology AAS degree aspirants would not acquire enhanced skills in welding, print reading, and fabrication. It provides a path for those who choose skilled labor as a career. Program discontinuation would create a vacuum in our region for this skilled labor.

- D. Synopses of significant findings, including findings of the external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by the accreditor:**

The program is not accredited. The post-audit was approved by the Board in 2018 and submitted to the Community Technical College System (CTCS).

- E. Plans for program improvement, including timeline:**

The program has a well-equipped welding lab located on the Williamson Campus in the Applied Technology Center. The welding lab was designed with the assistance of an American Welding Society (AWS) inspector to ensure the standards of the facility were met. The program will be endeavoring to obtain AWS accreditation by the close of 2023.

Welding Technology has an embedded certificate within the Welding AAS degree. Additional costs for this program allow students the opportunity to obtain several certifications in different welding processes and positions with the American Welding Society. The certifications include Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, and Flux-Core Arc Welding. As advancements are made in the industry, Southern must advance with maintaining the facilities,

fixtures, and devices. The program will be complemented by the utilization of Perkins funding during the forthcoming year with modernized equipment. Welding faculty is also requested to network with local and non-local employers to ensure students are aware of job placements after completion of the Welding Program.

**F. Last date of program advisory board activity:**

The last advisory meeting was on April 8, 2022.

**G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

Faculty members have retired over time. There is currently one full-time Welding faculty member. There has been steady enrollment in the Welding Program, with a low number of graduates. Most welding students are obtaining a certificate through the Industrial Technology, Welding Option, instead of an Associate Degree, which causes the number of graduates to decrease.

Furthermore, since Southern's Welding Program is not accredited, the instructor of welding is seeking accreditation with the American Welding Society in 2023.

**H. Summary of assessment model and how results are used for program improvement**

All Southern programs are required to assess student learning of program-specific objectives, along with the course-level and General Education outcomes associated with the program in question.

**Program-Level Assessment**

The purpose of program-level assessment is to document how well students are accomplishing the program-specific outcomes. Program faculty is required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the Southern uses to assess student learning at the program level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all program outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to student's success in the program. A data-driven action plan is created based on this review to implement changes during the next academic year to improve the attainment of the program outcome(s).

Southern is in the process of implementing a program-level assessment plan where each outcome will be assessed at least once in the five-year cycle. Also, the



program will be developing different program outcomes that are measurable and realistic to promote student success.

### Course-Level Assessment

The goal of faculty assessment of student learning at the course-level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process the institution uses to assess student learning at the course level:

1. Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
2. Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

Southern's faculty member completed two (2) course assessments for the fall 2022 semester. The first was for EG 220, Machines, and Power Systems. The instructor's goal was for students to determine the voltages for three-phase transformer connects. The average score on the 10 exams was 74%. The instructor decided to spend more time on the subject and provide a review the next time the course is taught. The other course assessed was EG 105, Industrial Safety. The goals were that students should be able to describe the danger of working on energized equipment and the required personal protective equipment to be used. Students were assessed on the reviewer's questions at the end of the chapter, and a unit exam was administered. Of the 16 students enrolled in the course, the average grade was 76%. The instructor decided to spend more time doing more thorough lectures, videos, and demonstrations.

### General Education Assessment

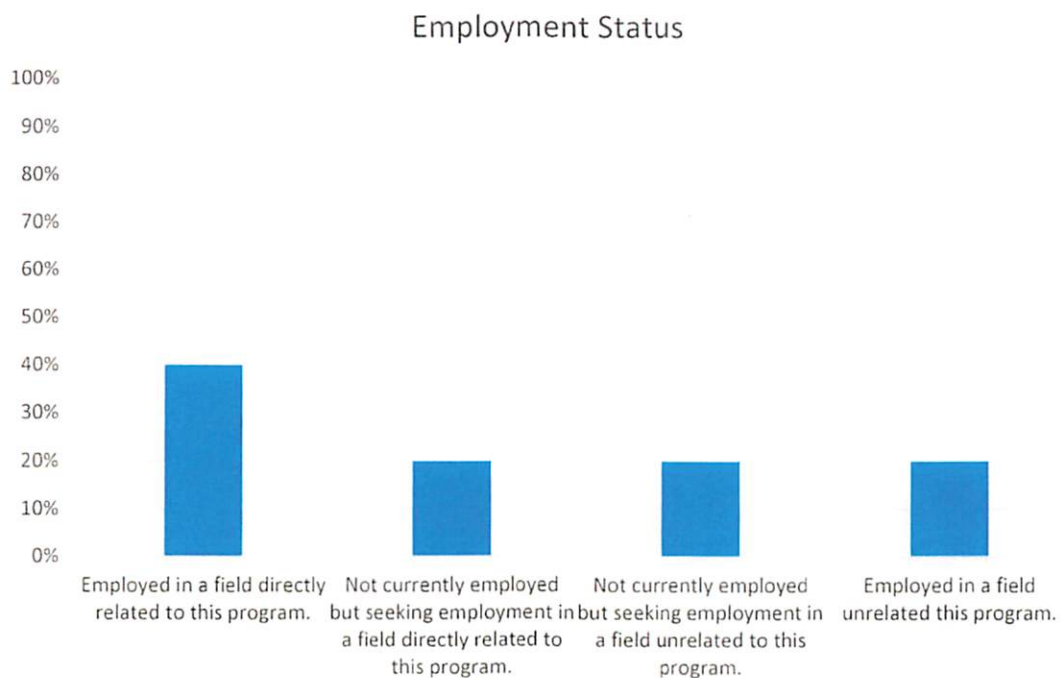
Southern has identified six General Education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of General Education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a General Education competency as "Included and Measurable" are required to use the appropriate Southern rubrics. These rubrics are designed to assist faculty in consistently evaluating the General Education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the General Education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the General Education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

Because of the newness of Southern's assessment plan, no data exists to show how students are performing in the General Education outcomes. The institution in the past has relied on graduation rates to show this data.

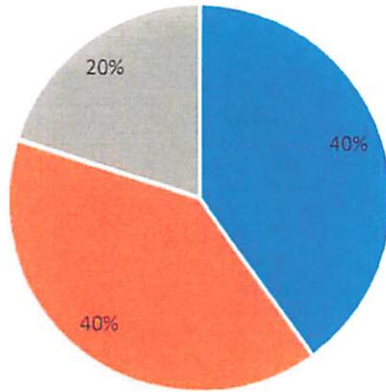
- I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

**Welding Technology - AAS Student Placement Data (2017-2022)**

**(5 of 12 surveys returned; 42% response rate)**

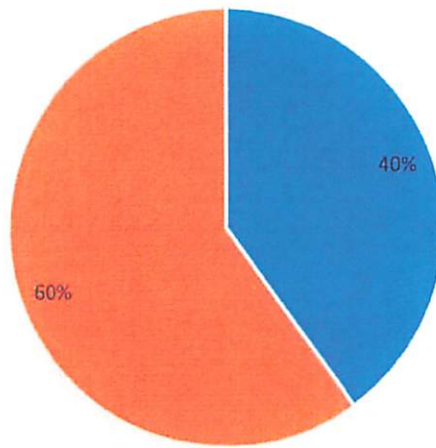


### Employment Status (2017-2022)



■ Employed - Full-time   ■ Not Employed   ■ Employed - Status Not Reported

### Annual Salary (2017-2022)



■ >\$40,000/year   ■ Salary Not Reported

**J. Five-year trend data on graduates and majors enrolled: (Chart)**

**Welding Technology - AAS**

**Graduate Data**

<b>Graduate Year</b>	<b>Number of Graduates</b>
2017-18	9
2018-19	6
2019-20	2
2020-21	2
2021-22	3

**Headcount and FTE**

<b>Academic Year</b>	<b>Unduplicated Annualized Headcount</b>	<b>Annualized FTE</b>	<b>Credit Hours Generated*</b>
2017-18	32	22.63	679
2018-19	35	19.40	582
2019-20	39	25.10	753
2020-21	26	19.90	597
2021-22	27	13.77	413

\*Sum of all credit hours attempted in every class by each student who declared the major.

<b>Southern WV Community &amp; Technical College Cash Operating Budget Proposal Fiscal Year 2024</b>			
	FY 2024 BUDGET	FY 2023 BUDGET	% Change From FY23 Budget
<b>REVENUES:</b>			
Tuition and Fees	\$5,352,693	\$5,324,000	0.54%
Sales and Services of Educational Activities	400,000	425,000	-5.88%
Auxiliary Enterprises	35,000	40,000	-12.50%
Other Operating Revenues	50,000	350,000	-85.71%
State Appropriations	8,849,656	8,557,086	3.42%
Investment income	245,000	15,000	1533.33%
Other Nonoperating revenues*	0	0	0.00%
<b>TOTAL REVENUES</b>	<b>\$14,932,349</b>	<b>\$14,711,086</b>	<b>1.50%</b>
<b>EXPENSES:</b>			
Salaries and Wages	9,072,931	9,162,908	-0.98%
Benefits	2,635,918	2,658,874	-0.86%
Utilities	862,100	810,000	6.43%
Supplies and Other Services	2,298,400	2,016,642	13.97%
Assessments by the Council for operations (HERA)	63,000	62,662	0.54%
<b>TOTAL OPERATING EXPENSES</b>	<b>\$14,932,349</b>	<b>\$14,711,086</b>	<b>1.50%</b>
<b>Net Change in Cash</b>	<u>-</u>	<u>-</u>	
<b>Cash Beginning Balance</b>	<u>12,414,533</u>	<u>12,414,533</u>	
<b>Ending Cash Balance</b>	<u>12,414,533</u>	<u>12,414,533</u>	
% Tuition and Fee of Total Revenue	36%	36%	
% State Appropriations of Total Revenue	59%	58%	
% Payroll of Total Expenses	78%	80%	

<b>Southern WV Community &amp; Technical College FY24 Capital Budget</b>		
Description	Budget FY 2024	Budget FY 2023
<b>Funding Sources:</b>		
E&G Capital Fees, Student Tuition	\$ 305,000	\$ 237,600
<b>Total Funding Sources</b>	<b>\$ 305,000</b>	<b>\$ 237,600</b>
<b>Uses:</b>		
Deferred Maintenance	\$ 300,000	\$ 112,500
HEPC Capital Assessment	5,000	5,000
<b>Total Uses of Funds</b>	<b>\$ 305,000</b>	<b>\$ 117,500</b>
<b>Balances</b>		
Net Change in Cash	\$ -	\$ 120,100
Beginning Cash Capital Balance	\$ 575,588	\$ 455,488
Ending Cash Capital Balance	\$ 575,588	\$ 575,588

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2023**

**ITEM:** Request for Approval of Personnel Salary Increase for All Full-time Regular Employees for FY 2023-2024

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors authorize and direct the President of Southern West Virginia Community and Technical College, in conjunction with the Chief Finance Officer, to fund a base salary increase for eligible employees of Southern West Virginia Community and Technical College as described below effective July 1, 2023.

**STAFF MEMBER:** Pamela L. Alderman

**BACKGROUND:**

During the recently completed West Virginia legislative session, the Budget Bill (SB 250) provided for an across-the-board \$2,300 salary increase all West Virginia State employees. The salary increase would become effective for the pay cycle beginning July 1, 2023, and employees would receive the increase on the pay cycle ending July 28, 2022.

If approved, the salary increases will be applied as follows for each group:

Faculty - All regular full-time faculty (54 total) of Southern West Virginia Community and Technical College as of March 31, 2023, will be granted a flat increase of \$2,300 to their base salary. The estimated cost of this salary increase plus benefits is \$167,670.00.

Classified Staff - All regular full-time classified staff (40 total) of Southern West Virginia Community and Technical College as of March 31, 2023, will receive a flat increase of \$2,300 to their base salary. The estimated cost of this salary increase plus benefits is \$124,200.00.

Non-classified Staff - All regular full-time non-classified staff (51 total) of Southern West Virginia Community and Technical College as of March 31, 2023, will receive a flat increase of \$2,300 to their base salary. The estimated cost of this salary increase plus benefits is \$158,355.00.

Administration and Deans – All regular full-time administrative staff (11 total) of Southern West Virginia Community and Technical College as of March 31, 2023, will receive a flat increase of \$2,300 to their base salary. The estimated cost of this salary increase plus benefits is \$34,155.00.

The total estimated cost of salary increases for eligible employees plus benefits is \$484,380.00.

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Chair, Board of Governors

**Southern West Virginia Community and Technical College  
Board of Governors Retreat  
April 20, 2023  
8:00 AM- 11:00 AM  
Stonewall Resort and Conference Center  
940 Resort Drive Roanoke, West Virginia**

**AGENDA**

***Dress is Casual Attire***

8:00 AM -9:00 AM	Breakfast .....	Stillwater's Restaurant
9:00 AM – 11:00 AM	Retreat Wrap-Up and Adjournment .....	Robert Baldwin Board Chair