



Agenda Book
August 15, 2023

Bud Baldwin, Chair
Sydney Brown
David Gresham
George Nisbet, Jr.
Shawn Cline-Riggins
Student Representative (Vacant)

Sam Stewart
Josh Stowers
Jeremy Thompson
Virgil Underwood
Chris Gray
Chris Ward

Dr. Pamela L. Alderman,
President



**Southern West Virginia Community and Technical College
Meeting of August 15, 2023**

6:00 p.m.

100 College Drive, Building C, Room 428
Logan, West Virginia, and Zoom

To Join Zoom Meeting:

<https://zoom.us/j/98286599411?pwd=OFRRSmdzUzN0WS8yRHpOY1FibGE2QT09>

Meeting ID: 982 8659 9411

Passcode: 130984

Dial In: 1 646 876 9923

Mission: Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

AGENDA

1. Roll Call, Verification of Quorum, and Call to Order..... Mr. Robert Baldwin
Board Chair
2. Call for Public Comments to the Board of Governors Chair Baldwin
3. Oath of Office Mr. Joe Linville
Chief Facilities Management Officer
4. Finance Report 4
Ms. Velva Pennington
Interim, Chief Finance Officer
5. HLC Institutional Response Update 6
Mr. Bill Alderman
Chief Academic Office/Accreditation Liaison Officer
6. President's Report 51
President Alderman
7. Classified Staff Report Ms. Beverly McDonald,
Chair, Classified Staff
8. Faculty Senate Report Mr. Chris Ward, Faculty Senate Chair
9. Organizational Chart 52
Ms. Debbie Dingess, Chief Human Resources Officer
10. Annual Student Services Unit Report 66
Mr. Darrell Taylor
Chief Student Services Officer

11. ****Possible Executive Session under Authority of WV Code § 6-9A-4 for the following:**
 - 11.1 Annual Evaluation of President
12. Action Items..... Chair Baldwin
 - 12.1 *Approval of June 20, 2023, Board Minutes80
Chair Baldwin
 - 12.2 *Request for Approve of Institutional Policy for 30-Day Comment
 - 12.2.1 *SCP-2825, Salary Administration 86
Ms. Debbie Dingess, Chief Human Resources Officer
 - 12.3 *Request for Final Approval of Institutional Policies Following 30-Day Comment...
Ms. Debbie Dingess, Chief Human Resources Officer
 - 12.3.1 *SCP-8600, *Board of Governors Operational Guidelines Policy AND*
 - 12.3.2 *SCP-8600.A *Board of Governors Operational Guidelines*..... 91
 - 12.4 *Program Terminations Mr. Bill Alderman
Chief Academic Officer/ Accreditation Liaison Officer
 - 12.4.1 * Electromechanical Instrumentation Program (EMI) 105
 - 12.4.2 * Medical Assisting AAS and Certificate Program..... 110
13. Informational Items..... Chair Baldwin
 - 13.1 The Next Regular Board of Governors Meeting is Scheduled for 6:00 p.m. on
Tuesday, October 18, 2023.
 - 13.2 Institutional Calendars Ms. Jen Dove,
Executive Assistant to the President and the Board of Governors
 - 13.2.1 Governance Day Calendar 2023-2025 118
 - 13.2.2 Town Hall Calendar 2023-2025..... 119
 - 13.2.3 Academic Calendar 2023-2025 120
 - 13.2.4 Holiday Calendar 2023-2024..... 138
14. 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.



Memo

To: Southern WV Community & Technical College Board of Governors

From: Velva Pennington, Interim Chief Finance Officer

CC: Dr. Pamela Alderman, President

RE: Finance Update

We have just begun a new fiscal year and are working on last year's audit and financial statements. We won't have an accurate number on our gain/loss until our financial statements are complete. While it is too early in the year to have recorded any revenue. Our first Financial aid disbursement is scheduled for September 11th, and we will begin recording financial aid revenue later that month. Loan disbursements will come in two disbursements; one in late September and one in mid-October. We will disburse aid and refunds every two weeks through November 16th.

We expect the budget to be tight this year, so we have only released sixty percent of operating budgets to our units in an effort to closely monitor our budget. Then based on revenue from the Fall semester, we will release the remaining forty percent of the budget. We currently have 240 days of operational cash on hand.

DEPARTMENT: 0487 SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE			
FUND: 0380 GENERAL ADMINISTRATION FUND			
BFY	Obj/Src	Obj/Src Name	Adopted Budget
44600 SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			
2024	1200	PERS SERV PERM POS(W/ PR DEDUC)	6,750,000.00
2024	1201	PERS SERV TEMP POS(W/O PR DEDUCT)	500.00
2024	1203	OVERTIME	5,000.00
2024	1206	ANNUAL INCREMENT	120,000.00
2024	2200	PEIA FEES	5,650.00
2024	2202	SOCIAL SECURITY MATCHING	526,353.00
2024	2203	PUBLIC EMPLOYEES INS	737,502.00
2024	2205	WORKERS COMPENSATION	169,365.00
2024	2206	UNEMPLOYMENT COMPENSATION	28,300.00
2024	2207	PENSION AND RETIREMENT	412,200.00
2024	2208	WV OPEB CONTRIBUTION	94,786.00
2024	3206	CONTRACTUAL SERVICES	--
Total BFY			\$8,849,656.00
Total Fund: 0380			\$8,849,656.00

DEPARTMENT: 0487 SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE			
FUND: 4680 TUITION & REQUIRED E&G FEES FUND			
BFY	Obj/Src	Obj/Src Name	Adopted Budget
44600 SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			
2024	1200	PERS SERV PERM POS(W/ PR DEDUC)	2,650,000.00
2024	1201	PERS SERV TEMP POS(W/O PR DEDUCT)	700,000.00
2024	1203	OVERTIME	2,500.00
2024	1206	ANNUAL INCREMENT	35,000.00
2024	2200	PEIA FEES	2,600.00
2024	2202	SOCIAL SECURITY MATCHING	266,494.00
2024	2203	PUBLIC EMPLOYEES INS	225,000.00
2024	2205	WORKERS COMPENSATION	35,000.00
2024	2207	PENSION AND RETIREMENT	212,250.00
2024	2208	WV OPEB CONTRIBUTION	53,781.00
2024	3200	OFFICE EXPENSES	40,000.00
2024	3201	PRINTING AND BINDING	15,000.00
2024	3204	TELECOMMUNICATIONS	50,000.00
2024	3206	CONTRACTUAL SERVICES	500,000.00
2024	3207	PROFESSIONAL SERVICES	35,000.00
2024	3211	TRAVEL EMPLOYEE	50,000.00
2024	3213	COMPUTER SERVICES INTERNAL	325,000.00
2024	3214	COMPUTER SERVICES EXTERNAL	500.00
2024	3216	VEHICLE RENTAL	1,500.00
2024	3217	RENTAL (MACHINE & MISC)	25,000.00
2024	3218	ASSOC DUES & PROF MEMBERS	90,345.00
2024	3219	FIRE/AUTO/BOND/ & OTHR IN	114,655.00
2024	3221	SUPPLIES-CLOTHING	500.00
2024	3222	SUPPLIES- HOUSEHOLD	25,000.00
2024	3224	ADVERTISING & PROMOTIONAL	125,000.00
2024	3225	VEHICLE OPERATING EXP	1,000.00
2024	3227	SUPPLIES-EDUCATIONAL	75,000.00
2024	3229	ROUTINE MAINT CONTRACTS	10,000.00
2024	3232	CELLULAR CHARGES	1,000.00
2024	3233	HOSPITALITY	2,000.00
2024	3235	ENERGY EXP MTR VEH/AIR	5,000.00
2024	3238	ENERGY EXPENSE UTILITIES	307,125.00
2024	3241	MISCELLANEOUS	100,000.00
2024	3242	TRAINING & DEV - IN STATE	30,000.00
2024	3243	TRAINING & DEV - OUT OF STATE	2,250.00
2024	3244	POSTAL	7,500.00
2024	3245	FREIGHT	1,000.00
2024	3246	SUPPLIES-COMPUTER	10,000.00
2024	3247	SOFTWARE LICENSES	125,000.00
2024	3248	COMPUTER EQUIPMENT	75,000.00
2024	3249	OFFICE EQUIPMENT-CURRENT EXPENSES	90,000.00
2024	3250	ATTY LEGAL SERVICE PYMTS	45,000.00
2024	3251	ATTY REIMBURSABLE EXPENSE	500.00
2024	3252	MISC EQUIPMENT PURCHASES	50,000.00
2024	3253	STUDENT ACTIVITIES	15,000.00
2024	3258	SCHOLARSHIPS	500.00
2024	3263	BANK COSTS	20,000.00
2024	3308	FEES ASSESSED BY COMMISSION FOR O	60,000.00
2024	5208	BOOKS AND PERIODICALS	15,000.00
2024	6102	RESRCH/ED & MED EQPT REPA	11,500.00
2024	6103	BLDNG/HSEHLD EQUIP REPAIR	65,000.00
2024	6104	ROUTINE MAINT OF BLDGS	75,000.00
2024	6105	VEHICLE REPAIRS	5,000.00
2024	6106	ROUTINE MAINT OF GROUNDS	15,000.00
2024	6108	OTHER REPAIRS AND ALT	500.00
Total BFY			\$6,800,000.00
Total Fund: 4680			\$6,800,000.00



Southern West Virginia Community and Technical College

Focused Visit Report

Prepared for:

The Higher Learning Commission and Visiting Team

for Visit:

March 11-12, 2024

Area of Focus:

Faculty Credentialing, Assessment of Student Learning: Process Developed

Table of Contents

Historical Context

Criterion 3.C.1-3.C.7 Summary

Criterion 3.C.1 Response

Criterion 4B

Criterion 4B Response

Conclusion

Historical Context

Southern West Virginia Community and Technical College ("Southern") serves six counties in its region as a wide-ranging community college that strives to fulfill its mission by providing education and leadership to its students. Southern West Virginia Community and Technical College's mission is to provide accessible, affordable, quality education and training that promote success for those we serve.

Southern fulfills this mission by providing transfer, career, dual credit, co-curricular activities, workforce development, and community offerings in various delivery modalities. Southern serves approximately 1,400 students on its three campuses. In 2018, the College was on the Higher Learning Commission's (HLC) Open Pathway with an onsite visit, which resulted in four components being "Met with Concern." This caused a modification to the Standard Pathway and a Focus Visit in 2020. During the next visit, two more components were added, resulting in a total of six areas that were "Met with Concern." Even though the ALO and new President, Dr. Pamela Alderman, were able to defend some areas, the Institutional Actions Council's (IAC) review supported the Team's findings and determined that an embedded report was needed as part of their upcoming Assurance Argument in November 2022. With clarification of the Argument by the visit and the submission of multiple documents to the Evidence File, the Visiting Team was able to determine that Southern is moving in a positive direction due in part to the new leadership and the work completed in the past two years. The College received a 10-year accreditation with a Focus Visit scheduled for March 2024 on the two areas that were "Met with Concern," specifically Faculty Credentialing and Assessment of Student Learning.

Since the 2022 visit, Southern has filled many key administrative roles, which was a recommendation by the Visiting Team. In January 2023, a Director of Accreditation and Assessment was hired, as well as a Dean of Allied Health and Nursing; furthermore, after a careful nationwide search, Southern was able to fill the significant position of Chief Academic Officer. The three people hired into these positions have an average of 20 years of experience at Southern and were eager to fill these roles. With these roles filled, the President was able to spend more time in her Presidential role, thereby increasing her efficacy.

Criterion 3.C.1-7 Summary

Southern serves its students on an undergraduate level. To maintain a sufficient number of full-time and adjunct faculty, the three departments across the campuses seek qualified candidates for open faculty positions who are credentialed, reflect the beliefs of the College, and support the College's mission. Southern's service area is not diverse, and this reflects the overall composition of the student population. The hiring process is based on Equal Employment Opportunity and is free of any biases. Full-time faculty serve on **Governance Committees** and work within various departments to assess student performance. The **academic credentialing procedure (SIP 2171)** of faculty has been updated to reflect equivalent experiences, such as work experience, teaching experience, speaking engagements, and certifications. Credentials are reviewed yearly when contracts are renewed. Faculty engage in Assessment activities, such as surveys and rubrics with Brightspace, thereby assessing General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes.

3.C.1 Diversity, Equality, and Inclusion of Faculty

The overall make-up of faculty and staff reflects the human diversity of the student population. The state of West Virginia and Southern's service area has a very homogenous population regarding race compared to the nation as a whole, and these numbers are consistent among the service area, the student population, and faculty and staff. To summarize, the make-up of Southern's faculty and staff mirrors its service area; however, diversity is noted beyond race and can be reflected by persons with disabilities, different religious backgrounds, and various sexual orientations. To ensure equality and inclusion, Southern confirms that recruiting and hiring procedures are free from all biases. Through the [Affirmative Action Plan](#), Southern affirms its belief in Equal Employment Opportunity for all employees and applications. Southern has established a ***hiring process*** that is in alignment with Equal Employment Opportunity. Southern recruits, hires, trains, and promotes in all job titles, and ensures that all personnel actions are administered without regard to veteran status, disability status, age, ethnicity, race, color, religion, sexual or gender orientation, marital status, sex, or national origin.

3.C.2 Number of Faculty

Southern has a sufficient number of full-time and adjunct faculty to carry out its General Education Outcomes, as well as its Program Outcomes and Course Student Learning Outcomes. Faculty are divided into three divisions: Arts and Sciences, Professional and Technical, and Allied Health and Nursing. The College has a strong group of approximately 65 faculty members to carry out both classroom and non-classroom roles. For the academic year 2023, Southern's student-to-faculty ratio

remained consistent at 17:1. Southern's faculty employee roster confirms that nearly 40% of its full-time faculty have been employed by Southern for 10 years or more. The number can be found in Human Resources and on the [West Virginia Higher Education Policy Commission \(HEPC\) Human Resources Data](#).

Besides fulfilling the classroom role, faculty also have non-classroom duties, such as college-wide **Governance Committees**, e.g. Curriculum and Instruction, Faculty Senate, Assessment, and Strategic Planning; furthermore, faculty are responsible for co-curricular activities, such as sponsoring organizations and clubs, attending commencement, participating in policy and procedure, and performing Assessment activities; governance committee participation is also part of the full-time faculty workload, as well as being on various ad-hoc and screening committees as needed. The wide variety of committees and subcommittees provides faculty opportunities for service to the College, as well as a voice in the shared governance structure. As per [SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#), faculty engage in professional development while maintaining their 7.5 hours of office availability, as well as 30 credit hours a year.

3.C.2 Oversight of the Curriculum

The curriculum is monitored by the faculty at Southern through the Governance Committee, **Curriculum Subcommittee**, which meets regularly and as needed. This subcommittee focuses on curricular issues at Southern and is responsible for submitting recommendations to the Chief Academic Officer regarding curriculum, instruction, and student learning. The faculty members of the Curriculum Subcommittee ensure that all new and existing academic programs and/or courses coherently provide quality learning

experiences by utilizing the syllabi template and reviewing the proposed Bloom's Taxonomy Levels for accuracy.

The curriculum is also reviewed by the external stakeholders: the program advisory members who meet on an annual basis. Program Outcomes, job placement, program completion, and certification passage rates, are also discussed ([Advisory Handbook](#)). During the 2023 Advisory meetings of various programs, a Strength-Weakness-Opportunities-Threat Analysis was created and will be assessed each year. Many program advisory members felt that the program's curriculum was one of its strengths. In fact, 90% of the program advisories listed components of the curriculum, as well as the faculty overseeing and implementing the curriculum, as one of its strengths.

3.C.2 Expectations for Student Performance

Expectations for student performance are explained by the faculty in the current, up-to-date course syllabi through the Course Student Learning Outcomes. Syllabi specifically identify what the faculty member requires and expects from the student during the duration of the course, as well as what the student should expect from the faculty member teaching the course. Faculty possess ownership of their courses and want students to succeed. Clearly defined outcomes are Southern's contract with all students and stakeholders and reflect those learning outcomes that students will possess with the completion of the course. The Course Student Learning Outcomes are measurable, realistic, observable, and reflective of the knowledge and skills valued by the faculty and the College. These outcomes drive the teaching-learning relationships inherent to success at Southern.

The 2022 HLC Visiting Team indicated that Southern's current three-part syllabus was very confusing and may not be working. They suggested that Southern bring back a different format/template as a college-wide system. With this in mind, the College updated [SIP-3160, Course Syllabus](#), and [SIP-3160.A, Course Syllabus Format](#). The Course Syllabus Format, SIP-3160.A, was sent out via e-mail by the Faculty Senate Chair, who encouraged faculty to respond. Also, this syllabus procedure and format were created collaboratively by the **Academic Assessment Subcommittee** (AAS) ("Assessment Academy") and the Faculty Senate before its introduction to faculty-at-large.

As a pilot for the new syllabi format, the administration worked collaboratively, and faculty were provided with pre-filled syllabi in the Summer 2023 term. These syllabi were developed by using information in Banner and merged into the new form. This helped to ensure that course descriptions and syllabi format were congruent. Some problems encountered were spacing issues, courses added after the merge, and prerequisites. During Faculty Convocation 2023, all faculty received training on the new syllabi and the procedure.

Another item mentioned by the previous HLC Visiting Team was that the Course Student Learning Outcomes were not measurable and would frustrate the student and faculty trying to understand student performance. Faculty expressed confusion regarding the difference between Program and Course Outcomes. **During Governance Day, Southern brought in a consultant from Florida to provide professional development regarding writing** Program Outcomes and Course Student Learning Outcomes, utilizing Bloom's Taxonomy, and ensuring that the outcomes are measurable, realistic, and

observable. Faculty will then update their Course Student Learning Outcomes as needed.

Assessment of Student Learning

Assessment is faculty-driven as demonstrated by the membership of the **Academic Assessment Subcommittee** (AAS) (“Assessment Academy”) and the processes introduced in the past year. The Academic Assessment Subcommittee’s purpose is to provide assessments regarding the assurance of quality and consistent teaching and learning through a process of evaluation, review of programs, and rigorous evaluations of individual courses and programs within the Academic Affairs division. This faculty committee is responsible for developing, maintaining, and evaluating, through [rubrics](#), the [General Education Outcomes](#). The Academy is also responsible for working with the Academic Deans and Program Directors to ensure that state, federal, and college Assessment standards are reviewed, evaluated, and reported to all parties concerned, and for updating accreditation and compliance regulations.

Southern has established a process for the assessment of student learning through General Education, Program, and Course Student Learning Outcomes. These processes can be found in the [Faculty Assessment Guide](#). General Education Assessment is the ultimate responsibility of faculty, and these results are outlined in the report. Because the General Education Outcomes had to be rewritten before Southern could begin collecting data, the College began collecting data in the 2023 summer term instead of 2023 spring term. The Course-Level Assessment Report was continued, and Program-Level Assessment was initiated by updating Program Outcomes, mapping of curricula, and completing an annual survey. The Five-Year Program Reviews were kept

on schedule. Section 4.B details the Academic Assessment Subcommittee's work involving the mapping of General Education, Program, and Course Student Learning Outcomes.

Establishment of Academic Credentials

Southern employs qualified faculty members by using the Higher Learning Commission Guidelines, [“Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices.”](#) Southern previously did not use equivalent experience in determining minimal qualifications, as stated in the final report from the 2022 Visiting Team. Since the visit, the procedure, **SIP-2171, Determining Minimal Qualifications for Instructional Faculty**, was updated to include equivalent experience. Southern considers the highest degree held as the starting point in the hiring process. If the applicant does not have a master's degree in the related field or the 18 graduate credit hours in the discipline or subfield that person is going to teach or a bachelor's in the career or technology field, then the Dean must review the procedure to determine a justification to hire the individual. The policy states that Southern can use equivalent experiences, such as current certifications, five years of full-time work experience, five years of full-time teaching experience, publications, and national speaking engagements, in determining qualifications. To be hired, potential candidates must show that they have some of these qualifications. The value of using equivalent experience to determine minimal qualifications depends on the courses to be taught and the individual's relevant work history. With this procedure and completing **SIP-2171.A, Determine Minimal Qualification for Instructional Faculty Form**, the Academic Deans, who are ultimately responsible for ensuring qualifications, can review competence,

effectiveness, knowledge, and skills that are appropriate to the course, program, and institution. Full-time faculty, adjunct faculty, and dual-credit faculty must be credentialed and have all official transcripts before being hired. If additional professional development is required, then a Plan of Action will be developed with a timeline. The Office of Human Resources maintains records of all job postings, job applications, copies of official transcripts submitted, and other credentialing documents.

3.C.3 Qualifications of All Faculty (Dual-Credit, Contractual, and Consortial)

All faculty are appropriately qualified per the establishment of academic credentials and equivalent experience for instructional staff as stated in section 3.C.2. The Faculty Credentialing Form, SIP-2171.A, must be presented to the Office of Human Resources by all Academic Deans to verify the qualifications of faculty members. The Deans provide a list of all courses each faculty member is qualified to teach and the degrees, special certifications, and/or experiences that meet the Higher Learning Commission's guidelines. Faculty are responsible for updating their new credentials, such as certifications, licenses, and credentials to their Dean and Human Resources.

During the recent 10-year comprehensive visit, some faculty files were noted to be missing transcripts; furthermore, according to Southern's procedures, some faculty were not minimally qualified. To rectify this situation, Southern approached this problem utilizing a team approach. As mentioned previously, the procedures were updated to reflect equivalent experience, and the credentialing form was updated to reflect the change of using equivalent experience. The Chief Academic Officer and Chief of Human Resources requested that all faculty review their employee files and update them as needed. As faculty checked their files, they were asked to sign a form

indicating having completed the task. Southern faculty discovered that they had two files: one for demographics and evaluations, and the other a “transcript” file. When faculty reviewed their files, many discovered that transcripts were inadvertently missing, placed in the demographic files, or had fallen into the bottom of the drawer. During a meeting, the Chief of Human Resources and her employees decided to close the “transcript” file, thus ensuring the transcripts’ security.

During the 2023 summer term, administration conducted audits to ensure that all files had their transcripts and an updated credentialing form. This included full-time faculty, adjunct faculty, and dual-credit faculty. The updated procedure and form were applied to determine if each faculty member was credentialed and if the procedure was viable. Administration discovered that small modifications had to be made; however, Southern believes that all current faculty are credentialed and qualified to teach their assigned courses.

3.C.4 Evaluation of Faculty

All faculty, full-time, adjunct, and dual-credit, are evaluated by [SCP 2218, *Evaluation of Full-time Faculty*](#), which frames the guidelines for evaluating instructors. Full-time faculty are evaluated annually by their Academic Dean or Director based on their primary responsibilities in classroom teaching performance, advising, and student relations. Adjunct faculty are evaluated in the semester they teach at least yearly. While visiting the classroom, the evaluator will utilize the specific criteria mentioned in the policy. This ensures the mission of the academic department and the College is fulfilled by helping the faculty member have measurable ways to improve performance.

Newly hired faculty receive a classroom visit at least once per semester for the first three years.

Besides classroom teaching performance, advising, and student relations, Southern administration also reviews faculty's scholarship and service. Faculty are encouraged to seek further educational opportunities and to display service to the College, the profession, and the community. Faculty serve on various committees, assist with college functions for the community, such as Trunk or Treat, and participate in activities that are part of their profession. Southern stresses the importance of maintaining current expertise, skills, and knowledge based in the profession because it improves classroom performance.

Faculty evaluations are completed using the [SCP-2218.A, Faculty Evaluation Forms](#). Using this form, faculty prepare an annual planning document, indicating their professional development activities and providing information concerning the areas of service available for consideration and inclusion in promotion packets. Faculty are also required to prepare a self-evaluation of their performance. This overview becomes a part of the overall end-of-year evaluation report. A comprehensive evaluation is then submitted to the **Office of Human Resources** and is maintained as part of the individual employment demographic file. Southern is currently reviewing these forms to make positive changes and further streamline the process.

The Senate Chair and Senate faculty have recently updated the **Faculty Handbook** to reflect the new policies on faculty evaluation and syllabi. Faculty now teaching at Southern have a resource for clear and consistent expectations and processes. This source can be found on the College website.

Besides being evaluated by the Academic Dean or Director, faculty are also evaluated by students each semester. Following [SIP-2220, Course Feedback](#), students are allowed to provide feedback to faculty by using [SIP-2220.A, Course Feedback Survey](#). This survey is sent out electronically via the Information Technology Department, which maintains the data and keeps the answers confidential. If an individual faculty survey has five or fewer responses, those results are not released. This survey provides an Assessment tool that provides information regarding the effectiveness of the course. These student evaluations are part of the faculty's promotion packet and can be used to guide faculty in updating their courses. During the 2023-2024 term, the Faculty Senate has been asked to update the Course Feedback form collaboratively with the Academic Assessment Subcommittee ("Assessment Academy") to provide a form from which data can be collected for student success and a more in-depth analysis of courses.

ADJUNCT AND DUAL CREDIT EVALUATIONS. Adjunct and dual-credit faculty are evaluated with other measures, such as course evaluations via SIP-2220.A, a course-level assessment. Dual-credit faculty are further evaluated using the student performance section on the college-administered common final.

3.C.5 Faculty Professional Development

All faculty are encouraged to engage in scholarship and professional growth, along with participating in their discipline-related activities and organizations. Southern's purpose of employee professional development is to increase professionalism, productivity, and individual and organizational effectiveness; therefore, employees are encouraged to participate in professional development for their position

or as requested/required by their supervisor or discipline-accrediting body. [SCP-2624, Employee Development](#), outlines the requirements and steps for professional development funding. Students rely on current, knowledgeable, and relevant instruction and benefit from an evidence-based practice that improves teaching skills and knowledge; furthermore, the College benefits from enhanced knowledge of their faculty because students are more prepared to move from orientation to independence in their newly employed positions.

A survey (2023) was sent via e-mail to faculty regarding professional development. A total of faculty (N=37) responded to the survey with 95% stating they have had professional development to stay current in their respective fields. Southern spent \$31,045.66 on professional development for faculty. Additionally, faculty identified updating and revising curriculum, networking, and attending webinars as the three most common activities to stay current in their respective field; furthermore, to stay current in their fields, faculty reported on a previous survey that they regularly read journal articles, attend conferences, and take additional courses. As of Fall 2023, the administration has requested that faculty send any certificates regarding professional development in their related field.

3.C.6 Accessibility of Instructors

[SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#), and [SIP 3600, Office and Class Schedule](#), clearly state that faculty teaching typical lecture classes shall schedule a minimum of 7.5 office hours per week. Faculty that teach online should be synchronous using Zoom or Microsoft Teams as a form of communication with students; faculty must maintain traditional office hours scheduled

on campus, online hours in SSConnect available for access by all students, or an additional three-hour credit course not counted toward base course load. Faculty teaching a combination of in-class and online courses may post up to three hours of the 7.5 office hours in SSConnect. Additionally, many faculty post their times of availability and contact information (phone number and office number) in their syllabi and in Brightspace, Southern's Learning Management System. Faculty are also required to post their office schedules on their office doors and submit a copy of their office schedule to their respective Deans.

In 2018, with the creation of [SIP-7000.A, E-Mail Procedures and Guidelines Governing Distribution Lists](#), Southern e-mail became the primary method of communication between students and faculty. The College purchased licenses so that faculty, staff, and students would have access to the Microsoft 365 Suite. The various methods of communication processes are discussed with students during the first week of class; furthermore, during New Student Orientation, students are educated on e-mail communication at Southern and are given a login for e-mail and Brightspace. Under SCP 2875, faculty are given a 48-hour response time for e-mails but try to answer them even more quickly.

Besides being accessible to students via e-mail and office schedules, many faculty offer to meet with students beyond their scheduled office time and after class. Faculty stress to students the importance of reaching out for assistance and encourage them to ask for help. Students often express their gratitude to faculty via e-mail and on student course evaluations.

3.C.7 Student Services

Overview

Southern is committed to providing high-quality student support services that meet the needs of the students. The College recognizes the critical role this department plays in student success. Through their numerous workshops, training, counseling, clubs, and other activities, the Administrative Unit of Student Services offers numerous ways to engage students and augment their learning at Southern.

Southern subscribes to the Council for the Advancement of Standards in Higher Education (CAS) for programmatic and co-curricular assessment purposes. In 2022-2023, Southern conducted its first **self-assessment (links reports)** within a variety of disciplines represented on the Academic Advising Criteria Team. The Final Review Team for Student Success was made up of one faculty member, one staff member, and one academic advisor. The review of findings identified Good Practices, such as staff members who are highly qualified, effective, and provide professional leadership to accomplish student success; students can receive academic advising anywhere they have access to the internet by using their phone, computer, or other device. The Admission Team found Good Practices also included a well-trained admission staff and the use of technology, such as SSConnect, which is a Zoom room designed to provide all students on-site or distant support services in financial aid, tutoring, advising, and information on co-curricular activities. The review of findings recognized some "Areas of Improvement," such as a need for a mission statement with goals and improved alignment with diversity, equity, and inclusion, as well as more co-curricular assessment. Since this meeting, Southern has developed a definition for co-curricular

and an Assessment plan with co-curricular outcomes and program indicators. The “Areas of Improvement” are now corrected.

Staffing of Student Services

One of Southern’s strong points is that staff members of Student Services meet or exceed the qualifications of their job descriptions. They are evaluated yearly by their Supervisor using the appropriate Performance Appraisal Form, which evaluates the areas of job knowledge, effective leadership, quality of work, interpersonal skills, customer service, collaborative effort, and punctuality. All of the Student Services staff serve on at least state, regional, or national organizations.

Southern encourages all staff to seek out opportunities for self-improvement by encouraging staff to locate professional development opportunities, classes, webinars, and training that can improve their knowledge and skills as part of SCP-2624. Many staff members apply for tuition waivers as part of [SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers](#), and [SIP-2165, Educational Release Time for Classified Staff](#), which allows for educational release time for one class a semester during the year. Southern has always had an environment of encouraging staff to pursue professional development. Finance reports that many full-time staff received professional development funds, and Southern actually spent \$4,037 for continuing education.

Tutoring

The staff of the Student Success programs, such as disabilities accommodations, advising, and tutoring, are qualified to provide appropriate service, as evidenced by the credentials outlined in their résumés. Southern utilizes a variety of approaches to

tutoring; one such program is Brainfuse, which provides online access to professional tutors on most subjects 24 hours a day, seven days a week. Students can access this program through their online Brightspace D2L account. This free program offers a comprehensive online writing lab, assignment help and skills building, and an advanced online learning platform. Many faculty members include Brainfuse as part of an assignment to encourage students to use the service.

The Tutoring Program also includes access to Math and English faculty with a face-to-face format that may be in-person in the Learning Studio or online using Zoom or Microsoft Teams. Students sign in to access tutoring services so that Student Services personnel can follow up on early alert referrals. Tutors are current full-time credentialed faculty and work in both a one-on-one and small group settings. Tutors communicate and explain topics effectively and have knowledge of tutoring techniques, standards, and supplemental learning materials for individual and group tutoring. In the fall of 2022, 12 students received 28 tutoring sessions. In Spring 2023, there were five students who received tutoring services 25 times during the course of the semester. Overall, for the 2022-2023 terms, 17 students received tutoring with a total of 53 sessions; furthermore, 15/17 students (88.24%, N=24) had a passing rate and 2/17 (11.75%, N=17) had a failing rate for the academic year.

Financial Aid

Financial Aid is overseen by the Director of Student Financial Assistance, who has a degree in accounting. The department has ongoing professional development, which keeps them up-to-date on any updates regarding federal regulations. The team “huddles” every Monday, where they receive updates on new regulations. For the 2022-

2023 term, Southern's financial aid program awarded 3,680 students with federal, state, or institutional financial aid, with a total award amount of \$6,628,097.08. The counselors make every attempt to help students succeed in their endeavors.

Advising

The Director of Student Success has a Master of Arts degree in counseling and works closely with all those in her department. The Student Success Advisor advises students concerning their academic plans, progress, schedules, majors, and career goals to assist them in making decisions concerning personal educational goals. The Academic Advisor is a professional advising position, responsible for providing high-quality academic advice to applicants, current students, and recent graduates. The Academic Advisor also conducts individual student interviews, group meetings, and workshops on résumé writing, study skills, time management, business etiquette, stress management, etc. This position requires excellent interpersonal communications skills, as well as the ability to effectively work with and provide information, assistance, and related services to students, faculty, and staff. Work is performed under limited supervision, working within guidelines and established standards.

Some of the problems faced in this position are varied and often complex, requiring analysis and interpretation of the situation. Currently, eight employees provide advising services in the Office of Student Services. Five of these employees have earned master's degrees, and three have bachelor's degrees. As Student Success Advisors are hired, they complete an onboarding process and training program. Newly hired staff train with experienced Student Success Advisors in person and on SSConnect. With SSConnect, experienced Student Success Advisors have recorded,

with students' permission, some of their advising sessions with students to use as training; furthermore, new hires are not scheduled to work on SSConnect initially so a more seasoned advisor is available when questions arise.

One of the significant programs under advising for Southern is the Office of Disability Services. In the Fall 2022/Spring 2023 term, the Office of Disability Services saw 21 students who had a variety of disabilities and sometimes multiple diagnoses. Appropriate accommodations were made to help these students succeed. Some of these accommodations included extended test time, note taking, photographed notes from the board, test readers, test writers, and the use of a calculator.

Accommodations	2022/2023
Extended Test Time	16
FM Hearing System	
Isolated Testing/Reduced Distractions	16
Note Taking	14
Photograph Notes from Board	13
Print Enlargement/Screen Reader	
Preferential Seating	9
Record Lectures(voice recording)	15
Regular Private Feedback with Faculty on Performance	15
Professor Facing Class	
Test Reader	1
Test Writer (Scribe)	
Tutoring in Specific Courses	16
Use of Calculator	7
Use of Personal Laptop/Tablet/Word Processor	15
Books on Audio/Text to Speech Software	6
Oral Exams	

Disability Type

Disability Type	Fall 2022/Spr. 2023 Number of Students
Chronic Medical Condition	3
Emotional/Psychological	5
Hearing	
Learning Disability	1
Neurological, Orthopedic, Traumatic Brain Injury	11
Visual Impairments	1
Blindness	
Other	

Co-Curricular Activities

The Chief Student Services Officer holds a résumé that qualifies him to oversee co-curricular activities. Even though Southern is a small rural college, it has an excellent co-curricular program. With its clubs, organizations, leadership programs, and activities, each student's learning experience is augmented by the various co-curricular happenings at the College. Students learn about current issues, team building, leadership issues, Robert's Rules of Order, and more; students also learn about lifestyle happenings and ways to give back to the community. A definition of "Co-Curricular" and its Assessment data will be discussed in Section 4.B.

Criterion 4.B.1-3 Summary

4.B Process for Assessment of Student Learning and Goals

This core component has been identified as "Met with Concern" in previous visits. During the 2022 comprehensive visit, Southern still displayed weakness in the processes, gathering of data, and implementation of Best Practices in Assessment. Based on the Visiting Team's recommendations, Southern has made the following changes in Assessment:

1. Continued active participation in HLC's Assessment Academy and attending the Roundtable in October 2023.
2. Continued updating by the Academic Liaison Officer regarding accreditation.
3. Hired a new Director of Accreditation and Assessment.
4. Hired a new Chief Academic Officer, who is also the ALO and has extensive knowledge with Assessment, as well as being known locally for his dedication and perseverance to the institution.
5. Developed an Assessment Model and an Assessment Glossary to ensure consistency in terms.
6. Updated the Academic Assessment Subcommittee membership to all faculty, thereby ensuring Assessment will be faculty-driven.
7. Restructured the General Education Outcomes with faculty input to ensure they are measurable, realistic, and observable.
8. Revised the General Education Rubrics.
9. Obtained data by using the General Education Rubrics in Brightspace, Southern's Learning Management System, so data can be obtained regarding General Education Outcome Assessment (see 4.B.2).
10. Refined Program Outcomes to make them useful when being measured.
11. Change Certificate Program Outcomes to make them more appropriate to that level and the certificate's curriculum.
12. Improved curriculum mapping of each program.
13. Developed an annual survey and gathered data from all programs for Program Assessment.

14. Constructed annual report on all three levels of Assessment and shared to website.
15. Continued Five-Year Program Reviews but updated the form to obtain more information for Assessment purposes.
16. Improved syllabus procedure and template, which now includes Course Student Learning Outcomes, required units to be taught, policies of the College, and delivery modes by individual faculty.
17. Conveyed syllabus procedure and template before its implementation.
18. Updated list of degrees on Southern's website to ensure commonality and consistency in information; each program has its Mission Statement, Program Outcomes, curriculum, achievement data listed, and handbook (if applicable).
19. Defined "Co-Curricular."
20. Developed Co-Curricular Plan.
21. Implemented Co-Curricular Plan.
22. Introduced faculty and staff to Curricular and Co-Curricular Plans.
23. Revision of the General Education Policy and the Syllabi Procedure.
24. Initiated an administrative Assessment tool.

Southern defines "Assessment" as the continuous process of determining the quality and quantity of student learning to make improvements. Southern's Assessment Model and Glossary are provided on Southern's [website](#). The ultimate goal of systematically assessing student learning is to improve student learning and success. Southern is committed to creating a culture of Assessment while establishing a sustainable Assessment process. Faculty and others are held accountable and

understand the importance of Assessment. They share data with each other and with the College during various meetings. The information gained during these meetings is used to make improvements to better serve students in all areas: academic, co-curricular, and administrative.

General Education Assessment

During the 2022 visit, the team found that Southern had the foundation of an Assessment Plan in place but not implemented, and the current General Education Outcomes and Rubrics were not measurable.

The Academic Assessment Subcommittee (“Assessment Academy”) worked diligently and rewrote the General Education Outcomes and developed rubrics to gather data. A [copy](#) of the General Education Outcomes can be found on Southern’s website for students and the public to view. The [rubrics](#) are also available on the website for faculty and student usage.

Furthermore, the policy, [SCP-3637, General Education Philosophy and Goals](#) was updated to reflect the new goals. During the Fall 2023 semester of Faculty Convocation, faculty received training on the process of assessing General Education Outcomes in Brightspace, Southern’s Learning Management System (LMS), as well as the [Assessment Guide for Faculty](#), which contains timelines and various information.

Faculty members of the Academic Assessment Subcommittee (“Assessment Academy”) determined that the rubrics were ready to be piloted and decided to do a trial run in the summer term of 2023. Faculty hypothesized whether it would be advantageous to use our LMS and college data from the rubrics using programs within the system. After many collaborative meetings between Information Technology, the

Academic Assessment Subcommittee, the Director of Distance Education, and WVNet, Southern developed a process to link the competencies and rubrics in Brightspace to individual course assignments. Faculty on the Academic Assessment Subcommittee jumped at the opportunity to try this Assessment feature, and data was gathered at the end of the summer term.

With this information and success in progress, faculty decided to move forward and establish a rigorous [timeline](#) so the College can have ample data to determine what improvements can be made to promote student success. With much discussion and rough drafts, faculty agreed on the following procedure for gathering Assessment data for General Education Outcomes:

1. During Faculty Convocation, the Director of Accreditation and Assessment will remind faculty which General Education Outcomes are to be assessed.
2. Faculty will use the designated General Education Rubrics, which will be available in Brightspace, as well as on Southern's website, to assess the designated General Education Outcomes. These rubrics are designed to assist faculty in consistently evaluating General Education Outcomes. Faculty will decide within each department what assignment will be used for General Education Assessment.
3. Faculty will assess two General Education Outcomes a semester while using the designated General Education Rubric(s).
4. Data gathered using the rubric will be used to develop an action plan to improve student success and attainment of a given outcome.

On the advice of the Academy Mentor, the Academic Assessment Subcommittee has discussed dividing into two subsections: General Education and Program/Course-Level Assessment. These committees would meet every other month, and on the other month, all of the Academy members would come together and discuss various issues and data. The Academy is currently very strong, and its members work well together and do not want to separate ties completely. The Academy realizes that much time is taken with General Education Assessment, but because Program Assessment needs to be examined more closely, it might be beneficial for the teams to separate periodically. The General Education Assessment Committee will analyze the data from the rubrics and make suggestions for improvement, and the Program/Course-Level Assessment Committee will work with Program Assessment data and Course Student Learning Outcomes Assessment data.

Course-Level Assessment

In the course of the 2022 comprehensive visit, the visitors discovered that Southern's Course Student Learning Outcome approach was strong; however, faculty expressed concern and frustration regarding the old form and requested if the form could be changed. After much research and due diligence, the current Director of Accreditation and Assessment developed a form using Microsoft Forms in a survey format. This format still gathered the same information, but instead of having to write a long narrative, faculty were able to click through the survey and offer a brief narrative at the end. The Course Student Learning Outcomes Assessment Reports are due at the end of each semester. After listening to faculty, the Academic Assessment Subcommittee reduced course-level reporting down to one report per faculty member;

however, many faculty voluntarily submit more than one report. Through these reports, Southern West Virginia Community and Technical College has been able to provide tools to help faculty and students. Some of these tools include Kahoot, Grammarly, and Go-Pro. Faculty have indicated that students like using the “game format” to learn, and nursing has noted an increase in scores. Lastly, these [reports](#) are shared with faculty via e-mail and are on the College website under “Assessment.” The procedure for course-level Assessment is as follows:

1. The Director of Accreditation and Assessment will announce when Course-Level Assessments are due and will send a link to the Course-Level Assessment Form via e-mail.
2. Faculty will pick one Student Learning Outcome from one course to assess; faculty are responsible for only one report.
3. Faculty will complete and submit the Course-Level Assessment Form to the Director of Accreditation and Assessment by the end of the semester.
4. The Director of Accreditation and Assessment will provide a summary of the Assessment Report at the next Governance Day. The Director of Accreditation and Assessment will also announce via e-mail when the Assessment Report is available on the College’s website.

Another aspect of Course Student Learning Outcomes Assessment is the use of syllabi in the classroom. The previous Director of Accreditation and Assessment had developed a rigorous syllabi process that integrated Course, Program and General Education Outcomes assessment into the syllabi. The previous syllabi had three parts: course information, mapping of outcomes, and college policies. The visitors, faculty, and

students all had a difficult time following the syllabi and determining what the actual expectations for the course were; one visitor even said that “it would take a decoder ring to figure it out.” Faculty also became confused regarding Course Student Learning Outcomes versus General Education Outcomes. After the visit, the new Director of Accreditation and Assessment began working on a new procedure for syllabi and the syllabus format. With faculty input and Faculty Senate approval, SIP 2171 Syllabi’s and SCP 2171A was developed and approved by the Presidential Cabinet. The Chief Information Officer introduced the idea of merging Banner and the new syllabi format together and creating a standard document that allowed faculty to have input. A pilot was done in the Summer 2023 term and showed few glitches, which were easily fixed for Fall 2023. Faculty expressed satisfaction with the new syllabi, especially with the hyperlinks to school policies. In case faculty doesn’t want to use the links, a [copy](#) of the policies are on the college’s website. Faculty received professional development regarding the new syllabi and the importance of keeping the same format, as well as how to add their individualized information. A copy of the syllabi can be found under “Assessment” on the college’s website. Also, for faculty’s convenience, a copy of their Course Student Learning Outcomes are maintained.

Program-Level Assessment

Program-Level Assessment was an area that was cited as “Met with Concern.” Southern had Program Outcomes that were not measurable or realistic, had identical Program Outcomes for different programs and certificates, no curriculum mapping, no certain procedure, and no data; this area was of great concern and confusion. Southern West Virginia Community and Technical College has a long history of celebrating great

success with their programs' reputation of turning out professionals and achieving exceptional outcomes. Realizing that a procedure was needed to gather data and show student success was an important first step in moving forward in Assessment. After many conversations and collaborative meetings, Southern's Academic Assessment Subcommittee ("Assessment Academy"), along with their Chief Academic Officer, Deans, and Directors, began implementing the Assessment Plan by updating the Program Outcomes, doing curriculum mapping, and updating the [Faculty Assessment Guide](#) on Program Assessment. The Director of Accreditation and Assessment developed an annual survey and will be modifying it based on the results and recommendations of the Program Directors. A [copy](#) of the cumulative results from the Program's Annual Survey is available on the website.

Lastly, Southern follows Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, [Policy Regarding Program Review](#) for the Five-Year Program Reviews. Now Southern has the following Assessment methods in place to view Program Assessment: Program Outcomes, curriculum mapping, annual survey, and Five-Year Program Review. The [timeline](#) for Program-Level Assessment is provided in the [Faculty Assessment Guide](#).

Co-Curricular Assessment

Southern defines "Co-Curricular" as, "Learning activities, programs, and experiences that reinforce or complement the College's mission, values, and formal curriculum." Using a collaborative approach between Student Services, faculty, and administration, Southern has incorporated part of the Higher Learning Commission's definition and their mission in developing their personalized definition of "Co-Curricular."

Southern believes that co-curricular activities are part of a student's academic journey and contribute to student success. "Co-Curricular" may include Southern's various clubs, organizations, workshops, and other services it offers to help students achieve their goals.

Along with the definition, Southern developed a **Co-Curricular Assessment Plan**, which is in its infancy stages. The Co-Curricular Team decided to incorporate the General Education Outcomes and CAS standards when writing the **Co-Curricular Department Outcomes**. Instead of having "Program Outcomes," Student Services is divided into departments, then into various programs. After the Department Outcomes were developed, the Director of Student Success, Director of Admissions, Director of Financial Assistance, and the Registrar developed one Program Outcome for their department to start the process of collecting data. As the process is refined, more Program Outcomes and timelines will be developed.

Other

Southern has also begun developing an Administrative Assessment to show how data is used in the budgetary process. The following units will be using this assessment to analyze their needs and shortcomings: Workforce, Information Technology, Foundation, Finance, and Human Resources. This assessment will be completed every three years.

4.B.2 Assessment Data to Improve Student Learning Summary

Core Component 4.B was identified as "Met with Concern" in previous visits and again in the **___date___ IAC Hearing Committee Report**; however, the Visiting Team also identified weaknesses in process and planning. Even with Course Student

Learning Outcomes reviewed, many statements were considered not measurable, and the team felt that it would frustrate attempts to understand student performance; furthermore, the areas of General Education, Program, and Co-Curricular Assessment were positioned for Assessment activity but were not yet implemented. Since the visit, Southern has made enormous strides toward developing outcomes that are measurable, realistic, and observable, as well as developing ways to collect and analyze data at the General Education, Program, and Course Student Learning levels. Even though Southern had piloted and initiated some collection of data, it was not enough to satisfy the criterion, and more work was needed.

General Education Outcomes Assessment Data

After updating the General Education Outcomes and Rubrics, Southern was eager to begin collecting data. Southern initiated a pilot in the 2023 summer term with the five rubrics being assessed and data collected using Brightspace and Argos. Southern discovered that the rubrics were easy to attach and collected the data without difficulty. The following General Education Outcomes and Rubrics were successfully embedded in Brightspace:

1. Written Communication
2. Verbal Communication
3. Quantitative Literacy
4. Critical Thinking
5. Intercultural Knowledge and Competence

Need to insert data

Course Student Learning Outcomes Assessment Data

Identified as one of the strengths of Southern's Assessment Plan, Course Student Learning Outcomes Assessment has continued to grow. Faculty complete one assessment report per semester, which is submitted to the Director of Accreditation and Assessment for review. Even though faculty's Course Student Learning Outcomes Form was changed, Southern still relies on the "Plan, Do, Study, Adjust" Cycle for making changes in the classroom and allocations in the budget. These reports, the [Academic Subcommittee Reports](#) and the [Post Assessment on HIPS \(High Impact Practice\)](#), provide data on how Southern is continuing to assess courses and make changes. Because of the data, Southern purchased software for faculty and students, software for the classroom, and equipment for the classroom. Southern also purchased Kahoot, a game-based learning platform that brings engagement and fun in the classroom. Students enjoy the game and can make quizzes to help learn the material for an exam. Also, Southern purchased Grammarly to help improve with writing styles and communication; furthermore, Southern is invested in buying Game-Pro cameras for faculty to help in the classroom. Lastly, after noted decreased attendance during and after Covid, Southern, in the Fall 2023 term, implemented a new classroom modality called Hyflex. This modality enables a flexible participation policy for students, where they can choose to attend face-to-face synchronous class sessions in-person (traditional), complete class by watching it on Zoom, or watch the recording later. This gives the learner a choice, equivalency, reusability, and accessibility to education. It will require that the course be developed in Brightspace for both classroom and online instruction and the instructor be organized and have the technology available. The

above-mentioned actions were based on the Course Student Learning Outcomes Reports and student surveys.

Program-Level Assessment Data

Program-Level Assessment was identified as an area of weakness because of the lack of measurable Program Outcomes, lack of actions for improvement of teaching and learning, lack of common and consistent content on the website regarding program listings, and lack of implementation of the Assessment Plan at the program level. Southern used each visitor's findings to begin making changes. The foundation of a modified plan was already in place, and the Academic Assessment Subcommittee ("Assessment Academy") agreed that it was time for implementation. The process of assessing Program Outcomes is documented in the [Faculty Assessment Guide](#).

One of the first things completed was to revisit the Program Outcomes and adjust some wording. With the assistance of the Director of Accreditation and Assessment, the Chief Academic Officer, Academic Deans, and the Directors, the Program Outcomes were updated and placed on the website. The previous visitors noted that the certificate programs and degree programs had the same outcomes, and these also were modified. The College brought in a consultant to help explain the differences between Course Student Learning Outcomes and Program Outcomes. With this knowledge, more updates were completed.

After completing the rewriting of Program Outcomes, the Program Directors reviewed their program curriculum mapping. This mapping shows how the General Education Outcomes are integrated into each program and how their Program Outcomes are met in each course. Curriculum mapping helped the Directors note any

gaps or overlaps in their curriculum so changes could be made to improve student learning. Because of this mapping, two programs, Paramedic Science and Criminal Justice, requested curriculum changes through the Curriculum and Instruction Committee. For example, Criminal Justice requested the following changes:

1. Remove CS 102 Computer Literacy
2. Remove AH 122 First Aid
3. Remove AH 124 CPR
4. Remove CJ 216 Corrections Management
5. Remove SO 200 Sociology as a pre-requisite
6. Add EN 102 as an alternative course
7. Add CJ to PY 226 in the catalog.
8. Re-Sequence PS 202, EN 115, and BU 205

The justification for this request was that it would help streamline the Criminal Justice program and eliminate confusion on what course to take for different pathways. The student will achieve one baseline Criminal Justice degree while maintaining the smooth transition to a four-year degree program.

Southern WV Community and Technical College Information Technology Department has strived to make the website's content consistent and clear regarding the programs, certificates, and skill sets. All programs have at least a mission, goal, Program Outcomes, and curriculum and achievement data. Those programs that have a handbook have them posted for student access and public view. In the narrative of the programs that prepare students to take a certification or licensure exam, the Program Directors have disclosed information regarding the U.S. Department of Education

implemented regulations (Regulation 34 CFR 668.43 (a) (5) (v)), which requires Southern WV Community and Technical College's Associate Degree Nursing Program to provide a list of all states/jurisdictions where the institution's curriculum meets state educational requirements for professional licensure or certification.

Another important component of Program Assessment is the annual survey that was developed in Microsoft Forms. This [survey](#) report was sent to various Program Directors and addressed the findings of the first annual program survey conducted using Microsoft Forms. Currently, Southern has 16 programs resulting in a degree; six of them are nationally accredited, and Business Accounting and Business Administration is in the process of obtaining accreditation. The areas included mission statement, congruency of the mission statement to the College, advisory board, faculty support, Student Services, resources, Program Outcomes, and benchmarks. A copy of the survey with results is available for review. The response rate for the survey was 88% (N=16). The areas of mission statement, attendance at advisory meeting, faculty, and usage of Student Services were evaluated as satisfactory. Retention rates vary from 50-78%, and completion rates were from 48-100%. The areas needing improvement were related to the Program Outcomes being discussed in advisory meetings (77%) and adequacy of resources (86%. N=15/16). These numbers may be slightly decreased due to the newness of focusing on Program Outcomes' measurement and data and the realization that these outcomes lead the program to success. Once a need is identified by a program, Southern administration and finances have always been willing to invest in the various programs at Southern, which has led to the updating of labs and classrooms. Through various expansion grants and Perkins

funds, Southern has been able to maintain state-of-the-art Allied Health Skill Labs and simulation centers.

Southern has continued to do the Five-Year Program Reviews as required in Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, [Policy Regarding Program Review](#). Southern has a rotating Program Review schedule that is updated annually to reflect which program reviews are to be done in the following years. For example, when Paramedic Science was due for review, the Program Director found that the graduation rate had decreased significantly for the Paramedic Science degree but not for the Emergency Medical Technician (EMT) degree. Because of the severe shortage of First Responders in West Virginia, students who obtained their EMT degrees were quickly hired and began working and supporting their families. Southern realized that the EMT program was needed, but so was the Paramedic Science program; therefore, a change in the program occurred. Classes were realigned in the Emergency Management Services/Paramedic Science by allowing students to test for their National Registry Advance Emergency Technician (AEMT) after the first semester of the program. This allowed for certified AEMTs to bridge over to Paramedic Science starting in the second semester. This change was a direct result of data analysis and recognizing a need of the community (see [article](#)).

Co-Curricular Data

After creating a definition and an Assessment Plan for Co-Curricular, Southern has implemented analyzing data. The College was collecting simple descriptive statistics on attendance to various program, admission levels, and on how many students used the resources available, but the various programs did not have a

Program Outcome. Each department developed one Program Outcome for one of their programs and collected data. **The results are as follows:**

Administrative Assessment Data

In October 2023, Southern decided to integrate administrative assessment into the Assessment model. The departments under this section include Human Resources, Finance, External Affairs, and Workforce. These departments have an indirect effect on students and show support for the departments that have direct interaction with the students. Without administrative support, Southern could not achieve their mission of student success in their education journey. **Data from Tool**

4.B.3 Process and Methodology

Effective Assessment that reflects good practice and participation by all is a matter of commitment to Southern, not simply a matter of compliance. Southern is dedicated to establishing a culture of Assessment embedded in every aspect of the educational process, from student service to academia to co-curricular to administration. This active participation in the College's processes and methodologies to assess student learning is apparent in the Assessment Model, the amount of professional development offered, and a college-wide attitude that understands the importance and value of Assessment.

Southern is creating a culture of Assessment and good practice by developing procedures and expectations that involve faculty in every facet of the Assessment process. Timelines are created, and announcements are made in monthly town hall

meetings. Faculty are informed when various Assessment items are needed, and deadlines are specified. Reporting responsibilities include Course Student Learning Outcome Reports, program-level annual surveys, attaching General Education Rubrics to assignments and quizzes, program reviews, and review of syllabi.

Faculty and other employees are supported in Assessment by the Director of Accreditation and Assessment, who is also a faculty member, the Chief Academic Officer, the President, the Chief Information Officer, the Director of Institutional Research, Finance, and many more. Southern provides Assessment training and opportunities for continued growth in the accreditation and Assessment processes. Assessment is part of faculty's contract and may be part of faculty's evaluation, as well as help with advancement. Faculty are encouraged to participate in Assessment during meetings, governance days, and in the classroom.

Southern's processes of Assessment described in 4.B.1 establish newly stated measurable, realistic, and observable outcomes and ways to assess at the three levels: General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. The College has developed and followed a timeline that clearly explains when various assignments are due:

Summary Timeline for Assessment

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data and reminds faculty which General Education Outcomes are to be assessed.	Collect General Education data. Develop strategies.				Collect General Education data. Develop strategies.				Assessment Report	
Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
Director of Accreditation and Assessment requests data from Director of Institutional Research	Director of Accreditation and Assessment meets with Deans and Program Directors	Deans, Program Directors, and faculty work on Reviews		Completed Reviews sent to Director of Accreditation and Assessment		Revised Reviews sent to Academic Student Affairs Committee	Revised Reviews sent to President's Cabinet	Revised Reviews sent to Board of Governors and Community and Technical College System by May 31		
Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
Program Directors and Deans start Annual College Survey	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select	Collect Data		Collect Data		Collect Data	Program Directors and Deans submit Part II of Annual College Survey to Director of Accreditation and Assessment	Program Directors and Deans submit Annual Surveys to Accreditation Offices, as well as Director of Accreditation and Assessment		

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
	20% of Program Outcomes to assess									

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.	Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.								Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Chief Student Services Officer collects data.								Chief Student Services Officer submits report to Director of Accreditation and Assessment		
								Chief Student Services Officer and Co-Curricular Committee plan co-curricular assessment for next academic year		

Timeline Key:

Blue – Institution Learning Assessment- General Education Outcomes

Yellow- Program-Level Review: Five-Year

Orange- Program-Level Review: One-Year

Pink- Course-Level Assessment

Red-Co-Curricular Assessment

The Academic Assessment Subcommittee (AAS) (“Assessment Academy”) provides assessments regarding the assurance of quality and consistent teaching and learning through the student’s education journey. The Academic Assessment Subcommittee has made great strides in quantifying the General Education Outcomes; this was noted by the Mentor from the Higher Learning Commission’s Assessment Academy when she wrote:

[T]he GE outcomes are only being rewritten to qualify their connection to their measure. Since this was a major development that emerged during the first part of the Assessment Academy project, Southern is now well-invested in rubric development and collection of data artifacts at this stage, not rewriting outcomes that have been in development with a long body of evidence supporting them. The use of a fillable syllabi format and Kahoot as a course-level technology tool that was requested by faculty are deservedly touted as successes in responding to faculty assessment needs.

The Academic Assessment Subcommittee is now in the second phase of its Academy Project: gathering and analyzing of data to note trends and make changes for improvement. In the past few months, Southern has made positive strides in making data-driven decisions. Some of these have been at the request of the Academic

Assessment Subcommittee, based on Course-Level Assessments, Argos reports on General Education Outcomes, and Program-Level Assessments. This 100% faculty-driven committee meets monthly and is open to the college community; the committee follows Robert's Rules of Order and takes minutes. Based on the mentor's suggestion, this committee will divide into two groups but still meet monthly. Also, this committee collaboratively created the Faculty Assessment Guide, which gives tips on Assessment, Bloom's Taxonomy, and the writing of Student Learning Outcomes versus Program Outcomes and General Education Outcomes.

Another important collaborative effort at Southern was the creation of the new syllabi format. Faculty Senate and the Academic Assessment Subcommittee worked to develop the format and what they felt was needed in a syllabus. After approval from the Academic Student Affairs Committee, President's Cabinet, and the public for 30-day comment, the format was sent to Information Technology, which hypothesized they could do a Banner merge into the syllabi and keep information consistent and constant. Faculty were still able to add their parts, thereby ensuring academic freedom.

Showing support for accreditation, Southern's Board of Governors has placed the Accreditation Liaison Officer (ALO), who is an ex-officio member of the Academic Assessment Subcommittee, on each meeting's agenda. These informative presentations provide a main avenue for keeping the Board of Governors up-to-date on what is occurring with Assessment and accreditation.

Southern is moving forward in using Assessment tools, such as Brightspace, rubrics, surveys in Microsoft Forms, and Argos, in collecting data for the three levels of academic Assessment. Southern also recognizes the importance of collecting co-

curricular data and using it to make changes to their programs. Administrative assessment is the next challenge and is showing promise toward modification of budget issues based on data analysis.

Electronic Resources

Institutional Governance Handbook

SIP-2171, *Minimal Qualifications of Faculty*

[Affirmative Action Plan](#)

[West Virginia Higher Education Policy Commission \(HEPC\) Resources Data](#)

[SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists](#)

[SIP-3160, Course Syllabus](#)

[SIP-3160.A, Course Syllabus Format](#)

[General Education Rubrics](#)

[General Education Outcomes](#)

[SCP-3637, General Education Philosophy and Goals](#)

[Faculty Assessment Guide](#)

[Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices](#)

[SCP-2218, Evaluation of Full-time Faculty](#)

[SCP-2218.A, Faculty Evaluation Forms](#)

Faculty Handbook

[SIP-2220, Course Feedback](#)

[SIP-2220.A, Course Feedback Survey](#)

SCP 2664---?

[SIP-7000.A, E-mail Procedures and Guidelines Governing Distribution Lists](#)

Co-Curriculum CAS Standards Reports

Performance Appraisal Forms

[SCP-2624, Employee Development](#)

[SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers](#)

[SIP-2165, Educational Release for Classified Employees](#)

College Catalog

Co-Curricular Handbook

Curriculum and instruction Minutes May 2023



President's Board of Governors Report
Dr. Pamela L. Alderman
August 15, 2023

- Mortuary Science program development in progress
- Attended Wyoming County Board of Education meeting regarding Early College Academy for 2023-2024.
- Met with Senator Stover and members of the Wyoming County Commission at the West Virginia State Capitol to discuss Wyoming Campus
- Attended regular monthly board meetings.
- Attended Coalfield Health Center Finance Committee and Board Meeting.
- Hosted representatives from Goodwill to discuss partnership.
- Attended CAO/Provost Statewide meeting.
- Attended ARH Advisory Board meeting.
- Met with Boone Memorial General Counsel, Ray Harrell, regarding partnership and grant opportunity.
- Participated in two Energy Express Read Aloud events (Ramage Elementary and Williamson Pre-k through 8) Bestfoot was on hand for the event.
- Peter Dolcart, from the Richmond Federal Reserve Bank, who contacted me regarding hosting a Workforce Roundtable Discussion on Tuesday, August 29, at 2:30 pm.
- Met with West Logan Church School regarding classroom and office space availability in the Fall for the 2023-2024 academic year. Their students will be enrolled in the ECA program during the morning, and they will use our classrooms during the afternoon for additional instruction.
- Preparations for Fall semester are underway, I have participated in radio remotes and tv interviews promoting registration. Faculty Convocation was held on August 14th and 15th.
- Nursing Boot Camp is currently being held on August 15th and 16th.
- New Student Orientation will be held August 17th.
- Softball Tournament in memory of Sgt. Cory Maynard was held at the Ted Ellis Baseball field in Chapmanville on August 12.
- A NASA representative will be on campus September 26th.
- Will host a ribbon cutting event to showcase two new CDL simulators. (Date not finalized)
- Met with Viewpoint to discuss logistics of the upcoming visit. A film crew will be on campus sometime in October. Filming will take approximately 8-9 hours. It is anticipated the show will air on PBS in February 2024.
- Held Mine Management Reimagined meeting with coal executives on August 9, 2023.
- C.A.E will be on campus to demonstrate their simulators and provide continuing education for employees and/or community members.

EFFECTIVE

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE**

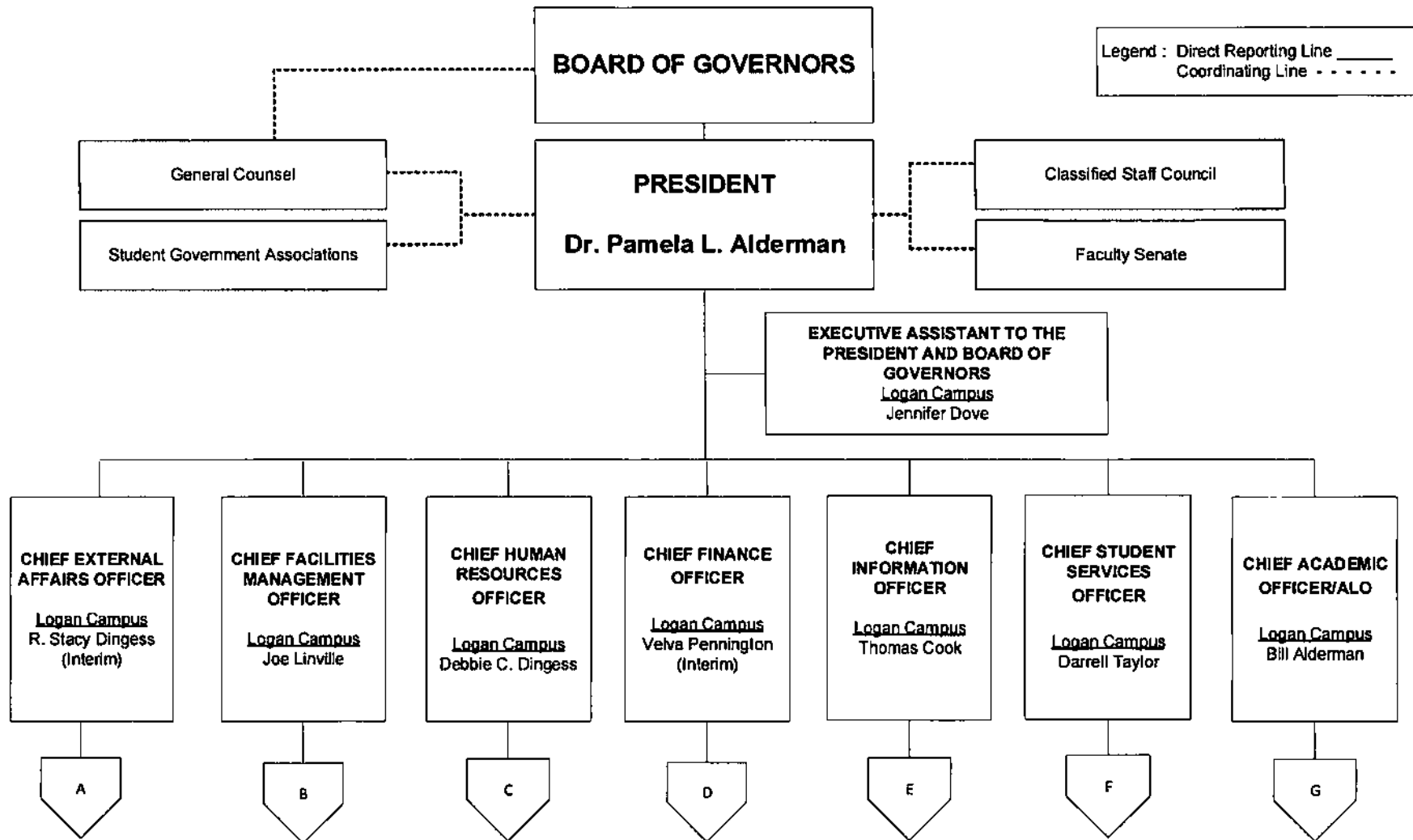
Organizational Chart

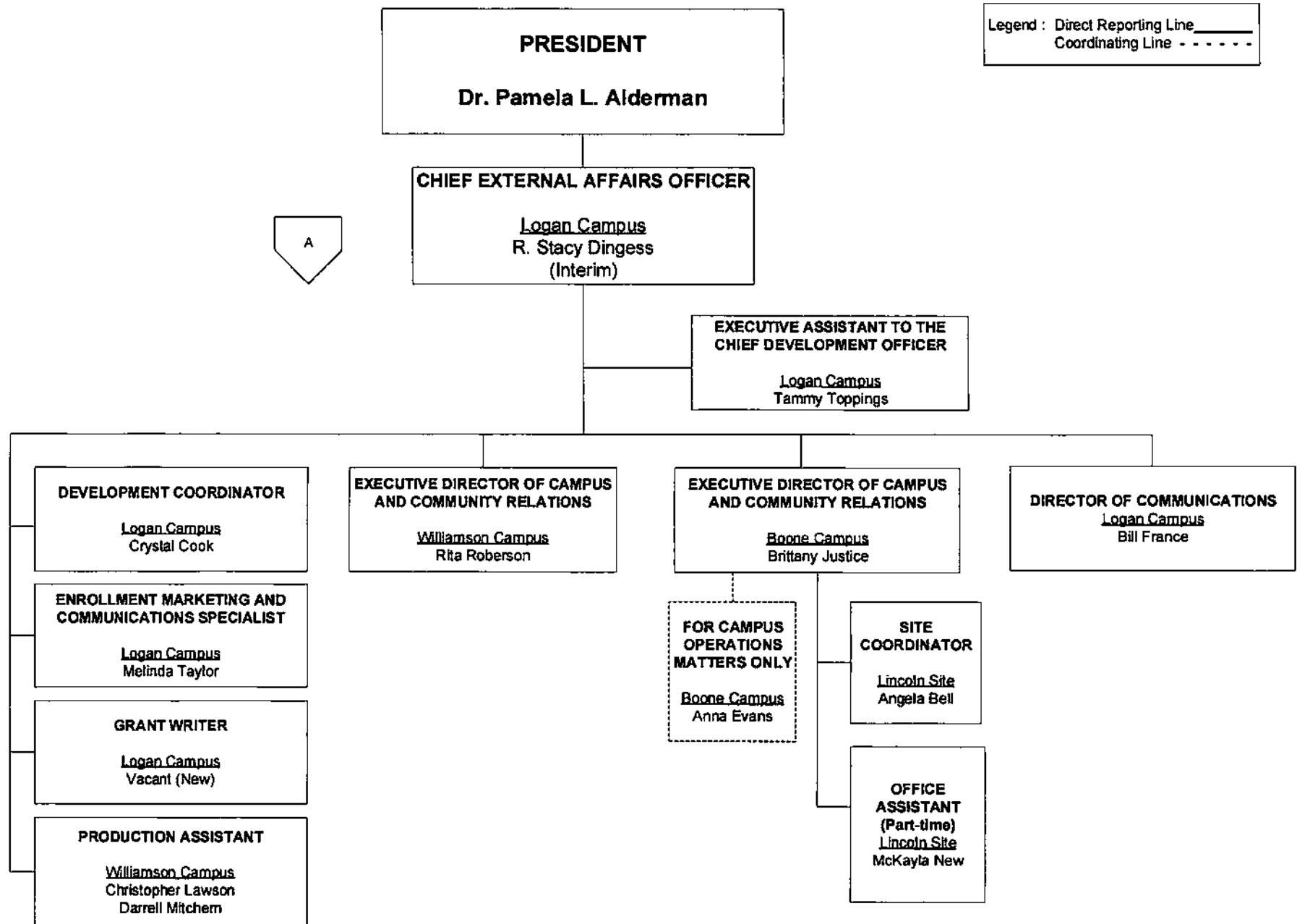
DRAFT
August 7, 2023

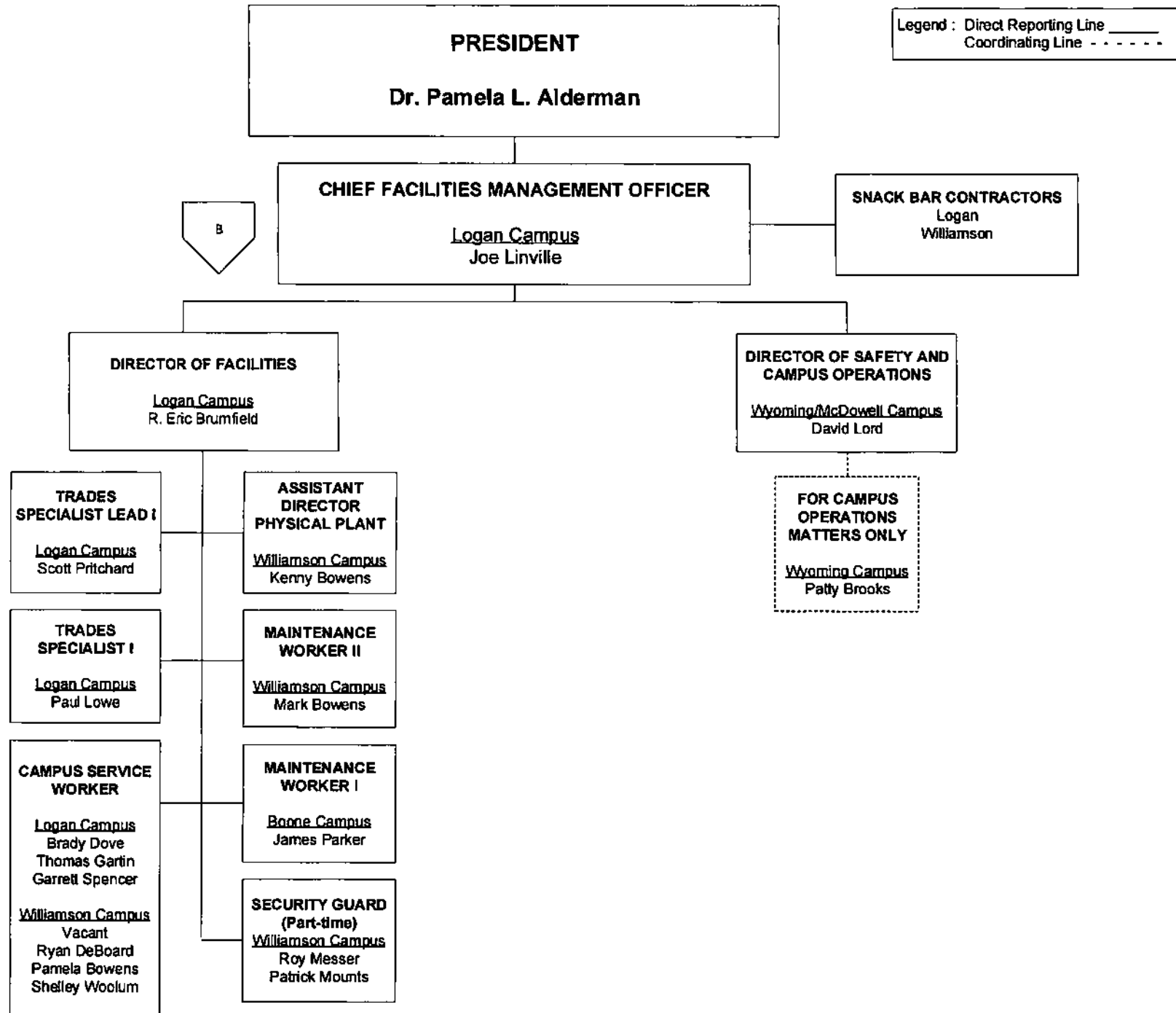
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
ORGANIZATIONAL CHART

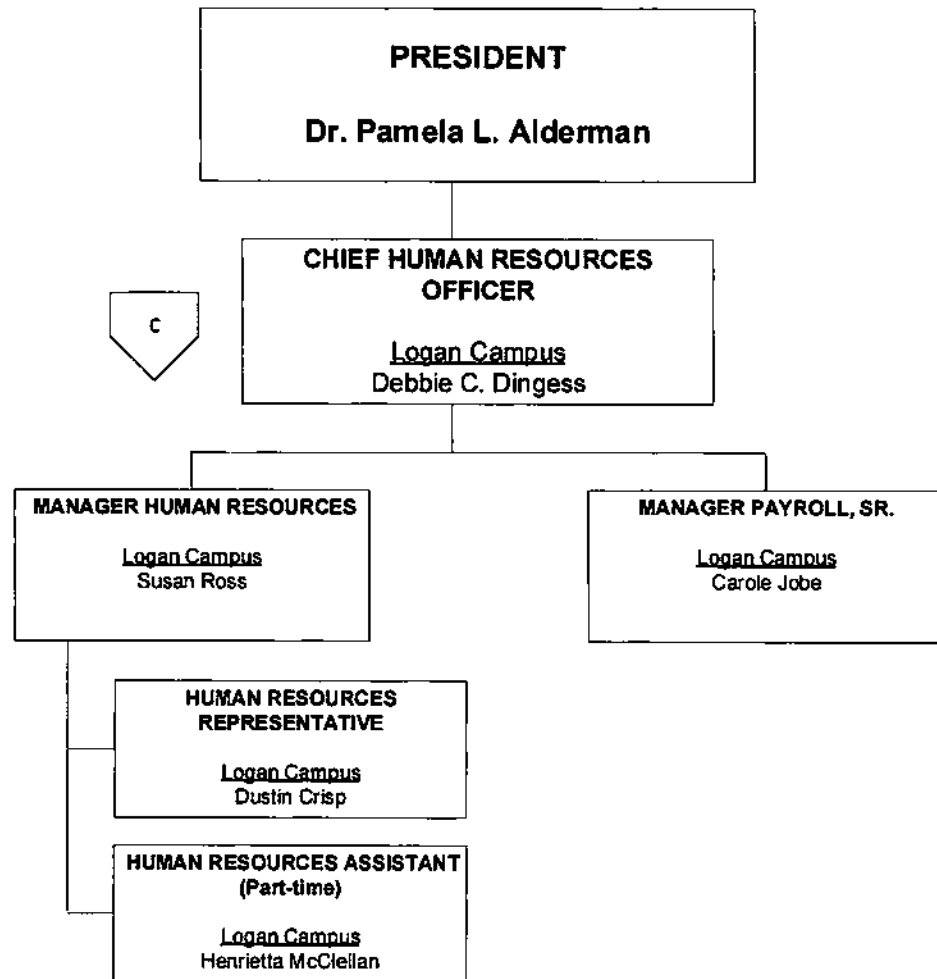
53

President.....	INDEX	Page 1
President's Cabinet		
Development.....		Page 2
Communications		
Community Relations		
Development		
Facilities		Page 3
Human Resources.....		Page 4
Business Services		Page 5
Controller		
Budgets and Purchasing		
Office of Information Technology		Page 6
Applications Programming/Development		
Distance Education		
Web Development		
Institutional Research		
Network Services		
User Services		
Student Services.....		Page 7-8
Admissions.....		Page 7
Financial Assistance.....		Page 7
Registrar.....		Page 7
Student Success.....		Page 7
Workforce Development.....		Page 8
Academic Affairs/ALO.....		Page 9-11
Accreditation and Assessment.....		Page 9
Library Services.....		Page 9
Arts and Sciences Professional and Transfer Programs.....		Page 10
Allied Health and Nursing		Page 11
Professional and Technical		Page 11

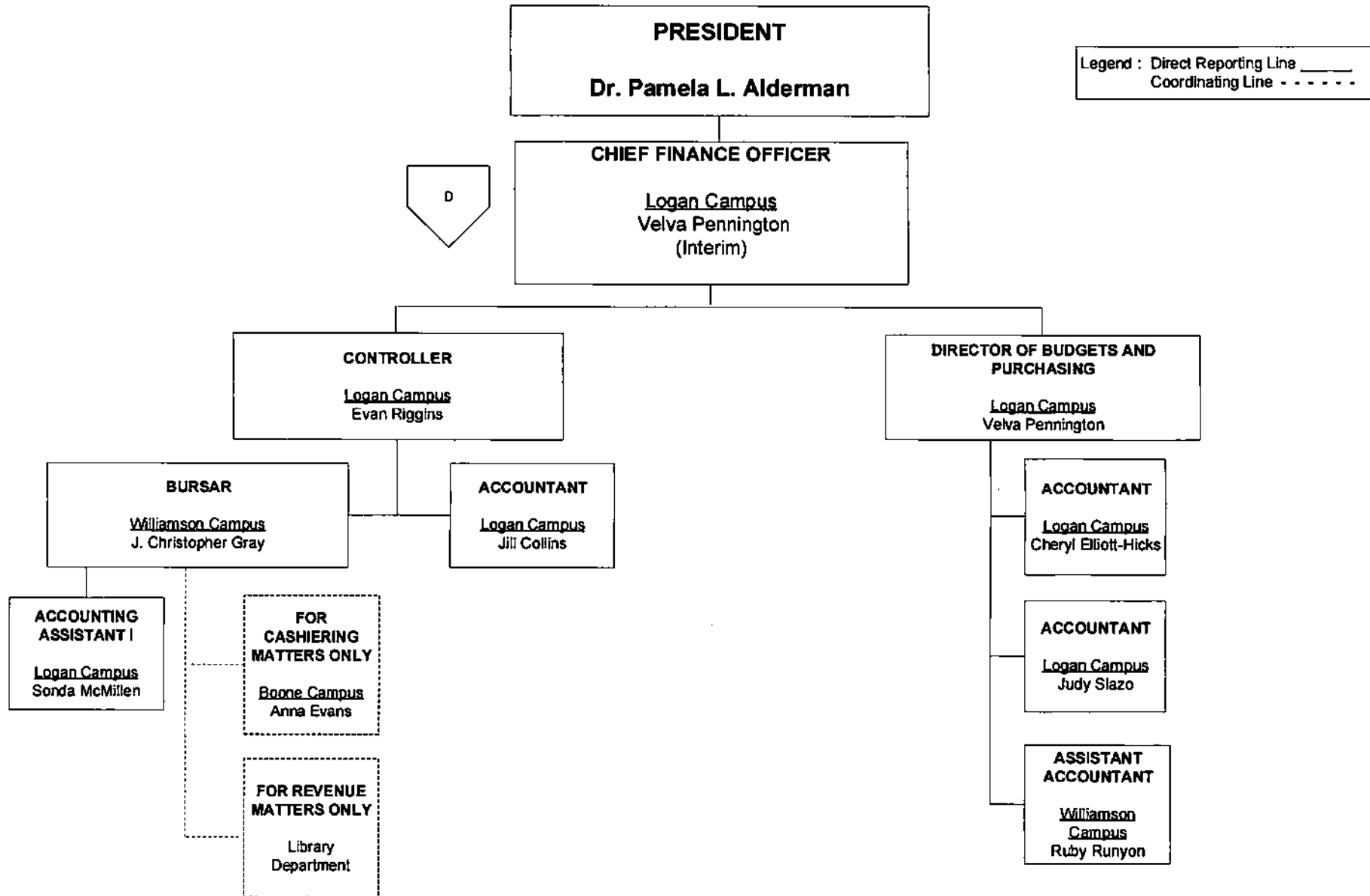


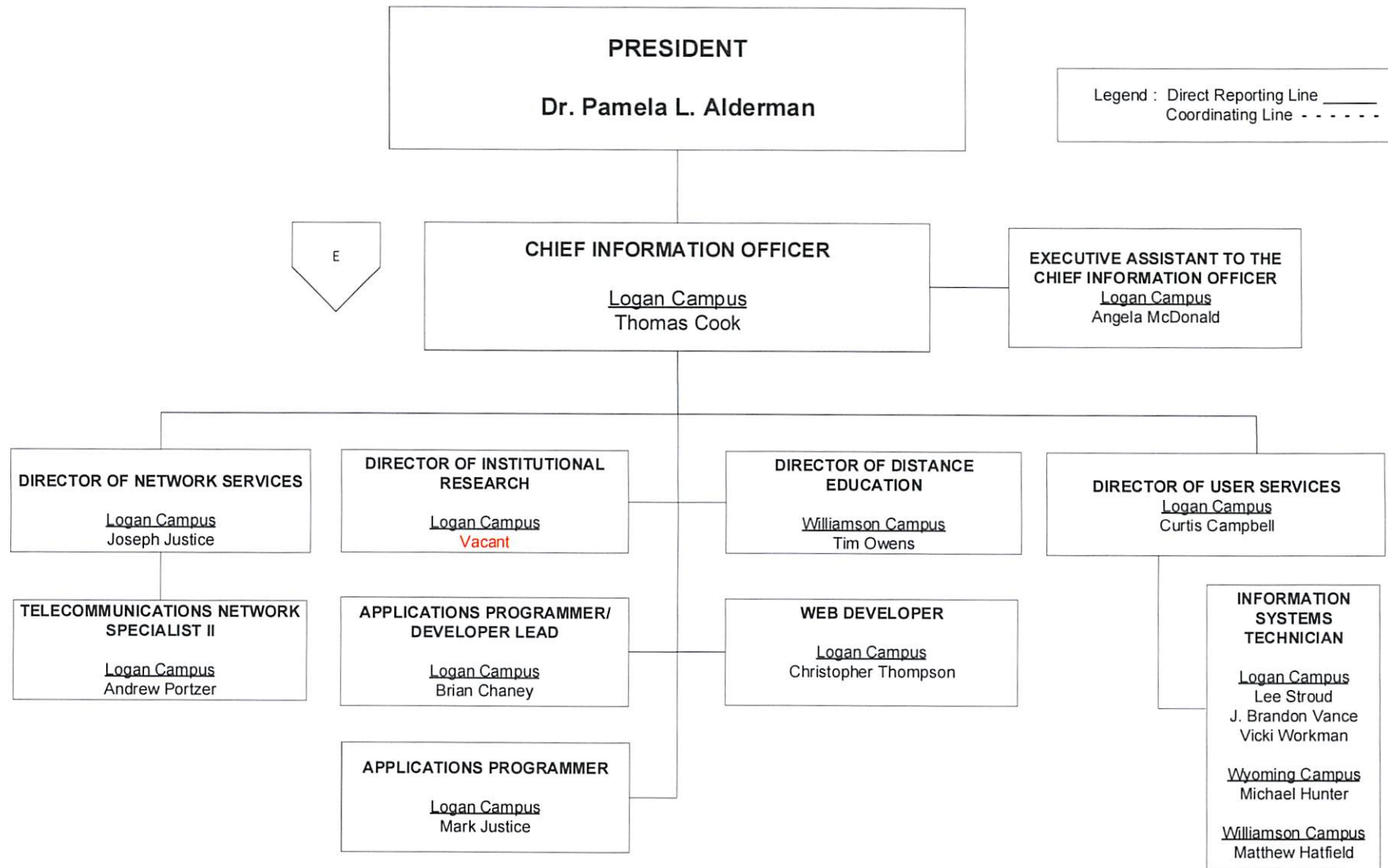






Legend : Direct Reporting Line _____
Coordinating Line - - - - -





PRESIDENT**Dr. Pamela L. Alderman**

Legend : Direct Reporting Line _____
 Coordinating Line - - - - -

CHIEF STUDENT SERVICES OFFICER

Logan Campus
 Darrell Taylor

STUDENT GOVERNMENT ASSOCIATIONS

**EXECUTIVE ASSISTANT TO THE CHIEF
STUDENT SERVICES OFFICER**

Logan Campus
 Shelly Parker

**DIRECTOR OF STUDENT
SUCCESS**

Logan Campus
 Dianna Toler

**STUDENT SUCCESS
ADVISOR**

Boone Campus
 Vacant

Logan Campus
 Brian Carter
 Michele Moore
 (TANF Grant)

Williamson Campus
 Rhonda Collins
 Roger Williamson
 Vacant
 (TANF Grant)

Wyoming Campus
 Vacant

**FOR STUDENT
SUCCESS MATTERS
ONLY**

Lincoln Site
 Angela Bell

**STUDENT SUCCESS
CENTER
COORDINATOR**

Logan Campus
 Hattie Newsome

**CAREER
SERVICES
COUNSELOR**

Logan Campus
 Vacant
 (Perkins Grant)

DIRECTOR OF ADMISSIONS

Logan Campus
 Tim Ooten

**PROGRAM
ASSISTANT I**

Logan Campus
 Brittany Fekete

**RECRUITMENT AND
OUTREACH
SPECIALIST**

Logan Campus
 Mike Collins

**STUDENT
COMMUNICATIONS
SPECIALIST**

Williamson Campus
 Shelly Stewart

**PROJECT
COORDINATOR
(Part-time)**

Logan Campus
 Kelsey Lemmon

**FOR ADMISSIONS
AND/OR STUDENT
RECORDS
MATTERS ONLY**

Lincoln Site
 Angela Bell

**FOR ADMISSIONS
MATTERS ONLY**

Boone Campus
 Anna Evans

Wyoming Campus
 Patty Brooks

REGISTRAR

Logan Campus
 Teri Wells

**STUDENT
RECORDS
ASSISTANT**

Williamson Campus
 Paula Maynard

**TRANSFER
COORDINATOR**

Logan Campus
 Angela Dotson

**PROGRAM
ASSISTANT I**

Boone Campus
 Anna Evans
Wyoming Campus
 Patty Brooks

**DIRECTOR OF FINANCIAL
ASSISTANCE**

Logan Campus
 Stella Estepp

**ASSOCIATE
DIRECTOR OF
FINANCIAL AID**

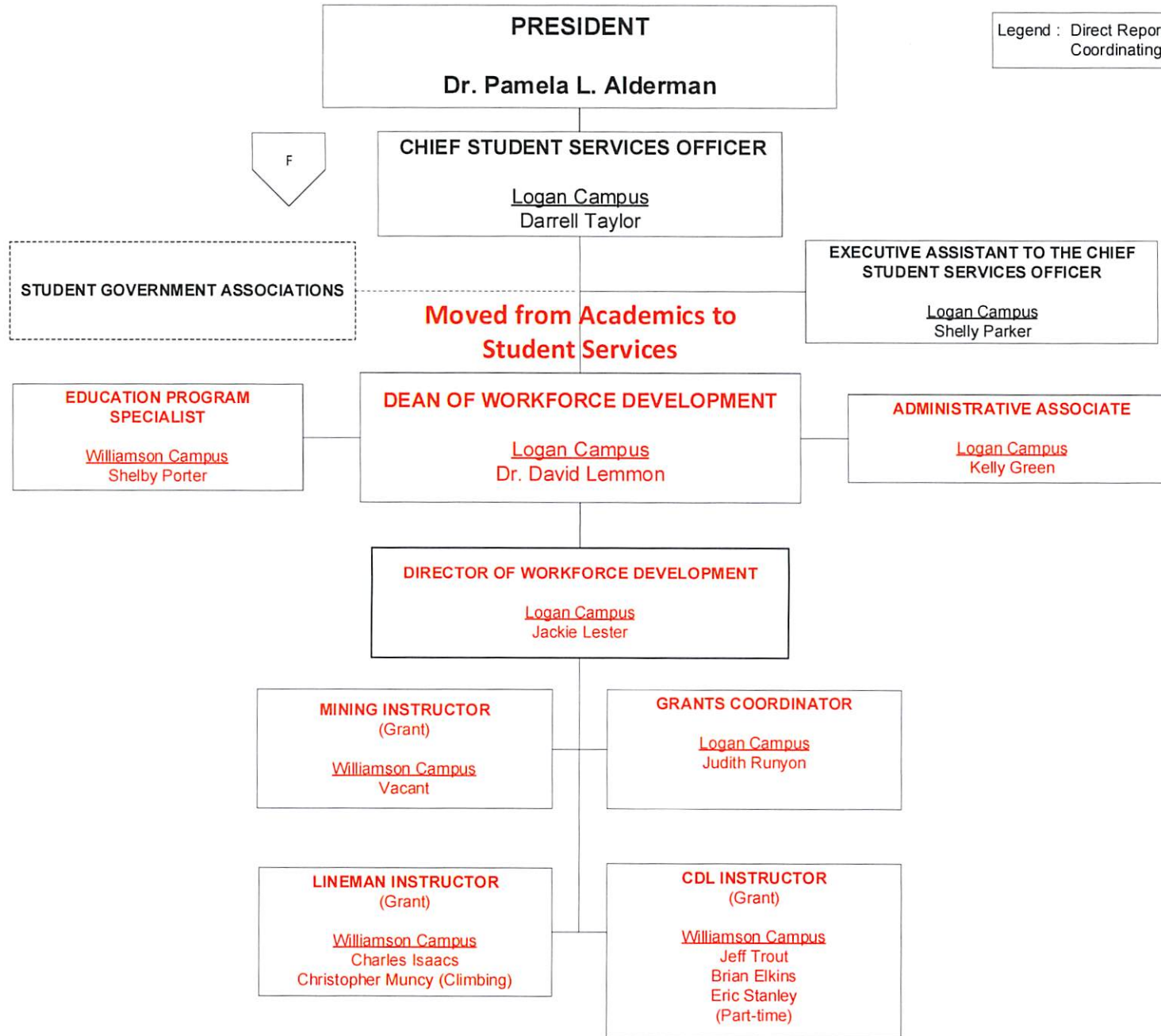
Logan Campus
 Mary Trent

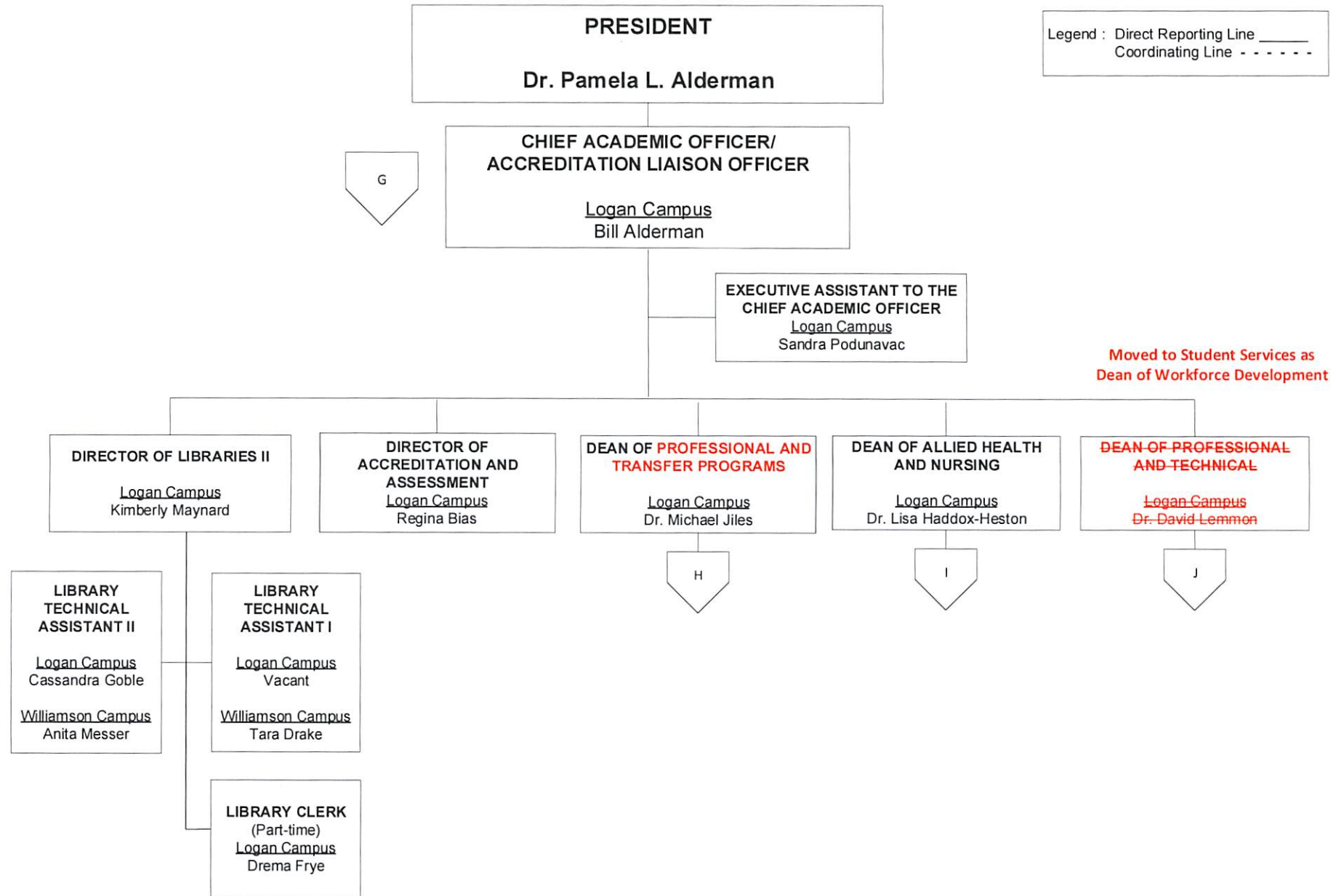
**FINANCIAL AID
COUNSELOR**

Logan Campus
 Beverly McDonald
Williamson Campus
 Kelly Jacobs

**FINANCIAL AID
ASSISTANT
(Part-time)**

Logan Campus
 Vacant





PRESIDENT

Dr. Pamela L. Alderman

Legend : Direct Reporting Line _____
Coordinating Line - - - - -

CHIEF ACADEMIC OFFICER

Logan Campus
Bill Alderman

H

DIRECTOR OF EDUCATIONAL OUTREACH (BOG/ECA/DUAL CREDIT)

Logan Campus
Joshua May

DEAN OF PROFESSIONAL AND TRANSFER PROGRAMS

Logan Campus
Dr. Michael Jiles

ADMINISTRATIVE ASSOCIATE

Logan Campus
Katlyn Justice

DIRECTOR OF ARTS AND HUMANITIES

Logan Campus
Will Alderman

DIRECTOR OF MATH AND SCIENCES

Lincoln Site
Christopher Ward

DIRECTOR OF PROFESSIONAL AND TECHNICAL

Logan Campus
Vacant

EDUCATION FACULTY

Logan Campus
Nicole Vineyard
Vacant
(Grow Your Own Grant)

HUMANITIES FACULTY

Boone Campus
Larry D'Angelo

Logan Campus
Will Alderman
Nathan Freeman
Tehseen Irfan
Lillie Teeters

Williamson Campus
Adam Banks
Vicky Evans

SOCIAL SCIENCES FACULTY

Logan Campus
Kevin Dingess
Dr. Charles Keeney

Williamson Campus
Dr. Susan Baisden

MATHEMATICS FACULTY

Boone/Lincoln Campus
Christopher Ward

Logan Campus
Susan Baldwin
Liza Jackson
Michael Kitchen

HUMANITIES FACULTY

Logan Campus
Matthew Mayo

SCIENCES FACULTY

Boone/Lincoln Campus
Dr. Rebecca Pratt

Logan Campus
Vacant
Vincent George
Guy Lowes
Stephanie Woodrum

Williamson Campus
Kimberly Hensley

BUSINESS FACULTY

Logan Campus
Douglas McCloud

Logan Campus
Stephanie Mounts

Williamson Campus
Gordon Hensley

INFORMATION TECHNOLOGY FACULTY

Logan Campus
Erica Farley
Rick Thompson

Boone Campus
Matthew Payne

DIESEL TECHNOLOGY FACULTY

Williamson Campus
Vacant

ELECTRICAL ENGINEERING FACULTY

Williamson Campus
Timothy Moseley

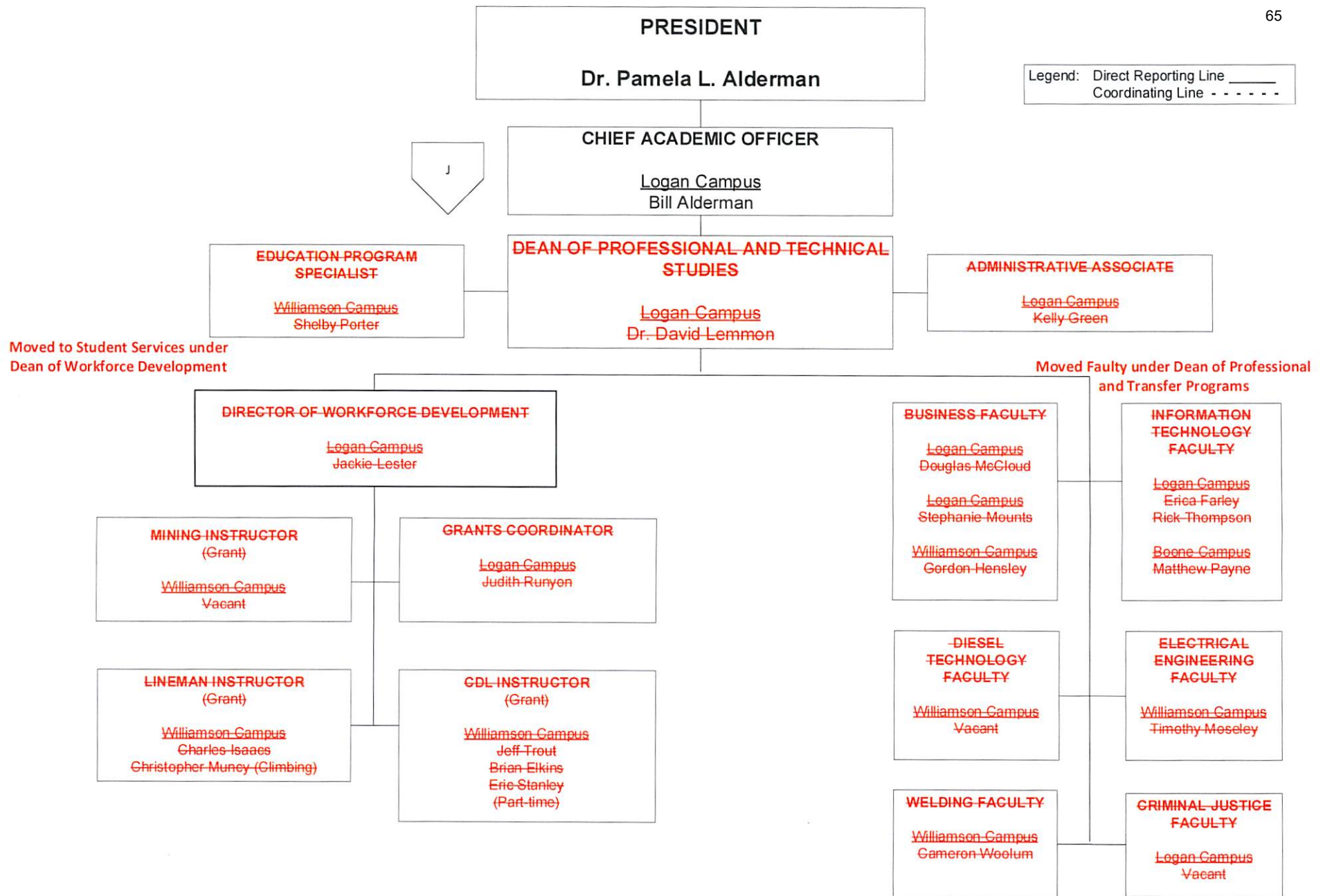
WELDING FACULTY

Williamson Campus
Cameron Woolum

CRIMINAL JUSTICE FACULTY

Logan Campus
Vacant

PRESIDENT**Dr. Pamela L. Alderman****CHIEF ACADEMIC OFFICER**Logan Campus
Bill AldermanLegend : Direct Reporting Line _____
Coordinating Line - - - - -**DEAN OF ALLIED HEALTH AND NURSING**Logan Campus
Dr. Lisa Haddox-Heston**ADMINISTRATIVE ASSOCIATE**Logan Campus
Susan Wolford**DIRECTOR OF NURSING**Logan Campus
Shelia Elkins**ADMINISTRATIVE SECRETARY, SR.**Logan Campus
Sammi Dodrill**ACADEMIC LAB MANAGER**Logan Campus
Sherry Bradford**NURSING FACULTY**Logan Campus
Ashleigh Barnette
Loretta Brown
Sharon Davis
Heather Drake
Stacy Hatfield
Melissa Kirk
Mika McCoy
Dr. Debra Mullins
Sandra Vance
Jennifer Vernatter
1 Vacant Position
1 Vacant Position (ASCEND Grant)**ASSISTANT DIRECTOR WEEKEND NURSING**Logan Campus
Tamara Browning**ACADEMIC LAB MANAGER/ ADMINISTRATIVE SECRETARY, SR. WEEKEND NURSING**Logan Campus
Beth Deaton**FACULTY WEEKEND NURSING**Logan Campus
Maudie Orraca-Tetteh
Cori Marie Pettrey**DIRECTOR OF EMERGENCY MANAGEMENT SERVICES**Logan Campus
Albert M. Smith**ALLIED HEALTH FACULTY**Logan Campus
Andrea Brown
Cynthia Lowes**NURSING RETENTION SPECIALIST**Logan Campus
Cassandra Vance
(ASCEND Grant)**STUDENT SUCCESS ADVISOR**Logan Campus
Elijah Hooker
(ASCEND Grant)**DIRECTOR OF COSMETOLOGY AND SALON MANAGEMENT**Logan Campus
Sherry Ramey**FACULTY**Logan Campus
Kelly Warren**DIRECTOR OF MEDICAL LABORATORY TECHNOLOGY**Logan Campus
Christy Spry**FACULTY**Logan Campus
Vacant**DIRECTOR OF RADIOLOGIC TECHNOLOGY**Logan Campus
Dr. Havilah Adkins**FACULTY**Logan Campus
Morgan Maynard**DIRECTOR OF RESPIRATORY CARE TECHNOLOGY**Williamson Campus
Stephanie Daniel**FACULTY**Williamson Campus
Gina Lester**DIRECTOR OF SURGICAL TECHNOLOGY**Logan Campus
Misha Herndon**FACULTY**Logan Campus
Meloney McRoberts



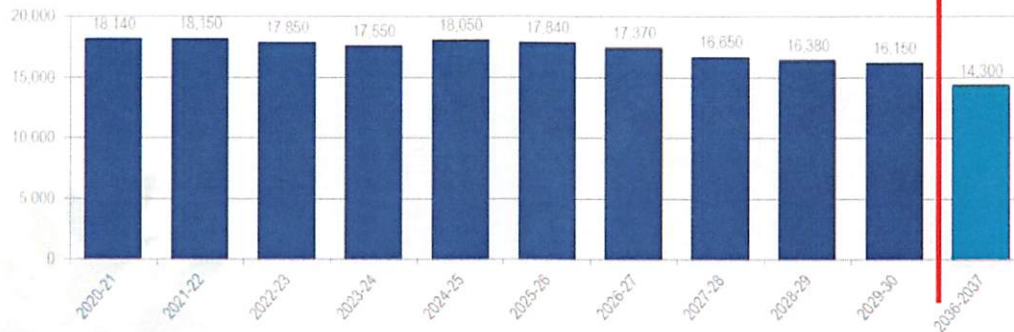
Student Services
Report to the Board of Governors
2023

Enrollment

WV High School Graduate Projections

2020-21 to 2036-37 Academic Years

According to WICHE, the number of graduates produced by public and private high schools in West Virginia will continue to decline.



Source: Western Interstate Commission for Higher Education (WICHE)

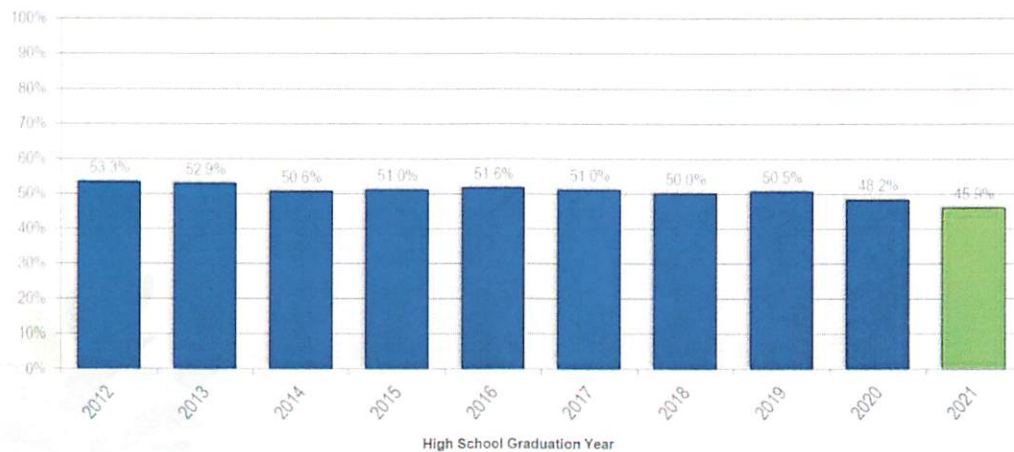
Fall 2022 Enrollment Report

4



College-Going Rate

Among Recent West Virginia Public High School Graduates



The college-going rate is now derived from the P-20 data system. Therefore values may differ slightly from those provided in previous editions of the fall enrollment reports.

Fall 2022 Enrollment Report

5



Recruitment

First-Time Freshmen Headcount Enrollment

Academic/Technical
Programs

	Rank							
	1	3	1	1	3			
Institutions	2018	2019	2020	2021	2022		2021-22	2018-22
Blue Ridge Community and Technical College	371	409	367	291	366	▲	25.8%	-1.3%
BridgeValley Community and Technical College	379	524	431	336	390	▲	16.1%	2.9%
Eastern WV Community and Technical College	34	39	43	43	47	▲	9.3%	38.2%
Mountwest Community and Technical College	359	374	331	267	330	▲	23.6%	-8.1%
New River Community and Technical College	234	290	230	230	221	▼	-3.9%	-5.6%
Pierpont Community and Technical College	323	368	347	298	259	▼	-13.1%	-19.8%
Southern West Virginia Community and Technical College	417	398	432	406	335	▼	-17.5%	-19.7%
West Virginia Northern Community College	279	285	270	224	259	▲	15.6%	-7.2%
WVU at Parkersburg	351	334	388	346	323	▼	-6.6%	-8.0%
	2,747	3,021	2,839	2,441	2,530	▲	3.6%	-7.9%

Source: HEPIC Fall Census Data – Academic/Technical Programs and Courses Only

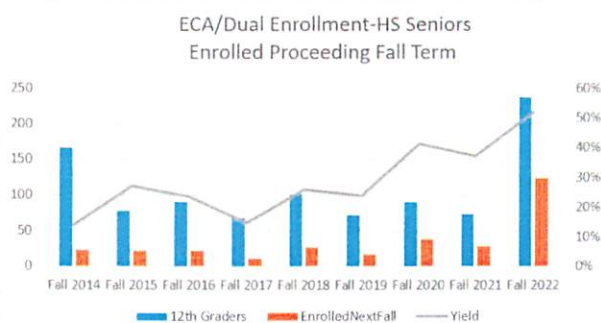
Fall 2022 Enrollment Report

12



The Effect of High School Enrollment

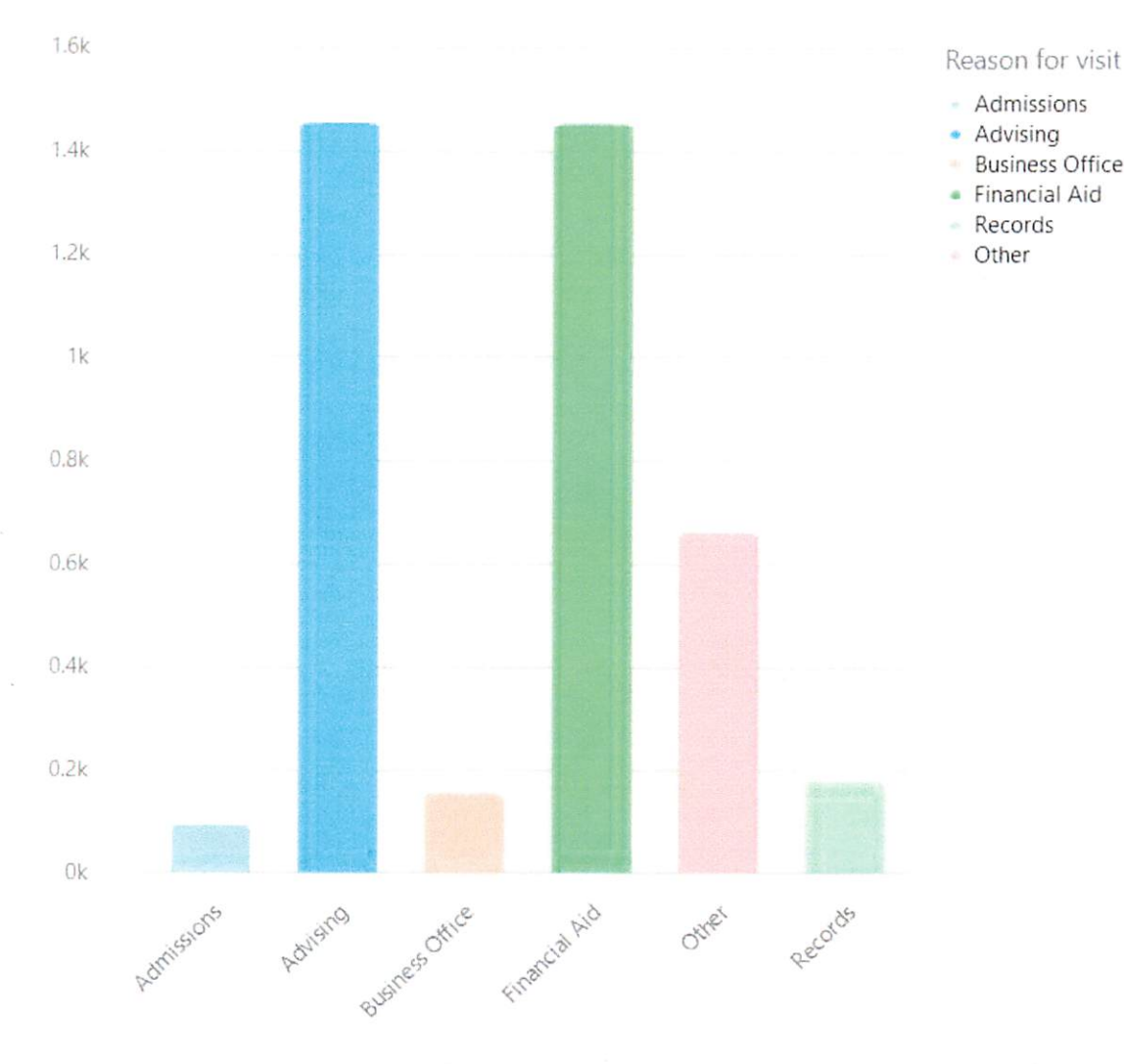
	12th Graders	EnrolledNextFall	Yield
Fall 2014	166	23	14%
Fall 2015	78	21	27%
Fall 2016	90	21	23%
Fall 2017	68	10	15%
Fall 2018	101	26	26%
Fall 2019	72	17	24%
Fall 2020	90	37	41%
Fall 2021	73	27	37%
As of 7/31/2023 Fall 2022	238	123	52%



SSConnect (Southern’s Award-Winning Customer Service Platform)



Reason for Visits



Financial Aid

Federal Pell Grant

			Rank	2	1	1	1	1
			2017	2018	2019	2020	2021	
WV Two-Year Public Institutions	Blue Ridge Community and Technical College	Recipients	1,096	965	938	829	774	
		Pct of Total Recipients	12.5%	12.8%	12.7%	13.3%	13.0%	
		Total Awards	\$3,694,883	\$3,364,619	\$3,359,756	\$2,979,238	\$2,672,479	
	BridgeValley Community and Technical College	Pct of Total Awards	11.7%	11.6%	11.6%	12.7%	11.6%	
		Recipients	1,020	937	1,030	695	630	
		Pct of Total Recipients	12.0%	12.5%	13.5%	14.4%	13.9%	
	Eastern WV Community and Technical College	Total Awards	\$3,731,676	\$3,618,685	\$3,775,450	\$3,465,706	\$3,068,924	
		Pct of Total Awards	11.9%	12.5%	13.3%	14.9%	13.3%	
		Recipients	239	204	201	159	154	
	Mountwest Community and Technical College	Pct of Total Recipients	2.8%	2.7%	2.7%	2.6%	2.6%	
		Total Awards	\$638,992	\$748,252	\$751,892	\$614,755	\$542,081	
		Pct of Total Awards	2.7%	2.6%	2.7%	2.6%	2.3%	
	New River Community and Technical College	Recipients	983	995	913	791	688	
		Pct of Total Recipients	11.6%	12.5%	12.3%	12.7%	11.5%	
		Total Awards	\$3,504,146	\$3,532,767	\$3,476,556	\$2,969,845	\$2,578,584	
	Pierpont Community and Technical College	Pct of Total Awards	11.1%	12.2%	12.3%	12.7%	11.1%	
		Recipients	834	738	757	512	666	
		Pct of Total Recipients	9.8%	9.6%	10.2%	8.2%	11.1%	
	Southern West Virginia Community and Technical College	Total Awards	\$3,073,068	\$2,770,316	\$2,863,691	\$1,231,260	\$2,662,191	
		Pct of Total Awards	9.8%	9.6%	10.1%	5.2%	11.4%	
		Recipients	842	706	688	621	845	
	West Virginia Northern Community College	Pct of Total Recipients	9.9%	9.4%	9.3%	10.0%	9.1%	
		Total Awards	\$3,241,966	\$2,862,943	\$2,804,364	\$2,473,119	\$2,211,935	
		Pct of Total Awards	10.3%	9.9%	9.9%	10.5%	9.5%	
	WVU at Parkersburg	Recipients	1,179	1,087	1,029	996	828	
		Pct of Total Recipients	13.9%	14.5%	13.9%	16.0%	13.9%	
		Total Awards	\$4,900,660	\$4,648,210	\$4,400,043	\$4,340,784	\$3,728,900	
	Grand Total	Pct of Total Awards	15.6%	16.1%	15.5%	16.5%	16.0%	
		Recipients	918	763	747	638	611	
		Pct of Total Recipients	10.8%	10.1%	10.1%	10.2%	10.2%	
		Total Awards	\$3,279,256	\$2,741,725	\$2,631,586	\$2,283,396	\$2,273,950	
		Pct of Total Awards	10.4%	9.5%	9.3%	9.7%	9.8%	
		Recipients	1,388	1,182	1,100	791	890	
		Pct of Total Recipients	16.3%	15.7%	14.5%	12.7%	14.7%	
		Total Awards	\$5,216,114	\$4,634,202	\$4,285,759	\$3,060,299	\$3,479,088	
		Pct of Total Awards	16.6%	16.0%	15.1%	13.0%	15.0%	
		Recipients	8,498	7,521	7,403	6,232	5,976	
		Pct of Total Recipients	100.0%	100.0%	100.0%	100.0%	100.0%	
		Total Awards	\$31,480,978	\$28,921,919	\$28,354,087	\$23,458,392	\$23,238,132	
		Pct of Total Awards	100.0%	100.0%	100.0%	100.0%	100.0%	

WV Higher Education Grant Program

Rank

2

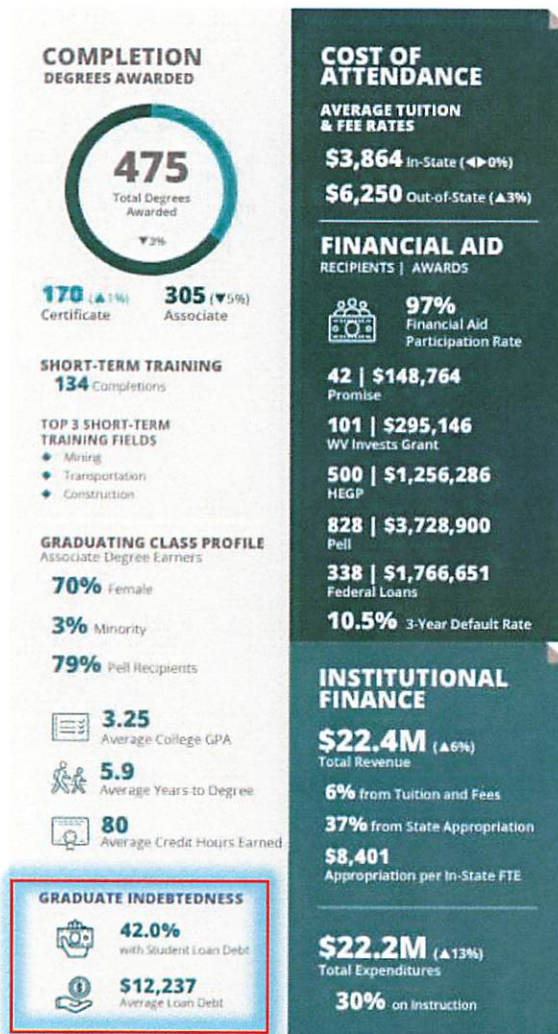
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WV Two-Year Public Institutions			2017	2018	2019	2020	2021
Blue Ridge Community and Technical College	Recipients		374	360	316	292	312
	Pct of Total Recipients		10.9%	11.4%	10.5%	10.3%	9.8%
	Total Awards		\$762,219	\$704,254	\$670,237	\$603,340	\$658,808
	Pct of Total Awards		10.5%	10.8%	10.0%	9.5%	8.9%
BridgeValley Community and Technical College	Recipients		498	457	470	436	485
	Pct of Total Recipients		14.5%	14.9%	15.6%	15.4%	15.5%
	Total Awards		\$1,040,613	\$943,896	\$1,009,393	\$997,769	\$1,104,976
	Pct of Total Awards		14.3%	14.5%	15.1%	15.6%	15.0%
Eastern WV Community and Technical College	Recipients		78	76	76	60	98
	Pct of Total Recipients		2.3%	2.5%	2.5%	2.1%	3.1%
	Total Awards		\$167,677	\$157,302	\$161,262	\$143,676	\$211,165
	Pct of Total Awards		2.3%	2.4%	2.4%	2.2%	2.9%
Mountwest Community and Technical College	Recipients		285	257	294	240	287
	Pct of Total Recipients		8.3%	8.4%	9.7%	8.5%	9.0%
	Total Awards		\$614,825	\$573,585	\$656,959	\$569,647	\$644,326
	Pct of Total Awards		8.5%	8.8%	9.8%	8.9%	8.8%
New River Community and Technical College	Recipients		322	292	311	296	331
	Pct of Total Recipients		9.4%	9.5%	10.3%	10.5%	10.4%
	Total Awards		\$668,803	\$697,214	\$703,576	\$625,282	\$762,819
	Pct of Total Awards		9.2%	9.2%	10.5%	9.7%	10.4%
Pierpont Community and Technical College	Recipients		368	369	338	360	354
	Pct of Total Recipients		11.3%	12.0%	11.2%	12.7%	11.1%
	Total Awards		\$823,165	\$797,651	\$786,279	\$842,060	\$851,716
	Pct of Total Awards		11.3%	12.3%	11.8%	13.1%	11.6%
Southern West Virginia Community and Technical College	Recipients		564	482	503	465	500
	Pct of Total Recipients		16.5%	15.7%	16.7%	16.4%	15.6%
	Total Awards		\$1,274,279	\$1,087,946	\$1,164,337	\$1,116,673	\$1,256,286
	Pct of Total Awards		17.6%	16.7%	17.4%	17.4%	17.1%
West Virginia Northern Community College	Recipients		294	233	226	231	274
	Pct of Total Recipients		8.6%	7.6%	7.5%	8.2%	8.6%
	Total Awards		\$554,860	\$467,431	\$454,921	\$476,536	\$556,014
	Pct of Total Awards		8.1%	7.2%	6.8%	7.5%	8.0%
WVU at Parkersburg	Recipients		625	560	483	451	546
	Pct of Total Recipients		18.2%	18.2%	16.0%	15.9%	17.1%
	Total Awards		\$1,323,684	\$1,167,100	\$1,072,682	\$1,031,264	\$1,286,933
	Pct of Total Awards		18.2%	18.0%	16.1%	16.1%	17.5%
Grand Total	Recipients		3,420	3,076	3,017	2,831	3,197
	Pct of Total Recipients		100.0%	100.0%	100.0%	100.0%	100.0%
	Total Awards		\$7,260,325	\$6,496,419	\$6,679,586	\$6,414,447	\$7,362,044
	Pct of Total Awards		100.0%	100.0%	100.0%	100.0%	100.0%



Registrar

- **Graduation** –The Registrar’s Office finalized and prepared 497 associate and certificate diplomas for 290 (unique) graduates during the 2022 (Fall 2021-Spring 2022) graduation cycle.

In the Fall 2022, Southern hosted the *first-ever Fall Graduation Ceremony*. Of the 49 students who applied for graduation, 20 attended the December ceremony. The Registrar’s Office finalized and prepared 70 associate and certificate diplomas for 46 (unique) graduates for the Fall 2022 graduation.

In the Spring 2023, the Registrar’s Office received 300 graduation applications. Of the students who applied for graduation, 237 indicated they would attend the ceremony, along with over 970 guests. There were 55 ECA graduates in the ceremony.

To prevent issues with seating, the Registrar’s Office provided graduates with as many as five tickets for guests. Additionally, the tickets were placed on lanyards to, not only be used for admission, but as a keep-sake after the ceremony. The ticketing system proved to be very beneficial. Additionally, approval was given to the Registrar to combine a portion of the graduation ceremony with the Nurses pinning.

The Registrar’s Office has finalized and prepared 438 associate and certificate diplomas for 271 (unique) graduates for the Spring 2023 graduation.

- **Incoming Transcripts** – The Student Records staff received and logged over 260 final, official college transcripts into Banner. The Transfer Coordinator has articulated 248 student transcripts, with 6,210.7 hours of transfer credit being entered onto student records in Banner.
- **Outgoing transcripts** - Students have utilized eTranscripts services by sending a total of 2,129 transcripts to other institutions, agencies, and employers and unofficial to themselves over the past year (duplicated). Although the vast majority of transcripts were requested to be sent electronically as a PDF document, records staff processed 205 transcripts to be mailed or picked up by the student.

The top five college recipients of the eTranscript are Marshall University (152), University of Charleston (71), Western Governors University (70), Southern New Hampshire University (58), and BridgeValley CTC (48).

The total amount of Net Fees that Southern received for the transcripts above was \$5,086.50.

Student Success

Registration Events

Term	Traditional Registration Process	Weekend Registration Events	Schedule Adjustment Week
Fall 2022	April 12- August 18 th	August 12 and 13 August 19 and 20	August 22- 25 th
Spring 2023	November 2-Jan.12 th	Jan.6-7 and Jan.13-14	Jan.17-19 th

Accommodations and Auxiliary Aids

Listed below are the accommodations and auxiliary aids provided to students throughout the 2022-2023 calendar year. Please note: many students receive multiple accommodations due to their diagnosis.

Accommodations and Auxiliary Aids	Number of Students Requested
Extended Test Time	16
FM Hearing System	0
Isolated Testing/Reduced Distractions	16
Note Taking	14
Photograph Notes from Board	13
Print Enlargement\ Screen Reader	0
Preferential Seating	9
Record Lectures (voice recording)	15
Regular Private Feedback with Faculty on Performance	15
Professor Facing Class	0
Test Reader	1
Test Writer (Scribe)	0
Tutoring in specific Courses	16
Use of Calculator	7
Use of Personal Laptop/Tablet\Word Processor	15
Books on audio/Text to speech Software	6
Oral Exams	0

Disability Type

Below is a list of general disability types from the Office of Disability Services along with the number of enrolled students supported during the 2022-2023 year. Please note: The student's disability type may be dual diagnosed or may have multiple diagnoses.

Disability Type	Number of Students 2022-2023
Chronic Medical Condition	3
Emotional/Psychological	5
Hearing	0
Learning Disability	1
Neurological, Orthopedic, Traumatic Brain Injury	11
Visual Impairments	1
Blindness	0
Other	0

Fall 2022 Workshops and Events

Student Services employees conducted a variety of workshops virtually **Total = 46**

Number of Students	Type of Workshop / Facilitator
13 (10 EMT students, 1 instructor, 2 facilitators)	Study Skills and Time Management / Do Your Best on Tests SSCC Hattie Newsome, Career Services Counselor Elijah Hooker
11 (8 paramedic students, 1 instructor, 2 facilitators)	Study Skills and Time Management / Do Your Best on Tests SSCC Hattie Newsome, Career Services Counselor Elijah Hooker
18	Stress Management / PRSS Aaron Blankenship
13	Save A Life Day and Recovery Walk /PRSS Aaron Blankenship
4 (1 TANF Advisor, 1 TANF student, 1 staff, 1 guest)	Building Resilience Through Creative Stress Relief / TANF Advisor Anitra Workman, Guest Speaker: Cindy Stagg
Williamson: 75 Logan: 45 Boone: 34 Lincoln: 31 Wyoming: 10	Ice Cream Social
College wide	Constitution Week
College wide	NSLS Food Pantry
Williamson Learning Studio: 0 Logan Learning Studio: 0 (cancellation due to internet difficulty)	Study Skills and Test Taking Strategies/ Career Services Counselor Elijah Hooker Study Skills and Test Taking Strategies/ SSCC Hattie Newsome, Career Services Counselor Elijah Hooker
Logan: 27	American Red Cross Blood Drive/SSCS Brian Carter
Williamson: 75	

Logan: 45 Boone: 34 Lincoln: 31 Wyoming: 10	Dine with the Deans
Williamson: 25 Logan: 48 Williamson: 100 Logan: 9	Meet the President/SSCS Roger Williamson, TANF Advisor Michele Moore
Logan: 31	Drug and Alcohol Awareness Day/PRSS Aaron Blankenship
Logan: 68	Breast Cancer Awareness/SSCS Brian Carter
10 (7 Southern students, 1 high school student, 1 instructor, 1 facilitator)	TEAS English and Reading Test Prep/Instructor, Tutor Nathan Freeman
9 (7 Southern students, 1 instructor, 1 SSCC)	TEAS Math Test Prep
24 (22 RA students, 1 instructor, 1 facilitator)	Narcan Training/PRSS Aaron Blankenship
18 (16 RA students, 1 instructor, 1 facilitator)	Narcan Training/PRSS Aaron Blankenship
91 (86 SG students, 4 instructors, 1 facilitator)	Narcan Training/PRSS Aaron Blankenship
10 (6 Southern Students, 1 instructor, 1 SSCC)	TEAS Math Test Prep/Instructor, Tutor Liza Jackson, SSCC Hattie Newsome
10 (7 Southern students, 1 high school student, 1 instructor, 1 facilitator)	TEAS English and Reading Test Prep/Instructor, Tutor Nathan Freeman

Spring 2023 Workshops and Events

Student Services employees conducted a variety of workshops virtually

Number of Students	Type of Workshop / Facilitator
12 (2 students, 9 staff, 1 facilitator)	Narcan Training/PRSS Aaron Blankenship
16 (14 students, 1 instructor, 1 facilitator)	Recovery Ally Training (Series 1)/PRSS Aaron Blankenship
Logan: 4 Williamson: 5	Welcome Back TANF Bootcamp and School Supplies/ Anitra Workman, Michele Moore
College wide	NSLS Pantry
Logan: 20 (16 Southern students, 3 staff, 1 TANF Advisor) Williamson: 6 (1 Southern student, 3 staff, 1 visitor, 1 TANF Advisor)	Suicide Awareness and Prevention/TANF Advisor Michele Moore Suicide Awareness and Prevention/TANF Advisor Anitra Workman
Williamson: 60 (Shelly Stewart officiated)	

Logan: 15 (Brian Carter officiated) Wyoming: 10 (Katrina Matney officiated) Boone: 15 (Anna Evans officiated) Lincoln: 37 (Angela Bell officiated)	Welcome Back (Hot Cocoa)
15 (14 Southern staff, 1 facilitator)	Recovery Ally Training (Series 1)/PRSS Aaron Blankenship
Logan: 6	National Society of Leadership and Success (NSLS)/CSS Darrell Taylor
Williamson: 40 Logan: 50	Student Success Learning Studio Open House/SSCC Hattie Newsome, Career Services Advisor Cassandra Vance
Logan: 1	Do Your Best on Tests (for midterm week)/ SSCC Hattie Newsome
Logan Conventional Ctr: (50 job seekers, 33 vendors, 7 hired on the spot, 22 second round interviews)	Job Fair (Speed Hiring Event)/WVCRN, PRSS Aaron Blankenship
Logan: Approx. 150 participants	Overdose Awareness Day-Black Balloon Community Event/PRSS Aaron Blankenship
Logan: Approx. 100 participants	Advocate for Recovery/PRSS Aaron Blankenship
Logan: (21 vendors)	Job Fair/Career Services Counselor Cassandra Vance
Logan State Bldg: (30 vendors, 45 participants)	St. Patrick's Day Event (Resource Fair)/WVCRN, PRSS Aaron Blankenship
Williamson: 72 Logan: 75	Meet the President/SSCC Hattie Newsome, ASCEND Advisor Elijah Hooker
College wide	Tabling Event for NSLS/PRSS Aaron Blankenship
Logan area (highway)	Trash Clean Up/PRSS Aaron Blankenship
Boone: 15 (13 students, 2 staff)	Narcan Training
9	Smart RxU Course Marjorie Oakley Home/PRSS Aaron Blankenship
1	Smart RxU Course LCPC/PRSS Aaron Blankenship
Logan: 51	Recovery Ally Training First Year Nursing/PRSS Aaron Blankenship
Oceana: 6	Recovery Ally Training for One Voice/PRSS Aaron Blankenship
Logan: 9	Narcan Training/PRSS Aaron Blankenship
Logan: 1	Recovery Ally Training/PRSS Aaron Blankenship

Total Number of Workshops and Events Offered
Fall 2022 and Spring = 46

Early Alert Program

Southern is committed to student success. Through the Early Alert program, students at risk are identified early each term by faculty. Once identified, the faculty sends out an early alert notice to the Coordinator of Student Success. The coordinator reaches out to the student to provide support and resources for academic improvement. The Early Alert passing rate for fall 2022 26% (25% passing, 1% CR) and spring 2023 passing rate was 37% which was an 11% increase.

Total # of Early Alerts Spring 2023 (202302)	# of Students Reached	# of Faculty Reported Early Alerts	# of CRN classes reported	# of Communications Attempts Made
227	189	22	54	449
Total # of Early Alerts Fall 2022 (202301)	# of Students Reached	# of Faculty Reported Early Alerts	# of CRN classes reported	# of Communications Attempts Made
369	235	27	79	788
Total:				
596	424	49	133	1,237



**Southern West Virginia Community and Technical College
Board of Governors
Meeting of December 13, 2022
100 College Drive, Logan, WV
Logan Campus, Building C, Room 428
Via Zoom Meeting ID: 976 3136 4795**

<https://zoom.us/j/97631364795?pwd=UFMydko5RTZweG55U3p5K2JhbGZxUT09>

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

MINUTES

Board Members Present: Bud Baldwin, Chair; David Gresham, George Nisbet, Shawn Cline-Riggins, Sam Stewart, Josh Stowers, Virgil Underwood, And Chris Ward

Board Members Absent: Dianna Toler, Jeremy Thompson, and Julia Smith

Also Attending: President, Dr. Pamela Alderman and Jennifer Dove, Recorder, Bill Alderman, CAO, Derek Adkins, CFO, Beverly McDonald, Classified Staff Chair,

Guests: None

1. Call to Order

Board of Governors Chair, Mr. Robert Baldwin, declared a quorum present and convened the meeting at 6:00 p.m.

2. Call for Public Comments

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

3. HLC Institutional Response Update

Mr. Bill Alderman Chief Academic Officer/ Accreditation Liaison Officer provided the following update to the Board regarding HLC along with a more detailed report attached to the agenda packet:

- HLC Accredited badge is on our webpage. Clicking the badge will take you to the HLC webpage and provides full details of the accreditation and scheduled future visits.
- The rough draft of 3C is completed for the focused visit. We met with Karen Solomen our HLC staff liaison regarding minimum qualification for faculty and equivalent experience.
- Work is continuing 4B General Education Assessment. We have a lot of information already. Director of Accreditation and ALO working on report, and

we are halfway completed and hope to have the rough draft completed by October.

81

- We have revamped our General Education outcomes.
- Program level assessment is going on as well. A list of cumulative results is attached to the agenda. All areas are good. We have one area that is skewed, but we are looking at it and working on it. Course level assessment is ongoing. The new course form worked well and was well received by faculty. This was a topic that HLC identified as being too complex, and we are happy with the outcome. A new syllabi procedure was created in Summer 2023 creating a way to merge Banner and the forms together. We have had an excellent response rate from the faculty on the streamlined form.
- Cocurricular assessment- Mr. Alderman has been working with CSSO, Darrell Taylor, and Regia Bias Director of Accreditation and Assessment, and it is going well. Will have a training for directors once completed. Working to add more clubs, organizations, honor societies, etc.
- Transfer agreements are being updated and added to the website.
- A review of skill sets has taken place and is updated. We can now go back and award those on transcripts and send certificates.
- Mr. Alderman reviewed the policies that his office has reviewed since April.
- Will be attending the Standard Pathway Q&A Webinar on Wednesday, June 7th. Will also attend the Virtual Speaker Series on Institutional Effectiveness on July 11, 20, 25, and 26th 2023.
- Mr. Alderman gave a more detailed breakdown of Criterion 3 and 4. Talked about areas of concern and how we are working to correct the areas met with concern. 4B was met with concern, will be working on this criterion more closely over the upcoming months. This has been a problem for several years. As such we are committed to correcting the three areas of concern in 4B.

4. Finance Report

Mr. Derek Adkins provided the following financial update:

- Mr. Adkins presented the Operating Budget as well as the Capital budget to the Board.
- Mr. Adkins reported that we are a little behind. The college has spent more than was planned for. Most of the spending has been on deferred maintenance. We also built a physics lab and completed Cosmetology lab was completed, both projects were necessary projects.
- Revenue side is behind. Receivables were higher than expected and the college expected to get more ECA funding, therefore our revenue number may not reach what was projected.
- The college has multiple funding sources for next year that are very promising. The State will be providing some money for ECA students as well.
- The college received some bond monies that helped pave the parking lots. Other capital projects were not too big.

5. Presidents Report

President Alderman's full report is attached to the agenda packet. The President presented the following highlights to the Board:

- Hosted advisory meetings for Allied Health and Nursing and Professional Technical Studies on April 21st.
- Attended multiple meetings as outlined in her report.
- Pinning and Commencement ceremonies May 4th through the 6th. We saw approximately 2,000 visitors during that time. We are planning to hold three

ceremonies in the spring. Justice Haley Bunn and Senator Paul Hardesty were the guest speakers for commencement.

82

- Welcomed new nursing students on May 8th.
- Working on several grants, ASCEND, Working with Marshall University and Marshall Graduate College on SREB Grant. Hopeful to find out if we will be awarded the grant in the Fall. Working with Dr. Eagle at Marshall University, who is over Education and Doctorial program.
- Meeting with different venues on marketing strategies.
- West Logan School asked to partner with us to send their 10th, 11th, 12th graders here because they have outgrown their space. We will enroll them in our ECA program for classes in the morning and the students will use some of our vacant rooms in the afternoon.
- Jaime Butcher at Horizon Academy has approached us as well. Partnering with these schools will help with our enrollment numbers.
- Attended the President's Retreat hosted by CTCS at Adventures on the Gorge.
- Hosted the new Campus President at WV University Institute of Technology, Dr. Stuart.
- Met with Interim President at Big Sandy.
- Met with Paula Webb at Boone Career and Technical Center regarding a possible LPN to RN bridge program.
- Applied for the Metallica Scholarship. Hopeful to receive this grant.
- Attended the Big Green Event hosted by the Logan Country Club.
- Contacted by PBS to be featured on one of their programs called Viewpoint hosted by Dennis Quaid. This will be a one-hour program. Filming would be in September or October and the filing crew would be on campus one full day. We will receive 30 second commercials on various networks, will have access to place on our website. This will allow us to recruit students across the nations.
- Lineman and CDL classes are going well. We had over 200 guests for the Lineman graduation ceremony. Both CDL and Lineman have 100% passage rates.
- Offered a mining class to high school students that saw over 70 participants.
- Poker Run was held on June 10th. Event was well attended with money raised.
- Created a scholarship in memory of Sargent Cory Maynard for first responders and their dependents.
- Food pantries on campuses and are well stocked.
- Rubber duck race on June 17th to help fund scholarships for the Foundation.
- Participated in college decision days at the local high schools.
- The CTCS approved our Master Facilities Plan.
- Dr. Alderman presented a succession plan for Executive Leadership 2023-2024 to the Board. Would like to include for Deans and on down for next fiscal year.
- Dr. Alderman and Derek Adkins presented the Capital Projects and Deferred Maintenance. The governor has money set aside from surplus money, approximately \$200 million dollars for Higher Education. The governor's office is working with HEPC. The Governors Deferred Maintenance Grants Initiative. Of that \$40 million has been allocated to the CTCS. Of the \$40 million dollars \$3.9 million has been allocated to Southern. There are three projects identified for this money: HVAC, science labs, and roof at Williamson. Would like to request money from the reserves to complete the project. We would need \$2.9 million from reserves to complete all projects without going in debt for projects. Additional \$1.8 million for HVAC, additional \$500,000.00 for labs, and \$600,000 for roof. Would like to request \$500,000 for other projects at Boone for the next fiscal year. This would bring the total to \$3.4 million dollars. At the end of the year the college would have \$11 million dollars in reserve. If we were to take \$3.4 million out, we would have approximately \$8 million dollars left in reserves. We would be left with over 100 days of operating cash. A resolution provided by Governor's office gives the President authority to apply for the grant and the authority to execute the

contracts that go along with that grant, and that the Board agrees to the projects presented.⁸³

- Deferred approval of using reserve funds to a later meeting.

MOTION: Sam Stewart made a motion to give President authority to apply for the grant and the authority to execute the contracts that go along with that grant, and that the Board agrees to the projects presented.

ACTION: Shawn Cline- Riggins, seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

6. Classified Staff Annual Report

Beverly McDonald presented the following Annual Report:

- Thanked the Board for their work and dedication to the college.
- Provided the Classified Staff Council Constitution.
- Classified Staff is also governed by State Code. Ms. McDonald will be glad to answer any questions about code.
- Southern has approximately 46 classified staff. This number has declined since 2017 when state law changed. New employees are hired as non-classified staff.
- Classified staff are hard workers and don't like to brag about themselves. Always there to make sure Southern shines.
- Most classified staff have been with Southern for over 10 years. Most have furthered their education and/or training.
- Southern Samaritans provides emergency funding for employees. Funding approval is usually around \$200.00.
- Hallmark Committee sends out cards for various holidays.

7. Faculty Senate Report

Chris Ward provided the following Faculty Senate update:

- Elections are complete. Chris Ward, Board of Governors representative and Stephanie Mounts Advisory Council of Faculty representative.
- Stephanie Woodrum applied for the Great Teachers Seminar in North Bend.
- Summer projects: Faculty Handbook, SIP -2171 Credentialing, SCP- 2686, Promotion and Tenure, and Series 19 evaluation of part-time /adjunct faculty.

8. Organizational Chart

President Alderman presented the Organizational Chart that will go into effect July 1, 2023.

9. Possible Executive Session under Authority of WV Code § 6-9A-4 for the following:

Chair Baldwin invited a motion for the Board to enter Executive Session. Josh Stowers moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A to Discuss the Board of Governors' Role in Salary Administration and College Fleet Reduction and Reallocations/ President's Vehicle. Chris Ward seconded the motion that carried unanimously. Chair Baldwin declared the motion adopted and the Board then met in an Executive Session at 7:20 p.m. Following deliberations, Sam Stewart moved that the Board rise from Executive Session and reconvene in open session. Shawn Cline-

Riggins seconded the motion which carried unanimously. The Board took no votes nor made any decisions during the Executive Session. 84

9.1 To Discuss the Board of Governors' Role in Salary Administration.

MOTION: Sam Stewart made a motion to send SCP-2825, *Salary Administration* to the Policy and Procedures Committee for review. Section 4.1 needs to be reworded to reflect that not all raises need to be presented to the Board of Governors and would be the President's authority. Would like the revised policy to the August meeting.

ACTION: Shawn Cline- Riggins, seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

9.2 College Fleet Reduction and Reallocations/ President's Vehicle

MOTION: Virgil Underwood made a motion to give Derek Adkins, CFO, the authority to auction off or trade in the vehicles that were mentioned and apply proceeds towards a lease vehicle that satisfies Dr. Alderman's choice and the lease payment not to exceed \$1,200.00 a month.

ACTION: Sam Stewart seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

10. Action Items

10.1 Approval of April 19, 2023, Board Minutes

MOTION: David Gresham moved to approve the April 19, 2023, meeting minutes with corrections.

ACTION: George Nisbet seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

10.2 Request for Final Approval of Institutional Policies Following 30-Day Comment

10.2.1 SCP-5260, *Meeting Financial Exigencies*

MOTION: Chris Ward 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-5260, *Meeting Financial Exigencies*.

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

10.3 Request for Approval of Additional 30-Day Comment Period

10.3.1 SCP-8600, *Board of Governors Operational Guidelines Policy AND*
10.3.2 SCP-8600.A *Board of Governors Operational Guidelines*

MOTION: Sam Stewart moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors 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 an additional 30-day public comment period.

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

10.4 Resolution Regarding Capital Projects Grant Funds

Covered in President's Report

10.5 Request for Approval of Board of Governors 2023-2024 Meeting Calendar

MOTION: David Gresham moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors adopt the proposed schedule of meetings for fiscal year 2023-2024 as presented.

ACTION: Josh Stowers seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

11. Informational Items

11.1 Resolution Reporting on Undergraduate Tuition and Fee Waivers

Mr. Derek Adkins presented the Reporting on Awarding Undergraduate Tuition and Fee Waivers. Mr. Adkins listed the number of waivers and the dollar amount in the report as \$297,760.00.

11.2 The Next Regular Board of Governors Meeting is Scheduled for 6:00 p.m. on Tuesday, August 15, 2023.

12. Adjournment

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

Robert Baldwin, Chair

Jennifer Dove
Executive Assistant to the President
and Board of Governors

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 15, 2023**

ITEM: SCP-2825 *Salary Administration*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2825 *Salary Administration* 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-2825 *Salary Administration* was reviewed by the Policies and Procedures Committee via email on July 19, 2023, with the recommendation to approve advancing the policy to President's Cabine for approval and submission to Southern's Board of Governors. Then at its meeting on August 7, 2023, The President's Cabinet granted approval for the advancement of SCP-2825 *Salary Administration* 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 to distribute SCP-2825 *Salary Administration* 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-2825**

SUBJECT: Salary Administration

REFERENCE: West Virginia Code §18B-7, §18B-8, §18B-9A, §18B-9B; Title 135, Legislative Rule, West Virginia Council for Community and Technical College Education, Series 55, Human Resources Administration; Title 135, Procedural Rule, West Virginia Community and Technical College Education, Series 9, Academic Freedom, Professional Responsibility, Promotion, and Tenure; and Employee Classification and Compensation Program, September 1, 2017, West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education

ORIGINATION: December 2004

EFFECTIVE: May 19, 2016

REVIEWED: ~~February 2, 2021~~ June 21, 2023

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish guidelines for salary administration ~~which~~that enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to non-classified employees (with the exception of the President), full-time faculty, and classified staff.

SECTION 3. DEFINITIONS

- 3.1 Non-classified Employee – An employee so designated to serve at the will and pleasure of the President and must meet one or more of the following criteria:
- 3.1.1 Employee holds a direct policy-making position at the department or organization level;
 - 3.1.2 Employee reports directly to the President of the organization;
 - 3.1.3 Employee is in a position considered by the President or designee to be critical to the organization pursuant to policies or decisions adopted by the governing board;
 - 3.1.4 Employee is in an information technology-related position which may be defined by policies or decisions adopted by the governing board;
 - 3.1.5 Employees hired after July 1, 2017 in a position that meets the duties test for exempt status under the provisions of the Fair Labor Standards Act when hired or anytime thereafter; or

- 3.1.6 An employee in a non-classified position as of January 1, 2017, who may not meet the criteria listed in subsections 3.1.1 through 3.1.6 of this policy.
- 3.2 Full-time Faculty – An individual employed on a full-time ~~year-to-year~~year-to-year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.
- 3.3 Classified Employee – Any regular full-time or regular part-time employee who does not meet the duties test for exempt status under the provisions of the Fair Labor Standards Act; and is not otherwise a non-classified employee; provided that any employee who was a classified employee as of January 1, 2017, retains that status unless otherwise deemed a non-classified employee pursuant to Section 3.1 of this policy.
- 3.4 Critical to the Institution – Critical positions that are essential for the College, department, division, or work unit to achieve the necessary work results and are vital to fulfilling the mission of the College. Key position characteristics may require specialized knowledge and skills, leadership competencies, a deep historical perspective of the College, and broad ~~decision-making~~decision-making authority, which could have a significant impact on the College.

SECTION 4. POLICY

- 4.1 The President shall prepare an annual budget presentation for approval by the Board of Governors. As part of this presentation, the President shall include any plans for awarding of salary increases for all employees other than the President. The President's recommendation for salary increases to the Board of Governors will incorporate compensation methods deemed appropriate to accomplish the salary goals of the College and may address issues such as market/peer competitiveness, performance, and equity adjustments, or other common compensation practices necessary to maintain a fair and equitable compensation program.
- 4.2 The salary and other compensation for the President shall be developed and approved by the Board of Governors in compliance with the guidelines of the West Virginia Community and Technical College Council.
- 4.3 Plans for salary increases for all employees of the College effective on or after the date of the adoption of this policy ~~shall~~may contain a merit factor.
- 4.3.4 The Board of Governors shall give authority to the President to approve pay increases as deemed appropriate for employees for any reason. All salary increases shall be contingent upon the availability of funding and are not considered to be automatic based upon any salary schedule adopted or in effect.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 In so much as they shall apply, ~~entry-level~~entry-level salaries and any salary increases awarded shall be in compliance with West Virginia Code and supportive of the goals and objectives of the current institutional Strategic Plan.

SECTION 6. GENERAL PROVISIONS

- 6.1 As funding is provided for salary adjustments, those funds will be allocated equitably consistent with the purpose for which the funds are being provided. Salary increases may be provided only when funding is available. Salary increases shall be provided using one or more of the following criteria. The criteria are not to be considered ~~as~~-sequential and may be applied concurrently for any employee category.

6.2 Non-Classified Employee

- 6.2.1 Salary increases may be provided as ~~proposed-determined~~ by the President ~~and-determined-by-the Board-of-Governors~~ with authority delegated by the Board of Governors.
- 6.2.2 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system and any other means approved by the ~~Board-of-Governors~~ President which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any performance appraisal system adopted shall be developed in collaboration with non-classified staff and approved by the President.

6.3 Full-time Faculty

- 6.3.1 Promotion-in-Rank – a 10% salary increase on the existing base salary, not to include any stipend or supplemental contract pay, shall be awarded to a faculty member who is promoted-in-rank based upon meeting the criteria for such promotion as outlined in SCP-2686, *Promotion-in-Rank and Tenure Policy*.
- 6.3.2 Salaries are largely governed by a Faculty Compensation Program and a salary schedule approved by the ~~Board-of-Governors~~ President. The first priority for funding salaries for faculty employees shall be to ensure salary levels are at the ~~entry-level~~ entry-level ~~step~~ in rank on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all faculty employees based ~~upon-on~~ the individual employee's ~~step-placement-and~~ rank.
- 6.3.3 Other salary increases may be provided as proposed by the President ~~and-determined-by-the Board-of-Governors~~ with authority delegated by the Board of Governors.
- 6.3.4 Merit-based salary increases may be provided based on results derived from the approved faculty evaluation process and any other means approved by the ~~Board-of-Governors~~ President which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any faculty evaluation process adopted shall be developed in collaboration with the faculty and approved by the President.

6.4 Classified Employee

- 6.4.1 Salaries are largely governed by the 2017 salary schedule which is sufficient to provide appropriate pay for employees with varying skills, knowledge, experience, and performance levels. The first priority for funding salaries for classified employees shall be to ensure salary levels are at a minimum level on the salary schedule. Salary monies will be applied to funding the salary schedule appropriately for all classified employees based on performance, equity, and impact to the College. Factors for progression in the salary range may include external market, institutional compensation goals, assignment of additional duties, recognition for meeting certain goals, and individual skill and/or performance ratings. Employees progress through a pay range by learning their job, increasing their ~~skills~~ skills, accepting additional responsibility, and performing very well.
- 6.4.2 Other salary increases may be provided as ~~proposed-determined~~ by the President ~~and-determined-by-the Board-of-Governors~~ with authority delegated by the Board of Governors.
- 6.4.3 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system and any other means approved by the ~~President~~ Board of Governors

which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any performance appraisal system adopted shall be developed in collaboration with the classified staff and approved by the President.

SECTION 7. RESPONSIBILITIES

- 7.1 The authority for developing a performance appraisal system to be applied in awarding merit-based salary increases is delegated to the President by the Board of Governors.

SECTION 8. CANCELLATION

- 8.1 This policy supersedes any prior policy or reference to salary issues of Southern West Virginia Community and Technical College.

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: October 2007 – Revisions incorporate the Board of Governors approved Faculty Compensation Program and Salary Schedule as a means to provide salary increases for the faculty.

March 2015 – ~~Policy~~ The policy was reformatted into the new policy format. Revisions are technical in nature.

January 2016 – Policy revised to include a definition of positions that are critical to the institution pursuant to WV Code 18B-9A-2c ~~©~~.

February 2021–Revisions reflect updated sections of the WV Code, Legislative Series, references to institutional compact to Strategic Plan, and process for classified employee salary increases pursuant to salary structure changes in 2017.

June 2023 – Revisions reflect clarification in the role of authority by the President by the Board of Governors.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 15, 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 final approval of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*

STAFF MEMBER: Debbie C. Dingess

BACKGROUND:

At its June 20, 2023 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the advancement 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 an additional 30-day public comment period. The comment period ended July 21, 2023.

No additional comments were received.

Therefore, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant final approval of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*.

**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-1, et seq.; 135 C.S.R. 4, *Rules and Administrative Procedures*

ORIGINATION: August 2001

EFFECTIVE: July 19, 2018

REVIEWED: 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 or the Board) 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 the applicable statutes, including without limitation W.Va. Code § 18B-2A-1, et seq. 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 April 19, 2023, and Policy Statements as adopted. The Operational Guidelines are hereby attached to and incorporated herein as a part of this policy.

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 categories the Board 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 is the responsibility of the Board of Governors to periodically review the policy statement on Operational Guidelines to ensure its compliance with the applicable statutes, including without limitation W.Va. Code § 18B-2A-1, et seq. and to maintain its relevance to the operations of the Board and the mission of the College. This policy and the 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 and the attached Operational Guidelines of the Board of Governors as approved April 19, 2023.

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 – Changes reflect update to references and grammatical corrections.

**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; W. Va. Code § 18B-2A-4

ORIGINATION: August 2001

EFFECTIVE: April 19, 2023

REVIEWED: 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 applicable Federal laws.
- 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 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 W. Va. Code § 18B-2A-4) are as follows:**
 - 1.4.1 Determine, control, supervise and manage the financial, business and education policies and affairs of Southern West Virginia Community and Technical College.
 - 1.4.2 Develop and amend as necessary the campus Facilities Master Plan for the College.
 - 1.4.3 Develop a 10-year campus development plan in accordance with article W. Va. 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 a budget for the College that relates directly to its mission, goals, and projections as found in its Strategic Plan and submit it as an appropriation request to the West Virginia Council for Community and Technical College Education (Council).
 - 1.4.6 At least every five years, review all academic programs offered at Southern West Virginia Community and Technical College.
 - 1.4.7 Ensure the sequencing and availability of academic programs and courses offered by the College 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 and appeals in accordance with the Public Employees Grievance Procedure established at W. Va. Code § 6C-2-1, et seq.
- 1.4.11 Solicit, utilize or expend voluntary support including financial contributions and support services.
- 1.4.12 Appoint a President of the College and conduct written appraisals of the President's performance in accordance with Council rules.
- 1.4.13 Employ all faculty and staff of the College, who shall be supervised by the President but are employees of the Board.
- 1.4.14 Submit to the Council any data or reports requested by the Council within the timeframe stated in the request.
- 1.4.15 Enter into contracts or agreements with other educational institutions or private industry to offer educational services within the College's responsibility district. To this end, the Board may share resources among the various groups in the community.
- 1.4.16 As prescribed by W. Va. Code § 18B-2A-4, delegate the part of its power and control over the business affairs of the College to the President where it considers the delegation necessary and prudent to enable the College to function in a proper and expeditious manner and to meet the requirements of the College's Strategic Plan.
- 1.4.17 Abide by the existing rules for acceptance of advance placement credit.
- 1.4.18 Consult, cooperate, and coordinate with the State Treasurer and the State Auditor to operate and maintain a system for the financial management and expenditure of appropriated and non-appropriated revenue by the College.
- 1.4.19 Consult, cooperate, and coordinate with the Council's Chancellor and the Secretary of the Department of Administration to operate and maintain a plan to administer a consistent method of conducting personnel transactions.
- 1.4.20 Transfer funds from any account appropriated for the College's use to any corresponding line item in a general revenue account at the College as long as the transferred funds are used for the purposes appropriated and transfer funds among appropriated special revenue accounts for capital improvements at the College so long as the transferred funds are used for the purposes appropriated in accordance with W. Va. Code § 18B-19-1, et seq.
- 1.4.21 Acquire necessary legal services. The Board may, but is not required to, call upon the Attorney General for legal assistance and representation as provided by law.
- 1.4.22 Contract and pay for disability insurance for a class or classes of employees at the College.

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 appointed by the Governor of the State of West Virginia and confirmed by the State Senate to determine, control, supervise, and manage the financial, business, and education policies and affairs of the College and to govern in the best interests of the college in accordance with the law of West Virginia.
- 2.2 **Membership of the Board of Governors** – The membership of the Board of Governors consists of 12 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 and non-classified employees duly elected by the classified and non-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 members from the same political party. At least five members shall be residents of the State of West Virginia.
- 2.3 **Terms of Office**
 - 2.3.1 **Faculty Member** – The faculty member serves a term of two years beginning on July 1 and ending on June 30 each odd year and may succeed themselves for three terms, not to exceed a total of eight consecutive years.
 - 2.3.2 **Student Member** – The student member serves a term of one year beginning on July 1 and ending on June 30 of each year.
 - 2.3.3 **Classified Employee** – The classified or non-classified employee member serves a term of two years beginning on July 1 and ending on June 30 each odd year and may succeed themselves for three terms, not to exceed a total of eight consecutive years.
 - 2.3.4 **Lay Members** – The lay members of the Board serve terms of four years each and are eligible to succeed themselves for no more than one additional four-year term. Lay members who are appointed to fill unexpired terms are eligible to succeed themselves for two full terms after completing an unexpired term.
- 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 file the certificate with the Secretary of State.
- 2.5 **Board Vacancies** – The appropriate appointing or electing authority shall fill a vacancy in an unexpired term of a Board member within 30 days of the occurrence of the vacancy in the same manner as the original appointment or election.

2.6 Ineligibility for Board Membership (extracted and summarized from W. Va. 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 within this State; 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 W. Va. Code § 18B-12-1, et seq.; 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 the Higher Education Policy Commission. A board appointee may be an employee or board member of an out-of-state institution of higher education. This subsection does not prevent the representative from the faculty, classified or non-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 it has received input 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 is subject to the West Virginia Governmental Ethics Act, W. Va. Code § 6B-1-1, et seq. In addition, the Board's Code of Ethics is as follows:
 - 3.2.1 To demonstrate that the Board recognizes the public trust attendant in its position; that its decisions and actions are made free from undue influence, favoritism, or threat; and that it will comport itself in such a way that the public can have confidence in its integrity and impartiality.
 - 3.2.2 To devote time, thought, and study to its duties 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 employees, media and citizens, in a way that reflects 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 the personal benefit of any other individual.
- 3.2.7 To comply with the West Virginia Ethics Act in all areas including without limitation confidentiality, private gain, prohibited representation, gifts, use of College resources including subordinates, contracts, and procurement.

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 the Board forms an ad hoc committee, it will be for the purpose of assisting the Board to do its job, not to advise employees or help employees do their jobs.
- 3.3.3 Generally, the Board will appoint ad hoc committees for a specified purpose and a defined time period.
- 3.3.4 Board committees have no authority over employees 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 Chancellor of the West Virginia Council for Community and Technical College Education for advice or assistance in executing its duties and responsibilities.

3.4 Officers of the Board – The Chairperson, Vice Chairperson, and Secretary shall 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.a 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.b To insure the Board and individual Board members follow the Board’s own rules and policies and those established by law.
- 3.4.1.c To promote deliberation at Board sessions that is open and thorough, but also efficient, timely, orderly, and to the point.
- 3.4.1.d To insure that all Board members are properly informed of current and pending Board and College issues.
- 3.4.1.e To perform the same duty of voting on matters as other Board members.
- 3.4.1.f To speak on behalf of the Board of Governors as its designated representative.
- 3.4.1.g To appoint or arrange for the election of committees established by the Board.
- 3.4.1.h To call emergency meetings as necessary in accordance with the Open Governmental Proceedings Act, W. Va. Code § 6-9A-1, et seq.

- 3.4.1.i To call for and participate in the Board's evaluation of the President on an annual basis.
- 3.4.1.j To call for and participate in the self-evaluation of the Board of Governors on an annual basis.
- 3.4.1.k To sign all official Board minutes.
- 3.4.1.l To perform other duties as may be required by action of the Board.
- 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 Board Chairperson and the President will invite new Board members to meet with them to acclimate the new members to their roles and responsibilities. The Council will also provide training for new Board members in accordance with W. Va. Code § 18B-1D-9.
- 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 Board of Governors is subject to the *Open Governmental Proceedings Act*, W. Va. Code § 6-9A-1, et seq. The purpose of this section is to establish the protocol by which the College will make publicly available the date, time, place, and agenda of all regularly scheduled meetings and the date, time, place, and purpose of all special or emergency meetings of the Board of Governors. It is also the purpose of this section 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 applies to all meetings of the Board of Governors, whether regular or special or, to the extent possible, emergency.
- 4.3 Definitions
 - 4.3.1 Regular Meeting – a meeting of the Board of Governors at which it conducts the regular business of the College. 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 Committee, which consists of the Chairperson, Vice Chairperson, Secretary, Past Chairperson, one lay member, and the President, shall establish the agenda for all regular meetings. 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 meeting of the Board of Governors other than a regular or emergency meeting. The Chairperson or seven members of the Board may call a special meeting of the Board of Governors. The agendas of all special meetings shall state the purpose of the meeting.
- 4.3.3 Emergency Meeting – any meeting called by the Board of Governors for the purpose of addressing an unexpected event that requires immediate attention because it poses an imminent threat to public health or safety; an imminent threat of damage to public or private property; or an imminent material financial loss or other imminent substantial harm to the College, its employees, or the members of the public that it serves. The agendas of all emergency meetings shall state the purpose of the meeting and the facts and circumstances of the emergency.

4.4 Pre-Meeting Procedures

- 4.4.1 Notice of Regular Meetings – The College shall post and maintain notices of all regular meetings on its web page that is accessible to the public at least five-working days in advance of a scheduled regular meeting. Each notice shall state the date, time, and place of the meeting and include an agenda of the meeting. If the Board cancels or postpones a regular meeting, its designee shall post a notice of the cancellation or postponement on the College's website as soon as feasible prior to the meeting's scheduled date and time.
- 4.4.2 Notice of Special Meetings – The College shall post and maintain notices of all special meetings on its web page that is accessible to the public at least three working days in advance of a scheduled special meeting. Each notice shall state the date, time, place and purpose of the meeting. If the Board cancels or postpones a special meeting, its designee shall post a notice of the cancellation or postponement on the College's website as soon as feasible prior to the meeting's scheduled date and time.
- 4.4.3 Notice of Emergency Meetings – The College shall post and maintain notices of all emergency meetings on its web page that is accessible to the public as soon as practicable prior to the meeting. The notice shall state the date, time, place, and purpose of the meeting and the facts and circumstances of the emergency. If the Board cancels or postpones an emergency meeting, its designee shall post a notice of the cancellation or postponement on the College's website as soon as feasible prior to the meeting's scheduled date and time.
- 4.4.4 In accordance with the *Open Governmental Proceedings Act*, W. Va. Code § 6-9A-1, et seq., the President's designee shall electronically file all meeting notices with the Secretary of State's Office for publication on the Secretary of State's website. Each notice shall state the date, time, place and purpose of the meeting and be filed in accordance with the timeframes established in the Act.

4.5 Meeting Procedures

- 4.5.1 Compliance with the 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 comply with the Act in relation to the conduct of its meetings,

including 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 shall register prior to the meeting. Persons will not be required to register more than 15 minutes prior to the meeting's scheduled start time.
- 4.5.3 **Public Comment** – If the Board allows time on an agenda for public comment, any person who addresses the Board during such period shall identify himself or herself clearly to the Board for the record. Any person attending a Board meeting by telephone or videoconference shall identify himself or herself by name upon request of the Chairperson or the Chairperson's designee. The Board reserves the right to remove from the telephone or videoconference any person who does not identify himself or herself upon request.
- 4.5.4 **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, 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. The President's designee shall provide notice of the reconvened meeting in accordance with the *Open Governmental Proceedings Act* and Section 4.4 of this Policy.
- 4.5.5 **Telephone/Electronic Attendance** – Members of the Board of Governors may attend and participate at any meeting by means of telephone or videoconference. 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, hear the members who are attending and participating by telephone or electronic means. When the Board uses videoconferencing technology for a meeting, it shall take all practicable steps to insure that Board members and the public can see the meeting, in addition to hearing it.
- 4.5.6 **Availability of Meeting Materials** – All documents or materials utilized by the Board during its meetings shall be available to the public at the meeting where such documents or materials are considered to the extent such documents or materials are not exempt from public disclosure by the State's Freedom of Information Act or other law governing confidentiality or privacy.
- 4.5.7 **Parliamentary Procedure** – The Board of Governors shall observe *Robert's Rules of Order, New Revised*, as a guide for conducting its business.
- 4.5.8 **Voting** – Board members may vote verbally or by a show of hands. The presiding officer shall announce the outcome of all votes, and the recording secretary shall 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.
- 4.5.9 **Quorum** – Seven of the 12 members of the Governing Board constitute a quorum. A majority of those members present and eligible to vote are required to vote in the affirmative for the passage of all motions. If a majority of those members present and eligible do not vote in the affirmative on a motion, then the motion fails.
- 4.5.10 **Minutes** – The College shall maintain official Board of Governors meeting minutes in a permanent location and safe condition. The Board Chairperson shall sign all official minutes.

The Board's designee shall provide copies of Board minutes to all Board members. The College shall also maintain the Board's official minutes on its website and make them available to the public upon written request in accordance with the West Virginia *Freedom of Information Act*, W. Va. Code § 29B-1-1, et seq.

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 may manage the business affairs of the College pursuant to delegation of that authority from the Board in accordance with W. Va. Code § 18B-2A-4(t) and Section 5.2 of this policy. The role of the Board is to provide clear direction to the President with regard to the financial, business, and educational policies and affairs of the College. 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 may delegate to the President part of its power and control over the College's business affairs when the Board considers the delegation necessary and prudent to enable the College to function in a proper and expeditious manner and to meet the requirement of the College's Strategic Plan. If the Board elects to delegate any of its power and control over the College's business affairs to the President, the Board shall enter in the minutes of the meeting at which the decision was made a list of the powers and duties so delegated and notify the Council of the same. The Board, in its sole discretion, or the Council may rescind any delegation of power and control at any time, in whole or in part, without notice to the President: *Provided*, That the Board shall notify the President immediately upon such rescission.
- 5.3 Presidential Evaluation – The Board of Governors shall conduct an annual written evaluation of the President in accordance with W. Va. Code § 18B-1B-6 and the Council's rule entitled *Employing and Evaluating Presidents*, 135 C.S.R. 5, and 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 Strategic Plan.
 - 5.3.4 Adherence to Board policies.
- 5.4 Presidential Search Process – The Board of Governors is responsible to hire and appoint a President of Southern West Virginia Community and Technical College in compliance with W. Va. Code § 18B-1B-6.

SECTION 6. REFERENCES

- 6.1 West Virginia Code §§ 6-9-A-1, et seq.; 18B-2A-1; 18B-2A-4; 18B-1B-6 and 29B-1-1, et seq.
- 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 1st Special Session Revised 03/01/2018 with legislation passed through the 2017 Regular Session

Revised 02/10/2023; Approved Revisions 04/19/2023

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 15, 2023**

ITEM: Request for approval of the discontinuance of the
Electromechanical Instrumentation, A.A.S. degree
RECOMMENDED RESOLUTION: program

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuance of the Electromechanical Instrumentation A.A.S. program in accordance with the 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*.

Staff: Dr. Pamela Alderman

BACKGROUND:

It is recommended that the Electromechanical Instrumentation A.A.S. program be discontinued, due to lack of enrollment, in accordance with the 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*, upon completion of the program by currently enrolled students.

Recommendation for discontinuation of the Electromechanical Instrumentation A.A.S. degree program was made by Southern's Curriculum and Instruction Committee, which was reviewed by the Academic and Student Affairs Council on December 9, 2022, and the President's Cabinet on March 7, 2023, and they concur with this recommendation.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. Pamela L. Alderman

CHECK ONE: ☒ Individual ☐ Committee ☐ Council/Senate

CHECK ONE: ☐ Policy Recommendation ☐ Non-Policy Recommendation

1. BACKGROUND:

The Electromechanical Instrumentation Program [EMI (sometimes referred to as EIT)] has not met enrollment standards and, thereby, cost-prohibitive.

2. STATEMENT OF RECOMMENDATION:

Discontinuation of the EMI program due to lack of enrollment.

3. RATIONALE:

Please see the attached supporting data. Currently, no students are in the program.

4. SUPPORTING DATA AND DOCUMENTS:

See attachment.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	N/A
Financial	N/A
Personnel	Adjunct
Space	N/A
Technology	N/A
Other	N/A

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. Pamela L. Alderman
Signature of Governance Committee Chair or
Individual Submitting the Recommendation

11/28/2022
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: _____

Jeri M. Wells

Chair's Signature

02/22/2023

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: _____

Dr. Pamela L. Alderman

3-7-23

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 03/09/21

Curriculum Request Form
NEW PROGRAM / EXISTING PROGRAM TERMINATION

Program Name: Electromechanical Instrumentation

CIP Code for new program: _____

Division: Career & Technical

Program Description (required for new programs only)

Justification for Request:

Discontinuation of EMI program due to lack of enrollment. Documentation attached to IR

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date:	<u>Dr. Alderman</u>	<u>11/28/2022</u>	
	<u>Dr. Alderman</u>	<u>11/28/2022</u>	Approve ✓
Dean of Division / Date:			
Curriculum / Date:	<u>CB</u>	<u>12/07/2022</u>	Approve ✓ Disapprove
ASAC / Date:	<u>Feri M. Wells</u>	<u>Feri M. Wells</u>	Approve ✓ Disapprove
President's Cabinet / Date:	<u>Dr. Pamela L. Alderman</u>	<u>3-7-23</u>	Approve ✓ Disapprove

Revised December 10, 2021

Podunavac, Sandra

Subject: FW: Enrollment - Sample e-mail attached

From: Scott, Chad <Chad.Scott@southernwv.edu>
Sent: Monday, November 28, 2022 1:49 PM
To: Podunavac, Sandra <Sandra.Podunavac@southernwv.edu>
Subject: RE: Enrollment - Sample e-mail attached

I just see 1 for Fall 2019. That's looking back to Fall 2017.

From: Podunavac, Sandra <Sandra.Podunavac@southernwv.edu>
Sent: Monday, November 28, 2022 1:48 PM
To: Scott, Chad <Chad.Scott@southernwv.edu>
Subject: RE: Enrollment - Sample e-mail attached

Yes, thank you!

From: Scott, Chad <Chad.Scott@southernwv.edu>
Sent: Monday, November 28, 2022 1:47 PM
To: Podunavac, Sandra <Sandra.Podunavac@southernwv.edu>
Subject: RE: Enrollment - Sample e-mail attached

So you need the enrollment for EMI – Cert – 119?

From: Podunavac, Sandra <Sandra.Podunavac@southernwv.edu>
Sent: Monday, November 28, 2022 1:46 PM
To: Scott, Chad <Chad.Scott@southernwv.edu>
Subject: Enrollment - Sample e-mail attached

Sincerely

Sandra Kay Podunavac
 Executive Assistant to the Chief Academic Officer
 Southern West Virginia Community and Technical College
 P.O. Box 2900
 Mount Gay, West Virginia 25637
 Phone: 304-886-7418
 Fax: 304-792-7173



**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 16, 2023**

ITEM: Request for approval of the discontinuance of the Medical Assisting Certificate and A.A.S. degree programs

RECOMMENDED RESOLUTION: *RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuance of the Medical Assisting Certificate and A.A.S. programs in accordance with the 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.*

Dr. Pamela Alderman

Staff:

BACKGROUND:

It is recommended that the Medical Assisting Certificate and A.A.S. programs be discontinued, due to lack of enrollment, in accordance with the 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*, upon completion of the program by currently enrolled students.

Recommendation for discontinuation of the Medical Assisting Certificate and A.A.S. degree programs was made by Southern's Curriculum and Instruction Committee, which was reviewed by the Academic and Student Affairs Council on December 9, 2022, and the President's Cabinet on March 7, 2023, and they concur with this recommendation.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Pamela L. Alderman

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

1. BACKGROUND:

Medical Assisting AAS and Certificate programs have not met enrollment and educational objectives. The grant ended August of 2022, thereby being cost prohibited.

2. STATEMENT OF RECOMMENDATION:

Discontinuation of the Medical Assisting Certificate and AAS programs due to lack of enrollment.

3. RATIONALE:

This program was "taught-out" with the final students completing the program during the 21-22 academic year.

4. SUPPORTING DATA AND DOCUMENTS:

See attached program termination form and supporting data.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

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

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).

N/A

7. P. L. Alderman

Signature of Governance Committee Chair or
Individual Submitting the Recommendation

01/18/2023

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: _____

Jeri M. Wells

01/24/2023

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: _____

Dr. Pamela L. Alderman

37-23

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

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: _____

Jeri M. Leella

01/24/2023

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: _____

Dr. Pamela L. Mahan

3-7-23

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
EXISTING PROGRAM TERMINATION**

Program Name: Medical Assisting AAS

CIP Code for new program: _____

Division: Allied Health

Program Description (required for new programs only)

N/A

Justification for Request:

This program should be terminated because the program has insufficient enrollment and has been in decline for several years due to changes in state certification requirements to maintain the program's viability. This program was "taught" out with the final students completing the program during the 21/22 academic year.

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date: D. Amelia L. Alvarado

Dean of Division / Date: [Signature]

Curriculum / Date: [Signature]

ASAC / Date: Jeri M. Wells

President's Cabinet / Date: [Signature]

12/07/2022

01/24/2023

Approve

Disapprove

Approve ✓

Disapprove

Approve ✓

Disapprove

Approve

Disapprove

Dashboard Options: Report Options: Current Enrolled by selected major Report

SOUTHERN

Select a term: Spring 2023 - 202302

Count: 1199

Major	Code	Count
Behavioral Health-CERT	059	3
Board of Governors -AAS	758	6
Business Accounting-AAS	540	30
Business Administration-AAS	543	61
Crim Justice Enforcement-AAS	592	7
Crim Justice-Corrections-AAS	591	14
Criminal Justice - AAS	590	10
Criminal Justice-CERT	057	6
Early Childhood Dev-AAS	985	42
Early Childhood Dev-CERT	032	6
Electrical Engineering Tech-AAS	670	11
Electrical Engineering Tech-CERT	120	2
General Studies - Cert	030	23
HCT- Medical Lab Asst Opt...	012	7
Health Care Professional-AAS	480	248
Industrial Tech-Welding-CERT	123	2
Industrial Technology-CERT	121	1
Information Technology-AAS	660	29
Information Technology-CERT	122	1
Medical Coding Spec-CERT	022	17
Medical Lab Technology-AAS	442	30
No Major Declared	9999	1
Nursing-AAS	444	102
Paramedic Science-AAS	442	7
Paraprofessional Educ-CERT	031	1
Radiologic Technology-AAS	469	30
Respiratory Tech-AAS	446	38
Salon Mgt/Cosmetology-AAS	451	17
Surgical Technology-AAS	441	22
Tech Studies in Applied-CERT	215	1
To be declared	2000	168
University Transfer-AA	201	171
University Transfer-AAS	203	60
Welding Technology - AAS	681	14

First Time

ID	First Name	Middle	Last Name	Email
Med Assisting Cert and AAS No Enrollment				

0 items

Returning

ID	First Name	Middle	Last Name	Email
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Curriculum Request Form
EXISTING PROGRAM TERMINATION

Program Name: Medical Assisting AAS | CIP Code for new program: _____

Division: Allied Health

Program Description (required for new programs only)

N/A

Justification for Request:

This program should be terminated because the program has insufficient enrollment and has been in decline for several years due to changes in state certification requirements to maintain the program's viability. This program was "taught" out with the final students completing the program during the 21/22 academic year.

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date:	<u>D. Pamela L. Aldama</u>	
Dean of Division / Date:	<u>[Signature]</u>	<input checked="" type="radio"/> Approve <input type="radio"/> Disapprove
Curriculum / Date:	<u>[Signature]</u> 12/07/2022	<input checked="" type="radio"/> Approve <input type="radio"/> Disapprove
ASAC / Date:	<u>Jeri M. Wells</u> 01/24/2023	<input checked="" type="radio"/> Approve <input type="radio"/> Disapprove
President's Cabinet / Date:	<u>Dr. Pamela L. Aldama</u> 3-7-23	<input type="radio"/> Approve <input type="radio"/> Disapprove

SOUTHERN

Select a term:
Fall 2022 - 2022-1

Count: 1325

Page 1

Report Options: Current filtered by selected major Report

Code	Count
Behavioral Health-CERT	059
Board of Governors-AAS	715
Business Accounting-AAS	549
Business Administration-AAS	548
Com Justice Enforcement-AAS	532
Com Justice Corrections-AAS	531
Criminal Justice-AAS	530
Early Childhood Dev-AAS	535
Early Childhood Dev-CERT	037
Electrical Engineering Tec-AAS	670
Electrical Engineering Tec-CERT	120
General Studies-Cert	030
Health Care Professional-AAS	012
Health Care Professional-AAS	450
Industrial Tech-Welding-CERT	123
Industrial Tech-Welding-CERT	121
Information Technology-AAS	690
Information Technology-CERT	125
Medical Assisting-AAS	447
Medical Assisting-CERT	021
Medical Coding Spec-CERT	022
Medical Lab Technology-AAS	442
Nursing-AAS	444
Paralegal Studies-AAS	443
Paralegal Studies-CERT	031
Respiratory Tech-AAS	469
Salon Mktg Cosmetology-AAS	446
Surgical Technology-AAS	451
Tec Studies in Applied Tec-AAS	441
To be declared	735
University Transfer-AA	000
University Transfer-AS	200
Welding Technology-AAS	500
Welding Technology-CERT	631

First Time

ID	First Time	Midlife	Last Time	Email
1	MA	MA	AAS	
4	MA	MA	Cert.	

0 items

Returning

ID	First Time	Midlife	Last Time	Email
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Type here to search

4:48 PM 1/18/2023



2023-2024 Governance Dates	
Date	Location
September 8, 2023	Logan Campus
November 10, 2023	Logan Campus
February 9, 2024	Logan Campus
April 12, 2024	Logan Campus – Lawn
2024-2025 Governance Date	
Date	Location
September 6, 2024	Logan Campus
November 8, 2024	Logan Campus
February 7, 2025	Logan Campus
April 11, 2025	Logan Campus- Lawn



Town Hall Meeting Dates

2023-2025

*All Town Hall Meetings Will be Held Via Zoom.

**2023	**2024	**2025
May 24, 2023 (Cancelled)	January 31, 2024	January 30, 2025
June 29, 2023	February 29, 2024	February 27, 2025
July - No Meeting	March 28, 2024	March 27, 2025
August 31, 2023	April 25, 2024	April 24, 2025
September 28, 2023	May 30, 2024	May 29, 2025
October 25, 2023	June 27, 2024	June 26, 2025
November 30, 2023	July (No Meeting)	July 2025 No Meeting
December 2023 No Meeting	August 29, 2024	August 28, 2025
	September 26, 2024	September 25, 2025
	October 31, 2024	October 29, 2025
	November 28, 2024	November 20, 2025
	December 2024 No Meeting	December 2025 No Meeting

*Zoom links will be provided prior the meeting date.

**Any changes to dates will be shared as soon as possible.

Academic Calendar

Spring 2023 – Summer 2025

Spring 2023

December 1, 2022 Financial aid priority completion deadline for the Spring 2023 term (15-week – full term) and 1st half-term (alternate term)) classes

After December 1, 2022 Financial aid processing will continue, but students who submit required documentation after this date are not guaranteed their financial aid will be processed in time to avoid being dropped for nonpayment. Students who submit required documentation after this date may be able to register for 2nd half-term (alternate term) classes.

January 9 – 14 15-week (full term) and 1st half-term (alternate term) final registration period

January 14 15-week (full term) and 1st half-term (alternate term) last day to register.

After January 14 Students may register ONLY for 2nd half-term (alternate term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate term classes.

January 16 College closed – Martin Luther King, Jr. Holiday

January 17 15-week (full term) classes begin

January 17 1st half-term (alternate term) classes begin

January 17 – 18 1st half-term (alternate term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for alternate term 1st half-term classes)

January 17 – 19 15-week (full term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for full-term 15-week classes)

January 31 Deadline for payment of all tuition and fees is 12:00 p.m. (noon). Students with a remaining unpaid balance are dropped for non-payment.

February 6 1st half-term (alternate term) mid-term grade reports due

February 16 1st half-term (alternate term) last day to withdraw with a grade of “W” (5 weeks complete)

February 27 through 15-week (full term) mid-term exam week

March 2

March 6 15-week (full term) mid-term grade reports due

March 2 2nd half-term (alternate term) last day to register. Deadline for payment of all tuition and fees is 5:00 PM. Students with a remaining unpaid balance are dropped for non-payment.

March 6 2nd half-term (alternate term) classes begin

March 6 – 7 2nd half-term (alternate term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for alternate term 2nd half-term classes)

March 30 15-week (full term) last day to withdraw with a grade of “W” (11 weeks complete)

April 2 – 9 Spring Break – no classes

April 10 Classes resume

April 10 Summer and Fall 2023 priority registration for Veterans and students currently served by the Office of Disability Services (304) 896-7315

April 11 – 13 Summer and Fall 2023 early registration for all currently enrolled students begins

April 10 2nd half-term (alternate term) mid-term grade reports due

April 17 Open registration begins for Summer and Fall 2023. Students may register on campus or by contacting an Advisor through [SSConnect](#)

April 20 2nd half-term (alternate term) last day to withdraw with a grade of “W” (6 weeks complete)

May 1 – 5 Final exams week

May 6 Commencement – 10:00 AM.

May 8 Final grades must be entered by noon

Summer 2023

SUMMER 2023 10-WEEK (FULL-TERM)

May 18 10-week (full term) last day to register. Deadline for payment of all tuition and fees is 5:00 PM. Students with a remaining unpaid balance are dropped for non-payment.

After May 18 Students may register for 2nd 5-week (alternate term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate term classes.

May 22 10-week (full term) classes begin

May 22 – 23 Schedule adjustment for currently enrolled students ONLY (no new registrations / schedules for term)

May 29 College closed – Memorial Day Holiday

June 26 Mid-term grade reports due

July 4 College closed – Independence Day Holiday

July 6 Last day to withdraw with a grade of “W” (7 weeks complete)

July 31 Final grades must be entered by 9:00 a.m.

SUMMER 2023 5-WEEK (1ST ALTERNATE TERM)

May 18 1st 5-week (alternate term) last day to register. Deadline for payment of all tuition and fees is 5:00 PM. Students with a remaining unpaid balance are dropped for non-payment.

After May 18 Students may register for 2nd 5-week (alternate term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate term classes.

May 22 Classes begin

May 22 – 23 Schedule adjustment for currently enrolled students ONLY (no new registrations / schedules for term)

May 29 College closed – Memorial Day Holiday

June 5 Mid-term grade reports due

June 15 Last day to withdraw with a grade of “W” (4 weeks complete)

June 26 Final grades must be entered by 9:00 a.m.

SUMMER 2023 5-WEEK (2ND ALTERNATE TERM)

June 22 2nd 5-week (alternate term) last day to register. Deadline for payment of tuition and fees is 5:00 PM. Students with a remaining unpaid balance are dropped for non-payment.

June 26 Classes begin

June 26 – 27 Schedule adjustment for currently enrolled students ONLY (no new registrations / schedules for term)

July 4 College closed – Independence Day Holiday

July 10 Mid-term grade reports due

July 20 Last day to withdraw with a grade of “W” (4 weeks complete)

July 26 Final grades must be entered by 9:00 a.m.

Fall 2023

Monday, April 10, 2023 Summer and Fall 2023 priority registration for Veterans and students currently served by the Office of Disability Services

Tuesday, April 11, 2023 – Wednesday, April 12, 2023 Summer and Fall 2023 early registration for all currently enrolled students begins

Monday, April 17, 2023 Open registration begins for Summer and Fall 2023. Students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect

Monday, July 10, 2023 Financial aid priority completion deadline for the Fall 2023 15-week (full-term) and 1st half-term (alternate-term) classes

Monday, August 14, 2023 Academic Affairs Convocation

Monday, August 14, 2023 -Saturday August 19, 2023 15-week (full-term) and 1st half-term (alternate-term) final registration period

After Saturday, August 19, 2023 Students may register ONLY for 2nd half-term (alternate-term) classes through the last business day prior to the start of class.

Monday, August 21, 2023 15-week (full-term) classes begin

Monday, August 21, 2023 1st half-term (alternate-term) classes begin

Monday, August 21, 2023 Full tuition due for 15-week and 1st half-term classes.

Monday, August 21, 2023 – Tuesday, August 22, 2023 1st half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate-term 1st half-term classes)

Monday, August 21, 2023 – Tuesday, August 22, 2023 Any changes for 1st half-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Monday, August 21, 2023 – Thursday, August 24, 2023 15-week (full-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for full-term 15-week classes)

Monday, August 21, 2023 – Thursday, August 24, 2023 Any changes for full-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, August 25, 2023 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, September 1, 2023 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, September 4, 2023 College closed – Labor Day Holiday

Tuesday, September 5, 2023 Classes resume

Friday, September 8, 2023 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, September 11, 2023 1st half-term (alternate-term) mid-term grade reports due

Friday, September 15, 2023 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, September 21, 2023 1st half-term (alternate-term) last day to withdraw with a grade of “W” (5 weeks complete)

Friday, September 22, 2023 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, September 29, 2023 Any student with outstanding balances as of this date will have their accounts sent to collections.

Monday, October 2, 2023 – Thursday, October 5, 2023 15-week (full-term) mid-term exam week

Thursday, October 5, 2023 2nd half-term (alternate-term) last day to register. Deadline for payment of all tuition and fees is 12:00 p.m. (noon).

Monday, October 9, 2023 15-week (full-term) mid-term grade reports due

Monday, October 9, 2023 2nd half-term (alternate-term) classes begin

Monday, October 9, 2023 – Tuesday, October 10, 2023 2nd half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate-term 2nd half-term classes)

Thursday, November 2, 2023 15-week (full-term) last day to withdraw with a grade of

“W” (11 weeks complete)

Monday, November 6, 2023 Spring 2024 priority registration for Veterans and students currently served by the Office of Disability Services (304) 896-7315

Monday, November 6, 2023 2nd half-term (alternate-term) mid-term grade reports due

Tuesday, November 7, 2023 – Thursday, November 9, 2023 Spring 2024 early registration for all currently enrolled students begins

Monday, November 13, 2023 Open registration begins for Spring 2024. New students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect

Thursday, November 16, 2023 2nd half-term (alternate-term) last day to withdraw with a grade of “W” (6 weeks complete)

Monday, November 19, 2023 – Thursday, November 23, 2023 Thanksgiving Break (no classes in session)

Thursday, November 23, 2023 – Sunday, November 26, 2023 College closed – Thanksgiving Holiday

Monday, November 27, 2023 Classes resume

Monday, December 4, 2023 Financial aid priority completion deadline for the Spring 2024 term (15-week – full-term) and 1st half-term (alternate-term) classes.

Monday, December 4, 2023 – Thursday, December 7, 2023 Final exam week

Saturday, December 9, 2023 Fall Commencement

Monday, December 11, 2023 Final grades must be entered by noon

Spring 2024

Monday, December 4, 2023 Financial aid priority completion deadline for the Spring 2024 term (15-week – full-term) and 1st half-term (alternate-term) classes.

Monday, January 8, 2024 -Saturday, January 13, 2024 15-week (full-term) and 1st half-term (alternate-term) final registration period

Saturday, January 13, 2024 15-week (full-term) and 1st half-term (alternate-term) last day to register. After January 13 Students may register ONLY for 2nd half-term (alternate-term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

After Saturday, January 13, 2024 Students may register ONLY for 2nd half-term (alternate-term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

Monday, January 15, 2024 College closed – Martin Luther King, Jr. Holiday

Tuesday, January 16, 2024 15-week (full-term) classes begin

Tuesday, January 16, 2024 1st half-term (alternate-term) classes begin

Tuesday, January 16, 2024 Full tuition due for 15-week and 1st half-term classes.

Tuesday, January 16, 2024 – Wednesday, January 17, 2024 1st half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for alternate-term 1st half-term classes)

Tuesday, January 16, 2024 – Wednesday, January 17, 2024 Any changes for 1st half-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Tuesday, January 16, 2024 – Thursday, January 18, 2024 15-week (full-term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for full-term 15-week classes)

Tuesday, January 16, 2024 – Thursday, January 18, 2024 Any changes for full-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, January 19, 2024 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, January 26, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, February 2, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, February 5, 2024 1st half-term (alternate-term) mid-term grade reports due

Friday, February 9, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, February 15, 2024 1st half-term (alternate-term) last day to withdraw with a grade of “W” (5 weeks complete)

Friday, February 16, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, February 23, 2024 Any student with outstanding balances as of this date will

have their accounts sent to collections.

Monday, February 26, 2024 – Thursday, February 29, 2024 15-week (full-term) mid-term exam week

Monday, March 4, 2024 15-week (full-term) mid-term grade reports due

Monday, March 4, 2024 2nd half-term (alternate-term) last day to register

Monday, March 4, 2024 2nd half-term (alternate-term) classes begin

Monday, March 4, 2024 – Tuesday, March 5, 2024 2nd half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate term 2nd half-term classes)

Monday, March 25, 2024 – Thursday, March 28, 2024 Spring Break – no classes

Monday, April 1, 2024 Classes resume

Thursday, April 4, 2024 15-week (full-term) last day to withdraw with a grade of “W” (11 weeks complete)

Monday, April 8, 2024 Summer and Fall 2024 priority registration for Veterans and students currently served by the Office of Disability Services (304) 896-7315

Monday, April 8, 2024 2nd half-term (alternate-term) mid-term grade reports due

Tuesday, April 9, 2024 – Thursday, April 11, 2024 Summer and Fall 2024 early registration for all currently enrolled students begins

Monday, April 15, 2024 Open registration begins for Summer and Fall 2024. Students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect.

Thursday, April 18, 2024 2nd half-term (alternate-term) last day to withdraw with a grade of “W” (6 weeks complete)

Monday, April 29, 2024 – Thursday, May 2, 2024 Final exams week

Saturday, May 4, 2024 Commencement – 10:00 AM.

Monday, May 6, 2024 Final grades must be entered by noon

Summer 2024

SUMMER 2024 10-WEEK (FULL-TERM)

Thursday, May 16, 2024 10-week (full-term) last day to register.

After Thursday, May 16, 2024 Students may register for 2nd 5-week (alternate-term)

classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

Monday, May 20, 2024 10-week (full-term) classes begin

Monday, May 20, 2024 Full tuition for 10-week term due

Monday, May 20, 2024 – Tuesday, May 21, 2024 Schedule adjustment for currently enrolled students ONLY (no new registrations/schedules for term)

Monday, May 20, 2024 – Tuesday, May 21, 2024 Any changes for 10-week schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, May 24, 2024 Any student with outstanding balances as of this date will be charged a \$50 late fee

Monday, May 27, 2024 College closed – Memorial Day Holiday

Friday, May 31, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 7, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 14, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 21, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, June 24, 2024 Mid-term grade reports due

Friday, June 28, 2024 Any student with outstanding balances as of this date will have their accounts sent to collections.

Thursday, July 4, 2024 College closed – Independence Day Holiday

Monday, July 8, 2024 Last day to withdraw with a grade of “W” (7 weeks complete)

Monday, July 29, 2022 Final grades must be entered by noon

SUMMER 2024 5-WEEK (1ST ALTERNATE TERM)

Thursday, May 16, 2024 1st 5-week (alternate-term) last day to register.

After Thursday, May 16, 2024 Students may register for 2nd 5-week (alternate-term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

Monday, May 20, 2024 Classes begin

Monday, May 20, 2024 Full tuition for 1st alternate term due

Friday, May 24, 2024 Any student with outstanding balances as of this date will be charged a \$50 late fee

Monday, May 27, 2024 College closed – Memorial Day Holiday

Friday, May 31, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, June 3, 2024 Mid-term grade reports due

Friday, June 7, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, June 13, 2024 Last day to withdraw with a grade of “W” (4 weeks complete)

Friday, June 14, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 21, 2024 Any student with outstanding balances as of this date will have their accounts sent to collections.

Monday, June 24, 2024 Final grades must be entered by 9:00 a.m.

SUMMER 2024 5-WEEK (2ND ALTERNATE TERM)

Thursday, June 20, 2024 2nd 5-week (alternate-term) last day to register.

Monday, June 24, 2024 Classes begin

Monday, June 24, 2024 Full tuition for 2nd alternate term due

Monday, June 24, 2024 – Tuesday, June 25, 2024 Schedule adjustment for currently enrolled students ONLY (no new registrations/ schedules for term)

Friday, June 28, 2024 Any student with outstanding balances as of this date will be charged a \$50 late fee

Thursday, July 4, 2024 College closed – Independence Day Holiday

Friday, July 5, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, July 8, 2024 Mid-term grade reports due

Friday, July 12, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, July 18, 2024 Last day to withdraw with a grade of “W” (4 weeks complete)

Friday, July 19, 2024 Any student with outstanding balances as of this date will be

charged an additional \$50 late fee

Friday, July 26, 2024 Any student with outstanding balances as of this date will have their accounts sent to collections.

Monday, July 29, 2024 Final grades must be entered by noon

Fall 2024

Monday, April 8, 2024 Summer and Fall 2024 priority registration for Veterans and students currently served by the Office of Disability Services

Tuesday, April 9, 2024 – Wednesday, April 10, 2024 Summer and Fall 2024 early registration for all currently enrolled students begins

Monday, April 15, 2024 Open registration begins for Summer and Fall 2024. Students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect

Monday, July 15, 2024 Financial aid priority completion deadline for the Fall 2024 15-week (full-term) and 1st half-term (alternate-term) classes

Monday, August 12, 2024 Academic Affairs Convocation

Monday, August 12, 2024 – Saturday, August 17, 2024 15-week (full-term) and 1st half-term (alternate-term) final registration

After Saturday, August 17, 2024 Students may register ONLY for 2nd half-term (alternate-term) classes through the last business day prior to the start of class. Late fees do not apply to alternate term classes.

Monday, August 19, 2024 15-week (full-term) classes begin

Monday, August 19, 2024 1st half-term (alternate-term) classes begin

Monday, August 19, 2024 Full tuition due for 15-week and 1st half-term classes.

Monday, August 19, 2024 – Tuesday, August 20, 2024 1st half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate-term 1st half-term classes)

Monday, August 19, 2024 – Tuesday, August 20, 2024 Any changes for 1st half-term schedules which result in additional charges must be paid at the time of schedule

adjustment.

Monday, August 19, 2024 – Thursday, August 22, 2024 15-week (full-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for full-term 15-week classes)

Monday, August 19, 2024 – Thursday, August 22, 2024 Any changes for full-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, August 23, 2024 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, August 30, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, September 2, 2024 College closed – Labor Day Holiday

Tuesday, September 3, 2024 Classes resume

Friday, September 6, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, September 13, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, September 16, 2024 1st half-term (alternate-term) mid-term grade reports due

Thursday, September 19, 2024 1st half-term (alternate-term) last day to withdraw with a grade of “W” (5 weeks complete)

Friday, September 20, 2024 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, September 27, 2024 Any student with outstanding balances as of this date will have their accounts sent to collections.

Thursday, October 3, 2024 2nd half-term (alternate-term) last day to register.

Monday, October 7, 2024 – Thursday, October 10, 2024 15-week (full-term) mid-term exam week

Monday, October 7, 2024 2nd half-term (alternate-term) classes begin

Monday, October 7, 2024 – Tuesday, October 8, 2024 2nd half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate-term 2nd half-term classes)

Monday, October 14, 2024 15-week (full-term) mid-term grade reports due

Thursday, October 31, 2024 15-week (full-term) last day to withdraw with a grade of

“W” (11 weeks complete)

Monday, November 4, 2024 Spring 2025 priority registration for Veterans and students currently served by the Office of Disability Services (304) 896-7315

Monday, November 4, 2024 2nd half-term (alternate-term) mid-term grade reports due

Tuesday, November 5, 2024 – Thursday, November 7, 2024 Spring 2025 early registration for all currently enrolled students begins

Monday, November 11, 2024 Open registration begins for Spring 2025. New students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect

Thursday, November 17, 2024 2nd half-term (alternate-term) last day to withdraw with a grade of “W” (6 weeks complete)

Sunday, November 24, 2024 – Sunday, December 1, 2024 Thanksgiving Break (no classes in session)

Thursday, November 28, 2024 – Sunday, December 1, 2024 College closed – Thanksgiving Holiday

Monday, December 2, 2024 Classes resume

Monday, December 2, 2024 Financial aid priority completion deadline for the Spring 2025 term (15-week – full-term) and 1st half-term (alternate-term) classes.

Monday, December 2, 2024 – Thursday, December 5, 2024 Final exam week

Saturday, December 7, 2024 Fall Commencement

Monday, December 9, 2024 Final grades must be entered by noon

Spring 2025

Monday, December 2, 2024 Financial aid priority completion deadline for the Spring 2025 term (15-week – full-term) and 1st half-term (alternate-term) classes.

Monday, January 6, 2025 – Saturday, January 11, 2025 15-week (full-term) and 1st half-term (alternate term) final registration period

Saturday, January 11, 2025 15-week (full-term) and 1st half-term (alternate-term) last day to register.

Tuesday, January 13, 2025 15-week (full-term) classes begin

Tuesday, January 13, 2025 1st half-term (alternate-term) classes begin

Tuesday, January 13, 2025 Full tuition due for 15-week and 1st half-term classes.

Tuesday, January 13, 2025 – Wednesday, January 15, 2025 1st half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for alternate-term 1st half-term classes)

Tuesday, January 13, 2025 – Wednesday, January 15, 2025 Any changes for 1st half-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Tuesday, January 13, 2025 – Thursday, January 16, 2025 15-week (full-term) schedule adjustment period for currently enrolled students ONLY (no new registrations / schedules for full-term 15-week classes)

Tuesday, January 13, 2025 – Thursday, January 16, 2025 Any changes for full-term schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, January 17, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Monday, January 20, 2025 College closed – Martin Luther King, Jr. Holiday

Friday, January 24, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, January 31, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, February 3, 2025 1st half-term (alternate-term) mid-term grade reports due

Friday, February 7, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, February 13, 2025 1st half-term (alternate-term) last day to withdraw with a grade of “W” (5 weeks complete)

Friday, February 14, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, February 21, 2025 Any student with outstanding balances as of this date will have their accounts sent to collections.

Thursday, February 27, 2025 2nd half-term (alternate-term) last day to register

Monday, March 3, 2025 2nd half-term (alternate-term) classes begin

Monday, March 3, 2025 – Thursday, March 6, 2025 15-week (full-term) mid-term

exam week

Monday, March 3, 2025 – Tuesday, March 4, 2025 2nd half-term (alternate-term) schedule adjustment period for currently enrolled students ONLY (no new registrations/schedules for alternate term 2nd half-term classes)

Monday, March 10, 2025 15-week (full-term) mid-term grade reports due

Thursday, March 27, 2025 15-week (full-term) last day to withdraw with a grade of “W” (11 weeks complete)

Monday, March 31, 2025 Summer and Fall 2025 priority registration for Veterans and students currently served by the Office of Disability Services (304) 896-7315

Monday, April 3, 2025 2nd half-term (alternate-term) mid-term grade reports due

Tuesday, April 1, 2025 – Thursday, April 3, 2025 Summer and Fall 2025 early registration for all currently enrolled students begins

Thursday, April 10, 2025 2nd half-term (alternate-term) last day to withdraw with a grade of “W” (6 weeks complete)

Sunday, April 13, 2025 – Sunday, April 20, 2025 Spring Break – no classes

Monday, April 14, 2025 Open registration begins for Summer and Fall 2025. Students may register on campus or by contacting an Advisor through SSConnect at www.southernwv.edu/SSConnect.

Monday, April 21, 2025 Classes resume

Monday, April 28, 2025 – Thursday, May 1, 2025 Final exams week

Saturday, May 3, 2025 Commencement – 10:00 AM.

Monday, May 5, 2025 Final grades must be entered by noon

Summer 2025

SUMMER 2025 10-WEEK (FULL-TERM)

Thursday, May 22, 2025 10-week (full-term) last day to register.

After Thursday, May 22, 2025 Students may register for 2nd 5-week (alternate-term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

Monday, May 26, 2025 College closed – Memorial Day Holiday

Tuesday, May 27, 2025 10-week (full-term) classes begin

Tuesday, May 27, 2025 Full tuition for 10-week term due

Tuesday, May 27, 2025 – Wednesday, May 28, 2025 Schedule adjustment for currently enrolled students ONLY (no new registrations/schedules for term)

Tuesday, May 27, 2025 – Wednesday, May 28, 2025 Any changes for 10-week schedules which result in additional charges must be paid at the time of schedule adjustment.

Friday, May 30, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, June 6, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 13, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 20, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 27, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, June 30, 2025 Mid-term grade reports due

Friday, July 4, 2025 College closed – Independence Day Holiday

Friday, July 4, 2025 Any student with outstanding balances as of this date will have their accounts sent to collections.

Monday, July 10, 2025 Last day to withdraw with a grade of “W” (7 weeks complete)

Monday, August 4, 2025 Final grades must be entered by noon

SUMMER 2025 5-WEEK (1ST ALTERNATE TERM)

Thursday, May 22, 2025 1st 5-week (alternate-term) last day to register.

After Thursday, May 22, 2025 Students may register for 2nd 5-week (alternate-term) classes through the last business day prior to the start of the class. Late registration fees do not apply to alternate-term classes.

Monday, May 26, 2025 College closed – Memorial Day Holiday

Tuesday, May 27, 2025 Classes begin

Tuesday, May 27, 2025 Full tuition for 1st alternate term due

Friday, May 30, 2025 Any student with outstanding balances as of this date will be

charged a \$50 late fee

Friday, June 6, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Monday, June 9, 2025 Mid-term grade reports due

Friday, June 13, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Thursday, June 19, 2025 Last day to withdraw with a grade of “W” (4 weeks complete)

Friday, June 20, 2025 Any student with outstanding balances as of this date will be charged an additional \$50 late fee

Friday, June 27, 2025 Any student with outstanding balances as of this date will have their accounts sent to collections.

Monday, June 30, 2025 Final grades must be entered by 9:00 a.m.

SUMMER 2025 5-WEEK (2ND ALTERNATE TERM)

Thursday, June 26, 2025 2nd 5-week (alternate-term) last day to register.

Monday, June 30, 2025 Classes begin

Monday, June 30, 2025 Full tuition for 2nd alternate term due

Monday, June 30, 2025 – Tuesday, July 1, 2025 Schedule adjustment for currently enrolled students ONLY (no new registrations/ schedules for term)

Friday, July 4, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, July 4, 2025 College closed – Independence Day Holiday

Friday, July 11, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Monday, July 14, 2025 Mid-term grade reports due

Friday, July 18, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Thursday, July 24, 2025 Last day to withdraw with a grade of “W” (4 weeks complete)

Friday, July 25, 2025 Any student with outstanding balances as of this date will be charged a \$50 late fee

Friday, August 1, 2025 Any student with outstanding balances as of this date will have

their accounts sent to collections.

Monday, August 4, 2025 Final grades must be entered by noon



Southern West Virginia Community and Technical College
Holiday Schedule - Fiscal Year 2023-2024
July 1, 2023 - June 30, 2024

REVISED June 29, 2023 *Dr. Pamela L. Altermeyer*

Monday, July 3, 2023	**Additional Holiday (declared by Governor)
Tuesday, July 4, 2023	* Independence Day
Monday, September 4, 2023	* Labor Day
Thursday, November 23, 2023	* Thanksgiving Day
Tuesday, December 19, 2023	Alternate (In lieu of Columbus Day)
Wednesday, December 20, 2023	Alternate (In lieu of Veteran's Day)
Thursday, December 21, 2023	Alternate (In lieu of Lincoln's Day)
Monday, December 25, 2023	* Christmas Day
Tuesday, December 26, 2023	Alternate (In lieu of President's Day)
Wednesday, December 27, 2023	Alternate (In lieu of Primary Election Day)
Thursday, December 28, 2023	Alternate (In lieu of West Virginia Day)
Monday, January 1, 2024	* New Year's Day
Monday, January 15, 2024	* Martin Luther King, Jr. Day
Monday, May 27, 2024	Alternate (Memorial Day)

*As designated by West Virginia Code §2-2-1; West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 14, *Holidays*, 2.1 and 3.1; and Southern College Policy, *SCP-2360, Holidays*, Section 6.

For the purpose of taking into consideration Southern's academic calendar, holidays indicated as "Alternate" are in lieu of the Year 2023 Columbus Day, Veteran's Day, and Lincoln's Day, and Year 2024 President's Day, Primary Election Day, Memorial Day, and West Virginia Day.

If the Governor declares additional holidays during the Thanksgiving and/or Christmas holidays, the Classified Staff Council suggests observing these days during Spring Break 2024. If the Governors declares a Juneteenth holiday in 2024, the Classified Staff Council recommends observing this day on Thursday, June 27, 2024.

**On June 28, 2023, Governor Jim Justice declared Monday, July 3, 2023, as an official holiday for all state and public employees, extending the July 4th holiday weekend.