



Agenda Book
October 17, 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 October 17, 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/94105943573?pwd=bzZNbjdsSC93ZWlnSk40VDZtcHJrdz09>

Meeting ID: 941 0594 3573

Passcode: 454367

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. Finance Report 3
Ms. Velva Pennington
Interim, Chief Finance Officer
4. HLC Institutional Response Update 6
Mr. Bill Alderman
Chief Academic Office/Accreditation Liaison Officer
5. President's Report 75
President Alderman
6. Classified Staff Report Ms. Beverly McDonald,
Chair, Classified Staff
7. Faculty Senate Report Mr. Chris Ward,
Faculty Senate Chair
8. Organizational Chart 76
Ms. Debbie Dingess, Chief Human Resources Officer

9.	Emergency Preparedness Report	89
	Mr. David Lord Director of Safety and Campus Operations /Wyoming Campus	
10	Action Items.....	Chair Baldwin
10.1	*Approval of August 15, 2023, Board Minutes	95
	Chair Baldwin	
10.2	*Request for Additional 30-Day Comment Period	
	10.2.1 *SCP-2825, Salary Administration	101
	Ms. Debbie Dingess, Chief Human Resources Officer	
11.	**Possible Executive Session under Authority of WV Code § 6-9A-4 for the following:	
11.1	* Review of President's Evaluation Results	
12.	Discussion Items	
12.1	*Results Board of Governor's Self Evaluation	107
	Chair Baldwin	
13.	Informational Items.....	Chair Baldwin
13.1	The Next Regular Board of Governors Meeting is Scheduled for 6:00 p.m. on Tuesday, December 12, 2023.	
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 ended the first quarter of this fiscal year. Our final financial statements were due October 15th, and we hope to have you a copy to review soon. We issued our first Pell refund to students on September 20, 2023, in the amount of \$743,918.78.

In ending the first quarter we have been on target with our spending, spending on average of 25% in all areas. It currently cost the college \$39, 586.16 a day to operate. We currently have 302 days of operational cash on hand.

Southern WV Community & Technical College
Operating Budget Cash Analysis
First Quarter 2024

	FY 2024 BUDGET	FY 2024 ACTUAL YTD	Comparison %	FY 2023 BUDGET	FY 2023 ACTUAL YTD	Comparison %
TOTAL REVENUES:						
Tuition and Fees	\$4,981,610	\$1,883,811	38%	\$5,324,000	\$245,606	5%
Capital Fees	308,082	98,537	32%	425,000	-	0%
Workforce Revenue	400,000	88,900	22%	-	-	0%
Auxiliary Enterprises	35,000	20,777	59%	40,000	2,178	5%
Other Operating Revenue	50,000	32,095	64%	350,000	24,434	7%
State Appropriations	8,849,656	1,934,560	22%	8,557,086	2,310,413	27%
Investment Income	245,000	135,520	55%	15,000	44,536	297%
Other Nonoperating revenues	-	-	0%	-	-	0%
TOTAL REVENUES	\$14,869,349	\$4,194,200		\$14,711,086	\$2,627,167	18%

TOTAL EXPENSES:						
Salaries and Wages	\$9,826,117	\$2,134,336	22%	\$9,162,908	\$2,396,713	26%
Benefits	2,634,027	649,583	25%	2,658,874	668,954	25%
Utilities	862,100	228,395	26%	810,000	203,149	25%
Supplies and Other Services	2,298,400	629,612	27%	2,079,304	601,949	29%
TOTAL OPERATING EXPENSES	\$15,620,644	\$3,641,926		\$14,711,086	\$3,870,765	26%

Net Change in Cash	(\$751,295)	\$552,274	\$0	(\$1,243,598)
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Cash Beginning Balance	11,403,636	11,403,636	12,757,927	12,757,927
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Ending Cash Balance	11,403,636	11,955,910	12,757,927	11,514,329
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Summary		Operational Cash on Hand Days	
Beginning Cash Balance	\$11,403,636	2024 Operational Expenses	\$3,641,926
Revenues	\$4,194,200	Days/yr	92
Expenses	(\$3,641,926)	Operational expenses per day	\$39,586.16
Ending Cash Balance	\$11,955,910	2024 1st qtr Cash on Deposit	\$11,955,910
		Total Operational Cash sustainability	302



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 promotes 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 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. It determined that an embedded report was needed for 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 determined 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 critical administrative roles, which was a recommendation by the Visiting Team. In January 2023, a Director of Accreditation and Assessment was hired, and a Dean of Allied Health and Nursing; furthermore, after a careful nationwide search, Southern filled 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 could 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 enough full-time and adjunct faculty, the two divisions 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 **faculty's academic credentialing procedure (SIP 2171)** 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, 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. 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 aligned 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. Southern West Virginia Community and Technical College participated in a Civil Rights monitoring event for the Higher Education Policy Commission. This audit began on September 25, 2023, and will close on October 25, 2023. Some of the items for review include hiring practices, ADA compliance, employment, counseling, recruitment, access, admission, financial aid, facilities, job placement, work studies, and accessibility to our facilities. **The monitors may request further information, and the findings were.....,**

3.C.2 Number of Faculty

Southern has enough full-time and adjunct faculty to carry out its General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. During a reorganization, faculty are divided into two divisions: Professional and Transfer Programs and Allied Health and Nursing Programs. The College has a strong group of about 65 faculty members to carry out 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 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 and 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 and 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 courses coherently provide quality learning experiences by utilizing the syllabi template and reviewing the proposed Bloom's Taxonomy Levels for accuracy.

The external stakeholders also review the curriculum : the program advisory members who meet annually. 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. Ninety percent of the program advisories, as well as the faculty overseeing and implementing the curriculum, listed the components of the curriculum as one of its strengths.

3.C.2 Expectations for Student Performance

Faculty explain student performance expectations in the current, up-to-date course syllabi through the Course Student Learning Outcomes. Syllabi identifies what the faculty member requires and expects from the student during the course and what the student should expect from the faculty member teaching the class. Faculty possess ownership of their systems 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 have with the course's completion. 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 confusing and may not be working. They suggested that Southern bring back a different format/template as a college-wide system. The College updated [SIP-3160, Course Syllabus](#), and [SIP-3160.A, Course Syllabus, the](#) Course Syllabus Format, SIP-3160.A, was sent out by the Faculty Senate Chair, who encouraged faculty to respond. Also, this syllabi 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 using information in Banner and merged into the new form. This helped ensure that course descriptions and syllabi format were congruent. Some problems encountered were spacing issues, courses added after the merger, and prerequisites. During Faculty Convocation 2023, all faculty received training regarding completing and submitting the new syllabi format. On August 14, 2023, faculty approved the new syllabi format and its implementation for the Fall 2023 semester.

Another item the previous HLC Visiting Team mentioned was that the Course Student Learning Outcomes were not measurable and would frustrate students and faculty trying to understand student performance. Faculty expressed confusion

regarding the difference between Program and Course Outcomes. As part of the Assessment Academy's project, and through recommendations by the Academy's mentor and site visitors, faculty are reviewing Course Student Learning Outcomes and Project Outcomes for all courses offered at Southern to ensure they are measurable, realistic, and observable; furthermore, the Academy is planning professional development regarding writing Course Student Learning Outcomes.

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 aims to provide assessments regarding the assurance of quality and consistent teaching and learning through 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 assessing 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 the report outlines these results. 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 the 2023 spring term. The Course-Level Assessment Report was continued, and Program-Level Assessment was initiated by updating Program Outcomes, curricula mapping, and completing an annual survey. The Five-Year Program Reviews were kept on schedule. Section 4. B details the Academic Assessment Subcommittee's work, we are involved in mapping 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,"](#) and [Faculty Qualifications Proposed Policy Change](#), on June 22, 2023; 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 and progression, where a development plan is established between the College and the applicant.

Southern considers the highest degree held as the starting point in the hiring process. If an applicant does not have a master's degree in a related field or 18 graduate credit hours in the discipline or subfield applied for (or a bachelor's degree in the career or technology field), 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. Potential candidates must show they have some of these qualifications to be hired. The value of using equivalent experience to determine minimal qualifications. These on the courses to be taught and the individual's relevant work history. With this new procedure and the completion of [SIP-2171.A](#), [Determine Minimal Qualification for Instructional Faculty Form](#), the Academic Deans, who are responsible for ensuring qualifications, can review competence, effectiveness, Knowledge and skills appropriate to the course, program, and institution. Full-time, adjunct, and dual-credit faculty must be credentialed and have all official transcripts before hiring. If additional professional development is required, 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 credential documents.

Another avenue that Southern has added to their credentialing procedure is progression, where a progression plan, or "Plan of Development," is established for faculty who do not meet the minimum highest degree qualification. This procedure is reviewed with the faculty member and is included in the faculty member's contract.

Southern West Virginia Community and Technical College's Accreditation Liaison Officer met with the Staff Liaison to discuss developing a new procedure regarding credentialing. The difficulty in obtaining qualified faculty based solely on the highest degree earned was acknowledged, and the Staff Liaison Officer stated that one way to meet the criteria for credentialing was to combine years of experience, classes, work experience, and student success data to ensure that each faculty member is qualified to teach classes at Southern. Based on the policy changes and the Staff Liaison's

recommendations, Southern updated the credentialing policy to lower previous requirements, to use progression, and to use equivalent experience. This policy was then sent for faculty review and approved by the President's Cabinet.

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

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 all faculty. The Deans list all courses each faculty member is qualified to teach and the degrees, special certifications, and experiences that meet the Higher Learning Commission's guidelines. Faculty are responsible for updating their new credentials, such as certifications, licenses, and certificates, to their Dean and Human Resources.

During the recent 10-year comprehensive visit, some faculty files were missing transcripts; 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, the systems were updated to reflect equivalent experience and progression, 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 completing the task. Southern faculty discovered they had two files: one for demographics and evaluations and the other a "transcript" file. When faculty reviewed their files, many found 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 closed the “transcript” file, thus ensuring the transcripts’ security.

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

Another issue that has been rectified was listing what course qualified faculty could teach. Deans are responsible for determining which lessons faculty may teach and fill out SCP [2171A. Form](#), and sending it to their respective Administrative Associate, who submits the state to “Sign Now” so everyone can review the form and initial it. Lastly, the record is updated in the system. This informal process ensures that faculty only teach courses for which they are qualified.

3.C.4 Evaluation of Faculty

All full-time, adjunct, and dual-credit faculty 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. Southern is updating this policy to include the evaluation of adjunct faculty. While visiting the classroom, the evaluator will utilize the specific criteria mentioned in

the policy. This ensures the mission of the academic departments, and the College is fulfilled by helping the faculty members 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 reviews faculty's scholarship and service. Faculty are encouraged to seek further educational opportunities and to display professionalism 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 on the job because it improves teaching performance in the classroom.

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 service areas 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 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 precise 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 can 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; results are not released if the survey has five or fewer responses. 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 assessed using the student performance section on the college-administered common final. Southern's Faculty Senate is currently revising its policy to evaluate all faculty, not just full-time.

3.C.5 Faculty Professional Development

All faculty are encouraged to engage in scholarship and professional growth and participate 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 understanding of their faculty because students are more prepared to move from orientation to independence in their newly employed positions.

A survey (2023) was sent 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*](#), state that [faculty teaching typical lecture classes shall schedule at least 7.5 office hours per week](#). Faculty that teaches 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 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. The Administrative Unit of Student Services offers numerous ways to engage students and augment their learning at Southern through workshops, training, counseling, clubs, and other activities.

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](#) with various disciplines on the Academic Advising Criteria Team. The Final Review Team for Student Success was comprised 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 can access the internet 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 Student Services staff members meet or exceed the qualifications of their job descriptions. Their supervisor evaluates them yearly using the appropriate Performance Appraisal Form, which assesses job knowledge, effective leadership, quality of work, interpersonal skills, customer service, collaborative effort, and punctuality. All Student Services staff serve at least state, regional, or national organizations.

Southern encourages all staff to seek out opportunities for self-improvement by seeking 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 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 in a face-to-face format that may be in-person in the Learning Studio or online using Zoom or Microsoft Teams. Students log in to access tutoring services so Student Services personnel can follow up on early alert referrals. Tutors are currently full-time credentialed faculty working in 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, five students received tutoring services 25 times during 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 rules. The team “huddles” every Monday, receiving updates on new regulations. For the 2023 term, Southern’s financial aid program awarded 3,680 students with federal, state, or

institutional financial aid, with a total award 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 about their academic plans, progress, schedules, majors, and career goals to help them decide on personal educational purposes. 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 communication skills and 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 Southern's significant programs under advising is the Office of Disability Services. In the Fall 2022/Spring 2023 term, the Office of Disability Services saw 21 students with various disabilities and sometimes multiple diagnoses. Appropriate accommodations were made to help these students succeed. These accommodations included extended test time, note taking, photographed notes from the board, test readers, test writers, and using a calculator.

Disability Type

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	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

1. 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 weaknesses 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. Hired a new Director of Accreditation and Assessment.

3. 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.
4. Developed an Assessment Model and an Assessment Glossary to ensure consistency in terms.
5. Updated the Academic Assessment Subcommittee membership to all faculty, thereby ensuring Assessment will be faculty driven.
6. Restructured the General Education Outcomes with faculty input to ensure they are measurable, realistic, and observable.
7. Revised the General Education Rubrics.
8. 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).
9. Refined Program Outcomes to make them useful when being measured.
10. Change Certificate Program Outcomes to make them more appropriate to that level and the certificate's curriculum.
11. Improved curriculum mapping of each program.
12. Developed an annual survey and gathered data from all programs for Program Assessment.
13. Constructed annual report on all three levels of Assessment and shared it on a website.
14. Continued Five-Year Program Reviews but updated the form to obtain more information for Assessment purposes.

15. 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.
16. Conveyed syllabus procedure and template before its implementation.
17. 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).
18. Defined "Co-Curricular."
19. Developed Co-Curricular Plan.
20. Implemented Co-Curricular Plan.
21. Introduced faculty and staff to Curricular and Co-Curricular Plans.
22. Revision of the General Education Policy and the Syllabi Procedure.
23. 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](#). 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, 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 use.

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 West Virginia Network for Education Telecomputing (WVNet) employees, Southern developed a process to link the competencies and rubrics in Brightspace to individual course assignments. The 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 improvements to promote student success. After 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 General Education Rubrics on Brightspace and 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 the 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 attain 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, Academy members would come together and discuss various issues and data. The Academy is extremely effective; its members work well together and do not want to

separate ties. The Academy realizes that much time is taken with the General Education Assessment. Still, 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. The Program/Course-Level Assessment Committee will work with Program Assessment data and Course Student Learning Outcomes Assessment data.

Course-Level Assessment

During the 2022 comprehensive visit, the visitors discovered that Southern's Course Student Learning Outcome approach was substantial; however, faculty expressed concern and frustration regarding the old form and requested that the form be changed. After much research and due diligence, the current Director of Accreditation and Assessment developed a document using Microsoft Forms in a survey format. This format still gathered the same information, but instead of writing a long narrative, faculty could click through the survey and offer a brief description at the end. The Course Student Learning Outcomes Assessment Reports are due at each semester's end. After listening to faculty, the Academic Assessment Subcommittee reduced course-level reporting 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 provided tools to help faculty and students. Some of these tools, including Kahoot, Grammarly, and Go-Pro, 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 problem noted during the Course Student Learning Outcomes Assessment is 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 difficulty 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-3160, Course Syllabus, and SIP-3160.A, Course Syllabus Format, were developed. The Chief Information Officer introduced the idea of merging Banner and the new syllabi format, creating a standard document that allowed faculty input. A pilot was done in the Summer 2023 term and showed a few glitches, which were easily fixed for Fall 2023. Faculty expressed satisfaction with the new syllabi, especially with the hyperlinks to school policies. If faculty do not want to use the links, a [copy](#) of the guidelines is on the college's website. Faculty received professional development regarding the new syllabi, the importance of keeping the same format, and how to add their individualized information. A copy of the syllabi can be found under "Assessment" on the college's website. A copy of their Course Student Learning Outcomes is maintained in Banner.

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 specific 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 remarkable 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 essential first step in moving forward in Assessment. After many conversations and collaborative meetings, Southern's Academic Assessment Subcommittee ("Assessment Academy"), along with its Chief Academic Officers, Deans, and Directors began implementing the Assessment

Plan by updating the Program Outcomes, curriculum mapping, and the [Faculty Assessment Guide](#). The Director of Accreditation and Assessment developed an annual survey and will modify it based on the results and recommendations of the Program Directors. A [copy](#) of the cumulative impacts 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. Southern has the following methods 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 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 and 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 collecting data. More Program Outcomes and timelines will be created as the process is refined.

Other

Southern has also begun developing an Administrative Assessment to show how data is used in the budgetary process. The following units will use 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 data collection and data analysis 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

Southern was eager to begin collecting data after updating the outcomes and rubrics to be measurable, realistic, and observable. The Assessment Academy 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

General Education Outcomes

In January 2023, the Assessment Academy, the Director of Institutional Research, and the Technology Department at Southern West Virginia Community and Technical College helped the Institution develop and implement a more comprehensive and systematic approach to assessing General Education Outcomes. Although the General Education Outcomes and Rubrics have been recently redefined, Assessment has impacted student learning. Faculty are now reviewing various teaching methodologies, low-impact quizzes, curricula, outlines, and study notes. Because Southern is still in the beginning stages of gathering and analyzing data, the team

decided to look at the General Education Assessment in three diverse ways: 1) Argos reports on who completed a course with a "C" or better, 2) Student Course Evaluations, and 3) Brightspace (D2L) data. The Academy, faculty, Program Directors, and Deans updated curriculum mapping to reflect the relevant infusion of General Education Outcomes into each area. As part of the quality process, the Assessment Academy will ensure the alignment of Southern's General Education Outcomes with its curriculum mapping.

Southern now realizes that professional development is the key to enhancing Assessment efforts and promoting a positive climate. With this understanding in mind, Southern decided to devote most of its Fall 2023 Faculty Convocation to professional development regarding Assessment; furthermore, at the next Faculty Convocation, the Assessment Academy plans to provide more professional development sessions. Faculty have indicated they are eager to learn how to redesign and redefine student learning outcomes to make them more measurable, realistic, and observable.

Completion of General Education Courses

The Director of Institutional Research and Director of Accreditation and Assessment decided to develop a report on how students performed in various General Education courses. They pulled the class schedule to make a generous sample and decided which courses they would review. The following table shows the results of the completion rates; the overall goal, Southern's expected level of achievement, is to have at least 70% of students in the subject to achieve a grade of "C" or better.

Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or Better) Spring 2021-Spring 2023 Academic Years										
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023	
Course	N	% C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
AC 111			48	79.21%			46	84.78%		
EG 103			25	84.00%			15	80.00%		
EM 219			5	100.00%			4	75.00%		
MT 121	6	100.00%	24	91.67%	3	100.00%	20	70.00%	5	60.00%
MT 121E	92	56.52%	321	70.40%	96	82.29%	336	73.81%	77	54.54%
General Education Outcome: Critical Thinking										
Course	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
AH 103	10	90.00%	9	88.89%	10	80.00%	7	42.86%	4	100%
BS 101			38	63.16%			67	85.07%	60	85%
BS 124	59	79.66%	263	84.41%	47	89.36%	333	87.09%	66	75.5%
CH 213			3	66.67%			4	100.00%	10	100%
ML 101			14	92.86%			13	92.31%		
NU 134			56	100.00%			57	100.00%	20	100%

Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or Better) Spring 2021-Spring 2023 Academic Years										
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023	
Course	N	% C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
NU 234			41	100.00 %			53	100.00%		
RA 101			15	86.67%			19	89.47%		
RC 110			21	100.00 %			19	100.00%		
SG 210			12	100.00 %			13	100.00%		
General Education Outcome: Intercultural Knowledge and Competence										
Course	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
AH 200	78	83.33%	36	86.11%	67	83.58%	28	78.57%		
AH 280	27	81.48%	17	82.35%	21	85.71%	11	81.82%		
AR 112	37	70.27%	43	76.74%	32	75.00%	48	68.75%		
CJ 223	7	100.00 %	16	76.74%	N/ A	N/A	12	83.33%		
EN 275	N/A	N/A	N/A	N/A	2	100.00 %	2	100.00 %		
HS 230	47	85.11%	76	82.89%	25	76.00%	50	84.00%		

Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or Better) Spring 2021-Spring 2023 Academic Years										
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023	
Course	N	% C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
MU 275	37	83.78%	44	79.55%	28	100.00%	24	91.67%		
Course	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better	N	%C or Better
PY 201	60	71.67%	88	73.86%	89	75.28%	144	80.56%		
SO 200	85	76.47%	79	81.01%	74	77.03%	72	69.44%		
SO 201	12	91.67%	19	84.21%	27	88.89%	22	72.73%		

Summary of Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or Better) Spring 2021-Spring 2023 Academic Years		
General Education Outcome: Written Communication		
Course	N	Completion Rate
EN 101	155	72.21%
EN 101E	1038	70.91%
EN 102	601	84.63%
EN 201	40	96.55%
General Education Outcome: Verbal Communication		
Course	N	Completion Rate
SP 103	816	74.54%
General Education Outcome: Quantitative Literacy		
Course	N	Completion Rate
AC 111	94	82%
EG 103	40	82%
EM 219	9	87.5%
MT 121	58	84.33%
MT 121E	922	67.51%
General Education Outcome: Critical Thinking		

Summary of Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or Better) Spring 2021-Spring 2023 Academic Years		
Course	N	Completion Rate
AH 103	40	80.35%
BS 101	165	77.74%
BS 124	768	83.20%
CH 213	17	88.89%
ML 101	27	92.59%
NU 134	133	100.00%
NU 234	94	100.00%
RA 101	34	88.07%
RC 110	40	100.00%
SG 210	25	100.00%
General Education Outcomes: Intercultural Knowledge and Competence		
Course	N	Completion Rate
AH 200	209	82.90%
AH 280	76	82.84%
AR 112	160	72.69%
CJ 223	35	86.69%
EN 275	4	100%
HS 230	198	82%
MU 275	133	88.75%
PY 201	381	75.34%
SO, 200	310	75.99%
SO, 201	80	84.38%

When analyzing this data, the Assessment Academy and Administration noted no significant difference between the enhanced learning courses in English 101E (Written Communication) and Math 121E (Quantitative Literacy) and the regular courses (English 101 and Math 121). The enhanced learning courses had a lower completion rate than the regular courses. Many faculty expressed concern that, because of how the Enhanced Learning courses are structured, they may not work for Southern students. At Southern, students often refuse the opportunity to "test out" of the Enhanced courses, instead of staying and receiving an extra credit hour. The Administration, Deans, Directors, and faculty are attempting to figure out a solution to this problem.

Student Course Evaluations

To obtain a clear picture for a positive change, Southern asked students to evaluate courses to gather data for Assessment. Southern used the SIP 22²⁰, [Course Feedback](#) and [SIP 22. A Course Feedback](#) were able to provide an anonymous electronic evaluation of the course. These are compiled by the Information Technology Unit and then dispersed to faculty so they can see what needs to be updated. Even though Southern has been collecting student evaluations for many years, Southern elected to show the past two semesters to begin analyzing data. The following tables provide an abbreviated summary of results that could affect student success—questions regarding Student Learning Outcomes, course assignments, course content, critical thinking, and feedback.

*Legend for table: **N**=number of students, **F22**=Fall 22 Term, 202301 Term, **S23**=Spring 23 Term, 202302, **SD**=Strongly agree, **D**=disagree, **N**=Neutral, **A**=Agree, **SA**=Strongly Agree. The questions are from [SIP 220-A, A Course Feedback Survey](#).

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
General Education Outcomes: Written Communication							
AC	15 (F22)	Clearly Stated SLOs (1)	0	0	0	2	13
		Understanding course assignments. (8)	0	0	0	2	13
		Relevance of content. (9)	0	0	0	2	13
		Utilized critical thinking. (12)	0	0	0	2	13
		Feedback given promptly (17)	0	0	0	1	14
	11(S23)	Clearly Stated SLOs (1)	0	0	0	2	9
		Understanding course assignments. (8)	0	0	0	4	7
		Relevance of content. (9)	0	0	0	5	6
		Utilized critical thinking. (12)	0	0	0	0	11
		Feedback given promptly (17)	0	0	0	1	10

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
AH	63 (F22)	Clearly Stated SLOs (1)	2	0	5	24	32
		Understanding course assignments. (8)	0	0	2	31	29
		Relevance of content. (9)	0	1	1	32	28
		Utilized critical thinking. (12)	0	1	1	0	28
		Feedback given promptly (17)	1	1	6	25	28
	105(S23)	Clearly Stated SLOs (1)	0	0	4	23	78
		Understanding course assignments. (8)	1	1	4	14	81
		Relevance of content. (9)	1	0	5	15	81
		Utilized critical thinking. (12)	0	0	3	18	81
		Feedback given promptly (17)	0	2	6	18	78
AR	15 (F22)	Clearly Stated SLOs (1)	0	1	0	6	8
		Understanding course assignments. (8)	0	1	0	8	6
		Relevance of content. (9)	0	1	0	9	5
		Utilized critical thinking. (12)	0	0	0	9	6
		Feedback given promptly (17)	0	0	0	0	6
	14(S23)	Clearly Stated SLOs (1)	0	1	0	5	9
		Understanding course assignments. (8)	0	8	2	3	9
		Relevance of content. (9)	0	9	0	5	8
		Utilized critical thinking. (12)	0	12	1	2	10
		Feedback given promptly (17)	0	17	1	0	10
BS	99 (F22)	Clearly Stated SLOs (Student Learning Outcomes) (1)	4	1	3	20	71
		Understanding course assignments. (8)	3	4	1	21	68
		Relevance of content. (9)	0	3	3	17	75
		Utilized critical thinking. (12)	0	1	4	22	68
		Feedback given promptly (17)	4	2	5	16	70
	126 (S23)	Clearly Stated SLOs (1)	1	2	3	22	98
		Understanding course assignments. (8)	2	1	10	24	85
		Relevance of content. (9)	1	1	7	25	89
		Utilized critical thinking. (12)	1	1	6	22	93
		Feedback given promptly (17)	2	2	7	20	91
CJ	33 (F22)	Clearly Stated SLOs (1)	0	0	0	2	9
		Understanding course assignments. (8)	0	0	1	1	9
		Relevance of content. (9)	0	0	0	2	9
		Utilized critical thinking. (12)	0	0	1	7	9
		Feedback given promptly (17)	0	0	0	1	10
	0(S23)	Clearly Stated SLOs (1)					
		Understanding course assignments. (8)					
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
EG	36 (F22)	Clearly Stated SLOs (1)	0	0	1	8	27
		Understanding course assignments. (8)	2	0	0	10	24
		Relevance of content. (9)	0	1	2	9	24
		Utilized critical thinking. (12)	0	1	1	10	24
		Feedback given promptly (17)	0	1	1	7	25
	22(S23)	Clearly Stated SLOs (1)	0	0	4	5	13
		Understanding course assignments. (8)	0	0	3	4	14
		Relevance of content. (9)	0	0	4	4	13
		Utilized critical thinking. (12)	0	0	4	4	13
		Feedback given promptly (17)	0	0	4	4	13
EM	35(F22)	Clearly Stated SLOs (1)	0	1	4	4	26
		Understanding course assignments. (8)	0	0	5	5	25
		Relevance of content. (9)	0	0	5	7	23
		Utilized critical thinking. (12)	0	0	4	7	24
		Feedback given promptly (17)	0	0	2	9	24
	25(S23)	Clearly Stated SLOs (1)	4	0	1	4	16
		Understanding course assignments. (8)	4	0	1	6	14
		Relevance of content. (9)	4	0	1	4	16
		Utilized critical thinking. (12)	4	0	0	5	16
		Feedback given promptly (17)	4	0	0	4	17
EN	109 (F22)	Clearly Stated SLOs (1)	7	4	5	23	70
		Understanding course assignments. (8)	3	3	8	23	67
		Relevance of content. (9)	2	1	7	23	73
		Utilized critical thinking. (12)	3	1	4	23	74
		Feedback given promptly (17)	5	5	7	16	72
	53(S23)	Clearly Stated SLOs (1)	0	0	0	11	42
		Understanding course assignments. (8)	0	1	2	8	40
		Relevance of content. (9)	0	1	2	8	42
		Utilized critical thinking. (12)	0	0	1	9	38
		Feedback given promptly (17)	0	1	1	5	45
HS	23 (F22)	Clearly Stated SLOs (1)	0	0	1	5	16
		Understanding course assignments. (8)	0	1	2	3	17
		Relevance of content. (9)	1	1	2	3	15
		Utilized critical thinking. (12)	0	1	1	6	14
		Feedback given promptly (17)	1	1	1	4	15
	22(S23)	Clearly Stated SLOs (1)	0	0	2	4	16
		Understanding course assignments. (8)	1	0	0	4	17
		Relevance of content. (9)	1	1	2	2	15
		Utilized critical thinking. (12)	0	1	2	3	15
		Feedback given promptly (17)	0	0	0	5	17
ML	72(F22)	Clearly Stated SLOs (1)	1	0	1	14	56
		Understanding course assignments. (8)	0	0	2	14	55
		Relevance of content. (9)	0	0	1	20	51

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
		Utilized critical thinking. (12)	0	0	1	16	64
		Feedback given promptly (17)	0	0	3	11	58
	5(S23)	Clearly Stated SLOs (1)	0	0	0	4	1
		Understanding course assignments. (8)	0	0	0	5	0
		Relevance of content. (9)	0	0	1	4	0
		Utilized critical thinking. (12)	0	0	0	0	5
		Feedback given promptly (17)	0	1	1	1	2
MT	96 (F22)	Clearly Stated SLOs (1)	3	1	6	34	52
		Understanding course assignments. (8)	3	6	9	25	50
		Relevance of content. (9)	2	5	8	27	51
		Utilized critical thinking. (12)	2	2	4	27	56
		Feedback given promptly (17)	4	5	8	26	47
	30 (S23)	Clearly Stated SLOs (1)	1	2	3	8	16
		Understanding course assignments. (8)	3	1	5	6	13
		Relevance of content. (9)	4	3	3	5	14
		Utilized critical thinking. (12)	3	2	2	6	14
		Feedback given promptly (17)	2	0	2	9	15
MU	5 (F22)	Clearly Stated SLOs (1)	1	1	2	0	1
		Understanding course assignments. (8)	1	0	1	2	1
		Relevance of content. (9)	1	1	1	1	1
		Utilized critical thinking. (12)	1	1	1	0	1
		Feedback given promptly (17)	2	1	1	0	1
			0	0	0	1	2
	3(S23)	Clearly Stated SLOs (1)	0	0	0	0	3
		Understanding course assignments. (8)	0	0	0	1	2
		Relevance of content. (9)	0	0	0	0	3
		Utilized critical thinking. (12)	1	0	0	0	3
		Feedback given promptly (17)					
NU	294(F22)	Clearly Stated SLOs (1)	2	0	2	53	235
		Understanding course assignments. (8)	3	0	1	57	224
		Relevance of content. (9)	3	0	1	65	220
		Utilized critical thinking. (12)	0	0	1	56	234
		Feedback given promptly (17)	1	0	1	56	226
			0	2	0	22	111
	142(S23)	Clearly Stated SLOs (1)	0	3	0	19	111
		Understanding course assignments. (8)	0	2	0	20	109
		Relevance of content. (9)	0	2	0	21	107
		Utilized critical thinking. (12)	0	3	0	15	114
		Feedback given promptly (17)					
PY	64 (F22)	Clearly Stated SLOs (1)	3	0	8	18	35
		Understanding course assignments. (8)	2	2	4	23	32
		Relevance of content. (9)	2	0	6	18	37
		Utilized critical thinking. (12)	2	2	3	21	34
		Feedback given promptly (17)	4	2	7	15	34
	63(S23)		4	2	4	23	30
		Clearly Stated SLOs (1)	1	3	7	18	32
		Understanding course assignments. (8)	3	1	6	21	30

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
RA		Relevance of content. (9)	3	1	3	22	26
		Utilized critical thinking. (12)	2	2	7	21	30
		Feedback given promptly (17)					
	18(F22)	Clearly Stated SLOs (1)	0	0	1	4	13
		Understanding course assignments. (8)	0	0	0	7	10
		Relevance of content. (9)	0	0	0	7	11
		Utilized critical thinking. (12)	0	0	0	6	12
		Feedback given promptly (17)	0	0	1	4	12
			0	0	0	1	7
	8(S23)	Clearly Stated SLOs (1)	0	0	0	1	6
		Understanding course assignments. (8)	0	1	1	1	6
		Relevance of content. (9)	0	0	0	1	7
		Utilized critical thinking. (12)	0	0	1	1	8
		Feedback given promptly (17)					
RC	160 (F22)	Clearly Stated SLOs (1)	1	0	1	33	122
		Understanding course assignments. (8)	0	0	2	28	129
		Relevance of content. (9)	0	0	3	30	128
		Utilized critical thinking. (12)	0	0	1	23	135
		Feedback given promptly (17)	0	3	1	28	125
	123(S23)	Clearly Stated SLOs (1)	1	0	0	25	97
		Understanding course assignments. (8)	0	0	1	26	95
		Relevance of content. (9)	0	0	1	27	94
		Utilized critical thinking. (12)	0	0	1	26	93
		Feedback given promptly (17)	0	0	1	24	97
SG	48(F22)	Clearly Stated SLOs (1)	1	0	0	12	35
		Understanding course assignments. (8)	0	0	2	14	32
		Relevance of content. (9)	0	0	1	15	32
		Utilized critical thinking. (12)	0	0	2	12	34
		Feedback given promptly (17)	0	0	5	10	33
	51(S23)	Clearly Stated SLOs (1)	0	0	1	18	32
		Understanding course assignments. (8)	0	0	4	17	30
		Relevance of content. (9)	0	0	1	18	32
		Utilized critical thinking. (12)	0	0	1	18	32
		Feedback given promptly (17)	0	0	1	19	31
SO	47 (F22)	Clearly Stated SLOs (1)	0	1	5	17	24
		Understanding course assignments. (8)	0	2	3	19	23
		Relevance of content. (9)	0	1	4	17	25
		Utilized critical thinking. (12)	1	0	6	14	24
		Feedback given promptly (17)	0	2	6	13	25
	117(S23)	Clearly Stated SLOs (1)	0	0	5	46	66
		Understanding course assignments. (8)	0	1	1	41	57
		Relevance of content. (9)	2	3	10	49	57
		Utilized critical thinking. (12)	1	0	5	44	64
		Feedback given promptly (17)	1	1	5	32	18

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
SP	32(F22)	Clearly Stated SLOs (1)	0	0	0	11	21
		Understanding course assignments. (8)	0	0	3	10	18
		Relevance of content. (9)	0	0	4	11	17
		Utilized critical thinking. (12)	0	1	4	8	19
		Feedback given promptly (17)	0	0	3	8	21
	18(S23)	Clearly Stated SLOs (1)	0	0	1	5	12
		Understanding course assignments. (8)	0	0	1	5	12
		Relevance of content. (9)	0	0	1	11	13
		Utilized critical thinking. (12)	0	0	1	8	12
		Feedback given promptly (17)	0	0	1	8	12

Some of the issues using this assessment tool include not having enough students to respond, thus resulting in a poor sample size. To avoid this, if the number of students was five or less, the results were not used. Also, Southern had to be mindful of which courses were selected to represent General Education Outcomes because some methods are not taught every semester. After putting the numbers in a column side by side, many trends emerged. One of the most significant strategies that could improve student success is the revision of Student Learning Outcomes. Students surveyed expressed strong disagreements that the Student Learning Outcomes were written. The Assessment Academy Ad Hoc General Education Committee expressed concern and voted to review all course Student Learning Outcomes and work with faculty to update their course Student Learning Outcomes. Also, the Chief Academic Officer and the Assessment Academy have scheduled professional development training in the January 2024 Faculty Convocation. Professional Development then included Curriculum Mapping, Student Learning Outcomes, and Course-Level Assessment. Evaluations revealed..... After the training and review by the Ad

Hoc Committee, the Assessment Academy will review data to determine if the scores on course Student Learning Outcomes improved.

Brightspace Data

Pivot Tables were compiled per semester utilizing Brightspace Data downloaded to Excel. After updating the General Education Outcomes and Rubrics during the Spring 2023 term, Southern could analyze two semesters of data using the General Education Rubrics. The following tables were developed to show the data from various courses:

Summer 2023 Term

Rubric Name	Gen Ed - Critical Thinking
-------------	----------------------------

Count of Level	Column Labels		
Row Labels	MET	PARTIALLY MET	Grand Total
Analyzing Information CT3	14	1	15
Formatting Conclusion CT4	15		15
Gathering Information CT2	15		15
Identifying Issue CT1	15		15
Grand Total	59	1	60

*No Unmet

This table shows that 14 students correctly analyzed that data, and one partially met the goal. All formatted a conclusion, gathered information, and identified issues.

Summer 2023 Term

Rubric Name	Gen Ed - Written Communication
-------------	--------------------------------

Count of Level	Column Labels			
Row Labels	MET	PARTIALLY MET	UNMET	Grand Total
Audience W5	14	1		15

Clarity W4	15			15
Development				
W3	13	1	1	15
Organization				
W2	15			15
Purpose W1	15			15
Grand Total	72	2	1	75

This table shows that 14 students correctly analyzed that data, and one partially met the goal. All were able to clarify information, organize the information, and state a purpose. Thirteen students were able to develop a paper; one partially could, and one could not.

Summer 2023 Term

Rubric Name		Gen Ed - Quantitative Literacy	
Count of Level	Column Labels		
Row Labels	MET	Grand Total	
Application Q3	9	9	
Calculation Q1	9	9	
Interpretation Q2	9	9	
Grand Total	27	27	

*No Partially Met or Unmet.

Nine students met all the rubric's components.

Summer 2023 Term

Rubric Name		Gen Ed - Verbal Communication		
Count of Level	Column Labels			
Row Labels	MET	PARTIALLY MET	UNMET	Grand Total
Audience V4	1	12	5	18
Delivery V5	7	10	1	18
Development V3	11	7		18
Organization V2	6	12		18
Purpose V1	16	2		18
Grand Total	41	43	6	90

This rubric had many issues. Students had trouble addressing their audience (12 partially met, and 5 were unmet) and delivering the content (10 partially met and 1 unmet). Students (N=16) were able to state the purpose.

When analyzing all the data, it was noted that quantitative literacy was expressed unusually on the spreadsheet. When looking at the original Excel spreadsheet and returning to the original assignment in Brightspace, some faculty made an error and did not correctly assess an assignment using the Gen Ed rubric. Even if this was an error, it was important to note that training was needed regarding attaching the Gen Ed rubrics to assignments in Brightspace; therefore, during Faculty Convocation, a professional development on attaching Gen Ed rubrics to assignments in Brightspace was presented by another faculty member who was proficient in Brightspace. Because the Assessment Academy decided to implement a pilot program utilizing the Gen Ed rubrics in Brightspace, and because of the small sample size, the error was easily noticed. Also, because the numbers in the Verbal Communication rubric were not in the “Met” column, the instructor changed his directions to be more specific, and the rubric was shared.

Course Student Learning Outcomes Assessment Data

Identified as one of the strengths of Southern’s Assessment Plan, the Course Student Learning Outcomes Assessment has continued to grow. Faculty complete one assessment report per semester, 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 classroom changes and budget allocations. 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 noticing student's preference for Zoom classes especially 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 and AH 124 CPR
3. Remove CJ 216 Corrections Management
4. Remove SO 200 Sociology as a pre-requisite
5. Add EN 102 as an alternative course

6. Add CJ to PY 226 in the catalog.
7. 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. Students 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 transparent regarding the programs, certificates, and skill sets. All programs have at least one mission, goal, Program Outcomes, and curriculum and achievement data. Programs with a handbook are 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 vital component of Program Assessment is the annual survey 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 are nationally accredited, and Business Accounting and Business Administration is obtaining one. The areas included the 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 the results is available for review. The response rate for the survey was 88% (N=16). The areas of mission statement, attendance at the advisory meeting, faculty, and usage of Student Services were evaluated as satisfactory. Retention rates varied 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's Administration has always been willing to invest in these various programs, 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 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 program's first semester. This allowed certified AEMTs (Advanced Emergency Medical Technicians) to bridge to Paramedic Science starting in the second semester. This change resulted from data analysis and recognizing the community's needs (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 of various program admission levels and on how many students used the resources available; however, the multiple programs did not have a Program Outcome. Each department developed one Program Outcome for one of their programs and collected data.

The Department of Admissions decided that their overall goal for their Assessment project would be that students connect with resources that improve their odds of success. Their specific goal was to have at least two-thirds of students who complete the New Student Orientation agree or strongly agree that New Student Orientation helped them develop a feeling of connection to the College community. This goal was under the Unit Goals that students will feel connected to the community, the Institutional General Education Outcomes of Intercultural Knowledge and Competence, and the CAS Standards of Domain 1) Knowledge Acquisition, Domain 2) Cognitive

Complexity, Domain 3) Intrapersonal Development, Domain 4) interpersonal Competence, Domain 5) Humanitarianism and Domain 6) Practical Competence. The New Student Orientation program was conducted on August 17, 2023, and over 200 students participated. Students (N=74) scored 1.49 as an organized score, and a 1.46 connected to the college on the New Student Orientation Evaluation Form. The instrument's goals were to be between a positive one (+1) and a positive two (+2); therefore, the result was within the acceptable range, and students felt connected to the college by the end of the day. Graphs illustrating the data collected are available on the College's website.

Administrative Assessment Data

In October 2023, Southern integrated administrative assessment into the Assessment model. The departments under this section include Human Resources, Finance, External Affairs, and Workforce. These departments indirectly affect students and show support for the departments that have direct interaction with 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 reflecting good practice and participation by all is a matter of commitment to Southern, not simply an importance 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 strategies 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, 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 and help with advancement. Faculty are encouraged to participate in Assessment during meetings, governance days, town hall meetings, 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		
school					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	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select 20% of Program Outcomes to assess	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
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 significant 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 action with a long body of evidence supporting them. Using a fillable syllabi format and Kahoot as a

course-level technology tool requested by faculty are deservedly touted successes in responding to faculty assessment needs.

The Academic Assessment Subcommittee is now in the second phase of its Academy Project: gathering and analyzing data to note trends and make changes for improvement. 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 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 crucial 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 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), an ex-officio member of the Academic Assessment

Subcommittee, on each meeting's agenda. These informative presentations provide a primary 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 change their programs. Administrative assessment is the next challenge, showing promises of modifying 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](#)

Southern West Virginia Community and Technical College

ASL Project

Project 6 Report

10.01.23

MIDPOINT ROUNDTABLE - SWV No Pending Activity Started 8/1/2023

PREPARE FOR MIDPOINT ROUNDTABLE

Assessment Academy Midpoint Roundtable

October 11–13, 2023

Marriott Chicago O'Hare

Chicago, IL (minutes from Chicago O'Hare Airport)

The Assessment Academy Midpoint Roundtable is a three-day event for the full Academy Team. A detailed agenda draft is provided for your reference. The times outlined on the schedule are subject to change.

Program Description

The Academy Midpoint Roundtable is a multi-day event for Academy teams to review, refocus, and recharge their efforts to improve the assessment of student learning. Marking the halfway point in the Academy experience, this event is a chance for teams to:

Reflect on Academy Project progress and develop plans to propel the work forward.

Receive guidance on the Academy Project.

Hear presentations on current practices and strategies from Academy Scholars.

Engage with other Academy teams to learn from their successes and brainstorm strategies to address common challenges.

Leave with goals and action steps for the final two years of the program.

Who Should Attend

Each participating institution is expected to register a cross-functional team with five to eight members. Teams may include assessment leaders, faculty members and administrators. The Midpoint Roundtable is an interactive meeting for Academy teams and has been designed for full teams to participate during the scheduled sessions.

PROJECT UPDATE 6 No Pending Activity Started 8/28/2023

ANSWER PROJECT UPDATE 6 QUESTIONS

CONSOLIDATED RESPONSE

1. What are some strengths of the work accomplished in the past 6 months? Why are these strengths?

Posted 10/01/2023 07:45 PM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

The Faculty Convocation Week sessions (and resulting\additional Brightspace videos) represent significant investment in faculty professional development; are well-described and represent a diversity of topics and expected audience expertise levels.

The "Faculty Guide to Assessment" and assessment component of faculty contracts also contribute to the narrative of promoting a culture of assessment by providing a glossary of common terms and proactively putting assessment expectations and justification in context for faculty stakeholders.

Syllabi format changes strengthen the narrative that learning outcomes are communicated to students early and often.

The 5 new/revised General Education Outcomes are presented well with clear performance indicators and are easy to find on their institutional website (Assessment | Southern West Virginia Community and Technical College (southernwv.edu). In addition, it is welcomed that Southern explicitly addressed the

faculty adoption component of these changes, which further reinforces the narrative that faculty own the curriculum, material expertise, and assessment of curriculum and learning.

I know I was only supposed to address changes in the last six months, but I'd like to commend Southern on their commitment to transparency and development of the Assessment website with dedicated information and resources on topics including: program and course level assessment, co-curricular assessment, faculty assessment guide, syllabi (and assessment), advisory (and assessment) as well as the above stated GEO work. Since I have mentored this project from the beginning, it is satisfying to see how the Academic Assessment Subcommittee has really taken charge of communicating their assessment culture. Yes, static assessment reports are there (these formed the bulk of the website from 3 years ago), but the AAS is really making the effort to engage with stakeholders with this website development that can now be viewed as a resource asset.

Janice Denton, Scholar:

I agree with Veronica. You have accomplished a great deal since the MPRT.

- 2. What remains unclear or what questions do you still have about this work to assess and improve student learning?**

Posted 10/01/2023 07:45 PM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

An opportunity exists to further the narrative on how the Program Review template addresses Assessment of student learning and budgetary issues.

Southern's recent efforts in the faculty convocation events leads to the natural question of how Southern can leverage faculty professional development into Assessment leadership, not just amongst faculty practitioners, but also among Southern's growing investment in co-curricular assessment, which means developing student assessment (peer-assessment) leaders. If fact, in discussing their next six-month plans, Southern indicates that they already have an interested pool of faculty volunteers, so they already

have done some of the heavy work in communicating that faculty buy-in and ownership is valued and that a faculty member's investment in Assessment expertise will be needed to move courses, programs, and the institution forward.

Janice Denton, Scholar:

You mention in your update developing an assessment model that addresses co-curricular assessment and Administrative Assessment. What is Administrative Assessment and how is it connected to assessing student learning in your programs?

- 3. What are some critical things to which the institution should pay attention as it plans its work for the next six months?**

Posted 10/01/2023 07:45 PM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

Southern addressed this question quite well in their response by explicitly listing 6 goals and even address how they intend to refine the goals into measurable components.

Reflecting on these goals, my biggest takeaways are that the extraction of data from Brightspace (D2L) and data analysis processes still need a robust process to tie them to actual closing-the-loop activities. This is where the recently created\updated Program Review Template may be of service with a stronger section address. Specifically, perhaps the template can ask for evidence that either 1) the curriculum was revised or developed in some way, which could consist of evidence such as capstone course changes, additional prerequisites or additional course modules that reflect emerging field technologies; 2) a new teaching strategy was tried such as the inclusion of active learning, formative as well as summative assessments; or 3) the support for learning was improved in some way with revisions to advising or campus tutoring, increased student access to labs, library databases, or day-one access to textbooks.

In addition, there is still a question that Southern has repeatedly brought up-how can they leverage D2L tools to automate the capture of learning artifacts, course and module averages and percentages, plagiarism detection data, and other engagement tools such as time spent on course shell or watching videos? I was very cheered to see the photo of a large group of faculty proudly wearing their "Data or Bust" t-shirts, so it is clear that they are receiving the memo on how important their data capture is to demonstrating learning effectiveness. Indeed, in my interviews with Southern participants, figuring out ways to free faculty from repetitive data capturing chores was a welcomed conversation. The opportunity exists to perhaps reward these Data Warriors with incentives to further their use of D2L tools to automate particularly program-level captures that reflect learning outcomes.

Janice Denton, Scholar:

It will be important to attend to the faculty request for professional develop. I mentioned before in the last update that the Academy has made available a number of short videos put together by the ASL mentors and scholars on different assessment topics. How to write outcomes, rubrics, co-curricular assessment etc. Maybe these might be useful as you design a set of modules to help your faculty. The links are embedded in the MPRT tab in SparQ. If you have trouble finding the link, e-mail Kim Davis and she will point you in the right direction.

Attachments:

Title	Updated	File Type	File Size	View Document
sixmonths	10/01/2023	Word Document	21.58 KB	View Document

- 4. What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?**

Posted 10/01/2023 07:45 PM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

*The University of Michigan-Dearborn offers some good strategies for closing the loop:
<https://umdearborn.edu/office-provost/success-dearborn-faculty-staff/assessment/closing-loop>.*

Particularly notable is the over 30 specific examples they cite of real curricular, programmatic, organizational, personnel changes that occurred with regard to specific courses.

Another HLC institution, Oral Roberts University, has a similar, more modest approach that more closely ties to themes they have identified in their strategic planning as institutional goals:

<https://oru.edu/academics/resources/university-assessment/closing-the-loop.php>

Axel Borschbach and Timothy Mescon article: Transforming Assurance of Learning for Lasting Impact available from AACSB addresses assurance of learning as an evidentiary

*process (in the context of a business school, but I believe the lessons are transferrable to a larger context:
<https://www.aacsb.edu/insights/articles/2021/05/transforming-assurance-of>*

-learning-for-lasting-impact

Western Kentucky University used a section of their Assurance of Learning plan to address how their closing-the-loop activities directly tie into their institutional learning

goals: <https://www.wku.edu/business/assurance-of-learning-committee/documents/2017to22aolplan.pdf>

Attachments:

Title	Updated	File Type	File Size	View Document
resources	10/01/2023	Word Document	18.60 KB	View Document



My Groups

My Resources

Contacts

As

VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

WEST VIRGINIA'S ASL PROJECT

Cohort: Asse
Start Date: 3/18/20
Qu

BUTORS

HOT



Project Update 3
Feb - Mar 2022



Midpoint Report
Oct - Dec 2022



Third Year Consultation
Spring 2023



Project Update 6
Aug - Nov 2023



Project Update 7
Feb - Mar 2023



Results Forum
Fall 2024

Print

Expand All



Sort I

NOTABLE - SWV | ● No Pending Activity



President's Board of Governors Report
Dr. Pamela L. Alderman
October 17, 2023

- Semester is underway- enrollment it up. Eight-week classes available.
- Mortuary Science program- Moving forward, will have an advisory meeting at first of year. Bill Alderman to visit Tidewater college to discuss their program. Mine Management program is moving forward as well.
- Attended regular monthly board meetings.
- Hosted Southern's Foundation Executive Board meeting August 28th
- Hosted Workforce Roundtable Discussion with Federal Reserve Bank President, Peter Dolcart on August 29th
- Met with Administrators from Mountain Laurel Integrated Health Services regarding possible partnership.
- Second Governance Day was held on September 8, 2023.
- Participated in a conference call regarding SREB grant.
- Finance wrapped up visited from auditor.
- Hosted ACCE (Advisory Council of Classified Employees) on September 25th on the Logan Campus.
- Hosted NASA representatives on Logan campus September 26th.
- Town Hall – Service Excellence Representatives spoke to those in attendance on September 28th.
- Trail Ride September 30th – successful event approximately 90 vehicles.
- Spoke at Logan Regional Medical Center Lunch and Learn -Breast Cancer Awareness October 3rd.
- Bestfoot attended Gear Up conference on October 3rd at the Clay Center.
- CDL Simulators have been received and installed on the Williamson Campus.
- Attended and participated as a panel guest at WV Board of Governors Summit in Charleston Oct 11th-12th.
- Visited Chapmanville Primary School for a read aloud event on October 16th.
- Viewpoint- attended several meetings discussing logistics and content prior to filming October 17, 2023.
- Attended and presented at the Board of Governors Summit in Charleston, WV. October 11th-12th.
- Assessment Academy attending HLC Assessment conference in Chicago, October 11th -13th.

EFFECTIVE

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE**

Organizational Chart

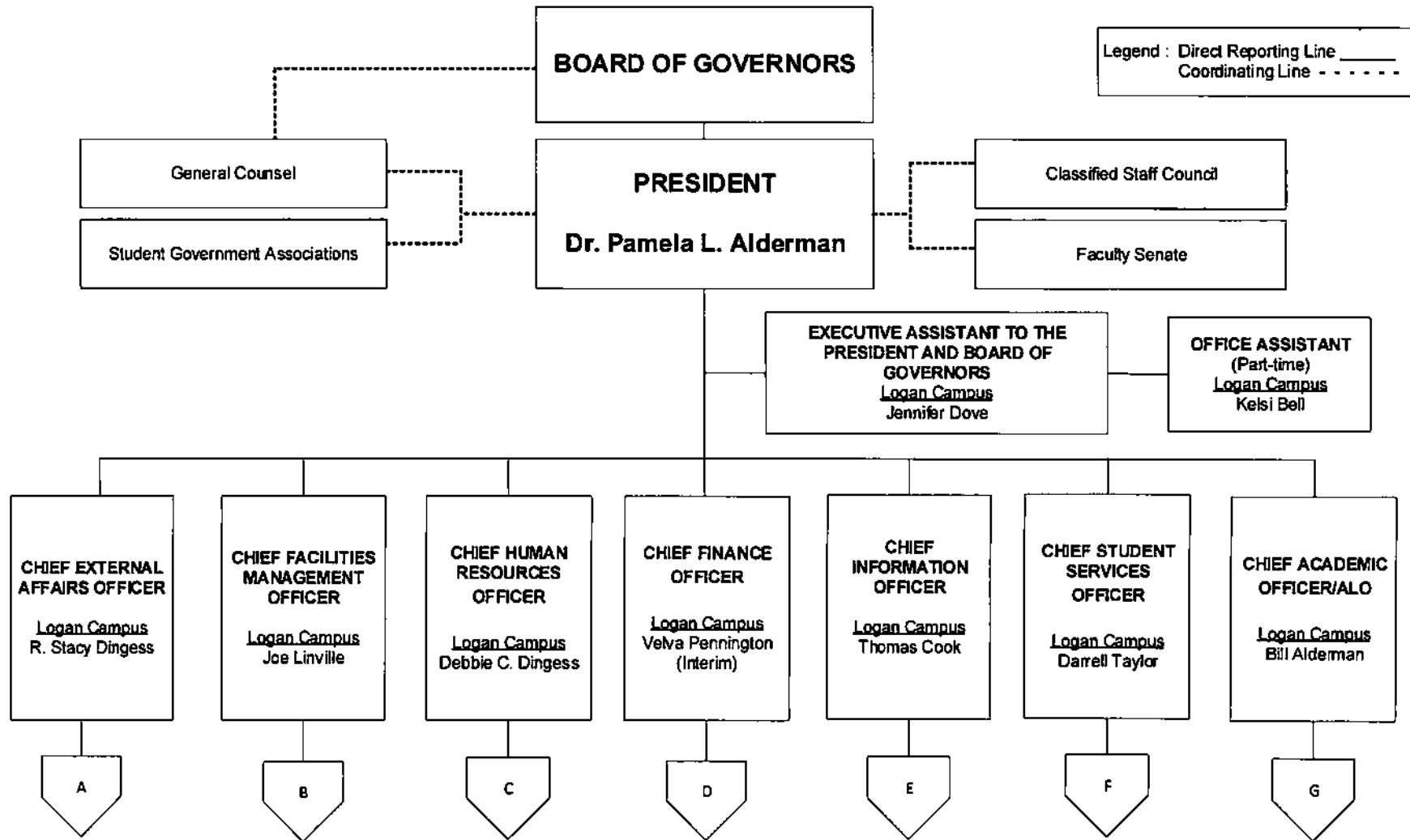
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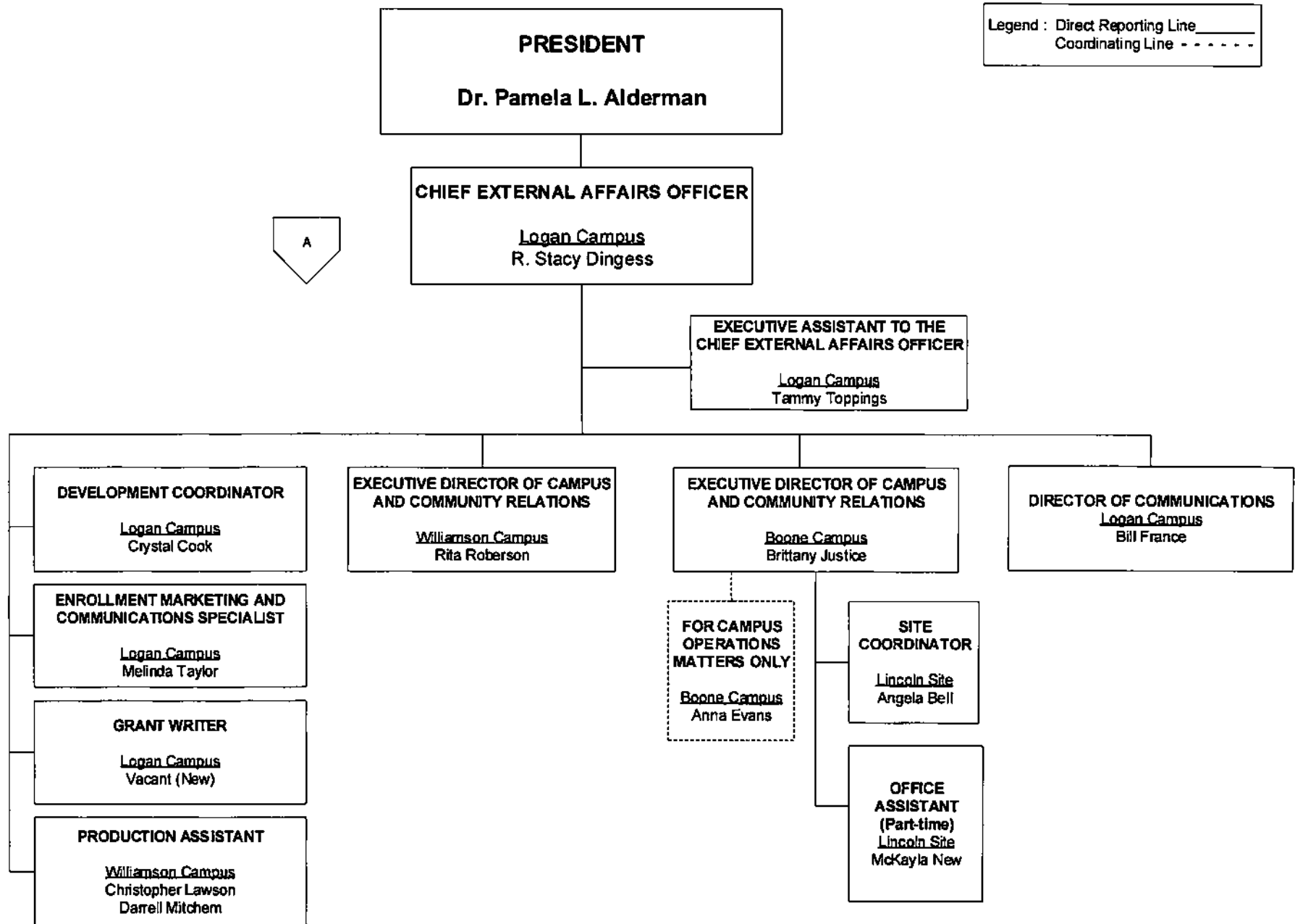
**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
ORGANIZATIONAL CHART**

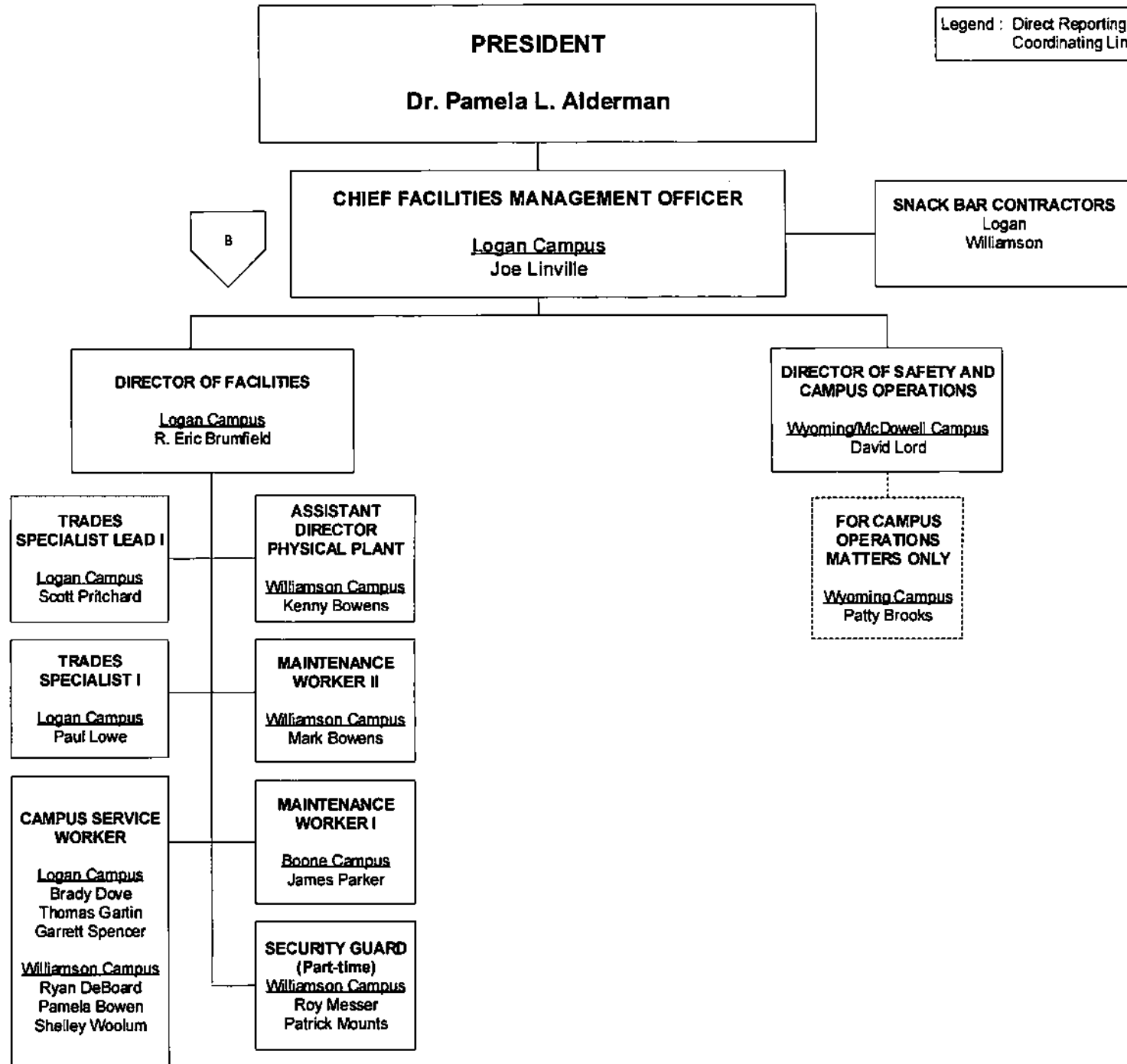
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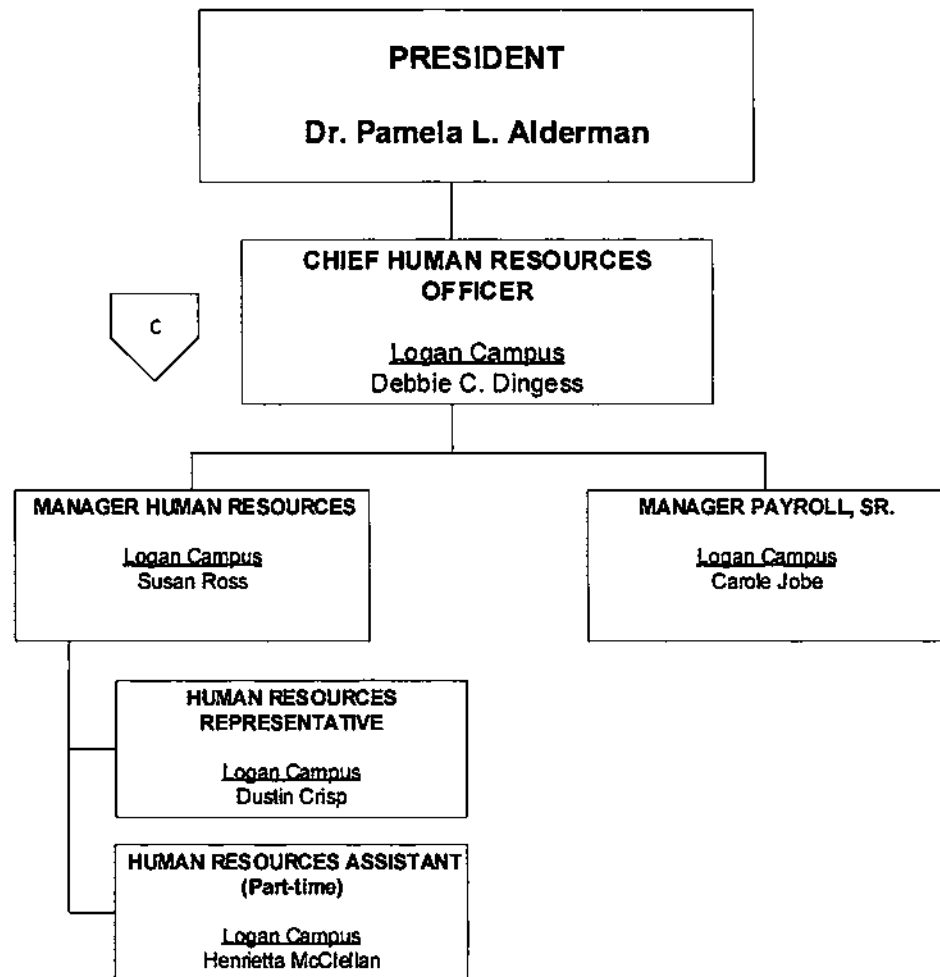
INDEX

President.....	Page 1
President's Cabinet	
External Affairs.....	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
Professional and Transfer Programs.....	Page 10
Allied Health and Nursing	Page 11

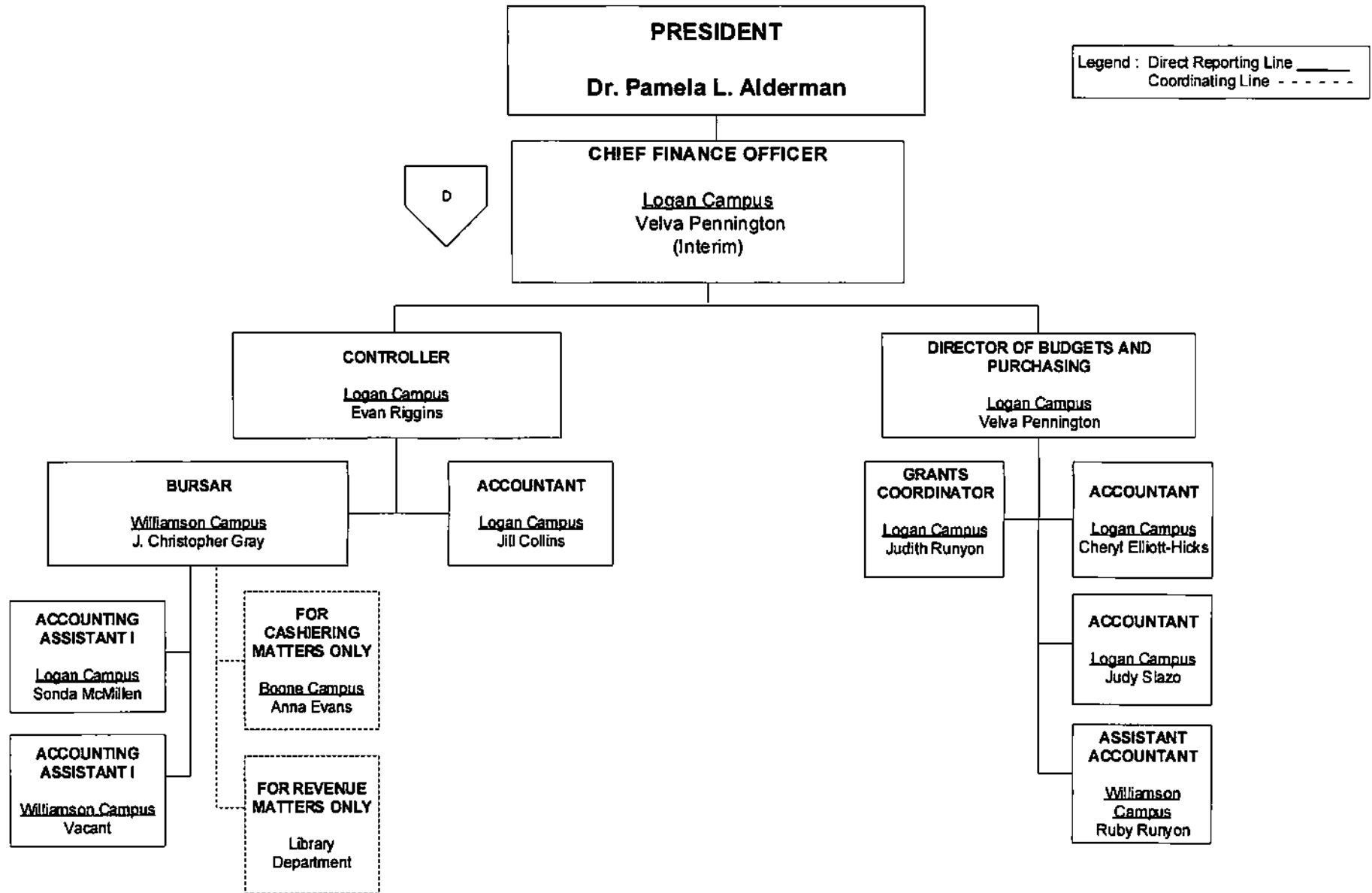


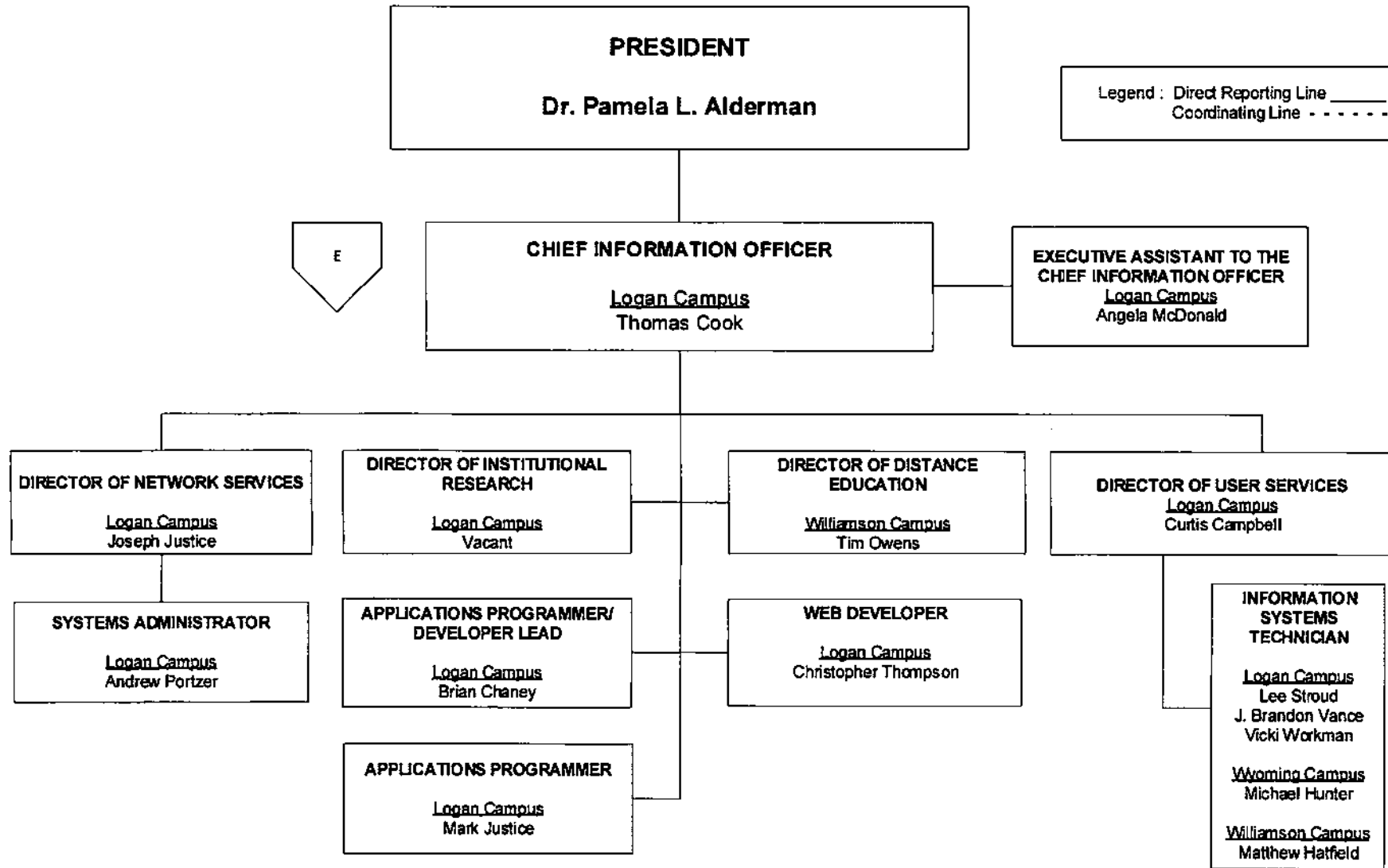




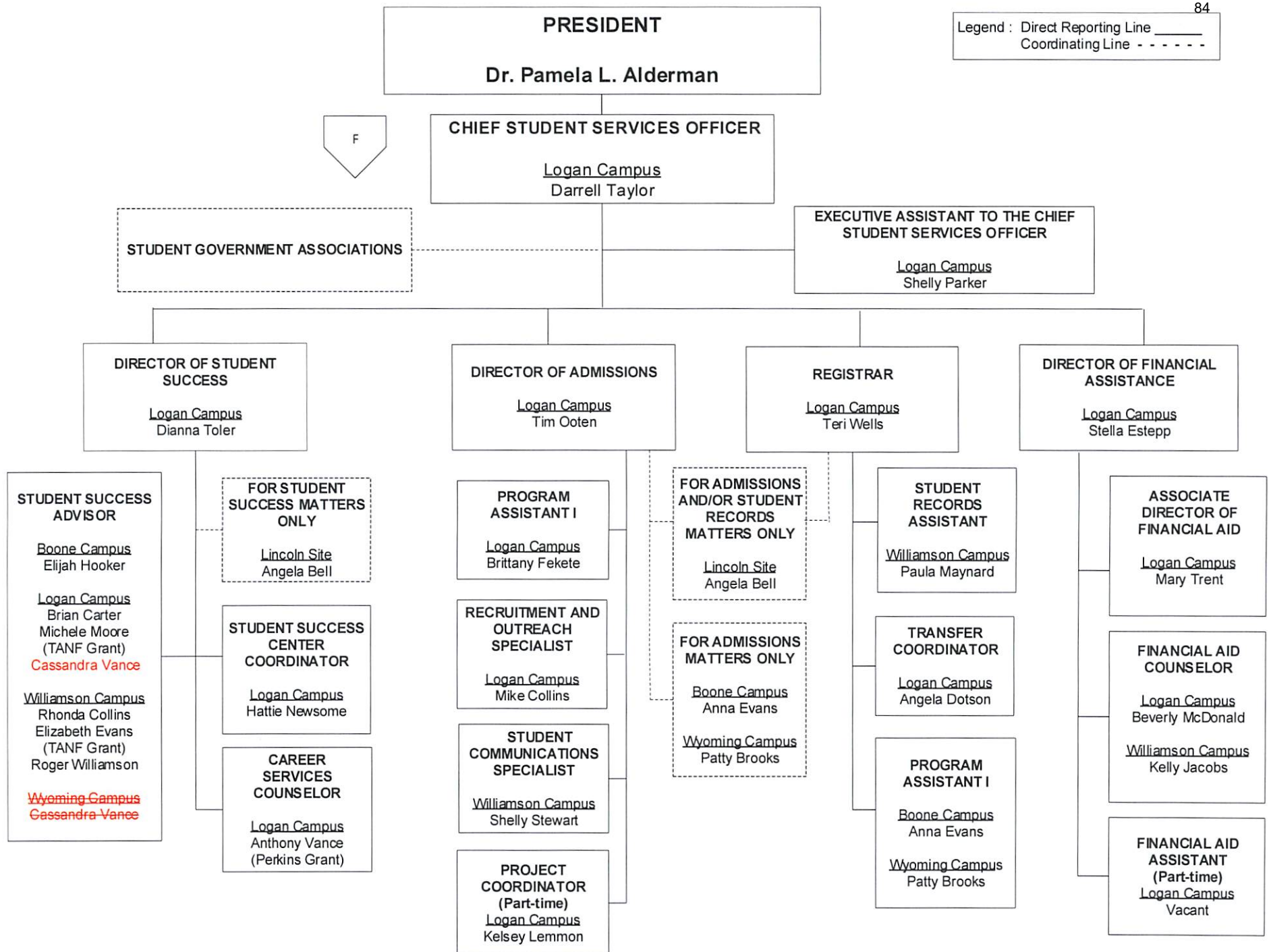


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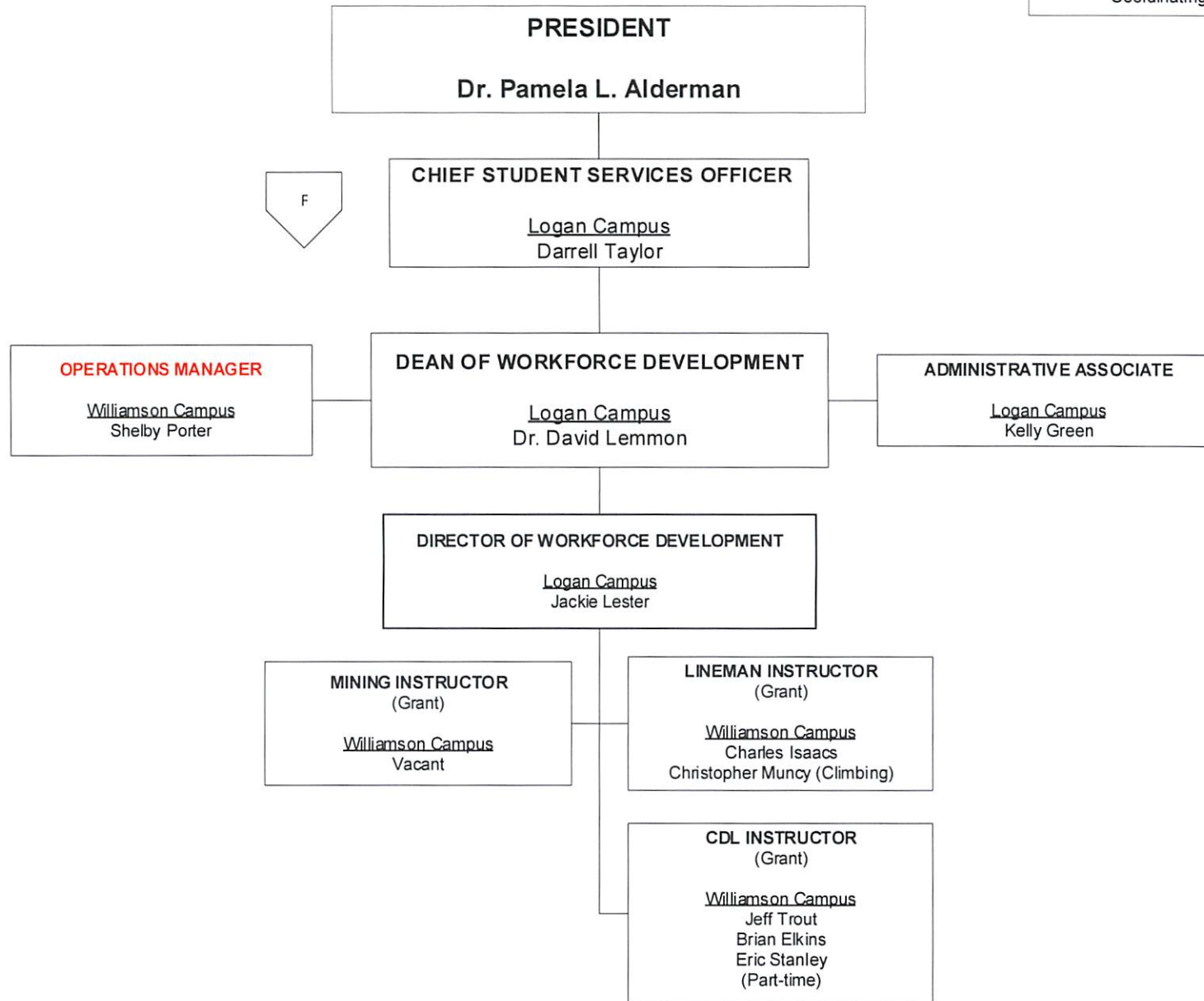


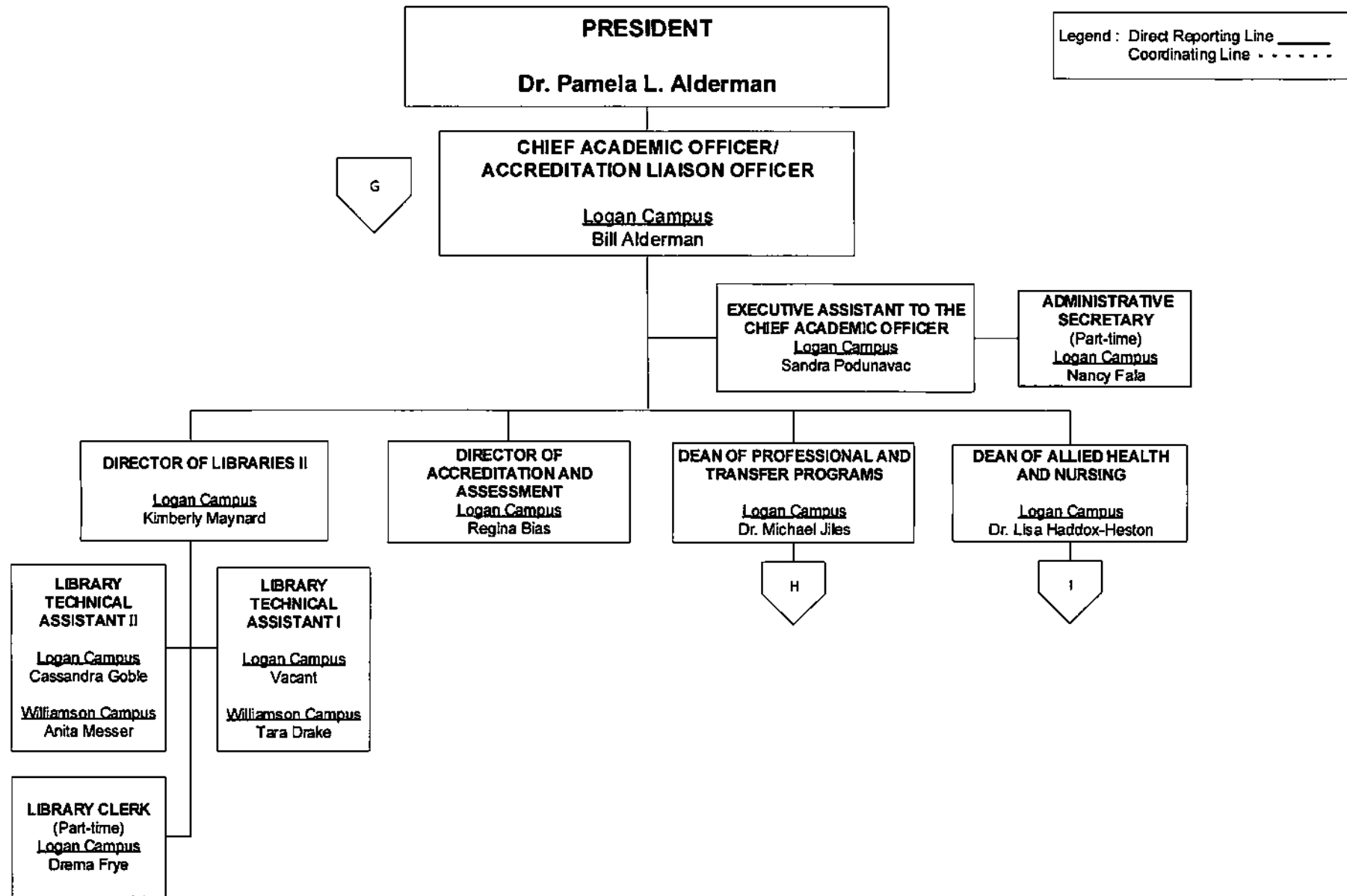


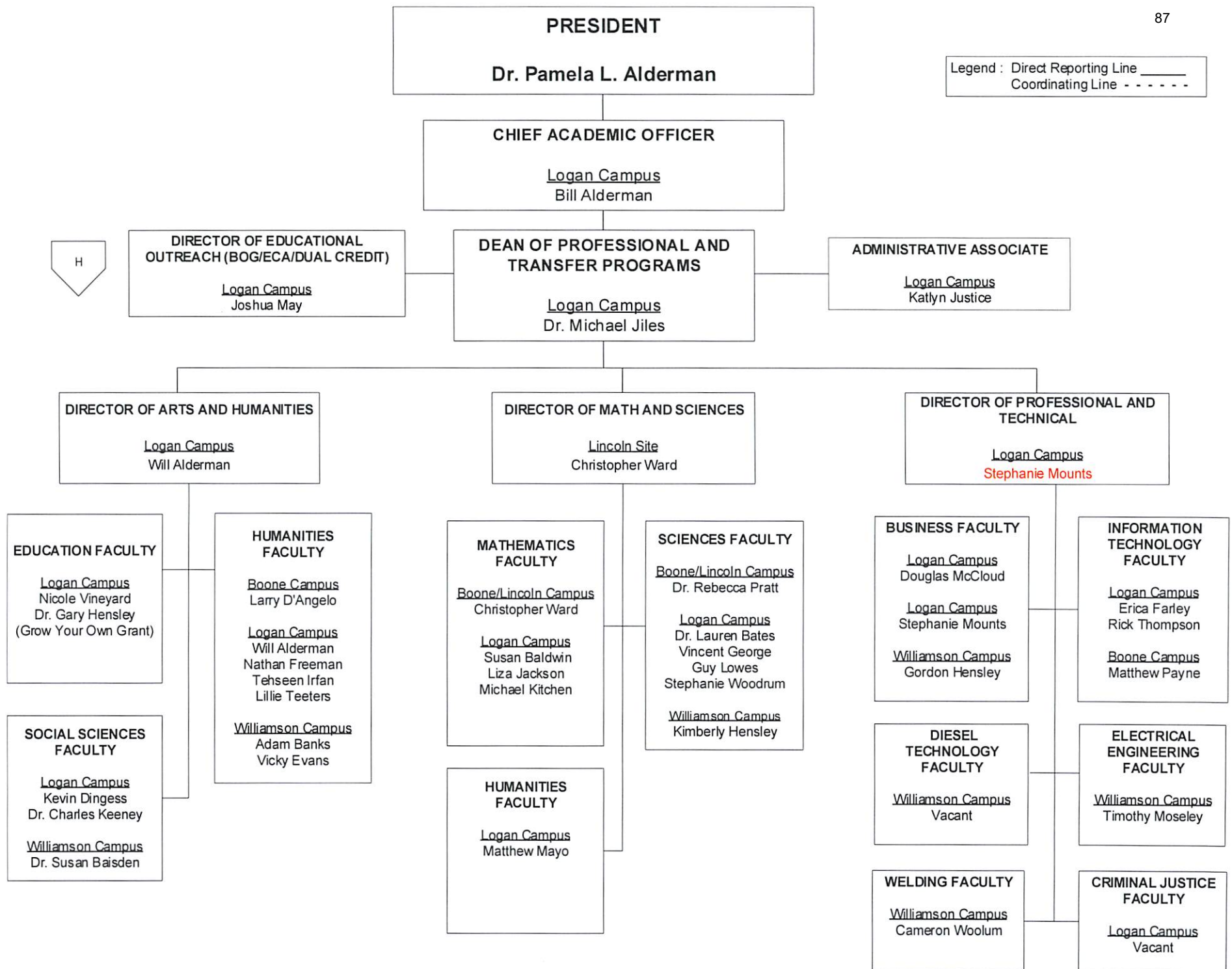
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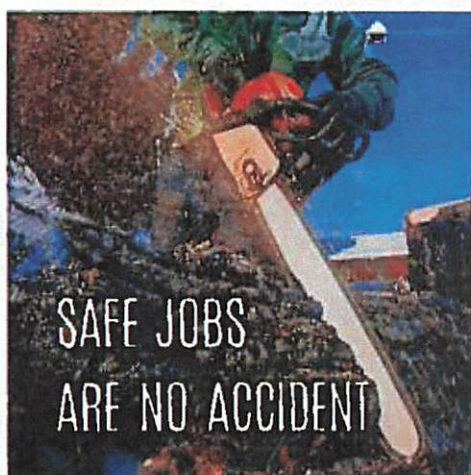


PRESIDENT**Dr. Pamela L. Alderman****CHIEF ACADEMIC OFFICER**Logan Campus
Bill AldermanLegend : Direct Reporting Line _____
Coordinating Line - - - - -**DEAN OF ALLIED HEALTH AND NURSING**Logan Campus
Dr. Lisa Haddox-Heston**ADMINISTRATIVE ASSOCIATE**Logan Campus
Susan Wolford**DIRECTOR OF NURSING**Logan Campus
Shelia Elkins**ADMINISTRATIVE SECRETARY, SR.**Logan Campus
Sammi Dodrill**SIMULATION AND ACADEMIC LAB COORDINATOR**Logan Campus
Sherry Bradford**NURSING FACULTY**Logan Campus
Ashleigh Barette
Loretta Brown
Sharon Davis
Heather Drake
Stacy Hatfield
Melissa Kirk
Mika McCoy
Dr. Debra Mullins
Maudie Orraca-Tetteh
(Weekend)
Cori Pettrey
(Weekend)
Sandra Vance
Jennifer Vernatter
+ 2 Vacant Positions
1 Vacant Position
(Weekend)
1 Vacant Position
(ASCEND Grant)**ACADEMIC LAB MANAGER/ ADMINISTRATIVE SECRETARY SR.**Logan Campus
Beth Deaton
(Weekend)**STUDENT SUCCESS ADVISOR**Logan Campus
Vacant
(ASCEND Grant)**DIRECTOR OF EMERGENCY MANAGEMENT SERVICES**Logan Campus
Albert M. Smith**ALLIED HEALTH FACULTY**Logan Campus
Andrea Brown
Cynthia Lowes**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
Jadriana Chaney**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

**Annual Emergency Preparedness Report
October 17, 2023**

1. ASHER (Active Shooter/Hostile Event Response) Exercises were conducted on each campus this past year as required by NFPA 3000. We will begin scheduling these again shortly.
2. The WV State Police provided faculty and staff training on active shooter during September's Governance Day.
3. The College's Emergency Plan was updated and posted to our web page in July.
4. The Department of Justice has initiated regional quarterly homeland security 'meetings for all stakeholders. The initial meeting was held on the Logan Campus on September 12.
5. We have transitioned to Microsoft Teams for shared documents. Individual campus crisis emergency plans, incident reports, monthly safety inspections are all now stored here.
6. Each of the campus administrators now have access to all campus's security cameras both from on campus and off campus.
7. Our campus crime statistics were uploaded to the US Department of Education's portal in September that is required by Federal Clery Act. I am happy to report we had no reportable crimes in 2022.
8. National Emergency Alert System conducted a test at 2:20 p.m. on October 4th. You should have received an alert on your phone, tv or radio at this time. This system is tested annually.
9. Southern will be doing a similar test of our Southern Alerts System on October 30 at 1 p.m. This system will send out a test message to all faculty, staff and student cell phones. The system collects cell phone numbers from Banner for all faculty, staff and students daily. We would use this if we would have an emergency on one of our campuses, timely warnings and for all campus delays and closures.
10. Board Members will have a vital and important role if we ever did have a mass causality incident. You would be asked to go to our local hospitals to assist families who may show up there looking for answers. The College would set up two separate off campus centers. The first one would be for the media that all official press briefings will take place at and the other a location that can be secured for survivors and families that will be staffed with professionals to offer aid to them. Our county emergency managers would assist in this.
11. Enclosed is the most recently Safety Newsletter I create and is distributed to all faculty and staff.

Safety Newsletter
October 2023



Fire Prevention Week
October 8-14, 2023

Since 1922, the NFPA has sponsored the public observance of Fire Prevention Week. In 1925, President Calvin Coolidge proclaimed Fire Prevention Week a national observance, making it our country's longest-running public health observance. During Fire Prevention Week, children, adults, and teachers learn how to stay safe in case of a fire. Firefighters provide lifesaving public education to decrease casualties caused by fires drastically.



Fire Prevention Week is observed each year during the week of October 9th in commemoration of the Great Chicago Fire, which began on October 8, 1871, and caused devastating damage. This horrific conflagration killed over 250 people, left 100,000 homeless, destroyed more than 17,400 structures, and burned over 2,000 acres of land.

Today's homes burn faster than ever. You may have as little as two minutes (or even less time) to safely escape a home fire from the time the smoke alarm sounds. Your ability to leave a home during a fire depends on early warning from smoke alarms and planning.

This year's theme is, "Cooking safety starts with YOU. Pay attention to fire prevention!"



Cooking Safety

Cooking brings family and friends together, provides an outlet for creativity and can be relaxing. But did you know that cooking fires are the number one cause of home fires and home injuries? By following a few safety tips you can prevent these fires.

"COOK WITH CAUTION"

- Be on alert! If you are sleepy or have consumed alcohol don't use the stove or stovetop.
- Stay in the kitchen while you are frying, boiling, grilling, or broiling food. If you leave the kitchen for even a short period of time, turn off the stove.
- If you are simmering, baking, or roasting food, check it regularly, remain in the home while food is cooking, and use a timer to remind you that you are cooking.
- Keep anything that can catch fire — oven mitts, wooden utensils, food packaging, towels or curtains — away from your stovetop.

If you have a small (grease) cooking fire and decide to fight the fire...

- On the stovetop, smother the flames by sliding a lid over the pan and turning off the burner. Leave the pan covered until it is completely cooled.
- For an oven fire, turn off the heat and keep the door closed.

If you have any doubt about fighting a small fire...

- Just get out! When you leave, close the door behind you to help contain the fire.
- Call 9-1-1 or the local emergency number from outside the home.

Cooking and Kids

Have a "kid-free zone" of at least 3 feet (1 metre) around the stove and areas where hot food or drink is prepared or carried.

FACTS

- 1 The leading cause of fires in the kitchen is unattended cooking.
- 1 Most cooking fires in the home involve the kitchen stove.



Your Logo

Cybersecurity Awareness Month

Cybersecurity often gets overlooked in the context of workplace safety, but don't underestimate the risks to your operations and business continuity. It's critical to follow good cybersecurity practices and ensure they are set up to protect yourself and your business from cyberattacks.

Our Information Technology is making changes to our multifactor authentication as outlined in Joey Justice's, Director of Network Services, email on September 18. You too, should take the necessary steps to protect your personal accounts.

So whenever available, be sure to opt in.

According to the Cybersecurity and Infrastructure Security Agency, (CISA.gov), start by looking at the security settings on your most-used accounts. You may see options to enable MFA listed as "Two Factor Authentication," "Multifactor Authentication," or "Two Step Factor Authentication." You may be asked to provide a second form of authentication in many ways.

Popular forms of MFA include:

- Text message (SMS) or voice message
- Application-based MFA
- Phishing-resistant MFA
- Fingerprint authentication or face scan

Where to implement MFA:

- Email accounts
- Financial services
- Social media accounts
- Online stores
- Gaming and streaming entertainment services

If you don't see a prompt for multifactor authentication on one of these accounts, send a note to each company asking them to enable the feature. After all, it's your security at stake!

According to Microsoft, using MFA can make you 99% less likely to be hacked.

National Crime Prevention Month

Together, we create a safer community!

Since 1984, when it was first observed, National Crime Prevention Month has successfully spread awareness about crime prevention and personal safety among millions of Americans.



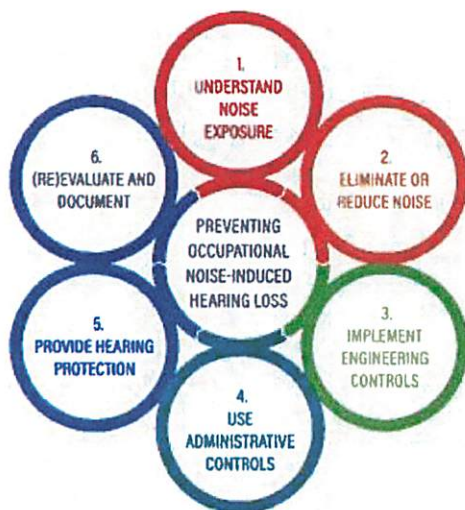
National Protect Your Hearing Month

Noise is part of everyday life, but it can become hazardous at certain levels.

Repeated exposures to sounds that are 85 A-weighted decibels (dBA) or higher can cause **permanent hearing loss** and are associated with other problems, including

- Ringing in the ears (tinnitus)
- High blood pressure (hypertension)
- Cardiovascular disease

High noise levels can also contribute to serious workplace accidents and injuries. Noise can reduce workers' awareness of what is happening around them, including signals, alarms, and verbal warnings.



Reducing workplace noise below 85 dBA is the best way to prevent occupational hearing loss and other effects from hazardous noise. Additional benefits of reducing worker noise exposure include

- Less stress and fatigue
- Increased productivity and better morale
- Improved relations with management
- Lower workers' compensation costs

Fortunately, **occupational hearing loss can nearly always be prevented**. Health and safety professionals, employers, and workers can all help prevent occupational hearing loss.

There is a free app from NIOSH, the National Institute for Occupational Safety and Health, that monitors the sound level of your environment. The NIOSH Sound Level Meter app can measure workplace noise to determine if workers may experience hazardous noise exposure. The free app combines the best features of professional sound level meters and noise dosimeters into a straightforward tool. The app was created to empower people to test noise levels in their workplace, make informed decisions about noise exposure, and prevent occupational hearing loss. The level in my office from the HVAC system is 46.2 dBA, well below the 85 dBA recommended limit. Some prevention methods include taking breaks from noisy activities so your ears can rest and/or use hearing protection.



**Southern West Virginia Community and Technical College
Board of Governors
Meeting of August 15, 2023
100 College Drive, Logan, WV
Logan Campus, Building C, Room 428
Via Zoom Meeting ID: 976 3136 4795**

<https://zoom.us/j/98286599411?pwd=OFRRSmdzUzNOWS8yRHpOY1FibGE2QT09>

**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, Jeremy Thompson, Virgil Underwood, Chris Gray, and Chris Ward

Board Members Absent: None

Also Attending: President, Dr. Pamela Alderman, Jennifer Dove, Recorder, Bill Alderman, CAO/ALO, Velva Pennington, Interim Chief Finance Officer, Beverly McDonald, Classified Staff Chair, Darrell Taylor, Chief Student Services Officer, Joe Linville, Chief Facilities Management Officer, Debbie Dingess, Chief Human Resources Officer,

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. Oath of Office

Mr. Joe Linville, Chief Facilities Management Officer, and Public Notary administered the *Oath of Office* to Sydney Brown, Chris Gray, and Chris Ward.

4. Finance Report

Ms. Velva Pennington, Interim Chief Finance Officer, provided the following financial update:

- Working on last year's Audit and Financial Statement. We will not have an accurate number on gain/loss until financial statements are complete.

- First Financial Aid disbursement is scheduled for September 11th and finance will begin recording financial aid revenue later that month. Loan disbursement will be sent out in two disbursements one late September and one in mid-October. Aid and refunds will be disbursed every two weeks through November 16th.
- Finance is expecting the budget to be tight this year. As such, only 60% of operating budgets have been released. This will help Finance to monitor budgets more closely. Based on revenue from the Fall semester, the remaining 40% will be released.
- Southern currently has 240 days of operations cash on hand.
- Please let Jen Dove know if you would like to see anything more specific in the upcoming Board reports from Finance.

5. HLC Institutional Response Update

Bill Alderman provided the following update:

- Attached is the initial 45-page Focus Visit report. We have 200 to 300 pages of data that we can pull from. Will have this report completed by December Board meeting to share.
- Will lock down the report in January.
- Faculty Convocation was last two days and was well received.
- Bill demonstrated how to access the assessment documents on our webpage.
- Syllabi are now streamlined per HLC's concerns.
- Bill encouraged everyone to look around to get an idea of what is happening with assessment.
- Very happy with how everyone is working together as one college.

6. Presidents Report

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

- Mortuary Science development is ongoing and the redevelopment of Mine Management program. Both will go back through the Board to be approved. An advisory committee of approximately 25 participants has already been created for Mine Management and met last week. We received feedback on the program needs. Hope to have this program up and running in the fall of 2024.
- ECA- added Wyoming county. They want to start very modestly and have higher admission requirements for their students. Overall, ECA is going well and very pleased.
- Met with Senator Stover and Wyoming County Commission to discuss the Wyoming Campus. 911 is interested in purchasing the building. Hopeful to know something by October or December. Will have talks with Senator Hardesty Senator Carmichael on how to proceed and get clarification on the process.
- Attended several board meetings.
- Entered a partnership with Boone Memorial regarding grant opportunity. Met with Ray Harrell to discuss the grant and expectations.
- President of the Federal Reserve Bank of Richmond will be in Southern WV hosting roundtable discussions with various groups about the economics of the area. Southern will host one of the sessions on August 29th.
- Met with West Logan Christian school to discuss available space at college for them to use. Their students will also take part in ECA. Happy to work them.
- Classes start on August 21st, however we have a 5% increase in enrollment. Very happy considering the climate across the state.

- Faculty Convocation yesterday and today. Welcomed returning and new faculty. Was a day of training and information sharing. Very well received.
- New Student Orientation will be on Monday. Expecting over 200 students on campus.
- Sgt. Cory Maynard Memorial Softball tournament was on Saturday. We had 11 teams to participate and raised \$7,500.00 that day. As of 6:00 p.m. we have raised \$16,300 for the scholarship. Approximately 800 in attendance throughout the day.
- NASA representatives will be on campus September 26th to discuss pathways of employment to NASA.
- Have been awarded two CDL simulators. One will be in Williamson and hopeful that one will be mobile that we can take to schools. Will have a ribbon cutting soon.
- Viewpoint, PBS will be on campus October 17th to film for the program. Board would like to have meeting at lunch to be on campus for filming.

7. Classified Staff Annual Report

Beverly McDonald presented the following Annual Report:

- Classified Staff have been busy enrolling student for the Fall Semester.
- Conducted elections in spring and new council started in July. No July meeting. Next meeting in August.

8. Faculty Senate Report

Chris Ward provided the following Faculty Senate update:

- Convocation was past few days.
- The faculty is very happy and proud of where they are.
- Held elections for various committees.
- Everything is going well for Faculty Senate.

9. Organizational Chart

Debbie Dingess presented the Organizational Chart to the Board.

- Chief Student Services Officer page – advisors for Students services, which left vacancies in the ASCEND grant positions.
- Chief Informational Officer- Director of Institutional Research, vacant
- Moved Workforce Development to Student Services. Dr. Lemmon title will be Dean of Workforce Development.
- Two Divisions now, Professional and Transfer Programs as well as Allied Health and Nursing. Dr. Jiles' title will be Dean of Professional and Transfer Programs. Will be adding a Director of Professional and Technical.
- Nursing – Assistant Director of Weekend Nursing resigned. Will refill the position as a 12-month Nursing Faculty. Eliminated on of the ASCEND Grant positions. Hired MLT faculty.
- Removed Professional and Technical Studies.

10. Annual Student Services Unit Report

Darrell Taylor's full report is attached to the agenda packet. Mr. Taylor presented the following highlights to the Board

- Very happy that enrollment is up 5%.

- Oldest student enrolled currently was born in 1947.
- Student Services had a great year and have data to back it up.
- Have four main areas, admissions, financial aid, registrar, and student success. Of those four directors, no one has served less than 25 years with the institution.
- Shared data on first time freshmen. We have been 1st in the state and currently 2nd.
- Dual Credit, Early Entry, and ECA students: 238 High school seniors took classes last fall. This year 123 of those students registered for Fall. This is up substantially.
- Last year we had 52 high school students graduate, of those five students returned this Fall. We would assume to one of the Allied Health and Nursing programs.
- SS Connect: we had 4,400 people visit SS Connect last academic year.
- Financial Aid: Southern gives out more free money than any other Community College. 58% of our graduates leave us debt free.

11. 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 Presidents Annual Evaluation. Shawn Cline-Riggins seconded the motion that carried unanimously. Chair Baldwin declared the motion adopted and the Board then met in an Executive Session at 7:10 p.m. Following deliberations, George Nisbet moved that the Board rise from Executive Session and reconvene in open session. Josh Stowers seconded the motion which carried unanimously. The Board took no votes nor made any decisions during the Executive Session.

11.1 To Discuss Annual Evaluation of the President.

MOTION: Chris Gray made a motion to accept the 2023-2024 President goals.

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

12. Action Items

12.1 Approval of June 20, 2023, Board Minutes

MOTION: Sam Stewart moved to approve the June 20, 2023, meeting minutes with corrections.

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

12.2 Request for Approval to Release Institutional Policies For 30-Day Comment

12.2.1 SCP-2825, Salary Administration

MOTION: Chris Ward moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2825 *Salary Administration* to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Shawn Cline-Riggins seconded the motion. The motion carried⁹⁹ unanimously, and Chair Baldwin declared the motion adopted.

12.3 Request for Final Approval of Institutional Policies Following 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 final approval of SCP-8600, *Board of Governors Operational Guidelines Policy*, and SCP-8600.A, *Board of Governors Operational Guidelines*

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

12.4 Program Terminations

12.4.1 Electromechanical Instrumentation Program (EMI)

MOTION: Shawn Cline-Riggins moved the adoption of the following resolution:

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.

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

12.4.2 Medical Assisting, AAS and Certificate Program

MOTION: Sydney Brown moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuance of the Medical Assisting AAS and Certificate 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.

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

13. Informational Items

100

13.1 The Next Regular Board of Governors Meeting is Scheduled for 12:00 p.m. on Tuesday, October 17, 2023.

13.2 Institutional Calendars

Jen Dove provided the Board with the following calendars: 13.2.1 Governance Day Calendar 2023-2025, 13.2.2 Town Hall Calendar 2023-2025, 13.2.3 Academic Calendar 2023-2025, 13.2.4 Holiday Calendar 2023-2024

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 OCTOBER 17, 2023**

ITEM: SCP-2825, *Salary Administration*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for distribution of SCP-2825, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

STAFF MEMBER: Debbie C. Dingess

BACKGROUND:

At its August 15, 2023 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the advancement 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. The comment period ended September 20, 2023.

Comments were received from Kristin Boggs, General Counsel, WV Higher Education Policy Commission, which are reflected in the revised policy as presented. No other additional comments were received.

Therefore, since the comments received were sizeable, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant approval for distribution of SCP-2825, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2825**

SUBJECT: Salary Administration

REFERENCE: West Virginia Code §§18B-7-1, et seq., §18B-8-1, et seq., §18B-9A-1, et seq.; ~~§18B-9B; Title 135, Legislative Rule, West Virginia Council for Community and Technical College Education, Series 135 CSR-55, Human Resources Administration; Title 135, Procedural Rule, West Virginia Community and Technical College Education, Series 135 C.S.R. 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~~the West Virginia Higher Education Salary Schedule

ORIGINATION: December 2004

EFFECTIVE: May 19, 2016

REVIEWED: ~~February 2, 2024~~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~~policy applies to all employees of the College, including full-time faculty and classified and non-classified employees (with the exception of the President), full time faculty, and classified staff. This policy does not apply to the President.

SECTION 3. DEFINITIONS

- 3.1 Non-classified Employee – An employee ~~so designated to serve~~who serves at the will and pleasure of the President and ~~must~~meets 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 by the President or the President's designee as faculty who holds rank and is assigned a full-time workload per institutional guidelines and those individuals with faculty rank who have research or administrative responsibilities.
- 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 as defined in W. Va. Code §18B-9A-2 and Section 3.1 above; provided-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 W. Va. Code §18B-9A-2 and Section 3.1 of this policy.
- 3.4 Critical to the Institution – ~~Critical-p~~Positions that are essential for the College, department, division, or work unit to achieve the necessary work results and that 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 request~~ for approval by the Board of Governors. As part of ~~this~~the presentation of the budget request, the President shall include any plans ~~for~~to awarding ~~of~~ salary increases for ~~all any~~ employees other than the President. The President's recommendation for salary increases to the Board of Governors ~~will~~shall incorporate compensation methods deemed appropriate to accomplish the salary goals of the College and may address issues such as market/peer competitiveness, performance, merit, and equity adjustments, or other common compensation practices necessary to maintain a fair and equitable compensation program.
- ~~4.2~~ The Board of Governors shall determine and approve the President's salary and other compensation for the President shall be developed and approved by the Board of Governors in complianceaccordance with the guidelines of the West Virginia Council for Community and Technical College ~~Council~~Education.
- ~~4.2~~ Plans for salary increases for all employees of the College effective on or after the date of the adoption of this policy shall contain a merit factor.
- 4.3 The Board of Governors may delegate authority to the President to approve pay increases as deemed appropriate for employees for any reason. Any such delegation shall be in accordance with the provision of W. Va. Code §18B-2A-4(t). All salary increases shall be are 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 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~~None.

SECTION 6. GENERAL PROVISIONS

- 6.1 As funding is provided for salary adjustments, the College shall allocate those funds ~~will be allocated~~

equitably consistent with the purpose for which the funds are ~~being~~ provided. ~~The College may provide~~ Salary increases may be provided only when funding is available. ~~Salary increases and shall be provided them using in accordance with~~ one or more of the following criteria. These 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~~ The President, in consultation with the appropriate administrator(s) and supervisory personnel, shall ~~Salary increases may be provided as proposed determine by the President and determined by the Board of Governors proposed salary increases in accordance with any authority delegated by the Board of Governors.~~

~~6.2.1~~~~6.2.2~~ The College may provide other salary increases as approved by the President with authority delegated by the Board of Governors.

~~6.2.2~~~~6.2.3~~ The President may determine ~~M~~merit-based salary increases ~~may be provided in consultation with the appropriate supervisory personnel and~~ based on results derived from the College's 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. The College shall develop the ~~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 – The College shall award 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 goal~~ for funding salaries for faculty employees ~~shall be is~~ to ensure salary levels are at the ~~entry level~~entry-level step in rank on the salary schedule. ~~Salary monies will be applied~~ The College shall apply revenue so appropriated to funding the salary schedule proportionately for all faculty employees based ~~upon on~~ the individual employee's ~~step placement and~~ rank.

6.3.3 The College may provide ~~O~~ther salary increases ~~may be provided as proposed~~approved by the President ~~and determined by the Board of Governors with authority delegated by the Board of Governors.~~

6.3.4 The President may determine ~~M~~merit-based salary increases ~~may be provided in consultation with the appropriate division head or dean and~~ based on results derived from the College's 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. AnyThe College shall develop the 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.~~ Classified

employees shall be paid in accordance with the West Virginia Higher Education Salary Schedule. The ~~first priority goal~~ for funding salaries for classified employees ~~shall be~~ to ensure salary levels are at minimum level on the salary schedule. ~~apply available funds toward employee compensation to ensure employees are equitably paid with the compensation goal of having all employees within five percent below or above midpoint on the salary schedule. Salary monies will be applied.~~ The College shall apply revenue so appropriated to funding the salary schedule appropriately for all classified employees based on performance, equity, and impact to the College. For a classified employee's progression in the salary range, the President, in consultation with the appropriate administrators and supervisory personnel, may consider ~~F~~ factors for progression in the salary range including, but not limited to: ~~may include~~ external market, institutional compensation goals, assignment of additional duties, recognition for meeting certain goals, and individual skill and/or performance ratings. Employees may progress through a pay range by learning their job, increasing their ~~skills~~ skills, accepting additional responsibilities, and performing very well.

- 6.4.2 ~~The College may provide~~ Other salary increases ~~may be provided as proposed~~ approved by the President ~~and determined by the Board of Governors with authority delegated by the Board of Governors.~~
- 6.4.3 ~~The President may determine~~ Merit-based salary increases ~~may be provided~~ in consultation with the appropriate supervisory personnel and based on results derived from the College's approved performance appraisal system and any other means approved by the ~~President~~ Board of Governors ~~which that~~ provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. ~~The College shall develop the 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.~~ The President, the Chief Finance Officer, and the Chief Human Resources Officer, in consultation with the appropriate supervisory personnel, are responsible for implementing the provisions of this policy.

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 ~~The appropriate administrators shall review~~ 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
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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Ⓢ.

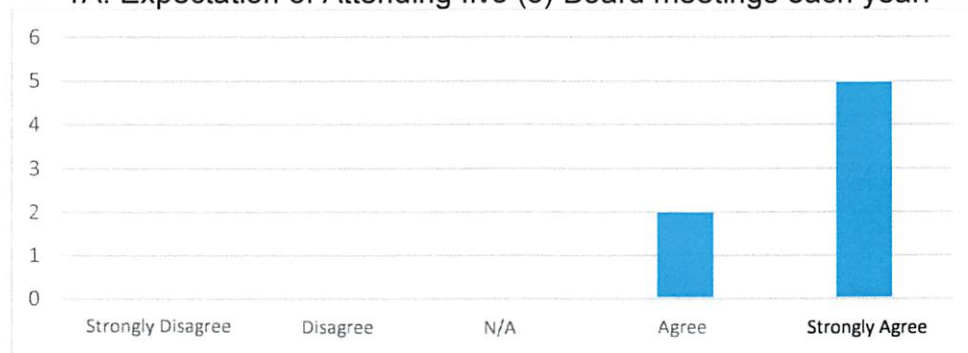
February 2021–Revisions reflect updated sections of the WV Code, Legislative Series, references to institutional compact to Strategic Plan, and process for classified employee salary increases pursuant to salary structure changes in 2017.

June 2023 – Revisions reflect clarification in the role of authority of the President by the Board of Governors and those responsible for implementation of this policy. It also provides better understanding of processes for providing salary increases for each category of employees.

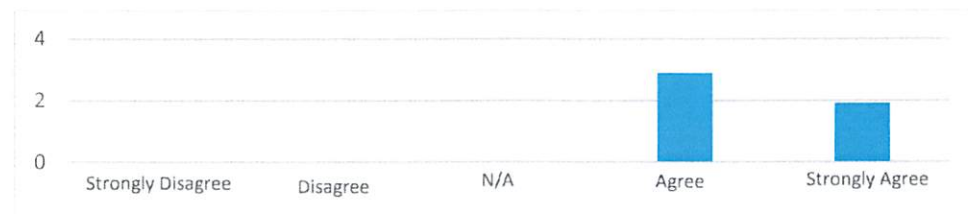
Southern West Virginia Community and Technical College
2022-2023 Board of Governors
Self-Evaluation

Introduction: The following are the results of the 2022-2023 Self-Evaluation completed by the Board of Governors (N=9) and sent to the Director of Accreditation and Assessment. Board members responded and results were tallied. Sendio, an email security company, caught many of the Evaluations, but they were retrieved. The Director will use Microsoft Forms to send the results directly to the College. As always, we appreciate our Board members and their hard work in leading the college to the next stages of growth.

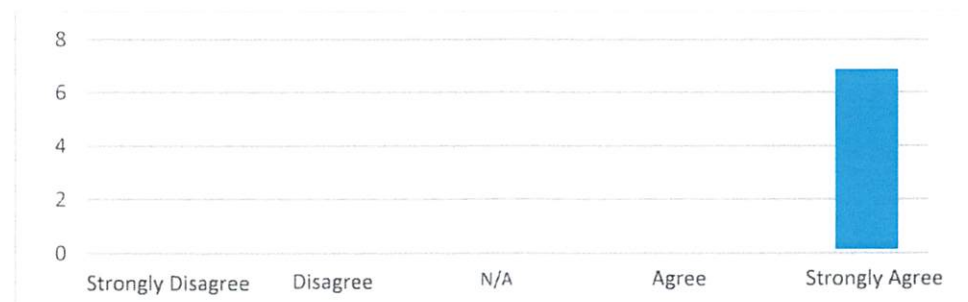
1A. Expectation of Attending five (5) Board meetings each year.

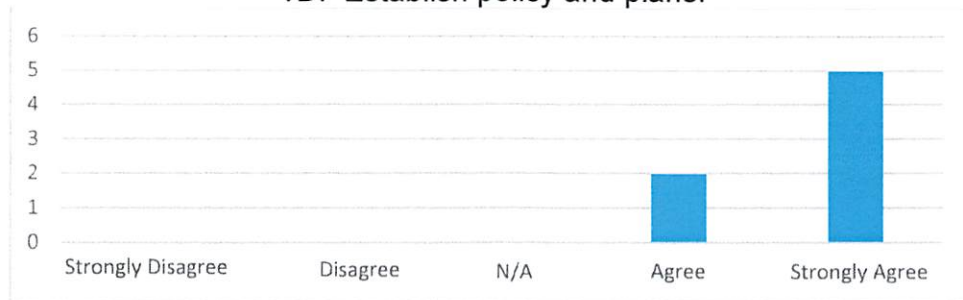
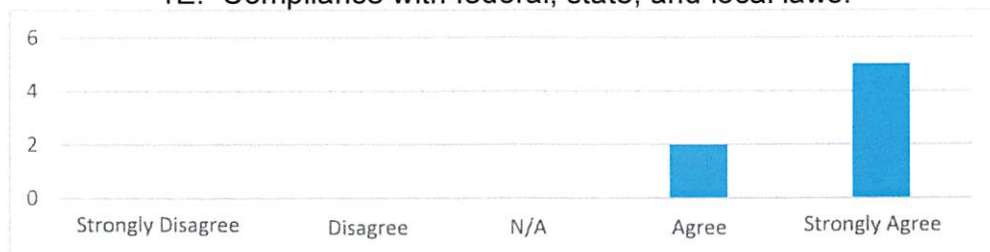
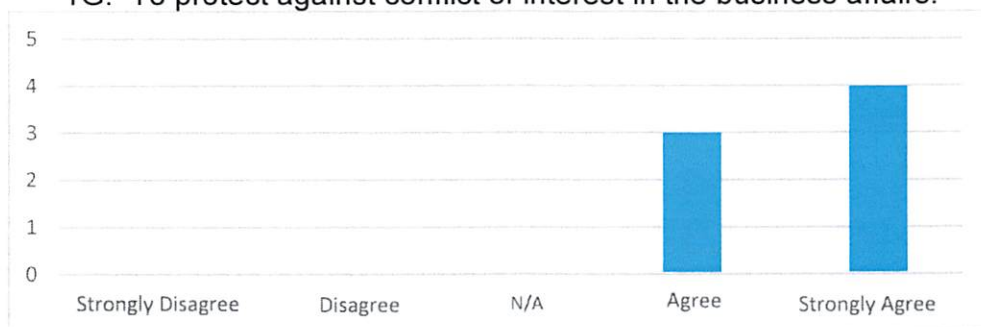


1B. Attend 75% of the assigned committees.

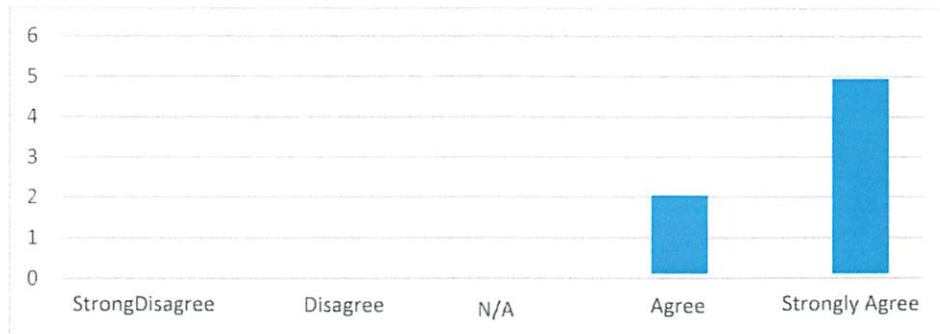


1C. Develop and ensure fulfillment of mission.

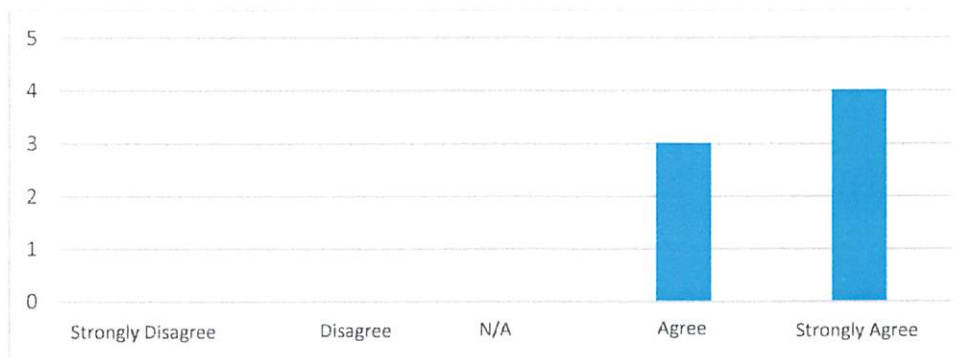


1D. Establish policy and plans.**1E. Compliance with federal, state, and local laws.****1F. To establish and ensure compliance with a code of ethics.****1G. To protect against conflict of interest in the business affairs.**

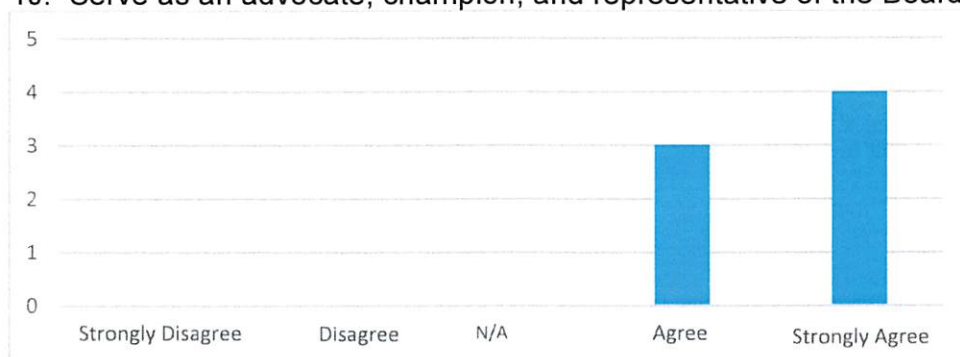
1H. To review and approve annual budgets.

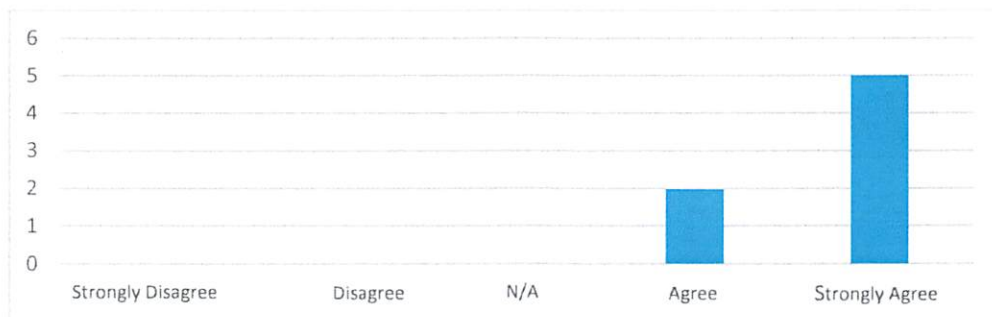
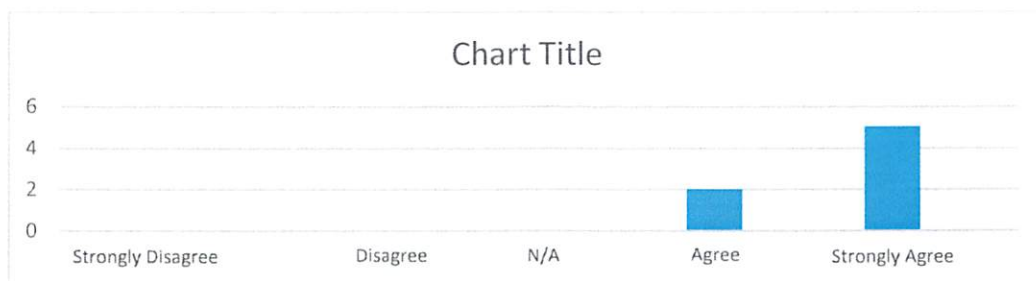


1I. Assure the College has sufficient financial resources

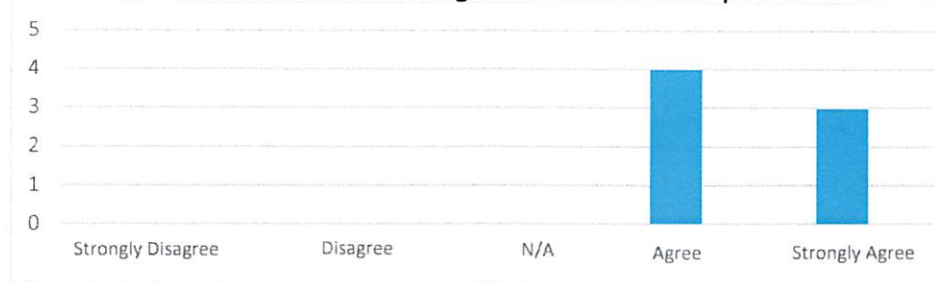


1J. Serve as an advocate, champion, and representative of the Board.



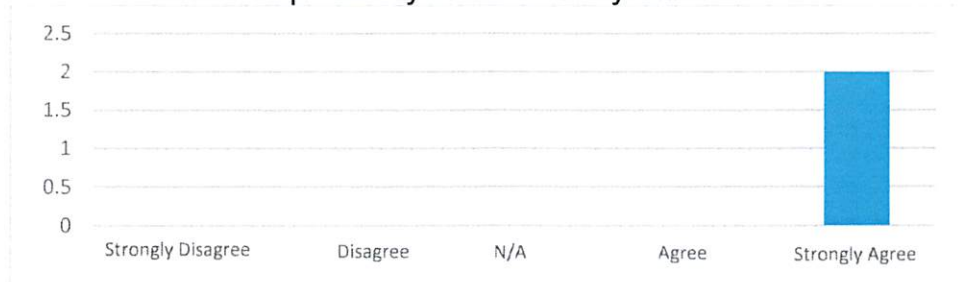
1K. Provide feedback to the community.**2a. Attend at least one College event each year.****2b. Identify or establish one opportunity each year for staff to make presentations.****2c. Remain open to input from external stakeholders.**

3. Believe Board meetings are efficient and productive.

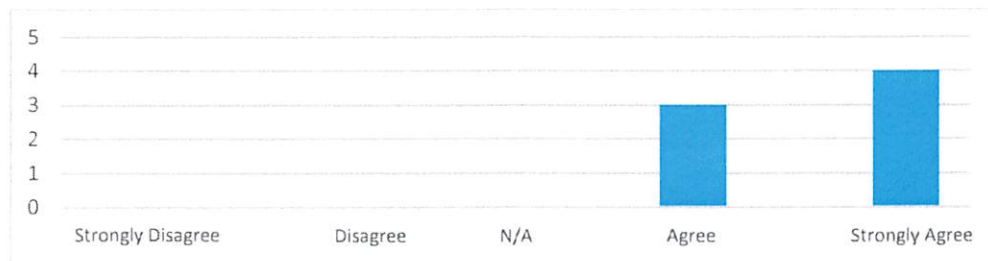


4. Board meetings could be improved by: Comments

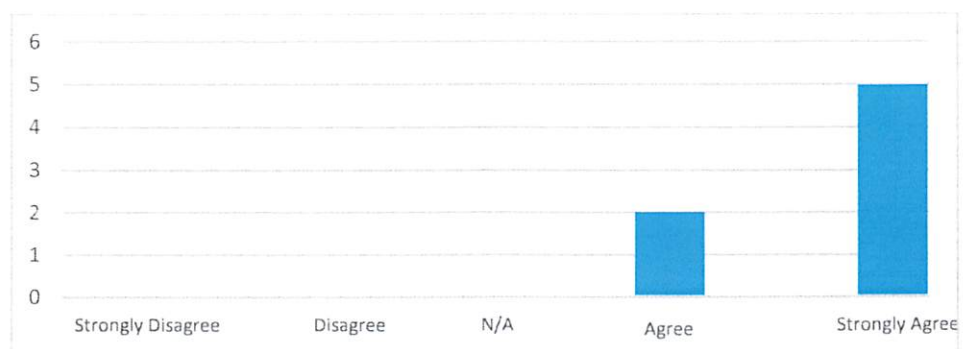
5. Works cooperatively and effectively with the President.



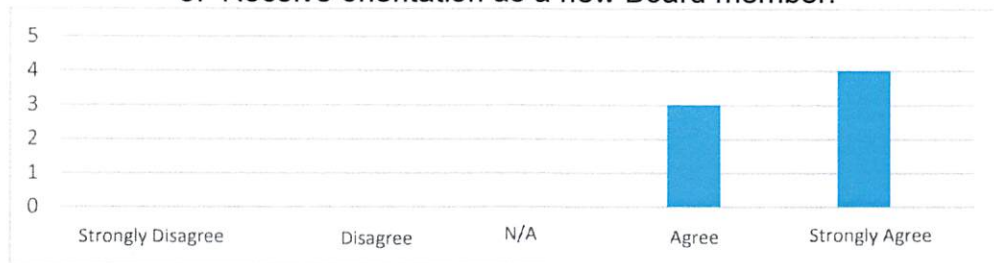
6. Represents the Communities it serves.



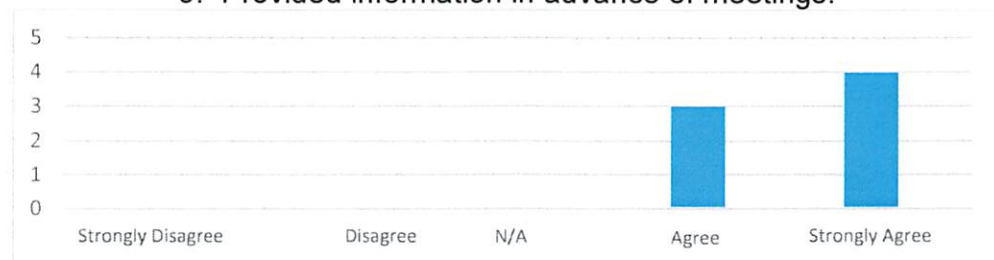
7. Work well together as a Team.



8. Receive orientation as a new Board member.



9. Provided information in advance of meetings.



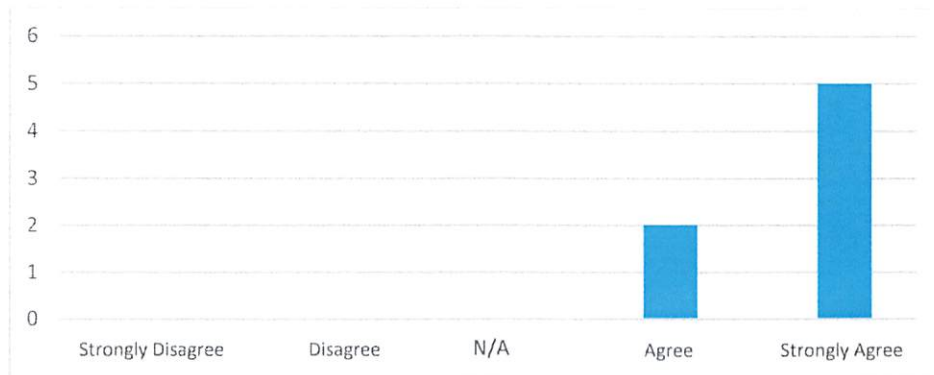
10. Should any other information be provided before Board meetings that is not currently provided?



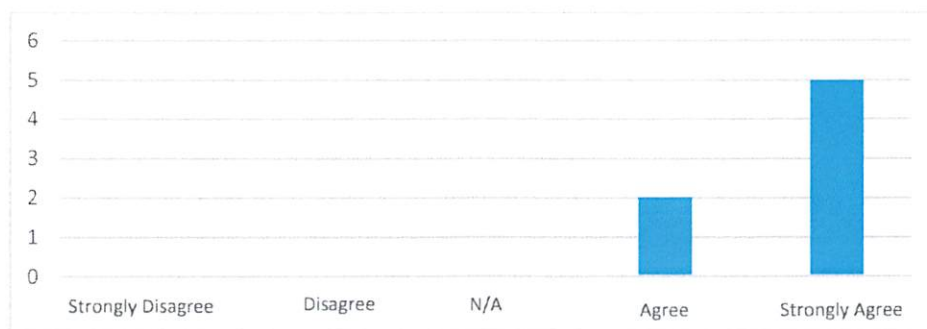
11. Hold the belief that I as a Board member am knowledgeable about the college.



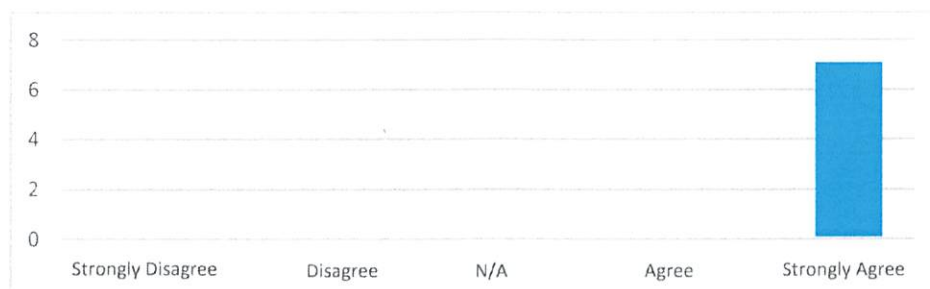
12. Work cooperatively and effectively as a Board member with the President of the College.



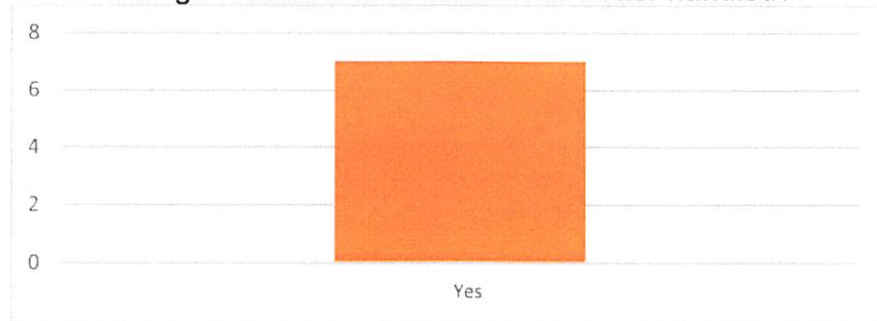
13. Support the decision of the majority of the Board.



14. Respect other members of the Board who differ from me in opinion and belief.



15. In the past year, were there items on the Board's agenda that a committee or College Administrators could have better handled?



16. In the past year, have there been issues the Board should have addressed or spent more time considering that are not currently receiving appropriate attention?



17. Administrative staff make effective presentations at Board meetings that are appropriate in content and length.

