

Strategic Plan for Southern West Virginia Community and Technical College

January 1, 2025 to December 31, 2028

1. Executive Summary

Overview:

This strategic plan outlines Southern West Virginia Community and Technical College's commitment to providing accessible, affordable, and quality education that fosters success for our diverse student body. The plan is designed to respond to our region's evolving educational and workforce needs, ensuring that our students are well-prepared to thrive in both local and global economies.

Key Goals:

- 1. Provide Affordable and Accessible Education:** Deliver education, service, and training opportunities for students of all backgrounds, abilities, and goals.
- 2. Respond to Workforce and Economic Needs:** Offer relevant and high-quality courses and programs that address the changing needs of local and regional employers and industries.
- 3. Build Collaborative Relationships:** Enhance the college's visibility, reputation, and impact by fostering strong partnerships with community partners, schools, alumni, and other stakeholders.
- 4. Promote Innovation and Excellence in Teaching:** Use technology, data, and best practices to improve student outcomes and satisfaction.
- 5. Strengthen Financial Stability:** Ensure long-term fiscal health to continue providing affordable and accessible education, service, and training opportunities.

Mission Statement:

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

Vision Statement:

Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

2. Institutional Background

History of Southern:

Southern West Virginia Community and Technical College (Southern) is a public community college with its main campus in Logan, West Virginia. The college is part of the West Virginia Community and Technical College System.

In 1960, Southern was founded as the Logan and Williamson branches of Marshall Colleges and renamed as branches of Marshall University when Marshall achieved university status in 1961. Southern was given community college jurisdiction over Logan and Mingo counties. Initially, both campuses were housed in buildings that had become vacant by the respective Boards of Education during the desegregation of public education. Known as “the branch college,” both campuses sported basketball teams.

A significant restructuring of higher education in West Virginia occurred in 1969 with the creation of the Board of Regents. The two branches were merged and became a stand-alone community college in 1970. At that time, the name was changed to the Logan-Williamson Community College. The name was again changed from Logan-Williamson Community College to Southern West Virginia Community College in 1971. An institutional name change occurred in 1995 when the college was renamed Southern West Virginia Community and Technical College. In 1995, the Institution’s name changed from Southern West Virginia Community College to Southern West Virginia Community and Technical College. (1995) During this time, the college’s jurisdiction was expanded to include Boone and Wyoming County.

Southern West Virginia Community College (Southern) was established as an independently accredited, comprehensive community college on July 1, 1971, by consolidating two existing branches of Marshall University. These branches, located in Logan and Mingo Counties, had operated under Marshall’s direction since 1960 and provided the first two years of liberal arts and teacher education and career programs in secretarial science and radiologic technology. In 1971, these two locations became Southern’s first two campuses when it became an independently accredited institution of higher education. It was also in 1971 that Southern’s first building was completed in Williamson.

Since 1971, the College has continued to expand its academic, workforce development, and community service offerings. In 1976, the West Virginia Board of Regents established formal service areas for each state’s public colleges and universities. Southern was assigned an approximately 1,900 square miles area, including Boone, Logan, Mingo, and Wyoming counties. In 1981, the College’s service area was expanded through an interstate

agreement with Kentucky, which allowed students from Martin and Pike counties to attend Southern at the in-state tuition rate.

In 1995, with a renewed emphasis on workforce development and technical training, the state legislature changed the names of all community colleges in the state to emphasize their technical components. Southern's name became Southern West Virginia Community and Technical College. In addition to the name change, three counties were added to Southern's service district: Lincoln, McDowell, and Raleigh. McDowell and Raleigh were identified as "shared counties" responsible for providing educational opportunities shared with two other community colleges. Currently, the college serves Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming counties.

Along with increasing enrollment, expansion of the geographic area served, and growth in the number and types of programs offered, the College's physical facilities have also grown through the years. Beginning with the original building on the Williamson Campus in 1971, new facilities have been constructed throughout the College's district. The first Logan Campus building was built in 1979, and a new addition was added in 1987. In Wyoming County, a new location was selected near Twin Falls State Park, and a building was constructed there in 1989. In 1996, the Boone Campus relocated from a renovated facility in Madison to a new building adjacent to the Boone County Career and Technical Center.

A second building was added to the Logan Campus in October 1998, and in 1999, a new library wing was added to the Williamson Campus. In the fall of 2007, a first-of-its-kind facility in West Virginia was built, physically connected to the Lincoln County Comprehensive High School. This site was opened to serve the Lincoln County area better. The College welcomed students into a new 55,000-square-foot, state-of-the-art Allied Health and Nursing facility on the Logan Campus in January 2008. In April 2013, Southern proudly opened the Applied Technology Center on the Williamson Campus, greatly enhancing the workforce and career training opportunities in Mingo County and surrounding communities. Subsequently, the College acquired the adjacent National Guard Armory building and property in Williamson. The building has been renovated to accommodate new energy technology programs. The facilities and locations throughout the service district allow Southern to continue to provide comprehensive education and training to meet the needs of current and future credit and non-credit students.

Through the years, Southern has developed educational agreements with several public and private colleges and universities. These agreements were established to provide local access and additional opportunities for those who have completed the associate degree. This local access to baccalaureate and master's degree programs utilizes a variety of delivery modes, including on-campus, traditional, and online instruction. These

agreements with higher education institutions throughout the state and nation are continuously updated, and new ones are initiated as needed.

Southern continues to provide the highest-quality educational programs and training to serve the residents of its service district. The College strives to meet its mission of providing accessible, affordable, quality education and training that promotes success for those we serve.

Current Status and Achievements:

- Southern has achieved six consecutive semesters of increased enrollment.
- Student retention rates have increased by 7.5% over the past three years.
- In Spring 2024, extensive upgrades to the electronics in the Savas-Kostas Theater were completed. These included upgraded sound, lighting, projection, and video capabilities. A large 220-inch retractable screen was also installed to enhance presentations and to enable the Theater to be a fully functional classroom or meeting facility.
- Fifty-eight percent of Southern graduates leave the institution with no student loan debt.
- Southern has \$12,714,524 in reserves.
- The College was awarded \$1,275,000.00 in Earmarked Funds as Part of the community Facility Grant Program from the United States Department of Agriculture
- The College was awarded \$800,000.00 from the US Department of Education in Earmarked funds as part of the Innovative Approaches to Literacy, Full-Service Community Schools, and Promise Neighborhood Program. These funds will help with the growth of the ECA program.
- In July 2024, a new CRM, Element 451, was implemented to improve the Admissions Application process and communication with potential students. Element 451 features and integrates BOT and AI into the system, allowing for engaging interactions with potential students.
- Southern is currently working with the State of West Virginia and the WV Higher Education Policy Commission to replace the heating and cooling units in Building A on the Logan Campus. This includes a Cooling Tower, 41 Water Source heat pumps, 21 individual wall units, and 6 roof-top units. The Governor's Office has designated \$2,200,000 for this project.

- Southern was recognized in the Great Colleges to Work For program in 2021 and 2022. In 2021, Southern was recognized in three categories: Mission & Pride; Confidence in Senior Leadership; and Diversity, Inclusion & Belonging. In 2022, Southern for the first time received Honor Roll status and was recognized in seven categories: Job Satisfaction & Support; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Shared Governance; Faculty Experience; and Diversity, Inclusion & Belonging. Honor Roll status is given to the top four institutions that were cited most often in each size category.
- The foundation has exceeded its goal for the Fifty Years and Beyond campaign of \$1.5 M.
- The College has completed its federal earmark requirements for \$800,000. ECA funding is available for the 2024/2025 term.
- Southern is closing and executing final agreements for the federal earmark of \$1.7 M. on September 11, 2024
- The Foundation secured a third federal earmark for 2026 to complete the seating and lift system for the Savas Kostas Theater in the amount of \$300,000
- The Cory Maynard Memorial Scholarship is nearly fully funded at over \$40,000.00 of the \$50,000 goal.
- A new Spirit of Logan Scholarship has been established, and the College received \$26,000 in cash and another \$15,000 in pledges. The goal for this fund is \$50,000.
- Allied Health and Nursing 2024 Licensure Passage Rates:
 - Paramedic Science – 75%
 - Medical Laboratory Technology – 86%
 - Nursing
 - Traditional – 88%
 - Accelerated – 100%
 - Aggregate – 91%
 - Radiologic Technology – 93%
 - Respiratory Care – 77%
 - Salon Management Degree – 87%

- Surgical Technology – 100%
- West Virginia Cosmetology License – 82%

Core Values:

We will accomplish our mission by:

1. Achieving excellence in education and service.
2. Exhibiting integrity in all that we do.
3. Collaborating and communicating actively with others.
4. Being committed in word and deed.
5. Imparting passion and compassion to our every task.
6. Leading by encouragement and support of lifelong learning.
7. Embracing change through bold actions.
8. Being creative and innovative at all levels.
9. Initiating opportunities for the community.
10. Celebrating success.

3. Strategic Planning Process

Planning Process:

The planning process for Southern West Virginia Community and Technical College's new Strategic Plan began in March of 2023 and concludes in December of 2024. The process began with a two-day retreat at Hawks Nest State Park on March 6, 2023. During the retreat, the Cabinet members participated in discussions about the future direction of the College and agreed to serve as the Steering Committee for the Strategic Planning process. This marked the formal initiation of the development of the Strategic Plan, setting a foundation for active involvement across all levels of leadership.

Following the retreat, on March 6, 2023, the Cabinet reviewed strategic plans from peer institutions, including Blue Ridge, Harford, Northern, Pierpont, and WVUP, to gather insights and best practices. A week later, on March 20, 2023, the Cabinet held a detailed SWOT Analysis discussion, identifying key strengths, weaknesses, opportunities, and threats facing the College.

From March 24-29, 2023, members of the Cabinet attended the Higher Learning Commission (HLC) Conference in Chicago, where workshops on Strategic Planning provided valuable guidance. These workshops contributed to further refining the College's strategic approach.

On April 27, 2023, emails were sent to both students and community members, inviting them to participate in the planning process. The College requested feedback on the SWOT analysis, the mission statement, and goals for the new Strategic Plan. This outreach ensured that a wide range of perspectives would be considered in formulating the Strategic Plan.

Throughout 2023 and early 2024, the Cabinet, various committees, and employees at all levels of the College contributed to refining the mission statement, goals, and objectives. A webpage was added to the College's website so that anyone could review the goals and objectives and submit potential strategies to help the College achieve those goals and objectives.

By early 2024, workshops were conducted with faculty and staff to develop strategies for achieving the goals and objectives laid out in the Strategic Plan. Feedback was continuously gathered from employees, with the Steering Committee Chair leading several updates and discussions, including during Faculty Convocation and other staff meetings. Over 240 strategies were submitted by employees, students, and community members.

The strategic planning process continued into 2024, with ongoing discussions to refine strategies. Cabinet members met on May 28, 2024, to assign goals to each unit and develop strategies aligning with the institution's goals and objectives. During the August 6, 2024, meeting, Cabinet reviewed the outline of the Strategic Plan narrative and discussed needed items to complete the rough draft. On September 3, 2024, the Cabinet addressed the remaining items necessary to finalize the draft. A rough draft was delivered to the Strategic Planning Committee during the September 2024 Governance Day meeting for final revisions, after which the final rough draft will be sent to the Cabinet in November, and the final draft to the Cabinet and the Board of Governors in December 2024 for final approval.

4. Environmental Scan

Internal and External Analysis (SWOT):

Strengths:

Southern West Virginia Community and Technical College boasts a strong accreditation and financial health foundation, positioning it as a leading higher education provider in

southwestern West Virginia. The College benefits from confidence in its senior leadership and fosters positive working relationships across organizational units, enhancing its overall effectiveness.

The institution's commitment to continuous improvement is reflected in its flexible class delivery options, advanced technology adoption, and robust assessment culture. Southern is recognized for its affordability, making higher education accessible to a broad spectrum of students, many of whom receive financial aid. The College's dedication to student success is evident through the caring support provided by faculty, staff, administration, and the foundation.

Southern's strategic initiatives, including a comprehensive enrollment plan and master facilities plan, contribute to its sustainability and growth. The College also excels in maintaining small class sizes, promoting a favorable student-teacher ratio that enhances the learning experience.

Moreover, the College's strong community ties, transferable class agreements, and new workforce programs, particularly those appealing to male students, further demonstrate its responsiveness to regional needs. Finally, increased participation in institutional governance underscores Southern's inclusive approach to decision-making and leadership.

Weaknesses:

While Southern West Virginia Community and Technical College has many strengths, several areas require attention to ensure sustained success. The College has experienced a lack of long-term strategic planning. This is evident without comprehensive strategic plans across key areas, including academics, technology, student services, finance, business services, human resources, and advertising/marketing. These gaps have hindered the College's ability to fully align its operations with its strategic goals.

Additionally, the College faces infrastructure challenges, particularly with aging buildings that may not fully support the modern educational environment. The lack of a unified and effective retention plan, coupled with low student engagement, further exacerbates the challenge of maintaining and improving enrollment figures.

Moreover, there is a need for a deeper understanding of the student experience at Southern, which is critical for tailoring services and improving student satisfaction. The absence of KPI data dashboards limits the College's ability to track progress effectively and make informed decisions based on real-time data.

Finally, the lack of uniformity in online class navigation creates an inconsistent learning experience for students, which could impact their academic success and satisfaction.

Addressing these weaknesses is crucial for Southern as it seeks to strengthen its institutional effectiveness and student outcomes.

Opportunities:

Southern West Virginia Community and Technical College is positioned to capitalize on several key opportunities that can drive future growth and success. A significant percentage of the local population does not yet hold a higher education credential, presenting an untapped market for enrollment. By strengthening partnerships with feeder high schools and Career and Technical Education (CTE) programs, the College can create seamless pathways for students to transition into postsecondary education.

Southern's strong reputation in nursing and allied health programs offers an opportunity to expand these high-demand areas further, particularly as healthcare continues to be a growing industry in the region. State funding for dual credit provides a mechanism to increase early college access, positioning Southern as a preferred option for high school students seeking a head start on their college education.

Performance-based funding models may also present new financial opportunities for the College to secure additional funding by improving student outcomes. With the introduction of the new mySouthern App and a new advising system designed to increase student and faculty interactions, the College is leveraging technology to improve student engagement and success.

Additionally, Southern has the potential to enhance its influence and reach by building strategic partnerships with local employers, four-year institutions, and civic and political leaders. These partnerships can lead to stronger workforce development programs and expanded opportunities for students to transfer or find employment post-graduation. Participation in the Higher Learning Commission (HLC) academies and the Southern Mountains Consortium further underscores Southern's commitment to continuous improvement and collaboration.

New professional development platforms and an entrepreneurial spirit within the College provide opportunities to invest in faculty and staff, enhancing their skills and encouraging innovation across all institution levels.

By pursuing these opportunities, Southern can increase enrollment and strengthen its programs, improve student outcomes, and contribute to the economic and social well-being of the region.

Threats:

Southern West Virginia Community and Technical College faces several significant external and internal challenges that may affect its future growth and sustainability. A high

percentage of the local population lacks higher education, and there is a declining college-going rate, both limiting the potential student pool. Additionally, the College serves a relatively homogenous population and has seen limited enrollment growth in recent years. Male students also have low participation, which reflects broader demographic challenges.

Southern experiences a lack of support from certain feeder high schools, which can impact student recruitment. Furthermore, the performance-based funding model introduces financial uncertainty, particularly given the declining perception of the value of higher education in society. The increasing encroachment of four-year institutions, often called “mission creep,” also presents a competitive threat to the College's student base.

Internal challenges include an urgent “need it now” mentality among students, along with concerns over their mental health and well-being. The teaching profession is declining while employees seek more flexible working environments. These challenges call for adaptive strategies to address student and employee needs while maintaining the College's mission.

5. Strategic Goals, Objectives, and Strategies

A goal is a broad, long-term outcome that Southern seeks to achieve. It represents the overarching ambition or purpose aligned with the College's mission, vision, and core values to help guide the overall direction of the institution over a multi-year period.

An objective is a specific, measurable target that supports achieving the goal. Objectives break down goals into more actionable outcomes that can be measured and assessed over a shorter timeframe. Each goal will have multiple objectives.

Strategies are the detailed, concrete actions needed to fulfill each objective.

Goal 1: Provide affordable and accessible education, service, and training opportunities for students of all backgrounds, abilities, and goals.

- **Objective 1A:** Increase the enrollment, retention, and completion rates of students from underrepresented and underserved groups, such as low-income, first-generation, minority, veteran, and adult learners.
- **Objective 1B:** Expand the availability and quality of online, hybrid, and flexible learning options that cater to the diverse needs and preferences of students, especially those who face barriers such as distance, time, or family obligations.
- **Objective 1C:** Integrate community service and civic engagement into the college's culture and curriculum to foster social responsibility and global citizenship among students and employees.

- **Objective 1D:** Develop partnerships with community organizations, agencies, and businesses that can offer service placements, projects, and resources for students, as well as collaborate with the college on curriculum development, program evaluation, and advocacy.
- **Objective 1E:** Foster a culture of diversity, equity, inclusion, and belonging on campus and in the classroom by promoting respect, understanding, and appreciation of different perspectives, backgrounds, and experiences, as well as providing opportunities for intercultural and global learning.
- **Objective 1F:** Recognize and reward the service contributions and achievements of students, faculty, and staff by offering certificates, awards, scholarships, and other forms of recognition, as well as showcasing their stories and impacts on the college and community.

Goal 2: Respond to the changing workforce and economic needs of the local and regional employers and industries by offering relevant and high-quality courses and programs.

- **Objective 2A:** Conduct regular and systematic environmental scanning, labor market analysis, and employer feedback to identify current and emerging trends, skills, and demands in various sectors and occupations.
- **Objective 2B:** Develop, revise, and align curricula, learning outcomes, and assessments with the industry standards, best practices, and accreditation requirements, as well as the college's mission, vision, and values.
- **Objective 2C:** Offer a range of courses and programs that are responsive to the diverse needs and interests of students, such as transfer, career and technical, continuing education, customized training, and apprenticeship programs.
- **Objective 2D:** Enhance the quality and effectiveness of instruction by providing faculty with professional development, resources, and support, as well as encouraging innovation, collaboration, and engagement in teaching and learning.
- **Objective 2E:** Establish and maintain partnerships with employers, industry associations, and other stakeholders to provide students with opportunities for work-based learning, internships, mentorships, and employment.

Goal 3: Build strong and collaborative relationships with community partners, schools, alumni, and other stakeholders to enhance the college's visibility, reputation, and impact.

- **Objective 3A:** Increase the awareness and recognition of the college's programs, services, and achievements among the public, media, policymakers, and potential students by developing and implementing effective marketing, communication, and outreach strategies.
- **Objective 3B:** Strengthen the alignment and articulation of the college's courses and programs with the secondary and postsecondary education systems, as well as the state and national standards and expectations, by creating and maintaining transfer agreements, dual enrollment programs, early college academies, and academic pathways.
- **Objective 3C:** Engage and support the college's alumni and donors by creating and maintaining an alumni network, database, and communications, as well as organizing events, activities, and fundraising campaigns to celebrate their success and solicit their feedback and contributions.
- **Objective 3D:** Foster a culture of collaboration and engagement among the college's internal and external stakeholders by establishing and participating in advisory boards, committees, councils, and networks, as well as soliciting and responding to their input and feedback on the college's planning and improvement.

Goal 4: Promote innovation and excellence in teaching and learning by using technology, data, and best practices to improve student outcomes and satisfaction.

- **Objective 4A:** Adopt and implement effective and innovative instructional technologies and methods that can enhance student engagement, interaction, and learning, such as online platforms, multimedia tools, simulations, games, and flipped classrooms.
- **Objective 4B:** Provide training, resources, and support for faculty and staff interested in or involved in using technology and innovation in teaching and learning, such as workshops, webinars, manuals, and grants, as well as creating a recognition and reward system for their efforts and achievements.
- **Objective 4C:** Create and maintain a technology and innovation center or office that can coordinate, facilitate, and promote the college's technology-related initiatives, events, and opportunities, as well as serve as a liaison and resource for students, faculty, staff, and external partners.
- **Objective 4D:** Evaluate and improve the quality and impact of the college's technology and innovation activities by collecting and analyzing data on student

learning, satisfaction, and retention, as well as faculty and staff satisfaction and performance, and using the results to inform decision-making and improvement.

- **Objective 4E:** Showcase and celebrate the college's technology and innovation achievements and stories by creating and maintaining a website, blog, and social media platforms, as well as organizing events, activities, and awards to highlight the college's technology contributions and impacts.

Goal 5: Strengthen financial stability to provide affordable and accessible education, service, and training opportunities for students of all backgrounds, abilities, and goals.

- **Objective 5A:** Develop and implement a comprehensive financial plan that ensures long-term fiscal health and sustainability.
- **Objective 5B:** Seek to create a competitive environment by aligning the organization's goals and partnerships to highlight the mission of the College.
- **Objective 5C:** Optimize operational efficiency through cost-saving measures and process improvements.
- **Objective 5D:** Advocate for increased state and federal funding for higher education.
- **Objective 5E:** Explore new revenue streams.

Institutional Strategies by Unit

Academic Affairs Strategies

2025 Strategies

1. Academic Affairs (Entire Unit)

- a) Use social media marketing for Program Advisory to build and improve programs. (*Goal and Objective Mapping: 1D, 2B, 2C, 2E, 3A, & 4E*)
- b) Develop tourism pathways for the Tourism Works Program. (*Goal and Objective Mapping: 2B, 2C, & 3B*)
- c) Develop Short-Term Certificate Programs through Micro-credentials for Industry-Recognized Credential Transfer Assurance Guides (ITAGs), Career-Technical Assurance Guides (CTAGs), and Military Transfer Assurance Guides

(MTAGs) for credit (ALL programs). (*Goal and Objective Mapping: 1A, 2A, 2B, 2C, 2E, & 3B*)

2. Accreditation and Assessment

- a) Implement on-campus pedagogy-based professional development on assessment. (*Goal and Objective Mapping: 2B, 2D, 4B, & 4D*)
- b) Provide training on student learning outcomes and closing the loop. (*Goal and Objective Mapping: 2B, & 2D*)
- c) Communicate to stakeholders the results of course-level and program-level assessment data to make changes to improve student success. (*Goal and Objective Mapping: 1D, 2D, 3A, 3D, & 4D*)

3. Allied Health and Nursing Programs

- a) Design and build micro-credentials and their associated digital badges which are already embedded in individual modules/chapters in AH and NU programs' courses. (*Goal and Objective Mapping: 2A, 2B, 2E, & 3B*)
- b) Create an LPN to RN program bridge with various Career and Technical Schools in our region. (*Goal and Objective Mapping: 1B, 2B, 2C, & 3B*)
- c) Develop 3+1 and 2+2 RN to BSN programs. (*Goal and Objective Mapping: 1B, 2B, 2C, & 3B*)

4. Professional and Transfer Programs

- a) Implement an Associate in Applied Science Degree Program in Hospitality and Tourism Management on the Williamson Campus. (*Goal and Objective Mapping: 1A, 1D, 2A, 2B, 2C, & 2E*)
- b) Develop Culinary Micro-Credentialing Skill Set Pathways applicable to beginning Culinary through Executive Chef through innovation and Internships from the Hospitality and Tourism Program. (*Goal and Objective Mapping: 1A, 2A, 2B, 2C, 2E, 3A, & 4E*)
- c) Reinvent the Marketing Option of the Business Administration Program to meet the projected needs of the Marketing Manager in Tourism Career Options. (*Goal and Objective Mapping: 1A, 2A, 2B, 2C, & 5E*)
- d) Implement the Grow Your Own WV Pathway to Teaching (GYO). GYO is a collaborative relationship between the identified county "Grow Your Own" WV Pathway to Teaching (GYO WV) program, an Institution of Higher Education (IHE), and the West Virginia Department of Education (WVDE) to meet the increasing demand for K-12 teachers. (*Goal and Objective Mapping: 1A, 2A, 2B, 2C, 3B, & 5E*)
- e) Align high school Dual Enrollment-specific courses to Tourism Pathways as the Higher Education Policy Commission requires. (*Goal and Objective Mapping: 1A, 2B, 2C, 2E, & 5E*)

- f) Expand Early College Academy (ECA) Program choices in all participating county high schools, including Business and Technical Programs as new choices. *(Goal and Objective Mapping: 1A, 2A, 2B, 2C, 2E, & 5E)*

5. Non-Traditional Programs

- a) Expand the current Lineman Program to the next level of Substation infrastructure and transformer construction for certification in Substation Technicians. *(Goal and Objective Mapping: 1A, 2A, 2B, 2C, & 5E)*
- b) Implement Fiber Optics Installer Training Program. Installation, preparation, troubleshooting, and repairs of fiber optic cables and operating systems through optical networking. Color coding and cabling techniques would also be mastered. *(Goal and Objective Mapping: 1A, 2A, 2B, 2C, & 5E)*
- c) Link all Mining Courses to the Academic Mine Management Program to earn Micro-Credentialing Skill Set Badges at multiple levels (4-5) that may also morph into a full 30 Credit Hour Certificate in Mine Management and a 60 Credit Hour Associate in Applied Science Mine Management Degree Program. *(Goal and Objective Mapping: 2B & 2C)*

External Affairs Strategies

2025 Strategies

1. Partner with local media and marketing specialists to develop a scientific marketing approach. Utilizing captured market data based on individuals, interests, internet searches, purchasing, and other behaviors to market specific to their interests and needs. *(Goal and Objective Mapping: 3A)*
2. Develop and maintain relationships with the media, policymakers, and influencers to enhance the college's strengths. Send regular updates, press releases, invitations, and pitches that showcase the college's newsworthy and relevant stories, events, and initiatives. *(Goal and Objective Mapping: 3A)*
3. Develop an internal communication system that informs the college faculty and staff of upcoming events, milestones, and achievements across programs and campuses. This will allow for proper recognition, marketing, and advertising to be developed that highlights the college's impact. *(Goal and Objective Mapping: 3A)*
4. Create a communication plan for alumni outreach. *(Goal and Objective Mapping: 3B)*
5. Engage the services of a company to do address and email updates on our student database. Use the updated list to target similarities within the group for specific marketing campaigns. i.e. year graduated, the program of study while at the college, current city or state of residence. (This data could steer the type of correspondence

sent to engage a segment of students who now live close to one another to launch a local alumni chapter.) (*Goal and Objective Mapping: 3B*)

6. Organize and participate in events, such as open houses, fairs, workshops, webinars, and conferences, that can attract and inform potential students and stakeholders about the college and its offerings. Provide them with valuable information, resources, and incentives, such as brochures, flyers, giveaways, and scholarships. Create teams of participants that represent a wide variety of divisions across the college. (*Goal and Objective Mapping: 3B*)

Facilities Strategies

2025 Strategies

1. Replace older lights with LED-type lighting, which produces up to 90% more efficiency than older lighting. (*Goal and Objective Mapping: 5C*)
2. Have local utilities conduct energy audits of all buildings on all campuses. (*Goal and Objective Mapping: 5C*)
3. Monitor monthly utility costs. (*Goal and Objective Mapping: 5C*)

Finance Strategies

2025 Strategies

1. Increase the budget-training opportunities for all employees. (*Goal and Objective Mapping: 5A*)
2. Develop a tuition plan. (*Goal and Objective Mapping: 5A & 5B*)
3. Attend grant writing training and provide that training to other employees. (*Goal and Objective Mapping: 5D*)

Human Resources Strategies

2025 Strategies

1. Promote an employee culture of continuous learning and knowledge sharing through online learning platforms, lunch-and-learn sessions, and cross-functional projects. (*Goal and Objective Mapping: 1E, 3D, & 4B*)
2. Facilitate knowledge transfer between outgoing and incoming leaders through job shadowing, cross-training, and documentation of critical processes. (*Goal and Objective Mapping: 3D & 5C*)
3. Involve employees in decision-making processes, encourage innovation through idea-sharing platforms, and recognize and celebrate successes that reinforce desired behaviors. (*Goal and Objective Mapping: 1F*)

Information Technology Strategies

2025 Strategies

1. Create IT needs analysis for each unit. (*Goal and Objective Mapping: 2A, 3D, 4A, 4B, 4D, 4E, & 5C*)
2. Develop an Innovation Center – to support increased technology access and education for the college and community. (*Goal and Objective Mapping: 1C, 1F, 2A, 2D, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 5C & 5E*)
3. Establish IR database and webpage. (*Goal and Objective Mapping: 1F, 2A, 2D, 3C, 3D, 4A, 4B, 4C, 4D, 4E, & 5C*)
4. Engage the Southern community (staff, faculty, students, alumni, and community leaders) in data collection through qualitative and quantitative surveys to help establish benchmarks for initiatives and objectives and enable a proactive approach to addressing needs. (*Goal and Objective Mapping: 2A, 3C, 3D, 4A, 4B, 4C, 4D, 4E, & 5C*)

Student Services Strategies

2025 Strategies

1. Develop and implement an Intramural program. (*Goal and Objective Mapping: 1A, 1E, & 3C*)
2. Create and facilitate a "Day of Service" program. (*Goal and Objective Mapping: 1A, 1C, 1E, 1F, & 3C*)
3. Hold an awards ceremony to recognize students' academic, leadership, or service achievements at the end of the academic year. (*Goal and Objective Mapping: 1A & 1F*)

6. Implementation, Assessment, and Communication Plan

Implementing Southern West Virginia Community and Technical College's Strategic Plan will involve continuous monitoring, evaluation, and reporting to ensure progress toward achieving the institution's goals and objectives. Each member of the College's Cabinet has been assigned responsibility for specific strategic goals, with accountability for tracking progress, making adjustments, and reporting outcomes to the Strategic Planning Committee (SPC) and the College President.

- **Goal 1**, focused on providing affordable and accessible education, will be jointly monitored by the Chief Student Services Officer and the Chief Facilities Officer.
- **Goal 2**, addressing the changing workforce needs and academic programs, will be overseen by the Chief Academic Officer.

- **Goal 3**, focused on building strong community partnerships, will be managed by the Chief External Affairs Officer.
- **Goal 4**, centered on promoting innovation and excellence in teaching and learning, will be the responsibility of the Chief Information Officer.
- **Goal 5**, aimed at strengthening the College's financial stability, will be jointly overseen by the Chief Finance Officer and the Chief Human Resources Officer.

Each Cabinet Officer will be required to provide updates on the progress of their assigned goals. This reporting will occur at the College's four Governance Day meetings, with the SPC reviewing one or more specific goals at each session:

- Goal 1 will be reviewed at the first Governance Day meeting.
- Goal 2 at the second.
- Goal 3 at the third.
- Goals 4 and 5 at the fourth Governance Day meeting.

At the conclusion of each Governance Day meeting, the SPC Chairperson and the Recorder will provide the College community with an email update summarizing the key developments, discussions, and decisions made by the Strategic Planning Committee. This communication will ensure that the broader College community remains informed and engaged with the Strategic Plan's progress.

As part of the formal reporting process, by June 30th of each year, each Cabinet member will complete and submit an action plan form for each strategy. These action plans will provide a detailed report on the current year's progress and outline specific plans for the upcoming year. This ensures that goals remain on track and that strategies are adapted as necessary to meet evolving challenges and opportunities. The completed action plan forms and a formal written report will be submitted to the SPC Chairperson and the College President.

After submitting these reports, by September 30th of each year, the SPC Chairperson, in consultation with the College President and the Director of Communications, will issue a press release summarizing the College's progress in achieving its strategic goals. This will ensure that stakeholders, both internal and external, are kept informed of the institution's forward momentum.

This structured, ongoing evaluation process, coupled with annual action planning, regular updates, and transparent communication, is critical to keeping the Strategic Plan on

course and ensures that Southern West Virginia Community and Technical College remains focused on its mission to serve students and the broader community effectively.

7. Appendices

Supporting Documents: Include data from environmental scans, stakeholder surveys, and other relevant materials.

Action Plan Update Form Items

(This will be digital)

? Date Completed

- The date when this form is completed.

? Year

- The academic or fiscal year the action plan is covering.

? Goal Number

- Specify which strategic goal the action plan is addressing (e.g., Goal 1: Provide affordable and accessible education).

? Objective Number

- Identify the specific objective within the strategic goal that this action plan targets.

? Strategy

- The strategy being implemented to achieve the objective.

? Action Steps

- A detailed list of the specific actions or tasks completed.

? Responsible Person(s)

- Name(s) and titles of the individuals responsible for executing each action step.

? Key Performance Indicators (KPIs) Update

- Update on the specific, measurable criteria that will be used to evaluate the success of the strategy (e.g., enrollment growth percentages, retention rates, community partnerships established).

? Status Update

- Current status of each action step (e.g., "Not Started," "In Progress," "Completed").

? Challenges/Barriers

- Any potential or existing challenges that could impact the successful implementation of the strategy.

? Proposed Solutions

- Planned actions or adjustments to overcome the challenges or barriers listed.

② Outcomes Achieved (End-of-Year Reporting)

- A summary of outcomes, including any data or metrics, to assess the success of the strategy after it has been implemented.

③ Future Plans/Adjustments

- Recommendations for the upcoming year based on the results of the current year's implementation, including any adjustments or new strategies.

④ SubmittedBy

- Person who submitted this action plan update.