Southern West Virginia Community and Technical College Board of Governors
Meeting of October 15, 2024
6:00 p.m.
100 College Drive, Building C, Room 428 Logan, West Virginia, and Zoom

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. Emergency Preparedness Report 3
   Mr. David Lord, Director of Safety and Campus Operations

4. Classified Staff Report 43
   Ms. Kimberly Maynard, Classified Staff Chair

5. Faculty Senate Report ..... Mr. Matthew Mayo, Faculty Senate Chair

6. HLC Institutional Response Update 44
   Mr. Bill Alderman, Accreditation Liaison Officer and Special Projects

7. Finance Report 60
   Ms. Velva Pennington, Chief Finance Officer

8. President's Report 62
   President Alderman

9. Action Items ..... Chair Baldwin

   9.1 *Approval of August 20, 2024, Board Meeting Minutes ..... President Alderman

10. Informational Items…. Chair Baldwin

10.1 Organizational Chart 65
Ms. Debbie Dingess, Chief Human Resources Officer

10.2 President's Evaluation..... Ms. Dingess

10.3 The next regular Board of Governors meeting will be held on December 17, 2024, at 6:00 p.m.

11. **Possible Executive Session under Authority of WV Code §6-9 Regarding Personnel**

11.1 Personnel Matters ……..…… Chair Baldwin

12. Adjourn……... ……..…… Chair Baldwin

*Denotes an item requiring action/approval.
**Upon return to Open Meeting from any Executive Session, the Board of Governors may act on items discussed.

Southern West Virginia Community and Technical College
Board of Governors
October 16, 2024

Safety Presentation

1. Annual Campus Safety Survey and Crime Report S2 – S22
2. Governance Day Presentation September 6, 2024 S23 – S34
3. October's Safety Newsletter S35 – S40
4. Training
    a. Tabletop Flood Exercises
        i. Mullens: August 23
        ii. Williamson: September 12
    b. Regional Homeland Security Meetings
        i. Hosted the Boone/Lincoln/Logan/Mingo on September 19 on the Logan Campus
        ii. Attended the Mercer/McDowell/Wyoming County Community Stakeholders Meeting on September 18
        iii. The next meeting is on October 30 at 10 am for the Beckley/Raleigh County Community Stakeholders
    c. NFPA 3000
        i. Boone/Lincoln Tabletop Exercise – June 13
        ii. Williamson – June 20
    d. Workshops attended
        i. Active Shooter Awareness Community Event hosted by the FBI
        ii. West Virginia State Emergency Response Commission Conference
        iii. Local Emergency Planning Committee Meetings
        iv. Regional Interoperablele Radio Committee Meetings – Region 5 and 6
        v. Online webinars on the Clery Act, Title IX, NOAA, CISA, Active Shooter, Continuity of Operations
5. The College's Emergency Plan is Updated and available on the web (https://www.southernwv.edu/emergency-plan/)
6. Governance Sub-Committee: Compliance, Risk and Safety Management
    a. Root Cause Investigations
7. Creating a workshop with the local Sheriff's Office and County Prosecutor on how to protect our youth

2024 Campus Safety and Security Survey

Institution: (237817001) User ID: C2378171

Screening Questions

Please answer these questions carefully. The answers you provide will determine which screens you will be asked to complete for this data collection.

1. Does your institution provide On-campus Student Housing Facilities?

- (●) **No.**
- ( ) **Yes.** (If Yes is selected, you must enter the number of student housing facilities below and enter Fire Statistics for each facility.)

Number of On-campus Student Housing Facilities: 0

2. Does your institution have any noncampus buildings or properties?

- (●) **Yes**
- ( ) **No**

3. Have you combined statistics that you received from the local or state police with your institution statistics for this report? If you answer No to this question, you will be asked to provide the data you received from the local and state police separately.

- ( ) **Yes.** Local and/or state law enforcement agencies provided us with statistics that we are combining with statistics collected by our campus security authorities.
- ( ) **No.** We are not combining the statistics because we cannot determine whether the statistics we obtained from local and/or state law enforcement agencies are for on-campus incidents or public property incidents.
- ( ) **Not available.** We cannot determine if the statistics we obtained from local and/or state law enforcement agencies are for our Clery geography.

◉ **Not available.** We made a good-faith effort to obtain statistics from local and/or state law enforcement agencies, but the agencies did not comply with our request.

Criminal Offenses - On campus

For each of the following criminal offenses, enter the number reported to have occurred On Campus.

Criminal offense	Total occurrences On campus		
	2021	2022	2023
a. Murder/Non-negligent manslaughter	0	0	0
b. Manslaughter by Negligence	0	0	0
c. Rape	0	0	0
d. Fondling	0	0	0
e. Incest	0	0	0
f. Statutory rape	0	0	0
g. Robbery	0	0	0
h. Aggravated assault	0	0	0
i. Burglary	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0
k. Arson	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Criminal Offenses - Noncampus

For each of the following criminal offenses, enter the number reported to have occurred in or on Noncampus buildings or property.

Criminal offense	Total occurrences in or on Noncampus buildings or property		
	2021	2022	2023
a. Murder/Non-negligent manslaughter			0
b. Manslaughter by Negligence			0
c. Rape			0
d. Fondling			0
e. Incest			0
f. Statutory rape			0
g. Robbery			0
h. Aggravated assault			0

i. Burglary	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0
k. Arson	0

Caveat:

Criminal Offenses - Public Property

For each of the following criminal offenses, enter the number reported to have occurred on Public Property.

Criminal offense	Total occurrences on Public Property		
	2021	2022	2023
a. Murder/Non-negligent manslaughter	0	0	0
b. Manslaughter by Negligence	0	0	0
c. Rape	0	0	0
d. Fondling	0	0	0
e. Incest	0	0	0
f. Statutory rape	0	0	0

g. Robbery	0	0	0
h. Aggravated assault	0	0	0
i. Burglary	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0
k. Arson	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Hate Crimes - On campus

For the criminal offenses listed below, first enter the total number of Hate Crimes that were reported to have occurred On campus. Then break down each total by category of bias (e.g., race, religion).

YEAR 2023

Criminal offense	**Total**	**Occurrences of Hate crimes** (Category of Bias for crimes)							
		Race	**Religion**	**Sexual orientation**	**Gender**	**Gender Identity**	**Disability**	**Ethnicity**	**National Origin**
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0

c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

YEAR 2022

Criminal offense	**Total**	**Occurrences of Hate crimes** (Category of Bias for crimes)

	Race	Religion	Sexual orientation	Gender	Gender Identity	Disability	Ethnicity	National Origin
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

YEAR 2021

Criminal offense	Total	Occurrences of Hate crimes (Category of Bias for crimes)							
		Race	Religion	Sexual orientation	Gender	Gender Identity	Disability	Ethnicity	National Origin
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0

o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Hate Crimes - Noncampus

For the criminal offenses listed below, first enter the total number of Hate Crimes that were reported to have occurred in or on Noncampus buildings or property. Then break down each total by category of bias (e.g., race, religion).

YEAR 2023

Criminal offense	**Total**	**Occurrences of Hate crimes** (Category of Bias for crimes)							
		Race	**Religion**	**Sexual orientation**	**Gender**	**Gender Identity**	**Disability**	**Ethnicity**	**National Origin**
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0

g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

Caveat:

YEAR 2022

YEAR 2021

Hate Crimes - Public Property

For the criminal offenses listed below, first enter the total number of Hate Crimes that were reported to have occurred on Public Property. Then break down each total by category of bias (e.g., race, religion).

YEAR 2023

Criminal offense	Total	Occurrences of Hate crimes (Category of Bias for crimes)							
		Race	Religion	Sexual orientation	Gender	Gender Identity	Disability	Ethnicity	National Origin
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0

m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

YEAR 2022

Criminal offense	**Total**	**Occurrences of Hate crimes** (Category of Bias for crimes)							
		Race	**Religion**	**Sexual orientation**	**Gender**	**Gender Identity**	**Disability**	**Ethnicity**	**National Origin**
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0
h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0

j. Motor vehicle theft (Do not include theft *from* a motor vehicle)	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

YEAR 2021

Criminal offense	**Total**	**Occurrences of Hate crimes** (Category of Bias for crimes)							
		Race	**Religion**	**Sexual orientation**	**Gender**	**Gender Identity**	**Disability**	**Ethnicity**	**National Origin**
a. Murder/ Non-negligent manslaughter	0	0	0	0	0	0	0	0	0
c. Rape	0	0	0	0	0	0	0	0	0
d. Fondling	0	0	0	0	0	0	0	0	0
e. Incest	0	0	0	0	0	0	0	0	0
f. Statutory rape	0	0	0	0	0	0	0	0	0
g. Robbery	0	0	0	0	0	0	0	0	0

h. Aggravated assault	0	0	0	0	0	0	0	0	0
i. Burglary	0	0	0	0	0	0	0	0	0
j. Motor vehicle theft	0	0	0	0	0	0	0	0	0
k. Arson	0	0	0	0	0	0	0	0	0
l. Simple assault	0	0	0	0	0	0	0	0	0
m. Larceny-theft	0	0	0	0	0	0	0	0	0
n. Intimidation	0	0	0	0	0	0	0	0	0
o. Destruction/damage/ vandalism of property	0	0	0	0	0	0	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

VAWA Offenses - On Campus

For each of the following crimes, enter the number reported to have occurred On Campus.

Crime	Total occurences On Campus		
	2021	2022	2023

a. Domestic violence	0	0	0
b. Dating violence	0	0	0
c. Stalking	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

VAWA Offenses - Noncampus

For each of the following crimes, enter the number reported to have occurred in or on Noncampus buildings or property.

Crime	Total occurrences in or on Noncampus buildings or property		
	2021	2022	2023
a. Domestic violence			0
b. Dating violence			0
c. Stalking			0

Caveat:

VAWA Offenses - Public Property

For each of the following crimes, enter the number reported to have occurred on Public Property.

Crime	Total occurences on Public Property		
	2021	2022	2023
a. Domestic violence	0	0	0
b. Dating violence	0	0	0
c. Stalking	0	0	0

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Arrests - On campus

Enter the number of Arrests for each of the following crimes that occurred On Campus.

Crime	Number of Arrests

	2021	2022	2023
a. Weapons: carrying, possessing, etc.	0	0	0
b. Drug abuse violations	0	0	0
c. Liquor law violations	0	0	0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Arrests - Noncampus

Enter the number of Arrests for each of the following crimes that occurred in or on Noncampus buildings or property.

Crime	Number of Arrests		
	2021	2022	2023
a. Weapons: carrying, possessing, etc.			0
b. Drug abuse violations			0
c. Liquor law violations			0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:

Arrests - Public Property

Enter the number of Arrests for each of the following crimes that occurred on Public Property.

Crime	Number of Arrests		
	2021	2022	2023
a. Weapons: carrying, possessing, etc.	0	0	0
b. Drug abuse violations	0	0	0
c. Liquor law violations	0	0	0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Disciplinary Actions - On Campus

Enter the number of persons referred for disciplinary action for crimes that occurred On Campus for each of the following categories.
Do not include disciplinary actions that were strictly for school policy violations.
If the disciplinary action is the result of an arrest, please do not count it here; count the violation as 1 arrest.

Crime	Number of persons referred for Disciplinary Action		
	2021	2022	2023
a. Weapons: carrying, possessing, etc.	0	0	0
b. Drug abuse violations	0	0	0
c. Liquor law violations	0	0	0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Disciplinary Actions - Noncampus

Enter the number of persons referred for disciplinary action for crimes that occurred in or on Noncampus buildings or property for each of the following categories.
Do not include disciplinary actions that were strictly for school policy violations.
If the disciplinary action is the result of an arrest, please do not count it here; count the violation as 1 arrest.

Crime	Number of persons referred for Disciplinary Action		
	2021	2022	2023
a. Weapons: carrying, possessing, etc.			0
b. Drug abuse violations			0
c. Liquor law violations			0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:

Disciplinary Actions - Public Property

Enter the number of persons referred for disciplinary action for crimes that occurred on Public Property for each of the following categories.
Do not include disciplinary actions that were strictly for school policy violations.
If the disciplinary action is the result of an arrest, please do not count it here; count the violation as 1 arrest.

Crime	Number of persons referred for Disciplinary Action		
	2021	2022	2023
a. Weapons: carrying, possessing, etc.	0	0	0
b. Drug abuse violations	0	0	0

c. Liquor law violations	0	0	0

Please Note: Do NOT include drunkenness or driving under the influence in liquor law violations.

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

Unfounded Crimes

Of those crimes that occurred On Campus, in On-campus Student Housing Facilities, on or in Noncampus property or buildings, and on Public Property, enter the number of crimes that were unfounded.
The total number of unfounded crimes should include all criminal offenses, hate crimes, domestic violence, dating violence, or stalking incidents that have been unfounded. Arrests and disciplinary actions cannot be unfounded.

	Number		
	2021	2022	2023
a. Total unfounded crimes	0	0	0

Please Note: If a reported crime is investigated by law enforcement authorities and found to be false or baseless, the crime is "unfounded." Only sworn or commissioned law enforcement personnel may unfound a crime.

Count unfounded crimes in the year in which they were originally reported.

Caveat:
If you have changed prior years' data, you must add a caveat explaining the change. Use the following format: "For (YEAR), Line (X) was changed from (A) to (B) because (REASON)."

2

No throwing tomatoes or any other objects

The Time to Prepare is Now

Gather supplies for your family, pets and service animals.

- Food & water
- Medications
- Flashlights
- Chargers
- IDs & insurance documents

National Preparedness Month

3

Prepare to Protect Before Disasters Strike

College Emergency Plan

4

Emergency Plan

Campus Crisis Management Teams

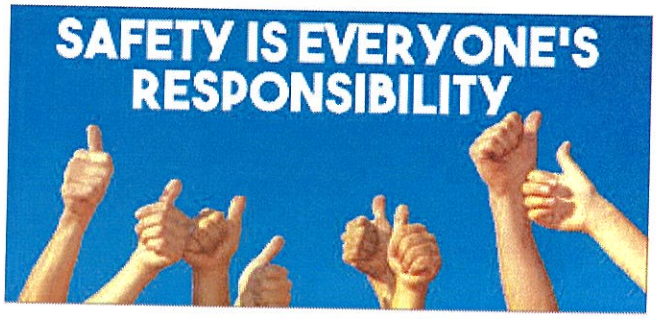
Individual Campus Plans

Exercises and Training

Southern Alerts

5

Compliance, Risk Management, and Safety Committee

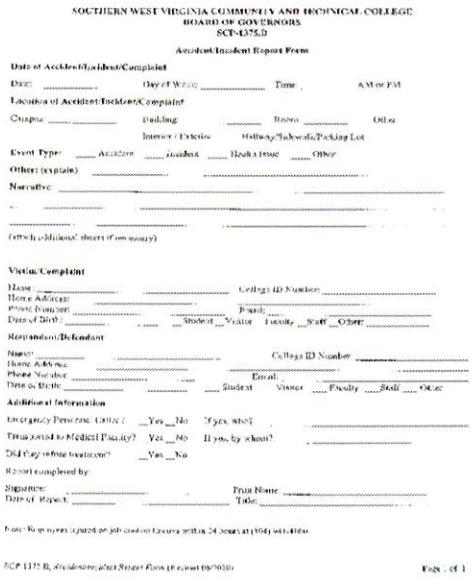


6

Root Cause Analysis

Incident Reports

SCP-1375.B



SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1375.B

Accident/Incident Report Form

Date of Accident/Incident/Complaint

Date: _____ Day of Week: _____ Time: _____ AM or PM

Location of Accident/Incident/Complaint

Campus: _____ Building: _____ Room: _____ Other: _____

Interior / Exterior: _____ Hallway/Sidewalk/Parking Lot

Event Type: ____ Accident ____ Incident ____ Health Issue ____ Other

Other (explain) _____

Narrative: _____

(attach additional sheets if necessary)

Victim/Complaint

Name: _____ College ID Number: _____
Home Address: _____
Phone Number: _____ Email: _____
Date of Birth: _____ ____ Student __Visitor __Faculty __Staff __Other: _____

Respondent/Defendant

Name: _____ College ID Number: _____
Home Address: _____
Phone Number: _____ Email: _____
Date of Birth: _____ ____ Student __Visitor __Faculty __Staff __Other

Additional Information

Emergency Personnel Called? __Yes __No If yes, who? _____
Transported to Medical Facility? __Yes __No If yes, by whom? _____
Did they refuse treatment? __Yes __No

Report completed by:

Signature: _____ Print Name: _____
Date of Report: _____ Title: _____

Note: Reports signed on job conduct Excuse within 24 hours at (304) 943-4100

SCP-1375.B, *Accident/Incident Report Form* (Revised 09/2010) Page 1 of 1

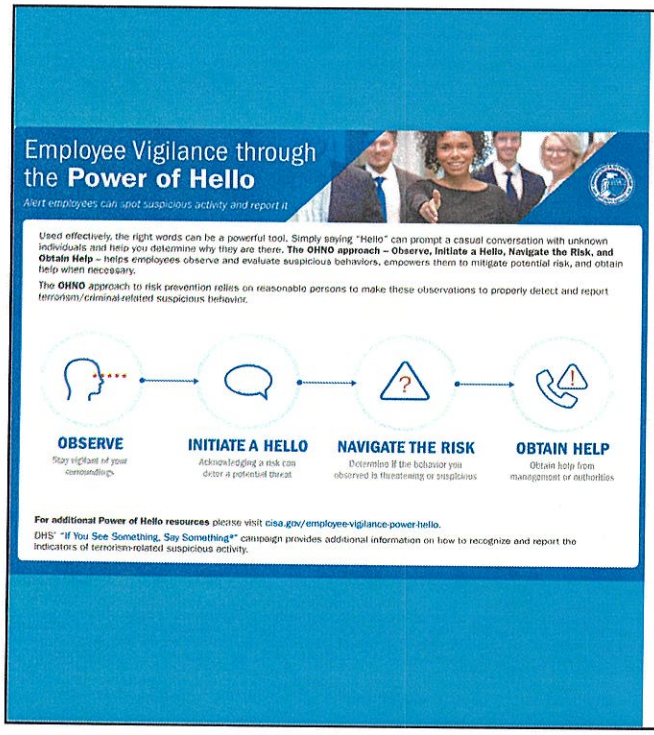
7

The Power of Hello

See Something,

Say Something

8



Initiate a Hello

9

- Smile, make eye contact, and introduce yourself.
- "Hello, how are you?"
- "How can I assist you?"
- "Welcome, is this your first time here?"
- "Are you looking for something or someone in particular?"
- "Let me take you to the person or place you are looking for."
- "I will be here in case you need help."

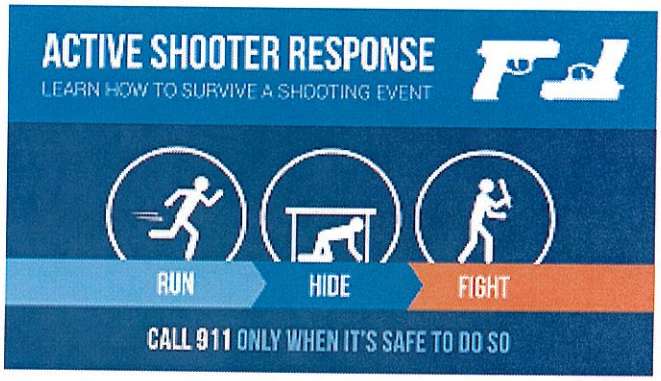
10

Awareness + Action =Prevention

Active Shooter

11

Active Shooter Preparedness: Options for Consideration (youtube.com)

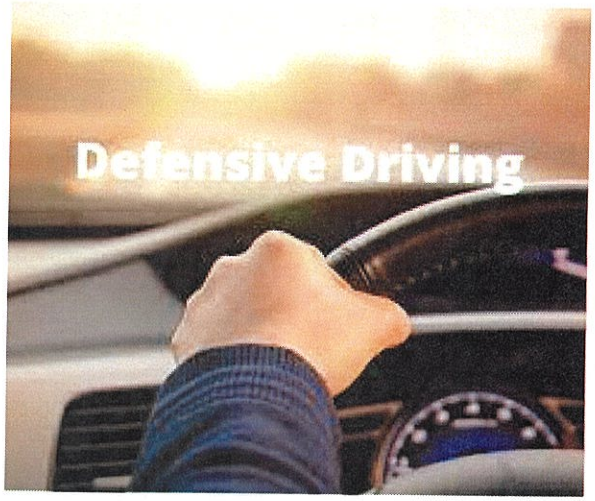


Defensive Driving

12

How Do You Drive?

Video



10 Habits of Defensive Driving

13

1. Inspect your vehicle before you drive it.
2. Always wear your seat belt in a vehicle.
3. Use the "what if" strategy to recognize hazards.
4. Avoid distracted driving.
5. Always maintain emotional control.
6. Avoid fatigued driving.
7. Maintain the proper following distance.
8. Avoid impaired driving.
9. Always have a plan to prevent a collision.
10. Be considerate to other drivers - communicate, be courteous, and have patience.

What is Defensive Driving

- Making safe and legal driving decisions
- Driving to your destination safely without a ticket or a crash
- Practicing common sense, courtesy, and cooperation
- Recognizing the risks before they become a hazard

14

Your Driving Profile

Warning

Less than 13 Never True Answers

Average Driver

13-15 Never True Answers

Safe Driver

16-19 Never True Answers

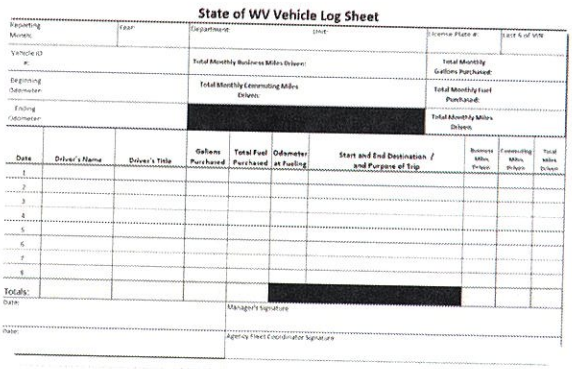
Defensive Driver

20-23 Never True Answers

State Vehicle Log Books

15

- Common Errors
- Policy: SCP-5830 Use of College Vehicles



State of WV Vehicle Log Sheet

Reporting Month:	Year:	Department:	Unit:	License Plate #	State # of Veh
Vehicle ID #		Total Monthly Business Miles Driven:		Total Monthly Gallons Purchased:	
Beginning Odometer		Total Monthly Commuting Miles Driven:		Total Monthly Fuel Purchased:	
Ending Odometer				Total Monthly Miles Driven:	

Date	Driver's Name	Driver's Title	Gallons Purchased	Total Fuel Purchased	Odometer at Fueling	Start and End Destination / and Purpose of Trip	Business Miles Driven	Commuting Miles Driven	Total Miles Driven
1									
2									
3									
4									
5									
6									
7									
8									
Totals:									

Date: Manager's Signature

Date: Agency Fleet Coordinator Signature

Annual Required Forms

16

- Governor's Policy
- DOA-FM-011 Fleet Policies and Procedures Driver Acknowledgement
- DOA-FM-031 Fuel Card User Agreement
- DOA-FM-023 Defensive Driving Training and DMV Driver's License Record Form

West Virginia
Fleet Management Division

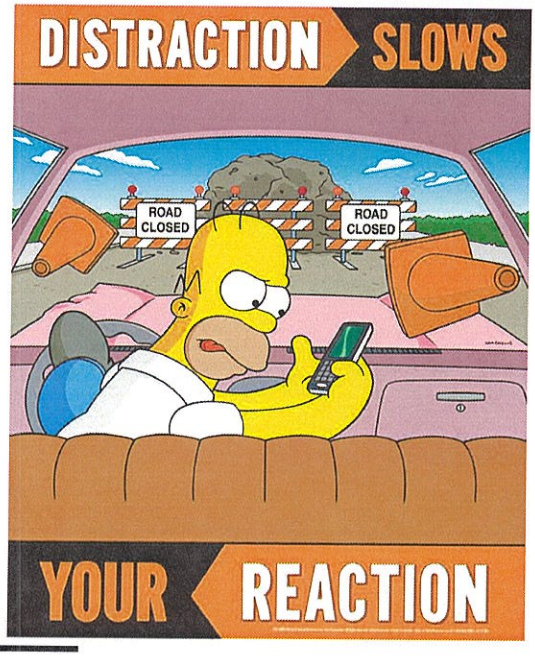
17

EMERGENCY AND ROADSIDE ASSISTANCE

1-800-CAR-CARE

Towing, Emergency Repairs, or Locksmith Services

18



Scams

19

- Self-Checkout
  - Gift Cards

Slips, Trips and Falls

20

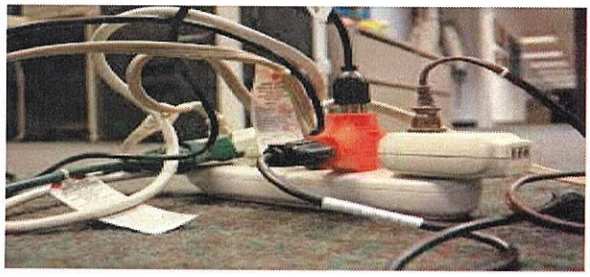
- Slips, Trips and Falls Hazards
  - Walk Like a Penguin

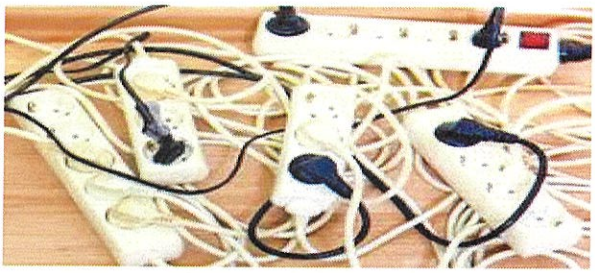
Fire Prevention

21

Power Strips

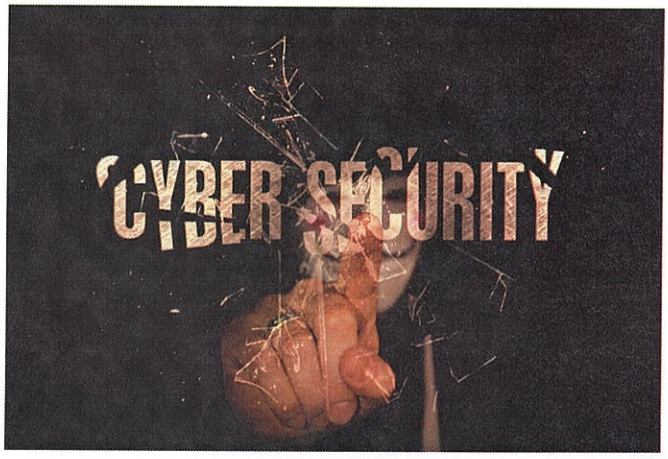
Lithium Batteries





Cyber Security

22



Safety Is Everyone's Responsibility

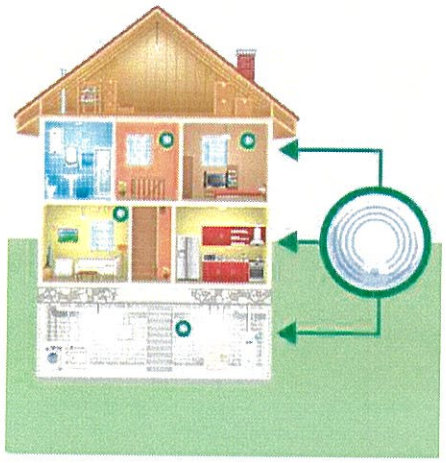
Discussion

23

Safety Newsletter
October 2024

The National Fire Prevention Association's (NFPA) campaign for the 2024 **Fire Prevention Month** is "Smoke alarms: Make them work for you!" According to the NFPA, almost three out of every five home fire deaths resulted from homes with no smoke alarms or working smoking alarms. Unattended cooking is the number 1 cause of home fires.

Install smoke alarms in every bedroom, hallway, and every level of the house. Ensure they meet all family members' needs, including those with sensory or physical disabilities.



Test your smoke alarm at least once a month by pushing the test button.

Replace batteries every six months or when we change the clocks twice a year if your model uses 9-volt batteries. Newer smoke alarms need to be replaced every ten years or when they stop responding when you test them.

A couple of additional fire safety tips that I mentioned during my presentation at Governance Day include:

- If you own or use products powered by lithium-ion batteries, only use the charger purchased with the product. Do not use aftermarket chargers that are not intended for the product.
- Use extension cords and power strips as a temporary solution, and don't overload them.

Drive Safely as it gets Darker

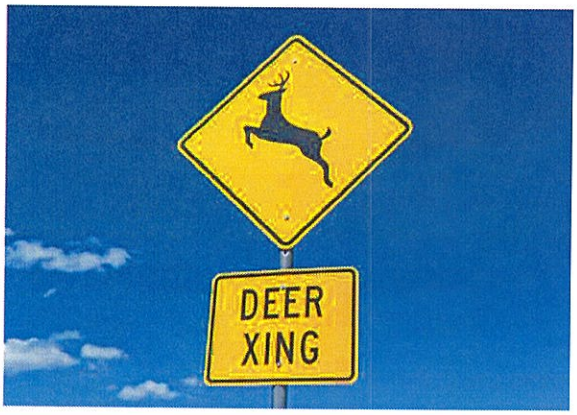
It gets lighter later in the morning and darker earlier in the evenings. Night driving can be dangerous because visibility is limited, even with hi-beam headlights, creating less time to react to something on the road.

Here are a few things you can do:

- Make sure your headlights are clean
- Dim your dashboard
- Look away from oncoming lights
- Clean your windshield to eliminate streaks
- Slow down to compensate for limited visibility and reduced stopping time

While we do only one-quarter of our driving at night, 50% of traffic deaths happen at night. It doesn't matter whether the road is familiar or not. Driving at night is always more dangerous.

Deer mating season also begins in October, which can be dangerous for drivers.



Six Ways to Avoid Hitting a Deer (Geico Insurance)

1. Watch for the rest of the gang.

Deer are pack animals and rarely travel alone. If a deer crosses in front of you, chances are there are more nearby. Slow down and watch for more deer darting across the road.

2. Timing is everything.

Deer are most active at dusk and dawn when your vision is most compromised. To add to their terrible timing, deer are on the move during mating season (between October and January), when you're more likely to travel after the sun sets. Slow down and stay alert, especially after dark.

3. Use your headlights.

First, look for the road signs. The yellow diamonds with the deer on it are placed in high-traffic areas for deer. You may also spot a deer because their eyes will brightly reflect a car's headlights, making them easier to spot.

4. Stay center.

On a multi-lane road, the center lane is your safest bet for avoiding a deer collision, as long as local traffic laws permit it. This gives deer plenty of space, and in case your vehicle does startle them, it gives you more time to react if one darts onto the road.

5. Brake, don't swerve.

If you see a deer, brake firmly and calmly, and stay in your lane. Swerving could make you lose control of your vehicle and worsen a bad situation. Not to mention, deer are unpredictable, and you could swerve directly into their changed path.

6. Honk!

Some experts recommend that one long horn blast can scare deer out of the road. Do not rely on hood whistles or other devices designed to scare off deer—studies have shown them to be largely ineffective at minimizing accidents.

National Protect Your Hearing Month

In the U.S., hearing loss is the third most common chronic physical condition after high blood pressure and arthritis. Not surprisingly, hearing loss is among the most common work-related illnesses. Workers are faced with occupational noise hazards every day.

Over time, being around loud noise can make workers lose their hearing. Within every industry sector, workers are at risk for work-related hearing loss.

Hearing loss from loud noise is permanent — and most people don't notice their hearing is damaged until it's too late. Once someone has lost their hearing, they can't get it back.

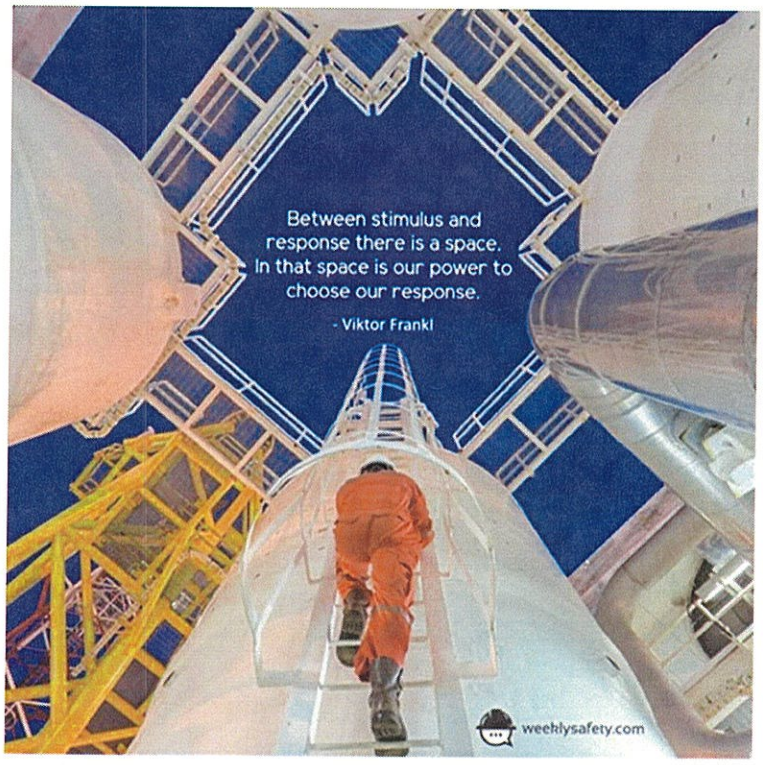
Why is hearing loss prevention important?

Almost all work-related hearing loss is permanent, and it can profoundly impact quality of life.

- As hearing loss worsens, hearing and understanding others becomes increasingly difficult, which can lead to isolation.
- Hearing loss is associated with cognitive (mental) decline and heart problems, such as high blood pressure and heart disease.

- Hearing loss is strongly associated with depression.
- Hearing loss can lead to loss of enjoyment when all the sounds we want to hear, like music or the voice of a loved one, become muted and lack quality.
- Ringing in the ears (tinnitus), which often occurs along with hearing loss, can disrupt sleep and concentration and is associated with both depression and anxiety.

Always Put Safety First



Classified Staff Council Report to the Board of Governors

October 8, 2024

The Classified Staff Council met on October 8, 2024.

The classified staff invited President Alderman to meet with us to discuss upcoming events and answer any questions we might have about classified staff issues. In August, Teri Wells came to discuss 'actor' students and what to be aware of when talking to all potentially new students. In September, Tom Cook came to our meeting and discussed security issues with the committee and the importance of activating the Southern Alerts app on our phones.

The staff is concerned about the dropping count of classified staff. We have lost four positions due to staff members' resignations; they have moved on to other jobs in the college that are not classified and or gained employment outside the college. When I was elected president of this council, we had 39 staff members, and now we have 34.

The classified staff is looking to raise money for our Southern Samaritan group. The Southern Samaritans provide funding assistance to classified employees affected by severe or catastrophic events such as illness or disasters. The idea we have agreed on is two movie baskets that people can take chances on.

We sent our Constitution to the Policy and Procedures Committee in September.

Kim Maynard, Chair

Classified Staff Council

HLC Update

Board of Governors

10.15.24

- Current Criteria (Effective through August 31, 2025)
- Revised Criteria (Effective September 1, 2025)
- Established Four Criteria Teams (see addendum)
- ALO is formatting the Crosswalk between the revised and current criteria from the current to the revised criteria to understand the 4 Criteria Teams as we continue building on the new report for 2026.
- ALO is building a complete file and hard copy notebook for the Director of Accreditation and Assessment, Criteria Teams, and Assessment Committee to follow as we navigate into EVOLVE 2025, which correlates with the President's goals for the institution.
    - Revised Terminology
    - Glossary of Terminology
    - Policies for current and revised assumed practices
    - Policies for current and revised accreditation standards

Adopted HLC Policy Change: Revised Criteria for Accreditation and Assumed Practices

Summary of Adopted Changes

HLC is required by policy to comprehensively review the Criteria for Accreditation at least every five years to determine what if any, improvements should be made. Based on this schedule, over the past two years, feedback has been gathered from institutions, peer reviewers, state agencies, and other stakeholders regarding the continued efficacy of the criteria. The Board and staff also examined HLC's values and approaches to quality assurance, focusing on quality assurance through a student-focused lens and as relevant to the current higher education ecosystem. From this work, HLC identified several changes to the criteria and the assumed practices and policies regarding HLC's evaluative framework.

Mission-Reflective Approach

The adopted revisions add a new "Institutional Mission" section at the beginning of the Criteria for accreditation policy. This change relocates language about the importance of institutional mission from the Evaluative Framework for the HLC Criteria policy. Subsequently, it expands upon the concept that an institution must demonstrate how it meets the Criteria through a mission-reflective lens. The relationship between the Criteria and an institution's mission is then threaded throughout the Criteria with mentions of "mission" in each of the four proposed Criteria. Foundationally, this approach builds on the extensive exploration regarding differential accreditation that HLC has conducted over the last two years.

Removal of Subcomponents

The revisions eliminate “subcomponents” from the Criteria. Subcomponents were intended to be examples of potential aspects of each Core Component that were only relevant to the extent applicable to the institution. However, as both a substantive and a structural matter, the subcomponents confused institutions and peer reviewers.

Concepts from the subcomponents were handled in three ways:

1. One subcomponent was integrated into the revised Criteria:

a. Concepts from subcomponent 3.D.1 were integrated into the revised Core Component

3.D.

2. Some subcomponents were relocated to the revised Assumed Practices:

a. Concepts from subcomponent 2.C.1 were relocated to Assumed Practice A.11.

Adopted HLC Policy Change: Revised Criteria for Accreditation and Assumed Practices

b. Concepts from subcomponent 2.C.5 were relocated to Assumed Practice A.12

c. Concepts from subcomponent 3.C. 1 were relocated to Assumed Practice B.4.

d. Concepts from subcomponent 4.A.2 were integrated into Assumed Practice C.2.

e. Concepts from subcomponent 5.B.3 were integrated into Assumed Practice D.2.

3. Some concepts from other subcomponents will be relocated, with refinements as appropriate, to an expanded and updated version of the Providing Evidence for the Criteria for Accreditation document.

Consolidated Criterion on Teaching and Learning

The revisions consolidate Criteria 3 and 4 for teaching and learning into a single Criterion titled “Teaching and Learning for Student Success.” The number of Core Components associated with this new criterion remains the same as the number of Core Components that were previously associated with the two criteria. This change provides a more coherent framework for institutions to holistically demonstrate their accomplishments and quality in this area.

Language Refinements

The revisions clarify, simplify, and streamline the Criteria's language while preserving their inherent rigor. Special attention was paid to avoiding redundancy and duplication in concepts. Titles have been added to the Core Components for easy readability and organization.

Relatedly, where appropriate, language has been removed from the Assumed Practices where those concepts are explicitly addressed in the Criteria themselves.

- Submitted proposal to become Peer Reviewer for HLC
- Presentation proposal for the Annual HLC Conference in April 2025 and plans for the Assessment Academy's future

HLC Criterion Timeline

2026 – 2027
Mid-Cycle Review
Year of Next Reaffirmation of Accreditation 2032 -2033

November 7, 2024	**Initial Meeting via Zoom** **Teams Elect Chairperson (14 Team Members each)**
January 30, 2025	**Planning Timeline from each Team Chair**

Future dates are to be determined for 2025 -2026. Upload to the Assurance System is anticipated in mid-October 2026.

Criterion 1. Mission:

1.A. Mission Alignment
1.B. Mission and Public Good
1.C. Mission and Diversity of Society

Criterion 2. Integrity: Ethical and Responsible Conduct:

2.A. Integrity
2.B. Transparency
2.C. Board Governance
2.D. Academic Freedom and Freedom of Expression
2.E. Knowledge Acquisition, Discovery, and Application

Criterion 3. Teaching and Learning for Student Success:

3.A. Educational Programs
3.B. Exercise of Intellectual Inquiry
3.C. Sufficiency of Faculty and Staff
3.D. Support for Student Learning and Resources for Teaching
3.E. Assessment of Student Learning
3.F. Program Review
3.G. Student Success Outcomes

Criterion 4. Sustainability, Institutional Effectiveness, Resources, and Planning

4.A. Effective Administrative Structures
4.B. Resource Base and Sustainability
4.C. Planning for Quality Improvement

HLC Update

Board of Governors

10.15.24

This semester, HLC is hosting webinars related to Federal Compliance, Standard and Open Pathways, revised Criteria for Accreditation, and more so we can refresh our knowledge, increase our understanding, and earn updates on the latest information from HLC. I have registered and saved the dates for the following fall webinar offerings:

1. **Standard Pathway Overview, September 11, 2024, at 11 a.m. CT**

Overview: Learn about or refresh your knowledge of elements of the Standard Pathway and the requirements for maintaining accreditation. This webinar is led by Karen Solomon, Vice President of Accreditation Relations and Director of the Standard Pathway, and Jill Wright, Associate Vice President of Assessment, Accreditation, and Services (Retired) at Illinois Central College. There will be time for Q&A.

2. **Federal Compliance Overview, September 19, 2024, at 11 a.m. CT**

Overview: Join Marla Morgen, Vice President and General Counsel, and Anthea Sweeney, Vice President for Accreditation Relations, for a comprehensive overview of HLC's Federal Compliance requirements and recent updates. You'll leave with an understanding of HLC's areas of interest in Federal Compliance requirements and the practical skills to effectively prepare for a Federal Compliance Review. This webinar will be recorded.

3. **Open Pathway Overview, September 25, 2024, at 11 a.m. CT**

Overview: Learn about or refresh your knowledge of eligibility factors, the Quality Initiative process, the Year 4 Assurance Review, and the Year 10 comprehensive evaluation as part of the Open Pathway. Join Andrew Lootens-White, Vice President of Accreditation Relations and Director of the Open Pathway, for an overview of the activities and events on this Pathway. There will be time for Q&A.

4. **Revised Criteria for Accreditation Q&A, October 24, 2024, at 1 p.m. CT**

Overview: In October, HLC will release recorded webinars on each revised Criterion that describes their content, context, and intent. We will also hold a live Q&A on the revised criteria with an HLC staff liaison so you can get questions related to the criteria answered.

5. **Choosing Your Accreditation Liaison Officer, December 9, 2024, at 1 p.m. CT**

Overview: The ALO is one of the primary contacts between an institution and HLC and is responsible for coordinating efforts to ensure the institution meets its obligations of HLC membership. How should your institution choose its ALO, and what should you consider when making that important decision? Join HLC staff liaisons to find out.

Southern West Virginia Community & Technical College
Assessment Academy
Final Project
September 2020 – October 2024

1. Briefly summarize the status of your Academy project.

Despite the work ahead, the Academy is confident that it has established a much more positive attitude and atmosphere concerning assessment within the Southern community. We are assured that as long as we continue to include faculty while reinforcing patience and positivity, the train we have built will continue until it arrives at the next station and beyond.

The Academy's greatest aspiration is to mold its successes at Southern into a cohesive assessment model for all in the West Virginia higher education community. Though both Southern and the Academy have experienced their share of trials and tribulations, they are also the same ones many institutions experience, especially at the community college level. Our vision is that our model of starting small, permitting failure and revision, maintaining communication, offering consistent encouragement and reinforcement, and creating a culture of inclusivity and patience will become the standard statewide.

We have met our initial goal within the Academy project. We were able to develop a plan, implement the plan, retrieve data, and, most importantly, change the culture of Assessment at Southern. However, even though we have had great success, we realize we have more work to do, especially regarding “Closing the Loop” with General Education Outcomes and updating our curriculum mapping.

2. What have been the Academy Team’s accomplishments while participating in the program? Consider the range of successes, from the particular (e.g., rubric development) to the more general (e.g., outcomes-based curriculum approval processes or faculty training program).

The Academy's most significant success with its Assessment Project has been its initiative to establish a genuinely faculty-driven assessment system. With former Assessment Committees under its former system, Southern had understandably attempted to salvage its original assessment processes with the perception that reset was to regress and that sacrificing the methodology that previous assessment teams had developed was to negate the forward progress those teams had made. Rebooting the Academy's Assessment project was daunting, stressful, and trying; however, the Academy realized they had not only acquired a wealth of assessment expertise through practice and knowledge, but they were also in a position to empower their peers to participate in a new faculty-driven construction as well – to establish a relationship with the Southern community that was empowering and inclusive. It was a chance to challenge the ever-present sense that assessment was a task to be completed merely because it was requested, in which faculty utilized clunky and unclear tools to send vague sets of data, all for the sake of an outcome they could only rest assured was worthwhile. Some of our accomplishments include:

1. Development of measurable General Education Outcomes
2. Development of General Education Rubrics
3. Collecting data for General Education Outcome Assessment using our Learning management system
4. Developed new 5-year program review template
5. Developed an annual program survey

6. Updated program outcomes
7. Updated curriculum mapping
8. Changed the course-level assessment form to Microsoft Forms
9. Developed an area on Southern's website to show assessment Assessment | Southern West Virginia Community and Technical College (southernwv.edu)
10. Facilitated 3 Faculty convocations that focused on Assessment (all unprecedented modalities)
11. Established a definition of Co-curricular definition and a Co-Curricular plan
12. Created a standard syllabi template
13. Reviewed Student Learning Outcomes for Courses
14. Invited a consultant in to review the difference in student learning outcomes and student learning outcomes
15. Crafted an Academic Advisory Handbook
16. Started a Digital Badge committee to help with micro-credentialing, which will help with assessment
17. Updated skill sets
18. Developed closing the loop forms
19. Used TEAMS to communicate with faculty

After the Academy took those first steps toward reevaluation, it became clear that the best course of action wasn't to start over but rather to rebuild with a revitalized perspective and a vastly improved model of what Southern's Assessment goals and culture would be. On top of this, core assessment materials such as rubrics, outcomes, and reflection forms had been created or co-created by members of the Academy, offering the opportunity to gain a foothold by revising these materials and experimenting with approaches to maximize faculty participation. While these materials might have been limited in scope, by stripping assessment to a simplistic yet workable model and by focusing on specific projects such as General Education Outcomes, the Academy was able to draw faculty into the fold. As a result, the Academy was able to create direct lines of communication with faculty to share what the Academy learned over the past few years and, furthermore, to learn the assessment ropes alongside faculty and progress as a cohesive entity. This sense of camaraderie and shared responsibility in assessment became one of the most positive qualities, if not the most favorable quality, of the current status of the Project. It is likely the core of the Academy's success in developing a genuinely faculty-driven, community-based Assessment Project. Even if not every individual faculty member shares the Academy's enthusiasm for the project, they are at the very least aware that they have a role to play in assessment, that they have a say in what the role looks like, and that it is within their power to shape the tools with which they will perform that role.

For the Academy's pilot assessment endeavor, the Southern community could incorporate General Education Outcomes into their courses so that they choose to fit their goals best rather than simply by request. With this simple start in Gen Ed, faculty could more actively engage with the assessment process, access their results, draw conclusions, and report their findings. From this productive trial run, it was far more apparent to faculty how data collection and the assessment function, how these processes serve to not only provide development opportunities but also celebrate successes, what kinds of changes they could make to their curriculum, and how the Project serves the institution as well as academia more broadly. Utilizing this model, and with these small successes under their belt, faculty could start taking the following steps toward more assessment projects, such as course-level and program-level assessments, as they continue to further develop and revise assessment materials for larger assessment endeavors in the future.

Though faculty are occasionally confused by the assessment process, especially when conceptualizing the Project, they no longer feel alienated by the experience. As a direct result of the Academy's efforts in inclusion, faculty members understand that they are not just allowed but encouraged to not fully understand assessment, ask questions, try and fail, and learn from their experience as part of a community. All in the Southern community are now aware that they have a vital part to play in assessment, that assessment is now an integral part of their role at Southern, and that the Assessment Project is an initiative they are developing as co-creators alongside the Academy.

3. Looking back, reflect on the evolution of the Academy Project. What factors does the team believe most influenced how the project developed and changed?

One of the most significant factors in developing the Academy's Assessment Project was for Academy members to discover their assessment processes and perspectives from the ground up. Initially, as with most faculty, despite understanding assessment as a concept, even academy members found the process stifling and confusing when engaged. Rather than salvaging the assessment protocols and procedures that were in place at Southern, Academy members elected to start from scratch with their courses, navigate the technical terminology on their terms, craft their rubrics and outcomes, and explore the assessment resources of other institutions, and to form their own opinions about what this process should look like in their courses. Though this back-to-basics approach was primarily intended to educate the Academy on assessment further, the most significant benefit of this endeavor was the ability to communicate this experience with other faculty members in a manner that inspired empathy and sincerity.

In the past, Southern did obtain a degree of success in assessment, but this was chiefly achieved through faculty and the broader Southern community's willingness to follow instructions with the good faith that assessment was as beneficial for the institution as the Academy (then called the Assessment Committee) claimed. However, despite their genuine investment and support in the process, most of the faculty were frequently stifled by an obscure assessment procedure, terminology they didn't fully comprehend, and additional coursework they didn't feel actual ownership over. While many faculty members had questions and a genuine interest in learning more, most discussions regarding assessment occurred in large presentations packed into what were already long days of meetings concerning a myriad of institutional policies and changes.

As a result, nearly all discussions about assessment occurred in environments that were often not conducive to the open dialogue and patience required to engage with assessment openly or comfortably. In most cases, faculty resisted asking questions or seeking clarification because they knew that doing so would not only extend an already lengthy workday but would also be potentially uncomfortable to reveal how much or little they understood about assessment when their peers appeared to be following along without issue. Additionally, when engaging with the assessment process, faculty were discouraged from making changes or offering suggestions for improvement at the risk of making mistakes or interfering with the assessment systems ostensibly operating behind the curtain. Furthermore, even when faculty might have input, their hesitancy restricted what might have otherwise been positive steps in the evolution of assessment at Southern.

However, as Academy members jumpstarted their processes and perspectives of assessment, they could communicate far more effectively with their fellow faculty members with empathy and coherence regardless of faculty understanding. Most often, these conversations started happening at the spur of the moment, in informal situations such as office visits or social gatherings around campus between classes, especially when it came time to collect

assessment data. Due to the more candid atmosphere, fellow faculty members were far more comfortable admitting what they did. They didn't know, were far more likely to ask questions, were far more receptive to feedback, and took far more agency over the assessment in their courses.

Due to the vast pool of representation within the Academy, the assessment members created a network of informed representatives across campuses and departments who were readily available to anyone in the community who had questions. Outside of large meetings, members of the Academy are friends and colleagues first and assessment gurus second, and just as fellow faculty regularly gather to air grievances or seek advice, an assessment was able to mesh directly into these work relations as well. And because those Academy representatives had developed an understanding of assessment from the ground up, they were able to field questions in a manner that met individuals where they were at in their knowledge and process, in turn empowering the newly informed faculty member to field those same questions when they were asked in turn. Through these small exchanges, Academy members were able to quell more considerable anxieties about the assessment process, assure faculty members that they were not alone in their misunderstandings and frustrations, and finally make them feel like valuable contributors to the Assessment Project. Quickly following this success, the Southern also started dividing faculty into smaller groups on governance days for presentations to encourage further open dialogue.

Though all of Southern's faculty might not be considered assessment experts, the vast majority in the Southern community feel comfortable asking questions and seeking help when they think they need it. Whether it be through a quick email, swinging by during office hours, or even calling or texting, faculty members know that they can ask questions and seek clarification freely, trust that they will be heard and considered, and know that the answers will be provided in a manner they can understand. Ultimately, this environment of trust and empathy has led to a positive assessment community, which is the first step toward a culture of assessment where all faculty feel comfortable discussing assessment and begin taking more and more of an active role within it.

4. What Academy Project tasks still remain unfinished? Bring this list of outstanding tasks to the Academy Results Forum for further team discussion.

The team decided to look at some of these common categories to provide a list of outstanding tasks for the Academy Project. Here’s a list of our ideas for moving forward.

1. **Curriculum Development**
    - Finalize course outlines and update student learning outcomes as needed.
    - Review and approve instructional materials
    - Complete assessment criteria for new courses, such as syllabi and SLOs.
    - Curriculum Mapping to be updated and simplified for each program.
2. **Technology Integration**
    - Implement the learning management system (LMS) for course-level assessment (CLOE) and program-level assessment (PLOE)
    - Test and deploy new software such as various dashboards and Air Table
    - Train faculty on tech tools and platforms
3. **Professional Development**
    - Develop in-services on curriculum mapping
    - Schedule in-services on Gen Ed Outcomes and mapping
    - Implement micro-credentialing and instruct faculty
    - Schedule and conduct informational webinars

4. **Feedback and Evaluation**
    - Gather student feedback from completed courses using a course feedback survey
    - Analyze data from evaluations to improve offerings
    - Continually update a framework for ongoing assessment
5. **Administration and Compliance**
    - Ensure all necessary accreditations are up to date
    - Complete budget reviews and finalize funding allocations
    - Update policies and procedures as needed
6. **Event Planning**
    - Continue to have at least one faculty convocation event that is assessment-centered.
    - Develop Assessment Showcase

5. How has the institutional capacity for assessing student learning changed over time in the Academy? Southern's institutional capacity for assessing student learning has dramatically increased since the Assessment Academy began its project. This has been achieved mainly through the Academy's success in fostering a culture of assessment within the institution, explicitly creating a more interpersonal atmosphere surrounding evaluation. As we in the Academy continue to repeatedly stress to our fellow faculty, everyone in the institution already utilizes assessment as their primary means of improvement. The Academy emphasized that all Southern needed to do was provide evidence of that continuous improvement.

Following this attempt to foster a more open atmosphere, faculty felt much more comfortable asking questions and engaging with terminology and technical approaches to assessment processes ranging from data collection to writing and editing course and program outcomes. While the Academy is still striving to enrich this culture of assessment further, the evidence of improvement in Southern's capacity for evaluation is apparent not only in the increase in participation from faculty and administration, as well as the resulting growth of data, but also in the conversations our community engages in – conversations which represent a knowledge, interest, and evermore increasingly, confidence when it comes to the subject of assessment.

In previous years, concepts like "SLOs," "Gen Ed goals," and "closing the loop" were obscure and even intimidating to the majority within the Southern community. However, as faculty felt more comfortable asking questions, individuals and departments also became more interested in understanding the process during data collection, and in turn, many took agency over their course and program outcomes to ensure they aligned even more directly and cohesively with each faculty member's approach.

Again, while the increase in data collection and rubrics serve as hard evidence of this change in capacity, the most illustrative examples of this perhaps come from what isn't represented in reports but in the interactions between faculty and the Academy and between faculty themselves. Most members of the Academy still field the occasional question about terminology, but far more frequently, our role has evolved into confirmation and course correction rather than explanation. Faculty often bring drafts of outcomes or double-check that they've gathered data correctly and/or performed assessments as per Southern's plan. Recently, faculty attended a presentation on the creation of effective SLOs, and many in the Academy took note that not only did all observable faculty follow along with the presenter's well-reasoned points but also that the information the speaker covered seemed principally to be a repetition of facts the Southern faculty already internalized over recent semesters.

In summary, the Academy's perspective of the Southern community's capacity for assessment is that it has, in many ways, become its machine picking up steam, chugging along all on its power (if only there were some clever visual metaphor to apply to that description). Southern has changed from a population that understood the importance of assessment but felt alienated by terminology and technique into an informed, curious, and motivated community of educators seeking to take agency over assessment's role in their classrooms and their institution.

6. How has the institutional capacity for assessing student learning changed over time in the Academy?

The institutional capacity for assessing student learning in academia has evolved significantly. Here are some fundamental changes:

1. **Accountability**: There has been a shift toward accountability measures, particularly following the HLC visit in March 2024 when faculty was a part of the visit. Faculty began seeing that assessment is academics, and to have successful students, faculty must be cognizant of their pedagogy and make updates to meet the needs of the students. Faculty realize that these changes must be analyzed and data-driven. The institution has made assessment part of faculty's contracts and has made dedicated days for professional development on assessment. In turn, faculty have been receptive to collecting data and sending reports to the Director of Accreditation and Assessment.
2. **Data-Driven Decision-Making/Use of Technology**: Institutions can access vast amounts of data with technological advancements. This has enabled a more sophisticated analysis of student learning outcomes, allowing for improvements in evidence-based curriculum and teaching methods. The integration of technology in assessments has transformed the process. Online assessments, learning management systems, and digital portfolios facilitate more flexible and scalable evaluation methods.
3. an excellent example was utilizing the Learning Management System Bright Space to collect General Education Outcome data. The faculty would attach a rubric to a student's assignment, and this data would go to an Excel spreadsheet. We now have data on General Education data to analyze and make changes. Another avenue we have explored is co-curricular data and the use of Air Table. This cloud collaboration service uses a spreadsheet database to provide statistical analysis of various surveys used to collect data for the college. These results are in the Co-curricular Handbook and can be assessed on the website.
4. **Diverse Assessment Methods**: There's a growing recognition of the need for diverse assessment methods beyond traditional testing. Institutions are incorporating formative assessments, peer reviews, portfolios, and project-based evaluations to provide a more holistic view of student learning. In the past four years, faculty have attended various professional developments on HIPS High Impact Practices. Faculty are now looking at how they teach, what they teach, and ways to flip the classroom. Policies/Procedures have been updated to reflect using portfolios to show prior learning assessments. Faculty use rubrics more than ever before, surveys are being developed, and Banner is being updated.
5. **Focus on Learning Outcomes**: The emphasis has shifted from teaching inputs to learning outcomes. Institutions increasingly define clear learning outcomes and align assessments to measure whether students achieve these goals. One of the assessment academy's first tasks was updating the General Education Outcomes and the rubrics. Once this was completed, the academy turned to the Program Outcomes and the Student Learning Outcomes. The members realized that more education was needed, and a consultant provided an in-service on the difference in writing student learning

outcomes versus program outcomes. The goal was to make them SMART- specific, measurable, achievable, relevant, and time-bound. The Academy Team wanted them to be measurable, realistic, and observable. Now that the faculty has updated many of them, the course-level assessments are more thorough and easier to understand.

6. **Collaboration and Professional Development**: There is a greater focus on collaborative approaches among faculty for developing assessment strategies. Professional development opportunities related to assessment practices have become more common, fostering a culture of continuous improvement.
7. **Accreditation and Regulatory Changes**: Accreditation bodies have placed greater emphasis on assessment practices, requiring institutions to demonstrate how they measure and enhance student learning as part of their accreditation processes.
8. **Emphasis on Inclusivity and Equity**: There's an increasing awareness of the need for inclusive and equitable assessments to address the diverse needs of students from various backgrounds to ensure fair evaluation. The Assessment Academy has found that when rewriting the General Education Outcomes regarding culture, culture must be defined, and an increased awareness must occur on campus. The faculty did not provide much data when hen attaching the culture rubric to the assignment was due. Our population is homogenous in this area, so more education regarding different cultures is needed.

Overall, the evolution of assessment practices reflects a broader shift towards a more comprehensive, data-informed, and student-centered approach to evaluating learning in higher education.

7. What evidence do you have that your Academy work is improving student learning? If needed, how might you go about collecting this evidence?

To demonstrate that Academy work is improving student learning, you can gather various forms of evidence:

1. **Assessment Data**: Analyze pre- and post-assessment scores to measure knowledge gains. Look for trends in student performance over time. The Academy members are at the point where analyzing data is a must. We have figured out how to gather data, and now the Team is looking at data before assessment and comparing it after changes have been made.
2. **Student Feedback**: Conduct surveys or interviews to collect qualitative student engagement and understanding data. This can help gauge how the Academy's approach resonates with learners. The college does this by specific questions on the Course Feedback Survey.
3. **Classroom Observations**: Utilize peer observations or self-reflections to assess teaching methods and student interactions. Document changes in classroom dynamics and student participation. This is a future suggestion. Directors and Deans are completing classroom observations, but many programs look at Peer Reviews.
4. **Portfolio Work**: Collect student work samples over time to showcase progress and skill development. This can include projects, essays, and presentations.
5. **Longitudinal Studies**: Track cohorts of students over several years to evaluate long-term impacts on academic performance and retention. The Assessment Team is looking at comparing traditional and nontraditional students' scores and success rates in the future.
6. **Intervention Success Rates**: If the Academy includes targeted interventions for struggling students, measure the success rates of these programs. When the team

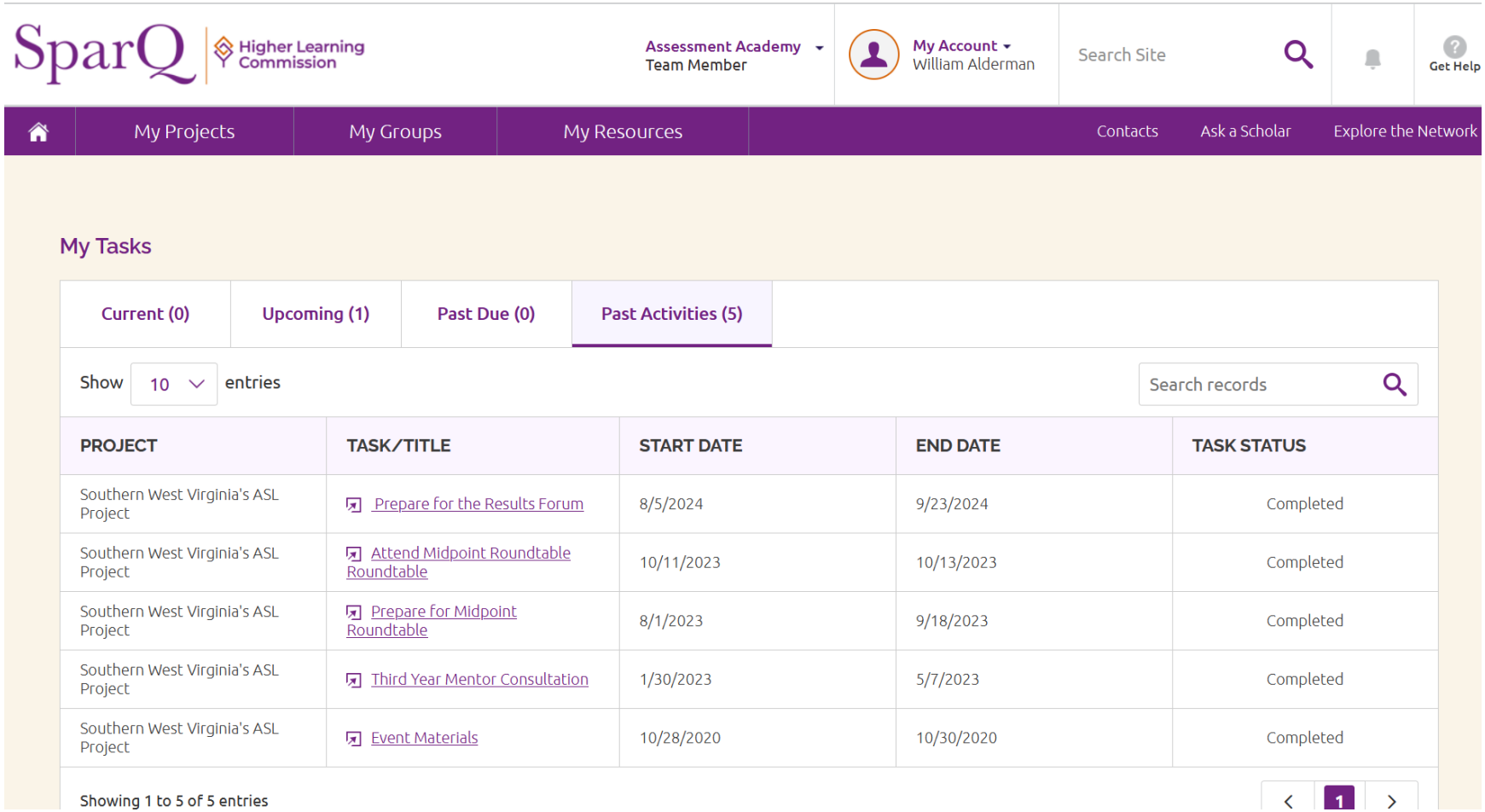
looked at the next project, one member mentioned that Closing the Loop for General Education Outcomes was not occurring. Changes have been discussed and implemented, but data reexamining has not been done. One of the team members is building a new schedule for the General Education Outcome Assessment, which will be incorporated into the Faculty Assessment Guide.

To collect this evidence, consider:

- **Surveys**: Administer regularly to capture shifts in perceptions and learning.
- **Focus Groups**: Discuss with students to gain deeper insights into their experiences.
- **Data Tracking Systems**: Use software to maintain and analyze academic data efficiently.
- **Feedback Loops**: Regularly seek input from teachers and staff about curriculum effectiveness and areas for improvement.

Systematically gathering and analyzing this evidence, you can understand how your Academy work enhances student learning.

8. **During the upcoming Results Forum, your Academy team will have the opportunity to share progress, successes, and lessons learned outlined in the Impact Report Part 1 with institutions attending the Academy Roundtable and Midpoint Roundtable. See more details for the Sharing Promising Practices session. Post a PDF here if you would like to include your Graduate Poster in your SparQ Academy record. (Done-Inserted In SPARQ) * We present this at the Higher Learning Commission Roundtable Assessment Academy Finale on October 16, 2024, in Chicago, Illinois.**


SparQ
Higher Learning Commission
Assessment Academy
Team Member
My Account
William Alderman
Search Site
Get Help
My Projects
My Groups
My Resources
Contacts
Ask a Scholar
Explore the Network
My Tasks
Current (0)
Upcoming (1)
Past Due (0)
Past Activities (5)
Show 10 entries
Search records
PROJECT
TASK/TITLE
START DATE
END DATE
TASK STATUS
Southern West Virginia's ASL Project
Prepare for the Results Forum
8/5/2024
9/23/2024
Completed
Southern West Virginia's ASL Project
Attend Midpoint Roundtable Roundtable
10/11/2023
10/13/2023
Completed
Southern West Virginia's ASL Project
Prepare for Midpoint Roundtable
8/1/2023
9/18/2023
Completed
Southern West Virginia's ASL Project
Third Year Mentor Consultation
1/30/2023
5/7/2023
Completed
Southern West Virginia's ASL Project
Event Materials
10/28/2020
10/30/2020
Completed
Showing 1 to 5 of 5 entries
1

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

Memo

To: Southern West Virginia Community and Technical College Board of Governors

From: Velva Pennington, Chief Finance Officer

CC: Dr. Pamela Alderman, President

RE: Finance Update

We have just ended the first quarter of the fiscal year. Our financial statements were due October 1st, these will be presented to you in December. We issued our first Pell refund to students on September 19, 2024, in the amount of $1,388,197.99.

In ending the first quarter, we have been on target with overall spending, spending on average around 26% in all areas. It currently costs the college $ 19,476 a day to operate. We currently have 192 days of operational cash on hand.

Southern WV Community & Technical College
Operating Budget Cash Analysis
1st QTR 2025

	FY 2025 BUDGET	FY 2025 ACTUAL YTD	Comparison %	FY 2024 BUDGET	FY 2024 ACTUAL QTD	Comparison %
TOTAL REVENUES:						
Tuition and Fees	$4,697,792	$1,448,669	31%	$4,981,610	$1,885,381	38%
Capital Fees	340,000	94,054	28%	308,082	98,537	32%
Workforce Revenue	400,000	94,500	24%	400,000	88,900	0%
Auxiliary Enterprises	30,000	18,213	61%	35,000	20,777	59%
Other Operating Revenue	50,000	6,665	13%	50,000	32,095	64%
State Appropriations	9,217,907	1,936,874	21%	8,849,656	1,934,560	22%
Investment Income	400,000	136,455	34%	245,000	135,520	55%
Other Nonoperating revenues	-		0%	-	-	0%
TOTAL REVENUES	**$15,135,699**	**$3,735,430**	**25%**	**$14,869,348**	**$4,195,770**	**28%**
TOTAL EXPENSES:						
Salaries and Wages	$9,686,089	$2,168,297	22%	$9,826,117	$2,134,336	22%
Benefits	2,738,458	671,978	25%	2,634,027	649,583	25%
Utilities	872,280	187,161	21%	862,100	229,451	27%
Supplies and Other Services	1,838,873	712,064	39%	2,298,400	950,222	41%
TOTAL OPERATING EXPENSES	**$15,135,700**	**$3,739,501**	**25%**	**$15,620,644**	**$3,963,592**	**25%**
Net Change in Cash	**($1)**	**($4,070)**		**($751,296)**	**$232,179**	
Cash Beginning Balance	**12,714,524**	**12,714,524**		**11,403,636**	**11,403,636**	
Ending Cash Balance	**12,714,524**	**12,710,454**		**10,652,340**	**11,635,815**	

Summary	
Beginning Cash Balance	$12,714,524
Revenues	$3,735,430
Expenses	($3,739,501)
Ending Cash Balance	**$12,710,454**

Operational Cash on Hand Days	
2024 Operational Expenses	$3,739,501
Days/yr	192
Operational expenses per day	**$19,476.57**
2024 Cash on Deposit	**$12,710,454**
Total Operational Cash sustainability	**653**

President's Report
October 15, 2024

- Enrollment is up for the 6th straight semester.

- The first Governance Day of the academic year was held on September 6, 2024, on the Logan Campus.

- ModernThink recognized Southern as a Great College to Work For® on September 13, 2024. According to the Modern Think website, The Great Colleges to Work For® program was designed to recognize colleges that have successfully created great workplaces and to research further and understand the factors, dynamics, and influences that have the most impact on organizational culture in higher education. We were recognized in two categories: Shared Governance and Faculty Experience. Southern has received this award three times since 2021. Before 2021, Southern had never been recognized as a Great College to Work For. Only two institutions in West Virginia received this recognition in 2024: the West Virginia School for Osteopathic Medicine and Southern. Southern is the only community college recognized in the state for this award.

- On September 25, 2024, Southern's Allied Health and Nursing faculty, staff, and students attended the Pikeville Medical Center's Bridge Day at Appalachian Wireless Arena in Pikeville, KY. More than 100 individuals from Southern participated in the event.

- Southern's Boone and Logan Campuses participated in Save a Life Day hosted by the West Virginia Collegiate Recovery Network.

- Since the last board meeting, Southern has participated in several community festivals across the service area. These include the Apple Butter Festival at Chapmanville and Heat in the Hills in Lincoln County.

- **Meetings Attended**:
  - August 21-22, 2024 – Hosted Southern Regional Education Board (SREB) members on the Logan Campus to sign a Memorandum of Understanding (MOU) for grant funding.
  - August 23, 2024 – meeting in Madison, WV, to review potential sites for the Boone Campus
  - August 26, 2024 – met with Congresswoman Carol Miller at the Wyoming Campus.
  - August 27, 2024 – met with Boone County Board of Education at Foster, WV, to discuss the current lease of the Boone Campus.
  - August 27, 2024 – attended the West Virginia Nurses Association second quarter Board meeting.

- August 28, 2024 – attended the Tourism Education in West Virginia meeting via TEAMS.
- September 4, 2024 - attended the West Virginia Brownfields meeting via TEAMS to discuss grants.
- September 5, 2024 - met with 1985 Medical Laboratory Technology graduate Opal Preston. Ms. Preston is the most current alumni featured on Southern's webpage https://www.southernwv.edu/news-and-media/buffalo-creek-woman-begins-her-journey-at-southern/
- September 11, 2024 - met with the Dickenson Foundation, a Boone County Economic Development representative, and a Joe Linville representative to discuss development plans for the Hobet property at Julian, WV.
- September 11, 2024 – hosted representatives from the United States Department of Agriculture on the Logan Campus to finalize the $1.2 million earmark to renovate the Logan Campus Library
- September 11, 2024 – hosted representatives from Select Specialty Hospital, Charleston, WV, and Southern's Allied Health and Nursing employees to update and sign an affiliation agreement so students can do clinical rotations at Select Specialty.
- September 12, 2023 - Participated in a Tabletop Exercise for the Tug Valley sponsored by the US Army Corp of Engineers at the Williamson Campus.
- September 13, 2024 – attended the Revitalize Downtown Madison meeting at Boone Memorial Health, Madison, WV.
- September 13, 2024 – attended Logan Chamber of Commerce Fire & Ice at Chief Logan Convention Center.
- September 17, 2024 – attended Coalfield Health Board meeting via Zoom
- September 17, 2024 - attended Logan County Rural Partners Network Roundtable via Zoom.
- September 18, 2024 – hosted the Southern and Boone County Board of Education Joint Administrative Advisory Board meeting on the Boone Campus.
- September 19, 2024 – hosted the Southern West Virginia Community College Foundation Executive Board Meeting on the Logan Campus.
- September 19, 2024 – attended the Higher Learning Commission Federal Compliance Update meeting via Zoom.
- September 20, 2024 – attended the West Virginia Rural Health Policy Committee meeting via Zoom.
- On September 23, 2024, I met with Mary Cook and Leisha Johnson via Zoom regarding the AAM Curriculum for new academic and workforce programs in Mingo County.
- September 24, 2024 – attended the Future of Community Colleges webinar via Zoom.
- September 25, 2024 – attended Connect Humanity Steering Committee for Logan County via Zoom.
- September 26, 2024 – met with representatives from the Community and Technical College System and ZZM Architects regarding the Library renovations via Zoom.
- October 2, 2024 – hosted President Brad Smith and representatives from Marshall University on the Logan Campus to sign a new articulation agreement.
- October 3, 2024 – welcomed the third cohort of accelerated nursing students to the Logan Campus.
- October 3, 2024 – attended via Zoom IT Infrastructure presentation facilitated by Dr. Casey Sacks

- October 7, 2024 – attended Southern and WVU Partnership meeting via Zoom
- October 8, 2024 – participated in the Logan County Chamber of Commerce meeting at the Chamber Offices in Logan, WV
- October 8, 2024 – spoke to the Classified Staff via Zoom
- October 9 – 11, 2024 – attended Micro-credentialing Conference sponsored by the WV Higher Education Policy Commission and WV Community and Technical College System at Stonewall Resort, Roanoke, WV

- **Updates**
  - Boone Campus
  - Wyoming Campus
  - Strategic Plan
  - Southern West Virginia Community College Foundation
  - New Hospitality and Tourism program
  - Earmarks and Grants
    - Received a $800,000 earmark for the Early College Academy Program
    - Received a $1,250,000 earmark and $375,000 funding from the Governor's Contingency Funds to update the Logan Campus Library
    - Applied for Perkins Grant to support the Junior Nurse Academy for summer 2025 and summer 2026 on the Logan Campus
    - Southern Regional Educational Board (SREB) Grant
    - The West Virginia Higher Education Policy Commission and the West Virginia Community and Technical College System have announced that Southern WV Community & Technical College will receive a $5,000 First-Generation Student Success Grant. This grant aims to recruit, retain, and foster the success of first-generation college students.

- **Upcoming Events**
  - The Lincoln Site will hold a Trunk-or-Treat on October 17, 2024, from 5:00 p.m. to 7:00 p.m.
  - Trunk or Treat on the Logan and Williamson Campuses will be held on October 24th from 6:00 p.m. -7:30 p.m.
  - Lineman Graduation October 26, 2024, 11:00 a.m., Williamson Campus
  - The Wyoming Campus employees will participate in Trunk or Treat on October 26, 2024, in conjunction with Twin Falls State Park.
  - Thanksgiving Break November 24 – December 1, 2024
  - Thanksgiving Holiday (College Closed) November 28 – December 1, 2024
  - Fall Commencement Ceremony December 7, 2024, 10:00 a.m., Savas Kostas Theater, Logan Campus
  - Christmas Concert December 13th and 14th, 2024, at 7:00 p.m., Savas Kostas Theater, Logan Campus

EFFECTIVE

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Organizational Chart

UPDATED
10/08/24

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

OFFICE OF HUMAN RESOURCES

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
ORGANIZATIONAL CHART
INDEX

President…… Page 1
- President's Cabinet

External Affairs…… Page 2
- Communications
- Development

Facilities …… Page 3

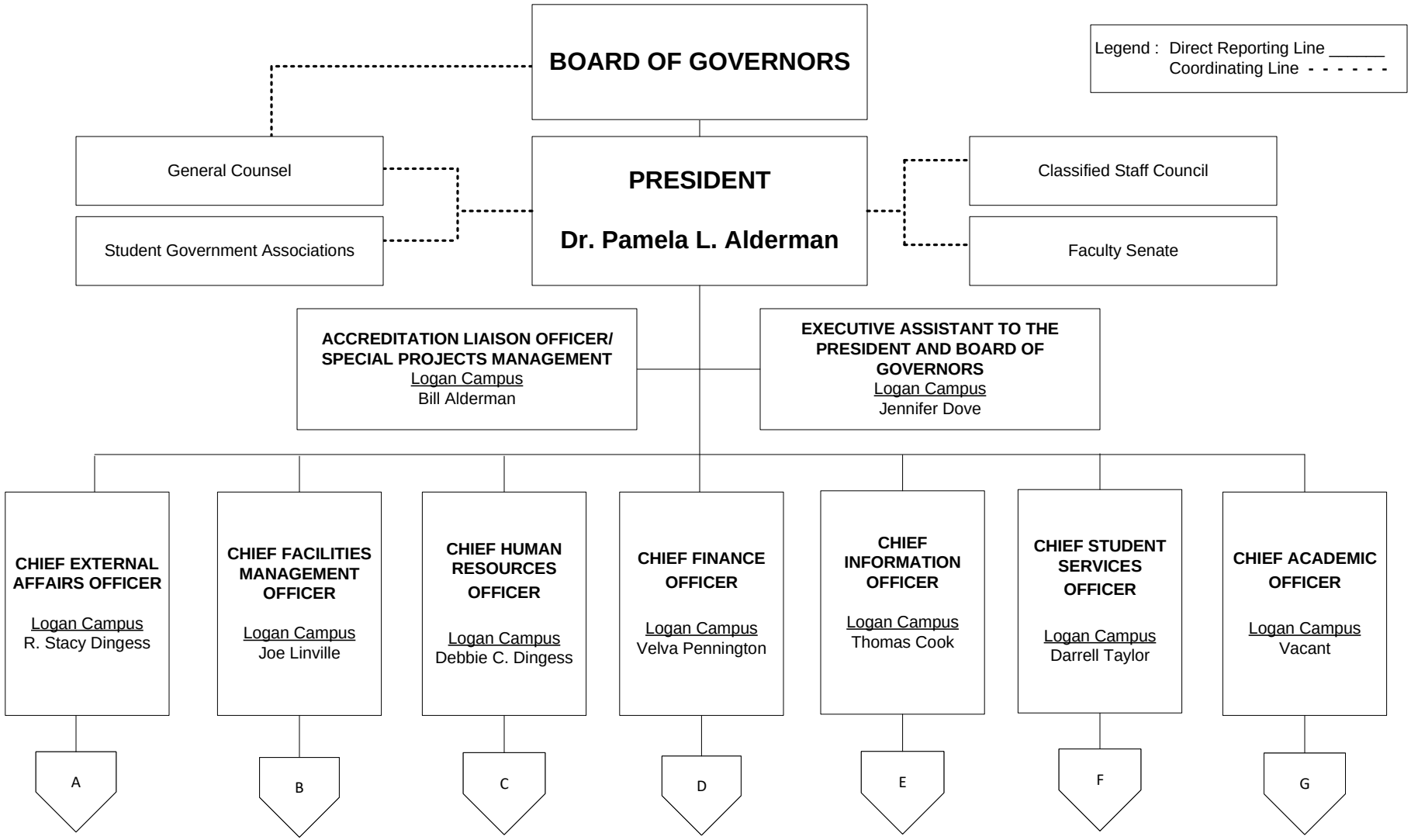
Human Resources…… Page 4

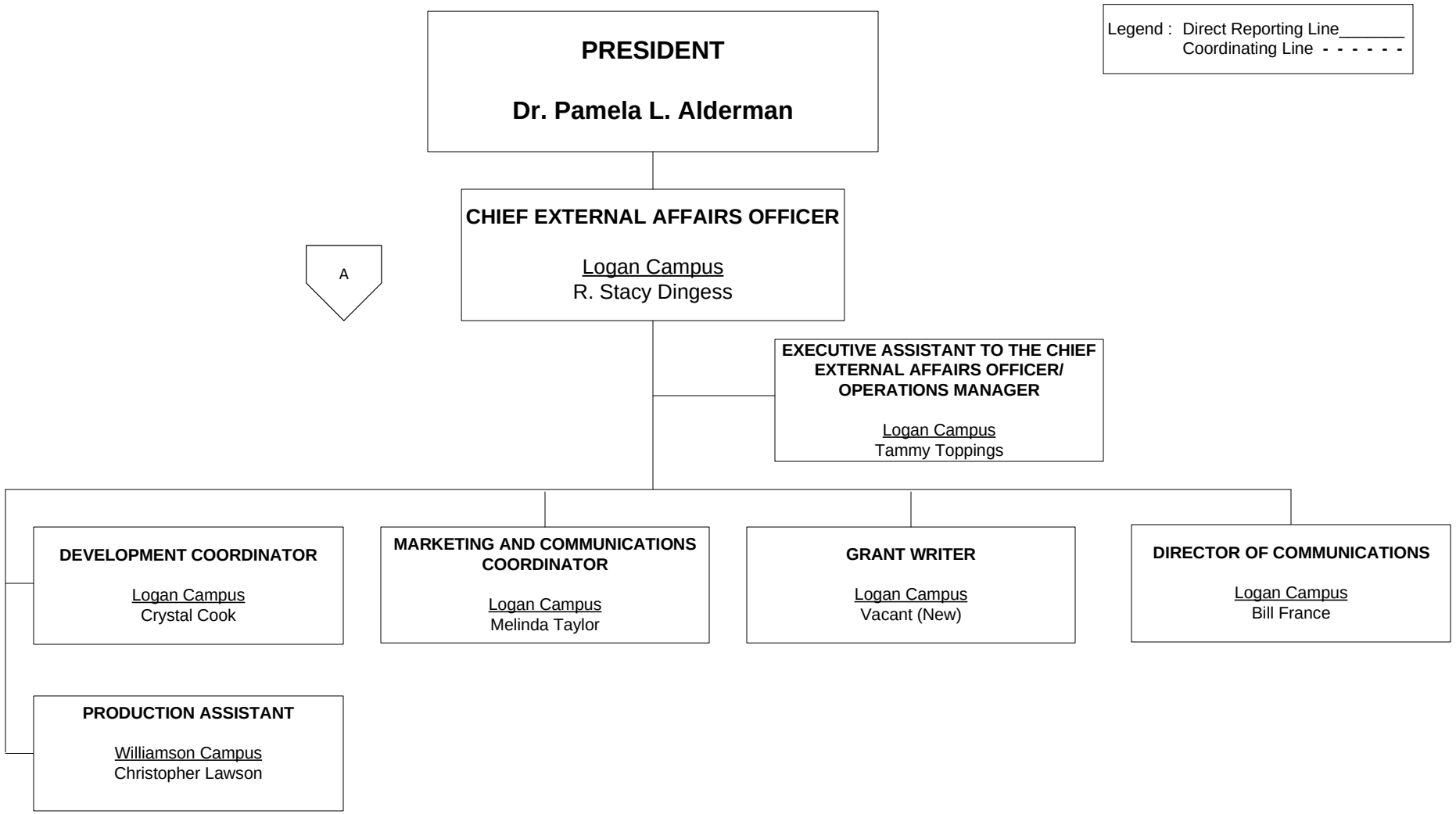
Finance …… Page 5
- Controller
- Budgets and Purchasing

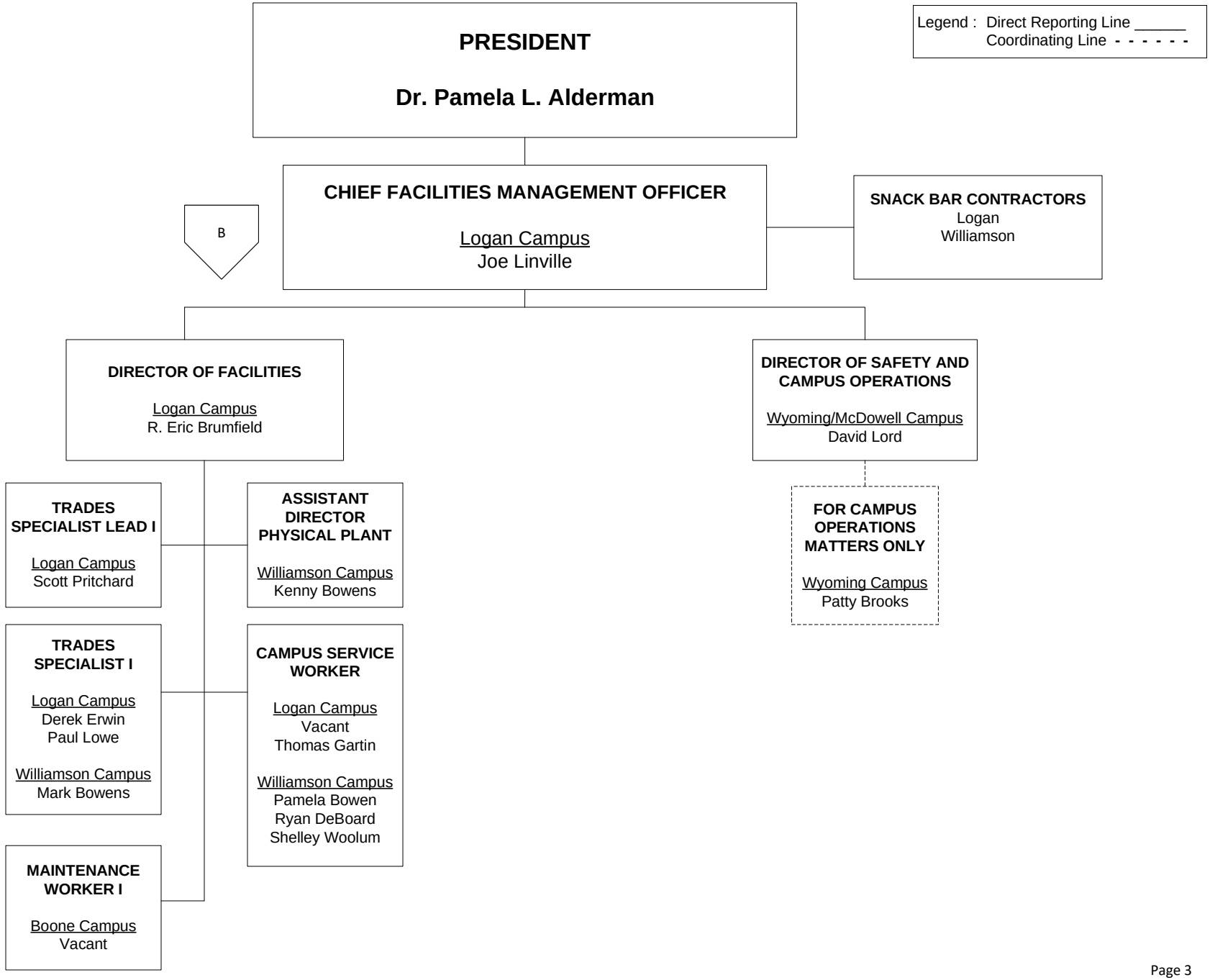
Office of Information Technology …… Page 6
- Applications Programming/Development
- Distance Education
- Web Development
- Institutional Research
- Network Services
- User Services

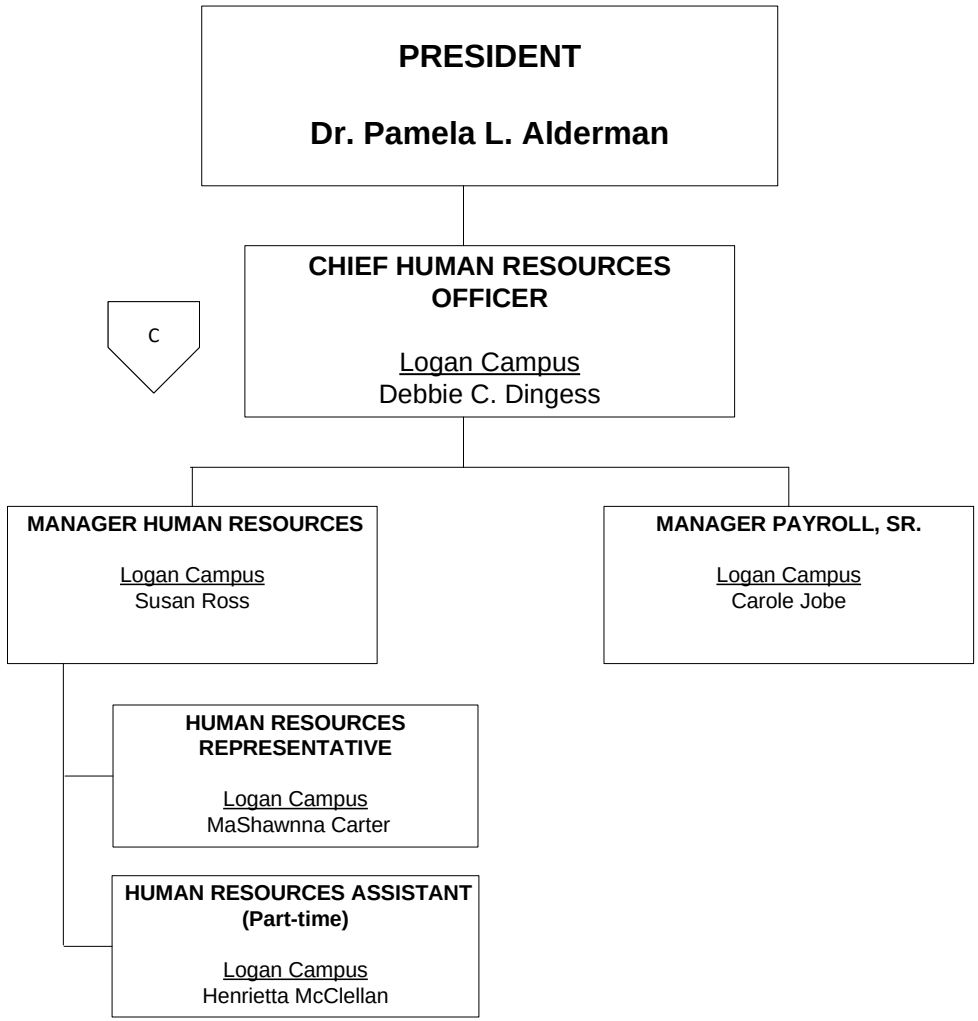
Student Services…… Page 7-8
- Admissions…… Page 7
- Financial Assistance…… Page 7
- Registrar…… Page 7
- Student Success…… Page 7

Academic Affairs/ALO…… Page 8-11
- Accreditation and Assessment…… Page 8
- Community Relations…… Page 8
- Library Services…… Page 8
- Professional and Transfer Programs…… Page 9
- Allied Health and Nursing …… Page 10
- Non-Traditional Programs …… Page 11
- Workforce Development ……Page 11

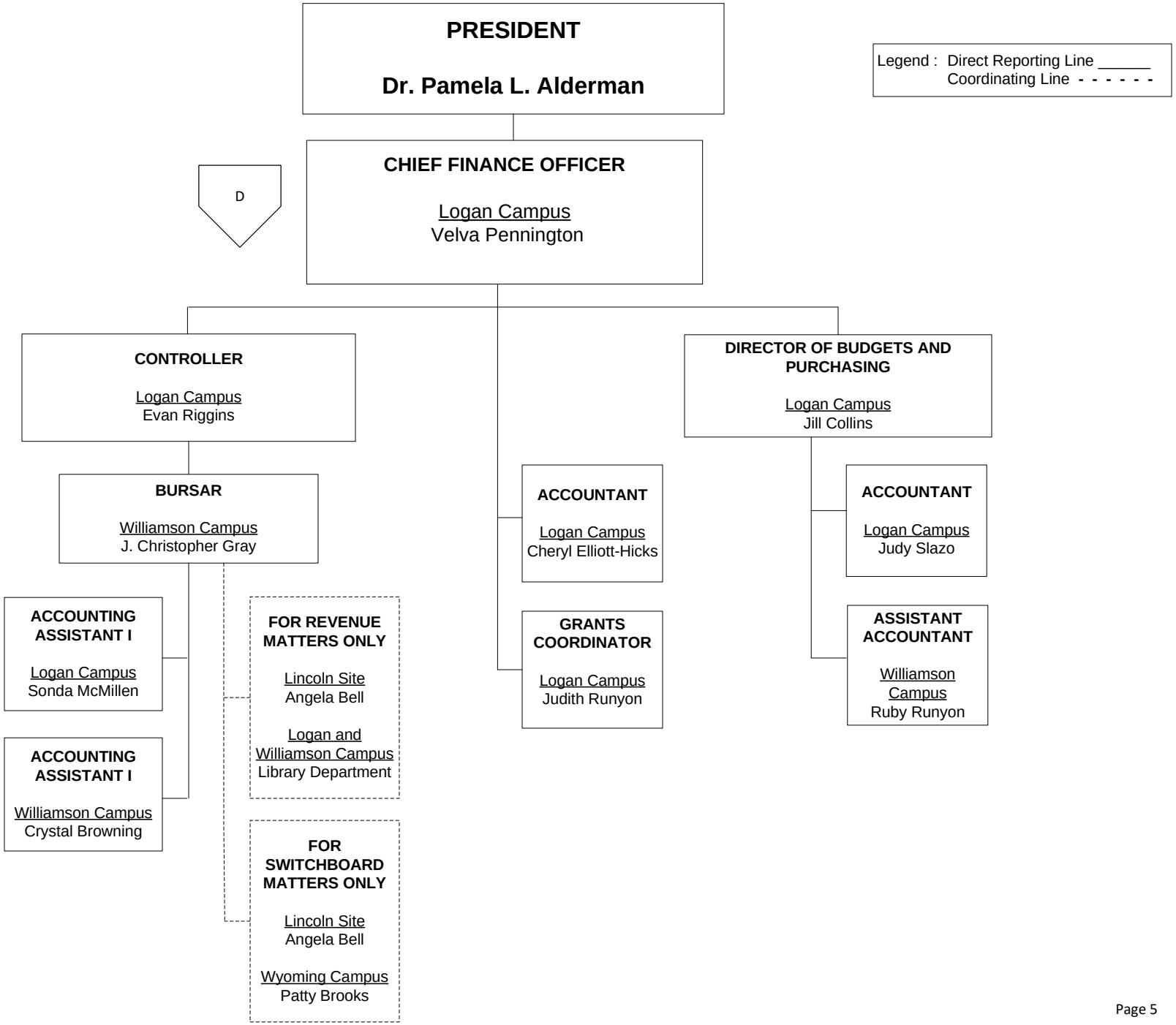

BOARD OF GOVERNORS
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
General Counsel
Student Government Associations
PRESIDENT
Dr. Pamela L. Alderman
Classified Staff Council
Faculty Senate
ACCREDITATION LIAISON OFFICER/ SPECIAL PROJECTS MANAGEMENT
Logan Campus
Bill Alderman
EXECUTIVE ASSISTANT TO THE PRESIDENT AND BOARD OF GOVERNORS
Logan Campus
Jennifer Dove
CHIEF EXTERNAL AFFAIRS OFFICER
Logan Campus
R. Stacy Dingess
CHIEF FACILITIES MANAGEMENT OFFICER
Logan Campus
Joe Linville
CHIEF HUMAN RESOURCES OFFICER
Logan Campus
Debbie C. Dingess
CHIEF FINANCE OFFICER
Logan Campus
Velva Pennington
CHIEF INFORMATION OFFICER
Logan Campus
Thomas Cook
CHIEF STUDENT SERVICES OFFICER
Logan Campus
Darrell Taylor
CHIEF ACADEMIC OFFICER
Logan Campus
Vacant
A
B
C
D
E
F
G

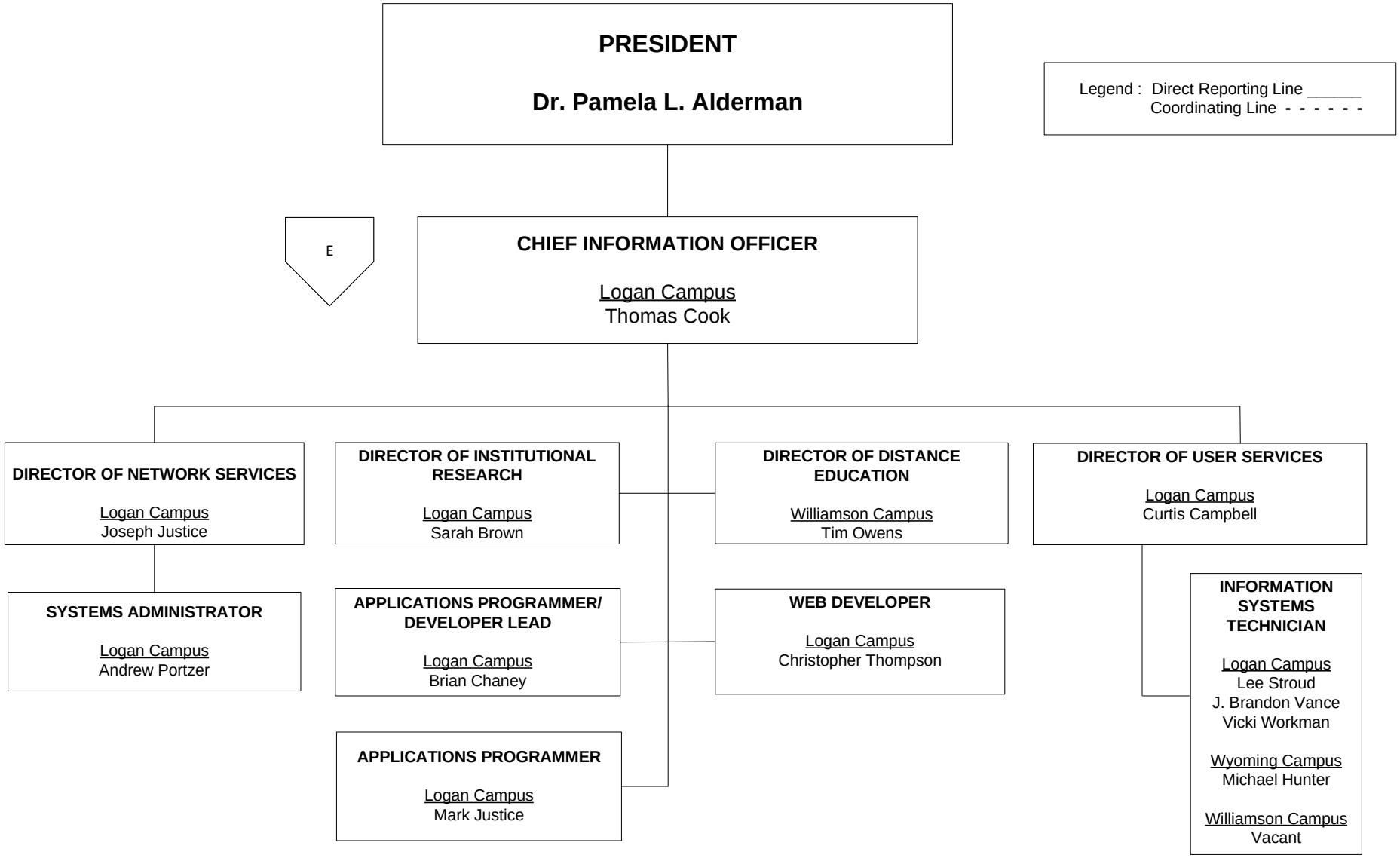

Legend : Direct Reporting Line_____
Coordinating Line - - - - - -
PRESIDENT
Dr. Pamela L. Alderman
CHIEF EXTERNAL AFFAIRS OFFICER
Logan Campus
R. Stacy Dingess
A
EXECUTIVE ASSISTANT TO THE CHIEF EXTERNAL AFFAIRS OFFICER/ OPERATIONS MANAGER
Logan Campus
Tammy Toppings
DEVELOPMENT COORDINATOR
Logan Campus
Crystal Cook
MARKETING AND COMMUNICATIONS COORDINATOR
Logan Campus
Melinda Taylor
GRANT WRITER
Logan Campus
Vacant (New)
DIRECTOR OF COMMUNICATIONS
Logan Campus
Bill France
PRODUCTION ASSISTANT
Williamson Campus
Christopher Lawson

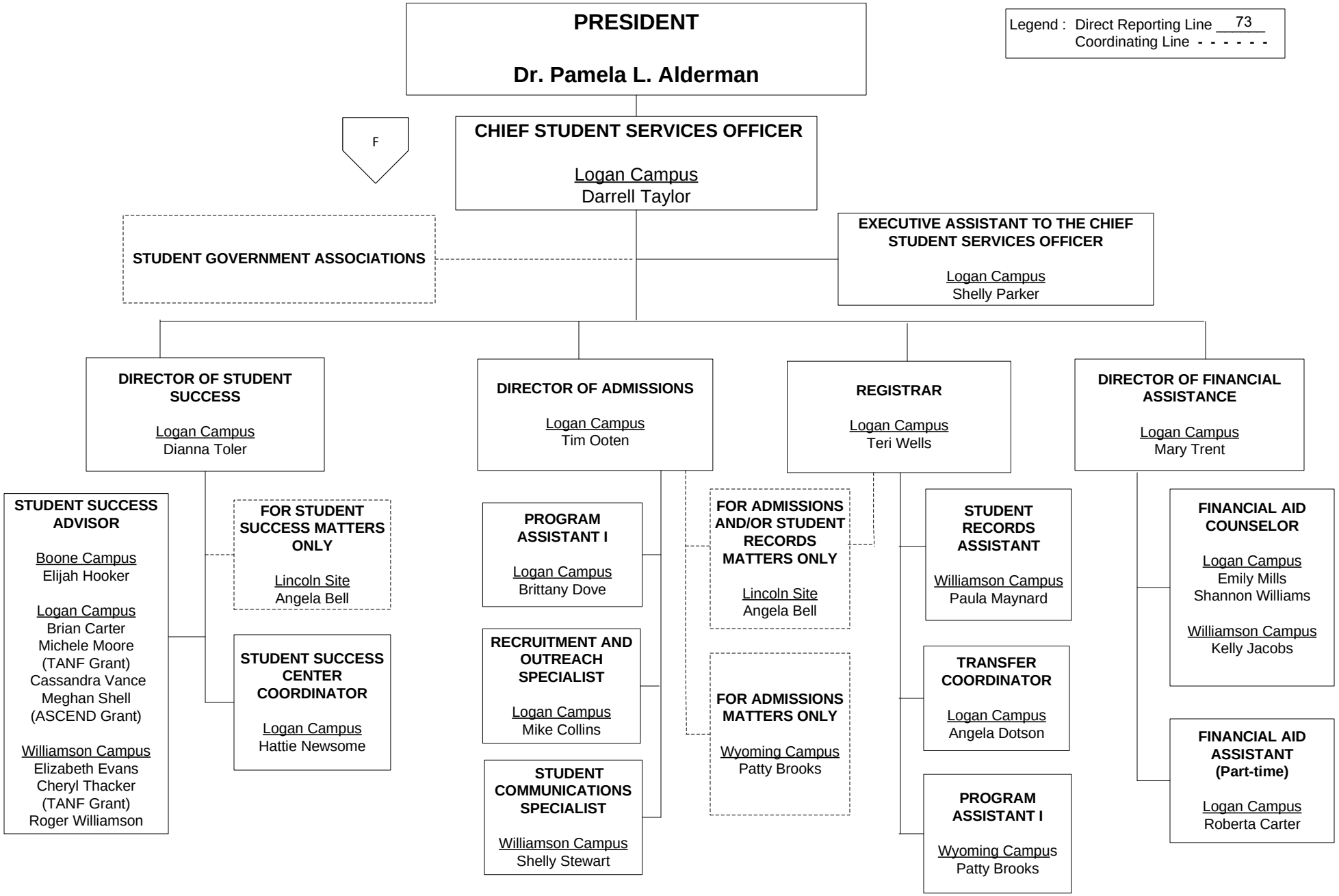

Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
PRESIDENT
Dr. Pamela L. Alderman
CHIEF FACILITIES MANAGEMENT OFFICER
Logan Campus
Joe Linville
B
SNACK BAR CONTRACTORS
Logan
Williamson
DIRECTOR OF FACILITIES
Logan Campus
R. Eric Brumfield
DIRECTOR OF SAFETY AND CAMPUS OPERATIONS
Wyoming/McDowell Campus
David Lord
TRADES SPECIALIST LEAD I
Logan Campus
Scott Pritchard
ASSISTANT DIRECTOR PHYSICAL PLANT
Williamson Campus
Kenny Bowens
FOR CAMPUS OPERATIONS MATTERS ONLY
Wyoming Campus
Patty Brooks
TRADES SPECIALIST I
Logan Campus
Derek Erwin
Paul Lowe
Williamson Campus
Mark Bowens
CAMPUS SERVICE WORKER
Logan Campus
Vacant
Thomas Gartin
Williamson Campus
Pamela Bowen
Ryan DeBoard
Shelley Woolum
MAINTENANCE WORKER I
Boone Campus
Vacant

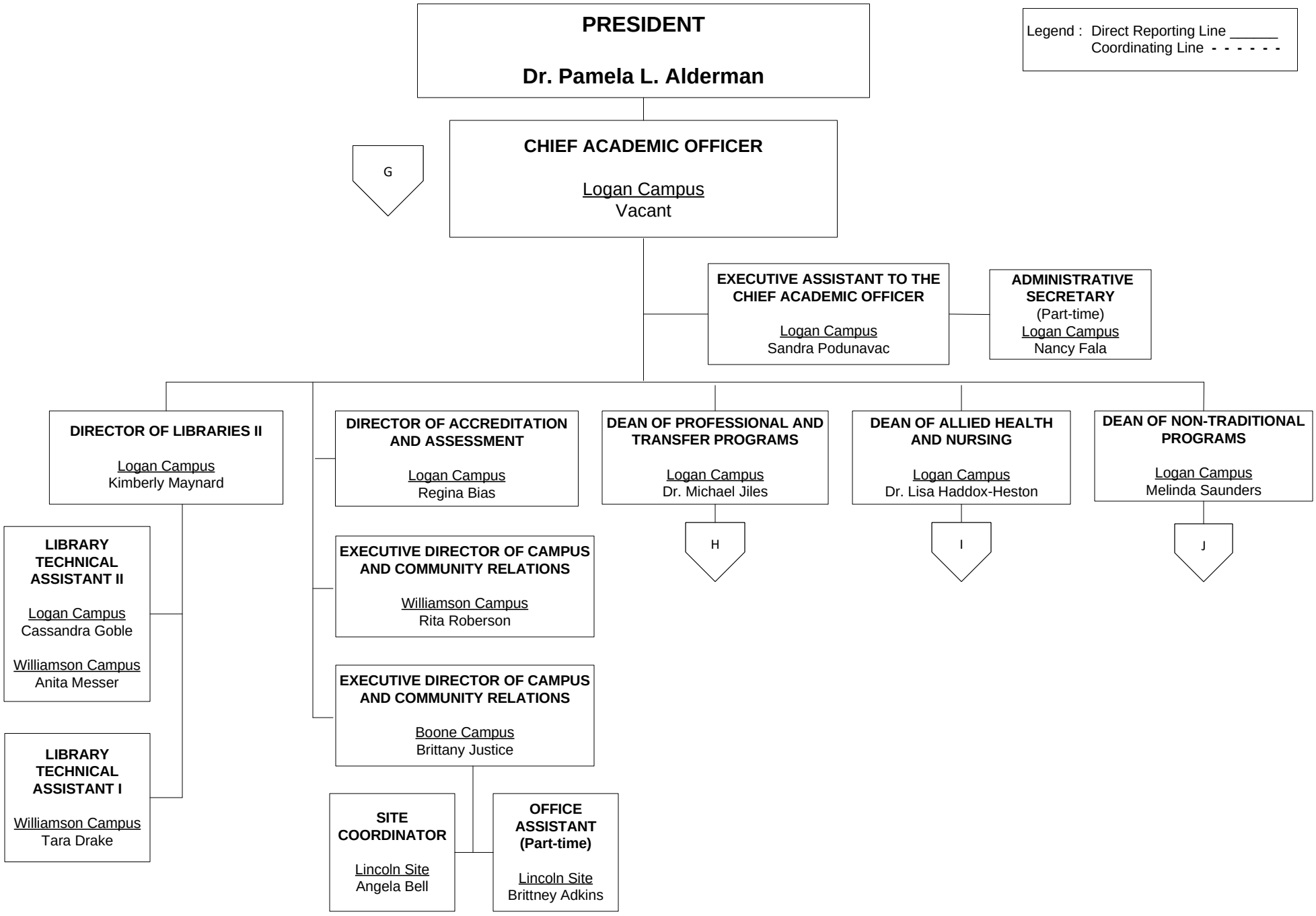


Legend : Direct Reporting Line_____
Coordinating Line - - - - - -


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
D
CHIEF FINANCE OFFICER
Logan Campus
Velva Pennington
CONTROLLER
Logan Campus
Evan Riggins
BURSAR
Williamson Campus
J. Christopher Gray
ACCOUNTING ASSISTANT I
Logan Campus
Sonda McMillen
ACCOUNTING ASSISTANT I
Williamson Campus
Crystal Browning
FOR REVENUE MATTERS ONLY
Lincoln Site
Angela Bell
Logan and Williamson Campus
Library Department
FOR SWITCHBOARD MATTERS ONLY
Lincoln Site
Angela Bell
Wyoming Campus
Patty Brooks
ACCOUNTANT
Logan Campus
Cheryl Elliott-Hicks
GRANTS COORDINATOR
Logan Campus
Judith Runyon
DIRECTOR OF BUDGETS AND PURCHASING
Logan Campus
Jill Collins
ACCOUNTANT
Logan Campus
Judy Slazo
ASSISTANT ACCOUNTANT
Williamson Campus
Ruby Runyon


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
E
CHIEF INFORMATION OFFICER
Logan Campus
Thomas Cook
DIRECTOR OF NETWORK SERVICES
Logan Campus
Joseph Justice
DIRECTOR OF INSTITUTIONAL RESEARCH
Logan Campus
Sarah Brown
DIRECTOR OF DISTANCE EDUCATION
Williamson Campus
Tim Owens
DIRECTOR OF USER SERVICES
Logan Campus
Curtis Campbell
SYSTEMS ADMINISTRATOR
Logan Campus
Andrew Portzer
APPLICATIONS PROGRAMMER/ DEVELOPER LEAD
Logan Campus
Brian Chaney
WEB DEVELOPER
Logan Campus
Christopher Thompson
INFORMATION SYSTEMS TECHNICIAN
Logan Campus
Lee Stroud
J. Brandon Vance
Vicki Workman
Wyoming Campus
Michael Hunter
Williamson Campus
Vacant
APPLICATIONS PROGRAMMER
Logan Campus
Mark Justice


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line 73
Coordinating Line - - - - - -
F
CHIEF STUDENT SERVICES OFFICER
Logan Campus
Darrell Taylor
STUDENT GOVERNMENT ASSOCIATIONS
EXECUTIVE ASSISTANT TO THE CHIEF STUDENT SERVICES OFFICER
Logan Campus
Shelly Parker
DIRECTOR OF STUDENT SUCCESS
Logan Campus
Dianna Toler
DIRECTOR OF ADMISSIONS
Logan Campus
Tim Ooten
REGISTRAR
Logan Campus
Teri Wells
DIRECTOR OF FINANCIAL ASSISTANCE
Logan Campus
Mary Trent
STUDENT SUCCESS ADVISOR
Boone Campus
Elijah Hooker
Logan Campus
Brian Carter
Michele Moore
(TANF Grant)
Cassandra Vance
Meghan Shell
(ASCEND Grant)
Williamson Campus
Elizabeth Evans
Cheryl Thacker
(TANF Grant)
Roger Williamson
FOR STUDENT SUCCESS MATTERS ONLY
Lincoln Site
Angela Bell
STUDENT SUCCESS CENTER COORDINATOR
Logan Campus
Hattie Newsome
PROGRAM ASSISTANT I
Logan Campus
Brittany Dove
RECRUITMENT AND OUTREACH SPECIALIST
Logan Campus
Mike Collins
STUDENT COMMUNICATIONS SPECIALIST
Williamson Campus
Shelly Stewart
FOR ADMISSIONS AND/OR STUDENT RECORDS MATTERS ONLY
Lincoln Site
Angela Bell
FOR ADMISSIONS MATTERS ONLY
Wyoming Campus
Patty Brooks
STUDENT RECORDS ASSISTANT
Williamson Campus
Paula Maynard
TRANSFER COORDINATOR
Logan Campus
Angela Dotson
PROGRAM ASSISTANT I
Wyoming Campus
Patty Brooks
FINANCIAL AID COUNSELOR
Logan Campus
Emily Mills
Shannon Williams
Williamson Campus
Kelly Jacobs
FINANCIAL AID ASSISTANT (Part-time)
Logan Campus
Roberta Carter


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
G
CHIEF ACADEMIC OFFICER
Logan Campus
Vacant
EXECUTIVE ASSISTANT TO THE CHIEF ACADEMIC OFFICER
Logan Campus
Sandra Podunavac
ADMINISTRATIVE SECRETARY
(Part-time)
Logan Campus
Nancy Fala
DIRECTOR OF LIBRARIES II
Logan Campus
Kimberly Maynard
DIRECTOR OF ACCREDITATION AND ASSESSMENT
Logan Campus
Regina Bias
DEAN OF PROFESSIONAL AND TRANSFER PROGRAMS
Logan Campus
Dr. Michael Jiles
DEAN OF ALLIED HEALTH AND NURSING
Logan Campus
Dr. Lisa Haddox-Heston
DEAN OF NON-TRADITIONAL PROGRAMS
Logan Campus
Melinda Saunders
H
I
J
LIBRARY TECHNICAL ASSISTANT II
Logan Campus
Cassandra Goble
Williamson Campus
Anita Messer
LIBRARY TECHNICAL ASSISTANT I
Williamson Campus
Tara Drake
EXECUTIVE DIRECTOR OF CAMPUS AND COMMUNITY RELATIONS
Williamson Campus
Rita Roberson
EXECUTIVE DIRECTOR OF CAMPUS AND COMMUNITY RELATIONS
Boone Campus
Brittany Justice
SITE COORDINATOR
Lincoln Site
Angela Bell
OFFICE ASSISTANT (Part-time)
Lincoln Site
Brittney Adkins

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

PRESIDENT

Dr. Pamela L. Alderman

CHIEF ACADEMIC OFFICER

Logan Campus
Vacant

DEAN OF PROFESSIONAL AND TRANSFER PROGRAMS

Logan Campus
Dr. Michael Jiles

H

ADMINISTRATIVE ASSOCIATE

Logan Campus
Katlyn Justice

DIRECTOR OF ARTS AND HUMANITIES

Logan Campus
Vacant

EDUCATION FACULTY

Logan Campus
Dr. Gary Hensley
Courtney Pritchard

SOCIAL SCIENCES FACULTY

Logan Campus
Kevin Dingess
Dr. Charles Keeney

Williamson Campus
Dr. Susan Baisden

HUMANITIES FACULTY

Boone Campus
Larry D'Angelo

Logan Campus
Will Alderman
Nathan Freeman
Tehseen Irfan
Lillie Teeters

Williamson Campus
Adam Banks
Kaylee Taylor

DIRECTOR OF MATH AND SCIENCES

Lincoln Site
Christopher Ward

MATHEMATICS FACULTY

Boone/Lincoln Campus
Susan Baldwin
Christopher Ward

Logan Campus
Michael Kitchen

Williamson Campus
Liza Jackson

HUMANITIES FACULTY

Logan Campus
Matthew Mayo

SCIENCES FACULTY

Boone/Lincoln Campus
Vacant

Logan Campus
Dr. Lauren Bates
Vincent George
Guy Lowes
Stephanie Woodrum

Williamson Campus
Kimberly Hensley

DIRECTOR OF PROFESSIONAL AND TECHNICAL

Logan Campus
Vacant

BUSINESS FACULTY

Logan Campus
Douglas McCloud
Stephanie Mounts

Williamson Campus
Gordon Hensley

WELDING FACULTY

Williamson Campus
Cameron Woolum

CRIMINAL JUSTICE FACULTY

Logan Campus
Vacant

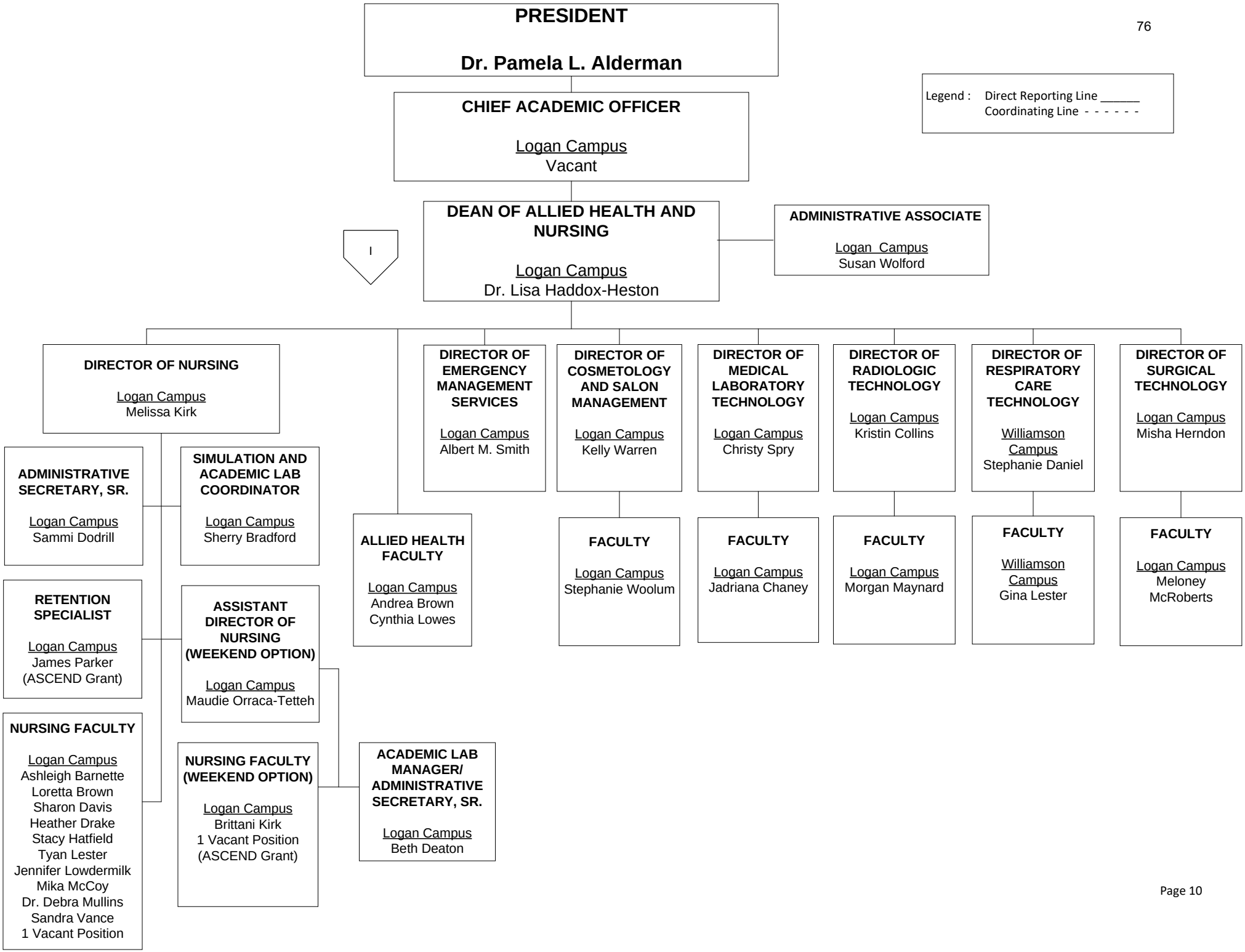
INFORMATION TECHNOLOGY FACULTY

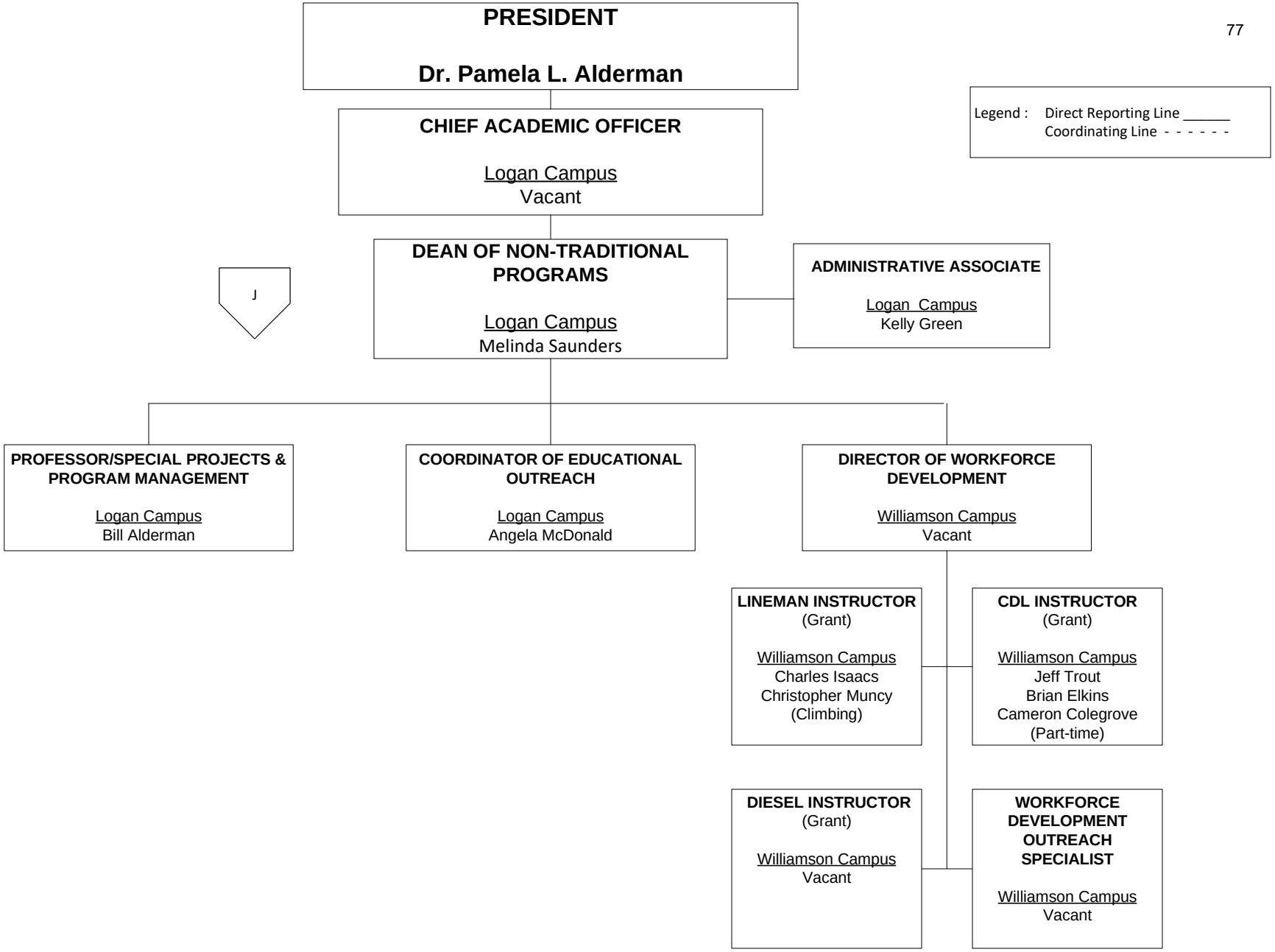
Logan Campus
Erica Farley
Rick Thompson

Boone Campus
Matthew Payne

ELECTRICAL ENGINEERING FACULTY

Williamson Campus
Candace Hixenbaugh


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
CHIEF ACADEMIC OFFICER
Logan Campus
Vacant
DEAN OF ALLIED HEALTH AND NURSING
Logan Campus
Dr. Lisa Haddox-Heston
I
ADMINISTRATIVE ASSOCIATE
Logan Campus
Susan Wolford
DIRECTOR OF NURSING
Logan Campus
Melissa Kirk
DIRECTOR OF EMERGENCY MANAGEMENT SERVICES
Logan Campus
Albert M. Smith
DIRECTOR OF COSMETOLOGY AND SALON MANAGEMENT
Logan Campus
Kelly Warren
DIRECTOR OF MEDICAL LABORATORY TECHNOLOGY
Logan Campus
Christy Spry
DIRECTOR OF RADIOLOGIC TECHNOLOGY
Logan Campus
Kristin Collins
DIRECTOR OF RESPIRATORY CARE TECHNOLOGY
Williamson Campus
Stephanie Daniel
DIRECTOR OF SURGICAL TECHNOLOGY
Logan Campus
Misha Herndon
ADMINISTRATIVE SECRETARY, SR.
Logan Campus
Sammi Dodrill
SIMULATION AND ACADEMIC LAB COORDINATOR
Logan Campus
Sherry Bradford
ALLIED HEALTH FACULTY
Logan Campus
Andrea Brown
Cynthia Lowes
FACULTY
Logan Campus
Stephanie Woolum
FACULTY
Logan Campus
Jadriana Chaney
FACULTY
Logan Campus
Morgan Maynard
FACULTY
Williamson Campus
Gina Lester
FACULTY
Logan Campus
Meloney McRoberts
RETENTION SPECIALIST
Logan Campus
James Parker
(ASCEND Grant)
ASSISTANT DIRECTOR OF NURSING (WEEKEND OPTION)
Logan Campus
Maudie Orraca-Tetteh
NURSING FACULTY
Logan Campus
Ashleigh Barnette
Loretta Brown
Sharon Davis
Heather Drake
Stacy Hatfield
Tyan Lester
Jennifer Lowdermilk
Mika McCoy
Dr. Debra Mullins
Sandra Vance
1 Vacant Position
NURSING FACULTY (WEEKEND OPTION)
Logan Campus
Brittani Kirk
1 Vacant Position
(ASCEND Grant)
ACADEMIC LAB MANAGER/ ADMINISTRATIVE SECRETARY, SR.
Logan Campus
Beth Deaton


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
CHIEF ACADEMIC OFFICER
Logan Campus
Vacant
J
DEAN OF NON-TRADITIONAL PROGRAMS
Logan Campus
Melinda Saunders
ADMINISTRATIVE ASSOCIATE
Logan Campus
Kelly Green
PROFESSOR/SPECIAL PROJECTS & PROGRAM MANAGEMENT
Logan Campus
Bill Alderman
COORDINATOR OF EDUCATIONAL OUTREACH
Logan Campus
Angela McDonald
DIRECTOR OF WORKFORCE DEVELOPMENT
Williamson Campus
Vacant
LINEMAN INSTRUCTOR
(Grant)
Williamson Campus
Charles Isaacs
Christopher Muncy
(Climbing)
CDL INSTRUCTOR
(Grant)
Williamson Campus
Jeff Trout
Brian Elkins
Cameron Colegrove
(Part-time)
DIESEL INSTRUCTOR
(Grant)
Williamson Campus
Vacant
WORKFORCE DEVELOPMENT OUTREACH SPECIALIST
Williamson Campus
Vacant