



Southern

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE**

BOARD OF GOVERNORS

**OCTOBER 19, 2006
AGENDA**

Members

Linda Q. Akers, Chair
Rory Perry, Vice Chair
Jada Hunter, Secretary
Kevin N. Fowler
Shelley Huffman
George Kostas

Dr. David R. Pierce
Dr. Anne M. Seaver
James R. Sheatsley
Michael Baldwin
George Morrison
Elston Johnson

Joanne Jaeger Tomblin
President

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006
CHARLESTON BOARDROOM
EMBASSY SUITE HOTEL, CHARLESTON, WV**

AGENDA

1. Call to Order Ms. Linda Q. Akers
Board Chair
2. President's Report Ms. Joanne Jaeger Tomblin
President
3. Action Items pp 2-123
 1. Approval of Minutes pp 2-9
 2. Approval of Policies for 30-day Comment
 1. SCP-3693, Instructional Schedule Development pp 10-13
 2. SCP-4192, Administrative Withdrawal of Students pp 14-16
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Federal Financial Aid Recipients pp17-21
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Change in Enrollment Status pp 22-25
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Registration Process pp 26-28
 3. Approval to Amend Program Review Schedule pp 29-30
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 2. Board of Governors and Administration Self-Evaluation Results p 125
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 4. Williamson Campus Task Force Final Recommendations pp 192-202
5. Informational Items Chair Akers
 1. President's Blue Ribbon Committee on Recruitment, Retention and
Graduation: Preliminary Report and Recommendations pp 203-219
6. Adjournment Chair Akers

**Southern West Virginia Community and Technical College
Board of Governors
Logan Campus—Room 111
September 26, 2006**

DRAFT

Board Members Present: Linda Akers, Jada Hunter, George Kostas, David Pierce, Kevin Fowler, James Sheatsley, Michael Baldwin, George Morrison

Board Members Absent: Rory Perry, Anne Seavers

Administrative Staff: President Joanne Jaeger Tomblin, Merle Dempsey, Allyn Sue Barker, Cathy Smith-Cox, James Owens, Cindy Crigger, Ron Lemon, Patricia Cutlip, Roy Simmons, Emma Baisden

Faculty Senate: Martha Maynard, Chair; Charles Wood, Kathy Deskins

Guest: Tom Heywood

1. Call to Order:

Chair, Linda Akers, declared a quorum present and convened the meeting at 6:30 p.m.

2. Oath of Office

Ms. Patricia Cutlip administered the *Oath of Office* to new Board member Kevin N. Fowler, CEO of Logan Regional Medical Center, whom West Virginia Governor Joe Manchin appointed to a four-year term on the Board.

3. Faculty Senate Annual Presentation

As prescribed in West Virginia Code §18B-6-3(g), the Faculty Senate held its annual meeting with the Board of Governors to discuss matters affecting the faculty. Ms. Martha Maynard, Faculty Senate Chair, introduced Senate members Dr. Charles Wood and Ms. Kathy Deskins to the group. Ms. Maynard presented a PowerPoint Presentation to the Board on the issues of concern that impact Southern's faculty.

4. Citation

Board of Governors Chair, Linda Akers, issued a citation honoring Mr. Fred Scott for his service and dedication to Southern West Virginia Community and Technical College during the past three years. Chair Akers presented Mr. Scott with a plaque and thanked him for his service to the Board of Governors and the College. (See Addendum 1).

5. President's Report:

1. Mr. Fred Scott, Vice President for Finance, has taken a new position at Brazosport College in Lake Jackson, Texas. His last day at Southern will be Friday, September 29, 2006. President Tomblin extended an invitation to the Board to attend his "Farewell Luncheon" which will begin at noon in Room 111 at the Logan Campus. This will be an opportunity for Mr. Scott to be closer to his children and grandchildren.
2. Mr. Carl Baisden was named Director of the Academy for Mine Training and Energy Technologies. Mining classes began September 24. The Surface Mine Simulator has been delivered and training for personnel on the Simulator will be provided October 23-26 in Room 116 at the District Office.
3. The new Lincoln County High School provided an Open House for students, parents and area residents on August 24th, which included a tour of Southern's

new wing. We have hired a Site Coordinator and are working with officials at the Lincoln County Board of Education and the new high school to determine what programs can be offered.

4. The VISION 2020 Major Gifts Campaign kick-off celebration was held on September 7, 2006 at the Earl Ray Tomblin Convention Center. It was a huge success with approximately 200 persons in attendance and media coverage by WSAZ, WCHS/FOX 11, WV Public Broadcasting, Network West Virginia, WVOW Radio, WXCC/WBTH Radio, Williamson Daily News (front page), Logan Banner (front page), Appalachian News Express (front page), and Coal Valley News (feature article). As part of the Major Gifts event, we have raised private matching funds to enable us to begin a new Respiratory Care Technician program which will be housed at the Williamson Campus. We will hold a live press conference at 2:30 p.m. on Wednesday, October 4th in the lower lobby of the Williamson Campus.
5. On October 2, 2006 the Mine Office and Bathhouse Facility Celebration will be held at the Mountain Laurel Complex in Sharples, West Virginia with Steve Leer, President and CEO of Arch Coal, Incorporated, and Governor Joe Manchin officiating. President Tomblin received a telephone call today requesting that she attend the event as a large gift will be presented to the VISION 2020 Campaign.
6. The Williamson Campus Task Force report is complete. The summary of recommendations will be sent with the Board's October agenda book. President Tomblin also plans to send the recommendations to personnel at the Williamson Campus for review and comment.
7. President Tomblin expects to receive a preliminary report from the Presidents Task Force on Recruitment, Retention and Graduation on Friday, September 29th. A summary of the report will also be sent with the Board's October agenda book materials.
8. The projected completion date for the new Allied Health and Technology Center is May 2007.
9. The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Site Visit for continuing accreditation of the Medical Laboratory Technology (MLT) program will be conducted October 3-4, 2006 at the Logan Campus.

6. Action Items:

1. Approval of Minutes

MOTION: Shelley Huffman moved to accept the June 20, 2006 and September 6, 2006 minutes as presented.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

2. Approval of Policies for 30-day Comment

1. SCP-2165, Educational Release Time for Classified Employees

MOTION: James Sheatsley moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned

revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously.

2. SCP-2748, Request for Release Time for Full-time Faculty

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

3. SCP-2218, Evaluation Process for Full-time Faculty

MOTION: George Morrison moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously.

3. Approval to Consolidate College Bank Accounts

MOTION: George Kostas moved that the Southern West Virginia Community and Technical College Board of Governors authorize the following actions concerning institutional bank accounts:

1. Transfer of the State of West Virginia's depository accounts from Chase Bank to Branch Bank and Trust (BB&T). This action relates only to the Logan and Boone/Lincoln campuses.
2. Opening of an outside bank account named Department of Education Financial Aid Financing System (DEFASF) at Branch Bank and Trust (BB&T) to allow federal funds to be deposited.
3. Opening of an outside bank account named Student Emergency Loans at Branch Bank and Trust (BB&T).
4. Opening of an outside bank account named Insurance Escrow Account at Branch Bank and Trust (BB&T).
5. Opening of an outside bank account named PELL/SEOG Account at Branch Bank and Trust (BB&T).

6. Opening of an outside bank account named Refund Account at Branch Bank and Trust (BB&T).

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

MOTION: James Sheatsley moved the adoption of the following resolution:

BE IT FURTHER RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors approve authorization of appropriate officers of the Board of Governors or other duly authorized individuals to execute any bank pro forma resolutions requested by the financial institutions to open and/or close accounts as referenced in the preceding resolutions.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously

7. Discussion Items:

1. October Board of Governors Meeting and Retreat

The Southern WV Community and Technical College Board of Governors will hold its October 19 business meeting and annual planning retreat scheduled for October 20 at the Embassy Suites Hotel in Charleston, West Virginia. The Board will focus on development of a Strategic Plan during the Retreat which will be facilitated by Mr. Tom Heywood.

2. Salary Plan Committee Appointments

Chair Akers appointed a committee to develop a salary plan for Southern West Virginia Community and Technical College to provide annual salary increases for its employees. The group will develop several scenarios for the full Board's review. The Salary Plan Committee is comprised of James Sheatsley, Shelley Huffman, Kevin Fowler, Joanne Tomblin, Merle Dempsey, Patricia Clay, and Carol Trent; Michael Baldwin and George Morrison will serve as ex-officio members.

3. SCP-2686, Promotion in Rank and Tenure Policy

President Tomblin informed the group that policy SCP-2686, Promotion in Rank and Tenure, which should have been presented at today's meeting for approval for a 30-day comment period, has been placed on hold until current issues are resolved.

4. Legislative Priorities

President Tomblin presented the Board with information she obtained at the August 24, 2006 meeting of the West Virginia Council for Community and Technical College Education (Council). On September 1, 2006, the Council submitted its FY 2008 appropriation request to the West Virginia Higher Education Policy Commission (HEPC), which in turn will submit a consolidated higher education appropriation request to the West Virginia Budget Office. Consistent with past practice, Council staff has worked with the Council's Legislative Committee to develop this proposal.

The most important documents in an appropriation request are for improvement packages (additional funding for next fiscal year) and supplemental appropriations

(additional funding for the current fiscal year). The total proposed improvement request for FY 2008 is \$15,776,135. The following is a summary of FY 2008 improvement package requests and supplemental appropriation requests proposed by the Legislative Committee and categorized consistent with the funding categories outlined in Senate Bill 653 (2000):

1. Peer Equity Funding—\$5,000,000. Southern is at 90% of Peers and Allocation Formula.
2. Allied Health Program Expansion—\$4,210,051. Funding would allow community and technical colleges to expand allied health programs at their institutions and increase enrollments in these programs by almost 60%.
3. Technical Program Development—\$1,000,000. Funding would provide ongoing additional assistance to community and technical colleges in developing new technical programs.
4. Faculty/Staff Salary Enhancement—\$1,329,697. Ongoing funding to address faculty and staff salaries. Both faculty and classified employees are paid less than their counterparts, nationally, regionally, and locally.
5. Laboratory Equipment Upgrades—\$3,236,387. Will assist community and technical colleges in providing laboratory and equipment upgrades.

5. Child Advocacy Program

Mr. Merle Dempsey, Executive Vice President, informed the Board that Southern recently became involved in the development of a Child Advocacy Center for Logan County. The College has agreed to provide space for the Center in the basement area of the Logan Downtown Annex which is currently being renovated. Logan County officials are currently seeking grants to fund the program.

The Child Advocacy Center is a coordinated team approach and humane way of handling child abuse cases. While some services can be provided without a separate facility, a freestanding Center is essential to a comprehensive team approach. This should be a facility that provides safety, both real and symbolic, for children and families.

Southern supports this effort to provide services to the community. Both Merle Dempsey and Pamela Alderman have been instrumental in the development of this program. Mr. Dempsey will serve on the Board of Directors for the Center.

6. SCORE Program

Mr. Roy Simmons, Registrar, informed the group that Southern West Virginia Community and Technical College's Student Connected On-Line Retention Environment (SCORE) program provides web-based student assessments, 24-hour access to student and intervention resources, and a mentoring forum designed to engage students from new student orientation throughout their freshman year. This program was funded through a mini-grant from the Higher Education Policy Commission and the West Virginia Community and Technical College Council.

The proposed pilot program has three goals with the outlined objectives:

1. Engage students early and often during first year to improve retention through an effective mentoring system.

2. Foster faculty/staff and student interaction through an online mentoring system.
3. Gather mentoring data to improve retention.

The SCORE Program involves:

1. 33 new students participating from all four campuses.
2. A CS 100 course pilot with 36 students.
3. A CS 100 high school course with 20 students.

The SCORE Program totals include:

1. 89 total students.
2. 20 faculty/staff volunteers.
3. 1 coordinator.

Chair Akers requested that Mr. Simmons provide the Board with an update after the program ends.

8. Adjournment:

There being no further business, Chair Akers declared the meeting adjourned at 7:20 p.m. The next Board of Governors business meeting is scheduled for October 19, 2006.

Linda Q. Akers

Chair

Rory Perry

Vice Chair

Jada Hunter

Secretary

Emma L. Baisden

Assistant Secretary

ADDENDUM 1

*Southern West Virginia Community and Technical College
Board of Governors Proclamation Honoring
Fred J. Scott*

Whereas, Fred J. Scott, Vice President for Finance, has served Southern West Virginia Community and Technical College since September 29, 2003; and

Whereas, During the period of September 29, 2003 through September 29, 2006, his service was marked by a remarkable degree of professionalism and dedication; therefore, be it

Resolved by the Board of Governors:

That the Board of Governors of Southern West Virginia Community and Technical College wishes to express its thanks and appreciation to Fred J. Scott for his service and dedication to Southern West Virginia Community and Technical College; and, be it

Further Resolved, *That this proclamation becomes a part of the minutes of the Board of Governors of Southern West Virginia Community and Technical College this 26th day of September in the 2006th year of our Lord.*



Linda Q. Akers, Chair
Board of Governors
September 26, 2006

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: SCP-3693, Instructional Schedule Development

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the distribution of the aforementioned draft policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

STAFF MEMBER: Cathy Smith-Cox (Merle Dempsey)

BACKGROUND:

In 2005-2006, Mr. Merle Dempsey, Executive Vice President, charged the Academic Affairs Management Council (AAMC) with revision of SCP-3693, Instructional Schedule Development.

The committee began work in September of 2005, and continued work until the committee of the whole approved the policies in the Spring 2006 Semester. Charged by the committee, Mrs. Cathy Smith-Cox took the policies forward to the Academic Affairs Committee. The body also approved this policy at its initial Spring Semester meeting. Mrs. Smith-Cox then presented the policy to the President's Cabinet for review and comment on February 6, 2006. We recommend, therefore, that the proposed revised policy be advanced for a 30-day comment period.



**S O U T H E R N W E S T V I R G I N I A
C O M M U N I T Y A N D T E C H N I C A L C O L L E G E
B O A R D O F G O V E R N O R S**

Number:	SCP-3693
Origination:	July 1, 1984
Effective:	DRAFT
Reviewed:	September 28, 2005

SUBJECT: Instructional Schedule Development

REFERENCE:

1. PURPOSE

To establish policy and procedures for the development and distribution of the instructional schedule of classes for Southern West Virginia Community and Technical College.

2. SCOPE AND APPLICABILITY

This issuance applies to all campuses, divisions, departments and any other instructional units of the institution.

3. DEFINITIONS

None.

4. POLICY

None.

5. BACKGROUND OR EXCLUSIONS

None.

6. GENERAL PROVISIONS

General information related to registration dates and procedures, fees and refunds, academic calendar and other information required for the instructional schedule shall be provided by the Vice President for Academic Affairs.

7. RESPONSIBILITIES AND PROCEDURES

A. Responsibilities

1. The Vice President for Academic Affairs is responsible for overseeing and coordinating instructional schedule development processes.
2. Division Chairpersons and the Dean of Allied Health are responsible for schedule development for all courses. ~~to be offered in their program area regardless of Campus location.~~ Entry of all appropriate course information into the computer for the instructional schedule is a the responsibility of the office of the Vice President for Academic Affairs

3. The Academic Affairs ~~Committee-Management Council or Division Chairpersons/Dean of Allied Health~~ and the Vice President for Academic Affairs shall provide the means for resolving conflicts or other issues pertaining to the scheduling of classes for all campuses of Southern West Virginia Community and Technical College.

B. Timeline

The timeline for developing the instructional schedule shall be established and communicated by the office of the Vice President for Academic Affairs.

C. Printing and Distribution

1. ~~The Public Relations Office shall be responsible for the design and printing of the class schedule. The Vice President of for Academic Affairs Student Services, through the Registrar's office,~~ shall be responsible for posting ~~distributing~~ the class schedule. ~~Distribution of class schedules to the Campuses shall be based on the percentage of FTE. The number of schedules provided to each campus shall be determined by the percentage of FTE produced for the previous academic year. All class schedules will be available primarily on the web.~~
2. ~~Each campus is responsible for ensuring a sufficient number of CD's containing the class schedules is available for each registration period and appropriate recruitment activities.~~

8. CANCELLATION

SCI 1271 effective August 30, 1993.

9. REVIEW STATEMENT

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-3693 is scheduled for review during the 2009-2010 academic year.

10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)

Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes:

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: SCP-4192, Administrative Withdrawal of Students

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

STAFF MEMBER: James P. Owens

BACKGROUND:

The purpose of this policy is to establish and communicate the procedure for the administrative withdrawal of a student. The Student Services Department scheduled the policy for review this year.

The Student Services Unit began work on the policy in August of 2006. The revised policy was then presented to the Executive Council in September of 2006 and again in October of 2006. After this review, we recommend that this revised policy be advanced for a 30-day comment period.



**S O U T H E R N W E S T V I R G I N I A
C O M M U N I T Y A N D T E C H N I C A L C O L L E G E
B O A R D O F G O V E R N O R S**

Number: SCP-4192
Origination: September 1, 2000
Effective: DRAFT
Reviewed: October 2006

SUBJECT: Administrative Withdrawal of Students

REFERENCE: Southern West Virginia Community and Technical College Course Catalog

1. PURPOSE

To establish and communicate the policy ~~and procedure for~~ regulating the administrative withdrawal ~~of a student process.~~

2. SCOPE AND APPLICABILITY

This issuance applies to all students and employees registered in academic credit-based courses.

3. DEFINITIONS

Administrative Withdrawal — A decision by the College to withdraw a student from an academic credit-based course or courses for emergency reasons, disciplinary reasons or non-payment of tuition or fees.

4. POLICY

Under specific circumstances outlined in the policy, the College will administratively withdraw students from courses for which they have ~~enrolled for reasons specified herein~~ registered.

5. BACKGROUND OR EXCLUSIONS

None.

6. GENERAL PROVISIONS

A. The College will withdraw students who have ~~enrolled~~ registered but ~~who failed to pay their~~ the required tuition and fees or have not made arrangements for payment by the advertised required date ~~for early registration or at the time of registration.~~ For students withdrawn for non-payment, there will be no record of the student ~~being~~ having been registered in these ~~classes~~ courses.

B. The College retains the right to withdraw a student from a course for emergencies or ~~for the purpose of discipline~~ as a result of disciplinary action under ~~established rules of procedure~~ the institution's policies and procedures regarding student conduct. In cases involving administrative withdrawal for disciplinary reasons, faculty and administration will determine the appropriate grade in each instance.

7. RESPONSIBILITIES AND PROCEDURES

A. The Business Offices are responsible for administratively withdrawing students for nonpayment of tuition or fees.

B. Faculty and administration are responsible for administratively withdrawing students for emergency and disciplinary reasons.

8. CANCELLATION

None.

9. REVIEW STATEMENT

This policy shall be reviewed on a three year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-4192 is scheduled for review during the 2009-2010 academic year.

10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: October 2006 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammatical and technical changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: SCP-4274, Standard of Progress for Federal Financial Aid Recipients

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a thirty-day comment period.

STAFF MEMBER: James P. Owens

BACKGROUND:

The purpose of this policy is to set forth the standards a student must meet to continue to receive financial assistance at Southern West Virginia Community and Technical College. The policy was scheduled for review this year by the Student Services Department.

The Student Services Unit began work on the policy in August of 2006. The revised policy was then presented to the Executive Council in September of 2006 and again October of 2006. The revisions recommended are meant to simplify and clarify this policy. After this review, we recommend that the aforementioned revised policy be advanced for a 30-day comment period.



**S O U T H E R N W E S T V I R G I N I A
C O M M U N I T Y A N D T E C H N I C A L C O L L E G E
B O A R D O F G O V E R N O R S**

Number: SCP-4274
Origination: January 1, 1984
Effective: DRAFT
Reviewed: October 2006

SUBJECT: Standards of Progress for Federal Financial Aid Recipients

REFERENCE: Southern West Virginia Community and Technical College Course Catalog

1. PURPOSE

General

- ~~1. In addition to all other requirements for federal financial aid eligibility, students must continue to be in good academic standing and be making progress toward a degree.~~
- ~~2. The standards that are set forth here are stricter than the institution's standards of progress. Therefore, a student who does not meet the Standards of Progress for federal financial aid may be unable to receive financial assistance, but will be able to attend Southern.~~

The purpose of this policy is to set forth the academic standards for eligible students to continue to receive financial assistance at Southern West Virginia Community and Technical College.

2. SCOPE AND APPLICABILITY

This issuance applies to all students receiving assistance through Federal Financial Aid programs.

3. DEFINITIONS

Standards of Academic Policy: Students receiving financial assistance through one or more federal financial aid programs must complete at least 65% of the courses for which they have registered and must achieve an overall grade point average of 2.00.

Probationary Status: The time period granted to students who fail to meet the standards of academic progress adopted by the institution. To be granted probationary status, a student must present a written request to the financial assistance office.

Provisional Status: A time period commonly referred to as extended probationary status which may be granted to a student serving a probationary period and has completed all courses during the probationary period with an overall 2.00 grade point average, but does not meet the standard for the required percentage of hours completed.

Suspension Status: Status assigned to a student who drops or fails a course or does not have an overall 2.00 grade point average at the completion of a probationary or provisionary status period, and is no longer eligible for assistance under Federal Financial Aid programs.

4. POLICY

A. Cumulative Grade Point Average

1. A student receiving federal aid must maintain an overall 2.00 cumulative grade point average and complete at least 65% of all hours attempted including hours transferred from other institutions.
2. Any financial aid recipient failing to meet the required grade point average will be notified that he/she may request PROBATIONARY STATUS. ~~An agreement~~ A request for probationary status must be signed and received in the financial aid ~~assistance~~ office .

B. (Formerly E) Program Completion

1. ~~Full-time students will be given 150% of the hours required for graduation in their particular programs. At the end of each semester, each student's progress toward his/her degree is calculated. All course work taken at Southern is used in the calculation. At least 65% of all classes attempted must be completed. Full-time students receiving federal financial aid will be permitted to attempt no more than 150% of the hours required for graduation in their particular program of study. At the end of each semester, each student's progress toward his/her degree will be reviewed. All course work attempted will be considered in the calculation for meeting the Standards of Academic Progress. A minimum of 65% of all credit hours attempted must be successfully completed.~~
2. ~~Students who are not in compliance with this policy will be placed on PROBATIONARY STATUS for the following semester (summer excluded). At the end of this PROBATIONARY period, the student's progress toward a degree will be recalculated. Students who are not in compliance with this policy and present a written request will be placed on PROBATIONARY STATUS for the following semester (excluding the summer semester(s). At the end of the PROBATIONARY semester, the student's academic progress will be recalculated.~~
3. ~~If the student has completed all of the hours for which he/she has registered and meets the academic portion of the Standards of Progress, he/she will remain in PROBATIONARY STATUS for another semester. If the student has completed all of the hours for which he/she registered and meets the required grade point average as outlined in the Standards of Progress, he/she will remain in PROBATIONARY STATUS for an additional semester.~~
4. ~~If the student does not meet the Standards of Progress at the end of the PROBATIONARY period, or if he/she has not completed all of the hours for which he/she has registered and does not meet the academic portion of the Standards of Progress he/she will no longer be eligible to received federal aid. If the student does not meet the Standards of Progress at the end of the PROBATIONARY period, he/she will no longer be eligible to receive federal aid and will be placed in SUSPENSION STATUS.~~
5. ~~While in SUSPENSION STATUS the student will be unable to receive financial assistance. SUSPENSION STATUS will extend until the student meets the progression requirements and the academic requirements or until the student completes all of the hours for which he/she registers in one semester and meets the academic portion of the Stands of Progress. The suspension status will continue until the student meets the established Standards of Academic Progress.~~
6. ~~The automatic suspension policy will continue until the student meets the Standards of Academic Progress.~~

C. (Formerly B) Probationary Status

1. An extension of one semester of PROBATION will be granted to all students who submit a request.
2. Students attending on probationary status must complete all classes for which they are registered and maintain a cumulative GPA of 2.0.

D. Provisional Status

1. If ~~this a~~ student who has been reinstated on PROVISIONAL STATUS, fails to continue to attain a 2.00 grade point average for ~~12 hours of academic credit~~, he/she will automatically be placed on suspension.
2. The automatic suspension ~~policy~~ status will continue until the student meets ~~the~~ all Standards of Academic Progress.

E. (Formerly C) Suspension Status

1. The period of ineligibility for financial aid (SUSPENSION STATUS) will ~~extend~~ continue until the student meets the established Standards of Academic Progress.

F. Appeals Process and Time Limitations

1. Students ~~who have already attempted~~ will normally be given the equivalent of the 150% of the number of hours necessary for completion of their chosen degree program under financial aid. Once they have reached the equivalent of 150% of the hours they will not be able to receive any additional financial assistance. If the 150% threshold has been reached without the student attaining a degree, an additional semester can be requested by the student if it can be shown that they can attain the degree in that semester.
2. If ~~there are~~ special circumstances ~~that cause~~ require a student to need more than the allotted number of ~~semesters~~ hours to complete an Associate a degree or ~~two years to complete a~~ certificate ~~program~~ or if there are extenuating circumstances that have caused a student not to meet ~~these~~ the progression requirements after a semester of PROBATION, the student should explain the circumstances in writing and submit them to the Financial Aid Officers.
3. A committee composed of the two Financial Aid ~~Officers~~ counselors and the Vice President of Student Services will review the student's reasons appeal. If this committee ~~determines that the~~ reasons are acceptable approves the appeal, the student may be able to receive an extension of Probation or an extension of ~~time~~ hours.

5. BACKGROUND OR EXCLUSIONS

None.

6. GENERAL PROVISIONS

None.

7. RESPONSIBILITIES AND PROCEDURES

The Financial Assistance Office is responsible for this policy.

8. CANCELLATION

None.

9. REVIEW STATEMENT

This policy shall be reviewed on a three year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-4274 is scheduled for review during the 2009-2010 academic year.

10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: October 2006 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and technical changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: SCP-4356, Financial Aid Recipient — Change in Enrollment

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

STAFF MEMBER: James P. Owens

BACKGROUND:

The purpose of this policy is to define the manner in which financial assistance for students at Southern West Virginia Community and Technical College is handled. The policy was scheduled for review this year by the Student Services Department.

The Student Services Unit began work on the policy in August of 2006. The revised policy was then presented to the Executive Council in September of 2006 and again October of 2006. The recommended revisions are meant to simplify and clarify this policy. After this review, we recommend that the aforementioned revised policy be advanced for a 30-day comment period.



**S O U T H E R N W E S T V I R G I N I A
C O M M U N I T Y A N D T E C H N I C A L C O L L E G E
B O A R D O F G O V E R N O R S**

Number: SCP-4356
Origination: January 1, 1985
Effective: DRAFT
Reviewed: October 2006

SUBJECT: Financial Aid Recipient — Change in Enrollment Policy

REFERENCE: §18C-5-5; §18C-5-7; §18C-7-6

1. PURPOSE

Section 1. — General

~~1.01. Many students register for courses and then change their enrollment status before the end of a semester. The purpose of this policy will is to define the treatment of tuition refunds as well as manner in which financial aid awards for financial aid recipients; assistance received by eligible student at Southern West Virginia Community and Technical College is affected by a change in enrollment status.~~

2. SCOPE AND APPLICABILITY

This issuance applies to all students receiving financial assistance.

3. DEFINITIONS

None.

4. POLICY

~~A. Section 2~~ Enrollment Status

- ~~1. 2.01:~~ Students who enroll register but ~~who~~ never attended any classes are not entitled to financial aid. All amounts that are financial assistance received by the student an/or the institution must be repaid by the students to the aid programs returned.
- ~~2. 2.02:~~ If ~~the a~~ student changes his/her enrollment status during drops or withdraws from all classes within the first ~~two weeks of the~~ 60% of a semester, his/her a recalculation of the financial aid awards will be adjusted according to the new enrollment status must occur. After 60% of the semester is completed, no recalculation is required.
- ~~3. 2.03:~~ Students ~~are paid federal aid~~ receive financial assistance based on their current enrollment status when verified by the financial assistance office. on the date checks are received by the student Changes in enrollment that occur before the actual application of financial aid to a student account require a review and are subject to recalculation.

~~B. Section 3:~~ Tuition Refund

1. ~~3.01~~. In ~~all~~ cases where a student has a changed in enrollment status and is eligible for a ~~tuition~~ refund, the tuition refund will be returned to the federal aid programs based on the refund policy in the class schedule for the current semester.
2. ~~3.02~~ The amount to be returned to the federal programs will be returned in the following priority order, (~~up to but will not exceed~~ the amount the student received from each program): 1) All loan programs, 2) Federal Pell Grant, 3) Federal Supplemental Educational Opportunity Grant (SEOG), 4) West Virginia Higher Education Grant (WVHEG).
3. ~~3.043~~ If the source of a private scholarship award does not require that it be returned when a change in enrollment status occurs, it may any refund will be returned to the student.

5. BACKGROUND OR EXCLUSIONS

None.

6. GENERAL PROVISIONS

None.

7. RESPONSIBILITIES AND PROCEDURES

The Financial Assistance Office will verify student aid awards and student tuition refunds. The Business Office will establish refund procedures in compliance with federal and state policies.

8. CANCELLATION

None.

9. REVIEW STATEMENT

This policy shall be reviewed on a three year cycle by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed. SCP-4356 is scheduled for review during the 2009-2010 academic year.

10. SIGNATURES

Board of Governors Chair Date

President Date

Attachments: None

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
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Faculty Senate Chair
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www.southern.wvnet.edu

Revision Notes: October 2006 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and technical changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: SCP-4558, Administration of Credit Course Registration Procedures

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the proposed cancellation of aforementioned policy SCP-4558 to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period

STAFF MEMBER: James P. Owens

BACKGROUND:

Mr. Merle Dempsey, Executive Vice President, charged the Academic Affairs and Student Services Units with the review of the SCP-4558, Administration of Credit Course Registration Procedures. As a result of the review, we propose that this policy be rescinded because it does not meet the criteria for a policy but is instead a statement of procedures and rules.



SUBJECT: Administration of Credit Course Registration Procedures

REFERENCE:

1. PURPOSE

These regulations establish the general procedures and responsibilities of operation for the registration process at Southern West Virginia Community and Technical College.

2. SCOPE AND APPLICABILITY

All College employees.

3. DEFINITIONS

4. POLICY

The Vice President of Student Services will have responsibility for the establishment and publication of the Fall, Spring, and Summer registration dates and times. The Vice President of Student Services shall coordinate registration on the Logan and Williamson Campuses and their off-campus locations. The Directors of Boone/Lincoln and Wyoming/ McDowell Campuses in consultation with the Vice President of Student Services will have primary responsibility for registration in their service areas.

5. BACKGROUND OR EXCLUSIONS

6. GENERAL PROVISIONS

7. RESPONSIBILITIES AND PROCEDURES

A. At least four weeks prior to each registration process, the Vice President of Student Services shall communicate to the instructional personnel, Technology Services personnel, Campus Manager/Directors, Counselors, and Student Records personnel their responsibilities appropriate to the registration process.

B. The Vice President Academic Affairs shall be responsible for informing each Division Chairperson of



the need to have faculty available for the registration process.

- C. The Vice President for Finance shall be responsible for insuring proper collection of fees during the registration process.
- D. The Chief Technology Officer shall be responsible for making appropriate information systems available during the registration period.
- E. The Vice President for Student Services shall be responsible for making arrangements to have all the necessary forms and materials such as applications for admission, registration forms, catalogs, etc. available during the registration process. Adequate counseling and student records personnel shall be available.
- F. Students and employed personnel shall follow the current registration guidelines/procedures posted by Student Services.

G. CANCELLATION

H. SIGNATURE

President

Date

Attachments

Distribution

Revision Date

September 1, 2000

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 18, 2006**

ITEM: Revised Program Review Schedule

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the revised program review schedule

STAFF MEMBER: Cathy Smith-Cox (Merle Dempsey)

BACKGROUND:

The Southern West Virginia Community and Technical College Board of Governors approved the original program review schedule in the spring of 2006. Subsequent discussions with the faculty resulted in the proposed revision of the schedule to move the reviews of Information Technology and Computer Information Systems from 2007-2008 to 2006-2007. This would allow the Division of Technology and Engineering to review all programs in the same academic year.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

REVISED PROGRAM REVIEW SCHEDULE

2006/2007 - 2010/2011

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Early Childhood Dev.	Business Accounting	Occupational Development	Nursing	AA concentrations
Electrical Eng. Technology	Business Administration	Criminal Justice (CP)	Rad Tech.	AS concentrations
Technical Studies	Office Info. Technology	Criminal Justice	MLT	
Technical Studies (CP)	Secretarial Science (CP)	Surgical Technology		
Computer Info. Systems		Health Care Tech. (CP)		
Information Technology				
Post-Audit Review: BOG Adult Completion	Post-Audit Review: Dental Hygiene Electrical Eng. Technology (CP) Information Technology (CP)			

Revised August 29, 2006

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: Approval of Institutional Master Plan

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant formal approval for the consolidation of the mission statement, vision statement, President's Vision 2020 proposal, Institutional Compact 2004-2010, comprehensive strategies by administrative unit, ten-year financial plan, and the ten-year campus master facilities plan to form the 2004-2010 Master Plan as required by West Virginia State Code.

STAFF MEMBER: Merle Dempsey

BACKGROUND:

Listed among the powers and duties of the institutional boards of governors for community and technical colleges found in West Virginia State Code §18B-2A-4(b)(1) is that each board shall “develop a master plan for the institutions under its jurisdiction . . .” Further, section (b)(1) states “The ultimate responsibility for developing and updating the master plans at the institutional level resides with the board of governors, or board of advisors, as applicable . . .”

The code goes on to provide a description of the content of the master plan, which includes but is not limited to: A) a detailed demonstration of how the master plan will be used to meet the goals and objectives of the institutional compact; B) a well-developed set of goals outlining mission, degree offerings, resource requirements, physical plant needs, personnel needs, enrollment levels and other planning determinants and projections necessary in such a plan to assure that the needs of the institution’s area of responsibility for a quality system of higher education are addressed; and C) documentation of the involvement of the Council, institutional constituency groups, clientele of the institution and the general public in the development of all segments of the institutional master plan.

The Board of Governors of Southern West Virginia Community and Technical College, in the general course of carrying out its duties, has approved each of the individual components of the required master plan, it is now recommended that the Board grant approval for the consolidation of these components into a comprehensive master plan as provided for in West Virginia State Code as described herein. The specific components that have been individually approved are: 1) Institutional Mission Statement; 2) Vision Statement; 3) Vision 2020; 4) Target 2010 - Institutional Compact Goals and Strategies; 4) Comprehensive Strategies and Plans of Action by Administrative Unit to Accomplish the Compact Goals; 5) Annual Update Report for Years 2004, 2005, and 2006; 6) Ten-year Institutional Financial Plan; and 7) Ten-year Campus Master Facilities Plan.

Southern West Virginia Community and Technical College

Mission Statement

Southern West Virginia Community and Technical College is a comprehensive community college located in a rural environment. The College strives to fulfill current and future higher educational and vocational/technical needs of southern West Virginia, its service area and beyond. Our College emphasizes student-oriented, transferable learning, enabling students to achieve work, career and personal success.

Our College provides high-quality, affordable, student-friendly, and easily accessible educational services. We are highly effective and flexible in responding to state and community demands, and adapting to a global socio-economic system.

Institutional Commitments

1. To provide programs of study which can be effectively transferred to other institutions and applied toward the completion of a baccalaureate degree.
2. To provide programs of study which prepare and/or upgrade students' skills in the occupation of their choice, especially those occupations which help meet the needs of the College's service district.
3. To provide students with the services necessary to assist them in successfully realizing their educational plans.
4. To provide developmental courses for students who enter through the "open door" admissions policy and who lack the necessary academic background.
5. To provide continuing education opportunities for individuals in the service district who are interested in personal, cultural, or occupational improvement.
6. To provide workforce training and retraining as a mechanism for economic development through partnerships with business, industry, labor, education, civic clubs and organizations, community leaders and government.
7. To provide activities which are culturally enriching and entertaining for the entire district, as well as those enrolled at Southern.

Southern West Virginia Community and Technical College

Vision Statement

Southern West Virginia Community and Technical College will be the higher education leader in West Virginia and the region. Southern will provide the leadership necessary to help West Virginia grow and prosper into the twenty-first century. Southern will be the hub around which all education and training/retraining efforts will turn. The College will act as the catalyst for economic development and change in the region. Southern will establish proactive partnerships which include education, business, industry, labor, government, community and cultural organizations as well as other leaders to achieve regional goals. Southern will become a model of academic excellence, scholarship, creativity, innovation, and cooperation impacting the educational opportunities and economic growth of the region.

Southern West Virginia Community and Technical College

2020

OUR VISION—YOUR FUTURE

Southern West Virginia Community and Technical College

is the region's

GREATEST

Resource!

If the College grows,
then so does its
community.

Southern West Virginia Community and Technical College

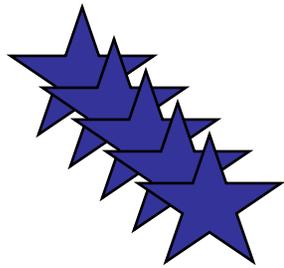
received the maximum

10 YEARS ACCREDITATION

from the Higher Learning Commission
of the North Central Association
of Colleges and Schools
in 2003.

The College staff at all levels is committed to helping the mission and vision of the College."

Source: Higher Learning Commission Accreditation Report, April 2003

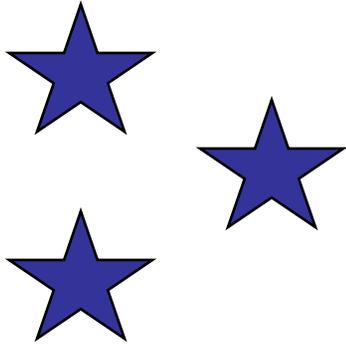


“Southern is doing an **EXCELLENT job of using technology to ensure communication and access. In addition, relationships with the business and education communities at each site were praised by the various constituencies.”**

Source: Higher Learning Commission Accreditation Report, April 2003

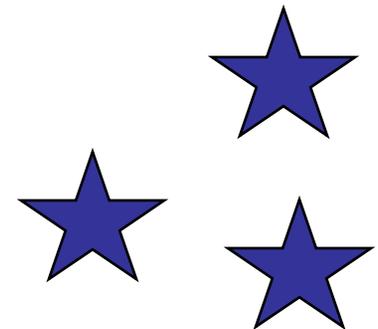
“The team found an institution that has positioned itself well—in terms of leadership and planning—to become an even greater resource.”

Source: Higher Learning Commission Accreditation Report, April 2003



**“Southern’s responsiveness
to the community is
EXEMPLARY.”**

Source: Higher Learning Commission Accreditation Report, April 2003



College Visioning Process

Process

- Step 1 Brainstorming/Visioning Session,
Administrative Retreat, June 18-20, 2003
- Step 2 Cabinet Level Discussion, July 2003
- Step 3 Unit/Division Session Process

Units

- Economic, Workforce & Community Development
- Finance
- Human Resources
- Information & Resource Development
- Student Services
- Technology/Telecommunication

Academic Divisions

- Allied Health
- Business & Public Administration
- Humanities/Social Sciences
- Natural Sciences & Mathematics
- Technology & Engineering
- Transitional Studies

Process (continued)

- Step 4 President's Advisory Council, September 5, 2003
- Step 5 President / Executive Vice President met September 15, 2003, to condense materials received from college-wide visioning process.
- Step 6 President / Executive Vice President met with Tom Heywood, September 22, 2003, to discuss recommendations from visioning process and summarization for the Board of Governors Retreat, October 22, 2003.

Visioning Process Results

Strengths

1. Accessibility

- Geographic
 - 4 Campuses
 - 2 Future Sites Planned
 - 30 Off-campus Sites
- Affordable
 - Lowest Tuition in West Virginia
- Open Admissions
- Day and Evening Classes
 - Serve non-traditional / traditional students
 - Short-term courses / classes
 - FasTrack Classes
 - Weekend Classes
- Distance Education
 - Web-based Classes
 - Interactive Classrooms
 - Mobile Education, Evaluation and Training Unit (MEET-U Bus)

Strengths (continued)

2. Dedicated and Qualified Faculty, Staff, Administration, and Board of Governors

- All constituencies are committed to the vision and mission of the College. A majority are local residents familiar with the culture and economy.
- Employees include MBA's, PhD's, CPA's, Nurse Practitioners, and Southern graduates who are highly qualified in all job areas. The College strictly adheres to accreditation standards for full-time and adjunct faculty in every program area. Faculty qualifications may differ from program to program.

Strengths (continued)

3. Partnerships / Collaborations with Business, Industry, Government and Educational Organizations, examples include:

- Hospitals & Medical Facilities
- Boards of Education
- WV Citizen Conservation Corps
- Four-Year Colleges & Universities
- Community Actions Agencies
- Civic Clubs & Organizations
- Chambers of Commerce
- Veterans of Foreign Wars
- Appalachian Transportation Institute
- Hannah Lumber Company
- Riverside Energy
- U. S. Steel Mining
- ABLE Families
- Pepsi Cola Bottling
- Mine Training Technical Institute
- WV Coal Association
- McDonald Land Company
- The Coal Foundation
- A. T. Massey Coal Company, Inc.
- WV State Police
- Walker Machinery
- WV Coal Vendors Association
- Workforce Investment Boards
- Other

Challenges

Population Change 1990-2000

County	Population
Boone	-1.3%
Lincoln	+3.4%
Logan	-12.4%
McDowell	-22.4%
Mingo	-16.3%
Raleigh	+3.1%
Wyoming	-11.3%
Total	-8.12%

Challenges (continued)

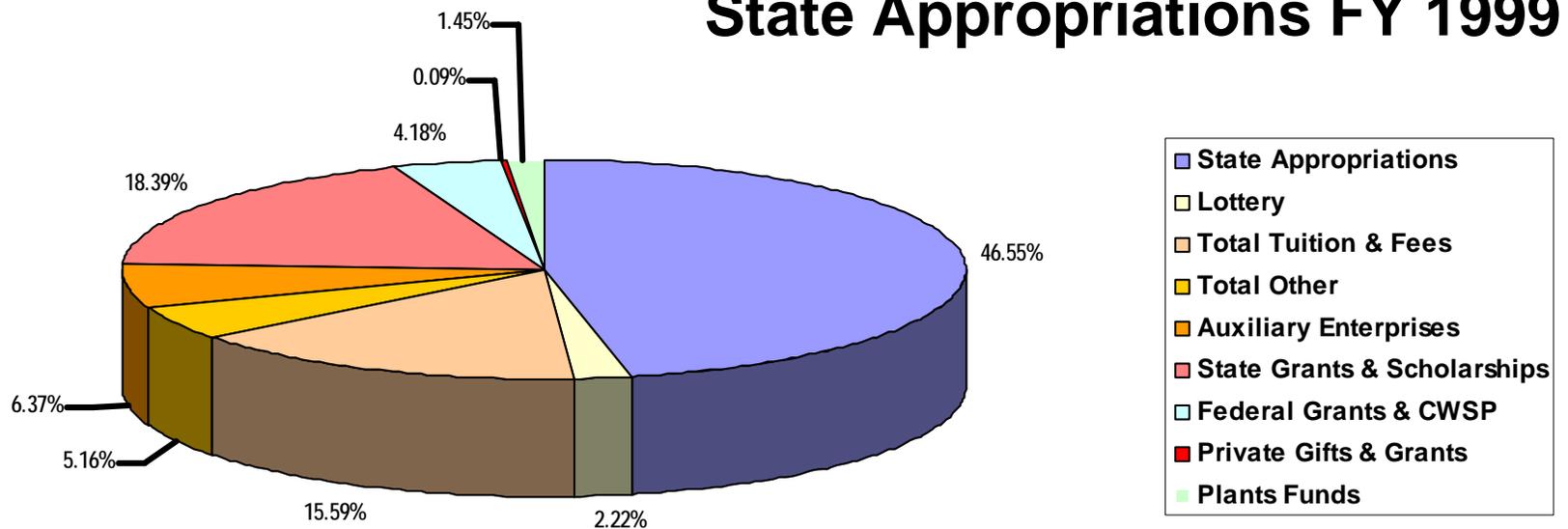
Projected 1999-2010 K-12 Student Populations

County	Student Population
Boone	-216
Lincoln	+96
Logan	-1,176
McDowell	-912
Mingo	-636
Raleigh	-444
Wyoming	-1,104
Total	-4,392

Source: *Tomorrow's Teachers*, August 1998

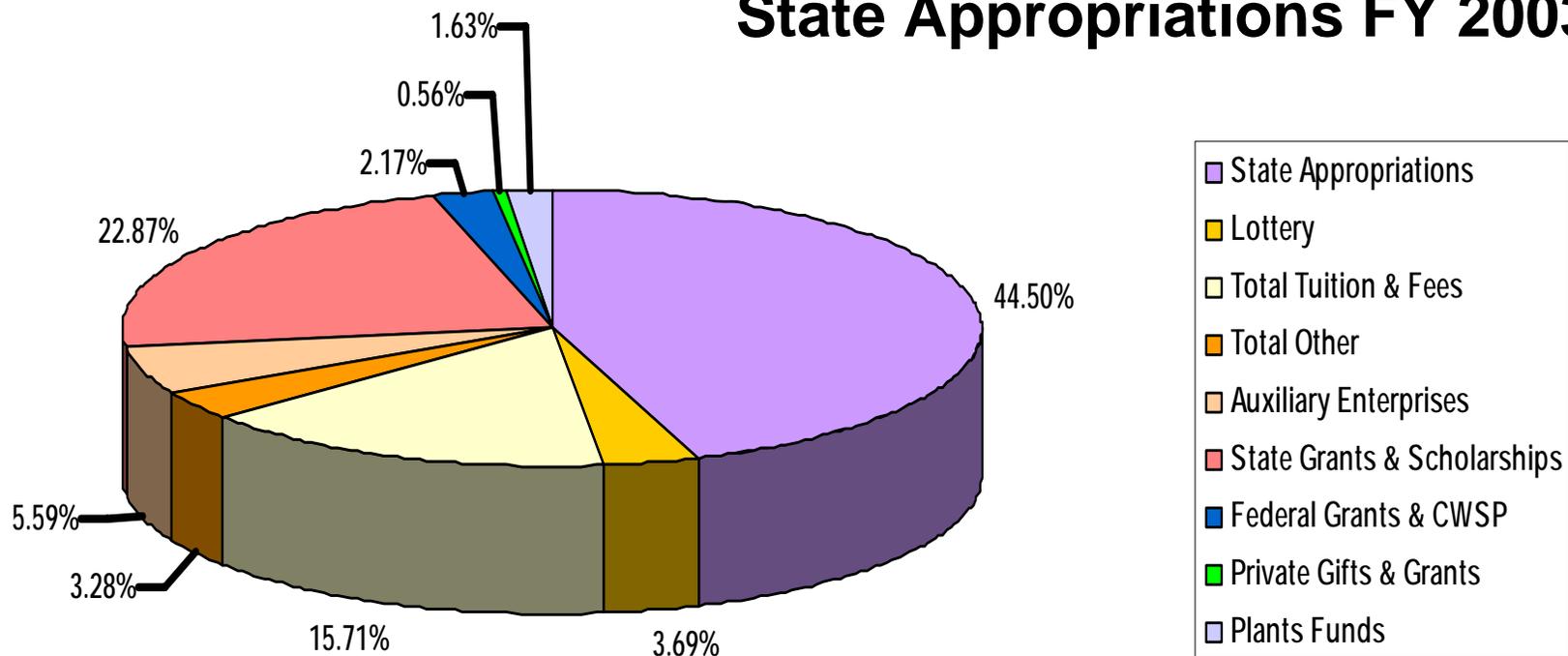
Challenges *(continued)*

State Appropriations FY 1999

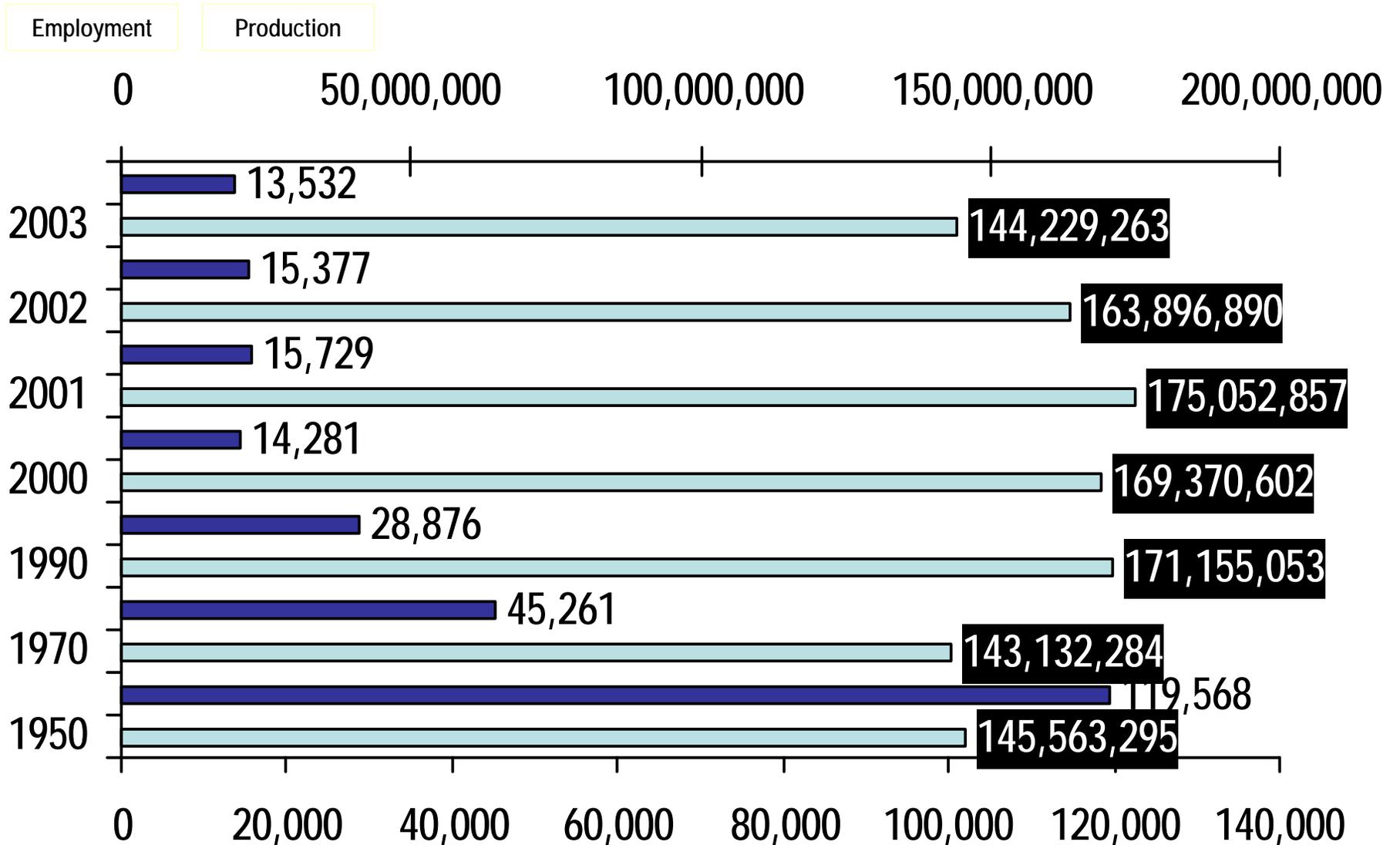


Challenges (continued)

State Appropriations FY 2003



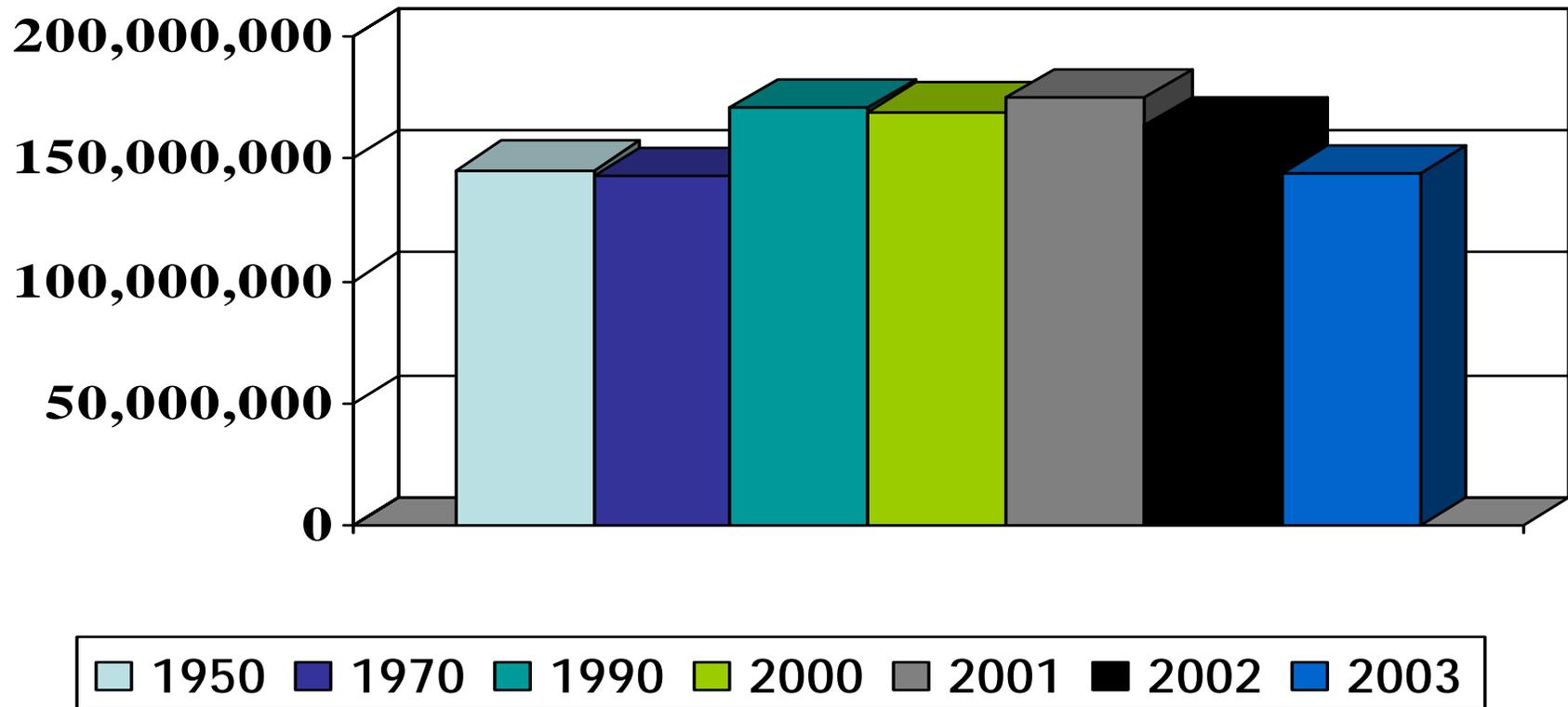
WV Coal Employment & Production Trends 1950-2003



Source: WV Office of Miners' Health, Safety & Training

Challenges (continued)

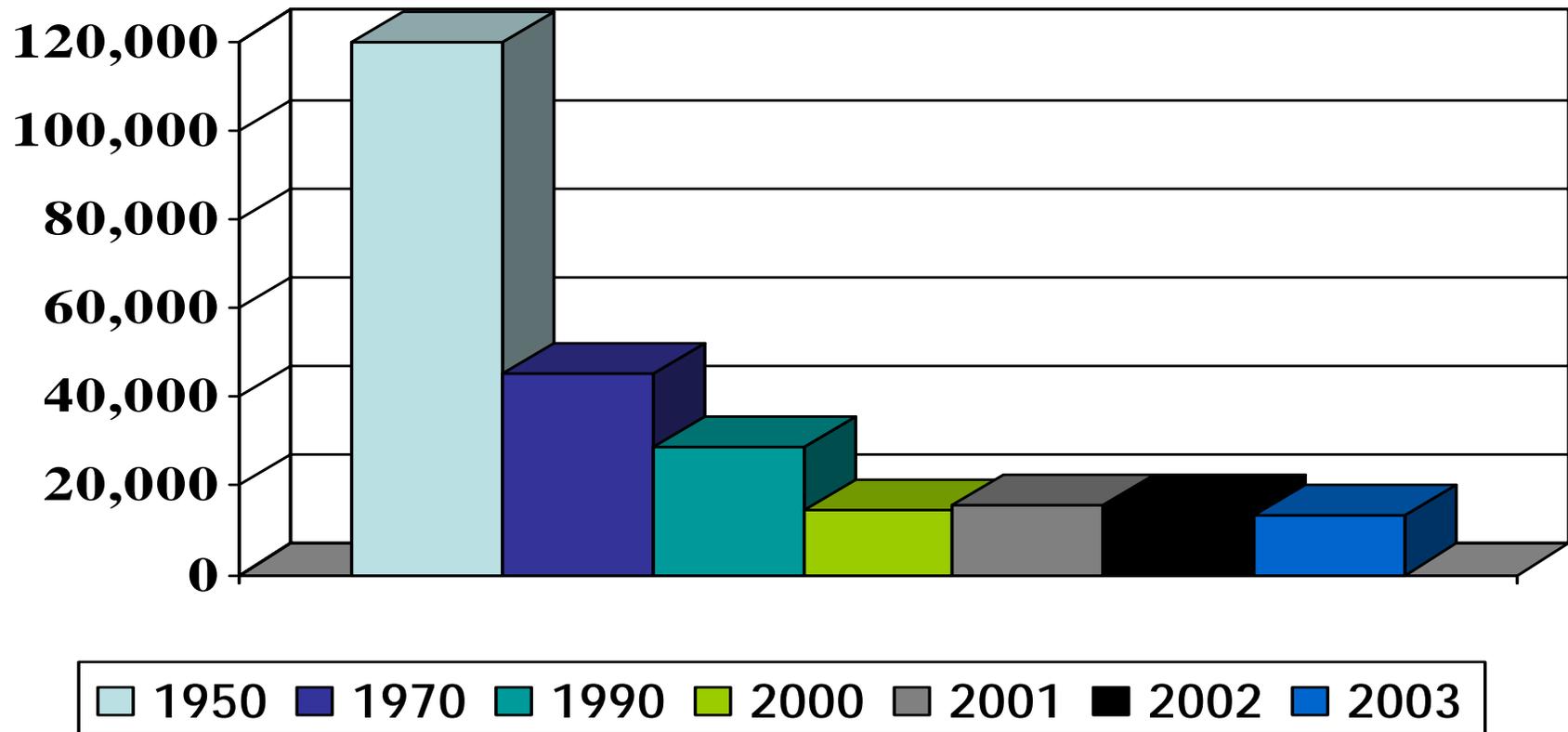
WV Coal Production Trends 1950-2003



Source: WV Office of Miners' Health, Safety & Training

Challenges (continued)

WV Coal Employment Trends 1950-2003



Source: WV Office of Miners' Health, Safety & Training

Moving the Vision Forward

New Academic and Entrepreneurial Programs

New Academic Programs

- Dental Hygiene
- Physical & Occupational Therapy Assistant
- Vascular Technology
- Culinary Arts
- Hospitality Tourism Management
- Industrial Maintenance
- Heavy Equipment Operation
- General Education Support
- Transitional Studies/Literacy

Entrepreneurial Programs

- Craft Network
- Non-credit Certification Programs
- Assistance with Small Business Development and Procurement

Our Goal is

**to acquire \$6,000,000 to start
and sustain both new
academic and entrepreneurial
programs.**

Student Need

Student Financial Assistance

75% of students at Southern are eligible for needs-based financial aid. Of that 75% ...

- 93% receive some type of need-based financial aid.
- Currently, we are only meeting 62% of their actual financial need.

Our Goal is

to increase the percentage of student financial need being met from 62% to 75%.

Foundation Scholarships

- Currently the Foundation provides \$130,000 annually in scholarships. This equates to 83 full-time equivalent students per year.

Our Goal is

to raise **\$2,000,000** in the next five years to increase student financial assistance.

Marketing

Resources at the College are limited. Dollars are used to support current programs. There has never been an opportunity to create professional brochures and other marketing tools. This is a critical element in our competition with other educational institutions.

Our Goal is

to raise an additional **\$2,000,000** in the next five years to increase marketing efforts.

Capital Improvements

The College needs to provide for ...

- Routine upgrading of equipment and infrastructure
- Building Renewal
 - Repairs
 - Alterations
 - Deferred Maintenance
- A New Technology Center

Our Goal is

to raise an additional
\$10,000,000 in the next five
years for ...

- **Equipment, Infrastructure &
Building Renewal = \$3,500,000**
- **Technology Center =
\$6,500,000**

How to Move the Vision Forward

Our Goal is

to build an endowment that will
move Southern and southern
West Virginia forward.

We Need \$20,000,000

- Academic/Entrepreneurial Programs 30%
- Student Financial Assistance 10%
- Marketing 10%
- Capital Improvements 50%
 - Equipment, Infrastructure & Building Renewal (6%)
 - Technology Center (44% set aside)
- Total 100%

OUR VISION—YOUR FUTURE FOR 2020

- ❖ Southern will be
 - the first choice in the region for technical & general education.
 - a national & state model for education and training.
 - the first choice in the region for business & industry training.
- ❖ There will be economic growth in southern West Virginia.
- ❖ The quality of life will be improved for the citizens of the region.

TARGET: 2010

***A Compact for the Future
of
West Virginia***

**Planning Period
2004 - 2010**

**WV COUNCIL FOR COMMUNITY
AND TECHNICAL COLLEGE EDUCATION**

**Community and Technical College System
1018 Kanawha Boulevard, East - Suite 700
Charleston, WV 25301
Phone: 304.558.0265**

Information

Institution: Southern WV Community and Technical College

Address: Box 2900

Dempsey Branch Road

Mount Gay, WV 25637

Contact Person: Merle Dempsey

Title: Executive Vice President

Phone: 304-792-7052 **Fax:** 304-792-7046

Goals for the Delivery of Community and Technical College Education

- I. Provide access to affordable comprehensive community and technical college education in all regions of West Virginia
- II. Produce high quality graduates with the general education and technical skills to be successful in the workplace or subsequent education
- III. Provide high quality workforce development programs that meet the demands of West Virginia's employers and enhance the economic development efforts of the State
- IV. Collaborate with other providers in delivering education and training programs to the community and technical college district
- V. Collaborate with the public school system to increase the college-going rate in West Virginia

I. Provide access to affordable comprehensive community and technical college education in all regions of West Virginia

Measures	Base Year: 2004	2005	2006	2007	2008	2009	Target Year: 2010
a. District participation rate (18 & above)	5.87%	5.26%	5.30%	5.50%	5.70%	5.90%	6.00%
- credit		2.99%	3.05%	3.11%	3.17%	3.24%	3.30%
- non-credit		2.27%	2.25%	2.39%	2.53%	2.66%	2.70%
b. Total enrollment	5,190	4,643	4,685	4,862	5,038	5,215	5,304
- credit	2,591	2,643	2,696	2,749	2,802	2,864	2,917
- non-credit	2,599	2,000	1,989	2,113	2,236	2,351	2,387
18-24							
- credit	1,683	1,507	1,537	1,567	1,597	1,633	1,663
- non-credit	309	100	100	106	112	118	120
25-44							
- credit	742	766	781	797	813	830	846
- non-credit	1,461	1,160	1,154	1,226	1,297	1,364	1,384
c. Tuition rate	\$1,560	4.75%	4.75%	4.75%	4.75%	4.75%	4.75%

Strategies -- Please list strategies on "strategy compact" form

Note: Tuition rate = annual, full time tuition with incremental increases based on the statutory 4.75% limit.

II. Produce high quality graduates with the general education and technical skills to be successful in the workplace or subsequent education

Measures	Base Year:						Target Year: 2010
	2004	2005	2006	2007	2008	2009	
a. Career-technical certificate degrees awarded	37	42	47	52	57	62	67
b. Career-technical associate degrees awarded	169	184	205	220	235	250	265
c. Graduation rate	8.18%	9.00%	9.50%	11.00%	15.00%	17.00%	20.00%
d. Retention rate	58.58%	58.75%	58.90%	59.00%	59.25%	59.50%	60.00%
e. Job placement rate	76.00%	78.00%	80.00%	84.00%	86.00%	88.00%	90.00%
f. Transfer rate	10.81%	11.00%	11.25%	12.00%	13.00%	14.00%	15.00%
g. WorkKeys assessment levels	85.22%	85.50%	86.50%	87.50%	88.50%	89.00%	90.00%
h. Licensure exam passage rate	98.28%	98.00%	98.00%	98.00%	98.00%	98.00%	98.00%
i. Successful completion of developmental education courses	73.30%	73.50%	73.75%	74.00%	74.25%	74.50%	75.00%
j. Percentage of students enrolled in developmental education courses successfully completing a certificate or associate degree in five years	32.00%	34.00%	35.00%	40.00%	44.00%	46.00%	50.00%
k. Developmental education completers success rate in next subsequent college-level courses							
English	71.00%	72.00%	75.00%	78.00%	82.00%	84.00%	88.00%
Math	59.00%	60.00%	65.00%	70.00%	75.00%	78.00%	82.00%

Strategies -- Please list strategies on "strategy compact" form

III. Provide high quality workforce development programs that meet the demands of West Virginia's employers and enhance the economic development efforts of the State

Measures	Base Year: 2004	2005	2006	2007	2008	2009	Target Year: 2010
a. Career-technical certificate degree programs offered	4	9	10	11	11	11	11
b. Career-technical associate degree programs offered	17	17	18	18	18	18	19
c. Workforce training and retraining programs delivered to employers	183	206	212	234	240	246	252
-credit	0	16	16	32	32	32	32
-non-credit	183	190	196	202	208	214	220
d. Number of participants in workforce education or training programs	2,452	1,880	1,870	1,986	2,120	2,210	2,244
e. Number of training contact hours delivered	15,839	11,280	11,554	13,525	13,663	15,470	15,708
f. Number of individuals enrolled in non-credit programs/courses	2,599	2,000	1,989	2,113	2,236	2,351	2,387
g. Number of individuals completing a skill set certificate	78	84	90	96	102	108	117
h. Number of participants awarded HEAPS 25% funds	3	6	10	15	25	35	50
i. Number of focused courses and workshops offered pertaining to entrepreneurship skill development	23	25	27	29	31	33	35

Strategies -- Please list strategies on "strategy compact" form

IV. Collaborate with other providers in delivering education and training programs to the community and technical college district

Measures	Base Year 2004	2005	2006	2007	2008	2009	Target Year: 2010
a. Number of courses brokered from other higher education institutions	14	17	20	25	28	30	35
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	42	44	45	46	48	49	52
c. Number of programs offered in collaboration with employers	16	16	17	17	18	18	20
d. Number of programs offered in collaboration with private education and training providers	1	3	4	4	5	5	5
e. Number of programs offered in collaboration with public agencies	1	2	2	3	3	4	5

Strategies -- Please list strategies on "strategy compact" form

V. Collaborate with the public school system to increase the college-going rate in West Virginia

Measures	Base Year: 2004	2005	2006	2007	2008	2009	Target Year: 2010
a. EDGE students matriculating to postsecondary education	40.00%	45.00%	50.00%	55.00%	60.00%	70.00%	80.00%
b. New Tech Prep 4+2 programs created		1	2	3	4	5	6
c. Total early admission enrollment	409	420	440	460	480	500	525
-dual credit enrollment (headcount)	210	220	230	240	250	260	275
-other	199	200	210	220	230	240	250
d. College-going rate (district average)	49.30%	49.50%	49.75%	49.80%	50.00%	51.00%	52.00%

Strategies -- Please list strategies on "strategy compact" form

TARGET: 2010

Southern West Virginia
Community and Technical College

Compact Strategies
Comprehensive

**Planning Period
2004 - 2010**

**WV COUNCIL FOR COMMUNITY
AND TECHNICAL COLLEGE EDUCATION**

**Community and Technical College System
1018 Kanawha Boulevard, East - 700
Charleston, WV 25301
Phone: 304.558.0265**

Information

Institution:	Southern West Virginia Community and Technical College		
Address:	Box 2900 Dempsey Branch Road, Mount Gay, WV 25637		
Contact Person:	Merle Dempsey		
Title:	Executive Vice President		
Phone:	304-792-7052	Fax:	304-792-7046

1. Provide access to affordable comprehensive community and technical college education in all regions of West Virginia

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.1 Inform district population of affordable educational and training opportunities available.</p>	<p>1.1 A 6% district participation rate in credit and non-credit programs by 2010.</p>	<p>2005-2010</p>
<p>1.1.1 Increase marketing efforts in all areas of district</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> • evaluate financial resources for marketing efforts to determine adequacy. Reallocate resources and locate new ones as marketing plans are defined <p><u>Student Services</u></p> <ul style="list-style-type: none"> • placement of informational materials in high schools and around the community <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • televise marketing promotional segments • create radio advertisements on CD for broadcast • stream audio and video from our website <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • increase marketing and press releases of activities in continuing, community, and workforce development programs and courses • make adjustments on the CE registration form to include student's e-mail address for marketing purposes • develop marketing items to be utilized across the unit • increase SBDC marketing; advertising training • market of RCAC services to recruit clients. Marketing activities include: articles to be published in the newspapers, workshops/activities advertised on Channel 17, increase the number of articles on area businesses in cooperation with SBDC and WVDO, Unit newsletter 	<p>1.1.1 Comprehensive marketing plan implemented</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • increase in marketing activities • new registration form printed and used • marketing items developed • marketing of SBDC increased by 50% • market RCAC (articles written and published in local newspapers and Southern's On the Scene, workshops/activities posted on Channel 17, articles about businesses written and published in newspapers, Unit newsletter written and distributed) 	<p>Fall 2005 with annual checkpoints</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.1.2 Review and revise recruitment plan with additional focus on adults ages 25 - 44 years</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • annual review of recruitment plan. Emphasis will be placed on adult recruitment without abandoning the present traditional age recruitment efforts. • implementation of recruitment plan <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • Adult Recruitment Team develops and implements plan • develop and implement additional skill certificate and/or industry certification programs to be marketed through Fast Track Jobs • partner with other state agencies and non profits targeting non traditional students • partner with Region 2 Satellite Sites' workshop offerings 	<p>1.1.2 Increase participation by adults [ages 25 to 44] in credit and non-credit programs to 2,000 by 2010</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • twelve activities completed • three programs offered; expand to five programs • workshops offered in cooperation with other state agencies non-profits • workshops held in cooperation with Region 2 Satellite Sites 	<p>Fall 2005 with annual checkpoints</p>
<p>1.2 Increase and/or enhance distance education and other non-traditional delivery options.</p>	<p>1.2 A 6% district participation rate in credit and non-credit programs by 2010.</p>	

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.2.1 Increase use of technology [web, interactive video classrooms, HEITV, cable access channel] for delivery of courses and programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • assess programs already in existence for delivery of instruction. Examples include Project Sail from the League for Innovation, Criminal Justice from the Kentucky Virtual University, etc. • investigate the use of telecourses delivered through our cable access channel • establish a testing center to deliver assessments for alternative delivery courses <p><u>Student Services</u></p> <ul style="list-style-type: none"> • provide online student access to the following services: admissions, registration, orientation, advising, disability services, accessibility issues, financial assistance, records, tutoring, SMARTHINKING <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • implement the Rural Utilities Service grant to provide 10 additional video classroom sites in the high schools in our service area 	<p>1.2.1 Ten percent increase in the number of technologically delivered courses</p>	<p>Spring 2010 with annual checkpoints</p>
<p>1.2.2 Implement alternative scheduling and program delivery [FasTrack, weekend courses, modular delivery]</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • deliver university transfer AA in Fast-Track format for a cohort of students; measure and market the success • identify and modularize one career tech program 	<p>1.2.2 Full associate degree program available in FasTrack/modular format</p>	<p>Fall 2007</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.2.3 Increase alternative degree options</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> creatively market BOG AAS program through the media and adult recruitment team. Make use of state marketing efforts focus on Technical Studies AAS opportunities for granting of block credit at visits to high schools and vocational centers. Attend meetings of high school counselors to update group on new opportunities <p><u>Student Services</u></p> <ul style="list-style-type: none"> Registrar's office works closely with BOG coordinator to continually review, modify and enhance the alternative degree process <p><u>Technology Services</u></p> <ul style="list-style-type: none"> offer courses and programs via our television channel work with the Academic Affairs Unit to increase the number of television courses utilized from public television assist Student Services in developing and delivering online advising 	<p>1.2.3 Graduate 75 students from BOG A.A.S., Technical Studies A.A.S / Certificate and Occupational Development programs</p>	<p>Spring 2010</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.2.4 Utilize Mobile Educational and Evaluation Unit [MEET-U Bus] to provide access to Adult Basic Education, GED, and other education and training programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • schedule MEET-U to meet the literacy needs of the region and expand offerings to include computer literacy • investigate the use of MEET-U to deliver GED testing <p><u>Finance</u></p> <ul style="list-style-type: none"> • assist in developing contractual relationships with appropriate organizations to utilize the bus and generate revenue for the College. First for maintaining the bus then to add resources for increasing distance education and other non-traditional delivery options <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide support of the technology utilized on the bus. This includes Satellite Internet access, Microsoft Windows 2000 network server, network equipment, PCs, and printer. <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • continue to market the MEET-U bus for training to business and industry • schedule the bus for training • select and implement distance education (on-line) ACT Centers course offerings in cooperation with our partner WVU-P • use MEET-U bus for Quickbooks training in local area • increase customized training for business and industry 	<p>1.2.4 Increased participation in programs offered via MEET-U Bus</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • marketing continues; 10 percent increase in utilization of bus • training scheduled on bus • offer ACT Center on-line courses • offer 3 training sessions on MEET-U • increase in number of businesses served 	<p>Annually</p>
<p>1.3 Maintain affordable educational costs for students.</p>	<p>1.3 Tuition and fee rates will be less than 60% of the average of in-state baccalaureate institutions.</p>	<p>2005-2010</p>
<p>1.3.1 Control pace of tuition/fee increases</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> • introduce fees aligned with courses that have high cost of delivery in order to produce revenue adequate to cover those high costs 	<p>1.3.1 Tuition increases will be within the current statutory limitation</p>	<p>Annually</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.3.2 Maximize available financial aid resources</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • increase internal and external awareness of available financial assistance by: providing every applicant with financial aid information, intra-college communication (informational TV, the College's TV channel), increasing awareness of financial aid services through community outreach, employee financial aid workshops, utilizing the college's mass media capabilities • incorporate all institutionally offered sources of aid into student's need figure. Including: federal aid, state aid, private scholarships, institutional aid, governmental assistance programs • financial assistance process will be modified to ensure all applicants utilize all available sources 	<p>1.3.2 Number of students receiving financial assistance will increase by 10% per year and the percent of individual student need met will rise to 70%</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • increase the awareness of the availability of financial assistance for all manner of students to attend Southern • additional financial aid brochure information targeted to various groups • scholarship guide • letters to all applicants <ul style="list-style-type: none"> • consultants for training on BANNER system 	<p>Annually</p>
<p>1.3.3 Seek alternative funding sources through a planned major gifts campaign</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> • engage United Bank as an investment manager for the assets of the foundation. Employ an accountant to manage the day-to-day financial activities of the foundation and develop an investment policy, asset allocation strategy and a spending policy in order to maximize the yield of the funds raised through the major gifts campaign <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • implement the BANNER Alumni Development Module to automate the functions of the campaign 	<p>1.3.3 Percent of total institutional operating budget derived from outside sources will increase</p>	<p>2009-10</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.3.4 Develop long-range institutional financial plan</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> develop long-range institutional financial plan. Ten-year financial plan has been developed and serves as the basic framework for developing the annual budget. All elements of the plan are evaluated to confirm values and make appropriate adjustments. 	<p>1.3.4 Ten-year financial plan will be developed and implemented</p>	<p>2005-06</p>
<p>1.3.5. Expand private scholarship opportunities</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> financial assistance process will be modified to ensure all applicants utilize national scholarship database searches 	<p>1.3.5 Increase number of students receiving private scholarships</p>	<p>Annually</p>
<p>1.4 Improve access to education and training opportunities in Lincoln and McDowell Counties.</p>		
<p>1.4.1 Have a physical presence in the new comprehensive consolidated high school in Lincoln County</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> the Finance Office will take a lead role in managing the financial interactions with the School Building Authority and the Lincoln County School Superintendent <p><u>Student Services</u></p> <ul style="list-style-type: none"> the student services unit will provide the services necessary for the community to meet its educational needs. Note: (The more people are out of the office, the more we need other people.) <p><u>Technology Services</u></p> <ul style="list-style-type: none"> select, purchase, install, and support the technology required for the Lincoln Comprehensive High School. Including a video classroom, network equipment, and PCs. <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> coordinator hired for Williamson Campus to assist in covering continuing education and workforce/customized training needs for Lincoln County 	<p>1.4.1 Community college wing completed as part of new facility</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> coordinator hired 	<p>Fall 2006</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>1.4.2 Offer courses at new site</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> do needs assessment upon which to base course offerings in Fall 06 schedule courses hire faculty <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> review employer survey to identify training needs in Lincoln County develop and schedule classes 	<p>1.4.2 Forty courses offered at new site (includes dual credit courses)</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> training identified for Lincoln County 15 courses offered in Lincoln County 	<p>Fall 2010</p>
<p>1.4.3 Increase course offerings in McDowell County utilizing the career-technical center and high schools</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> do needs assessment upon which to base course offerings schedule courses hire faculty establish an office at the consolidated high school when established <p><u>Technology Services</u></p> <ul style="list-style-type: none"> implement the Rural Utilities Service grant to provide 10 additional video classroom sites in the high schools in our service area <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> review Wyoming County Task Force findings to identify training needs in McDowell and Wyoming counties increase number of "Going into Business in WV" and entrepreneurial classes; complete SBDC video presentation to be used as a training aid pilot summer program coordinator hired for Wyoming/McDowell Campus to coordinate continuing education and workforce/customized training for Wyoming and McDowell counties develop and schedule classes 	<p>1.4.3 Ten courses offered in McDowell County (includes dual credit courses)</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> listing of training needs developed-businesses contacted offer at least 30 classes a year; video completed summer program piloted coordinator hired 15 non-academic credit courses offered in McDowell and Wyoming counties 	<p>Fall 2010</p>

2. Produce high quality graduates with the general education and technical skills to be successful in the workplace or subsequent education

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.1 Develop and implement comprehensive retention plan (review/revise annually).</p>	<p>2.1 Retention rate at or above state-level goal of 60% by 2010.</p>	<p>Fall 2005 with annual review</p>
<p>2.1.1 Conduct regular training for academic advisors</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • develop advising training and deliver yearly during fall All-College day • utilize Banner to advise students • create reports for use in academic advising <p><u>Student Services</u></p> <ul style="list-style-type: none"> • student services will continue to conduct advising training sessions <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide training on software that we provide and support. This includes BANNER Student, BANNER Self Service for Students, and WebMail, as well as any other products for which training is determined to be needed. 	<p>2.1.1 Training program developed and implemented</p>	<p>Annually</p>
<p>2.1.2 Create and staff academic advising centers at Wyoming and Boone Campuses</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • train and oversee personnel to ensure consistent services 	<p>2.1.2 Centers created and staffed</p>	<p>Fall 2006</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.1.3 Review and revise where needed, all policies, procedures and services impacting student retention</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • determine best measure for student retention • investigate orientation course for all first-time, full-time students • determine varied retention rates for students—fall to spring, fall to fall, 2 year, 3 year, etc. <p><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services will gather data to assist in an accurate review and possible revision of policies, procedures and services 	<p>2.1.3 Policies, procedures and services reviewed and revised</p>	<p>Spring 2006</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.1.4 Effect ongoing plan for acquisition and use of state-of-the-art technology to enable and enhance teaching and learning, student support, and operational efficiency</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • equip all new facilities with current technology for use in course delivery • secure grant to retrofit existing classrooms with current technology for instructional delivery • involve faculty through training provided by the TLC <p><u>Student Services</u></p> <ul style="list-style-type: none"> • develop a student services technology need plan <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • plan and implement the Institution's Technology Plan in conjunction with the Media-Technology Committee • seek funds to implement the Institution's Technology Plan • purchase and implement the Clean Slate software to improve the functionality of the computers in labs and offices. This product will allow the user to make any modifications to the software on the computer, but will restore everything back to how it was automatically when they shutdown the computer. This will save hundreds of hours of labor every semester. • assist the Finance Unit with the purchase and installation of a video security system • implement document imaging for Student Services, Human Resources, and Finance 	<p>2.1.4 As budget permits, acquire technology to improve teaching/learning, student services, and other internal operations</p>	<p>Annually</p>
<p>2.2 Upgrade educational facilities to support student success.</p>		

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.2.1 Create Teaching/Learning Center(s)</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • secure funding to continue employment of Instructional Technologist • equip centers to provide quality training for the enhancement of teaching and learning through the use of technology <p><u>Finance</u></p> <ul style="list-style-type: none"> • coordinate the renovation of space and equipping it to meet the needs of the faculty 	<p>2.2.1 Williamson / Logan Centers fully staffed and operational</p>	<p>Fall 2005</p>
<p>2.2.2 Build state-of-the-art Technology/Allied Health building</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • provide input into the design of learning spaces and student areas • suggest appropriate multimedia installation for the delivery of instruction • develop a plan to cover replacement costs for equipment and peripherals <p><u>Finance</u></p> <ul style="list-style-type: none"> • manage all aspects the project: land acquisition, all elements of the design and construction planning, professional services, contractor(s) selection, project management, and project commissioning. Concurrently, manage all financial aspects of the new building. <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • design the network infrastructure needed for the offices and labs including wireless, as well as, wired computer access • relocate and/or purchase new equipment necessary to setup the PCs in the new computer labs • research, plan, and oversee the installation of a new phone system college-wide, as well as, for the new building • assist the Finance Unit with providing secure access to the new computer labs 	<p>2.2.2 Building occupied and operational</p>	<p>Fall 2007</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.2.3 Implement Phases I and II of ten-year master facilities plan</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> provide input into the design of learning spaces and student areas <p><u>Finance</u></p> <ul style="list-style-type: none"> secure funding for phases of the master facilities plan which are not currently available. Manage planning, design, and construction of the projects required to complete the plan. Determine priorities as resources are identified 	<p>2.2.3 Facilities added and/or renovated as scheduled in master facilities plan</p>	<p>2005-2010</p>
<p>2.3 Review academic programs to ensure graduates are equipped with the general education and technical skills for success in the workplace or continued education.</p>	<p>2.3 Programs reviewed based upon program review cycle.</p>	<p>2005-2010</p>
<p>2.3.1 Provide for greater involvement of advisory committees in program review process</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> revise program review process to include survey of advisory committee members include suggestions from advisory committee members in assessment process <p><u>Student Services</u></p> <ul style="list-style-type: none"> actively participate in advisory committees <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> non-academic credit become more involved in advisory committees in program review process to help identify potential continuing education needs of the industry follow-up with employers on identified non-academic training needs reestablish Advisory Committee for the Economic, Workforce, and Community Development Unit develop industry specific advisory teams-cosmetology, heavy equipment maintenance, plumbing develop and conduct training 	<p>2.3.1 Active program advisory committees in place for all career-technical programs</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> attend committee meetings contact employers with identified need advisory committee formed and meeting scheduled advisory committees formed and meetings scheduled training delivered to employer 	<p>Annually</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.3.2 Ensure industry standards are addressed in curriculum review</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> include section in program review that lists how program is meeting current industry standards utilize employer survey component of program review <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> utilize WorkKeys occupational profiles in developing and reviewing curriculum for non-academic credit 	<p>2.3.2 Curricular revisions reflect current industry/workplace standards</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> programs developed and reviewed in line with WorkKeys occupational profiles 	<p>Annually</p>
<p>2.3.3 Review general education competencies for each program; revise where appropriate</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> include statement of general education in college catalog and schedule continue to measure general education through use of CAAP and WorkKeys construct test groups to accurately reflect majors implement recommendation of assessment committee and the CTCS regarding general education components of all degree programs complete NCA review of assessment program 	<p>2.3.3 All academic programs contain necessary general education competencies</p>	<p>Annually - based upon review cycle</p>
<p>2.3.4 Track state and national certification and licensure exam passage rates of graduates</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> utilize and publicize data from ALL programs that require or administer licensure exams <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> track mining certification passage rates document certification passage rates on all new programs 	<p>2.3.4 Data collected and analyzed on an on-going basis/maintain 90% or better passage rate on all licensure exams</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> passage rates documented passage rates documented 	<p>2006</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.3.5 Make curricular changes to assist in improving student performance on WorkKeys exams</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • identify areas for improvement in programs that have scores consistently below the negotiated levels for WorkKeys • make curricular changes based on that data <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide institutional research to provide feedback for the improvement of course instruction 	<p>2.3.5 WorkKeys scores at or above negotiated level as indicated in Perkins funding vocational plan</p>	<p>2007</p>
<p>2.4 Increase certificate and AAS degree programs to meet the identified needs of the district.</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • increase offerings in Allied Health and Technologies: CT, Imaging, Ultra Sound, Network Security, etc. • survey employers often to assess need for new programs and utilize the provision for creation of new programs from CTCS 	<p>2.4 Minimum of 11 career-technical certificate and 19 associate degrees available.</p>	<p>Spring 2010</p>
<p>2.5 Expand student academic support services.</p>		
<p>2.5.1 Provide expanded access to career-guidance and counseling services at all campuses</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • ensure that there is an adequate number of PCs available to students 	<p>2.5.1 Counselors/Student Service Specialists/Advising Center personnel provide services at each campus</p>	<p>2007</p>
<p>2.5.2 Designate central responsibility for job placement services with assistance available at all campuses</p>	<p>2.5.2 Counselors/Student Service Specialists/Advising Center personnel provide job placement assistance at each campus</p>	<p>2007</p>
<p>2.5.3 Expand number of hours of on-line tutorial services [SMARTHINKING]</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • budget additional dollars for the service • provide training through the TLC for use of the service annually 	<p>2.5.3 Minimum of 1,000 hours of on-line tutoring services available annually through SMARTHINKING</p>	<p>2006</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>2.6 Review course content and delivery, as well as support services at all campus locations, to address developmental course completion rate.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide institutional research to provide feedback for the improvement of course instruction 	<p>2.6 75% completion rate in developmental education courses.</p>	<p>2010</p>
<p>2.7 Examine support strategies to improve rate of successful completion of next-level college courses by developmental students.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide institutional research to provide feedback for the improvement of course instruction 		
<p>2.7.1 English</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • dialogue with college-level faculty to assess strengths and weaknesses of students who have completed the developmental sequence prior to enrolling in EN101 • revise program based on conversations above 	<p>2.7.1 80% successful completion rate</p>	<p>2010</p>
<p>2.7.2 Math</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • dialogue with college-level faculty to assess strengths and weaknesses of students who have completed the developmental sequence prior to enrolling in college-level math • revise program based on conversations above • review course sequencing of transitional math students and recommend curricular changes 	<p>2.7.2 75% successful completion rate</p>	<p>2010</p>

3. Provide high quality workforce development programs that meet the demands of West Virginia's employers and enhance the economic development efforts of the State

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>3.1 Identify high demand occupations and skill sets needed by current employers.</p>		
<p>3.1.1 Survey district employers</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • process and report on the results of the employer survey <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • survey developed utilizing Wyoming Task Force employer survey as sample; survey conducted • continue active involvement on the Business Services Team of both Region 1 and Region 2 WIBs to identify business/industry needs in regions 	<p>3.1.1 Survey conducted and results analyzed</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • survey developed, completed, and results compiled • official partner 	<p>2005</p>
<p>3.1.2 Employ workforce development staff to conduct outreach activities for business/industry clients</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • continue to support SBDC activities; increase SBDC outreach in region • continue RCAC services for businesses in region • staff conducts outreach activities; demand occupations and skill sets identified; training developed and delivered 	<p>3.1.2 Workforce Development Unit re-organized and two (2) staff employed</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • increase in the number of SBDC activities; money budgeted to support SBDC activities • Services continued • outreach activities conducted; demand occupations and skill sets identified; training developed and delivered to the employers 	<p>2005</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>3.2 Work with employers to develop workforce training and retraining programs [credit/non-credit] to meet demand.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • continue working with mining industry to establish mine training “center” • continue working with auxiliary mining businesses to meet their training needs • utilize business survey and information from Region 1 and 2 Business Services Teams to develop training and retraining programs for business/industry 	<p>3.2 Target more than 2,200 participants in credit and non-credit activities by 2010 (as reflected in workforce development report matrix).</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • mine and related technology center opened and training and retraining programs developed and implemented • mine and related technology center opened and auxiliary training programs implemented • training and retraining programs developed and implemented 	<p>2010</p>
<p>3.3 Expand number of HEAPS (25%) Funds opportunities.</p>		
<p>3.3.1 Increase number of approved programs.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • submit additional programs for approval through HEAPS 	<p>3.3.1 Five HEAPS (25%) Funds programs approved by 2010</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • three programs submitted for approval 	<p>2010</p>
<p>3.3.2 Increase number of HEAPS (25%) Funds participants</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • market through unit materials, press releases, and Channel 17 	<p>3.3.2 Fifty HEAPS (25%) Funds participants by 2010</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • HEAPS (25%) marketed 	<p>2010</p>
<p>3.4 Expand areas of workforce development offered.</p>		
<p>3.4.1 Increase credit based career-technical certificate programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • increase partnership offerings in IT, CIS and technology • reinstitute credit for mining courses that result in certificates 	<p>3.4.1 Minimum of 11 career-technical certificates offered</p>	<p>2010</p>
<p>3.4.2 Increase credit based career-technical associate degree programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • continue to offer AAS in Technical Studies • investigate AAS in maintenance of heavy equipment and diesel mechanics based on industry 	<p>3.4.2 Minimum of 19 career-technical associate degree programs offered</p>	<p>2010</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>needs</p> <p>3.4.3 Increase credit and non-credit skill set certificate options in business, allied health and other technical areas</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • continue to offer certification courses in CIS and IT areas • institute certificates in CT and imaging, EKG, medical billing and coding and sterile supply <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • develop and implement additional programs: Cosmetology, Heavy Equipment Operation, Heavy Equipment Mechanic, Plumbing, Entrepreneurial-NxLevel, Business Incubators, apprenticeships • establish Craft/Artisan Training Center/Incubator; develop local artisan database; craft summer camp 	<p>3.4.3 Minimum of 10 specific skill set certificates offered</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • develop and implement five programs • center established; database developed; camp held 	<p>2010</p>
<p>3.4.4 Initiate “<i>Fast Jobs</i>” certification programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • capitalize on WV <i>Fast Jobs</i> initiative • package courses in <i>Fast Jobs</i> mode <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • 40 hour Surface Mine Certification, 80 hour Underground Mine Certification, Bank Teller, Personal Care Aide, Security Guard, Waiter/Waitress, Family Literacy Specialist, Medical Billing/Coding, Medical Transcription, Customer Service Specialist, Hospitality • continue to offer RCAC workshops in region 	<p>3.4.4 Minimum of 10 <i>Fast Jobs</i> certifications offered</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • RCAC workshops offered 	<p>2010</p>

4. Collaborate with other providers in delivering education and training programs to the community and technical college district

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>4.1 Work with in-state four-year colleges and universities to meet identified educational needs of district residents.</p>		
<p>4.1.1 Develop new 2+2 agreements</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • develop 2+2 with additional institutions—Fairmont State, Mountain State, etc • identify and pursue agreements with Kentucky institutions to which Southern students transfer 	<p>4.1.1 Six new 2+2 agreements</p>	<p>2010</p>
<p>4.1.2 Local delivery of bachelors and masters programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • poll graduates and industry to assess needs for additional post secondary programs • partner with local institutions or distance education providers to meet the needs identified <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide and support computer, video, television, and satellite facilities to deliver courses 	<p>4.1.2 Bachelors and masters programs available on campus or through distance delivery</p>	<p>Annually</p>
<p>4.2 Work with career-technical centers for joint delivery of technical courses and programs.</p>		
<p>4.2.1 Develop additional Technical Studies certificate and AAS degree options available to Career-Technical Center graduates</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • continue to communicate regularly with vocational directors in the Southern service area • develop programs as needed • publicize this option to vocational students 	<p>4.2.1 Increased number of Technical Studies students/graduates</p>	<p>Annually</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>4.2.2 Explore additional course/program delivery opportunities with Career-Technical centers</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> investigate use of vocational facilities for evening and weekend offerings <p><u>Technology Services</u></p> <ul style="list-style-type: none"> install a video classroom at the new Lincoln Comprehensive High School 	<p>4.2.2 Increased number of courses/programs offered jointly</p>	<p>Annually</p>
<p>4.3 Continue partnerships to offer access to Adult Basic Education and GED programs.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> provide support of the technology utilized on the Meet-U bus. This includes Satellite Internet access, Microsoft Windows 2000 network server, network equipment, PCs, and printer. 	<p>4.3 Increased partnerships for delivery of ABE/GED in the district.</p>	<p>Annually</p>
<p>4.4 Continue partnership with the West Virginia Rehabilitation Center for delivering associate degree nursing.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> provide support of the technology utilized at the Rehabilitation Center including video and computers 	<p>4.4 Minimum of 24 students enrolled in nursing program at WV Rehabilitation Center.</p>	<p>Annually</p>
<p>4.5 Explore opportunities for delivery of other allied health programs at the West Virginia Rehabilitation Center.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> provide support of the technology utilized at the Rehabilitation Center including video and computers 	<p>4.5 Decision on delivery of additional allied health options at Rehabilitation Center.</p>	<p>Fall 2006</p>
<p>4.6 Work with out-of-state higher education institutions to meet identified needs.</p>		

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>4.6.1 Continue offering KY on-line courses</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> participate in informational meetings held regionally with KY online to keep abreast of new offerings utilize offerings to increase availability of programming to Southern students <p><u>Student Services</u></p> <ul style="list-style-type: none"> Student Services will continue to act as the liaison with Kentucky institutions and provide advising, virtual orientation and registration 	<p>4.6.1 Minimum of 30 KY on-line courses offered each semester.</p>	<p>Annually</p>
<p>4.6.2 Continue Community and Technical College Alliance agreement with Franklin University for on-line baccalaureate degree completion programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> continue to allow graduates from program to graduate during our ceremonies update MOA as needed 	<p>4.6.2 Agreement renewed and increased enrollment in Franklin's on-line baccalaureate completion programs</p>	<p>Annually</p>
<p>4.6.3 Continue agreement with Midway College to provide local non-traditional delivery of identified baccalaureate degree completion programs</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> update MOA as needed 	<p>4.6.3 Increased enrollment in Midway baccalaureate degree completion programs</p>	<p>Annually</p>
<p>4.7 Investigate opportunities for collaborative training through partnerships with private education providers.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> Education to Go, Orbit-Fiber Optics, Project Sail, Career Steps 	<p>4.7 Increased number of programs offered through private education providers.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> one additional agreement 	<p>Annually</p>
<p>4.8 Explore options for providing additional education and training programs in cooperation with public agencies.</p>	<p>4.8 Increased partnerships with public agencies.</p>	<p>Annually</p>
<p>4.8.1 Continue "Children in the Middle" parenting program with Circuit Court</p>	<p><u>Workforce Development</u></p> <ul style="list-style-type: none"> maintain partnership 	

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>4.8.2 Adult Recruitment Team work with Department of Health and Human Resources to establish client services</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services personnel participate on the Adult Recruitment Team <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • DHHR • other potential public agencies: Public Education Certification for teachers, ACT prep, leadership development, vocational rehabilitation, senior citizen centers-PRIDE, Inc., community centers/churches, libraries, jails, FEMA, veterans 	<p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • formalize partnership • five additional partnerships 	
<p>4.9 Create Mine Training and Placement Academy in partnership with West Virginia Coal Association and other private partners.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • write grant to help with funding 	<p>4.9 Mine Training and Placement Academy in place and fully operational.</p> <p><u>Workforce Development</u></p> <ul style="list-style-type: none"> • submit grant 	<p>Fall 2006</p>
<p>4.10 Be an active partner in the delivery of higher education programs through the Beckley Higher Education Center (BHEC).</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services unit, along with student services from the other participating institutions, will plan the delivery of services at this facility. The plan is to make the delivery of services (advising, counseling, registration, financial assistance, etc.) as seamless as possible for the student. <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • provide support for video classes, electronic library resources, and the BANNER Student Database 	<p>4.10 Physical presence with program offerings available at BHEC.</p>	<p>Fall 2006</p>

5. Collaborate with the public school system to increase the college-going rate in West Virginia

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>5.1 Develop new Tech Prep 4+2 programs in cooperation with county school systems as part of Tech Prep Consortium "EDGE" implementation.</p>	<p>5.1 A minimum of 6 Tech Prep 4+2 models adopted.</p>	<p>Fall 2010</p>
<p>5.2 Revise existing articulation agreements to conform to EDGE guidelines.</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • participate in committee studying common course numbering system statewide • increase EDGE offerings • publicize EDGE program 	<p>5.2 All course-by-course and program articulation agreements with counties revised to EDGE guidelines.</p>	<p>Fall 2006</p>
<p>5.3 Pursue grant for funding of interactive audio/video classroom system connecting Southern with identified high school partners within the district.</p> <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • implement the Rural Utilities Service grant to provide 10 additional video classroom sites in the high schools in our service area 	<p>5.3 Interactive audio/video classroom system in place with sites at identified high schools within the district.</p>	<p>2006</p>
<p>5.4 Provide access to dual credit and college-credit only courses for eligible high school students in each high school in the district.</p>	<p>5.4 Dual credit and college-credit offerings available in all high schools in the district.</p>	<p>2006-07</p>
<p>5.4.1 Increase total early admissions enrollment for each campus</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • publicize offerings in school publications and local news outlets • communicate offering during high school visits <p><u>Student Services</u></p> <ul style="list-style-type: none"> • assist in marketing and in the registration and advising of students 	<p>5.4.1 Total early admissions enrollment of 525 students</p>	<p>2010</p>

Institutional/Unit Strategy	Institutional/Unit Outcome	Target Date
<p>5.4.2 Increase dual credit offerings offered by each campus</p> <p><u>Academic Affairs</u></p> <ul style="list-style-type: none"> • work with schools in the region to identify qualified adjuncts • host adjunct faculty fairs • distribute established guidelines for dual credit to prevent misinformation • publicize offerings <p><u>Student Services</u></p> <ul style="list-style-type: none"> • assist in marketing and in the registration and advising of students <p><u>Technology Services</u></p> <ul style="list-style-type: none"> • implement the Rural Utilities Service grant to provide 10 additional video classroom sites in the high schools in our service area 	<p>5.4.2 Dual credit enrollment of 275 students</p>	<p>2010</p>

TARGET: 2010

STRATEGIES FOR COMPACT UPDATES
FISCAL YEAR 2006-2007

AND

CONSORTIUM IMPLEMENTATION
FISCAL YEAR 2005-2006



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INSTITUTION: Southern West Virginia Community and Technical College

I. Provide access to affordable comprehensive community and technical college education in all regions of West Virginia

Strategies (2006-2007)	Target Date
Completed in 2005-2006	
Informed district population of education and training opportunities available through targeted marketing such as TV commercials, cinema videoclips, newspaper inserts and ads, news articles, brochures, and track cards.	2005-2006
TV promotional segments and radio advertisements were created by the Technology Services Unit in cooperation and collaboration with the Communications Unit.	2005-2006
Used College's cable access channel to televise marketing and promotional video segments.	2005-2006
Increased the number of appearances on local talk radio programs by College personnel.	2005-2006
Website upgraded to provide better access to information.	2005-2006
Mass mailings to all high school seniors and their parents in the district were completed.	2005-2006
Individual mailings to students regarding EDGE credit options and financial assistance available were completed.	2005-2006
Recruitment plan was reviewed and revised.	2005-2006
Additional recruitment strategies, including creation of an Adult Recruitment Team, were developed and implemented.	2005-2006
Twenty five recruitment visits to speak with school service personnel, DHHR clients, and other adult populations were conducted by the Adult Recruitment Team.	2005-2006
A Blue-Ribbon Task Force on Recruitment, Retention, and Graduation was appointed to review current practices, policies, and procedures with a report and recommendations due January 2007.	2005-2006
Increased and enhanced distance delivery and other non-traditional delivery options.	2005-2006
Fifteen recruitment visits to high school, middle school, and career-technical centers were made by the President's Visiting Team in service district.	2005-2006
Provided access, both on and off campus as well as through distance delivery (web, ICR, correspondence) to credit and non-credit programs, courses and services.	2005-2006

Participated in development of Project Sail on-line course delivery of wastewater treatment and funeral service director.	2005-2006
Increased number of Fastrack academic courses available to provide full Associate in Arts degree in this format – 55 course sections offered and two graduates in spring 2005.	2005-2006
All Early Childhood Development content courses were made available in on-line format.	2005-2006
Fully implemented the non-traditional Board of Governors Associate in Applied Science Degree option with 45 students eligible for degrees.	2005-2006
Utilized Mobile Education Evaluation and Training Unit (MEET-U) to provide access to ABE, GED services for adults in Mingo County.	2005-2006
Expanded and formalized in the college catalog, the career-technical center programs for articulated credit under the Technical Studies Applied Technology associate and certificate programs.	2005-2006
Acquired Rural Utility Services Grant for the installation of ICRs in area high schools; classrooms installed and operational at Logan and Man High Schools; first college courses were offered via this system at these two schools in Spring 2006.	2005-2006
Offered five non-credit training programs (Customer Service Specialist, Bank Teller, Certified Bookkeeper, Surface Mine Apprentice, Underground Mine Apprentice) through FASTRACK JOBS initiative.	2005-2006
Maintained affordable education costs for students by not increasing basic tuition and fees charged to all students for 2005-2006.	2005-2006
Produced a five and ten-year financial plan for the efficient operation of college programs and services.	2005-2006
Cards were mailed to 1,701 currently enrolled students reminding them to reapply for financial aid.	2005-2006
Twenty-seven workshops with over 450 attendees were offered for various groups including high school seniors, parents, and high school counselors.	2005-2006
Improved access to education and training opportunities in Lincoln and McDowell Counties.	2005-2006
Worked with Lincoln County and School Building Authority officials to complete community college wing on new consolidated high school in Lincoln County.	2005-2006
Increased efforts to provide access to dual credit and college credit courses in Lincoln County during the 2005-2006 academic year.	2005-2006
Approved funding for part time personnel to provide community college services at the Lincoln site effective July 2006.	2005-2006

Provided Criminal Justice courses at McDowell County Career-Technical Center to help prepare area residents for jobs in new federal and state correctional facilities to be located in the county.	2005-2006
EMT-I and EMT-P courses were taught in Lincoln and McDowell Counties.	2005-2006
Continuing Strategies	
Increase participation in Project Sail.	On-going
Continue to utilize MEET-U for delivery of ABE, GED, and non-credit training opportunities.	On-going
Continue implementation of Rural Utilities Services grant to install interactive video classrooms in identified schools within the district.	On-going
Continue to offer and coordinate the statewide IT on-line program.	On-going
Conduct annual review of recruitment and retention plans.	On-going
Continue marketing activities described above.	On-going
Continue to increase number of FASTRACK JOBS available in the district by adding Small Engine Repair and Hospitality Certifications.	
Continue high schools visits with President's Team.	On-going
New Strategies for 2006-2007	
Offer the TRACK 12 program (12 credit hours in one day) at the Wyoming Campus.	2006-2007
Institute summer training workshops for faculty in the use technology in delivering instruction.	2006-2007
Expand student access to financial aid information and resources through use of Southern's WEB for Students.	2006-2007
Improve data provided through Institutional Research for decision making.	2006-2007
Design a more user-friendly website incorporating the new logo design.	2006-2007
Continue development of new programs such as: respiratory care, cosmetology, mortuary science, forestry, waste water treatment, etc.	2006-2007
Work with Lincoln County personnel to plan college credit offerings to be offered fall 2006 and spring 2007 at new consolidated high school.	2006-2007

II. Produce high quality graduates with the general education and technical skills to be successful in the workplace or subsequent education

Strategies (2006-2007)	Target Date
Completed in 2005-2006	
Developed and implemented comprehensive retention plan.	2005-2006
Increased emphasis on retention by creating a Blue Ribbon Task Force made up of faculty, staff, and administrators to develop a comprehensive plan and make recommendations on ways to improve retention and graduation rates.	2005-2006
Conducted training sessions for academic advisors during each of the All College Day programs in August 2005 and January 2006 to improve use of BANNER.	2005-2006
Developed and distributed Advising Manuals to all academic advisors.	2005-2006
Began use of BANNER reports for academic advising.	2005-2006
Joint meetings conducted with Academic Affairs and Student Services personnel to ensure information regarding academic program changes was disseminated.	2005-2006
Advising centers have been created and staffed on the Logan and Williamson Campuses to provide more effective advising and introductory information for first-time students.	2005-2006
Funding approved for creating and staffing advising centers effective July 2006 at the Boone/Lincoln and Wyoming/McDowell Campuses.	2005-2006
Two representatives from Southern attended a Title III pre-application workshop and the College was granted Title III Eligible Institution designation.	2005-2006
Upgraded educational facilities to support student success.	2005-2006
Created Teaching-Learning Center on Williamson Campus and employed Center Coordinator and Instructional Technologist to staff the Center.	2005-2006
Involved faculty in training provided through Teaching-Learning Center.	2005-2006
Plans for Technology and Allied Health Center were finalized and bid awarded to begin construction.	2005-2006
Projects in phase I of ten-year master facilities plan were completed or rescheduled to other phases.	2005-2006
Reviewed academic programs to ensure graduates are equipped with the general education and technical skills for success in the workplace or subsequent education.	2005-2006
Advisory committee meetings were conducted in fall and spring for Allied Health, Business and Public Administration and Technology/Engineering programs.	2005-2006
University Parallel transfer program review conducted.	2005-2006
Accreditation visit completed for Associate Degree Nursing program by State Board of Nursing.	2005-2006
Materials submitted and visit scheduled for initial accreditation of Dental Hygiene program.	2005-2006

Industry standards applied in articulating academic credit for surface and underground mining apprentice training certifications.	2005-2006
Industry standards utilized in development of curriculum for well-tending, truck driver and fiber optics/communications options.	2005-2006
General education competencies have been reviewed in all program areas and matrices updated indicating placement of general education competencies within each program curriculum.	2005-2006
Passage rates for all programs where licensure and/or certification is required or available are tracked and reported.	2005-2006
Increased number of certificate and AAS degree programs to meet identified needs of the district.	2005-2006
Added new options under the Technical Studies Associate in Applied Science and Certificate programs in Fiber Optics/Communications, Energy Maintenance (Gas Well Tending), and Transportation (Truck Driving).	2005-2006
Added new options under the Electrical Engineering Technology Associate in Applied Science and Certificate programs in Electrician Technician and Mining Electrician.	2005-2006
Expanded student academic support services.	2005-2006
Utilized data from first administration of Community College Survey of Student Engagement (CCSSE) to develop strategies to address areas of concern identified by current students.	2005-2006
Expanded number of hours of on-line tutoring available through SMARTHINKING - from July 1, 2005 through March 29, 2006 Southern students have utilized 531 hours of tutorial time - this represents the third highest total among WV CTC's.	2005-2006
Additional tutoring services made available through the Student Government Association and the Student Support Services (TRIO) program.	2005-2006
Reorganized career guidance and counseling services within the Student Services Unit by assigning these duties to Student Services Specialists at each campus location.	2005-2006
Continuing Strategies	
Continue development and implementation of plans and strategies for improving student retention based on CCSSE data.	On-going
Continue to upgrade facilities to support student success.	On-going
Continue review of academic programs to ensure each program provides students with the general education and technical skills required in the field.	On-going
New Strategies for 2006-2007	
Implement Campus ToolKit Project.	2006-2007
Participate in development of statewide student success course.	2006-2007
Participate in the implementation of the College Transition Initiative with career-technical, secondary students.	2006-2007
Partner with APPALREAD program to offer opportunities for students to participate in community service activities.	2006-2007

Provide students with a datebook/planner that will provide information on academic and student support services available with contact names, phone numbers, office locations and email addresses.	2006-2007
Have personnel create student advising centers at Boone and Wyoming/McDowell Campuses.	2006-2007
Implementation Team to develop programs and facility improvements for Williamson Campus as a result of Task Force recommendations.	2006-2007

III. Provide high quality workforce development programs that meet the demands of West Virginia's employers and enhance the economic development efforts of the State

Strategies (2006-2007)	Target Date
Completed in 2005-2006	
Employed workforce development staff to conduct outreach activities for business/industry clients in Wyoming/McDowell Counties.	2005-2006
Surveyed employers in Wyoming, McDowell, and Raleigh Counties to identify training needs.	2005-2006
Initiated survey of Mingo County businesses.	2005-2006
Implemented BANNER registration for non-credit offerings to improve record keeping and to provide data for evaluation and planning.	2005-2006
Received Workforce Investment Act (WIA) funding through Region 2 to operate Workforce West Virginia Satellite Sites (Learning Centers).	2005-2006
Actively participated in Workforce Investment Board (WIB) Region 1 and 2 Business Services Teams.	2005-2006
Continuing Strategies	
Survey Boone, Lincoln, and Logan County businesses/employers.	On-going
Utilize survey results to develop and implement training programs.	On-going
Implement Small Engine Repair program in cooperation with Wyoming County Career-Technical Center and Wyoming County Economic Development Authority.	On-going
Continue to apply for WIA funding for operation of Region 2 Satellite Sites/Learning Centers.	On-going
New Strategies for 2006-2007	
DACUM and SDIC training for Workforce Development Unit personnel.	2006-2007
Expand training programs through the mine academy to include other energy sectors.	2006-2007

IV. Collaborate with other providers in delivering education and training programs to the community and technical college district

Strategies (2006-2007)	Target Date
Completed in 2005-2006	
Worked with Marshall University to develop locally delivered 2+2 in Elementary Education to meet identified educational need.	2005-2006
Worked with career-technical centers for collaborative delivery of technical courses and training.	2005-2006
Continued partnerships for providing access to Adult Basic Education (ABE) and General Equivalency Diploma (GED) programs on Southern campuses.	2005-2006
Worked with out-of-state higher education institutions (Midway College, Lindsey Wilson College) to broker programs to meet identified unmet needs.	2005-2006
Created the Academy for Mine Training and Energy Technologies in cooperation with West Virginia Coal Association and West Virginia University Mine Extension.	2005-2006
Collaborated with Boone Career and Technical Center for delivery of truck driver training program.	2005-2006
Collaborated with Orbit Educational Group for delivery of fiber optics/communications training.	2005-2006
Delivered 493 workshops to DHHR participants through Region 2 Satellite Site / Learning Centers.	2005-2006
Provide 12 workshops for non-profit agencies.	2005-2006
Offered continuing education workshop for WV Board of Social Work Examiners.	2005-2006
Offered 12 BIZASIST workshop packages consisting of 4 parts each in cooperation with Unlimited Futures and Region 2 Workforce WV.	2005-2006
Collaborated with Logan County Public Schools and PRIDE in Logan County, Inc Head Start to write and submit an Even Start Family Literacy Center grant.	2005-2006
Worked with ABLE Families to create the Women's Entrepreneurship Program.	2005-2006
Developed new partnerships that include WVDOE, YMCA Hi-Y, Creative Concepts Unlimited with REAL Entrepreneurship Institute.	2005-2006
Southern's Youth Leadership Academy provided leadership development training to 25 Lincoln County high school students.	2005-2006
Southern's Rural Leaders engaged 35 AmeriCorps members in leadership development training.	2005-2006
Provided technical assistance for Boone County teachers on successfully implementing service-learning projects in local schools.	2005-2006
Established the Omar Family Literacy Center in cooperation with Logan County Schools, PRIDE Inc. and Adult Basic Education program.	2005-2006

Continuing Strategies	
Continue successful partnerships with career-technical centers for delivery of technical training programs.	On-going
Continue offering online courses through KCTCS agreement.	On-going
Continue to develop agreements with in-state and out-of-state four year colleges and universities to meet educational needs.	On-going
Fully implement Academy for Mine Training and Energy Technologies in southern region of the state.	On-going
Continue partnership with West Virginia Rehabilitation Center for delivery of associate degree nursing program and investigate other program opportunities with this agency.	On-going
Continue CTC Alliance Agreement with Franklin University for access to online four-year degree programs.	On-going
Continue to utilize Ed2Go for non-credit online training opportunities.	On-going
New Strategies for 2006-2007	
Explore possibilities for diesel engine repair training through Wyoming County Career and Technical Center.	2006-2007

V. Collaborate with the public school system to increase the college-going rate in West Virginia

Strategies (2006-2007)	Target Date
Completed in 2005-2006	
Provided dual credit courses in each of the counties school systems served by the College.	2005-2006
Began installation of grant-funded Interactive Classrooms in identified high schools in each of the counties served by the College.	2005-2006
Added 17 credit hours in Allied Health courses recognized under Earn a Degree Graduate Early (EDGE) initiative.	2005-2006
Continuing Strategies	
Continue review of courses for inclusion in EDGE initiative.	On-going
Continue process of identifying specific technical courses for which block credit had been previously granted under the EDGE initiative.	On-going
New Strategies for 2006-2007	
Participate in College Transition Project by offering college credit orientation course for 40 identified and eligible students at Lincoln County Consolidated High School and Boone Career and Technical Center.	2006-2007

VI. Community and technical college consortium implementation for fiscal year 2005-2006

Strategies 2006-2007	Date
Completed in 2005-2006	
Collaborated with Boone Career and Technical Center for delivery of truck driver training program.	2005-2006
Added 17 credit hours in Allied Health courses recognized under Earn a Degree Graduate Early (EDGE) initiative.	2005-2006
Added new options under the Technical Studies Associate in Applied Science and Certificate programs in Fiber Optics/Communications, Energy Maintenance (Gas Well Tending), and Transportation (Truck Driving).	2005-2006
Provided 40-hour and 80-hour mine training classes to 235 individuals.	2005-2006
Completed the planning phase for the small engine repair FasTrack program at the Wyoming County Career -Technical Center.	2005-2006
Provided access to Adult Basic Education (ABE) and General Equivalency Diploma (GED) programs as well as the BOG Adult Degree Completion Program.	2005-2006
Provided dual credit courses in each of the counties school systems served by the College.	2005-2006
Fifteen recruitment visits to high school, middle school, and career-technical centers were made by the President's Visiting Team in service district.	2005-2006
Recruitment visits to speak with school service personnel and other adult populations were conducted by the Adult Recruitment Team.	2005-2006
Conducted financial assistance workshops and visits by Student Services Specialists to high schools and career-technical centers.	On-going
Tech Prep College Day visits for 2005-2006 are complete. Seventeen high schools from five counties sent 1,687 students to participate in this activity on Southern campuses.	
EMT-I and EMT-P courses were taught in Lincoln and McDowell Counties at the vocation-technical centers.	2005-2006
Continuing Strategies	
Continue high school and career-technical center visits by Southern's president and her team.	On-going
Continue the successful Tech Prep College Day activity.	On-going
Conduct financial assistance workshops and continue visits by Student Services Specialists to high schools and career-technical centers.	On-going
Continue successful partnerships with career-technical centers for joint delivery of technical training programs and courses to high school students and adult learners in the service district.	On-going
Continue to provide learning opportunities to adults in the service district via the ABE, GED, and BOG Adult Degree Completion Program.	On-going

Fully implement Academy for Mine Training and Energy Technologies in southern region of the state.	On-going
Review EDGE offerings.	On-going
Continue process of identifying specific technical courses for which block credit had been previously granted under the EDGE initiative.	On-going
Continue Adult Recruitment Team activities.	On-going
New Strategies for 2006-2007	
Sponsor and host informal events for parents of career-technical students to apprise them of EDGE and other college credit opportunities available.	2006-2007
Actively involve high school and college counselors/advisors in training regarding EDGE and other Tech Prep initiatives.	2006-2007
Implement Small Engine Repair program in cooperation with Wyoming County Career-Technical Center and Wyoming County Economic Development Authority.	2006-2007
Work collaboratively to address identified worker shortages in industrial maintenance, diesel mechanic, small engine repair, ATV repair, automotive service technology, underground and surface mining, and other technical areas.	2006-2007
Add new courses accepted for EDGE credit in Office Accounting.	2006-2007
Participate in College Transition Project targeting a total of 40 identified and eligible students from the Lincoln County Consolidated High School and the Boone Career and Technical Center.	2006-2007

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
UPDATE OF CAMPUS MASTER PLAN (CMP)
Revised April, 2006**

	<u>Phase I & II Master Plan</u>	<u>Completed Projects</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
<u>Wyoming/McDowell Campus</u>							
Build a snack bar (not in 2004 CMP)	72,500	(72,500)	-				
Build classrooms & offices in library space (not in 2004 CMP)	206,600	(206,600)	-				
Provide signs & install an intercom.	204,000			204,000			
Completion of projects	182,000					182,000	
Landscape & provide adequate drainage along entry road	288,696			288,696			
Install more lighting for parking area & improve landscaping	214,696			214,696			
Install emergency call boxes.	80,511				80,511		
Completion of projects	26,837					26,837	
Various repairs	775,000						775,000
Campus Total	2,050,840	(279,100)	-	707,392	80,511	208,837	775,000
<u>Boone/Lincoln Campus</u>							
Enlarge bookstore, create student space, & a new science lab	1,110,230	-		1,110,230			
Renovate admin. area, install intercom, upgrade HVAC system	1,105,230	-			1,105,230		
Completion of projects	30,876	-				30,876	
Upgrade landscaping, provide new fencing and signage.	135,680	-		135,680			
Install more lighting for parking area & improve landscaping	135,680	-		135,680			
Install emergency call boxes.	50,880	-			50,880		
Completion of projects	16,960	-				16,960	
Various repairs	75,000	-					75,000
Boone Campus Total	2,660,536	-	-	1,381,590	1,156,110	47,836	75,000
Lincoln County Site (not in 2004 CMP)	1,650,000	(631,950)	1,018,050				
Boone/Lincoln Total	4,310,536	(631,950)	1,018,050	1,381,590	1,156,110	47,836	75,000
<u>Logan Campus, District Office & Annex</u>							
Build and equip Technology and Allied Health Building	4,174,805	-	453,000	3,721,805			
Build & renovate classroom space & television studio	1,632,078	-			1,632,078		
Theatre, bookstore, student union areas	1,632,078	-			1,632,078		
Install intercom system in classrooms.	612,029	-			612,029		
Completion of projects	204,010	-				204,010	
Purchase property and cost to re-route Dempsey Branch Rd.	600,000	(300,000)	300,000				
Repair parking lots and install a traffic light	600,000	-			600,000		
Install additional outdoor lighting & emergency call boxes	225,000	-			225,000		
Completion of projects	75,000	-				75,000	
Various repairs	200,000	-					200,000
Campus Total	9,955,000	(300,000)	753,000	3,721,805	4,701,185	279,010	200,000
<u>Williamson Campus (Phase III added for Armory)</u>							
Purchase & renovate Armory Building and provide signs	2,557,960	-			2,557,960		
Move seating system from the Boone to the Armory Building.	677,985	-			677,985		
Upgrade restrooms, classrooms, & furniture in faculty offices	1,807,960	(1,683,380)	124,580				
Completion of projects	225,995	-				225,995	
Upgrade signage, landscape, improve parking lots, and	1,057,450	-		1,057,450			
Install emergency call boxes	422,980	-		422,980			
Continuation of project	158,618	-			158,618		
Completion of projects	52,873	-				52,873	
Various repairs	150,000	-					150,000
Campus Total	7,111,821	(1,683,380)	124,580	1,480,430	3,394,563	278,868	150,000
College Totals	23,428,197	(2,894,430)	1,895,630	7,291,217	9,332,369	814,551	1,200,000
Lottery bond funds	9,600,000	(2,894,430)	(1,845,570)	(4,818,000)	(42,000)		
Funding requested from state appropriations and bonds, private sources, and federal government resources	13,828,197		50,060	2,473,217	9,290,369	814,551	1,200,000

Southern West Virginia Community and Technical College
Ten Year Financial Plan

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Revenue Sources										
General Revenue (State Funds)	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544	\$ 7,104,544
Required funds for zero step	392,644	223,325	241,210	246,981	253,811	261,286	268,951	276,810	284,869	293,133
Lottery	235,011	235,011	235,011	235,011	235,011	235,011	235,011	235,011	235,011	235,011
Tuition	2,938,843	3,261,191	3,660,714	4,060,669	4,514,728	4,930,294	5,377,319	5,851,343	6,273,029	6,693,655
Fees	118,000	153,900	197,000	227,700	257,400	278,850	300,300	321,750	343,200	364,650
Foundation endowment yield	10,458	24,178	52,980	87,430	120,898	147,656	175,876	208,849	251,465	298,868
Major gifts campaigns	900,000	900,000	900,000	900,000	900,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Miscellaneous revenue	505,000	505,000	505,000	505,000	505,000	505,000	505,000	505,000	505,000	505,000
Auxiliary enterprises	1,242,332	1,298,237	1,350,166	1,397,422	1,439,345	1,475,328	1,504,835	1,534,931	1,565,630	1,596,943
State grants and contracts	3,009,022	3,069,202	3,130,586	3,193,198	3,257,062	3,322,203	3,388,647	3,456,420	3,525,548	3,596,059
Private gifts, grants, and contracts	83,000	83,000	83,000	83,000	83,000	83,000	83,000	83,000	83,000	83,000
Federal programs	922,607	945,672	969,314	993,546	1,018,385	1,043,845	1,069,941	1,096,689	1,124,106	1,152,209
State scholarship program	620,000	620,000	620,000	620,000	620,000	620,000	620,000	620,000	620,000	620,000
Carryover from prior years	620,000	730,000	700,000	450,000	250,000	0	0	0	0	0
Total Revenue	18,701,460	19,153,260	19,749,525	20,104,501	20,559,182	21,007,017	21,633,423	22,294,348	22,915,403	23,543,072
Expenditure categories										
Personal services	8,902,000	9,174,000	9,455,000	9,642,000	9,885,000	10,162,000	10,546,000	10,962,000	11,287,000	11,621,000
Fringe benefits	2,403,600	2,477,000	2,552,900	2,603,400	2,669,000	2,743,800	2,847,400	2,959,700	3,047,500	3,137,700
Current expenses	4,889,270	4,962,609	5,037,048	5,112,604	5,189,293	5,267,133	5,346,140	5,426,332	5,534,858	5,645,555
Utilities	535,000	570,700	682,114	695,756	709,671	723,865	738,342	753,109	768,171	783,535
Auxiliary non-personnel costs	686,700	717,602	746,306	772,426	795,599	815,489	831,799	848,435	865,403	882,712
Repairs and alterations	179,335	182,922	186,581	190,312	194,118	198,001	201,961	206,000	211,150	216,429
Equipment	558,468	558,468	558,468	558,468	558,468	558,468	564,053	575,334	589,717	607,409
Other	496,652	496,652	506,585	516,717	532,218	532,218	537,540	548,291	559,257	576,035
Total expenditures	18,651,026	19,139,952	19,725,002	20,091,684	20,533,368	21,000,974	21,613,235	22,279,200	22,863,057	23,470,374
Total revenues over expenditures	\$ 50,435	\$ 13,307	\$ 24,523	\$ 12,817	\$ 25,815	\$ 6,043	\$ 20,188	\$ 15,147	\$ 52,347	\$ 72,698
	103.87%	102.62%	103.06%	101.86%	102.20%	102.28%	102.92%	103.08%	102.62%	102.66%
Total non-bond-funded capital needs	1,632,078	1,632,078	612,029	204,010	500,000	500,000	500,000	500,000	500,000	500,000
Summary of cash carryover										
Amount carried forward from prior year	2,678,320	2,108,755	1,392,062	716,585	279,402	55,217	61,259	81,448	96,595	148,942
Amount used to balance budget	(620,000)	(730,000)	(700,000)	(450,000)	(250,000)	-	-	-	-	-
Each year's surplus	50,435	13,307	24,523	12,817	25,815	6,043	20,188	15,147	52,347	72,698
Amount to carry forward to next year	2,108,755	1,392,062	716,585	279,402	55,217	61,259	81,448	96,595	148,942	221,640

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: Appointment of Committee on Tuition and Fees

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the nominees to the Committee on Tuition and Fees.

STAFF MEMBER: Linda Q. Akers

BACKGROUND:

The Committee will prepare a proposal for tuition and fee increases for FY 2007-2008 and bring a recommendation forward for approval by the Board of Governors.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF October 19, 2006**

ITEM: Board of Governors November Meeting

RECOMMENDED RESOLUTION: For Discussion

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

The Southern West Virginia Community and Technical College Board of Governors November 21st meeting is scheduled to convene at the new Lincoln County High School in Hamlin, West Virginia. Southern administration was recently notified that the school will be closed the entire week for the Thanksgiving break. Board members need to decide a meeting location for its November meeting or change the meeting date.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: Board and Administration Self-Evaluation Results

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Beth Walker

BACKGROUND:

Mrs. Beth Walker will distribute and discuss the annual self-evaluation survey comparisons with the Board of Governors and administration. As always, the evaluations are conducted on an aggregated and anonymous basis.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: Open Meetings Law

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Beth Walker

BACKGROUND:

Mrs. Beth Walker will review and discuss West Virginia Open Meetings Law with the group.



Administrative Law

About West Virginia Open Meetings Law

Citizen Access to Government

West Virginia's law requiring meetings of governing bodies be open to the public has grown stronger since it was first enacted in 1975. The Legislature has revised the Open Governmental Proceedings Act four times, with extensive revisions in 1999 to ensure that governing bodies do not exclude citizens from their deliberations and their actions. Although the Act has exceptions allowing executive sessions for governing bodies to discuss individual personnel, law enforcement, contract and some legal matters, the premise of the Act is that decisions affecting the public are made in the open, and not behind closed doors.

Which Governing Bodies are Covered?

State, county, and municipal administrative and legislative bodies are required to comply with the Open Governmental Proceedings Act. Other organizations, such as state policy committees and public corporations, may be required to comply if the organization meets the definition of "public agency" in the Act, or if the law specifies a body is subject to the Act. Private foundations and organizations are usually not covered by the Act, even though the organization may serve the public.

The Handbook (see below) includes interpretations of the term "public agency" based on the law and on court decisions.

The 1999 revisions to the Act created the "West Virginia Ethics Commission Committee on Open Governmental Meetings" as a three-member sub-committee of the Ethics Commission. A governing body or governing body member may request an advisory opinion regarding the application of the Act to their organization from this committee. For more information, contact the Ethics Commission.

Meeting Notices

All bodies covered by the [Open Governmental Proceedings Act](#) are required to give public notice of their meetings. Local governing bodies give notice through the media and by posting, but state governing bodies must give notice through the [State Register](#). See [About Meetings](#) for more information on the requirements for publication in the State Register.

Official Interpretation & The Open Meetings Act

The Attorney General is required to prepare a summary and interpretation of the Open Meetings Act and to compile the statutory and case law related to the Act.

The Secretary of State must distribute the handbook prepared by the Attorney General to county and municipal governing bodies, and they in turn are required to provide each member with a copy.

Requests for advisory opinions and interpretation of the Act should be directed to the [WV Ethics Commission Committee on Open Governmental Meetings](#), which is charged with interpreting the requirements of the Act in specific circumstances.

*Above information taken from <http://www.wvsos.com/adlaw/register/openmeetings.htm>

OPEN MEETINGS CHECKLIST

FOR STATE EXECUTIVE BRANCH AGENCIES *ONLY*

- U Are notices of all regular and special meetings published in the State Register by the WV Secretary of State at least 5 days in advance of each meeting? W. Va. Code § 6-9A-3
- U Are notices of any emergency meetings stating the date, time, place and purpose of the meeting, as well as the facts and circumstances of the emergency, filed with the WV Secretary of State prior to the meeting? W. Va. Code § 6-9A-3
- U Does each published notice contain the date, time, place and purpose of the meeting? W. Va. Code § 6-9A-3

FOR *ALL OTHER* GOVERNING BODIES OF PUBLIC AGENCIES

- U Is a notice containing the schedule for all regular meetings posted annually and maintained throughout the year in a public place, such as the agency's office, the County Courthouse, and/or the local Post Office? W. Va. Code § 6-9A-3
- U Are notices of special meetings containing the date, time, place and purpose of the meeting similarly posted in a public place at least two days in advance of each meeting? W. Va. Code § 6-9A-3
- U In calculating this two-day notice period, are the date of the meeting, legal holidays, Saturdays and Sundays excluded?

FOR *ALL* GOVERNING BODIES OF PUBLIC AGENCIES

- U Is a meeting agenda made available a reasonable time in advance of each regular scheduled meeting? W. Va. Code § 6-9A-3

NOTE: The WV Ethics Commission's Committee on Open Governmental Meetings has concluded that a governing body which meets no more frequently than twice a month may provide reasonable advance notice of the items to be acted upon at a regular meeting by issuing the meeting agenda at least three days in advance of each meeting. If a governing body regularly meets more frequently than twice a month, the agenda may be issued at least two days in advance of the meeting. In calculating these two or three-day periods, the day of the meeting, Saturdays, Sundays and legal holidays are not counted.

- U Does the meeting agenda reasonably describe all matters requiring official action by the governing body that will be dealt with at the meeting?
- U Has the governing body established rules for issuing notice of the date, time, place and agenda of all regular meetings, and the date, time, place and purpose of all special meetings? W. Va. Code § 6-9A-3
- U Before holding an executive session, does the governing body: (1) determine by a majority vote that an executive session is required to consider one of the actions permitted under the Open Meetings Act; and (2) is the authorization in the Act which permits such executive session identified to the governing body and the public by the presiding officer? W. Va. Code § 6-9A-4(a) & (b)

- U If action is taken by reference to matters contained in a written agenda or similar listing, are copies of such agenda or other listing available for public inspection by the public attending the meeting before any such vote is taken? W. Va. Code § 6-9A-8(a)
- U Are all votes conducted by voice, show of hands or by rising, without use of a secret or written ballot? W. Va. Code § 6-9A-8(b)
- U Are meeting minutes prepared and made available to the public and media within a reasonable time after each meeting? W. Va. Code § 6-9A-5
- U Do the minutes reflect the date, time and place of the meeting? W. Va. Code § 6-9A-5(1)
- U Do the minutes reflect the name of each member of the governing body who was present and absent? W. Va. Code § 6-9A-5(2)
- U Are all motions, proposals, resolutions, orders, ordinances and measures proposed, the name of the person proposing same, and their disposition, reflected in the minutes? W. Va. Code § 6-9A-5(3)
- U If a matter was acted upon that was not on the meeting agenda (or meeting notice in the case of a special meeting), or if the meeting was an emergency meeting, are the facts and circumstances of the emergency explained in the minutes?
- U Are the results of all votes reflected in the minutes? W. Va. Code § 6-9A-5(4)
- U If a member requested a roll call vote on a particular matter, pursuant to applicable rules of the governing body, is the vote of each member by name reflected in the minutes? W. Va. Code § 6-9A-5(4)
- U If a public comment period is provided at any time during the meeting, are members of the public allowed to address the governing body without being required to register more than 15 minutes before the start of the meeting? W. Va. Code § 6-9A-3
- U Are members of the public and media permitted to record or broadcast the open portion of a meeting, so long as their filming or recording does not unduly interfere with the conduct of the meeting? W. Va. Code § 6-9A-9(a) & (b)
- U Does a quorum of the members of the governing body refrain from meeting to discuss and deliberate toward a decision on matters requiring official action at a "work session" or other gathering, unless proper notice of that gathering has been issued, and it is open to the public and media?
- U If the governing body elects to convene with one or more members participating by telephone, are the members telephonically participating audible to all those personally present, including the public and media?

LAST UPDATE: September 9, 2003

*Above information taken from <http://www.wvethicscommission.org/open.htm>

Direct link to document: <http://www.wvethicscommission.org/OMA%20Checklist.pdf>



West Virginia Ethics Commission

210 Brooks Street, Suite 300 - Charleston, WV 25301

(304) 558-0664

WV toll free: 1-866-558-0664

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Office hours: 8:30 a.m. - 5:00 p.m.

Open Meetings

What is it?

The Open Governmental Proceedings Act is codified in Chapter 6, Article 9A, Sections 1 through 12 of the West Virginia Code (§ 6-9A-1 through 12) and was last amended in 1999. It generally requires that meetings of a public agency's governing body be open to the public and that reasonable notice of the meeting and its agenda be given in advance.

Who it applies to:

Any administrative or legislative unit of state, county or municipal government. This includes any subunit authorized by law to exercise some portion of executive or legislative power. ' 6-9A-2(6). The Act does not apply to courts.

What is a governing body?

At least two members of a public agency who have the authority to make decisions for or recommendations to a public agency on policy or administration. ' 6-9A-2(3).

What is a meeting?

When a governing body convenes to make a decision or recommendation or to deliberate toward a decision or recommendation. General discussions held in social, educational, training, ceremonial or similar settings are not meetings if there is no intent for the discussion to lead to official action. ' 6-9A-2(4)

What is not a meeting?

Meetings to make an adjudicatory decision in any quasi-judicial or administrative proceeding; on site inspections; a political party caucus; or procedural discussions on scheduling and regulating meetings. ' 6-9A-2(4)

What type of notice is necessary?

- Each governing body must promulgate rules for giving notice of all regularly scheduled and special meetings.
- Notice must include date, time, place and agenda or purpose, for special meetings.

- For meetings by a state executive branch agency, notice must be filed with the Secretary of State's Office to appear in the state register at least five days prior to the meeting.
- For all other public agencies, notice must be reasonable, given the locality. Examples of notice are: Newspaper notices; posting at a public building; local radio announcements; or web site postings.

How specific should an agenda be?

Agendas must give reasonable notice to the public what issues will be discussed. Use of vague headings such as "old business" and "new business" is clearly insufficient. On the other hand, the item "hiring of Jane Doe for the position of art teacher" might be too specific if Ms. Doe decides to withdraw her application before the meeting. In this example, listing the agenda item as "filling position of art teacher" would allow the governing body some flexibility. The public should be given notice of significant additions or changes to the agenda. Each governing body should have rules on how such notice will be given.

How do I get advice?

The West Virginia Ethics Commission's Committee on Open Governmental Meetings gives written advisory opinions to governing bodies and its members on whether proposed action or action of an ongoing nature violates the law. The opinions provide the requester, as well as any governing body or member thereof in the same or substantially the same circumstances, an absolute defense in any civil suit or criminal prosecution if the opinion is relied upon in good faith. The Committee meets once a month, usually on the first Thursday of the month. Requests for written advisory opinions must be submitted in writing at least 10 days before.

The Ethics Commission's Executive Director and Legal Counsel also provide informal advice by telephone, but their opinions do not confer immunity. For more information, please call (304) 558-0664 or WV toll free: 1-866-558-0664 or e-mail: lbrewer@wvadmin.gov

In requesting an advisory opinion, please note that the Committee on Open Governmental Meetings cannot provide advice on an action which has already taken place. However, if the action is part of an ongoing course of conduct, an advisory opinion on continuing that course or practice may be requested.

How can I get copies of advisory opinions?

Advisory opinion are filed with the Secretary of State's Office. Open meetings advisory Opinions issued by the Committee on Open Governmental Meetings after June 9, 2006, are precedential. Therefore, a governing body may have a defense against a civil suit or criminal prosecution if it relies in good faith upon an advisory opinion issued to another body. Governing bodies and their members who wish to verify that they are complying with the Act are encouraged to call the Commission's staff to determine if there is an existing precedent covering their particular circumstances.

How to enforce the Act:

The Committee on Open Governmental Meetings cannot review conduct which already occurred if it is not of a continuing nature. The Committee has no authority to investigate complaints about violations. Under the Act, any citizen may file a civil action in Circuit Court within 120 days after the action or decision complained of occurred. ' 6-9A-6. Only the Court has the power to compel compliance with the Act or annul a decision made in violation of the Act. A willful and knowing violation of the Act is a criminal misdemeanor which may be prosecuted by the County Prosecuting Attorney.

Last update 8/2006

**THE WEST VIRGINIA
OPEN GOVERNMENTAL PROCEEDINGS ACT**



**DARRELL V. McGRAW, JR.
ATTORNEY GENERAL**

**STATE OF WEST VIRGINIA
OFFICE OF THE ATTORNEY GENERAL
CHARLESTON, WEST VIRGINIA 25305**

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**A SUMMARY OF THE LAW ON
OPEN GOVERNMENTAL PROCEEDINGS
(THE OPEN MEETINGS OR “SUNSHINE” ACT)**

INTENT:

The State statute on Open Governmental Proceedings, sometimes called the Open Meetings or “Sunshine” Act, was enacted to ensure that the proceedings of all public agencies are conducted in an open and public manner, so that the people may be informed about the actions of their governments and retain control over them.

SCOPE:

The Act applies to all State, county and municipal administrative or legislative units of government, including their departments, agencies, committees, boards and commissions. It does not apply to the courts or to family law masters. Meetings of the governing bodies of all public agencies must be open to the public, unless a specific statutory exception applies. Each governing body may adopt reasonable rules for attendance of the public at its meetings, but no one may be required to register to speak more than fifteen minutes before a scheduled meeting.

Every public agency is required to give advance notice to the public and news media of the date, time, place and agenda of all regular meetings and the date, time, place and purpose of all special meetings, except in the case of an emergency requiring immediate action. Public agencies must keep written minutes of all meetings, and must make them available to the public. These minutes must include all measures proposed and the results of all votes taken. Voting by secret or written ballot is prohibited.

Any radio or television station is entitled to broadcast all or any part of an open meeting. The public agency may reasonably control the placement and use of cameras and other equipment so as not to unduly interfere with the meeting.

EXCEPTIONS:

While the scope of the Act is expansive, it does provide specific exceptions for which a governing body of a public agency may hold an executive session, which is a meeting that is not open to the public. The exceptions are set forth in W. Va. Code § 6-9A-4 (1999), at pages 6 and 7 herein.

A governing body of a public agency may hold an executive session (closed meeting) during a regular, special or emergency meeting, only after the presiding officer publicly identifies the specific exception under the Act for having a closed meeting, and a

majority of the members present votes to hold an executive session. No decisions can be made during an executive session, but minutes may be taken.

ENFORCEMENT:

Any citizen may bring a legal action in the circuit court of the county where the public agency regularly meets to enforce the provisions of the Act. The court may order the public agency to comply with the Act, and may enjoin or set aside any action taken or decision made in violation of the Act if a petition is filed within one hundred twenty (120) days after the action was taken or the decision was made. If a governing body of a public agency is found to be in violation of the Act, the public agency may be ordered to pay the complaining person's attorney fees and expenses incurred in successfully litigating the issue.

PENALTIES:

Any member of a public or governmental body who willfully and knowingly violates the Act is guilty of a misdemeanor, and upon conviction may be fined up to \$500.00. A second or subsequent conviction for violating the Act can result in a fine of between \$100.00 and \$1,000.00.

OPINIONS:

The Open Governmental Meetings Committee of the West Virginia Ethics Commission may give advisory opinions interpreting the Open Meetings Act to any governing body or member thereof who is subject to the Act. Such opinions are binding on the parties requesting them, and provide an absolute defense to any civil suit or criminal prosecution for any action taken in good faith reliance on the opinion, unless the Committee was willfully and intentionally misinformed as to the facts by the requesting party.

PUBLIC NOTICE OF MEETINGS IN THE STATE REGISTER:

West Virginia Code § 6-9A-3 (1999) requires that each governing body of the State executive branch file a notice of any meeting with the Secretary of State for publication in the West Virginia Register. Each notice shall state the time, place and purpose of the meeting, and must be filed in a manner to allow each notice to appear in the State Register at least five (5) days prior to the date of the meeting, except in cases of an emergency. (Generally the Register is published on Friday, making the fifth day fall on Wednesday.) When an agency has not met the requirements of the Open Governmental Proceedings Act, asterisks appear beside the meeting notice for that agency in the Register, and a footnote at the bottom of the page indicates that the notice does not comply with the Act.

Pursuant to W. Va. Code § 29A-2-4 (1982), every paper filed in the State Register is a public record provable and admissible as evidence in a court of law. The Secretary of State's Office is required by W. Va. Code § 29A-2-7 (1997) to "offer to the public convenient and efficient access to copies of the state register or parts thereof desired by the citizens."

INFORMATION:

The Attorney General is required to compile a summary of the statutory and case law interpreting the Open Meetings Act for the purpose of informing all public officials of the requirements of the Act. This material will be provided to the Secretary of State, county clerks, municipal clerks and recorders for distribution to all elected and appointed officials within their jurisdictions.

STATUTE

OPEN GOVERNMENTAL PROCEEDINGS.

§ 6-9A-1. Declaration of legislative policy.

The Legislature hereby finds and declares that public agencies in this state exist for the singular purpose of representing citizens of this state in governmental affairs, and it is, therefore, in the best interests of the people of this state for the proceedings of public agencies be conducted openly, with only a few clearly defined exceptions. The Legislature hereby further finds and declares that the citizens of this state do not yield their sovereignty to the governmental agencies that serve them. The people in delegating authority do not give their public servants the right to decide what is good for them to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments of government created by them.

Open government allows the public to educate itself about government decision-making through individuals' attendance and participation at government functions, distribution of government information by the press or interested citizens, and public debate on issues deliberated within the government.

Public access to information promotes attendance at meetings, improves planning of meetings, and encourages more thorough preparation and complete discussion of issues by participating officials. The government also benefits from openness because better preparation and public input allow government agencies to gauge public preferences accurately and thereby tailor their actions and policies more closely to public needs. Public confidence and understanding ease potential resistance to government programs.

Accordingly, the benefits of openness inure to both the public affected by governmental decision-making and the decision makers themselves. The Legislature finds, however, that openness, public access to information and a desire to improve the operation of government do not require nor permit every meeting to be a public meeting. The Legislature finds that it would be unrealistic, if not impossible, to carry on the business of government should every meeting, every contact and every discussion seeking advice and counsel in order to acquire the necessary information, data or intelligence needed by a governing body were required to be a public meeting. It is the intent of the Legislature to balance these interests in order to allow government to function and the public to participate in a meaningful manner in public agency decision-making. (1975, c. 177; 1999, c. 208.)

§ 6-9A-2. Definitions.

As used in this article:

(1) "Decision" means any determination, action, vote or final disposition of a motion, proposal, resolution, order, ordinance or measure on which a vote of the governing body is required at any meeting at which a quorum is present.

(2) "Executive session" means any meeting or part of a meeting of a governing body which is closed to the public.

(3) "Governing body" means the members of any public agency having the authority to make decisions for or recommendations to a public agency on policy or administration, the membership of a governing body consists of two or more members; for the purposes of this article, a governing body of the Legislature is any standing, select or special committee, except the commission on special investigations, as determined by the rules of the respective houses of the Legislature.

(4) "Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(A) Any meeting for the purpose of making an adjudicatory decision in any quasi-judicial, administrative or court of claims proceeding;

(B) Any on-site inspection of any project or program;

(C) Any political party caucus;

(D) General discussions among members of a governing body on issues of interest to the public when held in a planned or unplanned social, educational, training, informal, ceremonial or similar setting, without intent to conduct public business even if a quorum is present and public business is discussed but there is no intention for the discussion to lead to an official action; or

(E) Discussions by members of a governing body on logistical and procedural methods to schedule and regulate a meeting.

(5) "Official action" means action which is taken by virtue of power granted by law, ordinance, policy, rule, or by virtue of the office held.

(6) "Public agency" means any administrative or legislative unit of state, county or municipal government, including any department, division, bureau, office, commission, authority, board, public corporation, section, committee, subcommittee or any other agency or subunit of the foregoing, authorized by law to exercise some portion of executive or legislative power. The term "public agency" does not include courts created by article eight of the West Virginia constitution or the system of family law masters created by article four [§48A-4-1 et seq.], chapter forty-eight-a of this code.

(7) "Quorum" means the gathering of a simple majority of the constituent membership of a governing body, unless applicable law provides for varying the required ratio. (1975, c. 177; 1978, c. 85; 1993, c. 29; 1999, c. 208.)

§ 6-9A-3. Proceedings to be open; public notice of meetings.

Except as expressly and specifically otherwise provided by law, whether heretofore or hereinafter enacted, and except as provided in section four [§6-9A-4] of this article, all meetings of any governing body shall be open to the public. Any governing body may make and enforce reasonable rules for attendance and presentation at any meeting where there is not room enough for all members of the public who wish to attend. This article does not prohibit the removal from a meeting of any member of the public who is disrupting the meeting to the extent that orderly conduct of the meeting is compromised: *Provided*, That persons who desire to address the governing body may not be required to register to address the body more than fifteen minutes prior to time the scheduled meeting is to commence.

Each governing body shall promulgate rules by which the date, time, place and agenda of all regularly scheduled meetings and the date, time, place and purpose of all special meetings are made available, in advance, to the public and news media, except in the event of an emergency requiring immediate official action.

Each governing body of the executive branch of the state shall file a notice of any meeting with the secretary of state for publication in the state register. Each notice shall state the date, time, place and purpose of the meeting. Each notice shall be filed in a manner to allow each notice to appear in the state register at least five days prior to the date of the meeting.

In the event of an emergency requiring immediate official action, any governing body of the executive branch of the state may file an emergency meeting notice at any time prior to the meeting. The emergency meeting notice shall state the date, time, place and purpose of the meeting and the facts and circumstances of the emergency.

Upon petition by any adversely affected party any court of competent jurisdiction may invalidate any action taken at any meeting for which notice did not comply with the requirements of this section. (1975, c. 177; 1978, c. 85; 1987, c. 98; 1999, c. 208.)

§ 6-9A-4. Exceptions.

(a) The governing body of a public agency may hold an executive session during a regular, special or emergency meeting, in accordance with the provisions of this section. During the open portion of the meeting, prior to convening an executive session, the presiding officer of the governing body shall identify the authorization under this section for holding the executive session and present it to the governing body and to the general public, but no decision may be made in the executive session.

(b) An executive session may be held only upon a majority affirmative vote of the members present of the governing body of a public agency. A public agency may hold an executive session and exclude the public only when a closed session is required for any of the following actions:

(1) To consider acts of war, threatened attack from a foreign power, civil insurrection or riot;

(2) To consider:

(A) Matters arising from the appointment, employment, retirement, promotion, transfer, demotion, disciplining, resignation, discharge, dismissal or compensation of a public officer or employee, or prospective public officer or employee unless the public officer or employee or prospective public officer or employee requests an open meeting; or

(B) For the purpose of conducting a hearing on a complaint, charge or grievance against a public officer or employee, unless the public officer or employee requests an open meeting. General personnel policy issues may not be discussed or considered in a closed meeting. Final action by a public agency having authority for the appointment, employment, retirement, promotion, transfer, demotion, disciplining, resignation, discharge, dismissal or compensation of an individual shall be taken in an open meeting;

(3) To decide upon disciplining, suspension or expulsion of any student in any public school or public college or university, unless the student requests an open meeting;

(4) To issue, effect, deny, suspend or revoke a license, certificate or registration under the laws of this state or any political subdivision, unless the person seeking the license, certificate or registration or whose license, certificate or registration was denied, suspended or revoked requests an open meeting;

(5) To consider the physical or mental health of any person, unless the person requests an open meeting;

(6) To discuss any material the disclosure of which would constitute an unwarranted invasion of an individual's privacy such as any records, data, reports, recommendations or other personal material of any educational, training, social service, rehabilitation, welfare, housing, relocation, insurance and similar program or institution operated by a public agency pertaining to any specific individual admitted to or served by the institution or program, the individual's personal and family circumstances;

(7) To plan or consider an official investigation or matter relating to crime prevention or law enforcement;

(8) To develop security personnel or devices;

(9) To consider matters involving or affecting the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition, which if made public, might adversely affect the financial or other interest of the state or any political subdivision: *Provided*, That information relied on during the course of deliberations on matters involving commercial competition are exempt from disclosure under the open meetings requirements of this article only until the commercial competition has been finalized and completed. *Provided*, However, that information not subject to release pursuant to the West Virginia freedom of information act does not become subject to disclosure as a result of executive session;

(10) To avoid the premature disclosure of an honorary degree, scholarship, prize or similar award;

(11) Nothing in this article permits a public agency to close a meeting that otherwise would be open, merely because an agency attorney is a participant. If the public agency has approved or considered a settlement in closed session, and the terms of the settlement allow disclosure, the terms of that settlement shall be reported by the public agency and entered into its minutes within a reasonable time after the settlement is concluded;

(12) To discuss any matter which, by express provision of federal law or state statute or rule of court is rendered confidential, or which is not considered a public record within the meaning of the freedom of information act as set forth in article one [§29B-1-1 et seq.], chapter twenty-nine-b of this code. (1975, c. 177; 1978, c. 85; 1999, c. 208.)

§ 6-9A-5. Minutes.

Each governing body shall provide for the preparation of written minutes of all of its meetings. Subject to the exceptions set forth in section four [§6-9A-4] of this article,

minutes of all meetings except minutes of executive sessions, if any are taken, shall be available to the public within a reasonable time after the meeting and shall include, at least, the following information:

- (1) The date, time and place of the meeting;
- (2) The name of each member of the governing body present and absent;
- (3) All motions, proposals, resolutions, orders, ordinances and measures proposed, the name of the person proposing the same and their disposition; and
- (4) The results of all votes and, upon the request of a member, pursuant to the rules, policies or procedures of the governing board for recording roll call votes, the vote of each member, by name. (1975, c. 177; 1978, c. 85; 1999, c. 208.)

§ 6-9A-6. Enforcement by injunctions actions in violation of article voidable; voidability of bond issues.

The circuit court in the county where the public agency regularly meets has jurisdiction to enforce this article upon civil action commenced by any citizen of this state within one hundred twenty days after the action complained of was taken or the decision complained of was made. Where the action seeks injunctive relief, no bond may be required unless the petition appears to be without merit or made with the sole intent of harassing or delaying or avoiding return by the governing body.

The court is empowered to compel compliance or enjoin noncompliance with the provisions of this article and to annul a decision made in violation [of] this article. An injunction may also order that subsequent actions be taken or decisions be made in conformity with the provisions of this article: *Provided*, That no bond issue that has been passed or approved by any governing body in this state may be annulled under this section if notice of the meeting at which the bond issue was finally considered was given at least ten days prior to the meeting by a Class I legal advertisement published in accordance with the provisions of article three [§59-3-1 et seq.], chapter fifty-nine of this code in a qualified newspaper having a general circulation in the geographic area represented by that governing body.

In addition to or in conjunction with any other acts or omissions which may be determined to be in violation of this act, it is a violation of this Act for a governing body to hold a private meeting with the intention of transacting public business, thwarting public scrutiny and making decisions that eventually become official action.

Any order which compels compliance or enjoins noncompliance with the provisions of this article, or which annuls a decision made in violation of this article shall include findings of fact and conclusions of law and shall be recorded in the minutes of the governing body. (1975, c. 177; 1978, c. 85; 1979, c. 85; 1993, c. 29; 1999, c. 208.)

§ 6-9A-7. Violation of article; criminal penalties; attorney fees and expenses in civil actions.

(a) Any person who is a member of a public or governmental body required to conduct open meetings in compliance with the provisions of this article and who willfully and knowingly violates the provisions of this article is guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than five hundred dollars: *Provided*, That a person who is convicted of a second or subsequent offense under this subsection is guilty of a misdemeanor and, upon conviction thereof, shall be fined not less than one hundred dollars nor more than one thousand dollars.

(b) A public agency whose governing body is adjudged in a civil action to have conducted a meeting in violation of the provisions of this article may be liable to a prevailing party for fees and other expenses incurred by that party in connection with litigating the issue of whether the governing body acted in violation of this article, unless the court finds that the position of the public agency was substantially justified or that special circumstances make an award of fees and other expenses unjust.

(c) Where the court, upon denying the relief sought by the complaining person in the action, finds that the action was frivolous or commenced with the primary intent of harassing the governing body or any member thereof or, in the absence of good faith, of delaying any meetings or decisions of the governing body, the court may require the complaining person to pay the governing body's necessary attorney fees and expenses. (1978, c. 85; 1999, c. 208.)

§ 6-9A-8. Acting by reference; written ballots.

(a) Except as otherwise expressly provided by law, the members of a public agency may not deliberate, vote, or otherwise take official action upon any matter by reference to a letter, number or other designation or other secret device or method, which may render it difficult for persons attending a meeting of the public agency to understand what is being deliberated, voted or acted upon. However, this subsection does not prohibit a public agency from deliberating, voting or otherwise taking action by reference to an agenda, if copies of the agenda, sufficiently worded to enable the public to understand what is being deliberated, voted or acted upon, are available for public inspection at the meeting.

(b) A public agency may not vote by secret or written ballot. (1999, c. 208.)

§ 6-9A-9. Broadcasting or recording meetings.

(a) Except as otherwise provided in this section, any radio or television station is entitled to broadcast all or any part of a meeting required to be open.

(b) A public agency may regulate the placement and use of equipment necessary for broadcasting, photographing, filming or recording a meeting, so as to prevent undue interference with the meeting. The public agency shall allow the equipment to be placed within the meeting room in such a way as to permit its intended use, and the ordinary use of the equipment may not be declared to constitute undue interference: *Provided*, That if the public agency, in good faith, determines that the size of the meeting room is such that all the members of the public present and the equipment and personnel necessary for broadcasting, photographing, filming and tape-recording the meeting cannot be accommodated in the meeting room without unduly interfering with the meeting and an adequate alternative meeting room is not readily available, then the public agency, acting in good faith and consistent with the purposes of this article, may require the pooling of the equipment and the personnel operating it. (1999, c. 208.)

§ 6-9A-10. Open governmental meetings committee.

The West Virginia ethics commission, pursuant to subsection (j), section one [§6B-2-1(j)], article two, chapter six-b of this code, shall appoint from the membership of the commission a subcommittee of three persons designated as the West Virginia ethics commission committee on open governmental meetings. The chairman shall designate one of the persons to chair the committee. In addition to the three members of the committee, two additional members of the commission shall be designated to serve as alternate members of the committee.

The chairman of the committee or the executive director shall call meetings of the committee to act on requests for advisory opinions interpreting the West Virginia open government meetings act. Advisory opinions shall be issued in a timely manner, not to exceed thirty days. (1999, c. 208.)

§ 6-9A-11. Request for advisory opinion; maintaining confidentiality.

(a) Any governing body or member thereof subject to the provisions of this article may seek advice and information from the executive director of the West Virginia ethics commission or request in writing an advisory opinion from the West Virginia ethics commission committee on open governmental meetings as to whether an action or proposed action violates the provisions of this article. The executive director may render oral advice and information upon request. The committee shall respond in writing and in an expeditious manner to a request for an advisory opinion. The opinion shall be binding on the parties requesting the opinion.

(b) Any governing body or member thereof that seeks an advisory opinion and acts in good faith reliance on the opinion has an absolute defense to any civil suit or criminal prosecution for any action taken in good faith reliance on the opinion unless the committee was willfully and intentionally misinformed as to the facts by the body or its representative.

(c) The committee and commission may take appropriate action to protect from disclosure information which is properly shielded by an exception provided for in section four [§6-9A-4] of this article. (1999, c. 208.)

§ 6-9A-12. Duty of attorney general, secretary of state, clerks of the county commissions and city clerks or recorders.

It is the duty of the attorney general to compile the statutory and case law pertaining to this article and to prepare appropriate summaries and interpretations for the purpose of informing all public officials subject to this article of the requirements of this article. It is the duty of the secretary of state, the clerks of the county commissions, joint clerks of the county commissions and circuit courts, if any, and the city clerks or recorders of the municipalities of the state to provide a copy of the material compiled by the attorney general to all elected public officials within their respective jurisdictions. The clerks or recorders will make the material available to appointed public officials. Likewise, it is their respective duties to provide a copy or summary to any newly appointed or elected person within thirty days of the elected or appointed official taking the oath of office or an appointed person's start of term. (1999, c. 208.)

INTERPRETATIONS OF THE ACT

When posed with an Open Governmental Proceedings Act (Open Meetings Act) question, three initial inquiries must be made to determine if a governmental proceeding is required to be open under the Act. These questions are:

1. Is the entity a governing body of a **public agency** as defined by the Open Meetings Act?
2. Is the governing body's gathering a **meeting** as defined by the Open Meetings Act?
3. Is there a specific **statutory exception** to the Open Meetings Act?

The answers to these questions may be found in the Act or in the statute of the public agency involved. If a meeting of the governing body of a public agency is involved, and it is not covered by a specific statutory exception to the provisions of the Open Meetings Act, then the meeting must be open to the public.

The following West Virginia Supreme Court of Appeals decisions and Attorney General's Opinions have defined more specifically the governmental proceedings which must be open to the public under the Open Meetings Act. Although an Opinion of the Attorney General does not have the force of law, it is the official opinion of the State's chief legal officer as to how the West Virginia Supreme Court would rule should the same issue be before the Court.

PUBLIC AGENCY:

The definition of a "public agency" [formerly "public body"] in the Open Meetings Act includes any administrative or legislative unit of the State or of any county, board of education or municipality. It does not include the judiciary. W. Va. Code § 6-9A-2(6) (1999). "Governing body" means two or more members of any public agency having authority to make decisions or recommendations on policy or administration. W. Va. Code § 6-9A-2(3) (1999).

The members of a **board of education** constitute a "governing body" subject to the Sunshine Law's requirements. *McComas v. Board of Education of Fayette County*, 197 W. Va. 188, 194, 475 S.E.2d 280, 286 (1996).

In *Appalachian Power Company v. Public Service Commission*, 162 W. Va. 839, 253 S.E.2d 377 (1979), the parties stipulated that the West Virginia **Public Service**

Commission is a “public body” [now “public agency”] as defined by the Act, and that any two of the three commissioners constituted its “governing body.” The Supreme Court of Appeals did not disagree.

The Open Governmental Proceedings Act, W. Va. Code §§ 6-9A-1 *et seq.*, applies only to governmental entities and to persons holding public positions. It does not apply to meetings of **political party executive committees**. 58 Op. Att’y Gen. 28 (October 10, 1978).

A **county commission**, when acting as a **board of canvassers** for elections pursuant to W. Va. Code § 3-6-9, is both a “governing body” and a “public body” [now “public agency”] within the meaning of the Open Meetings Act. 59 Op. Att’y Gen. 34 (October 20, 1980).

The **West Virginia Human Rights Commission** is a “public body” [now “public agency”] within the meaning of the Open Meetings Act, and the nine members thereof constitute its “governing body” under the Act. Any five members of the Commission constitute a quorum for the transaction of business, and minutes of its meetings shall be kept by its secretary pursuant to W. Va. Code § 5-11-6. Op. Att’y Gen. (July 17, 1986).

Some statutes specifically apply the provisions of the Open Meetings Act to proceedings which otherwise might not be considered to fall within its coverage. For example, W. Va. Code §§ 18-31- 3(c) and 18B-12-3(3) (1989) provide that meetings of the directors of nonstock, nonprofit higher education research corporations are subject to the provisions of W. Va. Code § 6-9A-3. In addition, W. Va. Code § 16-5G-2 (1999) requires that meetings of the governing bodies of all hospitals owned or operated by nonprofit corporations, nonprofit associations or local governmental units be open to the public to the same extent as required of public agencies under the Open Meetings Act.

MEETING:

A “meeting” is defined by the Act as “the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in official action.” It does not include adjudicatory decision-making in quasi-judicial, administrative or court of claims proceedings; on-site inspections of a project or program; political party caucuses; discussions among members of a governing body on issues of public interest in a social, educational, training, informal, ceremonial or similar setting where there is no intention for the discussion to lead to official action; or discussions on logistical and procedural methods to schedule and regulate a meeting. W. Va. Code § 6-9A-2(4) (1999). Unless otherwise provided, a simple majority of the constituent membership of a governing body constitutes a quorum. W. Va. Code § 6-9A-2(7) (1999).

In *Appalachian Power Company v. Public Service Commission*, 162 W. Va. 839, 253 S.E.2d 377 (1979), the Supreme Court construed the definition of the term “meeting” in W. Va. Code § 6-9A-2(4) (1978) to mean “a convening of a governing body of a public body if the convening is for the purpose of making a decision or deliberating toward a decision, and if some statute or rule **requires a quorum** as a prerequisite to convening.” 162 W. Va. at 844, 253 S.E.2d at 381. The Court reasoned that the provisions of W. Va. Code § 6-9A-2(4), coupled with the requirement in W. Va. Code § 6-9A-5 (1978) that written minutes be prepared of all actions taken, clearly contemplates that a “meeting” under the Act must have sufficient members of the governing body present to be capable of transacting business.

The Court in *Appalachian Power Company* observed that although the Public Service Commission statutes provide for several types of hearings, there is no quorum requirement for hearings, nor are members of the Commission even required to attend or conduct hearings. The Court found that the term “meeting” was clearly not applicable to Commission hearings conducted by staff alone, and that the Open Meetings Act applies to **Public Service Commission hearings** only when two or more commissioners convene and conduct the hearing. Under the same analysis, the Court held that the Act does not apply to consultations of Public Service Commissioners with staff members, deliberations by commissioners, or the process of individual commissioners making a decision.

The Supreme Court in the *Appalachian Power Company* case also found that **adjudicatory sessions** of the Public Service Commission were excepted from the operation of the Open Meetings Act by the definition of “meeting” in W. Va. Code § 6-9A-2(4), which states that the term does not include “[a]ny meeting for the purpose of making an adjudicatory decision in any quasi-judicial, administrative or court of claims proceeding[.]” The Court determined that proceedings of the Public Service Commission are quasi-judicial in nature because they have many of the characteristics of a judicial proceeding, including notice, presentation of evidence, the making of a record, examination of witnesses under oath and the exercise of subpoena power, and that any final decision reached as a result of such proceedings is an adjudicatory decision. Therefore, the Court held that the Open Meetings Act does not apply to assemblages of the Public Service Commissioners held for the purposes of discussing their individual decisions, concurring and rendering a final decision or judgment.

In *McComas v. Board of Educ. of Fayette County*, 197 W. Va. 188, 475 S.E.2d 280 (1996), four members of the Fayette County Board of Education met privately on a Sunday afternoon at the Board’s office with the Superintendent of Fayette County Schools and two associate superintendents to ask questions regarding the proposed closure of Gauley Bridge High School and Falls View Elementary School. The next day, at a public meeting, the Board of Education voted to close both schools following little discussion. Three taxpayers and residents of Fayette County brought suit to block this decision, and the Fayette County Circuit Court voided the vote taken at the public hearing in favor of the

school closings and consolidation plan, holding that the Board of Education had violated the Sunshine Law. The West Virginia Supreme Court affirmed this decision, holding, in Syllabus Point 5 of McComas: “A **planned meeting among a quorum** of a school board to gather, review or discuss information relevant to an issue before the board must be public, and if it is not, its conduct violates the Open Governmental Proceedings Act, W. Va. Code, 6-9A-3.”

The Court in McComas noted that the Appalachian Power Company case had held that “meetings” under the Open Meetings Act will involve the transaction of business, which includes **deliberating toward a decision** on any matter. The Court held that the Legislature therefore intended the Act to apply to “those assemblies where discussions leading up to a decision take place,” and “also encompasses at least some meetings between board members and staff.” 197 W. Va. at 195, 475 S.E.2d at 287. Individual meetings or even social gatherings can result in a violation of the Act, depending on their content and the intentions of the parties. See 197 W. Va. at 199, 475 S.E.2d at 291.

However, not every gathering between or among members of a governing body of a public agency will constitute a “meeting” in violation of the Open Meetings Law. The Supreme Court in Syllabus Point 4 of McComas also held: “In drawing the line between those conversations outside the requirements of the Open Governmental Proceedings Act, W. Va. Code, 6-9A-1, *et seq.*, and those meetings that are within it, a common sense approach is required; one that focuses on the question of whether allowing a governing body to exclude the public from a particular meeting would undermine the Act’s fundamental purposes.” In answering this question, the criteria to be considered include:

- The content of the discussion;
- The number of members of the public body participating;
- The percentage of the public body that those in attendance represent;
- The significance of the identity of the absent members;
- The intentions of the members;
- The nature and degree of planning involved;
- The duration of the meeting and of the substantive discussion;
- The setting; and
- The possible effects on decision-making of holding the meeting in private.

The above list of criteria is not exhaustive, and courts will carefully examine the facts of each case in determining whether the public has been improperly excluded from the decision-making process. The Supreme Court in *McComas* adopted an expansive interpretation of the Act to achieve its goals, and cautioned against attempts to avoid its requirements by the use of evasive techniques and devices. See 197 W. Va. at 197-98, 475 S.E.2d at 289-90. In so doing, the Court rejected the contention that a gathering must have the formal trappings of a regular meeting (such as formal procedures and the keeping of minutes) for it to be a “meeting” within the Sunshine Law. 197 W. Va. at 198, 475 S.E.2d at 290.

The clear import of the *McComas* decision is that whenever a majority of the members of a public body gather to discuss any matter that they know they will be voting on later, the meeting must be open to the public.

The 1999 amendments to the Open Meetings Act provided an apparent exception from the holding of *McComas* for unintentional violations of the Act which may occur in social, educational or informal settings. See W. Va. Code § 6-9A-2(4)(D) (1999). However, W. Va. Code § 6-9A-6 (1999) also provides that “it is a violation of this Act for a governing body to hold a private meeting with the intention of transacting public business, thwarting public scrutiny and making decisions that eventually become official action.” Clearly, a public agency may not intentionally use this exception to circumvent the requirements of the Act.

In *Common Cause of W. Va. v. Tomblin*, 186 W. Va. 537, 413 S.E.2d 358 (1991), a complaint before the West Virginia Supreme Court of Appeals alleged that the chairmen of the **Conferees Committee on the Budget** caused a document known as the “Budget Digest” to be prepared and distributed pursuant to W. Va. Code § 4-1-18 (1969) which differed significantly from the actual budget bill as passed by the Legislature. The petitioners also asserted that no formal meeting was held by members of the Committee and that if such a meeting was held, it did not meet the requirements of the Open Meetings Act, W. Va. Code §§ 6-9A-1 *et seq.* Although it did not address the applicability of the Open Meetings Act, the Supreme Court held that in order to comply with W. Va. Code § 4-1-18, the final **legislative Budget Digest** must be approved by a majority vote of a quorum of the entire Budget Conferees Committee, at a regular meeting scheduled in the normal course of business and open to the public.

When a **county commission**, sitting as a **board of canvassers** for elections pursuant to W. Va. Code § 3-6-9, convenes for the purpose of conducting a canvass or recount, the Open Meetings Act applies, and the meeting must be open. Further, W. Va. Code § 3-6-9 requires the board of canvassers to keep a complete record of its proceedings, and all orders made must be entered upon the record. As to any questions of

law or fact which may be “quasi-judicial” in nature, a board of canvassers may privately consult with its legal advisers, and may privately deliberate and discuss prospective “**adjudicatory**” **decisions** on such questions. However, the nature of the canvass or recount as a continuous proceeding requires that such decisions be announced and entered while the board is convened in open session. 59 Op. Att’y Gen. 34 (October 20, 1980).

Decisions or orders reached as a result of adjudicatory assemblages of the **West Virginia Human Rights Commission** pursuant to the West Virginia Human Rights Act, W. Va. Code §§ 5-11-1 *et seq.*, should be entered on the record of a convened open meeting and recorded as minutes in the manner set forth in W. Va. Code § 6-9A-5, thereafter subject to public review and inspection. The Human Rights Commission may privately confer with its legal advisors and Commission staff members and may privately deliberate and discuss among its members prospective **adjudicatory action** on any question of law or fact which may be quasi-judicial in nature, as these deliberations do not fall within the ambit of the Open Meetings Act. The Commission is under no duty to record said discussions; however, any such recordation characterized as minutes or otherwise, would constitute nonpublic information. The Human Rights Commission may privately convene, provided there is a quorum of five members, in **adjudicatory assemblages** for the purpose of discussing their individual decisions and rendering a final decision. These assemblages are also exempt from the Open Meetings Act, W. Va. Code §§ 6-9A-1 *et seq.* Op. Att’y Gen. (July 17, 1986).

EXCEPTIONS:

Even if a meeting of the governing body of a public agency is involved, the meeting may be closed to the public under limited circumstances pursuant to W. Va. Code § 6-9A-4 (1999). The West Virginia Supreme Court of Appeals has yet to discuss any of the exceptions to the Open Meetings Act for which an executive session may be held, as set forth in W. Va. Code § 6-9A-4. Generally speaking, the exceptions for personal or medical information, licensing or disciplinary proceedings require an open meeting if the person requests one. The remaining exceptions deal with public safety and security, law enforcement, financial transactions, prizes or awards, and matters which are confidential by law or rule of court.

Other statutes may also provide a specific exception from the Act for certain proceedings of otherwise “public” bodies. See, e.g., W. Va. Code § 18-29-3(m) (1992) (education employee grievance proceedings); W. Va. Code § 29-6A-3(m) (1992) (State employee grievance proceedings). If no specific statutory exception applies, the meeting should be open to the public.

NOTICE:

A **county board of education** may adopt bylaws fixing the time and place of regular meetings of the board [consistent with the provisions of W. Va. Code § 18-5-4 (1999)]. In the absence of other authority, all regular meetings of a county board of education should be held at the office of the board provided by W. Va. Code § 18-4-7. 49 Op. Att’y Gen. 363 (April 5, 1962) (opinion rendered prior to enactment of the Open Governmental Proceedings Act).

The adoption of rules requiring the posting of the time, place and, under some circumstances, the purpose of **county commission** meetings at the courthouse door a reasonable time prior to the meeting will satisfy W. Va. Code §§ 6-9A-1 *et seq.* 57 Op. Att’y Gen. 238 (June 23, 1978).

A **State agency** would be in compliance with the Open Meetings Act, W. Va. Code § 6-9A-3, by promulgating and filing with the Secretary of State’s Office a rule requiring the agency to file with the Secretary of State (1) a schedule of the times and places of regular meetings, and (2) notice of the time, place and purpose of each special meeting called by the agency. Such a procedural rule must be promulgated in compliance with the provisions of the State Administrative Procedures Act, W. Va. Code Chapter 29A, and filed in the State Register. Although no specific amount of **advance notice** is required by W. Va. Code § 6-9A-3, such notice should be given as soon as practicable in each case. No advance notice is required in the event of an emergency requiring immediate official action. An agency is free to furnish other kinds of notice in addition to that provided to the Secretary of State. 58 Op. Att’y Gen. 32 (November 20, 1978).

SPECIAL MEETINGS:

A **county board of education** may hold a special meeting at a school building or other place not in the vicinity of the board office, when special circumstances indicate the advisability of same. The time, place and purpose of such meeting should be set forth in the call to board members, and no business other than that included in the call should be transacted at such special meeting. [See W. Va. Code § 18-5-4 (1999).] If a board of education considers it to be in the public interest to hold a meeting at some place in the county other than at the board office, any action taken at such a meeting should be ratified at the next board meeting held at the established office of the board. 49 Op. Att’y Gen. 363 (April 5, 1962) (opinion rendered prior to enactment of the Open Governmental Proceedings Act).

ENFORCEMENT:

Proof of an intent to violate the Open Meetings Act is not required to establish that the Act was violated. There is no blanket “good faith” defense for failing to comply with the statute. *McComas v. Board of Education of Fayette County*, 197 W. Va. 188, 196, 475 S.E.2d 280, 288 (1996). The seriousness of the violation, the intent of the parties involved, and the possible effects are the most important considerations in fashioning an appropriate remedy, which may include setting aside any decision made in violation of the Act. However, a court may uphold a decision if later action by the public body corrects the prior violation.

Although a finding of an intentional violation was required in order to award attorney fees and expenses under W. Va. Code § 6-9A-6 (1993) to persons who sued to enforce the Act, that is no longer required under the 1999 amendments. Under the new Act, the prevailing party may be awarded fees and expenses “unless the court finds that the position of the public agency was substantially justified or that special circumstances make an award of fees and other expenses unjust.” W. Va. Code § 6-9A-7(b) (1999). Similarly, a person who brings a frivolous complaint under the Act in bad faith with the intent to harass or delay, may be ordered to pay the governing body’s attorney fees and expenses.

The adoption of a rule for the posting of notices of **county commission** meetings is mandated by the Open Meetings Act (W. Va. Code § 6-9A-3), and, as such, is not subject to attack under the provisions of W. Va. Code § 6-9A-6. 57 Op. Att’y Gen. 238 (June 23, 1978).

In *Wetzel County Solid Waste Authority v. DNR*, 184 W. Va. 482, 401 S.E.2d 227 (1990), the West Virginia Supreme Court of Appeals recognized a circuit court’s decision that a settlement agreement entered into by a public body during an executive session, in violation of W. Va. Code §§ 6-9A-1 *et seq.*, had been held to be void ab initio by a circuit court. Noting that the effect of the lower court’s order was to enjoin and annul any subsequent actions pursuant to W. Va. Code § 6-9A-6 (1990), the Supreme Court held that the Division of Natural Resources could not rely on the settlement agreement for regulatory purposes.

ATTORNEY-CLIENT CONSULTATIONS:

Although not specifically excepted from the Open Meetings Act, the West Virginia Supreme Court of Appeals has held that privileged communications between a public agency and its attorney are exempted from the open meetings requirement of the Act. In *Peters v. The County Commission of Wood County*, 205 W. Va. 481, 519 S.E.2d 179 (1999), the Court said such meetings may be closed to the public only when a majority of the members present of the governing body vote to go into executive session, and the notice and written minutes requirements of the Act are followed. However, a public agency may not close an otherwise open meeting merely because its attorney is present.

Discussions regarding pending litigation without an attorney present do not appear to be proper subjects of closed executive sessions pursuant to the Act. *State ex rel. Affiliated Construction Trades Foundation v. Vieweg*, 205 W. Va. 687, 701 n. 7, 520 S.E.2d 854, 868 n. 7 (1999).

Additionally, in *McComas v. Board of Education of Fayette County*, 197 W. Va. 188, 199-200, 475 S.E.2d 280, 291-92 (1996), the Court noted cases from other jurisdictions holding that otherwise privileged conversations between board members and their attorney may violate the Open Meetings law if any decisions or deliberations take place.

FEDERAL LAW:

The federal equivalent of the State Open Meetings Act is the 1976 "Government in the Sunshine Act," codified as 5 U.S.C. § 552b (1986), which applies to federal executive branch agencies. Subsection (c) of the federal Act provides that "every portion of every meeting of an agency shall be open to public observation" unless a specific statutory exception applies. The Act further prescribes public announcement of all meetings, and requires a certification by the agency's attorney that a specific exemption applies before a meeting may be closed. The West Virginia Supreme Court of Appeals has not yet compared the provisions of the federal Act to those of the State Open Meetings Act.

RESOURCES

If you would like additional information about the materials in this booklet, or if you have questions concerning the Act, please feel free to call or write our Office at:

Office of the Attorney General
State Capitol, Room 26-E
1900 Kanawha Boulevard, East
Charleston, WV 25305-0220

Phone (304) 558-2021, Fax (304) 558-0140

Questions about notices by State executive branch agencies under the Open Meetings Act should be directed to:

Administrative Law Division
Secretary of State's Office
Building 1, Suite 157-K
1900 Kanawha Boulevard, East
Charleston, WV 25305-0771

Phone (304) 558-6000, Fax (304) 558-0900

Requests for advisory opinions should be made to:

West Virginia Ethics Commission
Committee on Open Governmental Meetings
4th Floor, Litton Building,
1207 Quarrier Street
Charleston, WV 25301-1838

Phone (304) 558-0664, Fax (304) 558-2169

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Is This A Meeting?



Board members make a number of phone calls among themselves trying to agree on an acceptable percentage increase in tuition

YES!

This constitutes a meeting that should be noticed with the Secretary of State's Office, because the Board is deliberating towards making a decision.



The President calls a number of Board members to get their advice on a coach he is thinking about hiring

NO!

This does not constitute a meeting, because the President will be making the decision, not the Board.



Board members visit together to take a tour of the ongoing construction of the college's new library

NO!

According to the Open Governmental Proceedings Act W.Va. Code 6-9A-2(4)(B), this does not constitute a meeting. See text below.

(4)"Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(B) Any on-site inspection of any project or program;



The Executive Committee of the Board meets to decide on a recommendation to the full Board on an increase in the President's salary

YES!

This constitutes a meeting that should be noticed with the Secretary of State's Office, because it is a committee of the Board. All committees that are comprised of a majority of Board members must notice meetings.



The Secretary of the Board calls each Board member to determine whether to reschedule the next meeting

NO!

According to the Open Governmental Proceedings Act 6-9A-2(4)(E), this does not constitute a meeting. See text below.

(4) "Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(E) Discussions by members of a governing body on logistical and procedural methods to schedule and regulate a meeting.



The Board has a retreat to listen to a consultant speak on future issues facing higher education

NO! (as long as they don't deliberate towards a decision)

According to the Open Governmental Proceedings Act W.Va. Code 6-9A-2(4)(D), this does not constitute a meeting. See text below.

(4) "Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(D) General discussions among members of a governing body on issues of interest to the public when held in a planned or unplanned social, educational, training, informal, ceremonial or similar setting, without intent to conduct public business even if a quorum is present and public business is discussed but there is no intention for the discussion to lead to an official action



The Board has a cocktail party the night before a meeting and discuss among themselves pending legislation, the gubernatorial election and similar other public issues

NO!

According to the Open Governmental Proceedings Act W.Va. Code 6-9A-2(4)(D), this does not constitute a meeting. See text below.

(4) "Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(D) General discussions among members of a governing body on issues of interest to the public when held in a planned or unplanned social, educational, training, informal, ceremonial or similar setting, without intent to conduct public business even if a quorum is present and public business is discussed but there is no intention for the discussion to lead to an official action



An ad hoc committee appointed by the Board, consisting of three Board members and seven local citizens, makes recommendations to the Board on accessibility issues in the community

NO!

Since the committee had less than a majority of its members coming from the Board, it would not constitute a meeting.



Four Board members visit the President to talk about future goals the Board might want to address

NO!

This does not constitute a meeting, because there is not a quorum present and no decisions are being made.



Full Board interviews with presidential candidates

YES!

This constitutes a meeting that should be noticed with the Secretary of State's Office, because the Board is deliberating towards making a decision.



The Board visits Charleston to attend a training session conducted by the HEPC

NO!

According to the Open Governmental Proceedings Act W.Va. Code 6-9A-2(4)(D), this does not constitute a meeting. See text below.

(4) "Meeting" means the convening of a governing body of a public agency for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter which results in an official action. Meetings may be held by telephone conference or other electronic means. The term meeting does not include:

(D) General discussions among members of a governing body on issues of interest to the public when held in a planned or unplanned social, educational, training, informal, ceremonial or similar setting, without intent to conduct public business even if a quorum is present and public business is discussed but there is no intention for the discussion to lead to an official action



A Board member sends an e-mail to the President with questions regarding an issue on the next agenda and copies all other Board Members. The President replies to all Board Members.

YES!

This would constitute a meeting pursuant to recent Ethics Committee opinions. When the President replies, he or she should only do so to the person who sent the e-mail rather than replying to all.



Meeting Scenarios

Consider the following scenarios....

 **What action should be taken?**

 **What are the ramifications?**



Only six Board members show up for the 9:00 a.m. meeting of the Board and the quorum requirement is seven. One other Board member sends word that he will be available by phone for 15 minutes at 10:00 a.m.

*** All action items should be moved to a time when a quorum is available.**



A seven member quorum is present and votes to go into Executive Session. During Executive Session, there seems to be no opposition to the Chair's recommendation to extend the President's contract. As a result, the Chair says he will entertain a motion in open session to do so. Before a vote is taken to rise from Executive Session, one member departs leaving the Board without a quorum.

*** In order to rise from Executive Session or take action, the Board must wait until the next meeting when a quorum is available.**



A motion is made to go into Executive Session to discuss what amount of money should be reserved in the budget for employee pay increases.

*** According to the Open Governmental Proceedings Act W.Va. Code 6-9A-4(b)(2)(B), the Board may not go into Executive Session for general personnel matters.**



A motion is made to go into Executive Session to discuss the President's decision as to whether to retain a particular coach. The coach demands to be included in the Executive Session.

*** The employee may request personnel issue to be discussed in open session. The individual may also be included in Executive Session with permission from the Board.**



The Board votes to adopt a certain policy and a copy of that policy is attached to the minutes. Later those minutes are approved. Sometime later, staff discovers that the wrong draft of the policy was attached to the approved minutes.

*** The minutes need to be amended and approved at the next meeting.**



In Executive Session, the Chair calls for a show of hands on whether to accept a settlement in a lawsuit.

*** Votes cannot be taken in Executive Session.**



Members of the audience wish to address the Board, but the Chair is of the opinion that if audience members start speaking, Board members may need to leave, and the quorum will be lost.

*** There is no right of the public to speak at any meeting. It is at the discretion of the Board whether to allow anyone to speak.**



A member of the audience who was recognized by the Chair to speak becomes belligerent.

*** The Chair should ask the person to stop. Then, ask the person to leave. If the person continues to act belligerent, the Chair may recess the meeting and have that person removed from the meeting. According to the Open Governmental Proceedings Act W.Va. Code 6-9A-3, members of the public, who are disrupting the meeting, can be removed.**



The Board meets by conference call and members of the press and public are also on the line. A motion is made to go into Executive Session.

*** A second telephone number that is only known by the Board members needs to be available for use.**



A day before a scheduled Board meeting, the President resigns and moves to Costa Rica. The appointment of an Interim President is not on the agenda.

*** An emergency change of agenda needs to be filed with the Secretary of State's Office. Be sure to cite the reason for the emergency.**



Board members meet without noticing the meeting to the Secretary of State or the public and reach a consensus on hiring a new President.

*** This is an illegal meeting. This action can be cured by calling another meeting with at least three days notice. At the meeting, public comment should be allowed. An audio recording of the meeting should be made and retained for six months.**



A Board member wants it noted in the minutes that he or she strongly objects to the motion including his or her use of explicit language.

*** The minutes should be prepared in consultation with the President and/or Board Secretary. Then, the Board is able to approve or reject the minutes.**



The Provost prepares a draft computer use rule simply stating that “each academic department shall have a policy regarding proper use of computers.”

*** This type of directive would not need approval by the Board, because it does not have institution-wide effect.**



Your President gives you the following meeting agenda to distribute.

- A. Call to Order**
- B. Finance Committee Report**
- C. Academic Committee Report**
- D. Approval of Emergency Policy**
- E. Executive Session**

*** This agenda is not specific enough. Items considered could be overturned by a court.**



Two days before the meeting, the air conditioning system in the main dormitory breaks and needs to be repaired immediately. However, the President must obtain approval from the Board to begin the costly emergency construction project.

*** The agenda should be amended and everyone should be notified of the change.**



Upon arriving at the meeting location on the morning of the meeting, you discover that the power is out. The meeting must be moved to another location.

*** An emergency change of location needs to be filed with the Secretary of State's Office. A sign also needs to be placed at the original location to notify everyone of the change.**



Several Board members call the President to alert him that an unexpected snow storm will keep them from being able to attend the meeting.

*** The meeting should be reschedule for a later date or the possibility of holding the meeting by conference call should be explored.**

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 19, 2006**

ITEM: Williamson Campus Task Force Final
Recommendations

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

The Williamson Campus Task Force has completed its work and submitted final recommendations. These recommendations were forwarded to all employees for review and comment with a request to provide written comments to the Office of the President by Wednesday, November 1, 2006. At that time an Implementation Team consisting of administrators and several members of the original Task Force will be appointed to oversee the next steps of the project. The Implementation Team may revise some of the recommendations based on employee comments.

The Implementation Team will be charged with the development of funding strategies and a time-frame for the renovating the Williamson National Guard Armory and Williamson Campus. Additionally, we will employ an architect to create the design work for the Armory facility based on committee and employee recommendations.

Williamson Campus Task Force

Final Recommendations

September 15, 2006

Marketing – The issue of marketing was repeatedly mentioned during the meetings of the Williamson Campus Task Force. It was apparent from survey results that the many programs and services available at Southern West Virginia Community and Technical College were not widely known. In order to have successful programs, as well as growth and innovation for the Williamson Campus, improvements in our financial commitment to marketing and targeted marketing efforts must occur. To this end, we recommend:

- Increased marketing activity in the four counties served which specifically targeting the issues of the Kentucky/West Virginia Reciprocity Agreement, comparisons of tuition rates showing the value of a Southern education, programs that lead to jobs, and financial aid availability.
- Place advertisements for specific programs experiencing low enrollments, such as Drafting & Design Technology, Web Design Specialist, Electrical Engineering Technology, and Mining Engineering's 2+2 Program with West Virginia University.
- Promote EDGE and other articulated credit programs specifically to high schools, students, and parents.
- Use our Television Services Department for more marketing. Create commercials highlighting specific topics such as the EDGE program, 2+2 Agreements, Reciprocity, and low enrollment programs in order to target specific needs.
- Target our non-traditional adult population in advertisements. The survey of current students show that 74% of the current students completing the survey are between the ages of 18 to 24. We need to attract our adult population.
- The Task Force strongly recommends that the President's Team make a focused effort to visit all high schools and junior high schools who were surveyed during this project. A list of those schools can be found in the "Map of Geographic Distribution" section of this report.
- Considering the number of survey respondents who obtain their information from regional newspapers, some members of the Task Force believe the entire course schedule should be published in regional newspapers.

Issues of Access - Transportation issues and the completion of two major highways, US Route 119 to Pikeville and the King Coal Highway from Bluefield to Delbarton to Huntington, will impact access to Mingo County. We choose to view the completion of these highway systems as a positive opportunity for the community. These two highways will enhance student access to the College from areas, thus far, under served.

- The Task Force encourages Southern West Virginia Community and Technical College administration and employees to support the completion of the King Coal Highway (Bluefield - Delbarton - Huntington) and ensure that the access road from Delbarton to Williamson is constructed as planned. The Delbarton to Williamson connector road is essential for student access to the Williamson Campus. Also, this access road will help to ensure the economic growth of the Williamson Campus service region. (See Appendix II for information about the planned highway and the connector road to Williamson.)
- The Task Force encourages continued efforts toward establishing public transportation opportunities in the form of bus services from all four counties served, to the Williamson Campus.
- The College is strongly encouraged to continue to maintain the Reciprocity Agreement for bordering counties between West Virginia and Kentucky.

Community Involvement – The Williamson Campus Task Force believes that the Campus should become the center of the community. There should be events and activities that constantly encourage members of the community to visit the campus. Concerted efforts must be made to encourage and invite community members in Martin and Pike Counties to visit the Campus.

- Market the availability of the facility for community events and meetings. Sponsor and/or participate in community festivals and fairs. Create a Southern specific event that attracts community interest. Examples might include an annual Talent Showcase or Show Band/Music Competitions. Invite regional youth clubs and organizations to use the facility for their meetings and activities.
- Get regional youth and adults involved in activities at the Williamson Campus. Examples might include performing arts events, competitions, training activities or events, etc..
- Use the facility to expand cultural and artistic awareness. Promote workshops, arts and crafts events, etc..

Facility – The entire facility, especially classrooms, need modernization.

- Replace desks with modern tables and chairs.
- Bathrooms need updated and made handicapped accessible.
- Science labs need renovated and modernized.
- Expand the Bookstore. Provide more merchandise. Sell products produced by local artisans. Consider moving the bookstore operation to the new armory facility.
- Renovate the bookstore space (if moved to the armory facility) to become the campus administrative offices. This will allow the Director of Campus Operations to be located centrally on the first floor and easily accessible should problems arise.
- Create a career counseling/job placement center on the Williamson Campus. This function is diluted among several positions and it is unclear to students where they go for assistance with job placement. Also, employers seeking to hire Southern graduates need to have a specific place or person to contact.
- The majority of comments from the Southern Student Survey (April 2006) regarding the facility involved the poor quality of the food, and lack of availability of food services. At this writing (September 2006), this area has been improved. However, the Task Force recommends that food services continue to be monitored for quality and sufficient hours of operation to meet the needs of the students.
- Establish an office for use by faculty who travel to teach and for other College employees who travel to the Williamson Campus to conduct business.

Instructional Programs - The Task Force conducted surveys of regional high school juniors and seniors, current Southern students, our potential non-traditional students (community members) and regional businesses and employers. A total of 2,397 responses were received, from which the most requested programs for credit and non-credit based instruction were tabulated. The most requested credit based programs are included in the recommendations below. Non-credit course or program recommendations are included in the “Workforce Development, Continuing Education, and Community Education” section of these recommendations.

- Offer Allied Health programs (including Nursing) on the Williamson Campus. (Review “Observations and Results” for each survey to see specific programs requested.)

- Offer complete Computer Information System Technology programs on the Williamson Campus.
- Promote and advertise the programs offered on the Williamson Campus. Make sure support and prerequisite courses are offered. Programs who suffer from low enrollments should be targeted for recruitment (via increased marketing). According to a presentation by the Chair of the Division of Technology and Engineering, examples of programs that are in jeopardy due to lack of enrollment on the Williamson Campus include: Drafting and Design Technology, Web Design Technology, Electrical Engineering Technology, Mining Engineering (2+2 with West Virginia University).
- Incorporate more public speaking requirements across the curriculum. This gives the student better confidence in the workplace when having to address colleagues or interview before a selection committee or management team.
- Establish new, update current, and publicize all 2+2 transfer agreements. Develop new agreements for the most highly requested programs in the surveys. Those programs are:

Most Requested Programs		
Current Student Survey	Non-Traditional /Community Survey	High School Junior/Senior Survey
Health Related Fields	Education	Health Related Fields
Education	Health Related Fields	Education
Business	Business	Pre-Professional (dental, medical, veterinary)
Criminal Justice	Computer Information Systems	Business
Computed Information Systems	Pre-Professional (dental, medical, veterinary)	Engineering
	Criminal Justice	Criminal Justice

- Offer complete certificate and associate degree programs on the Williamson Campus in the fields requested and shown in the table above.

Scheduling - Alternative and flexible scheduling was supported by survey results.

- Current students of the Williamson Campus requested additional Fast Track courses in more programs. Entire programs should be offered in the Fast

Track format to avoid a student having to mix scheduling methods and not receive the full benefit of the Fast Track concept due to not having the out-of-class time necessary to devote to the course work.

- Establish alternative scheduling options for classes on the Williamson Campus. One proposal received suggests we establish a three semester academic year with altered class times that enable the student to graduate sooner than two years. The proposal, submitted by a faculty member, is included in Appendix I of this report.
- Offer more on-line courses in all programs. Offer entire programs via web based classes.
- A comprehensive review of scheduling on the Williamson Campus should take place to ensure . . .
 - complete programs are available on the Williamson Campus.
 - students have a choice for a full time schedule for either traditional courses or Fast Track courses.
 - students have options for morning, afternoon, and evening classes.
- The surveys results (Observations and Results Reports) show the most requested time slots and days of the week for course offerings. These should be given consideration in the comprehensive review of the schedule.

Enrollment Initiatives – The Williamson Campus Task Force believes that concerted efforts can be made that will positively impact enrollment for the Campus.

- Establish dual credit courses in the high schools of the service region. This needs to be done even if it means sending a full time faculty member to the schools to teach the class. The College should offer incentives to assist the teachers in regional high schools to obtain the course work necessary to qualify to teach dual credit courses.
- Partner with, or establish cooperative agreements with county vocational schools to use their facilities/equipment and offer their programs to the adult population during evening hours. We believe non-traditional age students are reluctant to attend “school” with 16 to 18 year old students and would be better served by offering vocational programs separately. This would enhance Southern’s enrollment by allowing the adult students to articulate credit to obtain an associate degree.
- Create meaningful partnerships with all K-12 systems in each county in our service region. Provide services that get Southern’s name and presence in the schools. An example might be – offer tutoring for mathematics after school one evening a week.

- Create a Southern presence at regional high school ball games by sponsoring half time activities or giveaways. Get Southern West Virginia Community and Technical College's name on the PA system.

Student Services and Activities –

- Create a “Study Center” for use by all Southern students AND regional secondary school students who may have need for tutoring or special help on a specific topic. Promote this program/service to the regional schools. The Task Force believes that this service to the community can serve as a tool to promote the college, enhance enrollment, provide community service, and get secondary school age students comfortable with coming to the College. This early contact with Southern may influence their decision to attend college . . .and attend at Southern. This Center should offer tutoring, ACT preparation, test taking skills, note taking, study skills, and organizational skills for all ages of students. Encourage interested parents to attend with the child. This could enhance their ability to assist their children with homework and build their confidence to a point they become interested in taking a class at Southern.
- Investigate the option for providing Day Care at or near the Williamson Campus through a contractual arrangement.
- The Southern Student Survey results expressed a strong desire for student activities. The Task Force recommends the list of requested activities be reviewed and arrangements be made to offer as many activities as practical on the Williamson Campus. The list of most requested activities can be found under the “Survey of Students Attending the Williamson Campus” tab on the “Observations and Results” report, question # 35.
- Students requested longer Library hours of operation. Beginning with the Fall 2006 semester, the hours of operation for the Williamson Campus Library were extended. We recommend that the hours be monitored for student usage and adjusted accordingly.

Workforce Development, Continuing Education, and Community

Interest – The Williamson Campus Task Force feels that the Southern West Virginia Community and Technical College can play a vital role in business retention and expansion efforts for our region. Recommendations in this area include:

- Make efforts to support the existing industries in the region. Visit the major employers, offer services, determine their needs and what Southern can do to help. Develop training and certification programs to help the industry prepare it's workforce to meet the future needs of the business. We recommend

focusing on fabrication, machine, electrical, hydraulic, engineering, heavy equipment, and other mining support businesses.

- Do the same as above for existing health care agencies in the region. The need for continued education and training is more prevalent in the health care industry and Southern possesses the expertise to provide CEUs necessary for health care providers to maintain certifications and licensures.
- Seek out the needs and provide certification or re-certification training and/or CEUs for regional professionals. Partner with firms who offer discipline specific continuing education to bring the opportunity for training to the service region. Suggested disciplines for certification or re-certification training include but are not limited to: Radiologic Technology (ultrasound), other Health Care Professionals, Social Workers, Attorneys, Accountants, Engineers, Real Estate Brokers, Insurance Professionals, and Automotive Mechanics.
- Provide or broker services to provide entrepreneurial opportunities, incubators, and business services at the Williamson Campus.
- Expand leadership training initiatives to the Williamson Campus service region. Offer workforce training in ethics, public speaking, grammar, writing clearly and effectively, time management, computer skills, reasoning and problem solving, interpersonal skills/communications, basic math, etc. (See question #9 of “Observations and Results” for the Businesses and Employers Survey.)
- Establish programs to support the tourism industry. For example, provide seminars and workshops such as ATV Repair and Maintenance, ATV Safety, or Giving Directions to support the Hatfield McCoy Trails System.
- Offer non-credit courses that were most requested by the survey respondents. A total of 1,387 respondents to three surveys requested these courses (in order of most requested first):

Non-Credit Courses Requested		
Non-Traditional Student(Community Survey	Current Southern Student Survey	Business and Employer Survey
Computer Training	Computer	Computer
Guitar	Ball Room Dance	Health Care
Photography	Photography	OSHA
Painting	Guitar	Investing

Art	Piano	Infection Control
Math	Consumer Classes	Grammar
		Writing Skills

- The Williamson Campus Task Force strongly recommends that businesses who responded to the survey and provided contact information receive a personal contact or follow-up from the Workforce and Community Development Unit.

Acquisition of the National Guard Armory Property - The Williamson Campus Task Force received numerous and varied recommendations regarding the use of the armory property. These recommendations include developing the property for recreational, cultural, academic, and community/workforce support usage. Without specific information about the structure and renovation possibilities, it is impossible for this Task Force to recommend one specific use and purpose for the facility. Therefore, we are including all recommendations regarding the facility. We believe it is possible to incorporate two or more of the recommended uses of the facility in the planning for the facility. After further analysis and review, we have confidence that the facility will be used in the best interest of the community and toward attainment of the goals of Southern West Virginia Community and Technical College.

- The Task Force believes it is important for Southern to maintain recognition of the Gaujot brothers to whom the Armory was dedicated in 1958. The brothers, Julien and Antoine Gaujot, who were residents of Williamson, both received the Congressional Medal of Honor. According to Staff Sargent Branham, the Armory is named the “Gaujot Armory.” (See Appendix III) The Task Force recommends that the plaque currently hanging at the armory building remain with the building and be placed in a place of honor after the facility is renovated.
- Establish a “Fine Arts/Appalachian Artisan Center” which will promote and provide a juried artisan clearing house for regional artists and craft persons.
 - This program can provide the technical skills and entrepreneurial business training for artisans to be able to market and sell their products.
 - Provide a place to produce, market, and sell arts and crafts (a mini-Tamarack concept).
 - Offer certificates and associate degrees in art fields such as wood, jewelry, metals, black-smithing, fiber, Appalachian music, and musical instrument building and repair.
 - These craft industries can provide economic development and promote tourism for the region.

- Consider creating an Appalachian Music Festival. A quality venue for performers of acoustic instruments can provide a boost to the local economy. Consider starting a program like “Merlefest” sponsored by Wilkes Community College in North Carolina. The event can be sponsored by Southern, but held at a location that would accommodate the size of the audience. (See www.merlefest.org.)
- Other institutions who have created successful artisan centers include Hazard Community College, Montana State University - Great Falls College of Technology, and Virginia Highlands Community College. We recommend investigating this possibility by visiting these centers and considering the impact this type of program could have on the Williamson Campus and the communities it serves.
- Create a Community/Student/Employee fitness center. One suggestion was to create a community center much like the Larry Joe Harless Center in Gilbert, providing an indoor pool, basketball and tennis courts. If this is considered, we recommend seeking grant opportunities to offset costs. This recommendation was the most requested use of the facility by current Southern students.
- Locate the Mine Training Academy at the armory location.
- Create a Performing Arts Center for local theater and performing arts group usage. Also, a theater in the armory building will provide a stage for performance of plays sponsored by Southern’s Division of Humanities.
- Consider moving the Bookstore to the armory building location, expanding merchandise line and providing a “store” from which artisan products can be sold..
- Establish an indoor shooting range. Seek grant funding from the National Rifle Association (NRA) for renovation and create a state of the art indoor range, certified by the NRA. Promote the site to regional law enforcement and sportsmen for fire arm qualification and certification.
- Current Southern students surveyed offered suggestions for usage of the facility. Listed below, in order of most requested first, are the options for the facility selected by the students. Options marked less than five times are not included here but are available on the “Observations and Results” report in the “Southern Student Survey” section of this report.

Fitness/Wellness	(105 responses)
Sports	(80)
Theater/Performing Arts	(65)
Academic Space/ Classrooms	(44)
Community Center/Seminar/Meeting space	(30)
Arts and Crafts	(30)

Media Graphic Arts	(23)
Other	(20)
Business Incubator	(9)

This report was compiled and written by Patricia Clay, Human Resources Administrator and Administrative Liaison to the Williamson Campus Task Force.

President's Blue Ribbon Committee on Recruitment,
Retention, and Graduation:
Preliminary Report and Recommendations

September 29, 2006

**Stage 5: Taskforce Committee
Recommendations**

Stage 5: Taskforce Committee Recommendations

Recruitment Recommendations

Recruitment is essential for Southern's future. The Committee has developed a Blue Ribbon Recruitment Plan in order to synthesize all recruiting efforts into a single document. This section is divided into several categories which are face-to-face recruiting, marketing, correspondence, and direct surveys. The Committee will suggest organizational changes later in this document, including the hiring of college recruiters. For the purposes of this report, each category will be addressed.

Face-to-face Recruiting Recommendations

Southern is currently involved in many effective face-to-face recruitment initiatives. In addition to these efforts, the Committee offered the following recommendations:

1. Increase College-Going Rate of Service Area

- *Target low performing high schools by holding focus group discussions with current students*
- *Increase buy-in from all college constituencies, including students for the on-campus recruiting opportunities.*
 - Tech Prep Visits
 - Open Houses
 - Harmony Week
 - Appalread Events

2. Increase Adult Recruitment

- *Hire fulltime Southern recruiters to focus on the traditional and adult population*
- *Speak with local groups and organizations*
 - AARP
 - Local Ministerial Associations
 - ABE/GED
- *Increase Southern visibility and outreach*
 - Utilize MEET-U bus to recruit at local events
 - Create an "Emergency Response Team" in which Southern develops local partnerships to quickly respond to area tragedies

Marketing Recommendations

A comprehensive marketing plan is essential for cultivating future enrollments at Southern. The Committee discussed the need for an effective marketing strategy at length. Many resources were reviewed in an effort to understand Southern's market and marketing strategy. During this review, the Committee was concerned with the lack of familiarity with Southern as noted in the reports from the Williamson and Wyoming County Taskforce. The Committee defines marketing as advertising efforts utilizing mass media. The following marketing recommendations were made:

1. Increase Utilization of Southern's Television Channel

- ***Develop an advisory committee to create and oversee recruitment programming***
- ***Broadcasting Southern activities beyond Commencement and Allied Health Pinning ceremonies to include other activities such as Student Government Association events and Theater productions***
- ***Create commercials regarding Southern's programs.*** Air commercials during appropriate programs to target specific populations. For example, an effective strategy may be to promote Southern's religion courses during religious broadcasts
- ***Produce Southern infomercials***
 - MEET-U
 - President's High School Team
 - Services (Financial Assistance information/tips, applying for college, etc.)
 - Community service programming from both the academic and nonacademic divisions (Study skills, time-management information, job related skills, self-defense, etc.)
 - Benefits of attending Southern
 - Southern success stories
- ***Produce Southern teasers***
 - To spark interest in particular courses or programs, develop short teasers that introduce a topic. (CPR, using computers and email, Bible study, etc.)
 - The teasers should be aired to target specific populations
- ***Produce a "Southern Showcase"***
 - Invite Southern students to display talents on channel
 - Invite elementary, middle, and high school choirs, bands, and other groups to perform on Southern's channel
 - Invite community members and groups to perform
 - Broadcast the events during after school hours and in primetime

2. Increased Utilization of the Internet

- ***Provide alternate ways to access Southern's website***
 - Approach local professional organizations, service agencies, and schools to establish internet hyperlinks to Southern's website
 - Local Businesses
- ***Create MySpace page for Southern***
 - Create MySpace page for Southern.
 - Over 100 million registered users
 - To reach the traditional "technologically savvy" student population
- ***Offer complete academic programs via the web***

3. Miscellaneous Marketing

- ***Advertise using a variety of media including billboards, newspaper, radio, inserts, etc***
- ***Create new programs targeted toward the adult population and also the male population***
- ***Develop high demand programs that lead to good paying occupations***
- ***Work with school counselors to encourage students to make college decisions earlier. Southern students currently apply very late (see page 20-22)***

Correspondence Recommendations

An important part of a comprehensive recruitment plan includes a focused and targeted correspondence campaign. While Southern produces mountains of correspondence, a focused, coordinated approach is required to maximize our efforts. For the purposes of this section, the Committee has focused on additional mailings that can be generated to assist with recruiting.

1. Additional Recruitment Mailings

- *Provide follow-up letters from college fairs*
- *Send Financial Assistance reminder postcards*
- *Mail postcards to non-returning students*
- *Send Dual Credit students recruitment letter*

Survey Recommendations

An effective way of measuring the pulse of Southern's constituencies is to gain direct information. One tool for gleaning this information is the use of a survey instrument. The Committee has reviewed the Williamson and Wyoming Task Force Final Reports. Although the Committee shares many of these recommendations, additional suggestions from the Blue Ribbon Committee are provided below. The Task Force proposals should be used in concert with the ones suggested by this group. Although organizational recommendations will be made later in the report, it is suggested that an institutional researcher be hired.

1. Survey College Personnel

- *Hire Institutional Research Coordinator*
- *Opinions on successes and potential barrier, regarding recruitment, retention, and graduation*
- *Suggestions on ways to improve recruitment, retention, and graduation*

2. Survey Students

- *New applicants on how they made their decision to attend Southern*
- *Expand the Williamson and Wyoming County Taskforce survey for high school students to include all counties in Southern's service area*
- *Expand the Williamson and Wyoming County Taskforce community needs survey to include all counties in Southern's service area*

Retention Recommendations

As *Stage 1* (see page 8) of this report indicates, Southern's service area has experienced a significant population decline over the past two United States Census periods. Also, the projected area school enrollments will continue to decline. Taking these trends into consideration, it is abundantly clear that Southern must make every effort to retain our students.

For the purposes of this report, the Committee has chosen to adopt the definition utilized in the "*Retention Narrative*" as submitted by the Enrollment Management Committee. They define retention as "maintaining students until their self-described educational goal has been reached." The Committee will suggest organizational changes later in this document, including the hiring of an Activities Coordinator, Career and Job Placement Counselor, and Director of Transfer.

This section is divided into several categories which are Advising, Scheduling, Facilities and Services, and Surveys. The Committee has made the following recommendations to increase Southern's retention rate.

Advising Recommendations

Good academic advising is vital to maintaining students.

1. Revamp Advising Process

- *Identify "good faculty advisors" to conduct the majority of the student advising*
- *Assign extra courses to faculty who do not wish to advise students*
- *Implement a degree audit system using the BANNER system*
- *Conduct student and faculty survey to understand and improve the advising process*
- *Create an intake system in which all students declare an educational goal and receive an educational plan (College Success Course)*
- *Develop "Advising Days" prior to the start of pre-registration of each term. The college would not have classes and the students would be able to schedule appointments with faculty advisors.*
- *Provide additional technological support*

Scheduling Recommendations

Offering courses at times convenient to our students is important in retention. As noted in the “*Enrollment Trends 1985-2005*” on page 15, Southern’s part-time student population has grown increasingly younger and make up a smaller percentage of our overall student body. Also as noted in the CCSSE report on page 26 of this document, Southern students bear the additional burden of having to work and attend college simultaneously. To regain the part-time and older students, Southern must adjust its mindset. In order to achieve this goal, the Committee has made the following recommendations.

1. Revise Schedule

- *Offer more evening classes*
- *Create more two day-a-week schedule.* Create this schedule to allow students to complete programs utilizing a two day-a-week schedule
- *Hire additional faculty in order to offer a wider selection of courses and times offered*
- *Reinstate the Monday through Friday schedule*
- *Provide a Track 12 schedule as an alternate delivery method*
- *Limit Fastrack offerings*
- *Utilize existing BANNER data to adjust yearly scheduling to eliminate unnecessary changes and cancellations*
- *Provide additional technological support*

2. Reinstate a College Success Course

- *The course must be faculty driven*
- *Campus Toolkit should be utilized, if pilot project is successful*
- *Possible topics to be covered should include utilization of Choices, Southern’s date book planner, multicultural studies, money management, etc.*
- *Anticipated to begin in Fall 2006*
- *Committee will be making a full recommendation on this in the final report*

Facilities and Services Recommendations

Although services may not be the primary reasons in which students choose Southern, it may be the difference in whether they stay. A sense of community and connectedness has been shown to make the difference in student's achieving their goals or dropping out. The challenge in services is providing a customer-friendly atmosphere, provide activities, and still appeal to a diverse population. The Committee in trying to meet this challenge offers the following recommendations.

1. Facility Recommendations

- ***Revamp computer labs and availability to increase student satisfaction*** (see CCSSE results on page 26)
- ***Provide better directional signage including campus maps to help new students and visitors.*** This recommendation was also shared by the Enrollment Management Committee in their "*Committee Report*"
- ***Develop a strategy to increase parking on Southern's campuses.*** The issue has been raised by the Student Government Associations on the Logan and Williamson Campuses
- ***Continue to monitor Americans with Disabilities Act (ADA) accessibility concerns***
- ***Provide additional seating areas on campuses for students to study and lounge***

2. Services Recommendations

- ***Increase the number of activities for students***
 - Hire Activities Coordinator
 - Reinstitute Intramurals
 - Provide ongoing activities for Summer, evening, and nontraditional students
 - Have college-sponsored events and activities in addition to the Student Government Association events

- ***Emphasize Career and Job Placement Services for students***
 - Develop a Career and Job Placement Office
 - Hire appropriate staff

- ***Change the title of Student Services Specialists to Counselor***
 - Reevaluate job descriptions to ensure Counselor are not assigned too many non-student related tasks
 - Faculty would provide the majority of the academic advising

- ***Establish a referral system for at-risk students***
 - Counselors to provide training for faculty awareness

- ***Begin utilizing the Web for Faculty module in BANNER***
 - Provides additional interaction opportunities for students and faculty
 - Offers a variety of tools to enhance the information flow to students
 - Addresses CCSSE concerns (page 26) regarding email interaction

- ***Assist students in need with emergency financial services***
 - Ask Foundation and Financial Assistance Office to coordinate emergency student emergency funds
 - Make student emergency funds available for all locations
 - Implement a textbook loan and/or rental program

- ***Implement a Childcare Service at Southern***
 - Create local partnerships
 - Possibly include Early Childhood majors in process

- ***Investigate extending hours for Business Offices and Bookstores***

- ***Change outgoing telephone message to remove the phrase “college is closed”***

- ***Review the current procedures regarding cancellation of classes due to inclement weather***

Survey Recommendations

An effective way of measuring the pulse of Southern's students is to gain direct information. One tool for gleaning this information is the use of a survey instrument. Knowing why students stay is as important as learning why they opt out, stop out or drop out. Although organizational recommendations will be made later in the report, it is suggested that an institutional researcher be hired. The Committee has developed some survey recommendations.

1. Survey Current Southern Students

- *Hire Institutional Research Coordinator*
- *Continue with CCSSE surveys*
 - Conduct follow-up surveys to gain additional information from CCSSE
- *Survey successful Southern students. Some possibilities include:*
 - By program
 - By entering class
 - By location

2. Survey Former Southern Students

- *Continue with graduate exit survey*
 - Conduct follow-up surveys, as needed
- *Survey non-returning students*
 - At time of drop
 - At later date

Graduation Recommendations

The Committee's recommendations regarding recruitment and retention should enhance graduation opportunities for students. The Committee has made the following additional recommendations.

Programs Recommendations

Offering courses at convenient times for our students is important in retention and ultimately graduation. However, just as important, is offering the right mix of programs. Students are coming to Southern for a variety of reasons, but two primary reasons are apparent. The first is to take a limited number of classes and then transfer. The second reason is to take courses and programs that lead to immediate employment opportunities.

1. Provide a Variety of Programs Using a Combination of All Delivery Methods

- *Provide programs linked to high demand careers*
- *Provide alternate delivery of programs*
 - Web
 - Track 12
 - Other Short-term or quick degree options
- *Provide program flexibility to allow transfer students to graduate with an Associate of Arts or Associate in Science degree before transfer*
- *Develop additional programs that transition a two-year degree into a four-year program*

Transfer Support Recommendations

With approximately half of Southern's students declaring a transfer program as a major, it is imperative to provide incentives for students to earn a degree. Students do not always recognize the benefit of earning a degree prior to transfer. Southern must put forth an organized effort to provide support to these transfer students. Although organizational change will be addressed later in this report, it is the recommendation that a Transfer Coordinator be retained. The following are the Committee's recommendations in this area.

1. Provide More Resources in the Area of Transfer

- *Hire a transfer coordinator*
- *Arrange incentives for Southern transfer students earning a degree*
- *Develop possible scholarship agreements with other institutions for degree earning transfers*
- *Use partnerships to develop curriculum alignment in order for students to earn a degree without losing credit at transfer*
- *Encourage students who are lacking only a few courses for meeting Southern's graduation requirements the opportunity to transfer their credit back to Southern to earn a degree*

2. Provide Advising Guides for Transfer Students

- *Provide specific guides for students intending to transfer*
- *Develop educational plans in conjunction with the 4-year college*

Survey Recommendations

As discussed in this report, an effective way of gaining information is through the use of a survey. Although response rates are always a concern with surveys, the type of information received can be invaluable. The Committee has some survey recommendations in the area of graduation.

1. Survey Southern Students

- *Survey Southern students who have completed a large number of credit hours without having an earned degree*
- *Survey recent Southern graduates to determine the student's perceived usefulness of the degree*
- *Survey students with a large number of credit hours that stop attending*

2. Survey 4-year Institutions or Gather HEPC Data

- *Collect data on transfer students from partnering institutions and the HEPC, to determine if the students earned a degree before transfer*
- *Compare success rates of degree-earning students versus non-degree earning students from survey*

Organizational Recommendations

A comprehensive examination of recruitment, retention, and graduation would not be complete with looking at the overall institution. Even though the Committee believes Southern offers an inviting atmosphere, improvements can be made. It is always healthy to examine your operation for better functionality. The Committee after discussing the organizational structure has recommended the following changes.

Organizational Synergy Recommendations

Southern's organization structure, though effective, can create duplication and a shotgun approach when exploring enrollment management functions. After examining recruitment for example, it became apparent that many offices and departments are recruiting for Southern. These efforts are from various departments and report to different supervisors. Thus, there is no one office or entity that can synthesize or coordinate these important efforts. The same can be said for retention efforts. Despite the fact that everyone cannot be incorporated into one large department, it is the opinion of the Committee that a more coordinated effort is necessary to maximize available resources. *Southern is greater than the sum of its parts and can benefit from a coordinated enrollment management department to gain organizational synergy.*

1. Create an Enrollment Management Department

- *The entire organizational structure should be reexamined to make necessary changes to create a new Enrollment Management Department*
- *The Enrollment Management Department should act as an institutional nexus for all recruiting, retention, and graduation activities, plans, and information*
- *This Unit should be positioned to provide the appropriate budget and authority to carry out the necessary responsibilities*
- *Reinstitute the positions of recruiters. This would a more focused effort on recruiting both the traditional and nontraditional students*
- *Bring in an Institutional Researcher to routinely gather and analyze data on recruitment, retention, and graduation in order to form baseline data and act as a clearinghouse of information*

2. Additional Organizational Recommendations

- ***Career Planning and Placement should be emphasized and integrated into Southern***
 - This position(s) is necessary for Student Services and Workforce Development
 - Students should be exposed to how majors and careers interrelate
 - Ongoing career services should be available to students
 - Workforce Development and Student Services could share this effort

- ***An examination of the faculty role in student advising should be conducted***
 - Identified faculty could advise the majority of the students
 - Change the title of Student Services Specialists to Counselor
 - This would allow the Student Program Advisors and Campus Counselors opportunities to provide additional services

- ***Provide a position responsible for coordinating student activities for all locations***

- ***Provide a position similar to the Director of the Higher Education Learning Center to provide assistance in the articulation of transfer credit and assistance for students with transfer issues***

- ***Provide an IT person housed within each unit of the college***

Technology Integration Recommendations

When discussing Southern, one area that consistently sparked the most reaction was Technology Services. It became evident there was a consensus for the need of the expanded use of technology. The need for better integration was also discussed. Each department requested additional support and an easier flow of data and information. Although we all use technology extensively, a better use of technology could streamline workloads and services. To that end, the Committee makes the following recommendations regarding technology integration.

1. Technology Integration

- *Provide each unit with an embedded IT person*
- *Utilize BANNER to its fullest capability*
 - Bring in BANNER Consultants
 - Utilize all modules including CAAP, Web for Faculty, etc.
 - Provide ongoing support and training
- *Organize a team to consistently explore technology utilization at other colleges and universities to incorporate at Southern.* This team can also explore better ways of providing more online information, support, and services. These include, but are limited to
 - Webcasts
 - Online advising tools
 - Virtual communities
 - Online Student Services