



Agenda Book
December 11, 2018

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President

Southern West Virginia Community and Technical College Board of Governors
Expectations of Board Members 2018 - 2020

Responsibility / Authority

The affairs of Southern West Virginia Community and Technical College will be managed by its Board of Governors, which shall have full authority to take such actions as it deems necessary or appropriate to accomplish the purpose for which the Board has been formed.

Expectations of All Board Members:

1. To prepare for and attend at least five (5) Board meetings each year.
2. To attend at least 75% of the meetings of assigned committees.
3. To develop and ensure fulfillment of the mission of Southern West Virginia Community and Technical College.
4. To establish needed policy and plans for guidance of Southern West Virginia Community and Technical College.
5. To ensure compliance with federal, state, and local laws.
6. To establish and ensure compliance with a code of ethics and standards of conduct governing the actions of the Board and staff.
7. To protect against conflict of interest in the business affairs of Southern West Virginia Community and Technical College.
8. To review and approve annual budgets, monitor performance, and dictate changes required to operate within the approved budget.
9. To accept responsibility for assuring that Southern West Virginia Community and Technical College has sufficient financial resources to accomplish its mission, including but not limited to personal financial support of the *Vision 2020* Major Gifts Campaign.
10. To serve as an advocate, champion and representative of Southern West Virginia Community and Technical College in the community.
11. To provide feedback and input to the Southern West Virginia Community and Technical College as to community attitudes, comments, questions, and suggestions.
12. [for Board members that reside within the College service district] To attend at least one Southern event or activity each year.
13. [for Board members who reside outside of the College service district] To identify or establish at least one opportunity each year for staff and representatives of the College to make presentations to or otherwise interact with members of the community where the board member resides, thereby promoting the mission of the College.
14. As overseers of a public trust, each board member has an obligation to remain open to input from external stakeholders to help ensure that Southern West Virginia Community and Technical College is responsive to state and community needs. However, as members of a board consisting of independent men and women acting together to be fully informed and impartial in their policy determinations, each must recognize that in the end, his/her decision must rise above any external pressures being applied to the Board's work.

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of December 11, 2018
6:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia and by Teleconference**

AGENDA

1. Verification of Quorum and Call to Order Mr. Howard E. Seufer
Board of Governors Chair
2. Call for Public Comments to the Board of Governors Chair Seufer
3. Financial Audit Presentation Suttle & Stalnaker, PLLC
4. Financial Report Mr. Samuel Litteral
Vice President for Finance and Administration
5. Emergency Preparedness Report Mr. David Lord
Director of Campus Operations/Wyoming
6. President’s Report Dr. Robert E. Gunter
President
7. Higher Learning Commission (HLC) Progress Report President Gunter and
Dr. Deanna Romano, Vice President for
Academic Affairs and Accreditation Liaison Officer
8. Action Items:
 - 8.1 Request for Approval of Audited Financial Report 96
 - 8.2 Request for Approval of October 15, 2018 Board Meeting Minutes 97
 - 8.3 Appointment of BOG Tuition and Fees Ad Hoc Committee Chair Seufer
 - 8.4 Request for Final Approval by BOG and Submission to Chancellor
 - 8.4.1 SCP-1002, *Official College Spokesperson and Media Releases* 103
 - 8.4.2 SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation* 107
 - 8.5 Request for Approval to Release for 30-day Public Comment Period
 - 8.5.1 SCP-2562, *External Professional Activities of Faculty and Other Professional Staff* 113
 - 8.5.2 SCP-2575, *Overtime and Compensatory Time* 119
 - 8.5.3 SCP-3000, *Distance Learning* 127
9. Information Item:
 - 9.1 2018 HLC Assurance Review Final Report 133
10. Adjournment Chair Seufer

Southern West Virginia
Community and Technical College
Financial Statements
Years Ended June 30, 2018 and 2017

and

Independent Auditor's Reports

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE**

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INDEPENDENT AUDITOR'S REPORT

Board of Governors
Southern West Virginia Community and Technical College
Mt. Gay, West Virginia

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and discretely presented component unit of the Southern West Virginia Community and Technical College (the College), a component unit of the West Virginia Council for Community and Technical College Education, as of and for the years ended June 30, 2018 and 2017, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely presented Southern West Virginia Community and Technical College Foundation, Inc. (a component unit of the College). Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the discretely presented financial statements of the Southern West Virginia Community and Technical College Foundation, Inc., is based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The financial statements of the Southern West Virginia Community and Technical College Foundation, Inc. were not audited in accordance with *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audits and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the College as of June 30, 2018 and 2017, and the respective changes in financial position, and where applicable, cash flows thereof for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As described in Note 3 to the financial statements, in 2018, the College adopted new accounting guidance, GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 12, the schedule of proportionate share of the net pension liability, and schedule of pension contributions, the schedule of proportionate share of the net OPEB liability and schedule of OPEB contributions, and related footnotes on pages 59 through 64 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2018, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



Charleston, West Virginia
October 10, 2018

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

Overview of the Financial Statements and Financial Analysis

Southern West Virginia Community and Technical College (the College) presents its financial statements for the fiscal years ended June 30, 2018 and June 30, 2017. The emphasis of discussions about these statements will be on current year data. There are three financial statements presented: the Statements of Net Position; the Statements of Revenues, Expenses, and Changes in Net Position; and the Statements of Cash Flows. This discussion and analysis of the College's financial statements provides an overview of its financial activities for the year and is required supplemental information. Since this analysis is designed to focus on current activities, resulting change and currently known facts, please read it in conjunction with the College's basic financial statements and the footnotes to these financial statements. Responsibility for the completeness and fairness of this information rests with the College.

The Governmental Accounting Standards Board (GASB) establishes standards for the presentation format of College financial statements. The current format places emphasis on the overall economic resources of the College.

Statements of Net Position

The Statement of Net Position presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the College as of the end of the fiscal year. The Statement of Net Position is a point of time financial statement. The purpose of the Statement of Net Position is to present to the readers of the financial statements a fiscal snapshot of the College. The Statement of Net Position presents end-of-year data concerning assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources, and net position. The difference between current and noncurrent assets and liabilities is discussed in the footnotes to the financial statements.

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors and lending institutions. The Statement of Net Position provides a picture of the net position and its availability for College expenditures.

Net Position is divided into three major categories. The first category, net investment in capital assets, provides the College's equity in property, plant and equipment owned by the College. The next asset category is restricted net position, which is divided into two categories, nonexpendable and expendable. The College does not currently have nonexpendable restricted net position since all funds of this nature would be directed to the Southern West Virginia Community College Foundation, Inc. The corpus of nonexpendable restricted resources is only available for investment purposes. Expendable restricted net position is available for expenditure by the College but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. The College does not currently have expendable restricted net position. The final category is unrestricted net position. Unrestricted net position is available to the College for any lawful purpose of the College.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 6
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

Condensed Schedules of Net Position
June 30

	(in thousands)		
	<u>2018</u>	<u>2017</u>	<u>2016</u>
Assets and deferred outflows			
Current assets	\$ 11,510	\$ 11,105	\$ 9,449
Other noncurrent assets	177	202	212
Capital assets, net	<u>29,215</u>	<u>29,975</u>	<u>30,134</u>
Total assets	<u>40,902</u>	<u>41,282</u>	<u>39,795</u>
Deferred outflows of resources	<u>372</u>	<u>173</u>	<u>72</u>
Total	<u>\$ 41,274</u>	<u>\$ 41,455</u>	<u>\$ 39,867</u>
Liabilities, deferred inflows and net position			
Current liabilities	\$ 3,730	\$ 4,367	\$ 3,875
Noncurrent liabilities	<u>4,699</u>	<u>5,541</u>	<u>5,372</u>
Total liabilities	<u>8,429</u>	<u>9,908</u>	<u>9,247</u>
Deferred inflows of resources	<u>1,121</u>	<u>304</u>	<u>312</u>
Net position			
Net investment in capital assets	29,215	29,975	30,134
Unrestricted (deficit) net position	<u>2,509</u>	<u>1,268</u>	<u>174</u>
Total net position	<u>31,724</u>	<u>31,243</u>	<u>30,308</u>
Total	<u>\$ 41,274</u>	<u>\$ 41,455</u>	<u>\$ 39,867</u>

Total net position of the College increased by \$481 thousand from June 30, 2017 to June 30, 2018. Total net position increased by \$935 thousand from June 30, 2016 to June 30, 2017. These changes are related to a number of changes as described below:

- The total net position increased in 2018 mainly due to an increase in cash relating to a decrease in supplies and other services expense.
- The current ratio for fiscal years 2018 and 2017 is 3.09 and 2.54, respectively. The current ratio measures the ability to meet short-term obligations. The current ratio is the most widely-used measure of liquidity. Typically, current ratios range from 1 to 4.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 7
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

Statements of Revenues, Expenses and Changes in Net Position

The difference in total net position as presented on the Statement of Net Position is based on the activity presented in the Statement of Revenues, Expenses and Changes in Net Position. The purpose of the statement is to present the revenues received by the College, both operating and non-operating, and the expenses paid by the College, operating and non-operating, and any other revenues, expenses, gains and losses received or spent by the College.

Operating revenues are received for providing goods and services to the various constituencies of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided in return for the operating revenues, and to carry out the mission of the College. Revenues received for which goods and services are not provided are reported as non-operating revenues. For example state appropriations are non-operating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.

Condensed Schedules of Revenues, Expenses and Changes in Net Position
Years Ended June 30,
(in thousands)

	<u>2018</u>	<u>2017</u>	<u>2016</u>
Operating revenues	\$ 7,120	\$ 7,222	\$ 7,384
Operating expenses	<u>19,715</u>	<u>19,801</u>	<u>19,925</u>
Operating loss	(12,595)	(12,579)	(12,541)
Non-operating revenues	12,736	12,907	12,528
Capital payments on behalf	-	478	85
Other payments on behalf	<u>380</u>	<u>129</u>	<u>121</u>
Increase in net position	<u>521</u>	<u>935</u>	<u>193</u>
Net position - beginning of year	31,243	30,308	30,115
Net effect of change in accounting policy	<u>(40)</u>	<u>-</u>	<u>-</u>
Net position - beginning of year (restated)	<u>31,203</u>	<u>30,308</u>	<u>30,115</u>
Net position - end of year	<u>\$ 31,724</u>	<u>\$ 31,243</u>	<u>\$ 30,308</u>

A review of the individual revenue and expense categories and those items that contributed to the overall increases in net position reveals the following explanations:

Operating Revenues

- For fiscal year 2018 tuition and fees contributed approximately 8% of the total operating revenues. Which is consistent with fiscal year 2017, as tuition and fees accounted for approximately 8% of total operating revenues as well.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 8
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

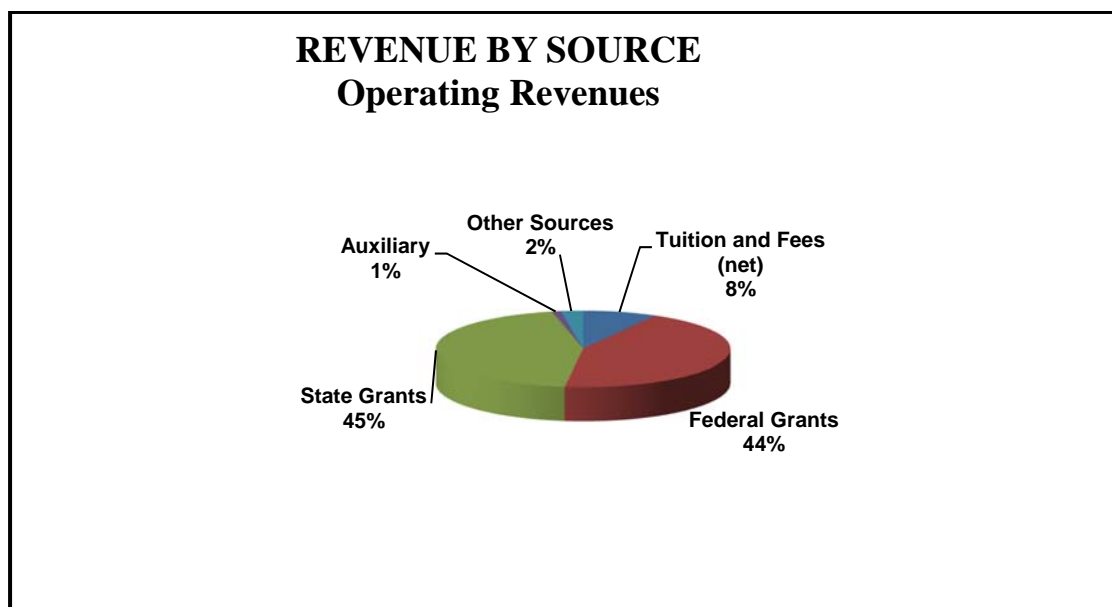
- For fiscal year 2018 grant and contract revenues decreased by \$43 thousand for a 0.7% decrease. The decrease is due to two federal grant awards ending in the 3rd quarter of fiscal year 2018. As a percentage of operating revenue, grant and contract revenue accounted for 88% in both fiscal years 2018 and 88% in 2017.
- In fiscal year 2018 other operating revenues decreased by \$62 thousand mainly due to a decrease of mining class revenue.

Operating Expenses

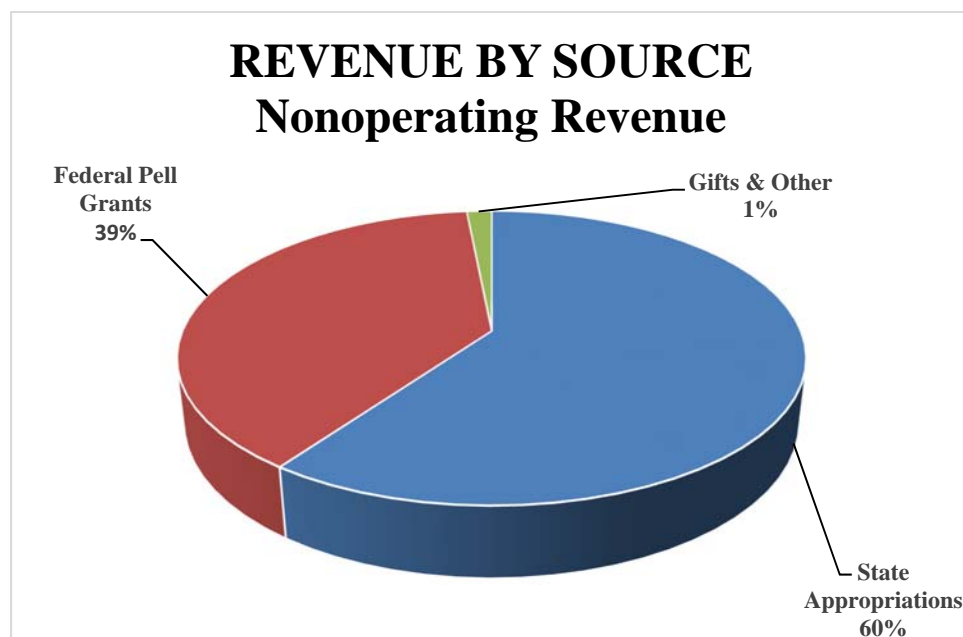
- The total cost of scholarships increased by \$522 thousand for fiscal year 2018 as compared to fiscal year 2017 due to new scholarships paid for by the College to attempt to offset some of the decreases in financial aid students experienced.
- In fiscal year 2018 supplies and other services decreased by \$572 thousand or approximately 17% due to the College ending an IT support contract and moving the work internal.

Non-operating Revenues

- For fiscal year 2018 Federal Pell grant revenues decreased by \$47 thousand or approximately 0.9%. This decrease was a result of fewer students being eligible for aid than in fiscal year 2017.
- In fiscal year 2018 State appropriations decreased by \$205 thousand or 2.6% due to continued cuts at the State level.
- In fiscal year 2018 capital payments on behalf decreased by \$477 thousand or 100% as a result of no ongoing capital projects.



SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 9
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

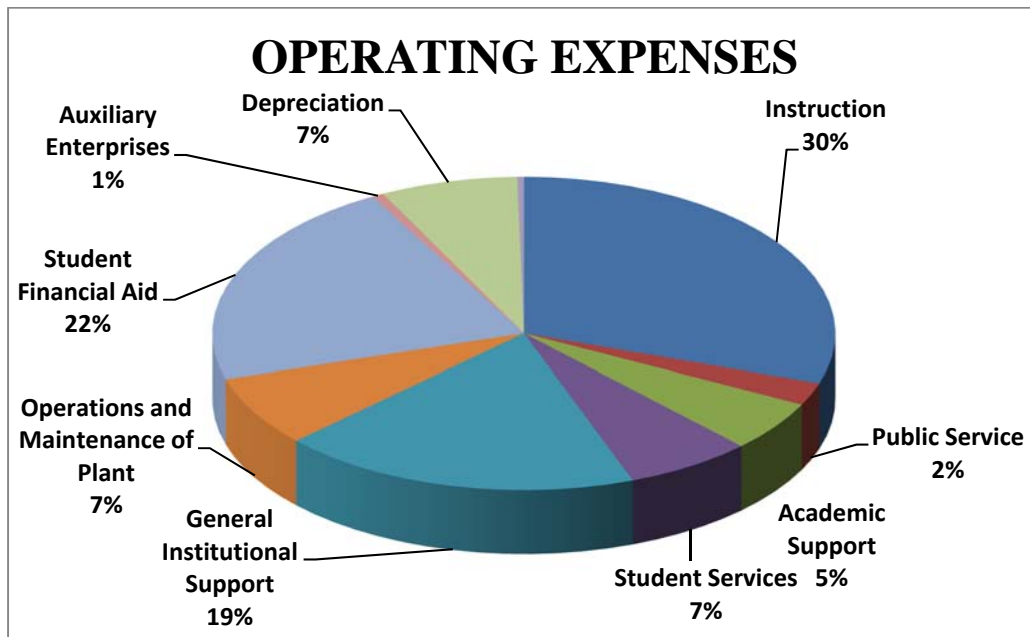


Operating Expenses
Years Ended June 30,
(in thousands)

	<u>2018</u>	<u>2017</u>	<u>2016</u>	(2017 to 2018) Increase (Decrease)	(2017 to 2018) Percent Change
Operating expense					
Instruction	\$ 5,960	\$ 6,095	\$ 6,534	\$ (135)	(2.21)%
Academic support	1,035	1,081	1,141	(46)	(4.26)%
Student services	1,304	1,027	1,134	277	26.97%
Public service	459	431	491	28	6.50%
Operations & maintenance plant	1,433	1,380	1,490	53	3.84%
Institutional support	3,652	4,498	4,490	(846)	(18.81)%
Financial aid	4,275	3,741	3,092	534	14.27%
Auxiliary	119	102	112	17	16.67%
Depreciation	1,408	1,382	1,378	26	1.88%
Other	<u>70</u>	<u>64</u>	<u>63</u>	<u>6</u>	9.38%
Total	<u>\$ 19,715</u>	<u>\$ 19,801</u>	<u>\$ 19,925</u>	<u>\$ (86)</u>	(0.43)%

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 10
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

The following is a graphic illustration of fiscal year 2018 operating expenses:



Statements of Cash Flows

The final statement presented by the College is the Statement of Cash Flows. The Statement of Cash Flows presents detailed information about the cash activity of the College during the year. The statement is divided into five parts. The first part deals with operating cash flows and shows the net cash used by the operating activities of the College. The second section reflects cash flows from noncapital financing activities. This section reflects the cash received and spent for non-operating, non-investing, and non-capital financing purposes. The third section deals with cash flows from capital and related financing activities. This section deals with the cash used for the acquisition and construction of capital and related items. The fourth section reflects the cash flows from investing activities and shows the purchases, proceeds, and interest received from investing activities. The fifth section reconciles the net cash used in operations to the operating income or loss reflected on the Statement of Revenues, Expenses and Changes in Net Position.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 11
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

Condensed Schedules of Cash Flows
Years Ended June 30,
(in thousands)

	<u>2018</u>	<u>2017</u>	<u>2016</u>
Cash provided (used) by:			
Operating activities	\$ (11,634)	\$ (10,274)	\$ (10,754)
Noncapital financing activities	12,636	12,888	12,675
Capital and related financing activities	(678)	(792)	(870)
Investing activities	<u>130</u>	<u>66</u>	<u>22</u>
Net change in cash	454	1,888	1,073
Cash, beginning of year	<u>10,791</u>	<u>8,903</u>	<u>7,830</u>
Cash, end of year	<u>\$ 11,245</u>	<u>\$ 10,791</u>	<u>\$ 8,903</u>

Capital Asset and Debt Administration

Capital Assets, Net
June 30,
(in thousands)

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>(2017 to 2018) Increase (Decrease)</u>	<u>(2017 to 2018) Percent Change</u>
Capital Assets					
Land and Improvements	\$ 1,563	\$ 1,563	\$ 1,563	\$ -	0.00%
Construction in Progress	283	127	89	156	122.83%
Buildings	40,667	40,230	39,293	437	1.09%
Equipment	6,362	6,370	6,843	(8)	(0.13)%
Library Holdings	<u>4,022</u>	<u>4,009</u>	<u>3,977</u>	<u>13</u>	0.32%
Total	52,897	52,299	51,765	598	1.14%
Less: Accum Depreciation	<u>(23,682)</u>	<u>(22,324)</u>	<u>(21,631)</u>	<u>(1,358)</u>	6.08%
Net Capital Assets	<u>\$ 29,215</u>	<u>\$ 29,975</u>	<u>\$ 30,134</u>	<u>\$ (760)</u>	(2.54)%

Capital assets net decrease of \$760 thousand was a result of current year additions offset by depreciation and retirements.

Current year additions to capital equipment totaled \$22 thousand and equipment retirements totaled \$30 thousand. Library book additions totaled \$35 thousand and library retirements totaled \$22 thousand. Building additions totaled \$437 thousand and construction in progress totaled \$282 thousand for 2018.

At June 30, 2018, the College had no significant outstanding contractual commitments for property, plant and equipment expenditures.

The OPEB liability decreased by \$643 thousand in fiscal year 2018 due to changes in PEIA's calculations, in conjunction with the implementation of GASB Statement No. 75.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 12
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2018

Readers interested in more detailed information regarding capital assets and debt administration should review the accompanying notes 6 and 7 to the financial statements.

Economic Outlook

The economy of West Virginia, like many other states, has struggled over the past several years. A major factor in this economic downturn is the loss of energy-related jobs, primarily in coal, and a slowdown in hiring in the natural gas industry. According to the West Virginia University Bureau of Business and Economic Research (BBER), our state experienced large job losses between early-2012 and late-2016, with a cumulative decline of roughly 26,000 jobs over that period. Fortunately, the unemployment rate has taken a sharp fall in recent quarters; however, the state still has the lowest labor force participation among all 50 states. Many of the jobs lost in the state directly relate to the coal industry. This loss of coal jobs is a major economic factor in southern West Virginia.

A second factor influencing the economy of West Virginia is the declining population. Again based on data from BBER, the state's population has declined by nearly 25,000 residents since 2012, but losses are projected to slow in the coming years. Among all states, West Virginia now ranks as the second oldest with a median age of 42 years with only 20% of the population age 18 and under. Additional demographic trends for our state show that only 40% of the population (age 25 and over) has a high school diploma but no college credits and an additional 25% who have some college but no degree.

Although these are stark realities faced by our state, and more particularly the six-county district served by the College, these challenges are viewed as opportunities by the College. Southern is a major provider of education and retraining for those impacted by layoffs in the coal industry; not only the individual worker but his/her spouse and children. The College continues to provide opportunities for workforce preparation, occupational education and transfer programs to those who have lost jobs and their dependents. New programs in Mechatronics, Electro-mechanical Instrumentation, and Advanced Welding have been developed to attract the adult male population. In addition, through contract training, small business assistance and other economic development-related services, the College continues to serve as a valuable resource for those involved in economic development efforts in our region and throughout the state.

Requests for Information

The financial report is designed to provide an overview of the finances of the College for those with an interest in this organization. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Southern West Virginia Community and Technical College at Post Office 2900, Mount Gay, West Virginia 25637. For additional information on the Southern West Virginia Community College Foundation, Inc. please see their separately issued financial statements.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
STATEMENTS OF NET POSITION
JUNE 30, 2018 AND 2017

	<u>2018</u>	<u>2017</u>
ASSETS AND DEFERRED OUTFLOWS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 11,169,305	\$ 10,715,701
Accounts receivable, net of allowance for doubtful accounts	162,631	80,463
Due from the Commission/Council	161,736	92,470
Due from Federal Government	14,133	53,986
Due from other State Agencies	-	135,830
Prepaid expenses	2,076	1,536
Inventories	<u>-</u>	<u>25,290</u>
Total current assets	<u>11,509,881</u>	<u>11,105,276</u>
NONCURRENT ASSETS:		
Cash and cash equivalents	75,371	75,405
Other accounts receivable	101,099	126,768
Capital assets, net of accumulated depreciation	<u>29,215,487</u>	<u>29,974,867</u>
Total noncurrent assets	<u>29,391,957</u>	<u>30,177,040</u>
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred outflows relating to the net pension liability	91,733	172,697
Deferred outflows relating to the net OPEB liability	<u>280,764</u>	<u>-</u>
Total deferred outflows of resources	<u>372,497</u>	<u>172,697</u>
TOTAL	<u>\$ 41,274,335</u>	<u>\$ 41,455,013</u>
LIABILITIES, DEFERRED INFLOWS, AND NET POSITION		
CURRENT LIABILITIES:		
Accounts payable	\$ 31,950	\$ 25,349
Due to the Commission/Council	-	180,467
Due to other State Agencies	19,583	130,795
Due to other governments	284,740	284,740
Accrued liabilities	1,211,654	1,090,099
Compensated absences - current portion	278,662	304,142
Unearned revenue	<u>1,903,552</u>	<u>2,351,287</u>
Total current liabilities	<u>3,730,141</u>	<u>4,366,879</u>
NONCURRENT LIABILITIES:		
Compensated absences	125,117	166,817
Net other postemployment benefit (OPEB) liability	3,968,163	4,610,896
Net pension liability	<u>606,106</u>	<u>763,874</u>
Total noncurrent liabilities	<u>4,699,386</u>	<u>5,541,587</u>
DEFERRED INFLOWS OF RESOURCES:		
Deferred outflows relating to the net pension liability	276,583	303,940
Deferred outflows relating to the net OPEB liability	<u>843,956</u>	<u>-</u>
Total deferred inflows of resources	<u>1,120,539</u>	<u>303,940</u>
NET POSITION:		
Net investment in capital assets	29,215,487	29,974,867
Unrestricted net position	<u>2,508,782</u>	<u>1,267,740</u>
Total net position	<u>31,724,269</u>	<u>31,242,607</u>
TOTAL	<u>\$ 41,274,335</u>	<u>\$ 41,455,013</u>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2018 AND 2017**

	<u>2018</u>	<u>2017</u>
OPERATING REVENUES:		
Student tuition and fees, net of scholarship allowance of \$4,877,461 and \$4,867,361 for 2018 and 2017, respectively	\$ 579,910	\$ 576,418
Contracts and grants:		
Federal	3,122,899	2,833,981
State	3,173,157	3,505,184
Auxiliary enterprise revenue	70,853	97,435
Miscellaneous, net	<u>173,499</u>	<u>209,038</u>
Total operating revenues	<u>7,120,318</u>	<u>7,222,056</u>
OPERATING EXPENSES:		
Salaries and wages	8,102,366	8,087,578
Benefits	2,474,328	2,534,450
Supplies and other services	2,711,047	3,283,150
Utilities	745,933	768,629
Student financial aid - scholarships and fellowships	4,203,714	3,681,683
Depreciation	1,408,497	1,381,775
Fees assessed by the Commission for operations	<u>69,553</u>	<u>63,836</u>
Total operating expenses	<u>19,715,438</u>	<u>19,801,101</u>
OPERATING LOSS	<u>(12,595,120)</u>	<u>(12,579,045)</u>
NONOPERATING REVENUES:		
State appropriations	7,626,471	7,831,942
Gifts	94,030	94,000
Investment income	129,598	66,339
Federal Pell grants	4,915,293	4,962,339
Other nonoperating revenues (expenses)	<u>(28,964)</u>	<u>(47,659)</u>
Total nonoperating revenues	<u>12,736,428</u>	<u>12,906,961</u>
INCREASE (DECREASE) IN NET POSITION BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	141,308	327,916
CAPITAL PAYMENTS MADE AND EXPENSES INCURRED ON BEHALF OF THE COLLEGE	-	477,372
PAYMENTS MADE AND EXPENSES INCURRED BY THE STATE ON BEHALF OF THE COLLEGE	<u>380,165</u>	<u>129,152</u>
INCREASE IN NET POSITION	<u>521,473</u>	<u>934,440</u>
NET POSITION - Beginning of year	31,242,607	30,308,167
NET EFFECT OF CHANGE IN ACCOUNTING POLICY	<u>(39,811)</u>	-
NET POSITION - Beginning of year (restated)	<u>31,202,796</u>	<u>30,308,167</u>
NET POSITION - End of year	<u>\$ 31,724,269</u>	<u>\$ 31,242,607</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2018 AND 2017

	<u>2018</u>	<u>2017</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Cash received from student tuition and fees	\$ 497,742	\$ 585,142
Cash received from contracts and grants	3,465,703	5,416,004
Payments to and on behalf of employees	(10,417,513)	(10,433,922)
Payments to suppliers	(2,626,545)	(3,298,666)
Payments to utilities	(745,933)	(768,629)
Payments for scholarships and fellowships	(2,007,284)	(2,019,992)
Auxiliary enterprise charges	96,143	101,023
Fees assessed by Commission	(69,553)	(63,836)
Other receipts, net	173,499	209,038
Net cash used in operating activities	<u>(11,633,741)</u>	<u>(10,273,838)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:		
State appropriations	7,626,471	7,831,942
Federal student loan program - direct lending receipts	2,196,430	1,661,691
Federal student loan program - direct lending payments	(2,196,430)	(1,661,691)
Gifts	94,030	94,000
Pell grants	4,915,293	4,962,339
Net cash provided by noncapital financing activities	<u>12,635,794</u>	<u>12,888,281</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES:		
Purchases of capital assets	(649,117)	(744,997)
Other nonoperating revenue	(28,964)	(47,659)
Net cash used in capital financing activities	<u>(678,081)</u>	<u>(792,656)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Interest on investments	<u>129,598</u>	<u>66,339</u>
Net cash provided by investing activities	<u>129,598</u>	<u>66,339</u>
INCREASE IN CASH AND CASH EQUIVALENTS	453,570	1,888,126
CASH AND CASH EQUIVALENTS - Beginning of year	<u>10,791,106</u>	<u>8,902,980</u>
CASH AND CASH EQUIVALENTS - End of year	<u>\$ 11,244,676</u>	<u>\$ 10,791,106</u>
RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES:		
Operating loss	\$ (12,595,120)	\$ (12,579,045)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation expense	1,408,497	1,381,775
Pension expense - special funding situation	129,960	129,152
OPEB expense - special funding situation	250,205	-
Net effect of change in accounting policy	(39,811)	-
Changes in assets, deferred outflows of resources, liabilities, and deferred inflows of resources:		
Accounts receivable, net of allowance for doubtful accounts	(82,168)	8,724
Due from the Commission/Council	(69,266)	52,949
Due from the Federal Government	39,853	167,712
Due from other State Agencies	135,830	6,580
Prepaid expenses	(540)	104
Inventories	25,290	3,588
Other accounts receivable	25,669	1,553
Deferred outflows of resources	(199,800)	(100,640)
Accounts payable	6,601	(56,729)
Due to the Commission/Council	(180,467)	178,078
Due to other State Agencies	(111,212)	(59,249)
Due to other governments	-	(5,559)
Accrued liabilities	121,555	53,280
Compensated absences	(67,180)	(1,636)
Other postemployment benefits	(642,733)	146,190
Net pension liability	(157,768)	9,284
Unearned revenue	(447,735)	398,019
Deferred inflows of resources	816,599	(7,968)
Net cash used in operating activities	<u>\$ (11,633,741)</u>	<u>\$ (10,273,838)</u>
NONCASH TRANSACTIONS:		
Capital payments made and expenses incurred on behalf of the College	<u>\$ -</u>	<u>\$ 477,372</u>
RECONCILIATION OF CASH AND CASH EQUIVALENTS TO THE STATEMENT OF NET POSITION:		
Cash and cash equivalents classified as current	\$ 11,169,305	\$ 10,715,701
Cash and cash equivalents classified as noncurrent	<u>75,371</u>	<u>75,405</u>
	<u>\$ 11,244,676</u>	<u>\$ 10,791,106</u>

STATEMENTS OF FINANCIAL POSITION

DECEMBER 31, 2017 AND 2016

	<u>2017</u>	<u>2016</u>
ASSETS		
Cash and cash equivalents	\$ 214,285	\$ 231,808
Certificates of deposit	59,463	59,290
Investments securities at fair value	3,420,847	3,493,258
Miscellaneous receivable	3,944	3,944
Interest and dividends receivable	7,110	7,924
Prepaid expenses	11,810	11,874
Unconditional promises to give, net	158,624	194,807
TOTAL ASSETS	<u>\$ 3,876,083</u>	<u>\$ 4,002,905</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 12,336	\$ 13,236
Payable to related party	4,536	233,780
Total liabilities	<u>16,872</u>	<u>247,016</u>
NET ASSETS		
Unrestricted	1,043,974	63,028
Temporarily restricted	2,800,237	3,677,861
Permanently restricted	15,000	15,000
Total net assets	<u>3,859,211</u>	<u>3,755,889</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,876,083</u>	<u>\$ 4,002,905</u>

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC.

STATEMENT OF ACTIVITIES
YEAR ENDED DECEMBER 31, 2017

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, INVESTMENT INCOME, AND OTHER SUPPORT				
Contributions	\$ -	\$ 201,598	\$ -	\$ 201,598
Interest and dividend income	418	116,417	-	116,835
Gain on investment	90,112	40,492	-	130,604
Net assets released from restriction	1,236,131	(1,236,131)	-	-
Total revenues, investment income, and other support	<u>1,326,661</u>	<u>(877,624)</u>	<u>-</u>	<u>449,037</u>
EXPENSES				
Program services:				
Scholarships	167,709	-	-	167,709
Direct program support	94,000	-	-	94,000
Educational development	3,175	-	-	3,175
Total program services	264,884	-	-	264,884
Administrative and general	76,250	-	-	76,250
Fundraising	4,581	-	-	4,581
Total expenses	<u>345,715</u>	<u>-</u>	<u>-</u>	<u>345,715</u>
CHANGE IN NET ASSETS	980,946	(877,624)	-	103,322
NET ASSETS, BEGINNING OF YEAR	<u>63,028</u>	<u>3,677,861</u>	<u>15,000</u>	<u>3,755,889</u>
NET ASSETS, END OF YEAR	<u>\$ 1,043,974</u>	<u>\$ 2,800,237</u>	<u>\$ 15,000</u>	<u>\$ 3,859,211</u>

The Accompanying Notes Are An Integral
Part Of These Financial Statements

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED DECEMBER 31, 2016

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, INVESTMENT INCOME, AND OTHER SUPPORT				
Contributions	\$ -	\$ 186,790	\$ -	\$ 186,790
Interest and dividend income	775	111,205	-	111,980
Gain on investment	23,949	314,951	-	338,900
Net assets released from restriction	444,597	(444,597)	-	-
Total revenues, investment income, and other support	469,321	168,349	-	637,670
EXPENSES				
Program services:				
Scholarships	275,228	-	-	275,228
Direct program support	94,000	-	-	94,000
Educational development	1,797	-	-	1,797
Total program services	371,025	-	-	371,025
Administrative and general	89,956	-	-	89,956
Fundraising	15,261	-	-	15,261
Total expenses	476,242	-	-	476,242
CHANGE IN NET ASSETS	(6,921)	168,349	-	161,428
NET ASSETS, BEGINNING OF YEAR	69,949	3,509,512	15,000	3,594,461
NET ASSETS, END OF YEAR	\$ 63,028	\$ 3,677,861	\$ 15,000	\$ 3,755,889

The Accompanying Notes Are An Integral
Part Of These Financial Statements

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 19
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 1 - ORGANIZATION

Southern West Virginia Community and Technical College (the College) is governed by the Southern West Virginia Community and Technical College Board of Governors (the Board). The Board was established by Senate Bill 653 (S.B. 653).

Powers and duties of the Board include, but are not limited to, the power to determine, control, supervise and manage the financial, business and educational policies and affairs of the institutions under its jurisdiction, the duty to develop a master plan for the institution, the power to prescribe the specific functions and institution's budget request, the duty to review at least every five years all academic programs offered at the institution, and the power to fix tuition and other fees for the different classes or categories of students enrolled at its institution.

S.B. 653 also created the West Virginia Higher Education Policy Commission (the Commission), which is responsible for developing, gaining consensus around and overseeing the implementation and development of a higher education public policy agenda. Senate Bill 448 gives the West Virginia Council for Community and Technical College Education (the Council) the responsibility of developing, overseeing and advancing the State's public policy agenda as it relates to community and technical college education.

As a requirement of Governmental Accounting Standards Board (GASB) standards, the College has included information from the Southern West Virginia Community College Foundation, Inc. (the Foundation).

Although the College benefits from the activities of the Foundation, the Foundation is independent of the College in all respects. The Foundation is not a subsidiary of the College and is not directly or indirectly controlled by the College. The Foundation has its own separate, independent Board of Directors. Moreover, the assets of the Foundation are the exclusive property of the Foundation and do not belong to the College. The College is not accountable for, and does not have ownership of, any of the financial and capital resources of the Foundation. The College does not have the power or authority to mortgage, pledge, or encumber the assets of the Foundation. The Board of Directors of the Foundation is entitled to make all decisions regarding the business and affairs of the Foundation, including, without limitation, distributions made to the College. Under State law, neither the principal nor income generated by the assets of the Foundation can be taken into consideration in determining the amount of State-appropriated funds allocated to the College. Third parties dealing with the College, the Board, and the State of West Virginia (the State) (or any agency thereof) should not rely upon the financial statements of the Foundation for any purpose without consideration of all the foregoing conditions and limitations.

The financial statements of the College have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. The financial statement presentation required by GASB provide a comprehensive, entity-wide perspective of the College's assets, deferred outflows of resources, liabilities, deferred inflows of resources, net position, revenues, expenses, changes in net position, and cash flows.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 20
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity - The College is a blended component unit of the West Virginia Higher Education Fund and represents a separate fund of the State of West Virginia that is not included in the State's general fund. The College is a separate entity which, along with all State institutions of higher education, the Council, and the Commission (which includes West Virginia Network for Educational Telecomputing), forms the Higher Education Fund of the State. The Higher Education Fund is considered a component unit of the State, and its financial statements are discretely presented in the State's comprehensive annual financial report.

The accompanying financial statements present all funds under the authority of the College. The basic criterion for inclusion in the accompanying financial statements is the exercise of oversight responsibility derived from the College's ability to significantly influence operations and accountability for fiscal matters of related entities. A related Southern Alumni Association (Alumni Association) of the College is not part of the College's reporting entity and is not included in the accompanying financial statements as the College has no ability to designate management, cannot significantly influence operations of the entity and is not accountable for the fiscal matters of the Alumni Association under GASB.

The audited financial statements of the Foundation are presented here as a discrete component unit with the College financial statements in accordance with GASB. The Foundation is a private non-profit organization that reports under FASB standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's audited financial information as it is presented herein (see also Notes 12, 13 and 15).

Financial Statement Presentation - GASB establishes standards for external financial reporting for public colleges and universities and requires that financial statements be presented on a basis to focus on the College as a whole. Net position is classified into four categories according to external donor restrictions or availability of assets for satisfaction of College obligations. The College's net position is classified as follows:

- *Net investment in capital assets* - This represents the College's total investment in capital assets, net of depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of net investment in capital assets.
- *Restricted net position, expendable* - This includes resources in which the College is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 21
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The West Virginia State Legislature, as a regulatory body outside the reporting entity, has restricted the use of certain funds by Article 10, *Fees and Other Money Collected as State Institutions of Higher Education* of the West Virginia State Code. House Bill 101 passed in March 2005 simplified the tuition and fee structure and removed the restrictions but included designations associated with auxiliary and capital items. These activities are fundamental to the normal ongoing operations of the institution. These restrictions are subject to change by future actions of the West Virginia State Legislature. The College does not have any restricted expendable net position at June 30, 2018 or 2017.

- *Restricted net position, nonexpendable* - This includes endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal. The College does not have any restricted nonexpendable net position at June 30, 2018 or 2017.
- *Unrestricted net position* - Unrestricted net position represents resources derived from student tuition and fees, state appropriations and sales and services of educational activities. These resources are used for transactions relating to the educational and general operations of the College, and may be used at the discretion of the Board of Governors to meet current expenses for any purpose. These resources also include resources of auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

Basis of Accounting - For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the College's financial statements have been prepared on the accrual basis of accounting with a flow of economic resources measurement focus. Revenues are reported when earned and expenditures when materials or services are received. All intercompany accounts and transactions have been eliminated.

Cash and Cash Equivalents - For purposes of the statements of net position, the College considers all highly liquid investments with an original maturity of three months or less to be cash equivalents.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 22
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and cash equivalents balances on deposit with the State of West Virginia Treasurer's Office (the State Treasurer) are pooled by the State Treasurer with other available funds of the State for investment purposes by the West Virginia Board of Treasury Investments (BTI). These funds are transferred to the BTI and the BTI is directed by the State Treasurer to invest the funds in specific external investment pools in accordance with West Virginia code, policies set by the BTI, and by provisions of bond indentures and trust agreements, when applicable. Balances in the investment pools are recorded at fair value or amortized cost which approximates fair value. Fair value is determined by a third-party pricing service based on asset portfolio pricing models and other sources in accordance with GASB. The BTI was established by the State Legislature and is subject to oversight by the State Legislature. Fair value and investment income are allocated to participants in the pools based upon the funds that have been invested. The amounts on deposit are available for immediate withdrawal or on the first day of each month for the WV Short Term Bond Pool and, accordingly, are presented as cash and cash equivalents in the accompanying financial statements.

The BTI maintains the Consolidated Fund investment fund, which consists of eight investment pools and participant-directed accounts, three of which the College may invest in. These pools have been structured as multiparticipant variable net asset funds to reduce risk and offer investment liquidity diversification to the Fund participants. Funds not required to meet immediate disbursement needs are invested for longer periods. A more detailed discussion of the BTI's investment operations pool can be found in its annual audited financial report. A copy of that annual report can be obtained from the following address: 1900 Kanawha Blvd., E. Room E-122 Charleston, West Virginia, 25305 or <http://www.wvbt.com>.

Permissible investments for all agencies include those guaranteed by the United States of America, its agencies and instrumentalities (U.S. Government obligations); corporate debt obligations, including commercial paper, which meet certain ratings; certain money market funds; repurchase agreements; reverse repurchase agreements; asset-backed securities; certificates of deposit; state and local government securities (SLGS); and other investments. Other investments consist primarily of investments in accordance with the Linked Deposit Program, a program using financial institutions in West Virginia to obtain certificates of deposit, loans approved by the legislature, and any other program investments authorized by the legislature.

Appropriations Due from Primary Government - For financial reporting purposes, appropriations due from the State are presented separate from cash and cash equivalents, as amounts are not specific deposits with the State Treasurer but are obligations of the State.

Allowance for Doubtful Accounts - It is the College's policy to provide for future losses on uncollectible accounts, contracts, grants, and receivables based on an evaluation of the underlying account, contract and grant balances, the historical collectability experienced by the College on such balances and such other factors which, in the College's judgment, require consideration in estimating doubtful accounts.

Inventories - Inventories are stated at the lower-of-cost or market, cost being determined on the first-in, first-out method.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 23
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Noncurrent Cash and Cash Equivalents, and Investments - Cash and cash equivalents that are (1) externally restricted to make debt service payments and long-term loans to students, or to maintain sinking or reserve funds, (2) to purchase capital or other noncurrent assets, or (3) permanently restricted net position, are classified as a noncurrent asset in the accompanying statements of net position.

Capital Assets - Capital assets include property, plant and equipment and books and materials that are part of a catalogued library. Capital assets are stated at cost at the date of acquisition or construction, or fair market value at the date of donation in the case of gifts. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings and infrastructure, 20 years for land improvements, 7 years for library holdings, and 5 to 10 years for furniture and equipment. The College's capitalization threshold is \$5,000. There was no interest capitalized during 2018 and 2017.

Unearned Revenue - Revenues for programs or activities to be conducted primarily in the next fiscal year are classified as unearned revenue. Unearned revenue at the College primarily consists of grant funding not spent or with unmet timing requirements and summer tuition collected in advance. Financial aid and other deposits are separately classified as deposits.

Compensated Absences and Other Postemployment Benefits (OPEB) - GASB provides for the measurement, recognition, and display of OPEB expenditures, assets, and liabilities, including applicable note disclosures and required supplementary information. During fiscal year 2006, House Bill No. 4654 was established to create a trust fund for postemployment benefits for the State. The College is required to participate in this multiple-employer, cost-sharing plan, the West Virginia Retiree Health Benefit Trust Fund, sponsored by the State of West Virginia. Details regarding this plan and its stand-alone financial statements can be obtained by contacting the West Virginia Public Employees Insurance Agency (PEIA), 601 57th Street, SE, Suite 2, Charleston, WV 25304 or <http://peia.wv.gov>.

GASB requires entities to accrue for employees' rights to receive compensation for vacation leave or payments in lieu of accrued vacation or sick leave as such benefits are earned and payment becomes probable. The College's full-time employees earn up to two vacation leave days for each month of service and are entitled to compensation for accumulated, unpaid vacation leave upon termination.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 24
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State OPEB Plan and additions to/deductions from the OPEB Plan's fiduciary net position have been determined on the same basis as they are reported by West Virginia Retiree Health Benefit Trust Fund (RHBT). For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. (See Note 9)

The estimated expense and expense incurred for the vacation leave or OPEB benefits are recorded as a component of benefits expense in the statements of revenues, expenses, and changes in net position.

Net Pension Liability - For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the West Virginia Teachers' Retirement System (STRS), administered by the West Virginia Consolidated Public Retirement Board (CPRB), and additions to/reductions from the STRS fiduciary net position have been determined on the same basis as they are reported in the STRS financial statements, which can be found at <https://www.wvretirement.com/Publications.html#CAFR>. The plan schedules of STRS are prepared using the accrual basis of accounting and economic resources measurement focus in accordance with U.S. GAAP as prescribed by GASB. Employer contributions are recognized when due and the employer has a legal requirement to provide the contributions. Investments are reported at fair value. Detailed information on investment valuation can be found in the STRS financial statements. Management of STRS has made certain estimates and assumptions relating to employer allocation schedules, and actual results could differ. (See Note 11)

Deferred Outflows of Resources - Consumption of net position by the College that is applicable to a future fiscal year is reported as a deferred outflow of resources on the statement of net position.

Deferred Inflows of Resources - An acquisition of net position by the College that is applicable to a future fiscal year is reported as a deferred inflow of resources on the statement of net position.

Risk Management - The State's Board of Risk and Insurance Management (BRIM) provides general, property and casualty, and liability coverage to the College and its employees. Such coverage may be provided to the College by BRIM through self-insurance programs maintained by BRIM or policies underwritten by BRIM that may involve experience-related premiums or adjustments to BRIM.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 25
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

BRIM engages an independent actuary to assist in the determination of its premiums so as to minimize the likelihood of premium adjustments to the College or other participants in BRIM's insurance programs. As a result, management does not expect significant differences between the premiums the College is currently charged by BRIM and the ultimate cost of that insurance based on the College's actual loss experience. In the event such differences arise between estimated premiums currently charged by BRIM to the College and the College's ultimate actual loss experience, the difference will be recorded, as the change in estimate becomes known.

In addition, through its participation in the West Virginia Public Employees Insurance Agency (PEIA) and a third-party insurer, the College has obtained health, life, prescription drug coverage, and coverage for job related injuries for its employees. In exchange for payment of premiums to PEIA and the third-party insurer, the College has transferred its risks related to health, life, prescription drug coverage, and job-related injuries.

Classification of Revenues - The College has classified its revenues according to the following criteria:

- ***Operating revenues*** - Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, (3) most federal, state, local, and nongovernmental grants and contracts, and (4) sales and services of educational activities.
- ***Nonoperating revenues*** - Nonoperating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenues that are defined as nonoperating revenues by GASB, such as state appropriations, Federal Pell Grants, investment income, and sale of capital assets (including natural resources).
- ***Other revenues*** - Other revenues consist primarily of capital grants and gifts.

Use of Restricted Net Position - The College has not adopted a formal policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available. Generally, the College utilizes restricted net position first, when practicable.

Federal Financial Assistance Programs - The College makes loans to students under the Federal Direct Student Loan Program. Under this program, the U.S. Department of Education makes interest subsidized and nonsubsidized loans directly to students, through institutions like the College. Direct student loan receivables are not included in the College's statements of net position as the loans are repayable directly to the U. S. Department of Education. In 2018 and 2017, the College received and disbursed \$2,196,430 and \$1,661,691, respectively, under the Federal Direct Student Loan Program on behalf of the U. S. Department of Education, which is not included as revenue and expense on the statements of revenues, expenses, and changes in net position.

**NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The College distributes student financial assistance funds on behalf of the federal government to students under the Federal Pell Grant, Supplemental Educational Opportunity Grant and College Work Study programs. The activity of these programs is recorded in the accompanying financial statements. In 2018 and 2017, the College received and disbursed \$5,041,226 and \$4,912,740 respectively, under these federal student aid programs.

Scholarship Allowances - Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship allowances in the statement of revenues, expenses and changes in net position. Scholarship allowances are the difference between the stated charge for goods and services provided by the College, and the amount that is paid by students and/or third parties making payments on the student's behalf.

Financial aid to students is reported in the financial statements under the alternative method as prescribed by the National Association of College and College Business Officers (NACUBO). Certain aid such as loans and funds provided to students as awarded by third parties are accounted for as a third-party payment (credited to the student's account as if the student made the payment). All other aid is reflected in the financial statements as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to the student in the form of reduced tuition. Under the alternative method, these amounts are computed on a College basis by allocating the cash payments to students, excluding payments for services on the ratio of total aid to the aid not considered to be third party aid.

Government Grants and Contracts - Government grants and contracts normally provide for the recovery of direct and indirect costs, subject to audit. The College recognizes revenue associated with direct costs as the related costs are incurred. Recovery of related indirect costs is generally recorded at fixed rates negotiated for a period of one to five years.

Income Taxes - The College is exempt from income taxes, except for unrelated business income, as a governmental instrumentality under Federal income tax laws and regulations of the Internal Revenue Service as described in Section 115 of the Internal Revenue Code.

Cash Flows - Any cash and cash equivalents escrowed, restricted for noncurrent assets or in funded reserves have not been included as cash and cash equivalents for the purpose of the statement of cash flows.

Use of Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 27
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Risk and Uncertainties - Investments are exposed to various risks, such as interest rate, credit and overall market volatility. Due to the level of risk associated with certain securities, it is reasonably possible that changes in risk and values will occur in the near term and that such changes could materially affect the amounts reported in the financial statements.

Newly Adopted Statements Issued by the Governmental Accounting Standards Board - The Governmental Accounting Standards Board has issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, effective for fiscal years beginning after June 15, 2017. The requirements of this Statement will improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. The adoption of GASB Statement No. 75 reclassified some items previously reported as expenses as deferred inflows of resources. This Statement also changed the valuation methodology used to record the net other postemployment benefits liability. See Note 3 for a discussion of the effect and additional disclosures at Note 9.

The Governmental Accounting Standards Board has also issued Statement No. 85, *Omnibus 2017*, effective for fiscal years beginning after June 15, 2017. The requirements of this Statement will enhance consistency in the application of accounting and financial reporting requirements. Consistent reporting will improve the usefulness of information for users of state and local government financial statements. The adoption of GASB Statement No. 85 had no impact on the June 30, 2018 financial statements.

Recent Statements Issued by the Governmental Accounting Standards Board - The Governmental Accounting Standards Board has also issued Statement No. 83, *Certain Asset Retirement Obligations*, effective for fiscal years beginning after June 15, 2018. The requirements of this Statement will enhance comparability of financial statements among governments by establishing uniform criteria for governments to recognize and measure certain asset retirement obligations (AROs), including obligations that may not have been previously reported. This Statement also will enhance the decision-usefulness of the information provided to financial statement users by requiring disclosures related to those AROs. The College has not yet determined the effect that the adoption of GASB Statement No. 83 may have on its financial statements.

The Governmental Accounting Standards Board has also issued Statement No. 84, *Fiduciary Activities*, effective for fiscal years beginning after December 15, 2018. The requirements of this Statement will enhance consistency and comparability by (1) establishing specific criteria for identifying activities that should be reported as fiduciary activities and (2) clarifying whether and how business-type activities should report their fiduciary activities. Greater consistency and comparability enhances the value provided by the information reported in financial statements for assessing government accountability and stewardship. The College has not yet determined the effect that the adoption of GASB Statement No. 84 may have on its financial statements.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 28
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The Governmental Accounting Standards Board has also issued Statement No. 87, *Leases*, effective for fiscal years beginning after December 15, 2019. The requirements of this Statement will increase the usefulness of governments' financial statements by requiring reporting of certain lease liabilities that currently are not reported. It will enhance comparability of financial statements among governments by requiring lessees and lessors to report leases under a single model. This Statement also will enhance the decision-usefulness of the information provided to financial statement users by requiring notes to financial statements related to the timing, significance, and purpose of a government's leasing arrangements. The College has not yet determined the effect that the adoption of GASB Statement No. 87 may have on its financial statements.

The Governmental Accounting Standards Board has also issued Statement No. 88, *Certain Disclosures Related to Debt, Including Direct Borrowings and Direct Placements*, effective for fiscal years beginning after June 15, 2018. The requirements of this Statement will improve financial reporting by providing users of financial statements with essential information that currently is not consistently provided. In addition, information about resources to liquidate debt and the risks associated with changes in terms associated with debt will be disclosed. As a result, users will have better information to understand the effects of debt on a government's future resource flows. The College has not yet determined the effect that the adoption of GASB Statement No. 88 may have on its financial statements.

The Governmental Accounting Standards Board has also issued Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*, effective for fiscal years beginning after December 15, 2019. The requirements of this Statement will improve financial reporting by providing users of financial statements with more relevant information about capital assets and the cost of borrowing for a reporting period. The resulting information also will enhance the comparability of information about capital assets and the cost of borrowing for a reporting period for both governmental activities and business-type activities. The College has not yet determined the effect that the adoption of GASB Statement No. 89 may have on its financial statements.

The Governmental Accounting Standards Board has also issued Statement No. 90, *Major Equity Interests*, which is effective for fiscal years beginning after December 15, 2018. The requirements of this Statement will improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and will improve the relevance of financial statement information for certain component units. This Statement also provides guidance for reporting a component unit if a government acquires a 100% equity interest in that component unit. An equity interest is a financial interest in a legally separate organization evidenced by the ownership of shares of the organization's stock or by otherwise having an explicit, measureable right to the net resources of the organization that is usually based on an investment of financial or capital resources by a government. An equity interest is explicit and measureable if the government has a present or future claim to the net resources of the entity and the method for measuring the government's share of the entity's net resources is determinable. The College has not yet determined the effect that the adoption of GASB Statement No. 90 may have on its financial statements.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 29
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 3 - CHANGE IN ACCOUNTING POLICY AND RESTATEMENT OF BEGINNING NET POSITION

The College changed its method of accounting for the following items in order to comply with accounting principles generally accepted in the United States of America:

GASB 75 – As of July 1, 2017, the College implemented GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*. These statements reclassified some items previously reported as expenses as deferred outflows and deferred inflows of resources. This statement also changed the valuation methodology used to record the net other postemployment benefits (OPEB) liability.

Employer contributions to the West Virginia Retiree Health Benefit Trust Fund (RHBT) made subsequent to the measurement date are now recorded as deferred outflows of resources. For the fiscal year ended June 30, 2018, the College reported deferred outflows of resources relating to these payments of \$280,764. Additionally, the net difference between the projected and actual investment earnings are required to be recorded as deferred inflows of resources or deferred outflows of resources and are amortized over 5 years, the average remaining service life. All other deferred outflows of resources and deferred inflows of resources relating to the OPEB liability are amortized over 4.71 years, the average expected remaining service life. For the fiscal year ended June 30, 2018, the College reported deferred inflows of resources relating to these earnings of \$843,956.

	<u>2018</u>
Net position - beginning of year, as previously stated	\$ 31,242,607
Net effect of change in accounting policy	<u>(39,811)</u>
Net position - beginning of year, restated	<u><u>\$ 31,202,796</u></u>

NOTE 4 - CASH AND CASH EQUIVALENTS

The composition of cash and cash equivalents was as follows at June 30:

	<u>2018</u>		
	Current	Noncurrent	Total
Cash on deposit with the State			
Treasurer/BTI	\$ 11,058,078	\$ -	\$ 11,058,078
Cash in bank	106,577	75,371	181,948
Cash on hand	<u>4,650</u>	<u>-</u>	<u>4,650</u>
	<u><u>\$ 11,169,305</u></u>	<u><u>\$ 75,371</u></u>	<u><u>\$ 11,244,676</u></u>
	<u>2017</u>		
	Current	Noncurrent	Total
Cash on deposit with the State			
Treasurer/BTI	\$ 10,591,418	\$ -	\$ 10,591,418
Cash in bank	119,633	75,405	195,038
Cash on hand	<u>4,650</u>	<u>-</u>	<u>4,650</u>
	<u><u>\$ 10,715,701</u></u>	<u><u>\$ 75,405</u></u>	<u><u>\$ 10,791,106</u></u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 30
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 4 - CASH AND CASH EQUIVALENTS (Continued)

Cash held by the State Treasurer includes \$1,897,039 and \$2,729,235 of restricted cash primarily for operating grants as of June 30, 2018 and 2017, respectively.

The combined carrying amount of cash in the bank at June 30, 2018 and 2017 was \$181,948 and \$195,038, as compared with the combined bank balance of \$221,801 and \$242,676, respectively. The difference is primarily caused by items in transit and outstanding checks. The bank balances were covered by federal depository insurance as noted below or were collateralized by securities held by the State's agent. Regarding federal depository insurance, interest-bearing accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000.

Amounts with the State Treasurer were \$11,058,078 and \$10,591,418 as of June 30, 2018 and 2017, respectively. Of these amounts \$10,122,845 and \$10,045,688 were invested in the WV Money Market Pool and the WV Short Term Bond Pool as of June 30, 2018 and 2017, respectively. The remainder of the cash held with the State Treasurer was not invested at June 30, 2018 and 2017.

Credit Risk - Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The following table provides information on the Standard & Poor's rating of the investment pools as of June 30:

External Pool	2018		2017	
	Carrying Value	S & P Rating	Carrying Value	S & P Rating
WV Money Market Pool	\$ 9,893,319	AAAm	\$ 9,819,659	AAAm
WV Short Term Bond Pool	\$ 229,526	Not Rated	\$ 226,029	Not Rated

A Fund rated "AAAm" has extremely strong capacity to maintain principal stability and to limit exposure to principal losses due to credit, market, and/or liquidity risks. "AAAm" is the highest principal stability fund rating assigned by Standard & Poor's.

Interest Rate Risk - Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. All the amounts with the State Treasurer are subject to interest rate risk. The following table provides information on the weighted-average maturities for the WV Money Market Pool:

External Pool	2018		2017	
	Carrying Value	WAM (Days)	Carrying Value	WAM (Days)
WV Money Market Pool	\$ 9,893,319	34	\$ 9,819,659	36

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 31
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 4 - CASH AND CASH EQUIVALENTS (Continued)

The following table provides information on the effective duration for the WV Short Term Bond Pool:

External Pool	2018		2017	
	Carrying Value	Effective Duration (Days)	Carrying Value	Effective Duration (Days)
WV Short Term Bond Pool	\$ 229,526	372	\$ 226,029	426

Other Investment Risks - Other investment risks include concentration of credit risk, custodial credit risk, and foreign currency risk. None of the BTI's Consolidated Fund's investment pools or accounts is exposed to these risks as described below.

Custodial Credit Risk - Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, the College will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party.

Concentration of Credit Risk - Concentration of credit risk is the risk of loss attributed to the magnitude of a Consolidated Fund pool or account's investment in a single corporate issuer. The BTI investment policy prohibits those pools and accounts permitted to hold corporate securities from investing more than 5% of their assets in any one corporate name or one corporate issue.

Foreign Currency Risk - Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment or a deposit. The College has no securities with foreign currency risk.

NOTE 5 - ACCOUNTS RECEIVABLE

Accounts receivable are as follows at June 30:

	<u>2018</u>	<u>2017</u>
Student tuition and fees, net of allowance for doubtful accounts of \$322,580 and \$464,163 in 2018 and 2017, respectively	\$ 23,376	\$ 68,235
Due from Foundation	-	2,676
Other accounts receivable	<u>139,255</u>	<u>9,552</u>
	<u>\$ 162,631</u>	<u>\$ 80,463</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 32
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 6 - CAPITAL ASSETS

The following is a summation of capital asset transactions for the College for the years ended June 30:

	2018			
	Beginning			Ending
	<u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance</u>
Capital assets not being depreciated:				
Construction in process	\$ 126,567	\$ 282,465	\$ (126,567)	\$ 282,465
Land	<u>1,563,470</u>	<u>-</u>	<u>-</u>	<u>1,563,470</u>
Total capital assets not being depreciated	<u>\$ 1,690,037</u>	<u>\$ 282,465</u>	<u>\$ (126,567)</u>	<u>\$ 1,845,935</u>
Other capital assets:				
Buildings	\$ 40,230,132	\$ 436,483	\$ -	\$ 40,666,615
Equipment	6,370,112	21,534	(29,387)	6,362,259
Library holdings	<u>4,008,940</u>	<u>35,202</u>	<u>(21,718)</u>	<u>4,022,424</u>
Total other capital assets	<u>50,609,184</u>	<u>493,219</u>	<u>(51,105)</u>	<u>51,051,298</u>
Less accumulated depreciation for:				
Buildings	(14,087,557)	(966,575)	-	(15,054,132)
Equipment	(4,419,629)	(373,981)	29,387	(4,764,223)
Library holdings	<u>(3,817,168)</u>	<u>(67,941)</u>	<u>21,718</u>	<u>(3,863,391)</u>
Total accumulated depreciation	<u>(22,324,354)</u>	<u>(1,408,497)</u>	<u>51,105</u>	<u>(23,681,746)</u>
Other capital assets, net	<u>\$ 28,284,830</u>	<u>\$ (915,278)</u>	<u>\$ -</u>	<u>\$ 27,369,552</u>
Capital asset summary:				
Capital assets not being depreciated	\$ 1,690,037	\$ 282,465	\$ (126,567)	\$ 1,845,935
Other capital assets	<u>50,609,184</u>	<u>493,219</u>	<u>(51,105)</u>	<u>51,051,298</u>
Total cost of capital assets	52,299,221	775,684	(177,672)	52,897,233
Less accumulated depreciation	<u>(22,324,354)</u>	<u>(1,408,497)</u>	<u>51,105</u>	<u>(23,681,746)</u>
Capital assets, net	<u>\$ 29,974,867</u>	<u>\$ (632,813)</u>	<u>\$ (126,567)</u>	<u>\$ 29,215,487</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 33
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 6 - CAPITAL ASSETS (Continued)

	2017			
	Beginning Balance	Additions	Reductions	Ending Balance
Capital assets not being depreciated:				
Construction in process	\$ 89,085	\$ 963,329	\$ (925,847)	\$ 126,567
Land	<u>1,563,470</u>	<u>-</u>	<u>-</u>	<u>1,563,470</u>
Total capital assets not being depreciated	<u>\$ 1,652,555</u>	<u>\$ 963,329</u>	<u>\$ (925,847)</u>	<u>\$ 1,690,037</u>
Other capital assets:				
Buildings	\$ 39,293,370	\$ 936,762	\$ -	\$ 40,230,132
Equipment	6,842,577	207,544	(680,009)	6,370,112
Library holdings	<u>3,976,902</u>	<u>40,581</u>	<u>(8,543)</u>	<u>4,008,940</u>
Total other capital assets	<u>50,112,849</u>	<u>1,184,887</u>	<u>(688,552)</u>	<u>50,609,184</u>
Less accumulated depreciation for:				
Buildings	(13,165,635)	(921,922)	-	(14,087,557)
Equipment	(4,709,043)	(390,595)	680,009	(4,419,629)
Library holdings	<u>(3,756,453)</u>	<u>(69,258)</u>	<u>8,543</u>	<u>(3,817,168)</u>
Total accumulated depreciation	<u>(21,631,131)</u>	<u>(1,381,775)</u>	<u>688,552</u>	<u>(22,324,354)</u>
Other capital assets, net	<u>\$ 28,481,718</u>	<u>\$ (196,888)</u>	<u>\$ -</u>	<u>\$ 28,284,830</u>
Capital asset summary:				
Capital assets not being depreciated	\$ 1,652,555	\$ 963,329	\$ (925,847)	\$ 1,690,037
Other capital assets	<u>50,112,849</u>	<u>1,184,887</u>	<u>(688,552)</u>	<u>50,609,184</u>
Total cost of capital assets	51,765,404	2,148,216	(1,614,399)	52,299,221
Less accumulated depreciation	<u>(21,631,131)</u>	<u>(1,381,775)</u>	<u>688,552</u>	<u>(22,324,354)</u>
Capital assets, net	<u>\$ 30,134,273</u>	<u>\$ 766,441</u>	<u>\$ (925,847)</u>	<u>\$ 29,974,867</u>

The College maintains certain collections of inexhaustible assets to which no value can be practically determined. Accordingly, such collections are not capitalized or recognized for financial statement purposes. Such collections include contributed works of art, historical treasures, and literature that are held for exhibition, education, research, and public service. These collections are neither disposed of for financial gain nor encumbered in any means.

At June 30, 2018, the College had no significant outstanding contractual commitments for property, plant and equipment expenditures.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 34
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 7 - LONG-TERM LIABILITIES

The following is a summary of long-term obligation transactions for the College for the years ended June 30:

	2018				
	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Net other postemployment benefit liability	\$ 4,610,896	\$ 531,891	\$ 1,174,624	\$ 3,968,163	\$ -
Net pension liability	763,874	52,745	210,513	606,106	-
Compensated absences	<u>470,959</u>	<u>-</u>	<u>67,180</u>	<u>403,779</u>	<u>278,662</u>
Total noncurrent liabilities	<u>\$ 5,845,729</u>	<u>\$ 584,636</u>	<u>\$ 1,452,317</u>	<u>\$ 4,978,048</u>	<u>\$ 278,662</u>
	2017				
	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Net other postemployment benefit liability	\$ 4,464,706	\$ 482,675	\$ 336,485	\$ 4,610,896	\$ -
Net pension liability	754,590	133,675	124,391	763,874	-
Compensated absences	<u>472,595</u>	<u>-</u>	<u>1,636</u>	<u>470,959</u>	<u>304,142</u>
Total noncurrent liabilities	<u>\$ 5,691,891</u>	<u>\$ 616,350</u>	<u>\$ 462,512</u>	<u>\$ 5,845,729</u>	<u>\$ 304,142</u>

NOTE 8 - OPERATING LEASE OBLIGATIONS

The College leases various equipment, automobiles, and buildings, under operating lease agreements. Aggregate payment for operating leases amounted to \$56,120 and \$87,784 for the years ended June 30, 2018 and 2017, respectively. Future minimum rental commitments are as follows as of June 30, 2018:

<u>Years Ending June 30,</u>	
2019	\$ 52,413
2020	32,330
2021	<u>8,458</u>
Total	<u>\$ 93,201</u>

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS

As related to the implementation of GASB 75, following are the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, revenues, and the OPEB expense and expenditures for the fiscal year ended June 30, 2018:

	2018
Net OPEB liability	\$ 3,968,163
Deferred outflows of resources	280,764
Deferred inflows of resources	843,956
Revenues	250,205
OPEB expense	411,617
Contributions made by the College	280,764

Plan Description

The West Virginia Other Postemployment Benefit (OPEB) Plan (the Plan) is a cost-sharing, multiple employer, defined benefit other postemployment benefit plan and covers the retirees of State agencies, colleges and universities, county boards of education, and other government entities as set forth in the West Virginia Code. Financial activities of the Plan are accounted for in the West Virginia Retiree Health Benefit Trust Fund (RHBT), a fiduciary fund of the State established July 1, 2006 as an irrevocable trust. The Plan is administered by a combination of the West Virginia Public Employees Insurance Agency (PEIA) and the RHBT staff. Plan benefits are established and revised by PEIA and the RHBT management with the approval of the PEIA Finance Board. The plan provides medical and prescription drug insurance, as well as life insurance, benefits to certain retirees of State agencies, colleges and universities, county boards of education, and other government entities who receive pension benefits under the PERS, STRS, TDCRS, TIAA-CREF, Plan G, Troopers Plan A, or Troopers Plan B pension systems, as administered by the West Virginia Consolidated Public Retirement Board (CPRB). The plan is closed to new entrants.

The Plan's fiduciary net position has been determined on the same basis used by the Plan. The RHBT is accounted for as a fiduciary fund, and its financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting in conformity with GAAP for fiduciary funds as prescribed or permitted by the GASB. The primary sources of revenue are plan members and employer contributions. Members' contributions are recognized in the period in which the contributions are due. Employer contributions and related receivables to the trust are recognized pursuant to a formal commitment from the employer or statutory or contractual requirement, when there is a reasonable expectation of collection. Benefits and refunds are recognized when due and payable.

RHBT is considered a component unit of the State of West Virginia for financial reporting purposes, and, as such, its financial report is also included in the State of West Virginia's Comprehensive Annual Financial Report. RHBT issues publicly available financial statements and required supplementary information for the OPEB plan. Details regarding this plan and a copy of the RHBT financial report may be obtained by contacting PEIA.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 36
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Benefits Provided

The Plan provides the following benefits:

- Medical and prescription drug insurance
- Life insurance

The medical and prescription drug insurance is provided through two options:

- Self-Insured Preferred Provider Benefit Plan – primarily for non-Medicare-eligible retirees and spouses
- External Managed Care Organizations – primarily for Medicare-eligible retirees and spouses

Contributions

Employer contributions from the RHBT billing system represent what the employer was billed during the respective year for its portion of the pay-as-you-go (paygo) premiums, retiree leave conversion billings, and other matters, including billing adjustments.

Paygo premiums are established by the PEIA Finance Board annually. All participating employers are required by statute to contribute this premium to the RHBT at the established rate for every active policyholder per month. The paygo rates related to the measurement date of June 30, 2017 were:

	July 2016-December 2016 2017	January 2017-June 2017 2017
Paygo premium	\$ 196	\$ 135

Members retired before July 1, 1997 pay retiree healthcare contributions at the highest sponsor subsidized rate, regardless of their actual years of service. Members retired after July 1, 1997 or hired before June 30, 2010 pay a subsidized rate depending on the member's years of service. Members hired on or after July 1, 2010 pay retiree healthcare contributions with no sponsor provided implicit or explicit subsidy.

Retiree leave conversion contributions from the employer depend on the retiree's date of hire and years of service at retirement as described below:

- Members hired before July 1, 1988 may convert accrued sick or annual leave days into 100% of the required retiree healthcare contribution.
- Members hired from July 1, 1988 to June 30, 2001 may convert accrued sick or annual leave days into 50% of the required retiree healthcare contribution.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 37
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Certain faculty employees (generally those with less than a 12-month contract) earn a similar extended health or life insurance coverage retirement benefit based on years of service. Generally, 3 1/3 years of teaching service extend health insurance for one year of single coverage, and five years extend health insurance for one year of family coverage. Faculty hired after July 1, 2009, will no longer receive years of service credit toward insurance premiums when they retire. Employees hired after July 1, 2010, receive no health insurance premium subsidy from the College. Two groups of employees hired after July 1, 2010, will not be required to pay the unsubsidized rate: 1) active employees who were originally hired before July 1, 2010, who have a break in service of fewer than two years after July 1, 2010; and 2) retired employees who retired before July 1, 2010, return to active service after July 1, 2010, and then go back into retirement. In those cases, the original hire date will apply.

The conversion rate is two days of unused sick and annual leave days per month for single healthcare coverage and three days of unused sick and annual leave days per month for family healthcare coverage.

The College's contributions to the OPEB plan for the years ended June 30, 2018, 2017, and 2016, were \$280,764, \$331,459, and \$343,147, respectively.

Assumptions

The total OPEB liability for financial reporting purposes was determined by an actuarial valuation as of July 1, 2016 and rolled forward to June 30, 2017. The following actuarial assumptions were used and applied to all periods included in the measurement, unless otherwise specified:

- Actuarial cost method: Entry age normal cost method.
- Asset valuation method: Investments are reported at fair (market) value.
- Amortization method: Level percentage of payroll over a 21 year closed period.
- Remaining amortization period: 21 years closed as of June 30, 2016.
- Investment rate of return: 7.15%, net of OPEB plan investment expense, including inflation.
- Healthcare cost trend rates: Actual trend used for fiscal year 2017. For fiscal years on and after 2018, trend starts at 8.50% and 9.75% for pre and post-Medicare, respectively, and gradually decreases to an ultimate trend of 4.50%. Excess trend rate of 0.14% and 0.29% for pre and post-Medicare, respectively, is added to healthcare trend rates pertaining to per capita claims cost beginning in 2020 to account for the Excise Tax.
- Projected salary increases: Dependent upon pension system ranging from 3.0-6.5%, including inflation.
- Inflation rate: 2.75%.
- Mortality rates based on RP-2000 Mortality Tables.

Experience studies are performed at least once in every five-year period. The most recent experience study covered the period from July 1, 2010 to June 30, 2015. These assumptions will remain in effect for valuation purposes until such time as the RHBT adopts revised assumptions.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 38
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

The projections of the net OPEB liability are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The projection of the net OPEB liability does not explicitly incorporate the potential effects of legal or contractual funding limitations on the pattern of cost-sharing between the employer and plan members in the future. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial estimated liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. However, the preparation and any estimate of future postemployment costs requires consideration of a broad array of complex social and economic events. Future changes in the healthcare reform, changes in reimbursement methodology, the emergence of new and expensive medical procedures and prescription drugs options, changes in the investment rate of return, and other matters increase the level of uncertainty in such estimates. As such, the estimate of postemployment program costs contains considerable uncertainty and variability, and actual experience may vary significantly from the current estimated net OPEB liability.

The long-term expected rate of return of 7.15% on OPEB plan investments was determined by a combination of an expected long-term rate of return of 7.50% for long-term assets invested with the WV Investment Management Board and an expected short-term rate of return of 3.00% for assets invested with the BTI.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of the long-term geometric rates of return for each major asset class included in RHBT's target asset allocation as of June 30, 2017, are summarized below.

<u>Asset Class</u>	<u>Target Allocation</u>
Domestic equity	27.5%
International equity	27.5%
Fixed income	15.0%
Real estate	10.0%
Private equity	10.0%
Hedge funds	10.0%

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 39
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Asset Class	Long-term Expected Real Rate of Return
Large cap domestic	17.0%
Non-large cap domestic	22.0%
International qualified	24.6%
International non-qualified	24.3%
International equity	26.2%
Short-term fixed	0.5%
Total return fixed income	6.7%
Core fixed income	0.1%
Hedge fund	5.7%
Private equity	19.6%
Real estate	8.3%
Opportunistic income	4.8%
Cash	0.0%

Discount rate. The discount rate used to measure the total OPEB liability was 7.15%. The projection of cash flows used to determine the discount rate assumed that RHBT contributions will continue to follow the current funding policies. Based on those assumptions and that the OPEB plan is expected to be fully funded by the fiscal year ended June 30, 2036, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the net OPEB liability to changes in the discount rate. The following presents the College's proportionate share of the net OPEB liability as of June 30, 2018 calculated using the discount rate of 7.15%, as well as what the College's net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (6.15%) or one percentage point higher (8.15%) than the current rate.

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
Net OPEB liability	<u>\$ 4,620,470</u>	<u>\$ 3,968,163</u>	<u>\$ 3,425,913</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 40
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Sensitivity of the net OPEB liability to changes in the healthcare cost trend rate. The following presents the College's proportionate share of the net OPEB liability as of June 30, 2018 calculated using the healthcare cost trend rate, as well as what the College's net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current rate.

	1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
Net OPEB liability	<u>\$ 3,333,313</u>	<u>\$ 3,968,163</u>	<u>\$ 4,744,619</u>

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

The June 30, 2018 net OPEB liability was measured as of June 30, 2017, and the total OPEB liability was determined by an actuarial valuation as of June 30, 2016, rolled forward to the measurement date of June 30, 2017.

At June 30, 2018, the College's proportionate share of the net OPEB liability was \$4,783,228. Of this amount, the College recognized \$3,968,163 as its proportionate share on the statement of net position. The remainder of \$815,065 denotes the College's proportionate share of net OPEB liability attributable to the special funding.

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on its proportionate share of employer and non-employer contributions to OPEB for each of the fiscal years ended June 30, 2017 and 2016. Employer contributions are recognized when due. At the June 30, 2017 measurement date, the College's proportion was 0.161373742%, a decrease of 0.039219183% from its proportion of 0.200592925% calculated as of June 30, 2016.

For the year ended June 30, 2018, the College recognized OPEB expense of \$411,617. Of this amount, \$161,412 was recognized as the College's proportionate share of OPEB expense and \$250,205 as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The College also recognized revenue of \$250,205 for support provided by the State.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 41
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

At June 30, 2018, deferred outflows of resources and deferred inflows of resources related to OPEB are as follows.

<u>June 30, 2018</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 13,287
Changes in proportion and difference between employer contributions and proportionate share of contributions	-	767,334
Net difference between projected and actual investment earnings	-	63,335
Contributions after the measurement date	<u>280,764</u>	<u>-</u>
Total	<u>\$ 280,764</u>	<u>\$ 843,956</u>

The College will recognize the \$280,764 reported as deferred outflows of resources resulting from OPEB contributions after the measurement date as a reduction of the net OPEB liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Fiscal Year Ended June 30,</u>	<u>Amortization</u>
2019	\$ (210,990)
2020	(210,990)
2021	(210,990)
2022	<u>(210,986)</u>
	<u>\$ (843,956)</u>

Payables to the OPEB Plan

The College did not report any amounts payable for normal contributions to the OPEB plan as of June 30, 2018.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 42
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 10 - STATE SYSTEM OF HIGHER EDUCATION INDEBTEDNESS

The College is a State institution of higher education, and the College receives State appropriations to finance its operations. In addition, it is subject to the legislative and administrative mandates of State government. Those mandates affect all aspects of the College's operations, its tuition and fee structure, its personnel policies and, its administrative practices.

The State has chartered the Commission with the responsibility to construct or renovate, finance and maintain various academic and other facilities of the State's universities and colleges, including certain facilities of the College. Financing for these facilities was provided through revenue bonds issued by the former Board of Regents or the former Boards of the College, College Systems, and the Commission (the Boards). These obligations administered by the Commission are the direct and total responsibility of the Municipal Bond Commission, as successor to the former Boards.

During December 2009, the Commission, on behalf of the Council, issued \$78,295,000 of Community and Technical Colleges Improvement Revenue Bonds, 2009 Series A (the 2009 Bonds). The proceeds of the 2009 Bonds were used to finance the acquisition, construction, equipping, or improvement of community and technical college facilities in West Virginia. The bond projects listed in the bond offering for the 2009 Bonds proposes bond funding of \$6,000,000 for the College. State lottery funds will be used to repay the debt. As of June 30, 2018, the College had drawn down all of these bond funds to pay for capital projects.

NOTE 11 - RETIREMENT PLANS

Substantially all full-time employees of the College participate in either the West Virginia Teachers' Retirement System (the STRS) or the Teachers' Insurance and Annuities Association - College Retirement Equities Fund (the TIAA-CREF). Previously, upon full-time employment, all employees were required to make an irrevocable selection between the STRS and TIAA-CREF. Effective July 1, 1991, the STRS was closed to new participants. Current participants in the STRS are permitted to make a one-time election to cease their participation in that plan and commence contributions to the West Virginia Teachers' Defined Contribution Plan.

Effective January 1, 2003, higher education employees enrolled in the basic 401(a) retirement plan with TIAA-CREF have an option to switch to the Educators Money 401(a) basic retirement plan (Educators Money). New hires have the choice of either plan. As of June 30, 2018, there were no employees enrolled in the Educators Money 401(a) basic retirement plan.

DEFINED BENEFIT PENSION PLAN

Some employees of the College are enrolled in a defined benefit pension plan, the STRS plan, which is administered by the CPRB.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 43
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 11 - RETIREMENT PLANS (Continued)

Following are the College's net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, revenues, and the pension expense and expenditures for the fiscal years ended June 30, 2018 and 2017:

STRS	2018	2017
Net pension liability	\$ 606,106	\$ 763,874
Deferred outflows of resources	91,733	172,697
Deferred inflows of resources	276,583	303,940
Revenues	129,960	129,152
Pension expense	96,082	115,917
Contributions made by the College	63,694	72,626

Plan Description

STRS is a multiple employer defined benefit cost-sharing public employee retirement system providing retirement benefits as well as death and disability benefits. It covers all full-time employees of the 55 county public school systems in the State of West Virginia (the State) and certain personnel of the 13 State-supported institutions of higher education, State Department of Education, and the Higher Education Policy Commission hired prior to July 1, 1991. Employees of the State-supported institutions of higher education and the Higher Education Policy Commission hired after June 30, 1991 are required to participate in the Higher Education Retirement System. STRS closed membership to new hires effective July 1, 1991.

STRS is considered a component unit of the State of West Virginia for financial reporting purposes, and, as such, its financial report is also included in the State of West Virginia's Comprehensive Annual Financial Report. STRS issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained from the STRS website at <https://www.wvretirement.com/Publications.html#CAFR>.

Benefits Provided

STRS provides retirement, death, and disability benefits. A member is eligible for normal retirement at age 60 with five years of service, age 55 with 30 years of service, or any age with 35 years of service. A member may retire with 30 years of credited service at any age with the pension reduced actuarially if the member retires before age 55. Terminated members with at least five but less than 20 years of credited service who do not withdraw their accumulated contributions are entitled to a deferred retirement commencing at age 62. Retirement benefits are equivalent to 2% of average annual salary multiplied by years of service. Average salary is the average of the five highest fiscal years of earnings during the last 15 fiscal years of earnings. Chapter 18, Article 7A of the West Virginia State Code assigns the authority to establish and amend the provisions of the plan, including contribution rates, to the State Legislature.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 44
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 11 - RETIREMENT PLANS (Continued)

Contributions

The funding objective of the CPRB pension trust funds is to meet long-term benefit requirements through contributions, which remain relatively level as a percent of member payroll over time, and through investment earnings. Contribution requirements are set by the CPRB. A member who withdraws from service for any cause other than death or retirement may request that the accumulated employee contributions plus interest be refunded.

Member Contributions: STRS funding policy provides for member contributions based on 6% of members' gross salary. Contributions as a percentage of payroll for members and employers are established by State law and are not actuarially-determined.

Employer Contributions: Employers make the following contributions:

The State (including institutions of higher education) contributes:

- 15% of gross salary of their State-employed members hired prior to July 1, 1991;
- 15% of School Aid Formula (SAF) covered payroll of county-employed members for entities other than institutions of higher education;
- 7.5% of SAF-covered payroll of members of the Teachers' Defined Contributions Retirement System for entities other than institutions of higher education;
- a certain percentage of fire insurance premiums paid by State residents; and
- under WV State code section 18-9-A-6a, beginning in fiscal year 1996, an amount determined by the State Actuary as being needed to eliminate the STRS unfunded liability within 40 years of June 30, 1994. As of June 30, 2018 and 2017, the College's proportionate share attributable to this special funding subsidy was \$129,960 and \$129,152, respectively.

The College's contributions to STRS for the years ended June 30, 2018, 2017, and 2016, were \$63,694, \$72,626, and \$72,057, respectively.

Assumptions

The total pension liabilities for financial reporting purposes were determined by actuarial valuations as of July 1, 2016 and 2015 and rolled forward to June 30, 2017 and 2016, respectively. The following actuarial assumptions were used and applied to all periods included in the measurement:

- Actuarial cost method: Entry age normal cost with level percentage of payroll.
- Asset valuation method: Investments are reported at fair (market) value.
- Amortization method and period: Level dollar, fixed period over 40 years, from July 1, 1994 through fiscal year 2034.
- Investment rate of return: 7.50%, net of pension plan administrative and investment expenses.
- Projected salary increases: Teachers 3.00-6.00% and non-teachers 3.00-6.50%, based on age.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 45
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 11 - RETIREMENT PLANS (Continued)

- Inflation rate: 3.0%.
- Discount rate: 7.5%.
- Mortality rates based on RP-2000 Mortality Tables.
- Withdrawal rates: Teachers 0.8-35% and non-teachers 1.316-24.75%.
- Disability rates: 0.008-0.704%.
- Retirement age: An age-related assumption is used for participants not yet receiving payments.
- Retirement rates: 15-100%.
- Ad hoc cost-of-living increases in pensions are periodically granted by the Legislature. However, the retirement system makes no automatic provision for such increases.

Experience studies are performed at least once in every five-year period. The most recent experience study covered the period from July 1, 2010 to June 30, 2015. These assumptions will remain in effect for valuation purposes until such time as the CPRB adopts revised assumptions.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of the long-term arithmetic real rates of return for each major asset class included in STRS' target asset allocation as of June 30, 2017 and 2016, are summarized below.

Asset Class	Long-term Expected Real Rate of Return	Target Allocation
Domestic equity	7.0%	27.5%
International equity	7.7%	27.5%
Core fixed income	2.7%	7.5%
High-yield fixed income	5.5%	7.5%
Real estate	7.0%	10.0%
Private equity	9.4%	10.0%
Hedge funds	4.7%	10.0%

Discount rate. The discount rate used to measure the total STRS pension liability was 7.50%. The projection of cash flows used to determine the discount rate assumed that State contributions will continue to follow the current funding policy. Based on those assumptions, STRS' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on STRS' investments was applied to all periods of projected benefit payments to determine the total pension liability.

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NOTES TO FINANCIAL STATEMENTS
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NOTE 11 - RETIREMENT PLANS (Continued)

Sensitivity of the net pension liability to changes in the discount rate. The following presents the College's proportionate share of the STRS net pension liability as of June 30, 2018 and 2017 calculated using the discount rate of 7.50%, as well as what the College's STRS net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.50%) or one percentage point higher (8.50%) than the current rate.

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Net pension liability 2018	\$ 797,965	\$ 606,106	\$ 442,175
Net pension liability 2017	966,339	763,874	590,777

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The June 30, 2018 STRS net pension liability was measured as of June 30, 2017, and the total pension liability was determined by an actuarial valuation as of June 30, 2016, rolled forward to the measurement date of June 30, 2017. The June 30, 2017 STRS net pension liability was measured as of June 30, 2016, and the total pension liability was determined by an actuarial valuation as of June 30, 2015, rolled forward to the measurement date of June 30, 2016.

At June 30, 2018, the College's proportionate share of the STRS net pension liability was \$1,946,481. Of this amount, the College recognized \$606,106 as its proportionate share on the statement of net position. The remainder of \$1,340,375 denotes the College's proportionate share of net pension liability attributable to the special funding.

At June 30, 2017, the College's proportionate share of the STRS net pension liability was \$2,218,850. Of this amount, the College recognized \$763,874 as its proportionate share on the statement of net position. The remainder of \$1,454,976 denotes the College's proportionate share of net pension liability attributable to the special funding.

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on their proportionate share of employer and non-employer contributions to STRS for each of the fiscal years ended June 30, 2017 and 2016. Employer contributions are recognized when due. At the June 30, 2017 measurement date, the College's proportion was 0.017543%, a decrease of 0.001043% from its proportion of 0.018586% calculated as of June 30, 2016. At the June 30, 2016 measurement date, the College's proportion was 0.018586%, a decrease of 0.00301% from its proportion of 0.021596% calculated as of June 30, 2015.

For the year ended June 30, 2018, the College recognized STRS pension expense of \$96,082. Of this amount, \$(33,878) was recognized as the College's proportionate share of the STRS expense and \$129,960 as the amount of pension expense attributable to special funding from a non-employer contributing entity. The College also recognized revenue of \$129,960 for support provided by the State.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 47
NOTES TO FINANCIAL STATEMENTS
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NOTE 11 - RETIREMENT PLANS (Continued)

For the year ended June 30, 2017, the College recognized STRS pension expense of \$115,917. Of this amount, \$(13,235) was recognized as the College's proportionate share of the STRS expense and \$129,152 as the amount of pension expense attributable to special funding from a non-employer contributing entity. The College also recognized revenue of \$129,152 for support provided by the State.

At June 30, 2018 and 2017, deferred outflows of resources and deferred inflows of resources related to the STRS pension are as follows.

<u>June 30, 2018</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in proportion and difference between employer contributions and proportionate share of contributions	\$ -	\$ 246,734
Net difference between projected and actual investment earnings	-	19,052
Differences between expected and actual experience	5,270	10,797
Changes in assumptions	22,769	-
Contributions after the measurement date	<u>63,694</u>	<u>-</u>
Total	<u>\$ 91,733</u>	<u>\$ 276,583</u>
<u>June 30, 2017</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in proportion and difference between employer contributions and proportionate share of contributions	\$ -	\$ 299,479
Net difference between projected and actual investment earnings	62,863	-
Differences between expected and actual experience	6,993	4,461
Changes in assumptions	30,215	-
Contributions after the measurement date	<u>72,626</u>	<u>-</u>
Total	<u>\$ 172,697</u>	<u>\$ 303,940</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 48
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 11 - RETIREMENT PLANS (Continued)

The College will recognize the \$63,694 reported as deferred outflows of resources resulting from pension contributions after the measurement date as a reduction of the STRS net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in STRS pension expense as follows.

<u>Fiscal Year Ended June 30,</u>	<u>Amortization</u>
2019	\$ (95,802)
2020	(66,722)
2021	(42,032)
2022	(36,671)
2023	(7,317)
	<u>\$ (248,544)</u>

Payables to the Pension Plan

The College did not report any amounts payable for normal contributions to the STRS as of June 30, 2018 and 2017.

DEFINED CONTRIBUTION BENEFIT PLANS

The TIAA-CREF is a defined contribution benefit plan in which benefits are based solely upon amounts contributed plus investment earnings. Employees who elect to participate in this plan are required to make a contribution equal to 6% of total annual compensation. The College matches the employees' 6% contribution. Contributions are immediately and fully vested. In addition, employees may elect to make additional contributions to TIAA-CREF which are not matched by the College.

Total contributions to the TIAA-CREF for the years ended June 30, 2018, 2017 and 2016 were \$859,006, \$831,790, and \$836,324 respectively, which consisted of equal contributions from the College and covered employees in 2018, 2017, and 2016 of \$429,503, \$415,895, and \$418,162, respectively.

The College's total payroll for the years ended June 30, 2018, 2017, and 2016 was \$7,944,548, \$8,086,254, and \$8,277,492, respectively; total covered employees' salaries in the STRS and TIAA-CREF were \$424,629 and \$7,158,377 in 2018; \$484,171 and \$6,931,579 in 2017, and \$480,377 and \$6,969,369 in 2016, respectively.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 49
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 12 - FOUNDATION

The Foundation is a separate nonprofit organization incorporated in the State of West Virginia and has as its purpose “to support, encourage and assist in the development and growth of the College, to render service and assistance to the College, and through it to the citizens of the State of West Virginia...” Oversight of the Foundation is the responsibility of a separate and independently elected Board of Directors, not otherwise affiliated with the College. In carrying out its responsibilities, the Board of Directors of the Foundation employs management, forms policy and maintains fiscal accountability over funds administered by the Foundation. Although the College does not control the timing or amount of receipts from the Foundation, the majority of resources, or income thereon, that the Foundation holds and invests are restricted to the activities of the College by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the College, the Foundation is considered a component unit of the College and is therefore discretely presented with the College’s financial statements in accordance with GASB.

The Foundation’s net assets totaled \$3,859,211 and \$3,755,889 at December 31, 2017 and 2016, respectively. The net assets include amounts which are restricted by donors to use for specific projects or departments of the College. During the years ended June 30, 2018 and 2017, the Foundation made \$167,709 and \$275,228 respectively, in contributions to the College for student scholarships and other support. As of June 30, 2018 and 2017, the College had accounts receivable of \$0 and \$2,676 due from the Foundation. Complete financial statements for the Foundation can be obtained from the Southern West Virginia Community College Foundation, Inc.

NOTE 13 - AFFILIATED ORGANIZATION AND OTHER STATE AGENCIES

The College has a separately incorporated affiliated organization, the Southern Alumni Association. Oversight responsibility for this entity rests with an independent board and management not otherwise affiliated with the College. Accordingly, the financial statements of such organizations are not included in the accompanying financial statements under the blended component unit requirements. They are not included in the College’s accompanying financial statements under discretely presented component unit requirements as, they (1) are not material or (2) have dual purposes (i.e., not entirely or almost entirely for the benefit of the College).

In addition to the relationships and transactions previously described, the College receives funding or grants from and provides services to other state agencies, and utilizes services, supplies and equipment provided by other state agencies. Amounts due from and due to other state agencies at June 30, are as follows:

	<u>2018</u>	<u>2017</u>
Due from:		
WV Department of Energy	\$ -	\$ 135,830
	<u>\$ -</u>	<u>\$ 135,830</u>
Due to:		
WVNET	\$ 18,657	\$ -
WV Office of Fleet Management	926	-
	<u>\$ 19,583</u>	<u>\$ -</u>

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE 50
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017

NOTE 14 - CONTINGENCIES

The nature of the educational industry is such that, from time-to-time, claims will be presented against the College on account of alleged negligence, acts of discrimination, breach of contract or disagreements arising from the interpretation of laws or regulations. While some of these claims may be for substantial amounts, they are not unusual in the ordinary course of providing educational services in a higher education system. In the opinion of management, all known claims are covered by insurance or are such that an award against the College would not impact seriously on the financial status of the institution.

Under the terms of federal grants, periodic audits are required and certain costs may be questioned as not being appropriate expenditures under the terms of the grants. Such audits could lead to reimbursement to the grantor agencies. The College's management believes disallowances, if any, will not have a significant financial impact on the College's financial position.

The College owns various buildings which are known to contain asbestos. The College is not required by federal, state or local law to remove the asbestos from its buildings. The College is required under Federal Environmental Health and Safety Regulations to manage the presence of asbestos in its buildings in a safe condition. The College addresses its responsibility to manage the presence of asbestos in its buildings on a case-by-case basis. Significant problems of dangerous asbestos conditions are abated as the condition becomes known. The College also addresses the presence of asbestos as building renovation or demolition projects are undertaken and through asbestos operation and maintenance programs directed at containing, managing or operating with the asbestos in a safe condition.

NOTE 15 - COMPONENT UNIT DISCLOSURES

The following are the notes taken directly from the Foundation's financial statements starting on the following page:

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC. 51
NOTES TO THE FINANCIAL STATEMENTS
DECEMBER 31, 2017 AND 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization - Southern West Virginia Community College Foundation, Inc. (the Foundation) was incorporated in September 1971 as a tax-exempt, not-for-profit corporation under Section 501(c)(3) of the Internal Revenue Code for the purpose of collecting donations from individuals, corporations, and foundations to be distributed as scholarships to persons attending what is now known as Southern West Virginia Community and Technical College (the College), and to be used for other purposes benefiting the College. The Foundation is classified as other than a private foundation by the Internal Revenue Service and is exempt from income taxes. The Foundation is considered to be a component unit of the College. Administrative services are provided by the College.

Basis of Accounting and Financial Statement Presentation - The financial statements of the Foundation are prepared on the accrual basis of accounting in accordance with U. S. generally accepted accounting principles ("U. S. GAAP"). The accompanying financial statements of the Foundation present information regarding its net assets and activities in the following three categories:

Unrestricted - Net assets are under the discretionary control of the Board of Directors (the "Board") and include amounts designated by the Board for specified purposes.

Temporarily Restricted - Net assets are restricted by the donor for a specific purpose (generally scholarships or educational development programs) or use in a future time period. The income on these net assets is either temporarily restricted or unrestricted based on the intentions of the donor.

Permanently Restricted - Net assets are subject to the donor's restriction that the principal remain invested in perpetuity. The income on these net assets generally is used for scholarships or educational development programs.

When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Use of Estimates - The preparation of financial statements in conformity with U. S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents - Cash and cash equivalents include cash in checking accounts and short-term investments with an original maturity of 3 months or less.

Investments - The Foundation carries investments and endowment assets created by permanently and temporarily restricted endowments and donor-designated funds in equities and cash equivalents with readily determinable fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets in the accompanying statement of activities. Interest and gains restricted by donors are reported as increases in temporarily restricted net assets and reclassified to unrestricted net assets in the year the restrictions are satisfied.

NOTES TO THE FINANCIAL STATEMENTS

DECEMBER 31, 2017 AND 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions and Unconditional Promises to Give - Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted support that increases those net asset classes. When a temporary restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Contributions of donated noncash assets are recorded at their fair values in the period received. Contributions of donated services that create or enhance nonfinancial assets or require specialized skills that are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received.

Unconditional promises to give that are expected to be collected within one year are recorded at estimated net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk free interest rates for United States Government securities. Accretion of the discounts is included in contribution revenue. Conditional promises to give are not recorded as support until the conditions are substantially met. The majority of the promises to give are received from local individual and business contributors as a result of the VISION 2020 campaign.

An allowance for uncollectible promises is provided based on management's evaluation of potential uncollectible promises receivable at year end. At December 31, 2017, management determined that all outstanding promises to give are fully collectible.

Program Services Expenses - All scholarships and other program services distributions are approved by the Board. Unconditional grants to the College are recognized when approved. Grants approved by the Board that are payable upon performance of specified conditions by the grantee (if any) are recognized in the statement of activities and change in net assets when the specified conditions are satisfied.

Fixed Assets - The Foundation's fixed assets are carried at cost. Depreciation is computed using the straight-line method with estimated useful lives of three and five years for software and equipment, respectively. All fixed assets were fully depreciated as of December 31, 2013. No fixed assets were acquired in 2017. Therefore no depreciation expense was recorded in 2017.

Income Taxes - The Foundation has qualified for a tax exemption under Section 501(c)(3) of the Internal Revenue Code and, accordingly, no provision has been recorded for income taxes in the accompanying financial statements.

The Foundation has analyzed tax positions taken for filing with the Internal Revenue Service and all state and local jurisdictions where it operates. Management believes that income tax filing positions will be sustained upon examination and does not anticipate any adjustments that would result in a material adverse effect on the Foundation's statement of financial position. Accordingly, the Foundation has not recorded any reserves, or related accruals, for interest and penalties for uncertain tax positions at December 31, 2017.

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC. 53
NOTES TO THE FINANCIAL STATEMENTS
DECEMBER 31, 2017 AND 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The Foundation is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. The Foundation believes it is no longer subject to income tax examinations for tax years prior to 2014.

NOTE 2 - INVESTMENTS

The cost and estimated fair values of investments at December 31, 2017, are as follows:

	Estimated Fair Value	Cost
Publicly traded equity securities	\$ 3,420,847	\$ 2,270,061

The cost and estimated fair values of investments at December 31, 2016, are as follows:

	Estimated Fair Value	Cost
Publicly traded equity securities	\$ 3,493,258	\$ 2,263,552

NOTE 3 - PROMISES TO GIVE

Unconditional promises to give at December 31, 2017 and 2016 are as follows:

	<u>2017</u>	<u>2016</u>
Receivable in less than one year	\$ 86,961	\$ 110,708
Receivable in one to five years	57,517	71,675
Receivable in more than five years	23,420	23,000
Total unconditional promises	167,898	205,383
Discounts to net present value	(9,274)	(10,576)
Net unconditional promises	<u>\$ 158,624</u>	<u>\$ 194,807</u>

The discount rate used on long-term promises to give was 3.50 percent and 3.50 percent in 2017 and 2016, respectively.

NOTE 4 - RELATED-PARTY TRANSACTIONS

The Foundation scholarships are awarded by the College. The Foundation recognized expenses in the amount of \$261,709 and \$369,228 in 2017 and 2016, respectively, for student scholarships and other support payments to the College.

At December 31, 2017 and 2016, the Foundation's total related-party payable to the College for scholarships and faculty educational awards was \$4,536 and \$233,780.

NOTES TO THE FINANCIAL STATEMENTS

DECEMBER 31, 2017 AND 2016

NOTE 4 - RELATED-PARTY TRANSACTIONS (Continued)

Contributed services received from the College and from unrelated volunteers have not been recorded, as the value of the services cannot be reasonably determined.

NOTE 5 - NET ASSETS

Temporary and permanent restrictions on net assets at December 31, 2017, are for scholarships and educational development.

Net assets were released from restriction for the following purposes during the year ended December 31, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Scholarships and general expenses	\$ 1,134,375	\$ 275,228
Education development	3,175	1,797
Fundraising	4,581	15,261
Institutional support	<u>94,000</u>	<u>152,311</u>
Total	<u>\$ 1,236,131</u>	<u>\$ 444,597</u>

NOTE 6 - ENDOWMENT FUNDS

The Foundation classifies investment and endowment funds in accordance with Accounting Standards Codification 958-205: *Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act and Enhanced Disclosures for All Endowment Funds*. This standard provides guidance on net asset classification of donor-restricted funds subject to the *Uniform Prudent Management of Institutional Funds Act* (UPMIFA).

The Board of Directors of the Foundation has interpreted the UPMIFA as requiring the preservation of fair value as of the original gift date of the donor-restricted endowment funds absent any explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets: (a) the original value of gifts donated to the permanent endowment, (b) the original value of the subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The portion of the fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets in a manner consistent with the standard of prudence prescribed by UPMIFA. Currently, all investment returns are recorded in temporarily restricted net assets based upon donor restrictions on use of investment income or return, with the exception of unrealized gains or losses that reduce the value of the endowment assets below the level required by the donor. These amounts are reported as unrestricted net assets. Gains that restore the fair value of the asset to the required level are included as increase in unrestricted net assets until funds are no longer considered "under water."

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC. 55
 NOTES TO THE FINANCIAL STATEMENTS
 DECEMBER 31, 2017 AND 2016

NOTE 6 - ENDOWMENT FUNDS (Continued)

In accordance with UPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the various funds, (2) the purposes of the donor-restricted endowment funds, (3) general economic conditions, (4) the possible effect of inflation or deflation, (5) the expected total return from income and appreciation of investments, (6) other resources of the Foundation, and (7) the Foundation's investment policies.

The cost and estimated fair values of endowment investments at December 31, 2017, are as follows:

	<u>Estimated Fair Value</u>	<u>Cost</u>
Cash and cash equivalents	\$ 64,222	\$ 64,222
Equity and equity mutual funds	<u>2,383,474</u>	<u>1,608,181</u>
Total	<u>\$ 2,447,696</u>	<u>\$ 1,672,403</u>

Endowment net asset composition by restriction as of December 31, 2017, is as follows:

Unrestricted and Board-designated	\$ -
Temporarily restricted	2,447,696
Permanently restricted	<u>-</u>
Total	<u>\$ 2,447,696</u>

Changes in endowment net assets from the prior year to the current year are as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
ENDOWMENT NET ASSETS, BEGINNING OF YEAR	\$ -	\$ 2,944,517	\$ -	\$ 2,944,517
Endowment investment return:				
Interest and dividends	-	96,536	-	96,536
Realized gains	-	197,210	-	197,210
Unrealized gains	<u>-</u>	<u>(92,757)</u>	<u>-</u>	<u>(92,757)</u>
Endowment investment return	<u>-</u>	<u>200,989</u>	<u>-</u>	<u>200,989</u>
Contributions	-	121,600	-	121,600
Appropriation of endowments - released from restrictions	<u>-</u>	<u>(819,410)</u>	<u>-</u>	<u>(819,410)</u>
ENDOWMENT NET ASSETS, END OF YEAR	<u>\$ -</u>	<u>\$ 2,447,696</u>	<u>\$ -</u>	<u>\$ 2,447,696</u>

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC. 56
 NOTES TO THE FINANCIAL STATEMENTS
 DECEMBER 31, 2017 AND 2016

NOTE 6 - ENDOWMENT FUNDS (Continued)

The cost and estimated fair values of endowment investments at December 31, 2016, are as follows:

	<u>Estimated Fair Value</u>	<u>Cost</u>
Cash and cash equivalents	\$ 97,388	\$ 97,388
Equity and equity mutual funds	<u>2,847,129</u>	<u>1,979,108</u>
Total	<u>\$ 2,944,517</u>	<u>\$ 2,076,496</u>

Endowment net asset composition by restriction as of December 31, 2016, is as follows:

Unrestricted and Board-designated	\$ -
Temporarily restricted	2,944,517
Permanently restricted	<u>-</u>
Total	<u>\$ 2,944,517</u>

Changes in endowment net assets from the prior year to the current year are as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
ENDOWMENT NET ASSETS, BEGINNING OF YEAR	\$ -	\$ 2,641,564	\$ -	\$ 2,641,564
Endowment investment return:				
Interest and dividends	-	93,625	-	93,625
Realized gains	-	22,316	-	22,316
Unrealized gains	<u>-</u>	<u>252,929</u>	<u>-</u>	<u>252,929</u>
Endowment investment return	<u>-</u>	<u>368,870</u>	<u>-</u>	<u>368,870</u>
Contributions	-	154,788	-	154,788
Appropriation of endowments - released from restrictions	<u>-</u>	<u>(220,705)</u>	<u>-</u>	<u>(220,705)</u>
ENDOWMENT NET ASSETS, END OF YEAR	<u>\$ -</u>	<u>\$ 2,944,517</u>	<u>\$ -</u>	<u>\$ 2,944,517</u>

The cash equivalents, representing approximately 4 percent and 5 percent of the investment assets at December 31, 2017 and 2016, respectively, are held in liquid asset funds managed by financial institutions.

SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE FOUNDATION, INC. 57
 NOTES TO THE FINANCIAL STATEMENTS
 DECEMBER 31, 2017 AND 2016

NOTE 7 - FAIR VALUE MEASUREMENTS

Accounting standards require that the Foundation adopt fair value measurement for financial assets and financial liabilities. This enhanced guidance for using fair value to measure assets and liabilities applies whenever other standards require or permit assets or liabilities to be measured at fair value. This guidance does not expand the use of fair value in any new circumstances.

Accounting standards establish a hierarchal disclosure framework associated with the level of pricing observability utilized in measuring assets and liabilities at fair value. The three broad levels defined by these standards are as follows:

Level I: Quoted prices are available in active markets for identical assets or liabilities as of the reported date.

Level II: Pricing inputs other than quoted prices available in active markets, which are either directly or indirectly observable as of the reported date. The nature of these assets and liabilities include items for which quoted prices are available, but traded less frequently, and items that are fair valued using other financial instruments, the parameters of which can be directly observed.

Level III: Assets or liabilities that have little or no pricing observability as of the reported date. These items do not have two-way markets and are measured using management's best estimate of fair value, where the inputs into the determination of fair value require significant management judgment or estimation.

The following table presents assets reported on the financial statements at their fair value as of December 31, 2017 and 2016, by level within the fair value hierarchy. Equity securities are classified as Level I securities and are valued using observable market prices. As required by accounting standards, financial assets are classified in their entirety based on the lowest level of input that is significant to the fair value measurement.

2017	<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Total</u>
<u>Valued on a recurring basis:</u>				
Assets:				
Equity securities	\$ <u>3,420,847</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>3,420,847</u>
2016	<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Total</u>
<u>Valued on a recurring basis:</u>				
Assets:				
Equity securities	\$ <u>3,493,258</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>3,493,258</u>

NOTE 8 - SUBSEQUENT EVENTS

The Foundation assessed events occurring subsequent to December 31, 2017, through August 23, 2018, for potential recognition and disclosure in the financial statements. No events have occurred that would require adjustment to, or disclosure in, the financial statements which were available to be issued on August 23, 2018.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2018 AND 2017**

NOTE 16 - NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATIONS

These tables represent operating expenses within both natural and functional classifications for the years ended June 30:
2018

	Salaries and Wages	Benefits	Supplies and Other Services	Utilities	Scholarships and Fellowships	Depreciation	Fees	
							Assessed by the Commission	Total
Instruction	\$ 4,045,651	\$ 1,126,321	\$ 786,910	\$ 790	\$ -	\$ -	\$ -	\$ 5,959,672
Public service	276,699	77,415	104,794	-	-	-	-	458,908
Academic support	725,346	216,161	93,234	-	-	-	-	1,034,741
Student services	841,976	263,195	198,816	-	-	-	-	1,303,987
General institutional support	1,769,511	657,820	1,067,492	157,439	-	-	-	3,652,262
Operations and maintenance of plant	314,676	114,967	415,451	587,704	-	-	-	1,432,798
Student financial aid	72,030	-	-	-	4,203,714	-	-	4,275,744
Auxiliary enterprises	56,477	18,449	44,350	-	-	-	-	119,276
Depreciation	-	-	-	-	-	1,408,497	-	1,408,497
Other	-	-	-	-	-	-	69,553	69,553
Total	\$ 8,102,366	\$ 2,474,328	\$ 2,711,047	\$ 745,933	\$ 4,203,714	\$ 1,408,497	\$ 69,553	\$ 19,715,438

2017

	Salaries and Wages	Benefits	Supplies and Other Services	Utilities	Scholarships and Fellowships	Depreciation	Fees	
							Assessed by the Commission	Total
Instruction	\$ 4,229,351	\$ 1,160,087	\$ 690,344	\$ 15,573	\$ -	\$ -	\$ -	\$ 6,095,355
Public service	253,315	76,841	100,471	-	-	-	-	430,627
Academic support	791,070	227,018	63,122	-	-	-	-	1,081,210
Student services	696,437	246,852	83,934	-	-	-	-	1,027,223
General institutional support	1,692,965	686,858	1,940,227	177,790	-	-	-	4,497,840
Operations and maintenance of plant	303,178	118,311	382,791	575,266	-	-	-	1,379,546
Student financial aid	59,412	-	-	-	3,681,683	-	-	3,741,095
Auxiliary enterprises	61,850	18,483	22,261	-	-	-	-	102,594
Depreciation	-	-	-	-	-	1,381,775	-	1,381,775
Other	-	-	-	-	-	-	63,836	63,836
Total	\$ 8,087,578	\$ 2,534,450	\$ 3,283,150	\$ 768,629	\$ 3,681,683	\$ 1,381,775	\$ 63,836	\$ 19,801,101

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
June 30, 2018**

State Teachers' Retirement System
Last 10 Fiscal Years*

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>
College's proportion of the net pension liability (asset) (percentage)	0.017543%	0.018586%	0.021596%	0.025505%						
College's proportionate share of the net pension liability (asset)	\$ 606,106	\$ 763,874	\$ 754,590	\$ 879,883						
State's proportionate share of the net pension liability (asset)	<u>1,340,375</u>	<u>1,454,976</u>	<u>1,707,576</u>	<u>1,988,159</u>						
Total proportionate share of the net pension liability (asset)	<u>\$ 1,946,481</u>	<u>\$ 2,218,850</u>	<u>\$ 2,462,166</u>	<u>\$ 2,868,042</u>						
College's covered payroll	<u>\$ 484,171</u>	<u>\$ 480,377</u>	<u>\$ 654,684</u>	<u>\$ 783,432</u>						
College's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	125.18%	159.02%	115.26%	112.31%						
Plan fiduciary net position as a percentage of the total pension liability	67.85%	61.42%	66.25%	65.95%						

* - The amounts presented for each fiscal year were determined as of June 30th of the previous year. (Measure date)
This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, Colleges should present information for those years for which information is available.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF PENSION CONTRIBUTIONS
 June 30, 2018

State Teachers' Retirement System
 Last 10 Fiscal Years

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>
Contractually required contribution	\$ 63,694	\$ 72,626	\$ 72,057	\$ 98,203						
Contributions in relation to the contractually required contribution	<u>(63,694)</u>	<u>(72,626)</u>	<u>(72,057)</u>	<u>(98,203)</u>						
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>						
College's covered payroll	\$ 424,629	\$ 484,171	\$ 480,377	\$ 654,684						
Contributions as a percentage of covered payroll	15.00%	15.00%	15.00%	15.00%						

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, Colleges should present information for those years for which information is available.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
June 30, 2018**

Last 10 Fiscal Years*

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>
College's proportion of the net OPEB liability (asset) (percentage)	0.161373742%									
College's proportionate share of the net OPEB liability (asset)	\$ 3,968,163									
State's proportionate share of the net OPEB liability (asset)	<u>815,065</u>									
Total proportionate share of the net OPEB liability (asset)	<u>\$ 4,783,228</u>									
College's covered-employee payroll	<u>\$ 6,247,930</u>									
College's proportionate share of the net OPEB liability (asset) as a percentage of its covered-employee payroll	63.51%									
Plan fiduciary net position as a percentage of the total OPEB liability	25.10%									

* - The amounts presented for each fiscal year were determined as of June 30th of the previous year. (Measure date)
This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, Colleges should present information for those years for which information is available.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF OPEB CONTRIBUTIONS
 June 30, 2018

Last 10 Fiscal Years

		<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>
Statutorily required contribution	\$	280,764									
Contributions in relation to the statutorily required contribution		<u>(280,764)</u>									
Contribution deficiency (excess)	\$	<u>-</u>									
College's covered-employee payroll	\$	6,268,021									
Contributions as a percentage of covered-employee payroll		4.48%									

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, Colleges should present information for those years for which information is available.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION - PENSION
YEARS ENDED JUNE 30, 2018 AND 2017

Changes in Assumptions

Amounts reported reflect changes in assumptions to more closely reflect actual experience. Significant changes in assumptions are related to projected salary increases, inflation rate, and mortality tables.

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>June 30, 2014</u>
Inflation	3.0%	3.0%	1.9%	2.2%
Salary Increases	For teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.00 to 6.00%. For non-teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.00 to 6.50%.	For teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.00 to 6.00%. For non-teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.00 to 6.50%.	For teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.75 to 5.25%. For non-teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.40 to 6.50%.	For teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.75 to 5.25%. For non-teacher members, salary increases are based on member experience, dependent on age and gender, ranging from 3.40 to 6.50%.
Investment Rate of Return	7.5%, net of pension plan investment expense, including inflation.	7.5%, net of pension plan investment expense, including inflation.	7.5%, net of pension plan investment expense, including inflation.	7.5%, net of pension plan investment expense, including inflation.
Mortality	Active: RP2000, non-annuitant table, projected with Scale AA on a fully generational basis. Retired: healthy males – 97% of RP2000 healthy annuitant table, projected with Scale AA on a fully generational basis; healthy females – 94% of RP2000 healthy annuitant table, projected with Scale AA on a fully generational basis; disabled males – 96% of RP2000 disabled annuitant table, projected with Scale AA on a fully generational basis; disabled females – 101% of RP2000 disabled annuitant table, projected with Scale AA on a fully generational basis.	Active: RP2000, non-annuitant table, projected with Scale AA on a fully generational basis. Retired: healthy males – 97% of RP2000 healthy annuitant table, projected with Scale AA on a fully generational basis; healthy females – 94% of RP2000 healthy annuitant table, projected with Scale AA on a fully generational basis; disabled males – 96% of RP2000 disabled annuitant table, projected with Scale AA on a fully generational basis; disabled females – 101% of RP2000 disabled annuitant table, projected with Scale AA on a fully generational basis.	Active: RP2000, non-annuitant monthly mortality table. Retired: RP2000 healthy annuitant, scale AA; Disabled: RP2000 disabled annuitant mortality table, scale AA.	Active: RP2000, non-annuitant monthly mortality table; Retired: RP2000 healthy annuitant, scale AA; Disabled: RP2000 disabled annuitant mortality table, scale AA.
Discount Rate	7.5%	7.5%	7.5%	7.5%

There are no other significant factors that affect trends in the amounts reported, such as a change of benefit terms or other assumptions. Additional information, if necessary, can be obtained from the CPRB Comprehensive Annual Financial Report for the corresponding year.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION - OPEB
YEARS ENDED JUNE 30, 2018 AND 2017**

There were no other factors that affect trends in the amounts reported, such as a change of benefit terms, size or composition of the population covered by the benefit terms, or other assumptions. Additional information, if necessary, can be obtained from the RHBT audited Financial Statements, Required Supplementary Information, and Other Financial Information for the year ended June 30, 2017.



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS*

Board of Governors
Southern West Virginia Community and Technical College
Mt. Gay, West Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and aggregate discretely presented component unit of Southern West Virginia Community and Technical College (the College), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated October 10, 2018, which states reliance on another auditor for the discretely presented component unit. Our report includes a reference to another auditor who audited the financial statements of The Southern West Virginia Community and Technical College Foundation, Inc. (the Foundation), as described in our report on the College's financial statements. This report does not include the results of the other auditor's testing of internal control over financial reporting or compliance and other matters that are reported on separately by that auditor. The financial statements of the Foundation were not audited in accordance with *Government Auditing Standards*. Our report also includes an emphasis of a matter for the adoption of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Our opinion was not modified with respect to this matter.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Seattle & Stalaker, PLLC".

Charleston, West Virginia
October 10, 2018

EMERGENCY PREPAREDNESS

Southern West Virginia Community and Technical College
Board of Governors
December 11, 2018

Southern
West Virginia Community and Technical College

HEADLINES

Man charged after threatening a 'mass shooting' in WVU classroom
By MetroNews in News | August 27, 2018 at 1:15PM
Story by William Dean
MORGANTOWN, W.Va. — A man is charged with making terrorist threats after he allegedly said he wanted to get his gun and

3 dead after shooting rampage at Madden tourney at Jacksonville Landing
John Bacon and Jorge L. Ortiz, USA TODAY | Published 2:24 p.m. ET Aug. 26, 2018 | Updated 12:48 a.m. ET Aug. 27, 2018
Three people died and 11 others were wounded Sunday after a shooting rampage during a Madden 19 video

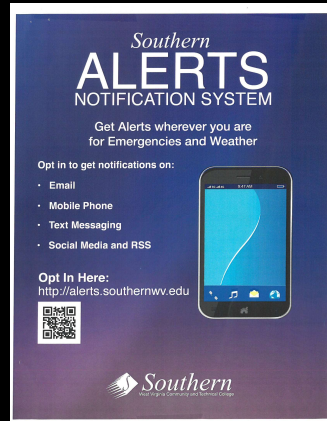


EMERGENCY PLANS

The image displays three emergency plan documents from Southern West Virginia Community and Technical College:

- Left:** Cover of the "EMERGENCY PLAN" featuring the college logo and a red checkmark icon.
- Middle:** Title page "Emergency Plan For Williamson Campus".
- Right:** Table of contents listing emergency scenarios: EMERGENCY NUMBERS • WEAPONS, WEAPONS • GUNSHOTS • WEAPONS ATTACK, INTRUDER • SHOOTINGS/WOUNDINGS/ATTACKS, ATTACKS • FIRE • DEATH/INJURY, DEATH/INJURY • HOSTAGE SITUATION • EVACUATION, GAS LEAK • SHELTER IN PLACE, TORNADO • MEDICAL EMERGENCY, MEDICAL EMERGENCY • BIOLOGICAL ATTACK, BIOLOGICAL ATTACK • BOMB THREAT, BOMB THREAT • QUESTIONS TO ASK CALLER, NATURAL DISASTERS*EARTHQUAKES, FLOODS, LANDSLIDES, WILDFIRES.

EMERGENCY NOTIFICATION SYSTEM



NFPA 3000 (PS) STANDARD FOR AN ACTIVE SHOOTER/HOSTILE EVENT RESPONSE (ASHER) PROGRAM

- Approved on April 11, 2018 as a Provisional Standard
- 9.5.1: Building owners and operators shall annually exercise ASHER Plans
- A.9.5: Exercises can include any of the following:
 - Discussion-based exercises
 - Seminars
 - Workshops
 - Tabletop exercises
 - Games
 - Operations-based exercises
 - Drills
 - Functional exercises
 - Full-scale exercises





POSSIBLE BOARD MEMBERS ROLES

- Institutional Representatives will be needed with....
 - Reunification
 - Hospitals
 - Politicians
 - Vigils
 - Permanent Memorial

“ IT'S A MARATHON, NOT A SPRINT. I THINK PEOPLE BELIEVE THAT YOU'RE GOING TO WAKE UP ONE MORNING AND EVERYTHING GOES BACK TO NORMAL BUT...WE HAD TO REDEFINE WHAT NORMAL WAS. ”

Frank DeAngelis, Principal of Columbine High School

Presidential Goals Update

Goal 1: Improve the success of students by increasing college completion.

1.1 Improve tutoring program by developing a Student Success Center model within Student Services to provide tutoring in basic skills, English and math (all campuses).

- On August 13, 2018, Mr. Tim Ooten was hired as the Student Success Coordinator. His immediate priority was to create “Learning Studios” on all campuses to support student tutoring by utilizing professional, faculty, and peer tutors. The process began by visiting New River Community and Technical College and BridgeValley Community and Technical Colleges to observe best and promising practices to bring back to Southern. He also made campus visits to Logan and Williamson to work with those campus directors to identify appropriate locations for the Learning Studio’s tutoring centers. As a way of communication and promotion, Tim presented the Student Success Center concept to all faculty during faculty convocation and requested their input into its future success.

Additional funding to secure tutors was appropriated with consultation through Ms. Carol Howerton, Associate Vice President for Academic Affairs (AVPAA), utilizing Southern’s 2018-2019 Perkins allocation. All professional tutors were hired and volunteer tutors identified from the faculty to assist students in all program areas.

Mr. Joe Linville and Mr. Perry Jobe, Directors of Logan and Williamson Campus Operations respectively, assisted in locating temporary space for the Learning Studios at the Logan and Williamson Campuses until permanent homes are created. New computers were requested and purchased for the Logan Learning Studio while an existing laptop farm is being utilized at Williamson. A digital check-in/check-out process for tracking student utilization is currently under development.

1.2 Work to develop and implement stackable credentials in all career and technical programs.

- Currently all programs are being evaluated to embed certificate/skill set offerings where possible. The Health Care Professional degree has been reconfigured to include stackable credentials. There are now six certificates and four skill sets embedded within the degree. Stackable credentials provide students the option of taking one or more pathways to meet individual needs. Students can sit for national accreditations for six of the eight stackable credentials. PowerSports is currently working on developing embedded certificate and skill sets for its program and our Education program recently created a new early childhood development certificate. The Information Technology program added new courses for the drone technology skill sets that aligns with additional licensure/certifications including the FAA part 107 licensure, UAS Flight Safety Endorsement, and Small UAS Safety Certification.

1.3 Improve, streamline and simplify the application and approval process for awarding degrees in order to break down the barriers to degree completion and graduation.

- Southern’s application process is being revamped to create an efficient and student friendly process. “Banner Recruit” is being implemented to automate the process with time expectations.
- The Banner Recruit implementation process is outlined in the new Strategic Enrollment Management Plan. A sample spreadsheet has been obtained from a recent College Fair and is being analyzed for upload into Banner. Weekly meetings with Southern’s Information Technology (IT) staff are taking place to help drive the process. Communication with potential students is continuing to take place while this module is implemented. Beginning with the Spring 2019 semester, the Free Application for Federal Student Aid (FAFSA) load process is being updated to identify new recruits.
- College Foundation of West Virginia (CFWV) applications are still entered into Banner system. Ms. Teri Wells, Director of Admissions, Records, and Registrar has updated the Admissions Checklist, as well as a few other Banner screens in which the online application populates. Mr. Tom Cook, Chief Information Officer, has also been working with the online Admissions Application. He reported that the online application is being updated and current fields are being set up to align with Banner documentation for proper processing. A go-live date of February 2019, is anticipated with a roll out to staff and new students in March 2019.
- Ms. Angie Dotson, Interim Registrar, and Ms. Teri Wells, Director of Admissions, Records, and Registrar, participated in a DegreeWorks 201 training held on September 18th. Although this was an advanced training, they were given information regarding the Financial Aid set up and standards in DegreeWorks. Furthermore, they had an opportunity at the end of the training to participate in a one-on-one session with the Ellucian DegreeWorks consultant. Ms. Dotson and Ms. Wells received an hour-long crash course in DegreeWorks. Since then, Ms. Dotson has developed a plan to update DegreeWorks and scribe the last two college catalogs.
- To date, Ms. Dotson and Ms. Wells have compared changes made with the contracted consultant to the college catalog for accuracy, with some changes being made. They determined the contracted consultant had made a few oversights on classes. They have also compared changes in curricula in the 2015-2016 to 2016-2017 catalogs, the 2016-2017 to 2017-2018 catalogs, and the 2017-2018 to 2018-2019 catalogs. In addition to reviewing curricula, Teri has updated academic years, catalog terms, and program/major codes in SureCode.

1.4 Develop and implement a process to identify students who complete credit-bearing skill sets and granting them a formal completion of skill set credential.

- Academic Affairs in conjunction with Student Services is identifying the appropriate process for awarding certificates and skill sets to students as they earn the credits. Mr. Tom Cook, CIO, has developed a process in Banner to identify credit-bearing skill sets. This process was used to provide data needed for the 2017-

18 Workforce Matrix Report.

1.5 Review and revise the math and English co-requisite model as it applies to other courses offered by the college to reflect a delivery for developmental and college-level math and English to support success in college level courses.

- Southern's math and English co-requisite model was modified as a pilot to reflect a new delivery model during the 2018 summer and fall semesters. Each program uses embedded support within a two-hour time block twice per week. Differentiated instruction is used to meet student needs. A modification to Perkins funding was made to provide professional development to all math and English faculty to prepare for the pilot implementation. Two online resources, ALEKS (math) and Grammarly (English), are utilized throughout the instruction. ALEKS identifies students' strengths and areas for improvement then designs customized resources to move students to the desired outcomes. Students have access to ALEKS in and out of class. Individualized, small group, peer to peer, and whole class instruction was designed and delivered by the instructor to meet the student learning outcomes. Grammarly is available to everyone on campus to improve written communication.

The implementation of ALEKS to support the math co-requisite math model began during the summer 2018 as a pilot and was deemed successful as there were no student withdrawals and students gave positive feedback from exit surveys.

1.6 Work with appropriate constituents to develop a College Transition Model: "College Courses at the High School" in our region.

- Dr. Deanna Romano, Vice President for Academic Affairs, Ms. Carol Howerton, Associate VP for Academic Affairs, and Dr. David Kommer, Dean for Arts and Sciences, attended numerous meetings during the past year with West Virginia University (WVU), Van High School, and the West Virginia Department of Education (WVDE) to replicate a Roscoe Collegiate High School, Roscoe, Texas "P-20" model at Van High School. The P-20 model utilizes the AVID (Advancement Via Individual Determination) to enhance learning at all levels and when fully implemented will provide all students an opportunity to complete an associate degree while in high school. The model was approved by the Boone County School Board and Southern offered a pilot of three classes that included: OR 105, Orientation to Technical Programs (2 sections), and IT 134, Basic UAV Flight. Southern worked with Van High School administration to develop a full master schedule for grades 9-12 that will provide access to an Associate of Science or Associate of Arts degree along with career choice certification courses and will be phased in over a three-year period. Ms. Howerton, Mr. Matt Payne, and I attended a kick-off presentation at Van High School and provided a presentation of the drones for the community and legislative representatives on September 19, 2018. Initially, ten (10) seniors enrolled for four (4) hours of college credit, and 14 juniors enrolled for one (1) hour of college credit. Ten of the 14 juniors continued with an additional three (3) credit hours in a second offering of the IT 134. Van teachers are currently undergoing AVID training and curriculum redesign with

expanded dual credit offerings currently under review for the spring 2019 term.

Ms. Howerton petitioned for a 2018 Transitions Grant from the Community and Technical College System of WV in the amount of \$30,913 to help offset the initial start-up costs for students in the P-20 program.

- Vice President Romano and Dean of Arts and Sciences, Dr. David Kommer, worked with the Logan County School System staff to design and implement an “Early Entry” program at Southern’s Logan Campus beginning Spring 2019. As a pilot for the program, Southern provided professors to teach classes during the fall 2018 semester on Chapmanville Regional High School, Logan High School, and Man High School campuses. Currently, Drs. Romano and Kommer are holding Parent/Student Orientation meetings at these three high schools providing pertinent information about the Early Entry program which begins in the Spring 2019 on the Logan Campus. Dr. Romano is also meeting with administrative staff at Tug Valley High School to start an Early Entry program for the Williamson Campus. A second Transition Grant was written and awarded in the amount of \$30,913 for use at Tug Valley High School.
- Through an Appalachian Regional Commission (ARC) POWER grant, Southern was asked to partner with RCBI in the “Appalachian Hatchery” Project to deliver Industrial Technology (Machining) to students in both Mingo and McDowell Counties. A Machining Technology program was implemented at Southern’s Williamson Applied Technology Center and at the McDowell County Career and Technical Center with concurrent enrollment opportunities for high school students. The McDowell County project is still waiting on Higher Learning Commission (HLC) site approval.

1.7 Develop and implement more effective advising strategies and practices involving active and intrusive advising of students throughout their programs in order to support student retention.

- Southern was a signatory of the state-wide Momentum Project entitled “Guided Pathways to Success” (GPS) which incorporates various enrollment, advising, and retention strategies. Within the GPS model, students will be guided to take 15 credit hours per semester or 30 semester hours per year, attending a required college orientation program as part of their first-year experience, taking the required math/English and 9+ content hours during the first year, and selecting a meta major.

Student Services staff training has been provided by “InsideTrack” to assist with building coaching skills and effective advising skills. Work has been completed with InsideTrack for the development of a Student Journey Map. Since 2001, InsideTrack has been dedicated to partnering with colleges and universities to create adaptive coaching solutions that generate measurable results. These solutions combine professional coaching, technology and data analytics to increase enrollment, completion, and career readiness.

- Ms. Carol Howerton wrote a Technical Program Case Manager grant (\$50,700) that

was awarded to Southern to provide case-management (appreciative advising) for all technical program students. Ms. Kara Plummer was hired as the case manager.

- Southern was awarded continuation of the DHHR-TANF Grant for 2019 (\$120,000). This will allow Southern to continue working with TANF recipients. The grant funds two Student Services Specialist positions to provide case management for participants. The grant also provides funds for participant supplies and support workshops such as self-esteem and study skill. Southern's DHHR-TANF program served as the model for the state.

Goal 2: Strategies: Provide strategies for meeting the workforce demands of employers and enhancing economic development efforts in West Virginia.

2.1 Strategically target funding for the development of programs that meet documented workforce needs.

- Southern has developed a Strategic Vision which incorporates specific funding for new and continuing workforce development, economic development, and regional priorities. The following is a listing of acquired grant funding and proposed activities:
 - Perkins 2019 – Funding has been allocated to update Surgical Technology, Medical Laboratory Technology, and Nursing Labs with new equipment; build a new 3-D printing lab for Information Technology and Engineering programs; provide tutoring services for Student Success Center; review online courses and provide training for faculty in online course development to expand online offerings; and provide professional development for faculty in assessment, pedagogy, technology, and accreditation. (\$306,194)
 - Sustainability grant awarded Medical Assisting to provide instructional cost for 2018-2019 year. (\$78,306)
 - Sustainability grant awarded for Mechatronics to provide instructional cost for 2018-2019 year. (\$78,306)
 - Sustainability grant awarded for Welding Technology to provide instructional cost for 2018-2019 year. (\$78,306)
 - Appalachian Regional Commission (ARC) Grant – KY-WV Drone Technology to expand the Information Technology program and provide Drone Training. The grant provides funding for new drone equipment along with two IT faculty positions through June 2020. (\$748,000). The IT faculty are currently working with employers to develop the first Learn and Earn grant to provide student jobs while enrolled in the program. (\$748,000)
 - Working with employers for first Learn and Earn grant to provide student jobs while enrolled in program.
 - ARC Grant – Hatfield McCoy Trails. Entrepreneurial Center developed and training offered to help develop businesses along the Hatfield McCoy ATV Trail. (\$750,000).
 - ARC Grant – Pride BuildJobs Initiative to design entrepreneurship skills in college courses and assist with evaluation of participants for welding and electrical programs. The grant provides funds for a business faculty position to

develop the curriculum, a Student Services Specialist position to serve as a liaison for training needs, and additional funds to cover contractual training for welding participants. The first contract was completed for welding training during the summer 2018 and additional cohort contract currently enrolled. (\$230,000)

- ARC Grant – RCBI Appalachian Hatchery. Partnership with RCBI to deliver Machining and Machine Tool curriculum. RCBI provides instructional and recruitment costs).
- Technical Program Development Grant – Machining/Machine Tool Technology to fund lab renovations, tooling for students, and to help offset course fees. (\$200,000)
- ARC Grant submitted to fund Leadership program in cooperation with Marshall University. Feedback provided with recommendations for correction including resubmission with Southern as lead institution and associate degree as the center of the project. Includes pathway to Marshall with a B.S. in Leadership, potential Marshall faculty teaching at Southern full-time, student services, and cultural/co-curricular activities on Marshall campus. (\$1.4M)
- ARC Technical Assistance Grant - Economic Alliance partnership to fund Energy Efficiency Training and building evaluations for energy efficiency. Provides staffing and coordination to develop full implementation grant. (\$100,000)
- Technical Program Development Grant – Energy Efficiency. Joint grant with BridgeValley, New River, and Mountwest to develop Energy curriculum in partnership with the WV Office of Energy is under development. It will provide workforce training for energy performance, energy auditor, and energy efficiency training. (\$200,000)
- National Institute of Food and Agriculture (NIFA) and USDA grant – “Fresh to Market”. Partnership with WV State University Extension office to develop cold storage hub in Southern WV along with expanded extension services. (\$572,732)
- USDA – Agriculture grant under development to provide assistance with agriculture supplies. (\$50,000)
- National Science Foundation (NSF) – Stem grant under development to build science classroom and workshops for STEM education. (\$800,000)
- ARC Technical Assistance Grant – Manufacturing for development of coal source roofing tiles and installation. The company is still pending waiting for additional funding and exploring need. (\$100,000)
- Respiratory Therapy Expansion. Equipment set-up and curriculum developed. There was a delay in start-up and faculty hiring. Requested extension to continue spending to cover faculty salaries through 2021. (\$200,000)
- PowerSports Technology. Equipment ordered and curriculum developed. Requesting extension to cover faculty salaries through 2020. (\$200,000)

2.2 Work with area business/industry partners to host regional business services/support meetings and/or workshops.

- Through the ARC POWER grant partnership with the Hatfield McCoy Trail

System, 84 businesses have participated in 11 workshops throughout the service area. Thirty-five (35) businesses have received one-on-one assistance within one or more of the following business area: business plan development, webpage development, finding funding resources, and business coaching sessions to either create, retain, or expand their business.

- Through Southern’s partnerships with West Virginia University’s Manufacturing Extension Partnership (MEP) and Marshall University’s Robert C. Byrd Institute (RCBI), additional workshops and training services have been delivered to 31 employers. Through all these activities, along with training for mining companies, a total of 95 (unduplicated) businesses have been served.
- During 2018-19, additional workshops are planned for small businesses in the region that address some identified needs based on feedback from personal visits and/or workshop evaluations. These new workshops include: finance, taxes, credit repair and bankruptcy recovery; lodging business mechanics and business planning; and customer service and hospitality. ARC POWER – HMT Workshops sent via email on October 31st. There will also be continued training for the mining industry by providing annual retraining to incumbent workers.
- Partnership with WV Hub to provide workshops and two conferences for ARC Grantees.
 - The West Virginia Power Convening Year-End Summit: Ms. Carol Howerton helped organize and assisted with the set-up of this mid-year conference which was held in December 2017. The December program featured a panel discussion and she will moderate the final panel with ARC, EDA, and Senator Capito’s office representative.
 - The Good Jobs Summit, November 30, 2018.
- Partnership with the Alliance for Southern West Virginia Economic Development.
 - Small Communities/Big Solutions Conference, October 22-23, 2018.

2.3 Work with faculty/staff and external credentialing agencies to ensure that eighty percent of all Technical Programs will include an industry recognized credential.

- Expanded Information Technology (IT) credential to include Unmanned Safety Institute Certification and FAA part 107.
- Southern has Implemented Polaris Certification for the PowerSports program.
- Signed a Memorandum of Understanding (MOU) with West Virginia Council for Community and Technical College Education (WVCCTCE) for Entrepreneurial Mindset Facilitator Certification Training.
- Southern’s Business Department is exploring the Accreditation Council for Business Schools and Programs (ACBSP) accreditation options for the revised business program.

2.4 Conduct personal visits to employers’ businesses and survey their needs to assist in development of customized training, additional training programs, and/or adjustments to current programs.

- Southern has developed a partnership with Coalfield Development Corporation to provide training and academic offerings for participants in their training initiative called the “33-6-3 model”.

- Southern has worked with the Coalfield Development Refresh Appalachia's Jason Hughes, Lead Coordinator and State FAA Advisor, Agriculture, Food, and Natural Resources Office of Governor's Economic CTE Initiatives develop and align Southern's new agriculture program with the needs of our region and align with career programs at Van High School, Lincoln County High School, Tug Valley High School, and the Wyoming Career and Technical Center.
- Southern had an initial conversation with MRS Manufacturing to bring a new manufacturing process and company (Semplastics) to the area that will result in a need for expanded training with new polymers (resulting in potential ARC grant for manufacturing/construction training).
- Southern met with Williamson Healthy Workforce, Healthy Economy grant group to discuss potential projects and funding opportunities.
- I attended the ribbon cutting ceremony for Truston Technologies, Inc. and met with Mr. Eric Jacobs, President, and Mr. David Laxton, Fabrication Manager, about specialized training opportunities.
- During the 2017-18 academic year, approximately 75 businesses have been served through the Workforce and Community Development unit. These services include required recertification training for the mining industry, various specialized training sessions for manufacturing companies through Southern's partnership with West Virginia University's Manufacturing Extension Partnership, and entrepreneurial workshops and business coaching sessions for budding and existing entrepreneurs in the region. The trainings and services for these businesses have met a need expressed by the business and/or individual through personal contact with them.
- Southern's partnership with the Hatfield McCoy Trail System through an Appalachian Regional Commission (ARC) POWER grant has established the Entrepreneurial and Business Coaching Center and hired a program administrator.
 - The administrator is responsible for the development and implementation of an entrepreneurial training, coaching, and technical assistance program, modeled after a proven program being utilized in a rural area, designed to help new and/or existing entrepreneurs and small businesses with overall business plan development, strategies, support, training, mentoring, and other identified needs. This program serves Southern's six counties of Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming, along with Kanawha, Mercer, and Wayne.
 - The program administrator spent the first several months on the job traveling throughout the region meeting with small business owners to assess their needs. Workshops were developed and delivered based on those needs. Each participant in these workshops gave feedback identifying other topics that would help them in their business.
 - As a result of this feedback, other workshops were developed and delivered to address their deficiencies. Additionally, individual coaching sessions on various topics were offered to all workshop participants providing assistance to them on a more personal level.
 - Ms. Kristina Joyce, former WV Director of Small Business Development, served as Southern's Program Administrator for the Entrepreneur and Business Coaching Center through Southern's partnership with the Hatfield McCoy Trail System's ARC POWER Grant from July 10, 2017 through September 21, 2018.

Ms. Joyce left her position at Southern after being hired by the University of Kentucky to serve as the State Director for Small Business Development in Kentucky. Her position at Southern was posted in September 2018. Three applicants were interviewed. Two on October 8, 2018 and one on October 11, 2018. Bryan Shaw was recommended for the position. He was hired and started employment on October 29, 2018.

- Southern has Implemented Polaris Certification for the PowerSports program.
- Southern’s Business Department is exploring the Accreditation Council for Business Schools and Programs (ACBSP) accreditation options for the revised business program.
- Southern’s Workforce Development Office has made personal visits to lodging, hospitality, tourism, manufacturing, and mining businesses to discuss their possible training needs. Visits were made to at least 135 businesses. As a result of those visits, 17 workshops were developed and delivered to meet their identified training needs with 95 companies participating.
- Through Southern’s partnership with West Virginia University’s Manufacturing Extension Partnership and our outreach to mining companies, ten (10) customized training activities were delivered to five (5) companies.
- Through continued outreach to small businesses within the region and feedback from workshop participants, additional workshops in the areas of finance, taxes, credit repair and bankruptcy recovery; lodging business mechanics and business planning; and customer service and hospitality. Workshops will continue in the areas of QuickBooks and website and social media.
- Southern also developed a training plan/proposal for an emergency services agency offer to deliver a non-academic credit Advanced Care Technician “Bridge” program to personnel of their agency and other agencies in the region. The program still need the approval of the WV Office of Emergency Services.
- A training plan/proposal has been submitted to the West Virginia State Police to conduct an FAA part 107 – Unmanned Aerial Vehicles (UAV- “drone”) Basic Flight Preparation Systems and Safety Training course for a potential non-academic credit course. There has been expressed interest from several fire departments in the same course.
- Ms. Allyn Sue Barker, Vice President for Workforce and Community Development and Ms. Jackie Whitley, Director for Workforce Development, held talks with Truston Technologies, Inc. to address their training needs.
- There is a real opportunity for Southern to work with businesses in the region on placement of students in internships and/or apprenticeships in demand fields, such as information technology, business, hospitality, allied health, welding, mechatronics, and machining. Several businesses have expressed interest in hiring interns. Some of these could be suitable for Learn and Earn and give our students work experience prior to graduation.
- The WV HUB’s Energizing Entrepreneurial Communities initiative is coordinating a business survey in Wyoming County to help identify their training needs, challenges, and other needs. Southern’s Workforce Director, Jackie Whitley, serves on the HUB’s core team. The core team will assist with the facilitation of the survey through various methods to reach as many businesses as possible.

- Potential apprenticeship program under discussion with Komatsu Manufacturing. Ms. Carol Howerton held meetings with Komatsu and RCBI representatives to discuss training programs and review existing programs. An on-site visit is being planned to evaluate locations.
- I had conversations in regards to workforce development with: Ms. Erin Andrews-Sharer – Appalachian Service Project; Dr. David Pittenger – Marshal/Southern Articulation Agreements; Dr. Joe Manzo, Concord University – Broadcast Meteorology Articulation Agreement; Dr. William Tyree, Director WV Hub; Annette G. Ericksen, Assistant Program Director, Agriculture & Natural Resources – Extension Services; and, Mr. Tim Hatfield, CEO ARH, Expansion of Allied Health Programs.
- I attended Ribbon Cutting for Truston Technologies, Inc. and met with Mr. Eric Jacobs, President and Mr. David Laxton, Fabrication Manager about specialized training opportunities.
- I met with the following individuals about educational partnerships, program development and leadership development: Mr. William T. Luckey, Jr., President, Lindsey Wilson College; Mr. Eddie Curry, COTIGA Development Office – ALA Program; Tim and Kayla Toler, WV SkillsUSA State Director and Student President; Ms. Stephanie Tyree.

2.5 Work with newly identified business/industry partners, the American Association of Community Colleges, and Community Colleges of Appalachia to incorporate action steps identified in the Industry-Informed Infrastructure (I3) project meeting across Career and Technical Programs.

- The American Association of Community Colleges (AACC) held a series of meetings with community colleges in Appalachia and national industry representatives for its Industry-Informed Infrastructure in Appalachian Colleges (“I3”), one of ARC’s POWER projects. “I3” worked to expand the industry connections and technical training capacities of community colleges serving coal-impacted communities in Pennsylvania and West Virginia, along with adjacent areas of neighboring states. Southern West Virginia Community and Technical College hosted the “I3” meetings at its Logan Campus. The meetings focused on pairing industry partners together with community college executives to create a highly skilled talent pipeline for management and leadership in the hospitality and tourism industry. Industry partners included Lincoln Electric, Snap-on, IBM, Work America, Appalachian Regional Commission, and the National Association of Workforce Boards, global companies that cross industry sectors. The Industry-Informed Infrastructure (“I3”) in Appalachian Colleges project was funded by the Appalachian Regional Commission, and led by the American Association of Community Colleges (AACC), in collaboration with the Community Colleges of Appalachia (CCA).

As such I, along with Ms. Carol Howerton, Mr. Bill Alderman, and Dr. Jack Dilbeck attended the AACC Industry-Informed Infrastructure (I3) Project meeting on Southern’s Logan Campus. Dr. Deanna Romano and Carol Howerton attended a follow-up meeting in Washington D.C. at the Appalachian Regional Commission

headquarters. Out of this meeting Southern developed an ongoing partnership with Lincoln Electric for staff training. Dr. Romano attended a Lincoln Electric workshop in Cleveland, Ohio to discuss partnership development.

In conjunction with the I3 Project, Southern is exploring a potential partnership with Snap-On Tools for lab organization, improved lab environment and tool set-up.

2.6 Add content, as appropriate, to career technical programs in entrepreneurship to enhance student awareness of business needs and concerns.

- From the new world of work to the significant implications of the Fourth Industrial Revolution, the world is changing in ways that require *everyone* to be able to think like an entrepreneur. As such, there is an ever-pressing need for community colleges to move entrepreneurship from the perimeter to the core of the way they operate in order to produce the types of graduates needed for the future of society. To do so, innovative educational processes and pedagogy must be offered broadly across all disciplines to create the entrepreneurial learning environments needed to cultivate an entrepreneurial mindset in academic leaders, faculty, and students. The community college system is uniquely positioned to lead with an entrepreneurial mindset, but to do so, it will require significant leadership to encourage entrepreneurial attitudes, behaviors, and skills across campus and in communities.
- As such, Southern signed a Memorandum of Understanding (MOU) with the West Virginia Council for Community and Technical College Education (WVCCTCE) for Entrepreneurial Mindset Facilitator Certification Training. The Entrepreneurial Mindset Facilitator Certification prepares participants to implement Ice House Entrepreneurship Programs in their classroom, organizations, and communities. This interactive training will engage participants in the Ice House Philosophy, Ice House Opportunity Discovery Process, and the key constructs behind the eight life lessons of the Ice House Entrepreneurship Programs. Upon successful completion of the certification training, participants will receive an Entrepreneurial Mindset Facilitator Certificate qualifying them to facilitate any of the Ice House Entrepreneurship Programs. On October 15 - 17, 2018, Ms. Stephanie Abraham, Business Instructor, attended the first certification training workshop.
- Through Southern's partnership with PRIDE Professional Services and their ARC BuildJobs Initiative POWER grant, Ms. Abraham has been hired to develop an entrepreneurial track for its business programs. She is currently researching best practices for developing the entrepreneurship program.

Goal 3: Provide access to affordable community and technical college education.

- 3.1 Continue to develop and implement online courses strategically to improve ability of students who live at a distance from our campuses to access and complete specific course requirements in specific programs.**

- Distance education staff, Carol Howerton and Tim Owens have been working on a plan to improve and expand online course offerings including:
 - Carol Howerton (AVPAA) and Tom Cook (CIO) completed a conversion and testing of the integration process to automatically load students and courses into Blackboard to provide a more efficient process and provide quicker access for students.
 - The Distance Education staff conducted training for faculty, including adjunct faculty, on basic use in Blackboard, teaching online pedagogy, and designing quality courses following the Quality Matters rubric for quality course design. At this time 59 of the 61 full-time faculty have been trained and 13 of the 23 active adjuncts have been trained. Additional training will be held in the spring with mandatory training for all faculty to complete. (Quality Matters “QM” is a national standard used to measure quality in the design of online courses and has been adopted at a state level to help colleges meet Southern Regional Electronic Board requirements for the National Council for State Authorization Reciprocity Agreements.)
 - A new online orientation course was developed to allow students to review online course concepts and training material. The course also serves as an advising/online office center for faculty to be able to work or meet with any student. All students were provided access to the course for the Fall 2018 term.
 - An evaluation of existing online courses was conducted to provide a strategic plan for review of existing courses against QM standards and provide feedback for improvement where needed.
 - There are currently 121 Unique courses offered as online or hybrid.
 - This year, five courses have received formal QM review and certification bringing the total QM approved courses to 13.
 - Five additional courses are currently under review from QM and awaiting final course amendments for approval.
 - Six courses have been reviewed internally with suggestions for improvements to meet QM standards and faculty revisions are underway. Submission of the courses to QM is expected in February, 2019.
 - Planning is ongoing for an additional 15 courses to be reviewed during the spring based on the highest enrollment and student impact. This plan provides for review of at least one course per faculty currently teaching online and allowing them to undergo a formal review process and complete course improvements if necessary. This review process will allow faculty to self-review and make improvements to other courses. Grant funding provided for career courses for full QM approval for first four.
 - The School of Arts and Sciences identified new courses to be developed with two courses completed including Art 112 – Art Appreciation, and MU 175 Music Appreciation. The Distance Education staff provided assistance to the faculty for development. The School has also identified the need to develop master course templates to assist with adjunct course setup and delivery.
 - The School of Career and Technical Studies identified Medical Assisting as a top priority for new course development and courses are currently under development.

- All faculty are being encouraged to utilize online course shells for the Spring 2019 term. For Fall 2018, 69% of course sections utilized Blackboard. For Fall 2019, all faculty will be expected to utilize a course shell. These shells will allow students access to materials and tools and begin the process of faculty developing materials in an online format.
- The Distance Education Committee completed a review of policy SCP-3000 for distance education and is currently working on a full set of formal procedures for guidance of online courses along with additional recommendations for development of online courses.

3.2 Increase course offerings at local high schools on evenings and weekends to make courses more accessible and increase enrollment.

- The Academic Affairs staff attended numerous meetings during the past year with West Virginia University (WVU), Van High School, and the West Virginia Department of Education (WVDOE) to replicate a Roscoe Collegiate High School, Roscoe, Texas “P-20” model at Van High School. The model was approved by the Boone County School Board. Southern offered three classes during the first semester of programming; OR 105 Orientation to Technical Programs (2 sections) and IT 134 Basic UAV Flight. Southern worked with Van High School administration to develop a full schedule for the 2018-19 school year. The Master student schedule developed for grades 9-12 provided access to an Associate of Science or Associate of Arts degree along with career choice certification courses. Initially, ten (10) seniors enrolled for 4-hours of college credit and 14 juniors enrolled for 1-hour of credit.

Ms. Carol Howerton petitioned for a 2018 Transitions Grant in the amount of \$30,913 to help offset the initial start-up costs for students in the P-20 program. A second Transition Grant was written and awarded for use at Tug Valley High School to replicate the Early Start programs in Boone and Logan counties.

- Vice President Romano and Dean for the School of Arts and Sciences, Dr. David Kommer, worked with Logan County School System staff to design and implement an “Early Entry” program on the Logan campus starting Spring 2019. As a pilot for the program, Southern provided professors to teach classes during the fall 2018 semester on the following high school campuses; Chapmanville Regional High School, Logan High School, and Mann High School. Currently, Drs. Romano and Kommer are holding Parent/Student Orientation meetings at these three high schools providing pertinent information about the Early Entry program beginning in the Spring 2019. Dr. Romano is also meeting with administrative staff at Tug Valley High School to start an Early Entry program for the Williamson campus.

3.3 Continue developing the Enrollment Management Plan to strategically manage enrollment and best utilize the institution’s financial resources for enrollment growth.

- Southern established Enrollment Management Teams across the College. The teams outlined procedures/processes for developing rough drafts for review during

Southern's April 2018 Governance Day. They created a template for enrollment management planning to collect strategies from across the institution.

The Enrollment Management Plan committee has identified goals and processes to identify strategic initiatives to increase the number of first time students, improve persistence and retention rates, implement student support initiatives, improve completion rates and strengthen alumni relationships. The new plan focuses on recruitment, retentions, and completion efforts strategically. The plan is being reviewed by the Student Services leadership team at their November 27, 2018 meeting. The plan will be reviewed for approval by the Student Success Committee at its meeting on November 30, 2018. If approved, it will move to Executive Council for their review and approval, then on to President's Cabinet.

3.4 Continue to reorganize Student Services to better serve students in the admissions, enrollment, and financial aid process to increase annual unduplicated headcount and student financial aid participation rate.

- Ms. Allyn Sue Barker, Vice President for Workforce and Community Development has also assumed the role of Interim Vice President for Student Services. In that capacity, she is providing valuable oversight and direction for the reorganizational changes needed in that unit. Currently, monthly meetings are held with student services leadership staff to discuss issues and work on projects such as: Inside Track, DegreeWorks, Guided Pathways to Success (GPS), Enrollment Management Plan, Recruitment, Student Success Center, Tutoring, Financial Aid Literacy, TANF Program, Career Services, New Student Orientation Program, Disability Services and ADA, Career Services, Title IV, Student Conduct, National Leadership Honors Society, PIQ reviews, coordinated summer vacation schedule to maintain coverage on campuses, and attended interviews for vacant positions.
- The focus of the Student Success Center on each of Southern's' campuses is to offer students an environment where they can connect with faculty, an Academic Support Specialist team member, or staff. Team members are specifically trained to deal with issues that present barriers that hinder success whether these issues center on needed academic support, managing multiple life roles, or assistance with career issues.

Focusing on Student Success and Academic Support the Student Success Centers focus on the following academic support activities:

- Tutoring in various subject areas – professional and peer tutors
- Early Alert Program intervention referral from faculty and staff
- Developing an academic plan of action when students are placed on financial aid suspension or
 - academic warning, probation or suspension
- Student success workshops relating to study skills, time management, note taking, stress
 - management, test anxiety, resume writing, Brown Bag lunch/dinner boost sessions and etc.
- Testing (placement testing and/or test proctoring)

- Student Leadership Program
- Career Development

The Student Success Center Development Team began researching multiple two-year institutions in the state to learn best practices on design elements and the academic support services needed to provide value to the college and its students. Meanwhile, continued tutoring was provided college-wide to ensure academic support services were provided while the transition was being made to implement the new Student Success Centers. While the Student Success Center Team continued to organize and create a plan that focused on serving and supporting the needs of all students, the job posting for the Student Success Center Coordinator was developed, posted and hired.

The Student Success Center Coordinator immediately began planning and coordinating with campus directors and the college president concerning the need to provide space for the temporary new centers. The coordinator made campus site visits and met with campus directors to determine a dedicated visible space for the centers and thus the old tutoring labs emerged into the “Learning Studio’s”. The “Learning Studio” sounded innovative, modern and a place where students could hone their craft. We were excited about the idea, and the president approved the title change.

After the space and title were determined, the setup planning began to take place. There was much need for comfortable seating, tables, computers, white boards, areas for large and small group tutoring sessions, and individual private tutoring. We also had a need for an area that faculty and staff could present large group brown bag sessions. The furniture and technology needs were quickly provided. Since the semester was quickly approaching, the coordinator began to search and hire Academic Support Specialists. The specialists would provide the academic support in Math, English, Science, Business, etc. He successfully hired three part-time specialist team members for this effort. To build a partnership with faculty, the coordinator attended faculty convocation where he presented the purpose and vision of the center. He also invited faculty to take an active and collaborating role in the learning process of Southern’s students through personalized and structured academic support and professional development. Once resources, plans and partnerships were formed, the Learning Studios were able to begin serving students on the first day of class.

Throughout the fall 2018 semester the Learning Studio has offered the following brown bag lunch and dinner boost sessions:

- Empowering Students Through Self-Esteem
- All About the FAFSA
- TEAS Test Prep
- Tips to Take Online Classes
- Discovering Your Learning Style
- How to Communicate Professionally

- How to Do Research
- Time Management and Study Skills
- Diagnosis Coding ICD-10-CM
- Exploring Anatomy and Physiology

These services are provided on all Southern locations either face to face and/or via ICR along with providing academic support in Math, English, Science, Business, etc.

In addition, as part of the student success center, the implementation of the National Society of Honors and Leadership Academy are pleased to announce 52 students that are currently working on goals and benchmarks for the induction ceremony in April 2019.

The Student Success Center will implement a new Early Alert program using Southern's BANNER system to identify at-risk students, provide support, and improve retention and graduation rates. The plan is to pilot this new program in the spring semester 2019. In January 2019, the current ACCUPLACER test will be changing to The New Generation ACCUPLACER. All test proctors on Southern's campuses will participate in training for the New Generation ACCUPLACER procedures. We will continue to offer a variety of brown bag boost sessions along with tutoring in multiple disciplines as needed. The success center will plan to work in a variety of ways to support the student engagement activities such as, First Year Experience program, orientations, student activities and events.

The Learning Studio in conjunction with Workforce Development will offer a series of Financial Literacy for Southern students as well as the community.

The Student Success Development Team continues to meet and discuss the remodel for permanent visible spaces for the centers on Logan, Williamson Boone/Lincoln and Wyoming campuses.

The team has met and are currently putting together a final plan for the Logan campus former bookstore area renovation to present to the president for approval. Upon approval, we will move forward by working with campus directors and Sam Litteral, Vice President for Finance and Administration.

The 'Pit' area of the Logan campus student union is currently undergoing the beginning stages, (removal of the rails, furniture, and flower beds), of the renovation project. Once complete, the area will be staged with student friendly seating, computer stations, study counters, charging stations, and comfortable study areas all with accessibility access. This will create a better learning/study environment and increase the potential for student success.

Williamson/ Smaller Campus Plans: Moving forward, the coordinator of the success center has also discussed plans with the president for a permanent visible

space to be implemented on the Williamson campus in the near future. Space was identified on the Williamson Campus, but plans have not been finalized. There was a brief discussion with the Campus Director, Perry Jobe, regarding moving the Learning Studio from the fourth floor to the student services area. Plans for the smaller campuses are begin reviewed.

As part of an ongoing reorganization in Student Services, the following departments/individuals have been reassigned to new leadership: the Financial Aid Department now reports to Mr. Sam Litteral, Vice President of Finance and Administration and the registrar, admissions and records now reports to Dr. Deanna Romano, Vice President of Academics Affairs.

3.5 Advocate to increase the number of foundation scholarships.

- Southern has developed a host of new fund raising activities that add funding to the unrestricted scholarship accounts. These include:
 - The Carrie Anne Scott Memorial Kayak Float and Race which raised approximately \$2,000;
 - Thelma's Café Spaghetti Dinner Fundraiser contributed more than \$500; and,
 - The Inaugural *Champions for Southern* Telethon provided more than \$6,000.

Ms. Rita Roberson, Vice President for Institutional Advancement, met with Mr. COTIGA Development Corporation's Manager of Resources, Mr. Eddie Curry, and secured a \$50,000 commitment for the continuation of the Appalachian Leadership Academy. She also met with Mr. and Mrs. Don Buss who are creating a \$50,000 Scholarship Endowment for Nursing students, and Mr. Danny Vance who plans to establish a \$50,000 Endowed Scholarship for Technical Program students.

Goal 4: Ensure fiscal stability to effectively deliver comprehensive community and technical college education.

4.1 Promote documented Southern Successes to State-level decision makers as a means of developing more state support.

- Southern's leadership team met with Dr. Casey Sacks, Associate Chancellor, to discuss the redesign of our Health Care Professional degree. This degree is unique to Southern and provides multiple stackable credentials.
- Southern submitted letters to Senators Capito and Manchin in regards to supporting the Federal Farm Bill.
- I attended the following in-state meetings to promote Southern initiatives and expand my perspective for program development: The West Virginia Power Convening Year-End Summit; The Good Jobs Summit; Legislative day; Appalachian Next Generation Aerospace Conference sponsored by RCBI; and, the Small Communities – Big Solutions Conference where I participated in the Education/Workforce Panel.

4.2 Search out and apply for new federal, state and private grants that can support academic programming appropriate to the needs of the college.

- **New Grants**
 - DHHR-TANF Grant awarded to continue work with TANF recipients. (\$120,000).
 - Sustainability grant awarded Medical Assisting to provide instructional cost for 2018-2019 year. (\$78,306)
 - Sustainability grant awarded for Mechatronics to provide instructional cost for 2018-2019 year. (\$78,306)
 - Sustainability grant awarded for Welding Technology to provide instructional cost for 2018-2019 year. (\$78,306)
 - Transitions grant awarded to duplicate to Tug Valley High School. (Mingo County Project) (\$30,913)
 - Perkins. Funding to update Surgical Technology, Medical Laboratory Technology, and Nursing Labs with new equipment; build new 3-D printing lab for Information Technology and Engineering programs; provide tutoring services for student success center; review online courses and provide training for faculty in online course development to expand online offerings; and provide professional development for faculty in assessment, pedagogy, technology, and accreditation. (\$306,194)
- **Modified/Reopened Expired Grants**
 - College Transitions. Approval to appropriate funds to new Early College models for each county. (\$103,884)
 - Co-Requisite Curriculum Development. Funds to provide professional development and other activities to rework math co-requisite model. (\$7,542)
 - Programs of Study. Development of pathways with career technical programs. (\$4,778)
- **Submitted – Revising/Awaiting responses**
 - ARC Grant submitted to fund Leadership program in cooperation with Marshall University. Feedback provide with recommendations for correction including resubmission with Southern as lead institution and associate degree as the center of the project. Includes pathway to Marshall with a B.S. in Leadership, potential Marshall faculty teaching at Southern full-time, student services, and cultural/co-curricular activities on Marshall campus. (\$1.4M)
 - National institute of Food and Agriculture (NIFA) and USDA grant – Fresh to Market. Partnership with WV State University Extension office to develop cold storage hub in Southern WV along with expanded extension services. (\$572,732)
 - Williamson Broadband Project grant submitted to fund expansion of broadband to Mingo county including Williamson campus. Partnership agreement with in-kind support.
 - ARC Technical Assistance Grant - Economic Alliance partnership to fund Energy Efficiency Training and building evaluations for energy efficiency. Provides staffing and coordination to develop full implementation grant. (\$100,000)

- **In-Progress**
 - Technical Program Development Grant – Machining/Machine Tool Technology to fund building needs and tools for students to help offset fees – align with RCBI App Hatchery project. (\$200,000)
 - Technical Program Development Grant – Energy Efficiency. Joint grant with BridgeValley, New River, and MountWest to develop Energy curriculum in partnership with the WV Office of Energy. Provide workforce training for energy performance, energy auditor, and energy efficiency training. (\$200,000)
 - ARC Grant Technical Assistance Grant - Economic Alliance partnership to fund Energy Efficiency Training and building evaluations for energy efficiency. Provides staffing and coordination to develop full implementation grant. (\$100,000)
 - ARC Grant Technical Assistance Grant – Manufacturing for development of coal source roofing tiles and installation. (\$100,000)
 - Leadership Grant – Retention Specialist. Funds to provide temporary staffing to coordinate review of non-returning students, contacting students, and documenting issues to assist with development of plan to address retention.
 - Leadership Grant - Assessment Specialist. Funds to provide a temporary staffing to accelerate the input of assessment plans and strategic planning information into Watermark systems.
 - Leadership Grant – FYE Experience and Career Guidance. Funds to provide professional development and materials for the development of a First Year Experience along with temporary staffing to offset student services developing FYE and assist with Career Guidance and Early Alert activities.
 - NSF – Stem grant – due October. To develop science classroom and workshops for STEM education. (\$800,000)
 - USDA – Agriculture grant under development to provide assistance with agriculture supplies. (\$50,000)

4.3 Develop Partnerships with business and industry that can enable leveraging of resources with the private sector through sharing of people, equipment, materials, and/or facilities.

- Southern has been submitted as partners in three Appalachian Regional Commission (ARC) grants (Hatfield McCoy Trails, Williamson Broadband, and Marshall University Coalfield Scholars), and the USDA-NIFA grant. Southern has worked with MRS Manufacturing to bring a new manufacturing process and company (Semplastics) to the area that will result in a need for expanded training with new polymers (resulting in potential ARC grant) for manufacturing/construction training – awaiting Department of Energy results for Simplistic phase 2 funding to finalize polymer. Southern has partnered with West Virginia State University in a USDA-NIFA grant to fund support for Agriculture Extension and develop Southern as a central resource hub. In partnership with Marshall University-Coalfield Scholars we have applied for a grant to provide student support funding for leadership and tutoring services along with a partnership for curriculum delivery. Southern completed its resubmission and was awarded new funding from DHHR for TANF continuation. A new planning guide

has been implemented for Perkins 2019 funding which includes tutoring, lab modernization, assessment plan development, Quality Matters (QM) review of online courses, and professional development in technology, advising, assessment and distance education. In addition, the follow initiatives are currently being proposed:

- Reauthorization of Professional Development funding for 2018 to support Guided Pathways and Co-requisite education.
- Partnering with Southern Economic Development Alliance to finalize submission for Energy Efficiency grant which includes training component.
- Partnering with RCBI and McDowell County Schools for the submission of a WV Advance grant.
- Meeting with Dr. Dino Beckett and Mr. Murphy Poindexter, with the Williamson Healthy Workforce, Healthy Economy grant group and the new Williamson Health Innovation Hub to discuss potential projects and funding opportunities.

4.4 Explore new methods to conduct fundraising for the Southern Foundation for support of the college as well as for the scholarships.

- Southern hired Ms. Rita Roberson as its new Vice President for Institutional Advancement.
- Southern has developed a host of new fund raising activities that add funding to the unrestricted scholarship accounts. These include:
 - The Carrie Anne Scott Memorial Kayak Float and Race which raised approximately \$2,000;
 - Thelma's Café Spaghetti Dinner Fundraiser contributed more than \$500; and,
 - The Inaugural *Champions for Southern* Telethon provided more than \$6,000.
- Ms. Rita Roberson met with Mr. COTIGA Development Corporation's Manager of Resources, Mr. Eddie Curry, and secured a \$50,000 commitment for the continuation of the Appalachian Leadership Academy. She also met with Mr. and Mrs. Don Buss who are creating a \$50,000 Scholarship Endowment for Nursing students, and Mr. Danny Vance who plans to establish a \$50,000 Endowed Scholarship for Technical Program students.

ACTION ITEMS

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Approval of the Filing of Southern West Virginia Community and Technical College's Audited Financial Report

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the filing of the audited financial report for the fiscal year ended June 30, 2018.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The accounting firm of Suttle and Stalnaker, PLLC, conducted the financial audit for Southern West Virginia Community and Technical College for years ended June 30, 2018 and 2017. Ms. Kelly Shafer, Suttle and Stalnaker Certified Public Accountant, will make a brief presentation regarding the audit findings. Copies of the financial statements are included with this agenda item.

The Governmental Accounting Standards Board (GASB) establishes standards for the presentation format for college and university standards' statements. This format places emphasis on the overall economic resources of the College. The statement format includes the Statement of Net Assets; Statements of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows, all reported on a comparative basis with the prior year. The reporting format includes a narrative section called Management's Discussion and Analysis. This section is designed to provide an objective and readable analysis of financial activities based upon facts, decisions, and conditions known as the auditor's report.

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of October 15, 2018
6:00 p.m.
Charleston Marriott Town Center, Kanawha / Blue Ridge Room
200 Lee Street, Charleston, WV**

DRAFT MINUTES

Board Members Present: Howard Seufer, Jr., Chair; Eddie J. Canterbury, Secretary; Chris Adkins, Will Alderman, Faculty Representative; Lisa Haddox-Heston, Janice Olive, Samuel Stewart, Cherri Stroud, Student Representative; Dianna Toler, Staff Representative; Mason White, Pat White

Board Members Absent: Kevin Zachary, Vice Chair

College Staff Present: Robert Gunter, President; Emma Baisden, Recorder; Allyn Sue Barker, Tom Cook, Samuel Litteral, Deanna Romano, Rita Roberson Carol Howerton, Russell Saunders, David Kommer

1. Call to Order:

Chair Seufer declared a quorum present and convened the meeting at 6:00 p.m.

2. Call for Public Comments to the Board of Governors

Chair Seufer called for public sign-ups for comments to the Board. No signatures were recorded.

3. President's Report

3.1 Southern hosted a site review for continuing accreditation of its Associate in Applied Science Nursing program by the Accreditation Commission for Education in Nursing (ACEN), September 18-20, 2018 at its Logan Campus. Excellent comments were received from the Review Team.

3.2 The Joint Review Committee on Education in Radiologic Technology (JRCERT) held a site visit on April 22-23, 2018 for continuing accreditation of Southern's Radiologic Technology program. The continuing accreditation status of the program was considered at JRCERT'S September 26, 2018 meeting. The program was evaluated according to the Standards for an Accredited Educational Program in Radiography and received the maximum re-accreditation for a period of eight (8) years. JRCERT is the only agency recognized by the United States Department of Education and the Council for Higher Education Accreditation for the accreditation of traditional and distance delivery educational programs in radiology, radiation therapy, magnetic resonance, and medical dosimetry.

3.3 On September 27, 2018, President Gunter held an organizational meeting with the Institutional Effectiveness Committee. This committee was formed as a result of the aftermath of the Assurance Argument submission and subsequent Focused Visit by the Higher Learning Commission (HLC) in February 2018. The Institutional Effectiveness Committee is charged with developing, implementing, and assessing

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an institutional assessment plan. It will lead the institution in the areas of accreditation, assessment, and compliance through the coordination of planning, implementation, assessment, data analysis, and documentation needed for driving the institution's strategic planning, accreditation, and compliance. In the HLC's Final Report, the Focused Review Team stated that Southern has many positive attributes, but have some core components in the Commission's Criteria for Accreditation that are lacking to be fully met. As a result, Southern is required to host an additional Focused Review by March of 2020 in order to examine four areas identified by the 2018 Focused Review Team as "met with concerns." The HLC will schedule the visit to address the following core components that are "met with concerns"; Criterion 2a, Criterion 4b, Criterion 4c, Criterion 5b.

- 3.4 Southern has established a chapter with the National Society of Leadership and Success (NSLS). Mr. Tim Ooten, Student Success Center Coordinator, and Mr. Darrell Taylor, Director of Enrollment Management and Student Engagement, will serve as the Chapter advisors and will facilitate the five-step leadership program on Southern's campuses. The program differentiates itself from traditional honor societies in that students must complete a step-by-step leadership development in order to become inducted. The curriculum offers students the opportunity to develop many in demand skills such as leadership, communication, and team building.
- 3.5 Appalachian Regional Hospital (ARH) in South Williamson, Kentucky is in need of several different levels of Allied Health in the areas of Nursing, Medical Laboratory Technology, Emergency Medical Services, and Physical Therapy Assistant. President Gunter, Vice President Romano, and Dean Saunders met recently with hospital officials to discuss the possibility of expanding Southern's Allied Health programs to the Williamson Campus.
- 3.6 President Gunter informed Board members that Southern is undergoing downsizing and/or rightsizing. Enrollment has declined and class sizes have become smaller over the years, however, the number of employees has remained about the same. We must analyze the positions of faculty and staff who retire or leave on their own to determine where positions are most needed to better serve students. Key constituents meet as a team and decisions are made based on the needs of the institution.
- 3.7 President Gunter and Vice President for Finance and Administration, Samuel Litteral, met recently with the Williamson Campus Student Government Association to discuss student concerns. The group discussed the Learning Studio, Food Services, and 2+2 Agreements. According to President Gunter and Cheri Stroud, Student Representative to the Board, everyone left the meeting more enlightened and satisfied with the discussion.

4. Financial Report

Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated September 30, 2018 to Board members. He reviewed restricted, unrestricted,

**Southern West Virginia Community and Technical College
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and auxiliary revenues and expenditures. Mr. Litteral stated that Southern is on track at this point of the fiscal year. He informed the group that auditors from the accounting firm of Suttle and Stalnaker have completed the financial audit and Southern met the deadline for submission. The audit results will be presented to the Board at its December 2018 meeting.

5. Workforce and Community Development Report

Ms. Allyn Sue Barker, Vice President for Workforce and Community Development, presented a PowerPoint presentation highlighting activities, actions, and projects of her unit. Because the Board has many new members, Vice President Barker believed it important to show how the Community and Workforce Development Unit meets the Mission of Southern. The Unit consists of three departments – Academy for Mine Training and Energy Technologies; Community and Leadership Development; and Workforce and Continuing Education. The Unit is committed to supporting the needs of employees and employers. It serves as a mechanism for economic development in the region by offering continuing education, non-academic credit courses, customized training programs to expand and upgrade workplace skills, and to provide community interest programs and activities which promote personal growth and cultural enrichment. Vice President Barker provided Board members with Workforce Development's activities, actions, and projects for 2017-2018, and its workforce matrix data for the Community and Technical College System's Master Plan/Compact.

6. Understanding Grants Management and Planning to Support Strategic Direction

Ms. Carol Howerton, Associate Vice President for Academic Affairs, presented a PowerPoint presentation outlining the basic concepts and responsibilities for the management of federal grants. Review and discussion covered key federal regulations, grant awards, Office of Management and Budget (OMB) Circulars budget controls, financial reporting and documentation, administrative costs, audits, closeout period, and other related requirements. Ms. Howerton emphasized the importance of exercising effective grant management strategies for a variety of reasons. Institutions accepting grant awards are entering into a legal contract. In exchange for financial support, grantees are promising to honor the intent of the project and implement it as outline in the proposal which was submitted. The mismanagement of grants can have both immediate and long-term negative consequences for a grantee which includes loss of funding from both current and future grant opportunities, damage to the institution's reputation, and in some cases, criminal prosecution.

7. Understanding the Board's Role in Enrollment Management

Southern's draft Strategic Enrollment Management Plan was presented to the Board of Governors by Dr. Deanna Romano, Vice President for Academic Affairs. The Strategic Enrollment Management Team has identified broad goals, key student enrollment life cycle points, strategies, responsible parties, evaluation procedures, time lines, and budget needs which will assist the institution in meeting its enrollment management goals. Dr. Romano led Board members through the statistics contained within the draft plan. Enrollment is a topic of interest to all members of Southern's Board or Governors and its employees. Enrollment statistics should be provided on a regular basis to give meaningful updates to Board members. It was requested for the enrollment issue to be added as a standing agenda item for future meetings.

8. Action Items

8.1 Request for Approval of August 21, 2018 Board Meeting Minutes

MOTION: Samuel Stewart moved to accept the August 21, 2018 Board meeting minutes as presented.

ACTION: Will Alderman seconded the motion. The motion carried. Chair Seufer declared the motion adopted and the minutes approved.

8.2 Request for Final Approval by BOG and Submission to Chancellor

8.2.1 SCP-3214, *College Board Placement Credit*

MOTION: Will Alderman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3214, *College Board Advanced Placement Credit*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

ACTION: Cherri Stroud seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the policy approved.

8.2.2 SCP-3736, *Student Standards of Academic Progress*

MOTION: Will Alderman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3736, *Student Standards of Academic Progress*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

ACTION: Janice Olive seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the policy approved.

8.3 Request for Approval to Release Policies for 30-day Public Comment

8.3.1 SCP-1002, *Official College Spokesperson and Media Release*

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1002, *Official College Spokesperson and Media Release*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Lisa Haddox-Heston seconded the motion. The motion carried unanimously, and Chair Seufer declared the motion adopted.

8.3.2 SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation*

MOTION: Mason White 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 SCP-3736, *Student Standards of Academic Progress*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Chris Adkins seconded the motion. The motion carried unanimously, and Chair Seufer declared the motion adopted.

9. Discussion Item:

9.1 Recap of Health Information Management, Associate in Applied Science Degree Program Closure

President Gunter provided an overview of the Health Information Management (HIM) degree program closure to bring new Board members up-to-date. He informed the group that a consortium of institutions from the West Virginia Community and Technical College System was awarded a multimillion dollar grant from the U.S. Department of Labor as part of its Trade Adjustment Assistance (TAA) Community College and Career Training program. Serving as the lead institution, Mountwest Community and Technical College partnered with Blue Ridge Community and Technical College and Southern West Virginia Community and Technical College in a commitment to serving the educational needs of TAA and TAA-like individuals and military service members and veterans. The HIM program was implemented in January 2016 through funding from the TAACCCT grant which ended March 2018. After analyzing the job outlook in our region, current enrollment, program grant outcomes, and accreditation expectations, it was determined the HIM program was not sustainable. Nine students graduated in December 2017, and thirteen (13) graduated on May 12, 2018. No additional students were in the program, therefore, a teach-out plan was not needed. Since the program was not continuing and national accreditation was not achieved, Southern entered into a partnership with Mountwest Community and Technical College to allow our 22 graduates to take the national RHIT certification exam. Students were required to take four online challenge exams and achieve at least 75% or better. If the students met the competency, Mountwest would transcribe credit, and the students would complete the required capstone course. If the students did not pass one or more of the challenge exams, Mountwest would offer four special topics classes. Once the students successfully passed the exams and/or courses and the capstone, the students would be eligible to sit for the RHIT national exam. Southern paid for all expenses for the students to participate in the partnership with Mountwest. Three HIM grant faculty positions were affected by this decision. Two positions were re-posted internally as Allied Health faculty. Two faculty accepted the positions and the

**Southern West Virginia Community and Technical College
Board of Governors Minutes
Meeting of October 15, 2018
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third faculty was hired by another state behavioral health agency located in Charleston. Laboratories and equipment purchased through the program grant will be used by students in the School of Career and Technical Studies.

10. Informational Items:

10.1 Post-audit Reports Accepted; Programs Recommended for Continuation:

1. A.A.S., Welding
2. C.A.S., Electromechanical Instrumentation Technology

10.2 Follow-up Reports Accepted on the Following Programs:

1. C.A.S., Industrial Technology
2. A.A.S., Management
3. A.A.S., Mechatronics

11. Adjournment

There being no further business, Chair Seufer declared the meeting adjourned at 9:35 p.m. The next Board of Governors business meeting is scheduled for Tuesday, December 11, 2018 beginning at 6:00 p.m. in Room 428, Building C, Logan Campus.

Howard E. Seufer, Jr., Chair

Emma L. Baisden
Executive Assistant to the President
and Board of Governors

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Final Approval of SCP-1002, *Official College Spokesperson and Media Releases*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1002, *Official College Spokesperson and Media Releases*, to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Robert E. Gunter

BACKGROUND:

SCP-1002, *Official College Spokesperson and Media Releases*, establishes an official spokesperson for Southern West Virginia Community and Technical College and defines in what manner news and information about the College is released to the media and general public. The purpose of this policy is to ensure consistency and accuracy of information which represents the College as an institution of higher education. The policy applies to all constituents of the College.

Revisions reflect a change in the responsibility of how news and information about the College is released to the media and public. This responsibility falls under the authority of the President, Vice President for Institutional Advancement, or another college administrator designated by the President because they have a broader perspective of the functions of the College and would be able to provide the correct details of events as they transpire. The revised policy was presented to the Executive Council for review and approval at its September 6, 2018 meeting, and to the President's Cabinet for review and approval at its September 11, 2018, meeting.

At its October 15, 2018, meeting the Southern West Virginia Community and Technical College Board of Governors authorized release of the policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. The public comment period ended November 15, 2018, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant approval of SCP-1002, *Official College Spokesperson and Media Releases*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1002**

SUBJECT: Official College Spokesperson and Media Releases

REFERENCE: None

ORIGINATION: March 2014

EFFECTIVE: January 11, 2019

REVIEWED: August 30, 2018

SECTION 1. PURPOSE

- 1.1 This policy is to define who will serve as the spokesperson for Southern West Virginia Community and Technical College and define how news and information about the College is released to the media and public. The purpose of this policy is to ensure consistency and accuracy of information which represents the College as an institution of higher education.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 All constituents of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 None.

SECTION 4. POLICY

- 4.1 The President and the Vice President for Institutional Advancement are the official spokespersons for Southern West Virginia Community and Technical College, and convey the official college position on issues of general college-wide impact or significance or situations that are of a particularly controversial or sensitive nature. Inquiries from the media about such issues should initially be referred to the Vice President for Institutional Advancement.
- 4.2 Depending on the specific circumstances, the President may designate another college administrator to serve as a spokesperson on a particular issue.
- 4.3 The Vice President for Institutional Advancement is the official representative for all news and information disseminated to the media and public through all types of communication (e.g., media alerts, news releases, public service announcements, incoming and outgoing media calls, Facebook, etc).

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES

- 7.1 The College President and the Vice President for Institutional Advancement are the official spokespersons for Southern West Virginia Community and Technical College. No person is authorized to act as an official spokesperson for the College, or present themselves as speaking for the College without the prior authorization of the President. No person is authorized to speak “off the record” on behalf of the College to media on any matter pertaining to the College.
- 7.2 In cases of critical significance to the College, the Vice President for Institutional Advancement will work with the President and other college officials to draft a statement to detail the known facts of the situation and summarize the College’s position.
- 7.3 In the event of a crisis or emergency situation, the Vice President for Institutional Advancement will handle all contacts with the media and will coordinate the information flow from the College to the public. In such situations, all campus departments should refer calls from the media to the Vice President for Institutional Advancement.
- 7.4 Since positive media solicitation is an integral element of the College’s communications program, any ideas for articles or pieces that would positively portray the College, its work or its community should also be directed to the Vice President for Institutional Advancement. Likewise, the Vice President for Institutional Advancement should be notified as soon as possible about negative occurrences that are likely to rise to the level of a news story.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: May 22, 2014 – Initial Release

August 30, 2018 – Revisions reflect a change in the responsibility of how news and information about the College are released to the media and public. This responsibility falls under the authority of the President, Vice President for Institutional Advancement, or another college administrator designated by the President because they have a broader perspective of the functions of the College and would be able to provide the correct details of events as they transpire.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Final Approval of SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation*, for submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

SCP- 4398, *Student Grades and Grade Point Average Requirements for Graduation*, establishes and communicates the grading system used by Southern West Virginia Community and Technical College, as well as the grade point average required for graduation with an associate degree or certificate. The policy applies to all students and employees of the College.

The policy was reviewed and revised by the Management Council for Academic Affairs and Student Services (MCAS) at their August 22, 2018, meeting, and reviewed and approved as presented by Executive Council at their September 6, 2018, meeting and by President's Cabinet at their September 11, 2018, meeting.

Revisions reflected no substantial change in the policy. Revisions provided clarity, reflected technical changes, added definitions, and updated titles.

At its October 15, 2018 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended November 15, 2018. No comments were received at the end of the comment period. Therefore, the staff recommend that the Board of Governors grant approval of SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation* as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4398**

SUBJECT: Student Grades and Grade Point Average Requirements for Graduation

REFERENCE: Title 135, Procedural Rule, Series 22, West Virginia Council for Community and Technical College Education, Grade Point Average for Associate and Certificate Degrees

ORIGINATION: November 20, 2002

EFFECTIVE: January 11, 2019

REVIEWED: May 2, 2018

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish and communicate the grading system used by Southern West Virginia Community and Technical College, as well as the grade point average required for graduation with an associate degree or certificate.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all students and employees of the college.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 All faculty will assign and submit grades in accordance with this policy. All students must meet the minimum grade point average requirements as stated in section 6.3.5 in order to earn a certificate and /or an associate degree.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 Further information pertaining to grades, degrees and graduation is provided in the college catalog. To the extent that information in the catalog may conflict with this policy, this policy supersedes that information.

SECTION 6. GENERAL PROVISIONS

6.1 The following grades are used by the College:

<u>Letter Grade</u>	<u>Description</u>	<u>Quality Points Per Credit Hour</u>
A	Superior	4.0
B	Good	3.0
C	Average	2.0
D	Below Average	1.0

F	Failing	0.0
W	Withdrawal	Not calculated in GPA
CR	Credit	Not calculated in GPA
NC	No Credit	Not calculated in GPA
AU	Audit	Not calculated in GPA

- 6.1.1 Withdrawal: A student withdrawing from a course by the established deadline for withdrawal will receive a grade of “W.” After the last day to withdraw, a student will not be permitted to withdraw from the course and will receive the final grade the student earned.
- 6.1.2 Incomplete Grade: A student may receive an incomplete “I” grade for a course if that student has successfully completed the majority of the academic requirements and is unable to complete the course due to unforeseen or uncontrollable circumstances. The instructor for the course must submit an Incomplete Grade Form to the appropriate Dean for approval before an “I” grade may be recorded by the Registrar. The student does not re-register for the course in which the “I” grade was received but must complete the requirements for the course within the next full academic term or the “I” grade will automatically be changed to a grade of “F.” The final grade for the course will be assigned by the instructor and the grade change must be approved by the appropriate Dean and Chief Academic Officer, then forwarded to the Registrar.
- 6.1.3 Credit/No Credit Grade: Some courses may be graded on a pass/fail basis. In these instances, a student may receive a grade of credit (CR) to indicate that the student has met the course requirements. On the other hand, a student may receive a grade of no credit (NC) to indicate that the student has not met the course requirements.
- 6.1.4 Audit Grade: A student interested in enrolling for a course and not receiving a grade may audit the course. In auditing a course, the student pays the regular tuition and fees for the course, receives instruction, and participates in classroom activities, but does not receive a grade. The final grade of “AU” will be recorded on the student’s transcript.
- 6.2 The grades earned by a student are determined by the instructor of the course and can be changed only upon the latter’s recommendation with final approval by the Chief Academic Officer, except as follows:
- 6.2.1 As set forth above, the appropriate Dean must approve a grade of “I” and must approve the final grade once the work missed is satisfactorily completed.
- 6.2.2 The Chief Academic Officer may, upon recommendation of the Grievance Committee or Exceptions Committee, request to change a grade.
- 6.3 At the close of each semester, the instructor shall evaluate each student enrolled in his or her assigned class.
- 6.3.1 The Registrar shall provide notice to each faculty member regarding deadlines when final grades must be submitted. Deadlines must be met to facilitate decisions with regard to registration, probation, sequence of classes, prerequisites and graduation requirements.
- 6.3.2 Grades shall be submitted as follows:
- 6.3.2.1 Full-time and adjunct faculty shall submit grades through entry in the BANNER System using Faculty Self Service via mySouthern, or as arranged with the Dean.
- 6.3.2.2 Both full-time and adjunct faculty must make available, if requested by the appropriate Dean,

or Chief Academic Officer, documented evidence of class attendance and performance records. This is necessary and valuable in the event of student grade appeals. All examinations or other graded assignments not returned to students must be maintained by the faculty member for one succeeding semester.

- 6.3.3 In calculating a student's grade point average, all assigned letter grades "A" through "F" will be used. The grade point average is calculated on all work for which the student has registered with the exception of courses with grades of "W," "I," "CR," "NC," and "AU" and courses repeated (see "D" and "F" Repeat Provisions and Academic Forgiveness Provision). To compute the overall grade point average, add all quality points and divide this number by the total credit hours for courses in which a student earned a letter grade. A grade of "F" is included in the hours earned with "0" quality points.
- 6.3.4 Those students who successfully complete the requirements for an associate degree or certificate degree with a cumulative grade point average of 2.00 or better are eligible to graduate. Some programs require that students earn a minimum grade of a "C" in certain courses taken in order to graduate.
- 6.3.5 The grade point average to be computed for graduation purposes (not necessarily each semester) shall be based upon all work for which the student has registered with the following exceptions:
- 6.3.5.1 Courses from which the student has withdrawn.
 - 6.3.5.2 Courses in remedial/developmental (transitional studies) education.
 - 6.3.5.3 Courses taken on a credit/no credit basis where credit is earned.
 - 6.3.5.4 Courses taken on an audit basis.
 - 6.3.5.5 Courses which have been repeated under the "D/F Repeat Provision" of this policy.
 - 6.3.5.6 Courses which are covered under the "Academic Forgiveness Provision" of this policy.
- 6.3.6 "D" and "F" Repeat Provision: If a student earns a grade of "D" or "F" on any course taken no later than the academic term or summer term during which the student attempts the sixtieth (60th) semester hour, and if that student repeats this course prior to the receipt of a degree or certificate, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining the student's grade point average. The original grade shall not be deleted from the student's permanent record.
- 6.3.7 Discretionary Academic Forgiveness Provision: This provision is designed to assist students who previously left college with low grades and may be implemented, provided certain conditions are satisfied, where the "D" and "F" repeat provision is not applicable. The conditions for academic forgiveness are as follows:
- 6.3.7.1 The student seeking academic forgiveness must not have been enrolled during any semester or term at any higher education institution for a period of four consecutive years prior to the request for academic forgiveness. Only "D" and "F" grades received prior to the four-year, non-enrollment period may be disregarded for grade point average calculation.
 - 6.3.7.2 This policy pertains only to the grade point average required for graduation and does not

pertain to the grade point average calculated for special academic recognition, graduation with honors, admission requirements for particular programs or any other academic related standards.

6.3.7.3 To implement this policy, the student must submit a written request to the Chief Academic Officer. The request must identify the non-enrollment period and the specific courses and grades the student wishes to be exempted from grade point average calculation. The Chief Academic Officer may accept, modify or reject the student’s request. Grades disregarded for grade point average computation will remain on the student’s transcript.

6.3.7.4 In instances where a student requests and gains academic forgiveness from another higher education institution and then transfers to Southern, Southern is not bound by the prior institution’s decision to disregard grades for grade point average calculation.

6.3.8 The academic forgiveness policy for the Board of Governors Associate in Applied Science Adult Completion Program differs from that specified above. Per the West Virginia Council for Community and Technical College Education Administrative Guidelines for this program, all F’s earned in College courses earned four or more years before admissions to program are disregarded from the computation of the graduation grade point average. The “F” grades will not be deleted from the transcript. The “D” and “F” Repeat Provision shall also apply if applicable.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Chief Academic Officer shall cause the terms of this policy to be observed.

SECTION 8. CANCELLATION

8.1 SCP-4397, Student Grades and Related Concerns, September 1, 2000; SCP-4520, Submitting Student Grades by the Faculty to the College’s Student Records Office and Authority for Changing Student Grades, September 1, 2000; and SCP-4520.A, Final Grade Report Form, September 1, 2000.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: October 2014 - Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity.

May 2018 - Revisions reflect technical changes, additions of definitions and clarity, as well as title changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Approval of Revisions to SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*, and SCP-2562.A, *External Professional Activities for Pay Report*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*, and its attached form to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The purpose of this policy is to provide guidance regarding faculty and professional employee outside employment activities and a mechanism for reporting the same.

This policy was reviewed by Executive Council on November 1, 2018 and the President's Cabinet on November 13, 2018. Revisions reflect minor changes made to the annual review process for external professional activities to correspond with the requirements set forth in SCP-2562.A, *External Professional Activities Pay Report*. Following these reviews, it is recommended that the Board of Governors advance this policy and form to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2562**

SUBJECT: External Professional Activities of Faculty and Other Professional Staff

REFERENCE: Title 135 Procedural Rule West Virginia Council for Community and Technical College Education, Series 9, Academic Freedom, Professional Responsibility, Promotion, and Tenure

ORIGINATION: November 1, 1984

EFFECTIVE: ~~February 18, 2014~~

REVIEWED: ~~November 6, 2013~~ November 1, 2018

SECTION 1. PURPOSE

- 1.1 To provide guidance regarding faculty and professional employee outside employment activities and a mechanism for reporting the same.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all full time faculty and professional employees of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 “External professional activities for pay” means any activity that 1) is not included within one’s college employment responsibilities; 2) is performed for any entity, public or private, other than the college; 3) is undertaken for compensation; and 4) is based upon the professional knowledge, experience and abilities of the faculty or other professional staff member. Activities for pay not involving such professional knowledge, experience and abilities are not subject to the advance disclosure and approval requirements of this policy, although they are subject to the basic requirement that outside activities of any type not result in neglect of primary College duties, conflicts of interest, inappropriate uses of the College name, or claims of College responsibility for the activity.
- 3.2 “College employment responsibilities” include both “primary duties” and “secondary duties.” Primary duties consist of assigned teaching, scholarship, and all other institutional service requirements. Secondary duties consist of professional affiliations and activities traditionally undertaken by faculty and other professional staff members outside of the immediate College employment context that redound to the benefit of the profession and to higher education in general. Such endeavors, which may or may not entail the receipt of honoraria or the reimbursement of expenses, include membership in and service to professional associations and learned societies; membership on professional review or advisory panels; presentation of lectures, papers, concerts or exhibits; participation in seminars and conferences; reviewing or editing scholarly publications and books; and service to accreditation bodies. Such integral manifestations of one’s membership in a profession are encouraged, as extensions of College employment, so long as they do not conflict or interfere with the timely and effective performance of the individual’s primary College duties.

- 3.3 “Faculty or other professional staff members” means any person who is employed full time by Southern West Virginia Community and Technical College who is exempt from overtime requirements of the Fair Labor Standards Act.
- 3.4 “Inappropriate use or exploitation of College resources” means using any services, facilities, equipment, supplies or personnel which members of the general public may not freely use. A person engaged in external professional activities for pay may use, in that connection, publicly accessible facilities such as College libraries; however, an office shall not be used as the site for compensated appointments with clients, e.g., for counseling or instruction. Under no circumstances may a supervisory employee use the services of a supervised employee during College employment time to advance the supervisor’s external professional activities for pay.
- 3.5 “Conflict of interest” relates to situations in which financial or other personal consideration may compromise, may have the potential for compromising, or may have the appearance of compromising an employee’s objectivity in meeting College duties or responsibilities, including grant activities.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College seeks to appoint and to retain, as faculty and other professional staff members, individuals of exceptional competence in their respective fields of professional endeavor. Because of their specialized knowledge and experience, such persons have opportunities to apply their professional expertise to activities outside of their College employment, including secondary employment consisting of paid consultation with or other service to various public and private entities. Through such practical, compensated applications of their professional qualifications, College employees enhance their own capabilities in teaching and professional development. Thus, participation of faculty and other professional staff members in external professional activities for pay, typically in the form of consulting, is an important characteristic of academic employment that often leads to significant societal benefits, including economic development through knowledge and technology transfer. However, such external professional activities for pay are to be undertaken only if they do not:
- 4.1.1 Create a conflict of commitment by interfering with the obligation of the individuals to carry out all primary College duties in a timely and effective manner; or
 - 4.1.2 Create a conflict of interest vis-a-vis the individual’s status as an employee of the College; or
 - 4.1.3 Involve any inappropriate use or exploitation of College resources; or
 - 4.1.4 Make any use of the name of Southern West Virginia Community and Technical College for any purpose other than professional identification; or
 - 4.1.5 Claim, explicitly or implicitly, any College or institutional responsibility for the conduct or outcome of such activities.
- 4.2 The institution expects its employees to give full professional effort to assignments of teaching and/or institutional service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the employee’s commitment to the institution. Moreover, it is considered inappropriate to transact personal business from one’s institutional office, or using College equipment for the same.

- 4.3 No employee may conduct personal for-profit business or enterprises on college premises. This restriction includes telephone calls, developing or answering correspondence, or receiving personal business guests on college property or time.
- 4.4 Solicitation by employees for purposes other than direct college related business during regularly scheduled work hours is prohibited. Solicitation during non-work hours (lunch or other break times) by employees is subject to other applicable policies of this institution.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 This policy is written in compliance with joint policies of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education.

SECTION 6. GENERAL PROVISIONS

- 6.1 The American Association of University Professors (AAUP) states that the broad term “conflicts of interest” is generally used to subsume two different concepts: Conflicts of interest, which tend to involve private financial arrangements, and conflicts of commitment, which generally refer to time and energy. While conflicts of commitment is a distinct concept from conflicts of interest, the two often overlap and, at times, may be difficult to separate. This policy is intended to bring attention to the outside employment activities of employees of the institution and allow a reporting mechanism to ensure these activities will not interfere with the full time service commitment to the institution.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 The appointment of a person to a full time position at Southern West Virginia Community and Technical College is made subject to the following conditions:
- 7.1.1. The employee shall render full time service to the institution. Outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of college employment responsibilities.
- 7.1.2. If outside employment or service interferes with regular college employment responsibilities of the employee, the institution has a right to take appropriate corrective action as warranted by the situation and rules and policies of the institution, up to and including disciplinary action.
- 7.2. Annual Review
- 7.2.1. All faculty and professional staff shall verify their status regarding external professional activities annually by completing the appropriate form found at SCP-2562.A. This form is due to Human Resources by August 31. If a faculty or professional staff member undertakes external professional activities for pay after the annual reporting date, he/she should complete an External Professional Activities form not less than ten (10) calendar days before the date of the proposed external professional activity for pay is to begin.
- 7.2.2. The supervisor will review and discuss the completed form and policy with the employee to ensure no conflict of commitment or interest exists, sign the form, and forward to Human Resources for review.
- 7.2.3. The signed form shall be placed in the employee’s personnel file.

7.3 Personal Professional Activity

- 7.3.1 The administration may permit and encourage a reasonable amount of personal professional activity (such as consulting, service on boards and committees, and community service activities) outside the employee's duties and responsibilities, provided such activity further develops the employee professionally, or provides a community service, or promotes the college in a positive manner, and does not interfere with duties and responsibilities to the institution.

SECTION 8. CANCELLATION

- 8.1 None

SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-2562.A, External Professional Activities for Pay Report Form

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: September 2008 - Revisions reflect no substantial changes in procedure or documentation requirements. However, coverage was expanded from only full time faculty to all full time exempt professional employees of the institution. Definitions were added and more clarity was provided to provide explanation of the meaning of conflict of interest. The form for reporting was modified to indicate the specific outside employment activity.

November 2013 - Revisions reflect correction to Procedural Rule institutional reference, but no substantial changes in procedure or documentation requirements.

November 2018 - Minor revisions made to annual review process for external professional activities to correspond with the requirements set forth in SCP-2562.A.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
External Professional Activities for Pay Report Form
SCP-2562.A

Instructions: In accordance with SCP-2562, External Professional Activities of Faculty and Other Professional Staff, this form must be completed each year by all full-time faculty and professional staff employees. Complete all parts of the form. If you did not engage in external professional activities for pay for the fiscal year specified, write "NONE" across the grid below. Please report all paid activity/employment, including planned activity/employment, for the fiscal year. The report for each fiscal year is due to the Office of Human Resources by August 31. If you intend to engage in paid professional activity, this form is to be completed no less than ten days before the proposed external professional activity for which pay is to begin.

Employee Name: _____ Title: _____
Department/Unit: _____ Fiscal Year: _____

Table with 5 columns: Dates From/To, Name of Business/Agency/Group/Organization/Person, Hours Worked Per Week, Description of Activity Days Worked Per Week/Schedule, and Explanation: Nature of Activity and General Description of Business/Agency/Group/Organization/Person. The table contains 7 empty rows for data entry.

Employee Signature and Printed Name: _____ Date: _____

I have reviewed the above activities for compliance with SCP- 2562, External Professional Activities of Faculty and Other Professional Staff

Supervisor Signature: _____ Date: _____

Director of Human Resources Signature: _____ Date: _____

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Approval of Revisions to SCP- 2575, *Overtime and Compensatory Time*, and SCP- 2575.A, *Request to Work Additional Hours*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP- 2575, *Overtime and Compensatory Time* and the attached form to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The purpose of this policy is to develop an approval process and procedure for requesting and using compensatory time and overtime at Southern West Virginia Community and Technical College.

This policy was reviewed by Executive Council on November 1, 2018 and the President's Cabinet on November 13, 2018. Revisions reflect corrected citation to statute, and included a revised definition for workweek and overtime. The approval of a cabinet-level administrator was also removed from the policy. The form SCP 2575. A, *Request to Work Additional Hours*, was revised to reflect these changes. Following the review of the aforementioned bodies, it is recommended that the Board of Governors advance this policy and form to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP- 2575**

SUBJECT: Overtime and Compensatory Time

REFERENCE: ~~Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 39, *Classified Employees*~~
~~Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 8, *Personnel Administration*~~ Title 135, Higher Education Policy Commission, Series 55, *Human Resources Administration*
 WV Code §18B-7-11-10, “Compensatory time off in lieu of overtime; written agreement; other;” Fair Labor Standards Act of 1938, 29 U.S.C. §§201 to 219

ORIGINATION: February 17, 2004

EFFECTIVE: ~~December 11, 2012~~

REVIEWED: ~~July 26, 2012~~ November 1, 2018

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to develop an approval process and procedure for requesting and using compensatory time and overtime at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy, as relates to overtime and compensatory time, shall apply to all non-exempt employees. ~~and to This policy, shall not apply to~~ exempt employees as relates to overtime, but shall apply to those exempt employees who are eligible for compensatory time according to ~~Title 133, Procedural Rule, Higher Education Policy Commission, Series 8, *Personnel Administration*, Section 5.3.~~ Title 135, Higher Education Policy Commission, Series 55, *Human Resources Administration*.

SECTION 3. DEFINITIONS

- 3.1 Non-Exempt Employee – Those employees who are covered by the overtime provisions of the Fair Labor Standards Act (FLSA).
- 3.2 Exempt Employee – Those employees who are not covered by the Fair Labor Standards Act for overtime purposes.
- 3.3 Workweek – A regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four (24) hour periods. It begins on ~~Sunday-Saturday~~ at 12:01 a.m. and ends on the following ~~Saturday~~ Friday at 12:00 midnight. The president or president’s designee may establish a workweek different from this provided that record keeping requirements are met as set forth in relevant law. A work schedule of thirty-seven and one-half (37.5) hours will be established within a workweek. Lunch periods are unpaid and are typically one (1) hour in duration for five-day work weeks and ½ hour duration for four-day work weeks,

- 3.4 Overtime – Overtime is ~~typically referred to as payment~~ required by federal and state law for time worked in excess of 40 hours per workweek. Only actual hours worked are included in calculating overtime. Pay which is received for holidays, annual leave, sick leave, or work release time is not counted as working hours for purposes of overtime. Overtime is calculated at one and one-half times the regular rate of total pay (including increment pay). ~~Overtime for~~ Hours worked between 37.5 hours per week and 40 hours per week are paid at the employee's regular base hourly rate. ~~Overtime~~ As a general rule, overtime work must be approved in advance and requests to work overtime are made using the appropriate form. However, there may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete the appropriate form immediately thereafter and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for the overtime hours actually worked.
- 3.5 Compensatory Time – Time taken off work in lieu of receiving payment in the form of overtime pay. Compensatory hours are calculated at one and one-half times the hours actually worked in excess of 40. Hours worked between 37.5 and 40 hours per week are compensated on an hour for hour basis. Compensatory time must be requested and approved in advance. Use of compensatory time must also be requested and approved in advance.

SECTION 4. POLICY

- 4.1 It shall be the policy of the Board of Governors to allow eligible employees of Southern West Virginia Community and Technical College to receive compensatory time in lieu of overtime to the extent authorized by federal and state law and by procedural rule of the West Virginia Council for Community and Technical College Education. As a general rule, an employee may not work overtime unless approved in advance per this policy. However, there may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete the appropriate form immediately thereafter and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for the overtime hours actually worked. A written agreement between the employee and the institution shall be completed when the employee chooses compensatory time off in lieu of overtime pay. The written agreement may be modified at the request of either the employee or employer at any time but under no circumstances shall a change in the agreement deny the employee compensatory time heretofore acquired.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Exempt employees are not eligible for compensatory or over time pay. HOWEVER, when an exempt employee is required to work on any designated institutional holiday, that employee shall be given substitute time off on an hour-for-hour worked basis. (~~See Title 133, Procedural Rule Series 8, Section 5.3~~). Title 135, Higher Education Policy Commission, Series 55, Human Resources Administration.

SECTION 6. GENERAL PROVISIONS

- 6.1 Work Hours Beyond 37.5 Per Week – If it is essential that a non-exempt employee work more than 37.5 hours per week, the extra work must be requested and approved in advance by the immediate supervisor and the ~~cabinet level administrator~~ Vice President for Finance and Administration, or their designee. The employee and immediate supervisor must mutually agree upon the method of compensation, choosing between the options of receiving monetary payment for extra hours worked, or receiving compensatory time off in lieu of pay. Depending upon the agreed upon method of compensation, the approval process is as follows:

- 6.1.1 Requests to work extra hours in exchange for monetary payment must be approved by the Vice President for Finance and Administration.
- 6.1.2 Requests to work extra hours in exchange for compensatory time off must be approved by the immediate supervisor.
- 6.1.3 Maximum Accumulation – An employee of Southern West Virginia Community and Technical College may accumulate a maximum of 37.5 hours of compensatory time with the supervisor's approval. Any hours beyond this must be approved by the Vice President for Finance and Administration.
- 6.1.4 Public Safety, Seasonal, or Emergency Workers – Employees in these categories may accumulate up to 75 hours and shall be paid for all hours worked above the maximum accrual.
- 6.2 Time Frame for Use of Compensatory Time – Accrued compensatory time must be used by the employee prior to using annual leave. Compensatory time must be used within one year of accrual. The use of compensatory time off must be requested in advance. Approval of the request shall be contingent upon whether it will unduly disrupt the operation of the institutional department. When compensatory accrual reaches 37.5 hours, the supervisor must schedule the time off within thirty (30) days.\
- 6.3 Payment at Termination or Resignation – Any unused compensatory time shall be paid to the employee at the final regular rate of pay received by such employee or at the average regular rate received by the employee during the last three years of employment, whichever is higher.
- 6.4 Compensatory/Over Time for Holiday Work:
 - 6.4.1 Non-Exempt Employee – When a non-exempt employee is required to work on any designated institutional holiday, that employee shall receive regular pay for that holiday, plus substitute time off or additional pay at the rate of one and one-half (1½) times the number of hours actually worked. The time off must be used within a six-month period following the holiday.
 - 6.4.2 Exempt Employee – When an exempt employee is required to work on any designated institutional holiday, that employee shall be given substitute time off on an hour-for-hour worked basis.

SECTION 7. RESPONSIBILITIES

- 7.1 Primary Responsibility – The Office of Human Resources shall have primary responsibility for the implementation and oversight of the provisions of this policy. Employees and supervisors are responsible as follows:
 - 7.1.1 Employees – Non-exempt employees may not work hours beyond his/her regular schedule unless requested to by his/her immediate supervisor, or without an approved request to work additional hours.
 - 7.1.2 Supervisors – Supervisors are responsible for compliance with all sections of this policy. He/she is responsible to make sure his/her employees do not work beyond their regularly scheduled work hours per week. Should an employee be required to work additional hours, the supervisor is responsible for ensuring the appropriate request and approvals are properly completed. Supervisors are responsible for monitoring employee compensatory and overtime accruals to avoid the accumulation of unfunded liability for compensation owed to employees.

- 7.2 Procedures for requesting Overtime or Compensatory Time – The following procedures will be followed for administering overtime and compensatory time provisions of this policy.
- 7.2.1 The “Request to Work Additional Hours” must be completed by either the employee or the supervisor. The employee and supervisor must mutually agree upon the method of compensation for the additional hours to be worked. Options are either monetary pay, compensatory time off, or schedule adjustment.
- 7.2.2 Should an employee not wish to work for compensatory time off or be compensated with a schedule adjustment, the supervisor has the options to inquire if other employees would be interested in performing the work, delay the task until the next workday, or to request approval to pay overtime. The supervisor can request and even suggest the employee work for compensatory time off in lieu of overtime pay.
- 7.2.3 Schedule Adjustment – The supervisor and employee may agree to temporarily adjust the employee’s work schedule in order to avoid the accumulation of compensatory time or overtime. Schedule adjustments must be made within the same work week.
- 7.2.4 Supervisor will consult with the Vice President for Finance and Administration regarding the need and available budget for the extra work. Supervisors are reminded that although payment is not in dollars, compensatory time has associated costs to the institution. The Vice President for Finance and Administration must provide signature approval for all “Request to Work Additional Hours” where monetary pay is the chosen method of compensation.
- 7.2.5 Approval is required from supervisor and ~~cabinet-level administrator~~ Vice President for Finance and Administration, or their designee regarding the need prior to having the work performed.
- 7.2.6 The original “Request to Work Additional Hours” will be sent to Human Resources immediately after approval.
- 7.2.7 As a general rule, a separate Request to Work Additional Hours is required for each day an employee is requested to work in excess of the normal work day. An exception might be when the supervisor knows beforehand that the tasks will take several days during the workweek to complete and that a certain number of hours will be required. Multiple day requirements for overtime or compensatory time should be indicated as such on the form.
- 7.2.8 If overtime pay is agreed upon as the method of compensation, the employee will include the additional hours worked on his/her time card at the end of the applicable pay period. A copy of the approved “Request to Work Additional Hours” will be submitted with the time card.
- 7.2.9 Payroll will calculate the amount of pay and will add the additional wages to the employees next available payroll.
- 7.2.10 If compensatory time is agreed upon as the method of compensation, the employee will turn in a time card at the end of the month showing the additional hours worked. Compensatory hours worked are to be indicated with the code “C” for “comp time.” A copy of the approved “Request to Work Additional Hours” will be submitted with the time card.
- 7.2.11 The employee must make a request for approval to use accrued compensatory time to the supervisor prior to taking compensatory time off. Approval is contingent upon the needs of the department or institution. Accrued compensatory time must be used prior to using annual leave and must be used

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2575.A**

SUBJECT: Request to Work Additional Hours

REFERENCE: SCP-2575, Overtime and Compensatory Time Policy

ORIGINATION: February 17, 2004

EFFECTIVE: December 11, 2012

REVIEWED: ~~October 4, 2012~~ November 1, 2018

This agreement between _____, an employee, and _____, a representative of Southern West Virginia Community and Technical College, is for approximately _____ hours of work to be performed by said employee between the hours of _____ and _____ on _____ for the purpose of which cannot be performed during the normal work period. sets forth the additional hours of work said employee anticipates cannot be performed during the employee's normal workweek. The chart set forth below outlines the proposed work and additional hours. If said employee works the additional hours outlined below, the employee and supervisor have mutually agreed upon the following method of compensation.

The employee and supervisor have mutually agreed upon the following method of compensation:

_____ **Overtime Pay (OT)** _____ **Compensatory Time (CT)** _____ **Schedule Adjustment**

- ~~If compensatory time is selected above, both parties fully understand and agree that the employee shall receive substitute time off in lieu of monetary compensation for the above hours.~~
- All time will be calculated in accordance with SCP-2575, Overtime and Compensatory Time Policy. If compensatory time is selected, both parties fully understand and agree that the employee shall receive substitute time off in lieu of monetary compensation. Both parties understand and agree that time off must be requested and approved in advance and must be used within the time prescribed by policy. An employee must use compensatory time prior to using annual leave.
- As a general rule, both parties understand and agree that time off must be requested and approved in advance. ~~and must be used within time prescribed by policy.~~ However, there may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete this form immediately after performing the additional work and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for any overtime hours actually worked.

PROPOSED ADDITIONAL WORK SCHEDULE

Work Week Beginning Date	Hours Sun Sat	Hours Mon Sun	Hours Tues Mon	Hours Wed Tues	Hours Thurs Wed	Hours Fri Thurs	Hours Sat Fri	Total Hours Proposed	Total CT/OT Hours Expected

~~SUPERVISOR~~ EMPLOYEE

DATE

~~EMPLOYEE~~ SUPERVISOR

DATE

VICE PRESIDENT FOR FINANCE DATE
AND ADMINISTRATION (OR DESIGNEE)

~~CABINET LEVEL ADMINISTRATOR~~ ~~DATE~~

Required when overtime pay is requested.

NOTE: The total number of actual hours worked in the work week will determine the rate at which compensatory or overtime is earned. Leave time is not considered work time. Employees must use compensatory time accrued prior to using annual leave.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: Request for Approval of Revisions to SCP-3000,
Distance Learning

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution SCP-3000, *Distance Learning*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3000, *Distance Learning*, applies to all distance-delivered courses and programs taught by either full- or part-time faculty at Southern West Virginia Community and Technical College. Distance-delivered courses and programs are those defined by the Higher Learning Commission (HLC) in the *Guidelines for the Evaluation of Distance Education (On-Line Learning)* and the Higher Learning Commission Background Information on Distance and Correspondence Education and the regulations of the U.S. Department of Education.

The policy was reviewed by the Distance Education Committee at their September 28, 2018, meeting and reviewed and revised by the Management Council for Academic Affairs and Student Services (MCAS) at their October 24, 2018, meeting. The policy was reviewed and approved as presented by Executive Council and by President's Cabinet at their November 2018 meetings.

The policy was modified to add correspondence courses to established definitions separate from online/distance education, removed duplicate information, and updated titles to reflect new office of Associate Vice President responsible for distance education.

Based upon the deliberations of the aforementioned bodies, the staff recommends that the Board of Governors advance SCP-3000, *Distance Learning*, as presented to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3000**

SUBJECT: Distance Learning

REFERENCE: Higher Learning Commission, 2011 Guidelines for the Evaluation of Distance Education (On-Line Learning)¹; Higher Learning Commission *Background Information on Distance and Correspondence Education* (www.hlcommission.org/Monitoring/distance-delivery.html)

ORIGINATION: February 7, 2012

EFFECTIVE: April 17, 2012

REVIEWED: ~~August 2016~~ September 2018

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to provide guidance for the development, approval, teaching and support for all distance-delivered courses at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all distance-delivered courses and programs taught by either full- or part-time faculty at Southern West Virginia Community and Technical College. Distance-delivered courses and programs are those defined by the Higher Learning Commission (HLC) in the *Guidelines for the Evaluation of Distance Education (On-Line Learning)* and the Higher Learning Commission *Background Information on Distance and Correspondence Education* and the regulations of the U.S. Department of Education.

SECTION 3. DEFINITIONS

- 3.1 Asynchronous Online Courses - Those courses in which materials for the course can be accessed at any time and does not require student and instructor to be online at the same time.
- 3.2 Correspondence Courses - Those courses in which materials are provided by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.
- ~~3.1~~ 3.3 Distance-delivered Courses - Those courses in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other¹.
- ~~3.2~~ 3.4 Distance-delivered Programs - Those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses¹.
- ~~3.3~~ 3.5 Hybrid or Blended - A method of course delivery which combines the traditional face-to-face instructional environment and other methods of delivery that significantly utilize technology (50% or more) to deliver instruction.

- 3.4.3.6 Interactive - A method of course delivery in which all or part of the instruction and interaction with students occurs via closed circuit, interactive classrooms (ICR).
- 3.5.3.7 Online - A method of course delivery in which all or part of the instruction and interaction occurs via internet technologies either synchronous or asynchronous.
- 3.6.3.8 Quality Matters - A faculty-centered, peer review process designed to certify the quality of online and hybrid blended courses.
- 3.9 Synchronous Online Course - Those courses in which there are specific hours students and instructors are expected to be online at the same time to participate in lectures, discussions, and other interactive activities.
- 3.7 3.10 Traditional - A method of course delivery in which instruction is provided synchronously in the standard classroom environment requiring students to be physically present in the same location as the instructor.
- 3.8 3.11 Web-enhanced - A method of course delivery which is primarily provided in a traditional face-to-face environment with a limited amount (less than 50%) of instruction that utilizes technology to deliver instruction.

SECTION 4. POLICY

- 4.1 All distance-delivered courses and programs will meet the standards established in the “Quality Matters” program (QM) and by the College as described in the Distance Learning Manual. This manual shall be developed and maintained by the Office of the Associate Vice President for Academic Affairs and will establish the standards, processes, procedures, and guidelines required for the development, approval, teaching and support for all distance-delivered courses and programs. The standards, processes, procedures, and guidelines shall adhere to the HLC’s 2011 Guidelines for the Evaluation of Distance Education and the Quality Matters program.
- 4.2 Categories of courses and appropriate BANNER codes shall be established and defined for each type of distance-delivered course including but not limited to
- 4.2.1 online,
 - 4.2.2 hybrid,
 - 4.2.3 ICR,
 - 4.2.3 4.2.4 web-enhanced, and
 - 4.2.4 4.2.5 traditional.
- 4.3 ~~The established categories and codes shall be included in the Distance Learning Manual.~~
- 4.4 ~~The Distance Learning Manual will be reviewed and updated annually.~~
- 4.5 ~~All distance-delivered courses shall undergo an initial approval and any subsequent renewal process required as provided for in the Distance Learning Manual before they are listed in the course schedule and offered for student enrollment.~~
- 4.6 4.3 All distance-delivered courses shall be comparable to traditional campus-based courses, when applicable, in terms of
- 4.6.1 4.3.1 syllabi, including learning outcomes,
 - 4.6.2 4.3.2 textbooks,
 - 4.6.3 4.3.3 grading, and
 - 4.6.4 4.3.4 methods of evaluation.
- 4.7 4.4 All full and part-time faculty must receive approved training and ~~for~~ faculty development ~~to meet on~~

~~Blackboard and the Quality Matters rubric QM certification for distance-delivered courses as provided for in the Distance Learning Manual~~ prior to being assigned to a distance-delivered course.

~~4.8 — Each distance-delivered course shall undergo review every three years for purposes of renewal of approval.~~

4.5 Correspondence courses are not authorized as a form of delivery.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 All distance-delivered courses developed and offered by Southern West Virginia Community and Technical College shall be reviewed and approved in accordance with the requirements of the Distance Learning Manual.

6.2 All faculty teaching distance-delivered courses are required to undergo Blackboard and ~~QM certification~~ training prior to being assigned to teach a distance-delivered course.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Associate Vice President for Academic Affairs is responsible for the development, implementation, and maintenance of the Distance Learning Manual and ensuring compliance with the provisions of this policy.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: February 7, 2012 - Policy originated.

August 2016 - Scheduled policy review. Updated titles, removed provisions, clarified definitions removing non-distance related course types.

September 2018 - Requested review by President's office. Policy reviewed by the Distance Education Committee with modifications to add correspondence courses to establish definition correspondence separate from online/distance education, removal of duplicate information, and update titles to reflect new office of Associate Vice President responsible for distance education.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF DECEMBER 11, 2018**

ITEM: 2018 Higher Learning Commission (HLC)
Assurance Review Final Report

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: President Robert E. Gunter

Southern West Virginia Community & Technical College - WV

HLC ID 1671

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 10/2/2017

Dr. Robert Gunter
President

Karen Solomon
HLC Liaison

Jonah Rice
Review Team Chair

Julia Hampton
Team Member

Robin Jones
Team Member

Context and Nature of Review

Visit Date

10/2/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Southern West Virginia Community and Technical college is a comprehensive community college offering both transfer and career education. The college is located in a rural environment serving the southern West Virginia area. In 1995, the service area of the college was expanded by the West Virginia legislature, and that region included eleven districts. Counties served include: part of Raleigh County as well as all of Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming counties. Southern serves approximately 2,000 students and the great majority are part-time. Non-traditional students make up a significant portion of the college's enrollment.

Southern had a recent Commission visit in 2013 that was very positive in regard to most Criteria for Accreditation. The last visiting team did recommend a monitoring report on governance due to potential conflict of interest issues given the former president was the wife of the State's governor who appoints the Board of Governors, the body that exercises control over Southern. That concern was engaged and rectified to the Commission's satisfaction with reports submitted in 2014 and 2015.

Currently, Southern submitted its Assurance Argument to the Commission for a Team to conduct an Assurance Review as part of the Open Pathway process.

Interactions with Constituencies

Given that this was a distance Assurance Review, the team did not plan an on-site visit to interview constituents. During a request for additional documentation the team requested in order to complete their report, a brief telephone interview with the President was conducted. Aside from that, all evidence was in electronic form.

The Assurance Review was to be a distant review only, but considering the no confidence vote by faculty regarding the president and additional concerns noted by the Peer Review Team from analyzing the written report, the Commission determined that an on-site visit was in order to clarify core component concerns. Beyond the review and a phone call between the Peer Review Team Chair and the President, the visiting team of three members conducted a special visit to verify and validate identified concerns on-site. Multiple interviews were conducted and noted in the evidence section.

The team conducting the on-site Assurance Argument Review visit also engaged the following in interviews:

President
Vice-Presidents of Academics, Finance, Student Services, Workforce/Community
Assessment Committee
Lead Faculty Members
HR Director
Faculty
Students
Academic Chairs
Director of Media
Academic Program Coordinators
Institutional Research
Classified Staff Council
Board of Governors
Williamson Campus Staff
Executive Assistant
Open Meetings: multiple faculty

Additional Documents

In addition to reviewing documents cited in the Assurance Argument, the Team did request the following documentation as supplemental to what was provided.

- 2013-06-12 Grievance_1_2013_Redacted.pdf
- 2013-08-13 Grievance_2_2013_Redacted.pdf
- 2014-05-12 Grievance_1_2014_Redacted.pdf
- 2014-07-02 Grievance_2_2014_Redacted.pdf
- 2014-12-17 Grievance_3_2014_Redacted.pdf
- 2016-08-17 Grievance_1_2016_Redacted.pdf
- SWVCTC HLC Request for Clarification 103117.pdf
- 2010-2015 Meeting the Challenge Master Plan An Institutional Compact for Success.pdf
- 2015-12-09 MCAS Meeting Minutes SWVCTC.pdf
- 2016-03-23 MCAS Meeting Minutes SWVCTC.pdf
- Academic Program Reviews BOG Approvals AY 2014-2015.pdf
- BS 124 Syllabus Fall 2017 Puckett Chuck.pdf
- Math 121A Syllabus Fall 2017 CRN 483 White Denise.pdf
- MT 121.121A Syllabus Fall 2017 CRN 482.483 Redmiles Lisa.pdf
- MT 130 Fall 2017 Ward Chris.pdf
- PY 201 Syllabus Fall 2017 Baisden Susan.pdf
- PY 218 Syllabus Fall 2017 12-Weeks Baisden Susan.pdf
- SP 103 Syllabus Fall 2017 Alderman Will.pdf
- Math 121 A Syllabus Spring 2017 CRN 356 Jackson Liza.pdf
- MT 121.121 A Syllabus Spring2017 CRN355.356 Redmiles Lisa.pdf
- Email Regarding Student Evaluations – Adjuncts Spring 2016 Redacted.pdf
- Email Regarding Student Evaluations Spring 2017 Redacted.pdf
- Student Course Evaluation Instructions Redacted.pdf
- Adjunct Faculty Student Evaluations SWVCTC Redacted.pdf

Additional Sources Reviewed

Assessment Week Documentation

Most recent IPEDS documents

West Virginia Report Card

Transcripts for full-time, adjunct and dual credit faculty and for Student Services staff

Faculty and staff evaluations.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Southern West Virginia Community and Technical College has a number of mission documents and the Assurance Argument delineates a history of updates with participation of constituents. This includes a review of all mission documents in 2015 with the addition of new Commitments and Core Values. Most recently, the new president initiated a review of the Mission Statement, which received Board of Governors (BOG) approval in June 2017. Southern policy dictates that all proposals for change of rules, guidelines, procedures, and policies must be posted for a 30 day comment period (SCP-1000, Manuals, Announcements and Policies Development System), which allows input from all internal and external constituents (covered in detail in 2A). This indicates that the mission is developed through appropriate processes and adopted by the governing board.

A review of the 2017-1018 College Catalog shows that Southern offers skill set, certificate and degree programs in transfer and career education, and the Institutional Commitments (part of their Mission documents) clearly support the stated Mission of the college. SCP-3620, Policy Regarding Program Review, specifies that each program will be evaluated on its consistency with the college's Mission every five years as part of the process. Recent actions that show commitment to their Mission include the restructure of the Transitional Studies Department to a co-requisite model in order to facilitate completion of required English and math courses by students who tested into development level courses. Also, new certificate and associate degree programs were added to meet perceived needs of the local workforce. SCP-3000, Distance Education dictates professional development for faculty who wish to teach online courses to assure quality education to those students. Additionally, Southern's application for institutional participation in the National Council for State Authorization and Reciprocity Agreements was approved in 2017. These actions indicate Southern's programs and services are consistent with its stated mission.

In order to improve communication and decision making regarding planning and budgeting, a lengthy process culminated in the implementation of a new governance structure in 2015. A refashioned Strategic Planning and Financial Review Committee initiated a review of the Institutional Compact/Master Plan which was reviewed and approved through the new governance process. In 2016, the Board of Governors approved the 2015-2020 Master Plan. While addressed in more detail in Criterion 5, Southern has developed a procedure which ties each of the six Commitments (part of the Mission Documents) to a specific organizational unit (such as Academic Affairs or Student Services) to assure that budgeting priorities align with and support the mission. Each unit submits a budget request form with justification to their vice presidents, which then proceeds through a specified process. All of these developments assure that Southern's planning and budgeting priorities align with and support their mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

Southern's Mission Statement, Institutional Commitments, Vision Statement, and Core Values are clearly delineated and the Peer Review team found them prominently displayed on the college's website and in the 2017-2018 College Catalog. However, the review team did not find printed signage at the entrance to each building. While the institution clearly articulates its statements of purpose, vision, values, goals and institutional priorities, displaying these through signage on their campuses could increase awareness.

A review of the college's policy SCP-1500, Philosophy, Vision and Mission of Southern West Virginia Community and Technical College, shows the mission documents are to be reviewed "on a regular basis with the time frame for review to be determined by the President..." Written documentation from the BOG to Southern's President indicates that the most recent revisions to the Mission Statement and Institutional Commitments were approved by the Board of Governors in June 2017. These documents clarify the institution's emphasis on education and training and show that the documents guiding this focus are current.

West Virginia designates 9 community and technical college service districts in the state which prescribes the intended constituents for Southern. The review team's inspection of the Mission Statement shows a clear focus on "accessible, affordable, quality education and training that promote success for those we serve." The Commitments provide more specific guidance on what services are to be offered including pre-college level; college level transfer degrees; career and technical programs through skill sets, certificates, and Associate of Applied Science degrees; workforce development programs; support for individual student success; and community interest programs for personal growth and cultural enrichment. Then the college's Core Values and the Vision Statement set ethical behavior standards for all. These documents identify the nature, scope, and intended constituents for the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

Review Team examination of the Student Profile Analysis for Southern shows that the make-up of the student body was consistently over 90% Caucasian in Fall 2013 through Fall 2016; the 2010 U.S. census indicates similar statistics for West Virginia. Acknowledging that this demographic profile challenges the college to expose its constituents to more diverse populations, the institution provides a comprehensive Diversity Philosophy (SPC-1160) which codifies embracing diversity. It has also taken action to improve such exposure by developing new courses such as Non-Western World Literature and Religions of the World. Additionally, a team review of committee minutes shows the addition/revision of courses to include more emphasis on diversity such as modules offered within the healthcare curriculum in order to help prepare students to compete and succeed in a broader diverse society in which they may work and live.

Southern assures nondiscrimination to all with an inclusive Equal Opportunity Statement (found on the College website) and Affirmative Action statement (in the 2017-2018 College Catalog). The institution supports inclusiveness with many cultural events such as Harmony 365. Media announcements indicate that this series of events and activities is a joint venture between the college, local public entities, and the NAACP in recognition of the diverse society. All of these policies and actions show that Southern understands the relationship between its mission and the diversity of society and is taking active steps to expose its constituents to a more diverse world.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

A review of Southern's Mission documents (available on the College website and College Catalog) clearly identify the public good of providing quality education to the area's residents. This includes the array of higher education offerings appropriate for a community and technical college that are listed in the College Catalog. Review team interviews revealed that the Office of Workforce Development offers a large selection of non-college credit courses to constituents such as training for miners, computer skills training, outline courses through Ed-to-go, and an entrepreneur program offered in partnership with the Hatfield-McCoy trail system. Additionally, the college provides many community activities such as plays, workshop, career fairs, and wellness events. The overarching structure of the institution requires that nine of the 12 members of the Board of Governors are public representatives. This is meant to assure that the public interest is supported.

Again, referring to the mission documents promulgated by Southern, the Mission Statement specifies its focus on quality education and training to promote success for those they serve. The Institutional Commitments then clarify what they will provide to accomplish this mission. With these documents used to guide them, the institution provides many examples of consultative governance where constituents are active members in determining institutional direction. Evidence of this is found in minutes from committee meetings and dissemination of proposed policy to the public with a required 30 day comment period before approval. In addition, a review of SCP-2562, External Professional Activities of Faculty and Other Professional Staff, show that the college guards against conflict of interest in outside employment. These factors indicate that the institution's specified educational responsibilities take primacy over other purposes.

Southern's website and 2017-2018 College Catalog indicate the many ways that the college serves its constituents by providing higher education in numerous locations and modes of delivery. In addition, the institution offers a myriad of community activities and annual events, as listed in the Assurance Argument, including the World on Wellness Retreat at the Williamson Campus which provided activities dedicated to Tolerance Education which served more than 100 participants. The Southern West Virginia College Foundation has raised funds so the college can initiate new and expand current

credit and non-credit programs and serve more students; examples include providing over \$230,000 for scholarships annually and over \$50,000 for college operations. All of these actions show that the institution engages with its identified communities and responds to their needs as its mission and capacity allow.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

Southern's Mission Documents include the Mission Statement, Institutional Commitments, Vision Statement, and Core Values. Evidence shows that academic programming and services are guided by these documents. For example, the restructure of the Transitional Studies Department to improve student success directly addresses the Mission Statement and the first Commitment. Also, a new budgeting procedure ties all requests to at least one of the six Commitments. It will be useful to see the next time the Commission visits the effects of the restructuring of the developmental education program.

The Mission Documents have recently been updated and evidence shows that they are articulated publicly through the internet and College Catalog. Southern acknowledges the challenge of a predominately Caucasian constituency to preparing students to compete and succeed in a broader diverse society and takes action to address this challenge through written policies, curriculum, and events which include partnerships with the NAACP.

Southern's focus on providing higher education in numerous locations and modes of delivery indicates how the college serves its constituents. Many community activities and annual events also show service and dedication to the public good. The consultative governance is touted by the organization, but is addressed with greater criterion relevance and with more detail in Criterion Five.

In light of the evidence provided, Southern has shown that its mission is clear and articulated publicly through a number of mission documents that guide the institution's operations.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met With Concerns

Evidence

Southern has policies and procedures in place to address integrity, fairness, and ethical behavior. The College functions under State Statute, the West Virginia Governmental Ethics Act. Fiscal affairs are guided by the West Virginia Higher Education Policy Commission. Institutional policies that deal with Criterion Two components include ones on academic integrity, student rights and responsibilities, and acceptable use policy, among others. The Board operates following standard procedures for reviewing policy, providing time for public comment, and passing policy at a later date. One potential concern the team did observe during the initial Assurance Review, and covered in more detail in 5B, is the consolidation of key positions on campus onto one person. Some adjustments have been made since then. The CEO had served as CAO, and HLC Accreditation Liaison Officer. The President's assistant serves as the Assurance System Coordinator. Such a concentration of influence reduces the opportunity of checks and balances within the organization. Most recently and just prior to the Team visit, a new CAO had been hired who has experience as an ALO. These actions do move the institution to safer ground. Shared governance could be diminished in respect to such a consolidation of influence. Interviews on site by the team provided some reassurance that this consolidation was due to multiple CAO departures, two since the last visit, and the departure of the ALO, a newly trained faculty by a long-time administrator who led Commission and College relations. Interviews suggest that little communication with the campus community regarding the Assurance Review had taken place and very little had been written. That is one reason the institution asked the Commission to delay the date of the original review. The institution is now able to demonstrate ongoing decentralization of positions as it moves forward.

Southern has established policies concerning fiscal responsibility. The two audits provided (2014, 2015) paint a sound fiscal basis for College operations. It should be noted that the liabilities encumbered by Southern in 2015 were significant over that shown in the 2014 audit (\$125,666 in 2015 versus \$1,070 in 2014); however this liability was "assigned" to the College in response to new legislation requiring institutions to report pension amounts.

The College demonstrates fiscal responsibility toward students through the implementation of

numerous policies concerning textbooks. These policies govern the selection and purchase of textbooks in conjunction with the rest of the West Virginia College system and help keep textbook costs contained. Textbook decisions are made through the Textbook Affordability Committee which consists of faculty, students, administration, and representatives from the campus bookstore. This committee also submits an annual report to the West Virginia Community and Technical College System concerning the effectiveness of textbook and course material selections. Results from the 2017 report show the College scores consistently in the high 90's in all categories which include the deadline date for faculty assignments (98.4% average) and the deadline for textbooks and course material selection (95% average).

The College has extensive policies that cover commonly expected and required areas including: Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy. In 2015, the College reviewed and revised related policies due to major changes in federal and state laws as a result of amendments to the Clery Act. Southern requires new employees to attend an orientation session conducted by the Human Resources Department and is given an electronic copy of the Employee Handbook and/or Faculty Handbook as relevant. Employees must sign off on such training, including ethical. They are also asked to verify with signature that he or she received a copy of the Ethics Act Brochure provided by the West Virginia Ethics Commission. Additional State standards require employees to maintain records of outside employment in an effort to avoid conflicts of interest.

West Virginia Council for Community and Technical College Education has comprehensive policies regarding employing and evaluating presidents (Series 5) as well as the evaluation of faculty, and classified and non-classified employees (SCP-2202). According to policy, presidents shall be hired after a thorough search and hired by a search committee. Presidential contracts are generated by the Council as well as the length of the employment contract and the compensation. The Board of Governors is required to conduct a formal and written performance evaluation every third year of a president's employment. The *Personnel Assessment Philosophy and Practice Statement* (SCP-2202) provides guidelines for employee evaluation and is based on the premise that, "It has been said that we cannot improve ourselves without improving others. As strengths are shared and weaknesses are remedied, we will of necessity contribute to the development of others. The entire organization is enhanced and improved as each individual receives feedback, helping them to perform better." Non-tenured faculty members are evaluated on a yearly basis, and tenured on a three-year rotation. Classified and non-classified employees are evaluated during the probationary period at 3-month and 6-month periods and at least once annually thereafter, prior to July 31st. Non-classified employees are "will and pleasure" and the aspects of probation does not apply to their terms of their employment. Non-classified employees are evaluated annually. These processes include written performance evaluations. State policy also dictates that classified staff job descriptions are uniform across institutions. Standard grievance procedures exist as dictated by State guidelines. Six grievances have been filed in the past four years; all grievances centered around the perceptions of application of employee policies. Each complaint included a response from administration and was assigned a process for resolution which ranged from a personal meeting with an administrator to a full hearing with legal counsel. Only one of the grievances warranted the highest response; it was a disability grievance from 2014. Evidence shows the institution has established policies and processes for fair and ethical treatment of employees. Interviews on site did reveal two litigation challenges regarding reimbursement.

Interpretation of institutional and Commission policies regarding faculty credentialing is a subject of contention at the campus. Interviews with multiple stakeholders demonstrate only a recent awareness of the Commission's statement on faculty credentials. Confusion as to past experience, past practice, waivers, Commission mandates, and related controversies exist at Southern. Clarity of who can teach

what is confusing for many employees.

Interim Monitoring (if applicable)

Regarding the consolidation of key positions by the CEO, who until recently served as CAO, HLC and Accreditation Liaison Officer with his assistant serving as HLC Assurance System Coordinator, that has been improved and moves the institution towards more commonly accepted shared governance. Nevertheless, because of so many leadership changes and challenges with communication of Commission expectations, there is significant confusion, for instance, on the part of faculty and staff regarding the Commission's policies on faculty credentials. The team determined that a subsequent focus visit to Southern is justified in order to interview key stakeholders about delineation of duties and understanding of as well as application of Commission policies. The visit will focus, in general, on shared governance within the institution, particularly regarding institutional engagement with accreditation processes and also pertaining to faculty credentials. Confusion regarding these topics has led to tension on campus. Employees at all levels could benefit from professional development on these subjects. Should funding be available, faculty and staff are encouraged to attend Commission sponsored events so that messaging regarding accreditation processes and policies are not lost in translation. As a suggestion for both content dissemination and an exercise in collaboration, an on campus presentation, by faculty and administration who attend the same Commission event, for example, could be beneficial to report. While not prescriptive, that suggestion should serve as the type of engagement the institution must demonstrate in its subsequent report and Commission visit in two years.

The visiting team should examine Southern's improvement in both the communication and application of faculty credentialing policy as mandated by the Commission. The team should also examine faculty files to make sure that consistent application has been followed. Campus-wide engagement of Commission processes, policies, and expectations should be evident by this next visit. Extended and relevant discussion on this visit regarding the topic of shared governance is also explored in Criterion 5B.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Southern is transparent to the public with regard to its program requirements, accreditation relationships, costs, and faculty and staff qualifications.

The College maintains an active presence on social media. Southern employs a Director of Media Services to guarantee that information shared with the public is both accurate and timely. The College website is easy to navigate and offers a broad range of information to potential students and the public. The Mission and Vision Statements provide an overlying framework of what the College hopes to accomplish in summary fashion. Specific information concerning academic programs, Financial Aid, Financial Assistance, Student Services, and Tuition and Fees pages provide prospective students with both information as well as requirements for enrollment. In addition, the *College Catalog* link ties to both the Catalog and the *Student Handbook*; faculty and staff credentials and contact information are included in the Catalog. The website also links to the emergency notification system, *Southern ALERTS*, which provides instructions for student and staff members in case of an emergency. As required by Southern College Policy, the bookstore link enables students to receive information regarding class requirements which include a listing of the textbook required by class and the cost of the textbook.

Students are able to register for classes and make payment arrangements through the Banner Self-Service portal. This system also enables students to view financial aid requirements and accept their financial aid in a remote fashion. Students are able to make payments through this system which then are routed to the West Virginia State Treasurer's Office. Students are able to order transcripts online via the *eTranscripts Service*.

A highlight to the social media presence is the public access channel (*Channel 17*) which broadcasts shows providing information to the public concerning issues at the College and services provided. Southern uses this broadcast link which serves as a video message board and has strategically placed mounted televisions near campus entrances. The purpose of this message board is to notify students, staff, and the public about College events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Per State Code, Southern's board has autonomy on decisions related to finance and educational policies. The Board approves significant College documents and statements, including mission, master planning, budget, among other relevant items of broad institutional significance. The Board may enter into contracts and agreements. The conflict of interest issue noted by the previous Commission team has been addressed by Southern as evidenced by a report on institutional governance submitted to and accepted by the Commission. The prior president retired and a new president was named, thus alleviating the potential conflict of interest of a president being the wife of a sitting governor who names the College Board. The Board meets at least six times a year in a public setting, and each meeting follows the open public meetings guidelines in compliance with State code as evidenced from a review of agendas and minutes. A recent no confidence vote in the President by the faculty was deliberated by the Board followed by a renewal of the President's contract. More information regarding this dimension of governance is covered in the Team's review of Criterion Five as it is more relevant in that area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Southern West Virginia Community and Technical College's commitment to freedom of expression and the pursuit of truth in teaching and learning is comprehensive and documented in college documents. In dealing with student behavior and the social campus experience, guidelines are in place through the ***Student Rights and Responsibilities*** policy which provides a "framework for an atmosphere which encourages freedom of expression and the pursuit of truth." Academic integrity for students is promoted through its delineation in the Academic Integrity policy as well as the College Catalog and Student Handbook. Appropriate grievance procedures are defined in these same documents.

Freedom of expression is encouraged through the use of faculty evaluations that are completed each semester by students. Results are shared with faculty to encourage positive growth in the classroom. In addition, the College encourages artistic expression through the publication of a literary arts magazine and hosting various cultural events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Southern West Virginia Community and Technical College provides policies concerning release time for scholarly practice and the pursuit of knowledge. The College Catalog, Student Handbook and website address fair use of resources, the student code of conduct, academic dishonesty, accessing online resources and databases. The College enforces its policies on academic dishonesty and acceptable use of internet resources.

Infractions of the student code of conduct policy are processes according to the type of infraction. Students are guaranteed the Right to Due Process as outlined in the ***Student Rights and Responsibilities*** policy. These procedures allow for an investigation, decision, and appeals process on every infraction, and state that the student shall be considered innocent until proven guilty of any charge.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

Southern West Virginia Community and Technical College is generally committed to standards of ethical and responsible conduct. Its expectations are documented through the application of state policies as well as through the College Catalog and Student Handbook. There is a sufficient balance between the roles of the Institutional Board, the state of West Virginia, and the administration. The Team did note a concern regarding the consolidation of key positions by the CEO, who served as CAO, HLC and ALO with his assistant serving as HLC ASC but recently began to redistribute such roles in a move to improve shared governance. However, due to concerns regarding accreditation policies and procedures and in particular the application of faculty credentials policy, a subsequent visit to Southern is justified in order to interview key stakeholders. The visit will focus on shared governance in the institution. Extended and relevant discussion on this visit regarding the topic of shared governance is also explored in Criterion 5B.

Southern has established policies concerning fiscal responsibility and demonstrates sound decision-making in College processes and those concerning students. Audit summaries show a continued pattern of asset building in relation to the liabilities incurred. Participation in a required state consortium allows institutions to keep student costs as low in the purchase of textbooks.

The College has established policies that govern personnel matters which are provided to faculty and staff upon employment contained in the Employee or Faculty Handbook. In addition, each employee receives the Ethics Act Brochure. Employees are required to report and maintain records of outside employment to avoid conflicts of interest.

Comprehensive policies are in place for the hiring of employees as well as for the position of president. Job descriptions are standardized across the state, guaranteeing fair and equitable hiring practices at institutions. Evaluation processes are in place for all positions and are conducted annually after the probationary period has ended. There is a grievance process in place with six complaints filed in the past four years, and were handled according to policy.

Southern maintains an active presence on social media which includes a website that is easy to navigate and offers all pertinent information to allow the College to be transparent in dealings with the public. The website supports the student in every step of the registration process from application to the College to the final step of paying for classes or accepting financial aid. The College utilizes a television station to provide informational programming to inform the public as well as provide student notifications like payment deadlines and weather announcements.

The Governing Board for Southern has autonomy for decision-making and is supported by state policies. The Board meets at least six times a year and follows the open meetings guidelines in compliance with State code which encourages interaction with the public. The Operational Guidelines Policy allows for the diversity of members and viewpoints.

Freedom of expression is constructed through a framework which allows for student pursuit of truth, which is found in both the College Catalog and the Student Handbook. In addition, students are

allowed to express their opinions in the faculty evaluation process which occurs at the end of each semester. Artistic impression is conveyed through student publications and community cultural events.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

A review of Southern's 2017-2018 College Catalog by the peer review team reveals program offerings that are common for community and technical colleges, i.e. Associate of Arts Degrees, Associate of Science Degrees, Associate of Applied Science Degrees, Certificates, and Skill Sets. The Associate degrees require a minimum of 60 credit hours, the Certificates require a minimum of 30 credit hours, and the Skill Sets require from 6-18 credit hours. Currency is assured in SCP-3620. Policy Regarding Program Review stipulates that each program be evaluated every 5 years with a final recommendation for continuation (with or without corrective action) or discontinuation. A review of the final approval by the Board of Governors from April 2015 exemplified the process for six programs. A review of meeting minutes show that feedback is gathered from Advisory groups; examination of annual employee satisfaction and graduate surveys also provided input on the currency of programs; however, the return rate appears low. One other measure of the appropriateness of courses is the number of individual articulation agreements between Southern and four-year colleges and universities (12 listed). Review team inspection of agreements showed a wide range of institutions accepting credits as equivalent such as American Public University (online), Bluefield State College, and the College of Engineering and Mineral Resources of West Virginia University. These examples show that the courses and programs are current and appropriate.

SIP-3160.A, Course Syllabus Format, specifies a common course syllabus format that includes a delineation of "...common division-generated, division-approved goals." An example of a syllabus for MT 121/MT 121A, College Math for General Education, shows specific goals for this course. The 2015-2016 Nursing Student Handbook also reveals specific goals for each course. The collaboration between faculty and academic leaders in developing learning goals was shown by reviewing the

Institutional Governance Recommendation form for MT 105/105A Practical Math for Industrial Occupations. The Review Team examined seven other sample syllabi (see Addendum) and determined that this evidence indicates that the institution articulates and differentiates learning goals for its programs.

The Assurance Argument lists many delivery modes offered by Southern including traditional classroom teaching, interactive closed-circuit television (ICR), fully online and hybrid courses, and dual credit courses. SIP-3160A, Course Syllabus Format, mandates a minimum of 80% commonality in course objectives in all sections of offered courses and use of the same textbook which help assure consistency among sections. Also, common assessments are used; examples include the Persuasive Speech Evaluation Rubric used in SP-103 Speech Fundamentals and the Common Writing Assessment Scoring criteria used in EN 101, Composition I. The Assessment Report 2013-2014 identifies and evaluates common assessment practices. The review team examined the ICR Faculty Guide which specifies common practices for that delivery mode. Online courses all use Blackboard as the content management system which provides consistency, and all online faculty are in the process of being trained in the Quality Matters standards (according to the Assurance Argument). This combination of guiding policies, common templates and rubrics, and assessment of results supports the consistency of quality across all modes of delivery. Southern is in compliance with its HLC stipulation regarding distance delivery.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Southern lays the foundation for all its programs and offerings in its Mission Statement documents. The General Education Philosophy and Goals, found in the 2017-2018 College Catalog states that the purpose of general education at Southern is to "generally educate students" which directly supports the Mission of the college. Also, as part of the state system, the college is guided by regulations promulgated by the West Virginia Council for Community and Technical College Education and Southern meets or exceeds the minimums set by this body.

SCP-3637, General Education Philosophy and Goals, states that all students who complete the general education requirements will have improved in each of the general education goals; this is also stated in the College Catalog. The goals include generally accepted elements such as critical thinking, oral and written communication, mathematical skills, technology skills, scientific inquiry/reasoning skills, and cultural/global perspectives. These goals are embedded into each program. A review of course syllabi reveals that each course delineates which general education goals are covered in that class. The A.S. and A.A. degree programs specify which academic courses need to be completed to satisfy general education requirements (listed in the College Catalog). Career and technical programs may embed learning goals in major courses; an example of this is the Medical Laboratory Technology Program which provide a matrix delineating which General Education goals are taught in each course required for the degree. The 2017-2018 College Catalog states the philosophy supporting the requirements, which includes helping students develop qualities and skills associated with College-educated adults, promoting critical and conceptual thinking skills, and preparing students for their role

as productive and responsible members of society. With a clearly stated purpose, philosophy, and goals, and a delineation of courses needed for completion, the institution imparts broad knowledge and skills that every college-educated person should possess. Again, it should be noted that Southern is part of the state system and adheres to their rules regarding general education.

Completion of the six General Education Goals (listed previously) requires that students engage in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work, and developing skills adaptable to changing environments. A review of the Annual Assessment Report 2013-2014 (over 700 pages long), documents students' engagement in these goals. However, more recent documentation of completing these goals covered in 4.C.

As stated in Criterion 1.C, Southern acknowledges the challenges faced due to the homogeneity of the service area's population, which is mirrored in the institution's student body. SCP-1160, Diversity Philosophy, codifies Southern's commitment to valuing and promoting diversity. Building on that policy, the college developed new courses, such as Religions of the World, World History, Non-Western World Literature and Fine Arts Appreciation. In addition, faculty created a new literary journal, *Sticks*, to promote student creativity and celebrate cultural expression which, upon review, did contain many diverse works. These actions in tandem with goals specified for general education recognize the human and cultural diversity of the world.

The Evaluation Planning Document used in conjunction with SCP-2218, Evaluation of Full-time Faculty, requires that faculty address curriculum development, professional growth, research and publication annually; after the form is completed, the results are discussed with administrators. In an effort to assess whether faculty are encouraging students to contribute to scholarship, creative work, and the discovery of knowledge, a Survey of Student Perception of Instruction is solicited which inquires about a faculty member's emphasis on conceptual understanding versus memorization and assignments that require creative and original thought. Results are also reviewed at the annual faculty evaluation. As covered in 3.D.5, all degree and certificate programs at Southern require successful completion of EN 101, English Composition I. Per the official syllabus, this course includes learning research skills and producing a research paper. Again, the new literary journal provides an avenue for students' creative endeavors. These examples indicate that Southern's faculty and students contribute to scholarship, creative work, and the discovery of knowledge to an extent appropriate for a two-year college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Even with a decline in enrollment evidenced from Fall 2013 to Fall 2015 (as shown in the West Virginia Higher Education Report Card), full-time faculty members increased by one (documented in the Employee Listing). The National Center for Educational Statistics lists a 13:1 ratio of students to faculty at Southern. Of the 70 full-time faculty in Fall 2016, the Employee Roster indicates that 50% had been employed by the College ten or more years which indicates stability; however recent departures of senior faculty (noted during the team visit) may impact this. The Assurance Argument provides a table regarding the number of faculty serving on committees which includes 11 faculty serving on the Assessment Committee and the Curriculum and Instruction Committee with nine faculty members. Also, a review of the schedule for a recent Assessment Showcase Week at the college shows active involvement of faculty in assessment of student learning including samples of student learning from varied disciplines and meetings of both English and math rubric scoring teams. Maintaining consistent numbers of full-time faculty, faculty longevity, low student to faculty ratio and active participation of faculty in curriculum maintenance and student assessment evidence sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles.

SCP-2171, Professional and Educational Requirements for Faculty, specifies requirements for faculty and actually states that the requirements reference HLC's policies on qualified faculty. Administrators at the College report that the policy lacks adherence to the Commission's base faculty credentials requirements. Ultimately, Commission policy regarding faculty credentials will outweigh an institutional policy that lacks minimum standards set by the Commission in regard to accreditation

compliance standards. An initial review of documents provided in the Assurance Argument raised concerns about qualifications. However, a follow-up review of a random sample of 25% of faculty files during the on-campus visit indicated that these concerns appear to be attributed to inaccurate reports in the Assurance Argument. The on-campus review of official transcripts showed that of the 75 full-time faculty, 19 of 19 checked met requirements; of the 33 adjunct faculty, eight of nine checked met requirements (one had no official transcripts), and of the 29 dual credit faculty, seven of eight met requirements (one had only a Bachelors in Education). The review team believes that future report inaccuracies could be curtailed by developing a cover sheet for each faculty file which documents the nature of the job, the requirements, and whether these requirements have been met. Subsequent meetings with faculty led to questions about who was qualified to teach in what areas. Random samplings did not demonstrate a significant problem; however, any such confusion regarding Commission compliance and faculty credentials is addressed later in this Assurance Review and subsequent professional development that might clarify for all stakeholders Commission standards. Additionally, random samples may not include specific areas of concern regarding any credentialing issues, a note worthy of making in light of campus communication.

SCP-2624, Evaluation of Full-time Faculty, delineates what is to be evaluated, time lines, responsibilities, procedures and forms to guide completion. Elements of the review include faculty self-evaluation, classroom performance reviews, and administrator/faculty meetings. Completed forms are forwarded to the VPAA and then to Human Resources. SIP-2220, Course Feedback, provides direct student input regarding faculty effectiveness. This policy did not address adjunct evaluation. The process delineated in policies set a solid foundation for evaluation of full-time faculty and completed evaluations were reviewed by the visiting review team. The addendum document Clarification Information Requested states that adjunct faculty evaluation happens through classroom visits, phone calls and emails. The lack of written policy to assure a standard procedure for adjunct evaluations reveals an area for improvement that should be addressed by the institution. While student evaluations are one means of verifiable faculty performance, professional peer and supervisor evaluations beyond phone calls and general discussion are common expectations.

SCP-2624, Employee Development, provides guidelines for education and training reimbursement for employees at Southern. This policy states that funds are made available, and a process delineated for employees to receive funding; figures regarding actual expenditures for professional development provided in the Clarification Information Requested document shows amounts from \$318,982 in FY2014 to \$197,111 in FY2017. The monies for FY2017 were increased by about \$30,000 from FY2016. Examples of workshops and training provided for employees by the college were presented in the Assurance Argument including a workshop on Student Engagement and multiple sessions on assessment of student learning over the years. A link to employee sign-in sheets during one such event showed active participation by many. The Argument stated that annual training was provided on campus safety, addressing sexual harassment, and compliance with Title IX. With the foundation of a solid policy and procedures regarding professional development for employees, actual budget expenditures, and some examples of participation in training, Southern appears to provide for on-going education and training for faculty.

SCP-2875, Workload Requirements, delineates that Full-time faculty designate and post 7 1/2 hours per week for students to contact and or meet with them. This indicates that instructors are accessible for student inquiry.

The organizational chart indicates 23 positions (full- and part-time) in the student services area (with three designated as vacant). A review of the job descriptions for several of these positions show the required credentials are appropriate at the Bachelor or Master level; a review of Student Services personnel files indicated that all checked met the requirements. The Employee Development policy

addressed earlier governs all employees, not just faculty and so is available to address the needs of student support personnel including attendance at conferences and tuition reimbursement. Also, the workshops and training offered by the college that were referenced earlier are available to all employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Southern's policy regulating admissions (SCP-4000) states that the college is an open admissions institution. It serves the Appalachian coalfield region which is an economically depressed area and so it offers a variety of support services to students. Some services are offered through a partnership program with the West Virginia Department of Health and Human Resources that specifically target students receiving Temporary Assistance for Needy Families. Two Student Services Specialist through this program provide career and personal counseling as well as advice regarding financial issues. Initial assessment data for this program show positive results (TANF Program report Fall 2015 - Spring 2017). The College also offers Disability Services and Veterans Services. These examples evidence that Southern provides student support services suited to the needs of its student population.

Governed by the West Virginia Council for Community and Technical College Education policy, Southern requires students to reach a minimum score on a specified nationally normed test in English and math, or they must receive extra help in order to be adequately prepared for success in the college level courses required. Recently the college replaced their developmental courses in English and math with supplemental instruction required while enrolled in the college level course. Initial results show these co-requisite pairings are improving student success. Other learning support services are offered such as tutoring and workshops for students. It appears that Southern provides learning support and preparatory instruction to address the academic needs of its students.

Full-time faculty must participate in academic advising through regularly scheduled office hours (see 3.C.5) and at other times as assigned (per SCP-3100, Full-time Faculty Responsibilities for Academic Advising of Students). Also, the Organizational Chart identifies several Student Services Specialists whose job description includes academic advising. First-time students meet with a Student Services Specialist and then most students may choose to meet with a faculty member in their field or can

continue to see a Student Services Specialist. However, some technical education students are required to meet with someone in their field, such as Nursing Program students. The process and procedures described in the Assurance Argument indicates that Southern is meeting the needs of its students regarding academic advising. The 2014 CCSSE results support this contention as Southern scores were 10 points higher than their cohorts' scores when asked whether students talked with Faculty or Advisors often or very often.

Southern provides full libraries on two of its four campuses; a peer reviewer visit to the Williamson Campus library provided evidence of the quality of this facility. Students at the other two campuses and the Lincoln attendance center have access to library services through a small resource center at each and through inter-campus loans. Starting in Fall 2017, the college began partnering with the West Virginia Library Commission to assure access to information and digital resources. Of note, the Harless Library (Logan campus) houses the West Virginia collection of resources on the Appalachian area and the Williamson Campus library has the Children's Collection and is the repository for the State of West Virginia government publications. The Library Accomplishments Report delineates statistics about attendance, circulation, computer usage, and library orientations that indicate a substantial number of constituents access these services. All four campuses provide scientific laboratories and have computers available for classes and also for individual use. Performance space is available on two campuses with the Logan Campus housing the Savas-Kostas Theatre. The Applied Technology Center on the Williamson Campus offers extensive laboratory equipment specific for the Welding, Mechatronics, and Electromechanical Instrumentation Programs. Narrative presented and the team visit indicate that the institution provides both students and faculty the infrastructure to support effective teaching and learning.

A review of the 2017-2018 College Catalog shows that all degree and certificate programs require successful completion of EN101 English Composition I. The syllabus for this course indicates that mastery of effective research is required and that all sections use a standard set of policies regarding research requirements. Also, all incoming students (some exceptions) must complete an orientation course, either one for technical programs, one for A.A. and A.S. programs, or a two day non-credit Nursing orientation. These orientations provide guidance in information resources. Combining the requirements for EN101 and an orientation experience provides a strong knowledge base for students in the effective use of research and information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Evidence of offerings outside of but complementing the regular curriculum at Southern included the Appalachian Leadership Academy; this four semester commitment includes specific courses in leadership each of those semesters and a community service project. In EN-230 Western World Literature, students participated in Ramadan fasting concluding with a feast of Middle Eastern cuisine to reinforce their learning about other cultures. Also, students in the Information Technology program offer free computer tune-up service which supports skill development targeted in that program. The Assurance Argument referred to encouraging students to form student clubs, but none were found on the College website or College Catalog except the Student Government Association which is charged with designing supplemental student activities. Visiting team interviews with students and college administrators did indicate that the institution is considering the addition intramural sports options for students in a new facility they recently obtained and are renovating. All of these activities and offerings presented co-curricular activities that could contribute to the educational experience of the students.

Southern's Mission Statement claims that the college "provides accessible, affordable quality education and training that promotes success for those we serve." To that end, the institution offers many academic enrichment events such as a literary magazine, *Sticks*, an annual Meet the Author event, and structured job shadowing experiences prior to acceptance into certain programs. In addition, the college offers over 300 non-credit online courses through Ed2Go; review of these offerings revealed a variety of courses from learning Spanish to improving job search skills. Posters advertising presentations in the Performing Arts Centers included plays, musicals, and concerts. When all of these events and activities are combined with the educational programs offered, Southern demonstrates that it fulfills any claims it makes in its Mission Statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Southern offers courses and programs that are common with other community and technical colleges with requirements consistent with peer institutions. The college has policies and practices in place to assure their offerings are current and appropriate. Also, they are part of a State system and regulated by the West Virginia Council for Community and Technical College Education which includes requirements for regular program review. A common syllabus format requires learning goals for each course. All sections of a course, regardless of delivery mode, must follow the common syllabus, which assures some consistency.

The general education program is guided by a written philosophy and specific goals and the purpose is to "generally educate students" which directly supports the college's Mission. The goals for the program are embedded into each program and each degree or certificate delineates how these goals are fulfilled in that program. With a clearly stated purpose, philosophy, and goals, and a delineation of courses needed for completion, the institution imparts broad knowledge and skills that every college-educated person should possess. Through the completions of the six General Education goals, students are required to engage in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments. As covered in 1.C, Southern recognizes the human and cultural diversity of the world.

Southern has maintained consistent numbers of full-time faculty even with declining enrollments. This consistency along with faculty longevity, low student to faculty ratio, and active participation of faculty in curriculum maintenance and student assessment evidence sufficient numbers and continuity of faculty to carry out both classroom and non-classroom roles. A review of documents presented in the Assurance Argument indicated several issues with faculty meeting credential requirements; however, a review of personnel files on campus showed that these issues were caused by inaccurate reports and the team recommends that the college improve record keeping in the personnel files.

Full-time faculty are evaluated regularly according to institutional policy, and a review of files supported that these reviews were completed and documentation was satisfactory. An area for attention that is recognized by the institution and is expected to be addressed is the lack of written policy regarding adjunct faculty evaluation. However, the college does show that it provides professional development opportunities for faculty and student support services personnel, that faculty are accessible for student inquiry and that student support services personnel are properly qualified.

Southern provides support services specifically for students in their service area including an innovative program offered in partnership with the West Virginia Department of Health and Human Resources that targets students receiving TANF funds. The recently revised developmental education program has shown very positive results and shows that the college provides learning support and preparatory instruction to address the academic needs of its students. Scores on the 2014 CCSSE support that student academic advising is meeting student needs. The narrative presented by Southern and visiting team observations indicate that the institution provides both students and faculty with the infrastructure to support effective teaching and learning. This includes libraries, auditoriums, laboratories and classrooms. The requirements for EN 101 English Composition I and an orientation

course for the successful completion of all degrees and certificates provides a strong knowledge base for students in the effective use of research and information resources.

Many activities and offerings, such as the Appalachian Leadership Academy and the World Literature course that participated in Ramadan events provides co-curricular activities that could contribute to the educational experience of the students. When all of the academic programs along with offerings outside of but complementing the regular curriculum, Southern has demonstrated that it fulfills any claims it makes in its Mission Statement.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Southern follows established state guidelines and criteria for conducting regular program reviews for each program. The College makes distinctions between programs which hold special accreditation and those that do not. The review is done on a five-year cycle. Program reviews are generated at the program or department level and presented to the Institutional Board of Governors. Newly implemented programs require a Post-Audit Review after three years of program implementation, which then rolls to the five-year cycle. Program reviews are either accepted as presented to the committee, or require a corrective action plan to be implemented in the next cycle. The reviews include assessment results, retention numbers, persistence rates, enrollment, and other factors that contribute to the viability of the program.

The College uses the federal credit hour definition for awarding credit, and publishes the policies for articulation and acceptance and transfer of credit (including experiential credit) in the Academic Catalog. State mandates require that 60-72 credits from community colleges shall be transferable to baccalaureate granting institutions. Southern only accepts credits from regionally accredited institutions. According to the Catalog, students are referred to Academic Advisors for evaluations in the transfer credit process. Southern also recognizes student achievement through the granting of advanced placement credit, alternative forms of academic credit such as reading, private study, or work experience. Guidelines for each follows written policy.

Faculty determine the course offerings as well as prerequisites for those courses. Creating and deleting courses as well as creating new programs are evaluated by the Curriculum and Instruction Committee. There are many layers of approval for curricular approval which include the "academic department, the Curriculum and Instruction Committee, MCAS, the Vice President for Academic Affairs, and the President's Cabinet." Southern credits this multi-layered approach with the quality of the programs of student learning at the institution. Southern is currently engaged in the statewide effort to standardize course requirements to ensure transferability. Each discipline oversees the rigor of the courses, student learning objectives, resources, and faculty credentials. Dual credit expectations are equivalent to traditional college-level courses in both the curriculum requirements and the faculty credentials. Six programs maintain specialized accreditation and are all health careers related. Specialized accreditations include the National Accrediting Agency for Clinical Laboratory Sciences, Accreditation Commission for Education in Nursing (ACEN), the Joint Review Committee in Education in Radiologic Technology (JRCERT), and the Committee on Accreditation for the Emergency Medical Services Professions (CoAEMSP).

Southern evaluates the success of its students by tracking required performance measures which are submitted to the West Virginia Higher Education Policy Commission (HEPC). These performance measures include certificates and degrees awarded, student success rates, six year graduation rate, and the one year retention rate. 2015 statistics show that the College awarded 306 degrees and certificates, achieved a student success rate of 33.5% which surpassed the state rate of 29.5%, realized a six year graduation rate of 26% again surpassing the state rate of 24.4%, and had a one year retention rate of 48.2%, which exceeded the state percentage of 42.2%. Finally, the College utilizes Graduate surveys for both general graduates and for the Nursing program to gain information such as employment, annual salaries, and suggestions for program improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

A review of multiple program documents indicates that the faculty have identified learning outcomes appropriate to their fields. Data is gathered through yearly assessments and included in the program review process. As previously stated in Criterion 4A, Southern conducts program reviews every five years. According to the SCP-3620 document entitled *Policy Regarding Program Review*, the viability of programs is evaluated by Southern Utilizing the following guidelines: 1) Continuation of the program at the current level of activity, with or without specific action; 2) Continuation of the program at a reduced level of activity or corrective action; 3) Identification of the program for further development; and 4) Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like. The policy also allows for a post-audit review to determine if curricular changes are meeting the targeted outcomes. Programs meeting the upper guidelines of continuation of the program without action are reviewed every five years. On site review found that programs which satisfied the criteria for a next review in five years did not continue to be monitored in the "off years". Faculty participate in an annual *Assessment Showcase* which highlights academic achievements of students and institutional gains in the area of assessment. Site visitors were provided with copies of the poster presentations included in the 2016 Showcase.

According to the institution's Assessment Report, programs with external accreditation provide assessments each year. Evidence exists that demonstrates Southern's assessment activities in academic programs bring about change. For example, the radiology technician program altered lab times as a result of identified challenges. Additionally, math assessments led to collaborative learning. The College could perhaps make the ongoing use of results more apparent in its reporting process, and it is expected as its assessment culture grows that will occur. Southern has developed a *General Education Philosophy Goals* policy which outlines six goals with developing skill sets that aim for student improvement. The *Assessment Report* template for the programs and general education is very clear and includes a list of student learning outcomes, benchmark, method/assessment tool, time frame and responsible person and the analysis and action plan. The most recent Assessment Report (2015-2016) included the program assessments for the allied health

programs, but also implemented an assessment on the writing and math classes as included in Southern's co-requisite developmental sequence. These assessments presented percentages by class-- in the interest of true co-requisite assessment, it would be beneficial for future assessments to combine results to evaluate effectiveness of this new program. Interviews conducted found a division in the opinion of the effectiveness of this program. Faculty teaching in the program felt it was effective because students could complete the sequence in a shorter period of time which allowed for the student to begin the degree sequence earlier. Administrative personnel felt the program was a failure because roughly 87% of the students failed the Math portion of the program. An outside consultant obtained from the West Virginia Community and Technical College System evaluated the program for effectiveness and to develop possible solutions to address the current negative outcomes. Faculty suggested the changes to be minor in nature, but administrators stated the program needed major revisions to remain viable. Administration is currently evaluating next steps for the program.

Written assessment documents submitted for the Assurance Argument showed a process that is used to facilitate change; examples include the disciplines of English, Biology, Anatomy and Physiology, Math, Physical Science, and Chemistry and may include the revision of course objectives or student learning outcomes. Onsite interviews conducted with Division Chairs and Administration provided the insight that assessment within programs with outside accreditations is robust; data is collected analyzed, trended, and used for program improvement. General education, with the exception of those courses mentioned above, essentially does not exist. Interviews with faculty found that assessments were designed by individuals within the discipline. Faculty members were required to provide all data to the VPAA, who in turn was responsible for the data analysis and reporting portions of the assessment plan. The continuous turnover in that position negated the compilation of any useful assessment results or action plans. This has been the case for the past three years.

As noted in Criterion 3E, evidence of offerings outside of but complementing the regular curriculum at Southern included the Appalachian Leadership Academy; this four semester commitment includes specific courses in leadership each of those semesters and a community service project. In EN 230 Western World Literature, students participated in Ramadan fasting concluding with a feast of Middle Eastern cuisine to reinforce their learning about other cultures. Also, students in the Information Technology program offer free computer tune-up service, which supports skill development targeted in that program. The Assurance Argument referred to encouraging students to form student clubs, but none were found on the College website or College Catalog except the Student Government Association which is charged with designing supplemental student activities. These activities and offerings presented co-curricular activities that could contribute to the educational experience of the students. However, Southern presented no evidence goals for these co-curricular learning opportunities, assessment of goals, or uses of assessments. The Assessment Report states that Student Affairs conducts a variety of surveys and analyses of student satisfaction with support services, but no reference to goals or learning outcomes assessment for co-curricular offerings (see pages 202, 558, and 708). Review team interviews with administrators, faculty, and students corroborate the lack of co-curricular assessment.

The structure of the Assessment Committee as presented in the Assurance Argument includes voting members which allow for wide coverage across academic disciplines, and while good work has been conducted in the past, the current assessment committee indicates that--beyond Assessment Week, which includes volunteer participation--a mature culture of assessment across the entire institution is lacking. Committee membership is restricted to the academic circle. Additionally, the lack of stable leadership in this area indicates a less than robust assessment culture than that present during the last visit. Southern's assessment program, partially due to multiple leadership changes, is limited more now than from the last visit. The lack of co-curricular assessment has not matured since the last visit.

Interim Monitoring (if applicable)

The lack of maturity in institutional assessment as well as the lack of co-curricular assessment needs attention by the College. The assessment committee lacks a comprehensive representation across the institution and lacks a strong systematic and useful process that is easily articulated and shared as expected of a Commission college. Further, experiential learning in respect to these types of offerings is valued by the College, and as such deserves an assessment program that includes such learning. The Team recommends an interim visit in two years that addresses a more robust assessment plan with at least one year of results including use of those results with strategies for improvement based on results. In addition, the visiting team should find a plan of action for co-curricular assessment as well as at least one year of results with strategies for improvement based on results. This plan should fit within an existing assessment plan that delineates a clear calendar of procedures and action items illustrating a clear and robust culture of assessment covering the entire institution. The next visiting team should be able to review this assessment calendar, clear processes, evidence of broad application, and use of results.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met With Concerns

Evidence

The Community and Technical College System of West Virginia establishes goals for all community and technical colleges across the state. As a part of this statewide initiative, community and technical colleges report data regarding the results of the stated goals annually. Currently, it is up to the institutions to set benchmarks, but 80% will be the 2019-2020 state target. This is a new plan the State of West Virginia developed beyond its required *Annual Compact Performance Indicators Report*. Although not specifically stated as student retention, persistence and completion, submissions to the CTCS of WV show the following measures under Goal 1 which is, "*Improve the success of students by increasing college completion*":

- a. Total degrees awarded: Baseline 280 2016-2017 310 (Completion)
- e. Percentage of first-time freshmen who successfully complete the first college-level Math course requirements by the end of year one of enrollment: Baseline: 11.8% 2016-2017: 35% (Persistence)
- f. Percentage of first-time freshmen who successfully complete the first college-level English course requirements by the end of year one of enrollment: Baseline: 51.3% 2016-2017: 60% (Persistence)
- i. Percentage of students transferring who achieve a GPA of 2.0 or better on a 4.0 scale at the conclusion of their first year of enrollment at in-state four-year public institutions: Baseline: 89.1% 2016-2017: 89.2% (Retention)

On site interviews provided two additional data sources for this criterion. The first was the *IPEDS*

2016-2017 submission. In the category of Full-time First-time cohort retention, the preload number was 352 with a retained number of 183 leading to a retention rate of 52%. The *West Virginia Higher Education Report Card 2017* provided statistics on all community colleges in the state from 2011-2015. One year retention rates for the past three years for Southern were 53.4% (2013), 56.3% (2014) and 54.8% (2015). Data reporting is evident in documents previously submitted to the state of West Virginia in yearly reporting processes; however, stated benchmarks are not included, and although the data shows trending, action plans based on the results are not developed at this time. On site interviews revealed that benchmarks at this point are not set by the institution, and the data is not analyzed or shared with communities of interest.

Southern monitors student success within programs through outside accreditation processes in addition to the five-year program review process. Job placement rates are also defined and measured within the program review process in order to demonstrate best practices in preparing students for the workforce. Finally, tutoring is available to every student and the use of tutoring data allows for student support and the effective use of resources.

The last Peer Review Visit Team noted that Southern's QIS was "making strides" in the use of data to guide institutional improvements. The document, *Meeting the Challenge: MASTER PLAN for the Community and Technical College System of West Virginia for 2009-2010 thru 2014-2015* provided definitions of all three criteria along with goals and results for all three components. For the Assurance Argument support, the *Meeting the Challenge: MASTER PLAN Fulfilling the Vision: 2015-2020* was provided; however previous measures for retention and persistence were not included as evident in the previous document.

Some engagement is noted in this current Assurance Argument update, yet the prior team's comments were not as aggressively approached as one might expect in four years. The previous team recommended that Southern develop a process for gathering student feedback regarding instruction. The Assurance Argument presented no updates in this area. The team provided instruction to develop assessment methodologies in non-instructional areas; the institution included support from the Tutoring Center and Veteran's services, neither of which provide comprehensive services to all students. The 2013 team report provides support for the Enrollment Management Committee with the summary of the Enrollment Management Plan (EMP); however, the document submitted for the Assurance Argument was last updated in 2015 and is currently "under revision." On site interviews revealed that the Enrollment Management Plan is not complete at present. While stakeholder feedback casts cause and/or blame due to prior employees, at the end of the day the College lacks this crucial planning. The original Enrollment Management Plan included the potential for measurable outcomes for departments college-wide. The lack of progress in these areas signify a lack of momentum on a previous plan of action.

The QIS Committee should continue its work on data collection and analysis from a macro-perspective for the College. Individual programs within the institution, such as in nursing and medical laboratory technician, serve as general models for other areas. Southern even admits, via multiple interviews on site, that there is little documentation to prove strong alignment among goals, data, and analysis. In terms of use of such data, Southern admits this is a work in progress. Given that the last Commission team summarized that the College knew of a need to improve this area, little has been accomplished to strengthen this venue of data-based decision making as it has in other successful venues such as assessment and planning.

Interim Monitoring (if applicable)

Southern must obviously follow mandates from its State governing body and does comply with such. Goals are obvious from the State and the Institution, but beyond the goals for retention, persistence, and completion, the actual collection, analysis, and use of data pertaining to those important student success indicators is lacking at the institutional level. The on-site review conducted previously verified the presence of the requirements of 4.C. Evidence to support this criterion for this review is lacking. An on-site focus visit to examine that status of process and product of this core component is recommended. The institution needs to: (1) actually define student retention, persistence, and completion as well as set measurable goals for each. If it is the institution's wish to use the IPEDS data points, they should be identified as such. Documents reviewed by the team from the previous visit did include the definitions above, but the documents for this review did not. (2) Progress on goals and ideas have occurred, but the expected process maturity has not been fulfilled since the last visit. Southern needs to demonstrate how results will be used for quality improvement as well as present any tangible results up to the time of the report.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

The institution demonstrates responsibility for the quality of its programs and support services through a variety of appropriate processes including regular program reviews; maintaining specialized accreditation; and monitoring graduation, transfer and employment rates through statewide reporting to the Community and Technical College System (CTCS) of West Virginia.

Southern uses the standard federal credit hour definition and has established processes toward the award of transfer credit to students based on traditional college transfer, experiential credit, and work and life experiences.

Faculty determine the course offerings and prerequisites for courses that follow an established curriculum review process. Student learning outcomes are developed by the faculty in the discipline or specialized area of study. Assessments are conducted by faculty and monitored by the Assessment Committee. Efforts are underway at the state level to standardize courses as well as degree offerings.

The College is required by state law to submit annual reports for an established set of goals. While not specifically addressed as student retention, persistence, or completion, the goals required from the state allow the College to demonstrate effectiveness in these areas. Data analysis is evident, and the College sets current goals for benchmarks; all benchmarks were met as presented.

The Team found that a mature process for using goals and even available data such as IPEDS is lacking at Southern. A process for using data gathered from goals using acceptable measurements to analyze in order to shape positive change for student success is needed.

The institution is encouraged to actually define student retention, persistence, and completion as well as measurable goals for each. If it is the institutions wish to use the IPEDS data points, they should be identified as such. Reviewed documents from the previous visit did include the definitions above, but the documents for this review did not. Progress on goals and ideas have occurred, but the expected process maturity has not been fulfilled since the last visit. The next visiting team will explore this area as detailed in 4C.

Additionally, the visiting team found a limited assessment program and a lack of any apparent co-curricular assessment, which need to be addressed. The need for a robust assessment culture that is fully documented and updated is absent. Co-curricular assessment must include a definitive plan that should fit within an existing assessment plan that delineates a clear calendar of procedures and action items illustrating a clear and robust culture of assessment covering the entire institution. The next visiting team should be able to review this assessment calendar, clear processes, evidence of broad application, and use of results.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Southern operates as a public, two-year institution and does not have subordinate entities. The College has sufficient fiscal, personnel, and infrastructure resources to fulfill its Mission. In terms of fiscal stability, a review of the latest CFI scores demonstrate sound fiscal management with a slight upward trend with the last year. While heavily dependent upon state appropriation at just over 60%, Southern has managed its fiscal resources well, per audit reviews, and has no loan debt. The College's reserve fund is growing. Southern adapts to fiscal challenges, such as shrinking enrollment, a national trend. As for Human Resources, Southern has 120 full-time staff, including 66 faculty, 73 classified, and 21 non-classified. Leadership changes have occurred for most senior staff, and reorganization has ensued since the last team visit.

Regarding physical resources, Southern is guided in large part by its 10-year Master Facilities Plan. This detailed plan provides a prioritized list of improvement and building needs for the campus and off-site locations. Capital funds are set aside for such improvements and action has been taken, even since the last Commission visit, such as new roofs on select buildings. As for technology, Southern has made significant upgrades and maintained even with its technology infrastructure since 2010, and utilizes commonly used and tested platforms and information management systems. For instance, Blackboard is used for online modality courses even allowing video chat rooms, lecture capture

storage, and streaming.

Human Resources include qualified staff and are appropriately trained per College systems, including established hiring procedures, evaluation processes, and professional development opportunities. College policy outlines the required credentials for faculty positions, which are established through dialog among the HR Department and appropriate faculty supervisors. Documentation, via the Position Information Questionnaire, further establishes attention to qualifications. Once hired, evaluation methods exist to foster quality improvement. Supervisors are trained on evaluation and offered scheduled professional development days at Southern as evidenced by agendas for those days. Students also provide evaluation for faculty. Besides internal professional development opportunities, the faculty and staff are provided funds that are distributed according to needs as determined by professional development request forms.

Southern follows standard financial procedures, including accounting and auditing. Besides following State law, the College works closely with the State Auditor's Office and adheres to accepted accounting principles and procedures based on the National Association of College and University Business Officers (NACUBO). The College's financial statements are also in compliance with Government Accounting Standard Board (GASB). Multiple audits demonstrate unqualified findings. Should the College find itself in a resource emergency in terms of fiscal footing, it has standing policy (SCP-5260) on financial exigency to guide the institution during such a period.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met With Concerns

Evidence

Governance at Southern is organized in a commonly accepted higher education structure. Southern's Board of Governors includes nine governor-appointed members with an elected chair, and the Board's duties are provided by State statute. Some members are new to the Board and bring useful perspectives to the group. Others have been reappointed. Some interviews raised questions about Board member term limits, in reference to 'West Virginia Code Chapter 18B. Higher Education. Article 2A. Institutional Boards of Governors. Findings; composition of boards; terms and qualifications of members; vacancies; eligibility for reappointment.' No definitive evidence of abuse of appointments was provided beyond speculation by some employees. Board members are required to complete six hours of training every two years, and each new member must have three hours of training when first appointed. The executive team provides to Board members at Board meetings reports detailing the work at the College. In addition to these appointed positions, a full-time faculty member is elected by the faculty assembly, and a member of the student body who in good academic standing is elected by the study body to be on the Board. Additionally, a member of the classified staff is elected by the staff assembly to represent that group on the Board. A review of Board minutes provides evidence of an executive team that informs the Board of significant subjects, including fiscal matters and policy review. The Board is very vested and engaged in the College. Their credentials and broad experience are strong.

Shared governance is promoted by the College, and a review of the Institutional Governance Handbook describes structure, process, and timelines of how shared governance structures function. Multiple committees with varied constituent composition exist on campus and function to make major decisions regarding: curriculum, enrollment, facilities, planning, technology, among others. Institutional records provide evidence of the function and utility of these committees, such as with the Strategic Planning and Financial Review Committee. However, as of October 2017 the Faculty Senate at Southern held a vote of no confidence in the president. A full vote of faculty members led to the same vote, with members citing morale and academic concerns. Disputes on how the vote was

executed were noted by multiple constituency groups even beyond administration. Regardless of the competing narrative of how the vote occurred, tensions exist at Southern. The team did not find a particular cause of blame, however. A confluence of change, unstable leadership in many areas of the college, and a lack of communication, and thus understanding, have resulted in a tense environment at all levels of the organization. The Board of Governors recently awarded the President with a four-and-a-half year contract including a pay increase, and they support him and demonstrate an understanding of the "new normal" of the higher education landscape. The Board stated via a press release that they noted the President's innovative ideas, yet noted concerns about morale and encouraged the President to engage the challenge and report back to the Board of Governors.

Interviews on campus were at times conflicting and selective in nature, some without means of paper or electronic verification. The subject matter of those interviews dealt with faculty credentials, low enrollment courses, unique pay structures for some courses in various disciplines, staff turnover, and multiple reorganizations were the chief concerns noted. The credentials issue from a governance perspective was explored in Criterion 2.A. Reasons for maintaining unique course pay structures included student effectiveness; reasons for not maintaining unique course pay structures were low enrollment and equality. Co-requisite courses in math and team-taught nursing courses in addition to some overlapping biology lectures consisted the bulk of the complaints. Other faculty expressed a desire not to be engaged in this controversy. Regarding staff turnover and recent hires, interviews on campus revealed the perception that there existed internal assumptions about the search for a new president after President Tomlin retired. An internal candidate was not selected by the search firm. While the institution is on its third CAO since the last Commission visit, legitimate reasons for the changes were provided, particularly for the second. The most recent hire seems to be poised to engage Accreditation and CAO duties given her experience. However, multi-year instability has led to campus tension.

Additionally, multiple interviews regarding the previous ALO demonstrated a lack of preventative communication regarding, for example, faculty credentials policy by the Commission. Little work had been generated by the ALO for the Assurance Argument, but little oversight was in place to catch those deficiencies. The departure of the ALO also created tension with the faculty.

The Board of Governors is aware of the challenges with governance in terms of tensions and communication, and they stand behind their new president and current staff to move the institution forward. The Board renewed the president's contract for over four years as a sign of support. Interviews with Board members demonstrated their observation of a need for bridge-building at the institution as well as their desire for stability. Faculty express concerns about a lack of academic leadership and even a need for more administration to shoulder the regulatory and compliance work. They note anxiety and a fear of retaliation.

Clearly, institutional concerns regarding organizational climate are obvious. However, as one interview from a voice not associated with any of the controversies stated: We have a culture at Southern that fosters victimage, blame, and rivalry. That needs to stop for the benefit of the student.

That summary is the goal of the monitoring report the Team recommends and detailed below.

Interim Monitoring (if applicable)

There exists enough evidence from a review of evidence and multiple interviews on site to warrant Commission follow-up. The prior citation on governance has been remedied, which was rectified by the retirement of the previous president who was the wife of the governor. The governor is also now out of office. The College put in place safeguards for the future for such a situation.

Due to the evidence cited herein, the team recommends a focused visit in two years to address governance and communications. The next Commission team should expect from the institution a report that clearly and specifically addresses the following:

1. Revised and improved communication channels, along with results, across the institution.
2. Professional development, particularly on Commission policies and criteria. Faculty, staff, and administration need to be more engaged in the re-accreditation process. Such professional development should encompass multiple personnel avoiding only a select few.
3. Organizational culture assessment that is meaningful, positive, objective, and professional should be engaged, perhaps with the help of an external consultant.
4. Defined process and protocol for managing differences and reconciling disputes, particularly at a small institution. While state statutes dictate reconciling disputes, it is apparent that such statute has not resulted in a harmonious, positive campus culture. Such process and protocol should be more institutional-focused in addition to state requirements. Such processes and protocol may be more managerial focused.
5. New voices utilized on campus in multiple administrative groups that are free from historical challenges and who have fresh insights. While the institution has no control over the appointment of lay members to its Board of Governors, the Commission encourages new members of the Board to offer fresh insights while working with veteran Board members to help move the institution forward and help the campus culture improve.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The institution allocates its resources in alignment with its mission and priorities, especially via its Strategic Planning and Financial Review Committee. An examination of committee minutes demonstrates a review of key institutional goals, discussion assessing implementation status, and budget implications. Goals are the College Commitments which are Board approved, and they are tied to organizational functional areas. These functional areas submit detailed budget requests with rationale to members of the executive team charged with creating the institutional budget.

Additional planning occurs at Southern beyond the Strategic Planning and Financial Review Committee. The College has also developed and prepared an Emergency Preparedness Manual that incorporates response teams and an assessment process for various emergencies. The Facilities Committee now includes safety as a key element of its purpose. Other planning that involves College resources includes both distance education and technology venues. Expanded services and continuing support are engaged by the College as evidenced by multiple sources of documentation, including plans, memos, and fiscal documentation.

A new strategic vision following an in-depth review of the college has been engaged by the new president and his staff. Feedback from internal and external stakeholders provided guidance for the process and the College reports such information will be given to the Strategic Planning and Review Committee for additional processing and development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Southern engages institutional effectiveness via technological processes, including Ellucian Banner with modules for a variety of functional areas. Blackboard Analytics and ARGOS are also used by staff to utilize the common dashboards for those programs. The College also participates in the Community College Survey of Student Engagement (CCSSE). Results are used for improvements in student support as stated in the Assurance Argument. Southern also states it will use data for its new Enrollment Management Plan. Assessment activities and program reviews also provide feedback loops for improved teaching. In terms of facilities, Southern is evaluated by the WV Board of Risk and Insurance Management providing the College with annual reports to help identify safety issues. While attention to institutional effectiveness is obvious, a coordinated manner for systematic dashboards with benchmarks is at best in its infancy at Southern, an area the institution needs to engage in subsequent years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Southern has a resource base that supports its fiscal and personnel needs as evidenced from the agreements and support provided to support Criterion Five. Technology needs are addressed by the institution as is maintenance of a staff sufficient to execute its mission. The College also has a 10-year Master Facilities Plan that guides campus improvements to buildings and grounds.

The Board of Governors is the body created by the state of West Virginia that oversees Southern. The Board demonstrates standard protocols for operations and policy-making as well as respecting its fiduciary responsibilities.

As for shared governance, Southern has had recent challenges that warrant Commission follow up regarding campus operations. A challenge does exist, and despite a two-day visit to the College, the extent of the damage is difficult to ascertain. The College does much to help its students, but unless differences can be negotiated in peaceful and respectful manners, long-term damage to the College may result. The work that needs to be done should not be to determine a "winner" or a "loser" but rather with the common goal of how to serve students and the community while making all other needs secondary. The Board did extend the President's contract by over four years following the no confidence vote and stand behind him. Many faculty have spent years at the College and have strong student support. All parties should find common ground to resolve differences and recognize the fact that there is "new normal" in all of higher education; further, past practices, while desired, may not be feasible in the age of financial reductions, increased public scrutiny, legislative mandates, and evolving economies. Communication and understanding are paramount to the continuing success of Southern. Stakeholders must know that negotiation--at all levels in the organization--requires sacrifice and a willingness to "give" in order to make for a more productive work environment. If the institution continues a "winners" and "losers" approach with their current challenges, the only ones to really suffer will be the students.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met With Concerns
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Focused Visit(s)

Due Date

3/23/2020

Visit Focus

Southern West Virginia Community and Technical College has many positive attributes, but as can happen during major transitional periods, some core components in the Commission's Criteria for Accreditation are lacking to be rendered fully met. Further attention to these core components will ultimately help strengthen the institution. Southern is required to host an HLC Assurance Review Team in order to examine four areas identified by the Team as being "met with concerns" following an assurance review with the Open Pathways visit in Spring of 2018. The Commission Team will have a focused visit in the Spring of 2020 to address the following core components that are "met with concerns."

Criterion 2a

Because there is significant confusion on the part of faculty and staff regarding the Commission's policies, particularly those on faculty credentials, the team determined that a subsequent focus visit to Southern is justified in order to interview key stakeholders about delineation of duties and application of Commission policies. The visit will focus, in general, on shared governance in the institution, particularly for broad institutional accreditation processes and also for faculty credentials. Confusion regarding these topics has led to tension on campus. Employees at all levels could benefit from professional development on these subjects. Should funding be available, faculty and staff are encouraged to attend Commission sponsored events so that messaging regarding accreditation processes and policies are not lost in translation. As a suggestion for both content dissemination and an exercise in collaboration, an on campus presentation, by faculty and administration who attend the same Commission event, could be beneficial to report. While not prescriptive, that suggestion should serve as the type of engagement the institution must demonstrate in its subsequent report and Commission visit in two years.

The visiting team should examine Southern's improvement in both the communication and application of faculty credentialing policy as mandated by the Commission. The team should also examine faculty files to make sure that consistent application has consistently been followed. Campus-wide engagement of Commission processes, policies, and expectations should be evident by this next visit. Extended and relevant discussion on this visit regarding the topic of shared governance is also explored in Criterion 5b.

Criterion 4b

The lack of a robust institutional assessment culture and the lack of co-curricular assessment need attention by the College. The assessment committee lacks a comprehensive representation across the institution and lacks a strong systematic and useful process that is easily articulated and shared as expected of a Commission college. Experiential learning in respect to these types of offerings is valued by the College, and as such deserves an assessment program that includes such learning.

A focused visit may yield additional evidence by the College not found in this Assurance Review. The College needs to address a plan of action for comprehensive assessment, including co-curricular assessment, as well as at least one year of results with strategies for improvement based on results. This College needs to provide evidence of a comprehensive assessment calendar that encompasses academic and operational services. Co-curricular

assessment planning should be integrated into the College's assessment plan. The College's assessment committee should include additional membership in all functional areas beyond just academics. This action will help the institution's assessment efforts mature from their current status. The next visiting team should be able to review this assessment calendar, clear processes, evidence of broad application, and use of results.

Criterion 4c

As identified in the Team's analysis of 4c, Southern obviously must follow State mandates and does so from all indications regarding 4c. However, beyond the goals for retention, persistence, and completion, the actual collection, analysis, and use of data pertaining to those important student success indicators is lacking at the institutional level.

The on-site review conducted previously verified the presence of the requirements of 4c. Evidence to support this criterion for this review is lacking. For future assurance processes, the institution is encouraged to actually define student retention, persistence, and completion as well as measurable goals for each. If it is the institutions wish to use the IPEDS data points, they should be identified as such. Reviewed documents from the previous visit did include the definitions above, but the documents for this review did not. Progress on goals and ideas have occurred, but the expected process maturity has not been fulfilled since the last visit. A focused visit team will seek to clarify any evidence the institution may have to counter this concern.

Ultimately, the current visiting team identified in its electronic review slower than expected growth in the area of retention, persistence, and completion. The College, via state requirements and internal structures, has set goals pertaining to this core component. However, from this electronic review there is a lack of data since the last visit pertaining to useful tracking of students and use of data. Both process refinement and data production with applied examples should be engaged in this report. While two years will not provide sufficient data for long-term trends, the Team expects the institution to move forward in this venue of student service and success with a tangible path. The focus visit should include specific attention paid to the following:

1. Clear institutional definitions of retention, persistence, and completion as well as process refinement to include how data will be assessed against goals and then moved to action.
2. Definitive evidence from goal measurements with analysis and demonstrated use of results. While use may be less than reliable for radical change based on a limited data set, a pattern of evidence with thoughtful analysis should be evident.

Criterion 5b

As stated in the Team's review of Criterion 5, the distance review did not yield sufficient evidence to warrant a clear conclusion to render the core component "met." Given that the Board of Governors requested follow up from the president on campus morale, so too should the Commission see follow up on the status of campus morale, especially as it relates to decision making at Southern. However, beyond campus morale is the need to educate faculty and staff regarding the "new normal" in higher education and as referenced in Criterion 5 Summary of this Assurance Argument Review document. One person does not totally control a campus climate, and improvement in that it will take an institutional willingness to engage one another to help move the institution forward. Follow up evidence should provide a variety of perspectives at levels of decision making. The institution should document the process it engages and integrate goals and actions into a dimension of its institutional effectiveness, such as assessment or planning.

There exists enough evidence from a review of documents and multiple interviews on site to warrant Commission follow-up. The prior citation on governance has been remedied, which was ultimately fixed by the retirement of the previous president who was the wife of the governor who is also out of office at present. The College also put in place safeguards for the future for such a situation.

The Team recommends a report with focused visit in two years to address governance and communications. The next Commission Team should expect from the institution a report that clearly and specifically addresses the following:

1. Revised and improved communication channels across the institution.
2. Professional development, particularly on Commission policies and criteria. Faculty, staff, and administration need to be more engaged in the re-accreditation process. Such professional development should encompass multiple personnel avoiding only a select few.
3. Organizational culture assessment that is meaningful, positive, objective, and professional should be engaged, perhaps with the help of an external consultant.
4. Defined process and protocol for managing differences and reconciling disputes, particularly at a small institution. While state statutes dictate reconciling disputes, it is apparent that such statute has not resulted in a harmonious, positive campus culture. Such process and protocol should be more institutional-focused in addition to state requirements. Such processes and protocol may be more managerial focused.
5. New voices utilized on campus in multiple administrative groups that are free from historical challenges and who have fresh insights. While the institution has no control over the appointment of lay members to its Board of Governors, the Commission encourages new members of the Board to offer fresh insights while working with veteran Board members to help move the institution forward and help the campus culture improve.

Conclusion

The Team determined that Southern has many superior initiatives and assets. It is a strong and capable institution in many respects. The College fulfills its mission to the constituents it serves, and it does so, from the evidence consulted, in accordance to rules and regulations at regional, state, and federal levels. The assessment program and planning processes, while still growing and changing, generally follow expected practice. Southern is to be commended for its exemplary service to its region, including outreach, opportunities for engagement, and student services. Nevertheless, the Commission believes further examination to 2a, 4b, 4c and 5b must be conducted. Southern has the ingredients to be successful. Collaboration and negotiation will be central to its success or failure.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

INSTITUTION and STATE:	Southern West Virginia Community and Technical College, WV
TYPE OF REVIEW:	Open Pathway Assurance Review
DESCRIPTION OF REVIEW:	Assurance Review team has called for an on-site visit per HLC policy INST.C.10.020 to conduct further review of specific issues arising from the Assurance Review. The team has identified several areas of concern primarily with regards to co-curricular assessment, persistence and completion, faculty credentials, shared governance and planning. This visit will be conducted Feb. 5-6, 2018.
DATES OF REVIEW:	10/2/2017 -

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: nc

Degrees Awarded: Associates

Recommended Change: nc

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: nc

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: nc

Additional Location:

Prior HLC approval required.

Recommended Change: nc

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: nc

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: Standard Pathway

Upcoming Events

Comprehensive Evaluation: 2022 - 2023

Recommended Change:

Quality Initiative Report: 08/31/2022

Recommended Change: None due to change of pathway

Quality Initiative Proposal: 08/31/2020

Recommended Change: None due to change of pathway

Monitoring**Upcoming Events**

None

Recommended Change: Focused visit by March 2020 on shared governance, faculty credentials, assessment of student learning, student success and organizational culture.

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	14	_____
Associate Degrees	31	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Boone/Lincoln Campus, 3505 Daniel Boone Pkwy, STE A, Danville, WV, 25053

Williamson Campus, 1601 Armory Drive, Williamson, WV, 25661

Wyoming/McDowell Campus, 128 College Drive, Saulsville, WV, 25876

Recommended Change: nc

Additional Locations

Lincoln County High School Site, 81 Lincoln Panther Way, Hamlin, WV, 25523 - Active

Running Right Leadership Academy (Running Right Way), 431 Running Right Way, Jullian, WV, 25529 - Active

Recommended Change: nc

Correspondence Education

None

Recommended Change: nc

Distance Delivery

11.0103 - Information Technology, Associate, Information Technology

11.0103 - Information Technology, Certificate, Information Technology

12.0401 - Cosmetology/Cosmetologist, General, Associate, Salon Management/Cosmetology

13.1501 - Teacher Assistant/Aide, Certificate, Paraprofessional Education

19.0708 - Child Care and Support Services Management, Associate, Early Childhood

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts

24.0102 - General Studies, Associate, Board of Governors Adult Completion

- 24.0102 - General Studies, Certificate, General Studies
- 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Associate, Associate in Science
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Associate, Occupational Development
- 41.9999 - Science Technologies/Technicians, Other, Associate, Technical Studies
- 41.9999 - Science Technologies/Technicians, Other, Certificate, Technical Studies
- 42.2812 - Forensic Psychology, Certificate, Forensic Psychology and Investigation
- 43.0104 - Criminal Justice/Safety Studies, Associate, Criminal Justice
- 43.0104 - Criminal Justice/Safety Studies, Certificate, Criminal Justice
- 43.0301 - Homeland Security, Associate, Homeland Security and Emergency Services
- 51.0801 - Medical/Clinical Assistant, Associate, Medical Assisting
- 51.0908 - Respiratory Care Therapy/Therapist, Associate, Respiratory Care Technology
- 51.1012 - Sterile Processing Technology/Technician, Certificate, Central Sterile Supply Technician
- 51.2601 - Health Aide, Associate, Health Care Professional
- 52.0101 - Business/Commerce, General, Associate, Strategic Business Integration
- 52.0201 - Business Administration and Management, General, Associate, Business Administration
- 52.0205 - Operations Management and Supervision, Associate, Management
- 52.0299 - Business Administration, Management and Operations, Other, Associate, Mine Management
- 52.0301 - Accounting, Associate, Business Accounting
- 52.0402 - Executive Assistant/Executive Secretary, Associate, Office Administration
- 52.0402 - Executive Assistant/Executive Secretary, Certificate, Office Administration

None

Contractual Arrangements

None

Recommended Change: nc

Consortial Arrangements

None

Recommended Change: nc
