Southern
West Virginia
Community and Technical College

Board of Governors

Agenda Book
April 16, 2019

Members

Howard E. Seufer, Jr., Chair
Eddie J. Canterbury, Vice Chair
Eddie J. Canterbury, Secretary
J. Chris Adkins
Lisa Haddox-Heston
Janice Olive
Samuel A. Stewart
Pat J. White
Mason E. White II
William H. Alderman II
Cherri Stroud
Dianna Toler

Robert E. Gunter, Ed.D
President

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 16, 2019
6:00 p.m.
Building C, Room 428
2900 Dempsey Branch Road • Mount Gay, WV

AGENDA

1. Verification of Quorum and Call to Order . . . . . Mr. Howard Seufer, Board Chair

2. Expectations of Board Members 2018-2020 . . . . . Chair Seufer

3. Call for Public Comments to the Board of Governors . . . . . Chair Seufer

4. 2019 Higher Learning Commission Conference Report . . . . . Ms. Janice Olive

5. Recruitment Efforts Report . . . . . Mr. Darrell Taylor, Director of Enrollment Management and Student Engagement

6. President's Report . . . . . Dr. Robert Gunter, President

7. Financial Report . . . . . Mr. Samuel Litteral, Vice President for Finance and Administration

8. Action
   - 8.1 Appointment of Nomination Ad Hoc Committee for 2019-2020 Officers . . . . . p. 10
   - 8.2 Request for Approval of February 19, 2019 Board Minutes . . . . . p. 11
   - 8.3 Request for Approval of Personnel Salary Increase Proposal for All Regular Employees for FY 2019-2020 . . . . . p. 19
   - 8.4 Request to Implement New Degree Program, A.A.S, Industrial Technology: Machinist Technology/Computer Numerical Control (CNC) . . . . . p. 21
   - 8.5 Request for Approval to Terminate Salon Management/Cosmetology, Associate in Applied Science Degree Program . . . . . p. 34
   - 8.6 Request for Approval of Academic Program Reviews
     - 8.6.1 Board of Governors Adult Degree Completion, Associate in Applied Science. . . . . p. 46
     - 8.6.2 Health Care Technology, Medical Lab Assistant Option, Certificate . . . . . p. 90
     - 8.6.3 Occupational Development, Associate in Applied Science . . . . . p. 131
     - 8.6.4 Surgical Technology, Associate in Applied Science. . . . . p. 140
   - 8.7 Request for Final Approval of Proposed Institutional Policies
     - 8.7.1 SCP-1435, *Inclement Weather and Emergency Situations* . . . . . p. 161
     - 8.7.2 SCP-3620, *Policy Regarding Program Review* . . . . . p. 169
     - 8.7.3 SCP-3637, *General Education Philosophy and Goals* . . . . . p. 175
   - 8.8 Request for Approval of Institutional Policies for 30-day Public Comment
     - 8.8.1 SCP-1003, *Consumer Information* (New) . . . . . p. 179
     - 8.8.2 SCP-4001, *Student Consumer Protection* (New) . . . . . p. 184

9. Discussion
   - 9.1 A lawsuit pending in the Circuit Court of Kanawha County, *Corbett and others v. Southern West Virginia Community and Technical College* . . . . . Chair Seufer
   - 9.2 2019-2020 Draft Board Meeting Schedule . . . . . p. 190

10. Possible Executive Session Under Authority of WV Code §6-9A-4(b)2A regarding Personnel and Management Issues* . . . . . Chair Seufer
    - 10.1 Board of Governors Presidential Review Committee Report . . . . . Mr. Eddie Canterbury
    - 10.2 2019-2020 President's Goals . . . . . Chair Seufer

11. Informational
    - 11.1 May 11, 2019, Commencement – 10:00 a.m., Williamson Memorial Fieldhouse, 1703 W. Third Avenue, Williamson, WV

12. Adjournment . . . . . Chair Seufer

*Upon return to Open Meeting from any Executive Session, the Board of Governors may take action on items discussed.

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

Committee	President's Activity Report	Date	April 16, 2019
Facilitator	Dr. Bob Gunter	Time	6:00 PM
Location	Southern West Virginia Community and Technical College		

President's Activities			
Ck	**Date**	**Activities**	**How Participated**
		Staff Meetings	
	February 22, 2019	Governance Day	Attended
		Quarterly Faculty Senate Meeting	Presented
		State of the College Address	Presented
		Annual Employee Safety Training	Attended
		President's Unit Meeting	Presided
	March 4, 2019	Vice President Meeting – Deanna Romano	Presided
		Vice President Meeting – Allyn Sue Barker	Presided
		Vice President Meeting – Rita Roberson	Presided
	March 5, 2019	Vice President Meeting – Tom Cook	Presided
	March 6, 2019	Vice President Meeting – Sam Litteral	Presided
	March 12, 2019	President's Cabinet Meeting	Presided
	April 1, 2019	Vice President Meeting – Deanna Roman-	Presided
		Vice President Meeting – Sam Litteral	Presided
		Vice President Meeting – Tom Cook	Presided
	April 2, 2019	Board of Governors Agenda Committee Meeting	Attended
	April 2, 2019	Vice President Meeting – Rita Roberson	Presided
	April 3, 2019	Vice President Meeting – Allyn Sue Barker	Presided

Key Points Discussed and Action Items			
Ck	**Date**	**Activities**	**How Participated**
	April 10, 2019	President's Cabinet	Presided
		Other College Meeting(s)	
	February 20, 2019	Institutional Effectiveness Committee	Presided
	March 4, 2019	Mingo Central High School Visit – Recruiting	Presented
	March 5, 2019	Dean of Student Services Interview – Dr. Charles Lopez	Presided
		Dean of Student Services Interview – Ms. Sarah Patterson	Presided
	March 6, 2019	Scott High School Visit – Recruiting	Presented
		Adjunct Faculty Agreement Contract Discussion	Presided
	March 7, 2019	New Southern Website Committee Meeting	Attended
		Enrollment Management Discussion	Presided
		Student Success/Retention/Recruitment Discussion	Presided
		Dean of Student Services Discussion	Presided
	March 12, 2019	Student Registration Information Discussion	Presided
		Academic Affairs Discussion	Presided
	March 13, 2019	Sherman High School Visit – Recruiting	Presented
	March 14, 2019	Telethon Planning Meeting	Attended
		Greater Williamson Community Development Corporation	Attended
	March 18, 2019	Student Engagement Discussion	Presided
		Advising, New Student Orientation, Registration Discussion	Presided
	March 19, 2019	Institutional Effectiveness Committee	Presided
		Governance Day Professional Development Discussion	Presided

Key Points Discussed and Action Items			
Ck	**Date**	**Activities**	**How Participated**
	March 20, 2019	WV Gear Up: First Year Transition Program Discussion	Presided
	March 21,2019	Westside High School Visit – Recruiting	Presented
		Overview/Next Steps of WV Invest Initiative	Phone
	April 2, 2019	Chapmanville Regional High School – Recruiting	Attended
		Early College Academy Informational Meeting – Chapmanville Regional High School	Attended
		SynDaver Surgical Technology Manikin Demonstration	Attended
	April 3, 2019	Southern Mountains District Consortium Meeting	Presided
		Early College Academy Informational Meeting – Logan High School	Attended
	April 4, 2019	Man High School Visit – Recruiting	Presented
	April 4, 2019	Early College Academy Informational Meeting – Man High School	Attended
*	April 6 – 9, 2019	Higher Learning Commission 2019 Annual Conference	Attended
		Chamber of Commerce/Consortium/Association Meetings	
	March 12, 2019	Logan County Chamber of Commerce Meeting	Attended
	March 14, 2019	Chief Logan Recreation Center Board Meeting	Attended
	April 11, 2019	Chief Logan Recreation Center Board Meeting	Attended
	April 11, 2019	Tug Valley Chamber of Commerce Meeting	Attended
*	April 14, 2019	2nd Annual "Champions for Southern" Foundation Telethon	Attended
		Campus Visits	
	March 13, 2019	Boone/Lincoln Campus Visit	Visit
	March 14, 2019	Williamson Campus Visit	Visit

	March 21, 2019	Wyoming County Campus Visit	Visit
	April 11,2019	Williamson Campus Visit	Visit
		Individual(s) Meet/Greet	
	March 6, 2019	Ms. Julie Greco, Pullin, Fowler, Flanagan, Brown & Poe, PLLC	Attended
		Ms. Gena Godby and Ms. Sonya Dunlap, Counselors, Scott H.S.	Attended
	March 14, 2019	Jake Hunt, Director Region 2 Workforce Board	Attended
*	March 20, 2019	Elizabeth Manuel, WV Gear Up	Attended
Other			
Informational Items/Planned Activities			

- ✓ Dr. Charles Lopez, Dean of Student Services
- ✓ SB 1 - WV Invests Initiative (Free Community College)
- ✓ Program Expansion Grants for EMT/Paramedic and Nursing
- ✓ WV Gear Up: First Year Transition Program – Two Student Services Positions (Retention)
- ✓ Recruiter/Liaison Position – Institutional Advancement
- ✓ RCBI Recruiter (Machinist)
- ✓ CTE to CTC Visitations
- ✓ Summer Camp(s) – Maker Space, RCBI
- ✓ Early College Academy Orientation(s)
- ✓ Billboards on Corridor G
- ✓ New Website
- ✓ Student/Parent Promotional Packets
- ✓ Community Meetings
- ✓ Increased Evening Programming
- ✓ Increased Online Programming
- ✓ Real-time Course Offerings
- ✓ Guided Pathways to Success – 15 to Finish, Appreciative Advising, Meta Majors
- ✓ Enrollment Management Plan
- ✓ SkillsUSA
- ✓ HLC McDowell Site Approval Request
- ✓ Intramural Sports
- ✓ 2nd Annual “Champions for Southern” Telethon

ACTION ITEMS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Appointment of the Board of Governors Nomination Ad Hoc Committee. *This Resolution is for an informational item only.*

RECOMMENDED RESOLUTION: *RESOLVED*, that the Chair of Southern West Virginia Community and Technical College Board of Governors appoint the Chair and members of the Nomination Ad Hoc Committee.

STAFF MEMBER: Howard E. Seufer, Jr.

BACKGROUND:

In accordance with the West Virginia Legislature House Bill 3215 §189B-2A-1, the Southern West Virginia Community and Technical College Board of Governors Nomination Committee will bring forward recommendations and nominations for the election of Board Officers for academic year 2019-2020. Chairman Seufer will appoint an ad hoc Nomination Committee to submit recommendations to the full Board at its June 18, 2019 meeting. The current officers are:

- Chair – Howard E. Seufer, Jr.
- Vice Chair – Eddie J. Canterbury
- Secretary – Eddie J. Canterbury

Southern West Virginia Community and Technical College
Board of Governors
Meeting of February 19, 2019
6:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia

DRAFT MINUTES

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

Board Members Absent: Mason 'Ed' White

College Staff Present: Robert Gunter, President; Allyn Sue Barker, Tom Cook, Samuel Litteral, Rita Roberson, Deanna Romano, Chuck Puckett, Chris Ward, David Kommer, Russell Saunders, Carol Howerton, Patricia Miller, Chris Gray, Emma Baisden (Recorder)

1. Call to Order
Board of Governors Chair, Howard 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 asked for public sign up for comments to the Board. No signatures for public comment were recorded.

3. Community College National Legislative Summit Report
Chair Seufer informed Board members that he participated in the Association of Community College Trustees (ACCT) National Legislative Summit held in Washington, D.C., February 10-13, 2019. The Legislative Summit is a community college advocacy event which brings together more than 1,000 community college leaders, and places a spotlight on the importance of our nation's community colleges for Congress and the Administration. The Summit is designed to inform and educate community college leaders on federal policy issues that impact postsecondary institutions and students. Summit participants heard from members of U.S. Congress, leading political analysts, and other high-profile speakers about the current climate in D.C., recent elections, and legislative issues impacting community colleges. Participants also had the opportunity to network with fellow community college leaders and meet with their U.S. representatives in Congress to advocate for their support for community colleges and their students. Mr. Seufer stated that Southern and the Board of Governors are on the front line of community and technical colleges. The big issues discussed were: Workforce development- jobs affordability; Trends for childcare; Extending Pell grant funds to prisoners (second chance Pell grants); and the free community college movement (state pays last dollars). Mr. Seufer attended a session of approximately 300 attendees led by Dr. Casey Sacks, former West Virginia Community and Technical College System Vice Chancellor, and current Deputy Assistant Secretary for Community Colleges, in the Office of Career, Technical, and Adult Education at the U. S. Department of Education. Dr. Sacks talked about Pell Grants, Perkins V and other issues. Community

and technical colleges that survive are the ones who learn how to address the needs of the industry. Chair Seufer thanked the College for sending him to Washington. He is also the West Virginia Coordinator for the ACCT.

4. Annual Faculty Senate Presentation

Mr. Chris Ward, Boone/Lincoln Campus Senator representative to the Faculty Senate, represented the Senate on behalf of Ms. Stephanie Mounts, Faculty Senate Chair, who had a family emergency and was unable to participate. Mr. Ward informed Board members that the Southern's Faculty Senate serves as the voice of the faculty and exercises the authority of the faculty in college affairs. The Senate strives to represent the views of the faculty on such issues as academic standards, faculty status and grievance, and all affairs deemed of special interest to the faculty. He presented the Board with an overview of the Senate's composition, and informed the group that the Faculty Senate is designed to create an open channel between the faculty, administration, and the Board of Governors. The Senate's work for 2018-2019 includes:

- Revised and Updated Faculty Handbook
- Revised Student Course Evaluation questions per faculty input *(in progress)*
- Modified Promotion and Tenure Policy/Procedure for advancement through Institutional Governance structure *(in progress)*
- Modified Faculty Evaluation Policy/Procedure for advancement through the Institutional Governance structure *(in progress)*
- Designated Professional Development funding to faculty members for Presidential approval

Mr. Ward highlighted the achievements of several of Southern's faculty during the academic year:

- Lillie Teeters, English Instructor, received the 2018 Employee of the Year Award for her initiation and sponsorship of the student-run *Sticks* Magazine. *Sticks* is in its third year of publication and has expanded to include Open-Mic Nights to showcase student talent.
- Matt Payne (Computer Information Associate Professor), Rick Thompson (Computer Information Professor), and Chuck Puckett (Biology Assistant Professor) worked together to bring the *S-Con Gaming and Pop Culture Convention* event to the community.
- Chris Ward, Mathematics Instructor, was elected President of the West Virginia Mathematical Association of 2-Year Colleges (WVMATYC) for 2019-2021 academic years. Southern will host the Spring WVMATYC conference in April 2019 on our Logan Campus.
- Stephanie Mounts, Business Instructor, and students partnered with the IRS Volunteer Income Tax Assistance program to offer free tax preparation. Five students became IRS Advanced Certified Tax Preparers. Volunteers prepared 127 tax returns during Spring semester 2018.
- Melissa Kirk, Nursing Professor, and her first-year Nursing students participated in the 2018 Dignity Hospice Memorial Walk in Chapmanville. Missy was a guest speaker for the event.

5. President's Report

5.1 President Gunter provided the welcome for the Early College Academy for Logan County high school students on December 12, 2018. Plans are to replicate the program for Mingo County students.

5.2 The West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education sponsored Higher Education Day at the West Virginia Legislature on January 28, 2019. In past years, all West Virginia public two- and four-year institutions and all West Virginia Independent College and University member institutions were invited to set up a table display during Higher Education Day. Due to ongoing renovations to the Capitol rotunda, there was not enough space to accommodate table displays, and only the institutional president and one student was invited to participate in the event.

5.3 President Gunter participated in the Alliance for the Economic Development of Southern West Virginia's Legislative Reception held at the Governor's Mansion on January 28, 2019.

5.4 On February 4, 2019, President Gunter welcomed Bluefield State College representatives to Southern's campus for a partnership meeting to discuss the University Center concept. He plans to renovate the old bookstores for the universities/colleges to setup an office to use as a recruitment tool. By having university partners, our students can pursue a bachelor's degree with their college or university of choice on Southern's campuses. It is possible that some of our full-time faculty members could serve as adjunct faculty for the four-year institutions. Bluefield State College is eager to bring multiple programs to Southern.

5.5 Southern has contracted with Bulldog Creative Services of Huntington, West Virginia, to redesign our website. They are 30-days in and have developed a shell thus far. We are planning to launch the new website by the end of April 2019. Southern should have a new website within 60 days.

5.6 Visits to high schools within Southern's service district have been scheduled. Also, high school campus visits are being scheduled to bring high schools students to our campuses to learn about career and technical programs. This is part of the CTE to CTC Pathways.

6. Financial Report

Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated January 31, 2019 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. Mr. Litteral informed the Board that tuition has not been deposited, but the institution should be good with revenues over expenses.

7. Board of Governors Tuition and Fees Committee Proposal

Ms. Janice Olive, Committee Chair, presented the Ad Hoc Committee's tuition proposal. The Committee recommended that the Board of Governors approve a resolution for a 5.23% tuition increase for the 2019-2020 academic year to reflect a $96.00 per semester per FTE increase for resident students effective July 1, 2019. This reflects an increase of $8.00 per credit hour which will increase tuition from $153.00 per credit hour to $161.00 per credit hour. This increase will bring the full-time tuition to $1,932.00 per semester, and the annual tuition rate to $3,864.00 for resident students. It is anticipated that the increase will generate approximately $339,600 of additional revenue. No additional course fees are requested for FY 2019-2020. The Committee further recommends that the tuition and fee rates for nonresident students be placed at a level to insure that nonresident students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B). In addition to Ms. Olive, Committee members included Will Alderman, Cherri Stroud, President Gunter, and Samuel Litteral.

8. Action Items:

8.1 Request for Approval of Tuition and Fees

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed resident tuition increase of $96.00 per semester per FTE for the 2019-2020 academic year effective July 1, 2019, AND

FURTHER RESOLVED, that the tuition and fees be placed at a level to insure that out-of-state students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

ACTION: Lisa Haddox-Heston seconded the motion. The motion carried unanimously. Chair Seufer declared the report received and the motion approved.

8.2 Appointment of Board of Governors Vice Chair

Chair Seufer appointed Eddie Canterbury as the Board of Governors Vice Chair to fill the officer vacancy created by the resignation of Mr. Kevin Zachary in December 2018. Since there is no prohibition in Board policy, Mr. Canterbury will serve as Vice Chair and Secretary through June 30, 2019.

8.3 Appointment of Board of Governors Presidential Review Committee

Chair Seufer appointed the following individuals to serve on the Board of Governors annual Presidential Review Committee: Eddie Canterbury, Chair; Will Alderman, Cherri Stroud, Dianna Toler, and Mason 'Ed' White. The Committee will provide a report to the full Board at its April 16, 2019 meeting.

8.4 Request for Approval of December 11, 2018 Board Minutes

MOTION: Will Alderman moved to accept the meeting minutes as presented.

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

8.5 Request for Approval of Mission and Vision Statements

MOTION: Janice Olive moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors reaffirm the Mission and Vision Statements of Southern West Virginia Community and Technical College.

ACTION: Will Alderman seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the Mission and Vision statements reaffirmed.

8.6 Request for Approval of Strategic Plan

MOTION: Cherri Stroud moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Strategic Plan 2018-2023.

ACTION: Lisa Haddox-Heston seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the 2018-2023 Strategic Plan approved.

8.7 Request for Final Approval of Proposed Institutional Policies and Submission to Chancellor

8.7.1 SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*

MOTION: Eddie Canterbury moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff,* 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.

8.7.2 SCP-2575, *Overtime and Compensatory Time*

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 of SCP-2575, *Overtime and Compensatory Time*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

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

8.7.3 SCP-3000, *Distance Learning*

MOTION: Lisa Haddox-Heston moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3000, *Distance Learning*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

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

8.8 Request for Approval to Release for 30-day Public Comment Period

8.8.1 SCP-1435, *Inclement Weather and Emergency Situations*

MOTION: Eddie Canterbury 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-1435, *External Professional Activities of Faculty and Other Professional Staff*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period

ACTION: Mason 'Ed' White seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

8.8.2 SCP-3620, *Policy Regarding Program Review*

MOTION: Janice Olive 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-3620, *Policy Regarding Program Review*, to Southern's constituencies and the

Chancellor for Community and Technical College Education for the required 30-day comment period.

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

8.8.3 SCP-3637, *General Education Philosophy and Goals*

MOTION: Lisa Haddox-Heston 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-3637, *General Education Philosophy and Goals*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

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

9. Discussion

9.1 Community and Technical College System Enrollment Report

The West Virginia Community and Technical College System provided the Fall 2018 Community and Technical College System Enrollment Report to institutional presidents in December 2018. The report reflects the enrollment data of all community and technical colleges in West Virginia. President Gunter led the discussion of the enrollment report with the group.

9.2 Spring 2019 Enrollment Report, Southern

Ms. Allyn Sue Barker, Interim Vice President for Student Services, provided an overview of the student enrollment statistics for the Spring 2019 semester at Southern West Virginia Community and Technical College as of February 14, 2019. The enrollment report included headcount, full-time equivalent (FTE), enrollment trends 2016 through 2019, and enrollment statistics by campus (2019). Ms. Barker provided enrollment data handouts for the Board of Governors. Statistics show that enrollment has decreased in headcount by -241 students and in full-time equivalent (FTE) by -193.8. This is a decrease of -15.9% in headcount and a decrease of -16.6% in FTE from Spring 2016 through Spring 2019. From the Fall 2018 census to Spring 2019 (2/15/2019) enrollment decreased in headcount by -177 and in FTE by -145. At its April 2019 meeting, the Board requested a presentation be provided by the Director of Enrollment Management and Student Development on what type of recruitment activities have been completed and what recruitment activities are being planned.

10. Information

10.1 Strategic Enrollment Management Plan

Southern West Virginia Community and Technical College's Strategic Enrollment Management Plan 2019-2023 replaces Southern's Enrollment Management Plan which expired in 2015. The new plan was developed by a Steering Committee consisting of a broad representation of the College which analyzed data to develop goals and strategies which focus on recruitment, enrollment, retention, and completion. These strategies and activities support student success. The plan was reviewed by the Student Success Committee on November 30, 2018. After review and recommendation for minor changes, the Committee approved the plan to be forwarded through the Governance System to the Executive Council. At its December 6, 2018, the Council approved the document with modification and submitted it to the President's Cabinet for review and consideration for approval. The President's Cabinet reviewed and approved the plan as presented at its December 11, 2018 meeting, pending review by the College community with an opportunity to offer suggestions for change. The plan was distributed via e-mail to all Southern employees for a 30-day comment period which ended on January 31, 2019. Two (2) comments related to technical changes was received during the comment period. These changes were incorporated into the final document which is being presented to Southern's Board of Governors.

10.2 The Economic Value of Southern West Virginia Community and Technical College Executive Summary and Fact Sheet

The West Virginia Community and Technical College System contracted with Economic Modeling Specialist Intl. (EMSI) to provide an economic impact study of community colleges in West Virginia. The Executive Summary and Fact Sheet highlights the work done at Southern West Virginia Community and Technical College.

11. Adjournment

There being no further business, Chair Seufer declared the meeting adjourned at 8:35 p.m. The next Board meeting is scheduled for 6:00 p.m. on April 16, 2019 and will be held 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 APRIL 16, 2019

ITEM: Request for Approval of Personnel Salary Increase for All Regular Employees for FY 2019-2020

RECOMMENDED RESOLUTION: *RESOLVED,* That the Southern West Virginia Community and Technical College Board of Governors authorize and direct the President of Southern West Virginia Community and Technical College, in conjunction with the Chief Financial Officer, to fund a base salary increase of $2,370 for eligible employees of Southern West Virginia Community and Technical College as described below effective July 6, 2019.

STAFF MEMBER: Samuel M. Litteral

BACKGROUND:

During the recently completed West Virginia legislative session, the Budget Bill (HB 2020) provided for a 5% salary enhancement for all West Virginia State employees. The State calculates the amount per employee by using the average of state appropriated salaries. The State determined 5% of the average salary to be $2,370. As with last year, the money allocated for additional raises is not enough to cover a 5% pay increase or the full amount of the flat $2,370 increase this year. Southern West Virginia Community and Technical College received an increase in FY 2020 state appropriations designated for salary increases totaling $297,609.00. This increase in appropriations, combined with $27,693.00 of grant funds and $105,081.00 of operational funds for a total of $132,774.00, allows sufficient funding to provide for the flat increase of $2,370, including taxes and benefits for all eligible employees. Special Revenue paid employees must be funded from grant or institutional funds. A streamlining of fiscal operations is providing sufficient funding to pay for and sustain these increases.

The salary increase would become effective for the pay cycle beginning July 6, 2019, and employees would receive the increase on the pay cycle ending August 2, 2019.

If approved, the salary increases will be applied as follows for each group:

Faculty - All regular full-time faculty of Southern West Virginia Community and Technical College as of June 30, 2019, will be granted a flat increase of $2,370 to their base salary beginning with their FY 2020 contract date. The estimated cost of this salary increase plus benefits is $164,810.00.

Classified Staff - All regular full-time classified staff of Southern West Virginia Community and Technical College as of June 30, 2019, will receive a flat increase of $2,370 to their base salary. The estimated cost of this salary increase plus benefits is $154,003.00.

Non-classified Staff - All regular non-classified staff of Southern West Virginia Community and Technical College as of June 30, 2019, will receive a flat increase of $2,370 to their base salary. The estimated cost of this salary increase plus benefits is $108,071.00.

Part-time regular employees of Southern West Virginia Community and Technical College as of June 30, 2019, will receive a pro-rated salary increase based on the number of hours worked. This estimated cost of this salary increase is $3,500.00.

The total estimated cost of salary increases for eligible employees plus benefits is **$430,383.00 .**

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval to Submit New Academic Program for Implementation

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the submission of the new Industrial Technology: Machinist Technology/Computer Numerical Control (CNC) Associate in Applied Science degree program to the Chancellor of the West Virginia Community and Technical College System for implementation effective Fall 2019. This new program implementation is in accordance with the West Virginia Council for Community and Technical College Education, Series 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Russell Saunders

BACKGROUND:

The School of Career and Technical Studies requests the Southern West Virginia Community and Technical College Board of Governors grant approval of the request to submit to the Chancellor of the West Virginia Community and Technical College System the Industrial Technology: Machinist Technology/Computer Numerical Control (CNC) Associate in Applied Science degree program for implementation in accordance with the West Virginia Council for Community and Technical College Education, Series 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

Per the Memorandum of Agreement with the Robert C. Byrd Institute endorsed January 10, 2018, Southern has committed to the implementation of the above-named Associate in Applied Science degree program. The institution requests that the new program be placed on the institution's official degree inventory effective Fall 2019.

The new program was reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their February 2019 meeting and by Executive Council and President's Cabinet at their March 2019 meetings.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Russell Saunders

CHECK ONE: ☑ Individual ☐ Committee ☐ Council/Senate
CHECK ONE: ☐ Policy Recommendation ☐ Non-Policy Recommendation

1. BACKGROUND:
The current Industrial Technology program contains only certificates with a machining option. These options need the AAS Industrial Technology ~~and Manufacturing AAS~~ degree developed for RCBI.
Machinist Technology/Computer Numerical Control (CNC)

2. STATEMENT OF RECOMMENDATION:
Please approve the new AAS in Industrial Technology ~~& Manufacturing~~ - ~~Machining Option~~.
A.A.S. degree title: Industrial Technology: Machinist Technology/Computer Numerical Control (CNC)

3. RATIONALE:
Machinist Technology/Computer Numerical Control (CNC)
The Industrial Technology ~~& Manufacturing~~ AAS degree is needed for the current RCBI administered program. This program was developed by RCBI experts offered at multiple locations.

4. SUPPORTING DATA AND DOCUMENTS:
The machining certificate, AAS courses, and syllabi were previously developed and approved during the last two years. See attached documentation.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	
Financial	
Personnel	
Space	
Technology	
Other	

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

7. 2/21/2019
Signature of Governance Committee Chair or Individual Submitting the Recommendation — Date

2/22/19

8. MANAGEMENT COUNCIL FOR ACADEMIC AFFAIRS AND STUDENT SERVICES RECOMMENDATION: (if applicable)

☐ Approved as Recommended ☒ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

D. Romano 2/27/2019
Chair's Signature Date

9. INSTITUTIONAL EFFECTIVENESS COMMITTEE RECOMMENDATION: (if applicable)

☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Chair's Signature Date

10. EXECUTIVE COUNCIL'S RECOMMENDATION:

☒ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

D. Romano 3/7/2019
Chair's Signature Date

11. PRESIDENT'S CABINET RECOMMENDATION:

☑ Approved as Recommended ☒ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: Modified to reflect the A.A.S. degree specified in the Memorandum of Agreement with the Robert C. Byrd Institute endorsed 01/10/2018

03/26/2019
Chair's Signature 3/12/19 Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Chair's Signature Date

Final Decision Copied to:
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

~~Curriculum and Instruction Request Form~~

NEW PROGRAM / EXISTING PROGRAM TERMINATION

Program Name: Industrial Technology ~~and Manufacturing~~ Machinist Technology/Computer Numerical Control (CNC) | CIP Code for new program: 48. 0510

School: Career and Technical Studies

Program Description (required for new programs only)

A.A S. degree title: Industrial Technology: Machinist Technology/Computer Numerical Control (CNC)

Industrial Technology ~~and Manufacturing~~ AAS degree – ~~Machining Option~~

Prepares individuals to apply technical knowledge and skills to operate computer numerically controlled (CNC) machine tools, such as lathes, mills, precision measuring tools, and related attachments and accessories, to perform machining functions, such as cutting, drilling, shaping, and finishing products and component parts. The **machining option** includes instruction in CNC terminology, setup, programming, operations, and troubleshooting; blueprint reading; lathe and mill operations; technical mathematics; computer literacy; CAD/CAM systems; shop and safety practices; equipment capabilities; and regulations and laws.

Justification for Request:

A.A.S. degree title: Industrial Technology: Machinist Technology/Computer Numerical Control (CNC)

The Industrial Technology ~~and Manufacturing~~ AAS degree is needed for the current RCBI administered program on the Williamson and McDowell campuses. This program was replicated through RCBI experts and their multiple locations. The machining certificate, AAS curriculum, and syllabi were previously developed and approved during the last two years. Please see the attached documents.

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date:	Russell Saunders	2/18/2019	
Dean of School / Date:	Russell Saunders	2/18/2019	Approve / Disapprove
Curriculum and Instruction / Date:		2/22/19	Approve / Disapprove
MCAS / Date:	D. Romano	2/27/2019	Approve / D sapprove
Executive Council / Date:	D. Romano	3/7/2019	Approve / Disapprove
President's Cabinet / Date:		3/26/2019	Approve / Disapprove

Revised June 28, 2018

A.A.S. - Industrial Technology: Machinist Technology/Computer Numerical Control (CNC)

School of Career and Technical Studies

~~Associate in Applied Science – Industrial Technology and Manufacturing – Machinist Option~~

Proposed New AAS Degree

Williamson Campus & McDowell Campus
Program Instructor: Justin Lowe or Donald Grubb
Phone: (304) 236-7168
Email: Justin.Lowe@Southernwv.edu or jlowe@rcbi.org – Williamson
Email: Donald.Grubb@Southernwv.edu or dgrubb@rcbi.org – McDowell

Earn a Degree and Graduate Early (EDGE): http://careertech.k12.wv.us/edge/edgeCollege.html
This degree program provides students the opportunity to receive credit for their high school EDGE courses as denoted with (E*) within the program sequence.

Fall - First Semester		
EG 105 (E)	Industrial Safety	1
MT 124	Technical Math	3
MC 121	Introduction to Machining	4
MC 200	Blueprint Reading	3
MC 205	Precision Measurement	3
	Fall Semester Total	**14**
Spring - Second Semester		
EN 101	~English Composition I	3
MC 215	Metalworking Theory & Application	10
MC 233	NIMS Credentialing	4
	Spring Semester Total	**17**
Fall - Third Semester		
CS 102 (E)	Computer Literacy	3
MC 241	Introduction to CNC Machining	4
MC 244	CNC Set-Up and Operation	4
DR 204	Computer Aided Design	4
	Fall Semester Total	**15**
Spring - Fourth Semester		
SP 103	~Speech Fundamentals	3
EC 241	~Principles of Economics I	3
MC 246	Computer Aided Manufacturing	4
MC 248	NIMS Credentialing/CNC Project	4
	Spring Semester Total	**14**
	Total Program Hours	61

Notes: ~ Designates courses on the statewide Core Coursework Transfer Agreement

Industrial Technology

Certificate
30 Credit Hours

Purpose
The Industrial Technology Certificate Program is designed to provide basic skills in a variety of applied industrial careers which can lead to entry-level positions and provides a smooth transition into an associate or high technology field.

With the exception of MT 124 and MT 124A, the General Education component is available at all campuses. Depending on the chosen Specialization, the availability of courses from campus to campus will vary.

Mechatronics Option

First Semester	Title	Credit Hours
EG 103	Electrical Calculations	3
EG 105 (E)	Industrial Safety	1
EG 107 (E)	Introduction to Circuits	4
MT 124	Technical Math	3
o	or	
MT 124A	Technical Math, Enhanced	
MX 110	Introduction to Mechatronics	2
OR 105 (E)	Orientation to Technical Programs	1
		14
Second Semester	**Title**	**Credit Hours**
EN 101 or EN 101A	~English Composition I	3
MX 120	Mechanical Power I	2
MX 130	Fluid Power I	2
MX 180	PLC Fundamentals	1
MX 184	PLC Interfacing and HMIS	1
MX 186	PLC Applications	1
MX 190	Industrial Robotics	3
SP 103	~Speech Fundamentals	3
		16

~ Designates courses on the statewide Core Coursework Transfer Agreement.

Machinist Option Current Certificate

First Semester	Title	Credit Hours
EG 105 (E)	Industrial Safety	1
MC 121	Introduction to Machining	3
MC 200	Blueprint Reading	3
MC 205	Precision Measurement	3
MT 124	Technical Math	3
OR 105 (E)	Orientation to Technical Programs	1
		14
Second Semester	**Title**	**Credit Hours**
CS 102 (E)	Computer Literacy	3
EN 101 or EN 101A	~English Composition I	3
MC 215	Metalworking Theory & Application	10
		16

~ Designates courses on the statewide Core Coursework Transfer Agreement.

Saunders, Russell

From: Baisden, Emma
Sent: Thursday, December 13, 2018 3:37 PM
To: All Employees
Subject: President's Cabinet Action on 12-11-2018
Attachments: CI_november 2018_PC Approved 2018-12-11.pdf; CI_november 2018 _SM_termination_PC Approved 2018-12-11.pdf; IR_Mission and Vision Statements Review_SPFR Approval 11302018_PC 12112018.pdf; IR_SCP-3620_nov2018_PC 2018-12-11.pdf; IR_SCP-3637_PC 2018-12-11.pdf; IR_SIP-1091, Classified Staff Council Proxy_PC Approved 2018-12-11.pdf

At its meeting on December 11, 2018, the President's Cabinet took the following action:

1. Approved the November 13, 2018 President's Cabinet meeting minutes as presented.
2. Approved SIP-1091, *Classified Staff Council Proxy*, and SIP-1091.A, *Classified Staff Council Proxy Form*, as recommended.
3. Approved termination of the Salon Management/Cosmetology, A.A.S. program for advancement to the Board of Governors for review and consideration pending determination of plans for disposal of equipment.
4. Approved Strategic Enrollment Management Plan as recommended pending review and opportunity for comment by all Southern employees. Comment period ends January 31, 2019.
5. Approved institutional Mission and Vision Statements as recommended for advancement to the Board of Governors for review and consideration for final approval.
6. Approved revisions to SCP-3620, *Policy Regarding Program Review*, as recommended for advancement to the Board of Governors.
7. Approved revisions to SCP-3637, *General Education Philosophy and Goals*, as recommended for advancement to the Board of Governors.
8. Approved requests from the School of Career and Technical Studies as recommended:
    a. Add AH 132, Advanced Medical Terminology, as a prerequisite to AH 225, Electronic Healthcare Record Systems
    b. Delete EM 275, Human Systems for Emergency Medical Services, in Banner
    c. Eliminate AH 203, Communication Skills in Allied Health, as a requirement from Medical Assisting, A.A.S. program
    d. Add MC 233, NIMS Credentialing; MC 241, Introduction to CNC Machining; MC 244, CNC Set-up and Operation; MC 246, Computer Aided Manufacturing; and MC 248, NIMS Credentialing/CNC Project, to the Industrial Technology Certificate/AAS Machining curriculum
    e. Add BU 115, Business Mathematical Applications, or MT 121, College Mathematics for General Education, or higher as a course requirement for Medical Coding Specialist Certificate
    f. Remove RA 107, Digital Imaging Acquisition and Display, RA 206, Pharmacology in Radiology, and RA 210, Quality Management in Imaging Systems, from program curriculum beginning Fall 2019
    g. Add RA 106, Radiologic Science I, RA 209, Radiologic Science III, RA 208, Radiologic Science II, to program curriculum
    h. Remove PH 200, Conceptional Physics, from program curriculum
    i. Move RA 201, Radiation Biology and Advanced Protection, from second fall term to second spring term.
9. Approved requests from the School of Arts and Sciences as recommended:
    a. Remove SO 200, Introduction to Sociology, as a prerequisite for SO 210, Appalachian Studies
    b. Change current course names of 275 courses to "Special Topics in <Subject>" for uniformity, and change the prerequisites for current 275's to "Permission of Instructor"
    c. Add Special Topics (275) courses to subjects that do not have a 275 course: AG, CA, CT, EP, EL, EM, FA, GT, HI MC, MA, OR RC, and SW
10. Tabled action on SIP-XXX, *Faculty Credentialing and Tested Experience*, until requested documentation is provided and SCP-2171, *Professional and Educational Requirements for Faculty*, is revised.

Emma L. Baisden
Executive Assistant to the President/BOG
Southern West Virginia Community and Technical College
2900 Dempsey Branch Road, Mount Gay, WV 25637
Voice: 304-896-7402 • FAX: 304-792-7046
Emma.baisden@southernwv.edu

Mission Statement

Curriculum and Instruction Request Form
COURSE CHANGE

Course number, name, and credit hours: DR204 Computer Aided Design – 3 credits

School: Career and Technical Studies

List all programs this action will impact: Machinist Technology/Computer Numerical Control (CNC)
AAS ~~Industrial Technology and Manufacturing~~

Nature of Revision:

Change course name to:

Change course number to:

Change course credit hours to: 4 credits

Change course prereqs to: n/a

Change course co reqs to: n/a

Change course description to:

New Course Description (insert course description in the box below or attach on a separate sheet):

Justification for Request:

DR204 Computer Aided Design credit hour increase from 3 credits to 4 credits to keep the RCBI program consistent with other institutions across West Virginia offering the machining program through RCBI. (Mountwest & Pierpont)

Recommended by / Date: Russell Saunders 2/21/2019

Dean of School / Date: Russell Saunders 2/21/2019 — Approve / ~~Disapprove~~

Curriculum and Instruction / Date: 2/22/19 — ~~Approve~~ / Disapprove

MCAS / Date: D. Romano 2/27/2019 — Approve / Disapprove

President's Cabinet / Date: — Approve / Disapprove

Revised May 31, 2018

MEMORANDIUM OF AGREEMENT

Associate in Applied Science (A.A.S.)
Industrial Technology: Machinist Technology/Computer Numerical Control (CNC)
For Academic Year 2017-2018

This agreement is made between Southern West Virginia Community and Technical College hereinafter referred to as the "College," and the Robert C. Byrd Institute, hereinafter referred to as "RCBI," for the period beginning November 1, 2017, and ending midnight of June 30, 2019. The purpose of the agreement is a cooperative relationship whereby the College will develop and award the appropriate degree in Associate in Applied Science (A.A.S.) in Industrial Technology with a concentration in Machinist Technology.

1. CURRICULUM

A. The College through authorized personnel shall cooperatively plan with the Director of RCBI or his/her designee the respective courses which are to be offered under the terms of this agreement, and in accordance with academic requirements for the degrees identified in the above paragraph.
B. Appropriate courses shall be designed and taught to meet requirements as set forth by the National Institute for the Metalworking Skills (NIMS).
C. The scheduling, content, and length of the programs are to be mutually agreed upon by the designated College and RCBI representatives and made a matter of written record for the benefit of all parties involved.
D. Courses will be offered at the College's Williamson campus.
E. Course requirements and credit hours for each A.A.S. program shall be determined in accordance with the appropriate national standards committee, accrediting agencies, local agencies, and Associate in Applied Science degree requirements of the College.

2. FACILITIES: Williamson Campus

A. Classrooms and shop area will be furnished by the College for technical courses at the Williamson Campus.
B. RCBI will provide the machine shop equipment as necessary to offer the program.
C. The College will provide office space on the Williamson Campus for an instructor employed by RCBI.
D. The College will be responsible for any and all damages occurred when offering courses on the Williamson Campus.

3. EQUIPMENT AND SUPPLIES

A. RCBI shall be responsible for providing preventive maintenance and the machining materials and tools required for the instruction of the technical courses.

4. FACULTY/STAFF

A. RCBI shall employ one technical faculty member for the Williamson Campus.
B. Faculty will meet all reporting and grading deadlines required of the College.

C. The respective technical faculty shall be appointed to serve as faculty members at the College. Faculty must meet the requirements as outlined in Institutional Board of Governors Policy SCP-2171, *Professional and Educational Requirements for Faculty* and SCP-2250, *Hiring Adjunct Faculty*.

5. TOOLS, TEXTBOOKS, INSTRUCTIONAL MATERIALS, NIMS CERTIFICATION EXAMS, AND USE OF EQUIPMENT

A. Tools, textbooks, other instructional materials, and equipment used in technical courses shall be selected in accordance with NIMS (for MT/CNC), local professional agencies, and the program requirements.

6. STUDENTS

A. The registrar of the College shall maintain the official records of each student and issue grades and other records in accordance with policies and procedures of the College.
B. Students enrolled in these programs will receive the same level of student support services available to other students to include: library services, academic advising, and use of on-campus facilities and services.
C. Although the College is an open admissions institution, students must meet specific requirements for admission. Prior to completing the first semester students must take the appropriate placement exam and score at a pre-determined level. Individuals who do not successfully achieve the desired score on the machining placement exam prior to completing the first semester are ineligible to continue in the program. Students who show serious deficiencies in academic courses will be referred to the Vice President of Student Services for academic consultation.
D. All applicants must pass a drug screen before being fully admitted to the Industrial Technology: Machinist Technology/CNC Program. RCBI will select the company that will conduct the drug screen and pay the cost of the initial screening.

7. ASSESSMENT

A. Degree program shall follow the College guidelines to complete the following.
   1. A Program Assessment Plan which is updated annually.
   2. An Annual Assessment Report and Improvement and Implementation Plan that incudes and analysis of results for both program and course assessment details about how the results for the assessment report will be used to improve instruction, courses, and the program.
B. The RCBI Workforce Advisory Board shall also serve as the advisory committee for the MT/CNC courses/programs. The committee will meet twice per year including a representative of the College in accordance with NIMS certification requirements.

8. TUITION AND FEES

A. Students enrolled in these programs shall pay the current tuition and fees of the

College and the appropriate material and book fees for courses taught by RCBI. Tuition and fees shall be assessed over the following terms:

1. Summer Term (if necessary, due to instructor availability).
2. Fall Term (16 weeks).
3. Spring Term (16 weeks).

B. The College will provide RCBI necessary information at the end of each semester so that the College can be invoiced appropriately.

C. RCBI will invoice the College at the end of each semester based upon actual enrollment and collections as provided by the college after refund deadlines.

D. The College shall pay to RCBI fifty percent (50%) of the total tuition, fees (except for the material and book fees) not to exceed 12 semester credit hours per student.

E. The College shall reimburse to RCBI (100%) of the material and book fees for courses taught by RCBI which will equal $160.00 per credit hour. The fees will be used to purchase program books, tools, supplies, equipment and necessary CAD/CAM software and pay for initial drug testing.

F. Students will be responsible to obtain course materials including textbooks for general education courses and other courses taught by the college that are required for their degree program.

G. Student refunds will be per the College refund policy.

9. STUDENT TERMINATION FROM THE PROGRAM

A. Termination of a student enrolled in these programs shall be in accordance with existing policies of the College.

10. GRADING

A. All coursework shall be graded in accordance with the policies and procedures of the College.

11. PRIOR LEARNING CREDIT

A. Students who possess knowledge or skills from prior experiences may receive credit according to the prior learning policies of the college.

12. AGREEMENT ALTERATIONS AND TERMINATIONS

A. Either party to MOA may request a change in the agreement pending a thirty (30) day written notification to the other party. Such changes shall not affect any class currently in session unless specifically indicated in the notice of change.

B. Either party to MOA shall have the privilege of terminating this agreement upon written notification to other party sixty (60) days prior to the end of the fiscal year. Such termination shall not affect any currently enrolled students. If the program is terminated, currently enrolled students shall have two years to complete the program requirements. The written notification shall contain the reasons and /or conditions upon which the termination is requested.

C. In the event there is an alteration in program funding, the above language regarding agreement alterations or termination is suspended and immediately void.
D. Neither party to this agreement shall be obligated, as a matter of contract between the parties to this agreement, to defend or indemnify the other party to this agreement against any claims of third parties. Provided, however, that nothing in this agreement shall be construed to constitute a waiver or diminishment of, or substantive or procedural limitation upon, any claims for common law or statutory contribution or indemnity that either party to this agreement may have against the other party to this agreement under applicable law.
E. Both parties to this agreement shall maintain liability insurance $1,000,000 per occurrence for bodily injury, disability and death of workers and other persons and $1,000,000 per occurrence for property damage caused by operating, handling or transporting the equipment during the term of this MOA.
F. Special Comment: It is understood that the technical courses may begin at a time or location where students may be enrolled. RCBI will inform and complete appropriate forms prior to the beginning of each technical program. Either party to MOA shall have the privilege of terminating this agreement upon written notification to other party sixty (60) days prior to the end of the fiscal year. Such termination shall not affect any currently enrolled students. If the program is terminated, currently enrolled students shall have two years to complete the program requirements. The written notification shall contain the reasons and /or conditions upon which the termination is requested.
G. This MOA shall be governed by the laws of the State of West Virginia.

Robert C. Byrd Institute	Southern West Virginia Community and Technical College
Charlotte Weber	Robert E. Gunter
Charlotte Weber Director and Chief Executive Officer	Robert E. Gunter, Ed.D. President
1-10-2018 Date	01/10/2018 Date

cc: Sam Litteral, VP Finance + Administration
Deanna Romano, VP for Academic Affairs
Bill Alderman, Chair, School of Career + Technical Studies
Carol Howerton, AVP for Academic Affairs
Rita Roberson, Director of Campus Operations/ Williamson

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request to Discontinue the Salon Management/Cosmetology, Associate in Applied Science Degree Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of the discontinuance of the Salon Management/Cosmetology, Associate in Applied Science Degree Program in accordance with the West Virginia Council for Community and Technical College Education, Series 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

STAFF MEMBER: Deanna Romano

BACKGROUND:

The closing of the Salon Management/Cosmetology program was not an action initiated by Southern West Virginia Community and Technical College. On April 20, 2018, we received a letter from the State of West Virginia Board of Barbers and Cosmetologists, mandating us to use a certified cosmetologist to teach the Allied Health courses (AH 126, 127, and 226). The courses were delivered in the same format since the program's inception. The letter stated, after May 15th the courses could no longer count toward the program hours if a certified cosmologist was not the instructor. The certified cosmologists employed at Southern did not have the faculty credentials or skill set to teach the courses nor did they meet the HLC's criteria for accreditation or assumed practices.

A letter of appeal was submitted reminding the Board we agreed at our January 29, 2018 meeting that our allied health course met the outcomes beyond the Board's expectations. In June, the Board again denied our request, and we had no other choice than to cease admitting students in our program. We informed the Board the last course needed for the second year students, AH 226, would be co-taught with the Allied Health instructor and a certified cosmetologist. This is not a sustainable solution but was needed to meet the needs of our students and provide a pathway for graduation.

The program at Southern was the only A.A.S. in the state, and therefore the expectations are greater than a high school program. The State of West Virginia Board of Barbers and Cosmetologists was unwilling to come to an agreed-upon solution and, therefore, Southern could take no other action than to suspend enrollment to the program and move forward with the deletion of the program.

Students
Upon receiving the letter from the State of West Virginia Board of Barbers and Cosmetologists in June 2018, the program ceased admitting new students. Twelve students were entering their second year and all students are on target to graduate in May 2019.

Faculty
Upon receiving the letter from the State of West Virginia Board of Barbers and Cosmetologists in June 2018, the program ceased admitting new students and, therefore, terminated the first year instructor's employment. The remaining faculty member was informed in June 2018 that the program would be discontinued and employment would end after the 2018-2019 academic year.

Equipment
The Salon Management/Cosmetology equipment and supplies are being donated to New River Community and Technical College.

State of West Virginia
Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064

p: 304.558.2924
f: 304.558.3450
www.wvbbc.com

Executive Director
Danielle J. Cordle

Deputy Director
Jason P. Graves

Board Members
Sarah Hamrick Michael H. Belcher
Justina Gabbert Susan Poveromo
Khuong Nguyen Sean Stevens
Melissa Delaney

Jim Justice
Governor

April 30, 2018

William H. Alderman
Professor/Chair for the Schools of Career and Technical Studies
Southern West Virginia Community and Technical College
Logan Campus, Building B, Office 125
P.O. Box 2900
Mount Gay, WV 25637

Dear Mr. Alderman:

The West Virginia Board of Barbers and Cosmetologists met on Sunday, April 15, 2018 and discussed the findings from our informational meeting on January 29, 2018. The board unanimously found that by allowing Meloney McRoberts, an unlicensed instructor to teach AH126, AH127, and AH226 Southern West Virginia Community and Technical College is in violation of WV Code Chapter 30 Article 27.

As a result of the violation the Board will not accept student hours for AH126, AH127, and AH226 after May 15, 2018 until such time documentation is provided that the classes are being taught by a licensed instructor.

I have enclosed a copy of Series 2, the legislative rule that establishes the qualifications, training, examination, and certification of instructors in schools of barbering, hairstyling, nail technology, aesthetics or cosmetology for your review.

Sincerely,

Jason P. Graves
Deputy Director
West Virginia State Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064
(304) 558-2924
Jason.P.Graves@wv.gov

Deanna Romano, Ed.D.
Vice President for Academic Affairs
Phone 304.896.7412
deanna.romano@southernwv.edu

Southern West Virginia Community and Technical College

May 9, 2018

Mr. Jason P. Graves
Deputy Director
West Virginia State Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064

Dear Mr. Graves:

Southern West Virginia Community and Technical College received your letter dated April 30, 2018. As an institution, we must comply with our national accreditor's faculty credentialing requirement. The instructor for AH126, AH127, and AH226 meets the expectation, and we cannot diminish our standards. Our Salon Management/Cosmetology program meets the expectations set for an academic program at an institution of higher education. These classes focus on the anatomy and physiology of the hair, nails, and skin and cover disorders that may develop. The curriculum includes basic infection control and sanitation, which is one of Ms. McRoberts many specialties. Ms. McRoberts also works and teaches in the surgical field where she is a Nationally Certified Surgical Technologist. Ms. McRoberts is CPR certified and an ECSI, Emergency Care & Safety Institute, certified trainer in- Adult, Child, Infant CPR/AED and First Aid.

Since we received your correspondence, we have reviewed the program analytics and economic impact. Reviewing relevant information from the labor market as provided by the West Virginia's Community and Technical College System, we identified there are less than 30 annual regional vacancies in this field of study. We have also identified an attrition rate greater than expected for the past five years.

Since there are Board certified programs in our region sufficient to produce the necessary workforce, we may need to explore a teach-out option because we will not be able to meet the mandate of the West Virginia Board of Barbers and Cosmetologists. We look forward to the communication of possible solutions. We need to have the conversation as quickly as possible as we do not want to enroll new students for the Fall 2018 cohort if we are not able to identify a solution.

Sincerely,

D. Romano

Deanna Romano, Ed.D.
Vice President for Academic Affairs

DR/nf

cc: Robert Gunter, President
Bill Alderman, Chair for the School of Career and Technical Studies

State of West Virginia
Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064

p: 304.558.2924
f: 304.558.3450
www.wvbbc.com

Executive Director
Danielle J. Cordle

Deputy Director
Jason P. Graves

Board Members
Sarah Hamrick Michael H. Belcher
Justina Gabbert Susan Poveromo
Khuong Nguyen Sean Stevens
Melissa Delaney

Jim Justice
Governor

June 13, 2018

Deanna Romano, Ed.D.
Vice President for Academic Affairs
Southern West Virginia Community and Technical College
Logan Campus, Building C, Office 406
P.O. Box 2900
Mount Gay, WV 25637

Dear Dr. Romano:

The West Virginia Board of Barbers and Cosmetologists met on Sunday, June 10, 2018 and considered your request for a waiver until the end of the fall term for 12 second-year students. The Board voted unanimously to deny the request as approving a waiver to allow an unlicensed instructor to teach AH-226 would be a violation of §30-27-16. No further student permits will be issued, nor hours earned honored by the Board until such time we receive documentation that AH-126, AH-127, and AH-226 are being taught by a licensed instructor.

I have enclosed a copy of Series 2, the legislative rule that establishes the qualifications, training, examination, and certification of instructors in schools of barbering, hairstyling, nail technology, aesthetics or cosmetology for your review.

Sincerely,

Jason P. Graves
Deputy Director
West Virginia State Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064
(304) 558-2924
Jason.P.Graves@wv.gov

Southern
West Virginia
Community and Technical College

Robert E. Gunter, Ed. D.
PRESIDENT

P. O. Box 2900
2900 Dempsey Branch Road
Mount Gay, WV 25637
Phone: 304-896-7439
Fax: 304-792-7046
Bob.Gunter@southernwv.edu
www.southernwv.edu

June 28, 2018

Mr. Jason P. Graves, Deputy Director
West Virginia State Board of Barbers and Cosmetologists
1201 Dunbar Avenue
Dunbar, WV 25064

Dr. Mr. Graves:

This letter is to inform you that due to the June 10, 2018 decision of the West Virginia Board of Barbers and Cosmetologists to deny the request of Southern West Virginia Community and Technical College to continue using content experts to teach the subject matter within the medically related portions of the Salon Management/Cosmetology curriculum necessary to maintain its Higher Learning Commission accreditation requirements, beginning Fall 2018 the institution will begin a teach-out plan for the 12 second-year students currently enrolled in the program. During the Fall 2018 and Spring 2019 semesters, Irma Colegrove, a Licensed Cosmetology Instructor, and Meloney McRoberts, a credentialed Allied Health and Nursing faculty member, will team teach the AH 226 (Health Sciences for Hair Stylists) course to satisfy the requirements of the West Virginia Board of Barbers and Cosmetologists and the Higher Learning Commission.

We believe that Southern Community and Technical College exceeds the "minimum" requirements set forth in Series 2 of the Legislative Rules and your denial attempts to undermine the U.S. Department of Education and the Higher Learning Commission rules we must follow to remain a state accredited institution. I am unwilling and unable to lower Southern's standards of operation, therefore, we will immediately start the process for termination of the Salon Management/Cosmetology Program at Southern.

Sincerely,

Robert E. Gunter, Ed.D.
President

REG:elb

cc: Dr. Deanna Romano, Vice President for Academic Affairs
Mr. Russell Saunders, Dean, School of Career and Technical Studies

Deanna Romano, Ed.D.
Vice President for Academic Affairs
Phone 304.896.7412
deanna.romano@southernwv.edu

Southern West Virginia Community and Technical College

July 3, 2018

Dear

It is with great regret that I write this letter to you. On April 20, 2018, the State of West Virginia Board of Barbers and Cosmetologists sent a letter and raised an issue with coursework that has been in place since the Associate in Applied Science (A.A.S.) in Salon Management/Cosmetology program began at Southern. An appeal was made, but the Board unanimously denied our request. Therefore, Southern is not able to admit any new students into the A A.S. Salon Management/Cosmetology program.

I know beginning college is an exciting and challenging time and this isn't the news you were expecting. For that, I am truly sorry but want to assure you that Southern has many great programs. You should contact a Student Services Specialist to identify what program at Southern is the right one for you. You can contact a Student Services Specialist at 304-896-7100. They can help you select the appropriate courses for your new major. In the meantime, you will be automatically removed from all Salon Management courses, but the other courses will remain on your schedule.

Again, I am so sorry to be notifying you of this situation, but at Southern, we take pride in having highly-qualified degrees and cannot lower our rigor or standards. We hope you will select one of our other highly-qualified A.A.S. programs listed below.

Business Accounting
Business Administration
Criminal Justice
Early Childhood Development
Electrical Engineering Technology
Health Care Professional
Information Technology
Mechatronics
Medical Assisting
Medical Laboratory Technology
Nursing
Occupational Development
Paramedic Science
Powersports Technology
Radiologic Technology
Respiratory Care Technology
Surgical Technology
Technical Studies
Welding Technology

If you have any questions, please make sure to reach out to a Student Services Specialist at 304-896-7100. They are ready and able to assist you.

Sincerely,

D. Romano

Deanna Romano
Vice President for Academic Affairs

DR/njf

Southern
West Virginia
Community and Technical College

ROBERT E. GUNTER, Ed.D.
PRESIDENT

P O Box 2900
Mount Gay, WV 25637
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Fax: 304-792-7046
Bob.Gunter@southernwv.edu
www.southernwv.edu

August 21, 2018

Mr. Zach Waymer
Manager for Legal & Governmental Affairs
State Relations & Institutional Complaints
Higher Learning Commission
230 S. LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Dear Mr. Waymer:

The closing of the Salon Management/Cosmetology program was not an action initiated by Southern West Virginia Community and Technical College. On April 20, 2018, we received a letter from the State of West Virginia Board of Barbers and Cosmetologists, mandating us to use a certified cosmetologist to teach the allied health courses (AH 126, 127, and 226) that have been part of the approved program curriculum since its inception in 2007. The letter stated, after May 15th the courses could no longer count toward the program hours if a certified cosmologist was not the instructor. The certified cosmologists employed at Southern do not have the faculty credentials or skill sets to teach the courses, nor do they meet the Higher Learning Commission's criteria for accreditation or assumed practices. I am unable and unwilling to lower Southern's rigor or standards to meet the Board's requirement. We submitted an appeal reminding the Board that at the January 29, 2018 meeting, it was agreed our allied health courses met outcomes beyond the Board's expectations and the allied health courses were needed to earn an Associate in Applied Science (A.A.S.) degree. In June, the Board again denied our request, and we had no other choice than to cease admitting students in our program.

There are 12 students currently enrolled in the second-year program and will graduate in Spring 2019. There is one allied health course required during the second-year program. We had to identify a solution to make sure our students were able to complete program requirements. We informed the Board the course would be co-taught with a credentialed allied health instructor and a certified cosmetologist. This solution is not sustainable, but was needed to meet the needs of our students.

The program at Southern is the only A.A.S. in the state, and therefore the expectations are greater than a high school program. The West Virginia Board of Barbers and Cosmetologists was unwilling to come to an agreed upon solution, and therefore, Southern could take no other action than to suspend program enrollment.

Enclosed are the letters of communication between Southern and the West Virginia Board of Barbers and Cosmetologists. If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Robert E. Gunter, Ed.D.
President

REG:DMR:elb

Attachments: 5

cc: Dr. Karen J. Soloman, Vice President for Accreditation Relations, HLC
Dr. Deanna M. Romano, Vice President for Academic Affairs/ALO

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Russell Saunders

CHECK ONE: ☒ Individual ☐ Committee ☐ Council/Senate
CHECK ONE: ☐ Policy Recommendation ☒ Non-Policy Recommendation

1. BACKGROUND:

The State of West Virginia Board of Barbers and Cosmetologists has identified that our current program of study in Salon Management does not meet Board requirements.

2. STATEMENT OF RECOMMENDATION:

AAS Salon Management Program closure. Please see attached C & I form for communication history.

3. RATIONALE:

Please see attached letters of documentation.

4. SUPPORTING DATA AND DOCUMENTS:

Please see attached letters of documentation.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	
Financial	
Personnel	
Space	
Technology	
Other	

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

7. Russell Saunders 11/26/2018
Signature of Governance Committee Chair or Individual Submitting the Recommendation — Date

11/30/18

8. MANAGEMENT COUNCIL FOR ACADEMIC AFFAIRS AND STUDENT SERVICES RECOMMENDATION: (if applicable)

☒ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

D. Romano 12/4/2018
Chair's Signature Date

9. EXECUTIVE COUNCIL'S RECOMMENDATION:

☒ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

D. Romano 12/6/2018
Chair's Signature Date

10. PRESIDENT'S CABINET RECOMMENDATION:

☒ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return:
Advancement to the Board of Governors for review and consideration pending determination of plans for disposal of equipment.

Robert E. Quinn 12/11/2018
Chair's Signature Date

11. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Chair's Signature Date

Final Decision Copied to:
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Curriculum and Instruction Request Form
NEW PROGRAM / EXISTING PROGRAM TERMINATION

Program Name: A.A.S. Salon Management/Cosmetology | CIP Code for new program:

School: Career and Technical Studies

Program Description (required for new programs only)

Justification for Request:

The State of West Virginia Board of Barbers and Cosmetologists has identified our current program of study does not meet Board requirements. AH 126, 127, & AH 226 must be taught by a licensed cosmetologist to satisfy the Board requirement. Current salon management faculty are not credentialed to meet the course outcomes. Therefore, a review of the program analytics and economic impact was conducted. Reviewing relevant information from the labor market as provided by the West Virginia's Community and Technical College System, we identified there are less than 30 annual regional vacancies in this field of study. We have also identified an attrition rate greater than expected for the past five years. Since there are Board certified programs in our region sufficient to produce the necessary workforce, we have opted to delete the program instead of lower standards to meet the Boards expectations.

Please review the attached documentation to support the program deletion and the unwillingness of the Board of Barbers and Cosmetologist to allow the program of study to continue as it has done for over seven years.

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date:	Russell Saunders	11/26/2018	
Dean of School / Date:	Russell Saunders	11/26/2018	Approve / Disapprove
Curriculum and Instruction / Date:		11/30/18	Approve / Disapprove
MCAS / Date:	D. Romano	12/4/2018	Approve / Disapprove
Executive Council / Date:	D. Romano	12/6/2018	Approve / Disapprove
President's Cabinet / Date:		12/11/2018	Approve / Disapprove

Curriculum and Instruction Request Form
COURSE DELETION

Course number, name, and credit hours: All SM Courses and Program Specific AH Courses (see below)

School: Career and Technical Studies

List all programs this action will impact: Salon Management/Cosmetology

End term in BANNER or only remove from the printed catalog?: Only remove from printed catalog

Justification for Request:

The following courses are the professional courses of the Salon Management/Cosmetology program. Since the program is being recommended for deletion, the courses need to be removed from the printed catalog. The courses are recommended for removal from the printed catalog only in case there is an opportunity to have Salon Management courses in the future.

SM 100 Concepts of Professional Cosmetology 3
SM 102 Art and Science of Nail Technology 2
SM 105 Nail Technology Clinical Practicum 2
SM 106 General Sciences for Professional Cosmetology 3
SM 108 Art and Science of Aesthetics 2
SM 110 Aesthetics Clinical Practicum 3
SM 202 Art and Science of Hair Styling I 4
SM 205 Hair Styling Clinical Practicum I 3
SM 208 Art and Science of Hair Styling II 4
SM 210 Hair Styling Clinical Practicum II 3
SM 212 Role Transitions to Professional Cosmetology 2
AH 126 Health Sciences for Professional Cosmetology 2
AH 127 Health Sciences for Aesthetics 1
AH 226 Health Sciences for Hair Stylists 2

Recommended by / Date:	Russell Saunders 11/26/2018		
Dean of School / Date:	Russell Saunders 11/26/2018	Approve	Disapprove
Curriculum and Instruction / Date:	11/30/2018	Approve	Disapprove
MCAS / Date:	D. Romano	12/4/2018	Approve Disapprove
President's Cabinet / Date:		12/11/2018	Approve Disapprove

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of the Board of Governors, Adult Degree Completion, Associate in Applied Science Degree Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Board of Governors, Adult Degree Completion, Associate in Applied Science, degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Brandon Kirk

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Arts and Sciences conducted a program review of the Board of Governors, Adult Degree Completion, Associate in Applied Science degree program during the 2018-2019 academic year.

Based upon the program review, it is recommended that the Board of Governors, Adult Degree Completion, Associate in Applied Science degree program continue with the following corrective actions: 1) increase student enrollment and subsequent graduation in the program; 2) increase promotion and marketing of the program through online and print media; 3) seek outside funding through various means (grants, foundations, etc); 4) participate in all available professional development sessions; 5) increase collaboration with and support of WVROCKS; and, 6) devise a method of gathering postgraduate data.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Board of Governors, Adult Degree Completion, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

☐ Program with Special Accreditation ☑ Program without Specialized Accreditation

Program: Board of Governors AAS Degree Completion Program — October 18, 2018
Degree and Title — Date

INSTITUTIONAL RECOMMENDATION
The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

☐ 1. Continuation of the program at the current level of activity without corrective action;

☑ 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

The Board of Governors AAS Degree Completion Program is a valuable degree option for students whose academic career has been interrupted for any reason. The program allows a wide-ranging flexibility to accept course, certificates, or even life experiences to assist them in obtaining their associate's degree to advance their job prospects or transfer to a 4-year institution. Recommendations for corrective actions are:

A. Increase student enrollment and subsequent graduation in the program
B. Increase promotion and marketing of the program through online and print media
C. Seek outside funding through various means (grants, foundations, etc.).
D. Participate in all available professional development sessions.
E. Increase collaboration with and support of WVROCKS
H. Devise a method of gathering postgraduate data

Signature of person preparing report if other than Dean	1.8.19 Date
Signature of Dean	1-8-19 Date
Signature of Vice President for Academic Affairs	1.14.19 Date
Signature of President	4/15/19 Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Board of Governors Adult Degree Completion
Associate in Applied Science

October 21, 2018

PROGRAM REVIEW

Southern West Virginia Community and Technical College
Programs without Specialized Accreditation

Summary of Findings
2018-2019

Program Name: Board of Governors Adult Degree Completion (BOG), Associate in Applied Science
Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

Entrance abilities for BOG students are within community college standards. Students are eligible for admission to the program two years after their high school graduation. Students must not hold a degree from an accredited institution nor be enrolled simultaneously in another degree program. Southern offers a combination of face-to-face, online, and ICR course options to provide the necessary curriculum to BOG students. A host of prior learning credit joins with such options as independent study to ensure the needs of BOG students. (See Appendix II and Appendix XIII) The program coordinator works closely with the registrar, Student Services, and other elements of the interwoven bureaucracy to recruit/manage students, participates in such training initiatives as offered by the Council for Adult and Experiential Learning (CAEL), and actively promotes and markets the program. (See Appendix XII, Appendix VI, Appendix VIII, and Appendix X) Current resources are adequate to sustain the program, although more funding would enable additional marketing and training opportunities.

Conclusion: The program exceeds minimum adequacy requirements.

B. Viability

The number of students identified as majors is acceptable; generally, students enroll in the program the final semester before their graduation. Since the previous program review in 2014, a period when overall college enrollment and program funding declined, the number of BOG graduates has nearly doubled. Between 2009-2010 and 2012-2013, the total number of BOG graduates was 42. Between 2013-2014 and 2017-2018, the total number of BOG graduates was 79. (See Appendix III) The BOG program is strengthened by its overall flexibility and minimal fees. The program entry fee for students is $0. For students who wish to replace a course with a challenge exam, the cost is $10 per credit hour. For students who wish to earn prior learning credit by submitting a portfolio, the state mandates a $300 fee.

Conclusion: The program exceeds viability requirements.

C. Necessity

The program meets a validated need for a well-educated adult population. No post-graduate data exists for the BOG program. BOG students may already be employed; the BOG credential allows for upward mobility in their workplace. BOG graduates who are unemployed will use their AAS degree to find employment. BOG students may further their education by completing another associate degree or a bachelor degree. The program constitutes Southern's primary general associate in arts degree but without a restrictive pathway. No local advisory committee exists for this program. A statewide committee of program directors meets bi-annually to discuss issues related to the degree. (For sample agenda, see Appendix IX) The program coordinator attends these meetings. No similar program exists within the immediate area.

Conclusion: The program meets minimum necessity requirements.

D. Consistency with Mission

The program supports the institutional mission. The program is central to the institution. BOG students increase overall college enrollment and participate in courses offered by faculty who spear-head other programs. Many BOG graduates enroll in other Southern programs upon completion of the BOG degree. The BOG program partners with other programs to increase college enrollment. Faculty contribute to the program by teaching BOG students; they also provide their expertise if students seek to replace traditional courses with challenge exams. Accessible, affordable, and quality education are imbedded into the BOG program. Discontinuance of the program would have a negative impact upon the institution's ability to accomplish its mission.

For students who, for many reasons, have interrupted their college experience, the BOG degree provides a flexible option for completion. The low cost and wide latitude used to determine progress make this degree highly accessible and affordable. The BOG combines high quality traditional coursework with practical real-life experiences to assure student success. BOG graduates are poised to continue their education at four-year institutions or to seek advancement within their careers.

Conclusion: The program is consistent with the mission of the college.

II. Plans for Program Improvement, Including Timeline

The program coordinator offers the following program improvement initiatives:

A. Increase marketing and promotion of the program through online and print media (continuous; underway)
B. Seek outside funding through grants, foundations, etc. (continuous; developing)
C. Increase student enrollment in the program; intensify outreach to potential students, particularly those with military experience (continuous; underway)
D. Participate in all available professional development sessions in order to improve all aspects of the program; improve mastery of the BOG coordinator handbook (as available; underway)
E. Increase collaboration with and support of West Virginia's Remote Online Collaborative Knowledge System, abbreviated as WVROCKS (continuous; underway)
F. Increase collaboration with and support of Southern's Student Services personnel; for more about their organization and activities, as well as Adult services, go here: http://www.southernwv.edu/?q=student-services
G. Devise a congratulatory letter to program completers detailing additional steps to graduation (Fall 2018)
H. Increase the number of degree graduates (continuous)

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The previous review, submitted by former program coordinator, Martha Maynard, identified program weaknesses as follows: "Little assessment data exists. Currently, responsibility for the program lies with the program coordinator, who also is a full-time faculty member and teaches a full load of courses along with other full-time faculty duties. The program and students might benefit more if the coordinator position were redesigned to focus on the program full-time." Additional recommendations were: increase marketing of the program; seek outside funding through various means (grants, foundations, etc.). Develop a data collection system to maintain better records of the graduates and those non-completers. Finally, grant auto degrees so as to increase the number of graduates among former students in the service area who did not finish a degree and who quality for the BOG degree.

Between 2013 and 2017, the previous program coordinator made efforts to rectify the weaknesses identified in her 2014 program review. She attempted the Attainment Challenge Grant through Lumina Foundation. After much work by the coordinator and others in Student Services, this grant was not approved by Southern and failed to advance to Lumina Foundation. (See Appendix IV) In 2016, she attended a Council for Adult and Experiential Learning (CAEL) Conference in Parkersburg, WV. (For itinerary, see Appendix VI) The CAEL Conference was funded through the Bridging the Gap grant. Through the grant and CAEL Conference, a website geared towards Prior Learning Assessment (PLA) was created for students who pursue experiential learning. The website's main purpose was to guide the student through the portfolio building process. The website is now

called www.stepupwv.com. Since at least 2016-2017, Southern has partnered with WVROCKS to offer annually a dozen online courses to BOG students. (See Appendix V) For more information about WVROCKS, go here: http://webhost-wp.wvnet.edu/wvrocks/. In January of 2018, current program coordinator, Brandon Kirk, met with the director of BuildJobs Initiative and created a related press release for the institution; outreach to such local agencies may cultivate future BOG students. (See Appendix VII) For more about Southern and BuildJobs, follow this link: http://www.southernwv.edu/news/pride-and-southern-partner-build-jobs. In April of 2018, the coordinator served as an advisory member for the spring meeting for the Schools of Career & Technical Studies; at the advisory meeting; he presented a summary of the BOG program and distributed promotional material created by himself to a group of attendees consisting of community residents/businesspersons and representatives from institutions of higher education (including Marshall University). (See Appendix VIII) He thereafter created a BOG program press release that was featured in regional newspapers and online sites. (See Appendix X) He has procured a large list of prospective BOG students and is actively recruiting them with letters and other promotional material. The BOG is committed to working more closely with Student Services, who sponsors multiple adult and veteran orientations each year and who regularly interacts with adult students. (See Appendix XII)

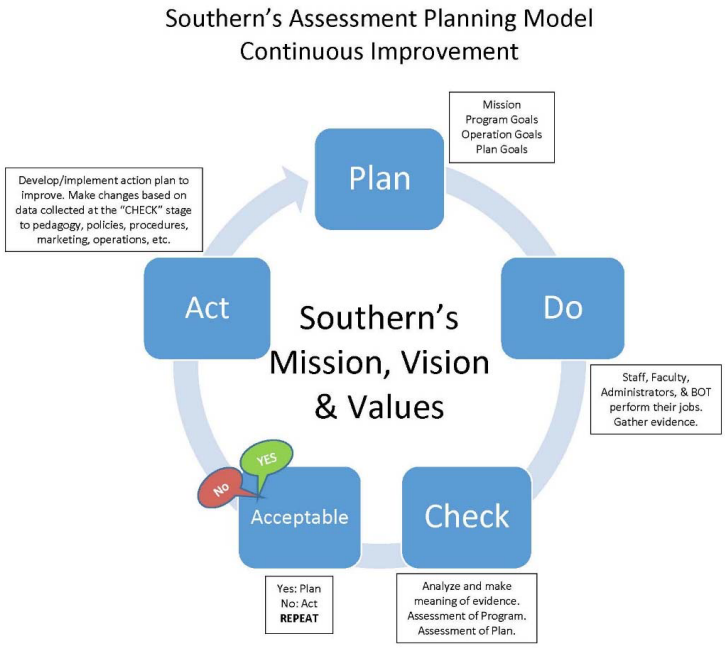
IV. Five Year Trend Data on Graduates and Majors Enrolled

BOG Program Graduates

2013-2014	20
2014-2015	9
2015-2016	19
2016-2017	21
2017-2018	10
Total	79

V. Summary of Assessment Model and How Results Are Used for Program Improvement

Southern's Assessment Planning Model is continuous and transformative. The model includes four components: Act (develop/implement an action plan to improve); Plan (program goals); Do (coordinator, faculty, staff perform their jobs; gather evidence); and Check (analyze and make meaning of the program). After the Check stage, we determine if the program is functioning acceptably. If data indicates that we need to make changes, we make changes.



For the BOG program, the coordinator continually moves ideas regarding promotion, marketing, recruitment, registration, course offerings, completion, etc. through this cycle.

VI. Data on Student Placement

If a student indicates an interest on his or her graduation application, a referral to Career Planning and Placement Services is made. For more about CPPS, go here: http://www.southernwv.edu/studentservices/career-development-resource-center. Since the majority of degree recipients are already employed, many choose not to take advantage of this service. Many students use the BOG credential for job advancement.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for the Board of Governors final recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
2018 – 2019

Program Name: Board of Governors Adult Degree Completion (BOG), Associate in Applied Science
Date of Last Review: 04/2014

I. Program Description

The BOG Associate in Applied Science (AAS) is a degree program designed to allow adult students to combine a core of academic courses with credits earned through prior learning experiences in order to meet occupational goals or position themselves for advancement into a baccalaureate program. The program is a statewide initiative to increase the educational level of working adults in West Virginia. For a more specific description of the program, go here: https://www.wvctcs.org/assets/cms-images/BOG_CombinedHanbook_8-29-18.pdf.

II. Specialized Accreditation Information

The program has no specialized accreditation.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum

The BOG program requires 60 credit hours which include a general education core of 21 credit hours and 39 credit hours consisting of general electives, an optional capstone experience, and an optional defined area of emphasis encompassing a broad range of content areas. Of the 21 credit hours (general education core), six hours must be in communication, six hours in mathematics and/or science, six hours in social science, and three hours in computer literacy. The remaining 39 hours (general electives) can be constructed of any combination of courses numbered at the 100 level or above. (See Appendix I) The student may complete the degree requirements through the following avenues:

a) Previously earned college credits

b) Credit earned for work and life experiences, including Credit for Military Training and/or Special Assessment of licensure/certification, awarded through the submission of a portfolio or standardized award specified by the State.

c) Credits awarded through standardized testing (Institutional Based Challenge Examinations, CLEP, DANTES, etc.)

d) Traditional or distance courses offered through West Virginia's community and technical colleges

If students choose the credit for life experience option, they enroll in EL 201: Portfolio Development. The course is offered online with direct instruction/assistance by the program coordinator. After the portfolio is submitted, it is evaluated by a faculty member with expertise in the field and credit is granted or denied.

2. Faculty

No full-time faculty is assigned to this degree program. A specialized course in portfolio development, EL 201, is staffed by the program coordinator or an adjunct who may be full-time faculty from another field. EL 201 was last offered in Spring 2013. An attempt to offer the course through WVROCKS was made in Fall 2018.

3. Students

a. Entrance Abilities

Students are eligible for admission to the program two years after their high school graduation. Students must not hold a degree from an accredited institution nor be enrolled simultaneously in another degree program.

b. Exit Abilities

The WorkKeys test is recommended by virtue of the AAS designation. For more information about WorkKeys, go here: http://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html. Some BOG graduates complete one or more portfolios.

c. Graduate Follow-up Data

No data available.

4. Resources

a. Financial

The program's operating cost is funded through the college's general funding stream.

FY 2014	$1845
FY 2015	$1775
FY 2016	$1775
FY 2017	$1600
FY 2018	$1600

The above table displays the allocation of funds for the program's operating expense. Funds are used for marketing, postage, supplies for record-keeping, and costs associated with the coordinator attending conferences. The budget is adequate.

b. Facilities

No specialized facilities are required for this program. The coordinator has requested a central location for storage of BOG student records.

5. Graduate and Employer Satisfaction

Due to the nature of the program, no graduate follow-up data is available.

6. Assessment Information

Little assessment data exists due to the transient nature of the population and the nature of the program itself. The WorkKeys test is recommended by virtue of the AAS designation.

7. Previous Program Reviews

The previous program review was completed in April 2014.

8. Advisory Committees

There is no local advisory committee for this program. A statewide committee of program directors meets bi-annually to discuss issues related to the degree. The program coordinator attends these meetings. (For sample agenda, see Appendix IX)

9. Strengths/Weaknesses

a. Strengths

The program is flexible and geared toward adults. Between 2014-2018, Southern's BOG graduates' birth year ranged from 1952 to 1996. (See Appendix III) The program's primary focus is to increase the employability of individuals by providing a credential to them and to assist working adults in meeting their individual educational goals. There is little cost associated with this program. Students are able to earn college credit through nontraditional means.

b. Weaknesses

The program coordinator is a full-time faculty member who teaches a full load of courses along with other full-time faculty duties. The program and students might benefit more with a full-time coordinator. The coordinator, especially if new, would benefit from training. More outreach is needed in terms of marketing and recruitment, as is some method to collect postgraduate data.

B. Viability

1. Program Enrollment and Graduates

BOG Program Graduates

2013-2014	20
2014-2015	9
2015-2016	19
2016-2017	21
2017-2018	10
Total	79

2. Program Course Enrollment

Due to the nature of this program, data is unavailable for program course enrollment other than EL 201. No (0) students have taken EL 201 since the last program review. (See Appendix II)

3. Service Courses

No service courses are included in this program.

4. Off-Campus/Distance Delivery Classes

Since at least 2016-2017, Southern has partnered with West Virginia's Remote Online Collaborative Knowledge System (WVROCKS) to offer approximately twenty online eight-week courses annually, restricted to BOG students. (See Appendix V) EL 201 is an online course. For more information about WVROCKS, go here: http://webhost-wp.wvnet.edu/wvrocks/.

5. Articulation Agreements

The BOG program partners with WVROCKS to offer approximately twenty online eight-week online courses each year, restricted to BOG students. (See Appendix V) Several students continue their education through the Regents Bachelor of Arts program offered at many of the four-year universities in West Virginia.

C. Necessity

1. Graduates

Due to the nature of the program, no graduate follow-up data is currently available.

2. Job Placement

If students indicate an interest on the graduation application, a referral to Career Planning and Placement Services is made. Since the majority of the degree recipients are already employed, many choose not to take advantage of this service. Many students use the credential for job advancement.

D. Consistency with Mission

The BOG program provides an avenue for working adults to gain a degree. This is in keeping with the college's mission statement: "Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve."

IV. Recommendation

It is recommended that the BOG program at Southern West Virginia Community and Technical College be continued at the current level of activity with the following actions:

A. Increase student enrollment in the program; intensify outreach to potential students, particularly those with military experience

B. Increase promotion and marketing of the program through online and print media

C. Seek outside funding through various means (grants, foundations, etc.) to assist in promotion and marketing and other costs associated with the program

D. Participate in all available professional development sessions in order to improve all aspects of the program; improve mastery of the BOG coordinator handbook

E. Increase collaboration with and support of WVROCKS

F. Devise a congratulatory letter to program completers detailing additional steps to graduation

G. Increase the number of degree graduates

H. Devise a method of gathering postgraduate data

Appendix I
Catalog Curriculum

Board of Governors Adult Degree Completion

Associate in Applied Science
60 Credit Hours

Purpose

The Board of Governors A.A.S. Adult Degree Completion Program is an alternative, non-traditional, degree program designed for adult students seeking a degree completion opportunity. The degree is flexible in its design and responsive to adult students' diverse needs and interests. Adult students with a broad range of life and educational experiences may combine a core of academic courses with credits earned through prior learning experiences to structure a unique associate degree program. The Board of Governors A.A.S. is designed to graduate students who are prepared to become active, socially responsible members in their communities and places of employment.

The Board of Governors A.A.S. program requires 60 credit hours which include a general education core of 21 hours and 39 hours of general electives encompassing a broad range of content areas while providing for optimum flexibility. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. Students are encouraged to explore various options for obtaining credit for prior learning experiences including course articulation, standardized exams, challenge exams, credential validation and portfolio credit. Students who choose to earn credit for college-level learning acquired through professional work experience or other life experiences must complete the portfolio development course and submit a portfolio. The portfolio provides the opportunity for equating documented, college-level, experiential learning to college credit. College courses successfully completed at regionally accredited institutions may be transferred into the program and applied toward the credit hour requirements. A minimum of 12 credit hours are required in residency at Southern in order to be eligible for the Board of Governors A.A.S. Students are eligible for admission to the program two years after graduation from high school. In cases of those passing a high school equivalency examination, admission must be two years after their high school class graduated.

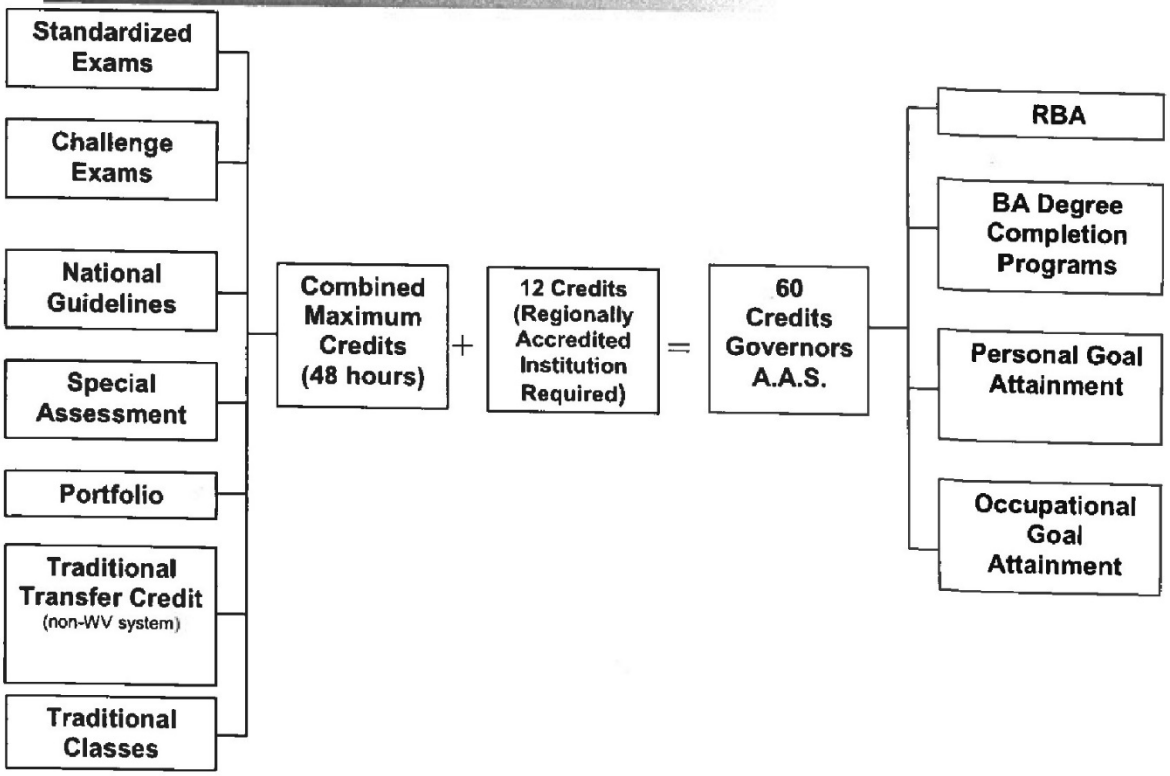
The full Board of Governors Adult Degree Completion Program is available at all campus locations.

Communication (any Speech or English course)	6 credit hours
Computer Literacy (any Computer Science course)	3 credit hours
Science/Math (any Biological Science, Chemistry, Geology, Integrated Science, Physical Science, Physics, Mathematics, Mathematics Education, or BU 115)	6 credit hours
Social Science (any History, Psychology, or Sociology)	6 credit hours
Total General Education Core Hours	21 credit hours
General Electives (any course not already used to fulfill program requirements)	39 credit hours
Total Credit Hours	60 credit hours

Dean: 304.896.7364
Program Coordinator: 304.307.0711
Administrative Secretary: 304.896.7306

Appendix II
Curriculum Process

Curriculum Process



Appendix III
Program Graduates and Enrollment

Term	Number of Students	Average Age of Student (est.)	Males	Females
Fall 2013	9	33	5	4
Spring 2014	11	41	5	6
Fall 2014	5	36	4	1
Spring 2015	4	27	2	2
Fall 2015	12	38	6	6
Spring 2016	7	37	6	1
Fall 2016	14	40	5	9
Spring 2017	7	33	2	5
Fall 2017	3	33	1	2
Spring 2018	7	37	3	4
Total	79	37.5	39	40

Appendix IV
Grants 2013-2014

In October of 2013, the program coordinator attempted a grant through the Lumina Foundation. Here is page one of the grant proposal.

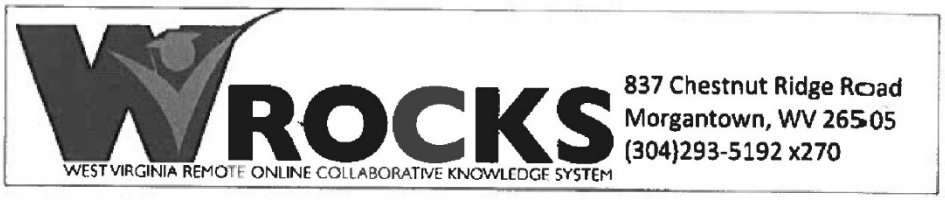
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
GRANT APPLICATION PRE-APPROVAL FORM

Do not leave bank spaces; write N/A for questions not applicable to your project.

SECTION 1: BASIC CONTACT DATA	
Project Director's Name	Martha C Maynard, Tim Ooten, Dianna Toler
Position Title	Coordinator-BOG Degree, Coordinator Adult Services, Director of Disability & Adult Ser
Department	Academic Affairs/Student Services
Contact Information	Email:martha.maynard@southernwv.edu;tim.ooten@southernwv.edu;dianna.toler@southernwv.ed
	Phone: 304 236-7618, 304 896-7354, 304 896-7315
Campus	Boone/Lincoln Logan Williamson Wyoming/McDowell
Immediate Supervisor	Name: Merle Dempsey, Darrel Taylor
	Title: IVP-Academic Affairs/Student Services,Dean of Student Services & Enrollment Management
	Project Approved by Immediate Supervisor? X Yes No
SECTION 2: PROPOS D PROJECT INFORMATION	
Project Type	New
	Renewal (continued funding for existing grant from funding agency) If continuation of an existing grant, Grant Number
	X Other: The programs exist, but the funding will be used in new and innovative ways
Project Name	DegreeNow Recruitment/Completion Re-grant
Funding Source	Federal State X Foundation Corporate Other
Cost Match Requirement	Yes X No Cost Match Requirement Amount/Percentage:
Funding Agency	Name: Lumina Foundation
	Does the Funding Agency require Board of Governors approval? Yes X No
Funding Agency Contact	Name: Dr. Sarah Beasley
	Phone: 304 558-0261 Email:sbeasley@hepc.wvnet.edu
Potential Award Amount	$10,000
Project Start/End Dates	Start Date: 01/01/2014 End Date:07/31/2014
Grant Submission Due Date	10/25/2013

Appendix V
Off-Campus/Distance Delivery Courses

Southern partners with West Virginia's Remote Online Collaborative Knowledge System (WVROCKS) to offer approximately twenty online eight-week courses annually, restricted to BOG students. EL 201 is an online course.



2018-2019 Participating RBA Campus MOU for West Virginia Remote Online Collaborative Knowledge System (WVROCKS)

THIS MEMORANDM OF UNDERSTANDING (MOU) is made the 24th day of April, 2018, by and between the following parties: Southern West Virginia Community and Technical College (SWVC&TC) and the West Virginia Remote Online Collaborative Knowledge System (WVROCKS).

WHEREAS, the parties agree that WVROCKS is an avenue for offering online courses targeted at students receiving their Regents Bachelor of Arts degree.

WHEREAS, the parties agree that WVROCKS is a portal maintained and hosted by the West Virginia Network (WVNET).

NOW, THEREFORE, IT IS AGREED as follows:

1. SWVC&TC agrees that all students and faculty participating on WVROCKS are SWVC&TC faculty and students.
2. Both parties agree that the portal is a place for hosting courses to facilitate the participation of multiple institutions.
3. SWVC&TC agrees to list courses being offered on the WVROCKS portal in their campus's schedule of courses using the coding system identified by WVROCKS or to list the classes using a different coding system and providing a **mapping of their coding** to the WVROCKS's coding.
4. SWVC&TC agrees to list the campus RBA coordinator as the **instructor of record** for all WVROCKS courses.
5. Both parties agree that courses will be offered during the following **five eight week** periods:
    a. August 20 – October 12, 2018
    b. October 15 – December 7, 2018
    c. January 14 – March 8, 2019
    d. March 11 – May 3, 2019
    e. May 28 – July 19, 2019
6. SWVC&TC agrees that the cost of the courses through December 2018, which will be called the erate, is **$145.00** per credit hour.
7. SWVC&TC agrees that the cost of the courses beginning January 2019, which will be called the erate, is **$160.00** per credit hour.
8. SWVC&TC agrees that **60%** of the erate collected will be sent to WVNET. WVNET will pay the instructor of record at the agreed upon rate, reimburse the institution 10% of the faculty's rate of pay, and keep the remaining funds to support continuation of the WVROCKS portal. SWVC&TC will retain the other 40% of the erate collected.
9. SWVC&TC agrees to identify a **point of contact** for all data transfer. **SWVC&TC point of contact is:**
    a. Name: BRANDON RAY KIRK
    b. Phone Number: 304.307.0711
    c. Alternate Phone Number: 304.307.0703

d. Email Address: Brandon.Kirk@Southernwv.edu

10. SWVC&TC agrees to register their students for the classes and provide real-time data to WVROCKS using the ARGOS reporting tool. Enrollment data will include:
    a. Student's first and last names.
    b. Student's SPRIDEN id from BANNER.
    c. Student's birthday in the format mm/dd/yy.
    d. Student's preferred phone number in Banner.
    e. Student's campus email address from Banner.
    f. Student's primary address from Banner.
    g. Student's enrollment data for courses being hosted on the WVROCKS portal.
        i. WVROCKS Term
        ii. WVROCKS part of term
        iii. WVROCKS Subject/Course Number
        iv. Student ID
        v. Registration Code
        vi. Registration Date
11. WVROCKS agrees that on behalf of the course instructors, they will forward the end-of semester grades back to SWVC&TC who agrees to issue the grades to the students.
12. WVROCKS reserves the right to cancel a class due to low enrollment or other unforeseen issues.
13. WVROCKS/WVNET agrees to provide 24 x 7 helpdesk support to students taking and faculty teaching classes on the portal.
14. Both parties agree that should situations occur that require changes to this memorandum, those changes may be made in an expedited manner.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed in the year and date indicated.

Institution Name

By: _____ Date: 4/25/18

Title: PRESIDENT

West Virginia Remote Online Collaborative Knowledge System

By: _____ Date: _____

Title: _____

Appendix VI
CAEL Training 2016

In November of 2016, the program coordinator attended a Council for Adult and Experiential Learning (CAEL) conference in Parkersburg, WV. Here is a print of her agenda:

My Agenda

2016 CAEL Conference

Personal Agenda for Martha Maynard

Wednesday, November 9, 2016

8:15 AM - 9:00 AM	**Introduction to CAEL and the Conference (Newcomers)** Are you new to CAEL? Are you attending the CAEL Conference for the first time? Please attend this session to familiarize yourself with CAEL, its mission, national initiatives, and staff. Learn how you can become involved.
9:00 AM - 10:30 AM	**Opening Keynote: Daniel Greenstein** Dr. Daniel Greenstein oversees work to substantially increase the number of students that acquire a postsecondary degree or certificate from the Gates Foundation. He has led, in some cases founded, several internet-based academic information services in the US (the California Digital Library) and the United Kingdom (the Arts and Humanities Data Service), and served on boards and acted in strategic consulting roles for educational, cultural heritage, and information organizations. Greenstein holds degrees from the Universities of Oxford (DPhil) and Pennsylvania (MA, BA) and began his professional life as a senior lecturer in Modern History at Glasgow University. Before joining the Foundation, Greenstein was Vice Provost for Academic Planning and Programs at the University of California, Office of the President.
11:00 AM - 12:15 PM	**Workshop Series #1**
12:30 PM - 2:00 PM	**Luncheon & Program: CBE: A Discussion with Members of CBEN and Inside Higher Ed; Learner of the Year** Competency Based Education (CBE), is on the leading edge of innovation in higher education, and quickly taking hold as a promising initiative. Seen as a learner-centered model, CBE program structure and curriculum moves away from traditional course based design and focuses on the competencies that align to student career and workforce needs. The White House and Department of Education, as well as the media outlets are providing significant visibility to CBE, and new pathways are being

	developed so that higher education providers can experiment and have access to Title IV funds. Come hear from a group of institutions who were selected to participate in the Competency Based Education Network, and who are actively developing CBE programs. The discussion will include and overview of CBE, the design elements of CBE programs, examples of CBE from the panelists and the challenges and opportunities in this new landscape. The panel will also include Paul Fain from Inside Higher Education who will provide a perspective on what and why he is covering in relation to CBE and innovation in higher education.
2:15 PM - 3:30 PM	**Workshop Series #2**
3:30 PM - 4:00 PM	**Exhibit Hall Opening & Ice Cream Social**
5:15 PM - 6:15 PM	**Welcome Reception** After a busy first day, this reception is your opportunity to relax and network with fellow participants.

Thursday, November 10, 2016

8:30 AM - 9:30 AM	**Plenary Session: What do the Results of November's Election Mean for Adult Learners?** Join us to hear from two leading DC-based policy experts on what the outcome of the presidential election means for higher education and the adult learning field. Lee Foley is a founding partner of Capitol Hill Partners and has worked as one of Washington's foremost counselors on policy and legislative advocacy for more than 30 years. Prior to his lobbying career, Lee served in a variety of positions in Washington, including as a White House domestic policy advisor, chief of staff at a federal agency, and as a staffer for two U.S. Senate committees. Bill Hoagland, the Senior Vice President of the Bipartisan Policy Center, previously served as the director of Budget and Appropriations in the Office of the Senate Majority Leader. Bill is also an affiliate professor of public policy at the George Mason University. Expect a lively conversation and please bring your questions. Moderated by Amy Sherman, CAEL's AVP of Innovation and Policy.
9:45 AM - 10:30 AM	**Round Table Discussions #1**
11:00 AM - 12:15 PM	**Workshop Series #3**
12:30 PM - 2:00 PM	**Luncheon & Program: Institutional Service & Morris T. Keeton Award Presentations**
2:15 PM - 3:30 PM	**Workshop Series #4**

4:00 PM - 5:00 PM	**General Session: The Role of Accrediting Agencies in Advising Quality and Innovation**

Friday, November 11, 2016

8:40 AM - 9:20 AM	**Round Table Discussions #2**
9:30 AM - 10:45 AM	**Workshop Series #5**
11:00 AM - 12:15 PM	**Closing Session: The Working Learner: Business Champions Share Key Workplace Initiatives** Each of the senior-level business leaders participating on this panel are members of the Business Champions for Credential Completion, an influential group of approximately 35 HR and Learning leaders from prominent companies across the country. Funded by Lumina Foundation and managed by CAEL, the group focuses on learning about and sharing strategies for upskilling the front-line workforce and expanding credential attainment among employees. Today's panel will discuss initiatives underway in their companies that impact their frontline workforce in meaningful ways. Each participant also will discuss their partnerships with, and expectations of, higher education to support the frontline workforce.
12:15 PM	**2016 Conference Adjourns**

Appendix VII
Community Outreach 2018

BuildJobs Initiative Program Process

WEEK 1

1. Complete the Application Packet
    a. Include a copy of a valid Driver's License
    b. Include a copy of the Social Security Card
    c. Applicant must be a resident of one of the *counties served (Boone, Lincoln, Logan, Mingo, Wyoming).
    d. Applicant must pass a drug screening
    e. Applicant must pass a background check.

WEEKS 2-14

2. Applicant is placed with a partner contractor for 14 weeks or less on the job training. The total training time can be shortened if the participant has ample experience in the trade of choice and demonstrates to the contractor that he/she is proficient in all aspects of the trade. The contactor and the BuildJobs Project Director must agree to any shortening as well as lengthening of the participant's on the job training.

Week 16

3. Participant is given "Test Taking Tips" from a qualified PRIDE Trainer.
4. Participant is scheduled for and directed to the testing location with specific information as to day, date and time, etc. Participant is expected to take the examination.
5. Test Results
    a. PRIDE will pay for the participant to take the exam no more than twice if the participant does not pass the exam the first time.
    b. If the participant passes the exam, go to #7.
    c. If the participant does not pass the exam, go to #8.
6. Where does the participant want to go from here?
    a. Job with a Contractor?
    b. Open a business?
    c. Attend Southern West Virginia Community and Technical College for additional education?
7. If the participant does not pass the exam on the second try, the BuildJobs Project Director will assess each situation individually as to options for the participant.

*Boone, Lincoln, Logan, Mingo, Wyoming Counties in West Virginia

Appendix VIII
Spring Advisory Meeting 2018

In April of 2018, the program coordinator created a flyer and presented a summary of the BOG program to attendees of the spring advisory meeting held at Logan Campus.

Southern
West Virginia Community and Technical College

March 20, 2018

Dear Advisory Committee Member:

As Chair for the Schools of Career & Technical Studies, I would like to thank you for agreeing to serve as an advisory member. Input from employers, public school personnel, graduates and constituents of Southern's service district is vital in order to maintain competitive programs. Your knowledge of current industry trends help guide the programs in a direction which will prepare the graduates to meet your needs.

The annual advisory committee meeting for all Schools of Career & Technical Studies will be held Thursday, April 12, 2017, at 11:00 a.m. – 1:00 p.m. in Building C, Room 202, on the Logan Campus.

Please RSVP to Rebecca Ferris, Administrative Secretary Sr., at Rebecca.Ferris@southernwv.edu or 304-896-7619, no later than Thursday, April 5, if you plan to participate. If you would like to bring others from your organization, please feel free to do so, just let Mrs. Ferris know who will be attending. Light refreshments will be provided.

I look forward to a productive meeting and seeing you on April 12 on the Logan Campus.

Sincerely,

William H. Alderman
Professor/Chair for the Schools of Career and Technical Studies
Southern West Virginia Community and Technical College
Logan Campus, Building B, Office 125
P.O. Box 2900
Mount Gay, WV 25637
304.896.7381 (Office)
304.784.4444 (Cellular)
Bill.Alderman@southernwv.edu
WHA/rb

Southern
West Virginia Community and Technical College
www.southernwv.edu

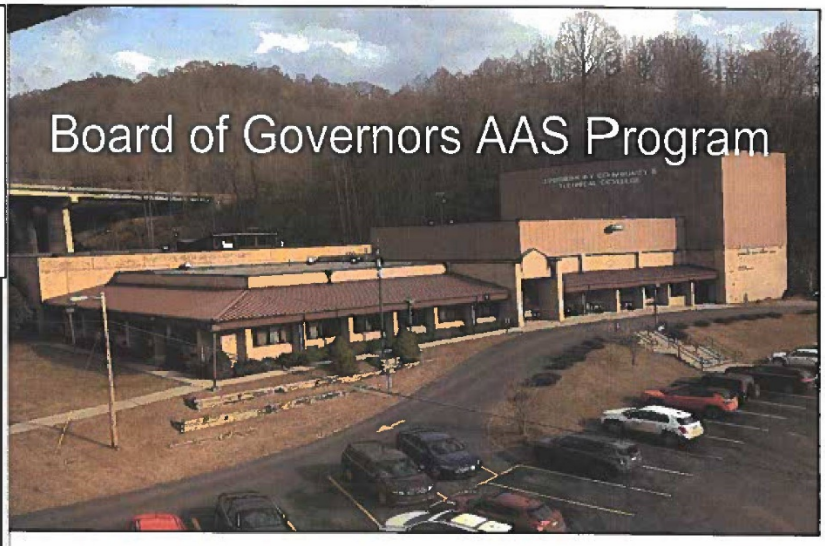
BOG AAS

The Board of Governors Associate in Applied Science (BOG AAS) is an alternative, non-traditional degree program designed for adult students seeking a degree completion opportunity. The degree is flexible in its design and responsive to adult students' diverse needs and interests.

The BOG AAS is perfect for working adults or individuals with family commitments or other obligations because BOG AAS students can create an individualized degree plan by combining:

- previously earned college credits;
- credits earned for work and life experiences;
- credits awarded through standardized testing; and
- traditional or distance-learning courses.

This means the program is perfect for adults who have completed some college classes because any credits they have earned in the past can often count toward their degree – even if they have been out of school for a long time. They may even be able to count some of the knowledge they have gained from work and life experiences toward college credit. Plus, they can take classes to finish earning their degree at their own pace and on their own schedule.



About the Program

The BOG AAS program consists of 60 credit hours. These hours include 21 credit hours of general education courses in communications, social science, computer literacy, and math/science. The remainder consists of 39 credit hours of general electives which may be met through an individual educational degree plan.

Credit hour requirements may be met in a variety of ways, including:

Traditional Coursework

Work and Life Experiences (portfolio submission)

Standardized Exams

Institutional Challenge Forms

Military Training

Evaluation of Non-Collegiate Sponsored Instruction

A minimum of 12 credit hours are required in residency at Southern in order to be eligible for the BOG AAS.

Required GPA: 2.0

Adults continually learn new skills—on the job, through travel, by volunteering, and through independent study. The BOG AAS allows students to demonstrate their knowledge and earn college credits in a variety of ways, including the portfolio evaluation process.

Students can validate their college-level knowledge by submitting a portfolio describing learning experiences and relevant work. Adults who have already mastered skills can save precious time and money by taking advantage of the portfolio review process. Students who are interested in submitting a portfolio should:

Schedule an appointment with the BOG AAS coordinator at Southern;

Register for the "Portfolio Development Course" on their campus; and

Compile the required documentation for their portfolio.

Life and Work Experience

- Students can earn multiple credits for work in their portfolio, and credits will be assigned based on the type and quality of work submitted. There is a $300 portfolio evaluation fee for students who choose this option.
- Students may also demonstrate their knowledge by taking standardized tests, including CLEP, DANTES, or institution "challenge" exams. To learn more about these tests, contact the BOG AAS coordinator at Southern.

Additional Information

- **Financial Aid.**

  There are many ways for adult learners to pay for college even if they attend part-time. Students should begin by completing the Free Application for Federal Student Aid (FAFSA), which can help secure federal and state funding, including grants and loans. To learn more, visit www.cfwv.com and click on "adult learner."

- **Admission Requirements.**

  Students are eligible for admission to the program two years after high school graduation. Students must not hold a degree from an accredited institution nor be enrolled simultaneously in another degree program.

- **Fees.**

  There are no special application fees for admission to the program. Registration and service fees for enrollment in courses are determined according to the established fee schedule at each college. A fee of $300 is charged for a portfolio evaluation of work and life experience.

Contact info

Brandon Ray Kirk
Coordinator

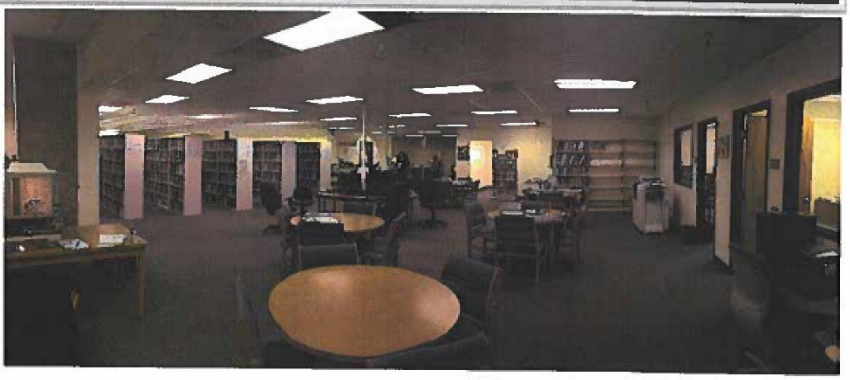
(304) 307.0711

3505 Daniel Boone Pkwy STE A • Foster • WV
25081

Brandon.Kirk@southernwv.edu

www.southernwv.edu

The BOG AAS degree is designed to graduate students who are prepared to become active, socially responsible members in their communities and places of employment.



Appendix IX
Statewide Meetings 2018

Agenda

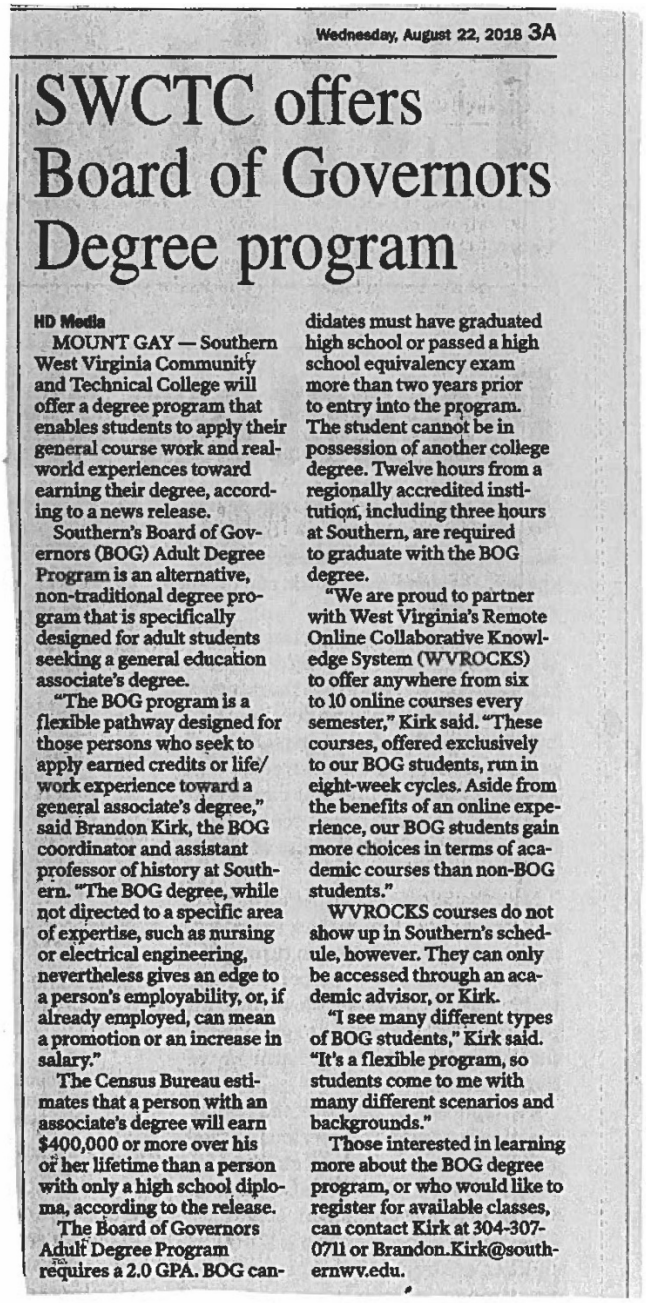
Joint Meeting
Regents Bachelor of Arts Coordinators
Governors Associate of Applied Science Coordinators

April 18, 2018
9:00 p.m. AM
WVU-Parkersburg – Room 1101

1) Introductions
2) Review of Minutes
3) WVROCKS
4) Review of Fall 2017 Meeting actions
5) Standardized Awards
   - WVU Health and Safety and Health Extension: OSHA Education training courses and other Certificate programs
   - Medical Assistant
   - ECG/EKG
   - Firefighter Apprentice Certification
   - ACDS
   - Clarifications: a) MRI – Primary vs. Post Primary b) HIT
   - State Police Training Course
   - Other
6) RBA Guidelines
   - Residency requirement: WV Private Institutions
   - Portfolio Process: need for standardization
   - Portfolio fees
   - Transfer into RBA program
7) Revisions to Board of Governors AAS Guidelines
8) Coordinator questions/comments
   - Submission of multiple portfolios
   - Resources for awarding PLA Credit
   - Other
9) Next Meeting

Appendix X
Press Release

In August of 2018, the program coordinator collaborated with various agents in the college bureaucracy to create and release a press release to regional media outlets. The following press release was printed in the *Coal Valley News* (Madison, WV):



Wednesday, August 22, 2018 3A

SWCTC offers Board of Governors Degree program

HD Media

MOUNT GAY — Southern West Virginia Community and Technical College will offer a degree program that enables students to apply their general course work and real-world experiences toward earning their degree, according to a news release.

Southern's Board of Governors (BOG) Adult Degree Program is an alternative, non-traditional degree program that is specifically designed for adult students seeking a general education associate's degree.

"The BOG program is a flexible pathway designed for those persons who seek to apply earned credits or life/work experience toward a general associate's degree," said Brandon Kirk, the BOG coordinator and assistant professor of history at Southern. "The BOG degree, while not directed to a specific area of expertise, such as nursing or electrical engineering, nevertheless gives an edge to a person's employability, or, if already employed, can mean a promotion or an increase in salary."

The Census Bureau estimates that a person with an associate's degree will earn $400,000 or more over his or her lifetime than a person with only a high school diploma, according to the release.

The Board of Governors Adult Degree Program requires a 2.0 GPA. BOG candidates must have graduated high school or passed a high school equivalency exam more than two years prior to entry into the program. The student cannot be in possession of another college degree. Twelve hours from a regionally accredited institution, including three hours at Southern, are required to graduate with the BOG degree.

"We are proud to partner with West Virginia's Remote Online Collaborative Knowledge System (WVROCKS) to offer anywhere from six to 10 online courses every semester," Kirk said. "These courses, offered exclusively to our BOG students, run in eight-week cycles. Aside from the benefits of an online experience, our BOG students gain more choices in terms of academic courses than non-BOG students."

WVROCKS courses do not show up in Southern's schedule, however. They can only be accessed through an academic advisor, or Kirk.

"I see many different types of BOG students," Kirk said. "It's a flexible program, so students come to me with many different scenarios and backgrounds."

Those interested in learning more about the BOG degree program, or who would like to register for available classes, can contact Kirk at 304-307-0711 or Brandon.Kirk@southernwv.edu.

Appendix XI
Press Release

In September of 2018, the program coordinator created a recruitment letter and will send the letters to large numbers of recruitment pools.

September 28, 2018

Southern West Virginia Community and Technical College
Boone/Lincoln Campus
3505 Daniel Boone Pkwy STE A
Foster, WV 25081-8126
304.307.0711 (Office)
Brandon.Kirk@southernwv.edu

[redacted]
Kopperston, WV 24854

Dear [redacted]

I am coordinator of the Board of Governors Associate in Applied Science degree program at Southern West Virginia Community and Technical College and I want to share with you details about this popular program because it is highly probable that you are, at this very moment, extremely close to fulfilling requirements for this associate degree. In fact, you are likely only one semester away from completion!

The Board of Governors AAS program is designed for adult learners who have earned credits in a broad range of courses and/or through such prior learning experiences as standardized testing (CLEP), challenge exams, licensure, certificates, military training credit, or general life-work experience while assuring maximum credit transferability. The program allows one to establish deserved professional credentials, meet occupational goals, achieve a personal sense of accomplishment, and position oneself for advancement into a baccalaureate program. The admission fee for this program? $0.

If you have completed at least 40 college credits and/or if you have a rich life-work experience but lack an associate degree, please keep reading!

The BOG AAS program requires 60 credit hours. You must complete 21 credit hours of general education courses in communication (English/speech), social science (history, sociology, psychology, political science), math/science, and computer literacy. You also need 39 hours of general electives. Note: Southern offers a wide range of online courses, some of which are only available to BOG students. If you complete 15 credits in a particular technical or occupational focus, an Area of Emphasis can be designated on your transcript.

If the traditional course pathway to the BOG degree does not quite suit you but you possess a rich life-work history or feel confident about your ability to pass standardized exams, please keep reading!

One of the most admirable components of the BOG program is that it allows you to earn credit for prior learning. You can, for instance, earn credit by showing competency through standardized testing (CLEP) or by converting your life-work experience into credits. For more about Credit for Prior Learning, please visit p. 38-40 of our 2018-2019 academic catalog, which can be found here:
http://www.southernwv.edu/files/2018_2019_catalog_junc2018_final.pdf

To qualify for the BOG program, you must have been graduated from high school for at least two years, must possess a 2.0 grade point average, and must have completed at least twelve credit hours from a regionally accredited higher education institution.

Please contact me at your earliest convenience if you are interested in this program. I look forward to hearing from you.

Cordially,

Brandon R. Kirk

Appendix XII
Adult Services

The BOG coordinator partners with Adult Services, whether it be in regard to grant-writing or events, so as to better serve Adult students at Southern. Each year, Student Services host multiple Adult new student orientations on campus. Below is a sample of the event agenda from Fall 2018. A folder is provided to students with much more information about the college.

Southern
West Virginia Community and Technical College

Adult and Veteran
New Student Orientation Fall 2018
Logan Campus

6:00-6:05	**Welcome**	**Joe Linville, Campus Director**
6:05-6:15	**Greetings from the President**	**Dr. Robert Gunter**
6:15-6:25	**A Word from Academics**	**Dr. Deanna Romano**

WHAT YOU NEED TO KNOW!!!

Teri Wells	**My Records – Veteran Benefits**	**Room 120A**
Stella Estepp	**Let's Talk Money-Paying for College**	**Room 120A**
Darrell Taylor **Dianna Toler**	**Special Programs and Services**	**Room 120A**
Pat Miller **Tom Cook**	**Exploring MySouthern Interactive Session** MyBooks/Tuition and Fees MySouthern Portal Wrap-up/Evaluations	**Room 120A**

www.southernwv.edu
"Southern is an EOE, ADA, AA Institution"

LOGAN CAMPUS
PO Box 2900/2900 Dempsey Branch Rd.
Mount Gay, WV 25637
Phone: 304-792-7098
Fax: 304-792-7026

WILLIAMSON CAMPUS
160 Armory Drive
Williamson, WV 25661
Phone: 304-235-5046
Fax: 304-235-6042

BOONE/LINCOLN CAMPUS
3505 Daniel Boone Parkway
Foster, WV 25081
Phone: 304-369-2952
Fax: 304-369-2954

LINCOLN LOCATION
81 Lincoln Panther Way
Hamlin, WV 25523
Phone: 304-307-0710
Fax: 304-824-2339

WYOMING/McDOWELL CAMPUS
128 College Drive
Saulsville, WV 25876
Phone: 304-294-8346
Fax: 304-294-8534

Appendix XIII
Summary of Credit Awards for Certified Credentials

Below are a few examples of the certified credit awards offered through the BOG AAS program. The West Virginia Council for Community and Technical College Education provides a *BOG AAS Degree Completion Program Handbook* (2016) which, beginning on page 33, contains 320+ pages filled with listings of certified credit awards. To see the Summary of Credit Awards for Certified Credentials (beginning on p. 33), go here: https://www.wvctcs.org/assets/cms-images/BOG_CombinedHanbook_8-29-18.pdf.

SUMMARY OF CREDIT AWARDS
FOR CERTIFIED CREDENTIALS

Board of Governors Associate of Applied Science Degree Program

I. ALLIED HEALTH CREDENTIAL	Recommending Institution	Lower Division	Upper Division	Date Developed/ Last Review
A. Nursing: Hospital Diploma Programs (With Registry) (Appendix 1)				
1. Registered Nurse (RN)	FSU	30	15	1975 / 2017
2. Licensed Practical Nurse	FSU	15		1975 / 2017
3. Nurse Anesthetist 18 months 24 months	FSU		45 60	1975 / 2017
4. Pediatric Nurse Associate	FSU		24	1975 / 2017
5. Nursing Assistant (Appendix 32)	WVU-P	5		2006
B. Radiological Technologies				
1. X-Ray (Radiologic) Technology (ARRT) (Appendix 1)	FSU / MU	50.5		1975 / 2012
2. Nuclear Medicine Technology (ARRT) (Appendix 2)	BCTC	5+X-Ray Tech	30	1976 / 2004 / 2015
3. Radiation Therapist	WVU	5	30	1988 / 2004
4. Medical Diagnostic Ultra Sound (Sonography) (Appendix 3) (A)	WVU	5	30	1990 / 2017
5. Mammography (Appendix 4) (A)	WVU	3	17	1992 / 2017
6. CT Imaging (Appendix 4) (A)	WVU	3	17	1992 / 2017
7. MRI Imaging (Appendix 4) (A)	WVU	3	17	1992 / 2017
8. MRI-Primary Pathway Certification (ARRT) (Appendix 43)	WVU	5	30	2017
9. Cardiac Interventional Radiography (Appendix 5) (A)	WVU	3	17	1997 / 2017
10. Vascular Interventional Radiography (Appendix 5) (A)	WVU	3	17	1997 / 2017
11. Quality Management (Appendix 28) (A)	WVU	3	17	2004 / 2017
12. Bone Densitometry (Appendix 28) (A)	WVU	3	17	2004 / 2017
(A) Post-Primary Certification				

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of Health Care Technology, Medical Laboratory Assistant Option, Certificate, Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Health Care Technology, Medical Laboratory Assistant Option, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Shirley Dardi

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Health Care Technology, Medical Laboratory Assistant Option, Certificate program during the 2018- 2019 academic year.

Based upon the program review, it is recommended that the Health Care Technology, Medical Laboratory Assistant Option, Certificate program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Health Care Technology, Medical Laboratory Assistant Option, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

☐ Program with Special Accreditation ☑ Program without Specialized Accreditation

Program: Certificate-Health Care Technology, Medical Lab Assistant Option (Degree and Title) November 28, 2018 (Date)

INSTITUTIONAL RECOMMENDATION
The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

☑ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

Enrollment numbers for the Medical Laboratory Assistant Program have been consistent since its implementation in 1997. The annual enrollment numbers since 2013/14 to the present 2018/19 semester have ranged between 6 and 20, with an average of 13.4 each year. The number for completers has averaged 9.0 students a year over the last five years, with as many as twelve in several years. Eighty-two percent of the students surveyed were planning to return to school to further their degree in the medical field. Fifty-five percent of those returning surveys were employed in the field of phlebotomy.

Shirley Dardi — Signature of person preparing report if other than Dean — 1-7-19 (Date)

Russell Saunders — Signature of Dean — 1-7-19 (Date)

Signature of Vice President for Academic Affairs — 1.14.19 (Date)

Signature of President — 4/10/19 (Date)

Signature of Chair, Board of Governors — Date

PROGRAM REVIEW

For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Healthcare Technology, Medical Laboratory Assistant Option, Certificate

November 1, 2018

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs WITHOUT Specialized Accreditation
Summary of Findings
2018-2019

Program Name: Health Care Technology, Medical Laboratory Assistant Option, Certificate
Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum requirements are sufficient for the demands of the field of allied health.
2. Additional options for this program could be added that could meet the needs of the health care domain.
3. Entrance abilities for the students are those mandated by the college. Graduates of the Medical Laboratory Assistant (MLA) Program have been successful in the job market as well as in pursuing the next educational level.
4. Advisory committee is actively involved in the program.
5. The assessment system ensures that the student has attained the proper learning and competency abilities.

Conclusion: The program meets and exceeds minimum adequacy requirements.

B. Viability

1. The MLA Program continues to be a popular entry-level allied health career with a curriculum that supports students laddering into associate degree Allied Health and Nursing programs should they desire to do so.
2. The very small budget allotted to the MLA Program, the use of the Medical Laboratory Technology (MLT) laboratory and its equipment for MLA lectures and student labs, and the fact that courses are taught by MLT faculty as a part of their regular teaching load, result in this certificate offering being cost effective for the institution.

Conclusion: The program meets the requirements for viability.

C. Necessity

1. The MLA Program provides a career entry point into the field of allied health. Some graduates pursue these entry-level positions and are able to procure jobs as phlebotomists and medical laboratory assistants. However, most decide to pursue additional education into higher paying allied health careers such as medical laboratory technicians, radiologic technologists, surgical technologists, nurses,

etc. Additionally, a few graduates decide that a career in allied health is not suitable for them.

2. Courses within the program are part of a Phlebotomy skill set, which when completed gives the student who does not complete all the courses in the certificate program the opportunity to obtain an employable skill. The skill set is also an option for the students in the AAS Health Care Professional degree when selecting required electives.

Conclusion: This is a necessary program.

D. Consistency with Mission

1. The program does support the mission and vision of the institution.
2. The program and/or core courses support Southern's Compact.
3. Core courses impact other programs.

Conclusion: The program is consistent with the mission of the college.

II. Plans for Program Improvement, Including Timeline

The areas of enrollment and graduation should see a major increase with the option to choose the Phlebotomy skill set for the Health Care Professional degree electives. The number of enrollees is 19 for the Fall 2018 class. The change in format for delivery of the full program both semesters with lower enrollment caps will be discussed in the early Spring of 2019 to determine if this large number of students adversely affected the quantity and quality of attention and direction the individual student received. We will review outcomes and course evaluations in this process.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The program underwent a program review in 2013/14. No weaknesses or deficiencies were named. It was recommended that the program continue at the current level of activity without corrective action.

IV. Five Year Trend Data on Graduates and Majors Enrolled

No specific trends can be identified based on program enrollment or graduates. Most recently, the number went from 6 students enrolled in 2017 to 20 enrolled in 2018. The amount of students who enroll and graduate each year fluctuates. There is a direct influence on the number of students who enroll in MLA courses and those not accepted into the associate degree program to which they have applied. Many will choose the MLA option to gain knowledge in a medically related field while waiting to reapply to one of the associate degree programs offered at Southern.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

The MLA assessment model contains a variety of measurements for classroom, laboratory, and clinical performances. Students are assessed by written exams and performance of skills. Clinical facilities complete evaluations of the student's performance in various categories. The student must complete 100 clinical hours and 100 successful venipunctures in a hospital facility. If skills standards are not met, the student will not receive credit for the rotation.

VI. Data on Student Placement

Since the fall of 2013, 49 students received a national phlebotomy certification, with many being employed as a phlebotomist. The majority of the students applied to and got accepted in associate degree healthcare programs to further their education. The lack of responses to and low return rate of graduate surveys affects the exact data.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for the Board of Governors final recommendation and signatures.

Rationale for Recommendation

Enrollment numbers for the Medical Laboratory Assistant Program has been consistent since its implementation in 1997. The annual enrollment numbers since 2013/14 to the present 2018/19 semester have ranged between 6 and 20, with an average of 13.4 each year. The number for completers has averaged 9.0 students a year over the last five years, with as many as twelve in several years. Eighty-two percent of the students surveyed were planning to return to school to further their degree in the medical field. Fifty-five percent of those returning surveys were employed in the field of phlebotomy.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs WITHOUT Specialized Accreditation
2018-2019

Program Name: Health Care Technology-Medical Laboratory Assistant-Certificate
Date of Last Review: 2013/14

I. Program Description

The Health Care Technology Medical Laboratory Assistant Program was implemented in the fall of 1997. This is a one-year certificate program that develops skills for entry level graduates to work in the health care industry.

This program is designed for career-oriented individuals who desire to enter the job market in entry-level positions. The Health Care Technology MLA Certificate Program prepares graduates as skilled, flexible health care workers, who work under the direction of licensed professionals such as registered professional nurses, medical laboratory technologists, and physicians.

The Medical Laboratory Assistant Program prepares students to perform skills such as phlebotomy and simple laboratory tests. The number of students allowed to enroll is kept to a maximum of twenty, due to the availability of clinical sites for the phlebotomy clinical practicum portion of the curriculum and the size of the laboratory that is used for student practice of skills.

Some students choose to seek a higher degree in one of the other health care fields such as nursing, radiologic technology, surgical technology, respiratory therapy, medical assisting, emergency medical services, or medical laboratory technology. The knowledge gained in the Medical Laboratory Assistant Program is applicable to other disciplines. Many of the support courses are the same courses required in the Nursing, Medical Laboratory Technology, Paramedic Science, Surgical Technology, Radiologic Technology and many other allied health programs.

Program Goals: The Health Care Technology MLA Program will:

A. Provide highly skilled, knowledgeable providers of health care for hospitals, clinics and other health care settings.
B. Provide students with the knowledge and skills to pass a national certification exam provided the student meets all eligibility requirements of the certifying agency.
C. Encourage safe and ethical behavior while preparing the student to meet career and work goals.

D. Maximize the quality of the Health Care Technology MLA program by ongoing monitoring of graduates, employers and curriculum.

II. Special Accreditation Information

This program does not have any specialized accreditation information. However, the program meets the requirements to allow completers to take various national certification exams.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum

The Health Care Technology MLA curriculum spans two semesters. Some of the support courses are the same courses required in allied health and nursing associate degree programs. Thus, students may ladder one's health care career education and move from the certificate program to an associate degree program with minimal loss of credit earned. Many graduates of the certificate in medical laboratory assisting continue one's education and complete the application process to be accepted into Southern's Medical Laboratory Technology Program. A copy of the Medical Laboratory Assistant curriculum is reflected in Appendix I.

A change to the delivery format of the program took place in the 2016-17 fall and spring semesters due to a strong request from one of the hospitals we serve. In an attempt to address a need for more phlebotomists in a shorter time frame we offered all of the allied health courses within the program in both the fall and spring semesters. The students were given an option to take the accelerated mode of completion or stay with the one-year format. The delivery method was returned to the traditional format the following year after deliberation by the program coordinator and instructor in order to allow the students a full semester of classroom and laboratory training in which to learn and practice essential venipuncture skills before entering the hospital setting for clinical rotations. The delivery method may need to return to the accelerated format in the future with smaller classes due to the large number students who have selected the Phlebotomy skill set courses as electives in the Health Care Professional degree. A waiting list was implemented for the fall 2018 AH 103 course due to the overwhelming desire for the course. The number of students enrolled in those semesters can be seen in Appendix III.

Another special feature of the program is that graduates may take national certification exams after successful completion of the program. The certifications contribute to professionalism and are indicators of skills, knowledge and success for prospective employment. Passage rates for the certification exams are exceptionally high. The five-year span being reviewed resulted in 100% of the students passing the exam on the first attempt. Only two failures have occurred since the inception of the program in 1997. (See Appendix III and III a.)

2. Faculty

The Health Care Technology Medical Laboratory Assistant Program is directed by the Medical Laboratory Technology department coordinator. The time the coordinator devotes to the Health Care Technology Program each week is approximately one (1) hour.

The Medical Laboratory Technology department faculty member is the instructor for the allied health courses in the MLA Program. The Medical Laboratory Assistant Program requires that the instructor be certified as a Medical Laboratory Technician (MLT), hold an associate degree in Medical Laboratory Technology, and demonstrate expertise in the field. The instructor who teaches the Medical Laboratory Assistant courses exceeds the requirements. She has the following qualifications: (See Appendix II.)

a. American Society of Clinical Pathologist's Certified Medical Laboratory Scientist
b. Master of Arts in Teaching
c. Associate degree in Medical Laboratory Technology
d. Bachelor of Science degree in Medical Technology
e. Teaching experience in a Medical Laboratory Technology program
f. Demonstrated expertise in medical laboratory technology
g. Five years of clinical experience
h. Attends workshops and seminars for professional development

The Medical Laboratory Assistant instructor is a full time faculty member for the Medical Laboratory Technology Program. She devotes approximately five (5) hours per week of instruction to the Medical Laboratory Assistant option of the Health Care Technology Program. Teaching in this option for this instructor is considered as part of her full time work assignment. Thus, teaching in this option constitutes approximately 36% of her full time faculty workload.

Support courses, such as English, anatomy and physiology, and psychology, are taught by qualified college faculty who meet or

exceed the qualifications of the college accrediting body, Higher Learning Commission of the North Central Association of Schools and Colleges.

3. Student

a. Entrance Abilities

The Health Care Technology Program has an open enrollment each fall for students admitted to Southern (must have high school diploma or a high school equivalency). However, for many courses in the curriculum, a student must have completed college-level English and math courses or have acceptable ACCUPLACER/ACT scores as pre-requisites as stated in the college catalog.

In addition, prior to clinical experiences in the spring of each year, the students must complete and pass a background check, drug screen, and have immunizations such as documentation of MMR (measles, mumps & rubella), Hepatitis B, Td (tetanus), and a PPD test (skin test for tuberculosis).

b. Exit Competencies

The student must pass all program specific course with a “C” or better. All support courses must be passed with a “D” or better. The student must obtain a passing score on a clinical objective evaluation completed by the affiliates after each rotation. Graduates of the Medical Laboratory Assistant Program will be able to perform basic venipuncture, collection of blood and body fluid samples for laboratory testing, and perform simple laboratory diagnostic tests under the supervision of a medical laboratory technologist or physician. Upon exiting the program, the graduates have skills and abilities to work in an entry level position in hospitals, clinics, and doctor offices. They will receive the title “Certified Phlebotomy Technician” upon passage of a national exam.

4. Resources

a. Financial

The Medical Laboratory Assistant Program receives an annual budget from the college which is sufficient to purchase supplies. The MLA program was fortunate to receive new equipment from a grant funded purchase in 2018. The program benefits from shared MLT equipment as well as donated supplies from area hospitals.

b. Facilities

The Medical Laboratory Assistant Program has clinical affiliate agreements with hospitals and clinics in the service district as well as in Kentucky and the Kanawha Valley where larger facilities are located. Students have received excellent

opportunities for clinical experiences in their field of study. The laboratory and classrooms on the Logan Campus are more than adequate for the program. Other campus locations where the students may complete support course requirements are also adequate. Library resources have been made available in the past years to purchase texts, periodicals and online resources. The library staff has been instrumental in making faculty and students aware of this.

5. Graduate and Employer Satisfaction

MLA graduates were surveyed from 2014 to 2018. The graduate survey return rate is minimal. Of the surveys received, it was found that a large percentage of graduates continue their education in an associate degree healthcare option and do not seek employment. Therefore, the importance of and need to return surveys is not realized by these individuals. The importance of all survey returns will be stressed in the future to all students. The survey for Medical Laboratory Assistant completers has traditionally been mailed in the past with minimal return seen. In an attempt to increase returns the survey is now emailed to the graduates. Plans are in place to develop a method using a survey tool to increase response rate.

Graduates each year overwhelmingly report that Southern met their educational needs and are satisfied with their field of study. One hundred percent of returned surveys revealed that the quality of the education received was at a superior level.

Students who graduated were very pleased with their preparedness for employment. All surveyed reported being prepared for the workplace. All of students surveyed for the past five years strongly agreed that they were satisfied with the quality of instruction provided by Southern. They strongly agreed to being well educated in the following areas: Professionalism, general knowledge, trained to make judgments, proficiency and accuracy, performance of procedures, effective written and oral communication skills, time management, and respect. (See Appendices IV and V.)

Employers praise the graduates in surveys, advisory meetings and whenever the instructor visits the facilities. There has been a minimal return of employer surveys. (See Appendix VI.)

6. Assessment Information

a. Assessment Data

Accurate assessment is essential to the process of appropriate course placement for entering students. Entrance assessment provides information to assist in assessing present level of competencies, placing students in appropriate courses, and developing instructional programs to meet the needs of entering students. Students may not enroll in a mathematics course or English course which is designed to be applied toward a certificate or associate degree unless the minimum score prescribed is earned.

Assessment activities, in addition to entrance assessment for course placement, include periodic assessments, mid-point assessments, and exit assessments prior to program completion and graduation. Other forms of assessment strategies (i.e. - simulations, licensure and certification exams, etc.) may also be used.

Students taking the certification exam must take both semesters of the program specific courses, but are not required to have completed all of the support courses. Some students take the program courses to improve their skills without an intention to graduate from the program. MLA students have impressive certification exam results. National certification exam results for the Medical Laboratory Assistant students are showcased in Appendix III and III a.

b. Assessment Tools and Data for the Last Five Years

General education goals and objectives at Southern state that students will demonstrate their ability to think critically by analyzing and synthesizing material. Every student should possess the skills defined in our General Education Philosophy and Goals upon degree completion. To that end, every year the faculty review the program curricula and evaluate student performance in each area of the General Education competencies in accordance with the institutions plan for assessment.

The MLA Program is focused on outcomes based assessment. The program has established measurable and

observable learning outcomes and has both ongoing assessment and periodic assessment processes. The college is in the process of implementing the Watermark program to help us record and track our success at meeting program outcomes.

The results of the MLA assessment matrices can be seen in Appendix VII.

7. Previous Program Review:

The Health Care Technology Medical Laboratory Assistant Program was approved during the last review in 2013/2014 with no further recommendations for the program. The EKG option was eliminated at that time.

8. Advisory Committee:

An advisory committee is in place to assist with programmatic planning and development. It is not exclusive to the Health Care Technology program. The Medical Laboratory Assistant Program is incorporated along with the Medical Laboratory Technology Program Advisory Committee.

The advisory committee for the MLT/Health Care Technology MLA Program consists of employees and employers of various health care facilities representing supervisor and staff positions as well as program faculty and college administrators. The advisory group is large with dedicated, active participants. Curriculum and program assessment are discussed at each yearly advisory meeting.

The advisory board meets each spring. Minutes and member lists are available upon request.

9. Strengths/Weaknesses

a. Strengths

(1) Dedicated coordinator and instructor.

(2) Licensed/certified and qualified faculty.

(3) Cooperation of clinical facilities.

(4) Provides early opportunity for students seeking an allied health career a way to build skills and become employable with a certificate in medical laboratory assisting.

(5) Provides an excellent education that can be completed in one academic year.

(6) Number of students that move forward from the program to pursue an associate degree.

(7) Extremely high passage rates on national certification exams.

b. Weaknesses

(1) Number of surveys returned, both graduate and employer.

(2) Limited employment opportunities in the immediate geographic area.

(3) Salary range is low in West Virginia for these skilled individuals.

B. Viability:

1. Program Enrollment and Graduates

Enrollment numbers for the Medical Laboratory Assistant Program have been consistent since 2014. The enrollment numbers have ranged between 8 and 20 since 2014. The number accepted is reflective of laboratory space available for this education. The number for annual graduates/completers has averaged 9.0 since 2014. Eighty-two percent of the students surveyed were returning to school to further their degree in the medical field. Fifty percent were employed in the field of medical laboratory assisting, phlebotomy. (See Appendix V.)

2. Program Course Enrollments

Programmatic courses in the curriculum vary in enrollment. The MLA Program can only take a certain number of students due to laboratory space availability. Course enrollment has varied from 8 to 20 students over the last five years. (See Appendix V.) The program experienced a spike in enrollment in 2016 to 27 students. This was the year the skill set was made available for completion in one semester and all courses were offered both semesters. The 2017-18 year saw an unusually low enrollment of 6 students. The next year the enrollment increased to 20 students.

3. Service Courses

The MLA certificate Program does not have departmental courses that are required for students in other majors and support programs outside the major.

4. Off Campus/Distance Delivery

The Medical Laboratory Assistant Program admits students only on the Logan campus due to faculty and laboratory constraints.

5. Articulation Agreements

Currently there are no articulation agreements in place for this certificate program. However, most support courses required in the options are articulated to most other colleges and universities in West Virginia. Those choosing to pursue the MLT degree from Southern may advance to Marshall University. Marshall currently offers a linked program with Southern's Associate in Applied Science Degree in MLT for students wishing to continue to the BS in MLS program.

There has been some discussion of the possibility of direct admission to the A.A.S. MLT Program for those who successfully complete the MLA Certificate Program. Points toward other programs will be given on the common application for Nursing and Allied Health Programs to those who complete the certificate.

C. Necessity

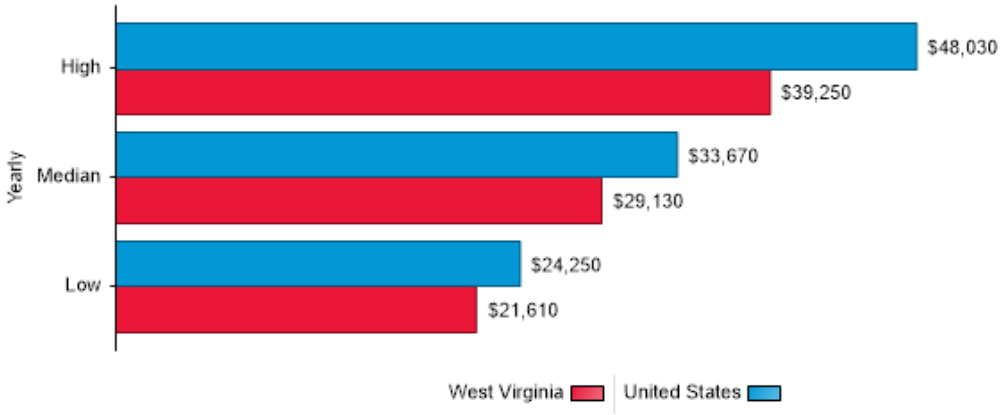
1. Graduates

The number of graduates or completers of the MLA Certificate Program has been 45 since 2014. However, enrollment has not changed significantly from previous years. With this being an open enrollment program, it has been observed that some students are only completing the three Medical Laboratory Assistant skill set courses which is sufficient for placement as a phlebotomist in some facilities. This explains the lower numbers for those completing the certificate requirements to some degree.

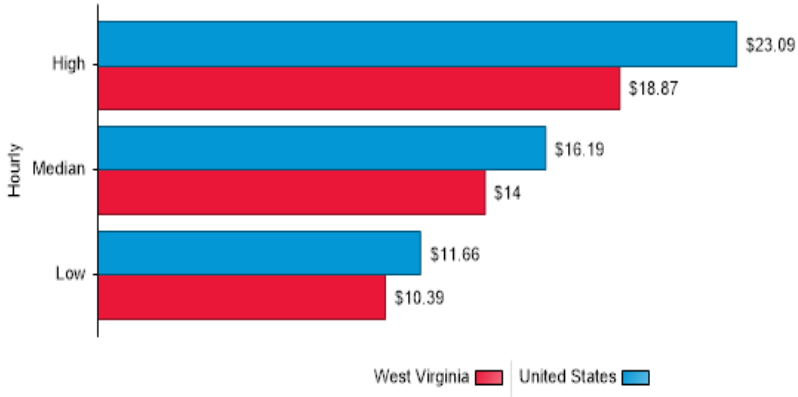
Information collected through surveys and other methods (research) for the students who completed the program or the three MLA skill set courses shows that 14% were employed as phlebotomists/medical laboratory assistants, 86% continued their education in an associate degree or allied health programs. A few non-responders were not employed, or were employed in another field. Further, the 86% who continued their education chose one of the following allied health fields: seven continued in Medical Laboratory Technology, thirteen in Registered Nursing, five in Licensed Practical Nursing, one in Emergency Medical Technician, two in Surgical Technology, one in Respiratory Therapy, four in

Medical Assisting, one in HIM, and six in the Health Care Professional degree.

Yearly Wages for Phlebotomists in WEST VIRGINIA



Hourly Wages for Phlebotomists in WEST VIRGINIA



2. Job Placement

Employment of phlebotomists is projected to grow 25 percent from 2016 to 2026, much faster than the average for all occupations. Hospitals, diagnostic laboratories, blood donor centers, and other locations will need phlebotomists to perform bloodwork.

Blood analysis remains an essential function in medical laboratories and hospitals. Demand for phlebotomists will remain high as doctors

and other healthcare professionals require bloodwork for analysis and diagnosis. In addition to blood analysis, phlebotomists are necessary for blood collection, either at mobile blood centers or dedicated donation centers. These phlebotomists may be especially busy during a health emergency, which can correspond with heightened interest in blood donations.

Job prospects are greatest for phlebotomists who receive certification from one of several reputable organizations, such as the National Center for Competency Testing (NCCT), National Healthcareer Association (NHA), and the American Society for Clinical Pathology (ASCP), the National Phlebotomy Association, and the American Medical Technologists (AMT).

According to a study conducted by the American Society of Clinical Pathologists (ASCP) Board of Registry, the University of California, and MORPACE International (Market Opinion Research Product and Consumer Evaluation), the vacancy rate for Certified/Licensed Phlebotomists was an average of 9.1% with hospitals having 100-229 beds reporting as much as a 14.7% vacancy rate. Additionally, 4.0% of working phlebotomists are projected to retire in the next two years which is anticipated to continue to fuel high vacancy rates.

Historically, many students graduating with a certificate in MLA gain an interest in the laboratory field and decide to continue their education in the field of Medical Laboratory Technology. The vacancy rate for phlebotomists in southern West Virginia is presently low. This is in part due to Southern's MLA program filling this need. Beyond southern West Virginia, the demand for skilled allied health graduates is more intense. Facilities from North Carolina and Kentucky historically attend Southern's career fairs to recruit our graduates. Further, many job vacancy notices and letters are received each year requesting the program coordinators to post the information for students. The medical laboratory assistant certificate program is meeting a need of the service area by keeping the vacancy rate for phlebotomists low and assisting undecided students with information toward choosing an allied health field.

State and National Trends (onetonline.org)
Employment trends data for **Phlebotomists** is included in the trends data for *Healthcare Support Workers, All Other*.

Projected Employment for Phlebotomists in West Virginia

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	122,700	152,800	25%	16,900
State	**Employment**		**Percent Change**	**Projected Annual Job Openings***
	2016	**2026**		
West Virginia	1,090	1,270	+17%	140

D. Consistency with Mission

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

The MLA program is consistent with the college mission in its philosophy, purpose, goals and objectives. This program provides a high quality, affordable education and training for those who seek to participate in the program. It provides the student with skills to obtain specialized employment or basic knowledge to move forward in another healthcare field.

This program also meets the institutional commitment as a program of study in career and technical fields leading to a skill-set certification, certificate degree and/or an associate in applied science degree for entry into the workforce.

IV. Recommendation

It is recommended that the Health Care Technology, Medical Laboratory Assistant Option, Certificate program continue at the current level of activity without corrective action.

Appendix I
Curriculum

Health Care Technology

Certificate

30 Credit Hours

Purpose

The Health Care Technology Certificate Program prepares graduates as multi-skilled flexible health care workers, who work under the direction of licensed professionals such as medical laboratory technologists, registered professional nurses, radiologic technologists, surgical technologists, and physicians. Students may work in a variety of health care settings.

Certification exams may be available and students are expected to take appropriate national certification exams. The Health Care Technology Program graduate is not intended to be a medical laboratory technician.

The full Health Care Technology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the general education/program support courses only.

Medical Laboratory Assistant

First Semester	**Title**	**Credit Hours**
AH 100 (E)	Patient Care Technology	3
AH 103	Principles of Phlebotomy	3
AH 108 (E)	Medical Terminology	2
BS 124	~Human Anatomy and Physiology I	4
EN 101 or EN 101A	~English Composition I	3
		15
Second Semester	**Title**	**Credit Hours**
AH 112	Basic Medical Laboratory Procedures	3
AH 113	Phlebotomy Clinical Practicum	2
BS 125	~Human Anatomy and Physiology II	4
1MT 121	~College Mathematics for General Education	3
PY 218	~Life-Span Developmental Psychology	3
		15

~ Designates courses on the statewide Core Coursework Transfer Agreement.

[1] Students planning to continue their studies toward an AAS in Medical Laboratory Technology are advised to take MT 128 in place of MT 121 or consult the institution to which you plan to transfer.

This degree program provides students the opportunity to receive credit for their high school EDGE courses (http://careertech.k12.wv.us/edge/edgeCollege.html) as designated by the (E) within the program sequence.

Dean: 304.896.7365

Program Coordinator: 304.896.7369

Administrative Secretary: 304.896.7385

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET

*(No more than **TWO** pages per faculty member)*

Name Christy Spry Rank Instructor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: Master of Arts
Date Degree Received: 12/2014
Conferred by: Marshall University
Area of Specialization: Teaching

Professional registration/licensure: MLS (ASCP)^{CM}
Years of employment at present institution: 1 year
Years of employment in higher education: 1 year
Years of related experience outside higher education: 5 ½ years public educator
Non-teaching experience: 5 years clinical lab experience

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2018/Fall *	ML 101 Clinical Hematology	16
2018/Fall *	ML 201 Urinalysis and Body Fluids	10
2018/Fall *	ML 202 Clinical Microbiology	10
2018/Fall	AH 215 Basic Pharmacology	30
2018/Fall	AH 280 Folk Health Care Practices	17
2018/Fall	AH 103 Principles of Phlebotomy	19
2018/Summer	ML 200 Phlebotomy Clinical Practicum	8
2018/Spring *	ML 102 Clinical Chemistry	10
2018/Spring *	ML 103 Immunohematology and Serology	10
2018/Spring *	ML 205 MLT Seminar	13
2018/Spring	AH 112 Basic Medical Laboratory Procedures	4
2018/Spring	AH 113 Phlebotomy Clinical Practicum	4
2017/Fall *	ML 101 Clinical Hematology	16
2017/Fall *	ML 201 Urinalysis and Body Fluids	13
2017/Fall *	ML 202 Clinical Microbiology	13

*Denotes courses team-taught with Shirley Dardi, MLT Program Coordinator
ML101, 103 and 202 – 20%, ML102 – 60%, ML201- 5%. ML205-5%

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

In the past year as an instructor as Southern, I attended the WV Clinical Lab Management Association Meeting and continuing education. I also attended Blackboard and Quality Matters training at Southern, and QM peer reviewer training online. I also attended the

Assessment Academy in June 2018 and learned about assessment techniques and the Watermark system. I plan to attend more training with Blackboard and the WV Clinical Lab Association meeting in October 2018. Prior to my employment at Southern, I received training for professional development at WV Centers for Professional Development with iPads, online learning techniques, and College Board Advanced Placement training in Chemistry and Physics I.

Appendix III
National Certification Exam Results

The following tables provide a visual overview of data results for the past five years:

National Certification Exam Outcomes for Medical Laboratory Assisting (Logan)

Year	Number of students taking exam	Number of students passing exam	Percentage of students passing exam
2014	11	11	100%
2015	12	12	100%
2016 (May)	6	6	100%
*2016 (Dec)	9	9	100%
*2017	7	7	100%
2018	4	4	100%

*this represents the academic year the entire skill set was offered both semesters

Program Enrollment 2014-2018:

**Enrollment	2013-2014	2014-2015	2015-2016	2016-2017	2018
MLA	15	17	10/16	11	6

** represents the number of students who began the program or skill set

Program Course Enrollments 2014-2018:

MLA	2013-2014	2014-2015	2015-2016	*2016 fall	*2017 spring	2017-2018	2018-2019
AH 103	15	17	10	16	11	6	20
AH 112	14	12	8	11	11	4	Pending
AH 113	14	12	8	11	13	4	Pending

*this represents the academic year the entire skill set was offered both semesters

Program Graduates 2014-2018:

Graduates	2014	2015	2016	2017	2018
MLA	11	12	5	12	3

Appendix III a
National Certification Exam Results

Select Location
All

View Pass Rates by: NHA Certification, Time Period

Set Date Range:
5/2/2014 to 5/16/2018
and Null values

Choose Calendar Display:
Academic Year

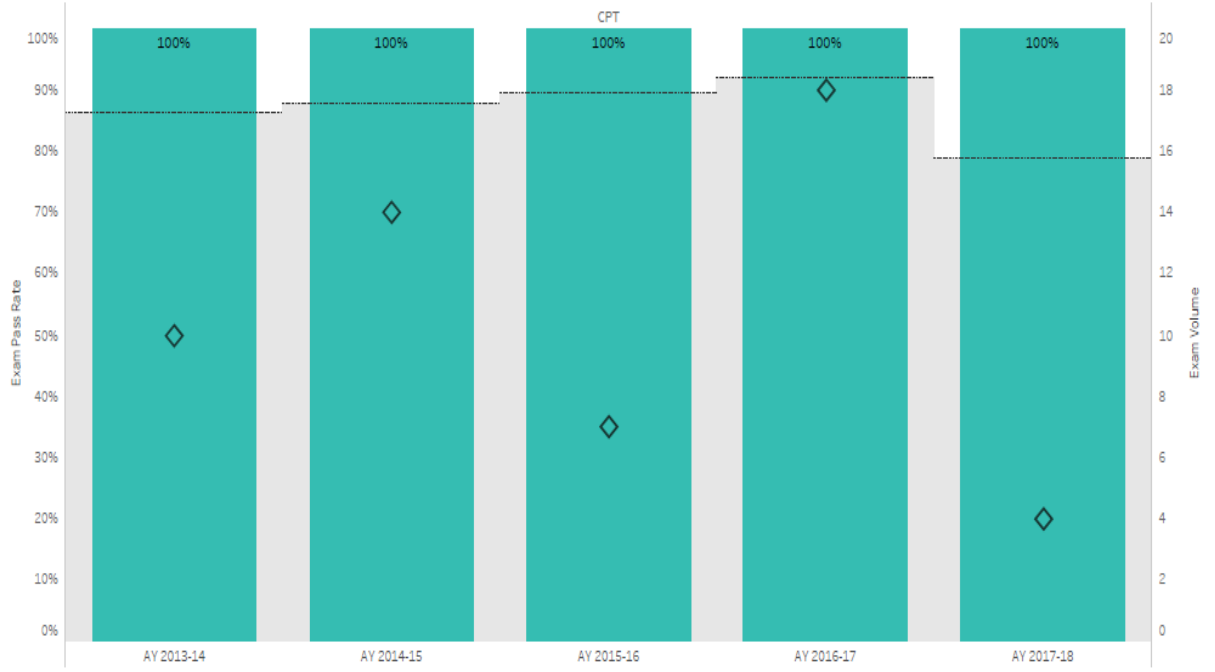
Comparative Benchmark: National Average, All Testers

Select NHA Certification:
CPT

Exam Attempt #:
1st Attempt

Color Legend:
Above Avg.
Below Avg.
NHA Exams

Exam Pass Rates By: NHA Certification, Time Period



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Appendix IV
Graduate Survey

Southern West Virginia Community and Technical College
Medical Laboratory Assistant Program (MLA) Graduate Survey

Name: _____ Phone#_____

Address: _____ Year graduated_____

1. Are you presently taking any college courses? Yes [ ] No [ ]
2. Are you presently pursuing another degree? Yes [ ] No [ ] Planning to within a year? Yes [ ] No [ ]
3. If yes, what degree, major and college? _____
4. Did you actively seek employment as an MLA or phlebotomist since graduation? Yes [ ] No [ ]
   If no, why not? _____
5. If yes, are you employed: Full-time [ ] Part-time [ ] Not employed [ ]
   What is your job title? _____
   Facility name if employed: _____
   Supervisor's name_____
   Employer's Address: _____
   Employer's Telephone Number: _____
6. Type of agency: Hospital [ ] Clinic [ ] Doctor's office [ ] Reference lab [ ] other [ ]
7. How many months have you been employed in a lab related job or field since graduation? _____
8. Hourly salary without shift differential in dollars? $ _____
   If relevant, how much is shift differential? Evening? _____ Night? _____Weekend? _____
9. Have you participated in continuing education (CE) activities since graduation? Yes [ ] No [ ]

I. KNOWLEDGE BASE

	The program:	**Strongly agree 5**	**Generally agree 4**	**Neutral 3**	**Generally disagree 2**	**Strongly disagree 1**
A	Taught me the knowledge base required to function effectively on the job**.**					
B	Taught me to interpret pertinent information for my line of work.					

II. PROFICIENCY

	The program:	**Strongly agree 5**	**Generally agree 4**	**Neutral 3**	**Generally disagree 2**	**Strongly disagree 1**
A	Helped me to become proficient in job skills.					
B	Taught me to perform procedures accurately and efficiently.					

III. BEHAVIORAL SKILLS

	The program:	**Strongly agree 5**	**Generally agree 4**	**Neutral 3**	**Generally disagree 2**	**Strongly disagree 1**
A	Helped me develop effective oral communication skills.					
B	Helped me develop effective written communication skills.					
C	Encouraged me to conduct myself in an ethical and professional manner.					
D	Taught me how to manage my time effectively.					
E	Taught me to respect the beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle.					

IV. OVERALL RATING:

		5	**4**	**3**	**2**	**1**
	OVERALL RATING: Please rate and comment on the OVERALL quality of your education received. Please place an X in the appropriate section based on the following criteria: 5- being superior quality 4 -being good quality 3 -being adequate quality 2- being fair quality 1- being poor quality					

Comments_____

Appendix V
Graduate Survey Analysis

2014 Graduate Survey Analysis

Of the 10 surveys sent out, 1 was returned for a 10% return rate.

Employment Placement - From surveys, 1 of the 10 graduates sought a jobs as a phlebotomist and found one for a 10% placement rate. The student returning the survey was working full-time within 60 miles of Logan.

Education – The student is planning to pursue further education in the future.

Salary Information – Salary was reported as $15,000 to $24,999 per year. Student reported this to be less than expected upon completion of the degree.

The following scale was utilized for this survey: A=Excellent; B=Good; C=Satisfactorily; D=Fair; and F=Poor. For calculation purposes, A=4; B=3; C=2; D=12; and F=0.

An average is provided of the graduates' responses given to the following surveyed areas relating to the degree it was felt that the MLA Program prepared them:

	Avg. Rating	High	Low
A. Quality of education received at Southern	2.0	2.0	2.0
B. Writing skills	2.0	2.0	2.0
C. Reading skills	2.0	2.0	2.0
D. Speaking skills		no response	
E. Computer skills		no response	
F. Critical thinking skills	2.0	2.0	2.0
G. Organizational skills	2.0	2.0	2.0
H. Teamwork skills	2.0	2.0	2.0
I. Diversity	2.0	2.0	2.0
J. Math skills	3.0	3.0	3.0
K. Skills directly related to program	2.0	2.0	2.0

Prepared for the "Work World" – The reporting graduate felt prepared for the job market.

Comments: (typed as written)
None given.

2015 Graduate Survey Analysis

Of the 12 surveys sent out, 3 were returned for a 25% return rate.

Employment Placement - From surveys, 1 of the 12 graduates sought a job as a phlebotomist and found one for an 8% placement rate. The student returning the survey was working full-time in another state.

Education – Two students are pursuing further education in Southern's nursing program.

Salary Information – Salary was reported as $15,000 to $24,999 per year. Student reported this to be about as expected upon completion of the degree.

The following scale was utilized for this survey: A=Excellent; B=Good; C=Satisfactorily; D=Fair; and F=Poor. For calculation purposes, A=4; B=3; C=2; D=12; and F=0.

An average is provided of the graduates' responses given to the following surveyed areas relating to the degree it was felt that the MLA Program prepared them:

	Avg. Rating	High	Low
A. Quality of education received at Southern	4.0	4.0	4.0
B. Writing skills	4.0	4.0	4.0
C. Reading skills	4.0	4.0	4.0
D. Speaking skills	4.0	4.0	4.0
E. Computer skills	4.0	4.0	4.0
F. Critical thinking skills	4.0	4.0	4.0
G. Organizational skills	4.0	4.0	4.0
H. Teamwork skills	3.0	4.0	2.0
I. Diversity	3.0	4.0	2.0
J. Math skills	2.0	4.0	0.0
K. Skills directly related to program	4.0	4.0	4.0

Prepared for the "Work World" – All reporting graduates felt prepared for the job market.

Comments: (typed as written)

I was well prepared with skills obtained for drawing technique in the classroom and through internship. I was well versed with medical terminology for this area of laboratory work. I was already knowledgeable of proper order of draw and why.

I feel that Shirley prepared us for our job and she done a very well job. I am very thankful I chose this program and gained this experience.

The MLA program was a very effective learning experience. I enjoyed it and Mrs. Dardi very much. I would recommend it to others.

2016 Graduate Survey Analysis

Of the 7 surveys sent out, 2 were returned for a 29% return rate.

Employment Placement - From surveys, 1 of the 7 graduates sought a job as a phlebotomist and found one for a 14% placement rate. The graduate is working as a phlebotomist within 60 miles of Logan.

Education – One student is pursuing further education in Southern's nursing program.

Salary Information – Salary was reported as $15,000 to $24,999 per year. Student reported this to be better than expected upon completion of the degree.

The following scale was utilized for this survey: A=Excellent; B=Good; C=Satisfactorily; D=Fair; and F=Poor. For calculation purposes, A=4; B=3; C=2; D=1; and F=0.

An average is provided of the graduates' responses given to the following surveyed areas relating to the degree it was felt that the MLA Program prepared them:

	Avg. Rating	High	Low
A. Quality of education received at Southern	4.0	4.0	4.0
B. Writing skills	4.0	4.0	4.0
C. Reading skills	4.0	4.0	4.0
D. Speaking skills	4.0	4.0	4.0
E. Computer skills	4.0	4.0	4.0
F. Critical thinking skills	4.0	4.0	4.0
G. Organizational skills	4.0	4.0	4.0
H. Teamwork skills	4.0	4.0	4.0
I. Diversity	4.0	4.0	4.0
J. Math skills	4.0	4.0	4.0
K. Skills directly related to program	4.0	4.0	4.0

Prepared for the "Work World" – All reporting graduates felt prepared for the job market.

Comments: (typed as written)
It was great!

2017 Graduate Survey Analysis

Of the 8 surveys sent out, 1 was returned for a 13% return rate.

Employment Placement - From surveys, 1 of the 8 graduates sought a job and found a job as a phlebotomist. That graduate is employed part-time within 60 miles of Logan.

Education – The graduate is planning to pursue further education in the future.

Salary Information – The graduate's salary was reported as less than $15,000 per year for a part-time job.

The following scale was utilized for this survey: A=Excellent; B=Good; C=Satisfactorily; D=Fair; and F=Poor. For calculation purposes, A=4; B=3; C=2; D=1; and F=0.

An average is provided of the graduates' responses given to the following surveyed areas relating to the degree it was felt that the MLA Program prepared them:

	Avg. Rating	High	Low
A. Quality of education received at Southern	4.0	4.0	4.0
B. Writing skills	4.0	4.0	4.0
C. Reading skills	4.0	4.0	4.0
D. Speaking skills	3.0	3.0	3.0
E. Computer skills	4.0	4.0	4.0
F. Critical thinking skills	3.0	3.0	3.0
G. Organizational skills	4.0	4.0	4.0
H. Teamwork skills	4.0	4.0	4.0
I. Diversity	4.0	4.0	4.0
J. Math skills	3.0	3.0	3.0
K. Skills directly related to program	4.0	4.0	4.0

Prepared for the "Work World" – The graduate returning survey who was employed indicated that they were prepared for the "work world' environment.

Comments: (typed as written)
I was taught everything I needed to know for my job.
Great instructors, terrific programs, fast opportunity into the work field

2018 Graduate Survey Analysis

Of the 4 surveys sent out, 4 were returned for a 100% return rate.

Employment Placement - From surveys, 2 of the 4 graduates sought a job and found a job as a phlebotomist. Both graduates are employed full-time within 100 miles of Logan.

Education – One graduate is in Southern's nursing program. The other three plan to continue their education.

Salary Information – One graduate's salary was reported as $15,000 to 24,999 and one graduate's salary was reported as $25,000 to $39,999.

The following scale was utilized for this survey: A=Excellent; B=Good; C=Satisfactorily; D=Fair; and F=Poor. For calculation purposes: A=4; B=3; C=2; D=1; and F=0.

An average is provided of the graduates' responses given to the following surveyed areas relating to the degree it was felt that the MLA Program prepared them:

	Avg. Rating	High	Low
A. Quality of education received at Southern	4.0	4.0	4.0
B. Writing skills	4.0	4.0	4.0
C. Reading skills	4.0	4.0	4.0
D. Speaking skills	4.0	4.0	4.0
E. Computer skills	4.0	4.0	4.0
F. Critical thinking skills	4.0	4.0	4.0
G. Organizational skills	4.0	4.0	4.0
H. Teamwork skills	4.0	4.0	4.0
I. Diversity	4.0	4.0	4.0
J. Math skills	4.0	4.0	4.0
K. Skills directly related to program	4.0	4.0	4.0

Prepared for the "Work World" – The graduates returning surveys who were employed indicated that they were prepared for the "work world' environment.

Comments: (typed as written)
Loved my teacher, great programs available and very good school overall
The instructors, the learning courses, and also the people in general.

Appendix VI
Supervisor Survey and Results

Supervisor Survey and Results*

Southern's MLA/Phlebotomy Supervisor Questionnaire

Facility _____Supervisor_____

MLA/Phlebotomy Graduate _____

1. Is the graduate still employed? Yes _____ No _____
2. How long did you supervise this employee? _____
3. Did this graduate demonstrate overall competence? _____

In your opinion, to what degree did the MLA/Phlebotomy Program prepare this person in the following areas?

Use the following scale when evaluating the areas below:

A-Excellent, B-Good, C-Satisfactory, D-Poor, F-Unsatisfactory

Standard	Rating	Comments
Collecting and Processing Specimens		
Attendance & Punctuality		
Appearance		
Demonstrates initiative		
Observes Safety Protocol		
Follows instructions		
Job Knowledge		
Quality of Work		
Quantity of Work		
Adherence to Procedures		
Recognizes Limitations		
Communication Skills		

Please make any specific comments concerning program weaknesses and strengths that you have observed._____

_____

---

*The return rate was minimal from supervisors across the area. Those returning surveys gave an overwhelming rate of "excellent" for the above categories and praised the employee's phlebotomy skills and confidence.

Appendix VII
Program Outcomes

Program Outcomes:

1. Attain basic phlebotomy skills in collecting, processing and transporting patient specimens.
2. Attain basic skills and knowledge in performing waived laboratory procedures, following quality control restrictions and reporting patient results.
3. Achieve knowledge and skills to successfully pass a phlebotomy certification exam.
4. Communicates verbally and non-verbally with patients, health care professionals and others in an effective, appropriate, and capable manner, while respecting the confidentiality of patient results.
5. Demonstrate professionalism and conduct that reflects safe, legal, and ethical behavior.
6. Demonstrate the importance of attendance, punctuality and proper notification protocol.

Assessment Matrix
2014-15 to 2018-19

Outcome	Measurement Tools	When Performed	Satisfactory Performance	Person Conducting Evaluation	2014-15	2015-16	2016-17	2017-18	2018-19
					RESULTS				
1	Classroom Evaluations *Clinical Evaluations	Periodically End of rotation	76% or higher 76% or higher or 982 total	Laboratory Instructor Clinical Evaluator	S S	S U	S U	S S	S O
2	Written exams Classroom Evaluations Practical Exams	All done periodically throughout course	76% or higher	Laboratory Instructor	S	S	S	S	O
3	Written certification exam	Program completion	A score of 400 or better	Exam proctor	S	S	S	S	O
4	Affective evaluation Clinical Evaluation	Periodically End of rotation	26 or more points 76% or higher or 982 total point	Laboratory Instructor Clinical Evaluator	S S	S S	S S	S S	O O
5	Affective evaluation Clinical Evaluation	Periodically End of rotation	26 or more points 76% or higher or 982 total points	Laboratory Instructor Clinical Evaluator	S S	S S	S S	S S	O O
6	Affective evaluation Clinical Evaluation	Periodically End of rotation	26 or more points 76% or higher or 982 total points	Lecture/Lab Instructor Clinical Evaluator	S S	S S	U U	S S	S S

S – All students met or exceeded the required threshold.
U – One or more students failed to meet the required threshold. Explanation and action will be given.

O – Ongoing assessment/Results to follow.

*This evaluation is for those students who progressed on to the clinical rotation, AH 113.

Explanation of Findings
Outcome 1 - 2015-16 – one student failed to meet the required threshold due to lack of participation in venipuncture during clinical rotation. The student had an extreme dislike for performing this type of procedure and therefore decided to go in a different educational direction.

No action was taken to improve this outcome due to the individual nature of outcome.

Outcome 1 - 2016-17- one student failed to meet the required number of successful venipuncture requirements due to excessive absences in both the classroom and clinical setting. The absences were largely due to personal reasons.

Action in the direction of stressing the importance of attendance and punctuality is maintained throughout the program.

Outcome 6 - 2016-17- one student failed to meet the required threshold due to excessive absences, tardiness and lack of notification in both the classroom and clinical setting.
Action- The importance of attendance, punctuality and notification of absences is stressed throughout the program.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of the Occupational Development, Associate in Applied Science, Degree Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Occupational Development, A.A.S. degree program, at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Russell Saunders

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Occupational Development A.A.S. degree program during the 2018-2019 academic year.

Based upon the program review, it is recommended that the Occupational Development A.A.S. degree program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Occupational Development A.A.S. degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

☐ Program with Special Accreditation ☑ Program without Specialized Accreditation

Program: Occupational Development, Associate in Applied Science (Degree and Title) February 12, 2019 (Date)

INSTITUTIONAL RECOMMENDATION
The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

☑ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

The Associate in Applied Science Occupational Development Degree is a program required by the Community and Technical College System of West Virginia. This program has been listed on Southern's official degree inventory since June 1987.
The program is designed to provide cooperatively sponsored educational opportunities, leading to associate degrees, for students in approved apprenticeship training programs. Specific courses of study are determined by the agreements between Southern and the training sponsor. Mandatory components of the programs include general education courses, classroom/laboratory training, and on-the-job experiences.
Collaborative agreements are in place with the United States Department of Labor Bureau and Southern. The Associate in Applied Science Occupational Development Degree is a program required by the State of West Virginia to meet the educational needs of apprentices.
It is recommended that the Occupational Development Associate in Applied Science program at Southern West Virginia Community and Technical College continue at the current level of activity without corrective action.

Signature of person preparing report if other than Dean	Date
Russell Saunders	2/12/2019
Signature of Dean	Date
D. Romano	2.12.19
Signature of Vice President for Academic Affairs	Date
Kelly Hunt	2/14/19
Signature of President	Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Occupational Development Associate in Applied Science

December 2018

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2018 - 2019

Program Name: Occupational Development Associate in Applied Science
Hours Required for Graduation: 60 Credit Hours

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum meets the needs of the adult population it was designed to serve.
2. Entrance abilities for the students are within community college standards.
3. Current resources are sufficient to sustain the program.

Conclusion: The program meets the minimum adequacy requirements.

B. Viability

1. Ten students have enrolled in this program over the last five years.
2. There have been no graduates from this program in the last five years but four students did complete the USDOL apprenticeship program with Mechatronics emphasis.
3. We had one collaboration agreement with Unilin NA LLC and the USDOL Office of Apprenticeship.
4. This program is designed to provide for cooperatively sponsored opportunities, leading to an associate degree, for students in approved apprenticeship training programs

Conclusion: Although there have been no graduates, this program is needed to meet future industry demands of apprenticeship training.

C. Necessity

1. There is no other program within the immediate area.
2. The program provides a degree completion program for registered apprentices.

Conclusion: The program meets minimum necessity requirements.

D. Consistency with Mission

1. The program contributes to the fulfillment of the institutional mission.

Conclusion: The program is consistent with the mission of the college.

II. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2018 - 2019

Program Name: Occupational Development Associate in Applied Science
Date of Last Review: 2013 - 2014

I. Program Description

The Associate in Applied Science in Occupational Development is an approved apprenticeship training program designed to provide cooperatively sponsored educational opportunities, leading to associate degrees, for students in approved apprenticeship training programs. Specific courses of study are determined by the agreements between Southern and the training sponsor. Mandatory components of the programs include general education courses, classroom/laboratory training, and on-the-job experiences.

Under the guidelines of the Associate in Applied Science in Occupational Development, a participant in a registered apprenticeship program (RAP) may combine the classroom training and on-the-job experience gained through the RAP with a well-defined general education curriculum of the College to earn an associate degree.

II. Specialized Accreditation Information

This program does not have specialized accreditation.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum

The curriculum is made up of three components-general education, support courses, and on-the-job training. Specific courses of study are determined by the agreements between Southern and the training sponsor.

2. Faculty

There are no full-time faculty assigned to this program. Instruction is provided through the general education, the support courses, and the supervisor at the jobsite.

3. Students

In addition to the institution's admission standards, students must be enrolled in a registered apprentice program (RAP).

4. Resources

a. Financial

No institutional funds are specifically allocated for this program.

b. Facilities

No specialized facilities are required for this program.

5. Assessment Information

a. Assessment Data

Minimal assessment data exists due to the lack of graduates. The minimal participation of students is due to the transient nature of the population and of the program itself. Students interested in the program must be employed in the field and actively participating in an apprenticeship program.

b. Assessment Tools and Data for the Last Five Years

Ten students have enrolled but there have been no graduates from this program in the last five years. Four students did complete the USDOL apprenticeship program with Mechatronics emphasis in one collaboration agreement with Unilin NA LLC.

c. Graduate and Employer Satisfaction

None.

6. Previous Program Reviews

Two previous program reviews have been conducted, 2008-2009, 2013-2014. The program was recommended to continue with no corrective action.

7. Advisory Committees

There is no local advisory committee for this program.

8. Strengths/Weaknesses

a. Strengths

(1) The program is flexible and geared toward adults.

(2) Focus is to increase the employability of individuals by providing them a credential.

(3) Assist working adults in meeting their individual educational goals.

(4) No cost associated with this program.

(5) Alternative avenues allow students to earn college credit through experiential and nontraditional means.

b. Weaknesses

(1) No graduates over the past five years.

(2) Minimal assessment data.

(3) No faculty. Current responsibility for the program lies with the Vice President for Academic Affairs.

B. Viability

1. Program Enrollment and Graduates
None.

2. Program Course Enrollment
None.

3. Service Courses
None.

4. Off-Campus/Distance Delivery Classes
None.

5. Articulation Agreements
None.

C. Necessity

The Associate in Applied Science Occupational Development Degree is a program required by the Community and Technical College System of West Virginia.

1. Graduates
No graduates over the past five years.

2. Job Placement
None.

3. Salary
Not applicable.

D. Consistency with Mission

The Associate in Applied Science Occupational Development program provides an avenue for working adults to gain a degree. This is in keeping with the College's mission statement "Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promotes success for those we serve."

IV. Recommendation

The Associate in Applied Science Occupational Development Degree is a program required by the Community and Technical College System of West Virginia. This program has been listed on Southern's official degree inventory since June 1987.

The program is designed to provide cooperatively sponsored educational opportunities, leading to associate degrees, for students in approved apprenticeship training programs. Specific courses of study are determined by the agreements between Southern and the training sponsor. Mandatory components of the programs include general education courses, classroom/laboratory training, and on-the-job experiences.

Collaborative agreements are in place with the United States Department of Labor Bureau and Southern. The Associate in Applied Science Occupational Development Degree is a program required by the State of West Virginia to meet the educational needs of apprentices.

It is recommended that the Occupational Development Associate in Applied Science program at Southern West Virginia Community and Technical College continue at the current level of activity without corrective action.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Approval of the Surgical Technology, Associate in Applied Science Degree Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Surgical Technology A.A.S. degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Misha Herndon

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Surgical Technology A.A.S. degree program during the 2018-2019 academic year.

Based upon the program review, it is recommended that the Surgical Technology, Associate in Applied Science degree program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Surgical Technology A.A.S. degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

☑ Program with Special Accreditation ☐ Program without Specialized Accreditation

Program: Associates in Applied Science- Surgical Technology (Degree and Title) 01-07-2019 (Date)

INSTITUTIONAL RECOMMENDATION
The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

☑ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

The Surgical Technology Program fills a void in the health care community; qualified health care providers do not typically migrate to southern West Virginia, we must create our own. Quality, affordable education is essential in providing the opportunity for the local population to better themselves and contribute to the local economy. Southern's Surgical Technology Program is well respected and well received in the area and in regional health care facilities. Surgical Techs will continue to play a vital role in the health care team and Southern's Program is on track to usher in qualified graduates to contribute to the health care arena. The Surgical Technology Program respectfully requests the continuance of this program.

Misha Henderson — Signature of person preparing report if other than Dean — 1-7-19 (Date)

Russell Saunders — Signature of Dean — 1/7/19 (Date)

J. Kiman — Signature of Vice President for Academic Affairs — 1.14.19 (Date)

Signature of President — 4/10/19 (Date)

Signature of Chair, Board of Governors — Date

PROGRAM REVIEW

For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Surgical Technology Associate in Applied Science

November 2018

Southern West Virginia Community and Technical College
School of Career and Technical Studies – Department of Allied Health
Surgical Technology Program, Associate in Applied Science Degree

Program Review Summary

Program Review Components

A. Adequacy

1. The Curriculum requirement adequately meets the required Association of Surgical Technologist core curriculum.
2. The program is adequately staffed with qualified faculty.
3. The entrance requirements for students are those mandated by the college.
4. Placement of graduates has been exceptional.
5. Many of the graduates have pursued the next educational level.
6. Advisory committee is actively involved in the program.
7. The assessment system ensures that the student has attained the proper learning and competency abilities.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability

1. The number of students graduating from the program is acceptable and is expected to increase with the changes made to orientation and entrance requirements.
2. The program maintains clinical contracts with facilities in Logan, Charleston and Williamson, West Virginia, and Pikeville, Kentucky.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

1. The program meets both an educational and employment need.

Conclusion: The program is a necessary program.

D. Consistency with Mission

1. The program supports the mission and vision of the institution.
2. The program and/or core courses support Southern's Compact.

Conclusion: The program is consistent with the Mission of the college.

Recommendation

Continuation of the program at current level of activity without corrective action.

I. Program Title, Degree Designation, and Brief Description

The Surgical Technology Program, a two-year associate degree program designed to train highly skilled surgical technologists, was implemented in the fall of 1997. In the beginning students were admitted in the fall every other year. The two-year program was completed before another class was admitted.

In the fall of 2008, the Surgical Technology Program began to admit a class each year due to the requests of the clinical facilities. The facilities stated they had vacancies each year, and without a graduating class every year, they were unable to fill empty positions in the operating room. The program continues to admit each year to meet the needs of the facilities.

The surgical technologist functions as an integral part of the surgical team under the direct supervision of a licensed registered professional nurse and in cooperation with the surgeon, anesthesiologist or anesthetist. Duties and responsibilities include preparing the sterile field, equipment, supplies, and instrumentation during surgical procedures, as well as being able to operate complex machinery such as sterilizers, electrosurgical units, and diagnostic equipment used in surgery. The surgical technologist assists medical and nursing personnel in operating rooms, emergency rooms, obstetrical units and outpatient facilities.

The Surgical Technology Program limits enrollment to twenty students due to availability of clinical space for hands-on practice at the clinical facilities. Although the program has never admitted twenty students, enrollment increases each year as the public is more aware of the functions and needs of surgical technologist in the operating room.

Graduates of the Surgical Technology Program are eligible to take the *Surgical Technologist National Certifying Examination*. The certification exam is not required to practice as a surgical technologist. However, some health care facilities increase the pay for a certified surgical technologist.

The Surgical Technology Program Goals

A. The program curriculum will meet or exceed the content demands of the latest *Core Curriculum* of the Surgical Technologist.

B. Faculty will meet or exceed qualifications described by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Standards and Guidelines for an Accredited Educational Program in Surgical Technology.

C. Prepare entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

D. Provide students with job service information such as, but not limited to: resume writing, interview skills, and prospective job information.

E. Maintain adequate support services to meet demands of the curriculum.

F. Provide timely information to students relative to achievement of course and or program objectives.
G. Admit students to the program according to published admission criteria and according to community need.
H. Maximize the quality of the Surgical Technology Program by ongoing monitoring and evaluating of program, faculty, facilities, and outcomes.
I. Maintain communication with the community health care agencies through an advisory committee.
J. Provide the opportunity for students to experience a variety of surgical procedures.

Student/Graduate Outcomes (Standards set by Accreditation Agency)
A. 60% of the students entering the program will graduate.
B. 100% of the students that graduate will take the CST exam.
C. 70% of the students taking the CST exam will pass.
D. 80% of the students that graduate will be employed within one (1) year.
E. 70% satisfaction rate by the employer of the new graduate.
F. 70% satisfaction rate by the graduate of the program.

II. Special Accreditation Information

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP). An annual report of the program is required by CAAHEP. An accreditation on-site visit was held on November 12, 2013. CAAHEP announced on November 21, 2014 that the Surgical Technology Program was awarded continuing accreditation. The next evaluation of the program including an on-site review will be held no later than 2024.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum:

The curriculum standards are set by the *Core Curriculum for Surgical Technology* that supports three main content areas: Science, Fundamentals and Practice. The Science component includes basic science, related science and biomedical science. The Fundamentals section focus is on elements, integration and application. The Practice section covers professional issues, such as professional management, workplace management and self-management.

A copy of the curriculum is reflected in Appendix I.

2. Faculty:

The requirement required by The Commission on Accreditation of Allied Health Education Program requires the Program Director to be

a certified surgical technologist and have five years of experience in the scrub role in the operating room, or five years as an instructor of surgical technology, or combination of both. They must also hold at least an associate's degree.

The coordinator of the program is a full time surgical technology instructor devoting all of her work to the program. The coordinator has the following qualifications:

a. Associates degree in Applied Science;
b. Regents Bachelor's Degree;
c. Eighteen years' experience as a Certified Surgical Tech;
d. Two years' experience as instructor/coordinator of the program;
e. Six years' experiences as the clinical adjunct for the Surgical Technology Program;
f. CPR certified;
g. Member of the Association of Surgical Technologist; and
h. Ongoing continuing education for professional development.

CAAHEP requires the Clinical Coordinator to be a certified surgical technologist, have three years' clinical experience; and hold at least an associate's degree.

The current clinical instructor was hired full time in the fall of 2008. Qualifications are:

a. Associate degree in surgical technology;
b. Seven years' experience in the operating room as a surgical technologist;
c. A certified surgical technologist;
d. Four years' experience as adjunct faculty clinical instructor for the program;
e. Member of the Association of Surgical Technologist;
f. CPR certified;
g. Ongoing continuing education for professional development.

CAAHEP requires the adjunct that provides instruction in the clinical facility to be a certified surgical technologist and at least two years of clinical experience.

The current adjunct hired for the Spring of 2019 has the following qualifications:

a. Associate degree in surgical technology;
b. Two years' experience in the operating room as a surgical technologist
c. A certified surgical technologist;
d. Member of The Association of Surgical Technologist;

e. CPR certified;
f. Ongoing continuing education for professional development; and
g. Currently enrolled in Meridian Institute of Surgical Assisting.

Qualified college faculty teach support courses such as English, anatomy and physiology, math, and psychology. Support faculty meet or exceed the qualifications of the college's accrediting body, Higher Learning Commission of the North Central Association of Schools and Colleges.

The faculty data forms are reflected in Appendix II

3. Students

a. Entrance Abilities:

Students applying for admission must meet the requirements for allied health associate degree programs as well as college general admission requirements. Admission is limited due to accreditation and approval requirements, instructor/student ratio, and availability of clinical learning facilities. The student must complete a background check and drug screen. In addition, the student must successfully complete a physical exam stating the student is physically able to function in the clinical setting. The student must also complete a set of immunizations.

b. Exit Competencies:

Graduates of this program have knowledge of patient care concepts. The graduate is responsible to perform in the role of the sterile and nonsterile personnel. They have acquired the necessary skills and knowledge needed to perform basic, intermediate and advanced procedures in the operating room. The graduate is able to operate surgical equipment, identify and handle instruments, supplies, suture, and to anticipate the needs of the surgeon.

Effective 2011 students were required to take the certification exam upon completion of the program. The exam is published by the Liaison Council on Certification for the Surgical Technologist (LCC-ST). The exam is web based consisting of 200 multiple choice questions. The exam is given on campus by an employee with no relation to the program.

The student may also take the "Self-Assessment Exam" (SAE) published by the Liaison Council on Certification for the Surgical Technologist (LCC-ST). The SAE can be a useful study tool. It can help to identify specific areas needing

additional practice or review. The SAE is also a web based exam.

4. Resources

a. Financial

The Surgical Technology Program receives a budget from the college finance department. It is sufficient to purchase supplies, some learning tools and cover the travel of faculty.

The program receives donations from clinical facilities. These donations include outdated supplies and old equipment as a facility replaces and updates their equipment. These types of donations also help with the budget.

b. Facilities

The Surgical Technology Program utilizes a number of facilities to obtain clinical experience. The clinical facilities monitor and provide a mentor to each student to assess their ability to perform surgical duties and to report to for daily assignments. Logan Regional Medical Center is the only facility which requires a faculty member to be with students. The facilities include:

(1) Logan Regional Medical Center;
(2) Thomas Memorial Hospital;
(3) Saint Francis Hospital;
(4) Williamson Memorial Hospital;
(5) Tug Valley Appalachian Regional Hospital Medical Center; and
(6) Pikeville Medical Center

The laboratory and classrooms on the Logan campus are more than adequate for the program. Each year the laboratory is updated with more instruments and equipment. In 2018 a Syndaver Surgical Synthetic Human was purchased that comes with a complete functioning musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine and nervous system that replicates the organs of an actual patient. The heart actually pumps blood. Also, a T5 system Lab Trainer with SimScope was purchased to teach the students basic to advanced laparoscopic skills and procedures.

Library texts are available along with several videos that focus on different components of the surgical technology field. The association's journal is available for students and an online resource for journal literature is available to students and faculty.

5. Assessment Information

a. Assessment Data

Students enrolling in the college are given entrance assessment exams to assist in placing students in appropriate English and math courses. All students are expected to participate in institutional, program and course assessment activities. Most of the assessment data is in the form of tests to determine student academic achievement, and students are also tested in the skills of the field of surgical technology by demonstration. Assessment is ongoing and the student is provided feedback on performance as needed.

The Surgical Technologist Certifying Exam (CST) is the national certifying exam for surgical technologists. The student must be a graduate of a surgical technology program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and present evidence of proof of graduation in order to take the exam. The CST is not required to work in the operating room and many students in the past did not take the exam. However, in 2011, the accreditation agency required all students to take the exam upon graduation. Some facilities have a higher pay scale for the surgical technologist who is certified.

b. Assessment Tools and Data for Last Five Years

Second year surgical technology students participate in the overall college assessment program. Program assessment tools include; written exam, demonstration of clinical skills, use of operating room equipment, identification of instrument, written reports, clinical evaluations, and the CST exam.

c. Graduate and Employer Satisfaction

Students and employers are requested to complete satisfaction surveys. Graduates in the past five years reported their educational needs were met and had no recommended changes for the program. A summary of the strengths of the program reported by students are as follows:

(1) Instructor expertise;
(2) Program objectives were met;
(3) Available instruments and supplies were adequate; and
(4) Clinical facilities provided good hands on experience

Employers completed surveys praising the knowledge of the students. A summary of the strengths of the program reported by employers are as follows:

(1) Graduates are very prepared for entry skill level positions;

(2) Excellent students in asepsis and sterile technique;
(3) Southern has an excellent program and produces excellent students;
(4) Graduates are very knowledgeable of instruments, supplies and equipment;
(5) Graduates orientation period was shortened due to skills;
(6) Would hire other graduates from this program.

Students who graduated from the program are very pleased with their preparedness for employment. Employers praise the graduates in advisory meetings and whenever the instructor visits the facilities.

Results may be found in Appendix III

6. Previous Program Review

The Surgical Technology Program was approved during the last review in 2014 with no further recommendations for the program.

7. Advisory Committee

The accreditation agency required the advisory committee to meet at least annually. The committee is comprised of a student from each of the first and second year class, a certified graduate currently working, at least one employer of graduates, a member of the public, a physician, faculty and a college administrator. These are the members the accreditation agency requires; other miscellaneous persons may belong to the committee. The committee size is not limited.

The advisory committee actively participates in making recommendations and providing an excellent clinical rotation for the students.

8. Strengths/Weaknesses

The Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC/STSA) requires graduate and employer surveys to be completed within one year after graduation. The surveys assess the graduate skills and the program strengths and weaknesses.

a. Strengths

(1) Dedicated coordinator and clinical instructor;
(2) Certified and qualified staff;
(3) Cooperation of clinical facilities;
(4) Equipment/supplies for demonstration in laboratory setting;
(5) Students are employed after graduation;
(6) The program is accredited;

(7) Annual reports to the accreditation agency were approved with no further recommendations.

(8) All the weaknesses identified in the last program review were met:

(a) We have successfully implemented our plan of action to select new members who are more dedicated to attend our advisory board meeting; and

(b) The past cohort consisted of 14 students per fall admission due to the Kentucky limitations. In the fall of 2015 we were approved to increase our cohort back up to 20 with students rotating in the Kentucky hospitals.

b. Weaknesses

(1) A prior weakness of not meeting the minimum number of attendees at the annual advisory meeting has been resolved. **Plan to improve:** Select new members who have been more dedicated to serve.

(2) Retention: Due to failed drug screens and the economy downturn. **Plan to improve:** Will discuss this further at the next advisory meeting. Also seeking input from the advisory members

B. Viability

1. Program enrollment for the previous 5 years

Class of 2013-2015 – 14 Students
Class of 2014-2016 – 13 Students
Class of 2015-2017 – 16 Students
Class of 2016-2018 – 14 Students
Class of 2017-2019 – 11 Students
The program enrollment has maintained over the previous years.

2. Number of graduates for previous 5 years

Class of 2013-2015 – 5/14 = 36%
Class of 2014-2016 – 7/13 = 54%
Class of 2015-2017 – 8/16 = 50%
Class of 2016-2018 – 10/14 = 71%
Class of 2017-2019 – 7/11 = Currently enrolled

The graduation rate falls below the standard of 60% set by the accreditation agency after August 1, 2015 and 70% before August 1, 2015. On April 16, 2015 an advisory member suggested that the students needed to job shadow before starting the program. This has been proven effect and has helped the retention rate in the program.

3. Enrollment Projections

Enrollment is expected to maintain at the 20 students per cohort. The current clinical facilities provide enough spaces for student rotation for clinical experience. The program will admit students annually as long as there is a demand for surgical technologists.

4. Off-Campus/Distance Delivery Classes

The program offers no off-campus or distance delivery classes.

5. Articulation Agreements

The surgical technology student graduates from the program with an associate in applied science degree and may transfer to other colleges and universities for continuing education. At this time no articulation agreements exist specifically for surgical technology.

C. Necessity

The graduate from the program can easily find employment if they wish to work. Many of the local facilities interview and offer positions to the graduates before they graduate. Local newspapers and the surgical technologist magazine often advertise positions. Information concerning vacancy notices are mailed to the school from out of state and recruiters have visited the school to discuss employment. Hospitals will continue to be the primary employer of surgical technologists. However, growth is expected in offices of physicians and in outpatient care centers in the future.

1. Graduates

a. Placement Rates

Class of 2013-2015 – 6/6 Students = 100%
Class of 2014-2016 – 5/5 Students = 100%
Class of 2015-2017 – 7/8 Students = 88%
Class of 2016-2018 – 8/10 Students = 80%
Class of 2017-2019 – No data at this time

Although some graduates did not choose to move into the workforce, vacancies were available in different facilities when they graduated.

b. Salary Range

Surgical technology graduates have informally reported a salary range of $22.25 per hour median pay. Pay increased with certification. Institutions where they are hired are encouraging our graduates to enter the First Assistant Certification Program. This program increases their employability and salary to $36 per hour locally.

D. Consistency with Mission

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

Goals of the college are compared to the Surgical Technology program outcomes:

College Goal: Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.

Program Goal: Approximately 25 credit hours in support courses may be transferred toward a baccalaureate degree.

College Goal: Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.

Program Goal: Prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students will obtain associate in applied science degree.

College Goal: Support services that assist students in achieving their education and training goals.

Program Goal: Provide affiliation agreements with clinical facilities for hands-on skills.

Appendix I
Curriculum

Southern West Virginia Community and Technical College
Degree Program: Surgical Technology

Curriculum

Dept/No	Title	Credit Hours
	General Education	
MT 121/Higher	College Math	3
EN 101	English Composition I	3
EN 102	English Composition II	3
PY218	Life-Span Developmental Psychology	3
	Major	
SG 100	Introductory Surgical Technology	3
SG 101	Surgical Technology Skills	4
SG 120	Surgical Technology I	7
SG 210	Anesthetics, Drugs and Solutions	2
SG 220	Surgical Technology II	7
SG 230	Surgical Technology III	11
	Related Fields Courses Required	
BS 124	Human Anatomy & Physiology I	4
BS 125	Human Anatomy & Physiology II	4
BS 127	Microbiology for Allied Health	3
	Additional Credits Required in Major	
AH 108	Medical Terminology	2
AH 200	Health Care Ethics and Law	1
	Total Credit Hours	60

Appendix II
Faculty Data Sheets

Faculty Data Sheet

*(No more than **TWO** pages per faculty member)*

Name Misha Herndon Rank Instructor
Check one: Full-time X Part-time Adjunct
Highest Degree Earned RBA
Date Degree Received 2018
Conferred by Bluefield State University
Area of Specialization Regent Bachelors of Arts–

Professional registration/licensure National Certification of a Surgical Technologist
Years of employment at present institution 7 (6 Adjunct Faculty)
Years of employment in higher education 7
Years of related experience outside higher education 18
Non-teaching experience 10 Operating Room

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2018/Fall	SG 100 Intro to Surgical Technology	16
	SG 101 Surgical Technology Skills *	16
	SG 210 Anesthetics, Drugs & Solutions	6
	SG 220 Surgical Technology II	7
2018/Spring	SG 120 Surgical Technology I *	9
	SG 230 Surgical Technology III	11
2017/Fall	SG 100 Intro to Surgical Technology	11
	SG 101 Surgical Technology Skills *	11
	SG 210 Anesthetics, Drugs & Solutions	12
	SG 220 Surgical Technology II	12

* denote courses team-taught:
* SG 120 (50%) with Meloney McRoberts (50%)
* SG 101 (50%) with Meloney McRoberts (50%)

(b). If degree is not in area of current assignment, explain. NA

(c). Identify your professional development activities during the past five years.

CPR Certified; Member of the Association of Surgical Technologists; February 2018 Attended Educators Annual Conference; Obtained 26 Continuing Education Contact Hours in Fundamentals for Educators CST Programs clarifying standards and guidelines.

Faculty Data Sheet

*(No more than **TWO** pages per faculty member)*

Name Meloney McRoberts Rank Assistant Professor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned AAS
Date Degree Received May 2001
Conferred by Southern West Virginia Community and Technical College
Area of Specialization Surgical Technology

Professional registration/licensure National Certification as a Surgical Technologist
Years of employment at present institution 16 (10 Full Time, 6 Adjunct)
Years of employment in higher education 16
Years of related experience outside higher education 3
Non-teaching experience 3

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2018/Fall	SG 101 Surgical Technology Skills *	16
	AH 135 Surgical Instrumentation	6
	AH 130 Introduction to Sterile Processing	11
	AH 165 Sterile Processing Practicum I	4
2018/Spring	SG 120 Surgical Technology I*	9
	AH 160 Sterile Processing II	3
	AH167 Sterile Processing Practicum II	3
2017/Fall	SG 101 Surgical Technology Skills*	11
	AH 135 Surgical Instrumentation	6
	AH 130 Introduction to Sterile Processing	7
	AH 165 Sterile Processing Practicum II	2

* denotes courses team-taught with Misha Herndon

(b). If degree is not in area of current assignment, explain. NA

(c). Identify your professional development activities during the past five years.

CPR Certified; Member of the Association of Surgical Technologists; Member of International Association of Healthcare Central Service Material Management; February 2018 Attended the Association of Surgical Technology Educators Conference; Obtained 33 Continuing Education Contact Hours in Instrumentation, Surgery Areas, and Infection Control.

Appendix III
Assessment

ATTRITION RATE

CLASS	# STUDENTS ENROLLED	# STUDENT GRADUATES	ATTRITION %
2013-15	14	5	36%
2014-16	13	7	54%
2015-17	16	8	50%
2016-18	14	10	71%
2017-19	11	7 On tract	64%

The table above provides a visual overview of the Surgical Technology Program attrition rate for the last five graduating classes. The accreditation agency standard is 60%. The program does not meet the standard for the first 3 years.

EMPLOYMENT RATE

CLASS	# STUDENT GRADUATES	#EMPLOYED	EMPLOYMENT %
2013-15	6	6	100%
2014-16	5	5	100%
2015-17	8	7	88%
2016-18	10	8	80%
2017-19			No Data

The table above provides a visual overview of the graduates employed within one year after graduation. The accreditation agency standard is 80%. The program has met the accreditation standards every year.

CERTIFICATION EXAM PASSAGE RATE

CLASS	# GRADUATES	# TOOK EXAM	% TESTED	# PASSED	% PASSED
2013-15	5	5	100%	4	80%
2014-16	7	7	100%	5	71%
2015-17	8	8	100%	7	88%
2016-18	10	10	100%	7	70%
2017-19					No Data

The table above provides a visual overview of the graduates that took the exam and passed. The accreditation standard is 100% to take the exam and 70% of the students will pass the exam. The program meets both standards. Although we meet the standards of 70%, I voluntarily conducted a skills seminar class but the three students that failed in 2018 did not attend the class.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of SCP-1435, *Inclement Weather and Emergency Situations,* SCP-1435.A, *Media Notification List,* and SCP-1435.B, *Essential Employees Guidelines*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1435, *Inclement Weather and Emergency Situations,* SCP-1435.A, *Media Notification List,* and SCP-1435.B, *Essential Employees Guidelines*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The purpose of this policy is to establish procedures for the cancellation of classes or closure of facilities due to inclement weather or emergency situations for Southern West Virginia Community and Technical College. This policy was reviewed by Executive Council on January 3, 2019 and the President's Cabinet on January 8, 2019. Revisions provide clarity and reflect changes in position titles and management responsibilities.

At its February 19, 2019, 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 when ended March 23, 2019. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-1435, *Inclement Weather and Emergency Situations,* SCP-1435.A, *Media Notification List,* and SCP-1435.B, *Essential Employees Guidelines*, 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-1435

SUBJECT: Inclement Weather and Emergency Situations

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 55, *Human Resources Administration*; SCP-2575, *Overtime and Compensatory Time*

ORIGINATION: October 1994

EFFECTIVE: May 16, 2019

REVIEWED: November 15, 2018

SECTION 1. PURPOSE

1.1 To establish policy and procedures for the cancellation of classes or closure of facilities due to inclement weather or emergency situations for Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 The issuance applies to all classes, facilities, and central administrative units of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 Class Cancellation – Classes are canceled, however, the College is open for business.

3.2 Eligible Employee – Those employees defined by Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave,* deemed eligible to receive annual and/or sick leave.

3.3 Emergency – Adverse weather and/or road conditions, floods, extreme heat or cold with utilities turned off for extended periods of time or if local or state public safety officials declare a state of emergency.

3.4 Employee – Faculty, including adjunct, classified staff, and non-classified staff.

3.5 College Facility Closure – The College, or one or more campuses or facilities, will be closed for business for the entire day.

3.6 Off-Campus Instructional Facility – Locations, not operated by Southern, at which classes are held (i.e., public libraries, high schools, community facilities, vocational schools, etc.).

3.7 Adjusted Operating Hours – The College will open for business or classes will begin later than the normal hours of operation or the College will close or classes will be canceled before the end of the regularly scheduled day.

SECTION 4. POLICY

4.1 Policy Responsibility – It is the intent of Southern West Virginia Community and Technical College to close facilities or cancel classes only in extreme emergency situations. Closure may be for the entire institution, one or more campus locations, or for a single facility. The Directors of Campus Operations will monitor travel conditions and will contact the Vice President for Academic Affairs to discuss the weather situation. Once a decision is made, the Vice President for Academic Affairs is responsible for overseeing and carrying out procedures related to the cancellation of classes.

4.1.1 The Vice President for Academic Affairs will then contact the Vice President for Institutional Advancement and inform the individual of the decision to cancel classes and the locations affected. The Vice President for Institutional Advancement will inform and authorize the appropriate personnel to update the weather line and web site, send a notification through the Southern ALERTS Emergency Notification System, and contact local media to expedite information to the public.

4.1.2 In the event that an emergency exists, the President in conjunction with local and/or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor of the West Virginia Council for Community and Technical College Education. The President, working with public safety officials, will determine when the emergency condition no longer exists. Should an employee be required to work by the President or her/his designee during a declared emergency, the time worked shall be compensated according to SCP-2575, *Overtime and Compensatory Time*. Work time lost by any employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged to accrued annual leave nor will there be a requirement that the time be made up.

4.2 Campus Responsibility – When these situations occur, the Vice President for Academic Affairs, in consultation with the School Deans, will determine if it will be necessary to cancel or adjust classes. When these situations occur, students, employees, and the general public are encouraged to call the College's weather line, visit the web site or listen/watch news media in the county at which their classes/events/meetings are held for cancellation or closure information.

4.3 Facility Closure – In the event that facilities are closed, employees of the College do not report to work until the facility is reopened, with the exception of essential employees as defined in SCP-1435.B, Section 2.1. Annual leave must be used per Section 7.2 of this policy. Additionally, public meetings/events/activities scheduled at the facility will be canceled.

4.4 Adjusted Operating Hours – In the event hours of operation are adjusted, facilities will remain open for all employees to report to work. Employees are encouraged to use discretionary judgment in their decision to report. Those not reporting must take annual leave. Additionally, public meetings/events/activities scheduled during affected hours will be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.

4.5 Class Cancellation – In the event classes are canceled, faculty not reporting are expected to submit written plans to their School Dean/Program Coordinator for making up lost instructional time per Section 7.1 of this policy. Public meetings/events/activities scheduled during hours affected may or may not be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.

4.6 Shared Facility – The Boone/Lincoln Campus and the Boone Career and Technical Center are considered separate facilities for the purposes of this policy. The Lincoln Location and the Lincoln County High School are considered separate facilities for the purposes of this policy. Southern classes scheduled in the Boone

Career and Technical Center facility may/may not be canceled if the Center is closed by the Boone County Board of Education. Southern classes scheduled in the Lincoln County High School wing may/may not be canceled if the High School is closed by the Lincoln County Board of Education. Classes scheduled at the Boone/Lincoln Campus and/or Lincoln Location facility may/may not be affected. Persons are asked to listen or watch local news media, call the weather line or visit the web site for details.

4.7 Off Campus Facility Closure – In the event that an off-campus instructional facility (i.e., high school or vocational school building) is closed, Southern's classes in that facility will not be held. The faculty member is required to submit written plans to their School Dean for making up lost instructional time per Section 7.1 of this policy.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 Loss of Instructional Time – If cancellations or closures cause the loss of instructional time, faculty members have the responsibility for making up instructional time lost. The faculty are to notify their respective School Chair in writing as to when and how instructional time will be made up.

7.2 Employee Absences – Absences from work by eligible employees due to cancellations or closures called in accordance with this policy, other than a declared emergency by public safety officials, must be charged against accumulated annual leave. Sick leave may not be charged for absences under this policy. In the event that one campus is closed, employees with approval of their supervisors, may be permitted to work at another location.

7.3 Employee Absence Under Declared State of Emergency – In the event that public safety officials declare a state of emergency, work hours missed during the declared emergency shall be considered regular work time for pay purposes. This time will not be charged to annual leave, nor will there be a requirement that the time be made up. Should any employee be required to work by the president or his/her designee during a declared emergency, the time worked shall be compensated according to provisions of Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*.

7.4 Policy Posting – The Directors of Campus Operations must post information at prominent locations regarding emergency closing and cancellations. Whenever possible, messages regarding adjusted hours, closing, and reopening of facilities will be placed on campus telephone systems.

7.5 Student Notification – Faculty are to provide this policy information (SCP-1435.A, *Media Notification List*) to students at the beginning of each semester. Additionally, the information will be published in the College Catalog.

SECTION 8. CANCELLATION

8.1 Replaces SCI 1370, "Inclement Weather and Emergency Situation" policy dated December 12, 1996.
Replaces SCI 1435, "Inclement Weather and Emergency Situation" policy dated October 1994.

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-1435.A, *Media Notification List*
SCP-1435.B, *Essential Employee Guidelines*

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

Revision Notes: February 2008 - Revisions provide clarity and reflect changes in management responsibilities and procedure requirements.

August 2012 - Revisions reflect changes in position titles and management responsibilities.

August 2017 - Revisions reflect changes in position titles and management responsibilities. Added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*, to the Reference Section of this policy.

February 2018 - Revisions reflect inclusion of Southern ALERTS Emergency Notification System as a means of class cancellations and campus/college closures, and clarification of personnel who are required to report to work during a facility closure.

November 2018 - Revisions provide clarity and reflect changes in position titles and management responsibilities. Added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 55, *Human Resources Administration* and SCP-2575, *Overtime and Compensatory Time*, to the Reference Section of this policy.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.A

SUBJECT: Media Notification List

REFERENCE: SCP-1435, *Inclement Weather and Emergency Situations*;
SCP-1435.B, *Essential Employee Guidelines*

EFFECTIVE: May 16, 2019

REVIEWED: November 15, 2018

SECTION 1. PURPOSE

1.1 Cancellation or closures may affect only one building, campus, facility, off-campus facility, or the entire institution. Media will be requested to specifically announce the affected location/facility. The following news media will be contacted to announce information on closures or cancellations in affected areas:

Boone and Lincoln Counties:	WZAC 1450 (AM) 92.5 (FM)	Danville/Madison
	V100 99.9 (FM)	Charleston
	WQBE 950 (AM) 97.5 (FM)	Charleston
	KWS 96.1 (FM)	Charleston
***Logan County*:**	WVOW 1230 (AM) 101.9 (FM)	Logan
Mingo County:	WXCC 96.5 (FM)	Williamson
Wyoming and McDowell Counties:	WKQR 92.7 (FM)	Mullens
	WJLS 560 (AM) 99.5 (FM)	Beckley
	WHAJ 104 (FM)	Bluefield
	WWYO 970 (AM)	Pineville
	WELC 1450 (AM) 100.9 (FM)	Welch
	WCIR 103.7 (FM)	Beckley
***Pike County, KY*:**	WPKE 1240 (AM) 103.1 (FM)	Pikeville, KY
	WKLW 94.7 (FM)	Paintsville, KY
	WSIP 98.9 (FM)	Paintsville, KY
	WDHR 93.1 (FM)	Pikeville, KY

The following television stations will be contacted with cancellation or closure information:

WCHS-TV (Ch. 8-ABC)	Charleston
WOWK-TV (Ch. 13-CBS)	Huntington
WSAZ-TV (Ch. 3-NBC)	Huntington
WVVA-TV (Ch. 6-NBC)	Bluefield

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.B

SUBJECT: Essential Employee Guidelines

REFERENCE: SCP-1435, *Inclement Weather and Emergency Situations*;
SCP-1435.A, *Media Notification List*

ORIGINATION: December 2013

EFFECTIVE: May 16, 2019

REVIEWED: November 15, 2018

1. This guideline is not intended to replace the written emergency response plan outlined in Southern West Virginia Community and Technical College's "Emergency Plan and Procedures Guide." This guideline is intended to identify essential employees and provide employee guidance for reporting to work in the event of a declared state of emergency by authorized non-college officials (i.e., the Governor or county emergency services officials, etc.).

2. **Essential Employee Definition**
   2.1 Essential employees are defined as the Director of Campus Operations at each location and the Chief Information Officer.

   2.2 Directors of Campus Operations are required to report to work during an inclement weather/emergency closure of a campus facility or facilities. The Chief Information Officer may be able to verify information systems operation from a remote location. However, if necessary, he or she is required to report or have support staff report to ensure information systems and/or communication systems are appropriately operational.

   2.3 If a Director of Campus Operations is unable to report to work during an inclement weather/emergency closure of a campus facility or facilities, he or she will contact an appropriate staff member to report to work to address the situation at hand.

3. **Inclement Weather/Emergency Compensation**
   3.1 Exempt essential employees *required* to work during an inclement weather/emergency closure will be compensated with substitute time off on an hour for hour basis, in addition to regular pay. Non-exempt employees *required* to work during an inclement weather/emergency closure will be compensated for work performed through substitute time off or pay at the rate of one and one-half (1½) times the actual hours worked, in addition to regular pay. In order for substitute time off to be used in lieu of pay, there must be a mutual written agreement between the non-exempt employee and the supervisor. Otherwise, the non-exempt employee must be compensated with pay. If substitute time off is granted for work performed during an inclement weather/emergency closure, the accrued time must be used within six (6) months from the date it is earned.

4. **Treatment of Overtime and Inclement Weather Compensation**
   4.1 Inclement weather/emergency compensation is separate from overtime compensation. Both must be applied separately and appropriately. To be eligible for overtime compensation a non-exempt employee must actually work in excess of 40 hours during the work week. Non-exempt employees must be compensated for this time at one and one-half times their regular hourly rate. This compensation may be in the form of pay or compensatory time.

4.2 Exempt employees with actual hours worked in excess of 40 hours within the work week are not entitled to overtime compensation for these hours.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of SCP-3620, *Policy Regarding Program Review*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3620, *Policy Regarding Program Review*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3620, *Policy Regarding Program Review*, delineates the responsibilities of the College and its Board of Governors in the review of existing academic programs.

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

Revisions reflect the removal of date-specific requirements and update the program review process to reflect the current organization structure.

At its February 19, 2019, 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 March 23, 2019, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant approval of SCP-3620, *Policy Regarding Program Review*, 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-3620

SUBJECT: Policy Regarding Program Review

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, *Policy Regarding Program Review*

ORIGINATION: October 8, 2001

EFFECTIVE: May 16, 2019

REVIEWED: November 2018

SECTION 1. PURPOSE

1.1 To delineate the responsibilities of Southern West Virginia Community and Technical College and its Board of Governors in the review of existing academic programs.

SECTION 2. SCOPE AND APPLICABILITY

2.1 The Board of Governors of Southern West Virginia Community and Technical College has the responsibility to review at least every five years all programs offered at Southern West Virginia Community and Technical College (the "College") and in the review to address the viability, adequacy, necessity and consistency with the mission of the programs to the institutional master plan, the institutional compact and the education and workforce needs of the responsibility district. Additionally, the Board of Governors (the "BOG") as part of the review is to require the College to conduct periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience. West Virginia Council for Community and Technical College Education (the Council) has the responsibility for review of academic degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

SECTION 3. DEFINITIONS

3.1 Program - Curriculum of course of study in a discipline speciality that leads to a certificate or degree.

3.2 Viability - Tested by an analysis of unit cost factors sustaining a critical mass and relative productivity. Based upon past trends in enrollment, patterns of graduates and the best predictive data available, the College shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

3.3 Adequacy - Assessment of the quality of the program. The College shall evaluate the preparation and performance of the faculty and students, and the adequacy of facilities. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by specialized accrediting or approving agencies recognized by the Federal Government or the Council for Higher Education Accreditation.

3.4 Necessity - The dimensions of necessity include whether the program is necessary for the College's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future needs and rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions, shall also be addressed.

3.5 Consistency with the Mission - The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the College, explain how the program complements other programs offered and states how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the College's ability to accomplish its mission should be addressed.

SECTION 4. POLICY

4.1 The program review process will provide for a review and evaluation of all programs leading to a certificate or degree at the College. To ensure that each program is reviewed at least once every five years, consistent with statutory requirements, approximately 20 percent of all programs will be selected for review each year. The process must allow for early identification of programs that need particular scrutiny to permit changes to be anticipated, appropriate intervention to take place and corrective action to be accomplished within normal institutional planning efforts.

4.2 The purpose of the reviews will be to conduct an in-depth evaluation of the viability of, adequacy of and necessity for each academic program, consistent with the mission of the College. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional process and completed within the previous sixty (60) months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body. Individual programs that are accredited by specialized accrediting or approving agencies recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect adequacy.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 The College will draft, in accordance with the Board of Governors guidelines, a self-study. The BOG then will submit annually by May 31 to the Chancellor for review by the Council a report of the results for each program reviewed. The Program Review Summary Report shall contain the following information:

7.1.1 Program title and degree;

7.1.2 Year of last review;

7.1.3 Documentation of continuing need;

7.1.4 Assessment information related to expected student learning outcomes and the achievement of the program objectives;

7.1.5 Plans to improve the quality and productivity of the program; and

7.1.6 Five-year trend data on enrollment and degrees awarded.

7.2 Responsibilities of the College's Chief Academic Officer: In accordance with the other provisions of this policy, the Chief Academic Officer shall:

7.2.1 With approval of the BOG, designate the programs, constituting approximately 20 percent of all programs, to be reviewed during a given year;

7.2.2 Make available a readily accessible computerized data base and other support for the program review process;

7.2.3 Submit, for programs deemed to have met the minimum requirements with respect to adequacy by virtue of special accreditation or approval, the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement regarding program consistency with mission, viability and necessity;

7.2.4 Oversee compilation each year of any self-study to be presented by the College to the BOG;

7.2.5 Oversee compilation each year of the Program Review Summary Report to be provided to the Council by the BOG; and

7.2.6 Ensure compliance with this policy, the Council's Policy Regarding Program Review and any guidelines issued by the Council regarding the program review process.

7.3 Program Review Process: The program review process will utilize a collaborative process that includes faculty, students and administrators and must be accomplished within the limits of available staff and resources. Institutional personnel, and perhaps external consultants and BOG staff, will be involved in establishing the specific criteria, standards and process of evaluation for each review and in interpreting the information resulting from the review, bearing in mind that the program review process requires differentiation among levels of degrees. The program review process will be carried out objectively, and persons external to the College will participate in the review. The review will include information obtained from students currently enrolled in the program, graduates of the program, and employers of graduates of the program.

7.4 The Academic Affairs Unit is ultimately responsible for preparation of the self-study and a recommendation for action to be presented to the BOG, but the program review process shall include:

7.4.1 Program faculty;

7.4.2 Dean of School;

7.4.3 Management Council for Academic Affairs and Student Services (MCAS);

7.4.4 Executive Council;

7.4.5 President's Cabinet.

7.5 Special Program Reviews: Either the Council or the BOG may request at any time that special program reviews be conducted for a given purpose. Formal strategies for conducting such reviews will be developed, consistent with the purpose of the review.

7.6 Institutional Recommendation: The BOG's five-year cycle of program review will result in a recommendation by the College for action relative to each program under review. The College is clearly obligated to recommend continuation or discontinuation for each program reviewed.

7.6.1 If recommending continuation, the College will state whether it intends:

7.6.1.1 Continuation of the program at the current level of activity, with or without specific action;

7.6.1.2 Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action;

7.6.1.3 Identification of the program for further development; or

7.6.1.4 Development of a cooperative program with another institution, or sharing of courses, facilities, faculty and the like.

7.6.2 If the College recommends discontinuance of the program, then the provisions of the Council's policy on approval and discontinuance of programs will apply.

7.6.3 For each program, the College will provide a brief rationale for the observations, evaluation and recommendation. These should include concerns and achievements of the program. The College will also make all supporting documentation available to the Council upon request.

7.7 Committee Recommendation: The appropriate Academic Dean will develop a recommendation for action and present it to the BOG for action and referral to the Council.

7.8 The Executive Council may make recommendations that go beyond those also. The council may request additional information and may recommend continuance on a provisional basis and request program reports.

7.9 Appeals Committee and the Appeals Process: Any disagreement between a final recommendation of the Academic Dean and the recommendation of the academic unit may be appealed to the College's Chief Academic Officer.

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 2014 - Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities or titles.

November 2018 - Revisions reflect the removal of date-specific requirements and updated the program review process to reflect the current organizational structure. The Council practice does not expect said conditions. The Council directs the program review requirements.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: Request for Approval of SCP-3637, *General Education Philosophy and Goals*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3637, *General Education Philosophy and Goals*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3637, *General Education Philosophy and Goals*, applies to all students enrolled at the College and the faculty who are responsible for instruction.

The Assessment Committee reviewed and revised the policy as part of the regular policy review cycle for the 2018-2019 academic year.

The policy was then reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their November 28, 2018, meeting. The policy was reviewed and approved as presented by Executive Council and by President's Cabinet at their December 2018 meetings.

Revisions reflect a change in the general education goals.

At its February 19, 2019, 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 March 23, 2019, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant approval of SCP-3637, *General Education Philosophy and Goals*, 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-3637

SUBJECT: General Education Philosophy and Goals

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*; West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education *Core Coursework Transfer Agreement*

ORIGINATION: December 19, 1997

EFFECTIVE: May 16, 2019

REVIEWED: October 2018

SECTION 1. PURPOSE

1.1 The faculty of Southern West Virginia Community and Technical College dedicate themselves to preparing Southern's graduates for life and work in the twenty-first century. The general education philosophy and goals describe Southern's commitment to providing each graduate with the skills and knowledge necessary for professional and personal success.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all students enrolled at Southern West Virginia Community and Technical College and the faculty who are responsible for instruction.

SECTION 3. DEFINITIONS

3.1 The purpose of general education at Southern West Virginia Community and Technical College is to produce generally educated students who contribute to their communities and country. A generally educated student is a life-long learner with a common academic canon of knowledge, concepts and attitudes.

3.2 The general education goals are defined as follows:

- 3.2.1 Critical thinking is the ability to identify and interpret relevant information in order to formulate an opinion or conclusion.
- 3.2.2 Communication is utilizing verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- 3.2.3 Quantitative literacy and fluency is the demonstration and communication of computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).
- 3.2.4 Intercultural competence is the ability to communicate and behave in appropriate ways with those who are culturally diverse.

SECTION 4. POLICY

4.1 Southern West Virginia Community and Technical College is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education promotes the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication. Southern's general education provides students with an integrated view of knowledge and prepares them for their role as productive and responsible members of society.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Students who have completed the general education requirements of an associate degree will have improved in the following:
- 6.1.1 Critical Thinking
- 6.1.2 Communication
- 6.1.3 Quantitative Literacy and Fluency
- 6.1.4 Intercultural Competence

SECTION 7. RESPONSIBILITIES

7.1 General education is the responsibility of all who work and learn at Southern West Virginia Community and Technical College. Components of general education are embedded in all programs. Southern will maintain general education coursework requirements within each program as specified in the state 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: November 2012 - Revisions reflect no substantial changes in procedure or documentation requirements. The policy was reformatted into the current policy template.

October 2018 - Revisions reflect changes in general education philosophy and goals.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: SCP-1003, *Consumer Information*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1003, *Consumer Information,* to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

SCP-1003, *Consumer Information*, is a new policy that was developed to ensure that Southern is in compliance with federal and state guidelines requiring information be disclosed to students, prospective students, employees, and others. The policy was reviewed and changes were recommended by the Management Council for Academic Affairs and Student Services (MCAS) at their February 27, 2019 meeting. MCAS approved the corrected policy as presented by an electronic vote on March 4, 2019. The policy was reviewed and approved as modified by the Executive Council at their March 7, 2019 meeting. The President's Cabinet reviewed and approved the policy at their March 12, 2019 meeting.

The staff requests that SCP-1003, *Consumer Information,* be advanced 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-1003

SUBJECT: Consumer Information

REFERENCE: The Higher Education Act of 1965 (HEA), as amended and reauthorized by the Higher Education Opportunity Act of 2008 (HEOA); Federal Education Right to Privacy Act (FERPA); the Violence Against Women Reauthorization Act of 2013 (Clery Act); West Virginia Community and Technical College Education, Title 135, Procedural Rule, Series 20, *Initial Authorization of Degree-Granting Institutions*; Drug Free Schools and Communities Act; Student-Right-To-Know Act; West Virginia Code §18B-1B-7, *Student Mental Health Policies; Suicide Prevention - Jamie's Law;* and Higher Learning Commission (HLC) CRRT.C.10.010, *Recruiting, Admissions, and Related Institutional Practices*.

ORIGINATION: New

EFFECTIVE:

REVIEWED: January 30, 2019

SECTION 1. PURPOSE

1.1 The policy's purpose is to describe consumer information that must be available to students, prospective students, employees, and others, how information will be disclosed, and how complaints can be filed.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all departments of the College, employees, students, prospective students, and the general public.

SECTION 3. DEFINITIONS

3.1 None

SECTION 4. POLICY

4.1 Southern West Virginia Community and Technical College will comply with the federal and state guidelines by providing required information on the College's website and through other means of communication, as specified in the federal and/or state guidelines, to prospective students, current students, employees, and the general public.

4.1.1 General disclosure requirements:

4.1.1.1 Basic financial aid information.

4.1.1.2 General information about the College.

4.1.1.3 Availability of employees for information dissemination.

4.1.1.4 Description of service and facilities available to students with disabilities.

4.1.1.5 Constitution and Citizenship Day.

4.1.1.6 The College's retention rate.

4.1.1.7 Drug and alcohol abuse prevention information.

4.1.1.8 Equity in Athletics Disclosure Act.

4.1.1.9 The College's completion or graduation rate and if applicable, its transfer-out rate. (Student-Right-To-Know Act)

4.1.1.10 The placement of, and types of employment obtained by graduates of the school's degree or certificate programs. (Student-Right-To-Know Act)

4.1.1.11 Clery (Campus Security) Act.

4.1.1.12 Family Educational Rights and Privacy Act (FERPA).

4.1.1.13 Annual Fire Safety Report.

4.1.1.14 Suicide Prevention and Information (Jamie's Law)

4.1.1.15 Others, as required

4.1.2 Consumer information will be posted on the College's webpage. Information that is required to be sent directly to students will be communicated through the student's email, which is an official method of communication between the College and students.

4.1.3 Complaints can be filed with the appropriate personnel.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 The following general disclosures are not required by the College:

5.1.1 Equity in Athletics Disclosure Act is not required, because competitive sports programs are not allowed at community and technical colleges in West Virginia as indicated in Title 135, Procedural Rule, Series 36, *Sports Programs at Community and Technical Colleges*.

5.1.2 The types of graduate and professional education in which graduates of the school's four-year degree programs enroll. (Student-Right-To-Know Act)

5.1.3 Annual Fire Safety Report is only required for those colleges that have on-campus housing.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 The Institutional Effectiveness Committee will be responsible for an annual review of consumer information disclosures.

7.2 The Office of Institutional Advancement will be responsible for posting the consumer information disclosures on the College's web site and will work with all other responsible units to ensure the information is accurate and posted within the regulated deadlines.

7.3 The Finance and Administration Unit will be responsible for disclosing basic financial aid information, campus safety information, and other required general information which includes but is not limited to, tuition and fees, textbooks, refund policy, "shopping sheet" for all students, Title IV funds, and HEA loan information.

7.4 The Student Service Unit will be responsible for disclosing Title IX information, general contact information for student services; activities; clubs and curricular and co-curricular support; Constitution and Citizenship Day information; Student Right to Know, Clery Act, facilities and services available to students with disabilities; drug and alcohol abuse prevention; and voter registration forms.

7.5 The Academic Affairs Unit will be responsible for disclosing Student-Right-To-Know information; general information about academic programs; admissions; transfer credits; articulation agreements; student records; copyright infringement; gainful employment; and "shopping sheet" for veterans, service members, and/or their family members.

7.6 The Chief Information Officer will be responsible for disclosing information about student profiles, use of technology, email communication, and penalties for violations.

7.7 When a person believes that a condition exists that is in violation of his or her rights, college policies, rules, standards and procedures, the student has the right to file a complaint. Complaints can be submitted in writing to the Dean of Student Services.

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: New

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: SCP-4001, *Student Consumer Protection*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4001, *Student Consumer Protection,* to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

SCP-4001, *Student Consumer Protection*, is a new policy that was developed to ensure that Southern is in compliance with the Higher Learning Commission (HLC). The Commission's Board of Trustees adopted the Student Consumer Protection policy at its meeting on November 2-3, 2017. This policy will become effective September 1, 2019, thus allowing institutions time to make any necessary changes in policy or procedures prior to the requirements being effective. SCP-4001, *Student Consumer Protection,* supports the changes needed to be in compliance. The policy was reviewed and changes were recommended by the Management Council for Academic Affairs and Student Services (MCAS) at their February 27, 2019 meeting. MCAS approved by an electronic vote on February 28, 2019, the corrected policy as presented. The policy was reviewed and approved as modified by the Executive Council at their March 7, 2019 meeting. The President's Cabinet reviewed and approved the policy at their March 12, 2019 meeting.

The staff requests that SCP-4001, *Student Consumer Protection,* be advanced 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-4001

SUBJECT: Student Consumer Protection

REFERENCE: The Higher Education Act of 1965 (HEA), as amended and reauthorized by the Higher Education Opportunity Act of 2008 (HEOA); Federal Education Right to Privacy Act (FERPA); Higher Learning Commission (HLC) CRRT.C.10.010, *Recruiting, Admissions, and Related Institutional Practices*; SAM-2000.1, *Employee Handbook;* SCP-7720, *Security of Information;* SCP-4356, *Financial Aid Recipient- Change in Enrollment Policy;* and SCP-5050, *Assessment, Payment, and Refund of Tuition and Fees*.

ORIGINATION: January 30, 2019

EFFECTIVE:

REVIEWED: New

SECTION 1. PURPOSE

1.1 This policy is developed to ensure compliance with federal and state guidelines in order to maintain eligibility for participation in Federal Title IV funding. The policy's purpose is to ensure student consumer protection in marketing, recruiting, admissions, and financial aid process.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy addresses the ethical practices in marketing, recruiting, admissions, and financial aid process. All college employees and/or related contractors participating in marketing, recruitment, admissions and financial aid are subject to this policy.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 Southern West Virginia Community and Technical College will comply with the federal and state guidelines by treating students ethically, professionally, and respectfully in marketing, recruiting, admissions and financial aid process so that students can make an informed enrollment decision without being subjected to high pressure tactics from the College. This policy, and other policies related to consumer protection, will be accessible and transparent.

4.2 All College employees, who have responsibilities in recruitment and admissions of students, will have appropriate education, job titles, and training, overseen by the College, which includes enforcement of the ethical standards set forth in the College's manual, SAM-2000.1, *Employee Handbook*.

4.3 The College will not pressure a student to enroll by a specific deadline using a promise of cash or free goods or services outside of the regular process of scholarship monies, institutional discounting, fee waivers,

financial aid or other assistance, nor will there be a promise that employment is being directly or indirectly offered or is more likely related to its education or provide any guarantees of employment related to that education.

4.4 Students will be given sufficient time, prior to enrolling, to review the institution's policies and procedures, to understand the amount of federal, state, and institutional financial aid the student is eligible to receive, and to learn how many credits, if any, will transfer and whether they will be applied to the major or general education requirements or the process and timeline for evaluation of those credits. The College will not induce or pressure students to enroll.

4.5 College employees responsible for recruiting and/or admissions may answer general questions about the student application process for admissions and financial aid, but in no case will the employee complete the application or apply the prospective student's signature to any documents.

4.6 All information provided to prospective students in the recruiting and admissions process will be accurate, complete, and up-to-date. This information will be freely shared with all prospective students, thus having no requirements that such student share any contact information with the College.

4.7 Any job placement, salary information or other student outcome data publicized as part of the recruiting process are based on all students in a cohort or class who completed the program; completing students are not excluded from the published data because they did not utilize the College's career, advising or other services; an institution will maintain back-up documentation related to any such publicized outcome data and will make that back-up data available to accreditors, the public, or governmental agency upon request. If the College publicizes for recruiting purposes, outcome data based on student survey or other partial information about a cohort or class of students, the College will indicate clearly wherever it publicizes the rate the number of students in the cohort or class and the number of students whose outcome data is included. If job placement or other related data are drawn from an external database, economic forecasting or other source, the College will indicate in conjunction with the publication of data its source and will direct students to the original source of the information where applicable (e.g., Department of Labor website).

4.8 The College's data privacy policy, SCP-7720, *Security of Information*, will be prominently posted on the College's website. A student's request to have their name removed from phone, email or other contact lists developed through the recruiting, lead, and/or admissions process will be promptly removed and maintained as outlined in the College's data privacy policy.

4.9 No student will be automatically registered for classes. All students have the right and responsibility to register for each academic term in which they are enrolled. Students will have the opportunity to cancel that registration before being assessed tuition and fees for that term, but this should be done prior to the beginning of classes.

4.10 Should the College require a student to sign an enrollment agreement, the enrollment agreement will be limited to basic information about a student's course of study, tuition and fees, and other related information and in no case will that agreement include any language limiting that student's ability to: file a complaint with an accrediting or state agency; take legal action in the event that any dispute resolution processes agreed to by the College and the students are unsuccessful in resolving the dispute to the satisfaction of the parties; or seek to discharge a student loan through remedies available to borrowers under state or federal law. Students will be provided sufficient time, as determined by the situation and any mandates in state law, to review any enrollment agreement and to consult with others as a part of that review process before being required to sign the document or lose an offer of admission and related financial assistance.

4.11 In addition to the College's policy related to return of Title IV funds, SCP-4356, *Financial Aid Recipient-*

Change in Enrollment Policy, the College has a refund policy, SCP-5050, *Assessment, Payment, and Refund of Tuition and Fees*, to assure that students receive a refund where appropriate if they withdraw from an academic term or from the College.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 The Student Service Unit/Dean of Student Services will be responsible for ensuring that all College employees, who have responsibilities in recruitment and admissions of students, will have appropriate education, job titles, and training**,** which includes enforcement of the ethical standards, and which prepares them to answer general questions about the student application process for admissions and financial aid**.**

7.2 The Academic Affairs Unit/Vice President for Academic Affairs will be responsible for ensuring all faculty advisors understand students have the right and responsibility to register for each academic term.

7.3 The Registrar will be responsible for FERPA regulations training for all employees, annually.

7.4 The Finance and Administration Unit/Vice President for Finance and Administration and/or Financial Aid Director will be responsible for disclosing basic financial aid information and describing the rights and responsibilities of students receiving federal student aid. This includes but is not limited to the awarding and disbursing of Title IV funds; tuition and fees; textbooks; the cost of attendance; the refund and return of Title IV funds; student loan information; satisfactory academic progress; and college work study program.

7.5 The Chief Information Officer will be responsible for providing employees and students' access to information and technology for educational purposes. Information will be secured through multi-level authentication and proper disaster recovery methods used to safeguard any potential threats. Technology policies and procedures will be maintained and reviewed on a regular basis to ensure currency of practices and to maintain standards.

7.6 The Office of Institutional Advancement/Vice President for Institutional Advancement will be responsible for ensuring that the consumer information is accurately posted on the College's web page and is accessible to students, prospective students, employees, and the general public.

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: New

DISCUSSION ITEMS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 16, 2019

ITEM: 2019-2020 Draft Meeting Schedule

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Howard E. Seufer, Jr.

BACKGROUND:

This item is presented for Board information and discussion. The proposed 2019-2020 schedule of meetings for consideration is patterned after the schedule used by the Board in recent years, with meetings occurring on Tuesday evening of the third week. West Virginia Code §18B-2A-2(a) requires Boards of Governors to hold at least six meetings in every fiscal year, including an annual meeting each June for the purpose of electing officers.

Southern West Virginia Community and Technical College
Board of Governors

Proposed Meeting Schedule for Consideration

July 1, 2019 — June 30, 2020

Agenda Items Due Date	Board of Governors Agenda Committee Meeting Date	Board of Governors Business Meeting Date	Business Meeting Location
August 1, 2019	August 6, 2019 9:00 a.m.	August 20, 2019 6:00 p.m.	Room 433 Williamson Campus
September 26, 2019	October 1, 2019 9:00 a.m.	October 15, 2019 6:00 p.m.	Building C, Room 428 Logan Campus
November 21, 2019	December 3, 2019 9:00 a.m.	December 17, 2019 6:00 p.m.	Building C, Room 428 Logan Campus
January 30, 2020	February 4, 2020 9:00 a.m.	February 17, 2020 6:00 p.m. (Monday)	Stonewall Conference Center Roanoke, WV ??
	Board of Governors Retreat	February 18, 2020 8:00 a.m. - 3:00 p.m.?	Stonewall Conference Center
April 2, 2020	April 7, 2020 9:00 a.m.	April 21, 2020 6:00 p.m.	Building C, Room 428 Logan Campus
May 28, 2020	June 2, 2020 9:00 a.m.	June 16, 2020 6:00 p.m.	Building C, Room 428 Logan Campus

*Additional meetings may be necessary for emergency or time-sensitive issues.

Unless otherwise indicated, the Board of Governors Agenda Committee meetings are held in Room 428, Building C, Logan Campus and by Teleconference beginning at 9:00 a.m.

Unless otherwise indicated, the Board of Governors business meetings are held in Room 428, Building C, Logan Campus beginning at 6:00 p.m.