



Southern
Southern West Virginia
Community and Technical College

Board of Governors

**JUNE 19, 2012
MEETING AGENDA**

Members

Terry R. Sammons, Chair
Thomas A. Heywood, Vice Chair
Wilma J. Zigmond, Secretary
Linda Q. Akers
Kevin N. Fowler
Shelley T. Huffman

Jada C. Hunter
George Kostas
Glenn T. Yost
Adam Bradford
Debbie Dingess
George Morrison

Joanne Jaeger Tomblin
President

Southern West Virginia Community and Technical College
Board of Governors Meeting of June 19, 2012 - 6:00 p.m.
2900 Dempsey Branch Road, Mount Gay, WV

Room 428, Building C and by Teleconference
AGENDA

1. Call to Order Mr. Terry Sammons
Board Chair
2. Special Presentations Ms. Joanne Jaeger Tomblin
President
3. Classified Staff Council Annual Presentation Ms. Virginia Stepp
Council Chair
4. Board of Governors Self-Assessment Review Committee Report Ms. Linda Q. Akers
Chair
5. President's Report President Tomblin
6. Financial Report Mr. Samuel Litteral
Vice President for Finance and Administration
7. Action Items p. 3
 1. Approval of April 17, 2012 and April 25, 2012 Board Meeting Minutes pp. 4-12
 2. Nominating Committee Report and Election of 2012-2013 Board Officers p. 13
 3. Request for Approval of the 2012-2013 Board of Governors Schedule of Meetings pp. 14-15
 4. Request for Approval of Fiscal Year 2012-2013 Institutional Budget pp. 16-17
 5. Request for Approval of Fiscal Year 2014-2018 Capital Projects pp. 18-19
 6. Action on Institutional Policies Presented for Final Approval p. 20
 1. SCP-1091, Classified Staff Council Constitution pp. 21-27
 2. SCP-4000, Basic Guidelines and Standards for Admission pp. 28-33
 7. Action on Institutional Policies Presented for Approval for Release for
30-day Public Comment p. 34
 1. SCP-7000, Email Established as an Official Form of Communication pp. 35-38
8. Informational Items p. 39
 1. Report on Awarding of Undergraduate Tuition and Fee Waivers pp. 40-41
 2. *Educating West Virginia is Everyone's Business: Report from the West Virginia College
Completion Task Force* pp. 42-61
9. Executive Session under the Authority of WV Code §6-9A-4 for the following:
 1. Board of Governors Presidential Review Committee Report Ms. Wilma Zigmond
 2. 2012-2013 President's Goals Chair Sammons
10. Adjournment Chair Sammons

**Southern West Virginia Community and Technical College
Board of Governors Meeting of June 19, 2012
Agenda Items for Action**

Action Items	Chair Sammons
1. Approval of April 17, 2012 and April 25, 2012 Board Meeting Minutes	pp. 4-12
2. Nominating Committee Report and Election of 2012-2013 Board Officers	p. 13
3. Request for Approval of the 2012-2013 Board of Governors Schedule of Meetings	pp. 14-15
4. Request for Approval of Fiscal Year 2012-2013 Institutional Budget	pp. 16-17
5. Request for Approval of Fiscal Year 2014-2018 Capital Projects	pp. 18-19
6. Action on Institutional Policies Presented for Final Approval	p. 20
1. SCP-1091, Classified Staff Council Constitution	pp. 21-27
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1. SCP-7000, Email Established as an Official Form of Communication	pp. 35-38

Southern West Virginia Community and Technical College Board of Governors
Board of Governors Meeting of April 17, 2012
2900 Dempsey Branch Road, Room 428-C, Mount Gay, WV

Board Members Present: Terry Sammons, Tom Heywood, Wilma Zigmond, Linda Akers, George Kostas, Jada Hunter, Debbie Dingess, George Morrison, Adam Bradford

Board Members Absent: Glenn Yost, Shelley Huffman, Kevin Fowler

Southern Employees: President Joanne Jaeger Tomblin, Samuel Litteral, Allyn Sue Barker, Pam Alderman, Cindy McCoy, Susan Askew, Emma Baisden, Steven Hall, Alyce Patterson-Diaz, Judith Curry, Charles Wood, Carol Howerton, Patricia Poole, Virginia Stepp, Chris Gray

1. Call to Order:

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

2. President's Report:

1. President Tomblin congratulated Pamela Alderman for successfully defending her dissertation.
2. On March 15, 2012, the first floor of Building C and the training room (116) in Building B on the Logan Campus was damaged by flash flooding. Several students and employees lost vehicles, but we are thankful that no injuries occurred. Equipment in the Surgical Technology, Radiological Technology, and Electrical Engineering labs was damaged, but the equipment should be covered by the College's insurance agency. Damages are estimated to be \$800,000 - \$1,000,000. College officials are working with various agencies in the repair and restoration of the buildings.
3. Southern's Enrollment Management Plan and a new organizational chart is complete and has been distributed to all Southern employees. *A Roadmap to Success - Enrollment Management Plan 2012-2015* and new organizational chart will be effective July 1, 2012. A copy of these documents will be included in President Tomblin's 2011-2012 Self-Assessment Report to the Board.
4. Candidates for the Vice President for Academic and Student Affairs position will visit campus on April 30, 2012. The candidate's itinerary and vitae have been distributed via e-mail to all employees and the Board of Governors. Mr. George Morrison commented that it has been a pleasure and honor to serve on the Screening Committee.
5. President Tomblin, along with the Self-Study Steering Committee, attended the annual Higher Learning Commission Conference in Chicago, Illinois March 30 - April 3. Since our 2003 accreditation visit, the criteria for accreditation have changed to become more reliant on evidence-based reporting. Southern is participating in the accreditation review through the

HLC's Program to Evaluate and Advance Quality (PEAQ). The College's Higher Learning Commission Liaison, Dr. Karen Solomon, stated that a visiting team of 7-10 people would most likely participate in Southern's comprehensive on-site visit scheduled for April 22-24, 2013.

6. The College received additional funding for the new Williamson Technology Center. The contractor believes the building will be complete by Christmas 2012.
7. Plans have been made to use Perkins funds for the next two years to remodel Science labs and Health Science programs.
8. The Allied Health and Nursing pinning ceremony is scheduled for Friday, May 4, 2012 at 6:00 p.m. and will be held at the Coalfield Jamboree in downtown Logan. Commencement exercises will begin at 10:00 a.m. on Saturday, May 5, 2012 and will also be held at the Coalfield Jamboree. Board of Governors Chair, Terry Sammons, will give greetings on behalf of the Board for both ceremonies.
9. President Tomblin does not plan to fill the Vice President for Communications position which was vacated in October 2011. The College will contract with an advertising firm, Bulldog Creative, to develop a marketing strategic plan over the next several years. The College's advertising funds will be pooled into one budget.
10. Southern had eight student recipients of the Phi Theta Kappa All-West Virginia Academic Team Award. The ceremony was held in Charleston, West Virginia, on April 12, 2012 with seven of the eight students present.
11. College administrators are in negotiations with the McDowell County Federal Corrections Institution to deliver certificate programs for inmates.
12. The Southern West Virginia Community and Technical College Foundation distributed \$289,000 in scholarship funds to 283 students this academic year.

3. Financial Report

Mr. Sam Litteral, Vice President for Finance and Administration, provided the financial report dated March 31, 2012 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. The figures discussed was strictly cash that can be carried forward. Mr. Litteral will present the 2012-2013 budget to the Board for review and consideration of approval at its June 19 meeting.

4. BOG Tuition Committee Presentation to the WV Council for Community and Technical College Education Report

Mr. Tom Heywood, Chair of the Board of Governors Tuition Committee, briefed Board members on the tuition increase presentation request given to the West Virginia Council for Community and Technical College Education at its April 12, 2012 meeting. The Council approved individual resolutions for the adoption of proposed increases in tuition at West Virginia's community and technical colleges. Southern was granted the full tuition increase it requested of \$216 per student, (\$108.00 per semester per FTE for the 2012-2013 academic year), effective July 1, 2012. The actual impact of the tuition and fee increase added \$9.00 to the per credit hour tuition rate for a total rate of \$105.00 per credit hour. This increase will bring the full-time resident tuition to \$1,260.00 per semester per full-time student. Mr. Heywood conveyed that Council members are knowledgeable of Southern's Five-year Tuition and Fee Plan, and they have much confidence in Southern's Board of Governors, faculty, staff, and administration.

5. Action Items:

1. Appointment of Nominating Committee for Board Officers

Chair Sammons appointed the following individuals to serve on the Board's Nominating Committee for election of officers: Glenn Yost, Chair; Debbie Dingess, Wilma Zigmond, and Jada Hunter. The Committee will provide a report to the full Board with a recommendation for the 2012-2013 Board officers at its June 19, 2012 meeting. The appointments were unanimously approved upon a motion by Tom Heywood and second by Linda Akers.

2. Approval of February 21, 2012, Board Meeting Minutes

MOTION: Tom Heywood moved to accept the February 21, 2012 minutes as presented.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

3. Academic Program Review

1. Early Childhood Development, A.A.S.

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Early Childhood Development, 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*.

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

2. Electrical Engineering Technology, A.A.S.

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Electrical Engineering Technology, Associate in Applied Science 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*.

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

3. Electrical Engineering Technology, Certificate

MOTION: Linda Akers moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Electrical Engineering Technology, 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*.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

4. Information Technology, A.A.S.

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Information Technology, Associate in Applied Science 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*.

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

5. Information Technology, Certificate

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Information Technology, 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*.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

6. Respiratory Care Technology, A.A.S.

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Respiratory Care Technology, Associate in Applied Science 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.

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

7. Technical Studies, A.A.S.

MOTION: Linda Akers moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Technical Studies, Associate in Applied Science 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.

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

8. Technical Studies, Certificate

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Technical Studies, 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.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

4. CTCS Three-year Post Audit Review for Occupational Programs Implemented Under the Provision of Series 37 of the CTCS

1. Forensic Psychology and Investigation, A.A.S.

MOTION: George Kostas moved the adoption of the following resolution with the amendment of paragraph B, listed under Heading III. Assessment, (page 189 of the Board's Agenda Book), as follows: Strike our first graduate will be in the Spring of 2012 and The best example of meeting our goals is that the first graduation of a student from the program will take place in the Spring of 2012. The program has had no graduates.

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Forensic Psychology and Investigation, 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, Series 37, *Increased Flexibility for Community and Technical Colleges*.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

2. Forensic Psychology and Investigation, Certificate

MOTION: George Kostas moved the adoption of the following resolution with the amendment of paragraph B, listed under Heading III. Assessment, (page 230 of the Board's Agenda Book), as follows: Strike (our first graduate will be in the Spring of 2012) and The best example of meeting our goals is that the first graduation of a student from the program will take place in the Spring of 2012. The program has had no graduates.

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Forensic Psychology and Investigation, Certificate program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Series 37, *Increased Flexibility for Community and Technical Colleges*.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

3. Central Sterile Supply Technician, Certificate

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Central Sterile Supply Technician, 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, Series 37, *Increased Flexibility for Community and Technical Colleges*.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

5. Action on Institutional Policies Presented for Final Approval

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

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2165, *Educational Release Time for Classified*

Employees, following the required 30-day public comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

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

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2748, *Request for Release Time for Full-time Faculty*, following the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously

3. SCP-3000, Distance Learning

MOTION: Tom Heywood moved the adoption of the following resolution:

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

ACTION: Wilma Zigmond seconded the motion with a request for a follow-up report in one year. The motion carried unanimously.

4. SCP-3693, Instructional Schedule Development

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the rescission of SCP-3693, *Instructional Schedule Development*, following the required 30-day public comment period and its reconstruction as a unit procedure.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

5. SCP-4710, Academic Integrity (formerly Academic Dishonesty)

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4710, *Academic Integrity*, following the required 30-day public comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

6. Action on Institutional Policies Presented for Approval for Release of 30-day Public Comment

1. SCP-1091, Classified Staff Council Constitution

MOTION: Debbie Dingess 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-1091, *Classified Staff Council Constitution*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

2. SCP-4000, Basic Guidelines and Standards for Admission

MOTION: Tom Heywood 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-4000, *The Basic Guidelines and Standards for Admissions*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

6. Adjournment:

There being no further business, Chair Sammons declared the meeting adjourned at 7:15 p.m. The next Board of Governors business meeting is scheduled for Tuesday, June 19, 2012 beginning at 6:00 p.m. in Room 428, Building C, Logan Campus

Terry R. Sammons, Chair

Emma L. Baisden
Assistant to the President/Board of Governors

DRAFT

**Southern West Virginia Community and Technical College
Board of Governors Emergency Meeting of April 25, 2012
Room 428, Building C and by Teleconference
2900 Dempsey Branch Road, Mount Gay, WV**

Board Members Present: Terry Sammons, Tom Heywood, Wilma Zigmond, Linda Akers, George Kostas, Jada Hunter, Glenn Yost, Kevin Fowler, Shelley Huffman, Debbie Dingess, George Morrison, Adam Bradford

Board Members Absent: None

Administrative Staff: President Joanne Jaeger Tomblin, Samuel Litteral, Emma Baisden

1. Call to Order

Board Chair, Terry Sammons, declared a quorum present and convened the emergency meeting of the Southern West Virginia Community and Technical College Board of Governors at 2:00 p.m.

2. Request for Approval of Fiscal Year 2012-2013 Salary Increases

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors authorize the President, in conjunction with the Vice President for Finance and Administration, to allocate the amount necessary to fully fund the Classified Employee Salary Schedule as mandated by Senate Bill 330, to allocate an amount necessary to ensure classified employees receive a minimum increase of \$700 (adjusted by FTE), and to continue implementation of full funding of the Classified Staff Salary Schedule at current levels providing any additional funding is available for this purpose, to be effective July 1, 2012, and

BE IT FURTHER 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 Vice President for Finance and Administration, to fund a minimum of a 3% salary increase for faculty and non-classified employees, effective July 1, 2012, and

BE IT FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve and authorize the President of Southern West Virginia Community and Technical College to implement these and any other salary increases in accordance with institutional policy, exercising her prudence and judgement.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

Chair Sammons will submit this approval to the West Virginia State Budget Office.

3. Adjournment:

There being no further business, Chair Sammons declared the meeting adjourned at 2:30 p.m.

Terry R. Sammons, Chair

Emma L. Baisden
Assistant to the President/Board of Governors

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Nominating Committee Report and Election of 2012-2013 Board Officers

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors elect the slate of Board Officers for fiscal year 2012-2013 as proposed by the Nominating Committee: Tom Heywood, Chair; Wilma Zigmond, Vice Chair; Glenn Yost, Secretary.

STAFF MEMBER: Glenn Yost, Chair
Board of Governors Nominating Committee

BACKGROUND:

The Nominating Committee of the Southern West Virginia Community and Technical College Board of Governors consisting of Glenn Yost, Chair, Debbie Dingess, Jada Hunter, and Wilma Zigmond convened at 1:05 p.m. on May 21, 2012 to discuss and bring forth a recommendation to the full Board for officers at its June 19, 2012 meeting.

Upon a motion duly made by Debbie Dingess and seconded by Jada Hunter, the Nominating Committee unanimously recommends the following individuals for the Board of Governors Officers for fiscal year 2012-2013 effective July 1, 2012.

Chair: Tom Heywood
Vice Chair: Wilma Zigmond
Secretary: Glenn Yost

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for Approval of 2012-2013 Board of Governors
Schedule of Meetings

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
Community and Technical College Board of Governors
adopt the proposed schedule of meetings for fiscal year
2012-2013 as presented.

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

The following schedule of meetings is recommended for adoption by the Southern West Virginia Community and Technical College Board of Governors with the understanding that additional meetings may be necessary for emergency or time-sensitive issues.

Southern West Virginia Community and Technical College
Board of Governors
DRAFT Schedule of Meetings
July 1, 2012 — June 30, 2013

Board of Governors Agenda Item Deadline	Board of Governors Agenda Committee Meeting - 9:00 a.m.	Board of Governors Business Meeting 6:00 p.m.	Board of Governors Meeting Location
July 24, 2012	July 31, 2012	August 21, 2012	Room 428-C Logan Campus
September 25, 2012	October 2, 2012	October 11, 2012	The Resort at Glade Springs, Daniels, WV
Board of Governors Planning Retreat		October 12, 2012	The Resort at Glade Springs, Daniels, WV
November 20, 2012	November 27, 2012	December 11, 2012	Governor's Mansion Charleston, WV
January 22, 2013	February 5, 2013	February 19, 2013	Room 428-C Logan Campus
March 26, 2013	April 2, 2013	April 16, 2013	Room 428-C Logan Campus
May 28, 2013	June 4, 2013	June 18, 2013	Room 428-C 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.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for Approval of Fiscal Year 2012-2013
Institutional Budget

RECOMMENDED RESOLUTION: *RESOLVED*, that the Southern West Virginia Community and Technical College Board of Governors approve the filing of the institutional operating budget for the fiscal year beginning July 1, 2012.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

This request seeks the Board of Governors approval of the proposed operating budget of Southern West Virginia Community and Technical College for fiscal year 2012-2013 as presented to the Board of Governors.

Southern West Virginia Community and Technical College
Proposed Budget for 2012-13

	2011-12	2011-13	<u>Difference</u>
Revenue Sources			
General Revenue (State Funds)	\$ 9,181,588	\$ 9,228,731	\$ 47,143
Required funds for zero step	-	-	-
General Revenue (Special)	-	-	-
Stimulus Funding (Backfill)	-	-	-
Stimulus Funding (ARRA Projects)	-	-	-
General Revenue (Mining)	693,500	693,500	-
Tuition	3,686,400	4,032,000	345,600
Fees	539,500	545,000	5,500
Major gifts campaigns	96,000	200,000	104,000
Miscellaneous revenue	224,500	239,500	15,000
Auxiliary enterprises	1,250,000	1,125,000	(125,000)
State grants and contracts	1,114,050	1,074,543	(39,507)
Private gifts, grants, and contracts	-	-	-
Federal programs	3,976,788	4,240,325	263,537
Total Revenue	<u>20,762,326</u>	<u>21,378,599</u>	<u>616,273</u>
Carryover from prior years	613,408	679,031	65,623
Total Revenue and Carryover	\$ 21,375,734	\$ 22,057,630	\$ 681,896
Salaries and benefits			
Personal services	9,273,365	9,456,473	183,108
Employee benefits	2,997,436	3,025,123	27,687
	<u>12,270,801</u>	<u>12,481,596</u>	<u>210,795</u>
Operating expenses			
Current expenses	7,147,748	7,253,765	106,017
Utilities	663,500	700,887	37,387
Auxiliary non-personnel costs	840,540	740,540	(100,000)
Repairs and alterations	124,000	58,500	(65,500)
Equipment	633,035	822,342	189,307
Total Operating Expenses	<u>9,408,823</u>	<u>9,576,034</u>	<u>167,211</u>
Total expenditures	21,679,624	22,057,630	378,006
Total revenues over expenditures	<u>\$ (303,890)</u>	<u>\$ -</u>	<u>\$ 303,890</u>

Summary of cash carryover

Amount carried forward from prior year	6,717,298	5,800,000
Amount used to balance budget	(613,408)	(679,031)
Each year's surplus	(303,890)	-
Amount to carry forward to next year	<u>5,800,000</u>	<u>5,120,969</u>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for Approval of FY 2014-2018 Capital Projects

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the modification amounts and priorities of FY 2014 - FY 2018 capital projects for Southern West Virginia Community and Technical College

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The West Virginia Higher Education Policy Commission, Title 133, Procedural Rule, Series 12, *Capital Project Management* 3.2.1.1 states: "Each institution through its Governing Board shall submit to the Policy Commission for approval its five-year capital implementation plan identifying the projects it intends to undertake during this five-year period. This plan shall be based on the long term development objectives and recommendations in its approved campus development plan. The Chancellor shall establish a process and a format to be followed when submitting five year capital implementation plans to the Policy Commission for approval."

In compliance with the aforementioned procedural rule, the staff recommends the Board of Governors approve the modification amounts and priorities of FY 2014 - FY 2018 capital projects for Southern West Virginia Community and Technical College as presented.

**Southern West Virginia Community and Technical College
Potential Projects for Bond Funding for FY 2014**

Annual Capital Budget

Project Name	<u>Currently Submitted</u>		<u>FY 2014</u>	
	Priority	Amount	Priority	Amount
Logan Campus/District Office Renovation	1	\$ 6,000,000	1	\$ 6,000,000
Williamson Campus Renovations	2	\$ 6,000,000	2	\$ 6,000,000
Williamson Armory Purchase and Renovation	3	\$ 6,000,000	3	\$ 6,000,000
Wyoming/McDowell Campus Classroom Renovation	4	\$ 500,000	4	\$ 500,000
Boone Campus Classroom Renovation	5	<u>\$ 1,500,000</u>	5	<u>\$ 1,500,000</u>
Total		\$ 20,000,000		\$ 20,000,000

Action on Institutional Policies Presented for Final Approval

1. SCP-1091, Classified Staff Council Constitution
2. SCP-4000, Basic Guidelines and Standards for Admission

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for Final Approval of SCP-1091, *Classified Staff Council Constitution*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1091, *Classified Staff Council Constitution*, following the required 30-day public comment period.

STAFF MEMBER: Virginia Stepp

BACKGROUND:

The Classified Staff Council reviewed SCP-1091, *Classified Staff Council Constitution*, at its December 7, 2011, meeting and approved the revisions to the policy for the Board's approval. The revisions made to the Constitution are to allow for proxy voting at meetings, to address issues with excessive absenteeism, and to allow for electronic voting pertaining to nominations and elections.

At its April 17, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-1091, *Classified Staff Council Constitution*, for the required 30-day public comment period which ended April 19, 2012. No comments were received at the end of the comment period. Therefore, the Classified Staff Council recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1091**

SUBJECT: Classified Staff Council Constitution

REFERENCE: WV Code §18B-6-6

ORIGINATION: November 18, 2003

EFFECTIVE: June 19, 2012

REVIEWED: December 7, 2011

SECTION 1. PURPOSE

- 1.1 To establish the Classified Staff Council of Southern West Virginia Community and Technical College (hereinafter referred to as the Classified Staff Council), to identify representation for the Classified Staff Council, and set out election procedures for the same.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all classified employees of Southern West Virginia Community and Technical College.
- 2.2 All employees who are covered by the West Virginia Higher Education Policy Commission's Job Evaluation Program are eligible to participate/vote in the Classified Staff Council and its activities.

SECTION 3. DEFINITIONS

- 3.1 Classified Staff Council — An elected body whose purpose is to represent classified staff, to consider and recommend policy regarding staff welfare, and individual staff suggestions and problems.

SECTION 4. POLICY

- 4.1 Functions of the Classified Staff Council shall include, but not be limited to the following:
- 4.1.1 Represent classified staff interest in working hours; hiring, promotion and salary policies; representation to college and professional organizations; classified staff development; and other issues of concern which may arise involving the classified staff individually or collectively.
 - 4.1.2 Set the agenda for all classified staff meetings and all other special purpose meetings of the Classified Staff Council.
 - 4.1.3 Schedule and conduct elections.
 - 4.1.4 Review and make recommendations as necessary regarding the annual performance appraisal evaluative process, instruments, etc.

- 4.1.5 Ensure awareness of concerns of classified staff within the college community, administration, and the Board of Governors.
- 4.1.6 Foster good morale and satisfaction of an informed classified staff.
- 4.1.7 To support and foster Southern's effort in accomplishing its mission.

4.2 Membership

- 4.2.1 The Classified Staff Council shall consist of 16 voting members representing the following geographic and primary occupational activity distribution:

- 1—Logan Campus
- 1—Williamson Campus
- 1—Boone/Lincoln Campus
- 1—Wyoming/McDowell Campus
- 1—Advisory Council of Classified Employees Representative
- 1—Classified Staff Council Chairperson
- 2—Administrative / Managerial Sector
- 2—Professional / Non-teaching Sector
- 2—Paraprofessional Sector
- 2—Secretarial / Clerical Sector
- 2—Physical Plant / Maintenance Sector

- 4.2.2 Each must be a member of the classified staff and shall be elected to serve a two-year term, which begins on the first day of July of each odd-numbered year. Resignations must be in writing to the Classified Staff Council Chairperson with copies to each of the other members.
- 4.2.3 Board of Governors representative will serve as an ex-officio, non-voting member.

4.3 Meetings

- 4.3.1 All classified employees shall meet in April of each odd-numbered year.
- 4.3.2 Rules of Order – The rules contained in Robert's Rules of Order shall govern the Classified Staff Council unless otherwise stated by this constitution or agreed upon by the Classified Staff Council.
- 4.3.3 The Classified Staff Council shall meet no less than once monthly. Any classified staff member may petition the Classified Staff Council to meet or hear proposals or complaints. At any regular or special meeting, a majority of the elected members shall constitute a quorum. All meetings are open to all Classified Staff.
- 4.3.4 Members of the Classified Staff Council may vote on issues either in person, by electronic means, or by written proxy if that proxy is presented to the Council Chairperson or Secretary prior to the meeting. Proxy votes shall be considered in establishing a quorum. A proxy form shall be developed by the members of the Classified Staff Council.
- 4.3.5 The President of the institution shall meet at least quarterly with the Classified Staff Council.
- 4.3.6 The Governing Board shall meet at least annually with the Classified Staff Council.

4.4 Committees

4.4.1 Standing.

4.4.2 Nominating.

4.4.3 Program and Entertainment.

4.4.4 Ad hoc committees shall be appointed by the Chair as the need arises to examine items of particular concern to the Classified Staff Council. Such committees may include any Classified Staff personnel but shall be chaired by a Classified Staff Representative.

4.5 Reporting of Council Resolutions and Decisions

4.5.1 The Classified Staff Council, through the regular meetings, shall report directly to the Classified Staff body. In areas regarding the welfare of the entire college, the Classified Staff Council through its representative, shall report directly to the President.

4.6 Absenteeism

4.6.1 Any Classified Staff Council member who misses three (3) consecutive meetings without notifying the Chairperson or Secretary of their absence and without presenting a proxy will be subject to dismissal from their elected position on the Classified Staff Council, and the individual from the same geographic location and/or primary occupational activity who ranked next highest in the vote tally shall be appointed in their place.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Ratification

6.1.1 The Classified Staff Council Constitution shall be ratified upon two-thirds approval of Classified Staff members as defined in 2.1 Scope and Applicability.

6.2 Amendments

6.2.1 The Classified Staff Council Constitution shall be amended upon two-thirds majority approval of Classified Staff.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Nominations

7.1.1 During March of each odd-numbered year, ballots will be submitted to all classified staff personnel for the purpose of nominating individuals for the position of Representative to Advisory Council of Classified Employees, Chairperson to the Classified Staff Council, Classified Staff Representative to the Institutional Board of Governors and other positions to which the classified staff are represented on college councils and committees. The ballots must be returned to the staff

representative at each location by 4:00 p.m. on the last working day of the week.

7.1.2 Those nominated will be contacted by Classified Staff Council members, and their willingness to serve if elected. Nominations must be confirmed in writing or email. Upon notification, nominated individuals will be given twenty-four hours in which to confirm/decline their desire to be placed in nomination; those who do not respond in writing will be omitted from the election ballot.

7.1.3 Those who are confirmed nominees will be placed on the official election ballot.

7.2 Election

7.2.1 Sample ballots listing all classified staff, segregated by geographic location and primary occupational activity, shall be distributed to all classified staff personnel at least two (2) weeks prior to the election. Anyone wishing to have their name stricken from the list or added, in the event it did not appear, must contact the Vice-Chairperson of the Classified Staff Council during the same week.

7.2.2 Actual ballots will be distributed in April inviting each classified staff member to vote for representation for their geographic location and primary occupational activity. Elected members shall take office on July 1, each odd-numbered year.

7.2.3 The individual receiving the highest number of votes in each geographic location and primary occupational activity shall be declared elected, based on the number of representatives allowed as established in section 4.2.

7.2.4 In the event of a resignation, the individual from the same geographic location and/or primary occupational activity who ranked next highest in the vote tally shall be appointed.

7.3 Election Ballots

7.3.1 The election ballot will be developed by the Classified Staff Council from the names of those nominated and confirmed. The ballots will be distributed for a final vote at the classified staff meeting as specified in section 4.3.1 for the positions of Chairperson of Classified Staff Council, Representative to the Advisory Council of Classified Employees, Classified Staff Representative to the Institutional Board of Governors, and any other positions to which staff are represented on college councils and committees.

7.4 Absentee Balloting

7.4.1 Absentee ballots will be pre-printed. Those who request to vote by absentee ballot must present an approved leave request form or valid reason as determined by the Vice-Chairperson or designee. The ballot must be returned to the Vice-Chairperson or designee on Friday before the scheduled election.

7.4.2 Absentee ballots will be opened at a meeting called by the Chairperson of the Classified Staff Council or by the Vice-Chair of the Classified Staff Council before the scheduled election.

7.4.3 Legitimate Excuse – Only those classified staff members who have an approved sick/annual leave request, who are required to be away from the institution on college business, or those required to remain on campus to maintain normal office operations will be permitted to vote by absentee ballot.

7.5 Electronic Nominations and Elections

- 7.5.1 Nominations and elections for the position of Representative to the Advisory Council of Classified Employees, Chairperson to the Classified Staff Council, Classified Staff Representative to the Institutional Board of Governors and other positions to which classified staff are represented on college councils or committees may be conducted electronically as deemed appropriate and feasible by the members of the Classified Staff Council.

7.6 Council Officers

7.6.1 Titles

- 7.6.1.1 There shall be three officers of the Classified Staff Council.
 - 7.6.1.1.1 Chairperson who will be elected at large by the Classified Staff.
 - 7.6.1.1.2 Vice-Chairperson who will be elected at the first meeting of the Classified Staff Council.
 - 7.6.1.1.3 Secretary who will be elected at the first meeting of the Classified Staff Council.

7.6.2 Duties

- 7.6.2.1 The Chairperson shall perform the following duties:
 - 7.6.2.1.1 Preside over all Classified Staff Council meetings.
 - 7.6.2.1.2 Represent the Classified Staff Council at the College meetings.
- 7.6.2.2 The Vice-Chairperson shall, in the absence or disability of the Chairperson, act in his/her stead. In addition, shall be responsible for conducting elections.
- 7.6.2.3 The Secretary shall perform the following duties:
 - 7.6.2.3.1 Preserve a record of the proceedings.
 - 7.6.2.3.2 Post minutes and other relevant materials in the library for the members of the classified staff.
 - 7.6.2.3.3 Preserve all election records.
 - 7.6.2.3.4 Respond, with consent of the Classified Staff Council, to all correspondence.

SECTION 8. CANCELLATION

- 8.1 Supersedes SCI 1672, Classified Staff Council Constitution and SCI 1672.01, Classified Staff Council Constitution Appendix.

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
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President	Date
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Attachments: None

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

Revision Notes: Policy originated November 18, 2003 to supercede SCI 1672 and SCI 1672.01.

Revisions of December 13, 2006 reflect no substantial changes in procedure or documentation requirements. Revisions were made to coincide with changes in WV Code concerning meetings and membership.

Revisions of March 4, 2009 are to clarify membership representation with no substantial changes in procedures.

Revisions of December 7, 2011 are to allow for proxy voting at meetings, to address issues with excessive absenteeism, and to allow for electronic voting pertaining to nominations and elections.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for Final Approval of SCP-4000, *The Basic Guidelines and Standards for Admissions*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4000, *The Basic Guidelines and Standards for Admissions*, following the required 30-day public comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

The new policy, SCP-4000, *Basic Guidelines and Standards for Admissions*, was brought before the Board of Governors on August 16, 2011 to be distributed to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period. No comments were received at the end of the comment period and the Board approved the aforementioned policy on October 13, 2011.

Since that time, new Federal Legislation has discontinued the eligibility for Title IV funds for ability to benefit students (students without a high school diploma or GED) who first enroll in a program on or after July 1, 2012. Due to this legislation and other issues within the policy that needed clarification, adjustments to the current policy were needed. The Enrollment Management and Student Development Unit reviewed and made changes to the current policy and brought the policy before the Executive Council on March 7, 2012. As a result of these reviews, revisions were made to the current policy to address the federal financial assistance guidelines and to clarify other admission requirements.

At its April 17, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-4000, *Basic Guidelines and Standards for Admissions*, for the required 30-day public comment period which ended April 19, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4000**

SUBJECT: Basic Guidelines and Standards for Admissions

REFERENCE: West Virginia Code §§ 18B-1-1A; 18B-2B-6; 18B-3C-2;
West Virginia Community and Technical College Education, Title 135, Procedural Rule, Series 19, *Guidelines for Offering Early Enrollment Courses for High School Students*;
West Virginia Community and Technical College Education, Title 135, Procedural Rule, Series 23, *Basic Guidelines and Standards for Admissions at Community and Technical Colleges*

ORIGINATION: August 16, 2011

EFFECTIVE: July 1, 2012

REVIEWED: March 6, 2012

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish basic guidelines and standards for admissions at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all citizens seeking admission into Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Regular Students (Degree Seeking Students) - Individuals with a high school diploma or GED who are seeking a certificate and/or associate degree.
- 3.2 Re-entry Students - Students who interrupt their studies by failing to register and attend classes during a fall or spring trimester and wish to re-enter the College.
- 3.3 Non-degree Seeking Students - Students who take credit courses for personal enrichment, job improvement, or other reasons and are not seeking a degree or certificate.
- 3.4 Transfer Students - Students who have attended other accredited post-secondary institutions and enter and enroll at Southern.
- 3.5 Transient Students - Students who are officially enrolled and in good academic standing at other post-secondary institutions and want to enroll for courses at Southern.
- 3.6 Early Entry High School Students - Students still enrolled in high school who may enroll in courses at Southern provided they meet course prerequisites and complete the admission procedures.
- 3.7 Conditional Admission Students - Persons eighteen years of age or older who do not have a high school

diploma or GED, may be admitted and enroll in classes on a conditional basis. Their progress and credit hours earned shall be regularly evaluated.

- 3.8 Home School Students - For purposes of admission to Southern, home school students with appropriate documentation (GED scores) will be admitted as degree seeking students.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College is an “open admissions” institution and supports the philosophy that residents should have access to higher education opportunities commensurate with their abilities and interests.
- 4.2 Admission to Southern is open to persons age eighteen and older. This policy provides specific information related to admission requirements for the various classification of students.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Admission to Southern does not imply eligibility for, nor guarantee admission to, any specific program of study for which more stringent admission requirements are established.

SECTION 6. GENERAL PROVISIONS

- 6.1 Those who possess a high school diploma or General Educational Development (GED) equivalency may enroll as certificate degree or associate degree-seeking students.
- 6.2 Students seeking transfer admission or readmission to a community and technical college must meet the institution’s basic admission standards.
- 6.3 Early admission standards for high school students enrolling in community colleges are subject to the requirements of Section 135-19-6 of Title 135, Series 19, Guidelines for Offering Early Enrollment Courses for High School Students.
- 6.4 Copies of high school transcripts, health records and transcripts of previous college work are not required for admission to community colleges, but any student seeking academic credit, a certificate, and/or an associate degree must submit GED scores or high school transcripts and/or previous college transcripts.
- 6.5 Participation in certain federal, state, and/or institutional financial aid programs or admission to specific academic programs do require copies of high school transcripts, GED scores and/or prior college work be provided. Individuals are encouraged to check with the appropriate institutional officials to determine the documents required for participation in, or admission to such programs.
- 6.6 Official transcripts must be provided, if a student has earned credits at another institution.
- 6.7 In addition to general institutional admission requirements, certain limited enrollment programs have specific admission requirements. Those applying for admission to these programs must comply with the general admission requirements as well as those of the specific program.
- 6.8 State law provides that any male person who has attained the age of eighteen (18) years of age may not enroll in a state-supported institution of post-secondary education unless he is in compliance with the Military Selective Service Act (50 U. S. Code, Appendix §451, et seq. and the amendments thereto).
- 6.9 A male person may not receive a loan, grant, scholarship, or other financial assistance for post-secondary

higher education funded by state revenue, including federal funds or gifts and grants accepted by this State, or receive a student loan guaranteed by the State unless he is in compliance with the Military Selective Service Act.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Re-entry students are required to submit a re-admissions application.
 - 7.1.1 Re-entry students are required to re-submit transcripts if he/she has earned additional credits at another institution.
- 7.2 Non-degree seeking students must submit a completed application form for admission.
 - 7.2.1 An official academic transcript from any college attended can be articulated for the purpose of meeting course prerequisite requirements.
 - 7.2.2 If non-degree seeking student wants to change their status to regular degree seeking and have attended another college, then they must present an official transcript of all previous college work to the Records Office.
- 7.3 Transfer Students may transfer to Southern from other accredited post-secondary institutions and must complete an application for admission.
 - 7.3.1 The transfer student must submit a completed application for admission.
 - 7.3.1.1 Transfer students must present an official transcript of all previous college work to the Records Office.
 - 7.3.2 An evaluation will be made of each transcript, and the student will be notified by the Registrar of those courses transferable and the amount of credit granted/recognized for each.
 - 7.3.3 Students who transfer and apply transfer credit toward an associate degree must complete fifteen of the last twenty-three (23) hours of the associate degree program at Southern.
 - 7.3.4 Students who transfer and apply transfer credit toward a certificate program must complete a minimum of one-third of the total hours required in the certificate program at Southern.
 - 7.3.5 A student who is receiving federal financial assistance and fails to acknowledge attendance at any college or university in which he/she has been registered may be subject to disciplinary action.
- 7.4 Transient Students may enroll for courses at Southern provided they submit forms completed by their home college stating the courses to be taken and that the students are in good standing.
 - 7.4.1 The completed transient form must be submitted to the Records Office.
 - 7.4.2 If the student is receiving financial aid he/she must have a consortium agreement signed by both the home institution and Southern's financial assistance office.
- 7.5 Early Entry High School Students may enroll in courses at Southern provided they meet course prerequisites and complete the admission procedures.
 - 7.5.1 Early Entry students must complete Southern's Early Entry Application with consent form signed

by the high school principal or counselor and parent or legal guardian.

7.5.2 The student must have a 3.0 (B) grade point average unless he/she is participating in a special project such as the College Transitions Initiative.

7.5.3 High school students may enroll for no more than seven (7) credit hours per trimester.

7.5.4 Early Entry students must meet course prerequisites before registering.

7.5.5 Exceptions to the minimum requirements requires the authorization by the appropriate Academic Dean or his/her designee for any high school students with less than a 3.0 (B) grade point average or seeking to enroll for more than seven credit hours per trimester.

7.6 Conditionally admitted students must complete all required transitional courses and pass the GED before being admitted as a regular degree-seeking student.

7.6.1 A maximum of twelve (12) credit hours may be taken as a conditionally admitted student.

7.6.2 Conditionally admitted students are not eligible to receive any federal or state financial assistance.

7.7 Home schooled students applying for admission as a regular (degree seeking) student must provide the results of any assessments, such as GED score, and other required documentation.

7.8 Southern is not certified to admit or enroll international students under the rules of Immigration and Customs Enforcement within the U.S. Department of Homeland Security.

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: August 16, 201 – Policy originated.

March 7, 2012 – Due to changes in federal financial assistance guidelines, the policy was revised to address the changes with regard to ability to benefit. Other changes were made to clarify other admission requirements.

Action on Institutional Policies Presented for Approval for Release for 30-day Public Comment

1. SCP-7000, Email Established as an Official Form of Communication

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Request for approval of advancement of SCP-7000,
*Email Established as an Official Form of
Communication*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for advancement of SCP-7000, *Email Established as an Official Form of Communication*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

On February 3, 2012, the Technology Governance Committee drafted a policy to establish that Southern West Virginia Community and Technical College's issued email accounts are an official method of communication between faculty, staff, and students. The policy applies to all constituents of Southern for whom a campus email account is provisioned, including but not limited, to students, staff, faculty, and external entities.

The draft policy was presented to the Executive Council for review and approval during its March 7, 2012 meeting. The group approved for the policy to be forwarded to the Board of Governors for consideration at its next meeting.

Therefore, the staff recommends the Board of Governors approve advancement of the draft policy SCP-7000, *Email Established as an Official Form of Communication*, 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-7000**

SUBJECT: Email Established as an Official Form of Communication

REFERENCE: None

ORIGINATION: February 3, 2012

EFFECTIVE: Upon Passage by the Board of Governors

REVIEWED: New Policy

SECTION 1. PURPOSE

- 1.1 To establish that Southern West Virginia Community and Technical College (Southern) campus email is an official method of communication between, faculty, staff, and students and to ensure that email messages from the College directed to faculty, staff, and students are delivered and accessible to the intended recipient.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to all constituents of Southern for whom a campus email account is provisioned, including but not limited to students, staff, faculty, and external entities.

SECTION 3. DEFINITIONS

- 3.1 Campus Email Account – an email account provided by the College (associated with a domain name owned and managed by the institution) and assigned for the exclusive use of one individual.
- 3.2 Campus Directory – the address book associated with the faculty/staff email system.

SECTION 4. POLICY

- 4.1 Southern will utilize college-issued email accounts to convey college-related, critical, and/or time sensitive information to faculty, staff, and students. In some instances, email communication may be the only means by which particular information is conveyed. Examples include, but are not limited to:
- 4.1.1 Announcement of policy or regulatory changes.
 - 4.1.2 Human Resources or employment-related notifications/deadlines.
 - 4.1.3 Financial Aid or registration notifications/deadlines.
 - 4.1.4 Class or work schedule changes.
 - 4.1.5 Inclement weather advisories/instructions.
 - 4.1.6 Mandatory meeting notifications.

- 4.1.7 Any other information deemed relevant and/or necessary to the Southern community members.
- 4.2 Email messages originating from the College or via automated campus or student information system processes will be sent exclusively to the campus email address.
- 4.3 College email distribution lists will ONLY be used to disseminate information directly related to the business of the College.
- 4.4 Students may configure their campus email account to forward College email to a preferred email address. Faculty and staff are expected to use the College provided email tools and are prohibited from forwarding email indiscriminately to an external email account. All messages contained within the College's email system are the property of the institution.
- 4.5 All official faculty and staff campus accounts will be maintained in the campus directory.
- 4.6 Email communication from Southern faculty/staff to students must originate from an official campus account.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Technology Services is responsible for the maintenance of the campus directory and campus email system, including the creation of accounts.
- 7.2 College business units must ensure that messages are appropriately addressed to campus email addresses.
- 7.3 Faculty, staff, and students must maintain their campus and/or preferred email address to ensure that they receive their mail.
- 7.4 Faculty, staff, and students are responsible for responding to email notifications sent to their official email account in a timely manner. Missed deadlines or other repercussions resulting from failed email forwarding or poor mailbox maintenance will NOT be excused.

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
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President	Date
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Attachments: None.

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

Revision Notes: New policy.

**Southern West Virginia Community and Technical College
Board of Governors Meeting of June 19, 2012
Agenda Items for Information**

- Informational Items Chair Sammons
1. Report on Awarding of Undergraduate Tuition and Fee Waivers Mr. Litteral
 2. *Educating West Virginia is Everyone's Business: Report from the
West Virginia College Completion Task Force* President Tomblin

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 19, 2012**

ITEM: Report on Awarding of Institutional Undergraduate Tuition and Fee Waivers

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Samuel Litteral

BACKGROUND:

West Virginia Code §18B-10-5 stipulates that, “The awarding of undergraduate fee waivers shall be entered into the minutes of the meetings of the governing board.” Southern College Policy (SCP) 5065, *Awarding of Undergraduate Tuition and Fee Waivers*, 7.2 specifies that, “The Office of Student Financial Assistance shall submit a summary report to the Chief Financial Officer on or before May 15 of each academic/fiscal year. The Chief Financial Officer shall present the report to the Board of Governors at the Board’s June meeting each year. This report will include the required information for all waivers awarded from July 1 through June 30 of the reporting year and will cover fall semester, spring semester and summer session(s) as appropriate. Pursuant to statute, the report on the awarding of undergraduate tuition and fee waivers shall be entered in the minutes of the meeting of the Board.”

During the 2011-2012 fiscal year, Southern awarded a total of \$255,265.60 in undergraduate waivers to a total of 108 students. In compliance with West Virginia Code §18B-10-5 and the Southern West Virginia Community and Technical College Board of Governors Policy SCP-5065, the *Report on the Awarding of Undergraduate Tuition and Fee Waivers* for fiscal year 2011-2012 will be entered into the minutes of the Board of Governors meeting of June 19, 2012.

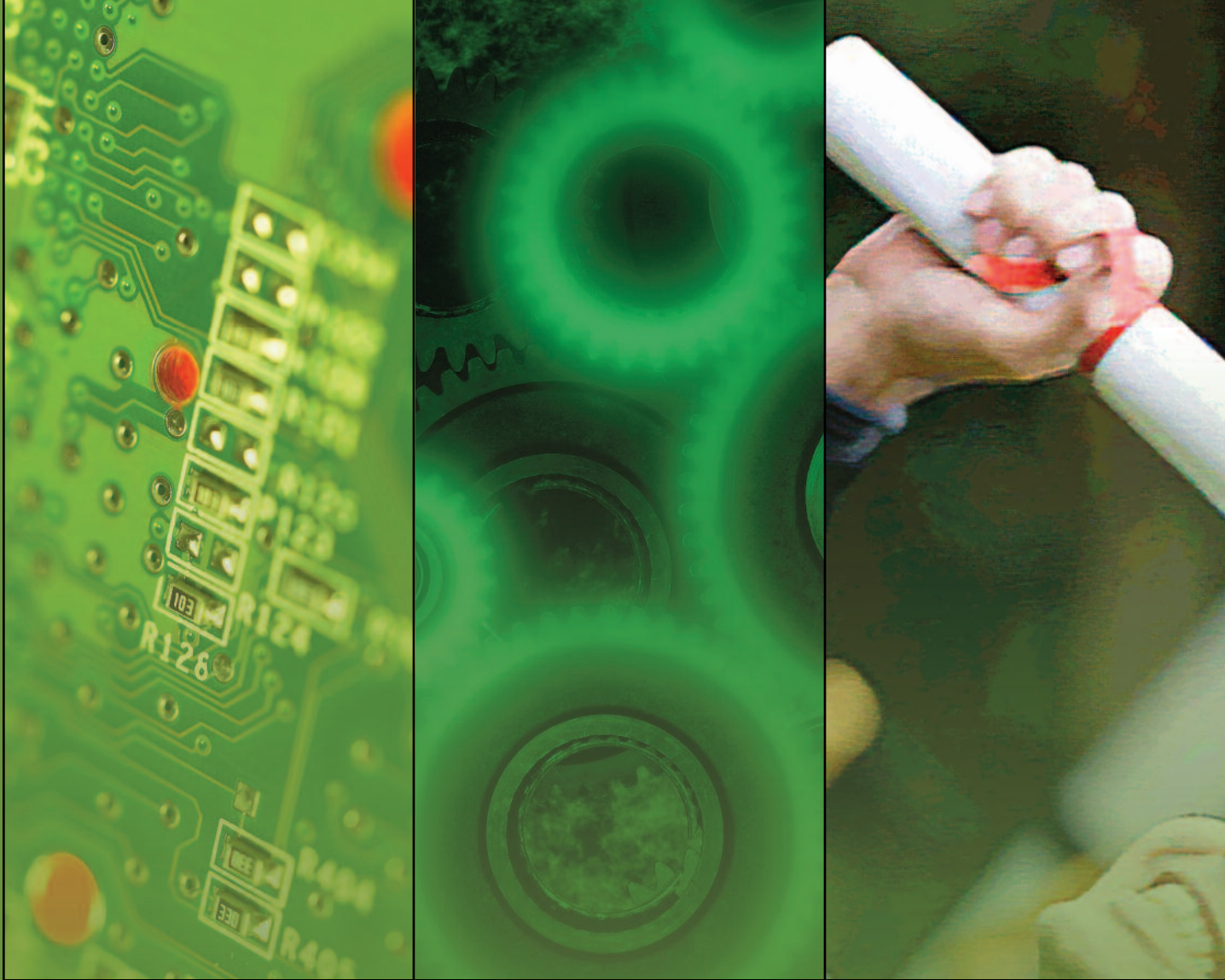
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
FINANCIAL- BUDGETARY UNDERGRADUATE TUITION AND FEE WAIVERS

Authorized Waivers

107.9

Date: May 31 2012

	Number Awards			Dollar Value of Waivers		
	In-State	Out-of-State	Total****	In-State	Out-of-State***	Total
Demonstrated financial need:	53.5	0	53.5	\$124,853.60	\$0	\$124,853.60
Academic Ability	30.4	0	30.4	\$72,812	\$0	\$72,812
Employee	6.4	0	6.4	\$16,128	\$0	\$16,128
Employee Dependent	11.1	0	11.1	\$26,496	\$0	\$26,496
HISTA *	3	0	3	\$6,912	\$0	\$6,912
Foster Care**	3.5	0	3.5	\$8,064	\$0	\$8,064
Total	107.9	0	107.9	\$255,265.60	\$0	\$255,265.60
	100%	0%	100%	100%	0%	100%



WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION & COMMUNITY AND TECHNICAL COLLEGE SYSTEM

EDUCATING WEST VIRGINIA IS EVERYONE'S BUSINESS:

Report from the West Virginia
College Completion Task Force

May 2012

West Virginia **COLLEGE COMPLETION** Task Force

James Clements (Co-Chair)

President
West Virginia University
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Johnna Beane

Representative, Advisory Council for Classified Employees
West Virginia University Health Sciences Center -
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Bob Brown

Chair, West Virginia Council for Community
and Technical College Education
West Virginia School Service Personnel Association
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West Virginia **COLLEGE COMPLETION** Task Force

• Executive Summary	1
• West Virginia's College Completion Challenge	2
• Recommendations	6
• Conclusions	9
• Appendix –Strategies for Overcoming the Barriers to College Completion	10
• Notes	14

Executive Summary

In December 2010, the Chancellors of West Virginia's Higher Education Policy Commission and the Community and Technical College System of West Virginia invited a diverse group of higher education stakeholders from across the state to serve on the West Virginia College Completion Task Force. The charge of this group was to examine state and national data on college completion and develop recommendations for increasing the number of West Virginians with high quality certificates and degrees. The Task Force included state policy leaders, faculty, higher education administrators, business leaders and representatives for students, classified staff and the public education system. Co-chaired by First Lady and President of Southern Community and Technical College Joanne Tomblin and West Virginia University President James Clements, the Task Force met throughout the past year to develop a roadmap to improve college completion in the state's public higher education institutions and ensure that West Virginia will have the educated citizens it needs to meet the demands of the 21st century knowledge economy.

In order to reach this target, the West Virginia College Completion Task Force has developed a strategy built around five key recommendations.

- 1 Make graduation a visible and tangible priority across the state
- 2 Reduce the time it takes for students to earn a college certificate or degree
- 3 Improve developmental education
- 4 Increase adult completion rates
- 5 Connect funding to priorities

Though the challenges to reaching the target are significant, pursuing a college completion agenda built around these five areas will ensure that more West Virginians earn postsecondary credentials and degrees and are ready to participate fully in the social and economic life of the state.

Efforts to reach this completion goal must be guided by four fundamental principles. First, higher education institutions must partner with secondary schools and employers to help align learning objectives and stop the leaks in the education pipeline. Second, clear and effective communication within institutions and across public and private partners is essential to ensuring that all parties have access to the information they need to achieve this goal. Third, quality must remain central to all of these efforts and cannot be sacrificed to increase completion. Finally, if West Virginia is going to reach its potential for social and economic development, access to higher education must be an opportunity for all citizens. Emphasizing partnership and communication, while protecting quality and access should be part of any completion effort.

The Target

If West Virginia is going to have enough skilled workers to meet the needs of the economy, half of the state's workforce will need education and training beyond high school by 2018. This will require at least 20,000 more certificate and degree holders beyond 2008 levels.

**EDUCATING WEST VIRGINIA
IS EVERYONE'S BUSINESS:**

Report from the West Virginia College
Completion Task Force

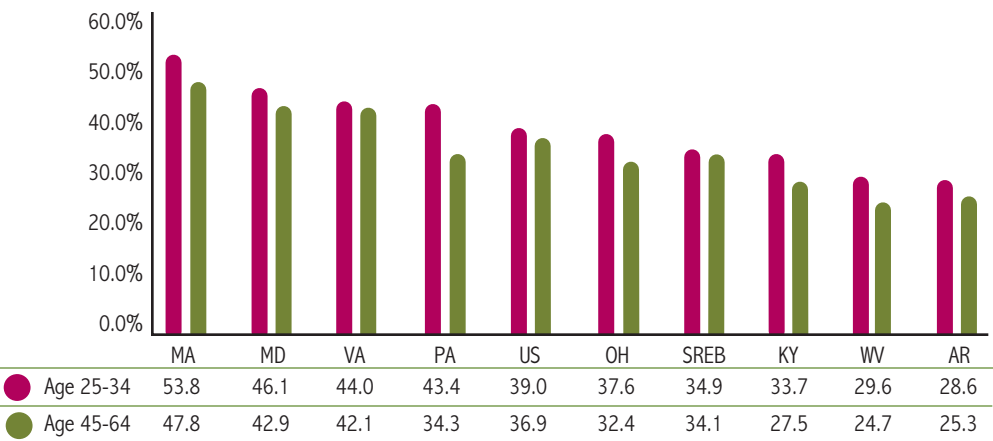
West Virginia’s College Completion Challenge

Out of every 100 students enrolled in the 9th grade in West Virginia, only 17 will earn a two- or four-year college degree within ten years. In the best performing states in the U.S., 30 students achieve this benchmark.¹ While more than half of the students that start 9th grade in West Virginia leave the education system before they enter college, sixty percent of those that start college never finish. A recent analysis shows that, for every 100 students that enter a college or university in West Virginia, only 40 will graduate with a certificate or degree within six years.² The others will leave college, many of them with student loan debt but no academic credential. Who these students are, and what causes them to leave college without earning a degree, is a question that impacts the social and economic well-being of all of West Virginia’s citizens. Developing a set of recommendations to address this challenge was the charge given to the West Virginia College Completion Task Force by the Chancellors for the state’s two-year and four-year higher education systems.

In order to achieve this goal, the members of the Task Force examined data in several key areas: state demographics and labor market needs, college completion rates of different student populations, and the specific challenges faced by rural and first generation students. Several key issues emerged from this review. First, West Virginia’s workforce is facing a skills gap that will require at least 20,000 additional certificate or degree completers by 2018. Labor economists at the Georgetown University Center on Education and the Workforce predict that by 2018, 49 percent of the jobs in West Virginia will require education and training beyond high school.³ Much of the skills gap is going to be concentrated in “middle skill” jobs; those skilled technical jobs that require more than a high school diploma but less than a four-year degree. These positions are found in diverse sectors of the economy such as advanced manufacturing, construction, energy, bio- and nanotechnology, cyber security, information technology, telecommunications and public safety, and the necessary training is usually provided by community and technical colleges. A recent report prepared for the Southern Governors’ Association notes that 54 percent of West Virginia’s jobs fall into this category, but only 45 percent of the state’s workers are trained in these areas.⁴ Without an educated workforce, West Virginia will simply not be able to sustain its economy. Without increasing college completion rates, West Virginia will not have the educated workforce it needs.

The chart below shows the percentage of West Virginians that have an associate’s degree or higher by age group. While just under 25 percent of 45-64 year old workers have an associate’s degree or higher, nearly 30 percent of younger workers have at least a two-year degree. Although overall educational attainment is low, the increase in education level between younger and older workers exceeds that of the U.S. and the region as a whole and shows state progress toward increased degree attainment.

Percentage of Population with Associates Degree or Higher by Age Group (2009), Regional and National Comparison



After examining the data and learning from national policy experts, it became clear that increasing college completion in West Virginia is a task that will require the combined effort and attention of everyone who comes into contact with students. A recent report by the Southern Regional Education Board (SREB) examined fifteen public four-year colleges around the country that have graduation rates that outperform their peers.⁵ The SREB found that a common element on these campuses was the existence of a graduation-oriented culture that pervaded the entire campus. This culture exists when everyone on campus, including senior leadership, faculty and staff, articulate high expectations for students and provide them with the resources they need to meet them. This culture is strengthened when everyone on campus becomes familiar with their institution's data on retention, completion and student success.

The Task Force finds that, within higher education institutions, information about graduation rates, student retention, and effective strategies for increasing college completion do not always filter through the entire organization. Faculty and personnel cannot tackle the college completion challenge unless they know it exists and understand the key levers they can move to improve results. This lack of communication can extend to outside groups as well. Members of the West Virginia business community suggested that they would be willing to support campus completion efforts if they knew more about them. If colleges and universities were to reach out to business leaders and communicate more effectively about how the private sector can support completion efforts it could be beneficial to students, colleges and industry.

One of the key factors in increasing college completion is reducing the time it takes students to earn a certificate or degree. Once they reach college, students often lack a clear idea of what courses they need to take and when they need to take them in order to graduate in a timely manner. Without a clear plan, students accumulate credits well beyond the 60 that they need for an associate's degree and the 120 to 128 credits they need for a bachelor's degree. This costs students and taxpayers and adds years to the time students spend in college. In West Virginia's community and technical colleges, the average graduate earns 99 credits and takes five years to earn a 60 credit two-year degree. For the state's public four-year colleges, the average graduate takes 5.3 years and earns 144 credits on the way to completing a bachelor's degree.⁶ While some of these excess credits can be explained by changing majors or the need to take developmental courses, some of it is caused by programs that require students to take more than 128 credits. While student affairs professionals and targeted intervention programs provide valuable information and support for many students, the availability of these professionals and programs is not consistent across campuses. Policies that cap the number of credit hours required to earn a degree and articulation agreements that ease the transfer of course credits so that students do not find themselves having to retake courses are also key actions that can reduce the amount of time to degree for students.

The third of the Task Force's recommendations is to transform developmental education in the state so that students can acquire the skills they need and move quickly into credit-bearing college-level courses. Developmental education is a serious challenge in West Virginia and across the country and a major impediment to reducing time to degree. In the current system, too many students need remediation when they enter college and too few of those that enroll succeed in passing college-level

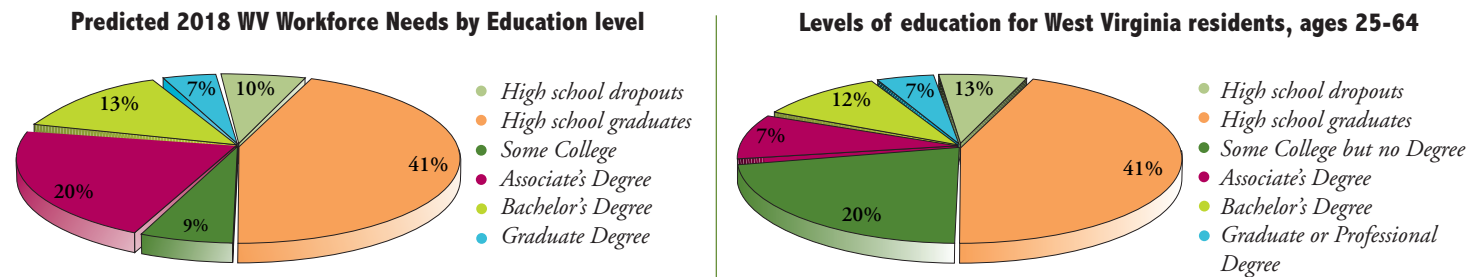
courses or graduating from college. This is an issue that impacts not only recent high school graduates entering college for the first time, but also returning students that may have not been in a classroom for several years.

A review of college completion rates for different populations of students in West Virginia revealed that the most serious achievement gap exists between students who need to take developmental education when they enter college and those that do not. Approximately 69 percent of all students in two-year institutions and 20 percent of all students in four-year institutions require at least one developmental education course when they enter college. An analysis conducted by the Higher Education Policy Commission found that fewer than 13 percent of associate-degree seeking students who need developmental education earn a degree in four years, while, of those who do not need remediation, almost 27 percent complete a degree in that time (see chart below). For bachelor's degree seeking students that need at least one developmental course, 36 percent earn a degree in eight years, compared to 57 percent who do not need remediation. Changing these courses so that students can move into credit-bearing classes as quickly as possible lowers the cost of college, improves students' motivation and sense of success, and increases their chances of completing college.⁷

Degree Sought (Cohort)	Students by category	2nd Semester Retention	2nd Year Retention	Graduate in 100% (any institution)	Graduate in 150% (any institution)	Graduate in 200% (any institution)
Associate's Degree Seekers (2004)	Took Dev Ed Course	79.0%	56.8%	2.3%	8.8%	12.9%
	No Dev Ed Course	75.9%	58.9%	14.9%	23.1%	26.7%
Bachelor's Degree Seekers (2002)	Took Dev Ed Course	88.1%	69.2%	9.6%	31.6%	36.3%
	No Dev Ed Course	89.4%	77.8%	32.9%	54.5%	57.4%

Source: WVHEPC (2011)

In West Virginia, a disproportionate number of adult students enroll in developmental education. This is troubling because the data show that helping adult learners complete certificate and degree programs is critical to solving West Virginia's workforce readiness issue. This group of students plays an important role for several reasons. First, approximately 20 percent of working age adults have some college credits but no degree, as illustrated by the chart below.



Source: Carnevale et al. (2010); NCHEMS (2010)

That 20 percent of working adults with some college but no degree constitutes nearly 195,000 adults in the state. Of that group, there are at least 36,000 who are more than halfway to a bachelor's degree and an additional 24,000 that are more than half way to an associate's degree. Targeting adult learners is also important for two other reasons: the number of high school graduates is predicted to decline over the next several years and 72 percent of the workers who will be in the state's workforce in 2025 are already in the workforce now.⁸ While recent research shows that bringing adults back to college to complete a degree presents some challenges, this group has tremendous potential for helping meet the workforce needs of West Virginia.⁹ Providing the opportunity for them to gain new skills is essential to the economic competitiveness of West Virginia's economy.

Finally, it is important that the state policymakers create incentives that help align the activities of students and institutions with the stated goal of increased college completion. One of the ways that this can be accomplished is by implementing and funding an outcomes-based funding model for higher education. In a traditional higher education funding system, institutional budgets are determined based on enrollments and the previous year's expenditures. In an outcomes-based model, some portion of institutional funding is connected to meeting certain goals. This type of policy can be used to more broadly hold institutions accountable for the state funds they receive by tying their funding to outcomes that the state deems important. A number of states have implemented outcomes-based funding models and seen improvements in achieving state goals. Ohio, for example, implemented small-scale changes to finance policy in the 1990s that reduced the median time to degree for in-state bachelor's degree graduates from 4.7 years in 1999 to 4.3 years in 2003 and increased the percent of graduates earning their degree in four years or less from 34 percent in 1999 to 43 percent in 2006.¹⁰

Outcomes-based funding has also been used to change student behavior as well as institutional behavior. For example, the Opening Doors Program in New Orleans offered community college students \$1,000 per semester for two semesters if they enrolled half-time and maintained a C average or better. This funding increased overall student registration, full-time student enrollment and total credit accumulation.¹¹ In West Virginia, research has shown that making reception of the PROMISE scholarship contingent on both credits earned and GPA has led to increases in students' college completion rates.¹² These are just a few examples of policy changes that states have used to change the way they fund higher education that have had positive results.

Most students who leave college do so during their first year. West Virginia University's Mid-Semester Help Center provides a one-stop shop where students can add and drop classes, speak with a Financial Aid Counselor, meet with an advisor from the Undergraduate Academic Service Center, or get information on free tutoring. By intervening in the middle of the semester, the institution can help students address any challenges they are having and stay in school.

Recommendations

After reviewing the data and engaging in discussions with faculty, staff, students, employers, policy makers and community leaders across West Virginia, the College Completion Task Force recommends a college completion strategy built around five key recommendations:

- 1 Make graduation a visible and tangible priority across the state
- 2 Reduce the time it takes for students to earn a college certificate or degree
- 3 Improve developmental education
- 4 Increase adult completion rates
- 5 Connect funding to priorities

By focusing efforts in these five areas, West Virginia will be positioned to increase the education level of the state's workforce to at least 49 percent by 2018. As we focus our efforts in these five areas, four fundamental strategies must guide our work. First, higher education institutions must partner with secondary schools and employers to help align learning objectives and stop the leaks in the education pipeline. By working collaboratively across systems, the state will be positioned to increase the number of college graduates. Second, clear and effective communication within institutions and across public and private partners is essential to ensuring all parties have access to the information they need to achieve this goal. This holds true for the lines of communication between colleges and students, faculty and administrators and university leaders and policy makers. Third, quality must remain central to all of these efforts and cannot be sacrificed to increase completion. If we increase the number of college graduates but diminish the quality of their degrees, we will have done nothing to help students or our state. Finally, if West Virginia is going to reach its potential for social and economic development, access to higher education must be an opportunity for all citizens. West Virginia has a number of economic challenges, and more and more often, the path to the middle class leads through college. We must make sure that path remains open for all those that wish to pursue it.

1. Make graduation a visible and tangible priority across the state

One of the first steps to increasing college completion is making sure students are on track to graduate before they reach college. One program already underway in West Virginia is West Virginia GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). This state and federally funded grant program aims to increase the academic preparation and college readiness of students in ten underserved counties in West Virginia by increasing parental and student knowledge about college costs and preparing students academically and socially for success in college.¹³ Another program designed to increase college readiness is the collaboration between K-12 and higher education to develop transitional courses in math and English for high school students. An assessment of 11th grade students identifies college readiness in the areas of math and English. If students are not found to be college-ready, they have the opportunity to take a transitional course in math and/or English during the senior year to better prepare for college-level courses. The transitional math courses are currently being provided in West Virginia high schools and the English courses began being piloted in fall 2011. Once students arrive on a college campus, continued academic, financial and social supports are critical to retention and completion, especially in the first year. Creating student learning communities, providing all students with individualized graduation plans and providing mid-semester outreach programs that provide academic support and financial advice are all examples of ways in which institutions can, and are, supporting student retention and completion.

It is also important that campuses shift their focus from increasing enrollment to increasing completion. This will require that everyone on campus knows the basic facts about student retention and completion. One way to do that is to conduct institutional college completion days where faculty and staff have the opportunity to become familiar with their college's completion data, learn about the challenges to increasing college completion and identify ways to overcome them. In any effort to reorient a campus culture towards completion faculty member support is critical. Faculty members are responsible for designing the academic curriculum and assigning the grades that indicate successful progress towards graduation. They also frequently serve as academic advisors and mentors to students. One way to build faculty support for increasing college completion is to revise faculty evaluation systems and merit pay systems so that they reward and support high quality teaching and advising. While any campus adopting such a system should tailor it to fit with its institutional mission, providing comprehensive, clear, and concise communication alerting faculty to these new expectations, as well as adequate training for the efficient use of these resources, should be part of any adoption effort. In addition to faculty outreach, campuses can increase college completion by helping their own staff to complete college degrees. Building partnerships off-campus with businesses is also important to promoting college completion efforts. Mentoring programs, internships, and increased awareness of job opportunities have all been shown to improve students' chances of graduating from college.

2. Reduce the time it takes for students to earn a college certificate or degree

The Community and Technical College System of West Virginia and the Higher Education Policy Commission have both revised their policies and call for institutions to lower the number of credits required for the completion of academic programs. Policy change in this area, combined with personalized advising and clear graduation plans could help students avoid extra credits and semesters. In order to help students develop clear graduation plans once they are in college, fourteen of the state's public colleges and universities will begin using DegreeWorks. This program will provide a detailed course plan for each student that shows the courses he or she needs to graduate. When combined with strong student advising it provides important information for each student about what they need to take each semester in order to complete their degree in a timely manner.

While this effort should help reduce students' time to degree, there is more that can be done. For example, in Tennessee, the Tennessee Technology Centers began using block scheduling for associate degree seeking students which has both reduced the amount of time it takes for student to get a degree and increased the college completion rates of their students. Some institutions automatically fill students' schedules with courses they will need to graduate and allow them to opt out, rather than using the traditional method of having students choose each class. Campuses are also implementing more intrusive advising for students, including calling students who do not show up for class, which has proven to be one of the most cost effective methods for improving college completion.¹⁴ Regardless of which approach individual campuses pursue, it is essential that all campuses take a closer look at what they are doing and identify strategies for improving student support services and helping students achieve their degree goals in a timely and efficient manner.

In order to shorten the time to degree for students, Southern West Virginia Community and Technical College adopted a trimester class format in fall 2010. Part of a comprehensive strategy to provide flexible scheduling for students, the new trimester schedule shortens terms from 16 to 14 weeks and provides a full array of classes three times per year.

Part of helping students succeed in developmental education is supporting the faculty members that are teaching those courses. In order to increase support for developmental education faculty, Blue Ridge Community and Technical College has eliminated separate departments of developmental education and moved those faculty into academic departments. This move also enables faculty members to work together to create seamless connections between developmental and credit-bearing courses.

3. Improve developmental education

In order to address the challenge of low graduation rates for students that enroll in developmental education, the Community and Technical College System assembled a Developmental Education Task Force in February 2011 to develop a strategy for reforming developmental education across West Virginia's Community and Technical College System. After reviewing successful practices from across the country this group put in place a series of recommendations to revise both the structure of developmental education and the policies that affect it. These plans include: 1) standardizing the expectations for developmental education; 2) modularizing developmental and college level courses so that students can move forward once they demonstrate competency, thereby finishing course work more quickly; 3) broadening the use of accelerated courses so that students enroll in credit-bearing courses as quickly as possible; and, 4) making changes to the statewide higher education database in order to more effectively track the progress of these efforts. In just a short time, this work has expanded to the four-year sector and is being supported by a grant from Complete College America with support from the Bill and Melinda Gates Foundation.

As this program expands, there are several key things to consider. First, maintaining the status quo will not work. Every aspect of the way developmental education is taught in West Virginia needs to be rethought and revamped in order for students to be successful. Second, the goal is to get students into credit-bearing courses, not just through developmental education. Third, there is some evidence to suggest that placement tests do not accurately predict a student's ability to succeed in college level courses. Revisiting the role of placement exams and evaluating their impact on student success is worth considering.

4. Increase adult completion rates

Any plan to increase college completion in West Virginia and meet the state's workforce needs will need to incorporate adult students and assist students with some credits but no degree in finishing their credentials. There are a number of specific things that policy makers, higher education institutions and employers can do to facilitate this goal. One program that is currently underway in West Virginia is called DegreeNow. This integrated statewide adult degree completion program is a combined effort by the West Virginia Higher Education Policy Commission and the West Virginia Community & Technical College System, in partnership with NASPA-Student Affairs in Higher Education, with support from the Lumina foundation for Education. The initiative incorporates the WV Board of Governors Associate in Applied Science (AAS), the Regents Transfer Agreement, and the Regents Bachelors of Arts to provide a continuum in which adults with prior college experience can earn associate's degrees or bachelor's degrees and facilitate progress for those who complete an associate's and choose to work toward earning a bachelor's degree. This program also provides information for campuses on how they can implement and improve adult-focused student and academic services.

While this is an important start, more must be done to help adults complete their degrees. Some of these include identifying and reaching out to adults that are close to completing a degree, developing courses tailored for working adults, providing more courses online or at times that fit with the schedules of working adults, allowing workers paid time off for continuing education, making sure there is a college counselor in every state unemployment office and developing reverse transfer policies that help students receive recognition for the credits they have taken. These policies can also help an important group of adult students: returning veterans. A recent study conducted by the Community and Technical College System of West Virginia has shown that institutions are not sufficiently awarding veterans the credit hours they have earned as a result of their specialized training. This practice

discourages veterans from reenrolling in West Virginia's public higher education institutions and adds unnecessary time to degree completion for them. We have both a practical and moral imperative to give back to those who serve this county and make sure they receive the credit they deserve for the specialized and valuable skills they have acquired.

5. Connect funding to priorities

Making completion a tangible priority by connecting incentives, financial or otherwise, to the achievement of certain targets can help improve college completion. Both the Community and Technical College Council and the Higher Education Policy Commission have approved outcomes-based funding models for the state's public higher education systems. Both of these funding models provide incentives to campuses for enrolling adults, increasing the number of graduates in needed fields and improving completion. Developing policies and programs that connect state grants to learning outcomes would also help improve college completion rates in West Virginia. While making the PROMISE scholarship contingent on both credits earned and GPA has led to increases in students' college completion rates, there is more that needs to be done.

Rethinking how both students and institutions receive funding can help align their actions more closely with state priorities. Over the last twenty years, twenty-six different states have experimented with performance funding models.¹⁵ Researchers argue that many of these models failed because they were either too complicated or had too much money at stake. West Virginia has learned from those mistakes and developed a set of clear models that tie funding to student achievement and graduation and reward institutions for helping students acquire the skills they need to participate fully in the economic and social life of the state. In addition to funding higher education institutions for improving important student outcomes, looking at ways that students can be incentivized directly has the potential to increase college completion and success in West Virginia.

Conclusions

If West Virginia, as a state, commits to increasing the educational attainment of its citizens, these five recommendations can help achieve that goal. While it will require partnership, communication and dedication on the part of educators, parents, policy makers, community leaders and students to make it a reality, these five recommendations represent a set of actionable steps that, if implemented, can help improve college completion and ensure that West Virginia will have the workforce it needs to meet the demands of the future economy. Educating West Virginia is everyone's business.

A critical group of adult students in West Virginia is veterans. In 2011, Concord University was ranked the nation's number 1 four-year college for veterans by Military Times Edge magazine. Established in 2009, the Concord University Veterans Office has worked to help veteran students utilize their GI benefits and offered assistance in areas from housing to tutoring to counseling.

Appendix —Strategies for Overcoming the Barriers to College Completion

Increasing the college completion rate of West Virginia's undergraduates will require a concerted effort on the part of students, parents, faculty, staff, business leaders and university administrators. This appendix provides background information on the barriers that prevent students from completing college and some suggested strategies that campuses can use as a starting point for developing a college completion plan that meets the needs of their student population and community.

There are a variety of academic and non-academic factors that influence a student's decision to leave college before completing a certificate or degree. Academic preparation, motivation, self-confidence, financial support, institutional commitment and social networks can all impact whether a student departs or graduates from college.¹⁶ In order to better identify strategies for increasing college completion, the West Virginia College Completion Task Force reviewed the research on college retention and completion and met with a variety of higher education stakeholders within the state to begin to understand the unique college completion challenges faced by West Virginians.¹⁷ As a result of this work, the Task Force identified three broad categories of barriers that prevent students in West Virginia from completing college: social, academic, and financial.

Underlying these three sets of barriers is the concept of integration. Research on student departure from college finds that the more integrated and involved students are in the social and academic life of the institution: the more likely they are to persist and ultimately graduate.¹⁷ Integration, or having a sense of belonging to the intellectual and social life of an institution, takes place through both formal and informal systems. Formal integration takes place through success in coursework and participation in extracurricular activities, while informal integration occurs through interactions with faculty, staff and fellow students.¹⁸ Both academic and social integration are important to student persistence, and though the concepts were developed through research on four-year college students, there is support for their importance in understanding two-year college student retention as well.¹⁹

This research suggests that increasing college completion among West Virginia's students will require a combined effort on the part of faculty, staff and campus leadership in partnership with families, K-12 and members of the local community. The participation of all of these groups is important to ensure that students are fully integrated into the academic and social life of their institutions. In a state where only 17.1 percent of adults have a bachelor's degree or higher and 43 percent of college students are low-income, it is especially important that groups both on- and off-campus reinforce the importance of a college education. However campuses and communities choose to tackle this challenge, the message is clear that educating West Virginia is everyone's business.

Social Barriers to College Completion

Going to college for the first time, or returning after a period of stopping out, can present a number of challenges for students. For students making the transition from a tight-knit community to a large and potentially alien college environment, social integration may prove difficult. First-generation college students may experience conflicts between the expectations of their professors and peers at school and those of their family and friends at home.²⁰ Further, first-generation college goers are at a disadvantage the moment they step foot on a college campus because they lack the intimate knowledge about college-going that parents who have gone to college are able to provide for their children.²¹ If they do not know individuals who have been to college, they may not know how to negotiate this new and complex bureaucratic organization without help. For adults returning to college, balancing academic, professional,

and familial responsibilities provides a set of logistical challenges that can also thwart college completion.

In order to help students overcome these barriers there are a number of strategies that campuses may find valuable. A few general approaches are identified below:

1) Provide robust support services for all students

Campuses often have strong student support services available to some students, such as athletes or those that participate in federally funded programs like TRIO or GEAR UP. Developing strategies for providing comprehensive support services, both social and academic, for all students, can help improve retention and completion.

2) Involve families

For traditional age students, programs that bring families to campus during the application process can help dispel fears about moving away from home. For adult students, providing daycare services or other familial supports can help remove barriers to college participation and success.

3) Provide individualized academic advising to all students

On average, graduates of one-year, two-year, and four-year programs earn many more credits than they need to complete their intended degree goals. One of the reasons for this is the lack of a clear graduation plan. By providing individualized advising that informs students about what courses they need to graduate, and when they should enroll, in them, colleges have assisted students in completing their certificate and degree programs more quickly. Going one-step further and automatically enrolling students in the courses they need has been a successful strategy adopted by institutions in Tennessee.

4) Work with the broader community to build a college-completion culture

Students belong to a number of interrelated communities: families, churches, volunteer organizations, athletic teams, businesses, etc. Building bridges between higher education institutions and the local community that reinforce the importance of college completion can help support students and deepen their integration into the social and academic life of their college or university. This community-focused approach, along with the creation of an inclusive graduation-oriented institutional culture helps create an environment that supports and reinforces the importance of college completion.

Academic Barriers to College Completion

Nearly 70 percent of two-year college students and over 20 percent of four-year college students arrive on a college campus unprepared for college-level work in at least one area, usually math. Developmental courses present a psychological as well as an academic barrier to a student's success in college. Helping students acquire the skills they need, when and where they need them, can build confidence and enthusiasm as well as the academic knowledge that is crucial to their success. It is also important to ensure that all students, not just those who need developmental education, have the opportunity to receive academic support from faculty, tutors or peers so that they can develop the knowledge and critical thinking skills they need to be successful in college and the workforce. Some strategies for helping students overcome the academic barriers to college success include:

5) Partner with K-12 to align expectations of college readiness

Providing clear definitions of college readiness for students can help them enter college academically prepared. Exams given in the junior year, combined with guaranteed placement when students enroll in college, are one way to help students arrive on campus ready for college level work. The Common Core State Standards may provide an especially valuable platform for aligning K-12 and higher education's learning expectations.

6) Shorten or eliminate the gap between developmental education and credit-bearing courses

Completing developmental education is only the first step toward college completion. Too many students pass developmental education courses, but wait several more semesters before enrolling in credit-bearing courses. This can weaken a student's readiness and create a barrier to graduation.

7) Provide stackable, transferrable certifications

Many students earn enough credits for a certificate on the way to an associate's degree, or for an associate's degree on their way to a bachelor's degree. Providing mechanisms for students to receive certifications at each step in the process can help reinforce their academic progress. This provides a certification of value they can take into the labor market and can deepen their investment in the institution.

8) Create student learning communities

Creating opportunities for students to interact with faculty and fellow students can create communities that help deepen their integration into an institution. These can take a variety of forms, but ensuring that students connect to a group of peers that are engaged in the intellectual life of the institution helps to increase retention and completion.

Financial Barriers to College Completion

Though higher education costs in West Virginia are relatively low compared with neighboring states, over 43 percent of college students qualify for federal Pell grants. The share of higher education operating budgets that comes from the state has declined to about one-third, placing the rest of the revenue burden on tuition and fees. While financial aid is broadly available, in large part due to the legislature's commitment to both need-based and merit-based aid, misinformation about college costs is widespread. In order to help students overcome some of the financial barriers to college completion, there are several strategies that institutions can consider:

9) Provide easy to understand information about college costs and benefits to students and families.

Federal regulations now require colleges and universities to have net price calculators on their websites. These enable students and families to have a realistic idea of what college will cost by providing an estimate of what financial aid they will qualify for. Providing information and outreach about college costs can help dispel misinformation and enable students and families to develop realistic budgets.

10) Provide students and families with realistic evaluations of their earning potential, based on their degree goals and anticipated major.

Students and families know that going to college is increasingly important for finding a good job. What they often do not know is that where they go and what they study will have an impact on their career prospects. Institutions and state agencies should work together to provide students and families with information on graduate earnings and the return on investment that a college education provides.

11) Develop policies that reward staff for completing certificates and degrees.

Many of the classified staff working on college campuses have some college credits but no degree. Changing policies and creating a culture that encourages and enables staff to complete or obtain degrees sends a message to the whole campus that college completion is important and attainable. Policies that support that effort may include release time for attending class or discounted tuition.

12) Focus on productivity

As demand for higher education increases, colleges and universities need to do more with less. One of the ways to do this is look for low-cost, high-return ways to increase college completion. Recent research suggests that opening a call center on campus to follow-up with students that miss class is one of the most efficient ways to increase retention and completion.²² Strategies that increase productivity can help campuses free up revenue for reinvestment in other priority areas.

Summary

Increasing student completion on West Virginia's college campuses will require the cooperation of faculty, staff and students on campus as well as collaboration with the K-12 system and local communities. As institutions begin to develop strategies that they think will work for them, it is important to keep several things in mind. First, both academic and social integration are important to student retention and completion efforts. Identifying strategies that support both and provide meaningful avenues for faculty and staff cooperation will benefit students and make the collaboration more valuable for campus personnel. Second, reaching out to families, business leaders, K-12 educators and community groups can reinforce the message that college completion is important and help create mutually beneficial partnerships. Third, clear communication should be a component of any college completion endeavor. When students know how to achieve their goals and other stakeholders know how to support them, everyone will benefit. Finally, students need to know that the people around them care about them and want them to complete their certificate or degree. Though difficult to create with policy, this element should help guide completion efforts on campuses across the state. Educating West Virginia is everyone's business.

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