Southern
West Virginia
Community and Technical College

Board of Governors

OCTOBER 9, 2014
MEETING AGENDA PACKET

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Southern West Virginia Community and Technical College
Board of Governors

Stonewall Resort and Conference Center
940 Resort Drive • Roanoke, WV 26447
Pecan Room

Meeting of October 9, 2014
AGENDA

1. Call to Order . . . . Mr. Thomas Heywood
    Board of Governors Chair

2. Call for Public Comments to the Board of Governors . . . . Chair Heywood

3. Board of Governors and Administration Self Assessment Results . . . . Mr. Howard Seufer
    Bowles Rice LLP

4. President's Report . . . . Ms. Joanne Jaeger Tomblin
    President

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

6. Workforce and Community Development Office Report . . . . Ms. Allyn Sue Barker
    Vice President for Community and Workforce Development

7. Student Success Data . . . . Dr. Pamela Alderman
    Director of Institutional Effectiveness

11. Adjournment

Workforce and Community Development Unit

Presentation to Southern West Virginia Community and Technical College's Board of Governors

October 9, 2014

Institutional Commitments

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.

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

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

4. **Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.**

5. Support services that assist students in achieving their education and training goals.

6. **Community interest programs and activities that promote personal growth and cultural enrichment.**

Areas

- ❖ Academy for Mine Training and Energy Technologies

- ❖ Community and Leadership Development
  - Appalachian Leadership Academy-Cotiga Fellows
  - Tug Valley Entrepreneurship Team

- ❖ Workforce and Continuing Education
  - Customized Training
  - Continuing Education
  - Community Education

Academy for Mine Training and Energy Technologies

❖ Academy was created in 2006 through a two year U. S. Department of Labor grant in cooperation with WVU Mine Extension Services and the WV Coal Association, naming Southern as a subcontractor to assist in meeting the specific training needs of the mining industry and the energy sector.

❖ Coal industry had need for a better trained entry level miner than those being produced through the traditional underground and surface apprentice miner training programs.

❖ New programs were needed to train production, equipment specialist, electricians, supervisors and management workers at all levels in the mining industry.

❖ Energy Technologies included in name to expand to other energy sectors.

Academy's Vision

The Academy will focus on current and future work skill needs of the energy sector and be the leading energy training center in the nation by delivering relevant, hands-on safety, production, equipment, rescue, and regulatory training for entry level and incumbent workers and management.

Academy for Mine Training and Energy Technologies

- Since 2006, the Academy has trained over twenty-five thousand five hundred (25,500) people in the mining and oil/gas industries.

- Over four hundred twenty thousand(420,000) clock hours of training has been delivered.

- Stays abreast of emerging energy sector training needs and adjusts focus and direction to be prepared to respond.

- The Academy assisted with the development and marketing of a Mine Management Associate Degree Program, that was officially launched in August 2009, and development of skill set certificates in CADD Technician, Transit Technician, and Mine Permit Technician.

Academy for Mine Training and Energy Technologies

❖ In 2008, the Academy developed Task Force I, a technical and rescue response unit in cooperation with the WV Office of Miners' Health, Safety, and Training (WV OMHS&T) to support rescue events.

Photo Source: Academy training files

❖ Rescue vehicles are centrally stationed at a facility co-occupied by the Academy and WV OMHS&T in Boone County.

❖ Funding has continued through grants to support training in mining and other energy sectors and to expand and enhance mine training in safety, fire fighting, rescue, and incident command and support other energy sector training needs.
- Funding Sources:
    - West Virginia Division of Energy, and
    - West Virginia Office of Miners' Health, Safety, and Training.

Academy for Mine Training and Energy Technologies

Throughout the Academy's existence, close working relationships have been developed and maintained with over seventy-five (75) industry, federal, state, and academic representatives from seventeen (17) states and eight (8) foreign countries:

❖ Federal and State Agencies – WV OMHS&T, Mine Safety and Health Administration (MSHA), Occupational Safety and Health Administration (OSHA), NIOSH, Kentucky Coal Academy, and WVU Mining Extension Services;

❖ States – AL, AK, CA, FL, GA, IN, IL, KY, MD, NM, NY, OH, PA, TN, TX, VA, and WV; and

❖ Foreign Countries – Australia, Brazil, China, England, India, Japan, South Africa, and Turkey.

Academy for Mine Training and Energy Technologies

Training programs developed primarily for the mining and oil/gas industries:

- ❖Heavy Equipment Simulator –Truck Level I, II, Intermediate, Advanced
- ❖Heavy Equipment Simulator-Dozer Basic, Level I, Level II, Intermediate, Advanced
- ❖Highwall Safety
- ❖Electrical Safety
- ❖Mine Electrician Apprenticeship

Academy for Mine Training and Energy Technologies

Surface Simulator Training

Photo Source: Academy training files

- ❖ Fire Brigade
- ❖ Arson 1, 2, and 3
- ❖ Underground Mine Fire Fighting First Responder
- ❖ Mine Fire Brigade-Surface Emergency Rescue
- ❖ Fire Prevention and Extinguishers
- ❖ Prep Plant Safety and Fire Fighting

Photo Source: Academy training files

Academy for Mine Training and Energy Technologies

- Enhanced Surface Mine Apprentice Training
- Enhanced Underground Mine Apprentice Training
- Academy Instructor Training-MSHA Certification
- Mine Foreman Continuing Education for WVOMHS&T
- MSHA Certification
- OSHA Certification-WV DOL
- NIMS Homeland Security-FEMA

Photo Source: Academy training files

Academy for Mine Training and Energy Technologies

Mine Rescue Training

Photo Source: Academy training files

- Mine Rescue
- Mine Emergency Rescue Drill
- Emergency Preparedness
- Shelter Safety
- Emergency Communications/Dispatcher
- Accident Investigation Course – Level 1 and 2
- Confined Space Hazards
- Incident Command Systems

Academy for Mine Training and Energy Technologies

Mine Emergency Rescue Drill

Photo Source: Academy training files

Emergency and Medical Training

- ❖ Emergency Medical Training-Miner Plus (EMT-M Plus)
- ❖ CPR
- ❖ CPR Instructor
- ❖ EMT Industrial
- ❖ EMT – B
- ❖ DOT First Responder

Photo Source: Academy training files

Academy for Mine Training and Energy Technologies

Oil/Gas Training Programs

- ❖ Hazardous Materials Introduction-Material Safety Data Sheet (MSDS)
- ❖ Warehouse Safety
- ❖ Forklift and Rack Storage Safety Training
- ❖ Weatherford CDL Driver Standardization Course
- ❖ Advanced Off-road Driver Training
- ❖ Oil/Gas Pre-employment Orientation
- ❖ Safety at Heights-Bucket Truck and Crane Operations
- ❖ Remote First Aid
- ❖ Safe Handling of Compressed Gases
- ❖ Winch and Crane Work Hazards in Mountainous Operations
- ❖ ATV Safety and Operations

Academy for Mine Training and Energy Technologies

Photo Source: Academy training files

Academy for Mine Training and Energy Technologies

In spring 2014, the Academy launched wind turbine rescue training at INV Corporation's Beech Creek facility in Greenbrier County.

Photo Source: Academy training files

Academy for Mine Training and Energy Technologies

YEAR	NUMBER OF STUDENTS	TRAINING CLOCK HOURS
2006/07	633	24,020
2007/08	2,675	49,533
2008/09	3,686	75,153
2009/10	4,627	60,706
20010/11	5,712	85,784
2011/12	3,080	66,251
2012/13	2,089	32,436
2013/14	3,069	26,250
Total	**25,571**	**420,133**

Academy for Mine Training and Energy Technologies – Training Statistics

Appalachian Leadership Academy (Williamson Campus)

Cotiga Development Company is a proud sponsor of the Appalachian Leadership Academy.

The mission of the Appalachian Leadership Academy is to identify Southern students with outstanding character and prepare them with the leadership and diversity skills needed to serve as engaged, conscientious citizens as they enter the business, political, and academic world.

Students enrolled in the Academy are identified as Cotiga Fellows. Cotiga Fellows receive full tuition for four semesters and a book allowance.

The Fellows also have the opportunity to lead positive change, have an impact in the greater community, and build a network of peers among local, regional, and state leaders.

Community and Leadership Development

Appalachian Leadership Academy
**   Cotiga Fellows**

Academic Courses:

❖ HU 105 Exploring Leadership I: Yourself, Your Organizations, and Your Community

❖ HU 115 Exploring Leadership II: Yourself, Your Organizations, and Your Community

❖ HU 203 Leadership and Community Development

❖ HU 205 Leadership: Building Community from the Ground Up

Community and Leadership Development

2013-14 Service Learning Projects:

❖ Participated in the Matewan turn-this-town-around events to learn first hand about community development and how it takes place.

❖ Made presentations to Tug Valley Chamber of Commerce and to Delbarton and Kermit community members on the value of entrepreneurship as an economic development tool for rural communities.

2014-15 Planned Projects:

❖ Work at MCRA to develop a new brand for Mingo County that will facilitate economic development and help unify the various communities around an effort to promote the county as a whole.

❖ Research and plan improvements to the Hatfield McCoy Marathon for 2015.

❖ Coordinate a Health Fair schedule for 2015 at locations throughout the county.

❖ Organize the 2015 Agriculture and Healthy eating schedule by expanding on existing programming.

❖ Bike-friendly Matewan Planning and Implementation

Community and Leadership Development

Photo Source – Southern WV CTC

Appalachian Leadership-Cotiga Fellows-2014 Class

Tug Valley Entrepreneurship Group

Formed to promote entrepreneurship as an economic development strategy.

Focus is on three areas of perceived need:

❖ Fostering an entrepreneurial spirit in our community;
❖ Creating a one-stop shop to actively support local entrepreneurs; and
❖ Attracting new business ventures to our area.

2013-14 Activities:
❖ Organized a field trip to the ACEnet facilities in Athens, OH to learn how to create a community kitchen incubator that could support and expand progress already made in the emerging local food economy (Farmers Market and Community Gardens in Williamson).
❖ Organizing an entrepreneur resource document.
❖ Completed a NACCE Entrepreneurship Specialist Certificate Training on-line program.

Community and Leadership Development

Workforce and Continuing Education's Purpose:

- ❖ Provide a variety of education and training services;

- ❖ Respond to business and industry's training demands;

- ❖ Meet the life-long learning needs of the community; and

- ❖ Provide programs and educational opportunities for non-degree seeking individuals.

Workforce and Continuing Education

Customized Training

The Workforce and Community Development Unit works with business and industry, government agencies, and professional organizations to:

- analyze and identify the needed training;

- design cost effective training program that meets the specific skills, knowledge, and/or certifications needed; and

- deliver training at the convenience of the business, either at one of Southern's campus locations or at the business site.

Workforce and Continuing Education

Grants:

- ❖ Sam's Club/NACCE Grant ($10,000)
  - To provide an entrepreneurship training project as part of a seven-community college grant cohort (three from the Appalachian region).

- ❖ West Virginia Geologic and Economic Survey (WVGES) Broadband Technical Assistance Grant. ($25,125)
  - To support and expand the Sam's Club grant project to deliver e-commerce training to small lodging businesses within Southern's service region.

- ❖ West Virginia Advance Grant – CTC System of WV ($39,838)
  - To conduct off-site business training through purchase of mobile laptop lab.

Workforce and Continuing Education

"5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers" - Internet Marketing Workshop

Presented by Eric Spellmann, Spellmann & Associates

Program statistics:
- 8 Three-hour workshops held at 7 locations in a 6 county region
- 93 Participants (25 had been projected)
    - o Women 57
    - o Veterans 1
    - o Minorities 9
    - o Small Business Owners 47
- 21 Workshop participants received a follow-up one-hour individual website marketing consultation with the trainer

Photo Source – Southern WV CTC

NACCE/Sam's Club/WV GES Grant

"5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers" Region-wide Workshop

Strategy #1 – Get Thinking!

- ❖ Tourism – A historical look
- ❖ Why Even Do This? Every search starts online
- ❖ Your Website MUST DO Something-generate leads, sales, support, branding, trust
- ❖ Calculate ROI
- ❖ Legal Issues - Owning domain name and website, privacy policies
- ❖ Choosing a Domain Name

NACCE/Sam's Club WV GES Grant

5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers

Strategy #2 – Get Building!

- ❖ Design for Your Visitors – People scan, bite-sized, video
- ❖ The Tourism Goal: Book! – Visual, descriptions, call to action, testimonials
- ❖ Pictures – No photo better than a bad photo, stock photos, sunny days, lighting
- ❖ Become a Word Artist – Your target demographic, sell the experience, write conversationally, use adjectives
- ❖ Create a Call to Action – Tell them what you want them to do, reserve now, create urgency
- ❖ Testimonials that Rock – Your Competitive Advantages
- ❖ Take Reservations Online - Options

NACCE/Sam's Club WV GES Grant

5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers

Strategy #3 – Get Ranking!

- ❖ Understanding Search - How search engines work
- ❖ How People Use Google - Questions not keywords
- ❖ How to Rank Well on Google
- ❖ How Google Views Your Site – 5th Grade reading level, conversational, focus on topics-not keywords, no copied content, updating
- ❖ Organic vs Paid Ads

NACCE/Sam's Club WV GES Grant

5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers

Strategy #4 – Get Talking!

❖ Goals for Social Media – Interact, "Top of Mind Awareness", promote expertise
❖ Understand Social Currency – Why we do things
❖ The Players and Who Uses Them -- Facebook, Instagram, Twitter, Linked In, Pinterest, Google+
❖ The Perfect Facebook Post
❖ Online Travel Sites
❖ Your Online Reputation

NACCE/Sam's Club WV GES Grant

5 Strategies to Promote and Grow Your Business Online - Turn Clicks into Customers

Strategy #5 - Get Moving!

❖ Get it Done

❖ Keep Updating

❖ Keep Posting

❖ Follow-Up - Individual Consultation Sign-Ups

Workshop Delivery -

- This material was delivered in a practical, no-nonsense, non-technical manner to help participants gain a good understanding of how internet marketing can work well.

- The workshop was also very conversational with attendees actively participating.

NACCE/Sam's Club WV GES Grant

Evaluation Results-Combined Totals from Eight Workshops

Comments and Suggestions on Program Improvement

Evaluation Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the program were clearly defined	69	6	1	0	1
Participation and interaction were encouraged	72	4	0	0	1
The topics were relevant to me and my business	62	13	0	1	1
The content was organized and easy to follow	70	6	0	0	1
The materials distributed were helpful and at an appropriate level	53	12	8	0	3
The facilitator was knowledgeable about the program topic	75	1	0	0	1
The facilitator was well prepared and delivered the material in an effective manner	73	3	0	0	1
The timing allotted for the program was sufficient	50	17	6	3	1
The objectives of the program were successfully achieved	61	14	1	0	1

- The room was too cold
- The room was too warm
- Need more time
- Not as advanced as I thought it would be

NACCE/Sam's Club WV GES Grant

Individual Consultations – What They Said

"I learned how to create an online calendar and registration process for my website. I learned how to make my business more visible online. I learned how to create a better and more effective website."

"My business has implemented several changes since attending the training. All changes have been effective and I am now questioning my guests as to what they feel my changes have meant to them."

-Livingood Lodging, Gilbert, WV

NACCE/Sam's Club WV GES Grant

What They Said . . .

❖ "Thanks for bringing him (Eric) here! He changed my entire understanding of the web and search engines and made me realize I have misspent hundreds of dollars."

❖ "But since he was here, the things I have done have changed our calls on a daily basis drastically."

❖ "Thanks again for having him here !!!"

-Wendy Hackney, Hatfield McCoy House,
Williamson, West Virginia

NACCE/Sam's Club WV GES Grant

Wendy Hackney – Hatfield McCoy House

A video will be shown here.

Continuing and Community Education

Courses are offered in professional development, required certifications and personal interest in the following categories:

- ❖ Accounting and Finance
- ❖ Business
- ❖ College Readiness
- ❖ Design and Composition
- ❖ Healthcare and Medical
- ❖ Language and Art
- ❖ Law and Legal
- ❖ Personal Development
- ❖ Teaching and Education
- ❖ Technology
- ❖ Writing and Publishing
- ❖ Over 350 on-line non-academic credit continuing and/or community education courses are offered.

Workforce and Continuing Education

Business Services

Assist companies with their businesses by connecting them with the following resources:

❖ West Virginia Small Business Development Centers
- Confidential, one-to-one business consulting
- Start-up workshops
- Problem solving and assistance for existing business
- Business start-up assistance
- Loan packaging
- Training grants through the Governor's Guaranteed Work Force Program

❖ Regional Contracting Assistance Center
❖ Small Business Administration
❖ West Virginia Development Office
- Governor's Guaranteed Workforce

❖ Workforce WV
- On-the-Job Training

❖ US Department of Labor Office of Apprenticeship
- Mohawk/Unilin Apprenticeship Program

Workforce and Continuing Education

Compact Workforce Matrix Data

Measures	09-10	10-11	11-12	12-13	13-14	14-15
a. Training contact hours delivered	61,447	62,676	63,930	65,209	66,513	67,843
		86,067	**58,480****	**33,093**	**34,451*****	
b. *Number of employers directly provided workforce education or training	N/A	**24**	**24**	**31**	**66**	
e. Career-technical skill set certificates awarded	2,426	2,475	2,525	2,576	2,628	2,681
		2,752	**720***	**537***	**4,018*****	
h. Regional industry sector partnerships	N/A	0	1	1	1	0
		1	**1**	**2**	**2**	

2009-2010 Data collected became baseline

*Large gap can be attributed to changes in criteria made at the HEPC. Beginning in 2011-12, skill sets of less than 15 clock hours are not included in the category of skill set certificates awarded. Southern's Workforce Unit had a total of **2,432 skill sets completed in 2011-12 , 3,073 skill sets completed in 2012-13, and 4,000 skill sets completed in 2013-14** *using the criteria from baseline year. *****Total contact hours delivered in 2011-12 were 67,883*** *using criteria from 2010-11.*
***Data reported on 2013-14 Workforce Matrix Report to CTC System/HEPC

Workforce and Community Development Unit

2014-15 Unit Goals

- Expand training for oil/gas and other energy sectors;
- Work with mining support and manufacturers on training needs and assist with possible diversification, retention, and/or expansion;
- Expand continuing/community education options;
- Market continuing/community education programs and on-line programs;
- Continue entrepreneurial initiative; and
- Work with economic development authorities on regional initiatives.

Workforce and Community Development Unit

Student Success Data

2013 - 2014

Prepared by the

Office of Institutional Effectiveness

Pamela L. Alderman, EdD
Director

INTRODUCTION

Institutional effectiveness is the systematic process of measuring the performance of an institution through the collection and analysis of data. In 1987 the United States Department of Education mandated all regional accrediting agencies measure the effectiveness of higher education institutions based on the following criteria:

- Existence of an institutional purpose appropriate for higher education;

- Determining that the institution has educational objectives consistent with the stated mission and purpose;

- Documentation of the achievement of students in relation to the intended educational outcomes identified; and

- Determination of the extent to which institutions regularly evaluate student academic achievements and use the results for improvement of educational programs

All nationally accredited colleges and universities are required to establish criteria for the evaluation of Student Learning Outcomes (SLO's), program and graduate outcomes, quality improvement processes, and evidence of a systematic plan to collect, analyze, and use data for informed decision making. Although institutional effectiveness is evaluated by national accrediting agencies, the primary purpose is for self-evaluation and planning at all levels of the college.

According to the Center for Applied Research (2014), "Institutional Effectiveness consists of a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are

accomplished with the purpose of improving programs and services and increasing student success and institutional quality". This includes collaboration with the college community as a whole to identify goals and outcomes to support student learning through the alignment of the institutional mission, commitments, and core values. Institutional effectiveness provides the college administration, division heads, faculty, and staff with evidenced-based research to plan for the future, support decisions to improve quality, and measure effectiveness

The goal of institutional effectiveness is the continuous evaluation, through analysis of longitudinal data, from all functional areas of the college (The Center for Applied Resources, 2014). It is an ongoing process which requires institutional collaboration and commitment in order to identify priorities based on key institutional indicators. Through planned activities, evaluation, and use of data to improve programs, services, and institutional quality, a culture of evidenced-based decision making will be created.

On July 1, 2014 the office of Institutional Effectiveness was established at Southern West Virginia Community and Technical College. The Office of Institutional Effectiveness supports the mission, institutional commitments, and core values of the college through the systematic collection and analysis of data. This report provides student success data for the 2013-2014 academic year.

CYCLE OF INSTITUTIONAL EFFECTIVENESS

The Student Success indicators found in this report were compiled from data that is annually reported to the West Virginia Higher Education Policy Commission (HEPC), the Integrated Postsecondary Education Data System (IPEDS), and internal metrics found in the

ARGOS database. Over the next five years internal systems will be put into place for more thorough collection, analysis, dissemination, and reporting of information.

ORGANIZATION OF REPORT

This report contains seven data points used for monitoring student success.   The data points include enrollment, course completion, graduation rates, developmental education completion, licensure passage rates, online and hybrid course completion, number of students enrolled in 15 credit hours or more, skill sets, and number of veterans. For each data point a narrative interpretation and analysis are provided.

STUDENT SUCCESS DATA POINTS

CATEGORY	KEY INDICATOR

Enrollment	Full-time
	Part-time
	Disaggregated by:
	    Age
	    Gender
	    Ethnic Group

Course Completion	Trimester
	    Fall 2013
	    Spring 2014
	    Summer 2014

Completion	Graduation Rates
	    Spring 2010
	    Spring 2011
	    Spring 2012
	    Spring 2013
	    Spring 2014
	Spring 2014
	    Number of Certificates Awarded
	      % Students Receiving Certificate Degree
	    Number of Certificate Degrees Awarded
	      % of Students Receiving Certificate
	      Degree in 1 Year
	    Number of Associate Degrees Awarded
	      % of Students Receiving Associate
	      Degree in 2 Years
	Number of Degrees Awarded By Program
	Skill Sets
	    Workforce Development

Developmental Education	Developmental Education Completion
	    % Successfully Completing First
	    Developmental Course

Licensure Passage Rates	All Programs Reporting
Online Education	Online Hybrid

Students Taking 15 Credit Hours or More	Number and Percentage
	    Enrolling
	    Successful Completion

ENROLLMENT

Methodology

Enrollment is based on the total headcount of students taking one or more academic courses for the following trimesters: Fall 2013; Spring 2014; and Summer 2014. Full-time enrollment is based on the number students enrolled in twelve (12) credit hours or more. Part-time enrollment is based on the number of students enrolled in three (3) to eleven (11) credit hours.

Data used for this report was retrieved from Southern's database ARGOS. Key indicators include total number of full-time and part-time students enrolled in one or more college courses. Enrollment data has been disaggregated by age, gender, and ethnic group. Age comprises four categories: < 18 years; 18-24 years; 25-49 years; and > 50 years. Gender has been categorized as female and male. Ethnic group includes: American, Asian, Black or African American, Hispanic, Two or More Ethnic Groups, Unknown; and White.

TOTAL HEADCOUNT ENROLLMENT

	Fall 2013	**Spring 2014**	**Progressing to Next Trimester**	**Summer 2014**
Total Headcount	2002	1727	86%	262
Full-time	1276	1114	87%	12
Part-time	726	613	84%	250

Analysis

According to the National Center for Higher Education Management Systems (NCHEMS, 2014) 68.3% of all college students in West Virginia progressed from one trimester to the next in 2010. Nationally only 54.9% of all community college students' progress to the next trimester or the next academic year (ACT, 2014). More than 86% of all students at Southern, full-time and part-time, progressed from fall 2013 to spring 2014. Full-time students

enrolled at Southern progressed at a rate of 87% and part-time students progressed at a rate of

84%. Progression exceeds both the state and national average.

Age

TOTAL HEADCOUNT ENROLLMENT
BY AGE

	< 18 Years	%	18-24 Years	%	25-49 Years	%	>50 Years	%
Fall 2013 n = 2002	122	**6%**	1265	**63%**	579	**29%**	36	**2%**
Spring 2014 n = 1727	129	**7%**	1107	**64%**	466	**27%**	25	**2%**
Summer 2014 n = 262	5	**1%**	168	**64%**	88	**34%**	6	**1%**

FULL-TIME HEADCOUNT ENROLLMENT
BY AGE

	< 18 Years	%	18-24 Years	%	25-49 Years	%	> 50 Years	%
Fall 2013 n = 1276	6	**<1%**	945	**74%**	312	**25%**	13	**<1%**
Spring 2014 n = 1114	5	**1%**	825	**73%**	272	**24%**	12	**<1%**
Summer 2014 n = 12	0	**0%**	6	**50%**	6	**50%**	0	**0%**

PART-TIME HEADCOUNT ENROLLMENT
BY AGE

	< 18 Years	%	18-24 Years	%	25-49 Years	%	> 50 Years	%
Fall 2013 n = 726	116	**16%**	320	**44%**	267	**37%**	23	**3%**
Spring 2014 n = 613	124	**20%**	282	**46%**	194	**32%**	13	**2%**
Summer 2014 n = 250	5	**2%**	157	**63%**	82	**33%**	6	**2%**

Analysis

Sixty-three (63) percent of all students enrolled during the fall 2013 trimester were between the ages of 18-24 years and twenty-nine (29) percent of all students enrolled were between the ages of 25-49 years. During the spring 2014 trimester 64 percent of all students enrolled were between the ages of 18-24 years of age and twenty-seven (27) percent of all students enrolled were between 25-49 years of age. Summer 2014 enrollment continued the same trend with sixty-four (64) percent of all students between 18-24 years of age and thirty-four (34) percent of all students enrolled were between the ages of 25-49 years of age. Enrollment patterns remained consistent in full-time and part-time enrollment for the three trimesters during the 2013- 2014 academic year

Gender

TOTAL HEADCOUNT ENROLLMENT
BY GENDER

	Female	%	Male	%
Fall 2013 **n = 2002**	1334	**67%**	668	**33%**
Spring 2014 **n = 1727**	1164	**67%**	563	**33%**
Summer 2014 **n = 262**	184	**70%**	78	**30%**

FULL-TIME HEADCOUNT ENROLLMENT
BY GENDER

	Female	%	Male	%
Fall 2013 **n = 1276**	870	**68%**	406	**32%**
Spring 2014 **n = 1114**	737	**66%**	377	**34%**
Summer 2014 **n = 12**	6	**50%**	6	**50%**

PART-TIME HEADCOUNT ENROLLMENT
BY GENDER

	Female	%	Male	%
Fall 2013 **n = 726**	464	**64%**	262	**36%**
Spring 2014 **n = 613**	427	**70%**	186	**30%**
Summer 2014 **n = 250**	178	**71%**	72	**29%**

Analysis

Females comprise the largest segment of students enrolled at Southern during the 2013-2014 academic year, ranging from sixty-seven (67) to seventy (70) percent of all students. Males made up thirty (30) to thirty-three (33) percent of all students enrolled. Nationally enrollment of females at community colleges is 66% with 34% of all students enrolled being males (American Association of Community colleges, 2014).

Ethnicity

TOTAL HEADCOUNT ENROLLLMENT
BY ETHNICITY

	Fall 2013 n = 2002	Spring 2014 n = 1727	Summer 2014 n = 262
American	3	1	0
Asian	9	5	1
Black or African American	29	18	3
Hispanic	10	7	1
Two or More	12	9	0
Unknown	74	77	3
White	1865	1610	254

FULL-TIME HEADCOUNT ENROLLMENT
BY ETHNICITY

	Fall 2013 n = 1276	Spring 2014 n = 1114	Summer 2014 n = 12
American	1	1	0
Asian	3	3	0
Black or African American	17	15	0
Hispanic	6	5	0
Two or More	10	8	0
Unknown	54	55	0
White	1185	1027	12

PART-TIME HEADCOUNT ENROLLMENT
BY ETHNICITY

	Fall 2013 n = 726	Spring 2014 n = 613	Summer 2014 n = 250
American	2	0	0
Asian	6	2	1
Black or African American	12	3	3
Hispanic	4	2	1
Two or More	2	1	0
Unknown	20	22	3
White	680	583	242

Analysis

According to the 2013 US Census data West Virginia is ethnically homogeneous, with 93.8% of all people living in the state being white. Based on the Census Data (2013) 77.7% of all people living in the United States are white. In the six counties Southern serves the overwhelming majority of all individuals are white: Boone 98.4%; Lincoln 98.8%; Logan 96.6%; McDowell 89.5%; Mingo 96.7%; and Wyoming 98.0% (US Department of Commerce, 2014).

Students enrolled at Southern are no different than the statewide population, as well as the population of the counties in the service district. The majority of students enrolled at Southern during the fall 2013 and spring 2014 were white, (93) percent. This number increased to ninety-seven (97) percent of all students being white and three (3) percent of all students listed as another ethnic group during the summer 2014 trimester.

PROGRAM COMPLETION

Methodology

Program completion metrics include the total number of Certificates, Associate in Arts,

Associate in Science, and Associate in Applied Science degrees awarded for the past five years,

2010 to 2014.   The total number of Skill Sets and Advanced Skill Sets awarded through

Workforce Development is also included in completion metrics.

TOTAL NUMBER OF DEGREES AWARDED
2010-2014

	2010	2011	2012	2013	2014
Total	235	243	237	378	381

TOTAL NUMBER CERTIFICATE and ASSOCIATE
DEGREES AWARDED 2014
n = 381

Certificate Degrees	101
Associate Degrees	280

TYPES AND NUMBER OF
CERTIFICATE DEGREES AWARDED 2014
n = 101

Program	Number of Certificate Degrees Awarded	Percent of Certificate Degrees Awarded
Addiction Counseling	2	2%
Central Sterile Supply	4	4%
Criminal Justice	9	9%
Electrical Engineering	11	11%
Forensic Psychology and Investigation	2	2%
General Studies	53	53%
Health Care Technology – Medical Laboratory Assistant Option	10	10%
Health Care Technology - EKG Option	1	1%
Information Technology	3	3%
Office Administration	5	5%
Survey Technician	1	1%
TOTAL	**101**	

TYPES AND NUMBER OF
ASSOCIATE DEGREES AWARDED 2014
n = 280

Program	Number of Associate Degrees Awarded	Percentage of Associate Degrees Awarded
Addiction Counseling	3	1%
Business Accounting	8	3%
Business Administration	18	6%
Criminal Justice – Corrections	7	3%
Criminal Justice – Law Enforcement	7	3%
Dental Hygiene	10	4%
Electrical Engineering Technology	8	4%
Forensic Psychology and Investigation	2	1%
Governors Adult Completion	20	7%
Health Care Professional	20	7%
Information Technology	2	1%
Medical Assisting	9	3%
Medical Laboratory Technology	11	4%
Mine Management	5	2%
Nursing	47	17%
Office Administration	4	2%
Respiratory Care Technology	15	5%
Salon Management/Cosmetology	12	4%
Surgical Technology	6	2%
Survey Technology	1	1%
University Transfer – AA	52	19%
University Transfer – AS	3	1%
TOTAL	**270**	**100%**

TOTAL NUMBER OF
WORKFORCE DEVELOPMENT
SKILL SETS AWARDED
2014

Skill Sets	537
Advanced Skill Sets	10
Total	**547**

Analysis

The total number of Certificate and Associate Degrees awarded by Southern has increased 62% from 2010 to 2014. From 2013 to 2014 there was an increase of 10% for total degrees awarded. From 2011 to 2012 the college experienced a 10% decrease in total degrees awarded. The dramatic increase in the number of degrees awarded may be attributed to the new Certificate Degree in General Studies. Additionally, there has been an increased effort by the faculty to increase graduation rates.

DEVELOPMENTAL EDUCATION

Methodology

The total number of developmental courses, the total number of students enrolled, and the percentage of students enrolled in one or more developmental courses are calculated for this report. Additionally, the course completion rate of students enrolled in developmental courses, as well as the success of the students who matriculated, enrolled, and completed English 101 and college level math, are also included.

NUMBER OF SECTIONS OF DEVELOPMENTAL COURSES

	Fall 2013	Spring 2014	Summer 2014
English 075	1	3	0
English 090	42	20	1
English 095	25	0	0
English 099	43	31	1
Math 021	11	14	0
Math 024	1	3	0
Math 090	84	42	0
Math 095	74	54	0
Math 096	57	56	0
Total	**338**	**223**	**2**

DEVELOPMENTAL EDUCATION ENROLLMENT
2013-2014

	English	Math	Total	%
Fall 2013 n= 2002	380	714	1094	55%
Spring 2014 n=1727	158	471	629	36%
Summer 2014 n=262	14	0	14	5%

NUMBER OF DEVELOPMENTAL EDUCATION STUDENTS
SUCCESSFULLY COMPLETING ENGLISH 101

Trimester	Number of Students
Fall 2012	506
Spring 2013	451
Summer 2013	88
Fall 2014	485
Spring 2014	388

Analysis

There has been dramatic decrease in the number of students enrolled in developmental courses, as well as the number of sections of developmental courses offered. During the fall 2013 trimester, 338 sections of developmental English and Math were offered. At total of 1094 students, or 55% of the total enrollment of all students, were enrolled in at least one developmental course.

Spring 2014 the number of sections dropped to 223, with 629 students, or 36% of the total headcount enrolled in developmental courses. Only 2 sections of developmental level courses were offered during the summer of 2014, with an enrollment of 14 students, 5% of the total headcount enrollment. This decline in the number of sections offered and the number of students enrolled is directly related to the new co-requisite offerings of developmental math and college level math. Beginning fall 2015 all developmental courses will be offered using the co-requisite model.

Less than one percent of all students enrolled in developmental level English and math were successful the next trimester enrolling in English 101 and Math 121. Students enrolled previously in a development English course and successfully completing English 101 has been included in this report. Future reports will include analysis of students matriculating to English 101 the next trimester after completing a developmental English course. Additionally, the

reports will include an analysis of students previously enrolled in a developmental math course

and successfully completing a college level math course. The number of Certificate and

Associate degree programs which do not include a college level math course and the success

rates of students who enroll in these programs will also be included in the next report.

LICENSURE PASSAGE RATES

Methodology

The annual cumulative passage rate for first time test takers are calculated for this report.

Found in the following table are the passage rates, along with the conglomerate scores, for state

and/or national certification, licensure, or registry exams.

LICENSURE/REGISTRY/CERTIFICATION
PASSAGE RATES of FIRST TIME TEST TAKERS
CERTIFICATE DEGREES
2014

PROGRAM	NUMBER TAKING EXAM	NUMBER PASSING EXAM	NUMBER FAILING EXAM	AVERAGE
Electrical Engineering	4	4	0	100%
Health Care Technology – Certified Phlebotomy Technician	8	8	0	100%
Information Technology – CompTIA A+	1	1	0	100%
Information Technology – Microsoft Office	3	2	1	67%
Information Technology – Ipv6	2	1	1	50%
Office Administration	4	4	0	100%
TOTAL	**22**	**20**	**2**	**91%**

LICENSURE/REGISTRY/CERTIFICATION
PASSAGE RATES of FIRST TIME TEST TAKERS
ASSOCIATE DEGREES
2014

PROGRAM	NUMBER TAKING EXAM	NUMBER PASSING EXAM	NUMBER FAILING EXAM	AVERAGE
Dental Hygiene	8	6	2	75%
Electrical Engineering Technology	4	4	0	100%
Information Technology – CompTIA A+	1	1	0	100%
Information Technology – Microsoft Office	3	2	1	67%
Information Technology – IPv6	2	1	1	50%
Medical Assisting	11	11	0	100%
Medical Assisting – EKG	11	11	0	100%
Medical Assisting – Coding	11	11	0	100%
Medical Assisting Phlebotomy	10	10	0	100%
Medical Assisting – Pharmacy Technician	11	10	1	91%
Medical Laboratory Technology	11	9	2	82%
Nursing	47	44	3	94%
Paramedic Science	6	6	0	100%
Radiologic Technology	6	3	3	50%
Respiratory Care Technology	15	13	2	87%
Salon Management	12	12	0	100%
Nail Tech – Written	3	3	0	100%
Nail Tech – Practical	3	2	1	67%
Esthetician – Written	3	1	2	33%
Esthetician – Practical	1	1	0	100%
Hair Design	9	9	0	100%
Surgical Technology	7	7	0	100%
Surveying Technology	3	1	2	33%
TOTAL	198	178	20	90%

Analysis

Graduates from Southern's Certificate Degree programs took six different exams. A total of 22 graduates took the certification, licensure, or registry exams, and 20 of those students passed the first time. Overall passage rate for the Certificate Degree programs is 91%. Three of the programs saw 100% passage on the exams. Programs achieving 100% passage includes Electrical Engineering – Journeyman License Technology, Health Care Technology – National Healthcareer Association Exam for Certified Phlebotomy Technicians, Information Technology – CompTIA A+, and Office Administration – Office Proficiency Assessment and Certification.

A total of 198 Associate Degree graduates took twenty different certification, licensure, or registry exams, and 178 of those students passed the first time. The overall passage rate for Associate Degree programs is 90%. Ten of the programs achieved 100% passage rates. Programs with 100% passage rates includes Electrical Engineering – Journeyman License, , Information Technology – CompTIA A+, Medical Assisting – National Registered Certified EKG Technician, Medical Assisting – National Registered Certified Coding Specialist, Office Administration – Office Proficiency Assessment and Certification, Paramedic Science, Salon Management – State Laws and Rules, Salon Management – Esthetician Practical Exam, Salon Management – Hair Design, Nail Technician Written Exam, and Surgical Technology.

DISTANCE LEARNING

ONLINE AND HYBIRD COURSES

Methodology

The institutional accreditation agency, the Higher Learning Commission, defines distance education as "…Education that delivers instruction to students who are separated from the instructor and that supports regular and substantive interaction between students and the instructor synchronously or asynchronously using one or more of the following technologies: the Internet; one-way and two-way transmission through open broadcast, closed-circuit cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio-conferencing; or videocassettes, DVDs, and CD-ROMs used in conjunction with any of the other technologies…" (Understanding the Statement of Affiliation Status and Organizational Profile, 2014). Courses delivered completely online, or those with an online component were analyzed for this report.

TOTAL NUMBER OF STUDENTS
ENROLLED IN ONLINE COURSES

	Number of Sections	Number of Students Enrolled	Number Successfully Completing	% Successfully Completing
Fall 2013	403	1696	1102	65%
Spring 2014	389	1610	1008	63%
Summer 2014	76	224	184	82%
TOTAL	**868**	**3530**	**2294**	**65%**

TOTAL NUMBER OF STUDENTS
ENROLLED IN HYBRID COURSES

	Number of Sections	Number of Students Enrolled	Number Successfully Completing	% Successfully Completing
Fall 2013	143	352	294	84%
Spring 2014	79	378	329	87%
Summer 2014	15	25	21	84%
TOAL	**337**	**755**	**644**	**85%**

Analysis

There is a difference between the completion rate of students enrolled in online and hybrid courses. During the fall 2013 and spring 2014 trimesters students completed online courses at a rate of 65% and 63%. The total number of students successfully completing an online course during the summer 2014 trimester increased to 82%.

Students enrolled in hybrid courses during the fall 2013 trimester had an 84% completion rate and those enrolled in hybrid courses during the spring 2014 trimester had an 87% completion rate. The percentage of students enrolled in, and successfully completing a hybrid courses remained consistent for the summer 2014 trimester, with 84% of the students successfully completing the course.

STUDENTS ENROLLING IN 15 CREDIT

HOURS OR MORE PER TRIMESTER

Methodology

Students enrolling in 15 credit hours or more for the fall 2013, spring 2014, and summer 2014 are included in this report. An analysis of the success of the students was conducted.

STUDENTS ENROLLING IN 15 CREDIT HOURS OR MORE PER TRIMESTER

	Number Enrolling in 15 Credit Hours or More	Number Completing 15 Credit Hours or More	% 15 Credit Hours or More
Fall 2013	542	339	63%
Spring 2014	409	301	74%
Summer 2014	5	5	100%
TOTAL	956	645	68%

Analysis

Percentage of students enrolling in and successfully completing 15 credit hours or more was 63% during the fall 2013 trimester, 74% during the spring 2014 trimester, and 100% during the summer 2014. Future reports will include research and analysis, by trimester, on the percentage and success rates, of students enrolled in less than 12 academic credit hours; percentage of students enrolled in 12-14 academic credit hours; the percentage of students enrolled in 15-18 academic credit hours; and the percentage of students enrolled in 19 or more academic credit hours.

VETERANS

Methodology

The number of students currently receiving veteran's benefits, either veterans or dependents, who were enrolled during the 2013-2014 academic year are used for this report. Additional information regarding the number of students attending Southern who are members of the National Guard was obtained from the National Guard Education Office.

NUMBER OF VETERANS or DEPENDENTS
ENROLLED DURING THE 2013-2014 ACADEMIC YEAR

Veterans	Dependents
19	22

ENROLLMENT STATUS OF VETERANS
ENROLLED DURING THE 2013-2014 ACADEMIC YEAR

Full-time	Part-time
16	13

NUMBER OF VETERANS BY COUNTY
2012 CENSUS DATA
n=11,659

County	Number of Veterans
Boone	2,042
Lincoln	1,632
Logan	3,104
McDowell	1,623
Mingo	1,469
Wyoming	1,789

ENROLLMENT BY CAMPUS
NATIONAL GUARD STUDENTS

Campus	Number of Students
Boone	2
Lincoln	3
Logan	4
McDowell	1
Mingo	1
Wyoming	1

Analysis

Currently the college has an insignificant number of veterans, or dependents, enrolled. According to the 2012 US Census Data 11,659 veterans live in the college's service district. Given the number of veterans residing in the district there is the potential for a significant increase in enrollment.

DEVELOPING A CULTURE OF

INSTITUTIONAL EFFECTIVENESS

During the next year, processes will be developed by which Southern's data will be collected and analyzed over time. The Director of Institutional Effectiveness, in consultation with the Vice President of Academic and Student Affairs, will develop timelines and benchmarks, identify data to be collected and the units/individuals who will collect the data and report the findings to the Institutional Effectiveness office. Further, a repository will be developed in order that all institutional data can be stored in one area and made available to those needing it.

An institutional *Fact Book* will be developed utilizing base line data currently being collected by the institution. This data will be used for future planning and longitudinal research regarding the institution. The first annual *Fact Book* will be complete and ready for dissemination at the conclusion of the spring 2015 academic trimester.

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Action Items

Southern West Virginia Community and Technical College Board of Governors
Board of Governors Meeting of August 19, 2014
1601 Armory Drive, Room 433, Williamson, WV

Board Members Present: Tom Heywood, Linda Akers, Terry Sammons, Jada Hunter, Mary Nemeth-Pyles (by phone), George Kostas (by phone), Glenn Yost (by phone)

Board Members Absent: Shelley Huffman, Debbie Dingess, Wilma Zigmond

Southern Employees: President/First Lady Joanne Jaeger Tomblin, Samuel Litteral, Allyn Sue Barker, Ronald Lemon, Debra Teachman, Gary Holeman, Guy Lowes, Steven White, Steven Hall, Steven Lacek, Melinda Saunders, Rita Roberson, Chris Gray, Kristen Moody (by phone), Emma Baisden

1. **Applied Technology Center Tour**
   Director of Williamson Campus Operations, Rita Roberson, and Coordinator for Technical Program Development, Steven White, led the Board of Governors on a tour of the newly opened Applied Technology Center at Southern's Williamson Campus. Mr. Thomas Heywood, Board of Governors Chair, stated that the new facility creates a brighter future and is a true beacon of hope for this region.

2. **Call to Order:**
   Chair Heywood, declared a quorum present and convened the meeting at 6:30 p.m. following the new facility tour.

3. **Call for Public Comments to the Board of Governors**
   Chair Heywood announced last call for public sign up for comments to the Board. No signatures were recorded.

4. **Suttle & Stalnaker Communication with the Board**
   Ms. Kristen Moody, Suttle & Stalnaker representative, stated that although the information she is providing is described in an arrangement letter dated June 21, 2014, and sent by U. S. Mail to the College, the new auditor for the West Virginia Higher Education Policy Commission asked that Suttle & Stalnaker auditing firm verbally communicate the information contained in the arrangement letter to Board members as well before beginning fieldwork. Ms. Moody informed the Board that it is the firm's responsibility under professional auditing standards to communication certain matters to keep those responsible for governance adequately informed about matters related to the financial statement audit which is relevant to those charged with overseeing the financial reporting process. The auditors will communicate any discrepancies found during the institution's financial audit. Their report should be ready by October 31, 2014.

5. **Introduction of New Academic Division Heads**
   President/First Lady Tomblin introduced the new academic division heads to the Board. She informed the Board that this new academic structure allows for academic leadership at each campus. The Directors of Campus Operations will work as a team with the academic leadership and will bring good things forward. The new academic division heads are as follows:
   - Steven Hall, Division Head for Healthcare and Business
   - Steven Lacek, Division Head for Social Sciences, Education, and Non-traditional Programs
   - Guy Lowes, Division Head for Applied and Industrial Technology
   - Melinda Saunders, Division Head for University Transfer

6. **Business Accounting, A.A.S., Program Review Needs Assessment Follow-up Report**

Mr. Steven Hall, Division Head for Healthcare and Business, presented the business program's needs assessment follow-up report. At its April 16, 2013 meeting, the Board of Governors originally requested for a follow-up needs assessment to be conducted on the Business Accounting program. However, due to the number of responses received from businesses surveyed in July 2013, the Board determined a complete review of the Business Department programs was necessary and agreed to extend the time provided for the needs assessment report until the August 2014 meeting. Mr. Hall, now Division Head for Healthcare and Business programs, conducted the needs assessment along with an analysis of the requirements of a Business associate of applied science degree that would be eligible for accreditation under the Accreditation Council for Business Schools and Programs (ACBSP). The results of the survey and the analysis are the basis for changes in the Business programming which is to be developed and implemented by Fall 2015. Upon completion of the presentation, the following action was taken by the Board:

MOTION: Terry Sammons moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the Business program's Needs Assessment Follow-up Report and the accompanying analysis as the basis for changes in Business programming to be developed and implemented by Fall 2015.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously, and Chair Heywood declared the motion adopted.

7. **President's Report**

7.1   President/First Lady Tomblin informed Board members that Ms. Mary Nemeth-Pyles is the new Coordinator of Nursing.

7.2   Students from China's Shanxi Province will arrive at Southern on August 25, 2014 to begin training at the Academy for Mine Training and Energy Technologies. The training will focus on communications, safety, and rescue.

7.3   President/First Lady Tomblin commended Chris Gray, Manager of Business and Auxiliary Services at the Williamson Campus, for his logistical work on the Financial Aid and Registration process.

7.4   The second annual Mike McGraw Memorial Scholarship Golf Classic is scheduled for Thursday, October 2, 2014 at Twin Falls State Park. The scholarship was established to provide assistance to deserving Wyoming County residents who want to pursue an education at Southern. All proceeds from the tournament will go to the Mike McGraw Memorial Scholarship fund.

7.5   Equipment is being purchased for the Williamson Applied Technology Facility.

7.6   The Faculty and Student Services Unit Convocation was held on August 7, 2014 at Southern's Logan Campus. Dr. Stan Jones, President of Complete College America, facilitated the meetings with academic and student services personnel.

7.7   The final fall enrollment figures are not available yet. Student enrollment will most likely be down as the economy is having a negative affect on enrollment.

7.8   Southern's institutional governance structure is currently under review.

7.9   Ms. Rita Roberson, Director of Williamson Campus Operations, participated in the *Women on Wellness* event held on July 19, 2014 at the Larry Joe Harless Center in Gilbert, WV. This was a one-day retreat to help women enact positive lifestyle changes, and provided a holistic, pro-health message of personal empowerment.

7.10   The annual Board of Governors and Administration Self-Evaluations have been distributed and are due to Mr. Austin Boyd at Bowles Rice on September 26, 2014. The results will be presented during the Board's annual retreat scheduled for October 9-10, 2014.

7.11   Southern's Vision Statement and Core Values are currently under review by employees. Employees have been asked to forward any suggestions for change they may have to Allyn Sue Barker, Strategic Planning Review Committee Chair, by September 30, 2014. It is anticipated that this document will be brought forward to the Board with a request for a 30-day public comment period at its December 2014 meeting.

8. **Financial Report**
    Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated June 30, 2014 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. The financial report discussed was on a cash basis with no accrual accounting. Mr. Litteral informed the group that $775,000 had been cut from Southern's operational budget for the 2014-2015 fiscal year. Auditors from the accounting firm of Suttle and Stalnaker will be on campus the week of September 22nd to conduct the financial audit. The audit results will be presented to the Board at its December 2014 meeting.

9. **Development Office Report**
    Mr. Ronald Lemon, Vice President for Development, presented a PowerPoint Presentation which highlighted the Development Office's fundraising efforts to date. The Southern West Virginia Community College Foundation will hold the second annual Mike McGraw Memorial Scholarship Golf Classic on October 2, 2014 at Twin Falls State Park. All proceeds of the tournament will provide assistance to Wyoming County residents who want to pursue an education at Southern West Virginia Community and Technical College. Since 2007, the Foundation has awarded $1.7 million in scholarship assistance.

10. **Action Items**

    10.1   **Approval of June 17, 2014, Board Meeting Minutes**

            MOTION: Jada Hunter moved to accept the June 17, 2014 minutes as presented.

            ACTION: Linda Akers seconded the motion. Chair Heywood declared the motion adopted and the minutes approved.

10.2   Request for Approval of Textbook Affordability Committee Report

MOTION: George Kostas moved to approve the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the report provided by the Textbook Affordability Committee for presentation to the Chancellor of the West Virginia Council for Community and Technical College Education as required by Title 135, Series 51, *Bookstores and Textbooks*, Section 3.1.f.

ACTION: Terry Sammons seconded the motion. Chair Heywood declared the motion adopted and the report approved.

10.3   Action on Institutional Policies Presented for Final Approval
        10.3.1   SCP-8601, *Emergency Presidential Succession Plan*

MOTION: Jada Hunter moved to approve the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-8601, *Emergency Presidential Succession Plan*, following the required 30-day public comment period.

ACTION: Mary Nemeth-Pyles seconded the motion. Chair Heywood declared the motion adopted and the policy approved.

10.4   Action on Institutional Policies Presented for 30-day Public Comment
        10.4.1   SCP-1215, Use of Institutional Facilities

MOTION: Terry Sammons 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-1215, Use of Institutional Facilities, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously, and Chair Heywood declared the motion adopted.

10.4.2   SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups

MOTION: Jada Hunter 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-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously, and Chair

Heywood declared the motion adopted.

10.4.3   SCP-5830, Use of Southern West Virginia Community and Technical College Vehicles

The Southern West Virginia Community and Technical College Board of Governors tabled action on SCP-5830, *Use of Southern West Virginia Community and Technical College Vehicles,* due to the new ARI Travel System and forthcoming changes in travel which are anticipated to become effective in January 2015. These changes are due to the implementation the wvOasis System.

11.   Discussion Item
11.1   Higher Learning Commission Monitoring Report

Chair Heywood informed Board members that dialogue continues with the Higher Learning Commission regarding one observation made by the Peer Review Team during its visit in April 2013. There appears to be a potential conflict of interest. During last years Board Retreat, an outside expert was brought in to clarify the independent fiduciary duties of the Board of Governors. Southern filed the required monitoring report on June 18, 2014. The Higher Learning Commission now wants further action by Southern's Board of Governors with additional analysis and a follow-up report required by January 2015. Chair Heywood, President/First Lady Tomblin, Dr. Debra Teachman, Mr. Steven Lacek, and Ms. Emma Baisden held a conference call with Southern's HLC liaison, Dr. Karen Solomon, to discuss the additional required report. She welcomed Southern to file an interim report prior to January 2015 to assure it was on the right path. Chair Heywood informed Dr. Solomon that it is beyond this Board's ability to alter the power of the Governor to appoint Board of Governors members. On August 18, 2014, a conference call was held with Mr. Bruce Walker, General Council, and Mr. Matt Turner, Executive Vice Chancellor of Administration, for the state's higher education system, to seek guidance and advice. Mr. Walker very quickly identified that checks and balances are in place and will forward the sections of West Virginia Code to Chair Heywood to include in the additional report to the HLC. Bowles Rice conducted independent research early on to determine if any other cases of a "potential conflict of interest" exist in this region or in neighboring states. For the record, Governor Tomblin appointed no members of the current sitting Board.

12.   Informational
12.1   Institutional Rule Making Report
Board members were provided a copy of the Institutional Rule Making Report submitted to the Chancellor for Community and Technical College Education. Pursuant to the requirements of West Virginia Code §18B-1-6, annually a list of institutional rules that are effective on July 1, including the most recent date on which each rule was adopted, amended, or repealed by the Board of Governors must be submitted to the Council for Community and Technical College Education.

12.2   Letter from Former Student
A former student of President/First Lady Tomblin wrote a letter to thank her "for the passion" she brought to a Speech Fundamentals class that she taught some 28 years ago.

12.3   Institutional Policies Approved by Chancellor Skidmore
- SCP-1002   Official College Spokesperson and Media Releases
- SCP-2843   Sexual Harassment Policy
- SCP-3620   Policy Regarding Program Review
- SCP-3736   Student Standards of Academic Progress

     •   SCP-5065   Awarding of Undergraduate Tuition and Fee Waivers

12.4   *The China Challenge,* **excerpt from West Virginia Edge, Issue 4, 2014**
The magazine contained an article regarding representatives from Southern who participated in the 2013 Coal and Mining Expo in Beijing, China.

13.   **Adjournment**
There being no further business, Chair Heywood declared the meeting adjourned at 8:15 p.m. The next Board of Governors business meeting is scheduled for Thursday, October 9, 2014 beginning at 6:00 p.m. and will be held at Stonewall Resort and Conference Center, Roanoke, West Virginia.

_____
Thomas A. Heywood, Chair

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

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 9, 2014

ITEM:	Request for Approval of SCP-1215, *Use of Institutional Facilities*, and attachment SCP-1215.A, *College Facility Use Agreement*
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1215, *Use of Institutional Facilities* and its attachment (SCP-1215.A)*,* following a 30-day public comment period.
STAFF MEMBER:	Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Vice President of the Finance and Administration Unit with the review of SCP-1215, *Use of Institutional Facilities.* The purpose of this policy is to identify the procedures and requirements for using the institutional facilities.

The policy was reviewed by Executive Council on May 7, 2014. Following the Council's review, revisions were made to provide clarity and reflect changes in administrative titles. The agreement for the use of institutional facilities (SCP-1215. A, *College Facility Use Agreement)* was developed, and added as an attachment to this policy. This agreement outlines the rules and procedures for renting or using the college facilities.

At its August 19, 2014, meeting, the Southern West Virginia community and Technical College Board of Governors approved advancement of this policy and its attachment to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended September 19, 2014. At the end of the comment period, comments were received from Bruce Walker, General Counsel, West Virginia Higher Education Policy Commission. Mr. Walker sighted some grammatical errors on SCP-1215. A, *College Facility Use Agreement.* The suggested corrections have been made, therefore, the staff recommends the policy at its attachment as presented for consideration for approval and final submission to the Chancellor for Community and Technical College Education.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1215

SUBJECT: Use of Institutional Facilities

REFERENCE: None

ORIGINATION: January 1, 1985

EFFECTIVE: November 9, 2014

REVIEWED: May 07, 2014

SECTION 1.   PURPOSE

1.1   To identify the procedures and requirements for using the institutional facilities.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This policy governs the use of institutional facilities by persons or groups.

SECTION 3.   DEFINITIONS

3.1   None.

SECTION 4.   POLICY

4.1   Facilities of Southern West Virginia Community and Technical College are intended for use in the conduct of educational programs. As such, first priority for the use of facilities will be given to the academic, administrative and student functions at each campus.

4.2   In its many aspects of service to the public, the board also recognizes the need and permits the use of facilities which may provide benefits otherwise not available in the community. Each campus will be responsible for setting procedures governing the community use of the facilities.

4.3   Southern West Virginia Community and Technical College declares it's commitment to providing equal opportunities and equal access to college facilities.

4.4   To adequately protect the institution, individuals are to work with the Director of Campus Operations and complete the *College Facility Use Agreement* (SCP-1215.A).

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6.   GENERAL PROVISIONS

6.1   None.

SECTION 7.   RESPONSIBILITIES

7.1   The Vice President for Finance and Administration for Southern West Virginia Community and Technical College is responsible for administration of this policy.

SECTION 8.   CANCELLATION

8.1   None.

SECTION 9.   REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments: SCP-1215.A, *College Facility Use Agreement*

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

Revision Notes: January 2010 — Revisions reflect changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

                      May 2014 - Revisions provide clarity and reflect changes in administrative titles. The attachment, SCP-1215. A, *College Facility Use Agreement,* was also developed.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1215.A

SUBJECT: College Facility Use Agreement

REFERENCE: SCP-1215, Use of Institutional Facilities

ORIGINATION: May 7, 2014

EFFECTIVE: November 9, 2014

SECTION 1.   GENERAL POLICY COVERING THE USE OF THE FACILITIES

1.1   The parties of this agreement are Southern West Virginia Community and Technical College acting under specific authority granted by its Board of Governors to contract for the use of the facility identified under Section 8 of this agreement, hereinafter referred to as the college. The organization contracting to use the College facilities, hereinafter referred to as the Lessee.

1.2   Before a College facility may be used, the College Facility Use Agreement (SCP-1215.A) must be completed and signed. All information must be received 10 working days prior to the date of intended use.

1.3   The buildings and grounds of the College are primarily for educational purposes. No other use shall be permitted to interfere with the primary purpose for which these facilities are intended. Facilities shall not be made available for any use which might result in any undue damage or wear. The College reserves the right to reject any application for use of its facilities.

1.4   Every possible opportunity will be provided for the use of the College facilities by citizens of our service area, provided that the purpose of the event is in harmony with public interest and welfare, and subject to the laws of the state of West Virginia and the policies of the College. Any use to the contrary shall be grounds for immediate cancellation of the agreement.

1.5   The College reserves the right to prohibit the use of its facilities by groups or activities which are secret, of a private nature, or which restrict membership or attendance, in a manner inconsistent with the public and nondiscriminatory character of the College set forth in its written policies and commitments.

1.6   The College Facility Use Agreement shall not be entered into for any use that, in the judgment of the College, may be in any way prejudicial to the best interest of the College or the education program, or satisfactory sponsorship or adequate adult supervision is not provided.

SECTION 2.   LICENSEE'S RESPONSIBILITY

2.1   Those wishing to use the College facilities must complete the College Facility Use Agreement form and submit it to the appropriate Director of Campus Operations at the corresponding scheduling office listed below. The Lessee shall accept responsibility for any damage to the College's property. Completion of the College Facility Use Agreement shall constitute acceptance by the Lessee of the responsibilities stated herein and willingness to comply with all rules and regulations regarding the use of College facilities as prescribed by the College. If the use of the facility is not as represented on the College Facility Use Agreement form, an additional charge may be made. In the event of property damage, the Lessee shall accept and pay the College's estimate of the amount of damage. The College may require posting a bond.

2.2   The lessee is responsible for the safety and security of all minors participating in the Lessee's use of College facilities. The lessee shall closely supervise all minors and establish appropriate security procedures to ensure the safety and security of all minors. Adult leaders of using organizations shall remain with their groups during all activities, and be responsible for the conduct of their groups.

SECTION 3.   RESTRICTIONS

3.1   No decorations or the application of materials to walls, ceilings, or floors shall be permitted which will mar, deface, or injure these surfaces. The Lessee is required to arrange for the disposal of decorations, materials, equipment, furnishings or rubbish left after the use of College facilities; otherwise, the Lessee will be billed for any expense involved.

3.2   The College prohibits the use of drugs, or other controlled substances, or any other condition which is objectionable in the judgment of the College. Smoking and the use of tobacco products, including the use of smokeless cigarettes, is prohibited in all College buildings. The use of alcoholic beverages is also prohibited in and on College property.

3.3   Games of chance and lotteries shall not be permitted except as prescribed by law and with prior approval of the College.

3.4   Keys to buildings or facilities shall not be issued or lent on any occasion to the Lessee. Doors will be opened by authorized College personnel.

3.5   College owned equipment shall not be removed from the buildings. Charges for equipment rental and operation may be required.

3.6   All shifting of furniture and equipment shall be done under the supervision of an appropriate College employee.

3.7   Any and all products that the Lessee wishes to sell, in the event it is not provided by the College, must be approved by the College in advance.

3.8   The College may have a food service vendor on the site that is the sole provider of food services provided at the College. The vendor will have first right of refusal prior to an outside vendor being brought on the College property.

SECTION 4.   NON-ASSIGNMENT AND CANCELLATION

4.1   The *College Facility Use Agreement* shall be non-assignable. Only the Lessee as named in the *College Facility Use Agreement* shall use the facilities.

4.2   The College reserves the right to cancel the agreement at any time and to refund any payment made to the College for the use of the College facilities and equipment when it deems such action advisable and in the best interests of the College.

4.3   Facilities contracted by non-college groups may be canceled for scheduling or priority College events.

4.4   The College reserves the right to cancel the agreement if payment is not received from the Lessee on or before the scheduled event.

4.5   The College reserves the right to refund or retain all or part of any payment made to the College for cancellations of the agreement by the Lessee.

SECTION 5.   COLLEGE PERSONNEL REQUIRED

5.1   The College reserves the right to require that an appropriate College staff member be present at any meeting or event held on College facilities.

5.2   An authorized member of the College staff shall be available on campus at all times when the College facilities are in use by any group. The staff member should be contacted to correct problems in the operation of any facility in use. The staff member will be alert to discover any damage or misuse of the premises and will report same immediately to the Lessee and the College.

5.3   When the use of special facilities makes it necessary that supervision be provided, a College employed supervisor shall be assigned as required by the College.

5.4   The College reserves the right to require a security officer to be present at any scheduled event at the expense of the Lessee.

SECTION 6.   USE FEE

6.1   The use fee depends on the purpose of the meeting/event and the nature of the group using the facility.

6.2   Additional charges may be added to include supervision and/or security staff, above-normal or overtime custodial help when required, above normal set-up costs, hauling or handling equipment, use of projectors or other equipment, equipment operators, repairs and damage, or other costs as determined by the College. Such services will be paid by the Lessee at the current established rate, including overtime.

6.3   All charges shall be paid to the appropriate College Cashier's Office. All facility and service charges shall be paid in advance. Additional charges for damages shall be billed directly to the Lessee. College employees are paid directly by the College not the Lessee.

SECTION 7.   RELEASE OF CLAIMS/HOLDS HARMLESS

7.1   The Lessee agrees that, in consideration of the permission granted to the Lessee and the minimal fee charged by the College for the use of its facilities, to the fullest extent permitted by the law the Lessee hereby and forever releases the College and its agents, employees or officers from all debts, claims, demands, damages, actions, and causes of action whatsoever, which they may have or may hereafter have, as a result of their use of said facility.

7.2   The Lessee must agree, to the fullest extent permitted by law, to protect, indemnify, and hold harmless the College, its Board of Governors, its agents, employees, and officers from any claims, demands, actions, damages, or causes of action directly or indirectly arising out of the use of the facilities or premises contemplated by this application.

7.3   The Lessee further agrees, if required, to attach to this document a certificate of insurance for liability and property damage which names Southern West Virginia Community and Technical College as an additional insured during Lessee's use of College facilities.

SECTION 8. RENTAL/LEASE AGREEMENT

THIS Agreement made this _____ day of _____ in the year _____ between the _____ Campus of Southern West Virginia Community and Technical College (Lessor), and _____ (Lessee).

The purpose of this agreement is to provide floor space for a _____ sponsored by _____. The facility/facilities covered by this Agreement will be _____, or classrooms _____ on the _____ Campus of Southern West Virginia Community and Technical College for the following date(s) _____ during the following time period: _____.

It is understood that the Lessee will pay the sum of _____ dollars for said purpose and use. This fee must be paid on or before the day of the event. The sum shall be paid in full by _____. Failure to pay in full shall result in cancellation of a said event. Any cost incurred by the College as a result of a cancellation shall be the financial responsibility of the Lessee. All payments must be made by check or money order **Payable to Southern West Virginia Community and Technical College**. Payment must be made prior to the use of the facility. The undersigned have read and understand the terms of the rental/lease agreement and by their signatures agree to abide by said terms and conditions.

SECTION 9. SIGNATURES

Signature of Lessee	*Signature of Campus Director*
Name Printed	*Name Printed*
Name of Organization	*Campus/Location*
Contact Phone Number	*Contact Phone Number*
Date	*Date*

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 9, 2014

ITEM:	Request for approval of revisions to SCP-3625, *University Transfer Program Evaluation Model*, and rescission of SCP-3625.A, *University Transfer Program Evaluation Model Guidelines*
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3625, *University Transfer Program Evaluation Model*, and SCP-3625.A, *University Transfer Program Evaluation Model Guidelines* to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.
STAFF MEMBER:	Debra Teachman

BACKGROUND:

SCP-3625, *University Transfer Program Evaluation Model*, and SCP-3625.A, *University Transfer Program Evaluation Model Guidelines*, were reviewed by the Management Council for Academic Affairs and Student Services (MCAS) at its August 2014 meeting.

Revisions to the policy are necessitated by changes in the institutional governance structure resulting in shared responsibilities for curriculum delivery. SCP-3625.A outlines the process by which the program evaluation shall occur and, as such, should be converted to a procedure.

MCAS approved the revisions to the policy (SCP-3625) and the recommendation for the policy attachment (SCP-3625.A) to be rescinded and converted to a procedure within Academic Affairs.

Based upon the deliberation and recommendation of the Management Council for Academic Affairs and Student Services, the staff requests that SCP-3625, *University Transfer Program Evaluation Model*, and SCP-3625.A, *University Transfer Program Evaluation Model Guidelines*, be advanced to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. This request was reviewed and approved by the Executive Council at its September 2014 meeting and by the President's Cabinet on September 30, 2014.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3625

SUBJECT: University Transfer Program Evaluation Model

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, *Policy Regarding Program Review,* Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*

ORIGINATION: September 1, 1985

EFFECTIVE: September 1, 2000

REVIEWED: ~~January 27, 2010~~ August 27, 2014

SECTION 1.   PURPOSE

1.1   To identify and communicate the University Transfer Program Evaluation Model.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   All locations and employees of Southern West Virginia Community and Technical College.

SECTION 3.   DEFINITIONS

3.1   The term University Transfer refers to a program of study designed to enable a student to obtain approximately two years of general study courses for a transfer to a four-year baccalaureate program.

SECTION 4.   POLICY

4.1   The University Transfer Program ~~will~~ shall be regularly reviewed, evaluated, and revised as needed by ~~Department Chairpersons and the Division Dean named herein~~ the Division Head of University Transfer or other designee of the Vice President for Academic Affairs and Student Services in accordance with governing board policy.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6.   GENERAL PROVISIONS

6.1   ~~The University Transfer Program shall include all disciplines clustered under the University Transfer divisions and the Humanities, Social Sciences, Mathematics, Natural Science and Transitional Studies departments.~~ The University Transfer Program shall include disciplines clustered in the Division of University Transfer; Division of Social Sciences, Education, and Non-Traditional Programs; Division of Healthcare and Business; and Division of Applied and Industrial Technology as represented within the degree

requirements outlined in the college catalog.

6.2 ~~The University Transfer Program shall be staffed by members of the faculty whose major teaching assignments are generic to the departments/disciplines as follows:~~ In order to satisfy the requirements for an Associate of Arts degree, Associate of Science degree, and/or General Studies certificate, students must successfully complete required course(s) in a subset of the following disciplines: English, Literature, Speech, Mathematics, Social Sciences, Business, Psychology, Political Science, Natural and Physical Sciences, Computer Science and Informational Technology, Fine Arts, and History. Students may satisfy requirements for an Associate of Arts degree, Associate of Science degree, and/or General Studies Certificate by completing additional elective courses in any discipline.

~~Department~~	~~Disciplines~~
~~Humanities~~	~~Fine Arts~~
	~~English~~
	~~Communications~~
	~~Languages~~
	~~Journalism~~
	~~Music~~
	~~Education~~
	~~Theatre~~
	~~Religion~~
~~Natural Science~~	~~Biological Sciences~~
	~~Chemistry~~
	~~Geology~~
	~~Physical & Health Education~~
	~~Physical Science~~
	~~Physics~~
~~Social Science~~	~~Geography~~
	~~History~~
	~~Political Science~~
	~~Psychology~~
	~~Philosophy~~
	~~Social Studies~~
	~~Sociology~~
~~Mathematics~~	~~Math~~
	~~Math Education~~
~~Transitional Studies~~	~~Developmental Math~~
	~~Developmental Writing~~
	~~Developmental Reading~~

SECTION 7. RESPONSIBILITIES ~~AND PROCEDURES~~

7.1 ~~The Dean of University Transfer Division, in conjunction with the Department Chairs, shall collectively administer the University Transfer Program and shall be responsible for the program's periodic review and evaluation.~~ The Division Head of University Transfer, in conjunction with the Division Head of Applied and Industrial Technology; Division Head of Social Sciences, Education, and Non-Traditional Programs; Division

Head of Healthcare and Business; and discipline specific faculty, shall collectively administer the University Transfer Program. The Division Head of University Transfer, in conjunction with relevant discipline-specific faculty, shall be responsible for the program's periodic review and evaluation.

SECTION 8. CANCELLATION

8.1   None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments: ~~SCP-3625.A, *University Transfer Program Evaluation Model*~~ None

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

Revision Notes: January 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in academic responsibilities. Form was streamlined.

August 2014 — Revisions reflect academic reorganization.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
UNIVERSITY TRANSFER PROGRAM
EVALUATION MODEL GUIDELINES
SCP-3625.A

SECTION 1.   PURPOSE

1.1   The University Transfer Program is designed to serve a wide variety of people. Following are listed some examples:

    1.1.1   That person not seeking a bachelor's degree, but wanting to broaden and deepen his/her knowledge and skills.

    1.1.2   That person who plans to transfer to another college or university and complete a professional or pre-professional program of studies leading to a Bachelor of Arts or a Bachelor of Science Degree.

SECTION 2.   DEPARTMENTS

2.1   Core curriculum offerings cut across five departments – Social Science, Natural Science, Humanities, Mathematics, Transitional Studies.

    Elective course offerings cut across all divisions.

SECTION 3.   DISCIPLINES

3.1   University Transfer disciplines are assigned to departments as follows:

Department	Disciplines
Humanities	Fine Arts
	English
	Communications
	Languages
	Journalism
	Music
	Education
	Theater
	Religion
Natural Science	Biological Sciences
	Chemistry
	Physical and Health Education
	Physical Sciences
	Geology and Earth Sciences
	Physics
Social Science	Geography
	History
	Philosophy
	Political Science

<div align="center">
Psychology
Social Studies
Sociology
</div>

Mathematics   Math
                                   Math Education

Transitional Studies   Developmental Math
                                   Developmental Writing
                                   Developmental Reading

SECTION 4.   PROGRAM REVIEW FACTORS

4.1   Course Evaluation

    4.1.1   Philosophy/Objectives
    4.1.2   Content
    4.1.3   Transferability
    4.1.4   Need
        4.1.4.1 Enrollment pattern (historical pattern)
        4.1.4.2 Frequency of offering
        4.1.4.3 Average class size - theory)general rule of thumb)
        4.1.4.4 Average class size - practice
    4.1.5   Cost
        4.1.5.1 Per Student (by program)
        4.1.5.2 Per course

4.2   Discipline Evaluation

    4.2.1   Philosophy/Objectives
    4.2.2   Courses
        4.2.2.1 Placement within discipline
        4.2.2.2 Sequence
        4.2.2.3 Duplication
        4.2.2.4 Essential/Non-essential (to discipline to program)
    4.2.3   Cost Analysis

4.3   Program Evaluation

    4.3.1   Course/Discipline
        4.3.1.1 Additions
        4.3.1.2 Deletions
        4.3.1.3 Modifications
    4.3.2   Cost Analysis
    4.3.3   Rationale
        4.3.3.1 Divisions
        4.3.3.2 Advisory Councils
        4.3.3.3 BOG
        4.3.3.4 In-House
        4.3.3.5 Other Institutions

4.3.4   Process
        4.3.4.1 Divisions/Department Management
        4.3.4.2 Academic Affairs Management Council
        4.3.4.3 President

4.4   Staffing Evaluation

    4.4.1   Evaluation
        4.4.1.1 Need determines staffing
        4.4.1.2 Staffing per discipline should be determined based upon the following:
               4.4.1.2.1   Class size
               4.4.1.2.2   Frequency of offerings – historical pattern
               4.4.1.2.3   CHP
               4.4.1.2.4   FTE
               4.4.1.2.5   Cost per CHP
               4.4.1.2.6   Cost per FTE
        4.4.1.3 The attached Staffing Ratio Scale is to be used as an objective base for determining number of faculty positions needed per discipline.
    4.4.2   Recommendations
        4.4.2.1 Additions
        4.4.2.2 Overstaffing – BOG guidelines/Institutional Policy
    4.4.3   Process
        4.4.3.1 Department Chair/Dean
        4.4.3.2 Vice President for Academic Affairs
        4.4.3.3 President

SECTION 5.   STAFFING RATIO SCALE

5.1   The Staffing Ratio Scale is as follows and will be reviewed periodically:

	Foundation Level	100-200 Level
SOCIAL SCIENCE		
Geography	-	30
History	-	30
Philosophy	-	30
Political Science	-	30
Psychology	-	30
Social Studies	-	30
Sociology	-	30
NATURAL SCIENCE		
Biological Science	-	22
Chemistry	-	22
Physical Education	-	20
Physical Science	-	20
Physics	-	20

	Foundation Level	100-200 Level
HUMANITIES		
Art	-	28
Art Studio	-	18
English	-	25
Language	-	25
Humanities	-	30
Journalism	-	25
Music	-	30
Speech	-	25
Theater	-	20
Education Foundations	-	25
Religion	-	30
MATHEMATICS		
Math	-	24
Math Education	-	20
TRANSITIONAL STUDIES		
English	-	15
Math	-	15
Reading	-	15

5.2   Average class size (ACS) per discipline (as noted on Staffing Ratio Scale) is to be determined by Division Dean (using "rule of thumb" figure set by division experience).

5.3   This figure (ACS) is established as a base norm to objectively establish a faculty position formula per discipline. The figure itself does not represent one particular course, but rather is a discipline average.

5.4   The faculty position formula is as follows:

ACS x Full Load = CHP = one faculty position

Example: Religion
30 x 15 = 450 CHP
450 CHP determines one faculty position

5.5   This formula, establishing a scale to identify one faculty position, is then used as the base norm for faculty staffing decisions per discipline.

5.6   As trends emerge, division recommendations are to be made. Division recommendations regarding faculty positions are to be based on a two-year period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF OCTOBER 09, 2014

ITEM: Request for Approval of Revisions to SCP-5066, Third-party Tuition and Fee Waivers

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5066, Third-party Tuition and Fee Waivers, 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:

President Joanne Jaeger Tomblin charged the Vice President of the Finance and Administration Unit with the review of SCP-5066, *Third-party Tuition and Fee Waivers.* The purpose of this policy is to establish institutional policy regarding the approval of tuition and /or fee waivers for students participating in certain educational courses and/or programs sponsored by third-parties and offered for academic credit by Southern West Virginia Community and Technical College.

The policy was reviewed by the Finance and Administration Unit and revisions were made which reflect changes in job titles. Both the Executive Council and President's Cabinet reviewed the policy and concurred with the revisions. Based upon deliberations of these groups, the staff recommends that the Board of Governors advance this policy 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-5066

SUBJECT: Third-party Tuition and Fee Waivers

REFERENCE: West Virginia Code §18B-10-9

ORIGINATION: March 2010

EFFECTIVE: August 17, 2010

REVIEWED: ~~New Policy~~ September 03, 2014

SECTION 1.   PURPOSE

1.1   To establish institutional policy regarding the approval of tuition and/or fee waivers for students participating in certain educational courses and/or programs sponsored by third-parties and offered for academic credit by Southern West Virginia Community and Technical College (College).

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This issuance applies to any course, institute, workshop, special course, or other educational program offered for academic credits that are subject to the payment of regular tuition and/or fees by participants for which a third-party sponsor has requested a waiver of such payment of tuition and/or fees.

SECTION 3.   DEFINITIONS

3.1   For purposes of this policy, the following terms are defined as:

     3.1.1   *Third-party Sponsor* ~~means~~ – any federal, state or local agency or any foundation, corporation or other association or person wholly financing the cost of an academic, credit-based course, institute, workshop, special course, or other educational program.

     3.1.2   *Tuition and/or Fee Waiver* ~~means~~ – the relinquishment of payment of the standard tuition and/or fees normally charged for enrollment, registration, and participation in an academic, credit-based course, institute, workshop, special course, or other educational program financed by a third-party sponsor.

SECTION 4.   POLICY

4.1   Pursuant to West Virginia Code §18B-10-9, Southern West Virginia Community and Technical College may enter into agreements whereby a third-party may sponsor and wholly finance a course, institute, workshop, special course, or other educational program offered by the College for academic credit and individual students enrolled in such third-party-sponsored offerings shall be excused from the payment of regular, standard tuition and/or other associated fees for such courses, institute, workshop, special course, or other educational offering.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1   This policy replaces the former Title 133 Interpretive Rule, Series 40, of the State College System of West Virginia Board of Directors which was abolished by the West Virginia Higher Education Policy Commission with the authority to enter into such agreements transferred to the institutional Board of Governors.

5.2   This policy does not apply to non-academic credit-based courses, institutes, workshops, or training programs under the auspices of the ~~Economic,~~ Workforce and Community Development Unit of the College.

SECTION 6. GENERAL PROVISIONS

6.1   Under the terms of the third-party tuition and/or fee waiver agreements, all participants enrolled shall be excused from the payment of the regular, standard tuition and/or fees normally associated with participation in such courses, institute, workshop, special course, or other educational program offered by the College for academic credit.

6.2   All third-party waiver agreements shall clearly state all costs to be financed by the third-party sponsor. Costs for third-party waiver agreements shall include, but are not limited to, any direct costs for instruction and instructional materials, such as textbooks, and other indirect costs for administration and overhead expenses.

SECTION 7. RESPONSIBILITIES ~~AND PROCEDURES~~

7.1   Procedures for requesting tuition and/or fee waivers by third-party sponsors shall be established by the ~~Chief Financial Officer~~ Vice President for Finance and Administration and Chief Academic Officer. Such procedures shall be made available to the general public and posted on the College's official web site.

7.2   All third-party tuition and/or fee waiver agreements shall be documented through completion of the required College form and shall be signed by the responsible representative(s) of the third-party and College official(s).

7.3   The President or her/his designee shall be responsible for approving all third-party tuition and/or fee waiver agreements on behalf of the College.

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

10.1

_____
Board of Governors Chair   Date

Attachments: None.

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

Revision Notes: June 2010 - This is a new policy which addresses approval of tuition and/or fee waivers for students participating in certain educational courses and/or programs sponsored by third-parties and offered for academic credit by Southern West Virginia Community and Technical College.

September 2014 - Revisions made reflect changes in job titles.

ITEM:	Request to Postpone Action on SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors postpone action on SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, until there has been sufficient time for a review of constitutional safeguards and stakeholder comments.
STAFF MEMBER:	Joanne Jaeger Tomblin

BACKGROUND:

Upon request by the Southern West Virginia Community and Technical College Board of Governors (Board), a policy was developed to establish a consistent process with clear guidelines when bringing guest speakers, lecturers, performers, and organized groups to Southern West Virginia Community and Technical College. The purpose of the policy is to insure the College against damage or interference with its overall educational program.

At its June 17, 2014 meeting, the Board first authorized release of the proposed policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended July 19, 2014. Due to comments received at the end of the comment period, language in the draft policy was revised for clarification, and an approval process for inviting external guest speakers, lecturers, performers, and/or organized groups was developed and presented to the Board at its August 19, 2014 meeting. The Board authorized release of the draft documents for an additional 30-day public comment period which ended September 19, 2014.

Due to the numerous comments received at the end of the comment period, the staff recommends that action on this policy be postponed to allow sufficient time for a review of constitutional safeguards and stakeholder comments. When a thorough review has been conducted, a draft policy will be brought forward with a request that the Board authorize an additional 30-day public comment period.

Informational Items

OPE ID	School	Type	Control	PRGMS		FY2011	FY2010	FY2009
3816	Southern West Virginia CTC 2900 Dempsey Branch Road Mount Gay, WV 25637-2900	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	24.2	27.2	22.1
					No. in Default	24	27	25
					No. in Repay	99	99	113
					Enrollment figures	3290	3174	3686
					Percentage Calculation	3	3.1	3.1
OPE ID								
39573	Blue Ridge CTC 13650 Apple Harvest Drive Martinsburg, WV 25403-6043	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	27.8	22.9	19.5
					No. in Default	130	66	44
					No. in Repay	466	288	225
					Enrollment figures	4618	3677	3202
					Percentage Calculation	10.1	7.8	7
OPE ID								
40386	Bridgevalley CTC 2001 Union Carbide Drive South Charleston, WV 25303-2735	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	24.6	18.2	23
					No. in Default	205	101	111
					No. in Repay	831	553	482
					Enrollment figures	2365	2186	2054
					Percentage Calculation	35.1	25.3	23.5
OPE ID								
41190	Eastern West Virginia CTC 316 Eastern Drive Moorefield, WV 26836-0000	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	26.3	0	0
					No. in Default	10	0	0
					No. in Repay	38	2	0
					Enrollment figures	876	806	0
					Percentage Calculation	4.3	0.2	#DIV/0
OPE ID								
40414	Mountwest CTC 2205 Fifth Street Road Huntington, WV 25701-9311	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	34.2	32.1	24.9
					No. in Default	282	208	124
					No. in Repay	824	646	497
					Enrollment figures	3999	3432	3166
					Percentage Calculation	20.6	18.8	15.7
OPE ID								
39603	New River CTC 158 Dye Drive Beckley, WV 25801-2636	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	39.8	31.7	25.7
					No. in Default	322	158	110
					No. in Repay	808	498	428
					Enrollment figures	4042	3369	3238
					Percentage Calculation	20	14.8	13.2

START HERE GO FURTHER
FEDERAL STUDENT AID

OPE ID	School	Type	Control	PRGMS		FY2011	FY2010	FY2009
40385	Pierpont CTC 1201 Locust Drive Fairmont, WV 26554-2451	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	36.7	29.2	0
					No. in Default	337	85	0
					No. in Repay	916	291	0
					Enrollment figures	3651	0	0
					Percentage Calculation	25.1	#DIV/0	#DIV/0
OPE ID								
9054	West Virginia Northern CC 1704 Market Street Wheeling, WV 26003-3699	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	36.4	31.7	27.6
					No. in Default	250	176	130
					No. in Repay	685	554	470
					Enrollment figures	6046	4662	5125
					Percentage Calculation	11.3	11.9	9.2
OPE ID								
3828	West Virginia University - Parkersburg 300 Campus Drive Parkersburg, WV 26101-9577	Bachelor's Degree	Public	Both (FFEL/FDL)	Default Rate	30.5	25.8	24.1
					No. in Default	275	200	175
					No. in Repay	900	775	725
					Enrollment figures	5563	4889	4993
					Percentage Calculation	16.2	15.9	14.5

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2011 CDR Year will use 2009-2010 enrollment).
Current Date : 09/29/2014

West Virginia's Wonder Women

Featured   Hot Topics   September/October 2014   September 24, 2014

Appalachian women have always been strong figures. These women bring that mountain spirit to everything from technology and manufacturing to activism and law, in every part of the state. West Virginia Focus celebrates them—and expresses Great Expectations for their up-and-coming sisters.

Living the Dream

Ashley Jenkins joined Rainelle's volunteer department at 17, inspired by her father, who was an active firefighter for years. As a little girl Jenkins says she would jump at the chance to go to the firehouse with him. "As I grew up it became less about riding big red trucks and hanging out at the firehouse and became more about wanting to help others and serve my community." Jenkins' desire to fight fire never waned. She's been with the department for 12 years and was elected to chief in January 2014—one of the first female fire chiefs in the state. "I want Rainelle Fire Department to be a family of brothers and sisters who the citizens of Rainelle can count on in their time of need, no matter the situation," she says.

Raising the Stakes

Judy McCauley rose through the ranks of business development, starting in banking and moving to real estate and then to the U.S. Department of Energy. It was there, working with businesses looking to contract with the DOE, that she found her calling. "I liked negotiating contracts for the government, but what I really enjoyed was working with the companies," she says. "I love seeing them succeed."

Her position with the DOE launched a job with the U.S. Small Business Administration, where she's served as West Virginia's district director since 2004. Aside from her work at the SBA helping small businesses find their feet, McCauley has a personal drive for economic development in the state. She's spent much of her time with boards and organizations, such as the West Virginia High Technology Consortium Foundation and statewide collegiate business plan competitions, promoting the development of all West Virginia businesses—and winning multiple awards for her successes. "I only have one daughter," she says. "My determination was that if my daughter chose, she could stay in West Virginia and have a high-paying job."

Ladies First

As president of Southern West Virginia Community and Technical College, **Joanne Tomblin** gets to watch education change lives. "I get to see students who didn't believe they could be successful come to college," she says. "And they come out with a skill and go on to find a great job." As West Virginia's first lady, she travels the state, talking about those students and about the virtues of education. "Because education is the foundation for everything," she says. "I think it's the solution for so many problems we have

in West Virginia—it's the key to helping our drug problem, to helping lower our prison population, to helping people have a healthier lifestyle. It's the key to so many things."

Tomblin is a transplant to West Virginia. She came here to attend Marshall University's journalism school, stayed a while longer to work as a reporter, then met her husband, Governor Earl Ray Tomblin, then a freshman legislator, and decided to stay for the long haul. But by now she thinks of herself as a West Virginian, through and through. "When people ask where I'm from, I tell them West Virginia," she says. "And I really want all West Virginians to be successful."

All Hart

Chef and small business owner **Anne Hart** can summarize her professional philosophy in three words: "Passion, drive, and education," she says. In short, "Love what you do, believe in what you do, and be the expert in what you're doing, and the rest is easy." This Clarksburg native is executive chef and owner of Provence Market Café & Marketplace, a popular Bridgeport restaurant with a French bistro feel. "Opening any business certainly involves knowledge of what it is you are hoping to achieve and then being able to teach others. That being said, grit, luck, a great staff, and support by our community have allowed Provence Market to continue to thrive 12 years and counting," Hart says. "Now, being almost fully grown, projects I take on or an organization I join must support causes dear to my heart." As chef and restaurateur, Hart has traveled extensively for events and competitions, helped found the Bridgeport Farmers Market, was on the board of Buy Fresh Buy Local West Virginia, and was recently included in the inaugural edition of Best Chefs America and Best Chefs of the South. She was also a panelist at the first Farm to Table International Symposium in New Orleans, Louisiana.

Irrepressible Activist

Since she co-founded the environmental nonprofit Aurora Lights in 1998, **Jen-Osha Buysse** has co-produced two compilation CDs and a website to raise funds and educate about the impacts of mountaintop removal mining. An irrepressible activist, she was a prominent coordinator in the emergency response to the January 2014 chemical leak in Charleston. The Yale Forestry grad and Switzer fellow now directs the Mountain Stewardship and Outdoor Leadership School opening in September 2014 in partnership with Morgantown Learning Academy.