Southern West Virginia Community and Technical College
Board of Governors
Meeting of December 12, 2017
6:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia and by Teleconference

MINUTES

Board Members Present: Howard Seufer, Jr., Chair; Glenn Yost, Vice Chair; Raamie Barker, Secretary; Kevin Hill, Randal Johnson (Student Representative); Will Alderman, Faculty Representative; Melissa Deskins, Classified Staff Representative; Kevin Zachary, Wilma Zigmond, Jada Hunter (by phone), Mason White (by phone)

Board Members Absent: Latisha Marcum

College Staff Present: Robert Gunter, President; Samuel Litteral, Allyn Sue Barker, Damien Williams, Melinda Saunders, Carol Howerton, Chris Gray, Patricia Clay, Tom Cook, Susan Baldwin, Chris Ward, Bill Alderman, Lillie Teeters, Russell Saunders, Emma Baisden (Recorder)

Guest: Tanya Gunter, Nick Gunter, Tim Coley, Ellucian Consultant; Casey Sacks, Vice Chancellor, WV Community and Technical College System; Kelly Shafer, Suttle & Stalnaker, PLLC

1.   Call to Order
Board of Governors Chair, Howard Seufer, declared a quorum present and convened the meeting at 6:00 p.m.

2.   Call for Public Comments to the Board of Governors
Chair Seufer asked for public sign up for comments to the Board. No signatures for public comment were recorded.

3.   Co-requisite Developmental English and Math Model Presentation
President Gunter requested an external review of the co-requisite efforts already underway at Southern. He requested that his Chair for Math and English, Mindy Saunders, prepare a list of experts who might undertake such a review. From that list of names, President Gunter requested for Vice Chancellor Casey Sacks to visit the college to review the work and to make recommendations to the college about how developmental education might be further improved. Dr. Sacks is considered an expert in the field of developmental education learning. She has been involved nationally with the college completion agenda through the Charles A. Dana Center at the University of Texas at Austin and with Complete College America. She is an advocate for creating structures that help students to complete college and move into jobs that allow them to sustain their families and support their communities. Prior to her work in West Virginia, Dr. Sacks spent eight years at the Colorado Community College System in Academic Affairs. There, she provided key leadership for systemwide developmental education policy reform.

An initial desk review including publically available documents, the college catalog, and college website was initiated. Vice Chancellor Sacks spoke with Vice Chancellor for Academic Affairs, Corley Dennison, and Chancellor Sarah Tucker to gain additional

historical insight about developmental education in West Virginia, and to more completely understand reforms that had taken place at Southern. Dr. Sacks interviewed math faculty, English faculty, student services professionals, and administrators in an on-site visit in October 2017. Following that visit a number of faculty sent follow-up documents for review including syllabi and additional information about the co-requisite courses. Her recommendations are: 1) Use data and analytics, 2) College wide, all program math requirement review, 3) Change co-requisite registration and course format, 4) Developmental courses should not be contextualized, 5) Prerequisites should be transparent and updated, and 6) Promote a culture of innovation and experimentation. Please see Appendix 1 to review her recommendations for co-requisite developmental instruction in English and math at Southern.

Southern's Vice President for Finance and Administration, Samuel Litteral, informed Board members that during the period of Fall 2014 through Fall 2017, Southern lost $188,378.00 in tuition revenue due to this co-requisite model (see Appendix 2).

Ms. Carol Howerton, Associate Vice President for Academic Affairs, provided an overview of the co-requisite model enrollment and completion statistics. See Appendix 3 for details.

4.   **Financial Audit Presentation**
The accounting firm of Suttle and Stalnaker, PLLC, conducted the financial audit for Southern West Virginia Community and Technical College for the fiscal year ended June 30, 2017. Suttle and Stalnaker audit and consulting senior manager, Kelly Shafer, discussed details of the accounting firm's findings with respect to financial reporting. The accounting firm provided copies of the audited financial statements to the Board for review. The report is intended solely for the information and use of the College's Governing Board, managements of the College and the West Virginia Council for Community and Technical College Education, and is not intended to be and should not be used by anyone other than these specified parties. Ms. Shafer stated that no internal issues or compliance issues were found during the audit, and the firm found no difficulties in dealing with management in performing and completing their audit. They recommended the conversion to a computerized asset system and the implementation of Banner capital assets which would eliminate a significant amount of manual record-keeping duties. During the physical inventory of assets, two pieces of equipment could not be located. Ms. Shafer expressed her appreciation to Vice President Litteral and his staff for the excellent assistance they provided during the audit. Southern's financial statements were submitted to the State on October 4, 2017, therefore meeting the required deadline by the State.

5.   **Strategic Planning Update**
Dr. Tim Coley, Principal Strategic Consultant at Ellucian, works with two- and four-year institutions across the United States. Dr. Coley is working with Southern's Planning Team to develop a Strategic Master Plan for the institution. He has met with a cross sampling of personnel which included faculty, staff, and students, and outside constituents. The group identified six categories which they believe are priorities: 1) Students and staff, 2) Professional Development, 3) Distance Education, 4) Workforce Training, 5) Facilities and Technology Planning, and 6) Budget Planning Process. Dr. Coley plans to have a preliminary report completed before the holidays. Next steps are to build out on the six initiatives. Once the planning project is complete, Dr. Coley plans to continue working with

the Strategic Planning Team.

6.   President's Report

6.1   President Gunter informed Board members that Brandon Kirk, Assistant Professor of History, was recently named Coordinator for the Board of Governors degree program.

6.2   On November 16, 2017, President Gunter participated in a dinner meeting of the Alliance for the Economic Development for Southern West Virginia (Alliance), a joint venture among West Virginia's southern colleges and universities. The Alliance consists of presidents and representatives from the state's ten (10) public higher education institutions.   The group will work to better connect the educational resources and workforce training offered in Southern West Virginia to promote the region, eliminate redundancies and share best practices, improve the quality of life for area residents, create jobs and revitalize southern communities.

The partner institutions include: Bluefield State College, BridgeValley Community and Technical College, Concord University, Marshall University, Mountwest Community and Technical College, New River Community and Technical College, Southern West Virginia Community and Technical College, West Virginia School of Osteopathic Medicine, West Virginia State University, and West Virginia University Institute of Technology.

6.3   The Appalachian Regional Commission (ARC) West Virginia Convening meeting was held at Chief Logan Conference Center and Lodge on November 30, 2017 of which President Gunter participated.

6.4   Interviews have been conducted for the position of Vice President for Academic Affairs. Of the 15 applicants who applied, five (5) were selected for an interview, and the top two candidates were brought for on-campus interviews. An offer has been made, but President Gunter has not yet received an endorsed contract.

6.5   President Gunter called on Ms. Carol Howerton, Associate Vice President for Academic Affairs, to provide an update on grants and significant activities.

6.6   Renovation Update: The Logan Campus Student Services project in Building A is 99 percent complete; work continues on a list of repairs in the Williamson Armory facility; the HVAC project for Building B is on bid; and both the Logan and Williamson Campus libraries need upgrades.

7.   HLC Assurance Argument Update
President Gunter informed Board members that he received communication from the HLC Review Team Chair, Dr. Jonah Rice, that they found concerns with Southern's Assurance Argument and are planning a Focused Visit to the college. The Team has identified several areas of concern primarily with regards to co-curricular assessment, persistence and completion, faculty credentials, shared governance and planning. They called for an on-site visit to gather additional information not available electronically and to further review specific issues which arose from the Assurance Argument Review. The Team Chair is currently

developing the time line and agenda for the Focused Visit. President Gunter will forward information as it becomes available.

8. **Financial Report**
Vice President for Finance and Administration, Samuel Litteral, provided the financial report dated November 30, 2017 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures for the period. Employees have received the 3% raise approved by the Board of Governors. Mr. Seufer read a "Thank You" which he received on behalf of the Classified Staff from the Staff Council Chair, Tim Ooten. Both President Gunter and Vice President Litteral also received similar *Thank You* sentiments from Mr. Ooten on behalf of the Classified Staff.

9. **Board of Governors Retreat Discussion**
The Board determined to reschedule its February 20, 2018 meeting to March 5th and hold its Retreat on March 6th. The meetings will be held in Charleston. Information will be disseminated to Board members when available.

10. **Action Items:**

   10.1 Appointment of Ad Hoc Committee on Tuition and Fees
   Chair Seufer appointed a committee to prepare a proposal for tuition and fee increases for FY 2018-2019. The committee will bring a recommendation forward for the Board's review and consideration at its March 5, 2018 meeting. Members appointed include Jada Hunter, Latisha Marcum, Randal, Robert Gunter, and Samuel Litteral. Ms. Hunter will serve as committee chair. Upon a motion by Wilma Zigmond and seconded by Kevin Hill, the Board unanimously approved the Ad Hoc Committee appointments.

   10.2 Request for Approval of October 30, 2017 Board Meeting Minutes

   MOTION: Kevin Hill moved to accept the meeting minutes as presented.

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

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

   10.3.1 SCP-1435, *Inclement Weather and Emergency Situations*
   MOTION: Melissa Deskins moved the adoption of the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1435, *Inclement Weather and Emergency Situations,* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

   ACTION: Kevin Zachary seconded the motion. The motion carried

unanimously. Chair Seufer declared the motion adopted and the policy approved.

10.3.2 SCP-2360, *Holidays*
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 of SCP-2360, *Holidays*, for submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

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

10.3.3 SCP-3100, *Full-time Faculty Responsibilities for Academic Advising of Students*
MOTION: Kevin moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3100, *Full-time Faculty Responsibilities for Academic Advising of Students*, for submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

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

10.3.4 SCP-3201, *Challenging a Course/Credit by Examination*
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 of SCP-3201, *Challenging a Course/Credit by Examination*, for submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

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

10.3.5 SCP-4192, *Administrative Withdrawal and Administrative Drop of Students*
MOTION: Melissa Deskins moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-4192, *Administrative*

Withdrawal and Administrative Drop of Students, for submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

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

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

10.4.1 SCP-4182, *Naming of Facilities or Organizational Units*
MOTION: Wilma Zigmond 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- 4182, *Naming of Facilities or Organizational Units*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period

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

10.4.2 SCP-5260, *Meeting Financial Exigencies*
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- 5260, *Meeting Financial Exigencies*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

11. 2017-2018 President's Goals (May entail an Executive Session under Authority of West Virginia Code §6-9A-4(b)2A to discuss Personnel Issues)

Executive Session under Authority of West Virginia Code §6-9A-4(b)2A to discuss Personnel Issues

Wilma Zigmond moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4(b)2A to discuss personnel issues. Melissa Deskins seconded the motion that carried unanimously. Chair Seufer declared the motion adopted and Board then met in an Executive Session at 8:22 p.m. At the conclusion of discussions, upon a motion by Will Alderman and second by Kevin Zachary, Chair Seufer declared the Board of Governors rise from Executive Session and convene in Open Session at 8:47 p.m.

Further Action:
Based upon discussions in the Executive Session, the Board reconvened in an open

session at 8:48 and the following action was taken:

11.1   2017-2018 Presidential Goals

MOTION: Will Alderman moved to accept the proposed Goals for the President of Southern West Virginia Community and Technical College for 2017-2018.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted. The goals are attached and made a part of the minutes (Addendum 4).

12.   Adjournment
There being no further business, Chair Seufer declared the meeting adjourned at 8:57 p.m. The next Board meeting is scheduled for 6:00 p.m. on March 5, 2018 and will be held in at a location to be determined in Charleston, West Virginia.

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Howard E. Seufer, Jr., Chair

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

APPROVED
03/05/2018

Recommendations from Southern Corequisite Review Fall 2017

Background: President Gunter requested an external review of the corequisite remediation efforts already underway at Southern West Virginia Community and Technical College. He requested that his Chair for Math and English, Mindy Saunders, prepare a list of experts who might undertake such a review. From that list of names, President Gunter requested Vice Chancellor Sacks to visit the college to review the work and to make recommendations to the college about how developmental education might be further improved.

The Review: An initial desk review including publically available documents, the college catalogue, and college website was initiated. Vice Chancellor Sacks spoke with Vice Chancellor Dennison and Chancellor Tucker to gain additional historical insight about developmental education in West Virginia and to more completely understand reforms that had taken place at Southern. Sacks interviewed math faculty, English faculty, student services professionals, and administrators in an on-site visit in October 2017. Following that visit a number of faculty sent follow up documents for review including syllabi and additional information about the corequisite courses.

Recommendations:

1. Use data and analytics
2. College wide, all program math requirement review
3. Change corequisite registration and course format
4. Developmental courses should be contextualized
5. Prerequisites should be transparent and updated
6. Promote a culture of innovation and experimentation

Data and Analytics

The entire college community needs help understanding why the "A" corequisite sections came to be used in place of a traditional developmental sequence. Faculty largely understand the reasons behind the move to corequisite courses but administration and student services staff were not as familiar with the history of the movement. In that misunderstanding, there are vastly different definitions of what constitutes student success and dramatically different accepted uses of college data to examine student outcomes and student success.

Adopting common college wide-metrics and a more widely accepted definition of indicators of student success would help move the college forward together. College wide use of analytics and discussions about retention and progression need to be a part of the institutional fabric. This may have happened when corequisite courses were implemented but there need to be regular reports and processes in place to help institutionalize some of the model and to help new team members understand and explain student outcomes. The entire college community needs to understand high historical failure rates and compare those to current failure rates of the sequence of courses in math and English rather than single courses in isolation. There is a historical default in higher education to looking at course pass rates, which is why colleges used to use a four course sequence for developmental preparation. When national data highlighted the problem of attrition, colleges started using corequisite models to help students access college courses and to support their learning in those courses. For the Southern community to understand why corequisite instruction for students with developmental needs makes sense, a more holistic reporting structure needs to be a part of normal operating procedures.

To do this, the college should create a corequisite dashboard in Black Board analytics and provide broad access and training about those analytics to faculty, student services, and administrative staff. Use common baseline data and look at needed progression outcomes (college course completion for a cohort) and not just course pass rates. There should be a committee of multiple stakeholders who agree on what needs to be in the dashboard and that group should have regular dialogue about what we could do to improve student success.

College-wide, all program math requirement review

All programs college-wide should identify the mathematical learning outcomes they desire with their program requirements. A comprehensive list of all math learning outcomes from MT 105, 121, 124, 125, 128, 130, 225, and BU 115 should be given to appropriate faculty leads for all programs on campus that include mathematical reasoning as a learning objective and that require a MT or BU 115 course for program completion. Those faculty leads should select the 10 (or so) mathematical learning outcomes they most want for students in their programs. Based on those selections, some course revisions in math may be necessary (particularly in the technical math area courses should be contextual and application based). The expected outcome from this review would be a single technical math course (currently content in MT 105, 124, and BU 115), a single algebra course (currently content in MT 128 and 130), a quantitative reasoning course (currently MT 121), and a statistics course (currently MT 225) that would be used for all program areas across the college.

At the program and catalogue level it is recommended that allowable math courses remain as flexible as possible within a program (i.e. any MT course fulfills this program requirement), but practically for advisors, academic maps, and student support identifying the math course that best aligns to desired programmatic learning outcomes is most beneficial. Student services and advising should be focused on getting students on a path and getting them into the right course required for their program. That means faculty have to select a course that most aligns with program goals and those course maps need to be accessible and available for advisors and students to use.

Corequisite registration and course format

Change the current registration and course format for corequisite courses. There are two possible changes that the team at Southern could chose to better communicate to students and support personnel that students are in a corequisite course. 1) Students who do not have test scores that indicate college readiness should be required to take two courses. A three credit course for the college course and a two credit course for the required corequisite "A" section. OR 2) Students who do not have test scores that indicate college readiness should be enrolled in a 5 credit course that covers all of the required learning outcomes of the college course and also provides embedded support as a corequisite to help students to be successful in that course.

1) It is not clear from the current literature on developmental education if students who take the college course with the same "A" section faculty member or students who are in a college course with a different "A" section faculty member are more successful. If this is a question the college is interested in answering, the math and English faculty should design an experiment with instructors to assign them to both conditions and start to intentionally track student outcomes to see if there are systematic differences. This research would be worth publishing and presenting with NADE and would also get a good deal of attention from Complete College America, AACC, and others interested in delivery of

developmental education. If this is not a question that the math and English faculty are interested in answering, continuing to replicate the current registration pattern where some "A" courses are co-taught with two instructors and some "A" sections are corequisite with a college course with the same instructor are both currently acceptable models in the literature. The two courses, college course and "A" need to be slightly updated to better communicate learning expectations to students:

(1) Each course needs a syllabus, learning outcomes, and course objectives.
(2) "A" should be taught as a credit/no credit course and should not be counted in a student GPA calculation.
(3) The few students who are able to pass the college course and do not pass "A" need to be recorded in the banner system as completing their developmental requirements and should not be required to retake "A" in a subsequent semester.
(4) Students who successfully pass "A" and do not pass the accompanying college course may still be required to complete a college course and "A" concurrently in the next semester.

2) Students should be enrolled in a 5 credit course that covers all of the required learning outcomes of the college course and also provides embedded support as a corequisite to help students to be successful in that course. In this format, only developmental students should be registered for this class and the course does lose the advantage seen in option 1 of having stronger testing students in the same class with weaker students. The revised, larger credit load course should be updated to better communicate learning expectations to students:

1) The course needs a syllabus, learning outcomes, and course objectives that are aligned with the college course students are earning credit for but that also include objectives and activities associated with the corequisite support. This syllabus should not be the same as the stand alone college course.
2) Careful attention should be paid to course requirements and sequencing. Students who master required learning outcomes should be able to pass final assessments consistent with peers in traditional college courses that do not have embedded support.
3) There should only be a single faculty member teaching this course. This will eliminate the current confusion students have when they pass a college course but not the associated corequisite instruction or vice versa.

Contextualization

For all "A" courses, as much contextualized and applied instruction as possible is recommended. For math, it is recommended that faculty engage in training with the Charles A. Dana Center or a similar math center that offers both curricular resources and professional development for faculty who are working on contextualized math instruction.

Prerequisites

For every math course in the catalogue, specific, accurate prerequisite requirements should be stated. The placement scores should be more transparent for what qualifies as "college ready" for each math course. Update the catalogue to remove old 096 courses and for each course with prerequisites clearly state "ACT 19, 460 quantitative portion of the SAT, 40 numerical/38 elementary algebra on ASSET, 85 arithmetic/84 elementary algebra ACCUPLACER" or other prerequisite requirements as appropriate.

The Mathematical Association of America (MAA), AMATIC, and The Charles A. Dana Center all recommend that introductory statistics courses do not have prerequisite requirements that are based largely on algebraic knowledge. The current exams used at Southern for placement (Accuplacer and ACT) required for MT 225 (statistics) are largely algebraic exams (algebra is also listed as an acceptable prerequisite as well). It is recommended that the prerequisite for statistics is changed to allow students broader access to the statistics course even without corequisite support. The California Acceleration Project is a good example where corequisite support in statistics provides students with broad access to the content.

Promote a culture of innovation and experimentation

There are a number of places where the math and English departments could experiment and innovate around developmental education to address questions of importance to the college and that the field nationally does not have answers to. But instead of focusing on questions that build on current best practices, faculty at Southern described feeling like they have to dig in their heels to maintain current programs and services.

There are still lots of spaces to innovate to keep improving outcomes for students with developmental needs. The shift for Southern should be to focus on answering questions we do not yet know how to answer as a higher education community, like:

- How do you help a pre-literate adult learner find success in college?
- Are there strategies that are particularly successful in classrooms with students from minority or poverty backgrounds?
- Should the "A" faculty member and the college faculty member be the same person?
- Could we build on iBEST kind of models and make that something that is workable in WV?
- How can peer classroom observations be used to improve teaching?

This is the most complicated recommendation and one that is not easily solved with a consultant looking at the college community. This last recommendation about culture is included because it was so evident in visiting with faculty, staff, and administrators that all involved groups want what is best for students in the Southern community and that there is not currently broad agreement about what that success should look like.