SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE

BOARD OF GOVERNORS

OCTOBER 16, 2008
MEETING AGENDA

Members

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS MEETING OF OCTOBER 16, 2008
STONEWALL RESORT AND CONFERENCE CENTER • 940 RESORT DRIVE • ROANOKE, WV
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The Community College Survey of Student Engagement (*CCSSE*)

Overview of 2008 Survey Results
Southern West Virginia Community and Technical College

Introduction

The Community College Survey of Student Engagement (*CCSSE*) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. *CCSSE*'s goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for *CCSSE*'s work. *CCSSE*'s survey instrument, the Community College Student Report (*CCSR*), is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE will again utilize a 3-year cohort of participating colleges (2006 through 2008) in all of its data analyses,[1] including the computation of benchmark scores. This cohort is referred to as the **2008 *CCSSE* Cohort**.

This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2008 *CCSSE* Cohort is comprised of a total of 585 institutions across 48 states, plus British Columbia, Nova Scotia, and the Marshall Islands. Two hundred ninety-five of these member colleges are classified as small (< 4,500), 147 as medium (4,500-7,999), 96 as large (8,000-14,999), and 47 as extra-large institutions (15,000 + credit students).[2] One hundred fourteen of the Cohort member colleges are located in urban areas, 129 in suburban areas, and 342 in rural-serving areas.

Our college falls into the small college size category and is classified as being located in a rural-serving area.

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[1] For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 data would be used in the 3-year cohort.
[2] These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

Student Respondents

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at our institution, 88 students submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 77%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.[3])

2008 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2008 *CCSSE* Cohort survey respondent population to the total student population of the 2008 *CCSSE* Cohort member colleges.

Gender
Of the student respondents at our college who answered this item, 34% are male and 66% are female. This mirrors the full population of the *CCSSE* Cohort community college students, comprised of 41% males and 59% females.

Age
2008 *CCSSE* student respondents at Southern range in age from 18 to 64. Approximately 94% are between 18 to 39 years old; 68% are 18 to 24 years old while 26% are 25 to 39 years old.

Racial Identification
94 percent of student respondents identify themselves as White/non-Hispanic, 1% as Hispanic/Latino/Spanish, 1% as Black or African American, and 0% as Asian. 1 percent of the student respondents are Native American. 1 percent marked "other" when responding to the question, "What is your racial identification?"

International Students
1 percent of our students responded yes to the question, "Are you an international student or foreign national?" though Southern is not permitted to admit students on international student visas.

Enrollment Status
81 percent of the student respondents at Southern report attending college full-time, while 38% of the 2008 *CCSSE* Cohort colleges' total student population attended full-time. Only 19% of surveyed students report being part-time college students, compared to 62% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

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[3] See exclusionary rules on page 4.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Limited English Speaking Students
Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 0% of enrolled students are non-native English speakers.

First-Generation Status
63% of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. 37.2 percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 42.5% indicate that level for their fathers.

Educational Attainment
84 percent of the respondents report starting their college careers at this community college. Approximately 66% of students indicate that their highest level of educational attainment is a high school diploma or GED; 48% have completed fewer than 30 credit hours of college-level work; 11% report either a certificate or an associate degree; 4% have earned a bachelor's degree; and 1% have earned an advanced degree.

Credit Hours Earned
34 percent of surveyed students have completed fewer than 15 credit hours; 14% have completed 15-29 credit hours; and 52% have completed more than 30 credit hours.

Grades
40 percent of students report that they earned grades of *B+* or higher, while 2% of students report that they earned grades of *C-* or lower.

External Commitments
39 percent of students work 21 or more hours per week; 45% of students care for dependents at least 11 hours per week; and 72% of students spend at least 1-5 hours per week commuting to class.

Excluded Respondents
The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✖ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ✖ The survey is invalid.[4]
- ✖ Students reported their age as under 18.
- ✖ Students indicated that they had taken the survey in a previous class.

- ✱ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

Selected Findings

Benchmarks

The CCSSE group has identified five benchmarks of effective educational practice in community colleges. These areas allow institutions to gauge and to monitor their performance in areas central to the mission of teaching and learning. The benchmarks are as follows:

Active and Collaborative Learning—Students involved in their learning perform better academically than those who are not involved. Collaboration with others in learning situations also adds valuable skills that can be transferred to career and community.

Student Effort—Students' own actions and behaviors directly influence learning and successful goal attainment. "Time on task", preparation for class and studying are examples of measures of student effort.

Academic Challenge—At the heart of collegiate quality is academic challenge and creativity. Included in this benchmark are measures of complexity of tasks and academic standards. Also included is the nature and challenge of academic work.

Student-Faculty Interaction—Persistence toward academic goal achievement is directly related to the amount of contact students have with faculty members. Faculty members can serve as collaborators, role models, mentors and guides for life long learning.

Support for Learners—Students perform at higher levels and are more satisfied with their academic experience when they feel they are being supported by the institution. Positive relationships between diverse groups in both work and social settings add to student satisfaction. A variety of services offered to students by the institution also provide benefits.

2008 *CCSSE* Cohort Benchmark Deciles
Credit Hour Status Breakout
Southern West Virginia Community and Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2008 *CCSSE* Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

						0 to 29 Credits					
2008 *CCSSE* Cohort	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.1	42.8	44.3	45.5	46.3	47.3	48.4	49.5	50.7	53.0	71.9
Student Effort	37.7	44.5	45.9	46.9	48.0	48.8	50.0	51.0	52.4	54.7	66.1
Academic Challenge	31.6	44.3	45.5	46.3	47.0	47.6	48.4	49.4	50.7	52.6	64.8
Student-Faculty Interaction	38.1	43.4	44.9	45.9	47.0	47.8	48.9	49.8	51.3	53.6	62.5
Support for Learners	36.9	44.5	46.3	47.4	48.6	49.6	50.7	51.7	53.5	56.2	67.6

Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.1	43.0	45.0	46.1	47.1	48.4	49.3	50.2	51.6	54.2	71.9
Student Effort	39.8	44.8	46.4	48.0	48.9	49.8	50.8	52.0	53.5	55.7	66.1
Academic Challenge	31.6	43.9	45.5	46.6	47.1	47.9	48.8	49.8	51.2	53.3	64.8
Student-Faculty Interaction	38.1	43.8	45.5	46.8	47.8	49.0	49.8	51.2	52.9	55.0	62.5
Support for Learners	36.9	45.2	47.2	48.6	50.0	51.0	51.8	53.1	54.9	57.5	67.6

Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.1	42.6	44.4	45.7	46.5	47.5	48.8	49.7	50.9	53.1	71.9
Student Effort	39.8	44.6	46.0	47.5	48.2	49.3	50.4	51.4	52.7	54.8	66.1
Academic Challenge	31.6	43.6	45.1	46.2	46.8	47.3	48.2	49.2	50.4	52.1	64.8
Student-Faculty Interaction	38.1	43.7	45.2	46.4	47.4	48.5	49.5	50.6	52.3	54.4	62.5
Support for Learners	36.9	45.1	46.8	47.7	49.0	50.1	51.1	52.1	53.9	56.8	67.6

						30+ Credits					
2008 *CCSSE* Cohort	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.8	50.4	52.0	53.4	54.8	55.9	57.1	58.5	59.9	62.5	79.1
Student Effort	40.8	47.4	49.2	50.4	51.5	52.4	53.2	54.5	56.0	58.3	72.1
Academic Challenge	37.6	49.2	50.9	52.3	53.2	54.4	55.4	56.7	58.0	60.6	75.8
Student-Faculty Interaction	43.5	49.7	52.0	53.2	54.4	55.5	56.7	57.9	59.7	62.1	74.9
Support for Learners	34.3	45.5	47.5	48.8	50.0	51.3	52.6	54.3	55.7	58.7	77.6

Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	44.0	50.6	52.5	54.8	55.9	57.4	58.5	59.8	61.8	64.2	79.1
Student Effort	40.8	47.6	49.6	51.0	52.4	53.2	54.3	55.6	57.0	59.6	72.1
Academic Challenge	37.6	48.4	50.7	52.4	54.2	55.4	56.4	57.7	59.1	61.9	75.8
Student-Faculty Interaction	43.5	51.7	53.7	55.0	56.5	57.4	58.7	59.9	61.8	64.2	74.9
Support for Learners	34.3	46.1	48.0	49.4	51.2	52.6	54.4	55.8	58.2	61.0	75.8

Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.8	50.2	51.9	53.8	55.1	56.4	57.5	58.8	60.3	63.0	77.2
Student Effort	40.8	47.1	49.2	50.4	51.7	52.6	53.4	54.5	56.1	58.1	72.1
Academic Challenge	37.6	48.3	50.4	52.1	53.2	54.6	55.6	56.9	58.4	60.7	69.2
Student-Faculty Interaction	43.5	50.7	52.9	54.4	55.6	56.7	57.7	59.0	60.4	62.8	74.9
Support for Learners	34.3	45.9	47.4	49.0	50.1	51.5	53.0	54.6	56.0	58.9	75.8

All scores in the gray areas were less than Southern's scores.

2008 *CCSSE* Cohort Benchmark Deciles
Enrollment Status Breakout
Southern West Virginia Community and Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2008 *CCSSE* Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

Part-Time Students

2008 *CCSSE* Cohort	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	33.4	41.5	43.0	44.2	45.2	46.4	47.5	48.4	49.7	51.7	72.8
Student Effort	32.4	42.4	43.8	44.9	45.9	46.8	47.9	49.0	50.2	52.3	69.0
Academic Challenge	33.3	41.7	43.6	44.5	45.4	46.3	47.2	48.2	49.3	51.8	70.9
Student-Faculty Interaction	29.4	41.5	43.3	44.7	45.7	46.7	47.7	48.7	50.0	52.1	63.1
Support for Learners	36.9	42.7	44.2	45.4	47.0	48.3	49.4	50.5	52.1	54.8	63.7

Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	33.4	41.0	43.1	44.6	45.7	47.2	48.1	49.2	50.7	53.2	72.8
Student Effort	32.4	42.4	44.0	45.4	46.7	47.8	48.6	49.6	50.9	53.3	69.0
Academic Challenge	33.3	41.0	43.3	44.4	45.3	46.6	47.7	48.7	50.3	52.7	70.9
Student-Faculty Interaction	29.4	41.5	43.7	45.1	46.5	47.7	48.7	49.7	51.3	55.2	63.1
Support for Learners	36.9	42.6	44.7	46.6	48.4	49.5	50.6	52.0	53.7	56.9	63.7

Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	33.4	41.0	42.7	44.0	45.2	46.6	47.7	48.6	49.7	51.7	72.8
Student Effort	32.4	42.4	43.8	45.0	46.1	47.0	48.0	49.0	50.3	52.3	59.6
Academic Challenge	33.3	40.7	42.9	44.2	45.0	46.0	46.9	48.0	49.1	51.2	70.4
Student-Faculty Interaction	29.4	41.9	43.7	44.9	46.0	47.2	48.2	49.2	50.7	53.6	62.9
Support for Learners	36.9	42.8	44.5	45.8	47.4	48.6	49.7	50.9	52.4	55.3	63.7

Full-Time Students

2008 *CCSSE* Cohort	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	45.4	50.6	52.2	53.5	54.6	55.7	56.7	58.0	59.7	61.7	75.0
Student Effort	41.5	50.5	51.9	52.8	53.9	54.7	55.9	57.1	58.4	60.5	71.0
Academic Challenge	38.9	51.1	52.6	53.7	54.5	55.2	55.9	56.8	58.2	60.3	73.8
Student-Faculty Interaction	42.2	50.9	52.4	53.6	54.8	55.7	56.6	57.6	59.1	61.5	74.1
Support for Learners	37.0	48.3	49.7	50.9	52.0	53.2	54.3	55.7	57.4	60.0	73.9

Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	45.7	51.1	53.5	54.5	55.6	56.6	57.8	58.9	60.4	62.8	75.0
Student Effort	41.5	50.6	52.3	53.2	54.5	55.6	56.9	58.0	59.4	61.5	71.0
Academic Challenge	38.9	50.4	52.3	53.5	54.5	55.4	56.3	57.6	59.2	60.8	73.8
Student-Faculty Interaction	42.2	52.0	53.8	54.9	55.8	56.7	58.0	59.1	61.1	63.4	74.1
Support for Learners	37.0	48.9	50.4	51.7	53.0	54.6	55.5	57.3	59.3	61.6	73.9

Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	45.4	50.9	52.7	53.8	54.6	56.0	57.0	58.4	59.8	61.6	75.0
Student Effort	41.5	50.4	51.8	52.8	53.9	54.8	56.2	57.1	58.4	60.4	71.0
Academic Challenge	38.9	50.5	52.2	53.2	54.1	55.1	55.9	56.9	58.3	60.2	69.4
Student-Faculty Interaction	42.2	51.3	53.2	54.5	55.3	56.3	57.1	58.6	60.0	62.6	68.5
Support for Learners	37.0	48.5	50.0	51.1	52.0	53.4	54.8	55.9	57.9	61.1	73.9

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2008 *CCSSE* Cohort Benchmark Deciles
All Students
Southern West Virginia Community and Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2008 *CCSSE* Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

All Students											
2008 *CCSSE* Cohort	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	39.8	45.5	47.0	48.0	49.2	50.1	51.1	52.2	53.5	55.6	73.8
Student Effort	40.9	46.1	47.4	48.2	49.2	50.1	51.0	52.0	53.4	55.3	68.3
Academic Challenge	34.5	46.3	47.4	48.3	49.1	49.9	50.6	51.4	52.8	54.7	66.5
Student-Faculty Interaction	40.6	45.7	47.3	48.4	49.4	50.3	51.2	52.1	53.5	56.0	63.5
Support for Learners	38.0	45.1	46.8	48.2	49.2	50.2	51.2	52.4	54.3	56.2	70.8

Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	39.8	45.5	47.7	49.1	50.2	51.1	52.1	53.1	54.7	57.5	73.8
Student Effort	40.9	46.3	47.9	49.2	50.1	51.1	52.0	53.2	54.0	56.1	68.3
Academic Challenge	34.5	45.9	47.3	48.3	49.4	50.2	51.0	52.0	53.7	55.7	66.5
Student-Faculty Interaction	41.4	46.5	48.1	49.3	50.6	51.3	52.2	53.8	55.5	57.7	63.5
Support for Learners	38.0	46.2	47.8	49.3	50.4	51.1	52.7	54.2	55.3	58.0	70.8

Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	39.8	45.4	47.2	48.4	49.5	50.6	51.5	52.6	53.8	55.9	73.8
Student Effort	40.9	46.2	47.6	48.5	49.6	50.5	51.3	52.2	53.6	55.2	68.3
Academic Challenge	34.5	45.8	47.1	48.1	49.1	49.8	50.6	51.4	52.6	54.2	66.5
Student-Faculty Interaction	41.4	46.3	47.9	49.2	50.2	51.1	51.9	53.0	54.7	57.1	63.5
Support for Learners	38.0	45.9	47.3	48.5	49.7	50.7	51.4	52.9	54.8	56.6	70.8

<u>Interpretation of Results</u>

Southern can be identified as a "high performing institution", as defined by the CCSSE organization. To be identified as a "high performer" scores must be at the 80th percentile or higher on at least 3 of the 5 benchmarks for each classification and comparison group. Southern is a high performer in these areas: ALL STUDENTS—All participants, small colleges and rural colleges; STUDENTS WITH 0-29 CREDIT HOURS—All participants, small colleges and rural colleges; PART-TIME STUDENTS—All participants, small colleges and rural colleges; FULLTIME STUDENTS—All participants, small colleges and rural colleges.

Southern West Virginia Community and Technical College
Board of Governors Meeting of September 9, 2008
Room 428 – Center for Allied Health and Technology
2900 Dempsey Branch Road, Mount Gay, WV

Board Members Present: Kevin Fowler, Terry Sammons, George Kostas, Linda Akers, Tom Heywood, Wilma Zigmond, Shelley Huffman, Michael Baldwin, George Morrison, Robert Jude

Board Members Absent: Glenn Yost

Administrative Staff: President Joanne Jaeger Tomblin, Merle Dempsey, Allyn Sue Barker, Cathy Smith-Cox, Ron Lemon, Sam Litteral, Ron Hamilton, Cindy McCoy, Pam Alderman, Patricia Clay, Prudence Barker, Darrell Taylor, Emma Baisden, and Howard Seufer, Board Cousel

Faculty Senate: Martha Maynard, Chuck Puckett

Guests: Melissa Creakman, Pauline Sturgill, Rita White and Dee Dee Williams

1.   **Call to Order:**
     Chair, Kevin Fowler, declared a quorum present and convened the meeting at 6:05 p.m.

2.   **Introduction of New Deans**
     President Tomblin introduced Ms. Prudence Barker, Dean for Enrollment Services and Registrar, and Mr. Darrell Taylor, Dean for Student Development and Special Services to the Board. Ms. Barker is a native of Chapmanville and holds a Master's degree in Communication Arts. She has 17 years of experience at Marshall University as a Financial Aid Counselor, Associate Registrar, and Director of Judicial Affairs/Volunteer Services in the Student Affairs division. Mr. Taylor is a native of Gilbert, holds a Master's degree, and is currently pursuing a doctorate in Higher Education Leadership Studies. Mr. Taylor has 18 years of experience at Concord University in Academic and Student Affairs.

3.   **Appalachian Leadership Academy – Cotiga Chapter**
     Ms. Pauline Sturgill, Director of Southern's Appalachian Leadership Academy informed Board members that Southern is proud to join several other colleges and universities across West Virginia in hosting the Appalachian Leadership Honors Program. This is the sister program of the Appalachian Leadership and Education Foundation created and founded by General Robert H. Foglesong. The mission of Southern's Appalachian Leadership Academy is to prepare the next generation of business, political, and academic leaders as they enter America's workforce by

enhancing their leadership skills and instilling a foundation of impeccable character in those emerging leaders. Southern's first class of students, called Cotiga Fellows, was inducted in December 2007. The Cotiga Fellows receive full tuition for up to four semesters and a book allowance. Ms. Sturgill introduced Ms. Rita White, Cotiga Fellow, who spoke to the group about her personal success story. She informed the Board that she could not attend college without the Cotiga scholarship, and that she was extremely thankful for the opportunity it provides to develop and practice leadership skills.

4.   **Faculty Senate Annual Presentation**
As prescribed in West Virginia Code §18B-6-3(g), the Faculty Senate held its annual meeting with the Board of Governors to discuss matters affecting the faculty. Ms. Martha Maynard, Faculty Senate Chair, introduced Senate member's Chuck Puckett and George Morrison to the group. Ms. Maynard presented the Board with an overview of the Senate's composition, discussed policies that the group has been working on, and outlined the Senate's plans for the academic year.

5.   **Introduction of New Board Members and Oath of Office**
Ms. Melissa Creakman administered the *Oath of Office* to Thomas Heywood, Jada Hunter, and student representative, Robert Jude. Governor Joe Manchin appointed Mr. Heywood and Ms. Hunter to Southern's governing board in August 2008. Governor Manchin also reappointed Mr. Glenn Yost to the Board and he will take the *Oath of Office* at the Board's October meeting. Mr. Heywood succeeds David R. Pierce, Ms. Hunter succeeds James R. Sheatsley, and Mr. Jude succeeds Elston Johnson.

6.   **Board of Governors and Administration Self-Evaluation Results**
Mr. Howard Seufer, Board Counsel, led the Board of Governors and administrators through the results of the annual self-evaluation conducted on an aggregated and anonymous basis. Based on comments received in the survey, we will provide more detailed information or history about issues requiring board action (other than policy changes) to Board members prior to the Board meetings in an effort to help new Board members who may not be familiar with the history.

7.   **President's Report:**
1.   Many weeks were spent during the summer interviewing for the new Enrollment Management Deans and moving individuals and offices from building to building.
2.   On August 6, several members of the West Virginia State Board of Education visited Southern. These individuals received a tour of the Logan Campus as well as a hands-on demonstration of the Rock Truck Simulator at the Academy for Mine Training and Energy Technologies. The group met with Southern's administrative team, who gave them information about our

3. programs, services, and innovations. The group was very impressed with everything they viewed and learned.

3. The fall student enrollment looks good to date. Full-time enrollment (FTE) is 1840.8 and head count is 2,651 which is slightly below last year. We have not yet entered enrollment for dual credit courses into BANNER.

4. Preliminary work has started at the state level for the construction of technical facilities for community and technical colleges across the state. Our plan is to place a new technical center at the Williamson Campus. President Tomblin anticipates that she will learn more regarding the specifics of this process and the funding for Southern's facility within the next several months.

5. The deed for the sale of the Logan Downtown Annex to the Logan County Commission has been finalized. President Tomblin anticipates the sale will soon be complete.

6. A new scholarship was announced during a press conference at the Wyoming/McDowell Campus on August 26th. Cleveland-Cliffs, Inc., a prestigious mining operation in southern West Virginia, has contributed $10,000 to Southern's Foundation to begin a new scholarship program for students from Wyoming and McDowell counties to enroll in Southern's Mine Management, Associate degree program.

7. It is likely that Southern will begin delivering courses at Fort Gay, WV. Marshall was supposed to deliver, but did not. Therefore, we have been asked to provided educational opportunities for area residents.

8. The Technology Unit will undergo an assessment this fall. The technology area presents many challenges to us as an institution, therefore, bringing in experts who can assist us in this effort is important. We are fortunate that the Southern WV Community College Foundation has agreed to pay a consultant from the League of Innovation to provide an independent assessment of technology across the college. Results of this assessment will be shared with the Board of Governors.

9. High school visits will begin in October. We plan to schedule 8-10 visits to schools within our service district.

10. The Community College Survey of Student Engagement (*CCSSE*) provides information about effective educational practices in community colleges and helps institutions in using that information to promote improvements in student learning and persistence. Southern's survey results are excellent. Ms. Cathy Smith-Cox, Vice President for Academic Affairs, will provide an overview of the results for the Board at its October 16 meeting.

11. President Tomblin thanked Dr. Cindy McCoy for the great job she has done in restructuring the dual credit offerings for area high school students.

12. The West Virginia High Education Policy Commission (HEPC) was awarded a six-year 18-million dollar Gear-up grant from the U. S. Department of Education. Several counties in our service district have been identified as focal areas in the grant application process. Through this grant, the HEPC

will provide Southern with an Outreach Counselor, who will be housed at the College to provide services to students in Boone, Lincoln, and Mingo counties. The Gear-up Program will provide the creation of an early intervention program for high poverty middle school students, enhanced academic assessments, and an outreach campaign that will articulate the importance of Postsecondary access.

13. Southern officials are scheduled to meet with Concord University officials to discuss the possibility of students being able to complete a four-year degree on our campus.

14. Several new and expanded programs are being offered this fall. Associate degree programs being offered at the Boone/Lincoln Campus include Accounting and Survey Management. Beginning in the Spring of 2009, an LPN to RN program will be offered pending approval of the West Virginia Board of Examiners for Registered Professional Nurses. A new Mine Management degree will be offered this fall at the Logan Campus. A certificate program in Electrocardiology (EKG) is being offered this fall at the Williamson and Boone campuses, as well as the Beckley site.

15. The Vision 2020 Major Gifts Campaign received a $100,000 gift on September 4.

16. In conjunction with the annual King Coal Festival, Southern will hold its annual Community Appreciation Day at the Williamson Campus on Sunday, September 14, 1:00 - 3:00 P.M. This is a traditional event held at the campus each year to thank the community for its support of the College.

8. Action Items:
1. Approval of Minutes

MOTION: Shelley Huffman moved to accept the June 17, 2008, June 27, 2008, and August 26, 2008 meeting minutes as presented.

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

2. Approval of Policies for 30-day Comment
1. SCP-1153, Consumer Complaint Policy

MOTION: Wilma Zigmond moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Shelley Huffman seconded the motion which carried unanimously.

2. **SCP-2562, Outside Employment or Non-college Related Activities**

   MOTION: Mike Baldwin moved to adopt the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: Shelley Huffman seconded the motion which carried unanimously.

3. **SCP-2624, Professional Development**

   MOTION: George Kostas moved to adopt the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: Jada Hunter seconded the motion which carried unanimously.

4. **SCP-5051, Reduced Tuition and Fee Program for State Residents Age 65 and Older**

   MOTION: Shelley Huffman moved to adopt the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: George Kostas seconded the motion which carried unanimously.

5. **SCP-5065, Awarding of Tuition and Fee Waivers**

MOTION: Shelley Huffman moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Terry Sammons seconded the motion which carried unanimously.

3. **Policies for 30-day Comment and Possible Repeal and/or Conversion to Procedures**
   1. **Academic Affairs Unit**
      1. **SCP-2220, Course Feedback Policy and SCP-2220.A, Course Feedback Form**
      2. **SCP-3160, Course Syllabus and SCP-3160.A, Course Syllabus Format**
      3. **SCP-3165, Adding Courses to the Curriculum and Revising Existing Courses**
      4. **SCP-3170, Deleting Courses from the Curriculum**
      5. **SCP-3240, Assignment of Credit/Non-credit Courses**
      6. **SCP-3250, Final Examinations**
      7. **SCP-3401, Independent Study; SCP-3401.A, Independent Study Request Form; and SCP-3401.B, Independent Study Contract**

      MOTION: Shelley Huffman moved to adopt the following resolution:

      RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the proposed cancellation of aforementioned policies SCP-2220 and SCP-2220.A; SCP-3160 and SCP-3160.A; SCP-3165; SCP-3170; SCP-3240; SCP-3250 and SCP-3401, SCP-3401.A, and SCP-3401.B to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

      ACTION: Terry Sammons seconded the motion which carried unanimously.

   2. **Communications Unit**
      1. **SCP-1625, Publications and Productions**
      2. **SCP-7712, Requests for Media Service and Television Agreements**
      MOTION: Tom Heywood moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1625 and SCP-7712 to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period with the recommendation for rescission of the existing policies.

ACTION: Linda Akers seconded the motion which carried unanimously.

3. **Finance Unit**
   1. **SCP-1040, Use of College Bulletin Boards, Directories, and Information Dispensing**
   2. **SCP-1180, Equipment Loans**

MOTION: Shelley Huffman moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1040 and SCP-1180 to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period with the recommendation for rescission of the existing policies and conversion to unit procedures.

ACTION: Wilma Zigmond seconded the motion which carried unanimously.

9.   **Discussion Items:**

1. **October Board of Governors Meeting and Retreat**
   The Southern WV Community and Technical College Board of Governors will hold its October 16 business meeting and annual planning retreat scheduled for October 17 at the Stonewall Resort Conference Center in Roanoke, West Virginia. Dr. Mark David Milliron, an award-winning leader, author, speaker, and consultant best known for exploring leadership development, future trends, learning strategies, and the human side of technology change will serve as the guest speaker for this event.

2. **ACCT Survey**

   ACCT is undertaking a national study on the backgrounds, experience and contributions of community college trustees, and are making a special effort to include statewide governing boards. This will be the most comprehensive source of demographic data ever gathered on the individuals who constitute our governing boards. Dr. Narcisa A. Polonio, Vice President, Education, Research

and Board Leadership Services for the Association of Community College Trustees asked that we distribute the Trustees Survey at our next board meeting to ensure all trustees have an opportunity to complete the survey and return them directly to ACCT.

10. Informational Items

President Tomblin requested that Board members review at their leisure the documents included in the informational section of the agenda book.

11. Executive Session

Wilma Zigmond moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4-2A to discuss personnel and management issues. Tom Heywood seconded the motion that carried unanimously, and the Board then met in an Executive Session. At the conclusion of discussions, Wilma Zigmond moved and Jada Hunter seconded the motion that the Board of Governors rise from Executive Session and convene in Open Session.

12. Adjournment:

There being no further business, the meeting adjourned at 8:40 p.m. upon a motion by Linda Akers and seconded by Shelley Huffman. The next Board of Governors business meeting is scheduled for October 16, 2008.

_____
Kevin N. Fowler, Chair
Board of Governors

_____
Emma L. Baisden
Assistant to the Governing Board

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF October 16, 2008

ITEM: SCP-2226, Faculty Incentive Pay Plan

RECOMMENDED RESOLUTION: *RESOLVED*,   That the Southern West Virginia
                                   Community and Technical College Board of Governors
                                   grant approval for the distribution of the aforementioned
                                   revised policy to Southern's constituencies and the
                                   Chancellor for Community and Technical College
                                   Education for a thirty-day comment period.

STAFF MEMBER: Patricia Clay

BACKGROUND:

This policy was originally created in 2001 and was last reviewed in 2005.   The Faculty
Incentive Pay Plan complies with the requirement in West Virginia Code that our
compensation efforts recognize faculty for outstanding performance.

Only minor technical revisions have been made.

This policy was revised by the Human Resources Administrator with advice and input from
the Executive Council prior to submission to this Board.

At this time it is recommended that this policy be distributed for a 30-day comment period.

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SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2226
</div>

SUBJECT: Faculty Incentive Pay Plan

REFERENCE: West Virginia Code § 18B-8-3a(a)(3)
~~Institutional Master Plan, Strategic Issue II, Goal D, Objective 1, Activity 6~~
~~Institutional Compact, Strategic Issue II, Goal B, Objective 2, *and* Goal D, Objective 1~~

ORIGINATION: April 1, 2001

EFFECTIVE: October 16, 2001

REVIEWED: ~~September 6, 2005~~ September 16, 2008

SECTION 1.   PURPOSE

1.1   To establish a multi-faceted program to reward faculty for exemplary performance and completion of projects or programs which meet the needs of the institution by achieving or moving toward the goals of the Institutional Compact and Master Plan.

1.2   Other benefits of the Faculty Incentive Pay Plan are to improve performance; improve faculty knowledge and abilities; maintain currency in discipline; improve quality of advising; improve student retention; increase enrollment; improve service to the student, institution, and community; promote excellence in learning; provide performance feedback to faculty member; and improve instructional effectiveness.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This policy is applicable to all non-supervisory full time faculty. Division chairpersons and faculty coordinators are excluded from provisions of this policy.

SECTION 3.   DEFINITIONS

3.1   Incentive Award: Monetary or other reward earned by exemplary performance/completion of an Incentive Plan approved by the President.

3.2   Incentive Plan: Proposal developed by a faculty member which outlines a program or project which achieves or moves toward the goals of the Institutional Compact and Master Plan. The faculty member proposes exemplary completion of the plan in exchange for consideration of a monetary or other reward. An Incentive Plan proposal presents a new, creative, or innovative approach to improving individual, instructional, or institutional effectiveness.

3.3   Incentive Plan Cycle: Period of time commencing April 1 and ending March 31 of each year during which Faculty Incentive Plan proposals are submitted, approved, completed, evaluated, and the award is approved for payment.

SECTION 4.   POLICY

4.1   It is the policy of this institution to make faculty incentive pay awards based upon satisfactory achievement of a pre-approved Incentive Pay Plan in accordance with the criteria and provisions outlined in this policy.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   Faculty who supervise or are responsible for performance evaluations of other faculty are not eligible to apply for incentive pay under this policy.

5.2   Activities/responsibilities which will not be included in the Incentive Pay Plan include: participation in governance, longevity, service, faculty rank, or any criteria that is considered for faculty promotion in rank.

SECTION 6.   GENERAL PROVISIONS

6.1   General provisions and guidelines for the Faculty Incentive Pay Plan include:

    6.1.1   The institutional budget for faculty incentive pay will be determined by the President.

    6.1.2   The number of incentive plans accepted, and therefore incentive pay awards given, each year will be based on the amount of funds available.

    6.1.3   A faculty member must apply for participation in the Incentive Pay Plan by developing an Incentive Plan in accordance with provisions and time lines outlined in this policy.

    6.1.4   Submission of an Incentive Plan does not guarantee acceptance into the program.

    6.1.5   Incentive pay will not become part of the faculty member's base salary.

    6.1.6   A range of monetary values for incentive pay awards may be established in order to meet the strategic needs of the institution. For example, plans which meet a targeted need may have an award that is higher than plans which, though meritorious, would not meet the strategic issues, goals, and objectives of the Compact and Master Plan.

    6.1.7   Non-monetary reward components may be considered. For example, granting of a multi-year appointment for non-tenure track faculty.

    6.1.8   Achievement of an incentive plan does not constitute continuance of incentive pay in succeeding years.

    6.1.9   Points of consideration for incentive pay are to be separate and distinct from promotion criteria.

    6.1.10   Receipt of faculty promotion in rank and an incentive pay award in the same year is possible, only if the components/criteria of the approved Incentive Plan are different than those considered for promotion.

    6.1.11   Successful Incentive Plan applications and reports will be made available for review by other faculty, only with permission of the incentive pay recipient.

    6.1.12   Improvement plans which bring faculty performance up to satisfactory levels will not be considered

as Incentive Plans.

6.2   Eligibility Criteria:

6.2.1   The faculty member must be employed at least one full academic year before submitting an Incentive Plan for consideration.

6.2.2   The faculty member must have received a positive (beyond "satisfactory" or "average") performance evaluation for the year immediately preceding submission of an Incentive Plan for consideration.

6.2.3   The faculty member must serve in a non-supervisory capacity to be eligible to apply for participation in the Incentive Pay Plan.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   It is the responsibility of the ~~Division~~ Department Chair to ensure that all faculty receive an annual performance review according to institutional policy.

7.2   It is the responsibility of the faculty member to make application for incentive pay consideration in accordance with the time lines established herein.

7.3   The Incentive Plan cycle established by this policy runs from April through March of the following academic year.

7.4   Time line and Responsibilities for Faculty Incentive Projects:

1st Friday in November	Proposals due to ~~Division~~ Department Chairs
1st Friday in December	Recommendation due from ~~Division~~ Department Chair to Vice President for Academic Affairs
3rd Friday in December	Recommendation due to President from Vice President for Academic Affairs
1st Friday of Spring Semester	Approval/Disapproval Notification for Faculty Incentive Project due from President to Faculty Member with a copy to the Vice President for Academic Affairs
Last Pay Period in January	Initial Payment (if applicable)
January — May	Faculty Member works on Project
1st Friday in May	Mid-cycle Report/Conference with ~~Division~~ Department Chair
May — October	Faculty Member works on Project
1st Friday in November	Final Report/Presentation due to ~~Division~~ Department Chair
3rd Friday in November	Recommendation regarding Final Report due from ~~Division~~ Department Chair to the Vice President for Academic Affairs with a copy to the Faculty Member

1st Friday in December	Recommendation regarding Final Report due from Vice President for Academic Affairs to the President with a copy to the Faculty Member
3rd Friday in December	Notification of Final Decision due from President to the Faculty Member with a copy to the Vice President for Academic Affairs
All College Day, Spring Semester	Faculty Presents Project in a Session Devoted to Faculty Incentive Proposals (FIP)
Last Pay Period in January	Final Payment (if applicable)
Note: If release time is granted it begins either in the Spring or Fall Semester. Release time will only be granted if it is truly release time and not paid as overload.	

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 2226.A, *Faculty Incentive Pay Plan Criteria and Application Guidelines*

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

Revision Notes: September 16, 2008, policy changed to new SCP format and minor title changes made.
September 6, 2005 — Technical revisions made to this policy.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
Faculty Incentive Pay Plan Criteria and Application Guidelines
SCP-2226.A

1.   **Incentive Pay Plans Developed under Compact and Master Plan**

SCP-2226, *Faculty Incentive Pay Plan*, provides the purpose, provisions, procedures, and time lines for application, approval, completion, and finalization of a Faculty Incentive Pay Plan. This attachment is intended to suggest criteria and provide some guidance for development of the Faculty Incentive Plan proposal.

The most important aspect of this program is that the outcomes of the Incentive Plan proposal achieve or move the institution toward achieving the strategic issues, goals and objectives of Southern's Compact and Master Plan. As stated in the Executive Summary of the Institutional Master Plan, "The compact for Southern West Virginia Community and Technical College (Southern) serves as the institution's agreement with the people of West Virginia, as represented by the Legislature, on how to expand and diversify the economy; how the College will help to increase the competitiveness of the State's workforce; and the contribution the College will make in creating a system of higher education that is capable of playing this vital role in the State's future." Faculty are referred to the Compact and Master Plan for detail on how Southern plans to accomplish the goals established by the Legislature. It is these goals and objectives from which faculty are to develop Incentive Plans. The documents are available online at ~~www.southern.wvnet.edu~~. ~~Follow links by clicking "About Southern," "Administration," and "Strategic Planning."~~   http://www.southernwv.edu/administration/governence/strategy

Faculty Incentive Plans are expected to contain innovative and creative methods or projects. Faculty are encouraged to "think differently" about how this institution accomplishes its strategic goals and what role he/she can play in achievement of our mission.

2.   **Other Criteria for Development of Incentive Pay Plans**

Other criteria for development of Incentive Pay Plans can be used. However, the availability of funds for programs not specifically tied to the institutional Compact and Master Plan may be limited. Any of the following areas will be considered valid for development of Incentive Pay Plans providing they meet requirements for innovation and improvement – and provided the faculty member can demonstrate that the plan is tied to the strategic goals of the institution. Faculty should bear in mind that any Incentive Plan developed under this section must contain substantial innovation and demonstrate outcomes beyond the ordinary.

This section includes taking on any number of tasks voluntarily or at the request of the administration. However, a faculty member's Incentive Plan evaluation should not be determined by the number of supplemental tasks or committees on which he/she has served, but by the quality of the participation and his/her willingness to assume assigned tasks.

2.1   **New or additional use of Technology (Technology Advances)**

2.1.1   Developing Web Base Course (when no release time provided or not part of regular job assignment).
2.1.2   Use of presentation software/hardware in class.
2.1.3   Demonstration and requirement of student use of Internet for research; Presentation software/hardware; Email to communicate with peers and instructor; require use of application

<div align="center">Page 1 of 3</div>

software for class assignment.
2.1.4. Innovative or more effective use of ICR.
2.1.5   Creation of software or technology.

2.2   Teaching

"Teaching" is broad and inclusive. Teaching encompasses instruction and such activities as advising, mentoring, supervision, (e.g., individual studies, course and program coordination, and assessment of learning outcomes.)

2.2.1   Adopting alternative delivery methods, scheduling, etc.
2.2.2   Substantial, innovative improvement of classroom materials (syllabi, handouts, examinations, etc.).
2.2.3   Directed studies (independent studies, internships, challenge exams, portfolio evaluations, etc.).
2.2.4   Teacher Exchange.

2.3   Scholarly Activity

Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter- or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems); and creative activity (e.g., works of art, performances).
2.3.1   Pilot new courses.
2.3.2   Write and receive grant funding for the institution.
2.3.3   Design/develop new programs.
2.3.4   Major redesign of program curriculum.
2.3.5   Author/co-author textbooks or sections thereof.
2.3.6   Volunteering/leading committee or advising work over summer (non-paid work).
2.3.7   Accepting gratis teaching assignment or non-paid independent study course load.
2.3.8   Discipline specific publication in journals.
2.3.9   Presentation of papers at national, state, or regional professional meetings.
2.3.10 Development of textbooks or other instructional material.
2.3.11 Successful efforts for new instructional program certification/accreditation.
2.3.12 Outstanding Professional Association Memberships (e.g., officer/committee assignment).

2.4   Professional Faculty Development

Professional Development means substantial efforts at continued self-improvement. An Incentive Plan may require more than one activity listed.
2.4.1   Obtainment of higher level degree in discipline or program that meets institutional needs, or acquisition of second graduate degree.
2.4.2   Post-doctoral studies.
2.4.3   National Science Foundation or similar study program.
2.4.4   Study trips abroad.
2.4.5   Extensive research and study leading to course preparation or revision.
2.4.6   Additional specialized course work in discipline.
2.4.7   Active participation / attendance/ support of institutionally sponsored faculty development.

2.4.8   Taking courses in delivery methods, adult learning, teaching strategics/methodologies, etc.
2.4.9   Attainment of new professional certifications.
2.4.10   State, regional, national association conference attendance.

2.5   Retention Efforts

Activities under this section must be different from normal events and be above what is normally required to do as part of regular job.
2.5.1   Mentoring students (formal and documented).
2.5.2   Outstanding sponsorship of active clubs and student organizations.
2.5.3   Sponsoring/coordinating award banquets/presentations, student recognition program, etc.
2.5.4   Organize, arrange and plan/coordinate a new student related public event.
2.5.5   Judging/sponsoring academic contests or activities (e.g., science fairs, academic bowls, intermurals, etc.)**.**

2.6   Recruiting Efforts

Effective involvement and activity in College Recruiting Plan (e.g., visiting schools, speaking at civic clubs, organizations, community events, etc.) .

2.7   Service to the Institution

Effective sponsorship and participation in college activities (e.g., golf outings, fundraising events, public relations activities, making presentations at graduations, etc.) .
2.7.1   Providing expert advice /consultancy to the College.
2.7.2   Plan, organize, arrange successful public events.

2.8   Service to the Community

2.8.1   Sponsorship or activity applying the faculty member's expertise to benefit the College and its community in general. Serving as resource person for community group.
2.8.2   Sponsor or conduct lectures and seminars for community groups.
2.8.3   Providing expert advice/consultancy to community groups.
2.8.4   Professional Exhibits, Presentations, Consulting, Practice, Performances.

2.9   Active in, and Supportive of, Assessment Activities

Participates in planning and conducting assessment activities. This section not only requires a faculty member to support/subscribe to the philosophy and need for student assessment, but to recognizes its relevance, and use the outcomes of assessment in a manner that makes a substantial improvement in program curriculum, student placement, or transfer. (Results must be documented.)

ITEMS:	1. SCP-3620, Policy Regarding Program Review
	2. SCP-4398, Student Grades and Grade Point Average Requirements for Graduation

RECOMMENDED RESOLUTION: *RESOLVED,* That the Southern WV Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policies, SCP-3620 and SCP-4398 to Southern's constituencies and the Chancellor for the West Virginia Council for Community and Technical College Education for a 30-day comment period.

STAFF MEMBER: Cathy L. Smith-Cox

BACKGROUND:

Executive Vice President Merle Dempsey and members of the Executive Council charged the Academic Affairs Management Council to consider the aforementioned policies for review. The group met electronically during the week of September 22, 2008 to review the policies and approve the revisions to reflect current job titles and operating paradigms. The Academic Affairs Management Council recommends that the Board advance the revised policies to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3620

SUBJECT: **Policy Regarding Program Review**

REFERENCE: ~~West Virginia Code §§ 18B-1B-4 and 18B-2A-4 (Supp.2001); HEPC Series No. 10,~~ Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, *Policy Regarding Program Review*

ORIGINATION: October 8, 2001

EFFECTIVE: **November 27, 2001**

REVIEWED: **September 2008**

SECTION 1.   PURPOSE

1.1   To delineate the responsibilities of Southern West Virginia Community and Technical College and its Board of Governors in the review of existing academic programs.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   The Board of Governors of Southern West Virginia Community and Technical College has the responsibility to review at least every five years all programs offered at Southern West Virginia Community and Technical College (the "College") and in the review to address the viability, adequacy, necessity and consistency with mission of the programs to the institutional master plan, the institutional compact and the education and workforce needs of the responsibility district. Additionally, the Board of Governors (the "BOG") as part of the review is to require the College to conduct periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience. ~~The Higher Education Policy Commission (the "Policy Commission")~~ West Virginia Council for Community and Technical College Education (the Council) has the responsibility for review of academic degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

SECTION 3.   DEFINITIONS

3.1   *Program* - Curriculum of course of study in a discipline speciality that leads to a certificate or degree.

3.2   *Viability* - Tested by an analysis of unit cost factors sustaining a critical mass and relative productivity. Based upon past trends in enrollment, patterns of graduates and the best predictive data available, the College shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

3.3   *Adequacy* - Assessment of the quality of the program. The College shall evaluate the preparation and performance of faculty and students, and the adequacy of facilities. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by specialized accrediting or approving agency recognized by the Federal Government or the council for Higher Education Accreditation.

3.4   *Necessity* - The dimensions of necessity include whether the program is necessary for the College's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need and rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed.

3.5   *Consistency with mission* - The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the College, explain how the program complements other programs offered and state how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the College's ability to accomplish its mission should be addressed.

SECTION 4.   POLICY

4.1   The program review process will provide for a review and evaluation of all programs leading to a certificate or degree at the College. To ensure that each program is reviewed at least once every five years, consistent with statutory requirements, approximately twenty percent of all programs will be selected for review each year. The process must allow for early identification of programs that need particular scrutiny to permit changes to be anticipated, appropriate intervention to take place and corrective action to be accomplished within normal institutional planning efforts

4.2   The purpose of the reviews will be to conduct an in-depth evaluation of the viability of, adequacy of and necessity for each academic program, consistent with the mission of the College. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional process and completed within the previous sixty months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body. Individual programs that are accredited by specialized accrediting or approving agencies recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect adequacy.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None

SECTION 6.   GENERAL PROVISIONS

6.1   None.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   ~~Program Review by the BOG~~ The College will draft, in accord with the BOG's guidelines, a self-study. The BOG then will submit annually by May 31 to the Chancellor for review by the ~~Policy Commission~~ Council a report of results for each of the programs reviewed. The Program Review Summary Report shall contain the following information:

        7.1.1. Program title and degree;

        7.1.2. Year of last review;

        7.1.3. Documentation of continuing need;

7.1.4. Assessment information related to expected student learning outcomes and the achievement of the programs objectives;

7.1.5. Plans to improve the quality and productivity of the program; and

7.1.6. Five year trend data on enrollment and degrees awarded.

7.2   Responsibilities of the College's Chief Academic Officer: In accordance with the other provisions of this policy, the chief academic officer shall:

    7.2.1   With approval of the BOG, designate the programs, constituting approximately twenty percent of all programs, to be reviewed during a given year;

    7.2.2   ~~With approval of the BOG, appoint the committees responsible for the program review process, including the Institutional Program Review Committee and the Program Review Appeals Committee;~~

    7.2.3   By November 1, 2001, submit to the ~~Policy Commission~~ Council on behalf of the BOG a plan describing the procedures for conducting program reviews at the College including basic evaluative criteria, procedures for using internal and external evaluators, and the review schedule for evaluating all programs on five-year-cycle;

    7.2.4   By November 1 of each subsequent year, submit to the ~~Policy Commission~~ Council on behalf of the BOG any substantive changes to the procedures for conducting program reviews;

    7.2.5   By November 1 of each year, submit to the ~~Policy Commission~~ Council on behalf of the BOG a list of programs scheduled for review in that academic year;

    7.2.6   Make available a readily accessible computerized data base and other support for the program review process;

    7.2.7   Submit, for programs deemed to have met the minimum requirements with respect to adequacy by virtue of special accreditation or approval, the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement regarding program consistency with mission, viability and necessity;

    7.2.8   Oversee compilation each year of any self-study to be presented by the College to the BOG;

    7.2.9   Oversee compilation each year of the Program Review Summary Report to be provided to the ~~Policy Commission~~ Council by the BOG; and

    7.2.10 Ensure compliance with this policy, the ~~Policy Commission's~~ Council's Policy Regarding Program Review and any guidelines issued by the ~~Policy Commission~~ Council regarding the program review process.

7.3   Program Review Process: The program review process will utilize a collaborative process which includes faculty, students and administrators and must be accomplished within the limits of available staff and resources. Institutional personnel, and perhaps external consultants and BOG staff, will be involved in establishing the specific criteria, standards and process of evaluation for each review and in interpreting the information resulting from the review, bearing in mind that the program review process requires differentiation among levels of degrees. The program review process will be carried out objectively, and

persons external to the College will participate in the review. The review will include information obtained from students currently enrolled in the program, graduates of the program, and employers of graduates of the program.

7.4   The ~~Institutional Program Review Committee~~ <u>Academic Department</u> is ultimately responsible for preparation of the self-study and a recommendation for action to be presented to the BOG, but the program review process shall include:

   7.4.1 Program faculty;

   7.4.2 Division faculty;

   ~~7.4.3 Academic Affairs Committee; and~~

   7.4.3 Academic Affairs Management Council.

   <u>7.4.4 Executive Council</u>

7.5   Special Program Reviews: Either the ~~Policy Commission~~ <u>Council</u> or the BOG may request at any time that special program reviews be conducted for a given purpose. Formal strategies for conducting such reviews will be developed, consistent with the purpose of the review.

7.6   ~~Possible Outcomes~~ Institutional Recommendation: The BOG's five-year cycle of program review will result in a recommendation by the College for action relative to each program under review. The College is clearly obligated to recommend continuation or discontinuation for each program reviewed.

   7.6.1   If recommending continuation, the College will state whether it intends:

      7.6.1.1 Continuation of the program at the current level of activity, with or without specific action;

      7.6.1.2 Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action;

      7.6.1.3 Identification of the program for further development; or

      7.6.1.4 Development of a cooperative program with another institution, or sharing of courses, facilities, faculty and the like.

      7.6.1.5 If the College recommends discontinuance of the program, then the provisions of the Policy Commission policy on approval and discontinuance of programs will apply.

         7.6.1.5.1   For each program, the College will provide a brief rationale for the observations, evaluation and recommendation. These should include concerns and achievements of the program. The College will also make all supporting documentation available to the Policy Commission upon request.

      7.6.1.6 Committee Recommendation: The appropriate ~~Institutional Program Review Committee~~ <u>Academic Dean</u> will develop a recommendation for action and present it to the BOG for action and referral to the ~~Policy Commission~~ <u>Council</u>.

7.7   The ~~Institutional Program Review Committee~~ <u>Executive Council</u> may make   recommendations that go

beyond those also. The ~~committee~~ council may request additional information and may recommend continuance on a provisional basis and request programs reports.

7.8   Appeals Committee and the Appeals Process: Any disagreement between a final recommendation of the ~~Institutional Program Review Committee~~ Academic Dean and the recommendation of the academic unit may be appealed to the College's ~~Program Review Appeals Committee~~ Vice President for Academic Affairs.

SECTION 8.   REVIEW STATEMENT

8.1   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 9.   SIGNATURES

9.1

Board of Governors Chair   Date

President   Date

Attachments: None.

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

Revision Notes: September 2008— Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

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

SUBJECT: Student Grades and Grade Point Average Requirements for Graduation

REFERENCE: ~~West Virginia Code §18B-1-1a; §18B-1-3; West Virginia Council for Community and Technical College Education,~~ Title 135, Procedural Rule, Series 22, West Virginia Council for Community and Technical College Education *Grade Point Average for* Certificate and *Associate ~~and Baccalaureate Degrees~~*

ORIGINATION: **November 20, 2002**

EFFECTIVE: **January 21, 2003**

REVIEWED: ~~**September 20, 2005**~~ September 17, 2008

SECTION 1.   PURPOSE

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

SECTION 2.   SCOPE AND APPLICABILITY

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

SECTION 3.   DEFINITIONS

3.1   None.

SECTION 4.   POLICY

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

SECTION 5.   BACKGROUND OR EXCLUSIONS

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

SECTION 6.   GENERAL PROVISIONS

6.1   The following grades are used by the College:

Letter Grade	Description	Quality Points Per Credit Hour
A	Superior	4.0

SCP-4398, Students Grades and Grade Point Average Requirements for Graduation   Page 1 of 5

B	Good	3.0
C	Average	2.0
D	Below Average	1.0
F	Failing	0.0
W	Withdrawal	None
I	Incomplete	None
CR	Credit	None
NC	No Credit	None
AU	Audit	None

6.1.1 **Withdrawal:** A student withdrawing from a course by the established deadline for withdrawal will receive a grade of "W." After the last day to withdraw, a student will not be permitted to drop the course and will receive the final grade the student earned.

6.1.2 **Incomplete:** An incomplete is given when a student is absent from several sessions of, or the final exam of, a course because of illness or other reasons considered beyond the student's control. Approval by the ~~Division~~ Department Chair must be secured by the instructor before a grade of "I" may be given. When the work missed is satisfactorily completed, the final grade must be approved by the ~~Division~~ Department Chair and subsequently forwarded to the Registrar. A Student must complete the requirements for the course in which the "I" grade was received within the next full semester or the "I" grade will automatically be changed to a grade of "F."

6.2 The grades earned by a student are determined by the instructor of the course and can be changed only upon the latter's recommendation with final approval by the Chief Academic Officer, except as follows:

6.2.1 As set forth above, the ~~Division~~ Department Chair must approve a grade of "I" and must approve the final grade once the work missed is satisfactorily completed.

6.2.2 The Chief Academic Officer may, only upon recommendation of the Grievance Committee, change a grade determined to have been awarded in an unfair manner.

6.3 At the close of each semester, the instructor shall evaluate each student enrolled in his or her assigned class.

6.3.1 The Registrar shall provide notice to each faculty member regarding deadlines when final grades must be submitted. Deadlines must be met to facilitate decisions with regard to registration, probation, sequence of classes, prerequisites and graduation requirements.

6.3.2 Each faculty member shall:

6.3.2.1 Full-time faculty shall submit grades through entry in the BANNER System; and

6.3.2.2 Adjunct faculty will submit a signed grade report on, or prior to, the deadline to the appropriate Campus Records Office with a copy sent concurrently to the ~~Division~~ Department Chair; and

6.3.2.3 both Full-time and Adjunct faculty must make available, if requested by the ~~Division~~ Department Chair, Dean, or Chief Academic Officer, documented evidence of class attendance and performance records. This is necessary and valuable in the event of student grade appeals. All examinations or other graded assignments not returned to students must be maintained by the faculty member for one succeeding

semester.

6.3.3   If a grade of "I" has been given, the instructor must file the specific forms for a final grade signed by the ~~Division~~ Department Chair with the Campus Records Office once the missed work is satisfactorily completed.

6.3.4   In calculating a student's grade point average, all assigned letter grades "A" through "F" will be used. The grade point average is calculated on all work for which the student has registered with the exception of courses with grades of "W," "I," "CR," "NC," and "AU" and courses repeated (see "D" and "F" Repeat Provisions and Academic Forgiveness Provision). The grade point average is the ratio of the number of quality points gained to the number of credit hours attempted.

6.3.5   Those students who successfully complete the requirements for a degree or certificate with a grade point average of 2.00 or better are eligible to graduate. Some programs require that students earn a minimum grade of a "C" in certain courses taken in order to graduate with a degree or certificate in that program area.

6.3.6   The grade point average to be computed for graduation purposes (not necessarily each semester) shall be based upon all work for which the student has registered with the following exceptions:

     6.3.6.1   Courses from which the student has withdrawn.

     6.3.6.2   Courses in remedial/developmental (transitional studies) education.

     6.3.6.3   Courses taken on a credit/no credit basis where credit is earned.

     6.3.6.4   Courses taken on an audit basis.

     6.3.6.5   Courses which have been repeated under the "D/D Repeat Provision" of this policy.

     6.3.6.6   Courses which are covered under the "Academic Forgiveness Provision" of this policy.

6.3.7   "D" and "F" Repeat Provision: If a student earns a grade of "D" or "F" on any course taken no later than the semester or summer term during which the student attempts the sixtieth (60th) semester hour, and if that student repeats this course prior to the receipt of a degree or certificate, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining the student's grade point average. The original grade shall not be deleted from the student's permanent record.

6.3.8   Discretionary Academic Forgiveness Provision: This provision is designed to assist students who previously left college with low grades and may be implemented, provided certain conditions are satisfied, where the "D" and "F" provision in not applicable. The conditions for academic forgiveness are as follows:

     6.3.8.1   The student seeking academic forgiveness must not have been enrolled on a full or part-time basis for more than twelve (12) hours during any semester or term at any higher education institution for a period of four consecutive calendar years prior to the request for academic forgiveness. Only "D" and "F" grades received prior to the four-year, non-enrollment period may be disregarded for grade point average

calculation.

6.3.9   In order to receive a degree or certificate the student must complete at least fifteen (15) additional credit hours through actual course work at Southern after the non-enrollment period, earn at least a 2.00 grade point average after the non-enrollment period and satisfy all degree or certificate requirements. Grades disregarded for grade point average computation will remain on the student's ~~permanent record~~ transcript.

6.3.10 This policy pertains only to the grade point average required for graduation and does not pertain to the grade point average calculated for special academic recognition, graduation with honors, admission requirements for particular programs or any other academic related standards.

6.3.11 To implement this policy, the student must submit a written request to the Chief Academic Officer. The request must identify the non-enrollment period and the specific courses and grades the student wishes to be exempted from grade point average calculation. The Chief Academic Officer may accept, modify or reject the student's request.

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

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

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

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

SECTION 8.   CANCELLATION

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

SECTION 9.   REVIEW STATEMENT

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

SECTION 10. SIGNATURES

<div style="text-align: right;">

_____

Board of Governors Chair   **Date**

_____

President   **Date**

</div>

Attachments: None.

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

Revision Notes: <u>September 2008— Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.</u>

ITEM: SCP-6125, Contractual Training for Workforce
                                             Development

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                             Community and Technical College Board of
                                             Governors grant approval for the distribution of SCP-
                                             6125 to Southern's constituencies and the Chancellor
                                             for Community and Technical College Education for a
                                             30-day comment period with the recommendation for
                                             rescission of the existing policy and conversion to unit
                                             procedures.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

Mr. Merle Dempsey, Executive Vice President, and members of the Executive Council
charged the Economic, Workforce, and Community Development Unit with review of
SCP- 6125, Contractual Training for Workforce Development, and to consider its
appropriateness as a policy. The policy was reviewed and discussed during the
Executive Council meeting on August 5, 2008, and by the Economic, Workforce, and
Community Development Unit on August 7, 2008. As a result of these reviews, the
Economic, Workforce, and Community Development Unit proposes that this policy be
rescinded and reconstructed as a procedure in the newly developed Economic,
Workforce, and Community Development Unit Procedures Manual. Therefore, we
recommend this policy for advancement for a 30-day comment period.

SUBJECT: Contractual Training for Workforce Development

REFERENCE:

ORIGINATION: July 1, 1999

EFFECTIVE: July 1, 1999

REVIEWED: August 7, 2008

SECTION 1.   PURPOSE

1.1   Independent contractors are needed to provide staffing for special projects necessary to meet the training needs of the business community in southern West Virginia. The training needs of employers are rapidly changing and contractual trainers will allow Southern to be more responsive to those changing needs.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This issue applies to the Economic and Community Development Unit and particularly the Workforce Development Department of Southern West Virginia Community and Technical College.

SECTION 3.   DEFINITIONS

3.1   Independent Contractor: A person who provides a service for a specified period of time. They provide a skill or a unique skill that is necessary to respond quickly to the evolving skill requirements of business employers throughout the region.

3.2   Contractual Agreement: A written document between Southern West Virginia Community and Technical College and an independent contractor who provides a special service to the college.

SECTION 4.   POLICY

4.1   Independent contractors may be used on an as-needed basis to provide the educational training for specific projects at Southern West Virginia Community and Technical College. Southern and the independent contractor will agree upon a contract.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   Independent contractors are not considered employees of Southern and are not eligible for employee benefit programs or other privileges enjoyed by regular employees.

SECTION 6.   GENERAL PROVISIONS

6.1   To ensure quality of the outcome, Southern retains the right to require the contractor to comply with certain instructions regarding training or program development.

6.2   Southern may require the contractor to provide written reports at specific intervals during the term of the agreement.

6.3   Southern may require that the training be rendered personally by the contractor and not be provided by a subcontractor.

6.4   The independent contractor must be self-supportive if and when contracted on a yearly term.

6.5   Compensation will be contingent on the completion of specified tasks.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   Depends on contractual needs.

SECTION 8.   CANCELLATION

8.1   New Policy-No cancellation.

SECTION 9.   REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair   Date

President   Date

Attachments: None.

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

Revision Notes: September 2008, policy reformatted to new SCP format and recommend that policy be repealed.