Southern
West Virginia
Community and Technical College

Board of Governors

Agenda Book
February 19, 2019

Members

Howard E. Seufer, Jr., Chair
Vacant, Vice Chair
Eddie J. Canterbury, Secretary
J. Chris Adkins
Lisa Haddox-Heston
Janice Olive

Samuel A. Stewart
Pat J. White
Mason E. White II
William H. Alderman II
Cherri Stroud
Dianna Toler

Robert E. Gunter, Ed.D
President

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

AGENDA

Southern West Virginia Community and Technical College Board of Governors
Expectations of Board Members 2018 - 2020

Responsibility / Authority

The affairs of Southern West Virginia Community and Technical College will be managed by its Board of Governors, which shall have full authority to take such actions as it deems necessary or appropriate to accomplish the purpose for which the Board has been formed.

Expectations of All Board Members:

1. To prepare for and attend at least five (5) Board meetings each year.

2. To attend at least 75% of the meetings of assigned committees.

3. To develop and ensure fulfillment of the mission of Southern West Virginia Community and Technical College.

4. To establish needed policy and plans for guidance of Southern West Virginia Community and Technical College.

5. To ensure compliance with federal, state, and local laws.

6. To establish and ensure compliance with a code of ethics and standards of conduct governing the actions of the Board and staff.

7. To protect against conflict of interest in the business affairs of Southern West Virginia Community and Technical College.

8. To review and approve annual budgets, monitor performance, and dictate changes required to operate within the approved budget.

9. To accept responsibility for assuring that Southern West Virginia Community and Technical College has sufficient financial resources to accomplish its mission, including but not limited to personal financial support of the *Vision 2020* Major Gifts Campaign.

10. To serve as an advocate, champion and representative of Southern West Virginia Community and Technical College in the community.

11. To provide feedback and input to the Southern West Virginia Community and Technical College as to community attitudes, comments, questions, and suggestions.

12. [for Board members that reside within the College service district] To attend at least one Southern event or activity each year.

13. [for Board members who reside outside of the College service district] To identify or establish at least one opportunity each year for staff and representatives of the College to make presentations to or otherwise interact with members of the community where the board member resides, thereby promoting the mission of the College.

14. As overseers of a public trust, each board member has an obligation to remain open to input from external stakeholders to help ensure that Southern West Virginia Community and Technical College is responsive to state and community needs. However, as members of a board consisting of independent men and women acting together to be fully informed and impartial in their policy determinations, each must recognize that in the end, his/her decision must rise above any external pressures being applied to the Board's work.

APPROVED BY BOG 04-17-2018
REVISED 03-06-2018

FACULTY SENATE

PRESENTATION TO THE BOARD OF GOVERNORS

ABOUT THE FACULTY SENATE

The Faculty Senate of Southern West Virginia Community and Technical College serves as the voice of the faculty and exercises the authority of the faculty in college affairs.

The Senate strives to represent the views of the faculty on such issues as academic standards, faculty status and grievance, and all affairs deemed of special interest to the faculty.

PURPOSE OF THE FACULTY SENATE

The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Standards for admission, selection, and retention of students

- Requirements for granting of degrees

- General Education curriculum requirements

- Matters of concern to students and/or faculty members as provided for in established or newly developed policies

- Addition and deletion of all courses and/or programs

- The academic calendar and scheduling of classes

PURPOSE OF THE FACULTY SENATE

The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Equipment and physical facilities
- The organizational structure of the College with reference to academic matters
- Issues concerning faculty members including standards of conduct and appointment, academic freedom, promotion/tenure, salary, nature and work conditions, and faculty welfare
- Candidates for honorary degrees and certificates
- Rules and regulations implementing any educational policy and/or program

FACULTY ASSEMBLY AT-A-GLANCE

Faculty by School

Arts & Sciences
38%

Career & Technical
62%

■ Arts & Sciences
■ Career & Technical
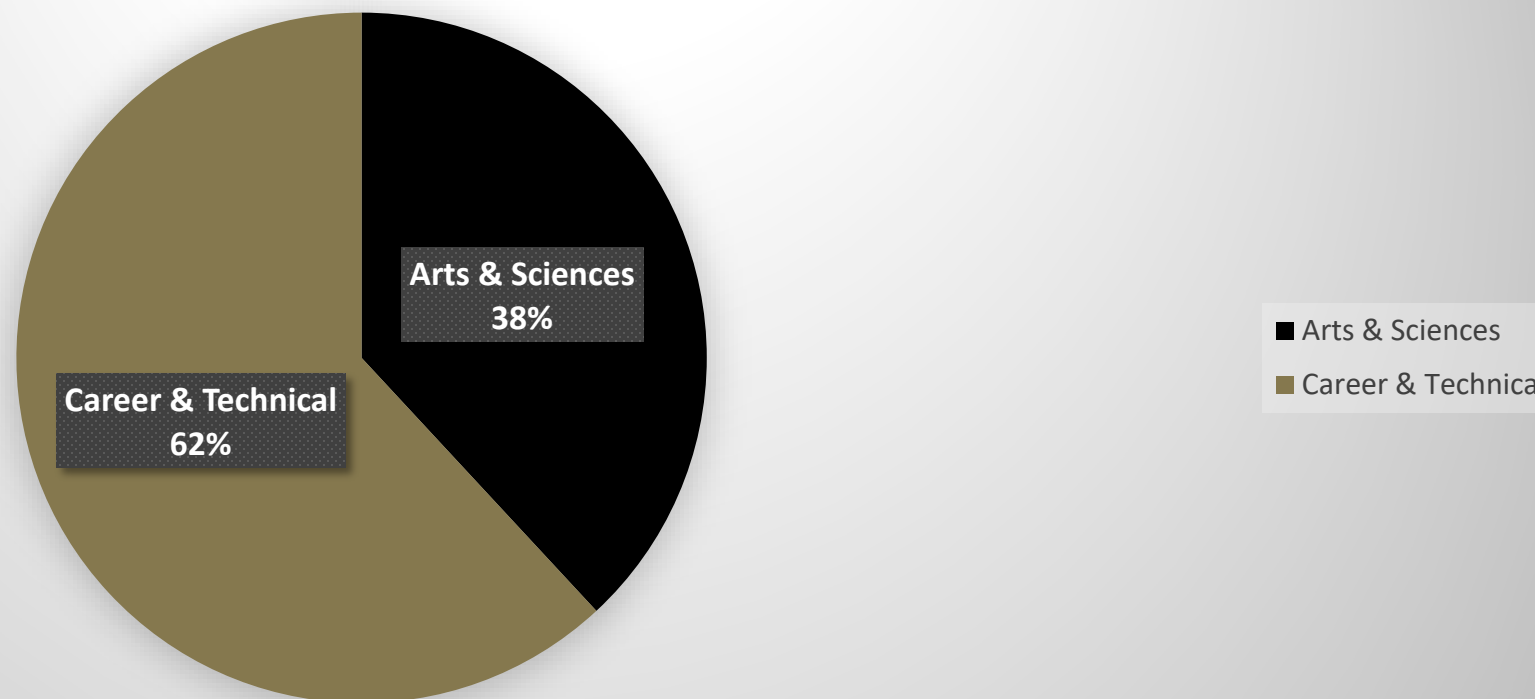
ABOUT THE FACULTY SENATE

The Senate is made up of 10 members of the full faculty assembly elected by their peers to a 2-year term.

Elections are based on the campus location assigned and each campus elects the following number of senators:

| Logan: 3 Senators | Williamson: 3 Senators | Boone/Lincoln: 1 Senator | Wyoming: 1 Senator |

CURRENT FACULTY SENATORS

Stephanie Mounts, Chair

Will Alderman, BOG Rep.

Bill Alderman

Pat Poole

Chris Ward

Adam Banks, Vice-Chair

Chuck Puckett, ACF Rep.

Regina Bias

Beverly Slone

Jeff Yeager

2018-2019 SENATE UPDATES

Revised and Updated Faculty Handbook

Revised Student Course Evaluation questions per faculty input

Modified Promotion and Tenure Policy/Procedure for advancement through Institutional Governance structure

Designated Professional Development funding to faculty members for Presidential approval

PROFESSIONAL DEVELOPMENT FUNDS

Professional Development Funds

49% 51%
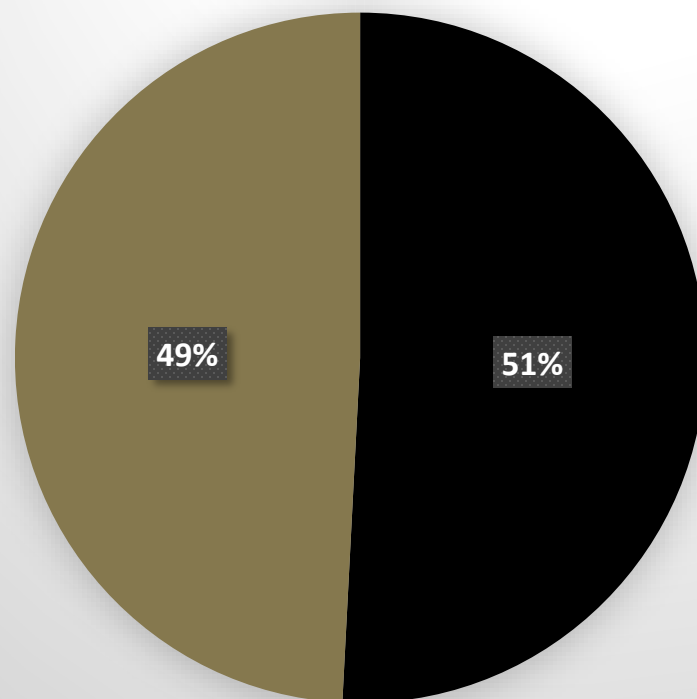
■ Conference Attendance
■ Continuing Education

THANK YOU

Lillie Teeters, English Faculty

Presented with the Employee of the Year Award 2018
Initiated and Sponsors the student-run *Sticks* Magazine
Sticks is in its third year of publication and has expanded to include Open-Mic Nights to showcase student talent.

FACULTY ACCOLADES

S-CON

GAMING & POP CULTURE CONVENTION

Many faculty members work together to bring this fun event to the community.

Shown: Matt Payne (L) and Rick Thompson (R), not shown Chuck Puckett

FACULTY ACCOLADES

FREE TAX PREP FOR THE COMMUNITY

Southern Business and Accounting faculty and students partnered with the IRS Volunteer Income Tax Assistance program to offer free tax preparation. 5 students became IRS Advanced Certified Tax Preparers. Volunteers prepared 127 tax returns during Spring semester 2018.

Southern West Virginia Community and Technical College

Committee	President's Activity Report		Date	February 19, 2019
Facilitator	Dr. Bob Gunter		Time	6:00 PM
Location	Southern West Virginia Community and Technical College			

President's Activities			
Ck	**Date**	**Activities**	**How Participated**
		Staff Meetings	
	January 7, 2019	Vice President Meeting – Sam Litteral	Presided
		Vice President Meeting – Allyn Sue Barker	Presided
		Vice President Meeting – Rita Roberson	Presided
		Vice President Meeting – Tom Cook	Presided
	January 8, 2019	President's Cabinet Meeting	Presided
	February 4, 2019	Vice President Meeting – Deanna Romano	Presided
		Vice President Meeting – Sam Litteral	Presided
		Vice President Meeting – Allyn Sue Barker	Presided
		Vice President Meeting – Rita Roberson	Presided
		Vice President Meeting – Tom Cook	Presided
	February 12, 2019	President's Cabinet Meeting	Presided
		Other College Meeting(s)	
*	December 12, 2018	Welcome to Early College Academy Students/Parents	Welcome
	December 13, 2018	WVCCTCE Meeting, Charleston, WV	Attended
	January 14, 2019	Advanced Careers Discussion, Mingo County	Participated
	January 16, 2019	Enrollment Management Plan Discussion	Presided
	January 16, 2019	Institutional Effectiveness Committee	Presided

Key Points Discussed and Action Items			
Ck	**Date**	**Activities**	**How Participated**
	January 17, 2018	WV One Stop Business Center, Charleston, WV	Welcome
	January 22, 2019	Dr. Romano Meeting	Participated
	January 22, 2019	Institutional Effectiveness Committee	Presided
	January 23, 2019	Higher Education Day Planning Discussion	Presided
	January 23, 2019	CTCAC Meeting, Charleston, WV	Attended
	January 24, 2019	WVCCTCE Meeting, Charleston, WV	Attended
*	January 28, 2019	Higher Education Day at the Legislature	Participated
	January 28, 2019	Entrepreneurship Commitment Signature Meeting	Attended
	January 28, 2019	Alliance Presidents and Operations Council Meeting	Attended
*	January 28, 2019	Alliance for the Economic Development of Southern West Virginia Reception	Attended
	January 29, 2019	Website Discussion with Bulldog Creative	Participated
	January 29, 2019	BOG Tuition and Fees Ad Hoc Committee	Participated
	January 31, 2019	Lunch and Learn Seminar, WV Workforce Board Region 2	Attended
	February 5, 2019	BOG Agenda Committee Meeting	Participated
	February 5, 2019	Carrie Anne Scott Memorial Kayak Float Meeting	Participated
	February 6, 2019	Adjunct Faculty Contract Revision Discussion	Presided
	February 6, 2019	Budget Planning Worksheet Discussion	Presided
*	February 6, 2019	Tug Valley High School Visit	Participated
	February 7, 2019	Annual Commencement Meeting	Participated
	February 12, 2019	Enrollment Management Plan Follow-up Meeting	Presided
	February 13, 2019	Southern Mountains District Consortium Meeting	Presided

	Key Points Discussed and Action Items		
Ck	**Date**	**Activities**	**How Participated**
	February 13, 2019	Dean of Student Services Screening Committee	Presided
	February 14, 2019	Boone County Schools, P-20 Curriculum Discussion	Attended
		Chamber of Commerce/Consortium/Association Meetings	
	December 13, 2018	Chief Logan Recreation Center Board Meeting	Attended
	January 8, 2019	Logan County Chamber of Commerce Meeting	Attended
	January 10, 2019	Chief Logan Recreation Center Board Meeting	Attended
	January 10, 2019	Tug Valley Chamber of Commerce Meeting	Attended
	February 12, 2019	Logan County Chamber of Commerce Meeting	Attended
	February 14,2019	Chief Logan Recreation Center Board Meeting	Attended
	February 14,2019	Tug Valley Chamber of Commerce Meeting	Attended
		Campus Visits	
	December 10, 2018	Boone/Lincoln Campus Visit	Visit
	January 10, 2019	Williamson Campus Visit	Visit
	February 14, 2019	Williamson Campus Visit	Visit
	January 24, 2019	Boone/Lincoln Campus Visit	Visit
		Individual(s) Meet/Greet	
*	February 4, 2019	Bluefield State College Partnership Meeting	Welcome
		Other	
		Informational Items/Planned Activities	
	✓ New Website ✓ High School Campus Visits		
		Discussion Topic(s)	

ACTION ITEMS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Request for Approval of 2019-2020 Tuition and Fees Proposal

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

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

STAFF MEMBER: Janice Olive, Chair
Board of Governors Tuition and Fees Committee

BACKGROUND:

At its January 29, 2019 meeting, the Southern West Virginia Community and Technical College Board of Governors Ad Hoc Committee on Tuition and Fees recommended a minimum tuition increase of $96.00 per semester per FTE for the 2019-2020 academic year.

The Committee recommends that the Board of Governors approve the above resolution for a 5.23% tuition increase for the 2019-2020 academic year to reflect a $96.00 per semester per FTE increase for resident students effective July 1, 2019. This reflects an increase of $8.00 per credit hour which will increase tuition from $153.00 per credit hour to $161.00 per credit hour. This increase will bring the full-time tuition to $1,932.00 per semester, and the annual tuition rate to $3,864.00 for resident students. It is anticipated the increase will generate approximately $339,600 of additional revenue. No additional course fees are requested for FY 2019-2020.

The Committee further recommends that the tuition and fee rates for nonresident students be placed at a level to insure that nonresident students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

West Virginia Code §18B-10-1(k)(1) requires the West Virginia Council for Community and Technical College Education (Council) to approve any resident tuition and fee increase greater than ten (10) percent in any one year or where the increase would be more than seven (7) percent per year, averaged over a rolling three-year period calculated by averaging the proposed increase with the increase for the immediate two previous years. Although Southern could request a higher tuition increase, the Committee requests only a minimal tuition increase for fiscal year 2019-2020.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

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

RECOMMENDED RESOLUTION: *RESOLVED*, that the Chair of Southern West Virginia Community and Technical College Board of Governors appoint the Chair and members of the Presidential Review Ad Hoc Committee for the 2018-2019 annual evaluation.

STAFF MEMBER: Howard E. Seufer, Jr.

BACKGROUND:

In accordance with the Southern West Virginia Community and Technical College Board of Governors Operational Guidelines (SCP-8600.A) originally adopted on August 21, 2001:

SECTION 3.   BOARD OPERATIONS
3.3   Committee Principles
    3.3.2   If an Ad Hoc Committee is formed, it will be for the purpose of assisting the Board to do its job, not to advise staff nor help staff do its job.
    3.3.3   Board Ad Hoc Committees will normally be established for a specified purpose and a defined time period.
    3.3.4   Board committees have no authority over staff nor may they speak on behalf of the Board of Governors unless specifically authorized to do so.

3.4   Officers of the Board
    3.4.1   Duties of the Chairperson – The duties of the Chairperson are as follows:
        3.4.1.7   To appoint or arrange for the election of committees established by the Board.
        3.4.1.9   To call for the evaluation of the President on an annual basis.

Section 5.   PRESIDENTIAL RELATIONS
5.3   Presidential Evaluation - The Board of Governors will conduct an annual written evaluation of the President using the following criteria:
    5.3.1   The President's job description.
    5.3.2   The President's goals and objectives, established each year in consultant with the Board.
    5.3.3   Progress toward the College's Master Plan.
    5.3.4   Adherence to Board policies.
    5.3.5   West Virginia Code §18B-1B-6

Therefore, the Chair of the Southern West Virginia Community and Technical College Board of Governors will hereby announce the appointment of the Chairs and members to the Presidential Review Ad Hoc Committee for the 2018-2019 annual evaluation of Southern's President.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of December 11, 2018
6:00 p.m.
2900 Dempsey Branch Road, Building C, Room 428
Mount Gay, West Virginia and by Teleconference

DRAFT MINUTES

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

Board Members Absent: J. Chris Adkins, Samuel Stewart

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

Guest: Kristin Moody and Kelly Shafer, Suttle & Stalnaker, PLLC; Tanya Gunter

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. **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, 2018. Suttle and Stalnaker audit and consulting managers, Kelly Shafer and Kristen Moody, 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. 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 institution convert to using a computerized fixed asset system instead of Excel spreadsheets because a computerized system is a better record-keeping system. Decreases in tuition revenue have been seen by most colleges across the state. Ms. Shafer expressed her appreciation to Vice President Litteral and his staff for the excellent assistance they provided during the audit. For institutions of which Suttle & Stalnaker has conducted audits, Southern is consistent with most.

4.   Financial Report

Vice President for Finance and Administration, Samuel Litteral, provided the financial report dated November 30, 2018 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures for the period. Chair Seufer commended Vice President Litteral on receiving a clean audit report.

5.   Emergency Preparedness Report

Mr. David Lord, Director of Wyoming/McDowell Campus Operations and Emergency Preparedness Coordinator, informed Board members that Southern has an Emergency Plan for each of its campuses and the Lincoln Location. He provided an update on accomplishments, ongoing activities, and the next steps of the Campus Crisis Management Teams. Mr. Lord encouraged Board members to enroll in the Southern Alerts Notification System to receive notifications regarding emergencies and inclement weather situations for the College.

6.   President's Report

6.1   President Gunter informed Board members that this will be his last report to the Board until he submits his final report for evaluation purposes.

6.2   President Gunter, Chair Seufer, Tim Ooten, and Emma Baisden participated in the Annual Association of Community College Trustees (ACCT) conference held October 22-27, 2018 in New York City, NY. During the conference, Mr. Seufer was selected for a three-year term as the West Virginia State Coordinator for the ACCT Coordinator's Network. He will serve as the communications link between the regional chairs and member boards. Mr. Seufer will represent West Virginia and Southern at the 2019 Community College National Legislative Summit to be held in Washington, D.C. in February 2019.

6.3   The Logan County Board of Education and Southern have collaborated to create the *Early College Academy*. This is a pilot program where high school students at Chapmanville, Logan, and Man will have the opportunity to earn college credits before graduating from high school. In the Spring 2019 semester, students will have the opportunity to take classes on our college campus during school hours. Forty seats are available for high school students, and 17 students are currently enrolled. Vice President for Academic Affairs, Deanna Romano, has been conducting parent information sessions regarding the *Early College Academy.*

6.4   President Gunter and Vice President Romano met with President Marsha Krotseng and Provost Ted Lewis of Bluefield State College to discuss possible 2+2 programs which could be offered on Southern's campus as part of the University Center that President Gunter would like to create. The project would provide Southern students with an opportunity to earn a Master's degree without leaving Southern's campus.

6.5   President Gunter met with Dr. Trish Parrish, Vice President for Academic Affairs at Lindsey Wilson College to discuss additional 2+2 programs which could be offered on Southern's campus as part of the University Center concept. The two institutions have collaborated since 2007 to offer students several 2+2 programs including a

Bachelor of Arts in Human Services and Counseling degree. Students interested in earning a bachelor's degree from Lindsey Wilson through this collaboration must have at least 60 credit hours from Southern in order to apply.

6.6 To help Board members gain a better understanding of the Higher Learning Commission Criteria for Accreditation, President Gunter invited them to serve as ex-officio members on Governance Committees which relate to the Higher Learning Commission criterion. He requested for two Board members to serve on each of the following five committees: Academic Assessment, Curriculum and Instruction, Distance Education, Facilities and Safety, and Strategic Planning and Financial Review. He asked that they forward their committee of choice to Emma Baisden.

6.7 Representatives from the Admissions Office and School of Business at Campbellsville University in Kentucky recently held an informational session at the Firehouse in Williamson, WV to discuss their online Master of Business Administration (MBA) and Registered Nurse to Bachelor of Science in Nursing (RN to BSN) programs. President Gunter views the University as more of a threat to Marshall University than to Southern as Campbellsville has not yet submitted a request to the Higher Education Policy Commission to offer on-site classes in West Virginia.

6.8 As an informational item, President Gunter provided Board members with a booklet published by the Association of Community College Trustees entitled, *Accreditation and Community College Trustees*. Understanding what accreditation is, how the process functions, and what it means for our institution are necessary for a board to govern its institution effectively. He encouraged the Board to review the information presented in the publication.

7. **Higher Learning Commission Progress Report**
Vice President Romano provided a brief update and processes planned for the Focused Report required by the Higher Learning Commission. The Commission Team will conduct a focused visit at Southern in the Spring of 2020 to address the core components that was "met with concerns." She reviewed the five areas in which the institution must demonstrate continuous improvement by the Spring of 2020: shared governance, faculty credentials, assessment of student learning, student success and organizational culture. The faculty have worked independently in departments to develop a process for faculty credentialing. Dr. Romano is working with the Human Resources and Information Technology departments to develop an electronic system on faculty credentialing. She and President Gunter have established the HLC Assurance Review Team and team chairpersons are: Criterion One, Rita Roberson; Criterion Two, Chris Gray; Criterion Three, David Kommer; Criterion Four, Carol Howerton; Criterion Five, David Lord.

8. **Action Items:**
   8.1 Request for Approval of Audited Financial Report
   MOTION: Pat Joe White moved the adoption of the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the filing of the audited financial report for the fiscal year ended June 30, 2018.

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

8.2 Request for Approval of October 15, 2018 Board Meeting Minutes

MOTION: Cherri Stroud moved to accept the meeting minutes as presented.

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

8.3 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 2019-2020. The committee will bring a recommendation forward for the Board's review and consideration at its February 19, 2019 meeting. Members appointed include Will Alderman, Janice Olive, Cherri Stroud, Robert Gunter, and Samuel Litteral. Ms. Olive will serve as committee chair.

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

8.4.1 SCP-1002, *Official College Spokesperson and Media Releases*

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1002, *Official College Spokesperson and Media Releases,* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

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

8.4.2 SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation*

MOTION: Pat White moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-4398, *Student Grades and Grade Point Average Requirements for Graduation*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

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

policy approved.

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

8.5.1 SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*
MOTION: Eddie Canterbury moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period

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

8.5.2 SCP-2575, *Overtime and Compensatory Time*
MOTION: Janice Olive moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2575, *Overtime and Compensatory Time*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

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

8.5.3 SCP-3000, *Distance Learning*
MOTION: Lisa Haddox-Heston moved the adoption of the following resolution:

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

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

9. Information Item
9.1 2018 Higher Learning Commission Assurance Review Final Report
A copy of the final report of the Higher Learning Commission Assurance Review was provided to all Board members.

10.   Adjournment
There being no further business, Chair Seufer declared the meeting adjourned at 8:05 p.m. The next Board meeting is scheduled for 6:00 p.m. on February 19, 2019 and will be held in Room 428, Building C, Logan Campus.

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Howard E. Seufer, Jr., Chair

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

DRAFT

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM:	Request for Approval of the Mission and Vision Statements
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors reaffirm the Mission and Vision Statements of Southern West Virginia Community and Technical College.
STAFF MEMBER:	Robert E. Gunter

BACKGROUND:

The regular review of the institution's Mission and Vision Statements are essential components of the accreditation process.

On October 31, 2018, a memo was issued to all Southern employees providing an opportunity to review the current Mission and Vision Statements and provide any suggestions for change to Ms. Rita Roberson, Vice President for Institutional Advancement and member of the Strategic Planning and Financial Review Committee, via e-mail on or before Thursday, November 15, 2018. All suggestions received were to be presented to the Strategic Planning and Financial Review Committee during its regular meeting on November 30, 2018. No comments for change were received from constituents.

Following review of the documents by the Strategic Planning and Financial Review Committee at its November 30, 2018 meeting, the Committee concurred that the current Mission and Vision Statements reflect the appropriate mission and vision of the institution and should remain as is without modification. Therefore, the Committee forwarded its recommendation to retain the current Mission and Vision Statements to the Executive Council for review and consideration for approval. On December 6, 2018, the Executive Council approved the Strategic Planning and Financial Review Committee's recommendation as submitted and advanced it to the President's Cabinet for further review and consideration for approval. At its December 11, 2018 meeting, the President's Cabinet reviewed and approved the recommendations of the aforementioned groups to retain the current institutional Mission and Vision Statements without modification.

It is recommended that the Board of Governors reaffirm the institution's Mission and Vision Statements as prescribed below:

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

Institutional Commitments
As a comprehensive community and technical college, Southern is committed to providing:
1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.

3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

Vision Statement

Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

Our Core Values

We will accomplish our mission by:
- Achieving excellence in education and service.
- Exhibiting integrity in all that we do.
- Collaborating and communicating actively with others.
- Being committed in word and deed.
- Imparting passion and compassion to our every task.
- Leading by encouragement and support of lifelong learning.
- Embracing change through bold actions.
- Being creative and innovative at all levels.
- Initiating opportunities for the community.
- Celebrating success.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM:	Request for Approval of the Strategic Plan for Southern West Virginia Community and Technical College
RECOMMENDED RESOULUTION:	*RESOLVED,* That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Strategic Plan 2018-2023 as presented.
STAFF MEMBER:	J. Christopher Gray
BACKGROUND:	

Southern West Virginia Community and Technical College's Strategic Plan for 2018-2023 is presented to the Board of Governors for review and consideration for approval. The Strategic Planning and Financial Review committee began the process to develop a Strategic Plan in the Fall 2017. The committee worked Tim Coley, an Ellucian Strategic Planning consultant. Tim helped us with a thorough review of our landscape. This landscape review includes a broad group of Southern's constituency groups (Administration, Staff, Faculty and Students). We included in our landscape review the institution's Mission, Vision and Core Values.

After we completed our landscape review, we began the process of developing our Strategic Goals. These strategic goals incorporate information from our landscape review along with the Vision and Priorities of Dr. Robert Gunter and our Institutional Compact. Through this process, we developed five strategic goals. Once we developed the strategic goals, we began to develop the initiatives to help accomplish each of our five strategic goals. In the Fall 2018, a series of open forums were held on each campus to gather input from all employees on the strategic goals and initiatives. Employee comments and suggestions were reviewed by the Strategic Planning Committee. Many of the suggestions were incorporated into the final document. Once the Strategic Planning and Financial Review committee developed and approved the Strategic Plan, it was forwarded through the Institutional Governance system.

Southern West Virginia Community and Technical College

Strategic Plan
2018-2023

President's Message

Southern Community and Technical College began updating its strategic plan in the Fall 2017. A thorough review of Southern's landscape was completed and it included broad engagement of our board of trustees, faculty, staff and students. Southern's plan focuses on ensuring that the college continues to move towards a culture that values a student centered, student focused environment. The college has embraced a culture of evaluation and change to improve student success. Decisions impacting educational attainment are at the forefront of conversations and they guide the goals and outcomes identified in this plan.

Strategic planning at Southern is a continuous process for aligning short-term decisions with long-term goals. The College's 2018-2023 strategic goals shape and guide the College community with a focus on the future. All state and institutional planning documents will connect outcomes to the strategic plan therefore ensuring all are working toward the same end. Accountability, metrics, assessment and evaluation will serve as the primary indicators for success.

The following are Southern's five main goals for achieving its vision and mission:

1. Offer a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique path to success.
2. Provide a continuum of education and training opportunities that prepares a workforce possessing the interest, knowledge, skills, and credentials to meet the needs of employers, now and in the future.
3. Invest in its employees through enhanced professional engagement and development opportunities that will prepare them to fulfill the College's vision, mission, values, and strategic initiatives.
4. Provide state-of-the-art facilities, infrastructure, and technological resources to enhance efficiency and access while ensuring a user-friendly experience.
5. Achieve operational efficiency and financial security that fosters a culture of transparency, aligns with strategic objectives, and demonstrates commitment to student success.

The college community should be commended for the difficult work accomplished over the past year. This new strategic plan is the culmination of much hard work, and I am pleased to present it here. We are committed to the success of the college through the measures outlined in this plan.

Robert E. Gunter, Ed.D.
President

Mission, Vision, and Core Values

The primary mission of Southern West Virginia Community and Technical College is to provide accessible, affordable, quality education and training that promotes professional and personal success for those the institution serves.

Specifically, as a comprehensive college, Southern is committed to providing:
- Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
- Programs of study leading to the Associate in Arts and the Associate in Science degrees which can be effectively transferred and applied toward the bachelor's degree.
- Programs of study in career and technical fields leading to a skill-set certification, certificate degree, and/or the associate in applied science degree for entry into the workforce.
- Workforce development, continuing education, and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
- Support services that assist students in achieving their education and training goals.
- Community interest programs and activities that promote personal growth and cultural enrichment.

Our Vision is that Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

The institution's core values provide insight into how the institution strives to accomplish its mission, specifically by:
- Achieving excellence in education and service.
- Exhibiting integrity in all that it does.
- Collaborating and communicating actively with others.
- Being committed in word and deed.
- Imparting passion and compassion to every task.
- Leading by encouragement and support of lifelong learning.
- Embracing change through bold actions.
- Being creative and innovative at all levels.
- Initiating opportunities for the community.
- Celebrating success.

Goal 1: Student Success

Southern Community and Technical College offers a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique path to success.

1.1. **Implement Strategic Enrollment Management Plan.**
1.1.1. Increase number of first-time Southern students.
1.1.2. Increase the number of recruited students to enrollment.
1.1.3. Improve persistence and retention.
1.1.4. Increase institutional support for student success.
1.1.5. Improve completion rates.
1.1.6. Improve connections with alumni.

1.2. **Develop and implement student success initiatives.**
1.2.1. Develop First Year Experience (FYE) and orientation program.
1.2.2. Revise and implement advising program.
1.2.3. Strengthen and expand the Student Success Center locations and activities.

1.3. **Develop and implement a comprehensive and integrated marketing and communication outreach.**
1.3.1. Coordinate and plan various modes of communications.
1.3.2. Create a recruitment activities and event calendar.
1.3.3. Create procedures for employees making public displays and presentations.

1.4. **Develop and implement a co-curricular assessment plan.**
1.4.1. Identify key assessment measures.
1.4.2. Design assessment process for key measures.
1.4.3. Implement Watermark Accountability Management System (AMS) for data collection and analysis.

Goal 2: Education and Training Offerings

Southern Community and Technical College provides a continuum of education and training opportunities that prepares a workforce possessing the interest, knowledge, skills, and credentials to meet the needs of employers, now and in the future.

2.1 **Ensure educational offerings and career pathways exemplify local, state, and national job sectors.**
   2.1.1 Validate programmatic and course offerings, sequence, quality and delivery.
   2.1.2 Integrate Academic and Workforce to help students obtain goals.
   2.1.3 Cultivate our Sector Advisory Teams.

2.2 **Expand P-20 articulation agreements and industry partnerships.**
   2.2.1 Expand articulation agreements with secondary schools.
   2.2.2 Expand articulation agreements with colleges and universities.
   2.2.3 Develop University Center Concept.
   2.2.4 Expand partnerships with business and industry.

2.3 **Provide access to affordable education and training.**
   2.3.1 Explore and utilize alternative technologies to improve delivery modalities.
   2.3.2 Increase distance education offerings.
   2.3.3 Improve and align course scheduling to meet traditional and non-traditional student needs.
   2.3.4 Maintain cost-effective tuition and fees.

2.4 **Implement a Culture of Assessment.**
   2.4.1 Provide training for assessment development.
   2.4.2 Review and revise programmatic assessment plans.
   2.4.3 Review and revise general education assessment philosophy and plan.
   2.4.4 Implement assessment plans using Watermark for data collection and analysis.

Goal 3: Employee Development

Southern Community and Technical College invests in its employees through enhanced professional engagement and development opportunities that will prepare them to fulfill the College's vision, mission, values, and strategic initiatives.

3.1 **Develop and Implement a Human Resources Development Plan.**
3.1.1 Develop strategies for recruitment of qualified faculty and staff.
3.1.2 Review and revise employee evaluation requirements.
3.1.3 Review and revise employee recognition process.
3.1.4 Develop a Professional and Personal Employee Development program.
3.1.5 Develop succession strategies.

3.2 **Strengthen Employee Development for the Teaching, Learning, and Student Success.**
3.2.1 Provide professional development centered on the teaching and learning.
3.2.2 Provide a plan for professional development on student success initiatives and concepts.

3.3 **Develop and Implement an employee development data collection and analysis system.**
3.3.1 Design evaluation process for employee development.
3.3.2 Identify key measures for evaluations.
3.3.3 Implement Watermark AMS for data collection and analysis.

Goal 4: State-of-the-art Facilities

Southern Community and Technical College provides state-of-the-art facilities, infrastructure, and technological resources to enhance efficiency and access while ensuring a user-friendly experience.

4.1 **Improve our facilties and technology planning process.**
4.1.1 Develop a process for annual review and prioritization of day-to-day faciltiy improvements.
4.1.2 Develop and implement a new Technology Plan.
4.1.3 Implement a yearly review and document progress of the 10 Year Master Facilities Plan.
4.1.4 Implement a yearly review and update of the Emergency Preparedness Plan.

4.2 **Develop and implement an assessment system for evaluating our facilities.**
4.2.1 Identify key measures for facilities and technology.
4.2.2 Design assessment process for key measures.
4.2.3 Implement Watermark AMS for data collection and analysis.

Goal 5: Operational Efficiency and Financial Security

Southern Community and Technical College achieves operational efficiency and financial security that fosters a culture of transparency, aligns with strategic objectives, and demonstrates commitment to student success.

5.1   **Develop and implement a project based budgeting model.**
- 5.1.1   Develop new procedures to add a project based planning model for budgeting.
- 5.1.2   Provide training for budget development and project management.
- 5.1.3   Implement budget model.

5.2   **Enhance fiscal ability through external funding sources.**
- 5.2.1   Promote Southern's successes to State-level decision makers to continue/increase level of state-appropriated funding.
- 5.2.2   Increase Foundation support.
- 5.2.3   Strategically target grant funding for the development of programs that meet documented workforce needs.

5.3   **Develop a data collection and analysis system to support budgetary decisions and demonstrates operational effectiveness.**
- 5.3.1   Identify and document mission and goals for individual organizational units.
- 5.3.2   Implement AMS for collection of data.
- 5.3.3   Produce planning and implementation reports to support budgeting process.
- 5.3.4   Conduct an institutional effectiveness analysis of data and outcomes for institutional efficiency.
- 5.3.5   Report summary of findings to all college constituents.
- 5.3.6   Review Institutional Governance System.
- 5.3.7   Review and revise Strategic Plan.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Final Approval of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff,* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Vice President for Finance and Administration Unit was charged with the review of SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*. The purpose of this policy is to provide guidance regarding faculty and professional employee outside employment activities and a mechanism for reporting the same.

This policy was reviewed by Executive Council on November 1, 2018 and the President's Cabinet on November 13, 2018. Revisions reflect minor changes made to annual review process for external professional activities to correspond with the requirements set forth in SCP-2562.A, *External Professional Activities Pay Report.*

At its December 11, 2018 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended January 11, 2019. No comments were received at the end of the comment period. Therefore the staff recommends that the Board of Governors grant approval of SCP-2562*, External Professional Activities of Faculty and Other Professional Staff* , as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2562**

SUBJECT: External Professional Activities of Faculty and Other Professional Staff

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 9, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*

ORIGINATION: November 1, 1984

EFFECTIVE: March 19, 2019

REVIEWED: November 1, 2018

SECTION 1.   PURPOSE

1.1   To provide guidance regarding faculty and professional employee outside employment activities and a mechanism for reporting the same.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This policy applies to all full time faculty and professional employees of Southern West Virginia Community and Technical College.

SECTION 3.   DEFINITIONS

3.1   "External professional activities for pay" means any activity that 1) is not included within one's college employment responsibilities; 2) is performed for any entity, public or private, other than the college; 3) is undertaken for compensation; and 4) is based upon the professional knowledge, experience and abilities of the faculty or other professional staff member. Activities for pay not involving such professional knowledge, experience and abilities are not subject to the advance disclosure and approval requirements of this policy, although they are subject to the basic requirement that outside activities of any type not result in neglect of primary College duties, conflicts of interest, inappropriate uses of the College name, or claims of College responsibility for the activity.

3.2   "College employment responsibilities" include both "primary duties" and "secondary duties." Primary duties consist of assigned teaching, scholarship, and all other institutional service requirements. Secondary duties consist of professional affiliations and activities traditionally undertaken by faculty and other professional staff members outside of the immediate College employment context that redound to the benefit of the profession and to higher education in general. Such endeavors, which may or may not entail the receipt of honoraria or the reimbursement of expenses, include membership in and service to professional associations and learned societies; membership on professional review or advisory panels; presentation of lectures, papers, concerts or exhibits; participation in seminars and conferences; reviewing or editing scholarly publications and books; and service to accreditation bodies. Such integral manifestations of one's membership in a profession are encouraged, as extensions of College employment, so long as they do not conflict or interfere with the timely and effective performance of the individual's primary College duties.

3.3   "Faculty or other professional staff members" means any person who is employed full time by Southern West

SCP-2562, *External Professional Activities of Faculty and Other Professional Staff*   Page 1 of 4

Virginia Community and Technical College who is exempt from overtime requirements of the Fair Labor Standards Act.

3.4   "Inappropriate use or exploitation of College resources" means using any services, facilities, equipment, supplies or personnel which members of the general public may not freely use. A person engaged in external professional activities for pay may use, in that connection, publicly accessible facilities such as College libraries; however, an office shall not be used as the site for compensated appointments with clients, e.g., for counseling or instruction. Under no circumstances may a supervisory employee use the services of a supervised employee during College employment time to advance the supervisor's external professional activities for pay.

3.5   "Conflict of interest" relates to situations in which financial or other personal consideration may compromise, may have the potential for compromising, or may have the appearance of compromising an employee's objectivity in meeting College duties or responsibilities, including grant activities.

SECTION 4.   POLICY

4.1   Southern West Virginia Community and Technical College seeks to appoint and to retain, as faculty and other professional staff members, individuals of exceptional competence in their respective fields of professional endeavor. Because of their specialized knowledge and experience, such persons have opportunities to apply their professional expertise to activities outside of their College employment, including secondary employment consisting of paid consultation with or other service to various public and private entities. Through such practical, compensated applications of their professional qualifications, College employees enhance their own capabilities in teaching and professional development. Thus, participation of faculty and other professional staff members in external professional activities for pay, typically in the form of consulting, is an important characteristic of academic employment that often leads to significant societal benefits, including economic development through knowledge and technology transfer. However, such external professional activities for pay are to be undertaken only if they do not:

4.1.1   Create a conflict of commitment by interfering with the obligation of the individuals to carry out all primary College duties in a timely and effective manner; or

4.1.2   Create a conflict of interest vis-a-vis the individual's status as an employee of the College; or

4.1.3   Involve any inappropriate use or exploitation of College resources; or

4.1.4   Make any use of the name of Southern West Virginia Community and Technical College for any purpose other than professional identification; or

4.1.5   Claim, explicitly or implicitly, any College or institutional responsibility for the conduct or outcome of such activities.

4.2   The institution expects its employees to give full professional effort to assignments of teaching and/or institutional service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the employee's commitment to the institution. Moreover, it is considered inappropriate to transact personal business from one's institutional office, or using College equipment for the same.

4.3   No employee may conduct personal for-profit business or enterprises on college premises. This restriction includes telephone calls, developing or answering correspondence, or receiving personal business guests on college property or time.

4.4   Solicitation by employees for purposes other than direct college related business during regularly scheduled work hours is prohibited. Solicitation during non-work hours (lunch or other break times) by employees is subject to other applicable policies of this institution.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   This policy is written in compliance with joint policies of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education.

SECTION 6.   GENERAL PROVISIONS

6.1   The American Association of University Professors (AAUP) states that the broad term "conflicts of interest" is generally used to subsume two different concepts: Conflicts of interest, which tend to involve private financial arrangements, and conflicts of commitment, which generally refer to time and energy. While conflicts of commitment is a distinct concept from conflicts of interest, the two often overlap and, at times, may be difficult to separate. This policy is intended to bring attention to the outside employment activities of employees of the institution and allow a reporting mechanism to ensure these activities will not interfere with the full time service commitment to the institution.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   The appointment of a person to a full time position at Southern West Virginia Community and Technical College is made subject to the following conditions:

7.1.1.   The employee shall render full time service to the institution. Outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of college employment responsibilities.

7.1.2.   If outside employment or service interferes with regular college employment responsibilities of the employee, the institution has a right to take appropriate corrective action as warranted by the situation and rules and policies of the institution, up to and including disciplinary action.

7.2.   Annual Review

7.2.1.   All faculty and professional staff shall verify their status regarding external professional activities annually by completing the appropriate form found at SCP-2562.A. This form is due to Human Resources by August 31. If a faculty or professional staff member undertakes external professional activities for pay after the annual reporting date, he/she should complete an External Professional Activities form not less than ten (10) calendar days before the date of the proposed external professional activity for pay is to begin.

7.2.2   The supervisor will review and discuss the completed form and policy with the employee to ensure no conflict of commitment or interest exists, sign the form, and forward to Human Resources for review.

7.2.3.   The signed form shall be placed in the employee's personnel file.

7.3   Personal Professional Activity

    7.3.1   The administration may permit and encourage a reasonable amount of personal professional activity (such as consulting, service on boards and committees, and community service activities) outside the employee's duties and responsibilities, provided such activity further develops the employee professionally, or provides a community service, or promotes the college in a positive manner, and does not interfere with duties and responsibilities to the institution.

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-2562.A, External Professional Activities for Pay Report Form

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

Revision Notes: September 2008 - Revisions reflect no substantial changes in procedure or documentation requirements. However, coverage was expanded from only full time faculty to all full time exempt professional employees of the institution. Definitions were added and more clarity was provided to provide explanation of the meaning of conflict of interest. The form for reporting was modified to indicate the specific outside employment activity.

November 2013 - Revisions reflect correction to Procedural Rule institutional reference, but no substantial changes in procedure or documentation requirements.

November 2018 - Minor revisions were made to annual review process for external professional activities to correspond with the requirements set forth in SCP-2562.A.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
External Professional Activities for Pay Report Form
SCP-2562.A

Instructions: In accordance with SCP-2562, *External Professional Activities of Faculty and Other Professional Staff,* this form must be completed each year by all full-time faculty and professional staff employees. Complete all parts of the form. If you did not engage in external professional activities for pay for the fiscal year specified, write "NONE" across the grid below.   Please report all paid activity/employment, including planned activity/employment, for the fiscal year. The report for each fiscal year is due to the Office of Human Resources by August 31. If you intend to engage in paid professional activity, this form is to be completed no less than ten days before the proposed external professional activity for which pay is to begin.

Employee Name: _____   Title: _____

Department/Unit: _____   Fiscal Year: _____

Dates From/To	Name of Business/ Agency/Group/ Organization/Person	Hours Worked Per Week	Days Worked Per Week/Schedule	Explanation: Nature of Activity and General Description of Business/ Agency/Group/Organization/Person

Employee Signature and Printed Name: _____   Date: _____

I have reviewed the above activities for compliance with SCP- 2562, *External Professional Activities of Faculty and Other Professional Staff*

Supervisor Signature: _____   Date: _____

Director of Human Resources Signature: _____   Date: _____

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Request for Final Approval of SCP-2575, *Overtime and Compensatory Time*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2575, *Overtime and Compensatory Time,* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The Vice President for Finance and Administration Unit was charged with the review of SCP-2575, *Overtime and Compensatory Time*. The purpose of this policy is to develop an approval process and procedure for requesting and using compensatory time and overtime at Southern West Virginia Community and Technical College.

This policy was reviewed by Executive Council on November 1, 2018 and the President's Cabinet on November 13, 2018. Revisions reflect corrected citation to statue. The revisions also included the revised definition of workweek and overtime. The approval of a cabinet level administrator was also removed from the policy. The form SCP-2575.A, *Request to Work Additional Hours*, was also revised to reflect these changes.

At its December 11, 2018 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended January 11, 2019. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-2575, *Overtime and Compensatory Time,* as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2575

SUBJECT: Overtime and Compensatory Time

REFERENCE: Title 135, Higher Education Policy Commission, Series 55, *Human Resources Administration*, West Virginia Code §18B-7-10, "Compensatory time off in lieu of overtime; written agreement; other;" Fair Labor Standards Act of 1938, 29 U.S.C. §§201 to 219

ORIGINATION: February 17, 2004

EFFECTIVE: March 19, 2019

REVIEWED: November 1, 2018

SECTION 1. PURPOSE

1.1 The purpose of this policy is to develop an approval process and procedure for requesting and using compensatory time and overtime at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy, as it relates to overtime and compensatory time, shall apply to all non-exempt employees. This policy, shall not apply to exempt employees as relates to overtime, but shall apply to those exempt employees who are eligible for compensatory time according to Title 135, Higher Education Policy Commission, Series 55, *Human Resources Administration.*

SECTION 3. DEFINITIONS

3.1 Non-Exempt Employee – Those employees who are covered by the overtime provisions of the Fair Labor Standards Act (FLSA).

3.2 Exempt Employee – Those employees who are not covered by the Fair Labor Standards Act for overtime purposes.

3.3 Workweek – A regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four (24) hour periods. It begins on Saturday at 12:01 a.m. and ends on the following Friday at 12:00 midnight. The president or president's designee may establish a workweek different from this provided that record keeping requirements are met as set forth in relevant law. A work schedule of thirty-seven and one-half (37.5) hours will be established within a workweek. Lunch periods are unpaid and are typically one (1) hour in duration for five-day work weeks and ½ hour duration for four-day work weeks,

3.4 Overtime – Overtime is required by federal and state law for time worked in excess of 40 hours per workweek. Only actual hours worked are included in calculating overtime. Pay which is received for holidays, annual leave, sick leave, or work release time is not counted as working hours for purposes of overtime. Overtime is calculated at one and one-half times the regular rate of total pay (including increment pay). Hours worked between 37.5 hours per week and 40 hours per week are paid at the employee's regular base hourly rate. As a general rule, overtime work must be approved in advance and requests to work

overtime are made using the appropriate form. However, there   may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete the appropriate form immediately thereafter and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for the overtime hours actually worked.

3.5 Compensatory Time – Time taken off work in lieu of receiving payment in the form of overtime pay. Compensatory hours are calculated at one and one-half times the hours actually worked in excess of 40. Hours worked between 37.5 and 40 hours per week are compensated on an hour for hour basis. Compensatory time must be requested and approved in advance. Use of compensatory time must also be requested and approved in advance.

SECTION 4.   POLICY

4.1 It shall be the policy of the Board of Governors to allow eligible employees of Southern West Virginia Community and Technical College to receive compensatory time in lieu of overtime to the extent authorized by federal and state law and by procedural rule of the West Virginia Council for Community and Technical College Education. As a general rule, an employee may not work overtime unless approved in advance per this policy. However, there   may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete the appropriate form immediately thereafter and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for the overtime hours actually worked. A written agreement between the employee and the institution shall be completed when the employee chooses compensatory time off in lieu of overtime pay. The written agreement may be modified at the request of either the employee or employer at any time but under no circumstances shall a change in the agreement deny the employee compensatory time heretofore acquired.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1 Exempt employees are not eligible for compensatory or over time pay. HOWEVER, when an exempt employee is required to work on any designated institutional holiday, that employee shall be given substitute time off on an hour-for-hour worked basis. Title 135, Higher Education Policy Commission, Series 55, *Human Resources Administration.*

SECTION 6.   GENERAL PROVISIONS

6.1 Work Hours Beyond 37.5 Per Week – If it is essential that a non-exempt employee work more than 37.5 hours per week, the extra work must be requested and approved in advance by the immediate supervisor and the Vice President for Finance and Administration, or their designee.   The employee and immediate supervisor must mutually agree upon the method of compensation, choosing between the options of receiving monetary payment for extra hours worked, or receiving compensatory time off in lieu of pay. Depending upon the agreed upon method of compensation, the approval process is as follows:

6.1.1 Requests to work extra hours in exchange for monetary payment must be approved by the Vice President for Finance and Administration.

6.1.2 Requests to work extra hours in exchange for compensatory time off must be approved by the immediate supervisor.

6.1.3 Maximum Accumulation – An employee of Southern West Virginia Community and Technical College may accumulate a maximum of 37.5 hours of compensatory time with the supervisor's

approval. Any hours beyond this must be approved by the Vice President for Finance and Administration.

6.1.4 Public Safety, Seasonal, or Emergency Workers – Employees in these categories may accumulate up to 75 hours and shall be paid for all hours worked above the maximum accrual.

6.2 Time Frame for Use of Compensatory Time – Accrued compensatory time must be used by the employee prior to using annual leave. Compensatory time must be used within one year of accrual. The use of compensatory time off must be requested in advance. Approval of the request shall be contingent upon whether it will unduly disrupt the operation of the institutional department. When compensatory accrual reaches 37.5 hours, the supervisor must schedule the time off within thirty (30) days.\

6.3 Payment at Termination or Resignation – Any unused compensatory time shall be paid to the employee at the final regular rate of pay received by such employee or at the average regular rate received by the employee during the last three years of employment, whichever is higher.

6.4 Compensatory/Over Time for Holiday Work:

6.4.1 Non-Exempt Employee – When a non-exempt employee is required to work on any designated institutional holiday, that employee shall receive regular pay for that holiday, plus substitute time off or additional pay at the rate of one and one-half (1½) times the number of hours actually worked. The time off must be used within a six-month period following the holiday.

6.4.2 Exempt Employee – When an exempt employee is required to work on any designated institutional holiday, that employee shall be given substitute time off on an hour-for-hour worked basis.

SECTION 7. RESPONSIBILITIES

7.1 Primary Responsibility – The Office of Human Resources shall have primary responsibility for the implementation and oversight of the provisions of this policy. Employees and supervisors are responsible as follows:

7.1.1 Employees – Non-exempt employees may not work hours beyond his/her regular schedule unless requested to by his/her immediate supervisor, or without an approved request to work additional hours.

7.1.2 Supervisors – Supervisors are responsible for compliance will all sections of this policy. He/she is responsible to make sure his/her employees do not work beyond their regularly scheduled work hours per week. Should an employee be required to work additional hours, the supervisor is responsible for ensuring the appropriate request and approvals are properly completed. Supervisors are responsible for monitoring employee compensatory and overtime accruals to avoid the accumulation of unfunded liability for compensation owed to employees.

7.2 Procedures for requesting Overtime or Compensatory Time – The following procedures will be followed for administering overtime and compensatory time provisions of this policy.

7.2.1 The "Request to Work Additional Hours" must be completed by either the employee or the supervisor. The employee and supervisor must mutually agree upon the method of compensation for the additional hours to be worked. Options are either monetary pay, compensatory time off, or schedule adjustment.

7.2.2   Should an employee not wish to work for compensatory time off or be compensated with a schedule adjustment, the supervisor has the options to inquire if other employees would be interested in performing the work, delay the task until the next workday, or to request approval to pay overtime. The supervisor can request and even suggest the employee work for compensatory time off in lieu of overtime pay.

7.2.3   Schedule Adjustment – The supervisor and employee may agree to temporarily adjust the employee's work schedule in order to avoid the accumulation of compensatory time or overtime.   Schedule adjustments must be made within the same work week.

7.2.4   Supervisor will consult with the Vice President for Finance and Administration regarding the need and available budget for the extra work. Supervisors are reminded that although payment is not in dollars, compensatory time has associated costs to the institution. The Vice President for Finance and Administration must provide signature approval for all "Request to Work Additional Hours" where monetary pay is the chosen method of compensation.

7.2.5   Approval is required from supervisor and Vice President for Finance and Administration, or their designee regarding the need prior to having the work performed.

7.2.6   The original "Request to Work Additional Hours" will be sent to Human Resources immediately after approval.

7.2.7   As a general rule, a separate Request to Work Additional Hours is required for each day an employee is requested to work in excess of the normal work day. An exception might be when the supervisor knows beforehand that the tasks will take several days during the workweek to complete and that a certain number of hours will be required. Multiple day requirements for overtime or compensatory time should be indicated as such on the form.

7.2.8   If overtime pay is agreed upon as the method of compensation, the employee will include the additional hours worked on his/her time card at the end of the applicable pay period. A copy of the approved "Request to Work Additional Hours" will be submitted with the time card.

7.2.9   Payroll will calculate the amount of pay and will add the additional wages to the employees next available payroll.

7.2.10 If compensatory time is agreed upon as the method of compensation, the employee will turn in a time card at the end of the month showing the additional hours worked. Compensatory hours worked are to be indicated with the code "C" for "comp time." A copy of the approved "Request to Work Additional Hours" will be submitted with the time card.

7.2.11 The employee must make a request for approval to use accrued compensatory time to the supervisor prior to taking compensatory time off. Approval is contingent upon the needs of the department or institution. Accrued compensatory time must be used prior to using annual leave and must be used within one year of date earned.

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: 2575.A, _Request to Work Additional Hours_

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

Revision Notes: October 2007 – Reformatted policy. Corrected titles. No substantial revisions.

August 2012 – Minor changes in titles. Clarification of lunch periods for four and five-day workweeks.

November 2018 – Corrected citation to statue. Minor changes to Section 3, Definitions, Section 4, Policy, and Section 6, General Provisions.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2575.A

SUBJECT: *Request to Work Additional Hours*

REFERENCE: SCP-2575, *Overtime and Compensatory Time*

ORIGINATION: February 17, 2004

EFFECTIVE: March 19, 2019

REVIEWED: November 1, 2018

This agreement between _____, an employee, and Southern West Virginia Community and Technical College, sets forth the additional hours of work said employee anticipates cannot be performed during the employee's normal workweek. The chart set forth below outlines the proposed work and additional hours. If said employee works the additional hours outlined below, the employee and supervisor have mutually agreed upon the following method of compensation.

The employee and supervisor have mutually agreed upon the following method of compensation:

_____ **Overtime Pay (OT)**   _____ **Compensatory Time (CT)**   _____ **Schedule Adjustment**

- All time will be calculated in accordance with SCP-2575, *Overtime and Compensatory Time*. If compensatory time is selected, both parties fully understand and agree that the employee shall receive substitute time off in lieu of monetary compensation. Both parties understand and agree that time off must be requested and approved in advance and must be used within the time prescribed by policy. An employee must use compensatory time prior to using annual leave.

- As a general rule, both parties understand and agree that time off must be requested and approved in advance. However, there may be occasions when advance approval may not be possible. In these rare instances, an employee is required to complete this form immediately after performing the additional work and provide an explanation as to why the form requesting overtime could not have been submitted in advance. Regardless, non-exempt employees will be compensated for any overtime hours actually worked.

PROPOSED ADDITIONAL WORK SCHEDULE

Work Week Beginning Date	Hours Sat	Hours Sun	Hours Mon	Hours Tues	Hours Wed	Hours Thurs	Hours Fri	Total Hours Proposed

_____   _____
EMPLOYEE   **DATE**   **SUPERVISOR**   **DATE**

_____
VICE PRESIDENT FOR FINANCE AND ADMINISTRATION (OR DESIGNEE)   **DATE**

Required when overtime pay is requested.

NOTE: The total number of actual hours worked in the work week will determine the rate at which compensatory or overtime is earned. Leave time is not considered work time. Employees must use compensatory time accrued prior to using annual leave.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Request for Final Approval of SCP-3000, *Distance Learning*

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

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3000, *Distance Learning*, applies to all distance-delivered courses and programs taught by either full- or part-time faculty at Southern West Virginia Community and Technical College. Distance-delivered courses and programs are those defined by the Higher Learning Commission (HLC) in the *Guidelines for the Evaluation of Distance Education (On-Line Learning)* and the Higher Learning Commission Background Information on Distance and Correspondence Education and the regulations of the U.S. Department of Education.

The policy was reviewed by the Distance Education Committee at their September 28, 2018, meeting and reviewed and revised by the Management Council for Academic Affairs and Student Services (MCAS) at their October 24, 2018, meeting. The policy was reviewed and approved as presented by Executive Council and by President's Cabinet at their November 2018 meetings.

The policy was modified to add correspondence courses to established definitions separate from online/distance education, removed duplicate information, and updated titles to reflect the Office of the Associate Vice President responsible for distance education.

At its December 11, 2018, meeting the Southern West Virginia Community and Technical College Board of Governors authorized release of the policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. The public comment period ended January 11, 2019, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant approval of SCP-3000, *Distance Learning*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3000

SUBJECT: Distance Learning

REFERENCE: Higher Learning Commission 2011 Guidelines for the Evaluation of Distance Education (On-line Learning)[1]; Higher Learning Commission *Background Information on Distance and Correspondence Education* (www.hlcommission.org/Monitoring/distance-delivery.html)

ORIGINATION: February 7, 2012

EFFECTIVE: March 19, 2019

REVIEWED: September 28, 2018

SECTION 1.   PURPOSE

1.1   The purpose of this policy is to provide guidance for the development, approval, teaching and support for all distance-delivered courses at Southern West Virginia Community and Technical College.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This policy applies to all distance-delivered courses and programs taught by either full- or part-time faculty at Southern West Virginia Community and Technical College. Distance-delivered courses and programs are those defined by the Higher Learning Commission (HLC) in the *Guidelines for the Evaluation of Distance Education (On-Line Learning)* and the Higher Learning Commission *Background Information on Distance and Correspondence Education* and the regulations of the U.S. Department of Education.

SECTION 3.   DEFINITIONS

3.1   Asynchronous Online Courses - Those courses in which materials for the course can be accessed at any time and does not require student and instructor to be online at the same time.

3.2   Correspondence Courses - Those courses in which materials are provided by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

3.3   Distance-delivered Courses - Those courses in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other[1].

3.4   Distance-delivered Programs - Those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses[1].

3.5   Hybrid - A method of course delivery which combines the traditional face-to-face instructional environment and other methods of delivery that significantly utilizes technology (50% or more) to deliver instruction.

3.6   Interactive - A method of course delivery in which all or part of the instruction and interaction with students occurs via closed circuit, interactive classrooms (ICR).

3.7   Online - A method of course delivery in which all of the instruction and interaction occurs via internet technologies either synchronous or asynchronous.

3.8   Quality Matters - A faculty-centered, peer review process designed to certify the quality of online and hybrid courses.

3.9   Synchronous Online Course - Those courses in which there are specific hours students and instructors are expected to be online at the same time to participate in lectures, discussions, and other interactive activities.

3.10   Traditional - A method of course delivery in which instruction is provided synchronously in the standard classroom environment requiring students to be physically present in the same location as the instructor.

3.11   Web-enhanced - A method of course delivery which is primarily provided in a traditional face-to-face environment with a limited amount (less than 50%) of instruction that utilizes technology to deliver instruction.

SECTION 4.   POLICY

4.1   All distance-delivered courses and programs will meet the standards established in the "Quality Matters" program (QM) and by the College as described in the Distance Learning Manual. This manual shall be developed and maintained by the Office of the Associate Vice President for Academic Affairs and will establish the standards, processes, procedures, and guidelines required for the development, approval, teaching and support for all distance-delivered courses and programs. The standards, processes, procedures, and guidelines shall adhere to the Higher Learning Commission's 2011 Guidelines for the Evaluation of Distance Education and the Quality Matters program.

4.2   Categories of courses and appropriate BANNER codes shall be established and defined for each type of distance-delivered course including but not limited to
        4.2.1   online,
        4.2.2   hybrid,
        4.2.3   ICR,
        4.2.4   web-enhanced, and
        4.2.5   traditional.

4.3   All distance-delivered courses shall be comparable to traditional campus-based courses, when applicable, in terms of
        4.3.1   syllabi, including learning outcomes,
        4.3.2   textbooks,
        4.3.3   grading, and
        4.3.4   methods of evaluation.

4.4   All full- and part-time faculty must receive approved training and faculty development on Blackboard and the Quality Matters rubric prior to being assigned to a distance-delivered course.

4.5   Correspondence courses are not authorized as a form of delivery.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6. GENERAL PROVISIONS

6.1   All distance-delivered courses developed and offered by Southern West Virginia Community and Technical College shall be reviewed and approved in accordance with the requirements of the Distance Learning Manual.

6.2   All faculty teaching distance-delivered courses are required to undergo Blackboard and QM training prior to being assigned to teach a distance-delivered course.

SECTION 7. RESPONSIBILITIES

7.1   The Associate Vice President for Academic Affairs is responsible for the development, implementation, and maintenance of the Distance Learning Manual and ensuring compliance with the provisions of this policy.

SECTION 8. CANCELLATION

8.1   None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

_____

Board of Governors Chair   Date

_____

President   Date

Attachments: None.

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

Revision Notes: February 7, 2012 - Policy originated.

August 2016 - Scheduled policy review. Updated titles, removed provisions, clarified definitions removing non-distance related course types.

September 2018 - Policy reviewed by the Distance Education Committee with modifications to add correspondence courses to establish definition correspondence separate from online/distance education, removal of duplicate information, and update titles to reflect the Office of the Associate Vice President responsible for distance education.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM:	Request for Approval of Revisions to SCP-1435, *Inclement Weather and Emergency Situations,* SCP-1435.A, *Media Notification List,* and SCP-1435.B, *Essential Employees Guidelines*
RECOMMENDED RESOLUTION:	*RESOLVED,* That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policy and forms to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.
STAFF MEMBER:	Samuel Litteral
BACKGROUND:	

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

This policy was reviewed by Executive Council on January 3, 2019 and the President's Cabinet on January 8, 2019. Revisions provide clarity and reflect changes in position titles and management responsibilities. Following these reviews, it is recommended that the Board of Governors advance this policy and its forms to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435

SUBJECT: Inclement Weather and Emergency Situations

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

ORIGINATION: October 1994

EFFECTIVE: ~~July 19, 2018~~

REVIEWED: ~~February 2018~~ November 15, 2018

SECTION 1.   PURPOSE

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

SECTION 2.   SCOPE AND APPLICABILITY

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

SECTION 3.   DEFINITIONS

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

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

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

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

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

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

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

SECTION 4.   POLICY

4.1   Policy Responsibility – It is the intent of Southern West Virginia Community and Technical College to close facilities or cancel classes only in extreme emergency situations. Closure may be for the entire institution, one or more campus locations, or for a single facility. The Directors of Campus Operations will monitor travel conditions and will contact the Vice President for Academic Affairs to discuss the weather situation. Once a decision is made, the Vice President for Academic Affairs is responsible for overseeing and carrying out procedures related to the cancellation of classes ~~and/or closure of facilities~~.

    4.1.1   The Vice President for Academic Affairs will then contact the ~~Director of Media~~ <u>Vice President for Institutional Advancement</u> and inform the individual of the decision to cancel classes and the locations affected. The ~~Director of Media~~ <u>Vice President for Institutional Advancement</u> will <u>inform and authorize the appropriate personnel to</u> update the weather line and web site, send a notification through the Southern ALERTS Emergency Notification System, and contact local media to expedite information to the public.

    <u>4.1.2</u>   <u>In the event that an emergency exists, the President in conjunction with local and/or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor of the West Virginia Council for Community and Technical College Education. The President, working with public safety officials, will determine when the emergency condition no longer exists. Should an employee be required to work by the President or her/his designee during a declared emergency, the time worked shall be compensated according to SCP-2575, *Overtime and Compensatory Time*. Work time lost by any employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged to accrued annual leave nor will there be a requirement that the time be made up.</u>

4.2   Campus Responsibility – When these situations occur, the Vice President for Academic Affairs, in consultation with the School ~~Chairs~~ <u>Deans</u>, will determine if it will be necessary to cancel or adjust classes~~, and/or operating hours (Adjusted Operating Hours) or close a facility (College Facility Closure)~~. When these situations occur, students, employees, and the general public are encouraged to call the College's weather line, visit the web site or listen/watch news media in the county at which their classes/events/meetings are held for cancellation or closure information.

4.3   Facility Closure – In the event that facilities are closed, employees of the College do not report to work until the facility is reopened, with the exception of essential employees as defined in SCP-1435.B, Section 2.1. Annual leave must be used per Section 7.2 of this policy. Additionally, public meetings/events/activities scheduled at the facility will be canceled.

4.4   Adjusted Operating Hours – In the event hours of operation are adjusted, facilities will remain open for all employees to report to work. Employees are encouraged to use discretionary judgment in their decision to report. Those not reporting must take annual leave. Additionally, public meetings/events/activities scheduled during affected hours will be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.

4.5   Class Cancellation – In the event classes are canceled, faculty not reporting are expected to submit written plans to their School ~~Chair~~ <u>Dean</u>/Program Coordinator for making up lost instructional time per Section 7.1 of this policy. Public meetings/events/activities scheduled during hours affected may or may not be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.

4.6   Shared Facility – The Boone/Lincoln Campus and the Boone Career and Technical Center are considered

separate facilities for the purposes of this policy. The Lincoln Location and the Lincoln County High School are considered separate facilities for the purposes of this policy. Southern classes scheduled in the Boone Career and Technical Center facility may/may not be canceled if the Center is closed by the Boone County Board of Education. Southern classes scheduled in the Lincoln County High School wing may/may not be canceled if the High School is closed by the Lincoln County Board of Education. Classes scheduled at the Boone/Lincoln Campus and/or Lincoln Location facility may/may not be affected. Persons are asked to listen or watch local news media, call the weather line or visit the web site for details.

4.7   Off Campus Facility Closure – In the event that an off-campus instructional facility (i.e., high school or vocational school building) is closed, Southern's classes in that facility will not be held. The faculty member is required to submit written plans to their School ~~Chair~~ Dean for making up lost instructional time per Section 7.1 of this policy.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6.   GENERAL PROVISIONS

6.1   None.

SECTION 7.   RESPONSIBILITIES

7.1   Loss of Instructional Time – If cancellations or closures cause the loss of instructional time, faculty members have the responsibility for making up instructional time lost. The faculty are to notify their respective School Chair in writing as to when and how instructional time will be made up.

7.2   Employee Absences – Absences from work by eligible employees due to cancellations or closures called in accordance with this policy, other than a declared emergency by public safety officials, must be charged against accumulated annual leave. Sick leave may not be charged for absences under this policy. In the event that one campus is closed, employees with approval of their supervisors, may be permitted to work at another location.

7.3   Employee Absence Under Declared State of Emergency – In the event that public safety officials declare a state of emergency, work hours missed during the declared emergency shall be considered regular work time for pay purposes. This time will not be charged to annual leave, nor will there be a requirement that the time be made up. Should any employee be required to work by the president or his/her designee during a declared emergency, the time worked shall be compensated according to provisions of Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*.

7.4   Policy Posting – The Directors of Campus Operations must post information at prominent locations regarding emergency closing and cancellations. Whenever possible, messages regarding adjusted hours, closing, and reopening of facilities will be placed on campus telephone systems.

7.5   Student Notification – Faculty are to provide this policy information (SCP-1435.A, *Media Notification List*) to students at the beginning of each semester. Additionally, the information will be published in the College Catalog.

SECTION 8.   CANCELLATION

8.1   Replaces SCI 1370, "Inclement Weather and Emergency Situation" policy dated December 12, 1996.

Replaces SCI 1435, "Inclement Weather and Emergency Situation" policy dated October 1994.

SECTION 9.   REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments:	SCP-1435.A, *Media Notification List* SCP-1435.B, *Essential Employee Guidelines*
Distribution:	Board of Governors (12 members) www.southernwv.edu
Revision Notes:	February 2008 - Revisions provide clarity and reflect changes in management responsibilities and procedure requirements.
	August 2012 - Revisions reflect changes in position titles and management responsibilities.
	August 2017 - Revisions reflect changes in position titles and management responsibilities. Added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*, to the Reference Section of this policy.
	February 2018 - Revisions reflect inclusion of Southern ALERTS Emergency Notification System as a means of class cancellations and campus/college closures, and clarification of personnel who are required to report to work during a facility closure.
	November 2018 - Revisions provide clarity and reflect changes in position titles and management responsibilities. Added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 55, *Human Resources Administration* and SCP-2575, *Overtime and Compensatory Time*, to the Reference Section of this policy.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.A

SUBJECT: Media Notification List

REFERENCE: SCP-1435, *Inclement Weather and Emergency Situations*;
                 SCP-1435.B, *Essential Employee Guidelines*

EFFECTIVE: ~~January 12, 2018~~

REVIEWED: ~~August 2017~~ November 15, 2018

SECTION 1.   PURPOSE

1.1   Cancellation or closures may affect only one building, campus, facility, off-campus facility, or the entire institution. Media will be requested to specifically announce the affected location/facility. The following news media will be contacted to announce information on closures or cancellations in affected areas:

Boone and Lincoln Counties:	WZAC 1450 (AM) 92.5 (FM)	Danville/Madison
	~~WVAF~~ V100 99.9 (FM)	Charleston
	WQBE 950 (AM) 97.5 (FM)	Charleston
	~~KICKS~~ KWS 96.1 (FM)	Charleston
	~~WVPN 88.5 (FM) Public Radio~~	~~Charleston~~
Logan County:	WVOW 1230 (AM) 101.9 (FM)	Logan
Mingo County:	~~WVKM 106.7 (FM)~~	~~Matewan~~
	~~WBTH 1400 (AM)~~	~~Williamson~~
	WXCC 96.5 (FM)	Williamson
Wyoming and McDowell Counties:	WKQR 92.7 (FM)	Mullens
	WJLS 560 (AM) 99.5 (FM)	Beckley
	~~WHIS 1440 (AM)~~	~~Bluefield~~
	WHAJ 104 (FM)	Bluefield
	WWYO 970 (AM)	Pineville
	WELC 1450 (AM) 100.9 (FM)	Welch
	WCIR 103.7 (FM)	Beckley
Pike County, KY:	WPKE 1240 (AM) 103.1 (FM)	Pikeville, KY
	WKLW 94.7 (FM)	Paintsville, KY
	WSIP 98.9 (FM)	Paintsville, KY
	WDHR 93.1 (FM)	Pikeville, KY

The following television stations will be contacted with cancellation or closure information:

WCHS-TV (Ch. 8-ABC)	Charleston
WOWK-TV (Ch. 13-CBS)	Huntington
WSAZ-TV (Ch. 3-NBC)	Huntington
WVVA-TV (Ch. 6-NBC)	Bluefield

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.B

SUBJECT: Essential Employee Guidelines

REFERENCE: SCP-1435, *Inclement Weather and Emergency Situations*;
                          SCP-1435.A, *Media Notification List*

ORIGINATION: December 2013

EFFECTIVE: January 12, 2018

REVIEWED: ~~August 2017~~ November 15, 2018

1.   This guideline is not intended to replace the written emergency response plan outlined in Southern West Virginia Community and Technical College's "Emergency Plan and Procedures Guide." This guideline is intended to identify essential employees and provide employee guidance for reporting to work in the event of a declared state of emergency by authorized non-college officials (i.e., the Governor or county emergency services officials, etc.).

2.   **Essential Employee Definition**
        2.1   Essential employees are defined as the Director of Campus Operations at each location and the Chief Information Officer.

        2.2   Directors of Campus Operations are required to report to work during an inclement weather/emergency closure of a campus facility or facilities. The Chief Information Officer may be able to verify information systems operation from a remote location. However, if necessary, he or she is required to report or have support staff report to ensure information systems and/or communication systems are appropriately operational.

        2.3   If a Director of Campus Operations is unable to report to work during an inclement weather/emergency closure of a campus facility or facilities, he or she will contact an appropriate staff member to report to work to address the situation at hand.

3.   **Inclement Weather/Emergency Compensation**
        3.1   Exempt essential employees *required* to work during an inclement weather/emergency closure will be compensated with substitute time off on an hour for hour basis, in addition to regular pay. Non-exempt employees *required* to work during an inclement weather/emergency closure will be compensated for work performed through substitute time off or pay at the rate of one and one-half (1½) times the actual hours worked, in addition to regular pay. In order for substitute time off to be used in lieu of pay, there must be a mutual written agreement between the non-exempt employee and the supervisor. Otherwise, the non-exempt employee must be compensated with pay. If substitute time off is granted for work performed during an inclement weather/emergency closure, the accrued time must be used within six (6) months from the date it is earned.

4.   **Treatment of Overtime and Inclement Weather Compensation**
        4.1   Inclement weather/emergency compensation is separate from overtime compensation. Both must be applied separately and appropriately. To be eligible for overtime compensation a non-exempt employee must actually work in excess of 40 hours during the work week. Non-exempt employees must be compensated for this time at one and one-half times their regular hourly rate. This compensation may be in the form of pay or compensatory time.

4.2   Exempt employees with actual hours worked in excess of 40 hours within the work week are not entitled to overtime compensation for these hours.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Request for Approval of Revisions to SCP-3620, *Policy Regarding Program Review*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution SCP-3620, *Policy Regarding Program Review*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3620, *Policy Regarding Program Review*, delineates the responsibilities of the College and its Board of Governors in the review of existing academic programs.

The policy was reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their November 28, 2018, meeting. The policy was reviewed and approved as presented by Executive Council and by President's Cabinet at their December 2018 meetings.

Revisions reflect the removal of date-specific requirements and update the program review process to reflect the current organization structure.

Based upon the deliberations of the aforementioned bodies, the staff recommends that the Board of Governors advance SCP-3620, *Policy Regarding Program Review*, as presented to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

SUBJECT: Policy Regarding Program Review

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, *Policy Regarding Program Review*

ORIGINATION: October 8, 2001

EFFECTIVE: July 17, 2014

REVIEWED: ~~February 28, 2014~~ November 2018

SECTION 1.   PURPOSE

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

SECTION 2.   SCOPE AND APPLICABILITY

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

SECTION 3.   DEFINITIONS

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

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

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

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

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

SECTION 4.   POLICY

4.1   The program review process will provide for a review and evaluation of all programs leading to a certificate or degree at the College. To ensure that each program is reviewed at least once every five years, consistent with statutory requirements, approximately 20 percent of all programs will be selected for review each year. The process must allow for early identification of programs that need particular scrutiny to permit changes to be anticipated, appropriate intervention to take place and corrective action to be accomplished within normal institutional planning efforts

4.2   The purpose of the reviews will be to conduct an in-depth evaluation of the viability of, adequacy of and necessity for each academic program, consistent with the mission of the College. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional process and completed within the previous sixty (60) months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body. Individual programs that are accredited by specialized accrediting or approving agencies recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect adequacy.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6.   GENERAL PROVISIONS

6.1   None.

SECTION 7.   RESPONSIBILITIES

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

       7.1.1.   Program title and degree;

       7.1.2.   Year of last review;

       7.1.3.   Documentation of continuing need;

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

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

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

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

7.2.1 With approval of the BOG, designate the programs, constituting approximately 20 percent of all programs, to be reviewed during a given year;

7.2.2 ~~By November 1, 2001, submit to the 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 a five-year cycle;~~

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

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

~~7.2.6~~ 7.2.2 Make available a readily accessible computerized data base and other support for the program review process;

~~7.2.6~~ 7.2.3 Submit, for programs deemed to have met the minimum requirements with respect to adequacy by virtue of special accreditation or approval, the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement regarding program consistency with mission, viability and necessity;

~~7.2.7~~ 7.2.4 Oversee compilation each year of any self-study to be presented by the College to the BOG;

~~7.2.8~~ 7.2.5 Oversee compilation each year of the Program Review Summary Report to be provided to the Council by the BOG; and

~~7.2.9~~ 7.2.6 Ensure compliance with this policy, the Council's Policy Regarding Program Review and any guidelines issued by the Council regarding the program review process.

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

7.4 The Academic ~~Department~~ <u>Affairs Unit</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~~ <u>Dean of School</u>;

  7.4.3 ~~Academic Affairs Management Council~~ <u>Management Council for Academic Affairs and Student Services (MCAS)</u>;

  7.4.4 Executive Council;

  <u>7.4.5 President's Cabinet.</u>

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

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

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

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

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

    7.6.1.3 Identification of the program for further development; or

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

  7.6.2 If the College recommends discontinuance of the program, then the provisions of the Council's policy on approval and discontinuance of programs will apply.

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

7.7. Committee Recommendation: The appropriate Academic Dean will develop a recommendation for action and present it to the BOG for action and referral to the Council.

7.8 The Executive Council may make recommendations that go beyond those also. The council may request additional information and may recommend continuance on a provisional basis and request program reports.

7.9   Appeals Committee and the Appeals Process: Any disagreement between a final recommendation of the Academic Dean and the recommendation of the academic unit may be appealed to the College's Chief Academic Officer.

SECTION 8.   CANCELLATION

8.1   None.

SECTION 9.   REVIEW STATEMENT

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

SECTION 10.   SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments: None.

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

Revision Notes: February 2014 - Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities or titles.

                      November 2018 - Revisions reflect the removal of date-specific requirements and updated the program review process to reflect the current organizational structure. The Council practice does not expect said conditions. The Council directs the program review requirements.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Request for Approval of Revisions to SCP-3637, *General Education Philosophy and Goals*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution SCP-3637, *General Education Philosophy and Goals*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Deanna Romano

BACKGROUND:

SCP-3637, *General Education Philosophy and Goals*, applies to all students enrolled at the College and the faculty who are responsible for instruction.

The Assessment Committee reviewed and revised the policy as part of the regular policy review cycle for the 2018-2019 academic year.

The policy was then reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their November 28, 2018, meeting. The policy was reviewed and approved as presented by Executive Council and by President's Cabinet at their December 2018 meetings.

Revisions reflect a change in the general education goals.

Based upon the deliberations of the aforementioned bodies, the staff recommends that the Board of Governors advance SCP-3637, *General Education Philosophy and Goals*, as presented to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3637

SUBJECT: General Education Philosophy and Goals

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series ~~7~~ 11, ~~Standards for Degree Designations and General Education Requirements for Community and Technical College Degrees~~ Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities; West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education Core Coursework Transfer Agreement

ORIGINATION: December 19, 1997

EFFECTIVE: ~~April 16, 2013~~

REVIEWED: ~~November 2012~~ October 2018

SECTION 1.   PURPOSE

1.1   The faculty of Southern West Virginia Community and Technical College dedicate themselves to preparing Southern's graduates for <u>life and work in the twenty-first century</u> ~~the challenges that lie ahead~~. The ~~following statement and goals~~ general education philosophy and goals describe Southern's commitment to providing each graduate <u>with</u> the skills and knowledge necessary for professional and personal success.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This policy is applicable to all students enrolled ~~in degree or certificate programs~~ at Southern West Virginia Community and Technical College and the faculty who are responsible for instruction.

SECTION 3.   DEFINITIONS

3.1   The purpose of general education at Southern West Virginia Community and Technical College is to produce generally educated students who contribute to their communities and country. A generally educated student is ~~,by definition,~~ a life-<u>long</u> learner with a common academic canon of knowledge, concepts and attitudes.

3.2   <u>The general education goals are defined as follows:</u>
    3.2.1   <u>Critical thinking is the ability to identify and interpret relevant information in order to formulate an opinion or conclusion.</u>
    3.2.2   <u>Communication is utilizing verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.</u>
    3.2.3   <u>Quantitative literacy and fluency is the demonstration and communication of computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).</u>
    3.2.4   <u>Intercultural competence is the ability to communicate and behave in appropriate ways with those who are culturally diverse.</u>

SECTION 4.   POLICY

4.1   Southern West Virginia Community and Technical College is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education promotes the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication. Southern's general education provides students with an integrated view of knowledge and prepares them for their role as productive and responsible members of society.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6.   GENERAL PROVISIONS

6.1   Students who have completed the general education requirements of an associate degree will have improved in the following:
6.1.1   ~~Critical Thinking Skills~~
6.1.2   ~~Oral and Written Communications~~
6.1.3   ~~Mathematical Skills Competencies~~
6.1.4   ~~Informational and Communication Technology Skills~~
6.1.5   ~~Scientific Inquiry/Reasoning Skills~~
6.1.6   ~~A Cultural/Artistic/Global Perspective.~~
6.1.1   Critical Thinking
6.1.2   Communication
6.1.4   Quantitative Literacy and Fluency
6.1.5   Intercultural Competence

SECTION 7.   RESPONSIBILITIES

7.1   General education is the responsibility of all who work and learn at Southern West Virginia Community and Technical College. Components of general education are embedded in ~~each curriculum~~ all programs ~~and are measured annually~~. Southern will maintain ~~a~~ general education ~~core~~ coursework requirements within each program as specified in the state policy.

SECTION 8.   CANCELLATION

8.1   None.

SECTION 9.   REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair   **Date**

President   **Date**

Attachments: None

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

Revision Notes: November 2012 — Revisions reflect no substantial changes in procedure or documentation requirements. The policy was reformatted into the current policy template.

October 2018 — Revisions reflect changes in general education philosophy and goals.

DISCUSSION ITEMS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Community and Technical College System Fall 2018 Enrollment Report

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Robert E. Gunter

BACKGROUND:

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

WEST VIRGINIA
COMMUNITY & TECHNICAL
COLLEGE SYSTEM
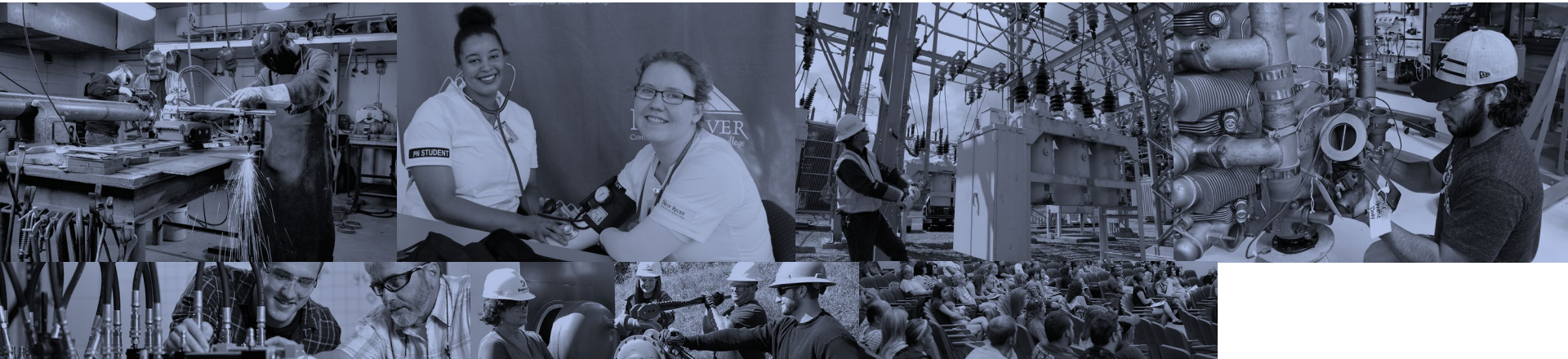
Enrollment Report
Fall 2018

December 12, 2018

System Snapshot

College-Going Rate

▼ **0.5**ppt

Fall-to-Fall Retention Rates

▼ **1.5**ppt
At Any Public Institution

▼ **0.3**ppt
At Starting Institution

Enrollment

▼ **2.0%**
Fall Headcount

▼ **3.5%**
Fall Full-Time Equivalent

Public two-year institutions continue to experience negative enrollment growth. Enrollment at these institutions decreased by 1.7 percent in the Fall 2017 semester and 2.0 percent in the Spring 2018 semester.

Legend:
- Fall 2015
- Spring 2016
- Fall 2016
- Spring 2017
- Fall 2017
- Spring 2018

All Sectors: -1.7%, -1.3%, -1.4%, -1.5%, -1.0%, -1.3%

4-Year Public: 0.8%, 1.0%, 0.2%, 0.2%, -0.2%, -0.2%

4-Year Private Nonprofit: -0.3%, 0.7%, -0.6%, -0.2%, -0.4%, -0.4%

4-Year For-Profit: -13.7%, -9.3%, -14.5%, -10.1%, -7.1%, -6.8%

2-Year Public: -2.9%, -3.3%, -2.6%, -2.5%, -1.7%, -2.0%
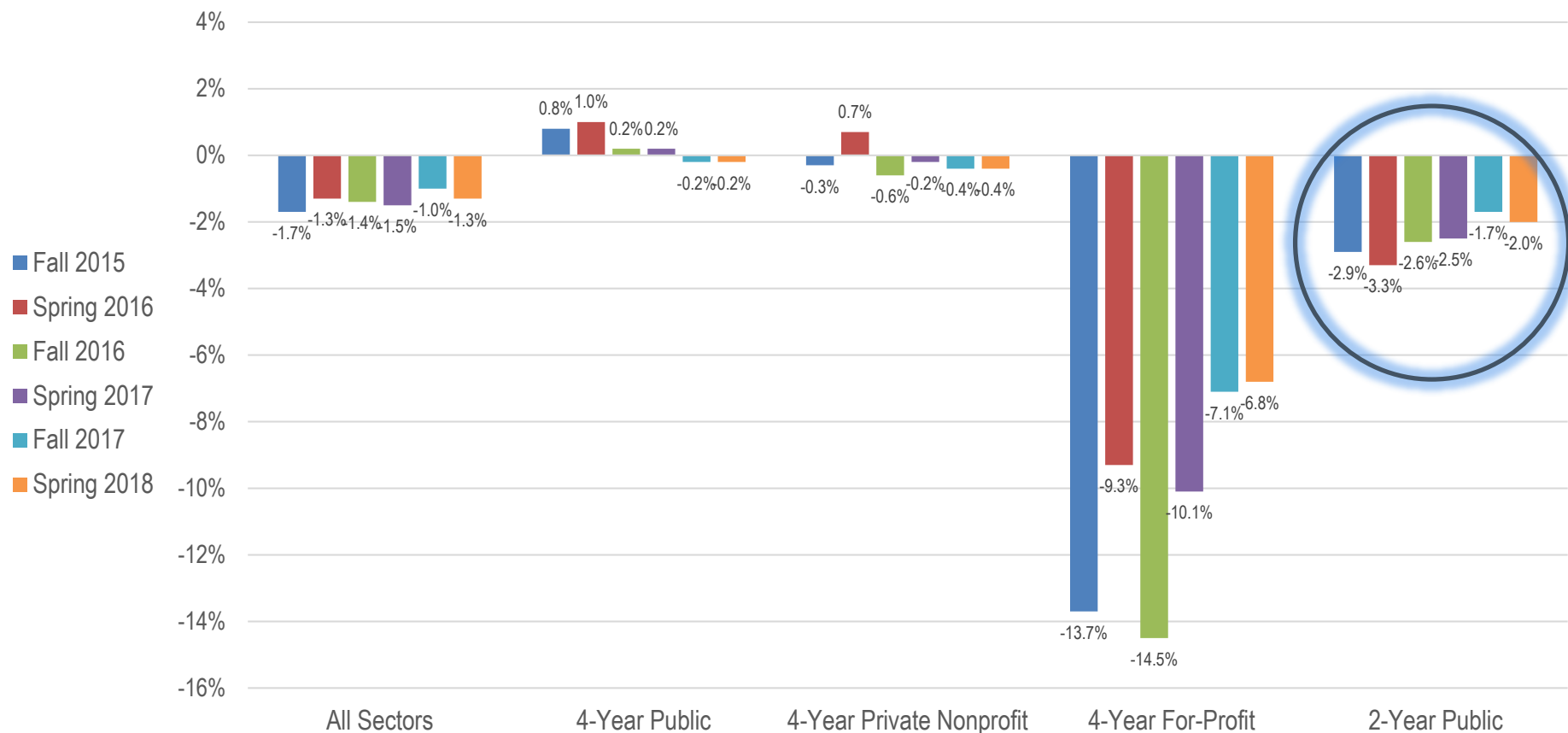
WV High School Graduate Projections

2017-18 to 2026-27 Academic Years

According to WICHE, the number of graduates produced by public and private high schools in West Virginia will reach a **ten-year low of 17,123** in 2023.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Graduates	17,815	17,447	17,511	17,221	17,417	17,189	17,123	17,576	17,516	17,383
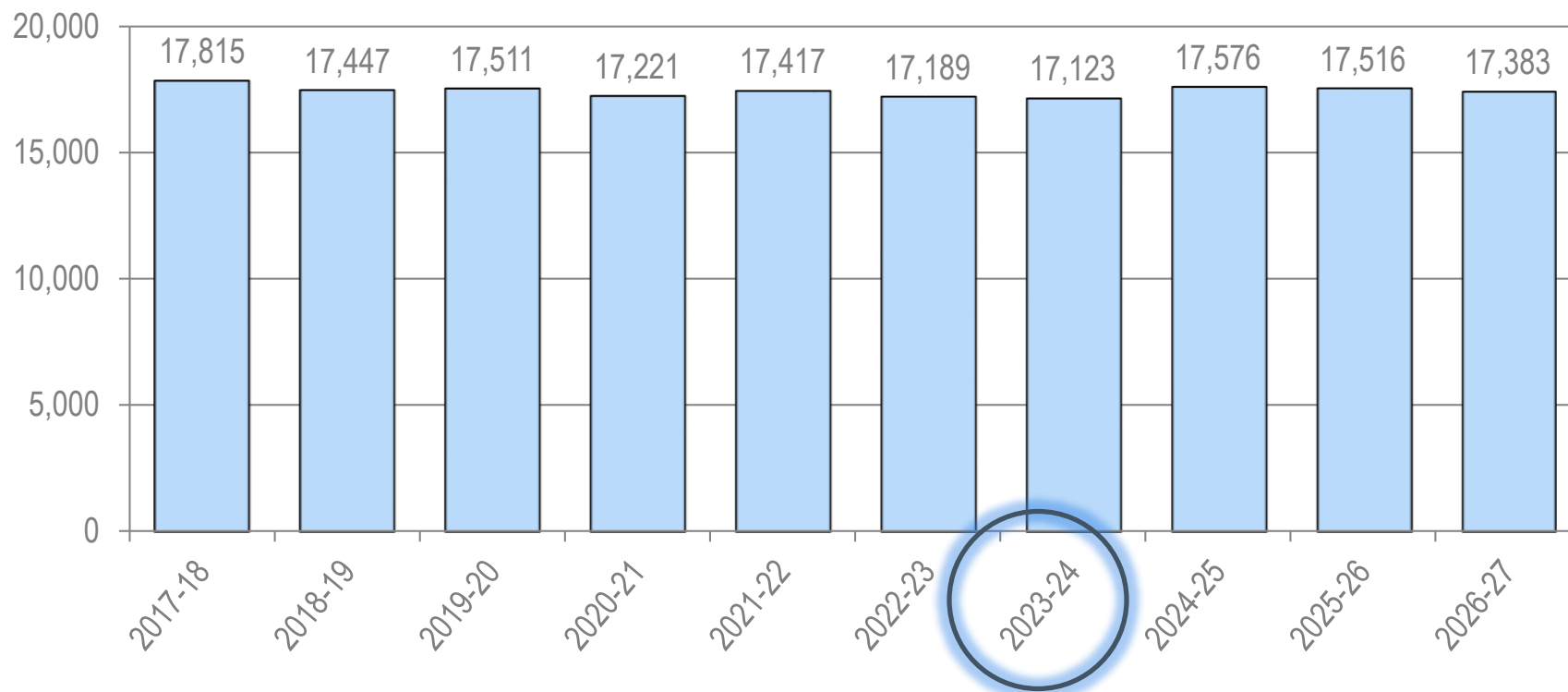
Among Recent West Virginia High School Graduates
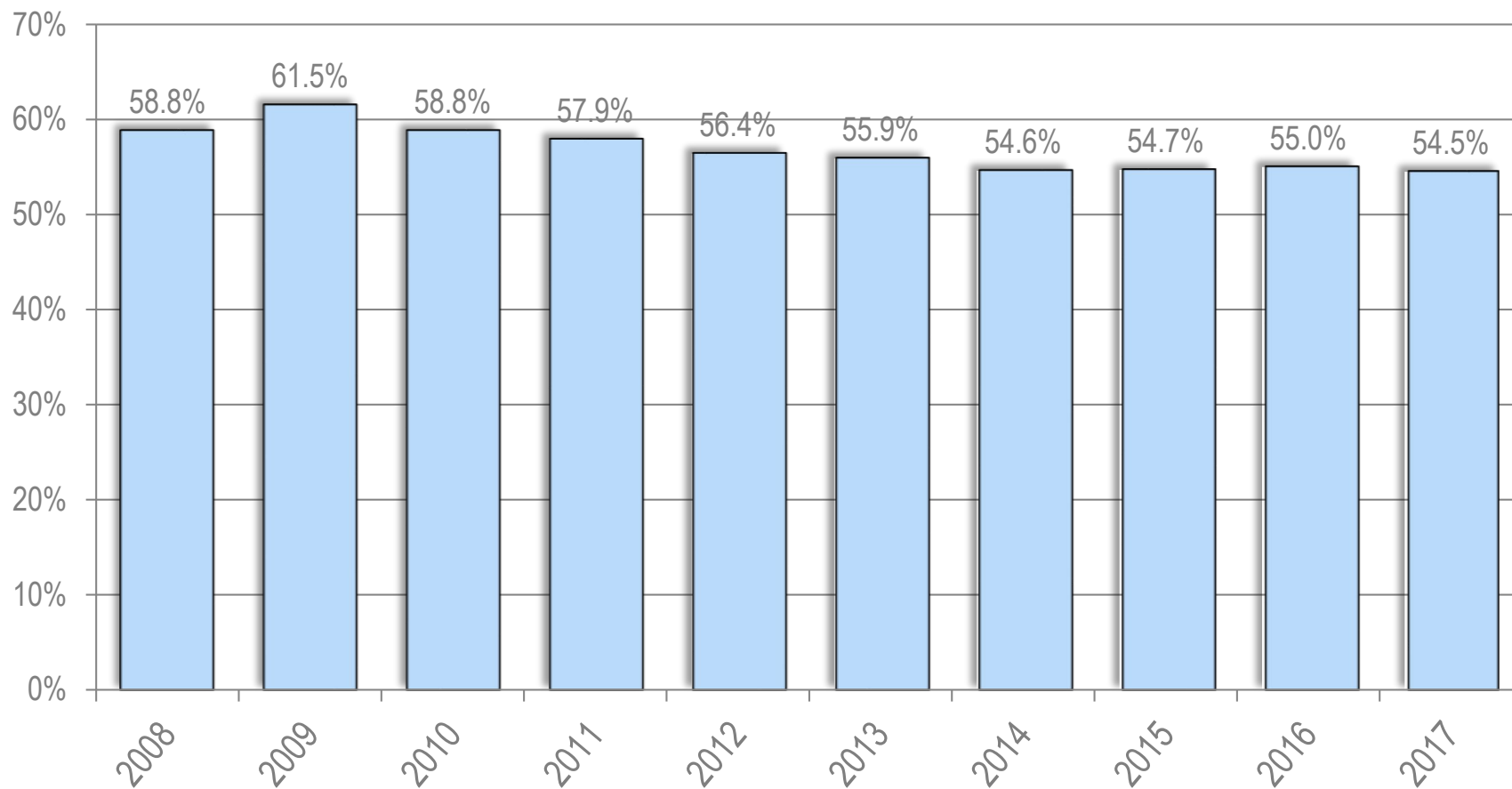
For First-Time, Full-Time Freshmen at WV Public Two-Year Institutions

Retained at Any Public Institution — 2012: 48.7%, 2013: 52.2%, 2014: 52.4%, 2015: 54.4%, 2016: 53.0%
Retained at Starting Institution — 2012: 44.8%, 2013: 45.4%, 2014: 47.8%, 2015: 49.8%, 2016: 49.6%

Source: CTCS Fall End-of-Term Data

West Virginia Community and Technical College System | 6
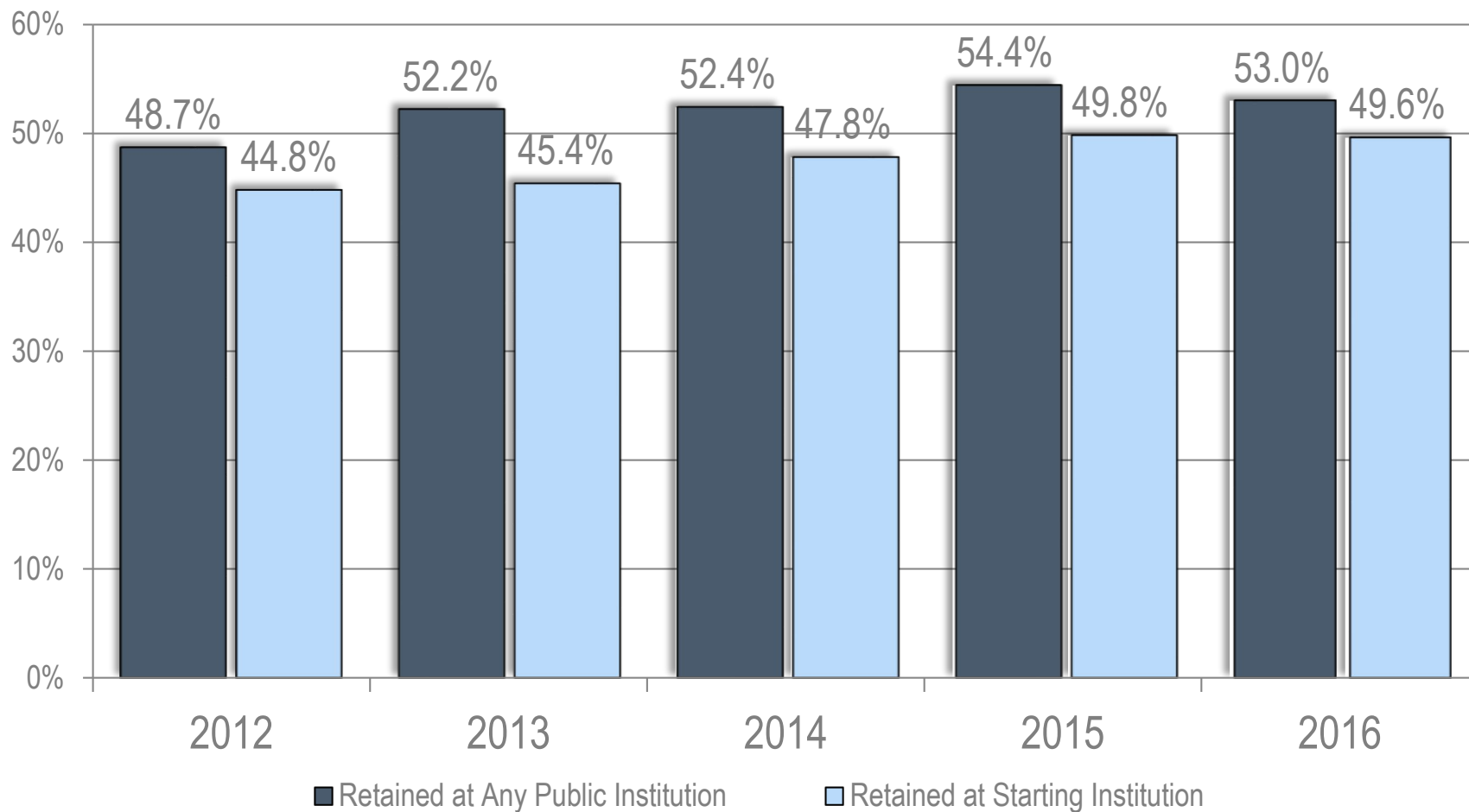
Fall-to-Fall Retention Rates

First-Time, Full-Time Freshmen at WV Public Two-Year Institutions
2012-2016 Cohort Years

Institution	2012	2013	2014	2015	2016
Blue Ridge Community and Technical College	56.5%	52.0%	56.1%	61.2%	58.4%
BridgeValley Community and Technical College*	43.9%	29.9%	49.8%	54.1%	47.0%
Eastern WV Community and Technical College	65.4%	50.9%	55.0%	47.1%	45.7%
Mountwest Community and Technical College	35.7%	46.6%	39.0%	44.4%	38.5%
New River Community and Technical College	39.8%	42.1%	37.6%	40.2%	42.6%
Pierpont Community and Technical College	38.5%	39.8%	46.5%	46.5%	50.6%
Southern WV Community and Technical College	45.4%	52.0%	50.0%	51.4%	52.4%
WV Northern Community College	52.9%	57.3%	54.7%	49.3%	56.2%
WVU at Parkersburg	51.2%	49.5%	54.5%	56.6%	52.5%
	44.8%	**45.4%**	**47.8%**	**49.9%**	**49.6%**

* Values for 2012 and 2013 reflect combined enrollment data for Bridgemont Community and Technical College and Kanawha Valley Community and Technical College.

Source: CTCS Fall End-of-Term Data

First-Time, Full-Time Freshmen at WV Public Two-Year Institutions
2012-2016 Cohort Years

Institution	2012	2013	2014	2015	2016
Blue Ridge Community and Technical College	59.4%	56.2%	59.4%	63.1%	61.2%
BridgeValley Community and Technical College*	48.8%	55.2%	54.1%	57.6%	51.1%
Eastern WV Community and Technical College	66.7%	56.4%	55.0%	52.9%	48.6%
Mountwest Community and Technical College	38.5%	48.2%	42.4%	48.4%	39.7%
New River Community and Technical College	43.9%	45.7%	41.8%	46.6%	47.8%
Pierpont Community and Technical College	44.6%	47.4%	52.2%	52.9%	55.7%
Southern WV Community and Technical College	48.3%	57.5%	58.4%	55.4%	56.3%
WV Northern Community College	54.0%	60.5%	56.9%	54.5%	57.9%
WVU at Parkersburg	55.8%	52.9%	59.4%	61.0%	55.1%
	48.7%	**52.2%**	**52.4%**	**54.5%**	**53.0%**

* Values for 2012 and 2013 reflect combined enrollment data for Bridgemont Community and Technical College and Kanawha Valley Community and Technical College.

Source: CTCS Fall End-of-Term Data

Total Headcount Enrollment: 18,280
Headcount decreased 2.0% since Fall 2017 and 15.6% since Fall 2014.

Source: CTCS Fall Census Data
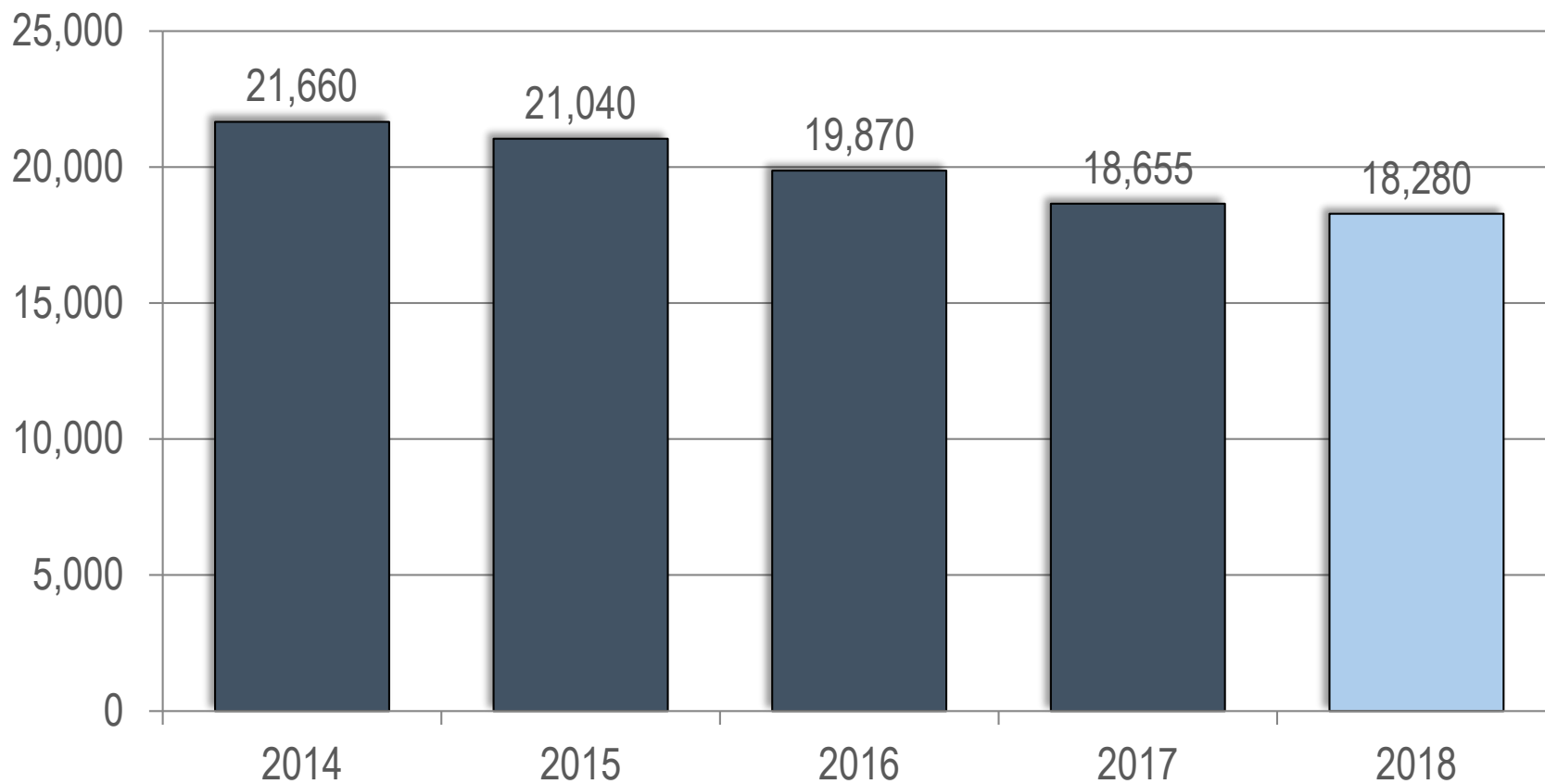
Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	5,528	5,552	5,598	5,708	6,273	9.9%	13.5%
BridgeValley CTC	2,344	2,503	2,162	1,935	1,679	-13.2%	-28.4%
Eastern WV CTC	900	933	728	578	484	-16.3%	-46.2%
Mountwest CTC	1,879	1,795	1,977	1,655	1,440	-13.0%	-23.4%
New River CTC	1,957	1,625	1,452	1,172	1,171	-0.1%	-40.2%
Pierpont CTC	2,311	2,182	1,937	1,855	1,828	-1.5%	-20.9%
Southern WV CTC	1,844	1,631	1,682	1,621	1,458	-10.1%	-20.9%
WV Northern CC	1,923	2,012	1,774	1,650	1,541	-6.6%	-19.9%
WVU at Parkersburg	2,974	2,807	2,560	2,481	2,406	-3.0%	-19.1%
	21,660	**21,040**	**19,870**	**18,655**	**18,280**	**-2.0%**	**-15.6%**

Source: CTCS Fall Census Data

High School Dual-Enrollment Headcount

Total Dual-Enrollment Headcount: 2,536
Dual-Enrollment Headcount increased 4.9% since Fall 2017 and 13.6% since Fall 2014.

Source: CTCS Fall Census Data
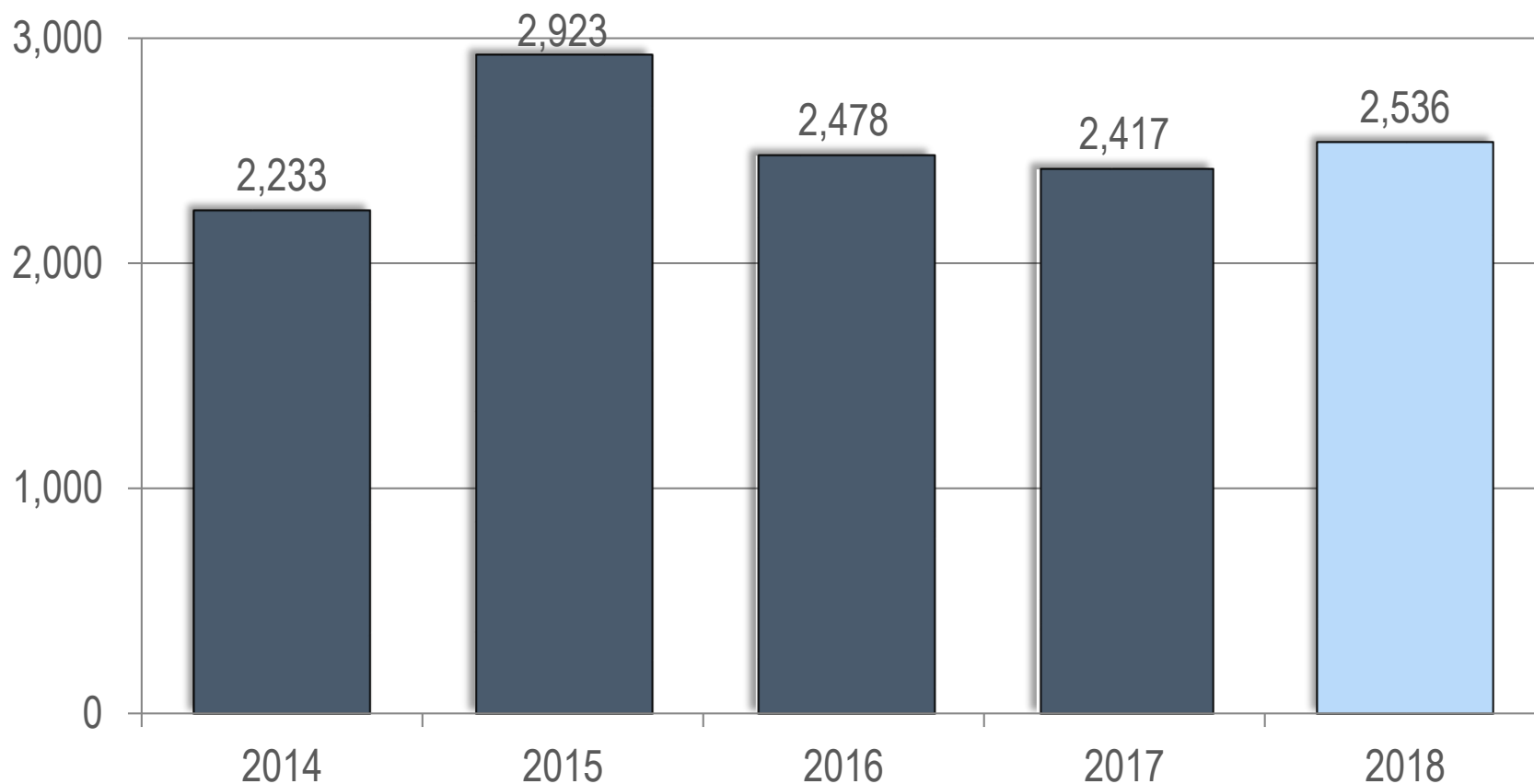
Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	233	359	297	432	584	35.2%	150.6%
BridgeValley CTC	348	492	198	75	2	-97.3%	-99.4%
Eastern WV CTC	160	276	289	235	175	-25.5%	9.4%
Mountwest CTC	125	113	276	151	13	-91.4%	-89.6%
New River CTC	62	101	144	152	210	38.2%	238.7%
Pierpont CTC	531	596	526	588	543	-7.7%	2.3%
Southern WV CTC	190	100	103	101	137	35.6%	-27.9%
WV Northern CC	207	520	371	391	444	13.6%	114.5%
WVU at Parkersburg	377	366	274	292	428	46.6%	13.5%
	2,233	**2,923**	**2,478**	**2,417**	**2,536**	**4.9%**	**13.6%**

Source: CTCS Fall Census Data

Credit Headcount Enrollment

Total Headcount Enrollment (Excluding Dual-Enrollment Students): 15,744
Headcount excluding dual-enrollment students decreased 3.0% since Fall 2017 and 19.0% since Fall 2014.
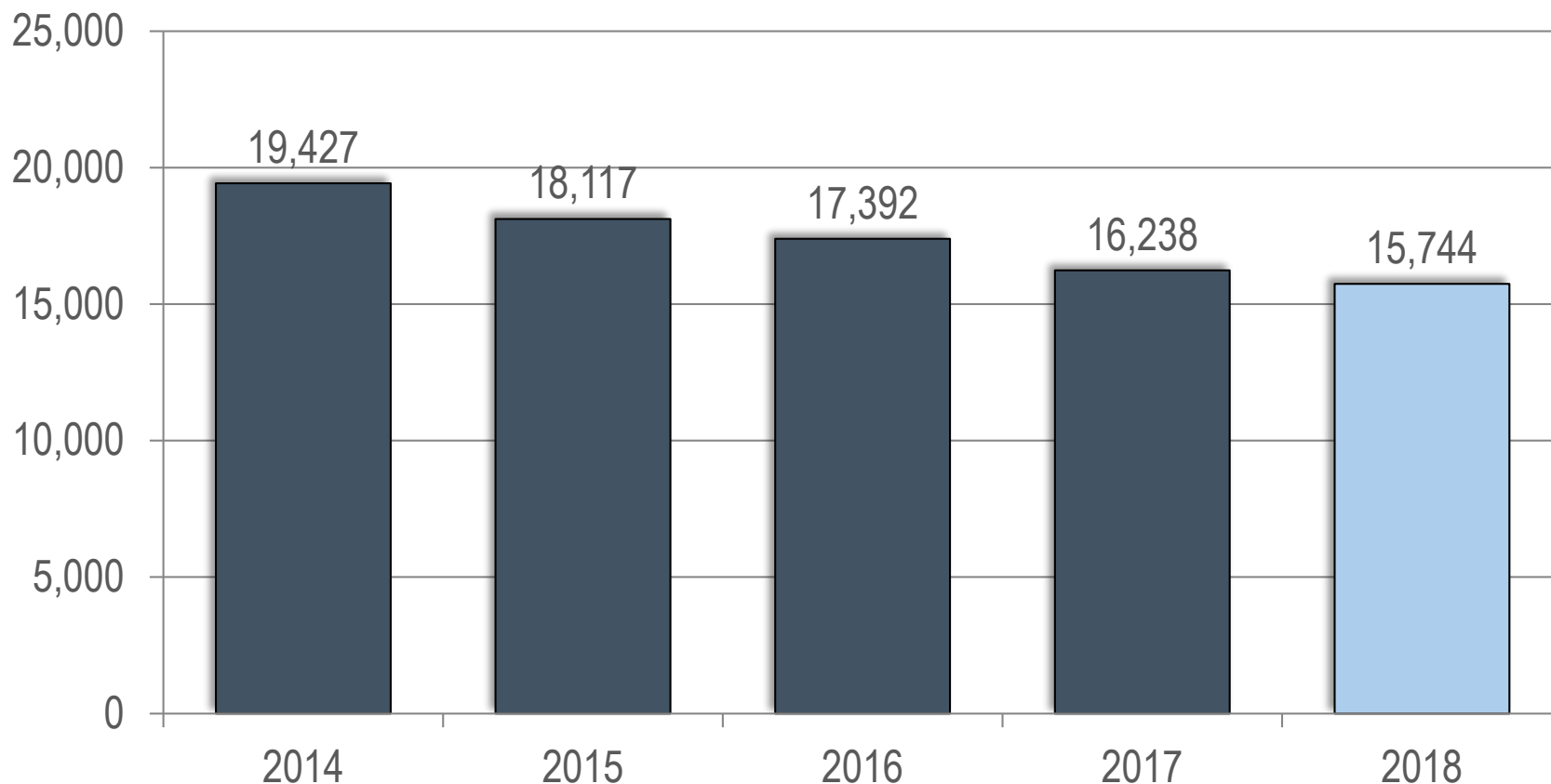
Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	5,295	5,193	5,301	5,276	5,689	7.8%	7.4%
BridgeValley CTC	1,996	2,011	1,964	1,860	1,677	-9.8%	-16.0%
Eastern WV CTC	740	657	439	343	309	-9.9%	-58.2%
Mountwest CTC	1,754	1,682	1,701	1,504	1,427	-5.1%	-18.6%
New River CTC	1,895	1,524	1,308	1,020	961	-5.8%	-49.3%
Pierpont CTC	1,780	1,586	1,411	1,267	1,285	1.4%	-27.8%
Southern WV CTC	1,654	1,531	1,579	1,520	1,321	-13.1%	-20.1%
WV Northern CC	1,716	1,492	1,403	1,259	1,097	-12.9%	-36.1%
WVU at Parkersburg	2,597	2,441	2,286	2,189	1,978	-9.6%	-23.8%
	19,427	**18,117**	**17,392**	**16,238**	**15,744**	**-3.0%**	**-19.0%**

Source: CTCS Fall Census Data

FTE Enrollment: 10,745
FTE enrollment decreased 3.5% since Fall 2017 and 18.9% since Fall 2014.
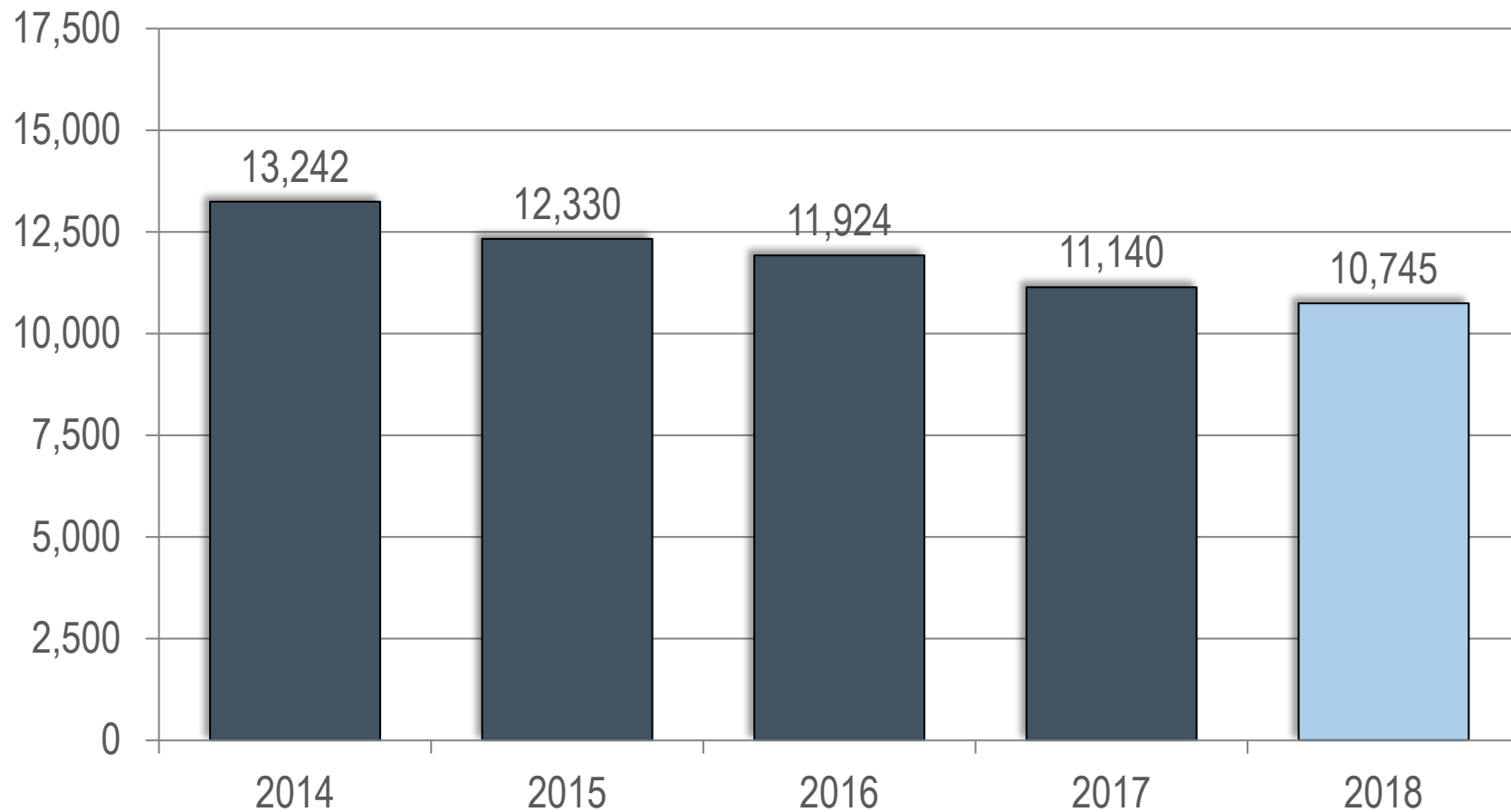
Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	2,096	2,001	1,953	2,025	2,280	12.6%	8.8%
BridgeValley CTC	1,444	1,470	1,462	1,391	1,250	-10.1%	-13.4%
Eastern WV CTC	485	462	366	282	246	-12.7%	-49.1%
Mountwest CTC	1,344	1,292	1,359	1,179	1,061	-10.0%	-21.0%
New River CTC	1,516	1,254	1,088	859	805	-6.3%	-46.9%
Pierpont CTC	1,614	1,509	1,375	1,272	1,288	1.3%	-20.2%
Southern WV CTC	1,387	1,241	1,299	1,254	1,125	-10.3%	-18.9%
WV Northern CC	1,292	1,221	1,169	1,073	981	-8.5%	-24.1%
WVU at Parkersburg	2,065	1,880	1,852	1,805	1,707	-5.4%	-17.3%
	13,242	**12,330**	**11,924**	**11,140**	**10,745**	**-3.5%**	**-18.9%**

Source: CTCS Fall Census Data

First-Time Freshmen Headcount Enrollment

First-Time Freshmen Enrollment: 2,747
First-Time Freshmen Enrollment decreased 4.7% from Fall 2017, and 19.6% from Fall 2014.

Source: CTCS Fall Census Data
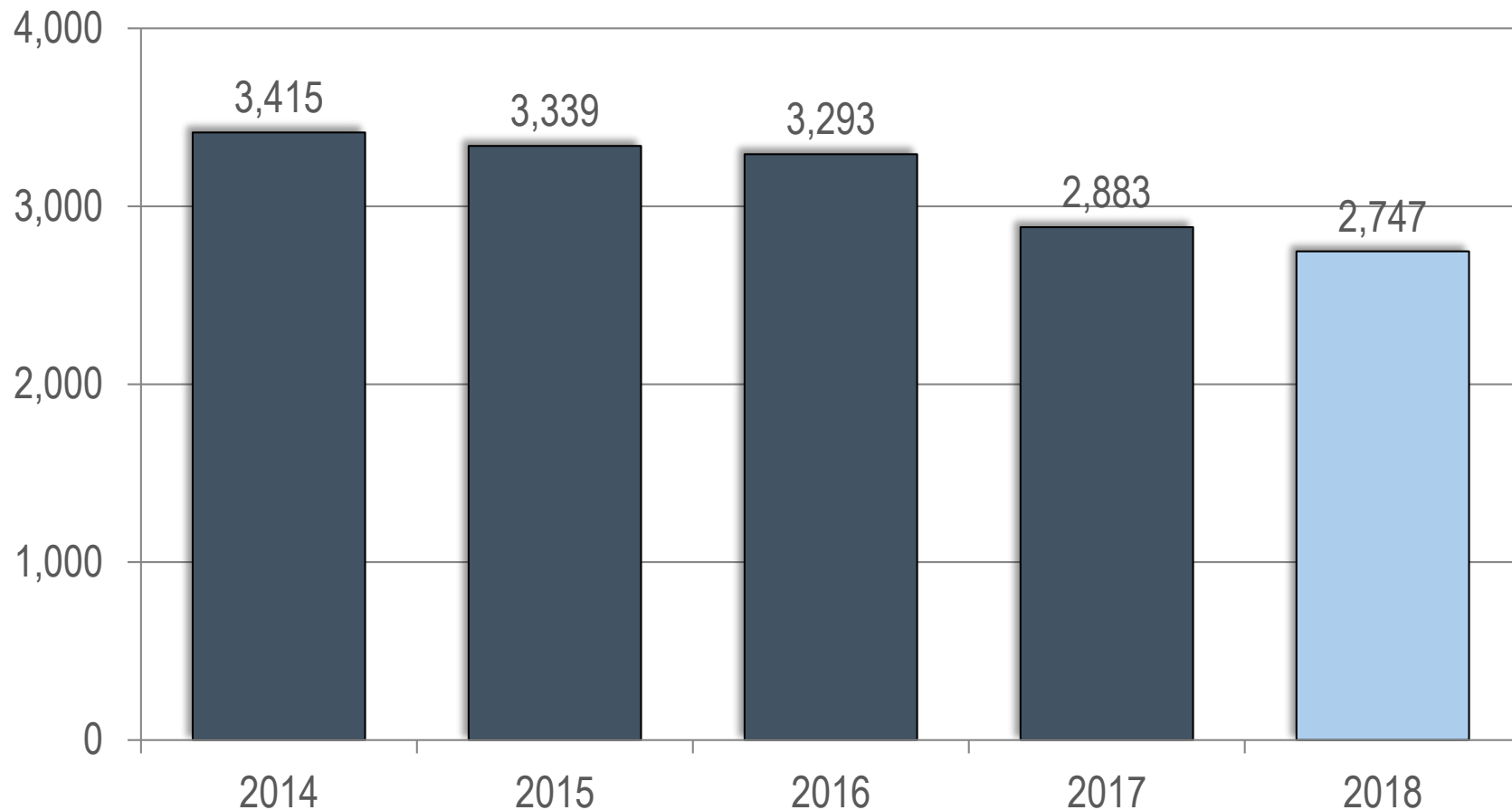
Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	410	388	423	350	371	6.0%	-9.5%
BridgeValley CTC	354	424	434	433	379	-12.5%	7.1%
Eastern WV CTC	88	71	55	47	34	-27.7%	-61.4%
Mountwest CTC	370	466	448	399	359	-10.0%	-3.0%
New River CTC	478	378	324	269	234	-13.0%	-51.0%
Pierpont CTC	434	396	381	317	323	1.9%	-25.6%
Southern WV CTC	477	399	473	465	417	-10.3%	-12.6%
WV Northern CC	365	356	339	245	279	13.9%	-23.6%
WVU at Parkersburg	439	461	416	358	351	-2.0%	-20.0%
	3,415	**3,339**	**3,293**	**2,883**	**2,747**	**-4.7%**	**-19.6%**

Source: CTCS Fall Census Data

Total Headcount Enrollment (Age 24 or Younger): 9,665
Traditional-aged undergraduate enrollment decreased 2.9% from Fall 2017, and 14.4% from Fall 2014.

Source: CTCS Fall Census Data
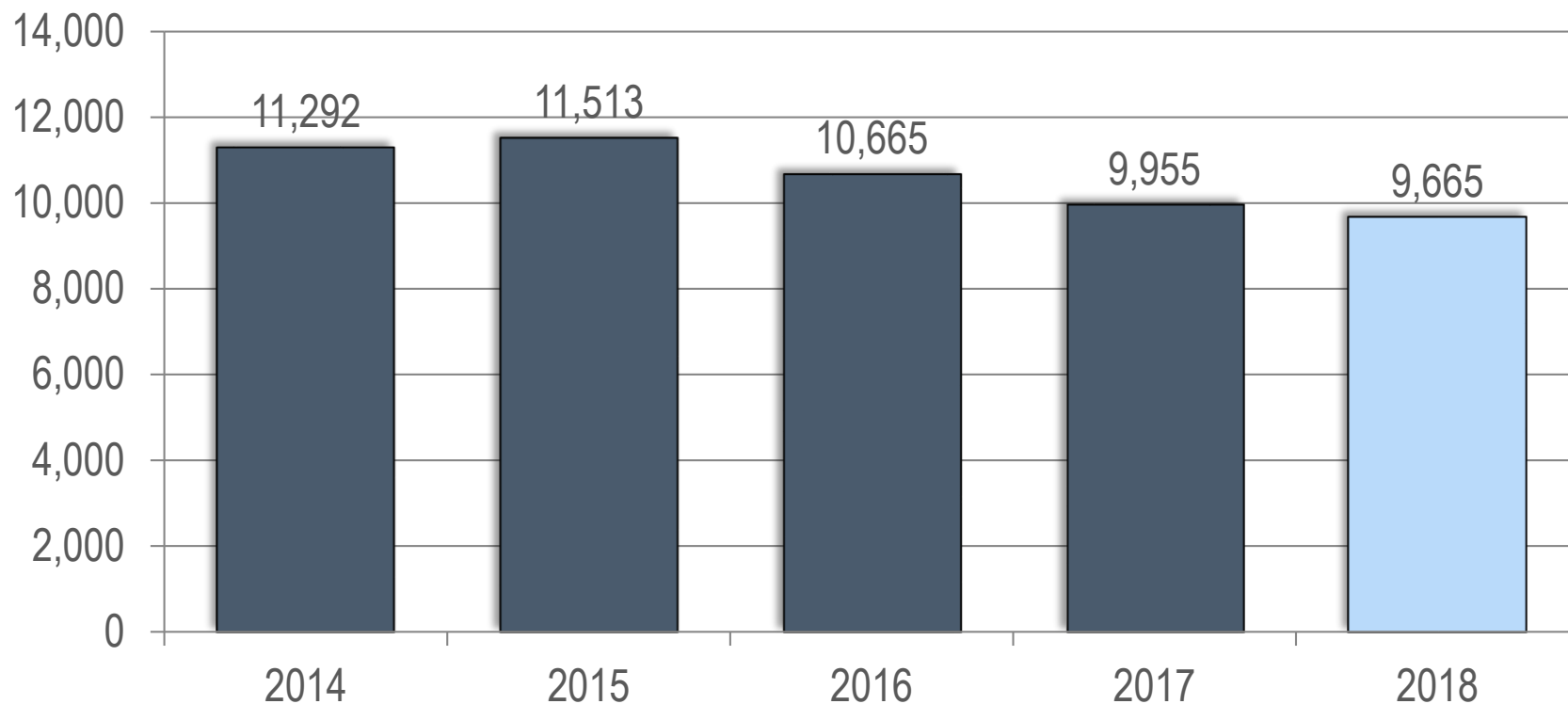
Age 24 or Younger

Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	1,428	1,494	1,489	1,513	1,699	12.3%	19.0%
BridgeValley CTC	1,306	1,549	1,263	1,095	934	-14.7%	-28.5%
Eastern WV CTC	464	521	466	388	323	-16.8%	-30.4%
Mountwest CTC	1,019	992	1,188	1,003	833	-16.9%	-18.3%
New River CTC	1,030	976	841	734	733	-0.1%	-28.8%
Pierpont CTC	1,736	1,680	1,512	1,489	1,449	-2.7%	-16.5%
Southern WV CTC	1,359	1,141	1,133	1,117	1,048	-6.2%	-22.9%
WV Northern CC	1,145	1,414	1,185	1,108	1,090	-1.6%	-4.8%
WVU at Parkersburg	1,805	1,746	1,588	1,508	1,556	3.2%	-13.8%
	11,292	**11,513**	**10,665**	**9,955**	**9,665**	**-2.9%**	**-14.4%**

Source: CTCS Fall Census Data

Total Headcount Enrollment (Age 25 or Older): 8,615
Adult undergraduate enrollment decreased 1.0% from Fall 2017, and 16.9% from Fall 2014.

Source: CTCS Fall Census Data
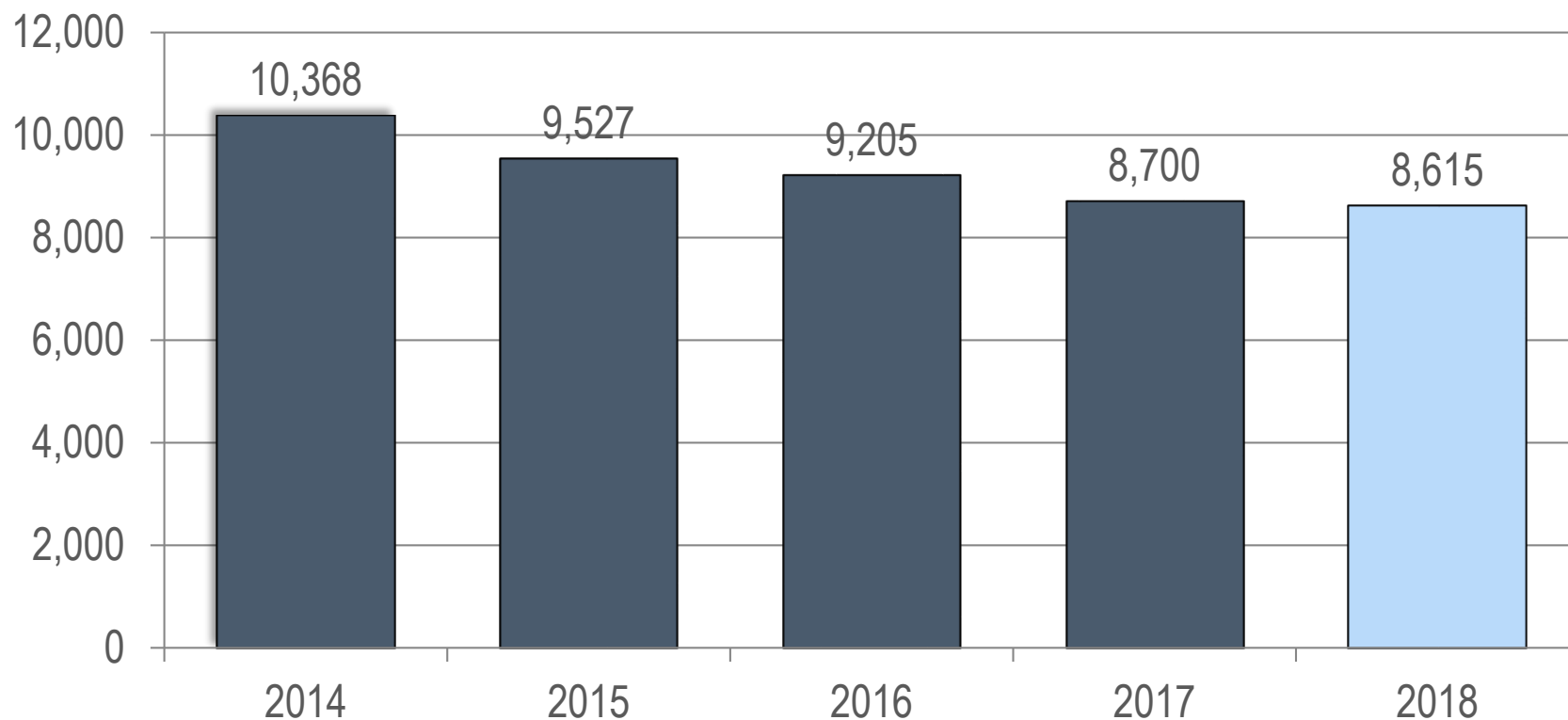
Age 25 or Older

Institution	2014	2015	2016	2017	2018	2017-18	2014-18
Blue Ridge CTC	4,100	4,058	4,109	4,195	4,574	9.0%	11.6%
BridgeValley CTC	1,038	954	899	840	745	-11.3%	-28.2%
Eastern WV CTC	436	412	262	190	161	-15.3%	-63.1%
Mountwest CTC	860	803	789	652	607	-6.9%	-29.4%
New River CTC	927	649	611	438	438	0.0%	-52.8%
Pierpont CTC	575	502	425	366	379	3.6%	-34.1%
Southern WV CTC	485	490	549	504	410	-18.7%	-15.5%
WV Northern CC	778	598	589	542	451	-16.8%	-42.0%
WVU at Parkersburg	1,169	1,061	972	973	850	-12.6%	-27.3%
	10,368	**9,527**	**9,205**	**8,700**	**8,615**	**-1.0%**	**-16.9%**

Source: CTCS Fall Census Data

Legend: Under 18 | 18 to 24 | 25 to 34 | 35 to 44 | 45 and Over

Source: CTCS 2018 Fall Census Data
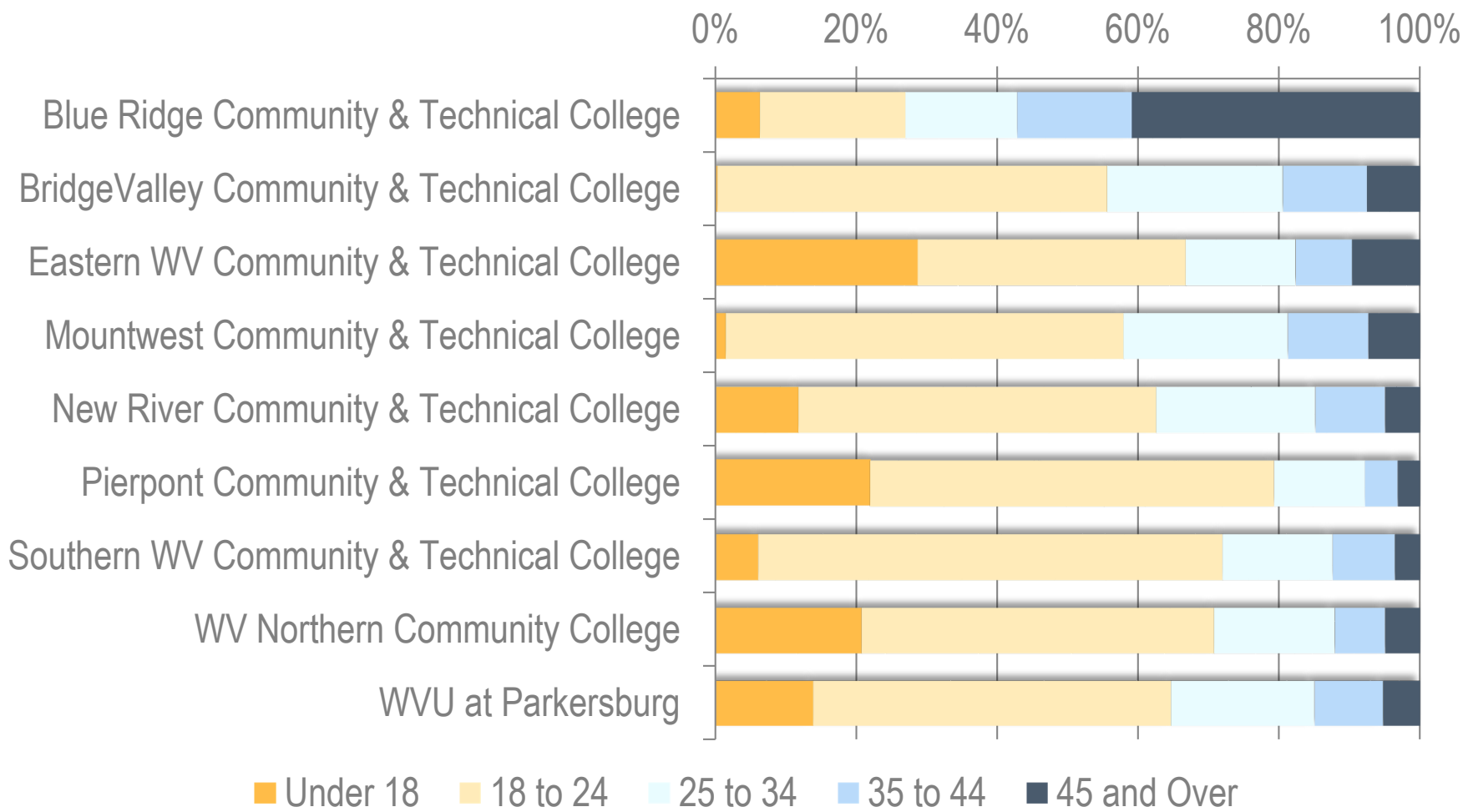
By Sex

Total Female Enrollment: 11,530
Total Male Enrollment: 6,750

Year	Female	Male
2014	13,761	7,899
2015	12,965	8,075
2016	12,191	7,679
2017	11,560	7,095
2018	11,530	6,750

■ Female ☐ Male

Source: CTCS Fall Census Data

By Enrollment Intensity

Source: CTCS Fall Census Data

By Enrollment Intensity

College	Part-Time	Full-Time
Blue Ridge Community & Technical College	82.3%	17.7%
BridgeValley Community & Technical College	37.7%	62.3%
Eastern WV Community & Technical College	72.5%	27.5%
Mountwest Community & Technical College	39.3%	60.7%
New River Community & Technical College	43.2%	56.8%
Pierpont Community & Technical College	44.1%	55.9%
Southern WV Community & Technical College	28.1%	71.9%
WV Northern Community College	58.6%	41.4%
WVU at Parkersburg	41.5%	58.5%

■ Part-Time ■ Full-Time

Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	44.8%	45.4%	47.8%	49.9%	49.6%		
Any Public Insitution	48.7%	52.2%	52.4%	54.5%	53.0%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**13,242**	**12,330**	**11,924**	**11,140**	**10,745**	**-3.5%**	**-18.9%**
Fall Headcount Enrollment	**21,660**	**21,040**	**19,870**	**18,655**	**18,280**	**-2.0%**	**-15.6%**
Excluding Dual-Enrollment Students	19,427	18,117	17,392	16,238	15,744	-3.0%	-19.0%
Dual-Enrollment Students	2,233	2,923	2,478	2,417	2,536	4.9%	13.6%
First-Time Freshmen	3,415	3,339	3,293	2,883	2,747	-4.7%	-19.6%
Undergraduate Traditional Age (under 25)	11,292	11,513	10,665	9,955	9,665	-2.9%	-14.4%
Undergraduate Adults (25 and older)	10,368	9,527	9,205	8,700	8,615	-1.0%	-16.9%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	56.5%	52.0%	56.1%	61.2%	58.4%		
Any Public Insitution	59.4%	56.2%	59.4%	63.1%	61.2%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**2,096**	**2,001**	**1,953**	**2,025**	**2,280**	**12.6%**	**8.8%**
Fall Headcount Enrollment	**5,528**	**5,552**	**5,598**	**5,708**	**6,273**	**9.9%**	**13.5%**
Excluding Dual-Enrollment Students	5,295	5,193	5,301	5,276	5,689	7.8%	7.4%
Dual-Enrollment Students	233	359	297	432	584	35.2%	150.6%
First-Time Freshmen	410	388	423	350	371	6.0%	-9.5%
Undergraduate Traditional Age (under 25)	1,428	1,494	1,489	1,513	1,699	12.3%	19.0%
Undergraduate Adults (25 and older)	4,100	4,058	4,109	4,195	4,574	9.0%	11.6%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	43.9%	29.9%	49.8%	54.1%	47.0%		
Any Public Insitution	48.8%	55.2%	54.1%	57.6%	51.1%		

	2014	2015	2016	2017	2018	2017-18	2014-18
Fall Full-Time Equivalent (FTE) Enrollment	**1,444**	**1,470**	**1,462**	**1,391**	**1,250**	**-10.1%**	**-13.4%**
Fall Headcount Enrollment	**2,344**	**2,503**	**2,162**	**1,935**	**1,679**	**-13.2%**	**-28.4%**
Excluding Dual-Enrollment Students	1,996	2,011	1,964	1,860	1,677	-9.8%	-16.0%
Dual-Enrollment Students	348	492	198	75	2	-97.3%	-99.4%
First-Time Freshmen	354	424	434	433	379	-12.5%	7.1%
Undergraduate Traditional Age (under 25)	1,306	1,549	1,263	1,095	934	-14.7%	-28.5%
Undergraduate Adults (25 and older)	1,038	954	899	840	745	-11.3%	-28.2%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

West Virginia Community and Technical College System | **29**

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	65.4%	50.9%	55.0%	47.1%	45.7%		
Any Public Insitution	66.7%	56.4%	55.0%	52.9%	48.6%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**485**	**462**	**366**	**282**	**246**	**-12.7%**	**-49.1%**
Fall Headcount Enrollment	**900**	**933**	**728**	**578**	**484**	**-16.3%**	**-46.2%**
Excluding Dual-Enrollment Students	740	657	439	343	309	-9.9%	-58.2%
Dual-Enrollment Students	160	276	289	235	175	-25.5%	9.4%
First-Time Freshmen	88	71	55	47	34	-27.7%	-61.4%
Undergraduate Traditional Age (under 25)	464	521	466	388	323	-16.8%	-30.4%
Undergraduate Adults (25 and older)	436	412	262	190	161	-15.3%	-63.1%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	35.7%	46.6%	39.0%	44.4%	38.5%		
Any Public Insitution	38.5%	48.2%	42.4%	48.4%	39.7%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**1,344**	**1,292**	**1,359**	**1,179**	**1,061**	**-10.0%**	**-21.0%**
Fall Headcount Enrollment	**1,879**	**1,795**	**1,977**	**1,655**	**1,440**	**-13.0%**	**-23.4%**
Excluding Dual-Enrollment Students	1,754	1,682	1,701	1,504	1,427	-5.1%	-18.6%
Dual-Enrollment Students	125	113	276	151	13	-91.4%	-89.6%
First-Time Freshmen	370	466	448	399	359	-10.0%	-3.0%
Undergraduate Traditional Age (under 25)	1,019	992	1,188	1,003	833	-16.9%	-18.3%
Undergraduate Adults (25 and older)	860	803	789	652	607	-6.9%	-29.4%

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	39.8%	42.1%	37.6%	40.2%	42.6%		
Any Public Insitution	43.9%	45.7%	41.8%	46.6%	47.8%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**1,516**	**1,254**	**1,088**	**859**	**805**	**-6.3%**	**-46.9%**
Fall Headcount Enrollment	**1,957**	**1,625**	**1,452**	**1,172**	**1,171**	**-0.1%**	**-40.2%**
Excluding Dual-Enrollment Students	1,895	1,524	1,308	1,020	961	-5.8%	-49.3%
Dual-Enrollment Students	62	101	144	152	210	38.2%	238.7%
First-Time Freshmen	478	378	324	269	234	-13.0%	-51.0%
Undergraduate Traditional Age (under 25)	1,030	976	841	734	733	-0.1%	-28.8%
Undergraduate Adults (25 and older)	927	649	611	438	438	0.0%	-52.8%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	38.5%	39.8%	46.5%	46.5%	50.6%		
Any Public Insitution	44.6%	47.4%	52.2%	52.9%	55.7%		

	2014	2015	2016	2017	2018	2017-18	2014-18
Fall Full-Time Equivalent (FTE) Enrollment	**1,614**	**1,509**	**1,375**	**1,272**	**1,288**	**1.3%**	**-20.2%**
Fall Headcount Enrollment	**2,311**	**2,182**	**1,937**	**1,855**	**1,828**	**-1.5%**	**-20.9%**
Excluding Dual-Enrollment Students	1,780	1,586	1,411	1,267	1,285	1.4%	-27.8%
Dual-Enrollment Students	531	596	526	588	543	-7.7%	2.3%
First-Time Freshmen	434	396	381	317	323	1.9%	-25.6%
Undergraduate Traditional Age (under 25)	1,736	1,680	1,512	1,489	1,449	-2.7%	-16.5%
Undergraduate Adults (25 and older)	575	502	425	366	379	3.6%	-34.1%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	45.4%	52.0%	50.0%	51.4%	52.4%		
Any Public Insitution	48.3%	57.5%	58.4%	55.4%	56.3%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**1,387**	**1,241**	**1,299**	**1,254**	**1,125**	**-10.3%**	**-18.9%**
Fall Headcount Enrollment	**1,844**	**1,631**	**1,682**	**1,621**	**1,458**	**-10.1%**	**-20.9%**
Excluding Dual-Enrollment Students	1,654	1,531	1,579	1,520	1,321	-13.1%	-20.1%
Dual-Enrollment Students	190	100	103	101	137	35.6%	-27.9%
First-Time Freshmen	477	399	473	465	417	-10.3%	-12.6%
Undergraduate Traditional Age (under 25)	1,359	1,141	1,133	1,117	1,048	-6.2%	-22.9%
Undergraduate Adults (25 and older)	485	490	549	504	410	-18.7%	-15.5%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	52.9%	57.3%	54.7%	49.3%	56.2%		
Any Public Insitution	54.0%	60.5%	56.9%	54.5%	57.9%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**1,292**	**1,221**	**1,169**	**1,073**	**981**	**-8.5%**	**-24.1%**
Fall Headcount Enrollment	**1,923**	**2,012**	**1,774**	**1,650**	**1,541**	**-6.6%**	**-19.9%**
Excluding Dual-Enrollment Students	1,716	1,492	1,403	1,259	1,097	-12.9%	-36.1%
Dual-Enrollment Students	207	520	371	391	444	13.6%	114.5%
First-Time Freshmen	365	356	339	245	279	13.9%	-23.6%
Undergraduate Traditional Age (under 25)	1,145	1,414	1,185	1,108	1,090	-1.6%	-4.8%
Undergraduate Adults (25 and older)	778	598	589	542	451	-16.8%	-42.0%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

	2012	2013	2014	2015	2016		
Fall-to-Fall Retention							
Starting Institution	51.2%	49.5%	54.5%	56.6%	52.5%		
Any Public Insitution	55.8%	52.9%	59.4%	61.0%	55.1%		
	2014	**2015**	**2016**	**2017**	**2018**	**2017-18**	**2014-18**
Fall Full-Time Equivalent (FTE) Enrollment	**2,065**	**1,880**	**1,852**	**1,805**	**1,707**	**-5.4%**	**-17.3%**
Fall Headcount Enrollment	**2,974**	**2,807**	**2,560**	**2,481**	**2,406**	**-3.0%**	**-19.1%**
Excluding Dual-Enrollment Students	2,597	2,441	2,286	2,189	1,978	-9.6%	-23.8%
Dual-Enrollment Students	377	366	274	292	428	46.6%	13.5%
First-Time Freshmen	439	461	416	358	351	-2.0%	-20.0%
Undergraduate Traditional Age (under 25)	1,805	1,746	1,588	1,508	1,556	3.2%	-13.8%
Undergraduate Adults (25 and older)	1,169	1,061	972	973	850	-12.6%	-27.3%

Retention Data Source: CTCS Fall End-of-Term Data
Enrollment Data Source: CTCS Fall Census Data

WEST VIRGINIA
COMMUNITY & TECHNICAL
COLLEGE SYSTEM
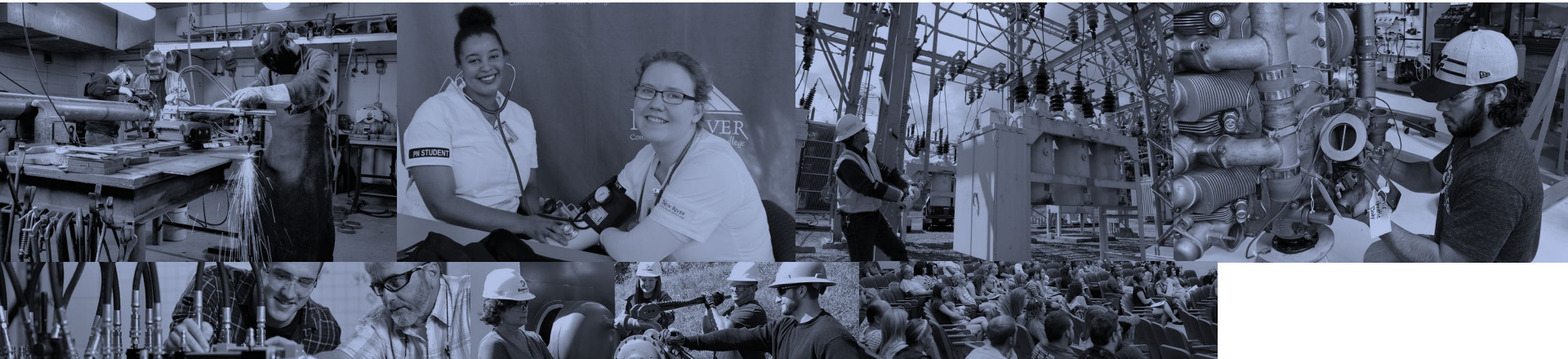
Enrollment Report
Fall 2018

Chris Treadway, Ed.D.
Senior Director of Research and Policy
chris.treadway@wvhepc.edu

December 12, 2018

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Spring 2019 Enrollment Report, Southern

RECOMMENDED RESOLUTION: For Discussion Only

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

Ms. Allyn Sue Barker, Interim Vice President for Student Services, will provide an overview of the student enrollment for the Spring 2019 semester at Southern West Virginia Community and Technical College as of February 14, 2019. The enrollment report will include headcount, full-time equivalent (FTE), enrollment trends 2016 through 2019, and enrollment by campus (2019). Handouts will be provided at the Board of Governors meeting.

INFORMATION ITEMS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

ITEM: Strategic Enrollment Management Plan 2019-2023

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBERS: Allyn Sue Barker and Deanna Romano

BACKGROUND:

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

Southern West Virginia Community and Technical College

Strategic Enrollment Management Plan

Academic Years 2018-2023
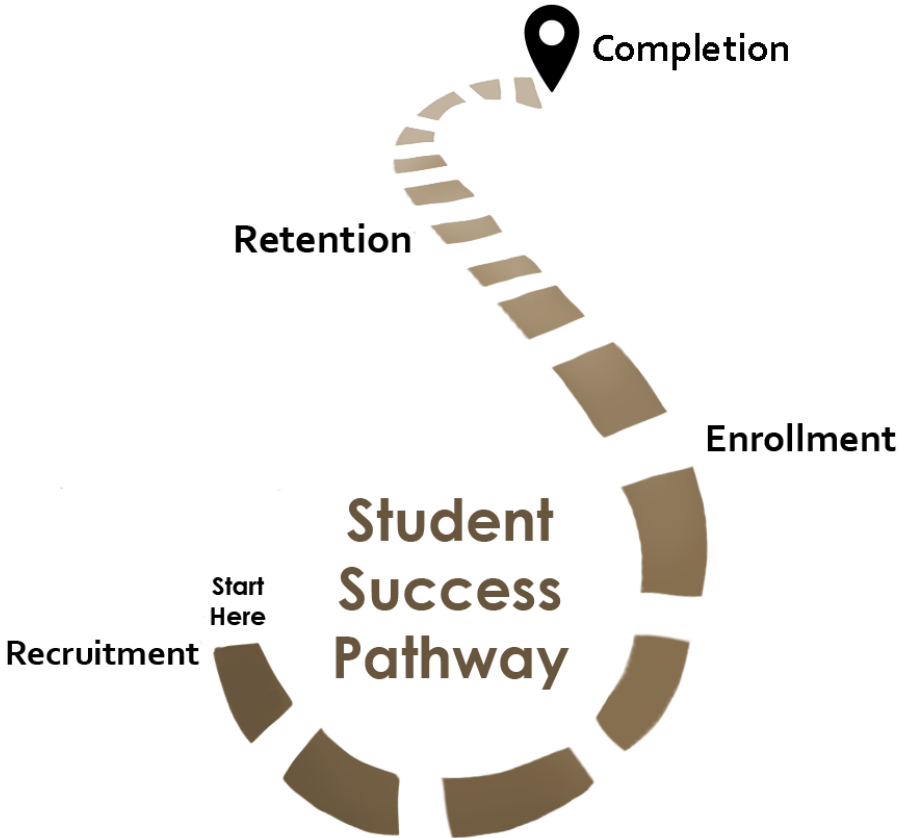
Introduction:

Southern West Virginia Community and Technical College is dedicated to providing quality education to the district it serves with curriculum designed to meet not only the educational needs of persons within the district, but to courses and programs that meet specific state, national, and international needs. The Strategic Enrollment Management team have identified broad goals, key student enrollment lifecycle points, strategies, responsible parties, evaluation procedures, timelines, and budget needs which will assist the College in meeting its enrollment management goals. It is our belief that making changes in current college practices and following a good plan can make the College more successful.

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

Institutional Commitments: As a comprehensive community and technical college, Southern is committed to providing:

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

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

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

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

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

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

Vision: Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

Core Values: We will accomplish our mission by:

- Achieving excellence in education and service.

- Exhibiting integrity in all that we do.

- Collaborating and communicating actively with others.

- Being committed in word and deed.

- Imparting passion and compassion to our every task.

- Leading by encouragement and support of lifelong learning.

- Embracing change through bold actions.

- Being creative and innovative at all levels.

- Initiating opportunities for the community.

- Celebrating success.

Strengths, Weaknesses, Opportunities, and Threats:

Strengths

- Innovative and creative leadership among faculty, staff, and administrators.
- An institution that is responsive to student and community educational needs.
- Strong business and industry partnerships.
- Increasing number of articulation agreements with four-year colleges and universities.
- Comprehensive mix of general education and career/technical programs.
- A commitment to quality programs and courses.
- Increasing number of online courses and programs.
- Low cost tuition.
- Significant number of people wanting to live and work in the communities we serve.

Weaknesses

- Decreasing enrollment.
- Large numbers of students who are unprepared for college.
- Limited number completely online programs.
- Limited number of programs available on distant campuses.
- Lack of database or customer relationship management system (CRM) for recruitment.
- Need for better student advising and educational planning.
- Ability to sustain grant-funded programs a challenge.
- Lack of an Alumni program.

Opportunities

- Statewide implementation of the Guided Pathways to Success.
- Creation of a local chapter of the National Society of Leadership and Success.
- Creation of Southern Ambassadors.
- Growth of the Hatfield-McCoy Trail System.

Threats

- Limited or flat state funding into the foreseeable future.
- Rapidly advancing technology needs.
- Four year universities extending their recruitment efforts in our service area.
- Popularity of completely online universities.
- Other colleges potentially moving into service area.

Current Enrollment Situation:

Southern West Virginia Community and Technical College has experienced a decline in unduplicated headcount enrollment for more than five years. The decline in high school graduates and the downturn of the coal industry are direct correlations to the decrease in enrollment. The data below was acquired from the 2017 West Virginia Higher Education Report Card.

HEADCOUNT ENROLLMENT

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
2002	1838	1643	1680	1620	*1457

*Preliminary Census Headcount

About this Measure

This indicator tracks the number of students taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working toward a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1271	1099	1077	1115	986	*842

Census Figure

About this Measure

This indicator tracks the number of non-traditional, adult students taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population.

PERCENTAGE ADULT POPULATION (AGE 20 AND OLDER)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
63.4%	59.8%	65.6%	66.4%	60.9%	*57.8%

Census Figure

About this Measure

Percentage of non-traditional population of overall headcount enrollment.

ONE-YEAR RETENTION RATE

Fall 2013	Fall 2014	Fall 2015
53.4%	56.3%	54.8%

Analytics data

About this Measure

This indicator provides the proportion of all first-time freshmen who are enrolled the following year at any West Virginia public college or university. Students are more likely to drop out during their first year of college than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates. Both degree and certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.

ALL CERTIFICATES AND DEGREES AWARDED (ACADEMIC YEAR)

2013	2014	2015	2016	2017	2018
378	306	384	398	419	*438

Estimate

About this Measure

This indicator provides the total number of certificates and associate's degrees whether career/technical or academic, awarded by institutions in each academic year.

CTCS STUDENTS ENTERING BACHELOR'S DEGREE PROGRAM FOLLOWING FALL

2013	2014	2015	2016	2017
120	121	101	-	-

About this Measure

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a community and technical college in the fall of the year indicated.

EMPLOYMENT PLACEMENT

2013	2014	2015	2016	2017
69.3%	76.7%		-	-

About this Measure

This measure reports the percentage of graduates who enter the workforce within two years of graduating and work at least one quarter. It is important to note that due to data restrictions employment placement is only representative of graduates working in the state of West Virginia. It is likely this has an effect on the employment placement rate of institutions who are close to the state boarder.

SKILL SET COMPLETERS

2013	2014	2015	2016	2017	2018
3063	4018	1992	2170	3046	3993

About this Measure

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.

**Guiding Principles:**

Recruit, Enroll, Retain, Complete

The College is committed to the Guided Pathway Project and will employ the initiatives throughout the College structure to improve the student success pathway indicators within this document.

Focus on Student Learning:

The purpose of Southern's Strategic Enrollment Management Plan is to improve student learning performance by:

- Increasing course completion rates.
- Increasing retention (fall-spring/fall-fall), persistence (4-yr) and employment rates.
- Increasing courses completed to 15 credits each semester and 30 credits each year.
- Increasing completion of math and English during the first year.
- Increasing credential awards.
- Decreasing median time to degree and college credits awarded.

The Strategic Enrollment Management Plan focuses on the four major phases of the student enrollment lifecycle:
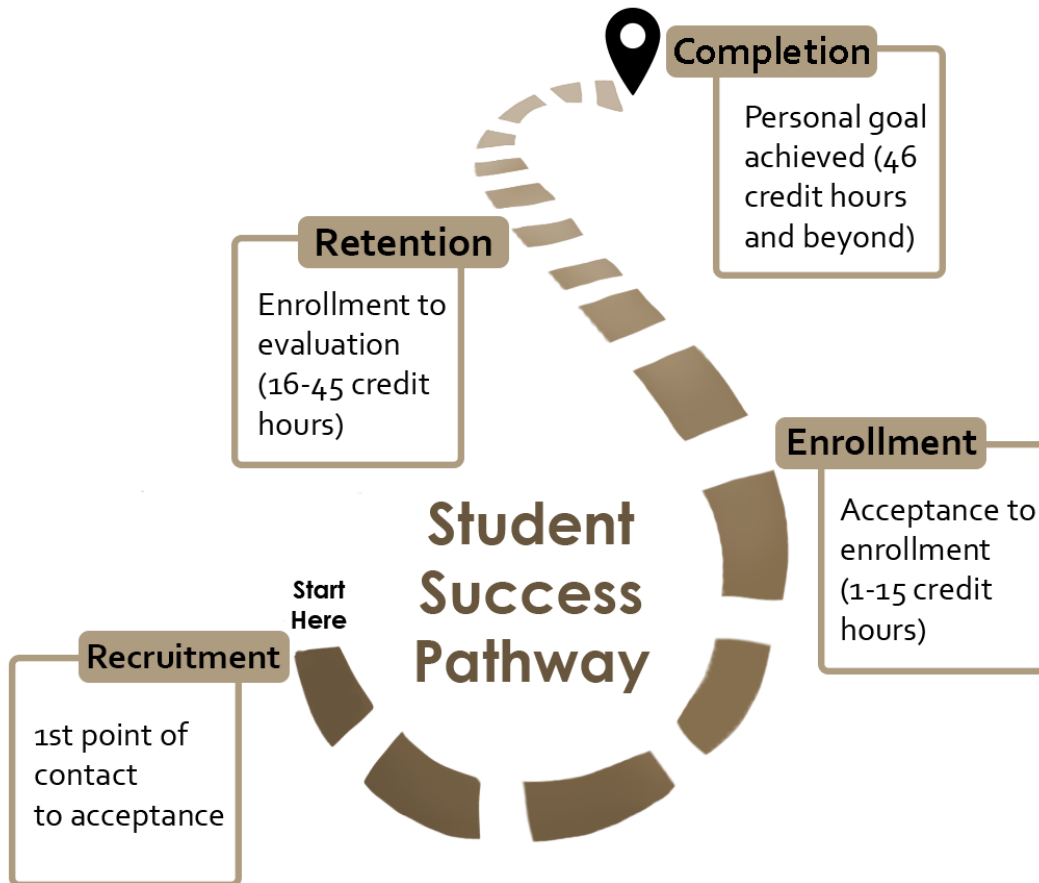
- Recruitment: 1st point of contact to acceptance.
- Enrollment: Acceptance to Enrollment (1-15 credit hours).
- Retention: Enrollment to Evaluation (16-45 credit hours).
- Completion: Personal Goal Achieved (46 credit hours and beyond).

Enrollment Management Goals:

The following broad goals have been established to meet the challenges identified through an analysis of data presented by American Association of Community Colleges (AACC) Pathways Project, the Community and Technical College System of West Virginia Master Plan, and the reports submitted by Southern's Strategic Enrollment Management Planning team.

- Increase the number of first-time Southern students.
- Increase the number of recruited students to enrollment.

- Improve persistence and retention rates.
- Increase institutional support for student success.
- Improve completion rates.
- Improve connections with alumni.

Strategies for Achieving Goals:

For each strategy listed under the four Key Enrollment Lifecycles, the accountable leader is required to complete the Strategic Enrollment Management Planning (SEMP) template and oversee the implementation strategies as well as manage the data reporting requirements within the Watermark Accountability Management System (AMS) system. Completion rates will be calculated as attainment of degree, certificate or skill-set as established by the student's personal goal.

Performance Assessment:

Performance measures are identified within the Strategic Enrollment Management Plan documents and will be recorded within the Watermark AMS system.

GOAL 1: Increase number of first-time Southern students.						
Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
RECRUITMENT Starts from the first point of contact to acceptance to Southern	1.1 Develop comprehensive and integrated marketing and communication outreach.	1.1.1 Coordinate and plan various modes of communication. 1.1.2 Create a recruitment activities and events calendar. 1.1.3 Create procedures for employees making public displays and presentations.	Director of Enrollment Management and Student Engagement (EMSE)	Print Digital Social Media Web TV		
	1.2 Set-up and implement tracking software.	1.2.1 Implement Banner Recruit Module.	Chief Information Officer (CIO)	Print Digital Social Media Web TV	Employee Training - Recruit Employee Training - ARGOS	
	1.3 Develop financial literacy campaign.	1.3.1 Implement default management plan. 1.3.2 Develop "Paying for College" communication package.	Director of Student Financial Assistance (FA)	Print Digital Social Media Web TV		

GOAL 2: Increase the number of recruited students to enrollment.

Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
ENROLLMENT Starts from the point of acceptance to the census date (1-15 credit hours)	2.1 Create an efficient and student friendly admissions process.	2.1.1 Streamline the admission process. 2.1.2 Document Admissions communication process. New onboarding process.	Registrar	Print Digital Social Media Web TV		

GOAL 3: Improve persistence and retention rates.

GOAL 4: Increase institutional support for student success.

Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
RETENTION Starts from census date through program evaluation (16-45 credit hours)	3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.	3.1.1 Validate programmatic and Course offering, sequence, quality and delivery. 3.1.2 Expand Articulations. 3.1.3 Integrate Academics and Workforce to help students obtain goals. 3.1.4 Cultivate our Sector Advisory Teams	Vice President for Academic Affairs (VPAA) Associate Vice President for Academic Affairs (AVPAA) Vice President for Workforce and Development (VPWD)	Print Digital Social Media Web TV		
	4.1 Develop and implement student success initiatives.	4.1.1 Develop Orientation Program and/or First-Year Experience. 4.1.2 Revise and Implement advising program. 4.1.3 Strengthen and expand the Student Success Center locations and activities.	Vice President of Student Services/ Dean of Student Services (DSS) Director of Disabilities and Adult Services (DDAS)	Print Digital Social Media Web TV	• First Year Experience (FYI)/Orientation training program for facilitators and/or mentors. • Advisor training.	

GOAL 5: Improve completion rates.

GOAL 6: Improve connections with alumni.

Key Enrollment Lifecycle	Action	Strategies	Accountability Leaders	Marketing Materials	Professional Development	Budget
COMPLETION Starts from program evaluation to goal achievement (46 CH & Beyond)	5.1 Create a seamless graduation process.	5.1.1 Create new process for graduation application, review, and documentation including skill sets, certificates, and associate degrees.	Registrar	Print Digital Social Web TV		
	6.1 Develop and implement a graduate to alumni transition plan.	6.1.1 Develop alumni campaign.	Vice President for Institutional Advancement (VPIA)	Print Digital Social Web TV		

Preliminary Enrollment Targets

Assumptions Used for Targets:

Semester	Headcount	% Change	FTE	% Change
Fall 2013	2002		1,492.07	
Fall 2014	1838	-8.19%	1,387.07	-7.04%
Fall 2015	1643	-10.61%	1,243.13	-10.38%
Fall 2016	1680	2.25%	1,298.80	4.48%
Fall 2017	1621	-3.51%	1,253.60	-3.48%
Fall 2018 (25-Sept-2018)	1457	-10.12%	1,125.07	-10.25%

	2013		2014		2015		2016		2017	
FTEIC* Student	558	100%	471	100%	403	100%	472	100%	465	100%
Earned 6+ college credits in 1st term	256	45.88%	272	57.75%	281	69.73%	307	65.04%	312	67.10%
Earned 12+ college credits in 1st term	97	17.38%	100	21.23%	141	34.99%	164	34.75%	165	35.48%
Earned 15+ college credits in year 1	205	36.74%	197	41.83%	207	51.36%	229	48.52%	52	11.18%
Earned 24+ college credits in year 1	80	14.34%	75	15.92%	106	26.30%	134	28.39%	-	-
Earned 30+ college credits in year 1	33	5.91%	20	4.25%	34	8.44%	37	7.84%	-	-
Full-Time (self-identified)	475	85.13%	416	88.32%	352	87.34%	414	87.71%	419	90.11%
Completed college math in year 1	54	9.68%	105	22.29%	91	22.58%	124	26.27%	89	19.14%
Completed college english in year 1	275	49.28%	235	49.89%	252	62.53%	281	59.53%	243	52.26%
Term Retention from fall to spring	411	73.66%	341	72.40%	295	73.20%	337	71.40%	-	-
Year Retention from fall to fall	-	53.4%	-	56.3%	-	54.8%	-	-	-	-

*First-time Ever in College

	2013	2014	2015	2016	2017
FTEIC* Student	558	471	403	472	465
College Credits Completed	6300	5733	5873	6808	3634
College Credits Attempted	8915	8888	9066	10707	6131
% College Credits Completed	70.67%	64.50%	64.78%	63.58%	59.27%
Total Degrees Awarded	378	306	384	398	412
Median College-Level Credits **	90.9	89.0	90.8	87.1	87.2
Median Time to Degree (years) **	6.8	6.2	7.2	7.2	7.1
Median Time to Degree (terms) **	6.8	6.7	6.7	6.6	6.7
Persistence (Number Entered 4-yr)	121	120	101	-	-
Employment Placement Rate	71.4%	69.3%	76.7%		

*First-time Ever in College | **Analytics data

Estimated College-Going High School Graduates (2017 Graduates/Fall 2018)

County	Graduates	Est. Going to College	Est. Going 2-Yr. Inst.	Est. Number Fall 2018 Enrollment
Boone	277	55.2%	16.6%	46
Lincoln	205	43.9%	16.1%	33
Logan	430	51.9%	28.1%	223
McDowell	216	37.5%	2.3%	5
Mingo	243	51.0%	29.2%	124
Wyoming	293	46.4%	18.4%	54
Total/Avg./Avg.	1664	47.7%	18.5%	485

According to a recent report from the West Virginia's Climb (wvclimb.com) campaign, 97 percent of "good jobs" – those with median wages in the upper one-third in their occupations classification – created nationally since the economic recovery went to people with at least a bachelor's degree (Carnavale, A., Jayasundera, T., & Gulish, A.). With less than one-third of West Virginians holding an associate degree or higher (31%), public institutions of higher education must work harder to equip more West Virginians with the training and skills necessary to land the good, high-paying jobs that will continue to drive the state's economic recovery. West Virginia Climb has set an attainment goal of equipping 60% of West Virginians with a certificate or degree by 2030. The chart below includes data that we should be using to set our attainment goals.

If Southern West Virginia Community and Technical College accept the WVClimb challenge, we should strive to educate 29% (60% goal minus 31% current rate of West Virginians aged 25-64 who hold at least an associate degree) of our service population. That equates to 21,602 potential students.

US Census Data for Southern West Virginia Community and Technical College Service Area

County	Population	Population Age 18-64	Percentage Population Age 18-64	Percent Assoc. Degrees or Higher Age 25-64	Percentage Population Decline Since 2010
Boone	22,349	12,136	54.3%	14%	9.3%
Lincoln	20,825	11,037	53.0%	14%	4.1%
Logan	32,925	17,911	54.4%	16%	10.4%
McDowell	18,456	9,800	53.1%	8%	16.5%
Mingo	24,127	12,884	53.4%	16%	10.1%
Wyoming	21,210	11,517	54.3%	13%	10.9%
Total/Avg.	139,892	75,285	53.8%	13.5%	10.2%

Data Source:

AACC Pathways Project, Community and Technical College System of West Virginia Master Plan, Southern Census Data.

Carnavale, A., Jayasundera, T., & Gulish, A. Good Jobs Are Back: College Graduates are First in Line. Center on Education and th eWorkforce, Georgetown University, 2015.

Performance metrics for quarterly and yearly assessment will be developed by the Institutional Effectiveness Committee by December 13, 2018.

US Census Bureau, 2017

US Census Bureau, American Fact Finder, 2016

West Virginia's Climb (WVClimb.com)

West Virginia Department of Education (ZOOMWV Data Dashboard)

West Virginia Higher Education Report Card 2017

Targets

The expected increase in unduplicated headcount will be achieved by increasing retention rates and application to enrollment initiatives. Our target goals for initiatives are below.

TARGET HEADCOUNT

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1525	1625	1750	1900	2075

TARGET COURSE COMPLETION RATE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
62.5%	66%	70.5%	75%	80%

TARGET ONE-YEAR RETENTION RATE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
57.5%	62.5%	68%	74.5%	80%

TARGET 30+ COLLEGE CREDIT IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
10%	27.5%	45%	65%	80%

TARGET MEDIAN COLLEGE-LEVEL CREDITS

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
85	83	80	78	75

TARGET COMPLETE COLLEGE MATH IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
22.5%	38%	53%	68%	80%

TARGET COMPLETE COLLEGE ENGLISH IN YEAR 1

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
55%	61%	67.5%	74%	80%

TARGET CERTIFICATES AND DEGREES AWARDED

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
420	465	510	560	600

TARGET SKILL SET COMPLETERS

2019	2020	2021	2022	2023
3310	3454	3592	3735	3884

TARGET MEDIAN TIME TO DEGREE

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
7 yrs.	6 yrs.	5 yrs.	4 yrs.	3 yrs.

Conclusion

Enrollment management is a powerful concept and will take time and effort to achieve results. The integration and communication between the College's units and departments, as well as staff, faculty, and administration are imperative to optimize Southern's enrollment, services, and recourses. We believe we are an institution that places students first. The implementation and success of this plan will be the result of the entire College community engaging in ongoing communication and actions to reach our desired goals.

Strategic Enrollment Management Planning Team

Allyn Sue Barker, Vice President for Workforce and Community Development and Interim Vice President for Student Services

Carol Howerton, Associate Vice President for Academic Affairs

Samuel Litteral, Vice President for Finance and Administration

Rita Roberson, Vice President for Institutional Advancement

Deanna Romano, Vice President for Academic Affairs

Darrell Taylor, Director of Enrollment Management and Student Engagement

Lillie Teeters, Faculty

Dianna Toler, Director of Disability and Adult Services

Teri Wells, Registrar

Appendices

Appendix A: Definitions

Appendix B: SEMP Action Plan Template

Appendix C: Recruitment Action Plans

Appendix D: Enrollment Action Plans

Appendix E: Retention Action Plans

Appendix F: Completion Action Plans

Appendix A: Definitions

Completed college credits: Number of college-level (i.e., non-remedial) credits completed (with grade C- or better) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Completed college English in year 1: Number of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) English course (with grade C- or better) in the first full academic year. Withdrawals should be counted as attempting but not passing the course.

Completed college math in year 1: Number of fall cohort students who attempted and passed at least one college level (i.e., non-developmental) math course (with grade C- or better) in the first full academic year. Withdrawals should be counted as attempting but not passing the course.

Completion: Number of students who met their personal goal(s) and earned a credential (skill-set, certificate, degree) or achieved desired educational outcome.

Credits to Degree: The total number of academic credits accumulated by a student at the degree-granting institution at the time of the awarding of an associate degree.

Earned 6+ college credits in 1st term: Number of fall cohort students who earned 6 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term

Earned 12+ college credits in 1st term: Number of fall cohort students who earned 12 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term

Earned 15+ college credits in year 1: Number of fall cohort students who earned 15 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Earned 24+ college credits in year 1: Number of fall cohort students who earned 24 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Earned 30+ college credits in year 1: Number of fall cohort students who earned 30 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first full academic year

Employment Placement: The percentage of graduates who enter the workforce within two years of graduating and work at least one quarter. Due to data restrictions, employment placement is only representative of graduates working in the state of West Virginia

Persistence: Number of fall cohort students who entered the subsequent fall semester at a 4-yr institution or who entered the workforce.

Skill Sets: Number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare

individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours.

Term Retention: Number of fall cohort students who enrolled in at least one credit-bearing course (including remedial) in term 2 (spring term).

Time to Degree: The total number of years of enrollment at the institution by a full-time student at the time of the awarding of an associate degree.

Year Retention: Number of fall cohort students who enrolled in at least one credit-bearing course (including remedial) during the subsequent fall semester.

Appendix B: Southern West Virginia Community and Technical College
2018 SEMP Action Plan Template

Key Enrollment Lifecycle:	**Coordinator:** (Accountability Leader)

Action:

Strategy:

KPIs (Key Performance Indicators) and PIs (Performance Indicators): (Describe any baseline data and potential data collection points—Statistics)

Narrative: (Overview of action)

Implementation Schedule

Activities	**Responsibility**	**Cost**	**Start Date**	**Target Completion Date**	**Complete**
					☐
					☐
					☐
					☐

Marketing Materials:

Professional Development Needs:

Evaluation/Assessment: (Processes)

Potential Supporting Documentation:

Appendix C: Recruitment Action Plans

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT	Coordinator: (Accountability Leader) Director Enrollment Management and Student Engagement
Action: Develop comprehensive and integrated marketing and communication outreach.	
Strategy: 1.1 Coordinate and plan various modes of communication.	
KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Letters, emails, texts, and phone calls sent to recruits. Facebook, Twitter, Instagram, YouTube posts. Number of inquiries.	
Narrative: (Overview of action) Develop letter, texts, and emails to be sent to prospective students. Develop social media campaign to engage potential students.	

Implementation Schedule					
Activities	**Responsibility**	**Cost**	**Start Date**	**Target Completion Date**	**Complete**
Send a follow-up letter to all college fair attendees who share their contact information with the college within 2 business days of receiving data download.	Director Enrollment Management and Student Engagement	$750	Sept. 2018 (each year)	Oct. 2018 (each year)	☐

Create and deliver high quality print marketing materials to give to attendees of area high school football games.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	??	Aug. 2018 (each year)	Nov. 2018 (each year)	☐
Meet with each 12th grade high school counselor in Southern's service district to discuss the upcoming year and to set dates for visits, activities, and distribute materials.	Director Enrollment Management and Student Engagement	$800	9/1/2018	10/15/2018	☐
Schedule text messaging campaign with West Virginia Higher Education Policy Commission (WVHEPC)/West Virginia Community and Technical College System (WVCTCS).	Director Enrollment Management and Student Engagement	N/A	Oct. 2018	Nov. 2018	☐
Create and deliver high quality marketing print materials to give to target high schools for early entry opportunities for juniors and seniors.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	$350	Aug. 2018 (each year)	Sept. 2018 (each year)	☐
Create and deliver high quality marketing print materials for 12-week classes to give to elementary and middle schools, and to head starts and day cares in the target area to recruit adult students.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	$500	Aug. 2018 (each year)	Sept. 2018 (each year)	☐
Create high quality marketing materials for fall Open House.	Vice President for Institutional	$250	Aug. 2018	Aug. 2018	☐

	Advancement				
Deliver Open House marketing print materials to college fairs, football games, and community events.	Director Enrollment Management and Student Engagement	N/A	Aug. 2018	Nov. 2018	☐
Send College Application Week Care Package to all high school and middle schools in the service district.	Director Enrollment Management and Student Engagement	$2000	10/1/2018	10/15/2018	☐
Send letter to college fair attendees encouraging them to apply to Southern during College Application Week (CAW). 1. Pre-CAW Letter to those who already applied. 2. Pre-CAW Letter to those who have not applied.	Director Enrollment Management and Student Engagement	$750	Oct. 2018	Nov. 2018	☐
Acceptance letters sent to all qualifying applicants within one week of receiving application.	Registrar	$1,000	Ongoing	Ongoing	☐
Next Steps marketing flyer sent with acceptance letters.	Registrar	$250	Ongoing	Ongoing	☐
Faculty spotlight sent to all recruits, acceptances, high school personnel, human resource leaders, Head Starts, and Day Care Centers by way of email, web, Facebook, and Twitter.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	N/A	12/1/2018	12/30/2018	☐
National Society of Leadership and Success (NSLS) Presentation Announcements on the web, radio, email, and letters (promotional items provided by NSLS).	Vice President for Institutional Advancement Director Enrollment	$750	10/1/2018 2/1/2019	10/30/2018 2/28/2019	☐

	Management and Student Engagement				
Finish what you started postcard to all potential students not currently enrolled, but have more than 45 credits.	Director Enrollment Management and Student Engagement	$350	10/1/2018	11/30/2018	☐
Letter from faculty member of program area plus marketing material about program to recruits and accepted students.	Director Enrollment Management and Student Engagement	$750	2/1/2019	2/29/2019	☐
Follow-up letter sent to all participants at high school and middle school visits.	Director Enrollment Management and Student Engagement	$1,000	10/1/2018	5/31/2019	☐
Online programs marketing postcard sent to College Board distribution list.	Director Enrollment Management and Student Engagement	$3,000	11/1/2018	5/31/2019	☐
Pre-registration email to current and potential students with next steps.	Director Enrollment Management and Student Engagement	N/A	4/1/2019	Registration	☐
Send College Decision Days survey to high school counselors.	Director Enrollment Management and Student Engagement	$50	3/15/2019	4/1/2019	☐
Create College Decision Days student package for each high school senior who identifies Southern as his/her college choice.	Vice President for Institutional Advancement	$2,000	3/15/2019	4/1/2019	☐

Create and implement social media initiative with National Society of Leadership and Success (NSLS) and Southern Ambassadors.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement Student Success Center Coordinator	N/A	10/2018	5/15/2019	☐
Register early letter/email sent to all current students and all accepted students for next term.	Director Enrollment Management and Student Engagement	??	10/15/2018 3/15/2019	11/1/2018 4/1/2019	☐
Plan a "one contact per month" recruitment/marketing campaign for current and prospective students.	Director Enrollment Management and Student Engagement Vice President for Institutional Advancement	??	8/13/2018	8/1/2019	☐
Create and implement a marketing plan to parents that highlights low-cost tuition, close to home, and safe campuses.	Vice President for Institutional Advancement Director Enrollment Management and Student Engagement	$350	8/1/2018	4/1/2019	☐
Marketing Materials:					

Professional Development Needs:
Evaluation/Assessment: (Processes)
Potential Supporting Documentation:

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT	Coordinator: (Accountability Leader) Chief Information Officer

Action Plan Title: 1.2 Implement the Banner Recruiting module.

Strategy: Start loading students electronically and manually into the Recruiting module and build/track the communication with each student.

KPIs and/or PIs: Number of students loaded. Communication plan automated and tracked.

Narrative: The college has been using Filemaker Pro as a database for recruiting but it is a separate system than Banner. For greater efficiencies and to eliminate a duplication of systems, we need to phase out the use of this system and implement the Recruiting Module of Banner so all of our student information will be integrated.

Implementation Schedule

Steps	Responsibility	Cost	Start Date	Target Completion Date	Complete
Banner setup to reduce duplicates and allow for loading of students from different sources.	Chief Information Officer	N/A	August 2018	October 2018	☐
Train staff on BANNER Recruitment Module	Director Enrollment Management and Student	N/A	Ongoing	Ongoing	☐

	Engagement				
Begin loading recruits for Spring 2019 and Fall 2019 into Banner.	Director Enrollment Management and Student Engagement	N/A	October 2018	Ongoing	☐
Implement process to identify new recruits from Financial Aid FAFSA records.	Chief Information Officer	N/A	September 2018	October 2018	☐
Use Argos and Banner to create automated communications to recruits.	Director Enrollment Management and Student Engagement Chief Information Officer	N/A	September 2018	Ongoing	☐
Create Argos reports to summarize and analyze recruitment information.	Director Enrollment Management and Student Engagement Chief Information Officer	N/A	September 2018	Ongoing	☐
Marketing Materials:					

Professional Development Needs:
Evaluation/Assessment:
Potential Supporting Documentation:

Goal 1: Increase number of first-time Southern students.

Key Enrollment Lifecycle: RECRUITMENT	Coordinator: (Accountability Leader) Director of Student Financial Assistance

Action: 1.3 Develop a Financial Literacy Plan.

Strategy: Implement a default management plan.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of students who applied for loans, number of students who received a loan, number of students in default, number of students who received pre-loan counseling, number of students who received exit counseling, number of students with loans that completed the term, number of students with loans who withdrew from college.

Narrative: (Overview of action)

<div align="center">Implementation Schedule</div>

Activities	Responsibility	Cost /Description	Start Date	Target Completion Date	Complete
All new students and their parents/guardians are required to attend a new student orientation session on responsible borrowing and loan repayment.	Director of Financial Aid	N/A	6/2019	Ongoing	☐
Financial aid staff invited to Orientation classes to discuss financial aid and implement financial aid literacy education. The class will also include responsible	Director of Financial Aid	N/A	8/2018	Ongoing	☐

borrowing and loan repayment.					
Incorporate a "Consider the Cost" form into the Student Loan procedure.	Director of Financial Aid	N/A	8/2018	Ongoing	☐
Create a loan repayment quiz to assess students' understanding of loan repayment obligations, capitalized interest, and in-school budgeting.	Director of Financial Aid	N/A	8/2018	10/2018	☐
Implement loan repayment quiz in introductory math courses.	Vice President for Academic Affairs	N/A	1/2019	Ongoing	☐
Students on Warning or Probation in regards to their academic progress who are loan borrowers will be contacted within the first three weeks of the semester to meet with a financial aid counselor and a Student Services Specialist.	Director of Financial Aid	N/A	1/2019	Ongoing	☐
Contract with EdFinancial Services to provide delinquency outreach to borrowers.	Director of Financial Aid	TBD	8/2018	Ongoing	☐
Marketing Materials:					
Professional Development Needs:					
Evaluation/Assessment: (Processes)					
Potential Supporting Documentation:					

Appendix D: Enrollment Action Plans

Goal 2: Increase the number of recruited students to enrollment.

Key Enrollment Lifecycle: ENROLLMENT	Coordinator: (Accountability Leader) Registrar

Action: 2.1 Create an efficient and student friendly admissions process.

Strategy: Streamline the admissions process.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of 1st time freshmen.

Narrative: (Overview of action) Create an efficient admissions process using student self-service, mySouthern.

Implementation Schedule

Activities	Responsibility	Cost /Description	Start Date	Target Completion Date	Complete
Update the self-service admissions process on mySouthern.	Registrar Chief Information Officer	$0.00			☐

Expand the Van P-20 model at Van to remainder of grades.	Academic Leadership Team	$0.00 Grant covered - tuition/fees for students.			☐
Plan and Implement Early College initiatives with other schools and counties.	Academic Leadership Team	Grant covered			☐
Review existing and develop new 2+2 articulation agreements.	Academic Leadership Team	Travel for leadership team			☐
Review EDGE credits and expand in Business and Healthcare areas.	Academic Leadership Team	$1,000.00 workshops for faculty and secondary schools			☐
Develop and implement a reverse transfer process.	Registrar	$0.00			☐
Develop processes for students at a distance to apply, register, and withdraw without having to come to campus.	Registrar	$0.00			☐

Marketing Materials: PR on projects, EDGE brochures, Listings for 2+2 articulation, process outlines.

Professional Development Needs: Training on understanding the models, information sharing sessions, EDGE articulation workshops.

Evaluation/Assessment: (Processes) Assessment plan for early college programs with assessment of student learning, tracking and evaluation of students who articulate in with credits for success and time to completion.

Potential Supporting Documentation: Completed articulation agreements, enrollment, MOU's. EDGE listing, all printed documents for processes.

Appendix E: Retention Action Plans

Goal 3: Improve persistence and retention rates.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Vice President for Academic Affairs

Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.

Strategy: Validate programmatic and course offering, sequence, quality and delivery.

KPIs and PIs: (Describe any baseline data and potential data collection points--statistics) Fall to Fall, Fall to Spring, 4-yr., employment, hours earned (math/English/content)

Narrative: (Overview of action) Develop program documents and matching schedule offerings to meet Guided Pathways to Success (GPS) outcomes.

Implementation Schedule

Activities	**Responsibility**	**Cost**	**Start Date**	**Target Completion Date**	**Complete**
Program documents must include 30 hours per year, math/English first year, and at least 9 content hours.	Deans Program Leads	$1,000	Summer 2018	December 2018	☐
Meta Major program alignment.	Deans		August	December	☐

	Program Leads		2018	2018	
Program documents must include advising notes.	Deans Program Leads		Summer 2018	December 2018	☐
Schedule supports all program documents.	Deans/ Vice President for Academic Affairs		September 2018	November 2018	☐
Course delivery review.	Deans Vice President for Academic Affairs		September 2018	November 2018	☐

Marketing Materials: Guided pathway documents with advising notes. 15 to finish and 60 hour program campaign.

Professional Development Needs: Program advising including meta major placement. Blackboard/Quality Matters (QM) for online course offerings.

Evaluation/Assessment: (Processes) Student survey for advising. Math/English review. KPIs above.

Potential Supporting Documentation: Guided Pathways to Success (GPS) documents. Course offering analysis.

Goal 3: Improve persistence and retention rates.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Vice President for Academic Affairs

Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.

Strategy: Expand Articulations.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Baseline Information Number of current articulation agreements for EDGE, 2+2, and core coursework. Early College data (Van, Dual, and Early Admissions - on site) Data: Time to graduation for programs; hours articulated in.

Narrative: (Overview of action) Expand options for students to gain college credit and decrease the time to graduation.

<div align="center">

Implementation Schedule

</div>

Activities	Responsibility	Cost /Description	Start Date	Target Completion Date	Complete
Create a University Center to bring colleges on campus	Vice President for Academic Affairs	$0.00 Office space (potential rent)			☐
Expand the Van High School P-20 model at Van High School to remainder of grades.	Academic Leadership Team	$0.00 Grant covered -			☐

		tuition/fees for students.			
Plan and Implement Early College initiatives with other schools and counties.	Academic Leadership	Grant covered			☐
Review existing and develop new 2+2 articulation agreements.	Academic Leadership	Travel for leadership team			☐
Review EDGE credits and expand EDGES credits in Business and Healthcare program areas.	Academic Leadership	$1000.00 workshops for faculty and secondary schools			☐
Develop and implement a reverse transfer process.	Registrar	$0.00			☐

Marketing Materials: Public relations on projects, EDGE brochures, Listings for 2+2 articulation, and process outlines.

Professional Development Needs: Training on understanding the models, information sharing sessions, EDGE articulation workshops.

Evaluation/Assessment: (Processes) Assessment plan for early college programs with assessment of student learning, tracking and evaluation of students who articulate in with credits for success, and time to completion.

Potential Supporting Documentation: Completed articulation agreements, enrollment, MOU's. EDGE listing, all printed documents for processes.

Goal 3: Improve persistence and retention rates.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Vice President for Academic Affairs and Vice President for Workforce and Community Development and Vice President of Student Services/Dean of Student Services

Action: 3.1 Ensure educational offerings and career pathways exemplify local, state, and national job sectors.

Strategy: Integrate academics and workforce units to help students obtain goals.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Number of employers engaged with the college (Workforce Matrix data-Employers served; affiliation agreements); Number of enrollment, contact hours, completers in workforce (non-academic credit) programming (Workforce Matrix data).

Narrative: (Overview of action) Expand and align non-academic credit workshops/classes/programs to complement academic credit options and give educational and skill development opportunities to the citizens.

Implementation Schedule

Activities	Responsibility	Cost	Start Date	Target Completion Date	Complete
Create catalog/calendar of non-academic credit/community education classes for fall, spring/summer that complements the academic	Vice President for Workforce and Community	$2000	September 2018	June 2019	☐

catalog/calendar.	Development Workforce Director				
Create communication portal for sector partnership team.	Vice President for Academic Affairs Vice President for Workforce and Community Development Workforce Director	??	March 2019	August 2019	☐
Conduct and collect needs assessment of workforce training needs of employers and nonprofits.	Vice President for Academic Affairs Vice President for Workforce and Community Development Workforce Director	$1000	October 2018	March 2019	☐
Develop Learn and Earn opportunities.	Vice President for Academic Affairs Vice President for Workforce and Community Development Dean, School Career and		November 2018	August 2019	☐

	Technical Studies				
Develop a business and industry advisory program model.	Vice President for Academic Affairs Vice President for Workforce and Community Development Deans of Schools		October 2018	August 2019	☐

Marketing Materials: Design both print and virtual catalog for each season (Fall, Spring/Summer).

Professional Development Needs:

Evaluation/Assessment: (Processes)

Potential Supporting Documentation: Workforce Matrix Report (Annual)

Goal 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Director of Disabilities and Adult Services

Action: 4.1 Develop and implement student success initiatives.

Strategy: Revise and Implement advising program.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics)

Narrative: (Overview of action) Implement Guided Pathways Model approach to advising to assist students with staying on the path to success.

Implementation Schedule

Activities	Responsibility	Cost	Start Date	Target Completion Date	Complete
Provide appreciative, on-time advising with each student.	Student Services/Faculty	N/A	Apr. 2019	Ongoing	☐
Attend Guided Pathway Training (GPS).	Vice President for Academic Affairs	N/A	Sept. 2018	Sept. 2018	☐

Implement Guided Pathways.	Vice President for Academic Affairs Vice President of Student Services /Dean Student Services Faculty, Student Services, Staff, Students	N/A	Sept. 2018	Ongoing	☐
Increase student advising participation by requiring students to meet with faculty and/or staff advisor each semester.	Vice President for Academic Affairs	N/A	Apr. 2019	Ongoing	☐
Implement 15 to finish each semester.	Advisors, Faculty, Student Services	N/A	Sept. 2018	Ongoing	☐
Students earn 30 credits in the first academic year.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	☐
Students complete gateway math and English courses first semester.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	☐
Earn nine credits in a program path the first year.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	☐
Develop academic maps aligned with a set of meta-majors.	Academic	N/A	Sept. 2018	Ongoing	☐

	Leadership Team				
Establish transfer pathways.	Academic Leadership Team	N/A	Sept. 2018	Ongoing	☐
Guide students to choose and enter a pathway as a part of the appreciative advising process.	Advisors, Faculty, Student Services, Students	N/A	Sept. 2018	Ongoing	☐
New students completes a career assessment before registration can begin.	Student Services	N/A	Apr. 2019	Ongoing	☐
New student completes an online pre-orientation before registration can begin.	Student Services	N/A	May 2019	Ongoing	☐
Include Financial Literacy as part of the appreciative advising process.	Financial Aid and Student Services	N/A	Aug. 2019	Ongoing	☐
Provide course availability to meet program needs.	Vice President for Academic Affairs	N/A	Sept. 2018	Ongoing	☐
Encourage students to complete milestone courses each semester to keep students on track.	Vice President of Student Services /Dean, Student Services	N/A	Sept. 2018	Ongoing	☐
Continue to develop new program pathways to produce graduates to fill high-demand careers.	Vice President for Academic Affairs	N/A	Sept. 2018	Ongoing	☐

Train student services specialist and faculty advisors on GPS advising approach.	Advisors, Faculty, Student Services	N/A	October 2018	Ongoing	☐
Revise "Steps to Registration" as needed.	Vice President of Student Services /Dean, Student Services	N/A	July 2018	Ongoing	☐
Continue to offer Accuplacer placement testing.	Vice President of Student Services	N/A	On going	Ongoing	☐
Identify and record primary and secondary advisors in BANNER at admission acceptance.	Registrar	N/A	April 2019	Ongoing	☐
Schedule new students first advising session with the secondary advisor for advising and registration.	Advisors	N/A	April 2019	Ongoing	☐
Students with 15 or more credits should meet with their primary advisor for advising and registration.	Vice President for Academic Affairs	N/A	April 2019	Ongoing	☐
Student on academic probation should meet with their primary (or secondary) advisor biweekly for guidance and support.	Vice President for Academic Affairs Vice President of Student Services/Dean of Student Services	N/A	April 2019	Ongoing	☐
Marketing Materials: PR materials on GPS, new program flyers and brochures, financial literacy brochure					

Professional Development Needs: GPS Training, Staff Training on GPS, Faculty Training on GPS, train faculty and staff on Next-Generation ACCUPLACER testing
Evaluation/Assessment: (Processes)
Potential Supporting Documentation:

GOAL 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Director of Disabilities and Adult Services

Action: 4.1 Develop and implement student success initiatives**.**

Strategy: First Year Experience (FYI)/Orientation Program.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Increase attendance in the First Year Experience (FYI)/Orientation programs.

Narrative: (Overview of action) Assist students with a successful transition to college and to develop necessary skills as new freshman college students.

<table>
<tr><td colspan="6" align="center">Implementation Schedule</td></tr>
<tr><td>Activities</td><td>Responsibility</td><td>Cost /Description</td><td>Start Date</td><td>Target Completion Date</td><td>Complete</td></tr>
<tr><td>Implement mandatory First Year Experience (FYI)/Orientation to college program for all new students.</td><td>Vice President for Academic Affairs</td><td></td><td>August 2019</td><td></td><td>☐</td></tr>
<tr><td>Develop and offer FYE/orientation to college courses to be taken within the first year of college.</td><td>Vice President for Academic Affairs</td><td></td><td>August 2019</td><td></td><td>☐</td></tr>
</table>

	Vice President for Academic Affairs				
Strengthen partnerships with faculty, staff, alumni, and student leaders for increased involvement in the FYE program.	Faculty, Advisors, Student Services	N/A	August 2018 Ongoing		☐
Create and provide an informational packet of college activities, and resources for the FYE program.	Vice President for Institutional Advancement		June 2019		☐
Implement "Welcome Week" that engages students in campus activities and resources.	Student Services, Advisors		August 2019		☐
Revise New Student Orientation Day Program.	Vice President of Student Services /Dean of Student Services		June 2019		☐
Provide First Year Experience (FYI) interest groups and seminars.	Coordinator of Student Success Center	N/A	August 2019		☐
Encourage students to use resources provided by the Student Success Center/ Learning Studio.	Coordinator of Student Success Center	N/A	August 2018 Ongoing		☐
Develop a first-year resources webpage on Southern's website.	Vice President for Institutional Advancement	N/A	August 2019		☐

Increase in the involvement of clubs, organizations, and leadership (Student Governments, Southern Ambassadors, and Skills USA).	Coordinator of Student Success Center	N/A	August 2018/ ongoing		☐
Provide opportunities for students to engage in student activities and events on and off campus.	Vice President of Student Services /Dean Student Services	N/A	August 2018		☐
Develop and design a FYE faculty resource guide.	Vice President for Institutional Advancement		August 2019		☐
Increase student opportunities for service and civic engagements.	Vice President of Student Services /Dean Student Services	N/A	August 2019		☐

Marketing Materials: Public relations project materials needed; post on social media, website, digital, TV and print.

Professional Development Needs: First Year Experience faculty training. Train faculty and staff on how to use the online pre-orientation program.

Evaluation/Assessment: (Processes) Faculty and staff surveys.

Potential Supporting Documentation:

Goal 4: Increase institutional support for student success.

Key Enrollment Lifecycle: RETENTION	Coordinator: (Accountability Leader) Director of Disabilities and Adult Services

Action: 4.1 Develop and implement student success initiatives.

Strategy: Strengthen and expand the student success center locations and activities

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics)

Narrative: (Overview of action)

Implementation Schedule

Activities	Responsibility	Cost /Description	Start Date	Target Completion Date	Completion Date
Identify and provide a temporary dedicated space for the development of a Student Success Center on each of Southern's campus locations.	Student Success Center Coordinator	N/A	August 2018		⬜
Continue to work on Phase II of the planning and renovations for the Student Success Center/Learning Studio at the Logan campus.	Vice President of Student Services President Vice President for Finance and Administration		August 2018		⬜

Provide furniture, equipment, computers and supplies for both the temporary and new space for the Student Success Center.	Vice President for Finance and Administration	Cost??	August 2018		☐
Establish policies and procedures for the student success center/learning studio.	Student Success Center Coordinator		August 2019		☐
Establish types of tutoring, resources and support needed for providing academic support to students.	Student Success Center Coordinator		August 2018		☐
Hire part-time Academic Success Specialist (tutors).	Student Success Center Coordinator		August 2018		☐
Establish a check-in and check-out system for tracking data	Student Success Center Coordinator	N/A	August 2018		☐
Develop a tutoring schedule and disseminate across campuses	Student Success Center Coordinator	N/A	August 2018		☐
Work closely with faculty to provide appropriate academic support each semester	Student Success Center Coordinator	N/A	August 2018		☐
Offer First Year Experience interest groups and seminars.	Student Success Center Coordinator		August 2019		☐
Implement Early Alert System and integrate with BANNER	Chief Information Officer	Jan. 2019	August 2019		☐
Provide ongoing proctoring of placement testing, proctoring of tests for disability services, and proctoring of national tests.	Vice President of Student Services/Dean Student Services		Ongoing		☐

Develop a Student Success Center social media campaign to increase students' awareness of program services, scheduling, and events.	Vice President for Institutional Advancement Student Success Center Coordinator		August 2018		☐
Continuously invite faculty members to bring classes/students to the SSC on their campuses	Student Success Center Coordinator		August 2018		☐
Create formative and summative assessment activities for continued growth and development	Student Success Center Coordinator		August 2018		☐
Host informational meetings at the SSC for faculty and staff each semester	Student Success Center Coordinator		August 2018		☐
Develop Student Success Center webpage on Southern's website	Vice President for Institutional Advancement		August 2019		☐
Become a member of the College Reading and Learning Association (CRLA) tutoring program	Student Success Center Coordinator		August 2019		☐
	Marketing Materials: PR project materials needed; door signage for the learning studio, signage inside the studio, post on social media, website, digital, TV and print.				
	Professional Development Needs: Training on ALEKS for math tutors				
	Evaluation/Assessment: (Processes) Faculty and staff surveys, daily student surveys using the check-in and check-out system				
	Potential Supporting Documentation:				

Appendix F: Completion Action Plans

Goal 5: Improve completion rates.

Key Enrollment Lifecycle: COMPLETION	Coordinator: (Accountability Leader) Registrar

Action: 5.1 Create a seamless graduation process.

Strategy: Create a new process for applying for graduation, evaluating graduation candidate, and documenting completers.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics)   Data will include the number of applicants, number of degrees and certificates for which applicants applied, number of additional degrees and certificates evaluated, and number of actual completers. Also include skill set counts from each academic school.

Narrative: (Overview of action) Create an efficient graduation process using Student Self-Service, mySouthern, for applying and DegreeWorks for evaluating candidates' program requirements.

Implementation Schedule

Activities	**Responsibility**	**Cost**	**Start Date**	**Target Completion Date**	**Complete**
Create the self-service graduation application	Registrar Chief Information Officer	$0.00	Spring '19		☐

Create a "Student Success Fee" for all students to pay.	Registrar, Business Office Board of Governors	$0.00	Spring '19		▢
Roll out DegreeWorks for fall graduation evaluation.	Registrar Academic and Student Services Leadership	$500 - $1000	Fall '18		▢
Implement Graduation Checkout prior to registration dates – include multiple departments.	Registrar Academic, Student Services, Financial Aid, Business Office, Library	$500-$1000	Spring '19		▢
Revise substitution/waiver process.	Registrar Deans of Schools	$0.00	Spring '19		▢

Marketing Materials: Graphics for self-service and printed graduation application, invitations to graduation check out, and brochures and printed material for DegreeWorks rollout and graduation application deadlines.

Professional Development Needs: Training on self-service graduation application, training on DegreeWorks, information sharing sessions, and substitution/waiver process.

Evaluation/Assessment: (Processes) Review data collected on number of applicants vs. number of completers, assess amount of time needed to evaluate graduation applications using DegreeWorks, collect data on number of substitutions received and processed.

Potential Supporting Documentation: Graduation application, brochures, processes of using new methods.

Goal 6: Improve connections with alumni.

Key Enrollment Lifecycle: COMPLETION	Coordinator: (Accountability Leader) Rita Roberson, Vice President for Institutional Advancement

Action: 6.1 Develop and implement a graduate to alumni transition plan.

Strategy: Develop Alumni Association that will build community and financial support for Southern. Will also help to develop tracking of Southern's graduates.

KPIs and PIs: (Describe any baseline data and potential data collection points--Statistics) Data collection will come from Banner and Raiser's Edge.

Narrative: (Overview of action) Define Alumni, gather data according to definition, create invitation, and mail.   Gather assessment of results.

Implementation Schedule

Activities	**Responsibility**	**Cost**	**Start Date**	**Target Completion Date**	**Complete**
Define Alumni.	Vice President for Institutional Advancement	N/A		10/31/18	☐
Gather Data.	Vice President for Institutional	N/A		11/26/18	☐

	Advancement Vice President of Finance and Administration				
Develop guidelines for request.	Vice President for Institutional Advancement	N/A		12/3/18	☐
Design invitation and mail.	Vice President for Institutional Advancement	$500		12/13/18	☐
Marketing Materials:					
Professional Development Needs:					
Evaluation/Assessment: (Processes)					
Potential Supporting Documentation:					

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 19, 2019

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

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBERS: Robert E. Gunter

BACKGROUND:

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

The Economic Value of Southern West Virginia Community and Technical College

EXECUTIVE SUMMARY

.ıl Emsi

SOUTHERN West Virginia Community and Technical College (SWVCTC) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. The college draws students to the region, generating new dollars and opportunities for the Southern Mountains. SWVCTC provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, SWVCTC is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

SWVCTC influences both the lives of its students and the regional economy. The college supports a variety of industries in the Southern Mountains,[1] serves regional businesses, and benefits society as a whole in West Virginia from an expanded economy and improved quality of life. The benefits created by SWVCTC even extend to the state government through increased tax revenues and public sector savings.

This study measures the economic impacts created by SWVCTC on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:

SWVCTC influences both the **lives of its students** *and the* **regional economy**.

Economic impact analysis

Investment analysis

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2016-17. Impacts on the Southern Mountains economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in West Virginia are reported under the investment analysis.

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1   For the purposes of this analysis, the Southern Mountains are comprised of Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming Counties.

Economic impact analysis

$13 million
Operations Spending Impact

$351.8 thousand
Student Spending Impact

$133.4 million
Alumni Impact

$146.7 million
TOTAL IMPACT

– OR –

2,362
JOBS SUPPORTED

SWVCTC promotes economic growth in the Southern Mountains through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day operations. The college's activities attract students from outside the Southern Mountains, whose expenditures benefit regional vendors. In addition, SWVCTC is a primary source of higher education to the Southern Mountains residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

Operations Spending Impact

SWVCTC adds economic value to the Southern Mountains as an employer of regional residents and a large-scale buyer of goods and services. In FY 2016-17, the college employed 211 full-time and part-time faculty and staff, 82% of whom lived in the Southern Mountains. Total payroll at SWVCTC was $10.6 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent $8.2 million on day-to-day expenses related to facilities, supplies, and professional services.

SWVCTC's day-to-day operations spending added $13 million in income to the region during the analysis year. This figure represents the college's payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The $13 million in added income is equivalent to supporting 251 jobs in the region.

Student Spending Impact

Some in-region students would have left the Southern Mountains if not for the existence of SWVCTC. While attending the college, these students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated $351.8 thousand in added income for the regional economy in FY 2016-17, which supported 19 jobs in the Southern Mountains.
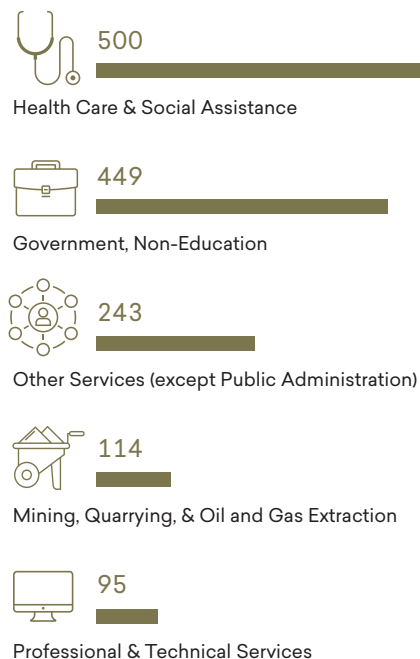
Alumni Impact

The education and training SWVCTC provides for regional residents has the greatest impact. Since its establishment, students have studied at SWVCTC and entered the regional workforce with greater knowledge and new skills. Today, thousands of former SWVCTC students are employed in the Southern Mountains. As a result of their SWVCTC educations, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2016-17, SWVCTC alumni generated $133.4 million in added income for the regional economy, which is equivalent to supporting 2,092 jobs.

Total Impact

SWVCTC added $146.7 million in income to the Southern Mountains economy during the analysis year, equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. For context, the $146.7 million impact was equal to approximately 3.8% of the total gross regional product (GRP) of the Southern Mountains. This contribution that the college provided on its own was slightly larger than the entire Transportation & Warehousing industry in the region.

SWVCTC's total impact can also be expressed in terms of jobs supported. The $146.7 million impact supported 2,362 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 17 jobs in the Southern Mountains is supported by the activities of SWVCTC and its students. In addition, the $146.7 million, or 2,362 supported jobs, impacted regional industries in different ways. Among non-education industry sectors, SWVCTC supported the most jobs in the Health Care & Social Assistance industry sector – supporting 500 jobs in FY 2016-17. These are impacts that would not have been generated without the college's presence in the Southern Mountains.

TOP INDUSTRIES IMPACTED BY SWVCTC (JOBS SUPPORTED)

500
Health Care & Social Assistance

449
Government, Non-Education

243
Other Services (except Public Administration)

114
Mining, Quarrying, & Oil and Gas Extraction

95
Professional & Technical Services

One out of every 17 jobs *in the Southern Mountains is supported by the activities of SWVCTC and its students.*

Economic impact analysis   4

Investment analysis

An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers SWVCTC as an investment from the perspectives of students, taxpayers, and society in West Virginia.
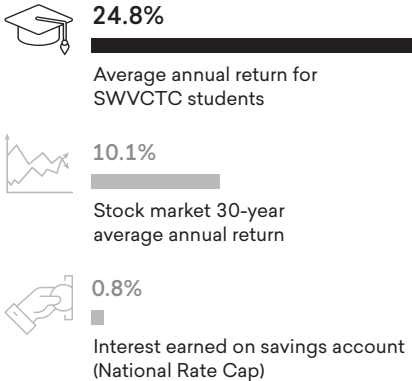
Student perspective

In FY 2016-17, SWVCTC served 2,054 credit and 570 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by SWVCTC's students in FY 2016-17 amounted to a present value of $10.8 million, equal to $1.6 million in out-of-pocket expenses (including future principal and interest on student loans) and $9.3 million in forgone time and money.

In return for their investment, SWVCTC's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average SWVCTC associate degree graduate from FY 2016-17 will see an increase in earnings of $9,800 each year compared to a person with a high school diploma or equivalent working in West Virginia. Over a working lifetime, the benefits of the associate degree over a high school diploma will amount to an undiscounted value of $372.4 thousand in higher earnings per graduate. Altogether, SWVCTC's FY 2016-17 students will receive $67.2 million in higher future earnings over their working lives, as a result of their education and training at SWVCTC.

STUDENTS SEE A HIGH
RATE OF RETURN FOR THEIR
INVESTMENT IN SWVCTC

24.8%
Average annual return for SWVCTC students

10.1%
Stock market 30-year average annual return

0.8%
Interest earned on savings account (National Rate Cap)

Source: Forbes' S&P 500, 1987-2016. FDIC.gov, 7-2016.

The average associate degree graduate from SWVCTC will see an increase in earnings of **$9,800** each year compared to a person with a high school diploma or equivalent working in West Virginia.

< HS	$24,000
HS	$30,400
Certificate	$35,000
Associate	$40,200
Bachelor's	$51,300
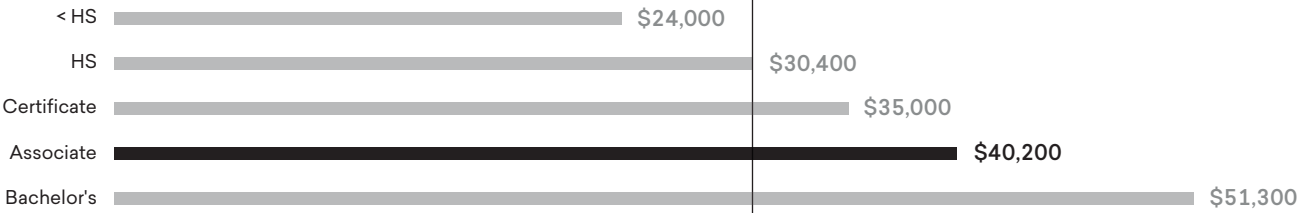
Source: Emsi complete employment data.

The students' benefit-cost ratio is 6.2. In other words, for every dollar students invest in SWVCTC, in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of $6.20 in higher future earnings. Annually, the students' investment in SWVCTC has an average annual internal rate of return of 24.8%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 10.1%.

Taxpayer perspective

SWVCTC generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the state government will collect from the added revenue created in the state. As SWVCTC students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2016-17 students' working lives, the state government will have collected a present value of $22.6 million in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of SWVCTC students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. Students' SWVCTC educations will generate savings in three main categories: 1) healthcare, 2) crime, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, students will less likely to interact with the criminal justice system, resulting in a reduced demand for law enforcement and victim costs. SWVCTC students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with an SWVCTC education will generate $1.2 million in savings to state taxpayers.

Total taxpayer benefits amount to $23.8 million, the present value sum of the added taxes and public sector savings. Taxpayer costs are $11.8 million, equal to the amount of state government funding SWVCTC received in FY 2016-17. These benefits and costs yield a benefit-cost ratio of 2.0. This means that for every dollar of public money invested in SWVCTC in FY 2016-17, taxpayers will receive a

For every dollar of public money invested in SWVCTC, taxpayers will receive a cumulative value of $2.00 over the course of the students' working lives.

STUDENT PERSPECTIVE

$67.2 million
Present value benefits

$10.8 million
Present value costs

$56.4 million
Net present value

Benefit-cost Ratio	Rate of Return
6.2	24.8%

TAXPAYER PERSPECTIVE

$23.8 million
Present value benefits

$11.8 million
Present value costs

$12 million
Net present value

Benefit-cost Ratio	Rate of Return
2.0	5.1%

SOCIAL PERSPECTIVE

$250.8 million
Present value benefits

$30.4 million
Present value costs

$220.4 million
Net present value

Benefit-cost Ratio	Rate of Return
8.2	n/a*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

cumulative value of $2.00 over the course of the students' working lives. The average annual internal rate of return for taxpayers is 5.1%, which compares favorably to other long-term investments in the public and private sectors.

Social perspective

Society as a whole in West Virginia benefits from the presence of SWVCTC in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to higher student earnings and increased business output, which raise economic prosperity in West Virginia.

Benefits to society also consist of the savings generated by the improved lifestyles of SWVCTC students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided medical costs associated with smoking, alcohol dependence, obesity, drug abuse, and depression. Savings related to crime include reduced security expenditures and insurance administration, lower victim costs, and reduced expenditures by the criminal justice system. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the college for a copy of the main report.

Altogether, the social benefits of SWVCTC equal a present value of $250.8 million. These benefits include $246 million in added income through students' increased lifetime earnings and increased business output, as well as $4.8 million in social savings related to health, crime, and income assistance in West Virginia. People in West Virginia invested a present value total of $30.4 million in SWVCTC in FY 2016-17. The cost includes all the college and student costs.

The benefit-cost ratio for society is 8.2, equal to the $250.8 million in benefits divided by the $30.4 million in costs. In other words, for every dollar invested in SWVCTC, people in West Virginia will receive a cumulative value of $8.20 in benefits. The benefits of this investment will occur for as long as SWVCTC's FY 2016-17 students remain employed in the state workforce.

Summary of investment analysis results

The results of the analysis demonstrate that SWVCTC is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in an SWVCTC education. At the same time, taxpayers' investment in SWVCTC returns more to government budgets than it costs and creates a wide range of social benefits throughout West Virginia.

SOCIAL BENEFITS IN WEST VIRGINIA FROM SWVCTC

Social savings
$4.8 million

$250.8 million
Total benefits
to society

Added income
$246 million
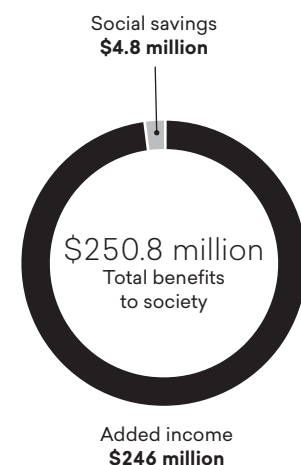
Conclusion

The results of this study demonstrate that SWVCTC creates value from multiple perspectives. The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. SWVCTC enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits state taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, SWVCTC benefits society as a whole in West Virginia by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

The results of this study demonstrate that SWVCTC creates value from **multiple perspectives.**

About the Study

Data and assumptions used in the study are based on several sources, including the FY 2016-17 academic and financial reports from SWVCTC and the West Virginia Higher Education Policy Commission, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Emsi's Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.

ılı Emsi

Emsi is a leading provider of economic impact studies and labor market data to educational institutions, workforce planners, and regional developers in the U.S. and internationally. Since 2000, Emsi has completed over 1,800 economic impact studies for educational institutions in four countries. Visit www.economicmodeling.com for more information about Emsi's products and services.

The Economic Value of Southern West Virginia Community and Technical College
FACT SHEET

Southern West Virginia Community and Technical College (SWVCTC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2016-17.

Economic impact analysis

In FY 2016-17, SWVCTC added **$146.7 million** in income to the Southern Mountains[1] economy, a value approximately equal to **3.8%** of the region's total gross regional product (GRP). Expressed in terms of jobs, SWVCTC's impact supported **2,362** regional jobs. For perspective, the activities of SWVCTC and its students support one out of every **17** jobs in the Southern Mountains.

OPERATIONS SPENDING IMPACT

- SWVCTC employed 211 full-time and part-time faculty and staff. Payroll amounted to $10.6 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another $8.2 million on day-to-day expenses related to facilities, supplies, and professional services.

- The net impact of the college's operations spending added **$13 million** in income to the regional economy.

STUDENT SPENDING IMPACT

- Some in-region students would have left Southern Mountains for other educational opportunities if not for SWVCTC. These students, referred to as retained students, spent money on groceries, mortgage and rent payments, and so on at regional businesses.

- The expenditures of retained students in FY 2016-17 added **$351.8 thousand** in income to the Southern Mountains economy.

IMPACTS CREATED BY SWVCTC
IN FY 2016-17

$13 million
Operations Spending Impact

$351.8 thousand
Student Spending Impact

$133.4 million
Alumni Impact

$146.7 million
TOTAL IMPACT

– OR –

2,362
JOBS SUPPORTED

[1] For the purposes of this analysis, the Southern Mountains are comprised of Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming Counties.

ALUMNI IMPACT

- Over the years, students have studied at SWVCTC and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in the Southern Mountains.

- The net impact of SWVCTC's former students currently employed in the regional workforce amounted to **$133.4 million** in added income in FY 2016-17.

Investment analysis

STUDENT PERSPECTIVE

- SWVCTC's FY 2016-17 students paid a present value of **$1.6 million** to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent **$9.3 million** in money that they would have earned had they been working instead of attending college.

- In return for their investment, students will receive **$67.2 million** in increased earnings over their working lives. This translates to a return of **$6.20** in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is **24.8%**.

TAXPAYER PERSPECTIVE

- Taxpayers provided SWVCTC with **$11.8 million** of funding in FY 2016-17. In return, they will benefit from added tax revenue, stemming from students' higher lifetime earnings and increased business output, amounting to **$22.6 million**. A reduced demand for government-funded services in West Virginia will add another **$1.2 million** in benefits to taxpayers.

- For every dollar of public money invested in SWVCTC, taxpayers will receive **$2.00** in return, over the course of students' working lives. The average annual rate of return for taxpayers is **5.1%**.

SOCIAL PERSPECTIVE

- In FY 2016-17, West Virginia invested **$30.4 million** to fully support SWVCTC. In turn, the West Virginia economy will grow by **$246 million**, over the course of students' working lives. Society will also benefit from **$4.8 million** of public and private sector savings.

- For every dollar invested in SWVCTC educations in FY 2016-17, people in West Virginia will receive **$8.20** in return, for as long as SWVCTC's FY 2016-17 students remain active in the state workforce.

STUDENTS SEE A HIGH RATE OF RETURN FOR THEIR INVESTMENT IN SWVCTC

24.8%
Average annual return for SWVCTC students

10.1%
Stock market 30-year average annual return

0.8%
Interest earned on savings account (National Rate Cap)

Source: Forbes' S&P 500, 1987-2016. FDIC.gov, 7-2016.

FOR EVERY $1...

Students gain
$6.20
in lifetime earnings

Taxpayers gain
$2.00
in added tax revenue and public sector savings

Society gains
$8.20
in added state revenue and social savings