

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

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West Virginia
Higher Education
Policy Commission



**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

WV BRIDGING THE GAP CONSORTIUM

SUMMARY

\$25 Million US Department of Labor TAACCCT Grant



WV BRIDGING THE GAP CONSORTIUM EXECUTIVE SUMMARY

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program

West Virginia's Bridging the Gap consortium, led by Bridgemont Community and Technical College (CTC), consists of 10 community and technical colleges, which make up the West Virginia Community and Technical College System. Since 2004, when the West Legislature created the state's independent CTC system, members have rapidly expanded the number of career-technical program credentials offered (105 in the last 4 years) and credentials awarded (78%, 59%, and 13% increases in skill-set certificates, certificate degrees, associate degrees respectively). This project will bridge energy, manufacturing, information technology (IT), and construction trades career pathways, enhance academic instruction for those programs, close student support gaps created during this period of rapid expansion, and strengthen innovative Registered Apprenticeship Program (RAP) partnerships by creating a culture of continuous improvement that will extend into the CTC system's second decade.

KEY STRATEGIES

The Bridging the Gap Initiative encompasses three primary strategies.

Strategy 1 (Career Pathways): The Bridging the Gap consortium will replicate the National Governors Association sector partnership model to develop and implement vibrant sector partnerships and career pathway systems in technical program areas that are fundamental to the initiative. Consortium member institutions also will implement RAP/CTC partnerships with the building and construction trades and Gestamp Automoción that will lead to CTC occupational development, construction management, and mechatronics credentials. The consortium will expand certificate offerings, as part of career pathways realignments, and accelerate credential attainment by strengthening prior learning assessment and adjusting program schedules. Finally, the consortium will implement compressed and paired developmental education courses by replicating Community College of Denver's FastStart developmental education model.

Strategy 2 (Academic Instruction): From an academic instruction perspective, the Bridging the Gap Initiative will greatly expand the use of contextualized learning by developing and implementing: (1) new "technology gateway" courses that incorporate technical instruction consistent with I-BEST and Henry Ford Community College's new Accelerated Manufacturing Bridge Program; (2) new "technology bridge" courses that combine cross-cutting technical skill sets; (3) construction-relevant topics into general education and management courses for apprentices and journeypersons; (4) a new industry-driven apprenticeship program; (5) an expanded Learn-and-Earn work-based cooperative education training program; and (6) new capstone courses to ensure that

students can demonstrate mastery of foundational, industry, and occupation-related competencies.

Through the Bridging the Gap Initiative, consortium members will also strengthen online and blended instruction by: (1) implementing the emporium instructional model for all developmental instruction; (2) incorporating, as appropriate, TAACCCT-developed modules and courses into technical programs; (3) creating and implementing online versions of RAP/CTC courses; and (4) developing and implementing blended content for use in technology bridge, technology gateway, and capstone courses.

The consortium will strengthen remote and simulated learning by: (1) creating and using a series of state-of-the-art classrooms to facilitate cross-institutional instruction for courses that otherwise could not be offered to students at locations; (2) implementing partnerships for new petroleum technology (Pierpont and WV Northern), mechatronics/engineering technology (Bridgemont and Southern WV), and IT (Blue Ridge and Mountwest) programs that allow institutions to benefit from lead institutions' expertise and resources (e.g., new outdoor petroleum technology laboratory that both Pierpont and WV Northern will use); and (3) incorporating simulations and gaming into courses, including capstone courses.

To ensure high-quality implementation, the consortium will: (1) use DACUMs and cognitive task analysis to develop all technical program content for which national or employer-approved standards are unavailable; (2) modularize all courses; (3) incorporate personalized learning components; and (4) build in assessment at the module level. In designing courses, the consortium will use an iterative (minimally viable product) process that combines collaborative design and rapid prototyping. All activities will be undertaken in collaboration with employers.

Strategy 3 (Student Support Strategies): Strengthening student support services will be the third strategy of the Bridging the Gap Initiative. The consortium will replicate the two most successful components of consortium partner Mountwest's BEACON model, peer coaches and professional counselors, who will work with faculty to provide students with wrap-around services. Peer coaches will be recent graduates who work with potential and enrolled students to remove practical barriers to enrollment, persistence, and completion. Counselors, including job placement specialists, will provide career and other counseling services. Additionally, BEACON students will make formal, written commitments to complete their programs of study at enrollment. BEACON efforts will be complemented by: (1) a targeted recruitment effort focused on individuals likely to have technical work experience (e.g., veterans, TAA workers, apprentices, and journeypersons) and/or college credits but no credential; (2) a new web-based career planning system that incorporates academic planning, advising, and degree auditing; (3) course and retention analytics systems that allow institutions to target limited resources where they are most needed; and (4) a new job placement partnership with regional WIBs and benefitting from expanded employer interactions.

STRATEGIC ALIGNMENT

Alignment with the Governor's Economic Development Plan. Bridging the Gap consortium project strategies align closely with the Governor's economic development plan. First, this project focuses on three industry sectors at the heart of the plan: (1) advanced and alternative energy, including petroleum; (2) advanced manufacturing, including aerospace, automotive, chemicals, and specialty metals; and (3) high technology, including cybersecurity and data centers. Second, the project aligns with

the newly-created Governor's Workforce Planning Council, a component of the Governor's plan that focuses on collaboratively "tak[ing] into account the specific workforce needs of the State's business and industries" and "incorporating occupational training ... into the curriculum ... to prepare students for entry into the workforce." Third, this project aligns closely with recommendations of the WV College Completion Task Force, including (1) reducing time to earn a certificate or degree; (2) improving developmental education; and (3) increasing adult completion rates by removing academic, social, and financial barriers to completion.

This project also aligns closely with the Governor's WIA-WP workforce plan. First, the workforce plan focuses on increasing technical training generally (plan goal = 10% increase), but with a special emphasis on energy production and related downstream industries (e.g., chemical manufacturing), which are subjects of two of four plan goals. Second, this project will support workforce plan goals of broadening career paths, developing training back-up plans, and providing stronger academic and student support for TAA customers.

Employer Involvement. The Bridging the Gap consortium has actively engaged all major industry groups and hundreds of employers in project design by holding six regional workforce forums across WV over the last four months. Five industry associations and 49 employers have made commitments to encourage greater recognition of nationally-recognized certifications; promote certificate and associate's degree attainment for incumbent workers; participate in an industry alliance/sector partnership; assist in defining educational program strategies and goals, developing and aligning career pathways stackable credentials, identifying industry competencies and skills, developing curricula, and/or helping with instruction; and/or consider credentialed

CTC graduates when technical job opportunities become available. In addition, employers have made at least \$632,800 in contributions to sector-based programming thus far this year through the learn-and-earn work based training program, equipment donations, the provision of scholarships and direct financial contributions.

Collaboration with public workforce systems. The Bridging the Gap consortium will collaborate with TAA agency partners to strengthen TAA worker recruitment into and retention in applied technology programs. The consortium will work with TAA partners to develop and implement the “Earn College Credits” prior learning assessment system, the DegreeWorks degree auditing and tracking tool, and the BEACON student support model for TAA workers. The consortium will collaborate with regional WIBs to reach the WorkForceWV target of a 10% increase in technical program participants over the next five years. Using a collaboration model developed through another USDOL grant, WIBs will assist with recruitment by identifying and assessing skills of potential students, provide support services by facilitating peer mentoring, assist in job placement and tracking; and be leading participants in sector partnerships. Additionally, the consortium will collaborate with the WV Department of Education, which operates career technical and adult basic education centers, to strengthen manufacturing and mechatronics programs of study alignment, the EDGE credit system, adult basic/developmental education transitions, and data sharing and analysis. Finally, the consortium will collaborate with WorkForceWV, the State workforce agency, which is responsible for TAA programs and AJCs, to coordinate WIB training activities, support sector partnerships, and assist with LMI and employment outcome data gathering and analysis. These partnerships are evidenced by partnership letters attached to this proposal.

Linkages with other organizations. The Bridging the Gap consortium has entered into collaboration agreements with the following business-related organizations: WV Oil and Natural Gas Association (200+ employers), Independent Oil and Gas Association of WV (200+ employers), WV Manufacturers Association (154 employers), Polymer Alliance Zone (76 employers), and Chemical Alliance Zone, which will participate on the steering committee, promote employer-related consortium initiatives, and provide linkages to related national associations. The consortium has received \$250,000 from the Benedum Foundation to launch new petroleum technology programs through WV Northern and Pierpont. The consortium will work with the CSW to strengthen sector partnerships and the National Energy Training Laboratories (NETL) on Marcellus Shale job skill set identification and will align energy and advanced manufacturing/mechatronics programs of study with assistance from the Southern Regional Education Board. The consortium also will incorporate the following projects and tools developed by other non-profit organizations: (1) the MI's manufacturing skills certification system, as evidenced by the incorporation of NAM-endorsed certifications into the consortium's credentialing system; (2) CEWD's energy generation, transmission, and distribution competency model, as evidenced by its incorporation into the consortium's credentialing system; (3) NCAT's program in course redesign, including its emporium, fully-online, and buffet (personalized) models; and (4) CAEL's LearningCounts service for conducting prior learning assessments. Finally, the consortium will work closely with three labor organizations, AFL-CIO-WV, WV Affiliated Construction Trades Foundation, and Construction Works Inc. to implement the RAP/CTC construction partnership, and Construction Works will play the critical role of providing peer support for organized labor participants.

DELIVERABLES AND OUTCOMES

The Bridging the Gap consortium proposes to produce several large and important deliverables including: (1) seamless, stackable, and latticed industry-driven energy, advanced manufacturing, and IT career pathways; (2) a new series of contextualized and online courses that allow journeypersons to earn associate's degrees; (3) new gateway, bridge, and capstone courses; (4) a new web-based, technical-program-focused prior learning assessment system; and (5) new predictive course and retention analytics protocols and systems focused on improving course and credential completion. These changes will redound to the benefit of far more than the estimated 1,384 students included in outcome projections, including students nationally who will benefit from various aspects of this work; future technical program students, who may even start programs during the grant performance period, but not complete them in time to be considered as part of the cohort; and other WV CTC students likely to benefit from improved developmental education, career planning, coaching, and counseling.



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***Innovations and Future Directions for Workforce Development
in the Post-Recession Era***

A Report by the Urban Institute

**Innovations and Future
Directions for Workforce
Development
in the Post-Recession Era**
**Lauren Eyster, Theresa Anderson,
and Christin Durham**

Working Paper 7

Unemployment and Recovery Project

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This working paper is part of the Unemployment and Recovery project, an Urban Institute initiative to assess unemployment's effect on individuals, families, and communities; gauge government policies' effectiveness; and recommend policy changes to boost job creation, improve workers' job prospects, and support out-of-work Americans. Major funding for the project comes from the Rockefeller and Ford Foundations.

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Innovations and Future Directions for Workforce Development in the Post-Recession Era

**Lauren Eyster, Theresa Anderson,
and Christin Durham**

In response to the Great Recession, the federal government channeled billions of dollars to workforce development programs through the American Recovery and Reinvestment Act of 2009 (ARRA). The funds strengthened Employment Service and Workforce Investment Act (WIA) programs and revived mostly dormant programs such as Reemployment Services and the Summer Youth Employment Program. All states and local workforce areas invested directly in job training for unemployed workers, but many also focused on building operational capacity through hiring new staff and procuring new technology and other tools to support individuals' quick return to the workforce (Wandner 2012). Using ARRA resources, One-Stop Career Centers, now called American Job Centers, where most workforce development services are provided, were able to offer more intensive counseling and assessment as well as more funding for training in high-demand occupations to the large waves of unemployed customers. However, this reinvigoration of the public workforce system is now hampered by the end of ARRA funding and the threat of federal budget cuts to WIA and other workforce development programs.

Employers and workers are still weathering the effects of the recession, and job growth is slow and concentrated in lower-wage jobs (Christman and Riordan 2011). However, employers in industries such as health care and advanced manufacturing anticipate future shortages, with not enough skilled workers to fill new positions and positions vacated by retirees. Potential employees in these sectors, on the other hand, may not have the time and resources to increase their skills and education through training because they must continue working where they can in order to meet family obligations. Many youth and adults are seeing fewer opportunities for postsecondary education and training, with oversubscribed college courses, a lack of financial support, and ever-increasing tuition.

With these post-recession workforce challenges in mind, the Urban Institute held a half-day roundtable in February 2013 designed to inform a broad workforce policy agenda that reflects the changing economic and government landscape and explores the development of new approaches to meeting employer demand for skilled workers and addressing unemployment. Attendees represented a range of perspectives from the US workforce system, including business and industry, government, workforce intermediaries, labor unions, and education and training. Participants identified and discussed promising, innovative practices and policies that could be replicated and scaled to support a more skilled workforce.

The roundtable focused on three key areas for building a workforce policy agenda: (1) collaborative efforts that better connect employers with workforce programs and services, (2) approaches that help build the education and work experience of under-skilled and unemployed workers to get them on a viable career path, and (3)

The roundtable focused on collaborative efforts that better connect employers with workforce programs and services, approaches that help build the education and work experience of under-skilled and unemployed workers, and advances in business practices and technology.

advances in business practices and technology to better serve workforce system customers. With these areas of focus as a jumping-off point, facilitated discussions engaged the roundtable attendees in developing ideas for policy and program improvements and innovation.

This paper provides highlights from facilitated discussions in each key area to inform the development of a broader research agenda for workforce development policies. Each section begins

with a discussion of the emerging trends in a topic area and then summarizes the promising ideas, practices, and innovations that the roundtable attendees discussed. The paper concludes with a discussion of how these ideas, practices, and innovations could be scaled or replicated and how policy could better support their broader implementation.

Encouraging Collaborative Efforts to Better Connect Employers with Workforce Programs and Services

Efforts to engage employers in workforce development activities have been under way for decades but became a central part of workforce policy when WIA included employers as customers of the public workforce system. Roundtable attendees emphasized the importance of engaging employers and industry in designing workforce development strategies, and discussed two promising key approaches: sector strategies and industry-recognized credentials. Sector initiatives, which typically engage employers in order to tailor employment and training services to high-growth

industries, began in the late 1990s and have now become widespread. Community and technical colleges and other training providers also collaborate with employers to ensure that educational and professional credentials meet industry needs. Challenges to engaging employers include economic downturns, decreased willingness to pay for employee training, and distrust of government involvement. This section discusses the two approaches to workforce development that emphasize employer involvement.

Sector Strategies

Sector strategies (or industry-focused workforce development approaches) are based on collaboratively designing employment and training programs and services to directly address an industry's workforce needs. According to the National Governors Association, sector strategies bring together many players, such as the public workforce system, employers, training providers, unions, and community organizations, to develop approaches for meeting an industry's workforce needs and helping workers find and succeed in a career. These approaches may include developing the curriculum and credentials valued by an industry, creating a pipeline of future workers by exposing youth to jobs in an industry, or steering job seekers to available jobs in an industry through job readiness and placement services.

Sector strategy initiatives may be led by state or local workforce officials or by industry leaders. According to a recent report, more than half of states are engaging in these efforts (Woolsey and Groves 2013). At the core of these efforts is a regional industry partnership, which brings employers and industry representatives together with education and workforce development officials to address workforce skills gaps across the region and to align education and workforce systems in different jurisdictions to better train workers. Industry partnerships also develop at the local or regional level, with a community college or a workforce investment board convening the partnership.

The core of sector strategies is a regional partnership that brings employers and industry representatives together with education and workforce development officials.

These partnerships are only as effective as the support and level of buy-in from the key players. Employers need to see that their involvement will yield them what they want: skilled workers. Workforce development professionals report that bringing labor market information and training resources to the table with employers is key to engaging them (Eyster et al. 2011). Employers who see value in the partnership may also provide resources to address skills gaps, even if this benefits employers who are not part of the partnership. Employer sponsors may offer their own employees to help develop training curricula or serve as instructors, provide equipment or facilities for training, or guarantee interviews to training completers.

The sustainability of sector strategies is tested when workforce resources dry up or the economy takes a downturn. Governors, who were using their WIA state reserve funds to sponsor industry partnerships, have had those federal funds cut from 15 percent to 5 percent of their annual WIA funds. Since the late 1990s, the federal government has administered grant programs to support these sector initiatives, but these grants might end if there is no sustainable funding stream to support the partnerships they helped to put in place.

In addition, the evidence of the effectiveness of sector strategies is still preliminary. One evaluation to date has shown that sectoral training approaches provide greater earnings gains and other employment benefits to participants than to the control group (MacGuire et al. 2010). There is also little evidence to date on whether the benefits of sector strategies outweigh the costs. This evidence may be needed to convince employers, community colleges, and others to develop more robust industry partnerships. However, many evaluations of these approaches are under way that will soon yield new evidence about whether sector strategies are effective.

Industry-Recognized Credentials

Industry has long developed its own credentials, especially professional certifications, to provide employers with a standardized method for identifying qualified job candidates. Industries such as health care may have additional state licensing requirements for workers. Training providers such as community and technical colleges offer educational credentials like certificates or degrees for a range of occupations. However, less-regulated or newer occupations may not lend themselves to a common credential for employers to know whether someone has the skills they need.

Employers benefit from credential-focused training programs because they can be more confident that graduates have a specified set of skills.

There is a recent movement toward developing industry-recognized credentials in many industries, often through partnerships formed under sector approaches, as discussed above. Employers benefit from credential-focused training programs because they can be more confident that graduates of these programs have a specified set of skills. Some credentials can be obtained quickly (less than 12 weeks), meaning that job candidates can be prepared for an occupation in rapid succession for high-demand employers. Other credentials are designed to provide students with “stackable” credentials that demonstrate successively higher skill levels and may lead to a college degree.

Ideally, employers see these newly developed credentials as a signal that workers are well prepared for the occupation, no matter where they live and work in the United States. However, even such credentials may not be useful to employers with

very specific skill needs. It may also be challenging to communicate to and convince employers of the value of a credential on a larger scale. Workforce development professionals trying to identify credentials for their customers to pursue have no national database of industry-recognized credentials to demonstrate whether one will help workers qualify for a job. Thus, it is important for the workforce system, training providers, and employers to work together to ensure that the credentials developed meet employer skill demands and will be used across employers in hiring decisions.

Approaches to Help Build the Education and Work Experience of Under-Skilled and Unemployed Workers to Get Them on a Viable Career Path

New ways to improve the education and work experience of American workers have been steadily developed over the past 50 years. Recent innovations have emerged from across the country and from many sources, including community and technical colleges, government agencies, community-based organizations, employers, and foundations. Roundtable attendees focused on training approaches that offer a strong, well-articulated pathway to a career; blend classroom and work-based learning; and enhance the soft skills, such as communicating effectively and problem-solving, that employers value. This section examines promising strategies and innovations that have been employed to provide education and work opportunities to American workers, and the challenges associated with these approaches.

Career Pathways

Educators and workforce development professionals are increasingly using the career pathways concept to develop education and training programs that provide workers with the skills and credentials they need to find family-sustaining employment in a high-demand industry. At the heart of career pathways is the development of an occupational training program that provides “manageable, well-articulated steps” for earning industry-recognized credentials, combined with strong student supports (Fein 2012). Many recent initiatives with strong government and philanthropic support—Innovative Strategies for Increasing Self-Sufficiency (ISIS), Integrated Basic Education and Skills Training (I-BEST), and Trade Adjustment Assistance Community College Career Training (TAACCCT), to name a few—have made career pathways a cornerstone of their program models. The career pathways model has also become a highly popular strategy for curriculum design in community and technical colleges across the country.

Pathway programs accelerate the time in the classroom and create manageable steps that yield a series of “stackable” industry-recognized credentials.

The career pathways approach can be used to train unemployed and underemployed workers who may face barriers to entering or advancing in the workforce. Pathway programs accelerate the time in the classroom and create manageable steps in the program that yield a series of “stackable” industry-recognized credentials. The programs have strong academic, employment, and personal supports to ensure that a student can complete the “steps” along the pathway successfully and find gainful employment. Individuals entering a new occupation may be able to earn entry-level certificates quickly and begin work with the option of returning to the program in the future to gain more advanced skills. Workers with more advanced occupational skills may be able to enroll in a higher level of the career pathway program based on prior learning assessments. These multiple entrance and exit points make the programs more accessible for busy adult workers with families.

Despite growing evidence of the effectiveness of career pathways,¹ there are some challenges to scaling and replicating these strategies and innovations beyond current investments. First, the significant federal and foundation funding for career pathways is time-limited, potentially affecting the sustainability of these approaches. In addition, the evidence base for these approaches is in its early stages, and it may be challenging to convince government and other stakeholders to continue to invest in career pathways or work experience opportunities before there is more evidence. Finally, some argue that the career pathways approach leaves behind those that cannot move beyond entry-level jobs because of various barriers to employment, and that strategies should also seek to improve the quality of these entry-level jobs.

Work-Based Learning Approaches

Although the preference toward traditional classroom education in colleges remains strong, work-based learning approaches once again are gaining traction in workforce development. Training that uses work-based learning typically occurs at an employer’s work site (or through work simulation in a classroom or laboratory). Thus, work-based learning invariably involves employers, who often use their own resources—staff, equipment, and wages to the trainee—to support the training. The range of work-based learning approaches includes internships, apprenticeships, clinical rotations (in the health care field), and on-the-job training (OJT), and these approaches are often combined with more traditional classroom or related instruction tailored to the employer’s needs.

OJT recently gained popularity as a strategy to move laid-off workers into paying jobs and help them learn new skills and gain work experience that they can list on their résumés.

OJT recently gained popularity as a strategy to move laid-off workers into paying jobs, even if temporary, and help them learn new skills and gain work

experience that they can list on their résumés. In OJT, the employer provides the training and pays trainees' wages, often subsidized by the OJT program. The employer bears the costs and responsibility for creating a training plan, supervising trainees, meeting human resource needs, and purchasing liability or other insurance as necessary. Employers are expected to hire the successful trainees at the end of the OJT.

With ARRA funding and National Emergency Grants, states supported local and regional workforce efforts to develop OJT programs. OJT programs, operated by American Job Centers or other workforce intermediaries, recruited employers to host work sites and subsidized wages for the trainees for up to six months. Some local workforce investment boards reported that many of the customers they served were eventually hired by the employers that trained them or were able to parlay that experience into a new job elsewhere (Barnow et al. 2012). Some boards also indicated that these trainees experienced an increase in confidence and soft skills that can help them find and keep employment after being out of work for six months or more. Also, OJT may be a mechanism through which workforce development agencies can entice employers to take on trainees from disadvantaged populations in the labor force, such as youth, older workers, and persons with criminal records.

A major advantage of work-based learning strategies is that employers have trained workers with the specific skills they need.

Apprenticeship is another work-based learning approach in which employers sponsor worker training, with on-the-job training as its foundation. Labor unions may work with an employer or group of employers to support an apprenticeship program. Although there are many informal apprenticeship programs in the United States, registered apprenticeships are federally approved and must have time- or competency-based standards and wage progressions. Unlike with other OJT programs, employers with apprenticeship programs typically pay for all costs related to the training and do not receive a government subsidy for worker wages (Lerman, Eyster, and Chambers 2009).

Registered apprenticeships are primarily used in the trades, such as construction and manufacturing, but are starting to appear in other industries such as health care with the support of the US Department of Labor. The Health Profession Opportunity Grants, a job training program for low-income individuals in the health care industry administered by the US Department of Health and Human Services, requires that grant recipients coordinate with the state apprenticeship agency to support training efforts. German manufacturing firms with plants in the United States are also expanding the use of registered apprenticeship through Germany's Skills Initiative. And states like South Carolina have created incentives and supports for employers to provide registered apprenticeships. South Carolina provides a one-time, \$1,000 tax credit for each apprentice an employer sponsors. The state has also worked with its community

colleges to offer related instruction for apprentices that can be tailored to an employer's needs.

The costs and benefits of work-based learning approaches, especially to employers, are important to consider, as they require an up-front and ongoing investment of resources. They require that employers take some risk in bringing untrained personnel into the firm. Employers may also be concerned that other firms will "poach" their newly skilled workers before they can fully recover their investment. But a major advantage of work-based learning strategies is that employers have trained workers with the specific skills they need, which should help the employer increase productivity and improve the quality of the work product. Registered apprenticeships have shown some evidence of productivity gains for employers who use this work-based learning approach. A recent cost-benefit study of registered apprenticeship in 10 states showed that apprentices, employers, and society gained from the added productivity of training and employing apprentices (Reed et al. 2012).

Soft Skills Training

Another important component for improving the job qualifications of American workers is ensuring that they have the "soft" skills needed to succeed in the workplace. Soft skills are generally recognized as the interpersonal skills or characteristics that help a worker function effectively in the workplace. For example, soft skills may include showing up to work on time and dressing appropriately, being able to communicate verbally and in writing, or solving problems. Previous research has shown that social and motivational traits employers value are as important to labor market success as the occupational skills needed for a job (Duncan and Dunifon 1998).

Soft skills are as important to labor market success as occupational skills.

In the aftermath of the recession, state and local workforce development officials sought ways to improve the employability of laid-off workers who were having difficulty finding a job, even with the necessary occupational training. They recognized that employers were frustrated trying to find "good" employees who could operate effectively in the workplace. As a result, many American Job Centers offer job or career readiness workshops. Commercial products such as the National Career Readiness Certificate (NCRC) are used in these centers to provide customers with a credential they can include on their resume, which is earned through a series of self-paced tests. Training providers may also add to their curriculum soft skills training on professional behavior.

There are several challenges with providing soft skills training and certification. Soft skills, such as interpersonal or communications skills, may be difficult to teach and measure. This adds to the challenge of developing a certification of an individual's

career readiness that employers will use in their hiring decisions. Ensuring that workers have the soft skills needed to succeed in the workplace will be an ongoing issue for workforce development professionals, and new ways to provide soft skills training should continue to be developed.

Advances in Business Practices and Technology to Better Serve Workforce System Customers

Through the American Recovery and Reinvestment Act and other government investments, the workforce system responded quickly to the recession, providing benefits and services to millions of laid-off workers. Roundtable attendees highlighted the importance of the advances made in new ways of providing workforce services and training to increase access for the large numbers of unemployed workers seeking job search assistance and training. They also discussed improvements states are making to link data systems to better track and serve these individuals. This section examines how technology and improved business practices at job centers can increase access to workforce programs and provide quality services in a time of shrinking budgets.

Increased Access to Employment Services

American Job Centers used ARRA funds to serve more people and make investments in their center operations and technology, something they had been unable to do previously due to stagnant federal funding (Barnow et al. 2012). Many centers focused on hiring and training staff to provide job development and assessment and counseling services. And many have invested in technology to serve customers virtually rather than requiring them to come to the center for services. Online services included job search tools, virtual center orientations, and career assessments. Many centers also integrated social media into job search services.

Many job centers hired and trained staff to provide job development and assessment and counseling services, and many invested in technology to serve customers virtually.

To help workforce customers access job search assistance, many centers used state online job banks and technology to match worker skills and available jobs. Large-scale job search assistance networks such as the National Labor Exchange (us.jobs) were created to help job seekers access jobs nationwide.² All states, the District of Columbia, and several territories participate in the National Labor Exchange, which combines the state job banks in one place and has 1 million job openings on any given day. States can then develop their own “microsites” to connect to their sector strategies.

In addition to laid-off workers flooding their workforce centers, states also faced overwhelming numbers of individuals applying for unemployment insurance (UI) (Barnow et al. 2012). Many states upgraded profiling models to identify and serve claimants who were likely to exhaust their benefits. They also worked to develop better communications and data transfers between state UI agencies and local job centers. Many centers also brought on UI staff to provide real-time triage of customers for services and job listings.

Some of these enhanced employment services have been sustained beyond the recession, but to a lesser degree and with fewer resources. Fewer staff are needed as the high volume of workforce customers has subsided and ARRA funding has ended. This loss of staff leaves job centers with less capacity to serve the unemployed who have been out of work for longer and who may have barriers to finding work. However, many of the technological upgrades have remained in place to help workforce customers in their job search activities because the lower ongoing costs can be incorporated into current budgets. Some states are continuing to move more of their workforce services online through initiatives like the Workforce Investment Fund in order to increase access and cut costs.

Technology-Enabled Learning

Many community and technical colleges and other training providers have integrated online learning and technology into their programs to help students access training. Distance, online, and hybrid instruction provide access to learning for individuals who cannot always be physically present in a traditional classroom setting or who may not

Many community and technical colleges and other training providers have infused technology into their curricula to improve access for students.

be available at the specific times classes are being offered. These learning modalities allow for increasing the number of learners, for example by reaching individuals in rural areas that may not have access to a community college or training provider. Another advent in learning technology is the Massive Open Online Courses (MOOCs), which

allow for large-scale student participation with open access via the web using open educational resources.

Many community and technical colleges and other training providers offer new or expanded programs and have infused technology into their curricula to improve access for students. The TAACCCT grants funded by the US Department of Labor are encouraging colleges to build capacity to use technology in the classroom and incorporate online learning components. Some of the technology these colleges use include online classes, tutoring and practice testing, and tablet computers in the classroom.

The key advantages of the technology used in the classroom and for online learning is that it increases access to training for students at a potentially lower cost and exposes students to working on computers and the Internet, which is necessary for many jobs. The use of technology, however, could create barriers to some students who have little to no experience with computers and the Internet or who do not have access to a computer. There is also debate about how effective online learning is compared with traditional classroom training. Institutions offering MOOCs report that while high numbers enroll in courses, few complete the courses or any of the assignments.³ Colleges are also reluctant to offer credit for these courses because they are not convinced that the quality of online courses is equal to traditional in-person classes.⁴

Integrated Data Systems

Many states and local areas are working to create integrated data systems that track individuals from early education to college, as well as their participation in workforce and public assistance programs. In the past, the workforce, education, and public assistance systems have been unable to assess whether and how individuals have been served across these systems. Data systems for one program were often not connected or accessible to other government systems because of outdated technology and lack of political will or interest in linking data. But interest is growing, and resources are being devoted to integrating data systems.

Several states—such as Florida, Utah, and Texas—have led the way in modernizing and linking their education, workforce, and public assistance systems to better track and serve their residents. The federal government has also launched several initiatives to support states' efforts to integrate education and workforce data systems. The Statewide Longitudinal Data Systems (SLDS) grant program, administered by the US Department of Education since 2005, supports the implementation and expansion of P-20 data warehouses (early education through college), which link all education and student records in one system. In the 2012 grant cycle, 24 states were awarded SLDS grants.⁵ The US Department of Labor, in partnership with the SLDS grant program, has created the Workforce Data Quality Initiative to better integrate workforce data from multiple programs and link them to education data, and 25 states have received grants to date.⁶ In addition, the Chicago Cook Workforce Partnership is leading its CWIC*stats* initiative to link education and workforce data for the Chicago metropolitan region to use in its workforce services decisionmaking and in measuring performance (Stagner et al. 2012).

Integrating workforce, education, and public assistance data systems has been an important development over the past decade.

Integrating data systems for workforce, education, and public assistance has been an important development over the past decade for better using data to operate

government programs. However, for many states, linking systems is an expensive endeavor. Much work needs to be done to make these systems functional and accessible for multiple users—including policymakers, program managers, frontline staff, and research analysts—while protecting private information.

Conclusion

Many of the practices and innovations discussed during the roundtable shed a spotlight on workforce development over the next decade. Several roundtable attendees noted that some innovative workforce strategies—such as career pathways and technology-enabled learning—are relatively new and are being tested to understand if they are effective in training individuals for the workforce. Other workforce strategies are larger government efforts that have shown some early indications of success in building organizational capacity to provide better workforce services, such as sector strategies and integrated data systems. The long-term success of these strategies and documentation of their implementation and effectiveness remains to be seen. This information will be crucial in making decisions to expand or replicate them.

The long-term success of these new workforce development strategies, and documentation of their implementation and effectiveness, remains to be seen.

Overall, an important question to the roundtable attendees was, “How can the innovations that prove successful be scaled and replicated when funding for workforce development is being cut?” Several of these practices and innovations—such as work-based learning approaches and industry-recognized credentials—involve public-private partnerships and require an investment of time and resources by employers and industry. If employers see the advantage of participating in these efforts in their bottom line, they may be inclined to continue or increase support over the long run. There is also much discussion about finding ways to “braid” various funding sources and align services across government programs to be more cost-effective. However, in a time of declining federal and state funding, it is challenging to find ways to do this without harming the people that are currently being served.

Roundtable attendees believed that, in addition to providing funding, government may also be able to support workforce development practices and innovations through policy. The federal government could spearhead efforts to develop national resources that would be valuable to the field, such as a clearinghouse of industry-recognized credentials or of best practices. Government may also want to create and support policies that better spur regional economic development for an industry, such as linking transportation and training dollars to development efforts.

Furthermore, government may want to develop policies and expand programs that encourage employers to look at populations that they would otherwise be more hesitant to hire, such as the long-term unemployed and less-educated workers. Finally, government may want to consider policies that help to reconcile divergent eligibility and performance standards for multiple workforce, education, and public assistance programs; streamline services; and make more informed program decisions.

Notes

¹ See MacGuire et al. (2010) and Zeidenberg, Cho, and Jenkins (2010).

² "US jobs by the National Labor Exchange," DirectEmployers, <http://us.jobs/national-labor-exchange.asp>.

³ Ry Rivard, "Measuring the MOOC Dropout Rate," *Inside Higher Ed*, March 8, 2013. <http://www.insidehighered.com/news/2013/03/08/researchers-explore-who-taking-moocs-and-why-so-many-drop-out>.

⁴ Ronald Legon, "MOOCs and the Quality Question," *Inside Higher Ed*, April 25, 2013. <http://www.insidehighered.com/views/2013/04/25/moocs-do-not-represent-best-online-learning-essay>.

⁵ "Statewide Longitudinal Data Systems Grant Program: About the SLDS Grant Program," US Department of Education, Institute of Education Sciences, National Center for Education Statistics, http://nces.ed.gov/programs/slds/about_SLDS.asp, accessed May 5, 2013.

⁶ "Workforce Data Quality Initiative," US Department of Labor, Employment and Training Administration, <http://www.doleta.gov/performance/workforcedatagrants09.cfm>, updated March 19, 2013.

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About the Authors

Lauren Eyster is a senior research associate in the Urban Institute's Income and Benefits Policy Center. Her research focuses on innovative workforce development and community college programs and how to best evaluate them.

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Christin Durham is a research associate in the Income and Benefits Policy Center. She researches a variety of workforce and education-related topics and is currently a key team member of the national evaluation of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program.



**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

**COMMUNITY COLLEGE GRADUATION TREND
Degrees Awarded | 2008-2012**

Community College Graduation Trend Degrees Awarded by Level

	2008	2009	2010	2011	2012	1 Year % Change	5 Year % Change
Blue Ridge CTC	193	307	376	587	802	36.6%	315.5%
Certificate	51	126	147	211	436	106.6%	754.9%
Associate	142	181	229	376	366	-2.7%	157.7%
Bridgemont CTC	159	135	156	116	197	69.8%	23.9%
Certificate	17	9	9	8	38	375.0%	123.5%
Associate	142	126	147	108	159	47.2%	12.0%
Eastern WV CTC	27	51	62	91	108	18.7%	300.0%
Certificate	.	4	11	16	37	131.3%	.
Associate	27	47	51	75	71	-5.3%	163.0%
Kanawha Valley CTC	253	297	277	326	401	23.0%	58.5%
Certificate	18	16	25	44	119	170.5%	561.1%
Associate	235	281	252	282	282	0.0%	20.0%
Mountwest CTC	391	274	376	407	370	-9.1%	-5.4%
Certificate	64	17	69	76	28	-63.2%	-56.3%
Associate	327	257	307	331	342	3.3%	4.6%
New River CTC	183	156	140	189	287	51.9%	56.8%
Certificate	39	23	27	71	66	-7.0%	69.2%
Associate	144	133	113	118	221	87.3%	53.5%
Pierpont CTC	391	403	315	380	424	11.6%	8.4%
Certificate	118	122	63	47	63	34.0%	-46.6%
Associate	273	281	252	333	361	8.4%	32.2%
Southern WV CTC	323	252	235	243	237	-2.5%	-26.6%
Certificate	53	27	32	37	38	2.7%	-28.3%
Associate	270	225	203	206	199	-3.4%	-26.3%
WV Northern CC	369	407	419	423	415	-1.9%	12.5%
Certificate	111	112	110	131	117	-10.7%	5.4%
Associate	258	295	309	292	298	2.1%	15.5%
WVU at Parkersburg	581	707	834	742	770	3.8%	32.5%
Certificate	26	83	98	123	142	15.4%	446.2%
Associate	367	424	560	387	375	-3.1%	2.2%
Bachelor	188	200	176	232	253	9.1%	34.6%
System Total	2,870	2,989	3,190	3,504	4,011	14.5%	39.8%
Certificate	497	539	591	764	1,084	41.9%	118.1%
Associate	2,185	2,250	2,423	2,508	2,674	6.6%	22.4%
Bachelor	188	200	176	232	253	9.1%	34.6%



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

**Review and Analysis of the
Class of 2012 High School Senior Opinions Survey**



West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700

Charleston, West Virginia 25301

www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Paul L. Hill

DATE: September 23, 2013

RE: Review and Analysis of the Class of 2012 High School Senior Opinions Survey

In an effort to improve the state's matriculation rate of recent high school graduates, the West Virginia Higher Education Policy Commission (Commission) embarked on a survey of high school seniors in the spring of 2012. The High School Senior Opinion Feedback Survey asked students about their high school experiences and plans after graduation. This analysis is intended to provide stakeholders interested in increasing the college-going rate with information about students' perspectives, experiences, and plans as they transition to life beyond high school.

The sample was designed to be representative of the seniors enrolled in public high schools in 2012. A quasi-random sample of 51 high schools was drawn from the 115 high schools across the state. The survey also was designed as an evaluation tool for the state's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which provides educational services to help students plan, apply, and pay for college. All 14 GEAR UP schools were purposefully sampled for this analysis along with identified comparison schools. The survey was administered to 8,513 seniors with 4,409 valid surveys received, resulting in a response rate of 51.8 percent.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen because college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of high school students, college access providers need to understand what students do and do not know about the college-going process and what shapes their decisions regarding whether to apply to college.

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year

September 23, 2013

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higher education institution. High school staff had actively spoken with students about college entrance requirements and financial aid, and students were well informed about the PROMISE Scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Commission data indicate that only 62 percent of previous year high school graduates enroll in a higher education institution. This research can help shed light on some of the intermediary factors at play between student aspirations and enrollment patterns.

REVIEW and Analysis

of the
Class of 2012 High School Senior **Opinions Survey**





West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

Student Success Summit, 2013

AUGUST 5-6
2013



COSPONSORED BY THE WV DEPARTMENT OF EDUCATION AND THE WV HIGHER EDUCATION POLICY COMMISSION



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

Fiscal Year 2013 Annual Report on Board of Governors' Training

Institution	Name	Total Current Training Hours Earned as of June 30, 2013	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Current Requirement Deadline (6 Hours)	Previous Two-Year Requirement Deadline(s)	Satisfactory Compliance/Progress in Meeting Current Training Requirement Deadline(s)?
West Virginia School of Osteopathic Medicine	Dr. Randall Short	21	July 13, 2006	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia School of Osteopathic Medicine	Dr. Rodney Fink	41	July 13, 2006	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia School of Osteopathic Medicine	C. Sue Holvey	9	September 6, 2007	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia School of Osteopathic Medicine	Dr. John Manchin	7	December 1, 2009	June 1, 2010	December 1, 2013	December 1, 2011	Yes
West Virginia School of Osteopathic Medicine	Cheryl Schreiber	13	March 26, 2010	September 26, 2010	March 26, 2014	March 26, 2012	Yes
West Virginia School of Osteopathic Medicine	Heather Antolini	13	March 26, 2010	September 26, 2010	March 26, 2014	March 26, 2012	Yes
West Virginia School of Osteopathic Medicine	Cindi Knight	11	July 1, 2011	January 1, 2012	June 30, 2013	N/A	Yes
West Virginia School of Osteopathic Medicine	Dr. Ed Dugan	11	July 1, 2011	January 1, 2012	June 30, 2013	N/A	Yes
West Virginia School of Osteopathic Medicine	Dave Rader	6	November 18, 2011	May 18, 2012	November 18, 2013	N/A	Yes
West Virginia School of Osteopathic Medicine	Dr. Manuel Ballas	7	December 28, 2011	June 28, 2012	December 28, 2013	N/A	Yes
West Virginia School of Osteopathic Medicine	Dr. Charles Davis	3	July 18, 2012	January 13, 2013	July 18, 2014	N/A	Yes
West Virginia School of Osteopathic Medicine	Soham Dave	3	July 1, 2012	N/A	N/A	N/A	N/A

Total Training Hours Earned as of June 30, 2013 **145**

The above information reflects the Fiscal Year 2013 annual certification signed by Dr. Rodney Fink, Chair of the West Virginia School of Osteopathic Medicine Board of Governors, on June 22, 2013 and received by Commission staff on July 3, 2013.

Exempt from the training requirements due to status as a student representative to the institutional board of governors or an ex-officio member of the Commission

Institution	Name	Total Current Training Hours Earned as of June 30, 2013	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Current Requirement Deadline (6 Hours)	Previous Two-Year Requirement Deadline(s)	Satisfactory Compliance/Progress in Meeting Current Training Requirement Deadline(s)?
West Virginia Higher Education Policy Commission	David Tyson	6	October 17, 2005	N/A	June 30, 2013	June 30, 2011	N/A
West Virginia Higher Education Policy Commission	David Hendrickson	18	December 29, 2006	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia Higher Education Policy Commission	John Estep	6	December 29, 2006	N/A	June 30, 2013	June 30, 2011	N/A
West Virginia Higher Education Policy Commission	Kathy Eddy	9	May 8, 2008	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia Higher Education Policy Commission	Bruce Berry	21	January 23, 2009	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia Higher Education Policy Commission	John Leon	6	January 23, 2009	N/A	June 30, 2013	June 30, 2011	Yes
West Virginia Higher Education Policy Commission	Jenny Allen	3	August 16, 2010	February 16, 2011	August 16, 2014	August 16, 2012	Yes
West Virginia Higher Education Policy Commission	Bob Brown	0	N/A	N/A	N/A		N/A
West Virginia Higher Education Policy Commission	Kay Goodwin	0	N/A	N/A	N/A		N/A
West Virginia Higher Education Policy Commission	James Phares	0	N/A	N/A	N/A		N/A

Total Training Hours Earned as of June 30, 2013

69

The above information reflects the Fiscal Year 2013 annual certification signed by David Hendrickson, Chair of the West Virginia Higher Education Policy Commission, on June 28, 2013 and received by Commission staff on June 28, 2013.

No longer a member of the board (Resigned or replaced)

Exempt from the training requirements due to status as a student representative to the institutional board of governors or an ex-officio member of the Commission



**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

**Fiscal Year 2013
Annual Report on Board of Governors' Training**



TO: The Honorable Robert Plymale
Co-Chair, Legislative Oversight Commission on Education Accountability
Chair, Senate Education Committee

The Honorable Mary Poling
Co-Chair, Legislative Oversight Commission on Education Accountability
Chair, House Education Committee

FROM: James L. Skidmore 

DATE: September 25, 2013

RE: Annual Report on Council and Institutional Boards of Governors Training

During the 2009 legislative session, the West Virginia Legislature enacted West Virginia Code § 18B-1D-9 requiring the West Virginia Council for Community and Technical College Education (Council) to coordinate periodic training and development opportunities for members of institutional governing boards under the Council's jurisdiction and the lay members of the Council itself. Specifically, that Code section requires that:

- Within six months of beginning service on a governing board, a board member must complete a minimum of three hours of training and development relating to their duties as a board member. This provision is to be interpreted as applying only to those governing board members beginning service on or after July 1, 2009.
- With the exception of the student members of a governing board, each board member must complete at least six hours of training and development within every two years of service. This provision is to be interpreted as beginning on July 1, 2009 for those members already in office on July 1, 2009, or as beginning with the start of service date if appointed after July 1, 2009.
- The training and development is to address the following topics:
 - State goals, objectives, and priorities for higher education;
 - The accountability system for higher education set forth in West Virginia Code §18B-1D-1 et seq;
 - The general powers and duties of governing board members; and,
 - Ethical considerations arising from board membership.

During 2013 fiscal year, the Council hosted various training opportunities including, but not limited to, the following events:

- WV Community College Association/WV Association for Developmental Education Conference
11 hours of training credit
- Community College Forum on College Completion: *Promising Practices: Moving the Needle*
6.5 hours of training credit

In addition, institutions provided training or used a third party to conduct specialized training. Prior approval from the Chancellor's office is required if an institution wishes to offer training.

As required by statute, each institutional board chair is to certify to the Council by July 31 of each year the number of hours of training and development each board member received during the preceding fiscal year. Additionally, the statute requires that, by September 30 of each year, the Council shall report to the Legislative Oversight Commission on Education Accountability on the training and development that members of the Council and the governing boards received during the preceding fiscal year.

For the fiscal year 2013 reporting period beginning on July 1, 2012, and ending on June 30, 2013, annual certifications were received from all institutional board chairs and the Council's chair with all members in compliance. Enclosed is a full report of the training credits earned by all institutional board members and Council lay members.

Please advise regarding questions or comments concerning any of the above or enclosed.

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

WV Council for Community & Technical College Education

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Clarence "Butch" Pennington	January 15, 2004	N/A	July 1, 2013	7.00	Yes
Greg Smith	September 20, 2005	N/A	July 1, 2013	5.00	No
William "Bill" Baker	December 16, 2011	N/A	December 16, 2013	10.50	Yes
Steve Roberts	July 24, 2012	January 24, 2013	July 24, 2014	4.00	Yes
John Panza	September 20, 2005	N/A	July 1, 2013	9.00	Yes
Nelson Robinson	March 3, 2004	N/A	July 1, 2013	2.00	No
John Walker	December 15, 2011	N/A	December 15, 2013	9.00	Yes
Robert Brown, Chair	N/A	N/A	N/A	N/A	N/A
Jerry Berry	N/A	N/A	N/A	N/A	N/A
Keith Burdette	N/A	N/A	N/A	N/A	N/A
Kathy D'Antoni	N/A	N/A	N/A	N/A	N/A
Bruce Berry	N/A	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Blue Ridge Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Al Britton	July 1, 2008	N/A	July 1, 2013	6.00	Yes
Becky Linton	July 1, 2011	N/A	July 1, 2013	12.00	Yes
Maria Lorensen	July 1, 2004	N/A	July 1, 2013	12.00	Yes
Bill Lucht	July 1, 2009	N/A	July 1, 2013	12.00	Yes
Teresa McCabe, Chair	July 1, 2009	N/A	July 1, 2013	9.00	Yes
Taylor Perry	July 1, 2004	N/A	July 1, 2013	6.00	Yes
Jane Peters	July 1, 2004	N/A	July 1, 2013	6.00	Yes
Jim Rodgers	July 1, 2004	N/A	July 1, 2013	6.00	Yes
Richard Snyder	July 1, 2009	N/A	July 1, 2013	18.00	Yes
Keith Unger	July 1, 2010	N/A	July 1, 2014	6.00	Yes
Darla Armstrong	July 1, 2013	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Bridgmont Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
David Barnhart	October 6, 2008	N/A	July 1, 2013	15.00	Yes
Tom Dover	October 6, 2008	N/A	July 1, 2013	12.50	Yes
Barry Holstein	October 6, 2008	N/A	July 1, 2013	0.00	Resigned
Jane Harkins	October 14, 2010	N/A	October 14, 2012	6.50	Yes
David Lewia, Chair	October 6, 2008	N/A	July 1, 2013	6.00	Yes
Tim McLean	September 3, 2009	N/A	September 3, 2013	0.00	No
Karen Price	October 6, 2008	N/A	July 1, 2013	8.50	Yes
Sarah Smith	January 4, 2012	July 4, 2012	January 4, 2014	5.00	Yes
Mildred Shelton	July 13, 2009	N/A	July 13, 2013	12.50	Yes
Earl Waytowich	July 1, 2012	January 1, 2013	July 1, 2014	6.00	Yes
Connie Keiffer	July 1, 2010	N/A	July 1, 2014	2.00	Yes
Alice Laxton	July 1, 2012	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Eastern WV Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Curtis Durst	September 1, 2009	N/A	September 1, 2013	2.00	Yes
Dixie Bean	November 14, 2007	N/A	July 1, 2013	10.17	Yes
Douglas Lambert	September 1, 2009	N/A	September 1, 2013	8.25	Yes
Faron Shanholtz, Chair	April 27, 2007	N/A	July 1, 2013	6.17	Yes
Richard Gillespie	February 24, 2010	N/A	February 24, 2014	8.25	Yes
Robert Q. Hott	November 14, 2007	N/A	July 1, 2013	6.17	Yes
Robert Tissue	April 25, 2007	N/A	July 1, 2013	6.17	Yes
Scott Sherman	August 31, 2005	N/A	July 1, 2013	7.00	Yes
Scott Staley	September 1, 2009	N/A	September 1, 2013	5.17	Yes
Debra Backus	July 1, 2011	N/A	July 1, 2013	11.67	Yes
Curtis Hakala	January 18, 2012	July 18, 2012	January 18, 2014	6.17	Yes
Raven Mongold	January 16, 2013	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Kanawha Valley Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Donna Atkinson	October 6, 2008	N/A	July 1, 2013	14.50	Yes
Greg Barker	October 6, 2008	N/A	July 1, 2013	8.00	Yes
Mark Dempsey, Chair	October 6, 2008	N/A	July 1, 2013	14.50	Yes
Janna Inghram	October 6, 2008	N/A	July 1, 2013	8.00	Resigned
Robert Manley	October 27, 2008	N/A	July 1, 2013	4.00	No
Jennifer Jones	July 1, 2012	January 1, 2013	July 1, 2014	3.00	Yes
Dr. Martha Rader	June 30, 2011	N/A	June 30, 2013	17.50	Yes
Bradley Shafer	July 6, 2009	N/A	July 6, 2013	14.50	Yes
Jan Vineyard	October 6, 2008	N/A	July 1, 2013	6.50	Yes
Judith Whipkey	July 1, 2010	N/A	January 1, 2014	16.00	Yes
Amy Bayes	July 1, 2012	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Mountwest Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Bob Bailey	August 19, 2008	N/A	July 1, 2013	12.00	Yes
Mark Bugher	August 13, 2008	N/A	July 1, 2013	12.00	Yes
Ruth L. Cline	August 20, 2008	N/A	July 1, 2013	12.00	Yes
Mark George	August 19, 2008	N/A	July 1, 2013	12.00	Yes
Thomas Gibson	November 8, 2011	N/A	November 8, 2013	21.00	Yes
Jim Hale	August 13, 2008	N/A	July 1, 2013	30.00	Yes
Mike Herron	August 13, 2008	N/A	July 1, 2013	12.00	Yes
Jason Moses	September 5, 2008	N/A	July 1, 2013	12.00	Yes
Susan K. Richardson, Chair	August 13, 2008	N/A	July 1, 2013	30.00	Yes
Christopher Stevens	July 1, 2011	N/A	July 1, 2013	12.00	Yes
Linda Vinson	July 1, 2011	N/A	July 1, 2013	31.00	Yes
Kimberley Patrick	July 1, 2012	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

New River Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Leslie Baker, Chair	March 1, 2005	N/A	July 1, 2013	29.75	Yes
Deborah Hill	October 7, 2008	N/A	July 1, 2013	6.75	Yes
Albert A. Martine	October 7, 2008	N/A	July 1, 2013	6.00	Yes
Robert Farley	March 1, 2005	N/A	July 1, 2013	7.25	Yes
Edward Knight	March 1, 2005	N/A	July 1, 2013	6.00	Yes
Marilyn Leftwich	March 1, 2005	N/A	July 1, 2013	7.25	Yes
David Nalker	March 1, 2005	N/A	July 1, 2013	37.25	Yes
E. T. Smith	October 7, 2009	N/A	October 7, 2013	6.00	Yes
Dr. John Mark Walkup	July 1, 2011	N/A	July 1, 2013	6.25	Yes
Susie Atkins	July 1, 2011	N/A	July 1, 2013	29.75	Yes
Xavier Strain	July 1, 2012	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Pierpont Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Linda Aman	August 1, 2008	N/A	July 1, 2013	36.00	Yes
James Griffin	August 1, 2008	N/A	July 1, 2013	70.00	Yes
Kyle Hamilton	August 1, 2008	N/A	July 1, 2013	14.50	Yes
Beverly Jones	July 1, 2008	N/A	July 1, 2013	32.50	Yes
Earl McConnell, Chair	August 1, 2008	N/A	July 1, 2013	59.50	Yes
Rick Pruitte	April 20, 2009	N/A	July 1, 2013	26.50	Yes
Sharon Shaffer	March 22, 2010	N/A	March 22, 2014	8.00	Yes
Thomas Stose	October 1, 2010	N/A	October 1, 2014	15.00	Yes
Jeff Tucker	August 1, 2008	N/A	July 1, 2013	6.50	Yes
Eugene Weaver	August 1, 2008	N/A	July 1, 2013	18.00	Yes
Barbara Hendrey	July 1, 2011	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

Southern WV Community & Technical College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Linda Q. Akers	July 1, 2001	N/A	July 1, 2013	14.50	Yes
Kevin N. Fowler	July 1, 2006	N/A	July 1, 2013	4.00	Resigned
Thomas A. Heywood, Chair	July 1, 2008	N/A	July 1, 2013	9.00	Yes
Shelley T. Huffman	July 1, 2001	N/A	July 1, 2013	6.00	Yes
Jada C. Hunter	July 1, 2001	N/A	July 1, 2013	6.00	Yes
George Kostas	July 1, 2001	N/A	July 1, 2013	9.00	Yes
Terry R. Sammons	July 1, 2007	N/A	July 1, 2013	9.00	Yes
Glenn T. Yost	July 1, 2007	N/A	July 1, 2013	6.00	Yes
Wilma Zigmond	July 1, 2007	N/A	July 1, 2013	19.50	Yes
Debbie C. Dingess	July 1, 2009	N/A	July 1, 2013	21.50	Yes
George Morrison	July 1, 2009	N/A	July 1, 2013	11.00	Yes
Eileen Aranas	July 1, 2012	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

WV Northern Community College

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
Brann Altmeyer	November 4, 2011	N/A	November 4, 2013	4.00	Yes
Christin Byrum	November 4, 2011	N/A	November 4, 2013	3.00	Yes
John Clarke	November 1, 2007	N/A	July 1, 2013	6.00	Yes
Joseph Craycraft	December 12, 2005	N/A	July 1, 2013	11.00	Yes
Dr. Darrell W. Cummings, Chair	July 2, 2001	N/A	July 1, 2013	11.00	Yes
Mary K. Hervey DeGarmo	November 1, 2007	N/A	July 1, 2013	11.00	Yes
Gus Monezis	December 15, 2009	N/A	December 15, 2013	6.00	Yes
Alfred Renzella	August 17, 2010	N/A	August 17, 2012	10.00	Yes
Rita Berry	July 1, 2008	N/A	July 1, 2013	5.50	Replaced July 1, 2013
Lucy Kefauver	July 1, 2011	N/A	July 1, 2013	11.00	Replaced July 1, 2013
Melissa Jones	April 24, 2013	N/A	N/A	N/A	N/A

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Board of Governors Training and Development Hours
July 1, 2012 - June 30, 2013

WVU at Parkersburg

Name	Original Appointment Beginning Date	Six-Month Requirement Deadline (3 Hours)	Two-Year Requirement Deadline (6 Hours)	Training Hours Earned During Current Two-Year Period	Satisfactory Compliance / Progress in Meeting Training Requirement Deadline(s)
James R. Six	February 2, 2011	N/A	August 2, 2013	7.00	Yes
Joe D. Campbell	September 10, 2008	N/A	July 1, 2013	9.50	Yes
Gerard El Chaar, Chair	September 10, 2008	N/A	July 1, 2013	17.50	Yes
Curtis P. Miller	September 10, 2008	N/A	July 1, 2013	7.00	Yes
Violet Mosser	September 10, 2008	N/A	July 1, 2013	29.00	Yes
Matthew Santer	March 26, 2009	N/A	July 1, 2013	7.00	Yes
Jeffrey Matheny	April 4, 2013	October 4, 2013	April 4, 2015	3.50	Yes
Rock Wilson	September 10, 2008	N/A	July 1, 2013	8.00	Yes
Steve Chancey	August 25, 2010	N/A	August 25, 2012	7.00	Yes
Cheryl Donohoe	August 25, 2010	N/A	August 25, 2012	7.00	Yes
L. Tyler Ohrn	July 1, 2013	N/A	N/A	N/A	N/A



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

Annual Review of Rules of Institutional Governing Boards



September 20, 2013

Dr. Paul Hill, Chancellor
WV Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301

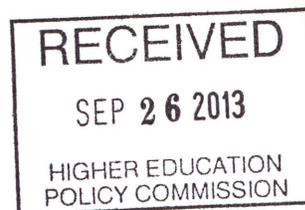
Dear Chancellor Hill:

As Chair of the Bluefield State College Board of Governors, I hereby certify, pursuant to the requirements of WV Code §18B-1-6, that the attached list contains all the institutional rules of Bluefield State College in effect on July 1, 2013, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended or repealed since July 1, 2012:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30-day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address: <http://www.bluefieldstate.edu/bog-policies>.

Sincerely,

Larry Ratliff
Chair
Bluefield State College
Board of Governors



BLUEFIELD CAMPUS

219 Rock Street Bluefield, WV 24701 **78** (304) 327-4000 (304) 325-7747 (FAX)
TOLL-FREE IN WV (800) 344-8892 IN VA, DC, OH, NC, KY AND PARTS OF MD, PA (800) 654-7798



Board of Governors

October 8, 2013

Chancellor Paul Hill
West Virginia Higher Education
Policy Commission
1018 Kanawha Boulevard East
Charleston, WV 25301

Dear Chancellor Hill:

As Chair of the Concord University Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Concord University in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended, or repealed since July 1, 2012 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30-day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address <http://www.concord.edu/administration/board-governors/policies>.

Elliot Hicks, Chair

Date: October 8, 2013



BOARD OF GOVERNORS

Ron Tucker, Chairman
Bryan Foley
Holly Fluharty
Robert Mild
John Myers
Mark Pallotta, Vice-Chair
John Schirripa
Shirley Stanton
Bryan Towns
Frank Washenitz
Dixie Yann, Secretary

September 5, 2013

Dr. Paul L. Hill
Chancellor
West Virginia Higher Education
Policy Commission
1018 Kanawha Blvd., East, Suite 700
Charleston, WV 25301

Dear Chancellor:

As Chairman of the Fairmont State University Board of Governors, I hereby certify, pursuant to the requirements of West Virginia Code §18B-1-6, that the attached list contains all the institutional rules of Fairmont State University in effect on July 1, 2013, including the most recent date on which each rule was effective or amended by the FSU Board of Governors. I further certify that for all rules since July 1, 2013, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address:
<http://www.fairmontstate.edu/aboutfsu/board-governors/policies-list>.

Sincerely,

A handwritten signature in black ink that reads "Ron L. Tucker". The signature is written in a cursive style.

Ron L. Tucker
Chairman

Attachment

As Chair of the Glennville State College Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Glennville State College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005 that:

1. Public notice was given of the proposed rulemaking and interested parties Were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address www.glennville.edu.



Richard Heffelfinger
Chair, Glennville State College Board of Governors

Date: July 12, 2013

As Chair of the Marshall University Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Marshall University in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address
“<http://www.marshall.edu/president/board/policies.html>”.



Chair, Marshall University Board of Governors

Date: 9-17-13

September 26, 2013

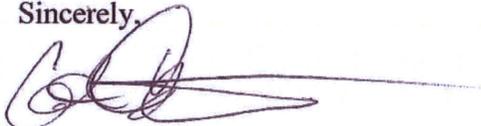
Dr. Paul Hill, Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Blvd, E, Suite 700
Charleston, WV 25301

Dear Dr. Hill:

As Chair of the Shepherd University Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Shepherd University in effect on July 1, 2013, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address:
<http://www.shepherd.edu/bogweb/policies/>.

Sincerely,



Gat Caperton
Chair



WEST LIBERTY UNIVERSITY

Board of Governors Chair
208 University Drive
West Liberty, WV 26074

Richard H. Carter
(304) 232-5978
rhc932@comcast.net

As Chair of the West Liberty University Board of Governors, I hereby certify, pursuant to the requirements of WV Code § 18B-1-6, that the attached list contains all the institutional rules of West Liberty University in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2013 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30-day comment period prior to final adoption of the rules was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address:

www.westliberty.edu/bog/board-of-governors-policies/

Richard H. Carter, Chair
West Liberty University
Board of Governors

Date: September 23, 2013



West Virginia School of Osteopathic Medicine

Board of Governors

Cheryl D. Schreiber, Chair

September 7, 2013

Dr. Paul Hill, Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301

Re: Adoption of Institutional Rules

Dear Chancellor Hill:

As Chair of the West Virginia School of Osteopathic Medicine (WVSOM) Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all institutional rules of WVSOM in effect on July 1, 2013, including the most recent date on which each rule was adopted, amended or repealed by the WVSOM Board of Governors. I further certify that the WVSOM Board of Governors has complied with W. Va. Code § 18B-1-6 for all rules adopted, amended, or repealed after the effective date of subsection 6(h) of that section (July 1, 2005) when each such rule was promulgated and adopted.

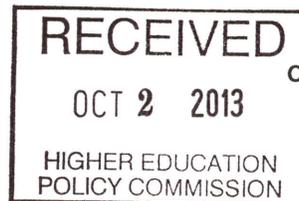
Respectfully submitted,

A handwritten signature in cursive script that reads 'Cheryl D. Schreiber'.

Cheryl D. Schreiber
Chair

/ccb
Attachment





September 27, 2013

Dr. Paul L. Hill
Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301

Dear Chancellor Hill:

As Chair of the West Virginia State University (WVSU) Board of Governors, I hereby affirm that, pursuant to the requirements of West Virginia Code §18B-1-6, the enclosed list contains all institutional policies/rules in effect as of July 1, 2013, including the date that each policy/rule was adopted, amended or repealed by the WVSU Board of Governors. I further certify that for any policies/rules adopted, amended or repealed the following conditions were met:

1. Public notice was given of the proposed rule-making and interested parties were given a fair and adequate opportunity to respond to the proposed rule-making;
2. A minimum 30 day comment period prior to final adoption of the policy/rule was provided to all campus constituents;
3. The Drain-Jordan Library is the designated facility where all policies/rules may be reviewed; and
4. Public access to all proposed and adopted policies/rules is available at:
<http://wvstateu.edu/administration/board-governors/board-governors-policies.aspx>.

If you have questions or require additional information, please contact Ashley Schumaker in the President's Office by calling (304) 766-3112 or e-mailing aschumaker@wvstateu.edu.

Sincerely,

A handwritten signature in black ink, appearing to be "Tom Susman".

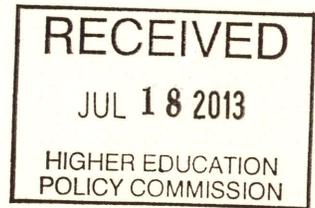
Tom Susman
Board of Governors Chair

Enclosure



West Virginia University

Board of Governors



July 17, 2013

Paul L. Hill, Ph.D.
Chancellor, West Virginia Higher Education
Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301

Dear Chancellor Hill:

As Chair of the West Virginia University Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of West Virginia University and its divisional campuses in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2012:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address: <http://bog.wvu.edu/policies>

Sincerely,

James W. Dailey, II, Chairman
West Virginia University Board of Governors

JWDII:vsl
Attachment



**Report to the Legislative Oversight Commission
on Education Accountability**

October 21, 2013

**ANNUAL REVIEW OF
RULES OF INSTITUTIONAL GOVERNING BOARDS**

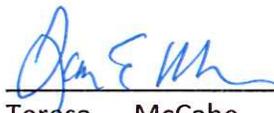
James L. Skidmore
Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, WV 25301

August 7, 2013

Dear Chancellor Skidmore,

As Chair of the Blue Ridge Community and Technical College Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Blue Ridge Community and Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address: <http://www.blueridgectc.edu/about-blue-ridge/board-of-governors/policies/>.



Teresa McCabe, Chair, Blue Ridge
Community and Technical College Board of
Governors

Date: August 7th, 2013



September 4, 2013

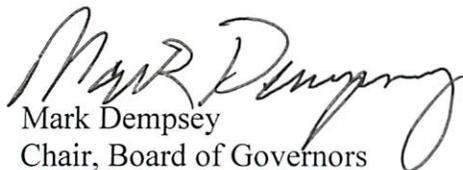
James L. Skidmore, Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, West Virginia 25301

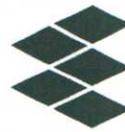
Dear Chancellor Skidmore

As Chair of the BridgeValley Community and Technical College Board of Governors, I hereby certify that pursuant to the requirements of W. Va. Code § 18B-1-6, *Rulemaking*, the attached list contains all institutional rules of BridgeValley Community and Technical College in effect on July 12 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. A minimum 30-day comment period prior to final adoption of the rule was provided;
3. A single location was designated where all proposed rules could be posted and accessed;
and
4. Internet access to all proposed and adopted rules was maximized, and all rules can be found at the following web address <http://www.bridgemont.edu/index.php/bog-rules-adopted>.

Sincerely


Mark Dempsey
Chair, Board of Governors



September 11, 2013

James L. Skidmore
Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, West Virginia 25301

Dear Chancellor Skidmore,

As Chair of the Eastern WV Community & Technical College Board of Governors, I hereby certify that pursuant to the requirements of W. Va. Code § 18B-1-6, *Rulemaking*, the attached list contains all institutional rules of Eastern WV Community & Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. A minimum 30 day comment period prior to final adoption of the rule was provided;
3. A single location was designated where all proposed rules could be posted and accessed; and
4. Internet access to all proposed and adopted rules was maximized, and all rules can be found at the following web address <http://www.easternwv.edu/About-Eastern/Board-of-Governors/Board-Policies.aspx>

Sincerely,

Robert Tissue, Chair, Board of Governors

9/19/2013

Date

Jason Moses, Chair

Mark Bugher, Vice Chair

Bob Bailey, Secretary

Ruth L. Cline

Mark George

Thomas Gibson

Jim Hale

Mike Herron

Sue Richardson

Kimberley Patrick

Student Representative

Christopher Stevens

Classified Staff Representative

Linda Vinson

Faculty Representative

September 30, 2013

James L. Skidmore

Chancellor

WV Council for Community and Technical College Education

1018 Kanawha Boulevard, East – Suite 700

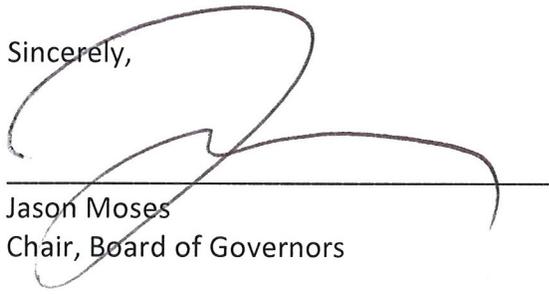
Charleston, West Virginia 25301

Dear Chancellor Skidmore,

As Chair of the Mountwest Community & Technical College Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Mountwest Community & Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address www.mctc.edu.

Sincerely,



Jason Moses

Chair, Board of Governors



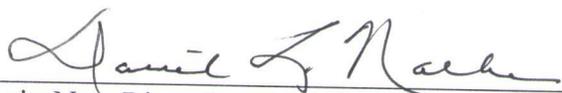
NEW RIVER

Community and Technical College

 Board of Governors

As the Chair of the New River Community and Technical College (New River) Board of Governors, I hereby certify, pursuant to the requirements of WV Code Section 18-B-1-6, that the attached list contains all the institutional rules of New River Community and Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended, or repealed since July 1, 2005 that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That internet access to all proposed and adopted rules was maximized. All rules can be found at www.newriver.edu.



Chair, New River Board of Governors

9/11/13
 Date

www.newriver.edu

Central Administration
 221 George Street
 Suite 2
 Beckley, WV 25801
 304.929.5445
 304.929.5478 Fax

Advanced Technology Center
 527 Odd Road
 PO Box 307
 Ghent, WV 26651
 304.929.3300
 304.929.6739 Fax

Beckley Campus
 167 Dye Drive
 Beckley, WV 25801
 304.929.5450
 304.929.5462 Fax

Greenbrier Valley Campus
 101 Church Street
 Lewisburg, WV 24901
 304.647.6560
 304.647.6561 Fax

Mercer County Campus
 1397 Stafford Drive
 Princeton, WV 24740
 304.425.5858
 304.425.0860 Fax

Nicholas County Campus
 6101 Webster Road
 Summersville, WV 26651
 304.872.1236
 304.872.3587 Fax



1201 Locust Avenue
Fairmont, WV 26554

P | 304.367.4933
F | 304.367.4881

www.pierpont.edu

August 16, 2013

James L. Skidmore, Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, WV 25301

Dear Chancellor Skidmore:

As Chair of the Pierpont Community & Technical College Board of Governors, I hereby certify, pursuant to the requirements of W. Va. Code § 18B-1-6, that the attached list contains all the institutional rules of Pierpont Community & Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. That a minimum 30 day comment period prior to final adoption of the rule was provided;
3. That a single location was designated where all proposed rules could be posted and accessed; and
4. That Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address www.Pierpont.edu.

ORIGINAL OR ELECTRONIC SIGNATURE OF CHAIR

Earl McConnell, Chairman
Pierpont Board of Governors
Date: August 16, 2013

Practical ... Possible ... Pierpont

Pierpont Community & Technical College is an Equal Opportunity, Affirmative Action Institution

Board of Governors

July 17, 2013

Mr. Thomas A. Heywood
Chair

Ms. Wilma J. Zigmond
Vice Chair

Mr. Glenn T. Yost
Secretary

Ms. Linda Q. Akers

Mr. Kevin N. Fowler

Ms. Shelley T. Huffman

Ms. Jada C. Hunter

Mr. George Kostas

Mr. Terry R. Sammons

Ms. Debbie C. Dingess
Classified Staff Representative

Mr. George Morrison
Faculty Representative

Ms. Eileen Aranas
Student Representative

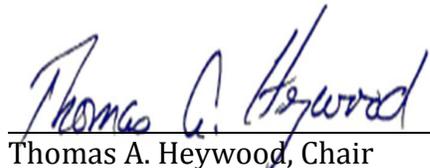
Ms. Joanne Jaeger Tomblin
President

Mr. James Skidmore, Chancellor
West Virginia Council for Community
and Technical College Education
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

Dear Chancellor Skidmore:

As Chair of the Southern West Virginia Community and Technical College Board of Governors, I hereby certify, I hereby certify that pursuant to the requirements of West Virginia Code § 18B-1-6, *Rulemaking*, the attached list contains all of the institutional rules of Southern West Virginia Community and Technical College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended, or repealed by the Board of Governors. I further certify that for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. A minimum 30-day comment period prior to final adoption of the rule was provided;
3. A single location was designated where all proposed rules could be posted and accessed; and
4. Internet access to all proposed and adopted rules was maximized. All rules can be found at the following web address:
<http://southernwv.edu/administration/policies>



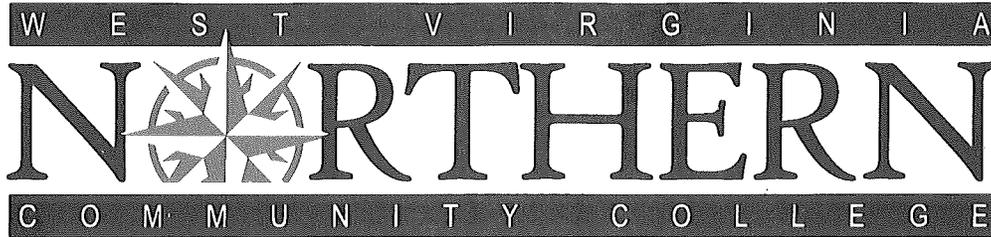
Thomas A. Heywood, Chair
Southern West Virginia Community and
Technical College Board of Governors

July 17, 2013
Date

TAH:elb

Attachment: 2013 Institutional Rulemaking Report

cc: Joanne Jaeger Tomblin, President



October 1, 2013

James L. Skidmore
Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, West Virginia 25301

Dear Chancellor Skidmore,

As Chair of the WV Northern Community College Board of Governors, I hereby certify that pursuant to the requirements of W. Va. Code § 18B-1-6, *Rulemaking*, the attached list contains all institutional rules of WV Northern Community College in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. A minimum 30 day comment period prior to final adoption of the rule was provided;
3. A single location was designated where all proposed rules could be posted and accessed; and
4. Internet access to all proposed and adopted rules was maximized, and all rules can be found at the following web address <http://www.wvncc.edu/about/board-of-governors--rules-approved/680>.

Sincerely,

A handwritten signature in cursive script, appearing to read "Don W. King", is written over a horizontal line.

Signature
Chair, Board of Governors

September 30, 2013

James L. Skidmore
Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700
Charleston, West Virginia 25301

Dear Chancellor Skidmore,

As Chair of the West Virginia University at Parkersburg Board of Governors, I hereby certify that pursuant to the requirements of W. Va. Code § 18B-1-6, *Rulemaking*, the enclosed list contains all institutional rules of West Virginia University at Parkersburg in effect on July 1 of this year, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors. I further certify for all rules adopted, amended, or repealed since July 1, 2005, that:

1. Public notice was given of the proposed rulemaking and interested parties were given a fair and adequate opportunity to respond to the proposed rulemaking;
2. A minimum 30 day comment period prior to final adoption of the rule was provided;
3. A single location was designated where all proposed rules could be posted and accessed; and
4. Internet access to all proposed and adopted rules was maximized, and all rules can be found at the following web address:
<http://www.wvup.edu/about/board-of-governors/policy/>

Sincerely,



Chair, Board of Governors

Enclosure