



Report on the September 8-9 State Co-requisite Academy, Stonewall Jackson State Park (Complete College America): Following through from a collaboration between Complete College America (CCA) and the WV Higher Education Policy Commission (HEPC), the HEPC and CCA held a Co-Requisite Academy at Stonewall Jackson State Park. A team from each baccalaureate institution participated, as Series 21 mandates movement toward the co-requisite model within the next several years for gateway math and English. Assessment data supports the co-req. model as most effective to increase student success and support retention, as well as to provide the most cost-effective remediation approach to counter falling enrollments and student attrition. Universities and colleges attending the Academy worked two days on their plans for implementing the Co-requisite model of teaching entry-level math and English courses. The data is amazing: from 13% passage of gateway math to 62% and from 37% passage of gateway English to 65%. Of particular interest is the math component, which is moving away from the universal core requirement of algebra (except when calculus is needed in the degree) to offering students three pathways: **college algebra, statistics, and analytical reasoning**. Each school came up with a plan that included Outcomes/Goals (short, medium, and long-term goals), Resources Needed, and Activities Required to implement the Co-Req. model within the next year. The ultimate goal is to provide all students with the support they need to pass regular entry-level courses and to have them finish in a single semester. (Email for "Co-requisite Remediation: Spanning the Completion Divide.")

2016-17 West Virginia Higher Education Faculty Issues

Preamble: To provide a high quality and affordable education for West Virginians, and to recognize the continuum of state-supported learning, from Pre-K through college.

For the Legislature:

A. Create a steady stream of increasing revenue for the higher education of West Virginia students

Rationale: Access to higher education is essential to the economic viability of West Virginia. It is thus likewise essential that a steady stream of funding be in place through whatever means in terms of appropriations

to ensure college affordability,

to meet workforce demands,

to ensure access for all,

to reduce the need for students to work more than 20 hrs. a week,

to reduce student debt (average debt for WV students is \$30,000+),

to allow institutions to maintain an up-to-date and quality curriculum.

B. Support the work of the HEPC, CTCC, and Boards of Governors at colleges and universities in administering higher education

Rationale: The leadership provided by the HEPC and CTCC is essential for a vibrant, viable, and successful statewide system of higher education. Through the rules (series policies) provided by the Council and Commission, consistency in terms of institutional policies and curricular

innovation and delivery is maintained among the varied institutions throughout the State. Through crucial data and information provided and disseminated by the Council and Commission, colleges and universities in the system can continue to innovate and grow programs that meet the economic and workforce needs of the State. Through the leadership and systems provided by the HEPC and CTCC (i.e., transfer and articulation portals, coordination of programs such as RBA Today, etc.), colleges and universities have access to resources that allow them to continue to offer accessible, affordable, and up-to-date learning programs. The West Virginia Council for Community and Technical College Education and the Higher Education Policy Commission assure West Virginians have access to credible, accredited, accessible, and affordable means of meeting the challenges of these difficult economic times.

For the HEPC/CTCC and Institutions of Higher Learning:

A. Promote faculty rights and ethical behavior through educating administrators and faculty

Rationale: One of the most salient issues that has come to the ACF in years is the issue of faculty rights and ethical behavior of both administrators and colleagues who hold positions of authority. For example, department chairs are often selected from faculty ranks, and when they come into positions of power may overstep and overreach. Likewise, some administrators may misuse their positions to "bully" and abuse faculty charged with maintaining the curricula and accreditation reporting of programs or who serve in positions of leadership. Systems in place at most institutions provide for grievance processes that simply go up through the ranks from department chair to dean to provost which serve to protect the administrative system already in place and may not be "disinterested." The HEPC/CTCC can provide leadership in terms of **skills-set training for chairs and deans** that can encourage ethical behavior. Certainly, standards of behavior do a great deal to counter propensities toward "bullying" simply by being articulated and in place. Just as the HEPC has provided students with a disinterested body to settle transfer and articulation issues, **an HEPC/CTCC Civility Commission would provide a disinterested body and a final solution for determining ethical behavior.**

B. Include faculty in decision-making processes that create initiatives and policies.

Rationale: For the past several years both the Council and the Commission have made attempts to include the faculty voice in decision and policy making, as well as in programs to institute those policies and rules that keep the system viable. The faculty voice is essential, as faculty provide the knowledge and expertise to initiate and maintain programs that move the State of West Virginia forward. The continuation of faculty "interim reports" to the HEPC and CTCC, the continuation of utilization the faculty in such programs as the recent CCA/HEPC Co-Requisite Academy, the continuation of soliciting faculty input into new issues and rules is essential for a strong and vital system of higher education that addresses West Virginia's challenges today.