



WV Council For Community & Technical College Education

MEETING AGENDA

March 18, 2004

Council Members

**Judi Almond
Robert "Bob" Brown
Stanley Hopkins
Rebecca McClure**

**Fred Oelschlager
Clarence "Butch" Pennington
Nelson Robinson**

**James L. Skidmore, Vice Chancellor,
Community and Technical College Education
And Workforce Development**

**Meeting of the West Virginia Council
For Community and
Technical College Education**

MARCH 18, 2004

**MARSHALL UNIVERSITY GRADUATE COLLEGE
100 Angus E. Peyton Drive
South Charleston, WV**

Room 319

9:30 A.M. Meeting

**EARLY
AFTERNOON Adjourn**

Meeting of March 18, 2004

**Marshall University Graduate College, Room 319
South Charleston, West Virginia**

AGENDA

- I. Call to Order**

- II. *Minutespg. 2**

- III. *Community and Technical College Updated Compact Submission Approval.....pg. 6**
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 A. Beckley Higher Education Center Project..... pg. 41

 B. WV EDGE Status Report

 C. Marketing Committee Report

 D. Guidelines for Establishing Community and Technical College
 Faculty Instructional Loads

 E. Legislative Update

VII. Announcements and Member Comments

VIII. Next Meeting

IX. Adjournment

*Action Item

**WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION**

MEETING OF JANUARY 15, 2004

AGENDA

I. Call to Order

II. Minutespg. 2

MINUTES

WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

January 15, 2004

A meeting of the West Virginia Council for Community and Technical College Education was held on January 15, 2004, at 9:30 A.M. at the Marshall University Graduate College, South Charleston. Present at the meeting were Council members: Stanley Hopkins, Rebecca McClure, Fred Oelschlager, Clarence Pennington and Nelson Robinson. Judi Almond was absent. Also in attendance were Senator Steve White, Chancellor J. Michael Mullen, Vice Chancellor James Skidmore, representatives from Bluefield State College, provosts, presidents, and higher education staff.

1. Call to Order

Chairman Robinson called the meeting to order.

2. Oath of Office

Mr. Clarence B. Pennington was introduced and sworn in as a member. His appointment was effective November 19, 2003.

3. Approval of Minutes

Mrs. McClure moved the approval of the minutes of the November 20, 2003, meeting. Mr. Oelschlager seconded the motion. Motion carried.

4. Bluefield State College/New River Community and Technical College Associate Degree Program Retention

Dr. Albert Walker, President of Bluefield State College, Mr. John Barnes, Chairman, Bluefield State College Board of Directors, and Mr. Norris Kantor, Vice Chairman, Bluefield State College Board of Directors reported on their adherence to SB703 and the reasons that Bluefield State College retained specific associate degree programs. Dr. Walker assured the Council that Bluefield State College supported wholeheartedly the independent accreditation of New River Community and Technical College and that the Board of Governors is re-evaluating which associate programs will be retained by Bluefield State College.

5. J. Michael Mullen, Chancellor

Chancellor Mullen addressed the following:

1. Intent of the Governor's State-of-the-State address as it related to the colleges and universities' budgets.
2. The need for legislation to address higher education budget reductions.
3. The residency requirements for the Governors A.A.S. Degree Program.
4. The need for the Council to make a statement on the substantive results of meeting the essential conditions for the compacts or strategic plans for the community and technical colleges.

6. Governors Associate of Applied Science Degree Program

Vice Chancellor Skidmore presented for approval the Governors Associate of Applied Science Degree Program. The program is scheduled to be offered in the fall of 2004. After discussion, it was decided that approval will be contingent upon the appointment of a subcommittee to work with the Vice Chancellor on two specific items; i.e., residency requirements and age of participant. The following resolution was made:

RESOLVED: That the West Virginia Council for Community and Technical College Education approves and endorses the Governors Associate in Applied Science Degree to be offered by all community and technical colleges and that a subcommittee be appointed to work with the Vice Chancellor.

Mr. Oelschlager moved the approval of the motion.

Mr. Brown seconded the motion. Motion carried.

Chairman Robinson appointed Mrs. McClure and Mr. Oelschlager to serve on the subcommittee.

7. U. S. Department of Education Perkins Monitoring Report

Vice Chancellor Skidmore presented the follow-up report issued by the federal Office of Vocational and Adult Education after their on-site visit that focused on West Virginia's implementation of the Carl D. Perkins Act. The report was positive and contained a number of commendations to the state, as well as praise for the compilation of materials.

8. Community and Technical College Performance Indicator Report

Mr. Brown moved the approval of the following:

RESOLVED: That the WV Council for Community and Technical College Education accept the Community and Technical College Performance Indicator Report as presented in the agenda.

Mrs. McClure seconded the motion. Motion carried.

9. Information and Updates

1. Dr. Vicki Riley gave an overview on the use of facilities at the Marshall Community and Technical College.
2. Dr. Kathy D'Antoni reported that the community and technical college marketing vendor had been selected and the first phase of the work will begin.
3. A thirty-day comment period is underway for the faculty instructional load procedural rule.
4. Vice Chancellor Skidmore reported that the Consolidated Annual Report (CAR) was submitted to the U.S. Department of Education by December 31, 2003.
5. Council legislative committee members have met and are working with the Higher Education Policy Commission members.
6. Mr. Oelschlager shared labor market information and will provide a web site to Council members. He announced the Technical and Adult Education breakfast will be held at 7:30 a.m. on February 12, 2004, at the Marriott.
7. Chairman Robinson requested that the presidents and provosts communicate with the Council by sending newsworthy items to Jim Skidmore and he will forward them to the Council members.
8. Vice Chancellor Skidmore will contact President Hunter regarding representation from West Virginia Northern Community College at the Council meetings.

10. Next Meeting

The next meeting will be held on March 18, 2004, at the Marshall University Graduate College, South Charleston. There being no further business, Mrs. McClure moved to adjourn the meeting. Mr. Pennington seconded the motion. Motion carried.

_____, Nelson B. Robinson, Jr.
Chairman

_____, Judi Almond
Secretary

**WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION**

MEETING OF MARCH 18, 2004

AGENDA

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**WV Council for Community and Technical College Education
Meeting of March 18, 2004**

ITEM: Approval of Institutional Compact Update Reports Submitted by Community and Technical Colleges and Potomac State College

INSTITUTIONS: Community and Technical Colleges
Potomac State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Council for Community and Technical College Education approves the compact update submissions from each community and technical college and Potomac State College and recommends that the Higher Education Policy Commission approve the updates as submitted.

STAFF MEMBER: James L. Skidmore

BACKGROUND:

Senate Bill 703 requires that the Council take action on the community and technical college compact updates and provide a recommendation to the Higher Education Policy Commission as to acceptance or rejection. After the submissions were reviewed by staff, those indicators that the colleges are making progress in meeting and those that remain a challenge were identified. A summary of the findings for each college is provided in the agenda. The indicators utilized for the evaluation are those contained in the chart.

The recommendation of staff is to approve the submission of each community and technical college and Potomac State College.

**REVIEW OF INSTITUTIONAL COMPACTS
WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
COMMUNITY AND TECHNICAL COLLEGES**

March 18, 2004

West Virginia public community and technical colleges and Potomac State College have responded to data elements in completion of the annual update to the institutional compacts. The reporting elements, which were revised for 2001-02 to focus on essential areas that effectively, indicate institutional commitment to the six statewide goals — preparation, participation, affordability, competitive workforce, economic development, and accountability, are the same elements that have been used this year. For community and technical colleges, a total of twelve elements have been employed.

In this year's review, the basic assessment year is 2002-03 with Fall 2003 enrollment data utilized when available. Changes in performance have been measured against performance in 2001-02, plus the first two years of the compact. Additionally, the review looked at 2002-03 performances as measured against institutional six-year goals (2006-07) and the state master plan goals in *It All Adds Up*.

The comments on institutional compact performance, both positive indicators and challenges, are staff observations on the success of each college in addressing compact goals and are keyed to the twelve indicators for community and technical colleges. Notations on performance in the institutional compact summaries are comparisons between 2002-03 and 2001-02, unless noted otherwise. Also included in this report is a tabular grid which indicates institutional performance on the twelve indicators in 2002-03.

REPORTING IN 2004-05

For next year's institutional compact reports which will be submitted in November 2004, each institution will need to submit a new compact. This report will do more than provide an update. It will allow each institution to assess its progress in meeting institutional, legislative and *It All Adds Up* goals. While the reporting elements may remain virtually the same, this process will permit institutions the opportunity to reassess their progress and adjust goals.

The statewide committee, chaired by President Hardesty, is charged with developing the format for next year's compact submission.

BASIS FOR EVALUATION OF INSTITUTIONAL PROGRESS REPORTS

MARCH 18, 2004

Positive Indicators — Community and Technical Colleges

1. – 2. Enrollment	Enrollment increases and participation rate in community and technical college district
3. Retention – 1 st to 2 nd year	Steady increase
4. Graduation rate	Increases approaching 35%
5. Degree production	Increases, with substantial increase in certificates awarded
6. Licensure pass rates	At least 90%
7. Percentage of students successfully completing developmental courses	At least 75%
8. Workforce Development Activities	Increases
9. Financial audit: Unqualified audit opinion and no material weakness in auditor's management letter	Meets expectation
10. Timely completion of annual audit	Meets expectation
11. Non-resident tuition fee established at a level at least equal to cost of instruction	Meets expectation
12. Independent Accreditation	Progress

**Compact Progress Report
2-Year Campuses
2002-2003 Actuals**

	BSC	EWVCTC	FSCTC	MU	SC	SWVCTC	WVNCC	WVSC	PSC	WVUIT	WVUP
1 Fall Headcount Enrollment											
Total	2,330	355	3,128	2,328	1,478	2,543	2,917	1,406	1,322	599	3,516
Full-time, Under 25	1,020	39	1,170	848	217	993	630	580	721	348	1,239
Full-time, 25 and Older	457	32	373	361	149	408	508	288	79	103	626
Part-time, Under 25 (excluding dual enrollment)	197	39	322	109	113	304	255	139	34	59	366
Part-time, 25 and Older	517	136	487	958	795	486	985	389	117	86	814
Dual Enrollment	139	109	570	53	204	355	539	10	371	87	471
2 Annualized FTE	1,746	140	2,093	1,407	659	1,758	1,737	1,024	985	556	2,422
3 1st to 2nd Year Retention Rate (first-time, full-time degree-seeking freshman)	53%	50%	60%	53%	65%	53%	51%	58%	53%	62%	58%
4 Graduation Rates, Certificate or Associate degree-seeking first-time, full-time freshman	25%	0%	12%	12%	11%	17%	14%	9%	24%	21%	17%
5 Degree Production											
Certificate	21	0	63	8	0	36	70	17	2	5	17
Associate	232	3	297	238	88	235	244	209	144	132	242
Bachelor	0	0	0	0	0	0	0	0	0	7	87
Total	253	3	360	246	88	271	314	226	146	144	346
Number of undergraduate degrees in math, science, computer science, engineering, related technologies, and health related fields	18	0	165	142	29	111	134	61	32	111	93
Certificate and Associates awarded to students 25-44	67	2	115	135	42	150	185	115	22	43	100
6 Licensure pass rates	95%	NA	92%	86%	70%	94%	90%	90%		91%	86%
7 Percentage of students successfully completing developmental courses	73%	65%	59%	59%	52%	64%	68%	70%	55%	48%	65%
Workforce Development Activities											
8 Number of participants in non-credit workforce development courses	2,182	678	1,768	3,235	5,125	975	1,993	2,280	NA	1,192	982
9 Total number of programs made available through collaboration and partnerships with employers	35	55	7	33	14	97	43	75	NA	3	0
Financial Indicators											
10 Unqualified audit opinion on the annual financial audit and no material comments in auditor management letter	NA	Yes	NA	NA	NA	Yes	Yes	NA	NA	NA	NA
11 Date of completion of the annual audit	No CTC Data	10/31/03	Incl. CTC Data	Incl. CTC Data	Incl. CTC Data	11/18/03	10/22/03	No CTC Data	NA	Incl. CTC Data	NA
12 Establishment of non-resident tuition and fees at a level equal to or exceeding cost of instruction											
(a) Total Tuition vs. Instruction Costs	+1,186	NA	+1143	+1847	+1425	+159	+607	-887	+1583	+874	+260
(b) Instruction Tuition vs. Instruction Costs	-396	NA	-925	+103 (But Metro Under)	-489	-391	+57	-2607	+779 (But Metro Under)	-828	-290
13 Progress towards independent accreditation	Yes	Yes	Yes	Yes	Yes	NA	NA	Yes	NA	Yes	NA

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- As an emerging institution, Eastern has experienced steady growth in headcount and full-time equivalency enrollment beginning with 140 students in 2001-02 and increasing to 355 in 2002-03. [Indicator 1]
- Part-time adult student enrollment and dual credit enrollment has shown significant growth over the past two years. [Indicator 1]
- The number of participants enrolled in non-credit workforce development programs has increased each year since 2000-01 and presently has 678 participants. [Indicator 8]
- With the submission of the Preliminary Information Form (PIF), the college is moving toward achieving accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools. [Indicator 12]
- Unqualified audit opinion on the financial statements with no material management letter comments. [Indicator 9]
- Financial statements completed on a timely basis in each of the last three years. [Indicator 10]

Challenges

- As a new institution, many of the indicators are not yet relevant to Eastern.
- In order to better determine compact goals, relevant benchmarks for developing institutions need to be defined.
- The participation rate of credit and non-credit student enrollment in the district is 1.63% of the population 18 years of age and above. [Indicators 1, 8]
- The percentage of students successfully completing developmental education courses is 65% with the state-level goal being a success rate of 75%. [Indicator 7]
- Due to start-up nature of operations, comparisons of instructional costs to instructional non-resident tuition are not relevant. [Indicator 11]

Summary/recommendations

Eastern West Virginia Community and Technical College is on pace to reach the compact goals established when the college was created, but as the college grows, it will be necessary to address those areas such as graduation rates and certificate degree production that have traditionally been difficult areas of achievement for community and technical colleges. In evaluating Eastern, it is somewhat difficult to apply indicators that are more relevant to mature institutions rather than an emerging institution. Enrollment data were mostly utilized in this evaluation. The recommendation is to approve the update to the institutional compact.

FAIRMONT STATE COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- Total enrollment increased from 3,086 students in 1999-2000 to 3,128 students in 2002-03. The 2006-07 compact goal for headcount enrollment is 3,827. [Indicator 1]
- Full-time enrollment of adult students above the age of 25 has shown a steady increase over the planning period with 284 students in 1999-2000 and increasing to 373 students in 2002-03. [Indicator 1]
- The retention rate for first- to second-year students has increased from 51% to 60% over the planning period. [Indicator 3]
- Certificate and associate degree productivity continues to increase (360 in 2002-03) and is on schedule to meet the 2006-07 compact goal of 381 awards per year. [Indicator 5]
- The number of certificates and associate degrees awarded to students in the 25-44 age group has increased from 106 in 1999-2000 to 115 in 2002-03. [Indicator 5]
- The licensure passage rate of 92% exceeds the state-level goal of 90%. [Indicator 6]
- Independent accreditation of the community and technical college has been achieved. [Indicator 12]
- Supplemental CTC financial data included in the financial audit. [Indicator 10]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- Part-time enrollment of students age 25 and older experienced a decrease of 72 students from 2001-02 to 2002-03. The enrollment goal of 566 students in this age group can be obtained by 2006-07. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 1.72% of the population 18 years of age and above. [Indicators 1, 8]
- The graduation rate increased slightly from 8% to 11.50%, but it will be a challenge to reach the state-level goal of 35% by 2006-07. This measure may not account for students transferring to baccalaureate programs before graduating with an associate degree. [Indicator 4]
- The percentage of students' successfully completing developmental education courses has increased from 57% to 59% but falls short of the state-level goal of a 75% success rate. [Indicator 7]
- The number of individuals participating in non-credit workforce developmental programs experienced a decrease for the first time during the planning period with 1,768 participants. This decline of 981 participants will make it more difficult to reach the 2006-07 goal of 4,362 participants. [Indicator 8]

Summary/recommendations

Fairmont State Community and Technical College is on track to reach the 2006-07 compact goals with the exception of graduation rates, percentage of students successfully completing developmental education courses and participation in non-credit workforce development courses. The recommendation is to approve the update to the institutional compact with the provision that those areas stated above be identified for improvement.

MARSHALL UNIVERSITY COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- There have been modest increases in headcount enrollment and significant increases in full-time equivalency enrollment (FTE) which now surpasses the 2006-07 compact goal. [Indicators 1,2]
- Degree production at the associate degree level has increased by 32 students from 206 awards in 2001-02 to 238 awards in 2002-03. [Indicator 5]
- There was an increase of 26 students from 2001-02 to 2002-03 in the number of graduates in math, science and technology related fields. [Indicator 5]
- The number of certificate and associate degrees awarded to students between the ages of 25-44 increased from 107 in 2001-02 to 135 in 2002-03. [Indicator 5]
- The college has surpassed its 2006-07 goal for the number of participants in non-credit workforce development courses with an increase from 1,056 participants in 2000-01 to 3,235 participants in 2002-03. The compact goal is 2,500 participants per year. [Indicator 8]
- Independent accreditation of the community and technical college has been achieved. [Indicator 12]
- Supplemental CTC financial data included in the financial audit. [Indicator 10]
- Full coverage of instructional costs by instructional non-resident tuition, although the use of metro fees pulls down below full coverage. [Indicator 11]

Challenges

- The participation rate of credit and non-credit student enrollment in the district is 3.33% of the population 18 years of age and above. [Indicators 1, 8]
- The retention rate for first-to-second-year students has decreased by 7% over the planning period. [Indicator 3]
- The student graduation rate has fallen to 12% from a high of 19% in 2001-02 and achieving the state-level goal of a 35% graduation rate will be difficult. [Indicator 4]
- The degree production for certificate programs continues to be a problem with a small increase from 4 to 8 graduates over the past year. The compact goal of 20 graduates per year appears to be in jeopardy. [Indicator 5]
- The licensure passage rate fell from 92% in 2001-02 to 83% in 2002-03 which is below the state-level goal of 90%. [Indicator 6]
- The percentage of students successfully completing developmental education courses increased from 50% to 59% but remains below the state-level goal of a 75% success rate. [Indicator 7]

Summary/recommendations

Marshall University Community and Technical College has surpassed two of its 2006-07 compact goals and is on schedule to achieve the majority of the stated goals. The areas of graduation rates, degree production in certificate programs, licensure passage rates and the success rate of students enrolled in developmental education courses will require attention if the state-level and compact goals are to be obtained. It is recommended that the update to the institutional compact be approved with the provision that the areas referenced above be given attention in order to make progress in meeting the stated goal for each category.

NEW RIVER COMMUNITY AND TECHNICAL COLLEGE
OF BLUEFIELD STATE COLLEGE
March 18, 2004

Positive Indicators

- Enrollment has increased in all categories over the planning period with the exception of part-time students under the age of 25. [Indicator 1]
- Significant enrollment increases has occurred in both full-time and part-time students over the age of 25. [Indicator 1]
- Dual enrollment has increased from 31 students in 1999-2000 to 139 students in 2002-03. [Indicator 1]
- The licensure passage rate increased from 92% to 95% which exceeds the state-level goal of 90%. [Indicator 6]
- The number of participants in non-credit workforce development courses has increased from 1,004 in 1999-2000 to 2,182 participants in 2002-03. [Indicator 8]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- The participation rate of credit and non-credit student enrollment in the district is 2.14% of the population 18 years of age and above. [Indicators 1, 8]
- The retention rate for first- to second-year students fell by 10% in 2002-03 from 63% to 53%. [Indicator 3]
- Graduation rates have increased from 10% to 25% over the past year but remains below the state-level goal of 35%. [Indicator 4]
- Although little progress was made in establishing an independently accredited community and technical college in Beckley as required in Senate Bill 653, achieving independent accreditation is now on schedule with the submission of the Preliminary Information Form (PIF) in December of 2003. It may be a challenge to meet the independent accreditation timeframe of December 2005 as required in House Bill 2224. [Indicator 12]
- The number of associate degrees awarded decreased by 31 from 263 in 2001-02 to 232 in 2002-03. [Indicator 5]
- The percentage of students successfully completing developmental education courses decreased by 3% in 2002-03 to 73% which is slightly below the state-level goal of 75%. [Indicator 7]
- Supplemental CTC financial data not included in the financial audit. [Indicator 10]

Summary/recommendations

The data utilized for this evaluation predates the formation of New River Community and Technical College and the assignments of Glenville State College Community and Technical

College's service district to Fairmont State Community and Technical College and New River Community and Technical College.

New River Community and Technical College has made significant progress toward meeting compact and state-level goals in several categories. The recommendation is to approve the update to the institutional compact and request that for the next compact submission, new compact goals be established based upon the certificate and associate degree programs to be delivered by the community and technical college as opposed to those retained by Bluefield State College.

SHEPHERD COMMUNITY AND TECHNICAL COLLEGE

March 18, 2004

Positive Indicators

- Headcount enrollment has increased over the past two years to 1,520 and is close to the compact goal of 1,600. [Indicator 1]
- Part-time enrollment of students over the age of 25 has increased over the past year from 622 to 795 but is below the high of 959 in 2002-01. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 6.64% of the population 18 years of age and above. [Indicators 1, 8]
- Full-time equivalency enrollment has increased from 598 in 1999-2000 to 659 in 2002-03. [Indicator 2]
- First- to second-year student retention rates have increased from 56% to 65% over the planning period which is consistent with the compact goal of 65%. [Indicator 3]
- The number of associate degrees awarded increased slightly from 81 to 88 over the past year which surpasses the compact goal of 84. [Indicator 5]
- The number of participants in non-credit workforce development courses has increased significantly over the planning period from 585 participants in 2000-01 to 5,125 in 2002-03. [Indicator 8]
- The college is on schedule to become independently accredited with a site visit scheduled from the Higher Learning Commission of the North Central Association of Colleges and Schools in October 2004. [Indicator 12]
- Supplemental CTC financial data included in the financial audit. [Indicator 10]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- Graduation rates continue to be low (11%) and are not close to the state-level goal of 35%. [Indicator 4]
- The college has never graduated a student in a certificate degree program over the planning period. The compact goal is 30 graduates per year for certificate programs. [Indicator 5]
- The number of associate degrees awarded to students age 25 and older has decreased slightly over the planning period from 46 to 42 per year. The compact goal is 50 graduates per year. [Indicator 5]
- The licensure passage rate has decreased from 78% to 70% over the past year and remains below the state-level goal of 90%. [Indicator 6]
- The percentage of students successfully completing developmental education courses has remained at 52% for the past two years which is considerably less than the state-level goal of 75%. [Indicator 7]

Summary/recommendations

Shepherd Community and Technical College has achieved its compact goals in four areas but falls short in other areas. It is recommended that the update to the institutional compact be approved with the provision that graduation rates, degree production of certificate programs, licensure passage rates, and successful completion of developmental education courses be identified for improvement.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

March 18, 2004

Positive Indicators

- The college has experienced enrollment growth in all categories with the exception of part-time enrollments for students age 25 and older. [Indicator 1]
- The college is close (2,591) to meeting the compact goal for total headcount enrollment of 2,620. [Indicator 1]
- Full-time equivalency (FTE) enrollment has increased from 1,650 in 1999-2000 to 1,758 in 2002-03. [Indicator 2]
- The first- to second-year student retention rate has consistently been in the 50% to 53% range over the past three years. [Indicator 3]
- The college has surpassed the compact goal of 225 graduates a year in associate degree programs with 235 graduates in 2002-03. [Indicator 5]
- The compact goal of 150 certificate and associate degrees awarded to students age 25-44 was achieved in 2002-03. [Indicator 5]
- The percentage of students successfully passing licensure examinations has been at 95% and 94% the past two years which is above the state-level goal of 90%. [Indicator 6]
- Unqualified audit opinion on the financial statements with no material management letter comments. [Indicator 9]
- Financial statements completed on a timely basis. [Indicator 10]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- The enrollment of part-time students age 25 and older decreased by 67 students; 553 students in 2001-02 to 486 students in 2002-03. It will be difficult to reach the compact goal of 707 students in this category. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 2.78% of the population 18 years of age and above. [Indicators 1, 8]
- Graduation rates have been at the 17% rate over the past two years which is below the state-level goal of 35% for community and technical colleges. [Indicator 4]
- The percentage of students successfully completing developmental education courses decreased from 72% to 64% over the past two years and remains below the state-level goal of 75%. [Indicator 7]
- The number of participants in non-credit workforce development programs decreased by 1,409 participants from 2,384 to 975. Although the number of participants decreased, it is above the compact goal of 425 participants per year. [Indicator 8]

Summary/recommendations

Southern West Virginia Community and Technical College is making progress in meeting the majority of the compact goals and have surpassed a number of the goals for 2006-07. In order to reach the compact and state-level goals for part-time students enrolled in the 25-44 age category, graduate rates, and successful completion of developmental education courses, the college will need to give additional attention to these areas. It is recommended that the update to the institutional compact be accepted.

WEST VIRGINIA UNIVERSITY AT PARKERSBURG
March 18, 2004

Positive Indicators

- Total headcount enrollment has increased from 3,480 students in 1999-2000 to 3,755 in 2003-04 which surpasses the 2006-07 compact goal of 3,674. [Indicator 1]
- The enrollment of full-time students age 25 and older increased from 527 students in 2001-02 to 626 students in 2002-03. [Indicator 1]
- Dual enrollment participation has increased from 397 students in 1999-2000 to 471 students in 2002-03. [Indicator 1]
- Annualized full-time equivalency enrollment has increased from 2,264 in 1999-2000 to 2,422 in 2002-03 which surpasses the compact goal of 2,370. [Indicator 2]
- The first- to second-year student retention rate has remained stable at 58%. [Indicator 3]
- The number of associate degrees awarded has increased from 220 in 1999-2000 to 242 in 2002-03. The 2006-07 compact goal is 256 awards per year. [Indicator 5]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- The enrollment of part-time students age 25 and older has decreased from 873 in 1999-2000 to 814 students in 2002-03. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 2.84% of the population 18 years of age and above. [Indicators 1, 8]
- Graduation rates have increased from 10% to 17% over the past year but remain a significant distance from the state-level goal of 35%. [Indicator 4]
- The number of certificates and associate degrees awarded to students age 25 and older has decreased from 149 to 100 over the past year. [Indicator 5]
- The licensure passage rate decreased from 94% in 2001-02 to 86% in 2002-03 which is below the state-level goal of 90%. [Indicator 6]

Summary/recommendations

WVU-Parkersburg is close to meeting its compact goals for student enrollment and the number of certificate and associate degrees awarded. If the college is to achieve the 2006-07 compact goals, attention needs to be given to improving graduation rates, increasing the licensure passage rate, and increasing the percentage of students successfully completing developmental education courses. It is recommended that the update to the institutional compact be approved.

WVU INSTITUTE OF TECHNOLOGY COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- Total headcount enrollment has increased from 577 students in 2001-02 to 666 students in 2003-04. The compact goal for 2006-07 is a total enrollment of 820. [Indicator 1]
- The enrollment of part-time students over the age of 25 increased slightly from 83 students in 2001-02 to 86 students in 2002-03. [Indicator 1]
- Annualized full-time equivalency enrollment (FTE) increased from 506 to 556 over the past year. The compact goal for 2006-07 is a FTE of 660. [Indicator 2]
- First- to second-year student retention rates increased from 54% to 62% for 2002-03. [Indicator 3]
- The number of associate degrees awarded increased from 107 in 2001-02 to 132 in 2002-03 which is on target to meet the compact goal for 2006-07 of 190 awards. [Indicator 5]
- The licensure passage rate increased from 84% to 91% over the past year and now exceeds the state-level goal of a 90% passage rate. [Indicator 6]
- The number of participants enrolled in non-credit workforce development courses has increased each year of the planning period to 1,192 participants per year in 2002-03 which exceeds the compact goal for 2006-07 of 807 participants per year. [Indicator 8]
- Independent accreditation of the community and technical college has been achieved. [Indicator 12]
- Supplemental CTC financial data included in the financial audit. [Indicator 10]
- Improving coverage of instructional costs by instructional non-resident tuition and full coverage from total tuition. [Indicator 11]

Challenges

- Full-time enrollment of students 25 years of age and older has decreased each year of the planning period from 221 students in 1999-2000 to 103 students in 2002-03 which will make it difficult to achieve the 2006-07 compact goal of 260 students in this category. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 0.95% of the population 18 years of age and above. [Indicators 1, 8]
- The graduation rate has remained constant at 21% but is less than the state-level goal of 35%. [Indicator 4]
- The number of certificates awarded has increased from no awards in 1999-2000 to 5 awards in 2002-03 but is some distance from the 2006-07 compact goal of 50 graduates per year. [Indicator 5]
- The percentage of students successfully completing developmental education courses decreased from 62% in 2001-02 to 48% in 2002-03 which is below the state-level goal of a 75% success rate. [Indicator 7]

Summary/recommendations

WVU Institute of Technology Community and Technical College has been successful in reversing a trend of declining student enrollments with two years of increases and is on schedule to meet the majority of the state-level and compact goals. It is recommended that the update to the institutional compact be approved with the provision that the number of full-time enrollment of students 25 years of age and older, low graduation rates, number of certificates awarded and the percentage of students successfully completing developmental courses be identified for improvement.

WEST VIRGINIA NORTHERN COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- Headcount enrollment has increased from 2,749 students in 1999-2000 to 2,948 in 2003-04. The compact goal for 2006-07 is 3,315 students. [Indicator 1]
- The number of full-time students age 25 and older has increased from 386 in 1999-2000 to 508 students in 2002-03 which surpasses the compact goal of 464 students in this category. [Indicator 1]
- Annualized full-time equivalency enrollment has increased from 1,451 in 1999-2000 to 1,737 in 2002-03 which surpasses the compact goal of 1,732. [Indicator 2]
- The number of associate degree graduates has rebounded to 244 awards per year in 2002-03 after falling to 203 awards in 2001-02. The 2006-07 compact goal is 257 graduates per year. [Indicator 5]
- The licensure exam passage rate increased from 75% to 90% over the past year which matches the state-level goal of 90%. [Indicator 6]
- The number of participants in non-credit workforce developmental education courses has increased from 1,038 participants per year in 2000-01 to 1,993 participants in 2002-03. [Indicator 8]
- Unqualified audit opinion on the financial statements with no material management letter comments. [Indicator 9]
- Financial statements completed on a timely basis. [Indicator 10]
- Full coverage of instructional costs by instructional non-resident tuition. [Indicator 11]

Challenges

- The enrollment of part-time students age 25 and older has decreased from 1,310 in 2001-02 to 985 in 2002-03. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 3.97% of the population 18 years of age and above. [Indicators 1, 8]
- Graduation rates have remained at 14% over the past two years which is substantially lower than the state-level goal of 35%. [Indicator 4]
- The number of certificate and associate degrees awarded to students age 25-44 has decreased from 195 in 1999-2000 to 185 in 2002-03. [Indicator 5]
- The percentage of students' successfully completing developmental education courses has decreased over the past two years from 71% to 68% which is below the state-level goal of 75%. [Indicator 7]

Summary/recommendations

West Virginia Northern Community College has made significant progress in meeting the majority of compact and state-level goals. It is recommended that the update to the institutional compact be approved with the provision that the declining enrollments in the student population age 25 and older, low graduation rates and the percentage of students successfully completing developmental education courses be identified for improvement.

WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE
March 18, 2004

Positive Indicators

- Total headcount enrollment has increased from 1,020 in 1999-2000 to 1,609 in 2003-04 which exceeds the compact goal of 1,550 students enrolled. [Indicator 1]
- Full-time enrollment of students 25 years of age and older has increased over the planning period from 172 to 288 students per year which is close to the 2006-07 compact goal of 300 students enrolled from this age group. [Indicator 1]
- The first to second-year student retention rate has increased from 54% in 1999-2000 to 58% in 2002-03 which exceeds the compact goal of 55%. [Indicator 3]
- The number of associate degrees awarded has increased from 185 in 1999-2000 to 209 in 2002-03 which exceeds the 2006-07 compact goal of 200 associate degree graduates per year. [Indicator 5]
- The licensure passage rate for 2002-03 is 90% for 2002-03 which equals the state-level goal. [Indicator 6]
- The number of participants in non-credit workforce development courses has increased from 1,331 in 2000-01 to 2,280 participants in 2002-03. [Indicator 8]
- Achieving independent accreditation is on schedule with a site visit from the Higher Learning Commission of the North Central Association of Colleges and Schools scheduled for April 2004. [Indicator 12]

Challenges

- Part-time enrollment of students age 25 and older decreased by 72 students from 461 in 2001-02 to 389 in 2002-03 but the compact goal for 2006-07 of 496 students enrolled from this age group is attainable. [Indicator 1]
- The participation rate of credit and non-credit student enrollment in the district is 1.91% of the population 18 years of age and above. [Indicators 1, 8]
- The graduation rate has not increased from the 9% rate in 2000-01 which is far from the state-level goal of 35%. [Indicator 4]
- The number of certificates awarded has shown small growth from 16 awards in 2001-02 to 17 awards in 2002-03 which is a substantial distance from the 2006-07 compact goal of 100 awards per year. [Indicator 5]
- The percentage of students successfully completing developmental education courses has improved from a low of 62% in 1999-2000 to 70% in 2002-03 but remains below the state-level goal of 75%. [Indicator 7]
- Extremely delayed financial report that is not issued as of February 11, 2004 and with supplemental CTC financial data that is still under development. [Indicator 10]
- Instructional costs not covered by total tuition. [Indicator 11]

Summary/recommendations

West Virginia State Community and Technical College has made progress toward meeting state-level and compact goals in the majority of the categories and has exceeded the stated compact goal in others. It is recommended that the update to the institutional compact be approved with the provision that the categories of part-time enrollment of students age 25 and older, graduation rates, certificate program graduates and the percentage of students successfully completing developmental education courses be identified for improvement.

POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY
March 18, 2004

Positive Indicators

- Headcount enrollment has increased over the planning period from 1,167 in 1999-2000 to 1,329 students in 2003-04 which is close to the 2006-07 compact goal of 1,376. [Indicator 1]
- Most enrollment categories have increased over the planning period and are close to meeting many of the 2006-07 compact goals for enrollment. [Indicator 1]
- The first- to second-year retention rate has consistently been in the 48% to 53% range. [Indicator 3]
- The number of associate degree graduates has increased from 113 in 1999-2000 to 144 awards in 2002-03 which surpasses the 2006-07 compact goal of 131. [Indicator 5]
- Full coverage of instructional costs by instructional non-resident tuition, although the use of metro fees pulls down slightly below full coverage. [Indicator 11]

Challenges

- Graduation rates have remained in the 22% to 24% range over the planning period which is below the state-level goal of 35%. [Indicator 4]
- There has been little activity in graduating students from certificate programs with only three graduates over the planning period. [Indicator 5]
- The number of certificate and associate degrees awarded to students age 25-44 has decreased from 88 in 1999-2000 to 22 awards in 2002-03 which is far from the 2006-07 compact goal of 122 awards per year. [Indicator 5]
- The percentage of students successfully completing developmental education courses have decreased over the planning period from 65% in 1999-2000 to 55% in 2002-03 which is below the state-level goal of 75%. [Indicator 7]

Summary/recommendations

Potomac State College of WVU is on pace to achieve most of the enrollment goals as established in its compact. Graduation rates, certificate and associate degrees awarded to students age 25-44 and older and successful completion of developmental education courses need attention. The compact goal for the number of certificates to be awarded needs to be revised to reflect a higher number if the college plans to offer certificate programs.

Because the mission of Potomac State College is not one of a comprehensive community and technical college, many of the indicators are not relevant; therefore, not all indicators were utilized in the evaluation. The recommendation is to approve the update to the institutional compact.

**WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION**

MEETING OF MARCH 18, 2004

AGENDA

- IV. Governors Associate of Applied Science Degree Program pg. 30**

WV Council for Community and Technical College Education Meeting of March 18, 2004

ITEM: Implementing an Associate in Applied Science Adult Degree Completion Program

INSTITUTIONS: WV Community and Technical Colleges

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves as revised, the Governors Associate of Applied Science Degree, to be offered by all community and technical colleges.

STAFF MEMBER: Jim Skidmore

BACKGROUND:

Senate Bill 653 emphasized providing opportunities for West Virginia's adult population to enter higher education in order to increase the participation rate of that segment of the population. West Virginia Higher Education has made progress in recognizing the needs of its adult learners particularly in regard to the baccalaureate degree completion program, Regents Bachelor of Arts degree and distance learning opportunities. However, there remains a need for degree completion opportunities at the associate degree level providing educational access for adult learners to meet occupational and personal goals. Few opportunities are currently available at the associate degree level recognizing prior learning experiences. The A.A.S. in Occupational Development, the A.A.S. in Technical Studies, and in limited situations the A.A.S. in Individualized Career Studies provide opportunity for specific groups to convert prior learning experiences to college credit. Because these programs are occupationally specific, they do not necessarily meet the needs of the student that has accumulated diverse academic and creditable learning experiences from multiple sources. The proposed degree completion program provides the mechanism to assess prior learning experiences and package appropriate credits and credentials toward the completion of a general/technical studies degree at an associate degree level.

The proposed Governor's Associate in Applied Science degree program is a nontraditional, degree completion opportunity at the associate degree level specifically devised for adult learners to meet occupational goals, employment requirements, establish professional credentials, or achieve personal goals. This degree program provides an opportunity for adult learners to utilize credit for prior learning experiences via licenses, certificates, military credit, and other non-collegiate sources while assuring maximum credit transferability. Through the Governor's AAS degree program, adult students can establish deserved credentials, achieve a personal sense of accomplishment, and position themselves for advancement into a baccalaureate program. The Governor's Associate in Applied Science degree increases educational access and degree opportunities for adults who have deferred or interrupted their educational plans. Such a program provides the base of the educational ladder for adults to

accomplish the first level of educational advancement as well as develop the self-confidence and incentive to move toward the completion of a baccalaureate degree

As a result of discussions during the January, 2004 meeting of the Council, the following changes were made to the document:

1. The residency requirement was changed to reflect 12 credit hours earned from regionally accredited institutions in place of language requiring 12 credit hours earned at a West Virginia institution. In most cases, the by experiential learning. This will enable a student to be awarded credit from any regionally accredited institution toward the required 60 hours. The option of requiring 3 credit hours from the West Virginia institution awarding the degree remains.
2. The waiting period to participate in the program upon graduation from high school was reduced from 4 to 2 years. This will enable the college to consider possible experiential learning a student may have obtained during the first two years out of high school. Those students entering a community and technical college directly out of high school have the AA or AS option that would be more appropriate than the Governors AAS program.

The revisions, highlighted in the attached documentation, were sent to Mrs. McClure and Mr. Oelschlager for their review and comment

GOVERNORS ASSOCIATE IN APPLIED SCIENCE DEGREE COMPLETION PROGRAM

Administrative Guidelines

January 30, 2004

**WV Higher Education Policy Commission
Division of Community and Technical Colleges
1018 Kanawha Boulevard, East - Suite 700
Charleston, West Virginia 25301
(P) 304.558.0265 (F) 304.558.1646
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I. INTRODUCTION

The Governors Associate in Applied Science degree program is a nontraditional, degree completion opportunity at the associate degree level specifically devised for adult learners to meet occupational goals, employment requirements, establish professional credentials, or achieve personal goals. This degree program provides the opportunity for adult learners to utilize credit for prior learning experiences via licenses, certificates, military credit, and other non-collegiate sources while assuring maximum credit transferability.

Through the Governors Associate in Applied Science degree program, adult students can establish deserved credentials, achieve a personal sense of accomplishment, and position themselves for advancement into a baccalaureate program. The Governors Associate in Applied Science degree increases educational access and degree opportunities for adults who have deferred or interrupted their educational plans. Such a program provides the base of the educational ladder for adults to accomplish the first level of educational advancement as well as develop the self-confidence and incentive to move toward the completion of a baccalaureate degree. The Governors Associate in Applied Science degree program is designed to articulate with the WV Board of Regents Bachelor of Arts Degree.

II. CURRICULUM

The Governors A.A.S. requires 60 credit hours which include a general education core of 21 credit hours and 39 credit hours consisting of general electives, an optional capstone experience and an optional defined area of emphasis encompassing a broad range of content areas. The structure of the degree assures flexibility in program design to meet the individual needs of adult students. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. The general electives, with the opportunity for a defined area of emphasis, allow students to demonstrate and document a defined occupational proficiency. Students are encouraged to explore various options for obtaining credit for prior learning experiences including course articulation, standardized exams, challenge exams, credential validation and portfolio credit. Students who choose to earn credit for college-level learning acquired through professional work experience or other life experiences must complete the portfolio development course and submit a portfolio. The portfolio provides the opportunity for equating documented, college level, experiential learning to college credit. College courses successfully completed at regionally accredited institutions may be transferred into the program and applied toward the 60 credit requirement.

The following diagram (Figure 1) depicts the curriculum design demonstrating the incorporation of multiple methods for obtaining extra-institutional credit combined with the residency component to complete the degree requirements. A student may apply any or all methods of extra-institutional credit toward the completion of the Governors A.A.S. degree. A total of 48 credit hours can be earned through multiple evaluation processes. The curriculum diagram also denotes the desired linkage with the WV RBA program or other baccalaureate degree completion programs.

Curriculum Process

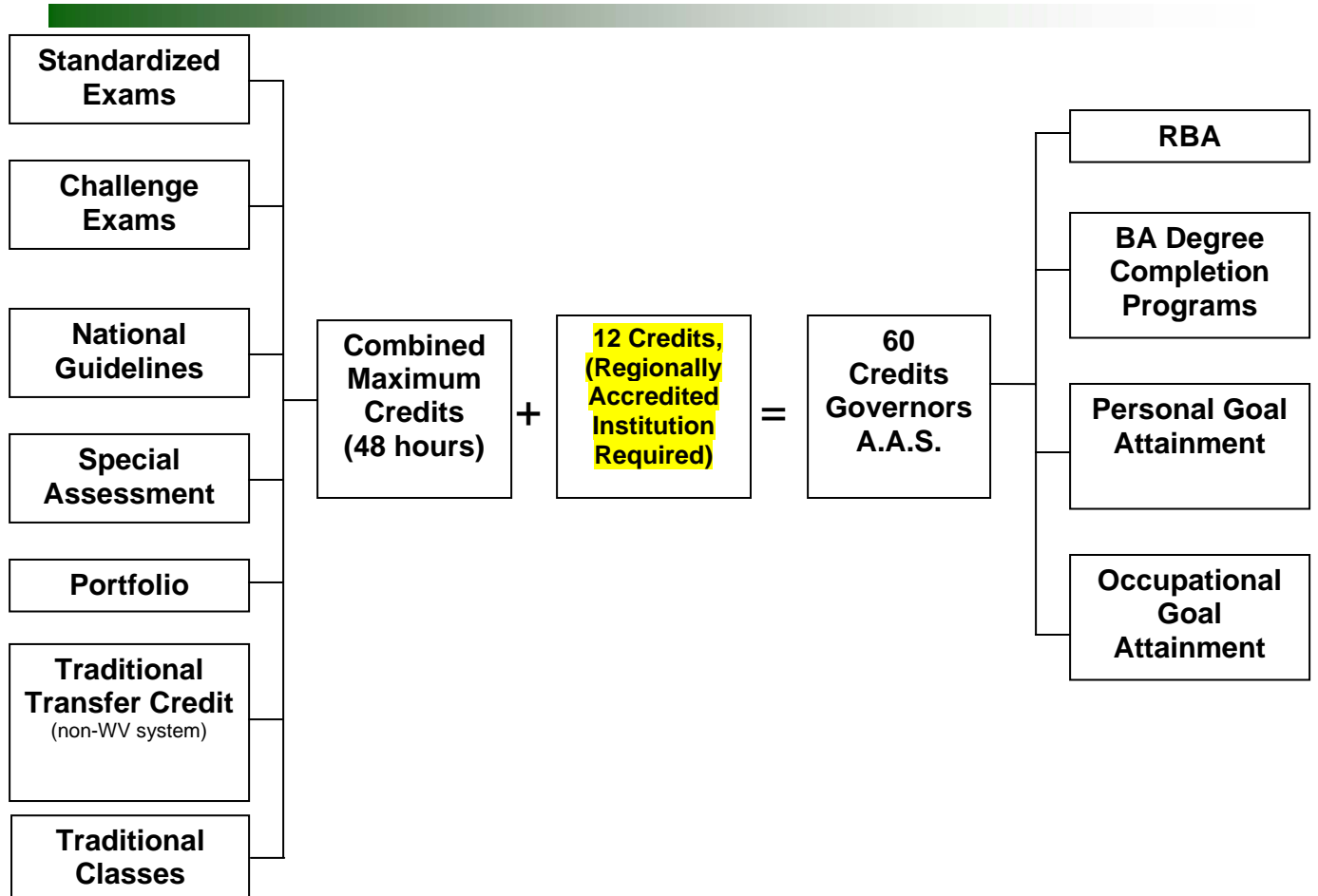


Figure 1

Summary: Program Requirements

Total Credit hours:	60	
General Electives:	39	Includes credit hours for optional area of emphasis, portfolio course, and capstone course
General Education:	21	Communications, Sciences, Social Sciences, Mathematics, Computer Literacy and other approved general education courses
		Communications: 6
		Mathematics/Sciences: 6
		Social Sciences: 6
		Computer Literacy: 3
Graduation Grade Point Average:	2.0	
Residency Requirement:		12 credit hours from a regionally accredited higher education institution. A minimum of 3 credits may be required at the host institution. Petition for exception to the residency requirement may be made to the Chief Academic Officer of the host institution.
Academic Forgiveness:		All F's earned in College courses earned four or more years before admission to program are disregarded from the computation of the graduation grade point average. The "F" grades will not be deleted from the transcript.
Grades and Grading:		Grading will follow the institution's current grading policy.
Admission Requirements:		Students are eligible for admission to the program two years after graduation from high school. In case of those passing a high school equivalency examination, admission must be two years after their high school class has graduated.

See Appendix A for complete program description and requirements.

**WEST VIRGINIA COUNCIL FOR
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MEETING OF MARCH 18, 2004

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V. *Tech Prep Review Committee pg. 39

**WV Council for Community and Technical College Education
Meeting of March 18, 2004**

ITEM: Appointment to the Tech Prep Review Committee

INSTITUTIONS: Community and Technical Colleges and Secondary Schools

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education Chairman appoints two Council members to serve on the Tech Prep Review Committee.

STAFF MEMBER: Dr. Kathy J. D'Antoni

BACKGROUND:

The Tech Prep grant awards are made on a competitive basis. Each year a Tech Prep request for proposals is issued. A committee which includes two Council members evaluates the proposals. The Tech Prep Review Committee then makes recommendations to the Council.

**WEST VIRGINIA COUNCIL FOR
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- VI. Information and Updates** pg. 40
- A.** Beckley Higher Education Center Project.....pg. 41
 - B.** WV Earn a Degree – Graduate Early (EDGE) Status Report
 - C.** Marketing Committee
 - D.** Guidelines for Establishing Community and Technical College Faculty Instructional Loads
 - E.** Legislative Update

WV Council for Community and Technical College Education Meeting of March 18, 2004

ITEM:	Beckley Higher Education Center
INSTITUTIONS:	Southern WV Community and Technical College, New River Community and Technical College of BSC, and WVU Institute of Technology Community and Technical College
RECOMMENDED RESOLUTION:	Information Item Only
STAFF MEMBER:	James L. Skidmore

BACKGROUND:

The delivery of higher education programs in the Beckley area has involved a number of public higher education institutions and Mountain State University. Since the early 1970's, Concord College and Bluefield State College have been charged with the delivery of undergraduate public higher education to the Beckley-Raleigh County area, while graduate education was assigned principally to the WV College of Graduate Studies, now known as Marshall University Graduate College. Concord and Bluefield State made significant progress in working together to better serve the Beckley community, allocating class and programmatic services to their respective strengths, and making student access, academic quality, and regional growth and development priority considerations. The off-campus programs for both institutions were housed at what was then Beckley College. Concord College delivered programs in Business and Teacher Education while Bluefield State College concentrated on programs in Criminal Justice, Nursing and Radiology Technology.

West Virginia University provided graduate programs in Educational Administration and Social Work, but for the most part, graduate education in the region focused on area teachers and was delivered by the WV College of Graduate Studies. When the WV College of Graduate Studies was assumed by Marshall University in 1996, it made Marshall University, Bluefield State College and Concord College the major players in the delivery of public higher education to the Beckley Raleigh County areas. With the passage of Senate Bill 547, Raleigh County was also included in the community and technical college service districts of Southern WV Community and Technical College and WVU Institute of Technology, thus bringing the number of public higher education institutions having an interest in the Beckley Raleigh County area to six.

The other major player in the higher education market in the Beckley area is Mountain State University, an independent institution. Originally named Beckley College, this higher education institution was involved only in the delivery of two-year programming until 1991 when it began offering baccalaureate-level programs and masters' level programs in 2000. At the same time, Bluefield State and Concord were asked to vacate the leased space on the campus of what was now the College of West Virginia that they had occupied since 1976. The WV College of Graduate Studies, also located on the campus of the College of West Virginia, was soon to follow, and all three institutions moved into off-campus centers at three different locations.

Senate Bill 547 specified community college responsibilities in Raleigh County that directly affected both Bluefield State College and Southern West Virginia Community and Technical College. Southern's entry into deliberation of services to Raleigh County stemmed initially from the desire to serve those areas of Raleigh County adjacent to Boone County. In 1996, Southern developed the former Pettus Elementary School into an educational center to serve the western region of the county. In addition to Bluefield State College and Southern WV Community and Technical College, legislation designated Raleigh County as a shared county to also be served by the community and technical college of WVU Institute of Technology. Although three community and technical colleges were assigned to the region, Bluefield State College, by virtue of its historical presence in Raleigh County, continued to be the major provider of community and technical college program offerings. With the passage of House Bill 2224 in the Spring of 2003, Bluefield State was given the responsibility for developing an independently accredited community and technical college administratively linked to Bluefield State to be known as New River Community and Technical College of Bluefield State College. The community and technical college is to be a multi-campus institution serving Raleigh, Summers, Fayette, Greenbrier, Clay, Mercer, McDowell, Monroe, Nicholas, Pocahontas and Webster counties and is to be headquartered in Beckley.

In the late 1990's, Marshall University, Concord College and Bluefield State, along with community leaders in the Beckley area, began to focus on developing a shared higher education facility in Beckley. That initiative was joined in 2000-2001 by Southern WV Community and Technical College and WVU Institute of Technology when Speaker of the House Robert Kiss convened the five presidents or their representatives to move this coordinated effort forward. In Fall 2001, the five colleges/universities signed a letter of agreement to seek a single site for all of their efforts. Beaver Coal, Inc. donated 37 acres of land on I-64 between exits 124 and 125 for such a site, and through the efforts of Senator Robert C. Byrd, 10 million dollars in Federal funds were appropriated, \$2 million for land preparation and an additional \$8 million toward the construction of a suitable educational facility. The overall vision for this Educational Center is cooperation, not competition, between the colleges and universities leading to a widespread curriculum with less expense per student. The expectation is for all public higher education in Raleigh County to be located in the Beckley Higher Education Center and house programs from public higher education, private colleges, workforce education components and high-tech distance education capability. It is anticipated that a more noble presence of public higher education in the area will begin to close the gap on the college-going rate, create more courses and programs appropriate for this area and substantially improve the economic status.

Several meetings between the five institutions have occurred since the initial meeting in the early 1990s. Most recently, those meetings have been for the purpose of determining programmatic offerings and operation of the Center. Father Tom Acker, Director of Forward Southern West Virginia, a non-profit economic development agency located in Beckley, has been the driving force behind the development of the facility.

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VII. Announcements and Member Comments

**WEST VIRGINIA COUNCIL FOR
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VIII. Next Meeting

Meeting Schedule

April 22, 2004

June 17, 2004

