

WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

MEETING OF OCTOBER 23, 2002

WVU-PARKERSBURG
BIDS BUILDING, ROOM B-100B

DIRECTIONS: WWW.WVUP.EDU/MAP_TO_WVUP.HTM

AGENDA

- 9:00 A.M.** Tour of the Caperton Center for Applied Technology
- 10:00 A.M.** Business Meeting
- I. Call to Order
 - II. Welcome, Dr. Erik Bitterbaum, President, WVU-Parkersburg
 - III. *Approval of Minutes
 - IV. Council Participation in Selection of Community and Technical College Chief Executive Officers
 - V. LOCEA Study
 - VI. Tech Prep Associate Degree Presentation
 - VII. Follow-Up Reports
 - VIII. Community and Technical College Presentations
 - A. WVU at Parkersburg
 - B. Marshall University Community and Technical College
 - C. Fairmont State College Community and Technical CollegeLunch
 - D. WV University Institute of Technology
 - E. Northern Community College
 - F. Bluefield State College Community and Technical College
 - IX. Informational Items
- 2:00 P.M.** Public Forum

*Action Item

DRAFT MINUTES

WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

September 27, 2002

1. Call to Order

The West Virginia Council for Community and Technical College Education met on September 27, 2002 at 9:00 a.m. at the Summit, Charleston, West Virginia. Council members present at the meeting were Danny Aderholt, Judi Almond, Bob Brown, Stanley Hopkins, Becky McClure, Fred Oelschlager, and Nelson Robinson. Also in attendance were institutional presidents and provosts, legislative staff and Higher Education Policy Commission staff. Vice Chancellor Skidmore called the meeting to order.

2. Nominating Committee Report

Ms. McClure presented the nominating committee's report. The recommendations were Mr. Robinson, Chair, Ms. McClure, Vice Chair, and Ms. Almond, Secretary.

3. Election of Officers

Ms. McClure moved the adoption of the following resolution.

RESOLVED: That the Council accept the recommendation of the nominating committee and Mr. Robinson will serve as Chair, Ms. McClure as Vice Chair, and Ms. Almond as Secretary.

Mr. Oelschlager seconded the motion. Motion carried.

4. Minutes

Mr. Oelschlager moved the approval of the minutes of the September 27, 2002 meeting of the Council. Mr. Aderholt seconded the motion. Motion carried.

5. Presentation

Dr. Linda Dunn, President, Eastern Community and Technical College, presented an overview of the role and function of the comprehensive community and technical college.

6. Perkins Discussion

A formula for the Perkins monies split between secondary and postsecondary education will be presented to the Council at a future meeting.

Dr. Kathy D'Antoni will give a presentation on Tech Prep at the next meeting.

Council requests that Dr. Hopkins work with Mr. Oelschlager and Vice Chancellor Skidmore to provide information to the Council on the joint programs between

secondary/vocational schools and post secondary /community colleges' programs and the joint use of facilities.

A request was made to report on the use of the vocational centers and community colleges as one-stop centers by the workforce boards. Vice Chancellor Skidmore will provide the number of WIA funded students currently being served through community and technical colleges and Dr. Hopkins will get the secondary education numbers.

In the course of the discussion regarding the Workforce Investment Act, it was brought to the Council's attention that a vacancy exists on the state-level WV Workforce Investment Council that is to be filled by a Council member. The Council passed the following resolution regarding the vacancy.

Mr. Robinson moved the adoption of the following resolution.

RESOLVED: The Council will recommend to the Governor that Ms. Almond be appointed to the WV Workforce Investment Council and she will be the WIA representative on the Council.

Mr. Brown seconded the motion. Motion carried.

7. Setting Priorities

Vice Chancellor Skidmore presented to the Council a list of obligatory responsibilities of the Council as required in Senate Bill 703. In addition, a list of suggested priorities to be eventually addressed by the Council was presented. After thorough discussion the following was decided:

Mr. Brown, Dr. Dunn, Ms. Tomblin and Vice Chancellor Skidmore will work to develop a community college delivery plan which addresses several of the responsibilities of the Council as contained in Senate Bill 703.

Each president or provost gave a summary of their ongoing independent accreditation process.

Ms. Almond and Ms. McClure will work with Dr. D'Antoni on implementing the seamless curriculum project.

The process to recommend policies or rules will be: The community college advisory council will formulate policy, bring it to the Council and the Council will present to the Higher Education Policy Commission. Council requests Vice Chancellor Skidmore receive the suggestions and Council members receive a copy.

8. Executive Session

Mr. Aderholt moved the adoption of the following resolution.

RESOLVED: That the Council approve the recommendations for additional appointees to the institutional board of advisors of Fairmont State Community and Technical College and West Virginia State College Community and Technical College, as recommended by the community and technical colleges.

Ms. Almond seconded the motion. Motion carried.

9. Meeting Schedule

A tentative meeting schedule was presented to the Council for consideration, with a Public Forum to be held on October 23 beginning at 2 p.m.

Mr. Brown moved the adoption of the following resolution.

RESOLVED: That the Council adopt the meeting schedule as set forth as a tentative yearly schedule to be amended as appropriate.

Ms. McClure seconded the motion. Motion carried.

10. Next Meeting

The presidents/provosts from the following community and technical colleges agreed to make a ten minute presentation at the October 23 meeting to be held at WVU-Parkersburg. Marshall, WVU-P, Fairmont, WVU-IT, Northern and Bluefield will present at the October 23 meeting and Shepherd, Southern, Eastern, Glenville, Potomac and WV State will present at the December meeting. The Council asked that members' names be placed on the community and technical colleges' newsletter mailing lists.

There being no further business, Mr. Brown moved to adjourn the meeting. Ms. Almond seconded the motion. Motion carried.

_____, Chair

_____, Secretary

**West Virginia Council for Community and Technical College Education
Meeting of October 23, 2002**

ITEM:	Council Participation in the Selection of Community and Technical College Chief Executive Officers
INSTITUTION:	Community and Technical Colleges
RECOMMENDED RESOLUTION:	Discussion
STAFF MEMBER:	Jim Skidmore

Senate Bill 703 requires that the WV Council for Community and Technical College Education participate in the selection process of administrative heads for the community and technical college as directed by the Higher Education Policy Commission. It is suggested that the Council determine the means by which it will participate in the selection process and communicate such determination to the Higher Education Policy Commission.

Possible options for participation are as follows:

- Appoint one member of the Council to participate in the interview process;
- Interview the top two/three candidates by the full Council or a committee of the Council;
- Interview the top selection only and concur or disagree with the selection; or
- Designate the Vice Chancellor for Community and Technical College Education and Workforce Development to represent the Council during the interview process and report back to the Council.

**West Virginia Council for Community and Technical College Education
Meeting of October 23, 2002**

ITEM: Report on Legislative Oversight
Commission on Education
Accountability (LOCEA) Study for
Meeting the Essential Conditions for the
Delivery of Community and Technical
College Education in West Virginia.

INSTITUTION: Community and Technical Colleges

RESOLUTION: Information Item

STAFF MEMBER: Jim Skidmore

BACKGROUND:

This particular study, Meeting the Essential Conditions for the Delivery of Community and Technical College Education in West Virginia, is one of nineteen study reports required by the Legislative Oversight Commission on Education Accountability (LOCEA). It is submitted as an information item for Council review and comment.

MEETING THE ESSENTIAL CONDITIONS FOR THE DELIVERY OF COMMUNITY AND TECHNICAL COLLEGE EDUCATION IN WEST VIRGINIA

A Study Prepared for the Legislative Oversight Commission on Education Accountability

I. CHARGE

The legislative charge given to the West Virginia Higher Education Policy Commission in this study is to:

Develop a specific implementation plan with timelines for community and technical colleges to meet the essential conditions for the delivery of community and technical college education to all regions of West Virginia.

II. BACKGROUND

In November of 1971, the West Virginia Board of Regents released a document entitled "A Plan for Comprehensive Community College Education". This document was the result of a study conducted by three nationally recognized leaders in community college education. This study and subsequent reports are the basis for the structure of the community and technical college delivery system that is in place today in West Virginia.

The report outlined three major problems confronting West Virginia postsecondary education at the time. Those were: a) inadequate access to higher education within West Virginia, b) insufficient opportunity for career education; and c) the development of two postsecondary systems of occupational education in West Virginia, one through the State Board of Education in area vocational schools and another through the Board of Regents in higher education institutions. There were several recommendations contained in the document addressing each of these problems.

As to the structure, the Report presented the following:

a) That the Board of Regents establish a separate administrative structure for comprehensive community college education to reflect that this specific level of higher education has its own discrete philosophy and mission;

b) That a separate budget for the comprehensive community college education system be established and maintained to assure that funds allocated by the Board of Regents for community college education are used as prescribed and that accountability is maintained.

c) The recommended structure under the Board of Regents was to function as a system of ten comprehensive community college education service regions. The recommended mode of delivery was one of two alternatives: convert an existing branch or center into a comprehensive freestanding community college or establish community colleges as "discrete elements" of four-year institutions. The "discrete element" of community college education was to be part of West Virginia State College, Marshall University, Fairmont State College, Glenville State College, West Virginia Institute of Technology and Bluefield State College. In July of 1971, comprehensive community colleges were established from the branch campuses of West Virginia University at Parkersburg, which became Parkersburg Community College; from Wheeling and Hancock County campuses of West Liberty State College, which is now West Virginia Northern Community College; and the Marshall University branch campuses in Logan and Williamson became what is now Southern West Virginia Community and Technical College. Potomac State College was to be converted to a comprehensive community college.

Although no legislation resulted from the study, the Board of Regents did implement portions of the recommendations. All of the four-year institutions in the original recommendation and Shepherd College have developed community and technical colleges, but have not developed the "discrete element" as envisioned by the authors of the report. As the community college "components" of the four-year institutions have evolved since 1971, some colleges put into place very early some elements of what are now the essential conditions as described in Senate Bill 653, while others did not.

Two other major studies of higher education in West Virginia, Building for a New Century in February 1989 and Report of Study Committee on Higher Education in December 1999, referenced the importance of the delivery of community and technical college education. Building for a New Century, completed by the Carnegie Foundation, stated that the community college structure in West Virginia is weak and must be overhauled with all community colleges becoming freestanding institutions. The Report of Study Committee on Higher Education, completed by the National Center for Higher Education Management Systems (NCHEMS), recommended that West Virginia move away from “component community colleges to a statewide network of community and technical colleges serving every region of the state.” A model recommended by NCHEMS included independently accredited community and technical colleges.

Following the NCHEMS Study, Senate Bills 653 and 703 placed in statute that community and technical colleges located on the campuses of Marshall University, Fairmont State College, Shepherd College, West Virginia University Institute of Technology and West Virginia State College must become independently accredited in order to meet certain essential conditions for the delivery of community and technical college education. The community and technical colleges of Glenville State College and Bluefield State College are to adhere to the essential conditions for the delivery of community and technical colleges with the possible exception of independent accreditation. The legislation further delineated that meeting the essential conditions for the delivery of community and technical college education must be accomplished by 2006. The revised goal of the Higher Education Policy Commission is to meet the essential conditions, including independent accreditation, by July of 2005.

III. IDENTIFYING THE ISSUES

As stated above, Senate Bills 653 and 703 required community and technical colleges to meet certain essential conditions for the delivery of community and technical college education. The purpose for establishing the essential conditions is to ensure that each region of West Virginia is served by a community and technical college to meet the needs of the region. The Legislature intended for the essential conditions to set the framework for an autonomous system for delivering community and technical college education by those community and technical colleges that are part of a four-year institution. It is intended that this autonomy will provide the flexibility needed for these community and technical colleges to meet the goals for community and technical college education as established in Senate Bill 653. The Higher Education Policy Commission, through the WV Council for Community and Technical College Education, has the oversight responsibility for monitoring the progress in meeting the required goals.

The Higher Education Policy Commission and the WV Council for Community and Technical College Education must develop a plan for determining progress made by community and technical colleges in meeting the essential conditions. This plan will define the essential conditions, establish a timeframe for implementation and provide an instrument for monitoring progress.

IV. IMPLEMENTATION PLAN FOR MEETING ESSENTIAL CONDITIONS

All community and technical colleges, with the exception of the community and technical colleges that are part of Bluefield State College and Glenville State College, must, at a minimum, meet the following criteria to satisfy the requirements of the essential conditions for the delivery of community and technical college education as defined in Senate Bills 653 and 703. The community and technical colleges of Bluefield State College and Glenville State College must meet all essential conditions with the possible exception of independent accreditation.

1) Independent Accreditation

As required in Senate Bills 653 and 703, community and technical colleges that are part of Fairmont State College, Marshall University, Shepherd College, West Virginia State College and WVU Institute of

Technology must be fully accredited as determined by the Higher Learning Commission of the North Central Association of Schools and Colleges. In addition, an independently accredited community and technical college administratively linked to Bluefield State College is to be established in the Beckley area.

2) Full Range of Community and Technical College Services:

a. Career-Technical Education Programs

Community and Technical Colleges must offer skill sets, one-year certificate programs and associate degrees that lead directly to employment upon completion and are offered at times and locations that meet the schedule of traditional-aged and adult learners. All career-technical one-year certificate and two-year associate degree programs must have a program advisory committee comprised of individuals that can adequately reflect the needs of employers and advise the college on curricula and other issues pertaining to the program.

b. Transfer Education

Fully transferable general education transfer degree programs that provide open access to higher education must be offered through community and technical colleges.

c. Developmental Education

A full range of developmental education programs, enabling under-prepared students an avenue to enter higher education, must be offered and delivered through community and technical colleges. At a minimum, instruction in mathematics, reading and writing must be delivered as part of the developmental education effort. As an element of developmental education delivery, either directly or in collaboration with others, adult literacy programs are to be offered through community and technical colleges.

d. Workforce Training

Community and technical colleges must have a workforce development division to deliver workplace education programs and customized employer services, both credit and non-credit, that are based upon documented needs of the region's employers. Cooperative activities with employers should be emphasized in the delivery of programs.

e. Continuing Education

Community and technical colleges must have a continuing education program administered through or brokered by that unit that enables individuals to participate in life-long learning activities for professional and self-development and maintain current licensure and certification requirements.

f. Community Service

Community and technical colleges must be engaged in the delivery of community service programs enabling the community to participate in activities that promote community development and meet cultural and personal needs.

g. Cooperative Agreements with Public Schools

Community and technical colleges must be involved in the Seamless Curriculum Project with public schools and have a process in place to facilitate dialogue to explore joint use of facilities, cooperative programming and activities that promote cost effective utilization of public funds from both systems.

h. Programmatic Approval of Community and Technical College Programs

Community and technical colleges must have a program approval process that is separate from that of the baccalaureate level programs. In addition, community and technical colleges are to utilize the flexibility measures contained in Series 37 of the Higher Education Policy Commission Procedural Rules.

i. Competitive Fee Structure

Community and technical colleges must have a fee structure that is no more than 10% higher than the average of the freestanding community and technical colleges in West Virginia or the average of the community and technical college component's peer group.

3) Basic Services

a. Student Services Advising

Community and technical colleges must have student services and academic advising available at convenient times and locations to meet the schedule demands of both traditional-aged and adult students.

b. Library Services

Community and technical colleges must have library services available to students through contractual arrangements with the host institution, electronically or other means that adequately support the community and technical college programmatic offerings.

c. Physical Space

Community and technical colleges must have a physical space to offer courses that is visible to students and other clients with an emphasis given to the use of community space and shared-use facilities. Multi-institutional sites should be developed utilizing public school, higher education and employer facilities.

d. Access to Technology

Community and technical colleges must plan and budget to make available to students the latest technology possible to support its academic offerings.

e. Assessment

Community and technical colleges must engage in student and program assessment that meets the requirements of the accrediting body and must participate in other required assessment and accountability requirements established by the HEPC, governing boards or required in legislation.

f. Administrative Services

Community and technical colleges must have administrative services such as admission, registration and book store available to students and clients at convenient times and locations. In order to manage budgets, make informed decisions based on accurate data and engage in strategic planning, adequate support services must be available to the Chief Executive Officer of the community and technical college.

4) President of Community and Technical College

Community and technical colleges must have a president as the chief executive officer that is a separate position from the host institutional president or have alternative titles approved by the HEPC on the recommendation of the West Virginia Council for Community and Technical College Education.

5) Institutional Board of Advisors

An institutional board of advisors must be appointed for each community and technical college as required by statute and approved by the WV Council for Community and Technical College Education on the recommendation of the Chief Executive Officer of the community and technical college.

6) Full-Time Community and Technical College Faculty

Community and technical colleges must have a nucleus of faculty assigned full-time to the community and technical college and under the administrative authority of the Chief Executive Officer of the community and technical college. In addition, qualified business, industry and labor persons may be employed as adjunct faculty to support the full-time faculty.

7) Separate Faculty Personnel Policy

Community and technical colleges must have a faculty personnel policy that is separate and distinct from the baccalaureate faculty policies and reflects and supports the mission of the community and technical college.

8) Operating as Open Providers

In order to effectively serve its district, community and technical colleges must be structured to provide the flexibility to be a broker of education and training programs from outside sources. The community and technical college must have the authority to implement policies allowing maximum flexibility to administer brokered programs and courses.

9) Budgetary Authority

The Chief Executive Officer of the community and technical college must have the authority to make budgetary decisions regarding the appropriations made to the institution for the delivery of community and technical college education. For community and technical colleges linked to four-year institutions, a methodology for determining community and technical college budgets and charges for services rendered by the host institution will be developed by the Higher Education Policy Commission and utilized by all of these institutions. In addition, financial reports submitted by the community and technical colleges must separate revenues and expenditures.

V. TIMEFRAME FOR MEETING ESSENTIAL CONDITIONS FOR THE DELIVERY OF COMMUNITY AND TECHNICAL COLLEGE EDUCATION

All community and technical colleges as defined in Senate Bills 653 and 703 are to meet the essential conditions in the timeframe as outlined in the matrix. (See Appendices A.)

VI. EVALUATION

To determine if significant progress is being made to positively impact the delivery of community and technical college education to all regions of West Virginia, an evaluation and accountability system will be developed. The system will include annual collection of performance indicator data (See Appendices B), student and employer satisfaction surveys, on-site evaluations by consultants, annual updates of the Institutional Compact/Master Plan, and an audit of the budgetary process for determining community and technical college charge-backs to the host institution. The WV Council for Community and Technical College Education, by statute, has the responsibility of overseeing the implementation of the essential conditions for the delivery of community and technical college education.

a) Performance Indicator Data

To determine the extent that community and technical college education is being delivered in all regions of West Virginia, performance indicator data (See Appendices II) will be collected and analyzed annually through the Office of the Vice Chancellor for Community and Technical College Education and report to the Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education and the Legislative Oversight Commission on Education Accountability. The analysis will utilize baseline data and critical elements of community and technical college education delivery such as participation rates, degrees awarded and customized employer services provided.

b) Student and Employer Surveys

Student and employer satisfaction surveys will be administered periodically to a sample of students and employers receiving services from community and technical colleges. Only national validated surveys and statistically sound methodologies will be utilized in administering the surveys.

c) On-Site Evaluation

If deemed necessary, on-site evaluations by outside consultants may be utilized to determine if community and technical college services are being delivered to the intended population in West Virginia. The elements of the on-site review will be determined by the WV Council for Community and Technical College Education in consultation with the Higher Education Policy Commission.

d) Institutional Compact/Master Plan

The WV Council for Community and Technical College Education will review annually the Institutional Compact/Master Plan to determine the progress made by community and technical colleges toward

meeting the essential conditions for the delivery of community and technical college education and achieving the goals established in the compact. The WV Council for Community and Technical College Education, at its discretion, may request additional reports detailing progress made in reaching the established goals and may require oral presentations enabling them to better determine if progress is being made in meeting the essential conditions.

e) Budgeting and Reporting

Each community and technical college that is part of a four-year institution will submit to the WV Council for Community and Technical College Education a budget for its operations. This budget will include direct revenues and expenditures, as well as indirect charges for services provided by the host institution. The methodology for determining community and technical college budgets and the charges for services will be clearly documented and approved by the Council and the Policy Commission and applied on a consistent basis throughout all public institutions. After the end of the fiscal year, each component will prepare a schedule of actual revenues and expenditures developed on a consistent basis with the allocation methods determined in the budget process. This schedule of revenues and expenditures for the component community college will be included as a supplemental exhibit in the annual financial statements of the institution, and will be prepared on a consistent basis with the audited financial statements. This supplemental schedule will be subject to an overall review of reasonableness by the external auditors, but will not be subject to the detailed audit procedures required for the overall institution.

Appended materials are available as email attachments by contacting smithb@hepc.wvnet.edu.