West Virginia Council for Community & Technical College Education

AGENDA

October 23, 2017
2:00 pm

Members

Robert Brown, Chair
Clarence Pennington, Vice Chair
William Baker
Kenneth Boggs
Christina Cameron
Kathy D'Antoni
Michael Farrell

Tracy Miller
Charles Parker
Steve Roberts
John Sorrenti
Woody Thrasher
Harry Keith White

Sarah Armstrong Tucker, Chancellor
I. Call to Order
   A. *Approval of August 27, 2017, and September 26, 2017, Meeting Minutes ............... pg 3

II. Academic Affairs
   A. *Post Audit Reviews ........................................................................................................ pg 11

III. Finance and Facilities
   A. *Bond Projects for the West Virginia Higher Education Policy Commission
      Community and Technical Colleges Capital Improvement Refunding Revenue
      Bonds, Series 2017 .............................................................................................................. pg 18
   B. *Ten-Year Facilities Master Plan for Eastern WV Community and Technical College .............................................................. pg 21

IV. Additional Board Action and Comments

V. Upcoming Meetings
   Location: Advanced Technology Center, South Central West Virginia
            South Charleston, WV
   Date: December 7, 2017
   Time: 9:30 a.m.

VI. Adjournment

*Denotes an item requiring action/approval
A meeting of the West Virginia Council for Community and Technical College Education was held on August 17, 2017, beginning at 9:00 a.m. at Stonewall Resort and Conference Center, in Roanoke, West Virginia. Council members present were: Kenneth Boggs, Robert Brown, Mike Farrell, Tracy Miller, Charles Parker, Clarence Pennington, Steve Roberts, and John Sorrenti. Council members absent were: Bill Baker, Christina Cameron, Kathy D'Antoni, Woody Thrasher and Harry Keith White. Also in attendance were Chancellor Sarah Tucker, Council staff, community and technical college presidents, faculty, staff, students, Boards of Governors members and guests.

Call to Order

Chairman Brown called the meeting to order and noted that a quorum was present.

1. Approval of Minutes

   Ms. Miller moved the adoption of minutes from the June 8, 2017, meeting of the West Virginia Council for Community and Technical College Education.

   Mr. Parker seconded the motion. Motion carried.

Academic Affairs

2. Post Audit Reviews

   Mr. Pennington moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education receives post-audit reports for occupational programs at Blue Ridge Community and Technical College, BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, and West Virginia University at Parkersburg, and recommends that the programs be subject to the recommended actions as noted.

   Mr. Roberts seconded the motion. Motion carried.
3. **Lindsey Wilson College to Continue to Offer Baccalaureate and Master’s Degree Programs at Southern WV Community and Technical College**

Mark Stotler, Director of Academic Programming, explained that at its meeting on April 1, 2016, the West Virginia Higher Education Policy Commission approved a one-year extension for Lindsey Wilson College (KY) to offer a Bachelor of Arts in Human Services and Counseling, and a Master of Education in Counseling and Human Development at Southern West Virginia Community and Technical College. While the initial request from Lindsey Wilson College was for a four-year extension, a one-year extension was granted to provide an opportunity for officials at Southern West Virginia Community and Technical College and Marshall University to explore opportunities for Marshall University to offer expanded educational programming for students at Southern.

Based on discussions between Southern and Marshall, the Commission at its June 23, 2017, meeting approved extending the agreement with Lindsey Wilson College through June 30, 2019, to allow for the admission of one final cohort with an anticipated completion in spring 2019.

4. **Post Approval Audit of New Programs at Blue Ridge Community and Technical College**

Mark Stotler reported that Council policy, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*, provides that all non-occupational program proposals approved by the Council, “shall be reviewed via a post-approval audit three years after the initial approval.” Programs from Blue Ridge Community and Technical College were: A.S. in Education and A.S. in Business Administration. Dr. Stotler provided the Council with review details as outlined in the agenda.

**Finance and Facilities**

5. **Fiscal Year 2018 Tuition and Fees**

Ed Magee, Vice Chancellor for Finance, reported that tuition and fee increases for all Institutions were below the threshold required for Council approval. The Higher Education Price Index inflation rate was 1.8 percent for 2016. Dr. Magee reviewed institutional tuition and fee information as listed below:
6. **Update on State Audit Issues**

At Chairman Brown’s request, Chancellor Tucker updated the Council on federal, single-state audit issues and the sanctions issued by the U.S. Department of Education.

<table>
<thead>
<tr>
<th>Institution</th>
<th>AY 2016-17 Total Tuition &amp; Fees</th>
<th>AY 2017-18 Total Tuition &amp; Fees</th>
<th>$ Amount of Total Tuition Increase</th>
<th>% Amount of Total Tuition Increase</th>
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<td><strong>$173</strong></td>
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7. **Fiscal Year 2018 Operating and Capital Budgets for All Institutions**

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the Fiscal Year 2018 operating and capital budgets for all institutions.

Ms. Miller seconded the motion. Motion carried.

8. **Fiscal Year 2018 Higher Education Resource Assessment (HERA) Projects and Budgets**

Mr. Parker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the Higher Education Resource Assessment (HERA) projects and budgets for Fiscal Year 2018 to the community and technical colleges.

Ms. Miller seconded the motion. Motion carried.
9. **Fiscal Year 2018 Operating Budget for the WV Council for Community and Technical College Education**

Mr. Pennington moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the FY 2018 operating budget for the Council System Office.

Ms. Miller seconded the motion. Motion carried.

10. **Higher Education Adult Part-Time Student (HEAPS) In-Demand Programs**

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves areas of training for skill development and demand occupations for the workforce development component of HEAPS for fiscal year 2018.

Mr. Roberts seconded the motion. Motion carried.

11. **FY 2019 Budgetary Submission Request**

Ms. Miller moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the fiscal year 2019 budget submission request as presented.

Mr. Parker seconded the motion. Motion carried.

**General**

12. **West Virginia Higher Education Compensation Management Program**

Mr. Roberts moved the adoption of the following resolution:

Resolved, That the West Virginia Council for Community and Technical College Education accepts the Executive Summary Report on the Point Factor Methodology and Service Step Salary Structure; and approves the West Virginia Higher Education Compensation Management Program for implementation September 1, 2017.

Mr. Parker seconded the motion. Motion carried.
Executive Session

It was noted for the record that the Council elected to remain in open session for the following items:

13. Presidential Contract and Compensation at Blue Ridge Community and Technical College

Mr. Pennington moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves contract changes for Dr. Peter Checkovich, President of Blue Ridge Community and Technical College, as proposed by the institutional board of governors.

Ms. Miller seconded the motion. Motion carried.

14. Presidential Contract and Compensation at BridgeValley Community and Technical College

Mr. Pennington moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves contract changes for Dr. Eunice M. Bellinger, President of BridgeValley Community and Technical College, as proposed by the institutional board of governors.

Mr. Parker seconded the motion. Motion carried.

Other Action and Comments

15. WV Northern Community College Accreditation Probation.

Corley Dennison reported that Council was informed via letter from the Higher Learning Commission (HLC) that West Virginia Northern Community College has been placed on probation for a period of not more than two years. The HLC cited concerns with assessment practices and faculty credentials. Northern must demonstrate these concerns have been met to the HLC by December of 2018 and the HLC will meet regarding the status of accreditation in June of 2019. The Council staff continues to monitor the situation and recommends that Northern update the Council on progress toward addressing those concerns at a meeting later this academic year.
Adjournment

There being no further business the meeting was adjourned.

Upcoming Meetings

Location: New River Community and Technical College
          Beaver, WV
Date: October 12, 2017
Time: 9:30 a.m.

____________________________________
Robert Brown, Chairman

____________________________________
William Baker, Secretary
A conference call meeting of the West Virginia Council for Community and Technical College Education was held on September 26, 2017, beginning at 3:30 pm and originating from the Council’s Central Office in Charleston, West Virginia. Council members present were: William Baker, Kenneth Boggs, Robert Brown, Christina Cameron, Tracy Miller, Clarence Pennington, Charles Parker, John Sorrenti, and Harry White. Absent were: Kathy D’Antoni, Michael Farrell, Steve Roberts, and Woody Thrasher. Also in attendance were Chancellor Sarah Tucker, Council staff, community and technical college presidents, faculty, staff, students and guests.

**Call to Order**

Chairman Brown called the meeting to order and noted that a quorum was present.

1. **Higher Education Policy Commission Bond Refunding**

   Mr. Sorrenti moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education authorizes the West Virginia Higher Education Policy Commission to refund all of the outstanding $78,295,000 State of West Virginia Higher Education Policy Commission Community and Technical College Capital Improvement Revenue Bonds, 2009 Series A; and in connection therewith, issue up to $82,000,000 aggregate principal amount of the State of West Virginia Higher Education Policy Commission Community and Technical College Capital Improvement Refunding Revenue Bonds, Series 2017.

   FURTHER RESOLVED, That the Council authorizes the taking of all other actions related to such refunding, and if the final agreement requires additional conditions, they may be presented to the Chancellor, who is hereby delegated the authority to approve the final documents.

   Mr. Baker seconded the motion. Motion carried.

**Adjournment**

There being no further business the meeting was adjourned.
Next Meeting

Location: New River Community and Technical College
Beckley, WV
Date: Thursday, October 12, 2017
Time: 9:30 am

______________________________
Robert Brown, Chairman

______________________________
William Baker, Secretary
WV Council for Community and Technical College Education  
Meeting of October 12, 2017

ITEM:                   Post Audit Reviews

INSTITUTIONS:           Pierpont Community and Technical College  
                         and Southern West Virginia Community and  
                         Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for  
                         Community and Technical College Education  
                         receives post-audit reports for occupational  
                         programs at Pierpont Community and  
                         Technical College and Southern West Virginia  
                         Community and Technical College, and  
                         recommends that the programs be subject to  
                         the recommended actions as noted.

STAFF MEMBER:          Mark Stotler

BACKGROUND:

Series 11 of the Council for Community and Technical College Education rules, Degree  
Designation, General Education Requirements, New Program Approval, and  
Discontinuance of Existing Programs, includes the following provisions:

- New occupational programs at community and technical colleges may be  
  implemented without approval by the Council.
- Three years after the date of implementation of the occupational program, the  
  Council will conduct a post-audit review of the program.
- After completion of the post-audit review, should there be a recommendation for  
  discontinuance of the program, the Chancellor shall make such recommendation  
  to the Council for action.

Five full post-audits were submitted for review and all are recommended for  
continuation. Follow-up reports have been requested for three of the programs. The  
post-audit summaries that follow provide the rationale for the follow-up requests.

The post-audit reports are designed to discern if the programs are academically sound,  
viable and addressing documented needs. The post-audits and follow-up reports with  
accompanying recommendations are summarized below.
POST-AUDIT REPORTS

Pierpont Community and Technical College

CAS/AAS Petroleum Technology

Goals/Objectives: The AAS degree in the Petroleum Technology program provides curriculum to prepare students for mid-level positions in the petroleum industry as technicians working in gas and oil production, gas transmission, field services, and drilling. This is a cooperative program with the West Virginia Petroleum Industry and WV Northern Community College. Embedded with the AAS program is a Certificate in Applied Science that is completed within the first two semesters of the AAS program. Between the first and second year, students have the option of completing a paid summer internship with various West Virginia petroleum companies. A 2+2 articulation agreement has been developed with Alderson Broaddus University and its Petroleum Management program.

Curriculum/Mode of Delivery: Courses are primarily delivered through live instruction. The AAS program is 60 credit hours in length while the CAS program requires 30 hours. The program curricula require the appropriate number of hours in communications and math.

Enrollment/Graduates: In the three most recent years for which data was available, the CAS program has produced 22 graduates and the AAS program has produced 30 graduates. The average unduplicated enrollment for the two programs combined was 58 students. Twenty-three students have completed internships while in the programs of study. Graduates have been successful finding employment at industries such as Dominion Transmission, Antero, Nobel Energy, Chevron, and EQT.

Assessment: Students in the program are assessed using quizzes, tests, and demonstrations of competency using both classroom and hands-on laboratory exercises. Professional industry certifications have been included in the training. Available certifications include SafeLand USA, OSHA 30 Hour, Medic First Aid, Crosby Rigging for Land Based Energy Operations, and Well Control. Assessment results were used to modify the program’s block scheduling so that courses in need of travel for completion could be completed in warmer weather. Two 8-week spring course blocks were created with travel to Buckhannon occurring in the latter 8-weeks of the semester. There are plans to update courses work in 2017-2018 to more accurately reflect the current job needs in the industry. The program coordinator is currently conducting an employer survey.

Faculty: The program utilizes two full-time faculty members devoted entirely to the program. In addition, four adjunct faculty have been used to support the program. All faculty have appropriate degrees or industry certifications.

Advisory committee: The program is served by a 22-member Advisory Committee that meets bi-annually to review the curriculum, requirements for
internships and potential employment opportunities. The committee was instrumental in implementing curriculum changes for English and math courses.

**Financial:** The programs were established with funding from a WV Advance grant, HB 3009 funding, a TAACCCT grant round 3 DOL, and Benedum Foundation support. The support from these sources totaled $1,352,996. In addition, $1,095,751 in corporate donations have been secured. Some of the donated funding is for scholarships and a career counselor. Equipment and ongoing operations are also supported with the donations.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** It is recommended that the program be continued.

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**Southern West Virginia Community and Technical College**

- **CAS Industrial Technology**

**Goals/Objectives:** The program provides students with basic skills in a variety of applied industrial careers which can lead to entry-level positions. In addition, the program provides a path to both the AAS program in Mechatronics and the AS program in Welding.

**Curriculum/Mode of Delivery:** The program requires 30 hours of coursework for both options – Welding and Mechatronics. Each option of the certificate program is aligned with its respective AAS degree program so that it can serve as the first year of the program. The certificate program is contained wholly within the associate degree program. All specialization courses for both options are taken face-to-face. The curriculum includes the necessary general education courses in communications and math. The full program is available on the Williamson Campus.

**Enrollment/Graduates:** The certificate program has produced four graduates, two from each option. The majority of mechatronics students are in the AAS program and do not apply for the certificate along the way. Many welding students take classes to achieve specific certifications and stop out when their educational goals have been met. Annual unduplicated enrollment for the program was six students. Enrollment ranged between four and eight students.

**Assessment:** Assessment for both options occurs primarily at the course level. Students in the Welding option progress to earning certifications in specific processes and positions. Students who pass particular courses earn skill set certificates. Assessment of student performance in welding has led to programmatic changes including a change in the technical math course. It was determined that the course was not well aligned with program needs. A course
was developed and a textbook selected that will better meet the needs of the program.

**Faculty:** Typically, all mechatronics classes have been taught by full-time faculty; however, full-time faculty taught only 55 percent of welding classes in spring 2016. The full-time welding faculty member was on medical leave. Faulty data sheets were provided for four full-time faculty and two part-time faulty.

**Advisory committee:** The program is served by a small Advisory Committee consisting of five individuals representing four different companies. The committee meets annually and has provided input on program needs.

**Financial:** The associate degree programs received significant grant support through the Technical Program Development Program and a WV Advance Grant. Equipment has been purchased thus leaving faculty support as the greatest expense for the future. Welding has an ongoing need for supplies which is covered by course fees, currently $50 per credit hour. The audit did not provide any details regarding future program income for the certificate and associate degree programs.

**Accreditation:** No specialized accreditation is available for the program.

**Recommendation/comments:** It is recommended that the program be continued, but that a progress report be provided by March 15, 2018 that addresses the items listed below. The report may be included with a similar progress report that has been requested for the AAS in Mechatronics program.

- Plans to support the program financially in the future
- Consider the possibility of expanding the size of the advisory committee

**CAS Paraprofessional Education**

**Goals/Objectives:** The program prepares individuals to serve in a support capacity including, but not limited to, facilitating instruction, and direct or indirect supervision of pupils under the direction of an educator. Upon completion of the CAS, graduates will meet the legislative mandate that require all assistant teachers must hold an assistant teacher credential.

**Curriculum/Mode of Delivery:** All education classes are delivered online. General education classes are offered in a variety of delivery modes. The program is 36-credit hours in length and includes required coursework in communications and math. The program is completely embedded in the AAS program in Early Childhood Development.

**Enrollment/Graduates:** According to system data, the program has produced one graduate and has an average annual enrollment of two students. The program is intended primarily for people who wish to remain employed in their present jobs. Many students do not apply to graduate with the certificate and proceed directly
into the AAS in Early Childhood Development program. The AAS program produced 38 graduates between 2012 and 2016.

**Assessment:** The program utilizes a variety of assessment measures. There are no assessment activities unique to the certificate program. Assessment is tied to the AAS program. Students enrolled in the practicum have sat for the Early Childhood Education Job Readiness Assessment Battery and Care-Basic Exam secured through the National Occupational Competency Testing Institute (NOCTI). Course revisions have been made when scores on one of the thirteen standards fall below 70 percent.

**Faculty:** The program has been delivered using two term full-time faculty who deliver the bulk of the instruction and two part-time faculty to deliver dual credit and EDGE credit offerings. All faculty are appropriately credentialed to teach education classes.

**Advisory committee:** The Advisory Committee serves both degree level offerings. The committee meets regularly and has provided input and guidance for curricular and programmatic issues. Members of the committee play a key role in facilitating opportunities for Southern students to obtain required observation hours in school classrooms.

**Financial:** The certificate is contained wholly within the AAS program; therefore, there is no additional cost to the institution to deliver the CAS program.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** It is recommended that the program be continued; however, the program is encouraged to explore the possibility of reducing the numbers of hours required for graduation from 36 to 30 hours.

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**AAS Mechatronics**

**Goals/Objectives:** The program prepares students for industrial automation in applications positions, as well as service type positions by providing knowledge and hands-on experience in electricity, fluid power, sensors, control systems, robotics, and programmable controllers. The program was implemented with a goal of providing displaced workers an opportunity to learn new skills and be employable in in-demand fields.

**Curriculum/Mode of Delivery:** The program requires 60 hours of coursework. The curriculum includes the necessary general education courses in communications and math. All mechatronics classes are delivered face-to-face. The full program is available on the Williamson campus.

**Enrollment/Graduates:** The program has only produced two graduates. Annual unduplicated enrollment was six students in the initial year (2014-15) but has increased to 21 students in 2015-17. In addition to the AAS in Mechatronics
program, Southern partners with the U.S. Department of Labor, Robert C. Byrd Institute and Unilin Corporation to offer a registered apprenticeship program in Occupational Development with an emphasis in mechatronics. Ten students have enrolled in the apprenticeship program and seven are expected to complete.

**Assessment:** The audit indicated that assessment is ongoing, but provided no specific details of the assessment program. In addition, the audit indicated that assessment results have been used and presented the following examples:

- Courses revisions were made to provide a greater emphasis on robotics
- Courses have been added and sequences and prerequisites have been adjusted

**Faculty:** The major courses have been taught by a total of five full-time and four part-time faculty during the audit period. Currently, the program supports one full-time faculty member who is supplemented with adjuncts.

**Advisory committee:** The program is served by a small Advisory Committee consisting of five individuals representing four different companies. The committee meets annually and has provided input on program needs.

**Financial:** The program received significant grant support through the Technical Program Development Program and a WV Advance Grant. In the first two years of operation, expenses totaled $363,985. Equipment has been purchased thus leaving faculty support as the greatest expense for the future. The audit did not provide any details regarding future program income.

**Accreditation:** There is no program accreditation available.

**Recommendation/comments:** It is recommended that the program be continued, but that a progress report be provided by March 15, 2018 that address the following items:

- A brief description of the program assessment plan
- Efforts to increase program graduates
- Plans to support the program financially in the future
- Consider the possibility of expanding the size of the advisory committee

➢ **AAS Management**

**Goals/Objectives:** The mission of the program is to prepare graduates for employment as mid-level managers in the energy and healthcare sectors. The program is available at all campus locations.

**Curriculum/Mode of Delivery:** The curriculum consists of 60 hours including six hours in English and Speech and three hours in math. Courses are delivered in a
variety of modes including traditional, interactive video network and online formats. The program has similar areas of emphasis as those offered by the AAS in Strategic Business Integration. Both programs offer areas of emphasis in Energy Management, Entrepreneurial and Small Business Management, and Healthcare Leadership. In addition several courses in the curriculum are utilized by students enrolled in four other programs offered by the business department.

**Enrollment/Graduates:** The report indicates an average annual enrollment of less than five students. The program has not produced any graduates. The report cites steady enrollment as a rationale for continuance. A limited offering of required major courses was cited as a possible factor for the lack of graduates.

**Assessment:** Students are assessed in the courses through traditional methods such as tests, quizzes, discussion boards and various assignments related to courses materials. For the first two years the program utilized WORKKEYS as an assessment tool. Recently, the college has implemented the NOCTI Pathway Assessment. Since there have been no graduates, this tool has yet to be administered. The General Management Industry-based credential is included in the NOCTI’s Pathway assessment battery. The audit suggests that assessment results have been used to target areas of success or areas that need to be strengthened. No specific examples were provided.

**Faculty:** The program is served by two full-time faculty members. Both faculty members have a Master’s degree with an emphasis on Management. The audit indicated that the program also utilizes adjunct faculty.

**Advisory committee:** The program is served by a 51-member Advisory Committee that meets annually in the spring and as needed throughout the year. The committee serves all business programs. The committee discusses the program, curriculum, student learning outcomes and needs.

**Financial:** The program does not receive a discrete annual budget. The program is authorized to utilize funding set aside for all business programs. Financial support has been adequate to cover necessary needs for the program.

**Accreditation:** There is no programmatic accreditation for this program.

**Recommendation/comments:** The audit raises questions about program necessity. The program has limited enrollment and has produced no graduates. There are multiple business program offered by the college. The AAS in Strategic Business Integration offers similar areas of emphasis and utilizes many of the same courses. It is recommended that a follow-up report be submitted by March 15, 2018 addressing the need for program continuation. If continuation is recommended, the follow-up report should address efforts to make the program more viable.

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the proposed Community and Technical College bond project list for the West Virginia Higher Education Policy Commission Community and Technical Colleges Capital Improvement Refunding Revenue Bonds, Series 2017.

Further Resolved, That the Chancellor and/or designee, on the advice of Bond Counsel, is authorized to make adjustments to the project list to be set forth in the Council Certificate of Determinations to be executed by the Chancellor and/or a designee, taking into account the net debt service savings for funding such final Projects and, provided further, that such Council Certificate of Determinations shall be consistent with the Commission’s final Certificate of Determinations for the proposed refunding.

STAFF MEMBER: Richard Donovan

BACKGROUND:

At the meeting of September 26, 2017, the West Virginia Council for Community and Technical College Education authorized the West Virginia Higher Education Policy Commission to refund all of the outstanding State of West Virginia Higher Education Policy Commission Community and Technical Colleges Capital Improvement Revenue Bonds, 2009 Series A. The Commission will issue up to $82 million aggregate principal amount of the State of West Virginia Higher Education Policy Commission Community and Technical Colleges Capital Improvement Refunding Revenue Bonds Series 2017 (the “2017 CTC Bonds”), which has been previously estimated to provide, subject to changes in market interest rates, approximately $6 million in debt service savings that
can be captured at closing and applied to new projects. The exact amount available for such purpose will depend on market conditions at the time the 2017 CTC Bonds are actually priced, which is expected to be later this month.

A list of potential community and technical college bond projects totaling approximately $92.7 million was provided for the September 26th meeting. Working with this list, Council staff has prepared a final proposed bond project list totaling $7,835,104 for Council approval that more closely aligns with the expected bond proceeds. The bond market and relevant interest rates fluctuate daily and more or less bond proceeds may be available than the $6 million previously estimated by the investment bankers, when the 2017 CTC Bonds are actually priced and sold.
### PROPOSED BOND PROJECTS*

October 12, 2017

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<th>INSTITUTION</th>
<th>Capital Outlay Projects</th>
<th>INSTITUTION PRIORITY</th>
<th>TOTAL PROJECT COST</th>
<th>FY 2018 BUDGETED</th>
<th>FY 2019 FUNDING REQUEST</th>
<th>PROPOSED BOND PROJECTS</th>
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*NOTE: Staff may adjust the list of bond projects, priorities and dollar amounts based on bond proceeds received and recommendations of Bond Counsel and Underwriters.
ITEM: Ten-Year Facilities Master Plan

INSTITUTION: Eastern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves Eastern West Virginia Community and Technical College’s Ten-Year Facilities Master Plan.

STAFF MEMBER: Richard Donovan

BACKGROUND:

Eastern West Virginia Community and Technical College developed a ten-year facilities master plan for its main campus in Moorefield and Technology Center in Grant County with assistance from Dr. Jack Byrd, Professor of Engineering, and Matthew Burdette and Jacob Smith, students in West Virginia University’s Benjamin M. Statler College of Engineering and Mineral Resources. The plan was developed with five strategic goals in mind:

- Student Access and Success
- Teaching and Learning
- Community Engagement and Partnerships
- Culture of Innovation
- Resources

The primary focus of the plan is to continue development of the Moorefield campus over the next ten years highlighting additional parking and site improvements, energy efficiency upgrades in the headquarter building and new construction as new programs are developed and enrollment increases. As currently envisioned these improvements will include:

- Priority 1, within five years - $670,000 to $800,000:
  - HVAC system and lighting improvements
  - Parking lot expansion
  - Implementation of the approved Landscape Master Plan

- Priority 2, within 10 years – $1,800,000:
  - Event Barn
  - Business and Information Technology Facility
• Priority 3, ten years and beyond – $1,500,000:
  o Second building to provide flexible space for workforce training, student engagement and classrooms

Master Plan objectives for the 17,500 square-foot Technology Center in the Grant County Industrial Park Grant primarily include implementing energy efficiencies measures and minor renovations to improve the efficiency and functionality of the building.

Eastern plans to fund these projects through state appropriations, institution capital fees, grants, and partnership opportunities with industry/local partners.

An executive presentation of the Ten-Year Facilities Master Plan will be made at the Council meeting.
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Chapter 1
Facilities Master Plan
Introduction
Message from the President

A strategic vision is an approach of a college’s future direction and business make up. It is a guiding concept for what Eastern is trying to do and to become. Eastern’s 2017-2027 Facility Master Plan is a travel guide of an organization’s future – the direction it’s headed, the focus it must acquire, the prime position it should occupy in the market and the facilities it plans to develop.

Eastern is a small institution and attitude, not size, will define its future. Five strategic goals guided the preparation of this ten-year master facility plan.

- Student Access and Success
- Teaching and Learning
- Community Engagement and Partnerships
- Culture of Innovation
- Resources

Each of the strategic goals from college’s Strategic Plan 2015-2020 served as a map for a ten-year facility plan that will allow the college to adapt to student and community needs. A good plan incorporates flexibility, innovation and the ability to respond quickly to immediate demands and needs.

I would like to extend my appreciation to West Virginia University (WVU) for their support in developing Eastern’s Facility Master Plan. Eastern was fortunate to work with two outstanding students, Matthew Burdette and Jacob Smith, from the Benjamin M. Statler College of Engineering and Mineral Resources at WVU. Many thanks to Dr. Jack Byrd, Professor, for his vision, leadership and support.

On behalf of Eastern’s Board of Governors, I encourage you to review the plans and vision included in this ten-year plan. It demonstrates a commitment to serving students and the Potomac Highlands of WV. Eastern is the “little college that can.” If you have any doubts, check us out in ten years!

Chuck Terrell
President and “Head Coach”
History

Since 1999 Eastern West Virginia Community and Technical College has been serving the educational needs for the areas throughout Grant, Hampshire, Hardy, Mineral, Pendleton, and Tucker counties. Originally accredited as a branch of Southern West Virginia Community and Technical College, Eastern has been dedicated to providing accessible and affordable education opportunities for academic, technical, workforce training, and life-learning subjects. Eastern received its own separate accreditation in 2008 and began plans for its Moorefield campus. President Charles Terrell’s arrival in 2010 sparked growth and development for the college. Bringing some fantastic ideas to the college, Dr. Terrell is still serving and enacting these plans today.

While small in comparison to some of the other colleges in West Virginia, Eastern has some big ideas for the future including expansion, green initiatives, hands-on learning opportunities, and much more.
Planning Overview

In order to provide the best learning experience to its students and make campus improvements in the best way possible, Eastern West Virginia Community and Technical College has collaborated with professors, graduate students and undergraduate students at West Virginia University. In addition to the Landscape Master Plan being developed by a WVU student, Eastern has developed energy assessments with WVU engineering graduate students.

Eastern has also worked closely with a WVU undergraduate facilities planning team to create and distribute surveys to its students in order to determine the college's most important priorities and develop its Facilities Master Plan. With guidance from Eastern faculty, staff, and students the WVU team developed steps in order to smoothly plan and document facility changes, improvements, and expansions. These steps include:

1. Collecting Data – determine and collect data needed including enrollment records, course records, faculty and staff headcounts, and structural plans for the college.
2. Analyzing Data – review the data collected in order to determine how new space should be allocated and how current space should be improved.
3. Idea and Plan Development – draw conclusions from the analyzed data and determine how to properly implement solutions.
4. Documentation – encapsulate all project steps and develop a complete facilities master plan.
Campus Summary

The main campus of Eastern West Virginia Community and Technical College is located in Moorefield, West Virginia. The main campus holds Eastern's headquarters as well as most of the college's classrooms. Additionally, the college also has space at a Technology center located in the Grant County Industrial Park. This Technology Center houses lab space as well as classrooms.

Main Campus / Primary Building

The current main campus building includes lab space and classrooms for students to learn and develop the skills taught at Eastern. As a large supporter of the surrounding community Eastern has been dedicated to lining the hallways of the main campus primary building with the work of local artists. The building also houses a study room with computers, study tables, and an advertisement wall to help bring in additional revenue to the college while supporting hometown businesses.

Technology Center

The technology center consists of open classroom space, a wind energy lab area, an adult basic education lab area, an auto tech work center, and multiple offices. Many of the students Eastern educates are there to learn general world education or a specific technical skill. The technology center caters to both of those student types while keeping open classroom space for lessons or overflow from the main campus.

Main Campus / New Addition, Adjacent Buildings, and Parking Lot

The primary problem Eastern faces is having enough space to expand. Looking forward to the next 10 years, Eastern plans to expand its primary building as well as build two other adjacent buildings in an effort to increase space. The addition to the primary building will be primarily office and classroom space with a few possible amenities. The two adjacent buildings will be used for lab space and open learning environments. These additional buildings will also include flexible space to be used in whichever way the college sees fit as it expands into the future. Finally, the college will develop a new parking lot with a focus on energy conservation methods including permeable pavement, solar panel canopies, curb cuts for water flow, and rain gardens.
Main Campus / Barn Event Area

A barn event area is planned to create a space in which the college could hold activities. The "barn" will be a generally open building where the college would be able to host performances, movies, and other events. This area will be primarily used to host events to attract the surrounding community to the college in the desire that those attracted will inquire about higher education while bringing the community together.

Conclusion

Eastern West Virginia Community and Technical College has been a proud educator of the eastern West Virginia area for 18 years and will continue to do so for the foreseeable future. Current buildings and facilities will be examined to find their current effectiveness in providing usable space to the college, while new facilities will be built to deal with shortages and space needs. The facilities master plan is made to guide Eastern into the future without doubt. While not an exact construction or allocation plan, this document should be used as groundwork on which to continue planning and development of Eastern West Virginia Community and Technical College.
Chapter 2
Planning Data Analysis
Program and Certification Offerings

Associates in Applied Science

  Accounting
  Administrative Support Technology
  Automotive Technology
  Business
  Early Childhood Development
  Information Technology
  Nursing
  Technical Studies
  Wind Energy Technology

Certificate Programs

  Accounting
  Administrative Support Technology
  Automotive Technology
  Business
  Computer Applications Specialist
  Electromechanical Technology
  Information Technology
  Wind Energy Technology

Baccalaureate Program

Custom Degree
Program and Certification Offerings

Education for Future Careers

Eastern West Virginia Community and Technical College offers 11 degree programs and an array of certificates and skillsets. These programs through the associate-degree level provide the starting point for students to get further degrees or careers directly so that they can become productive members of the community. More and more jobs require skilled labor for which a high school education or GED is not quite adequate, and so the need for these programs and certifications is increasing.

In just a brief time, programs at EWVCTC have become some of the top in the state, namely the nursing program is 3rd, ranking only behind other much larger institutions. Educational opportunities such as these are vital to the community as they provide a quality education at a reasonable price so that everyone can learn the skills they need for the career they want.
Faculty and Staff Headcounts

There is a large number of adjunct professors as the college continues to expand its course offerings that fluctuates a bit. As the programs offered expand and mature some positions have become full-time and so leads to a small overall decline in adjunct. The result is clear from the graph as it shows a mostly steady increase in full-time faculty with only a dip the last year which due to the size of the college amounts to only an opening of a position or two.

![Facility and Staff Headcount Graph](image-url)
Enrollment Data

Overall Eastern West Virginia Community and Technical College has grown over the past 10 years. Current data shows Eastern's enrollment has increased by 25% since its independent accreditation in 2008. This growth is the result of great community engagement and a strong student retention and completion rate. Eastern has found that by being active in the community, they've needed less advertising than other institutions. As Eastern continues to develop new facilities, these community outreach events will be the backbone of its continuous enrollment effort. The only concern limiting the college at this point is space.

Eastern has experienced yearly consistent growth until recently. The drop off in enrollment in the last year is primarily due to increasing tuition and fees, a strong local economy, and a national drug crisis. The development of new facilities could lead to a larger enrollment rate throughout the various counties Eastern serves. Eastern will be at the forefront of the general public by using the proposed event space to sponsor community events. As the enrollment rate increases, Eastern will have more space to use for new students and more classes.
Chapter 3
Current Facilities
Primary Building
Space Utilization

The primary building for Eastern West Virginia Community and Technical College is used for both instructional space as well as offices for the faculty. The first floor contains administrative space for most of the administration for the college as well as a study area for students. A conference room and nursing lab also occupy some of the space on the first floor. The second floor houses the majority of Eastern’s classrooms. There is a small office space which accommodates the remainder of the faculty and staff. Additionally, a science lab is incorporated into the second floor as well as a testing room for students to take examinations such as the GED. The hallways of both floors are lined with the work of local artists to help support the surrounding community.

![Pie chart showing percentage of floor space: 47% for Class, 13% for Lab, 28% for Office, 12% for Other.](chart.png)
Technology Center
Space Utilization

The technology center, located in the Grant county industrial park, has 17,500 sq. ft. of space utilized for hands on training. Most of the area is used for open lab space with only a handful of offices and two class areas. The technology center focuses on getting students time using some of the things they have been learning about. The labs in the technology center consist of a wind energy lab, an adult basic education lab, an automotive service bay area, and a student work area. The college’s workforce education department offers courses in its healthcare career training series in order to help prepare students for national certification exams. Some of these courses include medical assistant, pharmacy career track, phlebotomy technician, EKG technician, and medical billing and coding.
Chapter 4
Proposed Facilities
Site Improvements

The headquarters building for Eastern West Virginia Community and Technical College is due for an HVAC system upgrade to correct design issues and improve energy efficiency. In a recent survey asking students about improvements their college could make, a large portion of students remarked on the current HVAC system being faulty and that a new one was needed. Eastern has decided to take action and research modifications and new equipment to improve the HVAC system. This may include conversion from electric to natural gas.

Additionally, Eastern would like to improve its campus to have a more open and communal feeling. This will be accomplished by adding sidewalks, open porches on new buildings, and gardens.

Eastern plans to put in solar lamp posts along the entrance road to the college to help wayfinding while showcasing Eastern’s desire for an environmentally friendly campus.

New Construction

Eastern plans to add an expansion parking lot in order to give parking services to visitors and have enough parking for its future growth.

Eastern will construct a new timber frame barn on the college’s existing campus with the goal to increase community engagement and encourage the development of workforce education.

Two new buildings are currently planned to be built adjacent to the headquarters building. One of these buildings will be dedicated to business and information technology, while the other will be mostly flexible space which could be used for classrooms, a workforce training center, or a student engagement center.
The proposed parking lot for the college provides a unique opportunity to demonstrate green infrastructure (GIR) management practices. Elements such as permeable paving, curb cut, rain gardens, and vegetated swales help to capture stormwater runoff on site. This lessens the need for underground pipes and prevents possible erosion. This rain lot can also serve as a teaching tool for students to understand proper green infrastructure implementation.
Chapter 5
Implementation and Prioritization
Overview

When planning an expansion with this many components it is important to keep everything in perspective by creating a phasing strategy. Eastern has many plans for the future, but understands that these kind of large projects take time. While this is a ten year facility master plan, it’s important to understand that many of these projects are in very early stages and may not be completed within the next ten years.

Another important point of focus for any project is funding. Eastern has many opportunities to gain financial ground on these projects over the next few years. The institution has already increased tuition for the coming academic year, and are currently exploring many possible loan, bond, and grant options. Some of these options include a possible bond referendum that is currently contingent on the state economy, a $75,000 energy loan to be used on energy saving projects, and a USDA loan paid back at 3% over 30 years. Eastern has already taken steps toward its future by borrowing $2,000,000 paid back over 30 years with 0% interest to complete an academic wing in 2015. It is also important to mention that some projects will pay for themselves directly. For instance, an improved HVAC system will save the college $32,000 annually in energy expenses, effectively paying for itself in 15 years.
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Chapter 6
Acknowledgements
Acknowledgements

Executive Advising Board
Dr. Charles Terrell, President
Michael O’Leary, President’s Office Administrator

Facility Master Plan Team
Dr. Jack Byrd, Professor, West Virginia University
Matthew Burdette, Student, West Virginia University
Jacob Smith, Student, West Virginia University