West Virginia Council for Community & Technical College Education

AGENDA
December 5, 2019
9:30 am

Members
Robert Brown, Chair
William Baker, Secretary
Kenneth Boggs
Christina Cameron
Kathy D’Antoni
Michael Farrell

Michael Graney
Tracy Miller
Charles Parker
Steve Roberts
John Sorrenti
Harry Keith White

Sarah Armstrong Tucker, Chancellor
Driving Directions to Raleigh County Campus

280 University Drive  |  Beaver, WV 25813
Phone: 304-929-6703

TRAVELING EAST ON I-64

- Take Exit 125B (Airport Road)
- At the bottom of the exit ramp, merge into your far left hand lane (you will see a sign in the middle of the divider that says "LEFT LANE ENDS.", turn left onto University Drive (which is a Dead End Drive)
- Continue driving on University Drive until you pass the New River Community and Technical College Campus and the Erma Byrd Higher Education Center on the right hand side. (Note: You will pass Silverpoint homes on your right before you arrive).
- New River CTC's parking is behind the building.

TRAVELING WEST ON I-64

- Take Exit 125 (Airport Road)
- At the bottom of the exit ramp, you will come to a complete stop at the Stop Sign (University Drive is straight across Airport Road), once the road is clear, keep straight across Airport Road to University Drive (which is a Dead End Drive).
- Continue driving on University Drive until you pass the New River Community and Technical College Campus and the Erma Byrd Higher Education Center on the right hand side. (Note: You will pass Silverpoint homes on your right before you arrive).
- New River CTC's parking is behind the building.
AGENDA

December 5, 2019
9:30 am

New River Community and Technical College
Room 135
280 University Drive
Beaver, WV 25813

Continental Breakfast Available at 8:30 am in Room 134

I. Call to Order

II. Honoree Resolutions

III. Advisory Council of Classified Employees Presentation

IV. Approval of Minutes
   A. *Approval of October 24, 2019, Meeting Minutes.............................................................pg 5

V. Academic Affairs
   A. *Revisions to Procedural Rule, Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.......................................................................................................................................... pg 10
   B. *Program Review at Mountwest Community and Technical College....................... pg 26
   C. *Post Audit Reviews and Follow-up Reports..................................................................... pg 28

VI. General
   A. *Technical Program Development Award .........................................................................pg 42

VII. Information
   A. Report on Fall 2019 Enrollment ...........................................................................................pg 43

* Denotes an item requiring action/approval
B. Education Pathways Data Presentation................................................................. pg 44

VIII. Possible Executive Session Under the Authority of WV Code §6-9A-4 for the Following:

A. *Interim Presidential Appointment and Contract at Mountwest Community and Technical College

IX. Additional Board Action and Comments

X. Upcoming Meetings

| Location: | Advanced Technology Center, South Central West Virginia  
|          | South Charleston, WV  
| Date:    | January 23, 2020  
| Time:    | 9:30 a.m.  

XI. Adjournment
A meeting of the West Virginia Council for Community and Technical College Education was held on October 24, 2019, beginning at 9:30 am, at the Advanced Technology Center, South Central in South Charleston, West Virginia. Council members present were: Bill Baker, Kenneth Boggs, Robert Brown, Tracy Miller, and John Sorrenti. Joining via conference call were: Christina Cameron and Steve Roberts. Absent were: Kathy D’Antoni, Michael Graney, Charles Parker, and Harry Keith White. Also in attendance were Chancellor Tucker, Council staff, community and technical college presidents, faculty, staff, students, and guests.

Call to Order

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

1. Advisory Council of Faculty Annual Presentation

Amy Cunningham, Chair of the Advisory Council of Faculty (ACF), discussed this year’s theme, Investing in West Virginia. She also provided an overview of the ACF and highlighted the following desires of the Advisory Council:

- Increase funding for higher education to prepare students for the dynamic needs of West Virginia
- Fully fund PEIA
- To be included in the decision-making process for higher education in West Virginia
- Ensure transparency for fair and equitable employment process for faculty and staff
- Preserve the autonomy of the institutional Boards of Governors to regulate the safety and security of the individual campuses

Ms. Cunningham reported on services provided by faculty to their institutions, communities and students.

2. Advisory Council of Faculty Annual Presentation

Stephanie Rogner, Chair of the Advisory Council of Students (ACS), and Anna Williams, Student Body President at Marshall, provided an overview of the ACS and highlighted activities at West Virginia’s higher education institutions such as food sharing programs to combat student food insecurities, additional funding through foundations to prevent dropouts due to financial need, and other supportive programs throughout the state’s community colleges and universities.
They discussed concerns that included:

- Education Attainment – Understanding that staying in school is much more difficult than applying
- Resource Availability - Examine the way resources are allocated among public institutions
- Higher Education Funding - Understand the micro-level effects that macro-level funding decisions create

3. Approval of Minutes

Mr. Baker moved the adoption of minutes from the August 22, 2019, September 19, 2019, and October 1, 2019 meetings.

Ms. Miller seconded the motion. Motion carried.

Finance and Facilities

4. FY 2019 Consolidated Audit Presentation

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education accepts the audit of the Council’s Combined Financial Statements for the Fiscal Year ended June 30, 2019.

Mr. Boggs seconded the motion. Motion carried.

5. Fiscal Year 2021 Capital Project Priorities

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the prioritized capital project list for Fiscal Year 2021 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January 2020 as required by state law.

Mr. Roberts seconded the motion. Motion carried.

Academic Affairs

6. Approval of Campbellsville University to Confer Degrees in West Virginia

Mr. Sorrenti moved the adoption of the following resolution:
RESOLVED, That the West Virginia Council for Community and Technical College Education approves the request for Campbellsville University to offer theology degrees, certificates and occupational certificates in West Virginia.

Mr. Baker seconded the motion. Motion carried.

7. **Revisions to Procedural Rule, Series 14, *Holidays***

Mr. Roberts moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves proposed revisions to Procedural Rule, Series 14, *Holidays*, to be filed with the Secretary of State for the thirty-day public comment period. If no substantive comments are received, the Council extends its final approval.

Ms. Miller seconded the motion. Motion carried.

8. **One-Year Suspension of Institutional Textbook Affordability Report**

Mr. Roberts moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education suspends, for one year, the November 1 institutional annual textbook report.

Ms. Miller seconded the motion. Motion carried.

9. **Appointment to the Higher Education Student Financial Aid Advisory Board**

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of Janet Fike to the Higher Education Student Financial Aid Advisory Board for a three-year term.

Mr. Boggs seconded the motion. Motion carried.

10. **Technical Program Development Grant Award**

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the Technical Program Development grant award as proposed.

Mr. Boggs seconded the motion. Motion carried.
11. **West Virginia Invests Grant Update**

Tana Pendell, Program Administrator, Division of Financial Aid, updated the Council on the implementation of the West Virginia Invests Grant program. Ms. Pendell reported that there were 5,192 applications for the 2019-2020 academic year, and 1,008 awards. Reports indicate that the majority of students awarded were traditional students under the age of 24. She reported that $3,745,847.00 has been awarded to date.

12. **Update on New Higher Education Data Portal**

Chris Treadway, Senior Director of Research and Policy, provided a presentation on *Explorer*, a new interactive, internet-based data portal that provides users timelier access to accountability data for both the West Virginia Council for Community and Technical College Education, and the Higher Education Policy Commission.

13. **Apprenticeship In Motion (AIM) Grant Award**

Chancellor Tucker provided a progress update on the U.S. Department of Labor’s Apprenticeship in Motion (AIM) $4 million grant award to the West Virginia Council for Community and Technical College Education. The grant will train and place apprentices in middle to high-skilled IT occupations. West Virginia’s community and technical college institutions serve 28,000 students, nearly 4,200 of whom enroll in IT courses. AIM will build on the system’s success in working with businesses to develop a highly skilled IT workforce for West Virginia.

Additional Board Action and Comments

14. **Introduction of New President at West Virginia Northern Community College**

Chairman Brown introduced and welcomed Dr. Daniel Mosser, the new president at West Virginia Northern Community College.

15. **Chancellor Tucker Update**

Chancellor Tucker brought to the Council’s attention an area of concern for a special group of students. She has learned that 11% of children in West Virginia are being raised by someone other than their parents, i.e. grandparents. This group of students are not eligible to complete the FAFSA until they are 24 years of age. The Chancellor has been speaking with judges and senators to work on addressing this issue. She also plans to meet with legal aid and federal financial aid representatives soon. She noted that children in the Foster Care system are eligible to complete the FAFSA.
Adjournment

There being no further business the meeting was adjourned.

Upcoming Meeting

Location: New River Community and Technical College
Beaver, WV
Date: December 5, 2019
Time: 9:30 a.m.

____________________________________
Robert Brown, Chairman

____________________________________
Steve Roberts, Secretary
ITEM: Revisions to Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves revisions to Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs to be filed with the Secretary of State for the 30-day public comment period and if no substantive comments are received that the Council extends its final approval.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The revision to Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs, involves the addition of section 10, Guidelines for Joint Degree Programs. A joint degree is defined as one degree offered by two institutions with both institution's names appearing on the diploma and both institutions getting credit for degree completers.

Currently, West Virginia public institutions of higher education can offer a cooperative degree or a dual degree. In a cooperative degree the student takes classes from both institutions but at the end of the coursework chooses to graduate from one institution or the other, leaving one institution with no ability to gain credit for a graduating completer. Dual degrees allow a student to work on two degrees at one time with each school offering the student a degree.

A joint degree allows institutions to expand curricular offerings by cooperating with other institutions in the state and creates efficiencies by not requiring both institutions to invest in costly facilities or to hire specialized faculty. These revisions came about after a discussion in a 2019 spring meeting with presidents and other senior administrators desiring to improve cooperation in offering degrees. Once fully implemented, the joint degree could be offered between two (or more) four-year institutions, between two-year institutions or between a two-year and a four-year institution.
The new language reads as follows:

10.1. Joint degree programs are one common degree program offered jointly by two participating institutions. The student takes courses from both institutions and, upon graduation receives a degree listing both institutions on the diploma or certificate.

10.2. Institutions desiring to offer a joint degree are to contact the Division of Academic Affairs in the Council office prior to beginning negotiations to offer the degree. Negotiations should begin at a minimum of 120 days from planned implementation. Working with the Council office, a memorandum of agreement (MOA) is generated by the two institutions. The MOA should cover topics such as the courses to be offered by each institution, facilities to be provided by each institution, the administrative structure of the program, the financial obligation of each institution and other details necessary for the successful implementation of the joint degree.

10.3. For reporting purposes, the MOA shall denote the percentage of credit for program completers each institution shall receive in state generated graduation reports. It is presumed institutions will split the number of completers in a 50/50 reporting split. However, should there be a significant enrollment disparity between the institutions, the institutions may agree to other mutually agreeable reporting percentages. Each institution shall use enrollment numbers in their own courses as part of their headcount reporting.

10.4. Each institution must contribute coursework to the degree/certificate program with the minimum curricular contribution being 25 percent of the total number of credit hours necessary for completion of the degree/certificate.

10.5. The student shall be admitted to both institutions. However, a “home” institution shall be identified for the student and is responsible for advising, fee and tuition collection, course registration, and administrating other processes necessary to allow the student to successfully complete the course requirements.

10.6. Once the MOA has been signed, it is attached to a program proposal as outlined in section 7 of this document and submitted for approval to the Council.

In order to have the participation of the 4-year institutions, the West Virginia Higher Education Policy Commission must approve its version of Series 11. Joint program offerings must meet all requirements from the Higher Learning Commission.

Revisions are also proposed to section 4.2, Submission Procedures. These proposed revisions are not a change in the approval process. Rather, it simply solidifies language that institutions report new occupational degrees in a timely manner. This is especially important with the implementation of the West Virginia Invests, last dollar in community college grant program as the Council office needs an accurate accounting of all eligible programs.
4.2. Associate in Applied Science and Certificate in Applied Science programs: New occupational programs may be implemented by the community and technical colleges and do not require the approval of either the institutional governing board or the Council. While the approval of the institutional governing board is not required, it is recommended that the appropriate institutional governing board be consulted. An occupational program may either be an applied associate degree program, certificate program, advanced skill set certificate, or skills set certificate delivered by a community and technical college with the primary intent of preparing the student to enter employment on completion of the program. Institutions shall notify the Office of Academic Affairs a minimum of 45 days prior to implementation of the program with a Notice to Implement letter. The letter shall specify the name of the degree or certificate, list the curriculum and the credentials of the faculty to teach the program. The letter shall also state whether the degree or certificate is deemed eligible for the West Virginia Invests program with an explanation as to how the program qualifies. All changes to existing programs and addition of new programs shall be reported to the chancellor.
§135-11-1. General.

1.1. Scope. -- This rule establishes standards for community and technical colleges to determine the appropriate degree designation for academic programs and the general education requirements for the respective degrees. Additionally, this rule delineates the responsibilities of the West Virginia Council for Community and Technical College Education in the approval and discontinuance of academic programs and establishes processes for institutions in seeking Council approval of new academic programs.


1.3. Filing Date. -- June 15, 2011.

1.4. Effective Date. -- July 15, 2011.

§135-11-2. Purpose.

2.1. Certificate and associate degree programs are central to the mission of community and technical colleges. They are a means through which the institution develops and maintains integrity in its educational programs. Appropriately defined, these degrees become an integrating force for the institution, set academic standards and goals for achievement of students, and establish the relationship between the college and other institutions at community college and baccalaureate college levels.

The associate degree program establishes the community college vision of what it means to be an educated person and affirms the college’s commitment to program coherence, continuity, and student success. Awarding the associate degree is a way by which an institution indicates the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workplace. The associate degree is recognized by baccalaureate degree-granting institutions and by employers as a critical indicator a student has demonstrated proficiencies at levels deemed appropriate to enter upper-division college programs or to enter a field of work. Certificate and associate degree programs must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process.

All degree programs must include a complement of general education requirements appropriate to the level of the degree. Therefore, it is the purpose of this policy to adopt and require the use of nationally standardized nomenclature regarding certificate and associate degrees and the nationally promulgated standards for the general education components of the respective degrees. It is the goal of this policy to ensure a common understanding of the associate degrees awarded by West Virginia community and technical colleges; to promote the transferability and portability of degrees among the colleges and with baccalaureate degree granting institutions; and to foster recognition of the degrees as a respected credential for employment.
The West Virginia Council for Community and Technical College Education is charged by statute with general authority for academic program approval for West Virginia community and technical colleges. To facilitate the discharge of these responsibilities, the procedures and format included within this rule shall be followed by each institution in submitting to the chancellor for consideration by the Council proposals to establish academic programs.

§135-11-3. Degree Designations.

3.1. Degree program: A degree program is an area of study approved as such by the institution and the Council and listed on the official Council inventory of degree programs, e.g. Business, Criminal Justice, and General Studies. The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. A.A. - Associate in Arts, A.S. - Associate in Science, A.F.A. - Associate in Fine Arts, or A.A.S. - Associate in Applied Science. The degree program completed would be listed on the student’s diploma.

There are nationally recognized associate degree designations adopted for use. Each has a specific purpose and declares the specific intent of those who framed the academic program requirements. The respective degree designations communicate clearly the primary, predetermined goal for the preparation of the student. Associate degrees require a maximum of sixty-credit hours unless otherwise required by accrediting agencies for completion of the degree and the certificate degree requires a maximum of thirty-credit hours for completion unless otherwise required by accrediting agencies.

The curriculum is the foundation of certificate and associate degree programs. For students to earn the degrees, the program must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process. The program must state the proficiency outcomes required for the students to transfer to baccalaureate institutions and/or achieve career goals.

Certificate and associate degree programs must include a full complement of general education requirements appropriate to the level of the degree, including essential communication and computation skills.

3.1.a1. The Associate in Arts (AA) degree. The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status.

3.1.a1.4a. General Education. For successful transfer with program emphasis in arts, humanities, social sciences, and similar areas, a substantial component of this degree, at least 24 semester hours of coursework, shall be in general education.

3.1.b2. The Associate in Science (AS) degree. The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the areas with substantial undergraduate requirements in mathematics, natural sciences, and similar areas. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status.

3.1.b2.4a. General Education. For successful transfer with program emphasis in agriculture, engineering and technology, and the sciences with a substantial undergraduate requirement in mathematics and the natural sciences, a large component of this degree, at least 24 semester hours of coursework shall be in general education.
3.1.3. The Associate in Fine Arts (AFA) degree. The dual purpose and intent of this degree is to prepare students to enter directly into employment in a specific art-related career while also preparing students for transfer to an upper division baccalaureate program. It gives emphasis to those majoring in areas with substantial emphasis in the arts. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status.

3.1.4. General Education. For successful transfer with program emphasis in art-related areas, a large component of this degree, at least 24 semester hours of coursework shall be in general education.

3.1.4.4. The Associate in Applied Science (AAS) degree. The purpose and intent of this degree are to prepare the student to enter directly into employment in a specific career. It gives emphasis to those majoring in occupational programs designed with and through employer advisory committees. It is the goal of this degree to achieve acceptance as an employment credential. While a student may be able to achieve successful transfer of some or all the courses within this degree, the goal of programs that award this degree is successful employment.

3.1.4.4.4. General Education. For successful entry directly into employment in a specific career and to provide a basic foundation for life-long learning and future career changes, at least 15 semester hours of coursework for this degree shall be in general education unless otherwise required by the accrediting agency. General education shall include communication and computational skills and other general education coursework related to the specific occupational career area.

3.1.5. Certificate in Applied Science Degree [CAS] program. A certificate program in applied science is a coherent, specialized curriculum designed for students in search of a specific body of knowledge for personal/career development or professional continuing education. The purpose and intent of the certificate degree program are to prepare the student to enter directly into employment in a specific career and meet the documented workforce needs of local employers. Generally, certificate programs provide the foundation for the associate in applied science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential.

3.1.5.4. General Education. As the foundation of the Certificate in Applied Science degree and for successful entry into employment in a specific career, at least 6 semester hours of coursework for the certificate shall be in general education, including essential communication and computation skills.

3.2. Program of Study: A program of study is a defined curriculum within an approved degree program. An institution should include the program of study on the student’s transcript. The program of study is identified by a distinct Classification of Instructional Programs (CIP) code.

3.3. Concentration: Concentrations provide a thematic focus of study that enable the student to spend the time and effort to acquire depth in a particular discipline, in addition to meeting the normal breadth of requirements for the associate’s degree. A student might choose a concentration to begin early preparation for a specific academic area that they might wish to later pursue in a bachelor degree program. Typically, approximately 12-18 credit hours would be expected for a concentration within an associate degree program. Concentrations should appear on the student’s transcript.

3.4. Advanced Skill Set Certificate: A series of courses or competencies that prepare individuals for a specific skill and carry value of 12 or more but less than 30 credit hours or non-credit contact hours equivalent to 12 or more but less than 30 credit hours.
3.5. Skills Set Certificate: A series of courses or competencies that prepare individuals for a specific skill and carry value fewer than 12 credit hours or non-credit contact hours equivalent to fewer than 12 credit hours.

§135-11-4. Submission Procedures.

4.1. Associate in Arts, Associate in Science, and Associate in Fine Arts academic degree programs with distinct CIP codes: Proposals for approval of new Associate in Arts, Associate in Science, and Associate in Fine Arts academic degree programs require approval from the appropriate Board of Governors and the Council. These associate degree programs are primarily designed as transfer programs. Decisions to establish concentrations or certificate programs within existing associate degree academic programs may be made at the institutional Board of Governors level or may be delegated to the institutional president and do not require external approvals. All changes to existing programs and addition of new programs should be reported to the chancellor.

4.1.a. Timelines for new degree programs: Proposals to add new degree programs shall be submitted to the chancellor at least 60 days prior to the date the Council considers program approval for associate level programs.

4.2. Associate in Applied Science and Certificate in Applied Science programs: New occupational programs may be implemented by the community and technical colleges and do not require the approval of either the institutional governing board or the Council. While the approval of the institutional governing board is not required, it is recommended that the appropriate institutional governing board be consulted. An occupational program may either be an applied associate degree program, certificate program, advanced skill set certificate, or skills set certificate delivered by a community and technical college with the primary intent of preparing the student to enter employment on completion of the program. Institutions shall notify the Office of Academic Affairs a minimum of 45 days prior to implementation of the program with a Notice to Implement letter. The letter shall specify the name of the degree or certificate, list the curriculum and the credentials of the faculty to teach the program. The letter shall also state whether the degree or certificate is deemed eligible for the West Virginia Invests program with an explanation as to how the program qualifies. All changes to existing programs and addition of new programs should be reported to the chancellor.

4.3. Delivery outside of the community and technical college consortia planning district: If a community and technical college desires to offer a program or courses outside its assigned community and technical college consortia planning district, the CTC must first contact the community and technical college(s) assigned to that consortia planning district. If it is not the desire of the assigned community and technical college(s) to offer the requested program or courses, the CTC may offer the specific program or courses. However, if any of the community and technical college(s) assigned to that consortia planning district desires to offer the program or courses, the requesting CTC may not offer the program or courses in that district. Once a decision is made to offer a program or courses outside of the assigned consortia planning district, the community and technical college should notify the chancellor of the agreement reached between the relevant colleges.

4.4. Delivery outside of West Virginia: An institution planning to offer existing academic courses and/or programs at sites outside West Virginia must have the approval of the appropriate out-of-state agency which regulates such offerings, as well as the approval of the Council.


5.1. General Education Curriculum Policy: Each community and technical college shall file with the Council their institutional policy on general education as approved by the respective Board of Governors.
Such institutional policy shall address the college’s vision for the common core of learning outcomes that are essential to the definition of an educated person regardless of the field of study undertaken. Such institutional policy shall include the institutional minimum requirements for general education for each certificate and associate degree designation.

5.2. Program Review Component: During the established five-year program review cycle for certificate and associate degrees, each community and technical college shall demonstrate compliance with this Council policy regarding degree designation and general education requirements. Specifically, the institution shall document that the purpose, intent and goals of the program are consistent with the degree designation and the full complement of general education courses support the program learning outcomes.


6.1. Intent to Plan: An institution must express to the chancellor by a statement of intent to plan a new Associate in Arts or Associate in Science degree program at least 120 days prior to the date when the Council considers approval of the new program. Early consultation allows exploration of such fundamental concerns as needs analyses, consistency with institutional mission, resource requirements, and other issues prior to engaging in extensive and detailed planning. Since community and technical college occupational programs or certificates do not require external approvals, no intent to plan request should be filed for these occupational programs or certificates.

The chancellor and staff will review the statement of intent to plan. Consultants may be used when deemed necessary. Approval of requests to plan shall be made by the chancellor.

Authorization to plan a new academic program does not, however, in any way constitute a commitment on the part of the Council to approve the program at such time as the planning is completed and the program approval request is submitted. The authorization indicates that the program is consistent with the mission of the institution. Planning authorization allows the institution to formulate a proposal for establishment of the new program.

6.2. A request to develop a plan should indicate the projected date of submission of the full proposal and the projected date of implementation. It should also include the following:

6.2.a1. A statement describing the educational objectives, the relationship of the objectives to the mission of the institution, and any special features or conditions that make the institution a desirable or unique place to initiate such a program.

6.2.b2. A brief description of the program.

6.2.c3. A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality.

6.2.d4. A statement listing other institutions in West Virginia that offer similar programs.

6.2.e5. A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program.

6.2.f6. A statement on what additional resources will be needed to offer the program.

§135-11-7. Submission Requirements for New Program Proposals.
7.1. Once the institution has received notification that the Intent to Plan has been approved, an institution may develop the program proposal. The format of the proposal should follow the sequence of items as they appear on the following pages. Please respond to each item if only to indicate that it is not applicable. Information may be presented in narrative or in outline form or in a combination of the two. Supporting materials such as charts and tables may be included or attached.

The cover page should include the following:

- Name of Institution
- Date
- Category of Action Required
- Title of Degree or Certificate
- Location
- Effective Date of Proposed Action
- Brief Summary Statement

7.2. Program Description.

7.2.a1. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plan.

7.2.b2. Program Identification: Each proposal shall include an appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.

7.2.e3. Program Features: Summarize the important features of the program and include a full catalog description. This section should contain:

- 7.2.e3.4a. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.

- 7.2.e3.2b. Program Requirements: Describe course requirements (indicating new courses with asterisks), areas of emphasis or concentrations, credit-hour requirements, research-tool requirements, examination procedures and other requirements. Also include field work or similar requirements and any other information that helps to describe the program of study.

- 7.2.e4. Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

- 7.2.e5. Program content. The proposed educational programs shall be compatible with the institutional mission. The relationship shall be described in documents provided to the Council.

- 7.2.e5.4a. The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted program length is: 60 semester credits for associate’s degrees unless otherwise required by the accrediting agency.

- 7.2.e5.2b. All proposed A.A. and A.S. undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented.
7.2.e  The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 15 semester credits for technical associate’s degrees unless otherwise required by the accrediting agency and 24 semester credits for transfer associate’s degrees such as the Associate in Arts, the Associate in Science, and the Associate in Fine Arts, unless otherwise required by the accrediting agency. If the general education component is delivered through integrated, embedded, interdisciplinary, or other accepted models, institutions must demonstrate that the program meets minimum requirements equivalent to the distributed model.

7.2.f  Program Delivery: Describe any instructional delivery methodologies to be employed such as distance education, on-line course delivery, weekend course delivery, or compressed time delivery, etc. Indicate costs associated with distance education or technology-based delivery.

7.3. Program need and justification.

7.3.a1  Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan.

7.3.b2  Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

7.3.c3  Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

7.3.d4  Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.

7.3.e5  Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.

7.3.f6  Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it.

7.3.e7  Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.

7.3.h8  Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected.

7.4. Program implementation and projected resource requirements.

7.4.a1  Program Administration: Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

7.4.b2  Program Projections: Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.
7.4.e. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five-year period.

7.4.d. Library Resources and Instructional Materials: Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

7.4.e. Support Service Requirements: Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget. Describe any student support services that will be put in place to enhance student retention and successful completion for this new program.

7.4.f. Facilities Requirements: Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

7.4.g. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements by object of expenditure.

7.4.h. Source of Operating Resources: Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five-year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

7.5. Program evaluation.

7.5.a. Evaluation Procedures: Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.

7.5.b. Accreditation Status: Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program and how each accreditation standard will be addressed within the proposed program.


8.1. Review of New Program Proposals: The chancellor's staff will review the proposal and contact the institution if additional information or consultation is required. Any requests for financial support of the program shall be integrated into budget requests for the appropriate year. Questions about the proposal may be raised at the institutional budget hearing.

8.2. Following the review of submitted documentation, Council staff will develop a recommendation for the Council regarding the new program proposal. Only those programs which meet state standards of
quality will be recommended for approval. The Council will make the decision as to whether or not to approve the new program.

8.3. All associate degree program proposals and Certificate of Applied Science program proposals implemented under the provisions of Section 4.1 and Section 4.2 of this rule shall be reviewed via a post-approval audit three years after the initial approval was received. The structure of the audit will be determined by Council staff and will include review of such issues as enrollment, retention, adequacy, necessity, viability and consistency with mission.

8.4. Once implemented, per Council for Community and Technical College Education policy, Series 10, Policy Regarding Program Review, the new program must be reviewed at least every five years at the institution(s) of higher education where implemented. In the review process, the following must be addressed: the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district. Additionally, periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience should be conducted.


9.1. An institution with the approval of its Board of Governors may discontinue a degree or certificate program. In seeking the Board of Governors approval, the president should explain the reason for the proposed action (e.g. lack of enrollment, high cost) and indicate the institution’s plan for assigning the positions and workload of faculty who are involved in the program and the impact on students who are already enrolled. The request to the Board of Governors should describe any plans that may have been made to transfer students, library holdings, equipment, etc. to another institution and indicate any financial savings that would accrue to the institution as a result of the termination. The institution shall also report to the chancellor any termination that is approved by the Board of Governors.

9.2. The West Virginia Council for Community and Technical College Education through the program review process also has the authority to recommend that an academic program be terminated. Per Series 10, Policy Regarding Program Review, every institution is to establish a five-year review cycle that includes all academic programs offered by the institution. At the conclusion of the annual institutional evaluation cycle, which examines such things as the viability, adequacy, necessity and consistency of the program with the institutional mission, the Board of Governors will report to the Chancellor, by May 31, the results of the program reviews conducted each academic year. The Council, through its staff or other appropriate entities, shall review annually the program review actions reported by each institution. The Council has the responsibility for review of academic programs including the use of institutional missions as a template to assess the appropriateness of existing programs and the authority to implement needed changes. The Council may modify any institutional action consistent with its authority for review of academic programs. Accredited programs that meet productivity guidelines will not be subject to further review by the Council.

135-11-10. Guidelines for Joint Degree Programs.

10.1. Joint degree programs are one common degree program offered jointly by two participating institutions. The student takes courses from both institutions and, upon graduation receives a degree listing both institutions on the diploma or certificate.

10.2. Institutions desiring to offer a joint degree are to contact the Division of Academic Affairs in the Council office prior to beginning negotiations to offer the degree. Negotiations should begin at a minimum of 120 days from planned implementation. Working with the Council office, a memorandum of agreement (MOA) is generated by the two institutions. The MOA should cover topics such as the courses
to be offered by each institution, facilities to be provided by each institution, the administrative structure of the program, the financial obligation of each institution and other details necessary for the successful implementation of the joint degree.

10.3. For reporting purposes, the MOA shall denote the percentage of credit for program completers each institution shall receive in state generated graduation reports. It is presumed institutions will split the number of completers in a 50/50 reporting split. However, should there be a significant enrollment disparity between the institutions, the institutions may agree to other mutually agreeable reporting percentages. Each institution shall use enrollment numbers in their own courses as part of their headcount reporting.

10.4. Each institution must contribute coursework to the degree/certificate program with the minimum curricular contribution being 25 percent of the total number of credit hours necessary for completion of the degree/certificate.

10.5. The student shall be admitted to both institutions. However, a “home” institution shall be identified for the student and is responsible for advising, fee and tuition collection, course registration, and administrating other processes necessary to allow the student to successfully complete the course requirements.

10.6. Once the MOA has been signed, it is attached to a program proposal as outlined in section 7 of this document and submitted for approval to the Council.
### FIVE-YEAR PROJECTION OF PROGRAM SIZE

<table>
<thead>
<tr>
<th></th>
<th>First Year (20__)</th>
<th>Second Year (20__)</th>
<th>Third Year (20__)</th>
<th>Fourth Year (20__)</th>
<th>Fifth Year (20__)</th>
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<tbody>
<tr>
<td><strong>Number of Students Served through Course Offerings of the Program:</strong></td>
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<td>Headcount:</td>
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<td>FTE:</td>
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<td>Number of student credit hours generated by courses within the program (entire academic year):</td>
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<td><strong>Number of Majors:</strong></td>
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<td>Headcount:</td>
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<td>Number of student credit hours generated by majors</td>
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<td>Number of degrees to be granted (annual total):</td>
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FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

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<tr>
<th></th>
<th>First Year FY (20__)</th>
<th>Second Year FY (20__)</th>
<th>Third Year FY (20__)</th>
<th>Fourth Year FY (20__)</th>
<th>Fifth Year FY (20__)</th>
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<tbody>
<tr>
<td><strong>A. FTE POSITIONS</strong></td>
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</tr>
<tr>
<td>1. Administrators</td>
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<td>2. Full-time Faculty</td>
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<td>3. Adjunct Faculty</td>
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<td>4. Graduate Assistants</td>
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<td>5. Other Personnel:</td>
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<td>a. Clerical Workers</td>
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<td>b. Professionals</td>
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*Note: Include percentage of time of current personnel*

|                      |                      |                       |                      |                       |                      |
| **B. OPERATING COSTS** | (Appropriated Funds Only) |                       |                      |                       |                      |
| 1. Personal Services: |                      |                       |                      |                       |                      |
| a. Administrators    |                      |                       |                      |                       |                      |
| b. Full-time Faculty |                      |                       |                      |                       |                      |
| c. Adjunct Faculty   |                      |                       |                      |                       |                      |
| d. Graduate Assistants|                     |                       |                      |                       |                      |
| e. Non-Academic Personnel: |             |                       |                      |                       |                      |
| Clerical Workers     |                      |                       |                      |                       |                      |
| Professionals        |                      |                       |                      |                       |                      |
| Total Salaries       |                      |                       |                      |                       |                      |
FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

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<tr>
<th></th>
<th>First Year (20__)</th>
<th>Second Year (20__)</th>
<th>Third Year (20__)</th>
<th>Fourth Year (20__)</th>
<th>Fifth Year (20__)</th>
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<tbody>
<tr>
<td>2. Current Expenses</td>
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<td>3. Repairs and Alterations</td>
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<td>4. Equipment:</td>
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<td>Educational Equipment</td>
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<td></td>
<td>Library Books</td>
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<tr>
<td>5. Nonrecurring Expense (specify)</td>
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<tr>
<td>Total Costs</td>
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</tbody>
</table>

C. SOURCES

1. General Fund Appropriations
   (Appropriated Funds Only)
   __Reallocation   ___New funds
   (check one)

2. Federal Government
   (Non-appropriated Funds Only)

3. Private and Other (specify)

Total All Sources

Note: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (Use additional sheet if necessary)
ITEM: Program Review for 2018-2019

INSTITUTION: Mountwest Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education accepts the program review actions of the institutional governing board.

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, Policy Regarding Program Review, institutions through their respective governing boards conduct academic program reviews. At its August 22 meeting the Council received a report summarizing program actions for 2018-2019. Mountwest Community and Technical College has submitted additional reports. This increases the total number of programs reviewed from 53 to 56.

A summary of program enrollments and graduates as well as a few highlights is provided in the table that follows.
2018-2019 Program Review Summary
Additional Programs Submitted

Mountwest Community and Technical College:

<table>
<thead>
<tr>
<th>Program</th>
<th>Average Enrollment</th>
<th>Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Radiologic Technology</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>AAS Respiratory Therapy</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>AAS Medical Assistant</td>
<td>NA</td>
<td>65</td>
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</tbody>
</table>

Highlights:
- Radiologic Technology and Respiratory Therapy are offered as cooperative programs with Collins Career Center in Ohio.
- The recent addition of clinical sites has allowed the Medical Assistant program to increase enrollment.
ITEM: Post Audit Reviews and Follow-up Reports

INSTITUTIONS: Blue Ridge Community and Technical College, New River Community and Technical College, West Virginia Northern Community College, and West Virginia University at Parkersburg

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education receives the post-audit report for the occupational programs at Blue Ridge Community and Technical College, New River Community and Technical College, West Virginia Northern Community College, and West Virginia University at Parkersburg and recommends that the programs be subject to the recommended actions as noted.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 11, 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.

The post-audit reports are designed to discern if the programs are academically sound, viable and addressing documented needs.

A total of twelve post-audits were submitted for review by Blue Ridge Community and Technical College, New River Community and Technical College, West Virginia Northern Community College, and West Virginia University at Parkersburg.

A recommendation to continue is deferred for three programs. Two programs at West Virginia Northern Community College, Chemical Operator and Instrumentation Process...
Technology, are under consideration for merger. The audit for Patient Care Technician at West Virginia University at Parkersburg was deficient in several areas and a revised audit has been requested.

The summary that follows provides information on each of the programs as well as a rationale for any follow-up request.
**POST-AUDIT REPORTS**

**Blue Ridge Community and Technical College**

- **CAS Applied Laboratory Technician**

  **Goals/Objectives:** The program prepares students to work in a variety of high demand laboratory careers. Students are prepared to monitor production processes or act as quality control technicians at manufacturing facilities.

  **Curriculum/Mode of Delivery:** The program is open enrollment. The curriculum consists of 30 hours including six hours of applied technical writing and technical mathematics. Courses are offered in a variety of delivery modes.

  **Enrollment/Graduates:** Enrollment has remained steady and has ranged between 10 and 14 students over the three year reporting period. The program produced five graduates over the same period. A number of initiatives have been implemented to increase enrollment including: 1) a dual enrollment program called Jumpstart which allows additional recruitment opportunities for programs related to Advanced Manufacturing, 2) providing specialized training for 135 lab technicians at the Proctor &Gamble Tabler Station, and 3) offering a Quality Assurance Technician (QAT) career advancement course. Students may be employed by industry or continue their education as a student in an AAS degree program.

  **Assessment:** The program has developed five specific learning goals accompanied by program outcomes and an assessment strategy and standard. Data from assessment are used to alter the difficulty level of assignments within individual courses and to determine which areas of study require increased focus during curriculum delivery. Several courses have been redesigned to place more emphasis on laboratory skills.

  **Faculty:** There is currently one full-time faculty member to teach the core curriculum for the certificate program. The faculty member has a master’s degree in Teaching as well as a bachelor’s degree in Chemical Engineering and 12 years of experience in the chemical industry.

  **Advisory committee:** An eleven member advisory board consists of representatives from various area industries. The board has helped identify the skills and knowledge that need to be taught and provided critical insight into the content of the curriculum.

  **Financial:** The AAS program was implemented with a Heroes for Hire three-year grant that ended in the summer of 2018. The program is now funded with course fees and tuition. It is estimated that a minimum of 8-10 students will need to enroll each semester for the program to sustain without any additional funding beyond institutional revenue.
Accreditation: No specialized program accreditation is available.

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

CAS Instrumentation; CAS Robotics; CAS Renewable Energy Systems

The College submitted one audit for three programs because of their close relationships. The three programs share a common assessment program, faculty and an advisory committee. Students from all three programs continue into the AAS Mechatronics program.

Goals/Objectives:
Robotics- The program supplies local industries with knowledgeable robotic technicians who can operate, maintain, and perform preventative and routine maintenance on various robotic devices. The program is designed to prepare workers to sit for the Kuka Robotics Technology certification.

Instrumentation- The program supplies local industries with knowledgeable robotic technicians who can operate, maintain, and perform preventative and routine maintenance on process control devices.

Renewable Energy Systems- The program supplies local industries with knowledgeable technicians who can design, specify and install appropriate renewable energy equipment and the systems that regulate and control that equipment. The program is aligned with the green energy and sustainability management sector.

Curriculum/Mode of Delivery: Each of the programs has a curriculum of 30 hours that includes technical writing and technical mathematics. All advanced manufacturing courses are offered in face-to-face, hybrid, and online delivery modes.

Enrollment/Graduates: Enrollment in all three program is very low. Enrollment for Robotics and Instrumentation has shifted to customized training and special status enrollments as a result of the local labor market change. Proctor & Gamble has indicated to college leadership that they are happy with flexibility. In 2018-2019, the two programs enrolled 241 incumbent workers as special status students. Many of these students had left Blue Ridge to fill P&G hiring needs and have returned for advanced training. The two programs have combined to produce eight graduates.

Over the past three years, given the urgency of P&G site development, faculty dedicated to the Renewable Energy program was reassigned to support P&G in plant start-up activities and training. Attention is being redirected to provide further support of the program with respect to resources and faculty. The program has produced one graduate.
Assessment: The programs have developed four institutional and program-specific learning goals and one program assessment goal. Each of the goals is accompanied by program outcomes and an assessment strategy and standard. The assessment data are used to develop methods of increasing retention within the courses and the program. Data are used to alter the difficulty level of projects within individual courses and to determine which areas of study require increased focus during curriculum delivery.

Faculty: The audit list three faculty who have taught courses during the reporting period. Two of the faculty have engineering degrees while the remaining faculty member has appropriate occupational experience.

Advisory committee: The program is served by a seven member advisory committee representing six different companies. The committee provides guidance on the skills and knowledge necessary to become successful technicians in the program areas.

Financial: Each of the programs initially received Technical Program Development grants of $220,000. In addition, the Instrumentation program received an Advance Grant of $366,550. Currently, all expenditures are covered through grants or tuition and fees. These programs are designed to generate the necessary revenue to cover the cost of equipment upgrades.

Accreditation: There is no program accreditation available.

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

CAS Network Specialties

Goals/Objectives: The program provides the advanced training required to install, configure and operate simple routed LANs and WANs and to sit for the Cisco Certified Network Associate (CCNA) certification. The program is a focused coverage of Cisco router configuration procedures, which will be mapped to the exam objectives and prepare you for the current CCNA certification exam. To accomplish program objectives and to support new course materials, equipment was purchased and upgrades performed to the college’s lab.

Curriculum/Mode of Delivery: The program has no specific entry standards. The curriculum consists of 30 hours including six hours of required communications and mathematics. Courses are available via live instruction in the classroom/lab environment or online through a virtualized lab environment. All courses are developed in a modular format to expedite completion and have the capability of being delivered in a blended learning environment. In the future, all courses will have the capability to be taught fully online.
Cisco has announced that in November 2019 the curriculum for the CCNA exam will change. Curriculum for the specialty examinations will be removed from the Cisco curriculum. The four courses that are currently mapped to the existing CCNA certification will change February 2020 to three courses and eliminate the specialty certifications in Security and Wireless.

Changes in the Cisco curriculum will likely result in the deletion of the Network Specialties Certificate.

**Enrollment/Graduates:** Enrollment in the program is low (one student); however, it should be noted the college also offers an AAS degree program in Computer Network Engineering Technologies. The program produced one graduate over the reporting period. To increase enrollment, the College has provided training to special status students. These completers are strong candidates for continued learning and degree completion through application of prior learning assessment.

**Assessment:** The program has developed four specific learning goals accompanied by program outcomes and an assessment strategy and standard. Data from assessment are used to alter the difficulty level of assignments within individual courses and to determine which areas of study require increased focus during curriculum delivery. Assessment has led to the following: 1) a rewriting of courses objectives to better align with industry standards and 2) increased lab activities to create a learning environment suited for student access.

**Faculty:** There is currently one full-time faculty member serving both the certificate and associate degree programs. A grant is being developed to hire a full-time program Coordinator to oversee both degree programs. Presently, there are seven adjunct instructors teaching within the two programs. All faculty have one or more of the Cisco certifications.

**Advisory committee:** A seven member advisory board consists of representatives from private and public employers. The board had a crucial role in the development of the program.

**Financial:** All expenditures are covered through course fees and tuition. It is estimated that a minimum of 10-15 students will need to enroll each semester for the program to sustain without any additional funding beyond institutional revenue.

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

**Recommendation/comments:** It is recommended that the program be continued as long as it remains a viable program following changes to the Cisco certification exam.
CAS Massage Therapy

Goals/Objectives: The Massage Therapy program provides students with the training in the manual manipulation of soft body tissues to enhance a person's health and well-being. Graduates are eligible to sit for the examination administered by the West Virginia State Board or the National Licensure Board provided all eligibility requirements are met.

Curriculum/Mode of Delivery: The CAS program requires the completion of 30 credit hours and 500 clock hours required by the state licensure board. The curriculum does not include any general education hours, including coursework to support communication and computational skills. Licensing or certification exams are independent of graduation requirements. The mode of delivery was not identified in the audit.

Enrollment/Graduates: The program operates on a cohort model. New student enrollment begins in the fall session only. Enrollment in the program has averaged eleven over the past four fall terms. There have been 30 graduates. Information on graduate placement is not available. A campus-wide initiative is being planned to track students.

Assessment: The program has developed a mapping of assessment measures to program goals and objectives. Student learning outcomes were not identified. Students are expected to demonstrate competencies using practical massage skills evaluation criteria. Students must maintain a written grade average of 70 percent and pass a final written and practical exam prior to graduation. Assessment data is used to both improve the program and to revise specific courses within the program. Specific examples of data use were not provided.

Faculty: The program is served by two adjunct faculty with industry experience. The audit did not provide information on who is responsible for program administration.

Advisory committee: The program is served by a four member advisory committee. The audit did not provide information on how frequent the committee meets or how the committee has been utilized.

Financial: In the 2018-19 academic year the program had income of $39,270 which was attributed to tuition and fees. Expenditures totaled $30,837.

Accreditation: There is no specialized accreditation available for this program. The program is approved by the West Virginia Massage Therapy Licensure Board and the Federation of State Massage Therapy Boards.
Recommendation/comments: It is recommended that the program be continued, but that a follow-up report be provided by March 15, 2020. The follow-up report should address the following issues:

- Identify program learning outcomes and provide specific examples of how assessment data has been used for program improvement.
- The report should provide documentation on how computational and communication skills are addressed. Series 11 of the council rules states in part: As the foundation of the certificate in applied science degree and for successful entry into employment in a specific career, at least 6 semester hours of coursework for the certificate shall be in general education, including essential communication and computation skills.
- Provide information on how often the advisory committee meets and how the committee has been utilized.
- Identify who has responsibility for program administration.
- Identify the mode of delivery for courses and where the program is being offered.

West Virginia Northern Community College

AAS Cybersecurity

Goals/Objectives: The program is designed for those who want to work in the cybersecurity field of computer information security. Information security analysts can work for computer companies, consulting firms, federal or state government agencies or business and financial companies.

Curriculum/Mode of Delivery: The program has no specific entry standards. Courses are offered via live instruction and in an online format. All courses are developed in a modular format. The program is 61 credit hours in length and includes three hours of composition, three hours of mathematics of Business and Finance and three hours of Communications. Students are required to complete a 100 hour internship and sit for at least one exam. For students with plans to pursue a bachelor's degree, the College has developed a separate 2+2 major with the University of Charleston.

Enrollment/Graduates: The program has produced nine graduates. Enrollment data was not provided. The College as a whole is working to develop a plan for collecting data of graduate placement.

Assessment: The program follows an assessment plan that has been developed for all computer information technology programs. Each course is mapped to program outcomes and whether the course introduces, reinforces, or masters concepts. Master Course Guides are incorporated into every course in blackboard and aligned with the courses content and learning criteria before converting them into a file format.
that can easily be uploaded into WEAVE (project reporting software). This allows the tracking and evaluation of each course so that improvements can be implemented.

**Faculty:** The program has utilized eleven faculty to deliver the curriculum and includes a balance of full-time and part-time faculty.

**Advisory Committee:** The program is served by a 31 member advisory committee. Minutes were provided for one meeting. The minutes revealed that much of the meeting was devoted to reports and statements from College personnel. Input from industry members was limited. There was no statement on how often the committee meets.

**Financial:** The program is funded by institutional funds and students fees. In FY20, the program will receive Perkins funds to improve instruction with the purchase of computer materials used in cybersecurity.

**Accreditation:** No accreditation is available.

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

- **AAS Chemical Operator**

  **Goals/Objectives:** The program prepares students to be employed as operators in the process industry. A chemical process operator works in the safe production, refining and transfer of various chemicals in three states of matter – solid, liquid, and gas. The chemical processing industry is anticipating sever shortages in skilled technicians to operate their plants. Industry partners expressed that the title of the program was too limiting. They recommended that the division offer a program that focuses on a variety of processes that operators could apply in multiple industries.

  **Curriculum/Mode of Delivery:** The program requires 60 hours of coursework. The curriculum includes the necessary general education courses in communications and math (technical writing and technical mathematics). In addition the program requires a three hour course in Interpersonal Communication. All technical classes are delivered face-to-face.

  **Enrollment/Graduates:** The program has produced ten graduates. Enrollment has averaged approximately nine students per semester. The audit suggested that enrollment has been a challenge due to the program being implemented in a spring-summer-fall-spring format.

  **Assessment:** The program established four educational goals of the program each course is linked to one or more of the program outcomes and identifies the level of competency students should obtain. Faculty submit assessment reports at the end of each term. At this time, no changes have been made to the program based on assessment results.
Faculty: In fall 2019, the major courses were taught by three faculty. Currently, the program has no full-time faculty.

Advisory committee: The program is served by a seven member advisory committee. The committee has been active in identifying program needs and recommending curricular changes.

Financial: The program was started using Bridging the Gap grant funds. It was also supported by an Advance Grant. These two grant programs provided the program with more than $300,000 to support initial operations. The program was absorbed into the division budget in FY 18.

Accreditation: There is no program accreditation available.

Recommendation/comments: A recommendation on program continuation is deferred pending final action on merging the program with Instrumentation Process Technology. A follow-up report is requested by May 31, 2020 on progress toward the merger. In addition, the follow-up report should provide the following: 1) evidence of a program assessment plan, 2) evidence of an active advisory committee, and 3) current and anticipated enrollment data.

- **AAS Instrumentation Process Technology**

  Goals/Objectives: The program includes foundation education in both mechanical and electrical instrumentation processes. Instrumentation technicians spend time installing, calibrating and troubleshooting various instruments in addition to complete control systems.

  Curriculum/Mode of Delivery: The curriculum is designed to give students a common entry semester for applied technology and then to focus on a specific track. The division is planning to combine this program with elements of the Chemical Operator program to create a generalized process technician program that will meet more of the needs of industry throughout the region. The program requires 60 hours of coursework. The curriculum includes the necessary general education courses in communications and math (technical writing and technical mathematics). In addition the program requires a three hour course in interpersonal communication. All technical classes are delivered face-to-face.

  Enrollment/Graduates: The program has only produced three graduates. Information regarding enrollment was not provided. Of the three graduates, one is working in the field and one is teaching for the college.

  Assessment: Assessment is embedded in five courses that are shared among all applied technical programs. Instructors selected specific outcomes to assess in each section of the courses being taught. The process was interrupted by personnel changes. A new program director will need to review the reports to determine
recommendations for overall program improvement. The program does not have a specific assessment plan but follows the assessment plan for similar programs, such as Advanced Manufacturing. The long term plan is to revise this program in relation to the Chemical Operator program since the programs overlap significantly. The course assessment have been used to revise specific courses.

**Faculty:** The major courses have been taught by a total of ten adjunct faculty during the audit period.

**Advisory committee:** The program does not utilize a unique advisory committee. Courses in the program are also part of the Advanced Manufacturing and Chemical Operator programs.

**Financial:** The program is part of the Applied Technology Division budget. Program directors are expected to submit a budget request within the division. The program generated $970 in program fees.

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

**Recommendation/comments:** A recommendation on program continuation is deferred pending final action on merging the program with Chemical Operator. A follow-up report is requested by May 31, 2020 on progress toward the merger. In addition, the follow-up report should provide the following: 1) evidence of a program assessment plan, 2) evidence of an active advisory committee, and 3) current and anticipated enrollment data.

**West Virginia University at Parkersburg**

- **CAS Business Administration**

  ** Goals/Objectives:** The program offers students a glimpse into the field of business. Upon completion students can continue into the AAS in Business Administration Technology or utilize their skills in an entry level business position.

  **Curriculum/Mode of Delivery:** Courses are delivered via lecture, hybrid, and online modes. The program is 31 credit hours in length and requires six hours of English composition and three hours of quantitative literacy. The program is embedded within the AAS in Business Administration program.

  **Enrollment/Graduates:** Enrollment has ranged from a high of 187 in 2017 to a low of 125 in 2018. While the audit talks about low graduation numbers, the program has produced 148 graduates. The report indicates that graduation numbers could increase with better marketing and educating students through the advising process. The report did not provide any information on placement.
**Assessment:** Program assessment includes embedded assessment in individual courses. Evaluating success is done primarily through a pre-test and a post-test in two courses – Microeconomics and Financial Business Applications. The Division Assessment Committee monitors the scores and provides feedback to the division for improvements. One of the goals being met is that the program has become an interim goal and a milestone to benefit students’ confidence and persistence toward higher degrees.

**Faculty:** Over the course of the reporting period, the program utilized 10 full-time faculty members and 10 adjunct faculty members to deliver the course offerings. The division has made it a priority for introductory courses to be taught by full-time faculty when possible. Full-time faculty are also being used to teach the Advanced Applications course which was identified as a challenging course for success.

**Advisory Committee:** The program served by an 11 member advisory committee that meets biannually. Members review the program and its course listings, meet the faculty, suggest revisions to the program and identify emerging trends in the college’s service area.

**Financial:** Funding sources for the program are state appropriations and tuition and fee revenues. The total expenditures for this program are $7,235. Since the program is fully embedded with the AAS program, there is no added expense to the program.

**Accreditation:** No specialized accreditation is available for the CAS program; however, all business associate and baccalaureate level programs are accredited through ACBSP.

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

- **CAS Business Technology**

**Goals/Objectives:** The program offers students a glimpse into the field of Administrative Assistant (previously secretarial science). Upon completion students can continue into the AAS in Business Technology or utilize their skills in an entry level administrative assistant position.

**Curriculum/Mode of Delivery:** Courses are delivered online. Students may have the option to take some courses via a lecture and hybrid option. The program is 30 credit hours in length and requires six hours of English composition and three hours of quantitative literacy. The curriculum is designed to give students an understanding of the broad nature of business and using information in decision making.

**Enrollment/Graduates:** The initial year of implementation saw an enrollment of 34 students. In the latest year of reporting, 14 students were identified as CAS students. The audit indicates that current enrollment will not justify the continuation of the program. Falling enrollment has been attributed to the currency of the program and
is being evaluated. Three factors cited in the low enrollment include the limited full-time faculty, online delivery, and the program name. The program has produced 10 graduates which is less than one third of the students enrolled. There was no information provided on placement.

**Assessment:** Program assessment includes embedded assessment in individual courses. Evaluating success is done primarily through a pre-test and a post-test in two courses – keyboarding and Microsoft Word/Windows. The Division Assessment Committee monitors the scores and provides feedback to the division for improvements.

**Faculty:** The program utilizes one full-time faculty member and numerous adjunct faculty members to deliver the course offerings. Full-time faculty members are utilized to teach introductory courses and the Advanced Business Applications course which was identified as a challenging course for success.

**Advisory Committee:** The program served by an 11 member advisory committee that meets biannually. Members review the program and its course listings, meet the faculty, suggest revisions to the program and identify emerging trends in the college’s service area.

**Financial:** Funding sources for the program are state appropriations and tuition and fee revenues. The total expenditures for this program are $2,412.

**Accreditation:** No specialized accreditation is available.

**Recommendation/comments:** It is recommended that the program be continued, but that a follow-up report be submitted by August 16, 2020. The report should address program viability and whether the enrollment decline has been reversed.

➢ **CAS Patient Care Technician**

**Goals/Objectives:** The program was designed to prepare a student for employment as a Patient Care Technician or to choose a pathway for entry into the nursing program.

**Curriculum/Mode of Delivery:** The program is 31 credit hours in length and includes three hours of English and three hours of math. The delivery mode for all courses is traditional in-seat. Students must complete the National Healthcare Association Patient Care Technician Certification Exam in order to graduate. The curriculum prepares graduates to sit for three national certification exams: 1) Patient Care Technician, 2) Phlebotomy Technician, and 3) Electrocardiogram Technician.

**Enrollment/Graduates:** The audit narrative indicates that cohorts of six students were admitted in fall 2016 and fall 2017. A table accompanying the audit indicates that 23 students were enrolled in 2016 and 17 students in 2017. The program produced four graduates out of the first two cohorts. While specific employment
information was not provided the audit indicated that graduates have opportunities for employment in hospitals, urgent care centers, long-term care facilities, and health provider offices.

**Assessment:** The audit does not provide evidence of an active assessment plan. Course learning outcomes are provided for one course but nothing at the programmatic level. The assessment section reports that 12 students have completed the program and passed the PCT examination. This is inconsistent with enrollment and graduate numbers reported elsewhere. There is no evidence of assessment results being used for program improvement.

**Faculty:** For the most recent year included in the audit, the program was served by a two part-time faculty members. All faculty teaching had a minimum of a BSN degree in nursing. The audit does not indicate who is responsible for program coordination/administration.

**Advisory committee:** The program does not have an advisory committee.

**Financial:** The program is funded by tuition dollars and lab fees. The 2020 program budget shows $2300 for testing fees and $1400 for lab fees. The division chair is currently working with a local hospital on an arrangement where the hospital will pay the full tuition for students with a job requirement upon graduation.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** A recommendation for continuation is deferred pending a receipt of a revised report. The revised audit should address the concerns and shortcoming raised in the above summary.
ITEM: Technical Program Development Grant Award

INSTITUTION: New River Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the Technical Program Development grant award as proposed.

STAFF MEMBER: Nancy Ligus

BACKGROUND:

Technical Program Development funding in the amount of $1.8 million was allocated in the Council’s FY 2020 budget.

Each community and technical college has an opportunity to submit a proposal and request up to $220,000 per program that needs to be development. A committee comprised of Council staff reviews the proposals and makes recommendations about approval:

PROPOSALS RECOMMENDED FOR APPROVAL

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Institution</th>
<th>Anticipated Enrollment Per Year</th>
<th>Industry support</th>
<th>Recommended Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cybersecurity</td>
<td>AAS</td>
<td>New River CTC</td>
<td>15 per year</td>
<td>Innovate Tech Ventures, Premier Bank, Greenbrier Technologies, TechConnect</td>
<td>$220,000</td>
</tr>
</tbody>
</table>

Total Recommended Awards: $220,000
West Virginia Council for Community and Technical College Education
Meeting of December 5, 2019

ITEM: Report on Fall 2019 Enrollment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Chris Treadway

BACKGROUND:

The presentation will provide an analysis of current enrollment data derived from the Fall Census 2019 data collection along with a discussion of historical enrollment trends. Data elements to be discussed include:

- College-Going Rate
- Fall to Fall Retention Rates
- Headcount Enrollment
- FTE Enrollment
ITEM: Education Pathways Data Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Chris Treadway

BACKGROUND:

The presentation will share data from the Statewide Longitudinal Data System (P-20). The Division of Policy and Planning recently developed, in partnership with the West Virginia Department of Education, a series of interactive data dashboards with information on the pathways West Virginia high school sophomores followed in pursuit of a postsecondary credential.