West Virginia Council for Community & Technical College Education

AGENDA

Southern WV Community & Technical College

October 22, 2015
9:00 am

Members

Clarence Pennington, Chair
Robert Brown, Vice Chair
William Baker
Bruce Berry
Keith Burdette

Christina Cameron
Kathy D’Antoni
John Panza
Steve Roberts
John Sorrenti

Sarah Armstrong Tucker, Interim Chancellor
Parking reserved in front of Building A
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

October 22, 2015
9:00 am

Southern WV Community and Technical College
2900 Dempsey Branch Rd.
Mt. Gay, WV 25637

Building A – Room 111

I. Call to Order

II. Welcome from President Dempsey

III. Advisory Council of Faculty Annual Presentation

IV. Approval of Minutes

A. * August 20, 2015, Meeting Minutes................................................................. pg 7

V. Academic Affairs

A. *Final Approval of Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities....................................................... pg 10

B. *Second Public Comment Period for Series 21, Freshman Assessment and Placement Standards................................................................. pg 15

C. *Program Review for 2014-2015 ........................................................................... pg 23

D. *Post-audit Review of Occupational Programs..................................................... pg 31

VI. Finance and Facilities

A. *West Virginia Northern Community College Acquisition of WESCO Building........pg 43

B. *Ten-Year Campus Development Plan at West Virginia University at Parkersburg................................................................. pg 66
VII. General
   A. *Auditor’s Recommendation Regarding Schools of Barbers and Cosmetology pg 70

VIII. Information Items
   A. Developmental Education Reform
   B. Senate Bill 439 Update
   C. Statewide College Access and Success Initiatives Report pg 78
   D. Review and Analysis of the Class of 2014 High School Opinions Survey pg 80

IX. Possible Executive Session Under the Authority of WV Code §6-9A-4 for the Following:
   A. *Revisions to Interim President Contract at Pierpont Community and Technical College pg 82
   B. North Central Advanced Technology Center
   C. Chancellor Search

X. Additional Board Action and Comments

XI. Next Meeting
   Location: Advanced Technology Center – South Central West Virginia
            South Charleston, WV
   Date: Thursday, December 10, 2015
   Time: 9:00 a.m.

XII. Adjournment
A conference call meeting of the West Virginia Council for Community and Technical College Education was held on August 20, 2015, beginning at 9:00 a.m. and originating from the Council's Central Office in Charleston, West Virginia. Council members present were: Bill Baker, Bruce Berry, Robert Brown, Keith Burdette, Christina Cameron, Clarence Pennington, Steve Roberts, and John Sorrenti. Council members absent were: Kathy D'Antoni and John Panza. Also in attendance were Interim Chancellor Sarah Tucker, Council staff, community and technical college presidents, and others.

Call to Order

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

1. Approval of Minutes

   Mr. Sorrenti moved the adoption of minutes from the June 11, 2015, and August 5, 2015, meetings of the West Virginia Council for Community and Technical College Education.

   Mr. Roberts seconded the motion. Motion carried.

2. Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities, for 30-Day Public Comment Period

   Mr. Brown moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the revisions to procedural rule Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Council extends its final approval.

   Mr. Baker seconded the motion, motion carried.

3. Series 21, Freshman Assessment and Placement Standards, for 30-Day Public Comment Period

   Mr. Roberts moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves revisions to procedural rule Series 21, Freshman
Assessment and Placement Standards to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Council extends its final approval.

Ms. Cameron seconded the motion, motion carried.

4. **Revisions to Joint Rule Series 59, Awarding Undergraduate College Credit for Prior Learning, for Final Approval**

   Mr. Baker moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves revisions to new procedural rule Series 59, Awarding Undergraduate College Credit for Prior Learning to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Council extends its final approval.

   Mr. Brown seconded the motion, motion carried.

5. **Post-Audit Review of Occupational Programs**

   Mr. Sorrenti moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education receives post-audit and follow-up reports for occupational programs at BridgeValley Community and Technical College, 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.

   FURTHER RESOLVED, That BridgeValley Community and Technical College is requested to undertake a review of its current program inventory to discern an appropriate number and balance of certificate and associate degree programs.

   Mr. Baker seconded the motion, motion carried.

6. **Fiscal Year 2017 Budgetary Submission Request**

   Mr. Berry moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the fiscal year 2017 budget submission request as presented.

   Mr. Burdette seconded the motion, motion carried.

7. **Eastern WV Community and Technical College Acquisition of the Technology Training Center from Grant County Development Authority**
Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves acquisition of the Technology Training Center from the Grant County Development Authority by exercising the purchase option in the lease agreement.

Mr. Brown seconded the motion, motion carried.

8. Search for Chancellor of the West Virginia Community and Technical College System

The Council elected to remain open session for the following item:

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education continues the suspension of the Chancellor Search until the first of 2016, and at that time will assess its options.

Mr. Baker seconded the motion. Motion carried.

Adjournment

There being no further business the meeting was adjourned.

Next Meeting

Location: Southern WV Community and Technical College
Date: October 22, 2015
Time: 9:00 am

______________________________
Clarence Pennington, Chairman

______________________________
William Baker, Secretary
ITEM: Final filing of Series 17, *Transferability of Credits and Grades at West Virginia Colleges and Universities*

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Council for Community and Technical College Education approves Series 17, *Transferability of Credits and Grades at West Virginia Colleges and Universities* for final filing with the Secretary of State.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Council approved revisions to Series 17, *Transferability of Credits and Grades at West Virginia Colleges and Universities*, at its meeting of August 20, 2015, for filing with the Secretary of State for the 30-day comment period. Changes were necessary to conform the wording of the policy to that of House Bill 2867, mandating uniform transfer between post-secondary institutions in West Virginia including both public and private institutions. During the 30-day comment period, three sets of comments were received that were considered substantive in nature. However, the comments were not accepted as the suggestions ran contrary to state code. It is necessary for policy to conform to code.

Section 3.1 reads:

“Students may transfer…credits earned at an institution that is accredited by a regional, national programmatic or other accredited body recognized by the U.S. Department of Education…”

Representatives from three institutions expressed concern at this portion of the code, as standard operating procedure from the Higher Learning Commission (HLC) is that HLC institutions only accept transfer credits from other regionally accredited institutions. However the language “regional, national, programmatic or other accredited body” is written into state law.

Our office has made an inquiry to the HLC legal office to further define the HLC position on the wording of the transfer clause. Until such time as a clarification is received, the policy will conform to the state code.
One institution questioned whether the 70 percent standard for transfer course alignment is adequate for upper division courses. State code reads “70 percent the same or similar to the receiving institution.” It does not differentiate between upper division or lower division courses.

One institution cited as an undue burden, the portion of the policy that reads “if requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the students and sending institution in regard to….” Once again, the policy is conforming to code.

Therefore, since all comments were directed at portions of the code, and it being necessary to have policy conform to code, the Council is asked to approve the final filing of the revisions to Series 17.
§135-17-1. General.

1.1. Scope. -- This rule establishes guidelines for the transferability of credits and grades at West Virginia public and private post-secondary colleges and universities.

1.2. Authority. -- West Virginia Code §§18B-1-6, 18B-2B-6, 18B-14-2.

1.3. Filing Date.

1.4. Effective Date. --

1.5. Repeal of Former Rule. -- Repeals and replaces Title 135, Series 17 which had an effective date of March 13, 2015

§135-17-2. Definitions.

2.1. Private higher education institutions. Post-secondary institutions which have been state approved to operate in West Virginia but are not public higher education institutions.

§135-17-3. Transfer Guidelines.

3.1. It is the policy of the West Virginia Council for Community and Technical College Education (Council) and the West Virginia Higher Education Policy Commission (Commission) that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree, as is consistent with sound academic policy.

3.2. To this end, the following policy guidelines are hereby promulgated:

3.2.a. Undergraduate level credits and grades earned at any public or private post-secondary institution in West Virginia shall generally be transferable to any other such institution. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, shall be subject to the policy of the receiving institution.

3.2.b. Each post-secondary institution, both private and public, must make the course objectives for every credit-bearing course available to the public. These course objectives may be posted on an easily accessible location on the institution’s web site or may be made available through college catalog or other easily accessible format.
3.2.c. Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution’s comparable course. That, if 70 percent of the learning objectives are in alignment, then the receiving institution must accept the course credit.

3.2.d. Once the receiving institution has reviewed the course objectives of the course requested for alignment and transfer, the receiving institution must notify the student of the course credits awarded. If requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the student and sending institution in regard to:

3.2.d.1. The changes to the course curriculum that are needed to achieve 70 percent alignment;
3.2.d.2. Reason(s) that the receiving institution has denied course credit transfer;
3.2.d.3. Additional information or actions, if any, necessary to permit the transfer;
3.2.d.4. Information about resubmitting a course credit transfer request that has been denied.
3.2.d.5. The institutional process for transfer appeal and the process for appealing the decision to the Joint Recommending Committee for Transfer and Articulation.

3.2.e. Each post-secondary institution, both public and private, shall establish an appeals process for the denial of transfer credit. At the completion of the second-to-final stage of the appeals process, the student may request review by an outside committee. The Council and the Commission shall establish a Joint Recommending Committee for Transfer and Articulation and establish procedures for operation. With private institution committee representation on the Committee, this committee hears such appeals and sends a recommendation to the president of the institution. The president or his or her designee at the institution issues the final decision. Each institution is required to publish procedures for appeal of denial of transfer credit in all appropriate catalogs and webpages. In an instance where an institution has not developed a transfer appeals process, the student may appeal directly to the Joint Recommending Committee for Transfer and Articulation.

3.2.f. Provided all other provisions of this rule are met, at least 60 and no more than 72 hours of credits and grades completed at public or private post-secondary institutions in West Virginia and, if applicable, validated through a West Virginia community and technical college, shall be transferable to any public or private baccalaureate degree-granting institution in West Virginia. Course credit earned at any public or private baccalaureate degree-granting institution, may be forwarded directly to another baccalaureate degree-granting institution for review, validation, and award of transfer credit. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.

3.2.g. With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a non-transfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college transfer associate degree program, or where requirements of the major have not been met.

3.2.h. In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.
3.2.i. The Council and the Commission recognize the Regents Bachelor of Arts degree program as a degree completion program that serves graduates of the Board of Governors Associate in Applied Science degree program.

3.2.j. Each institution with baccalaureate-completion programs is encouraged to make full utilization of distance education, including on-line courses, to provide transferring students with associate degree credits the maximum opportunities to complete a baccalaureate degree.

3.2.k. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the Council and the Commission maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. Each institution is to create internal processes to guarantee that courses listed on the Core Coursework Transfer Agreement, up to the 35 credit hour limit, are accepted at the receiving institution as general studies credit. Once an incoming student’s general studies requirements have been fulfilled, or the maximum credit limit reached, the institution is to make a good faith effort to accept additional incoming credits listed on the Core Coursework Transfer Agreement. Any private post-secondary institution which wishes to participate in this core coursework transfer agreement may do so as the agreement is updated annually in the spring of each year.

3.2.l. There shall be developed and maintained specific detailed articulation agreements between appropriate public and private institutions in West Virginia. Information on articulation agreements between private post-secondary institutions, community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, must be published in official campus materials and widely disseminated to students.

3.2.m. While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.

3.2.n. Credits for graduate coursework at the master’s level earned at a regionally accredited institution are generally transferable to a West Virginia college or university authorized to offer master’s degree programs. The receiving institution may limit transfer credits to twelve hours and to those credits that meet master’s degree program requirements.

3.2.o. Each West Virginia public and private post-secondary institution shall file its policy on transfer of academic credits including the appeals process with the Chancellor’s office.
ITEM: Revisions to Series 21, Freshmen Assessment and Placement Standards

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves revisions to Series 21, Freshmen Assessment and Placement Standards to be filed with the Secretary of State for the thirty-day public comment period.

Further Resolved, That staff is instructed to file the final rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Council at its meeting on August 20, 2015, approved revisions to Series 21, Freshman Assessment and Placement Standards to be filed with the Secretary of State for 30-day comment period which ended on September 28, 2015. Eight comments were received; several of them substantive, changing the scope of the rule, requiring Series 21 to have a new 30-day comment period. The substantive comments are addressed as follows:

- Correct a contradiction in language between sections 2.3 and 7.4. Language in Section 2.3 shall be changed “from first term of enrollment” to read, “first year of enrollment.”

- Change language in Section 4.1.f from, “A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board’s ACCUPLACER Testing System,” to, “A scaled score of 85 on the arithmetic test for majors requiring quantitative reasoning courses or a scaled score of 76 on the elementary algebra test for majors requiring college algebra or a scaled score of 40 on the college-level math test of the College Board’s ACCUPLACER Testing System.”
A substantive comment was received requesting that students receiving a score of 3 on the West Virginia General Summative Assessment, at the institution's discretion, might still be placed into a developmental course. However, this suggestion was rejected because the intent of the policy is for a uniform placement standard.

As stated before, the standards for freshmen (first-year) assessment and placement are designed to establish uniform procedures for the placement of students into credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree or credential. The policy was established to assure the integrity of the degree or certificate, to increase retention, persistence and graduation rates and encourage high school students to improve their academic preparation for college.

Co-requisite remediation is the practice of embedding necessary developmental course content into a college-level math or English course. Implemented across the state community and technical college system and in some four-year institutions, co-requisite remediation has demonstrated dramatic improvement in pass rates. Furthermore, embedding remediation into credit-bearing, college-level courses encourages persistence, as students are able to complete a gateway math course and satisfy developmental requirements in one course. Revisions to this policy require institutions to incorporate best academic practices and places into policy practices already in place at many campuses across the state.

Additional revisions to the rule are highlighted in yellow on the following pages. Council is asked to approve the rule for submission to the Secretary of State for a second 30-day comment period.
§135-21-1. General.

1.1. Scope. This policy establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in mathematics and English.


1.3. Filing Date. October 20, 2010.


1.5. Repeal of Former Rule. -- Repeals and replaces Title 135, Series 21 which had an effective date of November 29, 2010.

§135-21-2. Policy.

2.1. The policy, Freshman Assessment and Placement Standards, for students in West Virginia public colleges and universities was developed to assure the integrity of associate degrees, and baccalaureate degrees, and certificate programs to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college. The standards for freshman assessment and placement are designed to establish uniform procedures for the placement of students in credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree.

2.2. Degree-seeking students in West Virginia public colleges and universities must demonstrate that they possess the minimum academic skills essential for success in their chosen program of study. Academic skill proficiency in mathematics, writing and reading is demonstrated by meeting established placement standards in mathematics, writing and reading. Students not satisfactorily demonstrating these skills must remediate deficiencies through successful completion of specific developmental education courses, co-requisite courses or other entry-level college credit courses that provide supplementary academic support programs or services.

2.3. Full or part-time degree-seeking students identified as requiring remediation must enroll in the required developmental education courses, co-requisite courses or other entry-level college courses with supplementary academic support services in the first term/semester year of enrollment.

2.4. Non-degree seeking students are exempt from these requirements. However, non-degree-seeking students who change their academic status to degree-seeking are then subject to the developmental education placement standards and first-term enrollment policies provided in this policy. Based on federal Title IV regulations, non-degree seeking students are not eligible to participate in federal financial aid programs.

2.5. All students must meet pre-requisites for college-level credit courses for which they wish to enroll.

2.6. Beginning with the 2015-2016 academic year, the results of the comprehensive statewide assessment in grade 11 in English/Language Arts (ELA) and mathematics shall be used to determine if the high school
student has met college and career readiness standards and is exempt from developmental education placement. If the student scores an achievement Level 3 in ELA and math on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in West Virginia public higher education institutions.


3.1. Developmental Education.

3.1.a. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies, and affective barriers to learning. When the course is offered as a discrete course, the developmental education course is a developmental course. Developmental courses are “pre-college” courses and does not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree or a certificate program. If the developmental skill deficiencies are addressed through an embedded or co-requisite approach with a college-level entry course, the student can receive college credit for the course which will count toward graduation.

3.1.b. Strategies to address developmental skill deficiencies include developmental education includes, but are not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction; personal, academic, and career counseling; academic advisement; and coursework.

3.2. Stretch Courses.

Stretch courses are credit-bearing courses that extend over one or two semesters, to give more time to those students who may need additional experience in college-level mathematics or writing. Stretch courses are designed for English or math students who are capable, but who might need more time. Course materials are the same as those in the traditional course, but additional activities, tutorials, etc. are provided in an extended delivery format.

3.2. Co-requisite Courses.

3.2.a. Co-requisite courses are credit-bearing courses that provide aligned academic support for the entry-level credit bearing course and are required as a component of the entry-level course. Co-requisite courses are designed for students who did not meet admission requirements for entry level math or English courses. Course content is the same as the traditional credit-bearing course but additional required attendance/instruction and/or participation in academic support structures is required for successful completion of the course. Stretch courses are one example of co-requisite course delivery.

3.3. Academic Support Programs

3.3.a. Academic support programs include, but are not limited to, modular course delivery; summer boot camps; extra class sessions; accelerated learning program (ALP) model; paired courses, supplemental instruction; additional lab instruction; tutoring; and/or other instructional strategies which provide additional in-class or outside-class assistance and monitoring of student progress beyond that usually associated with entry-level college credit courses.


4.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in a mathematics course without required academic support which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, an associate of science (A.S.), an associate of
applied science (A.A.S.) degree at a four-year college or university or an A.A., A.S. or A.A.S. degree or certificate program at a community college unless the minimum score prescribed below is earned on one of the following tests assessments:

4.1.a. A score of 19 on the mathematics section of the American College Testing Program's (ACT) Assessment Test.

4.1.b. A score of 460 on the quantitative portion of the College Board’s Scholastic Assessment (SAT-1).

4.1.c. An achievement level score of Level 3 on the mathematics portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

4.1.d. A scaled score of 40 on the numerical test and 38 on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).

4.1.e. A scaled score of 59 on the pre-algebra test and a scaled score of 36 on the algebra test of the American College Testing Program’s Computerized Adaptive Placement Assessment and Support System (COMPASS).

4.1.f. A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board’s ACCUPLACER Testing System. A scaled score of 85 on the arithmetic test for majors requiring quantitative reasoning courses or a scaled score of 76 on the elementary algebra test for majors requiring college algebra or a scaled score of 40 on the college-level math test of the College Board’s ACCUPLACER Testing System.

4.1.g. Nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with Chancellor’s approval.

4.1.h. Other assessments or end-of-course exams in mathematics as approved by the West Virginia Board of Education and/or the Chancellor.

4.2. Students not meeting this standards must successfully complete a program or programs in developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Higher Education Policy Commission Chancellor, as a pre-requisite to freshman placement. Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or may design equivalent co-requisite coursework. Students with an ACT math score of 18 or below (or SAT equivalent below 460) are placed into college-level, credit-bearing courses with required academic support. Such courses could include a stretch course, a co-requisite course, an ALP class or other embedded course delivery. Baccalaureate institutions may place students in this placement range into other programs with the approval of the Higher Education Policy Commission Chancellor. Community and technical college institutions may place students in this placement range into other programs with the approval of the Community and Technical College System Chancellor.

4.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design, may enroll in a credit-bearing course in mathematics or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to
enroll in a developmental course or its equivalent at a West Virginia state college or university in mathematics. The assessment measure and score by which the student met the placement standard in mathematics shall be recorded on the student’s transcript.

4.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in college-level mathematics courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) mathematics assistance programs. However, such students may also be placed in college-level mathematics courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§135-21-5. English Composition Placement Standards.

5.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in an English composition course without required academic support which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree at a four-year college or university or an A.A., A.S., or A.A.S. degree or certificate program at a community college unless the minimum score prescribed below is earned on one of the following tests assessments:

5.1.a. A score of 18 on the English section of the ACT.

5.1.b. A score of 450 on the verbal portion of the SAT-1.

5.1.c. An achievement level score of Level 3 on the English/language arts portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

5.1.d. A scaled score of 38 on the writing skills test of the ASSET.

5.1.e. A scaled score of 71 on the English Skills test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS).

5.1.f. A scaled score of 88 on the Sentence Skills test of the College Board’s ACCUPLACER Testing System.

5.1.g. Satisfactory performance on a writing sample administered by each institution, with Chancellor’s approval.

5.1.h. Other assessments or end-of-course exams in English/language arts as approved by the West Virginia Board of Education and/or the Chancellor.

5.2. Students not meeting this standards must successfully complete a program or programs in developmental (pre-college level) English composition in order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Higher Education Policy Commission Chancellor as a pre-requisite to freshman placement. Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or design equivalent co-requisite course work. Students with the ACT English score of 17 or below (or SAT equivalent score of 440 or below) are placed into college-level, credit bearing courses with required academic support. Such courses could include stretch
courses, co-requisite courses, ALP or other embedded course delivery. Baccalaureate institutions may place students into other programs with approval from the Higher Education Policy Commission Chancellor. Community and Technical College institutions may place students into other programs with the approval of the Community and Technical College System Chancellor.

5.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design may enroll in a credit-bearing course in English or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in English. The assessment measure and score by which the student met the placement standard in English shall be recorded on the student’s transcript.

5.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in college-level English courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) English assistance programs. However, such students may also be placed in college-level English courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§135-21-6. Reading.

6.1. Students scoring 17 on the reading section of the ACT, 420 or above on the verbal section of the SAT-1, 36 on the reading skills test of the ASSET, 30 percentile above on the Nelson-Denny Reading Test, 75 on the reading test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS), or 79 on the Reading Comprehensive test of the College Board’s ACCUPLACER Testing System will be considered to have met minimal reading skill requirements at those institutions which have developmental programs in reading.

6.2. Institutions in the state higher education system are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate or bachelor's degree.

6.3. A student having met the placement standard in reading or transfer who transfers to another West Virginia state college or university shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course in reading. The assessment measure and score by which the student met the placement standard in reading shall be recorded on the student’s transcript.


7.1. In the event that a student has acquired placement scores via multiple assessments, the highest score(s) attained by the student is the score that guides the decision regarding developmental placement. For example, if the student’s ACT score does not exempt the student from developmental education placement but the student scores a Level 3 on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in any form.

7.2. Students may be exempt from developmental education placement in any form if the student achieves the minimum required score on any of the approved assessment measures identified in Sections 4, 5, and 6 of this policy.
7.3. Institutions may utilize diagnostic testing to determine specific area(s) of weakness so that the student’s specific area(s) of weakness can be remediated rather than requiring that student to complete an entire course.

7.4. Institutions shall develop and implement developmental education delivery strategies that allow students to progress through college-level, credit-bearing courses in the first year of enrollment at the institution. These strategies may include, but are not limited to, stretch courses, co-requisite courses, co-requisite required course tutoring and assistance or other such academic support structure.

7.5. Each post-secondary institution shall file its policy on student academic placement for developmental education deficiencies with the Chancellor’s office.

7.6. The Compass test system and affiliated tests (Asset, Windows Compass, eCompass, Compass 5.0) is to be retired in the 2016 calendar year. However, a student’s Compass scores are to be accepted by the institution into the future for as long a period of time as is acceptable by institutional policy.
WV Council for Community and Technical College Education  
Meeting of October 22, 2015

ITEM: Program Review for 2014-2015

INSTITUTIONS: Blue Ridge Community and Technical College, BridgeValley Community and Technical College, New River Community and Technical College, Pierpont Community and Technical College, Southern West Virginia 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 accept the program review actions of the institutional governing boards.

Further Resolved, the Council requests follow-up reports by August 2016 for all programs that exceed the number of hours required for graduation as recommended in Series 11.

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, Policy Regarding Program Review, the institutions through their respective governing boards conducted academic program reviews for 2014-2015 and submitted summary reports and actions taken. A summary of the reports is presented in the following table as information to the Council. It should be noted that the recommended actions are those of the institutional governing board.

The community colleges reviewed a total of 46 programs during the program review cycle and took the following actions:

- Twenty programs were recommended for continuation at the current level of activity.
- Twenty-two programs were identified for further development.
- Eleven programs were recommended for continuation at the current level of activity with corrective action or follow-up.
In last year’s report, it was noted that New River Community and Technical College had failed to submit any program review reports. This year’s report includes 16 reviews from New River. In virtually all reports, the institutional recommendation is to identify the program for further development. Since the programs have not undergone an intensive review, college officials indicated they had strong concerns about most of them. The recommendation is a deliberate attempt to highlight the concern. The recommendations include a plan for program improvement.

The reasons for corrective action or further development were diverse at New River and all the other institutions. Items that generated the need for greatest attention included:

- Curricular matters involving general education, relevancy and hours required for graduation.
- Program assessment including the development or enhancement of current plans and the use of results for program improvement.
- Advisory boards including expansion of membership, more effective use, and greater focus on program specific committees as opposed to broader department committees.
- Program viability including the development of marketing and promotional materials
- Transfer options for students interested in pursuing a baccalaureate degree.

Institutions continue to be diligent in their efforts to reduce the number of hours required for graduation; however, there are still a number of programs that exceed system goals.

The recommended resolution calls for follow-up reports for programs that exceed the number of hours required for graduation. This impacts the following programs:

**BridgeValley:**
- AAS Dental Hygiene
- AAS Respiratory Therapy
- AAS Veterinary Technology

**Pierpont:**
- AAS Veterinary Technology
- CAS/AAS Emergency Medical Services

**WV Northern:**
- CAS/AAS Culinary Arts

**New River**
- CAS Medical Insurance Billing & Coding
- CAS Practical Nursing
- CAS Paramedic
- CAS Machining Technology
- CAS Paraprofessional Education
- AAS Hospitality & Tourism
- AAS Medical Assisting
- AS Corrections
- AS Law Enforcement

Mountwest Community and Technical College did not submit any reviews for 2014-2015.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Institutional Recommendation</th>
<th>Total Number of Graduates Last five years</th>
<th>Graduation Hours</th>
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<tbody>
<tr>
<td><strong>Blue Ridge Community &amp; Technical College</strong></td>
<td><strong>C.A.S. Cisco Certified Network Associate</strong> With input from the Technology Advisory Board, curricular changes have been made and online classes have been expanded. Student placement is near 100%. The Governing Board has recommended a) increasing enrollment, b) implementation of a new testing assessment measure, and c) expanding the practicum course to 3 hours.</td>
<td>Continue with corrective action</td>
<td>54</td>
<td>30</td>
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<tr>
<td><strong>BridgeValley Community &amp; Technical College</strong></td>
<td><strong>A.A.S. Information Technology</strong> Enrollment in the program has been steady. A plan to maintain a quality program includes: a) enhanced hands-on simulations b) increased online offerings, and c) expanding articulation options.</td>
<td>Continue at the current level of activity</td>
<td>129</td>
<td>60</td>
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<tr>
<td><strong>BridgeValley Community &amp; Technical College</strong></td>
<td><strong>A.A.S. Dental Hygiene</strong> A recent site visit by the American Dental Association Commission on Dental Accreditation maintained accreditation without any recommendations for follow-up action.</td>
<td>Continue at the current level of activity</td>
<td>106</td>
<td>72</td>
</tr>
<tr>
<td><strong>BridgeValley Community &amp; Technical College</strong></td>
<td><strong>A.A.S. Respiratory Therapy</strong> In 2014 the program was re-accredited by the Commission on Accreditation for Respiratory Care. The Governing Board recommends a) reevaluation of the contractual agreement with Carver Career Center, b) assessment on the viability of the program and whether it should be continued. The viability assessment should be completed by early spring 2016.</td>
<td>Continue with corrective action</td>
<td>77</td>
<td>66</td>
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<tr>
<td><strong>BridgeValley Community &amp; Technical College</strong></td>
<td><strong>A.A.S. Veterinary Technology</strong> The program received probationary accreditation in 2014 from the Committee on Veterinary Technician and Activities. Based on concerns raised, the Governing Board made the following recommendations: a) monitor progress in building or renovating facilities to meet established guidelines, b) reevaluate contractual agreement with Carver Career Center, and c) assess program viability and whether it should be continued.</td>
<td>Continue with corrective action</td>
<td>41</td>
<td>65</td>
</tr>
<tr>
<td><strong>Eastern WV Community &amp; Technical College</strong></td>
<td><strong>A.A.S. Board of Governors</strong> Areas of emphasis have been developed in the following areas: a) Administrative Support, b) Business, c) Computer Information, d) Early Childhood Development, and e) Information Technology. Forty-nine percent of enrollees were transfer students.</td>
<td>Continue at the current level of activity</td>
<td>19</td>
<td>60</td>
</tr>
<tr>
<td><strong>New River Community &amp; Technical College</strong></td>
<td><strong>C.A.S. Practical Nursing</strong> Plans for improvement include: a) reducing the number of credit hours and creating an integrated, competency-based curriculum, b) eliminating unnecessary pre-requisites, and c) developing a marketing and recruitment plan. Licensure pass rate has ranged between 81.3% and 96.5%.</td>
<td>Identification of program for further development</td>
<td>174</td>
<td>49</td>
</tr>
<tr>
<td><strong>New River Community &amp; Technical College</strong></td>
<td><strong>C.A.S. Computer Repair and Operating Systems</strong> Plans for improvement include: a) review curriculum and align it with industry standards to ensure value of certificate, b)</td>
<td>Identification of program for further development</td>
<td>4</td>
<td>30</td>
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<tr>
<td>Institution</td>
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<td>Institutional Recommendation</td>
<td>Total Number of Graduates Last five years</td>
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<tr>
<td>New River Community &amp; Technical College (cont’d)</td>
<td>develop an assessment plan with measureable learning outcomes, and c) establish an active service area-wide advisory board. Program is intended to prepare students for the COMP-TIA-A+Certification examination.</td>
<td>Identification of program for further development</td>
<td>5</td>
<td>49</td>
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<td><strong>C.A.S. Paramedic</strong></td>
<td>Identification of program for further development</td>
<td>Identification of program for further development</td>
<td>3</td>
<td>32</td>
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<tr>
<td><strong>C.A.S. Machining Technology</strong></td>
<td>Plans for program improvement include: a) develop an advisory board and seek input for desired programmatic outcomes, b) develop a solid programmatic core, c) develop an effective assessment plan, and d) identify areas for specialized training. Enrollment has risen from 15 in 2009-10 to 51 students in 2013-14.</td>
<td>Identification of program for further development</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td><strong>C.A.S. Paraprofessional Education</strong></td>
<td>Plans for program improvement include: a) develop an advisory board to identify programmatic outcomes, b) develop solid programmatic core, c) develop a programmatic assessment plan, and d) identify areas for specialized training. There were no graduates in the last three years of the review period.</td>
<td>Identification of program for further development</td>
<td>94</td>
<td>60</td>
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<tr>
<td><strong>A.A.S. Paraprofessional Education</strong></td>
<td>Plans for improvement include: a) develop an advisory board to identify programmatic outcomes, b) develop a programmatic core based on industry need, c) develop a programmatic assessment plan, and d) identify areas for specialized training. While preparing students for direct employment, there are 2+2 agreements that allow students to transfer to baccalaureate teacher preparation programs.</td>
<td>Identification of program for further development</td>
<td>11</td>
<td>66</td>
</tr>
<tr>
<td><strong>A.A.S. Hospitality and Tourism</strong></td>
<td>Plans for improvement include: a) develop and advisory board to identify programmatic outcomes, b) develop transfer options, c) develop programmatic assessment plan, d) expand delivery to other locations, and e) identify areas for specialized training. The program is temporarily suspended while minor curricular adjustments are made.</td>
<td>Identification of program for further development</td>
<td>15</td>
<td>61</td>
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<td>Institution</td>
<td>Program</td>
<td>Institutional Recommendation</td>
<td>Total Number of Graduates Last five years</td>
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<td>New River Community &amp; Technical College (cont’d)</td>
<td><strong>C.A.S. Medical Insurance Billing and Coding</strong>&lt;br&gt;Plans for program improvement include: a) expand membership on advisory board, b) align curriculum to industry needs, c) distinguish from Health Information Technology program, and d) develop programmatic assessment plan.</td>
<td>Identification of program for further development</td>
<td>103</td>
<td>33</td>
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<td><strong>A.A.S. Medical Assisting</strong>&lt;br&gt;Plans for program improvement include: a) expand membership on advisory board, b) evaluate employer needs to better define programmatic core, c) reduce hours for graduation, d) develop plan to process and analyze assessment data, and e) develop promotional material.</td>
<td>Identification of program for further development</td>
<td>93</td>
<td>65</td>
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<td><strong>A.A.S. Legal Assisting</strong>&lt;br&gt;Plans for program improvement include: a) establishing program specific advisory board, b) identify full-time coordinator, c) explore ABA accreditation, and d) develop assessment plan.</td>
<td>Identification of program for further development</td>
<td>34</td>
<td>60</td>
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<td><strong>A.S. Law Enforcement</strong>&lt;br&gt;Plans for improvement include: a) identify and monitor career paths, b) identify appropriate transfer option for baccalaureate programs, c) enhance effective use of assessment results and d) develop promotional materials.</td>
<td>Identification of program for further development</td>
<td>32</td>
<td>66</td>
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<td><strong>A.S. Corrections</strong>&lt;br&gt;Plans for improvement include: a) identify and monitor career paths, b) identify appropriate transfer option for baccalaureate programs, c) enhance effective use of assessment results and d) develop promotional materials.</td>
<td>Identification of program for further development</td>
<td>50</td>
<td>64</td>
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<td><strong>C.A.S. Technical Office Procedures and Skills</strong>&lt;br&gt;Program improvement plan includes: a) distinguish CAS program from AAS program, b) review membership of advisory board, c) implement plan for effective use of assessment results and d) enhance viability through enhanced recruitment and marketing of job opportunities.</td>
<td>Identification of program for further development</td>
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<td><strong>A.A.S. Administrative Office Technology</strong>&lt;br&gt;Program improvement plan includes: a) expansion of advisory board, b) distinguish from CAS program and determine necessity for both degree options, c) fully implement assessment plan including use of results for program improvement, and d) enhance program viability.</td>
<td>Identification of program for further development</td>
<td>13</td>
<td>60</td>
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<td><strong>A.S. General Business</strong>&lt;br&gt;The program offers tracks in general, accounting, marketing and management. Program improvement plans include: a)</td>
<td>Identification of program for further development</td>
<td>119</td>
<td>61-66</td>
</tr>
<tr>
<td>Institution</td>
<td>Program</td>
<td>Institutional Recommendation</td>
<td>Total Number of Graduates Last five years</td>
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<td>identify a core that will readily transfer to most 4-year institutions, b) identify highest market need to assist in developing appropriate pathways or concentration c) reduce hours for graduation and d) explore opportunities for interdisciplinary programs in entrepreneurship and management in high-demand areas.</td>
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<td>Pierpont Community &amp; Technical College</td>
<td>A.A.S. Veterinary Technology</td>
<td>Continue at the current level of activity</td>
<td>74</td>
<td>74</td>
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<td>The program is accredited by the American Veterinary Medical Association and is scheduled for an on-site visit in 2017. Annual reauthorization cited the program for low success on the certification exam which is not required to work in the field. A curriculum proposal has been submitted to reduce the number of hours required for graduation.</td>
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<td>A.A.S. Business</td>
<td>Continue at the current level of activity</td>
<td>113</td>
<td>60</td>
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<td>In spring 2015 a new updated curriculum was discussed with the Advisory Board and approved. It is designed to better meet industry needs and reduce the hours required for graduation. Current plans call for exploration of accreditation and a review of adjunct faculty.</td>
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<td>C.A.S./A.A.S. Emergency Medical Services</td>
<td>Continue at the current level of activity</td>
<td>CAS-37</td>
<td>CAS-38</td>
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<td>The program is accredited by the Commission on Accreditation of Allied Health Programs. The only areas requiring attention was a) processes used to validate examinations and b) evidence of improvement based on analysis of exam data. Accreditation requirements mandate the hours in the CAS program. Curricular changes are being explored to reduce AAS hours to 61.</td>
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<td>A.A.S. Applied Design</td>
<td>Continue at the current level of activity</td>
<td>52</td>
<td>60</td>
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<td>The program began as a 2+2 program with Fairmont. Since Fairmont discontinued the program, an articulation arrangement is being developed with West Virginia University. Fifty-four percent of the AAS graduates are employed in-field. Twenty-four percent transferred into a baccalaureate program. Concentrations are offered in Fashion Design and Merchandising, and Interior Design.</td>
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<td>Southern West Virginia Community &amp; Technical College</td>
<td>C.A.S. Criminal Justice</td>
<td>Continue with corrective action</td>
<td>46</td>
<td>30</td>
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<td>Corrective actions include: a) revise curriculum to include required general education coursework, b) develop program assessment plan, c) enhance involvement of advisory committee, and d) develop marketing materials to enhance promotion.</td>
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<td>A.A.S. Criminal Justice</td>
<td>Continue with corrective action</td>
<td>38</td>
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<td>Corrective actions include a) revise curriculum to include required general education coursework, b) develop program assessment plan, c) promote more involvement of advisory committee, and d) develop marketing materials.</td>
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<td>A.A.S. Healthcare Professional</td>
<td>Continue at the current level of activity</td>
<td>43</td>
<td>60</td>
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<td>The number of graduates has increased every year and showed an increase of 54% in the last reporting year. Clinical sites are available in five different cities.</td>
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<td>Institution</td>
<td>Program</td>
<td>Institutional Recommendation</td>
<td>Total Number of Graduates Last five years</td>
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<tr>
<td>Southern West Virginia Community &amp; Technical College (cont’d)</td>
<td>A.A.S. Medical Laboratory Technology</td>
<td>Continue at the current level of activity</td>
<td>48</td>
<td>60</td>
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<td>Graduate placement is high and the program has retained accreditation by the National Accrediting Agency for Clinical Laboratory Sciences.</td>
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<td>A.A.S. Nursing</td>
<td>Continue at the current level of activity</td>
<td>268</td>
<td>60</td>
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<td>The program maintains accreditation from the Accreditation Commission for Education in Nursing. Applicants exceed the number of available slots and most students are employed before or soon after graduation.</td>
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<td>A.A.S. Radiologic Technology</td>
<td>Continue at the current level of activity</td>
<td>32</td>
<td>60</td>
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<td>Students can further their education with the B.S. in Imaging Science program at Bluefield State. Job placement is high.</td>
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<td>A.A.S. Salon Management/Cosmetology</td>
<td>Continue at the current level of activity</td>
<td>34</td>
<td>60</td>
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<td>The program prepares students to sit for licensure by the WV Board of Barbers and Cosmetologists. Graduates consistently have high passage rates.</td>
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<td>West Virginia Northern Community College</td>
<td>A.A.S. Criminal Justice</td>
<td>Continue at the current level of activity</td>
<td>66</td>
<td>60-62</td>
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<td>Average headcount for the program during the reporting period was 111; however, steady enrollment declines since 2010 has led to renewed efforts to increase enrollment. Increased marketing and hybrid course offerings have been identified as activities that may help. The Advisory Committee will be asked to assist on developing additional strategies. A 2+2 transfer option is available with West Liberty University.</td>
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<td>A.A.S. Human Service</td>
<td>Continue at the current level of activity</td>
<td>80</td>
<td>60</td>
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<td>The program offers a regular option as well as an option in Early Childhood Care and Education. Efforts are being planned to promote the technical nature of the program.</td>
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<td>C.A.S./A.A.S. Culinary Arts</td>
<td>Continue at the current level of activity</td>
<td>CAS-36</td>
<td>CAS-32</td>
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<td>The program is one of only 35 programs nationally to hold accreditation by The American Culinary Federation Education Foundation. One suggestion for enhanced marketing is to change the name to The Culinary Academy of WV at Northern.</td>
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<td>A.A.S. Surgical Technology</td>
<td>Continue with corrective action</td>
<td>44</td>
<td>60</td>
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<td>The program has been placed on probation by the Commission on Accreditation of Allied Health Education Program. Areas of concern that must be addressed include clinical sites and the number of available slots, number of students taking the certification test, pass rates of test and graduate placement thresholds. A CAS option was terminated resulting in increased enrollment in the AAS program.</td>
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<td>A.A. Associate in Arts</td>
<td>Continue with corrective action</td>
<td>192</td>
<td>60-63</td>
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<td>The AA Transfer Program has identified 10 concentrations and developed several 2+2 agreements with area baccalaureate institutions. Students may complete the program fully online. It is recommended that: a) course offerings be streamlined, and b) reconsideration be given the AA in English and the AA in Social Work transfer option to Franciscan University of Steubenville</td>
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<td>Institution</td>
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<td>WVNCC (con'td)</td>
<td>A.S. Associate in Science</td>
<td>Continue at the current level of activity</td>
<td>25</td>
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<td>The program will explore the promotion of STEM fields through the Associate of Science program. The program may be completed totally online.</td>
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<td>WVU at Parkersburg</td>
<td>A.A.S. Computer Science</td>
<td>Continue with corrective action</td>
<td>5</td>
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<td>Follow-up reports for 2015 and 2016 are requested that address the following: a) assessment of academic credentials for full-time and part-time faculty, b) development of a programmatic assessment plan that results in evidence that results are being used to improve student learning outcomes, and c) the hiring of a program coordinator. Program enrollment is low as the program competes with Computer Information Technology for students.</td>
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<td>A.A.S. Journalism</td>
<td>Continue at the current level of activity</td>
<td>20</td>
<td>60</td>
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<td>The program received an excellent review. The use of assessment has led to program improvement.</td>
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<td>C.A.S. Electricity and Instrumentation</td>
<td>Continue with corrective action</td>
<td>55</td>
<td>30</td>
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<td>Specific recommendations for follow-up include: a) provide evidence that the advisory committee is composed of individuals with appropriate credentials and that committee actions lead to program improvements, b) provide a detailed report on credit hour production and enrollment data for all faculty, and c) a complete rewrite of the assessment report that shows an analysis of data on student performance.</td>
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<td>A.A. Associate of Arts</td>
<td>Continue at the current level of activity</td>
<td>252</td>
<td>61</td>
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<td>During the reporting period, enrollment peaked at 868 in 2011 and declined to 430 in 2014.</td>
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<td>C.A.S. Welding Technology</td>
<td>Continue with corrective action</td>
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<td>A number of concerns noted in a 2012 report were not addressed in the current report. A follow-up report is requested that provides: a) evidence of an improved assessment plan including data tracking of learning outcomes, and b) faculty vitae.</td>
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ITEM: Post-audit Review of Occupational Programs

INSTITUTION: Blue Ridge 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 Blue Ridge 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.

Nine full post-audits were submitted for review by Blue Ridge Community and Technical College. The post-audit reports are designed to discern if the programs are academically sound, viable, and addressing documented needs. Some highlights are summarized below.

- In general, the programs show an effective utilization of the program advisory committee.
- Many of the CAS programs are a low cost option for AAS programs and allow students to get a credential en route to the AAS degree or upon completion of a technical core.
- All programs are recommended for continuation, but follow-up reports are requested for the CAS/AAS in Mechatronics and the CAS in Virtualization. Details are provided in the individual summaries.
- Curricular revisions are being implemented for the Mechatronics and Culinary
Arts programs with the intent of increasing graduation rates.

- The Physical Therapy Assistant audit includes a letter from the accrediting body providing a justification and explanation for the 71 hours of program requirements.
- The CAS in Virtualization program was originally designed to support VMware certification. Since the program was not successful in achieving VMware Academy status, the focus has been changed to assist students in acquiring other virtualization certifications.

The post-audits with accompanying recommendations are summarized below.
Post-Audit Reports

Blue Ridge Community and Technical College

CAS Business Communications

Goals/Objectives: The program offers students an overview of business communications and its ethical and regulatory environments within its realm. In addition, the program provides the foundation for the AAS degree in business. The certificate can be earned by students pursuing the AAS.

Curriculum/Mode of Delivery: Courses are delivered through a variety of modes, including traditional lecture, hybrid, and distance learning options. Business classes are offered in day and evening formats. The program is 30 credit hours in length and requires six hours of required communication courses and three hours of math.

Enrollment/Graduates: Most students are enrolled in the Business AAS degree program. In the latest year of reporting, five students were identified as CAS students. The Business Communications program has produced 33 graduates. Specific information regarding certificate graduates is limited. A voluntary survey of 20 respondents revealed that 15 students are employed in a number of area business organizations.

Assessment: In addition to a program assessment rubric, the program relies heavily on the NOCTI (National Occupational Competency Testing Institute) General Management Pathway Assessment. This comprehensive examination is used to assess student learning and programmatic outcomes. Currently, all program goals are being met and 87 percent of students taking the assessment are passing the exam at the level required (70 percent). Assessment data has led to a greater emphasis being placed on a students’ written and oral communication skills and the addition of courses in the curriculum.

Faculty: The program utilizes a full-time program coordinator, a full-time faculty member, and numerous adjunct faculty members to deliver the course offerings. All faculty have at least seven years of qualified experience and/or education at a level above the AAS business program degree.

Advisory Committee: The program is served by a Business Program Advisory Committee. Advisory meetings are held in person through a monthly Human Resources Group or through virtual advisory board discussion. In addition, the program coordinator meets monthly with members of the local Society for Human Resources Management. The committee has been active in reviewing courses requirements and courses objectives.
Financial: Adjunct salaries are the only expenditures identified. For the 2014-2015 year, the audit indicates $17,160 was spent on adjunct salaries. Institutional funds provided the necessary support.

Accreditation: No accreditation is available.

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

CAS Business Operations

Goals/Objectives: The program offers students an overview of business operations and its legal, ethical, and regulatory environments. In addition, the program provides the foundation for the AAS degree in business. The certificate can be earned by students pursuing the AAS. The certificate offers students a specific and focused skill set that will provide employment opportunities in administration, retail, finance, management, and entrepreneurship.

Curriculum/Mode of Delivery: Courses are delivered through a variety of modes, including traditional lecture, hybrid, and distance learning options. Business classes are offered in day and evening formats. The program is 30 credit hours in length and requires three hours of required communication courses and three hours of math. The curriculum is designed to give students an understanding of the broad nature of business and using information in decision making.

Enrollment/Graduates: Most students are enrolled in the Business AAS degree program. The initial year of implementation saw an enrollment of 24 students. In the latest year of reporting, six students were identified as CAS students. The Business Operations program has produced 31 graduates. Specific information regarding certificate graduates is limited. A voluntary survey of 20 respondents revealed that 15 students are employed in a number of area business organizations.

Assessment: Program assessment occurs through the AAS in Business program. In addition to a program assessment rubric, the program relies heavily on the NOCTI (National Occupational Competency Testing Institute) Administrative Services Pathway Assessment. This comprehensive examination is used to assess student learning and programmatic outcomes. Only two students have taken the exam and both had passing scores. Assessment data has led to a greater emphasis being placed on a students’ written and oral communication skills and the addition of courses in the curriculum.

Faculty: The program utilizes a full-time program coordinator, a full-time faculty member and numerous adjunct faculty members to deliver the course offerings. Full-time faculty members have a master’s level education in business. All faculty have at least seven years of qualified experience and/or education at a level above the AAS Business program degree.
**Advisory committee:** The program is served by a Business Program Advisory Committee. Advisory meetings are held in person through a monthly Human Resources Group or through virtual advisory board discussion. In addition, the program coordinator meets monthly with members of the local Society for Human Resources Management. The committee has been active in reviewing courses requirements and courses objectives.

**Financial:** Adjunct salaries are the only expenditures identified. For the 2014-2015 year, the audit indicates $17,160 was spent on adjunct salaries. Institutional funds provided the necessary support.

**Accreditation:** No accreditation is available.

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

**CAS Computer Aided Design**

**Goals/Objectives:** The program trains students to use computer systems in the creation, modification, analysis or optimization of a design. Jobs may be found in architecture, mechanical design, surveying, civil design, or geographic information systems. The program offers 3D modeling capability as a service to local firms providing them with an inexpensive alternative to web-based services.

**Curriculum/Mode of Delivery:** Courses are delivered in a lab or lecture/lab format. The program is 30 credit hours in length and includes three hours of required communication and three hours of math. The certificate is part of a larger curriculum that supplements the Mechatronics degree. Students have the option to take CAD coursework as elective credit towards the Mechatronics degree.

**Enrollment/Graduates:** Most students are enrolled in the Mechatronics degree program. In the latest year of reporting, four students were identified as CAS students. One student has received the certificate; two additional students have completed 80 percent of the curriculum.

**Assessment:** In addition to participating in the college assessment system, the assessment plan includes the following elements: a) completion of a comprehensive CAD design project, b) applying 3D modeling knowledge to a real life design challenge, c) passing an industry assessment, d) soliciting input from the advisory committee, and e) number of requests for 3D modeling assistance by local industry. Students have met all performance standards. Due to the expense of the certification exam, students have opted to avoid the exam. The college is exploring a more affordable exam alternative. Finally, the program received 15 inquiries for 3D printing assistance from local businesses in 2014.

**Faculty:** The program utilizes a full-time faculty member from the Mechatronics program to teach four of the six classes offered. Adjuncts teach the remainder of
the courses. All adjuncts have at least ten years of qualified experience and/or education at a level above the AAS Business program degree.

**Advisory Committee:** The program is served by an advisory committee that reviews and suggests curriculum revisions and is consulted for textbook, equipment, and software selection.

**Financial:** The certificate is part of the larger curriculum that supplements the Mechatronics degree. Faculty are part of the Mechatronics program. Courses are funded through tuition and fees and the CAD courses are part of the normal faculty workload. Additional funds are provided through career advancement fees and contractual training.

**Accreditation:** No accreditation is available.

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

**CAS Forensic Science**

**Goals/Objectives:** The program provides students with the necessary training to apply science and technology to investigate and establish facts relating to criminal or civil matters. The key principles of investigative forensic science and the human body are the focus of the program. Graduates can go into entry level work in hospitals, government laboratories, private laboratories, coroners’ offices or use it as a pathway into the police academy. The certificate can be earned by students pursuing the AAS degree in Criminal Justice.

**Curriculum/Mode of Delivery:** Courses are delivered through a variety of modes, including traditional lecture, hybrid, and distance learning options. Classes are offered in evening and weekend formats. Courses are rotated in delivery methods to ensure the offerings serve traditional and non-traditional learners. The program is 30 credit hours in length and requires three hours of required communication courses and three hours of math. A practicum course in the final semester supports program assessment and career competency.

**Enrollment/Graduates:** Many students are enrolled in the Criminal Justice AAS degree program. In the three years of operation, 13 students have graduated with the certificate. Enrollment is on the rise as the program has been extensively promoted within local middle schools, high schools, and area agencies. In the latest year of reporting, nine students were identified as CAS students. Specific information regarding certificate graduates is limited. A voluntary survey of 23 criminal justice graduates revealed that 17 were employed in a related field.

**Assessment:** Program assessment occurs through the AAS in Criminal Justice program. In addition to a program assessment rubric, the program utilizes NOCTI (National Occupational Competency Testing Institute) Legal Services Exam. Seventy percent of the students who have taken the exam have achieved
passing scores. The college has identified two different assessment exams that may be more tailored to criminal justice.

**Faculty:** The program utilizes a full-time program coordinator, a full-time faculty member, and numerous adjunct faculty members to deliver the course offerings. Full-time faculty members have a master's level education in the justice and law field. All faculty have at least seven years of qualified experience and/or education at a level above the AAS in Criminal Justice.

**Advisory committee:** The program is served by an Advisory Committee which meets at least annually and often bi-annually. The committee considers program progress and student feedback to formulate recommendations for program evaluation, changes and new development. The committee also reviews the program assessments.

**Financial:** Adjunct salaries are the only expenditures identified. For the 2014-2015 year, the audit indicates $15,444 was spent on adjunct salaries. Institutional funds provided the necessary support. Courses require fees to cover materials and expenses and the cost of the practicum exam.

**Accreditation:** No accreditation is available.

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

**CAS Virtualization**

**Goals/Objectives:** The program provides students necessary training to install, configure, troubleshoot, deploy, and maintain virtual machines in a business environment. Students will be prepared for a career in networking or in the entry-level cloud computing sphere of the information technology field. The program provides hands-on training in the Cisco, VMware, and Microsoft technologies.

Original plans for the program anticipated acquiring VMware Certified Professional Certification, which required instruction from an authorized VMware academy. VMware status was not achieved and thus students cannot sit for the VMware certifications. The program can help students acquire other virtualization certifications such as the Microsoft Virtualizations Certifications.

**Curriculum/Mode of Delivery:** Courses involve hands-on training. A critical course, Introduction to Virtualization (CNET 270), is offered exclusively as an evening session at this time. Other courses are offered in alternating day and evening sessions. The Cisco-based learning components are presented in a successive 8-week format. All classes are presented in live or hybrid formats. The program is 30 credit hours in length and includes three hours of required communication and three hours of math.

**Enrollment/Graduates:** The program competes for the same group of completers of the core Cisco CCNA courses as Converged Systems Networking
and CCNP certificates. Students who complete the Cisco CCNA coursework and pass the certification exam are quickly recruited and hired before completing the program. There has been low enrollment in CNET 270 and only two of the four enrollees have completed all of the requirements of the Virtualization Certificate. The employment of the two students is unknown.

**Assessment:** Assessment is carried out through an assessment plan in place for the AAS in Computer Network Engineering. Appropriated outcomes have been developed along with an assessment strategy and standard. Assessment results have led to more emphasis in the practicum course to better prepare students for Cisco certification. The practicum assessment will now consist of the students taking the ICND 1 exam, which will earn them the Cisco Certified Entry Network Technician Certification. Expanding the practicum from one to three hours is being considered.

**Faculty:** The program utilizes two full-time faculty members and four adjunct instructors. One of the full-time faculty members serves as Program Coordinator and, along with the other full-time faculty member, has multiple duties within the degree and certificate programs in Computer Network Engineering and Information Technology. All faculty hold various certifications and credentials.

**Advisory Committee:** The CNET Advisory Council meets twice a year to discuss industry trends, local employment needs and the future of the industry.

**Financial:** Adjunct salaries are supported through institutional funds and totaled $10,780 in 2014-15. Courses offered in the program required fees to cover lab resources. Typically the fee is $100. The audit suggests there is a need for a dedicated learning environment and an instructor who certified on VMware to add credibility to the program. These enhancements would require an additional $15,000 and could possibly come from the Bridging the Gap Grant.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** It is recommended that the program be continued, but that a progress report be submitted by **August 15, 2016.** The report should address the status of recommendations outlined in the audit including:

- Implementing dedicated recruitment efforts to increase enrollment
- Consider the merger of the CAS in Converged Networking and the CAS in Virtualization
- Enhancing the practicum assessment by requiring an exam for Cisco Certified Entry Network Technician Certification and a second exam for CCNA Certification
CAS/AAS Culinary Arts

**Goals/Objectives:** The program provides students with the practical knowledge and skills necessary to ensure successful employment in an entry to mid-level position within the food service, hospitality and tourism industry.

**Curriculum/Mode of Delivery:** Courses are delivered through live instruction in the classroom/lab environment. All courses are developed in a modular format and are being delivered in a blended learning environment. The AAS program is 60 credit hours in length while the CAS program required 30 hours. The program curricula require the appropriate number of hours in communications and math. Practical lab experiences are a critical part of the curricula for both degree options. The AAS program includes a required internship. A new streamlined curriculum was launched in the 2016 catalog with the intent of increasing graduations rates.

**Enrollment/Graduates:** Many students enroll in this degree program concurrently with the AAS in Baking and Pastry. At the time the report was written, there were 58 students enrolled in the various culinary degrees. Data for 2014-2015 showed 37 students enrolled in the AAS in Culinary Arts program and two students in the CAS program. In the three year history of the program, there have been six AAS graduates and 12 CAS graduates. Tracking and advising have been implemented to encourage certificate completion.

**Assessment:** Student performance objectives have been developed. Program outcomes are assessed through internships, and courses in Sanitation and Safety, Culinary Nutrition, and Cooking Fundamentals. An evaluation of assessment results has led an increase of written and math components and projects for each course to increase retention. In addition, an applied math course was created to allow students to transition into the workforce with the fundamental skills needed. The program has produced a 90 percent passing rate of students attempting the industry Servsafe certification exam.

**Faculty:** The program utilizes two full-time faculty members and three adjunct instructors. Both full-time faculty have bachelor’s degrees and hold Servsafe Manager Certifications.

**Advisory committee:** The program is served by an Advisory Committee. The committee meets bi-annually to review the curriculum, requirements for internships, and potential employment opportunities.

**Financial:** Support for the program has come through student tuitions and fees and a Technical Program Development Grant. Future resource requirements are anticipated to come from course fees, donations and departmental resources. A total of $95,004 was spent in the last three years for operating expenses and adjunct salaries.

**Accreditation:** No accreditation is available.
Recommendation/comments: It is recommended that the program be continued.

AAS Mechatronics

Goals/Objectives: The program is a Siemens Level I and Level II certified program. The college, instructors, and equipment have been approved by Siemens International to deliver a program that qualifies for an industry recognized certification. The program supplies local industries with maintenance technicians. The CAS program allows students to take the Siemens Level I certification exam. AAS graduates can sit for the Level II certification.

Curriculum/Mode of Delivery: The program utilizes a variety of delivery methods including classroom lecture with an open lab, a lecture/lab format and a recently developed inverted classroom. The latter format is expected to become the most widely used format. Content is introduced online with simulations that provide pre-lab preparations. An online assessment will determine the students' readiness for a live lab assessment. The CAS program required 30 hours of coursework while the AAS program required 60 hours. Both degree options have the necessary general education courses in communications and math. A new curriculum and course program map has been developed.

Enrollment/Graduates: Enrollment in the AAS program has averaged 35 students for the first three years. Very few students identify the CAS program as their major. There have been three AAS graduates and one CAS graduate. Two of the graduates are employed in field; two others have continued their education in engineering at West Virginia University. Students are employable after the first years of courses and often exit the program in order to accept employment. They typically take only the technical core courses. It is hoped that the revised program will make degree completion achievable in a two year period and increase graduation rates.

Assessment: The audit presented a comprehensive assessment plan that includes learning goals, program outcomes and appropriate standards and measures. Assessment goals dealing with fundamental thinking and reasoning skills are still being developed. Student evaluations and Siemens' training has resulted in revisions of the Introduction to Mechatronics course to better meet the needs of students and prepare them for the certification exam. The WorkKeys assessment is helping identify curricular areas that need more emphasis.

Faculty: The program is served by three full-time faculty members and one part-time faculty.

Advisory committee: The program is served by an Advisory Committee that assists in selecting training equipment, textbooks, and advising on content and assessment. Committee members have been an excellent source of used equipment and donations.
Financial: The program received significant grant support through the Technical Program Development Program ($220,000) and several WV Advance Grants ($792,000). Future resource requirements will be provided through the college's appropriation, tuition and fees, and contractual training.

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 August 15, 2016 on the success of efforts to increase graduation rates.

AAS Physical Therapy

Goals/Objectives: The mission of the program is to prepare graduates to be licensed as physical therapy assistants. The program prepares PTA students to work in a variety of physical therapy settings including; acute care, outpatient orthopedics, skilled nursing, rehabilitation centers, and nursing homes.

Curriculum/Mode of Delivery: The PTA program is a 1+1 program. One year of prerequisites must be completed prior to starting the technical phase. Three hours of math and three hours of English are included in the prerequisites. Student must maintain at least a 75 percent test average to maintain their spot in the program. The program utilizes a variety of delivery methods including classroom lecture, laboratory, online, and clinical education. The program is 71 credit hours in length which exceeds the Council goal of 60 hours. The audit includes a letter from the Commission on Accreditation in Physical Therapy Education which outlines the reasons that PTA programs are unable to comply with the goal of reduced hours. Completion of the program allows the graduate to sit for the national PTA licensure examination.

Enrollment/Graduates: Enrollment into the program is competitive and is limited to 20 students for each class. The program had full enrollment in the first three classes. The first two classes each produced 19 graduates for a completion rate of 95 percent. Graduate surveys indicated that most graduates are employed as PTAs making a salary between $40,000 and $49,000.

Assessment: The audit presented a comprehensive assessment plan that includes measurable goals, data collection methods, and action plans to address results. Assessment results revealed that students were not meeting goals for the communication section of the capstone seminar. New strategies were implemented which led to improvements.

Faculty: The program is served by two full-time faculty members. One serves as program coordinator while the other serves as clinical coordinator.

Advisory committee: The program is served by an Advisory Committee that meets at least annually each spring to discuss program goals, acceptance procedures, student performance, current and appropriate modalities, and CEU courses. The information is then reviewed by the PTA faculty in staff meetings.
Financial: The program was initially supported through a grant. In the 2014 academic year the program had income of $214,797 which came from tuition and fees (50 percent), Lab fees (2 percent), state appropriation (33 percent), and grant (15 percent). Expenditures totaled $133,966.

Accreditation: The program is accredited by the Commission on Accreditation in Physical Therapy Education. The program is in good standing and accredited until June 30, 2024.

Recommendation/comments: It is recommended that the program be continued.
ITEM: Acquisition of the WESCO Building

INSTITUTION: West Virginia Northern Community College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves acquisition of the WESCO Building for $205,000, and subsequent renovation of the building shall be conducted pursuant to the Council’s rule, Series 12, Capital Project Management.

STAFF MEMBER: Richard Donovan

BACKGROUND:

West Virginia Northern Community College (“WVNCC”) needs additional space to house a petrochemical program to provide workforce training for the oil and gas industry in the northern panhandle. The former WESCO building is available for purchase. It is located at the corner of 18th and Eoff Streets which is in close proximity to the B&O building and WVNCC’s classroom building. The appraised value of the building is $310,000 and WVNCC has an option to purchase it for $205,000. If this acquisition is approved by the Council, WVNCC will use college reserves to pay for the purchase.

The WESCO building was built in 1947 by Westinghouse Electric Supply Company and has 20,000 square feet on the first level. Most of the first floor space was used to warehouse electrical equipment and is high-volume space (approximately two stories high). The remainder of the first floor was used for offices and utilities. There is also an open mezzanine level above the office space that provides an additional 6,900 square feet. A Phase 1 Environmental Assessment was performed by Triad Engineering, Inc. and they report that no recognized environmental conditions were discovered.

WVNCC retained the Mills Group, an architectural firm in Wheeling, to evaluate the building to determine if it is suitable to house the petrochemical program and identify renovations needed to bring the building up to contemporary standards. The Mills Group’s report follows on the next pages. The entire building was evaluated including the envelope, electrical, plumbing, HVAC and life safety systems. The Mills group estimates that renovation cost to bring the building up to contemporary standards will be approximately $2.9 million, plus an additional $500,000 for fixtures, furnishings and equipment. Once the building is renovated, it would provide flexible and suitable space to house the petrochemical program. WVNCC plans to fund the renovation from capital fees and reserves.
West Virginia Northern Community College

Building Condition Report

of the

Former WESCO Building
18th & Eoff Streets
Wheeling, WV

October 6, 2015
INTRODUCTION

The Mills Group was commissioned to perform a building condition assessment of the former Wesco building at the corner of 18th & Eoff Streets adjacent to the WVNCC Wheeling, WV campus. The report includes an assessment of exterior and interior conditions for the repurposing of the building to house a Petro-chemical program. To accomplish this report the Wesco was inventoried to identify architectural, structural, mechanical, electrical and plumbing system conditions, document and assess the conditions, and provide recommendations and costing for necessary improvements. The floor plans, elevations, and photographs are included in the report to augment the description that follows.

BUILDING CONFIGURATION/DESCRIPTION

The building was built circa 1947 and is 20,000 SF first level (high volume) with an approx. 6,900 SF mezzanine. There is no basement. The front entry has a porch that is approx. 70 SF, including the steps. The building in general is in fair to good condition. The existing floor plan, high bay volume and warehouse features are conducive to the intended use.

The building is framed with steel columns and beams with cmu and brick veneer exterior walls. The first level is concrete over a filled area elevated from grade (possibly intended to avoid the flood plain or to provide loading dock height for vehicles and /or rail cars). The filled area is contained by poured in place concrete that turns to cmu/brick at the first level. Within the fill area are concrete piers and footings at each column. The mezzanine is concrete over steel deck and the roof is built up roofing over steel deck (it is unknown whether insulation is under the built up roof). The building has original single pane steel windows (some operable) with limestone sills. The front entry is surrounded by stone panels. The entry door appears to have been modernized at some point. There are four existing overhead doors (one has been infilled with framing). The two overhead doors on the east side provides access to a three bay loading dock with three interior overhead doors. This area is surrounded by cmu walls. The original building drawings shows that the westerly overhead doors received rail cars. Currently, there are no rail sidings in place.

The front entry leads to existing offices, a presentation space (with small stage) toilet rooms and utility space in the northeast corner of the building. The front entry also leads to a service counter that offered patrons goods warehoused within the building. This along with the three bay interior loading dock is capped by the mezzanine that was used for inventory and storage. The mezzanine is served by an existing freight elevator located to the west.

The site features are concrete sidewalks and stairs, light landscaping and an adjacent twenty car parking lot (this has been owned by WVNCC for several years). The site is urban and is surrounded by other parking lots to the south and west (that serve WVNCC) and City streets to the north and east.
EXISTING MEZZANINE LEVEL PLAN
SCALE: 1/32"=1'-0"
BUILDING CONDITIONS – EXTERIOR MASONRY, CONCRETE FAÇADE AND ROOF ASSESSMENT

The brick masonry façade is in fair to good condition. The brick is laid in a running board with no ornamentation or accenting. The original building was built without control joints (customary to current construction practices) so there are various locations that show signs of stress cracking (particularly at the corners) or movement causing stress on the mortar (particularly outside imbedded beams, columns and lintels. It is evident that there have been repairs made by different color mortar. There are a several areas that will require repointing or brick repair but not a full building project. The brick is stained in various locations from removed or existing equipment and years of urban soot.
The exposed concrete base around the perimeter is in fair to good condition. Several spalled areas are noted seemingly at imbedded columns. The spalling, due to lack of control or expansion joints, will need prioritized as the condition will lead to further structural damage.

The front entry porch and stairs are in fair to good condition (they have had some repair or replacement). There is spalling at one of the treads. It should be noted that the entry is not HC accessible and there is a riser immediately at the front entry door. Handrails are in place but they are not building code compliant.
The only person door is the front entry. Other entry/exit is limited to the overhead doors. As the project advances it will be necessary to create a second or possibly a third person door for required fire egress. The existing entry door is in fair condition but lacks adequate fire egress hardware. The overhead doors are in fair to good condition and should be further inspected for re-use if they are necessary for the intended use. It is unknown if they operate as the power to the building is off. According to the building seller they still function.

As stated the existing windows appear to be original to the building. There are windows in two locations. The offices have single pane steel framed windows with an operable panel within the unit. The high bay and mezzanine have single pane fixed steel framed windows. Due to lack of energy efficiency and general condition the windows should be fully replaced. The lintels over the windows are in fair to good condition. However, there are locations where rust is developing and where caulking has deteriorated.
The roof access door is locked and therefore making access impossible. According to the sales agreement the roof has been replaced (year unknown), well maintained and there does not appear to be any evidence of leaks. The roof can be viewed from an adjacent elevated highway and it appears to be built-up with gravel aggregate. The surrounding parapet and coping condition was not inspected but was observed from a distance. It appears that the original coping has been covered in formed sheet metal. This looks to be in good condition. The roof accessories (roof drains and roof hatch) also look to be in good condition.
EXTERIOR FACADE RECOMMENDATIONS

- Remove and repair spalled concrete at the base of the elevated building. This should be considered a priority as further deterioration will affect the building’s structure. There are approx. 10 to 12 locations around the perimeter some more severe than others. Once the spalled repairs are made the entire perimeter concrete base should be properly coated for stabilizing or prevent further deterioration.

- Remove existing mortar and repoint. This includes “spot” repointing to create a more consistent mortar color. The estimated area is approx. 25% of the façade.

- Repair damaged masonry and introduce masonry control joints at corners and lintels/imbedded beams. This can be done by saw cutting and adding control joint caulking with backer rods.

- The entire façade should be cleaned and sealed with an approved breathable coating.

- As stated the entry porch is not accessible and should be modified to be so. Working with existing contours this can be achieved by directing a ramp to the north with stairs headed to the south. As an option, with the introduction of a second (or third) entry this can be done at either location. However, it should be noted that the building is elevated anywhere from 3 to 5 ft. above grade making either a ramp or mechanical lift a necessity.

- The concept diagram shows two new doors. The one to the north is approximately 3 feet above grade.

- The windows and doors should be considered as full replacement. This will improve the thermal value of the perimeter and will provide code compliant fire egress hardware. As the windows are replaced the sills and lintels shall be repaired accordingly.

- As stated the roof was inaccessible but the sales agreement indicates that it is good condition. If the roof is periodically maintained on a consistent basis it will continue to perform as expected. It is recommended that a roof maintenance program be instituted by contracting with a qualified roofing firm. The preliminary cost estimate has an allowance for maintenance work.

- The overhead doors appear to be in working order. The preliminary cost estimate has an allowance for maintenance work.
BUILDING CONDITIONS – INTERIOR CONDITION ASSESSMENT

The interior of the building has three basic sections. One section is a collection of several offices, a presentation space, a kitchen, toilet rooms, and storage/utility spaces. This occupies approx. one third of the first floor level. The second section is the high bay open warehouse space. This occupies approx. two thirds of first floor level. The third section is the upper level mezzanine that occupies the area over the office section. The office section has a series of partitions that are either plaster or a wainscot of paneling with an upper area of painted over glass or plaster. The flooring is either composite tile, carpet or concrete. Aside from the concrete, the floor finishes are antiquated and in need of replacement. The ceilings are either plaster or plaster with furred or glued acoustical tile. The ceilings are in fair to good condition. The building MEP systems (lighting, HVAC, plumbing and fire protection) are antiquated (except for the fire sprinklers) and in need of replacement (a more detailed building system description follows below).
The warehouse and mezzanine space have concrete floors, are primarily open, with cmu walls and exposed structure at the ceilings. Both sections are in very good condition aside from the MEPFP systems. The mezzanine has a low ceiling (approx. 6’6” at the beams) and includes numerous utilities making the space only conducive to storage. The MEP systems are antiquated (except for the fire sprinklers) and in need of replacement (a more detailed building system description follows below).

The windows and exterior doors were addressed above. The interior doors and hardware are antiquated and in need of replacement.
INTERIOR RENOVATION RECOMMENDATIONS

The building will be re-purposed from an electrical supply warehouse to a college lab space featuring a petro-chemical program. The preliminary program for the intended use will include four classrooms, four faculty offices, a large lab space with heavy industrial equipment and tool storage, toilet rooms, lounge with vending, storage and other support spaces. A concept diagram follows but the strategy will be to convert the existing office section to a combination of classrooms and offices. The toilet rooms will need increased for both required fixture count and to meet ADA requirements. The concept works with as many existing walls as possible, however, new walls to accommodate the program, to provide access and fire egress circulation will be necessary. The open warehouse and loading dock will adequately accommodate the petrochemical lab with modifications to add welding booths, work spaces and heavy equipment typically used in the industry. Please note the following:

- The new office/classroom section will be partially demolished and partially renovated. This will include new and existing partitions with new painted finishes, new flooring (a combination composite tile in the classrooms, carpet in the offices and porcelain tile in toilet rooms) and new ceilings.

- The lab space will need various modifications to accommodate welding booths, tool storage, an office and areas to accommodate heavy equipment (i.e. overhead rails with hoisting fixtures). A lounge with vending is shown in the concept.

- The mezzanine will require little if any modifications depending whether some areas of storage require security.

- All areas will require new MEP. The fire sprinkler system is reusable but will require modifications to provide coverage in newly created rooms.

- The elevator is a non-passenger, freight elevator. It appears to be in working order. The preliminary cost estimate has an allowance for maintenance work.
BUILDING SYSTEMS – HVAC ASSESSMENT AND RECOMMENDATIONS

Overall, it is anticipated that the building will consist of spaces similar to the WVNCC Straub Building project, the HVAC systems will be very similar. We recommend the following:

- For most classroom and lab areas, provide rooftop variable air volume HVAC system consisting of one or two units serving a mixture of VAV and fan-powered terminal units with hot water heating coils as required.

- Areas with special ventilation requirements such as welding booths and diesel engine labs will be provided with dedicated exhaust systems, same as the Straub Building. If a larger number of welding booths and engine stations are planned, multiple exhaust systems may be required. A dedicated outside air system may be required depending on the amount of air required by the exhaust systems. This will also have the advantage of keeping the air in these areas completely separate from the general classroom areas. By pressurizing the classroom area in relation to these areas, odor containment can more easily be maintained.

The existing hot water heating system consists of a single atmospheric gas-fired cast-iron boiler and a single circulating pump. If either or both are original, they are well past their normal life expectancy. Neither the existing piping distribution system nor the terminal units are suitable for reuse. We recommend the following:

- Provide a new boiler plant with two boilers and two main circulating pumps for redundancy. Provide a new piping system. Provide new unit heaters and radiators in unconditioned spaces and for auxiliary heat where required. Provide a door heater if there is no main entry vestibule.
BUILDING SYSTEMS – ELECTRICAL ASSESSMENT AND RECOMMENDATIONS

The existing service to the building is a 200A, 208/120V, 3 phase service. This will need to be upgraded to a much larger size that will be determined by the calculated load. The service size is dependent on how many welding stations are needed which each require a 100A 208V receptacle for the equipment, and other types of mechanical equipment for labs. A conservative number might be around 2000A (the Straub Building has a 1200A service and if there is more mechanical equipment to be added to Wesco building than the Straub then the Wesco service will be higher)

There will need to be a new switchboard for the main service in a new electrical room and subpanels for each lab. Lighting and small power will all be new but the loads will be minimal compared to the machine equipment. New data, fire alarm, and security systems will need to be designed and installed through the building.
BUILDING SYSTEMS – PLUMBING ASSESSMENT AND RECOMMENDATIONS

Domestic Water Service: The primary water service enters the building from Eoff Street on the eastern side of the property. There is currently a 6” main, which serves the facility’s fire and domestic needs.

- Summary: The present installation requires modification to the service entrance including the separation domestic and fire services, complete with appropriate shutoff valves, backflow prevention devices, etc. The assumption is that the water pressure is adequate for both fire protection and domestic water requirements, and that no pressure boosting systems will be required.

Domestic Hot Water System: A 50-gallon electric water heater is present (installed in 2012) and currently serves the required plumbing fixtures.

- Summary: It is premature to assume that the existing heater is capable of satisfying the demand of a renovation, and a new heater should be considered for this requirement.

Sanitary Sewer and Vent Systems: The existing system currently serves toilet rooms, select plumbing fixtures, and various floor drains located throughout the building. It was reported that standing water was observed in the existing presentation space floor. There was no evidence of water infiltrating from the mezzanine or roof above. It may have been caused by something in the sewer system (it is assumed that this is a combined sewer as in other buildings of this age in the City) perhaps a heavy rain and lack of a backflow preventer. Other than this the system appears to adequately serve the function of the existing premise.

- Summary: The system should be viewed with a camera to record any blockage or presence or not of a backflow preventer. The system will require modification relative to the building renovation. Cast iron piping will be utilized in areas where return air plenum spaces are incorporated.

Storm Water System: The facility is equipped with a storm water drainage system that consists of various roof drains piped to vertical conductors located within the building.

- Summary: The present system appears to be in fairly good condition, and adequately serves the building as no reports of roof ponding, etc. were reported. Some storm piping is ABS material, which may require replacement should return air ceiling plenums be considered. In addition, there does not appear to be a secondary (emergency) storm water drainage system for the structure. This will be permissible providing 1) the structure is confirmed to be capable of supporting water to the top of the roof parapet or, 2) scuppers be incorporated to limit the potential for ponding.
Natural Gas Service: The natural gas service currently enters the site from Eoff Street on the eastern side of the property. The service is 2 ½” and appears to be in good condition.

- Summary: The present installation appears to be code compliant, and satisfies the existing demand of the building. Should additional demand be imposed upon the building, the service will need to be evaluated to determine if it is sufficient to support the new requirement.

Plumbing Fixtures and Equipment: Plumbing fixtures located within the toilet rooms of the building along with those in other areas of the building appear to be functional, but are in need of replacement.

- Summary: Plumbing fixtures should be replaced with new water conserving fixtures.
BUILDING SYSTEMS – FIRE PROTECTION ASSESSMENT AND RECOMMENDATIONS

Fire Protection System: A wet-pipe automatic fire protection system is currently employed throughout the building, complete with manual hose stations.

- Summary: The fire protection system appears to be completely functional at present, and the facility appears to be fully protected in accordance with NFPA requirements, but any modification to the occupancy or renovation to the interior will necessitate additional fire protection work. The system is capable of expansion, and is capable of accommodating future renovation, but will require a new backflow preventer and new electric monitoring.

HAZARDOUS MATERIAL TESTING AND ABATEMENT

Not commissioned in this report, but recommended is testing of hazardous materials (haz mat). Given the age and visual observation, it is suspect that haz mat may exist. This is possible in roofing materials, coatings and wood trim paints. Without testing, it is not possible to provide an accurate cost. Also, any potential abatement will depend on demolition techniques and ability to encapsulate haz mat containing materials scheduled to be removed. Therefore, this has not been included in the cost estimates.
## PRELIMINARY COST ESTIMATE

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West Virginia Council for Community and Technical College Education  
Meeting of October 22, 2015

ITEM: Ten-Year Campus Development Plan

INSTITUTION: West Virginia University at Parkersburg

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education ("Council") approves West Virginia University at Parkersburg’s ten-year (2015-2025) Campus Development Plan with the exceptions stated in the further resolutions that follow;

Further Resolved, That, given the mission of the Community and Technical College System, the Council does not approve the Campus Development Plan’s recommendations that a president’s residence and student housing be built or developed;

Further Resolved, That future property acquisitions must be approved by the Council and be supported by clearly defined programmatic needs; and

Further Resolved, That any proposed use or operation of the Center for Early Learning by other entities be approved by the Council and reviewed by bond counsel to ensure that IRS regulations governing tax exempt bonds are not violated or compromised.

STAFF MEMBER: Richard Donovan

BACKGROUND:

West Virginia University at Parkersburg ("WVUP") engaged Pickering Associates, an architectural and engineering firm in Parkersburg, to assist in updating its ten-year Campus Development Plan. This plan responds to West Virginian Code §18B-19 and the Council’s rule, Series 12, Capital Project Management, that all community and technical colleges develop/update their campus master plan as a prerequisite for capital funding.
Representatives from administration, faculty, staff, students, the WVUP Board of Governors, and the WVUP Foundation worked with Pickering Associates to develop the plan over a two-year period. The plan supports WVUP’s strategic vision and goals and develops a holistic ten-year plan for all three of its locations, the Main Campus at 300 Campus Drive, established in 1961, its Downtown Center in Parkersburg which opened in 2013, and the Jackson County Center in Ripley, which was established in 1974. The planning team agreed to maintain the following guiding principles:

- Support the mission, vision and values of the institution.
- Project a safe, secure and comfortable environment which fosters a shared sense of community.
- Mirror the institution’s commitment to serving and being accessible to all students through its buildings, grounds, and spaces.
- Create a space that is flexible to meet the diverse and future needs of students, the campus and the greater communities.
- Enhance heightened involvement/linkage of the community with the campus.
- Establish boundaries, parameters, ingress and egress.
- Anticipate/respond to acquisition opportunities. Take into consideration that facilities planning supports the priorities of academic programs and student support services.
- Emphasize relationship building between the campus, neighborhood, city, county, region and state.
- Present a realistic vision of campus facilities and grounds.

The Campus Development Plan is intended to be used as a guide for architects, landscape architects, engineers and other disciplines as WVUP moves forward with future campus development to support its academic programs, campus life and physical presence.

The Parkersburg Campuses of WVUP are comprised of several properties and numerous facilities:

- The Main Campus of WVUP contains approximately 161 acres, 153 acres that are owned and eight acres that are leased. The following buildings are sited on the Main Campus:
  - Main Building, Library/Tech Wing & College Activities Center – 223,016 square feet
  - Workforce and Community Education – 7,371 square feet
  - Caperton Center for Applied Technology – 57,530 square feet
  - Center for Applied Technology and Training – 22,000 square feet
  - Center for Early Learning – 5,000 square feet
  - Nicolette Road Annex – 2,160 square feet
  - The Energy Lab – 1,500 square feet
  - Agriculture Storage Facility – 1,120 square feet

- Adjacent to or nearby the Main Campus are the following facilities that have
recently been acquired along with approximately 27 additional acres:
  o Gateway Property (former Go-Mart convenience store) – 6,040 square feet
  o WVUP Agricultural Center (Hammond Farm) – 23,000 square feet
  o Cedar Grove Road Property – 1,000 square feet
  o Stanton Pike Annex (Community Building) – 3,600 square feet

- WVUP also owns the former W.T. Grant Department Store Building in downtown Parkersburg. The building contains 32,000 square feet and was donated to the college by the Erickson Foundation in 2008. One bay of the building has been renovated for the Culinary Arts Program. The remainder of the building is shell space with no occupancy.

The Jackson County Center is located in Ripley on approximately three acres. There are two buildings at this site:
  - Administrative Building – 3,500 square feet
  - Classroom Building – 17,150 square feet

WVUP enrolls approximately 2,800 students in credit classes and serves an additional 3,000 students annually in non-credit classes, seminars, workforce development training and workshops. Its primary service area consists of seven counties: Jackson, Pleasants, Ritchie, Roan, Tyler, Wirt and Wood.

Numerous deferred maintenance projects have been identified, primarily heating ventilation and air conditioning equipment replacements:

- Main Building: $524,000 in high priority projects and $842,000 in lower priority projects;
- Caperton Center For Applied Technology: $100,000 in high priority projects and $125,000 in lower priority projects; and
- Jackson County Center Classroom Building: $40,000 in high priority projects and $35,000 in lower priority projects.

The Campus Development Plan recommends projects in the immediate future (3 to 5 years) and long-range priorities (5 to 15 years):

- Immediate Future (3 to 5 years), estimated dollar amounts and potential funding sources are not provided:
  o Conduct facilities assessment to determine compliance with current ADA accessibility codes;
  o Increase, improve and standardize signage on campus, including implementing campus maps, building directories at all entrances and building names on all buildings;
  o Renovate existing building or construct new one-stop center combining the admissions, records and financial aid services in one location;
  o Improve lighting in all parking facilities;
Renovate third floor of the Main Building to expand Health Service Programs:

- In conjunction with the National Guard, construct a Readiness Center toward the southwestern corner of the Main Campus;
- Provide additional defined student space in the Main Building for a Mentoring Center;
- Develop a plan for the Downtown Center;
- Build a President’s Residence to include a Conference Leadership Center \textit{The necessity of this project has been questioned by Council staff. President Lamkin has requested the opportunity to address the Council in support of a President’s Residence};
- Expand the Jackson County Center facilities and create a campus.

- Long-Range Priorities (5 to 15 years), estimated dollar amounts and potential funding sources are not provided:
  - Construct a new Leadership Center on the Main Campus;
  - Develop student housing adjacent to or on campus through self-financing or in partnership with a private developer \textit{The necessity of this project has been questioned by Council staff. President Lamkin has requested the opportunity to address the Council in support of developing student housing};
  - Collaborate with downtown Parkersburg businesses and government officials to develop and renovate the Downtown Center;
  - Identify new space or renovate existing space on the Main Campus to house the campus bookstore;
  - Renovate the Workforce and Community Education Building;
  - Building a new Student Activities Center;
  - Expand the Gateway Entrance to the Main Campus; and
  - Examine other potential uses for the Agricultural Center.

Property acquisition is also discussed in the Campus Development Plan; however, given the amount of property already owned and not fully utilized, Council staff recommends that future property acquisitions be based on clearly defined programmatic needs.

There are recommendations in the Campus Development Plan concerning the Center for Early Learning (Daycare Center) that WVUP explore the possibility of developing a collaborative classroom space to be shared with Wood County and that WVUP consider leasing the facility to a private or nonprofit licensed childcare provider. This facility was built with tax-exempt revenue bond proceeds so any use or operation of the facility by other entities would need to be reviewed by bond counsel to ensure that IRS regulations governing tax exempt bonds are not violated or compromised.

All capital projects need to be advanced according to the Council’s rule, Series 12, \textit{Capital Project Management}. 
WV Council for Community and Technical College Education  
Meeting of October 22, 2015

ITEM: Auditor’s Recommendation Regarding Schools of Barbers and Cosmetology

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Sarah Tucker

BACKGROUND:

The West Virginia Legislature is currently conducting a performance audit of the West Virginia Council for Community and Technical College Education (Council). One aspect of this audit was to investigate the Council’s oversight of schools of barbers and cosmetology. Under West Virginia Code §18B-2B-9, the Council is tasked with issuing operating permits for correspondence, business, occupational, and trade schools. The code is largely intended to be consumer protection legislation, helping to ensure that for-profit schools operating in West Virginia do not take advantage of their students. This code, as well as Series 35, Correspondence, Business, Occupational and Trade Schools, exempts public education, both higher education and K-12, from the operating permit process.

As it relates to this area of the audit, the Legislative Auditor is concerned that legislative code precludes the Board of Barbers and Cosmetologists from issuing licenses to graduates of public cosmetology programs because public schools do not have to obtain operating permits through the Council. As a result, the Legislative Auditor recommended that the Council seek to amend its current legislative rule to include public institutions of barbers and cosmetology and massage therapy in its operating permit approval process.

In its response to the Auditor’s recommendation, the Chancellor’s Office explained that the Career Technical Education Centers (CTEs) are authorized to operate as part of the public K-12 education system, falling under the policies of the Department of Education, and that the community and technical colleges (CTCs) are authorized to operate as part of the public higher education system, falling under the policies of the Council. As such, the Chancellor’s Office, under the advice of the Attorney General’s Office, does not believe that either the CTEs or the CTCs are required to seek operating permit approval from the Council. Further, the Chancellor met with representatives from the Attorney General’s Office, the Department of Education, and the Board of Barbers and Cosmetologists and concluded that a memorandum of agreement between the Chancellor’s Office and the Department of Education would suffice in allowing the Board of Barbers and Cosmetologists to issue licenses to graduates of these public institutions. All relevant material follows.
September 13, 2015

The Honorable Craig Blair  
Room 217W, Bldg. 1  
1900 Kanawha Blvd. E.  
Charleston, WV 25305

The Honorable Gary G. Howell  
Room 213E, Bldg. 1  
1900 Kanawha Blvd. E.  
Charleston, WV 25305

Dear Chairman:

The Committee requested the Performance Evaluation and Research Division report on the relationship between the Council for Community and Technical College Education (Council), the Board of Barbers and Cosmetologists (Board), and the schools of barbering and cosmetology, including curricula preparation, implementation, and oversight.

Public Schools of Barbering and Cosmetology Have Been Inadvertently Removed From the Process of Obtaining an Operating Permit.

Passage of Senate Bill (SB) 586 on April 13, 2013 transferred the Board’s statutory responsibility of issuing operating permits to public and private barber and cosmetology schools to the Council. In addition, SB 586 transferred the Higher Education Policy Commission’s responsibility of approving massage therapy schools to the Council. This legislative intent is expressed in the purpose statement of the introduced bill as follows:

NOTE: The purpose of this bill is to place the authority to license cosmetology, barber, and massage schools with the West Virginia Council for Community and Technical College Education. Current law places authority for approving cosmetology and barber schools with the professional licensing board and authority for approval of massage schools with the West Virginia Higher Education Policy Commission.

Joint Committee on Government and Finance
The Council’s governing law and rule already had authorized it to issue operating permits to occupational and trade schools, but the Council’s rule (CSR §135-35-3) exempts private schools if they are under the authority of the Board. However, since private barber schools are no longer under the authority of the Board, they automatically come under the Council’s jurisdiction without a need to amend the Council’s enabling statute or legislative rule. However, the Council’s rule specifically exempts public schools from being required to obtain a Council-issued operating permit. Consequently, at the present time, public schools of barbers and cosmetology, and public massage therapy schools are not being approved by any state entity. This creates a technical problem, in that the licensing Boards of barbers and cosmetologists and massage therapy can only issue a license to individuals who have graduated from a barber and cosmetology school or massage therapy school approved by the Council. If an individual graduates from a public school for these professions, the respective licensing board cannot legally issue that person a license.

In Lieu of a Legislative Amendment, the Board of Barbers and Cosmetologists Is Issuing Licenses to Public School Graduates.

The Board of Barbers and Cosmetologists was granting licenses to all individuals who graduated from public and private barber and cosmetology schools because it had assumed that these schools were being approved by the Council. However, the Board only recently became aware that the Council was not approving public barber and cosmetology schools. The Board continues to license individuals who graduated from public schools; however, technically the Board should not be issuing licenses to such graduates. The clear intent of the legislation passed by the Legislature was that the Council would license both public and private barber and cosmetology schools. There are also public schools for massage therapy that are not being approved by the Council. This places the Board of Massage Therapy in the same quandary. The Legislative Auditor concludes that the Legislature would not have purposely amended Code to make public institution graduates ineligible for licensure in the professions of barbering, cosmetology or massage therapy. Therefore, the Legislative Auditor recommends that the Council seek an amendment to its current rule to clearly require approval of operating permits for both private and public programs of barbers, cosmetology and massage therapy schools.

With respect to the Chairs’ questions on the relationship between the Board and the Council in terms of curricula preparation, implementation and oversight, the Council can investigate alleged violations against schools with a Council-issued operating permit and has the authority to rescind the issued operating permits. However, the Council cannot investigate, or cease operations of a school that does not have a Council-issued operating permit. The schools provide the Council with a copy of their curriculum as part of the operating permit application. However, the law enables the Board to establish the standards of approval for courses and curriculum. The Board’s legislative rule details the minimum licensing and curriculum a licensure applicant has to have completed to be issued a license to practice.
Recommendation

1. The Legislative Auditor recommends that the Council for Community and Technical College Education seek to appropriately amend its current legislative rules, CSR §135-35, to include public institutions of barber and cosmetology, and massage therapy in its operating permit approval process, and issue operating licenses to both schools and programs of barber and cosmetology and massage therapy as intended by the Legislature.

I hope that this addresses your concerns with respect to the Board and the Council. If there are any further questions that you have in this area we are always available to assist you.

Sincerely,

[Signature]

John Sylvia

Enclosure
August 17, 2015

Mr. John Sylvia
Director, Performance Evaluation and Research Division
Building 1, Room W-314
State Capitol Complex
Charleston, West Virginia 25305

Dear Mr. Sylvia,

This is in response to your request dated July 31, 2015, regarding a draft copy of the report for departmental review on the relationship between the WV Council for Community and Technical College Education (Council) and Board of Barbers and Cosmetologists (Board), and the schools of barbering and cosmetology, including curricula preparation, implementation, and oversight.

The Council reviewed the recommendations of the Legislature outlined in the letter dated July 31, 2015, concerning C.S.R. 135-35, and provides the following clarification to the proposed amendment:

The Council has the authority to license cosmetology and barber schools, and massage therapy schools, under W.Va. Code 18B-2B-6 and Senate Bill 586. This extends to private schools not under the authority of the Board of Barbers and Cosmetology (“Board”) (See C.S.R. 135-35.). It is agreed that the intent of Senate Bill 586 is that the Council would license both public and private barber and cosmetology schools. However, there are currently no public institutions in West Virginia of barber and cosmetology, or of massage therapy.

The Board, not the Council, is responsible for establishing the criteria for barber and cosmetology programs, as is the Massage Therapy Board for massage therapy licensure programs.

While there are no public schools of barber and cosmetology, or of massage therapy in West Virginia, which could be considered equivalent to, for example, the Charleston School of Beauty, which is a barber and cosmetology school as contemplated by C.S.R. 3-3, there are public institutions that offer programs in barber and cosmetology, and massage therapy. These public institutions are the Career Technical Education Centers and the public Community and Technical Colleges.
Career Technical Education Centers are authorized to operate as part of the public K-12 education system, falling under the policies of the Board of Education, with oversight from the Department of Education. Public Community and Technical Colleges are authorized to operate as part of the public higher education system, falling under the rules and policies of the Council for Community and Technical College Education. Both the Career Technical Education Centers and the Community and Technical Colleges, offer a variety of programs which may include programs in barber and cosmetology, and/or massage therapy. These programs adhere to the criteria established by the Cosmetology and Massage Therapy Boards.

Therefore, the Council sees no issue with the Board continuing to issue licenses to graduates who have completed program requirements as set by the public institutions that currently offer programs in barber and cosmetology, and/or massage therapy.

Should you have questions or need additional information, please contact me.

Sincerely,

Dr. Sarah Armstrong Tucker
Interim Chancellor
PERD Evaluation of the Agency’s Written Response

Attached to this letter-report is the Council’s written response. The Council agrees with the Legislative Auditor that the legislative intent of Senate Bill 586 “is that the Council would license both public and private barber and cosmetology schools.” However, the Council states that there are no public “schools” of barber and cosmetology or massage therapy in West Virginia, only “programs” within public institutions, such as Career Technical Education Centers, and Community and Technical Colleges. According to the Council, these programs are not equivalent to a barber and cosmetology school as contemplated in Code of State Rules §3-3. Since the Council is making a distinction between a school and a program within a public school, it does not perceive it has the responsibility to issue licenses to the public schools with programs of barber and cosmetology.

This determination by the Council does not consider that under the licensing structure prior to SB 586 that the definition for school was “a facility to educate persons to be licensed under the provisions of this article.” This definition did not make a distinction between whether the facility offers only barber and cosmetology instruction or several career programs. Moreover, prior to SB 586, the Board was issuing operating licenses to Career Technical Education Centers, Community and Technical Colleges, as well as correctional facilities to operate their barber and cosmetology programs within the public institutions. It is illogical to assert that the Legislature did not intend to continue that practice. Clearly, the former definition of schools included stand-alone schools and programs within public institutions. It would appear that the intent of SB 586 was to transfer the authority to license schools and programs from the Board to the Council. Therefore, the Legislative Auditor maintains the position that the Council issue operating licenses to schools and programs within public institutions for barber and cosmetology, and massage therapy.

The Council states that it sees no issue with the Board continuing to issue licenses to graduates who have completed program requirements as set by the public schools that currently offer programs in barber and cosmetology, and/or massage therapy. However, the Council does not address how this action contradicts with how the Code is currently written; which states that in order for the Board to issue a license to practice, an individual must graduate from a licensed school that has been approved by the Council. Since the Council has not issued permits to operate to the programs of barbering and cosmetology located within public schools, the continuance of the Board issuing permits to graduates of these programs is in contradiction of the Code.
Memorandum of Agreement

BETWEEN THE
WV Council for Community and Technical College Education
AND
WV Department of Education,
Division of Career Technical Education

September 9, 2015

As per West Virginia Code §30-27-8(a)(4), all career and technical education schools under the jurisdiction of the West Virginia Department of Education, Division of Career Technical Education, that offer Barber and Cosmetology courses are hereby approved by the West Virginia Council for Community and Technical College Education.

9/9/15
Sarah Armstrong Tucker
Interim Chancellor, WV Council for Community and Technical College Education

9/21/15
Michael J. Martirano
State Superintendent of Schools, WV Department of Education

9/21/15
Kathy D’Antoni
Chief Officer, Division of Career Technical Education, WV Department of Education
ITEM: Statewide College Access and Success Initiatives Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Affairs coordinates several projects aimed at assisting students in navigating college processes and pathways. Staff will provide an update on upcoming college access and student success initiatives, including the following:

**College Planning Pathway Events:** Through its College Foundation of West Virginia (CFWV) outreach initiative, the Division of Student Affairs coordinates three annual statewide college planning pathway events to assist families in planning, applying, paying, and preparing for postsecondary programs. The first event, “College Application and Exploration Week,” is being held in schools across the state from October 19 through 23, 2015 and focuses on helping students explore postsecondary options and submit applications.

The second event, College Goal Sunday, will be held on February 21, 2016 and will help families complete financial aid application forms including the Free Application for Federal Student Aid (FAFSA).

The third event, College Decision Day, will be held during the month of May 2016 and will celebrate college-bound students while providing them with information and resources to help them transition to college.

**GEAR UP Federal Grant (2014-2021):** West Virginia GEAR UP is a federally funded program that helps students in ten counties prepare to succeed in education and training beyond high school. “GEAR UP” stands for “Gaining Early Awareness and Readiness for Undergraduate Programs,” and the program’s goal is to help more students pursue their dreams of earning a college diploma or skillset certificate.

West Virginia GEAR UP is managed by the West Virginia Higher Education Policy Commission (Commission), in collaboration with the West Virginia Community and Technical College System, the West Virginia Department of Education, the West Virginia Department of Education and the Arts and many other community partners. The GEAR UP program operates on seven-year cycles.
Office of Veterans Education and Training 5 Star Challenge: The West Virginia Community and Technical College Education System and the West Virginia Higher Education Policy Commission will launch a public recognition campaign to encourage public institutions to adopt and implement a set of standards aimed at creating an environment that supports student veterans and accommodates the unique needs of this population.

The campaign, the "5 Star Challenge," is based on the military tradition of issuing “challenge coins” within military units. Challenge coins are symbolic tokens given to individuals who exemplify the values, goals and culture of the unit.

For the purposes of West Virginia’s two-year and four-year higher education system, challenge coins will be issued to campus leaders who commit to fulfilling the standards outlined for creating veteran-friendly campus cultures. The campaign will include training events and public recognition ceremonies.
West Virginia Council for Community and Technical College Education
Meeting of October 22, 2015

ITEM: Review and Analysis of the Class of 2014 High School Senior Opinions Survey

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Chris Treadway

BACKGROUND:

In an effort to improve the state’s matriculation rate of recent high school graduates, the Commission embarked on a survey of high school seniors in the spring of 2014. The High School Senior Opinions Feedback Survey asked students about their high school experiences and plans after graduation. The analysis of survey data is intended to provide stakeholders interested in increasing the college-going rate with information about students’ perspectives, experiences, and plans as they transitioned to life beyond high school.

The sample was designed to be representative of the seniors enrolled in public high schools in 2014. A quasi-random sample of high schools was drawn from the 115 high schools across the state. The survey was also designed as an evaluation tool for West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a grant program funded by the United States Department of Education. GEAR UP provides educational services at high-poverty schools in an effort to prepare low-income students to enter and succeed in postsecondary education. All 14 GEAR UP schools were purposefully sampled for this analysis along with identified comparison schools. The sample represents responses from 3,581 students, or about 17.5 percent of the target population of 20,493 students statewide.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen because the college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of high school students, college access providers need to understand what students know and do not know about the college-going process and the factors that shape their college-related decisions.

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year higher education institution. High school staff
had actively spoken with students about college entrance requirements and financial aid, and students were well-informed about the PROMISE Scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. HEPC data indicate that only 56 percent of previous year high school graduates enrolled in a higher education institution. This research sheds light on some of the intermediary factors at play between student aspirations and enrollment patterns.

Staff will review important findings from the report.