West Virginia Council for Community & Technical College Education

AGENDA

Advanced Technology Center, South Central West Virginia

April 28, 2016
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, Chancellor
Directions to the Advanced Technology Center of South Central West Virginia
1201 Science Park Dr. South Charleston, WV 25303

Arriving from the EAST on I-64
(after leaving Charleston)
1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)

Arriving from the WEST on I-64
(approaching Charleston):
1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
I. Call to Order

II. Advisory Council of Faculty Briefing

III. Chairman’s Report

IV. Approval of Minutes

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V. Academic Affairs

A. *Annual Reauthorization of Two-Year Degree-Granting Institutions .............. pg 9
B. *Post-audit Review of Occupational Programs ............................................... pg 19
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VI. Finance and Facilities

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VII. General

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B.  *2017 Council Meeting Schedule ................................................................. pg 62

C.  *Formation of Council Officer Nominating Committee

VIII.  Information

A.  Reauthorization of Lindsey Wilson College to offer Baccalaureate and Master's Degree Programs at Southern WV Community and Technical College.......................... pg 64

B.  Progress Report on Classified Market Study................................................. pg 91

C.  Legislative Session Update

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

A.  Selection of President at Pierpont Community and Technical College

X.  Additional Board Action and Comments

XI.  Next Meeting

    Location: Advanced Technology Center – South Central West Virginia
             South Charleston, WV
    Date:    June 16, 2016
    Time:    9:00 a.m.

XII. Adjournment
A meeting of the West Virginia Council for Community and Technical College Education was held on January 28, 2016, beginning at 9:00 a.m. at the Advanced Technology Center, South Central West Virginia in South Charleston, West Virginia. Council members present were: William Baker, Robert Brown, Christina Cameron, Kathy D’Antoni, Clarence Pennington, Steve Roberts and John Sorrenti. Council members absent were: Bruce Berry, Keith Burdette and John Panza. Also in attendance were Chancellor Sarah Tucker, Council staff, community and technical college presidents, faculty, staff, students and guests.

Call to Order

Chairman Pennington called the meeting to order and noted that a quorum was present. The Chairman introduced the new president of Southern West Virginia Community and Technical College, Dr. Robert Gunter. He also introduced Merle Dempsey who will be serving as Special Assistant to the Chancellor through the legislative session.

1. Advisory Council of Faculty Briefing

Roy Nutter, Chair of the Advisory Council of Faculty, introduced Mark Goldstein, from West Virginia Northern Community College, who provided an interim report to the Council. Mr. Goldstein reported on efforts of the Advisory Council of Faculty to seek increased state funding. He also announced the dates for the 2016 West Virginia Great Teachers Seminar which two faculty from each institution attend annually. This year’s conference will be held June 20-23, 2016, at North Bend State Park.

2. Approval of Minutes

Mr. Brown moved the adoption of minutes from the December 10, 2015, meeting of the West Virginia Council for Community and Technical College Education.

Ms. Cameron seconded the motion. Motion carried.

Academic Affairs

3. Update on Course Transfer Software

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, reported to the Council on progress made in satisfying legislative requirements in developing a uniform method creating consistency among the institutions in transfer of course credit. Utilizing Ellucian Transfer Equivalency software as an add-on to current
Degree Works software which currently exists at all public institutions in West Virginia, with one exception, our institutions are able to provide a uniform method across the state in determining course alignment.

Finance and Facilities

4. **Technical Program Development Award**

Mr. Brown moved the adoption of the following resolution:

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

Mr. Sorrenti seconded the motion, motion carried.

5. **West Virginia University at Parkersburg Ten-Year Campus Development Plan**

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education 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 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.

Mr. Sorrenti seconded the motion, motion carried.

General

6. **Presentation of 2015 Higher Education Report Card**

The 2015 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability on January 11, 2016. Dr. Neal Holly, Vice Chancellor of Policy and Planning, presented report highlights.

7. **Legislative Update and Legislative Audit Report**

Chancellor Sarah Tucker, Matt Turner, Executive Vice Chancellor for Administration, and Bruce Walker, General Counsel, provided an update on
current legislative bill activity and issues relating to the Community and Technical College System.

**Executive Session**

Mr. Sorrenti moved that the Council go into Executive Session in accordance with WV Code §6-9A-4 to discuss legal matters relating to the North Central Advanced Technology Center.

Ms. Cameron seconded the motion, motion carried.

Following Executive Session, the Council reconvened in open session. Chairman Pennington stated that no action was taken during Executive Session.

**Additional Board Action and Comments**

Chairman Pennington recognized Dr. Charles Terrell, President of Eastern West Virginia Community and Technical College. President Terrell expressed his appreciation for support received from Chancellor Tucker and assistance from the System office regarding Eastern’s student loan defaults appeal and financial aid concerns.

**Adjournment**

There being no further business the meeting was adjourned.

**Next Meeting**

Location: Advanced Technology Center – South Central West Virginia
South Charleston, WV
Date: Thursday, April 28, 2016
Time: 9:00 a.m.

Clarence Pennington, Chairman

William Baker, Secretary
WV Council for Community and Technical College Education
Meeting of April 28, 2016

ITEM: Annual Reauthorization of Two-Year Degree-Granting Institutions

INSTITUTIONS: Blue Ridge Community and Technical College, BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, Mountwest 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; American National University, Huntington Junior College, ITT Technical Institute, Martinsburg College, Mountain State College, Ross Education, LLC, Valley College of Technology (Martinsburg), Valley College of Technology (Princeton), Valley College of Technology (Beckley), West Virginia Business College, Inc, West Virginia Junior College (Morgantown), and West Virginia Junior College (Charleston/Bridgeport).

RECOMMENDED RESOLUTION: Resolved, That the Council for Community and Technical College Education approves the Annual Reauthorization for Blue Ridge Community and Technical College, BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, Mountwest 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; American National University, Huntington Junior College, ITT Technical Institute, Martinsburg College, Mountain State College, Ross Education, LLC, Valley College of Technology (Martinsburg), Valley College of Technology (Princeton), Valley College of Technology (Beckley), West Virginia Business College, Inc, West Virginia Junior College (Morgantown), and West Virginia Junior College (Charleston/Bridgeport).
Technology (Princeton), Valley College of Technology (Beckley), West Virginia Business College, Inc, West Virginia Junior College (Morgantown), and West Virginia Junior College (Charleston/Bridgeport).

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 52, Annual Reauthorization of Degree-Granting Institutions, establishes a process for the Council to annually reauthorize degree-granting institutions in West Virginia offering associate degrees and lower. Institutions are required to provide all information “necessary to assess the performance of the institution and to determine whether the institution continues to meet the minimum standards for conferring degrees.” The annual reauthorization “application report” includes such information as verification of current accreditation status, student enrollment data, tuition and fee information, first to second year retention rates, graduation rates, student transfer information, licensure pass rates, student loan default rates, and campus crime statistics.

This is the third year for the submission of the data which is reviewed by a Compliance Review Team. The Compliance Review Team is comprised of Council staff, external consultants, and representatives from public and private institutions. In addition to the data that is submitted, the Compliance Review Team may require additional information to assist in making a recommendation for reauthorization. When appropriate, the Compliance Review Team utilizes general institutional peer data. As the initiative matures, the Compliance Review Team will rely more on institutional trends to assess an institution’s efforts to make improvements. In past years, the Compliance Review Team identified areas of concerns and made recommendations that they receive attention over the next year. For this review cycle, the Compliance Review Team identified concerns and requested institutions to address the concerns in a progress report due prior to submitting this agenda item. The progress reports were shared electronically with team members and will be part of the review for next year.

In a general comparison to the last year’s review, a couple of items need to be highlighted:

- The loan default rate was cited as an issue of concern last year for nine institutions. It is a positive sign that this was an expressed concern for only two institutions this year.
- Enrollment decline was not an identified issue for any institutions last year. The three-year trend data available for the current review revealed enrollment decline as a significant area of concern for nine institutions.
- Retention and graduation rates continue to be items of concern.
The information provided below summarizes the institutional areas of concern identified by Compliance Review Team along with highlights of the responses submitted by the institutions.

At the direction of the Compliance Review Team, campus visits were made to Martinsburg College and Valley College-Beckley. The visiting teams included Council staff and members of the Compliance Review Team. Reports are being drafted and will be shared with the Chancellor.

**Blue Ridge Community and Technical College:**
- **Team Concern:** Loan default rate of 30.1 percent
- **Institutional Response:** A default management company was hired. A cohort default rate management plan was accepted by the U.S. Department of Education. For the next reporting period a rate of 26.45 percent is anticipated and the goal is to be below 20 percent by 2020.

**Eastern West Virginia Community and Technical College:**
- **Team Concerns:** Retention rate of 45 percent  
  Loan default rate of 40.8 percent
- **Institutional Response:** A review of the default rate by the U.S. Department of Education resulted in a revised rate of 35.5 percent. A rate of 23.4 percent is anticipated for the next calculation. A corrected revision to the retention rate resulted in an increase to 66 percent.

**Mountwest Community and Technical College:**
- **Team Concerns:** Enrollment decline of 24 percent  
  Retention rate of 47 percent  
  Graduation rate of 9 percent
- **Institutional Response:** Enrollment decline is attributed to improvement in the economy, tightening control of financial aid and the separation from Marshall. Retention and graduation rates are expected to increase due to a Beacon Grant that focuses on increased student services.

**New River Community and Technical College:**
- **Team Concerns:** Enrollment decline of 34 percent  
  Retention rate of 39.7 percent  
  Graduate rate of 14.2 percent  
  Financial health
- **Institutional Response:** Much of the problem is attributed to the depressed local economies. Enrollment and retention go hand in hand and a number of initiatives have been undertaken including 1) offering programs in high demand, 2) updating a Strategic Enrollment Plan.
Management Plan, 3) participation in the Higher Learning Commission’s (HLC) Persistence and Completion Academy, and 4) developing career pathways for high school students and displaced workers. Note: The serious nature of the revenue picture at New River was not fully apparent to the Compliance Review Team when they met. Recent media reports regarding actions by New River to reduce full-time and part-time positions were shared with members of the Compliance Review Team. These actions suggest a situation that will need ongoing monitoring.

Pierpont Community and Technical College:

- Team Concerns: Enrollment decline of 27 percent
  Retention rate of 39 percent
  Graduation rate of 11 percent
  Low licensure pass rates in five programs

- Institutional Response: A delay in completing the Advanced Technology Center has stalled enrollment in some energy programs. Future recruitment will focus more on non-traditional age students. An Office of Retention has been established. Specific initiatives to address retention and graduation rates include tutoring and co-requisite courses. Programs associated with licensure exams have submitted plans for improvement.

Southern West Virginia Community and Technical College:

- Team Concerns: Enrollment decline of 17 percent
  Retention rate of 49 percent
  Graduation rate of 12 percent

- Institutional Response: The depressed economy has led to some of the enrollment decline. Steps to enhance enrollment include a careful evaluation of needed programs and enhanced outreach to schools (EDGE, dual credit, recruitment). Initiatives to address retention and graduation rates include a Complete College America initiative called “15 to Finish,” co-requisite courses, enhanced commitment to veterans and a pilot program with DHHR to help TANF recipients enroll and complete college.

West Virginia Northern Community College:

- Team Concerns: Enrollment decline of 25 percent
  Graduation rate of 9 percent
Institutional Response: Enrollment strategies include 1) expansion of applied technology programs, 2) expansion of online programs, 3) reorganization of Enrollment Management Council, 4) development of new prior learning assessment policy, and 5) accelerated associate degree in chemical operator. There are early signs of success. A number of strategies have been implemented to enhance graduation including 1) increased involvement of faculty in Early Alert Systems, 2) utilization of peer coaches, 3) co-requisite courses, and 4) addressing math completion early in the curriculum.

West Virginia University at Parkersburg:
- Team Concern: Enrollment decline of 32.6 percent
- Institutional Response: A comprehensive plan has been developed to increase overall enrollment by 15 percent by 2020. The plan includes multiple strategies including co-requisite education, general education reform, transfer agreements, and improved marketing outreach.

American National University:
- Team Concern: Enrollment decline of 12.8 percent over two-years
- Institutional Response: New positions have been created to oversee medical, business, and IT programs. Discipline specific committees have been established representing all 30 campuses. Programs will be streamlined and a review of the array of programs offered will be undertaken.

Huntington Junior College:
- Team Concerns: Enrollment decline of 11.5 percent Retention rate of 42 percent Graduation rate of 17 percent
- Institutional Response: Current enrollment is more in-line with values to provide quality education in a small personalized hands-on learning environment. Operating procedures have been adjusted to maintain fiscal responsibility. New recruitment strategies and degree offerings will be explored to stabilize enrollment. The college participates in HLC’s Persistence and Completion Academy. Retention efforts should help graduation rates.

Valley College of Technology:
- Team Concerns: Retention rates declined for Martinsburg and
Princeton

➤ Institutional Response: Retention and graduation rates are mandatory elements of the Campus Effectiveness Plan. The college has a strong array of student support services including tutoring, mentorship programs, math remediation, and celebration of incremental successes.

West Virginia Junior College:

➤ Team Concern: Enrollment decline of 23.6 percent
➤ Institutional Response: Admissions had been adjusted to recognize negative business climate. The strategy is being reversed. Higher demand programs have been added.

The tables that follow show trend data for a number of elements that are reviewed annually by the Compliance Review Team. This data will be displayed on the Council website for public viewing.
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<th>Institutions</th>
<th>Type</th>
<th>Accreditation Status</th>
<th>Accreditation Date</th>
<th>2012 Data</th>
<th>2013 Data</th>
<th>2014 Data</th>
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ITEM: Post-audit Review of Occupational Programs

INSTITUTIONS: BridgeValley Community and Technical College, Mountwest Community and Technical College, and Southern West Virginia Community and Technical College

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

STAFF MEMBER: Mark Stotler

BACKGROUND:

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

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

Six full post-audits and three follow-up reports were submitted for review. In addition, it should be noted that follow-up reports were due for the following programs that have been terminated:

- CAS in Virtualization at Blue Ridge Community and Technical College
- CAS/AAS in Clinical Assistant at Mountwest Community and Technical College

The post-audit reports are designed to discern if the programs are academically sound,
viable and addressing documented needs. The post-audits and follow-up reports with accompanying recommendations are summarized below.
Goals/Objectives: The program is designed to prepare students for application and admission into the Health Division’s selective admission program areas. All prerequisite courses for the selective admission programs are outlined in the first year. The program provides students who are undecided but interested in a health career an opportunity to explore a variety of program options.

Curriculum/Mode of Delivery: Students who are not accepted into one of the selective admission areas after the first year will choose one of four concentration areas: Gerontology; Human Services and Rehabilitation Studies; Medical Coding; HealthCare Management. The curriculum consists of 59-62 hours and is dependent on the chosen concentration area. A variety of delivery modes are utilized.

Enrollment/Graduates: In fall 2015, the program enrolled 51 students which is a significant decrease from the 242 students enrolled in fall 2014. There have been 26 graduates. The audit did not provide any data on student placement or success in gaining admission into one of the selective admission programs. Data will be collected as part of surveys to graduates and employers within the next two years.

Assessment: Program outcomes are assessed by capstone courses, exit interviews, employer surveys, and program specific exit exams. The audit indicates that they will begin monitoring admission into the selective admission programs and will track certification completion. No data has been compiled to effectively evaluate achievement of the primary goals of the program. Student tracking will begin with students enrolled in fall 2015.

Faculty: All program courses utilize faculty and courses from other divisions and specific departments.

Advisory committee: The program does not have an advisory committee. However, advisory committees from all the selective admission programs provide input that directly affects the preparation of the students in the Health Sciences program.

Financial: There is no direct funding currently required for the delivery of this program. The chair of the program is a full-time nursing faculty member.

Accreditation: There is accreditation available for this program.
**Recommendation/comments:** It is recommended that the program be continued. A follow-up report is requested by August 15, 2017, on program assessment including results of student tracking.

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**Mountwest Community and Technical College**

**CAS Allied Health Occupations**

**Goals/Objectives:** The program was created to meet compact goals on increasing the number of certificates awarded using embedded coursework in terminal AAS degrees. It provides an opportunity for students enrolled in programs of study to receive recognition at the half way point without compromising the integrity of degree programs with specialized accreditation.

**Curriculum/Mode of Delivery:** The curriculum uses as a foundation the prevalent pre-requisite courses required for allied health program admission and provides students the flexibility to round out their education with some specialized coursework. Courses are offered through traditional lecture and online. The program is 30 credit hours in length and requires six hours of required communication courses and three hours of math.

**Enrollment/Graduates:** The report indicates that this is not a standalone program; however, the report does not identify the associate programs supported by this certificate program. The program has produced 168 graduates. Specific information regarding certificate graduates is not provided. The audit states that graduates have a wide range of career options within the health science industry. Graduates work in educational services, federal, state, and local governments, or pharmaceutical and medical facilities. It is unclear how many pursue associate degrees.

**Assessment:** The audit does not provide evidence of an assessment plan.

**Faculty:** The program has no dedicated faculty. The program utilizes multiple faculty in the general studies/transfer and allied health areas.

**Advisory committee:** The audit states that the certificate does not require an advisory committee, since it is meant to be an allied health omnibus one year degree to recognize successful students at the half way point of their program of study.

**Financial:** There is no necessary funding or future resource requirements to offer or sustain this program.

**Accreditation:** No accreditation is available.
**Recommendation/comments:** A recommendation to continue is deferred until receipt of the follow-up report. While it is stated that this is not a standalone program, all certificate programs should have independent value. A follow-up report is requested by October 15, 2016 that responds to the following questions:

- How many students complete the certificate and enter into an associate degree program?
- What are the specific admission numbers for each associate degree program?
- What are job placement rates for students with only the certificate?
- What are examples of specific employment opportunities for certificate holders?
- Since no advisory committee was identified, who is reviewing the certificate curriculum to discern that it is meeting student/employer needs?
- Are students admitted into the certificate program initially or are they admitted into an associate degree and use the certificate program as a fallback?

**CAS Exercise Science**

**Goals/Objectives:** The program was created to meet compact goals of increasing the number of certificates awarded using embedded coursework in terminal AAS degrees. It provides the skills necessary to become a certified personal trainer in conjunction with obtaining prerequisite coursework required for admission into other allied health associate degree programs such as Health Science, Physical Therapist Assistant, and Massage Therapy.

**Curriculum/Mode of Delivery:** The curriculum uses embedded coursework in terminal AAS degrees. Courses are offered primarily through traditional lecture with a few general education courses also being available online. The program is 31 credit hours in length and includes required hours of communication and math. The certificate program enhances their knowledge and skills on muscle groups and development so that they will be more effective as a Physical Therapy Assistant or Massage Therapist.

**Enrollment/Graduates:** This is a low enrolled program averaging three to six students per semester. The program has produced 14 graduates. The goal of providing a training program to supply personal trainers to local fitness centers has not occurred because individuals do not need to participate in a formal instructional program to test and receive a national certification. Many students are employed part-time as they work their way through college as personal trainers.
Assessment: The audit does not provide evidence of a comprehensive assessment plan. Program assessment focuses on achievement of learning outcomes as demonstrated in the successful completion of the Capstone courses (AH 217 Personal Fitness) and the passing of the National Certified Personal Fitness exam.

Faculty: The program has no dedicated faculty. The program utilizes multiple faculty in the general studies/transfer and allied health areas.

Advisory committee: The certificate program does not have an advisory committee. Advisory committees are present for the allied health associate degree programs.

Financial: There is no necessary funding or future resource requirements to offer or sustain this program. Courses area embedded in other allied health degree programs.

Accreditation: No accreditation is available.

Recommendation/comments: The program is recommended for continuation. The college is encouraged to develop a process to ensure that the certificate curriculum remains current and relevant.

AAS Health Science

Goals/Objectives: The program was developed as a unique opportunity for students with a national certification in an allied health profession field to build on that experience and earn an in-field associate degree. Prior to this program students would utilized the Board of Governors AAS Degree program. Since program inception, the major has been used by entering freshman students desiring to major in a program with selective admission. Since students cannot declare their major in a selective admission program until they are accepted, they have declared their major as Health Science.

Curriculum/Mode of Delivery: The degree is currently only available to students who have completed industry certification that are equivalent of a 15-30 college credit hours in the Allied Health area. The industry certifications are evaluated for awarding college credit. Courses are offered through traditional lecture and online. The program is 60 credit hours in length and requires a minimum of 21 general education hours.

Enrollment/Graduates: Since program inception, fall enrollment has averaged 234 students and reached a high of 303 students in fall 2015. There have been nine graduates, but none since spring 2013. All students earning the degree are already employed in-field; therefore, the program has a 100 percent employment rate. The program helps increase the educational attainment of allied health professionals so they can retain employment, instruct at vocational centers or seek promotion.
Assessment: The audit does not provide evidence of a comprehensive assessment plan.

Faculty: The program has no dedicated faculty.

Advisory committee: The audit states that the program does not require an advisory committee since the program is offered as an option to students who previously would have been required to opt for the Board of Governors AAS.

Financial: There is no cost to deliver the program since all required coursework is already offered in other programs.

Accreditation: No accreditation is available.

Recommendation/comments: A follow-up report is requested by October 15, 2016 that responds to the questions listed below. A recommendation to continue is deferred until receipt of the follow-up report.

• What is the primary need for the program? Is it to serve as a temporary placeholder for students interested in other allied health programs? Is it to serve the need of allied health professional with industry certifications?

• Why has the program not produced any graduates since 2013?

• Given the absence of a comprehensive assessment plan, how is the program assessed in order to meet institutional and accreditation standards?

• Since no advisory committee was identified, who is reviewing the certificate curriculum to discern that it is meeting student/employer needs?

• What is the status of plans to explore the possibility of creating a concentration that will not require industry certifications for students who are not accepted into a selective admission program?

AAS Dental Assistant

Goals/Objectives: The program was developed to provide an educational pathway for technical program students. The program is a cooperative effort between Mountwest and Putnam Career and Technical Center.

Curriculum/Mode of Delivery: The majority of students start the program of study after successfully completing their technical training at the career center. Career center courses are placed on the student’s transcript after successfully completing courses with the college and receipt of an official transcript from the career center. All career center courses are taught face-to-face. General education courses at Mountwest are available on-campus or online. The program is 66 credit hours in length including 31 general education hours at Mountwest.
Enrollment/Graduates: This is a low enrolled program that has had only one graduate. Students who complete their technical coursework do not require an associate degree to gain employment. The one graduate started at Mountwest and finished at the career center. The majority of students start at the career center and finish at Mountwest. Most declared majors have transferred into other programs after arriving at Mountwest.

Assessment: The audit does not provide evidence of a comprehensive assessment plan. The career center provides their own assessment of the dental assistant classes.

Faculty: The program has no dedicated faculty.

Advisory committee: The program has an advisory committee at the career center. The Mountwest chair, Dean and off-campus coordinator are on the committee.

Financial: There is no cost to deliver the program since all required coursework is already offered in other programs.

Accreditation: No accreditation is available.

Recommendation/comments: The audit indicated that there is currently ongoing discussion on whether to retain or terminate the program. A follow-up report is requested by October 15, 2016 that indicates the outcome of those discussions. A recommendation to continue is deferred until receipt of the follow-up report.

AAS Biomedical Instrumentation Technology

Goals/Objectives: The program was developed after a request by area hospitals. The program trains individuals to repair, replace, and make emergency repairs of medical equipment. The program was initially started as a concentration under the AAS in Electronics Technology.

Curriculum/Mode of Delivery: The curriculum prepares students to be skilled in electronic repair and the proper sanitary procedures to adhere to in a hospital/medical facility. The program is 63 credit hours in length including six hours of communications and six hours of math.

Enrollment/Graduates: Specific enrollment numbers are difficult to discern since many students may still be listed as Electronics Technology majors. The two programs share a significant number of courses and some students will double major. The audit reports that the program has produced 24 graduates. Twenty-two of the graduates are employed locally. Many students are able to find employment after attaining the necessary job skills without completing the AAS degree.
Assessment: The audit lists a number of assessment activities. Every course has embedded in them an assessment of technical skills and soft skills. During a Biomedical Internship, the internship site observer verifies and validates student attainment of technical job readiness. Embedded in each courses evaluation plan is a requirement for students to maintain the critical documentation and log books on equipment and service. This replicates workplace requirements. Finally, informal surveys of graduates provides information on successful placement. Assessment data is reviewed by the program coordinator, department chair and division dean. Assessment data has led curricular revisions in math.

Faculty: The audit identified one full-time faculty member. The college is not currently using adjuncts to teach core courses.

Advisory committee: The program has an advisory committee that meets annually to share goals, needs, and insights. The committee has recommended consideration of including an existing Microprocessor course into the curriculum.

Financial: The program is fully funded via state appropriations and student tuition. The program currently shares lab space with four other programs. A dedicated lab space is being sought. Effective employment-ready learning requires modern lab equipment. The audit indicates that much of the equipment is near the end of useful life. Because wholesale replacement is cost prohibitive, a scheduled approach over 3-5 years is being considered.

Accreditation: No accreditation is available.

Recommendation/comments: The program is recommended for continuation. A follow-up report is requested by April 15, 2017 that provides an update on institutional plans to update and replace lab equipment.

POST-AUDIT FOLLOW-UP REPORTS

Blue Ridge Community and Technical College

- AAS Applied Technology

Council request: Address how assessment results are being used and consider expansion of the advisory committee to include business and industry representatives.

College response: Assessment has led to: 1) the addition of an Applied Technology Internship and 2) identification of general education courses that will enable the program to assess soft skills, communication skills, and analytical and critical thinking skills. The advisory committee now includes business and industry representatives. The committee has been instrumental in the implementation of an aggressive marketing strategy and securing additional internship opportunities.
Recommendation: Accept the follow-up report

Mountwest Community and Technical College

- **AAS Early Childhood Education**

  **Council request:** Address the implementation and effectiveness of a PPST preparation courses, the status of accreditation pursuit and plans to reduce the total number of required hours to 60.

  **College response:** The program hours were reduced from 65 to 63 credit hours in 2013. The College-wide Curriculum Committee approved a reduction to 60 hours effective fall 2016. The preparation course for the PPST (PRAXIS Core exam) is still in discussion for development. There have been several productive meetings over the courses of the last two semesters regarding this course. The goal is to have the course implemented in spring 2017. The application for accreditation is expected to be completed this spring.

  **Recommendation:** An additional follow-up report is requested by April 2017 on the status of efforts to 1) implement the PPST preparation course and 2) secure accreditation.

- **AAS Pharmacy Technician**

  **Council request:** Reduce the hours required for graduation which exceed the Council goals outlined in Series 11.

  **College Response:** The hours have been reduced from 65 to 63. The program director continues to examine curricula at other programs to determine if it is possible to reduce the hours to 60 without jeopardizing accreditation.

  **Recommendation:** Accept the follow-up report

Southern West Virginia Community and Technical College

- **AAS Medical Assisting**

  **Council request:** Provide, 1) a detailed assessment plan including how assessment results are used for program improvement, 2) future plans for faculty resources, 3) specific plans for pursuing accreditation, and 4) evidence of how the advisory committee is utilized.

  **College Response:** Assessment procedures are identified in three different means within the scope of the Medical Assisting program. The program measures assessment data with individual student results, actual resource
assessment, and inclusive college wide assessment. Each area provides pertinent information to the overall programmatic assessment process.

Faculty measure course outcomes based on student assessment variables that include active discussion, participation, quizzes and exams. Students are actively engaged in classroom activities and laboratory assessments. Each student is provided in class with a lap top for class assignments and Electronic Medical Records. Hands-on laboratory skills are practiced daily until a level of competency is reached. Each student will then have an evaluation of competency checklist with performance objectives and outcomes with a point value scale to score each skill for calculation of lab grades. This also requires students to have 160 hands-on clinical and administrative hours in a healthcare facility. Faculty measure the student’s success based on the variables provided and overall grading is based on the college grading scale. Students are required to achieve at least a minimum grade of C or better in all courses to successfully qualify for graduation.

The specific resource assessment measures are the standards set by (MAERB) Medical Assisting Education Review Board which is a Committee on Accreditation (CoA) of the Commission on Accreditation of Allied Health Education Program (CAAHEP). Program faculty are in the process of developing an overall resource assessment plan. Outcome assessment tools were used in the form of graduate surveys to ensure we are meeting the expectation of students’ needs. Faculty, staff, and other resources are evaluated annually utilizing the Resource Assessment Matrix.

The Medical Assisting program also participates in the college-wide assessment initiative. Southern is currently transforming the internal college assessment process and will host the first college assessment showcase week this semester. Medical Assisting students will showcase their accomplishments and skills learned for the assessment review committee and the results will be integrated into the college assessment plan as part of the Higher Learning Commission accreditation requirements. The overall process of assessment provides the opportunity to review the performance and outcomes from an individual student and course level to the entire program inclusion within the College. Decisions regarding student placement, curriculum, location and admission are all based on the results derived from the assessment process.

The application request for Accreditation services was accepted on November 30, 2015 by CAAHEP for the Medical Assisting program. The site visit is planned in 2017 by the accrediting board. The coordinator and faculty members plan to participate in several professional development opportunities to prepare throughout the process. The program has an established time line of accreditation approval within the fall 2017 semester.
The Medical Assisting Coordinator, staff members and supervisors from clinical facilities utilized by Medical Assisting students are members of the advisory board. Invitations will be sent to recruit new members for the Medical Assisting program. Members attend the annual college advisory committee meeting to provide input and work to approve the current curriculum. Members are valuable to the program by providing us with information needed to assess the needs of the facilities and areas of change in the program. Program faculty work with the Board members to coordinate job placement and continuously monitor the market within the service region. The advisory board also voices any concerns and gives advice that is very informative and positive to the program which enables a more informed decision making process for programmatic changes.

Recommendation: Accept follow-up report.
ITEM: Revisions to the Core Coursework Transfer Agreement (CCTA)

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the revisions to the Core Coursework Transfer Agreement requiring a transcript brand on approved courses.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Core Coursework Transfer Agreement (CCTA) is a 35 credit-hour general studies articulation agreement between all public institutions of higher education in West Virginia. The purpose of this resolution is to facilitate the transfer process among public institutions in West Virginia.

Currently, courses approved for the CCTA are available on the websites for both the Community and Technical College System of West Virginia and the West Virginia Higher Education Policy Commission. However, the Agreement has no requirement for the courses to be identified on the student transcript or in other course records by the individual institutions. The student, registrar, or advisor must realize the course is part of the CCTA. Therefore, the following paragraph shall be inserted into the CCTA:

Each institution shall be responsible for identifying each course listed in its course catalog that is also listed as a CCTA course. Such courses shall be identified on the official and unofficial school transcript with a tilde (~) as the lead character on the course title. Every institution shall review its CCTA courses in July of each year for accuracy.
WV Council for Community and Technical College Education  
Meeting of April 28, 2016

ITEM: Associate of Science in General Studies

INSTITUTION: Blue Ridge Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the Associate of Science in General Studies for Blue Ridge Community and Technical College, effective August 2016. This approval expires in August 2018 if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The educational objectives of the degree are focused on specific disciplines, outlined as concentrations that are intended for transfer to four-year degrees in corresponding majors. The purpose of this degree is to create very specific 2+2 career pathways for students pursuing degree programs in STEM related fields. Blue Ridge Community and Technical College already offers an Associate of Arts transfer degree that is intended to transfer into programs in the liberal arts such as English, or political science while the Associate of Science (AS) transfer degree is intended for programs such as mathematics or natural sciences.

Students entering the AS transfer program have 20 credit hours of required courses that include college algebra, English, writing, world history, and two general biology courses. Students then choose a concentration in mathematics or natural science and schedule those courses accordingly.

Goals of the program include:

- Establish and maintain collaborative partnerships with baccalaureate institutions
- Provide students with career-specific degree programs that encompass general education as well as introductory courses related to specific transfer programs
- Prepare students for admission to a four-year program institution to complete upper-division requirements in a corresponding program.

If the Approved Associate of Science in General Education program is not fully implemented by the 2018-19 academic year, the program will no longer be considered approved by the Council and must be resubmitted for review and approval. Additionally, the program is subject to a Council post-approval audit in 2019-20 to assess progress toward successful implementation.
Blue Ridge Community & Technical College

April 6, 2016

New Program Proposal

Title: Associate of Science in General Studies
Location: Martinsburg, West Virginia
Launch: August 2016

Blue Ridge Community and Technical College (Blue Ridge CTC) submits the following proposal for consideration in establishing an Associate of Science in General Studies degree program. In its initial stages, no additional funding or course development will be required, therefore the College seeks to implement the program beginning in AY 2016-2017. The college’s current Liberal Arts A.A. transfer program is better aligned to baccalaureate programs in the arts and humanities or to serve those students who are undecided in their educational pursuits; however, academic advisors in the Liberal Arts program frequently identify students intending to continue their education in four-year programs emphasizing “mathematics, natural sciences, or similar programs” following completion of a two-year degree. This justifies a need for a second transfer program directly aligned to STEM-related fields.

Completing a two-year degree that transfers directly into a four-year degree aids retention for both institutions involved, encouraging the two-year student to complete his or her degree and supplying the four-year institution with students who are focused and prepared to complete their programs. The General Studies A.S. would thus support quality of student learning and improve the local economy, two parts of Blue Ridge CTC’s mission to “improve the quality of life and promote economic development in its service area.” A third part of the mission statement to promote “university transfer” will be increasingly served by the creation of the General Studies program with plans to expand its partnerships with regional universities over the years.
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I. Program Description

A. Program Objectives

Students who complete the Associate of Science in General Studies will be able to

1. Apply critical thinking and problem-solving skills within a given discipline.
2. Display effective communication skills.
3. Demonstrate a general knowledge of science, mathematics, English, economics, history, government, and society.
4. Employ academic skills in practical workplace experiences.

The educational objectives of the degree will be focused on specific disciplines, outlined as concentrations that transfer to four-year degrees in corresponding majors. The purpose of this structure is to create specific 2+2 career pathways for students pursuing degree programs in STEM-related fields. The contrast between General Studies A.S. and the existing Liberal Arts A.A. lies in the program goal of transfer of the A.S. to specific four-year degree B.S. majors in Mathematics, Natural Sciences, and related fields.

Students opting the General Studies A.S. as a major will at once see their transfer options and concentrations, and upon selection, advisors will be aware of the correct classes for students to take towards a streamlined pathway from Blue Ridge CTC to corresponding upper-division coursework at a partner university. The goals of General Studies are thus to appropriately advise and prepare students for their chosen fields of study in the most direct manner.

Goals of the program include
- To establish and maintain a collaborative partnerships with baccalaureate institutions to create seamless pathways to bachelor’s degrees for graduates,
- To enroll students in a collaborative program, delivered in conjunction with a partnering university, that leads to high-wage careers in the region,
- To provide students with a career-specific degree program that encompasses general education as well as introductory courses related to specific transfer programs, and
- To prepare students for admission to a four-year institution to complete upper-division requirements in a corresponding academic program.

B. Program Identification: General Studies (CIP 24.0102)

C. Program Features

The Associate of Science in General Studies addresses introductory topics related to general education and core requirements transferable to specific Bachelor of Science programs at four-year colleges and universities.

The degree also stands alone as a sound preparation for students who wish to gain critical thinking and problem solving skills, communication skills, and an awareness of social context to be applied to practice workplace experiences. The skills mastered through
completion of an A.S. in General Education will aid students in future studies, in the workplace, and in positioning themselves for success within their chosen career fields.

Table 1
Proposed Requirements for Associate of Science in General Studies

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will complete at least the following credits in each subject area</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Concentration-specific requirements will align with the chosen major</strong></td>
<td></td>
</tr>
<tr>
<td>Concentration-Specific Requirements</td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>61</td>
</tr>
</tbody>
</table>

D. Program Outcomes
1. To graduate 15 students by May of 2018, and at least 20 graduates per year thereafter
2. To retain 65 percent of General Studies majors from point of entry to graduation
3. To confirm that all graduates are admitted to an upper-division program in their chosen fields of study
4. To verify that 70 percent of graduates within content-specific concentrations complete upper-division coursework and are conferred a bachelor’s degree

E. Program Content
Blue Ridge CTC faculty continuously analyze and modify programs to meet the educational needs and the needs expressed by community members. An integral part of Blue Ridge CTC’s mission and vision is to provide opportunities for university transfer within the service area, which is achieved through this program. The proposed program will also enhance the student’s quality of life by granting an A.S. degree and providing the opportunity for completing a bachelor’s degree which improves the student’s earning potential.

Mission of Blue Ridge CTC

Blue Ridge Community and Technical College is dedicated to providing a diverse student population with collaborative programs and support services to improve the quality of life and promote economic development in its service area. Our quality academic programs are learner-centered and focus on career entry, university transfer, developmental education, and workforce development.

To best prepare students for transfer to an upper-division program, the proposed Blue Ridge CTC program is substantial in general education requirements, but these requirements are selected specifically to fulfill requirements within the four-year major. The general education requirements, as presented in Table 1, will expose students to a
The General Education Mission of Blue Ridge CTC is “to fully-develop individual potential by preparing students with college-level communication skills, knowledge and awareness of society, and fundamental thinking and reasoning skills that support career readiness and lifelong learning.” The selection of general education courses required for the program is directly aligned with this mission, as illustrated in Table 1. Due to the nature of the program and its objectives, the large majority of credit hours are fulfilled by general education courses and are included to target program-level learner outcomes and the requirements for admission to an upper-division program of study in the students’ selected concentration.

F. Program Delivery
To meet the scheduling needs of a diverse student population, Blue Ridge CTC regularly offers general education courses in a variety of delivery formats including face-to-face, accelerated (i.e. 1st 8 weeks, 2nd 8 weeks), online, and hybrid delivery.

The only additional costs associated with distance education is a per credit hour course fee of $10-25 to cover the costs of the learning management system and associated technologies and support services.

II. Program Need and Justification

A. Relationship to Institutional Goals/Objectives
This program directly aligns with Blue Ridge CTC’s learning goals which include objectives related to communication, social and cultural awareness, scientific and quantitative reasoning, and career-related skills. The general education courses required by the program address each of these goals directly and provide students with knowledge in a multitude of disciplines.

B. Existing Programs
Schools in the West Virginia Community and Technical College System with Associate in Science degrees in General Studies include:
- Eastern West Virginia CTC — Associate in Science
- Mountwest CTC — Associate in Science (AS) General/Transfer Studies
- New River CTC — General Education AS
- Southern West Virginia CTC — Associate in Science

C. Program Planning and Development
The exploration of program possibilities arose from the demand of students who expressed desire for a streamlined avenue from their associate’s degree to a specific four-year program, including various undecided majors, but frequently with an emphasis on STEM-related fields. Many Blue Ridge CTC students who have transferred to other institutions
and sought B.S. or B.A. degrees have reported to their advisors that the requirements demanded within their upper-division program have added additional semesters to their program of study. Therefore, Blue Ridge CTC has engaged in discussion with American Public University (APUS) as the start of creating appropriate partnerships to further students’ desires to transfer seamlessly to chosen four-year majors. At this time, curriculum outlines for mathematics and natural sciences concentrations have been drafted and are included in the appendix. Future meetings with both institutions are expected as well as the development of additional program pathways with APUS and other partner universities. The proposal of a new associate’s degree program in General Studies will be made to Blue Ridge CTC’s Board of Governors on May 4, 2016.

D. Clientele and Need
The most recent United States census has established Berkeley County as the second largest county in West Virginia. This population increase has created a need for qualified employees in the region; thus, the A.S. in General Studies will potentially create a pool of qualified employees to immediately enter the local workforce.

E. Employment Opportunities
Graduates with a bachelor’s degree can expect to earn more over their lifetime than those with an associate’s degree. More job opportunities are available to those with advanced degrees, so facilitating a student’s ability to earn an advanced degree provides increased career options. The U.S. Bureau of Labor Statistics traces numbers of professional and business services establishments as having grown in Berkeley County, West Virginia, from 233 to 298 in 2005 to 2014. Wages have dropped from 2010 with a $40,477 average annual pay to 2014 with a $36,735 average annual pay. Competitive skills in competitive fields are needed.

F. Program Impact
The A.S. in General Studies with specific concentrations will potentially impact enrollment in general education courses offered throughout the College’s various schools. Mathematics, Science, Language, Sociology, Psychology, English, Economics, History, and Political Science may see increased enrollment as students take part in the program and may consider adding additional sections to the course schedule as needed each semester. At the same time, the enrollment in the Liberal Arts Associate of Arts degree will likely drop as students, with greater direction and a bent towards mathematics and science, elect General Studies over Liberal Arts.

G. Cooperative Arrangements
Development of specific transfer arrangements is currently underway with APUS in Mathematics and Natural Sciences, with preliminary discussion of a Psychology concentration also underway, providing different options for students wishing to move on to a university setting with specific majors in mind. The college will continue to pursue and establish partnerships with other colleges and universities as well, in order to define specific transfer pathways to multiple upper-division programs in STEM-related fields.
H. Alternatives to Program Development
This program proposal serves to eliminate the issues many university transfer students experience upon advancement into programs with which they have little experience. The rigorous yet uncertain nature of academic advisement needed for Blue Ridge CTC students seeking a career which relies on Mathematics, Natural Sciences, or related fields has led to students having to reset or catch up with their four-year counterparts upon transfer. Through cooperation with regional universities, this program will create for students the opportunity to complete their associate’s degree and move immediately and seamlessly into their upper-division courses.

III. Program Implementation and Projected Resource Requirements

A. Program Administration
Figure 1 illustrates administrative organization for the program. This organization represents the current structure with which the new program will be merged, so no additional positions or departments will be created in the initial launch of the program. The Associate Dean of Humanities will coordinate the program and serve as liaison with partner universities.

Figure 1
B. Program projections are included in Form 1 that follows this outline.

C. Faculty Instructional Requirements
At the program’s launch, existing faculty will serve the program and are sufficiently qualified following the Higher Learning Commission’s guidelines for determining qualified faculty. Form 2 illustrates the projected number of faculty for the program, as well as the associated cost which will be offset by tuition and fees.

D. Library Resources and Instructional Materials
Library resources are centralized in the college’s e-learning department, which provides Research & Reference Support and manages the subscription of various electronic databases and web resources that support student research and academic achievement. Current subscriptions include EBSCO Host and Lexis Nexis. The department also helps students utilize the print and traditional reference materials provided by the regional public library system. Current library resources and instructional materials provided by the college are adequate to serve the program.

E. Support Service Requirements
No additional facilities will be required to support the program, and existing services to support retention and completion will be utilized throughout the program. The faculty advisors identified for the program will serve in this role as a portion of their teaching load, so no additional cost is associated with the service.

F. Facilities Requirements
The current facilities at the institution will be sufficient to provide the space needed for the proposed degree. Coursework will be scheduled in online, blended, and live formats to provide a variety of courses options that work well with the current scheduling capacity at the institution.

G. Operating Resources Requirements
Form 2, which follows this outline, provides a summary of operating resource requirements.

H. Source of Operating Resources
The program instruction will be delivered by existing full and part-time faculty. The advisors to students within the General Studies program will be assigned based on concentration. These advisors will be existing full-time faculty from the relevant field. All faculty are highly qualified to instruct the courses required within the program, according to qualified faculty determination standards approved by the Higher Learning Commission.

Estimated operating expenses for full-time faculty and adjunct faculty are provided on Form 1. It is estimated that the increase in enrollment by year 3 of the proposed program will provide the necessary tuition increase to hire a full-time faculty member to support the program.
IV. Program Evaluation

A. Evaluation Procedures
Table 2 lists evaluation procedures that will be implemented to define and measure qualitative and quantitative standards for the program and to support data-driven decision making.

Table 2

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Measurement(s)</th>
<th>Frequency</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Assessment</td>
<td>Learning outcomes and attainment of institutional and program objectives</td>
<td>Annual</td>
<td>Institutional Assessment Committee</td>
</tr>
</tbody>
</table>
| Program Evaluation  | • Enrollment, retention, and graduation rates  
                      | • Transfer rates  
                      | • Academic readiness upon transfer                                           | Annual    | Dean, School of Professional Studies and University Transfer |
| Program Review      | Viability, sustainability, strengths, threats, and opportunities for improvement | Every 5 years | West Virginia Council for Community & Technical College Education |
| Advisory Board      | Career-specific standards and readiness for the workplace                      | Biannual  | Associate Dean, Humanities                 |

B. Accreditation Status
The College is accredited by the Higher Learning Commission, the accreditor of degree-granting institutions in the North Central region.
### FIVE-YEAR PROJECTION OF PROGRAM SIZE

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students Served through Course Offerings of the Program</strong>*:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of student credit hours generated by courses within the program (entire academic year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Majors:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>25</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>FTE majors</td>
<td>17</td>
<td>27</td>
<td>33</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Number of credit hours generated by majors</td>
<td>250</td>
<td>400</td>
<td>500</td>
<td>600</td>
<td>700</td>
</tr>
<tr>
<td>Number of degrees to be granted (annual total)</td>
<td>0</td>
<td>13</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

*Courses will not be created to deliver this program; the required credit hours are in existing general education courses, and no program-specific courses will be created to be offered to students; therefore, this section has been left blank.
**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS***

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. FTE Positions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Include percentage of time of current personnel*

**B. OPERATING COSTS** (Appropriated funds only)

1. Personal Services:
   - Administrators
     - Full-Time Faculty
     - Adjunct Faculty
     - Graduate Assistants
   - Non-Academic Personnel:
     - Clerical Workers
     - Professionals
   - Total Salaries

2. Current Expenses

3. Repairs and Alterations

4. Equipment
   - Educational Equipment
   - Library Books

5. Nonrecurring Expense (specify)
   - Total Costs

**C. SOURCES**

1. General Fund Appropriations
   - Appropriated Funds Only
     - Reallocation
     - New Funds
   - (Check one)

2. Federal Government
   - (Non-appropriated Funds Only)

3. Private and Other (Tuition & Fees)
   - Total All Sources

*Explain your Method for Predicting the Numbers (Use additional sheet if necessary):*

FTE position costs were estimated using the adjunct pay rate for the Masters degree level ($550 per credit) according to the number of credits assigned per year. The hiring of full-time faculty in year 3 will temporarily eliminate the need for adjunct positions; however, in year 4 adjunct costs are reintroduced in anticipation of enrollment growth and delivering additional sections of general education courses. Current tuition is $154 per credit and the projected sources of funding was calculated utilizing the FTE estimation.
GENERAL STUDIES A.S. DEGREE PROGRAM REQUIREMENTS

Core Requirements – 20 credits

(3) MATH 105 College Algebra
(3) ENGL 101 Written English I
(3) ENGL 102 Writing for the Arts & Humanities
(3) HIST 101 World History to 1500 – OR –
    HIST 102 World History since 1500
(4) CAHS 101 General Biology I
(4) CAHS 102 General Biology II

Mathematics Concentration (for transfer to APUS, B.S. in Mathematics) – 41 credits

(3) HIST 201 US History to 1877 – OR –
    HIST 202 US History from 1877
(3) ART 103 Intro to Visual Art – OR –
    MUSC 111 Introduction to Music – OR –
    PHIL 101 Introduction to Philosophy
(3) ENGL 208 Survey of World Literature
(3) ENGL 110 Technical Writing
(3) PSCI 101 American Federal Government (3)
(3) ECON 205 Principles of Macroeconomics – OR –
    ECON 206 Principles of Microeconomics
(3) PYSC 203 Introduction to Psychology – OR –
    SOCI 203 General Sociology
(3) MATH 106 Trigonometry
(4) MATH 108 Pre-Calculus
(3) MATH 114 Elementary Probability & Statistics
(4) MATH 207 Calculus I
(6) Restricted electives – Choose with advisor

Natural Science Concentration (for transfer to APUS, B.S. in Natural Science) – 41 credits

(3) ART 103 Intro to Visual Art – OR –
    MUSC 111 Introduction to Music – OR –
    PHIL 101 Introduction to Philosophy
(3) ENGL 208 Survey of World Literature
(3) PSCI 101 American Federal Government (3)
(3) ECON 205 Principles of Macroeconomics – OR –
    ECON 206 Principles of Microeconomics
(3) PYSC 203 Introduction to Psychology – OR –
    SOCI 203 General Sociology
(3) MATH 106 Trigonometry
(4) MATH 108 Pre-Calculus
(3) MATH 114 Elementary Probability & Statistics
(4) MATH 207 Calculus I
(4) CHEM 127 General, Organic, and Biochemistry I
(4) CHEM 128 General, Organic, and Biochemistry II
(4) CAHS elective – Choose with advisor
American Public University System
American Military University | American Public University

March 21, 2016

Dr. Katherine Cox
Associate Dean of Humanities
Blue Ridge Community and Technical College
13650 Apple Harvest Dr.
Martinsburg, WV 25403

Dear Dr. Cox:

We are very pleased to offer our endorsement of Blue Ridge CTC's development of an A.S. degree in General Studies. This degree will facilitate the development of career pathways for students in our region. The A.S. degree at Blue Ridge CTC will support the first two years of coursework required for our specific bachelor's degrees, with the final two years completed by students at APUS.

We are pleased with our progress thus far in discussing with you and your faculty outlines for 2+2 articulation pathways in Mathematics and Natural Sciences, and in investigating the possibility of other concentrations for development in the near future. The creation of this program advances our mutual interests in student-centered education and economic development.

We look forward to continued discussions and future collaborations between our institutions.

Sincerely,

[Signature]
Heather Kesterson
Director of Educational Partnerships
ITEM: Fiscal Year 2015 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education accepts the audit of the Council’s Combined Financial Statements for the Fiscal Year ended June 30, 2015.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Higher Education Policy Commission (Commission) is statutorily charged with the preparation of audited financial statements for West Virginia’s Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of the Commission and the West Virginia Council for Community and Technical College Education (Council) member institutions. Each institution is independently audited as part of the Fund Statement. A combined financial statement is issued for the Community and Technical College System (System) which includes the Council and the community and technical colleges. The Council is charged with approving the System’s financial statements. The audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Commission. CliftonLarsonAllen subcontracted with Suttle and Stalnaker, PLCC, to complete audits for the Council and most of its institutions. The ultimate responsibility for performance is with CliftonLarsonAllen.

Staff compiled this report with two goals in mind:

1. To provide the Council with an understanding of the audit process;
2. To provide ratio analysis of data contained within the System Statement and the statements of the member institutions.

Staff believes that the overall status of the System is sound, although there are areas that should be monitored to ensure its continued viability.

The Audit Process

Independent Auditors’ Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards were issued for all financial reports.
The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at:


Summary of Financial Results

A summary of the financial information for the System is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

Net Position

The Net Position is the total assets and deferred outflows less the total liabilities and deferred inflows of the System. The net position of the System increased in fiscal year 2015 by $19.3 million. This follows an increase of $6.2 million in fiscal year 2014. The change in fiscal year 2015 is primarily a result of the addition of capital assets offset by reductions in cash and appropriations due from primary government. The fiscal year 2014 change is mainly from capital asset additions offset by reductions in appropriations due from primary government.

<table>
<thead>
<tr>
<th>Net Position (in 000s)</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Position</td>
<td>$232,923</td>
<td>$252,264</td>
<td>$19,341</td>
</tr>
<tr>
<td>Current cash and cash equivalents</td>
<td>73,310</td>
<td>69,346</td>
<td>(3,964)</td>
</tr>
<tr>
<td>Appropriations due from Primary Government</td>
<td>2,951</td>
<td>1,154</td>
<td>(1,797)</td>
</tr>
<tr>
<td>Due from the Commission</td>
<td>79</td>
<td>115</td>
<td>36</td>
</tr>
<tr>
<td>Capital Assets, net of depreciation</td>
<td>221,353</td>
<td>245,176</td>
<td>23,823</td>
</tr>
<tr>
<td>Accrued Liabilities</td>
<td>5,820</td>
<td>6,207</td>
<td>387</td>
</tr>
<tr>
<td>Unearned Revenue and Deposits</td>
<td>16,825</td>
<td>17,620</td>
<td>795</td>
</tr>
</tbody>
</table>

Tuition and Fee Revenue

Total student tuition and fee revenues net of the scholarship allowance decreased $3.8 million in FY 2015. The FY 2015 change in tuition and fees was primarily a result of reduced enrollments that were partially offset by increases in rates. Tuition and fee revenues as well as the scholarship allowance did not change significantly in FY 2014 from the previous year.
Operating Expenses decreased $4.8 million over FY 2012. Personnel and supply costs were reduced by institutions in response to lower enrollments. Scholarships and Fellowships expenses declined because federal financial aid decreased.

### Operating Expenses

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$72,696</td>
<td>$72,654</td>
<td>-$42</td>
</tr>
<tr>
<td>Benefits</td>
<td>17,438</td>
<td>18,760</td>
<td>$1,322</td>
</tr>
<tr>
<td>Supplies and Other Services</td>
<td>44,895</td>
<td>42,286</td>
<td>-$2,609</td>
</tr>
<tr>
<td>Utilities</td>
<td>2,872</td>
<td>2,920</td>
<td>$48</td>
</tr>
<tr>
<td>Student Financial Aid- Scholarships and Fellowships</td>
<td>30,221</td>
<td>23,005</td>
<td>-$7,216</td>
</tr>
<tr>
<td>Depreciation</td>
<td>9,817</td>
<td>10,260</td>
<td>$443</td>
</tr>
</tbody>
</table>

### Operating Expenses Percent Increases

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>8.10%</td>
<td>4.21%</td>
<td>6.42%</td>
<td>-1.83%</td>
<td>-0.06%</td>
</tr>
<tr>
<td>Benefits</td>
<td>0.98%</td>
<td>3.09%</td>
<td>24.2%</td>
<td>-2.80%</td>
<td>7.58%</td>
</tr>
<tr>
<td>Supplies and Other Services</td>
<td>1.71%</td>
<td>5.00%</td>
<td>-2.75%</td>
<td>-0.14%</td>
<td>-5.81%</td>
</tr>
<tr>
<td>Utilities</td>
<td>16.56%</td>
<td>5.94%</td>
<td>23.20%</td>
<td>-1.68%</td>
<td>1.67%</td>
</tr>
<tr>
<td>Student Financial Aid- Scholarships and Fellowships</td>
<td>18.61%</td>
<td>-11.56%</td>
<td>-13.92%</td>
<td>-11.68%</td>
<td>-23.88%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>21.91%</td>
<td>9.49%</td>
<td>28.78%</td>
<td>13.97%</td>
<td>4.51%</td>
</tr>
</tbody>
</table>
Other Post Employment Benefits

Beginning in FY 2008, the System adopted GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this Statement, the legislature created a postemployment trust fund for all State agencies. The System participates in this multiple employer cost-sharing plan, administered by the Public Employee's Insurance Agency (PEIA).

The recognition of OPEB expenditures, assets and liabilities has created a substantial burden for institutions across the System and Fund. The liability totaled $25.9 million and $24.6 million in FY 2015 and FY 2014, respectively. As a result of 2012 legislation, this liability will continue to increase until FY 2023, when the liability will begin to be reduced as a result of credits applied to previously billed annual required contributions. The liability is estimated to be funded by 2057.

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the System’s financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions’ strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios. The CFI calculation uses the primary reserve, net operating revenues, viability and return on net position ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

1The CFI methodology is described in the Strategic Financial Analysis for Higher Education (Sixth Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint. Inc.
Weights are applied to the strength factors depending upon the amount of capital debt. The primary reserve ratio and viability ratio are measures of financial condition based on the expendable net position. The net operating revenues ratio measures an institution’s ability to live within its means on a short term basis. The return on net position assesses a school’s capacity to generate overall return against all net resources. The viability ratio was not computed for institutions with an insignificant level of debt.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Institutions with Significant Debt</th>
<th>Institutions without Significant Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Net Operating Revenue</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Return on Net Assets</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Viability</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Other ratios were calculated to provide additional insight into the schools’ financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day’s cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools’ missions.

The FY 2014 U.S. Public College and University Medians published by Moody’s Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category.

The rating category A3 was used because the characteristics of the related institutions are similar to those of the System’s institutions. It should be noted that Moody’s reviews many additional institutional characteristics such as management performance, market factors to determine their ratings. The CFI strength factors were applied to the Moody’s median ratios to derive scores for the rating.
The primary reserve ratio used to calculate the primary reserve score is determined by dividing the expendable net position into expenses and applying the appropriate strength factor. The results indicate that amounts held in reserve did not keep pace with expenditures for most of the colleges. The OPEB liability was a contributing factor in the reduction of all of the schools’ primary reserves. Excluding the OPEB liability, BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, New River Community and Technical College, and Southern West Virginia Community and Technical College experienced decreases in reserves as a percentage of operating expenses. The primary reserve scores for the majority of the institutions were above the scores calculated for the schools included in the Moody’s report. The scores calculated for BridgeValley Community and Technical College, New River Community and Technical College and Pierpont Community and Technical College are significantly less than the scores calculated from the Moody’s data.
Net Operating Revenue

The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

Excluding the OPEB liability expense, Mountwest Community and Technical College Pierpont Community and Technical College, Southern West Virginia Community and Technical College and Northern West Virginia Community College experienced increases in net operating revenues over FY 2014. The low operating results scores indicate that most of the institutions are not living within available resources.
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by institutional income, capital grants and gifts, and capital bond proceeds. New River Community and Technical College received significant capital funds during FY 2015 and FY 2014. The score for Blue Ridge Community and Technical College was well below the Moody’s averages. For the majority of institutions across the system, the performance of financial assets provides a sufficient level of support for their respective core missions.
To determine the viability ratio of this calculation, the expendable net position is divided into capital project-related debt. This ratio was calculated for BridgeValley Community and Technical College, Mountwest Community and Technical College, Pierpont Community and Technical College, and West Virginia University at Parkersburg because they had significant debt levels. The result of this calculation is used to determine the viability score for each institution. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced unless capital resources are provided from other sources.

<table>
<thead>
<tr>
<th></th>
<th>BRCTC</th>
<th>BVCTC</th>
<th>EWVCTC</th>
<th>MCTC</th>
<th>NRCTC</th>
<th>PCTC</th>
<th>SWVCTC</th>
<th>WVNCTC</th>
<th>WVUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>-0.01</td>
<td>1.07</td>
<td>0.01</td>
<td>-0.26</td>
<td>3.00</td>
<td>0.13</td>
<td>-0.11</td>
<td>0.04</td>
<td>0.83</td>
</tr>
<tr>
<td>FY 2014 Without OPEB</td>
<td>0.02</td>
<td>0.96</td>
<td>0.05</td>
<td>-0.22</td>
<td>3.00</td>
<td>0.14</td>
<td>-0.07</td>
<td>0.04</td>
<td>0.73</td>
</tr>
<tr>
<td>FY 2015</td>
<td>-0.26</td>
<td>2.00</td>
<td>0.43</td>
<td>0.75</td>
<td>3.00</td>
<td>0.21</td>
<td>0.48</td>
<td>0.17</td>
<td>0.38</td>
</tr>
<tr>
<td>FY 2015 Without OPEB</td>
<td>-0.18</td>
<td>2.00</td>
<td>0.46</td>
<td>0.73</td>
<td>3.00</td>
<td>0.25</td>
<td>0.53</td>
<td>0.20</td>
<td>0.40</td>
</tr>
</tbody>
</table>
The four ratio scores were combined to determine the CFI. Because the impact of the OPEB expense and liability was substantial, the CFI was calculated with and without the OPEB information. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health.

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

BridgeValley Community and Technical College, Mountwest Community and Technical College, Pierpont Community and Technical College, Southern West Virginia Community and Technical College, and West Virginia Northern Community College experienced increases in the CFI calculated without the OPEB expense and liability. With the exclusion of the OPEB liability, Blue Ridge Community and Technical College, and Pierpont Community and Technical College have poor financial health. Although the significant addition of capital assets resulted in a relatively high CFI, New River Community and Technical College’s low primary reserve and net operating scores indicate that its financial health is weak.
The Composite Financial Indices for most of the institutions demonstrate that reserves are not sufficient and flexible enough to support the schools’ missions. Operating results do not support the accumulation of adequate financial resources.

### Number of Days Cash

The number of day’s cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions’ June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense. Data for discrete component units was not included in this calculation. The ratio West Virginia Northern Community College is well above the ratios of other institutions. The Moody’s median number of day’s cash ratios for institutions with A3 ratings is 76. The ratio for New River Community and Technical College is well below the Moody’s average.
Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions’ physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody’s ratio for the A3 rating is 15.65. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service.

The ratios for new institutions are low because their facilities are relatively new. The physical plant age for West Virginia University at Parkersburg is relatively high.
Conclusion

Although the colleges and universities under the System exhibit relatively strong financial health, the adequacy of financial resources at several institutions is a significant concern. Most of the schools do not demonstrate the ability to operate within the resources available to them. Because the facilities at a majority of the institutions are relatively new, their physical plant age is comparatively low.
ITEM: Fiscal Year 2016 Higher Education Resource Assessment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the Higher Education Resource Assessment (HERA) for Fiscal Year 2017 to the community and technical colleges as shown in Table 1 of the agenda item.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code §18B-10-2 provides for the Council for Community and Technical College Education and the Higher Education Policy Commission to establish a Higher Education Resource Assessment. The Council and Commission are to use funds generated through the assessment to meet general operating expenses, fund statewide programs, and to “offset the impact, if any on financially needy students of any potential assessment increase” (West Virginia Code 18B-10-2(d)).

The passage of Senate Bill 448 in 2004 allowed the Council to adopt a procedure for assessing community and technical colleges at a fixed percentage of 1.5% of their prior year estimated gross tuition and required fees. The procedure minimizes annual changes in allocations by institution and is predictable for budgeting purposes. Council staff recommends continuing this assessment procedure for Fiscal Year (FY) 2017.

Table 1 shows the calculation of the HERA assessment at 1.5% of estimated gross tuition and required fees for each institution. The total FY 2017 assessment is $695,098 – a decrease of $29,852 over the FY 2016 assessment of $724,950. The net change is due to an increase in tuition and fee rates from FY 2015 to FY 2016 offset by a decrease in enrollment. Staff recommends that increased HERA revenue be dedicated to statewide initiatives.

The recommendation is to approve the Higher Education Resource Assessment (HERA) as presented.
## West Virginia Council for Community and Technical College Education
### FY 2016 Higher Education Resource Assessment

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2015 FTE Enrollment</th>
<th>2015-2016 Tuition Rate</th>
<th>2016-2017 Assessment</th>
<th>Change from Prior Year</th>
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<tbody>
<tr>
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<td>Resident</td>
<td>Reciprocity &amp; Metro</td>
<td>Non-Resident</td>
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<td><strong>WV Northern Community College</strong></td>
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<td><strong>WVU at Parkersburg</strong></td>
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<td><strong>TOTAL</strong></td>
<td>11,481.96</td>
<td>474.87</td>
<td>373.75</td>
<td>$41,615,709</td>
</tr>
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</table>

Table 1
ITEM: Tech Scholars Program Award

INSTITUTIONS: Pierpont Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical Education approves Tech Scholars Program Funding for Pierpont Community and Technical College in the amount of $11,300

STAFF MEMBER: Sarah Tucker

BACKGROUND:

Pierpont Community and Technical College is requesting $11,300 in grant funds to assist students enrolling in petroleum technology. As required for this proposal, Pierpont has successfully secured matching funds from the following employer toward this effort:

- Noble Energy - $11,300

The recommendation is to approve the grant proposal as presented.
ITEM: 2017 Council Meeting Schedule

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education adopts the recommended meeting schedule for calendar year 2017 as presented.

STAFF MEMBER: Sarah Tucker

BACKGROUND:

Although consideration has been given to currently scheduled, statewide and national conferences, we understand that it is difficult to avoid all scheduling conflicts. The recommended meeting schedule was also developed in consideration of joint staff, responsible for preparing agenda items for both the West Virginia Council for Community and Technical College Education and Higher Education Policy Commission meetings.

Therefore, the following meeting schedule for calendar year 2017 is recommended for adoption by the West Virginia Council for Community and Technical College Education with the understanding that additional meetings may be necessary for emergency or time-sensitive issues.
# WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

## Meeting Schedule

### January 2017 – December 2017

**DRAFT**

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>January 26, 2017</td>
<td>ATC, South Central WV – South Charleston, WV</td>
</tr>
<tr>
<td>April 20, 2017</td>
<td>WVU at Parkersburg – Parkersburg, WV</td>
</tr>
<tr>
<td>June 15, 2017</td>
<td>ATC, South Central WV – South Charleston, WV</td>
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<tr>
<td>August 17, 2017</td>
<td>ATC, South Central WV – South Charleston, WV</td>
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<tr>
<td>October 12, 2017</td>
<td>Pierpont CTC – Fairmont, WV</td>
</tr>
<tr>
<td>December 7, 2017</td>
<td>ATC, South Central WV – South Charleston, WV</td>
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WV Council for Community and Technical College Education
Meeting of April 28, 2016

ITEM: Reauthorization of Lindsey Wilson College to Offer Baccalaureate and Master’s Degree Programs at Southern West Virginia Community and Technical College

INSTITUTION: Southern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

Lindsey Wilson College (KY) has been approved to offer two degree programs at Southern West Virginia Community and Technical College: Bachelor of Arts in Human Services and Counseling and the Master of Education in Counseling and Human Development with a specialization in Mental Health Counseling. Initial approval was granted in 2006 and renewed in 2010. Under the provisions of Series 20, Initial Authorization of Degree Granting Institutions, an out-of-state institution must have the authorization of the Commission to offer courses and programs in West Virginia if they are at the baccalaureate level and above.

Lindsey Wilson College is an independent college in Columbia, Kentucky and is accredited by the Southern Association of Colleges and Schools (SACS), the regional accrediting body which serves Kentucky. The programs are offered on a cohort basis and the college has been successful in enrolling new cohorts every year. Students complete their associate degree at Southern West Virginia Community and Technical College before being admitted into the Human Services and Counseling program. Lindsey Wilson provides a locally-offered, weekend-based program that offers a guaranteed course sequence leading expeditiously to the bachelor’s degree in Human Services with an option to continue into the master’s degree in Counseling and Human Development. All courses are taught in a face-to-face arrangement and an on-site coordinator is employed by Lindsey Wilson College to recruit, advise, and coordinate services. Students can take up to four baccalaureate courses per semester and can complete the program in four semesters if they are able to follow the normal program. The graduate program requires 60 semester hours and can be completed in two years or six consecutive semesters. Many of the same faculty who teach on the main campus travel to West Virginia to teach the weekend courses. Lindsey Wilson College also employs experienced adjunct faculty who live in West Virginia and Eastern Kentucky.

The target population for the undergraduate degree is individuals completing their associate degree at Southern West Virginia Community and Technical College with an
interest in Human Services careers. The graduate degree is designed for qualified
students with the bachelor’s degree in Human Services and Counseling or Psychology,
but who are prevented from leaving their community to attend a traditional college
program by virtue of family and/or work obligations. The masters’ degree meets all
requirements for licensure as a professional counselor.

With the Fall 2015 cohort, the B.A. program has enrolled 205 students. Excluding the
current cohort, 183 students (70 percent) have completed the B.A. degree program and
of those, 22 percent have continued with Lindsey Wilson College to complete the M.Ed.
degree. The M.Ed. program has graduated 87 students which represents a success rate
of 71 percent.

Lindsey Wilson College states that there continues to be a significant need in the
county, region, and state for professional human services and counseling services to
meet the needs of individuals and families impacted by mental illness, substance abuse,
domestic violence, aging, poverty, and other issues related to mental and behavioral
health. Support statements provided by Lindsey Wilson College include the following:

- Among 5,000 youth with Major Depressive Episode, over half (54.6 percent) per
  year in 2008-2012 did not receive treatment for their depression within the year
  prior to being surveyed.
- West Virginia’s rates were greater than the national average in 2011-2012 for
  severe mental illness among adults and for adults with suicidal thoughts.
- With its aging population, the state will need to increase professional and support
  services for the aging population, including an array of human services and
  counseling services.

National data from the U.S. Department of Labor shows continued employment growth
for human services and professional counselors. Specific data for West Virginia was
not provided, but documentation provided by Lindsey Wilson College indicates that
graduates have been hired at a variety of agencies around the Logan area and many
local agencies are expanding services.

A Memorandum of Agreement between Southern West Virginia Community and
Technical College and Lindsey Wilson College was signed in 2015 to continue the
arrangement. That Agreement was not submitted to the Commission for approval.
When it was discovered that approval from the Commission had expired, the institution
was granted an extension until the Commission could meet to discuss renewal of state
authorization. The Commission approved the renewal at its meeting on April 1, 2016,
extending approval through June 30, 2017.

Commission/Council staff has had discussions with Southern West Virginia Community
and Technical College officials. The presence of Lindsey Wilson College on the campus
of Southern West Virginia Community and Technical College provides an opportunity for
students graduating to pursue bachelor and master degree education while remaining in
the area.
The discussion with Southern West Virginia Community and Technical College officials revealed an interest in expanding baccalaureate and graduate degree opportunities into other disciplines. Marshall University officials have expressed interest in exploring the possibility of offering expanded educational opportunities on the Southern West Virginia Community and Technical College campus. The recommendation to approve an extension of the Lindsey Wilson College arrangement for one year allows the opportunity for these discussions to begin without a disruption in services to the students of southern West Virginia. During this time period, it is imperative that impacted institutions evaluate the educational needs of the region.
Application by Lindsey Wilson College for Reauthorization to Continue to Offer Programs at Southern West Virginia Community and Technical College

Contact, Report Submitted by:
Jacquelyn Montgomery, M.A., Associate Dean for the School of Professional Counseling
Lindsey Wilson College
210 Lindsey Wilson St Columbia, KY 42728
montgomeryj@lindsey.edu Phone: 270-384-8121 Fax: 270-384-7312

<table>
<thead>
<tr>
<th>Section</th>
<th>Section Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Identification of programs and key features</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>Summary of past efforts including enrollment and graduation data</td>
<td>5</td>
</tr>
<tr>
<td>III</td>
<td>Need and rationale for continued program offerings in West Virginia</td>
<td>7</td>
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<tr>
<td>IV</td>
<td>Current status of institutional and programmatic accreditation</td>
<td>11</td>
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<tr>
<td>V</td>
<td>Identification of services and personnel that area available at the WVC site</td>
<td>11</td>
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<td>VI</td>
<td>Support for Student Success</td>
<td>12</td>
</tr>
<tr>
<td>VII</td>
<td>Enclosures</td>
<td></td>
</tr>
</tbody>
</table>
I. Identification of programs and key features

Mission Statements
The mission of Lindsey Wilson College is to serve the educational needs of students by providing a living-learning environment within an atmosphere of active caring and Christian concern where every student, every day, learns and grows and feels like a real human being.

The mission of the School of Professional Counseling is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

The mission of the Counseling and Human Development Program is to provide a practitioner-based, community-centered, student-focused mental health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

The mission of the Human Services and Counseling Program is to provide Lindsey Wilson college students an academic and experiential foundation, centered in the helping professions, distinguished by academic excellence, hallmarked by an empathetic personal orientation and demonstrated respect for humanity.

Programs
Extended community campus program

As part of its mission to serve students in Appalachia, Lindsey Wilson College, through the School of Professional Counseling designed an extended community campus model to deliver an opportunity to earn a Bachelor of Arts degree in Human Services and Counseling in a curriculum designed for students who are completing Associate of Arts degrees at Southern West Virginia Community and Technical College (SWVCTC) with an interest in Human Services careers. The M.Ed. program is designed for qualified students with a Bachelor of Arts degree in Human Services and Counseling or Psychology, but who are prevented from leaving their community to attend a traditional college program by virtue of family and/or work obligations.

The program is designed to meet the needs of working individuals by offering its courses in a convenient weekend-based format where instructors and students meet in the classroom face-to-face. Classes meet Friday evenings from 4:00-9:00 and Saturdays from 9:00 to 4:00. Students can take up to four courses per semester in a curriculum with a predictable course sequence to support on-target degree completion.

Students are able to complete their Associate Degree at their local community college, continue to attend classes in their community to complete the 48 hours of BA-level courses for their Human Services & Counseling degree, and if they so desire and are accepted, they can move seamlessly into the master’s program.
Academic advisors and mentors are full-time employees of the college who are available to students face-to-face, by telephone, and via virtual technology. Courses are staffed by full-time faculty who travel to the campus locations within a geographic region and by experienced adjunct faculty. The personal and professional attention reflects the faculty’s commitment to student success. All full-time faculty participate in several professional development events annually.

The curriculum, course syllabus templates, and student support services for the extended community campus program are the same as for the traditional face-to-face format offered to students on the main campus of the college, and for the web-based courses. The regional accreditor for the college (Southern Association of Colleges and Schools – Commission on Colleges - SACSCOC) and the accreditor for the master’s program (the Council for Accreditation of Counseling and Related Educational Programs - CACREP) have both found these formats to be comparable on these and other criteria (2013 and 2011 reaffirmation and re-accreditation, respectively, please see enclosures).

Academic oversight is provided by the Regional Academic Director (RAD), who reports directly to the Associate Dean for the School of Professional Counseling. The RAD is responsible for staffing, support and supervision for all regional instructors, leading monthly faculty and staff meetings, convening student meetings for academic or behavioral issues, participating in the Leadership Council for the School of Professional Counseling (SPC), regional budget oversight, and other duties relevant to the successful academic operation of the region.

Enrollment and recruitment activities are conducted by the Site Enrollment Coordinator, who is on-site at SWVCTC and is supported and supervised by the Regional Enrollment Director (RED). The RED reports directly to the Vice-President for Educational Outreach and Student Financial Services. The Site Enrollment Coordinator either directly provides or links students expeditiously to administrative personnel for registration and matriculation; financial aid information, forms, and assistance; business office information, forms, and assistance; student services; programmatic information, forms and assistance; and other types of support for student success.

Bachelor of Arts Degree in Human Services & Counseling

The Bachelor of Arts degree in Human Services & Counseling is an interdisciplinary program comprised of course work in psychology, sociology and social work in combination with broad-based general education courses. Each course is taught by faculty with advanced degrees and experience in the course content area. Practicum experiences will equip the student with the skills to enter a variety of work settings. Graduates from the program are well-prepared to work in a variety of settings including community mental health agencies, hospitals, residential treatment facilities, schools, social services agencies, and private agencies.

The program requires a minimum of forty-eight (48) semester hours of human services coursework, forty-five (45) hours of which are core requirements and three (3) hours are
electives. Students who successfully follow the normal program of study will complete their studies in four (4) consecutive semesters.

**Master of Education in Counseling and Human Development with a specialization in Mental Health Counseling**

The *Master of Education in Counseling and Human Development* with a specialization in Mental Health Counseling is a broad-based generalist degree that exposes students to a variety of skills in mental health counseling, offering those planning to enter the field extensive knowledge and a broad range of skills required to provide effective counseling to diverse client populations. The CHD curriculum covers such areas as human growth and development, social and cultural foundations of mental health counseling, counseling theory and practice, psychopathology, group dynamics, lifestyle and career development, assessment, research methods, ethics and professional issues. Graduates from the program are well-prepared to work in a variety of settings including community mental health agencies, hospitals, residential treatment facilities, schools and private agencies.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. CACREP is an independent non-profit organization, recognized by the Council for Higher Education Accreditation (CHEA), which grants accredited status to graduate-level programs in the professional counseling field. The program has been accredited by CACREP since 1996, indicating that it has met or exceeded CACREP standards for counselor preparation.

The program requires a minimum of sixty (60) semester hours. Thirty-nine (39) hours from nine (9) core areas provide foundation course work and clinical experience; in addition to twenty one (21) hours of specialty requirements in mental health counseling provide training in specific areas of counseling techniques and practice. Students who successfully follow the normal program of study will complete their studies in two years or six consecutive semesters.
II. Summary of past efforts including enrollment and graduation data

To support the mission of Lindsey Wilson College, the programs address the diverse academic and community needs of Appalachia and other underserved regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and clinical skills base.

Through a partnership with Southern West Virginia Community and Technical College (SEVCTC) in Logan (Mingo County), Lindsey Wilson College (LWC) offers two degree programs to students in this historically underserved area. Most are first-generation college students with significant work and family obligations while pursuing their college degree. The weekend-based format allows them to remain within their communities while completing their degree programs.

The college employs a full-time Site Enrollment Coordinator who has an office at the community college. This individual is responsible for acting as liaison with the community college and within the community; advertising and recruitment efforts; providing and coordinating student services and support; providing faculty support; and teaching in the undergraduate program. Through the Site Coordinator’s strategic recruitment efforts as well as the excellent reputation of Lindsey Wilson and its programs in the community, the Southern West Virginia site has successfully enrolled new cohorts into each of the two programs every year since the program began in 2006.

The first cohort of students was enrolled in the Bachelor’s Degree in Human Services and Counseling in the fall semester of 2006, and the first cohort in the Counseling and Human Development Master’s Degree program began in the spring semester of 2007. Table 1 illustrates the enrollment and graduation data through the fall 2015 semester.

Including the current cohort (fall 2015 start), 205 students have enrolled in the B.A. program; excluding the current cohort, 183 (70%) have completed their B.A. degree program and of those, 22% have continued with Lindsey Wilson College to complete the M.Ed. degree also offered on-site. The graduation rate for students enrolling in the M.Ed. program between 2007 and 2014 is 71% with a total of 87 degree-completers.

For the period 2010-2015, graduation rates were higher, at 79% (B.A.) with 27% also completing their M.Ed. from Lindsey Wilson, and 73.88% for the M.Ed.
Table 1: Enrollment and Graduation Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N</th>
<th>B.A. Graduation Rate</th>
<th>M.Ed. Graduation Rate</th>
<th>Cohort</th>
<th>N</th>
<th>M. Ed. Graduation Rate</th>
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<td>31</td>
<td>25 81%</td>
<td>32%</td>
<td>2007</td>
<td>21</td>
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<td>15 68%</td>
<td>5%</td>
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<td>14</td>
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<td>n/a n/a</td>
<td>n/a</td>
<td></td>
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</tr>
</tbody>
</table>

| Totals | 205 | 144 70% | 22% | (120)* | 87 | 71% |
| 2010-2015 | 115 | 74 79% | 27% | 68     | 45 | 73.88% |

*Graduation rates are calculated using enrollment figures through 2014 only, N=183 (B.A.) and N=120 (M.Ed.)
III. Need and rationale for continued program offerings in West Virginia

Epidemiology Reports Related to Behavioral Health Needs

There continues to be a significant need in the county, region and state for professional human services and counseling services to meet the needs of individuals and families impacted by mental illness, substance abuse, domestic violence, aging, poverty, and other issues related to mental and behavioral health.

The Mingo County Behavioral Health Profile 2014\(^1\), the Behavioral Health Barometer for West Virginia, 2013\(^2\), and the West Virginia Behavioral Health Epidemiological Profile\(^3\) report data that document significant needs for services and the need to increase the capacity for referrals to mental health, substance abuse and other behavioral health professionals. Among their findings are the following.

Significant percentages of the population suffer from substance abuse, including illegal, prescription, and legal substances. This raises mortality rates from diseases directly attributable to this substance use and abuse as well as motor vehicle deaths, domestic violence, suicide and suicidal thoughts, major depressive episodes and other mental health issues.

Among 5,000 youth with Major Depressive Episode, over half (54.6% of all youths with MDE) per year in 2008-2012 did not receive treatment for their depression within the year prior to being surveyed.\(^3\)

West Virginia’s rates were greater than the national average in 2011-2012 for Severe Mental Illness among adults and for adults with suicidal thoughts.

16.8% of the population of the state is elderly (65 years and older), compared to a national average of 13.7% in 2012. The state will need to increase professional and support services for the aging population, including an array of human services and counseling services.

Poverty: 17.5% of the population in the state is living below the poverty level compared to the national rate of 14.3\%.\(^3\)

\(^1\) Retrieved from:
http://www.dhhr.wv.gov/bhhf/Sections/programs/ProgramsPartnerships/AlcoholismandDrugAbuse/Research/Documents/County%20Profiles/Mingo%20County%202014.pdf


\(^3\) Gwilliam, M. (2013). West Virginia Behavioral Health Epidemiological Profile. Charleston, WV: West Virginia Department of Health and Human Resources, Bureau for Behavioral Health and Health Facilities,
Employment of Human Services and Counseling Professionals

According to the Occupational Outlook Handbook, employment of human services professionals is projected to increase by 11 percent from 2014 to 2024. The increase for professional counselors is projected to be 19 percent during the same time span. 4

Program graduates have been hired at a variety of agencies in around the Logan area. Some do travel to other parts of the state and even out of state. Many students are hired at the bachelor’s level at local human service agencies and upon completion of their master’s degree and report that they have received promotions. The majority of students reporting employment gains indicate that they have gone from an income of $25,000 to $27,000 per year to $30,000 or $35,000 due to completing their degree program.

As students graduate they increase the capacity of agencies to serve the human services and counseling needs within the community. Local agencies are expanding services, as evidenced by Logan Mingo Mental Health, which has opened up three departments that are headed by graduates of Lindsey Wilson’s programs. Two of these departments are related to substance use treatment, and one to children’s’ services.

This link showcases an alumnus of both the B.A. and M.Ed. programs who is now directing a program targeted at helping formerly incarcerated individuals. https://www.facebook.com/ekbnewsnow/videos/4146816354507284/

Enrollment Trends
As illustrated in Table 1 in Section 1, enrollment remains steady in both programs.

Community Partner Feedback
The following are comments made to faculty making site visits to local mental health agencies where students engage in clinical experiences.

Logan Mingo – “They are impressed with our student’s work ethic and professionalism. They stated our students are well grounded and do well with working with a variety of mental health issues.”

KVC – “They enjoy working with our students, reports they are eager to learn and respond well to feedback. They state our students are very well prepared.”

Appalachian Psychological - “States that our students insightful and passionate about the field. They stated our students are reliable and well prepared.”

Necco - “States that they are impressed with the growth in our students while they are in our program. They more than are willing to work with our practicum and internship students.”

Community College Partnership
Lindsey Wilson College’s B.A. program is a degree completion option for SWCTC students who complete their Associate’s Degree at the community college. This enhances the degree completion rate for SWCTC, as Lindsey Wilson (LWC) accepts lower-level general education coursework, and teaches the 48 hour core curriculum on the community college campus. This provides, first, a valuable and significant opportunity for students, and second, a “win-win” partnership between the two colleges. Students who wish to pursue the master’s degree may complete their B.A. at their local campus and continue at the same location for their master’s degree. Rather than students traveling a distance to class, faculty travel to the students’ campus.

An annual Memo of Agreement is signed to formalize this partnership and the ongoing commitment by each college to serve students. The 2015-2016 MOA is included as an enclosure.

Student Engagement in Service
LWC Students are mentored in service, including structured and unstructured events and activities. There is an annual day of service college-wide, with students at each site determining and structuring these activities. Outside of college-sponsored events, students have regularly demonstrated their commitment to one another and their communities by giving of their time and other resources to those in need. The following is a list of some of the community service provided by LWC students at the Logan campus.

- Making baskets for the elderly at the nursing home
- Buying pizza for the veteran’s facility
- Donating to at least two different back pack programs to feed children on the weekends, one in Williamson and one in Logan.
- Both back pack programs were created by our alumni.
- Raising money to help fellow students in need. This past semester Logan campus raised over $700 for one of our students who lost her home just before Christmas
Conclusion

The partnership between SWCTC and LWC remains strong, viable and mutually beneficial. Students continue to enroll in and complete the programs offered, and graduates are employable as professional human services workers and are eligible, at the master’s level, for licensure from the state professional counselors licensing board. The need for professional counseling and human services is varied, significant and persistent in the immediate region, the state and the country. Students, alumni, and college employees are members of the local community who regularly contribute in meaningful and helpful ways to the well-being of individuals and families. These connections contribute to the viability, stability and value of the partnerships and programs offered in the local community.
IV. Current status of institutional and programmatic accreditation

The college is accredited by the Southern Association of Colleges and Schools, Commission on Colleges. There have been two recent site visits related to college accreditation, in 2013 for the ten-year accreditation cycle, and a year later to request to move to a Level V in order to confer doctoral degrees. Both visits were successful. The 2014 letter of affirmation is included as an enclosure. The 2015 letter affirming Level V status is expected in January 2016.

The master’s degree program in Counseling and Human Development is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. CACREP is an independent non-profit organization, recognized by the Council for Higher Education Accreditation (CHEA), which grants accredited status to graduate-level programs in the professional counseling field. The program has been accredited by CACREP since 1996, indicating that it has met or exceeded CACREP standards for counselor preparation. Enclosed are the CACREP 2012 Letter and Certificate of Accreditation

Enclosure: 2014 SACSCOC Reaffirmation Letter
Enclosure: CACREP 2012 Letter and Certificate of Accreditation

V. Identification of services and personnel that area available at the WV site

The college employs a full-time Site Enrollment Coordinator who has an office at the community college. This individual is responsible for acting as liaison with the community college and within the community; advertising and recruitment efforts; providing and coordinating student services and support; providing faculty support; and teaching in the undergraduate program.

The Site Enrollment Coordinator either directly provides or links students expeditiously to administrative personnel for registration and matriculation; financial aid information, forms, and assistance; business office information, forms, and assistance; textbook information, orders, and assistance; student services; programmatic information, forms and assistance; and other types of support for student success.

Support and supervision of the Coordinator is provided by the Regional Enrollment Director (RED). There is also a Regional Administrative Assistant available to the Coordinator and to faculty.

The Resident Faculty Supervisor is present on-site for supervision of clinical experiences for the master’s students as well as teaching classes on-site. Other college faculty are present on their teaching weekends, and remain connected to students through email, internet and telephone as needed or requested.
Administrative support to students, faculty and staff is available by telephone, email, internet and in-person meetings.

Library services are available on-site through the community college library as well as through the Lindsey Wilson College online library services and support.

Please see the next section for descriptions of college support mechanisms for student success.

VI Support for Student Success

The college offers support to community campus students to support their engagement, success, retention and graduation. These services include library, technology, tutoring, and career services.

Library Resources

Member of Consortia

The Katie Murrell Library belongs to several consortia that provide access to library resources: These are listed in the current catalog at http://www.lindsey.edu/academics/academic-catalog/katie-murrell-library-services.aspx. These include the Appalachian College Association (ACA), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Federation of Kentucky Academic Libraries known as FOKAL, and the Kentucky Library Network (KLN). It also purchases access to the databases of the Kentucky Virtual Library and purchases additional academic library resources through LYRASIS, a major library consortium.

Services to extended campus services are described in the catalog under the heading for Community Campus Sites. http://www.lindsey.edu/academics/academic-catalog/katie-murrell-library-services.aspx. These include proxy access to all main campus online resources, the option of having books and articles mailed to students and faculty, and services from the community college library. Extended campus students receive library packets describing LWC resources available to them. Students at the SWVCTC site receive library training through a librarian at the community college library using an outline provided by the main LWC campus.

Off-site technology capabilities/access to technology

The college offers simplified off-campus proxy access to resources. Users authenticate through the Blue Raider portal; off-campus users need only use their college user name and password to access the library and other administrative and course software used by the College. Technology support services. Lindsey Wilson's investment in technology also provides support for all its students, those on the Columbia campus, those at community campuses, and online learners. That support includes:
• A secure server that is available to back up personal files from on- or off-campus through the VPN (servers are upgraded on a five-year rotation schedule)
• Campus-wide wireless internet access
• Approximately 150 computers in six labs/public areas (approximately 1/5 of all College-owned computers are replaced annually)
• BannerWeb/Banner Self-Service
  ▪ Stores information in Oracle database
  ▪ Requires a user account and password
  ▪ Access specific to status: student, faculty, staff, etc.
  ▪ Provides administrative record management
  ▪ Allows students to view their class schedules, transcripts, student accounts, financial aid, and award letters and to register for classes
• Raidernet -- LWC intranet
  ▪ Provides the structure for the Early Warning System to alert instructors, student advisors, administrators, and coaches of students in need of academic intervention
  ▪ Displays College catalog, course schedules, and other information
  ▪ Pulls some information from Banner to display
  ▪ Allows storage of and access to supplemental information related to College activities/life
• Email accounts: These are established for every registered student, including students enrolled at community campuses.
• Blackboard: Each student is given a Blackboard (course management system) account with username and password.
• Tegrity: This classroom capture software is available for use by all students and faculty.
• Adobe Connect: Available to all community campus faculty and students, Adobe Connect provides a form of online videoconferencing.

Academic Success Center
The Academic Success Center (ASC) provides free peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students' academic use. Students are encouraged by faculty and freshmen advisors to utilize the ASC as a resource for improving study strategies and reading techniques. The ASC also acts as a resource for students with learning and physical disabilities, particularly when isolation testing is appropriate or when a student needs a test read to him/her.

Career services
The Career Services Office provides assist to Columbia and community campus students who are seeking employment or career counseling. Services provided include: (1) career advice and counseling; (2) workshops about job-search strategies; (3) access to a library of employment and career information; (4) job vacancy announcements and personal job referrals; (5) credentials services for students and alumni; and (6) assistance with off-campus employment.
Writing Center
The Writing Center's peer tutors provide both one-to-one assistance and group or class workshops to undergraduate and graduate students, faculty, and staff in an effort to support its belief that writing serves as one of the primary means of learning and communicating. Services are free to all experience levels and at any point in the writing process. The Writing Center offers online assistance with writing to Columbia and community campus and to online students who cannot travel to campus.

Public Safety & Security
At the community campuses, security is provided by WVCTC staff. In instances in which community college security is not available on weekends when classes are being held, the College would employ additional security personnel at that location.
Enclosure

Contact Information Sheet

Lindsey Wilson College
210 Lindsey Wilson St.
Columbia, KY 42728

Chief Executive Officer:
Dr. William T. Luckey, President
Lindsey Wilson College
210 Lindsey Wilson St Columbia, KY 42728
luckeyw@lindsey.edu
Phone: 270-384-8001 Fax: 270-384-8009

Contact/Report Submitted by:
Jacquelyn Montgomery, M.A., Associate Dean for the School of Professional Counseling
Lindsey Wilson College
210 Lindsey Wilson St Columbia, KY 42728
montgomeryj@lindsey.edu Phone: 270-384-8121 Fax: 270-384-7312

West Virginia Site
Site Enrollment Coordinator:
Ms. Tonia Marcum, M.Ed. Phone: 304-687-3636 Fax: 304-896-7431
Southern West Virginia Community and Technical College
P.O. Box 2900 • 2900 Dempsey Branch Road
Mount Gay, WV 25637
### School of Professional Counseling

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Associate Dean for SPC</td>
<td>Ms. Jacquelyn Montgomery</td>
</tr>
<tr>
<td>Director, Human Services &amp; Counseling Program</td>
<td>Ms. Myra Ford</td>
</tr>
<tr>
<td>Director, Counseling &amp; Human Development Program</td>
<td>Dr. Jeffrey Crane</td>
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<tr>
<td>Director of Enrollment for the School of Professional Counseling</td>
<td>Mr. Ryan Vitatoe</td>
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<tr>
<td>Director, Institute for Advanced Studies</td>
<td>Dr. Jennifer Williamson</td>
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<tr>
<td>Director of Appalachian Play Therapy Center</td>
<td>Dr. Jodi Crane</td>
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<tr>
<td>Coordinator of Records &amp; Administration</td>
<td>Ms. Kimberly Gose</td>
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| Region 3                  | Dr. Nicole Schnopp-Wyatt | Ms. Shelia Wallen, M.Ed. | Ms. Tonia Marcum, M.Ed. | Dr. Nicole Schnopp-Wyatt |
| Region 3                  | Ms. Amy Holsinger, M.Ed. |                         |                             |                             |
MEMORANDUM OF AGREEMENT BETWEEN
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
AND
LINDSEY WILSON COLLEGE
FOR ON-SITE BACCALAUREATE AND MASTER’S DEGREE PROGRAMS
IN
LOGAN, WV
June 30, 2015

THIS AGREEMENT is made by and between Southern West Virginia Community and Technical College (SWVCTC), and Lindsey Wilson College (hereinafter referred to as LWC or the Second Party) on this 30th day of June, 2015.

Lindsey Wilson College, (LWC), as part of its mission to serve the educational needs of students, agrees to offer through the School of Professional Counseling, its baccalaureate degree in Human Services and Counseling (hereafter HSC) and Masters of Education in Counseling and Human Development (hereafter CHD) to qualified students at SWVCTC. The LWC School of Professional Counseling is designed to deliver an opportunity to earn a Bachelor of Arts degree in Human Services and Counseling in a curriculum designed for students who are completing Associate of Arts, Associate of Science, and Associate of Applied Science degrees at SWVCTC with an interest in Human/Behavioral Health Services careers. The CHD program is designed for qualified students with a Bachelor of Arts degree in Human Services and Counseling or Psychology. The content and management of both the Bachelor of Arts and M.Ed. programs are the sole responsibility of LWC.

SWVCTC, recognizing a need in its service area for students to begin their education in the behavioral health, human services and counseling services profession and continue it after acquiring associate degrees, seeks to provide opportunities for students to pursue baccalaureate degrees and master’s degrees in its service area. LWC recognizes a need for increased numbers of trained and qualified persons to deliver human services/counseling services.

It is anticipated that this endeavor will enhance the missions of both educational institutions. SWVCTC will offer the lower division courses to satisfy the general education requirements and certain electives necessary for students to complete the requirements of the LWC degree. Courses offered by SWVCTC pursuant to this MOA shall be considered equivalent to courses offered by LWC for satisfaction of LWC residency requirements. LWC will offer only courses required as part of the HSC, and CHD programs and selective upper level electives as needed to satisfy degree requirements.

It is the intent of both institutions to market, advertise, and represent the programs as a partnership between SWVCC and Lindsey Wilson College to better meet the educational needs of students interested in Human Services and Counseling and to answer a call from the mental health community for more trained professionals in the field.

PERIOD OF CONTRACT: This Agreement is for 12 months extending from July 01, 2015 through June 30, 2016. This Agreement will be reviewed by April 1 by both parties. It will renew automatically unless either party requests otherwise.

SCOPE: New HSC cohorts will begin each fall semester and new CHD cohorts will begin each spring semester. This MOA may be extended to include subsequent cohorts to begin either the spring or fall semester by mutual written consent of the parties of this agreement.
LOCATION:
SWVCTC agrees to make specific areas of the SWVCTC Campus that are suitable for interactive group classes available to LWC for the purpose of the Second Party's conducting classes leading to a bachelor's degree in Human Services and Counseling and to a master's degree in Counseling and Human Development.

HSC AND CHD GROUP SIZE(S): LWC cohorts will be ten (10) to thirty-six (36) students although initial cohorts may be smaller.

RESPONSIBILITIES OF SWVCTC:
- Provide classroom facilities that are suitable for interactive group classes for LWC courses and clinical experience meetings
- Maintain a safe buildings and grounds environment
- Provide wireless internet access, TV/DVD and a computer and projector in classrooms during the specified class schedules, as these are available and when requested in advance
- Provide access to library facilities and services as specified in the library agreement between SWVCTC and LWC
- Assist with information to allow marketing activities
- Provide any SWVCTC required identification cards
- Provide office space for the Site Enrollment Coordinator
- Provide office space for the Graduate Assistant
- Provide custodial service for LWC office space
- Provide copier service
- Receive and forward initial students inquiries to the LWC Site Enrollment Coordinator.
- Utilize and honor the consortium agreement to process, defer, and bill student accounts
- Coordinate computer labs and other classroom support as required by students and requested by the Site Enrollment Coordinator
- Provide names and addresses of current and former SWVCTC students for contact purposes
- Provide LWC use of space from approximately 4 p.m. to 9 p.m. on Fridays, 9 a.m. to 4 p.m. on Saturdays, in the Fall, Spring, and Summer semesters

RESPONSIBILITIES OF LWC:
- Continue to meet criteria for reauthorization as required under Title 135 Procedural Rule, Series 20 of the West Virginia Council for Community and Technical College Education and Title 133 Procedural Rule, Series 20 of the West Virginia Higher Education Policy Commission.
- Design and delivery of the curriculum by qualified faculty
- Provide course materials and other learning resources not available in the SWVCTC library
- Specify and provide course textbooks
- Provide a certificate of $1,000,000.00 of liability insurance prior to the MOA signing
- Pay postage and copier costs on a quarterly basis
- Provide SWVCTC with information in order to utilize and honor the consortium agreement to process, defer, and bill student accounts
- Register students, maintain student records and provide course grades
- Provide LWC student identification cards
- Establish student financial accounts and collect student fees
- Provide LWC brochures and program information
- Direct advertising and promotion of the program
- Fund newspaper and radio advertisements
- Conduct information/orientation sessions for prospective students
LWC-SWVCTC Agreement 2015-2016

- Confer the BA degree in Human Services and Counseling to qualified students
- Confer the M.Ed. degree in Counseling and Human Development to qualified students

FINANCIAL ASPECTS OF THE AGREEMENT: It is the intent of this Agreement that LWC will incur all direct costs associated with the RESPONSIBILITIES OF LWC listed previously including marketing and delivery of the program. It is anticipated that SWVCTC will incur those expenses associated with the RESPONSIBILITIES OF SWVCTC listed previously. This will include some demand on staff support time that falls within their normal range and times of responsibility, i.e., administrative, clerical, library and maintenance. It is not the intent of either party for SWVCTC to incur any major expense for support of the program. Should any unusual expenses not presently identified or anticipated occur, a written agreement between the two parties will be finalized for those expenses prior to the expenditure. LWC agrees to pay SWVCTC $6,000.00 annually for operation costs including: maintenance, office rental, usage of wireless routers, phones, and classroom utilizations, as well as .12 per copy in using SWVCTC copiers. SWVCTC will provide invoices for these charges annually to the LWC Site Enrollment Coordinator for processing.

STUDENT TUITION AND FEES: The tuition and fees charged to students will be in accordance with those approved by the LWC Board of Trustees. Students enrolled in the program will be subject to policies approved by LWC.

AMENDMENT
This Agreement may not be altered or amended unless in writing with the mutual consent of both parties.

CANCELLATION CLAUSE
Either party may terminate this Agreement by submitting written notification one academic year prior to the identified cancellation date in order to protect all students at both institutions involved in this partnership.

DISCRIMINATION PROHIBITED
Both parties agree not to discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or service delivery and program participation in conformity with the provisions of Title VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended; Americans with Disabilities Act of 1990; Executive Order No. 11245 issued September 24, 1965, as amended; and all other applicable laws which prohibit discrimination as well as the implementing regulations, guidelines, and standards lawfully adopted and promulgated under the laws.

Approved:  
Merle Dempsey, Ed. D., Interim President  
Southern West Virginia Community and Technical College

Date:  
8/4/2015

Approved:  
Dr. William T. Luckey Jr., President  
Lindsey Wilson College

Date:  
July 24, 2015

Lindsey Wilson College 2016
**CERTIFICATE OF LIABILITY INSURANCE**

**PRODUCER**
Van Meter Insurance Group  
1240 Fairway Street  
Bowling Green, KY 42103

**INSURED**
Lindsey Wilson College, Inc.  
210 Lindsey Wilson Street  
Columbia, KY 42728-1223

**CONTACT**
Phone: (270) 781-2020  
Fax: (270) 843-9806

**INURED AFFORDING COVERAGE**
INSURER A: Hartford Fire Insurance Company  
INSURER B: Hartford Casualty Insurance Company

**COVERAGE INFORMATION**

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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

**CERTIFICATE HOLDER**
Southern West Virginia Community & Technical College  
PO Box 2500  
Mount Gilead, WY 25617

**AUTHORIZED REPRESENTATIVE**

© 1988-2014 ACORD CORPORATION. All rights reserved.
January 13, 2014

Dr. William T. Luckey Jr.
President
Lindsey Wilson College
210 Lindsey Wilson Street
Columbia, KY 42728

Dear Dr. Luckey:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 9, 2013:

The SACSCOC Board of Trustees reaffirmed accreditation at Level III. No additional report was requested. Your institution’s next reaffirmation will take place in 2023 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a one-page executive summary of your institution’s Quality Enhancement Plan. The summary is due February 14, 2014, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution’s name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission’s Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an “Impact Report of the Quality Enhancement Plan on Student Learning” as part of their “Fifth-Year Interim Report” due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan
Ph.D.
President

BSW:cp

cc: Dr. Marsal P. Stoll
January 10, 2012

Dr. William F. Luckey, Jr.
Office of the President
Lindsey Wilson College
210 Lindsey Wilson Street
Columbia, Kentucky 42728

Dear Dr. Luckey:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met January 5-7, 2012, for the purpose of rendering accreditation decisions. One program housed in the School of Professional Counseling at Lindsey Wilson College was reviewed under the 2009 CACREP Standards. The Board made the following decision:

Clinical Mental Health Counseling (M.Ed. degree)
Accredited: Eight-Year Period through March 31, 2020

This review included the delivery of the program at the following regions and sites:
Region 1 (Columbia, Lexington, Scottsville, Somerset, London)
Region 2 (Big Stone Gap, Cumberland, Hazard, Richlands, Wytheville)
Region 3 (Ashland, Logan, Maysville, Prestonsburg)
Regions 4 and 6 (Cincinnati, Hillsboro/Louisville, Radcliff)
Region 5 (Henderson, Hopkinsville, Madisonville, Paducah).

The Board based the above accreditation decision on an extensive review of the self-study documents, the visiting team’s report, and your institution’s response to the visiting team’s report. Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dean Montgomery’s copy of this letter.
On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to this program. Such support is considered vital to assuring continued quality in higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

[Signature]

Carol L. Bobby, Ph.D., LPC, NCC
President and CEO

Enclosure

cc: Dr. Bettie Starr, Vice President for Academic Affairs
Ms. Jackie Montgomery, Associate Dean, School of Professional Counseling
Dr. Jeffrey Crane, Director, School of Professional Counseling and CACREP Liaison
Council for Accreditation of Counseling and Related Educational Programs

presents this

Certificate of Accreditation

to the program designated below at

Lindsey Wilson College

for successful fulfillment of the standards of the Council

For the entry-level program in
Clinical Mental Health Counseling
(March 31, 2020)

[Signatures]

Council Chairperson

President and CEO

Lindsey Wilson College 2016
ITEM: Classified Employee Compensation Market Study

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Informational Item

STAFF MEMBER: Patricia Clay

BACKGROUND:

Senate Bill 439 passed during the 2015 Legislative Session, modified the requirement for conducting a compensation market study from the three categories of higher education employees to only the classified category. The new deadline for completion of the classified compensation market study was January 31, 2016.

Mercer was selected as the external consultant to assist with completion of the classified employee compensation market study as well as other aspects in regard to compliance and implementation of Senate Bill 439. Bruce Cottrill was hired as the Director of Classification and Compensation July 6, 2015 and has since worked with the Vice Chancellor for Human Resources and consultants from Mercer to meet the legislative directive.

With the assistance of Mercer, the Commission and Council completed the classified compensation market study in compliance with the established deadline. The results of the study were presented to the Legislative Oversight Commission on Education Accountability on February 5, 2016. The Division of Human Resources has a recommended salary schedule based on appropriate higher education labor markets.

Staff continues to work with the consultant to develop guidelines and rules for salary administration using the updated and more modern salary schedule designed with the help of Mercer. Lyn Harper, principal consultant and Lela Dhamo from Mercer, will provide an update of the work that has been completed including a timeline and overview of important next steps. A copy of the presentation is attached.
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
CLASSIFIED STAFF COMPENSATION STUDY
PROCESS AND NEXT STEPS

April 1, 2016

Lyn Harper
Principal

Lela Dhamo
Senior Associate
PROJECT STATUS OVERVIEW

Kick-off
- Kick-off meeting with project team
- Stakeholder interviews
- Benchmark selection
- Data gathering and review

Analysis
- Methodology confirmation
- Survey data collection
- Comp. Assessment
- Discuss and finalize findings

Design Development
- Measurement strategy
- Draft design
- Review draft design and slotting with CHROs
- Finalize draft design and costing

Implementation
- Assign jobs to structure
- Develop summary of recommendations
- Discuss final draft with Leadership
- Finalize draft design and costing
- Develop implementation plan
- Produce admin. guidelines

Reporting
- Develop global system-wide reporting
- Implement and train on ePrism technology
- Deliver program

Communication
- Launch
  HR Facts website
- Distribute
  eNewsletters
- Post
  Updates and feedback on website
## COMPENSATION PHILOSOPHY

<table>
<thead>
<tr>
<th>Strategic Element</th>
<th>Proposed Philosophy</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competitive “Market”</strong></td>
<td>• Target general industry and higher education industry-specific survey data scoped to institution size and region, where applicable market data is available.</td>
<td>• Approach recognizes the uniqueness of Institution A vs. B.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Market should be reviewed each year for select positions.</td>
</tr>
<tr>
<td><strong>Targeted Pay Positioning</strong></td>
<td>• Target a competitive range around the median of the competitive market.</td>
<td>• Market median positioning is the norm.</td>
</tr>
<tr>
<td></td>
<td>• Provide flexibility above and below the competitive median by individual to reflect performance, experience, recruiting challenges, impact, tenure, etc.</td>
<td>• Targeting a range around the median allows incorporation of pay for performance and scope differences by institution.</td>
</tr>
<tr>
<td></td>
<td>• Where external benchmarks are inappropriate and/or unavailable, internal equity considerations determine compensation levels.</td>
<td>• Individuals may be above or below, with the aggregate positioning as the focus.</td>
</tr>
<tr>
<td><strong>Target Pay Mix</strong></td>
<td>• Base salary and benefits are generally targeted at the competitive market median.</td>
<td>• Balanced pay mix allows for easier calibration to the market.</td>
</tr>
<tr>
<td><strong>Performance Linkage</strong></td>
<td>• Emphasis on mission critical financial and operational metrics specific to each institution/location.</td>
<td>• Balancing mission critical institutional and individual performance to provide appropriate line-of-sight is critical.</td>
</tr>
<tr>
<td></td>
<td>• Individual performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>• Provide benefits consistent with higher education and non-profit market, which is generally exceeds private practice and publicly traded companies.</td>
<td>• Continue to emphasize the benefits and perquisites as an attraction / retention tool. Evaluate as legislation changes.</td>
</tr>
</tbody>
</table>
PROPOSED SALARY STRUCTURE
SLOTTING DETAIL

• Positions were slotted into the new salary structure approximately following the levels below:
**PROPOSED SALARY STRUCTURE**

**PRELIMINARY COSTING**

- When evaluating cost for bringing each employee below minimum to the structure, the total cost is about $1.8M. This cost will need to be confirmed based on more recent and cleaned up census, title and job description information.

<table>
<thead>
<tr>
<th>Grade</th>
<th># of BMs</th>
<th>Avg Market Median</th>
<th>Minimum</th>
<th>Midpoint</th>
<th>Maximum</th>
<th>Progression</th>
<th>Range Width</th>
<th>Proposed Midpoint vs. Market Median</th>
<th># of EE's</th>
<th># of EE's Below Min</th>
<th># of EE's Above Max</th>
<th>Cost to Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14</td>
<td>$27,308</td>
<td>$19,200</td>
<td>$24,900</td>
<td>$30,600</td>
<td>16%</td>
<td>60%</td>
<td>93%</td>
<td>743</td>
<td>203</td>
<td>40</td>
<td>$153,290</td>
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<tr>
<td>B</td>
<td>30</td>
<td>$31,273</td>
<td>$22,200</td>
<td>$28,800</td>
<td>$35,400</td>
<td>16%</td>
<td>60%</td>
<td>93%</td>
<td>691</td>
<td>96</td>
<td>114</td>
<td>$123,034</td>
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<tr>
<td>C</td>
<td>48</td>
<td>$37,161</td>
<td>$25,600</td>
<td>$33,300</td>
<td>$41,000</td>
<td>15%</td>
<td>60%</td>
<td>91%</td>
<td>1,414</td>
<td>218</td>
<td>199</td>
<td>$319,050</td>
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<tr>
<td>D</td>
<td>64</td>
<td>$42,692</td>
<td>$29,500</td>
<td>$38,400</td>
<td>$47,300</td>
<td>16%</td>
<td>60%</td>
<td>92%</td>
<td>991</td>
<td>139</td>
<td>121</td>
<td>$248,204</td>
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<tr>
<td>E</td>
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<td>$52,816</td>
<td>$34,200</td>
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<td>60%</td>
<td>86%</td>
<td>590</td>
<td>141</td>
<td>66</td>
<td>$344,317</td>
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<tr>
<td>F</td>
<td>23</td>
<td>$59,439</td>
<td>$39,500</td>
<td>$51,400</td>
<td>$63,300</td>
<td>16%</td>
<td>60%</td>
<td>89%</td>
<td>273</td>
<td>60</td>
<td>22</td>
<td>$290,010</td>
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<tr>
<td>G</td>
<td>14</td>
<td>$64,100</td>
<td>$45,700</td>
<td>$59,400</td>
<td>$73,100</td>
<td>15%</td>
<td>60%</td>
<td>96%</td>
<td>201</td>
<td>30</td>
<td>7</td>
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<tr>
<td>H</td>
<td>11</td>
<td>$77,779</td>
<td>$52,800</td>
<td>$68,600</td>
<td>$84,400</td>
<td>16%</td>
<td>60%</td>
<td>90%</td>
<td>63</td>
<td>11</td>
<td>1</td>
<td>$72,255</td>
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<tr>
<td>I</td>
<td>8</td>
<td>$82,760</td>
<td>$61,000</td>
<td>$79,300</td>
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<td>16%</td>
<td>60%</td>
<td>97%</td>
<td>21</td>
<td>5</td>
<td>1</td>
<td>$53,728</td>
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<tr>
<td>J</td>
<td>1</td>
<td>$105,500</td>
<td>$70,500</td>
<td>$91,700</td>
<td>$112,900</td>
<td>16%</td>
<td>60%</td>
<td>87%</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>$1,428</td>
</tr>
<tr>
<td>K</td>
<td>0</td>
<td>-</td>
<td>$81,500</td>
<td>$106,000</td>
<td>$130,500</td>
<td>16%</td>
<td>60%</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>L</td>
<td>0</td>
<td>-</td>
<td>$94,300</td>
<td>$122,600</td>
<td>$150,900</td>
<td>16%</td>
<td>60%</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>243</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4,988</strong></td>
<td><strong>904</strong></td>
<td><strong>571</strong></td>
<td><strong>$1,771,837</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions:**
- Minimum – the lowest end of the compensation range for each grade
- Midpoint – the middle point of the structure, generally aligned with the market median
- Maximum – the highest end of the compensation range for each grade
- Progression – the difference from the midpoint of one grade to the one above it (regression-based)
- Range Width – the distance between the minimum and the maximum for each grade

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CHALLENGES AND PROCESS IMPROVEMENT

Internal time and Resource Constraints and Multiple Priorities
• CHROs and the HEPC HR team did not have enough time or staff to dedicate to the project given the limited time we had to respond to legislature.

Census Cleanup
• WVHEPC does not have a consistent and verifiable process to collect census information. The census information collected is as reported by each institution.

Consistency in Job Descriptions and Titles
• Typically, the process includes an extensive review of job descriptions, including responsibilities, education and experience to accurately compare job responsibilities to the market. Mercer based market matches on CHROS feedback and existing PIQs, which may not reflect actual job responsibilities. Job descriptions are being entered and edited in HRTMS as a joint effort from CHROs and HEPC HR.

Evolution in Talent Needs and Skills
• The skills and competencies for many jobs have changed significantly both within HEPC and the market. This leads to a higher need for HEPC and each institution to do a thorough review of jobs that exist, that should exist and their respective titles, descriptions and related skills and competencies.
• Similarly, the Point Factor Evaluation system used to place jobs in the structure, similarly does not recognize changes in workforce, does not accurately value the contributions of various employees resulting in and creating misalignment in the structure.

Position Information Questionnaire
• There is a PIQ for every person. Contemporary practices suggest that jobs, not individuals, are placed in a grade within a structure. Then, each individual’s experience, performance, skills and capabilities are evaluated to reflect placement within the grade.
NEXT STEPS

Job Description and Title Cleanup Using HRTMS/JDXpert

• Having updated and accurate job descriptions are essential in pricing jobs and building salary structures. JDXpert is available to higher education organization to manage job descriptions. It can integrate with the institutions’ HRIS software and ePrism.

Census Cleanup, Survey Purchasing, ePrism Implementation and Global Reporting

• Mercer ePrism is an on-line system of record for compensation information. It will enable the HEPC and all institutions to store incumbent and market information on all jobs, get up to date market pricing on existing and also new jobs, create analytics on competitive pay position and develop reports to communicate with all levels of the institution or system as well as meet reporting requirements.

Salary Administration Guidelines Development

• These guidelines will outline how the program will be managed. Examples can include:
  – Using a salary range appropriately
  – Starting salaries
  – Impact of performance on compensation
  – Promotions, transfers, demotions
  – Part-time compensation
  – Temporary assignments
  – Taking on permanent additional duties
  – Salary increase guidelines/matrix
  – Program maintenance, including:
    ➢ Benchmarking methodology
    ➢ Monitoring market changes
    ➢ Updating the salary structure

Communication

• Post updates on HR Facts website
• Distribute eNewsletter with updates
NEXT STEPS:
SALARY ADMINISTRATION GUIDELINES – EXAMPLE USING COMPENSATION RANGES TO SET AND MANAGE INDIVIDUAL SALARIES

- Compensation ranges reflect a reasonable spectrum of market value for jobs in a given grade (e.g., minimum to maximum)
- Position of individual compensation within a given range will vary based on the skills, attributes and performance demonstrated by a given individual vs. what is required by the job in order to achieve overarching business goals and objectives
- An individual’s position within a given salary range will evolve over time based on skills acquired, performance achieved vs. requirements, and changes in roles that lead to opportunity for further development

<table>
<thead>
<tr>
<th>MINIMUM</th>
<th>COMPETITIVE PAY RANGE</th>
<th>MAXIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER THIRD</td>
<td>MIDDLE THIRD</td>
<td>UPPER THIRD</td>
</tr>
<tr>
<td>New to the job</td>
<td>Fully proficient in job</td>
<td>Mastery of job</td>
</tr>
<tr>
<td>Performance needs improvement</td>
<td>Consistently meets and often exceeds expectations</td>
<td>Sustained exceptional performer</td>
</tr>
<tr>
<td>Opportunity for skill development</td>
<td>Demonstrates required skills and knowledge</td>
<td>Highly specialized skills</td>
</tr>
<tr>
<td>Promoted quickly through the ranks</td>
<td>Experienced new hires</td>
<td>Extended length of time in job/grade</td>
</tr>
</tbody>
</table>
Next Steps: Salary Administration Guidelines – Example
Maintaining Market Competitiveness

- In order to ensure the structure remains competitive, annual assessments should be completed to gauge the need for structure adjustments driven by:
  - Market movement
  - Economic conditions (inflation, cost of labor, business conditions, etc.)

- Mercer’s Compensation Planning survey provides information on market movement based on more than 1,500 participants
MAKE TOMORROW, TODAY