West Virginia Council for Community and Technical College Education

AGENDA

August 20, 2015

Members

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

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

Sarah Armstrong Tucker, Interim Chancellor
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

August 20, 2015
9:00 AM

9TH Floor Conference Room
1018 Kanawha Boulevard East, Charleston, WV

Teleconference Number: 1-888-786-7361, passcode: 568558

AGENDA

I. Call to Order

II. Approval of Minutes
   A. * June 11, 2015 and August 5, 2015 ................................................................. pg 4

III. Academic Affairs
   A. * Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities, for 30-Day Public Comment Period ......................................................... pg 14
   B. * Series 21, Freshman Assessment and Placement Standards, for 30-Day Public Comment Period ........................................................................................................ pg 20
   C. * Revisions to Joint Rule Series 59, Awarding Undergraduate College Credit for Prior Learning, for Final Approval ................................................................. pg 34
   D. * Post-Audit Review of Occupational Programs ................................................ pg 39

IV. Finance and Facilities
   A. * Fiscal Year 2017 Budgetary Submission Request ........................................ pg 51
   B. * Eastern WV Community and Technical College Acquisition of Technology Training Center from Grant County Development Authority ................................ pg 54

V. Possible Executive Session under the Authority of WV Code §6-9A-4 for the Following:
   A. * Search for Chancellor of the West Virginia Community and Technical College System

VI. Additional Board Action and Comments
VII. Next Meeting

Location: Southern WV Community and Technical College
Logan, WV
Date: Thursday, October 22, 2015
Time: 9:00 a.m.

VIII. Adjournment
A meeting of the West Virginia Council for Community and Technical College Education was held on June 11, 2015, beginning at 9:00 a.m. at Waterfront Place Hotel in Morgantown, West Virginia. Council members present were: William Baker, Christina Cameron, Clarence Pennington, Steve Roberts, and John Sorrenti. Joining by conference call were Bruce Berry, Robert Brown and John Walker. Council members absent were: Keith Burdette, Kathy D'Antoni and John Panza. Also in attendance were Chancellor James Skidmore, 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.

1. Election of Officers

The floor was opened for nominations for the officer positions of Chair, Vice Chair and Secretary of the West Virginia Council for Community and Technical College Education.

Ms. Cameron moved that those currently serving as officers (Clarence Pennington, Chairman; Robert Brown, Vice Chairman; and Bill Baker, Secretary) continue to serve for another term.

Mr. Baker seconded the motion. Motion carried.

2. Resolution Honoring Chancellor James L. Skidmore

Mr. Baker moved the adoption of the following resolution:

WHEREAS, the West Virginia Council for Community and Technical College Education and its constituency of presidents, students, faculty, and staff join to salute Mr. James L. Skidmore’s distinguished service to the State of West Virginia; and,

WHEREAS, Mr. Skidmore answered the challenge to execute and implement a new system of community and technical college education when appointed to serve as the founding chancellor of the West Virginia Council for Community and Technical College Education in 2004; and,

WHEREAS, Mr. Skidmore possessed an unwavering commitment to forging a new era of community and technical college education in West Virginia; and,
WHEREAS, Mr. Skidmore embraced the mission of the West Virginia Council for Community and Technical College Education and provided expert guidance and understanding to all deliberations of the Council, especially those concerning workforce readiness and related issues; and,

WHEREAS, Mr. Skidmore was a forthright spokesman on all institutional matters including those of academic, policy and financial importance before the West Virginia Legislature;

THEREFORE, BE IT RESOLVED, that the West Virginia Council for Community and Technical College Education hereby expresses its great appreciation and deep gratitude to Mr. Skidmore for eleven years of exemplary service to the Council and the State of West Virginia, and extends to him very best wishes in all his future endeavors.

FURTHER, BE IT RESOLVED, That this resolution be inscribed upon the West Virginia Council for Community and Technical College Education minutes on this eleventh day of June, two thousand and fifteen.

Mr. Brown seconded the motion, motion carried.

3. **Resolution Honoring President Joanne Jaeger Tomblin**

Mr. Sorrenti moved the adoption of the following resolution:

WHEREAS, Joanne Jaeger Tomblin has dedicated thirty-three years of her professional life to the advancement of community and technical college education; and,

WHEREAS, Ms. Tomblin has served with distinction as president of Southern West Virginia Community and Technical College since November 1999; and,

WHEREAS, In her role as First Lady of the State of West Virginia, Joanne Tomblin has brought a heightened awareness to the merits of a community and technical college education; and,

WHEREAS, President Tomblin has worked tirelessly in promoting and providing high education opportunities for the residents of Southern West Virginia; and,

WHEREAS, Through President Tomblin’s diligent work, thousands of West Virginians have a better life because of her efforts; and,

WHEREAS, President Tomblin will continue to be an advocate for community and technical college education in her role as First Lady;

THEREFORE, BE IT RESOLVED, That the West Virginia Council for Community and Technical College Education expresses its sincere gratitude to Joanne Yeager Tomblin for her life-long
commitment to the education of West Virginia citizens and wishes her happiness and success in all things to come.

FURTHER, BE IT RESOLVED,
That this resolution be inscribed upon the Council minutes of June 11, 2015.

Mr. Baker seconded the motion, motion carried.

4. **Resolution Honoring Doreen M. Larson**

Mr. Baker moved the adoption of the following resolution:

WHEREAS, Dr. Doreen M. Larson has served with distinction as president of Pierpont Community and Technical College from July 2010 to July 2015; and,

WHEREAS, Dr. Larson guided Pierpont Community and Technical College through the establishment of an independent Fairmont campus; and,

WHEREAS, Dr. Larson provided strong leadership to the staff, faculty and students at Pierpont Community and Technical College during this difficult time of transition; and,

WHEREAS, Dr. Larson developed new and successful technical programs in response to workforce needs in Central West Virginia; and,

WHEREAS, Dr. Larson was an active and dedicated member of the Fairmont community and worked tirelessly as a member in many civic and charitable organizations; establishing the “toughest 5K race in West Virginia” to annually fund educational resources for Veterans at Pierpont; and,

WHEREAS, Dr. Larson and her husband Len generously established an endowed scholarship at Pierpont Community and Technical College for students in the Electric Utility Technology Program in honor of her father;

THEREFORE, BE IT RESOLVED,
That the West Virginia Council for Community and Technical College Education expresses its gratitude to Dr. Larson for her commitment to advancing community and technical college education in the State of West Virginia and extends to her best wishes for continued success and happiness in all of her future endeavors.

FURTHER, BE IT RESOLVED,
That this resolution be inscribed upon the Council minutes of June 11, 2015.

Mr. Sorrenti seconded the motion, motion carried.
5. **WV Economic Outlook-From Higher Education to Work in West Virginia**

   Eric Bowen, Research Associate at the Bureau of Business and Economic Research in the College of Business and Economics at West Virginia University, presented an overview of the West Virginia forecast, as well as the results from a recent study on employment and income outcomes for the state’s graduates of public institutions of higher education.

6. **Approval of Minutes**

   Mr. Roberts moved the adoption of minutes from the April 16, 2015, meeting of the West Virginia Council for Community and Technical College Education.

   Ms. Cameron seconded the motion. Motion carried.

**Academic Affairs**

7. **Approval of Catholic Distance University to Operate in West Virginia**

   Mr. Sorrenti moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the request of Catholic Distance University to operate in West Virginia as a degree-granting institution.

   FURTHER RESOLVED, Catholic Distance University will be granted six months to submit application materials for accreditation by the Higher Learning Commission.

   Mr. Roberts seconded the motion, motion carried.

8. **Reciprocity Agreement between West Virginia and Ohio**

   Mr. Sorrenti moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, and Washington State Community College until June 30, 2017.

   Ms. Cameron seconded the motion, motion carried.

9. **New Procedural Rule Series 60, West Virginia Reverse Transfer Program, for 30-Day Comment Period**

   Ms. Cameron moved the adoption of the following resolution:
RESOLVED, That the West Virginia Council for Community and Technical College Education approves new procedural rule Series, 60, *West Virginia Reverse Transfer Program*, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Council extends its final approval.

Mr. Roberts seconded the motion, motion carried.

**Finance and Facilities**

10. **Fiscal Year 2016 Higher Education Resource Assessment (HERA) Projects and Budgets**

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the Higher Education Resource Assessment (HERA) projects and budgets for Fiscal Year 2016 to the community and technical colleges.

Mr. Roberts seconded the motion, motion carried.

11. **Fiscal Year 2016 Operating Budget for WV Council for Community and Technical College Education**

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the operating budget for the Council System Office for fiscal year 2016.

Mr. Sorrenti seconded the motion, motion carried.

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

Ms. Cameron moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves areas of training for skill development and demand occupations for the workforce development component of HEAPS for the 2015-16 budget year.

Mr. Roberts seconded the motion, motion carried.

13. **Fiscal Year 2016 Carl D. Perkins Allocations**

Mr. Baker moved the adoption of the following resolution:
RESOLVED, That the West Virginia Council for Community and Technical College Education approves fiscal year 2016 allocations of Carl D. Perkins funding to eligible institutions.

Ms. Cameron seconded the motion, motion carried.

14. **Technical Program Development Grant Approval**

Ms. Cameron moved the adoption of the following resolution:

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

Mr. Baker seconded the motion, motion carried.

15. **Ten-Year Facilities Master Plan for Blue Ridge Community and Technical College**

Mr. Baker moved the adoption of the following resolution:


Ms. Cameron seconded the motion, motion carried.

16. **Fiscal Year 2016 Operating and Capital Budgets for All Institutions**

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approve the Fiscal Year 2016 operating and capital budgets for all institutions.

Mr. Roberts seconded the motion, motion carried.

**Information Items**

17. **Required Training for Higher Education Board and Council Members**

Bruce Walker, General Counsel, provided information on an amended statute requiring continuing education of members of institutional Boards of Governors, Council and Commission members, during the past legislative session. House Bill 2884 was authored to make the tracking of Board member compliance easier and more certain and becomes effective on June 12, 2015.

A new member appointed by the Governor now must have three hours of continuing education in the fiscal year they were appointed if appointed in the
first half of the fiscal year. A member appointed in the second half of the fiscal year will have to complete three hours by the end of the first half of the next fiscal year. Additionally, each member must complete six hours of training every two fiscal years.

Executive Session

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

18. Interim Chancellor Appointment for Community and Technical College System of West Virginia

Ms. Cameron moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of Dr. Sarah Tucker as Interim Chancellor under the terms and conditions communicated to the Council and delegates to its Chair the authority to approve any final contract as to form.

Mr. Roberts seconded the motion, motion carried.

19. Interim President Appointment at Southern WV Community and Technical College

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of Dr. Merle Dempsey as Interim President of Southern West Virginia Community and Technical College as requested by the institutional Board of Governors under the terms and conditions communicated to the Council.

Mr. Baker seconded the motion, motion carried.

20. Interim President Appointment at Pierpont Community and Technical College

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of an Interim President at Pierpont Community and Technical College under the terms and conditions communicated to the Council and delegates to its Chair the authority to approve any final contract as to form.

Mr. Sorrenti seconded the motion, motion carried.
21. Presidential Compensation Packages

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves contract changes for the presidents of Blue Ridge Community and Technical College, Eastern WV Community and Technical College, Mountwest Community and Technical College, and New River Community and Technical College.

Mr. Roberts seconded the motion, motion carried.

Adjournment

There being no further business the meeting was adjourned.

Next Meeting

Location: Conference Call Originating from the Central Office
Date: Thursday, August 20, 2015
Time: 9:00 a.m.

____________________________________
Clarence Pennington, Chairman

____________________________________
William Baker, Secretary
A conference call meeting of the West Virginia Council for Community and Technical College Education was held on August 5, 2015, beginning at 9:30 a.m. and originating from the Council's Central Office in Charleston, West Virginia. Council members present were: Bill Baker, Bruce Berry, Robert Brown, Keith Burdette, Christina Cameron, Clarence Pennington, Steve Roberts, and John Sorrenti. Council members absent were: Kathy D'Antoni, and John Panza. Also in attendance were Interim Chancellor Sarah Tucker, Council staff, community and technical college presidents, and others.

Call to Order

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

Executive Session

Mr. Baker moved that the Council go into Executive Session in accordance with WV Code §6-9A-4 to discuss personnel matters. Mr. Sorrenti seconded the motion. Motion carried.

Mr. Sorrenti moved that the Council rise from Executive Session. Mr. Roberts seconded the motion.

The Council reconvened in open session and the following action was taken:

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

   Mr. Brown moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education suspends the search for a chancellor of the Community and Technical College System of West Virginia and concludes its consideration of the final candidate.

   Mr. Sorrenti seconded the motion. Motion carried.

2. **Format of Council’s August 20, 2015 Meeting**

   There was a general consensus that the August 20, 2015, meeting of the West Virginia Council for Community and Technical College Education would be held as a conference call rather than an in-person meeting.
Adjournment

There being no further business the meeting was adjourned.

Next Meeting

Location: Conference Call Originating from the Central Office
Date: August 20, 2015
Time: 9:00 am

____________________________________
Clarence Pennington, Chairman

____________________________________
William Baker, Secretary
ITEM: Revisions to Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities

INSTITUTIONS: All

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

STAFF MEMBER: Corley Dennison

BACKGROUND:

In February of 2015, the West Virginia Legislature passed HB2867 that resulted in the amendment of West Virginia Code on transferability and made necessary the updating of language in Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities. That amendment provided for expanded transferability among all higher education institutions in the state including public and private institutions. This policy provides the structure and guidance for enacting that legislation. Key points of revision include the following:

- It is the policy of the West Virginia Council for Community and Technical College Education (Council) and the West Virginia Higher Education Policy Commission (Commission) that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity.

- This policy is to ensure that the maximum number of credits may transfer and apply toward the requirements for a degree earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree as is consistent with sound academic policy.
• Undergraduate level credits and grades earned at any public or private post-secondary institution in West Virginia shall generally be transferable to any other such institution.

• Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution’s comparable course. That is if 70 percent of the learning objectives are in alignment, then the receiving institution must accept the course.

• Each post-secondary institution, both public and private, must make course objectives for every credit-bearing course available to the public.

• If the requested transfer credit is not awarded, the receiving institution must provide clear and specific details to the student and the sending institution as to the reasons for denial.

• Private institutions shall have representation on both the Joint Recommending Committee for Transfer and Articulation and on the Statewide Committee on Transfer and Articulation.
§135-17-1. General.

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

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

1.3. Filing Date. -- February 11, 2015.

1.4. Effective Date. -- March 13, 2015.

1.5. Repeal of Former Rule. -- Repeals and replaces Title 135, Series 17 which had an effective date of January 29, 2010, March 13, 2015.

§135-17-2. Transfer Guidelines Definitions.

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

§135-17-3. Transfer Guidelines.

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

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

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

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

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

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

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

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

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

23.2.eh. In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.

23.2. ej. The West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission recognize the Regents Bachelor of Arts degree program as a degree completion program serving graduates of the Board of Governors Associate in Applied Science degree program.

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

23.2.hk. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. Each institution is to create internal processes to guarantee that courses listed on the Core Coursework Transfer Agreement, up to the 35 credit hour limit, are accepted at the receiving institution as general studies credit. Once an incoming student’s general studies requirements have been fulfilled, or the maximum credit limit reached, the institution is to make a good faith effort to accept additional incoming credits listed on the Core Coursework Transfer Agreement. The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement. Any private post-secondary institution which wishes to participate in this core coursework transfer agreement may do so as the agreement is updated annually in the spring of each year.

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

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

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

2.2.l. The West Virginia Higher Education Policy Commission, working with the West Virginia Council for Community and Technical College Education will develop procedures for reverse transfer. Processes shall be established whereby baccalaureate institutions ensure community and technical college institutions are notified, within Family Educational Rights and Privacy Act (FERPA) compliant guidelines, of students meeting reverse transfer status. The community and technical colleges complete the degree awarding process.

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

INSTITUTIONS: All

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

STAFF MEMBER: Corley Dennison

BACKGROUND:

The standards for freshman (first-year) assessment and placement are designed to establish uniform procedures for the placement of students into credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree or credential. The policy was established to assure the integrity of the degree or certificate, to increase retention, persistence and graduations rates, and encourage high school students to improve their academic preparation for college. However, data has shown that traditional approaches to remediation have, at best, been met with mixed results.

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

Key revisions include the following:

- Students with an ACT math score of 18 or below (or SAT equivalent below 460) are placed into college-level, credit-bearing courses with required academic support. Such courses could include a co-requisite course, an accelerated
learning program or other embedded course delivery. Institutions may place students into other programs with the approval of the appropriate chancellor.

- Students with an ACT English score of 17 or below (or SAT equivalent of 440 or below) are placed into college-level, credit-bearing courses with required academic support. Such courses could include a co-requisite course, an accelerated learning program or other embedded course delivery. Institutions may place students into other programs with the approval of the appropriate chancellor.

- Allows an achievement score of level 3 on the mathematics portion or an achievement score of level 3 on the English portion of the 11th grade West Virginia Summative Assessment as a minimum score for placement into a college-level credit-bearing math or English course without required academic support.

- Requires students to address remediation in the first term of enrollment.

- The Compass test system is going to be retired and replaced in the 2016 calendar year. Revisions to Series 21 allow other placement tests to be substituted by the appropriate chancellor. Institutions may continue to accept Compass system test scores for as long as is good academic practice.
First-Time Freshmen In Developmental Education

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<th>Dev. Ed.</th>
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Graduation Rate of Developmental Education Students

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<th>Did Not Graduate</th>
<th>Graduated</th>
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<tbody>
<tr>
<td>87</td>
<td>13</td>
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Developmental Education Courses

2011- English
Percent of Students

2014- English
Percent of Students

CTCS
Community and Technical College System of WV
## Results - English

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<th>Institution</th>
<th>Traditional Model, Fall 2011 - Gateway Success after 2 years</th>
<th>One Semester Model, Fall 2014</th>
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<td>WVU at Parkersburg</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>System-wide</strong></td>
<td><strong>37%</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>
Developmental Education Courses

2011- Math Percent of Students
- 100

2014- Math Percent of Students
- 70 Co-requisite
- 30 Traditional

Traditional

Co-requisite
### Results - Math

<table>
<thead>
<tr>
<th>Institution</th>
<th>Traditional Model, Fall 2011- Gateway Success after 2 years</th>
<th>One Semester Model, Fall 2014- Gateway Success first semester</th>
</tr>
</thead>
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<tr>
<td>Blue Ridge CTC</td>
<td>10%</td>
<td>n/a</td>
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<tr>
<td>BridgeValley CTC</td>
<td>19%</td>
<td>70%</td>
</tr>
<tr>
<td>Eastern CTC</td>
<td>27%</td>
<td>n/a</td>
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<tr>
<td>Mountwest CTC</td>
<td>12%</td>
<td>74%</td>
</tr>
<tr>
<td>New River CTC</td>
<td>27%</td>
<td>67%</td>
</tr>
<tr>
<td>Pierpont CTC</td>
<td>12%</td>
<td>70%</td>
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<tr>
<td>Southern WV CTC</td>
<td>13%</td>
<td>37%</td>
</tr>
<tr>
<td>WV Northern CC</td>
<td>9%</td>
<td>n/a</td>
</tr>
<tr>
<td>WVU at Parkersburg</td>
<td>10%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>System-wide</strong></td>
<td><strong>14%</strong></td>
<td><strong>62%</strong></td>
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</table>
§135-21-1. General.

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


1.3. Filing Date. October 20, 2010.


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

§135-21-2. Policy.

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

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

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

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

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

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


3.1. Developmental Education.

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

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

3.2. Stretch Courses.

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

3.2. Co-requisite Courses.

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

3.3. Academic Support Programs

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


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

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

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

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

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

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

4.1.ef. A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board’s ACCUPLACER Testing System.

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

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

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

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

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

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

5.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in an English composition course without required academic support which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree at a four-year college or university or an A.A., A.S., or A.A.S. degree at a community college unless the minimum score prescribed below is earned on one of the following tests assessments:
5.1.a. A score of 18 on the English section of the ACT.

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

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

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

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

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

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

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

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

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

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

§135-21-6. Reading.

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

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

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


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

7.2. Students may be exempt from developmental education placement in any form if the student achieves the minimum required score on any of the approved assessment measures identified in Sections 4, 5, and 6 of this policy.

7.3. Institutions may utilize diagnostic testing to determine specific area(s) of weakness so that the student’s specific area(s) of weakness can be remediated rather than requiring that student to complete an entire course.

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

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

7.6. The Compass test system and affiliated tests (Asset, Windows Compass, eCompass, Compass 5.0) is to be retired in the 2016 calendar year. However, a student’s Compass scores are to be accepted by the institution into the future for as long a period of time as is acceptable by institutional policy.
ITEM: Revisions to New Series 59, Awarding Undergraduate College Credit for Prior Learning

INSTITUTIONS: All

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

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Council and the Commission each passed Series 59 at previous meetings. However, during the required comment period, a total of four substantive comments were received regarding section 5.8 of the policy. This revision clarifies language in that one portion of the policy.

Of the four comments, one was an editorial suggestion to clarify the language and three were expressing concerns that the wording seemed to indicate the minimum number of hours an institution could accept were set at 60 credits for a bachelor’s degree and 30 credits for an associate’s degree. The original intent of the language was to set 60 credit hours and 30 credit hours as maximums, not minimums. Language now reads as follows:

5.8. Institutions must accept PLA credit up to 30 credits for bachelor’s degrees, up to 15 credits for associate’s degrees and up to six credits for certificate programs.

5.8.a. Institutions may set a higher limit not to exceed 60 credits for bachelor’s degrees, not to exceed 30 credits for associate’s degrees and not to exceed 15 credits for certificate programs.

5.8.b. If a program accrediting body has a specific maximum for PLA credit, then that particular program should honor that maximum.
TITLE 135
PROCEDURAL RULE
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
SERIES 59
AWARDING UNDERGRADUATE COLLEGE CREDIT FOR PRIOR LEARNING


1.1. Scope. -- This rule establishes guidelines for West Virginia public colleges and universities for
the awarding of college credit for prior college-level learning through prior learning assessment.

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

1.3. Filing Date. --

1.4. Effective Date. --


2.1. Legislative goals established for West Virginia state colleges and universities provide that
higher education in West Virginia should contribute fully to the growth, development, and quality of life
of the state and its citizens. This policy details the responsibilities of the state higher education institutions
regarding the awarding of college credit for prior college-level learning gained outside the higher
education academic environment.

2.2. The West Virginia Council for Community and Technical College Education (Council)/ West
Virginia Higher Education Policy Commission (Commission) recognizes that some students, particularly
adults and non-traditional students, may have acquired prior college-level learning through the
development of skills or knowledge that closely parallel those outcomes taught in college-level courses.
It is important that colleges and universities have the opportunity to evaluate learning that has taken place
outside the higher education academic environment and to award academic credit when appropriate.

2.3. The purpose of this rule is to outline the terms and conditions under which West Virginia public
colleges and universities award and/or transfer credits toward a degree or certificate based upon Prior
Learning Assessment (PLA) and to provide consistent and accessible methods for students to earn these
Credits.

2.4. It is the intent of the Council/Commission to permit the awarding of undergraduate academic
credit for prior learning through a variety of assessment methodologies that will ensure the academic
credibility of such credit. Under these guidelines, in accordance with institutional policies and
procedures, each institution shall award academic credit for prior learning that is equivalent to
coursework which satisfies the requirements for the degree program in which the student is enrolled.

2.5. The Board of Governors Associate of Applied Science degree program and the Regents Bachelor
of Arts degree program maintain specific guidelines and requirements for the use of credit for prior
learning. This policy does not replace existing guidelines.

3.1. Prior Learning Assessment (PLA) is defined as the assessment of college-level learning for college credit gained outside the higher education academic environment. For example, individuals may acquire college-level knowledge or skills through work, employee training programs, military service, independent study, non-credit courses, or community service. Only documented and demonstrated college-level learning will be awarded college credit.

3.2. In support of providing opportunities for students to earn college-level credit for college-level learning that has been acquired outside the higher education academic environment, the assessment of prior college-level learning can be accomplished through a variety of assessment methods including, but not limited to the following:

3.2.a. Advanced Placement Exams
3.2.b. American Council on Education (ACE) Guides
3.2.c. College Level Examination Program (CLEP) Exams
3.2.d. DANTES Subject Standardized Test (DSST)
3.2.e. Excelsior College Examination Program (ECE)
3.2.f. Institutional Course Challenge Examination Credit
3.2.g. International Baccalaureate Program (IB)
3.2.h. Institutional Evaluation of Industry and Workforce Training such as apprenticeships, certifications, and licensure
3.2.i. Portfolio Assessment/Review Credit
3.2.j. Prior Military Training Credit


4.1. West Virginia public colleges and universities value the diversity of their students. This diversity includes the unique experiences, interests, and intellectual pursuits that may lead to the acquisition of college-level learning. The acquisition of college-level learning is validated by assessment methods that are academically sound and rigorous.

4.2. West Virginia public colleges and universities shall employ prior learning assessment aligned with their respective missions, the principles of academic integrity, resources, and student educational attainment and success.


5.1. State colleges and universities shall develop institutional policies for evaluating prior learning and for awarding credit consistent with this policy.
5.1.a. Each institution shall develop appropriate policies and procedures for awarding credit for a student’s prior college-level learning in accordance with this policy, accrediting bodies’ guidelines for prior learning assessment, and principles of good educational practice.

5.1.b. Institutional policy will apply to all academic programs.

5.1.c. The institutional policy on Credit for Prior Learning must be filed with the Council for Community and Technical College Education and the Higher Education Policy Commission.

5.2. Institutions shall identify the forms of PLA credits that the institution will award, the processes for acquiring such credit, and make that information publicly available to students, faculty, and other stakeholders.

5.3. Institutions shall have discretionary authority to award academic credit for prior learning that is equivalent to coursework which meets the requirements for the degree program in which the student is enrolled.

5.4. Credit for prior learning can apply toward majors, minors, general education requirements, and electives that count toward the student’s chosen degree or certificate. Prior Learning Assessment credit may also satisfy prerequisite requirements. College credit awarded through PLA shall not be treated differently in its application and use than its course equivalencies or appropriate block credit.

5.5. Credit for prior learning shall only be awarded to students who are admitted to the institution and have declared a major field of study.

5.6. Credit awarded through PLA shall not count toward institutional residency requirements.

5.7. The evaluation of a portfolio must be completed by faculty with appropriate professional credentials. Course-specific examinations must be designed and evaluated by faculty with appropriate professional credentials. A recommendation for credit shall be made to the appropriate academic officer at the institution and in accordance with the institution’s PLA guidelines.

5.8. Institutions may set a maximum limit of credits that can be earned through PLA. This limit must be at least 60 credits for a bachelor’s degree, 30 credits for an associate’s degree and 15 credits for a certificate program. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored for that particular program. Institutions must accept PLA credit up to 30 credits for bachelor’s degrees, up to 15 credits for associate’s degrees, and up to 6 credits for certificate programs.

5.8.a. Institutions may set a higher limit not to exceed 60 credits for bachelor’s degrees, not to exceed 30 credits for associate’s degrees, and not to exceed 15 credits for certificate programs.

5.8.b. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored by that particular program.

5.9. Credit awarded through Prior Learning Assessment must be clearly identified as such on a student’s official transcript according to institutional PLA guidelines, but it should be evident that the credits are PLA. Such credit shall not be used to determine a student’s grade point average or used in the calculation of graduation honors. The credit should be recorded as “Credit” only.

5.10. Student requests for awards of academic credit for prior learning shall be submitted in accordance with the guidelines established by the institution. Institutions must establish a written record
of their decisions and the basis for that decision in accepting or declining a Prior Learning Assessment (whether it is portfolio evaluation or other type of assessment) for academic credit. Institutional policies should ensure the transparency of the award or denial of PLA credit. Additionally, institutions must develop and communicate a process for appealing PLA decisions.

5.11. Prior Learning Assessment fees may vary based upon the type of assessment performed. Prior Learning Assessment credit and transcripting fees to students must be clearly published and made available to the student.

5.12. Institutions will regularly review their PLA policies to ensure that they are consistent with accreditation PLA guidelines and state, regional, and national practices.

135-59-6. Transferability of Prior Learning Assessment Credits.

6.1. Credits earned through PLA will be transferable in accordance with Series 17: Transferability of Credits and Grades at West Virginia Colleges and Universities. Once on a student’s transcript, credits earned through prior learning shall be treated no differently that other credit coursework on a student’s transcript.

6.2. PLA credit awarded at one institution, which meets the West Virginia Core Coursework Transfer Agreement or other statewide articulation agreements, must be accepted as transfer credit toward the degree if the student transfers to another West Virginia public college or university in accordance with the guidelines of that particular policy or agreement.

135-59-7. Reporting the Awarding of Prior Learning Assessment Credits.

7.1. Each institution shall maintain records of the number of students awarded credit for prior learning, number of credits for prior learning awarded, type of assessment method(s) used, and other recipient data, which will be reported to the Council for Community and Technical College Education/Higher Education Policy Commission on an annual basis. Council/Commission staff will develop specific reporting guidelines and advise each institution of those guidelines.
ITEM: Post-audit Review of Occupational Programs

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

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

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

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs, includes the following provisions:

- New occupational programs at community and technical colleges may be implemented without approval by the Council.

- Three years after the date of implementation of the occupational program, the Council will conduct a post-audit review of the program.

- After completion of the post-audit review, should there be a recommendation for discontinuance of the program, the Chancellor shall make such recommendation to the Council for action.
Eight full post-audits and three follow-up reports were submitted for review. It should be noted that institutional reviews has resulted in the termination of the following programs:

- AAS in Mechatronics Technology at Pierpont Community and Technical College
- CAS in Sustainable Building Technology at BridgeValley Community and Technical College

In addition, follow-up reports from Southern West Virginia Community and Technical College indicate that it is the intention of the college to terminate the programs listed below. No additional students are being admitted into these programs.

- CAS/AAS in Addiction Counseling
- CAS/AAS in Forensic Psychology and Investigation

Finally, Council staff observed while reviewing the reports, that the program inventory at BridgeValley Community and Technical College is far more extensive than any of its state peers. To a great extent, this is a result of the recent merger. The impact is that the college has a large number of low enrollment programs. Resources are not adequate to market and staff all programs. The current inventory shows BridgeValley with a total of 78 certificate and associate degree programs. The next closest college has a total of 56 programs. The recommendation included with this agenda item includes a statement encouraging BridgeValley to review its inventory to discern an appropriate number and balance of certificate and associate degree programs.

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 on the following pages.
Goals/Objectives: The program provides a highly interactive hands-on course of study that prepares graduates for careers in the modern manufacturing environment. It was developed to address the lack of highly-skilled maintenance workers available within the state. The program is offered in partnership with Toyota and received an award from the National Career Pathways Network. The program offers two tracks – Automotive Maintenance Technician and Instrumentation and Process Technician.

Curriculum/Mode of Delivery: Courses are primarily delivered through traditional lectures and hands-on laboratories. The program utilizes a block-scheduled cohort model. Courses are offered two days a week in approximately eight hours blocks for five semesters. The program is 65 credit hours in length and requires a firm math background to be successful.

Enrollment/Graduates: The first group started with 19 students and graduated 10. Internships are an important aspect of the curriculum. Nine of the graduates completed internships and found work with three companies (Toyota, Gestamp and NGK). In fall 2014, the program enrolled 30 students.

Assessment: Course outcomes are based on technical skills required for employment. The ACT WorkKeys Applied Technology exam has been used for the assessment of general technical aptitude. A competency test called "Select International" has been used by Toyota prior to graduation. This test will be replaced by a National Occupational Competency Testing Institute (NOCTI) assessment. The program will begin using a General Education Portfolio to assess general education outcomes. Assessment data indicated that students with higher incoming math scores had a much higher chance of success. Efforts to improve retention will center on increased involvement of technical tutors and greater scrutiny of intern math scores.

Faculty: All technical courses are typically taught using three full-time faculty members.

Advisory committee: The program was developed in cooperation with Toyota which provides most of the advisory committee membership. The report also lists one representative from Gestamp. Additional advisory members from other companies will be sought this year. The Committee does not list any institutional members. The committee meets typically once a month.

Financial: For the 2014-2015 year, the audit indicates a budget of $7,180 is supported by Perkins and institutional funds. Grants totaling more than $1.3 million have been secured to support equipment and labs. Bridging the Gap
funds are supporting faculty salaries and will expire in 2016. At that time, general funds will have to provide the support for faculty salaries.

Accreditation: No accreditation is available.

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

CAS Sustainable Building Technology

Goals/Objectives: The program was developed as a part of the AAS degree and concentrated initially on weatherization courses and LEED (Leadership in Energy and Environmental Design).

Current status: As a result of input from the advisory committee, the AAS program was converted to a building design and construction program. The CAS program was terminated since only one of the original courses was designated to continue in the new program. At the time of termination, the program had low enrollment and low interest by potential employers.

AAS Early Childhood Education

Goals/Objectives: The program is designed to prepare students for employment as teachers or aides in early childhood programs, preschools and Head Start programs. Federal regulations changed in 2011 requiring higher education levels for teachers of Head Start programs. West Virginia passed legislation in 2002 requiring the state to expand access to preschool education programs in order to make prekindergarten available to all 4-year olds in the state by 2012-13.

Curriculum/Mode of Delivery: The curriculum consists of 60 credit hours, including 6 hours in English and 3 hours in algebra. A variety of delivery modes are utilized.

Enrollment/Graduates: In fall 2014, the program enrolled 25 students. There have been 9 graduates. Seven of the graduates are employed in the early childhood field. Two graduates are enrolled in baccalaureate programs.

Assessment: Area specific assessments are based on the skill exam components that are incorporated into the technical courses of the program. The assessment of results is based on a generalized assessment rubric. Results have shown that a mean level of performance less than 75 indicate that a majority of the students in the program are not achieving average success and require remediation as determined by department and the departmental advisory committee. Program evaluation is also done through reviewing student scores on the National Early Childhood Education Competency Assessment taken at the end of the capstone class.

Faculty: All program courses are taught by one full-time faculty member and four part-time faculty members.
Advisory committee: The program is served by a 26 member advisory committee that assists in determining whether the program is meeting the needs of local and national skill requirements.

Financial: The program is supported entirely through tuition and fees. Future expenses will include an additional full-time faculty member, student costs for the competency assessment exam, and costs associated with accreditation.

Accreditation: Accreditation is available through the Commission on Early Childhood Associate Degree Association. This accreditation is held by 170 institutions. BridgeValley anticipates beginning the self-study process in spring 2016.

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

AAS Information Systems Security Technology

Goals/Objectives: The program is designed to prepare graduates to enter the field of cyber security. The focus of the program is to deal with cyber threats through detection, prevention, information systems security and data integrity. The name of the program is transitioning to Cyber Security.

Curriculum/Mode of Delivery: The curriculum consists of 61 credit hours, including 6 hours in English and 3 hours in algebra. Courses are delivered through traditional lecture, online and blended modes. The program uses most of the same courses in the curriculum as the A.S. in Information Security.

Enrollment/Graduates: In fall 2014, the program enrolled three students. System data shows three graduates. One graduate has been employed by RESA V for less than one year. The program has not been adequately marketed. Enrollment has increased since the move to the South Charleston campus.

Assessment: Area specific assessments are based on the skill exam components that are incorporated into the technical courses of the program. The assessment of results is based on a generalized assessment rubric. Results have shown that a mean level of performance less than 75 indicate that a majority of the students in the program are not achieving average success and require remediation as determined by department and the program advisory committee. Exit-level assessments include several Cisco exams such as Certified Entry Networking Technician, Certified Network Associate and Certified Network Associate Security Certification. Other national certification exams include Testout Security Pro Certification and the National Occupational Competency Testing Institute (NOCTI) Computer Fundamentals Assessment. The results of the NOCTI assessment are used to evaluate the program outcomes in relation to the industry skills needed. Assessment data indicated students were completing the course but avoiding certification exams. In one required course a certification became part of the curriculum. Students enrolled in the program are now required to take an industry exam prior to graduating.
**Faculty:** All program courses are taught by three full-time faculty members and one adjunct faculty member. Three of the faculty members hold a Master’s degree in an appropriate field.

**Advisory committee:** The program is served by a 19 member advisory committee that assists in determining whether the program is meeting industry needs. The audit did not provide evidence of committee action.

**Financial:** Initial cost for equipment totaled $87,000 while two year costs for faculty totaled $133,000. Resource requirements for the program come from the Computer and Information Technology program general fund, Perkins funds and donations from industry. The program is delivered at a low cost because most of the curricular elements are existing courses from other associate degree programs.

**Accreditation:** The program is not accredited and the report did not indicate that accreditation was an option.

**Recommendation/comments:** It is recommended that the program be continued, but that a progress report be submitted by August 15, 2016 on efforts to address program viability and necessity.

**CAS Simulation and Game Development**

**Goals/Objectives:** The program is designed to prepare digital graphic technicians for the simulation, gaming and applications development industry. Students receive training in the basic skills required of the industry and, upon completion, can pursue an associate degree in Graphic Design and Print Communication or Computer Science-Game Developer.

**Curriculum/Mode of Delivery:** The curriculum consists of 32 credit hours, including 3 hours in English and 3 hours in Applied Technical Math. Courses are delivered in face-to-face and distance learning modes using both Mondopads and WebEx delivery.

**Enrollment/Graduates:** In fall 2014, the program enrolled five students. The audit does not indicate any graduates. System data shows three graduates. It appears that these graduates also completed an associate degree and are utilizing that degree instead of the certificate. The program has not been adequately marketed. The program is in the process of being transferred into the Computer Science Department. It is anticipated that this transfer and offering the program on both campuses will result in an increase in enrollment. Students have been taking “Game” courses to enhance their marketability while completing an associate degree. The audit suggests that an A.S. in Simulation, Gaming and Apps Development is being proposed.

**Assessment:** Area specific assessments are based on the skill exam components that are incorporated into the technical courses of the program. The assessment of results is based on a generalized assessment rubric. Results
have shown that a mean level of performance less than 80 indicate that a majority of the students in the program are not achieving average success and require remediation as determined by department and the program advisory committee. In addition to standard course examinations, some courses are assessed through industry participation embedded into the program. These assessments include individual student projects, adherence to project deadlines, punctuality, attendance, attitude, cooperation and ability to follow instructions. Exit-level assessment includes internship activities. Based on feedback from students and the program advisory committee, curricular changes have been made to better reflect the need of potential employers. Courses are shifting to more experiential learning.

**Faculty:** The audit provides vita for four full-time faculty members and two part-time faculty. All faculty have degrees in areas that are appropriate for the courses they are teaching.

**Advisory committee:** The program is served by an eight member advisory committee that assists in determining whether the program is meeting industry needs. The committee has been active in curricular revisions.

**Financial:** Developmental costs were supported by funding from the Digital Design and Print Communication Foundation. The program is supported entirely through tuition and fees. Future sources of funding will come from program general funds, Perkins funds, and donations of equipment from industry. In 2014-2015 salary costs totaled $22,578. Two year development costs totaled $25,100.

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

**Recommendation/comments:** It is recommended that the program be continued, but that a **progress report be submitted by August 15, 2016** on efforts to address program viability and necessity.
AAS Mechatronics Technology

**Note:** Beginning fall semester, the Mechatronics Technology program is being incorporated into the Advanced Manufacturing track of the A.A.S. in Advanced Process Technology program. This transition will allow more students to cross-train in Mechatronics, Energy Systems Operations, or Instrumentation and Control skill sets, broadening their knowledge base and enhancing their marketability and all for proactive tailoring to meet industry needs as they arise. An abbreviated summary of the program is provided below.

**Curriculum/Mode of Delivery:** The program was 60 credit hours in length. Courses were primarily delivered through traditional lectures and hands-on laboratories and utilized a cohort model. With the exception of two courses being combined into a single revised course, there are no major curricular changes as the program transitions into a track within the Advanced Process Technology program.

**Enrollment/Graduates:** A total of 19 students have enrolled in the program. Eight students have graduated which represents a 100 percent success rate for the first two cohorts.

**Financial:** The program received $1,286,126 in grants which represented nearly 100 percent of the program’s total budget.

AAS Electric Utility Technology

**Goals/Objectives:** The program prepares students for mid-level positions in the electric utility industry as line workers of substation workers. This is a cooperative program with First Energy Corporation.

**Curriculum/Mode of Delivery:** The program is 60 credit hours in length with 6 hours in English/communications and 6 hours of math. This is a selective program and students must be academically eligible for college math and English. Courses are primarily delivered through traditional lectures and hands-on laboratories. The program utilizes a cohort model. Academic and technical courses are offered through Pierpont while specific applied technical courses are offered through First Energy. Students are required to complete a ten week paid internship with First Energy between their freshman and sophomore years.

**Enrollment/Graduates:** The first cohort consisted of 24 students. Subsequent cohort groups have enrolled 18 and 27 respectively. The first two cohorts have produced 38 graduates (90% completion rate). All graduates have accepted employment with First Energy Corporation.

**Assessment:** In addition to traditional courses assessments, the program utilizes a comprehensive, competency-based, end-of-program First Energy JSC
(Job Skills Certification) examination. Spring 2015 was the first time for this examination and all 17 graduates passed.

**Faculty:** One full-time faculty member and four adjunct faculty are currently required to support this program at the college. No position is devoted entirely to the program. In addition, eight technical specialists provide instruction at the First Energy training facility.

**Advisory committee:** The nine member advisory committee consists solely of representatives from Pierpont and First Energy Corporation. Meetings have been held on a quarterly basis. Beginning in 2015-16, the committee has committed to a detailed review of the program content and structure and will hold monthly meetings. The committee has provided valuable information in implementing curricular changes.

**Financial:** For the 2014-2015 year, the audit indicates a budget of $21,239 and costs of $20,812.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** It is recommended that the program be continued.
Southern West Virginia Community and Technical College

AAS Medical Assisting

Goals/Objectives: The program builds on the basic knowledge of patient care and enhances the skills to the scope of practice as designated by the Medical Assisting Education Review Board and CAAHEP. Medical assistants are cross-trained to perform administrative and clinical duties that may vary from office to office depending on location and state law.

Curriculum/Mode of Delivery: The curriculum consists of 60 credit hours, including 15 hours in general education. The program offers students five certificates during the course of the program: Electrocardiography, Insurance Billing and Coding, Pharmacy Technician, Phlebotomy, and Medical Assisting. The program is taught from the Boone campus and connected interactively with the Wyoming campus.

Enrollment/Graduates: The program enrolled 16 students in the first year (2012) and graduated 11. All were successful in gaining employment. Fall 2013 enrollment was 11 students.

Assessment: Information regarding program assessment was limited to national exams given in the certification areas identified above. There was no evidence provided of assessment results being used for program improvement.

Faculty: All program courses are taught by one full-time faculty member who holds a bachelor’s degree in Human Service Administration/Certified Medical Assistant.

Advisory committee: The program is served by an advisory committee that meets annually. The committee is comprised of key government officials, graduates and members of the healthcare field and employers. The size of the committee and the names of the members were not identified. There was no specific evidence provided on any committee actions.

Financial: The program received a grant to initially implement the program. The funds were used to purchase equipment and supplies. The audit indicates that funds are adequate to meet program needs at this time.

Accreditation: Accreditation is available for this program, but no steps have been taken at this time to initiate the process.

Recommendation/comments: It is recommended that the program be continued. A follow-up report is requested by March 1, 2015 that provides 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.
POST-AUDIT FOLLOW-UP REPORTS

Southern West Virginia Community and Technical College

CAS/AAS Addiction Counseling

Council request: Action was deferred on the original report and a follow-up report was requested that addressed program viability and necessity.

College response: Significant organizational changes have taken place since the original report was submitted. The chair for the newly developed Division of Social Sciences, Education and Non-Traditional Programs conducted a thorough review of the program. The review found that support of the treatment of addiction is needed in Southern’s service area; however, students with the CAS or AAS degree are unlikely to gain employment as counselors unless they continue their education. Based on this finding, it is Southern’s intent to reinvent the program as a Behavioral Health option with the AAS in Health Care Professional program. Students are no longer being accepted into the program.

CAS/AAS Forensic Psychology and Investigation

Council request: A follow-up report was requested that addresses the college’s efforts to enhance program viability.

College response: Significant organizational changes have taken place since the original report was submitted. The chair for the newly developed Division of Social Sciences, Education and Non-Traditional Programs conducted a thorough review of the program. The review found that the desired degree for a forensic psychologist is a doctorate in psychology with post graduate work in criminal justice; however, representatives from four-year institutions indicated that many of the proprietary courses in the programs were difficult to transfer as anything other than open credit. Finally, a market analysis indicated there were very few openings anticipated in the field. Based on these findings, it is the intent of Southern to discontinue the program. Students are no longer being accepted into the program. Students who are truly interested in the field of Forensic Psychology and Investigation will be encouraged to pursue Southern’s AA transfer program which has 18-20 credit hours of electives.

AAS Homeland Security and Emergency Services

Council request: A follow-up report was requested that addressed 1) the success of the efforts for increased marketing and enhanced faculty training for online program delivery and 2) evidence that assessment results are being used for program improvement.

College response: There has been no specific increase in marketing for the program. General marketing efforts by the college have not had an impact on the program. The number of majors has remained constant at three students for the previous three spring semesters. Southern has initiated a college-wide effort to
train instructors who wish to teach in an online format. The quality of the online instruction has been enhanced but the required training has caused a shortage of appropriately trained faculty. Based on input from external experts, the Criminal Justice program now includes a Homeland Security concentration. There was no evidence of revisions to any of the program courses based on assessment results.
ITEM: Fiscal Year 2017 Budgetary Submission Request

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the fiscal year 2017 budget submission request.

STAFF MEMBER: Sarah Tucker

BACKGROUND:

On September 1, 2015, the West Virginia Council for Community and Technical College Education must submit its fiscal year 2017 appropriation request, including any requests for additional funding, to the West Virginia State Budget Office. For fiscal year 2017, the State Budget Office has requested agencies to maintain the same level of funding as fiscal year 2016, and the Council will adhere to this request.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>FY 2016 Allocation</th>
<th>FY 2017 Proposed Allocation</th>
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</thead>
<tbody>
<tr>
<td>College Transition</td>
<td>$ 292,718</td>
<td>$ 292,718</td>
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<tr>
<td>WV Advance Rapid Response Workforce</td>
<td>3,433,842</td>
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<tr>
<td>Technical Program Development</td>
<td>1,984,598</td>
<td>1,984,598</td>
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<tr>
<td>Workforce Development Initiative (HB 3009)</td>
<td>806,048</td>
<td>806,048</td>
</tr>
<tr>
<td>Transit Training Partnership</td>
<td>70,217</td>
<td>70,217</td>
</tr>
<tr>
<td>Council General Revenue</td>
<td>762,305</td>
<td>762,305</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$ 7,349,728</strong></td>
<td><strong>$ 7,349,728</strong></td>
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## Community and Technical Colleges

<table>
<thead>
<tr>
<th>Line Item</th>
<th>FY 2016 Allocation</th>
<th>FY 2017 Proposed Allocation</th>
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<tbody>
<tr>
<td>Blue Ridge CTC</td>
<td>$4,607,544</td>
<td>$4,607,544</td>
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<tr>
<td>BridgeValley CTC</td>
<td>7,719,911</td>
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<tr>
<td>Eastern WV CTC</td>
<td>1,881,834</td>
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<td>Mountwest CTC</td>
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<td>New River CTC</td>
<td>5,641,703</td>
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<td>Pierpont CTC</td>
<td>7,530,761</td>
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<td>Southern WV CTC</td>
<td>8,203,924</td>
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<td>WV Northern CC</td>
<td>7,075,033</td>
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<tr>
<td>WVU at Parkersburg</td>
<td>9,788,994</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$58,137,188</strong></td>
<td><strong>$58,137,188</strong></td>
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The total Council improvement package for FY 2017 totals $12.0 million. The request reflects critical funding priorities for the System if funding becomes available. These are as follows:

<table>
<thead>
<tr>
<th>WV Council for Community and Technical College Education Budgetary Improvement Needs</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>I. Workforce Development Initiative</td>
<td>$2 million</td>
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<tr>
<td>This funding would be added to the current Workforce Development Initiative allocation of $806,048. The Workforce Development Initiative funding supports the provisions of § 18 B-3D-2 and § 18 B-3D-6. The mission of the Workforce Development Initiative, which includes the Learn and Earn Program, is to strengthen the quality of the state’s workforce by providing explicit incentives for partnerships between employers and community and technical colleges. The Learn and Earn Program has helped forge a number of positive relationships between business and industry, and the community and technical colleges. As the program continues to be promoted across the state, it is recommended that the Council support an increase in the Workforce Development Initiative’s allocation so that the colleges can continue to provide industry with the workers they need to be successful.</td>
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<tr>
<td>II. College Completion and Program Sustainability</td>
<td>$5 million</td>
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<tr>
<td>This funding will be allocated to individual colleges to sustain new program development and to implement innovative programming to increase the number of college graduates. The allocation to each college will be based on the Council’s policy on finance with the factors for determining funding being high-cost programming, college completion and adult student enrollment and graduation. This allocation will allow the System to move forward with an outcomes-based funding model that advances the public agenda of producing more college graduates, produces additional graduates in technical areas that advance economic development efforts and increase the number of adults with college credentials.</td>
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<tr>
<td>III. Capital Bond Projects</td>
<td>$5 million</td>
</tr>
<tr>
<td>The request for $5 million for bond debt payment will allow the council to generate approximately $75-$80 million to address the construction of new capital facilities and renovations of aging facilities. Although the recent bond projects provide new facilities and needed renovations, critical facility needs remain. Colleges still suffer from the lack of adequate facilities to deliver technical programs and some campuses are in need of renovations to older buildings and laboratories.</td>
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The recommendation is to approve the resolution as stated.
West Virginia Council for Community and Technical College Education  
Meeting of August 20, 2015

ITEM: Acquisition of Technology Training Center from the Grant County Development Authority

INSTITUTIONS: Eastern West Virginia Community and Technical College

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

STAFF MEMBER: Richard Donovan

BACKGROUND:

Eastern West Virginia Community and Technical College has been leasing the Technology Training Center from the Grant County Development Authority since September 2009. The Training Center is a 17,500 square-foot building on 3.3 acres in Petersburg. The lease agreement allows Eastern to exercise an option to purchase at the end of the lease term, September 30, 2015, for $323,675, plus $100,000 the Grant County Development Authority paid for improvements during the first three-year lease term for a total purchase price of $423,675. The lease payments of $210,000 made during the first three years, plus the $213,675 paid for the next three-year term will be applied toward the purchase price. As a result, the total lease payments will equal the purchase price and Eastern will own the building October 1, 2016 if the purchase option is exercised. Eastern’s Board of Governors approved exercising the purchase option and has informed the Grant County Building Authority.

The facility serves as Eastern's Technology Center and houses the Auto Technology, Wind Technology, AEB Programs and Workforce Training. The college also has use of at least 100 parking spaces at the facility. The facility meets all current life safety codes. A Phase I Environmental Assessment has been conducted and there are no noted environmental hazards present in the building or on the site.
Eastern WVCTC
Technology Training Center
Automotive Training Area
Wind Turbine Trainers
Climb Training Tower
Computer Resource Area