

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS MEETING
May 20, 2014
2:00 PM**

MINUTES

Notice of Meeting and Attendance

A meeting of the Pierpont Community & Technical College Board of Governors was held on May 20, 2014, beginning at 3:00 PM at the Pierpont Center at Veteran's Square, Room 112.

Present at the meeting were Board members:

Chairman Earl McConnell, Barbara Pavel-Alvarez, Jessica Cale, Jim Griffin, Kyle Hamilton, Beverly Jones, Rick Pruitte, Sharon Shaffer, Chip VanAlsburg, and Gene Weaver.

Board members absent were: Linda Aman and Jeff Tucker

President's Cabinet members present were:

President Doreen Larson, Dale Bradley, Rob Linger, Leslie Lovett, and Cyndee Sensibaugh.

Guests in attendance were: Chelsie Baker, Reporter for the Times West Virginian, and Michael O'Conner, 2014-2015 Faculty Senate Student Representative.

Faculty and staff were also in attendance.

Call to Order and Call for Public Comment

Chairman McConnell called the meeting to order at 3:10 PM and announced last call for public sign up for comments to the Board.

Approval of Minutes

The minutes of the Board of Governors meeting held on March 31, 2014 were presented for approval. Jim Griffin offered a motion to approve the minutes, as presented. Beverly Jones seconded the motion. All agreed. Motion carried.

Special Recognitions/Presentations

- Chairman McConnell and President Larson read a proclamation and gave a standing ovation to thank and honor outgoing Board of Governors Student Representative Jessica Cale. Jessica served on the Board for two consecutive terms, stepping up to the needs of the Board and Pierpont students. She was a very active member of the Board and served on the Regional Academics Committee.
- Chairman McConnell and President Larson recognized the excellent work and accomplishments by faculty member Vickie Findley of the Health Information Technology Program. Vickie recently received the 2014 West Virginia Health Information Management Association Distinguished Member Award.
- Chairman McConnell and President Larson welcomed Michael O’Conner. Michael will serve as the 2014-2015 Student Government Representative to the Pierpont Faculty Senate.

President’s Report

Dr. Larson provided a summary of the Higher Learning Commission’s (HLC) Final Report. Dr. Larson also prepared a PowerPoint presentation that featured the rating status and the comments provided by the HLC Accreditation Auditing Team.

The HLC Accreditation Auditing Team visited Pierpont’s campuses during the first week of March 2014. Dr. Larson stated that the HLC team members provided high praise to Pierpont’s students, faculty, staff and Board members. A summary of the HLC Final Report is included below:

HLC Final Report Summary Pierpont Community and Technical College

Overall Recommendations:

- Criteria For Accreditation: **Met**
- Pathway: **Eligible to choose**
- No Interim Monitoring Recommended
- Next Accreditation review recommendation: **2023-2024**

Summary of Strengths:

- Pierpont's commitment to the public good is one of their strengths.
- Pierpont's mission goes from theory to reality through the strategic priorities document Strategic Plan 2011-15

- Pierpont understands the relationship between its mission and the diversity of society.
- The board understands its role to preserve and enhance the institution. The board does not micromanage the authority/decisions of the president or decisions made by the President's Council of Pierpont Community and Technical College.
- The president and board work together for the welfare of Pierpont.
- In an effort to be more transparent, Pierpont created an institutional budget committee.
- As the institution transitions, it is focusing more on the procedures and policies pertinent to a two-year college.
- An intensive review shows alignment between Pierpont's mission and the nature of the programs and their program learning outcomes
- The special scrutiny given to courses delivered at various locations and through different modalities assured the team that Pierpont had a process in place to assure equivalent courses no matter the modality length or location
- The team finds that the college demands that students exercise intellectual inquiry and engage the acquisition, application, and integration of broad learning and skills.
- The degree programs offered by Pierpont engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments
- Pierpont has faculty who have authored books, peer reviewed journals, and engaged in other traditional scholarship and also has many applied programs offering service and development to its stakeholders.
- The signature method of co-curricular involvement at Pierpont is the problem-based learning and servant leadership where students are led by faculty to do work in their fields for Pierpont constituencies
- The FAA program is clearly connected to the industry it serves. Another example is the planned program in gas and energy
- There was testimony from students both at the main campus and remote centers of the great service faculty and staff perform in meeting student needs inside and outside the classroom
- All student service staff have the appropriate training for their functions and they have a detailed Pierpont Community and Technical College transition plan to take on the vital work needed to allow Pierpont to continue its journey to full independence.
- The institution has made considerable improvement in assessment of student learning in recent years and has committed both fiscal and human resources to this area, most notably through their participation in the Higher Learning Commission

Academy for Assessment of Student Learning, as well as the addition of key personnel

- Participation in the HLC Academy for Assessment of Student Learning has allowed Academy team members to receive training in processes and methodologies that reflect good practice
- Of fundamental importance to their assessment efforts, the institution now has published student learning outcomes at the program-level and has taken several steps to make the outcomes pervasive throughout the College.
- A number of strategies are used to ensure consistency across multiple sections of courses, including dual-credit courses
- The program review process requires a status report on findings identified in the previous review, as well as plans for program improvement
- Pierpont has identified a culture of completion as a strategic priority for the institution, which formalizes their commitment to educational improvement through ongoing attention to retention, persistence, and completion rates.
- Throughout the site visit, the team was impressed with the dedication of faculty and staff to meet student needs
- The institution has a number of structures and processes in place to promote assessment and improvement of student learning
- Pierpont has a well-developed process in place for budgeting, which uses input at all levels to build its annual budget
- The college has implemented an array of initiatives designed and regularly monitored to make the goals attainable given the institution's organization, resources, and opportunities
- During the site visit, constituents from all levels of the college expressed confidence and appreciation for the opportunities given Pierpont stakeholders in the governance process
- The members of the Board of Governors demonstrate their shared knowledge about the institution and their commitment to the college and its students' success
- Pierpont enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort
- The strategic system runs across all areas of the college and engages the institution as a whole in the planning and its incremental follow-through
- The clearest evidence that the college develops and documents evidence of performance in its operations is found in the Dashboard for the Strategic Priorities

Criterion 1 - Mission

Rating: **Met**

Interim Monitoring (if applicable): No Interim Monitoring Recommended.

Comments:

Pierpont's commitment to the public good is one of their strengths.

Pierpont has identified and established relationships with external constituencies, such as area businesses, industry, and organizations. The advisory groups are very active with the technical programs. Because of their relatively new independent status, they are developing partnerships which benefit not only the college, but also the students.

Pierpont's mission goes from theory to reality through the strategic priorities document Strategic Plan 2011-15.

The strategic priorities guide the institution. The sequential process that they used the last time the plan was developed takes time. If Pierpont decides to continue using the strategic priority document as a compass for implementing the mission statement, then a new planning process should begin soon.

Pierpont understands the relationship between its mission and the diversity of society. Through the 13-county service region, they are recruiting and actively seeking those that are first-time college students and students who need developmental education. Students living in the rural areas are many times from low socio-economic homes and are not considering college. Using the mission and the strategic plan as a guide, Pierpont's Board and President are working with the staff and faculty to share the value of an education with these individuals and then hopefully enroll them in Pierpont.

Criterion 2 - Integrity, Ethical, and Responsible Conduct

Rating: **Met**

Interim Monitoring (if applicable): No Interim Monitoring Recommended.

Comments:

During a luncheon, the team met with members of the Board of Governors who demonstrated to the team that the board understands its role to preserve and enhance the institution.

Pierpont has recently weathered three budget cuts of 7.5%, 1%, and 4%. The president and the board members noted there may be more budget cuts. It is obvious to the HLC team members that through ongoing communication between the board members and administrative leadership, priorities will be set which will hold students harmless, yet allow for necessary cuts.

Although the board is definitely involved via board committees, it can be noted in discussion with the team the board does not micromanage the authority/decisions of the president or decisions made by the President's Council of Pierpont Community and Technical College.

West Virginia Code 18B-2A-4 designates the duties and powers of the board and gives it legal authority and responsibility to designate the day-to-day responsibilities of the president.

During team discussion, it can also be noted, that the president and board work together for the welfare of Pierpont. The faculty and faculty senate oversee academic matters and curriculum development. The institution has established and follows fair and ethical policies and processes for the governing board, administration, faculty, and staff. The Board of Governors complies with West Virginia's Open Meetings Law as noted in Board of Governors Policy 29, and opens each meeting with a review of the Association of Governing Boards' Commitments by Board Members

In an effort to be more transparent, Pierpont created an institutional budget committee. Pierpont Board of Governors oversees and approves tuition adjustments and the annual budget development. This committee, among other tasks, oversees budget development and reduction of spending, as needed.

As the institution transitions, it is focusing more on the procedures and policies pertinent to a two-year college. Pierpont is an institution in transition from being subsumed under Fairmont University and its practices, procedures, and policies. At times, Pierpont is ready to advance at a faster rate than Fairmont. This different rate of change could be a challenge.

Criterion 3 - Teaching and Learning: Quality, Resources, and Support

Rating: **Met**

Interim Monitoring (if applicable): No Interim Monitoring Recommended.

Comments:

An intensive review of several programs shows alignment between Pierpont's mission and the nature of the programs and their program learning outcomes. An extensive review of the Lumina Degree Profile and Pierpont's A.A. and A.A.S. program learning outcomes shows the program learning outcomes to be appropriate for the level of the degree offered.

Further the special scrutiny given to courses delivered at various locations and through different modalities assured the team that Pierpont had a process in place to assure equivalent courses no matter the modality length or location.

There are a number of reasons for the team to have this confidence. The provost and her academic team have used the Quality Matters framework for online courses. In

addition, Pierpont created its own standardized syllabus template which focuses on alignment to the unit level and other quality practices.

After a review of the General Education (GE) program and syllabi of courses in the general education program, as well as the A.A.S. and other programs and certificates, the team finds that the college demands that students exercise intellectual inquiry and engage the acquisition, application, and integration of broad learning and skills. This is evident through a number of examples. The General Education (GE) program at Pierpont is grounded in a theoretical framework of interdisciplinary integration of skills across programs. This framework was developed through the Assessment Academy and work between Pierpont and its Academy Mentors. Pierpont plans that upon complete roll out of its entire GE Assessment Process there will be two places for assessment of each of the four concrete general education outcomes in every program through course embedded assessments. The interdisciplinary framework combined with feedback from advisory boards helped convince faculty in the A.A.S. degree program courses to integrate some Pierpont GE skills and outcomes into technical courses.

The A.A. and A.A.S. degree programs offered by Pierpont engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. This can be seen through many concrete examples like the research and information literacy demanded in GE courses INFO 1100 or ENGL1104. In addition, there were many applied real world projects produced by students in A.A.S. programs, guided by Pierpont faculty and serving the Pierpont stakeholders. One concrete example is from the A.A.S. interior design program where the students designed the new space in the Downtown Location for Pierpont, including the President's Office. The dean and program coordinator for this program explained that the students regularly do this kind of design work for local businesses, industry, and charitable organizations. It is in this community-centered and servant-leadership mode that the team saw the contribution to scholarship, creative work, and discovery of knowledge appropriate to a community and technical college.

Pierpont has faculty who have authored books, peer reviewed journals, and engaged in other traditional scholarship. It, also, has many applied programs offering service and development to its stakeholders. This includes an early childhood program teaching with the Reggio Emilia Approach with faculty and students traveling to Italy to better understand and experience this approach. Additionally the culinary program has helped faculty and students travel to Toronto, as well as other locales, to compete in culinary arts events and training. In many cases, students who had not previously left the county or state have gained international experience through their application and acquisition of knowledge through Pierpont. This is one of the ways Pierpont intentionally tries to expand the cultural understanding of its students. The many specialized accreditation report teams and governance committees that faculty serve on show that they meet other stakeholder needs besides direct service to students inside and outside the classroom.

The signature method of co-curricular involvement at Pierpont is the problem-based learning and servant leadership where students are led by faculty to do work in their fields for Pierpont constituencies. Examples include the applied design program, the early childhood program, culinary and business and technology programs including CAD. In these and other programs, the team heard many testimonies of students "doing what we learn" and applying knowledge to serve others.

The FAA program is clearly connected to the industry it serves. Another example is the planned program in gas and energy. These, and all the A.A.S. degree programs, have internships where students get hands on experience. The training division of Pierpont was credited with being very effective in meeting local needs and representing mission effectiveness of this community and technical college, **which has been called one of the best kept secrets of the north central region of West Virginia.**

There was testimony from students both at the main campus and remote centers of the great service faculty and staff perform in meeting student needs inside and outside the classroom. It is said that Pierpont anticipates the needs of students before the students are aware of the needs. The team found evidence that Pierpont has the faculty and staff needed for effective, high-quality programs and student services given current needs.

All student service staff have the appropriate training for their functions and they have a detailed Pierpont Community and Technical College transition plan to take on the vital work needed to allow Pierpont to continue its journey to full independence.

The student services staff has expanded to meet pressing needs as Pierpont becomes a truly independent college. The college recognizes there will be a need for additional general education faculty as Pierpont continues its trajectory to providing its own faculty and student service independent of Fairmont State University (FSU).

Criterion 4 -Teaching and Learning: Evaluation and Improvement

Rating: **Met**

Interim Monitoring (if applicable): No Interim Monitoring Recommended.

Comments:

The institution has made considerable improvement in assessment of student learning in recent years and has committed both fiscal and human resources to this area, most notably through their participation in the Higher Learning Commission Academy for Assessment of Student Learning, as well as the addition of key personnel. Pierpont demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning, although the institution recognizes that some aspects of assessment are in the early stages of development. Although Pierpont acknowledges that they face challenges in engaging faculty around assessment of student learning, they have taken significant steps to

generate faculty participation and promote good practice in this area. Specifically, the institution has invested in bringing an external consultant to campus to assist in developing student learning outcomes and more recently brought a national assessment expert to campus to provide a workshop on disruptive assessment.

Participation in the HLC Academy for Assessment of Student Learning has allowed Academy team members to receive training in processes and methodologies that reflect good practice. The institution has implemented formal assessment days, and beginning in fall 2012, a portion of Professional Development Week is devoted to assessment. The Director of Advising, Testing, and Assessment consults with programs about assessment. The institution also recognizes the need to include adjunct faculty in assessment activities and in 2012 added an evening Adjunct Orientation, which includes content related to assessment. The Associate Vice President for Student Services and the Director of Advising, Testing, and Assessment have undergone extensive state-sponsored training in the DegreeNow initiative to assist the College in developing learning outcomes and assessments for student support services. Finally, assessment has been added as a component of faculty evaluation and it is noteworthy that the institution has recognized assessment efforts in that a recent Adjunct Professor of the Year award was based in part on work in institutional assessment efforts.

Of fundamental importance to their assessment efforts, the institution now has published student learning outcomes at the program-level and has taken several steps to make the outcomes pervasive throughout the College. Both in the Assurance Argument and in conversations with faculty and administrators during the site visit, it was noted that care is taken to consistently use the language of student learning outcomes, rather than course outcomes, in order to place emphasis on learners and their performance. All programs are encouraged to map outcomes to course curricula and are expected to assess identified student learning outcomes in the form of an end-of-program exam. Student learning outcomes are required in the standard syllabus template and every program has to submit an annual assessment report. In addition, all new courses must have clearly stated learning outcomes as part of the curriculum approval process.

A number of strategies are used to ensure consistency across multiple sections of courses, including dual-credit courses. Pierpont has an established process to revise curriculum. The faculty direct this process, through a standing Curriculum Committee and Faculty Senate. All proposals for new courses must address pre-requisites, in the form of incoming expectations, as well as student learning outcomes, and methods of assessment. This information is also presented to students in catalog descriptions of all programs. The institution has recently adopted a standard syllabus template that also addresses student learning outcomes and assessment. These include syllabus review, common primary texts, modularized developmental skills courses (math), and common assessments. The institution has established appropriate criteria for faculty qualifications and has a documented procedure for reviewing credentials of all new hires, including adjunct and faculty teaching non-college credit bearing courses.

The program review process requires a status report on findings identified in the previous review, as well as plans for program improvement. Pierpont maintains a practice of regular program reviews, with all programs reviewed every five years in accordance with state policy. The process clearly defines the critical aspects of a successful program, including: self-identified program strengths and weakness; assessment and improvement of student learning; enrollment and retention data; and graduate placement. The inclusion of external reviewer input strengthens the process. Program review data are reviewed by the Provost, submitted to the Board of Governors for approval, and then submitted to the West Virginia Council for Community and Technical College Education. During the site visit, members of administration expressed commitment to reviewing and revising the current program review process with the aim of producing more meaningful data for decision-making.

Pierpont has identified a culture of completion as a strategic priority for the institution, which formalizes their commitment to educational improvement through ongoing attention to retention, persistence, and completion rates. The institution has goals for retention, persistence, and completion, as defined by the state in the Campus Compact. The adopted culture of completion provides a vehicle for regular collection and use of retention and completion data and includes a number of strategic initiatives, including: reducing the number of undeclared students; initiating blended courses for targeted customers; facilitating internal articulation agreements; and piloting early alert and attendance tracking programs. Informal discussions of program and institutional retention and completion data occur on a regular basis, with the institution considering instituting a more formalized and systematic process for tracking and using data. Several examples of use of retention, persistence, and completion data are noted in the Assurance Argument.

Throughout the site visit, the team was impressed with the dedication of faculty and staff to meet student needs. The strong student-centered focus of existing faculty and staff will serve the institution well during the upcoming period of transition. This is an exciting time in the history of Pierpont, and to become fully independent will provide the opportunity to further strengthen a separate identity and allow the institution the freedom to truly chart the course for its own future. As Pierpont becomes less dependent on Fairmont State University, it will be critical to ensure that there is continued access to learning resources for students. While transition plans are in place, there is still much work to be accomplished in this area. Ensuring adequate services, personnel, and resources to thrive as an independent institution of higher education will require extensive planning and considerable investment of fiscal resources.

The institution has a number of structures and processes in place to promote assessment and improvement of student learning. These will provide a solid foundation to build a robust, institution-wide assessment program. The institution has identified student learning outcomes and has developed mechanisms to allow for data collection and use, but currently appears to lack the infrastructure to actually implement their assessment plan. As long as assessment activities are presented as opportunities or simply encouraged, and examination of data is performed by ad hoc committees, it will be difficult to make significant progress as an institution. The newly

established internal program review appears to be effective in promoting engagement of faculty in the assessment process, but it is unclear if it is feasible to sustain this over time in its current form. As the institution prepares for completion of the HLC Academy for Assessment of Student Learning, the Results Forum may provide a valuable opportunity to broaden the scope of assessment activities beyond general education and develop a long-term, sustainable plan for assessment at the institution level, where there are meaningful consequences associated with assessment activities.

Criterion 5 - Resources, Planning, and Institutional Effectiveness

Rating: **Met**

Interim Monitoring (if applicable): No Interim Monitoring Recommended.

Comments:

Pierpont has a well-developed process in place for budgeting, which uses input at all levels to build its annual budget. The administration is committed to implementing a zero-based restructure of the budget in the near future to ensure the allocation of funds be as responsive to changing needs as possible. All supervisory personnel receive regular detailed reports on operational expense. Pierpont has hired a new CIO and two other staff to continue its intended greater independence from Fairmont State in Information Technology. Over the past several years, the college's IT processes have been restructured to better serve the challenges of the changing college environment. Pierpont shares HR staff with Fairmont State, but has its own chain of command within its structure for hiring processes and approval of positions.

The college has implemented an array of initiatives designed and regularly monitored to make the goals attainable given the institution's organization, resources, and opportunities. The largest portion of the college's financial revenues is allocated to instruction. Pierpont's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The institution's upper and middle administration have worked with input from the college's departments and programs to adjust budgets responsibly in the face of significant reductions in state funding. The college's strategic goals are clearly aligned to its four Strategic Priorities which emanate from the institution's mission statement.

During the site visit, constituents from all levels of the college expressed confidence and appreciation for the opportunities given Pierpont stakeholders in the governance process.

The Faculty Senate is actively engaged in giving input into the decision-making processes. The Classified Staff Council's work is evidence of non-instructional employees' involvement in the Strategic Planning and budgeting processes. Representatives from the student government organization serve on both the Board of Governors and Faculty Senate.

The members of the Board of Governors demonstrate their shared knowledge about the institution and their commitment to the college and its students' success. The Board of Governors participates in standing committees to provide additional focus on special areas such as Audit/Finance, Regional Academics/Offsite Campus Activities, Marketing and the North Central Advanced Technology Center. The Board of Governors approves fees and tuition increases, capital projects, and annually approves the budget. The board members have retreats with faculty and staff annually, approve five-year program reviews, participate in new program development, perform an annual review of the president, and receive reports on the Financial Audits. Board members complete at least six hours of training annually, usually far exceeding the state-mandated requirement.

Pierpont enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. The president meets with the full-faculty and staff during Professional Development week and holds a retreat with each of the five academic schools each year. The faculty, classified staff, and students are directly involved with the collaborative processes through their own organizations, representation on the Board of Governors, and regular formal interaction with the administration.

The strategic system runs across all areas of the college and engages the institution as a whole in the planning and its incremental follow-through. Pierpont engages in systematic and integrated planning through the mechanism of its four Strategic Priorities, the goals set for each of those priorities, and the initiatives being implemented for the achievement of those goals. The college allocates its resources in alignment with its mission and priorities. The mission of the college is to provide opportunities for learning, training, and further education that enrich the lives of individuals and promote the economic growth of Pierpont's service region and state. The college's four Strategic Priorities clearly align to that mission.

The clearest evidence that the college develops and documents evidence of performance in its operations is found in the Dashboard for the Strategic Priorities.

Pierpont is growing in its ability to systematically improve its performance. This spreadsheet, which is used to monitor strategic goals and initiatives on a monthly basis, clearly articulates intended milestones and measurable progress in the timeline for each strategic initiative. Those individuals overseeing each project meet with their constituents and prepare their portion of the report. Each month the college president provides feedback to each department providing the progress update. The Dashboard affords a highly useable overview of all the work being done to improve the college and its operations.

Operation Reports

- 🏛️ Office of Public Safety: Chief Jack Clayton and Officer Matt Swain gave the quarterly report. A template has been developed to address Emergency Management Planning/Emergency Action Plans at the various campus facilities. Dr. Larson stated that campus safety plans will be included in the Strategic Plan for 2014-2015. Maintenance of safety related equipment (security cameras) is a priority. An overview of the requirements of the Cleary Act compliance was also provided. The Board thanked Chief Clayton and Officer Swain for their service.
- 🏛️ Academic Affairs: Leslie Lovett stated that the 2014 Commencement was the largest held with over 160 students walking. Ms. Lovett thanked the BOG members for attending Commencement and the Academic Affairs Faculty Appreciation Luncheon.
- 🏛️ Center for Workforce Education: No Report
- 🏛️ Classified Staff: Mary Jo Rutherford reported on the activities and updates of the Classified Staff Council. A trip to Baltimore MD is being planned for June 28-29, and is open to all on first come basis. Cost is \$185 single/\$45 double. Reservations are due by May 29. Contact Beverly Jones for more information.
- 🏛️ Faculty Senate: David Beighley reported that the Curriculum Committee has been working on curriculum proposals and approvals. The attendance and admission withdrawal policies have also been reviewed. The 2014-2015 Officer elections have been held and David Beighley has been reelected as President for a second term, Kari Coffindaffer has been reelected as Vice President for a third term, and Michael Waide has been reelected as Secretary for a second term.

Committee of the Whole

➤ *Financial Reports*

Dale Bradley provided reports on the Pierpont Community & Technical College Unrestricted and Restricted Funds and Fund Manager Budgets for the current budget and year-to-date actual as of February 28, 2014 and March 31, 2014. Complete details of these financial reports was provided in the May 20, 2014 Board of Governors book.

➤ *Capital Projects Update*

Mr. Tom Tucker and Ms. Stephanie Slaubaugh provided an update on the Capital Projects for 2014. Highlights were given on the roof project for the Caperton Center, Jaynes Hall restrooms remodeling for ADA compliance, and the Merchant Street 1st Floor renovations.

A handout was provided on the Physical Plant Small Projects list. On this list the upcoming Municipal Separate Storm Sewer System (MS4) project was discussed in detail. Two new policies are being brought before the Board at this day's meeting for approval of a 30-day public comment period. These policies will address the Department of Environmental Protection's requirements to comply with MS4 regulations.

➤ *New Policy No. 56 – Erosion and Sediment Control, Recommendation for 30-Day Public Comment Period*

Ms. Slaubaugh brought forth a resolution to request approval of a 30-day Public Comment Period for a new Policy No. 56 – Erosion and Sediment Control being written to fulfill the Department of Environmental Protection requirements related to the MS4 program and active National Pollutant Discharge Elimination System (NPDES) General Permit No. WV0116025.

A copy of the policy was provided in the May 20, 2014 Board book. After completion of the comment period, this policy will be presented to the Pierpont Board of Governors in August 2014, for final approval.

Kyle Hamilton presented a motion to approve the announcement and acceptance of public comments for a period of 30 days for the new Policy No. 56 – Erosion and Sediment Control. Sharon Shaffer seconded the motion. All agreed. Motion passed.

➤ *New Policy No. 57 – Illicit Discharge Detection and Elimination, Recommendation for 30-Day Public Comment Period*

Ms. Slaubaugh brought forth a resolution to request approval of a 30-day Public Comment Period for a new Policy No. 57 – Illicit Discharge Detection and Elimination being written to fulfill the Department of Environmental Protection requirements related to the MS4 program and active National Pollutant Discharge Elimination System (NPDES) General Permit No. WV0116025.

A copy of the policy was provided in the May 20, 2014 Board book. After completion of the comment period, this policy will be presented to the Pierpont Board of Governors in August 2014, for final approval.

Kyle Hamilton presented a motion to approve the announcement and acceptance of public comments for a period of 30 days for the new Policy No. 57 – Illicit Discharge Detection and Elimination. Sharon Shaffer seconded the motion. All agreed. Motion passed.

- *Five (5) Year Program Reviews*
 - a. *Certificate in Applied Science (CAS) Degree in Paraprofessional in Education*
 - b. *Associate of Applied Science (AAS) Degree in Para-Education*

In compliance with the WCVTC Title 133, Series 10, Policy Regarding Program Review, Ms. Leslie Lovett brought forth a resolution to the Board for approval of the five year program reviews for the Certificate in Applied Science (CAS) Degree in Paraprofessional in Education and the Associate of Applied Science (AAS) Degree in Para-Education.

An Executive Summary for each program was provided as a hand out to the Board. Plans for program improvement and timelines consisted of three elements. 1) Transition of the AA Para-Education to merge as a concentration with the AA in Liberal Studies, 2) Improve assessment with the use of the pre-professional certification testing offered through the American Association of Family Consumer Sciences End of Program National Standard Examination, “Educational Fundamentals” pre-professional assessment testing to begin in Spring 2014, and 3) Review the skill sets that are part of the CAS and AA degree for relevancy under the new WV SV 359 redefining the role of the paraprofessional. The merits of merging these skill sets with the Early Childhood skill sets in early education will also be considered. This will occur during 2013-2015.

The final recommendation to the Board was to continue the programs with corrective action.

Sharon Shaffer offered a motion to approve the five year program reviews for the Certificate in Applied Science (CAS) Degree in Paraprofessional in Education and the Associate of Applied Science (AAS) Degree in Para-Education with the recommended corrective actions. Barbara Pavel-Alvarez seconded the motion. All agreed. Motion carried.

- *Five (5) Year Program Reviews*
 - a. *Associate of Applied Science (AAS) Degree in Health Information*
 - b. *Associate of Applied Science (AAS) Degree in Medical Laboratory Technology*
 - c. *Associate of Applied Science (AAS) Degree in Physical Therapist Assistant*
 - d. *Associate of Applied Science (AAS) Degree in Respiratory Care*

In compliance with the WCVTC Title 133, Series 10, Policy Regarding Program Review, Ms. Leslie Lovett brought forth a resolution to the Board for approval of the five year program reviews for the Associate of Applied Science (AAS) Degree in Health Information, the Associate of Applied Science (AAS) Degree in Medical Laboratory Technology, the Associate of Applied Science (AAS) Degree in Physical Therapist Assistant, and the Associate of Applied Science (AAS) Degree in Respiratory Care.

An Executive Summary for each of the programs was provided as a hand out to the Board. The final recommendation to the Board was to continue the programs at their current level of activity.

Sharon Shaffer offered a motion to approve the five year program reviews for the Associate of Applied Science (AAS) Degree in Health Information, the Associate of Applied Science (AAS) Degree in Medical Laboratory Technology, the Associate of Applied Science (AAS) Degree in Physical Therapist Assistant, and the Associate of Applied Science (AAS) Degree in Respiratory Care programs at the current level of activity. Beverly Jones seconded the motion. All agreed. Motion carried.

Committee Reports

➤ *Audit/Finance Committee*

Kyle Hamilton, Committee Chair, presented the Audit/Finance Committee Report

- A. Resolution to Approve the Unrestricted Education and General (E&G) Budget for Fiscal Year 2015.

Kyle Hamilton presented a resolution requesting that the Pierpont Board of Governors approve the Unrestricted Education and General (E&G) Budget for Fiscal Year 2015.

A spreadsheet and descriptive detail for the Statement of Revenues and Expenses Actual vs. Budget for FY 2015 (as of May 16, 2014), was provided at the May 20, 2014 Board meeting, and previously by email to the Finance Committee.

On behalf of the Audit/Finance Committee, Kyle Hamilton moved to approve the resolution to accept the Unrestricted Education and General (E&G) Budget for Fiscal Year 2015, as presented. Rick Pruitte seconded the motion. All agreed. Motion carried.

- B. Resolution to Approve the Implementation of the FY 2015 Mercer Step Structure Years of Service Salary Increase and the WV Legislature Mandated \$504 Pay Raise.

Kyle Hamilton presented a resolution requesting that the Pierpont Board of Governors approve the implementation of the FY 2015 Mercer Step Structure Years of Service Salary Increase and the WV Legislature Mandated \$504 Pay Raise.

The FY 2015 Mercer Step Structure Years of Service Salary Increase will continue full funding of the Mercer salary scale for eligible classified employees, effective July 1, 2014.

On behalf of the Audit/Finance Committee, Kyle Hamilton moved to approve the resolution to implement the FY 2015 Mercer Step Structure Years of Service Salary Increase for eligible Pierpont classified employees with 15 or

less years of service effective July 1, 2014, as presented. Jim Griffin seconded the motion. All agreed. Motion carried.

The Mandated \$504 Pay Raise will provide salary increases for faculty promoted in rank with the beginning of their AY 2014-2015 faculty contract. Pierpont's President will meet the Board of Governors Salary Policy requirements concerning faculty promoted in rank and Mercer salary scale funding for classified staff for a general salary increase of \$504 per employee, including the President, but excluding classified staff receiving the Mercer Step Structure increase on July 1, 2014, as mandated by the WV Legislature.

On behalf of the Audit/Finance Committee, Kyle Hamilton moved to approve the resolution to implement the WV Legislature Mandated \$504 Pay Raise, as presented. Jim Griffin seconded the motion. All agreed. Motion carried.

A detailed review of the FY 2015 salary increases was provided in the May 20, 2014 Board of Governors book.

➤ *Regional Academics Committee Report*

Barbara Pavel-Alvarez, Committee Chair, reported that the committee is looking at next steps for the MTEC facility. Consideration is being given to enrollment numbers and linking off campus students to courses. Examination will be given to collaboration with organizations/groups so that Pierpont may tap into other facilities within our service area.

➤ *Marketing Committee Report*

Sharon Shaffer, Committee Chair, reported that the Marketing Committee continues to focus on enrollment numbers. Calls are being made to reach out to students that did not complete studies and did not return. The purpose will be to gain knowledge of any obstacles that may have prevented students returning to complete their studies. A new online student application is being created for Pierpont. The current application is actually a joint application with FSU.

A new Pierpont website landing page has been launched and we have received 23 new leads within the first weekend. The new Pierpont commercials have been airing and we have receive very positive feedback.

Sharon gave thanks to Chip VanAlsborg and Bo Sellers for their grassroots outreach in Preston County to talk with students about coming to Pierpont.

New Business

Earl McConnell gave a call for action for the election of the AY 2014-2015 Board of Governors Officers and for the appointment of the AY 2014-2015 Marketing, Audit/Finance, and Regional Academics Subcommittee Officers.

An action item will be brought before the Board for approval of these officers in the June 17, 2014 Board of Governors meeting.

Old Business

No old business was discussed.

Public Comment

No signatures were recorded.

Executive Session

A motion was made at 5:16 PM by Sharon Shaffer that pursuant to 6-9A-4(b)2A of the WV Code that the Board shall go in to Executive Session to discuss personnel and personnel matters, which if discussed in public might adversely affect the reputation of any person. Chip VanAlsborg seconded the motion. All Agreed. Motion carried.

Exiting Executive Session

At 6:21 PM, the Board exited Executive Session. There was one action item brought forward for a motion from Executive Session.

Items Brought Forth from Executive Session

➤ *President's Annual Evaluation*

A motion was made by Gene Weaver to accept the annual evaluation of President Dr. Doreen Larson, as presented. Sharon Shaffer seconded the motion. All agreed. Motion carried.

Adjournment and Next Meeting

There being no further business, Jim Griffin made a motion to adjourn. Sharon Shaffer seconded the motion. All Agreed. The Board meeting was adjourned at 6:27 PM.

The next regularly scheduled Pierpont Board of Governors meeting will be held on June 17, 2014 at the Robert H. Mollohan Training Center in Room 233 at 2:00 PM.

The NCWV Advanced Technology Center Advisory Board Meeting will be held at the Robert H. Mollohan Training Center prior to the BOG meeting, at 1:00 PM, in Room 233. An optional tour of the ATC construction site will be offered at approximately 12:30 PM.