



BOARD

OF

GOVERNORS

November 19, 2013

Schedule/Agenda

Meeting of the Pierpont Community & Technical College Board of Governors

November 19, 2013

Pierpont Center at Veteran's Square
320 Adams Street, Fairmont, WV

1:30 PM Regional Academics Committee Meeting
*Pierpont Center at Veterans Square
Executive Conference Room, Suite 402*

Members:

Tom Stose (*Chair/Faculty Representative*)
Jessica Cale (*Student Representative*)
Earl McConnell
Gene Weaver

Staff Resource:

Jeanie Hawkins
Leslie Lovett

1:30 P.M. Marketing Committee Meeting
*Pierpont Center at Veterans Square
Suite 411*

Members:

Sharon Shaffer - Chair
Linda Aman
Beverly Jones

Staff Resource:

Ron Weist

2:00 PM Full Board Meeting
*Pierpont Center at Veterans Square
Executive Conference Room, Suite 402*

**Legislated purpose for Pierpont
Community and Technical College**

**H. B. 3215 – establishing community
colleges, 18B – 3C-8 Legislative
findings and intent**

"The primary goal of the Legislature is to create a statewide network of independently accredited community and technical colleges that focus on technical education, workforce training, and lifelong learning for the Twenty-First Century."

"A necessary precedent to accomplishing the legislative goal is to change the way that leaders at all levels of education, including institutional governing boards, view community and technical colleges. Specifically, that the mission of technical colleges is different from that of traditional four-year colleges in what they accomplish and how they can achieve it effectively and that the state cannot compete successfully in today's information-driven, technology-based economy if community and technical colleges continue to be viewed as add-ons or afterthoughts attached to baccalaureate institutions."

Pierpont Community & Technical College
Board of Governors Meeting
November 19, 2013

Call to Order

1. Opening Comment (*Chairman, Earl McConnell*)
2. Last Call for Public Comment Sign Up
3. Board Member Commitment
4. Higher Education Acronyms
5. Approval of Minutes (*October 15, 2013*)

Tab 1 – Informational

Tab 2 – Informational

Tab 3 – Action Item

Special Recognitions/Updates

President's Report (*Dr. Doreen M. Larson*)

Operation Reports

1. Academic Affairs (*Leslie Lovett*)
2. Center for Workforce Education Report (*Paul Schreffler*)
3. Classified Staff Report (*Mary Jo Rutherford*)
4. Faculty Senate Report (*David Beighley*)
5. Student Government Report (*Sean Rafferty*)

Tab 4 – Informational

Committee of the Whole

1. Financial Report - (*CFO, Dale Bradley*)
 - a. September 2013 Combined Financial Report
2. Pathways QI Milestone Report
3. Pierpont Board of Governors Delegation of Powers to the President

Tab 5 – Informational

Tab 6 – Informational

Tab 7 – Action Item

Committee Reports

1. Audit/Finance Committee Report (*Chair, Kyle Hamilton*)
 - a. Request WV Code Change – Per Credit Hour Tuition
(*Dr. Doreen M. Larson*)
 - b. Amendment to President's Contract for Cell Phone Stipend
(*Resolution will be provided at the Board meeting*)
2. Regional Academics Committee Report (*Chair, Tom Stose*)
3. Marketing Committee Report (*Chair, Sharon Shaffer*)

Tab 8 – Action Item

Action Item

New Business

Old Business

Public Comment

Possible Executive Session

_____ moved 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.

_____ moved pursuant to 6-9A-4(b)9 of the WV Code that the Board shall go into Executive Session to consider matters involving or affecting the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition, which if made public, might adversely affect the financial or other interest of the state or any political subdivision.

The Board of Governors Retreat will be held on Friday, December 6, 2013 from 8:00 AM to 4:00 PM – Location at the Robert H. Mollohan Center, Galliher Drive in the High Tech Corridor, Fairmont.

The Mission of Pierpont Community & Technical College is to provide opportunities for learning, training, and further education that enrich the lives of individuals and promote the economic growth of our service region and state.

Pierpont Community & Technical College strives to enhance the quality of life for people of north-central West Virginia through accessible, affordable, comprehensive, responsive, workforce-related training, and quality higher education opportunities.

Tab

1

Commitments by Board Members

I commit myself fully to the public trust I assume as a member of this Board.

In all matters, I commit to first seek to understand, then to be understood.

I commit to faithfully attend meetings, to be prepared to fully engage in the Board's business and to contribute my comments to the Board's discussion.

I commit to keep confidential matters confidential.

I commit to avoid any conflict of interest and to always act in a confidential manner.

I commit to consistently act in a manner, which evidences objectivity, fairness and my allegiance to the state's institutions.

I commit to refrain from making personal comments during board meetings, to be respectful of the views of others and to present my own views in a positive and constructive manner.

I commit to vote my conscience on issues brought before the Board, to voice my views in a responsible and supportive manner, to respect the final decisions of the Board and in expressing a dissenting view, to do so in a constructive manner.

I commit to honor and respect the positions of the Board chair and the President to serve as the official spokespersons for the Board.

I commit to build and maintain strong relationships with other Board members and the President, to seek the views of other Board members and to seek and accept constructive comments from other Board members and the President.

I commit to place my trust in my fellow Board members and to be worthy of their trust in return.

Tab

2

Acronyms Used in Higher Education

AACC	American Association of Community Colleges
AAS	Associate of Applied Science
ACCT	Association of Community College Trustees
ACCTWVAG	Association of Community College Trustees West Virginia Advocacy Group
ACF	Advisory Council of Faculty
ACE	American Council on Education
AS	Associate of Science
ATB	Ability to Benefit
ATC	Advanced Technology Center
ATMAE	Association of Technology Management and Applied Engineering
ATE	Advanced Technical Education
BOE	Board of Education
CAS	Certificate of Applied of Science
CASE	Council for Advancement and Support of Education
CCA	Complete College America
CCCT	Community College and Career Training
CCRC	Community College Research Center
CE	Continuing Education
CFWV	College Foundation of West Virginia
CITE	Center for Information Technology Education
CMC	Competency Model Clearinghouse
CNME	Center for Nanofabrication Manufacturing Education
CRD	Council for Resource Development
CTCS	Community and Technical College System

CTE	Career and Technical Education (K-12)
CUPA HR	College and University Professional Association for Human Resources
CWE	Center for Workforce Education (old terminology – now School of Workforce Development)
DOE	Department of Education
DOL	Department of Labor
EFC	Expected Financial Contribution
ELI	Executive Leadership Institute
ERP	Enterprise Resource Planning
ETA	Employment Training Administration (within DOL)
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FTES	Full Time Equivalent Students
HEAPS	Higher Education Adult Part-Time Student
HEPC	Higher Education Policy Commission
HEPI	Higher Education Price Index
HLC	Higher Learning Commission
ITEC	Information Technology Education Center
LEA	Local Education Agency
LOCEA	Legislative Oversight Committee for Education Accountability
MERCER	Higher Education Classified Annual Salary
MTEC	Monongalia County Technical Education Center
NACUBA	National Association of College and University Business Officers

NAEC	National Aerospace Education Center
NCATC	National Coalition of Advanced Technology Centers
NCMPR	National Council for Marketing and Public Relations
NEMO	
NETL	National Energy Technology Laboratory
NISOD	National Institute for Staff and Organizational Development
NSF	National Science Foundation
OWHE	Office of Women in Higher Education
P2C	Pathway to Completion
PELL	Federal Grant Program (formerly called Basic Educational Opportunity Grants (BEOGs))
SAP	German Software Corporation, <u>S</u> ystems, <u>A</u> pplications, and <u>P</u> roducts (in Data Processing) or <u>S</u> atisfactory <u>A</u> cademic <u>P</u> rogress
SEA	State Education Agency
SGA	Student Government Association

SIPP	Survey of Income and Program Participation (US Census)
STEM	Science Technology Engineering and Mathematics
TAA	Trade Adjustment Assistance
TAACCCT	Trade Adjustment Assistance for Community College and Career Training
TEAS	Test of Essential Academic Skills
UCA	Unified College Account
WIA	Workforce Investment Act (federal law)
WIB	Workforce Investment Board (regional agency)
WVADE	West Virginia Association of Developmental Education
WVCCA	West Virginia Community College Association
WVCCTCS	Council for the Community and Technical College System of West Virginia
WVCTCS	Community and Technical College System of West Virginia

Tab

3

PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS MEETING
October 15, 2013
2:00 PM

MINUTES

Notice of Meeting and Attendance

A meeting of the Pierpont Community & Technical College Board of Governors was held on October 15, 2013, beginning at 2:00 PM at the Pierpont Center at Monongalia Technical Education Center.

Present at the meeting were Board members:

Chairman Earl McConnell, Linda Aman (via phone), Jim Griffin, Kyle Hamilton, Beverly Jones, Rick Pruitte, Sharon Shaffer, Jeff Tucker, Chip VanAlsbury (via phone), and Gene Weaver.

Board members absent were: Jessica Cale and Tom Stose.

Special guests in attendance: Nick Fantasia

President's Cabinet members present were:

President Doreen Larson, Dale Bradley, Steve Leach, Rob Linger, Leslie Lovett, Paul Schreffler, and Cyndee Sensibaugh.

Faculty and staff were also in attendance.

Call to Order and Call for Public Comment

Chairman McConnell called the meeting to order and announced last call for public sign up for comments to the Board.

Approval of Minutes

The minutes of September 17, 2013 were presented for approval. Sharon Shaffer offered a motion that the minutes of September 17, 2013 be approved, as presented. Rick Pruitte seconded the motion. All agreed. Motion carried.

Special Recognitions/Presentations

➤ The Board members welcomed Mr. Nick Fantasia, representative of the Marion Regional Development Corporation. The Board officially offered recognition for the generous donation of property that the Marion Regional Development Corporation gave to

Pierpont for use in the Petroleum Technology Associate Degree Program. The land will be used for hands-on drilling training. A formal resolution will be presented to the Board at this meeting to officially approve the acceptance of this generous land donation. Mr. Fantasia expressed his pleasure in being able to partner with Pierpont for this important program.

President's Report

Dr. Larson provided an in-depth report on Pierpont programs, construction projects, DOL grant announcement, and budget items. Provided below is the complete transcript of Dr. Larson's report.

Dr. Doreen Larson's Report:

It is such a pleasure to hold our meeting here at the new Pierpont Center at MTEC. You may recall that at this time last year we were scheduling tours for Board members of the existing steel buildings used for Mon County Schools. We were impressed, but I think that we can agree that this facility exceeds our initial vision. I know that the students and faculty utilizing the new building are happy and we look forward to continuing and expanding our partnerships with the Mon Board of Education

I am delighted to report that the North Advanced Technology Center project officially launched the construction phase, as of yesterday. The contract calls for substantial completion within 470 days and that will be here in the blink of an eye. Paul Schreffler is leading the "Team ATC" of faculty and staff that will now put the final touches on the project and monitor the detail of construction and roll out. We have an on-site project coordinator provided by the Chancellor's office. Blaine McVicker is the Clerk of the Works and will oversee the daily progress of the project, serve as a project liaison, and help coordinate media coverage of benchmark achievements.

The Board will be pleased to know that the initial accreditation review of the Pierpont Emergency Medical Services program was very positive. The official report will take a few months to complete, but the site team noted that the Pierpont program sets the standards and takes the lead in program development and implementation not only in our service region, but throughout the state. Tracey Corbin and Rusty Taylor are the lead faculty in this program and I am sure that they are now breathing a sigh of relief, but already making plans to expand and improve the program.

On the not so bright side of things, Dale is leading a cross-campus team that is reviewing our current budget and developing recommendations to address the budget shortfall within this current year. Our fall enrollments fell below our estimates and our budget was already limited due to the reductions in our state appropriations. The team is researching all options for budget reductions along with developing new avenues for revenues. We have an on-line anonymous suggestion box established to collect suggestions for savings and revenue as well. We have recently received some grant funding that may

help in the short and longer term and we are, of course, focusing efforts on enrollment and recruiting.

A major grant announcement was just made recently. West Virginia was successful in obtaining a very significant grant from the federal department of labor. The technical term for the grant is the Trade Adjustment Act Competitive Community College grant – call the T double A, C 3 T grant or just DOL grant for short. As part of the grant consortium, Pierpont Community and Technical College will receive \$2.3 million dollars in funding over a 4 year period.

I thought the Board would be interested in the major objectives of the grant and also the direct funding to Pierpont. The title of the West Virginia project is Bridging the Gap and the grant is referred to as the BTG grant.

The overall goal of the Bridging the Gap Consortium (BTG) is to establish a culture of continuous improvement across consortium institutions, develop and implement enhanced and accelerated sector-driven career pathways, strengthen contextualized, online, blended, and remote academic instruction, and implement expanded and individualized student support strategies.

Programs will award skill set certificates, certificate degrees, and associate's degrees in the manufacturing and mechatronics, energy technology, information technology and construction fields.

Simply put, the grant is focused on educating the large currently uneducated population in West Virginia. The intent is to reach and enroll those that are unemployed or under-employed - those that have never attended or even considered attending college. The grant will equally educate the developing industries in West Virginia as to the ability of community colleges to provide tailored, short-term, and flexible training that will produce an excellent pool of local workers.

This project will bridge energy, manufacturing, information technology (IT), and construction trades career pathways, enhance academic instruction, and close student support gaps created during this period of rapid expansion, while strengthening an innovative Registered Apprenticeship Program (RAP) partnership and creating a culture of continuous improvement that will extend into the CTC system's second decade.

A major area of focus within the grant for Pierpont is energy. The primary focus of consortium energy programs is Marcellus Shale jobs with secondary focus on power generation. The community college system is establishing two new petroleum technology programs to meet rapidly expanding WV oil and gas middle-skill jobs demands.

According to a recent report on Marcellus Shale's impact, oil and gas extraction jobs increased 9.5%; related construction jobs increased 50%, and support activities such as excavation and well surveying increased 36% between 2008 and 2011, with 10,580 total sector jobs. This expansion is expected to continue with 600 to 1,000 new wells being drilled in 2013 and 2014. Work Force WV projects an increase of 800 workers per year

over the next 5 years with 200 students annually referred for oil and gas training. Of the 15 key oil and gas occupations identified by Work Force WV, 12 require training beyond high school, but less than a 4-year degree. There also is demand for power plant technology, line installation/repair, and surveying jobs.

A second focus for Pierpont is Information Technology. WV has a vibrant IT sector driven by government agencies and research, including networking, programming, software and application development, and cyber-security, that will grow significantly over the next 7 years.

Overall, the grant has identified factors that are limiting the provision of needed workers in key sectors in West Virginia and is offering solutions to be tested and evaluated for best results in bolstering an educated and valued West Virginia workforce. The first factor identified in the grant is a current lack of skilled workers. Many employers participating in community outreach activities reported difficulty finding skilled workers to fill vacant positions. West Virginia Community Colleges identified two reasons for this “skills” gap. First, institutional programs vary in alignment with national standards or regional needs. For example, Manufacturing and IT employers want nationally-recognized certifications, and the state’s two major electrical distribution providers want Center for Energy Workforce Development (CEWD) career pathways alignment.

Secondly, college instructors do not always have needed certifications, nor are they using the latest equipment, processes, and techniques that are required in industry. WV oil and gas producers, for instance, want technicians taught new drilling and production skills using real-world simulation in outdoor and indoor laboratories. Accessing state of the art equipment along with finding instructors with expertise in cutting edge processes presents challenges in financial and human resources for community colleges.

Some specific initiatives within the grant that address the identified factors contributing to a lack of skilled workers are the implementation of:

- New energy certificates
- New oil and gas certificates
- A nationally portable mechatronics certificate
- Mobile learning applications/courses
- A nationally portable cyber technology certificate
- Competency-based online IT programs and courses

A second factor identified in the grant was weak student support systems. Virtually all groups expressed concern about student support systems at community colleges. A state labor leader opined that institutions need to “learn their students”; a college president obtained state Stimulus funding to provide professional tutorial services to students; and Work Force WV’s Dislocated Workers Unit director stressed better career planning services for TAA workers.

The data corroborate their concerns. The consortium’s current 6-year student success rate is 34%. The success rate drops to 16% for students who must start college by

taking developmental courses. In West Virginia, community college students, moreover, report lower-than average use of advising and counseling, according to the leading student engagement survey. Community colleges in WV report a 1,500 to 1 student-to-counselor ratio that is well below the national average.

Specific initiatives funded within the grant are:

- Career planning services and counseling early in a student's college experience
- Digital tracking of student use of career and advising services along with student-friendly feedback material such as dashboards, progress toward degree, and academic standing.
- Career mapping within business and industry sectors to illustrate career options that build on shorter term programs such as certificates that lead to 2-year degrees that then transfer into 4-year programs.
- Provision for individual student Coaching/counseling throughout their program.
- Provision for peer and faculty mentoring of student interns and new employees.
- Use of early warning systems to provide intervention and help to students within academic terms and early in their college programs.

A third factor contributing to a limited trained workforce is the lack of flexibility in community college courses and services. Various groups of employers, students, and business partners expressed frustration with the community colleges' lack of flexibility. Some specific issues identified included the lack of divergence from the standard semester calendar, limited evening and weekend courses, and the lack of year-round course offerings. All of these restrictions lead to an unnecessary length of time for students to earn basic credentials.

Other issues included a failure to adjust schedules and modes of delivery to accommodate workers' needs, and the lack of avenues for students to receive credit for prior learning.

The average WV community college student who earns an associate's degree takes 5 years to do so and earns 39 more credits than needed in the process. In 2011-2012, students earned fewer than 20% of their credits in non-traditionally formatted classes.

Specific initiatives funded within the grant to address the lack of college flexibility are:

- Implementation of a uniform state system for awarding credit for prior learning.
- Offering courses within a compressed schedule and within a year-round calendar.
- Providing developmental instruction in "accelerated" formats that include stretch courses and bridge programs.
- Instituting block scheduling options
- Developing more courses and programs that use online/blended learning
- Developing more courses and programs that use hybrid schedules

What does this grant mean for Pierpont?

Well, first the timing could not be better with our new programs launched in power and energy and the construction begun on the North Advanced Technology Center. In Higher Education it is not often that several plans actually converge as planned, but in the case of this grant and Pierpont's priorities we were lucky.

Several positions are funded for Pierpont in the grant and they include three full time positions, one half time position and one $\frac{3}{4}$ time position.

1. **An Institutional Transformation Leader** – this is a $\frac{3}{4}$ position that oversees the Bridging the Gap project at Pierpont
2. **An Advanced Manufacturing Transformation Leader** – this is a full time position that oversees advanced manufacturing and mechatronics accelerated sector-driven career pathways and instructional transformations across the consortium.
3. **An Energy Program Coordinator** – this is a full time position that supports consortium-level career pathways development and refinement, support sector partnership development. This person will implement those changes at his or her institution, including obtaining approval for program changes and creating and adjusting program schedules to accelerate credential attainment.
4. **An Advanced Manufacturing Transformation Coordinator** – this is a full time position that supports consortium-level career pathways development and refinement and supports consortium-level instructional projects, including gateway, bridge, capstone, online, blended, and remote courses and laboratories, as well as instructional partnerships, and implements those changes at his or her institution.
5. **An Information Technology Program Coordinator** - this is a half time position that supports consortium-level career pathways development, supports consortium-level technology projects (including prior learning assessment), and career planning portal development and analytics (as well as instructional partnerships), and implements those changes at his or her institution.

Grant funding for needed support services includes \$41,000 for developmental education coordinators providing English, reading, math, and digital literacy remediation. The grant also funds \$26,000 for peer coaches to provide support to potential and current technical program students, including assisting them with enrollment, financial aid, career counseling, and other services. \$54,000 is provided for counselors to provide various types of counseling for students, including career planning, job placement, and mental health services.

The grant also funds two digital classroom/laboratories at the North Advanced

Technology Center that will allow for collaborative technology-based learning at the classroom and laboratory sites and at remote sites at institutions across WV at a cost of \$40,000 per classroom

Additional equipment for the Pierpont Petroleum Technology program includes an energy simulations/remote laboratory funded at \$296,700. Various pieces of equipment for indoor/outdoor petroleum technology drilling/rigging training site will be purchased including:

- IADC-approved well simulator.
- Boom/vertical forklift
- Rigging/load handling training hardware
- 2 fully functional simulators
- Well servicing lab hardware

What does Pierpont need to do?

First and foremost we need to maintain our schedule of a separate Banner system implementation. It is obvious that the foundation of the grant and the basis of the grant outcomes require a student system that is tailored to workforce training, scheduled around business hours and industry schedules, and provides for alternative instructional delivery. None of these options are possible within the current university-centric Banner system. We also need to quickly find and hire the transformational leaders identified in the grant funding. Some of these positions can be filled from within and some will require recruiting and hiring new talent.

Within the next few weeks, Pierpont will be engaged in a series of grant trainings and information sessions hosted by the Department of Labor, the Chancellor's office, and within Pierpont divisions.

We are excited and overwhelmed at the same time. This grant represents a major shift in program delivery that will challenge community colleges that operate with full autonomy. The grant requirements and promised outcomes are that much more daunting for Pierpont given our currently shared status with FSU. We hope that the funding and this support from the state and the federal department of labor will provide further momentum and validation for our efforts to fulfill the vision and promised benefits of a separate and independent community college system in West Virginia.

End.

Operation Reports

- Leslie Lovett provided a report on Academic Affairs
- Paul Schreffler presented the Center for Workforce Education Report
- Mary Jo Rutherford provided the Classified Staff Report
- Michael Waide presented the Faculty Senate Report

- No Student Government Report was given

Committee of the Whole

- *Financial Report*

Dale Bradley provided the report 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 August 31, 2013. A complete summary was provided in the October 15, 2013 Board of Governors book.

- *Construction Projects Progress Report*

Stephanie Slaubaugh provided an update on the FY 2014 capital projects completion progress. A complete summary of the report was provided in the October 15, 2013 Board of Governors book.

Committee Reports

- *Audit/Finance Committee*

Kyle Hamilton, Committee Chair, provided the Audit/Finance Committee Report.

A. Acceptance of Marion Regional Development Corporation Land Donation

A resolution was brought before the Board to approve the donation/purchase of 18.79 acres +/- in the southeastern-most portion of the Marion Regional Business Park from MRDC for the purchase price of \$10, subject to a satisfactory Phase One Environmental Survey.

This donation will provide the necessary land for Pierpont to deliver hands-on training for various drilling related activities for the Petroleum Technology Associate Degree Program.

Jim Griffin moved to approve the resolution to acceptance of the MRDC donation of property to be used as a training site for the Petroleum Technology Program. Kyle Hamilton seconded the motion. All agreed. Motion carried.

B. Approval of FY 2014 Capital Projects

Three capital projects that impact both Pierpont and FSU consisting of campus wide small projects, academic funds, and landscaping were discussed and agreed upon in a joint Finance Committee meeting by and between Pierpont and FSU.

It was recommended to provide the Physical Plant and the Provosts funding to deal with life safety issues and small projects. Each institution's administration and Finance Committee agree that these projects should move forward at this time, while funding for larger repair and maintenance projects are still under discussion.

A resolution was presented for approval that the Board should allow \$397,000 in FY 2014 Capital Project budget, consisting of \$197,000 for campus wide small projects, \$100,000 for the campus wide academic fund, and \$100,000 for campus wide landscaping.

Kyle Hamilton moved to approve \$397,000 in FY 2014 Capital Project Budget to move forward in funding projects for campus wide small projects, academic funds, and landscaping. Jim Griffin seconded the motion. All agreed. Motion carried.

➤ *Off Campus/Regional Academics Committee Report*

No Report.

➤ *Marketing Committee Report*

No Report.

Public Comment

No signatures were recorded.

New Business

No new business discussed.

Old Business

President Larson reminded the Board about the WVCCA/WVADA 2013 Annual Conference to be hosted by Pierpont Community & Technical College on October 23-25, 2013 at the Bridgeport Conference Center in Bridgeport, WV, and encouraged everyone to attend. Information on the Conference was provide in the August 20, 2013 Board Book.

Executive Session

No Executive Session called.

Adjournment and Next Meeting

There being no further business, Jim Griffin made a motion to adjourn. Beverly Jones seconded the motion. All Agreed. The Board meeting was adjourned at 3:13 PM.

The next Pierpont Board of Governors Meeting will be held on Tuesday, November 19, 2013 at 2:00 PM at the Robert C. Byrd Aerospace Education Center.

Tab

4

ACADEMIC AFFAIRS BOARD OF GOVERNORS REPORT UPDATE ON ANNUAL STRATEGIC PLAN ACCOMPLISHMENTS

SCHOOL OF ACADEMIC STUDIES STRATEGIC PRIORITIES DR. RAY MAINENTI, DEAN



HLC ACCREDITATION

1. Dr. Ray Mainenti and Linda King serve on the Criterion 3 Committee, Nancy Parks chairs Criterion 4, Ironda Campbell serves on Criterion 5, and David Beighley serves on Criterion 2 and 4.
2. The Coordinators of Math and English have distributed the Pierpont syllabus template to their respective faculty and adjuncts. We plan to have all Academic Studies Courses use the common template by the beginning of Spring 2014.

INSTITUTIONAL FLEXIBILITY

1. Dr. Mainenti and Professor Debra Benedetti are exploring a more streamlined approach to developmental English and are in the process of writing a curriculum proposal. If the issues with the registrar and Banner, etc. can be resolved, they hope to launch the program in Fall 2014. Details to come later.
2. Debra Benedetti, Linda King, and James Savchuk are traveled to Louisville, KY for the annual conference of the Community College Humanities Association (CCHA) to present the creation of the new Pierpont literature course, *Humanities 2200: Bridging Cultures: Work & Identity from a Global Perspective*.
3. As the separation between institutions progresses, the School of Academic Studies is exploring options (courses and faculty) to provide Pierpont students with additional general education courses noted on the State Core Transfer List staffed by Pierpont faculty (Literature, Written English II, Fundamentals of Math and College Algebra, History and other social sciences, Mass Communications, Experiencing the Arts, etc).. The School will begin scheduling courses designated as “Pierpont only” to prepare for the separate data base and to help students identify more closely to the institution in which they are enrolled. This should help tuition

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOG ACADEMIC AFFAIRS REPORT NOVEMBER 19, 2013**

resources and possibly reduce the need for additional faculty and/or adjuncts in the near future. Math and English are also looking to consolidate courses with duplicate outcomes.

4. As a result of current and future budget reductions, Dr. Larson and Dr. Mainenti have discussed issues and made some plans concerning the operation of the School of Academic Studies moving forward, especially as it concerns faculty, course offerings, tutoring, etc.

5. Math 1106 curriculum proposal is in committee. The next step is to embed the developmental outcomes into our general education courses.

(Order of Priority highest to lowest)

Math 1106 Math for Health Careers, Math 1003 Applied Math for Industry, Math 1100 Intermediate Algebra, Math 1104 Mathematics in Business

Joelleen Bidwell Math Coordinator is meeting with program coordinators to assess the modules needed for programs only requiring a developmental math competency and to determine in which quantitative core course to place the modules.

6. Good reports from students and faculty have been received about Amanda Barber, the new Instructional Specialist, who staffs the Academic Studies Math Lab.

CULTURE OF COMPLETION

1. Peer & Professional Tutoring Attendance Update (includes both Pierpont and FSU students):

Accommodations- 11 students 20 visits 15 hours

Math Lab 200 Jaynes Hall - 342 visits with 1356 sign-ins 1918 Hours

Peer tutoring- 111 students with 257 sign-ins 339 hours

Professional Tutoring Math- 117 students with 336 visits 468 hours

Professional Tutoring English- 112 Students 260 Visits 284 Hours

For Peer tutoring top requests are- Chemistry, Accounting, INFO1100, MATH 1107, 1115, 0080

Professional Math tutoring top requests are- MATH 0080, 1101, 1102, 1106, 1107, 1115

Professional English tutoring top requests are- ENGL 0097, 1104, 1108, Writing all levels

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOG ACADEMIC AFFAIRS REPORT NOVEMBER 19, 2013**

2. BOG Degree

The program has captured three graduates for December graduation from meetings with Liberal Studies/General students. All August grads are sent a letter of congratulations, along with tips as to how to market the BOG in job interviews.

Pierpont granted an August diploma to an out-of-state student after working with the State and amending on this case the college's transfer policy for grades. In this case, the student's actual letter grades were transferred in to be used to bolster his GPA to graduation-eligible status. This BOG academic case is triggering a review of Pierpont's policy on transferring in out-of-state credits.

The Liberal Studies/General PIN list makes up 26% of all students on the Pierpont PIN list. There are 2353 students on Pierpont's PIN list this week, and over 600 are Lib Studies/General which are handled primarily by Nancy Parks, Director of Advising, Assessment and Testing, until additional staff come aboard, with support by School of Academic Studies.

THIRTEEN COUNTY OUTREACH

FACILITIES

1. A tentative date of Spring Break 2014 for work to begin on remodeling 203 JH to create two computer labs, will add much needed computer classroom space for courses. Some equipment has arrived, and consultation with Capitol Business Interiors on furniture options has begun.

2. Nancy Parks, Director of Testing, Assessment & Advising, has relocated in 201 Hardway Hall. Advising is now in a more central location for Pierpont students. Jaynes Hall 213 will be used as office space for Academic Studies faculty, at least in the short term.

SCHOOL OF BUSINESS, AVIATION
& TECHNOLOGY
DR. JERRY BACZA, DEAN
STRATEGIC PRIORITIES:
2013 – 2014 GOALS



2013-2014 FOCUS

- *Achieve full HLC reaccreditation*
 - *Achieve ATMAE reaccreditation*
- *Host successful WVADE/WVCCA conference*
 - *Worked with Martina Bachlechner on our conference presentation. Met with Mary Stewart and Dana Keith from WVNET to integrate analytics to advise students to take the on-line preparatory science class.*

HLC ACCREDITATION

1. Plan and complete successful site visit
 - Working with Nancy Parks on Criterion 4 for examples in these areas:*
 - ✓ if and how your programs award credit to students for prior learning experiences;
 - ✓ if and how your programs give students the opportunity to transfer work experiences into college credits;
 - ✓ if and how your programs provide opportunities for students to test out of courses;
 - ✓ the dual-credit courses (college in the high schools) offered through your programs
 - ✓ proof your faculty have credentials appropriate/applicable to their teaching field;
 - ✓ any accreditation affiliations your programs have;
 - ✓ how you evaluate "success" of your graduates and how you track your graduates
 - ✓ how you assess student work and make changes to your programs based on what you've learned from those assessments
 - ✓ how your programs work to retain students and keep them in school until they graduate.
 - ✓ If your program has undertaken any special retention efforts, now is the time to share.
2. Improve academic quality/consistent course content
 - ✓ *Distributed the common syllabus from the Provost's Office to all BAT faculty to begin the implementation process FOR Spring 2014. Adjunct will be sent a master syllabus to keep all courses consistent.*

The Mission of Pierpont Community & Technical College is to provide opportunities for learning, training and further education that enrich the lives of individuals and promote the economic growth of our service region and state. Pierpont Community & Technical College strives to enhance the quality of life for people of North Central West Virginia through accessible, affordable, comprehensive, responsive, workforce-related training and quality higher education opportunities.

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
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3. Complete required notifications and documentation needed for new programs and on-going program revisions
 - ✓ *Working with the Director of the NAEC to reorganize the flight program*

INSTITUTIONAL FLEXIBILITY

1. Investigate and evaluate tools for the assessment of readiness for online learning
 - ✓ *Recruiting more BAT faculty members to attend QM training for on-line course development*

CULTURE OF COMPLETION

1. Pilot early alert and attendance tracking programs
 - ✓ *Dean Bacza is working with the BAT Coordinators on student attendance and intervention techniques.*

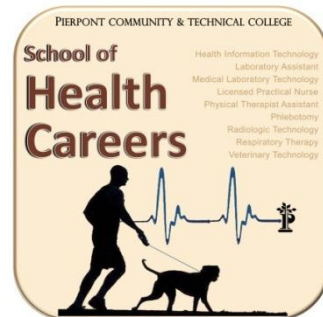
THIRTEEN COUNTY OUTREACH

1. Develop long range program plan for MTEC expansion facility
 - ✓ *Working with Dean Hawkins, Professor Oliver and Professor Davis about program development at MTEC*

FACILITIES

1. Clarify and establish long term plan for Pierpont at Caperton and RCBNAEC
 - ✓ *Met with Nancy McClure, Deb Barker, Nancy Lawler, Jim Davis and Nancy Lawler to discuss long range Business Technology plans for our off site locations.*
2. *Working on a plan to fund the purchase of computers to upgrade the CAD lab and Graphics lab.*

SCHOOL OF HEALTH CAREERS STRATEGIC PRIORITIES REPORT DEAN ROSEMARIE ROMESBURG, PH.D., MT (ASCP), DEAN & MLT PROGRAM COORDINATOR



2013-14 FOCUS

1. The School of Health Careers established as one of its goals, "Support successful completion of HLC accreditation". Goal leaders are Jeffrey Lawson, Ph.D. and Rosemarie Romesburg, Ph.D. Nancy Parks is attending the October 18 School meeting to discuss HLC Criterion 4.
2. Several faculty are planning to attend the WVCCA/WVADE Annual Conference.

HLC ACCREDITATION

1. Faculty in The School of Health Careers have been working towards successful completion of HLC accreditation by assessing courses and programs and utilizing common syllabi and assessment in course sections.
2. Under the leadership of Vickie Findley, MPA, RHIA, all sections of HLCA Medical Terminology currently utilize the same standard syllabus with some common assessments. The course has achieved Quality Matters status.

INSTITUTIONAL FLEXIBILITY

1. Beverly Born, Ed.D updated the Radiologic Technology website with input from Jay Morris, WVUH Rad Tech Program Coordinator and Rosemary Trupo, UHC Rad Tech Program Coordinator.
2. The Phlebotomy Skill Set was offered in two 8 week sessions for the first time this Fall. Students enrolled in these two sessions will be able to complete the entire skill set within the Fall semester. The first 8 week session has been completed and students are now participating in phlebotomy clinical experiences. This scheduling will be offered again in the Spring.

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
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CULTURE OF COMPLETION

1. The Academic Dishonesty Policy developed by the School of Health Careers under the leadership of Tina Sager, Ph.D. was approved and adopted for the college by the Faculty Senate during the September 2013 meeting, and is posted in the Academic Affairs Syllabi Statements link.
2. The Attendance Policy developed and adopted by the School of Health Careers under the leadership of Sherri Craddock, M.S., MLS (ASCP) was implemented for Fall 2013 for all programs within the School. The policy has been sent to Admissions and Credits for discussions involving a college wide attendance policy.
3. Two high schools, Braxton and Grafton, are offering early entry enrollment for HLCA 1100 Medical Terminology.

THIRTEEN COUNTY OUTREACH

- Enrollments and FTEs have been increased at the Braxton County Regional Academic Facility with the admission of a second cohort of LPN students. Health careers programs being offered include Phlebotomy Advanced Skill Set, Laboratory Assistant Certificate of Applied Science and Licensed Practical Nurse Certificate of Applied Science.
- Broadband Internet capabilities have been enhanced at the Braxton facility and are working satisfactorily.

FACILITIES

1. A meeting is scheduled for November 15 to discuss planning for the ATC. All faculty from the School of Health Careers who will be teaching at the ATC have been invited to attend.
2. Space and expansion for the Vet Tech program is a continuing area of concern. Updates to the kennels require more immediate attention. Vet Tech will be providing a plan to the Facility Committee.

OTHER SCHOOL PRIORITIES

The following faculty are serving as goal leaders for the School of Health Careers:

Goal 1: *Drs. Lawson and Romesburg* - Support successful completion of HLC accreditation

Goal 2: *Vickie Findley* - Improve retention, certification and graduation rates

Goal 3: *Stephanie Jordan and Jodee Nelson* - Enhance recruitment activities

Goal 4: *Dr. Born, Amy Cunningham, Michael. Waide* - Explore the development of a Health Careers Pathways degree or curriculum

Goal 5: *Emily Ryan and Melissa White* - Offer clinical faculty incentives

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SCHOOL OF HUMAN SERVICES STRATEGIC INITIATIVE ALIGNMENT & UPDATES- DEAN BRIAN FLOYD



SCHOOL GOALS

INSTITUTIONAL FLEXIBILITY

1. Investigate and evaluate tools for the assessment of readiness for online learning
Barbara Alvarez and Susan Coffindaffer are working on this through their course applications. Beth Newcome is investigating a broader online presence for our School.

THIRTEEN COUNTY OUTREACH

1. Develop long range program plan for MTEC expansion facility
APPD offered a course at MTEC for fall of 2013 in an effort to expand the offering and assist with this expansion. Enrollment has been disappointing. Efforts will continue to offer APPD classes at MTEC as determined by the regional academics plan.

Early Childhood has been collaborating with Linda Cronin and MTEC to develop a plan where the 18 hour EC Skill Set certificate will begin with courses that are currently approved as EDGE credits then after completion of these, the student will transition to Pierpont and complete the remaining hours on the MTEC campus, taking regional courses offered there. (Linda will work with with Jeani Hawkins and the Provost in order to coordinate the sequencing of the EC courses.)
2. Centrally plan and coordinate county outreach efforts
APPD is participating in the promotional program as a partner with Meadowbrook Mall. The first meeting of FAB (Fashion Advisory Board) which is a group of 10 high school students from regional high schools interested in careers in the fashion/design business has occurred. Pierpont has earmarked two \$1000 scholarships for select students involved in FAB that enroll in the Pierpont/APPD program. The APPD program will be involved with this group of high school students and their activities over the year. This is an opportunity to recruit and promote Pierpont through the Mall's promotional campaign associated with program throughout the year.

CULTURE OF COMPLETION

1. Initiate credit and non-credit blended courses for targeted customers
EMS with the development of a first responder curriculum will allow our department to offer this course both as credit and non-credit. A document I sent to workforce) outlines all courses that could be offered as both credit and noncredit.
2. Facilitate internal 'articulation agreements' between credit and non-credit programs to provide educational services to the regional workforce
Working on an articulation agreement for many EMS certificate classes to be able to receive credit for completion This will meet the needs of the workforce and industry by having both credit and non-credit availability of courses.

FACILITIES

1. Establish practices and procedures for separate Pierpont locations using the Veterans' Square facility as a pilot
The APPD program has faced (and is facing) major challenges with the program move to VS. As a remote site, lack of traditional campus services has posed some issues for both faculty and students. The only ways to address many of these issues is to travel back and forth to Locust Ave. campus. This is not only time consuming, but causes a delay and general inconvenience. Solutions for daily processes have been found and the program is working out issues. Typical services with issues are: Mail service, physical plant and / or routine maintenance, printing services, Blackboard support and IT that must still be provided by FSU, no direct secretarial support for daily office operation, student services i.e. registrar, financial aid. The issue of student access to the Falcon Center has not been resolved. Immediate and direct access to FAX and scanner is critical. We are addressing these issues and attempting to find solutions.
2. Review plans for ongoing auxiliary services, such as maintenance, janitorial, mail, library/resource access, and catering; and review plans for back office services.
A discussion for planning of auxiliary services of importance and essential services is a must in the Facilities Plan. Reliance on contractors to do specific jobs and provide services should be considered. Development of Centers should be in the vision of a community college "with a vending machine" like most other community colleges. Strong and reliable vendors and contractors are viable ways to cut costs and provide services as needed. The VS expansion site can be used to demonstrate how this model of physical space can be utilized for primary instruction, with minimal auxiliary services.

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOG ACADEMIC AFFAIRS REPORT NOVEMBER 19, 2013**

HLC ACCREDITATION

1. Improve academic quality/consistent course content

All Human Services programs are moving toward the common syllabi for Spring 2014.

Program Coordinators are coordinating texts, course outcomes, and assessments.

The Dean visited with all programs throughout the month of October:

- *Reviewing curriculum*
- *Reviewing budgets*
- *Discussing accreditation programmatic and institutional*
- *Short and long range facility planning*
- *Discussing partnerships and articulation opportunities*
- *Discussing recruiting efforts*

REGIONAL ACADEMICS STRATEGIC PRIORITIES DR. JEANI HAWKINS, DEAN

HLC ACCREDITATION

- Make certain that regional areas are in compliance in all aspects - ongoing
 - Check course syllabi more closely to make sure regional adjuncts have consistent course content as provided by the appropriate department - ongoing
- Successfully submit Assurance File data and criterion reports – ongoing
 - Criterion 3 co-chairs met to discuss items that will bring our project closer to completion. Brad Gilbert and I have scheduled a meeting Dean Mainenti, Barbara Alvarez, and Linda King to move forward.

13-COUNTY OUTREACH

- Complete plan for Regional course shift to Pierpont
 - implementing changes as they are made by the curriculum committee
- Implement the North Central WV CTE/CTC Consortium plan
 - Linda Cronin is our coordinator and will continue to work to develop a unified plan between Pierpont and the service area Career Technical Centers to meet the needs of workforce development through cooperative programs.
- Regional Academics met with AVP Jennifer Weist et al in planning for Welcome Wednesday (WW). WW will tentatively be held at MTEC on the third Wednesday of November and December and in Lewis County on first Wednesday of November and December.
- Regional Academics met with School of BAT Dean Bacza, Assistant Dean, Nancy Lawler, Dr. Nancy McClure and the Provost to proficiently coordinate business course offerings throughout our service area.
- Regional Academics participated in College Exploration Week. Joyce Lamb served as Lewis County Site Coordinator to assist potential college students with the college application and process by using the www.cfww.com web site.
- Regional Academics participated in the Lewis County Homecoming Parade along with Monty the mascot.

FACILITIES

- Currently reviewing and clarifying security and fire evacuation plans, including communications, for all locations – getting copies of room schematics, addressed, security and fire evacuation plans for each site, to be followed by review at the institutional administration and Campus Safety level, and to then roll out to the site coordinators, faculty, students and staff.

SCHOOL OF WORKFORCE DEVELOPMENT STRATEGIC PRIORITIES: 2013-14 MR. PAUL SCHREFFLER, DEAN

2013-2013 FOCUS

- *Implement the North Central WV Consortium plan*
 - Attended Program of Study meetings with key stakeholders in regard to Mechatronics, Power and Energy, Petroleum Technology and Advanced Welding projects
- *Work out the kinks in independent Pierpont locations*
 - Participated in completed project plan for initial move to VTS
- *Host successful WVADE/WVCCA conference*
 - Key staff participated in planning and execution for conference
- *Begin to blend credit and non-credit curriculum and services*
 - Staff from CE and school faculty are integrating their work to achieve credit and noncredit goals, the recent Crosby land-based rigging course illustrates this activity

HLC ACCREDITATION

Plan and complete successful site visit

- Improve academic quality/consistent course content
 - a. Met with faculty to discuss Criterion Four content
 - b. Faculty have integrated course content from multiple programs into ENRG courses

INSTITUTIONAL FLEXIBILITY

Establish selected Pierpont student services staff and space for credit and non-credit students

- .1 Investigate and evaluate tools for the assessment of readiness for online learning
 1. CE Director of Operations has investigated assessment tools, prepared presentation for WVCCA/WVADE conference

CULTURE OF COMPLETION

- Initiate credit and non-credit blended courses for targeted customers
 - a. Investigating appropriate areas for content delivery
- Facilitate internal 'articulation agreements' between credit and non-credit programs to provide educational services to the regional workforce
 - a. Researching models for this at other institutions

THIRTEEN COUNTY OUTREACH

No updates

FACILITIES

- Complete final planning and funding for operation of ATC to begin in July 2015.
 - a. Meeting with faculty and architectural team on Nov. 15
 - b. Researching economic impact for dissemination to targeted stakeholders and the community at large
 - c. Identifying details for marketing plan
 - d. Reviewing final plans and specifications
 - e. Researching operational cost details
 - f. Seeking clarification on IT and other infrastructure
 - g. Assembling industry advisory committee

OFFICE OF ACADEMIC AFFAIRS PROGRESS TOWARD PIERPONT STRATEGIC PRIORITIES: 2013-14

2013-2014 FOCUS

- *Achieve full HLC reaccreditation*
- *Decrease number of “undeclared” students*
- *Work out the kinks in independent Pierpont locations*

HLC ACCREDITATION

- Plan and complete successful site visit
Securing rooms for site visit events during November, hotel and campus rooms. HB 202 turned into a file and meeting room to seat 8-10.
- Improve academic quality/consistent course content
 - a. Common syllabus template distributed to faculty. HLCA 1100, PTA syllabi, ENGL 1104, 1108, 1109, and HUMN 2200 evidenced as completed.
 - b. Plan for roll out to Regional Academics for Pierpont owned courses. Working with TLC for roll out into Blackboard when master syllabi are complete.
 - c. Request for Quality Matters participants in statewide Grant to improve on-line course quality. Sent affirmative to participate in the grant (HEPC submission by R. Humbert)
- Finish QI project
Report turned in October 31, team met weekly mid-September – October (David Beighley, Joelleen Bidwell, Linda King, Leslie Lovett, Nancy Parks).
- Successfully submit Assurance File data and criterion reports
Continuing to collect evidence, create files and refine report.
- Complete required notifications and documentation needed for new programs and on-going program revisions
Written documentation/notification given to HLC for Petroleum CAS, and information entered and written documentation given to Financial Aid Director to submit to USDOE.
- Complete required notifications and documentation needed for new locations.
Information given to HLC and USDOE concerning Merchant Street, Veteran’s Square and the Atrium.
- Cohort 2 trip to IL Nov 19-22, David Beighley, Nancy Parks, Dr. Larson and Leslie Lovett.

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOG ACADEMIC AFFAIRS REPORT NOVEMBER 19, 2013**

INSTITUTIONAL FLEXIBILITY

- Establish selected Pierpont student services staff and space for credit and non-credit students
230 HB is now the location for student services including admissions, recruiting, Associate VP for Student Services, and the Pride Guides. 200 HB is the location for WIA/TAA Office, and Linda Cronin, with 201 HB the new office for Nancy Parks Director of Admission, Assessment and Testing. 248 HB may be ready after Thanksgiving for move in.
A Career Counselor has been hired and Administrative assistant for Student Services. A second search for an advising counselor is at the “review of applicants” stage.
- Keep the new Pierpont Banner instance on track for Jan. 2015 implementation
The new Student Services Administrative Assistant is training on Banner. Banner release is close for test.
- Investigate and evaluate tools for the assessment of readiness for online learning
 - a. Vickie Findley has agreed to be the new WVVLN Council representative in addition to the Provost serving on the Council
 - b. Web site link to WVVLN best practices released to faculty.

CULTURE OF COMPLETION

- Implement Degree Works auto-graduation, auto-program of study, and auto-progress systems.
AVP for Student Services continues to work on this initiative
- Complete initiatives to reduce number of “undeclared” students
Director of Advising, Assessment and Testing is working with the General – Liberal Studies students to discover their goals for entry into Pierpont. A high number are interested in getting their GPA up and getting back to FSU or additional 4 yr institutions. To help with the sheer volume of students, a temporary advisor is being hired and should begin next week, while the Advising Counselor position is being re-advertised.
- Launch a Pierpont advising center that integrates career and placement services
Selection of Career Counselor is complete (see other notations above).

THIRTEEN COUNTY OUTREACH

- Increase Regional Academic and CTE enrollment events
Welcome Wednesdays to begin in November, hosted at various sites and supported by student services, and regional academics.
- Develop long range program plan for MTEC expansion facility
Exploring BA Pathways through WVU as a strategy for MTEC marketing and programing.

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**PIERPONT COMMUNITY & TECHNICAL COLLEGE
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Interpreter Training/sign language faculty visited the facility with ideas to grow the program at that location (discussion phases)

- Centrally plan and coordinate county outreach efforts
Implement the North Central WV CTE/CTC Consortium plan
Attended Program of Study meetings with key stakeholders in regard to Mechatronics (9/27)
First TAACCCT grant meeting, strategies, for overlap in grant mission with strategic priorities (10/18), and two webinars have been attended (Oct 21, Nov 6)

FACILITIES

- Develop planning for Vet Tech and EMS space solutions/expansion
EMS modifications have been reviewed by physical plant with plan to renovate existing space into useable space at low cost.

Tab

5

Board of Governors
Financial Report FY 2014
Pierpont Community & Technical College
as of September 30, 2013

SUMMARY:

The projected effect on net assets for FY 2014 as of September 30, 2013 is an increase of \$85,660. However, this amount also includes a Board approved spend down of \$373,296 in cash reserves which is a reduction of net assets, therefore the adjusted projected effect on assets at June 30, 2014 is an decrease of (\$287,636).

UNRESTRICTED OPERATING FUNDS:

The Budget Balance as of September 30, 2013 is \$76,822. This represents a budget increase of \$8,838 from the August 31, 2013 Financial Report. As of this report date, approximately 45% of projected tuition and fees revenue and approximately 37 % of overall revenues have been realized while approximately 10% of operating expenses have been incurred. The primary budget changes that impacted the budget from the August 31, 2014 Report, are as follows:

- **Operating Revenues Budget:**
 - Increased by \$799. The significant activities accounting for this change are as follows:
 - The “Support Services Revenue” budget controlled by the President increased by \$799. This is the result of the transfer of labor budget from an adjunct position to a temporary position.
- **Operating Expenses Budget:**
 - Decreased by (\$8,040). The significant activities accounting for this change are as follows:
 - The “Benefits” expense budget controlled by the President increased by (\$7,822) due to PEIA updates to full time employees and vacant positions.
 - The “Supplies and Other Services” expense budget controlled by the Fund Managers increased by \$10,800 to cover the travel costs for an trip to Italy by faculty in the Early Childhood Program. This trip occurred and had been approved in last fiscal year, but for a variety of reason had yet to be paid until last month.
 - The “Assessment for Support Services” expense budget controlled by the President decreased by (\$15,852) due to the transfer of budgets from supplies to labor and the result of PEIA updates to full time employees and vacant positions.
- **Transfers & Others**
 - Increased by \$10,800. This was due to the following change:
 - The “One Time Use of Reserves” controlled by the Fund Managers increased by \$10,800 to cover the costs of the trip to Italy in the previous fiscal year by the Early Childhood Program Faculty. This use of reserves had been approved by the Board Finance and Audit Committee

in FY 2013, but for a variety of reason had yet to be paid until last month.

Of the adjusted projected effect on net assets of an increase of \$85,660 as of June 30, 2014; President's Controlled Fund(s) are projected to have a budget surplus of \$85,660; Fund Manager's Controlled Fund(s) are projected to have a balanced budget with Board approved spending of \$373,296 in cash reserves. The Year-To-Date Actual Budget Balance is \$4,398,785.

RESTRICTED FUNDS:

The Budget Balance as of September 30, 2013 is \$1,024. This represents a decreased of (\$20,688) from the August 31, 2013 report which is primarily due to corrective action related to deferred entries updated for the FY 2013 Audit. Late accounts payable entries in FY 13 were identified while completing the FY 2013 audit process. The corrective action required reducing the FY 2014 revenue budget since cash to cover the accounts payable was moved from Deferred Revenue to Revenue in FY 2013. Revenue from Deferred Revenue must be recognized in the year in which the expense occurred.

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted
As of September 30, 2013

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	10,051,808	9,828,635	4,335,837	44.11
	Faculty Services Revenue	1,412,589	1,412,589	0	0.00
	State/Local Grants and Contracts	0	0	0	
	Auxiliary Enterprise Revenue	1,127,737	1,109,517	491,379	44.29
	Operating Costs Revenue	147,418	137,596	0	0.00
	Support Services Revenue	285,524	269,299	0	0.00
	Other Operating Revenues	441,447	375,556	19,782	5.27
	Total:	13,466,523	13,133,192	4,846,998	36.91
OPERATING EXPENSE					
	Salaries	6,981,332	7,019,695	1,099,100	15.66
	Benefits	1,562,905	1,527,285	222,236	14.55
	Student financial aid-scholarships	140,844	146,844	114,627	78.06
	Utilities	13,199	12,999	3,794	29.19
	Supplies and Other Services	2,774,211	2,577,946	374,962	14.55
	Equipment Expense	168,231	247,839	78,189	31.55
	Loan cancellations and write-offs	0	0	0	
	Fees retained by the Commission	116,560	138,910	34,728	25.00
	Assessment for Faculty Services	1,357,439	1,357,439	9,930	0.73
	Assessment for Support Services	3,347,820	3,074,968	0	0.00
	Assessment for Student Activity Costs	175,174	175,174	0	0.00
	Assessment for Auxiliary Fees & Debt Service	1,127,737	1,109,517	0	0.00
	Assessment for Operating Costs	2,198,885	2,196,366	(12,849)	(0.59)
	Total:	19,964,337	19,584,981	1,924,717	9.83
OPERATING INCOME / (LOSS)		(6,497,814)	(6,451,788)	2,922,281	(45.29)
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	7,810,425	7,810,425	1,562,085	20.00
	State Fiscal Stabilization Funds	0	0	0	
	Gifts	0	0	0	
	Investment Income	7,194	7,194	1,701	23.64
	Assessment for E&G Capital & Debt Service Costs	(1,539,782)	(1,539,782)	0	0.00
	Reappropriated State Funding	0	0	0	
	Total:	6,277,837	6,277,837	1,563,786	24.91
TRANSFERS & OTHER					
	Capital Expenditures	0	(56,929)	(87,282)	153.32
	Transfers for Financial Aid Match	(61,006)	(61,006)	0	0.00
	Indirect Cost Recoveries	4,250	4,250	0	0.00
	Transfers for Capital Projects	(50,000)	0	0	
	Transfers - Other	0	1	1	100.00
	One-time use of reserve	326,733	373,296	0	0.00
	Total:	219,977	259,612	(87,282)	(33.62)
BUDGET BALANCE		0	85,660	4,398,785	
PERSONNEL BUDGET SAVINGS		0	0		
PROJECTED EFFECT ON NET ASSETS AT JUNE 30		0	85,660	4,398,785	
* Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		5,056,925	5,056,925		
Less: USE OF RESERVE		<u>326,733</u>	<u>373,296</u>		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>4,730,192</u>	<u>4,769,289</u>		

* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2013 in the amount of \$3,255,697.

* Unrestricted Net Asset Balance is 27.37% of the current budgeted total operating expense. Management has established a target of 15% or \$2,771,320 as the goal for the level of unrestricted net asset balance that should be maintained.

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - President
As of September 30, 2013

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	8,832,006	8,808,006	4,015,493	45.59
	Faculty Services Revenue	1,412,589	1,412,589	0	0.00
	State/Local Grants and Contracts	0	0	0	
	Operating Costs Revenue	147,418	137,596	0	0.00
	Support Services Revenue	285,524	269,299	0	0.00
	Other Operating Revenues	352,683	286,792	17,890	6.24
	Total:	11,030,220	10,914,282	4,033,383	36.96
OPERATING EXPENSE					
	Salaries	6,632,008	6,721,866	1,046,262	15.57
	Benefits	1,509,007	1,480,416	214,211	14.47
	Student financial aid-scholarships	140,844	146,844	113,127	77.04
	Utilities	12,899	12,899	3,735	28.96
	Supplies and Other Services	1,922,193	1,835,130	300,106	16.35
	Equipment Expense	61,838	183,058	54,284	29.65
	Loan cancellations and write-offs	0	0	0	
	Fees retained by the Commission	116,560	138,910	34,728	25.00
	Assessment for Faculty Services	1,357,439	1,357,439	9,930	0.73
	Assessment for Support Services	3,347,820	3,074,968	0	0.00
	Assessment for Student Activity Costs	175,174	175,174	0	0.00
	Assessment for Operating Costs	2,198,885	2,196,366	(12,849)	(0.59)
	Total:	17,474,667	17,323,070	1,763,533	10.18
OPERATING INOCME / (LOSS)		(6,444,447)	(6,408,787)	2,269,850	(35.42)
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	7,810,425	7,810,425	1,562,085	20.00
	State Fiscal Stabilization Funds	0	0	0	
	Gifts	0	0	0	
	Investment Income	7,194	7,194	1,701	23.64
	Assessment for E&G Capital & Debt Service Costs	(1,539,782)	(1,539,782)	0	0.00
	Reappropriated State Funding	0	0	0	
	Total:	6,277,837	6,277,837	1,563,786	24.91
TRANSFERS & OTHERS					
	Capital Expenditures	0	0	(30,503)	
	Transfers for Financial Aid Match	(61,006)	(61,006)	0	0.00
	Transfers for Capital Projects	(50,000)	0	0	
	Transfers - Other	0	1	1	100.00
	One-time use of reserve	277,616	277,616	0	0.00
	Total:	166,610	216,611	(30,502)	(14.08)
BUDGET BALANCE		0	85,660	3,803,133	
* Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		4,329,289	4,329,289		
Less: USE OF RESERVE		<u>277,616</u>	<u>277,616</u>		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>4,051,673</u>	<u>4,137,333</u>		

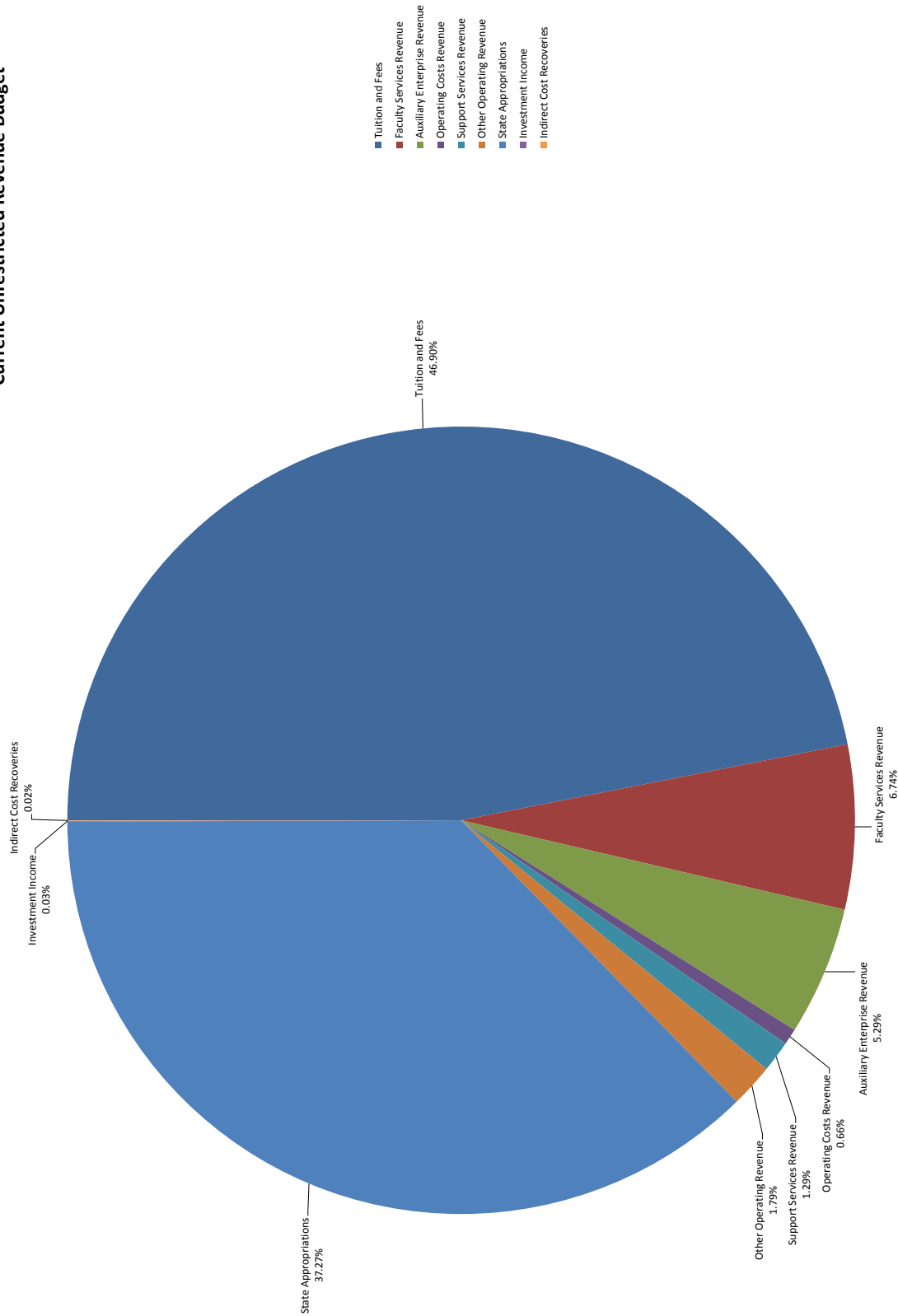
* Projected Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2013 in the amount of \$3,255,697.

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

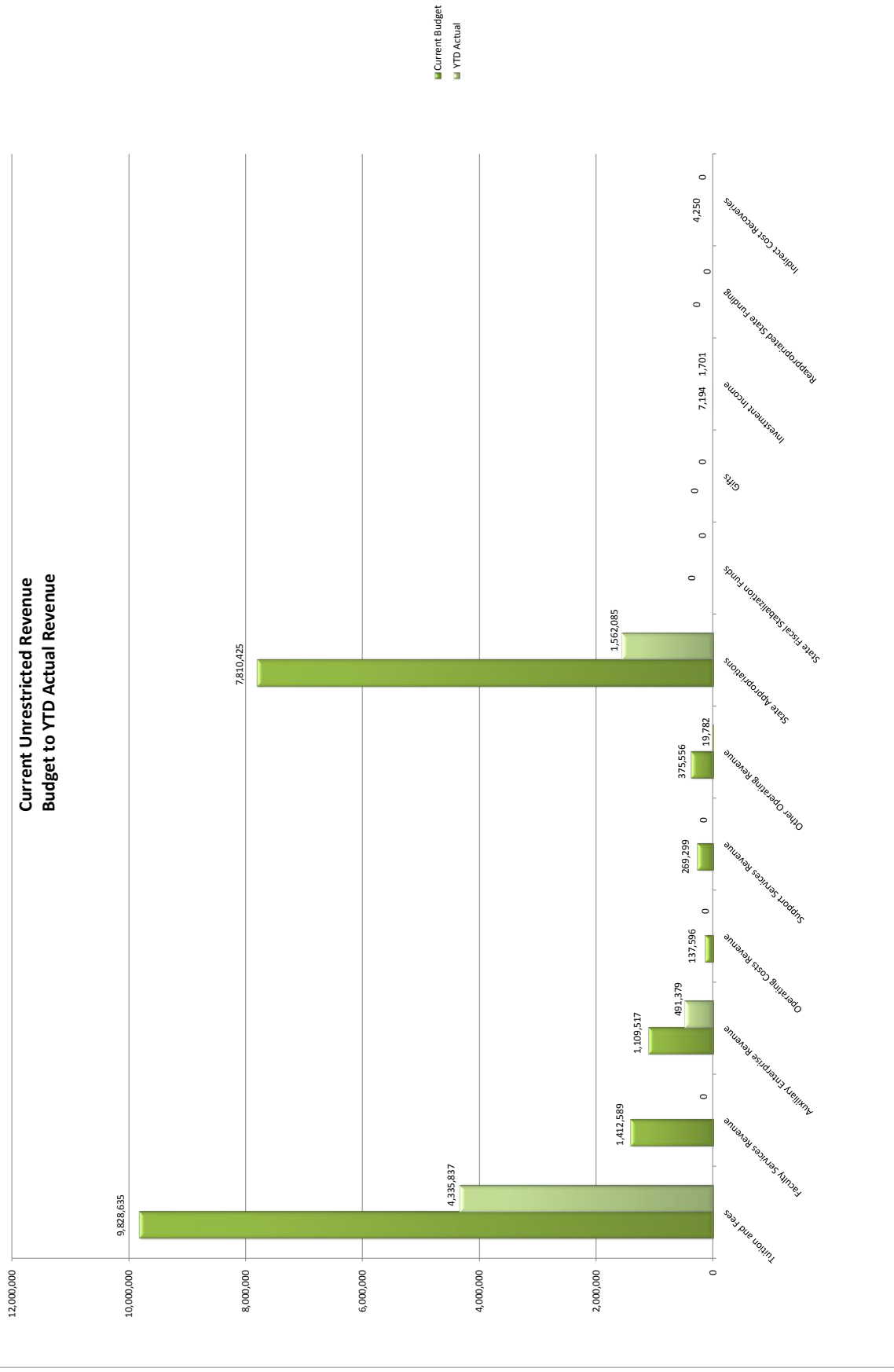
As of September 30, 2013

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	1,219,802	1,020,629	320,344	31.39
	Other Operating Revenues	88,764	88,764	1,892	2.13
	Total:	1,308,566	1,109,393	322,236	29.05
OPERATING EXPENSE					
	Salaries	349,324	297,829	52,838	17.74
	Benefits	53,898	46,869	8,026	17.12
	Student financial aid - scholarships	0	0	1,500	
	Utilities	300	100	59	59.10
	Supplies and Other Services	852,018	742,816	74,856	10.08
	Equipment Expense	106,393	64,781	23,905	36.90
	Loan cancellations and write-offs	0	0	0	
	Total:	1,361,933	1,152,394	161,185	13.99
OPERATING INCOME / (LOSS)		(53,367)	(43,001)	161,052	(374.53)
NONOPERATING REVENUE (EXPENSE)					
	Gifts	0	0	0	
	Total:	0	0	0	
TRANSFERS & OTHER					
	Capital Expenditures	0	(56,929)	(56,779)	99.74
	Indirect Cost Recoveries	4,250	4,250	0	0.00
	Transfers - Other	0	0	0	
	One-time use of reserve	49,117	95,680	0	0.00
	Total:	53,367	43,001	(56,779)	(132.04)
BUDGET BALANCE		0	(0)	104,272	
Add: PROJECTED UNRESTRICTED NET ASSETS - Beginning of Year		723,456	723,456		
Less: USE OF RESERVE		<u>49,117</u>	<u>95,680</u>		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>674,339</u>	<u>627,776</u>		

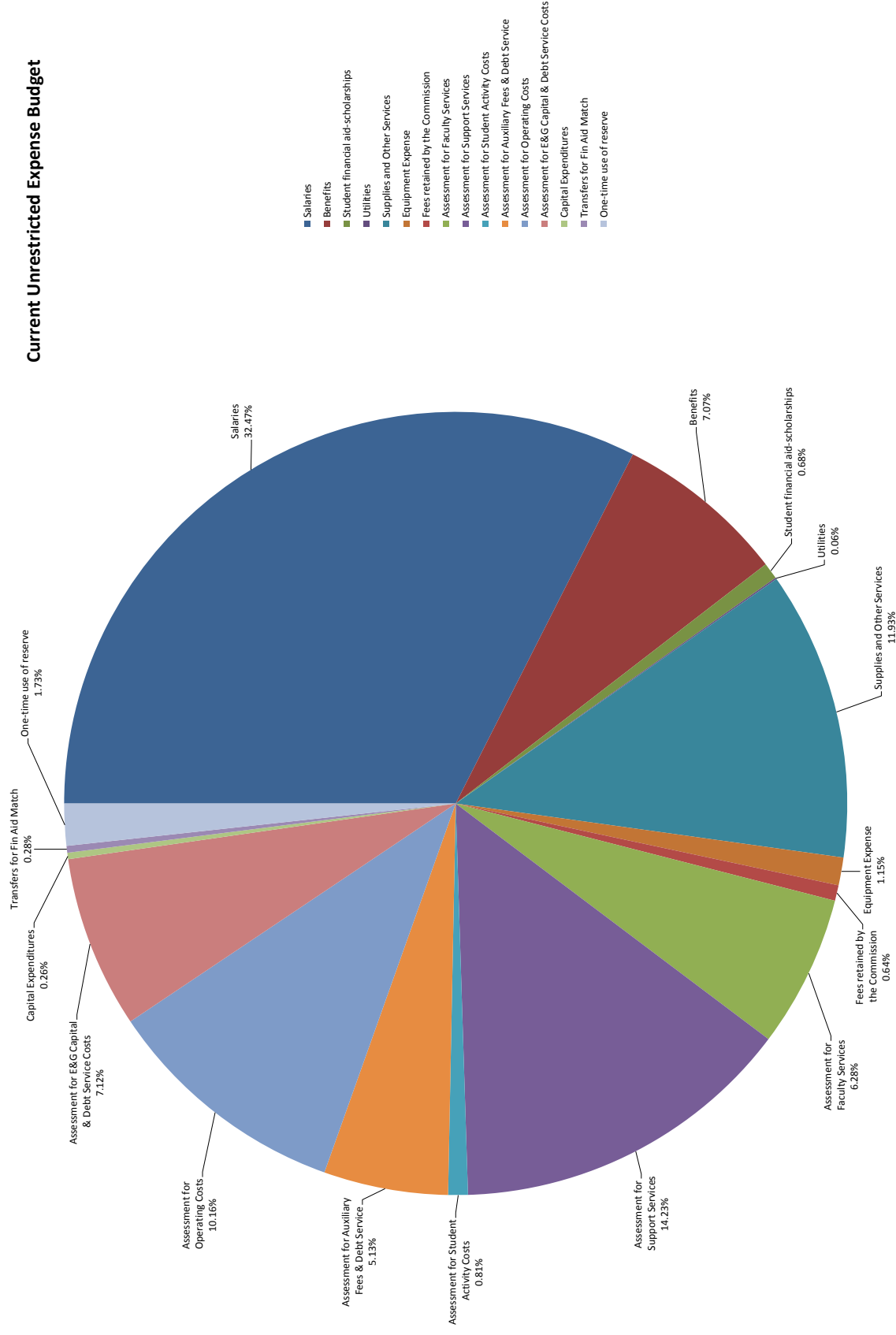
Current Unrestricted Revenue Budget



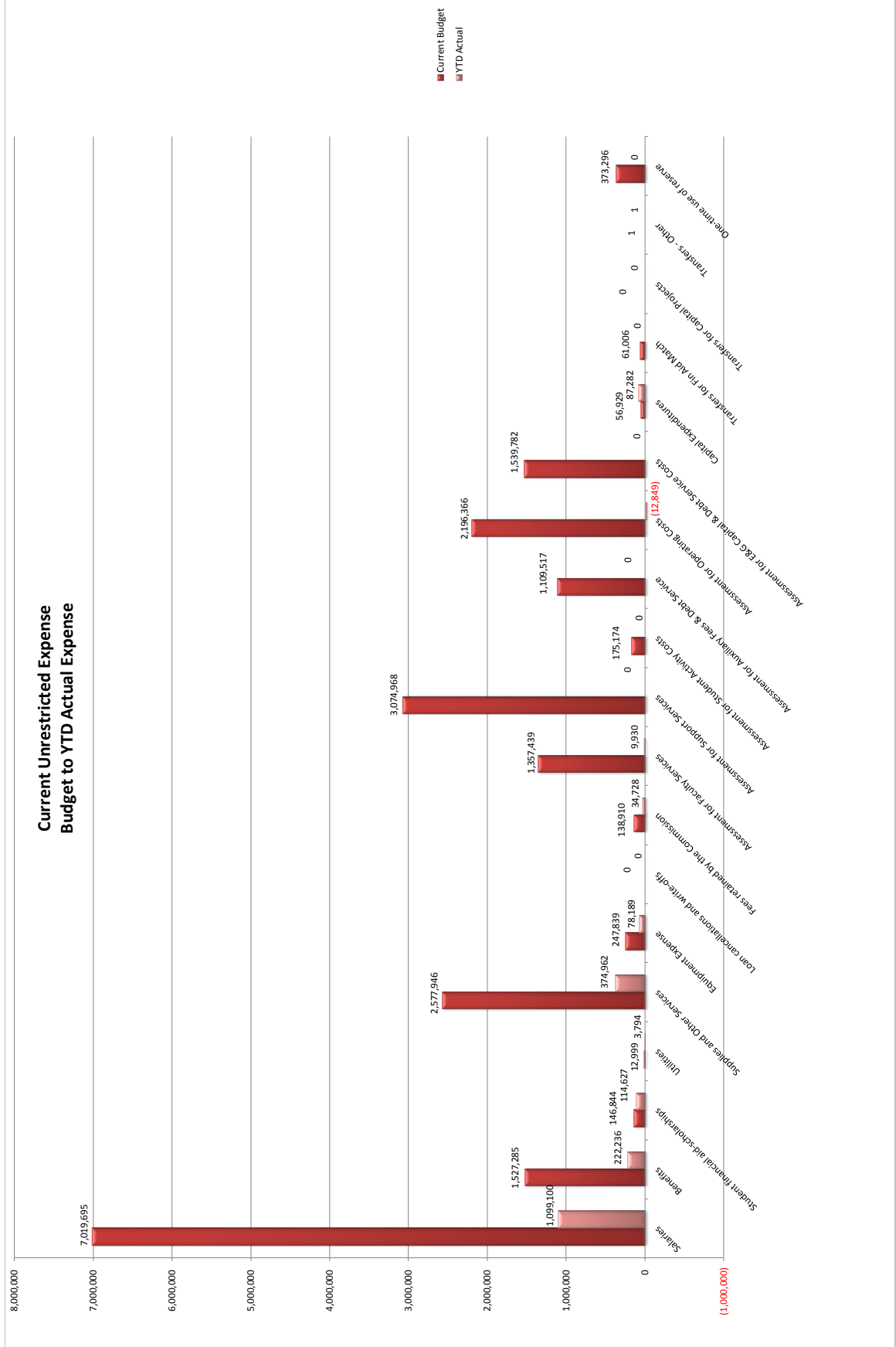
Current Unrestricted Revenue Budget to YTD Actual Revenue



Current Unrestricted Expense Budget



Current Unrestricted Expense
Budget to YTD Actual Expense



Pierpont Community and Technical College
Board of Governors
Financial Report
Restricted Funds
For the period ending September 30, 2013

New Grant Funds

-

Other Grant/Restricted Fund Related Changes

(20,667.90)

FY 2014 Grant Revenue Budgets were reduced due to late Deferred Entries
updated for FY 2013 Audit

(20,667.90)

Net Change

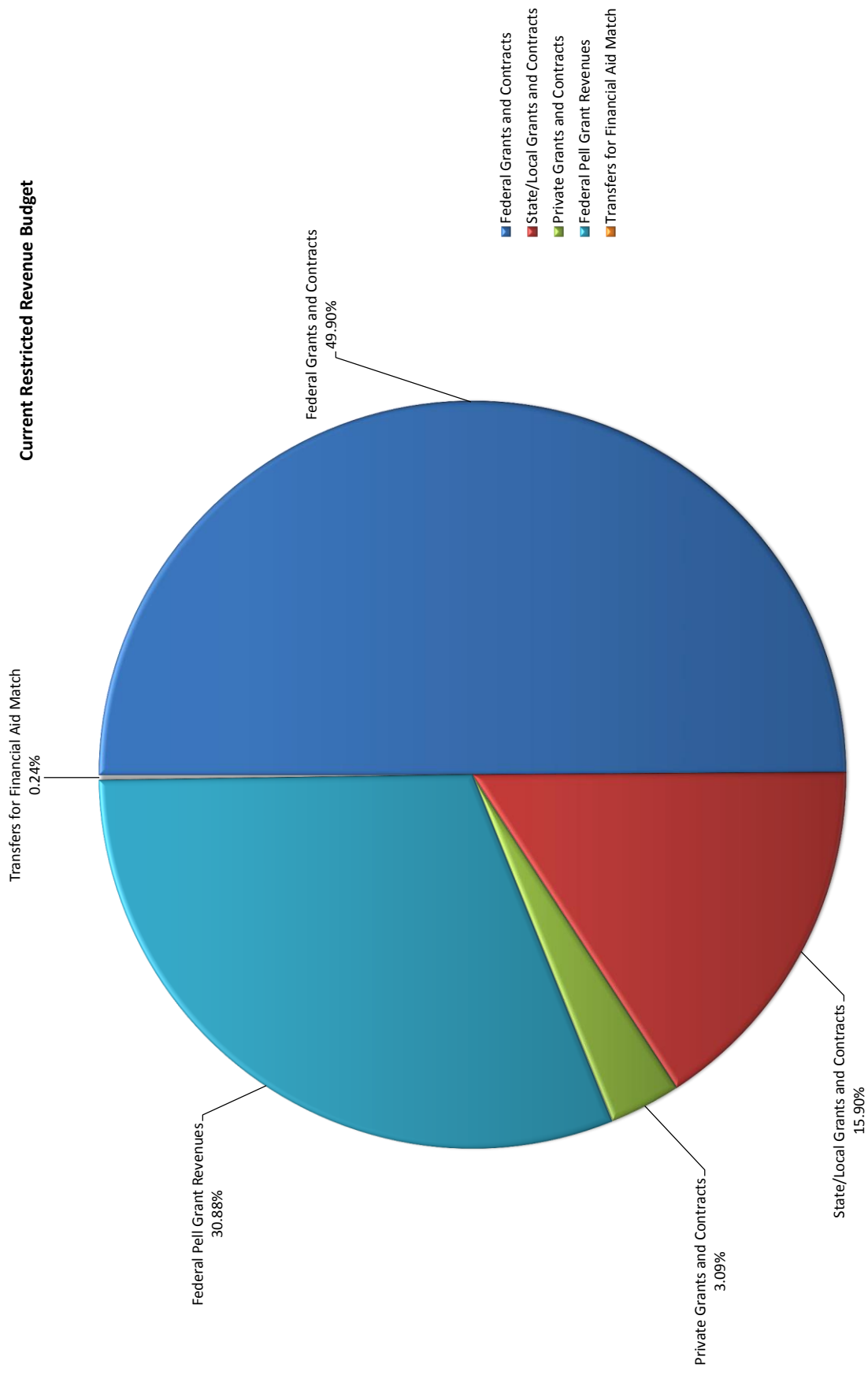
(20,667.90)

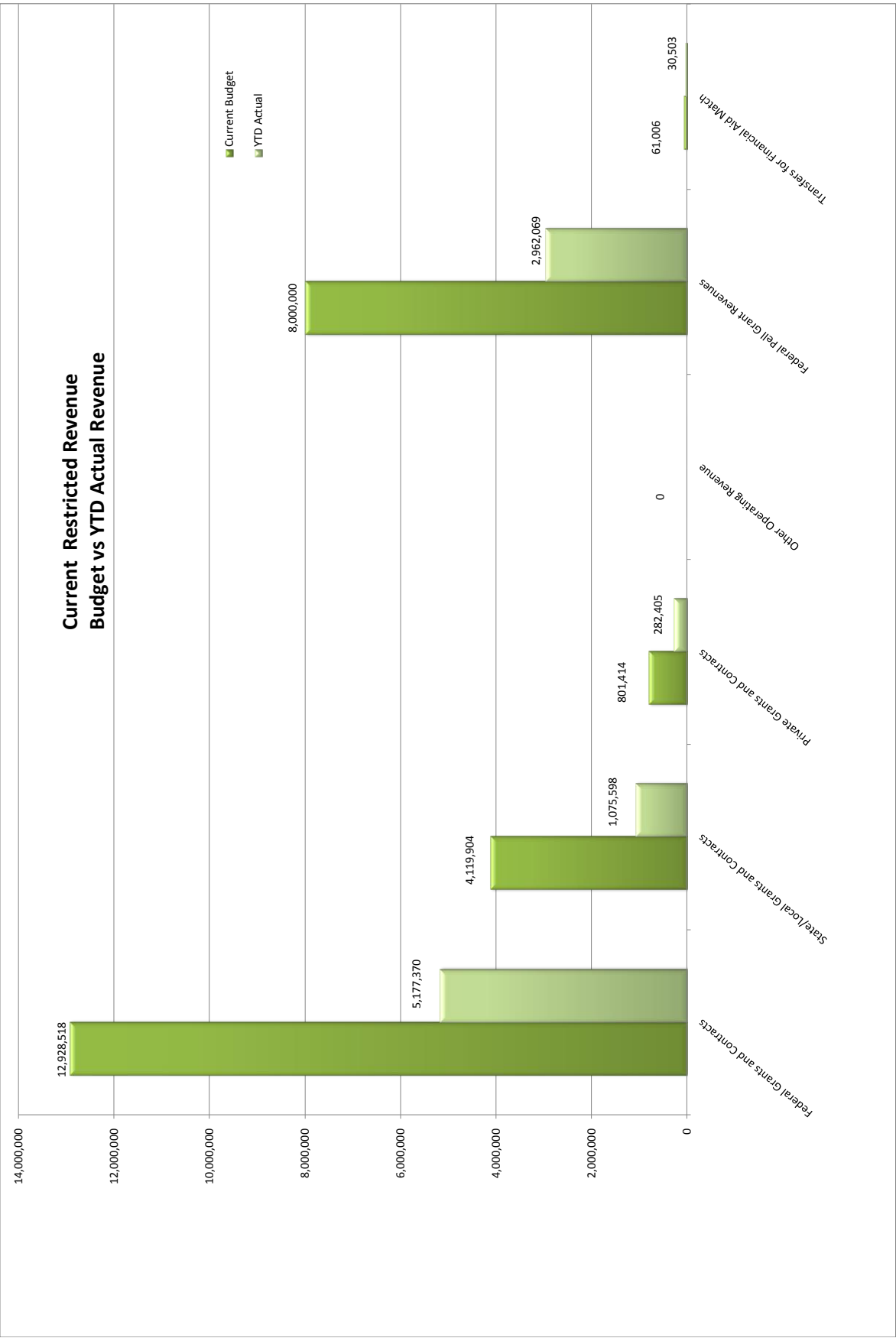
Cash was moved from Deferred Revenue to Revenue in FY 13 which reduced
the revenue budgets in FY 14. Revenue must be recognized in the year
in which the expense occurred. There were late A/P entries hitting expense
that caused the revenue to be recognized in FY 13 rather than in FY 14

Pierpont Community and Technical College
 Budget vs Actual Statement of Revenues and Expenses
 Current Restricted
 For the period ending September 30, 2013

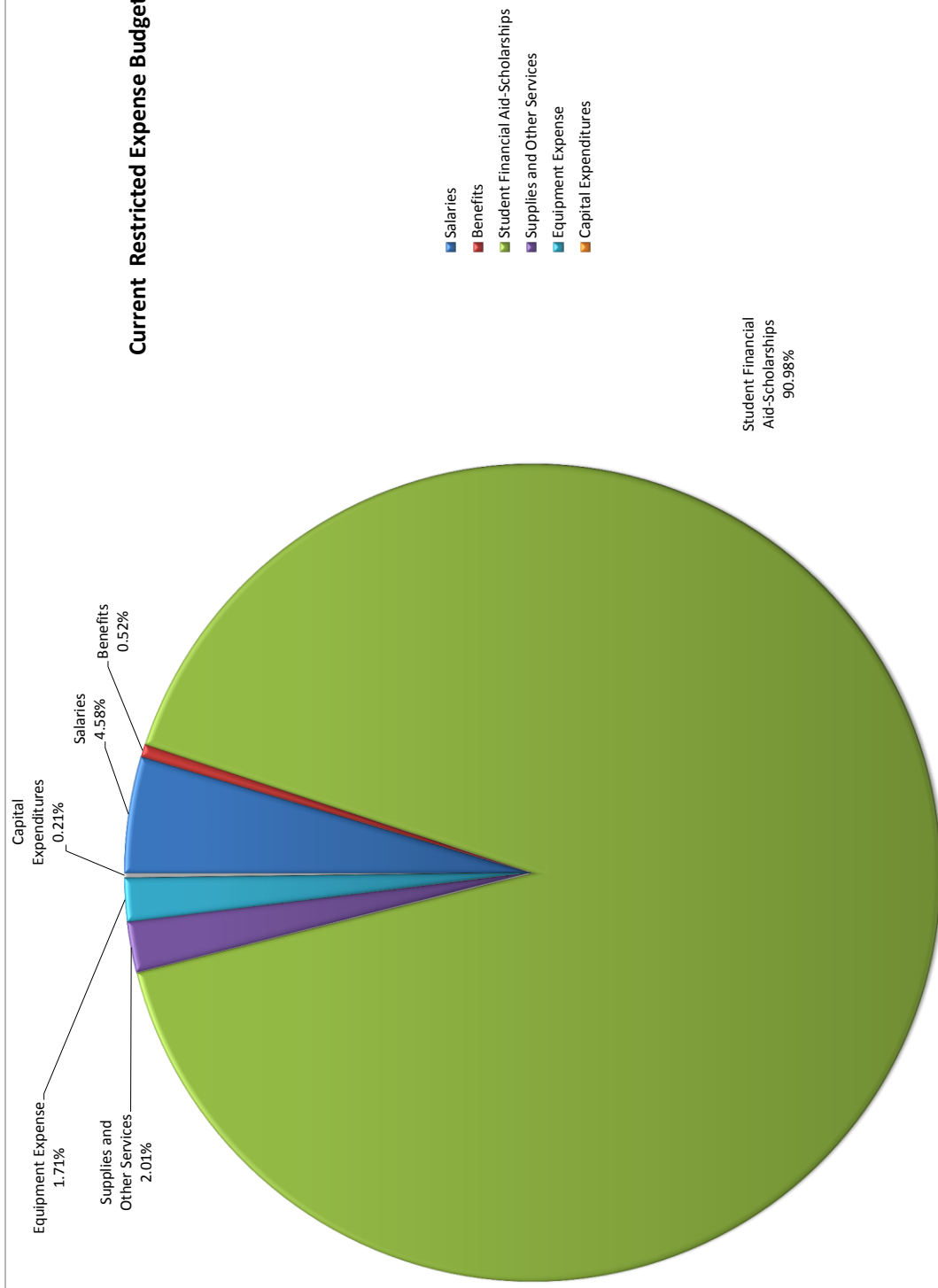
		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees				
	Federal Grants and Contracts	12,928,518	12,928,518	5,177,370	40.05
	State/Local Grants and Contracts	4,144,425	4,119,904	1,075,598	26.11
	Private Grants and Contracts	756,414	801,414	282,405	35.24
	Other Operating Revenue	0	0	0	
	Total:	17,829,357	17,849,836	6,535,373	36.61
OPERATING EXPENSE					
	Salaries	1,170,667	1,185,532	98,138	8.28
	Benefits	124,698	134,344	16,672	12.41
	Student financial aid-scholarships	23,573,120	23,573,120	8,953,052	37.98
	Supplies and Other Services	534,686	521,499	91,623	17.57
	Equipment Expense	426,435	442,039	35,393	8.01
	Total:	25,829,606	25,856,534	9,194,878	35.56
OPERATING INCOME / (LOSS)		(8,000,249)	(8,006,698)	(2,659,505)	33.22
NONOPERATING REVENUE (EXPENSE)					
	Federal Pell Grant Revenues	8,000,000	8,000,000	2,962,069	37.03
	Investment Income	0	(0)	(0)	
	Total:	8,000,000	8,000,000	2,962,069	37.03
TRANSFERS & OTHER					
	Capital Expenditures	(33,283)	(53,283)	0	0.00
	Transfers for Fin Aid Match	61,006	61,006	30,503	50.00
	Indirect Cost Recoveries	(1,104)	0	0	
	Transfers - Other	0	(1)	(1)	
	Total:	26,619	7,722	30,502	395.00
BUDGET BALANCE		26,370	1,024	333,067	32517.49
*	Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	1,568,792	1,568,792		
**	Equals: PROJECTED RESTRICTED NET ASSETS - End of Year	1,595,162	1,569,816		

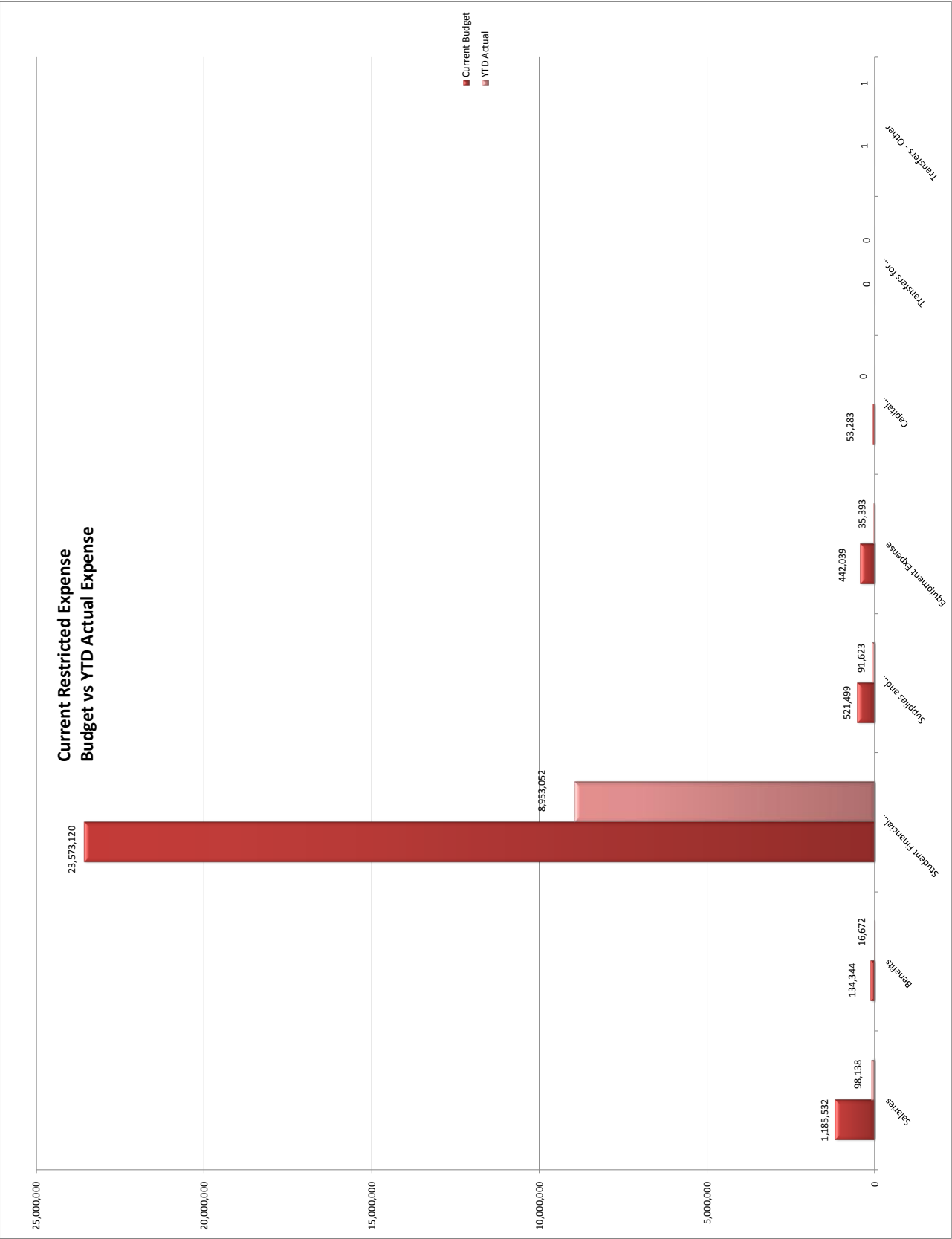
Current Restricted Revenue Budget





Current Restricted Expense Budget





Tab

6

Board of Governors
Pierpont Community & Technical College
Informational Item
September 21, 2013

Presenter:

Leslie Lovett, Provost & VP of Academic Affairs

Subject:

The Higher Learning Commission (HLC) Pathways Cohort 2, Quality Initiative Milestone Report

Summary:

Pierpont Community & Technical College was invited to join in the HLC Pathways Cohort 2 project and HLC Academy in November 2010 and was approved by HLC in December 2010. Although the projects are normally completed over a much longer time period in an annual 10 yr cycle for related to accreditation, the institutions in Cohort 2 are working under a compressed time period.

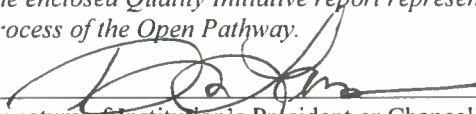
Due to the date of our accreditation visit, Pierpont and WVUP are under an even tighter schedule. The Milestone Reports for our Academy work were due on October 31, 2013. Pierpont has been working on two projects, *Practical...Possible....General Education* and Developmental Math Redesign. The Report is included as an informational item.



Open Pathway

Quality Initiative Institutional Report Template

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.


Signature of Institution's President or Chancellor

October 30, 2013

Date

Dr. Doreen M. Larson, President

Printed/Typed Name and Title

Pierpont Community and Technical College

Name of Institution

Fairmont, WV

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Date: October 30, 2013

Name of Institution: Pierpont Community & Technical College

State: WV

Contact Person for Report: Leslie Lovett, Provost & VP for Academic Affairs

Contact Person's email address: Leslie.Lovett@pierpont.edu

Indicate one of the following: x would like a letter of consultation
 does not want a letter of consultation

Report Categories: Final report of a completed initiative
 x Milestone report of accomplishments thus far in a continuing initiative

OVERVIEW OF THE QUALITY INITIATIVE EXECUTIVE SUMMARY

Description of the Quality Initiative

Brief History of Pierpont Community & Technical College (Pierpont)

Established as an institution in 1974 (a two year component within a 4 year institution), Pierpont is a young stand-alone Community College (independent accreditation in 2003, legislative directive to remerge with Fairmont State University (FSU) in 2006, legislative mandate to separate in 2008, and independent Higher Learning Commission (HLC) accreditation in 2008. Pierpont still shares a campus with FSU in Fairmont, WV.

Pierpont joins the Academy

Pierpont began the current Quality Initiative (QI) project(s) in January 2011 when the College was accepted into Cohort 2 of the HLC Pathways Initiative Project and at that time, joined the Academy. The Academy provides opportunities and interactions that are focused on student learning and best practice, and advocate the importance of assessment and improvement. Pierpont's two year QI milestone report time rather than three year report time is due to the date of reaffirmation (March 3-5, 2014). The projects will continue after the submission of this milestone report.

Project Purpose

Pierpont's independent accreditation was achieved in 2008. A site visit conducted by HLC in October 2008 was followed up with a 2010 focus visit up centered on the assessment of student learning and measurement of student outcomes and General Education. Historically, general education outcomes were developed jointly by Pierpont and FSU, focusing on the traditional 4 year student. Realizing a different mission and student focus, Pierpont needed to move forward with general education outcomes that would (1) prepare Pierpont students for success in the workforce, (2) align to the mission of the institution, and (3) contribute to the overall success of the students as community members.

To help with the transition the purpose of the primary project chosen for the Quality Initiative was to establish meaningful General Education outcomes that each Pierpont student should strive to value as important. Student learning should focus on improvement and growth in those areas during student time at the institution. Pierpont's QI is titled, "Practical...Possible...General Education", and reflects the institution motto, "Practical, Possible, Pierpont".

A secondary QI project focuses on the reorganization of developmental mathematics, with the intent that the reorganization can allow students to complete developmental math competencies in less time before entry into the gateway courses requiring math prerequisites or skills. The credit can also be transcribed upon completion of the successful 1 credit module, and the student does not have to complete and entire course.

Project Accomplishments

The following QI accomplishments have been achieved at this point in the project:

- A slate of proposed general education outcomes was used to survey community (industry sectors), faculty, and graduates in order to determine the general education outcomes important for Pierpont.
- Rubrics for evaluating general education assessment evidence were approved by the faculty.
- Programs of study (~67%) earnestly participated and identified benchmark and core courses to monitor growth in the four (4) concrete general education outcomes, Written Communication, Oral Communication, Technical Literacy and Quantitative Literacy.
- Programs are analyzing the gaps, and program pedagogy related to the general education outcomes deemed important for Pierpont students.
- Six developmental mathematics modules were developed with initial data collected to help determine the success of the changes made in delivery format.
- Pierpont is active in general education and developmental education initiatives on a statewide level.

Changes to the Project

No significant changes have been made to the project. The focus of the project has essentially remained the same. Some project outcomes are taking longer than expected to complete.

I. SCOPE AND IMPACT OF THE PRIMARY INITIATIVE

A. BACKGROUND

Pierpont was invited to become a member of the Higher Learning Commission (HLC) Pathways Pioneer Cohort 2. The primary Quality Initiative (QI) project, *“Practical...Possible...General Education”* was developed to help Pierpont gain a separate academic identity from Fairmont State University (FSU) with whom it has a history of shared campus and accreditation. Pierpont achieved independent accreditation in 2008 and as pointed out clearly in an HLC focus visit (2008), Pierpont had no real General Education (Gen Ed) plan of its own. Of the 96 Gen Ed courses that were on the menu at the time, only 6 belonged to Pierpont. The HLC urged Pierpont to develop a Gen Ed identity and philosophy relevant for the students attending the institution.

This QI project is intended to help Pierpont address the lack of a clear Gen Ed plan. The project is very timely, as the State has encouraged Associate and Certificate degree programs to trim content to 60 and 30 credit hours respectively. The move to defining the “institutional competencies” and “embedding” rather than creating more courses is the model Pierpont chose to embrace.

B. PROJECT TIME LINE AND ACCOMPLISHMENTS- Explain what has been accomplished in relation to its purposes and goals

The team encouraged our faculty and other stakeholders (employers, current students, alumni) to weigh in on what “institutional competencies” they believed important for a community and technical college graduate. The team developed three (SurveyMonkey) surveys for the stakeholders to complete, and being mindful of mission, summarized the results to help determine the Gen Ed outcomes most relevant for the institution. The focus the Gen Ed outcomes is centered on “institutional competencies” rather than traditional free-standing courses, and allows programs with “tight” model schedules to embed the competencies into existing service and program courses. Following the suggestion of Academy mentors, Gen Ed courses were not created just for the sake of creating courses. An additional QI outcome of the project was (is) to guide the faculty into seeing the importance of not just looking at Gen Ed as a course, but as a means for improving student learning within programs of study and across the curriculum.

The ultimate goal of the QI is lofty, with the hope that infusion of Gen Ed across the curriculum can help Pierpont realize an increase in retention, completion, and employment for our graduates. However, it is too soon to tell if those goals have been met, and Pierpont faces many more financial and logistical challenges now than in 2011 when the project began. The continuation of this QI project will be used to promote a separate academic identity, and to keep faculty involved and invested in embedding the seven vetted Gen Ed outcomes (institutional competencies) within their programs with the ultimate purpose of realizing improvement of student learning.

The project has yielded several public presentations for full-time and adjunct faculty, colleagues in the state higher education system, and to the Pierpont Board of Governors members. All public presentations to summarize and promote Pierpont’s new Gen Ed plan are direct results of this QI project.

In addition the QI allowed programs to meet with the Vice President of Academic Affairs, School Dean and Assessment Director to establish assessment points in which to place Gen Ed Assessment monitoring and evaluation, and review program pedagogy. The Faculty General Education Committee vetted rubrics to use for the assessment of the General Education evidence to be collected and compiled. Program developed rubrics may also be used with the understanding that the rubric will be “velcro” and must align with the vetted rubric.

C. IMPACT OF THE INITIATIVE - including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The QI provided Pierpont with a solid foundation in a plan for General Education in terms of specific outcomes and strategic ways to assess those outcomes for all students in all programs. Under the guidance of Academy HLC mentors, Pierpont has identified seven General Education outcomes (institutional competencies): four “concrete” and three “abstract.” (Written Communication; Oral Communication; Quantitative Literacy; and Technical Literacy are considered “concrete” and Critical Thinking; Global Awareness/Diversity; and Professionalism are considered more “abstract.”)

The majority (~2/3) of Associate degree programs have identified four points in their curricula to assess the “concrete” outcomes: One point will be in a benchmark service course; two in program-specific courses; and the final analysis in an identified final semester capstone course. Some programs are undertaking initiatives in which to address the three “abstract” outcomes in ways that are appropriate for their content areas. For Certificate degree programs a three point model will be used eliminating one of the assessment points.

There is, of course, much ongoing discussion about why some outcomes have been labeled “abstract”, but that distinction largely arose over the ease at which the outcomes could be assessed in similar ways. All graduates, of course, are expected to have improved their “critical thinking” skills, but in the absence of one uniform assessment for all programs, this outcome is labeled “abstract” not because it’s not as important but because it is assumed in all programs and addressed differently across many programs. We were encouraged to use this “concrete” and “abstract” labeling by HLC veteran assessment expert, Cecelia Lopez.

A matrix for each of our degree programs and their identified courses assessment points per concrete outcome may be found in **Appendix A**.

As a result of Pierpont’s fairly new “free standing” nature in relation to FSU, Pierpont is now putting its energies in the development of benchmark General Education courses that can satisfying the requirements of the State’s core transfer list. The transfer list allows students completing Gen Ed classes at any accredited public State institutions of higher learning to transfer the general education course to any other college or university on the list. The goal is to maximize transferability for our students with the creation of any new Gen Ed course. The institution is starting to revise existing courses to satisfy that list. Getting additional Pierpont courses on the shared core transfer list was not an initial goal of this project, but the QI project itself led us in this direction as it made us closely examine our student learning outcomes and aligned assessments in our courses.

Finally, this QI project prompted the resurrection of our General Education committee. FSU and Pierpont traditionally shared a course menu driven Gen Ed Committee with Pierpont serving as a “junior” member of the committee. This QI project led us to create an ad hoc Gen Ed committee that is now a Faculty Senate approved standing committee.

D. NEW TOOLS, DATA OR OTHER INFORMATION DEVELOPED TO DATE

The QI project has resulted in several public presentations whose audiences have included full-time and part-time faculty at both Pierpont and other college settings. A QI team member reported on the project and its goals for the statewide Community College Association and for the state’s developmental education association. Two QI team members delivered a general workshop on assessment to all faculty during two separate Professional Development weeks, and stakeholders from our service region were invited to respond to a survey regarding the outcomes expected of a community college graduate. Initially we hoped to involve Advisory Boards early in the project but have not been able to take that portion of our project full-scale.

The project produced a public document showing where each degree program is addressing each concrete Gen Ed outcome, and faculty are beginning to revise the syllabi in those selected program courses to reflect the emphasis

of those institutional competencies in those courses. The institution adopted a common syllabus template to help with consistency and recognition of courses where assessment will take place.

The **AACU VALU rubrics have been adapted** for use across all programs for assessment of those Gen Ed/competency areas. We have fallen behind our timeline, though, in the widespread use of those **rubrics in assessing student work (Appendix B)**.

Pierpont's project of assessing the Gen Ed competencies spanning from introductory to program to capstone courses has also served as the basis for a state-wide project of the WV State Assessment Council, on which three of the QI project team members serve. This group of community college and four-year institution representatives have created similar Gen Ed outcomes areas and set draft benchmark expectations for Certificate, Associate, and Baccalaureate students. Pierpont's HLC-sanctioned QI Project helped to validate that **statewide model**.

Pierpont is now applying for a \$5,000 grant from the State of WV, and plans to use funding granted to provide in-house, across-the-curriculum professional development opportunities to help our program-area faculty address Written Communication assessment. Written Communication was the Gen Ed outcome voted most important by the majority of our stakeholders. The funding will be used in particular, to work with faculty in the area of instructional design, namely crafting solid writing assignments. Many faculty who were disappointed with the quality of their students' writing admitted that the assignments themselves may have been unclear and that not only were they not confident in assessing student writing but they were not as comfortable as they would like in designing the assignment. The professional development gatherings will be valuable to begin the dialog of "cross-grading" student writing across the disciplines, all using the adapted VALU rubrics.

The grant will provide the opportunity to develop skills in designing assignments, assessing student writing, and insuring that expectations of quality are consistent across programs of study. Programs will be invited to participate, not just individual faculty, and it will be easier to determine if students whose program faculty participated in such a program yield better writing than students whose programs did not. If so, we can use the success of those few programs to serve as models for all others. This opportunity for an assessment mini-grant from the State would likely not have presented itself if we had not been invested in this QI project.

E. CHALLENGES AND OPPORTUNITIES

Frankly, we under-estimated how long it would take to develop a plan for General Education outcomes and assessments and have spent more time in the public relations phase and establishment of the outcomes themselves and less time in the actual assessment of those outcomes. Some programs have been struggling to sufficiently embed the outcomes in their programs, and faculty overall were not as well-versed in assessment practices going in to this project as we had assumed. The college offered various trainings in assessment in the past, but, ironically, we had failed to assess the effectiveness of those trainings and are now re-orienting some faculty in areas we thought were common knowledge to all. (For example, the practice of "curriculum mapping" and even the use of the word "rubric" were new to some.)

We have begun to embed the concrete Gen Ed outcomes throughout our programs and all Certificate and Associate degree programs have identified benchmark courses, with some programs still identifying their program assessment points, and selected "capstone" course in which they will concentrate on those Gen Ed outcomes. Work is still being done to make connections consistent in course syllabi and the assessments themselves, something we thought would be fully in hand by the end of the third year of the initiative. This is on-going though somewhat stalled but not forsaken.

III. COMMITMENT TO AND ENGAGEMENT IN THE QUALITY INITIATIVE

F. CORE TEAM COMMITMENT

A QI team composed of the Vice President for Academic Affairs, Director of Assessment, Faculty Assembly President, Dean of Regional Academics, Director for Continuing Ed & Economic Development, and, a Developmental Mathematics Faculty Representative, attended the March 2011 Academic Roundtable event in Lisle, IL to begin the planning of the project. The team prepared a storyboard to help with the design of the project(s). The Director of Institutional Research also helped in the project until leaving for a new position in October 2012.

The membership of the team has altered according to personnel changes in positions and project focus. In year two of the project the General Education Committee Chair was placed on the Committee. New team members have been invited to annual HLC meetings, Pathways Workshops and Academic Roundtables in order to become familiar with Pathways and the project.

The Director for Institutional Research, Director for Continuing Ed & Economic Development, and General Ed. Committee Chair left the institution. New Developmental Math and Faculty Senate President Representatives serve on the team. The Vice President for Academic Affairs and the Director of Assessment (new title Director of Advising, Assessment, and Testing have been with the project from the beginning and anchor the project.

During the last two years in addition to the November 2010 Pathways Orientation Workshop, the February 2011 Pathways planning meeting, and the Pathway Cohort meetings, the Team or various team members have attended the HLC Annual meeting (2011-2013) and Academic Roundtables (March 2011, July 2012) to gain knowledge and information related to the QI project and good practice. Team member are also active in the State Taskforce on Developmental Education and WV State Assessment Council.

The team appreciates the nature and scope of this Initiative and its importance to our college but gets bogged down in trying to help the campus maintain their enthusiasm for it in the midst of looming budget cuts and declining enrollments. Everyone believes that General Education and its assessment are important, and this project was designed to help us make Gen Ed as “practical” as possible.

G. MOST IMPORTANT POINTS THAT HAVE BEEN LEARNED

Pierpont would recommend to other institutions that they select a project that is right for their campus culture and timely. It would also recommend that they think of their QI project as they do about generating student learning outcomes: pretend you have half the time to accomplish them because it will likely take you twice as long as you think. For example, Pierpont learned from its stakeholders surveys that Written Communication and Professionalism were the two most valued outcomes of the seven. In retrospect, we could have gotten far more accomplished if we had focused on those two competencies alone--or started even with just one.

Our secondary project, the streamlining of our three-course developmental skills math program to a single-course six-credit program would have also served as a wonderful primary project itself.

IV. RESOURCE PROVISION- human, financial, physical, and technological resources that have supported the initiative.

The institution has supported the project by providing the finances for the travel associated with the Academy and the QI project (lodging, registration). In addition funding for all campus sponsored events (including facility costs and reservations) and travel and lodging to state events has been covered by the institution. Two adjunct events including a dinner and appreciation day were held in 2012-2013, with the mailings, advertisements and hosting, supported by administration, staff and faculty.

The human aspect of the project has been primarily on a volunteer basis or assumed to be part of one's job duties or assigned committee or faculty role. Faculty, staff, administration have been involved in the project. To help relieve faculty stress assessment days have become a standard during professional development week (spring/fall) to allow faculty time for reflection outside of the academic year. Two additional assessment days will be built into the 2014-15 academic calendar.

The project to date has not relied on heavily on physical or technological resources as a primary means for project completion. The institution has provided Blackboard technology/tools and Quality Matters workshops, and has purchased an online Magna Publications subscription that all faculty and staff can use for continuing education.

V. PLANS FOR THE FUTURE

Pierpont still needs to test-drive its selected assessments for each of our four concrete outcomes on all our academic programs. A few programs have been far more amenable to the process than others have been. We need to continue to administer common assessments and find time to meet in groups to discuss student progress toward these outcomes in all programs. We need to help faculty tie in these institutional competencies with their already-established student learning outcomes--or help them revise their student learning outcomes to accommodate our new Gen Ed outcomes. We hope that the mini-grant from the State, if received, will help us focus more on the Written Communication outcome.

There is also a need for storage of artifacts/evidence. Currently the institution uses the product TaskStream to house assessment data, and has an upcoming presentation on Blackboard e-portfolio functionality. After review of possible vehicles for storage an appropriate selection will be made.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Pierpont would be happy to share its stakeholders surveys that produced the seven Gen Ed outcomes; the content areas in our streamlined developmental math modules; power point presentations; and the results of our professional development trainings for faculty in assessing Written Communication if we secure that grant.

APPENDIX A

PROGRAM GEN ED

ASSESSMENT POINTS

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
GENERAL EDUCATION ASSESSMENT POINTS FOR CONCRETE OUTCOMES
PROGRESS AFTER SPRING 2013 MEETINGS AND PLANS FOR ADVANCEMENT**

PROGRAM Major	Written Communication	Oral Communication	Quantitative Literacy	Technical Literacy	Next steps
Applied Design, Fashion	ENGL 1104 APPD 1116;2995 APPD 2217	ENGL 1109 AD 1116; 2995 APPD 2217	MATH 1104 APPD 1101; 2995 APPD 2202	INFO 1100 APPD 1101; 2295 APPD 2202	Pedagogy, ENGL 1108/09 choice
Applied Design, Interior	ENGL 1104 APPD 1140; 2295 APPD2217	ENGL 1109 APPD 2240, 2995 APPD 2217	MATH 1104 APPD 2255; 2295 APPD 2260	INFO 1100 APPD 2255; 2295 APPD 2260	Pedagogy ENGL 1108/09 choice
Aviation Maintenance Technology	ENGL 1104 AVMT 1103; 1102 AVIO 1110 AVMT 2206 AVMT 2208	ENGL 1109 AVMT 1103 AVIO 1100 AVMT 2206 AVMT 2208	MATH 1101 AVMT 1109 AVMT 1101 AVMT 2210	INFO 1100 AVMT 1101; 1109 AVIO 1100,AVMT 1109 AVIO 2208	Narrow choices
Board of Governors	ENGL 1104			INFO 1100	Needs to finalize readiness plan
Business Tech, Gen. Business	-ENGL 1104 BUSN 2251 BUSN 2995 BUSN 2248-----	COMM 2200 BUSN 2251 BUSN 2995 BUSN 2248-----	MATH 1104 FINC 2230 FINC 2201 BUSN 2995-----	INFO 1100 INFO 2200 INFO 2225 BUSN 2995-----	Check with other programs, talk with new faculty, pedagogy
Business Tech, Accounting	ENGL 1104 BUSN 2251 ACCT 2995 BUSN 2248	COMM 2200 BUSN 2251 ACCT 2995 BUSN 2248-----	MATH 1104 FINC 2201 FINC 2230 BUSN 2248-----	INFO 1100 ACCT 2217 INFO 2220 BUSN 2248-----	Check with other programs talk with new faculty, pedagogy
Criminal Justice	ENGL 1104 CRJU 1100 CRJU 1101 CRJU 2240-----	COMM 2200 CRJU 2240-----	-----	INFO 1100	Follow up with Dean, no capstone, or quantitative, need plan for tech. lit.
Drafting/Design	ENGL 1104 DRFT 2200, 2215 DRFT 2995-----	ENGL 1109, COMM DRFT 2215, 2245 DRFT 2995-	MATH 1101 MANF 1100 DRFT 2995-----	INFO 1100 TECH 2290 DRFT 2295	Working on assessment process/quality; pedagogy, additional pts
Early Childhood	ENGL 1104 EC 1199; 2283 EC 2995	EC 1130 EC 1107; 2283 EC 2995	EC 2231; 2232 EC 2995	MATH0084 COMP EC 1199; 2231 EC 2995	Considering INFO 1100 and MATH test out
Early Childhood Occupational	ENGL 1104 EC 1199, 2283	EC1107, 2283	MATH 1107 EC 2231, 2232	INFO 1100 EC 1199, 2231	Working on new model schedule
Electric Utility Technology	ENGL 1005 ENGR 2040 PWPL 1168 EUTP 2995	ENGL 1109 ENRG 2040 PWPL 1168 EUTP 2995	MATH 1003 FINC 2230 ? PWPL 1168	INFO 1100 ENGR 1010, 1020 1030 EUTP 1100, 1200,2000, 2100 EUTP 2200	New program, plan for assessment, narrow choices check with other programs
Emergency Medical Services	ENGL 1104-----	ENGL 1109-----	MATH 1107-----	-----	Working on plan in writing, pedagogy
Emergency Med. Services (CAS)	-----	-----	-----	-----	Work on plan, pedagogy, comm. & quant. requirements
FOSM Culinary	ENGL 1104 FOSM 1119; 2227 FOSM 2995	FOSM 1121; 2227 FOSM 2995	FOSM 2202; 2224 FOSM 2995	INFO 1100 FOSM 1110; 2224 FOSM 2995	Working on pedagogy and assessment
FOSM, Dietary Mgr.	ENGL 1104 FOSM 2202; 2250 FOSM 2995	FOSM 1121; 2250 FOSM 2995	FOSM 2202; 2224 FOSM 2995	INFO 1100 FOSM 1110; 2250 FOSM 2995	Working on pedagogy and assessment
FOSM Pastry/Baking	ENGL 1104 FOSM 1119; 2230 FOSM 2995	FOSM 1121; 2230 FOSM 2995	FOSM 2202; 2224 FOSM 2995	INFO 1100 FOSM 1110; 2224 FOSM 2995	Working on pedagogy and assessment
FOSM Resort/Hotel	ENGL 1104 FOSM 1119; 2225 FOSM 2995	FOSM 1121; 2227 FOSM 2995	FOSM 1140; 2225 FOSM 2995	INFO 1100 FOSM 1110; EVMG 2250 FOSM 2995	Working on pedagogy and assessment

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PROGRAM	WRITTEN COMMUNICATION	ORAL COMMUNICATION	QUANTITATIVE LITERACY	TECHNICAL LITERACY	NEXT STEPS
Graphics Tech, Internet & Printing	ENGL 1104 GRAP 1100;2230 GRAP 2995	COMM 2200 GRAP 1125; 2230 GRAP 2995	PHYS 1100; GRAP 2255 GRAP 2995	INFO 1100 GRAP 1150; 2255 GRAP 2995	Working on assessment /quality, Check PHYS outcomes
Health Information Technology	ENGL 1104 HLIN 1109;2203 HLIN-2995-----	HLIN 1109; 2206 HLIN 2995 -----	MATH 0086 Comp HLIN 1100, 1109; - HLIN 2207, 2995-	INFO 1100 HLIN 1109, 2205 HLIN 2995	Working on assessment process/quality
Homeland Security AVMT, CJ, EMS	ENGL 1104-----	-----	MATH 1107(AVMT)-- -----	-----	not met started
Information Systems	ENGL 1104 INFO 2205; 2200	COMM INFO 2205; 2250	MATH 1107 FINC 2230 INFO 2250 ENTR 1100	INFO 1100 INFO 2205; 2250	Validate other programs & last semester
Interpreter Training	ENGL 1104 AMSL 1101; ITTP 2208 ITTP 2995	ITTP 2206, 2210 ITTP 2994	MATH 0086 ITP 2206; 2210 ITTP 2995	INFO 1100 AMSL 1101; ITTP 2210 ITTP 2995	Working on assessment process/quality products
Laboratory Assistant (CAS)	ENGL 1104 HLCA 1110 LABA 2206	HLCA 1110 ENGL 1109 LABA 2206	MATH 1106 HLCA 1110 LABA 2206	INFO 1100 HLCA 1110 LABA 2207	Working on assessment process/quality
Liberal Studies	ENGL 1104; 1108 (1109)	COMM 2200 (02) ENGL 1109	MATH 1100 OR HIGHER	INFO 1100; ENGL 1109 (08) Pre/Post ETS	Need to look at total curriculum
Liberal Studies Museum	ENGL 1104; FOLK 1120	COMM 2200 (02) ENGL 1109	MATH 1107; -----	INFO 1100; ENGL 1109 (08)	Need to look at total curriculum
Liberal Studies Social Work	ENGL 1104; SOC. 1151	COMM 2200 (02) ENGL 1109	MATH 1107; -----	INFO 1100; ENGL 1109 (08)	Need to look at total curriculum
LPN certificate	-----	-----	-----	-----	Has not met
Mechatronics	MECT 1040 ENGL 1005 MECT 1060 MECT 2050-----	MECT 1040 MECT 1060 ENGL 1109 MECT 2050	MECT 1040 MATH 1004 MECT 2995-----	MATH 1003 MATH 1004 MECT 2030 MECT 2995	Working on assessment process/quality
Medical Lab Tech	ENGL 1104 HLCA 1105 MLAB 1105 MLAB 2995	ENGL 1109 HLCA 1105 MLAB 1105 MLAB 2995	CHEM 1101 HLCA 1105 MLAB 1105 MLAB 2995	MATH 1100 or higher MLAB 1105; 2220 MLAB 2995	Working on assessment process/quality
Office Mgt. & Tech Administrative/ Medical	ENGL 1104- BUSN 2251, 2248 BUSN 2995-----	COMM 2200/2202 BUSN 2251, 2248 BUSN 2995-----	MATH 1104 INFO 2220, FINC 2230 BUSN 2995-----	INFO 1100 Mgt. INFO 2220, OFAD 2241; Med. INFO 2220, OFAD 2237	Needs to finalize and check with other depts. Working on assessment
Para-Education (Move lib studies)	ENGL 1104-----	COMM -----	MATH 1107----- -	INFO 1100	Only have baseline courses
Para Ed (CAS)	ENGL 1104	COMM	MATH 1100	INFO 1100	Need to complete
Paralegal Studies, general	ENGL 1104 PARA 1101; 2202 PARA 2995	COMM 2200 PARA 1101; PARA 2995 -----	MATH 1104 PARA 1103; 2203 PARA 2995	INFO 1100 PARA 1102; 2203	Working on assessment quality, collection
Paralegal Studies land management	ENGL 1104 PARA1101, 2202 PARA 2995	COMM 2200 PARA 1101 PARA 2995	MATH 1107/1104 PARA 2204 PARA 2995	INFO 1100, PARA 2202, 2203 PARA 2295	Working on assessment, quality, collection
Physical Therapist Assistant	ENGL 1104 PHTA 1100; 2200 PHTA 2995	ENGL 1109 or COMM PHTA 1100; 2200 PHTA 2995	PHTA 1105; 2200 PHTA 2995	INFO 1100 PHTA 1103; 1104 PHTA 2995	Thinking about quantitative and working on assessments
Power Plant, (CAS)	ENGL 1005 PWPL 1162; 1174	PWPL 1162; 1174	MATH 1003 PWPL 1165; 1166	PWPL 1179	Need to review & finalize
Power Plant AAS	ENGL 1005 PWPL 1162, 1174	PWPL 1162, 1174	MATH 1003 PWPL 1165, 1166	PWPL 1179	New Program
RESP Care	ENGL 1104 RESP 1110 RESP 1205, 2995 ---	ENGL 1109 RESP 1204 RESP 1107, 2995-----	MATH 1106 RESP 1105; 1107 RESP 1114 -----	INFO 1100 RESP 1110 RESP 1115	Finalize and confirm. Program moving to 60 hrs
Rad Tech	ENGL 1104-----	COMM 2200-----	MATH 1106/equiv-- -----	INFO 1100	Assessment and crosswalk
Vet Tech	ENGL 1104 VETT 1130, 2217----	VETT 1115, 2222-	- VETT 1115, 1112	INFO 1100 VETT 1116,2217----	Needs to finish plan & collection

APPENDIX B

GENERAL EDUCATION CONCRETE RUBRICS

WRITTEN COMMUNICATION

	Service Course	Program Course(s)	Capstone
Context and Purpose for Writing	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Disciplinary Conventions	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices
Sources and Evidence	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
Control of Syntax and Mechanics	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

ORAL COMMUNICATION

	Service Course	Program Course(s)	Capstone
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
Language	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is clear and consistent with the supporting material.	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

QUANTITATIVE LITERACY

	Service Course	Program Course(s)	Capstone
Interpretation	Provides accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>
Representation	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
Calculation	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)
Application/Analysis	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. Attempts to describe assumptions.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
Assumptions	Attempts to describe assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
Communication	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.

TECHNICAL LITERACY

	Service Course	Program Course(s)	Capstone
Knowledge Attainment	Demonstrates comprehension and use of foundational technical vocabulary and content.	Consistently demonstrates comprehension and use of technical vocabulary and content. Applies knowledge to new situations and to complete a relevant project.	Applies technical vocabulary and past knowledge to design solutions to complex problems. Identifies and analyzes a problem, completes a project or research, and reports results/solutions.
Technical Skills	Applies limited technical skills and demonstrates limited knowledge of emerging technology.	Consistently applies technical skills and adapts to emerging technology.	Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems.
Problem Solving	Conducts observations, identifies patterns of events or behaviors, formulates simple inferences, and incorporates technology with assistance. Identifies and analyzes a routine problem and implements a solution with occasional assistance.	Works independently and collaboratively in solving authentic problems and incorporates technology as appropriate. Identifies and analyzes a routine problem, recommends and implements a solution, and evaluates the solution's effectiveness.	Works independently and collaboratively to investigate a complex authentic problem using multiple resources; generates solutions to the problem using appropriate technology and data to provide evidence of reasoning. Identifies and analyzes complex or routine problems, prioritizes and implements multiple solutions, and evaluates the solutions' effectiveness.

Overview of the Quality Initiative

1. **Provide a one-page executive summary that describes the Quality Initiative, summarizes what has been accomplished, and explains any changes made to the initiative over the time period.**

Executive Summary

This QI Secondary project of math modularization was really “big” enough to be our primary project. Pierpont Community & Technical College, though, was already committed (Practical...Possible...General Education), but this HLC initiative gave us the impetus to take on a project that had long been in the making.

For years, Pierpont offered a three-course sequence of developmental math, requiring students to enroll in one, two, or three courses depending on their incoming COMPASS Algebra scores. The lowest-scoring students began in Math 093, General Math; the majority of students enrolled in Math 094, Pre-Algebra; and the minority of our developmental math students enrolled in Math 095, Elementary Algebra, the course required to enter a college-credit math course if students’ ACT math was below a 19 or their COMPASS Algebra below a 36. In recent years, more and more students were testing into General Math and fewer into the “upper level” remedial math.

An examination of the content of those courses reflected significant overlap in the student learning outcomes. Some faculty insisted that students needed this “spiral” approach to instruction, while others argued that class time should not be spent on instruction that was covered in previous classes. At the most, a test of “incoming expectations” could be administered to let the students know what they were expected to have learned and remembered from previous courses.

Given the national attention to the dismal graduation rates of students who entered college requiring the most remediation, it was decided that we would re-design our developmental math instruction. Faculty laid out the student learning outcomes, eliminated redundancies, and turned a three-course, nine-credit maximum program into one developmental skills math course comprised of six modules. (A few programs, those in Engineering Technology programs, require two additional modules, but this project report is focusing on the majority of students who require only the six module course.)

It was assumed that students would appreciate the opportunity to work through the modules at their own pace, likening it to the approach they take in mastering video games as they “work through levels” in video games, they would “work through modules” in their developmental math instruction. We were somewhat naive. We didn’t fully appreciate students’ lack of self-motivation. Many recent high school graduates were used to being passed in a class for merely attending. It took some students a long time to appreciate the fact that the energy they put into the course would be reflected in their progress.

We are confident that the project is “successful” in that we have refined the student learning outcomes in the course, eliminated the need for students to take three separate courses, and are incorporating technology in instruction in a way that helps us to standardize instruction and assessment across campuses. We do not know yet if we are successful in reducing the amount of time it takes students to work through their developmental math requirements or are matriculating to and succeeding in their college-credit courses more quickly. We are still working on ways to compare our old “orange” approach to our new “apple” approach. The exit of our Institutional Research director has also confounded our research efforts somewhat, but we look forward to this being an on-going project, and as our responses in this QI milestone report indicate, we are discovering and addressing challenges and treating them as opportunities whenever possible to enhance student learning and help our institution remediate its own issues with its remedial math program.

Scope and Impact of the Initiative**2. Explain in more detail what has been accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)**

The goal of this secondary QI project was to improve the retention and successful completion rates of students enrolled in required developmental skills (remedial) math instruction, as well as to improve the rate of matriculation to college-credit math classes and success in those subsequent classes. These goals were to be met primarily through the re-design of the coursework itself from a three course sequence to a single course with the elimination of all overlapping student outcomes. As with most pedagogical revisions, the ultimate goal was to improve student learning and to increase persistence to graduation.

With this modularized approach to developmental skills math teaching and learning, students' individual areas of remediation are targeted in each of the modules. Students who pass a module pre-test at 80% or higher are automatically granted transcript credit for that module and permitted to move on to the next. Students scoring below 80% on the pre-test are directed to an individualized study plan which they work through before re-testing. Completion of the study plan is required before a re-test is granted. Once a module is successfully completed, that module is transcribed for institutional credit. Before modularization, a student might have been successful for the majority of a developmental math course but struggle with some concepts and might not reach the required percentage score to earn CR in the course, thus requiring the student to repeat that entire course. Under the modularized approach, students only repeat individual modules until 80% proficiency or higher is achieved; once credit is earned for a module, they are never required to repeat that module.

This QI was designed to move students through the six modules and into their college-credit requirements more quickly than they would have moved through the individual courses, whether they were required to enroll in just one, two, or all three courses under the traditional model.

Before adopting this model, Pierpont was active in several developmental math projects at the state and national level. One faculty attended the National Research in Developmental Ed conference, which shared the dismal graduation rates of developmental math students. Many math faculty at Pierpont participate on State of WV Developmental Education Councils and initiatives that attempt to develop common student learning outcomes for all community colleges in WV. A review of the 2011 Community College Research Center "Assessment of Evidence Series" (<http://ccrc.tc.columbia.edu/Publication.asp?UID=845>) also prompted this project. This QI project, albeit a secondary one for Pierpont, is adding information to WV's statewide discussion of this national concern.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

A new math course, Math 0080, Developmental Math, was created as a "shell" course to replace former Math 0093, General Math; Math 0094, Pre-Algebra; and Math 0095, Elementary Algebra (Appendix 1). The course registration system was adapted so all students signed up for the "shell" course and were directed to sign up for the number of credit hours their COMPASS test results indicated (Appendix 2). (It was determined that students be limited to enrolling in a maximum of four credits at a time.) Although students were not permitted to sign up for all six credits at once, a process was implemented that allowed students to complete additional credits and get those credits transcribed upon completion. Students who were already at "full-time" status were required

to only pay a \$4 lab fee; students who were still paying by credit hour (those students with fewer than 12 credits) were charged \$100 plus the lab fee for each additional credit past those for which they initially enrolled.

Not only was the entire developmental math program re-designed to eliminate repetition of student learning outcomes, faculty were involved in the creation of learning tools. A state grant provided funding for faculty to make “Show Me” tutorials on their iPads and there were several training sessions for adjunct faculty and other college personnel to learn about the new placement process

The instructional design changed, as well. Instead of the traditional “chalk and talk” approach, all sections taught by all faculty on all campuses used the MyMathLabs platform. This ensured consistency in student learning outcomes and testing and re-testing protocols. Students with varying entrance scores sat side-by-side in the same section working under a faculty’s guidance. The faculty became more of a roving tutor in the classroom, and effective instructors would punctuate the class time with mini-presentations that would address prevailing questions.

(Students are now required to purchase a code, not a textbook, and that code can extend beyond the life of the credits in which they were initially enrolled. Under the former instructional approach, students had two separate books: one for those who required General Math, and another text for those students requiring Pre-Algebra and Elementary Algebra.)

Under the former, traditional math instructional model, students were required to earn a 50% on the final exam in order to earn a CREDIT (CR) in the course, regardless of their performance on individual chapter tests. Under the modularized approach, because students are given CR per module as they complete them, the final exam itself has been eliminated.

A former open computer lab was re-designated as a math lab, and a full-time lab proctor/instructor position was created as a result. This position teaches two Math 0080 sections and works in the math lab assisting students. This Instructional Specialist also administers the COMPASS test, and students are now allowed to re-test on the COMPASS before the semester is over. Under the traditional model, once students were enrolled, they were not permitted to re-test on the COMPASS. However, math faculty and the Director of Assessment decided to allow students to re-test once during the semester if they requested a re-test. Students are encouraged, though, to re-test only after they have successfully completed Module 4, which faculty believe to have the most content directly related to success on the COMPASS Algebra test. Students who pass the COMPASS mid-semester will receive grades of CR for all modules for which they were initially enrolled, but no additional modules that they had not signed up for. (This was decided upon in order to retain the integrity of the modules for transferability purposes, if applicable.)

Pierpont has only undergone two semesters using the modularized approach full-scale, early results are positive in some regards and mixed in others.

Table 1. Developmental Mathematics Module Course Enrollments with Headcount and Percent Students Receiving Credit (CR) or No-Credit (NC)

<u>Course</u>	<u>Enrollment</u>	<u>CR</u>	<u>CR %</u>	<u>NC</u>	<u>NC %</u>
Math 0081	1349	806	60%	532	39%
Math 0082	1379	519	38%	849	62%
Math 0083	1154	369	32%	773	67%
Math 0084	496	256	52%	240	48%
Math 0085	460	333	72%	124	27%
Math 0086	398	281	71%	115	29%

In the traditional Math 0094 class offered in Fall 2011 and Spring 2012, CR rates were 37% and 33% respectively. The table above shows that In Fall 2012 and Spring 2013, Module 84 (which subsumed the earlier modules and is the content of the former Math 0094) had CR rates of 34% and 51%, respectively.

In the traditional Math 0095 class offered in Fall 2011 and Spring 2012, CR rates were 43% and 45%, respectively; in Module 86 (which subsumed all six modules of the course), the CR rates were 72% in Fall 2012 and 68% in Spring 2013.

Student “success” rates in Modules 82, 83, and 84 tend to be notably lower than success in Modules 81, 85, and 86. It will be imperative that Pierpont math faculty work to help students over these “middle module” hurdles.

4. Explain any new tools, data, or other information that have resulted from the initiative to date.

Perhaps the most surprising information learned from this modularization project regards the number of students who struggle most in the earlier modules. Preliminary statistics suggest that student success rates are lower in the second and third modules, largely due to the amount of time many students spend in the first module. In the former approach, many students were only required to take Elementary Algebra, not the entire three course sequence. Many of those students “passed” for knowing their multiplication tables and how to calculate decimals and percent, with the ability to manipulate fractions, for example. Now that all students begin in Module 1, it became obvious that many students struggle in that area. Because students are embarrassed at not knowing such “basic” math, much of this information is anecdotal, including conversations these students have had with other faculty and staff about the course. A re-evaluation of the content in Module I has driven a re-design of that module, including the reduction in the number of questions for each objective. It was decided that fewer questions would still give students ample opportunity to demonstrate proficiency while greatly reducing their “fatigue” factor.

The Project enabled Pierpont to set up a course registration process by which students can select variable hours, and the transcription of credit changes were a result of an official collaboration between the Pierpont math department and the Registrar. The transcribing of the credit for individual modules allows both students and faculty advisors to see exactly at what point in the developmental math continuum students may be “stuck.” We hope to use that information to tailor specific interventions through our Math Tutoring Center that can be referenced in ways students can understand, for example: “Stuck in Module 2? Come to a Special Workshop...”

Finally, student survey results indicate that students found the “Show Me” tutorials created by Pierpont math faculty to be very helpful, and Pierpont hopes to connect those “Show Me” tutorials with an on-line COMPASS prep workshop to be made available to prospective Pierpont students.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

One challenge in particular with this project has been in defining “success” of the initiative. In the past, success was determined by the retention in a particular course, the rate of success in that course, and the matriculation and success in the subsequent college-credit course. The modularized approach, though, doesn’t lend itself to the same comparisons necessarily. If the goal of modularization is to move students through developmental math more quickly using the students’ own momentum and mastery, then “success” would be determined by the number of modules completed relative to the number of modules students were originally placed in to. This does not lend itself to an “apple to apple” or “before/after” comparison.

A survey distributed to instructors in 2013 indicates that they believe students are maintaining a momentum with the modularized approach—that because they are both “self-paced” but under the watchful eye of a classroom teacher in a traditional class time slot—that it puts the responsibility on the student to make progress and ask the instructor for assistance. However, the faculty also expressed concern over their own abilities to use the math platform effectively, and some faculty were uncomfortable with the fact that they were no longer teaching one lesson to a group of students but were expected to work with students individually on their varying modules; students were not “tracked” into sections by their COMPASS placements. Some faculty admit that they struggle with knowing when to intervene with individual students.

Students, too, are sometimes uncomfortable with the level of autonomy they have in the class. They are not used to being so accountable for their own progress: they can progress through the modules as quickly as they can demonstrate mastery, but that involves a consistent level of engagement on their part. Many traditional age first-time students are not used to this sort of self-directed learning, and this lack of self-direction and self-regulation likely contributes to the lower success rates in the middle modules. Pierpont faculty will want to provide targeted interventions in those modules in upcoming semesters, perhaps requiring students to use the math lab once they enter those modules.

Some students were frustrated, too, because they confused the self-paced individualized instruction via the math platform with an “on-line” course. Because the instruction was delivered through a software approach, students often didn’t think they needed to attend class because the instruction was “on-line.” They failed to appreciate the faculty in the room and the fact that the class was scheduled to meet face-to-face up to three hours per week. It wasn’t a traditional face-to-face, and it wasn’t a traditional on-line course, nor was it a hybrid. It was simply new, and that confused some students.

Another concern that surfaced was the connection between credit hours students were eligible to enroll in and their financial aid eligibility. Students with scores below 17 on the COMPASS Algebra were only permitted to sign up for two modules initially leaving some with only 11 credits total. Many students then added

another traditional course, giving them fourteen credits. Traditionally, the most at-risk students are encouraged to enroll in only twelve credits, or four courses. The math department continues to look for ways to address the need to limit the number of credits a student can initially enroll in to ensure their success without limiting their access to full financial aid should they want to access it.

The state is also moving in a new direction and is looking for institutions to embed developmental coursework in gateway courses and provide other tutoring and help to students who need remediation. The expectation is for this process to take place by Fall 2014.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved in the initiative and their perceptions of its worth and impact.

This project involved many offices across both Pierpont Community & Technical College and Fairmont State University, with whom we share a campus and many courses. The full-time math faculty, were responsible for the course re-design. The shared Registrar was key in helping create the Math 0080 “shell” for course registration and continues to be key in the timely transcription student CR per module completion. Adjunct faculty from all campus locations have participated in professional development--some more so than others, of course. In addition, the Director of Assessment, who administers the math placement test, gave a brief presentation to new students and their parents every day of summer orientation/registration, explaining the new math course delivery and the expectations the course put on students to take more control of their own progress. This information was as important for parents to hear as it was students, many of whom entered college academically at-risk and not used to being active in their own learning. The Math Coordinator presented the development of the course at the 2012 HLC Annual meeting Poster Session.

The math faculty provided input as their perceptions of the course re-design via a faculty survey that was administered in Fall 2013. While only 43% of faculty (11 out of 26) responded to the survey, those survey results are helping to guide any course revisions.

In addition, a student survey administered in Spring 2011 and Fall 2012 gave students the opportunity to weigh in on the course and its delivery system. Only 19% of students surveyed responded (407 out of 2152). Those results indicated that students preferred a full 16-week course and would prefer two face-to-face class meetings each week. As a result, more sections of Math 0080 will be offered on a two-day a week basis in Spring 2014 in which students will meet for two hours twice a week as opposed to three one-hour sessions each week. Pierpont is eager to see if that additional lab hour, couched in two days of instruction as opposed to three, will help students progress more quickly. A Fall 2013 student survey will also be administered near the end of the course.

Finally, the Advising Center Pierpont shared with Fairmont State University for “undecided” students was helpful in making sure students enrolled for the appropriate number of credits. The staff there was also quick to seek assistance from the Pierpont math dept. and Assessment Office in explaining the new registration process. Virtually all faculty advisors were affected by the new course as they worked to help students register for classes.

7. Describe the most important points that have been learned by those involved in the initiative.

Pierpont learned that the students earning higher COMPASS scores did not necessarily work through the modules at a quicker rate than students with lower COMPASS scores. Initial scores did not predict rate of speed

through the modules. The “grit” factor had more of an effect: students who spent more time on task working in the class and availing themselves of support services progressed through the modules at a faster pace regardless of their initial placement score. What also surprised many faculty is that more students did not take advantage of the “self-paced” nature of the individualized instruction. In the future, faculty may set “suggested due dates” for individual module completion to help students stay on track.

Resource Provision

8. Explain the human, financial, physical, and technological resources that have supported the initiative.

The Pierpont math faculty spent several days collectively creating pre-tests, post-tests, section quizzes, homework, and “Show Me” videos. The WV State Community College Association provided grant funding for these projects. The academic School responsible for Developmental Math purchased fifteen additional computers for a testing/tutoring lab and redesigned the space, dedicating all of it to this project. The computers were purchased with a grant. The Dean and secretary re-located their offices, allowing the testing lab to have less foot traffic. The School budget provided stipends for adjunct faculty to attend trainings and the coordinators’ travel to other campuses to facilitate professional development for adjuncts. Institutional funding was also provided to cover the salary of the Instructional Specialist for the math testing/tutoring lab. It should be noted, though, that separate testing/tutoring space was provided on the college’s primary campus; many of our regional locations did not offer such proctored services.

Plans for the Future (Optional)

9. Describe plans for ongoing work or goals yet to be accomplished related to the initiative.

The Pierpont math department has decided to implement “credit recovery” sessions during December 2013 finals week and in January 2014 between the Christmas break and start of Spring semester to assist those students who need additional time and intervention in earning CR for the modules in which they initially enrolled. Another credit recovery session will be held after the completion of the Spring 2014 semester. Discussions are underway to host COMPASS-prep workshops every two weeks, using the new modularization content as a guide.

In addition, the math faculty have decided to design an institutional alternative in addition to the COMPASS test, one that more closely matches the content of the Math 0080 modules. This institutional exam will be administered to students who score below a 36 on the COMPASS Algebra. (Those students meeting that State mandate will be exempt from further testing and permitted to enroll in their first college-credit math course.) By Fall 2015, the Pierpont math department plans to have developed a 60-item test that covers the content of all six modules, with ten questions evaluating student proficiency for each module. The test will NOT be multiple choice, and the results will be hand scored by the math coordinator and Instructional Specialist. These test results will give students an additional opportunity to test out of the developmental skills math requirement AND will serve to target the individual modules students will need to complete. Any modules in which students demonstrate mastery will be recorded in the BANNER system as individual module “test outs.”

Finally, the Pierpont math faculty are visiting all academic areas of the institution to assist those programs in selecting the modules most appropriate for their students. Successful completion of those modules may be used then as pre-requisites for specific content area classes that most depend on students’ proficiency in those areas. The State has also approved programs to use developmental math modules as their sole math requirement if that content is sufficient for their program. The general education area of “quantitative literacy” will still need to be addressed, but can be done so through program-specific courses in which these developmental math outcomes may be embedded, as well.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Other institutions may benefit from the “Show Me” math tutorials created by our faculty, as well as the streamlined content of the new math modules.

APPENDIX 1

NEW COURSE PROPOSAL MATH 0080



CURRICULUM PROPOSAL FORM

Proposal Number (assigned by Curriculum Committee)	Click here to enter text.	
School/Department/Program	Academic Studies/Mathematics/Developmental Math	
Preparer/Contact Person	Mary Beth Angeline/Joelleen Bidwell	
Telephone	304-367-4299/304-367-4060	
Proposal Reviewers	Nancy Parks	
	Click here to enter text.	
Date Originally Submitted	4/28/2011	
Revision Date (Indicate date and label it Revision #1, #2, etc.)	Click here to enter a date.	Click here to enter text.
Implementation Date Requested	Fall 2011	

I	PROPOSAL. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.		
	<p>This proposal seeks to re-order the student learning outcomes of Math 0094 and Math 0095. No student learning outcomes of either course will be eliminated; however, the current redundancy of outcomes in both courses will be eliminated, thereby streamlining both courses in the continuing effort to allow students to proceed through their developmental skills math requirements in a more timely fashion. This proposal would bring our courses into alignment with our course materials. This proposal will only affect the internal instructional design of the course and will NOT change the ultimate student learning outcomes of the developmental math program. In short, Math 0094 will now cover "linear concepts," and Math 0095 will present "quadratic, rational and radical" content.</p>		
II	DESCRIPTION OF THE PROPOSAL. Provide a response for each letter, A-G, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.		
	A. Deletion of course(s) or credit(s) from program(s)		
	N/A		
	1.	Click here to enter text.	Total hours deleted
	B. Addition of course(s) or credit(s) from program(s)		
	N/A		
	1.	Click here to enter text.	Total hours added
	C. Provision for interchangeable use of course(s) with program (s)		
	N/A		
	D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the institution catalog.		
	Appendix A		
	E. Other changes to existing courses such as changes to title, course number, and elective or required status.		
	N/A		
	F. Creation of new course(s). For each new course:		

	1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU, PC&TC, or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.
	N/A
	2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the institution catalog.
	See Appendix B
	3. Include, as an appendix, a detailed course outline consisting of at least two levels.
	See Appendix C
	4. Include, as an appendix, Incoming Expectations for Students, Outcome Competencies, and Methods of Assessment. Examples are available upon request from the Chair of the Curriculum Committee.
	See Appendix D
	G. Attach, as an appendix, an itemized summary of the present program(s) affected, if any, and of the proposed change(s). Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours?
	Attach, as an appendix, a model schedule of the proposed program suitable for publication in the institution catalog. Indicate on the model schedule what developmental math and/or English courses may be needed.
	N/A
III	RATIONALE FOR THE PROPOSAL.
	A. Quantitative Assessment: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc. collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.
	Our current developmental pass rates are 40.3%, 44.2% and 44% for Math 93, 94 and 95, respectively. This proposal will align our content with all nationally recognized developmental math programs that are currently using "best practices," as published by the National Center of Academic Transformations (http://www.thencat.org/R2R/R2RArchives/R2R_Full_Project.htm)
	B. Qualitative Assessment: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?
	Streamlining the content of these courses will align our course outcomes according to the sequence that has been recommended by NCAT. This streamlining of content will allow instructors to cover all content more in-depth, integrating the necessary review of material as opposed to addressing such material separately in repeated, separate outcomes.
IV	School Notification. Should this proposal affect any course or program in another school (PC&TC and/or FSU) a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included, as an appendix, with this proposal. Dean's signatures must be obtained verifying their notification. If a new or existing course is seeking general studies designation, a memo of approval from the General Studies Committee Chair must be attached.

Click here to enter text.		
School	Dean	Signature
Click here to enter text.	Click here to enter text.	
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Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	
V Additional Comments.		
<p>This proposal would affect only Math 0094 for Fall 2011. Beginning in Spring 2012, the revision to Math 0095 would be implemented and all instruction after that date would follow this revised curriculum.</p> <p>This proposal would affect the math competencies requirements for the Early Childhood Education program. However, it DOES NOT change any of the program requirements. (See Appendix E)</p>		

APPENDIX A

Math 94 Outcomes (highlighted would be moved to Math 95)

- | | |
|---|---|
| 1. Apply order of operations guidelines | 22. Solve applied proportions |
| 2. Use exponential notation | 23. Solve one-step percent problems |
| 3. Evaluate algebraic expressions given value for the variables | 24. Solve multi-step percent problems |
| 4. Translate word statements to expressions and equations. | 25. Graph linear inequalities |
| 5. Distinguish between expressions and equations | 26. Solve addition inequalities |
| 6. Define real number system terminology | 27. Solve multi-step inequalities |
| 7. Add signed numbers | 28. <u>Use product and quotient rules for exponents</u> |
| 8. Subtract signed numbers | 29. <u>Use exponential power rule</u> |
| 9. Multiply and divide signed numbers | 30. <u>Use zero exponent rule</u> |
| 10. Set up a ratio | 31. <u>Use negative exponents</u> |
| 11. Use algebraic properties | 32. <u>Use rules of exponents to simplify expressions (multi-steps)</u> |
| 12. Simplify algebraic expressions | 33. <u>Use scientific notation rules</u> |
| 13. Solve one-step equations | 34. <u>Add polynomials</u> |
| 14. Solve equations using the distributive property. | 35. <u>Subtract polynomials</u> |
| 15. Solve multi-step equations | 36. <u>Multiply binomials</u> |
| 16. Solve fractional equations | 37. <u>Multiply polynomials</u> |
| 17. Solve general applied problems using the six steps for solving applied problems | 38. <u>Multiply conjugates</u> |
| 18. Solve vertical, complementary, and supplementary angle problems | 39. <u>Multiply powers of binomials</u> |
| 19. Solve applied number problems | 40. <u>Divide polynomials</u> |
| 20. Use a formula to solve an applied problem | 41. State the ordered pair if a point has been plotted |
| 21. Solve literal equations | 42. Interpret graphs |
| | 43. Plot ordered pairs |
| | 44. Graph linear equations |

Math 95 Outcomes (highlighted will be moved to Math 94)

1. Factor common factors
2. Factor by grouping
3. Factor trinomials
4. Factor difference of two squares
5. Factor perfect square trinomials
6. Solve quadratic equations by factoring
7. Solve applied quadratic equations
8. Reduce rational expressions
9. Multiply and divide rational expressions
10. Find the least common denominator for rational expressions
11. Add or subtract rational expressions with like denominators or with monomial denominators
12. Solve rational equations in which the rational expressions have monomial denominators
13. Solve direct and indirect variation problems
14. Solve problems using proportionality
15. Graph data
16. Graph linear equations
17. Find the slope of a line
18. Find the equation of a line in slope-intercept form
19. Interpret graphs to find slope and/or the equation of a line
20. Find the solution of a system of equations by graphing
21. Find the solution of a system of equations by using the substitution method
22. Find the solution of a system of equations by using the addition method
23. Solve system-of-equations application problems
24. Use the Pythagorean Theorem
25. Use the radical product rule and the radical quotient rule
26. Add and subtract radical expressions
27. Simplify radical expressions
28. Solve radical equations
29. Use the square root property of equality to solve quadratic equations
30. Use the quadratic formula to solve quadratic equations

Revised List of Outcomes for Math 0094

Unit I- Signed numbers and order of operations

1. Apply order of operations guidelines
2. Use exponential notation
3. Evaluate algebraic expressions given value for the variables
4. Translate word statements to expressions and equations.
5. Distinguish between expressions and equations
6. Define real number system terminology
7. Add and subtract signed numbers
8. Multiply and divide signed numbers
9. Use algebraic properties to simplify algebraic expressions

Unit II- Solving linear equations and inequalities

10. Solve one-step equations
11. Solve equations using the distributive property.
12. Solve multi-step equations
13. Solve fractional equations
14. Solve general applied problems using the six steps for solving applied problems
15. Solve vertical, complementary, and supplementary angle problems
16. Use a formula to solve an applied problem
17. Solve literal equations
18. Setup and solve a proportion
19. Solve applied proportions
20. Solve one-step percent problems
21. Solve multi-step percent problems
22. Graph linear inequalities
23. Solve multi-step inequalities

Unit III- Graphing linear equations and inequalities

24. State the ordered pair if a point has been plotted
25. Interpret graphs
26. Graph data
27. Graph linear equations
28. Find the slope of a line
29. Find the equation of a line in slope-intercept form and graph
30. Interpret graphs to find slope and/or the equation of a line
31. Introduce the concept of functions

Unit V- Solving systems of linear equations

32. Solve a system of equations by graphing
33. Solve a system of equations by using the substitution method
34. Solve a system of equations by using the addition method
35. Create and solve system-of-equations application problems

Revised List of Course Outcomes Math 0095

Unit I- Operations with Exponents and Polynomials

1. Use product and quotient rules for exponents
2. Use exponential power rule
3. Use zero exponent rule
4. Use negative exponents
5. Use rules of exponents to simplify expressions (multi-steps)
6. Use scientific notation rules
7. Add and subtract polynomials
8. Multiply polynomials
9. Multiply conjugates
10. Multiply powers of binomials
11. Divide polynomials by monomials

Unit II- Factoring and Applications

12. Factor common factors
13. Factor by grouping
14. Factor trinomials
15. Factor difference of two squares
16. Factor perfect square trinomials
17. Solve quadratic equations by factoring
18. Solve applied quadratic equations

Unit III- Rational Expressions and Applications

19. Simplify rational expressions
20. Determine where a rational expression is undefined
21. Multiply and divide rational expressions
22. Find the least common denominator for rational expressions
23. Solve rational equations in which the rational expressions have monomial denominators
24. Solve direct and indirect variation problems
25. Solve problems using proportionality

Unit IV- Roots and Radicals

26. Use the Pythagorean Theorem
27. Use the radical product rule and the radical quotient rule
28. Add and subtract radical expressions
29. Simplify radical expressions
30. Solve radical equations
31. Interpret the graph of a radical function

Unit V- Solving Quadratic Equations

32. Use the square root property of equality to solve quadratic equations
33. Use the quadratic formula to solve quadratic equations
34. Determine the most effective method to solve a quadratic equation
35. Interpret the graph of a quadratic function

APPENDIX B

Math 94 Course Descriptions

Current:

MATH 0094 S-C&TC Pre-Algebra 3 hrs.

The following topics will receive attention in this course: operations on positive and negative real numbers; order of operations; solving elementary equations and their applications; operations on polynomial and exponential expressions. Students will need computer access to use the online homework system required in the class. Prerequisite: Math 0093 or a COMPASS score of 17*. This course offers institutional credit only. Credit hours will not apply toward hours required for graduation. This course must be completed in the first 32 hours of work in a student's program of study. *Students with ACT below 19 or SAT below 460 must take COMPASS exam.

Proposed:

MATH 0094 S-C&TC Pre- Algebra 3 hrs.

The course topics include signed numbers and order of operations, solving linear equations and inequalities, graphing linear equations and inequalities and systems of linear equations. All topics will include applications. Students are required to have internet access for the required online course component. Prerequisite: Math 0093 or a COMPASS Algebra score of 17*. This course offers institutional credit only. Credit hours will not apply toward hours required for graduation. This course must be completed in the first 32 hours of work in a student's program of study. *Students with ACT below 19 or SAT below 460 must take COMPASS exam.

Math 95 Course Descriptions

Current:

MATH 0095 S-C&TC Elementary Algebra 3 hrs.

The following topics will receive attention in this course: order of operations; operations on exponential, polynomial, and rational expressions; solving linear, simultaneous, and quadratic equations in the set of real numbers and their applications; graphing equations and forms of equations of a line; operations on roots and radicals. Students will need computer access to use the online homework system required in the class. Prerequisite: Math 0094 or Compass score of 26 or more*. Students enrolling in this course should be able to manipulate fractions and positive and negative integers and to solve elementary equations. This course offers institutional credit only. Credit hours will not apply toward hours required for graduation. This course must be completed in the first 32 hours of work in a student's program of study. *Students with ACT below 19 or SAT below 460 must take COMPASS exam

Proposed:

MATH 0095 S-C&TC Elementary Algebra 3 hrs.

The following topics will receive attention in this course: factoring, operations on exponential, polynomial, and rational expressions, solving quadratic equations in the set of real numbers and their applications; and operations on roots and radicals.

Students are required to have internet access for the required online course component. Prerequisite: Math 0094 or COMPASS Algebra score of 26 or more*. Students enrolling in this course should be able to graph and solve linear equations. This course offers institutional credit only. Credit hours will not apply toward hours required for graduation. This course must be completed in the first 32 hours of work in a student's program of study. *Students with ACT below 19 or SAT below 460 must take COMPASS exam.

APPENDIX C

Course Outline for Math 0094

Unit I- Signed numbers and order of operations

1. Apply order of operations guidelines
2. Use exponential notation
3. Evaluate algebraic expressions given value for the variables
4. Translate word statements to expressions and equations.
5. Distinguish between expressions and equations
6. Define real number system terminology
7. Add and subtract signed numbers
8. Multiply and divide signed numbers
9. Use algebraic properties to simplify algebraic expressions

Unit II- Solving linear equations and inequalities

10. Solve one-step equations
11. Solve equations using the distributive property.
12. Solve multi-step equations
13. Solve fractional equations
14. Solve general applied problems using the six steps for solving applied problems
15. Solve vertical, complementary, and supplementary angle problems
16. Use a formula to solve an applied problem
17. Solve literal equations
18. Setup and solve a proportion
19. Solve applied proportions
20. Solve one-step percent problems
21. Solve multi-step percent problems
22. Graph linear inequalities
23. Solve multi-step inequalities

Unit III- Graphing linear equations and inequalities

24. State the ordered pair if a point has been plotted
25. Interpret graphs
26. Graph data
27. Graph linear equations
28. Find the slope of a line
29. Find the equation of a line in slope-intercept form and graph
30. Interpret graphs to find slope and/or the equation of a line
31. Introduce the concept of functions

Unit V- Solving systems of linear equations

32. Solve a system of equations by graphing
33. Solve a system of equations by using the substitution method
34. Solve a system of equations by using the addition method
35. Create and solve system-of-equations application problems

Course Outline for Math 0095

Unit I- Operations with Exponents and Polynomials

1. Use product and quotient rules for exponents
2. Use exponential power rule
3. Use zero exponent rule
4. Use negative exponents
5. Use rules of exponents to simplify expressions (multi-steps)
6. Use scientific notation rules
7. Add and subtract polynomials
8. Multiply polynomials
9. Multiply conjugates
10. Multiply powers of binomials
11. Divide polynomials by monomials

Unit II- Factoring and Applications

12. Factor common factors
13. Factor by grouping
14. Factor trinomials
15. Factor difference of two squares
16. Factor perfect square trinomials
17. Solve quadratic equations by factoring
18. Solve applied quadratic equations

Unit III- Rational Expressions and Applications

19. Simplify rational expressions
20. Determine where a rational expression is undefined
21. Multiply and divide rational expressions
22. Find the least common denominator for rational expressions
23. Solve rational equations in which the rational expressions have monomial denominators
24. Solve direct and indirect variation problems
25. Solve problems using proportionality

Unit IV- Roots and Radicals

26. Use the Pythagorean Theorem
27. Use the radical product rule and the radical quotient rule
28. Add and subtract radical expressions
29. Simplify radical expressions
30. Solve radical equations
31. Interpret the graph of a radical function

Unit V- Solving Quadratic Equations

32. Use the square root property of equality to solve quadratic equations
33. Use the quadratic formula to solve quadratic equations
34. Determine the most effective method to solve a quadratic equation
35. Interpret the graph of a quadratic function

APPENDIX D

Incoming Expectations

Because there is no change to the ultimate student learning outcomes of the course, the incoming expectations remain the same.

Outcome Competencies

See above for revised List of Outcomes for each course.

Methods of Assessment

There will be no changes in methods of assessment, as there are no changes in the student learning outcomes from the courses as they currently exist: only the question items on each final exam would change in that they would be re-ordered to reflect the “linear equations” and “quadratic, rational and radical” concepts of each course.

APPENDIX E

MEMO TO AFFECTED DEPARTMENTS/DIVISIONS

MEMO

From: Linda King

To: Barbara Pavel Alvarez

Sent: April 28, 2011

Subject: Proposed Changes to Math 0094

The School of Academic Studies Math Faculty of Pierpont Community and Technical College is proposing a realignment of the course outcomes for Math 0094 (Pre-Algebra) and Math 0095 (Elementary Algebra). With this redesign, Math 0094 will cover signed numbers, order of operations, solving linear equations and inequalities, graphing linear equations and inequalities and systems of linear equations.

This change would affect the math competencies for the Early Childhood AAS degree.

APPENDIX 2

COURSE REGISTRATION DIRECTIONS

How do you register for your Developmental Skills Math course?

- All developmental skills math students need to register for **MATH 0080—Developmental Math**

This course is offered at **VARIABLE CREDIT HOURS**- You **MUST** indicate the number of credit hours in which you wish to enroll

- **Begin with only the recommended hours.** You will be able to sign up for additional credit hours if you are successful and there is time left in the semester.
- **ALL students with an ACT below 19 or a COMPASS score below 36 will need to complete MATH 0081-0086.**

Students whose majors require Technical Math I, Math 1101, will need to complete TWO additional modules: Math 087 and 088. Those modules may be completed only after successful completion of Math 0081-0086.

RECOMMENDED CREDIT HOURS

COMPASS SCORE	MATH 0080 VARIABLE CREDIT HOURS
15-16	2 hours (Math 0081 and 0082)
17-25	3 hours (Math 0081, 0082, and 0083)
26-35	4 hours (Math 0081, 0082, 0083, and 0084)
36 or better	Exempt from Math 0080; enroll in introductory college-credit math required of major*

What will appear on your Academic Transcript?

- Depending on the number of modules/chapters you complete, the following will appear on your transcript:

Math 0081- Signed numbers and order of operations- 1 Credit Hour

Math 0082- Solving linear equations and inequalities-1 Credit Hour

Math 0083- Graphing linear equations and inequalities-1 Credit Hour

Math 0084- Solving systems of linear equations-1 Credit Hour

Math 0085- Operations with Exponents and Polynomials-1 Credit Hour

Math 0086- Factoring and Applications-1 Credit Hour

***Math 0087- Rational Expressions and Applications - 1 Credit Hour**

***Math 0088- Roots, Radicals and Solving Quadratic Equations - 1 Credit Hour**

Tab

7

Pierpont Community & Technical College Board of Governors

Meeting of November 19, 2013

ITEM: Pierpont Community & Technical College
Delegation of Powers to the President

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Resolved that the Pierpont Board of Governors approve the agreement enumerating the powers, duties and responsibilities of the Board of Governors and the powers, duties and responsibilities of the President of the Pierpont Community & Technical College.

STAFF MEMBER: Cyndee K. Sensibaugh, Executive
Assistant to the President and the Board
of Governors

BACKGROUND: 18B-2A-4 of the West Virginia Code sets forth powers, duties, and responsibilities of the Board of Governors of each public higher education institution in the state.

The Delegation of Powers Agreement provides enumeration of those powers, duties, and responsibilities that the Pierpont Community & Technical College Board of Governors wishes to retain for itself and those that it chooses to delegate to the President of Pierpont Community & Technical College.

Given its legal responsibility for the institutions, the Board of Governors maintains control of all broad institutional policy. The powers, duties and responsibilities that are designated to the President represent the day-to-day operation of the institution and reflect the implementation of policy.

PIERPONT COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS
DELEGATION OF POWERS TO PRESIDENT
November 19, 2013

18B-2A-4 of the West Virginia Code sets forth powers, duties, and responsibilities of the Board of Governors of each public higher education institution in the state. This document enumerates those powers, duties and responsibilities that the Pierpont Community & Technical College Board of Governors wishes to retain for itself and those that it chooses to delegate to the President of Pierpont Community & Technical College. Given its legal responsibility for the institutions, the Board of Governors maintains control of all broad institutional policy. The powers, duties and responsibilities that are delegated to the President represent the day-to-day operation of the institution and reflect the implementation of policy.

The Pierpont Community & Technical College Board of Governors retains the following powers and duties:

- Determining and controlling the financial, business and education policies and affairs of the institution.
- Approving the master plans for the institution.
- Approving budget requests for submission to the Pierpont Community & Technical College Council.
- Reporting to the Chancellor the results of the program reviews conducted each year.
- Soliciting voluntary support.
- Appointing and compensating the President or Council approval.
- Disciplining or terminating the President.
- Conducting written performance evaluations of the President consistent with state code and rules.
- Submitting to the Policy Commission and Council by November 1 each year an annual report on the institutions' performance in relation to the master plans and compacts.
- Delegating with prescribed standards and limitations, its powers to the President when the delegation is deemed necessary and prudent and notify the Chancellor of the delegation.
- Adopting, amending or repealing rules, guidelines, or policy statements of the governing board consistent with rules of the Council.
- Fixing tuition and fees, consistent with Council rules.
- Issuing and redeeming revenue bonds.
- Approving capital projects consistent with any guidelines of the Council.
- Adopting salary policies for faculty, classified and non-classified employees and the President and informing the Council.
- All the powers, duties and responsibilities delegated to the President by previous governing boards unless such powers, duties and responsibilities are specifically removed or revoked by action of the Pierpont Community & Technical College Board of Governors.

Signed _____ Date _____
Chairman of the Board of Governors
Pierpont Community & Technical College

Signed _____ Date _____
President
Pierpont Community & Technical College

The Pierpont Community & Technical College Board of Governors chooses to delegate the following duties and responsibilities to the President of the Pierpont Community & Technical College:

The duties and responsibilities enumerated below are delegated to the President until further notice and unless revoked by action of the Pierpont Community & Technical College Board of Governors.

- Supervising and managing the financial, business, and education policies and affairs of Pierpont Community & Technical College.
- Developing a master plan for the institution.
- Updating and meeting goals of the institutional compact.
- Directing the preparation of budget requests for submission to the Community & Technical College Council.
- Periodically reviewing, at least every five years, all academic programs at the institution and addressing the viability, adequacy and necessity of each program in relation to the master plan and compact.
- Conducting periodic studies of the college's graduates and their employers to determine placement patterns and effectiveness of the education experience.
- Ensuring that the sequence and availability of academic programs and courses are such that students may complete programs in a normal time frame.
- Utilizing faculty, students, and classified employees in planning and decision making when those groups are affected.
- Administering management of a personnel system, consistent with Council rules, including classification, compensation, and discipline.
- Soliciting and utilizing or expending voluntary support.
- Entering into contracts on behalf of the institution.
- Purchasing or acquiring all materials, supplies, equipment and printing required.
- Preparing by November 1 of each year an annual report on the institution's performance in relation to the master plan and compact.
- Conducting non-mandatory fund transfers.
- In consultation with the Chancellor, maintaining and updating a consistent method of conducting personnel transactions.
- Acquiring legal services as needed, in consultation with the Board.
- Granting tenure, promotion, and sabbatical leaves (except when requested by the President).
- Hearing student appeals when appropriate.
- Granting tuition and fee waivers.
- Cooperating with the President of Fairmont State University per agreements.
- All other powers, duties and responsibilities delegated to the President by previous governing boards unless such powers, duties and responsibilities are specifically removed or revoked by action of the Pierpont Community & Technical College Board of Governors.

Signed _____ *Date* _____
Chairman of the Board of Governors
Pierpont Community & Technical College

Signed _____ *Date* _____
President
Pierpont Community & Technical College

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**Pierpont Community and Technical College
Board of Governors
Meeting of November 19, 2013**

ITEM:	Request a Code Change from the WV Legislature to Allow the Option of a Per Credit Hour Tuition and Fee Schedule
COMMITTEE:	Finance Committee
RECOMMENDED RESOLUTION:	<i>Resolved</i> , that the Pierpont Community & Technical College Board of Governors requests a legislative change in West Virginia State Code §18B-10-1. Enrollment, tuition and other fees at education institutions: refund of fees as suggested on page 2 of the attached copy of WV Code to allow for the governing board of each community college to enact the tuition model most appropriate for their community of students.
STAFF MEMBER:	President Doreen Larson
BACKGROUND:	<p>West Virginia State code currently prohibits charging students for credit hours beyond twelve. For many community colleges, this prohibition prevents implementation of flexibly and/or accelerated programming, severely burdens limited faculty and student service resources, and results in higher overall tuition rates.</p> <p>The WV Board of Governors Community College Chair Association in fall 2013 unanimously agreed to advocate for a change in the code language that would provide an option to charge tuition for every credit a student receives. Each local board will review their unique student demographics, funding sources and circumstances, and tuition rates to determine the model best suited for their institution and its students.</p>

WEST VIRGINIA CODE

CHAPTER 18B. HIGHER EDUCATION.

ARTICLE 10. FEES AND OTHER MONEY COLLECTED AT STATE INSTITUTIONS OF HIGHER EDUCATION.

§18B-10-1. Enrollment, tuition and other fees at education institutions; refund of fees.

(a) Each governing board shall fix tuition and other fees for each academic term for the different classes or categories of students enrolling at the state institution of higher education under its jurisdiction and may include among the tuition and fees any one or more of the following as defined in section one-b of this article:

- (1) Tuition and required educational and general fees;
- (2) Auxiliary and auxiliary capital fees; and
- (3) Required educational and general capital fees.

(b) A governing board may establish a single special revenue account for each of the following classifications of fees:

- (1) All tuition and required educational and general fees collected;
- (2) All auxiliary and auxiliary capital fees collected; and
- (3) All required educational and general capital fees collected to support existing systemwide and institutional debt service and future systemwide and institutional debt service, capital projects and campus renewal for educational and general facilities.

(4) Subject to any covenants or restrictions imposed with respect to revenue bonds payable from the accounts, a governing board may expend funds from each special revenue account for any purpose for which funds were collected within that account regardless of the original purpose for which the funds were collected.

(c) The purposes for which tuition and fees may be expended include, but are not limited to, health services, student activities, recreational, athletic and extracurricular activities. Additionally, tuition and fees may be used to finance a students' attorney to perform legal services for students in civil matters at the institutions. The legal services are limited to those types of cases, programs or services approved by the president of the institution where the legal services are to be performed.

(d) By October 1, 2011, the commission and council each shall propose a rule for legislative approval in accordance with article three-a, chapter twenty-nine-a of this code to govern the fixing, collection and expenditure of tuition and other fees by the governing boards under their respective jurisdictions.

(e) The schedule of all tuition and fees, and any changes in the schedule, shall be entered in the minutes of the meeting of the appropriate governing board and the board shall file with the commission or council, or both, as appropriate, and the Legislative Auditor a certified copy of the schedule and changes.

(f) The governing boards shall establish the rates to be charged full-time students, as defined in section one-b of this article, who are enrolled during a regular academic term.

(1) Undergraduate students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one twelfth of the full-time rate per credit hour and graduate students taking fewer than nine credit hours in a regular term shall have their fees reduced pro rata based upon one ninth of the full-time rate per credit hour.

(2) Fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the student enrolls in accordance with this subsection.

“(3) Community College students taking more than twelve credit hours in a regular term may be assessed an additional fee for each additional credit hour based upon the one twelfth calculation set out above.”

(g) All fees are due and payable by the student upon enrollment and registration for classes except as provided in this subsection:

(1) The governing boards shall permit fee payments to be made in installments over the course of the academic term. All fees shall be paid prior to awarding course credit at the end of the academic term.

(2) The governing boards also shall authorize the acceptance of credit cards or other payment methods which may be generally available to students for the payment of fees. The governing boards may charge the students for the reasonable and customary charges incurred in accepting credit cards and other methods of payment.

(3) If a governing board determines that a student's finances are affected adversely by a legal work stoppage, it may allow the student an additional six months to pay the fees for any academic term. The governing board shall determine on a case-by-case basis whether the finances of a student are affected adversely.

(4) The commission and council jointly shall propose a rule in accordance with article three-a, chapter twenty-nine-a of this code defining conditions under which a governing board may offer tuition and fee deferred payment plans itself or through third parties.

(5) A governing board may charge interest or fees for any deferred or installment payment plans.

(h) In addition to the other fees provided in this section, each governing board may impose, collect and distribute a fee to be used to finance a nonprofit, student-controlled public interest research group if the students at the institution demonstrate support for the increased fee in a manner and method established by that institution's elected student government. The fee may not be used to finance litigation against the institution.

(i) Governing boards shall retain tuition and fee revenues not pledged for bonded indebtedness or other purposes in accordance with the tuition rules proposed by the commission and council pursuant to this section. The tuition rules shall address the following areas:

(1) Providing a basis for establishing nonresident tuition and fees;

(2) Allowing governing boards to charge different tuition and fees for different programs;

(3) Authorizing a governing board to propose to the commission, council or both, as appropriate, a mandatory auxiliary fee under the following conditions:

(A) The fee shall be approved by the commission, council or both, as appropriate, and either the students below the senior level at the institution or the Legislature before becoming effective;

(B) Increases may not exceed previous state subsidies by more than ten percent;

(C) The fee may be used only to replace existing state funds subsidizing auxiliary services such as athletics or bookstores;

(D) If the fee is approved, the amount of the state subsidy shall be reduced annually by the amount of money generated for the institution by the fees. All state subsidies for the auxiliary services shall cease five years from the date the mandatory auxiliary fee is implemented;

(E) The commission or council or both, as appropriate, shall certify to the Legislature annually by October 1 the amount of fees collected for each of the five years;

(4) Establishing methodology, where applicable, to ensure that, within the appropriate time period under the compact, community and technical college tuition rates for students in all community and technical colleges will be commensurate with the tuition and fees charged by their peer institutions.

(j) A penalty may not be imposed by the commission or council upon any governing board based upon the number of nonresidents who attend the institution unless the commission or council determines that admission of nonresidents to any institution or program of study within the institution is impeding unreasonably the ability of resident students to attend the institution or participate in the programs of the institution. The governing boards shall report annually to the commission or council on the numbers of nonresidents and any other enrollment information the commission or council may request.

(k) Tuition and fee increases of the governing boards, including the governing boards of Marshall University and West Virginia University, are subject to rules adopted by the commission and council pursuant to this section and in accordance with article three-a, chapter twenty-nine-a of this code. The commission or council, as appropriate, shall examine individually each request from a governing board for an increase and make its determinations as follows:

(1) A tuition and fee increase greater than five percent for resident students proposed by a governing board requires the approval of the commission or council, as appropriate.

(2) A fee used solely for the purpose of complying with the athletic provisions of 20 U.S.C. 1681, *et seq.*, known as Title IX of the Education Amendment of 1972, is exempt from the limitations on fee increases set forth in this subsection for three years from the effective date of the section.

(3) In determining whether to approve or deny a governing board's request for a tuition and/or fee increase for resident students greater than the increases granted pursuant to subdivision (1) of this subsection, the commission or council shall determine the progress the governing board has made toward meeting the conditions outlined in this

subsection and shall make this determination the predominate factor in its decision. The commission or council shall consider the degree to which each governing board has met the following conditions:

(A) Maximizes resources available through nonresident tuition and fee charges to the satisfaction of the commission or council;

(B) Consistently achieves the benchmarks established in the compact pursuant to article one-d of this chapter;

(C) Continuously pursues the statewide goals for post- secondary education and the statewide compact established in this chapter;

(D) Demonstrates to the satisfaction of the commission or council that an increase will be used to maintain high-quality programs at the institution;

(E) Demonstrates to the satisfaction of the commission or council that the governing board is making adequate progress toward achieving the goals for education established by the southern regional education board;

(F) Demonstrates to the satisfaction of the commission or council that the governing board has considered the average per capita income of West Virginia families and their ability to pay for any increases; and

(G) Demonstrates to the satisfaction of the commission or council that base appropriation increases have not kept pace with recognized nation-wide inflationary benchmarks;

(4) This section does not require equal increases among governing boards nor does it require any level of increase by a governing board.

(5) The commission and council shall report to the Legislative Oversight Commission on Education Accountability regarding the basis for approving or denying each request as determined using the criteria established in this subsection.