EASTERN
West Virginia Community & Technical College

Board of Governors

Meeting Agenda

FY 17

July 20, 2016

12:00 pm; Eastern WVCTC Main Campus; Moorefield, WV

BOARD MEMBERS

Robert Tissue, Chair   Scott Staley, Vice Chair

Dixie Bean   Greg Greenwalt

Laurel Godlove   Curtis Hakala

Douglas Lambert   Jr. Helmick

Faron Shanholtz   Theda May

George Sponaugle   Melinda Chambers

Dr. Charles Terrell, President

Strategic Plan 2015-2020

Student Access and Success

Teaching and Learning

Community Engagement and Partnerships

Culture of Innovation

Resources

Eastern West Virginia Community and Technical College
Board of Governors
Eastern Campus Moorefield, West Virginia

STANDING COMMITTEES

ACADEMIC & STUDENT PROGRAMS COMMITTEE:

SCOTT STALEY, CHAIR
CURTIS HAKALA
LAUREL GODLOVE
DIXIE BEAN

PERSONNEL COMMITTEE:

DOUGLAS LAMBERT, CHAIR
ROBERT TISSUE
CURTIS HAKALA
DIXIE BEAN
FARON SHANHOLTZ

FINANCE & ADMINISTRATION COMMITTEE:

ROBERT TISSUE, CHAIR
GREG GREENWALT
DOUG LAMBERT
SCOTT STALEY

BOARD OPERATIONS COMMITTEE:

SPECIAL COMMITTEES

FACILITIES COMMITTEE:

ROBERT TISSUE, CHAIR
LAUREL GODLOVE
DIXIE BEAN
MELINDA CHAMBERS
GEORGE SPONAUGLE

FOUNDERS AWARD COMMITTEE:

ROBERT TISSUE, CHAIR

Eastern West Virginia Community and Technical College

Board of Governors

Meeting of July 20, 2016

EWVCTC Main Campus

Moorefield, WV

Call to Order:

*Action Item:

    *Minutes April 20, 2016 .... Attachment

Presentation:

    A.   CMT Empowering Education

Welcome:

    A. Theda May, Student Representative

*Action Items:

    A. BP 3.11 Compliance with Military Selective Service.........Attachment
    B. FY 17 Board Calendar...Attachment
    C: Program Reviews: A.A.S. Occupational Development; A.A.S. Technical Studies, CAS
    Technical Studies..Attachment
    D. Compact..Attachment

Informational Items:

    A.   WV Council for CTC Education meeting July 15 (Budget, Tuition & other agenda items)
    B.   FY 17 Budget..Handout
    C.   FY 16 Tuition Waiver report................................Attachment
    D.   Tobacco Free Zone-July 1, 2016
    E.   2014-2015 Annual Report....................................Handout
    F.   Adult Basic Education update
    G.   Fall Enrollment update

Board Chair & Committee Reports:

    A.   WV Board of Governors Association
    B.   Classified Staff updates-Laurel Godlove
    C.   Faculty updates-Curtis Hakala
    D.   Student updates-Theda May

Student Access and Success Enrollment/Retention/College Completion/Financial Aid/Early Entrance Data Points	**1**
• Shepherd University Enrollment Plan Attachment	
Teaching and Learning Assessment/Reaccreditation/Institutional Effectiveness/Assessment/Academics/Career And Technical Education Data Points-	**2**
•	
Community Engagement and Partnerships Workforce Education/District Consortium/Sector-Based Strategies/BTG Data Points-	
• DHHR grant • Tour du Workforce Handout	
Culture of Innovation WORCS/Foundation/IREED/Launchpad/SBDC	**4**
• IREED • EWVCTC Foundation update-new members Facebook page • Small Business Development report	**5**
Resources Alignment of Budget/Grants/	
• Full Measure Education • Degree Works • Blackboard Analytics	
Campus Safety, Security and Health	
•	
Public Relations Communications/Marketing/Events/Media Data Points-	
• Faculty Orientation, 8/3 • First Friday at the Launchpad-August 5 Matthew Dotson • Advisory Committee meeting, 8/17 • WV Council for CTC Education meeting, August 8/18	
Local, State and National meetings Advisory Committee/WV Council/	
•	

Higher Learning Commission-Self Study Visit April 22-24, 2018 "HLC Awakens"	
July 22,2016	Designated Self Study Work Sessions
August 1, 2016	Taskforce reports due to Self-Study Process Facilitator
August 12, 2016	Designated Self Study Work Sessions
August 26, 2016	Designated Self Study Work Sessions
August 30, 2016	All College-Wide Meeting Self-Study update. Criterion Team presentations

Next Meeting: August 24, at 12:00 pm   4th Wednesday   Chancellor's Advisory Committee meeting 8/17

Special Guest:

Adjournment:

- DHHR – *Deb Backus signed a TANF grant for $60,000 providing for a full-time position to work with TANF candidates, who will be invited to the CMT event (recruiting enrollment)*
- CMT-May 20th   Performer: Courtney Cole   Local Talent: - *online registration; Dr. T acquiring sponsors; use for retention strategy*

Culture of Innovation
WORCS/Foundation/IREED/Launchpad/SBDC

4

- EWVCTC Foundation update-new members – *recruiting continues; FNB will have table at CMT event for job opportunities*
- *WORCS is also undergoing Board recruitment efforts*

Resources
Alignment of Budget/Grants/

5

- Sustainability funding for Wind Tech and Nursing –*received grant funding of $164,971 each*
- Full Measure Education

Campus Safety, Security and Health

-

Public Relations
Communications/Marketing/Events/Media
Data Points-

- Film Festival, April 22
- Hardy County Middle School Art Reception, April 24
- Vendor Day at Eastern, April 30
- *Nursing Pinning 5/13 and Commencement 5/14*

Local, State and National meetings
Advisory Committee/WV Council/

- AACC, April 8-12
- HLC, April 15-19-Curtis Hakala and Dominic Phillips
- WVCTC Advisory Committee meeting, April 27
- WV Council for WVCTC Education, April 28

Higher Learning Commission-Self Study Visit April 22-24, 2018 "HLC Awakens"	
April 8, 2016	Designated Self Study Work Sessions
April 15 – 19, 2016	Self Study Leadership Team and Eastern Staff attend the HLC Annual Conference in Chicago
April, 2016	Self Study Leadership Team meets with Dr. Jeff Rosen while attending the HLC Annual Conference

April 22, 2016	Designated Self Study Work Sessions
May 1, 2016	Initial Criterion Taskforce Reports due to Self Study Leadership Team
May 1, 2016 – April 31, 2017	Self Study Report Facilitator reviews taskforce reports; requests additional data as needed
May 1, 2016 – April 31, 2017	Criterion Taskforces provide follow up data per Self Study Report Facilitator's request
May 13, 2016	Designated Self Study Work Sessions
May 27, 2016	Designated Self Study Work Sessions

Next Meeting: May 18, 2016, at 12:00 pm

Special Guest:

Adjournment: *Meeting adjourned at 1:50 pm*

Respectfully submitted by S Reed, Recorder

_____   _____

Robert Tissue, Chair   *Date Approved*

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE

BOARD OF GOVERNORS

POLICY NO. BP-3.11

TITLE: COMPLIANCE WITH MILITARY SELECTIVE SERVICE ACT

SECTION 1.   GENERAL

1.1   Scope

1.2   Authority   Military Selective Service Act (50 U.S. Code,
                              Appendix 451, et seq. and the amendments thereto).

1.3   Effective Date   July 17, 2003 (insert new date)

SECTION 2.   STATEMENT

Eastern West Virginia Community and Technical College requires as a condition of
admission that male students between the ages of 18 and 25 stipulate on their application
for admission compliance with the Military Selective Service Act.

Students who are not in compliance with the Military Selective Service Act will not be
admitted.

_____   July 17, 2003
BOARD OF GOVERNORS, CHAIR   DATE

Approved by LOT: 06/20/16
Approved by President's Cabinet:
Approved by BOG:

Eastern WV Community & Technical College

Board of Governors 2016-2017 Meeting Schedule

July 20, 2016	Summer Break
August 24, 2016*	
September 21, 2016	
October 26, 2016*	
November 16, 2016	HKM Committee
December 21, 2016	Christmas Break
January 18, 2017	HKM Award
February 15, 2017	
March 15, 2017	Tuition and Fees
April, 12, 2017*	Expenditures Schedule
May, 17, 2017	Commencement
June 21, 2017	Election of Officers

Tentative Schedule to be approved

*Dates changed to accommodate WVCTCS meetings in Charleston

Eastern West Virginia
Community & Technical College

Program Review

Associate in Applied Science in Occupational Development

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Name and degree level of program

Associate in Applied Science in Occupational Development

Occupational Development approved partnerships include:
- Apprenticeship for Child Development Specialist (ACDS): U.S. Department of Labor, WV Bureau of Apprenticeship and Training, WV Child Development Specialist program, and WV Department of Education.
- Carpenter & Joiner: United Brotherhood of Carpenters and Joiners of America – Local 1024 and US Department of Labor, Bureau of Apprenticeship and Training.
- HVAC/R Technician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Industrial Electrician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Industrial Equipment Maintenance: American Woodmark Corporation; South Branch Career & Technical Center; and US Department of Labor, Bureau of Apprenticeship and Training.
- Instrumentation Technician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Leadership: American Woodmark Corporation and US Department of Labor, Bureau of Apprenticeship and Training.
- Machinist: United Steelworkers – Local 676; Luke Paper Company and US Department of Labor, Bureau of Apprenticeship and Training.
- Millwright: United Brotherhood of Carpenters and Joiners of America – Local 1024 and US Department of Labor, Bureau of Apprenticeship and Training.
- Multi-Craft Technician: United Steelworkers – Local 676; Luke Paper Company and US Department of Labor, Bureau of Apprenticeship and Training.

Synopses of significant findings, including findings of external reviewer(s)

Program outcomes are uniquely defined for each of the training programs awarded credit through the Occupational Development program agreements and combined with the standard general education core of 15+ credit hours required for all associate in applied science programs. The common core for all program majors is the general education core as defined in Eastern's College Catalog and institutional regulation, AR 3.17, General Education Curriculum.

The program has served thirty-one students (unduplicated count) since Fall 2010. The program has experienced a significant enrollment decrease since the 2010 program review which served 91 students (unduplicated).

A review of enrollment patterns denotes a significant enrollment decline as compared to the previous review cycle. However, the percentage of majors actually completing degrees has increased. Of the 31 students enrolled in the program during the review cycle, 68% completed the degree requirements. A comparison of the 2010 and 2015 enrollments demonstrates the significant decline in enrollment, but an increase in the percentage of students that actually graduate from the program, 22% as compared to 68% (See Table 1). To date, no tracking studies have been conducted to discern an average rate of completion or the point at which students drop from the program.

Table 1: Total Enrollment Comparison 2010 Program Review and 2015 Program Review

Number of Majors and Graduates by Term					
Program Review	Majors (duplicated HC)	Majors (unduplicated HC)	Credit Hours	FTE	Graduates (Percent based on

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

					unduplicated HC)
2010	235	91	1274	84.95	20 (22%)
2015	43	31	204	13.6	21 (68%)

In the Spring 2008 semester, Eastern began administering the ETS Proficiency Profile. Occupational Development, A.A.S. students participate in this testing. Due to the small number of graduates, results have not been analyzed by program. However, Eastern's graduates score within the mean score ranges noted in ETS Comparative Scores for associate degree granting institutions. Results are currently available for graduating classes since 2011. Due to the small annual sample sizes, no general education curriculum changes have been made based on the test results. However, as the sample size increases, these results will be incorporated with course level assessment results to determine the efficacy of the general education curriculum (See Table 2 below).

Table 2 Eastern Students (2011-2015): Comparison Between Eastern Test Groups and ETS Mean Scores						
	Eastern 2010 – 2011 Mean = 436.78	Eastern 2011-2012 Mean = 443.86	Eastern 2012-2013 Mean = 438.33	Eastern 2013-2014 Mean = 444.04	Eastern 2014-2015 Mean = 444.33	ETS Mean = 439.3
% above mean	47%	49%	45%	42%	45%	47%
% below mean	52%	51%	55%	58%	55%	53%

Occupational Development, A.A.S. graduating students are invited to participate in the Graduating Student Survey. Unfortunately, results show that no Occupational Development, A.A.S. graduates completed the survey.

No external review was conducted for this program.

Plans for program improvement, including timeline

To date, no tracking studies have been conducted to discern an average rate of completion, the point at which students tend to drop from this program or if students opt to change majors. Therefore, the program improvement plan includes a transcript analysis of all majors to determine student progression through transitional studies into college level courses and impediments to course and program completion. This review will be completed by December 2016. Results of this review will determine the intervention(s) to be employed by the College. The College will explore alternatives for improving enrollment through degree pathways and skill set certificate opportunities and continued collaboration with Workforce Education. Appropriate unions will be contacted to review existing MOAs and determine need for changes in previously approved MOAs.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

In the 2011 program review, problems with enrollment and graduation rates were noted. While overall graduation rates have increased significantly, enrollments have continued to decline. Graduation rate has increased from 22% to 68% since the last review. Emphasis was placed on advisement. Overall, the additional attention helped to increase the completion rates. However, given the enrollment decline, it is clear that intervention is needed to renew interest in the program.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Table 3: Five Year Trend Data on Graduates and Majors Enrolled

Number of Majors and Graduates by Term				
Academic Term	**Majors**	**Credit Hours**	**FTE**	**Graduates**
Fall 2010	15	71	4.7	
Spring 2011	9	49	3.3	14
Fall 2011	7	28	1.9	
Spring 2012	4	20	1.3	2
1Fall 2012	2	15	1.0	
Spring 2013	2	9	.6	3
Fall 2013	2	6	.4	
Spring 2014	1	3	.2	
Fall 2014	0	0	0	
Spring 2015	1	3	.2	2
Total	43 (duplicated HC)	204	13.6	21

Table 4: Occupational Development Graduates by Area of Concentration					
	2010-2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
5500 –Early Childhood Development, AAS	4	1			2
5501 – Industrial Maintenance (AWC), AAS					
5502 - Leadership (AWC), AAS					
5503 – Millwright, AAS					
5504 – Carpenters & Joiners, AAS					
5505 – Multicraft Technology, AAS	3	1	3		
5506 – Instrumentation Technician (LPC)	4				
5507 - HVAC/R Technician (LPC)					
5508 – Machinist (LPC)					
5509 – Industrial Electrician (LPC)	3				

Summary of assessment model and how results are used for program improvement

Eastern's assessment plan consists of three levels: entry level assessment, process assessment, and long term assessment. These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the assessment plan. Given the individualized nature of the Occupational Development program, assessment activities focus primarily on general education assessment and long term assessment. Such activities include review of enrollment patterns, tracking studies, program completion and graduating student survey. The ETS Proficiency Profile has been administered as the test of general education. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. Occupational Development, AAS students participate in these surveys.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

Occupational Development is a CTCS based degree program. When curriculum and implementation changes are made at the system level, these changes will be adopted by Eastern. However, future course assessment activities may yield data targeting revision of courses supporting the general education core or Eastern courses supporting technical core.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Employment status of graduates is tracked through the Graduating Student Survey. Unfortunately, no Occupational Development, AAS graduates participated in the survey during this designated review cycle.

Final recommendations approved by Board of Governors

The Occupational Development, A.A.S. program provides Eastern students with a flexible, general degree option to incorporate technical training provided through U.S. Department of Labor Apprenticeship training programs. During the five year review cycle, the program had a total of 31 majors and 21 graduates. Eastern will continue to offer the program as it is currently offered. The College will revitalize recruitment activities by contacting apprenticeship training programs to review current status of existing MOAs, apprenticeship program changes and explore interest in renewed participation agreements. The College will also conduct a tracking study/transcript analysis to determine variables impacting retention and completion. Upon completion of the tracking study, the College will initiate alternatives for improving the retention and program completion rates.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

**Eastern West Virginia
Community & Technical College**

Program Review

Associate in Applied Science in Technical Studies

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Name and degree level of program

Associate in Applied Science in Technical Studies

Approved partnerships include:
- Early Childhood Development (CDA)
- Industrial Maintenance: South Branch Career and Technical Center (Adult Division)
- Information Technology
- Medical Assistant
- Paraprofessional in Education
- Paramedic
- Residential Care Specialist

Synopses of significant findings, including findings of external reviewer(s)

Program outcomes are uniquely defined for each of the training programs awarded credit through the Technical Studies AAS program agreements and combined with the standard general education core of 15+ credit hours required for all associate in applied science programs. The common core for all program majors is the general education core as defined in Eastern's College Catalog and institutional regulation, AR 3.17, General Education Curriculum.

The program, to date, has served eighty-nine students (unduplicated count) since Fall 2010.

Beginning in the spring 2008 semester, Eastern began administering the ETS Proficiency Profile. Technical Studies, A.A.S. students participate in this testing. Due to the small number of graduates, results have not been analyzed by program. However, Eastern's graduates score within the mean score ranges noted in ETS Comparative Scores for associate degree granting institutions. Results are currently available for graduating classes since 2011. Due to the small annual sample sizes, no general education curriculum changes have been made based on the test results. However, as the sample size increases, these results will be incorporated with course level assessment results to determine the efficacy of the general education curriculum (See Table 1 below).

	Eastern 2010 – 2011 Mean = 436.78	Eastern 2011-2012 Mean = 443.86	Eastern 2012-2013 Mean = 438.33	Eastern 2013-2014 Mean = 444.04	Eastern 2014-2015 Mean = 444.33	ETS Mean = 439.3
% above mean	47%	49%	45%	42%	45%	47%
% below mean	52%	51%	55%	58%	55%	53%

Table 1
Eastern Students (2011-2015):
Comparison Between Eastern Test Groups and ETS Mean Scores

Technical Studies graduating students are invited to participate in the Graduating Student Survey. Unfortunately, results show that no Technical Studies, AAS graduates completed the survey.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

A review of enrollment patterns denotes a problem with program completion rates. Of the 89 students enrolled in the program during the review years, only 17 % (15) completed the degree requirements. However, the number of students served as well as the number of program graduates has increased since the 2010 program review. Eastern has made a concerted effort to serve students enrolled in this major. The recent increase in enrollment as well as graduates demonstrates the impact of this additional focus.

No external review was conducted for the Technical Studies, AAS program. However, students completing the Medical Assistant Training coordinated through Eastern's Workforce Education Department do take the National Health Career Association certification examination. The pass rate for this examination is 70%.

Plans for program improvement, including timeline

To date, no tracking studies have been conducted to discern an appropriate average rate of completion, the point at which students tend to drop from this program or if students opt to change majors. Therefore, the program improvement plan includes a transcript analysis of all majors to determine student progression through transitional studies into college level courses and impediments to course and program completion. This review will be completed by December 2016. Results of this review will determine the intervention(s) to be employed by the College. The College will explore alternatives for improving enrollment through degree pathways and certificate opportunities by continued collaboration with Workforce Education. This has proven to be successful with the implementation of allied health training programs. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, A.A.S. programs. Review for addition of certificate level tracks and skill set certifications will be completed by December 2016. Identified certificate level programs will be implemented by the fall semester, 2017.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The 2010 program review indicated a low enrollment and completion rate for the Technical Studies, AAS. Since the last program review, renewed efforts have been placed on increasing the number of technical core credit opportunities available. This emphasis included allied health training opportunities such as medical assisting and medical records coding. With the addition of these training options, the program is experiencing notable enrollment increases. Graduation rates have also increased but not to a level in keeping with the enrollments.

Five year trend data on graduates and majors enrolled

Number of Majors and Graduates by Term				
Academic Term	Majors	Credit Hours	FTE	Graduates
Fall 2010	11	96	6.4	
Spring 2011	5	60	4.0	1
Fall 2011	3	36	2.4	
Spring 2012	4	31	2.1	
Fall 2012	7	54	3.6	
Spring 2013	9	65	4.3	3
Fall 2013	15	171	11.4	

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Spring 2014	33	321	21.4	1
Fall 2014	36	292	19.4	
Spring 2015	31	178	11.9	10
Total	154(duplicated HC)	1304	86.9	15

Summary of assessment model and how results are used for program improvement

Eastern's assessment plan consists of three levels: entry level assessment, process assessment, and long term assessment. These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the assessment plan. Given the individualized nature of the Technical Studies program, assessment activities focus primarily on general education assessment and long term assessment. Such activities include review of enrollment patterns, tracking studies, program completion and graduating student survey. The ETS Proficiency Profile has been administered as the test of general education. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. Technical Studies, AAS students participate in these surveys.

The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

Technical Studies is a CTCS based degree program. When curriculum and implementation changes are made at the system level, these changes will be adopted by Eastern. However, future course assessment activities may yield data supporting revision of courses supporting the general education core or Eastern courses supporting technical core.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Employment status of graduates is tracked through the Graduating Student Survey. Unfortunately, no Technical Studies, AAS graduates participated in the survey during this designated review cycle.

Final recommendations approved by Board of Governors

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

The Technical Studies, A.A.S. program provides Eastern students with a flexible, general degree option to incorporate technical or occupational training provided through the workplace or other training providers. During the five year review cycle, the program had a total of 89 majors and 15 graduates. Eastern will continue to offer the program as it is currently offered. However, upon completion of the tracking study, the College will explore alternatives for improving the retention and program completion rates. The College will also continue to explore alternatives for improving enrollment and retention by building parallel certificate tracks and skill set certifications with existing A.A.S. Technical Studies programming. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, A.A.S. programs.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Eastern West Virginia
Community & Technical College

Program Review

Technical Studies, Certificate in Applied Science

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Name and degree level of program

Technical Studies, Certificate in Applied Science (CAS)

Approved partnerships include:
- Residential Care Specialist
- Paraprofessional in Education
- Industrial Maintenance: South Branch Career and Technical Center (Adult Division)
- Medical Assistant
- Certified Nursing Assistant
- Animal/Veterinary Science

Synopses of significant findings, including findings of external reviewer(s)

Program outcomes are uniquely defined for each of the training programs awarded credit through the Technical Studies, Certificate in Applied Science (CAS) agreements and combined with the standard general education core of 6+ credit hours required for all certificate in applied science programs. The common core for all program majors is the general education core as defined in Eastern's College Catalog and institutional regulation, AR 3.17, General Education Curriculum.

The program, to date, has served 60 students (unduplicated count) since Fall 2010.

Technical Studies graduating students are invited to participate in the Graduating Student Survey. Unfortunately, results show that no Technical Studies, CAS graduates completed the survey.

A review of enrollment patterns denotes that this program has experienced a significant enrollment increase. This is attributed to the addition of the allied health and other training options available through Eastern's Workforce Education Department. There are currently six areas of emphasis available to students. Although enrollment has improved since the prior program review, enrollment patterns fluctuate and completion rates are low. Future emphasis will be placed on increasing completion rates and stabilizing enrollment patterns.

No external review was conducted for the Technical Studies, C.A.S. program. However, students completing the Certified Nursing Assistant Training coordinated through Eastern's Workforce Education Department do take the National Health Career Association certification examination. The pass rate for this examination is 95%.

Plans for program improvement, including timeline

To date, no tracking studies have been conducted to discern an appropriate average rate of completion or the point at which students tend to drop from this program. Therefore, the program improvement plan includes a transcript analysis of majors to determine student progression through transitional studies into college level courses and impediments to course completion. This review will be completed by December 2016. Results of this review will determine the intervention(s) to be employed by the College. The College will continue to explore alternatives for improving enrollment by building parallel certificate tracks with existing A.A.S. Technical Studies programming. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, C.A.S. as well as the A.A.S. programs. Review for additional certificate

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

level tracks will be completed by December 2016. Identified certificate level programs will be implemented by the fall semester, 2017.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The 2010 program review indicated a low enrollment and completion rate for the Technical Studies, CAS program (See Figure 1 for comparison of 2010 and 2015 reports). Since the last program review, renewed efforts have been placed on increasing the number of technical core credit opportunities available for certificate level students. This emphasis included allied health training opportunities as a medical assistant and certified nursing assistant. With the addition of these training options, the program has experienced notable enrollment increases, although enrollment patterns do fluctuate demonstrating a significant drop in Spring 2015. Graduation rates have also increased but they are not in keeping with the total number of students entering the program. Tracking studies will be used to determine impediments to completion so appropriate interventions can be implemented.

Figure 1: Total Enrollment Comparison 2010 Program Review and 2015 Program Review

Number of Majors and Graduates by Term				
Program Review	Majors	Credit Hours	FTE	Graduates
2010	18 (duplicated HC)	79	5.27	2
2015	122 (duplicated HC)	1336	89.1	14

Five year trend data on graduates and majors enrolled

Number of Majors and Graduates by Term				
Academic Term	Majors	Credit Hours	FTE	Graduates
Fall 2010	1	8	.5	
Spring 2011	0	0	0	
Fall 2011	1	12	.8	
Spring 2012	17	235	15.7	
Fall 2012	32	342	22.8	
Spring 2013	26	270	18	5
Fall 2013	17	187	12.5	
Spring 2014	13	123	8.2	5
Fall 2014	10	108	7.2	
Spring 2015	5	51	3.4	4
Total	122 (duplicated HC)	1336	89.1	14

Summary of assessment model and how results are used for program improvement

Eastern's assessment plan consists of three levels: entry level assessment, process assessment, and long term assessment. These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating the aforementioned assessment levels, serves

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

as the core of the assessment plan. Given the individualized nature of the Technical Studies program, assessment activities focus primarily on general education assessment and long term assessment. Such activities include review of enrollment patterns, tracking studies, program completion and graduating student survey. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. Technical Studies, CAS students participate in these surveys.

The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

Technical Studies is a WVCCTCE system based degree program. When curriculum and implementation changes are made at the system level, these changes will be adopted by Eastern. However, future course assessment activities may yield data supporting revision of courses supporting the general education core or Eastern courses supporting technical core.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Employment status of graduates is tracked through the Graduating Student Survey. No Technical Studies, CAS graduates participated in the survey.

Final recommendations approved by Board of Governors

The Technical Studies, C.A.S. provides Eastern students with a flexible, general degree option to incorporate technical or occupational training provided through the workplace or other training providers. During the five year review cycle, the program had a total of 60 majors and 14 graduates. Eastern will continue to offer the program. However, the College will explore alternatives for improving enrollment by building parallel certificate tracks with existing A.A.S. Technical Studies programming. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, C.A.S. as well as the A.A.S. programs.

Approved by Assessment: 5-19-16
Approved by LOT: 6-20-16
Approved by Cabinet:
Approved by Board of Governors:

Meeting the Challenge:
MASTER PLAN
Fulfilling the Vision: 2015 - 2020

An Institutional Compact for Success

Planning Period 2016-17 thru 2019-20

Institution:

Eastern WV Community & Technical College

INSTRUCTIONS

Section A – Contact Information

1. Provide a contact to whom questions should be addressed.

Section B – Institutional Mission

1. Provide the approved institutional mission statement.

Section C – Institutional Goals and Targets

1. Provide annual institutional targets for the 2016-17 to 2019-20 period for all four major goals.

2. Institutional baseline data and targets (2019-20) are provided by the Council System Office.

3. For each goal, provide specific strategies covering the annual academic planning period 2016-17 (bullet-point format ONLY).

Section D – Performance Indicator Definitions – A definition of each measure begins on page 12.

**The Institutional Compacts are due in the Council office
on or before <u>May 1, 2016</u>**

**Once compacts are completed, convert to Adobe PDF format and submit electronically to
June Heckel at heckel@wvctcs.org**

Section A

MASTER PLAN Planning Period 2016-17 thru 2019-20

Contact Information:

Name: Dr. Charles Terrell

Address: 316 Eastern Drive

City: Moorefield   State: WV   Zip: 26836

Telephone: 304-434-8000   Fax: 304-434-7000

Email: Charles.Terrell@easternwv.edu

Section B

Institutional Mission Statement: Eastern WV Community & Technical College

Eastern provides accessible and affordable educational opportunities for academic, technical,

Workforce training and life-long learning for the Potomac Highlands regional community.

Section C

Goal 1. Improve the success of students by increasing college completion.

	Measures	Baseline	16-17	17-18	18-19	19-20
a.	Total degrees awarded	112	126	140	154	168
b.	Workforce skill sets awarded	846	888	930	972	1,015
c.	Credits to degree	88.5	85	80	75	72
d.	Time to degree (in years)	4.0	4.0	3.5	3.0	3
e.	Percentage of first-time freshmen who successfully complete the first college-level math course requirements by the end of year one of enrollment	11.6%	27%	56%	79%	80%
f.	Percentage of first-time freshmen who successfully complete the first college-level English course requirements by the end of year one of enrollment	40.7%	50%	60%	70%	80%
g.	Licensure passage rate (workforce contributed)	100.0%	84%	86%	88%	90%*
h.	Employment placement rate	74.0%				80%
i.	Percentage of students transferring who achieve a GPA of 2.0 or better on a 4.0 scale at the conclusion of their first year of enrollment at in-state four-year public institutions	81.8%	81.8%	81.8%	81.8%	80%*

*This is the 2019-20 "system" target. We encourage institutions that exceed the goal to continue efforts to do so.

	Measures	Baseline derived from the following
a.	Total degrees awarded	6 year average
b.	Workforce skill sets awarded	4 year average (due to change in matrix definitions)
c.	Credits to degree	Most recent year available
d.	Time to degree	Most recent year available
e.	Successful completion of first college-level math	Most recent year available
f.	Successful completion of first college-level English	Most recent year available
g.	Licensure passage rate	Most recent year available
h.	Employment placement rate	Most recent year available
i.	Academic preparation	Most recent year available

Goal 1 Strategies: Please provide strategies for improving the success of students by increasing college completion for the 2016-17 academic planning period.

Strategies
- Workforce is a pathway to Eastern to Academic Programs. Workforce classes are evaluated through Eastern's Learner Outcomes Team to award credit.   - Workforce embeds industry recognized credentials when applicable.   - Workforce administers a course/instructor feedback survey at the end of each semester and/or course.   - Workforce will increase the number of online offerings through the ProTrain partnership. FY17   - Workforce evaluates academic progress to award skills sets.   - Workforce offers orientation sessions for our Allied Health and Cosmetology programs.   - Workforce recruits and retains highly qualified instructors/facilitators for our offerings.   - Explore university partnerships that result in a physical/virtual presence on campus to increase access to four-year degrees, streamline transfer of credit and align requirements for two-and four-year degree options.   - Articulations with other educational entities to assure students of transferability and acceptability of credits and work experience from one level of education to another.   - Articulations with other educational entities to assure students of transferability and acceptability of credits and work experience from one level of education to another will be required by funding and accrediting agencies and demanded by customers.   - Promote, participate and strengthen current workshops provided to the county schools, current students and community in areas of Advocate Hour, Financial Aid Literacy, Diversity, Student Success and Transfer Sessions.   - Promote and strengthen students' access and training to tutor.com with assistance from Student Success Coaches and Ambassadors.   - Continue to implement early alert system. Utilize Tutor.com and faculty referrals to Learner support services regarding attendance and submission of midterm grades.

- Implement and train Academic Advisors and Admissions Staff to promote dual entry for students to earn a certificate and a degree.
- Promoting all Certificate and Degree programs in Technical Studies.
- Promote Fast Track Preparation for College from the partnership with Adult Basic Education Program.
- Continue to survey and evaluate all student activities and events.
- Utilize the Accelerated Learning Program (ALP) (co-requisite model) to promote student achievement and accelerate time to degree.
- Align course requirements in mathematics to program learning outcomes to provide a pathway to success toward degree completion.
- Use action research and assessments to determine and to develop and/or to enhance program offerings and effectiveness of student learning.
- Improve faculty access to data and make certain faculty members are supported by institutional research in methodology design, data collection and analysis of student learning outcomes.
- Continue to engage and review Graduate Assessments with ETS Proficiency Profile, NOCTI and other graduate certifications.

Goal 2. Meet the workforce demands of employers and enhance economic development efforts in West Virginia.

	Measures	Baseline	16-17	17-18	18-19	19-20
a.	Training contact hours delivered	40,131	42,137	44,143	46,149	48,157
b.	Total career-technical degrees awarded	79	92	104	112	119
c.	Workforce skill sets awarded	846	888	930	972	1,015
d.	Employers served	76	88	100	112	124
e.	Regional sector-based partnerships (cumulative)	--	3	3	3	3
f.	Entrepreneurship education (cumulative)	--	3	6	9	10
g.	Learn and earn partnerships, paid internships or registered apprenticeships established (cumulative)	--	1	2	2	3

	Measures	Baseline derived from the following
a.	Training contact hours delivered	4 year average (due to change in matrix definitions)
b.	Total career-technical degrees awarded	6 year average
c.	Workforce skill sets awarded	4 year average (due to change in matrix definitions)
d.	Employers served	4 year average (due to change in matrix definitions)
e.	Regional sector-based partnerships	Baseline not applicable
f.	Entrepreneurship education	Baseline not applicable
g.	Learn and earn partnerships, paid internships, etc.	Baseline not applicable

Goal 2 Strategies: Please provide strategies for meeting the workforce demands of employers and enhancing economic development efforts in West Virginia for the 2016-17 academic planning period.

Strategies
- Workforce will schedule a "Tour De Workforce", to meet with all businesses in Eastern's six-county service area to promote Workforce offerings. FY 17   - Eastern will host quarterly District Consortium Economic Development (DCED) committee meetings to engage regional partners to identify sector-base & career pathway strategies.   - Meet short-and long-term documented workforce needs of the region.   - Enhance and support regional economic development efforts. Maintain communications with regional Rural Development Associations.   - Continue to strengthen and grow partnerships with community-based agencies and organizations (i.e. Workforce West Virginia, Workforce Investment Opportunities Act (WIOA), Division of Rehabilitation Services (DRS) and Potomac Highlands District Consortium and Economic Development partners.   - Use sector-based based strategies to strengthen relationships and partnerships with public/private local, state and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes.   - Increase industry partnerships: In today's intensely competitive economy, employers require highly skilled workers to boost productivity, create new products and provide market responsiveness. At the same time, West Virginia's workers, recognize the demands of the new economy, seek opportunities to develop and improve their skills. To respond to this mutual need, Eastern, with guidance from industry leaders create new workforce development initiatives through Industry Partnerships. Today, skills are critical to competitiveness. Businesses need to find employees with specialized knowledge, and workers need to be able to move smoothly to another job if their current employer downsizes or goes out of business. Industries, workers and the economy benefit when groups of companies collaborate to

address training needs, because new solutions are shared to strengthen the industry as a whole. Eastern plans on continuing to grow industry partnerships through sector based meetings and expanding into additional business and industry areas as opportunities arise.

- Host routine partnerships with regular attendance for the following sector meetings: welding, energy/manufacturing, IT, and Allied Health: EWVCTC hosts regular sector-based meetings through our Workforce Education Department for the Allied Health Sextor and we are working to grown our Regional Welding Sector meetings as well. We are also working closely with the academic divisions within the College to expand opportunities for sector-based meetings in other areas including academic programs. (Wind/Manufacturing)
- Increase customized training for businesses: A goal of the Workforce Education Department for the upcoming year is to visit every business within Eastern's six-county district to promote training and education programs along with awareness of the WV Advance and HB 3009 Grant opportunities available. By doing this, we hope to increase the number of customized trainings we are able of offer.
- Increase Workforce presence in CTEs through new program development and additional articulations agreements: During the 2015-2016 school year we were able to offer Workforce Credit to students at SBCTC and Hampshire County Career Center. We are expanding this opportunity to students in Tucker and Mineral Counties for the upcoming 2016-2017 school year.
- Articulation Agreement Relationships: BRCTC (Paramedic), SBCTC, Hampshire County Career Center, Plan to expand to Tucker and Mineral County.
- Enhance community college/school district/university partnerships for such activities as dual enrollment, early entrance, transitional education, and enhanced higher education opportunities especially in science, technology, engineering, and mathematics (STEM) fields.
- Increase business partnerships for such programming as energy/ advanced manufacturing, allied health, technology, agriculture technology, art and tourism.
- Strengthen external/internal network for business, community, alumni and friends to connect with the college and participate in activities to include the leveraging of resources and volunteering time, money and talent.
- Assess workforce development needs and align workforce training and career/tech programs to targeted industries and STEM skill set along with reskilling the workforce for career advancement.
- Develop and cultivate effective communication that encourages input and feedback from all stakeholders.
- Establish more articulation agreements.

Goal 3. Provide access to affordable community and technical college education in all regions of the state.

	Measures	Baseline	16-17	17-18	18-19	19-20
a.	Annual unduplicated headcount enrollment	1,129	1,135	1,135	1,137	1,400
b.	Student financial aid participation rate	46.1%	48.8%	51.5%	54.2%	55%
c.	Annual percentage increase in tuition	11.6%				5%
d.	Distance-delivered programs*	0	0	0	1	12%

*Distance-delivered programs: The number of academic credit-based certificate or associate degree programs offered in which 50% or more of the required courses may be taken as distance-delivered courses. Please provide the baseline for AY 2014-15 and increase by a minimum of 10% by the end of the compact period (19-20).

	Measures	Baseline derived from the following
a.	Annual headcount enrollment	Most recent year available
b.	Student financial aid participation rate	Most recent year available
c.	Annual percentage increase in tuition	Most recent year available
d.	Distance-delivered programs	Please provide baseline using FY 2014-15

Goal 3 Strategies: Please provide strategies for providing access to affordable community and technical college education in all regions of the state for the 2016-17 academic planning period.

Strategies
• Research and apply for additional technical grants to sponsor scholarships for students. • Provide financial aid literacy workshops to new and current students. • Increase accessibility to early entrance students and specialized cohorts at the discovery centers. • Participating and coordinating in more community events. • Promote hybrid or special topic courses.

Goal 4. Ensure fiscal stability to effectively deliver comprehensive community and technical college education.

	Measures	Baseline	16-17	17-18	18-19	19-20
a.	Percentage of classified employees fully funded on classified staff salary schedule	100.0%	98%	98%	98%	100%
b.	Professional development (at least 2 annually)	--	2	2	2	
c.	Retention rate	50.0%	52%	57%	62%	66%
d.	Achieve a positive Composite Financial Index (CFI) Score, without OPEB, of 1.1 or above on a yearly basis	1.18	1.18	1.19	1.2	1.1 +
e.	Expenditure priority (instruction, academic support & student services)	35.7%	39.5%	44.5%	48.81%	50%

	Measures	Baseline derived from the following
a.	Classified employees fully funded on salary schedule	Salary schedule in effect as of February 2016
b.	Professional development	Baseline not applicable
c.	Retention rate	Most recent year available
d.	CFI	Most recent year available
e.	Expenditure priority	Most recent year available

Goal 4 Strategies: Please provide strategies for ensuring the fiscal stability to effectively deliver comprehensive community and technical college education for the 2016-17 academic planning period.

Strategies
- Increase tuition by 12% to generate 126,000 in additional revenue. FY 17   - Cut expenses by 175,000. FY 17   - Maintain 25% reserve. FY 17   - Secure Indirect cost formula for grants. FY 17   - Invite external stakeholders to serve on a Workforce Opportunity Regional Center and Services, Inc. (WORCS) advisory board. WORCS is a non-profit Research Corporation.

- Create a Grant Strategic Plan for Eastern, Eastern Foundation and WORCS. FY 17
- Pell eligibility for Department of Education approved Workforce programs.
- Foster a collegial environment reflecting an entrepreneurial foundation in instruction, student services and administration supported by faculty/staff and student development with incentives to encourage innovation.
- Continue support of the Institute for Rural Entrepreneurship and Economic Development (IREED).
- Develop & implement a foundation plan to increase community engagement & support.
- Explore the development of a grant writing consortium.
- Cultivate and engage partnerships with local, state and national stakeholders.
- Maintain an efficient and innovative administration to create an environment based on vision and core values of the institution.
- Provide two professional trainings for faculty, staff and administration per academic year.
- Continue to provide student participation incentives for attendance. For example, Eastern tee shirts, sweatshirts, flash drives and provide lunches during student activities.
- Continue to provide Student Success Workshops to engage 2+2 agreements, workplace skills and transferability of credit.
- Increase information distributed to students (i.e. early alert, tutor.com, registration, events).

Section D

Performance Indicator Definitions

Adult Students	Students age 20 and above.
Annual Headcount Enrollment	The unduplicated for-credit student (full- and part-time) enrollment number of all enrollment periods during the academic year.
Annualized FTE	The sum of summer, fall and spring end-of-term FTE divided by 2.
Associate Degree	A defined program for students in a specific occupational area consisting of a minimum of sixty (60) collegiate credit hours.
Career-Technical Program	Community and technical college degree programs that prepare students to enter the workforce directly upon completion of the program.
Certificate Degree Program	A defined program of study in a specific occupational area consisting of a minimum of thirty (30) collegiate credit hours.

College Credential	An attestation of an individual's qualification, competence or skill through the awarding of an associate degree, certificate degree or workforce skill set certificate by a community and technical college.
Composite Financial Index (CFI)	One overall measurement of the financial health (of each community and technical college) based on combining the four core ratios – primary reserve, net operating revenues, return on net assets and viability – as reported to the Council in the annual Consolidated Annual Financial Audit.
Contact Hours	Number of Students X Number of Session Hours Example: 10 students X 3 hour session = 30 contact hours
Credits-to-Degree	The Total number of academic credits accumulated by a student at the degree-granting institution at the time of the awarding of an associate degree.
Distance-delivered Program	An academic credit-based certificate or associate degree program offered in which 50% or more of the required courses may be taken as distance-delivered courses as such courses are defined by the Higher Learning Commission.
Employers Served	The number of employers for which a product, a series of trainings or programs were delivered (credit and non-credit).
Employment Placement	Employment for a minimum of one quarter in West Virginia by a graduate within one-year of earning a certificate or an associate degree from a community and technical college.
Entrepreneurship Education	The number of focused courses and workshops offered in the area of entrepreneurship.
Expenditure Priority	Percentage of total expenditures devoted to instruction, academic support and student services.
Learn and Earn	Number of Learn and Earn (cooperative education) partnerships
Industry-recognized Credential	A credential, most often in the form of an industry-based certification, issued to an individual who has successfully completed a technical skill assessment aligned with industry recognized standards.
Licensure Passage Rate	The percentage of students taking and passing a licensure examination within one year after graduation.
Paid Internships	Internships in which students participate and are paid by employers.

Professional Development Activity	A variety of facilitated learning opportunities, specialized training, formal education or advanced professional learning involving topics and formats intended to assist faculty, staff and administrators in improving their professional knowledge, competence, skill and / or effectiveness.
Regional Industry Sector Partnership	Organizing an institution's workforce and technical program planning and development process by involving multiple employers of a particular economic sector; i.e., manufacturing, healthcare, energy, having a partnership steering committee and meeting at least three times a year.
Registered Apprenticeship Program	A program registered with and approved by the U. S. Department of Labor consisting of job-related technical instruction combined with on-the-job learning experiences resulting in the awarding of an industry issued, nationally recognized credential, and the potential to earn a college credential.
Retention Rate	The percentage of students (full- and part-time) enrolled during the fall term of one academic year at a community and technical college and returning the next fall term at any West Virginia higher education institution.
Student Financial Aid Participation Rate	The percentage of a college's total student enrollment receiving student financial aid assistance consisting of grants, scholarships and tuition waivers, but not student loans.
Time-to-Degree	The total number of years of enrollment at the institution by a full-time student at the time of the awarding of an associate degree.
Traditional Age Student	Students between the ages of 18 and 20.
Veterans Enrollment	An individual currently serving or has served in the armed forces of the United States and includes National Guard and Reserve members.
Workforce Skill Sets	A course, series of courses or competencies that prepare individuals for a specific job skill.

Waivers

ID	Student	Employee	Fin Aid Yr 1415				Fin Aid Yr 1516
			Summer 2015	Fall 2015	Spring 2016	Summer 2016	Total 1516
S00102805	Angela Beard	Yes					
S00089587	Diana Parker		$ 360.00				
S00103174	Victor Shockey	Spouse of	$ 360.00	$ 750.00			
S00103432	Melissa Shockey	Yes		$ 375.00			
S00104269	Leland Mifflin			$ 1,500.00	$ 1,500.00		
S00105987	Madison George	Scholarship		$ 1,500.00	$ 1,500.00		
S00106953	Nia Frederick	Dependent of		$ 1,500.00	$ 1,500.00		
S00106970	Ashley Riggleman	Scholarship		$ 1,500.00	$ 1,500.00		
S00106978	Travis Borror	Scholarship		$ 1,501.00	$ 1,232.25		
S00107110	Dylan Strawderman	Scholarship		$ 1,500.00	$ 1,500.00		
S00083045	Tamara Ours	Yes		$ 1,500.00	$ 1,125.00		
S00083155	Barbara Porter	Yes		$ 750.00	$ 375.00		
S00089299	Kimbra Chirchirillo	Yes		$ 1,500.00	$ 750.00		
S00105357	Morgan Branson	Dependent of				$ 375.00	
			$ 720.00	$ 12,376.00	$ 10,982.25	$ 375.00	$ 23,733.25

Eastern West Virginia Community & Technical College and Shepherd University Transfer Student Enrollment Partnership

Shepherd University values its partnership with Eastern West Virginia Community & Technical College (EWVCTC) and seeks to expand and strengthen collaborative opportunities. This Transfer Student Enrollment Partnership will provide the following for students enrolled at EWVCTC.

1. Shepherd University Presence on EWVCTC Campus
   a. A Shepherd University admission counselor will schedule time on EWVCTC campus to meet with students providing transfer advising information, assistance processing the admission application, and information pertaining to financial aid and scholarships one time each fall and spring semesters.

2. Shepherd Application Fee Waiver
   a. EWVCTC students who apply to Shepherd University will have their admission application fee waived.

3. Scholarships for EWVCTC Students
   a. Eligible students who have earned a EWVCTC associates degree and transfer to Shepherd University will receive an academic scholarship. Scholarships are renewable for up to four semesters.

Scholarship	EWVCTC CUM GPA	Scholarship Award
Director's Scholarship	2.5	$1000
Dean's Scholarship	2.8	$1,500
President's Scholarship	3.0	$2,000

4. Shepherd University Campus Housing
   a. EWVCTC students who enroll at Shepherd University and choose to live on-campus in a traditional hall will be awarded a $1000 housing grant.
   b. Free on-campus housing during the summer semester for students who register for 6-credits or more.