

November 2015
PE 15-13-580

AGENCY REVIEW

THE WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

AUDIT OVERVIEW

The West Virginia Council for Community and Technical College Education Has Not Fully or Adequately Implemented the Higher Education Accountability System Established in West Virginia Code. As a Result, Institutions Are Not Held Accountable for Not Meeting the State's Higher Education Goals



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EXECUTIVE SUMMARY

The Legislative Auditor conducted a Performance Review of the West Virginia Council for Community and Technical College Education Council authorized pursuant to West Virginia Code §4-10-8. The objective of this review is to examine the performance of the Council with respect to the implementation of the higher education accountability system, and to determine whether institutions are being held accountable for meeting the State's higher education goals. The findings of this review are highlighted below.

Report Highlights

Issue 1: The West Virginia Council for Community and Technical College Education Has Not Fully or Adequately Implemented the Higher Education Accountability System Established in West Virginia Code. As a Result, Institutions Are Not Held Accountable for Not Meeting the State's Higher Education Goals.

- The Council's review process for institutional compacts has led to many compacts being approved that do not include each of the statutorily required elements. In addition, the Council is not adhering to the statutory provision that institutional compacts be submitted and approved on an annual basis.
- The Council's documentation of its review and approval process for institutional compacts indicates that few actions have been taken in response to institutions not achieving a majority of their benchmarks. Only minor compact revisions have been required by the Council.
- The Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Attainment with a detailed report on how each institution performs in meeting its compact benchmarks.

PERD Evaluation of the Department's Written Response

PERD received the Council's written response to the draft on November 13, 2015. The Council indicates that it is in agreement with the finding that no specific report is given to LOCEA regarding each school's performance in meeting annual compact benchmarks, and any actions taken by the Council to ensure progress. The Council further indicates it is in agreement that there is no formal documentation of instances in which the Chancellor works with institutions, and that no specific remediation plans have been put into place.

The Council respectfully disagrees that it is not complying with the statutory May 1 deadline. The Council indicates that it interprets the May 1 deadline as the deadline by which the back-and-forth compact modifications must be completed. However, the Legislative Auditor believes that Code sets May 1 as the deadline for final approval of all compacts. Furthermore, the Council's documentation provided to PERD demonstrates that even following the Council's interpretation of Code, the deadline is still not being met.

The Council also respectfully disagrees with the finding that its compact review process omits certain Vision 2020 goals. The Council believes that the omitted goal listed in the report does not fall under the purview of the Council. However, the expected outcomes listed in W. Va. Code 18B-1D-3(b)(9) indicate that it is primarily under the purview of the Council. Therefore, the Legislative Auditor recommends that the Council include all relevant Vision 2020 goals in its institutional compacts.

Recommendations

1. *The Council should ensure that each institutional compact addresses, at a minimum, all of the goals established in W. Va. Code §18B-1D-3, in addition to any other goals established by the Council in its System Master Plans.*
2. *The Council should ensure that institutional compacts are submitted annually, and include each of the elements required by §18B-1D-7.*
3. *The Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Accountability with a detailed report on how each institution performs in meeting its compact benchmarks.*
4. *The Council should adhere to statutory deadlines.*
5. *The Legislative Auditor recommends that the Council take the necessary actions authorized in C.S.R. §135-49-5.4.3 to ensure institutions are making adequate progress toward achieving state goals.*

ISSUE1

The West Virginia Council for Community and Technical College Education Has Not Fully or Adequately Implemented the Higher Education Accountability System Established in West Virginia Code. As a Result, Institutions Are Not Held Accountable for Not Meeting the State’s Higher Education Goals.

Issue Summary

The West Virginia Council for Community and Technical College Education (Council) is responsible for implementing an accountability system in accordance with W. Va. Code §18B-1D (Higher Education Accountability) that holds each institution under its jurisdiction accountable for meeting the Legislature’s goals for higher education. However, the accountability system implemented by the Council does not comply with statutory requirements. Furthermore, there is no remediation or corrective action taken by the Council for instances in which institutions do not meet performance benchmarks, or whose progress toward state goals is insufficient. The Legislative Auditor finds that:

- the Council’s implementation of the institutional compact process does not ensure that compacts are submitted by each institution on an annual basis, and include each of the compact elements required under W. Va. Code §18B-1D-7;
- the Council does not ensure that compacts address each of the legislative goals established in W. Va. Code §18B-1D-3;
- the Council does not take any actions in response to instances in which institutions do not meet their compact benchmarks, even when an institution does not meet more than 50 percent of these benchmarks.

The Council’s implementation of the institutional compact process does not ensure that compacts are submitted by each institution on an annual basis, and include each of the compact elements required under W. Va. Code §18B-1D-7.

The Council does not take any actions in response to instances in which institutions do not meet their compact benchmarks, even when an institution does not meet more than 50 percent of these benchmarks.

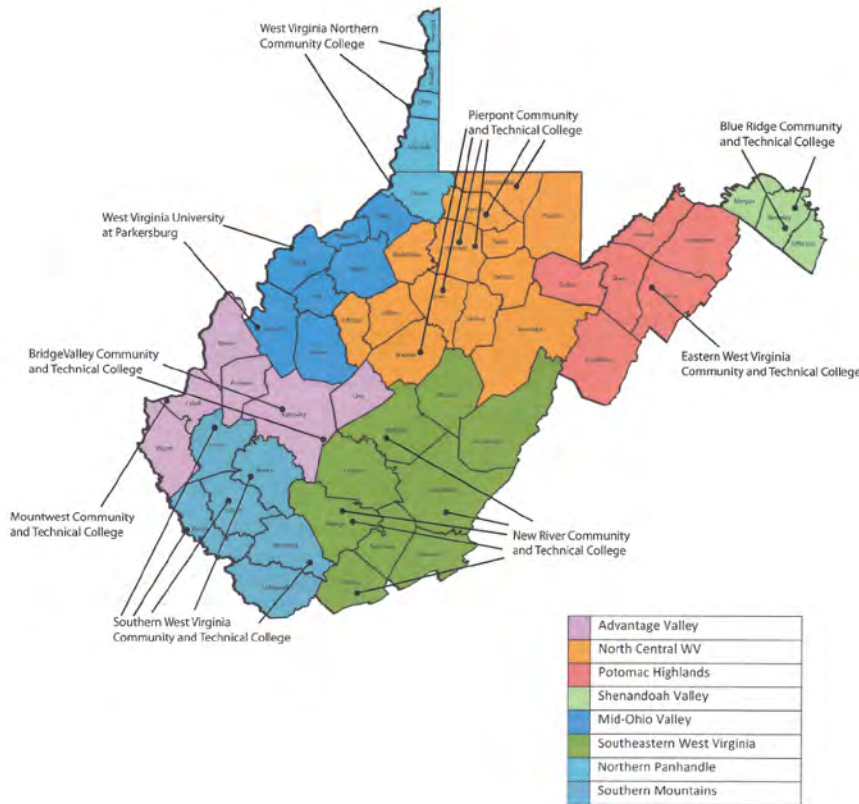
The Council Oversees 9 Community and Technical Colleges With 27 Locations Throughout West Virginia.

Community and technical colleges (CTCs) in West Virginia each operate between one and six permanent campuses or satellite facilities. Each institution has a main campus location at which most course-curricula are offered. In addition, some institutions maintain specialized technical centers or satellite facilities at which limited or specialized course offerings are available. Permanent satellite facility locations may include locations owned and operated by the affiliated community and technical college, such as a technical center, a county community center,

or a local high school. In addition to these permanent satellite facilities, institutions may offer limited courses from semester to semester at local high schools within their consortia district. The availability of these additional satellite locations vary from semester to semester and do not constitute permanent locations.

Each of West Virginia’s nine community colleges, and their affiliated campuses and facilities are broken up into one of eight geographic consortia districts. Figure 1 provides an overview of the counties in each consortia district, the community and technical colleges responsible for serving the district, and the location of each permanent campus or facility within the district. Appendix C provides a more detailed listing of each institution’s permanent locations.

Figure 1



Community and technical colleges (CTCs) in West Virginia each operate between one and six permanent campuses or satellite facilities. Each institution has a main campus location at which most course-curricula are offered.

West Virginia Ranks Last in the Nation in Higher Education Attainment.

In fiscal year 2016, the Legislature appropriated a total of \$66,352,867 to the Council and the 9 community and technical colleges under the Council’s jurisdiction (see Table 1).

Council for CTC Education	\$7,349,728
Mountwest CTC	\$5,687,484
New River CTC	\$5,676,500
Pierpont CTC	\$7,664,596
Blue Ridge CTC	\$4,949,710
West Virginia University-Parkersburg	\$10,094,237
Southern West Virginia CTC	\$8,203,924
West Virginia Northern CTC	\$7,099,616
Eastern West Virginia CTC	\$1,887,174
Bridge Valley CTC	\$7,739,898
CTC Total	\$66,352,867

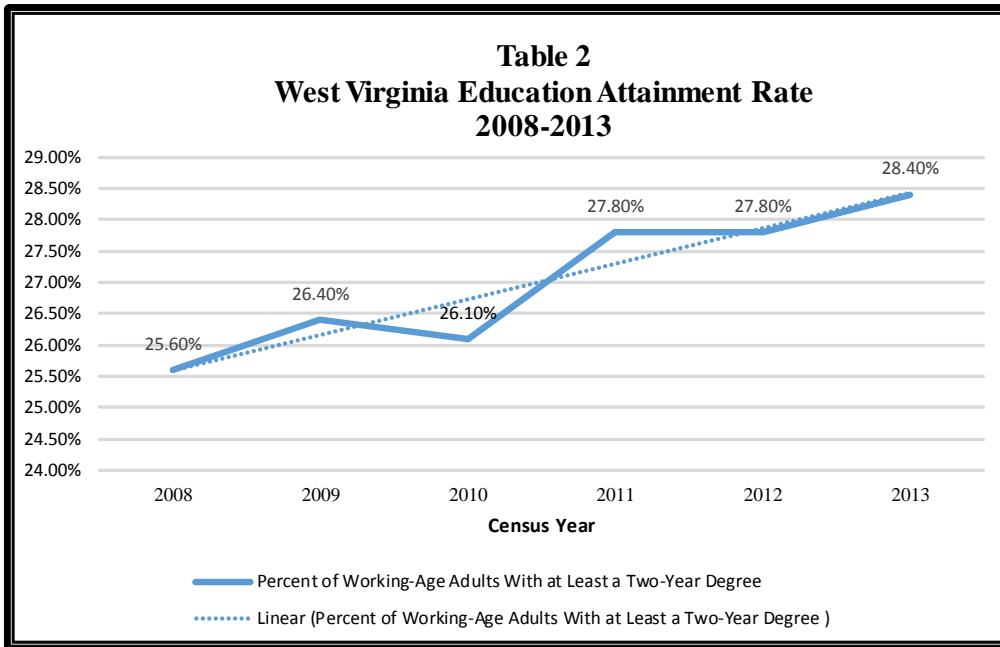
Source: Enrolled H.B. 2016—Budget Bill

According to the U.S. Census Bureau, the national average education attainment rate for working-age adults (age 25-64) in the U.S. is 40 percent. According to the 2013 U.S. Census data, only 28.4 percent of West Virginia’s working-age adults have obtained at least a two-year degree or higher.

Despite investing nearly 10 percent of the State’s general revenue funds in higher education, West Virginia continues to lag behind the national average in educational attainment—the percentage of the population that holds a two-year or four-year college degree or other postsecondary credential. According to the U.S. Census Bureau, the national average education attainment rate for working-age adults (age 25-64) in the U.S. is 40 percent. According to the 2013 U.S. Census data, only 28.4 percent of West Virginia’s working-age adults have obtained at least a two-year degree or higher.

According to a number of national labor market studies, more than half of all jobs in the U.S. economy will require some form of postsecondary education and training by 2020, with an estimated 30 percent of those jobs requiring an associate’s degree or some form of postsecondary certification.

The state’s 2013 educational attainment rate is an improvement from the prior year, and West Virginia’s education attainment is trending upward (see Table 2). However, progress has been slow, and West Virginia still ranks last in the nation in education attainment. West Virginia community colleges have a unique role to play in providing the education and training for the workforce development needs of the state’s growing industries, such as oil and gas, advanced manufacturing, and the healthcare sectors. According to a number of national labor market studies, more than half of all jobs in the U.S. economy will require some form of postsecondary education and training by 2020, with an estimated 30 percent of those jobs requiring an associate’s degree or some form of postsecondary certification.



Source: U.S. Census Bureau data reported in the Lumina Foundation’s 2015 policy brief on West Virginia’s education attainment rate.

State Law Requires the Council to Implement an Accountability System That Hold Institutions Accountable for Meeting State Goals.

The Legislature established the Council as an independent government entity in 2004, drawing upon a large body of academic research that, in part, called attention to the need for greater support and accountability for community and technical colleges in West Virginia. West Virginia Code §18B-2B(c)(3)(C) establishes that the Council has as one of its duties, “*Holding each community and technical college and the statewide network of independently accredited community and technical colleges as a whole accountable for accomplishing their missions and achieving the goals and objectives established in article one, one-d, and three-c of this chapter.*”

Once approved by the Council, each compact constitutes a negotiated contract between the individual institution of higher education and the Council.

W. Va. Code §18B-1D-3 establishes the Vision 2020 objectives for public higher education. According to W. Va. Code §18B-1D-7, each institution under the Council’s jurisdiction is required annually to create and submit for Council approval an institutional compact with strategies and benchmarks for achieving the State’s Vision 2020 goals. Once approved by the Council, each compact constitutes a negotiated contract between the individual institution of higher education and the Council. W. Va. Code §18B-1D-7 contains 15 required elements that each institutional compact must contain. These elements are:

1. the institution's strategies for achieving legislative goals established in §18B-1D-3;
2. the council strategies for supporting institutions;
3. the institution's mission statement which addresses changes needed to meet state goals;
4. a discussion of the compact's alignment with the institution's master plan;
5. an assessment of the needs within an institution's geographic area of responsibility;
6. the institution's strategies to ensure access within its region of the state;
7. any provisions for collaborations, when necessary;
8. the provision of optimal levels of student support;
9. the institution's strategies for using existing infrastructure to increase access and control cost;
10. any additional objectives adopted by the Council;
11. the requirement that compacts must be updated annually and include all required elements;
12. the benchmarks measuring programs and services in an institution's assigned area;
13. the benchmarks to determine progress toward state goals;
14. the performance indicators to measure achievement of goals; and
15. a discussion of the barriers to accomplishing goals.

W. Va. Code §18B-1D-7 establishes the institutional compact process as the Council's main tool for measuring each institution's performance toward the state goals for higher education, and holding them accountable for their progress.

W. Va. Code §18B-1D-7(B)(4) mandates that a compact for each institution must be approved annually by the Council by the first of May. If an institution's submitted compact has not been approved by the first of May, then the Council is empowered and directed to develop and adopt a compact for the institution. The elements of the higher education accountability system are established in W. Va. Code §18B-1D, and the corresponding legislative rule, C.S.R. §135-49. W. Va. Code §18B-1D-7 establishes the institutional compact process as the Council's main tool for measuring each institution's performance toward the state goals for higher education, and holding them accountable for their progress.

PERD's analysis finds that the Council approved institutional compacts that did not contain each of the 15 required compact elements.

The Council's Implemented Process for Reviewing and Approving Institutional Compacts Does Not Ensure That Each Compact Complies With West Virginia Code.

The Performance Evaluation and Research Division (PERD) analyzed each institution's compacts for academic years 2010-11 through 2014-15. PERD's analysis finds that the Council approved institutional compacts that did not contain each of the 15 required compact elements. A majority of the institutional compacts approved by the Council did not

include over half of the elements each compact is required to include (see Table 3). Some elements, such as a geographic assessment of needs and a discussion of the barriers to achieving the compact’s goals were omitted from each of the compacts analyzed by PERD. In addition, the Council-approved compacts did not address each of the Legislature’s Vision 2020 goals established in W. Va. Code §18B-1D-3. While the approved compacts generally address most of the Vision 2020 goals, some goals, such as increasing the percentage of functionally literate adults, are omitted in all of the compacts. **Therefore, the Legislative Auditor recommends that the Council ensure that each institutional compact addresses, at a minimum, all of the goals established in W. Va. Code §18B-1D-3, in addition to any other goals established by the Council in its System Master Plans.**

Some elements, such as a geographic assessment of needs and a discussion of the barriers to achieving the compact’s goals were omitted from each of the compacts analyzed by PERD.

Table 3
Number of Required Elements Included in Institutional Compacts
Academic Years 2010-11 Through 2014-15

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Blue Ridge	5	0	7	7	7
Bridgemont	6	0	7	7	*
Kanawha Valley	6	0	7	8	*
Eastern	6	0	7	7	7
Mountwest	6	0	7	11	11
New River	6	0	7	7	7
Pierpont	6	0	7	7	7
Southern	6	0	6	6	7
Northern	6	0	7	7	6
WVU-Parkersburg	6	0	7	7	7
BridgeValley*	*	*	*	*	7

Source: PERD’s analysis of the contents of each institutional compact for all CTC institutions for academic years 2010-11 through 2014-15.
*Kanawha Valley CTC and Bridgemont CTC combined in FY 2015 to become BridgeValley CTC.

A majority of the compacts approved by the Council for academic years 2010-11 through 2014-15 contain only a set of completed, ongoing, and planned future strategies for achieving each institution’s established compact goals. In addition, most of the approved compacts reviewed by PERD lacked any benchmarks or performance measures to gauge an institution’s progress toward state goals as required in §18B-1D-7(g). Instead, the Council approves one institutional compact for each institution with benchmarks to cover a five-year period (set to coincide with the Council’s five-year System Master Plan) and only requires each institution to update its compact strategies each subsequent year. Compact benchmarks do not appear in these institutional compact strategy updates

In addition, most of the approved compacts reviewed by PERD lacked any benchmarks or performance measures to gauge an institution’s progress toward state goals.

for any school with the exception of Mountwest CTC in academic years 2013-14 and 2014-15.

The Council did not provide PERD with any compacts for the academic year 2011-12. In addition, the Council’s compact review and approval documentation shows that no compacts were submitted or approved for this academic year. When asked why there were no institutional compacts for academic year 2011-12, the Council reported that, “*Updates were not required for the 2011-12 academic year, because of the transition between Master Plan cycles.*” However, West Virginia Code mandates that a new compact be submitted by each institution annually regardless of the conclusion of a five-year cycle of a system master plan. **Therefore, the Legislative Auditor recommends that the Council ensure that institutional compacts are submitted annually, and include each of the elements required by §18B-1D-7.**

The Council did not provide PERD with any compacts for the academic year 2011-12. In addition, the Council’s compact review and approval documentation shows that no compacts were submitted or approved for this academic year.

Furthermore, while the Council provides data for many performance benchmarks through its annual Higher Education Report Card and the annual System Performance Update, the Council does not provide the Legislature with any report specifically detailing how each institution performed against all of its compact benchmarks and the extent to which each institution is meeting its own goals. Moreover, the Council does not report any accountability measures it could take to improve an institution’s insufficient progress such as remediation plans, withholding approval for salary increases of an institution’s president, or other actions deemed necessary as authorized by rule (C.S.R. §135-49-5.4.3). Although salary increases of school presidents have not risen significantly, there is no evidence of remediation plans imposed by the Council. **Essentially, the Council simply moves on to the next five-year plan without any documentation expressing concern for the lack of progress made in the previous five-year plan.** Therefore, the Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Accountability with a detailed report on how each institution performed in meeting its compact benchmarks and any appropriate action of accountability the Council plans for each institution.

The Council does not provide the Legislature with any report specifically detailing how each institution performed against all of its compact benchmarks and the extent to which each institution is meeting its own goals.

The Council Has Not Fully Implemented the Compact Review Process Prescribed by Law.

Pursuant to W. Va. Code §18B-1D-7(e), the Council transmits to each institution a standardized template for institutional compacts, which includes a submission deadline and an instructions page. Submission deadlines generally fall between early April and mid-May of each year. Submitted compacts are then reviewed by the Council’s Compact Review Committee, which approves or returns the compacts for revision. Upon approval by the Compact Review Committee, the compacts are taken before the Council for final adoption. PERD’s analysis finds that

for academic years 2010-11 through 2014-15, the Council adopted the institutional compacts in mid-June, well after the statutorily required May 1 deadline. **Therefore, the Legislative Auditor recommends that the Council should adhere to statutory deadlines, and fully implement the statutory review process on each institution’s progress in meeting compact benchmarks.**

The Absence of Any Specific Actions by the Council to Address Insufficient Progress Contributes to a Lack of Accountability for Institutions in Meeting State Goals.

The Council’s incomplete implementation of the accountability system established in West Virginia Code hinders the Council’s ability to fully and accurately assess the challenges and needs of each institution, and therefore provide guidance and accountability to address insufficient progress. The Council does not take specific action in instances in which institutions do not meet their own performance benchmarks.

PERD analyzed the institutional performance data used by the Council when approving institutional compacts. The Council’s compact review documentation shows 23 performance benchmarks for each institution in each academic year. PERD compared each institution’s performance against their agreed-upon compact benchmarks over the last four years (see Table 4).

The Council’s incomplete implementation of the accountability system established in West Virginia Code hinders the Council’s ability to fully and accurately assess the challenges and needs of each institution, and therefore provide guidance and accountability to address insufficient progress.

**Table 4
Percentage of Compact Benchmarks Achieved
Academic Years 2010-11 Through 2013-14**

	2010-2011	2011-2012	2012-2013	2013-2014	% Change
Blue Ridge	78.3%	78.3%	73.9%	69.6%	(8.7)%
Bridgemont	52.2%	43.8%	56.5%	60.9%	8.7%
Kanawha Valley	47.8%	52.2%	43.5%	39.1%	(8.7)%
Eastern	56.5%	69.6%	78.3%	82.6%	26.1%
Mountwest	60.9%	52.2%	56.5%	39.1%	(21.8)%
New River	47.8%	47.8%	56.5%	43.5%	(4.3)%
Pierpont	47.8%	52.2%	47.8%	30.4%	(17.4)%
Southern	39.1%	39.1%	34.8%	39.1%	-
Northern	34.8%	52.2%	13.0%	17.4%	(17.4)%
WVU-Parkersburg	60.9%	34.8%	17.4%	8.7%	(52.2)%
BridgeValley*	-	-	-	-	-

Source: PERD’s analysis of institutional performance data and compact benchmarks for academic years 2010-11 through 2014-15.

*Kanawha Valley CTC and Bridgemont CTC combined in FY 2015 to become BridgeValley CTC.

Of the nine (formerly ten) community and technical colleges, only two achieved a higher percentage of their performance benchmarks in academic year 2013-14 than in 2010-11. Seven of the institutions achieved a lower percentage of their benchmarks, including Mountwest Community and Technical College (-21.8 percent) and West Virginia University-Parkersburg (-52.2 percent). Southern West Virginia Community and Technical College remained the same with 39.1 percent of their compact benchmarks being achieved. In total, PERD finds 21 instances in which an institution did not achieve at least 50 percent of its compact benchmarks.

Performance indicator data and compact benchmarks from each institution are to be used by the Council in determining whether each institution is making adequate progress toward meeting the State's goals. C.S.R. §135-49 also mandates that each institution provide a progress update to the Council each year by August 1. The Council shall, by December 31st of each year, review the performance data of each institution to assess its progress toward the compact goals. According to C.S.R. §135-49-5.4.3:

“If the Council determines that an institution is not making sufficient progress overall or in a particular area, the Council may: Direct the institution to modify its compact implementation strategies; Direct the institution to develop an overall remediation plan or a remediation plan in a particular focus area; Direct the Chancellor to work with the institution’s board of governors and or president to remedy the deficiencies or to develop a remediation plan; Withhold the approval of a salary increase for the institution’s president; and/or Take whatever other action the Council deems necessary or appropriate to ensure that adequate progress is made in the future.”

The Council has requested compact modification nine times between academic year 2010-11 and 2014-15. PERD’s review of these instances finds that none of them specifically relate to an instance in which an institution did not meet particular compact goal or make adequate overall progress toward state goals. Instead, two of the requested revisions relate to instances in which an institution’s compact omitted entire goals. The seven other instances of requested compact revisions broadly state that, *“The strategies for each of the goals should be further developed.”* Institutions such as Pierpont CTC and West Virginia Northern CTC were not required to revise any of their institutional compacts between academic year 2010-11 and 2013-14, despite sharp declines in the overall percentage of compact benchmarks met by the respective institutions.

The Council’s documentation shows that it has taken no other authorized actions to specifically address an institution’s progress toward state goals. PERD reviewed salary information for each community college president from academic year 2010 through 2015 to determine

In total, PERD finds 21 instances in which an institution did not achieve at least 50 percent of its compact benchmarks.

PERD’s review of these instances finds that none of them specifically relate to an instance in which an institution did not meet particular compact goal or make adequate overall progress toward state goals.

whether presidential salaries increased significantly in spite of an institution not achieving its compact benchmarks. PERD's review finds that presidential salaries have not risen significantly over the scope of the audit. **The Legislative Auditor recommends that the Council take the necessary actions authorized in C.S.R. §135-49-5.4.3 to ensure institutions are making adequate progress toward achieving state goals.**

Conclusion

One of the duties of the Council is to ensure that each community and technical college under its jurisdiction is adequately progressing toward achieving the state's goals for public higher education by holding each institution accountable for its progress. It is the opinion of the Legislative Auditor that the Council's implemented accountability system, in which institutions must only update broad sets of strategies from time-to-time, will not be enough to ensure that each institution makes the kind of progress that will meet the workforce development needs of the state and produce a workforce that meets the demands of the new economy. To achieve this, the Council must properly and fully implement an accountability system that provides for a robust process of evaluating educational needs, provides for specific strategies and resource allocations to aid each institution in overcoming its unique barriers to success and progressing toward achieving its goals, and provides for a data-driven, annual analysis that not only measures each institution's overall progress, but also identifies specific areas for improvement.

One of the duties of the Council is to ensure that each community and technical college under its jurisdiction is adequately progressing toward achieving the state's goals for public higher education by holding each institution accountable for its progress.

Recommendations

1. *The Legislative Auditor recommends that the Council ensure that each institutional compact addresses, at a minimum, all of the goals established in W. Va. Code §18B-1D-3, in addition to any other goals established by the Council in its System Master Plans.*
2. *The Legislative Auditor recommends that the Council ensure that institutional compacts are submitted annually, and include each of the elements required by §18B-1D-7.*
3. *The Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Accountability with a detailed report on how each institution performs in meeting its compact benchmarks.*

4. *The Legislative Auditor recommends that the Council adhere to statutory deadlines.*
5. *The Legislative Auditor recommends that the Council take the necessary actions authorized in C.S.R. §135-49-5.4.3 to ensure institutions are making adequate progress toward achieving state goals.*

Appendix A Transmittal Letter

WEST VIRGINIA LEGISLATURE *Performance Evaluation and Research Division*

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John Sylvia
Director

October 30, 2015

Sarah Armstrong Tucker, PH.D., Chancellor
Council for Community and Technical College Education
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301

Dear Dr. Tucker:

This is to transmit a draft copy of the Agency Review of the Council for Community and Technical College Education. This report is tentatively scheduled to be presented during the November 15-16, 2015 interim meetings of the Joint Committee on Government Operations, and the Joint Committee on Government Organization. We will inform you of the exact time and location once the information becomes available. It is expected that a representative from your agency be present at the meeting to orally respond to the report and answer any questions committee members may have during or after the meeting.

If you would like to schedule an exit conference to discuss any concerns you may have with the report, please notify us by Tuesday, November 3, 2015. In addition, we need your written response by noon on Monday, November 9, 2015 in order for it to be included in the final report. If your agency intends to distribute additional material to committee members at the meeting, please contact the House Government Organization staff at 304-340-3192 by Thursday, November 12, 2015 to make arrangements.

We request that your personnel not disclose the report to anyone not affiliated with your agency. Thank you for your cooperation.

Sincerely,


John Sylvia

Enclosure

Joint Committee on Government and Finance

Appendix B

Objective, Scope and Methodology

The Performance Evaluation and Research Division (PERD) within the Office of the Legislative Auditor conducted this performance audit of the West Virginia Council for Community and Technical College Education (Council) as required and authorized by the West Virginia Performance Review Act, Chapter 4, Article 10, of the West Virginia Code, as amended. The purposes of the Council, as established in West Virginia Code §18B-2B-1(d), are to provide a leadership and support mechanism for community colleges, and provide assistance and accountability for meetings state goals.

Objective

The objective of this review is to examine the performance of the Council with respect to the implementation of the higher education accountability system, and to determine whether institutions are being held accountable for meeting the State's higher education goals.

Scope

The scope of this review consists of institutional compacts submitted by each community college from academic years 2010-11 through 2014-15. The scope includes an examination of the Council's review process and documentation for approving each submitted compact. The scope also includes an examination of how each community college performed against its compact benchmarks. The audit does not determine the sufficiency or accuracy of any performance measures or confirm the accuracy of the data the Council receives from the colleges. In addition, the scope will examine the extent to which the Council took authorized actions to hold schools accountable for meeting state goals.

Methodology

PERD gathered and analyzed several sources of information and conducted audit procedures to assess the sufficiency and appropriateness of the information used as audit evidence. Testimonial evidence was gathered through interviews with the Council's staff. The purpose for testimonial evidence was to gain a better understanding or clarification of certain issues, to confirm the existence or non-existence of a condition, or to understand the respective agency's position on an issue. Such testimonial evidence was confirmed by written statements.

In order to assess the condition of the Council's accountability system, PERD requested that the Council submit all approved institutional compacts for each institution for academic years 2010-11 through 2014-15. PERD confirmed that the Council did not require or approve any compacts for academic year 2011-12 through written confirmation from the Council. PERD analyzed the compacts to determine whether each of the statutorily required elements were included. These sources of data and tests of evidence provided reasonable assurance of the conditions.

In order to establish a lack of accountability for progress toward compact benchmarks, PERD conducted an analysis of each institution's performance with respect to meeting its compact benchmarks from 2010-11 through 2014-15. The performance data used by PERD were provided by the Council in response to PERD's request for documentation of the Council's approval process. In addition, PERD analyzed the Council's documentation to access any instance of corrective actions taken by the Council.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Appendix C



WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Clarence B. Pennington, Chair • James L. Skidmore, Chancellor

TO: Adam Fridley
Research Analyst, Legislative Auditor's Office

FROM: James L. Skidmore
Chancellor

DATE: June 17, 2015

SUBJECT: **Response to June 10, 2015 Information Request**

This is in response to your request to Dr. Sarah Tucker dated June 10, 2015, regarding permanent locations of campuses and instruction sites for community and technical colleges. The System consists of nine colleges, of which some have multiple campuses while others have locations that are instructional sites and not classified as a campus.

Attached for your reference is a listing of community colleges and their multiple campuses. All of the sites listed are permanent. Colleges may offer courses at other sites; ie county buildings, high schools, etc, that are not considered a permanent site and will vary from semester to semester.

Should you have questions or need additional information, please contact me.

cc: Dr. Sarah Tucker



1.866.TWO.YEAR

Blue Ridge Community and Technical College

www.blueridgectc.edu

13650 Apple Harvest Drive
Martinsburg, WV 25403
Phone: 304.260.4380

Technology Center

5550 Winchester Avenue
Martinsburg, WV 25405

BridgeValley Community and Technical College

www.bridgevalley.edu

South Charleston Campus

2001 Union Carbide Drive
Building 2000
South Charleston, WV 25303
Phone: 304.205.6600

Montgomery Campus

619 2nd Avenue
Montgomery, WV 25136
Phone: 304.734.6600

Eastern WV Community and Technical College

www.eastern.edu

316 Eastern Drive
Moorefield, WV 26836
Phone: 304.434.8000

Mountwest Community and Technical College

www.mctc.edu

2205 5th Street Road
Huntington, WV 25701
Phone: 866.676.5533

New River Community and Technical College

www.newriver.edu

Beckley Campus

280 University Drive
Beaver, WV 25813
Phone: 304.929.5450

Greenbrier Valley Campus

101 Church Street
Lewisburg, WV 24901
Phone: 304.647.6560

Nicholas County Campus

6101 Webster Road
Summersville, WV 26651
Phone: 304.872.1236

Advanced Technology Center

527 Odd Road
PO Box 307
Ghent, WV 25843
Phone: 304-929-3300

Mercer County Campus

1397 Stafford Drive
Princeton, WV 24740
Phone: 304.425.5858

Pierpont Community and Technical College

www.pierpont.edu

Fairmont Campus

320 Adams Street, Room 407
Fairmont, WV 26554
Phone: 800.641.5678

Braxton County Center (High School)

205 Jerry Burton Drive
Sutton, WV 26601
Phone: 304.765.7300

Lewis County Center (High School)

205 Minuteman Drive
Weston, WV 26452
Phone: 304.269.6389



(Pierpont Community and Technical College Continued)

Monongalia County Center (MTEC)

100 Mississippi Drive
Morgantown, WV 26501
Phone: 304.291.9240

Gaston Caperton Center

120 Caperton Center
Clarksburg, WV 26301
Phone: 304.623.5721

Robert C. Byrd National Aerospace Education Center

1050 East Benedum Industrial Drive
Bridgeport, WV 26330
Phone: 304.367.4225

Southern WV Community and Technical College

www.southernwv.edu

Logan Campus

2900 Dempsey Branch Road
Mount Gay, WV 25637
Phone: 304.792.7098
TTY: 304.792.7054

Boone/Lincoln Campus

3505 Daniel Boone Parkway, Suite A
Foster, WV 25081
Phone: 304.369.2952
TTY: 304.369.2960

Wyoming/McDowell Campus

128 College Drive
Soulsville, WV 25876
Phone: 304.294.8346
TTY: 304.294.8520

Williamson Campus

1601 Armory Drive
Williamson, WV 25661
Phone: 304.235.6046
TTY: 304.235.6056

Lincoln Location (High School)

81 Lincoln Panther Way
Hamlin, WV 25523
Phone: 304.307.0710

West Virginia Northern Community College

www.wvncc.edu

Wheeling Campus

1704 Market Street
Wheeling, WV 26003
Phone: 304.233.5900

New Martinsville Campus

141 Main Street
New Martinsville, WV 26155
Phone: 304.455.4684

Weirton Campus

150 Park Avenue
Weirton, WV 26062
Phone: 304.723.2210

West Virginia University at Parkersburg

www.wvup.edu

300 Campus Drive
Parkersburg, WV 26104
Phone: 304.424.8000

Jackson County Center

105-107 Academy Drive
Ripley, WV 25271
Phone: 304.372.6992

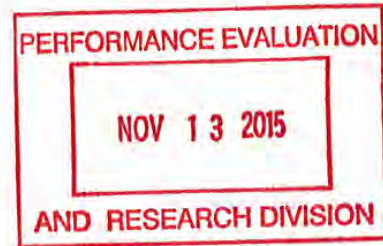
Appendix D Agency Response



WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
Clarence B. Pennington, Chair · Sarah Armstrong Tucker, Chancellor

November 13, 2015

Mr. John Sylvia
Director, Performance Evaluation and Research Division
Building 1, Room W-314
State Capitol Complex
Charleston, West Virginia 25305



Dear Mr. Sylvia,

This is in response to your request dated October 30, 2015, regarding the draft report of the Agency Review of the WV Council for Community and Technical College to be presented to the Joint Committee on Government Operations, and the Joint Committee on Government Organization during November 2015 Interims.

Per your request, attached is a response to each of the issues posed in the draft report. Should you have questions or need clarification, please do not hesitate to contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Sarah Armstrong Tucker".

Sarah Armstrong Tucker
Chancellor

Issue 1: The West Virginia Council for Community and Technical College Education Has Not Fully or Adequately Implemented the Higher Education Accountability System Established in West Virginia Code. As a Result, Institutions Are Not Held Accountable for Meeting the State’s Higher Education Goals.

Issue Summary

The West Virginia Council for Community and Technical College Education (Council) is responsible for implementing an accountability system in accordance with W. Va. Code §18B-1D (Higher Education Accountability) that holds each institution under its jurisdiction accountable for meeting the Legislature’s goals for higher education. However, the accountability system implemented by the Council does not comply with statutory requirements. Further, there is no remediation or corrective action taken by the Council for instances in which institutions do not meet performance benchmarks, or whose progress toward state goals is insufficient. The Legislative Auditor found that:

- the Council’s implementation of the institutional compact process does not ensure that compacts are submitted by each institution on an annual basis, and include each of the compact elements required under W. Va. Code §18B-1D-7;
- the Council does not ensure that compacts address each of the legislative goals established in W. Va. Code §18B-1D-3;
- the Council’s review process does not include a mid-year progress update on each institution’s performance against compact benchmarks, as required by legislative rule; and
- the Council does not take any actions in response to instances in which institutions do not meet their compact benchmarks, even when an institution does not meet more than 50 percent of these benchmarks.

The Council should ensure that institutional compacts are submitted by each institution annually, and that each compact contains all of the elements required by West Virginia Code. Additionally, the Legislative Auditor concludes that the Council should implement a mid-year update process as provided for in C.S.R. §135-49, and that the Council should take actions to hold institutions accountable for insufficient progress toward state goals.

COUNCIL RESPONSE:

There is no mid-year update process provided for in C.S.R. §135-49. This rule simply states that the Council will analyze institutional performance indicator data and review compact progress reports no later than December 31st annually. This date does not establish a mid-year update process. It merely sets a deadline for when the Council needs to be updated on institutions annual progress. The compact indicators are all annual indicators with annual benchmarks, and are thus only addressed annually.

The Council Oversees 9 Community and Technical Colleges With 27 Locations Throughout West Virginia.

Community and technical colleges (CTCs) in West Virginia each operate between one and six permanent campuses or satellite facilities. Each institution has a main campus location at which most course-curricula are offered. In addition, some institutions maintain specialized technical centers or satellite facilities at which limited or specialized course offerings are available. Permanent satellite facility locations may include locations owned and operated by the affiliated community and technical college, such as a technical center, a county community center, or a local high school. In addition to these permanent satellite facilities, institutions may offer limited courses from semester to semester at local high schools within their consortia district. The availability of these additional satellite locations vary from semester to semester and do not constitute permanent locations.

Each of West Virginia's nine community colleges, and their affiliated campuses and facilities are broken up into one of eight geographic consortia districts. Figure 1 provides an overview of the counties in each consortia district, the community and technical colleges responsible for serving the district, and the location of each permanent campus or facility within the district.

West Virginia Ranks Last in the Nation in Higher Education Attainment.

In fiscal year 2016, the Legislature appropriated a total of \$66,352,867 to the Council and the 9 community and technical colleges under the Council’s jurisdiction (see Table 1).

Council for CTC Education	\$7,349,728
Mountwest CTC	\$5,687,484
New River CTC	\$5,676,500
Pierpont CTC	\$7,664,596
Blue Ridge CTC	\$4,949,710
West Virginia University-Parkersburg	\$10,094,237
Southern West Virginia CTC	\$8,203,924
West Virginia Northern CTC	\$7,099,616
Eastern West Virginia CTC	\$1,887,174
Bridge Valley CTC	\$7,739,898
CTC Total	\$66,352,867
<i>Source: Enrolled H.B. 2016—Budget Bill</i>	

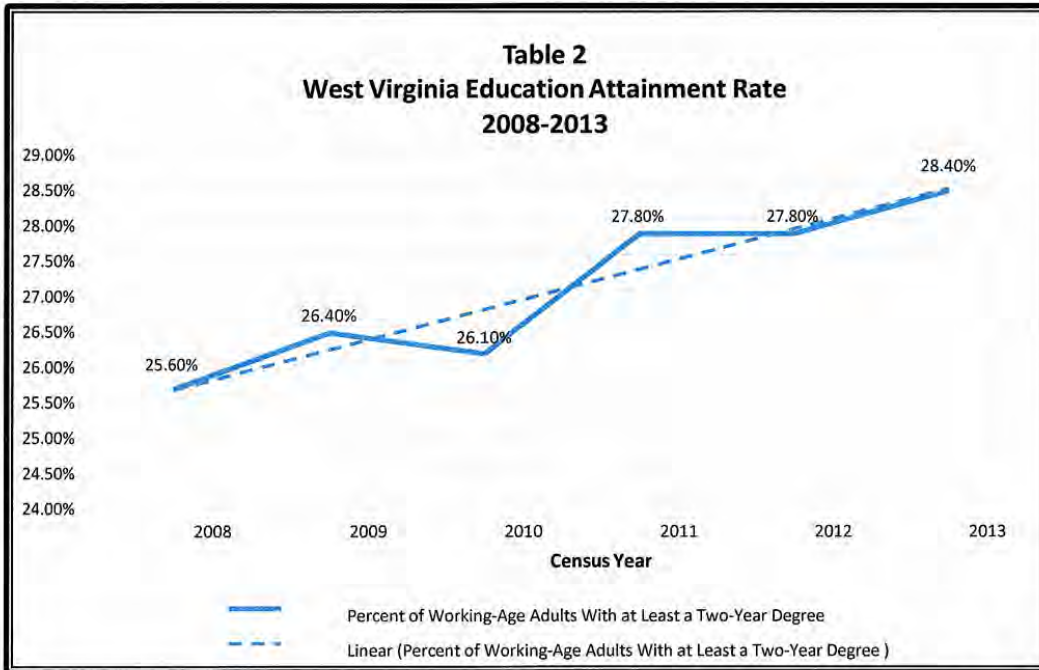
COUNCIL RESPONSE:

Please see the actual FY 2016 appropriations provided to the Council and the community colleges. These appropriations account for approximately 1.5 percent of the State’s general revenue funds.

	Actual FY 16 Appropriations	FY 16 Appropriations After 4% Mid-Year Reduction
Council for CTC Education (including grant programs)	\$ 7,349,729	\$ 7,055,740
Blue Ridge CTC	\$ 4,607,544	\$ 4,423,242
Bridge Valley CTC	\$ 7,719,911	\$ 7,411,115
Eastern CTC	\$ 1,881,834	\$ 1,806,561
Mountwest CTC	\$ 5,687,484	\$ 5,459,985
New River CTC	\$ 5,641,703	\$ 5,416,035
Pierpont CTC	\$ 7,530,761	\$ 7,229,531
Southern WV CTC	\$ 8,203,924	\$ 7,875,767
WV Northern CC	\$ 7,075,033	\$ 6,792,032
WVU at Parkersburg	\$ 9,788,994	\$ 9,397,434
TOTAL	\$65,486,917	\$62,867,442

Despite investing nearly 10 percent of the State’s general revenue funds in higher education, West Virginia continues to lag behind the national average in educational attainment— the percentage of the population that holds a two-year or four-year college degree or other postsecondary credential. According to the U.S. Census Bureau, the national average education attainment rate for working-age adults (age 25-64) in the U.S. is 40 percent. According to the 2013 U.S. Census data, only 28.4 percent of West Virginia’s working-age adults have obtained at least a two-year degree or higher.

The state’s 2013 educational attainment rate is an improvement from the prior year, and West Virginia’s education attainment is trending upward (see Table 2). However, progress has been slow, and West Virginia still ranks last in the nation in education attainment. West Virginia community colleges have a unique role to play in providing the education and training for the workforce development needs of the state’s growing industries, such as oil and gas, advanced manufacturing, and the healthcare sectors. According to a number of national labor market studies, more than half of all jobs in the U.S. economy will require some form of postsecondary education and training by 2020, with an estimated 30 percent of those jobs requiring an associate’s degree or some form of postsecondary certification.



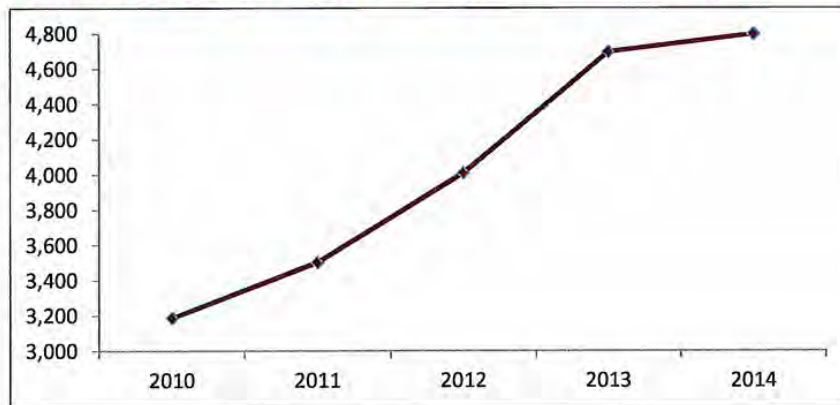
Source: U.S. Census Bureau data reported in the Lumina Foundation’s 2015 policy brief on West Virginia’s education attainment rate.

COUNCIL RESPONSE:

We agree that the college attainment rate of adults in West Virginia is a serious concern and it is a problem that we will continue to try to remedy. Over the past six years the attainment rate has increased by nearly 3%. It is important to note that every one percentage point increase represents approximately 10,000 West Virginians aged 25 to 64, who have entered and graduated from higher education AND chosen to remain in the state of West Virginia upon graduation. Therefore, this three percent increase represents approximately 30,000 West Virginian adults who have been educated and retained in the State. While we still clearly have work to do, we are proud to be moving in the correct direction.

Table 3 represents the increased number of degrees awarded by community and technical colleges in West Virginia, an increase of 50.5 percent over the five year period.

Table 3: Degrees Awarded by Community and Technical Colleges 2010-14



State Law Requires the Council to Implement an Accountability System That Hold Institutions Accountable for Meeting State Goals.

The Legislature established the Council as an independent government entity in 2004, drawing upon a large body of academic research that, in part, called attention to the need for greater support and accountability for community and technical colleges in West Virginia. West Virginia Code §18B-2B(c)(3)(C) establishes that the Council has as one of its duties, *“Holding each community and technical college and the statewide network of independently accredited community and technical colleges as a whole accountable for accomplishing their missions and achieving the goals and objectives established in article one, one-d, and three-c of this chapter.”*

W. Va. Code §18B-1D-3 establishes the Vision 2020 objectives for public higher education. According to W. Va. Code §18B-1D-7, each institution under the Council's jurisdiction is required annually to create and submit for Council approval an institutional compact with strategies and benchmarks for achieving the State's Vision 2020 goals. Once approved by the Council, each compact constitutes a negotiated contract between the individual institution of higher education and the Council. W. Va. Code §18B-1D-7 contains 15 required elements that each institutional compact must contain. These elements are:

1. the institution's strategies for achieving legislative goals established in §18B-1D-3;
2. the council strategies for supporting institutions;
3. the institution's mission statement which addresses changes needed to meet state goals;
4. a discussion of the compact's alignment with the institution's master plan;
5. an assessment of the needs within an institution's geographic area of responsibility;
6. the institution's strategies to ensure access within its region of the state;
7. any provisions for collaborations, when necessary;
8. the provision of optimal levels of student support;
9. the institution's strategies for using existing infrastructure to increase access and control cost;
10. any additional objectives adopted by the Council;
11. the requirement that compacts must be updated annually and include all required elements;
12. the benchmarks measuring programs and services in an institution's assigned area;
13. the benchmarks to determine progress toward state goals;
14. the performance indicators to measure achievement of goals; and
15. a discussion of the barriers to accomplishing goals.

W. Va. Code §18B-1D-7(B)(4) mandates that a compact for each institution must be approved annually by the Council by the first of May. If an institution's submitted compact has not been approved by the first of May, then the Council is empowered and directed to develop and adopt a compact for the institution. The elements of the higher education accountability system are established in W. Va. Code §18B-1D, and the corresponding legislative rule, C.S.R. §135-49.

W. Va. Code §18B-1D-7 establishes the institutional compact process as the Council's main tool for measuring each institution's performance toward the state goals for higher education, and holding them accountable for their progress.

The Council's Implemented Process for Reviewing and Approving Institutional Compacts Does Not Ensure That Each Compact Complies With West Virginia Code.

The Performance Evaluation and Research Division (PERD) analyzed each institution's compacts for academic years 2010-11 through 2014-15. PERD's analysis finds that the Council approved institutional compacts that did not contain each of the 15 required compact elements. A majority of the institutional compacts approved by the Council did not include over half of the elements each compact is required to include (see Table 3). Some elements, such as a geographic assessment of needs and a discussion of the barriers to achieving the compact's goals were omitted from each of the compacts analyzed by PERD. In addition, the Council approved compacts did not address each of the Legislature's Vision 2020 goals established in W. Va. Code §18B-1D-3. While the approved compacts generally address most of the Vision 2020 goals, some goals, such as increasing the percentage of functionally literate adults, are omitted in all of the compacts.

COUNCIL RESPONSE:

Vision 2020 outlines a comprehensive vision for higher education in West Virginia, with goals that cross multiple State agencies. There are many goals established in Vision 2020 that are not under the purview of the Council. An example of this is increasing the percentage of functionally literate adults. This goal is the responsibility of Adult Basic Education, which comes under the purview of the Department of Education. Another example of this is improving student preparation for graduate study and improving teacher education preparation. This goal is the responsibility of the Higher Education Policy Commission. The Council believes that it focused the Master Plan on the four areas of Vision 2020 that directly pertained to community and technical colleges.

These areas are: 1) Access; 2) Workforce Development; 3) Student Success; and 4) Resource Development. The Council’s plan for measuring each college’s progress in these areas was outlined in C.S.R. §135-49, which was passed by the Council, LOCEA, and the legislature. The System Master Plan, which establishes each institution’s goals and annual benchmarks, was also passed by the Council, LOCEA, and the legislature. At no point during this process was any feedback provided that the goals and benchmarks were not representative of the legislature’s intent in Vision 2020. If there are specific areas of concern outlined in Vision 2020, that are under the Council’s purview that have not been addressed, the Council will provide updates on any of those items to the legislature at their request.

Therefore, the Legislative Auditor recommends that the Council ensure that each institutional compact addresses, at a minimum, all of the goals established in W. Va. Code §18B-1D-3, in addition to any other goals established by the Council in its System Master Plans.

Table 3
Number of Required Elements Included in Institutional Compacts Academic Years 2010-11 Through 2014-15

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Blue Ridge	5	0	7	7	7
Bridgemont	6	0	7	7	*
Kanawha Valley	6	0	7	8	*
Eastern	6	0	7	7	7
Mountwest	6	0	7	11	11
New River	6	0	7	7	7
Pierpont	6	0	7	7	7
Southern	6	0	6	6	7
Northern	6	0	7	7	6
WVU-Parkersburg	6	0	7	7	7
BridgeValley*	*	*	*	*	7

Source: PERD’s analysis of the contents of each institutional compact for all CTC institutions for academic years 2010-11 through 2014-15.
*Kanawha Valley CTC and Bridgemont CTC combined in FY 2015 to become BridgeValley CTC.

A majority of the compacts approved by the Council for academic years 2010-11 through 2014-15 contain only a set of completed, ongoing, and planned future strategies for achieving each institution’s established compact goals. In addition, most of the approved compacts reviewed by PERD lacked any benchmarks or performance measures to gauge an institution’s progress toward state goals as required in §18B-1D-7(g). Instead, the Council approves one institutional compact for each institution with benchmarks to cover a five-year period (set to coincide with the Council’s five-year System Master Plan) and only requires each institution to update its compact strategies each subsequent year. Compact benchmarks do not appear in these institutional compact strategy updates for any school with the exception of Mountwest CTC in academic years 2013-14 and 2014-15.

COUNCIL RESPONSE:

Attachment A: Please see Attachment A for an example of an institution's compact update, which includes annual benchmark measures for the college. These updates, which include benchmarks, are reported annually to both the Council and LOCEA.

The Council did not provide PERD with any compacts for the academic year 2011-12. In addition, the Council's compact review and approval documentation shows that no compacts were submitted or approved for this academic year. When asked why there were no institutional compacts for academic year 2011-12, the Council reported that, "Updates were not required for the 2011-12 academic year, because of the transition between Master Plan cycles." However, West Virginia Code mandates that a new compact be submitted by each institution annually regardless of the conclusion of a five-year cycle of a system master plan. **Therefore, the Legislative Auditor recommends that the Council ensure that institutional compacts are submitted annually, and include each of the elements required by §18B-1D-7.**

COUNCIL RESPONSE:

Each institution did provide the data for compact updates for the 2011-12 academic year, which were presented to the Council and LOCEA. However, in this year, they were not required to submit a strategy update due to the transition between Master Plan cycles.

Furthermore, while the Council provides data for many performance benchmarks through its annual Higher Education Report Card and the annual System Performance Update, the Council does not provide the Legislature with any report specifically detailing how each institution performed against all of its compact benchmarks and the extent to which each institution is meeting its own goals. Moreover, the Council does not report any accountability measures it could take to improve an institution's insufficient progress such as remediation plans, withholding approval for salary increases of an institution's president, or other actions deemed necessary as authorized by rule (C.S.R. §135-49-5.4.3). Although salary increases of school presidents have not risen significantly, there is no evidence of remediation plans imposed by the Council. **Essentially, the Council simply moves on to the next five-year plan without any documentation expressing concern for the lack of progress made in the previous five-year plan.** Therefore, the Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Accountability with a detailed report on how each institution performed in meeting its compact benchmarks and any appropriate action of accountability the Council plans for each institution.

COUNCIL RESPONSE:

Annually, by December 31, the Council provides LOCEA a report that updates them on the overall System performance and each institution's performance including their performance relative to their annual benchmarks. An example of that report is attached to this memo. On an annual basis the Council reports to LOCEA about any areas of concern found in the compact updates, and these concerns are then addressed in the institutions strategies for the next year. Further, at the end of a Master Planning cycle, LOCEA is provided with a report regarding each institution's progress as it relates to their final five year goal. It is agreed however, that a detailed report, which traces specific areas of concern across years, has not occurred. We will do so in the future.

It is not the case that the Council moves from one Master Planning cycle to the next without consideration of previous Master Plan. When planning a new Master Plan, the Council relies heavily on the information provided in the previous five year Master Plan. Campus and legislative representatives, as well as pertinent additional parties, thoroughly examine the progress made in the previous planning cycle as they develop the next five year plan. Areas that are of specific interest or concern from the previous planning cycle are included in the new planning cycle, and areas that are no longer of interest or concern are eliminated.

The Council Has Not Fully Implemented the Compact Review Process Prescribed by Law.

Pursuant to W. Va. Code §18B-1D-7(e), the Council transmits to each institution a standardized template for institutional compacts, which includes a submission deadline and an instructions page. Submission deadlines generally fall between early April and mid-May of each year. Submitted compacts are then reviewed by the Council's Compact Review Committee, which approves or returns the compacts for revision. Upon approval by the Compact Review Committee, the compacts are taken before the Council for final adoption. PERD's analysis finds that for academic years 2010-11 through 2014-15, the Council adopted the institutional compacts in mid- June, well after the statutorily required May 1 deadline.

Therefore, the Legislative Auditor recommends that the Council should adhere to statutory deadlines.

COUNCIL RESPONSE:

The Council has a different interpretation of this code which is explained below:

§18B-1D-7. Findings; establishment of institutional compacts; compact elements; submission date; review and approval process; rule required.

(e) Development and updating of the institutional compacts is subject to the following conditions:

(1) The ultimate responsibility for developing and updating the compacts at the institutional level resides with the board of advisors or the board of governors, as appropriate. It is the responsibility of the commission or council to provide technical assistance as requested and to negotiate with the institution development of the strategies to promote and support the institution pursuant to subsection (b) of this section;

(2) The commission and the council each shall establish a date by which institutions under their respective jurisdictions shall submit their compacts to the commission or council pursuant to the provisions of this article. The date established by each state-level coordinating board shall apply uniformly to all institutions under the jurisdiction of that coordinating board and shall meet the following additional conditions:

(A) Allow sufficient time for careful analysis of the compacts by the central office staff and for review by members of the commission or the council, as appropriate; and

(B) Allow sufficient time for the institutions to make necessary revisions to the compacts as provided in this section.

(3) The commission and council shall review each compact from the institutions under their respective jurisdictions and either adopt the compact or return it with specific comments for change or improvement. The commission and council, respectively, shall continue this process as long as each considers advisable;

(4) By the first day of May annually, if the institutional compact of any institution as presented by that institution is not adopted by the respective commission or council, then the commission or council is empowered and directed to develop and adopt the institutional compact for the institution and the institution is bound by the compact so adopted; and

§18B-1D-7(e) (2) clearly states that the Council is responsible for establishing a date by which institutions shall submit their compacts. The Council set this date in C.S.R. §135-49 as August 1. As the code continues, it outlines the legislature's intent that once institutions have submitted their compacts there will be back and forth between the Council and the institutions if institutions are asked to make revisions to their compacts, and that this back and forth may continue until the first of May. If the issues are not resolved by the first of May, the Council may develop and adopt a compact for the institution. Based on this interpretation, the Council believes it is adhering to statutory deadlines as outlined in §18B-1D-7.

The Absence of Any Specific Actions by the Council to Address Insufficient Progress Contributes to a Lack of Accountability for Institutions in Meeting State Goals.

The Council’s incomplete implementation of the accountability system established in West Virginia Code hinders the Council’s ability to fully and accurately assess the challenges and needs of each institution, and therefore provide guidance and accountability to address insufficient progress. The Council does not take specific action in instances in which institutions do not meet their own performance benchmarks.

PERD analyzed the institutional performance data used by the Council when approving institutional compacts. The Council’s compact review documentation shows 23 performance benchmarks for each institution in each academic year. PERD compared each institution’s performance against their agreed-upon compact benchmarks over the last four years (see Table 4).

Table 4
Percentage of Compact Benchmarks Achieved Academic Years 2010-11 Through 2013-14

	2010-2011	2011-2012	2012-2013	2013-2014	% Change
Blue Ridge	78.3%	78.3%	73.9%	69.6%	(8.7)%
Bridgemont	52.2%	43.8%	56.5%	60.9%	8.7%
Kanawha Valley	47.8%	52.2%	43.5%	39.1%	(8.7)%
Eastern	56.5%	69.6%	78.3%	82.6%	26.1%
Mountwest	60.9%	52.2%	56.5%	39.1%	(21.8)%
New River	47.8%	47.8%	56.5%	43.5%	(4.3)%
Pierpont	47.8%	52.2%	47.8%	30.4%	(17.4)%
Southern	39.1%	39.1%	34.8%	39.1%	-
Northern	34.8%	52.2%	13.0%	17.4%	(17.4)%
WVU-Parkersburg	60.9%	34.8%	17.4%	8.7%	(52.2)%
BridgeValley*	-	-	-	-	-

Source: PERD’s analysis of institutional performance data and compact benchmarks for academic years 2010-11 through 2014-15.
*Kanawha Valley CTC and Bridgemont CTC combined in FY 2015 to become BridgeValley CTC.

Of the nine (formally ten) community and technical colleges, only two achieved a higher percentage of their performance benchmarks in academic year 2013-14 than in 2010-11. Seven of the institutions achieved a lower percentage of their benchmarks, including Mountwest Community and Technical College (-21.8 percent) and West Virginia University-Parkersburg (-52.2 percent). Southern West Virginia Community and Technical College remained the same with 39.1 percent of their compact benchmarks being achieved. In total, PERD finds 21 instances in which an institution did not achieve at least 50 percent of its compact benchmarks.

Performance indicator data and compact benchmarks from each institution are to be used by the Council in determining whether each institution is making adequate progress toward meeting the State's goals. C.S.R. §135-49 also mandates that each institution provide a progress update to the Council each year by August 1. The Council shall, by December 31st of each year, review the performance data of each institution to assess its progress toward the compact goals. According to C.S.R. §135-49-5.4.3:

"If the Council determines that an institution is not making sufficient progress overall or in a particular area, the Council may: Direct the institution to modify its compact implementation strategies; Direct the institution to develop an overall remediation plan or a remediation plan in a particular focus area; Direct the Chancellor to work with the institution's board of governors and or president to remedy the deficiencies or to develop a remediation plan; Withhold the approval of a salary increase for the institution's president; and/or Take whatever other action the Council deems necessary or appropriated to ensure that adequate progress is made in the future."

The Council has requested compact modification nine times between academic year 2010-11 and 2014-15. PERD's review of these instances finds that none of these instances specifically relate to an instance in which an institution did not meet particular compact goal or make adequate overall progress toward state goals. Instead, two of the requested revisions relate to instances in which an institution's compact omitted entire goals.

The seven other instances of requested compact revisions broadly state that, *"The strategies for each of the goals should be further developed."* Institutions such as Pierpont CTC and West Virginia Northern CTC were not required to revise any of their institutional compacts between academic year 2010-11 and 2013-14, despite sharp declines in the overall percentage of compact benchmarks met by the respective institutions.

The Council's documentation shows that it has taken no other authorized actions to specifically address an institution's progress toward state goals. PERD reviewed salary information for each community college president from academic year 2010 through 2015 to determine whether presidential salaries increased significantly in spite of an institution not achieving its compact benchmarks. PERD's review finds that presidential salaries have not risen significantly over the scope of the audit. **The Legislative Auditor recommends that the Council take the necessary actions authorized in C.S.R. §135-49-5.4.3 to ensure institutions are making adequate progress toward achieving state goals.**

COUNCIL RESPONSE:

The Council and the Chancellor's office routinely meet with the Presidents to discuss a variety of issues. When there is a concern as it relates to the compacts, the Chancellor does work with the Presidents to try to make improvements in areas of concern. The Chancellor's office regularly provides professional development opportunities for institutions on areas like retention, enrollment, and developmental education reform, to expose the colleges to best practices in these areas so that they might be adopted on their campus. However, the Council agrees with the Legislative Auditor that there is no formal documentation of these efforts that can be directly tied back to the compact review process. Further, the Council agrees that specific remediation plans have not been requested outside the compact strategy updates. We will do so in the future.

Conclusion

One of the duties of the Council is to ensure that each community and technical college under its jurisdiction is adequately progressing toward achieving the state's goals for public higher education by holding each institution accountable for its progress. It is the opinion of the Legislative Auditor that the Council's implemented accountability system, in which institutions must only update broad sets of strategies from time-to-time, will not be enough to ensure that each institution makes the kind of progress that will meet the workforce development needs of the state and produce a workforce that meets the demands of the new economy. To achieve this, the Council must properly and fully implement an accountability system that provides for a robust process of evaluating educational needs, provides for specific strategies and resource allocations to aid each institution in overcoming its unique barriers to success and progressing toward achieving its goals, and provides for a data-driven, annual analysis that not only measures each institution's overall progress, but also identifies specific areas for improvement.

Recommendations

1. *The Legislative Auditor recommends that the Council ensure that each institutional compact addresses, at a minimum, all of the goals established in W. Va. Code §18B-1D-3, in addition to any other goals established by the Council in its System Master Plans.*
2. *The Legislative Auditor recommends that the Council ensure that institutional compacts are submitted annually, and include each of the elements required by §18B-1D-7.*
3. *The Legislative Auditor recommends that the Council provide the Legislative Oversight Committee on Educational Accountability with a detailed report how each institution performs in meeting its compact benchmarks.*



4. *Therefore, the Legislative Auditor recommends that the Council adhere to statutory deadlines.*
5. *The Legislative Auditor recommends that the Council take the necessary actions authorized in C.S.R. §135-49-5.4.3 to ensure institutions are making adequate progress toward achieving state goals.*

ATTACHMENT A

Example of an institution's compact update, which includes annual benchmark measures for the college.

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

**ANNUAL
BENCHMARK**
↓

**5 YEAR
GOAL**
↓

Blue Ridge Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	802	763	-39	380	401
i. Associate degrees	366	401	35	212	220
ii. Certificate degrees	436	362	-74	168	181
b. Student success rate	32.4%	37.1%	4.7	35.2%	36.2%
c. Retention rate	48.1%	55.3%	7.2	63.1%	65.1%
d. Licensure passage rate	87.6%	79.1%	-8.5	90.0%	90.0%
e. Placement rate: employment	59.3%	61.5%	2.2	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	10.0%	18.9%	8.9	27.0%	29.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	27.1%	34.6%	7.5	60.0%	62.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	200,413	260,564	60,151	28,309	28,875
b. Number of employers directly provided workforce education / training	20	19	-1	16	17
c. Total career-technical degrees awarded	594	455	-139	334	350
i. Career-technical associate degrees	322	356	34	185	194
ii. Career-technical certificate degrees	272	99	-173	149	156
d. Career-technical skill set certificates awarded	4,288	5,298	1,010	792	832
e. New technical programs implemented	1	0	-1	1	2
f. Regional industry sector partnerships	3	6	3	3	3
Goal 3. Access					
a. Annual headcount enrollment	5,888	6,172	284	4,458	4,482
i. Age 25 and older	4,270	4,468	198	2,985	3,001
b. Headcount enrollment in underserved counties	n/a	n/a	n/a	n/a	n/a
c. Student financial aid participation rate	29.3%	30.5%	1.2	36.3%	38.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,408	7,473	2,065	4,305	4,385

ATTACHMENT B

Example of CTC System Performance Report submitted to the
Legislative Oversight Commission on Education Accountability (LOCEA)
in December 2014.



**Report to the Legislative Oversight Commission
on Education Accountability**

December 15, 2014

**SYSTEM PERFORMANCE REPORT
WV Code §18B-2B-6(c)(10)**

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Certificate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	51	126	147	211	436	106.6%	754.9%
Bridgemont CTC	17	9	9	8	38	375.0%	123.5%
Eastern WV CTC	0	4	11	16	37	131.3%	n/a
Kanawha Valley CTC	18	16	25	44	119	170.5%	561.1%
Mountwest CTC	64	17	69	76	28	-63.2%	-56.3%
New River CTC	39	23	27	71	66	-7.0%	69.2%
Pierpont CTC	118	122	63	47	63	34.0%	-46.6%
Southern WV CTC	53	27	32	37	38	2.7%	-28.3%
WV Northern CC	111	112	110	131	117	-10.7%	5.4%
WVU at Parkersburg	26	83	98	123	142	15.4%	446.2%
Total	497	539	591	764	1,084	41.9%	118.1%

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
Associate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	142	181	229	376	366	-2.7%	157.7%
Bridgmont CTC	142	126	147	108	159	47.2%	12.0%
Eastern WV CTC	27	47	51	75	71	-5.3%	163.0%
Kanawha Valley CTC	235	281	252	282	282	0.0%	20.0%
Mountwest CTC	327	257	307	331	342	3.3%	4.6%
New River CTC	144	133	113	118	221	87.3%	53.5%
Pierpont CTC	273	281	252	333	361	8.4%	32.2%
Southern WV CTC	270	225	203	206	199	-3.4%	-26.3%
WV Northern CC	258	295	309	292	298	2.1%	15.5%
WVU at Parkersburg	367	424	560	387	375	-3.1%	2.2%
Total	2,185	2,250	2,423	2,508	2,674	6.6%	22.4%

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Certificate and Associate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	193	307	376	587	802	36.6%	315.5%
Bridgmont CTC	159	135	156	116	197	69.8%	23.9%
Eastern WV CTC	27	51	62	91	108	18.7%	300.0%
Kanawha Valley CTC	253	297	277	326	401	23.0%	58.5%
Mountwest CTC	391	274	376	407	370	-9.1%	-5.4%
New River CTC	183	156	140	189	287	51.9%	56.8%
Pierpont CTC	391	403	315	380	424	11.6%	8.4%
Southern WV CTC	323	252	235	243	237	-2.5%	-26.6%
WV Northern CC	369	407	419	423	415	-1.9%	12.5%
WVU at Parkersburg	393	507	658	510	517	1.4%	31.6%
Total	2,682	2,789	3,014	3,272	3,758	14.9%	40.1%

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 – 2013 and 2013 – 2014

Positive Achievements

- a. Total degrees awarded increased by 18% from 2012-13 to 2013-14.
 - 3,758 to 4,425
- b. The associate degrees awarded increased by 10% from 2012-13 to 2013-14.
 - 2,674 to 2,949
- c. Total certificate degrees awarded increased by 36% over the two-year period.
 - 1,084 to 1,476
- d. The cumulative degrees awarded surpassed the cumulative compact goal for 2013-14 by 1,943.
 - 14,469 (degrees awarded) to 12,526 (cumulative goal)
- e. The student success rate increased by 1.2 percentage points over the two-year period.
 - 32.4% to 33.6%
- f. The percentage of students enrolled in developmental math and English successfully completing the next college-level course within two years of first enrolling increased.
 - Math: 14.3% to 16.4%
 - English: 37.3% to 41.8%
- g. The workforce training contact hours delivered increased by 41,999 hours from 2012-13 to 2013-14.
 - 867,650 to 909,539
- h. Cumulative career-technical degrees awarded surpassed the 2013-14 cumulative compact goal by 1,350.
 - 12,460 (degrees awarded) to 11,110 (cumulative compact goal)
- i. Cumulative career-technical skill-set certificates awarded surpassed the 2013-14 compact goal by 8,576 and the final compact goal by 706 in 2014-15.
 - 38,313 (skill-set certificates awarded) to 29,737 (13-14 cumulative goal)
 - 38,313 (skill-set certificates awarded) to 37,607 (final compact goal)
- j. The regional industry sector partnerships (30 in 2013-14) surpassed the 2014-15 final compact goal of 29.
- k. Annual headcount enrollment in underserved counties increased by 145 in 2013-14.
 - 1,621 to 1,766

Areas of Concern

- a. The licensure passage rate decreased from 2012-13 to 2013-14 by 3.9 percentage points.
 - 87.7% to 83.8%
- b. The annual headcount enrollment for the 2013-14 academic year decreased by 2,613 from the previous year. We are in jeopardy of not meeting future compact goals.
 - 34,323 to 31,710
- c. The adult student population enrollment for the 2013-14 academic year decreased by 1,863 from the previous year. We are in jeopardy of not meeting future compact goals.
 - 17,347 to 15,484

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 - 2013 and 2013 - 2014

WV Community and Technical College System

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Cumulative Totals 2010 - 2014	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success						
a. Total degrees awarded	3,758	4,425	667	14,469	12,526	16,036
i. Associate degrees	2,674	2,949	275	10,554	9,937	12,674
ii. Certificate degrees	1,084	1,476	392	3,915	2,589	3,362
b. Student success rate	32.4%	33.6%	1.2		34.0%	36.0%
c. Retention rate	45.3%	45.4%	0.1		64.0%	66.0%
d. Licensure passage rate	87.7%	83.8%	-3.9		89.0%	90.0%
e. Placement rate: employment	70.6%	72.3%	1.7		80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	14.3%	16.4%	2.1		26.0%	28.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	37.3%	41.8%	4.5		45.0%	47.0%
Goal 2. Workforce Development						
a. Training contact (clock) hours delivered	867,540	909,539	41,999	3,513,097	3,400,000	4,358,317
b. Number of employers directly provided workforce education / training	511	388	-123		674	690
c. Total career-technical degrees awarded	3,267	3,601	334	12,460	11,110	14,248
i. Career-technical associate degrees	2,409	2,565	156	9,252	8,674	11,121
ii. Career-technical certificate degrees	858	1,036	178	3,208	2,436	3,127
d. Career-technical skill set certificates awarded	7,911	9,806	1,895	38,313	29,737	37,607
e. New technical programs implemented	12	10	-2		21	24
f. Regional industry sector partnerships	21	30	9		29	29
Goal 3. Access						
a. Annual headcount enrollment	34,323	31,710	-2,613		36,838	37,041
i. Age 25 and older	17,347	15,484	-1,863		17,840	17,938
b. Headcount enrollment in underserved counties	1,621	1,766	145		2,156	2,312
c. Student financial aid participation rate	47.2%	47.5%	-0.6		52.0%	54.0%
Goal 4. Resource Development / Technology						
a. Percentage of classified employees fully funded on classified staff salary schedule	98.9%	98.8%	-0.1		99.4%	100.0%
b. Credit hours earned through distance education and hybrid courses	47,367	45,717	-1,650		47,855	48,742

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 - 2013 and 2013 - 2014

Blue Ridge Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	802	763	-39	380	401
i. Associate degrees	366	401	35	212	220
ii. Certificate degrees	436	362	-74	168	181
b. Student success rate	32.4%	37.1%	4.7	35.2%	36.2%
c. Retention rate	48.1%	55.3%	7.2	63.1%	65.1%
d. Licensure passage rate	87.6%	79.1%	-8.5	90.0%	90.0%
e. Placement rate: employment	59.3%	61.5%	2.2	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	10.0%	18.9%	8.9	27.0%	29.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	27.1%	34.6%	7.5	60.0%	62.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	200,413	260,564	60,151	28,309	28,875
b. Number of employers directly provided workforce education / training	20	19	-1	16	17
c. Total career-technical degrees awarded	594	455	-139	334	350
i. Career-technical associate degrees	322	356	34	185	194
ii. Career-technical certificate degrees	272	99	-173	149	156
d. Career-technical skill set certificates awarded	4,288	5,298	1,010	792	832
e. New technical programs implemented	1	0	-1	1	2
f. Regional industry sector partnerships	3	6	3	3	3
Goal 3. Access					
a. Annual headcount enrollment	5,888	6,172	284	4,458	4,482
i. Age 25 and older	4,270	4,468	198	2,985	3,001
b. Headcount enrollment in underserved counties	n/a	n/a	n/a	n/a	n/a
c. Student financial aid participation rate	29.3%	30.5%	1.2	36.3%	38.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,408	7,473	2,065	4,305	4,385

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 - 2013 and 2013 - 2014

Bridgmont Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	197	212	15	160	167
i. Associate degrees	159	185	26	147	153
ii. Certificate degrees	38	27	-11	13	14
b. Student success rate	34.5%	44.5%	10.0	39.2%	40.2%
c. Retention rate	57.7%	50.4%	-7.3	64.4%	66.4%
d. Licensure passage rate	97.8%	90.5%	-7.3	91.0%	92.0%
e. Placement rate: employment	79.0%	86.6%	7.6	83.0%	84.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	15.9%	4.6%	-11.3	24.0%	26.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	42.0%	49.6%	7.6	44.0%	46.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	96,525	273,901	177,376	51,679	52,713
b. Number of employers directly provided workforce education / training	118	22	-96	26	28
c. Total career-technical degrees awarded	194	205	11	162	171
i. Career-technical associate degrees	156	178	22	145	152
ii. Career-technical certificate degrees	38	27	-11	17	19
d. Career-technical skill set certificates awarded	760	1,352	592	77	79
e. New technical programs implemented	0	1	1	1	1
f. Regional industry sector partnerships	0	3	3	3	3
Goal 3. Access					
a. Annual headcount enrollment	1,266	1,503	237	1,154	1,160
i. Age 25 and older	533	479	-54	519	522
b. Headcount enrollment in underserved counties	62	57	-5	76	82
c. Student financial aid participation rate	30.2%	25.7%	-4.5	43.3%	45.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	99.6%	-0.4	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,256	1,228	-28	1,605	1,638

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 - 2013 and 2013 - 2014

Eastern WV Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	108	143	35	61	63
i. Associate degrees	71	96	25	55	57
ii. Certificate degrees	37	47	10	6	6
b. Student success rate	22.0%	35.1%	13.1	27.5%	28.0%
c. Retention rate	62.4%	59.5%	-2.9	60.2%	62.2%
d. Licensure passage rate	n/a	100.0%	n/a	90.0%	90.0%
e. Placement rate: employment	56.4%	56.1%	-0.3	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	27.1%	20.3%	-6.8	26.0%	28.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	52.9%	57.1%	4.2	45.0%	47.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	21,339	57,189	35,850	30,584	31,196
b. Number of employers directly provided workforce education / training	94	68	-26	14	18
c. Total career-technical degrees awarded	78	113	35	47	50
i. Career-technical associate degrees	41	66	25	39	41
ii. Career-technical certificate degrees	37	47	10	8	9
d. Career-technical skill set certificates awarded	232	396	164	281	287
e. New technical programs implemented	1	0	-1	1	1
f. Regional industry sector partnerships	3	3	0	2	2
Goal 3. Access					
a. Annual headcount enrollment	1,101	1,143	42	894	899
i. Age 25 and older	576	572	-4	393	395
b. Headcount enrollment in underserved counties	235	195	-40	199	205
c. Student financial aid participation rate	51.6%	49.4%	-2.2	47.9%	49.9%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,508	1,769	261	1,110	1,146

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Kanawha Valley Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	401	449	48	349	364
i. Associate degrees	282	281	-1	329	342
ii. Certificate degrees	119	168	49	20	22
b. Student success rate	26.1%	23.6%	-2.5	28.3%	30.3%
c. Retention rate	55.0%	46.2%	-8.8	63.9%	65.9%
d. Licensure passage rate	92.1%	90.5%	-1.6	93.0%	95.0%
e. Placement rate: employment	85.7%	83.7%	-2.0	80.5%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	21.2%	31.3%	10.1	30.0%	32.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	43.3%	34.7%	-8.6	51.0%	54.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	81,329	69,862	-11,467	93,073	94,934
b. Number of employers directly provided workforce education / training	40	14	-26	19	20
c. Total career-technical degrees awarded	342	303	-39	312	328
i. Career-technical associate degrees	273	258	-15	293	308
ii. Career-technical certificate degrees	69	45	-24	19	20
d. Career-technical skill set certificates awarded	264	216	-48	712	726
e. New technical programs implemented	2	0	-2	3	3
f. Regional industry sector partnerships	2	3	1	3	3
Goal 3. Access					
a. Annual headcount enrollment	2,113	2,117	4	3,215	3,232
i. Age 25 and older	1,219	1,179	-40	1,492	1,501
b. Headcount enrollment in underserved counties	62	57	-5	76	82
c. Student financial aid participation rate	63.2%	64.9%	1.7	50.8%	52.8%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,882	2,568	686	1,775	1,821

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 - 2013 and 2013 - 2014

Mountwest Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	370	804	434	322	336
i. Associate degrees	342	348	6	301	313
ii. Certificate degrees	28	456	428	21	23
b. Student success rate	34.6%	36.3%	1.7	32.2%	33.2%
c. Retention rate	32.2%	30.8%	-1.4	60.7%	62.7%
d. Licensure passage rate	88.9%	79.8%	-9.1	90.0%	90.5%
e. Placement rate: employment	65.9%	65.6%	-0.3	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	11.9%	20.6%	8.7	35.0%	37.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	33.6%	44.5%	10.9	29.0%	31.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	21,802	68,817	47,015	278,936	284,515
b. Number of employers directly provided workforce education / training	49	15	-34	50	55
c. Total career-technical degrees awarded	363	798	435	327	343
i. Career-technical associate degrees	335	342	7	306	321
ii. Career-technical certificate degrees	28	456	428	21	22
d. Career-technical skill set certificates awarded	326	349	23	250	255
e. New technical programs implemented	0	0	0	3	3
f. Regional industry sector partnerships	0	0	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	4,120	3,537	-583	4,133	4,155
i. Age 25 and older	2,395	2,041	-354	2,382	2,395
b. Headcount enrollment in underserved counties	553	767	214	808	871
c. Student financial aid participation rate	41.7%	44.7%	3.0	47.8%	49.8%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	95.9%	96.5%	0.6	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,357	4,320	-1,037	5,035	5,159

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
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New River Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	287	344	57	187	195
i. Associate degrees	221	261	40	156	162
ii. Certificate degrees	66	83	17	31	33
b. Student success rate	32.0%	29.7%	-2.3	36.4%	37.4%
c. Retention rate	39.7%	44.1%	4.4	65.4%	67.4%
d. Licensure passage rate	87.3%	79.8%	-7.5	100.0%	100.0%
e. Placement rate: employment	68.5%	73.6%	5.1	78.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	26.6%	28.8%	2.2	46.0%	46.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	36.1%	49.2%	13.1	49.0%	50.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	192,909	29,119	-163,790	96,099	98,021
b. Number of employers directly provided workforce education / training	20	31	11	150	200
c. Total career-technical degrees awarded	257	322	65	132	138
i. Career-technical associate degrees	191	239	48	105	110
ii. Career-technical certificate degrees	66	83	17	27	28
d. Career-technical skill set certificates awarded	107	188	81	154	157
e. New technical programs implemented	3	0	-3	3	3
f. Regional industry sector partnerships	8	10	2	8	8
Goal 3. Access					
a. Annual headcount enrollment	4,315	3,885	-430	4,100	4,123
i. Age 25 and older	2,258	1,867	-391	1,868	1,878
b. Headcount enrollment in underserved counties	66	63	-3	74	82
c. Student financial aid participation rate	48.0%	50.1%	2.1	62.9%	62.9%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	7,973	7,293	-680	8,224	8,357

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
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Pierpont Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	424	385	-39	492	517
i. Associate degrees	361	332	-29	329	342
ii. Certificate degrees	63	53	-10	163	175
b. Student success rate	37.0%	36.9%	-0.1	34.0%	35.0%
c. Retention rate	44.1%	43.6%	-0.5	66.7%	68.7%
d. Licensure passage rate	74.2%	81.4%	7.2	89.0%	90.0%
e. Placement rate: employment	82.8%	84.5%	1.7	82.4%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	12.3%	8.1%	-4.2	23.0%	25.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	34.6%	35.4%	0.8	51.0%	53.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	112,882	65,096	-47,786	87,064	88,805
b. Number of employers directly provided workforce education / training	83	122	39	34	35
c. Total career-technical degrees awarded	403	365	-38	472	495
i. Career-technical associate degrees	340	312	-28	324	340
ii. Career-technical certificate degrees	63	53	-10	148	155
d. Career-technical skill set certificates awarded	1,137	808	-329	2,188	2,232
e. New technical programs implemented	3	4	1	1	1
f. Regional industry sector partnerships	2	2	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	3,927	3,450	-477	3,775	3,795
i. Age 25 and older	1,361	1,078	-283	1,350	1,358
b. Headcount enrollment in underserved counties	596	536	-60	787	835
c. Student financial aid participation rate	56.8%	54.1%	-2.7	57.0%	59.7%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	4,287	3,839	-448	5,376	5,464

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

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Southern WV Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	237	378	141	298	311
i. Associate degrees	199	277	78	263	273
ii. Certificate degrees	38	101	63	35	38
b. Student success rate	33.9%	35.6%	1.7	36.4%	37.4%
c. Retention rate	49.5%	46.2%	-3.3	66.7%	68.7%
d. Licensure passage rate	92.8%	88.0%	-4.8	98.0%	98.0%
e. Placement rate: employment	70.1%	71.6%	1.5	79.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	12.8%	10.6%	-2.2	19.0%	21.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	41.5%	38.4%	-3.1	53.0%	55.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	33,093	34,451	1,358	66,513	67,843
b. Number of employers directly provided workforce education / training	31	66	35	27	28
c. Total career-technical degrees awarded	209	270	61	257	270
i. Career-technical associate degrees	171	222	51	225	236
ii. Career-technical certificate degrees	38	48	10	32	34
d. Career-technical skill set certificates awarded	537	880	343	2,628	2,681
e. New technical programs implemented	0	2	2	1	1
f. Regional industry sector partnerships	2	2	0	1	0
Goal 3. Access					
a. Annual headcount enrollment	2,747	2,456	-291	3,362	3,380
i. Age 25 and older	923	768	-155	1,016	1,022
b. Headcount enrollment in underserved counties	65	113	48	163	182
c. Student financial aid participation rate	57.5%	56.3%	-1.2	57.6%	59.6%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	97.2%	95.8%	-1.4	97.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,155	5,271	116	4,465	4,540

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
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WV Northern Community College

Measure	Actual 2012-13	Actual 2013-14	Increase/Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	415	377	-38	494	519
i. Associate degrees	298	287	-11	345	359
ii. Certificate degrees	117	90	-27	149	160
b. Student success rate	28.7%	27.0%	-1.7	34.6%	35.6%
c. Retention rate	48.0%	47.8%	-0.2	63.1%	65.1%
d. Licensure passage rate	86.0%	75.7%	-10.3	90.0%	90.0%
e. Placement rate: employment	66.6%	68.8%	2.2	79.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	9.1%	14.8%	5.7	18.0%	20.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	40.3%	43.7%	3.4	36.0%	38.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	58,972	24,356	-34,616	103,995	106,075
b. Number of employers directly provided workforce education / training	14	13	-1	27	30
c. Total career-technical degrees awarded	353	298	-55	426	448
i. Career-technical associate degrees	239	209	-30	291	306
ii. Career-technical certificate degrees	114	89	-25	135	142
d. Career-technical skill set certificates awarded	181	156	-25	515	525
e. New technical programs implemented	1	2	1	3	3
f. Regional industry sector partnerships	1	1	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	3,774	3,106	-668	6,078	6,111
i. Age 25 and older	1,608	1,250	-358	3,209	3,226
b. Headcount enrollment in underserved counties	n/a	n/a	n/a	n/a	n/a
c. Student financial aid participation rate	49.9%	54.2%	4.3	48.5%	50.5%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	3,647	3,104	-543	4,398	5,029

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
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WVU at Parkersburg

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	517	570	53	607	635
i. Associate degrees	375	481	106	496	516
ii. Certificate degrees	142	89	-53	111	119
b. Student success rate	31.6%	35.1%	3.5	34.7%	35.7%
c. Retention rate	45.4%	52.2%	6.8	64.2%	66.2%
d. Licensure passage rate	91.9%	94.9%	3.0	99.0%	100.0%
e. Placement rate: employment	68.5%	68.6%	0.1	78.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	10.1%	11.4%	1.3	47.0%	48.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	34.3%	43.6%	9.3	55.0%	56.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	48,276	26,185	-22,091	52,495	53,545
b. Number of employers directly provided workforce education / training	42	18	-24	23	24
c. Total career-technical degrees awarded	474	472	-2	519	545
i. Career-technical associate degrees	341	383	42	418	439
ii. Career-technical certificate degrees	133	89	-44	101	106
d. Career-technical skill set certificates awarded	79	163	84	94	96
e. New technical programs implemented	1	1	0	15	16
f. Regional industry sector partnerships	0	0	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	5,072	4,341	-731	5,670	5,701
i. Age 25 and older	2,204	1,782	-422	2,627	2,641
b. Headcount enrollment in underserved counties	44	35	-9	49	55
c. Student financial aid participation rate	53.2%	55.4%	2.2	56.3%	61.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	99.1%	99.2%	0.1	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	10,894	8,852	-2,042	14,201	15,201



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