Board Agenda

March 27, 2025 (Thursday)
5:00 p.m.

West Virginia Northern is a comprehensive community college that provides affordable, quality education and training for all who wish to learn. Northern strengthens our community and empowers individuals to pursue fulfilling lives.

WVNCC Monthly Measures
WVNCC

Series Name	Series Status								
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25
Unduplicated Credit HC (Semester)									
Actual	523.00	1,274.00	1,438.00	1,549.00	1,571.00	1,571.00	1,448.00	1,570.00	1,605.00
Target	484.00	1,402.00	1,402.00	1,402.00	1,402.00	1,402.00	1,244.00	1,244.00	1,244.00
Baseline	424.00	1,311.00	1,311.00	1,311.00	1,311.00	1,311.00	1,211.00	1,211.00	1,211.00
Credit FTE (Semester)									
Actual	205.72	901.17	968.04	994.86	1,000.04	1,000.04	943.90	978.37	995.08
Target	194.00	874.00	874.00	874.00	874.00	874.00	759.00	759.00	759.00
Baseline	167.00	835.00	835.00	835.00	835.00	835.00	758.00	758.00	758.00
Number of workforce training hours (Fiscal Year)									
Actual	10,665.00	16,868.00	27,705.00	36,692.00	44,009.00	47,959.00	49,707.00	64,606.00	67,323.00
Target	6,666.66	13,333.32	19,999.98	26,666.64	33,333.30	40,000.00	46,666.70	53,333.40	60,000.10
Baseline	6,666.66	13,333.32	19,999.98	26,666.64	33,333.30	40,000.00	46,666.70	53,333.40	60,000.10
Non-Credit Headcount (Fiscal Year)									
Actual	139.00	197.00	297.00	419.00	536.00	564.00	588.00	621.00	678.00
Target	83.33	166.66	249.99	333.32	416.65	499.98	583.31	666.64	749.97
Baseline	66.66	133.32	199.98	266.64	333.30	399.98	466.66	533.34	600.02
Non-Credit FTE (Fiscal Year)									
Actual	23.70	37.52	61.60	81.56	98.11	106.61	110.51	143.62	149.65
Target	16.00	32.00	48.00	64.00	80.00	96.00	112.00	128.00	144.00
Baseline	10.42	20.84	31.26	41.68	52.10	62.52	72.94	83.36	93.78

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APPENDIX A

Staff Presentation

(Informational)

**INFORMATIONAL
ONLY**

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

Staff Council Presentation

2024-2025 Academic Year

Purpose of Staff Council

- We serve to support and promote the interests of our institution as staff members, encourage support and cooperation among staff, administration, faculty, and students.

Staff Council Officers

- **Chair**: Regan Blaha
- **Vice Chair**: Hilary Wilson
- **Secretary**: Tillie Ossman
- **BOG Representative**: Hilary Wilson
- **ACCE Representative**: Jenna Derrico
- **Official &Administrative Sector Representatives:**
- Chris Corbin & Regan Blaha
- **Administrative Support & Paraprofessional Sector Representatives:**
- Scott Montgomery & Tillie Ossman
- **Service/Maintenance Sector Representative:**
- Thomas Queen & Dan McClure
- **Professional Non-Faculty:**
- Dennis Thorn & Christa Nash

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

Staff and Our Role
in Supporting the College

Staff and Our Role in Supporting the College

- Staff fosters a sense of belonging, creating a strong Northern Family.
- Staff actively participate on various committees across the college.
- Staff maintains an open dialogue with the College community, including Cabinet and Faculty.

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

We Love Our Northern Family

We Love Our Northern Family:

- Many Staff members participate in student centered functions such as:
  - **Fall/Spring Open House:** 30–40 staff members
  - **Strategic Planning Workshop:** 15–20 staff members
  - **Fall/Spring Student Symposiums:** Staff engage with students and vote on presentations each semester.
  - **Tuition Waiver:** Staff and their dependents benefit from the College's tuition waiver.
  - **Professional Development:**
    - **FY 24:** 22 staff received $31,758.90 in professional development
    - **FY 25:** 24 staff received $28,976.41 in professional development
  - **Continuing and Community Education Classes:**
    - Peer Recovery Support Specialist Ethics, Aerobics, Baking 101, and Weld It Yourself classes.

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

Strengthening WVNCC: Key Initiatives for Student Success and Growth

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Strengthening WVNCC: Key Initiatives for Student Success and Growth

- Just a few of the many department's working hard to implement new initiatives and improvements to support our students and ensure the continued success of WVNCC!
  - **Action Center**
    - Implemented an Advising Module to guide students in course selection, tracking progress, and achieving academic goals.
  - **Workforce**
    - Strengthened collaboration with degree programs, significantly increasing students taking both credit and non-credit courses.
  - **Facilities**
    - Leading campus renovations, upkeep, and improvements to keep WVNCC looking its best.
  - **Marketing & Recruitment**
    - Driving enrollment growth by ensuring WVNCC's brand and mission are clearly represented while showcasing opportunities for students through strategic marketing and outreach.

Strengthening WVNCC: Key Initiatives for Student Success and Growth

- **Student Services**
  - Expanded registration and support events, now including weekend and evening options. Added a central phone number where students can connect directly with a live representative for help with payments, accounts, and more.
- **Financial Aid**
  - Added Weirton campus coverage for in-person support. Wheeling Student Success Coach to assist with financial literacy and academic success.
- **Human Resources**
  - Streamlined the hiring process for greater efficiency and quicker onboarding of talented employees.
- **Student Activities**
  - Expanded a variety of events that accommodate both in-person and online students, ensuring everyone could engage and connect.

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

Looking Ahead..

Looking Ahead..

- PEIA Increases
- Salary Increases
- Navigating the Current Climate of Higher Education

WEST VIRGINIA NORTHERN
COMMUNITY COLLEGE

Thank You for Your Time!

APPENDIX B

Draft Minutes—
February 27, 2025
(Action Item)

RESOLUTION:

RESOLVED, That the West Virginia Northern Community College Board of Governors approves the draft minutes of February 27, 2025 as presented.

DRAFT MINUTES
BOARD OF GOVERNORS MEETING
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE
Thursday, February 27, 2025 – 5:00 p.m. – Wheeling Campus

A meeting of the West Virginia Northern Community College Board of Governors was held on Thursday, February 27th in the Board Room at the B & O Building, 1704 Market Street and via Zoom.

1. Call to Order

Ms. Carenbauer called the meeting to order at 5:00 pm.

2. Roll Call

Members in attendance were: Shelly Carenbauer; Liz Hofreuter; Larry Lemon; Dennis (DJ) McGlaughlin; Christine Mitchell; and Hilary Curto Wilson. Excused: Jacob Altmeyer; David Artman; Chris Kefauver; Ron Scott, Jr and Lillian Ratliff.

Guests included: Dr. Dan Mosser, President; Dr. Angela Hawk, Vice President for Learning; David Barnhardt, Director of Communications and Student Recruitment; Robert Brak, Director of Human Resources; Janet Fike, Vice President of Student Care and Success; Karri Mulhern, Interim Vice President of Continuing Education & Workforce Development; Jeff Sayre, CFO/Vice President of Administrative Services and Rana Spurlock, Director of Institutional Advancement.

3. Faculty Presentation

Faculty Assembly President, Chana Baker, presented the annual faculty presentation to the Board of Governors. Ms. Baker covered highlights of strategic initiatives in Faculty and Human Capital and Student Enrollment, Retention and Success. She discussed how curriculum changes were affecting student success and retention such as adding a "Light the Fire" course to the student's first semester. This course keeps the student engaged in their interests while taking their general education classes. Recently, WVU Medicine provided new equipment for the Radiography program for our students. At the end of the presentation, Ms. Baker thanked a group of faculty for their input into the presentation.

4. Board Chair Report

Ms. Carenbauer stated that she recently attended the State of the City where Northern was mentioned. Dr. Mosser has met with the new mayor. She also acknowledged the community breakfast that was hosted recently as part of the Strategic Planning process.

5. Approval of Minutes (January 23, 2025)

Mr. McGlaughlin made a motion that the Board approve the Minutes from the meeting on January 23, 2025 as presented. Ms. Hofreuter seconded the motion. Motion carried.

6. President's Report

New employees were introduced.

Dr. Mosser asked the Board to mark their calendars for the following dates:
- April 2nd at 10:30 am for the Entrepreneurship Center ribbon cutting
- April 23rd at 10:00 am for the Project BEST Executive Conference Center ribbon cutting
- May 15th at 7:00 pm for Commencement at the WesBanco Arena

In keeping with guidelines for Board approval for any purchases over $100k, Dr. Mosser requested that Chair Carenbauer sign a purchase order for grant funded VR equipment for our EMT/Paramedic program. This does not impact the College's operating budget.

Earlier this semester, we hosted Sundaes with the President on each campus to meet with students to solicit their feedback on their experiences during the start-up of the spring semester. Generally, most of the students are very appreciative of the support we provide and of their Northern experience.

Members of the senior team will be attending the next Rural Guided Pathways institute in New Orleans. Aspen Institute will be there for leadership development.

Strategic Plan

Dr. Mosser highlighted the Strategic Plan that was recently developed. It started with environmental scanning and trend statements. After this step, there was a community breakfast in which the community was invited for input and feedback. After the community breakfast, there was a two-day internal workshop for faculty and staff. The College hopes to have a finalized document to the Board and approved this spring.

7. **Administrative Reports**

CFO/Vice President of Administrative Services

Financial Update

Mr. Sayre highlighted the fund tracking document provided in the Board packet.

Ms. Hofreuter suggested establishing a Finance Committee of the Board to meet quarterly. Dr. Mosser stated that Mr. Sayre could work with the Finance Subcommittee of the Board. He added that there should also be subcommittee's for Strategic Planning and the Presidential Evaluation/Compensation Review. There was a brief discussion on having subcommittee's and if they were necessary.

Draft Tuition and Fees

Mr. Sayre stated that by April 1st we have to have tuition and fees submitted to the state. He has worked on the budget with the Budget Committee, the Budget managers, Continuous Improvement Council and Cabinet. It is a tight budget. To date, the funding formula still has not gone into effect. There was discussion about raising tuition for in-state students and early entrance. Early entrance is a separate program from the state funded Dual Pathways. He will price out a few scenarios and bring back next month for Board review and approval.

Draft Budget

In budget preparation, Mr. Sayre stated that he has reviewed all expenses. We are taking a conservative look at open positions. There is going to be an increase in PEIA but it is unclear at this time if it is for the employer and employee. He will get clarification. There was a discussion on a wage increase but the Board does not want to see an employee's wages go down after an increase due to rising cost of health insurance. Mr. Sayre will bring back a more detailed budget next month for Board input.

Vice President for Learning

Compressor Mechanic Program

Dr. Hawk wanted to bring this program to the Board's attention. We have received a grant from a local company to help offset the cost of a Program Director for it. She will bring it back next month for formal approval. This will be an associate and certificate program starting in Fall 2025.

8. Old Business

There was no old business.

9. New Business

There was no new business.

10. Executive Session

Mr. McGlaughlin made a motion that the Board enter executive session at 6:49 pm to discuss personnel. Ms. Curto Wilson seconded the motion. Motion carried.

Mr. McGlaughlin made a motion that the Board come out of Executive Session at 7:27 pm. Ms. Hofreuter seconded the motion. Motion carried.

11. Adjournment

The meeting adjourned at 7:28 pm.

Minutes respectfully submitted by,   Minutes approved by,

_____   _____
Stephanie Kappel   Larry Lemon
Executive Assistant to the President   Board of Governors Secretary

APPENDIX C

Draft Tuition and Fees

(Action Item)

RESOLUTION:

RESOLVED, That the West Virginia Northern Community College Board of Governors approves the draft Tuition and Fees as presented.

West Virginia Northern Community College Board of Governors
Meeting of March 27th, 2025

Item: Tuition & Fees (Action Item)

Request: West Virginia Northern Community College Board of Governors set tuition rates
                          for fiscal year 2026 (academic year 25-26):

1. In-state   5%
2. Metro   5%
3. Out of State   5%
4. Early Entrance $40 / Hr
5. Dual Enrollment   No Change

And set Institutional and Program Fees

1. See Attached

Staff Member: Jeffrey J. Sayre, CFO / VP of Administrative Services

Background: It has been WVNCC practice to implement an increase each year to lessen the probability
                          of a needed 'catch-up' adjustment. In addition, WVNNC's instate tuition is relatively low
                          compared to other 2-year schools in WV and competitive with Belmont College

                          With a state allocation that is not keeping pace with WVNCC's growth, it is important to
                          decrease the dependency on legislative funding. Though impossible to be 100%
                          independent, these increases will continue the College on the right path.

	Current Per Hr	FY '26 Per Hr	Increase Per /Hr	Dup Student	Max (FT) Increase
In State	$ 163	$ 171	$ 8	2,524	$ 96
Metro	347	364	17	46	204
Out State	496	521	25	49	300
Early Entrance	25	65	40	603	480
Dual Enrollment	$75	$75	$0	597	0

The institutional fees are either assessed to all students each term or are one-time charges.
The fees assessed each term support the facility and technology needed to conduct classes
as well as student activities to engage students in the total college experience. The College
proposes no changes to the existing institutional fees.

Program fees are designed as a pass-through cost. The fee covers the supplies and/or
services for their individual use in their specific programs of study. These are items that
are purchased on behalf of the students. The items are either disposable in nature or the
student retains ownership, such as welding gases or certification preparation materials.
Program fees are derived by determining the costs that will be incurred over the entire
program and divided into the number of terms it takes to complete the program. Program
fees are not assessed in the summer except for programs that require a summer term.

With the proposed Tuition & Fees, and other budgetary assumptions, the College believes
a budget can be balanced.

FY 26 Institutional Fees

Special Fees and Charges	Rate Per Semester 24-25		Requested Rate Per Semester 25-26		Increase/ (Decrease)		Estimated Number of Students Impacted by Fee Change *	Projected Revenue Due to Fee Change 2024-25	
West Virginia Northern Community College									
Course Material Fee (Per Credit Hour)	$	20	$	20	$	20	20,996	$	
Early Entrance Admin Fee	$	25	$	25	$	-	982	$	-
Faculty/Staff/Student Parking Fee	$	-	$	-	$	-	0	$	-
Health Science Application Fee (one time per program)	$	25	$	25	$	-	100	$	-
Health Science Clinical Student ID Card Fee	$	5	$	5	$	-	100	$	-
ID Card Replacement Fee	$	10	$	10	$	-	50	$	-
Institutional Technology Fee (*Per Credit Hour*)	$	15	$	15	$	-	20,996	$	-
International Student Application Fee	$	200	$	200	$	-	6	$	-
Over 18 Credit Hour Review Processing Fee	$	50	$	50	$	-	50	$	-
Prior Learning Assessment Application Fee	$	25	$	25	$	-	50	$	-
Prior Learning Credit Fee	$	25	$	25	$	-	50	$	-
Prior Learning Portfolio Review Fee	$	300	$	300	$	-	50	$	-
Prior Learning Posting Fee	$	10	$	10	$	-	50	$	-
Return Check Fee	$	25	$	25	$	-	50	$	-
Student Activity Fee	$	37	$	37	$	-	2,182	$	-
Student Park Tag Replacement Fee	$	10	$	10	$	-	50	$	-
Summer Course Fee	$	25	$	25	$	-	408	$	-
Transcript Fee	$	5	$	5	$	-	50	$	-
Transient Admin Fee	$	35	$	35	$	-	500	$	-
Duplicate Diploma Fee	$	20	$	20	$	-	25	$	-

* Course Material Fee and Institutional Technology Fee is assessed per credit
* Course Material Fee purchases all textbooks and such for students' classroom needs. Students may opt out and purchase books on their own accord if they choose.

FY 26 - Program Fee Schedule

Page	Major Code	Division	Program	Major	Invest	FY 25	FY 26	Change	
3	MC-262	Allied Health	HIT	Health Information Technology, A.A.S.	N	$ 150	$ 150	$ -	0%
4	MC-162	Allied Health	LPN	Licence Practical Nursing	Y	$ 222	$ 395	$ 173	78%
5	MC-163	Allied Health	Med Asst	Medical Assisting, Administrative Medical Assista	Y	$ 140	$ 140	$ -	0%
6	MC-161	Allied Health	Med Asst	Medical Assisting, Clinical Medical Assistant, A.A	Y	$ 170	$ 170	$ -	0%
7	MC-261	Allied Health	Med Asst	Medical Billing and Coding, C.A.S.	Y	$ 131	$ 131	$ -	0%
8	MC-249	Allied Health	MLT	Medical Laboratory Technician (MLT)	Y	$ 241	$ 241	$ -	0%
9	MC-247	Allied Health	Nursing	LPN to Nursing Bridge	N		$ 840	$ 840	0%
10	MC-250	Allied Health	Nursing	Nursing, A.A.S.	Y	$ 884	$ 851	$ (33)	-4%
11	MC-260	Allied Health	PCT	Patient Care Technician, C.A.S.	Y	$ 305	$ 365	$ 60	20%
12	MC-148	Allied Health	Radiography	Radiography, A.A.S.	Y	$ 344	$ 315	$ (29)	-8%
13	MC-254	Allied Health	Radiography	Radiologic Technology, Degree Completion, A.A.:	Y	$ 30	$ 30	$ -	0%
14	MC-257	Allied Health	Surg Tech	Surgical Technology, A.A.S.	Y	$ 268	$ 268	$ -	0%
15	MC-322	Applied Tech	Culinary Arts	Culinary Arts, A.A.S.	N	$ 680	$ 688	$ 8	1%
16	MC-323	Applied Tech	Culinary Arts	Culinary Arts, C.A.S.	N	$ 810	$ 825	$ 15	2%
17	MC-321	Applied Tech	Culinary Arts	Hospitality and Tourism, C.A.S.	N	$ 98	$ 113	$ 15	15%
18	MC-244	Applied Tech	Electro-Mech	Advanced Manufacturing and Automation, A.A.S.	Y	$ 274	$ 274	$ -	0%
19	MC-450	Applied Tech	Electro-Mech	Applied Technology, A.A.S.	Y	$ 261	$ 182	$ (79)	-30%
20	MC-263	Applied Tech	Electro-Mech	Electro Mechanical CAS	?		$ 184	$ 184	0%
21	MC-266	Applied Tech	Electro-Mech	Electro Mechanical AAS	?		$ 274	$ 274	0%
22	MC-243	Applied Tech	Electro-Mech	Industrial Maintenance Technology, C.A.S.	Y	$ 359	$ 359	$ -	0%
23	MC-245	Applied Tech	Electro-Mech	Industrial Technology, A.A.S.	Y	$ 168	$ 231	$ 63	38%
24	MC-336	Applied Tech	Electro-Mech	Instrumentation Process Technology, A.A.S.	Y	$ 216	$ 221	$ 5	2%
25	MC-403	Applied Tech	Electro-Mech	Occupational Development, A.A.S. (Building & C	Y	$ 20	$ 20	$ -	0%
26	MC-401	Applied Tech	Electro-Mech	Occupational Development, A.A.S. (Firefighters)	Y	$ 20	$ 20	$ -	0%
27	MC-402	Applied Tech	Electro-Mech	Occupational Development, A.A.S. (Plumbers & S	Y	$ 20	$ 20	$ -	0%
28	MC-408	Applied Tech	Electro-Mech	Occupational Development	?		$ 20	$ 20	0%
29	MC-456	Applied Tech	Electro-Mech	Technical Studies, A.A.S.	Y	$ 20	$ 20	$ -	0%
30	MC-353	Applied Tech	Energy Tech	Chemical Operator	Y	$ 210	$ 218	$ 8	4%
31	MC-265	Applied Tech	Energy Tech	Energy Technology, A.A.S.	Y	$ 267	$ 267	$ -	0%
32	MC-264	Applied Tech	Energy Tech	Energy Technology, C.A.S.	Y	$ 184	$ 184	$ -	0%
33	MC-267	Applied Tech	Energy Tech	Petroleum Technology, A.A.S.	Y	$ 291	$ 300	$ 9	3%
34	MC-269	Applied Tech	Energy Tech	Petroleum Technology, C.A.S.	Y	$ 168	$ 184	$ 16	10%
35	MC-220	Applied Tech	HVAC	Air Conditioning, CAS	N	$ 301	$ 301	$ -	0%
36	MC-228	Applied Tech	HVAC	Refrigeration, Air Conditioning and Heating Techr	N	$ 378	$ 378	$ -	0%
37	MC-238	Applied Tech	Welding	Welding Technology, A.A.S.	N	$ 758	$ 758	$ -	0%
38	MC-739s	Applied Tech	Welding	Welding, Combination Pipe, Advanced Skills Set F	N	$ 672	$ 672	$ -	0%
39	MC-239	Applied Tech	Welding	Welding: Oil and Gas Pipe, C.A.S.	N	$ 663	$ 663	$ -	0%
40	MC-738s	Applied Tech	Welding	Welding: Structural Steel, Advanced Skills Set Pro	N	$ 814	$ 814	$ -	0%

FY 26 - Program Fee Schedule

Page	Major Code	Division	Program	Major	Invest	FY 25	FY 26	Change	
41	MC-343	CLASS	A.A.	Associate in Arts Degree, English/Humanities Con	N	$ 36	$ 36	$ -	0%
42	MC-100	CLASS	A.A.	Associate in Arts Degree, General Concentration	N	$ 36	$ 36	$ -	0%
43	MC-342	CLASS	A.A.	Associate in Arts Degree, History/Social Science C	N	$ 36	$ 36	$ -	0%
44	MC-119	CLASS	A.A.	Associate in Arts Degree, Psychology Concentratic	N	$ 36	$ 36	$ -	0%
45	MC-445	CLASS	A.A.	Board of Governors, A.A.S.	N	$ 20	$ 20	$ -	0%
46	MC-888	CLASS	A.A.	Personal Interest Student Fee	N	$ 20	$ 20	$ -	0%
47	MC-237	CLASS	Criminal Justice	Criminal Justice 2+2 to WLU, A.A.S.	N	$ 44	$ 44	$ -	0%
48	MC-234	CLASS	Criminal Justice	Criminal Justice, A.A.S.	Y	$ 44	$ 44	$ -	0%
49	MC-335	CLASS	Education	Community Education 2+2 to WLU, A.A.	N	$ 20	$ 20	$ -	0%
50	MC-329	CLASS	Education	Early Childhood: Care and Education (Paraprofess	Y	$ 28	$ 28	$ -	0%
51	MC-391	CLASS	Education	Education: Elementary Education, A.A.S. (Transfe	N	$ 36	$ 36	$ -	0%
52	MC-390	CLASS	Education	Education: PK-5 Elementary Education, A.A.S. (T	N	$ 28	$ 28	$ -	0%
53	MC-394	CLASS	Education	Education: Pre-K, K Early Intervention, A.A.S. (Ti	N	$ 36	$ 36	$ -	0%
54	MC-388	CLASS	Education	Education: Secondary Education, English Specializ	N	$ 36	$ 36	$ -	0%
55	MC-389	CLASS	Education	Education: Secondary Education, Social Sciences S	N	$ 30	$ 30	$ -	0%
56	MC-397	CLASS	Education	Elementary Education (Pre-Elementary Education ·	N	$ 36	$ 36	$ -	0%
57	MC-324	CLASS	Human Services	Human Services, A.A.S.	Y	$ 28	$ 28	$ -	0%
58	MC-165	CLASS	Human Services	Psychology 2+2 to WU, A.A.	N	$ 30	$ 30	$ -	0%
59	MC-345	CLASS	Human Services	Psychology with Social Work, A.A. (Transfer to W	N	$ 30	$ 30	$ -	0%
60	MC-392	CLASS	Human Services	Social Work 2+2 to FUS, A.A.	N	$ 36	$ 36	$ -	0%
61	MC-399	CLASS	Human Services	Social Work to OUE	?		$ 20	$ 20	0%
62	MC-393	CLASS	Human Services	Social Work 2+2 to WVU, A.A.	N	$ 36	$ 36	$ -	0%
63	MC-346	CLASS	Human Services	Social Work, A.A. (Transfer to West Liberty Univ	N	$ 20	$ 20	$ -	0%
64	MC-167	CLASS	Human Services	Social Work/Pre-Social Work Transfer to BC, A.A	N	$ 28	$ 21	$ (7)	-25%
65	MC-396	CLASS	Human Services	Substance Abuse Intervention Specialist, A.A.S.	Y	$ 28	$ 28	$ -	0%
66	MC-395S	CLASS	Human Services	Substance Abuse Intervention Technician, Advanc	N	$ 20	$ 20	$ -	0%
67	MC-398	CLASS	Human Services	Substance Abuse Intervention Technician, C.A.S	Y	$ 20	$ 20	$ -	0%
68	MC-190	STEM	A.S.	AS Concentration: Engineering & Construction Mi	N	$ 60	$ 60	$ -	0%
69	MC-102	STEM	A.S.	Associate in Science Degree	N	$ 90	$ 90	$ -	0%
70	MC-274	STEM	A.S.	Associate in Science, Biology Concentration	N	$ 75	$ 75	$ -	0%
71	MC-246	STEM	A.S.	Pre-Engineering, A.S.	N	$ 158	$ 158	$ -	0%
72	MC-130	STEM	Business	Accounting/Business Administration 2+2, to FUS,	N	$ 30	$ 30	$ -	0%
73	MC-120	STEM	Business	Accounting/Business Studies, A.A.S.	Y	$ 30	$ 53	$ 23	77%
74	MC-104	STEM	Business	Business Administration Transfer Option, A.S.	N	$ 30	$ 20	$ (10)	-33%
75	MC-135	STEM	Business	Business Administration, Business Studies 2+2 to	N	$ 20	$ 20	$ -	0%
76	MC-121	STEM	Business	Business Administration, Business Studies, A.A.S	Y	$ 20	$ 20	$ -	0%
77	MC-337	STEM	Business	Business Administration, Business Studies: Manag	N	$ 20	$ 20	$ -	0%
78	MC-358	STEM	Business	Business Administration, Pre-Business Studies 2+2	N	$ 20	$ 20	$ -	0%
79	MC-112	STEM	Business	Business Admnistration 2+2 to WLU, A.S.	N	$ 25	$ 20	$ (5)	-20%
80	MC-156	STEM	Business	Business Office, Business Career Studies, C.A.S.	Y	$ 20	$ 20	$ -	0%
81	MC-122	STEM	Business	Executive Adminsitrative Assistant, Business Stud	Y	$ 20	$ 20	$ -	0%
82	MC-158	STEM	Business	Small Business Management, Business Career Stuc	Y	$ 20	$ 20	$ -	0%
83	MC-127	STEM	CIT	Computer Information Systems Specialization, Bus	N	$ 30	$ 30	$ -	0%
84	MC-355	STEM	CIT	Computer Information Technology A+ Computer I	N	$ 50	$ 114	$ 64	128%
85	MC-359	STEM	CIT	Computer Information Technology, Cyber Security	N	$ 100	$ 122	$ 22	22%
86	MC-339	STEM	CIT	Computer Information Technology, Cyber Security	N	$ 100	$ 122	$ 22	22%
87	MC-356	STEM	CIT	Computer Information Technology, Cyber Support	N	$ 88	$ 92	$ 4	5%
88	MC-360	STEM	CIT	Computer Information Technology, Microsoft App	N	$ 50	$ 85	$ 35	70%
89	MC-179	STEM	CIT	Computer Information Technology, Software Engi	N	$ 100	$ 75	$ (25)	-25%

APPENDIX D

Draft FY 26 Budget

(Action Item)

RESOLUTION:

RESOLVED, That the West Virginia Northern Community College Board of Governors approves the draft Budget as presented.

West Virginia Northern Community College Board of Governors
Meeting of February 27, 2025

Item:	FY 26 Budget (Action Item)
Request:	West Virginia Northern Community College Board of Governors for fiscal year 2026 (academic year 25-26)

1. Adopt a balanced operational budget
2. Adopt a capital projects budget
3. Set Institutional and Program Fees

Staff Member: Jeffrey J. Sayre, CFO / VP of Administrative Services

Background: The College has been in a high growth period. There was a strategy to appropriately adjust the operations and benefit from a funding formula for higher education that rewarded growth. Unfortunately, the funding formula did not materialize. Hence, the College's primary budgetary objective is to become more efficient.

The College traditionally splits most of Tuition & Fees between the operational budget (87.5%) and capital budget (12.5%). To partially offset the unmaterialized funding formula, the College suggests moving the split to 90% / 10%. This will still generate enough capital funds, especially with the significant investment from reserves and state sponsored deferred maintenance projects.

The presented budget was developed through a shared governance process with availability of suggestions, input and review by all employees, Budget Committee, Continuous Improvement Council, and the Cabinet and contains the following major components:

1. Credit student increases of 6.1% for headcount and 6.3% for FTE.
2. Wage increase overall up to 4.0%
    a. 10% for faculty promotions (possible 18)
    b. 2.5% for all eligible employees
    c. $60 increment increase for each eligible employee
    d. Not considered is 6% pension matching
3. Items not in College control
    a. Employer contribution for health insurance increase of 15.3% ($200K)
    b. State appropriation increase of 1.5% ($125K)
4. Tuition & Fee split 90% operation & 10% capital

There will be ample opportunity to discuss before action at the meeting. However, there a couple items that may immediately stand out on the All Department Expenses

1. OT & Stipend increase is artificially exaggerated because of an accounting change assigning faculty overload to this area instead of wages
2. Supply increase includes a new program through the College's bookstore that allows students to optionally purchase all books and required classroom materials for a reduced price. This is directly offset by a fee.
3. The budgeted lease of printers is inclusive of the cost of printing. The lease is located in Miscellaneous, but is expensed under printing when the charges actually occur (i.e. Printing is not really $0)
4. Training & Travel is reflective of $100K designated to professional development

WVNCC Budget Summary
FY 2026

		Fall	Spring	Summer	Total
Tuition & Fees					
Wheeling		1,481,033	1,241,547	431,463	3,154,043
Weirton		968,012	892,406	162,587	2,023,006
New Martinsville		379,348	348,024	41,081	768,453
Distant Learning		108,010	90,709	74,250	272,969
Total Tuition & Fees		**2,936,404**	**2,572,686**	**709,381**	**6,218,470**
Workforce					
Continuing Education		271,560	271,560	135,780	678,900
Corporate / Industry Training		30,000	30,000	15,000	75,000
Community Education		20,000	20,000	10,000	50,000
Testing Center		10,000	10,000	5,000	25,000
Total Workforce		**331,560**	**331,560**	**165,780**	**828,900**
Other					
Investment Income	6.00%	180,000	180,000	90,000	450,000
Grants					
Miscellaneous		68,800	68,800	34,400	172,000
Total Other		**248,800**	**248,800**	**124,400**	**622,000**
WVNCC Funds		**3,516,764**	**3,153,046**	**999,561**	**7,669,370**
State Appropriation		**3,351,042**	**3,351,042**	**1,675,521**	**8,377,604**
Total Funds		**6,867,805**	**6,504,087**	**2,675,082**	**16,046,974**

Opeational Budget				
Operational	6,017,506	5,686,350	2,310,897	14,014,753
Grants				
Auxillary	580,360	580,360	290,180	1,450,900
Revenue	6,597,866	6,266,710	2,601,077	15,465,653
Expenses - Operational				15,393,501
Under/(Over) Budget				72,152

Capital Budget				
Revenue	269,939	237,377	74,005	581,322
Expenses - Capital				579,250
Under/(Over) Budget				2,072

All Departments - Expenses
Figures in Whole Dollars

	Budget FY 26	YTD 2/25/25 FY 25	Actual FY 24	Actual FY 23	Variance FY 24 Budget to FY 23 Actual	
Personnel Services						
Wages	8,125,268	4,932,337	6,831,608	7,289,704	1,293,660	19%
OT & Stipends	368,038	72,780	137,680	127,067	230,358	167%
Benefits	2,369,805	1,312,141	1,918,743	1,679,442	451,063	24%
Personnel Servcies	10,863,111	6,317,258	8,888,031	9,096,213	1,975,080	22%
OTPS						
Student Activities	76,700	49,450	74,832	76,301	1,868	2%
Supplies	1,088,847	500,005	753,458	648,638	335,389	45%
Equipment / Software	449,775	242,377	555,395	569,829	(105,620)	-19%
Contract/Prof Services	702,862	545,717	597,960	754,037	104,902	18%
Postage	31,500	16,018	24,579	28,700	6,921	28%
Printing	-	5,039	11,210	16,741	(11,210)	-100%
Maintenance & Repairs	237,750	74,806	301,578	240,572	(63,828)	-21%
Maintenance Contracts	84,855	55,675	52,163	62,602	32,692	63%
Utilities	915,717	527,662	930,882	789,119	(15,165)	-2%
Dues & Memberships	87,485	63,803	64,735	100,474	22,750	35%
Training	70,225	19,839	21,398	31,242	48,827	228%
Travel	131,595	85,344	102,975	128,250	28,620	28%
Hospitality	23,625	10,607	46,004	35,430	(22,379)	-49%
Insurance	191,169	158,100	115,256	98,160	75,913	66%
Land & Building	-	-	11,452	-	(11,452)	-100%
Advertising	347,000	177,830	343,572	315,541	3,428	1%
Misc.	91,285	37,004	80,291	443,437	10,994	14%
OTPS	4,530,390	2,569,275	4,087,739	4,339,071	442,651	11%
TOTAL	15,393,501	8,886,533	12,975,770	13,435,284	2,417,731	19%

FY 26 Captial Projects

Project	Total Cost	Maintenance	Savings	Budget Committee	CIC	Cabinet
Facilies Garage Rehab	125,000	-	-	High	High	High
Office / Common Area Refresh	44,250	-	-	Medium	Medium	High
Classroom Upgrades	70,000	-	-	High	HIgh	High
Emergency Generator (Battery)	40,000	-	-	High	High	High
Wheeling Campus Lawn Equipment	15,000	1,500	9,600	High	High	High
1/5 PC replacment	100,000	-	-	High	High	High
ServerRoomNetworkRefresh	60,000	-	-	High	High	High
Classroom Instructional Equipment	35,000	-	-	High	High	High
Contingency	70,000	-	-			High

Summary	Budget Comm		CIC		Cabinet	
High Priority	18	797,735	15	757,335	9	559,250
Medium Priority	5	105,250	11	321,750	0	-
Low Priority	12	372,600	9	196,500	1	20,000
Projects Recommended	35	1,275,585	35	1,275,585	10	579,250

APPENDIX E

Academic Program Reviews

(Action Item)

RESOLUTION:

RESOLVED, That the West Virginia Northern Community College Board of Governors approves the Academic Program Reviews as presented on the following programs:

Associate in Arts and Concentrations-AA
Associate in Science and Concentrations-AS
Board of Governors-AAS
Culinary and Hospitality-AAS and CAS
Criminal Justice-AAS
Early Childhood: Care and Education and Education Transfer Degrees-AA, AAS
Human Services-AA,AAS
Energy Technology- AAS, and CAS
Surgical Technology-AAS

2024-2025 Academic Program Reviews

Recommendations to the Board of Governors

Academic programs are reviewed on a five-year cycle. The following academic program reviews have been completed by faculty/program directors with the input of program advisory committee members. Recommendations have been reviewed by the Director of CELT, the Vice President for Learning/Chief Academic Officer, and the President. Summary information and data, provided by the Office of Planning, Institutional Effectiveness, and Research (PIER), are attached. The programs listed were also reviewed by faculty and staff members external to the academic unit in which the program is housed. Board approval is requested for the program reviews as presented.

Program Reviews:

1. Associate in Arts, A.A. — Recommend continuation of program at current level of activity
   a. Associate in Arts Degree, English/Humanities Concentration
   b. Associate in Arts Degree, General Concentration
   c. Associate in Arts Degree, History/Social Science Concentration
   d. Associate in Arts Degree, Psychology Concentration
   e. Associate in Arts Degree, 2+2 Social Work, WVU
2. Associate in Science, A.S. - Recommend continuation of program at current level of activity
   a. Associate in Science Degree
   b. Associate in Science Degree, Biology Concentration
3. Board of Governors, A.A.S. - Recommend continuation of program at current level of activity
4. Culinary Arts, A.A.S. -_Recommend continuation of program with corrective action
5. Culinary Arts, C.A.S. - Recommend continuation of program with corrective action
6. Criminal Justice, A.A.S. - Recommend continuation of program at current level of activity
7. Community Education 2+2 to WLU, A.A. - Recommend continuation of program at current level of activity
8. Early Childhood: Care and Education, A.A.S. - Recommend continuation of program at current level of activity
9. Education: Elementary Education (transfer to WLU), A.A.S. - Recommend continuation of program at current level of activity
10. Education: PK-5 Elementary Education (transfer to FUS), A.A.S. -_Recommend continuation of program at current level of activity
11. Education: Secondary Education, English Specialization (transfer to WLU), A.A. - Recommend continuation of program at current level of activity
12. Education: Secondary Education, Social Sciences Specialization (transfer to WLU), A.A. - Recommend continuation of program at current level of activity
13. Education: Pre-K, K Early Intervention (transfer to WLU), A.A.S. - Recommend continuation of program at current level of activity
14. Energy Technology, A.A.S.- Recommend continuation of program at current level of activity
15. Energy Technology, C.A.S.- Recommend continuation of program at current level of activity
16. Human Services, A.A.S. - Recommend continuation of program at current level of activity

17. Hospitality and Tourism, C.A.S. - Recommend continuation of program with corrective action
18. Psychology 2+2 (transfer to WU), A.A. - Recommend continuation of program at current level of activity
19. Psychology w/ Social Work (transfer to WLU), A.A. - Recommend continuation of program at current level of activity
20. Social Work 2+2 to FUS, A.A.- Recommend continuation of program at current level of activity
21. Social Work 2+2 to WVU, A.A.- Recommend continuation of program at current level of activity
22. Social Work/Pre-Social Work (transfer to Bethany), A.A.- Recommend continuation of program at current level of activity
23. Social Work (transfer to WLU), A.A. - Recommend continuation of program at current level of activity
24. Surgical Technology, A.A.S.- Recommend continuation of program at current level of activity

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Associate in Arts

Program Director: Crystal Harbert

Program Area:

The Associate in Arts Program has five concentrations:

AA, General

AA, Psychology

AA, Humanities/English

AA, Social Sciences/History

Social Work 2+2, WVU

Strengths:

The Associate in Arts Program is designed for students who plan to transfer. It offers students a quality foundational education at a lower cost than 4-year institutions. Then, these core general education classes can be transferred to 4-year institutions such as West Liberty University, Bethany College, Franciscan University, and West Virginia University. West Liberty University accepts the Associate in Arts degree as equivalent to all of their general education requirements. Students who transfer will be prepared for study in a number of liberal arts programs such as Communications, Journalism, Pre-Law, Political Science or Social Sciences. Students who have started with the Associate in Arts degree will save tuition dollars over the lifetime of their education.

For those students who choose to enter the workforce directly after graduation from the college, the Associate in Arts Program provides them with skills that enhance employability for positions that require effective written and oral communication skills as well as professional and interpersonal skills. Locally, businesses want to employ those who have soft skills as voiced during an employer panel at the college in January 2024. Nationally, employers are looking for the same in their new hires as evidenced by "10 Reasons Why Soft Skills Are Important for Your Career" published by Indeed.com in March 2025.

The Associate in Program aligns with the strategic priority to invest in technology to increase student success. Classes such as Composition and Speech teach students how to find, evaluate, and utilize online information.

While all community colleges in West Virginia offer an Associate in Arts degree, the closest to any WVNCC campus is WVU Parkersburg which is approximately 50 miles and 1 hour from our New Martinsville campus. WVNCC offers a valuable resource for students in our service area seeking the Associate in Arts degree. This aligns with our mission to strengthen our community.

Challenges:

Enrollment in all concentrations in the AA program was at its highest in 2019-2020 with 108 FTE. The biggest drop in enrollment occurred in 2021-2022 with 61 FTE. This corresponds with a nationwide decrease in college enrollment following the COVID 19 pandemic. The lowest enrollment was 55 FTE in 2022-2023. There was a slight increase to 68 FTE in 2023-2024.

Significant Findings:

Looking at each concentration, the AA, Psychology has the highest enrollment overall with 143 FTE total over the 2019-2024 period. Associate in Arts General is second with 142 FTE. These two concentrations have remained fairly consistent in enrollment numbers with slight drops equivalent to the decrease in FTE each semester.

There are no positive impacts from discontinuing the program. It would leave a void in general education - the foundation for transfer and workplace skills.

The overall quality and value of the classes as found in affordable tuition, credentialed faculty, and online accessibility make the Associate in Arts program essential.

Further, the program costs the college very little in the way of expensive labs and equipment.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
100-Associate in Art						
Enrollment*	27	27	23	22	26	125
Graduates**	7	2	1	1	1	12
Transferred	17	17	16	15	20	85
Transferred & Graduated from Transfer Institution	5	2	1	0	0	8

Transferred and Still Enrolled at Transfer Institution	1	0	0	2	3	6

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
119-Psychology Concentration						
Enrollment*	25	34	19	13	22	113
Graduates**	5	4	2	3	5	19
Transferred	15	22	12	5	14	68
Transferred & Graduated from Transfer Institution	2	4	0	0	0	6
Transferred and Still Enrolled at Transfer Institution	1	2	0	1	2	6

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
342-AA, History/Social Science						
Enrollment*	11	12	4	5	5	37
Graduates**	1	2	0	0	0	3
Transferred	10	7	1	3	4	25
Transferred & Graduated from Transfer Institution	0	1	0	0	0	1
Transferred and Still Enrolled at Transfer Institution	1	3	1	2	1	8

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
343-AA, English/Humanities						
Enrollment*	10	9	3	4	5	31
Graduates**	3	1	0	0	1	5
Transferred	4	6	3	0	2	15
Transferred & Graduated from Transfer Institution	0	0	0	0	0	0
Transferred and Still Enrolled at Transfer Institution	1	1	0	2	2	6

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
393-Social Work 2+2 WVU						
Enrollment*	0	0	2	4	7	13
Graduates**	0	0	0	0	0	0
Transferred	0	0	2	2	6	10

Transferred & Graduated from Transfer Institution	0	0	0	1	0	1
Transferred and Still Enrolled at Transfer Institution	0	0	0	1	1	2

* Enrollment numbers are based off the total annualized unduplicated student headcount from WVNCC's end of semester (EOS) state file submissions during a 12-month period.

** Graduate data was pulled from WVNCC's BANNER and was matched with existing student data from WVNCC state file submissions.

*** All transfer data was retrieved from external data warehouse (National Student Clearinghouse). Transfer data for identified cohort of students from majors (100,119,342,343,393, and 445), was pulled from Fall of 2019 up to the current term of Spring 2025.

Recommendations for improvement:

While the enrollment decrease is a concern, this may be mitigated by the recent changes to the college pathways, clarifying the Associate in Arts program as a pipeline for transfer. An increased connection and strengthening of partnerships with local four-year institutions, as is already underway through the meetings between WVNCC's VPL and WLU's Provost, may increase enrollment. Further, the new model for Orientation 90 may help students understand their goals and choose Associate in Arts as a foundation for transfer to a 4-year institution.

The recommendations above serve as my objectives for the next five-year review cycle.

Crystal, Herbert
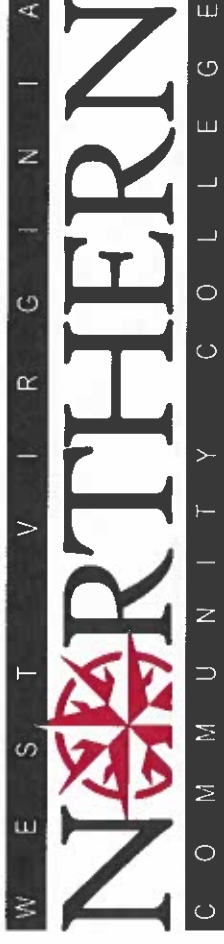_____
Program Director Signature

_____3/10/2025_____
Date

Angela Hawk
_____
Vice President for Learning Signature

_____3/12/2025_____
Date

_____
President Signature

_____
Date

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Associate of Science Program

Program Director: Natalia Omelchenko

Program Area:
Associate of Science concentration in Biology (recognized 2023/2024)
Associate of Science concentration in General Sciences (recognized 2024/2025)

Strengths:

The Associate of Science (A.S.) program is a cornerstone offering within the Business and STEM Division of the institution. Initially designed to support students pursuing Bachelor's degrees in fields such as biology, engineering, mathematics, and the physical sciences, the program has evolved to meet the changing academic and career demands of today's students.

The A.S. program is pioneering an innovative, personalized approach to higher education, allowing students to create a tailored path that leads to a specific set of knowledge and skills aligned with their individual aspirations.

In addition to specialized courses, the A.S. program offers essential general education and a range of targeted courses—such as Anatomy and Physiology, Principles of Biology, Calculus, and College Algebra—that serve multiple diverse programs across the institution.

Challenges:

One of the biggest challenges of the Associate of Science (A.S.) program is the significant competition. Similar A.S. degrees are offered by a majority of both in-state and out-of-state community colleges and universities, often focusing on the same or very similar academic disciplines and career-oriented fields as those offered in our program.

Another challenge we face is that a significant number of students enrolled in Science courses are not A.S. majors. These students are taking courses offered in the program as general education requirements or as targeted courses for other programs, which, while welcomed, still place significant demands on faculty and resources.

Significant Findings:

The demographics of the students within the program are shifting. Notably, while the total enrollment has remained consistent overall, there have been fluctuations in the number of full-time versus part-time students. The part-time students now represent more than half of the overall headcount.

The program continues investing in high-demand subjects like Mathematics and Biology providing students across a multitude of different WVNCC programs and specializations.

Trend Data:

Although total student enrollment in the Associate of Science program typically fluctuates between 50 and 70 students annually, the courses offered by the program faculty—such as MATH and BIO—play a crucial role in supporting a wide range of academic paths across the institution. These courses are taken by approximately 1,500 students each year, underscoring the program's significant impact and importance to the broader academic community at the college.

WVNCC Associate of Science Program: FTE, Head Count, and Graduates

Program	2019-20			2020-21			2021-22			2022-23			2023-24			Total		
	Student Count	Graduates	FTE	Student Count2	Graduate s3	FTE4	Student Count5	Graduate s6	FTE7	Student Count8	Graduate s9	FTE10	Student Count11	Graduate s12	FTE13	Total Student Count	Total Graduates	Total FTE
Associate in Sci Biology	0	0	0	0	0	0	0	0	0	0	0	0	9	0	10	9	0	10
Associate in Science	56	0	72	77	5	96	65	3	73	58	9	56	54	6	53	310	23	351
Associate in Science Online	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	57	0	73	77	5	96	65	3	73	58	9	56	63	6	63	320	23	361

WVNCC Enrollment in BIO and Math course

Subject	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
BIO	953	596	464	460	552	724
MATH	881	881	683	686	770	793

Recommendations for improvement:

Given the prevalence of similar programs across many institutions and the growing number of part-time students, it is essential for us to focus on serving local students by offering distinctive curriculum options and experiences that set us apart from other colleges.

Our primary focus is the continuous improvement of course offerings and curriculum design to better accommodate the needs of our students, particularly part-time students, who often face demanding schedules and limited backgrounds.

A second key focus is strengthening and expanding concentrations within the A.S. program. This includes increasing internship opportunities, deepening partnerships with local employers, and fostering stronger collaborations with local and regional four-year institutions.

There is also a critical need to carefully monitor faculty and facility resources to ensure they meet the demands of specialized pathways and of the large number of students outside the program taking general education and tailored courses.

Through these efforts, we aim to provide clear pathways to employment and ensure smooth transitions into the workforce or further academic pursuits for our graduates, while also achieving high retention and graduation rates in the courses offered as part of other programs.

Natalia Omelchenko   2/19/2025

Program Director Signature   Date

Angela Hawk   3/10/2025

Vice President for Learning Signature   Date

President Signature   Date

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Board of Governors, A.A.S.

Program Director: Crystal Harbert

Program Area:
Board of Governors, A.A.S.

Strengths:

Students with some college and no degree benefit from completion of a degree in their workplace. It can often mean a pay raise or promotion.

In July of 2022, the college received from the state a list of potential candidates for enrollment in the Board of Governors program. According to WVHEPC, the list of students met the following criteria:
- Attended our institution in the last 10 years.
- Completed cumulative 40 credit hours or more. Credit hours might have been completed at any public institution in the state.
- Have not received an associate's degree or higher.

A taskforce was created which included the ACTion center and Meta Advisors as well as Marketing.

Classes in the Board of Governors, A.A.S. are taught in classrooms that are maintained by programs throughout the college so no specific funding is required.

Classes are taught by faculty in all programs across the college. Faculty meet the minimum requirement for credentials as established by the college's credential matrix. They are evaluated using the established faculty evaluation process.

The Board of Governors, A.A.S. supports the college's mission to strengthen our community. It offers local residents the opportunity to gain the credentials needs to be employed or promoted or to gain a raise in pay.

Challenges:

Reaching those who are eligible for degree completion through the Board of Governors, A.A.S. and educating them on the benefits continues to be a challenge. Marketing has worked on campaigns targeting this group, and the campaign may need to be renewed.

Significant Findings:

The Board of Governors, A.A.S. costs the college very little and offers a good value to students who want to complete a degree in order to advance their career.

The program should be continued at its current level.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

Program	2019-20	2020-21	2021-22	2022-23	2023-24	Grand Total
445-Board of Governors						
Enrollment*	123	100	110	107	96	536
Graduates**	46	81	53	51	13	244
Transferred	84	64	68	75	75	366
Transferred & Graduated from Transfer Institution	6	5	4	1	1	17
Transferred and Still Enrolled at Transfer Institution	4	4	8	7	6	29

Recommendations for improvement:

The continued education and outreach to those who may qualify for the Board of Governors A.A.S. is essential.

Further, continued development of the Prior Learning Credential process will benefit students.

The recommendations above serve as my objectives for the next five-year review cycle.

Crystal Herbert

Program Director Signature

_____3/10/2025_____

Date

Angela Hawk

Vice President for Learning Signature

_____3/12/2025_____

Date

_____

President Signature

_____

Date

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Culinary Arts

Program Director: Christian Kefauver

Program Area: AAS Culinary Arts, CAS Culinary Arts

Strengths:

- ACF (American Culinary Federation) program and chefs certified.
- Culinary training is needed in our service area.
- Current equipment and techniques used in training.
- Northern is the oldest culinary training program in WV and was the first to obtain ACF accreditation.
- Ample student experience for students in three public productions classes. They get Real World experience before going on their internships.
    - The student has CART 145 & 125 before they go on internship. In these classes they understand the needs and stress of the front of house and back of house. The day could have call offs or additions. The CART 145 class was requested by the industry several years ago and it seems to help in their transition into the internship.
    - We are one of the only culinary training facilities in the region.
    - They work our Fall and Spring series giving them exposure to a la carte, buffet and served meals.
- Hospitality is one of the largest employers in the state and this region. Travel and tourism are very important to the economy. I am working on a state committee to bring hospitality businesses and schools together to meet all our needs. Hopefully we can as a state and region bridge this gap to get trained individuals into the work force.
- We have many hospitality businesses that cannot find enough help, they even bring in international workers. So hopefully we can bridge that gap.
- We are using our Facebook page more to reach people. We share jobs but also what we are doing in class, where the chefs are visiting and what extra classes, we are teaching. Darcy and Josey have taken that on and are making a difference in that area of exposure.

- The marketing department has also made short video clips of things we do so that has helped.
- We have always supported area, state and regional training and education in the culinary field. We support ProStart students and teachers wherever we can. Both chefs serve on area advisory committees for high schools. We offer industry training and develop what training that is needed when it is needed.
- The dinner series not only gives valuable experience for students in training but also acts as a community relations tool and gets people in the door and the colleges name out there.

Challenges:

- The ROI for the student is a challenge. Most employers in the area do not pay differently for trained/certified individuals or no experience.
- In larger markets certification matters and is paid differently for it. Pittsburgh and Columbus are examples of those areas.
- We need to work with hospitality businesses to find a way to make the investment, by them or the student, a good choice.
- The kitchen is 15 plus old and some of the equipment is nearing its life span.
- Bringing in people outside a communing distance, no housing.
- Getting people to want to work in Hospitality.

Significant Findings:

- We need to find a way to get students into the program. Why is it beneficial to have the training to work in kitchens.
- Change up the recruiting activities. Use social media to create awareness.
- Continue to work with high schools and feeder programs on a pathway.
- We now count the graduates as CAS and AAS, assuming they complete the AAS. That way if they choose to get into the work force quickly, they at least have the CAS.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

	2019-20			2020-21		
Program	Student Count	*Graduates	FTE	Student Count	*Graduates	FTE
Culinary Arts, AAS	20	4	29	14	3	18
Culinary Arts, CAS	4	2	5	1	7	2
Hospitality & Tourism CAS	0	0	0	0	0	0
Total	24	6	34	15	10	20

	2021-22			2022-23		
Program	Student Count	*Graduates	FTE	Student Count	*Graduates	FTE
Culinary Arts, AAS	21	4	30	25	6	41
Culinary Arts, CAS	4	5	6	0	6	0
Hospitality & Tourism CAS	0	0	0	0	0	0
Total	25	9	36	25	12	41

	2023-24			Total		
Program	Student Count	*Graduates	FTE	Total Student Count	*Total Graduates	Total FTE
Culinary Arts, AAS	16	3	23	96	20	140
Culinary Arts, CAS	1	3	1	10	23	14
Hospitality & Tourism CAS	2	0	4	2	0	4
Total	19	6	28	108	43	158

The count of graduates reflects a duplicated headcount as students can earn a CAS and AAS in consecutive years.

Recommendations for improvement:

- Work to keep culinary training relevant. How does this fit into a particular operation/chain. What do we have that they need or what do they need we don't have.
- Maybe change focus to non-traditional formats of training.
- Look at stackable credentials that could build into a degree or stand alone to train up on a particular activity.
- Look at partnering with companies/groups to set up and credential for small classes.
- Work more on the social media side of things.
- The traditional formats are not yielding a lot of results.

The recommendations above serve as my objectives for the next five-year review cycle.

Chris Guy E Kramer

Program Director Signature

3/10/25

Date

Angela Hawk

Vice President for Learning Signature

3/14/2025

Date

President Signature

Date

Culinary Arts Program Addendum

- Culinary Arts A.A.S.
- Culinary Arts C.A.S.
- Hospitality and Tourism, C.A.S.

Recommendation: Continuation of the program with corrective action

Rationale: A five-year review of our Culinary Arts and Hospitality offerings reveals steadily declining enrollments despite the growing demand for hospitality workers in the region. Workforce West Virginia labor market data lists restaurant cooks as the fourth fastest growing occupation in the northern panhandle, with projected employment over the next ten years of 973 workers total and 149 annual openings.

WVNCC's Culinary Arts Program Director explains the crux of the problem in his attached summary: although the demand for workers exists, most employers in our immediate service area do not pay more for trained/certified individuals versus those with little to no experience. Community members therefore do not currently have a strong incentive to enroll in our academic programs.

WVNCC's Culinary Arts program is one of the College's oldest programs and it is beloved within the local community. New partnerships are continually in development with local organizations, schools, and businesses, including Oglebay, Grow Ohio Valley, Sarah's on Main, Wheeling Park High School, and Bridge Tavern. There is no appetite either within the community or the College to discontinue the program. However, creative solutions are required to ensure its continued viability and necessity during the next five-year review cycle.

Proposed Corrective Action

1. Align Culinary A.A.S. and C.A.S. degrees with the ProStart Curriculum

State tourism initiatives place strong emphasis on high school Career and Technical Education offerings such as the ProStart curriculum that leads to an industry-recognized credential in basic management and culinary skills. By aligning our ACF-accredited curriculum with the Pro-Start pathway, we will be better poised to capitalize on these initiatives and to matriculate students who are interested in training for higher-paying employment opportunities in our extended service area (e.g. Allegheny County).

Program faculty will complete a majority of the curriculum development work in Summer 2025 for presentation to WVNCC's Curriculum and Academic Policy committee in Fall 2025.

### 2. Redesign the Hospitality and Tourism C.A.S and offer as a track in the new Business Management pathway

WVNCC must ensure that its degree offerings put graduates on track to earn a living wage. Program faculty will collaborate with the Business Program director to design a Hospitality and Tourism track for the Business Management pathway currently in development. By integrating our hospitality and business curriculum, WVNCC will be better poised to recruit mid-career community members interested in upskilling to higher-paying managerial roles in the hospitality industry.

Program faculty will complete a majority of the curriculum development work in Summer 2025 for presentation to WVNCC's Curriculum and Academic Policy committee in Fall 2025.

3. Generate revenue through Continuing Education and Workforce Development (CEWD) offerings

It will take 2-3 years for changes in the academic curriculum to reverse declining enrollment trends. Program Faculty will collaborate with the CEWD unit to develop and implement a 5-year plan for the expansion of revenue-generating workforce courses (e.g. ServSafe) and microcredentials that combine credit and non-credit offerings. By providing "just-in-time" credentials customized to workforce needs, WVNCC will be better positioned financially to sustain this high-cost program over the next several years.

Program Faculty will develop the 5-year plan for the CEWD offerings in Summer 2025 and submit to the Vice President for Learning for presentation to President's Cabinet. The plan should include measurable objectives and a timeline for completion.
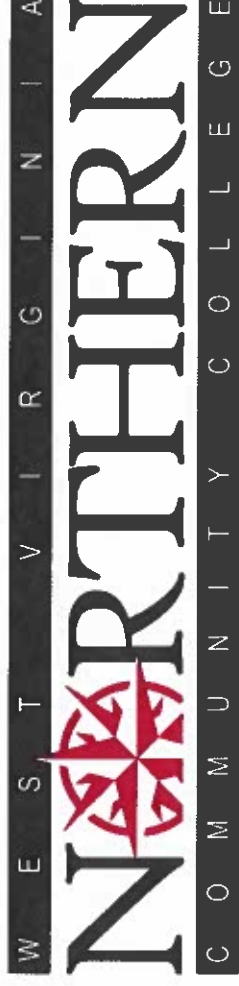
WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Criminal Justice

Program Director: John D. Lantz

Program Area: Criminal Justice, AAS (Major Code 234)

Strengths: Robust enrollment; high retention rates; OER Course offerings; highly qualified faculty; community involvement; strong Advisory Board.

Challenges: Economic landscape; changing employment trends.

Significant Findings: Enrollment and retention rates remain high; placement of graduates into the local workforce is at an all-time high. Marketing, advertising, outreach, and conversion to an online program has aided in higher enrollments.

Recommendations for improvement: While the program is not necessarily in an improvement stage, there are certain areas that will continue to be utilized and improved. OER offerings will continue to be updated and offer the most current information available for our students. We will continue to strive to improve our advising model and methods to assure that our students are on their correct pathways towards graduation.

We have started to build module introduction videos for all of the courses within the program. We feel this addition will help bridge the relationships between faculty and student.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

Program	2019-20			2020-21			2021-22			2022-23			2023-24			Total Student Count	Total Graduates	Total FTE
	Student Count	Graduates	FTE	Student Count	Graduates	FTE	Student Count	Graduates	FTE	Student Count	Graduates	FTE	Student Count	Graduates	FTE			
Criminal Justice	34	3	49	35	3	46	32	3	41	43	6	63	40	10	54	184	25	253
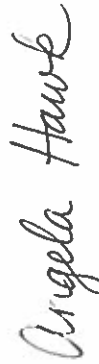
The recommendations above serve as my objectives for the next five-year review cycle.

Jack D Katz
_____   Date ___2/13/2025___
Program Director Signature

Angela Hawk   3/11/25
_____   Date _____
Vice President for Learning Signature

_____   Date _____
President Signature

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Education

Program Director: Maclaine Murad

Program Area:

Education

- Community Education 2+2 to WLU, A.A.
- Early Childhood: Care and Education, A.A.S.
- Education: Elementary Education (Transfer to WLU) A.A.S.
- Education: PK-5 Elementary Education (Transfer to FUS) A.A.S.
- Education: Pre-K, K Early Intervention (Transfer to WLU) A.A.S.
- Education: Secondary Education, English Specialization, (Transfer to WLU), A.A.
- Education: Secondary Education, Social Sciences Specialization, (Transfer to WLU), A.A.

Strengths:

The Education department at WVNCC operates with minimal costs to the college, focusing on keeping overhead low while maintaining high-quality instruction. The primary expense lies in the use of IPV classrooms, which facilitate instruction across multiple campuses using a single instructor. This setup allows the department to extend its reach and offer courses without the need for additional physical space, which contributes to cost-efficiency. The department already has established IPV materials, but maintaining and updating these resources is essential to ensuring the best possible student experience. Moreover, the department employs only one full-time faculty member and one adjunct instructor, which further contributes to cost savings while maintaining a high standard of education.

Over the past five years, the department has consistently maintained strong student engagement and graduation rates. Programs such as **Elementary Education 2+2 WLU** and **Early Childhood: Care and Education, AAS** continue to drive enrollment and contribute to the department's overall success. Additionally, the **Grow Your Own** initiative has played an important role in bolstering recruitment efforts, providing students with early exposure to the field of education through dual enrollment pathways. This initiative, combined with the department's strategic use of technology, including IP video and digital platforms, allows non traditional students to access courses and resources that best fit their lifestyle, further enhancing the accessibility and flexibility of the program.

Another key strength is the department's hands-on approach to student practical learning, which includes partnerships with local schools, daycares, Family Resources Networks, Head Start programs and tutoring centers. Through these collaborations, students have the opportunity to engage with real-world educational settings and gain valuable experience that complements their coursework. The inclusion of 80 hours of observation in transfer programs and a 200-hour internship for Early Childhood Care and Education students shows the department's commitment to preparing students for successful careers in education. This aligns to the colleges Strategic plan of investing in Human Capital.

Challenges:

While the Education department has seen considerable success, there are several challenges that remain. One of the key obstacles is the department's reliance on a small number of faculty members. With only one full-time faculty member and one adjunct instructor, the department faces limitations in terms of course offerings, faculty support, and program expansion. This structure, while cost-effective, can create challenges in managing the growing student population and offering sufficient individualized attention to students. The small faculty base also puts a strain on the department's ability to diversify course offerings and scale the program to meet increasing demand.

Lastly, maintaining consistent community engagement and partnerships for practical experiences, such as internships and observation hours, can be a challenge. While the department has established valuable partnerships, such as those with the Grow Your Own initiative and local child care providers, these relationships require ongoing attention and coordination. As the demand for early childhood educators continues to grow, ensuring that these partnerships remain strong and that there are sufficient opportunities for students to complete required internships and hands-on experiences is essential. Any disruption in these partnerships, whether due to funding changes or logistical issues, could hinder students' ability to gain the practical experience necessary for their career advancement.

Significant Findings:

A key finding from the Education department's performance is the steady increase in the number of graduates over the past five years. The department has seen a gradual rise in its graduation rates, with the total number of graduates growing from just 4 in 2019-20 to 17 in 2021-22. This increase reflects the department's effectiveness in retaining students and helping them successfully complete their educational journeys. Additionally, the department has consistently maintained strong Full-Time Equivalent (FTE) rates, indicating high student engagement and successful course delivery, which has contributed to a cumulative total of 526 FTE over five years. When factoring in Grow Your Own and dual-enrolled students—data not included in the PEIR chart—2023 enrollment would rise to 102 students and 2024 to 92. This marks a substantial increase from the 60 students enrolled in 2020, highlighting the program's expansion and growing impact.

The Grow Your Own initiative, in partnership with local counties, has also proven to be a significant factor in the department's success. Dual-enrolled students from schools like Brooke and John Marshall High School are already connected to the program, which increases the likelihood that they will continue their education in the field of teaching. The program's alignment with state and local educational goals, particularly in addressing the teacher shortage, positions the department as a crucial player in shaping the future of education in the region. As these students are expected to transition into the program in 2025, the impact of the initiative on future enrollment numbers will likely be profound.

Another significant finding is the department's ongoing commitment to adapting to technological advancements and providing students with the skills they need for future success in the field of education. The partnership with ASSETT to offer virtual teaching experiences through digital platforms as part of the grant funded PALS program is a prime example of how the department is preparing its students for online and remote learning environments. This program not only gives students the chance to experience teaching in virtual settings but also aligns with the broader trend toward digital education, ensuring that students are equipped to thrive in diverse learning environments. The use of digital technology to enhance success relates to WVNCC Strategic plan goals.

Finally, the success of the Early Childhood Care and Education program, which boasts a 100% pass rate on the Pre-Professional Assessment and Certification Exam for 2023-24, is a testament to the department's ability to provide high-quality, hands-on educational experiences. Additionally, the partnership with the IDEA Center which is housed directly on the Wheeling campus has proven to be a valuable resource for students needing observation hours, providing both a real-world experience and generating income for the college through rent. These partnerships and successes highlight the department's continued efforts to improve and expand its educational offerings and its strong connection to community needs.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

Trend Data on the next page. Please keep in mind when looking at trend data that the Grow Your Own and dual-enrolled students are not displayed. The 2023 enrollment would rise to 102 students and 2024 to 92. This marks a substantial increase from the 60 students enrolled in 2020, highlighting the program's expansion and growing impact.

Recommendations for improvement:

For future recommendations, the Education department aims to strengthen partnerships with universities to provide students with a smoother transition into bachelor's programs. This will be achieved by connecting students with university partners earlier through classroom visits or field trips to local universities.

Another recommendation is to establish a partnership with a university that offers a fully online bachelor's degree program. Many of our students are nontraditional and seek the flexibility of online education to complete their 2+2 degree pathway. Finding a suitable online partner would better support their educational goals and make higher education more accessible.

Additionally, the Education department seeks to highlight the value of connecting career and workforce experience to credit-bearing learning. We currently offer two programs—Technical Studies: Child and Family Specialist and Occupational Development—that are not being fully promoted. These programs allow individuals with an ACDS or CDA certification to earn credit and complete their degree more quickly. This initiative would help workers in our community advance their qualifications, ultimately benefiting the child care workforce and enhancing their success.

The recommendations above serve as my objectives for the next five-year review cycle.

Madлане Murad
Program Director Signature

Angela Hawk 2025.03.12 07:10:59
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Vice President for Learning Signature

_____
President Signature

3/4/25
Date

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Date

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Date

Please keep in mind when looking at trend data that the Grow Your Own and dual-enrolled students are not displayed. The 2023 enrollment would rise to 102 students and 2024 to 92. This marks a substantial increase from the 60 students enrolled in 2020, highlighting the program's expansion and growing impact.

Program	2019-20			2020-21			2021-22			2022-23			2023-24			Total Student Count	Total Graduates	Total FTE
	Student Count	Graduates	FTE	Student Count2	Graduates3	FTE4	Student Count5	Graduates6	FTE7	Student Count8	Graduates9	FTE10	Student Count11	Graduates12	FTE13			
Community Education 2+2 WLU	2	0	2	2	0	3	4	0	6	0	0	1	3	0	6	11	0	18
Early Child Ed 2+2 FUS	2	0	2	5	1	5	1	0	2	1	0	2	0	0	0	9	1	11
Educ: Elem Ed AA	0	0	0	15	2	14	15	3	21	4	0	3	0	0	0	34	5	39
Educ: Elem Ed WLU AAS	0	0	0	0	0	0	0	0	0	13	4	15	19	0	30	32	4	44
Educ: PK-5 Elem Ed AAS	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	4	0	4
Educ: PreK K Early Int AA	0	0	0	9	1	13	3	0	4	0	0	0	0	0	0	12	1	17
Educ: PreK K Early Int (WLU), AAS	0	0	0	0	0	0	0	0	0	13	0	11	3	1	4	16	1	15
Educ: Sec Ed English	0	0	0	6	0	15	5	1	7	3	1	3	3	1	3	17	3	30
Educ: Sec Ed, Social Sci	0	0	0	4	0	6	6	1	6	8	0	10	8	1	13	26	2	34
Educ-Early Intervention 2+2WLU	5	0	10	0	0	0	0	0	0	0	0	0	0	0	0	5	0	10
Educ: PK-5 Elem Ed (FUS), AAS	0	0	0	0	0	0	0	0	0	3	0	4	1	0	4	4	0	7
Elementary Education 2+2 WLU	29	4	50	13	3	22	12	3	18	10	1	15	3	2	4	67	13	109
Early Childhood: Care and Ed, AAS	22	0	31	31	4	44	32	9	39	28	8	37	28	3	36	141	24	187
Total	60	4	96	85	11	122	78	17	104	83	14	101	72	8	104	378	54	526

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Human & Social Services

Program Director: Heidi Napier

Program Areas:

Human Services AAS
Psychology 2+2 (Transfer to WU) A.A.
Psychology w/ Social Work (transfer to WLU) A.A
Social Work 2+2 to FUS A.A
Social Work 2+2 WVU A.A.
Social Work/Pre-Social Work (Transfer to Bethany) A.A.
Social Work, (Transfer to WLU) A.A.

Strengths: West Virginia Northern Community College offers Human and Social Services classes in an online format which allows students to complete the degree from any state or location. We are also the only community college offering the associate's degree in human services locally as Eastern Gateway closed, and Belmont College no longer offers this specific associate degree. Highly qualified faculty, a strong advisory board, multiple transfer options and partnerships with major Universities sets our program offerings apart from others.

HUMAN SERVICES A.A.S. DEGREE

- Students can complete a degree quickly to prepare for employment within two years if they can attend full-time
- Graduates qualify for positions as "Direct Service Workers", "Case Aides" or "Mental Health Technicians" at a variety of social service agencies
- Students complete an internship at a qualifying agency, which offers them an opportunity to gain experience and be better able to secure employment during or after the internship; data indicates that 50-60% of students are offered a position during or immediately upon completion of their internship
- Many courses in the program are accepted as general education or technical equivalents at baccalaureate institutions, and therefore are advantageous for students who wish to transfer for a bachelor's degree

- Input from the advisory committee allows us to ensure that we are aware of current needs & practices and adequately prepare students for employment or transfer
- When students graduate, they must take a national exam that certifies they are proficient in areas required to be successful in a career in Human Services.
- Students appear to be highly satisfied with the quality of the program and the faculty
- Academic advising is done by FT faculty and the Program Director who are familiar with and invested in quality advising, retention, and the success of the program

SOCIAL WORK TRANSFER DEGREES

- Our articulation agreements with transfer institutions guarantee that all courses in those programs are accepted as general education or technical equivalents at the baccalaureate institution, and therefore create a seamless pathway for students who wish to transfer for a bachelor's degree
- We have transfer agreements for 5 different programs (2 at West Liberty University, which is our closest 4-year university) and 1 each at Bethany College, West Virginia University, and Franciscan University (Steubenville, OH), which is close to our Weirton campus)
- We now have a mechanism for regular contact and communication with faculty from the 4-year institutions through additions to our advisory committee
- We have recently added an articulation agreement with Ohio University Eastern and should be offering/advertising this to potential new students soon.
- Academic advising is done by FT faculty and the Program Director who are familiar with and invested in quality advising, retention, and the success of the program

Challenges:

- Marketing and retention remain a challenge for the human services program. We do not do enough marketing to attract potential students to this specific program.
- Many potential students do not have a clear understanding of what a Human Services Degree is and what employment opportunities are available upon successful completion of the program.
- As discussed during the annual advisory board meetings many students who choose one of these majors seem unprepared or underprepared and have difficulty with basic reading, writing, math, critical thinking and problem-solving skills. We continue to give them the support through student success coaches and tutoring as well as any remediation and advising support they need to be successful.
- New articulation agreements are not readily available in our catalogue that would assist in increasing enrollment. This also reduces the ability to market specific programs in local high schools that would assist in increasing enrollment.
- A shortage in faculty, (fall/spring 24 and 25 semester), to teach these courses has reduced the availability of courses for students to enroll in

- The faculty shortage (fall/spring 24/25) increased overload for existing faculty, allocating roughly 18-21 credit hours per semester and in specific instances upwards of 24 credit hours per semester.
- Retention in the Human Services program will need to be reviewed to ensure that student success is first and foremost in this program.

Significant Findings:

Enrollment rates have increased since the initial decline during Covid. Conversion to online offerings of these programs has aided in higher enrollments. As one of the only remaining local colleges offering a Human Services Degree, with proper marketing there is room for additional growth and enrollment in this program. Additional review will be completed to look at retention and graduation rates.

Trend Data:

2019-2020			
Program	**Student Count**	**Graduates**	**FTE**
Human Services	19	1	24
Pre-Psych/Social Work WLU 2+2	25	4	35
Pre-Psychology 2+2 WU	4	0	5
Psychology w/Soc Work WLU 2+2	0	0	0
Social Work 2+2 WVU	0	0	0
Social Work AA WLU	0	0	0
Social Work FUS	3	0	4
Social Work Transfer BC AA	0	0	0
Total	**51**	**5**	**68**

2020-2021			
Program	**Student Count**	**Graduates**	**FTE**
Human Services	24	3	27
Pre-Psych/Social Work WLU 2+2	10	3	12
Pre-Psychology 2+2 WU	3	0	4
Psychology w/Soc Work WLU 2+2	7	0	10
Social Work 2+2 WVU	0	0	0
Social Work AA WLU	8		10

Social Work FUS	1	1	1
Social Work Transfer BC AA	0	0	0
Total	**53**	**7**	**64**

2021- 2022			
Program	**Student Count**	**Graduates**	**FTE**
Human Services	17	5	21
Pre-Psych/Social Work WLU 2+2	3	1	5
Pre-Psychology 2+2 WU	4	0	7
Psychology w/Soc Work WLU 2+2	11	1	17
Social Work 2+2 WVU	1	0	3
Social Work AA WLU	11	3	14
Social Work FUS	0	0	0
Social Work Transfer BC AA	0	0	0
Total	**47**	**10**	**67**

2022 - 2023			
Program	**Student Count**	**Graduates**	**FTE**
Human Services	18	2	18
Pre-Psych/Social Work WLU 2+2	2	0	2
Pre-Psychology 2+2 WU	11	1	14
Psychology w/Soc Work WLU 2+2	25	4	34
Social Work 2+2 WVU	5	0	8
Social Work AA WLU	17	2	17
Social Work FUS	0	0	0
Social Work Transfer BC AA	2	0	2
Total	**80**	**9**	**96**

2023- 2024			
Program	**Student Count**	**Graduates**	**FTE**
Human Services	22	4	28
Pre-Psych/Social Work WLU 2+2	0	0	0
Pre-Psychology 2+2 WU	9	0	12

Psychology w/Soc Work WLU 2+2	18	1	20
Social Work 2+2 WVU	7	2	8
Social Work AA WLU	8	2	9
Social Work FUS	0	0	0
Social Work Transfer BC AA	2	0	2
Total	**66**	**9**	**78**

2019-2024			
Program totals	**Total Student Count**	**Total Graduates**	**Total FTE**
Human Services	100	15	118
Pre-Psych/Social Work WLU 2+2	40	8	55
Pre-Psychology 2+2 WU	31	1	42
Psychology w/Soc Work WLU 2+2	61	6	81
Social Work 2+2 WVU	13	2	19
Social Work AA WLU	44	7	49
Social Work FUS	4	1	5
Social Work Transfer BC AA	4	0	3
Total	**297**	**40**	**371**

Recommendations for improvement:

- Increase in marketing to high schools in the tri-state region
- Increase marketing on social media platforms to reach potential non-traditional students
- Hiring of two additional faculty members to reduce overload and meet student needs
- Continuing to work with major universities through articulation agreements to ensure we offer multiple options for students who wish to transfer and continue their education

The recommendations above serve as my objectives for the next five-year review cycle.

Heidi J. Napier, M.L.S. (electronically signed)   12-24-2025

_____   _____

Program Director Signature   Date

Angela Hawk

                                                              3/12/2025

_____   _____

Vice President for Learning Signature   Date

_____   _____

President Signature   Date

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Energy Technology

Program Director: Curt Hippensteel

Program Area: Energy Technology A.A.S. and C.A.S.

Strengths: Supports the college mission, supports local industry partnerships, prepares students for living wage jobs that are in the area. The Energy Technology program has worked with both Williams Energy and Southwestern Energy (now Expand Energy) to place students in internships. Ascent Resources and MPLX have also provided students with field trip opportunities.

Challenges: Enrollment in these programs was low during the middle portion of the period reviewed. Part of this was likely due to external factors such as COVID-19 and federal policy changes.

Significant Findings: The Energy Technology program is a viable, growing, industry-supported program which directly supports the institution's mission and strategic priorities. Industry partners have supported the program by providing internships, field trip opportunities, guest speakers and equipment such as the TEG dehydrator. It also serves as a building block for increasing technical opportunities and enrollment on the New Martinsville campus. Graduates of the program have a good track record of gaining industry employment or advancing in other ways which provides them with living wage types of jobs. One of our 2024 graduates is earning $26.00 per hour at her full-time position. When graduates hire into jobs like this it strengthens our communities and empowers the students to pursue fulfilling lives which is part of the mission of WVNCC. The program should continue to be supported by the college.

Trend Data:

Program	2019-20			2020-21		
	Student Count	Graduates	FTE	Student Count	Graduates	FTE
Energy Technology AAS	0	0	0	0	0	0
*Energy Technology CAS	0	0	0	0	0	0
Petroleum Technology AAS	29	8	43	26	2	39
*Petroleum Technology CAS	2	0	2	0	0	0
Total	31	8	45	26	2	39

Program	2021-22			2022-23		
	Student Count	Graduates	FTE	Student Count	Graduates	FTE
Energy Technology AAS	0	0	0	5	0	11
*Energy Technology CAS	0	0	0	1	0	1
Petroleum Technology AAS	16	10	25	4	1	4
*Petroleum Technology CAS	2	0	2	1	1	1
Total	18	10	27	11	2	17

Program	2023-24			Total		
	Student Count	Graduates	FTE	Total Student Count	Total Graduates	Total FTE
Energy Technology AAS	9	2	17	14	2	28
*Energy Technology CAS	1	0	2	2	0	3
Petroleum Technology AAS	0	0	0	75	21	111
*Petroleum Technology CAS	0	0	0	5	1	4
Total	10	2	19	96	24	146

*Students who graduate with an AAS also graduate with a CAS. The duplicated degree is **not** reflected in the CAS graduate count.*

Recommendations for improvement:

Foster more industry partnerships in the New Martinsville area by December 2025.
Improve the lab in New Martinsville to accommodate larger equipment by Fall 2025.
Have the TEG Dehydration Unit set up correctly on the Wheeling campus by December 2025.
Include an operations class in the curriculum by Fall 2026.
Include a battery technology component in the Energy Transitions class by Fall 2026.

The recommendations above serve as my objectives for the next five-year review cycle.

Curt Hippensteel (electronically signed)   11 Mar 25
Program Director Signature   Date

Angela Hawk

_____   3/14/2025
Vice President for Learning Signature   Date

_____   _____
President Signature   Date

WVNCC 5-Year Program Review Summary

Year: 2024-2025

Program Name: Surgical Technology

Program Director: Tami Pitcher

Program Area: (Name of the program and include list of concentrations, transfers, degrees, and/or certificates)
Surgical Technology A.A.S. Associate in Applied Science Degree
Eligible Students will become a Certified Surgical Technologist (CST)

Strengths:
High Satisfaction Rates: The program consistently meets all graduate and majority of employment satisfaction surveys (only one not met).
Certification Success: For the first time in the program', we achieved a five-year streak of meeting the certification pass rate, including three years with a 100% pass rate.
Continuous Improvement: The program actively reviews feedback and implements changes to enhance the program.
Student Success: Students thrive in the program when their skills interests, and goals, supported by dedicated faculty and comprehensive resources.
Strong Affiliations: Faculty maintain close relationships with multiple organizations in the tristate region, all of which have ST positions available. Regular communication ensures mutual goals are met.
Career Advancement: Surgical Technology provides the quickest path to joining the operating room team, with opportunities for further career advancement in roles such as operating room nurses and first assistants.
Hands-On Experience: This experience, combined with advanced technology, enhances skills and competencies for student success.
Positive Job Outlook: The job outlook for Surgical Technologist is expected to grow 6% faster than average from 2023-2033 according to the Bureau of Labor.
Preferred Program: The program is highly sought after by healthcare facilities for clinical rotations and workforce recruitment, with strong relationships ensuring proper training and support.
Addressing Workforce Shortages: Graduates help alleviate workforce shortages in healthcare, particularly in surgical settings, enhancing the quality of patient care.

Challenges:
Lack of Public Awareness: The profession of Surgical Technology is not well known to the public.
Concerns of Online ST Programs: Many online ST programs are starting that lack practical application, raising concerns about the quality of training. These programs often require students to find their own clinical placement leading to inadequate preparation and training in the operating room.

Significant Findings:
Retention: In 2024, retention was a slight problem. The Weirton campus has had consistent low enrollment.
Job Placement: The job placement threshold for accreditation standard is 80% which fell slightly below in 2020 and 2022.
Reliance on Traveling Surgical Technologist: Organizations have resorted to hiring traveling (per diem) surgical technologists who are paid significantly more than full-time staff. This increases costs and introduces the liability of having unfamiliar employees in the operating room, burdening full-time staff and impacting patient outcomes.
Hands-On Profession: Surgical Technology is a highly skilled profession that requires practice and time in a mock laboratory setting. Properly accredited programs provide the necessary expertise and precision training to ensure the success of surgical procedures and patient safety.
Urgent Need for a Program in Our Region: The closest programs in the area are a minimum of 56 miles from the college. Due to the expected growth of the occupation, the community and region are in urgent need of a Surgical Technology Program at the college. By producing well-trained graduates, the program supports regional economic development, stabilizing growth and local economy by providing healthcare facilities and qualified professionals.
Continued Communication with Clinical Affiliations: Work with additional hospitals to establish more externship opportunities that create a seamless transition from school clinical into the workforce.

Trend Data: *(Trend data should include a table of Fall Census Enrollment for the last five years as well as a table of degrees & certificates earned for the last five years.)*

	2019-20			2020-21		
Program	Student Count	Graduates	FTE	Student Count	Graduates	FTE
Surgical Technology	22	7	34	26	11	44

	2021-22			2022-23		
Program	Student Count	Graduates	FTE	Student Count	Graduates	FTE
Surgical Technology	22	9	39	21	10	30

	2023-24			Total		
Program	Student Count	Graduates	FTE	Total Student Count	Total Graduates	Total FTE

Surgical Technology	17	5	32	108	42	179

Recommendations for improvement:

Enrollment & Retention: Efforts are in place to increase enrollment numbers and retention rates. The program participates in CTE career, job fairs, and college open houses. The marketing department recently promoted the program through a photo shoot and a marketing video that had more views on social media than any other one done at the college. The marketing department has addressed the low in enrollment in Weirton by targeting that area specifically. To better retain students, the program plans to implement a job shadow experience to ensure that all incoming students are aligned with their career interest.

Job Placement: The job opportunities are available to students; the program will work with different organizations to match students with positions that align with their skills and career goals.

Updating ST Lab Equipment and Enhanced Technology: The program is currently preparing to meet with the college's facility maintenance department and obtain quotes for a comprehensive upgrade of the ST lab equipment at both the Wheeling and Weirton campuses. These upgrades aim to make the lab more closely resemble actual operating rooms, ensuring that students receive realistic and practical training.

The recommendations above serve as my objectives for the next five-year review cycle.

___Tami Pitcher_____   ___3/6/25_____
Program Director Signature   Date

___*Angela Hawk*____

Vice President for Learning Signature   ___3/12/2025_____
                                                             Date

_____   _____

President Signature   Date

APPENDIX F

New Program

(Action Item)

RESOLUTION:

> ***RESOLVED***, That the West Virginia Northern Community College Board of Governors approves New Program as presented.

Compressor Mechanic Program

Associate of Applied Science (A.A.S.)
Certificate of Applied Science (C.A.S.)

The proposed Compressor Mechanic program was approved by WVNCC's Curriculum and Academic Policy committee in January 2025. The degree offerings were developed with the collaboration and input of several industry partners, including MPLX and EQT, and will train students to become compressor mechanics in the natural gas industry and other related industries. Students will learn to troubleshoot, repair, and maintain natural gas compressors.

The Certificate of Applied Science provides a foundation in electrical/mechanical concepts and introduces students to the operations and maintenance of gas compressors. The C.A.S. will equip students for entry-level employment in the field. The Associate of Applied Science provides students with advanced coursework in compressor maintenance, troubleshooting and repair. The A.A.S. will provide students with a hiring advantage and prepare them to advance more quickly in the field.

Approved Plan of Study

Year 1 Fall Semester	
Courses	**Credits**
APT 103 Safety Hazard Recognition (OSHA 30 certification)	2
APT 104 Safety Applications (Safeland USA certification)	1
APT 110 Intro to Print Reading	3
ENG 115 Technical Writing	3
MEC 122 Machine Maintenance	3
CMEC 101 Basic Engine Operations	3
	15
Year 1 Spring Semester	
CMEC 102 Introduction to Gas Compressor Maintenance	3
APT 155 Electrical and Electronic Fundamentals	3
MEC 120 Motors and Controls	3
MATH 101, 108, or 113	3 or 4
CIT 117 Computer Applications	3
	15-16
Certificate of Applied Science in Compressor Field Mechanic	**30-31**
Year 2 Fall Semester	
CMEC 103 Advanced Gas Compressor Maintenance	3
MEC 115 Instrumentation I Mechanical	3
APT 150 Introduction to Hydraulics and Pneumatics	3
PSYC 155 Human Relations	3
CMEC 104 Engine Operations and Systems	3
	15
Year 2 Spring Semester	
CMEC 105 Advanced Compressor Topics: Troubleshooting and Repair	3
MEC 235 Instrumentation II Electrical Hands On	3
SPCH 101 Interpersonal Communication	3
CMEC 106 Advanced Engine Topics: Troubleshooting and Repair	3
CMEC 107 Compressor Package Operation and Troubleshooting Capstone	3
	15
Associate of Applied Science in Compressor Mechanic Technology	**60-61**

APPENDIX G

Financial Update

(Informational)

**INFORMATIONAL
ONLY**

WVNCC Fund Tracking

	1-Jul-24 Balance	YTD Transfers	YTD Gain/(Loss)[1 & 2]	YTD Expenditures[2]	YTD Net Change	28-Feb-25 Balance
Annual Funds[A]						
State Appropriation	-	5,471,202	-	(4,667,712)	803,491	803,491
Tuition	-	-	2,800,272	(4,611,383)	(1,811,112)	(1,811,112)
Auxilary	-	-	449,301	(581,180)	(131,879)	(131,879)
Capital	-	-	329,610	(152,193)	177,417	177,417
Clearing	9,097	-	(4,570)	-	(4,570)	4,527
Truist Bank	310,186	-	740,666	-	740,666	1,050,852
Subtotal Annaul Funds	$ 319,283	$ 5,471,202	$ 4,315,280	$ (10,012,468)	$ (225,986)	$ 93,296
Reserve Funds[B]						
Tuition	5,014,997		(530,132)	-	(530,132)	4,484,865
Auxilary	1,028,719		-	-	-	1,028,719
Capital	2,135,049	-	-	-	-	2,135,049
Subtotal Reserve Funds	$ 8,178,764	$ -	$ (530,132)	$ -	$ (530,132)	$ 7,648,632
Total WVNCC Funds	$ 8,498,047	$ 5,471,202	$ 3,785,148	$ (10,012,468)	$ (756,118)	$ 7,741,928
Other Funds						
State Appropriation	8,252,020	(5,471,202)		-	(5,471,202)	2,780,818
Federal Grants	5,313	-	425,415	(401,052)	24,363	29,676
Grants	1,344,563	-	775,502	(548,253)	227,249	1,571,812
Total Other Funds	$ 1,349,876	$ -	$ 1,200,916	$ (949,305)	$ 251,612	$ 1,601,488
Total Funds	$ 18,099,943	$ -	$ 4,986,064	$ (10,961,773)	$ (5,975,709)	$ 12,124,234

[1] Mid-year changes to state appropriation, awarded grants, and revenue collections
[2] Based on cash transactions, no accrual

Notes:
A. For a balanced budget, the net change in annual funds over the year should be zero. However, not each month will balance zero due to timing of revenues, primarily tuition and fees.
B. Reserve funds represent cash on hand at the beginning of the fiscal year

APPENDIX H

Strategic Plan

(Informational)

**INFORMATIONAL
ONLY**

D R A F T

STRATEGIC
PLAN

N A V I G A T I N G   T H E   F U T U R E
WVNCC'S PATH TO 2030

MISSION

WVNCC is a comprehensive community college that provides affordable, quality education and training for all who wish to learn. Northern strengthens our community and empowers individuals to pursue fulfilling lives.

VISION

WVNCC will be a trusted and valued community partner in lifelong learning.

VALUES

Learner Focused
Access & Opportunity
Lifelong Learning
Teamwork
Transparency & Integrity
Excellence

STRATEGIC PRIORITIES

STRATEGIC PRIORITY #1
Invest in Human Capital

Goal 1: Assess, update, and improve employee training and professional development.

Goal 2: Improve the employee lifecycle from recruitment through succession planning.

Goal 3: Improve human and financial resource utilization.

STRATEGIC PRIORITY #2
Integrate technology to increase student success and organizational efficiency.

Goal 1: Advance technology utilization, effectiveness, and efficiency.

Goal 2: Expand the use of technology-enhanced teaching and learning.

Goal 3: Improve student engagement.

STRATEGIC PRIORITY #3
Fully implement and institutionalize the advising model.

Goal 1: Assess and adapt pathways and course modalities to student needs.

Goal 2: Establish the advising communication plan.

Goal 3: Expand access to the advising model for all students.

STRATEGIC PRIORITY #4
Meet workforce training needs of our communities.

Goal 1: Align credit and non-credit pathways and processes.

Goal 2: Expand personal, career, and economic growth opportunities through continuing education.

Goal 3: Develop and strengthen community partnerships.

STRATEGIC PRIORITY #5
Expand student access to growth opportunities.

Goal 1: Guide students to resources to address their needs.

Goal 2: Foster a safe, positive, and holistic student experience.

Goal 3: Broaden marketing reach and recruitment efforts.