

**REPORT TO THE
WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION**

***A Comprehensive Evaluation of the
Community and Technical College of Shepherd***

Submitted by:

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INTRODUCTION

In late July 2004, the West Virginia Council for Community and Technical Colleges contracted with Dr. Katherine Boswell to complete a comprehensive evaluation of Shepherd Community and Technical College (CTC) to:

- a. determine if the college is adequately delivering the seven elements of the comprehensive community and technical college education as defined in state statute;
- b. determine if the college has adequate capacity to deliver comprehensive community and technical college education;
- c. determine if the college is adequately engaging the community;
- d. determine how the college is viewed by the external community;
- e. determine if the progress the college is making in meeting the needs of employers through the delivery of workforce development programs;
- f. determine if the college is delivering the range of programs necessary to meet the needs of the region and provide adequate access to higher education;
- g. determine how innovative the college is in delivering programs and services;
- h. determine if the administrative structure is adequate to deliver programs or overstaffed for programs and services offered;
- i. determine how effective the college is in engaging students in the learning process and providing adequate student support to further success;
- j. determine if the administrative leadership is effective in facilitating the delivery of the mission; and
- k. determine if the college has adequate financial resources to deliver the mission.

Provided herein is a summary of the consultant's activities, findings and recommendations.

CONSULTANT ACTIVITIES

Conducted over a three-week period, the consultant's work has included document review, a three day campus visit, and meetings and interviews in the community. Highlights are provided below.

Document Review

The following is a partial list of documents reviewed during the course of this study:

- Senate Bill 653
- Senate Bill 703
- Senate Bill 448
- Institutional Self Study Report, prepared for upcoming accreditation visit
- West Virginia Higher Ed. Policy Commission Enrollment Report, Fall 2003
- West Virginia Higher Ed. Policy Commission Graduation Report, 2001-02
- Compact Progress Report for Two Year Campuses, 2002-03
- Three Year Performance Indicator Summary
- Two-Year Job by Industry Projections
- Six-Year Job by Industry Projections
- West Virginia Higher Education Report Card – 2003
- West Virginia Faculty and Staff Characteristics – 2002
- Shepherd Community and Technical College Catalog 2003-04
- Community and Technical College of Shepherd General Data Report
- 2004 Annual Report for the Quad State Region
- CTC Budget for 2004
- Shepherd Personnel Roster
- CTC Strategic Plan/Annual Report
- CTC marketing brochures and recruitment materials
- Financial audit reports for Shepherd College, with particular attention on those portions of the fiscal report related to the community college

Campus Visit

On July 28-30, 2004 the consultant visited the Martinsburg, WV campus of Shepherd CTC as well as the Shepherd University campus in nearby Shepherdstown. During the course of the visit meetings were scheduled and conducted with the President of the CTC and with key administrators, faculty and staff from both the CTC and the University. Additional meetings included discussions with institutional advisory board members from the CTC and the Board of Governors of the University, representatives from the local Chambers of Commerce and locally elected officials and business representatives.

The consultant met with the following individuals or organizations:

Dr. Peter Checkovich, President, CTC Shepherd
CTC Division Directors and faculty members
Vicki Douglas, Chair of the CTC Board of Advisors
Jim Rodgers, Becky Linton and Shirley Tolbert from the CTC Board of Advisors
Bob Crawford, Berkeley County Economic Development Director
Jane Peters, Jefferson County Economic Development Director
Bill Clark, Morgan County, Economic Development Director
Alan Perdue, University Counsel to Dr. David Dunlop, President Shepherd University
Various senior administrators from Shepherd University representing admissions, institutional research, finance, registrar, enrollment management and financial aid offices
Andy Michael, Chair of the Shepherd University Board of Governors
Howard Strauss, Berkeley County Commissioner
Tina Combs, Exec. Director of the Martinsburg and Berkeley County Chamber
Wesley Reid, Ecolab
Gina Keller, Berkeley County PSSD
John Bradfield, UAW/General Motors
Penny Mathias, Ralph Lauren Childrenswear Distribution Ctr.
Lynn Novinger, Quad Graphics
Bob Kutcher, Royal Vendors

SUMMARY FINDINGS:

Major findings include the following:

- A. Determine if the college is adequately delivering the seven elements of the comprehensive community and technical college education as defined in state statute offering a full range of community and technical college services including: career and technical education, transfer education, developmental/remedial education, workforce training and contract education, continuing education and noncredit courses; community service, and cooperative education with the local K-12 schools.***

Given its relative short existence as a community/technical college, Shepherd CTC has done a remarkable job in developing a comprehensive range of educational offerings as laid out in SB 653. While officially the CTC began under the auspices of Shepherd College in 1974 with the establishment of an Associate's degree in Nursing, the CTC didn't begin to assume any significant independent identity until August of 2001, when the CTC moved off the campus of Shepherd College into the former Blue Ridge Outlet Complex in nearby Martinsburg. In May 2003, with significant support from the local County Council, the CTC moved across the street into larger space. Shepherd CTC also holds classes at a local high school; the James Rumsey Technical Institute; the United Auto Workers Education Center located in the General Motors plant; the Royal Vendors plant; and the South Branch Center located in Petersburg, WV,

The CTC provides a range of career and technical education certificates, A.S. and A.A.S. degree programs for students seeking immediate employment opportunities, and courses in technical, professional and occupational fields. It also provides associate of arts and associate of science degree programs designed to prepare students for transfer into baccalaureate programs. The CTC offer developmental courses and support services designed for students who lack skills in math, English, and reading and have been particularly successful at developing workforce training and retraining programs for local business and industry. There is clear evidence of a range of continuing education and professional development opportunities offered by the institution, and a growing array of cultural and community services offered in collaboration with other groups in the community. Finally, the CTC is working closely with local school districts to foster seamless educational opportunities for local high school students interested in beginning their education at the community college.

RECOMMENDATIONS:

None.

B. Determine if the college has adequate capacity to deliver comprehensive community and technical college education

Determining “adequate” capacity to some extent is “in the eye of the beholder” but for the purposes of this review it will be explored on the basis of a consideration of the adequacy of the physical facilities and of the capacities of the administration/personnel of the organization to deliver on the CTC’s educational mission as established in statute. This present focus on administrative/faculty capacity is addressed from the perspective of the number of key employees and total resources, rather than structural issues which will be addressed under item H, or administrative effectiveness which will be addressed under item J. Fiscal adequacy will be addressed under item K.

In its new facilities (as of May 2003) in the Dunn Building of the Blue Ridge Outlet Complex, the College operates from 34,000 square feet with 16 functional classrooms – which provides a flexible and effective learning space and administrative facilities for the growing CTC. It is particularly fortunate to have a significant subsidy from the Berkeley County Commission that makes the space available at a reduced cost. The space is a dramatic improvement over its original administrative offices in the basement of a dormitory building on the Shepherd University campus, or even from its initial location in the Martinsburg Outlet Center. The CTC has also been very proactive about taking its coursework out to the local business community, offering courses to employers on-site, as well as at local high schools, at the James Rumsey Vocational Institute and at the distant South Branch facility, located some 2 ½ hours from Martinsburg.

More problematic is the burden carried by only 14 full-time faculty members (an additional 3 full-time faculty slots are currently vacant) which includes the President and key academic administrators, who teach and administer the credit and non-credit curriculum. While the CTC has an extraordinary team of dedicated academic faculty and staff who are student-centered and committed to providing a first-rate learning environment for students, they are probably pushing the limits or have already exceeded what is sustainable for such a small academic team over the long term. These 14 faculty members/administrators:

- staff at least 11 standing committees (not even counting the institutional self study preparation efforts);
- develop curriculum including on-line courses;
- conduct assessments;
- hire, mentor and supervise 50-65 adjunct faculty each semester;
- advise students;
- write grants;
- work with the business community;
- in many cases step in to duplicate student support or academic services that are provided under contract by Shepherd University on the university campus in Shepherdstown, but in reality must be duplicated in Martinsburg because the services don’t always meet the needs of students of the CTC;
- and countless other duties associated with establishing a new and growing academic institution.

RECOMMENDATIONS:

1. While the new CTC has been remarkably resourceful in fulfilling its mandate to provide comprehensive community and technical college services, and the present space at the Blue Ridge Outlet Mall subsidized by the Berkeley County Commission is adequate for present needs, it is clear given regional growth and the growing interest and demand for CTC services that the college will soon outgrow its current facilities. Several informants mentioned the need for a stronger presence -- perhaps a storefront operation -- in Jefferson County. It is recommended that upon receiving independent accreditation and when the CTC Board assumes full governing authority, that a task force be established to work closely with the tri-county municipal authorities, local school districts, and the business community to undertake a long-term planning process to explore future facility growth needs for the CTC. Given the serious fiscal shortfalls facing the state of West Virginia, short-term solutions taking better advantage of utilizing classroom space in local high schools in the evening; partnering with other community based organizations in shared facilities; and perhaps even considering a joint bond election with the local school districts, should be explored. One potential opportunity for some sort of partnership may exist in a new 345 acre development recently undertaken by the county at the regional airport.
2. The CTC Board should reconsider whether it would make sense to turn over the existing South Branch Education Center located in Petersburg to Eastern CC, and reallocate the \$87,000 dedicated to South Branch to support additional administrative and faculty support in Martinsburg.
3. While structural issues related to the administrative linkage with Shepherd University will be addressed in greater detail later in this report, an area that could help address overstretched administrative and faculty capacity of the CTC, is in re-gaining more control over the lower division general studies courses presently being provided under contract by the University. While the CTC is paying the full load cost of general studies instruction, including academic administration, research activities and faculty salaries of senior tenured professors, the University is delivering those academic services not by joint appointments of their own faculty, but by hiring adjuncts at a much lower cost. The near \$800,000 presently being paid to the University to purchase undergraduate courses could be better used by the CTC to invest in their own full-time faculty to help carry the significant academic load presently being borne by too few academic staff or by hiring their own adjuncts. The CTC presently has too little control over who teaches the courses, over content, or the schedule of when courses are offered, which is problematic for any postsecondary education institution which includes transfer preparation as part of its mission. Given the differences in the student population between the two institutions, and the steady growth in the depth and breadth of the CTC curriculum, it makes sense for the CTC to assume full control and be accountable for its own lower division general education and developmental education courses.

4. Capacity issues should also be raised in regards to the accessibility of library resources at the Martinsburg campus. While it isn't feasible to build a new library for the CTC in the current fiscal environment and physical limitations, given the dramatic improvement of electronic databases and technology, a conscious effort should be made to ensure that CTC students have dedicated electronic terminal services available at the Martinsburg campus that allow them full access to relevant on-line electronic library services, and a responsive Inter-library loan system. As part of the facilities planning process for the future, the Board may want to explore an expansion of shared library services with the city or county, as has been done by community colleges in other parts of the country.

C. Determine if the college is adequately engaging the community

The evaluator was deeply impressed with the depth of community engagement in the Shepherd CTC achieved over a relatively short period of time. The breadth of representation on the College Advisory Board, the involvement of key public education and business leaders in program advisory committees and other planning aspects of the CTC are very impressive. In conversations with local elected officials, county economic development directors, Chamber officials, and representatives from the business community there was universal enthusiasm for the contributions being made by the CTC.

The significant investment by the Berkeley County Commission in subsidizing operations and maintenance of the college facilities, and in paying for significant remodeling is an example of the depth of engagement the CTC has developed with its community.

College leaders, led by the president, Dr. Checkovich, have also done an outstanding job of getting out into the community and building relationships and trying to identify and meet real local needs. As one business leader put it, "The CTC folks really listen. They come to you to identify what your needs are. Colleges in other places don't come to you. We used to work with James Rumsey, but they never came to our plant to ask what we need. Pete and Ann bend over backward to help us. They provide phenomenal customer service."

Vicki Douglas, Chair of the Shepherd CTC Advisory Board, commends the college leadership team for "actively keeping its radar out to identify who is out there, determining what they need to know, and taking every opportunity to educate the community."

Despite their success, however, much more can be done in the area of marketing outreach for the college and its services. Many informants indicated that the CTC isn't well enough known by the community and many high school students still are unfamiliar with the educational options provided at the CTC. The College catalogue and other print materials lack a compelling, clear, and consistent image, and the college website (presently accessible only as a sub-page of the Shepherd University site) was out of date when the site was first viewed prior to the consultant's visit to campus (e.g. Dr. Checkovich was listed as Provost rather than President). It has since been updated.

An area of community engagement that hasn't been addressed to any great extent by the CTC yet, is the significant growth in the Hispanic population in the Shepherd CTC service area. Demographic projections clearly suggest that the fastest growing segment of the population over the next five years will be Hispanics between the ages of 15 and 50. Presently the college does not offer English as a Second Language courses, or targeted programs directed at the Hispanic population.

RECOMMENDATIONS:

1. Presently the CTC is paying in excess of \$33,000 for external public information support under the Administrative Linkages agreement with Shepherd University. Given the very different messages, communities and audiences served by the CTC, those funds could probably be put to better use by hiring dedicated public relations and marketing support for the CTC, either under contract or eventually in hiring their own staff.
2. The CTC should seek external resources from federal, state, and county sources as well as the local philanthropic community to develop educational outreach options in ESL and workplace literacy to meet the growing needs of its Hispanic population. Local business leaders identified a serious challenge in hiring and retaining workers who have the literacy skills needed to be competitive.

D. Determine how the college is viewed by the external community;

Closely related to the previous question, the CTC has made significant progress in building a positive image in its three county service region. Berkeley County and Martinsburg city leaders in particular are delighted by the presence of the CTC in their midst, and look forward to additional opportunities for collaboration. As Berkeley County moves more of its administrative offices into the same office complex, they anticipate contracting with the CTC to provide extensive professional development and training for their employees.

In Jefferson and Morgan Counties, the level of understanding and interest in the CTC is growing, but understandably the same level of "ownership" felt by the Berkeley County doesn't yet exist. Officials from both counties indicated a desire for a stronger, more visible CTC presence in their communities and far more outreach to the high schools in particular so that more students will become aware of the significant educational opportunities the CTC provides to their citizens. Jefferson County officials in particular, expressed interest in some sort of storefront operation to bring college services closer to home. A positive development is the recent designation of the CTC as the regional one-stop, and the development of the Small Business Development Center services at the CTC.

Despite the positive feelings about the CTC however, there is still significant confusion. Many don't fully understand the community college and its services and there is confusion because of the common name with the university. The CTC has yet to develop a fully independent identity apart from Shepherd University.

Whether or not the name of the CTC should be changed to help create an independent identity apart from the University came up in virtually every conversation. While the shared name association with Shepherd University brings a certain cachet and credibility, because the University has a longstanding reputation as a source of high quality education across the region, the general consensus (although not universal) among community leaders, as well as administrators, faculty and staff at both the CTC and those interviewed at the University, that in the long run the CTC needed to establish its own independent identity and would benefit from a name change. Even enrolled students are often confused about which institution they attend, causing frustration and unnecessary difficulties.

RECOMMENDATIONS:

1. The CTC has an opportunity to step forward to partner with Berkeley County authorities on supporting new initiatives such as a major new county planning effort which will chart future county services such as water, transportation and other public service needs. The CTC should take advantage of the opportunity to be seen as a facilitator of the public process, perhaps organizing community symposia around growth issues, to solicit expert testimony and discern community needs. Building these collaborative relationships with its county and municipal sponsors will only strengthen the understanding and support for the CTC mission and may result in unanticipated opportunities that can only strengthen the college.
2. The CTC should explore opportunities to secure a stronger presence in Jefferson and Morgan counties.
3. When it successfully achieves independent accreditation and as it assumes responsibility for its own governance and its own destiny over the course of the next six months, it is probably the optimal time for the Shepherd Community and Technical College to also make a change in its name and begin the process of developing an individual identity apart from that of Shepherd University.

E. Determine if the progress the college is making in meeting the needs of employers through the delivery of workforce development programs

Clearly the greatest perceived strength in the local community of the Shepherd CTC is the quality and depth of customized training and other workforce development programs the institution provides to local citizens and employers. Praise for the CTC and its services was universal among business representatives interviewed.

While they operate with limited staff and resources, the CTC has gone to extraordinary lengths to partner with businesses to tailor education and training programs that meet real needs and they are commended for not repeating their few mistakes. "We used to have to go to Frederick, and had to pay six to eight times as much. Now with the CTC we can schedule training on our terms, where we need it. Our employees at our plants in Virginia and Pennsylvania are at a distinct disadvantage to the employees here. We really benefit from this partnership."

The Shepherd CTC Small Business Development Center is seen as very visible. “They’re in our office once a quarter. They come right to our plant to help us determine what our training needs are going to be.”

The CTC staff has been very successful in partnering with businesses to write successful proposals applying for workforce development funds available through the state. The Workforce Division has generated in excess of \$350,000 in grant funds, more than paying its way.

RECOMMENDATIONS:

1. As part of the evaluation visit, a roundtable session was organized with nine representatives of the local business community who are currently engaged with Shepherd CTC in various workforce development efforts. During the course of the discussion as different training programs were identified that had been brokered by the CTC, other businesses expressed interest in participating in the same training. The CTC should consider establishing a training development committee that would meet at least twice a year to share ideas on local training needs, and whether or not some of the current customized training might be opened up and shared among employers in the region.
2. In a similar vein, the CTC should explore developing a periodic electronic newsletter targeted at the business community to help build greater awareness for the CTC and the workforce development programs it offers.

F. Determine if the college is delivering the range of programs necessary to meet the needs of the region and provide adequate access to higher education

As previously identified under the discussion of institutional capacity, one of the greatest challenges faced by Shepherd CTC is in offering the general studies courses central to fulfilling its mission as a transfer institution. The college presently has a relatively low rate of enrollment and degree attainment in traditional credit programs, which needs to be improved if it is going to meet the ambitious performance goals set by the state. While the college has dedicated faculty and staff who are trying to be responsive to student needs, under the current arrangement of administrative linkages to Shepherd University, the CTC has little or no control over its own destiny in providing educational access to traditional credit programs that will transfer to the baccalaureate.

University admissions staff is responsible for outreach and recruiting for the CTC, but understandably are used to identifying and serving a very different student population than that which typically attends a community college. The CTC’s non-traditional students who enroll in credit programs leading to baccalaureate transfer face the additional challenges of having to commute to take their courses on the Shepherdstown campus. The course scheduling and student support services that meet the needs of the full-time traditional aged student at a liberal arts university like Shepherd, tend to be very different than those needed by the typical community college student who tends to be older, attending school part-time, employed, juggling family responsibilities, and returning to school after a significant absence. As one businessman indicated, “my wife would like to return to school to earn her degree.

But she doesn't feel comfortable being in a classroom with a bunch of 18 year olds right out of high school. Why should she have to drive all the way to Shepherdstown, fight the traffic, find parking and feel uncomfortable in a class of younger students? Why can't she take her general education classes right here at our own CTC? This is a college isn't it?"

Just being able to control their own general studies curriculum won't solve all the problems for the CTC. While West VA does have state policies regarding articulation of a general education common core, there were numerous complaints related to problems in articulating specific courses between departments. As one division chair indicated, "We need a specific list of courses that are equivalent, a transfer guide that doesn't change semester to semester, and isn't subject to the personalities or whims of different university faculty members. Students are the ones who get hurt in the current process."

The CTC is recognized for its growing success in providing dual enrollment options for local high school students, and in partnering with James Rumsey Technical Institute, in articulating traditional clock hour technical programs into credits programs that can transfer and be part of an associate's degree program.

RECOMMENDATIONS:

1. As previously identified, the CTC needs to be able to offer its own General Studies curriculum and be responsible for the scheduling of classes and the hiring of its own faculty. Until they can control their own destiny, the institution really can't be held accountable for improving student retention, graduation rates and other educational outcomes in traditional credit programs.
2. In addition to being able to offer an expanded array of general studies in their own and other facilities, the CTC needs to cooperate with Shepherd University as well as other public and private baccalaureate providers in the region to establish a university center to bring degree completion programs to the Martinsburg community.
3. The WV Council of Community and Technical Colleges should work with the WV Higher Education Policy Board to develop a statewide transfer guide that establishes clear criteria for which courses transfer between institutions.

G. Determine how innovative the college is in delivering programs and services

The CTC has a reputation for being entrepreneurial and effective in designing educational programs to meet local needs. "They are very progressive. They're willing to listen, unlike most traditional academics who tend to say 'this is what we offer. Take it or leave it.' They do an excellent job of figuring out how things can work. They think out of the box."

The CTC has been creative in developing alternative course schedules to meet student needs, although such innovations sometimes run into resistance from Shepherd University administrators whose I.T. systems aren't set up to deviate from traditional course taking patterns. And the community college staff has been very

entrepreneurial in securing grant funds to support the purchase of lab equipment on campus. "Every lab has been paid for out of grant funds." They are also adapting many of their traditional classroom courses into on-line offerings that are providing educational opportunities for those unable or unwilling to attend traditional courses on campus.

A good example of an innovative program developed by the CTC is an Associate Degree program developed in conjunction with a major local employer, Royal Vendors. The cohort program, paid for primarily by the employer and offered on-site, graduated 10 students with an A.S. in Manufacturing Technology, with coursework that included a focus on material logistics and cellular manufacturing. They are now helping Royal Vendors to articulate the associate degree into a B.S. in Technical Studies to be offered through Shepherd University.

RECOMMENDATION:

1. The CTC has three class/conference rooms equipped with teleconferencing facilities to support two-way video and audio used in distance education efforts. Given Martinsburg's removed distance from the state capitol some five hours away by car, and the frequent need for municipal and business leaders to participate in meetings held in Charleston, there may be an opportunity for the CTC to develop a small revenue stream by making its teleconferencing facilities available to outside groups on a rental basis, to those who would prefer not to drive the long distance to Charleston but need to participate in meetings held at the capitol.

H. Determine if the administrative structure is adequate to deliver programs or overstaffed for programs and services offered

As the CTC receives its own accreditation and takes on responsibility for its own governance, the current administrative structure of a President with four Division Chairs is probably not going to be adequate to meet the more complex needs of the institution.

The current administrative linkage between Shepherd Community and Technical College and Shepherd University was borne out of the fiscal realities faced by the legislature as they considered SB 448 that ultimately resulted in the resources of the two institutions being divided on a proportional basis, according to percentage of enrollment. The University had served as an incubator for the community college for many years, and there are clearly strong working relationships, respect and good will that exist at every level between the faculty and staff of the two institutions.

The challenge is that they are two very different institutions serving different missions, very different populations, in different communities. And it is unrealistic on the part of the legislature to assume that you can operate the administrative structures of two institutions for the price of one. The two institutions face a near insurmountable conundrum.

The CTC clearly needs to have more control over its own destiny. Not only does it make sense for it to control its own general studies curriculum, but there are many

administrative support services presently provided by the University where there is a direct conflict of interest given the divergent institutional missions of the two institutions. The CTC needs its own Institutional Advancement staff to help its fundraising and marketing efforts. It needs its own admissions, enrollment management and registrar's office to recruit, admit and manage its curriculum in ways that are responsive as an entrepreneurial institution quick on its feet in meeting the needs of the business community and its students. The CTC can't afford to wait six months to have a new customized course offering designed in conjunction with local businesses to be added to the system. Certainly there are non-educational services like security, maintenance, purchasing, and motor pool, that are generic and aren't as integrally tied to institutional mission as student and academic services, that may make sense to continue operating under a contracted relationship.

In turn, the University has operated very effectively for years with a set base budget and staff dedicated to meeting its own important and well-defined mission. Now university departments are being asked to not only continue with the work they have always done, which hasn't diminished to any great extent, but to separate out and take on a whole range of different services for a totally different type of institution. To a great extent the work has doubled, while the resources have not. And while both the university and CTC staff have been going to extraordinary lengths to accommodate one another, there are inherent conflicts that arise because of different institutional missions and priorities.

RECOMMENDATIONS:

See recommendation 1 under section K (page 17).

I. Determine how effective the college is in engaging students in the learning process and providing adequate student support to further success

Clearly the existing faculty and staff of the CTC are committed to providing the support services that will guarantee student success. But due to the lack of control over their own resources they have few options. Faculty indicated that they would like to establish an *Early Alert System* that would identify students at risk of dropping out. They would like to provide tutoring services and a writing center at the Martinsburg campus, but presently funds that might pay for those services are contracted to the university. Faculty and staff are voluntarily providing many of these services on an ad hoc basis in addition to the multitude of other responsibilities they already carry. The CTC has few or no services for students with disabilities who are struggling with life issues, transportation or have special learning needs. As previously mentioned, there are no ESL programs offered by the CTC, and counseling services, career advisement, and financial aid services are all based on the University campus rather than in Martinsburg where the majority of the CTC students are. Student satisfaction surveys identify issues related to schedule conflicts, course availability in Martinsburg, coherent policies and procedures, financial aid, lack of library resources, and inadequate job placement services as areas of concern. While the latest student survey indicated that the CTC has improved in each of these areas, the level of student dissatisfaction regarding student support systems remains above national norms.

RECOMMENDATION:

1. As part of the MOU process, the CTC should negotiate with the University to provide dedicated staff, even if on a part-time regularly scheduled basis, to provide student support services such as admissions, financial aid, counseling, tutoring, etc. at the Martinsburg facility at times when community college students can access those services, rather than making the students go to the university for services at times that are convenient for the university staff. Ultimately, given the unique needs of their student population, the CTC should be working towards developing their own array of student support services.
2. Over the long term Shepherd CTC should consider joining CCSSE, the Community College Survey of Student Engagement or find another national assessment tool that allows the college to assess its students and benchmark its own institutional performance in student engagement against like institutions across the country.

J. Determine if the administrative leadership is effective in facilitating the delivery of the mission;

While a comprehensive institutional climate study was not conducted as part of this evaluation, there was no evidence that emerged during any interview throughout the consultant's visit to Martinsburg that suggested any underlying dissatisfaction or concerns about the administrative leadership at the CTC. In point of fact, all the evidence gathered points to an extraordinarily talented and dedicated leadership team headed up by Pete Checkovich that has achieved significant progress in a relatively short time with limited resources. They are working under difficult circumstances, but accomplishing remarkable things.

The four Division Directors who wear multiple hats as faculty members, administrators and "multiple other duties as assigned," were unusually well informed on the budget and on the political and fiscal constraints they operate within. They have been empowered by the president to act and be entrepreneurial in the interests of their respective divisions, and as a result have been very creative and successful in their institutional development efforts. Their biggest collective frustration is in trying to negotiate with their counterparts at the university who are not as well informed, don't understand the community college mission, and who constantly want to "call and make sure that Pete agrees with that."

RECOMMENDATIONS:

1. The President has already put in place an institutional planning process that may be helpful in exploring what administrative structure makes sense as the CTC assumes more local control over its various academic, student service and business systems. Some services may be available for purchase on a cost-effective basis from the university, from other colleges in the region or from private vendors, others will be critical enough to the mission of the community college that they need to be controlled internally.

K. Determine if the college has adequate financial resources to deliver the mission.

The current process of negotiating Memoranda of Understanding between different service areas is a good step in trying to find common ground between the university and CTC over the short term, but ultimately it probably doesn't make sense for the community college to be paying 2.1 million dollars out of its total 3.6 million dollar budget to the university for a range of contracted administrative services. Under current arrangements the CTC is paying in excess of \$207,000 to support student government, recreation, wellness, debate, external affairs, the office of the University President, freshman orientation, theatre, etc. at the University when those funds are badly needed to support critical community college functions on the Martinsburg campus. An additional \$900,000 is charged to the CTC to support counseling, registrar services, the business office, buildings and maintenance, the motor pool and student affairs, enrollment management, the Health Center, alumni, and career services among other departments. And an additional \$780,000 supports university academic departments.

Understandably, the University can hardly sustain a \$2.1 million dollar cut to its base budgets. But neither can the community college afford to continue to pay for services it doesn't necessarily use or need in light of its own significant needs.

RECOMMENDATION:

1. Shepherd University is in a unique position because of its recognized reputation as an outstanding liberal arts institution--a public ivy--throughout the Mid-Atlantic region. While there are legitimate public policy reasons to control dramatic tuition increases at state-supported higher education institutions, Shepherd University has the capacity to attract and retain students from across the state and even out of the D.C. region, even in light of a significant tuition increase.

Rather than maintaining an artificial administrative linkage between the University and CTC that may not make sense from an institutional mission or student services point of view, state policymakers should allow Shepherd University to increase its tuition and increase enrollments to make up the shortfall in budget that will be caused by the CTC taking control of its own funding. Certainly, the CTC and University should continue to share services where it makes sense for both institutions, but the CTC should also be free to explore whether those same services might be available from another institution or from the private sector at a lower cost.

2. While tight state budgets clearly remains a serious issue, the State Council on Community and Technical College Education, should explore changes to the state funding formula to begin to address serious funding inadequacies for new community and technical colleges, consider funding mechanisms that recognize differences in low-cost and high-cost programs, and reward colleges that are actively providing highly needed workforce programs that may be non-credit, but make a significant contribution to the economic development priorities of the state.

CONCLUSION

In summary, this consultant finds that the Community and Technical College of Shepherd is in all key respects successfully delivering the comprehensive community and technical college education services that were delegated to it under state statute. The CTC president and his team are to be commended for doing a superb job of establishing and nurturing an emerging educational institution that is already making a significant contribution to the quality of life and economic development of the citizens living in the eastern panhandle of the state of West Virginia.

The president, governing board and staff of Shepherd University are also to be commended for serving as a much needed incubator for the CTC, and for their ongoing good will and support of the mission of the community college.

Every indication suggests that while it may continue to face some fiscal challenges, the Community and Technical College of Shepherd has a very bright future.