

**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
AGENDA  
Friday, March 20, 2009  
8:00 a.m.  
Marshall Community & Technical College  
Cabell Hall – Corner of 20<sup>th</sup> Street and Seventh Avenue  
Huntington, WV**

- I. Call to Order and Determination of Quorum
- II. Approval of Minutes – February 20, 2009\*
- III. President’s Report - Dr. Cotroneo
- IV. Finance and Facilities Committee Report – Jeffrey Porter, Chair
  - a) Finance and Facilities Committee Report and Discussion
  - b) Purchasing Policy\*
  - c) Mountain Bounty Kitchen Lease Purchase\*
  - d) Memorandum of Understanding between Marshall Community & Technical College and Marshall University\*
  - e) Other
- V. Academic and Student Services Committee Report – Donna Donathan, Chair
  - a) Academic and Student Services Committee Report and Discussion
  - b) Radiologic Technology Program Review\*
  - c) Respiratory Therapy Program Review\*
  - d) Health Information Technology Program Review\*
  - e) Medical Assistant Program Review\*
  - f) Information Technology Program Review\*
  - j) Other
- VI. Announcements:
  - 1. Next Regularly Scheduled Meeting of the IBOG – April 17, 2009
  - 2. Other
- VII. Possible Executive Session Under the Authority of WV Code §6-9A-4 Relating to Land Acquisitions and Leases
- VIII. Adjournment

\* Action Item

\*\*\*DRAFT\*\*\*

MINUTES

MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS

Friday, February 20, 2009

8:00 a.m.

Marshall Community & Technical College  
Cabell Hall – Corner of 20<sup>th</sup> Street and Seventh Avenue  
Huntington, WV

**PRESENT:** Mark Bugher, Ruth Cline, Donna Donathan, Mark George, Jim Hale, Mike Herron, Jason Moses, Criss Nance, Jeffrey Porter, Susan Richardson, and Monica Shafer.

**ABSENT:** Bob Bailey.

**ALSO ATTENDING:** President Keith J. Cotroneo, Billie Brooks, Steven Brown, Jean Chappell, Herb Karlet, Mike McComas, Stephanie A. Neal, Carol Perry, Terri Tomblin-Byrd, John Whiteley, and guests.

**AGENDA ITEMS:**

I. Call to Order and Determination of Quorum:

Ms. Richardson called the meeting to order at 8:03 a.m. A quorum was established.

II. Approval of Minutes – January 16, 2009:

A motion was made by Mike Herron and seconded by Jim Hale to approve the January 16, 2009 minutes as submitted. The motion was approved.

III. Appointment of Ad Hoc Committee on Presidential Evaluation – Sue Richardson:

Ms. Richardson asked for volunteers to serve on an ad-hoc committee responsible for developing guidelines for President Cotroneo's written yearly evaluation and his three year formal evaluation as required by Title 135 Legislative Rule for the WV Council for Community and Technical College Education, Series 5 – Employing and Evaluating Presidents. Volunteers

included Jeffrey Porter, Mark George, Mark Bugher, Donna Donathan, and Monica Shafer.

IV. Committee of the Whole – Sue Richardson:

Ms. Richardson reported she and Tom Heywood, MCTC Legal Counsel, had met with John Hess and Layton Cottrill regarding the budgeted indirect cost agreement and the division of assets. Progress has been made although an agreement has not been finalized. A motion was made by Jeffrey Porter and seconded by Jim Hale “that in the event that issues associated with HB3215 are not fully resolved by the February 27, 2009 deadline set by the Central Office, the MCTC Institutional Board of Governors authorizes the Executive Committee and the President to initiate the arbitration process. Further, that if the database issue isn’t resolved by Monday, February 23, 2009, that the database separation move forward to arbitration. The administration shall prepare a document for approval by the Executive Committee summarizing each issue to be submitted to the Chancellors jointly for resolution.” The motion was approved.

V. President’s Report – Dr. Cotroneo:

Dr. Cotroneo gave a progress report to the Board relating to the following items:

- A new professional medical coding class is currently being offered through Continuing Education. The first class has 20 students.
- Two chefs have been hired for the Culinary program – Isabel Cross and Michael Bowe.
- The Cooking and Culinary Institute (CCI) has developed two special series: “Lunch and Learn” and “Dinner by Design”. Both series have been well received by the community. Special radio promotions are currently running promoting the CCI.
- President Cotroneo attended a recent press conference held by Governor Manchin where a partnership with Unisys and the Community & Technical College System was announced. Unisys is expanding and will be hiring individuals with information technology and networking skills.
- Governor Manchin has announced his FY 2010 budget proposal for higher education. It appears there will be few new funds available for Community & Technical Colleges.

- MCTC is working on the concept to develop a Workforce Development Institute. The Institute would provide an avenue for non-credit courses to be evaluated for credit.

VI. Academic and Student Services Committee Report – Donna Donathan, Chair:

Donna Donathan reported the Academic and Student Services Committee met February 6, 2009 for three hours reviewing program reviews in the areas of Health Information Technology, Radiologic Technology, Medical Assistant, Respiratory Therapy, and Information Technology. The final recommendations of the committee will be brought to the IBOG for approval at the March 20, 2009 meeting.

VII. Rules and By-Laws Committee Report – Mark Bugher:

Mark Bugher reported the Rules and By-Laws Committee met February 5, 2009 and considered a number of rules that had been transferred to the IBOG with the separation of the college and the university. A motion was made by Monica Shafer and seconded by Jason Moses that the following recommendations be voted on as a package: 1) Proposed Change to Rule IT1: Information Technology Acceptable Use Policy, 2) Proposed Change to Rule AA-3: Reduced Tuition for Persons 65 and Older, 3) Proposed Change to Rule FA-5: Disposition of Surplus Property, 4) Proposed change to Rule GA-1: Sexual Harassment, 5) Proposed Change to Rule GA-8 – Smoking, 6) Proposed Change to Rule FA-4: Policies on Use of Institutional Facilities, 7) Proposed Change to Rule GA-11: Policy on Rulemaking, and 8) Repeal of Rule HR-9: Classified/Non-Classified Employment Appointments in December. The motion was approved. Public notice will be given that the rules are available for a 30-day comment period and that if no substantive comments are received, the MCTC IBOG extends its final approval of the rule.

VIII. Announcements:

- The next regularly scheduled meeting of the IBOG is March 20, 2009. The time and location are still to be determined.

IX. Finance and Facilities Committee Report – Jeffrey Porter, Chair:

Jeffrey Porter announced the Finance and Facilities Committee met February 11, 2009. The creation of a Foundation for the college is now in the hands of the attorneys. The next step in the process is to formulate a board for the Foundation. Mr. Porter encouraged Board members to send to him nominations for Foundation board members as well as thoughts and ideas relating to a Foundation. Three forums were recently held relating to a

possible location for the college: Faculty and Staff, Students and the Public. Presentations at the public forum included individuals promoting Kinetic Park, property on Fifth Avenue and property in downtown Huntington.

X. Possible Executive Session Under the Authority of WV Code §6-9A-4 Relating to Land Acquisitions:

A motion was made by Jeffrey Porter and seconded by Donna Donathan that the Board go into Executive Session under the authority of WV Code §6-9A-4 relating to land acquisitions and leases. The motion was approved.

Following Executive Session, a motion was made by Jeffrey Porter and seconded by Jason Moses "that the MCTC Institutional Board of Governors authorizes the MCTC administration to move forward with further investigations and the preparation of cost analyses for those sites discussed during Executive Session." The motion was approved.

XI. Adjournment:

There being no other agenda items, the meeting was adjourned at 9:22 a.m.

\_\_\_\_\_  
Susan K. Richardson

Chairman

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Ruth Cline

Secretary

**Marshall Community & Technical College [MCTC]  
Institutional Board of Governors [IBOG]  
Meeting of March 20, 2009**

**ITEM:** Purchasing Policy

**COMMITTEE:** Finance & Facilities Committee [FFC]

**RECOMMENDED RESOLUTION:** *Resolved*, a public notice will be given that a proposed policy/rule on "Purchasing" is available for a 30-day comment period and that if no substantial comments are received, the MCTC – IBOG extends its final approval of the policy/rule.

**BOARD/STAFF MEMBER:** Jeff Porter  
Chair – FFC  
  
Herbert J. Karlet  
MCTC Vice President/CFO

**BACKGROUND**

With the separation of MCTC from Marshall University [MU], the legislation provided for all existing rules of the MU Board of Governors to be transferred to MCTC. Therefore, MCTC is requesting that the existing board policy be replaced with the attached policy for "Purchasing", as required by WV State Code.

This policy is rather standard for all colleges and universities within the state.

**Marshall Community & Technical College  
Institutional Board of Governors  
Policy No. XXXXX**

**PURCHASING**

**1. General**

1.1 Scope:

1.1.1 This policy governs and controls purchase, acquisition and inventory management of materials, supplies, equipment, services, construction, and printing, and disposal of obsolete and surplus materials, supplies, and equipment by the Marshall Community and Technical College

1.2 Authority: West Virginia Code §18B-5-4 through §18B-5-9.

1.3 Passage Date: \_\_\_\_\_

1.4 Effective Date: Upon Passage.

1.5 Controlling Over: Marshall Community and Technical College

**2. Definitions**

2.1 As used in this policy, all terms have the same meaning as provided in WV Code §18B-1-2, and as follows:

2.1.1 "Buyer" means an individual designated by a Chief Procurement Officer to perform designated purchasing and acquisition functions as authorized by the Chief Procurement Officer.

2.1.2 "Chancellor for community and technical college education" means the chief executive officer of the Council employed pursuant to WV Code § 18B-2B-3.

2.1.3 "Council Office" means the office that houses the Vice Chancellor for Administration and such professional, administrative, clerical and other employees as may be necessary to assist the Vice Chancellor for Administration perform his or her functions, tasks and duties.

2.1.4 "Chief Procurement Officer" means the individual designated by a President of a state institution of higher education to manage, oversee and direct the purchasing, acquisition and inventory management of materials, supplies, equipment, services, and printing, and disposal of obsolete and surplus materials, supplies, and equipment for that institution.

2.1.5 "Commodity" means an article which is useful or serviceable, particularly an article of merchandise movable in trade; a good, or service of any kind, including construction; an article of trade or commerce; things that are bought and sold.

- 2.1.6 "Essential service" means something basic; a commodity that is necessary, indispensable, or unavoidable and is purchased in a routine, repetitive, and noncompetitive manner.
- 2.1.7 "Institution(s)" means any public community and technical college, individually or collectively, created pursuant to WV Code §18B-1-2.
- 2.1.8 "F.O.B. destination" and "free on board destination" mean the seller or vendor must transport or pay for the transportation of the materials, supplies, equipment, services and printing, to the point of destination specified in the contract.
- 2.1.9 "Governing Boards" or "Boards" means the institutional boards of governors created pursuant to WV Code §18B-2A-1.
- 2.1.10 "Higher education institution" means an institution as defined by Sections 401(f), (g) and (h) of the federal Higher Education Facilities Act of 1963, as amended.
- 2.1.11 "President" means the chief executive officer of a higher education institution.
- 2.1.12 "Sole source" means only one vendor can supply the desired product or service.
- 2.1.13 "Single source" means that the desired product or service is available from only one supplier because of the uniqueness and characteristics of the product or service offered.
- 2.1.14 "Responsible bidder" and "responsible vendor" mean a person and/or vendor who have the capability in all respects to perform contract requirements, and the integrity and reliability which will assure good faith performance.
- 2.1.15 "Responsive bidder" and "responsive vendor" mean a person and/or vendor who has submitted a bid which conforms in all material respects to the invitation to bid.
- 2.1.16 "Vendor" means a seller of goods and services.
- 2.1.17 "West Virginia Council for Community and Technical College Education" or "Council " means the council created pursuant to WV Code §18B-2B-1.
- 2.1.18 "Vice Chancellor for Administration" means that person employed by the Commission with the advice and consent of the Council in accordance with WV Code §18B-4-2. The Vice Chancellor for Administration shall assume all powers and duties that were assigned to the Senior Administrator.

### **3. Applicability**



- 3.1 This policy applies to all divisions of the Marshall Community and Technical College which is governed by Title 133 and the Higher Education Purchasing Procedures Manual.

#### **4. Authority of the Governing Board**

- 4.1 Pursuant to WV Code §18B-5-4, the Governing Board shall adopt policies governing and controlling acquisitions, purchases and inventory management of materials, supplies, equipment, services, construction, and printing, and the disposal of obsolete and surplus materials, supplies, and equipment.

#### **5. Authority and Duties of the President**

- 5.1 The President of the Marshall Community and Technical College shall, in the name of the Governing Board, have the authority and duty to:
  - 5.1.1 Administer and oversee the purchasing system of the Governing Board;
  - 5.1.2 Recommend to the Governing Board additional policies or modifications to this policy as may be required for efficient and cost effective management of purchases, inventorying of materials, supplies, and equipment and disposal of obsolete and surplus materials, supplies, and equipment;
  - 5.1.3 Develop administrative manuals, guidelines, procedures, and forms which shall be followed by the institution for purchase, acquisition and inventory management, and disposal of obsolete and surplus materials, supplies, and equipment;
  - 5.1.4 Provide for a periodic audit of the institution for compliance with the policies that have been adopted by the Governing Board and the administrative manuals, guidelines, procedures and forms developed by the Governing Board;

#### **6. Delegation of Purchasing Authority and Responsibilities**

- 6.1 The Governing Board, through the President, or as may be delegated by him or her, shall purchase or acquire materials, supplies, equipment, services, construction, and printing as required by that Governing Board. The Governing Board shall have fiduciary responsibility to ensure that purchases and acquisitions are made within the limits of available appropriations and funds in accordance with applicable provisions of WV Code §5A-2-1 et seq., and for the inventory of materials, supplies and equipment and for disposal of obsolete or surplus materials, supplies and equipment as required by the institution(s) under their jurisdiction.
- 6.2 In order to assist the Governing Board in carrying out its duties, obligations and responsibilities under this policy, the Board may, by resolution of the Board, delegate authority to the President of the Marshall Community and Technical College who shall have overall control and management of the institution's purchases, inventory, and disposal of obsolete or surplus materials, supplies and equipment as required by that

institution. The President shall appoint a Chief Procurement Officer to assist the President in carrying out the duties, obligations and remedies imposed by the Governing Board and this policy. This appointment shall be made in writing and filed with the Vice Chancellor for Administration, State Auditor and the Attorney General.

- 6.3 Unless otherwise stated in writing by the President, the Chief Procurement Officer shall have full authority to act as the designee of the President for purchase, acquisition, receipt of and inventory management of all materials, supplies, equipment, services, construction, and printing, and for disposal of obsolete or surplus materials, supplies, and equipment as may be required by the institution. Contractual signature authority shall be held solely by the President, Chief Financial Officer, and the Chief Procurement Officer. Others may be designated by the President for approval of specific contracts.

## **7. Authority, Duties and Remedies of the Chief Procurement Officer**

- 7.1 The Chief Procurement Officer shall, unless otherwise stated in writing, have full authority to act in matters of institutional purchasing, inventory management and disposal of surplus and obsolete property as the designee of the President and shall serve as the central procurement officer for the institution. This individual may also fulfill other institutional functions.
- 7.2 The Chief Procurement Officer may appoint buyers and delegate authority to them as designees, or to any department within the institution. Delegation of authority by the Chief Procurement Officer, and any limits thereupon, shall be in writing and filed with the State Auditor and the Attorney General. Responsibility for ensuring institutional compliance with the West Virginia Code and this policy shall rest with and be the responsibility of the Chief Procurement Officer.
- 7.3 As required by law and this policy, and consistent with administrative manuals, guidelines and procedures developed by the Governing Board and the Chief Procurement Officer shall have the duty and/or authority to:
- 7.3.1 Purchase and contract for the materials, supplies, equipment, services, construction and printing required by the institution;
- 7.3.2 Establish institutional guidelines and procedures for purchases not exceeding \$25,000;
- 7.3.3 Establish institutional guidelines and procedures for receiving, inventorying and distributing materials, supplies, equipment, services and printing;
- 7.3.4 Review specifications and descriptions before soliciting bids or proposals to ensure that they are competitive and fair and do not unfairly favor or discriminate against a particular brand or vendor;
- 7.3.5 Advertise for bids on all purchases exceeding \$25,000, and post or otherwise make available notices of all purchases for which competitive bids or proposals are being solicited by the institution's purchasing office;

- 7.3.6 Maintain the institution's purchasing files;
- 7.3.7 Accept or reject any and all bids in whole or in part;
- 7.3.8 Waive minor irregularities in bids, bidding documents and/or specifications;
- 7.3.9 Apply and enforce standard specifications;
- 7.3.10 Manage the institution's inventory of materials, supplies and equipment, authorize transfers to or between institutions, and sell surplus, obsolete or unused materials, supplies, and equipment;
- 7.3.11 Prescribe the amount of deposit or bond to be submitted with any bid or contract;
- 7.3.12 Prescribe contract provisions for liquidated damages, remedies and/or other damages provisions in the event of vendor default;
- 7.3.13 Exempt from competitive bidding purchases of materials, supplies, equipment, services and printing purchased from within state government, from West Virginia sheltered workshops, from cooperative buying groups and consortia, and from the federal government or federal government contracts when price, availability and quality are comparable to those on the open market;
- 7.3.14 Perform chemical and physical tests on samples submitted with bids and samples of deliveries to determine compliance with specifications, if deemed necessary and prudent;
- 7.3.15 Hear and render opinions on vendor complaints and protests;
- 7.3.16 Register vendors with the Purchasing Division of the Department of Administration in accordance with the West Virginia Code;
- 7.3.17 Apply the preference for resident vendors required by the West Virginia Code;
- 7.3.18 File contracts and purchase orders that exceed the dollar limit required for competitive sealed bidding with the State Auditor;
- 7.3.19 Submit contracts and purchase orders to the Attorney General for approval or as may be required by law, administrative procedures and guidelines;
- 7.3.20 Ensure that purchases exceeding the dollar amount for competitive sealed bidding are encumbered and entered into the State's accounting system as required.
- 7.3.21 Apply and enforce other applicable provisions of state and federal laws pertaining to purchases, inventory management and disposal of surplus and obsolete materials, supplies, and equipment.

- 7.4 Remedies that are available to the Chief Procurement Officer when appropriate circumstances arise include:
- 7.4.1 In the event that a vendor fails to honor any contractual term or condition, the Chief Procurement Officer may cancel the contract and re-award the contract to the next lowest responsible and responsive bidder;
- 7.4.2 Vendors failing to honor contractual obligations may be held responsible for all differences in cost;
- 7.4.3 Declare a vendor or bid nonresponsible or nonresponsive and refuse to award a purchase order. All such instances shall be substantiated in writing giving the reason(s) thereof, and such documentation shall be considered a public document available for inspection at all reasonable times; and
- 7.4.4 Suspend, for a period not to exceed one (1) year, the right of a vendor to bid on purchases when there is reason to believe that such vendor has violated any of the provisions of the terms and conditions of a contract, this policy and/or state law.

**8. Purchase or Acquisition of Materials, Supplies, Equipment, Services, Construction and Printing**

- 8.1 Unless otherwise authorized by law, all purchases or acquisitions of materials, supplies, equipment, services, construction and printing shall be awarded by competitive bidding, except as provided in the following paragraphs of this policy:
- (a) Purchases not exceeding \$25,000;
  - (b) Competitive sealed proposals;
  - (c) Competitive selection procedures for professional services;
  - (d) Sole source and single source procurement;
  - (e) Emergency procurement;
  - (f) Open end and federal contracts; and
  - (g) Essential services.
- 8.2 Specifications shall be written to maximize and encourage competition. In certain cases, a "brand name or equal" may be used as a specification.
- 8.3 All purchases and acquisitions shall be made in consideration of and within limits of available appropriations and funds and in accordance with applicable provisions of WV Code §5A-2, relating to expenditure schedules and quarterly allotments of funds.
- 8.4 Award shall be made to the lowest responsible and responsive vendor. In determining the lowest responsible and responsive vendor, consideration will be given to such factors as quality (meeting specifications), price, time of delivery, cost of delivery, and other terms and conditions considered prudent. Unit prices shall prevail in all cases when there is a conflict between the unit price and extended price. In some cases multiple and/or split awards may be made when determined to be in the best interest of the institution. Occasionally, purchase orders may be issued which impose no

obligation to take delivery of a product and/or service and as such, these purchase orders shall be issued as blanket purchase orders or price agreements. In situations where vendors are competing to provide a service that will generate income for an institution, the award shall be made to the highest responsible and responsive bidder, taking into consideration the above factors.

- 8.5 The Chief Procurement Officer may accept or reject, in whole or in part, any bid or proposal when the he or she believes it to be in the best interest of the institution. If any bid or proposal is rejected, a written explanation shall be placed in the purchasing file.
- 8.6 When tie bids or proposals are received, the tie shall be broken and an award made by allowing the tied vendors to make a "last and final offer." If a tie bid is not broken by a "last and final offer," then the tie may be broken by a flip of a coin, draw of the cards or any other impartial method deemed prudent by the Chief Procurement Officer.
- 8.7 Except for exemptions granted in the West Virginia Code, all material, supplies, equipment, services and printing made upon competitive bids or proposals shall be subject to any resident vendor preference set forth in the West Virginia Code.
- 8.8 The Chief Procurement Officer shall determine the applicability and amounts of bonds and/or deposits required of a vendor at any time, if, in his or her judgment, such security is necessary to safeguard the institution from undue risk. The Chief Procurement Officer may require the vendor to submit a certified check, certificate of deposit, performance bond, or any other security acceptable to the Chief Procurement Officer, payable to the institution. Personal checks and/or company checks are not acceptable. When a contract has been satisfactorily completed on which a surety bond or other deposit has been previously submitted, the spending unit shall certify the completion in writing to the Chief Procurement Officer. The Chief Procurement Officer, upon receipt of the notification, shall return the check or deposit to the vendor.
- 8.9 Purchases not exceeding \$25,000
  - 8.9.1 The Chief Procurement Officer shall establish institutional guidelines and procedures for purchases not exceeding \$25,000. These guidelines and procedures shall provide for obtaining adequate and reasonable records to properly account for funds and to facilitate auditing. They shall be approved by the President, filed with the Vice Chancellor for Administration and be on file in the institution's purchasing office and made available to the public upon request.
  - 8.9.2 Purchases in this category do not require competitive bids or quotations. The purchasing procedures will detail the process to be utilized for purchases not exceeding \$25,000.
- 8.10 Purchasing Card

8.10.1 The state purchasing card may be used as a purchasing and payment method as provided in applicable provisions of WV Code §12-3-1 et seq., and as follows:

(a) Employee travel expenses when the travel is required by the employee's job and is for official business of the institution. Expenses that may be paid using the purchasing card are as follows and are limited to the card limit and in accordance with the Travel Policy:

1. Transportation: Commercial air fare, chartered aircraft service, rail service, commercial rental vehicles, and miscellaneous ground transportation and fees such as shuttle service, taxi service and parking.
2. Lodging: Room accommodations only. Any extra charges will be the employee's responsibility to pay.
3. Fuel: Fuel for commercial rental or fleet vehicles only.
4. Meals: Meals for employee travel may not be paid using the purchasing card.
5. Registration and Miscellaneous Expenses: Registration fees and other miscellaneous business expenses may be paid using the purchasing card.
6. Reconciliation and settlement of employee travel expenses paid by the purchasing card shall be made according to the State Auditor's procedures, provided the procedures are consistent with the intent of applicable provisions of WV Code §18B-5-4.

(b) Routine and regularly scheduled payments may be made using the purchasing card and are limited to the transaction limit of the card. Routine and regularly scheduled payments mean all payments that have either received Attorney General approval in accordance with statute or do not require such approval, and are made on a regular, predictable and routine basis whether weekly, monthly, annually, or on any other regular schedule.

1. Routine, regularly scheduled payments are limited to the following: association dues; accreditation fees; software licenses and maintenance fees; resale merchandise; maintenance contracts; temporary space rentals; inter-library loan charges; inter/intra-institutional charges; contracts for artists, entertainers, and speakers; open end contracts; license fees of all types; utilities of all types; federal, state and municipal fees and assessments; real property rental fees; postage; books and related items, including those for libraries and bookstores; hospitality expenses; travel expenses; shipping, handling, and freight charges; advertising; subscriptions; periodicals, and publications; academic team related expenses; and necessary job related medical or drug testing and treatment.

- 8.10.2 The institution may maintain a purchasing card that may be used for emergencies declared by the President.
- 8.11 Purchases Greater than \$25,000
- 8.11.1 Competitive sealed bidding is the preferred method for purchase and acquisition of materials, supplies, equipment, services, construction and printing greater than \$25,000.
- 8.11.2 The Chief Procurement Officer shall advertise for bids on all purchases exceeding \$25,000. The advertisement shall appear no less than 14 calendar days prior to the date bids are due.
- 8.11.3 The Chief Procurement Officer shall, in addition to advertising, post or otherwise make available notice of all acquisitions and purchases for which competitive bids are being solicited in the purchasing office of the institution involved in the purchase no less than 14 calendar days prior to making such purchase and shall ensure that the notice is available to the public during business hours.
- 8.11.4 Bids shall be delivered to the specified location for receipt of bids by the bidder prior to the date and time of the bid opening according to the instruction contained in the request for bids and any addenda or modifications officially issued.
- 8.11.5 Bids not properly delivered or received after the required time and date shall not be opened and shall be returned to the bidder.
- 8.11.6 The bid shall be signed by an authorized agent of the bidder. A corporate signature without an individual's name and signature shall not be construed as an acceptable signature.
- 8.11.7 Facsimile and electronically transmitted bids are not acceptable for bids over \$25,000.
- 8.11.8 A bidder may make a written modification to a sealed bid prior to the bid opening, provided modifications are made by the bidder in such a manner that the bid price is not revealed or known until the bid is opened. Written modifications must be received by the Chief Procurement Officer prior to the date and time of the bid opening. Facsimile and electronically transmitted modifications are acceptable if the bid price is not revealed.
- 8.11.9 Originals or copies of bids shall be available for public inspection after the bid opening. Vendors may designate in writing with the bid submission information contained within the bid constituting trade secrets, pursuant to WV Code §29B-1-4(1), which shall be exempt from disclosure. The purchasing files shall be open for public inspection after the award has been made, except for information qualifying for the exemption set out above.
- 8.11.10 The Chief Procurement Officer may reject an erroneous bid after the bid opening upon request of the bidder if all of the following conditions exist: (a) an error was made;

(b) the error materially affected the bid or proposal; (c) rejection of the bid or proposal would not cause a hardship on the institution other than losing an opportunity to receive materials, supplies, equipment, services, construction and/or printing at a reduced cost; and (d) enforcement of the part of the bid or proposal in error would be unconscionable. In order to reject a bid or proposal, the purchasing file must contain documented evidence that all of the above conditions exist.

- 8.11.11 Price and other adjustments shall be allowed on any purchase order if specific provisions for adjustments have been incorporated in the prescribed forms and the purchase order. All such requests for adjustments shall be made in accordance with the specific terms and conditions of the individual purchase order. In the event no provision for adjustments has been made, discretion to grant adjustments shall rest with the Chief Procurement Officer.
- 8.11.12 Every person, firm or corporation selling or offering to sell to the institution materials, supplies, equipment, services, construction and printing, upon competitive bid or otherwise, in excess of \$25,000 per order, shall be registered with the West Virginia Department of Administration, Purchasing Division, pursuant to WV Code §§18B-5-5 and 5A-3-12. Purchase orders in excess of \$25,000 may not be issued to any vendor not properly registered with the West Virginia Department of Administration, Purchasing Division.
- 8.11.13 Contracts, purchase orders and associated documents such as performance and labor/material payment bonds and certificates of insurance are not required to be approved by the Attorney General provided standard terms and conditions are standardized forms previously approved by the Attorney General are used.
- 8.11.14 Contracts and purchase orders that exceed the amount set forth in WV Code §18B-5-4 for sealed competitive bidding shall be filed with the State Auditor.
- 8.12 Vendor's Rights and Duties
- 8.12.1 Each vendor is solely responsible for delivery of its bid or proposal to the designated location for receipt of bids or proposals prior to the specified date and time of the bid or proposal opening.
- 8.12.2 If there is a conflict between the extension price and the unit price, the unit price shall prevail.
- 8.12.3 Any changes made by the vendor in the specifications listed in the bid request must be clearly stated. If changes are not stated, it will be assumed that items offered meet the specifications in all respects.
- 8.12.4 Vendors are responsible for the accuracy of the information in their bid or proposal and on the bid or proposal envelope.



- 8.12.5 All sales to the institution are exempt from West Virginia consumer sales tax or excise tax by blanket state exemption and blanket federal exemption.
- 8.12.6 It is the vendor's exclusive duty and obligation to file protests and requests for reconsideration according to the requirements of Section 9, and for reconsideration of suspension, in accordance with the requirements of Section 10 of this policy; otherwise, they shall be waived.
- 8.13 Competitive Sealed Proposals
- 8.13.1 For purchases above \$25,000, competitive sealed bids are the preferred method of procurement; however, if it is either not practicable or advantageous, a contract may be entered into by a request for proposals. The words "practicable" and "advantageous" are to be given ordinary dictionary meanings. The term "practicable" denotes what may be accomplished or put into practical application. "Advantageous" connotes a judgmental assessment of what is in the institution's best interest. The key element in determining advantageousness will be the need for flexibility.
- 8.13.2 The request for proposal method of purchasing is used to obtain goods and services when sufficient knowledge or expertise does not exist to adequately specify the details of the desired result. The desired result is written into the request for proposals. The vendor responds to the request for proposals with a proposal identifying its intended approach to meet the desired result along with a proposed price or fee. Terms and conditions of the contract shall be included in a request for proposals, along with a pre-established award criteria based on value or points. Whenever desirable, interviews may be conducted with interested parties for clarification and/or determination of qualifications and experience prior to award. Requests for proposals go beyond price alone. They also look at the vendor's ability and resources to furnish the desired service to get the desired result. Quality of service and performance are important considerations. Requests for proposals are primarily used for large dollar projects requiring a high level of expertise on the part of the vendor.
- 8.14 Competitive Selection Procedures for Professional Services
- 8.14.1 The competitive selection procedure for professional services is similar to the process used for competitive sealed proposals; however, greater weight is given to the ability to perform the service as reflected by technical training, education and experience, and in some cases, artistic and aesthetic values and capabilities. In these cases, price may be a secondary consideration.
- 8.14.2 The competitive selection process for hiring architects and engineers is set forth in Chapter 5G of the West Virginia Code.
- 8.15 Sole Source and Single Source Procurement

8.15.1 The Chief Procurement Officer may approve the purchase of materials, supplies, equipment, services, construction and/or printing directly from a vendor without competitive bid or proposals, if any of the following conditions exist: (a) the item cannot be obtained through ordinary purchasing procedures; (b) the item is of unique nature and not available from any other source; or (c) the item is available from a state spending unit or other institution with preference under the West Virginia Code, provided the price, availability and quality are comparable to those in the open market.

#### 8.16 Emergency Procurement

8.16.1 Emergency purchases exceeding \$25,000 must receive the prior written approval of the Chief Procurement Officer unless made according to subparagraph 8.16.2. An emergency situation requiring purchase of materials, supplies, equipment, services, construction or printing must be the result of unforeseen events or circumstances, including delays by contractors, delays in transportation, or an unanticipated volume of work. Emergency purchases shall not be used for hardship resulting from neglect, poor planning or lack of organization by the spending unit. Competitive bids must be obtained if possible.

8.16.2 The institution may maintain a purchasing card for use in and for situations declared an emergency by the President. Such emergencies may include but are not limited to partial or total destruction of a campus facility; loss of a critical component of utility infrastructure; heating ventilating, or air conditioning failure in an essential academic building; loss of campus road, parking lot or campus entrance; or a local, regional, or national emergency situation that has a direct impact on the campus.

8.16.3 In the event of an emergency declared by the President of the Marshall Community and Technical College, the President or his or her designee may authorize the use of an emergency purchasing card by a designated representative in accordance with the procedures set forth in the State Auditor's Legislative Policy for the purchasing card program.

#### 8.17 Open End Contracts and Federal Contracts

8.17.1 The Marshall Community and Technical College may enter into open end contracts for materials, supplies, equipment, services, construction and/or printing to supply their respective needs in the form of statewide contracts, blanket orders or price agreements. Once issued, purchases and acquisitions may be made from these contracts without securing any other bids or quotations. These contracts may be made available to other institutions.

8.17.2 The Marshall Community and Technical College may, without securing any other bids or quotations, make purchases from cooperative buying groups, consortia, the federal government and from federal government contracts if the materials, supplies, equipment, services, and printing to be purchased are available from these groups, consortia, or the federal government and its contracts, and if this is the most financially advantageous manner of making the purchase.

**8.18 Essential Services**

- 8.18.1 Essential services may be purchased and paid for by the institution without securing competitive bids or proposals or issuing purchase orders. Commodities in this category may include but are not limited to utilities of all kinds; postage; items for resale; municipal, county, state, and federal fees; student awards, stipends, loans and grants; shipping and freight charges; tuition and registration fees and refunds thereof; professional dues; etc.

**8.19 Motor Vehicle Purchase**

- 8.19.1 The purchase and leasing of motor vehicles shall be consistent with this policy, and guidelines and procedures adopted by the institution.

**8.20 Procurement File**

- 8.20.1 The Chief Procurement Officer shall maintain a purchasing file for each procurement or acquisition. This file shall contain all relevant information pertaining to such purchase or acquisition, including but not limited to: (a) bids, proposals or quotations received in response to a request for sealed bids or proposals; however, an unopened bid or proposal shall not be considered a public document or record; (b) identification and certification of the successful bid; (c) why any bid or proposal is rejected in whole or in part; (d) justification for award to other than the lowest vendor; and (e) vendor protests or complaints. The purchasing file shall be a public record open to inspection during normal business hours. No records in the purchasing file shall be destroyed without the written consent of the Legislative Auditor, except as set forth in subparagraph 8.20.2.
- 8.20.2 Those files in which the original documentation has been held for at least one year and in which the original documents have been reproduced and archived on microfilm or other equivalent method of duplication may be destroyed without written consent of the Legislative Auditor. All files, no matter the storage method, shall be open for inspection by the Legislative Auditor upon request.

**8.21 Report Card on West Virginia Businesses**

- 8.21.1 Each institution shall prepare an annual report in the format prescribed by the Vice Chancellor for Administration, which shall include, but not be limited to, information regarding the number of out-of-state entities with which the institution contracted, the number of in-state firms with which the institution contracted, the dollar amount of each contract, the equipment, commodity or service for which the contract was let, and the institution's recommendations, if any, on the manner in which purchasing procedures can be improved. This report shall be submitted to the Vice Chancellor for Administration by the first day of October for the preceding fiscal year.

**8.22 Lease-Purchase Arrangements**

- 8.22.1 The institution may enter into lease-purchase arrangements for capital improvements, including equipment. Any lease-purchase agreement exceeding one million dollars in total must have prior approval of the Council.
- 8.22.2 Proposals for any lease-purchase arrangements shall be made in accordance with WV Code §18B-5-4.
- 8.22.3 Lease-purchase agreements exceeding one hundred thousand dollars must be approved as to form by the Attorney General.
- 8.23 Lease Agreements for Grounds, Buildings, Office Space or Other Space
- 8.23.1 The Marshall Community and Technical College has the authority to enter into lease agreements for grounds, buildings, office space or other space in the name of the State for more than one fiscal year but not exceeding forty years under the following conditions:
- (a) The College shall be responsible for all rent and other necessary payments in connections with the contract of lease; and
  - (b) Satisfactory grounds, buildings, office or other space is not available on grounds and in buildings currently owned or leased.
- 8.23.2 Before executing any rental contract or lease, the institution shall do the following:
- (a) Determine the fair rental value of the grounds, building, office space or other space to be leased in the condition in which they exist, and shall contract for or lease the premises at a price not to exceed the fair market value; and
  - (b) Leases shall contain, in substance, all of the following provisions:
    - 1. That the institution, as lessee, has the right to cancel the lease without further obligation on the part of the lessee upon giving thirty days' written notice to the lessor at least thirty days prior to the last day of the succeeding month;
    - 2. That the lease shall be considered canceled without further obligation on the part of the lessee if the Legislature or the federal government fails to appropriate sufficient funds for the lease or otherwise acts to impair the lease or causes it to be canceled; and
    - 3. That the lease shall be considered renewed for each ensuing fiscal year during the term of the lease unless it is canceled by the institution before the end of the then-current fiscal year.
- 8.23.3 The institution which is granted any grounds, buildings, office space or other space leased in accordance with WV Code §18B-5-4 may not order or make permanent

changes of any type unless the Governing Board has first determined that the change is necessary for the proper, efficient and economically sound operation of the institution. For purposes of this section, a “permanent change” means any addition, alternation, improvement, remodeling, repair or other change involving the expenditure of state funds for the installation of any tangible thing which cannot be economically removed from the grounds, buildings, office space or other space when vacated by the institution. For improvements costing less than \$25,000, the Governing Board may delegate approval authority, through the President, to the Chief Financial Officer.

8.23.4 Leases and other instruments for grounds, buildings, office or other space, once approved by the Governing Board, may be signed by the President, Chief Financial Officer, or Chief Procurement Officer. A lease and other instrument entered into by a Governing Board that exceeds one million dollars in total must receive prior approval of the Council before being executed by the Governing Board or institution. Leases and other instruments entered into by the institution that exceed \$25,000 in total must receive prior approval of the Governing Board. Leases costing less than \$25,000 annually shall be approved by the Chief Financial Officer.

8.23.5 Any lease or instrument exceeding one hundred thousand dollars annually shall be approved as to form by the Attorney General. A lease or other instrument for grounds, buildings, office or other space that contains a term, including any options, of more than six months for its fulfillment shall be filed with the State Auditor.

8.23.6 The Governing Board may promulgate additional policies deemed necessary to carry out the provisions of this section, and the President may issue procedures for complying with this section.

## **9. Protests and Reconsideration**

9.1 Protests and requests for reconsideration of a decision made by the Chief Procurement Officer may only be made by a person and/or vendor who is a potential or actual bidder on that particular contract and/or purchase.

9.2 Protests

9.2.1 Protests based on specifications or improprieties in any type of solicitation which are apparent or should have been apparent prior to the bid or proposal opening or closing date must be filed not later than five calendar days prior to the bid or proposal opening or closing date. A protest of the award must be filed no later than five calendar days following the notice of the institution’s intent to award the contract as posted or otherwise made available in the institution’s purchasing office for competitive transactions greater than \$25,000. Protests filed prior to five calendar days following the notice of intent to award shall be resolved in accordance with this policy before an award is made. Information regarding

awards may be obtained from the institution's purchasing office, and a vendor contemplating a protest has a duty to obtain this information in a timely manner.

9.2.2 The protest must be filed in writing with the Chief Procurement Officer and contain the name and address of the protestor, the requisition number of the bid or the purchase order number, a statement of the grounds for protest and supporting documentation, the relief sought, and if a hearing on the merits of the protest is requested.

9.2.3 The Chief Procurement Officer shall review the protest and issue a decision in writing. In the event a hearing on the merits of the protest is requested by the protestor, the Chief Procurement Officer shall set a time and place for the hearing. The hearing shall be recorded and an official record shall be prepared. Following the hearing, the Chief Procurement Officer shall issue a written decision.

### 9.3 Reconsideration

9.3.1 Reconsideration of a decision on a protest by the Chief Procurement Officer may be requested by an aggrieved party to the institution's President. A request for reconsideration shall be made in writing within five calendar days after receiving the Chief Procurement Officer's written decision, and it shall contain the name and address of the aggrieved party, the requisition or purchase order number, a statement of the grounds for reconsideration with supporting documentation, the relief sought, and if a hearing on the merits is requested.

9.3.2 The President shall review the request for reconsideration and issue a decision in writing. In the event a hearing on the merits is requested by the aggrieved party, the President shall set a time and place for the hearing. The hearing shall be recorded and an official record shall be prepared. Following the hearing, the President shall issue a decision in writing to the aggrieved party and his or her decision shall be final.

9.3.3 The Chief Procurement Officer and the President may refuse to decide any protest or reconsideration where the matter involved is the subject of litigation before a court of competent jurisdiction, or has been decided on the merits by such court. The foregoing shall not apply where the court requests, expects or otherwise expresses interest in the decision of the Chief Procurement Officer and the President.

## 10. Suspension and Reconsideration

### 10.1 Suspension

10.1.1 The Chief Procurement Officer shall have authority to suspend, for a period not exceeding one year, the right and privilege of a person to bid on purchases of the institution.

10.1.2 The following shall be considered adequate grounds for suspension of a vendor: (a) a vendor has exhibited a pattern of poor performance in fulfilling its contractual obligation(s) including, but not limited to, providing or furnishing commodities, materials, services or construction late, or at a quantity or quality level below that which is specified in the contract, or repeated instances of poor performance; or (b) the vendor has breached any contract entered into pursuant to the provisions of W.Va. Code §18B-5-4 through §18B-5-9 or this policy, or the vendor has been convicted of any federal or state law punishable as a felony if such conviction is directly related to the performance of a contract entered into pursuant to WV Code §18B-5-4 through §18B-5-9 or this policy. Any such suspension must be imposed within one year of the date of the act, omission, or conviction the suspension is based upon, or within one year of the Chief Procurement Officer's discovery of such act, omission, or conviction.

## 10.2 Reconsideration

10.2.1 Reconsideration of a decision on suspension by the Chief Procurement Officer may be requested by an aggrieved party to the institution's President. A request for reconsideration shall be made in writing within five calendar days after receiving the Chief Procurement Officer's decision and it shall contain the name and address of the aggrieved party, a statement of the grounds for reconsideration with supporting documentation, the relief sought, and if a hearing on the merits is requested.

10.2.2 The President will review the request for reconsideration and issue a decision in writing. In the event a hearing on the merits is requested by the aggrieved party, the President shall set a time and place for the hearing. The hearing shall be recorded and an official record prepared. Following the hearing, the President will issue a decision in writing to the aggrieved party and his or her decision shall be final.

10.2.3 The President may refuse to decide any reconsideration when the matter involved is the subject of litigation before a court of competent jurisdiction, or has been decided on the merits by such court. The foregoing shall not apply when the court requests, expects or otherwise expresses interest in the decision of the institution.

## 10.3 Vice Chancellor for Administration

10.3.1 When the institution suspends the right and privilege of a vendor to bid on purchases of the institution, a copy of the suspension notice shall be forwarded to the Chief Procurement Officer of the Council, who shall maintain a record of such suspension and shall notify all institutions as well as the Director of the State Division of Purchasing of such suspension.

10.3.2 If the Chief Procurement Officer of the Council determines that the actions of the vendor leading to the suspension by an institution are of a serious enough nature to justify imposition of a system-wide suspension, he or she shall forward the suspension and his or her recommendation to the Vice Chancellor for

Administration for review. If the Vice Chancellor for Administration determines that the actions of the suspended vendor justify a system-wide suspension, he or she shall notify the vendor and all institutions of the system-wide suspension.

## **11. Qualifications of a Buyer and a Chief Procurement Officer**

### **11.1 Buyer**

11.1.1 No person shall be employed as a buyer unless that person, at the time of employment, is either: (a) a graduate of an accredited college or university; or (b) has at least four year's experience in purchasing for any unit of government or for any business, commercial or industrial enterprise.

11.1.2 Any person making purchases and acquisitions pursuant to this section shall execute a bond in the penalty of fifty thousand dollars, payable to the state of West Virginia, with a corporate bonding or surety company authorized to do business in this state as surety thereon, in a form prescribed by the Attorney General and conditioned upon the faithful performance of all duties in accordance with WV Code §18B-5-4 through §18B-5-9 and this policy. In lieu of separate bonds for such buyers, a blanket surety may be obtained. Any such bond shall be filed with the Secretary of State. The cost of any such bond or bonds shall be paid from funds appropriated to the Governing Board.

### **11.2 Chief Procurement Officer**

11.2.1 No new person shall be employed as a Chief Procurement Officer unless that person, at the time of employment, is: (a) a graduate of and has received a baccalaureate degree from an accredited college or university; and (b) has at least four year's experience in purchasing for any unit of government or for any business, commercial or industrial enterprise.

11.2.2 The bonding provisions set forth in subparagraph 11.1.2 shall also apply to any person employed as a Chief Procurement Officer.

## **12. Prompt Payment**

12.1 Each institution purchasing or acquiring materials, supplies, equipment, services and printing in accordance with WV Code §18B-5-4 through §18B-5-9 and this policy, shall notify and inform every vendor doing business with that institution of the provisions of WV Code §5A-3-54, also known as the "Prompt Pay Act of 1990."

## **13. Receiving and Inventory Management**

### **13.1 Receiving**

13.1.1 The Chief Procurement Officer shall establish institutional guidelines and procedures for receiving and distributing materials, supplies, equipment, services and printing to departments and offices within the institution. These guidelines and procedures



shall be consistent with this policy, and they shall be approved by the President and shall be on file and made available to the public upon request.

### 13.2 Inventory Management

- 13.2.1 The Chief Procurement Officer shall inventory all equipment and furnishings that have a value at the time of purchase or acquisition of \$5,000 or more per unit. Such inventory shall be kept current at all times.
- 13.2.2 The Chief Procurement Officer shall set up and maintain the institution's inventory management system on the basis of generally accepted accounting standards. This system shall also conform to the requirements of the Governing Board, the state and the federal government as applicable.
- 13.2.3 The Chief Procurement Officer shall conduct an annual audit of the institution's inventory with a physical audit of all equipment being accomplished every three years on a cyclical basis.

### 14. Disposal of Surplus or Obsolete Materials, Supplies and Equipment

- 14.1 The Chief Procurement Officer shall identify and inventory the institution's surplus or obsolete materials, supplies and equipment and shall store such materials, supplies and equipment until such time as they may be disposed of in a manner consistent with this policy and state law.
- 14.2 The institution may dispose of surplus or obsolete materials, supplies and equipment by transfer to other governmental agencies or institutions, by exchange or trade, or by sale as junk or otherwise.
- 14.3 If the method of disposition is other than by transfer to, or exchange or trade with other governmental agencies or institutions, the Chief Procurement Officer shall, at least ten days prior to the disposition, advertise once a week for two consecutive weeks by newspaper publication as a Class II legal advertisement in compliance with the provisions of WV Code §59-3-1 et seq., in the county where the surplus or obsolete materials, supplies and equipment are located, their availability or sale, in whole or part, at public auction or by sealed bid, as sound business practices may warrant under existing circumstances and conditions.
- 14.4 The institution may also dispose of surplus or obsolete materials, supplies and equipment through the surplus property unit of the Purchasing Division of the West Virginia Department of Administration; in which case, all of the policies and regulations of the Department of Administration shall be followed.
- 14.5 Under no circumstances shall any of the property described in this section be sold, transferred or conveyed to any private person, firm or corporation other than at public auction or by sealed bid or as otherwise provided in WV Code §18B-5-7.

- 14.6 The funds the institution receives from the sale of surplus materials, supplies, and equipment shall be deposited in the institutional account originally used to purchase said materials, supplies, and equipment, if such account is readily ascertainable, minus any administrative costs associated with the disposal.

**15. Violations**

- 15.1 Any person who authorizes or approves a purchase contract in a manner in violation of the West Virginia Code, this policy, or any policy or procedure adopted by the Governing Board shall be personally liable for the cost of such purchase or contract. Purchases or contracts violating the West Virginia Code and/or this policy shall be void and of no effect.
- 15.2 Any person receiving anything of value from a known interested party in the awarding of a purchase order shall be subject to the provisions of WV Code §5A-3-28, -29, -30, -31.
- 15.3 Except as may be authorized by the provisions of Chapter 6B of the West Virginia Code, neither the Governing Board, nor any employee of the institution, shall be financially interested, or have any beneficial personal interest, directly or indirectly, in the purchase of any equipment, materials, supplies, services, or printing, nor in any firm, partnership, corporation or association furnishing them. Neither the Governing Board nor any employee of the institution shall accept or receive directly or indirectly, from any person, firm or corporation, known by the Governing Board or such employee to be interested in any bid, contract or purchase, by rebate, gift or otherwise, any money or other thing of value whatsoever or any promise, obligation or contract for future reward or compensation.
- 15.4 Any vendor violating the West Virginia Code or this policy may be suspended from the right to bid on or submit a proposal for institutional purchases for a period of up to one year.

**Marshall Community & Technical College [MCTC]  
Institutional Board of Governors [IBOG]  
Meeting of March 20, 2009**

**ITEM:** Mountain Bounty Kitchen Lease Purchase

**COMMITTEE:** Finance & Facilities Committee [FFC]

**RECOMMENDED RESOLUTION:** *Resolved*, the Board approves the Agreement of Lease Transfer of Title between MCTC and Unlimited Future, Inc., for the Mountain Bounty Kitchen.

**BOARD/STAFF MEMBER:** Jeff Porter  
Chair – FFC

Dr. Keith J. Cotroneo  
MCTC President

Herbert J. Karlet  
MCTC Vice President/CFO

**BACKGROUND**

Discussion continues regarding the Mountain Bounty Kitchen. The latest lease is attached for the Committee's review.

# **FINAL DRAFT**

March 12, 2009

## **AGREEMENT OF LEASE WITH OPTION TO RECEIVE TRANSFER OF TITLE**

THIS LEASE TRANSFER AGREEMENT (hereinafter referred to as this "Agreement") is made and entered into as of this 20th day of March, 2009, by and among Unlimited Future, Inc., a West Virginia non-profit corporation (hereinafter sometimes referred to as "UFI", "Lessor", or "Transferor"); the Marshall Community and Technical College, an independently accredited West Virginia community and technical college created at 18B-3C-1, et seq. of the West Virginia Code (hereinafter sometimes referred to as "MCTC", "Lessee" or "Transferee"); the Marshall Community and Technical College Board of Governors, created at 18B-2A-1 of the West Virginia Code, as amended, (hereinafter sometimes referred to as "MCTC Governors"); the Huntington, West Virginia - Ironton, Ohio Empowerment Zone, Inc., a West Virginia corporation (hereinafter sometimes referred to as "Empowerment Zone"); and the United States Department of Commerce, Economic Development Administration (hereinafter sometimes referred to as "EDA").

WHEREAS, UFI is an economic development center which leases discounted commercial rental space to disadvantaged entrepreneurs who reside in the greater Huntington area in its business incubator located at 1650 Eighth Avenue in Huntington, and offers its tenants access to shared central office personnel and equipment, as well as the opportunity to receive basic business classroom instruction and mentor counseling services; and

WHEREAS, in addition to its general commercial business incubator, UFI owns and operates a freestanding 14,000 square foot community commercial Kitchen facility known as

# **FINAL DRAFT**

**March 12, 2009**

Mountain Bounty Kitchen located at 1648 Eighth Avenue in Huntington (hereinafter referred to as the "Kitchen"); and

WHEREAS, UFI rents space in the Kitchen on an hourly basis to low income culinary entrepreneurs, such as individuals receiving public assistance, small scale farmers, home based food entrepreneurs and expanding food processing specialists producing value added food products in the speciality foods sector; and

WHEREAS, MCTC is a public institution which provides educational and career training programs, including culinary arts training, for a diverse population, and also assists students and local employers in meeting regional workforce demands through its Cooking and Culinary Institute; and

WHEREAS, the Board of Directors of UFI, the MCTC Governors, and MCTC's administrative officers have agreed that it is in the best interest of both UFI's commercial Kitchen program and MCTC's culinary education and training program for MCTC to become UFI's exclusive tenant in the Kitchen and to incorporate the operation of UFI's kitchen facility into MCTC's ongoing culinary education operations and culinary community outreach program, including its workplace training program, over the course of this Agreement, and thereafter, if the Option stated below is executed by MCTC; and

WHEREAS, Empowerment Zone and EDA hold certain Deeds of Trust on the real estate currently occupied by the Kitchen and such trust deeds are of record in the Clerk of the Cabell

# **FINAL DRAFT**

March 12, 2009

County Commission's office at Book 2013, Page 349, and at Book 1956, Page 629, respectively;  
and

WHEREAS, The EDA originally designated UFI as the recipient of the funds which were used to construct EDA's Public Works and Development Facilities Project No.: 01-01-07496 (hereinafter referred to as the "Kitchen Project") and has retroactively designated MCTC as co-recipient of such funds; and

WHEREAS, pursuant to provisions of W.Va. Code §18B-5-4, MCTC certifies that the space herein leased is necessary for the proper function of its Cooking and Culinary Institute, and such space is not available in any other building now owned or leased by the State of West Virginia.

NOW, THEREFORE, WITNESSETH that, for and in consideration of the full and complete performance of the covenants, terms and conditions hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, Lessor hereby leases unto Lessee [hereinafter referred to as this "Lease"] the following described premises:

The building located at 1648 8<sup>th</sup> Avenue, in the City of Huntington, Cabell County, West Virginia, commonly known as Mountain Bounty Kitchen, consisting of all rooms, hallways, storage areas and all utilities and fixtures therein, as such property is identified in Exhibit A, attached hereto and made a part hereof; all kitchen equipment and kitchen supplies located at such site on the above stated date of this Agreement and listed in Exhibit B, attached hereto and made a part hereof; the exterior loading dock attached to the northwest corner of the Kitchen; and the 25 parking spaces

# **FINAL DRAFT**

March 12, 2009

located on the UFI parking lot adjacent to the above-identified building and listed on Exhibit C, attached hereto and made a part hereof (hereinafter referred to as the "Demised Premises").

1. **Term.** The term of this Lease shall be for a period of sixty (60) consecutive months, commencing on the 1st day of July 2009, and ending at midnight on the 30th day of June 2014 (hereinafter referred to as the "Term") unless terminated sooner by Lessee as is hereinafter provided. This Lease shall be considered renewed for each ensuing fiscal year during the Term unless it is cancelled by Lessee before the end of the then current fiscal year.

2. **Rent.** The Lessee shall pay to the Lessor, as rent reserved under contract, monthly rental payments of Eight Thousand Three Hundred Dollars (\$8,300.00) to be paid for the next consecutive 60 months beginning July 1, 2009, for a total rental value of \$7.14 per square foot, excluding the parking spaces identified below. Lessor shall invoice Lessee by the 15th day of each month during the Term in the amount of the monthly rental payment then outstanding. Such payments shall be made by Lessee on the first day of every month for the preceding month during the Term of this Lease, with the first such payment due on August 1, 2009. Lessee covenants and agrees to pay each and every one of said monthly installments of rental to Lessor at the offices of UFI, 1650 8<sup>th</sup> Avenue, Huntington, West Virginia, 25701 or to such other person or corporation and at such other place as the Lessor shall designate in writing.

3. **Relationship of Parties During the Lease.** The relationship of the Lessor and Lessee during the Term shall at all times be that of a lessor and a lessee. The parties hereto shall neither be deemed to be a partner of the other, nor engaged in a joint venture in the conduct of

# **FINAL DRAFT**

March 12, 2009

their respective businesses. Likewise, these parties shall not be liable for any business debts incurred by the other. No term or condition set forth herein shall be deemed or construed to confer upon Lessor or Lessee any interest in the other's business. However, notwithstanding any of the foregoing provisions in this paragraph, MCTC's use of the Kitchen during the Term shall be undertaken pursuant to the provisions of Paragraph 4 below.

4. **Use of the Demised Premises.** Lessee shall enjoy the unrestricted use of the Demised Premises as MCTC determines subject to the following conditions: (a) MCTC's activities and operations therein must always be conducted in compliance with the goals and objectives of the West Virginia public community and technical college program, as is set forth in §18 B-3C-1, *et seq.* of the West Virginia Code and any amendments thereto; (b) MCTC shall: (i) supervise UFI's commercial Kitchen program for the benefit of disadvantaged entrepreneurs residing in the Huntington, West Virginia area, pursuant to the terms of those certain documents known as the UFI Commercial Lease Agreement, the UFI Catering Lease Agreement, and the UFI Small Batch Lease Agreement, all of which are collectively attached hereto as Exhibit D unless changing economic circumstances necessitate the amendment of such terms by Lessee to achieve a more commercially reasonable result for Lessee; (ii) coordinate all scheduling of the dates and times when the Kitchen will be used by disadvantaged entrepreneurs for commercial purposes; and (iii) receive all income and profit derived from commercial Kitchen operations; and (c) MCTC further agrees that it will comply with all federal, state and municipal laws, ordinances and regulations with respect to the Demised Premises and the use thereof, and will



# **FINAL DRAFT**

March 12, 2009

save Lessor harmless from any penalty, damage or charge imposed or incurred by the violation of any such law, ordinance or regulation.

5. **Management of UFI's Commercial Kitchen Program.** The Executive Director of UFI shall meet with the Vice President/Chief Financial Officer of MCTC quarterly during the first year of the Term to review the status of the use of the Kitchen by disadvantaged entrepreneurs under Lessee's supervision. Thereafter, such meetings shall occur by mutual agreement for the remainder of the Term. The UFI Executive Director shall consult, advise, and undertake any other reasonable action requested by the Vice President/Chief Financial Officer in order to allow MCTC to preserve the Kitchen's original purpose both during the Term and thereafter.

6. **Signage.** Lessee may install or affix signs to the exterior of the Kitchen facade, on the roof of the Kitchen, or on the grounds of the Demised Premises facing Eighth Avenue which identify MCTC in any manner which MCTC may deem appropriate. Lessor, at its expense, shall place one exterior sign at the door of the Demised Premises immediately beside the loading dock door which identifies such entry way as the official entrance to the Demised Premises for all tenants of the Kitchen and their agents and customers.

7. **Utilities.** The Lessee shall pay for all utilities, including water, gas, electricity, telephone and every other service supplied to MCTC or used upon or in connection with the Demised Premises, as and when the charges therefore become due and payable. In addition, the Lessee shall pay for all taxes based on such utilities, if any. The Lessor shall not be liable to the

# **FINAL DRAFT**

March 12, 2009

Lessee for any damages should utility services be interrupted for any reason or required to be terminated because of necessary repairs or improvements by the utility provider, the Lessor or the Lessee, or any other party, or for any other cause nor shall any such interruption or cessation relieve the Lessee from the performance of any of its obligations hereunder.

8. **Taxes and Assessments.** Lessor agrees to pay all real estate and personal property taxes, as well as any assessments levied thereon, which are attributable to the Demised Premises throughout the Term unless Lessor succeeds in having such obligations judicially declared exempt from taxation. Upon the transfer of title to the Kitchen set forth in Paragraph 34 below, Lessor's obligation to make such payments ends.

9. **Suitability of Premises.** Lessor warrants the Demises Premises to be suitable for use as a State facility and for the conduct of Lessee's business.

10. **Maintenance and Repairs.** Lessee binds itself to maintain the Demised Premises, including the structure of the premises and its roof, as well as both the interior and exteriors walls; the electrical, HVAC and plumbing fixtures and equipment; and the interior and exterior painting in a good and tenantable condition equal to that of the premises as at the time possession thereof is delivered to the Lessee. If Lessee fails to maintain the interior and exterior structure of the premises, and the electrical, HVAC and plumbing fixtures and equipment owned by Lessor in a good and tenantable condition of repair, the Lessor shall request the Lessee, in writing to correct any deficiency which may have occurred since possession of the premises by the Lessee, provided, however, such deficiency was not caused by the neglect or acts of the

# **FINAL DRAFT**

**March 12, 2009**

Lessor. Upon refusal or neglect of Lessee to comply with Lessor's request for the repair or reinstatement of previously-existing conditions, Lessor may, thirty (30) days after receipt of such request by the Lessee, cause the repairs to be made and invoice Lessee for the costs and expense thereof until Lessor is fully reimbursed therefor.

11. **Parking Lot Maintenance.**

a. Lessee shall be responsible for the maintenance and upkeep of the 25 parking spaces identified on Exhibit C.

b. The driveway which services both the Demised Premises and the UFI business incubator is a common use area. Lessor shall bear the responsibility for maintenance, repair, cleaning and any necessary snow removal from such driveway. Lessor shall, at all times, take into consideration Lessee's reasonable needs in performing such maintenance. Both Lessor and Lessee shall enjoy reasonable mutual use of the common driveway area.

12. **Neglect of Premises.** The Lessee shall not commit waste on the premises herein leased, and the premises will be returned to the Lessor at the termination of this lease, if at all, in substantially as good condition as at the commencement thereof, damages from natural elements, normal depreciation and decay excepted.

13. **Damage to premises.** It is agreed by and between the parties hereto that in the event the Demised Premises are damaged or destroyed as a result of a fire, natural elements, or other casualty during the Term of this Lease, if the cause of such casualty is not occasioned by Lessee's negligence and such damage is pervasive to the extent that continued occupancy by the

# **FINAL DRAFT**

March 12, 2009

Lessee would be impractical, the Lessee shall give immediate notice thereof to the Lessor, in writing, and this Lease shall terminate. If only a part of the premises shall be rendered untenable, leaving the remainder suitable for occupancy, the rental shall be proportionately abated until the premises have been repaired. The Lessor shall have five (5) days from receipt of such notice to decide whether or not to repair the premises. Any repairs undertaken must be completed within a reasonable length of time after Lessor's decision. Should Lessor decide not to repair the premises, this Lease shall terminate, and Lessee shall deliver possession of the premises to the Lessor and thereupon be relieved of any and all liability hereunder or concerning the premises except for any unpaid rent through the final day of occupancy.

14. **Indemnification and Insurance.** The Lessee shall:

a. Indemnify the Lessor and save it harmless from and against any and all claims, actions, damages, liability, and expense in connection with loss of life, personal injury, or damage to property occurring in or about, or arising out of, the Demised Premises and adjacent sidewalks or areas, or occasioned wholly or in part by any act or omission of the Lessee, its agents, contractors, customers, or employees, except in cases or actions arising out of Lessor's negligence. In case the Lessor shall be made a party to any litigation or arbitration commenced by or against the Lessee, its agents, contractors, customers, or employees, then the Lessee shall protect and hold the Lessor harmless and shall pay all costs, expenses, and reasonable attorneys' fees incurred or paid by the Lessor in connection with such litigation. The Lessee shall also pay all costs, expenses, and reasonable attorney's fees that may be incurred or paid by the Lessor in

# **FINAL DRAFT**

March 12, 2009

enforcing the covenants and conditions of this lease, whether incurred as a result of litigation or otherwise.

b. At all times during the Term keep in force, at its own expense, public liability insurance with a minimum limit of liability in the amount of One Million Dollars (\$1,000,000.00) per occurrence.

c. At all times during the Term keep in force, at its own expense, fire and casualty insurance to the full extent of the fair market value of the Demised Premises, Such policy shall name UFI as a loss payee and direct that the proceeds of such insurance be payable directly to UFI.

d. Furnish to the Lessor copies of policies or certificates of insurance evidencing coverages required by this Lease. All policies required hereunder shall contain an endorsement providing that the insurer will not cancel or materially change the coverage of such policies without first giving ten (10) days prior written notice thereof to the Lessor.

e. In the event Lessee fails to insure as herein provided, Lessor may obtain insurance and charge the cost thereof to Lessee, plus ten percent (10%) of the premium charge to cover administrative expense. Lessee shall pay these costs as additional rent reserved under contract along with the next minimum rental payment after written notice of such expense is given to the Lessee in accordance with Paragraph 27.

15. **Waiver of Claims.** The Lessor and the Lessor's agents, employees, and contractors shall not be liable, and the Lessee hereby releases all claims, for damage to person or

# **FINAL DRAFT**

March 12, 2009

property sustained by the Lessee or any person claiming through the Lessee resulting from any fire, accident, occurrence, or condition in or upon the Demised Premises, not through Lessor's own negligence or breach of duty to maintain, and including, but not limited to, claims for damage resulting from (1) any defect in or failure of plumbing, heating, or air conditioning equipment, electric wiring or installation thereof, water pipes, stairs, railings, or walks within the Demised Premises, (2) any equipment or appurtenances becoming out of repair within the Demised Premises, (3) the bursting, leaking, or running of any tank, wash stand, water closet, waste pipe, drain, or any other pipe or tank in, upon, about or abutting the Demised Premises; (4) the backing-up of any sewer pipe or down spout within the immediate area of the Demised Premises; (5) the escape of steam or hot water; (6) the falling of any fixture, plaster, or stucco; (7) broken glass; and (8) any act or omission of Lessee or other occupants of such building or of adjoining or contiguous property or buildings. Nothing in this paragraph may be construed to waive the rights of any insurer of the Lessor or Lessee.

16. **Lessee's right to make alterations**. Lessee shall have the right, at its own expense, to make any improvements or alterations to the Demised Premises during the Term which it deems advisable, so long as such improvements or alterations shall not lessen the value of the Demised Premises or weaken the structure of the building situate thereon. The Lessee hereby agrees that any renovations made within the space herein leased shall comply with the accessibility standards established and set forth by the Americans with Disabilities Act of 1990, without regard to whether or not such renovations are either desired by Lessee or required by

# **FINAL DRAFT**

March 12, 2009

law. Such improvements may be undertaken by Lessee without obtaining Lessor's consent, however, there shall be no deduction taken from Lessee's obligation to pay rent in the amount set forth in Paragraph 2 above to off-set any costs incurred by Lessee in paying for such improvements.

All such alterations, improvements, and additions (with the exception of trade fixtures, signs, removable fixtures and equipment of Lessee) shall remain upon the premises at the expiration or early termination of this Lease and shall become the property of the Lessor in the event the option provided for in Paragraph 34 below is not exercised by Lessee.

17. **Affirmative Covenants of Lessee.** The Lessee covenants that it shall:

a. Comply with the terms of any state or federal statute or local ordinance or regulation applicable to MCTC or its use of the Demised Premises, and save the Lessor harmless from penalties, fines, costs, expenses, or damages resulting from its failure so to do, including reasonable attorneys fees.

b. Give to the Lessor prompt written or oral notice of any accident, fire, or damage occurring on or to the Demised Premises and the common facilities and area.

c. Keep the premises sufficiently heated to prevent freezing of water in pipes and fixtures.

d. Keep the outside areas immediately adjoining the Demised Premises clean and not place, or permit any rubbish, obstructions, or merchandise in such areas.

# **FINAL DRAFT**

March 12, 2009

- e. Keep the Demised Premises clean, orderly, sanitary, and free from objectionable odors and from insects, vermin, and other pests.
- f. Do all things necessary to prevent the filing of any mechanics' or other liens against the Demised Premises or any part thereof by reason of work, labor, services, or materials supplied or claimed to have been supplied to the Lessee. If any such lien shall at any time be filed against the Lessee's interest in the Demised Premises, MCTC shall either cause the same to be discharged of record within twenty (20) days after the date of filing of the same, or, if MCTC, in MCTC's discretion and good faith, determines that such lien should be contested, MCTC shall furnish such security as may be necessary or required to prevent any foreclosure proceedings against the Lessee's interest in the Demised Premises during the pendency of such contest. If the Lessee shall fail to discharge such lien within such period or fail to furnish such security, then, in addition to any other right or remedy of the Lessor resulting from the Lessee's default, the Lessor may, but shall not be obligated to, discharge the same either by paying the amount claimed to be due or by procuring the discharge of such lien by giving security or in such other manner as is, or may be, prescribed by law. Nothing contained herein shall imply any consent or agreement by the Lessor to subject its estate to liability under any mechanics' or other lien law.
- g. Be responsible for cleaning the Demised Premises and disposing of all its trash or rubbish. Lessee shall be responsible for all related refuse fees.



# **FINAL DRAFT**

March 12, 2009

h. Repay the Lessor all sums disbursed or deposited by the Lessor, pursuant to the Lessee's nonperformance of any of the foregoing provisions of this paragraph, including the Lessor's costs, expenses, and reasonable attorneys' fees incurred by it; with such repayment to be made, at Lessor's option, either upon demand or along with the next minimum rental payment after written notice of such expense is given to the Lessee in accordance with Paragraph 27.

18. **Negative Covenant of Lessee.** The Lessee covenants that it shall not do or suffer to be done anything in the use of the Kitchen equipment located in the Demised Premises either in teaching culinary arts to MCTC students or in supervising those disadvantaged entrepreneurs who rent the commercial Kitchen which would be objectionable to fire insurance companies whereby the fire insurance or any other insurance now in force or hereafter to be placed on the Demised Premises or any part thereof, or on the building of which the Demised Premises may be a part, shall become void or suspended, or be rated as a more hazardous risk than at the date when the Lessee receives possession hereunder.

19. **Performance of Lessee's Covenants.** The Lessee shall perform all of the covenants and conditions on its part to be performed, and it shall immediately, upon receipt of written notice, where notice of nonperformance is required by this Lease, comply with the requirements of such notice. Further, if the Lessee shall violate any covenant or condition herein, whether or not notice is required, the Lessor may, at its option, do or cause to be done any or all of the things required by this Lease, and in so doing the Lessor shall have the right to cause its

# **FINAL DRAFT**

March 12, 2009

agents, employees, and contractors to enter upon the Demised Premises and in such event shall have no liability to the Lessee for any loss or damage resulting in any way from such action. The Lessee shall reimburse Lessor for all moneys paid or expenses incurred by the Lessor in taking such actions, including attorneys fees, as additional rent reserved under contract along with the next minimum rental after written notice of such moneys paid or expenses incurred is given to the Lessee in accordance with Paragraph 27.

20. **Right of Lessor to Entry.** After giving Lessee reasonable notice, Lessor expressly reserves the right at all reasonable times during the Term, either by itself or its duly authorized agents, to enter upon and inspect the Demised Premises, and, at its option, to make repairs or alterations pursuant to Paragraph 10 above.

21. **Quiet Enjoyment of Premises.** The Lessor covenants that at the date of this Lease, Lessor was seized of said premises as the sole owner(s) thereof, in fee simple, free of all liens, encumbrances and any outstanding interests whatsoever, and that upon payment of rentals as hereinbefore set forth, it will warrant and defend the title of Lessee against any and all claims whatsoever, not arising hereunder during the term of this Lease; that the Lessee shall, at all times during the term of this Lease, peaceably and quietly have, hold and enjoy the said Leased Premises.

22. **Provisions For Immediate Termination.** It is further agreed by and between the parties hereto that this Lease shall be considered canceled, without further obligation on the part of the Lessee, if the State Legislature or the Federal Government should subsequently fail to

# **FINAL DRAFT**

March 12, 2009

appropriate sufficient funds to MCTC therefor, or should otherwise act to impair this lease or cause it to be canceled, or in the event it shall become unlawful to maintain a State facility on leased premises. In any event aforementioned, the Lessee may immediately redeliver possession of the premises to the Lessor and thereupon be relieved from any and all obligations hereunder or concerning the premises except for rent accruing prior to such date of redelivery.

23. **Cancellation of Lease.** It is also agreed by and between the parties hereto that the Lessee shall have the right to cancel this Lease, without further obligation on the part of the Lessee, upon giving thirty (30) days' written notice to the Lessor, such notice being given at least thirty days prior to the last day of the succeeding month.

24. **Events of default and termination.** The occurrence of any of the following shall, in addition to all other events of default provided herein, constitute an event of default hereunder:

- a. Discontinuance by the Lessee of the conduct of its business in the Demised Premises.
- b. Failure of the Lessee to pay when due any installment of rent hereunder, or any other sum herein required to be paid by the Lessee, within twenty (20) days after written notice of such failure from the Lessor.
- c. Vacation or desertion of the Demised Premises or permitting the same to be empty and unoccupied, or the failure to open and actively conduct its business and its oversight of the commercial kitchen for the benefit of disadvantaged entrepreneurs for a period of ten (10) consecutive calendar days, excepting therefrom reasonable periods of closure for repair

# **FINAL DRAFT**

**March 12, 2009**

and/or remodeling. Lessee shall inform Lessor in advance of any expected closure for repair and/or remodeling and the expected duration thereof.

d. The transfer or assignment of the Demised Premises other than that which is authorized under this Agreement, whether such action occurs by operation of law or otherwise.

e. If Lessee shall fail to keep or be guilty of a breach of any one or more of the covenants and agreements herein made by Lessee, and such failure or breach shall continue for a period of twenty (20) days after written notice thereof shall have been given by Lessor to Lessee, this Lease and all the rights of Lessee hereunder shall, at the option of Lessor, become and be forthwith forfeited and terminated.

25. **Lessor's remedies upon default of Lessee.** Upon the occurrence of an event of default as set forth in Paragraph 20, and in any of such events, the Lessor, at its option, may at such times as it determines in its sole discretion without being deemed to have waived any rights in any circumstance, do any or all of the following:

a. The Lessor may serve upon the Lessee notice that this Lease and the then-unexpired term hereof shall terminate and become absolutely void on a date specified in such notice, to be not less than ten (10) days after the date of such notice. On the expiration of the time limited in such notice, this Lease and the term herein granted, as well as all of the right, title, and interest of the Lessee hereunder, shall terminate, except as to the rights and remedies of the Lessor upon termination as provided herein, and become void in the same manner and with the same force and effect as if the date fixed in such notice were the date originally specified for the

# **FINAL DRAFT**

March 12, 2009

expiration of the Term. The Lessee shall then immediately quit and deliver possession to the Demised Premises to the Lessor, including any and all buildings and improvements thereon.

b. If any of the foregoing acts of default shall occur, the whole rent for the balance and all other sums payable hereunder as rent for the balance of the Term, or any part thereof, at the option of the Lessor, shall immediately without action or notice become due and payable as if by the terms of this Lease it were payable in advance. The Lessor may immediately proceed to collect or bring action for the whole rent, or such part thereof as aforesaid, as rent being in arrears.

c. No termination of this Lease shall deprive the Lessor of any remedies or actions against the Lessee for rent or for damages due or to become due for the breach of any covenant or condition herein contained, or shall the bringing of any such action for rent, or breach of any covenant or condition, or the resort to any other remedy herein or otherwise provided for the recovery of rent or damage for such breach, be construed as a waiver of the right to insist upon the forfeiture and to obtain possession.

26. **Removal of Machinery and Equipment.** It is understood and agreed that all machinery and equipment installed by the Lessee, or placed upon the Leased Premises incident to Lessee's business, whether annexed to the freehold or not, shall remain the personal property of the Lessee, and Lessee shall have the privilege and right to remove same at any time during the Term of this Lease, including any default which might occur during the Term, provided the

# **FINAL DRAFT**

**March 12, 2009**

premises are restored to as good condition as existed prior to installation of said machinery and equipment reasonable wear and tear expected.

27. **Notices.** It is agreed that the giving of any notice permitted or required to be given hereunder shall be sufficient if in writing and deposited in the United States Mail, postage prepaid, certified mail, return receipt requested, and addressed as follows:

To Lessor:

Unlimited Future, Inc.  
1650 Eighth Avenue  
Huntington, West Virginia 25701

To Lessee:

Marshall Community and Technical College  
1 John Marshall Drive  
Huntington, West Virginia 25701

Either party may change its respective address by written notice of such change of address to the other party as above provided.

28. **Invalid provision.** If any provision of this Lease shall be determined to be void by any court of competent jurisdiction, then such determination shall not effect any other provision hereof, all of which other provisions shall remain in full force and effect. It is the intention of the parties hereto that if any provision of this Lease is capable of two constructions, one of which would render the provision void and the other of which would render the provision valid, then the provision shall have the meaning which renders it valid.

# **FINAL DRAFT**

March 12, 2009

29. **Binding effect.** All rights accruing under this Lease shall be deemed and are to accrue to the benefit of the Lessor, its successors, and assigns, and any action brought under this Lease shall be deemed to be brought on behalf of the Lessor.

30. **Captions.** Any headings preceding the text of the several paragraphs hereof are inserted solely for the convenience of reference and shall not constitute a part of this Lease, nor shall they affect its meaning, construction, or effect.

31. **Non-waiver.** No delay or failure by either party to exercise any right under this Lease, and no partial or single exercise of that right, shall constitute a waiver of that or any other right, unless otherwise expressly provided herein.

32. **Scope and Interpretation of Agreement; Governing Law.** This Lease shall be considered to be the only agreement between the parties hereto pertaining to the Demised Premises. All negotiations and oral agreements acceptable to both parties are included herein. The laws of the State of West Virginia shall govern the validity, interpretation, performance, and enforcement of this Lease. Any dispute arising from the interpretation, performance, breach or default of this lease shall have proper jurisdiction before the Circuit Court of Cabell County, West Virginia, and all parties hereto submit to the jurisdiction of such court.

33. **Non-Smoking Facility.** The Lessee will make every effort to assist the Lessor to be in compliance with the non-smoking building ordinance issued by the Cabell County Health Department.

# **FINAL DRAFT**

March 12, 2009

34. **Option to Receive Transfer of Title.** At the conclusion of the Term, provided that Lessee is not then in default or that this Agreement has not been terminated early pursuant to Paragraphs 21, 22 or 23 above, MCTC shall have the option to receive the transfer of legal title to the Demised Premises from UFI at no cost to Transferee on the following terms and conditions;

a. Transferee shall exercise this option, if at all, by giving written notice to Empowerment Zone and EDA no sooner than ninety (90) days and no later than thirty (30) days prior to the expiration of the Term. Such notice shall specify that MCTC elects to receive legal title to the Demised Premises, which will automatically include the additional purpose of continuing to operate the commercial Kitchen program for disadvantaged culinary entrepreneurs in the greater Huntington area pursuant to the terms and conditions of the above-referenced Deeds of Trust of Empowerment Zone (attached hereto as Exhibit E) and EDA (attached hereto as Exhibit F).

b. The parties hereto hereby acknowledge that it is Transferee's assumption of the management and operation of Transferor's disadvantaged entrepreneur culinary program which is the sole consideration for such transfer of title.

c. Transferee hereby acknowledges that such transfer of legal title shall be made with the above-reference Deeds of Trust remaining in place and of full force and effect until each instrument is released pursuant to its terms or amended by the respective Grantees and Beneficiaries.



# **FINAL DRAFT**

March 12, 2009

d. The notice specified herein shall be received by Empowerment Zone at 216 Collins Avenue, South Point, Ohio 45680; and by EDA at Regional Director's Office, United States Department of Commerce, Philadelphia Regional Office, The Curtis Center, Suite 1405, Philadelphia, Pennsylvania 19106, or at such other address as either Empowerment Zone or EDA select.

e. Upon receipt of Transferee's notice, as is set forth under subsection a. above, Empowerment Zone and EDA shall notify UFI, in writing, that the option to receive the transfer of title herein has been exercised by Transferee.

f. Closing shall occur within thirty (30) days from Transferor's receipt of Empowerment Zone and EDA's above-stated written communication, or at such other time as may be mutually agreed upon by Transferor, Transferee, Empowerment Zone, and EDA.

g. At closing, Transferor shall convey to Transferee marketable fee simple title to the Demised Premises, free and clear of all encumbrances of record, except for the two Deeds of Trust herein-above specified and except for all easements and restrictions of record, as well as all real and personal property taxes, and assessments not yet due and payable. Also, at closing, EDA shall designate MCTC as the replacement recipient of the funds used to construct the Kitchen Project and shall thereafter notify UFI, in writing, that its obligations as the original recipient of such funds are terminated.

h. Transferee agrees that it will accept the Demised Premises at the time the option herein is exercised in "as is" condition.

# **FINAL DRAFT**

March 12, 2009

i. In the event Lessee declines to exercise the option provided for in this Agreement for whatever reason, UFI shall remain the sole recipient of the funds used to construct the Kitchen Project, and legal title to the Demised Premises shall remain with UFI, as well as the responsibility for continuing to administer and operate the Kitchen and its related commercial kitchen program, subject to the terms and conditions of the respective herein-above referenced Deeds of Trust.

j. Within thirty (30) days of its decision not to exercise the option provided for herein MCTC shall vacate the Demised Premises, unless a new lease agreement is entered into by MCTC and UFI..

k. Should MCTC vacate the Demised Premises at the expiration of the Term, or earlier, the Demised Premises shall be left in as good condition as when received, reasonable wear and tear excepted.

IN WITNESS WHEREOF, the corporate parties hereto have caused their corporate names to be hereunto signed by their proper officers thereunto duly authorized, and the individual parties hereto have signed their names, all as of the day and year first above written.

LESSOR AND TRANSFEROR:

LESSEE AND TRANSFEREE:

\_\_\_\_\_  
Unlimited Future, Inc.

\_\_\_\_\_  
MCTC

**DRAFT**

# **FINAL DRAFT**

March 12, 2009

REVIEWED AND APPROVED BY:

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MCTC GOVERNORS

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EMPOWERMENT ZONE

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EDA

## **DRAFT**

This instrument prepared by:  
Thomas L. Craig, Esquire  
BAILES, CRAIG & YON  
Post Office Box 1926  
Huntington, West Virginia 25720  
(304) 697-4700

**Marshall Community & Technical College [MCTC]  
Institutional Board of Governors [IBOG]  
Meeting of March 20, 2009**

**ITEM:** Separation Memorandum of Understanding between Marshall Community and Technical College and Marshall University

**COMMITTEE:** Finance & Facilities Committee [FFC]

**RECOMMENDED RESOLUTION:** *Resolved*, the Board approves the Memorandum of Understanding, as it relates to the separation from the University as an administratively-linked component, between Marshall Community and Technical College and Marshall University.

**BOARD/STAFF MEMBER:** Jeff Porter  
Chair – FFC

Sue Richardson  
Chair – MCTC Board of Governors

Dr. Keith J. Cotroneo  
MCTC President

**BACKGROUND**

After several meetings to resolve issues related to the separation of the College from the University as an administratively-linked component, MCTC Board representative Sue Richardson and MU Board representative John Hess prepared a draft Memorandum of Understanding for review and approval by both institutions.

The Marshall University Board of Governors, at the March 12, 2009 meeting, approved the Memorandum of Understanding.

**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
Meeting of March 20, 2009**

**ITEM:** Recommendation for Radiologic Technology  
Program Review

**COMMITTEE:** Student and Academic Services

**RECOMMENDED RESOLUTION:** *Resolved*, continuation of the program at the  
current level of activity with or without specific  
action (no action recommended)

**STAFF MEMBER:** Donna Donathan, Chair  
Student and Academic Services Committee

Carol Perry  
Executive Dean

Billie Brooks  
Dean of Student Services

**BACKGROUND:**

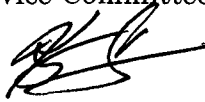
The West Virginia Council for Community and Technical College Education Title 35, Procedural Rule, Series 10, Policy Regarding Program Review requires that each program be reviewed at least every five years, and in the review to address the viability, adequacy, necessity, and consistency with mission of the program to the mission of the institution and the education and workforce needs of the community. The governing board will report to the WVCCTCE Chancellor the results of the program reviews by May 31.

# MCTC

Marshall Community & Technical College

Office of the President

To: Donna Donathan, Chair  
Student and Academic Service Committee

From: Keith Cotroneo, President 

Date: March 2, 2009

Subject: Program Reviews

I concur with the Deans Council and recommend that the following programs continue at the current level of activity without specific action.

Respiratory Therapy  
Health Information Technology  
Medical Assistant  
Radiologic Technology – St. Mary's  
Radiologic Technology – Collins Career Center

Upon consideration of the comments from the Deans Council and Program Review Committee, I recommend that Information Technology program continue with corrective action as described below.

- 1) Implementation of the Short-term and Long-term recommendations (with time-line modification) of the Deans Council.
- 2) Creation of a strategic plan for the Business and Information Technology division with priority emphasis on Information Technology. The plan should include the following elements:
  - a. A well articulated vision for the Information Technology program.
  - b. Cost per FTE analysis of existing programs and options.
  - c. Recommendation for consolidation of curriculum options and creation of separate Associate of Applied Science degree offerings.
  - d. Consideration for development of new degree possibilities which may or may not fit within the Information Technology instructional area, i.e. Transportation Technology and International Trade. *by Sept. 30, 2009*

MCTC 110 • One John Marshall Drive  
Huntington, WV 25755-2700  
P: 304.696.4623  
F: 304.696.3013  
Toll Free: 1.866.676.5533

A State Community and Technical College of West Virginia  
An Affirmative Action/Equal Opportunity Employer


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**INTEROFFICE MEMORANDUM**

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**TO:** Keith Cotroneo, President  
**FROM:** Carol A. Perry, Executive Dean   
**SUBJECT:** Program Reviews  
**DATE:** February 24, 2009  
**CC:** Steven Brown, Jean Chappell, Sandra Walker

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The following five programs were scheduled for program reviews for the 2008-2009 academic year.

- Respiratory Therapy
- Health Information Technology
- Medical Assistant
- Radiologic Technology
- Information Technology

After reviewing the submitted program reviews, the Deans Council makes the following recommendations:

**Respiratory Therapy** – The Respiratory Therapy program is an excellent program that allows MCTC to capitalize on scarce resources as a result of an agreement with the Collins Career Center. The Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Health Information Technology** – Due to the U.S. President's initiative on conversion of health records to digital format, this is a growing field. The current program has an excellent placement record for its graduates and was recently independently accredited for 10-14 years through Commission on Accreditation for Health Information and Information Management Education (CAHIM). The development of a virtual clinical internship site will allow future expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Medical Assistant** – The Medical Assistant program recently received a 10-year accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Grant funding from WVCTCS will allow expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Radiologic Technology** – The Radiologic Technology program continues to have excellent graduation rates. Future expansion of the program depends on the increase in clinical sites. The Deans Council recommends continuation of the program at the current level of activity without specific action.

**Information Technology** – After evaluation of the program review for the Information Technology program, the Deans Council identified several areas of concern and recommendations for action.

- An approximate 50 percent drop in program enrollment over the last five years is a cause for concern. A needs assessment for the IT field should be conducted to determine current program and workforce needs.
- The program review should ensure sources of data are cited for accuracy and verification.
- A review of the data in the submitted program review should be conducted for consistency to address discrepancy in data such as the number of General Education portfolios and number of graduates. There should be documentation of where data was derived regarding number of portfolios reviewed, criteria rubric data, and accuracy of data.
- Based on the information provided regarding full-time faculty credentials, a plan should be submitted to ensure credentials are up to date and documentation of credentials are on file.
- Data and recommendations from Annual Assessment Reports should be summarized.

The Deans Council recommends continuation of the program with corrective action including needs assessment for the IT program, plan to ensure faculty credentials are up to date, documentation of General Education portfolio submissions and evaluations, and a progress report by January 2010 on the status of the program.



**Student and Academic Services Committee  
Program Review Recommendation 2008–2009**

Program Name: Radiologic Technology

Date of Review: February 6, 2009

✓	<b>Recommendation for Program:</b>
✓	1. Continuation of the program at the current level of activity with or without specific action
	2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging program) or other corrective action
	3. Identification of the program for further development (for example, providing additional college/institutional commitment);
	4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
	5. Discontinuation of the program (procedures outlined in HEPC Administrative Bulletin 23).
<b>Rationale for Recommendation (list exact text for final report)</b>	Committee cited as positive accomplishments: JRCERT independent accreditation; offering the Radiologic Technology program at two sites—Collins Career Center and St. Mary's Medical Center; and positive comments from the outside review consultant.

**ASSESSMENT COMMITTEE  
RECOMMENDATION**

Recommends that the Radiologic Technology–St. Mary’s Medical Center program follow an institutional recommendation of “Continuation of program at the current level of activity.”

**RATIONALE:**

The Assessment Committee concludes that the Radiologic Technology–St. Mary’s Medical Center program is a viable program.

# MCTC

Marshall Community & Technical College

## PROGRAM REVIEW

Program Radiologic Technology – St. Mary's Medical Center

Degree Associate in Applied Science

Date October 10, 2008

### INSTITUTIONAL RECOMMENDATIONS

(See attached recommendations)

  
\_\_\_\_\_  
Program Coordinator

Date 12-11-2008

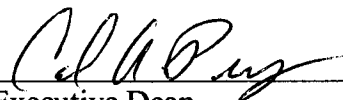
  
\_\_\_\_\_  
Program Dean

Date Dec 11, 2008


  
\_\_\_\_\_  
Assessment Committee Chair

Date December 11, 2008


(Attach AC Recommendation)

  
\_\_\_\_\_  
Executive Dean

Date 1/5/09

  
\_\_\_\_\_  
President

Date 3/6/09

  
\_\_\_\_\_  
Academic Policy Subcommittee Chair

Date 3/6/09

(Attach ASSC Recommendation)

\_\_\_\_\_  
Institutional Board of Governors Chair

Date \_\_\_\_\_

**PROGRAM REVIEW**  
**RADIOLOGIC TECHNOLOGY – ST. MARY’S MEDICAL CENTER**  
**Marshall Community and Technical College**

**A. Program Description**

The Radiologic Technology program is a cooperative effort between Marshall Community and Technical College and St. Mary’s Medical Center (SMMC). Among the required Pre-Radiologic Admission courses, at least 12 of the 26 credits must be completed at Marshall Community and Technical College. The student should complete MAT 145, SCI 110, AH 151, and BSC 227 before application to the St. Mary’s program. The student may either complete the remainder of the Marshall Community and Technical College courses prior to application to the program or complete the courses after completing the Radiologic Technology coursework.

The Radiologic Technology program prepares students for careers as radiographers, who work under the supervision of medical radiologists or physicians. The radiographer produces a radiographic image of the highest diagnostic quality of any designated area of the human body, which will then be interpreted by the radiologist.

**B. Adequacy**

**1. Curriculum:**

Associate in Applied Science in Radiologic Technology  
(St. Mary’s School of Medical Imaging Program Model)

FIRST ACADEMIC YEAR (Fall & Spring)

AH 151 Medical Terminology	3
BIOL 260 Applied Human Anatomy	4
COM 111 Written Communication	3
MAT 145 Applications in Algebra	3
SCI 220 Basic Chemistry	3
COM 112 Oral Communication	3
IT 101 Fundamentals of Computers	3
SCI 110 Introduction to Physics	4
BIOL 265 Applied Human Physiology	4
SS 215 Lifespan Psychology	<u>3</u>
TOTAL CREDITS	33

SECOND AND THIRD ACADEMIC YEARS (Fall, Spring & Summer)

Semester I	
RS 201 Fundamentals of Radiographic Science	1
RS 202 Patient Care	1
RS 203 Ethics and Law	1
RS 204 Radiographic Procedures I/Lab I	4
RS 205 Clinical Practice I	<u>5</u>
TOTAL CREDITS	12

Semester II	
RS 208 Radiographic Procedures II/Lab II	4
RS 209 Radiographic Science Pharmacology	2
RS 210 Clinical Practice II	7
RS 221 Human Diversity for Radiologic Technology	<u>3</u>
TOTAL CREDITS	16

Semester III	
RS 211 Radiation Production and Characteristics	2
RS 212 Imaging and Processing/Imaging Lab I	4
RS 213 Radiographic Pathology	2
RS 215 Clinical Practice III	<u>6</u>
TOTAL CREDITS	14

Semester IV	
RS 206 Radiobiology	2
RS 207 Radiation Protection	2
RS 214 Imaging Lab II	1
RS 216 Computers in Radiologic Science	1
RS 217 Imaging Equipment	2
RS 218 Advanced Imaging Modality Seminar	0
RS 219 Registry Review Seminar	0
RS 220 Clinical Practice IV	<u>4</u>
TOTAL CREDITS	12

HOURS REQUIRED FOR GRADUATION: 87

**a. Consistency With Degree Designation:**

The purpose and intent of the Radiologic Technology degree is to prepare the student to enter directly into employment as a radiographer. The emphasis is on the entry-level careers and is developed through careful interaction among employer advisory committees, academic faculty, and specific competencies required by the accrediting agency, American Association of Radiologic Technologists (ARRT). It is the goal of the Radiologic Technology Program to achieve acceptance as an employment credential.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social science skills necessary for program graduates. Issues regarding diversity and ethics are also addressed. Faculty in the Radiologic Technology program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in general education portfolios.

Examples would include:

General Education Competency	Program Outcome
Math/basic scientific concepts	Physics to adapt and modify radiographic quality
Communication	Effectively communicate needs of patients to members of the healthcare team
Critical Thinking	Convert clinical based problem into a functional outcome to meet established treatment goals
Ethics	Behavior to meet expectations of the profession
Diversity	Promote diversity in the profession that reflects the population it serves

2. **Faculty:** The efforts of the St. Mary’s Medical Center faculty are coordinated by Rita Fisher, program director.

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Fisher, Rita	PhD	RT (R) (CT) (CV)	Patient Care, Ethics, Protection, Imaging, Procedure	FT

3. **Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*. It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

**a. Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

**b. Program Specific Admission Standards:**

Applicants for admission to St. Mary’s Medical Center School of Medical Imaging must complete an admission application between January 1 and April 1 for the class beginning the following July. The application must include high school and college

transcripts and a signed Technical Standard Review Declaration Form. A minimum ACT score of 19 on composite math and science will improve an applicant’s chances of being accepted into the program. Minimum requirements for consideration are:

- Submission of a twenty-five (\$25) dollar, nonrefundable, application fee.
- Submission of high school diploma or successful completion of the GED.
- A minimum of 21 hours of college credits (100 level courses or higher) from a regionally accredited institution must be completed prior to applying to the program.
- A letter grade of “C” or better must be obtained in each of the following Marshall Community and Technical College courses (or equivalent courses from other institutions).
- A minimum of eight (8) hours of professional observation within a hospital radiography department.
- Prerequisite courses include the following:
  - MAT 145 Technical Math I
  - SCI 110 Introductory Physics
  - BIOL 260 Human Anatomy
  - BIOL 265 Human Physiology
  - AH 151 Medical Terminology
  - CHM 203 General Chemistry

A minimum overall GPA of 2.50 must be obtained on all college-level courses. A minimum GPA of 2.50 must be obtained on all math and science courses. Points are awarded for a GPA of 2.5 or greater. Any substitution or variation of prerequisite coursework requires special permission of the program director

#### **4. Resources:**

Resources required in support of the Radiologic Technology program in affiliation with SMMC include faculty support, equipment, and space for the prerequisite general education and science classes. All other expenses including Radiologic Technology faculty, staff, support equipment, and accreditation fees are incurred by SMMC.

#### Estimated Annual Cost to Attend

- Tuition \$6,000
- Textbooks: \$500 (approximately)
- Uniforms: \$150 (approximately)
- Total: \$6,650 (approximately)

#### **5. Assessment Information:**

The Radiologic Technology program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Program Assessment Plan that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. Annually, in April, the college participates in Assessment Day to examine student learning. Students in the Radiologic Technology (RS) capstone prepare a portfolio of appropriate assignments with reaction papers to demonstrate competency in their major field and in general studies. MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the

program curriculum. The institution has a five-year cycle for assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Report is completed at the end of each academic year. Results from assessment are utilized to make appropriate and necessary changes in the curriculum for the Radiologic Technology program. Data from the summary are used to update the next year’s Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition to the assessment activities at MCTC, Collins Career Center also participates in assessment activities as outlined by the accrediting body for Radiologic Technology, JRCERT. Data from the latest report are as follows:

Goal	Expected Outcome	Measurement Tool
1. The program will graduate students with entry level employment skills	1a. Graduates will pass the program’s required clinical competency examinations with an average score of 80% or better	1a. Clinical competency evaluations
	1b. 90% of surveys returned by employers of graduates will indicate that students were adequately prepared to perform as entry level practitioners	1b. Employer surveys
	1c. 85% of graduates will pass the certification and/or licensure examination	1c. Certification/licensure examinations
	1d. 90% of surveys returned by graduates will indicate that they were adequately prepared to perform as entry level practitioners	1d. Graduate Surveys
2. The graduate will display ethical behavior and sound judgment in clinical practice	2a. Students will score a 3 (average) or better on the Clinical Instructor evaluation behavioral assessment	2a. Clinical Instructor Evaluations



<p>3. The graduate will demonstrate problem-solving and critical thinking skills in the clinical setting</p>	<p>3a. 90% of surveys returned by employers of graduates will indicate that students demonstrate problem-solving and critical thinking skills in the clinical setting</p> <p>3b. 100% of students pass the final clinical competency case study exams</p> <p>3c. Students will score a minimum of 3 on the CI behavioral evaluation</p>	<p>3a. Employer Surveys</p> <p>3b. Critical Thinking Clinical Case Study Exams</p> <p>3c. CI evaluation</p>
<p>4. Program is effective in its educational goal of producing quality graduates to meet the needs of the healthcare community</p>	<p>4a. Retention rate is at least 85% for each cohort</p> <p>4b. Pass rates of the cohort of graduates on the ARRT credentialing exam will be consistent with or above the state and national passing rates each year</p> <p>4c. 90% of all graduates who seek employment within the field will be employed within 6 months of graduation</p>	<p>4a. Program enrollment data</p> <p>4b. ARRT survey data</p> <p>4c. Graduate Survey</p>
<p>5. The program will support and encourage professionalism and continuing education.</p>	<p>5a. Students will determine the importance of continued professional development</p> <p>5b. Students will summarize the importance of attendance at professional meetings</p> <p>5c. Students will discriminate amongst the ASRT, ARRT, WVSRT, and WVBOE</p>	<p>5a. Paper submitted in Introduction to Radiography</p> <p>5b. Paper submitted after attending WVSRT annual meeting.</p> <p>5c. Exam questions Introduction to Radiography; Exit Exam Essay</p>
<p>6. Graduates will demonstrate effective oral and written communication skills</p>	<p>6. 90% of surveys returned by employers of graduates will indicate that students demonstrate effective oral and written communication skills</p>	<p>6. Employer Survey</p>

The following are the program outcomes based on the previous assessment information.

<p><b>Outcomes</b></p> <p>All 2007 graduates passed clinical competency exams with an average score of 80% or better.</p> <p>100% of employer survey respondents indicated that students were adequately prepared to perform as entry-level radiographers.</p> <p>100% of students passed the ARRT exam on the first attempt.</p> <p>100% of graduate respondents indicated satisfaction with program preparation.</p>
<p>All students scored a 3 or better on the CI behavioral assessment at the end of the 2006-2007 academic year.</p>
<p>100% of employer responses indicate graduates demonstrated problem-solving skills.</p> <p>100% of students passed their critical thinking clinical case study exam at the end of the 2006-2007 academic year.</p> <p>100% of students scored a 3 or better on CI evaluation at the end of 2006-2007.</p>
<p>2006-2007 retention second year = 92% first year = 92%</p> <p>The 2007 ARRT exam pass rate was 100%, exceeding the national and state rates.</p> <p>100% of students seeking employment in 2007 were employed within 6 months of graduation.</p>
<p>5a. To be implemented Fall 2008</p> <p>5b. To be implemented Fall 2008</p> <p>5c. May 2007</p>
<p>100% of employer survey respondents indicated students demonstrate effective communication skills.</p>

**6. Advisory Committee:**

The Radiologic Technology Advisory Committee consists of St. Mary’s School of Medical Imaging faculty, representative of MCTC, the Director of the Center for Education, the Director of the School of Respiratory Therapy, Clinical Instructors, Medical Director for the Department of Radiology at SMMC, and student representatives from each class. The advisory committee meets once in person and once via e-mail per year. It provides input into curriculum development, internship structure, and placement and feedback on assessment methods and initiatives. In addition, the committee provides

feedback regarding program marketing, library, and regional employment needs. However, it is understood that the role of the advisory committee is to advise, not to drive program modifications.

**a. Members:**

Rita Fisher, Program Director, SMMC SOMI  
Karen Foster, Clinical Coordinator, SMMC SOMI  
Debby Moore, Faculty, SMMC SOMI  
Jeff Jobe, Faculty, SMMC SOMI  
Sheila Kyle, VP Center for Education, SMMC  
Chuck Zuhurs, Program Director, SMMC School of Respiratory Therapy  
Cheryl Adkins, Supervisor, SMMC Radiography Department  
Fred Kirby, Director, SMMC Radiography Department  
Adam Swolsky, MCTC Representative, General Education Faculty  
Curtis Wentz, Clinical Instructor, SMMC Radiography Department  
Pam Haun, Education Director, Cabell Huntington Hospital Radiography Department  
Tim Martin, Director, CHH Radiography Department  
Melanie Dailey, Clinical Instructor, CHH  
Hans Dransfeld, Medical Director, SMMC SOMI  
Angela Shoemaker, Clinical Instructor, Huntington, VA  
Rita Maynard, Director, VA Radiography  
Sherry Kirwan, Director of Radiography, HIMG  
Veronica Ward, Clinical Instructor, HIMG  
Director Horizon Mobile Radiography  
Clinical Instructor Horizon Mobile Radiography  
Student Representatives from First and Second Year classes

**b. Meetings:**

The Advisory Committee meetings have been in April each year and according to the program director at St. Mary's SOMI, there have never been any recommendations. The program pass rate has been 100% and board averages have exceeded the national mean each year. The attrition rates have been less than 5% and no suggestions or recommendations for change or program implementation have been made.

**7. Program Accreditation (if applicable):**

The Joint Review Committee on Education in Radiologic Technology (JRCERT) promotes excellence in education and enhances quality and safety of patient care through the accreditation of educational programs. The JRCERT is the only agency recognized by the United States Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.

Programs accredited by the JRCERT must demonstrate that they are in substantial compliance with the relevant JRCERT accreditation standards for an Accredited Educational Program in Radiologic Sciences (radiography and radiation therapy).

Accredited Program Details

Program Name St. Mary's Medical Center School for Medical Imaging

Address 2900 First Avenue  
Huntington WV 25702

Web Site www.st.marys.org

Program Director's Name Rita Fisher-Carroll, Ph.D., R.T.(R)(CT)(CV)

Program Director's Phone 304.526.1259

Program Director's Email rfisher@st-marys.org

Type of Program Radiography

Alternative Learning

Tuition per Year \$6,000

Program Total Capacity 56 students

Next/Last Review Date 6-1-2013

**C. Viability**

**1. Course Enrollments:**

Year	RS 201	RS 202	RS 203	RS 204	RS 205	RS 206	RS 207	RS 208	RS 209	RS 210
2003-2004	18	18	18	18	18	16	16	18	18	18
2004-2005	18	18	18	18	18	19	19	16	16	16
2005-2006	21	21	21	21	21	16	16	19	19	19
2006-2007	17	17	17	17	17	19	19	17	17	17
2007-2008	20	20	20	20	20	17	17	16	16	16

Year	RS 211	RS 212	RS 213	RS 214	RS 215	RS 216	RS 217	RS 218	RS 219	RS 220	RS 221
2003-2004	17	17	17	16	17	16	16	16	16	16	18
2004-2005	19	19	19	19	19	19	19	19	19	19	16
2005-2006	16	16	16	16	16	16	16	16	16	16	19
2006-2007	19	19	19	19	19	19	19	19	19	19	17
2007-2008	17	17	17	17	17	17	17	17	17	17	16

**2. Program Enrollments/Graduate Data:**

Class	# Accepted	# Graduated	% Graduation	% Attrition
2003	15	13	86.7	13.3
2004	20	20	100.0	0
2005	20	19	95.0	5
2006	20	16	80.0	20
2007	20	19	95.0	5

**3. Occupational Outlook Handbook Data:**

The job outlook is expected to remain good. According to the *Occupational Outlook Handbook*, 2008-2009 edition, employment of radiologic technologists is expected to increase by about 15% from 2006 to 2016, faster than the average for all occupations. This increase is mainly due to the growth of the middle-aged and elderly population. Most of the jobs are in hospital departments. Some employment is found in physician offices and clinics. Some job openings will arise from the need to replace technologists and technicians who leave the occupation.

The following wage forecast information has been gathered from various state and career-specific Web pages. Salary ranges depend on the geographic location of the job. Median hourly earnings across the United States of Radiologic Technologist were \$24.10 in 2007. The middle 50% earned between \$19.84 and \$29.10 an hour. The median annual earning was \$50,260 in 2007. The lowest 10% earned less than \$33,910 while the highest 10% earned more than \$71,600 (U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, May 2007).

**4. Articulation Agreements:**

Marshall Community and Technical College has an articulation agreement with St. Mary’s Medical Center’s School of Medical Imaging that allows for an Associate of Applied Science degree. Students who complete 33 credit hours of Radiology Technology through MCTC will be granted an A.A.S. degree in Radiologic Technology from MCTC once the student has graduated from the SMMC School of Medical Imaging.

**D. Necessity**

**1. Job Placement Data:**

All sixteen 2008 graduates looking for employment in radiography found employment. One graduate is currently enrolled in the Nuclear Medicine Program at West Virginia State Community and Technical College in Institute, West Virginia.

**2. Internship Evaluation Results:**

The clinical aspect is incorporated as part of the overall curriculum. The students have a clinical rotation every semester (RS 205, 210, 215, 220). ARRT requires that students demonstrate competence on a minimum number of radiographic procedures to be eligible for the exam. Clinical instructors at each clinical site evaluate the students as they perform the radiographs on patients and submit an evaluation score. The students get approximately 2,000 clinical hours.

**3. Graduate Satisfaction Survey Results:**

Figure 1 indicates 2007 graduate responses regarding program effectiveness in preparing graduates to function as entry-level radiographers, education on HIPAA regulations, and development of critical thinking skills. All responses are in the agree range.

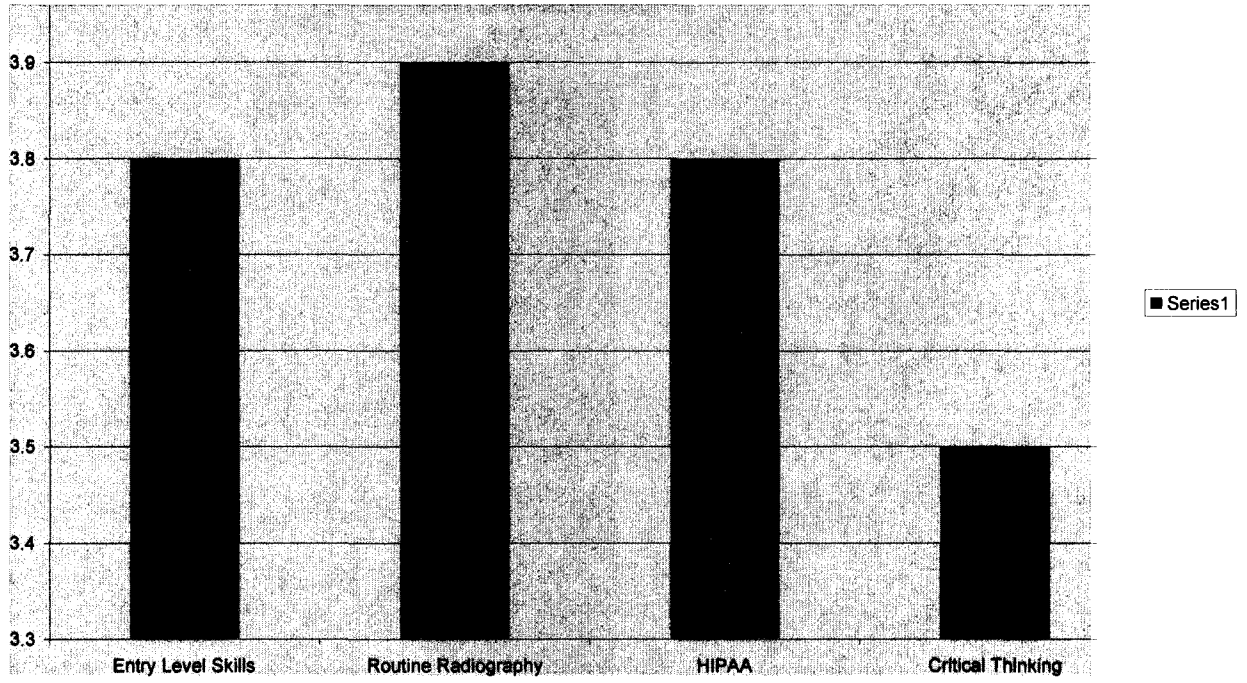


Figure 1. Graduate Survey – Program Effectiveness

Figure 2 indicates 2007 graduate responses regarding program effectiveness in preparing graduates for the ARRT examination. All responses are in the agree range.

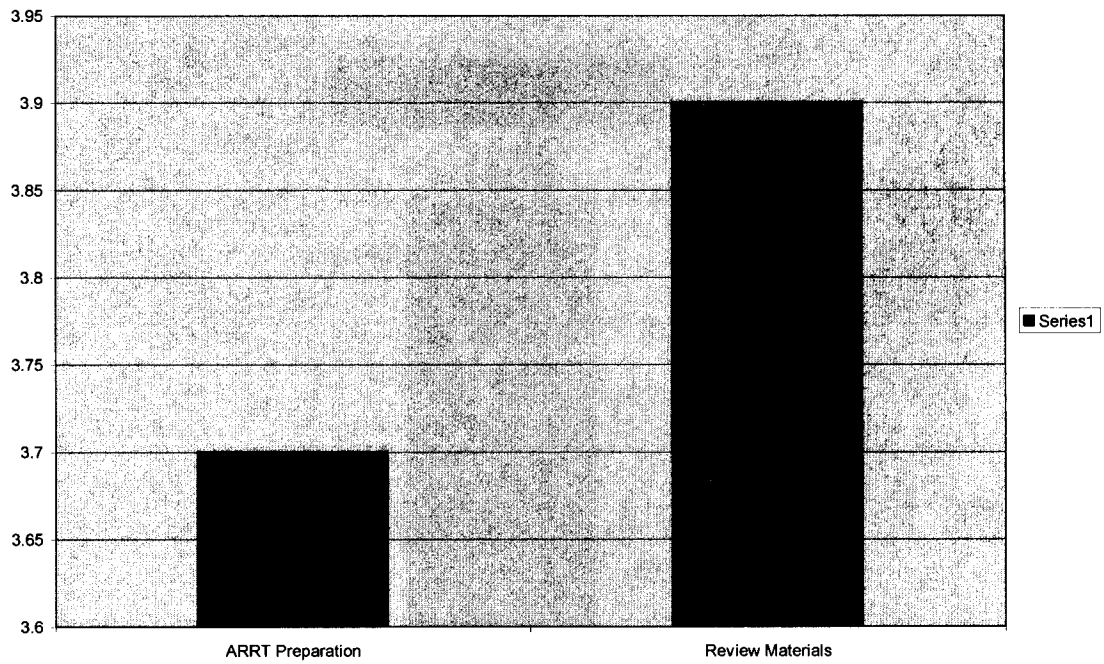


Figure 2. Satisfaction with ARRT preparation

**4. Employer Satisfaction Survey Results:**

Figure 3 exhibits employer response to questions regarding 2007 graduate knowledge of HIPAA and demonstration of ethical behavior. All responses are in the agree range.

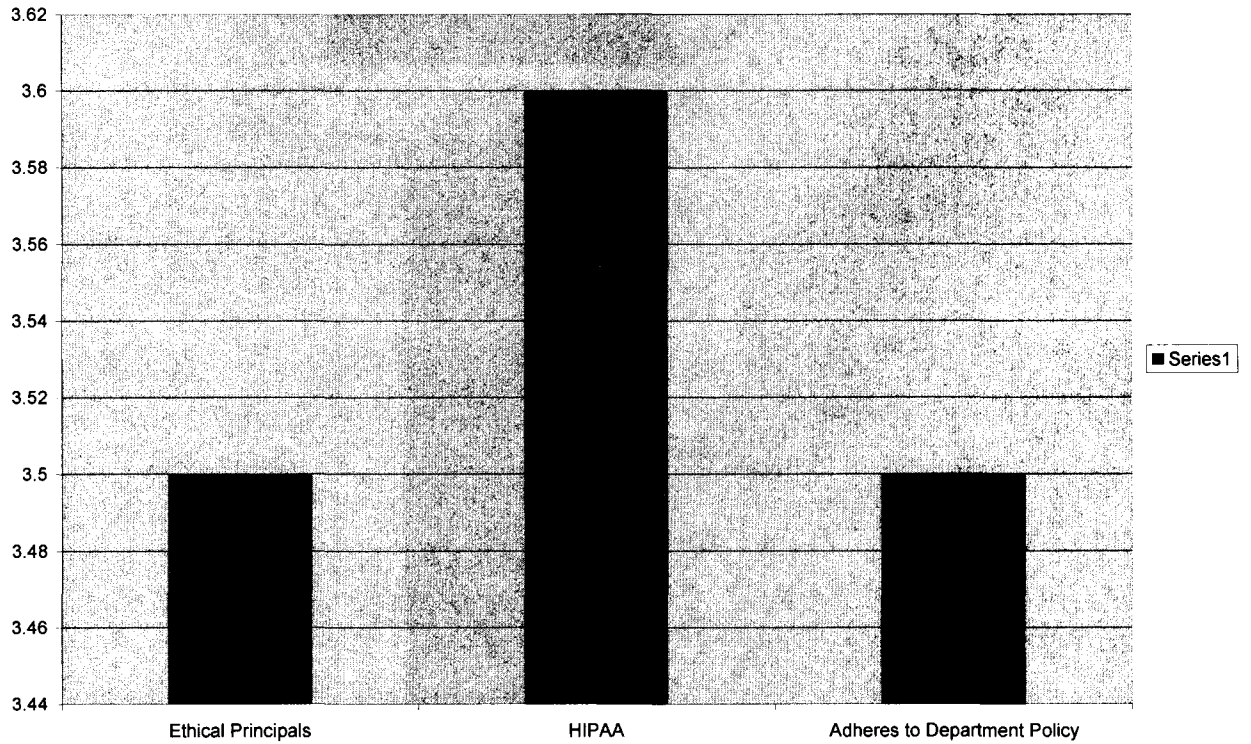


Figure 3. 2007 Employer Survey: Ethics



Figure 4 exhibits employer response to questions regarding 2007 graduates’ technical knowledge and their ability to function as an entry-level radiographer. All responses were in the agree range.

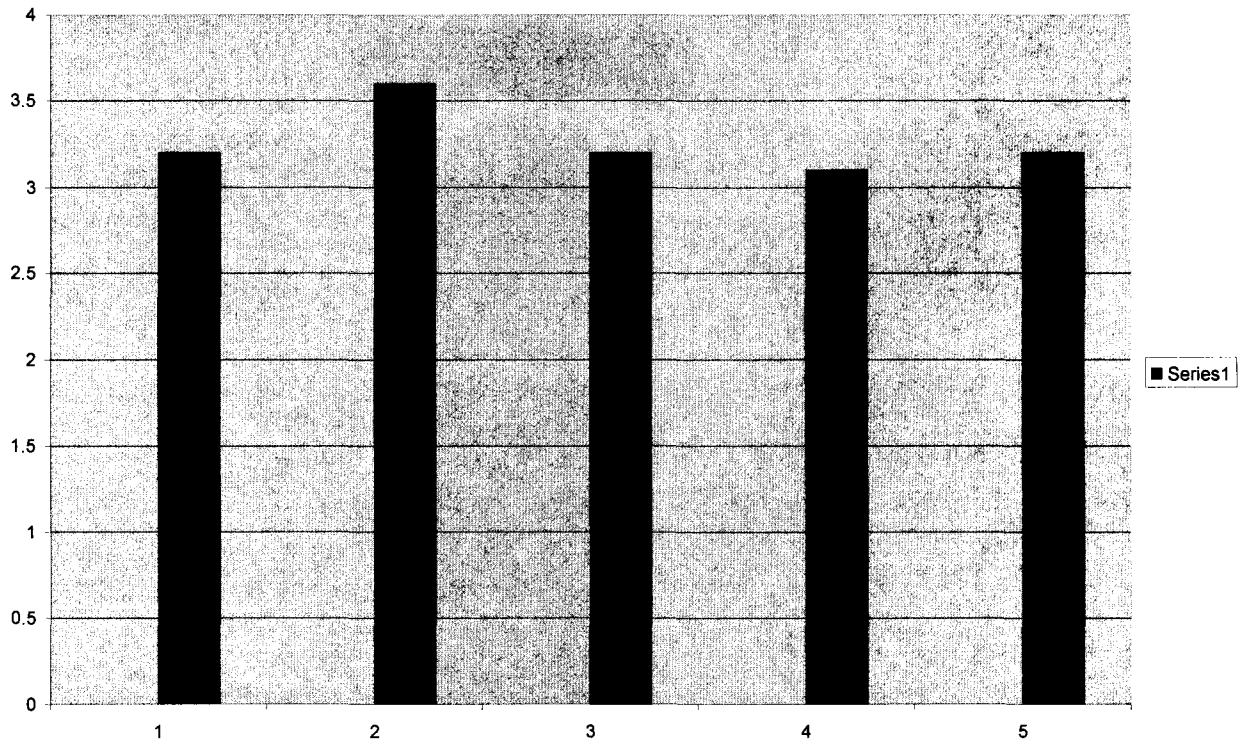


Figure 4. 2007 Employer Survey: Professional Skill Level

Figure 5 indicates employer response to questions regarding professional development of 2007 graduates. All responses are within the agree range.

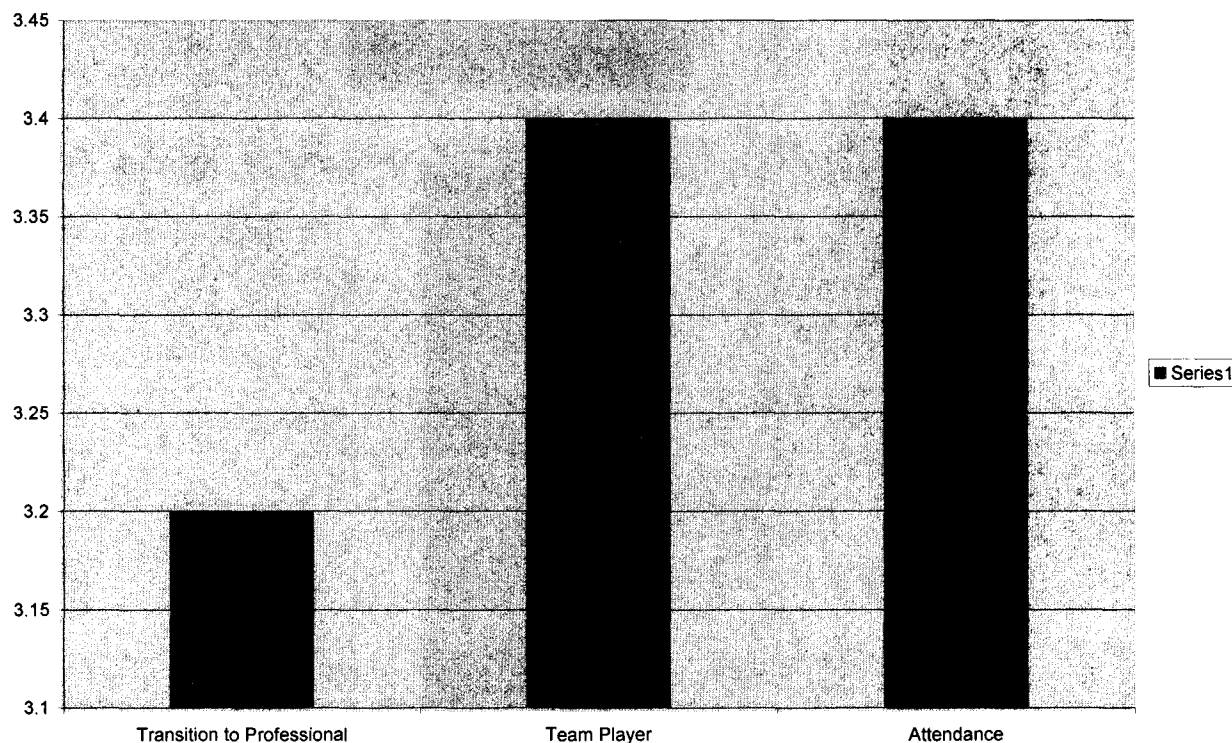


Figure 5. Professional Development 2007 Employer Survey

**E. Consistency With Mission**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Radiologic Technology Program fulfills this educational mission through its participation in general, career, and technical education; lifelong learning; and professional and personal development.

**F. Implementation of Recommendations From Previous Program Review:**

Not available.

**G. Current Strengths and Weaknesses:**

Preparation of the Radiologic Technology program review revealed the following strengths and weaknesses:

**Strengths:**

- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology.
- The program pass rate in 2008 was 100%.
- SMMC had the highest average score on the ARRT exam in West Virginia and exceeded the national mean and the means of all surrounding states.

**Weaknesses**

- There is a limitation to the number of students admitted into the program due to the restriction on class size because of the lack of clinical placements.
- According to employee survey, 20% of graduates have difficulty transitioning into a professional work environment.
- According to employee survey, 13.5% of the graduates have difficulty understanding principles of ethical behavior and department policies.

**H. Recommendations for Improvement:**

The principal recommendation for improvement is:

Improve graduate understanding of the professional work environment including ethical behavior and departmental policies.

## Keatley, Marjorie

---

**From:** John Eichinger [g8erlvr@hotmail.com]  
**Sent:** Monday, January 05, 2009 9:41 PM  
**To:** Keatley, Marjorie  
**Subject:** Program reviews  
**Attachments:** MCTC SMMC Program Review.doc; MCTC CCC Program Review.doc

Here are the electronic versions of the program reviews. You will find that I have addressed each item as it was numbered on the reports you sent me for St. Mary's Medical Center and Collins Career Center and the affiliation with Marshall Community and Technical College. Please contact me if you need any additional clarification. Also, if you require hard copies be mailed to you, I will be glad to do it. Just let me know. I will be traveling beginning 1-6-09 and return on 1-12-09. This has been a nice project for me. I hope it is what you are looking for during your review process. Thanks for allowing me to do this for MCTC.

John W. Eichinger  
5 Hyde Park Circle  
Bluffton, SC 29910  
352-213-1018 Cell  
843-470-8397 Work  
[jeichinger@tcl.edu](mailto:jeichinger@tcl.edu) Work email address.

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*Sent to Adam/Dianna  
1-28-09*

## PROGRAM REVIEW

Marshall Community and Technical College

ST. MARY'S MEDICAL CENTER

### A. Program Description

"The program description gives a clear and concise synopsis of what Marshall Community and Technical College (MCTC) is offering to students who either plan to enroll or are current students in the St. Mary's Medical Center (SMMC) radiologic technology program."

### B. Adequacy

(1.) "The curriculum (first academic year) appears to be well structured offering students the fundamentals of Human Anatomy, Algebra, Psychology, Computers, Physics, and Oral and Written Communications. It is the reviewer's opinion that the Basic Chemistry course only adds to the potential overall foundation for the student."

"The curriculum for the second and third academic years clearly is designed to allow the student to progress from simple to complex learning in radiologic technology. It clearly places emphasis on entry level skills following the requirements of the American Registry of Radiologic Technologists. (ARRT)"

"It appears that the program faculty at SMMC communicates regularly with the communities of interest for input into the program. It is also noted that program faculty and general education faculty communicate in regards to establishing outcomes assessments. It is the opinion of the reviewer that this will benefit SMMC review and accreditation process."

(2.) "The program coordinator at SMMC appears to meet the educational requirements of the Joint Review Committee on Education in Radiologic Technology. (JRCERT). If the program has a Clinical Coordinator working specifically for the program at SMMC, their credentials should be included in this document.

(3.) "Entrance Standards clearly outline the requirements needed for all students wishing to be admitted into the program. The standards also allow students to be admitted conditionally. If not already known, it is the opinion of the reviewer that the program seeks the advice of any accreditation or certification body regarding a student who does not hold a high school diploma or GED."

"The program specific admission standards are clearly outlined and written in a manner that should be very clear to the potential student. ACT, GPA, and Prerequisite courses are clearly defined."

(4.) "The required resources of SMMC and MCTC, as well as estimated costs are defined."

(5.) "There is a plan in place to collect assessment information. MCTC offers professional assistance in assessment implementation. The collection of data appears to come from more than one resource including student participation in Assessment Day."

"It is the opinion of the reviewer that the primary program (SMMC) specific data collection be the direct responsibility of the Program Coordinator, while the General Education requirements be that of MCTC." "It appears that this collaboration may already be in place, however, as an emphasis, I feel the Program Coordinator is best qualified for those direct radiologic technology specific areas."

"An Assessment Plan is provided stating six (6) goals, expected outcomes, and measurement tools. A separate page is provided with actual outcomes." "It is the opinion of the reviewer that this document should be all inclusive and provide an area indicating exactly who is responsible for collection of data for each goal."

"The last paragraph under assessment information (page 6 of 18) makes reference to Collins Career Center. I am assuming this to be a typo. It is the opinion of the reviewer that making reference to a 2<sup>nd</sup> program could be confusing."

(6.) "There is an advisory committee in place which meets periodically to provide advice and feedback in an attempt to meet the needs of the program. The committee appears to be made up of various department officials and several in number. If this large committee works well, then I would leave it as it is. However, it is the opinion of the reviewer that a non-radiology member of the general public be appointed to the committee. This move can often help with community marketing of the program."

(7.) "The program accreditation information is included with what appears to be direct information from the JRCERT website. A description of the purpose of the JRCERT is included as well. It is recommended that when printing information regarding the JRCERT that the entire contact information be printed as well. This would include, name, address, telephone numbers, and web address."

### C. Viability

(1. & 2.) "The report clearly defines the course enrollments with 2003-2008 data. Much of this same information is required by the program for JRCERT accreditation preparation. Again, it is emphasized to allow the program specific data to be imported from that data collected by the SMMC Radiologic Technology staff to avoid duplication of efforts."

(3. & 4.) "Information is included involving projected job growth and wages. It is the opinion of the reviewer to continue to monitor this information as well as accessing additional information from sources such as the American Registry of Radiologic Technologists, American Society of Radiologic Technologists, American Healthcare Radiology Administrators, and continued input from the local advisory committee. Information provided by these sources tend to be more "on the spot" and will offer information on the needs of advanced certifications such as Computerized Tomography, Mammography, Nuclear Medicine, Magnetic Resonance, and Digital Imaging to name a few. This will also assist with any continued or new articulation agreements."

#### **D. Necessity**

- (1.) "The report includes job placement data as well as data regarding students who are enrolled in advanced certificate programs. This data should be compared to data for each academic year. This will assist with program viability."
- (2.) "It is suggested that this section be much stronger in explanation of the clinical education program associated with SMMC. Since Radiologic Technology is primarily clinical competency based education, explanation of contact and/or credit hours should be explained in detail."
- (3.) "Figures 1-5 are clear examples of good data collection, most, if not all, are required by the JRCERT for programmatic accreditation. This should be on-going data collection from SMMC." " This data should be a bit more clearly defined or at a minimum have an explanation of how the data was collected and graphed."

#### **E. Consistency with Mission**

"The reviewer recommends that the program mission statement be reviewed to assure no conflict of interest with that of the SMMC program."

#### **F. Implementation of Recommendations from Previous Program Review**

Not available. "When this section is implemented, it should offer a great deal of information needed to evaluate the program's overall effectiveness."

#### **G. Current Strengths and Weaknesses**

"Strengths and weaknesses are the reviewer's opportunity to either embellish or show areas needing improvement. The reviewer recommends that the program coordinator and MCTC work collaboratively on these areas to avoid duplication of data collection and allow SMMC and MCTC to better understand the others offerings."

#### **H. Recommendations for Improvements**

See above (G)

**Summation:**

The program offered by MCTC appears to be very strong in regards to the offerings for students to receive an Associate of Applied Science degree. General education requirements cover areas of basic fundamentals needed for entry-level radiographers. Personal investigation of the SMMC program shows an excellent opportunity for students to receive a quality education. Uses of multiple clinical education settings which obviously offer a wide variety of examinations as well as different patient demographics allow students tremendous learning opportunities. Information provided by the program coordinator appears to be in line with programmatic accreditation. Both the SMMC and MCTC appear to be working collaboratively to insure effective learning for those who attend.

I thank you for the opportunity to review this report.

Professionally;

John W. Eichinger, MSRS, R, CT, (ARRT)

**DISCLAIMER**

The information provided by the reviewer is strictly an opinion offered to assist Marshall Community and Technical College. The reviewer has researched information provided by the MCTC, ARRT, ASRT, and the JRCERT to formulate this review.



# MCTC

Marshall Community & Technical College

## PROGRAM REVIEW

Program Radiologic Technology – Collins Career Center

Degree Associate in Applied Science

Date October 10, 2008

### INSTITUTIONAL RECOMMENDATIONS

(See attached recommendations)

  
\_\_\_\_\_  
Program Coordinator

Date 12-11-2008

  
\_\_\_\_\_  
Program Dean

Date Dec 11, 2008


  
\_\_\_\_\_  
Assessment Committee Chair

Date December 11, 2008

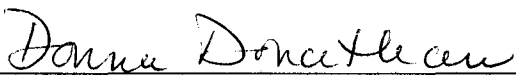
(Attach AC Recommendation)

  
\_\_\_\_\_  
Executive Dean

Date 1/5/09

  
\_\_\_\_\_  
President

Date 3/6/09

  
\_\_\_\_\_  
Academic Policy Subcommittee Chair

Date 3/6/09

(Attach ASSC Recommendation)

\_\_\_\_\_  
Institutional Board of Governors Chair

Date \_\_\_\_\_

**PROGRAM REVIEW**  
**RADIOLOGIC TECHNOLOGY – COLLINS CAREER CENTER**  
**Marshall Community and Technical College**

**A. Program Description**

The Radiologic Technology program is a cooperative effort between Marshall Community and Technical College (MCTC) and Collins Career Center (CCC). The student is encouraged to complete or be enrolled in pre-radiologic admissions courses at MCTC before applying to the Radiologic Technology program at CCC. Admissions requirements to CCC's Radiologic Technology program may vary year to year, but updated information is provided to students in the advising center, in the MCTC catalog, and in the Division of Allied Health.

The Radiologic Technology program prepares students for careers as radiographers, who work under the supervision of medical radiologists or physicians. The radiographer produces a radiographic image of the highest diagnostic quality of any designated area of the human body, which will then be interpreted by the radiologist.

Radiologic technologists must follow physician orders precisely and conform to regulations concerning use of radiation to protect themselves, their patients, and coworkers from unnecessary exposure. They may also prepare work schedules, evaluate equipment purchases, or manage a radiology department.

**B. Adequacy**

**1. Curriculum:**

The CCC Radiologic Technology program provides students with 1,000 classroom hours and 1,420 hours of clinical experience. Prerequisite classes are taught at MCTC or at CCC. Radiologic courses are taught at CCC and transferred into MCTC as a block at the completion of the students' technical training.

FIRST ACADEMIC YEAR (Fall, Spring & Summer)

Courses offered at MCTC

AH 151 Medical Terminology	3
BIOL 260 Applied Human Anatomy	4
ENL 111 Written Communication	3
MAT 145 Applications in Algebra	3
COM 112 Oral Communication	3
IT 101 Fundamentals of Computers	3
SCI 110 Introductory Physics <sup>5</sup>	4
SS 215 Lifespan Psychology	3
TOTAL CREDITS	26

SECOND ACADEMIC YEAR (Fall, Spring & Summer)

Courses offered at CCC

RS 201 Fundamentals of Radiographic Science	1
RS 202 Patient Care	1
RS 203 Ethics and Law	1
RS 204 Radiographic Procedures I/Lab I	4
RS 205 Clinical Practice I	5
RS 208 Radiographic Procedures II/Lab II	4
RS 209 Radiologic Science Pharmacology	2
RS 221 Human Diversity for Radiologic Technology	3
TOTAL CREDITS	21

THIRD ACADEMIC YEAR (Fall, Spring & Summer)

Courses offered at CCC

RS 206 Radiobiology	2
RS 207 Radiation Protection	2
RS 210 Clinical Practice II	7
RS 211 Radiation Production and Characteristics	2
RS 212 Imaging and Processing Imaging Lab I	4
RS 213 Radiographic Pathology	2
RS 214 Imaging Lab II	1
RS 216 Computers in Radiologic Science	1
RS 217 Imaging Equipment	2
RS 218 Advanced Imaging Modality	0
RS 219 Registry Reviews Seminar	0
TOTAL CREDITS	23

HOURS REQUIRED FOR GRADUATION: 70

**a. Consistency With Degree Designation:**

The purpose and intent of the Radiologic Technology degree is to prepare the student to enter directly into employment as a radiographer. The emphasis is on entry-level careers and is developed through careful interaction among employer advisory committees, academic faculty, and specific competencies required by the credential granting agency, American Association of Radiologic Technologists (ARRT). It is the goal of the Radiologic Technology program to achieve acceptance as an employment credential.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social science skills necessary for program graduates. Issues regarding diversity and ethics are also addressed. Faculty in the Radiologic Technology program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in general education portfolios.

Examples would include:

Gen Ed Competency	Program Outcome
Math/basic scientific concepts	Physics to adapt and modify radiographic quality
Communication	Effectively communicate needs of patients to members of the healthcare team
Critical Thinking	Convert clinical based problem into a functional outcome to meet established treatment goals
Ethics	Behavior to meet expectations of the profession
Diversity	Promote diversity in the profession that reflects the population it serves

**2. Faculty:**

The efforts of the Collins Career Center faculty are coordinated by Terri Williamson, program director.

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Terri Williamson	MS	RT (R) (M) (CT) (BD)	Procedures, Human Diversity, Protection, Physics	FT
Dena Blevins	BS	RT (R)	Procedures, Ethics & Law, Imaging & Processing, Pathology, Pharmacology	FT

**3. Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*. It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

**a. Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

**b. Program Specific Admission Standards:**

Prior to acceptance into the Radiologic Technology Program, a student must have completed the following:

1. General Education courses. Courses may be completed at any postsecondary institution. For courses to qualify for the Associate of Applied Science degree in Radiologic Technology through Marshall Community and Technical College, they must be accepted and successfully transferred to MCTC with a minimum grade of “C” or better. This transfer process is the sole responsibility of the student. A minimum of 12 hours must be taken at MCTC to be granted the Associate degree.
2. In addition to the General Education prerequisite courses, student must also have completed the following tasks to apply to the Radiologic program courses at Collins Career Center:
  - Minimum ACT score of 21 *or* successful completion of the pre-entrance (WorkKeys) examination with a score of four (4) in Locating Information, and five (5) in both the Math and Reading for Information.
  - Twelve (12) hours of general diagnostic radiography shadowing completed at a qualifying medical institution.College GPA 2.5 or better from university or postsecondary school.
  - Completion of college chemistry and/or psychology with a grade of "C" or better will be awarded additional points.

**4. Resources:**

Anticipated costs for both MCTC and CCC portions of program:

CCC Fees

- Pre-Entrance Exam \$25
  - Registration Fee \$10
  - Tuition \$7,000 (per year)
- (Financial aid is available to those who qualify)

- Books (both years) \$950
- Uniforms and Shoes \$200
- Physical Exam & Immunizations \$200
- ARRT Certification Test \$100
- Kettering Review \$195

Total 2-Year Costs: \$15,680

Miscellaneous Fees

- MCTC Application Fee \$15
- MCTC Transfer Evaluation Fee \$10

**5. Assessment Information:**

The Radiologic Technology program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Program Assessment Plan that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. Annually, in April, the college participates in Assessment Day to examine student learning.

MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the program curriculum. The institution has a five-year cycle for assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Assessment Report is completed at the end of each academic year. Results from assessment are utilized to make appropriate and necessary changes in the curriculum for the Radiologic Technology program. Data from the summary are used to update the next year's Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition to the assessment activities at MCTC, Collins Career Center also participates in assessment activities as outlined by the accrediting body for Radiologic Technology, JRCERT. Data from the latest report are as follows:

**2007 PROGRAM EFFECTIVENESS PLAN**

The program will effectively train students for an entry-level position as a radiologic technologist.

Outcome	Assessment Tool	Benchmark	Actual Outcome	Time Frame	Responsible Party
Students will complete the program in 24 months.	Retention rate	≥80%	85%	Program duration	Program Director Course Instructors Clinical Instructors
Graduates will pass the ARRT exam on the 1 <sup>st</sup> attempt.	ARRT 1 <sup>st</sup> time pass rates	≥75%	71%	6 months	Program Director Course Instructors Clinical Instructors
Graduates will obtain employment within 6 months of graduation.	Alumni survey	≥75%	100%	6 months	Program Director Course Instructors Clinical Instructor
Graduates will be satisfied with their education at the completion of the program.	Exit Survey	3.5 Scale 1-5	4	1 week before graduation	Program Director Course Instructors Clinical Instructors IT personnel conduct survey

Graduates will be satisfied with their education after 6 months of employment.	Alumni Survey	2.5 Scale: 1-3	2.65	6 months	Program Director Course Instructors Clinical Instructors
Employers will be satisfied with graduate's performance.	Employer Survey Last Question	2.5 Scale: 1-4	2.67	6 months	Program Director Course Instructors Clinical Instructors

Results based on graduating classes 1-3

**6. Advisory Committee:**

The Radiologic Technology Advisory Committee members consist of a group of individuals whose expertise lies within the business and industry and education in the field of radiography. The advisory committee meets once per semester. It provides input into curriculum development, internship structure, and placement and feedback on assessment methods and initiatives. In addition, the committee provides feedback regarding program marketing, library, and regional employment needs. However, it is understood that the role of the advisory committee is to advise, not to drive program modifications.

**a. Members:**

Terri Williamson	Educator	Radiologic Technology Program Director, CCC
Adam Swolsky	Educator	MCTC Representative, General Education Faculty
Krista Lambert	Educator	KDMC Radiologic Technology Program Director
Thomas Hosey	Industry	Huntington VAMC
Marta Brown	Industry	KDMC Vascular & Cardiac
Christy Foos	Industry	Clinical Instructor, OLBH
Terri Hannon	Industry	Chief Technologist, OLBH
Stephanie Baisden	Industry	Lithotripsy AKSM, Columbus, OH
Steve Radabaugh	Industry	Clinical Instructor, Jackson General, Ripley, WV
Janet Pancake	Industry	Chief Technologist, Jackson General, Ripley, WV
Debora Briggs	Industry	Clinical Instructor, Licking Memorial, Newark, OH
William Perry, Sr.	Student	
Robin Cody, Jr.	Student	

**b. Meetings:**

Minutes of the advisory committee meetings can be found on MCTC SharePoint. Meetings held within the past five academic years and recommendations are listed below. These meetings provide vital feedback for the College as we strive to improve our program.

- April 22, 2008 – Stressed the need for increased outreach and recruiting
- November 29, 2007
- November 9, 2006 – Implement and use Corectec software
- May 8, 2006 – Stressed the importance of patient/technologist relationship
- November 10, 2005 – Stressed the need for more clinical time for students
- April 21, 2005
- March 11, 2004 – Suggestions for possible clinical sites

**7. Program Accreditation:**

The Joint Review Committee on Education in Radiologic Technology (JRCERT) promotes excellence in education and enhances quality and safety of patient care through the accreditation of educational programs. JRCERT is the only agency recognized by the United States Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.

Programs accredited by JRCERT must demonstrate that they are in substantial compliance with the relevant JRCERT accreditation standards for an Accredited Educational Program in Radiologic Sciences (radiography and radiation therapy).

Accredited Program Details

Program Name	Collins Career Center
Address	11627 State Route 243 Chesapeake, OH 45619
Web Site	<a href="http://www.collins-cc.edu">www.collins-cc.edu</a>
Program Director's Name	Teresa Lynn Williamson, M.S., R.T.(R)(M)(CT)(BD)
Program Director's Phone	740.867.6641 (Ext. 362)
Program Director's E-mail	<a href="mailto:williamsontl@collins-cc.edu">williamsontl@collins-cc.edu</a>
Type of Program	Radiography
Alternative Learning	
Tuition per Year	\$7,000
Program Total Capacity	20 students
Next/Last Review Date	10-20-2008



## C. Viability

### 1. Course Enrollments:

Course	2004 Graduating Class	2005 Graduating Class	Spring 2007 Graduating Class	Fall 2007 Graduating Class
RT 201 Intro to Radiology	20	10	10	10
RT 204 Rad Procedures I	20	10	10	10
RT 204L Rad Procedures I Lab	20	10	10	10
RT 208 Rad Procedures II	20	10	10	10
RT 208L Rad Procedures II Lab	20	10	10	10
RT 212 Imaging & Processing	20	10	10	10
RT 205 Clinical Practice I	20	10	10	10
RT 222 Rad Procedures III	18	10	9	8
RT 211 Radiation Characteristics/Radiation Physics	18	10	9	8
RT 206 Radiation Protection	18	10	9	8
RT 213 Radiographic Pathology	18	10	9	8
RT 210 Clinical Practice II	18	10	9	8
RT 219 Registry Review	16	10	9	8
RT 218 Advanced Imaging	16	10	9	8
RT 217 Quality Assurance	16	10	9	8
RT 221 Human Diversity	16	10	9	8
RT 209 Pharmacology	16	10	9	8
RT 203 Ethics and Law	16	10	9	8
RT 215 Clinical Practice III	16	10	9	8

### 2. Program Enrollments/Graduate Data:

2004 Graduating Class Total	20 enrolled	15 graduated
2005 Graduating Class Total	10 enrolled	10 graduated
Spring 2007 Graduating Class Total	10 enrolled	9 graduated
Fall 2007 Graduating Class Total	10 enrolled	8 graduated

### 3. Occupational Outlook Handbook Data:

The job outlook is expected to remain good. According to the *Occupational Outlook Handbook, 2008-2009* edition, employment of radiologic technologists is expected to increase by about 15% from 2006 to 2016, faster than the average for all occupations. This increase is mainly due to the growth of the middle-aged and elderly population. Most of the jobs are in hospital departments. Some employment is found in physician offices and clinics. Some job openings will arise from the need to replace technologists and technicians who leave the occupation.

The following wage forecast information has been gathered from various state and career-specific Web pages. Salary ranges depend on the geographic location of the job. Median hourly earnings across the United States of Radiologic Technologist were \$24.10 in 2007. The middle 50% earned between \$19.84 and \$29.10 an hour.

The median annual earning was \$50,260 in 2007. The lowest 10% earned less than \$33,910 while the highest 10% earned more than \$71,600. (U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook May 2007*)

**4. Articulation Agreements :**

MCTC has an articulation agreement with Collins Career Center that allows for an Associate of Applied Science degree. Students who complete 33 credit hours of general coursework through MCTC will be granted an A.A.S. degree in Radiologic Technology from MCTC, once the applicant has graduated from the Radiologic Technology program at Collins Career Center.

**D. Necessity**

**1. Job Placement Data:**

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated. Data from the graduate survey show that 100% of the graduates are employed in their field within 6 months of graduation. These placements represent jobs in area hospitals, clinics, and doctors' offices throughout the tri-state region.

**2. Internship Evaluation Results:**

The classes titled Clinical Practice (I, II, and III) are all in the clinical setting. We have four clinical affiliates in which our students are spending 50% of their time in "clinical" or internship. Our affiliates are Our Lady of Bellefonte Hospital, Licking Memorial Hospital, Jackson General Hospital, and Three Gables Surgery Center. The students learn in the lab classes corresponding to the didactic class, then take what they learn and have been graded on in lab to the clinical setting where they are graded on competency in numerous radiographic exams. Terri Williamson and Dena Blevins oversee the Clinical Practice classes but each affiliate has a clinical instructor who is designated by the clinical site and is not an employee of CCC. It is within the contracts of CCC that the clinical instructors are directed.

**3. Graduate Satisfaction Survey Results:**

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated.

Expected Outcome	Assessment Tool	Benchmark	Actual Outcome	Time Frame
Graduates will be satisfied with their education at the completion of the program.	Exit Survey	3.5 Scale 1-5	4	1 week before graduation
Graduates will be satisfied with their education after 6 months of employment.	Alumni Survey	2.5 Scale: 1-3	2.65	6 months

**4. Employer Satisfaction Survey Results:**

All graduates are sent an employer satisfaction survey to give to their employer.

Expected Outcome	Assessment Tool	Benchmark	Actual Outcome	Time Frame
Employers will be satisfied with graduate's performance.	Employer Survey Last Question	2.5 Scale: 1-4	2.67	6 months

**E. Consistency With Mission**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Radiologic Technology program fulfills this educational mission through its participation in general, career, and technical education; lifelong learning; and professional and personal development.

**F. Implementation of Recommendations From Previous Program Review**

There are no recommendations from previous program review as the Collins Career Center Radiologic Technology program was introduced after the last program review was conducted.

**G. Current Strengths and Weaknesses**

Preparation of the program review revealed the following strengths and weaknesses:

**Strengths:**

- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology.
- Currently, the program has clinical affiliates that incorporate film screen radiography, computed radiography, and digital radiography in their facilities.
- CCC graduates have experience in all fields of radiography, which allows them to be prepared for work in any facility regardless of the imaging method.

**Weaknesses:**

- The first-time pass rate on the ARRT exam is slightly under the benchmark (with data of less than 5 years).
- There is a low number of graduates due to limitations on available clinical internship sites.

**H. Recommendations for Improvement**

The principal recommendations for improvement are:

- To improve on the lower-than-expected first-time pass rate on the AART exam, for the past two years, CCC has implemented a strenuous monthly mock registry exam and has also hosted the Kettering Registry Review Seminar at the CCC campus in December just prior to graduation. Since these measures were implemented, the numbers have risen and CCC expects them to continue to rise and surpass the benchmark. These measures should be continued.
- Work with advisory committee members and local hospitals to find available internship sites for student placement.

## Keatley, Marjorie

---

**From:** John Eichinger [g8erlvr@hotmail.com]  
**Sent:** Monday, January 05, 2009 9:41 PM  
**To:** Keatley, Marjorie  
**Subject:** Program reviews  
**Attachments:** MCTC SMMC Program Review.doc; MCTC CCC Program Review.doc

Here are the electronic versions of the program reviews. You will find that I have addressed each item as it was numbered on the reports you sent me for St. Mary's Medical Center and Collins Career Center and the affiliation with Marshall Community and Technical College. Please contact me if you need any additional clarification. Also, if you require hard copies be mailed to you, I will be glad to do it. Just let me know. I will be traveling beginning 1-6-09 and return on 1-12-09. This has been a nice project for me. I hope it is what you are looking for during your review process. Thanks for allowing me to do this for MCTC.

John W. Eichinger  
5 Hyde Park Circle  
Bluffton, SC 29910  
352-213-1018 Cell  
843-470-8397 Work  
[jeichinger@tcl.edu](mailto:jeichinger@tcl.edu) Work email address.

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*Sent to Adam/Donna  
1-28-09*

## PROGRAM REVIEW

Marshall Community and Technical College

Collins Career Center

### A. Program Description

"The program description gives a clear and concise synopsis of what Marshall Community and Technical College (MCTC) is offering to students who plan to enroll in the radiologic technology program at Collins Career Center (CCC)

### B. Adequacy

(1.) "The curriculum (first academic year) appears to be well structured offering students the fundamentals of Human Anatomy, Algebra, Psychology, Computers, Physics, and Oral and Written Communications. It is noted that it appears that students attending CCC only receive BIOL 260 and not BIOL 265.

"The curriculum for the second and third academic years clearly is designed to allow the student to progress from simple to complex learning in radiologic technology. It clearly places emphasis on entry level skills following the requirements of the American Registry of Radiologic Technologists. (ARRT)"

"It appears that the program faculty at CCC communicates regularly with the communities of interest for input into the program. It is also noted that program faculty and general education faculty communicate in regards to establishing outcomes assessments. It is the opinion of the reviewer that this will benefit CCC review and accreditation process."

(2.) "The program coordinator and clinical coordinator at CCC appear to meet the educational requirements of the Joint Review Committee on Education in Radiologic Technology. (JRCERT).

(3.) "Entrance Standards clearly outline the requirements needed for all students wishing to be admitted into the program. The standards also allow students to be admitted conditionally. If not already known, it is the opinion of the reviewer that the program seeks the advice of any accreditation or certification body regarding a student who does not hold a high school diploma or GED. "

"The program specific admission standards are clearly outlined and written in a manner that should be very clear to the potential student. ACT, GPA, Work Keys and Prerequisite courses are clearly defined."

(4.) "The required resources of CCC and MCTC, as well as estimated costs are defined."

(5.) "There is a plan in place to collect assessment information. MCTC offers professional assistance in assessment implementation. The collection of data appears to come from more than one resource including student participation in Assessment Day."

"It is the opinion of the reviewer that the primary program (CCC) specific data collection be the direct responsibility of the Program Coordinator, while the General Education requirements be that of MCTC. " "It appears that this collaboration may already be in place, however, as an emphasis, I feel the Program Coordinator is best qualified for those direct radiologic technology specific areas."

"An Assessment Plan is provided stating six (6) expected outcomes, assessment tools, benchmarks, actual outcomes, time frames and responsible party. It may be in the interest of both CCC and MCTC to perhaps work with the JRCERT in regards to the development of specific goals for the program that would address each outcome. "

(6.) "There is an advisory committee in place which meets periodically to provide advice and feedback in an attempt to meet the needs of the program. The committee appears to be made up of various department officials. However, it is the opinion of the reviewer that a non-radiology member of the general public be appointed to the committee. This move can often help with community marketing of the program."

(7.) "The program accreditation information is included with what appears to be direct information from the JRCERT website. A description of the purpose of the JRCERT is included as well. It is recommended that when printing information regarding the JRCERT that the entire contact information be printed as well. This would include, name, address, telephone numbers, and web address."

### C. Viability

(1. & 2.) "The report clearly defines the course enrollments with 2004-2007 data. Much of this same information is required by the program for JRCERT accreditation preparation. Again, it is emphasized to allow the program specific data to be imported from that data collected by the CCC Radiologic Technology staff to avoid duplication of efforts."

(3. & 4.) "Information is included involving projected job growth and wages. It is the opinion of the reviewer to continue to monitor this information as well as accessing additional information from sources such as the American Registry of Radiologic Technologists, American Society of Radiologic Technologists, American Healthcare Radiology Administrators, and continued input from the local advisory committee. Information provided by these sources tend to be more "on the spot" and will offer information on the needs of advanced certifications such as Computerized Tomography, Mammography, Nuclear Medicine, Magnetic Resonance, and Digital Imaging to name a few. This will also assist with any continued or new articulation agreements."

#### **D. Necessity**

- (1.) "The report includes job placement data. This data should be compared to data for each academic year. This will assist with program viability."
- (2.) "It is suggested that this section be much stronger in explanation of the clinical education program associated with CCC. Since Radiologic Technology is primarily clinical competency based education, explanation of contact and/or credit hours should be explained in detail."  
"An estimate of the number of procedures provided by the clinical affiliates should also add valuable information."
- (3.& 4.) "Graduate and employer satisfaction survey results are included with clearly defined benchmarks and outcomes. This information appears to be offered by the program coordinator at CCC and should be on-going. These areas of data collection should be more clearly defined or at a minimum, have an explanation of how the data was collected. The program coordinator should be able to provide MCTC with this information."

#### **E. Consistency with Mission**

"The reviewer recommends that the program mission statement be reviewed to assure no conflict of interest with that of the CCC program."

#### **F. Implementation of Recommendations from Previous Program Review**

Little information is available. "When this section is implemented, it should offer a great deal of information needed to evaluate the program's overall effectiveness."

#### **G. Current Strengths and Weaknesses**

"Strengths and weaknesses are the reviewer's opportunity to either embellish or show areas needing improvement. The reviewer recommends that the program coordinator and MCTC work collaboratively on these areas to avoid duplication of data collection and allow CCC and MCTC to better understand the others offerings." "I feel that bullet point 3 in the strengths section is a bit subjective. Students should be given the opportunity to work in areas with both digital and film screen environments. It is the opinion of the reviewer that both offer a particular learning opportunity, but emphasis needs to be placed on the digital environment."

"The weaknesses section does address a problem of low number of graduates due to limitations on available clinical internship sites." "This should be closely monitored and compared annually."

## H. Recommendations for Improvements

"Improvement opportunities are addressed. Annual comparison should be made to these opportunities to insure program strength.

### Summation:

The program offered by MCTC appears to be strong in regards to the offerings for students to receive an Associate of Applied Science degree. General education requirements cover areas of basic fundamentals needed for entry-level radiographers. However, the lack of a second BIOL should be addressed. Personal investigation of the CCC program shows what might be considered a limited opportunity for clinical education as well as a great deal of distance between clinical education affiliates. Many of the facilities are small and might offer a limited number of examinations for student learning. Although not completely clear to the reviewer, a total number of 70 credits might indicate a weakness in clinical education. This could often occur when there are multiple programs competing for the same clinical affiliates. Information provided by the program coordinator appears to be in line and indicates a commitment to programmatic accreditation.

I thank you for the opportunity to review this report.

Professionally;

John W. Eichinger, MSRS, R, CT, (ARRT)

### DISCLAIMER

The information provided by the reviewer is strictly an opinion offered to assist Marshall Community and Technical College. The reviewer has researched information provided by MCTC, ARRT, ASRT, and the JRCERT to formulate this review.



**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
Meeting of March 20, 2009**

**ITEM:** Recommendation for Respiratory Therapy Program Review

**COMMITTEE:** Student and Academic Services

**RECOMMENDED RESOLUTION:** *Resolved*, continuation of the program at the current level of activity with or without specific action (no action recommended)

**STAFF MEMBER:** Donna Donathan, Chair  
Student and Academic Services Committee

Carol Perry  
Executive Dean

Billie Brooks  
Dean of Student Services

**BACKGROUND:**

The West Virginia Council for Community and Technical College Education Title 35, Procedural Rule, Series 10, Policy Regarding Program Review requires that each program be reviewed at least every five years, and in the review to address the viability, adequacy, necessity, and consistency with mission of the program to the mission of the institution and the education and workforce needs of the community. The governing board will report to the WVCCTCE Chancellor the results of the program reviews by May 31.

# MCTC

Marshall Community & Technical College

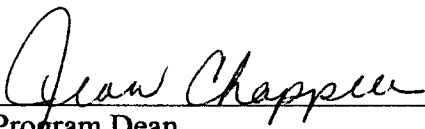
## PROGRAM REVIEW

Program Respiratory Therapy  
Degree Associate in Applied Science  
Date October 10, 2008

### INSTITUTIONAL RECOMMENDATIONS

(See attached recommendations)

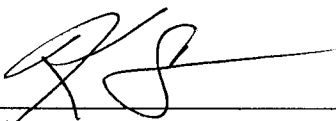
  
Program Coordinator \_\_\_\_\_ Date 12-11-2008


  
Program Dean \_\_\_\_\_ Date Dec 11, 2008

  
Assessment Committee Chair \_\_\_\_\_ Date December 11, 2008

(Attach AC Recommendation)

  
Executive Dean \_\_\_\_\_ Date 1/5/09

  
President \_\_\_\_\_ Date 3/6/09

  
Academic Policy Subcommittee Chair \_\_\_\_\_ Date 3/6/09

(Attach ASSC Recommendation)

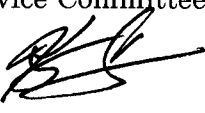
\_\_\_\_\_  
Institutional Board of Governors Chair \_\_\_\_\_ Date \_\_\_\_\_

# MCTC

Marshall Community & Technical College

Office of the President

To: Donna Donathan, Chair  
Student and Academic Service Committee

From: Keith Cotroneo, President 

Date: March 2, 2009

Subject: Program Reviews

I concur with the Deans Council and recommend that the following programs continue at the current level of activity without specific action.

Respiratory Therapy  
Health Information Technology  
Medical Assistant  
Radiologic Technology – St. Mary's  
Radiologic Technology – Collins Career Center

Upon consideration of the comments from the Deans Council and Program Review Committee, I recommend that Information Technology program continue with corrective action as described below.

- 1) Implementation of the Short-term and Long-term recommendations (with time-line modification) of the Deans Council.
- 2) Creation of a strategic plan for the Business and Information Technology division with priority emphasis on Information Technology. The plan should include the following elements:
  - a. A well articulated vision for the Information Technology program.
  - b. Cost per FTE analysis of existing programs and options.
  - c. Recommendation for consolidation of curriculum options and creation of separate Associate of Applied Science degree offerings.
  - d. Consideration for development of new degree possibilities which may or may not fit within the Information Technology instructional area, i.e. Transportation Technology and International Trade. *by Sept. 30, 2009*

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A State Community and Technical College of West Virginia  
An Affirmative Action/Equal Opportunity Employer


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**INTEROFFICE MEMORANDUM**

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**TO:** Keith Cotroneo, President  
**FROM:** Carol A. Perry, Executive Dean   
**SUBJECT:** Program Reviews  
**DATE:** February 24, 2009  
**CC:** Steven Brown, Jean Chappell, Sandra Walker

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The following five programs were scheduled for program reviews for the 2008-2009 academic year.

- Respiratory Therapy
- Health Information Technology
- Medical Assistant
- Radiologic Technology
- Information Technology

After reviewing the submitted program reviews, the Deans Council makes the following recommendations:

**Respiratory Therapy** – The Respiratory Therapy program is an excellent program that allows MCTC to capitalize on scarce resources as a result of an agreement with the Collins Career Center. The Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Health Information Technology** – Due to the U.S. President's initiative on conversion of health records to digital format, this is a growing field. The current program has an excellent placement record for its graduates and was recently independently accredited for 10-14 years through Commission on Accreditation for Health Information and Information Management Education (CAHIM). The development of a virtual clinical internship site will allow future expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

Keith Cotroneo, President

Page 2

February 24, 2009

**Medical Assistant** – The Medical Assistant program recently received a 10-year accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Grant funding from WVCTCS will allow expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Radiologic Technology** – The Radiologic Technology program continues to have excellent graduation rates. Future expansion of the program depends on the increase in clinical sites. The Deans Council recommends continuation of the program at the current level of activity without specific action.

**Information Technology** – After evaluation of the program review for the Information Technology program, the Deans Council identified several areas of concern and recommendations for action.

- An approximate 50 percent drop in program enrollment over the last five years is a cause for concern. A needs assessment for the IT field should be conducted to determine current program and workforce needs.
- The program review should ensure sources of data are cited for accuracy and verification.
- A review of the data in the submitted program review should be conducted for consistency to address discrepancy in data such as the number of General Education portfolios and number of graduates. There should be documentation of where data was derived regarding number of portfolios reviewed, criteria rubric data, and accuracy of data.
- Based on the information provided regarding full-time faculty credentials, a plan should be submitted to ensure credentials are up to date and documentation of credentials are on file.
- Data and recommendations from Annual Assessment Reports should be summarized.

The Deans Council recommends continuation of the program with corrective action including needs assessment for the IT program, plan to ensure faculty credentials are up to date, documentation of General Education portfolio submissions and evaluations, and a progress report by January 2010 on the status of the program.

**Student and Academic Services Committee  
Program Review Recommendation 2008–2009**

Program Name: Respiratory Therapy

Date of Review: February 6, 2009

✓	<b>Recommendation for Program:</b>
✓	1. Continuation of the program at the current level of activity with or without specific action
	2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging program) or other corrective action
	3. Identification of the program for further development (for example, providing additional college/institutional commitment);
	4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
	5. Discontinuation of the program (procedures outlined in HEPC Administrative Bulletin 23).
<b>Rationale for Recommendation (list exact text for final report)</b>	Committee cited the following positive accomplishments: CoARC independent accreditation and positive comments from the outside review consultant. Note that this program is offered in cooperation with Collins Career Center.

**ASSESSMENT COMMITTEE  
RECOMMENDATION**

Recommends that the Respiratory Therapy program follow an institutional recommendation of "Continuation of program at the current level of activity."

**RATIONALE:**

The Assessment Committee concludes that the Respiratory Therapy program is a viable program.

**PROGRAM REVIEW**  
**RESPIRATORY THERAPY**  
**Marshall Community and Technical College**

**A. Program Description**

Respiratory Therapy is an allied health program whose practitioners are employed under medical direction to provide treatment, management, diagnostic evaluation, and care to patients with problems associated with the cardiopulmonary system. Job responsibilities vary from the administration of oxygen, humidity, and aerosols; drainage of lung secretions; mechanical ventilation; to the use of technologically sophisticated monitoring devices and treatment techniques to enhance the survival of patients in intensive care units. Respiratory therapists may also perform pulmonary function testing.

The Respiratory Therapy program is a cooperative effort between Collins Career Center and Marshall Community and Technical College. There are 30 semester credit hours required from Marshall Community and Technical College. The student may either complete the MCTC courses prior to application to the program or finish the courses while completing the Respiratory Therapy courses at Collins Career Center.

**B. Adequacy****1. Curriculum:**

FIRST ACADEMIC YEAR (Fall, Spring & Summer)

First Quarter

AH 151 <i>Medical Terminology</i>	3
IT 101 <i>Fundamentals of Computers</i>	3
MAT 145 <i>Applications in Algebra</i>	3
RTT 110 <i>Cardiopulmonary Evaluation</i>	4
BIOL 257 <i>Introduction to Anatomy &amp; Physiology</i>	3
TOTAL CREDITS	16

Second Quarter

AH 226 <i>Respiratory Therapy Pharmacology</i>	3
ENL 111 <i>Written Communication</i>	3
RTT 210 <i>Respiratory Care Professional Strategies</i>	3
SCI 210 <i>Microbiology</i>	3
SCI 220 <i>Basic Chemistry</i>	3
SS 215 <i>Lifespan Psychology</i>	3
TOTAL CREDITS	18

Third Quarter

COM 112 <i>Oral Communication</i>	3
RTT 101 <i>Respiratory Care Procedures I</i>	5
RTT 101L <i>Respiratory Care Procedures I Lab</i>	2
RTT 102 <i>Respiratory Care Physics</i>	3
RTT 104 <i>Cardiopulmonary/Renal A &amp; P</i>	4
CLIN 101 <i>Clinical Practice I</i>	2
TOTAL CREDITS	19

Footnote: *Italics*- MCTC course



Fourth Quarter

RTT 111 Cardiopulmonary Pathophysiology	4
RTT 202 Respiratory Care Procedures II	4
RTT 202L Respiratory Care Procedures II Lab	2
CLIN 102 Clinical Practice II	4
TOTAL CREDITS	14

SECOND ACADEMIC YEARS (Fall, Spring & Summer)

Fifth Quarter

RTT 103 Mechanical Vent Technology	3
RTT 103L Mechanical Vent Technology/Lab	2
RTT 201 Cardiopulmonary Evaluation II	4
RTT 207 Pulmonary Rehab/Homecare	4
CLIN 103 Clinical Practice III	4
TOTAL CREDITS	17

Sixth Quarter

RTT 204 Mechanical Vent Management	4
RTT 204L Mechanical Vent Management/Lab	2
RTT 205 Neonatal/Pediatric Respiratory Care	4
CLIN 204 Clinical Practice IV	4
TOTAL CREDITS	14

Seventh Quarter

RTT 206 Seminar/Board Review	4
CLIN 205 Clinical Practice V	4
TOTAL CREDITS	8

Eighth Quarter

CLIN 206 Clinical Practice VI	8
TOTAL CREDITS	8

TOTAL MCTC SEMESTER HOURS: 30

TOTAL COLLINS QUARTER HOURS: 84 (42 semester hours)

**a. Consistency With Degree Designation:**

The purpose and intent of the Respiratory Therapy degree is to prepare the student to enter directly into employment as a respiratory therapist. The emphasis is on the entry level careers and is developed through careful interaction among employer advisory committees, academic faculty, and specific competencies required by the accrediting agency, Committee on Accreditation for Respiratory Care (CoARC). It is the goal of the Respiratory Therapy program to achieve acceptance as an employment credential.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social science skills necessary for program graduates. Issues regarding diversity and ethics are also addressed. Faculty in the Radiologic Technology program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in general education portfolios.

Examples would include:

Gen Ed Competency	Program Outcome
Math/basic scientific concepts	Math to adapt and modify calculations for optimal patient care
Communication	Effectively communicate needs of patients to members of the health care team
Critical thinking	Convert clinical based problem into a functional outcome to meet established treatment goals
Ethics	Behavior to meet expectations of the profession
Diversity	Promote diversity in the profession that reflects the population it serves

2. **Faculty:** The efforts of the Collins Career Center faculty are coordinated by Tommie Weaver, Respiratory Therapy Program Director.

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Tommie Weaver	RBA	RRT	Respiratory	FT
Mark McCullough	AAS	RRT	Instructor/Resp	PT
Charles Meadows	AAS	RRT	Instructor/Resp	PT
Kimberly Leader	AAS	RRT	Instructor/Resp	PT
Brett Landy	AAS	RRT	Instructor/Resp	PT
Erica Reed	AAS	RRT	Respiratory	FT

3. **Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*. It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

a. **Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

b. **Program Specific Admission Standards:**

The Respiratory Therapy program has selective admissions each year. The program begins offering the Psychological Services Bureau Health Occupations Aptitude Examination from March through July. If the student passes the examination, he/she can then apply to the program. The first 24 eligible applications received will be admitted to the program.

After admission, there are 84 quarter hours of Respiratory Therapy courses to be completed at Collins Career Center. As part of the 84 quarter hours, the student will be required to complete clinical practice rotations at area healthcare facilities.

**4. Resources:**

Respiratory I

Pre-Admission Fees:

Pre-Test	\$ 25
Physical and Drug Screen	100
Immunizations/Lab	200
Criminal Background Check	75
Admission Fees:	
Collins Career Center	110
MCTC (in state)	30
Tuition	5,750
Textbooks – CCC + (MCTC see below)	1,135
Uniforms and Supplies:	500
RT Convention	525
Total Costs	<u>\$8,450</u>

Respiratory II

Tuition:	\$5,750
Textbooks – CCC + (MCTC see below)	175
ACLS/PALS Course	200
Uniforms and Supplies	275
Clinical Travel	200
Kettering Review Seminar	300
RT Convention	525
Practice Exams	159
Certification Exam Fees:	
NBRC Assessment Test	425
NBRC Written	190
NBRC Clinical Sims	200
NBRCCRT	190 MCTC
MCTC Graduation Fee/Transcript Fee	70
Cap & Gown/Pin	40
Total Costs	<u>\$8,699</u>
GRAND TOTAL	<u>\$17,149</u>

All Costs Are Subject to Change

MCTC Costs (10 classes max @ \$150 each = \$1,500) plus \$70 Graduation Fee

**5. Assessment Information:**

The Respiratory Therapy program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Program Assessment Plan that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. Annually, in April, the college participates in Assessment Day to examine student learning.

MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the program curriculum. The institution has a five-year cycle for assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Assessment Report is completed at the end of each academic year. Results from assessment are utilized to make appropriate and necessary changes in the curriculum for the Respiratory Therapy program. Data from the summary are used to update the next year's Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition to the assessment activities at MCTC, Collins Career Center also participates in assessment activities as outlined by the accrediting body for Respiratory Therapy, Committee on Accreditation for Respiratory Care (CoARC). Data from the latest report is as follows:

- a. Outcome 1: Students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists.

Assessment measures:

- Written Registry Self-Assessment Exam
- Clinical Simulation Self-Assessment Exam
- Employer Survey
- Graduate Survey

In 2006, CCC initiated the use of the Comprehensive WRRE SAE as an alternative measurement. A passing score of 55 correct answers out of 100 is used as the cut score.

In 2006, 15 out of 15 attempted the WRRE SAE, with 11 passing with the first attempt and 4 passing with subsequent attempt.

In 2007, 19 out of 19 attempted the WRRE SAE with 19 passing with the first attempt.

Evaluation System: Employer Surveys – Cognitive

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Employer surveys were distributed either by mail or by e-mail; 15 surveys were sent; 13 surveys were returned. Out of 13 surveys, 13 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Comments received from the Employer Surveys include:

- 1) Incorporate more critical thinking education.
- 2) Increase community activity involvement with the clinical sites.

Action: Continue employee surveys six (6) months after graduation. CCC implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

Comments:

CCC has incorporated critical thinking "case studies" into various courses of the program. CCC also has incorporated "clinical case studies" (case studies that the students perform) as a clinical component of the student's clinical grade.

In addition, *all* students must successfully pass RTT 208: Clinical Application of Critical Thinking, which is taken during the last quarter of the program.

Evaluation System: Graduate Survey – Cognitive

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Employer surveys were distributed either by mail or by e-mail. 19 surveys were sent; 14 surveys were returned. Out of 14 surveys, 14 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Action: Continue graduate surveys six (6) months after graduation. CCC implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

- b. Outcome 2: Students will demonstrate the technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

Assessment measures:

- Employer Survey
- Graduate Survey

Evaluation System: Employer Surveys – Psychomotor

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Employer surveys were distributed either by mail or by e-mail. 15 surveys were sent; 15 surveys were sent; 13 surveys were returned. Out of 13 surveys, 13 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Comments received from the Employer Surveys include:

- 1) Incorporate more critical thinking education.
- 2) Increase community activity involvement with the clinical sites.

Action: Continue employee surveys six (6) months after graduation. CCC implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

Comments:

CCC has incorporated critical thinking "case studies" into various courses of the program. CCC has also incorporated "clinical case studies" (case studies that the students perform) as a clinical component of the student's clinical grade.

In addition, *all* students must successfully pass RTT 208: Clinical Application of Critical Thinking, which is taken during the last quarter of the program.

Evaluation System: Graduate Survey – Psychomotor

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Graduate surveys were distributed either by mail or by e-mail. 19 surveys were sent; 14 surveys were returned. Out of 14 surveys, 14 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Action: Continue graduate surveys six (6) months after graduation. CCC has implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

- c. Outcome 3: Students will demonstrate professional behavior consistent with employer expectations as advanced-level respiratory therapists.

Assessment measures:

- Employer Survey
- Graduate Survey
- Clinical Evaluations

Evaluation System: Employer Surveys – Affective

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Employer surveys were distributed either by mail or by e-mail. 15 surveys were sent, 13 surveys were returned. Out of 13 surveys, 13 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Comments received from the Employer Surveys include:

- 1) Incorporate more critical thinking education.
- 2) Increase community activity involvement with the clinical sites.

Action: Continue employee surveys six (6) months after graduation. CCC implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

Comments:

CCC has incorporated critical thinking "case studies" into various courses of the program. CCC has also incorporated "clinical case studies" (case studies that the students perform) as a clinical component of the student's clinical grade.

In addition, *all* students must successfully pass RTT 208: Clinical Application of Critical Thinking, which is taken during the last quarter of the program.

#### Evaluation System: Graduate Survey – Affective

Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Graduate surveys were distributed either by mail or by email. 19 surveys were sent; 14 surveys were returned. Out of 14 surveys, 14 scored 80% or above on each item/question based on a Likert scale of 1–5.

All surveys met set standards.

Action: Continue graduate surveys six (6) months after graduation. CCC implemented the DataArc tracking system in January 2006 for survey distribution and analysis to encourage survey returns.

#### Evaluation System: Attrition / Retention

Analysis: Attrition for 2006 was 31.82%. An attrition analysis was conducted and revealed that 60% of attrition occurs during the first quarter, and 30% occurs during the second quarter.

Percent attrition for 2007 was 9.52%.

Action: The Advisory Committee and Career Center Steering Committee have implemented the lengthening of support courses in the first and second quarter from 12-week quarters to 20-week quarters for the 2007 applicants. Lengthening the

courses appears to have reduced the amount of study time required in the first two quarters of the program, and expectantly decreased attrition.

Continue attrition analysis on an annual basis.

**6. Advisory Committee:**

The Respiratory Therapy Advisory Committee members consist of a group of individuals whose expertise lies within the business and industry and education in the field of respiratory therapy. The advisory committee meets once per semester. It provides input into curriculum development, internship structure, and placement and feedback on assessment methods and initiatives. In addition, the committee provides feedback regarding program marketing, library, and regional employment needs. However, it is understood that the role of the advisory committee is to advise, not to drive program modifications.

**a. Members:**

Leslie Boggs	RN, RRT, RPFT	Community Representative
Debbie Williams	RRT, RCP	Kings Daughters Medical Center
Adam Swolsky	MCTC Representative	General Education Faculty
Jerry McCullough	CRT	Our Lady of Bellefonte Hospital
Flint Adkins	CRT, RPSGT	Holzer Sleep Clinic
Dr. Rahul Patil	MD	Medical Director
Jeff Hamrick	CRT	Health South Rehab Hospital
Kim Leader	RRT	Clinical Instructor, CCC
Christopher Saunders	RRT	Clinical Instructor; CCC; Member-at-large
Mark McCullough	RRT	Clinical Instructor, CCC
Rhonda Griffith	RRT	VA Hospital
Holly Jack	RRT	Thomas Memorial Hospital
Scott Meadows	CRT	Clinical Instructor, CCC

**b. Meetings:**

November 27, 2007 – 10-year accreditation awarded by the Committee on Accreditation for Respiratory Care (CoARC) for 2007.

November 9, 2006

September 10, 2005

April 21, 2005

October 21, 2004 – Suggestion to purchase more CSE Self-Assessment computer exams for students' practice.

March 11, 2004 – Discussed switching from quarters to semesters

October 23, 2003



**7. Program Accreditation (if applicable):**

The Committee on Accreditation for Respiratory Care (CoARC), promotes quality respiratory therapy education through accreditation services. CoARC endeavors to provide accreditation services characterized by outcome orientation, competency evaluation, customer focus, national recognition of quality, efficiency and cost-effectiveness; and professional advancement and enhancement.

The value of the CoARC accreditation is that it provides consumer protection, advances and enhances a profession, and protects against compromise of educational quality.

CoARC Accredited Educational Program

Collins Career Center - Chesapeake - Chesapeake, OH  
 Web site: [www.collins-cc.k12.oh.us](http://www.collins-cc.k12.oh.us)

Respiratory Therapy Program  
 11627 State Route 243  
 Chesapeake , OH - 45619  
 Program Director: Tommie Weaver MS, RRT  
 Email: [weavertr@collins-cc.edu](mailto:weavertr@collins-cc.edu)  
 Phone: (740) 867-6641

Degrees: Associate  
 Concentrations: Advanced  
 Level

Date of last accreditation: May 2005  
 Next scheduled accreditation: May 2010

**C. Viability**

**1. Course Enrollments:**

Year	RTT 110	RTT 102	RTT 104	RTT 101	RTT 101L	CLIN 101	RTT 202	RTT 202L	RTT 111	CLIN 102
2003-2004	15	15	15	15	15	15	15	15	15	15
2004-2005	19	19	19	19	19	19	19	19	19	19
2005-2006	15	15	15	15	15	15	15	15	15	15
2006-2007	19	19	19	19	19	19	19	19	19	19
2007-2008	15	15	15	15	15	15	15	15	15	15

Year	RTT 201	RTT 103	RTT 103L	CLIN 103	RTT 204	RTT 204L	RTT 205	CLIN 204	RTT 210	RTT 206
2003-2004	15	15	15	15	15	15	15	15	15	15
2004-2005	19	19	19	19	19	19	19	19	19	19
2005-2006	15	15	15	15	15	15	15	15	15	15
2006-2007	19	19	19	19	19	19	19	19	19	19
2007-2008	15	15	15	15	15	15	15	15	15	15

Year	RTT 207	CLIN 205	CLIN 206	CLIN 207
2003-2004	15	15	15	15
2004-2005	19	19	19	19
2005-2006	15	15	15	15
2006–2007	19	19	19	19
2007–2008	15	15	15	15

**2. Program Enrollments/Graduate Data:**

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007-08</u>
Enrollment	20	24	22	21
Graduates	13	18	15	19

**3. Occupational Outlook Handbook Data:**

Job opportunities are expected to be very good, especially for respiratory therapists with cardiopulmonary care skills or experience working with infants. Employment of respiratory therapists is expected to grow 19% from 2006 to 2016, faster than the average for all occupations, because of substantial growth in numbers of the middle-aged and elderly population—a development that will heighten the incidence of cardiopulmonary disease.

**Salary Forecast:**

Median annual earnings of respiratory therapists were \$50,070 in 2007. The middle 50% earned between \$42,780 and \$59,040. The lowest 10% earned less than \$36,650, and the highest 10% earned more than \$66,680. In general, medical and surgical hospitals, median annual earnings of respiratory therapists were \$50,790 in May 2007.

**4. Articulation Agreements:**

Marshall Community and Technical College has an articulation agreement with Collins Career Center that allows for an Associate of Applied Science degree. Students who complete 30 credit hours of general coursework through MCTC will be granted an A.A.S. degree in Respiratory Therapy from MCTC once the applicant has graduated from Collins Career Center.

**D. Necessity**

**1. Job Placement Data:**

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated. These placements represent jobs in area hospitals, clinics, nursing homes, and doctors' offices throughout the tri-state region.

Evaluation System: Positive Placement

Analysis: 2004 – 13/13

2005 – 18/18

2006 – 15/15

2007 – 15/19 graduates found jobs within six months of graduation.

Action: Continue job placement follow-up on an annual basis.

**2. Internship Evaluation Results:**

The Respiratory Therapy program at Collins Career Center offer seven quarters of group, clinical rotations. These clinical courses are embedded throughout the curriculum and are designated as CLIN courses. The students have an opportunity to practice and perfect their skills in a clinical setting.

**3. Graduate Satisfaction Survey Results:**

	<u>2007</u>	<u>2006</u>
Graduate survey – % returned	73.7%	93.3%
Graduate survey – Cognitive – Success	100.0%	100.0%
Graduate survey – Psychomotor – Success	100.0%	100.0%
Graduate survey – Affective – Success	100.0%	100.0%

**4. Employer Satisfaction Survey Results:**

	<u>2007</u>	<u>2006</u>
Employer survey – % returned	66.7%	86.7%
Employer survey – Cognitive – Success	100.0%	100.0%
Employer survey – Psychomotor – Success	100.0%	100.0%
Employer survey – Affective – Success	100.0%	100.0%

**E. Consistency With Mission**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Respiratory Therapy program fulfills this educational mission through its participation in general, career, and technical education; lifelong learning; and professional and personal development.

**F. Implementation of Recommendations From Previous Program Review**

Recommendations from the previous program review that have been implemented include the continuation of ways to improve attrition rate, the continuation of ways to improve participation in the self-assessment evaluation offered by NBRC, and the adding of a critical thinking class for the senior students.

**G. Current Strengths and Weaknesses**

Preparation of the Respiratory Therapy program review revealed the following strengths and weaknesses:

**Strengths:**

- Offering traditional education in a nontraditional format.
- High pass rate for certification credential.
- Above national average pass rate for Registered Respiratory Therapy (RTT) credential.

**Weaknesses:**

- Only two full-time faculty.
- Limited number of available clinical internship sites.
- CCC campus is located far off the main highway.

**H. Recommendations for Improvement**

The principal recommendation for improvement is:

Actively seek additional clinical sites that, in turn, will reverse a recent decline in student enrollment numbers.

## Keatley, Marjorie

**From:** Kinker, Rob [rkinker@wsc.edu]  
**Sent:** Thursday, December 04, 2008 11:03 AM  
**To:** Keatley, Marjorie  
**Subject:** Re: Respiratory Therapy Review

Majorie,

Here are my thoughts:

Overall, the RT program is very good!

Many programs have problems with critical thinking. Adding the Critical thinking course the last quarter is a good idea. Many programs use physician instruction in the clinical and classroom to facilitate critical thinking. Physician instruction is also important for CoARC. I can determine physician involvement from the review.

Clinical sites are a continual challenge to acquire and coordinate with other programs. Having several part-time instructors is a plus for clinical instruction.

A suggestion regarding attrition, at least for CoARC guidelines for reporting attrition. The program could make the first quarter a prerequisite quarter. To do this the first quarter can not have any Respiratory Therapy courses. The initial enrollment would be the second quarter (for CoARC). This would help for CoARC Accreditation attrition reporting. Our college is open enrollment. The program requires high school or high school level courses in college with at least a "C" in chemistry, algebra and biology.

Board pass rates appear to be very good. We also use the W-RRT SAE (Mock Exam) pass-rate. Many programs have a low RRT credential rate for several reasons. These exams are expensive and many employers do not pay any additional pay for the RRT credential.

Is having 114 credit hours a problem with the Ohio Board of Regents? The OBR maximal credit hours for an Associate Degree is 110 credit hours. Perhaps since the additional hours are taken in WV and the Degree is issue at MC&TC this is not an issue?

CCC and MC & TC should be very proud of the Respiratory Care Program.

Sincerely,

Rob Kinker, PhD, RRT

-----Original Message-----

From: "Keatley, Marjorie" <keatley@marshall.edu>

Sent 12/3/2008 6:12:57 PM

To: "rkinker@wsc.edu" <rkinker@wsc.edu>

Subject: Respiratory Therapy Review

Dr. Kinker:

The hard copy of the Respiratory Therapy Review is in the mail. I am also attaching an electronic copy. Thank you for your help.

Marjorie

Dr. Marjorie Keatley

*Sent to Marjorie  
12-28-09*

**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
Meeting of March 20, 2009**

**ITEM:** Recommendation for Health Information  
Technology Program Review

**COMMITTEE:** Student and Academic Services

**RECOMMENDED RESOLUTION:** *Resolved*, continuation of the program at the  
current level of activity with or without specific  
action (no action recommended)

**STAFF MEMBER:** Donna Donathan, Chair  
Student and Academic Services Committee

Carol Perry  
Executive Dean

Billie Brooks  
Dean of Student Services

**BACKGROUND:**

The West Virginia Council for Community and Technical College Education Title 35, Procedural Rule, Series 10, Policy Regarding Program Review requires that each program be reviewed at least every five years, and in the review to address the viability, adequacy, necessity, and consistency with mission of the program to the mission of the institution and the education and workforce needs of the community. The governing board will report to the WVCCTCE Chancellor the results of the program reviews by May 31.

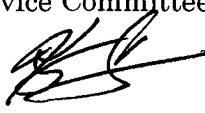


# MCTC

Marshall Community & Technical College

Office of the President

To: Donna Donathan, Chair  
Student and Academic Service Committee

From: Keith Cotroneo, President 

Date: March 2, 2009

Subject: Program Reviews

I concur with the Deans Council and recommend that the following programs continue at the current level of activity without specific action.

Respiratory Therapy  
Health Information Technology  
Medical Assistant  
Radiologic Technology – St. Mary's  
Radiologic Technology – Collins Career Center

Upon consideration of the comments from the Deans Council and Program Review Committee, I recommend that Information Technology program continue with corrective action as described below.

- 1) Implementation of the Short-term and Long-term recommendations (with time-line modification) of the Deans Council.
- 2) Creation of a strategic plan for the Business and Information Technology division with priority emphasis on Information Technology. The plan should include the following elements:
  - a. A well articulated vision for the Information Technology program.
  - b. Cost per FTE analysis of existing programs and options.
  - c. Recommendation for consolidation of curriculum options and creation of separate Associate of Applied Science degree offerings.
  - d. Consideration for development of new degree possibilities which may or may not fit within the Information Technology instructional area, i.e. Transportation Technology and International Trade. *by Sept. 30, 2009*

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Toll Free: 1.866.676.5533

A State Community and Technical College of West Virginia  
An Affirmative Action/Equal Opportunity Employer




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**INTEROFFICE MEMORANDUM**

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**TO:** Keith Cotroneo, President  
**FROM:** Carol A. Perry, Executive Dean   
**SUBJECT:** Program Reviews  
**DATE:** February 24, 2009  
**CC:** Steven Brown, Jean Chappell, Sandra Walker

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The following five programs were scheduled for program reviews for the 2008-2009 academic year.

- Respiratory Therapy
- Health Information Technology
- Medical Assistant
- Radiologic Technology
- Information Technology

After reviewing the submitted program reviews, the Deans Council makes the following recommendations:

**Respiratory Therapy** – The Respiratory Therapy program is an excellent program that allows MCTC to capitalize on scarce resources as a result of an agreement with the Collins Career Center. The Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Health Information Technology** – Due to the U.S. President's initiative on conversion of health records to digital format, this is a growing field. The current program has an excellent placement record for its graduates and was recently independently accredited for 10-14 years through Commission on Accreditation for Health Information and Information Management Education (CAHIM). The development of a virtual clinical internship site will allow future expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Medical Assistant** – The Medical Assistant program recently received a 10-year accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Grant funding from WVCTCS will allow expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Radiologic Technology** – The Radiologic Technology program continues to have excellent graduation rates. Future expansion of the program depends on the increase in clinical sites. The Deans Council recommends continuation of the program at the current level of activity without specific action.

**Information Technology** – After evaluation of the program review for the Information Technology program, the Deans Council identified several areas of concern and recommendations for action.

- An approximate 50 percent drop in program enrollment over the last five years is a cause for concern. A needs assessment for the IT field should be conducted to determine current program and workforce needs.
- The program review should ensure sources of data are cited for accuracy and verification.
- A review of the data in the submitted program review should be conducted for consistency to address discrepancy in data such as the number of General Education portfolios and number of graduates. There should be documentation of where data was derived regarding number of portfolios reviewed, criteria rubric data, and accuracy of data.
- Based on the information provided regarding full-time faculty credentials, a plan should be submitted to ensure credentials are up to date and documentation of credentials are on file.
- Data and recommendations from Annual Assessment Reports should be summarized.

The Deans Council recommends continuation of the program with corrective action including needs assessment for the IT program, plan to ensure faculty credentials are up to date, documentation of General Education portfolio submissions and evaluations, and a progress report by January 2010 on the status of the program.

**Student and Academic Services Committee  
Program Review Recommendation 2008–2009**

Program Name: Health Information Technology/Certified Coding Specialist

Date of Review: February 6, 2009

✓	<b>Recommendation for Program:</b>
✓	1. Continuation of the program at the current level of activity with or without specific action
	2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging program) or other corrective action
	3. Identification of the program for further development (for example, providing additional college/institutional commitment);
	4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
	5. Discontinuation of the program (procedures outlined in HEPC Administrative Bulletin 23).
<b>Rationale for Recommendation (list exact text for final report)</b>	Committee cited as positive accomplishments: 10- to 14-year independent accreditation (with submission of acceptable yearly report), plan to develop a virtual office course by Summer 2009 to address lack of internship sites, and positive comments from the outside review consultant. Notes: HIT and CCS are different programs. The CCS program does not require accreditation. Students who complete the CCS program are eligible to take the national exam.

**ASSESSMENT COMMITTEE  
RECOMMENDATION**

Recommends that the Health Information Technology program follow an institutional recommendation of "Continuation of program at the current level of activity."

**RATIONALE:**

The Assessment Committee concludes that the Health Information Technology program is a viable program.

**PROGRAM REVIEW  
HEALTH INFORMATION TECHNOLOGY  
Marshall Community and Technical College**

**A. Program Description**

Health Information Technology

The health information technician is the professional responsible for maintaining components of health information systems in a manner consistent with the medical, administrative, ethical, legal, accreditation, and regulatory requirements of the healthcare delivery system. In all types of facilities and in various locations within a facility, the technician possesses the technical knowledge and skill necessary to process, maintain, compile, and report data for reimbursement, facility planning, marketing, risk management, quality assessment, and research; to abstract and code clinical data using appropriate classification systems; and to analyze health records according to standards. The health information technician may be responsible for functional supervision of the various components of the health information system. Within the 67 credit hours students must earn for the associate degree, 29 credit hours of health information technology classes are required. This includes 5 credit hours of directed practice where the students will practice utilizing their skills in a health information setting.

One-Year Certificate – Certified Coding Specialist

The Certified Coding Specialist (CCS) serves as a qualified technician in analyzing and classifying medical data. Using universally recognized coding systems (ICD-9-CM and CPT-4), the CCS assigns codes to diagnoses, injuries, and procedures found in the records of patients. The codes are then reported to insurance companies or government agencies for payment/reimbursement of patients' health expenses, medical statistics, and research.

This program will enable the student to become familiar with the coding systems, medical terminology, and medical background of anatomy and diseases from which the student can build. Students will also have the opportunity to complete a directed practice of 120 hours in a healthcare setting. This course will prepare students to sit for the Certified Coding Specialist (CCS) exam administered by the American Health Information Association. Please refer to their website at [www.ahima.org](http://www.ahima.org) for further qualifications for taking the national certification test for the CCS.

**B. Adequacy**

**1. Curriculum—Health Information Technology**

		<u>First Year</u>					
		<u>Fall Semester</u>		<u>Spring Semester</u>			
AAT	136	Introduction to Word Processing (EDGE)	3	AAT	253	Medical Transcription <sup>1</sup>	3
AH	151	Medical Terminology (EDGE)	3	BIOL	260	Applied Human Anatomy	4
ENL	111	Written Communication	3	COM	112	Oral Communication	3
MAT	150	Applied Professional Mathematics	3	IT	101	Fundamentals of Computers (EDGE)	3

SS	215	Lifespan Psychology	3	LAS	248	Medical Law <sup>2</sup>	3
TOTAL CREDITS			15	TOTAL CREDITS			16

Second Year<sup>3,4</sup>

<u>Fall Semester</u>				<u>Spring Semester</u>			
(HIT Classes offered in Fall Only)							
AH	216	Basic Pharmacology <sup>5</sup>	3	AH	205	Principles of Disease <sup>9</sup>	4
HIT	201	Health Information Technology I <sup>6</sup>	3	HIT	202	Health Information Technology II <sup>6</sup>	3
HIT	201L	Health Information Technology I Lab	1	HIT	202L	Health Information Technology II Lab	1
HIT	203	Basic ICD-9-CM Coding	4	HIT	204	Advance Coding Concepts	4
HIT	206	Hospital Rates & Percentages	2	HIT	208	Quality Improvement in Healthcare	2
HIT	210	Computer Health Information Systems	2	HIT	215	Directed Practice II <sup>8,10</sup>	2
HIT	214	Directed Practice I <sup>7,8</sup>	1				
TOTAL CREDITS			16	TOTAL CREDITS			16

Summer Intersession

HIT	212	Health Information Technology <sup>11</sup>	2	Summer	HIT	218	Directed Practice III <sup>8,12</sup>	2
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HOURS REQUIRED FOR GRADUATION: 67

**Curriculum—Certified Coding Specialist**

First Year

<u>First Semester</u>				<u>Second Semester</u>			
AH	151	Medical Terminology (EDGE)	3	AH	205	Principles of Disease <sup>2</sup>	4
ENL	111	Written Communication	3	AH	216	Basic Pharmacology <sup>3</sup>	3
HIT	203	Introduction to Coding	4	HIT	204	Advance Coding Concepts <sup>4</sup>	4
BIOL	257	Introduction to Anatomy & Physiology (EDGE)	3	MAT	150	Applied Professional Mathematics <sup>5</sup>	3
TOTAL CREDITS			13	TOTAL CREDITS			14

Third Semester (Summer)

HIT	215	Directed Practice	2
HIT	220	Coding for CCS Exam	3
TOTAL CREDITS			5

HOURS REQUIRED FOR GRADUATION: 32

**a. Consistency With Degree Designation:**

The purpose of the Health Information Technology program is to prepare graduates for entry-level employment as health information technicians. The curriculum is designed for skills-based education. The curriculum includes both core program courses and general education courses designed to enhance and support the Health Information Technology curriculum. The Associate in Applied Science degree is appropriate for the number of course hours required and skills-based nature of the program.

The Certified Coding Specialist (CCS) serves as a qualified technician in analyzing and classifying medical data. Using universally recognized coding systems (ICD-9-CM and CPT-4), the CCS assigns codes to diagnoses, injuries, and procedures found in the records of patients. The codes are then reported to insurance companies or government agencies for payment/reimbursement of patient health expenses, medical statistics, and research.

This program will enable the student to become familiar with the coding systems, medical terminology, and medical background of anatomy and diseases that will give the student a foundation on which to build.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social skills necessary for program graduates. Issues regarding diversity and ethics are also addressed in these courses.

Faculty in the Health Information Technology program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in the general education portfolio.

**2. Faculty:**

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Janet Smith	MS	RHIA, CCS, CMA	Health information, medical coding	FT
Melanie Moore	RBA	RHIT	Health information, medical coding	PT
Kim Moore	RBA	RHIT	Health statistics, health information	PT
Stacy Hunter	AAS	RHIT	Medical coding and billing	PT

Both accreditation and industry standards allow us to hire someone with an associate degree as long as he/she holds specialized credentials and appropriate on-the-job training and skills.

**3. Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate*

*Admissions at Community and Technical Colleges.* It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

**a. Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

**b. Program Specific Admission Standards:**

- (1) Completion of the first year of coursework with a grade point average of 2.5 or above.
- (2) Completion of a minimum of 20 hours of observation in a health information management department of a healthcare facility.
- (3) Applications will be accepted from January 1 of each year for the upcoming fall semester. Admission to the program will be granted starting in May. This is a limited enrollment program.

**4. Resources:**

Approximate expenses for faculty, equipment, and supplies are as follows:

Category	2007-2008
Full-time faculty	\$44,000
Part-time faculty	11,000
Equipment	6,000
Educational Supplies/Accreditation	4,500
Total	\$65,500

Resources for the Health Information Technology program are also collected through student program fees, student laboratory fees, and electronic course fees. These fees are used to purchase books, software, Virtual Lab subscriptions, and small program needs.

Marshall Community and Technical College has a long-standing budgetary process that is based upon needs analysis. Individual faculty members develop annual planning pages, which are then approved by the division dean. The individual employee's annual planning pages are developed with the focus of all faculty working toward achieving long- and short-term goals as listed in the Compact for the college. Budgetary needs are determined from analysis of the Compact and faculty members' goals as listed on individual planning pages.

Currently, the Allied Health Division maintains budgeting to support nine faculty members. Two administrative assistants are assigned to the Division.



**5. Assessment Information:**

The Health Information Technology (HIT) program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Program Assessment Plan that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. Annually in April, the college participates in Assessment Day to examine student learning. Students in the HIT capstone prepare a portfolio of appropriate assignments with reaction papers to demonstrate competency in their major field and in general studies. MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the program curriculum. The institution has a five-year cycle for assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Assessment Report is completed at the end of each academic year. Results from assessment are utilized to make appropriate and necessary changes in the curriculum for the Health Information Technology program. Data from the summary are used to update the next year's Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition, the program is required to complete a yearly Annual Program Assessment Report, which is submitted to the Commission on Accreditation for Health Informatics and Information Management Education, (CAHIIM).

Annual Assessment Report  
2005-2006  
Health Information Technology Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduate Survey, General Education Portfolio, directed practice evaluations by students and supervisors, Employer Survey.
    - (2) Course: Quizzes, written exams, presentations, projects, assignments, on-the-job performance during directed practice placement.
  - a. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.

- (2) The Health Information Technology Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
  - (3) Practical application assignments, projects, coding audits and other hands-on instruction is cited as a program strength by students, directed practice supervisors and employers.
- b. Challenges and problems encountered:
- (1) Very low response to Graduate Survey and follow-up Employer Survey.
  - (2) The General Education Outcome for oral and written communication is written as one outcome; this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process.
  - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
  - (4) Need more medical records for students to practice coding in the HIT lab.
3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
- a. Instruction
- (1) Introduce self-evaluation for assignments and oral presentation of in class reading.
  - (2) Develop rubric for evaluation of oral presentation.
  - (3) Consider additional methods to incorporate diversity into HIT 201.
  - (4) Integrate additional practical application assignments into courses.
- b. Courses
- (1) Examine alternate supplemental text for use in HIT 201, 201L.
  - (2) Attempt to obtain medical records for HIT coding lab.
- c. Program
- (1) Conduct Graduating Student Survey in capstone course.
  - (2) Establish new schedule for follow-up graduate and employer surveys.
  - (3) Utilize the advisory committee to assist with employer surveys.
  - (3) HIT program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
  - (4) HIT program faculty will assist General Education faculty as necessary to develop appropriate assignments for HIT program majors in general education courses.
  - (5) Reevaluate original benchmarks for program outcomes in the HIT program.
  - (6) Continue to work with Health Information Technology Advisory Committee to upgrade and evaluate curriculum and courses for HIT.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
  - (2) A method of assessing projects/assignments for the general education portfolio.
  - (3) A process of feedback to the General Education program needs to be established.

- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Acquire proper software for accreditation and support of computerized health records:  
\$4,000 for Softmed software

5. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2006-2007:

Fall 2006 – HIT 202, HIT 202L  
Spring 2007 – HIT 204

Annual Assessment Report  
2006-2007  
Health Information Technology Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduate Survey, General Education Portfolio, directed practice evaluations by students and supervisors, Employer Survey.
    - (2) Course: Quizzes, written exams, presentations, projects, assignments, on-the-job performance during directed practice placement.
  - b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
    - (2) The Health Information Technology Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
    - (3) Practical application assignments, projects, coding audits and other hands-on instruction is cited as a program strength by students, directed practice supervisors and employers.
  - b. Challenges and problems encountered:
    - (1) Very low response to Graduate Survey and follow-up Employer Survey.
    - (2) The General Education Outcome for oral and written communication is written as one outcome; this presents problems in evaluating the components. It would assist evaluation if these components were separated. Students had difficulty finding an assignment for diversity and ethical behaviors. Will attempt to find projects to incorporate into the program for these areas.
    - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.

- (4) Need more medical records for students to practice coding in the HIT lab. Trying to obtain records from King's Daughters Medical Center at this time.
3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
  - a. Instruction
    - (1) Introduce self-evaluation for assignments and oral presentation of in class reading.
    - (2) Consider additional methods to incorporate diversity into HIT 201.
    - (3) Incorporate and exercise project for ethical behavior into the curriculum
    - (4) Integrate additional practical application assignments into courses.
    - (5) Acquire more videos or other supplemental instruction materials on HIPPA and confidentiality.
  - b. Courses
    - (1) Examine alternate supplemental text for use in HIT 201, 201L.
    - (2) Attempt to obtain medical records for HIT coding lab.
  - c. Program
    - (1) Conduct Graduating Student Survey in capstone course. This will be done with the students completing the capstone in May 2007.
    - (2) Establish new schedule for follow-up graduate and employer surveys.
    - (3) Utilize the advisory committee to assist with employer surveys.
    - (3) HIT program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
    - (4) HIT program faculty will assist General Education faculty as necessary to develop appropriate assignments for HIT program majors in general education courses.
    - (5) Reevaluate original benchmarks for program outcomes in the HIT program.
    - (6) Continue to work with Health Information Technology Advisory Committee to upgrade and evaluate curriculum and courses for HIT.
    - (7) Explore the possibility of obtaining our own server to run the 3M software.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
  - (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
  - (2) A method of assessing projects/assignments for the general education portfolio.
  - (3) A process of feedback to the General Education program needs to be established.
  - (4) Necessary funds for follow-up surveys of graduates and employers.
  - (5) Acquire proper software for accreditation and support of computerized health records: \$4,000 for Softmed software.
  - (6) Acquire sample medical records for in-class use.
6. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2007-2008:  
Fall 2007 – HIT 206  
Spring 2008 – HIT 208

Annual Assessment Report  
2007-2008  
Health Information Technology Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduate Survey, General Education Portfolio, directed practice evaluations by students and supervisors, Employer Survey.
    - (2) Course: Quizzes, written exams, presentations, projects, assignments, on-the-job performance during directed practice placement.
  - b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: Benchmarks were met or exceeded for assessment measures 1, 2 and 3 by 90% or more of the students. In HIT 206 students had concerns with the quality of the text and adjunct instructor. The text is being revised by the publisher and we have hired another adjunct to teach the class in the fall 2008 semester.

In HIT 208, benchmarks were met or exceeded for assessment measures 1 and 2 by 95% or more of the students. We will be adding the Virtual Lab next spring, which will provide students with more hands-on exercises in HIPPA and various forms of quality improvement.
    - (2) The Health Information Technology Advisory Committee will review and provide feedback on the General Education Portfolio process and content. Students will turn in the General Education Portfolios as the end of Summer session A.
    - (3) Practical application assignments, projects, coding audits and other hands-on instruction is cited as a program strength by students, directed practice supervisors and employers.
  - b. Challenges and problems encountered:
    - (1) Very low response to Graduate Survey and follow-up Employer Survey.
    - (2) The General Education Outcome for oral and written communication is written as one outcome; this presents problems in evaluating the components. It would assist evaluation if these components were separated. Students had difficulty finding an assignment for diversity and ethical behaviors. Will attempt to find projects to incorporate into the program for these areas. The students continue to be surprised about doing a General Education portfolio so we will continue to educate them on what is necessary for this document.
    - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
    - (4) Need more medical records for students to practice coding in the HIT lab. Trying to obtain records from King's Daughters Medical Center at this time. Also trying to

obtain records from any facility that will donate. HIPPA regulations have made this increasingly difficult.

4. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:

a. Instruction

- (1) Introduce self-evaluation for assignments and oral presentation of in class reading.
- (2) Consider additional methods to incorporate diversity into HIT 201.
- (3) Incorporate and exercise project for ethical behavior into the curriculum.
- (4) Integrate additional practical application assignments into courses.
- (5) Acquire more videos or other supplemental instruction materials on HIPPA and confidentiality.
- (6) We have purchased the Virtual Lab from AHIMA which will give us additional methods of instruction in all HIT classes.

b. Courses

- (1) Examine alternate supplemental text for use in HIT 206.
- (2) Attempt to obtain medical records for HIT coding lab.

c. Program

- (1) Conduct Graduating Student Survey in capstone course. This will be done with the students completing the capstone in May 2008.
- (2) Establish new schedule for follow-up graduate and employer surveys.
- (3) Utilize the advisory committee to assist with employer surveys.
- (3) HIT program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
- (4) HIT program faculty will assist General Education faculty as necessary to develop appropriate assignments for HIT program majors in general education courses.
- (5) Reevaluate original benchmarks for program outcomes in the HIT program.
- (6) Continue to work with Health Information Technology Advisory Committee to upgrade and evaluate curriculum and courses for HIT.
- (7) Explore the possibility of obtaining our own server to run the 3M software.

4. Recommendations to be considered in the strategic planning and budgeting processes of the College:

- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
- (2) A method of assessing projects/assignments for the general education portfolio.
- (3) A process of feedback to the General Education program needs to be established.
- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Acquire sample medical records for in-class use.

7. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2008-2009:

Fall 2008 – HIT 210

Spring 2009 – HIT 212

**6. Advisory Committee:**

The HIT/CCS Advisory Committee consists of the program coordinator of the HIT program, a current student in the program (which changes every year), the Dean of Allied Health, and persons working in the health information technology field. These members make recommendations appropriate to the program to improve student learning and outcomes. Meetings are held every semester.

**Members:**

Gail Ellis, Joan C. Edwards Cancer Center  
Deborah Garrett, Cabell Huntington Hospital  
Linda McCoy, Cabell Huntington Hospital  
Catherine Porter, St. Mary's Medical Center  
Melissa Snider, River Park Hospital  
Melanie Moore, King's Daughters Medical Center and MCTC adjunct instructor-HIT program  
Samantha Simpkins, current student in program  
Jean Chappell, Dean of Allied Health, MCTC  
Janet B. Smith, HIT Program Coordinator, MCTC

**Meetings:**

April 28, 2003  
December 9, 2004  
May 24, 2005  
December 7, 2005  
May 26, 2006  
May 29, 2007  
December 20, 2007  
December 11, 2008

- a. The committee has made recommendations to increase the number of students who take the national exam (RHIT). This includes review sessions and the addition of review information mainly in the software format for mock testing. We had a review session this fall on November 1, 2008.
- b. The committee has made suggestions on additional directed practice sites. We continually look for new sites.
- c. The committee supported the addition of a learning laboratory with four computers that support the 3-M coding software that gives students the opportunity for virtual coding in the lab.
- d. The committee supported the purchase of the Virtual Lab from the American Health Information Management Association in the spring of 2008. This will augment classroom learning.

**7. Program Accreditation (if applicable):**

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accrediting organization for degree-granting programs in health informatics and information management. The Health Information Technology program is accredited through CAHIIM.

The *2005 Standards for Health Information Management (Standards)* are the minimum standards of quality used in accrediting programs that prepare individuals to enter the health information management profession at the associate degree level. The accreditation *Standards* therefore constitute the minimum requirements to which an accredited program is held accountable. The CAHIIM *Interpretation of Standards* must be used as a companion document to the *Standards*.

CAHIIM serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM) professionals. When a program is accredited by CAHIIM, it voluntarily undergoes a rigorous review process and has been determined to meet or exceed the *Standards* set in cooperation with the sponsoring professional organization—the American Health Information Management Association (AHIMA).

The Mission of CAHIIM:

- Advances the value of health informatics and health information management practice through quality education;
- Establishes and enforces accreditation *Standards* for educational programs;
- Recognizes, through accreditation, programs that meet the *Standards* and encourages educational innovation and diversity.

The Health Information Management program at MCTC currently holds ongoing accreditation. The last full self-study for the HIT program was submitted in the academic year of 2005-2006. This did not warrant a site visit as the program was deemed appropriate in all areas. Currently, the program submits the Annual Program Assessment Report on a yearly basis. Outcomes from this assessment are used to evaluate the program on an ongoing basis.



**C. Viability**

**1. Course Enrollments**

	HIT 201	HIT 201L	HIT 202	HIT 202L	HIT 203	HIT 204	HIT 206	HIT 208	HIT 210	HIT 212	HIT 214	HIT 215	HIT 218	HIT 280
2003-2004	25	25	18	18	22	19	15	18	14	18	13	17	16	NA
2004-2005	24	24	12	12	21	19	14	15	14	13	11	18	13	6
2005-2006	25	25	14	14	31	20	11	11	11	12	12	13	12	9
2006-2007	22	22	12	12	56	23	15	11	11	8	11	11	9	15
2007-2008	28	28	12	12	69	40	16	14	15	10	15	20	10	20

**2. Program Enrollments/Graduate Data:**

Health Information Technology

Program Enrollment	
Year	Enrollment
2003-2004	27
2004-2005	25
2005-2006	24
2006-2007	28
2007-2008	26

Graduate Data	
Year	Graduates
2003-2004	12
2004-2005	8
2005-2006	11
2006-2007	10
2007-2008	11

Certified Coding Specialist

Program Enrollment	
Year	Enrollment
2003-2004	2
2004-2005	6
2005-2006	10
2006-2007	20
2007-2008	25

Graduate Data	
Year	Graduates
2003-2004	3
2004-2005	6
2005-2006	9
2006-2007	16
2007-2008	4

### 3. Occupational Outlook Handbook Data:

Job prospects should be very good. Employment of medical records and health information technicians/certified coding specialists is expected to grow much faster than the average for all occupations through 2012 due to rapid growth in the number of medical tests, treatments, and procedures that will be increasingly scrutinized by third-party payers, regulators, courts, and consumers ([www.bls.gov](http://www.bls.gov)).

#### Salary Forecast:

Median annual earnings of medical records and health information technicians were \$28,030 in 2006. The middle 50% earned between \$22,420 and \$35,990. The lowest 10% earned less than \$19,060, and the highest 10% earned more than \$45,260. Median annual earnings in the industries employing the largest numbers of medical records and health information technicians in 2004 were as follows:

General medical and surgical hospitals	\$29,400
Nursing care facilities	\$28,410
Outpatient care centers	\$26,680
Offices of physicians	\$24,170

(Information obtained from *Occupational Outlook Handbook, 2007-2008*). You may also contact the American Health Information Association at (312) 787-2672 or [www.ahima.org](http://www.ahima.org).

### 4. Articulation Agreements (if applicable): Not applicable.

## D. Necessity

### 1. Job Placement Data:

Most health information technology/certified coding specialist students are employed either full-time or part-time in a healthcare related setting. Most are employed as medical coders or hold a supervisory function in a health information department. Some students pursue the four-year degree in health information either by transferring to a four-year program in another state or doing a program online.

Starting salaries range from \$9-25/hour depending on the facility and available benefits. The job placement data are reviewed every year in the Annual Program Assessment Report for the Commission on Accreditation for Health Informatics and Information Management Education. The program has a threshold of 85% for the placement rate and has met this threshold over the past five years. The program has a 94.6% placement rate for the past five years.

Graduation Year	Total # of Graduates	# Employed	# Continuing Their Education	Total Graduate Placement	Graduate Placement Rate
2003-04	12	11	1	12	100.00%
2004-05	13	11	1	12	93.21%
2005-06	5	4	1	5	100.00%
2006-07	10	8	2	10	100.00%
2007-08	10	7	1	8	80.00%
average rate					94.60%

## 2. Internship Evaluation Results:

Every HIT student must complete three directed practices as a part of the program. Students are evaluated by the site supervisor at each facility. Students are evaluated on a scale from 1-5 with 5 being the highest. They are evaluated on attitude, tardiness, attendance, professional appearance, professional behavior, potential, decision making, change, acceptance of criticism, responsibility towards learning, job knowledge, quality, quantity, dependability, following directions, initiative, oral communication ability, written communication ability, ability to organize work, interdepartmental relationships, safety, and housekeeping. Overall, students have maintained an 85% or higher evaluation score, which is also reported in the Annual Program Assessment Report.

Every CCS student must complete one directed practice as part of his/her program. Students are evaluated on a scale from 1-5 with 5 being the highest. They are evaluated on attitude, tardiness, attendance, professional appearance, professional behavior, potentially, decision making, change, acceptance of criticism, responsibility towards learning, job knowledge, quality, quantity, dependability, following directions, initiative, oral communication ability, written communication ability, ability to organize work, interdepartmental relationships, safety, and housekeeping. Overall, students have maintained an 85% or higher evaluation score.

## 3. Graduate Satisfaction Survey Results:

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated. Students over the past five years have rated their satisfaction with the program at 100%. The return rate for the surveys has been between 20-40%. This low rate of return is an ongoing problem that we are trying to remedy by offering the survey as an online feature.

Graduation Year	Total Surveys Sent	Total Surveys Returned	% Returned	# of Surveys Returned With an 85% or More Satisfaction Rate	Graduation Satisfaction Rate
2003-04	12	3	25%	3	100%
2004-05	13	3	23%	3	100%
2005-06	5	2	40%	2	100%
2006-07	10	2	20%	2	100%
2007-08*					

\*These will be sent at the end of the Fall 2008 semester

**4. Employer Satisfaction Survey Results:**

All graduates are sent the employer satisfaction survey to give to their employers. Employers have a satisfaction rate of 100% with the employees. The return rate for the surveys is between 25-40%. This is an ongoing problem. If employers are on the Advisory Committee, they are asked to complete the survey at the committee meeting to increase the number of returned surveys.

Graduation Year	Total Surveys Sent	Total Surveys Returned	% Returned	# of Surveys Returned With an 85% or More Satisfaction Rate	Employer Satisfaction Rate
2003-04	11	3	27%	3	100%
2004-05	12	4	33%	4	100%
2005-06	5	2	40%	2	100%
2006-07	8	2	25%	2	100%
2007-08*					

\*These will be sent at the end of the Fall 2008 semester.

**E. Consistency With Mission**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Health Information Technology/Certified Coding Specialist programs fulfill this educational mission through its participation in general education requirements, career and technical education, and lifelong learning, along with professional and personal development. The Health Information Technology/Certified Coding Specialist program provides a workforce development training program to assist in meeting the medical health information and coding needs of the community.

**F. Implementation of Recommendations From Previous Program Review**

The last program review for the Health Information Technology program was in 2003. The program was recommended for continuation at the current level of activity.

**G. Current Strengths and Weaknesses**

Preparation of the HIT program review revealed the following strengths and weaknesses:

**Strengths**

1. Program continues to have full accreditation status.
2. Program has faculty members who work in the field.
3. Curriculum content is comprehensive and logical, allowing for the attainment of the goals, values, and attitudes consistent with the philosophy of the program.
4. Program has a clinical learning lab with four computers.
5. Program has recently purchased the Virtual Lab for course instruction.
6. Program continues to grow with students pursuing the Certified Coding Specialist Certificate and then returning to school for the RHIT degree.

**Weaknesses**

1. With new Health Insurance Portability and Accountability (HIPAA) regulations, it is getting more difficult to obtain sites for students to complete their directed practices.
2. The program needs more medical charts for coding in the clinical learning lab.
3. Students are not taking the national RHIT exam in a timely manner, and some are not taking the exam.

**H. Recommendations for Improvement**

The principal recommendations for improvement are:

1. Continue to collaborate with healthcare facilities to take directed practice students, particularly in the coding area.
2. Continue to improve and add online classes.
3. Implement a plan to encourage students to take the RHIT exam. This will include free review sessions and other incentives.
4. Strengthen the advisory committee with participation from general education faculty.

**Keatley, Marjorie**

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**From:** Lynn Ward [lynn.ward@msugf.edu]  
**Sent:** Wednesday, December 10, 2008 4:57 PM  
**To:** Keatley, Marjorie  
**Cc:** Lynn Ward  
**Subject:** RE: HIT Program Review

Marjorie,

Here are my comments, questions or observations:

- 1) Is the Certified Coding Specialist certificate program AHIMA approved? If so, AHIMA recommends that this program prepare students for the CCA exam. Your program lists the CCS exam, so I wasn't sure.
- 2) I noticed AAT 253, Medical Transcription is listed as a required course for the HIT curriculum. This is not required as part of the RHIT Entry Level Competencies, so I was curious as to why it is required.
- 3) I noticed some courses missing from the Certified Coding Specialist curriculum:

Healthcare Delivery  
Health Data Content and Structure  
Reimbursement

Also, if this program is AHIMA approved, AHIMA requires 12 credits of coding, 3-basic ICD coding, 3-basic CPT coding, 3-Intermediate ICD coding and 3-Intermediate CPT coding.

Does the coding program include coverage of Computers in Healthcare? If the program is AHIMA approved, they require this as part of the curriculum.

Even if the coding program is not AHIMA approved, the CCS exam has content in Healthcare Delivery, Healthcare Data Content and Structure as well as Reimbursement.

The Annual Assessment reports look great. Note: One way I have been successful in increasing my graduate and employer surveys is by creating electronic surveys through Survey Monkey.

Thank you for the opportunity to review the HIT program.

Lynn

Best Regards,  
Lynn Ward, RHIA  
Director, HIT/HICS  
MSU-GF COT  
2100 16th Ave. South  
Great Falls, MT 59405  
[lynn.ward@msugf.edu](mailto:lynn.ward@msugf.edu)

*Sent to G. Smith  
1-28-09*

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**From:** Keatley, Marjorie [mailto:keatley@marshall.edu]  
**Sent:** Wed 12/10/2008 2:10 PM  
**To:** Lynn Ward  
**Subject:** RE: HIT Program Review

**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
Meeting of March 20, 2009**

**ITEM:** Recommendation for Medical Assistant Program Review

**COMMITTEE:** Student and Academic Services

**RECOMMENDED RESOLUTION:** *Resolved*, continuation of the program at the current level of activity with or without specific action (no action recommended)

**STAFF MEMBER:** Donna Donathan, Chair  
Student and Academic Services Committee

Carol Perry  
Executive Dean

Billie Brooks  
Dean of Student Services

**BACKGROUND:**

The West Virginia Council for Community and Technical College Education Title 35, Procedural Rule, Series 10, Policy Regarding Program Review requires that each program be reviewed at least every five years, and in the review to address the viability, adequacy, necessity, and consistency with mission of the program to the mission of the institution and the education and workforce needs of the community. The governing board will report to the WVCCTCE Chancellor the results of the program reviews by May 31.

# MCTC

Marshall Community & Technical College

## PROGRAM REVIEW

Program Medical Assistant

Degree Associate in Applied Science

Date October 6, 2008

### INSTITUTIONAL RECOMMENDATIONS

(See attached recommendations)

Janet B. Smith  
Program Coordinator

Date 12/11/08

Jean Chappelle  
Program Dean

Date Dec 11, 2008

Marjorie Kegley  
Assessment Committee Chair

Date December 11, 2008

(Attach AC Recommendation)

Colleen Pugh  
Executive Dean

Date 1/5/09

[Signature]  
President

Date 3/6/09

Donna Donutchen  
Academic Policy Subcommittee Chair

Date 3/6/09

(Attach ASSC Recommendation)

\_\_\_\_\_  
Institutional Board of Governors Chair

Date \_\_\_\_\_

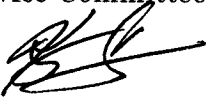


# MCTC

Marshall Community & Technical College

Office of the President

To: Donna Donathan, Chair  
Student and Academic Service Committee

From: Keith Cotroneo, President 

Date: March 2, 2009

Subject: Program Reviews

I concur with the Deans Council and recommend that the following programs continue at the current level of activity without specific action.

Respiratory Therapy  
Health Information Technology  
Medical Assistant  
Radiologic Technology – St. Mary's  
Radiologic Technology – Collins Career Center

Upon consideration of the comments from the Deans Council and Program Review Committee, I recommend that Information Technology program continue with corrective action as described below.

- 1) Implementation of the Short-term and Long-term recommendations (with time-line modification) of the Deans Council.
- 2) Creation of a strategic plan for the Business and Information Technology division with priority emphasis on Information Technology. The plan should include the following elements:
  - a. A well articulated vision for the Information Technology program.
  - b. Cost per FTE analysis of existing programs and options.
  - c. Recommendation for consolidation of curriculum options and creation of separate Associate of Applied Science degree offerings.
  - d. Consideration for development of new degree possibilities which may or may not fit within the Information Technology instructional area, i.e. Transportation Technology and International Trade. *by Sept. 30, 2009*

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Toll Free: 1.866.676.5533

A State Community and Technical College of West Virginia  
An Affirmative Action/Equal Opportunity Employer


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**INTEROFFICE MEMORANDUM**

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**TO:** Keith Cotroneo, President  
**FROM:** Carol A. Perry, Executive Dean   
**SUBJECT:** Program Reviews  
**DATE:** February 24, 2009  
**CC:** Steven Brown, Jean Chappell, Sandra Walker

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The following five programs were scheduled for program reviews for the 2008-2009 academic year.

- Respiratory Therapy
- Health Information Technology
- Medical Assistant
- Radiologic Technology
- Information Technology

After reviewing the submitted program reviews, the Deans Council makes the following recommendations:

**Respiratory Therapy** – The Respiratory Therapy program is an excellent program that allows MCTC to capitalize on scarce resources as a result of an agreement with the Collins Career Center. The Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Health Information Technology** – Due to the U.S. President's initiative on conversion of health records to digital format, this is a growing field. The current program has an excellent placement record for its graduates and was recently independently accredited for 10-14 years through Commission on Accreditation for Health Information and Information Management Education (CAHIM). The development of a virtual clinical internship site will allow future expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Medical Assistant** – The Medical Assistant program recently received a 10-year accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Grant funding from WVCTCS will allow expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Radiologic Technology** – The Radiologic Technology program continues to have excellent graduation rates. Future expansion of the program depends on the increase in clinical sites. The Deans Council recommends continuation of the program at the current level of activity without specific action.

**Information Technology** – After evaluation of the program review for the Information Technology program, the Deans Council identified several areas of concern and recommendations for action.

- An approximate 50 percent drop in program enrollment over the last five years is a cause for concern. A needs assessment for the IT field should be conducted to determine current program and workforce needs.
- The program review should ensure sources of data are cited for accuracy and verification.
- A review of the data in the submitted program review should be conducted for consistency to address discrepancy in data such as the number of General Education portfolios and number of graduates. There should be documentation of where data was derived regarding number of portfolios reviewed, criteria rubric data, and accuracy of data.
- Based on the information provided regarding full-time faculty credentials, a plan should be submitted to ensure credentials are up to date and documentation of credentials are on file.
- Data and recommendations from Annual Assessment Reports should be summarized.

The Deans Council recommends continuation of the program with corrective action including needs assessment for the IT program, plan to ensure faculty credentials are up to date, documentation of General Education portfolio submissions and evaluations, and a progress report by January 2010 on the status of the program.

**Student and Academic Services Committee  
Program Review Recommendation 2008–2009**

Program Name: Medical Assistant

Date of Review: February 6, 2009

✓	<b>Recommendation for Program:</b>
✓	1. Continuation of the program at the current level of activity with or without specific action
	2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging program) or other corrective action
	3. Identification of the program for further development (for example, providing additional college/institutional commitment);
	4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
	5. Discontinuation of the program (procedures outlined in HEPC Administrative Bulletin 23).
<b>Rationale for Recommendation (list exact text for final report)</b>	Committee cited as positive accomplishments: 10-year independent accreditation, working toward having the program online, off-campus marketing, four specialty areas, increase in enrollment since Fall 2008, and positive comments from the outside review consultant.

**ASSESSMENT COMMITTEE  
RECOMMENDATION**

Recommends that the Medical Assistant program follow an institutional recommendation of "Continuation of program at the current level of activity."

**RATIONALE:**

The Assessment Committee concludes that the Medical Assistant program is a viable program.

**PROGRAM REVIEW  
MEDICAL ASSISTANT  
Marshall Community and Technical College**

**A. Program Description**

Medical Assistants are allied health professionals who assist physicians in their offices or other medical settings. In accordance with respective state laws, they perform a broad range of administrative and clinical duties, as indicated in the recent occupational analysis study by the American Association of Medical Assistants. The Marshall Community and Technical College (MCTC) Medical Assistant (MA) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Medical Assisting Education Review Board (MAERB).

Administrative duties include scheduling and receiving patients, preparing and maintaining medical records, performing basic secretarial skills and medical transcription, handling telephone calls and writing correspondence, serving as a liaison between the physician and other individuals, and managing practice finances. Clinical duties include asepsis and infection control, taking patient histories and vital signs, performing first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physician.

Both administrative and clinical duties involve maintenance of equipment and supplies for the practice. A medical assistant who is sufficiently qualified by education and/or experience may be responsible for supervising personnel, developing and conducting public outreach programs to market the physician's professional services, and participating in the negotiation of leases and of equipment and supply contracts.

Within the 71 credit hours students must earn for the associate degree, 19 credit hours of medical assistant classes are required. This includes 3 credit hours of medical office internship where the students will practice utilizing their skills in a healthcare setting.

**B. Adequacy**

**1. Curriculum:**

First Year

<u>Fall Semester</u>				<u>Spring Semester</u>					
AAT	136	Introduction to Word Processing (EDGE)	3	AAT	253	Medical Transcription <sup>2</sup>	3		
AH	151	Medical Terminology (EDGE)	3	COM	112	Oral Communication	3		
ENL	111	Written Communication	3	AH	220	Basic Nutrition	3		
EME	105	First on Scene	3	IT	150	Applications to Spreadsheets <sup>3</sup> (EDGE)	3		
IT	101	Fundamentals of Computers (EDGE)	3	BIOL	257	Introduction to Anatomy & Physiology (EDGE)	3		
MAT	115	Business Mathematics	3	SS	215	Lifespan Psychology	3		
			<b>TOTAL CREDITS</b>	<b>18</b>				<b>TOTAL CREDITS</b>	<b>18</b>

Second Year

<u>Fall Semester</u>				<u>Spring Semester</u>					
MA	206	Medical Office Procedures/ Med Asst	3	AH	216	Basic Pharmacology <sup>8</sup>	3		
HIT	201	Health Information Technology I <sup>4,5</sup>	3	MA	202	Medical Assisting Techniques II <sup>9</sup>	4		
HIT	201L	Health Information Technology I Lab	1	MA	203	Medical Lab Techniques	3		
LAS	248	Medical Law <sup>6</sup>	3	MA	205	Medical Office Claims Procedures	3		
MA	201	Medical Assisting Techniques I <sup>7</sup>	3						
MA	204	Physician's Office Medical Coding	3						
			<b>TOTAL CREDITS</b>	<b>16</b>				<b>TOTAL CREDITS</b>	<b>13</b>

Summer Semester

MA	207	Medical Office Internship <sup>10</sup>	3
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HOURS REQUIRED FOR GRADUATION: 68

**a. Consistency With Degree Designation:**

The purpose of the Medical Assistant program is to prepare graduates for entry-level employment in a healthcare or related setting. The curriculum is designed for skills-based education. The curriculum includes both core program courses and general education courses designed to enhance and support the Medical Assistant program outcomes. The Associate of Applied Science degree designation is appropriate for the number of credit hours required in a skills-based program.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social science skills necessary for program graduates. Marshall Community and Technical College has college-wide General Education Core Competencies that are incorporated into the program curriculum. Issues regarding diversity and ethics are also addressed. Faculty in the Medical Assistant program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in the general education portfolio.

**2. Faculty:**

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Janet Smith	MS	RHIA, CCS, CMA	Health Information, Medical Coding	FT
Sharon Porter	BSN	RN	Clinical skills Patient assessment	PT*
Stacy Hunter	AAS	RHIT	Medical Coding and billing	PT
Kim Moore	RBA	RHIT	Medical Coding and billing	PT

\* Full-time temporary October 16, 2008

Both accreditation and industry standards allow us to hire someone with an associate degree as long as he/she has specialized credentials and appropriate on-the-job training and skills.

**3. Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*. It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

**a. Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

**b. Program Specific Admission Standards:**

The following are required admission standards to the MA program:

1. Completion of the first year general and support courses with a 2.5 or better GPA.
2. CPR certification.
3. Physical exam with proper inoculations.



**4. Resources:**

Approximate expenses for faculty, equipment, and supplies are as follows:

Category	2007-2008
Full-time faculty*	\$22,500
Part-time faculty	9,000
Equipment	4,500
Educational Supplies/Accreditation	2,500
Total	\$38,500

\*Half salary for program coordination

Marshall Community and Technical College has a long-standing budgetary process that is based upon needs analysis. Individual faculty members develop annual planning pages, which are then approved by the division dean. The individual employee's annual planning pages are developed with the focus of all faculties working toward achieving long- and short-term goals as listed in the Compact for the college. Budgetary needs are determined from analysis of the Compact and faculty members' goals as listed on individual planning pages.

Currently, the Allied Health Division maintains budgeting to support nine faculty members. Two administrative assistants are assigned to the Division.

Resources for the MA program are also collected through student program fees, student laboratory fees, and electronic course fees.

**5. Assessment Information:**

The Medical Assistant program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Program Assessment Plan that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. Annually, in April, the college participates in Assessment Day to examine student learning. Students in the MA capstone prepare a portfolio of appropriate assignments with reflection papers to demonstrate competency in their major field and in general studies. All graduates are required to complete the portfolio, which is turned in during their internships, which is normally in May/June of each calendar year. The portfolios are then reviewed by the MA Advisory Committee utilizing the rubric provided with the portfolio. Currently, all students are meeting or exceeding the requirements of the portfolio.

MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the program curriculum. The institution has a five-year cycle for review of assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Assessment Report is completed at the end of each academic year. Results from assessment are utilized to make appropriate and necessary changes in the curriculum for

the MA program. Data from the summary are used to update the next year's Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition, the program is required to complete a yearly MAERB Annual Report for the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Annual Assessment Report  
2005-2006  
Medical Assistant Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
    - (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
  - b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
    - (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
    - (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.
  - b. Challenges and problems encountered:
    - (1) Very low response to Graduate Survey and follow-up Employer Survey.
    - (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.
    - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
    - (4) Need to investigate the development of a lab space for the medical assistants to utilize.

1. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
  - b. Instruction
    - (1) Introduce self evaluation for assignments and oral presentation of in class projects.
    - (2) Develop rubric for evaluation of oral presentation.
    - (3) Consider additional methods to incorporate diversity into MA 201, 202.
    - (4) Integrate additional practical application assignments into courses.
    - (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.
  - c. Courses
    - (1) Examine alternate supplemental text for use in MA 201, 202.
    - (2) Attempt to obtain lab space for medical assistants.
    - (3) Ensure competency check off sheets for all required competencies are completed.
    - (4) Add mock interviews to MA 202 at the request of the Advisory Committee.
  - c. Program
    - (1) Conduct Graduating Student Survey in capstone course.
    - (2) Establish new schedule for follow-up graduate and employer surveys.
    - (3) Utilize the advisory committee to assist with employer surveys.
    - (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
    - (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
    - (5) Reevaluate original benchmarks for program outcomes in the MA program.
    - (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
  - (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
  - (2) A method of assessing projects/assignments for the general education portfolio.
  - (3) A process of feedback to the General Education program needs to be established.
  - (4) Necessary funds for follow-up surveys of graduates and employers.
  - (5) Funding for part-time faculty to assist with the Fall accreditation site visit.
  - (6) Funding for full-time coordinator for the MA program
  - (7) Funding/space for a medical assistant lab. (i.e., mock physician office exam room)
5. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2006-2007:

Fall 2006 – MA 203

Spring 2007 – MA 204

Annual Assessment Report  
2006-2007  
Medical Assistant Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.

a. Program and course assessment activities:

- (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
- (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
- (3) The Medical Assistant program had a site survey by the CAAHEP in November, 2006.

b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.

The following recommendations were made by CAAHEP:

- (1) We need to add a public member to the Advisory Committee.
- (2) The Office Procedures courses and the Accounting for Business courses are not related to the medical ambulatory care setting. We will work with these instructors to update these courses.
- (3) The Medical Law class shows no evidence that medical ethics is included. We will work with the instructor to make sure these areas are included.
- (4) There is no classroom lab dedicated to the Medical Assisting clinical Courses. We will work through renovations to provide a lab for this program.
- (5) The following equipment needs to be purchased for the program: medical Exam table, 12-lead EKG machine, spirometer, peak flow meter, eye chart and pediatric scales.

2. Evaluation of program and course(s):

a. Strengths and accomplishments:

- (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
- (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
- (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.

a. Challenges and problems encountered:

- (1) Very low response to Graduate Survey and follow-up Employer Survey.
- (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.

- (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
  - (4) Need to investigate the development of a lab space for the medical assistants to utilize.
1. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
    - b. Instruction
      - (1) Introduce self evaluation for assignments and oral presentation of in class projects.
      - (2) Develop rubric for evaluation of oral presentation.
      - (3) Consider additional methods to incorporate diversity into MA 201, 202.
      - (4) Integrate additional practical application assignments into courses.
      - (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.
    - c. Courses
      - (1) Examine alternate supplemental text for use in MA 201, 202.
      - (2) Attempt to obtain lab space for medical assistants.
      - (3) Ensure competency check off sheets for all required competencies are completed.
      - (4) Add mock interviews to MA 202 at the request of the Advisory Committee.
    - b. Program
      - (1) Conduct Graduating Student Survey in capstone course.
      - (2) Establish new schedule for follow-up graduate and employer surveys.
      - (3) Utilize the advisory committee to assist with employer surveys.
      - (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
      - (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
      - (5) Reevaluate original benchmarks for program outcomes in the HIT program.
      - (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
    - (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
    - (2) A method of assessing projects/assignments for the general education portfolio.
    - (3) A process of feedback to the General Education program needs to be established.
    - (4) Necessary funds for follow-up surveys of graduates and employers.
    - (5) Funding for part-time faculty to assist with the Fall accreditation site visit.
    - (6) Funding for full-time coordinator for the MA program
    - (7) Funding/space for a medical assistant lab. (i.e., mock physician office exam room)

5. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2006-2007:

Fall 2007 – MA 205  
Spring 2008 – MA 207

Annual Assessment Report  
2007-2008  
Medical Assistant Program

1. Analysis of program and courses assessment activities and results obtained in the reporting year.

a. Program and course assessment activities:

- (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
- (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
- (3) The Medical Assistant program had a site survey by the CAAHEP in November, 2006. We were notified that we did receive full accreditation for 10 years. A followup report to correct specific areas was submitted in March 2008.

b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.

The following recommendations were made by CAAHEP:

- (1) We need to add a public member to the Advisory Committee. This was taken care of and we have added a public member.
- (2) The Office Procedures courses and the Accounting for Business courses are not related to the medical ambulatory care setting. We will work with these instructors to update these courses. We have added MA 206-Medical Office Procedures for Medical Assistants to the course curriculum.
- (3) The Medical Law class shows no evidence that medical ethics is included. We will work with the instructor to make sure these areas are included. The areas of concerns will be corrected in LAS 248 and HIT 201.
- (4) There is no classroom lab dedicated to the Medical Assisting clinical courses. We will work through renovations to provide a lab for this program. A lab with the proper equipment has been added in the Spring 2008.
- (5) The following equipment needs to be purchased for the program: medical exam table, 12-lead EKG machine, spirometer, peak flow meter, eye chart and pediatric scales. All equipment has been purchased and utilized by the students in the Spring 2008-MA 202 class.

2. Evaluation of program and course(s):

a. Strengths and accomplishments:

- (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
  - (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
  - (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.
- b. Challenges and problems encountered:
- (1) Very low response to Graduate Survey and follow-up Employer Survey.
  - (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.
  - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
- a. Instruction
- (1) Introduce self evaluation for assignments and oral presentation of in class projects.
  - (2) Develop rubric for evaluation of oral presentation.
  - (3) Consider additional methods to incorporate diversity into MA 201, 202.
  - (4) Integrate additional practical application assignments into courses.
  - (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.
- b. Courses
- (1) Examine alternate supplemental text for use in MA 201, 202. This text was changed for the Fall 2007 and Spring 2008 semesters.
  - (2) Attempt to obtain lab space for medical assistants. This was completed in the Spring 2008 semester.
  - (3) Ensure competency check off sheets for all required competencies are completed.
  - (4) Add mock interviews to MA 202 at the request of the Advisory Committee.
- c. Program
- (1) Conduct Graduating Student Survey in capstone course.
  - (2) Establish new schedule for follow-up graduate and employer surveys.
  - (3) Utilize the advisory committee to assist with employer surveys.
  - (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
  - (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
  - (5) Reevaluate original benchmarks for program outcomes in the HIT program.
  - (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.

4. Recommendations to be considered in the strategic planning and budgeting processes of the College:

- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
- (2) A method of assessing projects/assignments for the general education portfolio.
- (3) A process of feedback to the General Education program needs to be established.
- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Funding for full-time coordinator for the MA program.

6. **Advisory Committee:**

The Medical Assistant Advisory Committee consists of the program coordinator of the Medical Assistant program, a student in the program, the Dean of Allied Health, former Medical Assistant students, adjunct faculty, and other persons working in the medical field. The Medical Assistant accreditation also requires that a lay person from the community serve on the Advisory Committee. Meetings are held every semester.

a. **Members:**

Lisa Ashley, RN, Huntington Internal Medicine Group  
Jean Chappell, Dean of Allied Health  
Jeri Cornwell, RN, Huntington Internal Medicine Group  
Brandi Jacobs-Jones, City of Huntington  
Kim Kirby, CMA, Tri-State Otolaryngology (recent graduate)  
Sharon Porter, RN, Adjunct Faculty (F-T temporary October 16, 2008)  
Janet Smith, Program Coordinator –Medical Assistant  
Brenda Wilson, LPN, Tri-State Otolaryngology  
Student from current class—Trishany Treadway

b. **Meetings:**

Meeting Dates:

May 5, 2004  
November 3, 2004  
April 5, 2005  
October 19, 2005  
May 23, 2006  
October 24, 2006  
May 22, 2007  
June 3, 2008  
November 18, 2008

The committee has made many recommendations based on the issues and concerns from assessment and the program's accrediting association.

1. The committee recommended that the Medical Assistant program be given a specific space allotted to a laboratory area. This was completed in the Fall 2007 semester.
2. The committee has recommended the hiring of a full-time coordinator for the Medical Assistant program. This has resulted in a failed-search from the last two postings over the past two years. The college is continuing the search.



3. In response to concerns from the accrediting association, curriculum changes, including the addition of a Medical Assistant Office Procedures class, have been recommended and approved through the curriculum committee. This class began in the Fall 2008 semester.
4. The committee continues to make recommendations for new clinical sites.
5. The committee has recommended the purchase of equipment necessary to the needs of the program. The committee has also assisted in the donation of equipment.

**7. Program Accreditation (if applicable):**

The Medical Assistant Program at MCTC received a full 10-year accreditation in the 2006-2007 academic year from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Medical Assisting Education Review Board (MAERB).

Programmatic accreditation ensures that students in medical assisting programs receive an education consistent with standards for entry into practice. Medical assistants who graduate from accredited programs are eligible to sit for the CMA (AAMA) Certification/Recertification Examination.

Generally speaking, accreditation is a process by which MAERB, a Committee on Accreditation (CoA) of CAAHEP, reviews medical assisting programs to determine if they meet certain criteria. These are set forth in the *Standards and Guidelines for Medical Assisting Educational Programs*.

If MAERB finds that a program does meet these criteria, it recommends the program for accreditation to CAAHEP. Then CAAHEP makes the final decision on accreditation.

Accreditation assists students in identifying quality programs that will provide a pathway to becoming CMAs (AAMA) and facilitate transfer to another institution for additional education. The CMA (AAMA) credential represents a Certified Medical Assistant (CMA) who has achieved certification through the American Association of Medical Assistants (AAMA).

For programs, accreditation is designed to stimulate self-improvement by providing a review of the program based on student outcomes.

Institutions and programs are responsible for providing clear, accurate, and complete information and for involving key faculty and administrators in the review process. The institution/program must keep MAERB apprised of program changes and outcomes. The process is based on the *Standards* as well as the Policies and Procedures, which provide MAERB with guidelines for making recommendations on accreditation status.

The Commission on Accreditation of Allied Health Education Programs, via MAERB, is responsible for assigning an accreditation team that is well-informed and prepared to determine that the Standards are being consistently applied within the program. In programmatic accreditation, the primary focus is on the curriculum and instruction, including assessment of student learning and the resulting outcomes of students and

graduates. These include, but are not limited to, admission, retention, graduation, employment rates, as well as employer and graduate satisfaction.

Working together, the institutions, programs, CAAHEP, and MAERB are responsible for providing useful evaluation through cooperation and open exchange of issues and concerns in creative variations for accreditation, and for promoting efficient use of resources.

**C. Viability**

**1. Course Enrollments:**

	MA 201	MA 202	MA 203	MA 204	MA 205	MA 206	MA 207
2003-2004	12	14	18	16	27	N/A	13
2004-2005	11	10	9	22	14	N/A	10
2005-2006	14	12	15	23	19	N/A	9
2006-2007	14	14	20	30	18	N/A	12
2007-2008	14	13	12	15	22	N/A	9

**2. Program Enrollments/Graduate Data:**

Program Enrollment	
Year	Enrollment
2003-2004	12
2004-2005	11
2005-2006	14
2006-2007	14
2007-2008	14

Graduate Data	
Year	Graduates
2003-2004	8
2004-2005	9
2005-2006	4
2006-2007	7
2007-2008	9

**3. Occupational Outlook Handbook Data:**

Employment of medical assistants is expected to grow much faster than the average for all occupations through the year 2012 as the health services industry expands because of technological advances in medicine and a growing and aging population. Increasing utilization of medical assistants in the rapidly-growing healthcare industries will result in fast employment growth for the occupation. In fact, medical assistants are projected to be one of the fastest growing occupations through 2012.

**Salary Forecast:**

The earnings of medical assistants vary, depending on their experience, skill level, and location. Median annual earnings of medical assistants were \$26,290 in May 2006. The middle 50% earned between \$21,970 and \$31,210. The lowest 10% earned less than \$18,860, and the highest 10% earned more than \$36,840. Median annual earnings in the industries employing the largest numbers of medical assistants in May 2006 were:

Colleges, universities, and professional schools	\$27,490
Outpatient care centers	26,840
General medical and surgical hospitals	27,340
Offices of physicians	26,620
Offices of health practitioners (i.e. Chiropractors, Optometrists)	22,940

(Information obtained from *Occupational Outlook Handbook, 2007-2008*)

**4. Articulation Agreements (if applicable):** Not applicable.**D. Necessity****1. Job Placement Data:**

Most medical assistant graduates are employed either full-time or part-time in a healthcare related setting, particularly physician practices from solo to groups. Most work as a multi-functioning medical assistant throughout the practice. Some students pursue a four-year degree, particularly in nursing, after the completion of their associate degree.

Starting salaries range from \$8-12/hour depending on the facility and available benefits. The job placement is reviewed every year in the annual report to MAERB for CAAHEP. The program has an average job placement rate of 92.42% over the past five years.

**Job Placement Results**

Admission Year	Total Number of Graduates per Cohort	Number of Positive Placements—Includes Further Schooling	Number of Grads Employed in MA or Related Field	Placement Rate
2003	8	7	5	87.50%
2004	9	8	6	88.89%
2005	4	4	3	100.00%
2006	7	6	4	85.71%
2007	6	6	6	100.00%
				92.42% Total

**2. Internship Evaluation Results:**

Every Medical Assistant student must complete an internship as a part of the capstone experience for the program. This is a 180-hour unpaid internship in a healthcare setting.

Students are evaluated on a scale from 1–3 with 1 being *exceeds expectations*, 2 being *meets expectations*, and 3 being *does not meet expectations*. Students are evaluated by the site supervisor in the areas of clinical procedures, medical record procedures, front office procedures, administrative procedures, billing procedures, and overall professionalism. Overall, the students have maintained an 88% or higher evaluation, which is also reported by MAERB to CAAHEP, along with being included in the Medical Assistant Annual Assessment Report.

### Internship Evaluation Results

Year	# of Interns	Clinical Procedures Overall Rating	Medical Record Procedures Overall Rating	Front Office Procedures Overall Rating	Admin. Procedures Overall Rating	Billing Procedure Overall Rating	Profes-sionalism Overall Rating	Avg. Overall Rating
2004	9	100%	100%	100%	100%	100%	88%	98%
2005	4	100%	100%	100%	100%	100%	100%	100%
2006	7	86%	100%	100%	100%	100%	100%	98%
2007	9*	88%	88%	88%	88%	88%	88%	88%
2008	9	100%	100%	100%	100%	100%	100%	100%
% Avg.		95%	98%	98%	98%	98%	95%	97%

### 3. Graduate Satisfaction Survey Results:

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated. Students over the past five years have rated their satisfaction at an overall 100% for the program. The return rate for the surveys has been at 57%. This is an ongoing problem that we have addressed by placing the graduate survey online to assist in increased completion.

### Graduate Survey Results

Adm. Year	# of Grads	# of Grad Survey Sent	# of Grad Surveys Returned	% Returned	# of Surveys With Positive Responses-Cognitive	# of Surveys With Positive Responses-Psycho-motor	# of Surveys With Positive Responses-Affective	# of Surveys With Overall Positive Responses	# of Grad Survey Success
2003	8	8	4	50.00%	4	4	4	4	100.00 %
2004	9	9	6	66.67%	6	6	6	6	100.00 %
2005	4	4	3	75.00%	3	3	3	3	100.00 %
2006	7	7	3	42.86%	3	3	3	3	100.00 %
2007	6*								

\*students admitted in 2007, graduated in summer 2008. Surveys will be sent at the end of the fall semester.

**4. Employer Satisfaction Survey Results:**

All graduates are sent an employer satisfaction survey to give to their employer. Employers have an overall 93% satisfaction rate with the employees. The return rate for the surveys is approximately 55%. This has been recognized as an ongoing problem. Many employers are on the Advisory Committee and have been asked to complete these and this should increase the return rate for the future. It should be noted that the threshold required by the accrediting body for returned surveys is 30%.

**Employer Survey Results**

Calendar Year	# of Employer Surveys Sent	# of Employer Surveys Returned	% of Surveys Returned	# of Surveys With Positive Responses Cognitive	# of Surveys With Positive Responses Psychomotor	# of Surveys With Positive Responses Affect	# or Surveys With Overall Positive Responses	Overall Satisfaction Rate
2003	5	3	60.00%	3	3	3	3	100.00%
2004	6	3	50.00%	3	2	3	2	66.66%
2005	3	2	66.67%	2	2	2	2	100.00%
2006	4	2	50.00%	2	2	2	2	100.00%
2007	6	3	50.00%	3	3	3	3	100.00%
Totals			55.33%					93.34%

**E. Consistency With Mission:**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Medical Assistant program fulfills this educational mission through its participation in general education requirements, career and technical education, and lifelong learning, as well as professional and personal development. The Medical Assistant program provides a workforce training program to assist in meeting the medical needs of the community.

**F. Implementation of Recommendations From Previous Program Review**

The last program review for the Medical Assistant program was in 2003. The program was recommended for continuation at the current level of activity.

**G. Current Strengths and Weaknesses**

Preparation of the MA program review revealed the following strengths and weaknesses:

**Strengths:**

1. The Medical Assistant program has just received a \$199,050 grant from the WVCTCS Program Expansion Grant Fund to increase enrollment, purchase equipment, and to add four skill sets to the program. Many of the courses will be incorporated into online education so that students have more opportunities to complete the degree.
2. The program has faculty members who work in the field.
3. Curriculum content is comprehensive and logical, allowing for the attainment of the goals, values, and attitudes consistent with the philosophy of the program.
4. The program has obtained a simulated laboratory for classroom instruction.

**Weaknesses:**

1. Lack of marketing for the program and competition at local colleges with a better value are two main challenges.
2. Students are not taking the certification exam. Many are not required to have the CMA by their employer.
3. There is no faculty member dedicated solely to be the program coordinator of the Medical Assistant program.
4. Return rates on graduate and employer surveys are low.

**H. Recommendations for Improvement**

The principal recommendations for improvement are:

1. Use the grant money for the Medical Assistant program to market and recruit for the program.
2. Encourage students to take the certification exam and provide review sessions at their request.
3. Continue the search for a full-time faculty member to serve as the program coordinator of the Medical Assistant program.
4. Work with the administrative assistant to develop a schedule for administration and follow-up of graduate and employer surveys.
5. Strengthen the advisory committee with participation from general education faculty.

# MCTC

Marshall Community & Technical College

## PROGRAM REVIEW External Reviewer's Comments

Program Medical Assistant

Degree Associate in Applied Science

Date October 6, 2008

### INSTITUTIONAL RECOMMENDATIONS

(See attached recommendations)

\_\_\_\_\_  
Program Coordinator Date \_\_\_\_\_

\_\_\_\_\_  
Program Dean Date \_\_\_\_\_

\_\_\_\_\_  
Assessment Committee Chair Date \_\_\_\_\_

(Attach AC Recommendation)

\_\_\_\_\_  
Executive Dean Date \_\_\_\_\_

\_\_\_\_\_  
President Date \_\_\_\_\_

\_\_\_\_\_  
Academic Policy Subcommittee Chair Date \_\_\_\_\_

(Attach ASSC Recommendation)

\_\_\_\_\_  
Institutional Board of Governors Chair Date \_\_\_\_\_

PROGRAM REVIEW  
MEDICAL ASSISTANT  
Marshall Community and Technical College

2007-08  
Occupational  
Review

A. Program Description

Medical Assistants are allied health professionals who assist physicians in their offices or other medical settings. In accordance with respective state laws, they perform a broad range of administrative and clinical duties, as indicated by the American Association of Medical Assistants recent role delineation study. The Marshall Community and Technical College (MCTC) Medical Assistant (MA) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE).

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Administrative duties include scheduling and receiving patients, preparing and maintaining medical records, performing basic secretarial skills and medical transcription, handling telephone calls and writing correspondence, serving as a liaison between the physician and other individuals, and managing practice finances. Clinical duties include asepsis and infection control, taking patient histories and vital signs, performing first aid and CPR, preparing patient for procedures, assisting the physician with examinations and treatments, conducting diagnostic tests, and preparing

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degree, 19 credit hours of  
ours of medical office  
in a health care setting.

Blank lined area for additional notes or comments.



**B. Adequacy**

**1. Curriculum:**

				<u>First Year</u>			
				<u>Fall Semester</u>		<u>Spring Semester</u>	
AAT	136	Introduction to Word Processing (EDGE)	3	AAT	253	Medical Transcription <sup>2</sup>	3
AH	151	Medical Terminology (EDGE)	3	COM	112	Oral Communication	3
ENL	111	Written Communication	3	AH	220	Basic Nutrition	3
EME	105	First on Scene	3	IT	150	Applications to Spreadsheets <sup>3</sup> (EDGE)	3
IT	101	Fundamentals of Computers (EDGE)	3	BIOL	257	Introduction to Anatomy & Physiology (EDGE)	3
MAT	115	Business Mathematics	3	SS	215	Lifespan Psychology	3
TOTAL CREDITS			18	TOTAL CREDITS			18
				<u>Second Year</u>			
				<u>Fall Semester</u>		<u>Spring Semester</u>	
MA	206	Medical Office Procedures/ Med Asst	3	AH	216	Basic Pharmacology <sup>8</sup>	3
HIT	201	Health Information Technology I <sup>4,5</sup>	3	MA	202	Medical Assisting Techniques II <sup>9</sup>	4
HIT	201L	Health Information Technology I Lab	1	MA	203	Medical Lab Techniques	3
LAS	248	Medical Law <sup>6</sup>	3	MA	205	Medical Office Claims Procedures	3
MA	201	Medical Assisting Techniques I <sup>7</sup>	3				
MA	204	Physician's Office Medical Coding	3	TOTAL CREDITS			13
TOTAL CREDITS			16				
				<u>Summer Semester</u>			
MA	207	Medical Office Internship <sup>10</sup>	3				

HOURS REQUIRED FOR GRADUATION: 68

**a. Consistency With Degree Designation:**

The purpose of the Medical Assistant program is to prepare graduates for entry-level employment in a healthcare or related setting. The curriculum is designed for skills-based education. The curriculum includes both core program courses and general education courses designed to enhance and support the Medical Assistant program outcomes. The Associate of Applied Science degree designation is appropriate for the number of credit hours required in a skills-based nature of the program.

*awkward statement*

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, math, science, and social science skills necessary for program graduates. Marshall Community and Technical College has college-wide General Education Core Competencies that are incorporated into the program curriculum. Issues regarding diversity and ethics are also addressed. Faculty in the Medical Assistant program collaborate with general education faculty to identify appropriate skills and develop assignments appropriate for inclusion in the general education portfolio.

**2. Faculty:**

Name	Highest Degree	Professional Certifications/Licensure	Teaching Area	FT/PT
Janet Smith	Masters	RHIA, CCS, CMA	Health Information, Medical Coding	FT
Sharon Porter	Bachelors	RN	Clinical skills Patient assessment	PT*
Stacy Hunter	Associate's	RHIT	Medical Coding and billing	PT
Kim Moore	Bachelor's	RHIT	Medical Coding and billing	PT

\* Full-time temporary October. 16, 2008

Both accreditation and industry standards allow us to hire someone with an associate degree as long as they have specialized credentials and appropriate on-the-job training and skills.

**3. Admissions Standards:**

Marshall Community and Technical College adheres to an open admissions policy as outlined in *Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*. It is the intent of this policy that everyone shall have access to higher educational opportunities commensurate with their interests and abilities.

**a. Entrance Standards:**

Applicants with a high school diploma or a General Education Development Certificate (GED) are eligible for regular (degree-seeking) admission. Applicants with neither a high school diploma nor a GED may be admitted on a conditional basis. A student who is conditionally admitted will be evaluated at the end of each semester to ensure he/she is making academic progress. An individual may enroll as a non-degree-seeking student to take courses for personal or professional enrichment.

**b. Program Specific Admission Standards:**

The following are required admission standards to the MA program:

1. Completion of the first year general and support courses with a 2.5 or better GPA.
2. CPR certification.
3. Physical exam with proper inoculations.

**4. Resources:**

Approximate expenses for faculty, equipment, and supplies are as follows:

Category	2007-2008
Full-time faculty*	\$22,500
Part-time faculty	9,000
Equipment	4,500
Educational Supplies/Accreditation	2,500
Total	\$38,500

\*Half salary for program coordination

Marshall Community and Technical College has a long-standing budgetary process that is based upon needs analysis. Individual faculty members develop annual planning pages, which are then approved by the division dean. The individual employee's annual planning pages are developed with the focus of all faculties working toward achieving long- and short-term goals as listed in the Compact for the college. Budgetary needs are determined from analysis of the Compact and faculty members' goals as listed on individual planning pages.

Currently, the Allied Health Division maintains budgeting to support nine faculty members. Two administrative assistants are assigned to the Division.

Resources for the MA program are also collected through student program fees, student laboratory fees, and electronic course fees.

**5. Assessment Information:**

The Medical Assistant program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. The program completes a yearly Outcomes Assessment document that details the program and individual course goals and objectives, and how they will be measured. The college has a Director of Assessment and who is responsible for assisting with implementation of assessment procedures for all programs. Annually in April the college participates in Assessment Day to examine student learning. Students in the MA capstone prepare a portfolio of appropriate assignments with reflection papers to demonstrate competency in their major field and in general studies. All graduates are required to complete the portfolio which is turned in during their internships which is normally in May/June of each calendar year. The portfolios are then reviewed by the MA Advisory Committee utilizing the rubric provided with the portfolio. Currently, all students are meeting or exceeding the requirements of the portfolio.

MCTC has a college-wide statement of General Education Core Competencies, which are incorporated into the program curriculum. The institution has a five-year cycle for assessment of program goals and objectives and general education competencies, and maintains a standing Assessment Committee as a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year, and an Annual Assessment Report is completed at the end of each academic year. Results from

assessment are utilized to make appropriate and necessary changes in the curriculum for the MA program. Data from the summary are used to update the next year's Program Assessment Plan, and are forwarded to be included in the institutional strategic planning process. In addition, information from employer surveys allows program faculty to evaluate the competencies of students who are currently employed in field and to make necessary changes to the program.

In addition, the program is required to complete a yearly ~~CRB-AAMAE~~ <sup>MAERB</sup> Annual Report for the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**Annual Assessment Report  
2005-2006  
Medical Assistant Program**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
    - (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
  - b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
    - (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
    - (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.
  - b. Challenges and problems encountered:
    - (1) Very low response to Graduate Survey and follow up Employer Survey.
    - (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.
    - (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
    - (4) Need to investigate the development of a lab space for the medical assistants to utilize.

1. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:

b. Instruction

- (1) Introduce self evaluation for assignments and oral presentation of in class projects.
- (2) Develop rubric for evaluation of oral presentation.
- (3) Consider additional methods to incorporate diversity into MA 201, 202.
- (4) Integrate additional practical application assignments into courses.
- (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.

c. Courses

- (1) Examine alternate supplemental text for use in MA 201, 202.
- (2) Attempt to obtain lab space for medical assistants.
- (3) Insure competency check off sheets for all required competencies.
- (4) Add mock interviews to MA 202 at the request of the Advisory Committee.

c. Program

- (1) Conduct Graduating Student Survey in capstone course.
- (2) Establish new schedule for follow-up graduate and employer surveys.
- (3) Utilize the advisory committee to assist with employer surveys.
- (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
- (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
- (5) Reevaluate original benchmarks for program outcomes in the HIT program.
- (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.

what does this mean?  
insure they are complete?  
insure check off sheets are available  
it's not clear  
is this related to MA program

for employment?

4. Recommendations to be considered in the strategic planning and budgeting processes of the College:

- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
- (2) A method of assessing projects/assignments for the general education portfolio.
- (3) A process of feedback to the General Education program needs to be established.
- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Funding for part-time faculty to assist with the Fall accreditation site visit.
- (6) Funding for full-time coordinator for the MA program
- (7) Funding/space for a medical assistant lab. (i.e., mock physician office exam room)

5. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2006-2007:

Fall 2006 - MA 203  
Spring 2007 - MA 204

in

Sorry

**Annual Assessment Report  
2006-2007  
Medical Assistant Program**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.

a. Program and course assessment activities:

- (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
- (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
- (3) The Medical Assistant program had a site survey by the CAAHEP in November, 2006.

b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.

The following recommendations were made by CAAHEP:

- (1) We need to add a public member to the Advisory Committee.
- (2) The Office Procedures courses and the Accounting for Business courses are not related to the medical ambulatory care setting. We will work with these instructors to update these courses.
- (3) The Medical Law class shows no evidence that medical ethics is included. We will work with the instructor to make sure these areas are included.
- (4) There is no classroom lab dedicated to the Medical Assisting clinical Courses. We will work through renovations to provide a lab for this program.
- (5) The following equipment needs to be purchased for the program: medical Exam table, 12-lead EKG machine, spirometer, peak flow meter, eye chart and pediatric scales.

2. Evaluation of program and course(s):

a. Strengths and accomplishments:

- (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
- (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
- (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.

a. Challenges and problems encountered:

- (1) Very low response to Graduate Survey and follow up Employer Survey.
- (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.

- (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.
- (4) Need to investigate the development of a lab space for the medical assistants to utilize.

1. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:

b. Instruction

- (1) Introduce self evaluation for assignments and oral presentation of in class projects.
- (2) Develop rubric for evaluation of oral presentation.
- (3) Consider additional methods to incorporate diversity into MA 201, 202.
- (4) Integrate additional practical application assignments into courses.
- (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.

c. Courses

- (1) Examine alternate supplemental text for use in MA 201, 202.
- (2) Attempt to obtain lab space for medical assistants.
- (3) Insure competency check off sheets for all required competencies.
- (4) Add mock interviews to MA 202 at the request of the Advisory Committee.

b. Program

- (1) Conduct Graduating Student Survey in capstone course.
- (2) Establish new schedule for follow-up graduate and employer surveys.
- (3) Utilize the advisory committee to assist with employer surveys.
- (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
- (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
- (5) Reevaluate original benchmarks for program outcomes in the HIT program.
- (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.

4. Recommendations to be considered in the strategic planning and budgeting processes of the College:

- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
- (2) A method of assessing projects/assignments for the general education portfolio.
- (3) A process of feedback to the General Education program needs to be established.
- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Funding for part-time faculty to assist with the Fall accreditation site visit.
- (6) Funding for full-time coordinator for the MA program
- (7) Funding/space for a medical assistant lab. (i.e., mock physician office exam room)

*appear to be the same as 2005-06*

5. Updates to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2006-2007:

Fall 2007 – MA 205

Spring 2008 – MA 207

**Annual Assessment Report  
2007-2008  
Medical Assistant Program**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.

a. Program and course assessment activities:

- (1) Program: Graduate Survey, General Education Portfolio, externship evaluations by students and supervisors, Employer Survey.
- (2) Course: Quizzes, written exams, presentations, projects, assignments, skills competency check-lists, on-the-job performance during externship placement.
- (3) The Medical Assistant program had a site survey by the CAAHEP in November, 2006. We were notified that we did receive full accreditation for 10 years. A followup report to correct specific areas was submitted in March 2008.

b. Program and course assessment results:

The benchmarks for the program and courses were met or exceeded.

The following recommendations were made by CAAHEP:

- (1) We need to add a public member to the Advisory Committee. This was taken care of and we have added a public member.
- (2) The Office Procedures courses and the Accounting for Business courses are not related to the medical ambulatory care setting. We will work with these instructors to update these courses. We have added MA 206-Medical Office Procedures for Medical Assistants to the course curriculum.
- (3) The Medical Law class shows no evidence that medical ethics is included. We will work with the instructor to make sure these areas are included. The areas of concerns will be corrected in LAS 248 and HIT 201.
- (4) There is no classroom lab dedicated to the Medical Assisting clinical courses. We will work through renovations to provide a lab for this program. A lab with the proper equipment has been added in the Spring 2008.
- (5) The following equipment needs to be purchased for the program: medical exam table, 12-lead EKG machine, spirometer, peak flow meter, eye chart and pediatric scales. All equipment has been purchased and utilized by the students in the Spring 2008-MA 202 class.

2. Evaluation of program and course(s):

a. Strengths and accomplishments:

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- (1) Program: Benchmarks were met or exceeded for Outcomes 1 & 3 by 90% or more of the students. Students are finishing up their General Education portfolios.
- (2) The Medical Assistant Advisory Committee will review and provide feedback on the General Education Portfolio process and content.
- (3) Practical application assignments, projects, skills competency and other hands-on instruction is cited as a program strengths by students, externship site supervisors and employers.

b. Challenges and problems encountered:

- (1) Very low response to Graduate Survey and follow up Employer Survey.
- (2) The General Education Outcome for oral and written communication is written as one outcome, this presents problems in evaluating the components. It would assist evaluation if these components were separated. Need to fine tune the whole portfolio process for students.
- (3) Multiple preparations and coordination for program faculty reduce available time for creative assessment activities and development of additional practical application projects and assignments.

SAME AS  
2005-06

3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:

a. Instruction

- (1) Introduce self evaluation for assignments and oral presentation of in class projects.
- (2) Develop rubric for evaluation of oral presentation.
- (3) Consider additional methods to incorporate diversity into MA 201, 202.
- (4) Integrate additional practical application assignments into courses.
- (5) Make sure that all required competencies are placed in the appropriate classes and are completed by students.

SAME AS  
2005-06

b. Courses

- (1) Examine alternate supplemental text for use in MA 201, 202. This text was changed for the Fall 2007 and Spring 2008 semesters.
- (2) Attempt to obtain lab space for medical assistants. This was completed in the Spring 2008 semester.
- (3) Insure competency check off sheets for all required competencies.
- (4) Add mock interviews to MA 202 at the request of the Advisory Committee.

SAME AS  
2005-06

c. Program

- (1) Conduct Graduating Student Survey in capstone course.
- (2) Establish new schedule for follow-up graduate and employer surveys.
- (3) Utilize the advisory committee to assist with employer surveys.
- (3) MA program coordinator will meet with General Education faculty to identify appropriate assignments from general education courses for inclusion in portfolio.
- (4) MA program faculty will assist General Education faculty as necessary to develop appropriate assignments for MA program majors in general education courses.
- (5) Reevaluate original benchmarks for program outcomes in the HIT program.
- (6) Continue to work with Medical Assistant Advisory Committee to upgrade and evaluate curriculum and courses for MA.

SAME AS  
2005-06

4. Recommendations to be considered in the strategic planning and budgeting processes of the College:

- (1) General Education Learning Outcomes regarding written and oral communication should be separated to assist with evaluation.
- (2) A method of assessing projects/assignments for the general education portfolio.
- (3) A process of feedback to the General Education program needs to be established.
- (4) Necessary funds for follow-up surveys of graduates and employers.
- (5) Funding for full-time coordinator for the MA program.

6. **Advisory Committee:**

The Medical Assistant Advisory Committee consists of the program coordinator of the Medical Assistant program, a student in the program, the Dean of Allied Health, former Medical Assistant students, adjunct faculty, and other persons working in the medical field. The Medical Assistant accreditation also requires a lay person from the community serve on the Advisory Committee. Meetings are held every semester.

a. **Members:**

Lisa Ashley, RN, Huntington Internal Medicine Group  
Jean Chappell, Dean of Allied Health  
Jeri Cornwell, RN, Huntington Internal Medicine Group  
Brandi Jacobs-Jones, City of Huntington  
Kim Kirby, CMA, Tri-State Otolaryngology  
Sharon Porter, RN, Adjunct Faculty (F-T temporary October 16, 2008)  
Janet Smith, Program Coordinator -Medical Assistant  
Brenda Wilson, LPN, Tri-State Otolaryngology  
Student from current class—Trishany Treadway

b. **Meetings:**

Meeting Dates:

May 5, 2004  
November 3, 2004  
April 5, 2005  
October 19, 2005  
May 23, 2006  
October 24, 2006  
May 22, 2007  
June 3, 2008  
November 18, 2008

The committee has made many recommendations based on the issues and concerns from assessment and programs accreditation.

1. The committee recommended that the Medical Assistant program be given a specific space allotted to a laboratory area. This was completed in the Fall 2007 semester.
2. The committee has recommended the hiring of a full-time coordinator for the Medical Assistant program. This has resulted in a failed-search from the last two postings over the past two years. The college is continuing the search.

*and consider  
a student  
grad-*

3. Curriculum changes including the addition of a Medical Assistant Office Procedures class, have been recommended and approved through the curriculum committee. This class began in the Fall 2008 semester.
4. The committee continues to make recommendations for new clinical sites.
5. The committee has recommended the purchase of equipment necessary to the needs of the program. The committee has also assisted in the donation of equipment.

#### **7. Program Accreditation (if applicable):**

The Medical Assistant Program at MCTC received a full 10-year accreditation in the 2006-2007 academic year.

Programmatic accreditation ensures that students in medical assisting programs receive an education consistent with standards for entry into practice. Medical assistants who graduate from accredited programs are eligible to sit for the CMA (AAMA) Certification/Recertification Examination.

Generally speaking, accreditation is a process by which the Medical Assisting Education Review Board (MAERB), a Committee on Accreditation (CoA) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), reviews medical assisting programs to determine if they meet certain criteria. These are set forth in the *Standards and Guidelines for Medical Assisting Educational Programs*.

If the MAERB finds that a program does meet these criteria, it recommends the program for accreditation to CAAHEP. Then CAAHEP makes the final decision on accreditation.

Accreditation assists students in identifying quality programs that will provide a pathway to becoming CMA (AAMA) and facilitate transfer to another institution for additional education. The CMA (AAMA) credential represents a Certified Medical Assistant (CMA) who has achieved certification through the American Association of Medical Assistants (AAMA).

For programs, accreditation is designed to stimulate self-improvement by providing a review of the program based on student outcomes.

Institutions and programs are responsible for providing clear, accurate, and complete information and for involving key faculty and administrators in the review process. The institution/program must keep the MAERB apprised of program changes and outcomes. The process is based on the *Standards* as well as the Policies and Procedures, which provide the MAERB with guidelines for making recommendations on accreditation status.

The Commission on Accreditation of Allied Health Education Programs, via the MAERB, is responsible for assigning an accreditation team that is well-informed and prepared to determine that the Standards are being consistently applied within the program. In programmatic accreditation, the primary focus is on the curriculum and instruction, including assessment of student learning and the resulting outcomes of

*This is  
CAAHEP  
+  
MAERB*

students and graduates. These include, but are not limited to, admission, retention, graduation, employment rates, as well as employer and graduate satisfaction.

Working together, the institutions, programs, CAAHEP, and MAERB are responsible for providing useful evaluation to through cooperation and open exchange of issues and concerns in creative variations for accreditation, and for promoting efficient use of resources.

**C. Viability**

**1. Course Enrollments:**

	MA 201	MA 202	MA 203	MA 204	MA 205	MA 206	MA 207
2003-2004	12	14	18	16	27	N/A	13
2004-2005	11	10	9	22	14	N/A	10
2005-2006	14	12	15	23	19	N/A	9
2006-2007	14	14	20	30	18	N/A	12
2007-2008	14	13	12	15	22	N/A	9

**2. Program Enrollments/Graduate Data:**

Program Enrollment	
Year	Enrollment
2003-04	12
2004-05	11
2005-06	14
2006-07	14
2007-08	14

Graduate Data	
Year	Graduates
2003-04	8
2004-05	9
2005-06	4
2006-07	7
2007-08	9

**3. Occupational Outlook Handbook Data:**

Employment of medical assistants is expected to grow much faster than the average for all occupations through the year 2012 as the health services industry expands because of technological advances in medicine and a growing and aging population. Increasing utilization of medical assistants in the rapidly-growing healthcare industries will result

<sup>one of</sup>  
 in fast employment growth for the occupation. In fact, medical assistants are projected to be the fastest growing occupation through 2012.

**Salary Forecast:**

The earnings of medical assistants vary, depending on their experience, skill level, and location. Median annual earnings of medical assistants were \$26,290 in May 2006. The middle 50 percent earned between \$21,970 and \$31,210. The lowest 10 percent earned less than \$18,860, and the highest 10 percent earned more than \$36,840. Median annual earnings in the industries employing the largest numbers of medical assistants in May 2006 were:

Colleges, universities, and professional schools	\$27,490
Outpatient care centers	26,840
General medical and surgical hospitals	27,340
Offices of physicians	26,620
Offices of health practitioners (i.e. Chiropractors, Optometrists)	22,940

(Information obtained from *Occupational Outlook Handbook, 2007-2008*)

**4. Articulation Agreements (if applicable):** Not applicable.

**D. Necessity**

**1. Job Placement Data:**

Most medical assistant graduates are employed either full-time or part-time in a healthcare related setting, particularly physician practices from solo to groups. Most work as a multi-functioning medical assistant throughout the practice. Some students pursue a four-year degree, particularly in nursing, after the completion of their associate degree.

*Annual Report to the MAERP*

Starting salaries range from \$8-12/hour depending on the facility and available benefits. The job placement is reviewed every year in the ~~CRB-AAMAE~~ for CAAHEP. The program has an average job placement rate of 92.42% over the past five years.

**Job Placement Results**

Admission Year	Total number of Graduates per Cohort	Number of positive placements- includes further schooling	Number of grads employed in MA or related field	Placement Rate
2003	8	7	5	87.50%
2004	9	8	6	88.89%
2005	4	4	3	100.00%
2006	7	6	4	85.71%
2007	6	6	6	100.00%
Total				92.42%

*11/11/09*  
*11/11/09*

**2. Internship Evaluation Results:**

Every Medical Assistant student must complete an internship as a part of the capstone experience for the program. This is a 120-hour unpaid internship in a healthcare setting. Students are evaluated on a scale from 1-3 with 1 being exceeds expectations, 2-being meets expectations and 3-does not meet expectations. They are evaluated by the site supervisor in the areas of clinical procedures, medical record procedures, front office procedures, administrative procedures, billing procedures, and overall professionalism. Overall, the students have maintained a 88% or higher evaluation, which is also reported on the CRB-AAMAE for GAAHEP along with being assessed as part of the Medical Assistant Annual Assessment Report.

Year	# of interns	Clinical Procedures Overall rating	Medical record procedures Overall Rating	Front Office Procedures Overall Rating	Admin. Procedures Overall Rating	Billing Procedure Overall Rating	Profes-sionalism Overall Rating	Avg. Overall Rating
2004	9	100%	100%	100%	100%	100%	88%	98%
2005	4	100%	100%	100%	100%	100%	100%	100%
2006	7	86%	100%	100%	100%	100%	100%	98%
2007	9*	88%	88%	88%	88%	88%	88%	88%
2008	9	100%	100%	100%	100%	100%	100%	100%
% Avg.		95%	98%	98%	98%	98%	95%	97%

**3. Graduate Satisfaction Survey Results:**

All graduates are mailed a graduate satisfaction survey approximately six months after they have graduated. Students over the past five years have rated their satisfaction at an overall 100% for the program. The return rate for the surveys has been at 57%. This is an ongoing problem that we have addressed. The graduate survey will be placed online to assist in increased completion.

Graduate Survey Results

Adm. Year	# of grads	# of grad survey sent	# of grad surveys returned	% returned	# of surveys with positive responses-cognitive	# of surveys with positive responses-psycho-motor	# of surveys with positive responses-affective	# of surveys with overall positive responses	# of grad Survey Success
2003	8	8	4	50.00%	4	4	4	4	100.00%
2004	9	9	6	66.67%	6	6	6	6	100.00%
2005	4	4	3	75.00%	3	3	3	3	100.00%
2006	7	7	3	42.86%	3	3	3	3	100.00%
2007	6*								

\*students admitted in 2007, graduated in summer 2008. Surveys will be sent at the end of the fall semester.

*57% return meets the goal*

*This is a good return*

**4. Employer Satisfaction Survey Results:**

All graduates are sent an employer satisfaction survey to give to their employer. Employers have an overall 93% satisfaction rate with the employees. The return rate for the surveys is approximately 55%. This has been recognized as an ongoing problem. Many employers are on the Advisory Committee and have been asked to complete these and this should increase the return rate for the future. It should be noted that the threshold required by the accrediting body for returned surveys is 30%.

**Employer Survey Results**

Calendar Year	# of Employer surveys sent	# of Employer surveys returned	% of Surveys returned	# of surveys with positive responses cognitive	# of surveys with positive responses psychomotor	# of surveys with positive responses affect	# or surveys with overall positive responses	Overall Satisfaction Rate
2003	5	3	60.00%	3	3	3	3	100.00%
2004	6	3	50.00%	3	2	3	2	66.66%
2005	3	2	66.67%	2	2	2	2	100.00%
2006	4	2	50.00%	2	2	2	2	100.00%
2007	6	3	50.00%	3	3	3	3	100.00%
<b>totals</b>			<b>55.33%</b>					<b>93.34%</b>

**E. Consistency With Mission:**

Marshall Community and Technical College is a public institution that provides access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The Medical Assistant program fulfills this educational mission through its participation in general education requirements, career and technical education, lifelong learning along with professional and personal development. The Medical Assistant program provides a workforce training program to assist in meeting the medical needs of the community.

**F. Implementation of Recommendations From Previous Program Review**

The last program review for the Medical Assistant program was in 2003. The program was recommended for continuation at the current level of activity.

**G. Current Strengths and Weaknesses**

Preparation of the MA program review revealed the following strengths and weaknesses:

**Strengths:**

1. The Medical Assistant program has just received a \$199,050 grant from the WVCTCS Program Expansion Grant Fund to increase enrollment, purchase equipment, and to add four skill sets to the program. Many of the courses will be incorporated into online education so that students have more opportunities to complete the degree.
2. Program has faculty members who work in the field.
3. Curriculum content is comprehensive and logical, allowing for the attainment of the goals, values, and attitudes consistent with the philosophy of the program.

4. The program has obtained a simulated laboratory for classroom instruction.

**Weaknesses:**

1. Lack of marketing for the program and local competition at local colleges with a better value.
2. Students are not taking the certification exam. Many are not required to have the CMA by their employer.
3. There is not one faculty member dedicated solely to be the program coordinator of the Medical Assistant program.
4. Return rates on graduate and employer surveys are low.

**H. Recommendations for Improvement**

The principal recommendations for improvement are:

1. With the receipt of the grant for the Medical Assistant program there will be monies allocated to marketing and recruitment in the program.
2. The students will be encouraged to take the certification exam and review sessions will be held at their request.
3. The college will continue to search for a full-time faculty member to serve as the program coordinator of the Medical Assistant program.
4. Faculty will work with the administrative assistant to develop a calendar and follow-up for graduate and employer surveys.
5. The program will strengthen the advisory committee with participation from general education faculty.



**MARSHALL COMMUNITY & TECHNICAL COLLEGE  
INSTITUTIONAL BOARD OF GOVERNORS  
Meeting of March 20, 2009**

**ITEM:** Recommendation for Information Technology  
Program Review

**COMMITTEE:** Student and Academic Services

**RECOMMENDED RESOLUTION:** *Resolved*, continuation of the program with  
corrective action (cited on the attached  
documents)

**STAFF MEMBER:** Donna Donathan, Chair  
Student and Academic Services Committee

Carol Perry  
Executive Dean

Billie Brooks  
Dean of Student Services

**BACKGROUND:**

The West Virginia Council for Community and Technical College Education Title 35, Procedural Rule, Series 10, Policy Regarding Program Review requires that each program be reviewed at least every five years, and in the review to address the viability, adequacy, necessity, and consistency with mission of the program to the mission of the institution and the education and workforce needs of the community. The governing board will report to the WVCCTCE Chancellor the results of the program reviews by May 31.

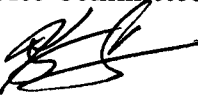


# MCTC

Marshall Community & Technical College

Office of the President

To: Donna Donathan, Chair  
Student and Academic Service Committee

From: Keith Cotroneo, President 

Date: March 2, 2009

Subject: Program Reviews

I concur with the Deans Council and recommend that the following programs continue at the current level of activity without specific action.

Respiratory Therapy  
Health Information Technology  
Medical Assistant  
Radiologic Technology – St. Mary's  
Radiologic Technology – Collins Career Center

Upon consideration of the comments from the Deans Council and Program Review Committee, I recommend that Information Technology program continue with corrective action as described below.

- 1) Implementation of the Short-term and Long-term recommendations (with time-line modification) of the Deans Council.
- 2) Creation of a strategic plan for the Business and Information Technology division with priority emphasis on Information Technology. The plan should include the following elements:
  - a. A well articulated vision for the Information Technology program.
  - b. Cost per FTE analysis of existing programs and options.
  - c. Recommendation for consolidation of curriculum options and creation of separate Associate of Applied Science degree offerings.
  - d. Consideration for development of new degree possibilities which may or may not fit within the Information Technology instructional area, i.e. Transportation Technology and International Trade. *by Sept. 30, 2009*

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A State Community and Technical College of West Virginia  
An Affirmative Action/Equal Opportunity Employer


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**INTEROFFICE MEMORANDUM**

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**TO:** Keith Cotroneo, President  
**FROM:** Carol A. Perry, Executive Dean   
**SUBJECT:** Program Reviews  
**DATE:** February 24, 2009  
**CC:** Steven Brown, Jean Chappell, Sandra Walker

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The following five programs were scheduled for program reviews for the 2008-2009 academic year.

- Respiratory Therapy
- Health Information Technology
- Medical Assistant
- Radiologic Technology
- Information Technology

After reviewing the submitted program reviews, the Deans Council makes the following recommendations:

**Respiratory Therapy** – The Respiratory Therapy program is an excellent program that allows MCTC to capitalize on scarce resources as a result of an agreement with the Collins Career Center. The Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Health Information Technology** – Due to the U.S. President's initiative on conversion of health records to digital format, this is a growing field. The current program has an excellent placement record for its graduates and was recently independently accredited for 10-14 years through Commission on Accreditation for Health Information and Information Management Education (CAHIM). The development of a virtual clinical internship site will allow future expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Medical Assistant** – The Medical Assistant program recently received a 10-year accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Grant funding from WVCTCS will allow expansion of the program. The Executive Dean with input from the Deans Council recommends continuation of the program at the current level of activity without specific action.

**Radiologic Technology** – The Radiologic Technology program continues to have excellent graduation rates. Future expansion of the program depends on the increase in clinical sites. The Deans Council recommends continuation of the program at the current level of activity without specific action.

**Information Technology** – After evaluation of the program review for the Information Technology program, the Deans Council identified several areas of concern and recommendations for action.

- An approximate 50 percent drop in program enrollment over the last five years is a cause for concern. A needs assessment for the IT field should be conducted to determine current program and workforce needs.
- The program review should ensure sources of data are cited for accuracy and verification.
- A review of the data in the submitted program review should be conducted for consistency to address discrepancy in data such as the number of General Education portfolios and number of graduates. There should be documentation of where data was derived regarding number of portfolios reviewed, criteria rubric data, and accuracy of data.
- Based on the information provided regarding full-time faculty credentials, a plan should be submitted to ensure credentials are up to date and documentation of credentials are on file.
- Data and recommendations from Annual Assessment Reports should be summarized.

The Deans Council recommends continuation of the program with corrective action including needs assessment for the IT program, plan to ensure faculty credentials are up to date, documentation of General Education portfolio submissions and evaluations, and a progress report by January 2010 on the status of the program.

**Student and Academic Services Committee  
Program Review Recommendation 2008–2009**

Program Name: Information Technology

Date of Review: February 6, 2009 (Amended March 6, 2009)

✓	<b>Recommendation for Program:</b>
	1. Continuation of the program at the current level of activity with or without specific action
✓	2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging program) or other corrective action
	3. Identification of the program for further development (for example, providing additional college/institutional commitment);
	4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
	5. Discontinuation of the program (procedures outlined in HEPC Administrative Bulletin 23).
<b>Rationale for Recommendation (list exact text for final report)</b>	<p>Committee cited as positive comments: CISCO Networking Academy, Microsoft IT Academy, expansion of CISCO offerings to allow students to enroll in any semester.</p> <p><u>Short-Term</u></p> <ol style="list-style-type: none"> <li>1. Initiate changes in the review process for the General Education Portfolio, which must be reviewed during Advisory Committee meetings and documented.</li> <li>2. Provide corrections in the reported data regarding number of graduates and number of students completing portfolios.</li> <li>3. Develop a plan to keep full-time faculty credentials current with software and/or programs in use.</li> <li>4. The revised portfolio process and a corrected data report are to be submitted to the Academic and Student Services Committee by April 3, 2009.</li> <li>5. A follow-up report of the Spring 2009 portfolio documentation is to be submitted to the Academic and Student Services Committee by May 1, 2009.</li> <li>6. The plan for updating faculty credentials is due to the Academic and Student Services Committee by May 1, 2009.</li> </ol> <p><u>Long-Term</u></p> <ol style="list-style-type: none"> <li>1. Conduct a needs assessment for IT jobs and requirements in this area by September 30, 2009.</li> <li>2. Explore combining the number of options to better suit local market needs.</li> <li>3. Develop a plan to increase online program options for recruitment and enrollment.</li> <li>4. Develop two skill sets utilizing current program offerings.</li> </ol> <p><u>Follow-up</u></p> <p>Submit a follow-up report to the Academic and Student Services Committee's satisfaction by January 30, 2010.</p>

**ASSESSMENT COMMITTEE  
RECOMMENDATION**

Recommends that the Information Technology program follow an institutional recommendation of "Continuation of program at the current level of activity."

**RATIONALE:**

The Assessment Committee concludes that the Information Technology program is a viable program.

**PROGRAM REVIEW**  
**INFORMATION TECHNOLOGY**  
**Marshall Community and Technical College**

**A. Program Description**

The Information Technology (IT) Program provides a broad-based level of computer skill and knowledge so that today's student can compete and excel in the dynamic global workforce of tomorrow. Skills received provide the student with a range of career options, as well as the foundation necessary to adapt to technological changes.

One unique characteristic of the IT Program is the preparation of students to pass nationally-recognized vendor certification exams. Courses required in IT curricula prepare the student for the following exams: Cisco Certified Network Associate (CCNA), Certified Internet Webmaster (CIW), iNet+, Microsoft Certified Professional (MCP), Microsoft Certified Systems Engineer (MCSE) and Microsoft Office Specialist. IT 270 and IT 276 prepare the student for CompTIA's A+ exam; passage of this internationally-recognized exam certifies the competency of entry-level service technicians in the computer industry and is a requirement for most IT jobs.

**Geospatial Science and Technology (GIS/GPS/RS)**

Marshall Community and Technical College (MCTC) offers the student the opportunity to develop technical skills with image and image-processing software products. The application of satellite imaging, aerial photography, remote sensing, and geographical information systems is a large growth area with application to many career fields where image enhancement and data analysis can be used in decision making situations. The geospatial worker should possess basic skills in the manipulation of existing GIS software; problem identification and solving; mastery of analytic geospatial tools; and critical topics in the fields of computer science, mathematics, statistics, and information technology.

The geospatial workforce must be capable of dealing with a continuing pattern of rapid change, as well as with the substantial challenge of adapting existing knowledge and tools to use in a variety of new, complex situations. Above-average knowledge of computer and information science, as well as the ability to spend their careers in near-continuous learning mode, become critical characteristics at all levels of the future geospatial workforce.

**Network Systems Administration (MCSE)**

As a Microsoft IT Academy, the IT Program offers the Network Systems Administration option to help prepare students for the Microsoft Certified Systems Engineer (MCSE) certification examinations. The curriculum and course materials are designed by Microsoft, and the instructors are Microsoft Certified Trainers (MCT) with industry experience who take a personal interest in mentoring students through every step of the certification process.

**Network Systems Development (CCNA)**

The Cisco Networking Academy in the IT Program offers Cisco Certified Network Associate (CCNA) training that prepares individuals to install, configure, and operate LAN, WAN, and dial access services for enterprise organizations with networks from 100 to more than 500 nodes.



Concepts laboratory exercises focus on IP, Ethernet based LANs, Frame Relay and Serial WANs, interior routing protocols such as RIP and IGRP, and exterior protocols such as BGP. The Cisco Networking Academy Program is a comprehensive-learning program that provides students with the IT skills essential in a global economy. The Networking Academy delivers web-based content, online assessment, student performance tracking, hands-on labs, instructor support, and preparation for the CCNA industry-standard certifications.

### **Network Systems Security (CCNA & MCSA)**

The Associate in Applied Science Degree Program in Network Systems Security offers comprehensive network training from the IT Program's Microsoft Information Technology Academy and Cisco Networking Academy. Within the two-year associate degree program, students take courses developed by Microsoft and Cisco, providing specialized skills in network administration, design, and security. Students will take courses preparing them for the following certifications:

Cisco's Firewall Specialist

Cisco's CCNA (Cisco Certified Network Associate)

Cisco's Wireless LAN Support Specialist

CompTIA's A+ Hardware and Operating Systems

CompTIA's Linux+

CompTIA's Security+

CompTIA's Server+

Microsoft's MCSA (Microsoft Certified System Administrator)

PIX Firewall Advanced exams

### **Program Developer**

One of the IT options is Program Developer—consider it “filling the computer's brain” or “creating” the computer's job description. It is the art of programming. The information revolution has created the need for a new kind of professional: someone skilled in locating, organizing, manipulating, filtering, and presenting information.

Courses required in the Program Developer option, such as IT 115 and IT 215 (Introduction to Programming and Advanced Programming), IT 250 (Applications to Databases), IT 212 and IT 242 (Publishing on the Internet and Advanced Internet) provide the opportunity for IT students to gain valuable and marketable skills in software applications and programming languages. IT 299, an internship course taken in the fourth semester, requires the student to apply knowledge and skills acquired in the classroom to a real-world employment environment.

### **Web Developer**

Students who graduate with the Web Developer option can expect to find employment at an Internet Service Provider (ISP), computer consulting firm or an entry-level position within a computer department. The student will be prepared with specific job skills that include web authoring, web developer, and database manipulation.

### **CCNA One-Year Certificate**

The Cisco Networking Academy in the IT Program offers Cisco Certified Network Associate (CCNA) training that prepares individuals to install, configure, and operate LAN, WAN, and

dial access services for small networks (100 nodes or fewer). Concepts laboratory exercises focus on IP, Ethernet Web-based LANs, Frame Relay and Serial WANs, and interior routing protocols such as RIP and IGRP. The Cisco Networking Academy Program is a comprehensive-learning program that provides students with the IT skills essential in a global economy. The Networking Academy delivers web-based content, online assessment, student performance tracking, hands-on labs, instructor support and preparation for the CCNA industry-standard certification.

### **MCSE One-Year Certificate**

As a Microsoft IT Academy, Marshall Community and Technical College offers the Microsoft Certified Systems Engineer One-Year Certificate option to help prepare students for the Microsoft Certified Systems Engineer (MCSE) certification examinations. The curriculum and course materials are designed by Microsoft and the instructors are Microsoft Certified Trainers (MCT) with industry experience who take a personal interest in mentoring students through every step of the certification process.

## **B. Adequacy**

### **1. Curriculum:**

#### **Geospatial Science and Technology (GIS/GPS/RS)**

##### **General Education Requirements**

ENL	111	Written Communication	3
COM	112	Oral Communication	3
ENL	115	Written Communication II	3
MAT	145	Applications to Algebra	3
MAT	146	Applications to Trigonometry	3
IT	101	Fundamentals of Computers (EDGE)	3
TOTAL CREDITS			18

##### **General Education Electives**

Humanities Elective	3
Science Elective	8
Social Science Elective	6
TOTAL CREDITS	17

##### **Geospatial Computer Requirements**

IT	120	Operating Systems I	4
IT	221	Operating Systems II	3
IT	250	Applications to Databases	3
IT	270	Computer Repair (EDGE)	3
IT	276	Computer Maintenance (EDGE)	3
TOTAL CREDITS			16

**Geospatial Studies Requirements**

IT	160	Geographic Information System Concepts	3
IT	165	Spatial Analysis & 3D Modeling	3
IT	260	Integration of GIS & RS Systems	3
IT	266	Image WebServer Development	3
IT	299	Information Technology Internship	3
TOTAL CREDITS			15

**HOURS REQUIRED FOR GRADUATION: 66**

**Network Systems Administration (MCSE)**

**First Semester**

ENL	111	Written Communication	3
IT	115	Introduction to BASIC	3
IT	120	Operating Systems I	4
IT	270	Computer Repair	3
MAT	145	Applications to Algebra	3
TOTAL CREDITS			16

**Second Semester**

COM	112	Oral Communication	3
ENL	231	Technical Report Writing	3
IT	221	Operating Systems II	3
IT	276	Computer Maintenance (EDGE)	3
MAT	146	Applications to Trigonometry	3
SS	201	Human Relations	3
TOTAL CREDITS			18

**Third Semester**

IT	210	Networking Administration I	3
IT	211	Networking Administration II	3
IT	216	Networking Administration III	3
IT	217	Networking Administration IV	3
MAT	215	Applied Discrete Mathematics	3
TOTAL CREDITS			15

**Fourth Semester**

IT	219	Networking Administration V	3
IT	222	Networking Administration VI	3
IT	223	Networking Administration VII	3
IT	224	Fundamentals of Network Security	3
IT	240	Internet Data Communications	3
IT	299	Information Technology Internship	3
TOTAL CREDITS			18

**HOURS REQUIRED FOR GRADUATION: 67**

**Network Systems Development (CCNA)**

**First Semester**

ENL	111	Written Communication	3
IT	101	Fundamentals of Computers (EDGE)	3
IT	120	Operating Systems I	4
IT	131	Introduction to Networking (EDGE)	4
MAT	145	Applications to Algebra	3
			TOTAL CREDITS 17

**Second Semester**

COM	112	Oral Communication	3
IT	115	Introduction to BASIC	3
IT	221	Operating Systems II	3
IT	141	Networking Systems II (EDGE)	4
MAT	215	Applied Discrete Mathematics	3
			TOTAL CREDITS 16

**Third Semester**

ENL	231	Technical Report Writing	3
IT	231	Networking Systems III (EDGE)	4
IT	224	Fundamentals of Network Security	3
IT	270	Computer Repair (EDGE)	3
SS	201	Human Relations	3
			TOTAL CREDITS 16

**Fourth Semester**

IT	225	Fundamentals of Wireless LAN's	4
IT	241	Networking Systems IV (EDGE)	4
IT	276	Computer Maintenance (EDGE)	3
IT	299	Information Technology Internship	3
		Approved IT Elective	3
			TOTAL CREDITS 17

**HOURS REQUIRED FOR GRADUATION: 66**

**Network Systems Security (CCNA & MCSA)**

**First Semester**

ENL	111	Written Communication	3
IT	120	Operating Systems I	4
IT	131	Introduction to Networking (EDGE)	4
IT	141	Networking Systems II (EDGE)	4
MAT	145	Applications to Algebra	3
			TOTAL CREDITS 18

**Second Semester**

COM	112	Oral Communication	3
IT	231	Networking Systems III (EDGE)	4
IT	241	Networking Systems IV (EDGE)	4
IT	270	Computer Repair (EDGE)	3
MAT	215	Applied Discrete Mathematics	3
TOTAL CREDITS			17

**Third Semester**

IT	210	Networking Administration I	3
IT	211	Networking Administration II	3
IT	216	Networking Administration III	3
IT	217	Networking Administration IV	3
IT	276	Computer Maintenance (EDGE)	3
SS	201	Human Relations	3
TOTAL CREDITS			18

**Fourth Semester**

IT	224	Fundamentals of Network Security	3
IT	225	Fundamentals of Wireless LANs	4
IT	226	Network Security Routers	3
IT	227	Networking Security Firewalls	3
IT	299	Information Technology Internship	3
TOTAL CREDITS			16

**HOURS REQUIRED FOR GRADUATION: 69**

**Program Developer**

**First Semester**

ENL	111	Written Communication	3
IT	101	Fundamentals of Computers (EDGE)	3
IT	107	Fundamentals of the Internet	3
IT	120	Operating Systems I	4
MAT	145	Applications to Algebra	3
TOTAL CREDITS			16

**Second Semester**

COM	112	Oral Communication	3
IT	115	Introduction to BASIC	3
IT	150	Applications to Spreadsheets (EDGE)	3
IT	221	Operating Systems II	3
IT	270	Computer Repair (EDGE)	3
		Recommended Computer Elective	3
TOTAL CREDITS			16

**Third Semester**

ENL	231	Technical Report Writing	3
IT	212	Publishing on the Internet	3
IT	230	Network Communications	4
IT	250	Applications to Databases	3
IT	276	Computer Maintenance (EDGE)	3
MAT	215	Applied Discrete Mathematics	3
			TOTAL CREDITS 16

**Fourth Semester**

IT	215	Advanced Programming	3
IT	240	Internet Data Communications	3
IT	242	Advanced Internet	3
IT	299	Information Technology Internship	3
SS	201	Human Relations	3
		Recommended Elective	3
			TOTAL CREDITS 18

**HOURS REQUIRED FOR GRADUATION: 71**

**Web Developer**

**First Semester**

ENL	111	Written Communication	3
IT	101	Fundamentals of Computers (EDGE)	3
IT	107	Fundamentals of the Internet	3
MAT	145	Applications to Algebra	3
			TOTAL CREDITS 18

**Second Semester**

COM	112	Oral Communication	3
IT	120	Operating Systems I	4
IT	212	Publishing on the Internet	3
IT	213	Web Graphics/Design	3
IT	270	Computer Repair (EDGE)	3
MAT	215	Applied Discrete Mathematics	3
			TOTAL CREDITS 19

**Third Semester**

ENL	231	Technical Report Writing	3
IT	115	Introduction to BASIC	3
IT	150	Applications to Spreadsheets (EDGE)	3
IT	242	Advanced Internet	3
IT	276	Computer Maintenance (EDGE)	3
		Recommended Elective	3
			TOTAL CREDITS 18

**Fourth Semester**

IT	240	Internet Data Communications	3
IT	250	Applications to Databases	3
IT	299	Information Technology Internship	3
SS	201	Human Relations	3
		Recommended Elective	3
TOTAL CREDITS			15

**HOURS REQUIRED FOR GRADUATION: 64**

**CCNA One-Year Certificate Degree Option**

**First Semester**

ENL	111	Written Communication	3
IT	131	Introduction to Networking (EDGE)	4
IT	141	Networking Systems II (EDGE)	4
IT	150	Applications to Spreadsheets (EDGE)	3
IT	270	Computer Repair (EDGE)	3
TOTAL CREDITS			17

**Second Semester**

COM	112	Oral Communication	3
IT	225	Fundamentals of Wireless LAN's	4
IT	231	Networking Systems III (EDGE)	4
IT	241	Networking Systems IV (EDGE)	4
IT	276	Computer Maintenance (EDGE)	3
TOTAL CREDITS			18

**HOURS REQUIRED FOR GRADUATION: 35**

**MCSE One-Year Certificate Degree Option**

**First Semester**

IT	150	Applications to Spreadsheets (EDGE)	3
IT	210	Networking Administration I	3
IT	211	Networking Administration II	3
IT	216	Networking Administration III	3
IT	217	Networking Administration IV	3
IT	270	Computer Repair (EDGE)	3
TOTAL CREDITS			18

**Second Semester**

ENL	111	Written Communication	3
IT	219	Networking Administration V	3
IT	222	Networking Administration VI	3
IT	223	Networking Administration VII	3
IT	276	Computer Maintenance (EDGE)	3
MAT	145	Applications to Algebra	3
TOTAL CREDITS			18

**HOURS REQUIRED FOR GRADUATION: 36**

**a. Consistency With Degree Designation:**

The purpose of the IT Program is to prepare graduates for entry-level employment as information technology professionals. The curriculum is designed for skills-based education. The curriculum includes both program-specific courses and general education courses designed to enhance and support the IT curriculum. Many of the program-specific courses involve preparation for national vendor certification exams. The Associate in Applied Science degree is appropriate for the number of course hours required and the skills-based nature of the program.

**b. General Education/Program Learning Outcomes:**

General education courses develop writing, speaking, math, science and social science skills necessary for program graduates. Issues regarding ethics and diversity are also addressed. Faculty in the IT Program collaborate with general education faculty to identify appropriate skills and to develop assignments appropriate for inclusion in the student's general education portfolio, a graduation requirement.

**2. Faculty:**

<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Copley, Kimberly	B.S.	Cisco-CCNA, CCAI, IC <sup>3</sup> , Microsoft Office Specialist-Office 2000, Office XP, PowerPoint 2002, Word 2002, Excel 2003, Office 2003, and Outlook 2003	IT 101 Cisco	FT
Jones, Randall	Ed.D.	CCAI, CCNA, and CCNP	IT 101 Cisco GIS/GPS and Gaming	FT
Locher, Jack	B.S.	Cisco-WLANFE, CCNA, CCAI; CompTIA-A+, Net+, Server+, CTT+; Microsoft-MCP, MCSA, MCSE-2000, Microsoft Office Specialist-Word and PowerPoint	Cisco	FT
Merritt-Damron, Denecia	M.S.	IC <sup>3</sup> , Microsoft Office Specialist-Outlook 2000, PowerPoint 2003, WordXP, and Word 2002	IT 101 IT 107	FT



<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Nicholas, Robert Scott	M.S.	IC <sup>3</sup> , CCAI, CompTIA A+, CompTIA I-Net+, HP-ASE, HP-AIS, ICCP-Systems Development, ICCP-Microcomputing, ICCP-Networks, MCP, MCP+I, MCSA 2003, MCSE NT, MCSE 2000, MCSE 2003, MCSE Security, CNA 3, CNA 4, CNA, CNA 5, CNE 3, CNE 4, CNE, CNE 5, and Master CIW	MCSE and Network Security	FT
Preece, Kimberly	M.S.	CIW, CompTIA-Network+, iNet+, IC <sup>3</sup> , and MCP,	Web Developer	FT
Scragg, Rhonda	M.S.	Microsoft Office User Specialist-Word 2002 and Excel 2002	Program Developer	FT
Smith, Patrick	B.S.	MCP, MCP+Internet, MCTS, MCSE NT4, MCSE 2000, MCSE 2003, and MCSA 2003	IT 101 IT 250 Web Developer Gaming and MCSE	FT
Vaseashta, Sherri	M.S.	Cisco-CCAI, CCNA, Building Scalable Cisco Internetworks, IC <sup>3</sup> , and CompTIA-Network+	Cisco	FT
Adkins, Betty	B.S.	Microsoft Office Specialist-Word	IT 101	PT
Baird, Richard	Certifications	CompTIA A+ Certification	IT 101 IT 107	PT
Barb, Michelle	M.S.	Cisco 1 & 2	IT 101	PT
Barrios, Juan de Dios	M.S.	ArcGIS, ERMapper Certified Trainer, and ESRI Certified	GIS/GPS	PT
Bernard, Valerie	M.S.		IT 101	PT
Bledsoe, Richard	B.S.	Microsoft Office Specialist-XP 2003	IT 101	PT
Borchers, Julia	M.S.		IT 101	PT

<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Buches, Timothy	M.S.		IT 101 IT 250	PT
Bullock, Bernice	B.S.	Professional Teaching Certificate	IT 101	PT
Carr, Lorita	M.S.		IT 101	PT
Carter, Barbara	M.S.	Professional Teaching Certificate	IT 101	PT
Carter, Jason	B.S.	Brainbench Certified Network Technical Support, CompTIA-A+, ESRI GIS8, Microsoft Certified Desktop Support Technician, and MCP	IT 101 IT 250	PT
Case, James	M.S.	CCNA and CCAI	Cisco	PT
Casto, Kenneth	B.S.	CompTIA- A+ and Network+	IT 101	PT
Chaudri, M. Jamil	Ph.D.		IT 101	PT
Chenault, Sharron	M.S.		IT 101	PT
Cross, Douglas	M.S.		IT 101	PT
Daniel, David	M.S.	Applications Systems Analyst and Oracle	IT 101	PT
deBlecourt, Steven M.	B.S.		IT 101	PT
Dornburg, Gerald	A.A.S.		IT 101	PT
Elliott, Charles	M.S.	Microsoft Office Specialist-Office XP, and MCP	Project Management	PT
Fitzsimmons, Keith	A.A.S.	MCP	IT 101	PT
Fox, Jacqueline A.	B.S.		IT 101	PT
Getty, Mary	M.S.	Microsoft Office Specialist – Word, Excel, and PowerPoint	IT 101	PT
Goble, Albert	B.S.	E-learning Design Certified	IT 101	PT
Goodwin, Kenneth	B.S.		IT 101	PT

<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Green, Carolyn	M.S.	Microsoft Office Specialist – Word, Excel, and PowerPoint	IT 101	PT
Hand, Leonard Arthur	B.S.		IT 101 IT 107	PT
Hilbert, Berna	M.S.		IT 101 IT 212	PT
Irvin, George David	M.S.		IT 101	PT
Kelley, Tommie	M.S.	MCSE, MCSA, MCP, i-Net+, Network+, CNA, Server+, CompTIA A+, and CCNA	IT 270 IT 276 (also serves as Sr. IT Consultant, reporting to Dr. Sandra Walker)	PT
Kline, Marianne	B.S.	CIW	IT 101	PT
Lavoie, Sandra	M.A.	Microsoft Office Specialist-Word, Excel, PowerPoint, and Access	IT 101	PT
Lawson, David	M.S.		IT 101	PT
LeGrand, Jeffrey	A.A.S.	Cisco and CompTIA A+ Certification	IT 270 IT 276	PT
Majdalani, Elias	Ph.D.		IT 101	PT
Markham, Judith	M.S.	Microsoft Office Specialist-Word, Excel, and PowerPoint	IT 101	PT
Martin, B. Gregory	M.S.	Cisco	IT 101	PT
Martin, Wayne	M.S.	Certified Information Security Manager and Certified Information Systems Security Professional	IT 115	PT
Maynard, Cathy A.	B.S.	CompTIA-A+, i-Net+, CCNA, and MCSE	IT 101	PT
McCormick, Charles P.	M.S.	Professional Teaching Certificate	IT 101	PT
McDaniel, Howard	B.S.	WebMaster	IT 101 IT 107	PT

<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Meadows, Casby M.	B.S.		IT 101	PT
Messinger, Deborah L.	M.S.	Microsoft Office Specialist-Access, Excel, PowerPoint, and Windows NT	IT 101	PT
Miller, William	M.S.	Microsoft Office Specialist-Word	IT 101	PT
Morgan, Brian	M.S.		IT 101	PT
Napier, Nicholas	A.A.S.	Aries A+ Certification, Web Design	IT 107 IT 213	PT
Nash, Donald Scott	B.S.	IC <sup>3</sup>	IT 101	PT
Oliver, Beverly K.	M.S.	Microsoft Office Specialist-Access, PowerPoint, and Word	IT 101	PT
Phillips, Donald Scott	M.S.		IT 101	PT
Porter, Kara	B.S.		IT 101	PT
Prisk, Andrew	Certification	CompTIA A+	IT 101	PT
Reich, Cyril William	M.S.	Professional Teaching Certificate	IT 270 IT 276	PT
Robinson, Steve	M.S.	Cisco and Windows NT4.0 Server	IT 101	PT
Salameh, Saleem	P.E., Ph.D.	Professional Registered Engineer	IT 101	PT
Sawyer, Diann M.	M.S.	Microsoft Office User Specialist-Word 2000 and Excel 2000	IT 101	PT
Scherer, Daniel	B.S.		IT 101	PT
Sites, Elwood	M.S.	Cisco – CCNA	Cisco	PT
Skeens, Kimberly	RBA	Microsoft Office Specialist-Excel, Word, and PowerPoint	IT 101 IT 150	PT
Smith, Patricia	M.S.		IT 101	PT
Snider, Adam	B.S.	Microsoft Office Specialist-2000, XP, and 2003	IT 101	PT
Stalnaker, Barbara	M.S.		IT 101 Gaming	PT

<b>Name</b>	<b>Highest Degree</b>	<b>Professional Certifications/Licensure</b>	<b>Teaching Area</b>	<b>FT/PT</b>
Vance, Angela	M.S.	Microsoft Office User Specialist-Excel 2000, PowerPoint 2000, Word 2000, and Access	IT 101	PT
Whiteley, John	M.S.		IT 101 IT 115	PT
Wood, Kristy	M.S.	IC <sup>3</sup>	IT 101	PT
Yoder, Robert			IT 101	PT
Yoo, Sanghong	M.S.	ESRI, ERMapper, and IDRISI	GIS/GPS	PT

In-field professionals are critically important to the IT Program and, therefore, use of adjuncts is considered to have positive benefits for the program. The cost-prohibitive nature of maintaining IT training and credentialing for professionals in specific software, such as Oracle, requires the use of employees from the corporate world; business and industry normally have larger training budgets than educational institutions. The use of part-time faculty provides networking opportunities for IT students, often leading to internships and part-time and full-time employment. IT students interact with IT professionals and, often, prospective employers that students might never come into contact with otherwise. Adjunct faculty who are employed in an IT position bring “real-world” examples and problems to the classroom experience. The IT Program has been fortunate to develop a loyal pool of part-time faculty who have excellent credentials and who are committed to our students and our mission.

### **3. Admissions Standards:**

The admissions standards are structured to allow maximum opportunity to a broad pool of potential students who are dedicated to pursuing an A.A.S. degree in Information Technology.

#### **a. Entrance Standards:**

MCTC is an open-door institution that provides educational opportunities to any student regardless of age or academic preparation. If an individual has a high school diploma or General Education Development Certificate (G.E.D.), he/she may apply for regular admission to a one-year certificate and/or a two-year degree program at MCTC. Applicants who graduated from high school prior to 1990 and have their G.E.D. do not need to provide a high school transcript. If an applicant does not have a high school diploma or G.E.D., he/she may be admitted on a conditional basis.

#### **b. Program Specific Admission Standards:**

The Information Technology Program has no additional program specific admission criteria.

#### 4. Resources:

MCTC has a long-standing budgetary process that is based upon needs analysis. Individual faculty members develop annual planning pages, which are then approved by the division dean. The individual employee's annual planning pages are developed with the focus of all faculty working toward achieving long- and short-term goals as listed in the Compact for the college. Budgetary needs are determined from analysis of the Compact and faculty members' goals as listed on individual planning pages.

Currently, the Business and Information Technology Division maintains budgeting to support 16 faculty members. Two administrative assistants are assigned to the Division. One provides support for eight information technology faculty members; the other provides support for the remaining eight business faculty members.

The budget for the entire MCTC during the 2007-2008 self-study year was \$14,200,000. The IT Division's operational budget for the same year was \$632,500, including adjunct salaries and equipment.

<b>2007-2008 Allocations to IT Division</b>		
<b>Expense</b>	<b>Allocation</b>	<b>Total Faculty</b>
Full-Time Faculty	\$305,000	8
Part-Time Faculty	\$102,000	32
Personnel/Fringe Benefits	\$107,000	
Equipment	\$100,000	
Supplies	\$18,500	

A division budget is submitted in the spring of the year. A budget is then allocated to the Division, based upon the previous year's expenditures and budget proposal. If the needs of the Division are not being met or money is needed for a special project, a request is made for additional funds.

Other resource opportunities include:

- State equipment money – Requests for classroom equipment are submitted to the President with allocations based upon need.
- Perkins funds – for equipment and support for students; required to meet strict auditing standards.
- Student lab fees – Lab fees are added to most IT classes to cover costs for equipment, supplies, specialized software and vendor certification exam fees.
- Travel money – The Division is allocated money per faculty member for professional development; when a faculty member does not use his/her allocation, it may be combined with another's to fund a particular professional development activity/project.
- Quinlan Fund/Inco Fund – professional development fund from which faculty may seek grants for up to \$500.

IT faculty and staff offices are situated together in Corbly Hall, with office support, copying, and receptionist services accessible. Faculty offices are adequate and conducive to interacting with students and completing course preparation.

The majority of the IT courses are taught in the same building in which the faculty and staff are housed. The building is centrally located on campus, convenient to other buildings that serve the community college and easily walkable and handicap accessible.

Seven computer laboratories utilized for classes are available in Corbly Hall: Rooms 335, 336, 433, 434, 437, 438, and 439. Computer laboratories are comfortable, well designed for the available space, and excellently maintained. Each lab is equipped with a ceiling-mounted Proxima for presentation purposes. Wireless technology is also available on campus.

The computer equipment is adequate for the integration of advanced technology into the IT programs. The college has a five-year plan for rotation and upgrade of equipment. The IT department takes care of the upgrades of hardware and software in Corbly Hall labs. Proximas and other support equipment are appropriate and adequate to facilitate teaching. Labs staffed with knowledgeable student assistants are available for student use in completing assignments and performing other class-related activities. During the week, open labs are available for student use.

IT students also benefit from the John Deaver Drinko Library, which opened its doors on October 12, 1998, and has been a state-of-the-art facility from that date. This 118,000 square-foot facility, conveniently located next to Corbly Hall, houses nearly 200,000 volumes of books and 390 computer workstations and notebooks for patron use. Drinko Library computers run on an ultra-fast telecommunications backbone. The Library has hundreds of network ports for students to plug in their laptops, a 24-hour computer lab, and 26 single and group study rooms equipped with computers.

##### **5. Assessment Information:**

The IT Program participates in a college-wide assessment program designed to determine if the program is meeting stated objectives. An Institutional Effectiveness and Outcomes Assessment Toolkit for the IT Program details the program and individual course goals and objectives and how these goals and objectives will be measured. MCTC has a Director of Assessment who is responsible for assisting with implementation of assessment procedures for all programs. For three years, MCTC has participated in Assessment Day in April to examine student learning. Students in the IT internship course, IT 299, prepare a portfolio of appropriate assignments with reflection papers to demonstrate competency in general studies. The College has a college-wide statement of General Education Core Competencies that are incorporated into the IT Program curriculum. The College has a five-year cycle for assessment of program goals and objectives and general education competencies. A standing Assessment Committee, consisting of MCTC faculty and chaired by the Director of Assessment, is a part of Faculty Council. A Program Assessment Plan is submitted at the beginning of each academic year and an annual assessment report is completed at the end of each academic year. Results of assessment are utilized to make appropriate and necessary changes in the

curriculum. Data from the summary are used to update the next year’s Program Assessment Plan and are forwarded to be included in the college’s institutional strategic planning process. We have included the last three year’s Portfolio Evaluations and our Annual Assessment Reports that cover assessment issues.

**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
FALL 2005**

**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	9/12	3/12		
2. Apply mathematics and basic scientific concepts	9/12	3/12		
3. Utilize technology competently	12/12			
4. Use critical thinking	12/12			
5. Develop an awareness of ethical behavior	7/12	5/12		
6. Recognize the richness of diversity	4/12	3/12		5/12
Overall Ranking of Portfolio	9/12	3/12		



The IT Advisory Committee made the following recommendations/comments:

- In order to best assess oral communication skills, a CD/DVD of actual presentation should be included.
- Absence of artifacts reflecting basic scientific concepts.
- Few artifacts reflecting richness of diversity.
- Artifacts should relate to information technology when appropriate.

IT Faculty Interpretation of Student Scores:

- The majority of students exceeded expectations in all areas except recognizing the richness of diversity:
- General education courses should place more emphasis on recognizing the richness of diversity. Five of 12 students did not include an artifact related to this outcome.
- All students exceeded expectations on utilizing technology competently and in using critical thinking, two outcomes that the IT faculty believe are extremely important to a student's success after graduation.

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The portfolio process is an effective way for the IT student to provide evidence of general education skills to perspective employers.

Many students expressed dissatisfaction with the process of the portfolio, since most first heard of the portfolio in the internship class.

As more faculty members discuss the portfolio and appropriate artifacts with each class, the process will become smoother and the portfolios more effective.

**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
SPRING 2006**

**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	9/13	4/13		
2. Apply mathematics and basic scientific concepts	9/13	4/13		
3. Utilize technology competently	13/13			
4. Use critical thinking	13/13			
5. Develop an awareness of ethical behavior	7/13	6/13		
6. Recognize the richness of diversity	4/13	3/13		6/13
Overall Ranking of Portfolio	9/13	4/13		

The IT Advisory Committee made the following recommendations/comments:

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- Few artifacts reflecting richness of diversity.
- Artifacts should relate to information technology when appropriate.

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**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
FALL 2006**

**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	4/5	1/5		
2. Apply mathematics and basic scientific concepts	4/5	1/5		
3. Utilize technology competently	5/5			
4. Use critical thinking	5/5			
5. Develop an awareness of ethical behavior	3/5	2/5		
6. Recognize the richness of diversity	3/5	1/5		1/5
Overall Ranking of Portfolio	4/5	1/5		

The IT Advisory Committee made the following recommendations/comments:

- Majority of artifacts were appropriately related to information technology.
- Three of the five students submitted a PowerPoint presentation as one of the artifacts. Members of the Advisory Committee were impressed with and complimentary of these examples of the use of PowerPoint.
- Some members questioned the use of one artifact to satisfy more than one general education learning outcome.
- Absence of artifacts reflecting basic scientific concepts. Only one portfolio included references to scientific concepts.

IT Faculty Interpretation of Student Scores:

- The majority of students exceeded expectations in all areas.
- All students exceeded expectation in utilizing technology competently and using critical thinking, two outcomes that the IT faculty strongly believes are critically important to an IT student's success after graduation.
- Absence of artifacts reflecting basic scientific concepts can be attributed to the fact that no science classes are required by the IT curricula.

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The portfolio process is an effective way for the IT student to provide evidence of general education skills to perspective employers.

The quality of the portfolios shows significant improvement from last semester.

I expect this improvement to continue as the process becomes more familiar to both students and faculty members. However, I suggest the college develop ways to ensure all faculty, full-time and adjunct, "buy into" the portfolio concept.

I found the students continue to struggle with artifacts reflecting the richness of diversity. Only one student had a sample of this learning outcome from a previous class. The richness of diversity must be emphasized in appropriate courses.

The lack of artifacts reflecting basic scientific concepts can be addressed by the inclusion of scientific concepts in the higher-level math classes that are part of the IT curricula.

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**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
SPRING 2007**

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**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	10/12	2/12		
2. Apply mathematics and basic scientific concepts	10/12	2/12		
3. Utilize technology competently	12/12			
4. Use critical thinking	12/12			
5. Develop an awareness of ethical behavior	6/12	6/12		
6. Recognize the richness of diversity	6/12	5/12		1/12
Overall Ranking of Portfolio	6/12	6/12		

The IT Advisory Committee made the following recommendations / comments:

- The advisory committee members prefer a hard-copy of the portfolio to evaluate
- Majority of artifacts were appropriately related to information technology.
- Ten of the twelve students submitted a PowerPoint presentation as one of the artifacts. Members of the Advisory Committee were impressed with and complimentary of these examples of the use of PowerPoint.
- Some members questioned the use of one artifact to satisfy more than one general education learning outcome.
- Absence of artifacts reflecting basic scientific concepts. Only one portfolio included references to scientific concepts.
- One portfolio did not include an artifact related to the richness of diversity. This outcome continues to seem to be the most difficult to provide evidence of attainment.

IT Faculty Interpretation of Student Scores:

- The majority of students exceeded expectations in all areas.
- All students exceeded expectation in utilizing technology competently and using critical thinking, two outcomes that the IT faculty strongly believes are critically important to an IT student's success after graduation.
- Absence of artifacts reflecting basic scientific concepts can be attributed to the fact that no science classes are required by the IT curricula.

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The portfolio process is an effective way for the IT student to provide evidence of general education skills to perspective employers.

The quality of the portfolios shows significant improvement from last semester.

I expect this improvement to continue as the process becomes more familiar to both students and faculty members. However, I suggest the college develop ways to ensure all faculty, full-time and adjunct, “buy into” the portfolio concept.

I found the students continue to struggle with artifacts reflecting the richness of diversity. Only two students had a sample of this learning outcome from a previous class. The richness of diversity must be emphasized in appropriate courses.

The lack of artifacts reflecting basic scientific concepts can be addressed by the inclusion of scientific concepts in the higher-level math classes that are part of the IT curricula.

**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
FALL 2007**

**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	9/10	1/10		
2. Apply mathematics and basic scientific concepts	9/10	1/10		
3. Utilize technology competently	10/10			
4. Use critical thinking	10/10			
5. Develop an awareness of ethical behavior	7/10	3/10		
6. Recognize the richness of diversity	4/10	3/10		3/10
Overall Ranking of Portfolio	9/10	1/10		



The IT Advisory Committee made the following recommendations / comments:

- In order to best assess oral communication skills, a CD/DVD of actual presentation should be included.
- Absence of artifacts reflecting basic scientific concepts.
- Few artifacts reflecting richness of diversity.
- Artifacts should relate to information technology when appropriate.
- Several grammar errors noted on two portfolios

IT Faculty Interpretation of Student Scores:

- The majority of students exceeded expectations in all areas except recognizing the richness of diversity:
- General education courses should place more emphasis on recognizing the richness of diversity. Three of 10 students did not include an artifact related to this outcome.
- All students exceeded expectations on utilizing technology competently and in using critical thinking, two outcomes that the IT faculty believe are extremely important to a student's success after graduation.

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The portfolio process is an effective way for the IT student to provide evidence of general education skills to perspective employers.

Many students expressed dissatisfaction with the process of the portfolio, since most first heard of the portfolio in the internship class.

As more faculty members discuss the portfolio and appropriate artifacts with each class, the process will become smoother and the portfolios more effective.

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**SUMMARIZATION OF GENERAL EDUCATION PORTFOLIO EVALUATIONS  
SPRING 2008**

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**Number of evaluator rankings per outcome:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Did Not Submit Example</b>
1. Communicate effectively using written and oral skills	9/11	2/11		
2. Apply mathematics and basic scientific concepts	9/11	2/11		
3. Utilize technology competently	11/11			
4. Use critical thinking	11/11			
5. Develop an awareness of ethical behavior	7/11	4/11		
6. Recognize the richness of diversity	4/11	2/11		5/11
Overall Ranking of Portfolio	9/11	2/11		

The IT Advisory Committee made the following recommendations / comments:

- In order to best assess oral communication skills, a CD/DVD of actual presentation should be included. Three portfolios included a link to a website that showed his/her oral presentation.
- Absence of artifacts reflecting basic scientific concepts.
- Artifacts reflecting richness of diversity were missing or were not of superior quality.
- Artifacts should relate to information technology when appropriate.
- Several grammar and spelling errors were noted on two portfolios.

IT Faculty Interpretation of Student Scores:

- The majority of students exceeded expectations in all areas except recognizing the richness of diversity:
- General education courses should place more emphasis on recognizing the richness of diversity. Five of 11 students did not include an artifact related to this outcome.
- All students exceeded expectations on utilizing technology competently and in using critical thinking, two outcomes that the IT faculty believe are extremely important to a student's success after graduation.

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The portfolio process is an effective way for the IT student to provide evidence of general education skills to perspective employers.

Many students expressed dissatisfaction with the process of the portfolio, since most first heard of the portfolio in their IT classes. Those who had not been notified about the portfolio had adjunct faculty as teachers in the general education courses or took those courses on-line.

As more faculty members discuss the portfolio and appropriate artifacts with each class, the process will become smoother and the portfolios more effective.

**Annual Assessment Report  
2005-2006  
Information Technology**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - i. Program assessment activities:
      - Telephone survey of employers
      - Intern and Intern supervisor follow-up documentation
      - Program Review
      - Advisory Board Meetings
    - ii. Course assessment activities:
      - IT 101: Computer based assessment exams  
Hands-on exercises in Word, Excel, and PowerPoint
      - IT 299: Site visitation  
Intern documentation  
Intern supervisor reports  
Electronic Portfolio
  - b. Program and course assessment results:
    - i. Program assessment results:
      - Certification exams verified IT students possessed adequate knowledge and skills to function as Information Technology professionals.
    - ii. Course assessment results:
      - IT 101: Comparison of pretest and post-test exams indicate that 90% of the students achieved the learning outcomes of this course.
      - IT 299: Eighty-five percent of students within the internship are employed in the IT field.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - Program continues to graduate well trained and knowledgeable students.
    - Development of an on-site testing center resulted in a much higher percentage of students taking certification exams.
    - New program options were developed in Network Security and Geospatial Studies
    - A large number of university students take MCTC IT courses due to their practical hands-on focus
    - All courses are taught in high tech computer labs using a Proxima and instructor station for teacher and student presentations
  - b. Challenges and problems encountered:
    - Graduates enter the workplace without notifying MCTC personnel of new addresses.

- Maintaining faculty technical skills in a rapidly changing environment
  - Faculty workload outside of the classroom hinders adequate teacher preparation for the classroom.
3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
- a. Instruction:
    - More resources (time and money) are necessary for maintenance of faculty technical skills.
    - Reallocate specific courses to a larger computer lab in order to accommodate a large number of students requesting courses.
  - b. Courses
    - Schedule courses to allow the student to complete his/her program of instruction within a two-year timeframe.
  - c. Program
    - Continue to survey employers of graduates to ensure the training students receive is meeting the needs of the local business community.
    - Continue to identify appropriate certification exams for programs.
    - Continue to document results of certification tests taken by our students
    - Continue to consult with IT Advisory Committees/
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
- Dedicate adequate resources to IT career-track programs which have been identified as five of the top six “hottest occupations” over the next eight years by the Bureau of Labor Statistics
  - Dedicate adequate resources to encourage faculty retention (market salaries and faculty development funds).
5. Updates to Program Assessment Plan for the next academic year:
- Conduct a survey after one year on the job to determine satisfaction for the training received.
  - Continue to monitor class performance exams and internship activities.

**Annual Assessment Report  
2006-2007  
Information Technology**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduating Student Survey, General Education Portfolio, Internship Evaluation, Academic Partner and Advisory Committee Recommendations.
    - (2) Course: Online-Module Tests, Group-Skills-Based-Exams, Individual-Skills-Based Exams, Internship Performance, Class Surveys and Oral Presentations.
  - b. Program and course assessment results:

Recommendations from academic partners (Cisco, Microsoft, MU Colleges) and Advisory Committee members indicate that professional development efforts be increased to expand Microsoft and Cisco Academy certified instructors. The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - i. Program: 100% (26 of 26) of IT graduates completed the General Education portfolio assignment. The majority of students exceeded expectations in all areas. All students exceeded expectation in utilizing technology competently and using critical thinking, two outcomes that the IT faculty strongly believes are critically important to an IT student's success after graduation. Absence of artifacts reflecting basic scientific concepts can be attributed to the fact that no science classes are required by the IT curricula.
    - ii. Program: Of the 26 graduates, 26 completed the online Graduating Student Survey. This would indicate that adding completion of the Survey as a requirement of the Internship class, IT 299, has been successful.
    - iii. Program: Of the 26 graduates, all completed the WorkKeys test. This would indicate that adding completion of the WorkKeys test as a requirement of the Internship class, IT 299, has been successful.
    - iv. Program: The Advisory Committee provided positive feedback for the effectiveness of the General Education Portfolio process and content.
    - v. Program: The Advisory Committee recommended that professional development efforts for existing IT faculty be expanded to provide more qualified instructors in Microsoft and Cisco IT Academies.
    - vi. Program: The Advisory Committee recommended initiatives to develop dual degree options with MU's COS IST and LCOB MIS programs.
    - vii. Program: One employer stated that evidence of student learning provided by the General Education Portfolio was a factor leading to hiring of an IT graduate.
    - viii. All learning outcomes for IT 131 were met or exceeded except for #1 as evidenced by objective module tests and skills based exams.
    - ix. All learning outcomes for IT 141 were met or exceeded except for #2 as evidenced by objective module tests and skills based exams.

- x. All learning outcomes for IT 115 were met or exceeded.
  - xi. In IT 210, 13% of the class achieved Microsoft Certification. Average scores from the Pre-Test Exam to the Final Exam rose 131%. In IT 211, 4% of the class achieved Microsoft Certification. Average scores from Quiz 1 to the Final Exam rose 14%.
  - xii. In IT 212, “80% of the IT 212 will receive a grade of “C” or better in the course” criteria was met with 93% making a grade of “C” or better. However, three students dropped the course and were not included in this average. Also a new textbook was adopted with included “real life” website projects such as a lawn care service and National Parks example. At the end of the semester, students also created websites as a final project individually which included small businesses and e-portfolios. The feedback from two businesses was positive. In IT 213, students were able to demonstrate specific technical skills in the graphic areas of web design. Various projects were assigned utilizing Photoshop skills and the use of CSS for page layout. 91% of the student received a C or better in the course.
  - xiii. All learning outcomes for IT 215 were met or exceeded.
- b. Challenges and problems encountered:
- In completing the General Education Portfolio requirement,
- (1) Students struggle to provide appropriate artifacts to demonstrate the richness of diversity.
  - (2) IT full-time faculty have multiple class preps and responsibilities, reducing the time available for creative assessment activities.
  - (3) The benchmark of 78% was not met for IT 131 Learning Outcome 1: The student will be able to develop IP addressing schemes according to network requirements. The average score for all students was 72%. Seven of nineteen students (37%) scored below the benchmark of 78%.
  - (4) The benchmark of 78% was not met for one aspect of IT 141 Learning Outcome 2: The student will be able to maintain IOS firmware on Cisco routers. The average score for all students was 72%. Six of sixteen students (38%) scored below the benchmark of 78%.
  - (5) Low enrollment, high equipment and training costs for the Network Systems Development option have prompted suspension of the program.
  - (6) Students find the cost of purchasing Visual BASIC programming language prohibitive. However, computer labs with the appropriate compilers are available 24/7, except on Sunday. Students generally do not consider working in a group as a positive learning experience. Conscientious students often feel taken advantage of by weaker members of the group.
  - (7) In IT 210, 42% of the students received final scores below the benchmark of 70%; the average score for all students was 83%. In IT 211, 24% of the students received final scores below the benchmark of 70%; the average score for all students was 80%.
  - (3) In IT 212, the skill level of the students varied considerably. About ½ of the students were comfortable with the software and had previous experience outside of class. The other ½ of the class has a slow start and found the software interface very challenging. IT 107, Fundamentals of the Internet, course is the prerequisite for the class. The focus of the webpage project in IT 107 is evolving and becoming the focus for at least 1/3 of the class time and should help level out the skills. Also outside class time was scheduled with the instructor for additional help. The various technical abilities of the students did hinder some progress and advance projects. The instructor

gave different assignments to advanced students with more challenging objectives. In IT 213, it was difficult to teach students how to obtain images with scanners since the one in the public lab was not working. Also work with obtaining images from a digital camera was difficult to instructor due to the various models owned by some students and lack of consistency.

- (8) Students find the cost of purchasing Visual BASIC programming language prohibitive. However, Computer labs with the appropriate compilers are available 24/7, except on Sundays. Students generally do not consider working in a group as a positive learning experience. Conscientious students often feel taken advantage of by weaker members of the group.

3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:

a. Instruction

- (1) Rework the instruction in IT 131 to place less emphasis on Modules 4 Cable Testing and Module 5 Cabling LANs and WANs to provide more time for in-depth teaching and student completion of numerous IP addressing schemes within Module 9 TCP/IP Protocol Suite and IP Addressing.
- (2) Rework the instruction in IT 141 to place more emphasis on Module 5 involving upgrades of IOS firmware to require additional laboratory assignments.
- (3) Students in IT 115 will be allowed to form their own groups, rather than group members being assigned by the teacher, when assignments are group-based.
- (4) Adjust the instruction in both IT 210 and IT 211 to place more emphasis on hands-on lab exercises.
- (5) Students in IT 215 will be allowed to form their own groups, rather than group members being assigned by the teacher, when assignments are group-based.

b. Courses

- (1) Update the syllabus and course schedule for IT 131 to reduce time spent on Module 4 Cable Testing and Module 5 Cablings LANs and WANs to provide more time for in-depth teaching and student interaction in Module 9.
- (2) Update the syllabus and course schedule for IT 141 to provide more time for in-depth teaching and student interaction in Module 5.
- (3) It is believed that a large percentage of the students in IT 210 and IT 211 did not have the proper foundation to be successful in these courses. As a result, many students did not perform well. To remedy this, we have re-instituted a pre-requisite of IT 270 and IT 276 for enrollment in IT 210 and IT 211. In addition, this was the first semester where a classroom with 30 students was utilized, versus a classroom with 20 students which were used in the past. This resulted in less one-on-one interaction with the instructor, especially during hands-on exercises. In order to alleviate this problem, we have lowered the maximum enrollment in IT 210 and IT 211 to the previous level of 20 students. Also, as a result from student feedback, the courseware for the entire Systems Administration option will be shifted from Microsoft Official Courseware (MOC) to Microsoft Official Academic Courseware (MOAC). The MOAC courseware was used in IT 210, while the MOC courseware was used in IT 211. Student feedback indicated that they greatly preferred the MOAC courseware – they felt that it was more like a traditional textbook.



- (4) In order to get more experience in the Web Development area, a special topics class titled “Web Design Entrepreneurship” was added to the Fall schedule. The intent of the course is to pull together skills from various classes so students can “put it all together” in a real world setting. Various local organizations and businesses will work with the small group so students will be more prepared for the workforce.
- c. Program
  - (1) Schedule training for additional faculty members to teach within Cisco and Microsoft IT academies.
  - (2) Per recommendations from training partners (Cisco and Microsoft and MU colleges) and Advisory Committee members, the Network Systems Security program will require dropping IT 120 and MAT 215 and adding SCI 201 and MAT 205 to facilitate dual degree options and strengthen general education learning outcomes. In addition, the Network Systems Development Program Option will be suspended, and the Geospatial Studies Option will have a title change to more accurately reflect the content taught therein: Geospatial Science and Technology Option.
  - (3) All MCTC students, enrolled in a class that is taught in a lab, should pay lab fees.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
  - a. Funds to provide training for three faculty members to teach in Cisco and Microsoft academies should be allocated.
  - b. The MCTC computer labs are on a five year replacement cycle. . The following labs (CCCTC 201, Corbly Hall 438, and Corbly Hall 336) are scheduled for replacement this year. This re-occurring replacement cost of equipment and furniture is funded by student lab fees attached to all IT classes.
  - c. Resources (funds and personnel) are needed to maintain contact with and survey opinions of IT graduates.
  - d. More emphasis on artifacts appropriate for the General Education portfolio is needed in General Education courses. Many graduating students in the Internship class have been exposed to such artifacts in their IT classes only.
5. Updates to the Program Assessment Plan for the next academic year:  
The following courses will be assessed during 2007-2008:  
  
Fall 2007: IT 160, IT 216, IT 217  
Spring 2008: IT 165, IT 222, IT 223

**Annual Assessment Report  
2007-2008  
Information Technology**

1. Analysis of program and courses assessment activities and results obtained in the reporting year.
  - a. Program and course assessment activities:
    - (1) Program: Graduating Student Survey, General Education Portfolio, Internship Evaluation, Academic Partner and Advisory Committee Recommendations.
    - (2) Course: Online-Module Tests, Group-Skills-Based-Exams, Individual-Skills-Based Exams, Internship Performance, Class Surveys and Oral Presentations.
  - b. Program and course assessment results:

Recommendations from academic partners (Cisco, Microsoft, MU Colleges) and Advisory Committee members indicate that professional development efforts be increased to expand Microsoft and Cisco Academy certified instructors. The benchmarks for the program and courses were met or exceeded.
2. Evaluation of program and course(s):
  - a. Strengths and accomplishments:
    - (1) Program: 100% (21 of 21) of IT graduates completed the General Education portfolio assignment. The majority of students exceeded expectations in all areas. All students exceeded expectation in utilizing technology competently and using critical thinking, two outcomes that the IT faculty strongly believes are critically important to an IT student's success after graduation. Absence of artifacts reflecting basic scientific concepts can be attributed to the fact that no science classes are required by the IT curricula.
    - (2) Program: Of the 21 graduates, 21 completed the online Graduating Student Survey. This would indicate that adding completion of the Survey as a requirement of the Internship class, IT 299, has been successful.
    - (3) Program: Of the 21 graduates, all completed the WorkKeys test. This would indicate that adding completion of the WorkKeys test as a requirement of the Internship class, IT 299, has been successful.
    - (4) Program: The Advisory Committee provided positive feedback for the effectiveness of the General Education Portfolio process and content.
    - (5) Program: The Advisory Committee recommended that professional development efforts for existing IT faculty be expanded to provide more qualified instructors in Microsoft and Cisco IT Academies.
    - (6) Program: The Advisory Committee recommended establishment of a Gaming Option in the IT program.
    - (7) All learning outcomes for IT 160 were met or exceeded. 100% of students received a grade of "C" or better.
    - (8) All learning outcomes for IT 165 were met or exceeded. 100% of students received a grade of "C" or better.
    - (9) In IT 216, 30% of the class achieved Microsoft Certification. Average scores from the Pre-Test Exam to the Final Exam rose 131%. In IT 217, 30% of the class achieved

Microsoft Certification. Average scores from the Pre-Test Exam to the Final Exam rose 131%. Many students in these Microsoft courses plan to take the certification tests at the end of the semester; thus, this 305 passage rate can be expected to increase.

- b. Challenges and problems encountered:
  - (1) Due to transition from VUE to Prometric, the testing center could not be used for Microsoft certification tests. Test availability is dependent on availability of Testing Center Supervisor.
  - (2) In completing the General Education Portfolio requirement students struggle to provide appropriate artifacts to demonstrate the richness of diversity.
  - (3) Students find the cost of purchasing Visual BASIC programming language prohibitive. However, Computer labs with the appropriate compilers are available 24/7, except on Sunday. Students generally do not consider working in a group as a positive learning experience. Conscientious students often feel taken advantage of by weaker members of the group.
3. Recommendations for improvements and plans for implementation of the improvements during the next academic year in:
  - a. Instruction: Utilize CASEGRADER instead of SAM for assessment purposes, thus placing more emphasis on problem-solving instead of skill-remembering.
  - b. Courses: Upgrade syllabus and course overview for IT 101 to include ACCESS.
  - c. Program: Delete MAT 215 from program requirements.
4. Recommendations to be considered in the strategic planning and budgeting processes of the College:
  - a. Funds to provide training for three faculty members to teach in Cisco and Microsoft academies should be allocated.
  - b. The MCTC computer labs are on a five year replacement cycle. . The following labs (Corbly Hall 438 and Corbly Hall 336) are scheduled for replacement this year. This re-occurring replacement cost of equipment and furniture is funded by student lab fees attached to all IT classes. Tommie Kelley, Information Technology Consultant, Sr., has asked for approval to replace these labs in summer 2008 but has not yet received approval.
  - c. Resources (funds and personnel) are needed to maintain contact with and survey opinions of IT graduates.
  - d. More emphasis on artifacts appropriate for the General Education portfolio is needed in General Education courses. Many graduating students in the Internship class have been exposed to such artifacts in their IT classes only.
  - e. Resources (funds and personnel) are needed for Supervisor of Testing Center.
5. Changes to Program Assessment Plan for the next academic year:

The following courses will be assessed during 2008-2009:

Fall 2008: IT 224, IT 225, IT 242 Web, IT 268  
Spring 2009: IT 226, IT 227, IT 260, IT 269

**Program Assessment Plan  
2007-2008  
Information Technology**

1. Program purpose

The Information Technology Program is committed to excellence in a learning environment that emphasizes application of appropriate computer/information technology skills to problem-solving in a business or technical environment. The skilled use of computer hardware and knowledge of software applications provide for workforce development, career preparation and a life of learning technologically.

2. Program outcomes and assessment measures

a. Outcome 1: Students will gain employment in their field or continue their education.  
Assessment Measure: Graduating Student Survey data.

b. Outcome 2: Students will demonstrate competency in all MCTC general education learning outcomes:

- Communicate effectively using written and oral skills.
- Apply mathematics and basic scientific concepts for problem solving activities.
- Utilize technology competently.
- Use critical thinking skills.
- Develop an awareness of ethical behavior.
- Recognize the richness of diversity.

Assessment Measure: General Education Portfolio.

c. Outcome 3: Students will demonstrate comprehensive knowledge of information technology skills in a business / technical environment to support and achieve problem-solving.

d. Assessment Measure: Evaluations from internship supervisors.

3. Course assessment cycle

See attached Assessment Cycle table.

4. Course learning outcomes

Course learning outcomes for the following courses will be assessed during the 2007-2008 academic year:

Fall 2007: IT 160, IT 216, IT 217

Spring 2008: IT 165, IT 222, IT 223

5. Recommendations for improvement

- a. upgrade to Microsoft Office 2007 software in application course (IT 101 and IT 150).
- b. change emphasis in IT 250 from ACCESS to SQL and ORACLE.
- c. deletion of MAT 215 from Program Developer Option and Networking Administration Option.
- d. two gaming courses will be taught as special topics.
- e. curriculum for gaming option will be designed.
- f. a second section of Microsoft courses will be offered.
- g. invite guest speakers (professionals in the field) to speak.
- h. work on two-year articulation agreement with IST department.
- i. establish relationship with Chinese Institutions (China Initiative), Cisco program.

Fall 2007

**IT 160 – Geographic Information System Concepts  
Course Learning Outcomes and Assessment Measures**

<b>Outcome</b>	<b>Assessment Measure</b>
Master basic Geographic Information System, Image Process, and Remote Sensing concepts	Learning outcome 1 will be assessed by successful completion of written midterm and final exams.
Master dynamic GIS desktop mapping techniques to include information retrieval, data relationships and analysis	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Master the creation of : quality presentations, maps, charts and images	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Master how to location and evaluation GIS data	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Develop their own data for use in a Geographic Information System	Assessed in the field work where manual mapping and electronic mapping techniques will be demonstrated.
Master at a user-level Geographic Information System software to perform related step-by-step GIS tasks	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.

**General Education Learning Outcomes Imbedded in IT160:**

<b>After successfully completing this course, the student will:</b>
Communicate critically and effectively using listening, written, and oral skills
Use mathematics for problem-solving
Think critically and logically and remain open to examining new ideas and points of view
Develop an awareness and appreciation of and a commitment to ethical behaviors
Develop decision-making skills and a commitment to lifelong learning

**IT-216: Network Administration III**

<b>Program Outcomes:</b>	<b>Assessment Method:</b>	<b>Recommended Benchmark Criterion:</b>
<p>Students will be adequately prepared to take the following industry certifications exams</p> <ul style="list-style-type: none"> <li>• CompTIA A+</li> <li>• Microsoft MCSA Certification Exams</li> <li>• Microsoft MCSE Certification Exams</li> </ul> <p>Students will demonstrate professional competencies in communication and mathematical skills, IT practices, and work ethics.</p> <p>Students will demonstrate the ability to successfully implement, manage, and troubleshoot the ongoing needs of Microsoft desktop and network operating systems within an existing network infrastructure.</p>	<p>To achieve a passing score on objective tests covering the Microsoft MCSA/MCSE exam objectives.</p> <p>To work effectively in groups to accomplish stated laboratory objectives and communicate those laboratory results to the class.</p> <p>To demonstrate through skills based laboratory exercises the ability to:</p> <ul style="list-style-type: none"> <li>• Plan and Optimize a TCP/IP Physical and Logical Network</li> <li>• Plan and Troubleshoot Routing</li> <li>• Plan a DHCP Strategy</li> <li>• Troubleshoot DHCP Issues</li> <li>• Plan a DNS Strategy</li> <li>• Troubleshoot DNS</li> <li>• Plan and Optimize WINS</li> <li>• Troubleshoot IPsec</li> <li>• Plan and Troubleshoot Network Access</li> <li>• Plan and Maintain a Windows Server 2003 Network</li> </ul>	<p>Microsoft Certified Professional Exam 70-293: <i>Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure</i></p> <p>Classroom written and oral reports.</p> <p>Microsoft Official Academic Curriculum Course 70-293: <i>Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure</i> laboratory exercises.</p>

**IT-217: Network Administration IV**

<b>Program Outcomes:</b>	<b>Assessment Method:</b>	<b>Recommended Benchmark Criterion:</b>
<p>Students will be adequately prepared to take the following industry certifications exams:</p> <ul style="list-style-type: none"> <li>• CompTIA A+</li> <li>• Microsoft MCSA Certification Exams</li> <li>• Microsoft MCSE Certification Exams</li> </ul> <p>Students will demonstrate professional competencies in communication and mathematical skills, IT practices, and work ethics.</p> <p>Students will demonstrate the ability to successfully implement, manage, and troubleshoot the ongoing needs of Microsoft desktop and network operating systems within an existing network infrastructure.</p>	<p>To achieve a passing score on objective tests covering the Microsoft MCSA/MCSE exam objectives.</p> <p>To work effectively in groups to accomplish stated laboratory objectives and communicate those laboratory results to the class.</p> <p>To demonstrate through skills based laboratory exercises the ability to:</p> <ul style="list-style-type: none"> <li>• Implement Active Directory</li> <li>• Implement an Organizational Unit Structure</li> <li>• Implement an Account and Audit Strategy</li> <li>• Implement Group Policy</li> <li>• Deploy and Manage Software Using Group Policy</li> <li>• Implement Sites to Manage Active Directory Replication</li> <li>• Implement the Placement of Domain Controllers</li> <li>• Manage Operations Masters</li> <li>• Maintain Active Directory</li> </ul>	<p>Microsoft Certified Professional Exam 70-294: <i>Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure</i></p> <p>Classroom written and oral reports.</p> <p>Microsoft Official Academic Curriculum Course 70-294: <i>Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure</i> laboratory exercises.</p>



Spring 2008

**IT 165 – Spatial Analysis and 3D Modeling  
Course Learning Outcomes and Assessment Measures**

<b>Outcome</b>	<b>Assessment Measure</b>
Master basic Geographic Information System, Image Process, and Spatial Analysis concepts	Learning outcome 1 will be assessed by successful completion of written midterm and final exams.
Master dynamic GIS desktop mapping techniques to include information retrieval, data relationships and spatial analysis	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Master the creation of : quality presentations, maps, charts and images	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Master how to location and evaluation GIS data	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.
Develop their own data for use in a Geographic Information System involving Spatial Analysis	Assessed in the field work where manual mapping and electronic mapping techniques will be demonstrated.
Master at a user-level Geographic Information System software to perform related step-by-step GIS Spatial Analysis tasks	Assessed by successful completion of lab assignments and successful development and presentation of case study incorporating major concepts and skills learned.

<b>General Education Learning Outcomes Imbedded in IT165:After successfully completing this course, the student will:</b>
Communicate critically and effectively using listening, written, and oral skills
Use mathematics for problem-solving
Think critically and logically and remain open to examining new ideas and points of view
Develop an awareness and appreciation of and a commitment to ethical behaviors
Develop decision-making skills and a commitment to lifelong learning

**IT-222: Network Administration VI**

<b>Program Outcomes:</b>	<b>Assessment Method:</b>	<b>Recommended Benchmark Criterion:</b>
<p>Students will be adequately prepared to take the following industry certifications exams:</p> <ul style="list-style-type: none"> <li>• CompTIA A+</li> <li>• Microsoft MCSA Certification Exams</li> <li>• Microsoft MCSE Certification Exams</li> </ul> <p>Students will demonstrate professional competencies in communication and mathematical skills, IT practices, and work ethics.</p> <p>Students will be able to design, plan, implement, and troubleshoot WANs/LANs according to best practices in network systems designs.</p>	<p>To achieve a passing score on objective, scenario-based tests covering the Microsoft MCSE exam design objectives.</p> <p>To collaborate effectively in groups to create functional designs, based on provided case scenarios, and present those designs to the class.</p> <p>To demonstrate, through scenario-based design exercises, the ability to:</p> <ul style="list-style-type: none"> <li>• Prepare to Design an Active Directory Infrastructure</li> <li>• Design a Forest and Domain Infrastructure</li> <li>• Design a Site Infrastructure</li> <li>• Design the Administrative Structure</li> <li>• Design a Group Policy Structure</li> <li>• Design the Physical Network</li> <li>• Design for Network Connectivity</li> <li>• Design a Name Resolution Strategy</li> <li>• Design the Network Access Infrastructure</li> </ul>	<p>Microsoft Certified Professional Exam <i>70-297: Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure</i></p> <p>Classroom written designs and oral reports.</p> <p>Microsoft Official Academic Curriculum Course 70-297: <i>Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure</i> design exercises.</p>

**IT-223: Network Administration VII**

<b>Program Outcomes:</b>	<b>Assessment Method:</b>	<b>Recommended Benchmark Criterion:</b>
<p>Students will be adequately prepared to take the following industry certifications exams:</p> <ul style="list-style-type: none"> <li>• CompTIA A+</li> <li>• Microsoft MCSA Certification Exams</li> <li>• Microsoft MCSE Certification Exams</li> </ul> <p>Students will demonstrate professional competencies in communication and mathematical skills, IT practices, and work ethics.</p> <p>Students will be prepared to secure, monitor, test, and improve security techniques within the requirements of a given security policy.</p>	<p>To achieve a passing score on objective, scenario-based tests covering the Microsoft MCSE exam design objectives.</p> <p>To collaborate effectively in groups to create functional designs, based on provided case scenarios, and present those designs to the class.</p> <p>To demonstrate, through scenario-based design exercises, the ability to:</p> <ul style="list-style-type: none"> <li>• Plan a Security Framework</li> <li>• Identify Threats to Network Security</li> <li>• Analyze Security Threats</li> <li>• Design Security for Physical Resources</li> <li>• Design Security for Computers</li> <li>• Design Security for Accounts</li> <li>• Design Authentication Security</li> <li>• Design Security for Data</li> <li>• Design Security for Data Transmission</li> <li>• Design Security for Network Perimeters</li> <li>• Design an Incident Response Procedure</li> </ul>	<p>Microsoft Certified Professional Exam 70-298: <i>Designing Security for a Microsoft Windows Server 2003 Network</i></p> <p>Classroom written designs and oral reports.</p> <p>Microsoft Official Academic Curriculum Course 70-298: <i>Designing Security for Microsoft Networks</i> design exercises.</p>

Each semester, every IT course and every faculty member teaching an IT course are assessed through student evaluations. Each semester, students receive a two-part questionnaire that allows them to indicate the strengths and weaknesses of both the course and the instructor. The Dean of Business and Information Technology, the IT program coordinator, and the faculty member each review the comments. The evaluations are used to identify problems and to improve instruction and course content.

Each option-specific course taught in the IT Program is designed with specific learning objectives. These objectives are incorporated into the testing process. Students must attain at least a 2.0 grade point average in these courses in order to graduate from the program.

The program utilizes a capstone internship experience to determine if each student has successfully acquired the appropriate skills and knowledge. Students are required to complete a questionnaire regarding program satisfaction at the end of the semester in which they apply for graduation. Employers are surveyed periodically to determine satisfaction with employees who have graduated from the program.

Employers (17 of 25 - approximately 68%) rank employees in the good to excellent range for all items on the survey including:

- Attitude
- Dependability
- Initiative
- Organizational skills
- Communication skills
- Flexibility
- Conceptual knowledge
- Technical skills

Assessment is an ongoing part of every course as faculty members seek to graduate students with the skills necessary to enter the job market. Faculty members constantly evaluate all courses, along with input from the program’s advisory committee, to assure that course materials and program content are appropriate.

Test Results from VUE Testing site:

<b>Type of Test</b>	<b>Spring 2006 Number Passing</b>	<b>Spring 2007 Number Passing</b>	<b>Spring 2008 Number Passing</b>
Microsoft (MCSE)	41	16	1
iNet+	7	11	12
Security+	4	12	1
CompTIA A+	8	13	1
Cisco (CCNA)	4	1	2

## 6. Advisory Committee:

The IT Advisory Committee consists of IT professionals, IT students, and community members from the MCTC service region. The Advisory Committee meets once per semester and provides input into course and curriculum development, internship structure, job placement, and feedback on assessment methods and initiatives, specifically the general education portfolios completed by graduating students. Additionally, the committee provides advice regarding recruitment, marketing, and retention.

The IT Advisory Committee plays a vital role in the development and maintenance of IT Program options. The members serve as highly-effective resources for continuous program improvement, evaluation, and advancement in the preparation of a quality workforce to meet regional and state employment needs. The influence of this Advisory Committee in assisting the IT Division with making wise decisions regarding curricula and equipment is significant.

The IT Advisory Committee is composed of knowledgeable and respected employers and specialists who represent a cross-section of the IT field. Current students also attend meetings to provide input on educational issues and to network with future employers.

Members regularly hire IT students for part-time employment and IT graduates for full-time positions and, additionally, provide local internship positions. This Committee enables us to remain proactive toward the adoption and implementation of the most current technologies to increase the employability and promotability of our graduates. Change is constant and swift in the IT field; the IT Advisory Committee advises us concerning future changes.

### a. Members:

Name	Title	Company
David Adkins	Teacher	Lincoln County High School
Juan Barrios	Research Associate	Rahall Appalachian Transportation Institute
Billy Bartram	Student	MCTC
Hugh Bloemer	Professor	Ohio State University
Jon Cain	Support Analyst	Daston Corporation at Huntington Corps of Engineers
Idit Caperton	President	World Wide Workshop Foundation
John Ferguson	Geologist	Huntington Corps of Engineers
Kimberly Hensley	Senior Staffing Supervisor	Kelly Services, Inc.
Teresa Holt	HR Manager	Sitel
Dave Imhoff	Associate Director of Information Services	St. Mary's Medical Center
Bryan Johnson	Chief Information Officer	Mountain State Centers for Independent Living

<b>Name</b>	<b>Title</b>	<b>Company</b>
Jack Klim	President	Klim Consulting
Lee Kraus	Program Manager	Globaloria WV
Rick Lawson	Account Manager for West Virginia	Environmental Systems Research Institute
Michael McComas	General Education Faculty	MCTC
Harold McKeand	Office Manager	Eve
Tim Millne	Manager	Southwestern District Labor Council
Wes Morrison	IT Consultant	Natural Resource Partners, L. P.
John Popp	Chief Geologist	Natural Resource Partners, L. P.
Karen Rucker	Teacher	Ceredo-Kenova Middle School
Denise Stalnaker	Teacher	Randolph Technical Center
Fran Sites	Manager	Manpower, Inc.
Shannon Sullivan	Program Director	World Wide Workshop Foundation
Linda Vinson	General Education Faculty	MCTC
Greg Wilson	Support Analyst	Daston Corporation at Huntington Corps of Engineers

**b. Meetings:**

The IT Advisory Committee had meetings on the following dates:

<b>Semester</b>	<b>Date</b>
Fall 2003	December 12, 2003
Spring 2004	May 25, 2004
Fall 2004	September 29, 2004
Spring 2005	April 28, 2005
Fall 2005	October 12, 2005
Spring 2006	January 18, 2006
Fall 2006	September 28, 2006
Spring 2007	March 28, 2007
Fall 2007	October 24, 2007
Spring 2008	April 8, 2008

**Recommendations/Implementation of Recommendations:**

Some major recommendations of the committee include:

- More emphasis on the importance of excellent oral communication skills.
- Attention and resources must be spent on “getting the word out” about the IT Program.
- IT Program should be relocated to Kinetic Park.
- IT Program should raise awareness of geospatial studies and careers.
- Web Developer option should include a Flash course.
- China Initiative warrants further development.
- CCNP option should be discontinued.
- Students need a site closer than New Horizons in Putnam County to take vendor certifications exams.

The IT Program has responded as follows:

- Faculty has added the requirement of oral presentations to most IT courses.
- Increased marketing and advertising efforts have been requested.
- Kinetic Park remains a viable future location for the entire MCTC.
- A Geospatial Day was held on November 15, 2006. Informational flyers were posted throughout campus in order to recruit students. Dr. Jones was interviewed by the Parthenon for an article to increase awareness of the program.
- Web Developer option curriculum was modified to include a Flash course.
- Dr. Randall Jones continues to develop the China Initiative.
- CCNP option was discontinued.
- An official Pearson VUE Test Center was established in Corbly Hall.

**C. Viability**

The IT Program has been and continues to be a strong academic program at MCTC.

**1. Course Enrollments:**

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<b>IT 099</b>	20	22	18	16	3
<b>IT 101</b>	852	1793	1904	1649	1766
<b>IT 107</b>	295	258	267	204	235
<b>IT 115</b>	81	40	52	24	37
<b>IT 120</b>	61	51	44	58	45
<b>IT 131</b>	42	42	37	30	31
<b>IT 141</b>	15	21	36	23	20
<b>IT 150</b>	80	82	75	78	108
<b>IT 160</b>				6	
<b>IT 210</b>	31	29	19	23	20
<b>IT 211</b>	31	29	19	23	19

	2003-04	2004-05	2005-06	2006-07	2007-08
IT 212	39	21	50	31	41
IT 213			14	20	10
IT 215		6	1	1	
IT 216	40	29	19	23	19
IT 217	41	29	19	23	19
IT 219	21	29	12	11	10
IT 221	40	30	13	21	14
IT 222	21	29	12	11	10
IT 223	21	29	12	11	10
IT 224			20	14	19
IT 225			12	15	16
IT 226			15	11	14
IT 227			10	13	14
IT 230	55	26			
IT 231	31	30	35	19	15
IT 240	54	31	20	20	
IT 241	27	25	33	21	15
IT 242	17	23	14	10	10
IT 250	11	26	15	22	10
IT 260				7	
IT 266				7	
IT 268			3	2	
IT 269		1		4	
IT 270	73	68	38	39	53
IT 276	65	34	26	25	43
IT 278		5			
IT 279		5			
IT 280-284*	16	24	31	5	36
IT 299	45	15	28	26	20

Blank cell indicates course was not offered.

\*IT 280-284 are Special Topics courses.

## 2. Program Enrollments/Graduate Data:

PROGRAM ENROLLMENTS	
Semester	Enrollment
2003-04	189
2004-05	156
2005-06	118
2006-07	111
2007-08	98



<b>GRADUATE DATA</b>	
<b>Semester</b>	<b>Enrollment</b>
Fall 2003	21
Spring 2004	18
Summer 2004	4
Fall 2004	22
Spring 2005	13
Summer 2005	4
Fall 2005	8
Spring 2006	24
Summer 2006	1
Fall 2006	3
Spring 2007	18
Summer 2007	1
Fall 2007	27
Spring 2008	7
Summer 2008	8

**3. Occupational Outlook Handbook Data:** <http://www.bls.gov/OCO/>

**Geospatial Science and Technology (GIS/GPS/RS)**

The U.S. Department of Labor recently identified the growing importance of the geospatial based industry, together with 13 other sectors, as the focus of its High-Growth Job Training Initiative. The 14 sectors were selected based on the following criteria:

1. They are projected to add substantial numbers of new jobs to the economy or affect the growth of other industries, or
2. They are existing or emerging businesses being transformed by technology and innovation requiring new skill sets for workers.

While new career titles are being created, the U.S. Department of Labor states that overall employment of surveyors, cartographers, photogrammetrists, and surveying technicians is expected to grow about as fast as the average for all occupations through the year 2014.

**Network Systems Administration (MCSE)**

The U.S. Department of Labor – Bureau of Labor Statistics states that computer-related jobs (IT) hold numerous positions within the Top-20 Fastest Growing Occupations (<http://www.pcase.com/Top20FastestGrowingJobs2006.pdf>) in the country. Additionally, IT jobs are reported to have the highest earning of any of the occupations in the list.

Computer occupations are expected to be some of the fastest growing in the U.S. economy and will account for 5 out of the 20 fastest growing occupations over the next decade through 2015. Employment growth will be driven by the increasing reliance of

businesses on information technology and the continuing importance of maintaining system and network security. In addition to high growth rates, computer and healthcare occupations combined will add more than 1.5 million new jobs. High growth rates among computer occupations reflect projected rapid growth in the computer and data processing industries.

Management, scientific, and technical consulting services will grow very rapidly, by 55.4%, spurred by the increased use of new technology and the growing complexity of business.

#### **Network Systems Development (CCNA)**

The U.S. Department of Labor states that Network Systems and Data Communications Analysts will see an increase in employment growth of 91.4% between 2002 and 2012. The computer systems design and related services industry is expected to be one of the top 10 fastest growing industries in the U.S. economy, projected to add more than 600,000 jobs between 2002 and 2012. Professionals and specialists will see the best prospects for employment because they have the higher level skills necessary to stay abreast of rapid changes in technology. (<http://bls.gov/oco/cg/cgs033.htm>).

#### **Network Systems Security (CCNA and MCSA)**

Released on February 14, 2003, the National Strategy to Secure Cyberspace identifies a need for training programs in cyber security to produce a workforce capable of securing our nation's information technology infrastructure ([http://csrc.nist.gov/policies/cyberspace\\_strategy.pdf](http://csrc.nist.gov/policies/cyberspace_strategy.pdf)). A recent IDC survey shows the total information technology security market revenues, including software, hardware, and services, is expected to increase from \$17 billion in 2001 to \$45 billion by 2006, thus fueling a 24% rise in spending for network security services. For more information visit (<http://www.idc.com>), then search for February 4, 2003, Press Release entitled "Total IT Security Market."

#### **Program Developer**

A recent Information Technology Association of America report titled "The Employment Outlook in Today's IT" estimates the number of currently unfilled IT positions at 230,000 for businesses with 100 or more employees. This translates to 10% of the current workforce or roughly three vacancies for each company. The American Electronics Association released two key reports, "Cybernation" and "Cyberstates," that provide an in-depth view of the high-tech industry and its impact on society. The reports provide information about current employment, wages, and other industry details on a state-by-state basis. Key findings include:

There is a major shift in the industry from electronics and computer hardware to IT services and information management. IT services and management now constitute one of the fastest-growing industries in the nation.

#### **Web Developer**

Organizations are increasingly using the World Wide Web for a diverse set of business purposes. Web sites are used for marketing, sales, communications, public relations, and training, just to name a few. Careers in Web development involve the design and

maintenance of such sites. Web developers typically work with a client to determine the needs of the organization. A design will be created, tested and documented. Some positions in Web development require creativity. The majority of positions are found at companies that specialize in Web development and multimedia creations, but some large corporations hire Web developers for in-house design as well. The array of organizations seeking Web developers is extremely diverse. These organizations may include publishing firms, electronic game companies, educational institutions, marketing firms, government agencies, and many more.

The demand for skilled computer professionals is expected to increase as organizations attempt to maximize the efficiency of their computer systems. As international and domestic competition increases, organizations will face growing pressure to use technological advances in areas such as factory and office automation and telecommunications technology. Many more computer trained individuals will be needed to incorporate these advances in new or existing systems.

#### **CCNA One-Year Certificate**

The U.S. Department of Labor states that Network Systems and Data Communications Analysts will see an increase in employment growth of 91.4% between 2002 and 2012. The computer systems design and related services industry is expected to be one of the top 10 fastest growing industries in the U.S. economy, projected to add more than 600,000 jobs through 2012. Professionals and specialists will see the best prospects for employment because they have the higher level skills necessary to stay abreast of rapid changes in technology. (<http://bls.gov/oco/cg/cgs033.htm>).

#### **MCSE One-Year Certificate**

The U.S. Department of Labor-Bureau of Labor Statistics states that computer-related jobs (IT) hold numerous positions within the Top 20 Fastest Growing Occupations in the country. Additionally, IT jobs are reported to have the highest earning of any of the occupations in the list.

Computer occupations are expected to be some of the fastest growing in the U.S. economy and will account for 5 out of the 20 fastest growing occupations through 2015. Employment growth will be driven by the increasing reliance of businesses on information technology and the continuing importance of maintaining system and network security. In addition to high-growth rates, computer and healthcare occupations combined will add more than 1.5 million new jobs. High-growth rates among computer occupations reflect projected rapid growth in the computer and data processing industries.

Management, scientific, and technical consulting services will grow very rapidly, by 55.4%, spurred by the increased use of new technology and the growing complexity of business.

#### **4. Articulation Agreements (if applicable):** Not applicable.

**D. Necessity**

The IT Program prepares graduates for career placement in jobs that are specialized and lucrative.

**1. Job Placement Data:**

The majority (160 of 179 - approximately 90%) of IT graduates are employed full-time in field related positions. Most program graduates are employed in West Virginia in a variety of venues. Starting salaries range from a low of \$12 per hour to more than \$50,000 per year, plus benefits. A substantial number of graduates pursue their baccalaureate degree through the Regents Bachelor of Arts, Information Systems, or Management Information Systems.

<b>Academic Year</b>	<b>Number of Graduates</b>	<b>Number Employed in IT Field</b>	<b>Percentage</b>
<b>2003-2004</b>	43	39	90.7
<b>2004-2005</b>	39	35	89.7
<b>2005-2006</b>	33	29	87.9
<b>2006-2007</b>	22	19	86.4
<b>2007-2008</b>	42	38	95.5

**Data for recent graduates:**

<b>Job Title</b>	<b>Employer</b>	<b>Status</b>	<b>Starting Salary</b>	<b>Year of Graduation</b>
Administrative Assistant	Marshall University Math Department	Full-Time	\$17,000	2003
Applications Systems Analyst Programmer, Senior	Marshall Community and Technical College	Full-Time	\$37,600	2004
Database Administrator	Western Regional Jail Huntington, WV	Full-Time	\$22,000	2004
Instructor	Marshall Community and Technical College	Part-Time	\$1,500 Per Class	2004
Manager, Computing Technical Support Services	Marshall University Computing Services	Full-Time	\$58,000	2003
Network Administrator	First State Bank Barboursville, WV	Full-Time	\$31,000	2005
Network Administrator	Corps of Engineers	Full-Time	\$54,000	2006
Network Technician	Advanced Technical Solutions Teays Valley, WV	Full-Time	\$32,000	2007
PC Technician	PC Doctor Huntington, WV	Full-Time	\$28,000	2006
Systems Administrator	Cabell County 911 Huntington, WV	Full-Time	\$53,000	2006
Systems Programmer, Senior	Marshall University Computing Services	Full-Time	\$37,900	2007
Webmaster	Wayne County News Wayne, WV	Full-Time	\$29,000	2004

## 2. Internship Evaluation Results:

The following table indicates the number of interns per academic year.

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<b>IT 299</b>	45	15	28	26	20

Students who participate in the IT Internship class are evaluated by their supervisors. Without exception students are evaluated as average, good, very good, or excellent on all items including:

- Ability to work well with others
- Maturity
- Appearance
- Punctuality
- Dependability

- Enthusiasm
- Professionalism
- Ability to solve problems
- Technical skills and knowledge
- Motivation and ability to adapt to new situations

No intern received a fair or poor rating on any items. Most supervisors indicated they would hire the intern if the opportunity existed.

### **3. Graduate Satisfaction Survey Results:**

Having reviewed 91 Internship Graduating Student Surveys from 2003 to 2008, the information supports the following statement. “Graduates feel prepared to enter the job market.”

All scores for the following were in the good to excellent range for all items on the survey including:

- Academic advising
- Facilities
- Equipment
- Helpfulness of faculty
- Course content
- Quality of instruction
- Internship
- Overall career preparation

Of graduates completing survey, 91 of 93 (approximately 98%) indicated they would recommend the IT Program. Preceding information reflects graduates for Fall 2003 to Spring 2005. The Graduate Survey was replaced with the Graduating Student Survey in late Fall 2006. Individual queries cannot be extracted with this survey. The aggregate data provide an overview of MCTC students’ satisfaction with their educational experience and student services.

### **4. Employer Satisfaction Survey Results:**

Employers (17 of 25 - approximately 68%) rank employees in the good to excellent range for all items on the survey including:

- Attitude
- Dependability
- Initiative
- Organizational skills
- Communication skills
- Flexibility
- Conceptual knowledge
- Technical skills

## **E. Consistency with Mission**

### **Mission**

Marshall Community and Technical College is a public institution administratively and academically linked to Marshall University. The College provides open access to education and training for a diverse population and assists students and employers to meet regional and global workforce demands. The College fulfills its educational mission through:

- developmental education
- career and technical education
- university transfer education
- general education
- professional and personal development
- lifelong learning
- workforce training programs and services

### **Consistency of IT Program with MCTC Mission**

Students are the main priority of Marshall Community and Technical College and the reason for its existence. The college is committed to ensuring excellence in a caring learning environment that welcomes diversity, promotes equality and empowers the learner in the successful pursuit and application of knowledge.

The Information Technology Division of the Marshall Community & Technical College is committed to the principle that each student can be empowered through education. The mission of the IT Division is to provide the student with proactive and innovative academic experiences and learning opportunities that increase the state-of-the-market knowledge and technical skills required for employability and promotability in today's global workforce. Due to the constantly-evolving nature of the IT field, the student will be encouraged to commit to lifelong learning.

The IT Division provides programs for students that facilitate personal and professional development in an effective and efficient learning environment. Program objectives are related to the MCTC mission.

The IT Division supports the institutional mission by preparing graduates for technical careers in the IT field and by constantly reinforcing the importance of lifelong learning. Both day and evening classes are offered to meet the needs of the adult, non-traditional student. IT 101 provides both Marshall University students and MCTC students with the fundamental computer concepts and skills required by all occupations. IT courses provide technical knowledge and skills and other programs apply these skills specifically to their individual field.

The U.S. Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)) projects there will be 600,000 more jobs than available employees in the IT industry by 2012.

The top two fastest-growing jobs, in terms of salary, through 2012 are computer systems software engineer (\$81,140) and computer applications software engineer (\$76,310).

Thus, discontinuance of the IT Program would negatively affect the ability of the college to produce employable graduates. Workforce development in this area and in West Virginia would suffer if the IT Program was discontinued.

#### **F. Implementation of Recommendations From Previous Program Review**

The previous IT Program Review covered the academic semesters from Fall 1998 to Spring 2003. In the final report dated January 8, 2004, it was recommended that the IT Program continue at the current level of activity. No recommendations for program improvement were made.

#### **G. Current Strengths and Weaknesses**

Preparation of the IT program review revealed the following strengths and weaknesses:

##### **Strengths**

The IT Program produces graduates who are essential to the College mission of workforce development.

- The IT Program has an intense skills-based curriculum intended to prepare students for employment and to foster an appreciation for lifelong learning in the information technology field.
- Faculty are dedicated to maintaining expertise in current and emerging IT technologies, which involves continuous training and testing—extremely effective for enhancing classroom teaching techniques. All full-time IT faculty members maintain national vendor certifications for the field in which he/she teaches.
- Support-staff employees are extremely competent and dependable. The personnel who maintain office and labs are indispensable to the program.
- Each full-time faculty is committed to the mission of the MCTC and the IT Division.
- The Advisory Committee is concerned, active, and involved.
- The faculty/student ratio in each course promotes student learning.
- Each course is taught in a state-of-the-art computer lab using the most current operating systems and software.
- Students have access to the Drinko Library.
- The IT Program is both a Cisco Networking Academy and a Microsoft Authorized Academic Training provider.
- The IT Division has teamed with Cisco and Microsoft Academies to provide students with the best in training, materials, and hands-on-experience, all provided by instructors who are trained and certified on the latest technologies; thus, the student always stays ahead of the curve.
- The MCSE curriculum and course materials are designed by Microsoft. The MCSE instructor is a Microsoft Certified Trainer with industry experience who takes personal interest in mentoring students through each step of the certification process.



- Students may continue their education through the Regents Bachelor of Arts degree, which accepts 72 community and technical college hours.
- Assessment processes and procedures are strong and assessment data are regularly utilized to improve individual courses and the program.
- Pearson VUE Testing Center provides an on-campus site for students to take vendor-certification tests.
- A strong Academic Skills Center (ASC) is available to students. The ASC is staffed with qualified, compassionate personnel who are committed to student success.
- Off-campus class offerings and locations have been expanded. IT 101, Fundamentals of Computers, and IT 107, Fundamentals of the Internet, have served approximately 1,344 students. The online course offerings of IT 101 and IT 107 have served approximately 723 students from Fall 2003 to Spring 2008.
- Students are hired as tutors for students in IT classes.

### **Weaknesses**

- Program enrollment is currently down.
- Obligation of maintaining focus on student learning, while balancing demands placed on faculty to recruit, assess and document accountability.

### **H. Recommendations for Improvement**

The principal recommendations for improvement are:

- The IT Program must increase recruiting efforts through MCTC recruiters.
- The IT Program must increase marketing efforts through Bulldog Creative Services.

# **Marshall Community and Technical College**

## **Information Technology**

### **Program Review Narrative Report**

Date: February 1, 2009

Review conducted by Terri Ollis, Department Head of Computer and Office Systems, Western Piedmont Community College

#### Overview

The Information Technology Department at Marshall Community and Technical College (MCTC) is composed of an excellent and highly credentialed faculty. Given the level of resources provided this department is highly productive with respect to the large number of programs offered and the number of students served. Based upon this program review, the reviewer finds the following strengths and challenges and makes several recommendations as noted.

#### Program Strengths

##### Faculty

Information Technology (IT) is an increasingly diverse field and at MCTC faculty represents a well rounded distribution across the various areas of information technology. The majority of faculty have masters degrees. The reviewer was impressed with the diversity and high level of involvement of the faculty. The reviewer also commends the faculty on their integrations of classroom and real world learning opportunities.

##### Assessment

The members of the IT department work diligently with the Director of Assessment to gather assessment information in areas such as portfolio evaluations, telephone surveys, program reviews and Advisory Board meetings and make appropriate changes as needed. They also make good use of the information obtained from learning outcomes and measurable objectives. Furthermore, MCTC has a very active and diverse Advisory Committee that assists them in staying abreast of technology in the IT field.

##### Mission Statement

The IT department has clearly articulated a student oriented mission statement in which program objectives are directly related to the MCTC mission.

##### Lab Facilities

Courses are taught in state-of-the-art computer labs using up-to-date hardware and software. Students also have access to a vast array of computer technology in the library.

## Challenges

### Program Enrollment

Program enrollment decreases in IT programs have been felt all across the country. MCTC is no exception. A large number of IT jobs have been filled in foreign countries such as India and Russia. Currently this is a challenge most college IT departments must face. MCTC may want to consider condensing the number of IT degrees and certificates offered.

### Funding

With the lack of adequate state funding, colleges and departments must look for other sources and inventive solutions. For example, join the Microsoft Alliance, where faculty and students within that department are allowed to download various Microsoft software products for free.

### Curriculum

In several IT degrees offered at MCTC, IT 115 Introduction to BASIC is required. The reviewer suggests offering a newer more visual programming language such as Alice. Alice is a free 3-D language that teaches the same principles and learning objectives as BASIC but in a more visual environment.

## Conclusion

The reviewer concluded that the IT department is meeting the needs of the students, college, and community in an appropriate and effective manner. In addition, the reviewer was impressed with the IT department and has high expectations for its continued development and success in the future.

Respectfully submitted,

Terri Ollis