

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
October 11, 2010 @ 3:00 P.M.

West Virginia Higher Education Human Resources
Dr. Shenita Brokenburr, Senior Director of Human Resources

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Mr. Rob Anderson, Senior Director of Policy and Planning



West Virginia
Higher Education
Policy Commission



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

October 11, 2010

**MASTER PLAN: MEETING THE CHALLENGE
2010-2015**



**Master Plan:
MEETING THE CHALLENGE
2010-2015**

SUMMARY

**Presented to
Legislative Oversight Commission on Education
Accountability (LOCEA)**

October 11, 2010



Development: Summary

- Addresses Elements in SB 595:
- Steering Committee Created
- Consulted:
 - President’s Group (CTCAC)
 - Chief Academic Officers
 - Faculty Advisory Council
 - Classified Staff Advisory Council
- Internal and External Data Review and Analysis Conducted
- Based on Research and Best Practices
- Based on the Principles of “Achieving the Dream” Initiative



Master Plan Structure/Organization

- Major Goals
- Objectives
- Strategic Priorities
- Measures
- Targets
- General Strategies



Major Changes from Target 2010

- Priority changes from student access to student success
 - Retention
 - Completion
- Uses annual headcount enrollment as access measure
- Count both full-time and part-time students in student success measures
- Includes transfer as successful outcome



Major Changes

- Focus on long-term economic development as workforce development measure
- Added resources category as a goal
- Added a strategic priority to each goal



Focus Areas/Goals

I. Student Success

- Goal:
 - o Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.
- Strategic Priority:
 - o Produce more graduates



Goal 1: Student Success

▪ OBJECTIVES

- Produce more graduates
- Prepare students for success in the workplace
- Prepare students for success at four-year institutions



Goal 1: Student Success

▪ MEASURES

- Degree Production
- Retention Rate
- Transfer Rate
- Licensure Passage Rate
- Placement Rate
- Developmental Education Success Rate



Goal 1: Student Success

▪ TARGETS

- Award 16,000 new degrees
 - Average of 3,200 per year
 - Currently 2,651 per year
- Student success rate of 36%
 - Currently 30%
- Improve retention rate by 10%
- Licensure passage rate of 90%
- Employment/education placement rate minimum of 83%



Focus Areas/Goals

II. Workforce Development

- Goal:
 - Provide workforce development programs that meet the demands of West Virginia's employers and enhance West Virginia's economic development efforts.
- Strategic Priority:
 - Promote proactive employer partnerships



Goal 2: Workforce Development

▪ OBJECTIVES

- Meet short-term workforce development needs of employers
- Support long-term regional economic development efforts



Goal 2: Workforce Development

▪ MEASURES

- Training contact hours produced
- Number of employers served
- Career-technical degrees earned
- Sector-based workforce partnerships developed



Goal 2: Workforce Development

▪ TARGETS

- Increase training contact hours by 10%
- Increase employers served by 10%
- Award 13,000 career-technical degrees
 - Average of 2,600 per year
 - Currently 2,319
- Implement 24 new technical degree programs
- Implement 29 new sector-based workforce partnerships



Focus Areas/Goals

III. Student Access

▪ Goal:

- o Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.

▪ Strategic Priority:

- o Serve more adult students.



Goal 3: Student Access

▪ OBJECTIVES

- Provide open access to all students who wish to learn
- Provide an affordable education for students
- Serve all regions of West Virginia



Goal 3: Student Access

▪ MEASURES

- Total annual headcount enrollment
- Adult student annual headcount enrollment
- Headcount enrollment for underserved counties
- Net tuition to median family ratio



Goal 3: Student Access

▪ TARGETS

- Increase annual headcount enrollment to 37,000 students; currently 36,090
- Minimum of 47% of student served will be age 25 and older; currently 45%
- Increase enrollment from the most underserved counties by 750 students, an increase of 50%



Goal 3: Student Access

▪ TARGETS

- Average net tuition rate increases will not exceed median family income increases
- Increase the total student financial aid participation rate by 10%, from 42% to 52%



Focus Areas/Goals

IV. Resources

- Goal:
 - o Provide resources to meet the needs of community and technical college students and employees.
- Strategic Priority:
 - o Building and maintain facilities.



Goal 4: Resources

- OBJECTIVES
 - Create a work environment where faculty and staff thrive
 - Communicate and collaborate effectively with key stakeholders
 - Construct, renovate and maintain appropriate facilities
 - Utilize technology more effectively and efficiently



Goal 4: Resources

▪ MEASURES

- New external funding secured
- Total cost savings
- Faculty salaries as a percentage of national average
- Staff salaries as percentage of market salaries and classified staff salary schedule funding level
- Facilities construction, renovation and maintenance funding



Goal 4: Resources

▪ TARGETS

- Generate \$10 million in external funding
- Generate \$2.5 million in cost savings
- Reduce the gap between the average WVCTC faculty salary and the national average
- Fully fund classified staff salary schedule
- Increase the number of credit hours earned through online and hybrid courses by 10%



Master Plan: NEXT STEPS

▪ NEXT STEPS

- Approval from Legislative Oversight Commission on Education Accountability (LOCEA)
- Approval from WV Council for Community and Technical College Education
- Institutional compact submission, review and approval



QUESTIONS

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

October 11, 2010

**DEVELOPMENT UPDATE:
Advanced Technology Centers**



DEVELOPMENT UPDATE: Advanced Technology Centers

October 11, 2010

James L. Skidmore
Chancellor

Community & Technical College System of West Virginia

Architectural Firm Selected:

- Programmatic Planning
- Facility Design
- 20 Firms Responded
- 6 Interviewed
- ET Boggess Architects
Princeton, West Virginia
Partner: MBAJ Architecture
Charlotte, North Carolina

Community & Technical College System of West Virginia

Programmatic Planning:

- Met with numerous companies
(Based on NCATC Suggested Programs)
- Met with college personnel and RCBI

Core Programs Recommended for North Central:

- IT/Security/Convergent Technologies
- Automated Systems/Mechatronics
- Biometrics
- Power Plant Technology
- Advanced Welding Technology and
Certifications
- Electrical Technologies

Core Programs Recommended for Advantage Valley:

- Chemical Process Technology
- Engineering Technology
- IT/Security/Convergence Technologies
- Automated Systems/Mechatronics
- Machine Technology

Facilities Considerations:

- Adequate Flex Space
- Simulation Center Capacity
- Emerging Technologies Adaptability
 - Rapid Prototyping
 - Nano Technologies
 - Smart Grid
 - Green Technologies
 - Geo Tech

Facilities Considerations:

- Distance Education
(sending and receiving)
- Security Clearance
(North Central)
- Demonstration Lab
(attracting high school students)

Major Dedicated Instructional Features for North Central:

	square feet
3 – Engineering Technology	3,600
4 – IT/Convergent Technology	3,050
4 – Automated Systems/Mechatronics	4,400
1 – Biometrics	1,400
1 – Power Plant Technology	1,200
2 – Emerging Technologies	2,200
1 – Testing/Assessment Center	980
1 – Advanced Welding Certification	1,200
2 – Flex Training Areas	3,000
1 – Distance Learning Auditorium	1,500
2 – Classrooms/Computer Labs (24 people)	1,400
2 – Classrooms (40 people)	2,000
Major Dedicated Instructional Total	25,930

Major Dedicated Instructional Features for Advantage Valley:

	square feet
3 – Engineering Technology	3,600
4 – IT/Convergent Technology	3,940
4 – Automated Systems Mechatronics	4,400
1 – Chemical Process Technology	1,800
2 – Emerging Technologies	2,200
1 – Industry Training Center/Distance Education (200 people)	3,000
2 – Customized Training	3,000
1 – Simulation Center	1,500
2 – Classrooms/Computer Labs (24 people)	1,400
2 – Classrooms (40 people)	<u>2,000</u>
Major Dedicated Instructional Total	26,840

Site Selection:

- North Central
 - 7 sites reviewed, evaluated and rated
- Advantage Valley
 - 10 sites reviewed, evaluated and rated

Site Evaluation Criteria:

- Visibility
- Size
- Existing Terrain
- Availability of Utilities
- Accessibility
- Adjacent Land Uses
- Soils/Sub-soils

Site Approval:

- **Advantage Valley Site Location**
 - West Virginia Education, Research and Technology Park (DOW)
 - Approved by WV Council for Community and Technical College Education on April 15, 2010
- **North Central WV Site Location**
 - High Technology Park
 - Approved by WV Council for Community and Technical College Education on June 17, 2010

General:

- **Design Phase Completed**
 - Advantage Valley approved by Council in August 2010
- **Core Drillings Completed**
 - Advantage Valley
- **Business Plan in Process**
 - Budgets
 - Revenues
 - Expenses
- **Technology Plan in Process**

APPENDIX I

Business & Industry Sector Meetings and Interviews Conducted



<u>COMPANY</u>	<u>PRODUCT / SERVICE</u>
Advanced Technical Solutions	IT and Networking
Allegheny Energy	Electrical Production and Distribution
Alleward-Sogefi USA, Inc.	Automotive Filters
Aurora Flight Sciences	Aerospace
Armstrong Wood Products	Wood Products
Azimuth Incorporated	DOD & Homeland Security
Bayer Material Science	Chemical Products
Biometric Services International	Security
Bombardier Commercial Services	Aircraft Maintenance
Cabell Huntington Hospital	Medical Services
CityNet	Telecommunications
Consol Energy	Coal
Corhart Refractories	Non-Clay Refractory Products
Diamond Electric	Automotive Electrical Parts
Dominion Energy	Energy Products
Federal Bureau of Investigation	Law Enforcement Data Systems
Galaxy Global Corporation	Management and IT Services
Huntington Steel	Metal Products
IE DuPont Company	Chemical Products

Community & Technical College System of West Virginia



<u>COMPANY</u>	<u>PRODUCT / SERVICE</u>
Information Research Corporation	IT, Technical Support and Training
Innovative Research Corporation	Systems Integration
JH Fletcher	Mining Equipment
Jim C. Hamer Company	Hardwood Products
KCI	Aircraft Maintenance
Kureha PGA	Sports Data & Management
MPL Corporation	Innovative Products
Mid-Atlantic Aerospace Complex	Aircraft Repair
Pratt & Whitney Engines	Aircraft Jet Engine Repair
Robert C. Byrd Institute	High Tech Development Systems
Swanson Industries	Heavy Construction Equipment
Toyota Manufacturing	Automobile Engines
St. Mary's Hospital	Medical Services
Suddenlink Communications	Telecommunications
United Hospital Center	Medical Services
West Virginia Department of Homeland Security	Public Safety & Security
West Virginia University Hospital	Medical Services
Weyerhaeuser	Wood Products

Community & Technical College System of West Virginia

APPENDIX II

Map of Site Locations Reviewed

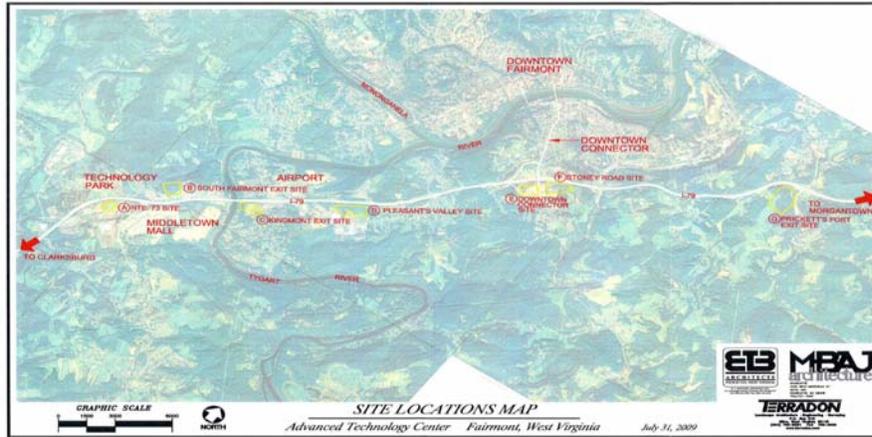
Community & Technical College System of West Virginia

Advantage Valley Region: Site Locations Reviewed



Community & Technical College System of West Virginia

North Central WV Region: Site Locations Reviewed



Community & Technical College System of West Virginia

QUESTIONS

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Community & Technical College System of West Virginia



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

October 11, 2010

**GENERAL EDUCATION REQUIREMENTS:
Associate of Applied Science (AAS) Degrees**

**TITLE 135
PROCEDURAL RULE
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL
COLLEGE EDUCATION**

**SERIES 7
STANDARDS FOR DEGREE DESIGNATIONS AND GENERAL EDUCATION
REQUIREMENTS FOR COMMUNITY AND TECHNICAL COLLEGE DEGREES**

§135-7-1. General.

1.1. Scope. -- This rule establishes standards for community and technical colleges to determine the appropriate degree designation for academic programs and the general education requirements for the respective degrees.

1.2. Authority. -- W. Va. Code §18B-2B-6.

1.3. Filing Date. -- December 6, 2004.

1.4. Effective Date. -- January 10, 2005.

§135-7-2. Purpose.

2.1. Certificate and associate degree programs are central to the mission of the community and technical college. They are a means through which the institution develops and maintains integrity in its educational programs. Appropriately defined, these degrees become an integrating force for the institution, set academic standards and goals for achievement of students, and establishes the relationship between the college and other institutions at community college and baccalaureate college levels.

The associate degree program establishes the community college vision of what it means to be an educated person and affirms the college's commitment to program coherence, continuity, and student success. Awarding the associate degree is a way by which an institution indicates the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workplace. The associate

degree is recognized by baccalaureate degree-granting institutions and by employers as a critical indicator a student has demonstrated proficiencies at levels deemed appropriate to enter upper-division college programs or to enter a field of work.

Certificate and associate degree programs must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process. In addition, all certificate and associate degree programs must include a complement of general education requirements that define what constitutes an educated person.

Therefore, it is the purpose of this policy to adopt and require the use of nationally standardized nomenclature regarding certificate and associate degrees and the nationally promulgated standards for the general education components of the respective degrees. It is the goal of this policy to ensure a common understanding of the associate degrees awarded by West Virginia community and technical colleges; to promote the transferability and portability of degrees among the colleges and with baccalaureate degree granting institutions; and to foster recognition of the degrees as a respected credential for employment.

§135-7-3. Certificate and Associate Degree Definitions.

There are three nationally recognized associate degree designations adopted for use. Each has a specific purpose and declares the specific intent of those who framed the academic program requirements. The respective degree designations communicate clearly the primary, predetermined goal for the preparation of the student. All three associate degrees require a minimum of sixty-credit hours for completion of

the degree, and the certificate degree requires thirty-credit hours for completion.

3.1. The Associate in Arts (AA) degree

The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is the goal of this degree to achieve successful transfer for completion of the bachelor's degree and acceptance at the junior level.

3.2. The Associate in Science (AS) degree

The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is the goal of this degree to achieve successful transfer for completion of the bachelor's degree and acceptance at the junior level. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status.

3.3. The Associate in Applied Science (AAS) degree

The purpose and intent of this degree are to prepare the student to enter directly into employment in a specific career. It gives emphasis to those majoring in occupational programs designed with and through employer advisory committees. It is the goal of this degree to achieve acceptance as an employment credential. While a student may be able to achieve successful transfer of some or all the courses within this degree, the goal of programs that award this degree is successful employment.

3.4. The Certificate Degree [CP] program

The purpose and intent of the certificate degree program are to prepare the student to enter directly into employment in a specific

career and meet the documented workforce needs of local employers. Generally, certificate programs provide the foundation for the associate in applied science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential.

§135-7-4. General Education Requirements.

4.1. The curriculum is the foundation of certificate and associate degree programs. For students to earn the degrees, the program must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process. The program must state the proficiency outcomes required for the students to transfer to baccalaureate institutions and/or achieve career goals.

4.2. Certificate and associate degree programs must include a full complement of general education requirements that define what constitutes an educated person, including essential communication and computation skills. In accordance with national standards, a strong foundation general education curriculum for associate degrees should include courses in the arts, the humanities, mathematics, the natural sciences, and the social sciences. Based on the respective purpose, intent and goal of certificate and associate degrees, the full complement of general education is established as follows.

4.2.1. The Associate in Arts degree: For successful transfer with program emphasis in arts, humanities, social sciences, and similar areas, a substantial component of this degree, at least 45 semester hours of coursework shall be in general education.

4.2.2. The Associate in Science degree: For successful transfer with program emphasis in agriculture, engineering and technology, and the sciences with a substantial undergraduate requirement in mathematics and the natural sciences, a large component of this degree, at least 30 semester hours of coursework shall be in general education.

4.2.3. The Associate in Applied Science degree: For successful entry directly into employment in a specific career and to provide a basic foundation for life-long learning and future career changes, at least 20 semester hours of coursework for this degree shall be in general education.

4.2.4. The Certificate Degree program: As the foundation of the Associate in Applied Science degree and for successful entry into employment in a specific career, at least 6 semester hours of coursework for the certificate shall be in general education.

§135-7-5. Accountability Process.

5.1. General Education Curriculum Policy

Each community and technical college shall file with the Council their institutional policy on general education as approved by the respective Board of Governors. Such institutional policy shall address the college's vision for the common core of learning outcomes that are essential to the definition of an educated person regardless of the field of study undertaken. Such institutional policy shall include the institutional minimum requirements for general education for each certificate and associate degree designation.

5.2. Program Review Component

During the established five-year program review cycle for certificate and associate degrees, each community and technical college shall demonstrate compliance with this Council policy regarding degree designation and general education requirements. Specifically, the institution shall document that the purpose, intent and goals of the program are consistent with the degree designation and the full complement of general education courses support the program learning outcomes.

AACC Position Statement on the Associate Degree

7/31/1998

Community colleges are comprehensive institutions, providing a full array of educational programs. The associate degree program is affirmed as central to the mission of the community college. The associate degree reflects the aims of educational attainment the institution holds for its students. It is a means through which the institution develops and maintains integrity in its educational programs. Appropriately defined, the associate degree becomes an integrating force for the institution, sets academic standards and goals for achievement for students, and establishes the relationship between the institution and others at community college and baccalaureate college levels.

The associate degree program establishes the community college vision of what it means to be an educated person for faculty, administrators, students, and society, and affirms the college's commitment to program coherence, continuity and student completion. Awarding the associate degree is a way by which an institution indicates that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to move on to upper division collegiate work or to enter directly into specific occupations in the workplace. The associate degree maintains a tradition of excellence and ensures that students receiving the degree have attained learning outcomes reflecting an institution's academic programs and perspective.

The associate degree is recognized by baccalaureate degree-granting institutions and by employers as a critical indicator that a student has demonstrated proficiencies at levels deemed appropriate to enter upper-division college programs or to enter a field of work. The institution offering an associate degree assumes a responsibility to students and the public to establish and maintain excellence in all educational programs. Community colleges demand substantial commitments of resources, which, in turn, provide great dividends to students, the community, our nation, and the world. Because of the investment required to build and maintain academic quality, institutions have a professional obligation to develop programs with resources which are sufficient to ensure quality, including the appropriate use and application of new technologies. In addition, institutions, in partnership with the communities served, must provide straightforward information to appropriate decision-makers about the resources required to maintain quality programs. Further,

institutions are strongly urged to provide communities with quantitative and qualitative reports of their achievements.

Organization of the Curriculum

The curriculum is the foundation of associate degree programs. College administrators, faculty and staff who frame associate degree requirements must consider continuity in learning and the proficiency outcomes required for students to transfer to senior institutions and/or achieve career goals. Community college leaders are encouraged to maintain a continuing dialogue with high school administrators and faculty, college and university decision-makers, community leaders, business leaders, and other stakeholders with regard to program scope and sequence. Community colleges should serve diverse populations and provide appropriate educational and programmatic opportunities for students. The associate degree curriculums must be consistent with institutional outcomes that are identified through an institution-wide process acknowledging the importance of all sectors of the college community. Students should experience little or no loss of continuity, or loss of credits, when moving from one educational level to another.

The resulting associate degree program should consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process. All degree programs must include the opportunity for the student to demonstrate proficiency in the use of communication and computation skills for transfer and/or for career goals. In addition, all associate degree programs should include a full complement of general education requirements that define what constitutes an educated person. A strong foundation general education curriculum (that is, courses in the arts; the humanities which include literature, history, philosophy, foreign languages; mathematics; the natural sciences, and the social sciences) includes courses that enable the student (1) to understand and appreciate culture, one's own and others, society, and nature; (2) to develop personal values based on accepted ethics that lead to civic and social responsibility; and (3) to attain necessary competencies in analysis, communication, qualitative and quantitative methods, synthesis, and teamwork for further growth as a productive member of society and to develop the individual's and the public's good.

Associate in Arts and Associate in Science Degrees

These degrees prepare the student to transfer to an upper division baccalaureate degree program. The associate in arts (AA) degree gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is recommended that a

substantial component of the associate in arts degrees, three-quarters of the work required, shall be in general education.

The associate in science (AS) degree gives emphasis to those majoring in agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is recommended that a large component of the associate in science degree, one-half of the work required, shall be in general education.

Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

Associate in Applied Science Degree

The associate in applied science (AAS) degree program is designed to lead the individual directly to employment in a specific career. It is strongly suggested that one-third of the work for the associate in applied science degree shall be in general education. While the titles given these degrees vary considerably among community colleges, the most common title is associate in applied science. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. The associate in applied science degree programs must be designed to recognize this dual possibility and to encourage students to recognize the long-term career possibilities that continued academic study will create.

Associate Degree Titles

In recent years there has been a problem of titles for associate degrees. In certain states and in certain institutions, different degree titles are used due to tradition or local circumstances. But institutions should avoid degree title proliferation and the confusion which results, especially since students move from institution to institution and, upon graduation, to different areas of the nation. The use of multiple degree titles has been especially prevalent in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended:

a. The titles associate in (not "of") arts and associate in (not "of") science degrees be used.

b. The associate in **(not "of")** applied science degree may have a limited number of designations to denote special fields of study such as nursing, computer technology, or law enforcement (e.g. associate in applied science in nursing, associate in applied science in computer technology, etc.)

c. For all associate degrees the transcript of a student should state the name of the program/curriculum completed.

d. That although institutions may use other degree titles, efforts will be made to limit the number of titles.

Institutions are encouraged to use nationally standardized nomenclature to ensure transferability and a common understanding of the associate degree.

Guidelines for the Evaluation of Programs

Public demand for quality in postsecondary education obligates community colleges to establish comprehensive systems and processes for outcomes assessment.

Citizens and funding agents have the right to insist on clear qualitative and quantitative reports that the time and money they invest in college education is well-spent. Criteria for excellence are essential for maintaining the quality of associate degrees.

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution has set for the degree programs. Does the program, for example, provide the foundation in general education that will properly prepare the student for transfer? Does the program ensure that degree programs will prepare students for life-long learning? Does the program provide students with the competencies required to compete successfully in a career role, including appropriate preparation in using the new technologies? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will find many effective ways of assessing their degree programs. The systematic follow-up of community college graduates must not be overlooked as a necessary evaluation tool.

The evaluation of associate degree programs in community colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should

designate institution-wide oversight bodies to assess the continuing balance and quality of associate degree programs.

Looking Ahead

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important components of the community college mission. Community colleges are attended by many individuals for valid reasons other than obtaining a degree. Non-degree seeking students require an array of certificate and enrichment programs, as well as continuing education and non-credit courses that are also affirmed as important to the mission of community colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit. Looking ahead, community colleges will continue to serve the full range of educational and academic needs of students and communities.

Adopted by the Board of Directors August 1998

Note: This statement replaces the AACC Policy Statement on the Associate Degree adopted July 1984, and the AACC Policy Statement on the Associate of Applied Science Degree adopted April 1986.

State General Education Requirements in Associate of Applied Science Programs

Colorado	15
Connecticut	21
Florida	15
Illinois	15 (<i>Engineering Science Programs – 19</i>)
Kentucky	15-23
Maryland	24
New York	20
North Carolina	15-23
South Carolina	15
Tennessee	15-17
Virginia	15
Washington	20

Accrediting Agencies General Education Requirements

Higher Learning Commission	15 *
National League for Nursing	0
Technology Accrediting Commission of Accreditation Board of Engineering Technology (ABET)	21

**Policy pending*

Summary of General Education Requirements For Associate Degrees

NEW YORK

General Education requirements are described as “required courses in the liberal arts and sciences.” Based on a standard 60 credit hour associate degree, the general education requirements for associate degrees in New York community colleges are:

- ***Associate in Occupational Studies*** (A.O.S.) - no courses in the liberal arts and sciences.
- ***Associate in Applied Science*** (A.A.S.) - one-third of the work shall be in the liberal arts and sciences.
- ***Associate in Science*** (A.S.) - one-half of the work shall be in the liberal arts and sciences.
- ***Associate in Arts*** (A.A.) - three-quarters of the work shall be in the liberal arts and sciences.

VIRGINIA

Virginia Community College System Policy Manual, Section 5 – Educational Programs states a minimum of 15 credit hours in General Education is required in all associate degree programs. Students must take at least one course in each of five general education “foundation” areas: (1) Communications, (2) Critical Thinking and Information Literacy, (3) Cultural and Social Understanding, (4) Personal Development, and (5) Quantitative and Scientific Reasoning. The following General Education hours are required for associate degrees in the Virginia Community College System:

- ***Associate of Arts*** – 42 credit hours
- ***Associate of Science*** – 36 credit hours
- ***Associate of Arts and Sciences*** – 36 credit hours
- ***Associate of Applied Arts*** – 15 credit hours
- ***Associate of Applied Science*** – 15 credit hours

KENTUCKY

Kentucky Community and Technical College System Board of Regents Policy defines and outlines the general education curricular requirements for the following degrees.

- ***Associate in Arts*** – 48 credit hours (33 in Core Transfer Component and 15 additional General Education Requirements beyond the core)
- ***Associate in Science*** – 48 credit hours (33 in Core Transfer Component and 15 additional General Education Requirements beyond the core)
- ***Associate in Applied Science*** – 15 to 23 credit hours (15 in the General Education Component with 0 – 8 credit hours in additional General Education Courses)

NORTH CAROLINA

North Carolina Community Colleges offer a variety of planned educational programs which range in length from one semester to two years. Curriculum programs include certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs. The certificate program usually requires 12 to 18 total credit hours and does not require any specific general education requirements. Diploma programs range from 36 to 48 credit hours and may contain a general education component similar to that required in associate in applied science degree programs. For associate degree programs, NC requires the following:

- ***Associate in Arts*** – 44 credit hours
- ***Associate in Applied Science*** – 15 credit hours

WASHINGTON STATE

Washington State has an Associate in Applied Science - **T (AAS-T)** as approved by the Washington Community and Technical College Association (President's group) March 8, 2002. This degree requires 20 credits of general education courses.

MARYLAND

Anne Arundel Community College 2010-2011 Catalog states that the State of Maryland requires every associate degree program contain general education requirements designed to introduce students to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to encourage the pursuit of lifelong learning, and to foster the development of educated members of the community and the world. To assure that students meet the general education requirements defined by the State of Maryland, Anne Arundel Community College mandates the following general education requirements:

- ***Associate of Arts*** – 34 credit hours
- ***Associate of Arts in Teaching*** - 34 credit hours
- ***Associate of Science*** – 34 credit hours
- ***Associate of Applied Science*** – 24 credit hours



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Associate of Applied Science in Electrical Distribution Technology

The Electric Distribution Technology program was created through a partnership between Blue Ridge Community and Technical College and Allegheny Energy, providing educational opportunities for a field which has typically been limited to internal apprenticeship opportunities. Through this program, endorsed by the Utility Workers Union of American (UWUA) Local 102, students will learn the skills necessary to become linemen.

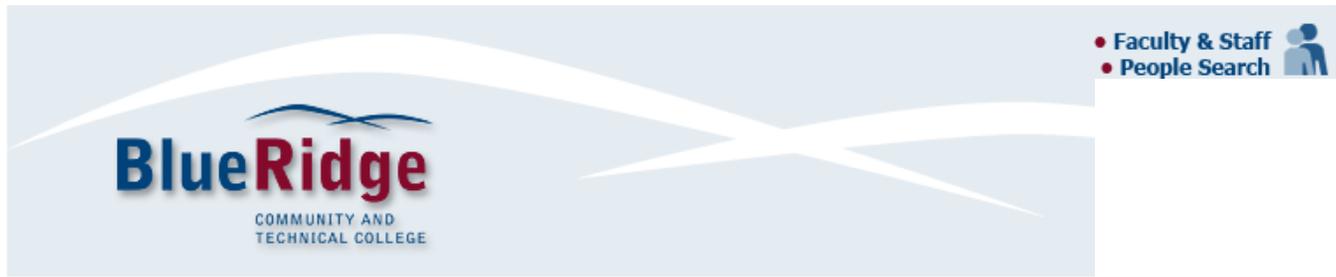
The Electric Line Worker program is designed to provide the technical skills required for new utility workers. Traditional academic instruction gives students an understanding of the technology fueling today's electrical utilities, while hands-on laboratories, such as pole training areas and equipment labs, ensure that students are prepared for the job on day one.

Students seeking a fast-track to employment may enroll in the Electric Line Worker Certificate Program, which provides the fundamental skills required for employment in the electric utility field. Those seeking specific technical knowledge with a broader understanding of the electrical utility environment can pursue an Associate of Applied Science Degree. Both programs are taught by highly trained and credentialed faculty and include technical modules, hands-on laboratories, equipment training and paid internships.

Students in the Electric Distribution Technology program are subject to Blue Ridge Community and Technical College's requirements for admission, basic skills testing, and appropriate course placement, including mandated developmental courses, which are not counted toward completion of the program. Blue Ridge CTC requirements regarding academic standards, student conduct, and graduation procedures also apply.

Curriculum for an Associate of Applied Science Degree in Electric Distribution Technology	
Program Specific Courses	34
General Education Courses	30
Total Credit Hours Required	64

General Education Core	Credit Hours
CGEN 100 Critical Thinking & Learning	3
CGEN 101 Career Transition	1
MATH 105 Algebra	3
MATH 106 Trigonometry	3
ENGL 110 Technical Writing	3
OFTC 102 Microsoft Office Apps Intro	3
COMM 202 Fundamentals of Speech	3
ECON 123 Contemporary Economics	3
CAHS 103 General Physical Science & Lab	4
CAHS 104 General Physical Science II & Lab	4
Subtotal Credit Hours Required	30



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Associate of Applied Science Degree in Cyber Security

Government officials and businesses are predicting the region of Maryland and Virginia to become the "Silicon Valley of Cyber Security." The career opportunities within the Cyber Security profession are expected to increase in the coming years. Due to the increase in cyber crime, businesses and government agencies will increase their requirement for cyber professionals in the future to protect records and private information.

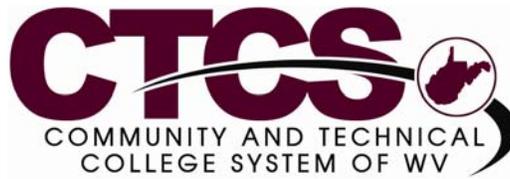
The demand for systems administrators and network administrators will grow at a rapid rate. The issue of cyber crime has also gained the attention of the White House. President Obama signed into law on October 28, 2009 the Homeland Security Appropriations bill. This bill provides \$397 million for cyber security efforts, an increase of \$84 million over last year. In conjunction with this national call to secure cyberspace, Blue Ridge Community and Technical College is working to identify strategies and resources to help meet the nation's educational and workforce needs in this critical area.

Program outcomes for Cyber Security include, but are not limited to a student's ability to:

- Plan for and define physical security issues
- Recommend, understand, and explain security electronics
- Exhibit understanding of video and optic systems
- Prepare risk analysis plans
- Prepare Disaster Recovery Plans, Incident Response Plans, and Crisis Management Plans
- Demonstrate a thorough understanding of the functions of disaster planning
- Evaluate information security policies
- Evaluate and list in detail the different sections used to build a security policy
- Explain the steps of security incident management including preparation, reaction, assessment, and providing additional help
- Effectively identify the basics of encryption including: encryption components, cipher mechanisms, symmetric encryption, asymmetric encryption, and hash algorithms.
- Identify and analyze intrusion detection system components
- Verify defense through the use of security testing techniques

Students in the Cyber Security Program are subject to the Community and Technical College's requirements for admissions, basic skills testing, and appropriate course placement, including mandated remedial courses, which are not counted toward completion of the program. Blue Ridge Community and Technical College Catalog requirements regarding academic standards, student conduct, and graduation procedures also apply.

General Education	Credit Hours
CGEN 100 Critical Thinking and Learning	3
ENGL 101 Written English I or ENGL 110 Technical Writing	3
OFTC 102 Information Literacy	3
MATH 105 Algebra	3
MATH 106 Trigonometry	3
SOCI 203 General Sociology or PSYC 203 Introduction to Psychology	3
COMM 202 Fundamentals of Speech	3
CGEN 101 Career Transitions	3
Total Credit Hours Required	24



**FTE FACULTY:
GENERAL AND DEVELOPMENTAL EDUCATION**

Institution	FTE Faculty: Developmental Education	FTE Faculty: General Education
Blue Ridge Community and Technical College	13	16
Bridgemont Community and Technical College	2	5
Eastern WV Community and Technical College	3	10
Kanawha Valley Community and Technical College	10	9
Mountwest Community and Technical College	10	24
New River Community and Technical College	8	31
Pierpont Community and Technical College	6	18
Southern WV Community and Technical College	7	25
West Virginia Northern Community College	11	36
WVU at Parkersburg	7	32

STRATEGIES FOR INTEGRATING DEVELOPMENTAL AND GENERAL EDUCATION INTO TECHNICAL PROGRAMS

I-PASS (Integrated Pathways for Adult Student Success)

- Integrates ABE/developmental education courses and technical courses
- Student receives credit for general education courses
- Combines the needs of employers and adult students by connecting programs to high demand occupations
- \$635,000 FIPSE Grant
- Will expand to all CTC's over three-year grant period

Project Ignite – WVU-Parkersburg

- Integrates math course into Steel Welding and Welding Blueprint Reading courses
- Math competencies are infused into the welding courses; students do not take a separate math course
- Students are given transcribed credit for the math class
- Initially funded with a grant from CTCs; now funded by a National Science Foundation grant
- The course is team taught; a technical and general education faculty member

BITS Class and Math for Health Careers – Pierpont CTC

- Technical Communication is integrated into the Power Plant Technology program
- Mathematics for Health Careers is integrated into Allied Health programs

Basic Green – Southern WV CTC

- Basic Green is an introductory course in Green Technology
- The course integrates basic composition, reading comprehension and basic mathematics into the Introduction to Green Technology course
- The course is team taught; a technical and a general education faculty member
- Funded through a DOL Green-Up Grant

Accelerated Developmental Education Effort

- Boot Camp – Blue Ridge CTC, WV Northern CC
 - *Concentrated effort to alleviate deficiencies in math and English over a short period of time prior to semester*
- Fast Track Programs – Bridgemont CTC, Kanawha Valley CTC, Southern WV CTC, WV Northern CC, WVU-Parkersburg
 - *Developmental courses are delivered in condensed time frames; some prior to the semester, some during semester. They may be delivered in eight week increments allowing students to complete two developmental courses in one semester*
 - *Developmental course may be offered the first eight weeks of the semester, the college-level course the next eight*
- Online, self-paced delivery – Eastern WV CTC, Kanawha Valley CTC, Mountwest CTC, New River CTC, Pierpont CTC, Southern WV CTC, WV Northern CC, WVU-Parkersburg
 - *Courses may be delivered totally online or in a hybrid format, and most are self-paced with support services provided through math or reading labs*

Policy Considerations

- Define core areas that general education courses should address in Associate of Applied Science Degree programs
- Set a minimum/maximum credit hour requirement for AAS General Education courses
- Set a maximum credit hour number for associate degree programs



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

October 11, 2010

**COMMUNITY COLLEGE EDITORIAL:
Herald-Dispatch.com / September 24, 2010**

Editorial: Community colleges could use some help on scholarship front

September 24, 2010 @ 12:00 AM

The Herald-Dispatch

Students at the state's community and technical colleges are largely left out from getting help from West Virginia's Promise scholarship program.

The reason, one would assume, is that not nearly as many of those students qualify for the merit-based scholarships as do students destined for the state's four-year colleges and universities.

But the result is that out of nearly \$40 million spent annually by the state on Promise scholarships, only about 2 percent goes to community and technical colleges. That is a minuscule proportion when you consider that nearly a quarter of students -- or about 22,000 -- in public post-secondary education in the state attend community and technical colleges, including Mountwest in Huntington.

James Skidmore, chancellor of the state Community and Technical College System, would like to do something about that.

Skidmore is not asking for changes to the Promise scholarship program, which offers up to \$4,750 a year for four years for eligible students to attend college in West Virginia. Instead, he is asking the Legislature to consider launching a separate but similar program aimed at supporting students seeking two-year degrees. His contention is that many of these students are seeking education

related to promising career and job fields that not only bode well for those students but also for fulfilling employers' needs.

His argument has support, based on information from state Commerce Secretary Kelley Goes. According to projections through the year 2016, she said, some of the highest-paying and fastest-growing jobs will require two-year rather than bachelor's degrees.

Among those are health care jobs such as physical therapist assistant, registered nurse and dental hygienist, and skilled trades such as geological and petroleum technicians, paralegals and environmental protection and safety technicians, according to a report by the Charleston Daily Mail. She told the Legislative Oversight Commission on Workforce Investment for Economic Development that jobs requiring two-year degrees pay, on average, only \$1,500 less per year than those requiring four-year degrees.

Skidmore also said employers need workers who can help maintain production equipment and keep plant machinery running efficiently. But he acknowledged that attracting students into such fields can be difficult because they are perceived as "dirty jobs," even though in today's modern workplaces they often are not. A scholarship or grant program would be another tool for enticing students, he argued.

Perhaps the biggest question going forward would be how to pay for a separate scholarship and/or grant program. It's a valid one, too, considering that the state's budget situation is tight and it already has taken steps to limit the costs of the Promise program.

But as lawmakers look forward, they should give serious consideration to Skidmore's suggestion and see whether such a program is viable. The state has taken steps to bolster the community and technical college system to make it a more dynamic factor in workforce development, and encouraging more students to pursue promising fields requiring two-year degrees can aid West Virginia's economy.



West Virginia Higher Education Policy Commission

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

October 11, 2010

**RBA Today Program
Adult Learner Initiative Progress Report**



West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-0699
www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: October 11, 2010

RE: Adult Learner Initiative Progress Report

In 2009, the West Virginia Higher Education Policy Commission assembled an Adult Learner Task Force whose goal was to develop a program to promote and facilitate recruiting, retaining, and graduating non-traditional students at the state's public higher education institutions. Through an audit of existing efforts, the task force determined that the state's Regents Bachelor of Arts (RBA) program provided an opportunity to further develop and capitalize on an existing best practice within the state.

The group developed the RBA Today initiative, which updated and enhanced the existing RBA program that has successfully graduated 20,000 adult students since its inception in 1975. Through RBA Today, the Commission has developed more subject areas of emphasis, a greater number of online courses, and courses offered in compressed time frames. These updates will provide adults with additional opportunities to complete a rigorous academic program while also maintaining their commitments to other responsibilities, including family, community and professional obligations. The efforts of the Commission have been solidified by a pledge from 12 of the state's higher education institutions to incorporate these changes within their course offerings, and to develop adult-friendly recruiting practices and support services.

To complement these endeavors and inform adult students of the new opportunities afforded by RBA Today, the Commission launched an adult-focused marketing campaign in the summer of 2010. This campaign aligned with the state's broader College Foundation of West Virginia (CFWV) marketing strategies, and focused on recruiting adult students who had completed 60 college credit hours or more but stopped short of earning a degree. Now in its final stages, the RBA Today marketing campaign has yielded additional interest in the RBA program and helped fuel greater collaboration among the state's institutions in their efforts to recruit and retain adult students.

Report to the Legislative Oversight Commission on Education Accountability
October 2010



Administrative Leadership

RBA Today makes available rigorous baccalaureate-level coursework in compressed-time formats and at convenient times for adults. All of West Virginia's public four-year colleges and universities administer the program through the institutional Regents degree (RBA) offices. Each institution has pledged to provide accelerated courses, wider transfer acceptance, flexible scheduling, enhanced advising, and adequate staffing in delivering RBA Today. Twenty new accelerated courses, most available online, have been developed for use by all the state's colleges and universities.

Among the various administrative tasks to be undertaken by the RBA directors this next year will be to modify the current Regents' degree structure to enable students to complete the degree with as few as 120 academic credits, and to incorporate the newly provided courses to a greater extent throughout institutional curricula. Institutions will continue to solidify support structures needed to better serve the unique needs of the adult learner population, and to expand on best practices in integrating and engaging adults within the campus community.

Course Development and Program Enhancements

In addition to the broad range of courses that each of the state colleges and universities offer as part of the Regents Bachelor of Arts degree, the Higher Education Policy commission funded the development of twenty courses offered online and in compressed time frames.

The following courses have been developed by faculty at West Virginia public colleges and universities for inclusion in the statewide RBA *today* program. All courses were designed with adults in mind. Each course is offered in a compressed time-frame and most have substantial or entire online components. The courses were completed in June 2010 and are available for use at all of the state colleges and universities. In addition, the commission will fund the development of ten new courses in 2010-2011.

Students may complete the coursework beginning in the fall 2010 semester in one of two ways:

1. *Institutional model:*

Each participating RBA Today institution may use the entire course product, including all deliverables, and offer the desired course on its own. The institution would have the right to tailor the course to meet institutional needs and to select the instructor.

2. *Student registration model:*

Students at any participating RBA Today institution would be able to register for the course at the originating institution through the transient student enrollment process. The originating institution would save a number of "open seats" to accommodate students enrolled at another RBA *today* institution.

Courses in organizational leadership:

Approved Course	Course Developer	Delivery
HUMN 450: Ethical Leadership (3 HRS) – This undergraduate course offers an interdisciplinary approach to leadership ethics while blending research and theory with practical application. This course promotes ethical decision-making and action through skill development, self-assessment, and application exercises. The course also examines what it means to be an effective, caring leader who develops meaningful bonds	Dr. Felicia Williams Bluefield State College	8 weeks - online

Approved Course	Course Developer	Delivery
<p>within an organization to establish common core values. To provide a general knowledge of the expanding attention and emphasis being directed to the importance of an application of a Code of Ethics; to provide a general knowledge about the increased emphasis that for-profit and non-profit organizations as well as government entities place on being socially responsible citizens in the communities of the global marketplace. A selection of Codes/Canons of Ethics from specific organizations and industries as well as governmental statutes and regulations will be reviewed to note the general directives contained in these publications. The course will explore the general meaning of 'social responsibility' and the ways some organizations attempt to meet their responsibilities.</p>		
<p>EDUC 400a: Theories of Leadership (3 HRS) – This is a general course for undergraduate students devoted to the examination and study of organizational leadership theory. Course content will include paradigms of leadership theory and the practical application of theoretical constructs to the realm of organizational management. The knowledge base is drawn from many areas of scholarly research on leadership theory with applicability in a variety of organizational settings. The goal is to develop a broad understanding of organizational constructs and the generic leadership paradigms. Included will be the application of theories of decision-making, communication, leadership qualities, organizational climate, power, conflict, change processes, morale, and motivation.</p>	<p>Dr. Hugh Campbell Concord University</p>	<p>8 weeks - online</p>
<p>POLS 303: The Philosophy of Organizational Leadership: A Historical Approach (3 HRS) – This course is meant to appeal to adult students who aim to increase their skills, cultivate senses of virtues and prepare for leadership positions in the community—whether this is in the workforce (small businesses, corporations), non-profit organizations, or any civic involvement in their community. The chief purpose of the course is to get students to think seriously about leadership, so that they may benefit from this course by applying some of the principles they learn in their work and communities. This course is appropriate for adult-learners who are at a point in their lives where a new challenge is desired. Those adult learners, who are looking to improve their personal lives, and their professional skills, will find this course of value.</p> <p>The course will include selections from: Plato, Aristotle, Cicero, Plutarch, Thucydides, Xenophon, Seutonius, Tacitus, Caesar, Shakespeare, Machiavelli, Publius/The Federalist Papers, John Adams & Benjamin Rush, Abraham Lincoln, Woodrow Wilson, and Winston Churchill. Most of the course will focus on primary documents and encourage the student to think through original concepts from the masters and great works of our civilization.</p> <p>To develop a sense of good and bad leadership, and to demonstrate how the modern view of leadership both departs from, and imitates, pre-modern views of leadership, we will consider a few modern examples. In the final analysis, students will have an in-depth view of what comprises leadership by studying the good and bad examples of it in history.</p>	<p>Dr. Erik Root West Liberty University</p>	<p>8 weeks - online</p>

Approved Course	Course Developer	Delivery
POLS 301: Introduction to Leadership (3 HRS) – The Intro to Leadership course will be an accelerated eight-week upper-level offering. The classes will be compressed into two classes a week in two-hour sessions (for a total of sixteen two-hour sessions). The course will consist of a broad reading of primary and secondary sources related to the topic of leadership. Class time will consist of several in-class strategies: lectures, Socratic questioning, discussion, biographical images/videos, PowerPoint. The assignments will consist in papers mostly (since leaders must have a high level of written communicative skills). There will also be the possibility of group project requirements. Finally, the class will have a capstone assignment, due in the final week of the course, that requires the students to deliver a 5-10 minute presentation describing their favorite leader and evaluating why this person deserves to be considered a good leader. Students will be judged by a panel of professors on the content, quality of thought, and clarity of argument, as well as the delivery of the talk. The talk should have an accompanying paper. Finally, the course will be prepared for online delivery.	Dr. Erik Root West Liberty University	8 weeks - online
PSYC 323: Industrial/Organizational Psychology (3 HRS) – An introduction to the application of psychological principles in the areas of employee selection, performance appraisal, motivation and morale, sexual harassment, leadership, decision making, team building and general organization behavior. The course will include mini lectures, student group presentations, small group discussion experiential exercises, role plays, guest speakers, case studies, vignettes illustrating psychological issues, films and application exercises and other multiple intelligence activities will be utilized.	Phil McClung WVU-Parkersburg	8 weeks - online
SPCH 304: Human Communication & Rational Decisions (3 HRS) - Argumentation, small group, persuasion, and systems theories application to the process and outcome of rational decision-making in communication.	Alicia Richmond WVU-Parkersburg	8 weeks - online
Self-leadership and Personal Growth (3 HRS) - A six-week online three credit hour course covering the topics of self-leadership and personal growth. The course will be delivered in five modules using a basic text, a self-assessment library, internet sources, and film and literature cases. The course will require intensive writing to complete the assignments. Assessments will be based upon instructor provided rubrics for all assignments. The online course will be delivered asynchronous, but groups of students will be formed for discussions and joint assignments.	Dr. Timothy Oxley Fairmont State University	6 weeks - online

Other upper division courses:

Approved Courses	Course Developer	Delivery
SOC 303: Criminology (3 HRS) - This course provides a sociological perspective on the causes of crime and societal responses to crime. Images of crime and criminals that emerge from the media, from official crime statistics, and from the writings of people engaged in criminal behavior are compared. Specific crimes examined include mass murder, auto theft, family violence, substance abuse, and terrorism. Sociological theory and research are applied to help students understand and explain why crime exists, and to suggest effective policies for crime reduction.	Dr. Tracy Luff Concord University	5 weeks - online

Approved Courses	Course Developer	Delivery
People and Their Social Environment (SOC 101) is the prerequisite for the course.		
<p>RTM 315: Management Concepts for Service Organizations (3 HRS) - is an upper division course within Recreation and Tourism Management at Concord University. The catalog description of the course will state: "This course examines customer behavior and preferences, management and service leadership, and practical application of theoretical concepts. The course will focus on skills needed for an entry-level manager in the hospitality, Restaurant, Entertainment, or Recreation Tourism fields. Practical application will deal with problems and issues of providing high quality service and meeting client expectations." There are no prerequisites for the course.</p>	Dr. Linwood Clayton Concord University	3 or 15 weeks - online
<p>The Short Story (3 HRS) The Bible as Literature (3 HRS) Language and Literature proposes to develop courses in the short story and the Bible as literature for the Compressed Regents Bachelor of Arts degree to be offered to adult learners. These courses would fall into the Humanities category and would fulfill three hours of credit; they would be offered as an upper-division course.</p> <p>The Short Story offers a critical study of this art form based upon the work of authors from around the world.</p> <p>The Bible as Literature focuses on the literary history, interpretation and genres of the Bible, as well as significant biblical tropes, metaphors and narratives.</p>	Dr. Susan Kelley Dr. Angela Schwer Fairmont State University	8 weeks - online
<p>ITL 350: Advanced Digital Literacy Skills (3 HRS) - Examination of online search/retrieval skills used to define, access, evaluate, manage, integrate, create, and use digital information ethically; emphasis on critical thinking and practical use of Web 2.0 tools.</p>	Dr. Monica Brooks Marshall University	8 weeks - online
<p>Perceptions of Beauty (4 HRS) - This course is a multidisciplinary examination of what makes art, music, objects, literature and people beautiful and how the perception of beauty can affect our behavior. The dictionary defines beauty as "the quality or aggregate of qualities in a person or thing that gives pleasure to the senses or pleurably exalts the mind or spirit." In this course we will ask what those qualities might be and whether they differ among individuals and/or cultures. We will look at what people have called "beautiful" from both historical and contemporary perspectives. We will also consider whether labeling an object or individual beautiful affects our perceptions of the goodness, competence, or usefulness of the object or person.</p> <p>This course will be effectively prepared and delivered using the expertise of Shepherd faculty members in various departments across campus including Music, Art, Psychology, English, and Biology. These faculty members will work collaboratively to select readings, prepare assessment tools, facilitate discussions and conduct course evaluations.</p>	Dr. Laura Renninger Shepherd University	5 weeks - online or live via seminar
<p>Music Psychology (3 HRS) - This course is a multidisciplinary upper-division course which includes a survey of the rapidly growing field of</p>	Dr. Laura Renninger Shepherd University	10 weeks - online

Approved Courses	Course Developer	Delivery
<p>music psychology. This review will include an exploration of various contemporary issues in the field, research methodologies and landmark studies. This course will be effectively prepared and delivered using the expertise of a Shepherd faculty member in the field of Music Psychology. This faculty member will select course readings, prepare assessment tools, facilitate discussions and conduct course evaluations.</p>		
<p>BIO 330: Fundamentals of Nutrition (3 HRS) - Introduces the student to the fundamentals of nutrition. The course stresses a scientific foundation for nutrition that allows students to develop a personal diet and dietary practices that are associated with good health. Emphasis is placed on nutritional literacy with regard to distinguishing information based on science from information based on unsubstantiated claims. The chemistry and metabolism of nutrients in health and disease will be covered.</p>	<p>Dr. Matthew Zdilla West Liberty University</p>	<p>8 weeks - online</p>
<p>GBUS 344: Legal Environment of Business I (3 HRS) - In today's society, law for business has broad leadership applications that extend beyond the boundaries of business administration. This course will be delivered in an accelerated online format during an eight week session (2 two-hour classes per week). Students will be engaging in introductory topics of business law. Each session will address and have discussion as to interpretation of statutes, regulations and case law. The assessment and evaluation of this course will be determined by several methods. West Liberty University will incorporate the online instruction evaluation method which addresses quality of instruction, quality of delivery and quality of teacher effectiveness; the students will have the opportunity to evaluate the course at the end of the eight week session. Assessment methods will be utilized throughout the entirety of the course. Students will be presented with a "pre-test" exam covering key legal topics. The contents of this pre-test will be specifically related to course learning outcomes. The exam will not contribute to their grade. Rather the initial exam will introduce students to online testing and also establish a baseline of knowledge. At the end of the course, the pre-test will be re-administered as a "post-test" and results will be compared to assess the retention of key concepts and overall course effectiveness.</p>	<p>Carrie White West Liberty University</p>	<p>8 weeks - online</p>
<p>PSYC 320: Psychology of Adulthood & Old Age (3 HRS) - This course will be delivered on-line during an 8 week period. It is intended for undergraduate students with some background knowledge of psychology, such as Introduction to Psychology. Students will learn the material through textbook assignments and reading assignments posted on the course website. Interaction with each other and with the instructor will take place through required commentary on readings and by using the "chat" and "blog" functions. Grade computation will occur by two essay exams (one during a mid-way point, and one at the end of the class) and an interview/biography project in which the student tells the life story of an "older" adult using the concepts and principles learned during the course. Assessment will take place through the administration of a pre- and post-test that will measure student's achievement of the learning outcomes (see proposed syllabus below). In addition to exams and comments, students' course performance will also be evaluated on their ability to apply theoretical concepts to individual lives by producing a developmental biography.</p>	<p>Rebecca Stoffel West Liberty University</p>	<p>8 weeks - online</p>

Approved Courses	Course Developer	Delivery
<p>ENG 378: Building Character: An Exploration of Leadership through Literature (3 HRS) - This course is designed around the assumption that adult learners, in some capacity, are aspiring, up-and-coming leaders. Perhaps they aspire to lead an entire business or company, perhaps an individual department within a company, maybe a local community organization, or maybe even their very own family. Regardless of the leadership positions in which students may someday find themselves, they will all need to consider what exactly makes a good leader. Obviously, there are particular qualities that most if not all good leaders share (vision, responsibility, inspiration, adaptation, and many others). However, determining just what makes a good leader—especially when one considers the context of the surrounding situation—may not be quite so “black and white.” Hundreds (if not thousands) of business-oriented texts have attempted to examine and define what exactly leadership is. However, such texts can only explore the issue from the outside in. Literary texts, on the other hand, offer us the unique opportunity to live inside the minds of leaders as we view the decisions, thought processes, and ethical challenges of characters in leadership positions. Therefore, this course aims to challenge oversimplified conceptions of leadership and ultimately to allow students to explore the heart of leadership from the inside out.</p>	<p>Dr. Steven Criniti West Liberty University</p>	<p>8 weeks (16 - 2 hr sessions) traditional</p>
<p>GEO 303: Practical Applications of Geographic Information Systems (3 HRS) - This course is designed to provide basic background information and practical application examples and exercises in GIS. The hands-on nature of the course makes it exceptionally well suited for asynchronous online delivery, maximizing scheduling flexibility.</p> <p>The early stages of the course will include significant amounts of reading from an introductory GIS text, quizzes and journaling/blogging to ensure a basic understanding of the fundamental concepts involved. Exercises designed to guide students through the process of installing and learning the functions of a user-friendly GIS software package overlap with the conclusion of this first phase of the course. The exercises will be submitted for grading and comment by the instructor using rubrics which will be included in the course materials. Data for the exercises, in appropriate formats, will include environmental, transportation, cultural, law enforcement, agricultural and economic themes and will be specific to the state of West Virginia.</p> <p>The exercises will take the students through every activity and process they will need for the next phase, which is the design and creation of a simple GIS in which a specific problem is addressed. While interaction among students is encouraged throughout the course, in this section they will be assigned to small groups according to areas of interest. Groups will prepare written GIS design proposals in response to assigned problems in which they select appropriate data and methods.</p> <p>In the final section of the course, students will individually create the GIS they have proposed and submit a finished map and a written description of the process they have completed. Based on their work, they will then propose a solution to the originally assigned problem.</p>	<p>Dr. Brian Crawford West Liberty University</p>	<p>8 weeks - online</p>

Approved Courses	Course Developer	Delivery
<p>The assessment strategy employed for this course will involve the use of pre and post tests based on the concepts which underlay the course learning outcomes.</p> <p>A final essay exam based on the course learning outcomes will ensure that students have comprehended the fundamental concepts underlying GIS and are able to apply these concepts appropriately.</p>		
<p>PSYC 345: Adulthood & Aging (3 HRS) - is an upper-level Psychology elective (Social Sciences). The course is designed to be completed in six weeks' time. Each week, students would complete one learning module. In general, each online module includes two text book chapters, hyperlinked videos, embedded learning activities, and mastery-based chapter quizzes. Students would engage in asynchronous learning with the assigned readings and online modules. In addition, two personally-relevant written projects would be completed.</p>	<p>Dr. Julie Patrick West Virginia University</p>	<p>6 weeks - online</p>

Marketing and Community Outreach

Background and Research:

In order to maximize efficiency and build on current best practices in the state, the Commission's Adult Learner Task Force chose to enhance the state's existing Regents Bachelor of Arts degree to provide a flexible and desirable degree option for adult students who may be juggling other commitments such as family-lives and full-time jobs. The marketing component of the RBA Today initiative aims to increase awareness of the RBA degree option and serve as the catalyst for the successful return to college of adults in West Virginia — particularly those who have earned 60 credit hours or more but stopped short of completing a bachelor's degree. During a ten-year period ending in 2005, nearly 26,000 adults living in West Virginia stopped out after earning 60 hours or more.¹

Adult Students Who Have Stopped Out and Their Hours Earned (1995-2005*)

	0	001-29	30-59	60-89	90+	Total
Bluefield State College	504	2,303	1,181	969	896	5,853
Concord University	392	1,804	926	559	499	4,180
Fairmont State University	1,145	4,174	1,929	1,619	1,441	10,308
Glenville State College	475	1,949	899	768	849	4,940
Marshall University	1,154	6,231	3,550	2,717	2,647	16,299
Potomac State College of WVU	453	1,697	694	617	62	3,523
Shepherd University	596	2,419	1,323	1,018	793	6,149
West Liberty State College	250	1,114	779	619	815	3,577
West Virginia State University	990	3,765	1,787	1,254	957	8,753
West Virginia University	1,061	6,776	4,781	2,778	2,204	17,600
WVU Institute of Technology	442	1,586	716	678	704	4,126
Total	7,462	33,818	18,565	13,596	11,867	85,308

Although students who have stopped out without earning a degree are the primary target, budget and time constraints necessitated that primary audience research targeting West Virginia students

was limited to those students who had re-enrolled in colleges through the RBA program. This research was a valuable tool in providing insight as to why adult students choose to return to school and the barriers they face as they work to complete their degree.

In order to effectively gauge the needs and interests of those students who have not yet returned to college, the Commission utilized a variety of secondary research sources in order to gain a clearer understanding of the needs, desires and motivators for potential RBA students. A 2007 survey of adults with some college but no degree, conducted by the Kentucky Council on Postsecondary Education, lends a great deal of additional insight concerning the psychographics of the target. Census data reveals that the populations of Kentucky and West Virginia are at least somewhat similar in terms of age distribution, ethnic diversity and the number of citizens living in rural areas, though Kentucky fairs slightly better in terms of the number of households living in poverty and boasts larger urban communities than are found in West Virginia. From the combined research conducted in West Virginia and Kentucky, one can reasonably distinguish the following characteristics of the target audience:

Age: 35 – 54 years old; though demand appears to drop off markedly after the age of 49

Location: Statewide; though students living within an hour's drive of an eligible institution may be less likely to cite transportation as a barrier and may therefore be more likely to re-enroll.

Family Status: Married, often with one or more children

Education Level: Some college (60+ hours) but no degree; most stopped out ten or more years ago

Income Level: Varied, but typically falling within the lower-middle class range

Employment status: Typically employed full-time

Research concerning the barriers and motivators for potential RBA students yielded the following generalizations:

Barriers to completing a degree:

1. Existing family responsibilities; the larger the family, the greater the negative impact on potential students' pursuit of a degree.
2. Existing professional responsibilities; most potential RBA students are currently employed.
3. Finances; though potential students seem to agree that earning a degree is a valuable long-term investment, they cite the immediate financial impact (e.g. tuition, fees, books, and transportation) as a barrier.

Note: respondents to the survey in Kentucky, as well adult respondents to a survey conducted in West Virginia by GEAR UP, found that many people significantly overestimate the cost of attending college. Therefore, the Commission's broader efforts to better inform citizens of the actual cost of attendance may positively impact the adult-specific outreach efforts as well.

4. Lack of urgency; respondents to the Kentucky survey indicate that they plan to complete their degree within their lifetime, but do not anticipate doing so in the immediate future. Most respondents also indicated that they feel little or no outside pressure to complete their degree now.

Potential motivators for completing a degree:

1. Enhanced career opportunities; additional or new career opportunities, rather than an increase in salary, seem to be the driving force behind this response. In the Kentucky survey, respondents who indicated that they are unsatisfied with their current job also indicated that they are far more likely to return to college.
2. Enhanced sense of self-satisfaction or self-fulfillment.

In addition to informing the primary audience (potential adult students) of the resources available through the enhanced RBA program, the Commission recognized the need to inform and educate RBA coordinators, admissions representatives and other campus personnel of the recent changes and new opportunities provided by RBA Today. Much like the students they serve, members of this secondary audience expressed concern over time constraints and existing commitments when asked to consider boosting their current outreach efforts to recruit more adult students. This group expressed a desire to engage more adults, but noted that additional resources should be provided to aid them in doing so.

Media and Market Research:

SREB research suggests that adult learners are most receptive to direct mail, radio, television and billboard advertisements, and a recent survey conducted on behalf of the Commission reports that West Virginians are inclined to look for information regarding education within newspapers. Nielsen research also reports that Facebook and MySpace are consistently on the list of top visited websites for women ages 25 to 50 — a group that has shown interest in the RBA program in the past.

Marketing Strategy:

Based on the research outlined above, the Task Force and the marketing team identified five main goals of the marketing campaign regarding efforts to recruit more adult students:

1. Inform potential students of the availability of the RBA degree, as well as the enhancements made through the RBA Today initiative;
2. Alleviate potential students' concerns regarding existing family and professional responsibilities by positioning the RBA program as a flexible and personalized approach to earning a degree;
3. Increase potential students' knowledge of financial aid options, and position the RBA degree as both an affordable option and a solid financial investment;

4. Showcase the career and personal advancement opportunities an RBA degree can provide; and
5. Motivate the target audience to act now in pursuing an RBA degree.

In pursuit of these goals, the campaign's message was developed to focus on the ideas of flexibility and self-actualization, while also addressing affordability, and timeliness as secondary concepts for advertisements and informational items. "Real life" success stories were also utilized in much of the marketing materials, in order to showcase the RBA program as flexible, versatile and feasible.

In order to encourage collaboration among institutions and fully engage the secondary audience (campus personnel), a sixth goal of the marketing campaign was to aid the recruitment process and provide additional and diverse opportunities for participation in outreach initiatives at the campus level.

Tactics and Outreach Channels:

In keeping with audience research — and the constraints of the marketing budget — radio advertisements, newspaper advertisements, direct mail, online marketing and outreach events were utilized for the 2010 RBA Today campaign.

- Radio advertisements aired statewide from mid-May through mid-August;
- Newspaper ads were placed in state, regional and some local newspapers during the months of June and July;
- Ads targeting 30-50 year-olds in West Virginia were placed on Facebook for a 20-day period in May;
- Staff members from the Commission attended several outreach events, including the West Virginia State Fair and Multi-Fest, to disseminate information; and
- Postcards were mailed directly to nearly 9,000 individuals who stopped out of college after earning 60 credit hours or more and continue to reside in West Virginia.

In addition to paid advertisements, the Commission secured earned media placement within several newspapers and community publications throughout the state.

In order to facilitate greater understanding of the RBA degree's offerings, and provide communications resources for outreach coordinators and admissions personnel, a simple brochure outlining the benefits and availability of the RBA degree, along with recent enhancements made through the RBA Today initiative, was also produced and distributed to each campus. Each institution's RBA and communications offices were also provided with a tool kit containing:

- Marketing materials that align with the statewide initiative but can be customized to incorporate institutional-specific information, logos and color palettes;
- Step-by-step instructions for providing online open houses and assisting adult learners

- in applying for and securing financial aid;
- Pre-printed, “grab-and-go” marketing materials for use at outreach events; and
 - Templates for press releases, newsletter articles and web page development.

Results to Date:

Objective 1: To secure a firm commitment from at least five of the 12 institutions eligible to participate in the RBA Today initiative.

Status: All 12 eligible institutions signed the required participation agreement, pledging to provide the support, infrastructure and services required to be considered full participants in the RBA Today initiative.

Objective 2: To increase potential students’ knowledge of and interest in the program.

Measure 1: To drive 5,000 unique visitors to the RBA Today section of cfwv.com.

Status: 4,580 unique visitors have logged on to the RBA Today content since those pages launched in mid-April.

Notes:

- A significant increase in mid-May coincides with the Facebook ad campaign, which yielded 2,254 visits to the site over a 20-day period.
- A small spike occurred in early July, which correlates with the height of the marketing campaign and an increase in the number of adult accounts created on cfwv.com, as described in detail below.
- In the initial five days following the launch of the direct mail component of the campaign, 96 unique visitors have browsed the RBA information on cfwv.com. The average number of visitors for any given five-day period in the previous month (September) was 62.

Measure 2: To increase the number of adult learner accounts created on cfwv.com by 10% during the campaign period (as compared to the previous six months’ average).

Note: a year-to-year comparison would be a far better indicator, as on average interest may decline during the summer months. However, metrics are not available for last summer, as cfwv.com only launched in October of 2009.

Status: During the previous six months (November 2009 through April 2010) adult accounts created averaged 267.5 per month. During the months of May, June, and July the average was 326, representing an increase of slightly less than 18%. A record number of adult learner accounts were created on cfwv.com in July.

Objective 3: To increase participating colleges’ and universities’ interaction with potential

students by encouraging 1,000 students to directly explore the opportunities afforded by the RBA program at individual institutions.

Measure 1: To increase the number of visitors to the RBA content pages of each participating institution’s website.

Status: Shepherd University has reported a median increase of 61.9 percent in the number of unique visitors to their RBA web page for the months of May, June and July 2010 as compared to the same months in 2009. Fairmont State University has reported a median increase of 36.28 percent. Other institutions either do not collect this data, or have not reported it at this time.

Measure 2: To encourage students to take direct action by signing up to receive more information regarding the RBA Today initiative.

Status: Unknown – institutions have been asked to report any increase in inquiries, but most either do not collect this data or have not responded to the request at the time of this report. Glenville State College has reported an increase in the number of inquiries in the program, as indicated in the table below.

More than 100 students have requested more information directly through the cfwv.com portal and other CFWV outreach efforts, but it is to be expected that most students would contact the institution they are interested in attending directly, as they are encouraged to do so on the RBA Today pages of the cfwv.com site. The page linking students to the RBA pages of each institution is the most common exit page for individuals browsing the RBA content on cfwv.com, so it may be assumed that many students are reaching institutions’ websites via the content provided on the CFWV portal.

Measure 3: To encourage potential adult students to pursue postsecondary education and enroll in the RBA program.

Status: At the time of this report, comparative enrollment data were not available for all RBA Today institutions. However, four of the five institutions that provided data reported an increase in enrollment. *It is important to note that external factors — including the recent recession — could also impact significantly a change in enrollment among the adult learner population.*

Institution	Unique Visitors	Online Inquiries	Enrollment
Bluefield State College	--	--	21.4% increase
Concord University	--	--	281% increase
Glenville State College	--	320% increase	--
Fairmont State University	36.28% increase*	--	1.47%
Marshall University	--	--	No significant increase; potential decrease.
Shepherd University	61.9% increase*		28% increase

Table 1: Values are reported as the percentage change from fall 2009 to fall 2010, unless otherwise noted. Data are self-reported by the institutions. Blank cells indicate that the information was not provided or available.

*This figure represents the median percentage change for the months of May, June and July 2010 as compared to the months of May, June and July 2009.

Milestones: Though the initial data collected is encouraging, the full impact of the RBA Today initiative is not immediately quantifiable, as the efforts of the Adult Learner Task Force have led to a renewal of our institutions' commitment to engaging adult students, and allowed them to target adult learners without having to invest significant staff and university resources. Through the distribution of media and tool kits to each participating college or university, the RBA Today marketing campaign increased efficiency by aligning the statewide outreach initiative with localized institutional marketing efforts.

Amy Pellegrin, Director of Public Relations at Fairmont State University, noted that the RBA Today materials provided as part of the CFWV initiative allowed Fairmont to boost their adult-focused outreach efforts. She reported "We have been using the brochures, radio spots and news releases you provided, and hope to be able to identify our own RBA success stories to share with you for the statewide campaign. We appreciate the materials — they are high quality and make our jobs easier."

Summary of Expenditures:

At the time of this report, \$266,138 has been spent or committed for marketing and outreach related to the RBA Today initiative.

Approximately \$130,000 was spent on product development (enhancement of the RBA program) and building support systems at the state's colleges and universities. The remaining \$125,000 was directly funneled into marketing efforts, with the majority of those funds being used to secure radio and newspaper placement.

The RBA Today initiative was funded by the State Legislature's investment in the CFWV initiative and monies from the Commission's federally funded 2010 College Access Challenge grant.



West Virginia Higher Education Policy Commission

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

October 11, 2010

West Virginia University and Marshall University Graduation Rates



West Virginia Higher Education Policy Commission
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MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: October 11, 2010

RE: West Virginia University and Marshall University Graduation Rates

W. Va. Code § 18B-3-4(c) provides that:

- West Virginia University shall attain a graduation rate for full-time undergraduate students of 60 percent by July 1, 2008 and 63 percent by July 1, 2010; and
- Marshall University shall attain a graduation rate for full-time undergraduate students of 40 percent by July 1, 2008 and 45 percent by July 1, 2010.

The statute directs the West Virginia Higher Education Policy Commission (Commission) to monitor and report on each institution's progress toward meeting the goals on or before December 1 of each year. It should be noted that these graduation figures will differ slightly from what these institutions will report to the federal government this spring. The federal figures will include summer graduates as well as federal exclusions such as military service. Commission figures in this instance account for those first-time, full-time freshmen who received a bachelor's degree or higher within six years of their start date. Progress towards statutorily defined goals is as follows:

Institution	2008 Goal	2010 Goal	2005-06	2006-07	2007-08	2008-09	2009-10
West Virginia University	60.0%	63.0%	56.3%	55.6%	57.7%	59.1%	59.6%
Marshall University	40.0%	45.0%	48.2%	42.3%	46.0%	46.7%	48.4%

As indicated in the chart above, the six-year graduation rate for the 2004 cohort of first-time, full-time, baccalaureate degree seekers at West Virginia University was 59.6 percent. This figure is 0.4 percent below the prescribed goal for 2008 and 3.4 percent below the 2010 goal. Marshall University's most recent reported six-year graduation rate for baccalaureate degree seekers was 48.4 percent. This figure is 8.4 percent above the prescribed goal for 2008 and 3.4 percent above its 2010 goal.



West Virginia Higher Education Policy Commission

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on Education Accountability**

October 11, 2010

**“An Examination of Student Flow Patterns:
A Resource for Meeting College Completion Goals”**

An Examination of Student Flow Patterns: A Resource for Meeting College Completion Goals



A Postsecondary Stall & the College Completion Push

- Postsecondary completion rates have hovered around 50% since the mid 20th century
- Flurry of national completion initiatives
 - American Graduation Initiative has set an attainment goal of 55% nationally by 2025
 - Big Goal 2025 has set 60% as the goal
- National Center for Higher Education Management Systems projects that West Virginia will need to produce 22,000 additional postsecondary credentials to reach National Average of 51% by 2025

Table 187. Digest of Education Statistics, National Center for Education Statistics.

Increasing Demand for Postsecondary Education

- The recession has accelerated the transition toward jobs that require some postsecondary education nationally
- Current supply of credentialed students from our postsecondary systems will not meet the projected demand for skilled workers
 - By 2018 about 63% of jobs will require some postsecondary education, compared to 59% in 2007
 - Yet, demand is projected to outpace supply by about 300,000 college educated workers per year, creating a shortfall of about 3 million workers by 2018

Carnevale, A.P., Smith, N., Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Georgetown Center on Education and the Workforce. Washington, D.C.



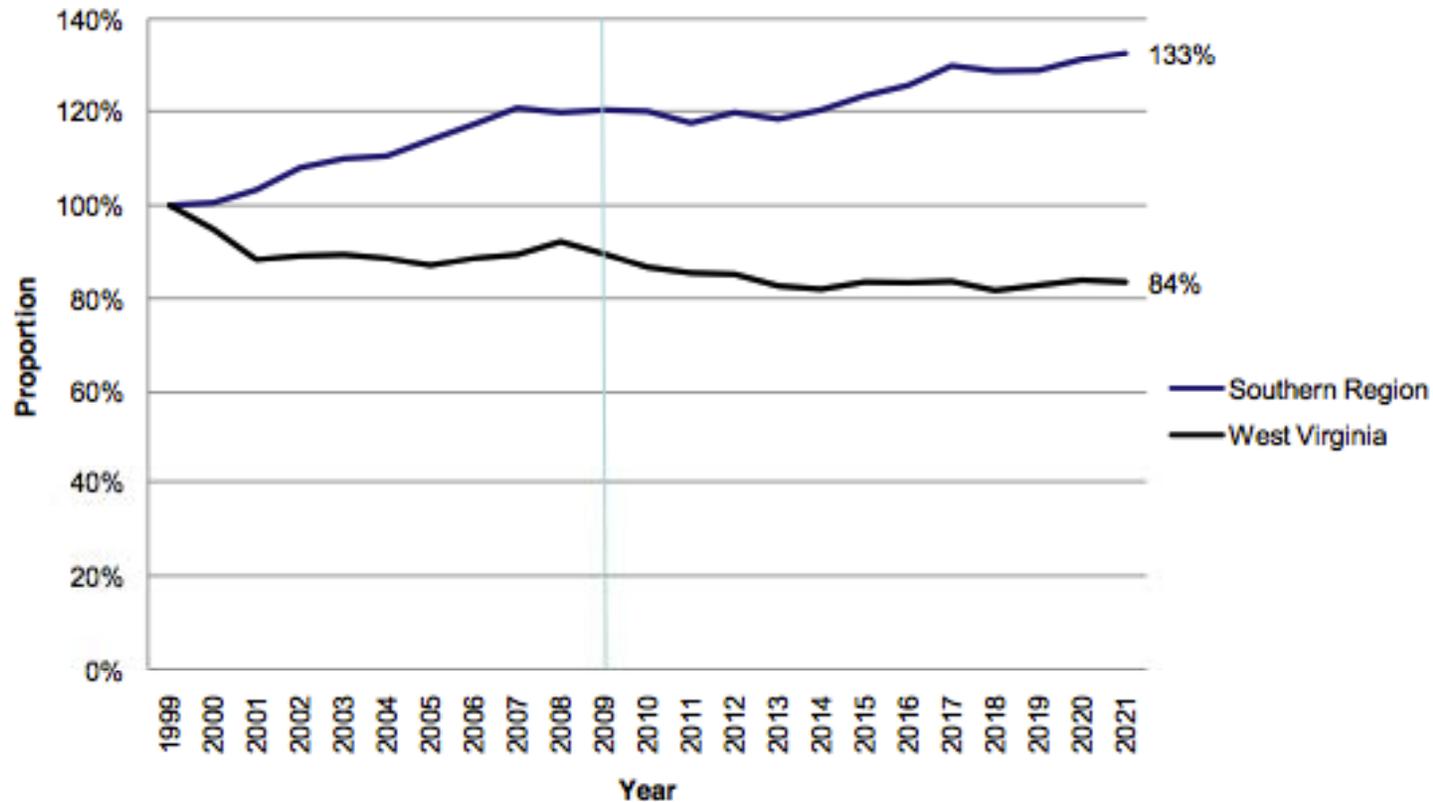
The Forecast for West Virginia

- Between 2008-2018, there will be 234,000 job vacancies (from new jobs and retirements)
 - 49% (115,000) of these jobs will require postsecondary credentials
 - 40% (95,000) will require a high school degree
 - 19% (23,000) will require less than a high school degree
- By 2018, we will need an additional 20,000 people with postsecondary credentials

Carnevale, A.P., Smith, N., Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Georgetown Center on Education and the Workforce. Washington, D.C.



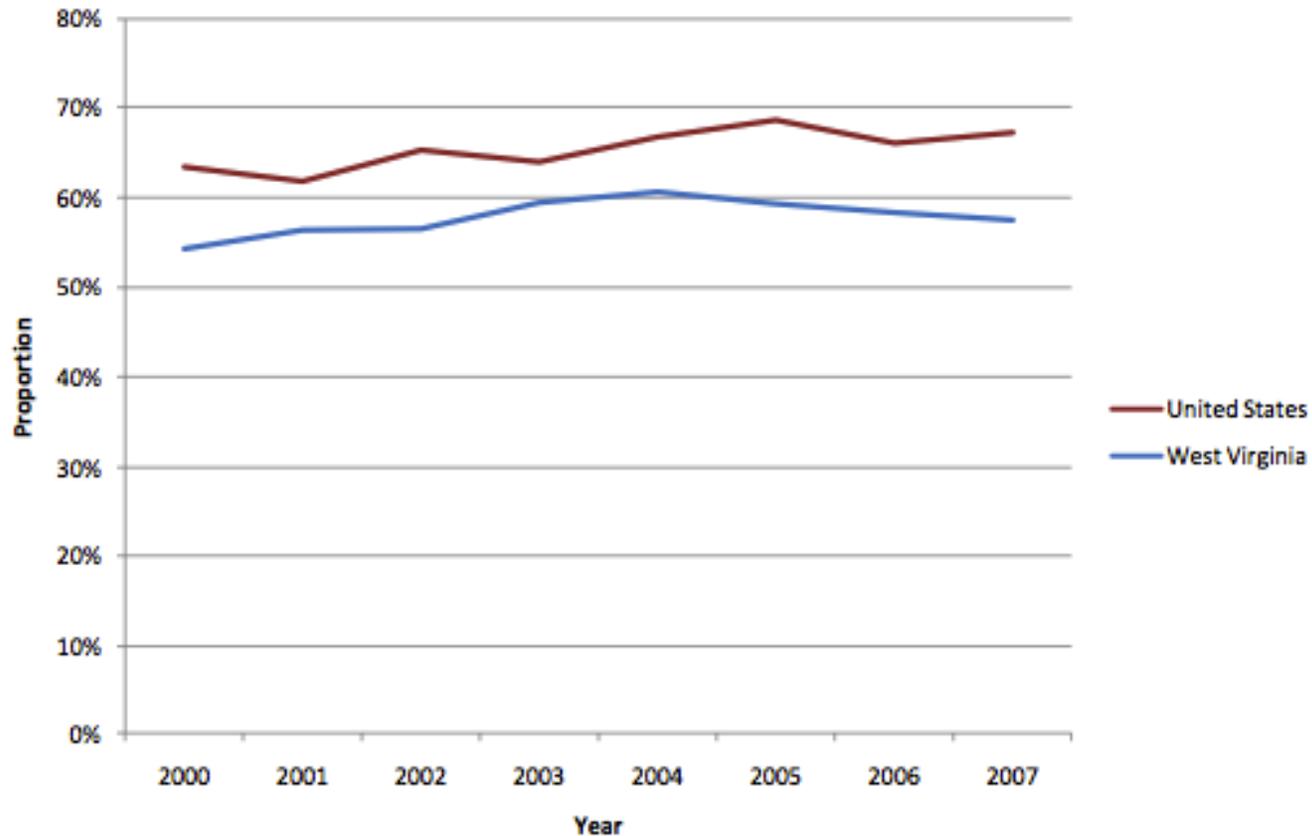
Public & Nonpublic High School Graduates as Proportion of 1999 Graduates



Source: Knocking at the College Door, 2008, Western Interstate Commission for Higher Education



College-going Rate Among Recent High School Graduates



Sources: Table 200, National Digest of Education Statistics, 2008; West Virginia Higher Education Policy Commission



The Faces of West Virginia

- Students of color (i.e., Latinos and APIs) constitute the only growth we can expect in high school graduates
 - White graduates will decline by 9% by 2021, whereas Latinos will increase by 250% and APIs by 93%
 - Nearly 30% of Latinos in WV do not complete high school
- About half of 2007 West Virginia senior class were first-generation students
 - First-generation students are less likely to attend college, less likely to attend a four year school, and less likely to earn a degree

Sources: Knocking at the Door, Western Interstate Commission for Higher Education; West Virginia Higher Education Policy Commission, 2008 High School Senior Opinion Survey.

The Faces of West Virginia

- In 2007 West Virginia ranked 10th in the nation in proportion of students receiving free or reduced lunch
 - In 2006 about 19% of low-income students attended college
 - Statewide college continuation rate for the same year was about 58%
- Between 2004 and 2009, the number of adult students enrolled at undergraduate institutions increased almost 20%
- Since 1995, 126,997 West Virginians over the age of 25 have started but not finished a postsecondary credential
 - Women constitute 54% of this group
 - 45% earned less than 30 credits, 25% earned 30-59, 22% earned 60-89, 12% earned 90-119

Sources: Pell Institute for Postsecondary Education Opportunity; West Virginia Higher Education Policy Commission



Retention & Completion

Fall-to-Fall Retention Rates, First-Time, First-Year Students

	02 to 03	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09
HEPC Total	77.3%	77.5%	78.0%	77.8%	76.2%	76.4%	76.1%
CTCS Total	60.9%	59.2%	60.3%	61.1%	60.1%	56.7%	60.9%
Statewide Total	73.5%	73.3%	73.9%	74.0%	72.5%	71.6%	72.7%

Degrees Conferred

	2005	2006	2007	2008	2009	2010	Change 2009-10	Change 2005-10
HEPC	11,279	11,613	11,857	12,093	12,047	12,196	1.20%	5.00%
CTCS	2684	2593	2876	2947	2870	2989	4.10%	15.30%
Total	13,963	14,206	14,733	15,040	14,917	15,185	1.80%	6.90%

Sources: West Virginia Higher Education Policy Commission



NCHEMS Detailed Student Flow Model for Public Higher Education

(Measures Used to Project the Impact of Improved Performance by 2025)

