

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
September 13, 2010 @ 5:00 P.M.

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West Virginia
Higher Education
Policy Commission



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

September 13, 2010

**CUSTOMIZED TRAINING DELIVERED BY INSTITUTION
2009-2010**

**CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010**

INSTITUTION: Blue Ridge Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
English As a Second Language	Charles Town Races and Slots	26
Spanish As a Second Language	Charles Town Races and Slots	14
Excel Level 1	Charles Town Races and Slots	21
Excel Level 2	Charles Town Races and Slots	14
Inspiring Trust	Polo Ralph Lauren	14
Collaborative Communication	Polo Ralph Lauren	19
Leading and Understanding Change	Polo Ralph Lauren	19
Achieving Your Highest Priorities	Polo Ralph Lauren	14
Budgeting	Polo Ralph Lauren	60
SHRM Learning System	Polo Ralph Lauren	2
Business Writing	Polo Ralph Lauren	88
Mock Interviewing	Polo Ralph Lauren	36
Computer Basics	Polo Ralph Lauren	34
DiSC Profile Assessment Training	Automated Merchandising Systems	40
Introduction to Quality in Manufacturing	Automated Merchandising Systems	16
Creating A Community Out of Diversity	Jefferson County Schools	100
Bread Fundamentals	Jefferson County Schools	100

ServSafe Certification Course	Jefferson County Schools	20
Basic Food Safety	Jefferson County Schools	80
Personal Productivity	Automated Merchandising Systems	23
Harassment Training for Employees	Jefferson County Government	79
Harassment Training for Supervisors	Jefferson County Government	20
OSHA Training for Health Care	Panhandle Home Health	70
What's New for MS Office 2007	RESA VIII	19
Strategic Planning in Distribution	Royce Too, LLC	8
Strategic Planning-How Does HR Get a Seat at the Table?	Eastern Panhandle Society of Resource Management	29
Generations in the Workplace	Eastern Panhandle Society of Resource Management	54
Customer Service Training	Eastern Panhandle Transit Authority	4
Understanding Leadership and Your Role In It	WVU Hospitals-East	64
Creating & Leading a Culture of Service During Turbulent Times	WVU Hospitals-East	64
Leading a Multi-Generational Workforce & Different Personalities	WVU Hospitals-East	64
Developing, coaching, Mentoring & Retaining Talent	WVU Hospitals-East	64
Creating & Maintaining a Performance Management Culture	WVU Hospitals-East	60
Creating a Culture of Critical Thinking, Communicating, Debating & Problem Solving	WVU Hospitals-East	60
Platinum Rule Assessment Training	WVU Hospitals-East	64
Situational Communication	Blue Ridge CTC/Staff	12
Table Gaming – Train-the-Trainer	Charles Town Races and Slots	14

Introduction to Gaming	Charles Town Races and Slots	512
Poker	Charles Town Races and Slots	95
Craps	Charles Town Races and Slots	105
Pai Gow	Charles Town Races and Slots	59
Novelty Games	Charles Town Races and Slots	178
Midi Baccarat	Charles Town Races and Slots	59
Roulette	Charles Town Races and Slots	67
Blackjack	Charles Town Races and Slots	191
CCNA Boot Camp	Veterans Affairs Hospital KRM Associates	10
Overhead Line Maintenance	FEMA	15

**CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010**

INSTITUTION: Bridgemont Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
Charleston Works	Schoenbaum Family Enrichment Ctr	60
Software Training	Precision Pump & Valve	10
Sustainability	Charleston Area Alliance	9
DOH AAS	Dept of Highways	389
Env Mgmt Systems (2 sessions)	WVDEP	27
TeleComm	Verizon	18
Sustainability 101	WV Sustainable Communities	161
CNA	Charleston Job Corps	108
Leadership Development & Team Skills Training	Kureha	163
OSHA	Brookfield Renewable Power	12
Miner Safety and Health	UMWA	38
NFPA 70E Refresher	Weyerhaeuser	3
Weatherization Training	WV Citizen Conservation Corps	22
PLC Training	IBEW	12

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: Eastern WV Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
ServSafe Food Safety Training	Genesis Healthcare	10
ServSafe Food Safety Training	Various – combined training open to several businesses throughout district	72
Intro. To Microsoft Office	Region VIII Title V SCSEP	8
QuickBooks Level 1	Region VIII Title V SCSEP	9
QuickBooks Level 2	Region VIII Title V SCSEP	11
Critical Care Transport Training	Mathias Baker Rescue Squad	15
Multi-Craft Apprenticeship Training	New Page Corporation	24
Machinist Apprenticeship Training	New Page Corporation	1
Professional CEU's (Multiple Employer's Attended Ea. Workshop):		
OSHA For Funeral Directors		11
Ethics For Social Workers		10
Trends In Aging (CEU for Funeral Directors and Insurance Agents)		6
Consumer Protection & Ethics (CEU for Funeral Directors and Insurance Agents)		7

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: Kanawha Valley Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
ACT work Keys Testing	Kureha	88
Lean Six Sigma Green Belt	WV Army National Guard (WVANG)	12
Blackjack	Tri State Racetrack and Gaming (TSR&G)	46
Business Writing	Social Security Admin	2
Lean Six Sigma Black Belt	WVANG	10
Poker	TSR&G	10
Career Skills	HRDF	16
Adv. Excl 2003	DOW	10
Lean Six Sigma Green Belt	Alcon	16
SHRM Learning System	TRG	7
Int. Excel 2007	DOW	12
Int. Access 2003	DOW	12
Six Sigma Black Belt	Alcon	8
Adv. Access 2003	DOW	8
Craps	TSR&G	28
Math 140	CAMC	13
English 110	WV Building & Construction Trades (WVBCT)	13

English Comp I	Clay Co Schools (CCS)	32
Speech	CCS	30
Supervisory Mgmt	Charleston Fire Dept	10
English Comp II	CCS	32
Coding I9	CAMC	13
Coding 4	CAMC	13
Pharmacology	CAMC	13
Speech	WVBCT	13
Technical Writing	WVBCT	13
Biology	CCS	20
Biology Lab	CCS	20
Coding Clinical I	CAMC	13
Coding Clinical II	CAMC	13
Billing & Reimbursement	CAMC	13
Humanities	WVBCT	13
Process Fundamentals	Bayer	30
Safety Health Environment	Bayer	29

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: Mountwest Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
Radar Recertification	American Electric Power	33
	Marathon Petroleum	17
	Crouse Corporation	24
	Ingram Barge Company	7
	Campbell Transportation	3
	Marquette Transportation	3
Steersman	American Electric Power	12
	Marathon Petroleum	9
	Crouse Corporation	3
Master 100 Ton	Florida Fishery	2
First Aid/CPR/AED	American Electric Power	16
	Marathon Petroleum	9
	Crouse Corporation	11
	American Commercial Lines	7
8-Hour Firefighting	Crouse Corporation	13
Basic and Advanced Firefighting	American Electric Power	6
Deckhand Basic Training	Army Corps of Engineers	25

Inland Upgrade	American Electric Power	10
Radar Upgrade to Inland	American Electric Power	10
Emergency Response Instructor	American Electric Power	2
Tankerman	Marathon Petroleum	4
	Markwest Corporation	3
Tank Barge Firefighting	Marathon Petroleum	4
	Markwest Corporation	3
Radar Observer	American Electric Power	12
	Marathon Petroleum	7
	Crouse Corporation	6
Designated Examiner	McGinnis Corporation	1
Fundamentals of Instructor Training	American Electric Power	1
HAZWOPER	Markwest Corporation	4
	American Electric Power	5
	Superior Marine	4

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: New River Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
40-hour miner safety	Nicholas Energy, Brooks Run, Patience Coal, Performance Coal, ICG	72
80-hour miner safety	Nicholas Energy, Brooks Run, Patience Coal, Performance Coal, ICG	121
ABCs of Time Management	Brake Supply	4
Accounting for Small Businesses	Mitchell Chevrolet	4
Angel Networking	New River CTC	72
Basic Excel	WVSOM	11
Chemicals in Schools	Monroe County Board of Education	20
Conflict Management Approaches	Brake Supply	15
Developing Desired Performance	Downard Hydraulics	4
Empowering Your Employees	Greenbrier Valley Chamber of Commerce	37
Exceptional Customer Service	The Greenbrier Hotel	199
Accounting for Non Profit Organizations	Beckley Area Foundation	90
Advanced Weatherization Building Science	CASE WV, Nicholas County Community Action Partnership	5
Real Estate Appraisal	Dave Shields Realty	44
Basic Computer Skills	Goodrich	11
Basic Supervisory Skills	Goodrich	12
Conducting Effective Interviews	Downard Hydraulics	5

Consensus Decision Making	Pocahontas Memorial Hospital	16
Ethics in the Workplace	Monroe County Board of Education	311
Four Quadrant Model	Brake Supply	8
Goal Setting	Brake Supply	8
Implementation Strategies	Brake Supply	8
Introduction to Building Science	CASE WV	5
Knock Your Socks Off Customer Service	Greenbrier Valley Chamber of Commerce	144
Leadership and Empowerment	Snowshoe	16
Microsoft Access	WVSOM	11
Mine Foreman Supervisory Training	Brooks Run Coal	8
Navigating the Hiring Process	Federal Bureau of Prisons	327
Nonverbal Communication	New River CTC	38
Preventing Sexual Harassment in the Workplace	Monroe County Board of Education	311
Single Family Dwelling Electrical	CASE WV	3
Using the WV Field Standards Guide	CASE WV	3
Weatherization Safety Procedures	CASE WV	3
Infrared Technology Basics	CASE WV	10
Lead Renovation	Nicholas Community Action, CRI, CRA	16
Leading Successful Meetings	Goodrich	8
Mine Electrician Recertification	Nicholas Energy	13
Microsoft Power Point	WVSOM	11
Recognizing Child Abuse	Monroe County Board of Education	166

Table Games: Black Jack	The Greenbrier Hotel	42
Table Games: Roulette	The Greenbrier Hotel	11
Table Games: Baccarat	The Greenbrier Hotel	11
VISTA Operating System	New River CTC	88
EMT Intermediate	Bluefield Rescue Squad	11
EMT Paramedic	Princeton Rescue Squad	15
Working Assessments	Snowshoe Mountain	477
Leadership and Empowerment	Brake Supply	4
Income Tax Preparation	VITA	13
Customer Service	US Census Bureau	26
Introduction to Weatherization	Liberty High School	12
Train the Trainer	New River CTC	8
The Appraiser & FHA	Board of Realtors	17
Miner Safety	Virginia Department of Corrections	22
Participating in Team Meetings	Goodrich	8
Team Performance Measures	Snowshoe	16
Team Behaviors and Communication	Snowshoe	16
Baseload Auditing	CASE WV	3
Process Rules for Team Startup	Downard Hydraulics	4
Basic Excel	Nicholas County Board of Ed	10
Microsoft Power Point	Nicholas County Board of Ed	10
Peachtree Accounting	Nicholas County Board of Ed	2

Basic Excel	Greenbrier County Board of Ed	12
Microsoft Power Point	Greenbrier County Board of Ed	12
Residential Electrical	CASE	2

**CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010**

INSTITUTION: Pierpont Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
Getting Started as a New Leader	Harrison County YMCA	6
Oil & Gas Floorhand Training	SOS Staffing Chesapeake Energy OSHA Safety Alliance	10 7 36
Essentials of Leadership	Wendling Food Service	4
MS Office Suite 2007	North Central Community Action Agency	3
Teambuilding Facilitation	Workforce WV BIKISI Program	14
Job Description Facilitation	Blackheart International	18
Project Management Essentials	Curry, Amos, and Associates	4
MS Excel 2007 Level 1a	F. K. Everest	7
Needs Analysis Facilitation	Aegis Communications Group, Inc.	24
Wireline Services Training	Century Geophysical Corporation	23
MS Excel 2007 Level 1b	F. K. Everest	7
MS Excel 2007 Level 1, 2	Veteran's Administration Medical Center	46
MS Excel 2007 Level 2	F. K. Everest	7
MS Excel 2007 Level 1	Fairmont General Hospital	14
Getting Started as a New Leader	Harrison County Commission	36
Administrative Professional Skill Certificate	WV Desk and Derrick Club	9
Project Management Fundamentals	Allegheny Science and Technology Corporation	11 29

	Pratt & Whitney	
PMBOK 4	Pratt & Whitney Corporation	20
MS Project 2007	NASA IV & V	48
MS Excel 2007 Level 2	Fairmont General Hospital	11
MS Word 2007 Level 1	Upshur County Schools	31
Teambuilding Facilitation	WV HEPC	34
Customer Service Pride	Valley Worlds of Fun	23
Office Etiquette	Marion County Schools	13
MS Excel Level 3	Veteran's Administration Medical Center	79
MS Excel 2007 Level 3a	Fairmont General Hospital	12
MS Excel 2007 Level 3b	Fairmont General Hospital	9
MS PowerPoint Level 1	Upshur County Schools	39
Office Etiquette	Braxton County Schools	7
HR Facilitation / Job Profiles	Blackheart International	18
Essentials of Leadership	Lewis County Schools	5
Project Management Fundamentals	Aurora Flight Sciences	12
Brainstorming Facilitation	WV Community Development Network	9
Administrative Professional Skill Certificate	WV Desk and Derrick Club	6
MS Access 2007 Level 1	Veteran's Administration Medical Center	31
MS Excel 2007 Level 1	Marion County Schools	18
Business Planning	WV Department of Education	9
Mine Foreman/Fireboss Training	Consol Energy, Inc.	20
EMT-Mining	Consol Energy, Inc.	36

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: Southern WV Community and Technical College

Name of Training Program	Name of Company	Number of Individuals Trained
Skills Standardization	Weatherford International	49
New Employee Safety Training (NEST)	Weatherford International	60
EMT-M Refresher (hands-on)	Mountain Laurel Coal Corp	43
Fire Brigade	International Coal Group	13
Prep Plant Re-training (hands-on)	Imagin Natural Resources	1
Expanded First Aid	Long Branch Energy	14
Off-road Driver Training	Weatherford International	63
Contractors Surface	Weatherford International	3
First Aid-Plus	Imagin Natural Resources	3
Continuous Miner	Brody Mining	1
Introduction of Self-contained Breathing Apparatus	Mountain Laurel Coal Corp	20
Fire Brigade	Cumberland River	40
	Coal Mac, Inc.	45
	Speed Mining	9
	Patriot Coal	16
	Mountain Laurel Coal Corp	142
Prep Plant Safety	Mountain Laurel	32

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: West Virginia Northern Community College

Name of Training Program	Name of Company	Number of Individuals Trained
Computer Applications	Arcelor Mittal	83
	Northern Panhandle Head Start	10
	Ohio Valley Medical Center	136
	ICD – Severstal Steel	135
	Shell Lubricants	31
	Wheeling Hospital	70
	Williams Lea	13
Preventative Maintenance	Arcelor Mittal	12
Train-the-trainer for table game dealers	Blue Ridge CTC	12
Distribution Center Training	Cabela’s Distribution Center	427
Lean Manufacturing	Cabela’s Distribution Center	25
Serv-Safe	Good Shepherd Nursing Home	6
Direct Care Worker	Hancock County Senior Citizens Center	7
Residential Maintenance	Hancock County Senior Citizens Center	17
Table Game Dealers	Mountaineer Casino, Racetrack and Resort	63 (*)
	Wheeling Island Hotel, Casino and Racetrack	32 (*)
Entrepreneur Skills	New Martinsville Chamber of Commerce	24
Child Care Technology	Northern Panhandle Head Start	35
Real Estate Training	Ohio County Board of Realtors	43

Leadership	Ohio Valley Medical Center	11
	Warren Distribution	12
	Weirton Chamber of Commerce	13
	Wesbanco	182
	Williams Lea	18
Professional Development	Scott College of Cosmetology	15
Forklift Training	Shell Lubricants	8
Intro to Gaming for Regulators	WV Lottery Commission	2
<i>(* Enrollment for table game dealer training only includes sections created for racetrack employees</i>		

CUSTOMIZED TRAINING PROGRAMS DELIVERED
TIMEFRAME: July 1, 2009 to June 30, 2010

INSTITUTION: West Virginia University at Parkersburg

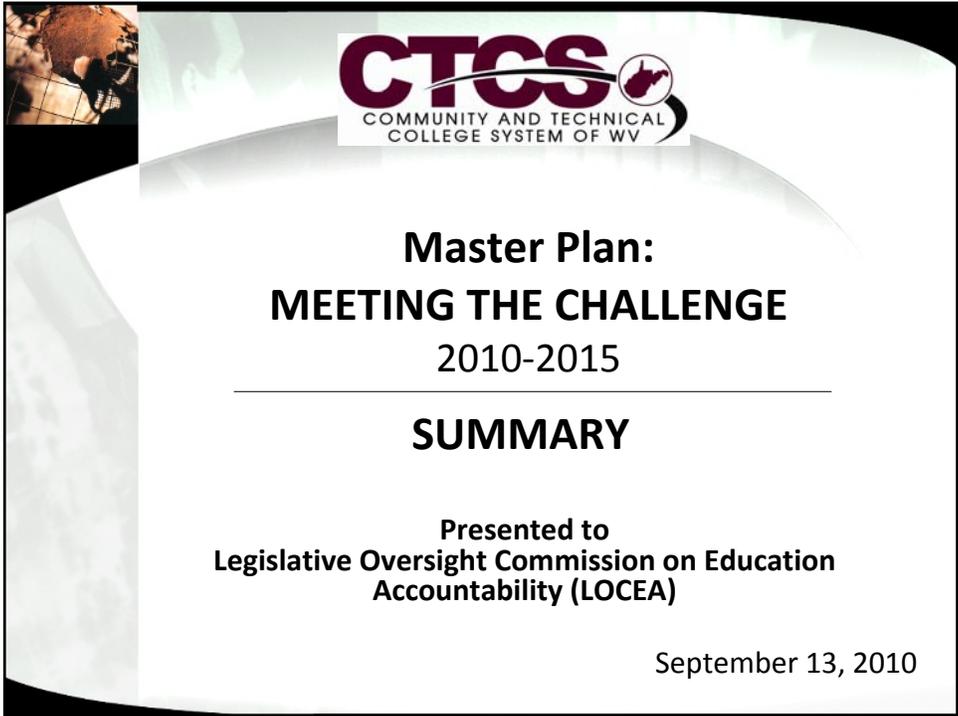
Name of Training Program	Name of Company	Number of Individuals Trained
Welding	Eramet	4
OSHA 10 + Customization	Wheeling-Nisshin	15
HAZWOPER + Customization	WV Dept. of Environmental Protection	14
OSHA 10 + Customization	Wincore	21
Microsoft Excel	Coldwater Creek	38
Fork Truck	Hino	5
Computer Training	Mustang Survival	21
Welding	Hino	8
Leadership	Hino	9
Communication	Hino	10
Time Management	Complete System Support, Inc.	6
Maintenance Tech. Apprenticeship	Simonton Windows	75



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

September 13, 2010

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





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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JAMES L. SKIDMORE, CHANCELLOR

WV Council for Community and Technical College Education

1018 Kanawha Boulevard, East | Suite 700 | Charleston, West Virginia 25301

Phone: 304-558-0265 | Email: skidmore@wvctcs.org



Meeting the Challenge: 2010-2015

West Virginia Community and Technical College System Master Plan

James L. Skidmore, Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East – Suite 700 – Charleston, WV 25301
Phone: 558.0265 Email: skidmore@wvctcs.org
Web: www.wvctcs.org

Introduction

Between 2005 and 2010, the fledgling Community and Technical College System of West Virginia underwent a remarkable transformation. Only one year earlier, in 2004, the Community and Technical College System had become independent, and by 2009, all of the state's community and technical colleges were independent, stand-alone institutions. With this independence has come a new set of responsibilities – among them the responsibility to increase enrollment and serve more adult students, the responsibility to develop and implement more technical programs that align with State economic development needs, the responsibility to provide more workforce development education and training, and the responsibility to produce graduates ready for success in the workplace and life.

Over the last five years, the West Virginia Community and Technical College System made great strides in these and other areas. The Community and Technical College System saw its overall annual enrollment increase by 26.8 percent from 28,415 students in 2005 to more than 36,000 students in 2010 and its adult enrollment increase by 34.7 percent over the same period. The System also expanded dramatically the number of new technical programs offered by developing and implementing 120 such programs over the five-year period. In addition, the System more than doubled the amount of workforce development provided, with more than 3 million total hours of workforce development education and training. Finally, the System awarded more than 13,300 certificate and associate degrees, saw more than 90 percent of its graduates successfully complete licensure and certification exams, and saw about three-fourths of its most recent graduates work or pursue advanced education in West Virginia and earn an average starting salary of almost \$28,000 immediately after graduation (Hammond and Hoffer, 2010).

Despite all of this progress, the State of West Virginia and the West Virginia Community and Technical College System face a number of challenges that will have to be met over the next five years and beyond if West Virginia is to provide its citizens with the quality education they need to be successful in the global economy. Those challenges include producing more graduates, developing stronger long-term relationships with businesses and industries, serving more adults, and building and maintaining facilities necessary to support these and other goals and objectives.

As the 2005-2010 master planning period comes to an end, West Virginia and the nation face one of the most significant economic downturns in decades. This economic condition has caused many businesses to reduce workforces and restructure workplaces and has left many workers unemployed. In many cases, these individuals need new workplace skills traditionally acquired through community and technical colleges if they are to compete successfully for jobs in the new economy. The United States Department of Labor projects that of the 47 million jobs likely to become available in the next ten years, 14 million will require a two-year associate degree, a one-year certificate degree, or some other form of training beyond high school that falls short of a bachelors degree. For new economy jobs, the percentages are even higher.

The economic downturn has produced two new realities for West Virginia community and technical colleges: higher student enrollment and flat state funding to support the delivery of education and training programs. Additionally, West Virginia's community and technical colleges face the continuing challenge of serving a population of students for whom life – unemployment, other financial issues and family obligations – often gets in the way of completing a program of study. West Virginia's community and technical colleges must find a way to serve all students, regardless of their life circumstances, so they can earn credentials that will allow them to better themselves in today's marketplace.

Given these economic realities, it should not be surprising that the national dialogue surrounding higher education, generally, and community and technical college education in particular is changing. First and foremost, there has been a shift in focus at the national level away from student access and toward student success as America falls further behind its first world counterparts in producing college graduates and as college retention and graduation rates receive renewed scrutiny. Second, there has been a shift in the workforce development arena away from simply trying to meet employers' short-term education and training needs and toward forming and sustaining strong sector partnerships to address the long-term needs of key regional industries.

The West Virginia Community and Technical College System's 2010-2015 master plan was developed taking into consideration the System's metamorphosis over the last five years, how the new economy is reshaping what is needed from community and technical colleges, and the changing national dialogue surrounding community and technical college education.

In terms of structure, the 2010-2015 master plan looks different from the System's inaugural plan; Target 2010. First, while the goals remain largely unchanged, they are accompanied by objectives that attempt to focus on the key elements of each goal. Second, the plan identifies four strategic priorities or overarching areas of focus for the next five years. Simply put, the four strategic priorities identified in the new master plan represent the four areas of highest importance if West Virginia's community and technical colleges and their students are to thrive over the next five years. Third, the plan identifies key System strategies for accomplishing the goals and objectives laid out in the 2010-2015 master plan. These strategies were developed through a prioritization process and represent the considered thinking of West Virginia's community and technical college leaders and others involved in the master planning process. Fourth, the master plan incorporates a series of objective measures and targets that can be used to evaluate whether the Community and Technical College System met the challenges laid out in the goals, objectives, and strategic priorities contained in the plan.

In terms of substance, the 2010-2015 master plan also is different. First, the new master plan shifts the primary focus away from student access and toward student success by identifying student success as the first goal and producing more graduates as the top strategic priority and by outlining a comprehensive new approach to student success measurement that aligns with the Lumina Foundation's *Community Colleges*

Count: Achieving the Dream initiative. Second, the new master plan puts greater emphasis on long-term economic and workforce development efforts. Third, the new master plan adds a new focus area; *resources*, including people, facilities, equipment, technology, and operating revenue. Although much has changed in the 2010-2015 master plan, much also remains the same with continued focuses on serving adults, expanding technical program offerings, making education affordable for students, and operating efficiently.

Vision

The Community and Technical College System of West Virginia will be a globally and nationally competitive system that is the 'first choice' for workforce development and provides affordable access to postsecondary education. The Community and Technical College System will be an entrepreneurial, *comprehensive* community and technical college *system* comprised of responsive, collaborative, and innovative colleges with the flexibility to meet the education and training needs of West Virginia's students and employers. The System will commit to:

- Being futuristic, strategic, and innovative in its planning and program delivery;
- Providing proactive and responsive services to business and industry;
- Increasing the educational attainment of West Virginia's citizens and providing life long learning opportunities that are accessible and customer driven;
- Delivering programs anywhere, anyplace, anytime, by any means or device;
- Celebrating and promoting diversity;
- Utilizing cutting edge technology; and
- Delivering relevant, rigorous and modularized curriculum

Mission

The mission of the West Virginia Community and Technical College System is to promote and provide high-quality, accessible, and responsive education and training opportunities that maximize student learning, improve the standard of living for West Virginians, and contribute to the economic vitality and competitiveness of our state. The Community and Technical College System will:

- Be a comprehensive community and technical college system that offers developmental education, career and technical education, workforce and continuing education and transfer education;
- Be the economic stimulus for business and industry to remain in or relocate to the state because of the education and training with which it equips its citizens to compete in the global economy;
- Produce a world-class workforce by being the primary provider of adult workforce and technical training; and

- Strategically partner with economic, workforce and community development, K-12 and the universities to meet the workforce development needs of citizens and businesses.

Goals and Objectives

Goal No. 1. Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.

Objective 1.1. Produce more graduates.

Objective 1.2. Prepare students for success in the workplace.

Objective 1.3. Prepare students for success at baccalaureate institutions.

Goal No. 2. Provide workforce development programs that meet the demands of West Virginia’s employers and enhance West Virginia’s economic development efforts.

Objective 2.1. Meet short-term workforce development needs of employers.

Objective 2.2. Support long-term regional economic development efforts.

Goal No. 3. Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.

Objective 3.1. Provide open access to all students.

Objective 3.2. Provide an affordable, high-quality education for students.

Objective 3.3. Serve all regions of West Virginia.

Goal No. 4. Provide resources to meet the needs of community and technical college students and employees.

Objective 4.1. Create a work environment where faculty and staff thrive.

Objective 4.2. Communicate and collaborate effectively with key stakeholders.

Objective 4.3. Construct, renovate, and maintain appropriate facilities.

Objective 4.4. Utilize technology more effectively and efficiently.

Strategic Priorities

During previous master planning efforts, the West Virginia Community and Technical College System set goals and identified measures, targets, and strategies, but never strategic priorities. The following strategic priorities will be areas of special focus for the System and its community and technical colleges over the next five years:

Priority No. 1. To meet the challenge to produce more graduates.

Priority No. 2. To meet the challenge to promote proactive employer partnerships.

Priority No. 3. To meet the challenge to serve adults.

Priority No. 4. To meet the challenge to build and maintain facilities.

Strategic Priority No. 1: To produce more graduates.

In July 2009, President Barack Obama set a goal for America again to have the highest proportion of college graduates in the world by 2020 (Obama, 2009). To reach President Obama's American Graduation Initiative (AGI) goal, five million additional Americans must earn certificate, associate and bachelors degrees. While federal funding for AGI has been reduced from a proposed \$12 billion to \$2 billion, community colleges nationally have embraced President Obama's target. At the conclusion of the 2010 American Association of Community Colleges (AACC) convention in May 2010, the AACC and five other groups representing community colleges signed a statement of commitment to "produce 50 percent more students with degrees and certificates by 2020, while increasing access and quality" (AACC).

Consistent with community and technical college research that demonstrates the economic importance of reaching the key academic momentum points of one and two years of postsecondary education (see, e.g., WSBCTC, 2005), the West Virginia Community and Technical College System will take up and meet the graduation challenge of President Obama and national community and technical college leaders. At present, West Virginia's community and technical colleges are awarding approximately 500 certificate degrees and 2,200 associate degrees annually. Although enrollment has increased, degree completion has remained stagnant. Over the next five years, the System and West Virginia's ten community and technical colleges plan to change this dynamic by making student graduation their top priority and in the process produce 16,000 new certificate and associate degree holders to support West Virginia's economy.

To meet the graduation challenge, West Virginia's community and technical colleges will strive to improve student graduation rates and increase the number of students earning certificate and associate degrees. First, the Community and Technical College System plans to improve results for the 63 percent of community and technical college students who take developmental education through its Integrated Pathways to Adult Student Success (I-PASS) initiative. Second, the System plans to support effective student retention and graduation strategies, promote non-traditional ways of earning degrees, and work to get students who started but did not finish their degrees back in school through its new On Reaching Academic Momentum Points (ON-RAMP) initiative.

Strategic Priority No. 2: To promote strong employer partnerships.

If West Virginia is to move forward economically, it must have a trained workforce. "Our State has long enjoyed a reputation for possessing a hard-working, dedicated labor force," explains West Virginia's Workforce Investment Plan. "However, future economic success will be greatly enhanced by providing our citizens with continuous opportunities to develop new skills needed to succeed in a rapidly changing world" (WorkForce West Virginia, 2007).

Workforce development undoubtedly has been the area of greatest transformation for community and technical colleges over the past five years. Over that period, West Virginia's community and technical colleges have increased the number of training contact hours provided by 73 percent, enrollment in career-technical programs by 103 percent, and skill set certificate completers by 63 percent. Yet, despite these huge leaps forward in workforce development, West Virginia still lags behind the best-performing states because so many of its business, industry, and labor partnerships are in their infancy.

To meet the workforce development challenge, West Virginia's community and technical colleges will strive to develop and strengthen regional industry sector partnerships over the next five years through a new CRISP (Coordination of Regional Industry Sector Partnerships) initiative. Consistent with research that finds that those regions and industries with strong regional industry sector partnerships do better in terms of economic growth (see, e.g., Rademacher, 2002), the Community and Technical College System will work with key policymakers to build dynamic industry partnerships involving business, labor, workforce and economic development, education providers, and others to support the growth of industries that are key to each community and technical college region's economic success. The partnerships will be developed based on the sector strategies model championed by the National Governors Association Center for Best Practices and the Corporation for a Skilled Workforce.

Strategic Priority No. 3: To serve more adults.

Adults and other non-traditional students are a key demographic target for community and technical colleges. In part this is because West Virginia ranks 49th nationally in terms of adults age 25 to 34 with either an associate or bachelors degree, and fewer than 23 percent of working age adults hold at least an associate degree (Lumina, 2009); and because of their mission, community colleges play an important role in the lifelong learning of adults.

Approximately 36 percent of West Virginia's public postsecondary students are adults, which compares favorably with both national and Southern Regional Education Board (SREB) averages. However, until this academic year (2009-2010), the numbers of adults age 25 to 44 being served by community and technical colleges had remained fairly flat at around 7,500.

To meet the non-traditional student challenge, West Virginia's community and technical colleges will strive to recruit, retain, and graduate more adult and other non-traditional students over the next five years. Consistent with research that suggests that adults and other non-traditional students have special needs (see, e.g., Aslanian and Giles, 2008), the Community and Technical College System will work with institutions to implement best recruitment, retention, and graduation practices for adult learners, including accelerated academic programs, increased online course offerings, and modularized curricula and effective career planning.

Strategic Priority No. 4: To build and maintain facilities.

All institutions need facilities in which to offer instruction and provide academic and student support services. As West Virginia's community and technical colleges have moved from behind the shadow of four-year institutions and rapidly expanded allied health and other technical program offerings, the need for facilities in which to provide instruction and other key student support services has become more acute.

At present, West Virginia's community and technical colleges face three serious facilities challenges. First, many community and technical colleges that formerly were administratively linked to four-year institutions need campuses on which to house core services. A \$78 million bond issue is funding the first phase at Blue Ridge Community and Technical College, Kanawha Valley Community and Technical College, Mountwest Community and Technical College, and New River Community and Technical College, but that funding is inadequate to meet the entire need. Second, West Virginia's community and technical colleges are rapidly expanding program offerings in allied health and other technical areas. These programs typically require both flexible space and expensive equipment for instruction. The State is funding two advanced technology centers, as well as other facilities designed for flexibility in technical program offerings, but the need for space remains a serious issue. Finally, West Virginia's community and technical colleges need to be able to finance ongoing maintenance of their facilities, but currently has no system in place for doing so.

To meet the facilities challenge, West Virginia's community and technical colleges will design, build and renovate buildings across the state with more than \$78 million in bond proceeds and a \$30 million appropriation for two advanced technology centers. In addition, the Community and Technical College System will seek \$120 million over the next five years for a second phase of construction and renovation projects to meet critical facilities needs, address deferred maintenance projects and acquire necessary equipment.

Goal 1: Student Success

Goal 1. Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.

Objective 1.1. Produce more graduates.

Objective 1.2. Prepare students for success in the workplace.

Objective 1.3. Prepare students for success at four-year institutions.

Introduction

Student success is the primary focus of the West Virginia Community and Technical College System and its ten community and technical colleges. Students enter community and technical colleges for a variety of reasons and with a variety of goals in mind. For some students, the primary goal is to pursue a specific career or gain

personal enrichment. For other students, the primary goal is to earn a community and technical college credential in the form of a skill set certificate, a certificate degree, or an associate degree. For still other students, the primary goal is to transfer to a four-year institution to complete their education. Finally, some students enter college without clear educational goals.

Student success research provides two important lessons to guide student success, evaluation and strategy setting. First, students who complete at least one full year of education and earn a credential are far more likely to succeed economically than students who do not (see, e.g., Prince and Jenkins, 2005). Second, students who require developmental education and who do not have clear educational goals are far less likely than other students to reach these important academic tipping points (see, e.g., National Center for Education Statistics, 2008).

The measures and targets identified in this section attempt to measure the multi-faceted nature of student success, and the enumerated strategies are consistent with the latest research on student outcomes.

Measures

The West Virginia Community and Technical College System proposes to change the way in which it evaluates student success, primarily to align with the pilot community college performance measurement system developed as part of the *Achieving the Dream: Community Colleges Count* initiative (JFF, 2008). In addition to measuring total student success rates, the Community and Technical College System will measure degree production, external success, and interim progress toward success.

Successful Outcomes. The West Virginia Community and Technical College System will measure successful outcomes in quantitative and qualitative terms because the System wants to produce not just graduates, but also graduates who are successful in the workplace and life.

- **Degree Production.** The West Virginia Community and Technical College System will measure degree production at community and technical colleges in two major areas:
 - *Total number of associate degrees awarded.* If West Virginia is to improve its overall postsecondary attainment rate and meet President Obama's graduation goal, West Virginia's community and technical colleges must operate an educational enterprise that enrolls more students, retains more students, and graduates more students with degree production being the ultimate goal. The System will continue to measure what historically has been the norm for evaluating community and technical college success: the number of associate degrees awarded.
 - *Total number of certificate degrees awarded.* "Tipping points" research suggests that students who complete a minimum of one year of college

coursework to earn a postsecondary credential experience significant wage gains (Prince and Jenkins, 2005). In West Virginia, that is the certificate degree. Therefore, the System will measure the number of certificate degrees awarded.

- **Total Success Rates.** The U.S. Department of Education currently examines three-year graduation rates of first-time, full-time community and technical college freshmen enrolling initially in the fall semester. This four-year-institution-focused measure of student success has several serious limitations. First, the measure does not track outcomes for individuals who enroll initially as part-time students. Second, the measure does not count students who transfer to a four-year institution to pursue a bachelors degree without completing a certificate or associate degree. Third, the three-year measure does not give many students, many of whom come and go as a result of work and family obligations and many of whom need extra time for developmental education, enough time to achieve a successful outcome. To provide a more comprehensive view of students' educational outcomes and consistent with the *Achieving the Dream* pilot community college performance measurement system, the West Virginia Community and Technical College System will use the following measures to evaluate the success of all students, full-time and part-time, who seek a degree over a six-year period.
 - *Percentage of students awarded an associate degree.* The System will measure the percentage of students in each six-year cohort who earn an associate degree.
 - *Percentage of students awarded a certificate degree.* The System will measure the percentage of students in a six-year cohort who earn a certificate degree, but not an associate degree.
 - *Percentage of students who transfer to a four-year institution without earning a certificate degree or associate degree.* Nationally, more than one-third of students enter community and technical colleges with the expressed intention of transferring to a four-year institution (Horn and Nevill, 2006). In many cases, these students transfer without earning degrees at community and technical colleges, even if they have the credits to do so. The System will measure the percentage of students in a six-year cohort who transfer to a four-year institution in West Virginia, as well as students who transfer to four-year institution in another state if such information becomes available.
- **External Success.** The West Virginia Community and Technical College System proposes to focus on two external measures of student success for which data are available:

- *Certification and Licensure Passage Rates.* The System will measure the percentage of graduating students taking and passing certification and licensure examinations within one year of graduation.
 - *Further Employment/Education.* The System will measure the percentage of certificate and associate degree graduates who enter the West Virginia workforce and/or continue their education in West Virginia (or other states if such information becomes available).
- ***Interim Progress.*** In addition to measuring final outcomes, it is important to examine intermediate measures of educational success. While six years may provide a reasonable time frame for measuring ultimate success, it is inadequate for institutions seeking to evaluate the effectiveness of interventions and improve student outcomes. The West Virginia Community and Technical College System also will measure three outcomes that are good predictors of ultimate success.
- *Percentage of students who achieve total success outcomes in fewer than six years.* To ensure that community and technical colleges have the information they need to evaluate progress and make timely adjustments to increase the number of students with successful outcomes, the Community and Technical College System will provide institutions with data on their two-, three-, four-, and five-year total success rates.
 - *Continuous enrollment.* Continuous enrollment from the first year to the second year is one of the best predictors of student success. The Community and Technical College System historically has measured continuous enrollment from year to year for first-time, full-time, award-seeking students, but will expand the measure to include part-time students consistent with the *Achieving the Dream* performance measurement system.
 - *Successful developmental student progress.* Research consistently shows that students who take developmental education courses are far less likely to have successful outcomes than their peers, especially if those students must take multiple developmental education courses or do not take the next subsequent college-level course immediately after completing developmental education (see., e.g., Jobs for the Future, 2008). In the past, the Community and Technical College System has measured parts of the developmental education pipeline in isolation (e.g., measuring only the number of students who start a developmental education course and successfully complete it). To better measure developmental education success and incentivize accelerated completion of developmental education and subsequent college-level courses, the System will measure the percentage of students who start developmental education in English or mathematics and successfully complete the subsequent college-level course within two years of starting the developmental education course.

Targets

The West Virginia Community and Technical College System is pleased to take up the challenge of President Obama and national community and technical college leaders by setting the following targets that will put the Community and Technical College System more than halfway toward meeting the national 2020 challenge by 2015.

- The System will award students with 16,000 new certificate degrees and associate degrees between 2010 and 2015, an average of 3,200 awards per year. Of that total, at least 12,750 will be associate degrees and 3,250 will be certificate's degrees.
- The System will have no institution with less than a 30 percent student success rate and an overall average success rate exceeding 36 percent.
- The System will improve its year-to-year retention rate for all students by ten percent, 56percent to 66percent.
- The System will increase the percentage of students who start developmental coursework and go on to complete the next follow-up course by ten percent.
- The licensure passage rate will increase to 90percent, an increase of two percent.
- The employment placement/continuation of education rate of career-technical program graduates will be at least 83percent.

Strategies

Literacy/Basic Skills Protocol. As open-admissions institutions, community and technical colleges accept all students, regardless of their level of academic preparation. Researchers nationally, as well as West Virginia community and technical college leaders, have called into question some of the protocols for assessing and placing students who are not adequately prepared for college (Collins, 2009). The West Virginia Community and Technical College System will work with community and technical colleges to review and revise assessment, placement and service protocols currently in place.

Academic and Career Planning. Many students enter community and technical colleges without clear academic and career goals in mind. Research shows that students with no degree intention are less likely than other students to earn degrees (NCES, 2008, Table SA-25). The Community and Technical College System proposes to work with institutions to reduce the number of undecided students so more students reach the academic momentum points that research shows are most likely to result in significant economic gains for students.

Developmental Education. Sixty-three percent of community and technical college students need some form of developmental education (WVCTCS, 2009). Research shows that these students are far less likely to graduate than other students, in part because many of these students do not successfully complete developmental coursework or the first college-level follow-up course, especially if they do not take the follow-up course immediately after completing the developmental coursework (see., e.g., JFF, 2008). With support from a U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant, the Community and Technical College System is working with three institutions to pilot a model developmental education program called Integrated Pathways to Adult Student Success (I-PASS). I-PASS builds upon Washington State’s very successful Integrated Basic Education and Skills Training (I-BEST) contextualized learning model, which teaches basic skills in the context of technical skills (Jenkins and Zeidenberg, 2009). Over the next five years, the System plans to work with community and technical colleges to refine the I-PASS model and disseminate it to all West Virginia community and technical colleges. Other models and best practices for accelerating the developmental education process will be explored.

Student Retention/Graduation Best Practices. Research suggests there are numerous best practices that community and technical colleges can implement to improve student retention and graduation rates. These include accelerated programs (see, e.g., Biswas, 2007), curriculum modularization, contextualized learning opportunities, and improved academic and student support services, as well as regular assessments of student engagement. Unfortunately, many best practices can be costly to implement. Through a new ON-RAMP (On Reaching Academic Momentum Points) initiative, the West Virginia Community and Technical College System will research and make institutions aware of retention and graduation best practices and study the results of various institutions’ interventions, and facilitate the development of a “culture of evidence” environment based upon the Achieving the Dream model. The aim is to dramatically improve student retention and graduation rates over the next decade. The Community and Technical College System also will work with institutions to define the staffing and financial resources needed to provide effective student retention services and advocate for funding.

Improved Preparation for Employment. The Community and Technical College System will work with community and technical colleges to strengthen relationships with employers and incorporate into programs and curricula the job skills that graduates need to be successful in the workplace. The Community and Technical College System will promote stronger employer-institution partnerships by encouraging employer participation in program and curriculum design, support student learn-and-earn opportunities with employers, and assess the effectiveness of programs by soliciting employer input and analyzing workforce data.

Seamless Transfer. With more than one-third of community and technical college students identifying transfer to a four-year institution as their ultimate education goal (NCES, 2008), it is important to have transfer systems that work. The Community and

Technical College System will work with two- and four-year institutions to streamline transfer by strengthening articulation agreements, building a common course numbering system and program/course taxonomy across community and technical colleges, promoting two- and four-year faculty dialogue and inter-institutional communication about transfer opportunities and requirements. The System also will work with four-year institutions to develop more bachelor of applied science programs so that students with associate of applied science degrees have a viable career pathway.

Goal 2: Workforce Development

Goal No. 2. Provide workforce development programs that meet the demands of West Virginia's employers and enhance West Virginia's economic development efforts.

Objective 2.1. Meet short-term workforce development needs of employers.

Objective 2.2. Support long-term regional economic development efforts.

Introduction

The West Virginia Community and Technical College System will strengthen its capacity to develop a globally competitive workforce that meets the needs of current and future West Virginia businesses. West Virginia has a reputation for possessing a hard-working, dedicated labor force, but future economic success will be contingent on West Virginia's community and technical colleges providing hard-working West Virginians with continuous opportunities to develop the new skills needed to succeed in a rapidly changing world. Therefore, the Community and Technical College System will work with existing businesses that provide good-paying jobs and benefits to ensure they have the highly-skilled employees they need to succeed in the global economy and to assist the West Virginia Development Office and other economic development agencies in attracting new businesses to West Virginia.

Over the last five years, West Virginia's community and technical colleges have made dramatic strides to meet the immediate workforce needs of employers, more than doubling the number of skill set certificate programs and completers and the number of non-credit workforce training programs offered, while increasing training contact hours by more than 75 percent. Over the next five years, the System will take a longer term focus by strengthening existing partnerships and developing new collaborations to meet the future needs of key industries and emerging industries.

Measures

Measuring workforce development activity in any way that is different from current practice is complicated because West Virginia's higher education system does not collect unit-record data on workforce education and training. Despite this complication, the West Virginia Community and Technical College System does propose to measure education and training provided differently, while focusing on three major areas of

activity: workforce education and training provided, career-technical certificate and associate degrees earned, and strategic positioning to meet new and emerging workforce needs.

Education and Training Provided. The Community and Technical College System will measure participants and employers served directly by institutions' workforce education and training programs.

- *Training Contact Hours.* The System will measure the number of workforce training contact hours provided. Training contact hours provide a good approximation of the amount of workforce activity occurring at a community and technical college.
- *Employers Served.* The System will measure the number of employers directly served by workforce education and training during an academic year. The more employers being served, the more likely it is that community and technical colleges are serving local regions effectively.

Career-Technical Degrees Earned. With the primary focus of this master plan being student success, the System will measure the number of students who earn career-technical certificate and associate degrees that provide the skilled workforce required by employers and enhance local economies.

Long-Term Workforce Development. Consistent with the strategic priority of engaging in more long-term workforce development efforts, the System will measure the number of sector partnerships targeting key regional and economic industries. Such partnerships must include multiple businesses, a partnership/steering committee, and meet at least three times per year.

Targets

Over the last five years, WVCTCS has made the greatest strides in the area of workforce development. WVCTCS hopes to continue to improve its service to employers and workers over the next five years. Accordingly, WVCTCS proposes the following targets for the next five years.

- Institutions will provide more than 3.3 million contact hours of training over the next five years, an increase of more than 10 percent.
- Institutions will increase the number of employers directly provided with workforce education and training services by 10 percent.
- More than 13,000 career-technical certificate and associate degrees will be awarded by institutions over the next five years.

- Institutions will have started at least 24 new technical programs to meet new and emerging workforce needs and be active participants in at least 29 thriving regional industry sector partnerships by 2015.

Strategies

Research and Data-Driven Decision-Making. To understand the needs of employers and evaluate their effectiveness in meeting those needs, West Virginia's community and technical colleges must collect and analyze educational and workforce data on an ongoing basis. Despite the increased focus on workforce education and training, WVCTCS does not have a system in place to gather participant-level education and training data. Over the next two years, WVCTCS will develop a workforce educational data collection system that can be used to assess workforce training efforts in the same way traditional for-credit activities are assessed and ultimately be used to develop a better system of funding community and technical colleges. WVCTCS also will work with institutions to analyze existing workforce data and gather information from employers so that institutions do a better job of meeting new and emerging industry needs in their regions. Finally, WVCTCS will work with institutions to evaluate their effectiveness in producing the types of graduates and workers employers want.

Technical Program Development. If West Virginia is to compete globally and build its economic base, it must take advantage of opportunities provided by rapidly expanding and emerging industries, such as health care, green energy, advanced manufacturing and mechatronics. Over the last five years, West Virginia's community colleges have started or expanded 140 new technical programs, which are critical to West Virginia's workforce development efforts. WVCTCS has been able to develop and expand technical programs because the West Virginia Legislature began providing financial support for this activity in 2005. WVCTCS will work to sustain technical program development funding and leverage competitive federal funding to support these activities. WVCTCS will continue working with institutions to identify high growth and emerging industries where the jobs of the future will emerge and provide technical assistance in developing programs to meet those needs.

WV Advance Workforce Development. If West Virginia is going to attract new businesses and support the expansion of existing businesses, its community colleges must be able to provide workforce education and training, an activity traditionally considered a public service and for which state funds were not directly provided. WVCTCS has been able to increase its workforce development efforts dramatically in large part because the West Virginia Legislature began to support these efforts financially through the WV Advance, Workforce Development (House Bill 3009) and Technical Program Development Initiatives. WVCTCS will work to sustain funding for these initiatives and leverage private sector resources so funds are available to provide workforce training.

Regional Industry Sector Partnerships. Many states and regions have moved aggressively to create partnerships to support key regional industries, a practice

championed by the National Governors Association Center for Best Practices and workforce groups (NGA, 2008). The partnerships typically include employers, organized labor, economic and workforce development, education providers and others interested in supporting the growth of a particular sector. At the state level, WVCTCS will promote regional industry sector partnerships with training, development and technical assistance; ensure that decision-making is data-driven and demonstrates a deep understanding of each region's industries; and align resources so that industry needs are met. WVCTCS will also work to promote community and technical college participation in all major economic and workforce development activities.

Seamless Career Pathways. The 21st century economy requires employees to be able to adapt and learn quickly as technologies change. In an effort to develop a more comprehensive approach to life-long learning, career and academic fields need to be integrated to focus on career progression and mobility. WVCTCS will work with institutions to build on existing best practice models, such as tech-prep consortia and the EDGE initiative, develop seamless career pathways for students, and avoid educational redundancy through credit-for-experience and prior-education programs.

Goal 3: Student Access

Goal No. 3. Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.

Objective 3.1. Provide open access to all students who wish to learn.

Objective 3.2. Provide an affordable education for students.

Objective 3.3. Serve all regions of West Virginia.

Introduction

Higher education is vital to society and individuals. Unfortunately, many people in West Virginia encounter a number of barriers that prevent them from accessing post-secondary education. According to the Lumina Foundation, the most common barriers are unmet financial need, inadequate academic preparation, and insufficient information, guidance, and encouragement (2010). Adults in particular face additional barriers such as inflexible work schedules, childcare needs, transportation needs, and time constraints. It is the goal of the West Virginia Community and Technical College System to help all students overcome the barriers to higher education and ensure greater participation and success.

Measures

The West Virginia Community and Technical College System proposes to use the following measures to evaluate its effectiveness in providing students with access to an affordable postsecondary education:

Total Headcount Enrollment. The System will measure unduplicated annual credit headcount enrollment at institutions at the end of each academic year. Headcount enrollment provides a better picture than does full-time-equivalent enrollment, which is frequently used in higher education financial calculations, of the actual number of students being served.

Adult Headcount Enrollment. The System will measure the annual headcount enrollment of adults age 25 and older. This group historically has been characterized as non-traditional because almost all of them have spent some time in the workforce before attending college and many started but did not complete some form of postsecondary education. Adults typically graduate at lower rates than traditional students, but their participation and success is critical if West Virginia is to move out of last place among the fifty states in terms of postsecondary credential attainment.

Headcount Enrollment from Underserved Counties. The System will measure headcount enrollment in its twelve most underserved counties: Barbour, Braxton, Calhoun, Clay, Hampshire, Lewis, McDowell, Putnam, Randolph, Summers, Upshur, and Wayne. These counties were identified as underserved after considering two- and four-year public higher education participation as a percentage of the population age 18 and above and age 25 to 44.

Net Tuition to Median Family Income Ratio. The System will compare the change in the average West Virginia student's net tuition (the difference between the average resident student's tuition and offsetting federal and state financial aid) with the average West Virginia family's income to determine whether a community and technical college education is costing families more or less over time.

Targets

While increasing enrollment is not going to be the top priority of community and technical colleges over the next five years, the Community and Technical College System still believes that operating institutions that provide both open access and are affordable for students is critical to West Virginia's economic future. Additionally, the System believes that historically underserved groups and regions should be targeted for improved service. Therefore, the System proposes the following targets for the next five years.

- The System will have an annual headcount enrollment of 36,909 students pursuing for-credit instruction.
- Slightly fewer than half (47 percent) of students served will be adults age 25 and older.
- Institutions will increase the number of community and technical college students coming from its twelve most underserved counties by 750 students, a 50 percent increase over five years.

- The System will strive to increase average net tuition rates overall at no faster a rate than the rate at which West Virginia median family income increases.
- The System will increase the student financial aid participation rate by ten percent.

Strategies

Targeted Recruitment. While it is fairly easy to recruit high school students into popular programs like nursing, it is much more difficult to recruit adults, individuals looking for pathways out of poverty, veterans, and other non-traditional students. It is also difficult to recruit students into technical programs like aerospace, diesel technology and mechatronics, even though jobs are readily available for graduates of such programs. While student recruitment will remain primarily an institutional activity, the Community and Technical College System will support that activity with targeted recruitment efforts to attract more non-traditional students, to recruit students into hard-to-fill programs for which jobs are readily available, and to educate social service providers about educational opportunities in which their clients might have an interest. The System also will work with institutions to get former students with some credit hours but no degree to return to school.

Rural College Participation Initiative. Students in some counties attend community and technical colleges at much lower rates than do students in other counties. For low participation counties without a nearby public higher education institution, the Community and Technical College System will launch a Rural College Participation Initiative that promotes early enrollment and credit acquisition among high school students through the College Transition Program, advanced placement, dual credit, and Earn-A-Degree-Graduate-Early (EDGE) programs.

Credit-for-Experience Opportunities. Many West Virginia adults have gained experience that can be converted to college credit through the Board of Governors Associate of Applied Science (AAS) and Apprenticeship-to AAS programs. The Community and Technical College System will work with institutions to promote these credit-for-experience opportunities among qualified individuals.

Financial Aid. Nationally, only about 58 percent of needy community and technical college students, compared to 77 percent of needy four-year students actually completed the Free Application for Federal Student Aid (FAFSA), which determine eligibility for the need-based Pell grant, as well as other need-based financial aid like the West Virginia Higher Education Grant (College Board, 2010). The probable result: Many of these students enroll part time, instead of full time, or work more than 20 hours per week while attending full time, both of which greatly reduce a student's chances of earning a degree. The Community and Technical College System will work with institutions to implement the recommendations contained in the College Board's recent report on successful practices to address the underutilization of financial aid in community colleges, as well as evaluate the effectiveness of state-level need-based

financial aid programs to ensure they are administered in a way that benefits community college students.

Tuition Strategy. To increase consistency in the review and approval of institutional requests for tuition and fee increases, the Community and Technical College System will refine its tuition strategy to take into consideration both student costs and institutional funding needs and provide institutions with predictability in tuition planning. The System also will work to bring the tuition of historically administratively-linked institutions into closer alignment with other community and technical colleges.

Goal 4: Resources

Goal No. 4. Provide resources to meet the needs of community and technical college students and employees.

Objective 4.1. Create a work environment where faculty and staff thrive.

Objective 4.2. Communicate and collaborate effectively with key stakeholders.

Objective 4.3. Construct, renovate, and maintain appropriate facilities.

Objective 4.4. Utilize technology more effectively and efficiently.

Introduction

Community and technical colleges make their greatest contribution by growing a talented, skilled citizenry and creating opportunities for West Virginians. In order to accomplish this, community and technical colleges must develop strategies to make the best use of their own resources, including faculty and staff, facilities, and technology, as well as the resources of key stakeholders. In addition, community and technical colleges must have adequate financial resources to serve students effectively. It, therefore, is a goal of the West Virginia Community and Technical College System to garner the resources that are necessary to educate students and use all available resources as efficiently and effectively as possible.

Measures

The West Virginia Community and Technical College System proposes to use the following measures to evaluate its resources for meeting the needs of community and technical college students and employees:

Competitive External Funding. The System will measure the amount of new competitive external funding leveraged from external sources, including the federal government, foundations, and businesses. The more competitive external funding leveraged, the more likely it is that the System and its institutions are engaged in the types of cutting-edge activities for which grant funds typically are provided and working collaboratively within and outside their communities.

Cost Savings. The System will measure the amount of money saved by institutions as a result of various cost-saving activities to evaluate whether institutions are good stewards of state appropriations, student tuition and fees, and other funds.

Faculty Salaries as a Percentage of Market Salaries. The System will measure West Virginia community and technical college faculty salaries as a percentage of national average community and technical college faculty salaries as reported by College and University Professional Association for Human Resources (CUPA-HR), Southern Regional Education Board (SREB), and other credible sources of salary data.

Staff Salaries as a Percentage of Market Salaries and Classified Staff Salary Schedule. The System will measure West Virginia community and technology college non-classified staff salaries as a percentage of market salaries and classified staff salaries as a percentage of the classified staff salary schedule.

Facilities Construction, Renovation, and Maintenance Funding. The System will measure the amount of funding it is able to leverage from bonding, one-time appropriations, and other sources to evaluate its effectiveness in generating revenue for facilities construction and renovation, as well as maintenance projects.

Distance Learning. The System will measure the number of credit hours earned through online and hybrid courses.

Targets

Over the next five years, the West Virginia Community and Technical College System proposes to leverage more non-state-appropriated funding and operate more efficiently, while working with West Virginia political leaders to leverage additional resources for capital and operating expenditures and expand the use of technology. The following are the major targets:

- The System will generate \$10 million in *competitive* federal and foundation funding for West Virginia community and technical colleges.
- The System and its institutions will generate \$2.5 million in documented cost savings by implementing efficiencies measures.
- The System will reduce the overall funding gap between West Virginia community and technical colleges and their peer community and technical colleges.
- The System will reduce the gap between West Virginia community and technical college faculty salaries and community and technical college faculty salaries nationally.
- The System will fund the salary schedule for classified employees.

- The System and its institutions will increase the number of credit hours earned through online and hybrid courses by 10 percent.

Strategies

Cost Containment. A 2007 study conducted by Texas A&M University Department of Student Financial Aid found that financial barriers are the largest obstacles to college enrollment. Given that community and technical college students as a whole have greater financial needs than do other postsecondary students, the West Virginia Community and Technical College System will work with institutions to keep student costs as low as possible by coordinating the activities of an efficiencies working group to identify and implement institutional financial efficiencies and examine opportunities to reduce student costs by doing such things as controlling textbook costs, offering more accelerated and online learning opportunities, facilitating carpooling and the provision of child care services.

Building Construction/Renovation/Maintenance. To offer quality instruction, West Virginia's community and technical colleges need facilities: new facilities to provide comprehensive community and technical college services and/or new technical programs where they previously have not been provided, renovated facilities better able to meet the needs of 21st century students, and well-maintained facilities to reduce the need for costly construction and renovation projects. Over the next five years, the Community and Technical College System and its institutions will complete \$78 million in bond-funded construction and renovation projects, as well as the construction of two advanced technology centers; develop prioritized lists of capital construction and renovation projects for future bond issues and of maintenance projects for one-time funding; and implement building design principles that reduce energy consumption.

Shared Facilities and Other Resources. Community and technical colleges benefit from sharing resources with county public school systems, four-year institutions, and other organizations, especially in rural areas that otherwise might be underserved by community and technical colleges. The Community and Technical College System will work with institutions to develop new arrangements, like the Southern West Virginia Community and Technical College, Lincoln County High School and Erma Byrd Higher Education Center partnerships to better serve West Virginia students and employers.

Technology Use. Technology can enhance student life on a college campus, provide courses and programs to students in rural areas, and allow community and technical colleges to operate more efficiently. The Community and Technical College System will improve technology use by coordinating efforts to ensure that all community and technical college campuses have the capability to provide distance education and that all general education courses are available online. The System also will work with community and technical colleges to make better use of student, financial, and other data systems that improve efficiencies and enhance student services.

External Collaboration. To create a seamless educational and career pathway for students, the West Virginia Community and Technical College System must collaborate effectively with the public education system, particularly career and technical education and adult basic education providers. Through initiatives like Tech Prep and Earn-A-Degree-Graduate-Early (EDGE), the System has built strong relationships with public education providers. Over the next five years, the System will strengthen those relationships by working with public education providers to implement the jointly developed Career and Technical Programs of Study Design Framework, which involves the development of college and career readiness standards, non-duplicative sequences of secondary and postsecondary courses within programs of study, credit transfer agreements, effective teaching and learning strategies, guidance counseling, and assessment. The System also will promote the expansion of dual enrollment programs to career and technical education students with the goals of decreasing high school dropouts and increasing college enrollment, persistence, and completion. The Dual Enrollment Initiative will target career and technical education students from low-income families and other groups that typically are less likely than their peers to attend college given research that suggests that such students receive a greater benefit from dual enrollment than do their peers (Karp et al., 2008).

Internal Collaboration. Collaborative meetings across institutions will promote the generation of new ideas, as well as provide a checks and balance system between the institutions. WVCTCS will also benefit from increased communication and collaboration within each institution. Oftentimes, academic and workforce units within community and technical colleges have little to no interaction or overlap. This intra-institutional collaboration should take place within departments, but also across diverse areas and departments of the institutions. WVCTCS will work with institutions to 1) establish working groups that facilitate regular meetings and telephone conferences with presidents (Community and Technical College Advisory Council), chief financial officers, chief academic officers, financial aid officers, and others, and 2) promote closer collaboration between academic and workforce units within community and technical colleges.

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West Virginia Higher Education Policy Commission

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

September 13, 2010

**College Foundation for West Virginia (cfwv.com)
Progress Report**



West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-4016
www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: September 13, 2010

RE: College Foundation of West Virginia Progress Report

In 2008, the West Virginia Higher Education Policy Commission (Commission) received a two-year federally funded College Access Challenge Grant to develop a comprehensive online portal designed to help students and families plan, apply and pay for education and training beyond high school. The result is **cfwv.com**, College for West Virginia Foundation, an interactive web site that streamlines the college-readiness process by consolidating previously decentralized resources and allows students of all ages to create personalized college and career planning portfolios.

CFWV.com, however, is more than just a web site. The construction of this web portal has fueled statewide collaboration and allowed the Commission to leverage other funds and partnerships in order to bolster West Virginia's existing college access initiatives.

The cfwv.com site has truly served as the focal point for establishing a structured and coordinated college access organization. The Commission serves as the fiscal agent for the state's federally funded GEAR UP grant, which was also awarded in 2008. Utilizing the momentum of both the College Access Challenge Grant and the GEAR UP grant, the Commission was able to begin building a solid infrastructure designed to ensure that more students pursue and succeed in postsecondary education.

In Fiscal Year (FY) 2010, the West Virginia Legislature invested \$2 million dollars to help market the resources available through cfwv.com and fuel a college-going culture in West Virginia. These funds were intended to support the state's college access marketing and outreach initiatives through the close of FY 2011. One year into this initial appropriation, the Commission and its partners have already made great strides in increasing the knowledge and aspirations of West Virginia's students and citizens.

From the onset, the Commission was determined to utilize the legislative appropriation and the various federal funds in the most effective and efficient way possible. Thus, the college access marketing campaign has been designed to encourage citizens to pursue college, and to position cfwv.com as the best resource for accomplishing that dream. Funds and resources provided by West Virginia GEAR UP have allowed the Commission to build extensive partnership networks dedicated to informing and engaging citizens throughout the state, while funds from the initial College Access Challenge Grant have allowed the Commission to not only maintain but also expand the cfwv.com portal.

The return on the legislature's investment and the success of these collaborative initiatives is significant. Since the launch of cfwv.com in October 2009, more than 26,000 individuals have created an account on the web site. Students, parents and educators throughout the state have utilized cfwv.com as a planning resource and the College Foundation of West Virginia is quickly approaching widespread adoption. Such outcomes have allowed the Commission to build a more sustainable college access program. To support this objective, the Commission recently created the Division of Student Success and P-20 Initiatives, which will house West Virginia GEAR UP, the CFWV/college access outreach team and staff who focus on the Commission's P-20 and Adult Learner initiatives. This new Division works to increase college access for citizens of all ages, income-levels and cultural backgrounds within the state.

*Report to the Legislative Oversight Commission
on Education Accountability*

September 2010



ACTIVITY TO DATE:

To effectively market the resources available on cfwv.com and maximize the impact of the college access message, staff at the Commission elected to divide the two-year marketing campaign into several phases. A breakdown and brief overview of each planned or implemented phase is included below. At the time of this report, the Commission has implemented the initial coalition-building phase, along with phase I, “College is Affordable.” Phases II and III, “RBA Today/Adult Learners” and “Scan with a Plan,” are underway. In conjunction with these message efforts, the “Learn more. Earn more.” message developed by the Governor’s Jobs Cabinet serves as a unifying element throughout the various campaign phases and has been incorporated as a core component of the college outreach effort.

Table 1: Implemented and Planned Activities by Campaign Phase

Complete - Coalition-Building

<i>Implementation Dates</i>	September through December, 2009
<i>Target Audiences</i>	Counselors, Educators, College Access Professionals, College Access Program Coordinators
<i>Key Components</i>	Training Workshops, Brochures and Pamphlets, Curriculum-Integration Guides

Complete - Phase I: College is Affordable/Widespread Site Launch

<i>Implementation Dates</i>	January through March, 2010
<i>Target Audiences</i>	Students, Parents and Family Members, School Counselors
<i>Key Components</i>	Television Spots, Radio Spots, Billboards, Earned Media, Outreach Materials

In Progress - Phase II: Adult learner/RBA Today

<i>Implementation Dates</i>	May through December, 2010
<i>Target Audiences</i>	Adult Learners, College Access Professionals, Institutional Admissions Representatives
<i>Key Components</i>	Radio Spots, Newspaper Advertisements, Online Advertisements, Earned Media, Brochures, Direct Mail, E-mail and Social Marketing

In Progress - Phase III: Scan with a Plan/Plan, Apply and Pay for College

<i>Implementation Dates</i>	August through December, 2010
<i>Target Audiences</i>	Students (grades seven through 12); Parents and Family Members, School Counselors, Educators
<i>Key Components</i>	Television Spots, Radio Spots, Newspaper and Magazine Advertisements, Online Advertisements, Earned Media, Brochures, Outdoor/Event Signage, Billboards, In-Theater Advertising, Direct Mail, E-mail and Social Marketing, On-Site Outreach, Promotional Materials, School Media/Outreach Kits, Training Workshops, Curriculum-Integration Guides

Planned - Phase IV: College is Affordable/Cash for College

<i>Implementation Dates</i>	January through March, 2011
<i>Target Audiences</i>	Students (high school seniors, college students); Parents and Family Members, School Counselors
<i>Key Components</i>	Television Spots, Radio Spots, Newspaper and Magazine Advertisements, Online Advertisements, Earned Media, Brochures and Pamphlets, Outdoor/Event Signage, Billboards, Direct Mail, E-mail and Social Marketing, On-Site Outreach, Promotional Materials, School Media/Outreach Kits, Training Workshops

Planned - Phase V: Adult Learners/Your Degree, Your Way

<i>Implementation Dates</i>	May through July, 2011
<i>Target Audiences</i>	Adult Learners, Parents and Family
<i>Key Components</i>	Radio Spots, Newspaper and Magazine Advertisements, Online Advertisements, Earned Media, Brochures, E-mail and Social Marketing, On-Site Outreach, Promotional Materials

EXPENDITURES, BUDGET AND RETURN ON INVESTMENT:

At the time of this report, \$676,579 has been spent, committed or encumbered. An overview of the planned use of remaining funds is also included in this section, as is an overview of additional funds the Commission has secured to support the state’s college access efforts.

Expenditures:

Only those expenditures and commitments that utilize funds from the \$2 million legislative appropriation are included in the tables and charts below. As noted throughout this report, additional federal and foundational funds have been used to supplement and enhance the College Foundation of West Virginia’s college access marketing and outreach efforts. Additional details regarding these supplemental funds are included in the “Return on Investment” section of this document.

Table 2: Expenditures to Date (as of July 31, 2010)

<i>Expenditures</i>	\$495,001.06
<i>Encumbrances/Commitments</i>	\$181,578.36
Total	\$676,579.42
<i>Remaining Funds</i>	\$1,323,420.77

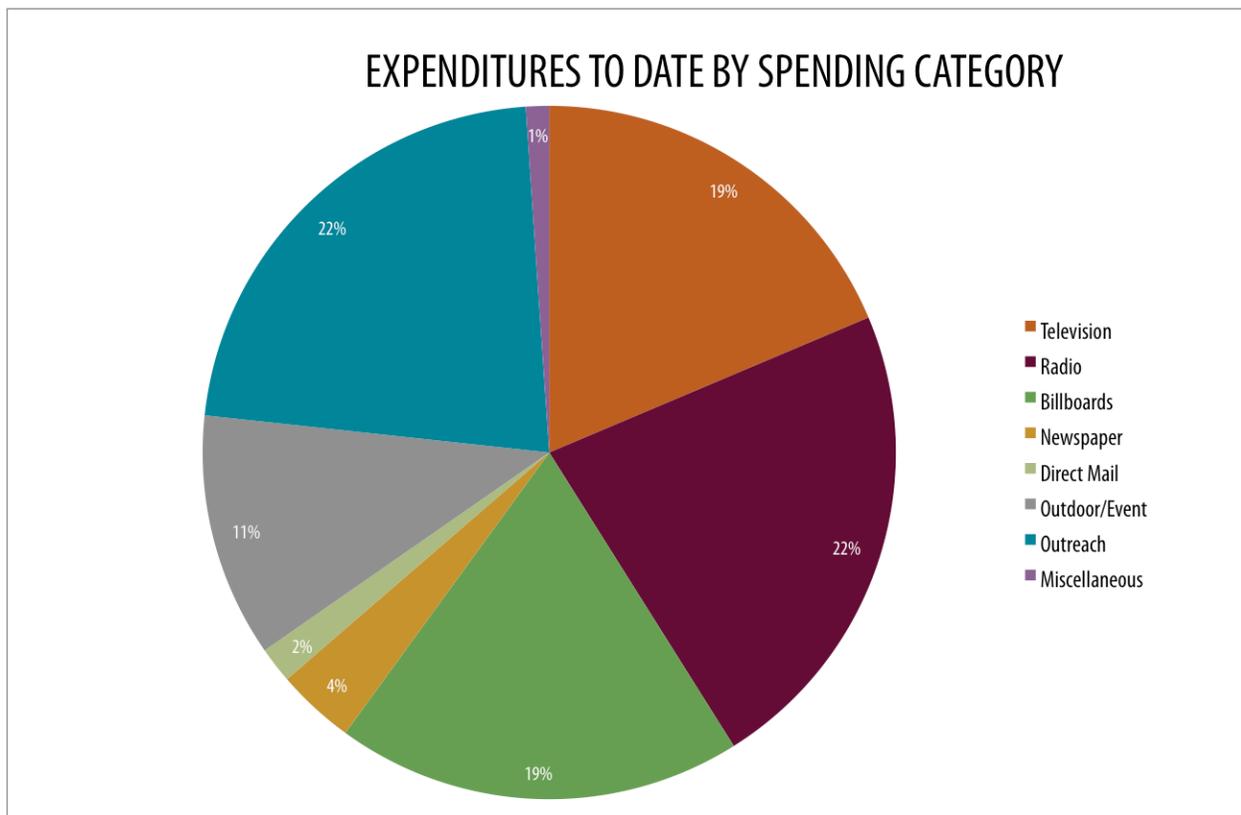


Chart 1: Expenditures To Date by Spending Category

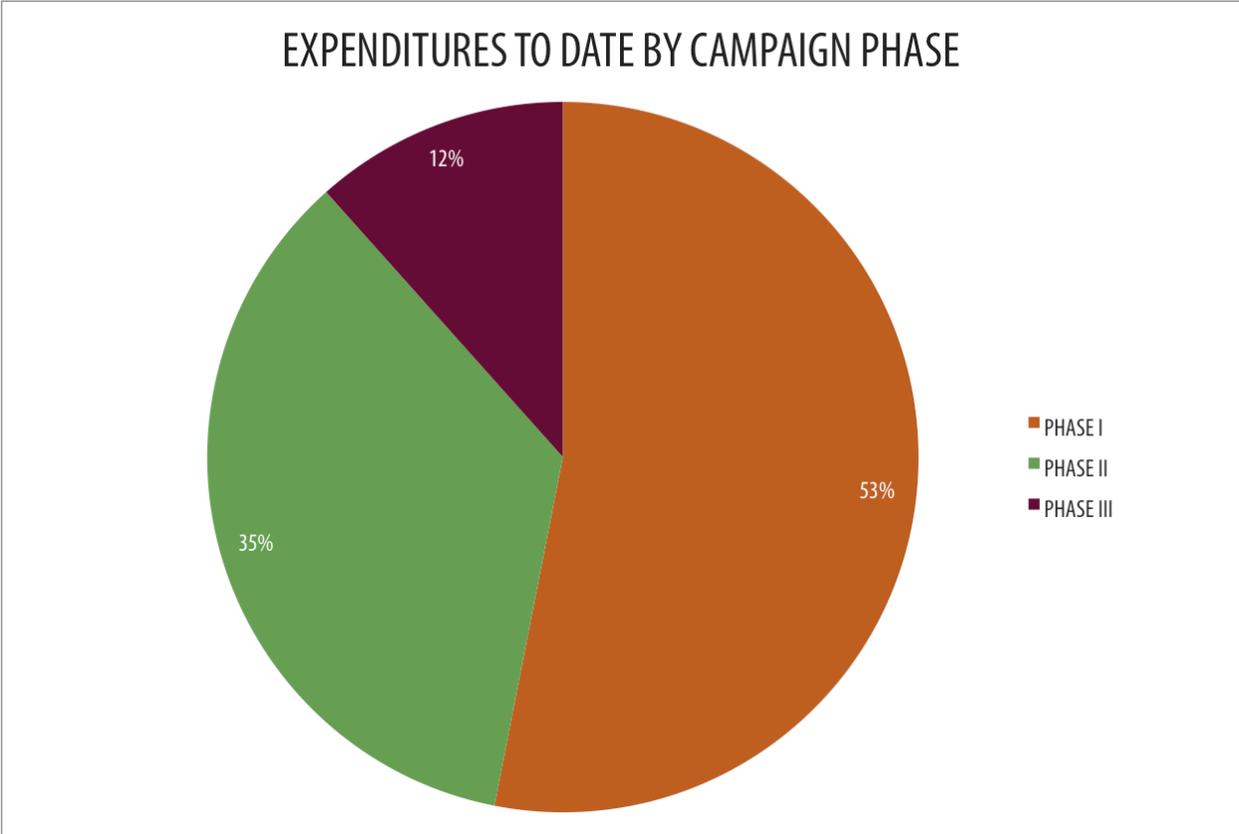


Chart 2: Expenditures to Date by Campaign Phase – Note: Phases II and III are in progress; thus this chart does NOT represent total expenditures for these to phases.

The Commission has supplemented CFVW efforts to date with funds and support from the Commission’s initial CACG award and the state GEAR UP program. CACG funds provided \$448,769 to develop the cfv.com portal, expand this summer’s campaign targeting adult learners, and to produce display and outreach materials used at the 2010 West Virginia State Fair and other outreach events throughout the state. West Virginia GEAR UP funds paid for production costs associated with adapting two television and two radio commercials used to promote the cfv.com portal (details are provide in the “milestones” section of this report). West Virginia GEAR UP also funded additional training and outreach events aimed at spurring widespread adoption of the cfv.com web site.

Budget:

Following is an overview of anticipated and planned expenses through the close of FY 2011. Please note that this section includes planned expenses that will be paid for by the Legislature’s \$2 million appropriation, along with planned expenditures paid for by additional grant funds (see Tables 3 and 4). The remaining legislative funds will be used to complete phases III, IV and V of the campaign; targeting middle and high school students and families, high school seniors, and returning college students, and adult learners, respectively. The largest portion of the remaining funds will be used to inform students and their families of the resources available on cfv.com, particularly the vast financial aid resources housed on the web site. Research by the Commission shows that finding ways to pay for college and understanding the sometimes complex financial aid process are top concerns among both students and parents; thus, the largest portion of funds

will be used during the “Cash for College” phase, which coincides with the months leading up to state and federal financial aid deadlines. Some discretionary funds have also been set aside, in order to allow the Commission to take advantage of advertising or outreach opportunities that may arise as each phase of the campaign progresses.

Table 3: Planned Expenditures: \$2 Million Legislative Appropriation

<i>Phase/Message</i>	<i>Description</i>	<i>Budgeted Cost</i>	<i>Timeline</i>
II: Adult Learners	Direct Mail (Postage)	\$9,000	September 2010
III: Plan, Apply and Pay	Television Placement	\$200,000	September – December 2010
III: Plan, Apply and Pay	Billboard Production/Placement	\$60,000	September – December 2010
III: Plan, Apply and Pay	Print Placement	\$35,000	August – December 2010
III: Plan, Apply and Pay	Radio Placement	\$45,000	September – December 2010
III: Plan, Apply and Pay	Internet, Online and New Media	\$15,000	August – December 2010
III: Plan, Apply and Pay	Outdoor, Out-of-Home, and Event	\$100,000	August – December 2010
III: Plan, Apply and Pay	Collateral and Direct Mail	\$30,000	September – December 2010
III: Plan, Apply and Pay	Promotional Items	\$10,000	September – December 2010
III: Plan, Apply and Pay	In-Theater Advertising	\$30,000	November – December 2010
III: Plan, Apply and Pay	Outreach Materials	\$10,000	August – December 2010
III: Plan, Apply and Pay	Discretionary	\$1,420	September – December 2010
IV: Cash for College	Television Placement	\$200,000	January – March 2011
IV: Cash for College	Billboard Production/Placement	\$75,000	January – March 2011
IV: Cash for College	Print Placement	\$35,000	January – March 2011
IV: Cash for College	Radio Placement	\$45,000	January – March 2011
IV: Cash for College	Internet, Online and New Media	\$25,000	January – March 2011
IV: Cash for College	Outdoor, Out-of-Home, and Event	\$50,000	January – March 2011
IV: Cash for College	Collateral and Direct Mail	\$50,000	January – March 2011
IV: Cash for College	Printing/Collateral	\$15,000	January – March 2011
IV: Cash for College	Outreach Materials	\$10,000	January – March 2011
IV: Cash for College	Discretionary	\$20,000	January – March 2011
V: Adult Learners	Radio Placement	\$80,000	May – July 2011
V: Adult Learners	Print Placement	\$50,000	May – July 2011
V: Adult Learners	Internet, Online and New Media	\$25,000	May – July 2011
V: Adult Learners	Outreach	\$50,000	May – July 2011
V: Adult Learners	Direct Mail:	\$15,000	May – July 2011
V: Adult Learners	Printing/Collateral	\$25,000	May – July 2011
V: Adult Learners	Discretionary	\$8,000	May – July 2011
Total		\$1,323,420.77	

The Commission has supported the Legislature’s investment by securing a significant amount of grant funds. Several high impact strategies designed to enhance and extend the media and outreach campaign will be implemented in FY 2011 through the utilization of these additional funds. CACG funds will be used to fund the enhancement and continued maintenance of the cfwv.com web portal. Updates for the 2010-11 academic year include the creation of six new online college applications for six public community and technical colleges in West Virginia and the addition of a “Learning Styles Inventory” tool, which will help students identify their unique learning abilities and preferences. The inclusion of the “Learning Styles Inventory” will aid in the alignment of the LINKS curriculum developed by the West Virginia Department of Education. Aligning cfwv.com to LINKS is also in progress for FY 2011. This collaboration will pave the way for greater utilization of the site among the state’s high school counselors, who already actively use LINKS to better prepare their students for education and training beyond high school.

CACG and GEAR UP funds will also allow the Commission to produce original television, radio and print advertisements, which can be utilized by the state in years to come. These grant monies will also underwrite the production of a West Virginia Public Broadcasting documentary titled “The Road to College.” “The Road to College” will guide students and families through the college-planning process and explore students’ various options for pursuing education and training after high school. The documentary will prominently feature cfwv.com as the state’s best college-planning resource, and copies of the film will be sent to every high school in the state. West Virginia GEAR UP will also fund the development of a curriculum that will be included on the “Road to College” DVD. The curriculum will outline ways educators can use the film and cfwv.com to further integrate college-planning into the K-12 classroom. The curriculum will also provide activity guides that will allow outreach personnel statewide to utilize the site and the film during parent and family events.

CACG funds will also pay for the development of mentor kits, which will be provided to 4-H leaders, non-profit outreach organizations, after-school program directors and other student-development counselors. These kits will feature pre-packaged activity guides designed to help mentors incorporate college- and career-planning — and the use of cfwv.com — into their work with students and families.

CACG and GEAR UP allocations will also serve as the primary funding sources for several widespread outreach initiatives, including regional and local counselor training workshops, outreach events at middle and high schools, and outreach efforts at regional and statewide events such as major sporting events, the State Fair, youth-camps and educator conferences. CACG funds will be used to produce an informational brochure titled “Admissions 101,” which corresponds to two pieces paid for by the Commission titled “Financial Aid 101” and “College 101.” These brochures will serve as step-by-step guides for students and parents who need help learning more about the college-planning process. These print pieces will also inform families of the resources, calculators and tools available on cfwv.com and encourage the use of cfwv.com tools.

West Virginia GEAR UP (coordinated by the Commission) has also partnered with Fairmont State GEAR UP (coordinated by Fairmont State University) to pilot West Virginia’s first “College Application Week.” College Application Week will fuel a college-going culture in the state’s schools by building excitement around the college-going process and encouraging students to both thoroughly explore their options for postsecondary education and to apply early in order to better plan for their futures. Students will be directed to explore colleges and universities through cfwv.com, and, when possible, to submit their college applications directly through the site. High schools in twenty-four counties will participate in the pilot event.

The Commission has also integrated the state’s new College Goal Sunday (CGS) initiative within the College Foundation of West Virginia outreach strategy. CGS is an opportunity for students and families to get free, in-person help completing the Free Application for Federal Student Aid (FAFSA). CGS events will be held at 18 locations throughout the state on February 13, 2011, and CGS materials will coincide with CFWV’s “Cash for College” message planned for the spring of 2011. CGS funds will be used to inform students and families of both the opportunity to participate in CGS workshops and the availability of financial aid programs. CGS information and resources will be housed on cfwv.com, and information about the portal will be distributed at each CGS location.

Table 4: Planned Expenditures: Grant Funds

<i>Funding Source</i>	<i>Campaign Phase(s)</i>	<i>Description</i>	<i>Budgeted Expenditures</i>
College Access Challenge Grant – FY 2011	III, IV, V	Develop and Enhance CFWV.com; Television, Radio and Print Production; Media Placement; Training for Counselors and Educators; Curriculum Kits for Mentors; Online and New Media; Printing/Collateral; Promotional/Outreach Materials; and Outreach Staffing, Travel and Administrative Costs	\$1,500,000
GEAR UP Grant – FY 2011	III, IV, V	Printing/Collateral; Print Production; CFWV Outfield Signage (at GEAR UP schools); Informational Materials; Mentoring; Training for Counselors and Educators; School Activities and Equipment; College Preparation Classes; College Information for GEAR UP Parents and Family Members; General Outreach; and Outreach Staffing, Travel and Administrative Costs	\$3,000,000
College Goal Sunday Grant (Lumina) – FY 2011	IV	Printing/Collateral; Print Production; Radio Production; Media Placement; Informational Materials; Promotional Materials; Financial Aid Outreach; and Outreach Staffing, Travel and Administrative Costs	\$70,000
Total:			\$4,570,000

Return on Investment:

Through the Legislature’s \$2 million investment, the Commission has been able to use such funds to assist in securing federal and foundational grant funds to fuel the development of a statewide college access campaign. To date, the Commission has obtained more than \$4.5 million in additional funds this year and nearly \$4 million in FY 2010.

The majority of these external awards come from the Commission’s two (FY 2008 and FY 2011) College Access Challenge grants and the state GEAR UP grant. These grant programs provide annual funding of approximately \$1.5 million and \$3 million respectively, assuming the Commission and the State continue to provide the required matching funds needed to secure federal grant monies.

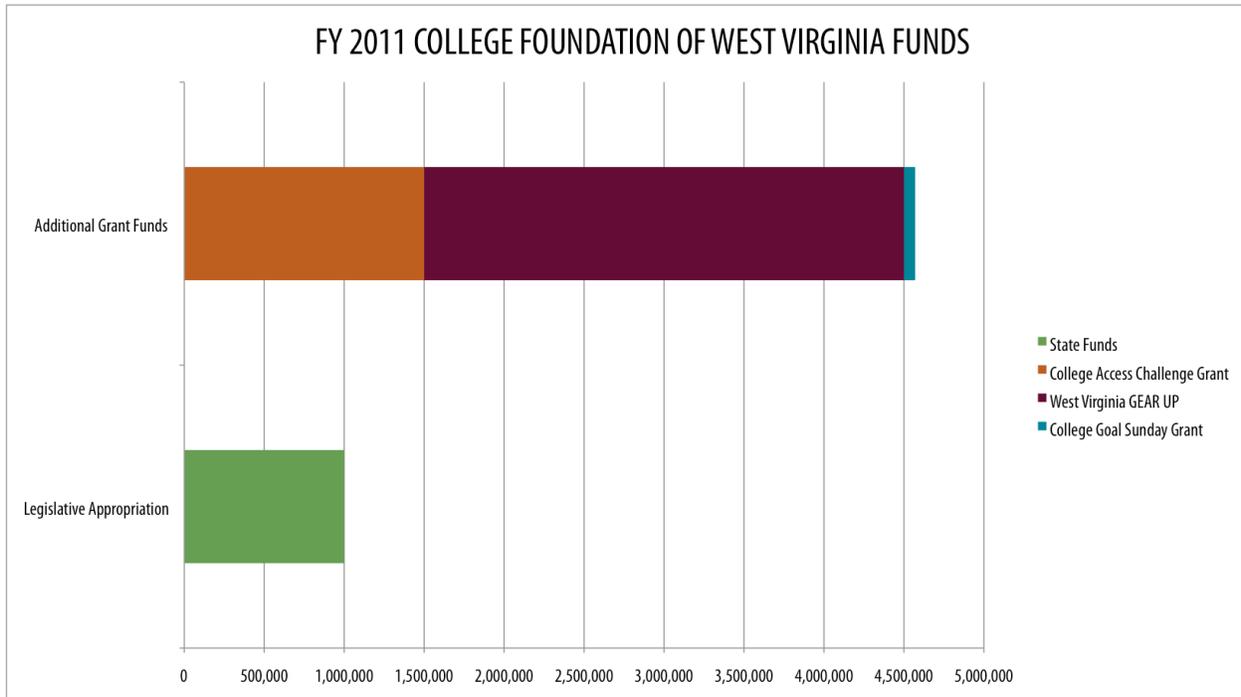


Chart 3: FY 2011 College Foundation of West Virginia Funding Sources

PROGRESS AND RESULTS TO DATE:

Since the CFWV outreach campaign’s launch in late September of 2009, the Commission and its partners have achieved several milestones and increased awareness and utilization of cfwv.com and other college access resources.

Milestones:

Roads to Success Guided Curriculum

To fuel adoption and integrate cfwv.com within middle and high school classrooms, mentor programs and other youth-oriented educational activities, the Commission has partnered with the Roads to Success (RTS) program. RTS offered a guided — research-based — college- and career-planning curriculum for students in grades seven through 12. This past year, the Commission worked with former RTS outreach specialists to update the curriculum and incorporate the resources available on cfwv.com into RTS lesson plans. This comprehensive curriculum was re-launched through CFWV in June of 2010 and is available for download on the educator tab of cfwv.com. This collaborative effort not only provided a great resource for students statewide, but also saved a valuable tool — the RTS curriculum — from falling into obscurity due to a lack of funding for the former RTS outreach initiative. The RTS/CFWV partnership is a superb example of the efficiencies that can be achieved through united college access coalitions.

Counselor and Educator Training Programs

CFWV.com is a phenomenal resource for teachers and counselors, who sometimes struggle to incorporate college- and career-planning activities into lesson plans along with myriad other content standards required to ensure that students reach their annual goals.

During the 2009-10 academic year, the Commission and its partners trained more than 500 educators to use cfwv.com as a educational planning resource for their students. Workshops focused not only on the features of the web site, but also on ways to incorporate college-planning within core content classes. Counselor and educator workshops will be held throughout the state during the 2010-11 academic year, and staff members from the Commission are working to secure valid Continuing Education Units (CEUs) for counselors who participate in future training sessions.

Partnerships

In addition to building partnerships with former RTS personnel and educators throughout the state, Commission staff has collaborated with several college access organizations spread the college-readiness message. The College Foundation of West Virginia joined forces with:

- West Virginia Association of Collegiate Registrars, Admissions Officers and Financial Aid Administrators;
- West Virginia Access Center for Higher Education;
- West Virginia University Extension Service and the West Virginia 4-H program;
- Workforce West Virginia
- West Virginia TRiO Association;
- West Virginia Foster Care Network;
- ACT
- Statewide After-School Directors Network;
- Fairmont State University GEAR UP;
- Education Alliance; and
- the Regional Education Service Agencies (RESAs)

The College Foundation of West Virginia was an instrumental partner in the organization of the state's first College Access and Student Success Summit, hosted in April of 2010. More than 250 educators from all levels of education throughout the state participated in the Summit, which focused on improving college access to underserved students, better aligning educational systems and garnering community involvement in the education process.

CFWV was also a key participant in the state's first Student Success and Advocacy Summit, held in August of 2010 and in the implementation of the National Governors Association's Dropout Prevention planning grant, coordinated by the Commission and the Governor's Office.

Through the CFWV and GEAR UP initiatives, the Commission has also been able to build partnerships across state lines, particularly with other Southern Regional Education Board (SREB) states. To maximize the use of funds, the Commission was able to secure two television and two radio commercials at minimal costs through the donation of the spots by the Tennessee Higher Education Commission. The spots, which were adapted to include information about cfwv.com, debuted in West Virginia this spring and are available for use by CFWV through FY 2011.

The Commission also worked closely with representatives from SREB to develop Phase II of the campaign, which focused on encouraging adults to return to school to complete their degree. Much of CFWV's 2010 adult learner campaign was based on best practices in targeting adults as outlined by other SREB states.

Results

Although the College Foundation of West Virginia is not yet able to offer a year-to-year comparison to showcase the initiative's progress, early indicators are encouraging and provide a tangible record of the success of CFWV's outreach thus far. Since the web site's launch in October of 2009, more than 26,000 individuals have created an account on cfwv.com, and more than 13,000 college applications have been submitted through the web site. Much of this progress can be attributed to the various outreach and marketing strategies funded by the Legislative appropriation.

Although new account holders' answers to the question "How Did You Hear About Us" vary from month to month, the Commission's work with counselors has proven to be very beneficial, as the answer "from a teacher or counselor" has consistently ranked as a top response. The addition of more college applications also yielded an increase in awareness, as more and more students — particularly those applying to community and technical colleges — have been listing "a college or university link" as their reason for visiting the web site. The number of page visits and accounts created has typically corresponded with the level of activity of the advertising/marketing campaign, with the exception of November and December of 2009, which saw a significant increase in site activity despite the fact that little to no advertising was occurring. This is likely due to the launch of the 2010 PROMISE Scholarship application, which opened November 1. Furthermore, the vast majority of PROMISE applications for the 2009-10 academic year were submitted during this time period.

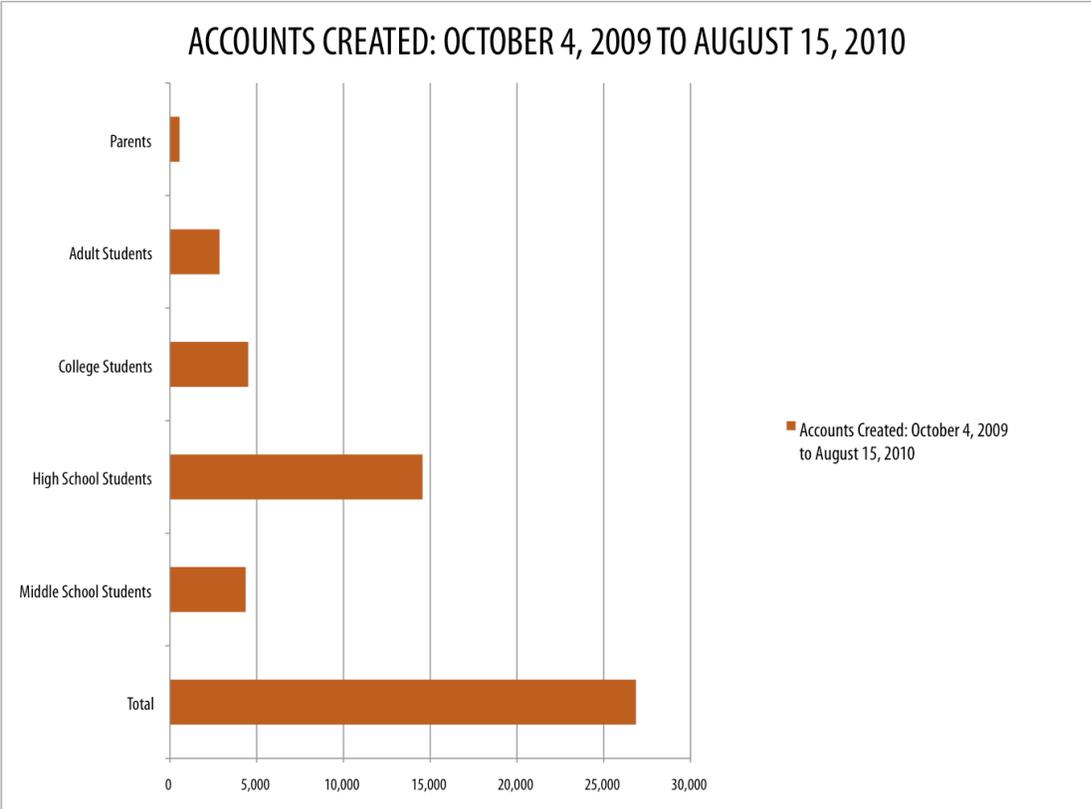


Chart 4: Total accounts created from the web site’s launch on October 4, 2009 through August 15, 2010.

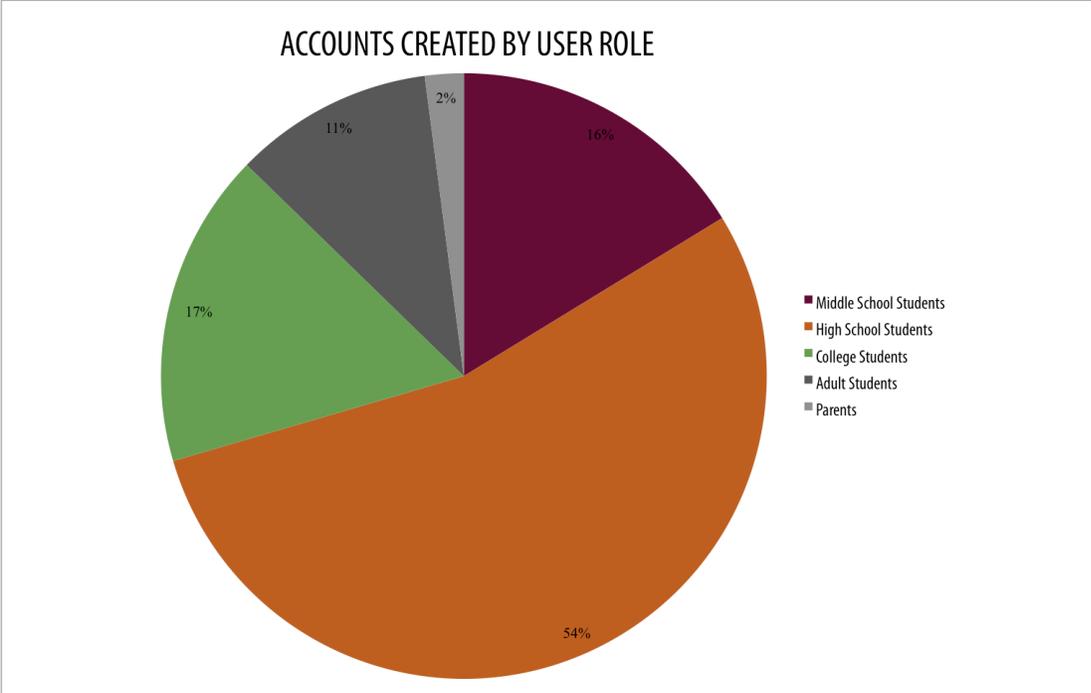


Chart 5: Percentage of Accounts Created from October 4, 2009 through August 15, 2010, identified by user role.

As illustrated in Chart 5, marketing and outreach efforts translated to an increase in accounts created when the results are broken down by target audience. Phase I of the campaign targeted

high school students and their parents, and most of the Commission’s advertising and outreach efforts for this phase were concentrated in the month of February. The number of parent accounts peaked during this month, and student accounts also spiked.

Phase II, the Adult Learner initiative, focused on the months of June and July, and, as illustrated below, the number of new Adult Learner accounts peaked in July.

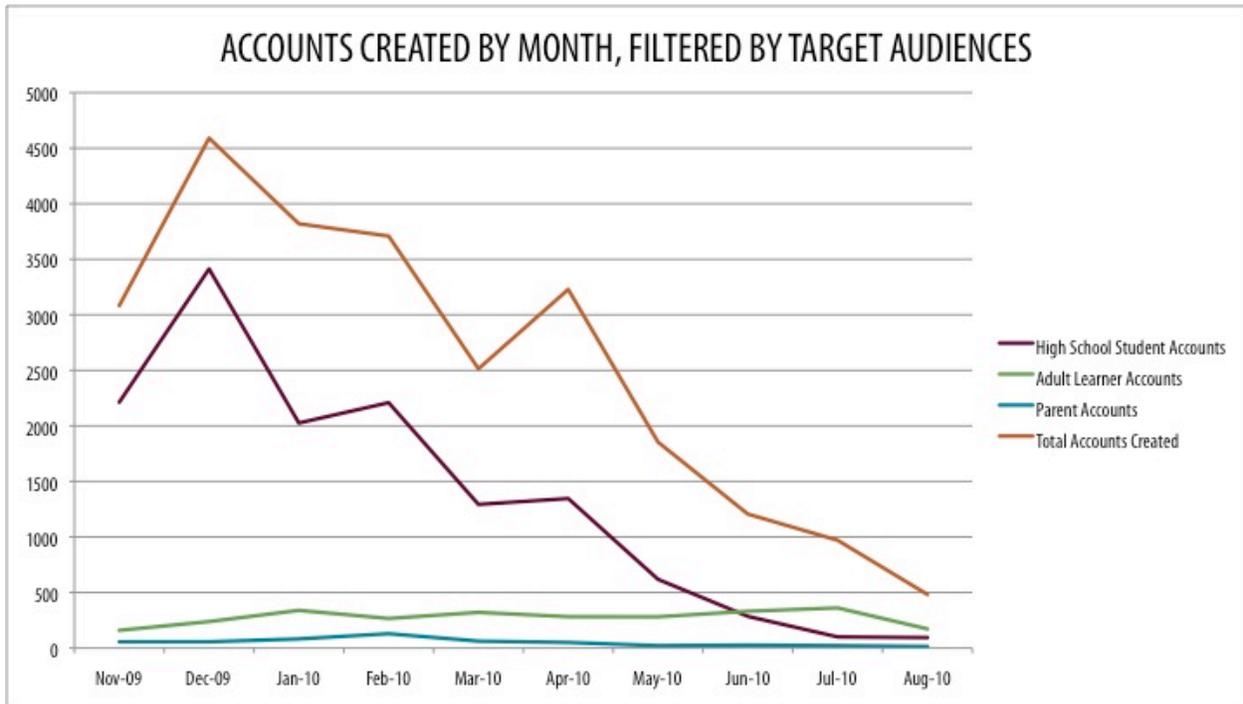


Chart 6: Accounts created by month, filtered by audiences targeted during Phases I and II of the media and outreach campaign.

The Commission’s Adult Learner campaign, called “RBA Today,” also contributed to an increase in inquiries regarding the RBA program. From May 1 through August 15, 2010, 2,643 unique visitors viewed the RBA Today content housed on cfwv.com. Shepherd University reported a 79 percent increase over last summer in terms of page views on their institution’s RBA web page. Shepherd also reported a boost in enrollment in the RBA program, which increased 28.125 percent from 2009.

Other institutions participating in the RBA Today campaign have not reported campaign evaluation data at this time. The impact of the RBA Today initiative is truly far-reaching, however, as this initiative renewed 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 kits to each participating college or university, the RBA Today 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 CFVW 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.”

Certain marketing tactics have yielded immediate results. For the RBA Today campaign, the Commission utilized online advertisements posted on Facebook to direct potential students to the RBA content available on cfwv.com. These ads targeted adults living in West Virginia between the ages of 30 and 54. Over a 20-day period in May, more than 2,250 visitors visited the RBA Today landing page on cfwv.com through Facebook. Roughly 20 percent of those visitors spent a significant amount of time on the site (visiting three to seven pages each). Targeting parents and educators through advertisements on the Charleston Gazette and Charleston Daily Mail websites in early August also proved helpful in increasing awareness of the resources available on cfwv.com. During an 11-day period, nearly 600 visitors reach cfwv.com by clicking on an online ad placed on the Gazette or the Daily Mail. Referrals from the two news sites represent nearly 20 percent of all new visits to the site during that time period.

The Commission’s outreach efforts at the 2010 West Virginia State Fair also afforded an opportunity to reach out to students and their family members on an individual basis. More than 600 students, parents, guardians and educators signed up to receive updates from the Commission regarding cfwv.com and the college-planning process.

Branding and Name Recognition

The Commission has made considerable progress in branding the name College Foundation of West Virginia or “CFWV.” More than 50 percent of all visitors reach the site by typing in the exact URL (cfwv.com). An additional 32 percent find the portal by searching for the terms “cfwv.com,” “cfwv” or “www.cfwv.com” via a search engine. Other top traffic sources include links from college and universities (which typically link to cfwv.com’s online application tools) and search engine results for the terms “West Virginia PROMISE scholarship” and “West Virginia Higher Education Grant Program.”

Top Content

Month by month, the most popular features on cfwv.com are typically those relating to financial aid or career planning. Outside of the homepage, top features include:

- Financial Aid Planning – Scholarships: An overview of West Virginia’s state-level financial aid programs.
- Financial Aid Planning – Scholarship Finder: A tool that allows users to search for scholarships nationwide.
- Career Planning – Learn About Yourself: A tool that allows users to identify their career interests.
- Career Planning – Explore Careers: A tool that allows users to browse career option and view details, such as the education requirements, salary and day-to-day duties for a particular vocation.

Applications Submitted

The online application capabilities of cfwv.com have also proved popular with both students and institutions. Many of our state's community and technical colleges are utilizing a cfwv.com application as their sole online application method, and 24 of the state's colleges and universities offer an online application through the web site. Six new community and technical college applications will be added to the portal during the 2010-11 academic year. The chart below illustrates a month-to-month comparison of college applications submitted through cfwv.com. More than 13,000 applications were submitted between October 4, 2009 and August 15, 2010.

Objectives for FY 2011

Although the Commission and its partners have made tremendous progress in improving the college-going culture of the state and encouraging students, parents and educators to utilize the resources provided through cfwv.com, a great deal of work is left to be done. In 2009, nearly 79,000 students attended high school in West Virginia, which means only 18 percent of our high school student population currently has an active cfwv.com account. In order to ensure consistent growth and increase the percentage of students and families — across all age groups — who actively use cfwv.com, the Commission has identified the following core objectives for FY 2011:

1. To increase the number of accounts created through cfwv.com during the 2010-11 academic year (August 2010 through July 2011) by 150 percent as compared to the 2009-10 academic year. That goal represents an additional 40,287 accounts.
2. To increase the number of college applications submitted through cfwv.com by 250 percent, or an additional 32,500.
3. To increase the number of College Goal Sunday participants by 100 percent, which is equivalent to 740 individuals attending a College Goal Sunday workshop at one of the 18 locations statewide.
4. To train at least two counselors from every county to utilize the tools on cfwv.com and the features of the cfwv.com Professional Center, which allows counselors to track their students' progress.
5. To expand on the educator resources available on cfwv.com by collaborating with the Department of Education to offer a version of the LINKS curriculum that is aligned with the tools and resources available on cfwv.com.

Appendix 1: Earned Media Analysis

The Commission has utilized mass media news outlets in order to inform students, parents and educators of the availability of the cfwv.com web portal. At the time of this report, stories touting the site's launch have appeared in the Charleston Gazette, the State Journal and several regional and local newspapers.

The Commission has also outlined the resources available on cfwv.com through several editorials written by Chancellor Noland. Editorials reminding students and families of financial aid deadlines, stressing the importance of college access and encouraging adult students to complete a postsecondary degree have been featured in publications around the state.

Most recently, the cfwv.com web portal was featured prominently throughout the 2010-11 edition of Compass, a college-planning publication sent to high school students throughout the state.

In upcoming phases of the campaign, the Commission will continue to identify and pursue opportunities to utilize earned media resources in order to inform the community of the college-planning resources provided through cfwv.com.

New Web Site Helps Students Make College Decisions
39
CHARLESTON — State officials have completed college applications and applying for financial aid, such as the PROMISE
launched a Web portal to help students
May 16, 2010

Higher Ed program
Page 6
Compass: Finding Your Future Through Education
West Virginia's public universities encourage adults return to college, the Commission announced.
Fairmont State University, Marshall State College, Marshall University, West Liberty University, and WVU Technology and WVU effort led by the Commission.
RBA Today enhances the degree option designed for commitments. Beginning time frames, personalized

One-Stop Shop:
Website Offers Information, Helps Plot Path For Those Planning for College
Last October, the College Foundation of West Virginia unveiled a website designed to help students and their families plot a path to higher education.
State education officials say the website, www.cfwv.com, is a one-stop shop for information about higher education
reer possibilities and prepare to attend college.
Kennedy said the site is useful to students, parents, teachers and other adults who are interested in taking college-level classes. The site serves middle school and high school students, she added.

cfwv.com
Your free source for college career planning.
Who are you?

Advertising and Marketing Materials

Phase I: "Don't Panic – CFWV.com is the easy way to get help paying for college."



Television Advertisements



Billboards



Brochures

Advertising and Marketing Materials
 Phase II: Adult Learners — “RBA Today”

RBA today

**YOUR DEGREE –
 your way.**

The RBA program is a unique, flexible way to earn your bachelor’s degree — *on your schedule* and with your own personal goals in mind.

To learn more, visit www.cfww.com/rba-

Brochures

RBA today

Your degree, your way.

The Regents Bachelor of Arts (RBA) program is a unique, flexible way to earn your bachelor’s degree — *on your schedule* and with your own personal goals in mind.

Many of the state’s colleges and universities participate in the RBA program, which offers:

- *classes that are compressed into shorter time frames;*
- *the option to receive credit for work experience; and*
- *the option to take evening, weekend and online classes.*

There’s never been a better time to go back to school. But you’ve got to take the first step!

Visit www.cfww.com to learn more.

Newspaper Advertisements

Facebook Advertisements

RBA Today success stories ×

Tammy is a working mom who is pursuing an RBA degree. Check out Tammy’s success story, and see how you can go back to college in WV!

👍 Like

[More Ads](#)

RBA Today success stories ×

After his first career, Billy “reinvented himself” by earning an RBA degree. Check out his story & see how you can go back to college!

👍 Like

[More Ads](#)

RBA Today success stories ×

Rhonda went back to college and earned an RBA degree. Now she helps other people do the same! See her story, and explore your options!

👍 Like

[More Ads](#)

RBA Today! ×

Find out how you can go back to school and earn your bachelor’s degree at a WV college or university.

👍 Like

[More Ads](#)

Advertising and Marketing Materials

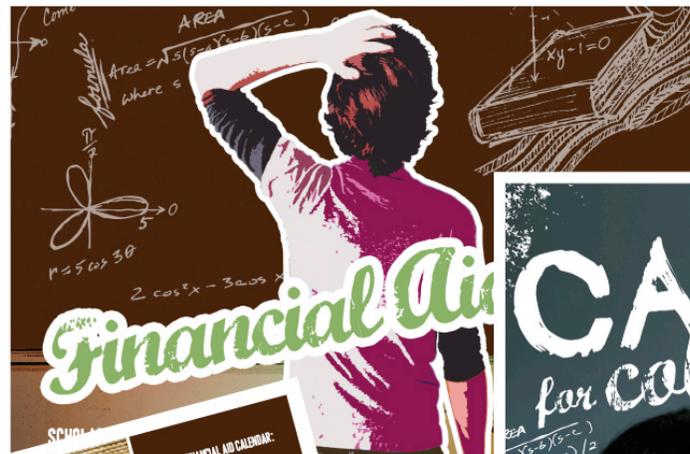
Phase III: "Scan with a Plan – Plan, Apply and Pay for College."



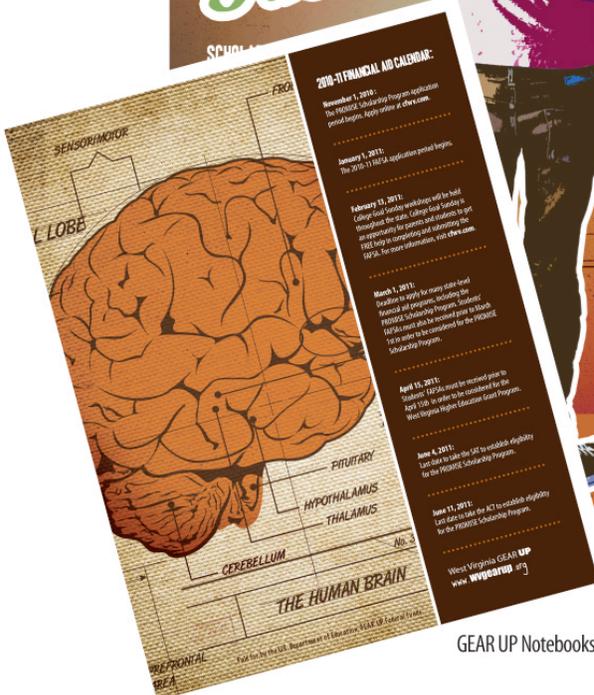
Financial Aid Brochures



Television Advertisements



College Goal Sunday Banner



GEAR UP Notebooks



2010-11 Training Schedule

Please note: additional dates will be added as details for other events are finalized. Training workshops will be held throughout the state.

<i>Date</i>	<i>Location/Venue</i>	<i>Target Audience</i>
August 23, 2010	Petersburg High School	Students
September 15, 2010	College Goal Sunday Webinar/Financial Aid Training	Educators, Outreach Counselors
September 26-28, 2010	West Virginia GEAR UP Fall Planning Workshop	Educators, Counselors, Administrators
September 26-28, 2010	Fairmont State GEAR UP Fall Conference	Educators, Counselors, Administrators
October 5, 2010	CFWV Training, RESA VI Offices	Educators, Counselors
October 6, 2010	CFWV Training, RESA VI Offices	Educators, Counselors
October 7, 2010	CFWV Training, RESA VI Offices	Educators, Counselors
October 14, 2010	School Counselor (Global 21) Workshop; Glade Springs	Educators, Counselors
October 18, 2010	School Counselor (Global 21) Workshop; Charleston Marriott	Educators, Counselors
October 19, 2010	CFWV Training, RESA V Offices	Educators, Counselors
October 20, 2010	CFWV Training, RESA V Offices	Educators, Counselors
October 21, 2010	CFWV Training, RESA V Offices	Educators, Counselors
October 26, 2010	CFWV Training, RESA VII Offices	Educators, Counselors
October 27, 2010	School Counselor (Global 21) Workshop; Waterfront Hotel, Morgantown	Educators, Counselors
November 3, 2010	CFWV Training RESA IV Offices	Educators, Counselors
November 5, 2010	CFWV Training, Southern WV Community and Technical College	Educators, Counselors, Admissions Officers, College Administrators
November 8, 2010	CFWV Training, RESA II Offices	Educators, Counselors
November 9, 2010	GEAR UP Site Coordinator Meeting/Training	Educators, Counselors, Administrators
November 9, 2010	CFWV Training, RESA VII Offices	Educators, Counselors
November 10, 2010	CFWV Training, RESA VII Offices	Educators, Counselors
November 10, 2010	CFWV Training, RESA I Offices	Educators, Counselors
November 15, 2010	CFWV Training, Center for Professional Development in Charleston	Educators, Counselors
December 7, 2010	CFWV Training, Center for Professional Development in Charleston	Educators, Counselors
January 12, 2011	College Goal Sunday Webinar/Financial Aid Training	Educators, Outreach Counselors
January 25, 2011	GEAR UP Site Coordinator Meeting/Training	Educators, Counselors, Administrators
January 26, 2011	CFWV Training, Center for Professional Development in Charleston	Educators, Counselors
February 2, 2011	College Goal Sunday Webinar/Financial Aid Training	Educators, Outreach Counselors
February 16, 2011	Statewide ACT Conference	Educators, Counselors, Administrators, College Administrators
March 1, 2011	GEAR UP Site Coordinator Meeting/Training	Educators, Counselors, Administrators
April 8, 2011	GEAR UP Site Coordinator Meeting/Training	Educators, Counselors, Administrators

2010-11 Outreach Schedule

Please note: additional dates will be added as details for other events are finalized. The Commission's outreach initiatives will cover the entire state.

<i>Date</i>	<i>Location/Venue</i>	<i>Target Audience</i>
August 6-8, 2010	State Capitol – Multi-Fest	Students, Parents and Community Members
August 13-21, 2010	West Virginia State Fair	Students, Parents and Community Members
September 14, 2010	College Fairs: Doddridge County High; Ritchie County High; Wood County High	Students, Educators
September 15, 2010	College Fairs: Ripley High; Ravenswood High	Students, Educators
September 16, 2010	College Fairs: Wirt County High; Calhoun County High	Students, Educators
September 20, 2010	College Fairs: High Schools in Monongalia, Preston and Taylor Counties	Students, Educators
September 21, 2010	College Fairs: High Schools in Marion and Harrison Counties	Students, Educators
September 22, 2010	College Fairs: High Schools in Tucker and Pendleton Counties	Students, Educators
September 23, 2010	College Fairs: Gilmer County High and Braxton County High	Students, Educators
September 27, 2010	College Fairs: High Schools in Beckley, Jefferson and Morgan Counties	Students, Educators
September 29, 2010	College Fairs: High Schools in Mineral and Hampshire Counties	Students, Educators
September 30, 2010	College Fairs: Moorefield, East Hardy, Petersburg and Union High Schools	Students, Educators
October 4, 2010	College Fairs: High Schools in the Wheeling Area	Students, Educators
October 5, 2010	College Fairs: High Schools in the Charleston Area	Students, Educators
October 6, 2010	College Fairs: High Schools in the Huntington Area	Students, Educators
October 7, 2010	College Fairs: High Schools in Mason County and Buffalo High School	Students, Educators
October 8, 2010	College Fair: Winfield High School	Students, Educators
October 11, 2010	College Fairs: James Monroe High and Summers County High	Students, Educators
October 15, 2010	College Fairs: Buckhannon-Upshur, Philip-Barbour and Lewis County High Schools	Students, Educators
October 18, 2010	College Fairs: High Schools in Boone County and Chapmanville High	Students, Educators
October 19, 2010	College Fairs: High Schools in Mingo County; High Schools in Logan County; Man High School	Students, Educators
October 20, 2010	College Fair: Westside High School	Students, Educators
October 21, 2010	College Fairs: High Schools in McDowell County and Mercer County	Students, Educators
October 25, 2010	College Fairs: High Schools in Raleigh County and Wyoming County East	Students, Educators
October 26, 2010	College Fairs: Oak Hill, Mount Hope and Fayetteville High Schools	Students, Educators
October 27, 2010	College Fairs: Midland Trail and Meadow Bridge High Schools; High Schools in Nicholas County	Students, Educators
October 28, 2010	College Fairs: Webster County High; Richwood High	Students, Educators
November 3, 2010	College Fairs: Oak Glen High; Weir High; Madonna High	Students, Educators
November 4, 2010	College Fairs: High Schools in Wetzel County; St. Marys High; Tyler Consolidated	Students, Educators
November 14-20, 2010	College Application Week Pilot Program	Students, Counselors, Educators
February 13, 2011	College Goal Sunday Workshops, 18 locations throughout the state	Students, Parents
April-May, 2011	Local College Access and Student Success Summits, 10 WV GEAR UP service counties	Students, Parents, Educators, Community Members



West Virginia Higher Education Policy Commission

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

September 13, 2010

Student Veterans' Initiatives



West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-4016
www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: September 13, 2010

RE: Student Veterans Initiatives

In accordance with West Virginia Code §18B-4-9, the attached report is provided regarding progress toward development of services and facilities for student veterans enrolled in West Virginia public colleges and universities. We appreciate the West Virginia Legislature's ongoing interest in and support of efforts to improve veterans' access to and success in higher education.

Staff of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical Education (Council) has worked closely with the House of Delegates Veterans Affairs and Homeland Security Committee and the Senate Military Committee as they considered House Bill 4145 during the 2010 legislative session to enhance educational services provided to veterans of the Armed Forces. During the past year, staff of the Office of Veterans Education and Training Programs has actively supported legislative intent to provide "veteran-friendly" services to student veterans.

In addition, the Commission created a Veterans Learner Task Force to support legislative intent and to provide leadership from the campuses to identify needs and concerns of veterans. Representatives from public two- and four-year institutions as well as private institutions have met several times and developed many ideas that ultimately were included in House Bill 4145.

Examples of initiatives to improve and increase support to student veterans include the following:

- Beginning to collect data on veterans in college-level programs in West Virginia.
- Supporting the work of the Commission's Veterans Learner Task Force.

- Providing training workshops for schools' VA certifying officials.
- Planning and conducting a "Returning Veterans Symposium" for school and agency officials on July 28, 2010 at Concord University. Approximately 100 participants attended the symposium to create partnerships among agencies to better help and support student veterans.
- Presenting a "Recruiting Veterans" workshop for college admissions personnel.
- Implementing West Virginia's "Yellow Ribbon" tuition program in conjunction with the new Post 9/11 GI Bill.
- Presenting at state meetings of:
 - Association of Collegiate Registrars and Admissions Officers;
 - Association of Student Financial Aid Administrators; and
 - Community College Association.
- Visiting every college and university in the state for supervisory reviews and consultation.
- Meeting with community and technical college leaders to help with separation issues pertaining to veterans as the community and technical colleges became independent institutions.
- Creating program approvals for veteran benefits for each newly separated community and technical college.
- Participating in national and regional meetings about the new GI Bill.
- Attending/testifying at two Congressional hearings on the new GI Bill.
- Presenting at West Virginia House of Delegates and State Senate hearings on veterans issues.
- Consulting with college and university officials to assist with "veteran-friendly" initiatives on campuses.

Attached for your information and reference is a recent presentation made by Mr. Skip Gebhart, Administrator, Office of Veterans' Education Programs, during a recent meeting of the Commission. Also attached is a fact sheet which overviews the "Yellow Ribbon Program" in West Virginia.

As we move into a new federal fiscal year, we will keep the issue of "veteran friendliness" at the forefront to assure that all of our campuses are seen as being supportive and responsive to veteran students' needs.



FACT SHEET | Yellow Ribbon Program

- Through the New GI Bill, the U.S. Department of Veterans Affairs (VA) will pay eligible veterans' tuition for programs offered by colleges and universities.
- Tuition payments are limited to the highest in-state undergraduate rate at a public institution in the same state.
- In West Virginia, the 2008-09 maximum tuition the VA can pay is \$9,216 per year.
- Tuition at private and graduate schools, and for out-of-state residents, may exceed the \$9,216 maximum the VA can pay.
- The New GI Bill's Yellow Ribbon program provides additional funds to help cover this excess tuition for veterans who are eligible for full benefits under the bill.
- Participating Yellow Ribbon schools cover up to half of the difference between the maximum and the actual tuition. The VA matches the school's contribution, resulting in no out-of-pocket expenses for the veterans.
- Passed during the 2009 session of the West Virginia Legislature, HB 2335 requires all West Virginia public colleges and universities to participate fully in the federal Yellow Ribbon program for all eligible undergraduate veterans at the full contribution level.
- The new state law allows out-of-state undergraduate veterans to attend a West Virginia public institution free of charge. The VA and the schools will cover the tuition in full.
- Many West Virginia private schools also have elected to participate in the Yellow Ribbon program.
- The VA's website has complete details about the federal program at http://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_ribbon.htm.
- Interested veterans should contact the admissions office of the institution they would like to attend. The institution will work with the veteran and the VA to determine eligibility.

HEPC Veterans Initiatives



David K. Hendrickson, Chair

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Brian Noland, Chancellor

Office of Veterans Education and Training Programs

**Bernard R. “Skip” Gebhart, M.S, M.Ed.
Administrator**



OVET is:

- A unit of HEPC's Academic Affairs Division
- One of 57 “state approving agencies” nationwide
- Designated by the Governor, at the request of Congress, to be the state agency responsible for approving education programs for VA benefits.
- Reimbursed by Congress, through VA, for all expenses related to approvals, monitoring, etc.
 - Current allocation: \$130,000 per year

OVET's Mission

We ensure high quality, well-managed education and training programs for West Virginia veterans, other VA-eligible persons, National Guard members and Reservists.

- We inspect, review, approve, and monitor programs
- We provide in-depth technical assistance and training, outreach efforts, and liaison with related organizations, agencies, and individuals within West Virginia.

OVET's Vision

“Every veteran/eligible person, National Guard member and Reservist in West Virginia will be aware of and have full and fair access to high quality, ethically administered education and training programs that can help them reach their full potential.”

OVET's Desired Outcomes

- Successful students!
- Lower rate of errors and overpayments
- Satisfied clients and stakeholders
- More veterans coming to/staying in West Virginia for school or training
- Higher rate of participation in GI Bill
 - Veterans
 - Training facilities

West Virginia's Approved Facilities

- More than 2,700 active programs in:
 - 43 Colleges and Universities
 - 33 Non-College Degree Schools
 - 41 Apprenticeship and Other On-Job Training Programs
 - 1 Flight School

West Virginia's VA Students

- 5,739 Students Received VA Education Benefits in West Virginia in May, 2010:
 - Public Colleges and Universities 2,033
 - Private Colleges and Universities 3,556
 - Non-College Degree Schools 55
 - On the Job and Apprenticeships 95
- Another 1,000 veterans participate in VA's Vocational Rehabilitation Program

GI Bill Extended Economic Impact

- 685 West Virginia Jobs Supported
- \$6,145,443 Taxes Paid
- \$52,000,000 Overall Impact on West Virginia Economy Annually

FY2010 Accomplishments

- Training workshops school VA certifying officials
- “Recruiting Veterans” workshop for admissions personnel
- Implemented West Virginia’s “Yellow Ribbon” tuition program
- Presented at state meetings of:
 - Association of Collegiate Registrars and Admissions Officers
 - Association Of Student Financial Aid Administrators
 - Community College Association
- Worked with Legislature and Governor’s Office on “veteran-friendly campus” legislation
- Began collecting data on veterans in college-level programs in West Virginia



FY2010 Accomplishments, 2.

- Supported work of the HEPC Veterans Initiative Task Force
- Visited every college and university in the state for supervisory reviews and consultation
- Met with CTC leaders to help with separation issues pertaining to veterans
- Revised/created program approvals for VA benefits at each newly separated CTC
- Participated in national and regional meetings about the new GI bill
- Attended/testified at two Congressional hearings on the new GI Bill

Issues

- Encouraging veterans to use their benefits
 - “Veteran-Friendly Campus” legislation
- Recruiting out-of-state veterans to come to West Virginia schools
 - Yellow Ribbon legislation
- Improving the new GI Bill
 - S3447, U.S. Senate
- Delays in VA benefit processing/late benefits for students
 - On-going communication/intervention

Upcoming Plans

- Symposium, July 28, Concord University
- Research on veterans' success and participation
- Establishing good database of veteran enrollment, etc.
- Continuing training for school officials and others
- Emphasis on “veteran-friendly campus” programs

Questions? Suggestions?

We value your input and help!





West Virginia Higher Education Policy Commission

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

September 13, 2010

Overview of West Virginia's 2010 ACT Results



West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-2101
www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: September 13, 2010

RE: Overview of West Virginia's 2010 ACT Results

On August 18, 2010, the American College Testing (ACT) Program released its annual *College Readiness Report*. The following provides an overview of the findings.

ACT Composite and Sub-Test Scores

The average composite ACT score for West Virginia high school students in 2010 was 20.7, the same as the previous year. The national average dropped from 21.1 in 2009 to 21.0 in 2010. As a result, the gap between state and national scores lowered to 0.3.

The following chart depicts West Virginia and national composite ACT scores categorized by race/ethnicity over the past five years. Composite scores for African American/Black students continued to lag behind scores for Caucasian/White students, 20.7 to 17.4. However, West Virginia's African American/Black, American Indian, and Hispanic students outscored their respective population's national average score once again.

West Virginia and National Average ACT Composite Scores, 5-Year Trends										
	2006		2007		2008		2009		2010	
	WV	Natl								
All Students	20.6	21.1	20.6	21.2	20.7	21.1	20.7	21.1	20.7	21.0
Caucasian/White	20.7	22.0	20.7	22.1	20.7	22.1	20.8	22.2	20.8	22.3
African Am./Black	17.7	17.1	17.5	17.0	17.3	16.9	17.5	16.9	17.4	16.9
American Indian	20.3	18.8	19.6	18.9	19.7	19.0	19.8	18.9	20.5	19.0
Hispanic	21.3	18.6	20.6	18.7	20.1	18.7	20.2	18.7	19.4	18.6
Asian Am./Pac. Isl.	23.4	22.3	23.0	22.6	23.5	22.9	23.3	23.2	23.4	23.4
Other/No Response	20.8	21.1	21.1	21.6	21.3	21.7	20.9	21.7	20.5	20.6

West Virginia subject specific scores dropped between 2009 and 2010 in English and reading, while they improved in science as depicted in the chart that follows. For the seventh year in a row, West Virginia students outscored the national English ACT sub-score and the state's reading score was equal to the national average. On the other hand, West Virginia students fell behind the national average in mathematics and science, a persistent trend. Further improvements in the State's composite score will require attention to these subjects.

West Virginia and National Average ACT Scores, 5-Year Trends										
	2006		2007		2008		2009		2010	
	WV	Natl	WV	Natl	WV	Natl	WV	Natl	WV	Natl
English	20.8	20.6	20.8	20.7	20.8	20.6	20.8	20.6	20.7	20.5
Math	19.6	20.8	19.5	21.0	19.6	21.0	19.6	21.0	19.6	21.0
Reading	21.2	21.4	21.2	21.5	21.4	21.4	21.4	21.4	21.3	21.3
Science	20.5	20.9	20.5	21.0	20.5	20.8	20.5	20.9	20.6	20.9
Composite	20.6	21.1	20.6	21.2	20.7	21.1	20.7	21.1	20.7	21.0

Number and Percentage of Students Taking the ACT

The number of West Virginia students taking the ACT in 2010 dropped by 127 students to a total of 11,569. However, there was a rise in the percentage of graduates taking the ACT from 62.4 percent in 2009 to 64 percent in 2010. The following chart depicts the number and percentage of West Virginia high school graduates taking the ACT over the past five years.

Number and Percentage of West Virginia HS Graduates Taking the ACT, 5-Year Trends			
Year	# of Graduating HS Students	# of ACT Test-takers	Percentage (%)
2006	17,441	10,990	63.0
2007	17,914	11,480	64.1
2008	18,129*	11,603	64.0*
2009	18,732*	11,696	62.4*
2010	18,192*	11,569	64.0*

*As reported by ACT

The majority of West Virginia test takers identified themselves as Caucasian/White, which was consistent with the race/ethnicity demographics of the State.

Number and Percentage of WV ACT-Tested HS Grads by Race/Ethnicity, 5-Year Trends							
Year	All Students	African Am./Black	Am. Indian	Caucasian/White	Hispanic	Asian Am./Pac. Isl.	Other/No Response
2006	10,990	333 (3%)	47 (1%)	9,600 (87%)	86 (1%)	110 (1%)	814 (7%)
2007	11,480	344 (3%)	44 (1%)	9,825 (86%)	84 (1%)	85 (1%)	1,098 (10%)
2008	11,603	374 (3%)	38 (0%)	10,366 (89%)	88 (1%)	82 (1%)	655 (6%)
2009	11,696	391 (3%)	41 (0%)	10,503 (90%)	120 (1%)	126 (1%)	515 (4%)
2010	10,990	333 (3%)	47 (0%)	9,600 (87%)	86 (1%)	110 (1%)	814 (7%)

College Choice

In relation to potential college choice, West Virginia ACT test takers overwhelmingly preferred to have their scores reported to West Virginia institutions, as illustrated in the chart below.

West Virginia Students' Score Report Preferences				
Name of Institution	State	Number of Students		
		Total	1st Choice	2nd-6th Choice
WEST VIRGINIA UNIVERSITY	West Virginia	4,460	2,106	2,354
MARSHALL UNIVERSITY	West Virginia	3,051	1,197	1,854
FAIRMONT STATE UNIVERSITY	West Virginia	1,913	587	1,326
CONCORD UNIVERSITY	West Virginia	1,025	328	697
SHEPHERD UNIVERSITY	West Virginia	706	272	434
WEST VIRGINIA STATE UNIVERSITY	West Virginia	665	175	490
WEST VIRGINIA WESLEYAN COLLEGE	West Virginia	661	161	500
WEST LIBERTY UNIVERSITY	West Virginia	643	219	424
UNIVERSITY OF CHARLESTON	West Virginia	565	116	449
GLENVILLE STATE COLLEGE	West Virginia	554	149	405
POTOMAC STATE COLLEGE	West Virginia	470	184	286
WVU INSTITUTE OF TECHNOLOGY	West Virginia	465	136	329
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	West Virginia	441	182	259
MOUNTAIN STATE UNIVERSITY	West Virginia	413	91	322
BLUEFIELD STATE COLLEGE	West Virginia	397	151	246
WEST VIRGINIA HIGHER ED GRANT PROGRAM	West Virginia	377	159	218
ALDERSON BROADDUS COLLEGE	West Virginia	366	86	280
NCAA INITIAL ELIGIBILITY CLEARING HOUSE	Indiana	301	115	186
DAVIS AND ELKINS COLLEGE	West Virginia	288	78	210
SOUTHERN WV CTC	West Virginia	264	127	137
WHEELING JESUIT UNIVERSITY	West Virginia	251	61	190
OHIO STATE UNIVERSITY	Ohio	240	35	205
BETHANY COLLEGE	West Virginia	202	44	158
NEW RIVER CTC	West Virginia	179	65	114
UNIVERSITY OF KENTUCKY	Kentucky	177	30	147
VIRGINIA TECH	Virginia	172	24	148
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	West Virginia	167	63	104
PIERPONT CTC	West Virginia	163	54	109
MOUNTWEST CTC	West Virginia	139	37	102
MARIETTA COLLEGE	Ohio	134	33	101
All Other Institutions		5,744	1,353	4,391
Total		25,593	8,418	17,175

College Readiness

The following table compares the college readiness of West Virginia's ACT-tested secondary graduates over the last five years to the preparedness of students nationwide, as measured by the percentage of test takers scoring at or above the readiness benchmark scores defined by ACT for each of the various subtests. The figures show that the state consistently exceeds national percentages in terms of student readiness for college in English, and remains a head of the national proportion of students meeting the readiness benchmark in reading. However, West Virginia students continue to underperform in the areas of mathematics and science. The proportion of the State's students meeting all four subject benchmarks is also below the national figure.

Percent Meeting College Readiness Benchmarks										
Graduation Year	English		Math		Reading		Science		All Four	
	WV	Natl								
2006	72	69	30	42	52	53	22	27	16	21
2007	72	69	30	43	50	53	22	28	16	23
2008	72	68	31	43	52	53	23	28	16	22
2009	71	67	30	42	54	53	25	28	17	23
2010	71	66	32	43	54	52	24	29	18	24

Researchers have found, however, that “the level of academic achievement students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school” (ACT, 2008). With this in mind, it is important to look at the preparedness of the 19,021 8th graders in the state who took the EXPLORE test and the 18,101 10th graders who took the PLAN test. Ten percent of West Virginia’s 8th graders met all four readiness benchmarks as compared to 13 percent in the nation while 9 percent of West Virginia 10th graders met all four benchmarks as compared to 17 percent nationwide. While the percent of 10th grade students meeting benchmarks is largely unchanged from 2009 to 2010, there are sizable increases in the percentage of 8th grade students meeting benchmarks during this same time.

	English		Math		Reading		Science		All Four	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
8th Grade EXPLORE	57	61	26	31	34	41	9	11	7	10
10th Grade PLAN	66	66	20	20	38	40	14	14	9	9

The report also corroborates the findings of others that a rigorous academic curriculum in high school contributes to college readiness. The chart below shows the proportion of students achieving the college readiness benchmarks by whether or not they took the core recommended courses or more in that content area. In all areas, students who took the core or more were more likely to be college ready.

Percent Achieving College Readiness Benchmark by Content-Specific Curriculum					
	Curriculum	English	Math	Reading	Science
State	Core or More*	72	34	55	29
	Less than Core*	55	3	37	12
National	Core or More*	69	47	54	33
	Less than Core*	39	7	39	12

*Core equals four years of English, three years of math, social studies, and science.

Please do not hesitate to contact my office should you have concerns or further questions.