

WV CTCS Master Plan – Fulfilling the Vision: 2015-2020

Objective (Compact Goal in Brackets)	Measure(s)	Target(s)	Action Item	Accountable Administrator	Timeline
Goal 1: Student Success - Improve the success of students by increasing college completion.					
<i>1.1 Increase the number of West Virginians with a college credential</i>	College Credential Completion –	By the end of the 2019-2020 AY, the member institutions will have increased the total # of Associate & Certificate Degrees awarded by 50% & the # of workforce skill set certificates by 20%.	Focus on Graduating Students in a timeframe	VPAA VPSS	
	Total number of credentials and degrees awarded		Visual commitment to graduate	VPSS	
	- Number of Associate Degrees awarded		Reduce Dev. Ed Time	VPAA/Title III	
	- Number of Certificate Degrees awarded		Efforts on Engagement at College	VPSS	
	- Number of workforce skill sets awarded.		Streamline Student Processes	VPSS	
			“Human Touch” with every student	ALL	
			Promote Northern’s mission/message	DCR	
			Improve relationships with faculty & staff	Shannon – CSC Jeremy – faculty	
		Create a structured advising program with built-in accountability	VPAA		

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			Day to day/make interactions/actions must speak louder than “statements”	ALL	
			Collect & review- data on why students leave (review process)	VPAA VPSS	
			Personal reach out from President or similar when not enrolled and haven’t graduated	President	
			Project graduation	VPAA	
			Northern Navigator training (ongoing & consistent)	VPAA VPSS	
1.2 Accelerate time to degree.	(excluding transfer students) Credits to Degree – Average # of credit hours accumulated by students at the time of the awarding of an Associate Degree.	By the end of the 2019-2020 AY, the member institutions will have reduced the average # of credit hours accumulated by associate degree grads to 72 & the average # of years of	Increase knowledge & functionality of the Navigator	VPAA VPSS	
			Improved academic advising	VPAA	
			Increase use of PLA for adult students	VPAA VPSS	
			Review/improve/standardize intake process	VPSS	

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		enrollment by FT students to 3 years.	Increase data collection Fast Track Dev Ed Pilots 1. Co req tech math 2. Accel. Engl 97→101 Accelerate Petroleum Program - Pilot	VPAA VPAA VP-EWD	
	Time to Degree – average # of years of enrollment by FT students at the time of the awarding of an Associate Degree				
	College-level course success – the % of first-time freshmen who successfully complete the first college-level math & English course requirements by the end of year one enrollment - % successfully completing first English (writing) course	During the next 5 years, 80% of all first-time freshmen will have successfully completed the first college-level English (writing) & math req’s in their chosen programs of study within their first 24 credit hours of			

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	requirement - % successfully completing first math course requirement	enrollment.			
<i>1.3 Prepare students for success in the workplace</i>	Licensure/Certification Passage - % of students passing certification & licensure exams within 1 year of graduation.	During the 2015-2020 planning period, the member institutions will maintain an annual average passage rate of 90 % by those students taking a licensure or certification exam at the completion of a program of study requiring such exam for employment in the field.	Data mine for demographic/geog. Segmentation Promote WV Employment Opportunities Expand internship Opportunities Utilize grad data collection Develop goals by programs to increase certification rates Aware of resources Increased collaboration w/ workforce College Central Increase alumni participation/communication	VPAA VPSS VPAA VPAA VPAA VPEWD VPEWD/VPSS President	

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	Employment Placement - % of certificate or associate degree completers working in WV at least one quarter in the post-completion year.	By the end of 2019-2020 planning period, 80% of graduates with an Associate or Certificate Degree will live & pay taxes in WV for at least 1 quarter during the year following completion of their program of study.			
<i>1.4 Prepare students for success who transfer to four year institutions</i>	Academic Preparation - % of students transferring who achieve a semester grade point average of 2.0 or better on a 4.0 scale at the conclusion of their first year of enrollment at in-state 4 year public institution.	By the end of 2019-2020 AY, a minimum of 80% of all students transferring from a member WVCTCS school to a public in-state 4 year college/university will have attained a 2.0 grade point average or better on a 4.0 scale at the conclusion of their first year of enrollment at the 4 year institution.	Increase recruitment of Promise scholars Increase enrollment of transfer programs Increased cooperation with 4 year institutions Increased communication with our 2 + 2 students	VPSS VPSS VPSS VPAA VPSS	

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Goal 2: Workforce – Meet the workforce demands of employers and enhance economic development efforts in West Virginia.					
2.1 Meet short-and long-term documented workforce needs of the region.	Contact hours delivered – total number of training contact (clock) hours delivered	Over the next 5 years (2015-2020), the member institutions will have increased the # of training contact (clock) hours delivered by 20%; the # of career-technical Associate or Certificate Degrees awarded by 50%; & the # of workforce skill set certificates awarded by 20%.	Increase institutional awareness of workforce programs	VPEWD	
			Continual assessment of program EWD & tech programs	VPEWD VPAA	
			Increased contact & participation with advisory committees “all campuses”	VPAA	
			Expand programming in NM & Weirton areas	VPAA VPEWD CD	
			Data tracking improvement/internships/jobs	VPAA VPEWD VPSS	
			Project Grad & PLA increased accelerated degree models	VPSS VPAA VPEWD	
	Career-technical Degrees Awarded - # of career-technical				

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	Associate & Certificate Degrees awarded				
	Skill Sets awarded – total # of non-credit skill enhancements, skill sets & advanced skill sets awarded.				
2.2 Enhance regional economic development efforts.	Employers served – total # of employers directly provided workforce education/training.	By the end of the 2019-2020 AY, the member institutions will have: -served a minimum of 700 employers;			
	Sector Partnerships - # of regional sector-based partnerships with business & industry.	Established a minimum of 27 sector based employer partnerships;			
	Industry recognized credentials – proportion of programs which include industry recognized credentials.	Included industry recognized credentials in a minimum of 80% of career-technical programs; and,			
	Entrepreneurship	Provided a			

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	Education - # of focused courses & workshops offered in the area of entrepreneurship.	minimum of 90 focused courses and/or workshops in the area of entrepreneurship.			
2.3 Provide workplace learning opportunities.	-Learn & Earn - # of learn & earn (cooperative education) partnerships - Paid Internships - Number of internships in which students participate & are paid by employers - Registered apprenticeships - # of Dept. of Labor registered apprenticeship programs in partnership with employers	During the 5 year planning period of the Master Plan (2015-2020), the member institutions will have established a minimum of 27 (average 3 per institution) workplace learning opportunities (includes Learn & Earn partnerships, paid internships and/or Dept. of Labor Registered Apprenticeship programs in partnership with employers.			

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Goal 3 – Provide access to affordable community and technical college education in all regions of the state.					

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3.1 Maintain access to educational programs	Headcount Enrollment – Total annual unduplicated headcount enrollment in credit-based programs/courses	By the end of the 2019-2020 AY, the member institutions will have increased the annual headcount enrollment to 35,000 students;			
	FT Equivalent Enrollment – annualized FT equivalent enrollment in credit-based programs/courses	Increased the annualized FTE to 17,500;			
	Adult student enrollment – total annual unduplicated headcount enrollment of adults age 20 & older in credit-based programs/courses	Increased the annual adult (age 20 & above) headcount enrollment to 27,300;			
	Recent high school graduate enrollment – total annual unduplicated headcount enrollment in	Increased the annual headcount enrollment of recent high school graduates to 3,000;			

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	credit-based programs/courses of those graduating from WV high schools the previous year.				
	Early entrance enrollment – total annual unduplicated headcount enrollment of high school students enrolled in college courses	Increased the annual enrollment of Early Entrance High School students to 3,500; and,			
	Veterans enrollment – Total annual unduplicated headcount enrollment of veterans enrolled in credit-based programs/courses.	Increased the # of Veterans enrolled by 10%.			
3.2 Ensure affordability	Student Financial Aid Participation Rate -- % of students receiving any federal, state, or private financial aid excluding loans	By the end of the 2019-2020 AY, the member institutions will have increased the financial aid participation rate of all students to 55%; and			

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	Tuition increase – annual percentage increase in tuition	Held tuition increases to no more than the average of 5% per year over the 5 year planning period as permitted by WV State Code.			
<i>3.3 Use technology to better serve all regions of the State.</i>	Distance-delivered course credit – the # of academic credit hours awarded through courses in which all or the vast majority (typically 75% or more) of the instruction & interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty & students physically separate from each other.	By the end of the 2019-2020 AY, member institutions will have: Increased the total # of academic credit hours earned through distance-delivery to 75,550; and,			
	Distance-delivered	Increased the # of credit-based			

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	programs – the # of credit-based Certificate & Associate Degree programs offered in which 50% or more of the required courses may be taken as distance-delivered courses.	Certificate & Associate Degree programs offered via distance-delivery as reported to the HLC by a minimum of 10%.			

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Goal 4 – Ensure fiscal stability to effectively deliver comprehensive community and technical college education.					
<i>4.1 Advocate for increased state support</i>	State funding – total state appropriations received	By the end of the 2019-2020 fiscal year, the member institutions will have attained at least the SREB per student average in general revenue funding, at each institution.			
<i>4.2 Increase external financial support</i>	External funding – Total new financial resources leveraged from grants, gifts and contracts through federal government, foundations, & private sector sources.	By the end of the 2019-2020 AY, the member institutions & System Office will have generated \$25 million in external funding from grants, gifts and contracts through federal, foundation & private sector sources.			
<i>4.3 Invest in Human Resources</i>	Faculty Salaries - % of the national average of	During the 5 year planning period 2015-2020, the			

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	community & technical college faculty salaries as reported by SREB	member institutions will have: Increased faculty salaries to the average for public, two year institutions as reported by SREB; and,			
	Classified staff salaries – funding level of the current classified staff salary schedule adopted by the Council	Maintained full-funding on an annual basis of any Classified Staff Salary Schedule adopted by the WV Council for Community & Tech. College Education; and,			
	Professional Development activity – number of on-campus professional development opportunities provided	Provided, on an annual basis, a minimum of two on-campus professional development opportunities for faculty & staff.			
4.4 Ensure fiscal stability	Retention – Year to year (fall to fall) student retention rate.	By the end of the 2019-2020 AY, each member institution will			

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		have: Achieved a 66% fall-to-fall student retention rate; and,			
	Composite Financial Index (CFI) score – a single score determined through the annual financial audit & reported to the HLC based on a calculation using the combined ratios of the primary reserve, net operating revenues, viability & return on net assets which are converted into strength factors, weighted & summed resulting in a single composite score on a scale ranging from negative four (-4) to a	Achieved a positive Composite Financial Index (CFI) score of 1.1 to 10 on a yearly basis as determined through the annual financial audit process & reported to the HLC.			

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	positive ten (+10).				
<i>4.5 Demonstrate a financial commitment to student success</i>	Expenditure Priority - % of total expenditures devoted to the following categories using GASB standards as reported in annual financial audit: instruction, academic support, and student services.	The member institutions will, on an annual basis, maintain the combined percent of expenditures dedicated to instruction, academic support and student services at or above the national average for two year, public institutions as reported by the National Center for Education Statistics.			

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