EASTERN
West Virginia Community & Technical College

THE NEXT BIG THING

2015-2020 STRATEGIC PLAN

TABLE OF CONTENTS

MISSION, VISION AND VALUES

MISSION

Eastern provides accessible and affordable education opportunities for academic, technical, workforce training and life-learning for the Potomac Highlands regional community

VISION

Eastern West Virginia Community and Technical College enriches the Potomac Highlands regional community through a range of innovative programs and services that exemplify community college values and achieve the community college mission.

VALUES

Opportunity
Quality Teaching and Lifelong learning
Integrity
Partnerships
Continuous Improvement

MESSAGE FROM THE PRESIDENT

The American Association of Community College's 2015 conference theme was the Next Big Thing. After attending the conference, I was inspired by the theme, keynotes and concurrent sessions. It was also an opportunity to reconnect with colleagues from across the nation and make new friends. I returned with a greater understanding and appreciation of how Eastern would move forward with the next BIG thing.

When I arrived in 2010, as Eastern's new president, I suffered an identity crisis. When participating in state and national meetings with colleagues, I was reminded of how small Eastern was compared to other community colleges.   It was sometimes overwhelming to discover the BIG projects at other community colleges or the large number of students being served by multiple campuses. Today, I am delighted to share in the 2015-2020 Strategic Plan message that my crisis is OVER! I discovered size does not matter, attitude does. Eastern is contributing to a number of big things in the Potomac Highlands because of its positive attitude and desire to build partnerships to solve regional challenges and opportunities. It is ok to be small, because it permits Eastern to be agile, responsive and open to new ideas and partnerships.   Yes, it is ok to be small, but that does not mean we have to think small!

Eastern is adopting AACC's 2015 conference theme, The Next Big Thing for its 2015-2020 Strategic Plan. The goals identified in this plan are bold, big and bright!   We are committed to student access and success through quality teaching and learning initiatives. Community engagement and partnerships are core to Eastern's mission and creating a culture of innovation will enable us to contribute to the Next Big Thing.

Eastern is ready for the Next Big Thing!   Please join us for an amazing journey.

Chuck Terrell
President/ "Head Coach"
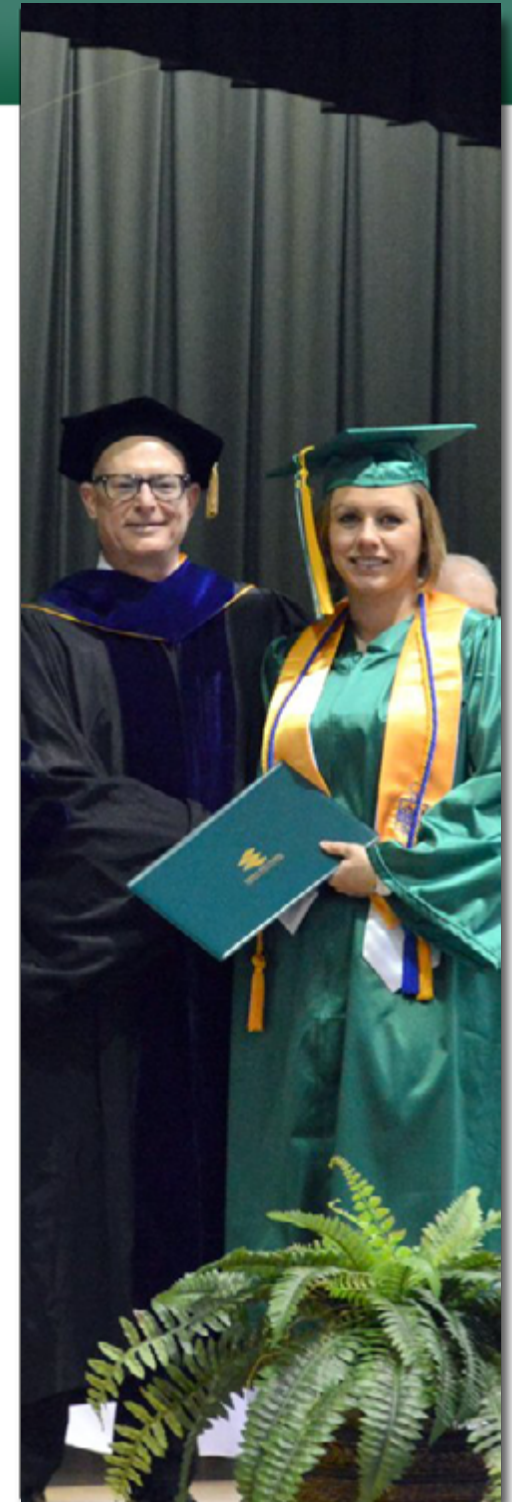
INSTITUTIONAL COMMITMENT NUMBER 1

Student Access and Success

Provide access to affordable community and technical college education in all regions of the state.
- Maintain access to educational programs.
- Ensure affordability.
- Use technology to better serve all regions of the State.
- Improve financial aid and admissions processing time by removing barriers for students through improved financial aid counseling and service.
- Improve diagnostic placement testing and implement co-requisite basic skills curriculum to increase success in college level coursework.
- Support student success and retention through counseling, advisement, and study skills.
- Improve retention and reduce time to completion in college readiness coursework through curriculum review/revision, technologies such as an early alert system and increased learning support services.
- Stimulate enrollment and retention through transitional education academies in support of dual enrollment/dual credit, early entrance, adult basic education, Workforce Development and programs to prepare students for college-level credit.
- Provide employment support services for students and alumni to increase placement and better connect the college's programs to potential employers throughout the district.
- Develop a comprehensive technology plan that fully engages the institution's current technologies and provides for the selection and implementation of new technologies in support of student success.
- Develop a comprehensive wellness initiative for students, faculty, and staff to provide and promote a healthy learning environment.
- Provide student activities and cultural programs that foster personal growth, community involvement and increased learning opportunities.
- Continue to develop and strengthen partnerships with K-12, 4-year institutions and other learning entities, student learning, access and interest.
- Utilize student surveys to enhance the college's ability to provide a healthy, safe and secure inclusive environment.
- Continue to offer Workforce credit that lattices into Academic programming.

Improve the success of students by increasing college completion.
- Assess and modify student orientations based on student feedback.
- Match students to an Eastern Advocate to serve as their activist while at Eastern.
- Provide peer tutors for students who need additional academic support.
- Utilize an early alert system to individually match students to appropriate interventions.
- Accelerate the time to earn a degree.
- Prepare students for continued success in the workplace.
- Prepare students for continued success who transfer to four-year institutions.
- Increase the number of West Virginians with a college credential.

METRICS

METRICS
- Number of Associate Degrees awarded.
- Number of Certificate Degrees awarded.
- Number of workforce skill sets awarded.
- Credits to Degree – Average number of credit hours accumulated by students at the time of the awarding of an Associate Degree.
- Time to Degree – Average number of years of enrollment by full-time students at the time of the awarding of an Associate Degree.
- College-Level Course Success – the percent of first-time freshmen who successfully complete the first college-level math and English course requirements by the end of year one of enrollment.
- Percentage successfully completing first English (writing) course requirement.
- Percentage successfully completing first math course requirement.
- Licensure/Certification Passage – Percentage of students passing certification and licensure examinations within one year of graduation.
- Employment Placement – Percentage of Certificate or Associate degree completers working in West Virginia at least one quarter in the post-completion year.
- Academic Preparation – Percentage 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 four-year public institutions.
- Headcount Enrollment – Total annual unduplicated headcount enrollment in credit-based programs/courses.
- Full-time Equivalent Enrollment – Annualized full-time equivalent enrollment in credit-based programs/courses.
- Adult Student Enrollment – Total annual unduplicated headcount enrollment of adults age 20 and older in credit-based programs/courses.
- Recent High School Graduate Enrollment – Total annual unduplicated headcount enrollment in credit-based programs/courses of those graduating from West Virginia high schools the previous year.
- Number of student participants in cultural programming.
- Number of wellness activities/programs.
- Early Entrance Enrollment – Total annual unduplicated headcount enrollment of high-school students enrolled in college courses.
- Student Financial Aid Participation Rate – percentage of students receiving any federal or state financial aid excluding loans.
- Tuition Increase – Annual percentage increase in tuition.
- Workforce Development Key Elements Matrix – Annual reporting measure of workforce activity.
- Workforce Skills-Set Report.
- Graduation Survey.
- Community College Survey of Student Engagement Survey.
- Withdrawal/Drop Student Survey.
- Distance-delivered Course Credit – the number of academic credit hours awarded through courses in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.
- Distance-delivered Programs – the number of credit-based Certificate and Associate Degree programs offered in which 50% or more of the required courses may be taken as distance-delivered courses.
- Nationally normed student opinion and engagement and other surveys of college support programs, services and activities.

FUNDING SOURCES
- State appropriations
- Tuition
- Fees
- Perkins
- Grants

SUPPORTING DOCUMENTS
- Enrollment Management, Marketing and Retention Plan.
- Perkins Plan.
- Compact.
- Annual Budget.
- Guaranteed Admission Agreements with 4-year institutions.

INSTITUTIONAL COMMITMENT NUMBER 2

TEACHING AND LEARNING

- Support innovative and collaborative teaching methods that allow creativity, risk taking and advancing technologies with appropriate faculty development.
- Expand the employee development plan to support the 21st century learning environment by providing comprehensive training, development of instructional content, active learning strategies, instructional technologies and student learning research.
- Recruit and retain highly qualified faculty by ensuring that salaries are competitive and reflect state and national averages.
- Integrate multiple instructional strategies to enrich student learning experiences and address varied learning styles.
- Instill high expectations for teaching and learning to ensure instructional excellence and student success as evidenced by national recognitions and advanced credentials.
- Utilize the Accelerated Learning Program (ALP)(co-requisite model) to promote student achievement.
- Provide ample opportunities for professional development and reflective practices.
- Develop and maintain innovative and market-driven programs, such as: student internships, field-experience, work-study and apprenticeships, focusing on employability of students in the global market.
- Create and support a student-centered learning environment that encourages active learning. Encourage peer tutoring to provide additional academic support as well as promote student interaction.
- Incorporate learning activities designed to equip students with the skills necessary to retain and transfer knowledge across the curriculum.
- Improve faculty access to data and make certain faculty members are supported by institutional research in methodology design, data collection and analysis of student learning outcomes.
- Improve transitional education by infusing technology, revising curriculum and identifying ways to decrease time to completion.
- Evaluate facilities usage and design of the learning environment – facilities should be flexible and creative to foster
- and support the 21st century learning environment. Designs should incorporate appropriate technologies and support discussion, group projects and other interactive pedagogies.
- Promote workplace/faculty collaboration to enhance student learning.
- Foster a culture of open, interactive communication between the college and students to promote a sense of community.
- Use action research and assessments to determine and to develop and/or to enhance program offerings and effectiveness of student learning.
- Capture student prior learning through assessments and/or portfolio assessment.

METRICS
- Assessment reports for the ALP courses.
- Student Completion.
- Student Retention.
- Reports generated for tutoring services.
- Faculty Surveys.
- Totals of the different types of courses.
- Field experience hours.

FUNDING SOURCES
- Tuition and fees
- State appropriations

SUPPORTING DOCUMENTS
- Assessment Reports
- Faculty Surveys
- Annual Budget
- IPEDS Report

METRICS
- Contact Hours Delivered - total number of training contact (clock) hours delivered.
- Career-Technical Degrees Awarded – number of career-technical Associate and Certificate Degrees awarded.
- Skill Sets Awarded – total number of non-credit skill enhancements, skill sets and advanced skill sets awarded.
- Employers Served – total number of employers directly provided workforce education/training.
- Sector Partnerships – Number of regional sector-based partnerships with business and industry.
- Industry Recognized Credentials – Proportion of programs which include industry recognized credentials.
- Entrepreneurship Education – Number of focused courses and workshops offered in the area of entrepreneurship.
- Learn and Earn – Number of Learn and Earn (cooperative education) partnerships.
- Paid Internships – Number of internships in which students participate and are paid by employers.
- Registered Apprenticeships – Number of Department of Labor registered apprenticeship programs in partnership with employers.
- Revenue Generation from Business and Industry Partners.

FUNDING SOURCES
- Higher Education for Adult Part-time Students (HEAPS) Funding.
- Pell Funding.
- Partnership Funding Resources.

SUPPORTING DOCUMENTS
- Workforce Development Key Elements Matrix.
- Existing MOU/MOA Agreements.
- Annual Budget.
- A Compact for Community and Technical College/Career-Technical Education Consortia.

INSTITUTIONAL COMMITMENT NUMBER 3

COMMUNITY ENGAGEMENT AND PARTNERSHIPS (WORKFORCE)

Meet the workforce demands of employers and enhance economic development efforts in West Virginia.

- Meet short-and long-term documented workforce needs of the region.
- Enhance regional economic development efforts.
- Provide workplace learning opportunities.
- Continue to strengthen and grow our partnerships with our community-based agencies and organizations (i.e. Workforce West Virginia, Workforce Investment Opportunities Act (WIOA), Division of Rehabilitation Services (DRS) and Potomac Highlands District Consortium and Economic Development partners.
- Use sector-based based strategies to strengthen relationships and partnerships with public/private local, state and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes.
- Enhance community college/school district/university partnerships for such activities as dual enrollment, early entrance, transitional education, and enhanced higher education opportunities especially in science, technology, engineering, and mathematics (STEM) fields.
- Increase business partnerships for such programming as energy/ advanced manufacturing, allied health, technology, agriculture technology, art and tourism.
- Explore university partnerships that result in a physical/virtual presence on campus to increase access to four-year degrees, streamline transfer of credit and align requirements for two-and four-year degree options.
- Strengthen external/internal network for business, community, alumni and friends to connect with the college and participate in activities to include the leveraging of resources and volunteering time, money and talent.
- Assess workforce development needs and align workforce training and career/tech programs to targeted industries and STEM skill set along with reskilling the workforce for career advancement.
- Develop and cultivate effective communication that encourages input and feedback from all stakeholders.
- Establish more articulation agreements.

INSTITUTIONAL COMMITMENT NUMBER 4

CULTURE OF INNOVATION

- Continue support of the Institute of the Rural Entrepreneurship and Economic Development (IREED).
- Explore and participate in Department of Education Experimental Site opportunities to further the access of Pell for special groups and Workforce.
- Foster a collegial environment reflecting an entrepreneurial foundation in instruction, student services and administration supported by faculty/staff and student development with incentives to encourage innovation.
- Design and implement certification credentials for skills through a redesign of degree certificates and encourage completion.
- Maintain an efficient and innovative administration to create an environment based on the vision and core values of the institution.
- Promote leadership in state, regional, and national professional organizations.
- Investigate creative and efficient processes for student inquiry and admissions recognizing changing technologies, student logistics and diversity, access to data, graduate processing and follow-up and maintaining connection after separation.
- Develop and implement a foundation plan to increase community involvement and support.
- Cultivate and engage partnerships with stakeholders throughout the district.
- Explore the development of a grant writing consortium.
- Continue sponsorship of the Potomac Highlands District Consortium to support growth and innovation to stimulate forward momentum and an envisioned future.

METRICS
- Recognition of achievement and excellence among students and employees.
- Revenue generation.
- Leadership in state, regional and national agendas for improvement.
- Effective use of technology.
- Partnerships and community development.

SUPPORTING DOCUMENTS
- Student Surveys
- Foundation Plan
- IPEDS Report
- Annual Budget.

FUNDING SOURCES
- Continued pursuit of private, state and federal dollars to sustain operations for our initiatives.
- Pell Funding.
- Perkins Funding
- Bridging the Gap Funding
- Higher Education for Adult Part-time Students (HEAPS) Funding
- Dr. Scholl Foundation Funding
- Private Grant/Foundation Funding
- West Virginia Higher Education Grant

RESOURCES

Ensure fiscal stability to effectively deliver comprehensive community and technical college education.

- Advocate for increased state support to increase the number of faculty to fulfill the core mission of the institution and the Higher Learning Commission's recommendations.
- Increase external financial support (Examples: Private Foundations and Eastern West Virginia Community and Technical College Foundation)
- Invest in Human Resources to provide ample access to professional development opportunities.
- Ensure fiscal stability through initiatives that support student success and retention.
- Demonstrate a financial commitment to student success.
- Participate in statewide strategies to ensure employees are compensated appropriately.
- Provide a safe learning and working environment for all.
- Construct, renovate and maintain appropriate facilities.
- Utilize technology to become more cost efficient and effective.
- Further regional partnerships to share and participate in resource sharing opportunities.

METRICS

- State Funding – Total state appropriations received.
- External Funding – Total new financial resources leveraged from grants, gifts and contracts through federal government, foundations, and private sector sources.
- Faculty Salaries – percentage of the national average of community and technical college faculty salaries as reported by Southern Regional Education Board (SREB)
- Classified Staff Salaries – funding level of the current Classified Staff Salary Schedule adopted by the Council
- Professional Development Activity – number of on-campus professional development opportunities provided
- Year-to-Year Retention and Enrollment Rates
- Maintain Adequate Reserves

FUNDING SOURCES

- State Appropriation.
- Tuition & Fees.
- Grants
- Fees for Service.

SUPPORTING DOCUMENTS

- Senate Bill 330.
- Annual Budget.
- Financial Statements.

TRANSFORMATIONAL TRENDS

Positioned for a decade of advancing student success and instructional excellence at an affordable cost, Eastern WVCTC continues to provide educational opportunities in Grant, Hampshire, Hardy, Mineral, Pendleton and Tucker counties, an area in rural West Virginia with a population of approximately 97,000. Having continued the mission established in 1999, the college has stayed true to its mission of student learning and success – an institution rooted in timeless values and worthy of enduring for generations to come.

Eastern WVCTC is a fully accredited, comprehensive community college, with multiple access locations throughout the Potomac Highlands region of West Virginia. Over the next five year period, Eastern anticipates serving an additional 5,874 students with credit, workforce and special interest programs and classes on the campus and discovery centers or through distance learning options. With a legacy of student success, the community and workplace can be assured that students will leave Eastern WVCTC equipped with the knowledge and skills they need to succeed in work and life.

In order to plan for its future, Eastern WVCTC forecasted how the six-county region will grow, and what major factors in the state, nation, and world will impact the way it teaches, who it teaches, and how it teaches. Many factors will impact Eastern WVCTC, the region, and its students; however, the following transformational trends are considered to be highly influential as the college moves through the next decade:
• Changing Demographics
• Business & Industry
• Innovative Based Economy
• Completion Agenda

The underlying theme to this process is entrepreneurship. Creating an atmosphere that encourages, promotes and rewards innovative thinking among faculty, staff, and students will be core to how the college modifies its learning environment to respond to the changing world. Part of what Eastern WVCTC must do is to be open to the changes that cannot be predicted. Creating an entrepreneurial environment will allow change by design.

Eastern WVCTC is embarking on a pathway in education and training delivery that is unique among community colleges and universities - a commitment to an atmosphere that encourages creativity, innovation, and risk-taking activities that add to the well being, productivity and learning at the institution.

One of the most significant changes in the United States is how the younger population learns, adopts and uses technology. EWVCTC faculty and staff will need to be able to quickly respond to this change in order to stay current with the latest trends in technology and its use in education.

During the next 20 years, 74 million Boomers will retire. This means that 10,000 new retirees will be added to the Social Security and Medicare rolls each day. Unlike their parents' generation, Boomers will be a market with very different characteristics. They exercise twice as much as previous generations, and they will enjoy greater longevity and have increased needs for health care.

Generation X, the "Latchkey Kids," were reared by the early Baby Boomers. They were born into a world witnessing a strong trend to divorce and economic uncertainty. They observed the popularity of cable TV and video games and are characterized as individualists.

Generation Y, the "Millennials," are roughly 70 million people. The time spent on the internet for a Gen Y is greater than any other media, and Gen Ys are the first generation to grow up with technology. Gen Ys are diverse, socially minded, creative and entrepreneurial. The oldest of the Gen Ys entered our community colleges a few years ago, and the youngest and most tech-savvy are yet to come.

Population Projections by U.S. Generation
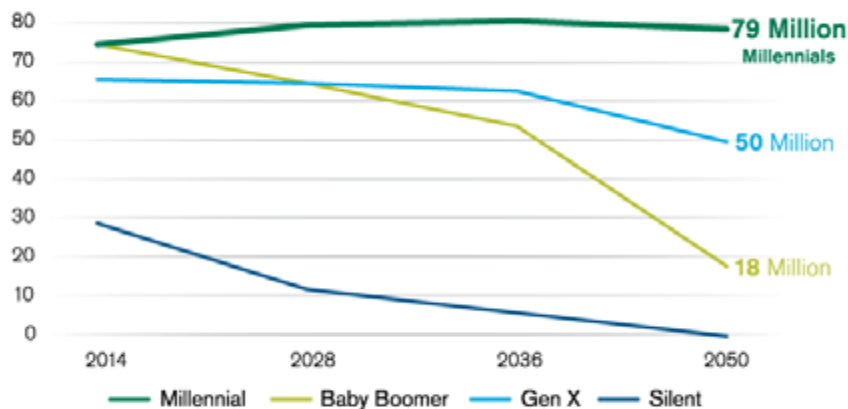
Source: Pew Research Center. Tabulation of U.S. Census Bureau population projections released December 2014. Millennial (Born 1981 to 1997, ages 18 to 34); baby boomer (1946 to 1964, 51 to 69);, Generation X (1965 to 1980, 35 to 50);, and Silent (1928 to 1945, 70 to 87).

Generation Z, the "Digital Natives," are being reared by Generation X and are expected to be another "boom" in size. Born into a digital world, Gen Z are proficient with and dependent on technology, making it a critical part of how they interact, play and learn.

Creating an Entrepreneurial Culture

Entrepreneurial – actions marked by imagination, innovation, initiative, and readiness to undertake new projects.

An entrepreneurial environment will be critical to the college's survival and growth in the future.

The American Association of Community Colleges (AACC) identifies three characteristics of future success:

• Focusing our attention on value as determined by the benefits created by an institution for its stakeholders and how they stack up against those created by competitors which will be a critical determinant of effectiveness.

• Deepen our understanding of tangible growth (enrollment, graduation rates, regional market penetration) and broaden our interest in intangibles such as new ideas, competencies, quality and image.

• Enhance our ability to anticipate and respond to seismic shifts in the economy, technology, demographics, and the regulatory environment.

Source: Core Indicators of Effectiveness for Community Colleges, AACC

While the oldest of the Gen Z generation are just now becoming teenagers, by 2020, approximately 20 percent of the student body at EWVCTC will be digital natives. This estimate is conservative as marketshare captured in dual-enrollment and dual-credit programs is expected to increase. If we combine the projected attendance of Gen Y and Gen Z students, approximately 71 percent of the 2020 students will be considered "always connected" and communicating through various social networking channels with sophisticated electronic devices.

The behavioral traits of Gen Z students predict a number of trends that will influence the learning environment.

Born into a world of environmental concerns: Improving energy efficiency is of primary concern as Gen Z, along with their families, will choose environmentally responsible companies.

Values constant connectivity: This past year, 31 percent of U.S. children, ages 6-12, wanted an iPad over any other electronic device for Christmas; followed by a computer (29 percent) and an iPod touch (29 percent).
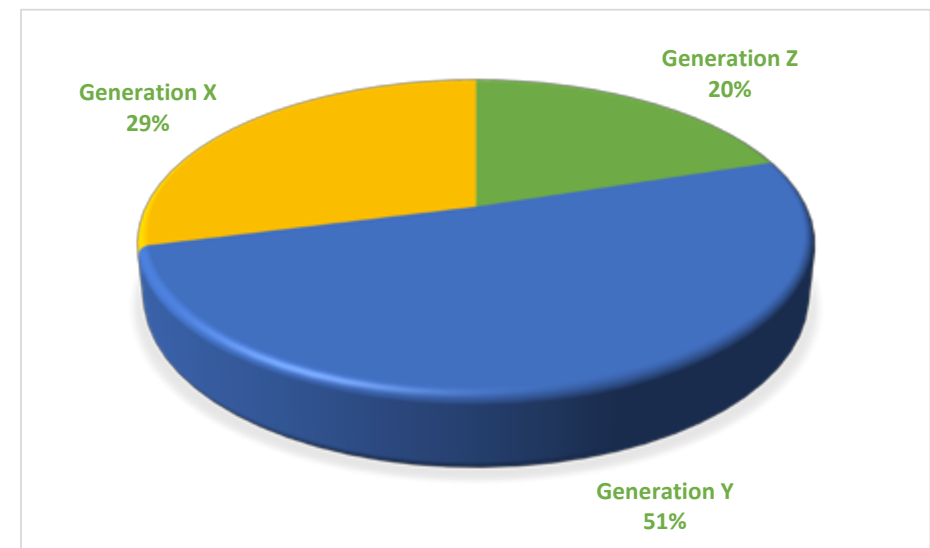
Values digital approach to learning: In a recent survey to teens, 43 percent prefer the digital approach to learning and find it easiest to learn from the Internet; 38 percent like combined learning from print and online; and only 16 percenet stated books as their preferred way of learning.

Parenting styles: Gen X is raising Gen Z with a high involvement parenting style. Gen X saw a social trend of divorces and is expected to instill stronger family values, along with "old" notions of work ethic, etiquette and resilience. This along with better education will make Gen Z more tolerant, respectful and responsible.

Eeastern WVCTC
Current Student Body 2013

Boomers 3%
Generation X 45%
Generation Y 52%
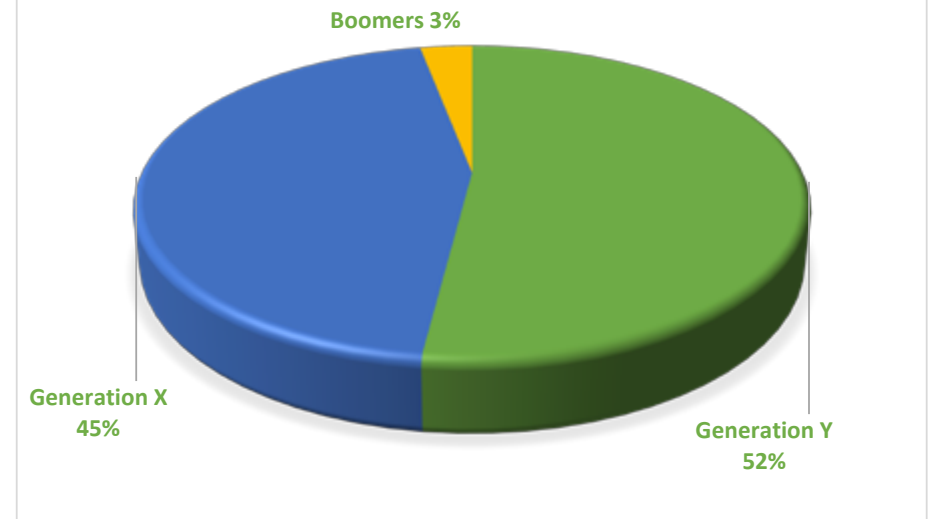
Eastern WVCTC
Projected Student Body 2020

Generation Z 20%
Generation X 29%
Generation Y 51%

The WVU Bureau of Business and Economic Research concludes that total population in the Mountain State will begin a sustained decline around 2016, and overall, the state will lose nearly 19,500 residents between 2010 and 2030. The population decrease from 2010-2020 for the college's six county district is expected to average 5.1 percent.

The coming population loss is expected to be driven by natural population decline — in which births fall short of deaths — as the state's population continues to age. The other driver is out-migration, primarily related to coal production decline over several decades and the globalization of manufacturing jobs abroad, everything from steel to garment factories.

According to the 2014 Annual National Movers study, more residents are moving out of West Virginia than are moving into West Virginia. Overall West Virginia ranked 5th on the list of the "Most Moved" from states last year. In the survey of customers, most reported moving for employment reasons. West Virginia is the only other state to see a population decrease in the study, Maine lost 199 people.

County	Census Population			Changes
	2010	2015*	2020*	2015-2020
Grant	11900	11645	11438	-3.9%
Hardy	14028	13902	13798	-1.6%
Hampshire	23964	23389	22923	-4.3%
Mineral	28348	27439	26710	-5.8%
Tucker	7141	6885	6682	-6.4%
Pendleton	7695	7309	7006	-8.9%

*Projection based on birth, death, migratin, and economic assumptions

While West Virginia's population is expected to decline in the tens of thousands over the next two decades, the Eastern Panhandle is expected to boom with suburban D.C. growth, and the area around Morgantown to see strong growth.

Currently, West Virginia is ranked 37th most populous in the United States.

The median age of Eastern WVCTC six-county service district is 44. The median age of Eastern WVCTC student is 24, with a mean age of 29.

The Potomac Highlands District Consortium

Three Sector-Based committees including Manufacturing/Energy, Allied Health and Welding are hosted by Eastern WVCTC to obtain relevant industry feedback to integrate into Eastern's District Consortium Economic Development Committee.

The skill set of many future jobs will require less than a four year degree. This opportunity positions Eastern WVCTC at the forefront of developing a specialized workforce. Research showed that economic growth potential is strengthened with an industry sector cluster approach to development specifically addressed the need to develop, attract and retain workers with science, technology, engineering and mathematics background.

OCCUPATION	JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)					
	Less than high school	High school diploma	Some college/ no degree	Associate's degree	Bachelor's degree	Master's degree or better
Managerial and Professional Office	1	7	7	3	10	6
STEM	0	1	1	1	3	2
Social Sciences	0	0	0	0	0	1
Community Services and Arts	0	1	2	1	5	2
Education	0	1	1	0	5	6
Healthcare Professional and Technical	0	1	3	5	4	3
Healthcare Support	1	4	3	1	1	0
Food and Personal Services	8	21	11	3	3	1
Sales and Office Support	4	28	20	6	9	1
Blue Collar	8	36	12	3	2	1
TOTAL	**21**	**101**	**61**	**23**	**42**	**22**

WEST VIRGINIA
2010-2020 Total Job Openings 270,000

WV TOTAL JOBS, excluding military
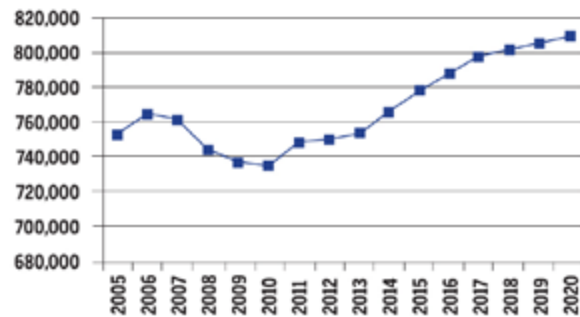
OCCUPATION	2010 jobs	2020 jobs	Growth rate (%)
Managerial and Professional Office	89,960	101,170	12
STEM	20,580	23,290	13
Social Sciences	2,780	3,210	16
Community Services and Arts	27,220	30,880	13
Education	39,590	44,020	11
Healthcare Professional and Technical	43,830	51,030	16
Healthcare Support	22,110	27,390	24
Food and Personal Services	123,080	139,800	14
Sales and Office Support	191,310	203,810	7
Blue Collar	175,200	185,180	6
TOTAL	**735,650**	**809,790**	**10**

INDUSTRY	2010 jobs	2020 jobs	Growth rate (%)
Agriculture, Forestry, Fishing and Hunting	20,680	20,840	1
Mining, Quarrying, and Oil and Gas Extraction	32,980	37,830	15
Utilities	4,790	4,860	2
Construction	39,590	41,790	6
Manufacturing	42,730	43,510	2
Wholesale Trade	20,490	21,900	7
Retail Trade	86,520	91,750	6
Transportation and Warehousing	23,690	24,450	3
Information	9,810	10,040	2
Finance and Insurance	23,630	26,520	12
Real Estate and Rental and Leasing	20,210	23,740	17
Professional, Scientific, and Technical Services	31,270	35,250	13
Management of Companies and Enterprises	4,970	5,650	13
Administrative and Support and Waste Management and Remediation Services	33,780	40,040	19
Educational Services	10,140	11,540	14
Healthcare and Social Assistance	101,310	118,900	17
Arts, Entertainment, and Recreation	12,870	15,540	21
Accommodation and Food Services	54,850	61,250	12
Other Services (except Public Administration)	39,250	43,500	11
Government	122,110	130,910	7
TOTAL	**735,650**	**809,790**	**10**

2020 TOTAL JOBS BY OCCUPATION AND EDUCATION LEVEL

Occupation	Master's degree or better	Bachelor's degree	Associate's degree	Some college/ no degree	High school diploma	Less than high school
Managerial and Professional Office:						
Management	8,900	15,350	6,550	14,960	16,700	1,820
Business operations	1,280	5,110	630	4,770	4,230	70
Financial services	1,570	7,010	1,150	2,390	1,490	-
Legal	3,540	1,310	870	1,130	310	-
STEM:						
Computers & mathematical sciences	550	4,150	860	2,260	1,220	140
Architecture	40	370	160	140	910	-
Engineering	1,260	3,620	1,450	640	640	-
Life & physical sciences	1,390	1,410	30	940	990	160
Social Sciences	2,230	710	-	230	-	-
Community Services and Arts:						
Community & social services	3,900	6,470	1,060	2,010	1,880	160
Arts, design, entertainment, sports & media	2,990	6,380	430	3,130	2,330	140
Education, Training & Library	18,140	15,380	1,490	5,120	3,780	100
Healthcare Professional & Technical	9,960	11,340	15,790	9,690	4,330	60
Healthcare Support	480	1,540	2,670	7,620	11,760	3,170
Food and Personal Services:						
Food preparation & serving related	1,080	2,750	3,430	12,980	30,280	11,820
Building and grounds cleaning & maintenance	-	900	910	5,280	14,680	7,060
Personal care & services	360	2,290	2,470	10,600	15,170	2,940
Protective services	340	2,800	1,140	4,780	5,090	650
Sales and Office Support:						
Sales & related	1,480	12,180	6,840	26,030	38,680	7,380
Office & administrative support	3,230	13,630	13,020	34,340	42,570	4,420
Blue Collar:						
Farming, fishing & forestry	-	-	40	-	1,670	530
Construction & extraction	-	850	1,910	9,310	33,230	7,430
Installation, maintenance & repair	650	1,070	2,520	8,260	20,780	3,510
Production	610	2,910	2,580	8,610	21,050	4,000
Transportation & material moving	440	1,620	1,600	9,260	31,300	9,460

WV

OCCUPATION

Sector Strategies Framework
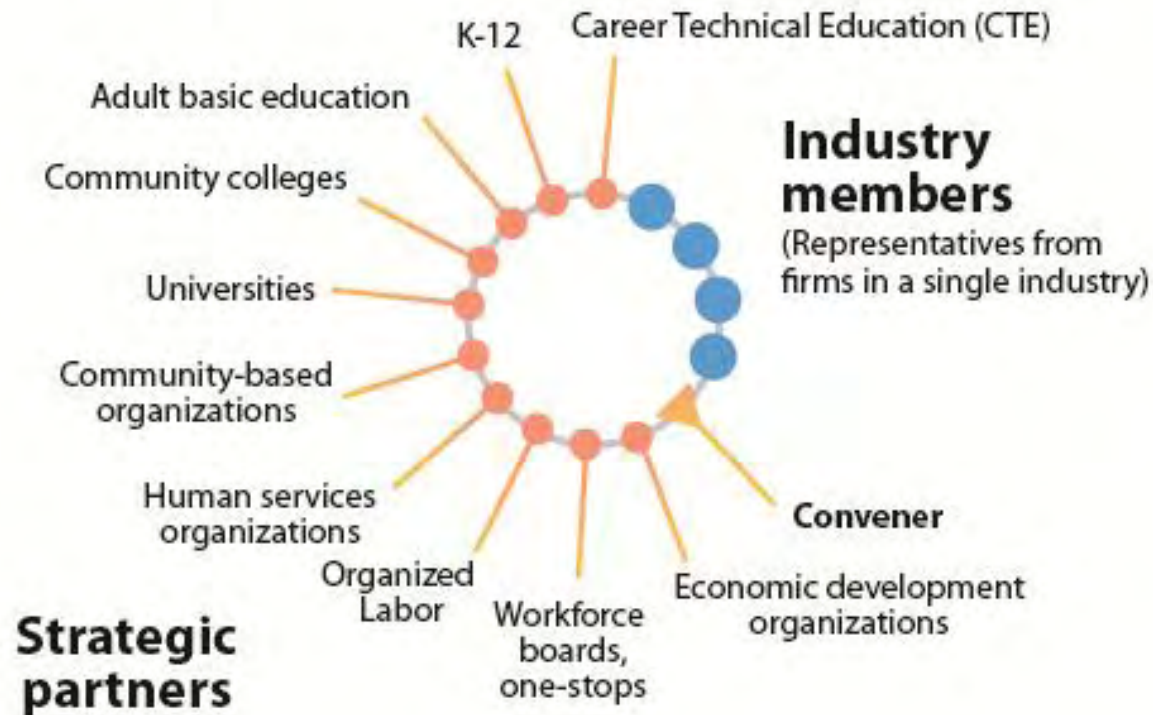
INNOVATIVE-BASED ECONOMY

Eastern WV Community and Technical College created The Institute for Rural Entrepreneurship and Economic Development to lead local and regional initiatives impacting Eastern's entrepreneurship programs and community economic development. It is organized under the auspices of Eastern's 501 (c) (3) Foundation and the Workforce Opportunity Regional Center and Services, Inc. IREED's goal is to implement a holistic, comprehensive approach to entrepreneurship and economic development by initiating and supporting institutional, community and student development initiatives. IREED serves as the liaison with regional, state and national governments, businesses and other nonprofit organizations that support economic and entrepreneurship development.

Goals

The purpose of the IREED is to develop and sustain relationships with internal and external stakeholders to provide a collective strategy to build institutional and community capital for economic and entrepreneurship development. All of the accomplishments and goals identified need a structured Institute for sustaining momentum and leadership.

IREED's ultimate, long-terms goals are two-fold:

- To serve as an economic development multiplier by initiating, accelerating and launching economic development and entrepreneurship activities in the region; and
- Become a research center on methods to increase economic development and entrepreneurship opportunities in rural and farming communities in West Virginia and beyond.

IREED's MISSION

Create, support and sustain an innovation-based economy in the Potomac Highlands of West Virginia

Institute
for Rural Entrepreneurship
and Economic Development

Complete to Compete, a report by the National Governors Association (2010), states that increasing degree completion at America's public colleges and universities is pivotal to the nation's economic competitiveness and long term economic growth. The American Association of Community Colleges (2014) also reports that the United States continues to fall behind other countries in terms of educational attainment and now ranks 16th in college completion rates for those age 25 to 34. A report Help Wanted: Projections of Jobs and Education Requirements through 2018 and produced by The Georgetown University Center on Education and the Workforce (Carnevale, et al, 2010) states that by the year 2018, nearly two-thirds of all American jobs will require a post-secondary certificate or degree. This same study reports that the United States will need 22 million new college degrees and 4.7 million new workers with   post-secondary certificates by that same year. However, the report also predicts the U.S. will fall short of that number by a least 3 million post-secondary degrees, Associates or higher. This predicted shortage is one of the more recent indicators of how crucial postsecondary education and training has become to the American economy.

State Context
Similar job projections are applicable to West Virginia. With the emergence of oil and gas, the re-emergence of advanced manufacturing, and the continued growth of the health care sectors, community and technical colleges must respond to the workforce challenge if West Virginia is to capitalize on this unique opportunity to provide West Virginians with the skills they need to move into high wage jobs. The State's and Eastern's focus must remain on student success, student access, developing the required workforce for the 21st Century, and securing the resources required to fulfill the mandates of the West Virginia Community and Technical College's Vision 2020 and Eastern's The Next Big Thing.

Rapidly changing economic conditions have exacerbated the challenges of declining enrollment and reduced state funding to support the delivery of high-quality education and training programs already facing the State's community colleges. In addition, the Community and Technical College System faces the ongoing challenge of serving a population where unemployment, other financial issues, and family obligations often negatively impact individual decisions about seeking postsecondary education or training; and, if they do choose to enroll, of completing their program of study. Eastern must continue to find innovative ways of attracting and effectively serving all students, regardless of their life circumstances. These strategies must include providing the academic and support services that promote completion of higher education credentials that will prepare graduates for success not only today but also in tomorrow's economy. With a highly educated citizenry being essential to economic growth, college completion in West Virginia must continue to increase but must do so at a more rapid rate. Although Eastern has made significant progress in this area, still far too many students fail to complete college credentials. To meet the continuing challenge of producing more graduates, the West Virginia Community and Technical College System and Eastern pledge to fulfill the vision by meeting the goals and objectives set forth in the Master Plan, Fulfilling the Vision: 2015 – 2020 and The Next Big 2015-2020.

SITE PLAN
1"=40'-0"
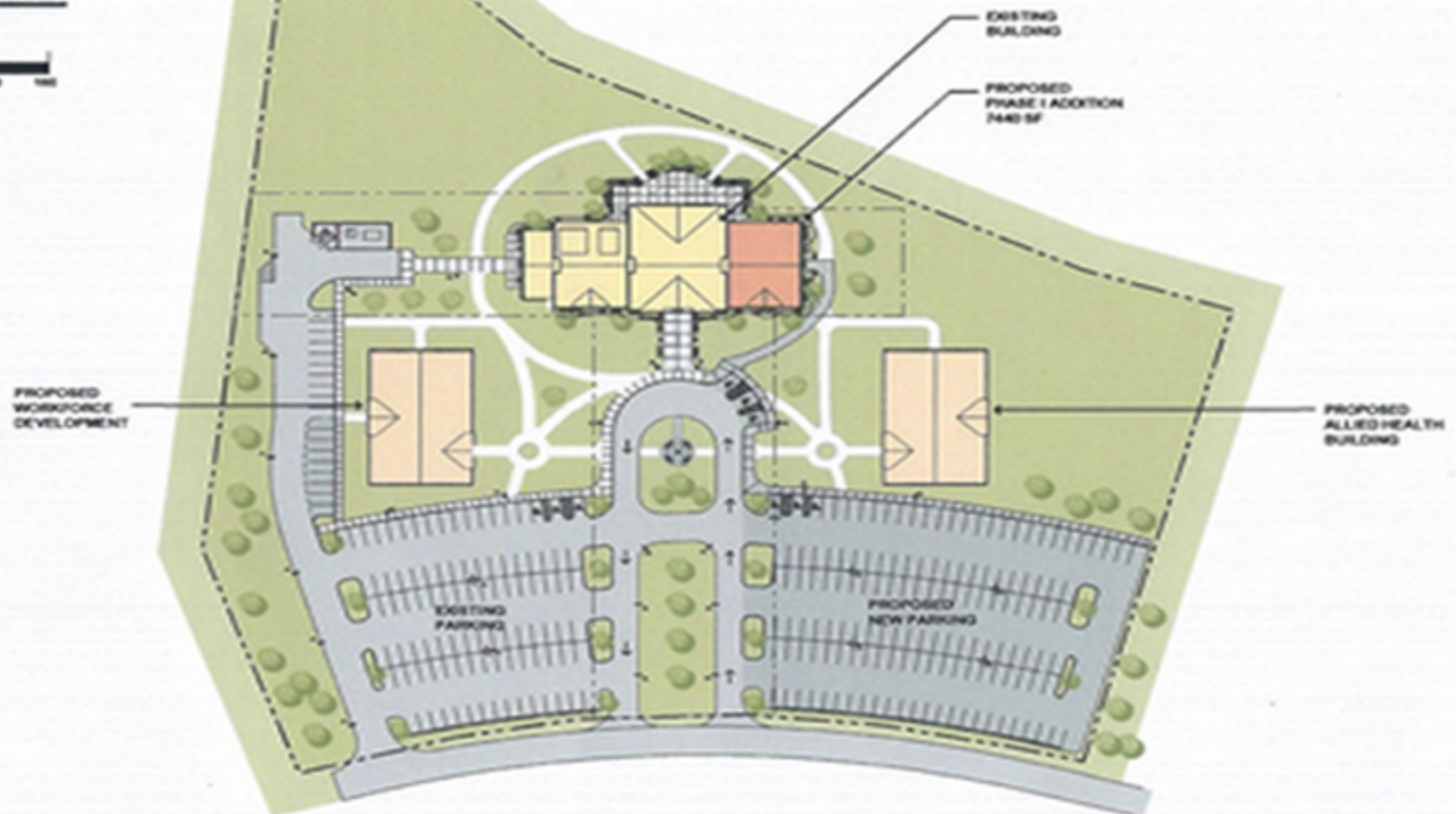
EXISTING BUILDING

PROPOSED PHASE I ADDITION 7440 SF

PROPOSED WORKFORCE DEVELOPMENT

PROPOSED ALLIED HEALTH BUILDING

EXISTING PARKING

PROPOSED NEW PARKING

Eastern West Virginia Community & Technical College
MOOREFIELD, WEST VIRGINIA

BASTIAN & HARRIS, ARCHITECTS

EASTERN TECHNOLOGY CENTER, PETERSBURG, WV

Rob Tissue, Chair
Scott Staley, Vice Chair

Dixie Bean
Brian Bucklew, Student
Melinda Chambers
Faron Shanholtz
Laurel Godlove, Classified Staff
Greg Greenwalt
Curtis Hakala, Faculty
Jr. Helmick
Doug Lambert
George Sponaugle

EASTERN
West Virginia Community & Technical College

Eastern WVCTC
Service District
Grant County
Hampshire County
Hardy County
Mineral County
Pendleton County
Tucker County

Main Campus - Moorefield, WV
316 Eastern Drive
Moorefield, WV 26836

Technology Center - Petersburg, WV
150 Providence Lane
Petersburg, WV

877.982.2322

www.EasternWV.edu