

**UNIFORM STATEWIDE COMPACT DATA REPORT**

**November 22, 2002**

**Southern WV Community and  
Technical College**

Uniform Statewide Compact Data Report					
Southern WV Community and Technical College					
Item	Data Provider	Base Year	Base Year Data	Current Year	Goal Year
		AY 2001-02, except where otherwise noted		AY 2002-03	AY 2006-07 goal
<b>Enrollment</b>					
a. First year class size (first time/full time)	HEPC	Fall 2001	448	426	500
<b>Goal 1: Preparation</b>					
a. Number of high school students registered annually	HEPC	AY2001-02	536	600	660
b. % of entering class with more than 6 Institutional credit hours before entry into Institution (in-state)	HEPC	Fall 2001	0.1872	0.20	0.25
c. % of entering students with ACT core	HEPC	Fall 2001	0.393	0.41	0.41
d. % of class requiring remediation (credit or non-credit) N.B. Goal year is AY 08-09.	HEPC	Fall 2001		0.66	0.63
e. % of class enrolling in remedial courses (credit or non-credit) N.B. Goal year is AY 08-09.	HEPC	Fall 2001			
Developmental Math		Fall 2001	0.618	0.57	0.55
Developmental English, Reading, or Writing		Fall 2001	0.603	0.44	0.42
Any Developmental Course		Fall 2001	0.594	0.66	0.63
f. Student credit hours delivered annually to high school students	HEPC	AY2001-02	3,521	3,000	3,300
g. Student credit hours delivered annually to adults (25 years +)	HEPC	AY2001-02	14,890	14,000	15,400
h. Number of high school graduates served by C&TC with >6 credit hours of college course work	HEPC	Fall 2001	67	85	125
i. Percentage of first-time freshmen from the C&TC service area enrolling with at least 6 hours of college credit attempted at a public college or university within the last two years of high school.	HEPC	AY2001-02	0.2605	0.28	0.30
j. Number of locations that offer developmental courses	<b>Institution</b>	AY2001-02	6	7	8
k1. Total student credit hours delivered annually	HEPC	AY2001-02	49,818	50,000	55,000
k2. Total student FTE's delivered annually	HEPC	AY2001-02	3,321.2	3,400	3,666
l. Number of undergraduate degree programs delivered entirely off-site	<b>Institution</b>	AY2001-02	0	0	0
m. Number of graduate degree programs delivered entirely off-site	<b>Institution</b>	AY2001-02	0	0	0

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<b>Goal 2: Participation</b>					
a. Number of students transferring from 2-year to 4-year Institutions	HEPC	Fall 2001	N/A	N/A	N/A
b. Number of adults enrolled annually (for credit) in postsecondary education	HEPC	AY2001-02	1,227	1,250	1,300
c. Number of students transferring in from out-of-state institutions.	HEPC	Fall 2001	25	30	35
d. Number of students transferring in from in-state/private institutions.	HEPC	Fall 2001	6	9	20
<b>Goal 3: Affordability</b>					
a. Annual tuition/fees required of each in-state undergraduate and graduate student	HEPC				
Community College		AY2001-02	1,440	1,560	1,660
Undergraduate		AY2001-02			
Graduate		AY2001-02			
b. Percent of enrolled full-time undergraduates who are eligible for need-based financial aid	<b>Institution</b>	AY2001-02	0.7547	0.75	0.75
c. Percent of eligible undergraduates who receive need-based financial aid	<b>Institution</b>	AY2001-02	0.93	0.93	0.95
d. Percent of financial need met for full-time undergraduates eligible for need-based financial aid	<b>Institution</b>	AY2001-02	0.59	0.62	0.65

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<b>Goal 4: Competitive Workforce</b>					
a. Number of undergraduate degrees granted to adult students (25 years +)	HEPC	AY2001-02	100	110	150
b. % of high school students who complete associate's program within one year of graduating from a tech-prep program	Institution	AY2001-02	0	0	8
c. Number of undergraduate degrees granted in math, science, computer science, engineering and related technologies and health-related fields	HEPC	AY2001-02			
Certificate			26	30	39
Associate's			92	100	138
Bachelor's					
Total			118	130	177
d. Number of students served by workforce development programs (for credit)	Institution	AY2001-02	251	256	276
e. Number of students served by workforce education programs (non-credit)	Institution	AY2001-02	2,133	2,176	2,346
f. Number of students served by each of the Workforce Education program	Institution	AY2001-02	1,090	1,112	1,199
Professional Development		AY2001-02	46	55	100
License required Continuing Education		AY2001-02	0	1	10
Vocational/Skill Updgrade		AY2001-02	1,044	1,065	1,148
Train the Trainer Programs		AY2001-02	0	1	5
g. Number of working teachers enrolled in 900-level (for credit) continuing education courses (4-year Institutions only)	Institution	AY2001-02			
h. Number of working professionals enrolled in non-academic credit earning continuing education courses (non-credit) (4-year Institutions only)	Institution	AY2001-02			
<b>Goal 5: Economic Development</b>					
a. % of graduates working in WV one year following graduation	HEPC				
Certificates		Calendar 2001	0.65	0.65	0.70
Associates		Calendar 2001	0.68	0.70	0.70
Bachelors		Calendar 2001			
Masters/Post Masters Cert.		Calendar 2001			
First Professional		Calendar 2001			
Doctoral		Calendar 2001			
Overall rate		Calendar 2001			
b. Annual patent/royalty income	Institution	AY2001-02			
c. Number of research-related jobs	Institution	AY2001-02			
d. Funded dollars	Institution	AY2001-02			
e. Number of separately budgeted sponsored academic activities with external funding	Institution	AY2001-02			

f. Carnegie classification of Institution	HEPC	AY2001-02	2-yr 1	
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2/12/03

Uniform Statewide Compact Data Report				2/12/03	
Southern WV Community and Technical College					
Item	Data Provider	Base Year	Base Year Data	Current Year	Goal Year
		AY 2001-02, except where otherwise noted		AY 2002-03	AY 2006-07 goal
<b>Goal 6: Accountability</b>					
a. % of students in developmental courses successfully completing these courses	HEPC				
Developmental Math			0.733	0.75	0.77
Developmental English, Reading, or Writing			0.706	0.75	0.77
Any Developmental Course			0.720	0.75	0.77
b. Graduation rate (after 150% of the minimum time required). 6 years for Baccalaureate and 3 years for 2-year degrees	HEPC	Fall 1995 Cohort for Baccalaureate and Fall 1999 Cohort for 2-yr.			
Number in cohort			698	426	500
Number graduating			118	77	100
Graduation rate			0.1691	0.18	0.20
c. % of degree-seeking students from community and technical colleges still enrolled or degreed after five years	HEPC	Fall 1997 Cohort			
Number in cohort			597	663	489
Number graduating or still enrolled			194	219	181
Graduation/enrollment rate			0.325	0.33	0.37
d. % of students passing licensure/certification exams	HEPC	AY2000-01	0.95	1	1
e. Instructional Cost per FTE Student	HEPC	AY2000-01	5,483	5,483	5,320
f. % of courses taught via electronic delivery	<b>Institution</b>				
Number of courses taught through electronic delivery		AY2001-02	39	58	75
Total number of courses taught		AY2001-02	1,127	1,226	1,240
% taught through electronic delivery		AY2001-02	0.035	0.047	0.06
g. Number of student credit hours generated through electronic delivery	<b>Institution</b>	AY2001-02	3,145	4,314	4,714
h. Number of participants in non-credit community education courses	<b>Institution</b>	AY2001-02	311	349	450
i. Number of hours of public service	<b>Institution</b>	AY2001-02	92	120	300
j. % of graduates seeking entry to graduate/professional school	Not reported this year				
k. % of graduates seeking employment	Not reported this year				
l. % of favorable rating by graduates	Not reported this year				
m. % of favorable rating by employers	Not reported this year				

## Licensure Exam Pass Rate Data, Certificate Level. HEPC provides data.

### Southern WV Community and Technical College

Level	Exam Name	Description	Base Year AY 2000-2001	Base Year Data	Current Year AY 2001-2002	Goal Year AY 2006-07 goal
Certificate	All Exams	# taking		28	13	14
		# passing		28	12	14
		Pass rate		1.00	0.92	1.00
Certificate	Electrocardiography	# taking		5	9	8
		# passing		5	8	8
		Pass rate		1.00	0.89	1.00
Certificate	Medical Lab Assistant	# taking		5	4	6
		# passing		5	4	6
		Pass rate		1.00	1.00	1.00
Certificate	Home Health Assistant	# taking		6	No Longer Available	
		# passing		6		
		Pass rate		1.00		
Certificate	Long Term Care Technology	# taking		4	No Longer Available	
		# passing		4		
		Pass rate		1.00		
Certificate	Medical Admin. Assistant	# taking		8	No Longer Available	
		# passing		8		
		Pass rate		1.00		

**Licensure Exam Pass Rate Data, Associate's Level. HEPC provides data.**

**Southern WV Community and Technical College**

Level	Exam Name	Description	Base Year	Base Year Data	Current Year	Goal Year
			AY 2000-2001		AY 2001-2002	AY 2006-07 goal
Associates	All Exams	# taking		56	66	81
		# passing		53	59	75
		Pass rate		0.95	0.89	0.93
Associates	Radiologic Technology	# taking		14	9	14
		# passing		12	8	12
		Pass rate		0.86	0.89	0.90
Associates	Medical Lab Technology	# taking		11	8	11
		# passing		11	7	10
		Pass rate		1.00	0.88	0.94
Associates	Nursing	# taking		26	47	51
		# passing		25	43	48
		Pass rate		0.96	0.92	0.95
Associates	EMT-Paramedic	# taking		5	2	5
		# passing		5	1	5
		Pass rate		1.00	0.50	1.00

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<b>Qualitative Information Requested by SB 653</b>					
a. Is the Institution cooperating with public education?	<b>Institution</b>		Yes		
b. Does the Institution have a student-friendly environment?	<b>Institution</b>		Yes		
c. Is the Institution encouraging entrepreneurship?	<b>Institution</b>		Yes		
d. Is the Institution encouraging citizenship development?	<b>Institution</b>		Yes		
e. Is the Institution focusing resources on programs offering the greatest opportunities for students and job creation and retention?	<b>Institution</b>		Yes		

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<b>Goal 1: Preparation</b>					
a.	Institution				
b.	Institution				
c.	Institution				
<b>Goal 2: Participation</b>					
a.	Institution				
b.	Institution				
c.	Institution				
<b>Goal 3: Affordability</b>					
a.	Institution				
b.	Institution				
c.	Institution				
<b>Goal 4: Competitive Workforce</b>					
a.	Institution				
b.	Institution				
c.	Institution				
<b>Goal 5: Economic Development</b>					
a.	Institution				
b.	Institution				
c.	Institution				
<b>Goal 6: Accountability</b>					
a.	Institution				
b.	Institution				
c.	Institution				

**Southern West Virginia Community and Technical College**  
**COMPACT Narrative**  
**October 15, 2002**

**Mission Summary:** Southern's institutional mission statement was most recently revised in 1998. The institution is currently conducting a self-study for continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. As part of this process, the Self-Study Steering Committee reaffirmed the current statement and determined that it adequately describes the institution's mission as a comprehensive, community and technical college. The Board of Governors gave its continuing approval to the current mission statement through a vote conducted on September 12, 2002.

During the self-study process, the College had an opportunity to clarify its mission and to align programs and services with its commitment to meeting the current needs and anticipated future expectations of the communities served. Special emphasis was given to a review of the College's *Institutional Commitments* (purpose statements) that accompany the mission statement. These seven statements reflect the institution's commitment to providing: 1) programs of study easily articulated to four-year institutions; 2) career/technical/occupational programs which prepare students for the occupation of their choice; 3) services necessary to assist students in achieving their own educational goals; 4) transitional studies (developmental) courses for those who are underprepared for college-level work; 5) continuing education opportunities; 6) workforce training and retraining; and 7) activities that are culturally enriching and entertaining for those enrolled and the entire district population.

**Vision Summary:** The vision statement, adopted by the College in 1995, continues to provide the inspiration and motivation for improvement and change at Southern. Although some would question the College's goal to be the higher education leader in West Virginia and the region, this aspiration has fostered a desire within the institution to strive for excellence in academics, scholarship, creativity, and innovation. The growing need for access to the education, training, and re-training opportunities provided by the College drives the institution's strategic planning process and the allocation of its limited resources. It is the College's goal to be a catalyst for economic development and change in the communities touched by its programs and services.

**Challenges and Opportunities:** Southern is faced with a number of challenges, all of which may be viewed as opportunities to fulfill the vision and mission statements. Challenges identified by the institution include: 1) improving access to education and increasing enrollment in an environment of a declining population; 2) improving retention and program completion rates; 3) lack of livable-wage jobs in an area with high unemployment and a low-skilled workforce; 4) the looming statewide budget deficit when increased resources are needed to address education and training needs; 5) meeting classified staff salary schedule requirements and faculty salary increases with declining resources and potential budget cuts; and 6) meeting the increasing needs of adult learners, i.e. the development and delivery of web courses, modular courses, and providing access to education and training on an "anytime, anywhere" basis.

Opportunities recognized by the College include: 1) building on existing collaboration and partnerships with K-12 in seamless curriculum, tech-prep articulation, and dual credit arrangements; 2) improving literacy rates through access to ABE programs by adults on Southern's campuses and other literacy-based activities directed toward young children and families; 3) increasing access to basic skills, computer literacy and skills training, as well as other workforce development activities, via the **Mobile Education Evaluation and Training Unit (MEET-U)** for place bound adults; 4) increasing customized education and training programs for existing employers through grant-funded programs such as Rapid Response and On-the-Job Training/Customized Training; 5) participation in Kentucky Virtual University web course offerings and the West Virginia statewide Information Technology web courses; 6) expansion of allied health programs to the Eastern Community College district and the Kanawha Valley to ease the statewide shortage of healthcare workers; and 7) brokering of baccalaureate and graduate degree courses and programs to meet locally identified needs.

**SB 653 and State-wide Compact Initiatives:** It should be obvious that community colleges play a vital role in fulfilling the public agenda outlined by the state through Senate Bill 653. In addressing the public policy initiatives, Southern continues to conduct those activities described in its original Compact and Master Plan submitted in February 2001 and subsequently approved by the HEPC. These activities were initiated in July 2001 with the first annual update on progress in meeting established goals submitted in October of that year. These activities support the statewide initiatives of increasing access to higher education, improving academic outcomes, collaborating and partnering with public education, and further contributing to the economic development of the state.

Southern is now incorporating into its institutional Compact and Master Plan, the goals outlined in *It All Adds Up*, the new statewide compact adopted by the HEPC. Although the overall goal of aligning the higher education system to contribute to the long-term growth and diversification of West Virginia's economy is congruent with the intent of SB 653, a significant number of new performance measures are now to be utilized that were not included in the original SB 653 Compact and Master Plan performance indicators. Most of the data needed to comply with the new goals and specific performance measures are available; however, the College must take appropriate steps to secure, analyze and report all required data elements.

**Qualitative Measures required by SB 653:** Southern continues to be an active participant in a number of activities that promote cooperation with public education, provide a customer/student friendly environment; encourage entrepreneurship and development of characteristics of good citizenship. The College is a member of the Southern Mountains Regional Education Partnership (district consortium). Activities conducted by this consortium during the past year have resulted in updating of existing agreements which clearly outline the process and procedures for articulating credit from vocational-technical center and high school programs into Southern's certificate and associate degree programs. Aggressive efforts to increase college-credit course offerings for qualified high school students resulted in 665 headcount (duplicated) and 3040 college credits generated by high school students in 2001-2002 academic year. During the past year, Southern has developed Student Assistance Centers which house all student

service functions—admissions, records, academic advising, career planning and placement, counseling, financial aid, disability services and other student support services—in a one-stop arrangement on campus. In addition, new student lounges were furnished and other aesthetic improvements made to create a more customer/student-friendly environment.

**Campus-specific Goals:** Several campus-specific goals are related to fulfilling the mandates of SB 653 and meeting the challenges presented by *It All Adds Up*. Among these goals are to: 1) increase the participation rate of adults 25 years and older while continuing to increase the college-going rate of recent high school graduates within the College's district; 2) develop a Lincoln County Access Center as part of the consolidated, comprehensive high school planned for that county; 3) develop a ten-year master facilities plan that will include adding new or renovation of existing space to expand allied health, information technology and other career/technical programs; 4) conduct analysis to identify high demand occupations within the district and develop program proposals to meet identified needs; 5) improve maintenance of existing facilities at the current four campus locations; 6) create Teaching-Learning Centers to enhance faculty development and improve student learning; 7) stay current with technology and improve technology services to meet increasing institutional needs; 8) continue participation in developing plans for delivery of community and technical college programs and services as part of the Higher Education Center at Beckley; and 9) improve understanding within the district of the many services and programs available to business and industry through Southern.

**Strategies for Goal Achievement:** Strategies to be used to accomplish established goals include: 1) revising enrollment management plan to focus on adult students with special emphasis on the Wyoming Campus; 2) increase participation/enrollment in web courses available through the West Virginia/Kentucky partnership; 3) increase marketing of AAS degree in Technical Studies opportunities; 4) implement the AAS degree program in Individualized Career Studies to enhance options for adults to obtain the associate degree; 5) maintain low tuition and fee rates to make college programs financially accessible to the population served; 6) continue to pursue resources through the community and technical college development grant program, state priorities incentive grants, workforce development initiative (HB3009) grant program and sources available through Regions 1 and 2 Workforce Investment Act Boards; 7) increase workforce development programs and activities eligible for HEAPS non-credit funding; and 8) increase involvement in, and awareness of, the goals and purposes of the Rural Community College Initiative (RCCI) and the Rural Community College Association (RCCA) that promote local leadership and community development.

Southern's current vision, mission, institutional commitments, and strategic initiatives encompass the public policy agenda goals of SB 653 for community and technical colleges which include, but are not limited to, assessing regional needs; ensuring access to comprehensive programs and services; acting as a catalyst for local action; and providing or brokering educational programs and services to meet identified needs.