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Institutional Effectiveness Report

Southern West Virginia Community and
Technical College

January 2013

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Overview

The Southern West Virginia Community and Technical College Institutional Effectiveness Report is compiled from State and campus data and information to allow transparency in information sharing about the college. Southern is dedicated to excellence in providing higher education for the Boone, Lincoln, Logan, McDowell, Mingo, Raleigh and Wyoming counties in West Virginia, and by Interstate Agreement, it serves Martin and Pike Counties in Kentucky. A key factor in ensuring educational quality is conducting an ongoing assessment of the college's effectiveness. The assessment of overall measures of institutional effectiveness gauges past performance and identifies areas for future improvement and growth.

Southern believes in and supports a culture of evidence in which institutional reflection and action are prompted and supported by data about student learning and institutional performance. This document contains the college's comprehensive assessment of overall institutional effectiveness. The ongoing evaluation reflects the commitment of many individuals within the college to examine our institutional strengths and identify areas for improvement. Such an assessment of the college's effectiveness is reported annually to the Board of Governors and the college community.

The report is divided into five major areas related to the college's mission, functions and resources. These topic areas include: Student Learning and Achievement; Student Outreach and Responsiveness to the Community; Faculty and Staff; Applications of Technology; and Facility and Fiscal Support. The report results from the college's evaluation, planning and resource allocation processes. The college's Vision and Mission Statements and college wide Goals guide the college planning process. The mission and goals are used as the basis for developing measures of institutional effectiveness. The primary purposes of the Institutional Effectiveness Report are to guide the improvement of Southern's instructional and student services programs, and support the development of initiatives designed to promote student success. The results from this evaluation, along with program reviews and assessments of student learning outcomes, assist us in achieving those fundamental purposes.

Student Learning and Achievement

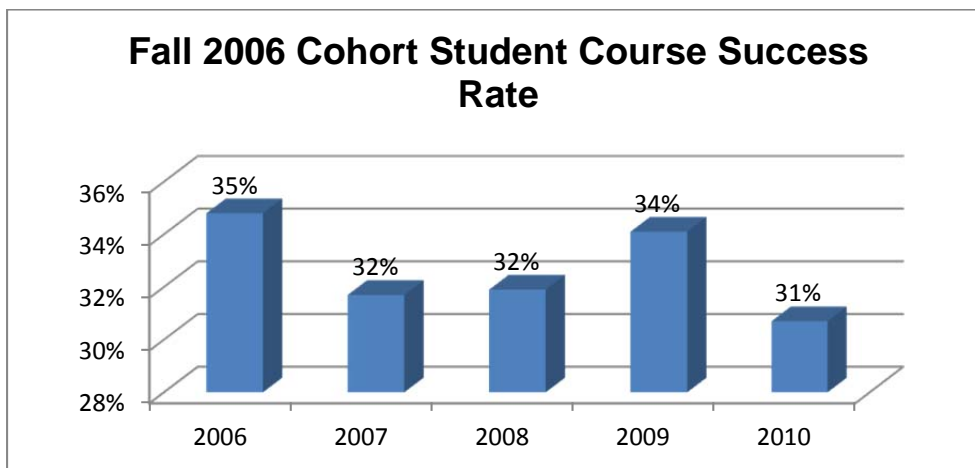
Tracking and evaluating the academic success of students is the primary focus of this institutional effectiveness report the West Virginia Community and Technical College System has made a commitment to "improving results for 63% of students who take developmental education through its Integrated Pathways to Adult Student Success initiative due to the large increase in adult learners throughout the system. No cohort data has been collected yet, but those data will accumulate annually." *The Individual School Report for Southern West Virginia Community and Technical College – Achieving the Dream Indicators, 7/7/2011.*

Successful Course Completion Rates:

Successful course completion is important for students' progression through the sequence of courses they need to meet their educational goals. The percentage of successful grades (A, B, C or CR) remained fairly stable at about 32.8% over the period (see Figure I. 1). The Institutional Compacts for Meeting the Challenge: Master Plan for the Community and Technical College System of West Virginia: *An Institutional Compact for Success 2009-10 to 2014-15 from June, 2011*, included four goals and four Strategic Priorities. Promoting more graduates with general and technical skills was foremost. In order to fulfill that goal, a close and transparent documentation of student success along the path to a credential is required. The data and charts below document some of the aspects required by Southern to keep tabs on progress.

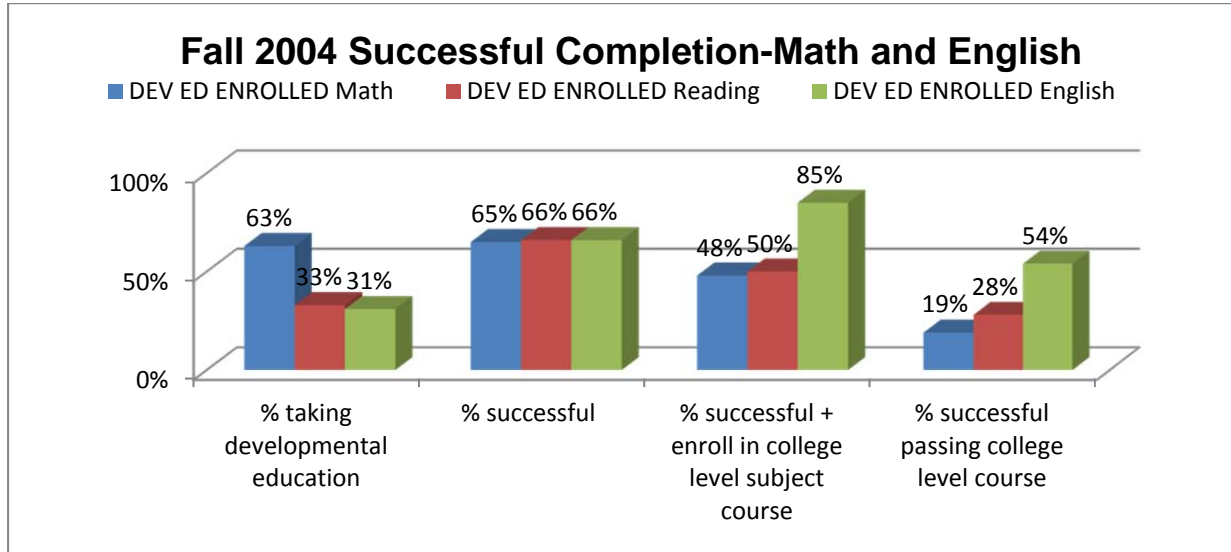
In response to the goal of producing more graduates, it is critical to fully understand course success rates in basic skills. As demonstrated in the *Individual School Report for Southern West Virginia Community and Technical College – Achieving the Dream Indicators, 7/7/2011*, enrollment, completion and graduation rates have fluctuated over the years. While the data has not been updated since 2010, there is enough information to give a sense of student success and progress in a number of the charts below.

Figure I. 1 Successful Course Completion Toward Associate's Degree, Certificate, or Transfer without Earning an Associate's Degree or Certificate



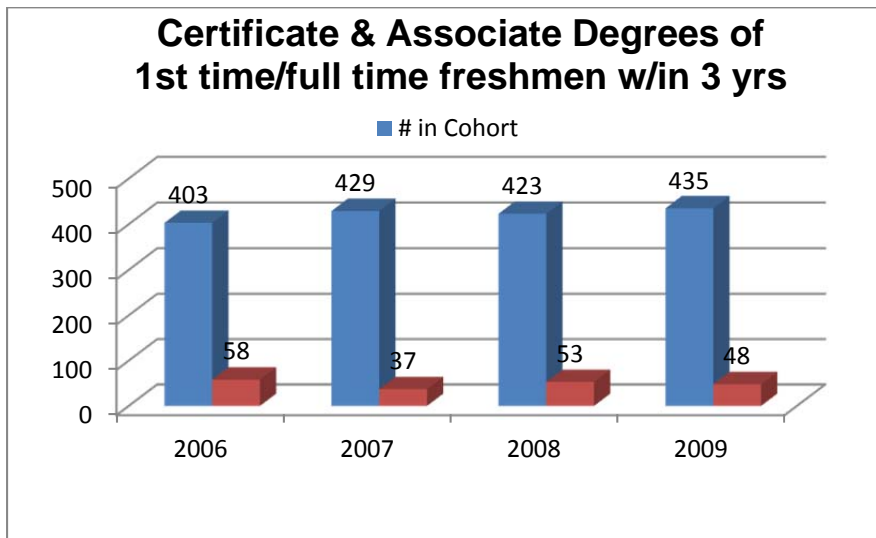
According to the report, the rate of successful students from the 2006 cohort taking Developmental Reading courses ranked the highest at 68%. Those in Math courses were 57.8% successful after five years, and English students were 61.3% successful. Subsequent success in college-level English and math showed that 66% of those students succeeded in English and 58% succeeded in math.

Figure I. 2: Success Rates of Fall, 2004 Cohort Enrolled in Developmental Education and Success in College Level Math, Reading and English



Degrees:

Figure 1. 3: Southern Graduates Receiving Certificate and Associate Degrees



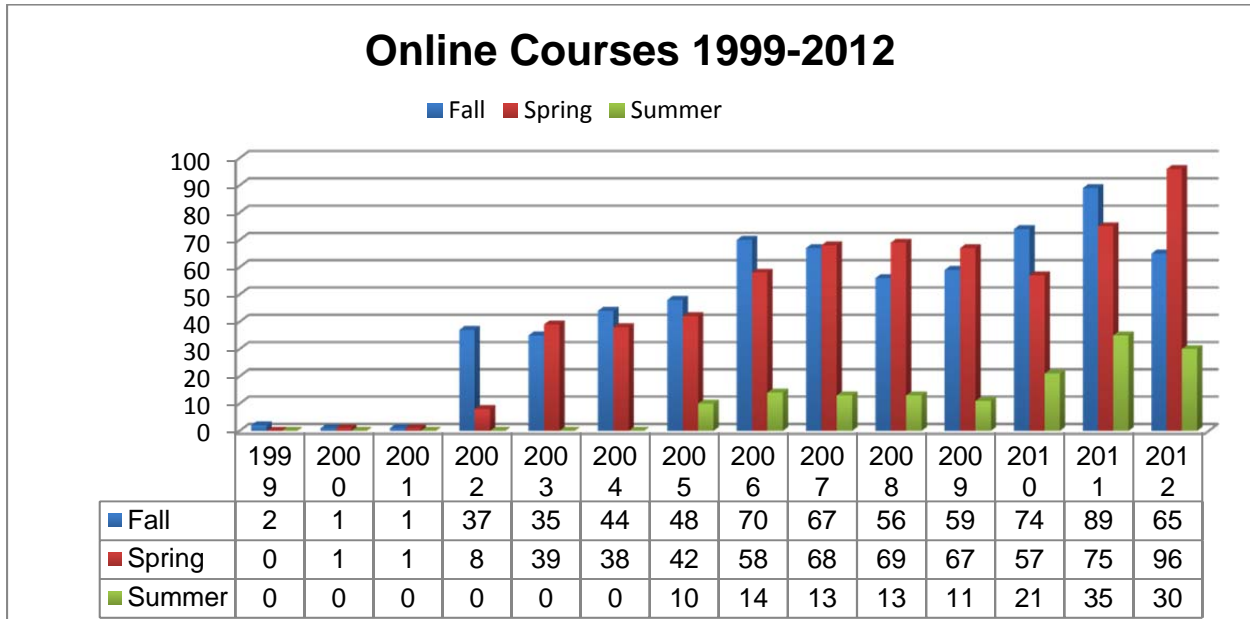
West Virginia Higher Education Policy Commission Data Portal, <http://wvhepcnew.wvnet.edu>

The percent of first time full time students who earned their degrees within three years in 2006 represented 14.4% of all students, in 2007 the rate decreased to 8.6%, 2008 increased to 12.5%, and 2009 was 11%.

Alternate Course Delivery Modes:

The college has made a commitment to providing instruction in alternative delivery modes to meet the educational needs of its changing students, especially older adults and those who need job training. In 2012 Southern submitted a Request for Change to the Higher Learning Commission to allow expansion of its online course offerings. As a result, the four campuses will increase use of their Interactive Classrooms especially with new ICR upgrades during 2012.

Figure I. 4: Online Courses Taught During Fall Semesters 1999 – 2012



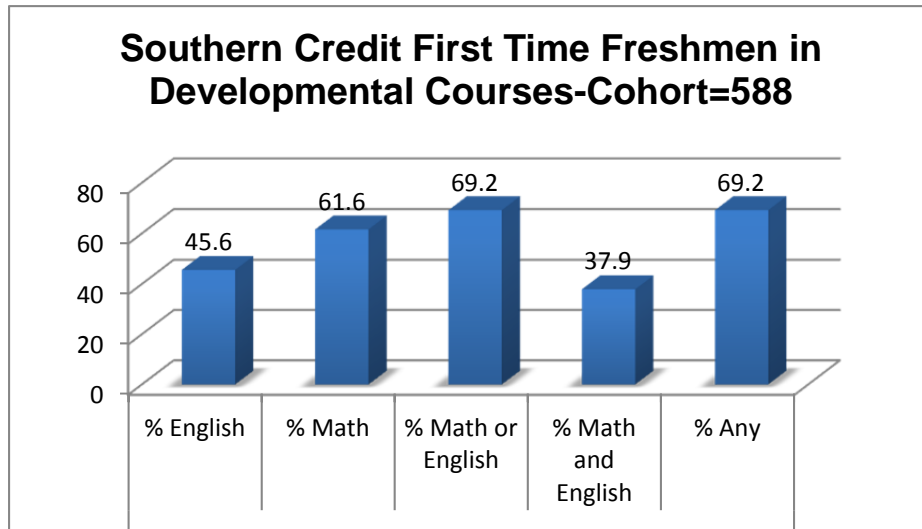
Note: The exact levels of online courses had originally been tagged in five categories and is being checked in the Banner system. Hybrid courses are taught 50% or more online with the other 50% occurring on campus.

A varied progression of increases and decreases in courses occurred as a result of faculty engagement with the online learning process, the result of significant low retention in some areas, and continued discussion of the best types of courses to teach in the online format/classroom. While hybrid courses were almost non-existent from 2004 to 2010, they have increased in popularity as the usefulness of combining the online learning management system with regular in classroom experiences made sense for specific subject areas.

Students joined the new online learning ecosystem in the fall of 1999, and as faculty as well as students became comfortable, the four campuses of Southern expanded their offerings of online courses. While the original courses tended to be technical or computer systems-related, the opportunities for faculty to learn new technology skills themselves, to offer courses 24/7 at their convenience, and to become conversant in new learning management systems was appealing. The reduced numbers of online courses in 2008, 2009 and 2010 reflect lowered student enrollment.

Enrollment in Developmental Courses:

Figure 1. 5: Fall, 2011, Southern's Credit First Time Freshmen in Developmental Courses *West Virginia Net Data Portal* (www.wvhepc.org)



West Virginia Higher Education Policy Commission Data Portal, <http://wvhepcnew.wvnet.edu>

This chart describes the percentage and level of students who tested into one or more developmental courses upon enrolling at Southern. More first time, full time students

In the 2004 cohort of students conducted by the State research office in the *Individual School Report for Southern West Virginia Community and Technical College – Achieving the Dream* Indicators, 7/7/2011, 37.8% of students enrolled in a college level English course in their first semester, while 9.6% enrolled in a college level math course. About 60% of students enrolled in a developmental reading, writing, or math course. Overall, a majority of students successfully completed developmental courses (greater than 57.8%) and their college level English and math courses (66% English, 58% math). However, of students who required basic skills English courses from the fall 2004 cohort, 25% completed a college level English course within two years. And, 27% of students successful in a basic skills math course were able to complete a college level math within two years.

Figure 1. 6: Southern Developmental Education Success, First Semester 2004-2010

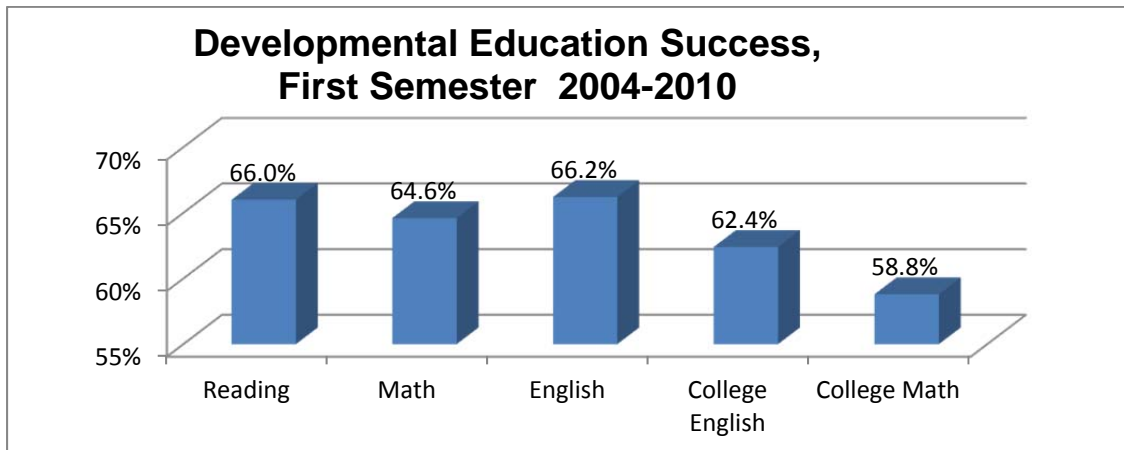
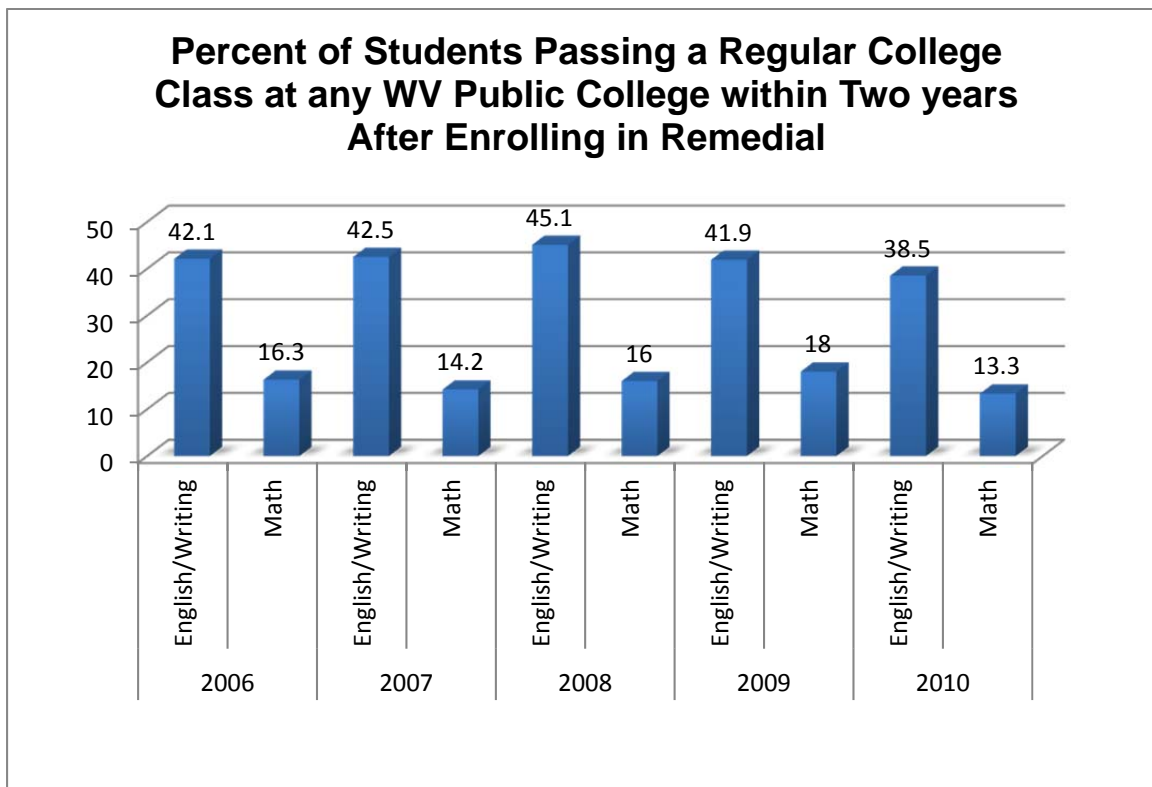


Figure 1. 7: 2006-2010 Percent of Students Passing First Developmental Course

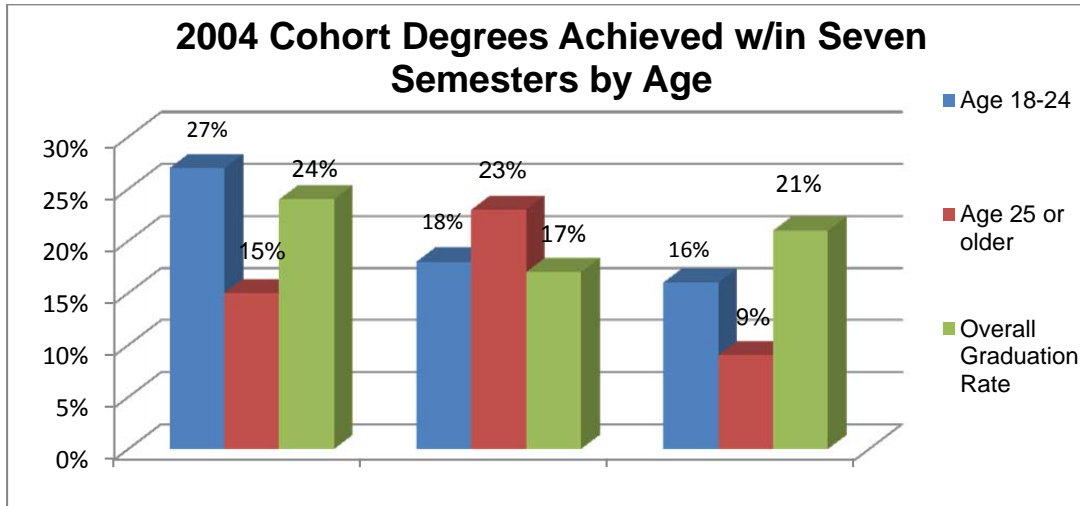


Matriculation and Retention Rates for First-time College Students:

From the 2006 cohort, 27% of students age 18-24 and 15% of students age 25 or older earned a certificate or degree within seven semesters. Retention of students from is key in promoting

consistency in learning and accumulation of learning skills and abilities that transfer to the workplace.

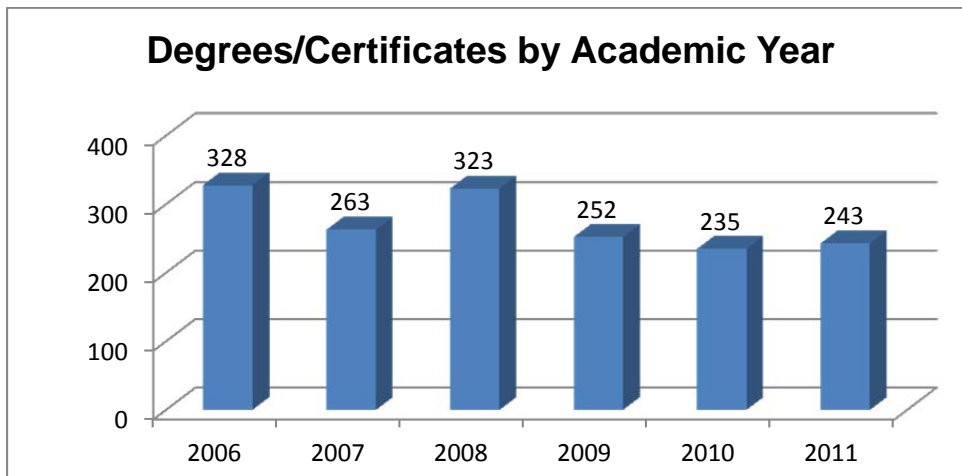
Figure 1. 8: Matriculation Rates for Students by Age Within Seven Semesters



Degrees and Certificates Awarded:

The number of degrees awarded annually at Southern has increased and decreased over the last five years as a result of enrollment fluctuations even though there is a loose correlation with the increase in number of degrees awarded. Students take an average of seven semesters to complete a degree. The college will need to further investigate the exact balance of enrollments to matriculations by Associate's degrees and Certificates.

Figures I. 9: Degrees and Certificates Conferred, 2006-2011



Again, fluctuations in enrollments (see [Figure II.1](#)), are parallel to changes in degrees and certificates conferred. From 2010 to 2011, there is a 1.5% increase in degrees conferred, and a 8.85% decrease from 2006 – 2011.

Figure I.10: Total Associate's Degrees, 2006 to 2010

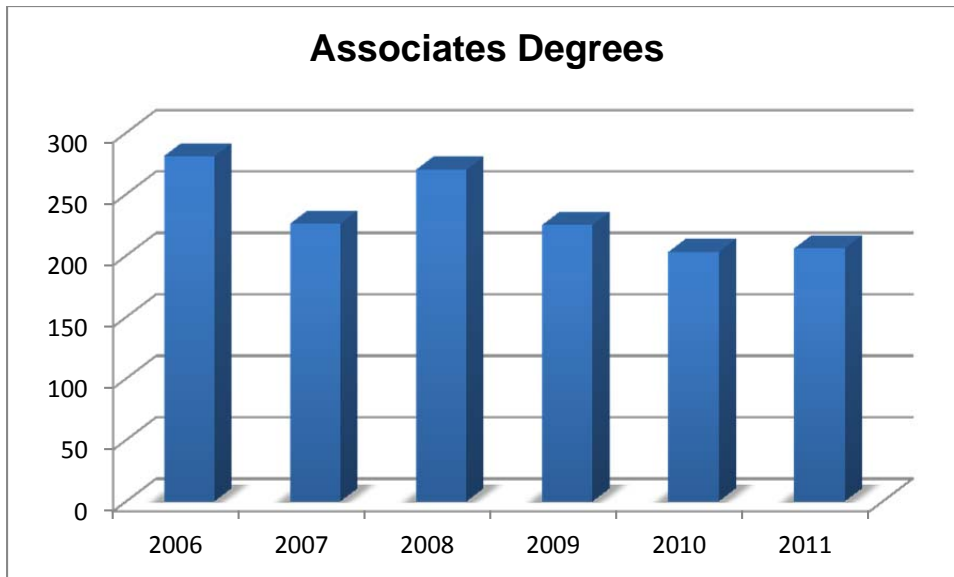
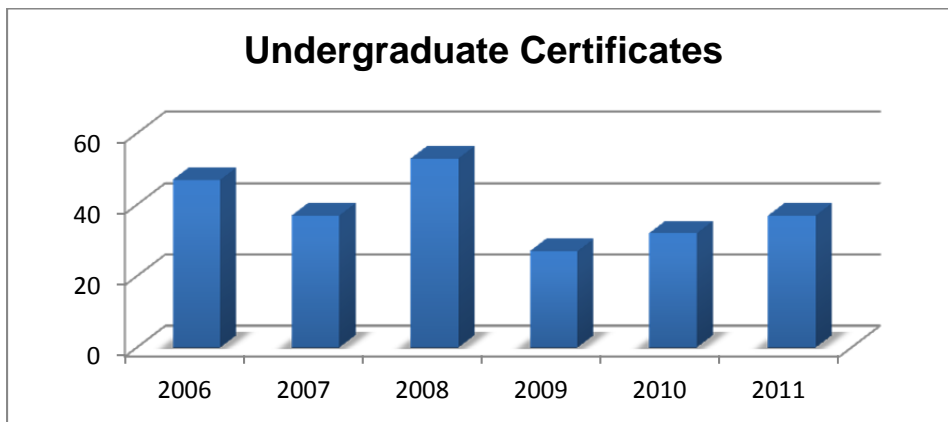
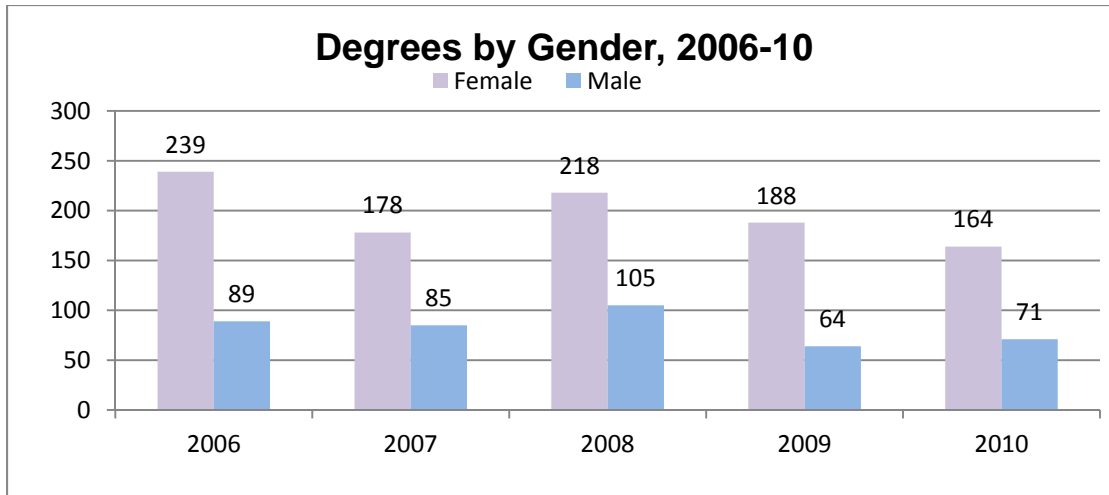


Figure 1.11: Undergraduate Certificates, 2006-2011



Overall, certificates reduced 21.3% from 2006 to 2011 but increased from 2010 to 2011 15.6%.

Figure 1.12: Degrees by Gender



Though it is clear that women receive about 40% more degrees and certificates than men at Southern, the rates decreased during the 2006-10 period by 31.4% for women and 20.2% for men. For the 2009-10 academic year, the rates for women decreased 12.8% and for men 10.9% - all were due to declining enrollments.

The average student time to degree for Southern is seven semesters, which includes both part time and full time students accumulating an average of nine units per semester.

Annual Transfers and Transfer Rates:

The number of annual transfers to West Virginia colleges and universities has increased over the past five years. Students transferring from two-year to four-year public postsecondary institutions experienced a 1.9 percent increase from 2009 to 2010. However, there has been an 84.8 percent rise when compared to the 2006 transfer number. The number of annual transfers to West Virginia four year campuses represents only part of the transfer picture of the college. Many students transfer to private or out-of-state four-year universities.

Figure I.13: Five Year Annual Transfers Rates

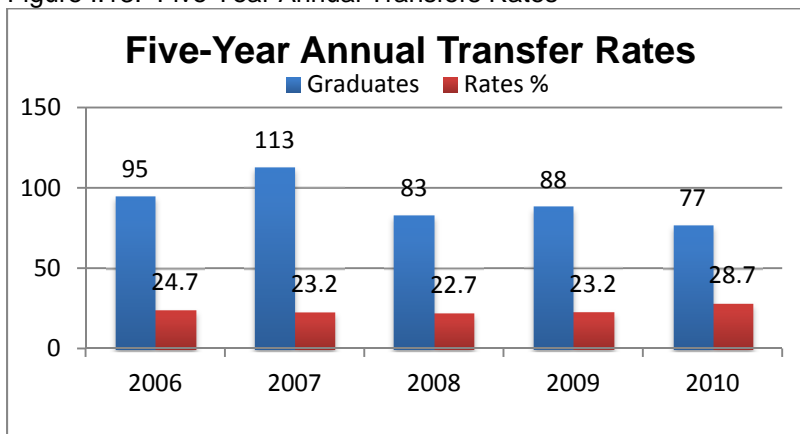
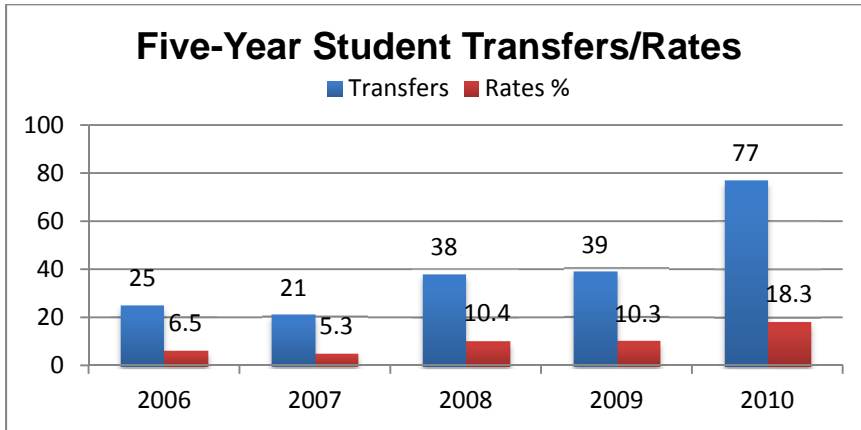


Figure I.14: Five Year Transfer Rates

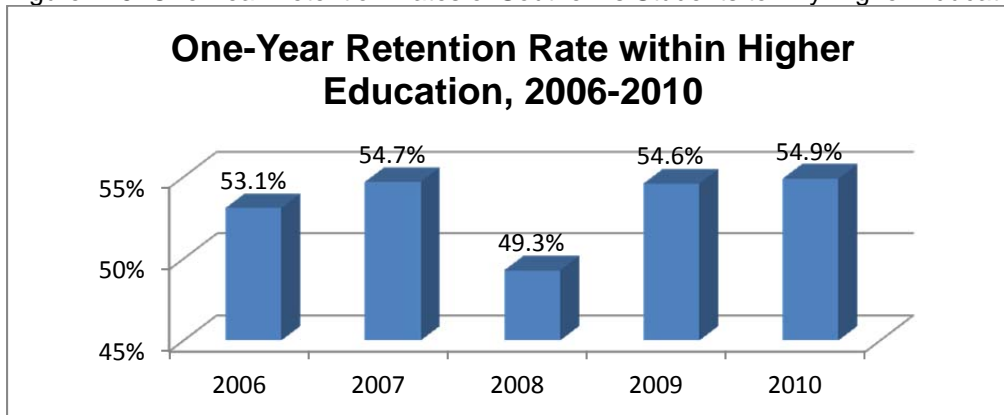


Transfer prepared students are all students who earned 56+ transferable units with a minimum G.P.A of 2.00 as of the spring term of the respective academic year. The reason for defining and tracking the number of students who in any given academic year reach one of these statuses is the recognition that one of the roles of community colleges is to prepare students for transfer. The actual subsequent transfer to a four-year institution can be affected by any number of factors which are not under the control of the community college. It has also been shown through various studies that transfer ready students have the highest transfer rates compared to other community college students.

Retention Rates:

This measure represents the percent of students at Southern from the previous fall's cohort of first time, full and part time freshmen who returned in the fall of the indicated year to any institution in the state's public system. The following chart represents first time students at Southern who were retained from fall term to the next fall term. The retention rate of such students increased slightly from 54.6% to 54.9% (see Figure 1.13), which may be influenced by the drop in enrollments.

Figure I.15: One Year Retention Rates of Southern's Students to Any Higher Education



All retention data are derived from the Data Portal, CTCS, West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System.
<https://www.vhepc.org/resources/Dashboard/Retention/HEPC/RetHEPC.html>

Numerous studies have shown that retention from term to term and persistence across years from the first academic year into the second year is an important step in subsequent achievement of educational goals, particularly for degree completion and transfer. It also is a focus of the Meeting the Challenge mandate.

Figure I.16: First Time Fall Enrolled Students Returning in Spring Term

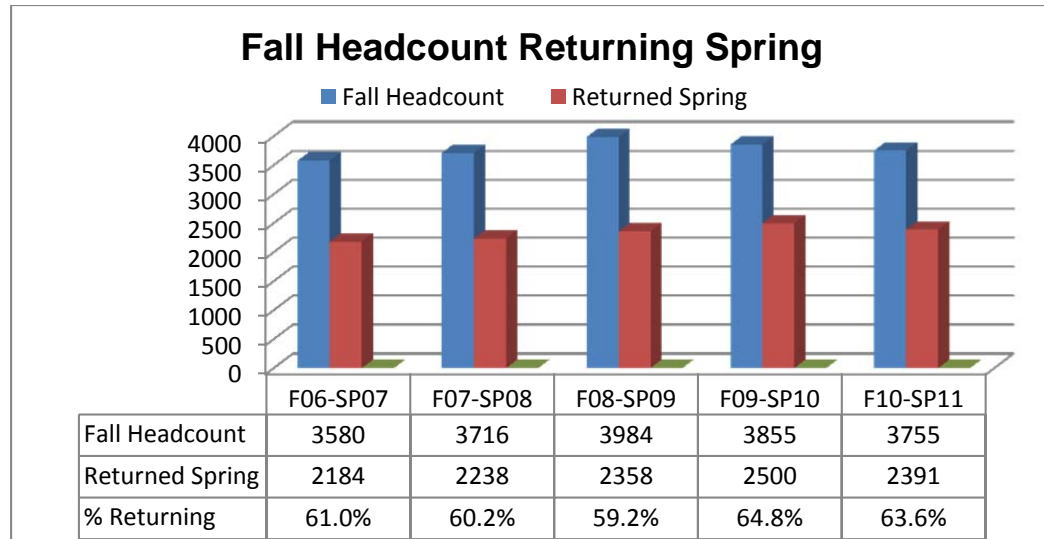


Figure I.17: Retention of Full and Part Time Students

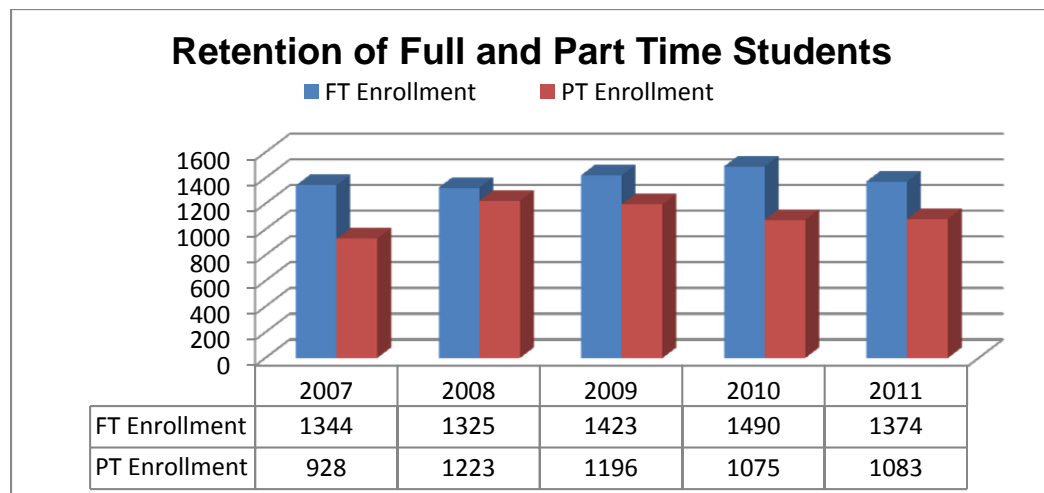
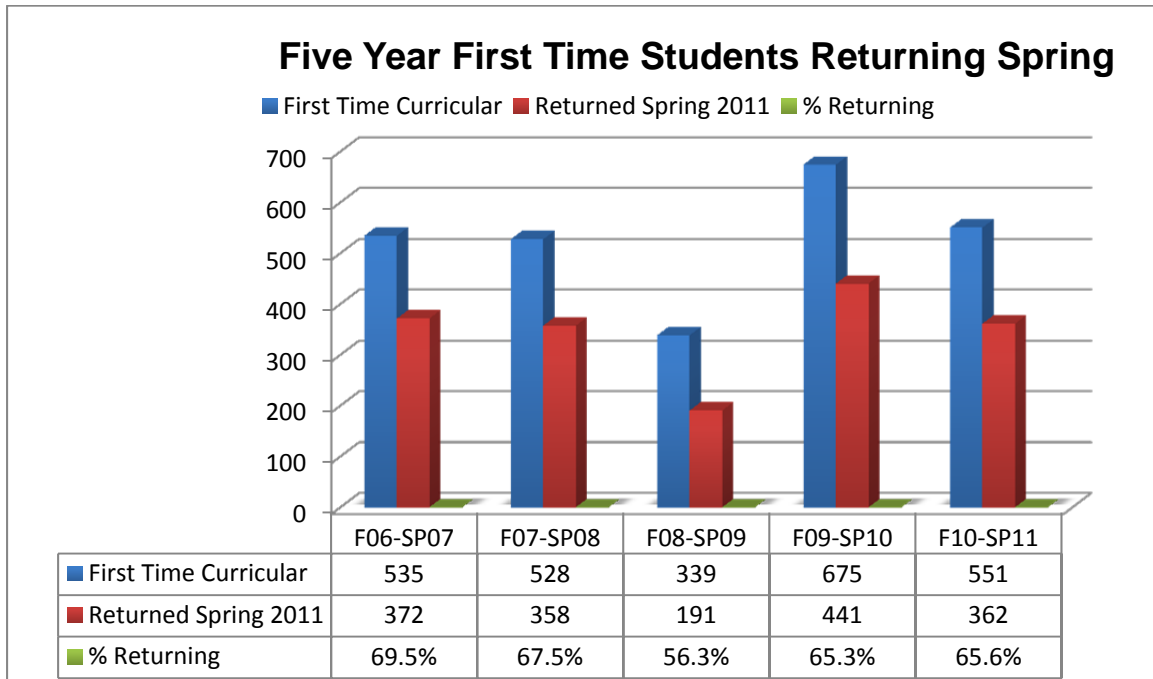
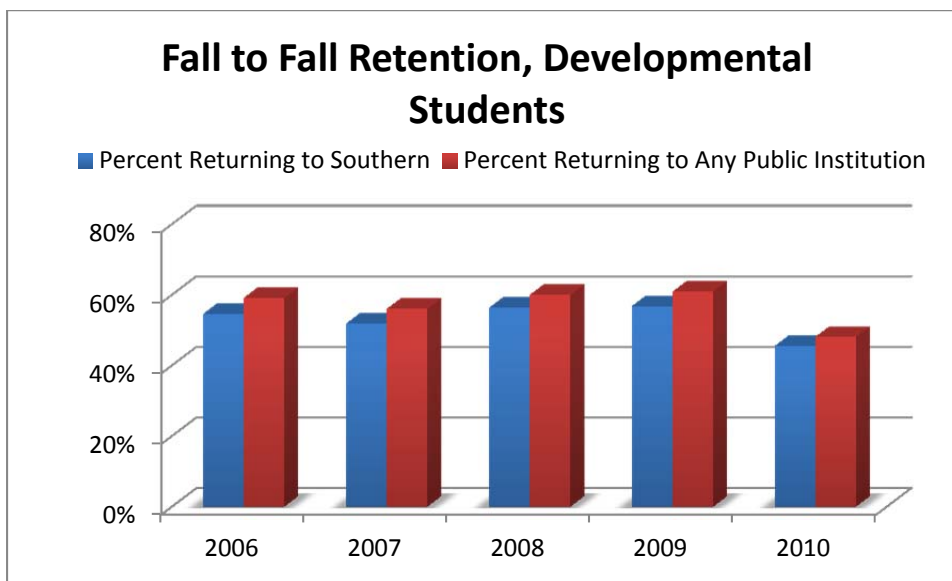


Figure I.18: Five Year Retention Rate of First-Time Students Returning Spring Semester



West Virginia Higher Education Policy Commission Data Portal, <http://wvhepcnew.wvnet.edu>

Figure I.19: Five year Retention Rates of Developmental Students

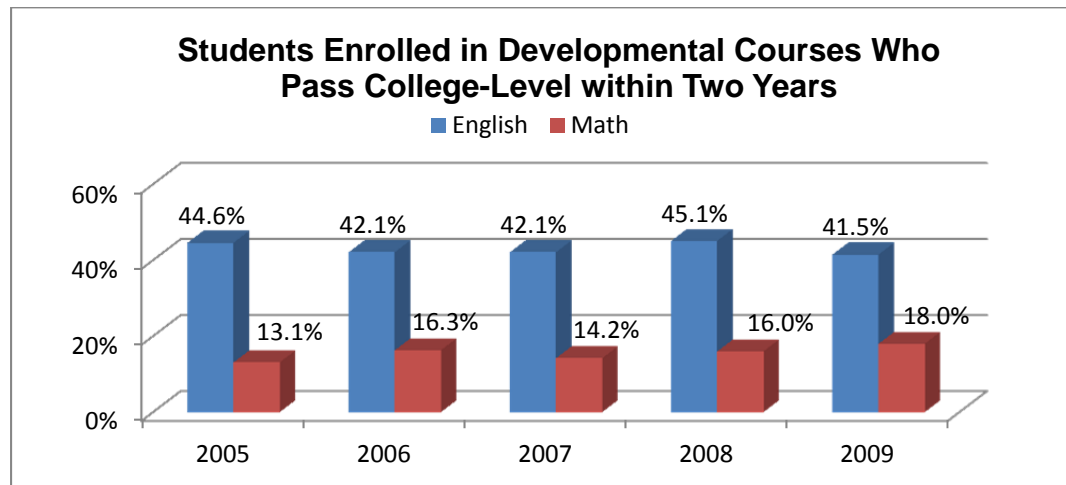


Noticing a reduced rate during 2010 of developmental education students returning to either Southern or any other higher education public institution is likely a result of the economic downturn and loss of jobs in the areas served by Southern.

Credit Basic Skills Improvement Rates:

To be counted as *improved* a student must have enrolled in a credit basic skills course, then in a subsequent term within six years, the student must enroll in a credit course with a course program code in the same discipline (English or Math), but which is at a higher level. This improvement rate has fluctuated between a high of 45.1% in English (2008) and Math 18% (2009) and a low of 41.5% in English (2009) and Math 13.1% (2005) for the five years indicated below (see Figure I. 13). *Higher Education Report Card, 2011, West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System.*

Figure I.21: Percentage of Students Passing Credit Basic Skills within Two Years,



Institutional Effectiveness in the Area of Student Learning and Achievement:

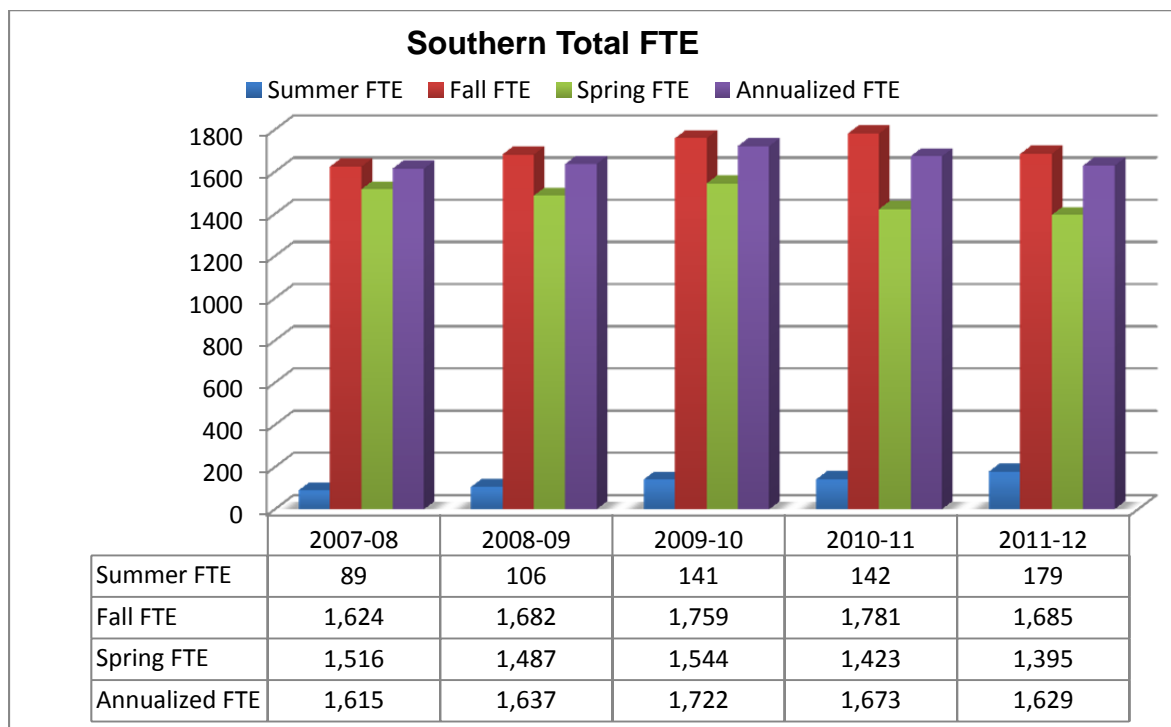
Over the past five years, Southern has maintained moderate overall course success rates. The course success rates in distance education continue to lag behind the overall course success rates. While students' progression from basic skills English courses into college level English is high, the fairly low progression level for Math is of concern as are the course success rates in basic skills math. The number of degrees and certificates awarded annually has declined over the last five years. The variation attributable to the roller coaster in enrollments that the college experienced between 2007 and 2011 (FTE = 1,344 (2007), 1,325 (2008), 1,423 (2009), 1,490 (2010) and 1,374 (2011)). Whereas the annual transfers to West Virginia four year colleges and WV four year universities have remained relatively stable over the last five years, the transfer rates have improved. Southern has the third highest transfer rate in West Virginia. Southern has also fared well in the performance measures, exceeding its peer group average for each of the six measures and reaching the highest within its peer group for annual successful course completion rate for credit basic skills.

Student Outreach and Responsiveness to the Community

In order to meet the needs of an increasingly diverse population, Southern is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language skills, socioeconomic background, or disability. Including online and hybrid courses has brought a wider range of students.

Annual Full-time Equivalent Students (FTES):

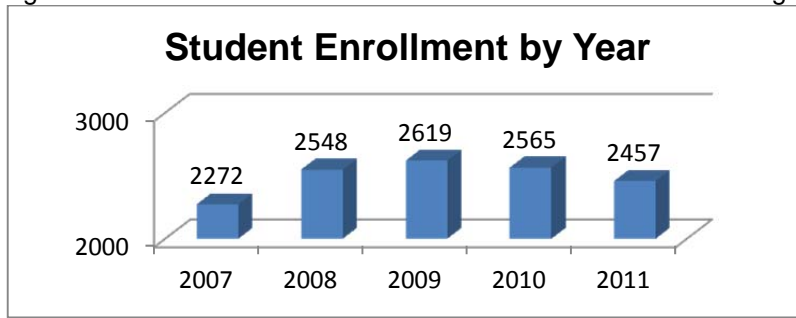
Figure II.1: Five Year Full Time Enrollment Rates (*West Virginia Higher Education Policy Commission, <http://wvhepcnew.wvnet.edu/>*)



The college experienced an overall 2.2% increase in Full Time Enrollments and a larger 16.7% increase in Part Time Enrollment between 2007 and 2011 (see Figure II.1). Enrollment has started to increase again just recently. In 2011, the total FTE represented a 7.8% decrease. Many community colleges across the state have experienced similar trends over the last five years although two of the ten community colleges experienced an overall decline. (Annualized FTE is a mean of all other enrollments for the year based on the State's calculation for community colleges.)

Applicants and Enrollment Rates:

Figure II.4: 2007-2011 Student Enrollments at Southern West Virginia CTC



Applicants are either new freshmen who have never attended college before or have attended concurrently while in high school but have not attended another college after leaving high school or individuals who have attended other colleges before but not Southern (new transfers) or are returning to Southern after stopping out for at least one semester. Students are applicants who enroll in at least one class. The enrollment rate is defined as the percentage of students who enrolled in at least one class over the total number of applicants. The number of applicants for the fall semester has decreased by 6.2% over the past two years. The overall enrollment rate has increased slightly from fall 2007 to 2011 from 8.1%.

High Schools Students Attending Southern :

The number of dual enrolled high school students taking college courses while in high school increased from fall 2009 to 2010 again. High school students represented 12.5% of all students at Southern in fall 2006 and in fall, 2010 represent 13.6% of all students.

Figure II.5: Five Year High School Dual Enrollments in All Higher Education Institutions by County

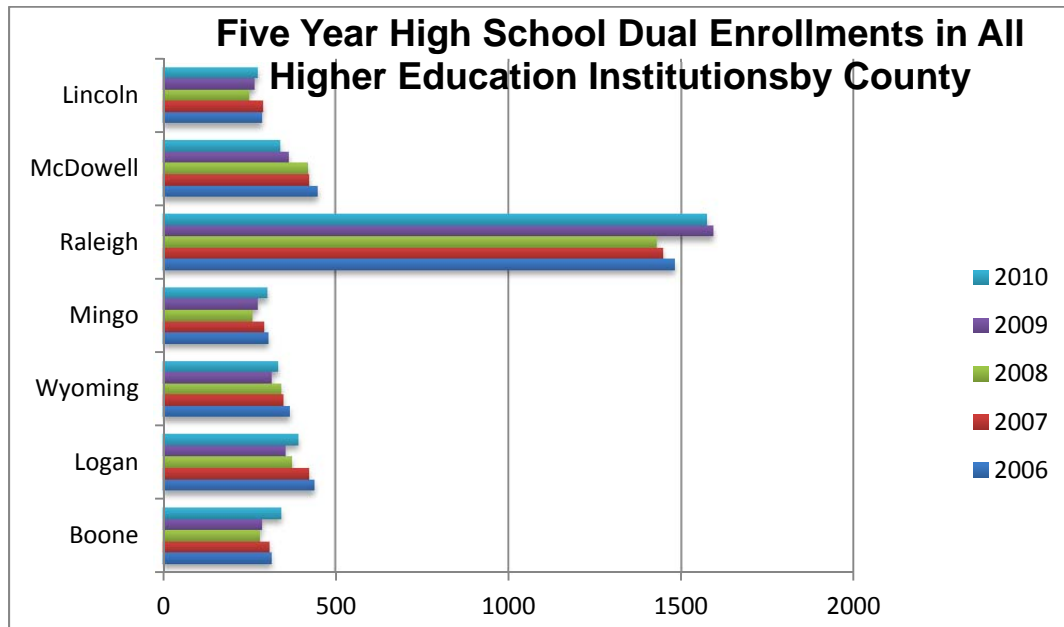
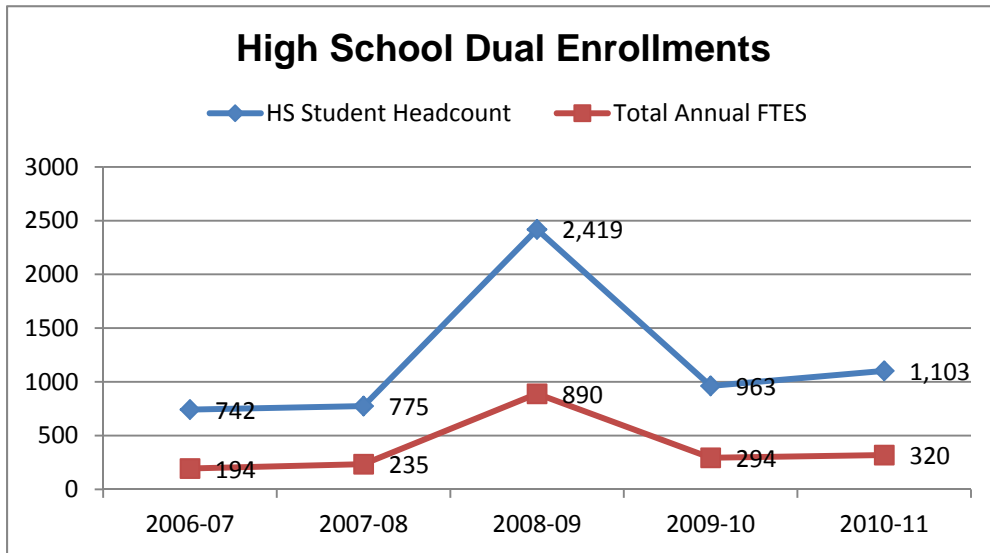
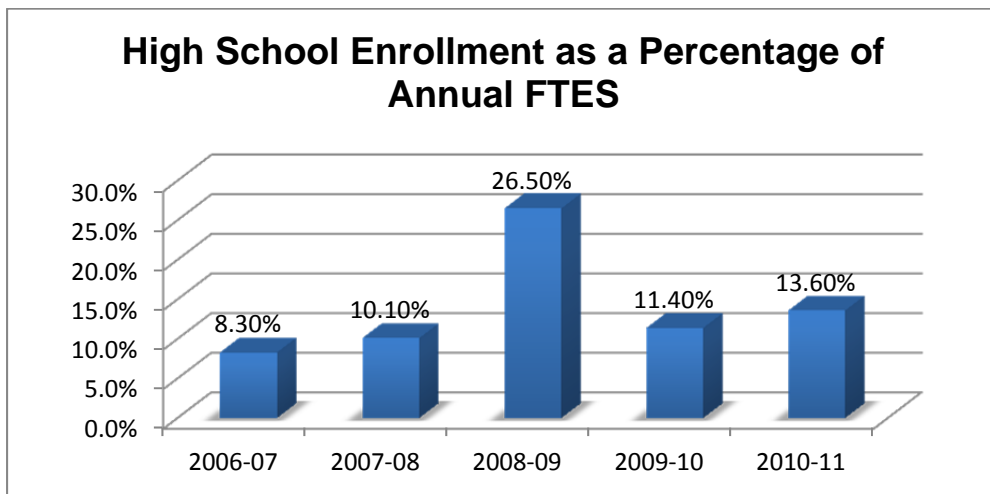


Figure II.6: 2006-2010 High School Student Dual Enrollments in All West Virginia Higher Education Institutions



The spike in High School Dual Enrollments during 2008-9 occurred due to student involvement in a Department of Education GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant funded tuition for enrollments during the period of the grant. That year, Southern’s GEAR UP students in Wyoming County also took advantage of dual credit course offerings, which is why there is a spike on the trend charts above and below.

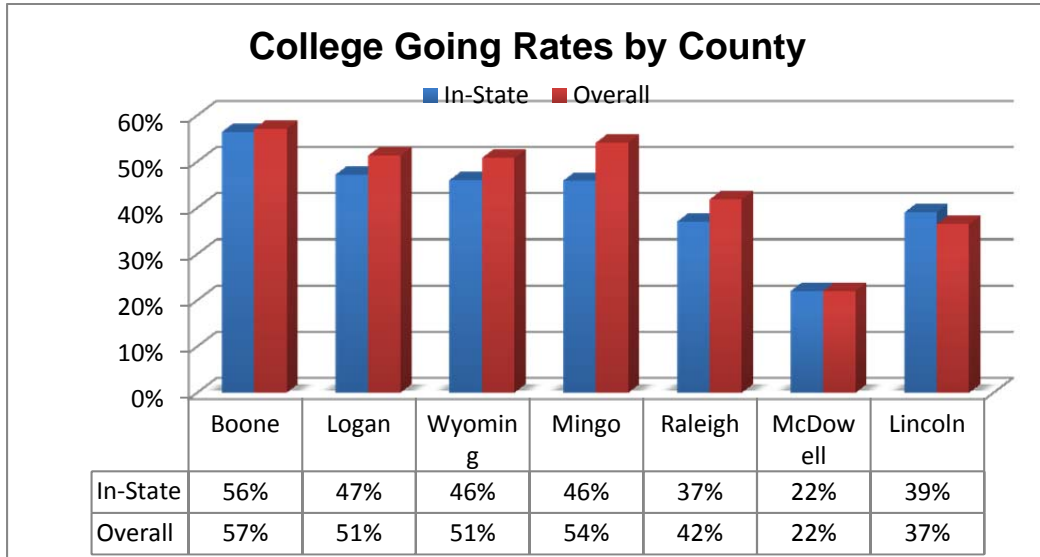
Figure II.7: High School Student Dual Enrollments as a Percentage of Annual FTES



College Enrollments from Local Counties:

The percentage of first time college students 17-20 years old from local counties ranges from 37% in Raleigh County to 56% in Boone County. This trend is an indication that Southern has increasingly become the college of choice for local high school graduates.

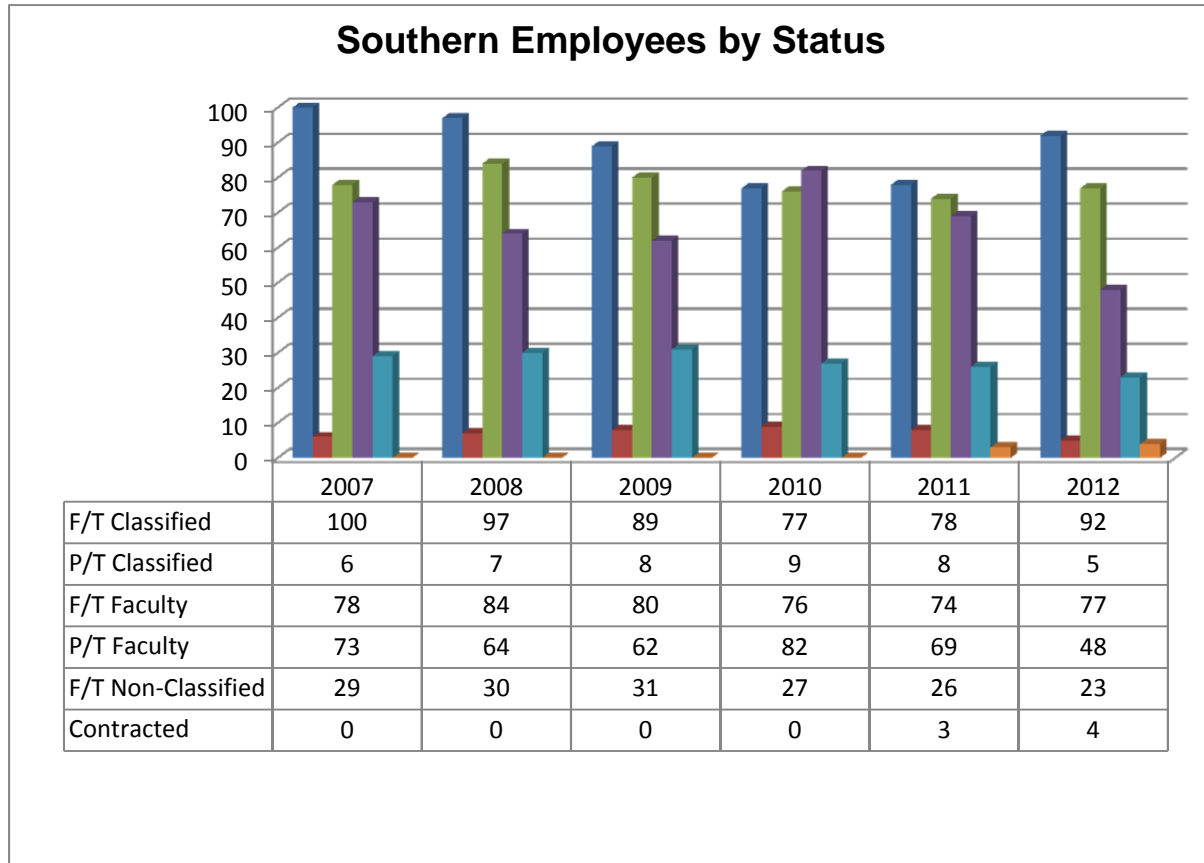
Figure II.8: College Going Rates by County



Faculty and Staff:

Faculty and staff carry out the mission of the college and represent the most important resource of the college.

Figure III. 1: Southern West Virginia CTC Employees by Status:

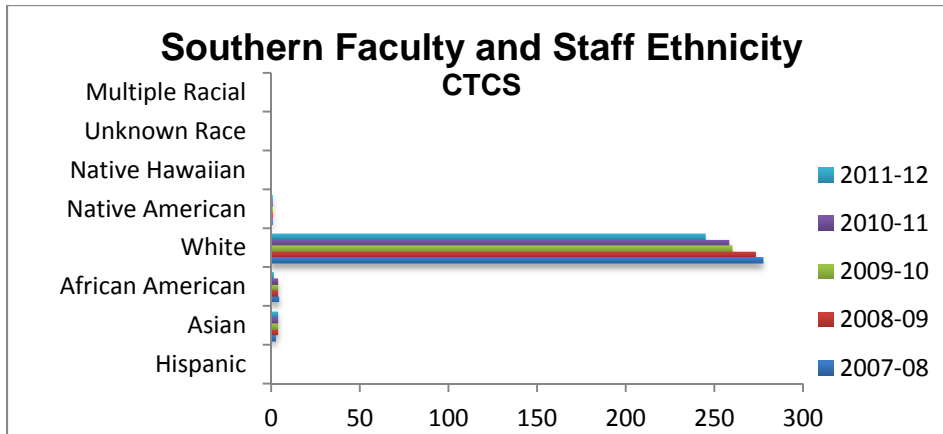


The number of full time faculty has fluctuated between 74 and 84 over the last six years with 77 employed in fall, 2012. Part time faculty have varied as needed, but declined in general from 73 to 48 over the last six years. Regarding gender, fall, 2012, faculty are 58.4% female and 41.6% male.

Of the 286 staff in 2007-8, there are now 249, a 12% decrease in the last six years. Full time classified employees have diminished from 100 to 78, a reduction of 28%, and part time classified have reduced from 9 to 5, 42% less than 2006. Full time non-classified employees retained by the college have fluctuated between 31 and 25 with 26 employed in 2011. Additionally, there have been three to four contracted employees the last two years. The student headcount increased from 2272 in 2007 to a high of 2619 in 2009, and in 2011 was at 2457, a 108% increase in students for the smaller staff to assist.

Reflecting the ethnicity of the area, faculty and staff at Southern remain largely Caucasian with a few African-American and Asian members.

Figure III. 2: Ethnic Composition of Faculty and Staff



The percentage of minorities has been stable during the last six years for Asians at four, for American Indians at one, and for African Americans a reduction from five to two employees.

In the first chart below (Figure 111. 3), when the faculty and staff are separated by degrees, the numbers of personnel by credential shows that for 2010-11. 36 or 13.5% of staff members had Doctoral degrees, 106 or 40% have Master’s degrees, 57 or 21% have Bachelor’s degrees, 49 or 18% have Associate’s degrees, and 10 or 3.75% have First Professional degrees.

The second chart demonstrates salaries of Southern staff and faculty by rank for the last five years.

Figure III. 3: Personnel by Credential

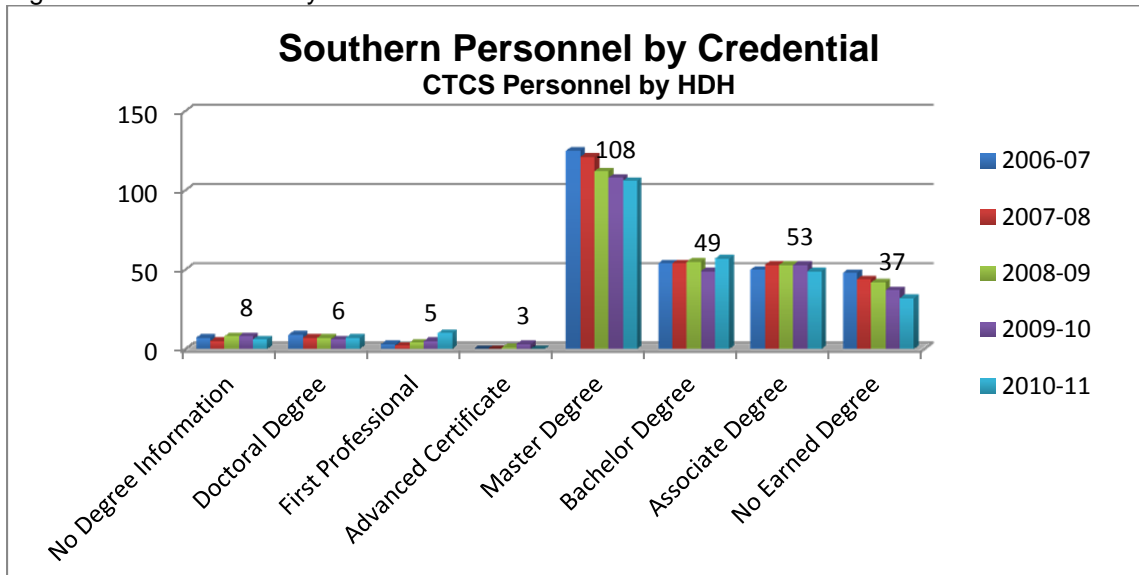
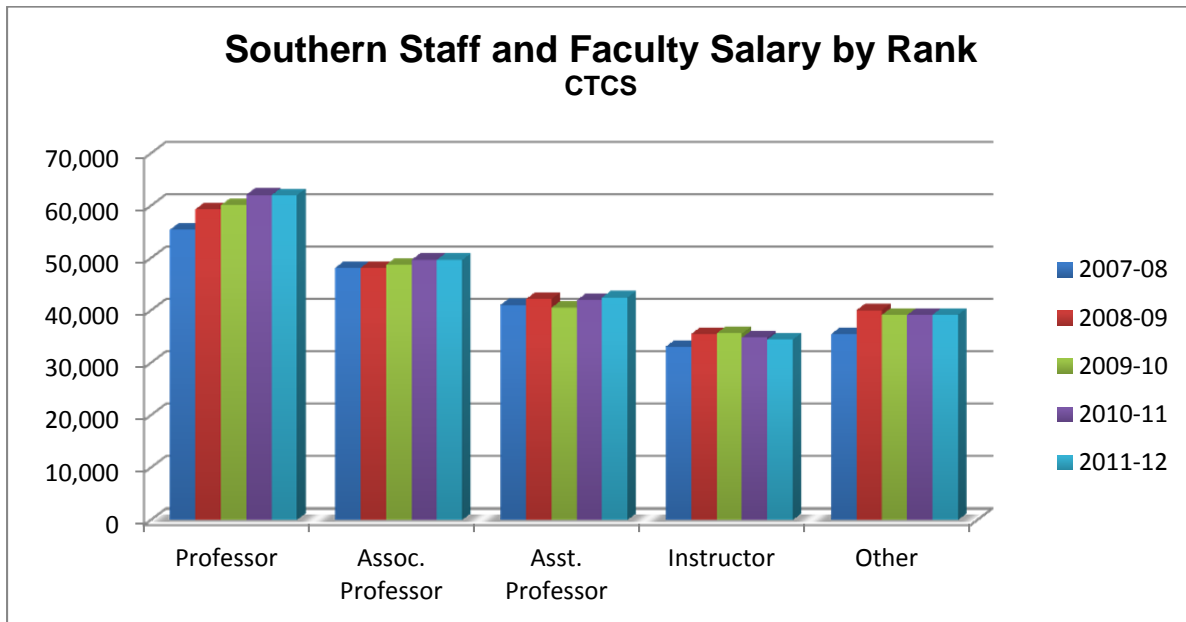


Figure III. 4: Salary by Rank



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