



**Meeting the Challenge:  
MASTER PLAN**  
for the Community and Technical College System  
of West Virginia

***Compact Update***  
**Academic Year 2014-2015**

**Institution:**

Southern West Virginia Community and Technical College

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# MEETING THE CHALLENGE

## Institutional Compact Update

### INSTRUCTIONS

#### Section A – Contact Information

1. Provide a contact to whom questions should be addressed.

#### Section B – Institutional Mission

1. Provide the approved institutional mission statement if the statement has changed since the 2011-2012 compact submission.

#### Section C – Compact Strategy Updates

1. For each goal and strategic priority, provide new specific strategies with timeframes and outcomes for each covering academic year 2014-2015. Also, provide an update of completed and continuing strategies.
2. Indicate, within the relevant goal, any new academic programs to be implemented over the next academic year.
3. **Strategic priorities are to be combined as a component of the appropriate compact goal as indicated on the strategy update document. This is a change from the initial master plan compact submission.**
4. Under Goal 4, provide a list of the top three critical capital facility projects for new construction or major renovation. Provide the list in priority order.
5. If one or more underserved counties are included in the community and technical college consortia district in which an institution provides services; please provide any new or continuing strategies for increasing the community and technical college participation rates in those counties. (Goal 3)
6. Narrative text may be provided for each strategy update to provide additional information or clarification. The narrative is optional.

#### Section D – Performance Indicator Definitions

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**The Institutional Compact Updates are due in the Council office  
on or before April 30, 2014**

**Once updates are completed, convert to Adobe PDF format and submit electronically to June Heckel at [heckel@wvctcs.org](mailto:heckel@wvctcs.org)**

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## Institutional Compact Update

### Section A

#### Contact Information:

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### Section B

#### Institutional Mission Statement:

Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promotes success for those we serve.

As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree, and/or the associate in applied science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

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## Institutional Compact Update

### Section C

**GOAL I: Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.**

#### Strategic Priority 1 – Produce More Graduates

Strategies Completed	Date
The Certificate in General Studies has been implemented and the first graduates from this certificate program will be May 2014.	2013
The developmental/transitional studies education delivery has been revised and will be implemented in the math areas fall 2014. It is believed revisions will lead to the success of the student, as well as increase the college's graduation rates.	2014
DegreeWorks training sessions has been conducted for critical personnel.	2014
New developmental/transitional studies courses have been developed in order to streamline the number of credit hours necessary to progress to college-level courses and decrease the time for degree completion.	2014
The Medical Assisting Program has been added to the Wyoming/McDowell Campus. A Technical Program Development grant has been received. The first cohort of students will begin the program on the Wyoming Campus/McDowell Campus August 2014.	2014
Programs to be offered in the new Williamson Technology Center have been identified utilizing data obtained through focus groups, the Clarus Report, and regional needs survey of businesses throughout Southern's service district.	2014
Two new orientation courses have been developed and offered: OR 99, Introduction to College and Critical Thinking, and OR 115, Veterans' New Student Seminar	2013
Continuing Strategies	Target Date
Continue to provide, and explore new, full programs delivered through alternative scheduling modes.	2015
Continue to improve the process and procedures of awarding degrees in order to encourage candidates for graduation to complete the process. Staff members are reviewing student transcripts of students with over 100 hours of credit to see if students are eligible for a degree or close to finishing a degree program.	2015
Critical Personnel continue to receive DegreeWorks training and continue to train others. Professional development workshops continue to be offered to faculty and staff; and staff continue to attend state and national training seminars.	2015
Continue working with the DegreeWorks team to develop a graduation check-out initiative.	2015
Continue to identify and initiate innovative strategies to reduce time to degree completion.	2015
Continue to market transitional education courses via bulletin boards, in developmental classes, on the institution's website, and on the institution's Facebook page. Review all methods of marketing.	2015

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Continuing Strategies	Target Date
Continue to work towards implementation of Career Services Center. Staffing and funding prohibit full implementation at this time. Counseling staff provide many of the services, such as job fairs, and will continue to do so.	2015
Continue process of contacting students with some college credit but no degree to encourage degree completion.	2015
Continue to provide additional academic support through TRIO grants such as Student Support Services.	2015
Continue to provide professional development and training for faculty and staff.	2015
Continue to refine placement testing and advising process to ensure students enroll in needed transitional studies courses in order to decrease the time to complete a degree.	2015
Continue tutoring services at the Logan Campus while expanding the service to the outlying campuses. Faculty continue to volunteer to offer “drop-in” tutoring on the Logan and Wyoming campuses. Online tutoring program, Brainfuse, has been implemented in 2014.	2014
Continue to provide additional academic support through TRIO grants supported Student Support Services.	2015
Continue to implement degree audit technology within the current database for graduation check-out.	2015
Continue to participate in the “Degree Now” initiative targeting adults 25 and older with some college credit but no degree.	2015
Continue to emphasize opportunities for “reverse transfers” and market reasons to obtain a college degree.	2015
Continue to increase and/or enhance access through distance education delivery modes in order to decrease the time to complete a degree.	2015
Continue to identify and market academic programs that meet the needs of the non-traditional student and veteran (Board of Governors, Technical Studies, Occupational Development, etc.) in order to increase the number of graduates from this population of students.	2015
Continue tutoring services at the Logan Campus while expanding the service to the outlying campuses.	2015
Continue with the plan to redesign the student services area for a Student Success Center on the Logan Campus will be expanded to include all four campuses.	2015
Continue to revise advising process across the college.	2015
Continue to implement degree audit technology within the current database for graduation check-out.	2015
Continue to emphasize opportunities for “reverse transfers” and market reasons to obtain a college degree.	2015

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<b>Continuing Strategies</b>	<b>Target Date</b>
Continue to increase and/or enhance access through distance education delivery modes in order to decrease the time to complete a degree.	2015
Continue to identify and market academic programs that meet the needs of the non-traditional student and veteran (Board of Governors, Technical Studies, Occupational Development, etc.) in order to increase the number of graduates from this population of students.	2015
Continue tutoring services at the Logan Campus while expanding the service to the outlying campuses.	2015
Continue with the plan to redesign the student services area for a Student Success Center on the Logan Campus will be expanded to include all four campuses.	2015
Continue to revise advising process across the college.	2015
<b>Strategies (2014-2015)</b>	<b>Target Date</b>
Revitalize Business Advisory Board in order to solicit input into the knowledge and skills needed of Southern's business program graduates.	2014
Full scale implementation of co-requisite developmental and college-level mathematics courses.	2014
Combine developmental reading and English courses, reducing the required number of credit hours in developmental reading and English. Full scale implementation of co-requisite development and college-level English Courses by Fall 2015. Full scale implementation of co-requisite development and college-level English Courses by Fall 2015.	2014
Utilize TAACCT Grant to fund four developmental education coordinators who will be able to provide additional support for developmental education students.	2014
Establish MOU with Adult Education Learning Centers (AELC). AELC can assist with placement test preparation to attempt to reduce the number of students requiring developmental education	2014
Increase number of sections of co-requisite developmental and college-level English courses.	2015
The NSF grant will provide enhanced staff training with various training options open to faculty and in agreement with the newly developed Technology Strategic Plan (e.g.-improvement of delivery of academic support and student services on-line for all students) with the ultimate goal of increasing graduation rates.	2015
Training in SCALE theory and activities for active, engaged student learning will be made available to all faculty.	2014
Ongoing professional development to support SCALE style engaged student learning will be made available to faculty	2015
Joint team of academic and student services leaders will review current enrollment management strategies, with an emphasis on college completion, and identify areas ready to implement and area which require further review.	2015

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Strategies (2014-2015)	Target Date
Provide institutional professional development to faculty and staff through the use of the LTC's. Training will include, but is not limited to: DegreeWorks; OAIS; Banner; and Technology.	2015
Develop a comprehensive recruitment strategy by campus, for traditional students, and for adult students and returning veterans based on the Enrollment Management Plan	2014
Develop plan to redesign the student services areas of all four campuses to include Student Success Centers	2015
Review the Enrollment Management Plan to determine priorities for strategies to implement in 2015	2014

### Narrative (Optional):

The following strategies (from above) specifically address the **College Completion Agenda** at Southern.

- Full scale implementation of co-requisite developmental and college-level mathematics courses in Fall 2014.
- Combine developmental reading and English courses, reducing the required number of credit hours in developmental reading and English in Fall 2014. Full scale implementation of co-requisite development and college-level English Courses by Fall 2015.
- Establish MOU with Adult Education Learning Centers (AELC). AELC can assist with placement test preparation to attempt to reduce the number of students requiring developmental education
- Training in SCALE theory and activities for active, engaged student learning will be made available to all faculty.
- Ongoing professional development to support SCALE style engaged student learning will be made available to faculty
- Joint team of academic and student services leaders will review current enrollment management strategies, with an emphasis on college completion, and identify areas ready to implement and area which require further review.

### New Programs:

1. Management AAS
2. Mechatronics AAS
3. Paraprofessional Education Certificate (36 hours)
4. Industrial Technology Certificate (30 hours)

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## Institutional Compact Update

**GOAL 2: Provide workforce development programs that meet the demands of West Virginia’s employers and enhance West Virginia’s economic development efforts.**

### Strategic Priority 2 – Promote Strong Employer Partnerships

Strategies Completed	Date
The Clarus Corporation conducted business and industry focus groups in order to identify workforce and training needs for Southern’s service district.	2013
A needs survey of businesses in Southern’s service district has been completed.	2014
Worked in cooperation with Wyoming County Economic Development Authority and McDowell County Economic Development Authority to assist in delivering customer service training to businesses within the counties to prepare for the influx of visitors to the area due to the development of the Boy Scout Summit.	2014
Applied for workforce related grants to meet workforce needs. (NACCE Sam’s Club, NACCE/ARC, and WV Geological Society grants awarded to deliver e-commerce training throughout the college’s region.)	2014
Conduct an employer survey. (Conducted focus group meetings with manufacturing, energy, and healthcare sectors in May 2013. The report was finalized in July 2013.)	2014
Conduct business and industry focus groups to identify workforce and training needs for the region.	2014
Collaborate with economic development authorities within the region to support emerging industries, businesses, and other entrepreneurial opportunities.	2014
Appalachian Leadership Academy students will engage in community projects to assist the Williamson/Mingo County area increase community involvement and support initiatives that will expand economic development and tourism that will bring more visitors to the area.	2014
Continuing Strategies	Target Date
Continue to work with employers to identify current high demand occupations and skill sets.	On-going
Continue delivery of training and professional development opportunities for business and industry within the region.	On-going



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Continuing Strategies	Target Date
Formally establish partnerships with energy and health sector representatives to meet the needs of employers.	On-going
Continue to expand workforce development education courses and/or programs into other sectors and industries. –Tourism and small businesses in 2014.	On-going
Academy for Mine Training and Energy Technologies will pilot three internet-based Academy programs.	On-going
Continue to deliver professional development and skill set training to business and industry.	On-going
Expand relationships with non-profit organizations to identify the citizen's and organization's training needs.	2015
Strategically target funding for the development of programs that meet documented workforce needs.	On-going
Continue to work in cooperation on regional projects with all economic development authorities, chambers of commerce, convention and visitor bureaus, public officials, and community leaders throughout the college's region to strategically address economic and workforce challenges.	2015
Continue to apply for workforce related grants to meet workforce needs.	2015
Continue to conduct employer surveys as needed to assist in development of customized training.	On-going
Continue to inventory non-profit organizations in the region and continue conducting surveying their workforce and organizational needs.	2015
Launch and market continuing education/workforce training non-academic credit on-line course/program opportunities to business/industry and the general public.	2015
Collaborate with economic development authorities within the region to support emerging industries, businesses, and other entrepreneurial opportunities.	On-going
Appalachian Leadership Academy students will engage in community projects to assist the Williamson/Mingo County area increase community involvement and support initiatives that will expand economic development and tourism that will bring more visitors to the area.	On-going
Strategies (2014-2015)	Target Date
Strengthen academic program advisory boards.	2015
Appalachian Leadership Academy students will engage in community projects to assist the Mingo County towns of Williamson, Delbarton, Matewan, and Kermit/Lenore to increase community involvement and support initiatives that will improve and expand community development, economic development, and tourism.	2015

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Strategies (2014-2015)	Target Date
Develop an internal entrepreneurial team to cultivate a cooperative integration of entrepreneurial skills across college programs providing students tools for self-employment, business development, and job creation and an entrepreneurial culture throughout the region.	On-going
Develop and deliver e-commerce training for tourism and other small businesses throughout the service area.	2015
Formally establish partnerships with manufacturing sector representatives to meet the needs of employers.	2015

Narrative (Optional):

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## Institutional Compact Update

**GOAL 3: Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.**

### Strategic Priority 3 – Serve More Adults

Strategies Completed	Date
A pre-semester orientation and an Orientation to College course for adult students was implemented during the summer 2013 trimester.	2013
A Veterans’ Task Force and Veterans’ Center has been implemented and a plan has been developed to recruit, assist, and graduate more veterans. The Veteran’s Center on the Logan Campus was opened August 2013.	2013
Maintained tuition and fees at or below the System average on an annual basis.	2014
Continuing Strategies	Target Date
Continue to maintain tuition and fees at or below the System average on an annual basis.	2015
Continue to implement Enrollment Management Plan with additional focus on adults ages 25 and older.	2015
Continue to maximize available financial assistance programs targeted to adult and part-time students.	2015
Continue development of a Comprehensive Adult Services Center.	2015
Continue to develop online college tours and open house events in order to serve more adult students.	2015
Continue to participate in the “Degree Now” initiative targeting adults 25 and older with some college credit but no degree.	2015
Continue to promote the non-traditional degree programs (Board of Governors and Technical Students) to adults 25 and older.	2015
Continue to develop a comprehensive recruitment strategy by campus, for non-traditional adult students and returning veterans based on the Enrollment Management Plan.	2015
Participate in student financial assistance taskforce activities to increase student participation in financial assistance.	2015
Strategies (2014-2015)	Target Date

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Narrative (Optional):

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## Institutional Compact Update

**GOAL 4: Provide resources to meet the needs of community and technical college students and employees.**

### Strategic Priority 4 – Build and Maintain Facilities

Strategies Completed	Date
The update to the 10-Year Master Facilities Plan for all campuses and locations has been completed. The plan has been presented to all constituents of the college.	2014
Maintained support received from the Southern West Virginia Community College Foundation.	2014
Developed priority list of deferred maintenance projects.	2014
Continuing Strategies	Target Date
Continue the College Transitions Initiative (CTI).	2015
Continue and increase high school visits throughout the service area.	2015
Continue to participate in student financial assistance taskforce activities to increase student participation in financial assistance.	2015
Continue to renovate science laboratories on the Logan and Williamson campuses.	2015
Continue work on implementing Career Services Center.	2015
Continue to explore the possibility of adding an Occupational Therapy Program at the Boone/Lincoln Campus to be implemented fall 2015.	2015
Continue to offer faculty professional development in the areas of Blackboard 9.1, Quality Matters, and instructional design, utilizing funds from the National Science Foundation (NSF) grant, in order to increase the number online classes. Online classes provides additional access for students.	2015
Continue to work with the Southern Mountains District Consortium and the Boone County Career and Technical Center developing business options in the seamless curriculum pathway.	2015
Continue to develop a comprehensive recruitment strategy by campus, for traditional students, and for adult students and returning veterans based on the Enrollment Management Plan.	2015
Perform preventive maintenance according to the priority list.	2015
Maintain support received from the Southern West Virginia Community College Foundation.	2015
Increase use of technology to improve operational efficiencies.	2015

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Continuing Strategies	Target Date
Develop priority list of deferred maintenance projects.	2015
Increase or enhance access through distance education delivery modes.	2015
Apply funding to reduce faculty salary gap and fully fund the classified staff salary schedule.	2015
Implement Enterprise Resource Planning solutions for Human Resources to increase operational efficiency.	2015
Create a maintenance equipment database to track warranties on equipment and parts to increase operational efficiency.	2015
Renovate science laboratories on the Logan and Williamson campuses.	2015
Strategies (2014-2015)	Target Date

Narrative (Optional):

1. Logan Campus roof
2. Wyoming/McDowell Campus roof
3. Renovation of the outside of the original Williamson Campus building.

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### Section D

#### Performance Indicator Definitions

<b>AAS in Occupational Development</b>	Program administered by West Virginia community and technical colleges in cooperation with Registered Apprenticeship programs that recognizes for college credit the competencies and skills achieved in the apprentice program.
<b>ACT WorkKeys</b>	An assessment program developed by American College Testing (ACT) that measures workforce readiness skills necessary to be successful in the workforce for a given occupation.
<b>Adult Basic Education</b>	Program administered by the West Virginia Department of Education that assists individuals in enhancing general education skills and preparing for the General Education Development (GED) examination.
<b>Adult Students</b>	Students age 25 or above.
<b>Advanced Skill Set</b>	A series of courses or competencies that prepare individuals for a specific skill and carry a value of 12 or more but less than 30 credit hours of non-credit contact hours equivalent to 12 or more but less than 30 credit hours.
<b>Annual Headcount Enrollment</b>	The unduplicated for-credit student (full- and part-time) enrollment number of all enrollment periods during the academic year.
<b>Associate Degree</b>	A defined program for students in a specific occupational area consisting of a minimum of sixty (60) collegiate credit hours.
<b>Average Net Tuition Rate</b>	The difference between the average resident student cost of attendance and offsetting federal and state financial aid.
<b>Baccalaureate Program</b>	College courses or programs leading to a four-year degree.
<b>Brokering</b>	The act of a community and technical college facilitating the delivery of a program or course into the district from another educational provider.

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### **Business Consultation**

A one-on-one meeting between college personnel, students, or business assistance organizations hosted by the college with a representative for a "for profit" or nonprofit business organization at which meeting technical information is conveyed to or assistance is rendered to the business organization. The number of sessions is the number of distinct occurrences of assistance; the number of hours is the total number of hours of assistance rendered. Examples of business consultations are (but not limited to) student business internships, business consulting by college faculty, technical support given to businesses housed within a business incubator owned or managed by the college, and technical support provided to businesses by Small Business Development Center personnel.

### **Career-Technical Program**

Community and technical college degree programs that prepare students to enter the workforce directly upon completion of the program.

### **Certificate/AAS in Technical Studies Program**

Program administered by a West Virginia community and technical college that is either customized to meet an employer or group of employers' needs or recognizes employer training programs for college credit.

### **Certificate Degree Program**

A defined program of study in a specific occupational area consisting of a minimum of thirty (30) collegiate credit hours.

### **Certification Passage Rate**

The percentage of students taking and passing a certification examination within one year after graduation.

### **College-Going Rate**

The percentage of high school graduates in the community and technical college consortia district enrolling in post-secondary education during the Fall term following graduation.

### **Consortia District**

The counties in West Virginia that comprise a geographic region as defined in WV Code 18B-3C-4.

### **Contact Hours**

Number of Students X Number of Session Hours  
*Example:* 10 students x 3 hour session = 30 contact hours

### **Continuous Enrollment**

Enrollment of students (full- and part-time) from one academic year to the next without interruption.

### **Cost Savings**

The reduction in institutional costs through innovative activities and practices that allow for redirection of funding.



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<b>Credit Program</b>	Those programs delivered by a community and technical college that are assigned a specific number of college credits.
<b>Customized Education or Training Program</b>	A program developed by the community and technical college that meets documented employer needs and may be for credit or non-credit, short-term or long-term.
<b>Degree Production</b>	The total number of certificate and associate degrees awarded annually.
<b>Developmental Education</b>	Courses, generally in areas of mathematics, reading and writing, offered to those that lack the fundamental education competencies to be successful in college-level course work.
<b>Developmental Education Success</b>	The percentage of students enrolling in an English or mathematics developmental course and successfully completing the subsequent college-level course within two years of the initial enrollment in the developmental course.
<b>Distance Education</b>	The delivery of courses by synchronous or asynchronous technology via the internet, electronic, digital, on-line, video or any other technology driven delivery.
<b>Dual Credit</b>	Those courses in which an early admission student is receiving both high school and college credit for the course.
<b>Early Admission Students</b>	High school students enrolled in a college-level course.
<b>Education Program</b>	A defined sequence of instruction that results in the awarding of collegiate credit.
<b>Entrepreneurship Program</b>	Programs developed to assist individuals in operating their own business or to be self-employed.
<b>External Funding</b>	Funding secured from sources other than state general revenue allocations, tuition and fees, Federal Perkins allocations, West Virginia Advance and Technical Program Development. In addition to funding secured from private sources, funding that may be counted as external are: (a) House Bill 3009 and the matching funding received to secure the grant; (b) Any matching external funding secured for West Virginia Advance and Technical Program Development Grants; and, (c) Funding secured for contract training and continuing education.
<b>Faculty Salary National Average</b>	The average salary of full-time faculty as reported by CUPA-HR.

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<b>Graduation Rate</b>	The percentage of first-time students (full- and part-time) graduating with a certificate or associate degree within six years.
<b>Hybrid Course</b>	A course delivered utilizing a combination of on-line and face-to-face instruction.
<b>Job Placement</b>	Full-time or part-time employment in a field or related field of study, continuation of education or enlistment in military service.
<b>Licensure Passage Rate</b>	The percentage of students taking and passing a licensure examination within one year after graduation.
<b>Non-Credit Program</b>	Those programs delivered by a community and technical college that are not assigned a designated college credit unit, and in most cases, are not counted as meeting requirement for degree completion, but does lead to specific skills or skill enhancement.
<b>Non-Traditional Age Student</b>	Students age 25 and above.
<b>On-Line Course</b>	A course that is delivered totally using on-line instruction.
<b>Participation Rate</b>	Percentage of citizens in a given district attending a community and technical college.
<b>Program</b>	A program that is a coherent, specialized curriculum or skill sets designed to deliver a specific body of knowledge for personal/career development or professional continuing education.
<b>Regional Industry Sector Partnership</b>	Organizing an institution's workforce and technical program planning and development process by involving multiple employers of a particular economic sector; i.e., manufacturing, healthcare, energy, having a partnership steering committee and meeting at least three times a year.
<b>Retention Rate</b>	The percentage of students (full- and part-time) enrolled during the academic year (fall, spring or summer) and enrolled for the next Fall semester at any West Virginia public higher education institution.
<b>Skill Set</b>	A series of courses or competencies that prepare individuals for a specific skill and carry a value of fewer than 12 credit hours or non-credit contact hours equivalent to fewer than 12 credit hours.
<b>Student Financial Aid Participation Rate</b>	The percentage of a college's total student enrollment receiving student financial aid assistance consisting of grants, scholarships and tuition waivers, but not student loans.

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<b>Student Success Rate</b>	The percentage of students in each six year cohort earning a certificate degree, an associate degree or transferring to a four-year college without earning a certificate degree or associate degree.
<b>Traditional Age Student</b>	Students between the ages of 18-24.
<b>Training Program</b>	A defined sequence of instruction with competencies in a specific area and may be for-credit or not-for-credit.
<b>Transfer Program</b>	A community and technical college program intended to prepare a student to transfer to a baccalaureate institution or program.
<b>Transfer Rate</b>	Percentage of credit students enrolled in community and technical colleges in a given semester and enrolled in a baccalaureate institution the next Fall semester.
<b>Underserved County</b>	A county that has a low number of community and technical college enrollment in proportion to other counties. Those counties are: Barbour, Braxton, Calhoun, Clay, Hampshire, Lewis, McDowell, Putnam, Randolph, Summers, Upshur and Wayne.
<b>Workshop</b>	An offering of knowledge over a period of time, usually no more than one or two days, that generally combines instruction with laboratory or experimental activity.