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A Case Study of the Southwest Virginia Higher Education Center

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A CASE STUDY OF THE SOUTHWEST VIRGINIA HIGHER EDUCATION CENTER

by

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A Research Paper Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of
MASTER OF SCIENCE

OCCUPATIONAL AND TECHNICAL STUDIES

OLD DOMINION UNIVERSITY

May 2018

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ABSTRACT

A CASE STUDY OF THE SOUTHWEST VIRGINIA HIGHER EDUCATION CENTER

Sonia Vanhook
Old Dominion University, 2018
Director: Dr. Philip A. Reed

The purpose of the study was to identify the impact that the Southwest Virginia Higher Education Center (SWVHEC), located in Abingdon, has had on area residents in the past twenty years. The case study presented here is different from others that have been written in that it measures the number of courses offered, student registrations, and professional developments available to local residents. The data was collected and triangulated using different methods, such as structured interviews, archival records, newspaper articles, University websites, and participant-observations. The study included colleges and universities with either main campuses or satellite locations in Southwest Virginia and Northeast Tennessee, specifically Bluefield College, East Tennessee State University, Emory & Henry College, King University, Old Dominion University, Radford University, University of Virginia, University of Virginia's College at Wise, Virginia Commonwealth University, Virginia Highlands Community College, and Virginia Polytechnic Institute and State University. (SWVHEC, 2017) The former participating colleges are George Mason University, Norfolk State, and Virginia Intermont College.

The outcomes of the study identified almost 40,000 registrations from all of the colleges combined from area residents over the past twenty years. The average number of individuals served per year is 1,024. During the year 2000 the SWVHEC served the largest number of

individuals (1,568), while during the year 2015 experienced the lowest number of individuals

served (286).

Currently, the trends in enrollments from most of the partner colleges show a decline.

Declining student enrollment is a major cause of concern for the colleges, and by extension the

Center. To address this problem, the Executive Director who took control in 2015, David

Matlock, has revitalized the partnership with King University and its Nursing Program. Mr.

Matlock also secured a grant for Mt. Rogers Regional Adult Education (MRRAE) Program to

offer General Educational Development (GED) and English as a Second Language (ESL) classes

in the Center. Also, MRRAE recently signed a contract to lease an office, two classrooms and a

computer lab. Another new collaboration Mr. Matlock established is with Goodwill Education

Center. These and other new partnerships and programs are beginning to fill the empty

classrooms and offices in the SWVHEC. Opportunities for growth are a high priority for the

Center and its staff.

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CHAPTER I: INTRODUCTION

"Poverty has a significant impact on individuals and society at large. Children who live in poverty are likely to suffer from poor nutrition during infancy, experience emotional distress, and have an increased risk for academic failure and teenage pregnancy. Adult men and women who live in poverty are at high risk of poor health, debilitating stress, and violence. Poverty can also affect seniors' ability to care for themselves or to obtain prescription medication… Important factors affecting poverty are educational attainment, economic opportunity, and family status. There is a strong and direct relationship between education level and earnings and employability." (Virginia Performs: Economy, Poverty, 2016) "While there are a number of factors contributing to this, postsecondary education or training can be a ticket out for low-wage workers seeking better jobs." (Strawn, 2007)

Background of the Study

Figure 1 shows the disparity between the poverty level of the residents of northern, central, and southwest Virginia at the time Southwest Virginia Higher Education Center was formed. None of the counties in the southwest are shown with less than seven percent poverty rate, and some are ranked with a nineteen percent poverty rate.
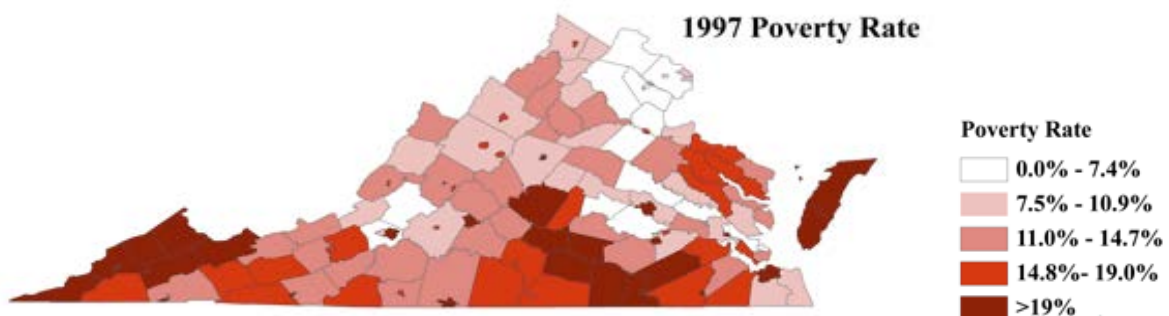
Figure 1. Poverty level in the state of Virginia *(Task Force, 2010)*

Educational attainment has been identified as one of the important factors influencing poverty. (Virginia Performs: Economy, Poverty, 2016) In the early 1990's, a small group of legislators and one educator decided to take action to increase the education levels of the residents in southwest Virginia. They established the Southwest Virginia Higher Education Center (SWVHEC) whose mission is "to strengthen the regional economy of southwest Virginia by providing higher education and professional development training of the current and future workforce." (SWVHEC, 2017)

In 2002, a doctoral student at East Tennessee State University, Susan Carey Fulmer, published a dissertation with the title, "The Development of a Higher Education Consortium: A Case Study of the Southwest Virginia Higher Education Center." In the study, Fulmer follows the development of the Center, interviews the key founders of it, and explains why the location is Abingdon. In the document, the author lists several suggestions for further study. One of Fulmer's suggestions is, "Conduct a study of the effectiveness of the SVHEC in serving the educational needs of area citizens." (Fulmer, 2002) At the time of Dr. Fulmer's case study, the Center had been open in its present location for only four years. The board members, employees, graduates, current students, and other stakeholders will celebrate twenty years of the Higher Education Center's operation in the current facility in 2018. This important anniversary is an opportune time to examine the data to determine the impact of the Southwest Virginia Higher Education Center on the local residents in the past twenty years.

The Southwest Virginia Higher Education Center currently has eleven public and private institutional partners including: Bluefield College, East Tennessee State University, Emory & Henry College, King University, Old Dominion University, Radford University, University of Virginia, University of Virginia's College at Wise, Virginia Commonwealth University, Virginia

Highlands Community College, and Virginia Polytechnic Institute and State University.
(SWVHEC, 2017) The former participating Colleges are George Mason University, Norfolk State, and Virginia Intermont College.

Purpose of the Study

The purpose of the study will be to measure the impact the Southwest Virginia Higher Education Center has had on area residents in the past twenty years. In 1998, the Virginia General Assembly appropriated approximately $10,000,000 to build a new educational facility in Abingdon. In addition, they have budgeted approximately $2,000,000 annually since 1998 to the staffing and operation of the Higher Education Center. The objectives of the study are to gather the information and examine the data to determine the impact the Southwest Virginia Higher Education Center has had on area residents in the past twenty years.

Research Question

The research question that guides the study is: What impact has the SWVHEC had on the residents of the area in the past twenty years?

Significance of the Study

Higher Education Centers have been the focus of research in the past. For example, Susan Fulmer authored "The development of a higher education consortium: A case study of the Southwest Virginia Higher Education Center" in 2002. (Fulmer, 2002) Bethany Flora studied "The Professional Lives of Higher Education Center Administrators" in 2008. (Flora, 2008) Nettie Simon-Owens wrote about the "Southern Virginia Higher Education Center: An exploration of factors affecting organizational leadership in 2010." (Simon-Owens, 2010) The research project presented here will add to the case study began by Dr. Susan Fulmer, and

contribute to the field of education by exploring the changes taken place over the past twenty years at the SWVHEC and determining the impact it has had on area residents.

Definition of Terms

The region of southwest Virginia includes nineteen counties (Bland, Buchanan, Carroll, Dickenson, Floyd, Franklin, Giles, Grayson, Lee, Montgomery, Patrick, Pulaski, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe), plus the cities of Bristol, Galax, Norton, and Radford (Where is Southwest Virginia?, 2004) The Virginia Department of Education defines Region Seven as all of these counties except Floyd, Franklin, Montgomery, and Patrick which are counted in Region Six.

The acronym SVHEC was used to identify the Southwest Virginia Higher Education Center from 1992 to 2005 when the Southern Virginia Higher Education Center in South Boston became a state agency. (SVHEC, 2013) In approximately 2006, The Southwest Virginia Higher Education Center began using the acronym SWVHEC to distinguish the two state agencies.

Assumptions, Limitations, and Delimitations

It is assumed that there will be evidence that the Center has made a difference in this region of Virginia. The number of courses and degrees offered are factors that are unalterable for conducting the research. The research will be limited to the colleges or universities that are currently, or in the past, have offered classes at the Southwest Virginia Higher Education Center. The data will be collected through a variety of ways including, but not limited to university websites, board reports, personal interviews, written surveys, and if necessary Freedom of Information Act requests.

Summary and Overview of Chapters

Chapter I provided an introduction to the study with background and significant assumptions. The purpose of the study is to measure the impact of the SWVHEC on the area residents over the past twenty years. A review of literature is provided in Chapter II in an attempt to identify the current state of the SWVHEC and the gaps in the literature justifying the research. Chapter III details the methods and procedures used to collect the data required to complete the study. Chapter IV includes the actual data collected as well as the findings of the study. Chapter V is a summary of the research, in addition to the conclusion and the recommendations of the study.

CHAPTER II: LITERATURE REVIEW

Introduction

The following sections present a review on the literature on the higher education institutions in the US, including consortia and centers; specific information of higher education centers in Virginia, and the initiatives and programs where the SWVHEC is involved.

Higher Education Institutions in the United States

The United States Department of Education website includes a database of accredited institutions and programs. "This database includes approximately 6,900 postsecondary educational institutions and programs." (Accreditation in the United States, 2017) That number does not include non-accredited institutions. It would be safe to say that there are over ten thousand choices for higher education in this country.

Higher Education Consortia/Centers

A consortium is formed when "a semi-permanent organization, typically supported by large financial contributions from its members, that employs a professional staff whose sole responsibility is to encourage and facilitate cooperative activities between and among its members, and between them collectively and others." (Neal, 1988)

Higher Education Centers are not a new concept. Records show one created in California as early as 1925. "…Robert J. Bernard, the assistant to President Blaisdell at Pomona College, filed in Sacramento the articles of incorporation for The Claremont Colleges. This day was especially chosen because it also marked the 38th anniversary of the founding of Pomona College, the first of several allied colleges that would be established in Claremont." (History of The Claremont Colleges, 2017)

While each Center is unique, there are several common factors identified in successful ones. They include, "a shared vision, clearly defined goals, a focus on real problems, an institutional decision-making structure, local decision-making, continuity among partnership personnel, systematic communication with all partners and with the community, sufficient time for institution change to occur, the provision of resources to those whose roles and relationship will change, the provision of professional development, workforce training and educational programming. (Fulmer, 2002)

Higher Education Institutions in Virginia

The Commonwealth of Virginia has many Higher Education Institutions. They include fifteen public four-year colleges and universities, twenty-four public two-year colleges and community colleges, over a hundred private and out-of-state institutions, and over a hundred additional private institutions that confer religious degrees. (SCHEV Colleges & Universities, 2017)

Higher Education Centers in Virginia

The State Council of Higher Education for Virginia (SCHEV) recognizes four Higher Education Centers "which are convenient for students who prefer to stay within their region to pursue a degree. (SCHEV Colleges & Universities, 2017) Other extended campuses and university partnership exist across the state, but only the four Higher Education Centers recognized by SCHEV will be covered in this study.

The New College Institute is located in Martinsville and was established in 2006 with approximately one hundred students enrolled in pilot programs. (New College Institute, 2017) It is a "state-funded educational entity that provides access to bachelor's degree completion programs, master's degrees, teacher endorsement programs, teacher recertification courses, and

more through partnerships with colleges and universities." (New College Institute, 2017) Partners include Patrick Henry Community College, Averett University, Longwood University, Virginia State University, James Madison University, Old Dominion University, Radford University, Virginia Commonwealth University, Piedmont Governor's School, and University of Virginia. (New College Institute, 2017)

The Southern Virginia Higher Education Center is located in South Boston and was established in 2005. (SVHEC, 2013) "The mission of the Southern Virginia Higher Education Center (SVHEC) is to advance southern Virginia's economic potential through education, innovation, and collaboration." (SVHEC About, 2017) Current educational partners include Danville Community College, Southside Virginia Community College, Old Dominion University, Longwood University, the Commonwealth Graduate Engineering Program, Commonwealth STEM Industry Internship Program, Galway-May Institute of Technology-Letterfrack, Institute for Advanced Learning & Research, and New College Institute. (SVHEC Our Partners, 2017)

The Virginia Beach Higher Education Center was established in 1999. (Copeland, 2017) The mission is "to provide multi-educational services and opportunities for traditional and non-traditional students, as well as lifelong learners throughout the Greater Hampton Roads community and beyond, to help them accomplish their goals, achieve their highest potential, and have a better quality of life. Numerous credit and non-credit programs, classes, and services are provided for persons seeking a higher level of competence, leadership skills, personal enrichment, professional development, and career enhancement support." (VBHEC About, 2017) It has two educational partners, Norfolk State University and Old Dominion University. (VBHEC About, 2017)

"The Roanoke Higher Education Center was established in 1990. The Commonwealth established the Roanoke Valley Graduate Center in a street level parking garage downtown." (RHEC History, 2017) Their mission statement is "The Roanoke Higher Education Center stimulates economic growth in the Greater Roanoke Region by providing access to workforce training, degree-related higher education programs, and the use of its meeting facilities. " (RHEC History, 2017) In 2005, the Roanoke Higher Education Center was "home to 16 institutions of learning, from a charter high school to training programs to colleges and universities that offer bachelor's and master's degree level programs." (Target On: Virginia's Roanoke Valley, 2005) Current partner institutions include Averett University, Florida Institute of Technology, Hollins University, James Madison University, Mary Baldwin University, Old Dominion University, Radford University, Roanoke College, Total Action for Progress (TAP), University of Virginia, Virginia Commonwealth University, Virginia Tech, and Virginia Western Community College. (RHEC History, 2017)

Although not technically Higher Education Centers in Virginia, "Other Public Higher Education Institutions" include the Institute for Advanced Learning and Research in Danville, and the Virginia and Eastern Virginia Medical School in Norfolk. (SCHEV Colleges & Universities, 2017)

Southwest Virginia Higher Education Center

"The Southwest Virginia Higher Education Center is a state agency (#948) established in 1991 by the Virginia General Assembly." (SWVHEC, 2017) The administration of the SWVHEC seeks to be involved in all areas of education, not just college degrees. "The Higher Education Center engages in a number of K-12 initiatives to include the A. Linwood Holton Governor's School, Kids' Tech University, REAL Tech Experience, Robotics League,

Southwest Virginia Education and Training Network, and a STEM Program for sixth grade girls." (Mavredes, 2016)

K-12 Initiatives

Instructors and equipment for Virginia's first virtual Governor's School are housed in the SWVHEC. A virtual school means the students at thirty-six different high schools across the area defined by the Virginia Department of Education as Region Seven are in their classrooms in front of computers. Students see and hear their teachers using instruction software designed for this type of distance learning. Schools can now offer advanced classes such as Physics, Astronomy, Statistics, and Physiology, and the students are able to earn high school and community college credit simultaneously. The mission of the A. Linwood Holton Governor's School is to "provide challenging learning opportunities for the gifted and talented students of far Southwest Virginia that are not available to them in their regular school program". (Robinson, 2017)

The FIRST Lego League in Abingdon, Virginia began in 2006 when the Center began hosting Regional Tournaments. Bill and Susan Duggins served as the tournament directors. The tournaments would consist of local teams of two to nine members between the ages of nine and fourteen. Each team would use Legos to build a robot that would be programmed to run an obstacle course. The theme and course change each year. The times of each team's match are recorded and compared, and the best time would be declared the winner. In addition to the obstacle course, teams compete in a project where they would "research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution". (FirstLegoLeague.org, 2017) Every year approximately twenty teams participate in the tournament at the SWVHEC in Abingdon, VA. The teams work with an adult coach for about

nine weeks before the tournament. Currently there are over two hundred thousand participants with twenty-nine thousand teams (each with a robot), taking part in over a thousand events in eighty countries. (FirstLegoLeague.org, 2017) (Vanhook, 2016)

"The STEM workshops are intended to reach out to sixth-grade girls and help get them interested in the core areas of science, technology, engineering and mechanics [math] at a younger age". (Mathews, 2016)   The program brings speakers from across the country to inspire girls to enter these areas when they are making career decisions. "Patrice Banks is an engineer and the founder and CEO of Girls Auto Clinic. She was the keynote speaker of the 11th Annual Stem Workshop at the Southwest Virginia Higher Education Center in Abingdon on Friday." (Banks, 2016) Over six hundred girls are bused to the Center for this exciting day of hands-on workshops and experiments. Female students participating in the Girls Auto Clinic are divided by school into groups of approximately twenty with one chaperone who will accompany the same group all day long. The instructors are volunteers, and there is no cost to the participants. (Vanhook, 2016)

Virginia Tech participates in the Center's STEM program, but they also developed one of their own. Twice a year they bring their Kid's Tech University to Abingdon where they invite boys and girls ages nine to twelve to participate. This program is offered on a Saturday and requires parents to attend with their children. With over one hundred participants paying a registration fee of $100 each, The Kid's Tech University STEM program aims to reach the goal of "creating the future workforce in science, technology, engineering and mathematics (STEM) by sparking kid's interest in these fields. (Collins, 2017) "The idea for Kids' Tech University came from a similar program started in Germany. If it is successful, perhaps other universities will follow in Virginia Tech's footsteps." (Ash, 2008)

The SWVHEC also participates in arts projects. "Barter Theatre's Project REAL Serving Barter's mission to use theatre as a vehicle for education to enrich lives. Project REAL provides qualified teaching artists who assist educators by utilizing theatre techniques, and integrating the student's life experiences with the curriculum, in order to provide lasting knowledge in a transformative educational program, measurably improving learning and allowing students to take responsibility for their own education and shape their communities, now and in the future." (Barter Theatre, 2017) "Among the five participating public schools in 2014-15, 90% of students reported that Project REAL helped them understand the subject matter, and 89% agreed that the program helped to make learning fun and/or interesting. Teachers and administrators at all Project REAL schools consistently report greater student engagement and better attendance after REAL lessons. In Abingdon, where REAL has been in place the longest, greater student engagement and attendance is resulting in better grades, better classroom test scores and better standardized test scores. One administrator credits Project REAL with improving his high school's graduation rate. Because it offers a different classroom environment and new ways of learning, REAL is especially beneficial for students who are bored or struggling to learn in a traditional setting." (Atkinson, Barter Theatre's Project REAL, 2015) (Vanhook, 2016)

"Body movement, hands-on activity, embodiment, social interaction, emotions, and self-reflection allow teaching artists of Barter's Theatre's Project REAL to conduct a lesson with an implicit learning experience as the focus. Barter Theatre's Project REAL exists as a theatre for education program that collaborates with regular classroom teachers on delivering the curriculum through specific theatre exercises in order to connect the material personally to the students' lives." (Atkinson, Move, Interact, and Connect Personally: Barter Theater's project REAL pedagogy gets implicit in order to learn, 2015)

High school students have an additional opportunity to be involved in on-line learning with the creation of the Southwest Virginia Education and Training Network (SVETN) whose offices and equipment are housed in the SWVHEC. Unlike the Governor's school where most of the classes are synchronous, the classes available through SVETN are asynchronous. Both programs cover Virginia's region seven (Bland, Buchanan, Carroll, Dickenson, Giles, Grayson, Lee, Pulaski, Russell, Scott, Smyth, Washington, Wise, Wythe, Bristol, Galax, Norton, Radford) and have partnered with the four community colleges in the area, Mountain Empire Community College, Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College. SVETN offers courses such as Introduction to Business, Personal Finance, and Psychology. Since its creation in the mid-nineties, SVETN has evolved from a two-way television system to a totally on-line learning environment called Elite Learning. (Hoffman, 1995)

Mt. Rogers Regional Adult Education Program

School dropout is an important factor in education, with students dropping out of school for many different reasons. "Mounting evidence underscores the facts that the high school dropout rate remains high across the nation and that many eligible people are not participating in adult GED preparation programs. The people residing in Southwest Virginia are no exception. Nearly thirty-five percent of the region's population does not possess a high school diploma and the adult education providers struggle with low participation rates." (Elizabeth, 2008) When these dropouts begin actively searching for employment, the importance of a high school diploma becomes evident, because it is a requirement for many companies. The SWVHEC has partnered with Mt. Rogers Regional Adult Education Program to offer General Educational Development (GED) and English as a Second Language (ESL) classes in Abingdon. There is no

charge to the students, and these classes are also offered in Bland, Bristol, Carroll, Galax, Grayson, Smyth, Washington, and Wythe Counties. (Carlson, 2017)

Associate Degrees

When the SWVHEC was created, it was specifically designed not to compete with Virginia Highlands Community College (VHCC), but to give area residents a place to further their education after completing an Associate Degree or two years of college. VHCC offers Associate of Arts and Sciences Degrees in Business Administration, Education, General Studies, Liberal Arts, and Science; Associate of Applies Science in Accounting, Administration of Justice, Administrative Support Technology, Air Conditioning, Refrigeration and Heating, Emergency Medical Services Technology, Electrical Technology, Horticulture Technology, Human Services, Information Systems Technology, Management, Nursing, Radiography, and Technical Studies. (Virginia Highlands Community College Catalogue, 2016) In addition to the degrees, there are a significant number of diplomas, and certificates in many of the same subjects available on campus.

Bachelor Degrees

SWVHEC university partners that offer Bachelor Degrees include Old Dominion, Radford, King, and Virginia Commonwealth. Programs include Business, Computer Technologies, Education, Engineering Technology, Health and Human Services, Liberal Arts, Nursing, Occupational and Technical Studies. (How far can we take you? Start Here, 2016) In addition, the brochure lists nearly fifty certificate programs and other opportunities.

Master Degrees

SWVHEC University partners that offer Master Degrees include Virginia Tech, Old Dominion, Radford, Bluefield College, University of Virginia, Virginia Commonwealth, and

Emory and Henry. Programs include Arts and Sciences, Business, Education, Engineering

Health and Human Services, Liberal Arts, Nursing, and Occupational and Technical Studies. A

Post Graduate Degree in Education Specialist is offered by Virginia Tech. (How far can we take

you? Start Here, 2016)

Doctoral Degrees

SWVHEC partner universities that offer Doctoral Degrees include Old Dominion,

Virginia Tech, and Virginia Commonwealth. Programs include Education, Education

Administration, and Nursing. (How far can we take you? Start Here, 2016)

College for Older Adults

Residents of Southwest Virginia not only have access to degree programs, but also non-

degree programs. One of these founding programs is the College for Older Adults. As the name

indicates, the program is designed for residents over the age of fifty. The standard classes are

one and a half hours long and offered on Tuesdays-Thursdays from 9:00 a.m.-3:30 p.m. This

allows for three class time blocks with a short break for lunch (which is available on-site). Field

trips or tours are scheduled on Mondays and Fridays, so they do not conflict with regularly

scheduled classes. Courses are offer for six weeks in Winter, Spring, and Fall Terms. The

Winter Term begins at 10:00 a.m. to allow time for snow removal from the area roads. The

schedule lists approximately thirty-six classes available for $40.00. Students can choose to take

only one class, or as many classes as will fit into their schedule for the flat registration fee. Most

tours and trips have additional ticket prices that are advertised on the published schedule.

Volunteers who are experts in their field teach classes on subjects ranging from computer

technology to historical cinema and everything in between. Information about the program is

published on the Center's webpage, and in local newspapers. (College for Older Adults classes open, 2014)

Testing Center

Some programs require students to take a state or national standardized test to prove mastery of the subject area. The SWVHEC has a Testing Center with contracts with several companies including California Critical Thinking Skills Test (CCTST), Castle Worldwide, Comira, Educational Testing Service, Kryterion, Law School Admission Council, ISO Quality Testing, Miller Analogies Test, National Testing Network, Pan, and Pearson Vue. (Testing Center, 2017)

Scholarship Office

Not only does the SWVHEC provide programs for area residents, it also makes scholarship funds available. "In 1998, the Attorneys General of forty-six states signed the Master Settlement Agreement (MSA) with the four largest tobacco companies in the United States to settle state suits and recover billions of dollars in costs associated with treating smoking-related illnesses. A portion of the MSA proceeds funded the creation of the Tobacco Region Revitalization Commission." (Strategic Plan, 2016) Students complete on-line applications, and the scholarship office pays the funds directly to the participating colleges. Approximately $2,300,000 is paid each year for southwest Virginia residents to attend college. (Young, 2016) Southside Virginia has a separate fund for their residents.

VT's Virginia Cooperative Extension (VCE)

The SWVHEC is home to one of VCE's regional offices. "Virginia Cooperative Extension is an educational outreach program of Virginia's land-grant Universities: Virginia Tech and Virginia State University, and a part of the National Institute for Food and Agriculture,

an agency of the United States Department of Agriculture." (About Virginia Cooperative Extension, 2017) VCU offers educational programs in the areas of Agriculture, Community and Leadership, Natural Resources, Family, Food and Health, Lawn and Garden, 4H and other youth programs. (About Virginia Cooperative Extension, 2017)

Conference/Classroom Space

A large proportion of the publications naming the SWVHEC are announcements of corporate meeting, awards banquets, educational trainings, or political rallies. Before the Center was built, everyone had to drive two hours north to Roanoke or two hours south to Knoxville to find space for one hundred or more people. Now it has become the premier location for all types of events, including classes. (Southwest Virginia Higher Education Center, 2017)

Summary

Chapter II presented information on the Higher Education Centers in Virginia, the initiatives and programs they support, as well as partner institutions. All the mission statements from the other Higher Education Centers in Virginia include an educational focus, and some add economic impact. Higher Education Centers in Virginia were established between the years of 1990-2006. The number of partner organizations in these centers range from two to thirteen. The one university that has partnered with all the Higher Education Centers in the Commonwealth is Old Dominion. Though all of Virginia's Higher Education centers have similar qualities, each one is unique in its own way.

CHAPTER III: METHODOLOGY

Research Design

The following methods and procedures described to conduct the study were assessed by the Old Dominion University, College of Education Human Subjects Review Committee (see Appendix A for the letter of determination of exempt status). The purpose of the study is to measure the impact the Southwest Virginia Higher Education Center has had on area residents in the past twenty years. "Regardless of its source, case study evidence also can include both qualitative and quantitative data." (Yin, 2004) Following the example of Robert Yin, this case study used a combination of qualitative and quantitative study methods.

Research Question

The research question that guides the study is "What is the impact the Southwest Virginia Higher Education Center has had on the area residents in the past twenty years? While some of the information was available through open source documents, some was available only from the University Site Directors. See Appendix B for the standard interview questions, along with a table used to collect current and historical data. The questions are not included in the table because the year the university began offering courses will not change and does not need to be duplicated for every semester. The degrees offered is not numeric data and will be listed separately. The span of the historical data covers Spring and Fall Semesters. The founding partners have data for twenty years, but the new partners have data for only two or three semesters. One of the founding universities has shifted their focus from offering degrees to offering professional development, so that data is also included.

Procedures

The data was collected from reports to the SWVHEC Board of Directors and verified with the site director of each partner University. To make it convenient for the person answering the questions, the interview was presented via email to each person. If the answers were not received within a two-week time frame, a friendly in-person request followed.

Research Setting/Context

The majority of the partner universities have staff members with offices inside the Southwest Virginia Higher Education Center, and they use a Center email account.

Participants

The study included colleges and universities with either main campuses or satellite locations in Southwest Virginia and Northeast Tennessee, specifically Bluefield College, East Tennessee State University, Emory & Henry College, King University, Old Dominion University, Radford University, University of Virginia, University of Virginia's College at Wise, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. (SWVHEC, 2017) There are some former participating colleges including George Mason University, Norfolk State and Virginia Intermont College.

Data Collection

According to Robert Yin, "Case study research is not limited to a single source of data, as in the use of questionnaires to carry out a survey study. In fact, good case studies benefit from having multiple sources of evidence." (Yin, 2004) Following this example, data was collected and triangulated using different methods, such as structured interviews, archival records, newspaper articles, university websites, and participant-observations.

Data Analysis

The tables and charts show the growth and decline in the number of registrations from residents of Southwest Virginia in degree programs and professional development throughout the past twenty years. "Regardless of its source, case study evidence also can include both qualitative and quantitative data." (Yin, 2004) Following the example of Robert Yin, this case study used a combination of qualitative and quantitative study methods.

Summary

This chapter shows the methods used to collect data from partner colleges and universities of the Southwest Virginia Higher Education Center (SWVHEC) in order to measure the impact the center has had on area residents over the past twenty years. Data was collected from paper files of board reports. The SWVHEC Board of Trustees meets twice a year, usually in June and December. The twenty-three board members include legislative members who are elected officials, citizen members who are appointed by the Governor, higher education members who are the Presidents of partner colleges, and ex-officio members who are active with the Center in some capacity. Each college submits a summary of programs and enrollments from the past semester that is included in the board reports. After this data was collected and totaled each college representative received an email containing the information. They were each asked to verify the numbers and answer a few interview questions.

CHAPTER IV: FINDINGS

The results of the study are represented by semester in table format in Appendix C. All the numbers were published in reports to the Southwest Virginia Higher Education Center Board of Trustees (Report to the SWVHEC Board of Trustees, 2017) and confirmed by the college representative (if available). The colleges choose how they report the numbers. Some offer only undergraduate degrees, while others offer only graduate degrees. These differences in degrees offered formats are reported as blanks in the tables on Appendix C. The SWVHEC has served a grand total of 39,931 individuals since its opening in the current location in 1998. The average number of individuals served per year is 1,024. During the year 2000 it served the largest number of individuals 1,568, while during the year 2015 experienced the lowest number of individuals served 286.

The main campus of Emory & Henry College (E&H) is located in Emory, approximately thirteen miles for the SWVHEC located in Abingdon, Virginia. E&H is a private college. Figure 2 presents the numbers of graduate and undergraduate registrations for Emory & Henry College from 1999 to 2014. A peak in undergraduate registrations (102) was observed in the year 2004, while a peak in graduate registrations (82) was observed in 2006. There have not been undergraduate registrations since 2005 because no more undergraduate programs are offered. For graduate programs, although there was an upward trend for the 2005 – 2006 years, current enrollment has declined since 2010.
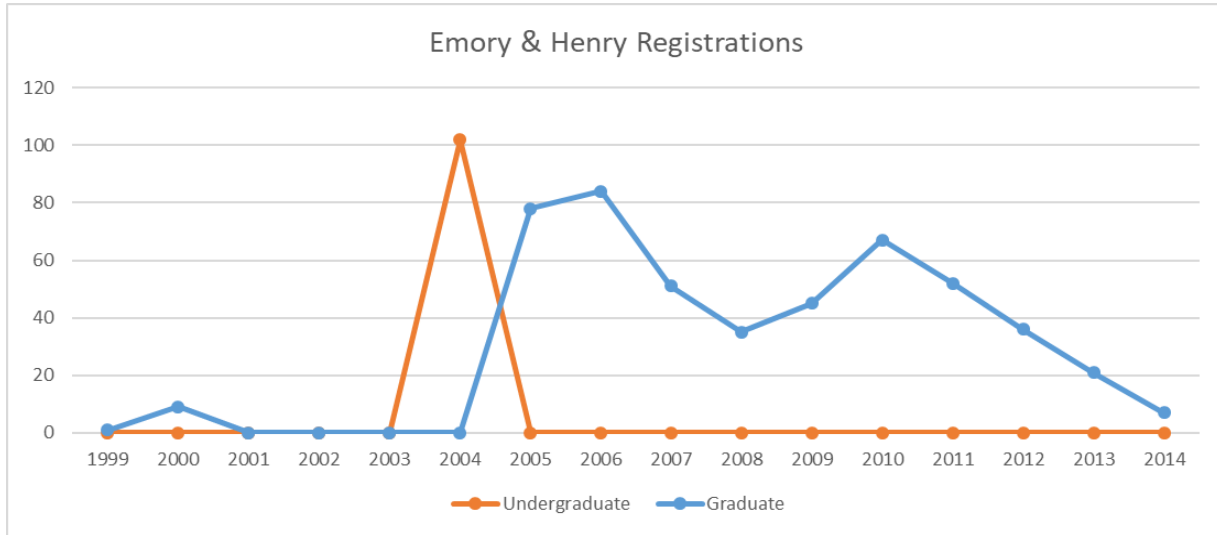
Figure 2. Emory & Henry registrations

Figure 3 represents the registrations from 2008-2017 for King University, a private college located in Bristol, Tennessee which is located twenty-four miles from Abingdon, Virginia. Undergraduate registrations peaked in 2013, while graduate programs were no longer offered at that time. The graduate (42) and undergraduate (82) Nursing Programs are the reason for the recent increase in registrations with 2017 showing the largest enrollment in the past twenty years.
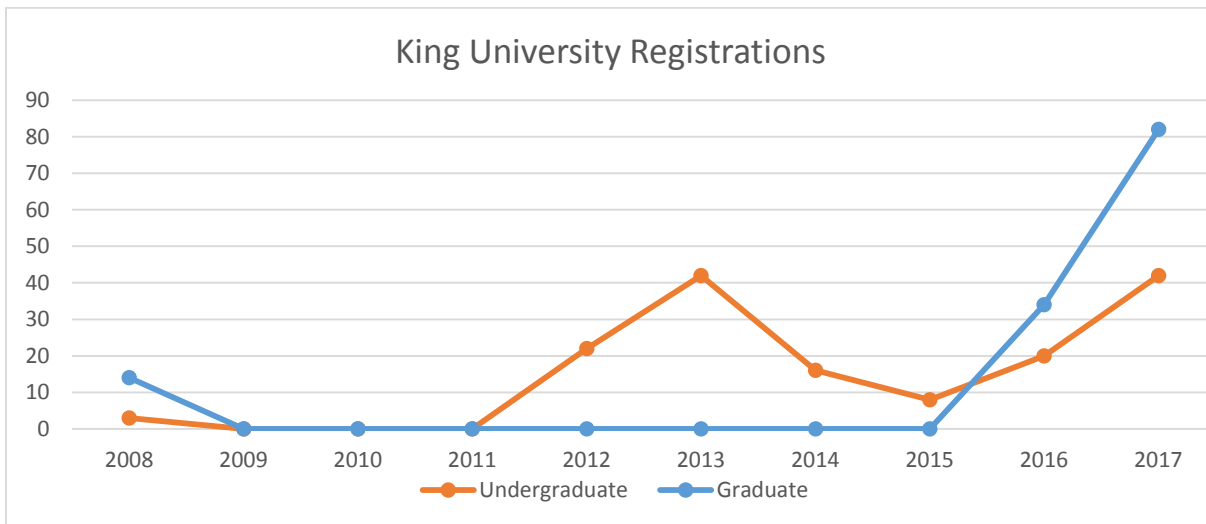
Figure 3. King University registrations

Figure 4 represents the graduate and undergraduate registrations of founding partner Old Dominion University (ODU) from 1998 to 2017. The main campus of ODU is located in Norfolk, four hundred and two miles from Abingdon, Virginia. June of 2017 shows an increase in registrations because the reporting area was expanded to include Smyth and Russell Counties. The numbers show consistent registrations in both undergraduate and graduate programs with some peaks and valleys across the years. The June 2017 Board Report from ODU shows the data as "UA". See Appendix C.
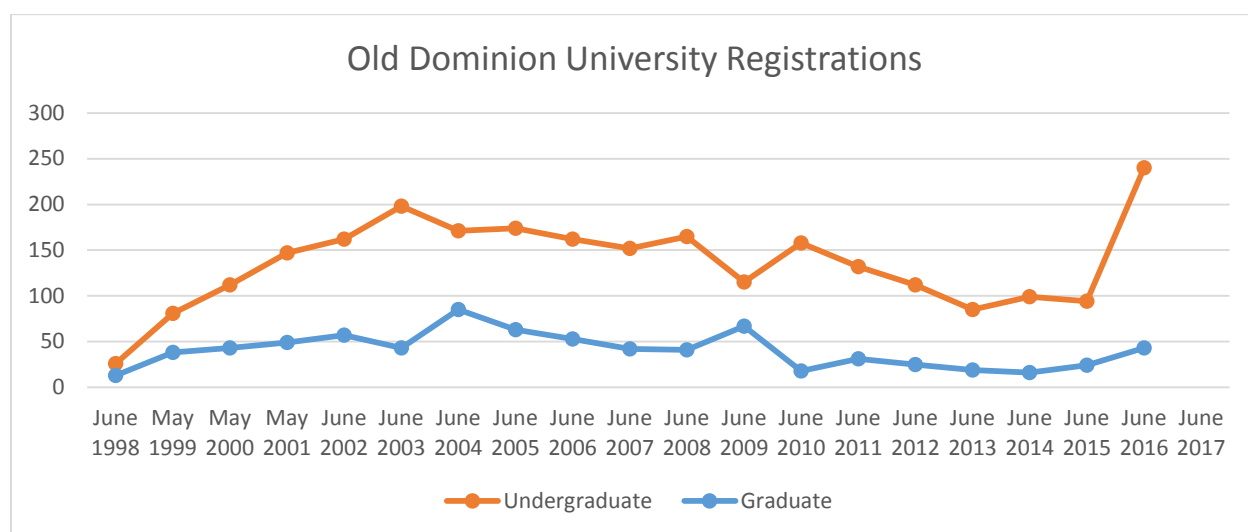
Figure 4. Old Dominion University registrations

Radford University (RU) was also one of the founding partners of the SWVHEC, offering graduate programs in Counseling, Social Work, Criminal Justice and Education Leadership. The main campus of Radford is located ninety-six miles from Abingdon, Virginia. Figure 5 shows the gradual decline in registrations from 1998 to 2015 with no programs being offered since 2015.
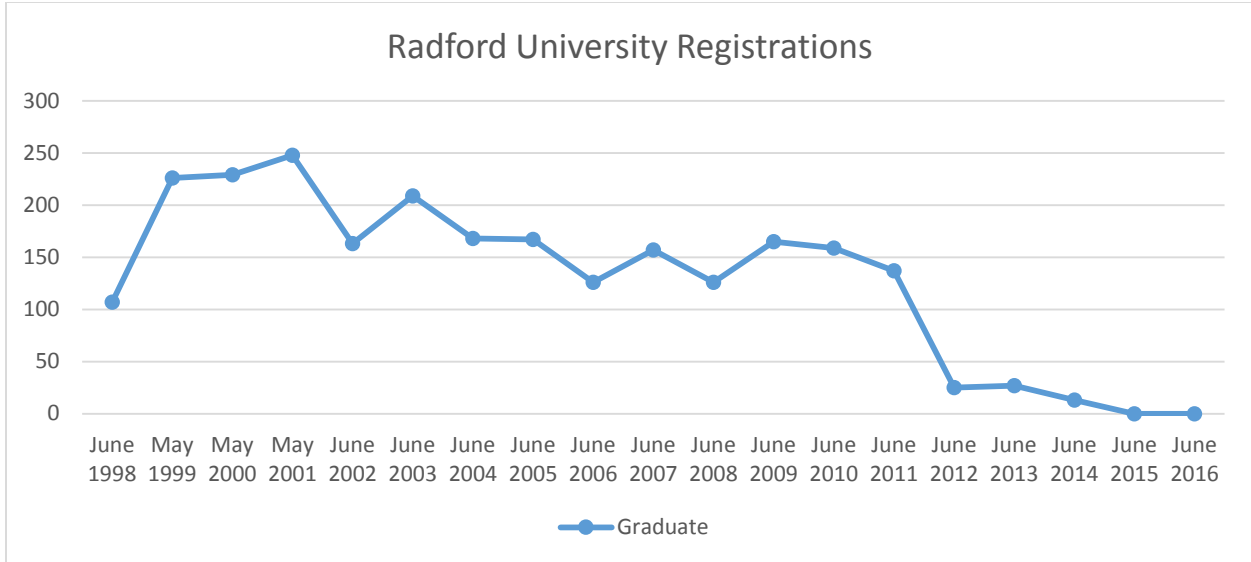
Figure 5. Radford University registrations

Figure 6 shows the registrations from founding partner the University of Virginia (UVA) from 1998 to 2017. The main campus of UVA is located in Charlottesville, two hundred forty-two miles from Abingdon, Virginia. In the late nineties UVA was awarded a contract with Bristol City Schools to teach all of their faculty technology skills. UVA developed a Technology Certificate and taught a series of courses to the teachers in the system. After the public school teachers completed the Technology Certificate, enrollment continued to decline. Other discontinued programs include "Master's in Higher Education, Doctorate in Higher Education, Ed.D. Leadership, and Master's in Mathematics." (Sproles, 2017)
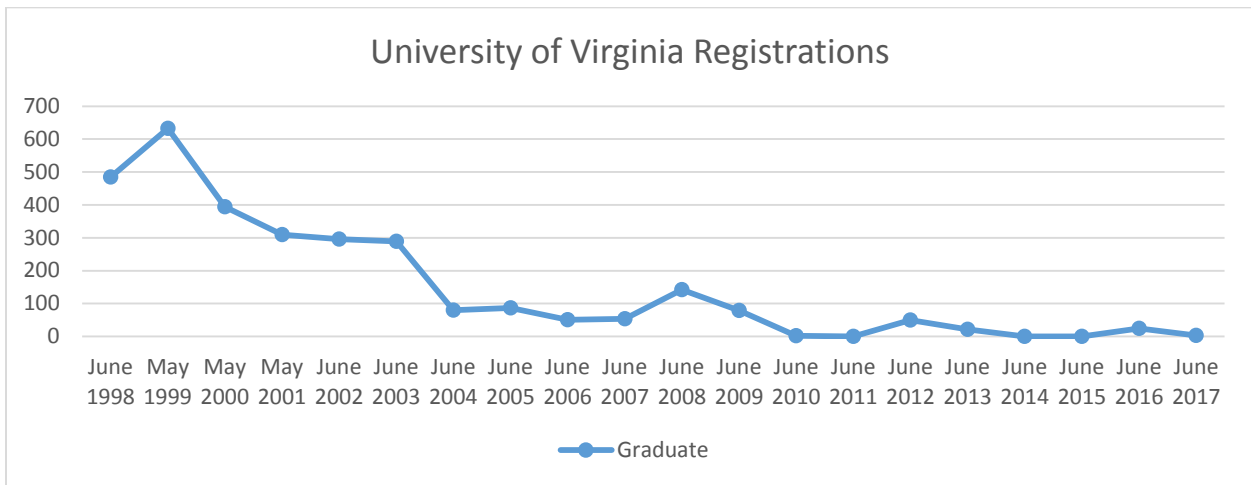
Figure 6. University of Virginia registrations

Figure 7 shows the registrations from 1998 to 2017 for founding partner Clinch Valley College (CVC), which was renamed University of Virginia's College at Wise (UVAW) in 2000. UVAW is located forty-eight miles from Abingdon, Virginia. For many years, UVAW had the most undergraduate registrations of any of the institutions offering degrees in Accounting, Business Administration, Psychology, and Managing Information Systems, but enrollment began to decline in 2009. The University made a drastic change in 2015 by changing its focus in Abingdon from academic offerings to professional development.
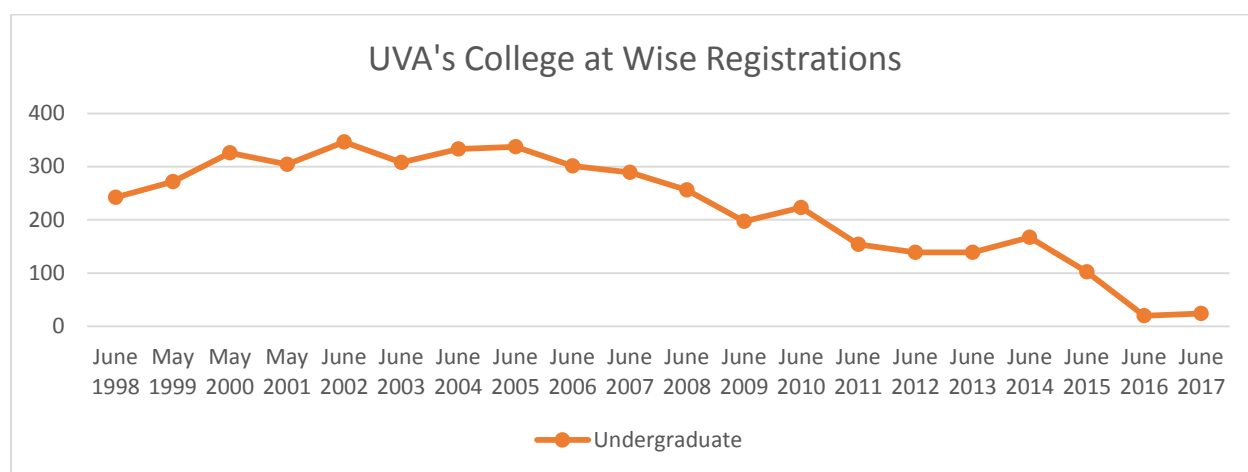
Figure 7 University of Virginia's College at Wise registrations

Virginia Commonwealth University (VCU) began offering the Nurse Anesthesia (NA) Program in 2010. The NA Program is intensive, and registration is limited to ten students per class. The main campus of VCU is located in Richmond, approximately three hundred twelve miles from Abingdon. Figure 8 shows a steady enrollment of graduate students, with an undergraduate program of less than ten students in Lab Science in 2016.
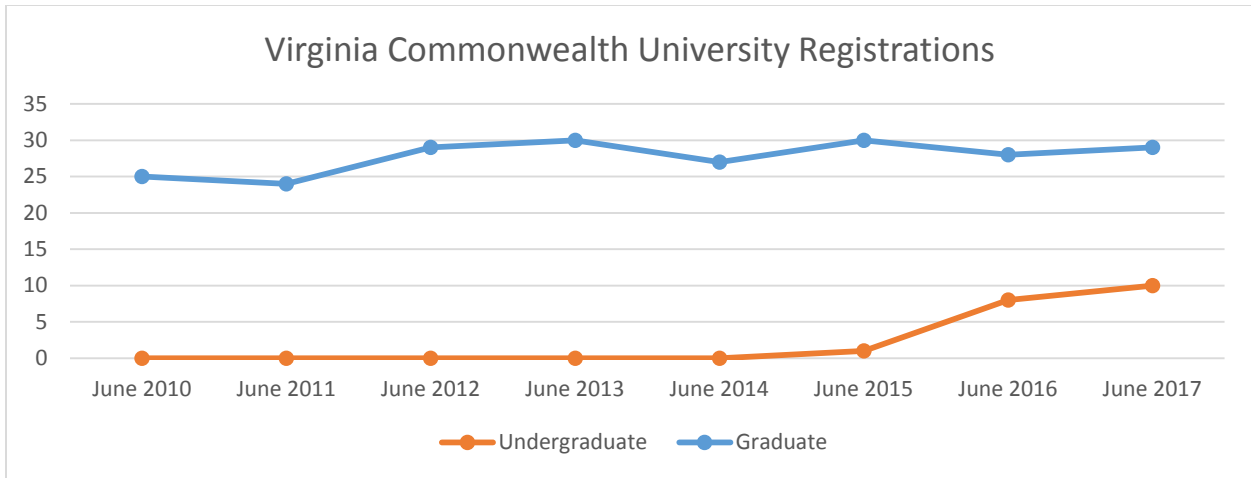
Figure 8. Virginia Commonwealth University registrations

Virginia Intermont was a private college located in Bristol, located twelve miles from Abingdon, offering classes from 2004 to 2014. Figure 9 shows the registrations peaked in 2006 (250), but in 2005, 2008, and 2014 fell to 50 or below. The majority of the undergraduate students taking classes at the Center were Education majors. The college closed in 2014.
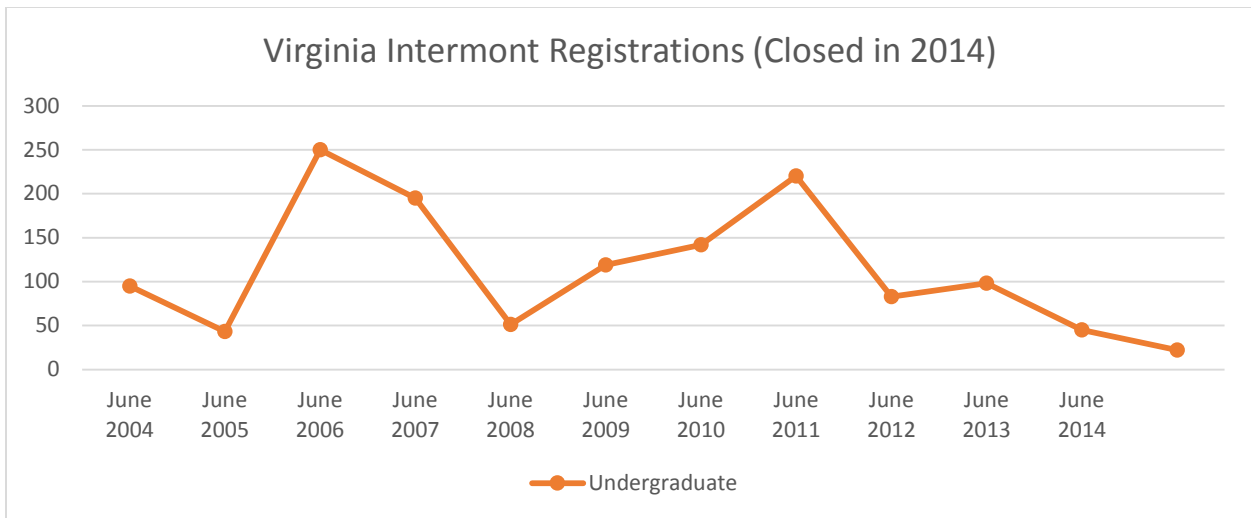
Figure 9. Virginia Intermont registrations

Virginia Polytechnic Institute and State University (VT) was one of the founding partners of the Center. The main campus is located in Blacksburg, Virginia approximately one hundred fourteen miles from Abingdon. Figure 10 shows the maximum registration in 2016 (277) and the minimum registration in 2007 (5). "Degrees available are Engineering, Information

Technology, Education, Curriculum and Instruction, Foreign Languages, Urban Affairs and

Planning, etc." (McCallum, 2017) In addition to the degrees, VT offers certificate programs such

as Local Government Management and Project Management. (McCallum, 2017)
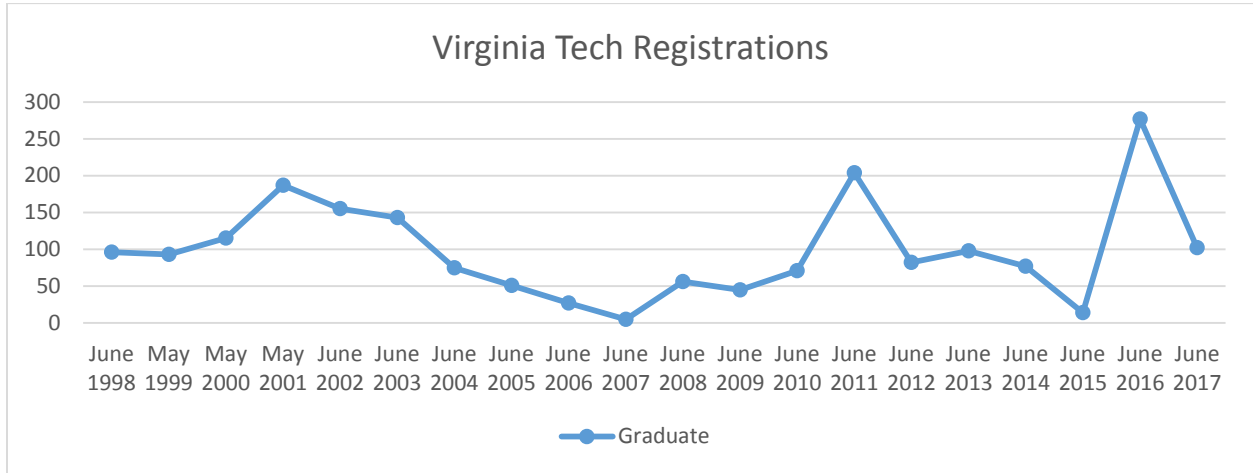
Figure 10. Virginia Tech registrations

The main campus of George Mason University is located in Fairfax, Virginia,

approximately three hundred forty-eight miles from Abingdon. Figure 11 shows the two years

they offered a Doctoral Program in Southwest Virginia with an enrollment of less than ten

students each year.
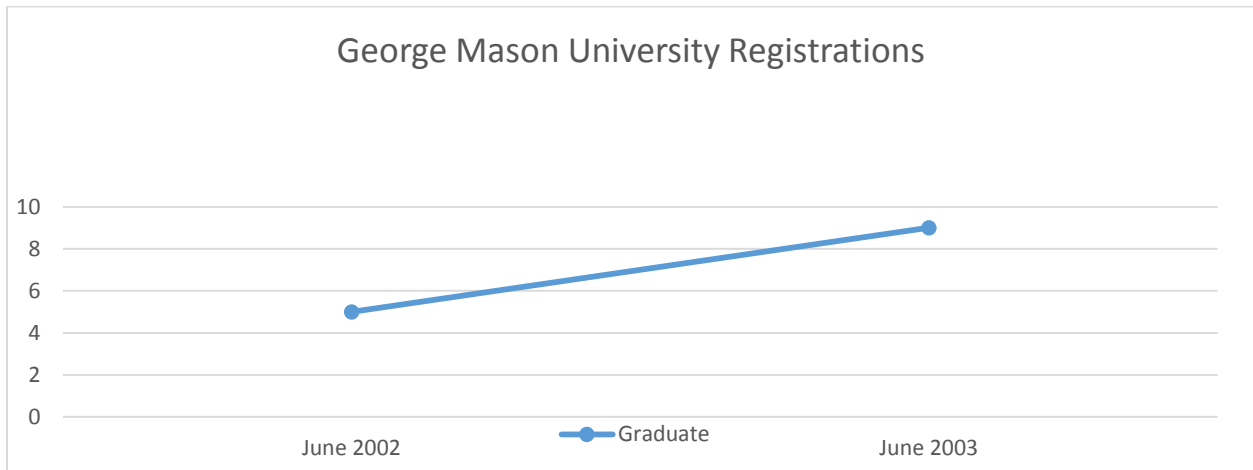
Figure 11. George Mason University registrations

Norfolk State (NS) offered a Doctorate in Social Work in 2007-2008. The main campus of NS is located over four hundred miles from Abingdon. Figure 12 shows the program never had more than three students.
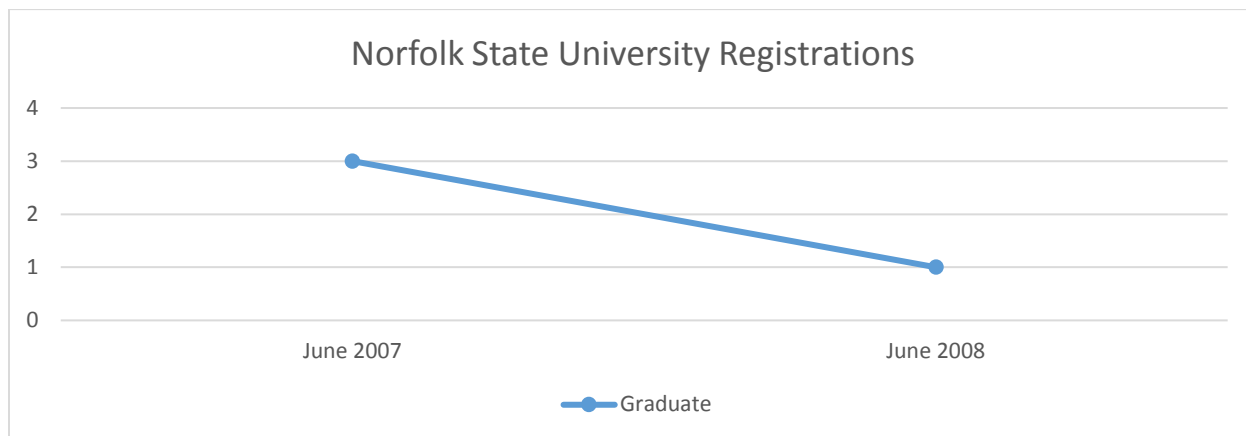
Figure 12. Norfolk State University registrations

Bluefield College is listed as an educational partner. They plan to offer a program for Chemistry teachers, but classes have not yet been opened for registration.

Summary

Appendix D contains the responses to the interviews sent to directors from partner colleges. The information collected from these interviews confirm the program being offered at the SWVHEC and also explain why some programs were discontinued at the Center. Only four out of seven interviews were returned (57% response rate). Interviews were not sent to the colleges that are closed or no longer offer programs at the Center. Half of the responses received indicate that the lack of enrollment or the decline in the demand are the reasons for the discontinued programs. One response indicated administrative decisions to discontinue programs at the Center, and another response indicated the availability of online programs at the institution as a reason to discontinue these programs at the Center.

The data collected shows the years of participation of the different partner institutions, as well as the number of registrations. The college partners of the SWVHEC can document

approximately 40,000 registrations in graduate, undergraduate, and professional development programs over the past twenty years. The average number of individuals served per year at the SWVHEC is 1,024. During the year 2000 it served the largest number of individuals 1,568, while during the year 2015 experienced the lowest number of individuals served 286.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The college partners of the SWVHEC can document approximately 40,000 registrations in graduate, undergraduate, and professional development programs over the past twenty years. This represents a significant impact on the area, with an average of over one thousand registrations per semester. The data tracking the registrations shows a continuous change by school and by term. The semester with the highest overall enrollment was in the year 2000 with over fifteen hundred registrations. The semester with the lowest overall enrollment was in 2015 with less than three hundred registrations. It is important to note that the Center had the same Executive Director, Dr. Rachel Fowlkes, from its inception in 1991 to 2015 when she announced her retirement. Without the planning and dedication of Dr. Fowlkes, the Center would not exist as it does today.

Conclusions

Declining student enrollment is a major cause of concern for the colleges, and by extension the Center. The trends in enrollments from most of the partner colleges show a decline. To address this problem, the Executive Director who took control in 2015, David Matlock, has revitalized the partnership with King University and its Nursing Program. Mr. Matlock also secured a grant for Mt. Rogers Regional Adult Education (MRRAE) Program to offer General Educational Development (GED) and English as a Second Language (ESL) classes in the Center. MRRAE recently signed a contract to lease an office, two classrooms and a computer lab. Another new collaboration Mr. Matlock established is with Goodwill Education Center. These and other new partnerships and programs are beginning to fill the empty classrooms and offices in the SWVHEC. Opportunities for growth are a high priority for the Center and its staff. The college partners of the SWVHEC can document approximately 40,000

registrations in graduate, undergraduate, and professional development programs over the past twenty years.

For comparison with Figure 1, a map of Virginia showing poverty rates identified by county in the year1997, Figure 13 shows the map with 2016 poverty rates. The darker shades represent the highest levels of poverty. The southwest portion of the state continues to range between ten and thirty percent.
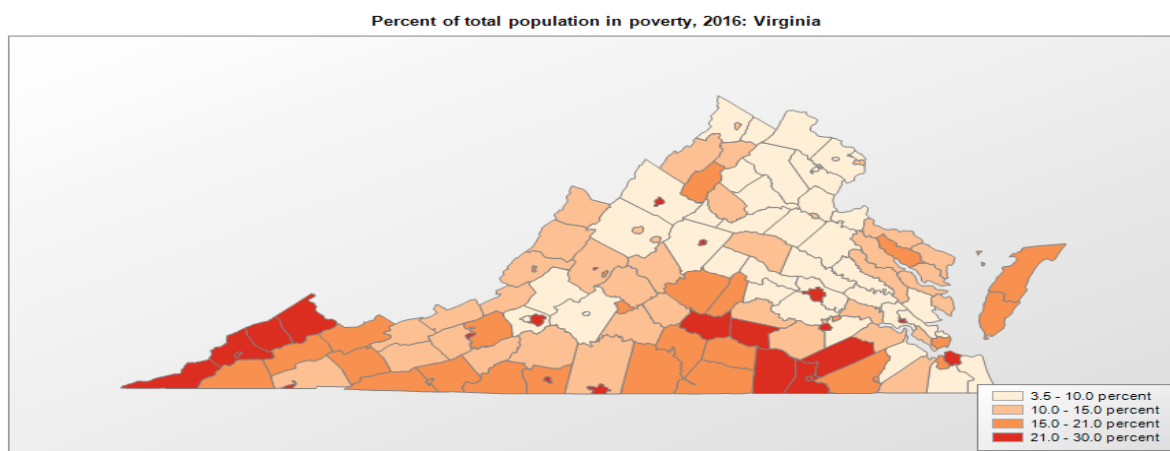
Figure 13. Poverty level in the State of Virginia in 2016 *(Service, 2016)*

Recommendations

The study focused on gathering and analyzing information from college partners of the SWVHEC degree offerings and professional development enrollments. One of the recommendations for future studies is to expand the data to measure degrees attained. An additional recommendation for further study would be to expand the data to include the other organization in the Center, not just the universities, because they have also impacted the residents of the area. In addition, measuring the impact of the Conference Services Department of the SWVHEC would provide information on the economic development of the local area.

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APPENDIX A: IRB REVIEW

OLD
DOMINION
UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Physical Address
4111 Monarch Way, Suite 203
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DATE: July 31, 2017

TO: Karina Arcaute, Ph.D.
FROM: Old Dominion University Education Human Subjects Review Committee

PROJECT TITLE: [1078367-1] A Case Study of the Southwest Virginia Higher Education Center
REFERENCE #:
SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: July 31, 2017

REVIEW CATEGORY: Exemption category # *6.4*

Thank you for your submission of New Project materials for this project. The Old Dominion University Education Human Subjects Review Committee has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact Jill Stefaniak at (757) 683-6696 or jstefani@odu.edu. Please include your project title and reference number in all correspondence with this committee.

 This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Old Dominion University Education Human Subjects Review Committee's records.

APPENDIX B: INTERVIEW QUESTIONS

Questions asked of the Education Partner Site Directors.

1. What degrees are currently available to the residents of Southwest Virginia?

2. What program(s) are the most successful?

3. Are there any programs that were once offered here, but are no longer available?

4. Why were these programs discontinued?

5. Will you confirm the numbers are correct in this historical data for your University?

	_____Semester _____Year						
	# Courses Offered		**# Registrations**		**# Unduplicated Headcount**		
Institution	*Bachelor*	*Graduate*	*Bachelor*	*Graduate*	*Bachelor*	*Graduate*	*Professional Dev*
Emory & Henry							
East TN State Univ							
King Univ							
Old Dominion							
Radford							
Univ of VA-Wise							
Univ of VA							
VA Commonwealth Univ							
VA Tech							
Totals							

APPENDIX C: DATA FROM BOARD REPORTS PER SEMESTER FROM JUNE 1998-JUNE 2017

Table 1. June 2017 Institution	June 2017 #Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
East TN State	4	0	9	0	9	0		
King	5	4	42	82	17	41		
Old Dominion	UA	UA	UA	UA	UA	UA	UA	UA
Radford	0	0	0	0	0	0		
Univ. of VA	44	35	2	3	2	2		
Univ. of VA-Wise	2	0	24	0	24	0	8	236
VCU	10	14	10	29	10	22		
VA Tech	0	5	0	102	0	102		
Totals	65	58	87	216	62	167	8	236

Table 2.   December 2016

December 2016 Institution	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
East TN State	5	0	9	0	9	0		
King	6	2	35	36	14	18		
Old Dominion	323	284	320	59	105	33		
Radford	0	0	0	0	0	0		
Univ. of VA	0	0	0	0	0	0	1	26
Univ. of VA-Wise	2	0	30	0	30	0	6	123
VCU	10	12	12	31	12	23		
VA Tech	0	6	0	48	0	UA		
Totals	346	304	406	174	170	74	7	149

Table 3.   June 2016

June 2016	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
King	2	2	20	34	10	17		
Old Dominion	287	256	240	43	78	27		
Radford	0	0	0	0	0	0		
Univ. of VA	0	1	0	25	0	25		
Univ. of VA-Wise	1	0	20	0	20	0		
VCU	9	12	8	28	8	21		
VA Tech	0	21	0	277	0	277		
Totals	299	292	288	407	116	367		

Table 4.   December   2015

December 2015	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
King	2	0	8	0				
Old Dominion	79	16	80	23	28	12		
Radford	0	2	0	4	0	4		
Univ. of VA	0	0	0	0	0	0		
Univ. of VA-Wise	15	0	181	0	177	0		
VCU	10	12	8	36	8	24		
VA Tech	0	11	0	21	0	15		
Totals	106	41	277	84	213	55		

Table 5.   June 2015

June 2015	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
King	2	0	8	0	8	0		
Old Dominion	73	18	94	24	38	14		
Radford	0	7	0	13	0	12		
Univ. of VA	0	0	0	0	0	0		
Univ. of VA-Wise	12	0	102	0	81	0		
VCU	4	12	1	30	1	25		
VA Tech	0	6	0	14	0	14		
Totals	91	43	205	81	128	65		

Table 6.   December   2014

December 2014	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
King	2	0	8	0	8	0		
Old Dominion	81	24	121	33	44	20		
Radford	0	3	0	13	0	7		
Univ. of VA	0	0	0	0	0	0		
Univ. of VA-Wise	13	0	81	0	63	0	5	48
VCU	5	11	1	35	1	24		
VA Tech	0	3	0	14	0	8		
Totals	101	41	211	95	116	59	5	48

Table 7.   June 2014

June 2014	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	1	0	7	0	7		
King	2	0	16	0	0	8		
Old Dominion	71	15	99	16	43	10		
Radford	0	7	0	27	0	14		
Univ. of VA	0	0	0	0	0	0		
Univ. of VA-Wise	24	0	167	0	107	0		
VCU	0	13	0	27	0	21		
VA Intermont	4	0	22	0	11	0		
VA Tech	0	13	0	77	0	45		
Totals	101	49	304	154	161	105		

Table 8.   December   2013

December 2013	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0	0	0		
King	2	0	20	0	0	0		
Old Dominion	88	19	114	30	44	10		
Radford	0	6	0	29	0	17		
Univ. of VA	0	0	0	0	0	0		
Univ. of VA-Wise	17	0	121	0	77	0		
VCU	0	11	0	35	0	23		
VA Intermont	4	0	36	0	14	0		
VA Tech	0	13	0	77	0	45		
Totals	111	49	291	171	135	95		

Table 9.   June 2013

June 2013	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	3	0	21	0	13		
King	2	0	42	0	42	0		
Old Dominion	57	14	85	19	34	10		
Radford	0	4	0	25	0	13		
Univ. of VA	0	2	0	22	0	22		
Univ. of VA-Wise	19	0	139	0	99	0		
VCU	0	12	0	84	79	12		
VA Intermont	7	0	45	0	32	0		
VA Tech	0	10	0	98	0	52		
Totals	85	45	311	269	286	122		

Table 10.   December   2012

December 2012	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Averett Univ.	0	3	0	9	0	3		
Emory & Henry	0	4	0	35	0	15		
King	2	0	44	0	22	0		
Old Dominion	71	21	124	26	49	9		
Radford	0	5	0	38	0	14		
Univ. of VA	0	4	0	87	0	87		
Univ. of VA-Wise	22	0	151	0	112	0		
VCU	0	16	0	33	0	20		
VA Intermont	7	0	43	0	36	0		
VA Tech	0	17	0	82	0	56		
Totals	102	70	362	310	219	204		

Table 11.   June 2012

June 2012	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Averett	0	3	0	9	0	3		
Emory & Henry	0	4	0	36	0	36		
King	2	0	22	0	22	0		
Old Dominion	65	24	112	25	47	11		
Radford	0	9	0	80	0	56		
Univ. of VA	0	9	0	50	0	50		
Univ. of VA-Wise	25	0	154	0	115	0		
VCU	12	0	29	0	21	37		
VA Intermont	15	0	98	0	47	0		
VA Tech	0	17	0	82	0	56		
Totals	119	66	415	282	252	249		

Table 12.   December   2011

December 2011	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Averett	0	2	0	6	0	3		
Emory & Henry	0	10	0	164	0	72		
King	1	0	20	0	20	0		
Old Dominion	72	16	147	24	56	11		
Radford	0	7	0	56	0	43		
Univ. of VA	0	7	0	106	0	106		
Univ. of VA-Wise	32	0	171	0	142	0		
VCU	0	14	0	37	0	26		
VA Tech	12	107	59	69	32	45		
Totals	117	163	397	462	250	306		

Table 13.　　　　June 2011

June 2011	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	8	0	52				
King	0	0	0	0				
Old Dominion	60	23	132	31				
Radford	0	19	0	137				
Univ. of VA	0	0	0	0			7	130
Univ. of VA-Wise	28	0	223	0				
VCU	0	12	0	24				
VA Intermont	11	0	83	0				
VA Tech	0	201	0	204				
Totals	99	263	438	448			7	130

Table 14.　　　　December　2010

December 2010	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	12	0	64	0	56		
King	0	0	0	0				
Old Dominion	66	28	103	62	53	23		
Radford	0	19	0	159	0	85		
Univ. of VA	0	2	0	2	0	2	3	65
Univ. of VA-Wise	25	0	230	0	172	0		
VCU	0	12	0	32	0	12		
VA Intermont	21	0	149	0	62			
VA Tech	0	21	0	46	0	31		
Totals	112	94	482	365	287	209	3	65

Table 15.　　　　June 2010

June 2010	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	7	0	67			0	0
King	0	0	0	0			0	0
Norfolk State	0	3	0	2			0	0
Old Dominion	70	17	158	18			0	0
Radford	4	19	24	159			0	0
Univ. of VA	0	2	0	2			7	137
Univ. of VA-Wise	25	0	197	0			0	0
VCU	0	12	0	25			0	0
VA Intermont	29	0	220	0			0	0
VA Tech	0	10	0	71			0	0
Totals	128	70	599	344			7	137

Table 16.   December   2009

December 2009	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	5	0	40			0	0
King	0	0	0	0			0	0
Old Dominion	113	99	142	71			0	0
Radford	2	18	11	177			0	0
Univ. of VA	0	1	0	18			7	92
Univ. of VA-Wise	28	0	207	0			0	0
VCU	0	12	0	46			0	0
VA Intermont	24	0	222	0			0	0
VA Tech	0	108	0	66			0	0
Totals	167	243	582	418			7	92

Table 17.   June 2009

June 2009	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	5	0	45			0	0
King	0	0	0	0			0	0
Old Dominion	122	86	115	67			0	0
Radford	3	13	6	165			0	0
Univ. of VA	0	4	0	79			8	133
Univ. of VA-Wise	40	0	256	0			0	0
VA Intermont	19	0	142	0			0	0
VA Tech	0	195	0	45			0	0
Totals	184	303	519	401			8	133

Table 18.   December   2008

December 2008	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	5	0	39			0	0
King	4	2	3	14			0	0
Old Dominion	118	85	122	63			0	0
Radford	3	15	6	151			0	0
Univ. of VA	0	3	0	62			4	59
Univ. of VA-Wise	40	0	275	0			0	0
VA Intermont	15	0	119	0			0	0
VA Tech	0	104	0	56			0	0
Totals	180	214	525	385			4	59

Table 19.   June 2008

June 2008	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	2	0	35			0	0
Norfolk State	0	2	0	1			0	0
Old Dominion	115	79	165	41			0	0
Radford	3	14	7	126			6	210
Univ. of VA	0	6	0	142			5	64
Univ. of VA-Wise	39	0	289	0			0	0
VA Intermont	9	0	51	0			0	0
VA Tech	0	144	0	56			7	122
Totals	166	247	512	401			18	396

Table 20.   December   2007

December 2007	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	4	0	61			0	0
Norfolk State	0	2	0	2			0	0
Old Dominion	119	77	187	48			0	0
Radford	0	14	0	164			2	4
Univ. of VA	0	6	0	76			7	125
Univ. of VA-Wise	40	0	232	0			0	0
VA Intermont	21	0	47	0			0	0
VA Tech	0	107	0	58			14	534
Totals	180	210	466	409	0	0	23	663

Table 21.   June 2007

June 2007	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	4	0	51			0	0
Norfolk State	0	1	0	3			0	0
Old Dominion	126	114	152	42			0	0
Radford	0	14	0	157			9	265
Univ. of VA	0	2	0	54			11	108
Univ. of VA-Wise	41		301				0	0
VA Intermont	22	0	195	0			0	0
VA Tech	0	87	0	5			9	132
Totals	189	222	648	312			29	505

Table 22.　　　　December　2006

December 2006	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	4	0	73			0	0
Old Dominion	107	71	172	56			0	0
Radford	0	13	0	120			0	0
Univ. of VA	0	2	0	54			12	130
Univ. of VA-Wise	32	0	217	0			0	0
VA Intermont	19	0	41	0			0	0
VA Tech	0	72	0	9			14	291
Totals	158	162	430	312			26	421

Table 23.　　　　June 2006

June 2006	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	5	0	84			0	0
Old Dominion	102	74	162	53			0	0
Radford	0	8	0	126			0	0
Univ. of VA	0	2	0	51			13	194
Univ. of VA-Wise	36	0	337	0			0	0
VA Intermont	32	0	250	0			0	0
VA Tech	0	82	0	27			6	43
Totals	170	171	749	341			19	237

Table 24.　　　　December　2005

December 2005	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	3	0	63			0	0
Old Dominion	99	63	196	51			0	0
Radford	0	9	0	184			0	0
Univ. of VA	0	6	0	77			4	61
Univ. of VA-Wise	36	0	254	0			0	0
VA Intermont	23	0	198	0			0	0
VA Tech	0	72	0	34			9	49
Totals	158	153	648	409			13	110

Table 25.   June 2005

June 2005	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	3	0	78				
Old Dominion	105	72	174	63				
Radford	0	12	0	167				
Univ. of VA	0	6	0	87			8	139
Univ. of VA-Wise	36	0	333	0				
VA Intermont	9	0	43	0				
VA Tech	0	50	0	51			6	34
Totals	150	143	550	446			14	173

Table 26.   December   2004

December 2004	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Old Dominion	98	69	202	85				
Univ. of VA	0	5	0	85			5	73
VCU	0	4	0	7				
VA Intermont	24	0	207	0				
VA Tech	0	59	0	63			7	51
Totals	122	137	409	240			12	124

Table 27.   June 2004

June 2004	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	2	0	102	0				
Old Dominion	98	51	171	85				
Radford	1	10	2	168				
Univ. of VA	0	6	0	80			8	128
Univ. of VA-Wise	42	0	308	0				
VA Intermont	13	0	95	0				
VA Tech	0	68	0	75			5	37
Totals	156	135	678	408			13	165

Table 28.   December   2003

December 2003	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Old Dominion	85	57	236	109				
Radford	0	12	0	110				
Univ. of VA	0	4	0	43			5	98
Univ. of VA-Wise	40	0	250	0				
VA Intermont	15	0	141	0				
VA Tech	0	56	0	84			5	41
Totals	140	129	627	346			10	139

Table 29.   June 2003

June 2003	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
George Mason	0	1	0	9				
Old Dominion	79	49	198	43				
Radford	1	17	2	209				
Univ. of VA	0	31	0	289				
Univ. of VA-Wise	37	0	293	0				
VA Intermont	4	0	50	0				
VA Tech	0	58	0	143				
Totals	121	156	543	693				

Table 30.   December   2002

December 2002	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Old Dominion	86	38	170	74				
Radford	0	19	0	224				
Univ. of VA	0	8	0	79			6	44
Univ. of VA-Wise	37	0	288	0				
VA Intermont	1	0	17	0				
VA Tech	0	61	0	126			4	30
Totals	124	126	475	503			10	74

Table 31.   June 2002

June 2002	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
George Mason	0	4	0	5				
Old Dominion	72	23	162	57				
Radford	1	14	3	163				
Univ. of VA	0	20	0	296			5	52
Univ. of VA-Wise	35	0	346	0				
VA Tech	0	58	0	155			4	65
Totals	108	119	511	676			9	117

Table 32.   December   2001

December 2001	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	1	2	12	10				
Old Dominion	81	35	185	49				
Radford	0	20	0	206				
Univ. of VA	0	15	0	117			16	340
Univ. of VA-Wise	35	0	340	0				
VA Tech	0	33	0	169			15	54
Totals	117	105	537	551			31	394

Table 33.   May 2001

May 2001	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0				
Old Dominion	71	28	147	49				
Radford	0	14	0	248				
Univ. of VA	0	38	0	310			10	167
Univ. of VA-Wise	38	0	304	0				
VA Tech	0	33	0	187			10	12
Totals	109	113	451	794			20	179

Table 34.   December   2000

December 2000	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry								
Old Dominion	71	30	185	49				
Radford	0	16	0	221				
Univ. of VA	0	27	0	294			9	263
Univ. of VA-Wise	35	0	373	0				
VA Tech	0	20	0	181			5	2
Totals	106	93	558	745			14	265

Table 35.   May 2000

May 2000	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	6	0	9				
Old Dominion	64	20	112	43				
Radford	0	18	0	229				
Univ. of VA	0	35	0	394			19	303
Univ. of VA-Wise	36	0	326	0				
VA Tech	0	26	0	115			6	4
Totals	100	105	438	790			25	307

Table 36.   December   1999

December 1999	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	0	0	0				
Old Dominion	54	17	112	48				
Radford	0	10	0	193				
Univ. of VA	0	14	0	135			7	129
Univ. of VA-Wise	39	0	382	0				
VA Tech		10	0	22				
Totals	93	51	494	398			7	129

Table 37.   May 1999

May 1999	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Emory & Henry	0	1	0	12				
Old Dominion	34	18	81	38				
Radford	0	12	0	226				
Univ. of VA	0	42	0	633				
Clinch Valley College	25	0	272	0	83			
VA Tech	0	22	0	93	51			
Totals	59	95	353	1002	134			

Table 38.   December   1998

December 1998	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Old Dominion	26	10	47	36				
Radford	0	19	0	308				
Univ. of VA	0	30	0	404			6	92
Clinch Valley College	33	0	295	0				
VA Tech	0	23	0	160				
Totals	59	82	342	908			6	92

Table 39.   June 1998

June 1998	#Courses Offered		#Registration		Unduplicated Headcount		Professional Development	
Institution	Bachelor	Graduate	Bachelor	Graduate	Bachelor	Graduate	Workshops	Participants
Old Dominion	26	13	26	13				
Radford	0	97	0	107				
Univ. of VA	0	34	0	485				
Clinch Valley College	82	0	242	0				
VA Tech	0	81	0	96				
Totals	108	225	268	701				

Grand Total	39,931
Maximum (in 2000)	1,568
Minimum (in 2015)	286
Average	1024
Median	1080

APPENDIX D: EMAIL RESPONSES TO INTERVIEW QUESTIONS

Hannah Hietala, UVAW Marketing and Social Media Coordinator, responded to the survey via email.

1. "What degrees are currently available to the residents of Southwest Virginia?

   Professional Development programs. Programs may be open enrollment or customized and may be of a technical or soft skill nature.

2. What program(s) are the most successful?

   Professional Development

3. Are there any programs that were once offered here, but are no longer available?

   Bachelor's Degree Programs (Accounting, Business Administration, Psychology, MIS)

4. Why were these programs discontinued?

   Main campus decided to stop offering the programs at the Center." (Hietala H. , 2017)

   Penny McCallum, Director of the Virginia Tech Southwest Center responded via email.

1. "What degrees are currently available to the residents of Southwest Virginia?

   Virginia Tech currently offers online degrees with our staff providing support at the Southwest Center. We provide meeting and work space for our students and proctor their exams. Degrees available are Engineering, Information Technology, Education, Curriculum and Instruction, Foreign Languages, Urban Affairs and Planning, etc. We currently have two certificate programs operating on this campus: Local Government Management and Project Management.

2. What program(s) are the most successful?

   Our most successful program has been educational leadership.

3. Are there any programs that were once offered here, but are no longer available?

I believe all of our programs are now available online but we will continue to deliver programs at the Higher Education Center as they come around in the rotation.

4. Why were these programs discontinued?

We do not have any live degree programs here due to a lack of enrollment. However, we will continue to market and recruit for programs to be delivered live here. (McCallum, 2017)

Ramona Salyer, the representative from King University responded via email.

1. "What degrees are currently available to the residents of Southwest Virginia?

At SWVHEC, we offer Master of Science in Nursing – Family Nurse Practitioner, Bachelor of Science in Nursing for Registered Nurses, Bachelor of Social Work

2. What program(s) are the most successful?

MSN-FNP and BSW

3. Are there any programs that were once offered here, but are no longer available?

Master of Business Administration

4. Why were these programs discontinued?

Market demand declined." (Salyer, 2017)

Deborah Sproles from the University of Virginia's School of Continuing and professional Studies responded via email.

1. "What degrees are currently available to the residents of Southwest Virginia?

The Bachelor of Interdisciplinary Studies (BIS) degree online is a degree-completion program offering a broad interdisciplinary education with online and evening classes. Choose from concentrations in business, health care management, individualized, information technology, and liberal arts.

The online Bachelor of Professional Studies in Health Sciences Management (BPHM)

degree prepares individuals with technical backgrounds in emergency medical services,

health information management, medical laboratory technology, occupational and

physical therapy assistant, radiography, respiratory therapy, and sonography and other

eligible allied healthcare fields to assume entry-level roles in health care management

and leadership.

In addition to the 2 degree completion programs listed above, SCPS also offers several

online undergraduate and graduate Certificate Programs.

2. What program(s) are the most successful?

    At present time, the online certificate programs are most successful at the

    HEC. However, the BPHM is a fairly new degree program; and the BIS was just

    approved to be offered online fall 2017.

3. Are there any programs that were once offered here, but are no longer available?

    Cohorts - Master's in Higher Education, Doctorate in Higher Education, Ed.D.

    Leadership, Master's in Mathematics

4. Why were these programs discontinued?

    The Curry School of Education owns these programs and assumed administration of

    them several years ago. They offer some online degree programs, but very few face-to-

    face programs at off-ground locations. None are currently offered in the Southwest."

    (Sproles, 2017)

Kathy Hietala, the Virginia Commonwealth University representative responded via

email, "*I will be happy to help; however, I will not be able to do so until STEM and the*

December board meeting are over. Those two events, along with myriad other tasks, are a

higher priority at the moment. I appreciate your understanding and patience." (Hietala K. ,

2017)