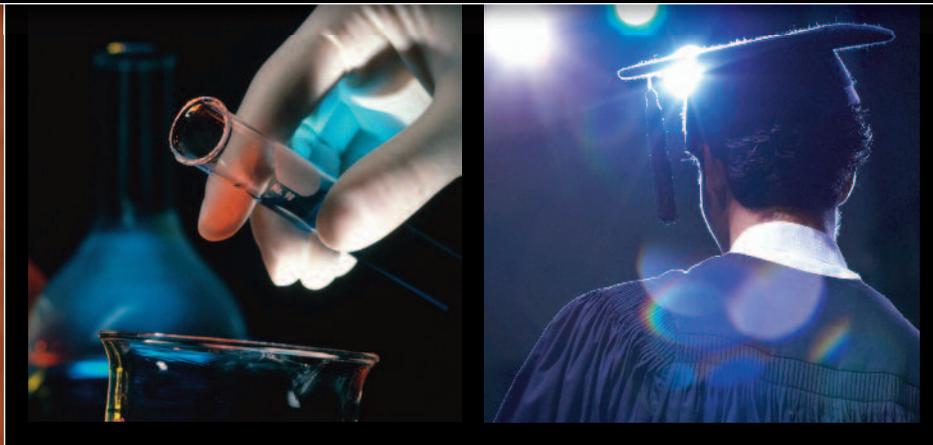




2012 Progress in Meeting the Recommendations of
CHARTING THE FUTURE



CHARTING THE FUTURE *2007 - 2012*



West Virginia Higher Education Policy Commission
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2012 Progress in Meeting the Recommendations

Charting the Future 2007-2012: A Master Plan for West Virginia Higher Education set forth a multi-faceted agenda in the five focal areas of economic growth, access, cost and affordability, learning and accountability, and innovation. Public higher education stakeholders from across the state made recommendations in each of these focal areas, almost all of which have been implemented to some degree. While the master plan did not explicitly set quantifiable goals, the staff of the Higher Education Policy Commission (Commission) developed a new format in 2008 for the annual West Virginia Higher Education Report Card specifically aimed at reporting on measures to reflect institutional and system progress on the recommendations in each of the areas. Furthermore, the institutional compact reporting elements were chosen to solicit from campuses their progress toward these system goals. Data from both the Report Card and institutional compacts provide indicators on how the system is moving toward fulfilling the master plan. This document provides system totals of a number of these indicators along with relevant regional or national trends to contextualize West Virginia's progress.

ECONOMIC GROWTH

Degrees Conferred

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Certificate	6	7	7	2	.	.	.
Associate's	493	517	506	526	534	1.5%	8.3%
Bachelor's	8,239	8,251	8,269	8,407	8,886	5.7%	6.7%
Master's	2,549	2,535	2,555	2,694	2,696	0.1%	5.8%
Post-Master's Certificate	4	22	26	21	16	-23.8%	300.0%
First-Professional	491	514	.	.	.	.	.
Doctoral Degree - Professional Practice	.	.	676	715	698	-2.4%	.
Doctoral Degree - Research/Scholarship	221	201	157	178	178	0.0%	-19.5%
TOTAL	12,093	12,047	12,196	12,543	13,008	3.7%	7.6%

This indicator provides the total number of awards conferred by Commission institutions. Degrees and certificates conferred represent the system's human capital contribution to moving West Virginia's economy forward.

With the exception of a slight dip in 2008, the number of degrees conferred by Commission institutions has increased steadily since 2007 with an overall growth rate between 2007 and 2011 of 7.6 percent. The number of bachelor's degrees conferred annually increased by the largest amount during that period, while post-master's certificates experienced the largest percentage growth.

Comparative national data for the same period is not available. However, the overall number of degrees awarded between 2004-05 and 2009-10 increased 13.8 percent. Nationally, the largest growth was in associate's degrees, with an 18.8 percent increase, and the smallest growth was in doctoral research/scholarship degrees with a 1.9 percent increase.

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STEM Degrees and Certificates Conferred

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
TOTAL	2,527	2,396	2,530	2,735	2,834	3.6%	12.1%

This indicator provides the number of graduates each year in science, technology, engineering, and mathematics (STEM) fields. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.

The number of STEM degrees and certificates conferred by Commission institutions increased 12.1 percent between 2007 and 2011. The 2,834 STEM degrees conferred in 2011 represent 21.8 percent of all degrees conferred

Over the most recent available five-year window from 2004-05 to 2008-09, the number of science and engineering degrees awarded in the United States increased by 8.1 percent from 603,278 to 652,208. The proportion of overall degrees that were in science and engineering, however, decreased by 1.3 percentage points from 42.6 percent in 2004-05 to 41.3 percent in 2008-09. During this time period, the proportion of bachelor's degrees (32.3 percent to 31.3 percent) and master's degrees (21.0 percent to 19.8 percent) decreased while the proportion of doctorates (62.4 percent to 67.3 percent) that were in science and engineering increased (NSF, 2011).

Research Grants and Contracts

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Funds for Externally-Sponsored Research	\$157,289,664	\$174,511,697	\$243,433,000	\$208,881,286	\$146,006,450	-30.1%	-7.1%

These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled through university research corporations or offices. It is an important indicator of the extent to which the system is leveraging outside dollars to complement state spending on research that increases West Virginia's capacity to attract new business and industry.

The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year (FY) 2011 was \$146,006,450, which was 30.1 percent lower than the figure of \$208,881,286 in 2010. The large decrease is due to the exhaustion of federal stimulus funds in 2010. Over the five-year time period, the amount of research grants and contracts decreased by 7.1 percent from its 2007 level of \$157,289,664.

Nationally, colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$61.2 billion in FY 2010. This figure was 6.9 percent higher than the FY 2009 total of \$57.3 billion (NSF 2012). While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort.

ACCESS

FTE Enrollment

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Undergraduate	49,481	50,069	51,378	52,478	52,499	0.0%	6.1%
Graduate	6,396	6,496	9,363	9,398	9,314	-0.9%	45.6%
First-Professional	2,216	2,358	.	.	.	.	.
TOTAL	58,093	58,923	60,741	61,876	61,813	-0.1%	6.4%

This indicator provides the number of full-time equivalent (FTE) students enrolled in Commission institutions. FTE is calculated by taking the sum of all student credit hours generated and dividing by a full-time load, 15 for undergraduates and 12 for graduate students.

FTE enrollment increased 6.4 percent in Commission institutions between 2007 and 2011 with increases every year except 2010 to 2011 which saw a 0.1 percent decrease. The most recent data available for the Southern Regional Education Board (SREB) shows that between 2006-07 and 2010-11, FTE enrollment in SREB states increased 9.3 percent. Eleven of the sixteen SREB states exceeded the growth level in West Virginia for that period, while four experienced smaller growth levels or decline (SREB, 2012).

Headcount Enrollment

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Undergraduate	53,444	53,959	55,945	56,355	56,608	0.4%	5.9%
Graduate	10,488	10,499	13,112	13,146	12,990	-1.2%	23.9%
First-Professional	2,213	2,351	.	.	.	.	.
TOTAL	66,145	66,809	69,057	69,501	69,598	0.1%	5.2%

Headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled. Increasing enrollments are more likely when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base and pools of students in order to maintain current enrollment levels.

Headcount enrollment in Commission institutions increased 5.2 percent between 2007 and 2011 with increases every year. The most recent data available for the SREB shows that between 2005 and 2009, headcount enrollment in SREB states increased 9.6 percent. Eleven of the sixteen SREB states exceeded the growth level in West Virginia for that period, while four experienced smaller growth levels or decline (SREB, 2012).

First-Time Freshman Enrollment							
	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
TOTAL	10,683	11,392	11,365	11,697	11,682	-0.1%	9.4%

This first-time freshmen enrollment from fall, end-of-term data consists of the entering freshmen who have never attended college. It also includes those students enrolled in the fall term who attended for the first time in the prior summer term. This measure also incorporates students who enter with advanced standing (college credits earned before graduation from high school).

The number of first-time freshman in West Virginia's public four-year institutions decreased by 0.1 percent between 2010 and 2011, but has increased by 9.4 percent since 2007. Between 2000 and 2009, first-time freshmen enrollment in the nation increased 32.2 percent. The four-year public sector realized an increase of 29.5 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 17.8 percent.

Adult (25 to 44) Enrollment							
	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Undergraduate	8,056	7,834	8,683	8,836	8,735	-1.1%	8.4%
Graduate/First Professional	7,529	7,707	7,861	8,095	8,222	1.6%	9.2%
TOTAL	15,585	15,541	16,544	16,931	16,957	0.2%	8.8%

This fall, end-of-term adult enrollment data provide the number of students aged 25 to 44 enrolled in for-credit classes in West Virginia's four-year institutions. Given the fact that only 17.1 percent of adults in West Virginia have a postsecondary degree, which is last among the fifty states, as well as the reality that the pool of high school graduates is declining, it is important to find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.

Between 2007 and 2011, overall adult enrollment increased 8.8 percent in Commission institutions. Growth was slightly higher, at 9.2 percent, among graduate and first professional programs than it was among bachelor's degree programs, at 8.4 percent. Graduate/first professional enrollment has increased steadily, while adult undergraduate enrollment grew every year except 2011 when there was a 1.1 percent enrollment decrease compared to 2010.

Among SREB states, West Virginia had the highest percentage of adults (25-49) in their 2009 student population at 40.6 percent. The SREB total was 38.7 percent. West Virginia also had the highest change in the percent of adult students from 2005 to 2009 with a 10.8 percent increase. The SREB total change was a 0.9 percent increase (SREB 2011).

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College Participation Rate of Low-Income Students

	Year				
	2005	2006	2007	2008	2009
State	18.6%	19.2%	20.6%	20.2%	24.8%

This indicator provides the proportion of low-income students from a state who go on to college. This is measured by dividing the number of students from a state who are attending college with a Pell Grant by the number of 4th to 9th graders who were approved for free or reduced price school lunches nine years before. This method underestimates the number of low-income students in both college and grade school as not all needy students apply for Pell Grants or free and reduced lunch.

The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 6.2 percentage points from 18.6 percent in 2005 to 24.8 percent in 2009, the most recent year these data are available. The college-going rate of low-income students has increased 4.6 percentage points from the 2008 figure of 20.2 percent.

Among the SREB states, the 2009 college participation rate of low-income students ranges from a high of 39.5 percent in Maryland to a low of 21.4 percent in Louisiana. West Virginia ranks 14th in college participation of low-income students among the 16 SREB states and is 5.3 percentage points below the SREB average (Mortenson, 2009).

CTC Students Entering a Bachelor's Degree Program (or above) the Next Fall

	Year					% Change	
	2006	2007	2008	2009	2010	2009-10	2006-10
TOTAL	1640	1586	2363	2285	1821	-20.3%	11.0%

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a Community and Technical College System institution in the fall of the year indicated. While many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Over the five-year time span reported from 2006 to 2010, however, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 11 percent. The unusually high numbers in 2008 and 2009 are due to double counting of students attending multiple institutions. This data issue has been resolved.

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Center for Education Statistics (NCES) data on the 2004 cohort of first-time students at community colleges found that 11.5 percent of these students had transferred to a four-year college within three years (NCES, 2009). For those who intended to transfer, reported intentions to complete, and attended at least half time in their first year, 20.2 percent transferred within three years. Other research has shown that students who transfer after earning an associate's degree are more likely to obtain their bachelor's degrees than those who transfer without this credential (NCES, 1997).

COST AND AFFORDABILITY

Tuition and Fees

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
In-State	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	6.5%	22.1%
Out-of-State	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	4.3%	19.6%

This table provides the system average published price of tuition and fees for both in-state and out-of-state students. It does not include the cost of books or room and board and is not an enrollment weighted average.

In-state tuition and fees from 2007 to 2011 increased a total of \$933 which represents an increase of 22.1 percent. During this same time period, tuition and fees at public four-year institutions nationally rose by \$2,053, from \$6,191 to \$8,244, an increase of 33.2 percent.

Out-of-state tuition and fees in West Virginia rose \$1,426 or 19.6 percent to \$12,600 in 2011-12. In the nation as a whole, average tuition and fees for out-of-state students in 2011-12 at public four-year institutions was \$20,770.

Average Loan Debt of Bachelor's Degree Graduates

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Commission Institutions	\$26,784	\$29,065	\$31,056	\$32,875	\$29,183	-11.2%	9.0%

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated during pursuit of their bachelor's degrees. This debt includes all loans of which the institution is aware whether through the government or from private lenders. Average loan debt is calculated only among students who have loans.

The average loan debt of system bachelor's degree graduates rose by \$2,399 from \$26,784 in 2007 to \$29,183 in 2011. This was an increase of 9 percent. Nationally, approximately 54 percent of public four-year college students graduated with debt each year between 2001-02 and 2010-11. During this time period, the average debt of borrowers increased by 2.1 percent after adjusting for inflation from \$20,200 to \$23,800 (College Board, 2012). The total loan amounts at West Virginia public four-year institutions are higher in part because the national figures only include students who began their studies at the institution from which they graduated. Students included in West Virginia data who change institutions take longer to complete their degrees and can be expected to accrue more debt. According to figures from the Project on Student Debt, 73 percent of 2010 West Virginia bachelor's degree graduates had student loans; this ranked third among all states in the country.

Net Cost of Attendance

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Commission Institutions	\$6,797	\$7,287	\$7,296	\$7,437	\$8,212	10.4%	20.8%

These figures provide the average in-state tuition and fees plus room and board minus the average amount of grant and waiver aid received by these students from all sources (institution, state, federal government, etc.). It does not include books and supplies, transportation, or other expenses. The net cost of attendance rose by \$1,415 from \$6,797 in 2007 to \$8,212 in 2011, an increase of 20.8 percent.

Nationwide, net cost of attendance (only tuition, fees, room, and board) for in-state students at public four-year institutions rose from \$9,546 to \$11,394 (College Board, 2012). This was an increase of \$1,848 or 19.4 percent. While the amount of net cost of attendance is much higher in the nation as a whole, the increase over the five-year period was \$433 greater nationally than in West Virginia and the percentage increases were very similar.

INNOVATION

Innovation Indicators – Marshall University

	Year				
	2007	2008	2009	2010	2011
Invention Disclosures Filed	6	13	7	13	3
US Patent Applications Filed	4	3	2	2	1
US Patents Issued	0	0	0	1	1
License Agreements	4	0	0	1	1
Start-up Companies	3	0	0	1	1
License Royalty and Associated Income	\$973	\$1,939	\$4,388	\$11,531	\$1,720

Innovation Indicators – West Virginia University

	Year				
	2007	2008	2009	2010	2011
Invention Disclosures Filed	44	38	33	32	51
US Patent Applications Filed	9	29	24	25	33
US Patents Issued	4	3	4	8	4
License Agreements	19	7	11	7	1
Start-up Companies	0	4	3	2	0
License Royalty and Associated Income	\$38,507	\$72,240	\$149,709	\$147,218	\$148,531

Technology-based economic development is an increasingly important driver for state and national economies. Technology transfer can also represent an important revenue stream for higher education institutions and indicate the vitality of university-industry relations. The indicators listed above are connected to the goals outlined in West Virginia's Vision 2015 Science and Technology Strategic Plan and represent the activity that the state's two research universities are undertaking in the area of technology-based economic development.

Invention disclosures are confidential documents that are used to determine whether patent protection should be sought for an invention. Between 2007 and 2011, 42 invention disclosures were filed at Marshall University and 198 at West Virginia University. During the same time, 12 U.S. patent applications were filed at Marshall University and 2 patents were issued, while 120 applications were filed at West Virginia University and 23 were issued. Licensing agreements provide licensees the opportunity to sell, make, or use university owned technology. Between 2007 and 2011, 6 license agreements at Marshall University and 45 at West Virginia University were created. License royalties and associated incomes for this five-year period have amounted to \$20,551 at Marshall University and \$556,205 at West Virginia University.

LEARNING AND ACCOUNTABILITY

One-Year Retention Rates

	Year				
	2007	2008	2009	2010	2011
Return to Starting Institution	70.1%	69.8%	70.3%	70.1%	68.8%
Return to Any Institution	76.2%	76.4%	76.1%	76.2%	75.1%

This indicator provides the proportion of all first-time freshmen (includes both full-time and part-time students) that are enrolled the following year at the starting institution or at any West Virginia public college or university. Students are most likely to drop out during their first college year than any other time. The ability to provide support that will assist retention during this first year will increase the likelihood of higher graduation rates.

From 2007 to 2011 the one-year retention for returning students to the starting institution decreased by 1.3 percentage points while the retention rate for students returning to any institution within the system dropped 1.1 percentage points over that same time period. Additionally, in one year's time from 2010 to 2011 the retention rates dropped 1.3 and 1.1 percentage points in those categories. The highest one-year retention rates for returning students to their starting institution was 70.3 percent in 2009, and the highest rate for students returning to any institution was 76.4 percent in 2008.

The national proportion of fall 2009 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2009). In the SREB region, the one-year persistence rate for the 2008 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia tied for 13th of 16 in overall first-year persistence with a rate of 77 percent (SREB, 2011).

Six-Year Graduation Rate for Students Seeking a Bachelor's Degree (Any Institution)

	Entering Cohort				
	2002	2003	2004	2005	2006
Commission Institutions	47.9%	48.5%	48.5%	48.5%	47.5%

This indicator provides the proportion of first-time freshmen who are full-time students seeking a bachelor's degree that complete that degree within six years at any West Virginia public college or university.

Graduation rates have declined 0.4 percentage points at West Virginia four-year public institutions from 47.9 percent for the 2002 cohort to 47.5 percent for the 2006 cohort. The national proportion of fall 2002 first-time, full-time bachelor's degree-seeking undergraduates who graduated within six years was 57.2 percent. The figure was higher for

women than for men in public institutions (57.5 percent for women, 51.7 percent for men) and private not-for-profit institutions (66.7 percent for women and 61.9 percent for men) (NCES, 2010). In the SREB region, for the 2002 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 52.5 percent.

Average Nine-Month Salary of Full-Time Instructional Faculty*

	Year					% Change	
	2007	2008	2009	2010	2011	2010-11	2007-11
Professor	\$77,879	\$83,413	\$83,763	\$83,957	\$86,322	2.8%	10.8%
Associate Professor	\$60,320	\$64,136	\$64,760	\$65,541	\$68,726	4.9%	13.9%
Assistant Professor	\$51,103	\$53,725	\$53,794	\$54,615	\$57,192	4.7%	11.9%
Instructor	\$36,932	\$38,869	\$39,406	\$39,070	\$41,246	5.6%	11.7%
Lecturer	\$44,509	\$46,319	\$46,673	\$47,311	\$50,132	6.0%	12.6%
Graduate Assistant & Other	\$32,855	\$34,443	\$39,005	\$50,012	\$47,529	-5.0%	44.7%
ALL RANKS	\$61,348	\$64,304	\$64,231	\$64,595	\$67,055	3.8%	9.3%

* Excludes Medical Schools

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2007 to fall 2011. The data do not include medical school faculty. It is important that faculty salaries be competitive with other states in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade (NCES, 2008).

West Virginia faculty salaries increased 3.8 percent between 2010 and 2011. Meanwhile, salary gains since 2007 were 9.3 percent. The largest one-year percentage increase by faculty rank was for lecturers who realized a 6.0 percent increase. During this time period the salary for graduate assistants and others declined by 5.0 percent. The largest percentage increase by rank from 2007 to 2011 was for graduate assistants and others who realized a 44.7 percent gain.

Nationally, the average salary of full-time faculty in 2010-11 was \$106,461 for full professors, \$76,564 for associate professors, \$64,693 for assistant professors and \$44,787 for instructors which combined for an overall average salary of \$77,937. From 2009-10 to 2010-11 the overall average salary of full-time faculty increased 1.1 percent (\$76,996 to \$77,937). The largest one-year increase was among assistant professors, with a 1.6 percent increase (\$63,696 to \$64,693). From 2006-07 to 2010-11 there was a 9.7 percent increase in overall faculty salaries nationally, from \$71,036 to \$77,937. Over this same five-year period, the rank of professor saw the greatest increase, 10.7 percent, from \$96,194 to \$106,461. In the SREB region, the average salary of full-time faculty in 2010-11 was slightly lower than the nation as a whole at \$103,212 for full professors, \$73,898 for associate professors, \$62,424 for assistant professors, and \$44,395 for instructors. The SREB had an overall average faculty salary of \$73,955. West Virginia ranks 14 among the 16 SREB states in faculty salary (SREB, 2012 Table 84). This is up one place from last year's rank of 15th.

Percent Full-Time Faculty That Have Terminal Degrees

	Year				
	2007-08	2008-09	2009-10	2010-11	2011-12
Bluefield State College	65%	NP	67%	68%	63%
Concord University	63%	66%	68%	69%	
Fairmont State University	70%	70%	77%	75%	
Glenville State College	58%	59%	58%	61%	59%
Marshall University (without SOM)	88%	86%	85%	85%	
Marshall University (with SOM)	91%	90%	89%	89%	
Shepherd University	81%	NP	81%	85%	
West Liberty University	76%	75%	75%	NP	
West Virginia State University	79%	81%	75%	80%	
West Virginia University	~94%	89%	89%	NP	
WVU Institute of Technology	59%	NP	NP	NP	

Note: NP indicates that the data were not provided for that year.

This indicator provides the percent of full-time faculty that have terminal degrees at each West Virginia public college or university. Due to reporting inconsistencies, system totals are not available. Marshall University (including School of Medicine) and West Virginia University have the largest percentages of their full-time faculties with terminal degrees each year, approximately 89 percent.

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

	2007			2008			2009			2010			2011		
	#E	#P	%P	#E	#P	%P	#E	#P	%P	#E	#P	%P	#E	#P	%P
Medical Technology	30	27	90.0%	22	19	86.4%	36	25	69.4%	19	13	68.4%	24	21	87.5%
Nursing	306	260	85.0%	350	301	86.0%	261	239	91.6%	265	242	91.3%	345	298	86.4%
Dental Hygiene	37	35	94.6%	41	37	90.2%	36	36	100.0%	44	43	97.7%	67	66	98.5%
Social Work (State)	38	25	65.8%	41	28	68.3%	105	81	77.1%	64	55	85.9%	178	139	78.1%
Cytotechnology	4	4	100.0%	4	4	100.0%	3	3	100.0%	3	3	100.0%	3	3	100.0%
Dietetics	10	7	70.0%	4	3	75.0%	44	39	88.6%	0	0	n/a	6	5	83.3%
Praxis II *(Principles of Learning & Teaching)	1,102	979	88.8%	1,113	1,026	92.2%	998	918	92.0%	1,040	966	92.9%	932	878	94.2%

* Data includes WVU Parkersburg

E= Number of Examinees

P= Number who Passed

% P= Percentage who Passed

This indicator provides the pass rate according to the individual test standards of students finishing bachelor's degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

2011 licensure pass rates increased in three of seven areas when compared to 2009—Medical Technology, Praxis II (Learning and Teaching) and Social Work (State). It remained at 100 percent in Cytotechnology. Additionally, 2011 licensure pass rates increased in five areas when compared to 2006—Dental Hygiene, Dietetics, Nursing, Praxis II (Learning & Teaching), and Social Work (State). Again, the pass rate in Cybertechnology remained at 100 percent.

The National Center for Public Policy and Higher Education's latest edition of its biennial state report card titled Measuring Up 2008 reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations, making it one of the top five performing states. Approximately 55 percent more of the state's graduates take these examinations than graduates nationwide and West Virginia graduates' pass rates match the national average. Measuring Up 2008 also reports that West Virginia is almost 20 percentage points above the national benchmark in pass rates.





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