WEST VIRGINIA

REPORT CARD 2012

West Virginia Higher Education Policy Commission and
Community and Technical College System of West Virginia

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INTRODUCTION

West Virginia and public higher education share a special bond in American history. In less than one calendar year, July 1862 to April 1863, Abraham Lincoln proclaimed West Virginia an independent state from Virginia and signed the Morrill Land Grant Act into law, which provided federal land for the establishment of public universities. Four years later, in September of 1867, West Virginia University (WVU) opened its doors to six students. Today, West Virginia's two- and four-year public colleges and universities enroll more than 96,000 students at 21 institutions. Whereas WVU promoted agricultural and engineering courses in its earliest days, at present, the two- and four-year systems offer a diverse range of degrees and academic programs designed to meet the needs of the people of West Virginia both today and in the future.

As West Virginia emerges from the Great Recession, higher education will be at the vanguard of driving the state's economy forward. The two- and four-year systems continue to strive to meet the educational needs of individual citizens, their local communities and the common good of the state. Through partnerships with public K-12 schools, local businesses and national corporations, and with the continued support and oversight of the Governor and Legislature, West Virginia's public institutions look not only to better the economic prospects of the state, but also to develop an informed citizenry that will act in the best interests of their local, state and national communities and one another.

The West Virginia Higher Education Report Card 2012 is the fifth in a revised series of accountability reports. Both the West Virginia Higher Education Policy Commission (Commission) and the Council for Community and Technical System of West Virginia (Council) are required by state code to report on system-wide progress toward achieving state postsecondary education objectives. This report continues to build from the foundation set by the Report Card 2008, providing the most recently available information, as well as regional and national comparisons when they are available. The report is divided into three major sections:

- The first is an overarching state section that addresses outcomes that apply to all postsecondary education, not just the individual sectors of the Commission or the Council. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the state financial aid awarded to assist students in paying for college.
- The second section of the Report Card is specific to the Commission and its constituent baccalaureate-granting (and above) institutions. The indicators in this section are based on the goals set forth in *Charting the Future 2007-2012, a Master Plan for Higher Education*. The indicators in this report card are divided into focal points consistent with the master plan: economic growth, access, cost and affordability, learning and accountability, and innovation.
- The third section of the Report Card reflects the progress of the Council toward meeting the goals set forth in the system's master plan entitled *Meeting the Challenge: 2010-2015*. This section of the Report Card highlights specific imperatives set forth by the master plan. Areas of emphasis include a focus on student access, success and workforce development efforts.

Both the two- and four-year systems continue to concentrate efforts on improving college completion. Helping students reach graduation, at any degree level, is critical to the state's future economic success. By 2018, half of the state's workforce will require a postsecondary degree. This means that postsecondary education institutions will need to provide the state with 20,000 additional degree holders beyond the 2008 level. In December 2010, the chancellors of both West Virginia public higher education systems called

together a diverse group of higher education stakeholders to form the West Virginia College Completion Task Force. The task force completed its work in 2012 and in its summative report, *Educating West Virginia is Everyone's Business*, made five key recommendations to help the state reach its degree completion objectives:

- Make graduation a visible and tangible priority across the state
- Reduce the time it takes for students to earn a college certificate or degree
- Improve developmental education
- Increase adult completion rates
- Connect funding to priorities

The Report Card contains 47 specific data points, many of which either directly or indirectly address the task force's completion recommendations. Similarly, the content of the Report Card has been designed to be relevant to a range of West Virginia postsecondary stakeholders and their particular interests, whether it be degree completion, enrollment, tuition costs or research expenditures.

Although mandated by the Legislature, over time the Report Card has evolved beyond a statistical volume to become a common frame of reference that illustrates the systems' successes and the challenges that lie ahead. The chancellors invite the citizens of West Virginia, as well as our postsecondary education partners throughout the nation, to use the Report Card as a resource to improve their understanding of public higher education in West Virginia.

STATE

College-Going Rates of Recent West Virginia High School Graduates

Fall 2007 - 2011

College-Going Rates of Recent West Virginia High School Graduates

Year	In-State	Overall
2007	48.9%	57.5%
2008	50.1%	58.8%
2009	52.4%	61.5%
2010	50.3%	58.8%
2011	50.2%	57.9%

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 0.9 percentage points from 58.8 percent to 57.9 percent between 2010 and 2011. The in-state college-going rate decreased 0.1 percentage point from 2010 to 2011.
- The overall college-going rate has increased 0.4 percentage points since 2007. The in-state college-going rate has increased by 1.3 percentage points.

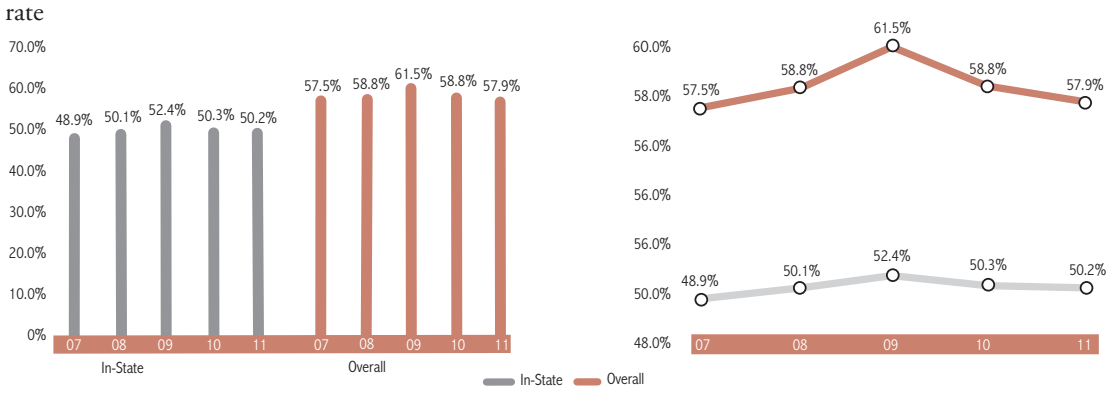
NATIONAL CONTEXT

Nationally, 66.8 percent of 2009-10 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 10.5 percent over the fall 2000 college-going rate (SREB, 2012).

A recent College Summit report addressed the importance of providing data on postsecondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and if they are successful can help increase the preparation and college-going efforts at the secondary level (College Summit, 2011). The ability to provide this information in West Virginia has been strengthened by the creation of a State Longitudinal Data System that can follow students from Pre-K-12 into college and the workforce.

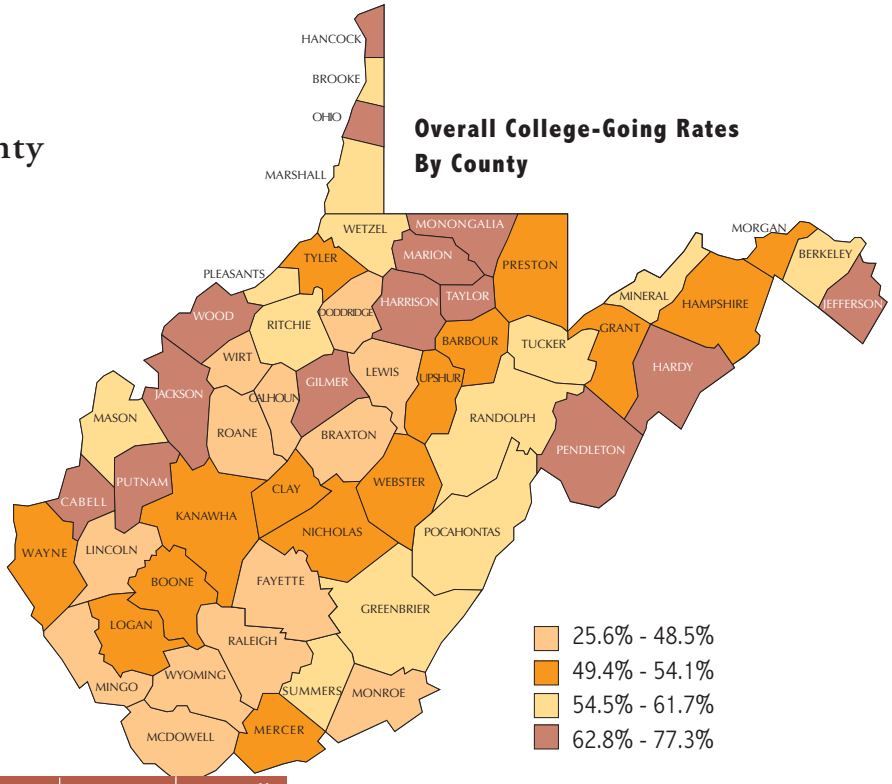
ABOUT THIS MEASURE

This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent the Commission from examining these students at the individual level; however, an agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state figure in the future.



College-Going Rates By County

Fall 2011



County	In-State	Overall
Barbour	50.3%	51.5%
Berkeley	45.9%	57.9%
Boone	49.4%	52.5%
Braxton	37.2%	38.4%
Brooke	51.6%	59.4%
Cabell	52.3%	62.8%
Calhoun	41.7%	47.2%
Clay	45.1%	50.0%
Doddridge	29.9%	32.2%
Fayette	47.0%	47.9%
Gilmer	74.2%	75.8%
Grant	48.6%	50.5%
Greenbrier	49.0%	57.7%
Hampshire	40.5%	52.0%
Hancock	52.1%	68.2%
Hardy	58.0%	69.2%
Harrison	56.4%	63.2%
Jackson	58.0%	65.5%
Jefferson	54.5%	65.5%
Kanawha	52.1%	60.5%
Lewis	43.9%	45.6%
Lincoln	47.4%	48.4%
Logan	51.9%	52.4%
Marion	57.4%	62.9%
Marshall	51.5%	61.7%
Mason	49.6%	59.2%
McDowell	25.6%	25.6%
Mercer	45.9%	50.5%

County	In-State	Overall
Mineral	49.8%	59.9%
Mingo	42.7%	48.5%
Monongalia	61.8%	72.3%
Monroe	39.4%	46.0%
Morgan	33.3%	49.4%
Nicholas	50.7%	52.5%
Ohio	60.9%	74.3%
Pendleton	69.7%	77.3%
Pleasants	35.4%	55.2%
Pocahontas	52.4%	54.9%
Preston	43.5%	51.4%
Putnam	60.0%	67.4%
Raleigh	41.0%	47.0%
Randolph	52.9%	57.6%
Ritchie	51.5%	54.5%
Roane	31.8%	38.4%
Summers	48.6%	56.2%
Taylor	66.2%	70.3%
Tucker	51.9%	54.5%
Tyler	46.0%	49.6%
Upshur	46.0%	50.2%
Wayne	43.0%	54.1%
Webster	52.6%	52.6%
Wetzel	56.7%	59.0%
Wirt	37.5%	47.5%
Wood	53.4%	66.2%
Wyoming	37.2%	39.7%

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2011 academic year was 34,363, which is 1.8 percent lower than the total of 35,000 in 2010.
- Participation in PROMISE and HEAPS increased in 2011 when compared to 2010. The HEAPS Grant had both the largest student increase (512) and percentage increase (11.6 percent).
- When compared with their 2007 student levels, participation in the HEAPS Program increased by 14.8 percent, increased by 3.9 percent in the PROMISE Scholarship Program, and increased by 68.5 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (7,942).

NATIONAL CONTEXT

Fifty-two states and territories reported having need-based grant programs in 2010-11, of which 48 had a program that was exclusively need-based. West Virginia ranked 6th among the 52 states and territories in regard to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of $1,026 per student. The median state expenditure was $451 (NASSGAP, 2012).

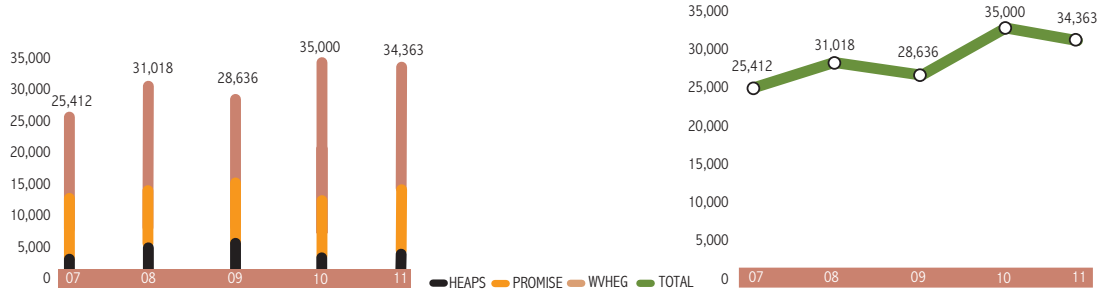
Nationally, 93.8 percent of need-based grant dollars went to in-state students in 2010-11, with 69 percent of grant dollars being spent in the public sector and 24.8 percent being spent in the private, not-for-profit sector. In West Virginia, 84.2 percent of those need-based grant dollars went to West Virginians, with 74.9 percent going to students in the public sector. These numbers represent a 1.9 percent decrease in need-based grant dollars going to West Virginians, and a 0.8 percent decrease in need-based aid in the public sector.

ABOUT THIS MEASURE

These figures represent the number of awards made through one of three state financial aid programs: HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools or the student received two different kinds of awards.

Number of Awards: HEAPS, PROMISE, & WVHEG Programs

Program	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
HEAPS	4,298	5,552	3,977	4,422	4,934	11.6%	14.8%
PROMISE	9,526	9,334	9,456	9,783	9,899	1.2%	3.9%
WVHEG	11,588	16,132	15,203	20,795	19,530	-6.1%	68.5%
Total	**25,412**	**31,018**	**28,636**	**35,000**	**34,363**	**-1.8%**	**35.2%**



Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG programs during the 2011 academic year was $92,178,378, a 4 percent increase from the $88,626,036 in funding for 2010.
- Funding for all three programs increased between 2010 and 2011. The HEAPS Grant experienced the largest percent increase (17%) while WVHEG experienced the largest monetary increase ($2,232,847).
- Between 2007 and 2011, funding increased in all three programs. The WVHEG Program has experienced the largest percentage (29.7 percent) and monetary increase ($9,017,070).

NATIONAL CONTEXT

Nationally, just under $11 billion in total state-funded student financial aid was awarded during the 2010-11 academic year. This figure represents about a 2 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing $9.2 billion or 83.5 percent of the total. Of this $9.2 billion in grant aid, 70.9 percent was need-based while 29.1 percent was non-need-based. These figures represent a 2.1 percent decrease in the proportion of need-based aid from the previous year. Between 1990-91 and 2009-10, need-based grant aid grew by 45.3 percent, from $4.4 billion to $6.4 billion in constant 2010 dollars, while non-need-based grants grew 93.5 percent from $1.4 billion to $2.7 billion. (NASSGAP, 2012)

The SREB states collectively awarded just under $5 billion in aid in 2010-11, an increase of 7.7 percent over the previous year. Scholarships and grants represented 85.2 percent or $4.2 billion. Of this total, $1.9 billion, or 43.8 percent, was scholarships and grants based on need whereas $2.4 billion, or 56.2 percent, was non-need based. These figures show a decrease of 2.2 percent in the proportion of aid that is based on need over the previous year.

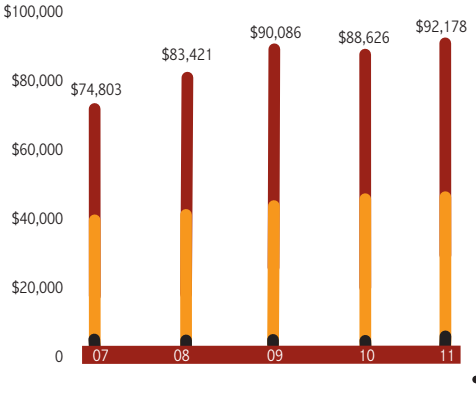
ABOUT THIS MEASURE

These figures represent the amount of state financial aid awarded through the HEAPS, PROMISE, and WVHEG Programs. These data are presented by year and by programmatic totals.

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

Program	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
HEAPS	$4,188,601	$5,636,793	$4,297,153	$4,470,987	$5,229,976	17.0%	24.9%
PROMISE	$40,264,423	$42,498,633	$45,706,663	$47,021,312	$47,581,818	1.2%	18.2%
WVHEG	$30,349,514	$35,285,378	$40,082,411	$37,133,737	$39,366,584	6.0%	29.7%
Total	**$74,802,538**	**$83,420,804**	**$90,086,227**	**$88,626,036**	**$92,178,378**	**4.0%**	**23.2%**

in thousands



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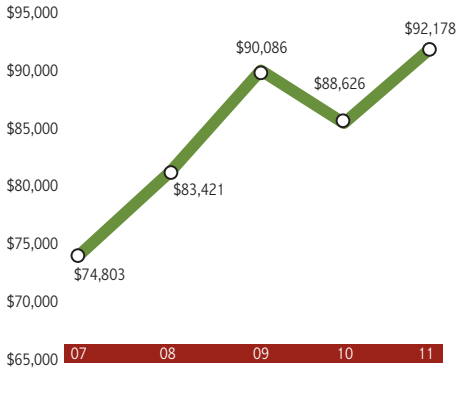


Degrees/Certificates Awarded in Public Institutions

Academic Years 2002 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at any West Virginia public institution during the 2011 academic year was 16,512 which is 5 percent higher than the figure of 15,733 in 2010.
- Over the ten-year period, the total number of degrees and credentials has increased by 28.6 percent from the 2002 level of 12,839.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 344.2 percent. The largest increase in number of awards was in baccalaureate degrees which grew by 1,591.
- Associate's degrees and certificates were 23 percent of the total in 2011, with bachelor's degrees making up 55.2 percent and advanced degrees 21.7 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 542,567 for the 2009-10 academic year. The total number of awards conferred at two-year public institutions was 342,065. The proportion of awards that were associate's degrees and certificates was 41.3 percent; bachelor's degrees made up 41.3 percent and advanced degrees were 17.4 percent.

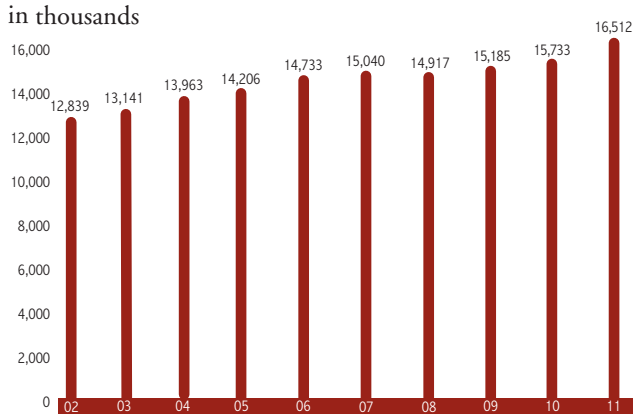
ABOUT THIS MEASURE

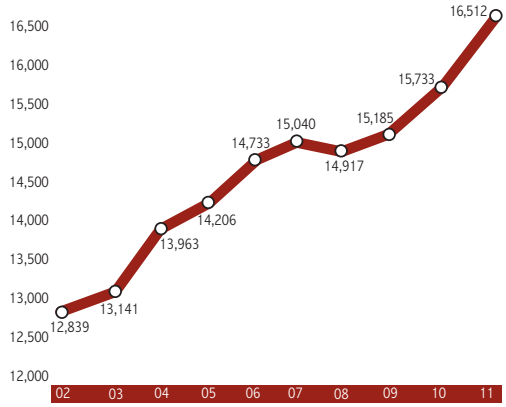
This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate's, bachelor's, master's, post-master's certificate, doctoral degree-professional practice*, and doctoral degree-research/scholarship. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Certificates Awarded in Public Institutions

Award	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2010-2011 % Change	2002-2011 % Change
Undergraduate Certificate	172	202	370	376	528	548	504	546	593	764	28.8%	344.2%
Associate's Degree	2,252	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2,949	3,042	3.2%	35.1%
Bachelor's Degree	7,527	7,462	7,785	8,025	8,278	8,529	8,439	8,469	8,583	9,118	6.2%	21.1%
Master's Degree	2,209	2,479	2,405	2,542	2,502	2,549	2,535	2,555	2,694	2,696	0.1%	22.0%
Post-Master's Certificate	46	43	37	29	17	4	22	26	21	16	-23.8%	-65.2%
First-Professional	471	453	448	476	539	491	514	.	.	.	.	.
Doctoral Professional Practice	.	.	.	.	.	.	.	676	715	698	-2.4%	.
Doctoral Research/Scholarship	162	169	169	179	172	221	201	157	178	178	0.0%	9.9%
Total	**12,839**	**13,141**	**13,963**	**14,206**	**14,733**	**15,040**	**14,917**	**15,185**	**15,733**	**16,512**	**5.0%**	**28.6%**

**In 2009 the Integrated Postsecondary Education Data System replaced the category "First Professional" with "Doctoral Degree-Professional Practice".*





WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 11.7 percent, from $174,486,000 in fiscal year 2009 to $194,834,000 in fiscal year 2010.
- Total expenditures for science and engineering related R&D have grown over the same five-year time period examined here by 29.5 percent from their fiscal year 2006 level of $150,420,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of $61.2 billion in fiscal year 2010, which represents an increase of 11.5 percent over the previous year ($54.9 billion). Adjusted for inflation, academic R&D rose by 3.3 percent in 2010. According to the National Science Foundation, from fiscal year 2006 to fiscal year 2010 total research and development expenditures at academic institutions grew by 28.2 percent from $47.8 billion to $61.2 billion.

ABOUT THIS MEASURE

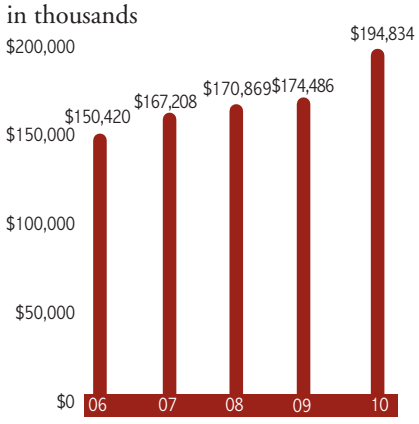
This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related research and development regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. University spending on R&D in science and engineering is a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification.

Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2006	$150,420,000
2007	$167,208,000
2008	$170,869,000
2009	$174,486,000
2010	$194,834,000

Source: National Science Foundation

in thousands



Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-financed science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2010 was $109,732,000 which was 19.8 percent higher than the figure of $91,602,000 in 2009.
- Over the five-year time period, the amount of federally funded R&D has increased by 25.9 percent from its 2006 level of $87,166,000.

NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 15 percent from $32.6 billion in fiscal year 2009 to $37.5 billion in 2010. Adjusted for inflation, this represents a 6.5 percent increase from 2009. The overall level of federally-financed research and development expenditures in the United States has grown by 24.5 percent from $31.1 billion in fiscal year 2006. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

ABOUT THIS MEASURE

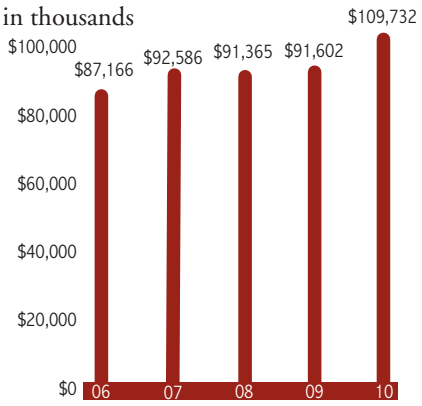
This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, that come from grants and contracts from the federal government. Many of these grants and contracts are competitive and provide a good indicator of both the quality and quantity of research being performed in the system.

Obtaining federal funds bolsters the revenue streams available for research and development and demonstrates the increased national competitiveness of the state's institutions in this highly competitive environment.

Federally-Funded Science and Engineering Research & Development Expenditures

Year	Total Expenditures
2006	$87,166,000
2007	$92,586,000
2008	$91,365,000
2009	$91,602,000
2010	$109,732,000

Source: National Science Foundation



Research Grants and Contracts

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in fiscal year 2011 was $146,006,451, which was 30.1 percent lower than the figure of $208,881,286 in 2010*. This decrease is attributed to federal stimulus aid coming to an end.
- Over the five-year time period, the amount of research grants and contracts has decreased by 7.2 percent from its 2007 level of $157,289,664.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of $61.2 billion in fiscal year 2010. This figure was 28.2 percent higher than the fiscal year 2006 total of $47.8 billion. While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort. Public universities and colleges reported total research and development expenditures of $41.2 billion in fiscal year 2010 which was 19.9 percent higher than $32.4 billion in 2006. Although there has been long-term growth over 5 years, it should be noted that short-term decreases are expected to continue nationally as federal stimulus money is exhausted.

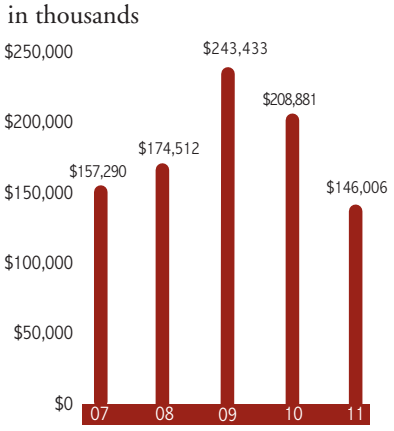
ABOUT THIS MEASURE

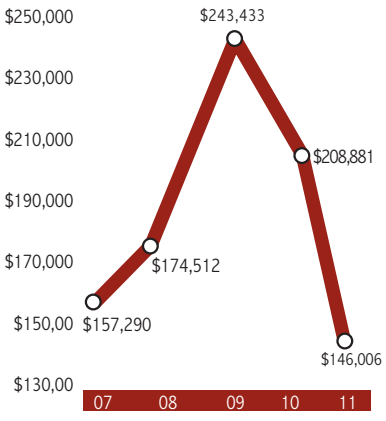
These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled 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.

Research Grants and Contracts

Year	Funds For Externally-Sponsored Research
2007	$157,289,664
2008	$174,511,697
2009	$243,433,000
2010	$208,881,286
2011	$146,006,451

**The 2010 and 2011 totals do not include figures for Glenville State College.*





Degrees/Credentials Awarded by Level System-Wide

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2011-12 was 13,008 which was 3.7 percent higher than the figure of 12,543 in 2010-11.
- Over the five-year time period, the number of degrees and credentials has increased by 7.6 percent from the 2007-08 level of 12,093.
- The largest one-year increase in the number of awards was in baccalaureate degrees with a growth of 479.

NATIONAL CONTEXT

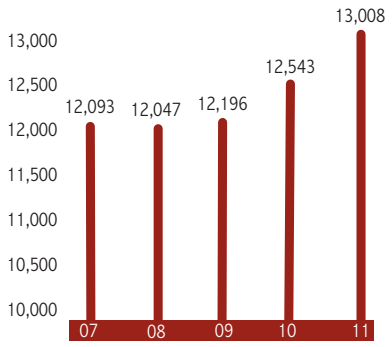
Across the SREB states, in the decade from 2000-01 to 2009-10, the number of awards conferred at four-year public colleges and universities grew by 33.5 percent from 406,554 to 542,567. The 2009-10 total also represents a 3.1 percent increase over the 2008-09 total of 526,101. The proportion of these degrees that were bachelor's degrees decreased slightly from 70.6 percent to 69.8 percent, but the proportion that were associate's degrees and certificates remained stable at 1.8 percent, while the proportion that were advanced degrees increased from 27.5 percent to 28.4 percent. In the country as a whole, the total number of degrees conferred at public institutions increased by 4.4 percent from 2,002,007 in 2008-09 to 2,090,192 in 2009-10. Over the last ten years, the number of degrees conferred at public institutions increased by 32.7 percent nationally (Digest of Education Statistics, 2011).

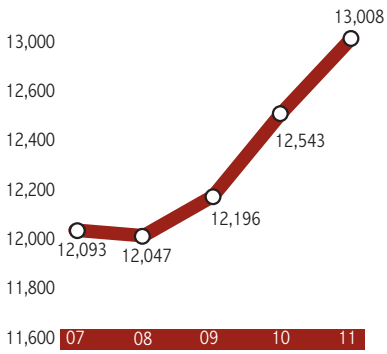
ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, master's, post-master's, doctoral degree-professional practice*, and doctoral-research/scholarship. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills and body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Level

Award Type	2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
Undergraduate Certificate	6	7	7	2	.	.	.
Associate's Degree	493	517	506	526	534	1.5%	8.3%
Bachelor's Degree	8,329	8,251	8,269	8,407	8,886	5.7%	6.7%
Master's Degree	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 Professional Practice	.	.	676	715	698	-2.4%	.
Doctoral 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%**





**In 2009 the Integrated Postsecondary Education Data System replaced the category "First Professional" with "Doctoral Degree-Professional Practice".*

Degrees/Credentials Awarded by Institution and Level

Academic Years 2007- 2011

WEST VIRGINIA HIGHLIGHTS

- Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, WVU Institute of Technology, West Virginia State University, and West Virginia University all experienced growth in total degrees produced from 2007 to 2011.
- Bachelor's degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State). Overall, the total number of bachelor's degrees produced increased by 6.7 percent over the five-year period.
- As indicated in the chart below, while the number of post-master's certificate granting programs has remained the same since 2007, the number of master's programs has grown over the past five years. The changes in numbers of professional, doctoral professional practice, and doctoral research and scholarship are largely related to changes in categorization by IPEDS. This count only includes programs with actual enrollment.

ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions by level. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Institution and Level

Award Type		2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
Bluefield State College	Associate's	86	92	91	60	92	53.3%	7.0%
	Bachelor's	220	207	262	235	240	2.1%	9.1%
Total		**306**	**299**	**353**	**295**	**332**	**12.5%**	**8.5%**
Concord University	Associate's	2	1	.	.	.	.	.
	Bachelor's	350	400	336	401	432	7.7%	23.4%
	Master's	27	24	22	27	24	-11.1%	-11.1%
Total		**379**	**425**	**358**	**428**	**456**	**6.5%**	**20.3%**
Fairmont State University	Associate's	78	107	97	113	71	-37.2%	-9.0%
	Bachelor's	671	645	616	559	644	15.2%	-4.0%
	Master's	65	85	121	85	89	4.7%	36.9%
Total		**814**	**837**	**834**	**757**	**804**	**6.2%**	**-1.2%**
Glenville State College	Associate's	30	31	29	36	57	58.3%	90.0%
	Bachelor's	188	174	132	161	150	-6.8%	-20.2%
Total		**218**	**205**	**161**	**197**	**207**	**5.1%**	**-5.0%**
Marshall University	Associate's	100	111	69	91	111	22.0%	11.0%
	Bachelor's	1,450	1,400	1,358	1,393	1,547	11.1%	6.7%
	Master's	872	885	867	881	848	-3.7%	-2.8%
	Post-Master's Certificate	4	22	26	21	16	-23.8%	300.0%
	First-Professional	42	50	.	.	.	.	.
	Doctoral Professional Practice	.	.	61	83	102	22.9%	.
	Doctoral Research/Scholarship	17	15	17	12	16	33.3%	-5.9%
Total		**2,485**	**2,483**	**2,398**	**2,481**	**2,640**	**6.4%**	**6.2%**

Award Type		2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
Potomac State College of WVU	Certificate	6	7	7	2	.	.	.
	Associate's	166	143	185	192	172	-10.4%	3.6%
	Bachelor's	6	9	11	19	18	-5.3%	200.0%
Total		**178**	**159**	**203**	**213**	**190**	**-10.8%**	**6.7%**
Shepherd University	Bachelor's	642	662	687	648	675	4.2%	5.1%
	Master's	48	54	51	34	63	85.3%	31.3%
Total		**690**	**716**	**738**	**682**	**738**	**8.2%**	**7.0%**
WV School of Osteopathic Medicine	First-Professional	94	97	.	.	.	.	.
	Doctoral Professional Practice	.	.	160	198	157	-20.7%	.
Total		**94**	**97**	**160**	**198**	**157**	**-20.7%**	67.0%
West Liberty University	Associate's	31	32	35	34	31	-8.8%	0.0%
	Bachelor's	365	350	336	410	401	-2.2%	9.9%
	Master's	.	.	.	26	19	-26.9%	.
Total		**396**	**382**	**371**	**470**	**451**	**-4.0%**	**13.9%**
West Virginia State University	Bachelor's	442	372	385	378	414	9.5%	-6.3%
	Master's	9	5	11	12	11	-8.3%	22.2%
Total		**451**	**377**	**396**	**390**	**425**	**9.0%**	**-5.8%**
West Virginia University	Bachelor's	3,790	3,892	4,002	4,060	4,204	3.5%	10.9%
	Master's	1,527	1,481	1,483	1,629	1,642	0.8%	7.5%
	First-Professional	355	367	.	.	.	.	.
	Doctoral Professional Practice	.	.	455	434	439	1.2%	.
	Doctoral Research/Scholarship	204	186	140	166	162	-2.4%	-20.6%
Total		**5,876**	**5,926**	**6,080**	**6,289**	**6,447**	**2.5%**	**9.7%**
WVU Institute of Technology	Bachelor's	205	140	144	143	161	12.6%	-21.5%
	Master's	1	1	.	.	.	.	.
Total		**206**	**141**	**144**	**143**	**161**	**12.6%**	**-21.8%**

**Percent changes cannot be calculated where the beginning year value is zero.*

Number of Graduate Programs

Program Level	2007	2008	2009	2010	2011
Master's	103	106	106	107	108
Post-Master's Certificate	2	2	2	2	2
First-Professional	5	5	.	.	.
Doctoral Professional Practice	.	.	13	13	13
Doctoral Research and Scholarship	42	42	35	35	35

Science, Technology, Engineering, and Mathematics (STEM) Awards as a Percentage of All Awards by Degree Level

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2011 was 21.8 percent, which is identical to 2010.
- Over the five-year time period, STEM awards as a percentage of all awards decreased 0.9 percentage points from the 2007 level of 22.7 percent.
- The pipeline of STEM graduates has also grown (see graph at bottom left) as the number of students majoring in STEM fields has increased by 11.3 percent from 10,159 in 2007 to 11,304 in 2011.

Students Majoring in Stem Fields

2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
10,159	10,636	11,019	11,025	11,304	2.5%	11.3%

STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2007	2008	2009	2010	2011
Associate's Degree	.	.	1.0%	0.6%	0.7%
Bachelor's Degree	24.8%	23.7%	25.8%	26.7%	26.4%
Master's Degree	14.0%	14.4%	12.0%	14.4%	14.2%
Doctoral Professional Practice	.	.	0.6%	1.1%	1.4%
Doctoral Research and Scholarship	.	.	59.9%	52.2%	50.6%
Doctoral Degree	43.4%	37.8%	.	.	.
Total	**22.7%**	**21.4%**	**20.9%**	**21.8%**	**21.8%**

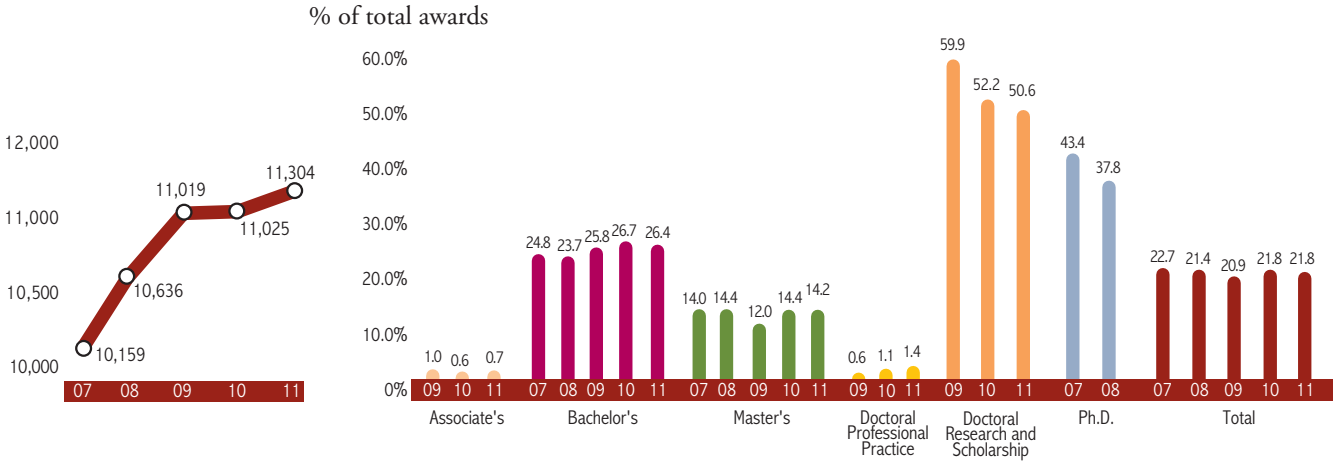
* *In 2009, Doctoral degrees were classified as either Research/Scholarship or Professional Practice.*

NATIONAL CONTEXT

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. However, the proportion of overall degrees that were in science and engineering 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, 2010).

ABOUT THIS MEASURE

This indicator provides the proportion of graduates each year in STEM fields at the bachelor's, master's, and doctoral levels. The inset at bottom left provides the number of students each fall who have a declared major in a STEM field. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.



ACCESS

Average ACT Scores of West Virginia High School Graduates

Graduation Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam has decreased by 0.1 points since 2008, while national scores have stabilized during the same period.
- West Virginia scores on math and science tests are the same as they were in 2008.
- West Virginia is on par with the national average in reading, better than the national average in English, and trails in math, science and the composite score.

NATIONAL CONTEXT

Approximately 1.67 million students in the high school graduating class of 2012 took the ACT exam. This figure represents a 2.6 percent increase from the previous year. The national percentage of graduates tested was 52 percent in 2012, an increase from 49 percent in 2011. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 60 percent of high school graduates took the examination in 2012.

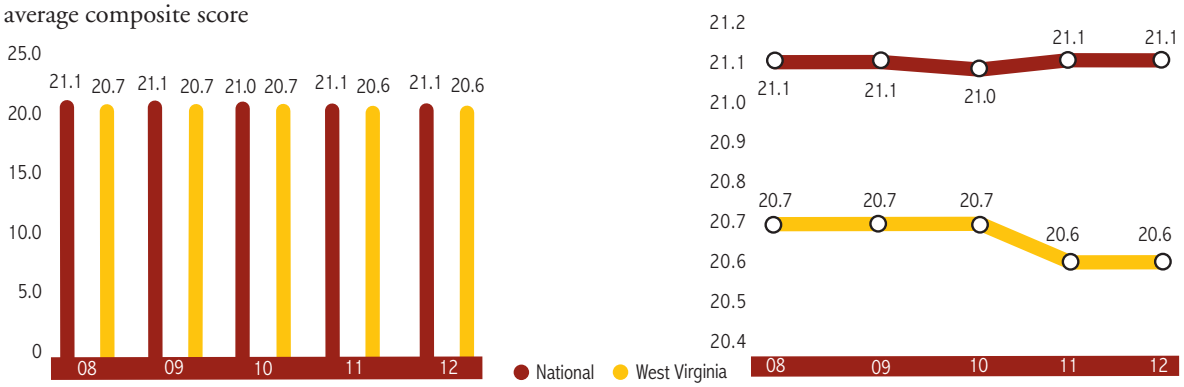
ABOUT THIS MEASURE

The ACT exam is accepted for admission at all public four-year institutions in the state and focuses on student readiness for postsecondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. However, the fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years is likely related to the small declines in scores over the five-year period.

Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2008	2009	2010	2011	2012
English	WV	20.8	20.8	20.7	20.6	20.6
	National	20.6	20.6	20.5	20.6	20.5
Math	WV	19.6	19.6	19.6	19.5	19.6
	National	21.0	21.0	21.0	21.1	21.1
Reading	WV	21.4	21.4	21.3	21.2	21.3
	National	21.4	21.4	21.3	21.3	21.3
Science	WV	20.5	20.5	20.6	20.5	20.5
	National	20.8	20.9	20.9	20.9	20.9
Composite	WV	20.7	20.7	20.7	20.6	20.6
	National	21.1	21.1	21.0	21.1	21.1

Source: ACT



Undergraduate Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes increased 0.4 percent, from 56,355 in 2010-11 to 56,608 in 2011-12.
- For-credit enrollment has increased 5.9 percent since 2007, representing a growth in actual students of 3,164.
- Since the 2007-08 academic year, nine four-year institutions have realized gains in undergraduate enrollment while two experienced decreases.

NATIONAL CONTEXT

Between 2007 and 2010, the most recent year of national enrollment data available, the number of students enrolled in four-year public institutions in the United States rose from just under 7 million to 7.2 million, an increase of 3.8 percent. In the SREB states, enrollment rose by 6.4 percent over that same time period. The increase in West Virginia over the same time period was 4.6 percent (SREB, 2012).

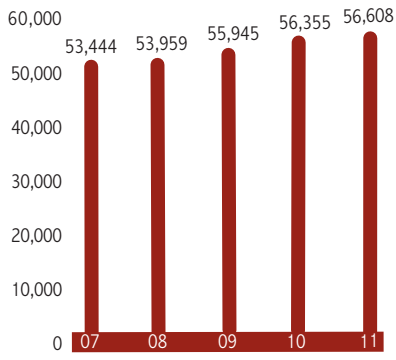
In 2010, 34.5 percent of national postsecondary enrollment was made up by students at four-year public institutions. This figure was 40 percent for SREB states and 44.1 percent in West Virginia.

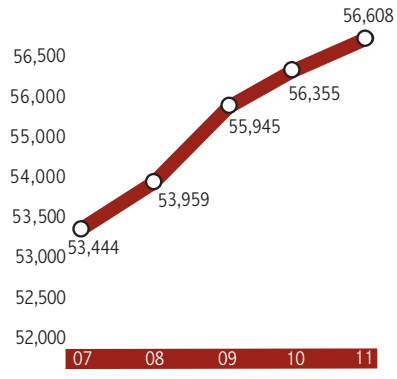
ABOUT THIS MEASURE

Undergraduate 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 overall enrollment is 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.

Undergraduate Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	1,887	1,943	2,058	2,101	2,051	-2.4%	8.7%
Concord University	2,611	2,713	2,677	2,672	2,683	0.4%	2.8%
Fairmont State University	4,091	4,121	4,223	4,362	4,269	-2.1%	4.4%
Glenville State College	1,444	1,444	1,756	1,831	1,926	5.2%	33.4%
Marshall University	9,586	9,310	9,692	10,018	10,053	0.3%	4.9%
Potomac State College of WVU	1,601	1,580	1,807	1,831	1,800	-1.7%	12.4%
Shepherd University	4,011	4,139	4,216	4,182	4,279	2.3%	6.7%
West Liberty University	2,400	2,492	2,598	2,688	2,729	1.5%	13.7%
West Virginia State University	3,254	3,068	3,923	3,156	2,794	-11.5%	-14.1%
West Virginia University	21,129	21,949	21,740	22,301	22,711	1.8%	7.5%
WVU Institute of Technology	1,430	1,200	1,255	1,213	1,313	8.2%	-8.2%
TOTAL	**53,444**	**53,959**	**55,945**	**56,355**	**56,608**	**0.4%**	**5.9%**





Graduate Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes decreased 1.2 percent, from 13,146 in 2010-11 to 12,990 in 2011-12.
- For-credit enrollment has increased 2.3 percent since 2007, representing an increase of 289 students.
- Since the 2007-08 academic year, five four-year institutions have realized gains in graduate enrollment, while three, Fairmont State University, Marshall University, and Shepherd University, have decreased and WVU Institute of Technology ceased to offer graduate courses.

NATIONAL CONTEXT

Fall 2010 national data are the most recent available regarding graduate and first-professional student enrollment. During Fall 2010, approximately 1.44 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 31.9 percent over the last ten years and by 37.8 percent in the SREB states.

Nationally 49.3 percent of graduate student enrollment was located in public colleges in 2010 compared to 66.3 percent in SREB states and 52.7 percent in West Virginia (SREB, 2012).

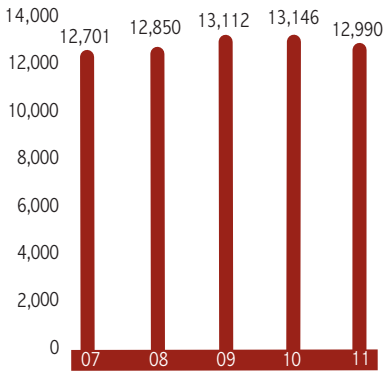
ABOUT THIS MEASURE

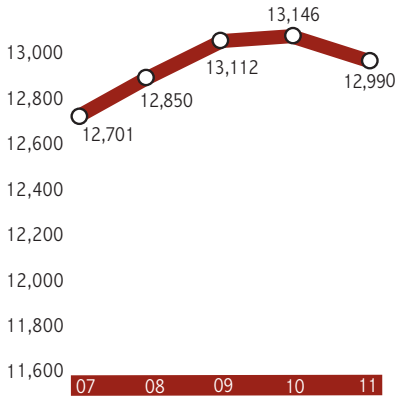
Graduate and first-professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 158 and includes first professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University.

Graduate Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Concord University	104	97	247	247	412	66.8%	296.2%
Fairmont State University	377	433	349	346	349	0.9%	-7.4%
Marshall University	4,222	4,263	4,084	4,174	3,913	-6.3%	-7.3%
Shepherd University	156	144	154	154	155	0.6%	-0.6%
WV School of Osteopathic Medicine	591	691	778	806	816	1.2%	38.1%
West Liberty University	.	16	47	50	59	18.0%	.
West Virginia State University	42	42	48	83	55	-33.7%	31.0%
West Virginia University	7,207	7,164	7,405	7,286	7,231	-0.8%	0.3%
WVU Institute of Technology	2	.	.	.	.	.	.
TOTAL	**12,701**	**12,850**	**13,112**	**13,146**	**12,990**	**-1.2%**	**2.3%**

**WVU Institute of Technology no longer offers graduate programs.*





Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2007– 2011

WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment has increased slightly from 52,478 in 2010-11 to 52,499 in 2011-12.
- FTE enrollment has increased 6.1 percent since 2007, representing a growth in full-time equivalent students of 3,018.
- Since the 2007-08 academic year, nine four-year institutions have realized gains in FTE enrollment, while two have experienced decreases.

NATIONAL CONTEXT

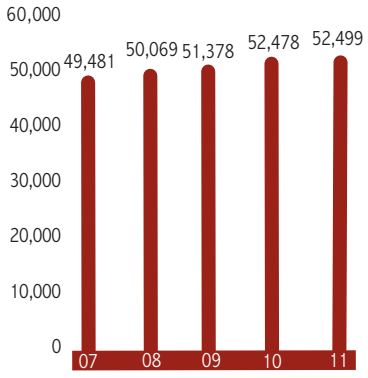
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems to plan strategically for future growth.

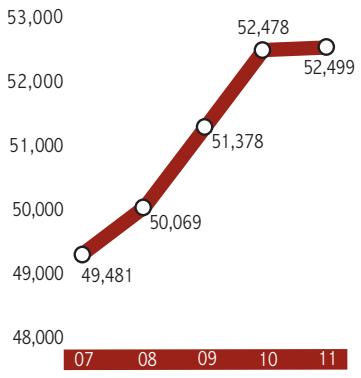
ABOUT THIS MEASURE

Undergraduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 15 which is considered a full-time load for an undergraduate. FTE enrollment was calculated from fall, end-of-term data.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	1,595	1,662	1,751	1,757	1,705	-3.0%	6.9%
Concord University	2,513	2,667	2,665	2,643	2,653	0.4%	5.6%
Fairmont State University	3,693	3,741	3,846	3,944	3,827	-3.0%	3.6%
Glenville State College	1,209	1,265	1,360	1,474	1,432	-2.9%	18.4%
Marshall University	8,450	8,281	8,587	9,091	9,108	0.2%	7.8%
Potomac State College of WVU	1,271	1,248	1,474	1,531	1,505	-1.7%	18.4%
Shepherd University	3,463	3,528	3,678	3,707	3,784	2.1%	9.3%
West Liberty University	2,305	2,408	2,528	2,618	2,630	0.5%	14.1%
West Virginia State University	2,508	2,351	2,669	2,435	2,238	-8.1%	-10.8%
West Virginia University	21,263	21,873	21,699	22,210	22,508	1.3%	5.9%
WVU Institute of Technology	1,212	1,044	1,120	1,068	1,110	4.0%	-8.4%
TOTAL	**49,481**	**50,069**	**51,378**	**52,478**	**52,499**	**0.0%**	**6.1%**





Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2007– 2011

WEST VIRGINIA HIGHLIGHTS

- Graduate FTE enrollment decreased 0.9 percent, from 9,398 in 2010-11 to 9,314 in 2011-12.
- Graduate FTE enrollment has increased 8.1 percent since 2007, representing an increase in actual students of 701.
- Since the 2007-08 academic year, six four-year institutions have realized gains in graduate/first-professional FTE enrollment.

NATIONAL CONTEXT

FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number taking a full load to allow institutions and systems to plan strategically for future growth.

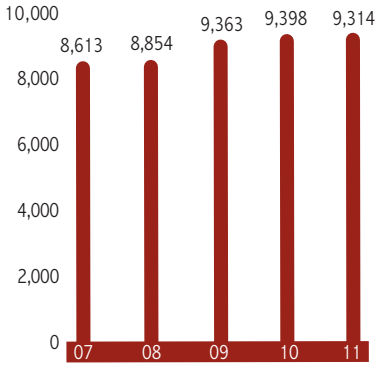
ABOUT THIS MEASURE

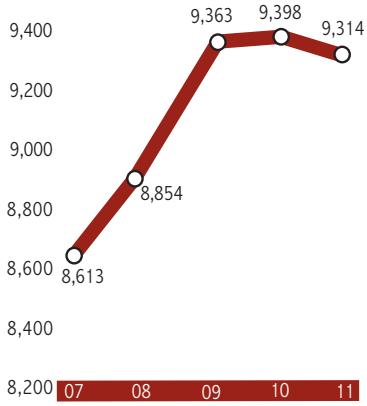
Undergraduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 12 which is considered a full-time load for a graduate student. FTE enrollment was calculated from fall, end-of-term data.

Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Concord University	45	43	106	97	151	55.7%	235.6%
Fairmont State University	202	230	191	182	197	8.2%	-2.5%
Marshall University	2,304	2,400	2,378	2,458	2,302	-6.3%	-0.1%
Shepherd University	72	72	79	79	78	-1.3%	8.3%
WV School of Osteopathic Medicine	591	691	778	806	816	1.2%	38.1%
West Liberty University	.	4	25	26	32	23.1%	.
West Virginia State University	25	27	28	39	35	-10.3%	40.1%
West Virginia University	5,373	5,388	5,778	5,710	5,702	-0.1%	6.1%
WVU Institute of Technology	1	.	.	.	.	.	.
TOTAL	**8,613**	**8,854**	**9,363**	**9,398**	**9,314**	**-0.9%**	**8.1%**

* *WVU Institute of Technology no longer offers graduate programs.*





First-Time Freshman Headcount Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- First-time freshman students enrolled in for-credit classes decreased 0.1 percent, from 11,697 in 2010 to 11,682 in 2011.
- First-time freshman enrollment has increased 9.4 percent since 2007, representing a growth in actual students of 999.
- Since the 2007-08 academic year, eight four-year institutions have realized gains in first-time freshmen enrollment, while three have experienced decreases.

NATIONAL CONTEXT

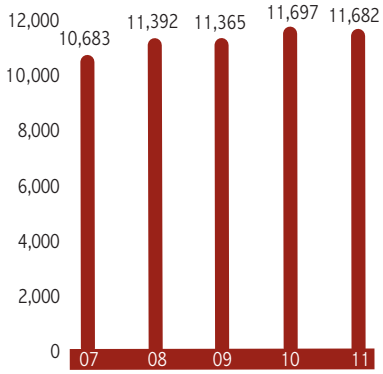
Between 2001 and 2010, first-time freshman enrollment in the nation increased 26.4 percent. The four-year public sector realized an increase of 28.2 during this same time period. Nationally, full-time students comprised 79.6 percent of first-time freshman enrollment in 2001 compared to 80.2 percent in 2010 (NCES, 2012). During that time in West Virginia, the percentage of first-time freshmen who were full-time decreased from 92.2 percent to 81.6 percent.

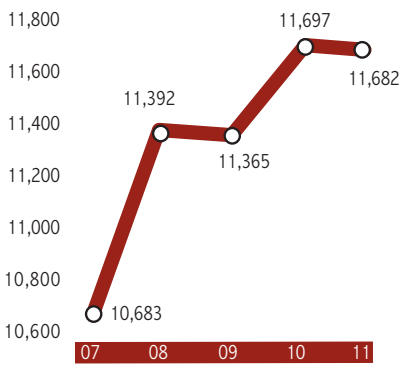
ABOUT THIS MEASURE

This first-time freshman 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).

First-Time Freshman Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	314	287	315	306	278	-9.2%	-11.5%
Concord University	625	716	609	575	583	1.4%	-6.7%
Fairmont State University	638	772	819	776	751	-3.2%	17.7%
Glenville State College	291	303	331	416	381	-8.4%	30.9%
Marshall University	1,688	1,686	1,882	1,951	2,002	2.6%	18.6%
Potomac State College of WVU	616	637	722	711	720	1.3%	16.9%
Shepherd University	706	709	801	770	796	3.4%	12.7%
West Liberty University	476	552	577	534	555	3.9%	16.6%
West Virginia State University	365	372	436	367	311	-15.3%	-14.8%
West Virginia University	4,711	5,128	4,585	5,031	5,021	-0.2%	6.6%
WVU Institute of Technology	253	230	288	260	284	9.2%	12.3%
TOTAL	**10,683**	**11,392**	**11,365**	**11,697**	**11,682**	**-0.1%**	**9.4%**





Adult (25 and Older) Student Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 0.3 percent from 19,794 in 2010 to 19,850 in 2011.
- Adult student enrollment has increased by 1,066 students since 2007 representing a growth of 5.7 percent.
- Since the 2007 academic year, nine institutions have realized gains in adult student enrollment while three have decreased.

NATIONAL CONTEXT

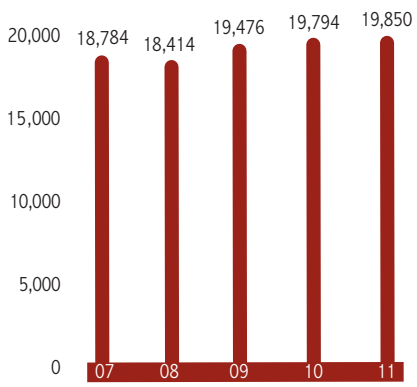
According to the Lumina Foundation, 38.3 percent of Americans between the ages of 25 to 64 had a college credential in 2010, a slight increase over the previous year's 38.1 percent. By 2018, it is expected that 60 percent of all jobs in the United States and 49 percent in West Virginia will require some level of postsecondary education. To reach 60 percent, at least 103 million Americans aged 25 to 64 must receive a college credential. As such, a growing number of states are adopting adult college degree attainment goals in order to prepare for the coming increase.

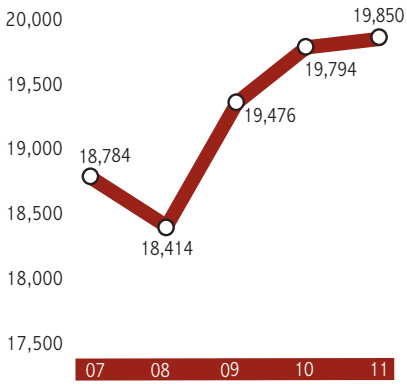
ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in classes in West Virginia's four-year institutions. Given the fact that only 26.1 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 that the system find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.

Adult (25 and older) Student Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	777	764	836	885	926	4.6%	19.2%
Concord University	509	513	642	682	846	24.0%	66.2%
Fairmont State University	1,465	1,473	1,498	1,635	1,614	-1.3%	10.2%
Glenville State College	307	356	565	586	677	15.5%	120.5%
Marshall University	5,501	5,348	5,272	5,447	5,265	-3.3%	-4.3%
Potomac State College of WVU	241	195	259	270	279	3.3%	15.8%
Shepherd University	1,211	1,286	1,319	1,279	1,291	0.9%	6.6%
WV School of Osteopathic Medicine	358	439	526	548	563	2.7%	57.3%
West Liberty University	333	305	350	388	369	-4.9%	10.8%
West Virginia State University	1,206	1,066	1,493	1,190	1,053	-11.5%	-12.7%
West Virginia University	6,463	6,354	6,437	6,600	6,655	0.8%	3.0%
WVU Institute of Technology	413	315	279	284	312	9.9%	-24.5%
TOTAL	**18,784**	**18,414**	**19,476**	**19,794**	**19,850**	**0.3%**	**5.7%**





Enrollment by Gender

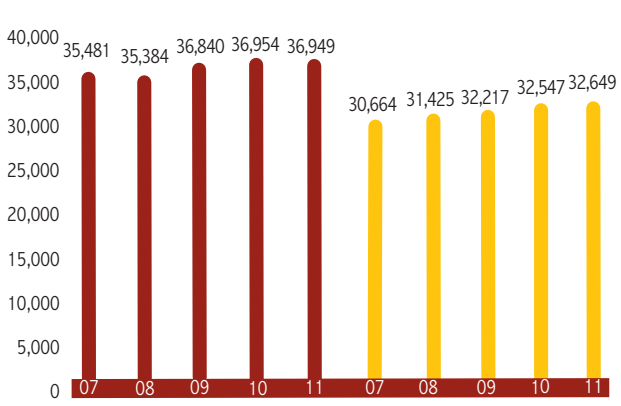
Fall 2007 – 2011

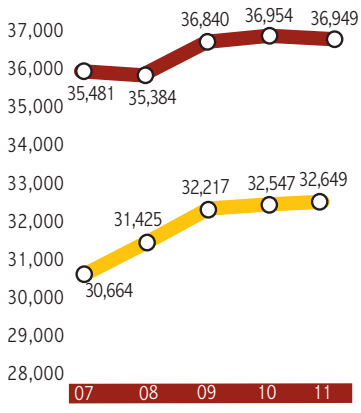
WEST VIRGINIA HIGHLIGHTS

- Female enrollment has remained stable at about 36,950 students from 2010 to 2011.
- Male enrollment increased 0.3 percent from 2010 to 2011 and 6.5 percent from 2007 to 2011.
- Female enrollment in 2011 exceeded male enrollment by a margin of 4,300 students.

Enrollment by Gender

Institution	Gender	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	F	1,105	1,161	1,247	1,323	1,310	-1.0%	18.6%
	M	782	782	811	778	741	-4.8%	-5.2%
Concord University	F	1,606	1,637	1,732	1,655	1,842	11.3%	14.7%
	M	1,109	1,173	1,192	1,264	1,253	-0.9%	13.0%
Fairmont State University	F	2,514	2,568	2,576	2,674	2,625	-1.8%	4.4%
	M	1,954	1,986	1,996	2,034	1,993	-2.0%	2.0%
Glenville State College	F	700	630	753	821	815	-0.7%	16.4%
	M	744	814	1,003	1,010	1,111	10.0%	49.3%
Marshall University	F	8,288	8,159	8,245	8,465	8,347	-1.4%	0.7%
	M	5,520	5,414	5,531	5,727	5,619	-1.9%	1.8%
Potomac State College of WVU	F	861	828	950	941	940	-0.1%	9.2%
	M	740	752	857	890	860	-3.4%	16.2%
Shepherd University	F	2,412	2,476	2,511	2,521	2,567	1.8%	6.4%
	M	1,755	1,807	1,859	1,815	1,867	2.9%	6.4%
WV School of Osteopathic Medicine	F	291	331	369	371	376	1.3%	29.2%
	M	300	360	409	435	440	1.1%	46.7%
West Liberty University	F	1,366	1,420	1,500	1,582	1,601	1.2%	17.2%
	M	1,034	1,088	1,145	1,156	1,187	2.7%	14.8%
West Virginia State University	F	1,909	1,770	2,395	1,887	1,642	-13.0%	-14.0%
	M	1,387	1,340	1,576	1,352	1,207	-10.7%	-13.0%
West Virginia University	F	13,857	13,960	14,085	14,261	14,397	1.0%	3.9%
	M	14,479	15,153	15,060	15,326	15,545	1.4%	7.4%
WVU Institute of Technology	F	572	444	477	453	487	7.5%	-14.9%
	M	860	756	778	760	826	8.7%	-4.0%
Total	**F**	**35,481**	**35,384**	**36,840**	**36,954**	**36,949**	**-0.0%**	**4.1%**
	M	**30,664**	**31,425**	**32,217**	**32,547**	**32,649**	**0.3%**	**6.5%**





Dual Enrollment of High School Students in Commission Institutions

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector increased by four percent from 2010 to 2011 and decreased by 3.1 percent since 2007.
- Dual enrollment numbers during this five-year span varied from a low 2,155 in 2010 and a high of 2,241 students in 2011.

NATIONAL CONTEXT

National collection of dual enrollment data has begun only recently. A 2005 report from the United States Department of Education found that 57 percent of U.S. postsecondary institutions permitted high school students to take college courses during the 2002-03 school year. The percentage was 77 percent for public four-year institutions and 98 percent for public two-year institutions. During that academic year, approximately 813,000 secondary students took a college credit class. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

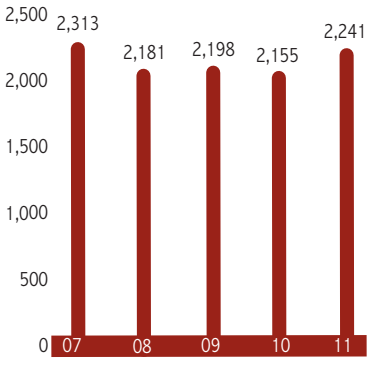
Although these programs have gained in popularity, few studies have measured their effectiveness. A recent study in Florida discovered that: participation in dual enrollment was positively related to enrollment in college; dual enrollment students were more likely to persist in college to a second semester; their grade point average after two years of college was significantly higher than that of their peers; and dual enrollment students had made more progress toward a degree three years after high school graduation (Karp et al., 2007).

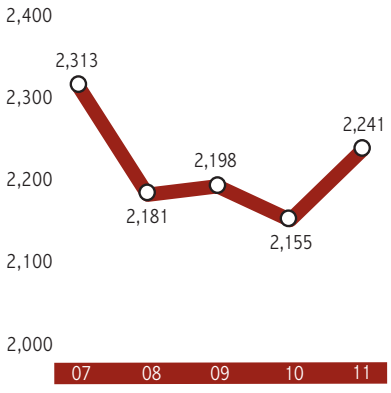
ABOUT THIS MEASURE

These figures represent the number of secondary students who have enrolled in dual enrollment courses associated with four-year public postsecondary institutions in West Virginia. Dual enrollment courses allow high school students to enroll in college courses and earn college credit. These courses were once largely limited to high-achieving students, but are now open to a wider range of students as states have begun to view dual enrollment as a means to support postsecondary preparation. Students who enrolled at multiple postsecondary institutions are counted more than once and figures are from fall, end-of-term data.

Dual Enrollment of High School Students in Commission Institutions

2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
2,313	2,181	2,198	2,155	2,241	4.0%	-3.1%

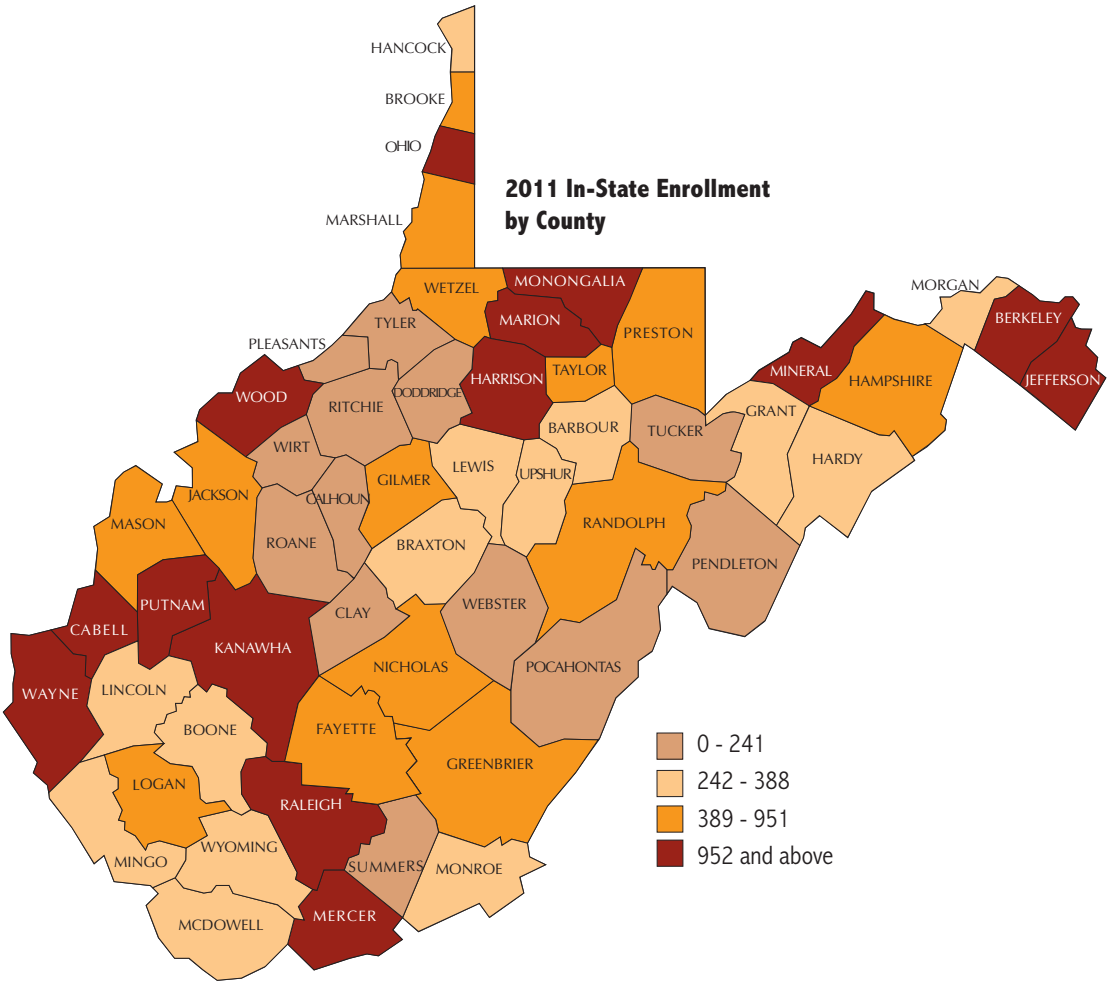




In-State Enrollment by County

Fall 2007 – 2011

County	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
No County	468	363	371	383	448	17.0%	-4.3%
Barbour	242	237	231	227	242	6.6%	0.0%
Berkeley	1,992	1,934	2,143	2,293	2,439	6.4%	22.4%
Boone	307	281	285	343	321	-6.4%	4.6%
Braxton	335	316	336	368	331	-10.1%	-1.2%
Brooke	779	742	719	722	671	-7.1%	-13.9%
Cabell	4,084	4,222	4,300	4,437	4,340	-2.2%	6.3%
Calhoun	149	143	183	173	158	-8.7%	6.0%
Clay	207	168	153	175	163	-6.9%	-21.3%
Doddridge	91	92	90	103	91	-11.7%	0.0%
Fayette	805	777	807	850	893	5.1%	10.9%
Gilmer	397	452	498	535	471	-12.0%	18.6%
Grant	271	305	361	348	324	-6.9%	19.6%
Greenbrier	567	556	583	559	561	0.4%	-1.1%
Hampshire	446	460	499	514	505	-1.8%	13.2%
Hancock	392	409	421	392	387	-1.3%	-1.3%
Hardy	274	267	284	288	301	4.5%	9.9%
Harrison	2,077	2,006	2,065	2,098	2,100	0.1%	1.1%
Jackson	453	477	516	526	527	0.2%	16.3%
Jefferson	1,200	1,255	1,369	1,375	1,431	4.1%	19.3%
Kanawha	5,953	5,855	6,527	5,525	5,378	-2.7%	-9.7%
Lewis	400	402	400	393	340	-13.5%	-15.0%
Lincoln	289	250	264	275	262	-4.7%	-9.3%
Logan	422	373	354	390	389	-0.3%	-7.8%
Marion	2,145	2,190	2,129	2,207	2,063	-6.5%	-3.8%
Marshall	745	785	740	714	696	-2.5%	-6.6%
Mason	629	608	663	660	709	7.4%	12.7%
McDowell	422	418	364	338	326	-3.6%	-22.7%
Mercer	2,063	2,004	2,090	2,124	2,104	-0.9%	2.0%
Mineral	957	894	929	983	952	-3.2%	-0.5%
Mingo	292	259	275	303	264	-12.9%	-9.6%
Monongalia	4,382	4,184	4,175	4,115	3,923	-4.7%	-10.5%
Monroe	241	249	258	257	266	3.5%	10.4%
Morgan	233	237	239	238	252	5.9%	8.2%
Nicholas	456	455	513	493	488	-1.0%	7.0%
Ohio	1,408	1,407	1,509	1,492	1,500	0.5%	6.5%
Pendleton	163	186	172	195	165	-15.4%	1.2%
Pleasants	92	73	88	75	82	9.3%	-10.9%
Pocahontas	143	147	154	152	147	-3.3%	2.8%
Preston	696	696	697	648	628	-3.1%	-9.8%
Putnam	1,666	1,632	1,633	1,806	1,756	-2.8%	5.4%
Raleigh	1,445	1,429	1,590	1,573	1,629	3.6%	12.7%
Randolph	541	534	525	535	535	0.0%	-1.1%



County	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Ritchie	170	148	132	132	163	23.5%	-4.1%
Roane	207	189	209	214	228	6.5%	10.1%
Summers	205	202	218	203	229	12.8%	11.7%
Taylor	331	329	336	362	414	14.4%	25.1%
Tucker	132	126	145	117	117	0.0%	-11.4%
Tyler	179	184	174	145	144	-0.7%	-19.6%
Upshur	361	346	318	298	289	-3.0%	-19.9%
Wayne	1,078	1,023	1,101	1,073	993	-7.5%	-7.9%
Webster	131	139	146	141	134	-5.0%	2.3%
Wetzel	371	367	391	387	408	5.4%	10.0%
Wirt	96	86	94	102	89	-12.7%	-7.3%
Wood	1,078	1,128	1,187	1,223	1,257	2.8%	16.6%
Wyoming	347	341	314	332	308	-7.2%	-11.2%

Undergraduate Transfers in Commission Institutions

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- There has been a 7.2 percent decrease in students transferring between four-year public institutions from 2010 to 2011. This lateral transfer category has experienced a 4.3 percent increase when compared to 2007 figures.
- There was a 3.5 percent decrease in students transferring from two-year to four-year public postsecondary from 2010 to 2011. However, there has been a 34.1 percent increase when compared to the 2007 transfer number.

NATIONAL CONTEXT

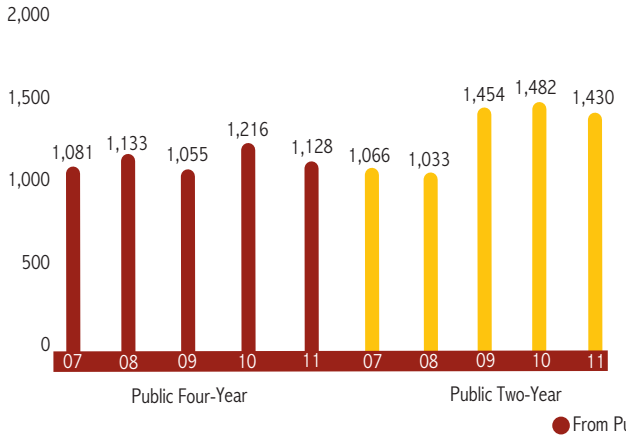
Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40% of seniors surveyed had transferred from other institutions. Transfer patterns have been found to be related to student success. A 2009 NSSE report indicated that forward (transferring from a two- to a four-year institution) and lateral (transferring from one four-year institution to another) transfer students were less engaged and satisfied with their college experience than native students. Formal institutional transfer, such as transferring to pursue a degree program, fosters success, but less discriminate institution hopping thwarts degree completion. Those students making a traditional transfer from a two-year to a four-year college were 21 percent more likely to complete a bachelor's degree than non-transfer students and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006).

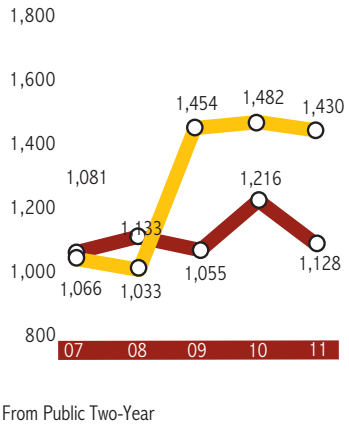
ABOUT THIS MEASURE

These data reflect the number of students in West Virginia between the years of 2007 and 2011 who either transferred from a public two-year to a public four-year institution or who transferred from a public four-year institution to another public four-year institution. The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to Commission Institutions

Transfer Type	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Public Four-Year	1,081	1,133	1,055	1,216	1,128	-7.2%	4.3%
Public Two-Year	1,066	1,033	1,454	1,482	1,430	-3.5%	34.1%





From Public Four-Year From Public Two-Year

COST & AFFORDABILITY

Average Undergraduate Tuition & Fees for In-State and Out-of-State Students

Academic Years 2003 – 2012

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 7.4 percent, from $5,147 in 2011-12 to $5,528 in 2012-13.
- The five-year trend in tuition and fees shows an increase of 31.2 percent for in-state students and 21.8 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 96.3 percent for in-state students and 78.9 percent for out-of-state students though the increase in dollars was greater for out-of-state students.
- In-state tuition has increased by $2,451 since 2003 and out-of-state tuition has increased by $4,933.

NATIONAL CONTEXT

According to SREB data, over the ten-year period from 2001-02 to 2010-11, median in-state tuition at four-year public colleges and universities in SREB states increased from $2,965 to $6,203, an increase of 109 percent. If these figures are adjusted for inflation, the figure is 70 percent. In the country as a whole during the same time period, median in-state tuition increased from $3,407 to $6,537. This was a 92 percent increase without adjusting for inflation, a 56 percent increase with inflation adjustment.

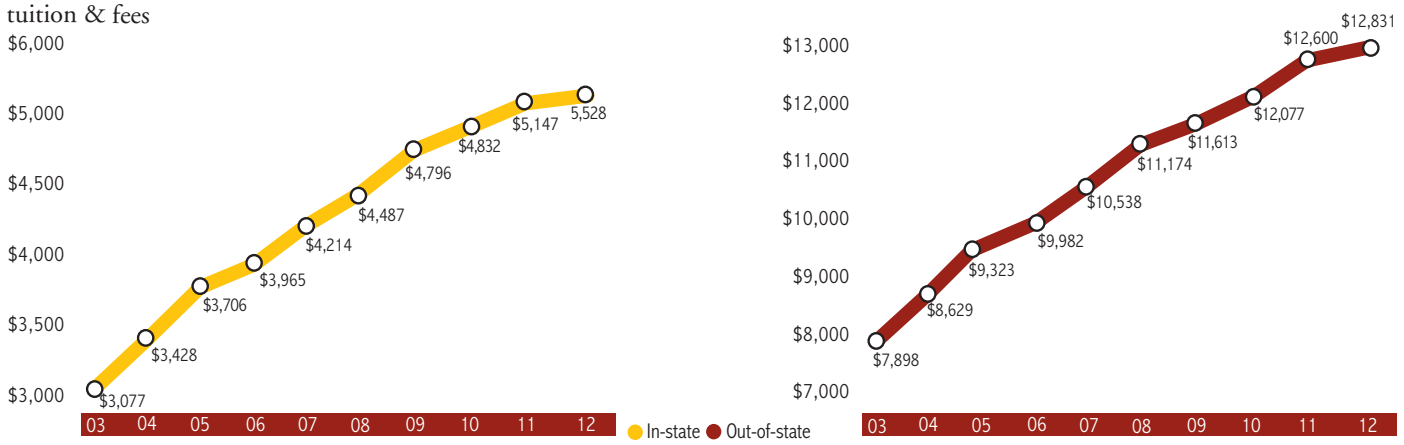
Research by the College Board found that from 2007-08 to 2012-13, published tuition and fees for in-state students at public four-year institutions increased from $6,810 to $8,600 (in 2012 dollars), an increase of $1,850. About $1,410 of the increase was covered by grant aid while the students' share of the increase was $440 (College Board, 2012).

ABOUT THIS MEASURE

This indicator provides the average published price of tuition and mandatory fees for in-state as well as out-of-state students across the system. It does not include the cost of books or room and board and is not an enrollment weighted average. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities and public four-year universities at the out-of-state rate.

Average Undergraduate Tuition and Fees for In-State and Out-of-State Students

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2007-2012 % Change	2003-2012 % Change
In-State	$3,077	$3,428	$3,706	$3,965	$4,214	$4,487	$4,796	$4,832	$5,147	$5,528	31.2%	96.3%
Out-of-State	$7,898	$8,629	$9,323	$9,982	$10,538	$11,174	$11,613	$12,077	$12,600	$12,831	21.8%	78.9%



Undergraduate Tuition & Fees for In-State Students by Institution

Academic Years 2003-2012

Undergraduate Tuition and Fees for In-State Students by Institution

Institution	2003	2008	2011	2012	2011-2012 % Change	2008-12 % Change	2003-12 % Change
Bluefield State College	$2,806	$4,272	$4,908	$5,180	5.5%	21.3%	84.6%
Concord University	$3,198	$4,578	$5,446	$5,716	5.0%	24.9%	78.7%
Fairmont State University	$3,130	$4,804	$5,326	$5,326	0.0%	10.9%	70.2%
Glenville State College	$2,952	$4,486	$5,352	$5,860	9.5%	30.6%	98.5%
Marshall University	$3,260	$4,598	$5,648	$5,930	5.0%	29.0%	81.9%
Potomac State College of WVU	$2,192*	$3,374	$3,802	$3,946	3.9%	16.9%	NA
Shepherd University	$3,270	$4,898	$5,554	$5,834	5.0%	19.1%	78.4%
West Liberty University	$3,138	$4,464	$5,266	$5,930	12.6%	32.8%	89.0%
West Virginia State University	$2,970	$4,466	$5,038	$5,442	8.0%	21.9%	83.2%
West Virginia University	$3,548	$5,100	$5,674	$6,090	7.3%	19.4%	71.6%
WVU Institute of Technology	$3,380	$4,964	$5,344	$5,558	4.0%	12.0%	64.4%

* *This figure is tuition and fees for associate's degree-seeking students as there was not a bachelor's degree-seeking rate at this time.*

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2011 to 2012 ranged from no increase at Fairmont State University to a 12.6 percent increase at West Liberty University ($664). Adjusting for inflation with the Consumer Price Index, West Liberty University's change represents a 9.5 percent increase.
- Over the five-year period from 2008 to 2012, the percent increases varied from a low of 10.9 percent ($522) at Fairmont State University to a high of 32.8 percent ($1,466) at West Liberty University. Adjusted for inflation, these increases were 3.2 percent and 23.6 percent respectively.
- Ten-year increases varied from a 64.4 percent increase of $2,178 at WVU Institute of Technology to a 98.5 percent increase of $2,908 at Glenville State College. These increases are reduced to 30.8 percent and 57.9 percent when adjusted for inflation.

NATIONAL CONTEXT

As can be seen from the chart at right, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for almost all Commission institutions. Similarly, if the tuition among the 20 peer institutions is ranked from highest to lowest, all West Virginia institutions except Potomac State College of WVU rank in the bottom third.

Undergraduate Tuition and Fees (In-State) Peer Comparison, 2012

Institution	Tuition & Fees	Peer Group Average	Rank
Bluefield State College	$5,180	$6,674	17
Concord University	$5,716	$6,934	15
Fairmont State University	$5,326	$6,568	18
Glenville State College	$5,860	$7,812	18
Marshall University	$5,930	$7,062	18
Potomac State College of WVU	$3,178	$3,108	8
Shepherd University	$5,834	$6,707	15
West Liberty University	$5,930	$6,952	11
West Virginia State University	$5,442	$6,686	18
West Virginia University	$6,090	$6,952	20
WVU Institute of Technology	$5,558	$7,769	16

ABOUT THIS MEASURE

This indicator provides the published price of tuition and mandatory fees for in-state bachelor's degree-seeking students at each institution. This does not include the cost of books or room and board. It also does not include the financial aid, federal, state, and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities and public four-year universities at the out-of-state rate.

Cost Of Attendance For In-State Undergraduate Students Living On-Campus

Academic Years 2008 & 2012

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase for cost of attendance between 2008 and 2012 is found at Fairmont State University where the total rose from $11,201 in 2008 to $12,384 in 2012.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was $10,736 in 2008 compared to $13,845 in 2012.
- The four-year public postsecondary institution with the lowest cost of attendance in 2012 is Potomac State College of WVU (again excluding Bluefield State College). The institution with the highest cost is West Virginia University.

NATIONAL CONTEXT

It is estimated that nationally, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board in 2012-13. Average total charges of in-state tuition, fees, room and board at four-year public institutions nationally are $17,860 in 2012-13 which is 4.2 percent higher than the prior year's total (College Board, 2012).

Over the last decade, average tuition and fees at public four-year institutions has increased at an annual rate of 5.2 percent beyond the general rate of inflation.

ABOUT THIS MEASURE

This indicator provides the amount necessary to pay for tuition and mandatory fees, as well as average on-campus room and board, at each institution. Room and board costs vary by where one chooses to live. In general, living off-campus with parents is less expensive than on-campus housing, while living off campus on one's own is more expensive. These figures do not include books, transportation or other expenses which were estimated nationally to be $4,401 for 2012-13 (College Board, 2012).

Cost of Attendance for In-State Undergraduate Students Living On-Campus

	2008			2012			
Institution	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	2008-2012 % Change in Total Cost
Bluefield State College*	$4,272	$0	$4,272	$5,180	$0	$5,180	21.3%
Concord University	$4,578	$6,530	$11,108	$5,716	$7,596	$13,312	19.8%
Fairmont State University	$4,804	$6,397	$11,201	$5,326	$7,058	$12,384	10.6%
Glenville State College	$4,486	$6,250	$10,736	$5,860	$7,985	$13,845	28.9%
Marshall University	$4,598	$7,397	$11,995	$5,930	$8,553	$14,483	20.7%
Potomac State College of WVU	$3,374	$6,660	$10,034	$3,946	$7.083	$11,029	9.9%
Shepherd University	$4,898	$7,221	$12,119	$5,834	$8,776	$14,610	20.6%
West Liberty University	$4,464	$6,282	$10,746	$5,930	$7,910	$13,840	28.8%
West Virginia State University	$4,466	$5,375	$9,841	$5,442	$6,757	$12,199	24.0%
West Virginia University	$5,100	$7,635	$12,735	$6,090	$9,113	$15,203	19.4%
WVU Institute of Technology	$4,964	$6,844	$11,808	$5,558	$8,176	$13,734	16.3%

* *Bluefield State College has no on-campus housing.*

Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2007– 2011

WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners decreased 11.2 percent, from $32,875 in 2010 to $29,183 in 2011.
- The five-year trend in loan debt shows an increase of 9 percent from the $26,784 figure in 2007.
- The four-year public institution with the largest one-year decrease is WVU Institute of Technology which realized a 24.6 percent decline. No institutions saw an increase in debt between 2010 and 2011. However, all but four institutions (Concord University, Shepherd University, WVU Institute of Technology and West Virginia State University) saw an increase in debt over the five-year period 2007 to 2011. Potomac State College of WVU's average debt levels should be viewed with caution as the institution has a very small number of bachelor's degree graduates.

Average Loan Debt of Bachelor's Degree Graduates

County	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Bluefield State College	$18,814	$20,666	$23,491	$25,081	$23,029	-8.2%	22.4%
Concord University	$20,704	$20,933	$21,660	$22,960	$18,908	-17.6%	-8.7%
Fairmont State University	$22,019	$24,358	$27,607	$27,590	$24,737	-10.3%	12.3%
Glenville State College	$18,502	$21,814	$26,423	$28,270	$27,156	-3.9%	46.8%
Marshall University	$21,721	$23,930	$24,024	$25,529	$24,429	-4.3%	12.5%
Potomac State College of WVU	$11,187	$19,098	$13,221	$15,137	$23,179	53.1%	107.2%
Shepherd University	$26,036	$28,998	$28,933	$29,312	$24,189	-17.5%	-7.1%
West Liberty University	$22,359	$25,235	$31,536	$30,315	$26,945	-11.1%	20.5%
West Virginia State University	$24,751	$24,394	$25,671	$29,118	$24,141	-17.1%	-2.5%
West Virginia University	$32,296	$34,857	$37,024	$39,698	$35,226	-11.3%	9.1%
WVU Institute of Technology	$25,222	$23,870	$22,508	$23,992	$18,102	-24.6%	-28.2%
Total	**$26,784**	**$29,065**	**$31,056**	**$32,875**	**$29,183**	**-11.2%**	**9.0%**

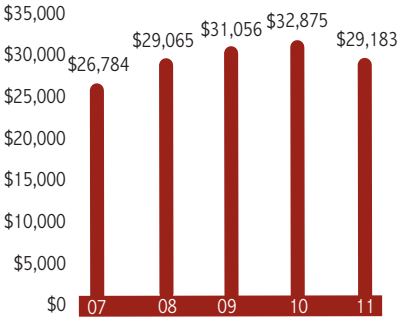
NATIONAL CONTEXT

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).

While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, this has resulted not from a decline in grant aid, but rather a steep increase in loan uptake. From 2000-01 to 2010-11, total grant aid per undergraduate FTE grew at an annual rate of 6.9 percent in inflation-adjusted dollars while total loans increased 6.2 percent per year (College Board, 2012). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2001-02 and 2011-12 from approximately $54 billion to $112 billion (College Board, 2012).

ABOUT THIS MEASURE

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 whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.



College Participation Rate of Low-Income Students

Academic Years 2000 – 2009

WEST VIRGINIA HIGHLIGHTS

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 4.2 percentage points from 20.6 percent in 2000 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.

NATIONAL CONTEXT

In the nation as a whole, the proportion of low-income students who enroll in college has increased over the last decade. In 2001, 22.6 percent enrolled. By 2010, the enrollment of low-income students had increased to 34.4 percent. The college-going rate of students who are not low-income, conversely, has risen by 5.2 percentage points to 44.3 percent. Additionally, the gap in college-going between low-income and more affluent students was larger in 2007 (18.6 percentage points) than it was in 1998 (11.4 percentage points) (Mortenson, 2009).

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.

ABOUT THIS MEASURE

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.

College Participation Rate of Low-Income Students in West Virginia

Year	Participation Rate
2000	20.6%
2001	21.4%
2002	22.4%
2003	21.4%
2004	21.8%
2005	18.6%
2006	19.2%
2007	20.6%
2008	20.2%
2009	24.8%

College Participation Rate of Low-Income Students in SREB States, 2009

State	Participation Rate	State	Participation Rate
Alabama	28.3%	North Carolina	35.4%
Arkansas	30.0%	Oklahoma	21.5%
Delaware	29.7%	South Carolina	30.0%
Florida	36.5%	Tennessee	31.7%
Georgia	33.6%	Texas	25.5%
Kentucky	28.0%	Virginia	35.9%
Louisiana	21.4%	West Virginia	24.8%
Maryland	39.5%	SREB Average	30.1%
Mississippi	30.0%		

LEARNING & ACCOUNTABILITY

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- First-year retention rates have declined 1.6 percentage points at four-year public institutions from 76.2 percent in 2007 to 75 percent in 2011.
- Since 2007, six of the 11 public four-year institutions realized an increase in their retention rate while five experienced a decrease.
- The largest gain over the five-year period was at West Virginia State University, with an increase of 9.5 percentage points.

NATIONAL CONTEXT

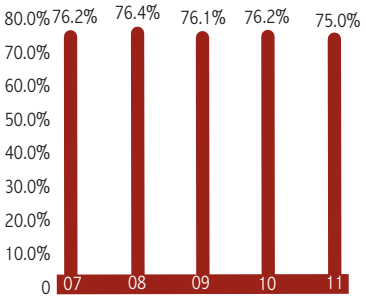
The national proportion of fall 2009 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred 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 2009 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 86 percent. West Virginia is 15th of 16 in overall first-year persistence with a rate of 77 percent (SREB, 2012).

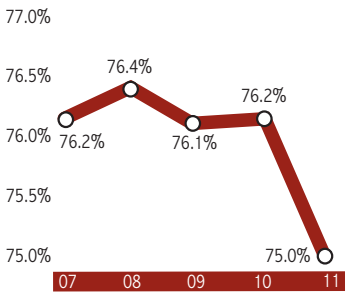
ABOUT THIS MEASURE

This indicator provides the proportion of all first-time freshmen that are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there. Students are more likely to drop out during their first college year than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates.

One-Year Retention Rates

Institution	2007	2008	2009	2010	2011
Bluefield State College	65.5%	62.6%	65.0%	65.2%	59.9%
Concord University	70.5%	74.8%	70.6%	73.3%	70.9%
Fairmont State University	77.8%	73.3%	71.2%	73.6%	72.8%
Glenville State College	61.8%	61.8%	60.6%	66.3%	65.2%
Marshall University	78.6%	78.8%	77.2%	77.2%	76.1%
Potomac State College of WVU	56.9%	55.7%	61.7%	60.9%	58.9%
Shepherd University	71.8%	70.5%	70.4%	75.6%	72.6%
West Liberty University	71.2%	74.3%	73.3%	79.6%	74.8%
West Virginia State University	57.7%	59.7%	66.7%	61.6%	67.2%
West Virginia University	82.0%	83.6%	82.8%	82.3%	80.5%
WVU Institute of Technology	75.3%	63.1%	61.8%	57.8%	68.3%
Total	**76.2%**	**76.4%**	**76.1%**	**76.2%**	**75.0%**





Graduation Rate for Students Seeking a Bachelor's Degree

Fall Cohorts 2002 – 2006

WEST VIRGINIA HIGHLIGHTS

- Graduation rates increased at four-year public institutions from 47.9 percent for the 2002 cohort to 48.5 percent for the 2003 through 2005 cohorts before declining to 47.5 percent for the 2006 cohort.
- Over this time period, three institutions realized an increase in graduation rates while seven suffered a decrease.
- The largest gain was at Shepherd University, with an increase of 5.3 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2003 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 57.4 percent. The figure was higher for women than for men in public institutions (67.1 % for women, 62.4% for men) (NCES, 2011). In the SREB region, for the 2003 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 53 percent.

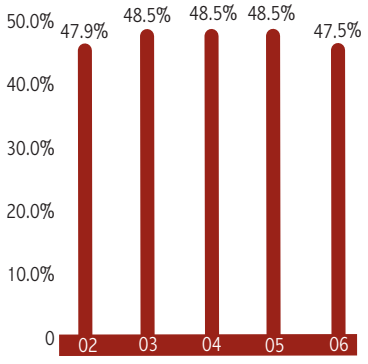
Graduation rates have been shown nationally to vary widely by race/ethnicity with 60.8 percent of White students, 48.7 percent of Hispanic students, 49.1 percent of Black students, 38.3 percent of American Indian/Alaska Native, and 68 percent of Asian/Pacific Islander students completing a bachelor's degree within six years.

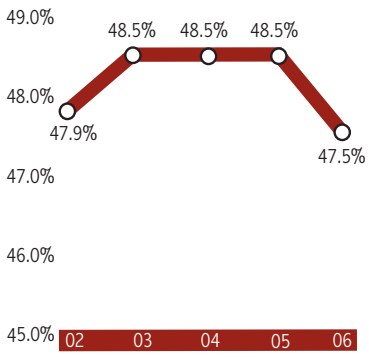
ABOUT THIS MEASURE

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. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there.

Graduation Rate For Students Seeking A Bachelor's Degree by Entering Cohort

Institution	2002	2003	2005	2005	2006
Bluefield State College	24.1%	23.5%	14.5%	22.8%	23.0%
Concord University	36.5%	35.0%	36.9%	38.0%	41.1%
Fairmont State University	41.1%	39.8%	38.1%	36.8%	38.2%
Glenville State College	31.9%	37.9%	32.8%	33.1%	33.1%
Marshall University	46.0%	46.8%	48.4%	46.6%	45.6%
Shepherd University	40.4%	46.9%	44.5%	47.9%	45.7%
West Liberty University	42.6%	35.9%	39.4%	47.1%	40.1%
West Virginia State University	28.1%	20.7%	22.4%	21.2%	17.9%
West Virginia University	56.9%	58.4%	58.9%	57.0%	55.8%
WVU Institute of Technology	42.6%	33.1%	35.2%	42.6%	34.8%
Total	**47.9%**	**48.5%**	**48.5%**	**48.5%**	**47.5%**





Certificates & Degrees Conferred By Major

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The largest one-year percentage gain in number of degrees conferred is found in Science Technologies/Technicians with a 150 percent increase, which can be attributed to fluctuations among low numbers. The largest numerical gain is found in the Regents Bachelor of Arts program with an increase of 233 degrees representing a 30.5 percent increase. Recent institution and system efforts related to the RBA and adult learners in general seem to be producing results.
- The largest five-year percentage gain in number of degrees is found in Philosophy & Religious Studies with a 73.3 percent increase (a growth of 11 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 277 degrees (an increase of 18%).

NATIONAL CONTEXT

Between 2004-05 and 2009-10, in SREB states and in the nation as a whole, the number of bachelor's degrees conferred at both public and private institutions increased by the largest percent for health professions and related sciences (U.S. 61.1%, SREB 51.6%), followed by social and behavioral sciences (14.6 %, 15.3%), business and management (14.6%, 11.3%), science and technologies (10.3%, 12.1%), and humanities (8.2%, 12.9%). Over this time period, degrees in education decreased nationally by 3.9 percent and in the SREB region increased by 6.1 percent.

The magnitude of master's degree growth by field is similar to bachelor's degrees with the largest growth in health professions and related sciences (U.S. 47.9%, SREB 45.5%), humanities (30.1%, 44.2%) and business and management (24.2%, 27.6%), followed by social and behavioral sciences (24.2%, 24.2%), science and technologies (12.3%, 12.9%), and education (9.3%, 9.9%). Growth in research and scholarship doctoral degrees has been largest in business and management (44.2%, 13.6%) followed by science and technologies (25.2%, 30.3%), education (13.2%, 1.1%), humanities (-1.6%, 21%, social and behavioral sciences (-2.5%, 2.4%), and health professions and related sciences (-32.6%, -11.7%).

ABOUT THIS MEASURE

This measure provides the number of certificates, associate's, bachelor's, master's, post-master's, first professional and doctoral degrees awarded by major at Commission institutions over the last five years. The majority of certificates and associate's degrees are awarded in the Community and Technical College System.

Certificates & Degrees Conferred by Major

Major	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Agriculture	213	189	182	226	248	9.7%	16.4%
Architecture	33	29	27	31	21	-32.3%	-36.4%
Biological & Biomedical Sciences	466	475	510	538	506	-5.9%	8.6%
Business	1,735	1,818	1,763	1,834	1,738	-5.2%	0.2%
Communication & Journalism	612	650	675	638	614	-3.8%	0.3%
Communication Technologies/Technicians	29	21	15	17	25	47.1%	-13.8%
Computer & Information Sciences	179	143	142	195	174	-10.8%	-2.8%
Education	1,894	1,858	1,731	1,713	1,753	2.3%	-7.4%
Engineering	624	594	578	692	705	1.9%	13.0%
Engineering Technologies/Technicians	138	142	176	164	197	20.1%	42.8%
English Language & Literature/Letters	213	209	225	172	210	22.1%	-1.4%
Family & Consumer Sciences/Human Sciences	126	130	69	67	75	11.9%	-40.5%
Foreign Languages, Literatures, & Linguistics	99	81	90	102	98	-3.9%	-1.0%
Health Professions & Clinical Sciences	1,543	1,620	1,741	1,770	1,820	2.8%	18.0%
History	162	210	185	206	222	7.8%	37.0%
Legal Professions & Studies	151	161	140	137	156	13.9%	3.3%
Liberal Arts & Sciences, General Studies & Humanities	156	174	190	219	197	-10.0%	26.3%
Mathematics & Statistics	78	72	74	87	98	12.6%	25.6%
Multi/Interdisciplinary Studies	351	358	447	462	498	7.8%	41.9%
Natural Resources & Conservation	183	153	165	149	172	15.4%	-6.0%
Parks, Recreation, Leisure & Fitness Studies	223	232	260	254	278	9.4%	24.7%
Philosophy & Religious Studies	15	20	30	18	26	44.4%	73.3%
Physical Sciences	178	178	189	165	205	24.2%	15.2%
Psychology	431	410	443	440	478	8.6%	10.9%
Public Administration & Social Services	289	255	196	287	278	-3.1%	-3.8%
Regents Bachelor of Arts	767	713	743	763	996	30.5%	29.9%
Science Technologies/Technicians	4	.	3	2	5	150.0%	25.0%
Security & Protective Services	328	287	296	278	268	-3.6%	-18.3%
Social Sciences	568	564	593	586	604	3.1%	6.3%
Visual & Performing Arts	305	301	318	331	343	3.6%	12.5%
Total	**12,093**	**12,047**	**12,196**	**12,543**	**13,008**	**3.7%**	**7.6%**

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Years Ending June 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- 2011 licensure pass rates increased in three of seven areas when compared to 2010. Nursing and Social Work (State) were the only two exams to experience a decrease.
- 2011 licensure pass rates increased in five areas when compared to 2007 – Dental Hygiene, Dietetics, Nursing, Praxis II (Learning &Teaching), and Social Work (State). Medical Terminology was the only program to experience a decrease and Cytotechnology remained the same with a 100 percent pass rate.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2011 national pass rates in professions where current comparison data was available: Dietetics, Social Work, and Nursing. National pass rates for the other areas were not available.

The National Center for Public Policy and Higher Education's latest edition of its biennial state report card entitled *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. About 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 on teacher licensure examinations.

ABOUT THIS MEASURE

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.

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2007	2008	2009	2010	2011
Cytotechnology	100.0%	100.0%	100.0%	100.0%	100.0%
Dental Hygiene	94.6%	90.2%	100.0%	97.7%	98.5%
Dietetics	70.0%	75.0%	88.6%	.	83.3%
Medical Technology	90.0%	86.4%	69.4%	68.4%	87.5%
Nursing	85.0%	86.0%	91.6%	91.3%	86.4%
Praxis II (Learning & Teaching)	88.8%	92.3%	92.2%	93.2%	94.2%
Social Work (State)	65.8%	68.3%	77.1%	84.6%	78.1%

Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Years Ending June 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- 2011 licensure pass rates increased in four of thirteen areas when compared to 2010. A pass rate of 100 percent was maintained in two areas (National Exam in Speech Pathology and Audiology and Physical Therapy).
- 2011 licensure pass rates increased in six of thirteen areas and held steady in one other area when compared to 2007 data
- The areas of COMLEX Level 3, Dentistry, Family Nurse Practitioner, National Exam in Speech Pathology & Audiology, Pharmacy (Pharm D), Physical Therapy, and USMLE Step 3 all have pass rates above 90 percent for each of the five years examined.

NATIONAL CONTEXT

West Virginia institutions exceeded the national pass rate in all exams but one (USMLE Step 3) with an available national 2011 pass rate: COMLEX Level 3 (osteopathic medicine), Dietetics, Family Nurse Practitioner, National Exam in Speech Pathology & Audiology, Occupational Therapy, Pharmacy, and Physical Therapy.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing master's or first professional 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.

Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Exam	2007	2008	2009	2010	2011
Comlex Level 3	100.0%	100.0%	96.4%	92.7%	99.0%
Dentistry	97.8%	97.9%	94.6%	98.5%	99.3%
Dietetics	75.0%	60.0%	87.5%	100.0%	87.5%
Family Nurse Practitioner	94.4%	94.4%	97.4%	97.0%	91.2%
Law	66.3%	71.3%	77.7%	80.6%	74.7%
National Certified Counselor Exam	92.9%	83.3%	68.4%	85.2%	86.4%
National Exam in Speech Pathology & Audiology	97.9%	98.2%	98.0%	100.0%	100.0%
Occupational Therapy	100.0%	89.5%	90.0%	100.0%	93.8%
Pharmacy (Pharm D)	97.2%	95.0%	97.4%	95.9%	96.4%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	88.7%	86.8%	89.0%	90.8%	90.2%
USMLE Step 3	97.1%	97.4%	100.0%	97.9%	94.9%
WV Competency Exam for Counselor Licensing	75.8%	94.3%	81.8%	97.1%	93.9%

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 3.8 percent between 2010 and 2011. 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 the five-year period, the category of graduate assistant and other declined 5 percent.
- The largest percentage increase by rank from 2007 to 2011 was for graduate assistants and others who realized a 44.7 percent gain.

NATIONAL CONTEXT

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.

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 $444,395 for instructors. The SREB had an overall average faculty salary of $73,955.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which is one place above its ranking a year earlier.

ABOUT THIS MEASURE

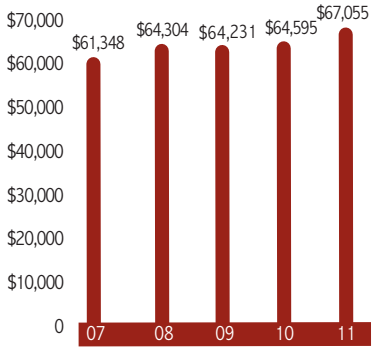
This indicator provides the average salary for full-time faculty at West Virginia public baccalaureate and graduate institutions from Fall 2007 to Fall 2011. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract 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).

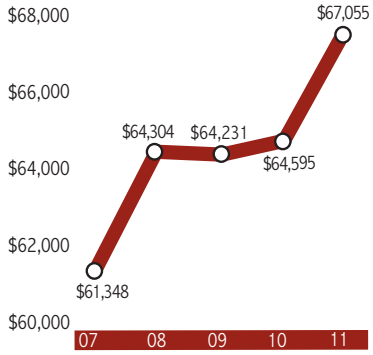
Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2011

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	$66,218	$57,195	$52,696	$42,576	$39,564	.	$57,670
Concord University	$70,317	$58,941	$51,853	$41,359	$31,500	.	$55,918
Fairmont State University	$75,665	$63,518	$50,679	$43,233	.	$52,212	$61,145
Glenville State College	$70,207	$63,281	$50,086	$42,972	.	$37,330	$53,053
Marshall University	$75,168	$61,790	$51,871	$36,401	.	.	$61,752
Potomac State College of WVU	$69,242	$50,574	$44,116	$41,292	$33,500	$39,000	$50,890
Shepherd University	$75,506	$64,031	$55,730	.	$51,929	.	$62,295
West Liberty University	$68,704	$63,989	$52,020	$47,764	$39,226	.	$56,370
West Virginia State University	$63,335	$54,520	$49,013	$38,757	.	.	$53,672
West Virginia University	$106,996	$79,352	$63,973	$42,168	$54,681	.	$78,966
WVU Institute of Technology	$77,059	$56,350	$53,983	$35,000	$50,755	.	$59,760
System	$86,322	$68,726	$57,192	$41,246	$50,132	$47,529	$67,055

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2007-2011

Major	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
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%





INNOVATION

West Virginia's master plan for higher education, Charting the Future 2007-2012, envisions innovation as the key to reaching the goals set forth in the other sections of the plan: access, cost and affordability, learning and accountability, and economic growth. It states, "Innovation in all these areas is necessary to accommodate changing population demographics, address the pressures of globalization, maximize use of existing resources and infrastructure, utilize new technologies, and communicate more effectively with our constituents." Thus, while the outcomes of innovation will be seen in the indicators already presented in this report card, this section sets forth some of the many innovative initiatives underway this year to move the West Virginia higher education system toward the goals Charting the Future establishes.

ECONOMIC GROWTH

The Commission helps to stimulate economic growth in West Virginia through a variety of research initiatives to encourage and generate new knowledge and potentially develop intellectual properties that can be patented, licensed and commercialized. An increasing emphasis on technology transfer, the movement of intellectual property into economic products and job creation, advances the Commission's role in academic research at system institutions and beyond.

- The Commission guides activities within the Research and Economic Development arena through "Vision 2015: The West Virginia Science and Technology Strategic Plan." Originally written in 2005, Vision 2015 was updated in 2012 by the Science and Research Council with the help of university faculty, administrators and other stakeholders.

  Vision 2015 identifies fourteen goals within five categories -- Human and Physical Infrastructure; Policy; Education and Outreach; Economic Development; Research and Innovation -- to target specific programs and actions. Since the plan was first developed, West Virginia has successfully increased the number of graduates with degrees in STEM, increased the number of research-active faculty, constructed additional laboratory facilities and more than doubled external research funding.

- The Commission's Division of Science and Research administers the state's EPSCoR program. EPSCoR, the Experimental Program to Stimulate Competitive Research, is a federal program established by the National Science Foundation in 1979 to enhance the research capability of scientists in states that traditionally have lacked strong university-based research efforts and help them compete for federal academic research and development dollars. The program helps eligible states largely through competitive Research Infrastructure Improvement (RII) awards. These awards support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development.

- Through the Division of Science and Research, West Virginia received its third RII award "Bionanotechnology for Enhanced Public Security and Environmental Safety," in August 2010.

  This five-year, $20 million award is the largest single NSF grant in West Virginia history. Partners in this research and education opportunity are the Division of Science and Research, West Virginia University, Marshall University, and West Virginia State University. Discoveries made through this project have the potential to create new technologies that could significantly impact security, the environment, and medicine, as well as the jobs to manufacture those new innovations.

- During 2012, two additional grants from the National Science Foundation concluded. Both focused on increasing computational science through improved equipment, networking and training. High performance computing equipment was installed at West Virginia University, Marshall University and West Virginia State University, with networking speeds at WVU and WVSU upgraded to 1 gigabyte per second campus-wide.

- The West Virginia Research Trust Fund allows the state's two research universities, West Virginia University and Marshall University, to double private gifts that support expansion of research faculty and infrastructure in key areas linked to economic development, health care, and job growth. This $50 million "Bucks for Brains" fund supports research in energy and environmental sciences; nanotechnology and materials science; biological, biotechnological, and biomedical sciences; transportation technology and logistics; biometrics, security, sensing, and related identification technologies; and gerontology. Private gifts are matched dollar-for-dollar and all funds are permanently endowed. The state's other public colleges and universities also have the opportunity to benefit from the fund

through competitive grants made possible by interest earned on the trust account. In 2012, WVU completed raising $35 million that was matched by the Trust Fund. Marshall has received nearly $10 million in gifts to be matched by the fund, and expects to fulfill its $15 million allotment before 2015.

- The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. The fund generates approximately $3 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. All projects are supported as "seed programs that challenge faculty to develop long-term research activities or support based on the initial state award." Awards supported by the fund include:
  - Research Challenge Grants, which support large STEM (science, technology, engineering and mathematics) research projects that can lead to research centers and economic development. Projects assist the institution in its ability to successfully compete for external funding on a national and international basis by providing incentives to increase research capacity. All projects must be self-supporting at the end of a five-year performance period and are non-renewable.
  - Innovation Grants fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.
  - A number of other grants and programs have been implemented to encourage students to major in STEM fields and to provide support for faculty and businesses engaged in research and development.
- Commission staff also compete nationally for grants that support students and faculty or generate policy-driven data collection. Often, these awards are collaborative programs with faculty from system campuses or institutions nation wide. Further, staff participate in TechConnectWV, a voluntary network of technology-based and entrepreneurial companies that share advice and guidance for small businesses. TechConnectWV works with both the Commission and the WV Department of Commerce to ensure coordination of services that encourage sustainability and economic growth.
- The West Virginia Regional Technology Park in South Charleston was acquired by the Commission in 2010 from Union Carbide Corporation, a subsidiary of The Dow Chemical Company. Under leadership of the Commission and guidance from a new board of directors, the goal of the Park is to move ideas made in the academic research setting to the marketplace. The Tech Park's vision is to become a multi-tenant research, development, and commercialization park focused on energy, chemicals, and related technologies for the advancement of education and economic development in West Virginia and the surrounding region. The West Virginia Regional Technology Park is making great progress in this objective.

  Kanawha Valley Community & Technical College with its 1,200 students has moved into renovated Building 2000, and Bridgemont Community and Technical College opened some new courses at the Tech Park. West Virginia State University has expanded some of its research laboratories to the Park. A Community and Technical College System Advanced Technology Center (ATC) is under construction. When completed in 2015, the ATC will provide additional opportunities for business and education to work together to train students for the roles needed by local industry. Those educational institutions join a growing list of corporate and agency tenants who provide more than 600 jobs on the Tech Park campus. The Research Park Corporation hired Dr. J. Phillip Halstead as its first permanent Executive Director in September 2011.

ACCESS

- The Commission is in the fifth year of its six-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal grant. This program is designed to better prepare students for college through intensive academic preparation services, professional development activities for educators, and college information and awareness initiatives for students and parents. Through the grant, the Commission has launched West Virginia

GEARUP, which targets ten high-need counties throughout the central and southern part of the state. West Virginia GEAR UP has provided additional educational opportunities to more than 8,000 students and their teachers, parents, and family members.

The program has coordinated several college awareness projects designed to encourage a sustainable college-going culture within some of the most critical areas of the state. The program has collaborated with dozens of educational and community organizations to promote academic success and social wellness, designed a comprehensive mentoring program that can be implemented in a variety of settings, and partnered with the state's institutions of higher learning to showcase the diverse opportunities West Virginia's postsecondary education systems provide.

- Since the launch of the College Foundation of West Virginia's comprehensive college access web portal (cfwv.com) in October 2009, more than 130,000 individuals have created an account on the web site, and more than 49,000 college applications have been submitted through the portal. Additionally, upwards of 1,000 educators and education stakeholders have been trained to use cfwv.com in classroom and co-curricular activities. The site has served as a launch pad for additional outreach initiatives, including a focus on recruiting adult learners and an effort to increase awareness regarding state and federal financial aid programs. Early results indicate that these efforts are effective. Nearly ten percent of all cfwv.com account holders are adult students or potential adult students, and attendance at College Goal Sunday, a statewide financial aid awareness event coordinated by the Commission, has increased by more than 400 percent since the event was first held in 2010.
- In 2011, through its College Foundation of West Virginia initiative, the Commission launched West Virginia's first statewide College Application and Exploration Week program. The program was expanded and continued in 2012 to include more than 85 college application and exploration sites targeting middle and high school students and adult learners. Nearly 3,500 students applied to postsecondary programs during the 2012 weeklong event, and more than 22,000 students participated in college readiness and awareness activities. The event was recognized by a statewide proclamation from Governor Tomblin.

  West Virginia's College Day Program is designed to assist high school seniors and juniors with the college admissions application process. On an annual basis, the agency partners with the West Virginia Association of Collegiate Registrars and Admissions Officers to develop a statewide travel recruitment schedule. Included in the eight-week schedule are programs that connect college recruiters with prospective students at all public high schools in the state. On-site visits to high schools are the norm; however, large regional college fairs are sponsored in Charleston, Clarksburg, Huntington, Morgantown, Shepherdstown and Wheeling.
- In August 2012, the Commission partnered with the West Virginia Department of Education to host the second statewide Student Success Summit, a P-20 collaborative event focusing on supporting student development from pre-school through postsecondary education and the workforce. The Summit sought to align curricular, cultural, and social expectations among all education stakeholders to better prepare students to succeed not only at their current level, but also at the next. Nearly 400 education professionals and community representatives attended the Summit, which offered intensive professional development and collaborative sessions on topics such as high school dropout prevention; college access; providing support for adult learners; college retention and completion; cognitive, emotional and social development; and community and parent engagement. The Commission and the Department of Education have committed to hosting the Summit each year.
- The Commission and Council for Community and Technical College Education have been focusing on the issue of college readiness for success in higher education. As a result of collaboration with the West Virginia Department of Education, beginning in Fall 2012, a 12th grade Transition Mathematics course and an English 12 CR (College Ready) course were offered statewide to high school seniors who were found to need extra review and instruction to be "college ready."
- As part of DegreeNow, a Lumina Foundation funded statewide adult learner initiative, which seeks to reenroll adults with some college credit but no degree, the Commission and the Council have partnered with NASPA-Student Affairs Administrators in Higher Education and the Council for Adult and Experiential Learning (CAEL) to enhance adult-focused student and academic services. Through the NASPA train-the-trainers program, a series of regional workshops led by train-the-trainer graduates, and a CAEL workshop and webinar, over 300 higher education

professionals across the state have been trained on adult learning theories, best practices for serving adult learners, prior learning assessment, and a variety of other adult learner-friendly processes and practices. A statewide marketing campaign targeting adult learners continues to reach out to the approximately 200,000 adults in the state with some college and no degree. The DegreeNow quarterly newsletter for faculty, staff, and administrators across the state has provided a forum for sharing adult learner success stories and best practices for serving adult students. Commission staff have presented the activities of DegreeNow at national conferences and adult learner convenings, and the initiative has been featured in the NASPA national magazine, Leadership Exchange.

- The Commission continues to promote and support initiatives that target adults and enhance their ability to attain a bachelor's degree. The RBA Today initiative has focused on identifying and contacting students with college experience but no degree. Marketing efforts have been designed to encourage adult students to consider the Regents Bachelor of Arts (RBA) program. Institutions have been encouraged to reach out to these adult students and responded in the 2011-1012 academic year by producing more than 1,000 graduates, the first time this threshold had been exceeded. Every institution saw an increase in RBA graduates from the previous year. In order to assist Mountain State University students, the RBA program relaxed its residency standards. Finally, the RBA program has initiated a cooperative venture with the West Virginia State Police to increase the percentage of troopers with a bachelor's degree.
- The Commission has undertaken a major initiative to assist adults who wish to attain a bachelor's degree through a new enhancement to the RBA Today program – West Virginia Remote Online Collaborative Knowledge System (WVROCKS). While the RBA has been successfully offered for adults for over 30 years, WVROCKS will provide adults with previous college experience a greater opportunity to complete a bachelor's degree in an accelerated, flexible, online format.

  Students from all public institutions offering the RBA degree will be able to register for courses listed on the WVROCKS portal through their home institution. The portal was piloted in the fall 2012 semester with four courses offered during the first eight-week period and two courses offered during the second eight-week period. The pilot will continue in the spring 2013 semester with five additional courses offered.
- The Veterans Initiatives Task Force works to promote and facilitate the success of veteran students in West Virginia institutions of higher education, focusing on recruitment, retention, and graduation. Outcomes related to these areas are supported by Task Force and Commission efforts such as:
  - symposia for institutional staff and faculty;
  - training for academic advisors;
  - annual meetings/workshops for school certifying officials;
  - establishing policies and procedures that assist veterans in the transition from combat to classroom;
  - conducting research and data collection;
  - assisting the Legislature with information about veterans education and training issues.

  In October, the Undersecretary for Benefits from the U. S. Department of Veterans Affairs served as the keynote speaker for the 2012 Symposium on Veterans on Campus.
- During 2011, planning began to create a West Virginia Center for Veterans Education and Training Success (VETS) within the Commission to more effectively support the goals of the Task Force and to offer more services to institutions and veteran students.

COST AND AFFORDABILITY

- The Commission conducts financial aid nights and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Also, the Division of Financial Aid has developed a financial aid event kit to help high school counselors better promote these workshops. Currently, work is underway to coordinate these events with colleges throughout the state by standardizing the presentation that is given, making it easier for high school guidance counselors to request a workshop, and posting these workshops to CFWV's website.

- Over the course of 2012, the Commission introduced a new initiative to publish the number of FAFSA's filed by each high school in order to create more awareness of the number of high school students who are filing. As of June 24, 48 percent of high school seniors had filed the FAFSA and the Division of Financial Aid is targeting the counties with the lowest FAFSA filing rate for additional outreach activities.
- Training continues to be an area of emphasis as the Commission offers regional workshops to help train college financial aid staff on state financial aid policies. At this time, several different training opportunities are available. Such opportunities include training for the Financial Aid Management System, federal financial aid training for new financial aid professionals, and the development of written policies and procedures manuals for schools to use in processing state aid. Division of Financial Aid staff also conducted state aid reviews to ensure accountability of institutions in processing state aid.
- The FAFSA has recently been simplified by the federal government and now only takes an average of 23 minutes to complete. Because of this, the application for the workforce component of the Higher Education Adult Part-Time Student (HEAPS) grant now requires a completed FAFSA and has been moved online in order to improve program integrity and ensure students meet the eligibility requirements.

LEARNING AND ACCOUNTABILITY

- West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC), a group of 21 states working collaboratively to develop assessments aligned to the Common Core State Standards (CCSS) for K-12. The Common Core State Standards were developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs. These are being called the Next Generation Standards. A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize an agreed-upon uniform performance level on the 11th grade assessment as evidence that students are ready for entry-level, credit-bearing courses in English and mathematics and should be exempted from developmental coursework. Nationwide higher education faculty and K-12 teachers are involved with the creation of the computer adaptive assessment.

  With this in mind, the Commission created a statewide Higher Education Smarter Balanced Advisory Council to assist in the dissemination of Smarter Balanced information and goals to the campuses across West Virginia. The Advisory Council objectives include the following: (1) generating higher education support, (2) strengthening and expanding partnerships between higher education and K-12 in this arena, (3) providing expertise, advice, and feed back to the Commission, the Community and Technical College System (CTCS), and the national SBAC in the development, implementation, and promotion of SBA, and (4) taking SBA information back to campuses and to various higher education advisory groups/councils. Work is also being done to provide professional development for teacher education faculty around the CCSS and the Smarter Balanced Assessment.
- In December 2010, the chancellors of the Commission and the CTCS invited a diverse group of higher education stakeholders from across the state to serve on the West Virginia College Completion Task Force. The charge of this group was to closely examine state and national data on college completion and develop a set of recommendations for increasing the number of West Virginians with high quality certificates and degrees. Co-chaired by First Lady and President of Southern West Virginia Community and Technical College Joanne Tomblin and West Virginia University President James Clements, the group met several times during 2011 to develop a roadmap that will help improve college completion in the state's public higher education institutions and ensure that West Virginia will have the educated citizens it needs. The Task Force's final report was released in May 2012.
- As part of a $1 million grant from Complete College America, the Commission has begun focusing on efforts to re-design developmental education delivery to improve outcomes for the population of students entering institutions with these needs. In October, the Commission gathered representatives from all institutions to share system data on the outcomes of developmental education students and to learn about reforms in this arena going on around the country. Moving forward, the Commission will provide resources for faculty training and curriculum development to campuses as they work to adopt best practices in this area critical to student success.

- The Commission requires its constituent colleges and universities to provide annual updates on their institutional compacts, indicating progress toward meeting the goals of the state master plan. Through the compacts, institutions report on a number of required and elective elements including enrollment, graduation rate, retention rate, assessment of student learning, and use of instructional technology. The compact updates submitted in 2012 are for the fourth year of the five-year planning period.
- Institutions are mandated by West Virginia code and guided by Commission policy to review their academic programs annually and assess them for viability, adequacy, necessity and consistency with mission. Programs are reviewed on a five-year cycle. Summary reports are shared with the Commission and show that institutions are enhancing this process through the use of external reviewers, a practice stressed in Commission policy. In addition, the summary reports reveal that institutions are being diligent in using assessment results for program improvement. The Commission continues to use the program review process as a means of monitoring compliance with a Commission policy statement that the commonly accepted program length for a bachelor's degree program is 120 credit hours. Follow-up reports are requested from programs that exceed this standard.
- In an effort to improve student advising, retention, and degree completion, the Commission, Council and WVNET have partnered to provide fourteen institutions with the technology to implement a web-based academic advising system that is linked with the campus BANNER system. In addition to these fourteen institutions, three institutions have already fully implemented the technology. This technology, DegreeWorks, provides degree audit capabilities to help students and their advisors better negotiate the academic requirements for the student's program of study and will serve as the basis for a additional statewide transfer and articulation applications.
- The Commission has undertaken an initiative to improve the quality of online classes offered by West Virginia higher education institutions by entering into a statewide agreement with Quality Matters. Quality Matters is a nationally recognized peer review process for online courses. Since implementation, 377 faculty and instructional technology staff members have been trained on the Applying the Rubric course, 40 faculty have been trained as peer reviewers and two faculty have been trained as master reviewers. A broadband grant received in November 2012 will provide funding for training of twenty-five faculty on each of the fifteen affiliated institutions, and additional peer and master reviewers. It is planned that all courses submitted for consideration on the Southern Regional Education Campus for the fall 2013 semester will be reviewed and must meet Quality Matters standards.
- In 2009, The Commission was required by the West Virginia Legislature to coordinate training and development opportunities for members of institutional governing boards. The learning objectives were codified and the Commission began hosting opportunities for training in July 2009. These opportunities included, but are not limited to, the following:
  - 2009 Board of Governors Summit, which provided nine hours of training credit;
  - 2009 Finance Summit, which provided six hours of training credit;
  - 2010 Board of Governors Summit, which provided nine hours of training credit;
  - 2011 Capitalizing on the Foundation-Institution Partnership, which provided five hours of training credit;
  - 2011 Strategic Finance, which provided five hours of training credit; and
  - 2012 Board of Governors Summit, which provided nine hours of training credit.

  As required by statute, The Commission has received certifications submitted by board chairs confirming the number of hours of training and development each board member received during Fiscal Year 2012. Although a majority of members were in compliance, a letter was sent to the Governor and Secretary of State regarding the replacement of members marked as noncompliant.

OTHER INNOVATIONS

- The West Virginia Network (WVNET) has completed the CORE Infrastructure Project Plan to upgrade its networking backbone to 10 gigabytes. The new configuration is a ring connecting the cities of Columbus, Huntington, Morgantown, and Pittsburgh for both in-state and internet bandwidth. As a result, the reliability and capacity of the network has significantly increased, and WVNET has already been able to substantially reduce the cost of internet

services to its customers, which include higher education, the Department of Education, and other state agencies. WVNET will be able to drop the cost of services again in the spring, saving the State of West Virginia millions of dollars.

- In response to a continued need for a reporting solution for the Banner ERP system, WVNET has deployed the Argos Reporting Solution product from Evisions and report development is currently underway. Argos makes it possible to easily share web-based, printed, or emailed reports among hosted schools, so that commonly needed reports can be developed by WVNET or any of the campuses to reduce duplicated effort across the state. Argos provides the capability to report against any database, and to develop dashboard-style reports for administrators to track key performance indicators for their institutions. Argos is a strategic first step in developing a more complete data mining capability for the campuses to meet their goals.
- WVNET continues to expand its data storage and disaster recovery capabilities for its customers. The installations of the NetApp network attached storage and the IBM XIV storage server now provide storage for all the applications and services that WVNET provides, including Banner information systems for 13 institutions, Blackboard, and the nearly completed P-20 longitudinal data system.
- The Chancellor's Diversity Initiative staged an annual training in April 2012 that included best practices presentations by Policy Commission institutions and a keynote and panel featuring local and national diversity experts. The past year included the implementation of Campus and Community Teams at all campus to address diversity initiatives. The recently established Diversity Council is holding a quarterly meeting during mid-December of 2012. Part of the Diversity Council's meeting agenda will be an assessment of progress to date and the establishment of future objectives.
- The Chancellor's Post Doctoral Scholars Program supports the development of a diverse faculty in the State of West Virginia through offering talented, new doctorate-holding students opportunities for professional development through advanced teaching and research opportunities at West Virginia institutions of higher learning. Appointments are for 12 months and renewable for a second year contingent upon satisfactory progress. The acceptance of a fellowship carries with it the commitment to conduct research in conjunction with a faculty mentor, provide a written annual report of the research program, teach one course per year, and participate in an academic program within the home institution. The second year will allow the fellow to participate in professional development activities to prepare them for a faculty position at the institution.
- The Chancellor's Scholars Program supports efforts at West Virginia University to supplement existing minority faculty diversity efforts at the university. The program, administered by the Chief Diversity Officer, supports graduate assistantships, scholarships, and other resources to ensure adequate funding for select doctoral students; an Academic Partnership effort that places minority visiting faculty (graduate students) in teaching roles at select West Virginia public higher education institutions; the annual sponsorship of a colloquium for aspiring minority doctoral candidates; and related services.

COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA
STUDENT SUCCESS

All Certificates and Degrees Awarded
Academic Years 2007 – 2011

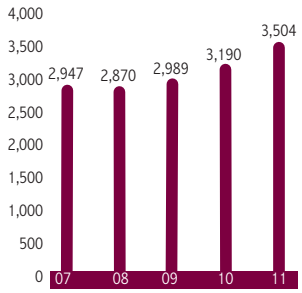
WEST VIRGINIA HIGHLIGHTS
- The number of certificates and degrees awarded in the Community and Technical College System increased 9.8 percent from 3,190 in 2010-11 to 3,504 in 2011-12.
- Over the five-year period since 2007-08, the number of certificates and degrees conferred increased by 19 percent.
- Six institutions have increased their certificate and degree production over the five-year period, while four have decreased.

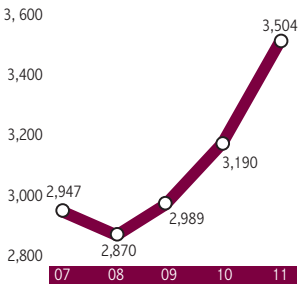
NATIONAL CONTEXT
According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 51 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. However, only 43 percent of the labor market is trained at the middle-skill level. West Virginia has made great strides in improving the number of trained middle-skill laborers in the state. With continued emphasis on degree production, the state's workforce will be able to meet the state's labor market needs (National Skills Coalition, 2011).

ABOUT THIS MEASURE
This indicator provides the total number of certificates, associate's degrees, and bachelor's degrees, whether career/technical or academic, awarded by institutions in each academic year. The certificate programs require at least 30 credit hours of which six credit hours must be general education. The purpose of the certificate program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the AAS.

All Certificates and Degrees Awarded

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 %Change
Blue Ridge Community & Technical College	314	193	307	376	587	56.1%	86.9%
Bridgemont Community & Technical College	134	159	135	156	116	-25.6%	-13.4%
Eastern WV Community & Technical College	30	27	51	62	91	46.8%	203.3%
Kanawha Valley Community & Technical College	268	253	297	277	326	17.7%	21.6%
Mountwest Community & Technical College	382	391	274	376	407	8.2%	6.5%
New River Community & Technical College	202	183	156	140	189	35.0%	-6.4%
Pierpont Community & Technical College	424	391	403	315	380	20.6%	-10.4%
Southern WV Community & Technical College	263	323	252	235	243	3.4%	-7.6%
WV Northern Community College	331	369	407	419	423	1.0%	27.8%
WVU at Parkersburg	599	581	707	834	742	-11.0%	23.9%
TOTAL	**2,947**	**2,870**	**2,989**	**3,190**	**3,504**	**9.8%**	**18.9%**





Student Success Rate

Fall Cohorts 2002 – 2006

WEST VIRGINIA HIGHLIGHTS

- Since 2002, the student success rate has increased by about 8.1 percentage points across the Community and Technical College System.
- All ten institutions have seen gains in their student success rate over the five-year range.
- From 2005 to 2006, six institutions have seen increases in their success rates, while four have seen decreases.

NATIONAL CONTEXT

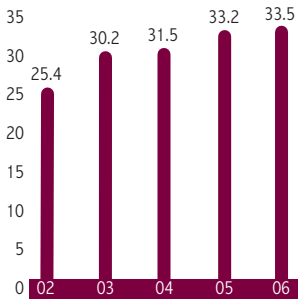
The National Governor's Association, Complete College America, and The Integrated Postsecondary Education Data System (IPEDS) have recognized that the cohorts traditionally used to measure success in baccalaureate-granting institutions may not be appropriate for community and technical colleges. As a result, these organizations have created (or are in the process of creating) new metrics intended to better capture the success of the nation's higher education students. The inclusion of part-time students is one of those changes. Similarly, IPEDS is considering including transfer from a two-to a four-year institution as a successful outcome for community colleges. As these metrics are still in the development stages, national longitudinal data does not yet exist for comparison.

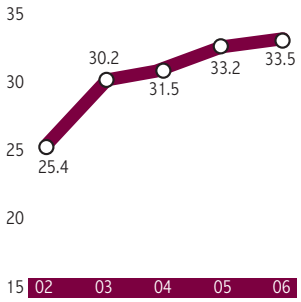
ABOUT THIS MEASURE

Student success rate is used to evaluate the success of all students who seek a degree. The success rate is calculated by following a cohort of first-time freshmen, both full- and part-time, for six years. Students are measured as being successful if they achieved one of the following benchmarks: certificate, associate's degree, or transfer to a four-year institution without earning a certificate or associate's degree. This measure is more appropriate for tracking students in two-year institutions because it accounts for the high percentage of students who enroll part-time. It also provides students with intermittent enrollment patterns--as a result of work and family obligations or who need extra time to complete developmental education--enough time to achieve a successful outcome.

Student Success Rate

Institution	2002	2003	2004	2005	2006
Blue Ridge Community & Technical College	30.7	31.6	44.5	43.3	40.4
Bridgemont Community & Technical College	32.4	37.9	39.5	38.2	41.6
Eastern WV Community & Technical College	16.7	14.3	15.6	17.6	21.7
Kanawha Valley Community & Technical College	17.0	21.7	21.0	25.5	18.4
Mountwest Community & Technical College	18.3	29.5	27.9	33.6	34.0
New River Community & Technical College	18.9	30.6	30.1	38.9	32.8
Pierpont Community & Technical College	26.4	33.3	37.7	36.6	38.0
Southern WV Community & Technical College	31.8	31.9	34.1	30.7	35.6
WV Northern Community College	31.2	29.7	29.8	28.4	34.0
WVU at Parkersburg	29.5	31.9	30.1	33.9	30.9
Total	**25.4**	**30.2**	**31.5**	**33.2**	**33.5**





Six-Year Graduation Rate Of Associate/Certificate-Seeking Students

Fall Cohorts 2002– 2006

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2006 was 27.4 percent, a 0.1 percentage point decrease over the completion rate for the fall 2005 cohort.
- Over the five-year time period studied, there was a 1.3 percentage point increase from the 26.1 percent rate for the fall 2002 cohort.
- The graduation rate for the 2006 cohort ranged from 18.1 to 38.1 percent at West Virginia Community and Technical Colleges System institutions.

NATIONAL CONTEXT

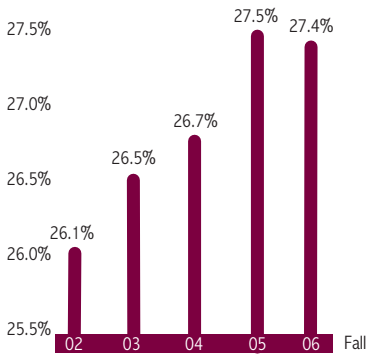
Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2004, 25 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 43 percent attainment rate, and lowest in Louisiana with a 9 percent rate (SREB, 2012).

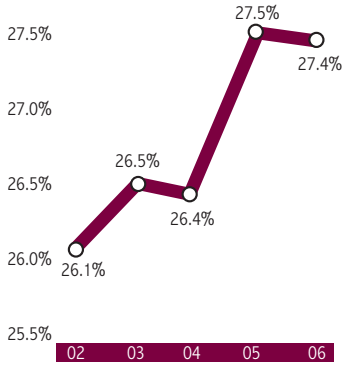
ABOUT THIS MEASURE

This indicator provides the proportion of associate/certificate degree-seeking students, full- and part-time, who earned any award within six years at any institution in the system. Rates are provided for students' institution of origin. Six-year rates are reported because measuring certificate and associate's degree graduation rates within a three-year period fails to take into account the non-traditional (e.g., non-continuous or part-time) enrollment of many community and technical college students.

Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Institution	2002	2003	2004	2005	2006
Blue Ridge Community & Technical College	31.9%	26.4%	36.4%	36.2%	34.1%
Bridgemont Community & Technical College	36.7%	38.3%	30.5%	28.8%	30.8%
Eastern WV Community & Technical College	11.1%	0.0%	15.0%	13.3%	38.1%
Kanawha Valley Community & Technical College	18.2%	19.4%	20.1%	23.0%	18.1%
Mountwest Community & Technical College	19.0%	27.5%	27.2%	27.7%	25.3%
New River Community & Technical College	28.0%	27.4%	26.0%	30.9%	26.6%
Pierpont Community & Technical College	31.3%	27.0%	28.0%	25.3%	28.4%
Southern WV Community & Technical College	24.3%	24.6%	28.5%	25.2%	27.8%
WV Northern Community College	26.2%	24.8%	24.0%	24.6%	30.1%
WVU at Parkersburg	26.1%	30.4%	26.4%	30.8%	26.2%
Total	**26.1%**	**26.5%**	**26.7%**	**27.5%**	**27.4%**





One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2011 after initial enrollment in the academic year 2010-11was 45.4 percent. This was 3.9 percentage points lower than the 49.3 rate for the previous year's cohort.
- Between the years of 2010 and 2011, the one-year retention rate increased at two institutions.
- Over the five-year time span covered, the retention rate decreased 3.6 percentage points from the 49 percent retention rate in the fall of 2007.

NATIONAL CONTEXT

This report utilizes full- and part-time retention rates while national statistics focus on only full-time. Because of the State's community and technical college student demographic, this combined measurement is useful in West Virginia. However, because national retention rates utilize only full-time students, their rates generally tend to be higher.

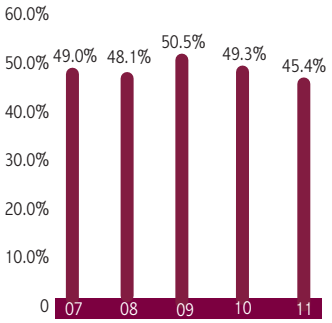
The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 67 percent for the fall 2008 students returning in fall 2009 to 65 percent of those who first enrolled in 2009 and returned in 2010. The national figure for first-time, full-time students at two-year public institutions returning in fall 2010 was 59.9 percent and for part-time students was 41.4 percent, combining for an overall one-year retention rate of 48.9 percent.

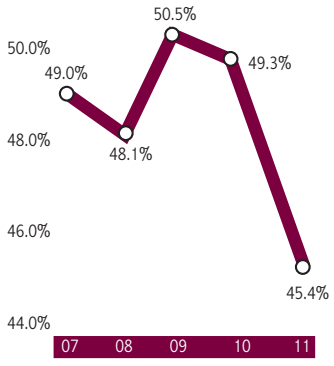
ABOUT THIS MEASURE

This indicator provides the proportion of students from the previous fall's cohort of first-time, full- and part-time freshmen who returned in the fall of the indicated year to any institution in the State's public system. This is a change from the measure used in previous Report Cards which only assessed the retention rates of full-time students. Further, retention is measured at end of term rather than at census as in previous years. Students were included whether or not they were degree or certificate seeking. This first-year retention is an important milestone on the way to completion of a degree or certificate.

One-Year Retention Rates

Institution	2007	2008	2009	2010	2011
Blue Ridge Community & Technical College	49.6%	50.8%	54.9%	55.4%	54.7%
Bridgemont Community & Technical College	42.5%	41.1%	49.4%	49.3%	52.3%
Eastern WV Community & Technical College	38.6%	45.3%	58.3%	44.1%	51.4%
Kanawha Valley Community & Technical College	43.6%	47.9%	40.7%	47.0%	39.1%
Mountwest Community & Technical College	39.3%	41.9%	41.6%	33.2%	32.6%
New River Community & Technical College	48.8%	51.5%	53.2%	50.6%	47.6%
Pierpont Community & Technical College	54.4%	46.5%	50.9%	46.8%	44.9%
Southern WV Community & Technical College	54.7%	49.3%	54.6%	54.9%	45.2%
WV Northern Community College	50.8%	52.3%	50.7%	54.6%	47.7%
WVU at Parkersburg	50.0%	49.4%	54.1%	52.4%	48.1%
Total	**49.0%**	**48.1%**	**50.5%**	**49.3%**	**45.4%**





Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental education courses decreased 1.2 percentage points from 66.6 percent in 2010-11 to 65.4 percent in 2011-12. The percentage of students enrolled in developmental education courses in 2011-12 is a decrease of 1 percentage point from 2007-08 enrollment.
- The institution with the highest proportion of students enrolled in developmental education in 2011-12 was Kanawha Valley Community and Technical College, while the lowest was Mountwest Community and Technical College.
- Enrollment in developmental education courses increased between 2010-11 and 2011-12 at three institutions and decreased in seven. Between 2007-08 and 2011-12, enrollment in developmental education courses increased at 5 institutions and decreased at 5 others.

NATIONAL CONTEXT

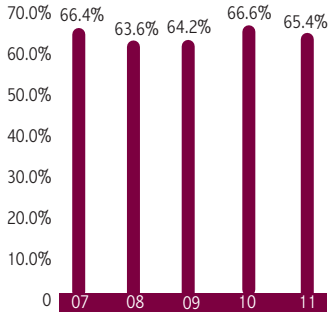
Identifying reliable comparison data about developmental education course-taking is challenging, considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2012) puts the percentage of students at 2-year colleges that require remediation at 51.7 percent, while a survey of students conducted by the National Center on Education Statistics (2012) reports that 42 percent of first-time students at community colleges enrolled in at least one developmental education course.

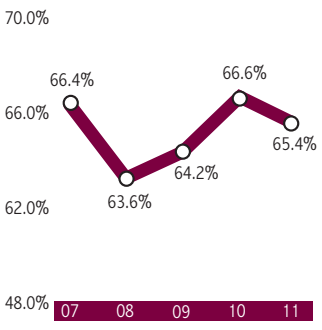
ABOUT THIS MEASURE

Students enroll in developmental education courses when their scores on the ACT exam or placement tests, such as COMPASS or ACCUPLACER, indicate that they are not ready to undertake college level work. While students who require developmental education may be recent high school graduates, they may also be adult learners who have been out of school for a number of years.

Percentage of First-Time Freshmen Enrolling in Developmental Courses

Institution	2007	2008	2009	2010	2011
Blue Ridge Community & Technical College	51.2%	40.2%	52.7%	65.8%	58.8%
Bridgemont Community & Technical College	66.5%	62.8%	50.7%	61.4%	61.8%
Eastern WV Community & Technical College	81.1%	77.4%	74.5%	86.2%	78.6%
Kanawha Valley Community & Technical College	76.0%	76.5%	73.8%	80.4%	80.2%
Mountwest Community & Technical College	72.7%	60.8%	43.0%	43.6%	52.8%
New River Community & Technical College	63.8%	61.9%	59.8%	63.6%	65.5%
Pierpont Community & Technical College	62.3%	61.2%	63.2%	67.8%	62.8%
Southern WV Community & Technical College	70.8%	64.8%	72.0%	71.8%	68.6%
WV Northern Community College	77.5%	78.2%	79.8%	78.1%	76.8%
WVU at Parkersburg	56.6%	61.4%	70.3%	68.5%	64.2%
Total	**66.4%**	**63.6%**	**64.2%**	**66.6%**	**65.4%**





Passing Rate for First-Time Freshman in Developmental Education Courses

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses decreased 0.2 percentage points from 58.3 percent in 2010 to 58.1 percent in 2011. The percentage of students passing declined 7.2 percentage points compared with the 2007 rate of 65.3 percent.
- The proportion of students passing developmental math courses declined by 3.8 percentage points from 52.9 percent in 2010 to 49.1 percent in 2011. When compared to passing rates in 2007, the proportion declined 5.9 percentage points.
- The percentage of students passing Reading developmental education courses increased 4.4 percentage points from 63.0 percent in 2010 to 67.4 percent in 2011. The percentage of students passing increased 0.7 percentage points compared with the 2007 rate of 66.7 percent

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time freshman students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the twelve SREB states that submitted data to Complete College America, 52 percent of first-time freshman students enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

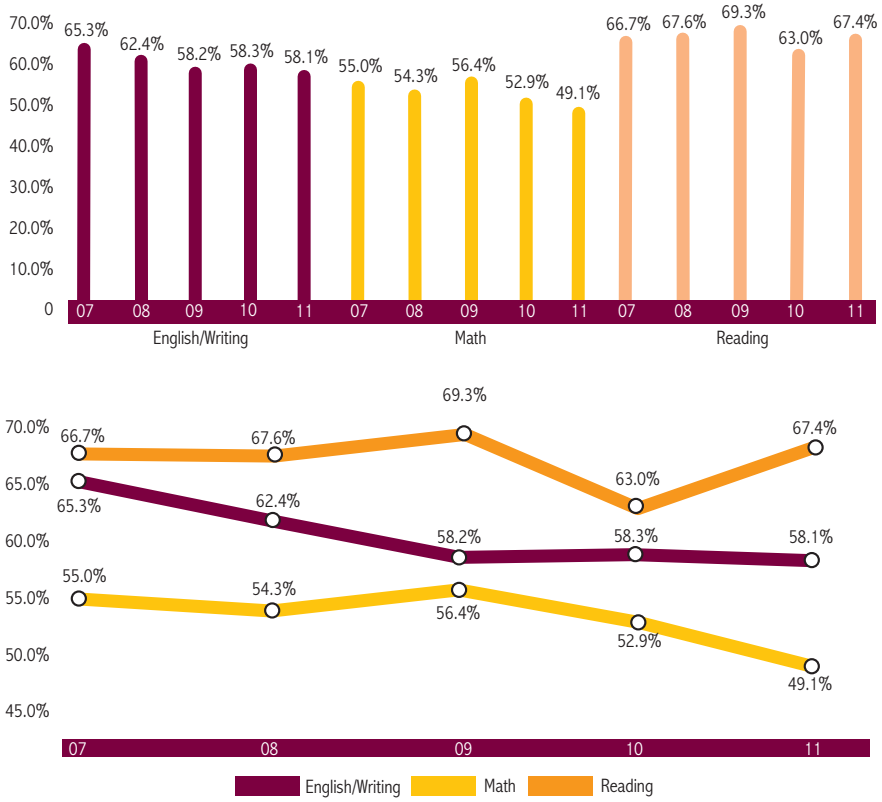
This indicator represents the percent of first-time freshman passing developmental education courses in the areas of English/writing math, and reading. Students are assigned to developmental courses, which do not carry academic credit, based on their entrance exam scores. As recommended by the SREB, West Virginia has a statewide standard for assessment and placement into developmental courses. Passing these courses is an indicator of being ready to do college-level work. Where there is missing data for English/writing, all developmental courses were coded as being in reading and vice versa.

Passing Rate for Students in Developmental Courses

Institution	Subject	2007	2008	2009	2010	2011
Blue Ridge Community & Technical College	English/Writing	67.0%	56.7%	49.7%	.	48.1%
	Math	56.8%	74.7%	57.2%	42.7%	42.5%
	Reading	65.9%	74.4%	74.4%	55.4%	53.7%
Bridgemont Community & Technical College	English/Writing	77.0%	70.0%*	90.0%*	*	56.3%
	Math	37.4%	52.5%	40.7%	59.3%	52.9%
	Reading	89.1%	63.0%	94.2%	79.7%	52.9%
Eastern WV Community & Technical College	English/Writing	95.5%	90.7%	73.1%	67.3%	78.4%
	Math	68.4%	80.3%	72.5%	68.2%	64.3%
	Reading	65.0%	91.3%	80.6%	78.9%	64.7%
Kanawha Valley Community & Technical College	English/Writing	75.5%	62.3%	65.7%	46.6%	72.4%
	Math	62.1%	55.7%	64.8%	50.9%	63.7%
	Reading	48.5%	66.7%	54.3%	55.8%	72.5%
Mountwest Community & Technical College	English/Writing	68.8%	69.0%	53.1%	63.6%	50.0%
	Math	52.3%	26.8%	36.7%	34.9%	18.3%
	Reading	33.3%	56.4%	30.8%	34.6%	71.9%
New River Community & Technical College	English/Writing	64.0%	63.6%	70.5%	69.7%	57.9%
	Math	62.6%	62.0%	59.3%	57.6%	52.7%
	Reading	69.2%	60.6%	62.5%	77.5%	48.5%
Pierpont Community & Technical College	English/Writing	50.9%	45.0%	46.9%	40.1%	50.5%
	Math	49.3%	44.6%	42.6%	38.8%	33.4%
	Reading	.	.	.	69.2%	38.9%

Institution	Subject	2007	2008	2009	2010	2011
Southern WV Community & Technical College	English/Writing	62.1%	64.9%	66.2%	65.8%	69.7%
	Math	58.7%	61.6%	68.2%	71.7%	73.2%
	Reading	63.0%	73.5%	67.1%	72.7%	81.4%
WV Northern Community College	English/Writing	56.7%	61.5%	57.5%	.	57.8%
	Math	60.7%	58.0%	61.1%	49.3%	47.7%
	Reading	72.8%	64.7%	71.2%	59.5%	58.7%
WVU at Parkersburg	English/Writing	63.4%	64.7%	58.4%	.	56.6%
	Math	53.5%	60.2%	57.2%	59.0%	40.2%
	Reading	71.9%	72.3%	60.6%	67.7%	65.8%
Total	**English/Writing**	**65.3%**	**62.4%**	**58.2%**	**58.3%**	**58.1%**
	Math	**55.0%**	**54.3%**	**56.4%**	**52.9%**	**49.1%**
	Reading	**66.7%**	**67.6%**	**69.3%**	**63.0%**	**67.4%**

* *Due to data submission issues, Bridgmont Community and Technical College figures come directly from the institution and are not available for 2010.*



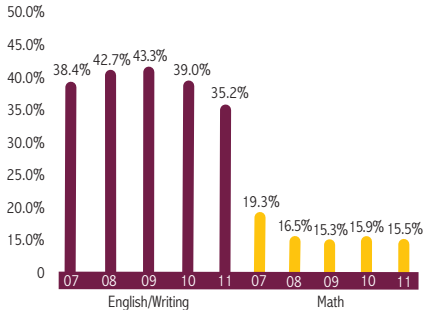
Percentage of First-Time Freshman Enrolled in Developmental Education Courses Passing Subsequent College-Level Coursework within Two Years

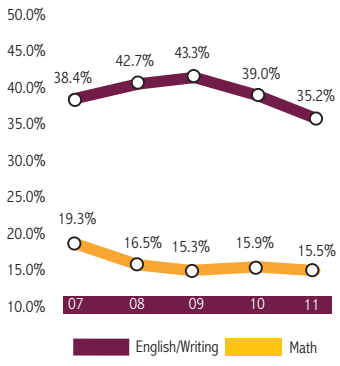
Academic Years 2006-2010

Percentage of Students Enrolled in Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

Institution	Subject	2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	English/Writing	59.3%	50.0%	43.3%	36.2%	.
	Math	14.1%	21.2%	32.6%	20.1%	17.2%
Bridgemont Community & Technical College	English/Writing	32.0%	31.5%	32.0%*	43%*	*
	Math	23.0%	9.9%	16.0%	10.0%	16.6%
Eastern WV Community & Technical College	English/Writing	31.3%	50.0%	55.8%	30.8%	46.2%
	Math	4.3%	13.2%	13.1%	7.2%	13.6%
Kanawha Valley Community & Technical College	English/Writing	38.7%	42.4%	40.9%	35.8%	20.5%
	Math	20.0%	21.6%	14.6%	20.9%	17.2%
Mountwest Community & Technical College	English/Writing	37.5%	51.0%	51.0%	37.6%	35.1%
	Math	28.5%	23.6%	14.5%	22.1%	18.7%
New River Community & Technical College	English/Writing	27.8%	41.0%	41.3%	40.4%	44.9%
	Math	35.0%	36.6%	32.0%	30.1%	30.1%
Pierpont Community & Technical College	English/Writing	43.5%	38.7%	27.0%	33.0%	26.0%
	Math	16.3%	13.7%	14.1%	13.5%	8.4%
Southern WV Community & Technical College	English/Writing	47.9%	42.5%	42.6%	44.1%	43.2%
	Math	11.8%	9.0%	12.8%	18.3%	18.8%
WV Northern Community College	English/Writing	23.4%	33.7%	46.7%	42.1%	.
	Math	11.4%	11.0%	8.7%	7.4%	7.3%
WVU at Parkersburg	English/Writing	33.3%	47.3%	47.4%	42.0%	.
	Math	17.7%	9.7%	9.2%	11.0%	12.5%
Total	**English/Writing**	**38.4%**	**42.7%**	**43.3%**	**39.0%**	**35.2%**
	Math	**19.3%**	**16.5%**	**15.3%**	**15.9%**	**15.5%**

**Due to data submission issues, Bridgemont Community and Technical College figures for 2008 and 2009 come directly from the institution and are not available for 2010.*





- The proportion of first-time freshmen who took developmental education in English and then passed the subsequent college-level course within two years decreased from 39.0 percent in 2009 to 35.2 percent in 2010. The proportion of students passing the entry-level English course has fallen by 3.2 percentage points from 38.4 percent in 2006.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years decreased by 0.4 percentage points from 15.9 percent in 2009 to 15.5 percent in 2010. This number has fallen by 3.8 percentage points from the 2006 level of 19.3 percent.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time entry students who enroll in developmental courses, 22.3 percent complete them and the subsequent college-level course within two years. Among the eleven SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshman students who, within two years of matriculation, passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.Where there is missing date for English/Writing, all developmental courses were coded as being in reading and vice versa.

Community College Students Entering Bachelor's Degree Programs (or Above) the Following Fall

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college decreased from 2,285 for those entering in Fall 2009 to 1,821 in 2010, a decline of 20.3 percent.
- Over the five-year time span reported from 2006 to 2010, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 11 percent from 1,640 students for 2006 to 1,821 for 2010.
- The number of students who entered a bachelor's degree program in 2010 varied widely by institution with six institutions showing increases over the five-year time period.

NATIONAL CONTEXT

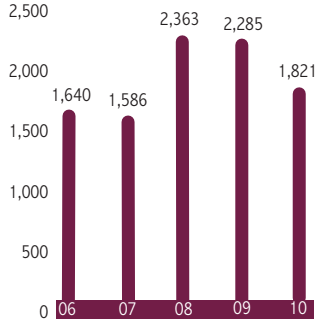
Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2012) data on the 2006 cohort of first-time students found that 33 percent of all college students transferred at least once prior to receiving their bachelor's degree, with a majority of students (37 percent) transferring during their second year of college. Nationally, of all transfers students coming into four-year institutions, 41 percent originated from public two-year institutions. This compares favorably to the 37.6 percent of students transferring from a two-year institution to another two-year institution (NSC, 2012).

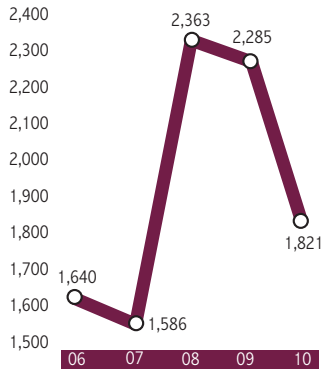
ABOUT THIS MEASURE

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a CTCS institution in the fall of the year indicated. Although 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.

Number of Community College Students Entering Bachelor's Degree Programs (or Above) the Following Fall

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	71	82	85	121	131	8.3%	84.5%
Bridgemont Community & Technical College	81	68	116	62	49	-21.%	-39.5%
Eastern WV Community & Technical College	17	8	15	15	16	6.7%	-5.9%
Kanawha Valley Community & Technical College	168	134	684	485	172	-64.5%	2.4%
Mountwest Community & Technical College	211	176	271	208	122	-41.3%	-42.2%
New River Community & Technical College	131	142	149	158	156	-1.3%	19.1%
Pierpont Community & Technical College	292	313	252	254	245	-3.5%	-16.1%
Southern WV Community & Technical College	130	128	130	184	133	-27.7%	2.3%
WV Northern Community College	110	116	119	139	126	-9.4%	14.5%
WVU at Parkersburg	429	419	542	659	671	1.8%	56.4%
Total	**1,640**	**1,586**	**2,363**	**2,285**	**1,821**	**-20.3%**	**11.0%**





Pass Rates Of Undergraduate Certificate and Associate's Degree Completers On Licensure/ Certification Examinations

Test Takers: July 1, 2011 to June 30, 2012

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 81.3 percent passed. This represents a 10 percent decrease from the previous year, however there were approximately 160 more students examined. Individual test pass rates ranged from a high of a 100 percent for Central Sterile Supply Technician and Pharmacy Technology students to a low of a 43.8 percent for Surgical Technology students.
- Associate's degree completers who took an Allied Health licensure examination experienced an 85.3 percent pass rate. This accounts for a modest 1.9 percent decrease from the previous year, despite an increase of nearly 200 more students taking the examinations. The exam pass rates ranged from 100 percent for Pharmacy Technology and Massage students to a low of 66.7 percent for Nuclear Medicine Technology students.
- Collectively, students completing undergraduate certificates who took other industry licensure examinations had a 97.2 pass rate. All but three licensure exams boast a 100 percent passing rate, while no test had a pass rate of fewer than 75 percent. Undergraduate certificate licensure exams include several different types of curriculum areas including Culinary Arts, Accounting, Power Plant Technology, and Sales.
- Associate's degree program students who took other industry licensure examinations had an 78.3 percent pass rate. Associate's Industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Accounting, Welding Technology, Information Technology, and many others.

NATIONAL CONTEXT

In five Allied Health certificate programs in which students took licensure examinations and national data were available, the percent of West Virginia students passing each exam met or exceeded the national average. For students completing associate's degrees and taking an Allied Health licensure exam, the percent of West Virginia students passing the exam met or exceeded the national average in four programs for which data were available: EMT-Paramedic, Physical Therapy Assistant, Radiologic Technology and Surgical Technology.

ABOUT THIS MEASURE

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination and the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce. Data collection methods were altered in order to keep this report as up to date as possible. This means that during this transition test takers from July 2010 to June 2011 were skipped in order to provide the most up-to-date calculations.

Pass Rates of Undergraduate Certificate Completers on Allied Health Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
Medical Assisting	44	42	95.5%
Phlebotomy	24	23	95.8%
Licensed Practical Nursing	28	25	89.3%
Emergency Medical Services	71	49	69.0%
Laboratory Assistant	12	9	75.0%
Central Sterile Supply	1	1	100.0%
Healthcare Technology	24	22	91.7%
Surgical Technology	16	7	43.8%
Pharmacy Technology	4	4	100.0%
TOTAL	**224**	**182**	**81.3%**

Pass Rates of Associate's Degree Completers on Allied Health Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
Emergency Medical Services	38	26	68.4%
Paramedic Science	38	26	68.4%
Nursing	284	263	92.6%
Medical Assisting	25	24	96.0%
Dental Hygiene	25	20	80.0%
Respiratory Therapy, Respiratory Care Technology	88	61	69.3%
Veterinary Technology	14	10	71.4%
Nuclear Medicine Technology	6	4	66.7%
Physical Therapist Assistant	40	31	77.5%
Radiographic Technology	35	34	97.1%
Massage	10	10	100.0%
Health Information Technology	21	19	90.5%
Pharmacy Technology	2	2	100.0%
Clinical Lab Assistant, Clinical Medical Assistant	15	12	80.0%
Medical Laboratory Technology	21	19	90.5%
Surgical Technology	6	5	83.3%
Medical Billing & Coding	28	21	75.0%
TOTAL	**658**	**561**	**85.3%**

Pass rate of Degree Completers on Other Industry Licensure/ Certification Examinations

Exam	Examined	Passed	Pass Rate
Certificate Degree Program	107	104	97.2%
Associate's Degree Program	607	475	78.3%

WORKFORCE DEVELOPMENT

Skill Set Certificate Completers (Less Than One Year)

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing skill set certificates increased 44 percent, from 8,412 in 2010-11 to 12,184 in 2011-12.
- Skill set certificate completion has increased 77.9 percent since 2007-08.
- Since 2007-08, six institutions have realized increases in skill set certificate completion while four have decreased.
- From 2010-11 to 2011-12, five institutions experienced an increase in skill set completers, while the remaining five underwent a decrease. Due to new hires, Blue Ridge Community and Technical College had a 517.4 percent increase in skill set completers.

NATIONAL CONTEXT

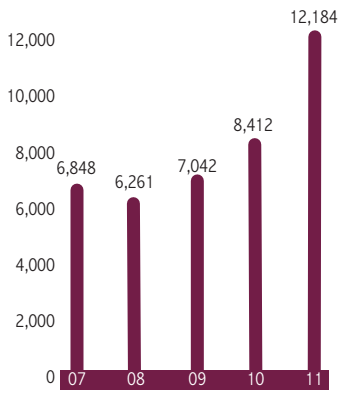
Among two-year public institutions in the U.S., 69.9 percent offered skill-set length certificate programs in the 2004-05 academic year. These skill set-length certificates were also offered at 51.3 percent of two-year private, for-profit institutions. Less-than-two-year institutions are those most likely to offer skill set-length certificates, with 73.3 percent of institutions in this sector offering them. Across sectors, less-than-two-year private, for-profit institutions were the most likely to offer these certificates with 78.2 percent offering them, while four-year private, not-for-profit institutions were the least likely at 8.3 percent (NCES, 2008).

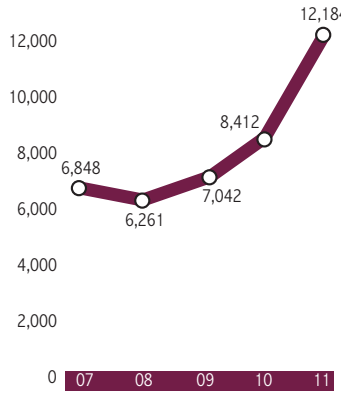
ABOUT THIS MEASURE

This indicator provides the number of students completing skill set certificate programs. Skill sets are a series of courses for competencies that prepare individuals for a specific skill and carry a value of 1 to 11 credit hours or the non-credit contact hour equivalent.

Skill Set Certificate Completers (Less Than One Year)

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 %Change
Blue Ridge Community & Technical College	142	146	671	851	5,254	517.4%	3600.0%
Bridgemont Community & Technical College	24	8	72	312	807	158.7%	3262.5%
Eastern WV Community & Technical College	5	3	260	199	117	-41.2%	2240.0%
Kanawha Valley Community & Technical College	1,328	1,637	658	505	453	-10.3%	-65.9%
Mountwest Community & Technical College	685	240	230	970	571	-41.1%	-16.6%
New River Community & Technical College	225	447	142	229	1,296	465.9%	476.0%
Pierpont Community & Technical College	1,287	909	2,022	1,152	1,294	12.3%	0.5%
Southern WV Community & Technical College	1,117	2,034	2,426	2,752	720	-73.8%	-35.5%
WV Northern Community College	1,943	758	475	417	1,290	209.4%	-33.6%
WVU at Parkersburg	92	79	86	1,025	382	-69.8%	315.2%
Total	**6,848**	**6,261**	**7,042**	**8,412**	**12,184**	**44.0%**	**77.9%**





Career-Technical Certificate Program Completers

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 24.2 percent from 586 in 2010-11 to 728 in 2011-12.
- The number of certificate completers increased at eight institutions from 2010-11 to 2011-12 and declined at two.
- Since 2007-08, the number of certificate completers has increased from 459 to 728, a growth of 58.6 percent. The number of those completing certificates has increased at seven of the ten institutions during this time and remained the same at one.

NATIONAL CONTEXT

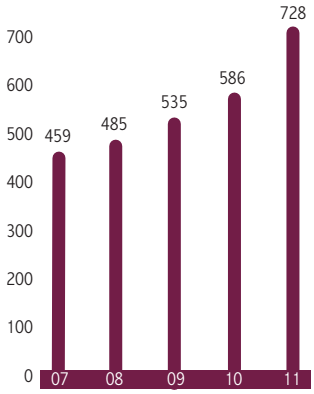
In 2007, 98.5 percent of two-year public institutions in the United States offered career education. Of the awards distributed at public two-year institutions in 2007, 38.9 percent were career/technical education certificates. The number of students completing certificate programs at two-year public institutions across the country increased by 6 percent from 2006 to 2007 (NCES, 2010).

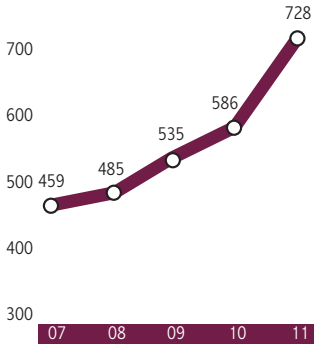
ABOUT THIS MEASURE

This indicator provides the number of students completing certificate programs that are designed to prepare the student to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least thirty credit hours of which six credit hours must be in general education.

Career-Technical Certificate Program Completers

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 %Change
Blue Ridge Community & Technical College	63	46	123	146	180	23.3%	185.7%
Bridgemont Community & Technical College	9	17	9	9	8	-11.1%	-11.1%
Eastern WV Community & Technical College	1	0	4	11	16	45.5%	1500.0%
Kanawha Valley Community & Technical College	13	18	16	25	44	76.0%	238.5%
Mountwest Community & Technical College	56	64	17	69	76	10.1%	35.7%
New River Community & Technical College	40	39	23	27	71	163.0%	77.5%
Pierpont Community & Technical College	111	118	122	63	47	-25.4%	-57.7%
Southern WV Community & Technical College	37	53	27	32	37	15.6%	0.0%
WV Northern Community College	82	104	111	106	126	18.9%	53.7%
WVU at Parkersburg	47	26	83	98	123	25.5%	161.7%
Total	**459**	**485**	**535**	**586**	**728**	**24.2%**	**58.6%**





Career-Technical Associate's Program Completers

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate's programs increased 7 percent from 2,067 in 2010-11 to 2,211 in 2011-12.
- Career-technical associate's program completion has increased 12.8 percent since 2007-08.
- Six institutions experienced gains since 2010-11, and seven have increased their associate's completions since 2006-07.

NATIONAL CONTEXT

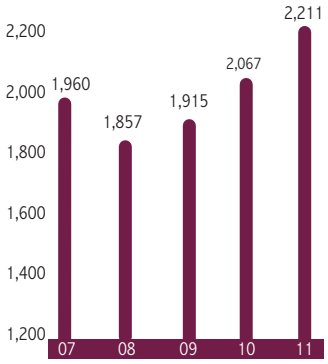
The number of students who have completed associate's degrees in career education at any type of institution across the country decreased 4.8 percent from 2006 to 2007. At two-year public institutions in the same period, the number decreased 4.9 percent (NCES, 2009).

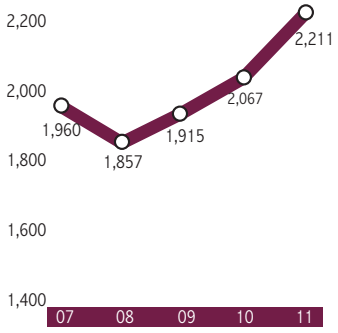
ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in the career-technical fields each academic year. Associate's degrees require a minimum of sixty credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.

Career Technical Associate's Program Completers

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 %Change
Blue Ridge Community & Technical College	162	124	152	203	337	66.0%	108.0%
Bridgemont Community & Technical College	123	138	119	140	105	-25.0%	-14.6%
Eastern WV Community & Technical College	21	21	31	36	43	19.4%	104.8%
Kanawha Valley Community & Technical College	227	195	241	230	262	13.9%	15.4%
Mountwest Community & Technical College	313	308	251	302	325	7.6%	3.8%
New River Community & Technical College	138	118	86	71	89	25.4%	-35.5%
Pierpont Community & Technical College	298	256	267	230	306	33.0%	2.7%
Southern WV Community & Technical College	192	215	185	169	160	-5.3%	-16.7%
WV Northern Community College	204	203	239	259	220	-15.1%	7.8%
WVU at Parkersburg	282	279	344	427	364	-14.8%	29.1%
Total	**1,960**	**1,857**	**1,915**	**2,067**	**2,211**	**7.0%**	**12.8%**





Training Contact (Clock) Hours Delivered

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System increased 34.5 percent, from 740,413 in 2010-11 to 995,705 in 2011-12.
- Since 2007-08, the number of training hours delivered has risen 42.3 percent.
- Between 2007-08 and 2011-12, seven institutions have increased their number of training contact hours.

NATIONAL CONTEXT

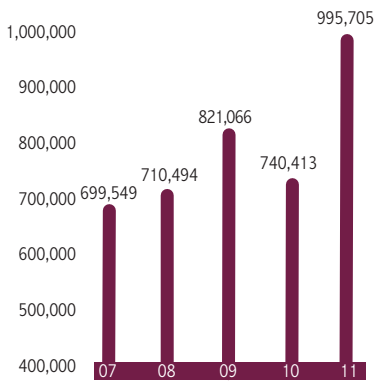
Training contact hours are difficult to compare nationally due to a lack of uniform reporting of this measure in any national publications, but there is evidence that this function of community colleges grew significantly over the last decade. While 38 states require that community colleges report some information on non-credit workforce education, how this is reported varies, and in 24 of these states, including West Virginia, the training contact hours are not included in the state's educational data system (American Association of Community Colleges, 2008).

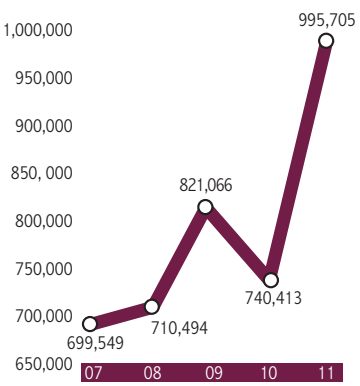
ABOUT THIS MEASURE

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instructional productivity determined by multiplying the number of students served by the number of session hours. Training hours are largely non-credit, workforce development and implemented for specific employers either at the work site or on campus.

Training Contact (Clock) Hours Delivered

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community & Technical College	23,540	24,717	26,153	42,284	250,510	492.4%	964.2%
Bridgemont Community & Technical College	29,451	23,417	47,744	53,339	85,175	59.7%	189.2%
Eastern WV Community & Technical College	17,014	19,320	28,255	8,323	19,197	130.7%	12.8%
Kanawha Valley Community & Technical College	52,079	82,621	85,985	79,351	76,695	-3.3%	47.3%
Mountwest Community & Technical College	140,764	130,807	257,694	106,700	44,595	-58.2%	-68.3%
New River Community & Technical College	67,460	58,760	88,781	124,292	157,987	27.1%	134.2%
Pierpont Community & Technical College	83,803	114,344	80,433	82,781	116,103	40.3%	38.5%
Southern WV Community & Technical College	63,503	81,260	61,447	86,067	58,480	-32.1%	-7.9%
WV Northern Community College	199,279	147,880	96,076	75,295	114,274	51.8%	-42.7%
WVU at Parkersburg	22,656	27,368	48,498	81,981	72,689	-11.3%	220.8%
TOTAL	**699,549**	**710,494**	**821,066**	**740,413**	**995,705**	**34.5%**	**42.3%**





ACCESS

Credit Headcount Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 0.3 percent, from 27,054 in 2010 to 26,975 in 2011.
- For-credit enrollment has increased 21.9 percent since Fall 2007.
- Over this five-year span from 2007 to 2011, nine institutions have realized increases in for-credit enrollment while one has experienced a decrease. The largest increase has been 99.3 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

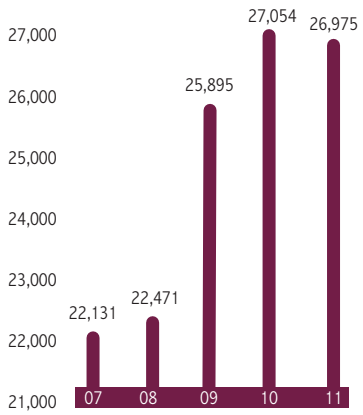
From 2005 to 2010, while enrollment in two-year public colleges increased 34.5 percent in West Virginia, it increased 24.6 percent nationally and 31.2 percent in the SREB states. Enrollment in two-year colleges made up 25.7 percent of undergraduate enrollment in West Virginia in 2010 while it made up 48.2 percent nationwide and 49.8 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions decreased 1.7 percentage points from 2005 to 2010 in West Virginia while it increased 3.8 percent in the nation and 4.7 percentage points in SREB states.

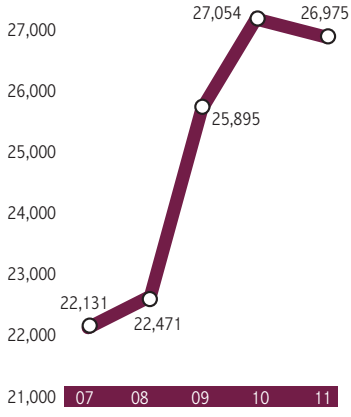
ABOUT THIS MEASURE

This indicator tracks the number of students at each institution taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working toward a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

Credit Headcount Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community & Technical College	2,184	2,468	3,198	3,874	4,353	12.4%	99.3%
Bridgemont Community & Technical College	747	767	913	928	1,017	9.6%	36.1%
Eastern WV Community & Technical College	537	545	639	638	773	21.2%	43.9%
Kanawha Valley Community & Technical College	1,643	1,752	2,235	1,949	1,714	-12.1%	4.3%
Mountwest Community & Technical College	2,476	2,534	3,083	3,126	3,111	-0.5%	25.6%
New River Community & Technical College	2,255	2,383	2,811	3,016	3,127	3.7%	38.7%
Pierpont Community & Technical College	2,854	2,666	2,783	3,000	3,038	1.3%	6.4%
Southern WV Community & Technical College	2,272	2,548	2,619	2,565	2,457	-4.2%	8.1%
WV Northern Community College	3,327	3,069	3,327	3,510	3,084	-12.1%	-7.3%
WVU at Parkersburg	3,836	3,739	4,287	4,448	4,301	-3.3%	12.1%
Total	**22,131**	**22,471**	**25,895**	**27,054**	**26,975**	**-0.3%**	**21.9%**





Annual Headcount Enrollment

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Annual headcount enrollment decreased 1 percent, from 36,857 in 2010-11 to 36,503 in 2011-12.
- Annual headcount enrollment has increased 21.1percent since Fall 2007.
- From 2007-08 to 2011-12, nine institutions have realized increases in annual headcount enrollment while one has experienced a decrease. The largest increase has been 85.5 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

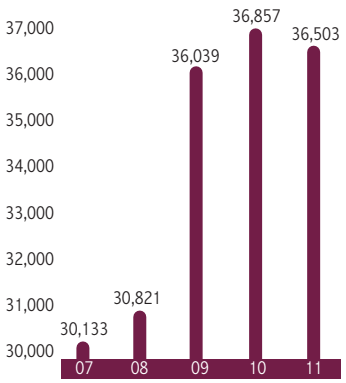
The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows Community and Technical Colleges in West Virginia to account for all of the students that they serve. Since many community college programs begin and end in the middle of a term, measuring headcount enrollment only at the end of the fall term fails to accurately depict the number of students attending community colleges.

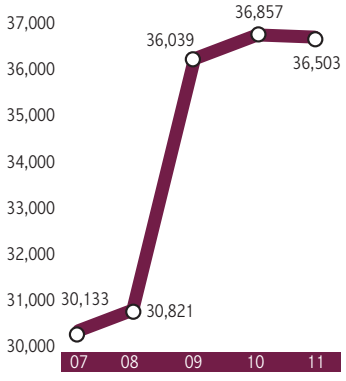
ABOUT THIS MEASURE

Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the summer, fall, and spring.

Annual Headcount Enrollment

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community & Technical College	3,207	3,593	4,361	5,195	5,949	14.5%	85.5%
Bridgemont Community & Technical College	943	983	1,129	1,167	1,231	5.5%	30.5%
Eastern WV Community & Technical College	697	811	875	862	1,022	18.6%	46.6%
Kanawha Valley Community & Technical College	2,142	2,238	3,145	2,511	2,241	-10.8%	4.6%
Mountwest Community & Technical College	3,179	3,464	4,043	4,186	4,168	-0.4%	31.1%
New River Community & Technical College	3,206	3,564	4,011	4,268	4,682	9.7%	46.0%
Pierpont Community & Technical College	3,696	3,604	3,693	3,969	4,060	2.3%	9.8%
Southern WV Community & Technical College	2,985	3,169	3,289	3,131	3,002	-4.1%	0.6%
WV Northern Community College	5,134	4,507	5,946	5,877	4,537	-22.8%	-11.6%
WVU at Parkersburg	4,944	4,888	5,547	5,691	5,611	-1.4%	13.5%
Total	**30,133**	**30,821**	**36,039**	**36,857**	**36,503**	**-1.0%**	**21.1%**





Credit Headcount Enrollment, Adult Population (Age 25-44)

Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 0.1 percent, from 10,014 in 2010 to 10,020 in 2011.
- Adult for-credit enrollment has increased 33.7 percent since Fall 2007.
- Over this five year span from 2006 to 2010, nine institutions have realized increases in adult credit enrollment while one has decreased. The largest gain was 101.4 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

According to SREB data, 35.2 percent of all public postsecondary students enrolled nationally in Fall 2009 were aged 25 to 49, up from 33.8 percent in 2007. For SREB states, the figure was 34.2 percent in 2009 and for West Virginia, it was 40.6 percent (SREB, 2012).

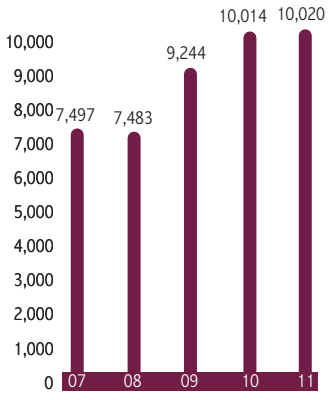
West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. Although the national average increased from 5.7 to 6.9 percent from 2005 to 2009 and the SREB average grew from 5.0 to 6.0 percent of this age group, West Virginia saw an increase from 4.8 to 9.8 percent.

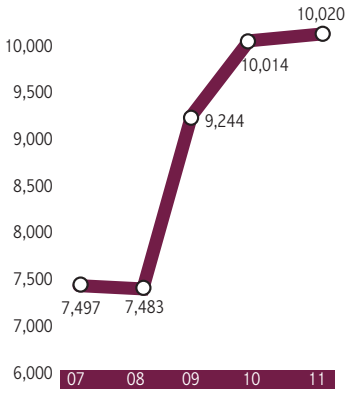
ABOUT THIS MEASURE

This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This adult age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade due to demographic shifts in West Virginia's population. Currently, only 26 percent of West Virginians aged 25 years or older have acquired an associate's degree or higher compared to the national average of 38 percent (SREB, 2012). Improvement is needed in this arena by all postsecondary sectors in order to meet the state's workforce needs.

Credit Headcount Enrollment, Adult Population (Age 25-44)

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community & Technical College	850	911	1,205	1,497	1,712	14.4%	101.4%
Bridgemont Community & Technical College	185	211	279	283	337	19.1%	82.2%
Eastern WV Community & Technical College	183	165	210	230	288	25.2%	57.4%
Kanawha Valley Community & Technical College	734	757	855	886	799	-9.8%	8.9%
Mountwest Community & Technical College	1,012	1,007	1,453	1,437	1,467	2.1%	45.0%
New River Community & Technical College	764	811	1,075	1,204	1,250	3.8%	63.6%
Pierpont Community & Technical College	675	719	775	870	884	1.6%	31.0%
Southern WV Community & Technical College	628	598	649	647	575	-11.1%	-8.4%
WV Northern Community College	1,173	1,036	1,168	1,315	1,107	-15.8%	-5.6%
WVU at Parkersburg	1,293	1,268	1,575	1,645	1,601	-2.7%	23.8%
Total	**7,497**	**7,483**	**9,244**	**10,014**	**10,020**	**0.1%**	**33.7%**





West Virginia Higher Education Policy Commission and
Community and Technical College System of West Virginia

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