WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION & COMMUNITY AND TECHNICAL COLLEGE SYSTEM

REPORT CARD | 2010

Higher Education Report Card 2010

West Virginia Higher Education Policy Commission
Chancellor Brian Noland

West Virginia Council for Community and Technical College Education
Chancellor James L. Skidmore

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INTRODUCTION

This West Virginia 2010 Higher Education Report Card is the third in a revised series of accountability reports. Both the Higher Education Policy Commission and the Community and Technical College System are required by state code to report on system-wide progress toward achieving state and system goals and objectives. This report builds off of the baseline that was created with the 2008 report and updates it with current regional and national comparisons where available. The most recent data available are presented, which in most cases are from the 2009-10 academic year. Future reports will continue to show progress from the baselines established in the 2008 report.

The report is divided into three sections. The first is an overarching state section that addresses outcomes that apply to all of public postsecondary education, not just the individual sectors of the Higher Education Policy Commission or the Community and Technical College System. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the financial aid available to assist students in paying for college. The second section of the report card is specific to the Higher Education Policy 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 West Virginia Higher Education." The indicators in this report card are divided into focal points consistent with the master plan: economic growth, cost and affordability, access, learning and accountability, and innovation. The third section of the report card reflects the progress of the West Virginia Community and Technical College System toward meeting the goals set forth in the system's six-year strategic planning initiative entitled "Target 2010." The indicators chosen for the report are consistent with many of the data elements that institutions report to the system in the areas of access, workforce development, student success, improved literacy, and transfer education.

At the national level, this past year has seen higher education catapulted to the fore of efforts to both ameliorate the impact of the economic recession and to ensure that America emerges from the recession with a more educated and globally competitive workforce. President Obama has made higher education a focus beginning with challenging all Americans to complete at least one year of postsecondary education in the first speech of his administration to a joint session of Congress, while this August the President called for 8 million more degree holders by 2020 so that the United States would once again lead the world in college attainment. Higher education also figured prominently in the American Recovery and Reinvestment Act. The stimulus fund directed about $49 billion directly to states to backfill state budget cuts and high need areas in education, and $30 billion in increased financial aid in the form of Pell Grants and expanded higher education tax credits. Further, the stimulus fund provided $16 billion in research, much of which will flow through postsecondary institutions, and a variety of other efforts such as job training, state data systems, and computer centers at public libraries and community colleges. With this investment, amounting to 5 percent of state expenditures on higher education in 2009-10, came a promise by the President both to hold states and institutions more accountable for student completion of credentials and degrees and to encourage innovation in this arena through a grant program in his 2010 budget. President Obama also placed community colleges at

center stage emphasizing their integral role in revitalizing the economy and challenging them to increase completion rates. He directed funds to community colleges for innovation grants, facilities, and free online community college instructional materials.

The federal administration's focus on outcomes in higher education has been matched by the philanthropic community as well. The Bill and Melinda Gates Foundation has invested substantial sums of money in funding higher education initiatives, including pledging $1 billion to fund college scholarships, $6.4 million in grants to national policy organizations to identify and take action on the causes of student dropout from higher education, and $20 million to improve college readiness and completion. These efforts include the Next Generation Learning Challenges, the Excelencia in Education's efforts to raise awareness about increasing Latino college completion, and the Institute for Higher Education Policy's research on policies related to academic excellence and degree attainment. The Lumina Foundation for Education, the nation's largest private foundation focused exclusively on increasing access and success in higher education, has also invested significant resources in higher education in order to reach the "big goal" set forth in their strategic plan entitled "Goal 2025." This plan aims to increase the proportion of Americans with high-quality degrees and credentials to 60 percent by 2025 through improving student preparation during high school, increasing postsecondary completion rates, and enhancing higher education productivity to expand capacity and serve more students. Lumina seeks to achieve these broad outcomes through a number of specific strategies including expanding outreach campaigns, advocating policies and programs to assist low-income students, improving remedial education, strengthening articulation and transfer systems, advocating for the use of quality data in higher education, defining and measuring workforce aligned student learning outcomes, and piloting new approaches to increasing productivity in higher education. To assist states in developing policies that support these strategies, Lumina has begun a series of "strategy labs" that bring together policy makers and higher education leaders from 18 states, including West Virginia, to share ideas and best practices from the state level. Similarly, Compete College America, with funding from several major foundations including Lumina, has brought together 24 states to set increased goals for college completion and develop policies to support them.

While college completion has been attracting a lot of attention nationally, it is at the state level where policies and programs that support those goals will be developed and enacted. On the pages that follow, you will see that the goals set forth by the Higher Education Policy Commission and the Community and Technical College System in their strategic planning initiatives, and the indicators included in this report that track West Virginia's progress toward those goals, reflect the national pushes to increase educational attainment through improved outcomes and productivity in higher education. There has been progress in West Virginia on a number of fronts such as the state college-going rate, the college participation rate for low-income students, undergraduate and graduate enrollment, graduation rates, and externally funded research grants and contracts. Despite this progress, there is work to do as West Virginia lags behind the regional and national averages on many indicators. This report card is a tool in the state's pursuit of higher educational attainment through documenting the longitudinal progress toward the state's goals and how this progress compares to other states.

College-Going Rates of Recent West Virginia High School Graduates

Fall 2005 - 2009

West Virginia Highlights

- The overall college-going rate increased 2.7 percentage points from 58.8 percent to 61.5 percent between 2008 and 2009. The in-state college-going rate also increased, from 50.1 percent in 2008 to 52.4 percent in 2009.
- The overall college-going rate has increased 2.2 percentage points since 2005. The in-state college-going rate has increased by 2.7 percentage points.

National Context

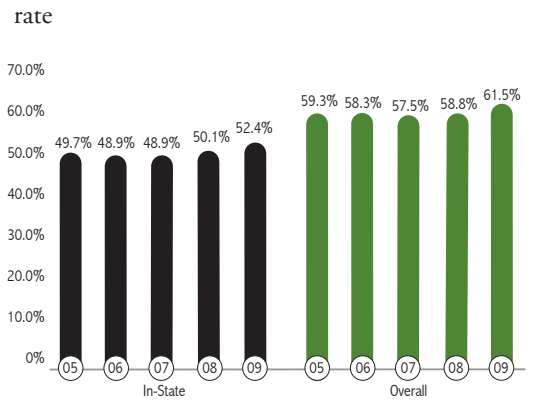
Nationally, 70.1 percent of 2008-09 high school graduates continued directly to college the following fall. This was the highest college continuation rate on record, breaking the previous rate of 68.6 set in 2005 and tied in 2008 (Mortenson, 2010). According to 2007-08 data, 4 of 16 SREB states had college-going rates higher than the national average.

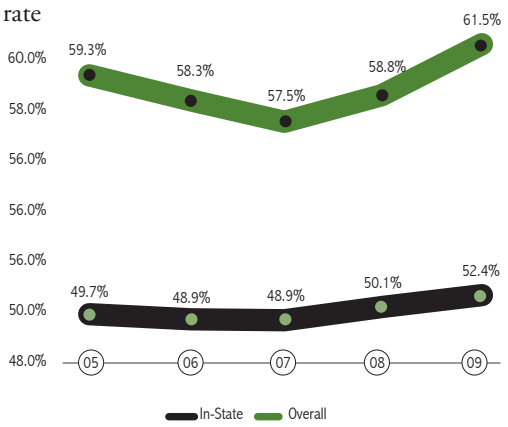
A recent College Summit report addressed the need to make college going a component of state culture. In this report West Virginia is highlighted as a state that is diligent in regards to trying to present a full picture of its college going by examining in-state as well as out-of-state enrollees. This group of policy leaders recommended three policy initiatives: (1) Make college enrollment, persistence, and completion rate data by high school reliable and publicly available; (2) Make college proficiency rates a key success measure of high schools; and (3) Incentivize high schools to invest in a college-going culture (College Summit, 2008).

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 HEPC from examining these students at the individual level; however, a planned agreement with the National Student Clearing-house will give West Virginia the capability to more accurately determine this out-of-state figure in the future.

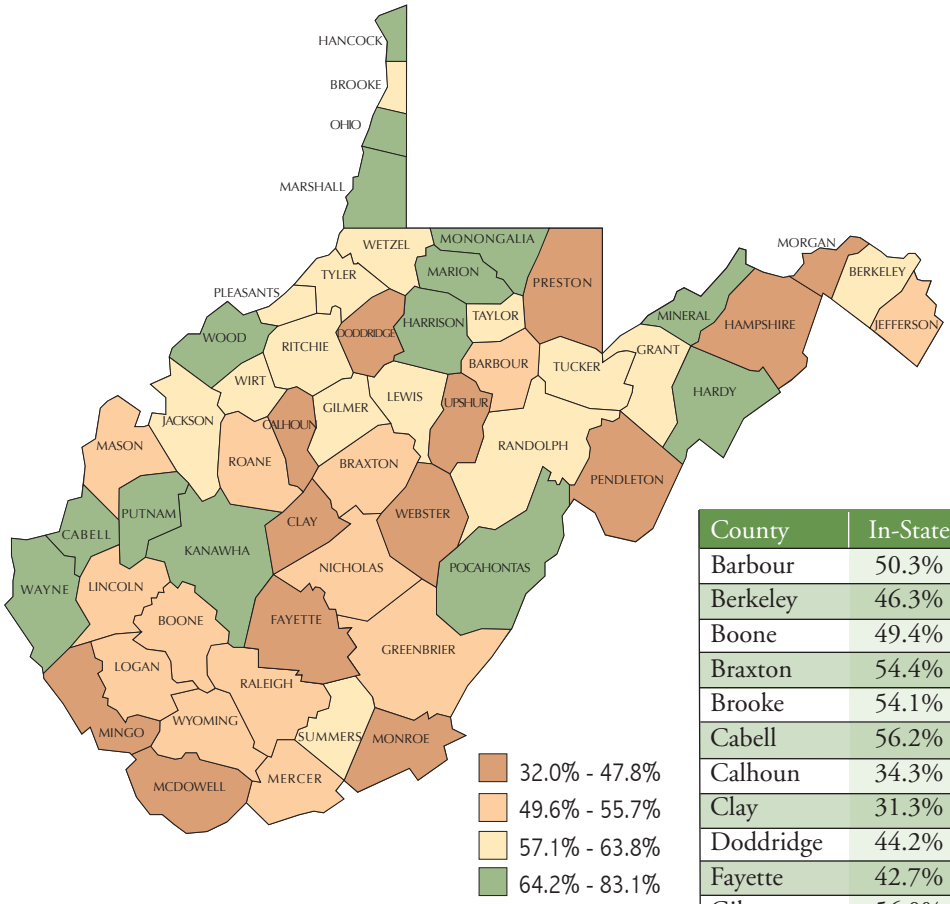
Year	In-State	Overall
2005	49.7%	59.3%
2006	48.9%	58.3%
2007	48.9%	57.5%
2008	50.1%	58.8%
2009	52.4%	61.5%





College-Going Rates By County

Fall 2009



County	In-State	Overall	County	In-State	Overall
Barbour	50.3%	53.5%	Mineral	53.5%	68.5%
Berkeley	46.3%	61.7%	Mingo	46.3%	47.8%
Boone	49.4%	51.4%	Monongalia	63.4%	72.6%
Braxton	54.4%	54.4%	Monroe	39.5%	46.2%
Brooke	54.1%	63.3%	Morgan	31.4%	48.6%
Cabell	56.2%	66.6%	Nicholas	51.2%	51.5%
Calhoun	34.3%	37.1%	Ohio	58.8%	83.1%
Clay	31.3%	35.9%	Pendleton	39.3%	49.2%
Doddridge	44.2%	48.8%	Pleasants	51.0%	62.7%
Fayette	42.7%	45.1%	Pocahontas	62.5%	67.5%
Gilmer	56.0%	58.7%	Preston	39.1%	44.5%
Grant	57.0%	59.2%	Putnam	59.9%	70.8%
Greenbrier	44.6%	55.7%	Raleigh	46.6%	51.8%
Hampshire	42.9%	42.9%	Randolph	55.3%	62.9%
Hancock	55.0%	70.1%	Ritchie	51.1%	59.1%
Hardy	62.5%	67.4%	Roane	50.3%	54.6%
Harrison	57.6%	64.3%	Summers	53.8%	57.1%
Jackson	55.3%	62.8%	Taylor	55.6%	59.3%
Jefferson	43.6%	53.5%	Tucker	57.4%	61.1%
Kanawha	63.3%	74.0%	Tyler	51.0%	60.4%
Lewis	53.1%	59.3%	Upshur	42.7%	49.1%
Lincoln	54.3%	55.4%	Wayne	50.9%	67.1%
Logan	50.6%	54.1%	Webster	49.0%	49.0%
Marion	59.4%	64.2%	Wetzel	59.3%	63.8%
Marshall	52.9%	73.9%	Wirt	49.4%	57.1%
Mason	48.3%	55.4%	Wood	53.3%	69.8%
McDowell	28.4%	32.0%	Wyoming	45.3%	49.6%
Mercer	49.6%	54.9%			

Number of Recipients: HEAPS, PROMISE, and WVHEG Programs

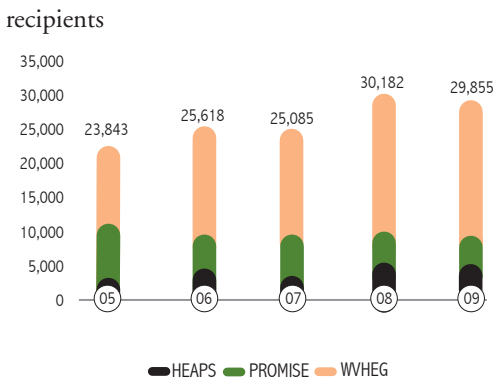
Academic Years 2005 – 2009

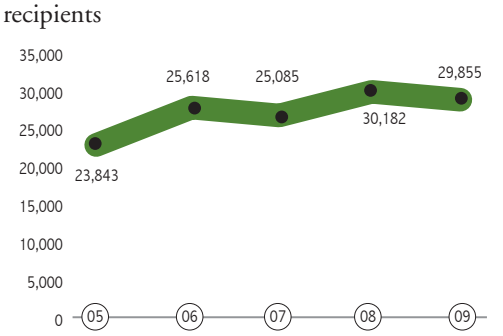
West Virginia Highlights

- 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 recipients during the 2009 academic year was 29,855, which is 1.1 percent lower than the total of 30,182 in 2008.

- Two of the programs had an increase in participation in 2009 when compared to 2008. The HEAPS Program had the largest percentage increase (7.5 percent). Participation in the PROMISE Scholarship Program also rose by 1.2 percent. Participation the WVHEG Program decreased by 5.2 percent.

- Two programs experienced increases when compared to their 2005 student levels. The WVHEG Program had the largest percentage increase (50.1 percent) and the largest student increase (4,995). The HEAPS Program increased 49.2 percent from 2005 and the PROMISE Scholarship Program decreased by -8.0 percent from 2005 to 2009.





National Context

Nationally, 93 percent of need-based state grant dollars went to in-state students, in 2008-09 with 65 percent of grant dollars being spent in the public sector and 28 percent being spent in the private, not-for-profit sector. In West Virginia, 84.6 percent of these need-based grant dollars went to West Virginians, with 73.6 percent of the need-based aid going to students in the public sector. These numbers represent a 0.2 percent increase in need-based grant dollars going to West Virginians, and a 0.4 percent increase in need-based aid in the public sector.

Fifty-two states or territories reported having primary need-based grant programs in 2008-09. West Virginia ranked 5th among the 52 states or territories in regards to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of $1,119 per student (NASSGAP, 2009).

About this Measure

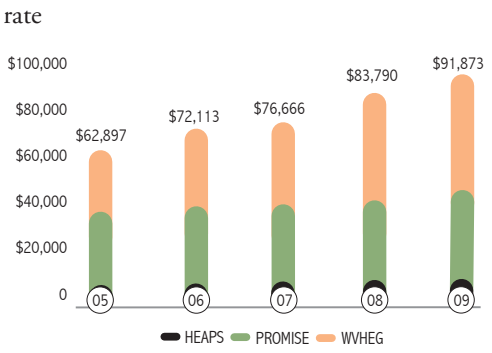
These figures represent the number of students awarded funding through one of three state financial aid programs: the Higher Education Adult Part-Time Student (HEAPS) Grant, the Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and the West Virginia Higher Education Grant Program. These data are presented by year and by programmatic totals. Out-of-state students are excluded from these 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.

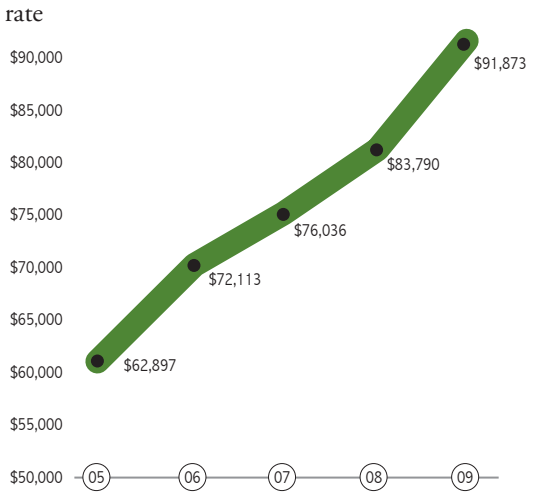
Number of Recipients: HEAPS, PROMISE, & WVHEG Programs

Program	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
HEAPS	3,720	4,900	4,298	5,166	5,552	7.5%	49.2%
PROMISE	10,153	9,726	9,415	9,224	9,338	1.2%	-8.0%
WVHEG	9,970	10,992	11,372	15,792	14,965	-5.2%	50.1%
Total	23,843	25,618	25,085	30,182	29,855	-1.1%	25.2%

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2005 - 2009





West Virginia Highlights

- The total amount awarded to recipients of the HEAPS, PROMISE, and West Virginia Higher Education Grant Programs during the 2009 academic year was $91,872,990, which is 9.7 percent higher than the figure of $83,790,019 in 2008.
- All three programs had greater totals for 2009 when compared to 2008. The West Virginia Higher Education Grant Program had the largest percentage increase (13.1 percent) and monetary increase ($4,634,207).
- All three programs also increased when compared to their 2005 monetary levels. The WVHEG Program has experienced the largest percentage (98 percent) and monetary increase ($19,816,627).

National Context

Nationally, $10.3 billion in total state-funded student financial aid was awarded during the 2008-09 academic year. This figure represents about a 2.7 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing $8.4 billion or 82.2 percent of the total. Of this $8.4 billion in grant aid, 71.9 percent was need-based while 28.1 percent was non-need-based. These figures represent a 0.6 percent decrease in the proportion of need-based aid from the previous year.

The SREB states collectively awarded $4.2 billion in aid in 2008-09, an increase of 6.9 percent over the previous year. Scholarships and grants represented 85.6 percent or $3.6 billion. Of this total, $1.6 billion, or 44.8 percent, was scholarships and grants based on need whereas $2 billion, or 55.2 percent, was not based on need. These figures show a decrease of 1.3 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 Higher Education Adult Part-Time Student (HEAPS) Grant, the PROMISE Scholarship Program, and the West Virginia Higher Education Grant Programs. These data are presented by year and by programmatic totals.

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

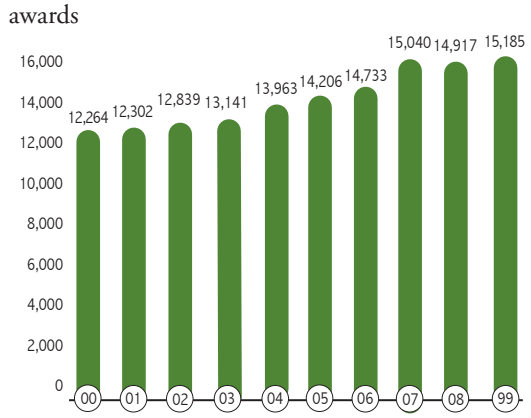
Program	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
HEAPS	$4,418,014	$5,163,640	$5,458,365	$5,889,393	$6,136,792	4.2%	38.9%
PROMISE	$38,258,487	$39,553,117	$40,265,503	$42,497,342	$45,698,707	7.5%	19.4%
WVHEG	$20,220,864	$27,396,582	$30,312,498	$35,403,284	$40,037,491	13.1%	98.0%
Total	$62,897,365	$72,113,339	$76,036,366	$83,790,019	$91,872,990	9.7%	46.1%

Degrees/Certificates Awarded in Public Institutions

Academic Years 2000 – 2009

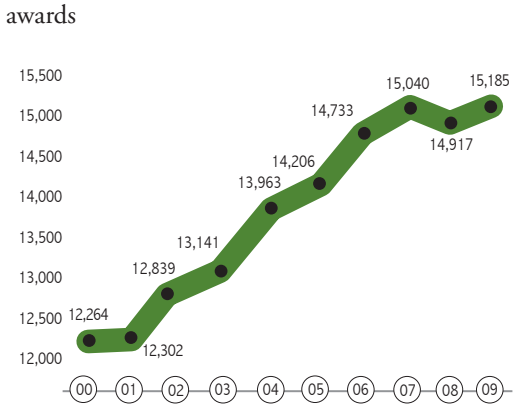
West Virginia Highlights

- The total number of degrees and credentials awarded at any West Virginia public institution during the 2009 academic year was 15,185, which is 1.8 percent higher than the figure of 14,917 in 2008.
- Over the ten-year time period, the total number of degrees and credentials has increased by 23.8 percent from the 2000 level of 12,264.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 292.8 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,248.



National Context

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 508,153 for the 2007-08 academic year. The total number of awards conferred at two-year public institutions was 290,437. The proportion of awards that were associates degrees and certificates was 40.6 percent; bachelor's degrees made up 42 percent and advanced degrees were 17.4 percent. In West Virginia, associate's degrees and certificates were 21.6 percent of the total, with bachelor's degrees making up 56.7 percent and advanced degrees 21.7 percent of total awards.



About this Measure

This indicator provides the total number of awards conferred by West Virginia public institutions: certificate, associate's, bachelor's, first professional, master's, post-master's, and doctoral. Most certificates and associate 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	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2008-2009 % Change	2000-2009 % Change
Undergraduate Certificate	139	137	172	202	370	376	528	548	504	546	8.3%	292.8%
Associate's	2,079	2,066	2,252	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2.0%	32.6%
Bachelor's	7,221	7,430	7,527	7,462	7,785	8,025	8,278	8,529	8,439	8,469	0.4%	17.3%
Master's	2,229	2,095	2,209	2,479	2,405	2,542	2,502	2,549	2,535	2,555	0.8%	14.6%
Ph.D.	133	146	162	169	169	179	172	221	201	157	-21.9%	18.0%
Post-Master's Certificate	29	24	46	43	37	29	17	4	22	26	18.2%	-10.3%
Doctor's Degree-Professional Practice*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	676	N/A	N/A
First-Professional**	434	404	471	453	448	476	539	491	514	N/A	N/A	N/A
Total	12,264	12,302	12,839	13,141	13,963	14,206	14,733	15,040	14,917	15,185	1.8%	23.8%

* *Doctor's Degree-Professional Practice new category in 2009.*

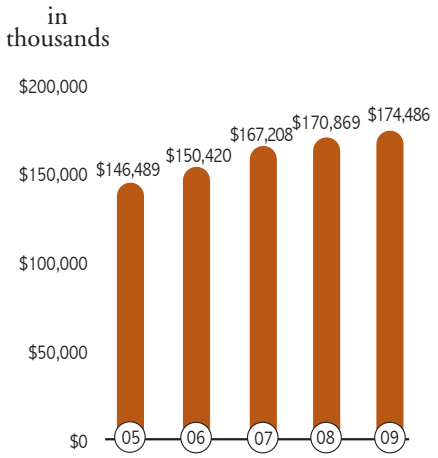
** *Professional category not calculated post 2008.*

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2005 - 2009



West Virginia Highlights

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 2.1 percent, from $170,869,000 in fiscal year 2008 to $174,486,000 in 2009.
- Total expenditures for science and engineering related R&D have also grown over the five-year time period examined here by 19.1 percent from their fiscal year 2005 level of $146,489,000.

National Context

Universities and colleges in the United States reported science and engineering related R&D expenditures of $54.9 billion in fiscal year 2009, which represents an increase of 5.8 percent over the previous year ($51.9 billion). Adjusted for inflation, academic R&D rose by 4.2 percent in 2009. According to the National Science Foundation, from fiscal year 2005 to 2009, total research and development expenditures at academic institutions grew by 20.0 percent from $45.8 billion to $54.9 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. Total R&D expenditures are 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
2005	$146,489,000
2006	$150,420,000
2007	$167,208,000
2008	$170,869,000
2009	$174,486,000

Source: National Science Foundation

Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2005 - 2009

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 2009 was $91,602,000 which was 0.26 percent higher than the figure of $91,365,000 in 2008.
- Over the five-year time period, the amount of federally funded R&D has increased by 3.5 percent from its 2005 level of $88,512,000.

National Context

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 4.2 percent from $31.3 billion in fiscal year 2008 to $32.6 billion in 2009. Adjusted for inflation this represents a 2.6 percent increase from 2008. The overall level of federally-financed research and development expenditures in the United States has grown by 11.6 percent from $29.21 billion in fiscal year 2005. 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

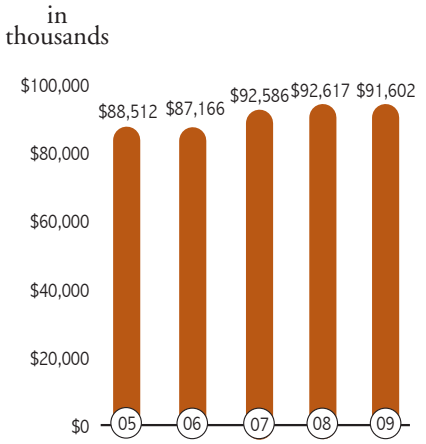
This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, that come from grants and contracts from the federal government. Many of these grants and contracts are competitive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

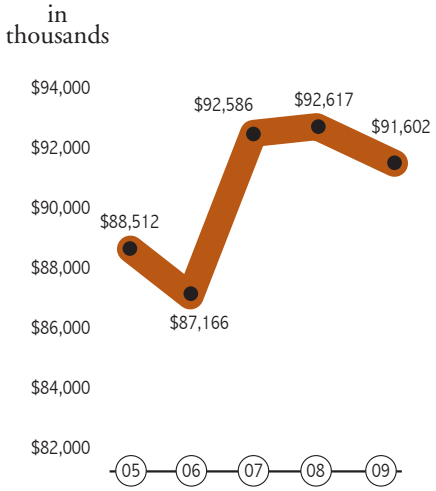
Obtaining federal funds bolsters the revenue streams available for research and development and demonstrates the increased national competitiveness of the state's institutions in this highly competitive environment.

Federally-Funded Science and Engineering Research & Development Expenditures

Year	Total Federally-Funded Expenditures
2005	$88,512,000
2006	$87,166,000
2007	$92,586,000
2008	$91,365,000
2009	$91,602,000

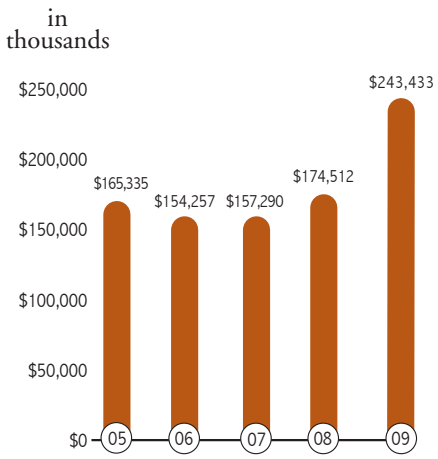
Source: National Science Foundation





Research Grants and Contracts

Academic Years 2005 – 2009



West Virginia Highlights

- The total amount of research grants and contracts at West Virginia colleges and universities in fiscal year 2009 was $243,433,000, which was 39.5 percent higher than the figure of $174,511,697 in 2008.
- Over the five-year time period, the amount of research grants and contracts has increased by 47.2 percent from its 2005 level of $165,334,639

National Context

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of $54.9 billion in fiscal year 2009. This figure was 20 percent higher than the fiscal year 2005 total of $45.8 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 $37.5 billion in fiscal year 2009 which was 21.8 percent higher than $30.8 billion in 2005.

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
2005	$165,334,639
2006	$154,257,097
2007	$157,289,664
2008	$174,511,697
2009	$243,433,000

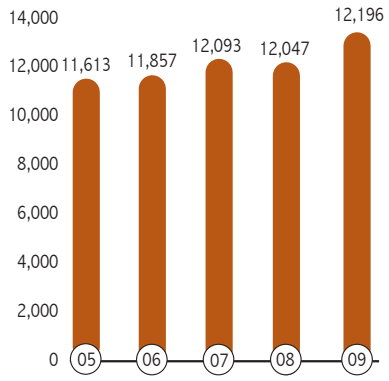
Source: National Science Foundation

Degrees/Credentials Awarded by Level System-Wide

Academic Years 2005 – 2009

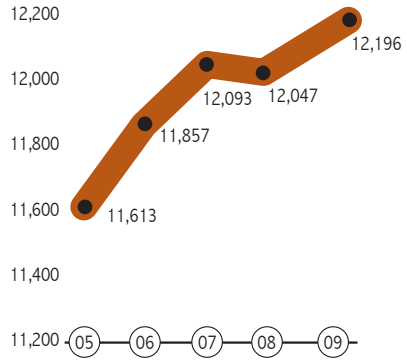
West Virginia Highlights

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2009-10 was 12,196, which was 1.2 percent higher than the figure of 12,047 in 2008-09.
- Over the five-year time period, the number of degrees and credentials has increased by 5.0 percent from the 2005-06 level of 11,613.
- The largest increase in number of awards was in baccalaureate degrees with a rise of 340.



National Context

Across the SREB states, in the decade from 1998-99 to 2007-08, the number of awards conferred at four-year public colleges and universities grew by 26.5 percent from 401,574 to 508,153. The 2007-08 total also represents a 3.2 percent increase over 2006-07. The proportion of these degrees that were bachelor's degrees increased slightly from 70 percent to 70.6 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 25.2 percent to 27.6 percent. In the country as a whole, the total number of degrees conferred at public institutions increased by 2.3 percent from 1,907,104 in 2006-07 to 1,950,471 in 2007-08. Over the last ten years, the number of degrees conferred at public institutions increased by 26.9 percent nationally (Digest of Education Statistics, 2010).



About this Measure

This indicator provides the total number of awards conferred by WestVirginia public four-year institutions: certificate, associate's, bachelor's, doctor's degree-professional practice* (in 2009 IPEDS replaced first professional with this level name which includes first professional degrees and others) master's, post-master's, and doctor's 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 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

	Academic Year						
Award Type	2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
Certificate	1	2	6	7	7	0.0%	600.0%
Associate	457	496	493	517	506	-2.1%	10.7%
Baccalaureate	7,929	8,129	8,329	8,251	8,269	0.2%	4.3%
Doctor's Degree-Professional Practice*	.	.	.	.	676	.	.
First-Professional**	476	539	491	514	.	.	.
Master's	2,542	2,502	2,549	2,535	2,555	0.8%	0.5%
Post-Master's Certificate	29	17	4	22	26	18.2%	-10.3%
Doctor's Degree-Research/Scholarship	179	172	221	201	157	-21.9%	-12.3%
TOTAL	11,613	11,857	12,093	12,047	12,196	1.2%	5.0%

* *Doctor's Degree-Professional Practice new category in 2009.*

** *Professional category not calculated post 2008.*

Degrees/Credentials Awarded by Institution and Level

Academic Years 2005 – 2009

Degrees/Credentials Awarded by Level

Institution	Award Type	Academic Year 2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
Bluefield State	Associate	110	96	86	92	91	-1.1%	-17.3%
	Baccalaureate	204	224	220	207	262	26.6%	28.4%
Total		**314**	**320**	**306**	**299**	**353**	**18.1%**	**12.4%**
Concord University	Associate	1	2	2	1	0	0	0
	Baccalaureate	400	398	350	400	336	-16.0%	-16.0%
	Master's	9	25	27	24	22	-8.3%	144.4%
Total		410	425	379	425	358	-15.8%	-12.7%
Fairmont State University	Associate	68	73	78	107	97	-9.3%	42.6%
	Baccalaureate	606	661	671	645	616	-4.5%	1.7%
	Master's	27	47	65	85	121	42.4%	348.1%
Total		701	781	814	837	834	-0.4%	19.0%
Glenville State College	Associate	31	32	30	31	29	-6.5%	-6.5%
	Baccalaureate	200	182	188	174	132	-24.1%	-34.0%
Total		231	214	218	205	161	-21.5%	-30.3%
Marshall University	Associate	84	96	100	111	69	-37.8%	-17.9%
	Baccalaureate	1,433	1,389	1,450	1,400	1,358	-3.0%	-5.2%
	Doctor's Degree-Professional Practice	.	.	.	.	61	.	.
	First-Professional	46	47	42	50	.	.	.
	Master's	861	945	872	885	867	-2.0%	0.7%
	Post-Master's Certificate	29	17	4	22	26	18.2%	-10.3%
	Doctor's Degree-Research/Scholarship	11	25	17	15	17	13.3%	54.5%
Total		2,464	2,519	2,485	2,483	2,398	-3.4%	-2.7%
Potomac State College of WVU	Certificate	1	2	6	7	7	0.0%	600.0%
	Associate	133	164	166	143	185	29.4%	39.1%
	Baccalaureate	0	2	6	9	11	22.2%	0
Total		134	168	178	159	203	27.7%	51.5%
Shepherd University	Baccalaureate	558	589	642	662	687	3.8%	23.1%
	Master's	12	19	48	54	51	-5.6%	325.0%
Total		570	608	690	716	738	3.1%	29.5%
WV School of Osteopathic Medicine	Doctor's Degree-Professional Practice	.	.	.	.	160	.	.
	First-Professional	79	96	94	97	.	.	.
Total		68	79	96	94	97	3.2%	42.6%
WVU Institute of Technology	Baccalaureate	264	232	205	140	144	2.9%	-45.5%
	Master's	8	4	1	1	0	0	0
Total		272	236	206	141	144	2.1%	-47.1%
West Liberty University	Associate	30	33	31	32	35	9.4%	16.7%
	Baccalaureate	419	374	365	350	336	-4.0%	-19.8%
Total		449	407	396	382	371	-2.9%	-17.4%1

Degrees/Credentials Awarded by Institution and Level (continued)

Academic Years 2005 – 2009

Institution	Award Type	Academic Year 2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
West Virginia State University	Baccalaureate	473	464	442	372	385	3.5%	-18.6%
	Master's	6	7	9	5	11	120.0%	83.3%
Total		479	471	451	377	396	5.0%	-17.3%
West Virginia University	Baccalaureate	3,372	3,614	3,790	3,892	4,002	2.8%	18.7%
	Doctor's Degree-Professional Practice	.	.	.	.	455	.	.
	First-Professional	351	396	355	367	.	.	.
	Master's	1,619	1,455	1,527	1,481	1,483	0.1%	-8.4%
	Doctor's Degree-Research/Scholarship	168	147	204	186	140	-24.7%	-16.7%
Total		**5,510**	**5,612**	**5,876**	**5,926**	**6,080**	**2.6%**	**10.3%**

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

West Virginia Highlights

- Overall degree production is up slightly from 2008. Bluefield State College, Potomac State College, Shepherd University, WV School of Osteopathic Medicine, West Virginia University Institute of Technology, West Virginia State University, and West Virginia University all experienced growth in total degrees produced.
- Baccalaureate 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 4.3 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 2005, the number of master's programs has grown over the past five years. The number of doctoral programs decreased from 2008 to 2009. 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.

Number of Graduate Programs

Program Level	2005	2006	2007	2008	2009
Master's	98	100	103	106	106
Post-Master's Certificate	2	2	2	2	2
Doctor's Degree-Research/Scholarship	39	42	42	42	35
Professional	5	5	5	5	.
Doctor's Degree-Professional Practice	.	.	.	.	17

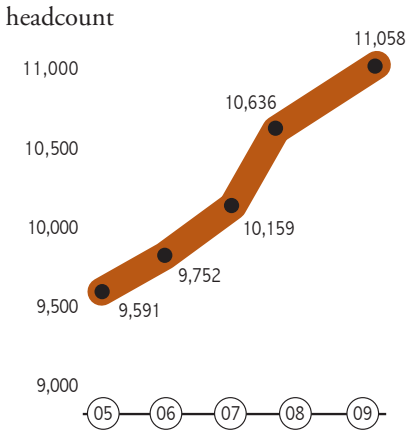
Science, Technology, Engineering, and Mathematics (STEM) Awards as a Percentage of All Awards by Degree Level

Academic Years 2005 – 2009

STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2005	2006	2007	2008	2009
Associate's	0	0	0	0	1.0%
Bachelor's	22.4%	22.9%	24.8%	23.7%	25.8%
Master's	15.6%	14.5%	14.0%	14.4%	12.0%
Doctor's Degree-Prof. Practice	0	0	0	0	0.6%
Doctoral	45.3%	47.1%	43.4%	37.8%	0
Doctor's Degree-Research/Scholarship	0	0	0	0	59.9%
Total	**21.2%**	**21.4%**	**22.7%**	**21.8%**	**20.9%**

**In 2009, the First-Professional category was eliminated and Doctoral degrees were classified as either Research/Scholarship or Prof. Practice.*



West Virginia Highlights

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in fiscal year 2009 was 20.9 percent, which is 0.9 percentage points lower than the figure of 21.8 percent in 2008.
- Over the five-year time period, STEM awards as a percentage of all awards decreased 0.3 percentage points from the 2005 level of 21.2 percent.
- The pipeline of STEM graduates has grown (see graph at left). The number of students majoring in STEM fields has grown by 15.3 percent from 9,591 in 2005 to 11,058 in 2009.

Students Majoring in Stem Fields

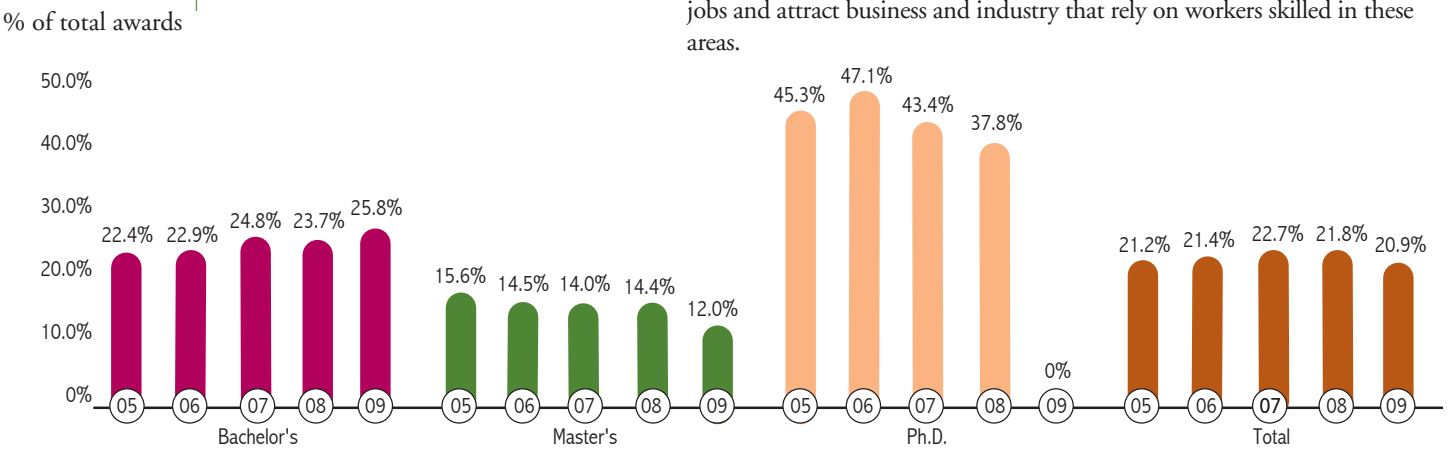
2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
9,591	9,752	10,159	10,636	11,058	4.0%	15.3%

National Context

Over the most recent available five-year window from 2002-03 to 2006-07, the number of science and engineering degrees awarded in the United States increased by 11.2 percent from 574,278 to 638,638. The proportion of overall degrees that were in science and engineering, however, decreased by 1 percent from 30 percent in 2002-03 to 29 percent in 2006-07. During this time period, the proportion of bachelor's degrees (32.4 percent to 31.5 percent), master's degrees (21.1 percent to 19.7 percent), and doctorates (62.0 percent to 53.5 percent) that were in science and engineering decreased (NSF, 2009).

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 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.



Average ACT Scores of West Virginia High School Graduates

Graduation Years 2006 – 2010

West Virginia Highlights

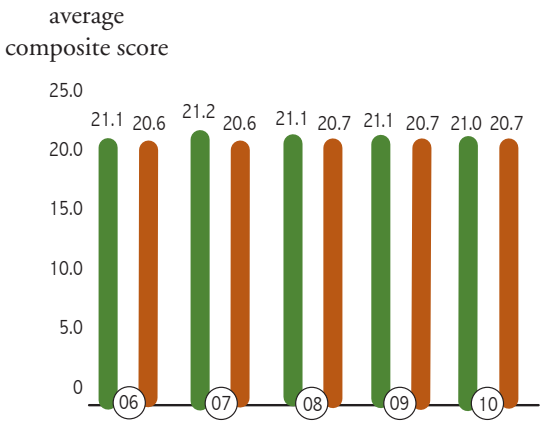
- The composite score for West Virginians taking the ACT exam has risen 0.1 points since 2006, while national scores have decreased 0.1 points in the same period. WV composite scores have remained constant for the past three years.
- West Virginia scores on reading and science tests have increased since 2006.
- West Virginia leads the national average in 2010 in English, is even in reading, and trails in math, science, and the composite score.

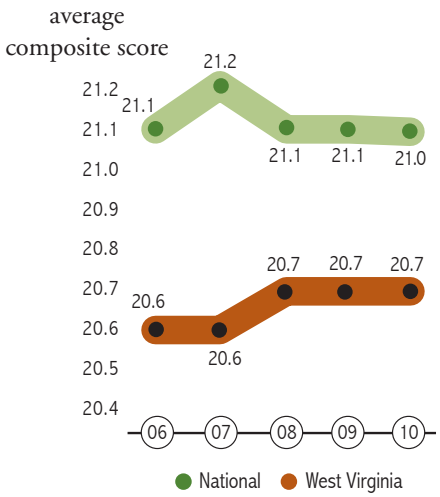
National Context

Approximately 1.57 million students in the high school graduating class of 2010 took the ACT exam. This figure represents a 6.1 percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 27 states where over 50 percent of high school graduates took the examination in 2009; however, the national percentage of graduates tested was 47 percent, which increased from 45 percent in 2009.

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 post-secondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. The fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years, and scores have still risen, is an indication of increasing preparation and college readiness.



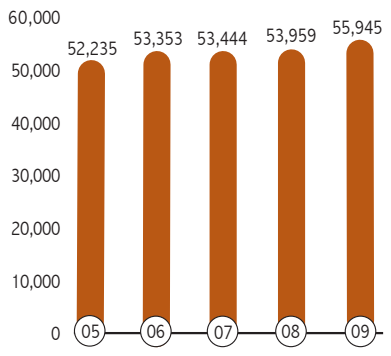


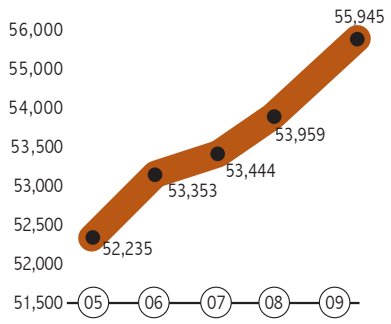
Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2006	2007	2008	2009	2010
English	WV	20.8	20.8	20.8	20.8	20.7
	National	20.6	20.7	20.6	20.6	20.5
Math	WV	19.6	19.5	19.6	19.6	19.6
	National	20.8	21.0	21.0	21.0	21.0
Reading	WV	21.2	21.2	21.4	21.4	21.3
	National	21.4	21.5	21.4	21.4	21.3
Science	WV	20.5	20.5	20.5	20.5	20.6
	National	20.9	21.0	20.8	20.9	20.9
Composite	WV	20.6	20.6	20.7	20.7	20.7
	National	21.1	21.2	21.1	21.1	21.0

Undergraduate Enrollment

Fall 2005 – 2009





West Virginia Highlights

- Students enrolled in for-credit classes increased 3.7 percent, from 53,959 in 2008-09 to 55,945 in 2009-10.
- For-credit enrollment has increased 7.1 percent since 2005 representing a growth in actual students of 3,710.
- Since the 2005-06 academic year, seven four-year institutions have realized gains in undergraduate enrollment while four have experienced decreases.

National Context

Fall 2007 data are the most recent available national data regarding undergraduate enrollment. During Fall 2007, approximately 18.67 million students were enrolled at Title IV institutions in the United States. Sixty-two percent of these students were enrolled at four-year institutions (NCES, 2009). Fall 2008 data are the most recent available SREB data and reveal that the proportion is the same for undergraduate students at four-year institutions in SREB states (SREB, 2010). Undergraduate enrollment is projected to increase nationally to 19.4 million students by 2014 (11.2 percent). Enrollment in four-year public institutions is projected to rise by 730,000 (10.4 percent) (NCES, 2005).

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 enrollments are more likely when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base and pools of students in order to maintain current enrollment levels.

Undergraduate Enrollment

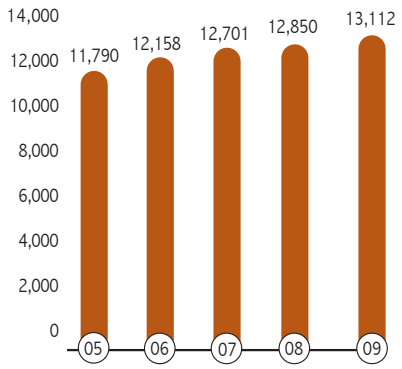
Institution	2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
Bluefield State College	1,790	1,923	1,887	1,943	2,058	5.9%	15.0%
Concord University	2,867	2,792	2,611	2,713	2,677	-1.3%	-6.6%
Fairmont State University	4,500	4,255	4,091	4,121	4,223	2.5%	-6.2%
Glenville State College	1,393	1,387	1,444	1,444	1,756	21.6%	26.1%
Marshall University	9,841	9,723	9,586	9,310	9,692	4.1%	-1.5%
Potomac State College of WVU	1,303	1,510	1,601	1,580	1,807	14.4%	38.7%
Shepherd University	3,812	3,987	4,011	4,139	4,216	1.9%	10.6%
WVU Institute of Technology	1,525	1,486	1,430	1,200	1,255	4.6%	-17.7%
West Liberty University	2,231	2,260	2,400	2,492	2,598	4.3%	16.5%
West Virginia State University	3,421	3,419	3,254	3,068	3,923	27.9%	14.7%
West Virginia University	19,552	20,611	21,129	21,949	21,740	-1.0%	11.2%
TOTAL	52,235	53,353	53,444	53,959	55,945	3.7%	7.1%

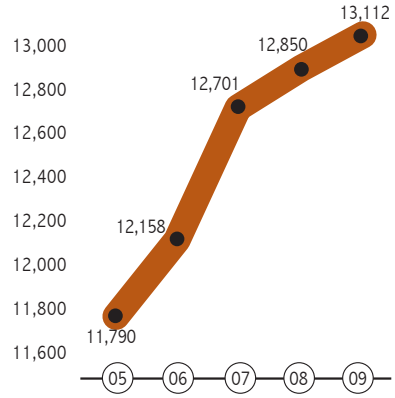
Graduate Enrollment

Fall 2005 – 2009

West Virginia Highlights

- Graduate students enrolled in for-credit classes increased 2 percent, from 12,850 in 2008-09 to 13,112 in 2009-10.
- For-credit enrollment has increased 11.2 percent since 2005, representing an increase in actual students of 1,322.
- Since the 2005-06 academic year, seven four-year institutions have realized gains in graduate enrollment, while one has decreased.





National Context

Fall 2008 national data are the most recent available regarding student graduate and first-professional enrollment. During Fall 2008, approximately 2.48 million graduate students were enrolled at Title IV institutions in the United States.

Enrollment for first-professional students was 254,167 in 2008. Graduate enrollment grew nationally by 40.5 percent over the last ten years and by 42.0 percent in the SREB states. First professional enrollment decreased by 16 percent nationally and by 8.8 percent in the SREB states in the same period.

Nationally, 51.3 percent of graduate student enrollment was located in public colleges in 2008 compared to 69.2 percent in SREB states and 60.2 percent in West Virginia. Nationally, 42.5 percent of first-professional students were located in public postsecondary institutions compared to 58.7 percent in SREB states and 100 percent in West Virginia (SREB, 2010).

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 222 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. The first-professional programs include dentistry, law, medicine, osteopathic medicine, and pharmacy.

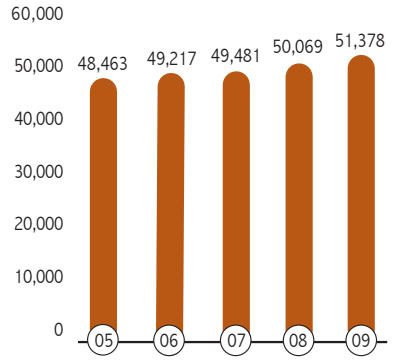
Graduate Enrollment

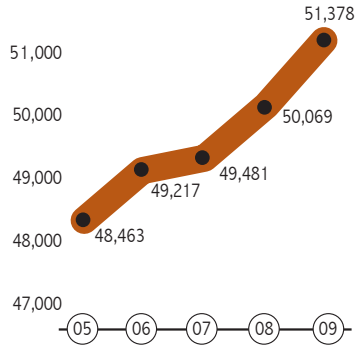
Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Concord University	133	124	104	97	247	154.6%	85.7%
Fairmont State University	241	347	377	433	349	-19.4%	44.8%
Marshall University	4,147	4,213	4,222	4,263	4,084	-4.2%	-1.5%
Shepherd University	96	122	156	144	154	6.9%	60.4%
WV School of Osteopathic Medicine	395	502	591	691	778	12.6%	97.0%
WVU Institute of Technology *	15	7	2	.	.	.	.
West Liberty University	5	7	.	16	47	193.8%	840.0%
West Virginia State University	36	37	42	42	48	14.3%	33.3%
West Virginia University	6,722	6,799	7,207	7,164	7,405	3.4%	10.2%
TOTAL	11,790	12,158	12,701	12,850	13,112	2.0%	11.2%

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

Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2005 – 2009





West Virginia Highlights

- Undergraduate FTE enrollment increased 2.6 percent, from 50,069 in 2008-09 to 51,378 in 2009-10.
- FTE enrollment has increased 6.0 percent since 2005, representing a growth in full-time equivalent students of 2,915.
- Since the 2005-06 academic year, seven four-year institutions have realized gains in FTE enrollment, while four 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

FTE enrollment indicates how many students taking full study loads would generate a given number of measured or anticipated student credit hours. To convert a measured amount of instructional workload to FTE enrollment, divide student credit hours by a full-time study load for an undergraduate student (15 hours) to determine how many full-time students would generate the same instructional workload.

Student credit hours (SCH) are the sum of the units earned by all students enrolled in a class. FTE enrollment was calculated from fall, end-of-term data.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Bluefield State College	1,532	1,592	1,595	1,662	1,751	5.3%	14.3%
Concord University	2,727	2,581	2,513	2,667	2,665	-0.1%	-2.3%
Fairmont State University	4,118	3,890	3,693	3,741	3,846	2.8%	-6.6%
Glenville State College	1,279	1,221	1,209	1,265	1,360	7.5%	6.3%
Marshall University	8,755	8,539	8,450	8,281	8,587	3.7%	-1.9%
Potomac State College of WVU	1,019	1,158	1,271	1,248	1,474	18.1%	44.7%
Shepherd University	3,293	3,428	3,463	3,528	3,678	4.3%	11.7%
West Liberty University	2,258	2,253	2,305	2,408	2,528	5.0%	12.0%
West Virginia State University	2,623	2,641	2,508	2,351	2,669	13.5%	1.7%
West Virginia University	19,652	20,730	21,263	21,873	21,699	-0.8%	10.4%
WVU Institute of Technology	1,207	1,184	1,212	1,044	1,120	7.3%	-7.2%
TOTAL	48,463	49,217	49,481	50,069	51,378	2.6%	6.0%

**Statistical rounding variation may occur in some of the percent change figures.*

Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2005 – 2009

Institution	2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
Concord University	64	62	45	43	106	146.5%	65.6%
Fairmont State University	112	158	202	230	191	-17.0%	70.5%
Marshall University	2,213	2,280	2,304	2,400	2,378	-0.9%	7.5%
Shepherd University	44	62	72	72	79	9.7%	79.6%
WV School of Osteopathic Medicine	395	502	591	691	778	12.6%	97.0%
WVU Institute of Technology*	11	2	1	.	.	.	.
West Liberty University	1	2	.	4	25	525.0%	2400.0%
West Virginia State University	24	23	25	27	28	3.7%	16.7%
West Virginia University	5,061	5,151	5,373	5,388	5,778	7.2%	14.2%
TOTAL	7,926	8,242	8,613	8,854	9,363	5.8%	18.1%

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

West Virginia Highlights

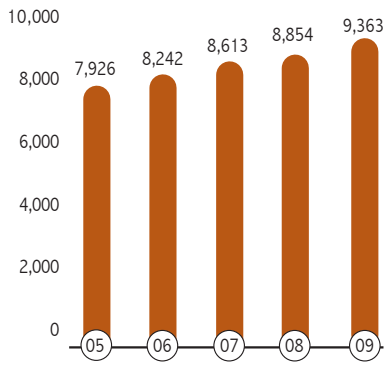
- Graduate FTE enrollment increased 5.7 percent, from 8,854 in 2008-09 to 9,363 in 2009-10.
- Graduate FTE enrollment has increased 18.1 percent since 2005 representing an increase in actual students of 1,437.
- Since the 2005-06 academic year, eight four-year institutions have realized gains in graduate/first-professional FTE enrollment.

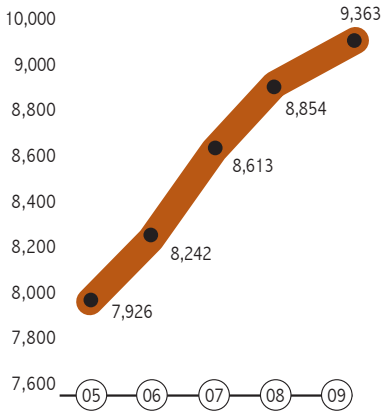
National Context

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

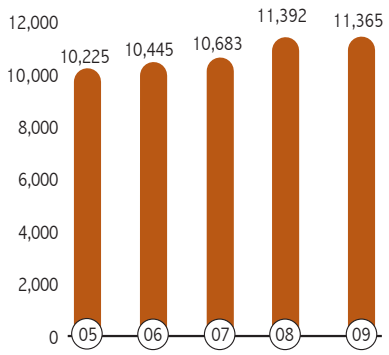
FTE enrollment indicates how many students taking full study loads would generate a given number of measured or anticipated student credit hours. To convert a measured amount of instructional workload to FTE enrollment, divide student credit hours by a full-time study load (12 hours) to determine how many full-time students would generate the same instructional work load. Student credit hours (SCH) are the sum of the units earned by all students enrolled in a class. FTE enrollment was calculated from fall, end-of-term data.

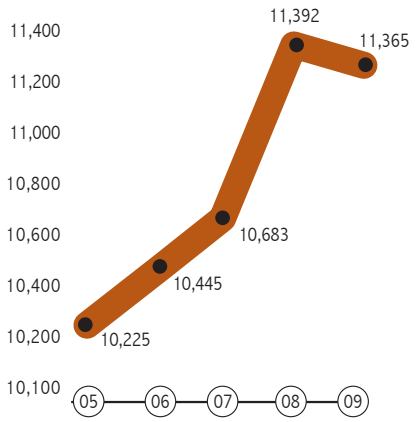




First-Time Freshmen Headcount Enrollment

Fall 2005 – 2009





West Virginia Highlights

- First-time freshmen students enrolled in for-credit classes decreased 0.2 percent, from 11,392 in 2008-09 to 11,365 in 2009-10.
- First-time freshmen enrollment has increased 11.1 percent since 2005 representing a growth in actual students of 1,140.
- Since the 2005-06 academic year, ten four-year institutions have realized gains in first-time freshmen enrollment; one has experienced a decrease.

National Context

Between 1998 and 2008, first-time freshmen enrollment in the nation increased 36.7 percent. The four-year public sector realized an increase of 32.9 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 23.5 percent. Nationally, full-time students comprised 80.2 percent of first-time freshmen enrollment in 1998 compared to 80.3 percent in 2008 (NCES, 2009). During that time, in West Virginia, the percentage of first-time freshman that were full-time decreased from 90.0 to 86.1 percent.

About this Measure

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

First-Time Freshmen Enrollment

Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Bluefield State College	256	270	314	287	315	9.8%	23.0%
Concord University	648	600	625	716	609	-14.9%	-6.0%
Fairmont State University	668	648	638	772	819	6.1%	22.6%
Glenville State College	304	268	291	303	331	9.2%	8.9%
Marshall University	1,715	1,542	1,688	1,686	1,882	11.6%	9.7%
Potomac State College of WVU	459	537	616	637	722	13.3%	57.3%
Shepherd University	675	702	706	709	801	13.0%	18.7%
WVU Institute of Technology	177	200	253	230	288	25.2%	62.7%
West Liberty University	399	471	476	552	577	4.5%	44.6%
West Virginia State University	363	389	365	372	436	17.2%	20.1%
West Virginia University	4,561	4,818	4,711	5,128	4,585	-10.6%	0.5%
TOTAL	10,225	10,445	10,683	11,392	11,365	-0.2%	11.1%

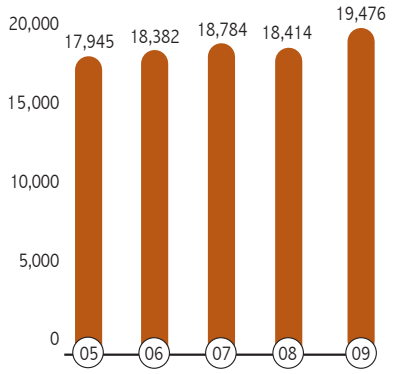
Adult (25 And Older) Student Enrollment

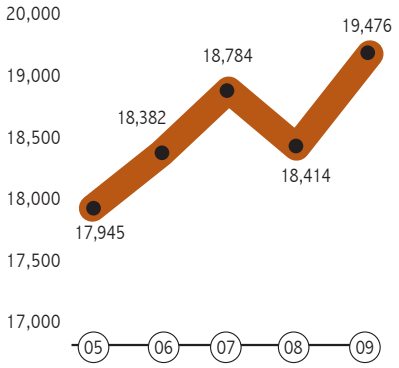
Fall 2005 – 2009

Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Bluefield State College	804	840	777	764	836	9.4%	4.0%
Concord University	641	587	509	513	642	25.1%	0.2%
Fairmont State University	1,408	1,474	1,465	1,473	1,498	1.7%	6.4%
Glenville State College	296	273	307	356	565	58.7%	90.9%
Marshall University	5,138	5,425	5,501	5,348	5,272	-1.4%	2.6%
Potomac State College of WVU	194	245	241	195	259	32.8%	33.5%
Shepherd University	1,120	1,176	1,211	1,286	1,319	2.6%	17.8%
WV School of Osteopathic Medicine	275	324	358	439	526	19.8%	91.3%
WVU Institute of Technology	428	425	413	315	279	-11.4%	-34.8%
West Liberty University	348	346	333	305	350	14.8%	0.6%
West Virginia State University	1,283	1,275	1,206	1,066	1,493	40.1%	16.4%
West Virginia University	6,010	5,992	6,463	6,354	6,437	1.3%	7.1%
TOTAL	17,945	18,382	18,784	18,414	19,476	5.8%	8.5%

West Virginia Highlights

- Adult students enrolled in for-credit classes increased 5.8 percent from 18,414 in 2008-09 to 19,476 in 2009-10.
- Adult student enrollment has increased by 1,531 students since 2005 representing a growth of 8.5 percent.
- Since the 2005-06 academic year, 11 institutions have realized gains in adult student enrollment while one has decreased.





National Context

According to SREB data, from 1997 to 2007 in the nation as a whole, the number of students aged 25 to 64 has increased by 901,197 or 15.3 percent. In SREB states, the number has grown by 306,113 or 17.0 percent. Adult enrollment as a proportion of overall enrollment has decreased over this time period from 41.3 to 37.6 percent in the U.S. and 40.0 to 36.0 percent in SREB states. In West Virginia, the percentage has increased from 33.4 to 38.7 percent.

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 16.9 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.

Enrollment By Gender

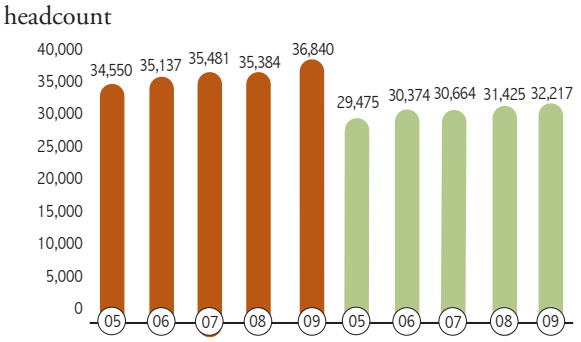
Fall 2005 – 2009

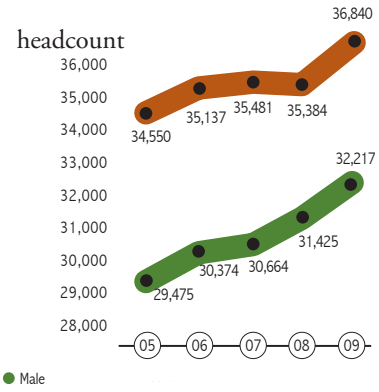
West Virginia Highlights

- Female enrollment increased 4.1 percent from 2008 to 2009 and 6.6 percent from 2005 to 2009.
- Male enrollment increased 2.5 percent from 2008 to 2009 and 9.3 percent from 2005 to 2009.
- Female enrollment in 2009 exceeded male enrollment by a margin of 4,623 students.

Enrollment by Gender

Institution	Gender	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Bluefield State College	F	1,063	1,124	1,105	1,161	1,247	7.4%	17.3%
	M	727	799	782	782	811	3.7%	11.6%
Concord University	F	1,773	1,700	1,606	1,637	1,732	5.8%	-2.3%
	M	1,227	1,216	1,109	1,173	1,192	1.6%	-2.9%
Fairmont State University	F	2,669	2,590	2,514	2,568	2,576	0.3%	-3.5%
	M	2,072	2,012	1,954	1,986	1,996	0.5%	-3.7%
Glenville State College	F	663	662	700	630	753	19.5%	13.6%
	M	730	725	744	814	1,003	23.2%	37.4%
Marshall University	F	8,431	8,400	8,288	8,159	8,245	1.1%	-2.2%
	M	5,557	5,536	5,520	5,414	5,531	2.2%	-0.5%
Potomac State College of WVU	F	717	832	861	828	950	14.7%	32.5%
	M	586	678	740	752	857	14.0%	46.2%
Shepherd Uiversity	F	2,240	2,353	2,412	2,476	2,511	1.4%	12.1%
	M	1,668	1,756	1,755	1,807	1,859	2.9%	11.5%
WV School of Osteopathic Medicine	F	184	241	291	331	369	11.5%	100.5%
	M	211	261	300	360	409	13.6%	93.8%
WVU Institute of Technology	F	650	638	572	444	477	7.4%	-26.6%
	M	890	855	860	756	778	2.9%	-12.6%
West Liberty University	F	1,284	1,322	1,366	1,420	1,500	5.6%	16.8%
	M	952	945	1,034	1,088	1,145	5.2%	20.3%
West Virginia State University	F	2,021	2,027	1,909	1,770	2,395	35.3%	18.5%
	M	1,436	1,429	1,387	1,340	1,576	17.6%	9.7%
West Virginia University	F	12,855	13,248	13,857	13,960	14,085	0.9%	9.6%
	M	13,419	14,162	14,479	15,153	15,060	-0.6%	12.2%
Total	**F**	**34,550**	**35,137**	**35,481**	**35,384**	**36,840**	**4.1%**	**6.6%**
	M	**29,475**	**30,374**	**30,664**	**31,425**	**32,217**	**2.5%**	**9.3%**



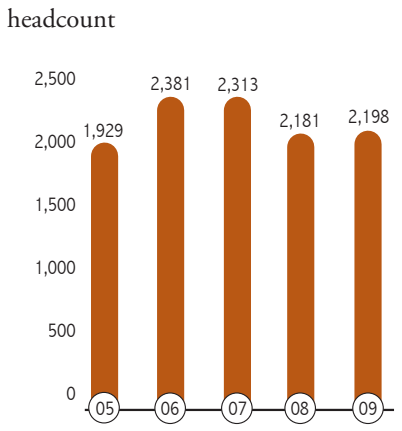


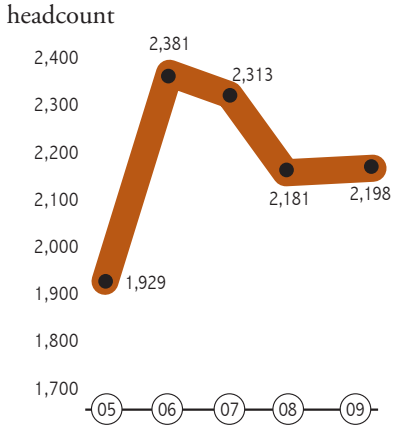
Dual Enrollment Of High School Students In HEPC Institutions

Fall 2005 – 2009

West Virginia Highlights

- Dual enrollment in the public four-year sector increased by 0.8 percent from 2008 to 2009 and by 13.9 percent since 2005.
- Dual enrollment numbers during this five-year span grew by 23.4 percent between 2005 and the peak of 2,381 students in 2006, declined over the next two years, and rose slightly in 2009.





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.

While these programs have gained in popularity, few studies have measured their effectiveness. A recent study in Florida discovered that: (1) Participation in dual enrollment was positively related to enrollment in college; (2) Dual enrollment students were more likely to persist in college to a second semester; (3) Their grade point average after two years of college was significantly higher than that of their peers; and (4) Dual enrollment students had made more progress towards 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. Counts include some students who enrolled at multiple institutions and are from fall, end-of-term data.

Dual Enrollment of High School Students in HEPC Institutions

2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
1,929	2,381	2,313	2,181	2,198	0.8%	13.9%

HEPC In-State Enrollment By County

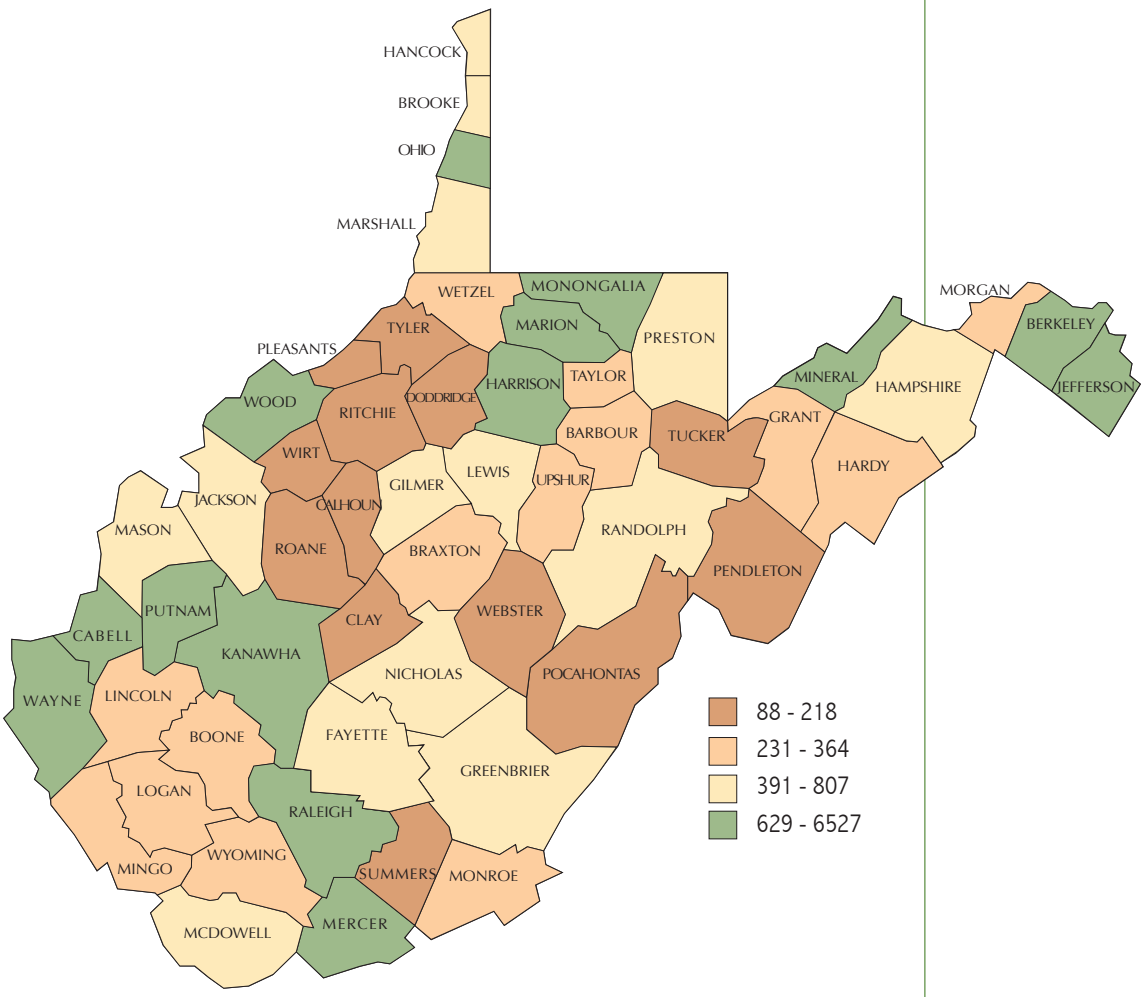
Fall 2005 – 2009

HEPC In-State Enrollment by County

County	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
No County	443	459	468	363	371	2.2%	-16.3%
Barbour	253	244	242	237	231	-2.5%	-8.7%
Berkeley	1,836	1,848	1,992	1,934	2,143	10.8%	16.7%
Boone	332	314	307	281	285	1.4%	-14.2%
Braxton	322	358	335	316	336	6.3%	4.3%
Brooke	502	504	779	742	719	-3.1%	43.2%
Cabell	4,204	4,206	4,084	4,222	4,300	1.8%	2.3%
Calhoun	186	164	149	143	183	28.0%	-1.6%
Clay	190	194	207	168	153	-8.9%	-19.5%
Doddridge	86	88	91	92	90	-2.2%	4.7%
Fayette	918	861	805	777	807	3.9%	-12.1%
Gilmer	375	405	397	452	498	10.2%	32.8%
Grant	277	275	271	305	361	18.4%	30.3%
Greenbrier	613	588	567	556	583	4.9%	-4.9%
Hampshire	416	430	446	460	499	8.5%	20.0%
Hancock	695	637	392	409	421	2.9%	-39.4%
Hardy	290	292	274	267	284	6.4%	-2.1%
Harrison	2,112	2,016	2,077	2,006	2,065	2.9%	-2.2%
Jackson	494	448	453	477	516	8.2%	4.5%
Jefferson	1,148	1,153	1,200	1,255	1,369	9.1%	19.3%
Kanawha	6,066	6,037	5,953	5,855	6,527	11.5%	7.6%
Lewis	398	410	400	402	400	-0.5%	0.5%
Lincoln	264	287	289	250	264	5.6%	0.0%
Logan	441	437	422	373	354	-5.1%	-19.7%
Marion	2,137	2,218	2,145	2,190	2,129	-2.8%	-0.4%
Marshall	720	720	745	785	740	-5.7%	2.8%
Mason	657	633	629	608	663	9.0%	0.9%
McDowell	465	447	422	418	364	-12.9%	-21.7%
Mercer	2,140	2,156	2,063	2,004	2,090	4.3%	-2.3%
Mineral	887	964	957	894	929	3.9%	4.7%
Mingo	285	304	292	259	275	6.2%	-3.5%
Monongalia	4,317	4,390	4,382	4,184	4,175	-0.2%	-3.3%
Monroe	292	278	241	249	258	3.6%	-11.6%
Morgan	219	218	233	237	239	0.8%	9.1%
Nicholas	488	507	456	455	513	12.7%	5.1%
Ohio	1,354	1,358	1,408	1,407	1,509	7.2%	11.4%
Pendleton	181	172	163	186	172	-7.5%	-5.0%
Pleasants	93	104	92	73	88	20.5%	-5.4%
Pocahontas	110	120	143	147	154	4.8%	40.0%
Preston	714	682	696	696	697	0.1%	-2.4%
Putnam	1,671	1,734	1,666	1,632	1,633	0.1%	-2.3%
Raleigh	1,488	1,481	1,445	1,429	1,590	11.3%	6.9%
Randolph	537	545	541	534	525	-1.7%	-2.2%
Ritchie	165	161	170	148	132	-10.8%	-20.0%

HEPC In-State Enrollment By County (continued)

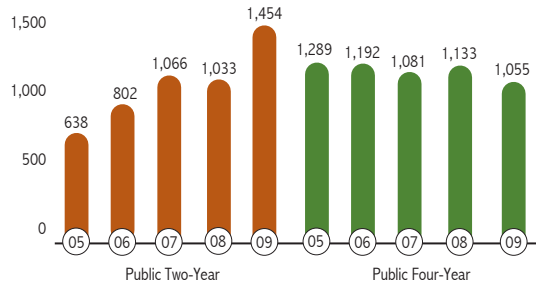
Fall 2005 – 2009

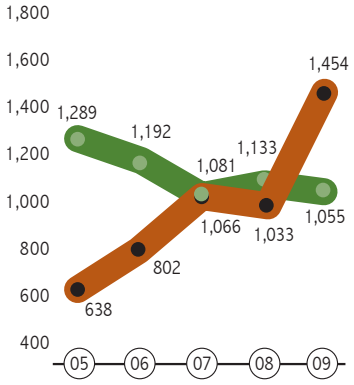


County	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Roane	197	193	207	189	209	10.6%	6.1%
Summers	235	217	205	202	218	7.9%	-7.2%
Taylor	334	353	331	329	336	2.1%	0.6%
Tucker	134	136	132	126	145	15.1%	8.2%
Tyler	154	166	179	184	174	-5.4%	13.0%
Upshur	396	383	361	346	318	-8.1%	-19.7%
Wayne	954	981	1,078	1,023	1,101	7.6%	15.4%
Webster	139	142	131	139	146	5.0%	5.0%
Wetzel	352	358	371	367	391	6.5%	11.1%
Wirt	98	104	96	86	94	9.3%	-4.1%
Wood	1,145	1,149	1,078	1,128	1,187	5.2%	3.7%
Wyoming	379	368	347	341	314	-7.9%	-17.2%
TOTAL	46,298	46,397	46,005	45,337	47,267	4.3%	2.1%

Undergraduate Transfers To HEPC Institutions

Academic Years 2005 – 2009





West Virginia Highlights

- Students transferring between four-year public postsecondary institutions experienced a 6.9 percent decrease from 2008 to 2009. This lateral transfer category has experienced an 18.2 percent decrease when compared to 2005 figures.
- Students transferring from two-year to four-year public postsecondary institutions experienced a 40.8 percent increase from 2008 to 2009. However, there has been a 127.9 percent rise when compared to the 2005 transfer numbers.

National Context

Multi-institutional attendance has become an increasingly common phenomenon. Between the high school graduating classes of 1982 and 1992, the number of students attending only one postsecondary institution declined from 46.9 percent to 43.5 percent. During this same time period, the proportion of students who attended two or more institutions increased from 19.3 percent to 21.5 percent (Adelman, 2006). More recently, 53.2 percent of the 32,000 college seniors who took the National Survey of Student Engagement (NSSE) in 2000 indicated that they attended more than one institution (Kuh et al., 2001).

Transfer patterns have been found to be related to student success. 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 and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006). A 2009 NSSE report indicated that forward and lateral transfer students were less engaged and satisfied with their college experience than native students.

About this Measure

These data indicate the number of students in West Virginia between the years of 2005 and 2009 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to HEPC Institutions

Transfer Type	2005	2006	2007	2008	2009	2008-09 % Change	2005-09 % Change
Public Four-Year	1,289	1,192	1,081	1,133	1,055	-6.9%	-18.2%
Public Two-Year	638	802	1,066	1,033	1,454	40.8%	127.9%

Average Undergraduate Tuition & Fees For In-State And Out-Of-State Students

Academic Years 2001 – 2010

West Virginia Highlights

- Average undergraduate tuition for in-state students increased 0.75percent, from $4,796 in 2009-10 to $4,832 in 2010-11.
- The five-year trend in tuition and fees shows an increase of 21.9 percent for in-state students and 21.0 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 87.6 percent for in-state students and 84.1 percent for out-of-state students though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by $2,256 since 2001 and out-of-state tuition has increased by $5,516.

National Context

According to SREB data, over the eleven-year period from 1998-99 to 2008-09, median in-state tuition at four-year public colleges and universities in SREB states increased from $2,372 to $5,389, an increase of 127.2 percent. If these figures are adjusted for inflation, the figure is 68.6 percent. In the country, as a whole, during the same time period, median in-state tuition increased from $2,929 to $5,805. This was a 98.2 percent increase without adjusting for inflation, a 47 percent increase with inflation adjustment. West Virginia increases were smaller than SREB averages both in dollars and percent.

Measuring Up 2008, the National Center for Public Policy and Higher Education's biennial report card, gave 49 states, including West Virginia, an F in affordability due to the increasing proportion of income needed to pay college expenses, even after financial aid. SREB data illustrate that tuition at four-year colleges in West Virginia represents 12.1 percent of median income in the state; this is lower than the median of 12.3 percent for SREB states, but higher than the national figure of 11.5 percent.

About this Measure

This indicator provides the 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 costs of books or room and board. 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 at public two-year colleges but lower than at private four-year colleges and universities or at public four-year universities at the out-of-state rate.

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

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2006-2010 % Change	2001-2010 % Change
In-State	$2,576	$2,816	$3,077	$3,428	$3,706	$3,965	$4,214	$4,487	$4,796	$4,832	21.9%	87.6%
Out-of-State	$6,561	$7,171	$7,898	$8,629	$9,323	$9,982	$10,538	$11,174	$11,613	$12,077	21.0%	84.1%

Undergraduate Tuition & Fees For In-State Students By Institution

Academic Years 2001-2010

Undergraduate Tuition & Fees for In-State Students by Institution

Institution	2001	2006	2009	2010	2009-2010 % Change	2006-2010 % Change	2001-2010 % Change
Bluefield State College	$2,380	$3,648	$4,596	$4,596	0.00%	25.99%	93.11%
Concord University	$2,724	$4,204	$4,974	$4,974	0.00%	18.32%	82.60%
Fairmont State University	$2,408	$4,332	$4,952	$5,172	4.44%	19.39%	114.78%
Glenville State College	$2,568	$3,882	$4,888	$4,888	0.00%	25.91%	90.34%
Marshall University	$2,724	$4,150	$5,236	$5,285	0.94%	27.35%	94.02%
Shepherd University	$2,608	$4,348	$5,234	$5,234	0.00%	20.38%	100.69%
West Liberty University	$2,516	$3,944	$4,880	$4,880	0.00%	23.73%	93.96%
West Virginia State University	$2,562	$3,796	$4,644	$4,664	0.43%	22.87%	82.05%
West Virginia University	$2,948	$4,476	$5,304	$5,406	1.92%	20.78%	83.38%
WVU Institute of Technology	$2,836	$4,358	$5,164	$5,164	0.00%	18.49%	82.09%

Undergraduate Tuition & Fees (In-State) Peer Comparison, 2010

Institution	Tuition & Fees	Peer Group Average	Rank
Bluefield State College	$4,596	$6,429	18
Concord University	$4,974	$6,259	16
Fairmont State University	$5,172	$6,048	14
Glenville State College	$4,888	$7,554	19
Marshall University	$5,285	$6,526	17
Potomac State College of WVU	$2,886	$2,893	8
Shepherd University	$5,234	$6,034	12
West Liberty University	$4,880	$6,440	15
West Virginia State University	$4,664	$5,915	18
West Virginia University	$5,406	$8,235	20
WVU Institute of Technology	$5,164	$7,033	16

**A rank of 1 equals the most expensive school.*

West Virginia Highlights

- The change in tuition and fees from 2009 to 2010 ranged from a 0 percent increase at six HEPC institutions to a 4.44 percent increase of $220 at Fairmont State University. Adjusting for inflation with the Consumer Price Index, these percentage increases were -1.8 percent and 2.6 percent respectively.
- Looking over the five-year window from 2006 to 2010, the percent increases varied from a low of 18.32 percent ($948) at Concord University to a high of 27.35 percent ($1,135) at Marshall University. Adjusted for inflation, these increases were 9.2 percent and 17.5 percent respectively.
- Ten-year increases varied from a 82.05 percent increase of $2,102 at West Virginia State University to a 114.78 percent increase of $2,764 at Fairmont State University. These increases are reduced to 47.6 percent and 74.1 percent when adjusted for inflation.

National Context

As can be seen from the chart at left, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for all HEPC institutions. Similarly, if the tuition among the twenty peer institutions is ranked from highest to lowest, almost all West Virginia institutions rank in the bottom third.

About this Measure

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board. 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 at public two-year colleges but lower than at private four-year colleges and universities or at public four-year universities at the out-of-state rate.

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

Academic Years 2005 & 2010

West Virginia Highlights

- The smallest percentage increase for cost of attendance between 2005 and 2010 is found at Concord University where the total rose from $9,708 in 2005 to $11,936 in 2010.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at WVU Institute of Technology. The cost of attendance was $8,888 in 2005 compared to $12,664 in 2010.
- The four-year public postsecondary institution with the lowest cost of attendance in 2010 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 47 percent of the combined expense of tuition and fees plus room and board in 2010-11. Average total charges of in-state tuition, fees, room, and board at four-year public institutions nationally are $16,140 in 2010-11 which is 6.1 percent higher than the prior year's total (College Board, 2010).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average rate of 5.6 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 room and board, at each institution. Room and board costs vary, however, 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, and other expenses which were estimated nationally to be $4,199 for 2010-11 (College Board, 2010).

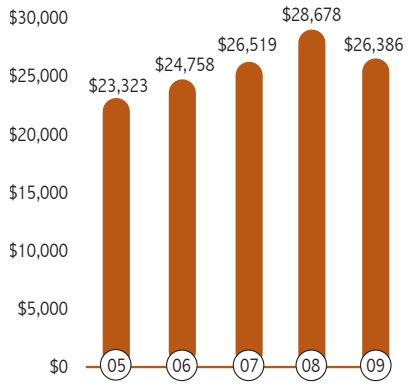
Cost of Attendance for In-State Undergraduate Students Living On Campus

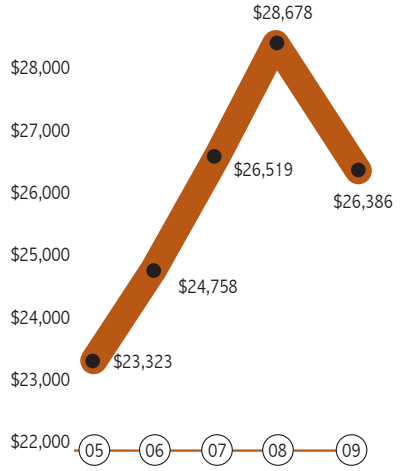
	2005			2010			
Institution	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	2005-2010 % Change in Total Cost
Bluefield State College	$3,410	$0	$3,410	$4,596	$0	$4,596	34.8%
Concord University	$3,912	$5,796	$9,708	$4,974	$6,962	$11,936	23.0%
Fairmont State University	$4,030	$5,508	$9,538	$5,172	$6,588	$11,760	23.3%
Glenville State College	$3,628	$5,200	$8,828	$4,888	$7,250	$12,138	37.5%
Marshall University	$3,932	$6,031	$9,963	$5,285	$7,963	$13,248	33.0%
Potomac State College of WVU	$2,328	$4,666	$6,994	$2,886	$6,781	$9,667	38.2%
Shepherd University	$4,046	$6,020	$10,066	$5,234	$8,037	$13,271	31.8%
WVU Institute of Technology	$4,078	$4,810	$8,888	$5,164	$7,500	$12,664	42.5%
West Liberty University	$3,686	$5,456	$9,142	$4,880	$7,050	$11,930	30.5%
West Virginia State University	$3,548	$4,623	$8,171	$4,664	$6,225	$10,889	33.3%
West Virginia University	$4,164	$6,144	$10,308	$5,406	$8,370	$13,776	33.6%

*Bluefield State College has no on-campus housing.

Average Undergraduate Loan Debt Of Bachelor's Degree Graduates

Academic Years 2005 – 2009





Average Loan Debt of Graduates*

West Virginia Highlights

- Average loan debt for bachelor's degree earners decreased 8 percent, from $28,678 in 2008 to $26,386 in 2009.
- The five-year trend in loan debt shows an increase of 13.1 percent from the $23,323 figure in 2005.
- The four-year public institution with the largest one-year decrease is Potomac State College of WVU which realized a 30.2 percent decrease. West Liberty University and Glenville State College were the only institutions to see an increase in debt, with 4.3 percent and 2.9 percent growth between 2008 and 2009.

National Context

Approximately 55 percent of public four-year college students graduated with debt each year between 1999-00 and 2008-09 (College Board, 2010). During this time period, the average debt of borrowers increased by 1.5 percent after adjusting for inflation from $19,500 to $19,800.

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 1999-00 through 2009-10, total grant aid per undergraduate FTE grew at an annual rate of 4.9 percent in inflation-adjusted dollars while total loans increased 5 percent per year (College Board, 2010).

This has resulted in an increase of total loans used to finance postsecondary education expenses between 1999-00 and 2009-10 from approximately $48 billion to $105 billion (College Board, 2010).

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.

Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Bluefield State College	$17,034	$17,358	$18,469	$20,382	$19,409	-4.8%	13.9%
Concord University	$18,631	$17,504	$20,476	$20,875	$18,937	-9.3%	1.6%
Fairmont State University	$18,769	$20,078	$21,509	$23,975	$22,679	-5.4%	20.8%
Glenville State College	$16,323	$17,029	$18,301	$21,328	$21,942	2.9%	34.4%
Marshall University	$19,794	$20,607	$21,356	$23,302	$20,144	-13.6%	1.8%
Potomac State College of WVU	.	$17,813	$11,187	$19,098	$13,340	-30.2%	.
Shepherd University	$21,942	$23,724	$25,924	$28,779	$24,448	-15.0%	11.4%
WVU Institute of Technology	$17,540	$21,163	$25,077	$23,413	$18,055	-22.9%	2.9%
West Liberty University	$22,188	$23,322	$21,804	$24,501	$25,549	4.3%	15.1%
West Virginia State University	$20,620	$21,564	$24,785	$23,851	$22,021	-7.7%	6.8%
West Virginia University	$28,318	$29,863	$32,065	$34,538	$31,823	-7.9%	12.4%
Total	**$23,323**	**$24,758**	**$26,519**	**$28,678**	**$26,386**	**-8.0%**	**13.1%**

**The average loan amount also includes undergraduate loans accrued after a student's initial bachelor's degree.*

College Participation Rate Of Low-Income Students

Academic Years 1998 – 2007

West Virginia Highlights

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has declined by 2.5 percentage points from 23.1 percent in 1998 to 20.6 percent in 2007-08, the most recent year these data are available.

- The college-going rate of low-income students has increased 1.4 percentage points from the 2006-2007 figure of 19.2 percent.

National Context

In the nation as a whole, the proportion of low-income students who enroll in college reached a peak of 27.7 percent in 1998 and has declined since then to the 2007 figure of 25.7 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 non-low-income 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 2007 college participation rate of low-in come students ranges from a high of 28.5 percent in Maryland to a low of 17.2 percent in Louisiana. West Virginia ranks 13th in college participation of low-income students among the 16 SREB states and is two percentage points below the SREB average.

About this Indicator

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 does un derestimate 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
1998	23.1%
1999	21.5%
2000	20.6%
2001	21.4%
2002	22.4%
2003	21.4%
2004	21.8%
2005	18.6%
2006	19.2%
2007	20.6%

College Participation Rate of Low-Income Students in SREB States, 2007

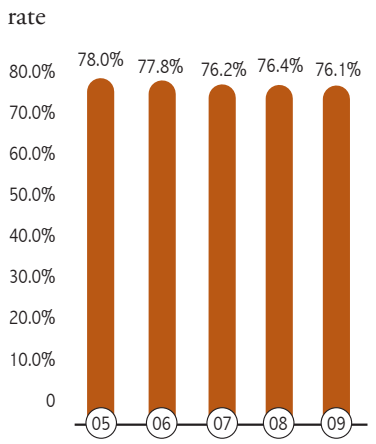
State	Participation Rate
Alabama	21.4%
Arkansas	22.9%
Delaware	20.8%
Florida	25.1%
Georgia	24.0%
Kentucky	21.9%
Louisiana	17.2%
Maryland	28.5%
Mississippi	24.2%
North Carolina	26.2%
Oklahoma	17.6%
South Carolina	23.3%
Tennessee	23.2%
Texas	20.5%
Virginia	25.4%
West Virginia	20.6%
SREB Average	**22.6%**

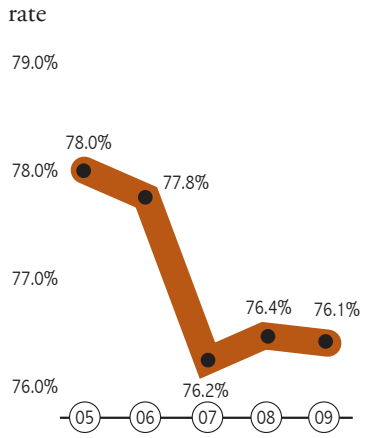
Source: Mortenson, 2009

LEARNING & ACCOUNTABILITY

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2005 – 2009





West Virginia Highlights

- First-year retention rates have declined 1.9 percentage points at four-year public institutions from 78.0 percent in 2005 to 76.1 percent in 2009.
- The largest gain over the five year period was at West Virginia State University, with an increase of 3.3 percentage points.
- Eight of eleven four-year public institutions experienced decreases in their retention rates with the largest of 9.6 percentage points at Glenville State College.

National Context

The national proportion of fall 2007 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was approximately 72 percent. This figure is much higher than retention rates for part-time students during this same year, which was about 48 percent. This measurement differs from the West Virginia calculation in that the national figures do not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2007). In the SREB region, the one-year persistence rate for the 2007 cohort was 85 percent, with a same-school retention rate of 78 percent. West Virginia ranked 14th of 16 in overall first-year persistence with a rate of 78 percent, but tied for 12th with a same-school retention rate of 72 percent (SREB, 2009).

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 the support that will assist with retention during this first year will increase the likelihood of higher graduation rates.

One-Year Retention Rates

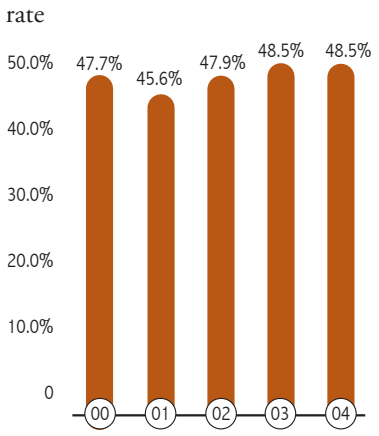
Institution	2005	2006	2007	2008	2009
Bluefield State College	63.3%	70.3%	65.5%	62.6%	65.0%
Concord University	73.5%	69.3%	70.5%	74.8%	70.6%
Fairmont State University	78.8%	74.8%	77.8%	73.3%	71.2%
Glenville State College	70.2%	66.8%	61.8%	61.8%	60.6%
Marshall University	79.8%	80.0%	78.6%	78.8%	77.2%
Potomac State College of WVU	58.8%	63.4%	56.9%	55.7%	61.7%
Shepherd University	72.8%	73.7%	71.8%	70.5%	70.4%
WVU Institute of Technology	66.4%	70.5%	75.3%	63.1%	61.8%
West Liberty University	71.6%	77.1%	71.2%	74.3%	73.3%
West Virginia State University	63.4%	63.0%	57.7%	59.7%	66.7%
West Virginia University	84.4%	83.2%	82.0%	83.6%	82.8%
Total	78.0%	77.8%	76.2%	76.4%	76.1%

Graduation Rate For Students Seeking A Bachelor's Degree

Fall Cohorts 2000 – 2004

West Virginia Highlights

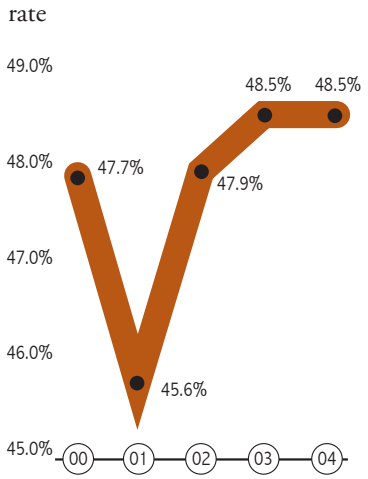
- Graduation rates have improved 0.8 percentage points at four-year public institutions from 47.7 percent for the 2000 cohort to 48.5 percent for the 2004 cohort.
- The largest gain was at West Virginia University, with an increase of 3.3 percentage points.
- The largest decrease was at Bluefield State College, with a decline of 20.5 percentage points.



National Context

The national proportion of fall 2001 first-time, full-time bachelor's degree-seeking undergraduates who graduated within six years was 57.3 percent. The figure was higher for women than for men in public institutions (57.8 percent for women, 51.7 percent for men) and private not-for-profit institutions (66.7 percent for women and 61.4 percent for men) (IPEDS, 2008). In the SREB region, for the 2002 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 53 percent.

Graduation rates have been shown nationally to vary widely by race/ethnicity with 60.3 percent of White students, 48.3 percent of Hispanic students, 41.5 percent of African American students, and 39.5 percent of Native American students completing a bachelor's 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	2000	2001	2002	2003	2004
Bluefield State College	35.0%	12.8%	24.1%	23.5%	14.5%
Concord University	37.3%	40.0%	36.5%	35.0%	36.9%
Fairmont State University	40.3%	38.0%	41.1%	39.8%	38.1%
Glenville State College	32.7%	29.2%	31.9%	37.9%	32.8%
Marshall University	48.2%	42.2%	46.0%	46.8%	48.4%
Shepherd University	45.4%	38.2%	40.4%	46.9%	44.5%
WVU Institute of Technology	33.9%	40.3%	42.6%	33.1%	35.2%
West Liberty University	43.9%	45.0%	42.6%	35.9%	39.4%
West Virginia State University	22.7%	23.7%	28.1%	20.7%	22.4%
West Virginia University	55.6%	55.0%	56.9%	58.4%	58.9%
System	47.7%	45.6%	47.9%	48.5%	48.5%

Certificates & Degrees Conferred By Major

Academic Years 2005 – 2009

West Virginia Highlights

- The number of certificates and degrees conferred has increased by 1.2 percent at four-year public institutions from 12,047 in 2008 to 12,196 in 2009. Degrees conferred have increased by 5.0 percent overall since 2005.

- The largest one-year percentage gain in number of graduates is found in Philosophy & Religious Studies with a 50.0 percent increase (though the overall number was relatively low with 30 recipients in 2009). The largest numerical gain is found in Health Professions & Clinical Sciences with an increase of 121 graduates representing a 7.5 percent increase.

- The largest five-year percentage gain in number of graduates is found in Philosophy & Religious Studies with a 275.0 percent increase (a growth of 22 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 342 graduates (an increase of 24.4%).

National Context

Between 1997-98 and 2007-08, 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 business and management (U.S. 43.5%, SREB 44.2%), followed by humanities (42.5%, 49.4%), social and behavioral sciences (32.3%, 35.2%), allied health and health sciences (32.1%, 32.3%) and science and technologies (18.0%, 17.8%). Over this time period, degrees in education decreased both nationally by 3.2 percent and in the SREB region by 9.3 percent.

The magnitude of master's degree growth by field differs from bachelor's degrees with the largest growth in education (U.S. 53.4%, SREB 27%), business and management (52.1%, 57.5%), and allied health and health sciences (48.0%, 48.4%) followed by social and behavioral sciences (37.1%, 36.0%), the humanities (33.3%, 32.4%), and science and technologies (32.7%, 35.1%). Growth in doctoral degrees has been largest in allied health and health sciences (>200%, >200%), followed by business and management (61.6%, 39.3%), science and technologies (27.9%, 43.9%), education (24.6%, 30.7%), and social and behavioral sciences (13.5%, 21.3%). Doctoral degrees in the humanities decreased during this time (2.1%, 0.8%).

About this Measure

This measure provides the number of certificates, associate's, bachelor's, first professional, master's, post-master's and doctoral degrees awarded by major at HEPC 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 (Continued)

Academic Years 2005 – 2009

Certificates & Degrees Conferred by Major

Major	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Agriculture	127	155	213	189	182	-3.7%	43.3%
Architecture	28	25	33	29	27	-6.9%	-3.6%
Biological & Biomedical Sciences	388	490	466	475	510	7.4%	31.4%
Business	1,638	1,740	1,735	1,818	1,763	-3.0%	7.6%
Communication & Journalism	662	607	612	650	675	3.8%	2.0%
Communication Technologies/Technicians	13	17	29	21	15	-28.6%	15.4%
Computer & Information Sciences	196	165	179	143	142	-0.7%	-27.6%
Education	2,060	1,963	1,894	1,858	1,731	-6.8%	-16.0%
Engineering	634	621	624	594	578	-2.7%	-8.8%
Engineering Technologies/Technicians	125	146	138	142	176	23.9%	40.8%
English Language & Literature/Letters	210	235	213	209	225	7.7%	7.1%
Family & Consumer Sciences/Human Sciences	151	141	126	130	69	-46.9%	-54.3%
Foreign Languages, Literatures, & Linguistics	85	92	99	81	90	11.1%	5.9%
Health Professions & Clinical Sciences	1,399	1,566	1,543	1,620	1,741	7.5%	24.4%
History	145	171	162	210	185	-11.9%	27.6%
Legal Professions & Studies	141	166	151	161	140	-13.0%	-0.7%
Liberal Arts & Sciences, General Studies & Humanities	157	169	156	174	190	9.2%	21.0%
Mathematics & Statistics	71	53	78	72	74	2.8%	4.2%
Multi/Interdisciplinary Studies	288	339	351	358	447	24.9%	55.2%
Natural Resources and Conservation	137	142	183	153	165	7.8%	20.4%
Parks, Recreation, Leisure & Fitness Studies	166	234	223	232	260	12.1%	56.6%
Philosophy & Religious Studies	8	10	15	20	30	50.0%	275.0%
Physical Sciences	145	133	178	178	189	6.2%	30.3%
Psychology	468	411	431	410	443	8.0%	-5.3%
Public Administration & Social Services	251	214	289	255	196	-23.1%	-21.9%
Regents Bachelor of Arts	830	740	767	713	743	4.2%	-10.5%
Science Technologies/Technicians	1	3	4	.	3	.	200.0%
Security & Protective Services	280	297	328	287	296	3.1%	5.7%
Social Sciences	525	536	568	564	593	5.1%	13.0%
Visual and Performing Arts	284	276	305	301	318	5.6%	12.0%
Total	11,613	11,857	12,093	12,047	12,196	1.2%	5.0%

Pass Rates Of Baccalaureate Degree Earners On Licensure/ Certification Exams

Years Ending June 2005 – 2009

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2005	2006	2007	2008	2009
Cytotechnology	100.0%	.	100.0%	100.0%	100.0%
Dental Hygiene	100.0%	90.6%	94.6%	90.2%	100.0%
Dietetics	85.7%	72.7%	70.0%	75.0%	88.6%
Medical Technology	85.7%	64.3%	90.0%	86.4%	69.4%
Nursing	81.7%	79.6%	85.0%	86.0%	91.6%
Praxis II (Learning & Teaching)	89.1%	90.5%	88.8%	92.3%	92.2%
Social Work (State)	73.4%	70.2%	65.8%	68.3%	77.1%

West Virginia Highlights

- 2009 licensure pass rates increased in four of seven areas when compared to 2008 – Dental Hygiene, Dietetics, Nursing, and Social Work (State).
- 2009 licensure pass rates increased in four areas when compared to 2005 – Dietetics, Nursing, Praxis II (Learning &Teaching), and Social Work (State).
- Pass rates decreased since 2005 in one area, Medical Technology. They remained the same in two areas—Cytotechnology and Dental Hygiene.

National Context

West Virginia institutions exceeded the 2009 national pass rates in three areas, Dental Hygiene, Dietetics, and Nursing. They fell below the national pass rate in the area of Social Work. 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. Where comparable national pass rates were available, West Virginians also sur passed the national pass rate for Dental Hygiene but scored below national pass rates in Social Work.

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 Graduate/Professional Degree Earners On Licensure/Certification Exams

Years Ending June 2005 – 2009

West Virginia Highlights

- 2009 licensure pass rates increased in seven of thirteen areas when compared to 2008. A pass rate of 100 percent was maintained in one area. A comparison for Nursing Administration was not possible due to a lack of data in 2008 and 2009.
- 2009 licensure pass rates increased in four of twelve areas and held steady in two other areas when compared to 2005 data. Comparisons were not possible for Nursing Administration due to a lack of comparable data in 2009 and for WV Competency Exam for Counsel Licensing due to a lack of comparable data in 2005.
- The areas of COMLEX Level 3, Dentistry, 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 (Law) with an available national pass rate: COMLEX Level 3 (osteopathic medicine), Dentistry, Dietetics, Family Nurse Practitioner, National Exam in Speech Pathology & Audiology, Occupational Therapy, Pharmacy, Physical Therapy, and USMLE Step 3.

About this Measure

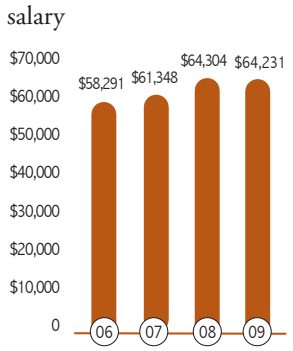
This indicator provides the pass rate according to the individual test standards of students finishing master's or first professional degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the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

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

Exam	2005	2006	2007	2008	2009
Comlex Level 3	97.2%	95.0%	100.0%	100.0%	96.4%
Dentistry	100.0%	97.7%	97.8%	97.9%	94.6%
Dietetics	87.5%	100.0%	75.0%	60.0%	87.5%
Family Nurse Practitioner	88.5%	88.5%	94.4%	94.4%	97.4%
Law	80.2%	72.0%	66.3%	71.3%	77.7%
National Certified Counselor Exam	75.0%	93.8%	92.9%	83.3%	68.4%
National Exam in Speech Pathology & Audiology	97.9%	94.2%	97.9%	98.2%	98.0%
Nursing Administration	100.0%	.	.	.	.
Occupational Therapy	95.5%	100.0%	100.0%	89.5%	90.0%
Pharmacy (Pharm D)	95.5%	90.4%	97.2%	95.0%	97.4%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	91.4%	94.9%	88.7%	86.8%	89.0%
USMLE Step 3	93.6%	95.2%	97.1%	97.4%	100.0%
WV Competency Exam for Counselor Licensing	.	83.3%	75.8%	94.3%	81.8%

Average Nine-Month Salary Of Full-Time Instructional Faculty By Rank

Fall 2006 – 2009



West Virginia Highlights

- Overall, faculty salaries decreased 0.1 percent between 2008 and 2009. This is the first year where average faculty salaries have decreased. This is partially due to decreased numbers of senior faculty. Salary gains since 2006 were 10.2 percent.
- The largest one-year percentage increase by faculty rank was for graduate assistants and others who realized a 13.2 percent increase. The smallest gain during this time period was 0.1 percent for Assistant Professors.
- The largest percentage increase by faculty rank from 2006-2009 was for professors who realized a 14.1 percent gain. Graduate assistants and other miscellaneous categories saw a 34.5 percent decrease from 2006.

National Context

Nationally, the average salary of full-time faculty in 2007-08 was $104,068 for full professors, $75,086 for associate professors, $63,086 for assistant professors, and $44,095 for instructors which combined for an overall average salary of $75,943.

In the SREB region, the average salary of full-time faculty in 2007-08 was slightly lower than the nation as a whole at $101,920 for full professors, $73,623 for associate professors, $61,770 for assistant professors, and $43,960 for instructors. The SREB had an overall average faculty salary of $72,998.

West Virginia ranks 13th 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 West Virginia's baccalaureate and graduate full-time faculty from fall 2005 to fall 2009. 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 2009

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	$66,814	$56,985	$49,575	$39,060	$37,644	.	$57,053
Concord University	$66,804	$57,347	$48,914	$38,452	.	.	$53,233
Fairmont State University	$73,917	$59,900	$49,856	$41,152	.	$36,654	$58,601
Glenville State College	$65,753	$58,769	$45,229	$37,096	.	$33,358	$48,696
Marshall University	$73,456	$60,000	$49,028	$30,326	.	.	$61,068
Potomac State College of WVU	$65,025	$42,987	$41,762	$37,625	.	.	$47,613
Shepherd University	$72,469	$60,754	$52,372	$39,000	$47,950	.	$58,929
WVU Institute of Technology	$73,463	$54,779	$50,009	$45,351	$42,865	.	$58,110
West Liberty University	$63,403	$54,504	$48,683	$41,901	$44,003	.	$50,444
West Virginia State University	$62,291	$57,572	$47,533	$38,600	.	$55,000	$52,296
West Virginia University	$102,780	$74,033	$59,887	$43,644	$47,965	.	$75,114
System	**$83,763**	**$64,760**	**$53,794**	**$39,406**	**$46,673**	**$39,005**	**$64,231**

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2006-2009

Rank	2006	2007	2008	2009	2008-2009 % Change	2006-2009 % Change
Professor	$73,436	$77,879	$83,413	$83,763	0.4%	14.1%
Associate Professor	$57,976	$60,320	$64,136	$64,760	1.0%	11.7%
Assistant Professor	$48,624	$51,103	$53,725	$53,794	0.1%	10.6%
Instructor	$34,951	$36,932	$38,869	$39,406	1.4%	12.7%
Lecturer	$41,073	$44,509	$46,319	$46,673	0.8%	13.6%
Graduate Assistant & Other	$59,517	$32,855	$34,443	$39,005	13.2%	-34.5%
All Ranks	**$58,291**	**$61,348**	**$64,304**	**$64,231**	**-0.1%**	**10.2%**

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.

ACCESS

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded grant designed to better prepare middle and high school students for college through academic preparation programs, professional development activities for educators, and college information and awareness initiatives for students and parents. The Higher Education Policy Commission was awarded a six-year, $18 million state GEAR UP grant in July of 2008. Since then, the Commission has launched West Virginia GEAR UP, a college access program designed to target ten high-need counties throughout the central and southern part of the state. Now in its third year of implementation, West Virginia GEAR UP has provided additional educational opportunities to more than 5,500 students and their teachers, parents, and family members. During the 2009-10 academic year, West Virginia GEAR UP: 1) provided academic and career counseling to more than 3,718 students - each participant received an average of 5.04 hours of service; 2) provided tutoring and homework assistance services to more than 3,176 students - each participant received an average of 27.29 hours of service; 3) worked directly with more than 2,957 parents during family college awareness activities and events; 4) coordinated and/or funded on-campus college tours for more than 2,385 students; 5) coordinated and/or funded professional development activities for more than 861 educators; and 6) awarded more than $600,000 to high school graduates in the class of 2010 to help pay for the first year of college tuition.

  In addition to providing students, parents and teachers with direct services, 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 dozen 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. The West Virginia GEAR UP program has also served as an important channel for fueling participation in the College Foundation of West Virginia initiative and fostering widespread adoption of cfwv.com, the state's online college access portal.

- In 2008, the West Virginia Higher Education Policy Commission (Commission) received a two year federally funded College Access Challenge Grant to develop a comprehensive online portal designed to help students and families plan, apply and pay for education and training beyond high school. The result is the College Foundation of West Virginia and cfwv.com, an interactive web site that streamlines the college-readiness process by consolidating previously decentralized resources and allows students of all ages to create personalized college and career planning portfolios.

  CFWV.com, however, is more than just a web site. The construction of this web portal has fueled statewide collaboration and allowed the Commission to leverage other funds and partnerships in order to bolster West Virginia's existing college access initiatives. The cfwv.com site has served as the focal point for establishing a structured and coordinated college access organization. Utilizing the momentum of the Commission's federally funded GEAR UP grant and various college access partnerships, the Commission was able to begin building a solid infrastructure designed to ensure that more students pursue and succeed in postsecondary education.

In Fiscal Year (FY) 2010, the West Virginia Legislature invested $2 million dollars to help market the resources available through cfwv.com and fuel a college-going culture in West Virginia. These funds were intended to support the state's college access marketing and outreach initiatives through the close of FY 2011. One year into this initial appropriation, the Commission and its partners have already made great strides in increasing the knowledge and aspirations of West Virginia's students and citizens.

From the onset, the Commission was determined to utilize the legislative appropriation and the various federal funds in the most effective and efficient way possible. Thus, the college access marketing campaign has been designed to encourage citizens to pursue college, and to position cfwv.com as the best resource for accomplishing that dream. Funds and resources provided by West Virginia GEAR UP have allowed the Commission to build extensive partnership networks dedicated to informing and engaging citizens throughout the state, while funds from the initial College Access Challenge Grant have allowed the Commission to not only maintain but also expand the cfwv.com portal.

The success of these collaborative initiatives is significant. Since the launch of cfwv.com in October 2009, more than 32,000 individuals have created an account on the web site, and more than 500 educators have been trained to use cfwv.com in classroom and co-curricular activities. Students, parents and educators throughout the state have utilized cfwv.com as a planning resource and the College Foundation of West Virginia is quickly approaching widespread adoption. Such outcomes have allowed the Commission to build a more sustainable college access program. To support this objective, the Commission recently created the Division of Student Success and P-20 Initiatives, which will house West Virginia GEAR UP, the CFWV/college access outreach team and staff who focus on the Commission's P-20 and Adult Learner initiatives. This new Division works to increase college access for citizens of all ages, income-levels and cultural backgrounds within the state.

- The Veterans Initiative Task Force has been charged with promoting and facilitating the recruitment, retention, and graduation of veterans at West Virginia institutions of higher education. There are several outcomes for students sought by this committee: 1) the provision of timely and accurate information needed to make informed career/educational choices; 2) the opportunity to enroll in West Virginia higher education institutions; 3) the provision of information needed to take full advantage of GI Bill benefits; and 4) the successful completion of coursework resulting in degree attainment. While this task force recognizes the unique experiences and needs of veteran students, the objective of this body is to integrate them into the fabric of campus culture to promote success in learning.
- In September 2010 the Higher Education Policy Commission and the Community and Technical College system received an $800,000 grant from the Lumina Foundation to fund DegreeNow, an adult learner initiative aimed at getting adults (over 25) who have started college but not finished back into school for a credential. This is a four year project. By grant end our goal is to have helped 3,000 adults complete an Associate's degree and 4,600 adults complete a Bachelor's degree.
- In November 2009 the Commissioners of the West Virginia Higher Education Policy Commission approved a planning and assessment effort—the Chancellor's Diversity Initiative—to take stock of the state of diversity initiatives and efforts at the Commission and those institutions it helps oversee. The goal of the initiative is to help ensure equity in educational outcomes for diverse students. As part of the charge from the Commissioners, a steering body, the Diversity Council was established. To carry out its charge the Council followed a data and information gathering process and through this process the Council made recommendations in regards to Commission leadership, campus and community, and sustaining the initiative to ultimately enhance diversity efforts throughout the system and close the achievement gap. Diversity efforts also include the Chancellor's Scholars program at West Virginia University. This program supports graduate assistantships, scholarships, and other resources to ensure adequate funding for selective minority doctoral students; places minority visiting faculty (graduate students) in teaching roles at selected campuses in West Virginia's public higher education system; and sponsors an annual colloquium for aspiring minority doctoral candidates.
- The Higher Education Policy Commission has undertaken a major initiative to enhance the ability of adults to attain a bachelor's degree through an enhancement to the Regents Bachelor of Arts—the RBA Today. While the Regents Bachelors of Arts has been successfully offered for adults for over 30 years, RBA Today expands on the

existing degree by providing adults with previous college experience greater opportunities to complete a bachelor's degree in an accelerated and flexible format. RBA Today makes available more content areas of emphasis and a significant number of courses offered in compressed time-frames. Courses that are delivered at times convenient for adult students and in flexible formats are the hallmark of RBA Today.

COST AND AFFORDABILITY

- A required secondary application for need-based state level financial aid was eliminated increasing access to the Higher Education Grant Program for first-time applicants, especially non-traditional students. Additionally, the March 1 priority deadline was eliminated. Both changes were designed to serve more students. The Commission also holds aside 10 percent of the state allocation for the grant program for late adult student filers.
- Changes to the PROMISE Scholarship program went into effect which were adopted by the legislature in 2009 and based on recommendations by an Ad-Hoc Advisory Committee appointed by Chancellor Noland. The PROMISE Scholarship award moved to a floor amount of $4,750 per year (or a higher amount as funding permits) for students who began college after January 1, 2010. This policy change secured the long-term financial viability of the program; eliminated the need to increase academic criteria for the award in order to reduce costs; and made student financial planning for college more predictable. Additionally, this was the first year that summer PROMISE awards were made. Such awards will likely allow students to complete a degree more quickly.
- The Efficiencies Task Force has been charged with recommending ways that the Commission and the public four-year colleges and universities in the state can achieve sustainable cost containment within their operating budgets, while maintaining/advancing the quality of learning gains and outcomes. The work of this group focuses on an array of issues and opportunities ranging from energy conservation to creating greener campuses as a means of helping to overcome anticipated budgetary challenges. Due to this work, public higher education institutions across the state will benefit from greater communication, information-sharing, and collaboration as we endeavor to fulfill our respective missions in these rapidly shifting and uncertain economic times.

LEARNING AND ACCOUNTABILITY

- The Higher Education Policy Commission requires its constituent colleges and universities to renew institutional compacts that indicate progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for assessment of success in carrying out institutional mission and in attainment of institutional and state goals. This year was the second year of comparing data to goals.
- The Higher Education Policy Commission continues to produce a series of reports and report cards that present information for parents, students, staff, policymakers, and the general public on the quality and performance of public higher education. These reports address various aspects of higher education including preparation, participation, affordability, educational outcomes, and staffing. The recent presentation to the Policy Commission on the findings contained in the Financial Aid Comprehensive Report performed by Commission staff is an example of how research is being utilized to assess and guide the system.
- The Higher Education Policy Commission staff has taken on research initiatives to better understand the college persistence and completion of West Virginia students. Findings from research on completion and financial aid, the effects of developmental education on degree completion, and transfer students will be used to inform the work of the Higher Education Policy Commission and its initiatives to increase college completion.
- The Higher Education Policy Commission continues to develop its online data portal. It now includes end of term enrollment, graduate, and end of term retention data, county profiles, yearly FTE, and a fall personnel report. Moreover, the Commission continues to respond to stakeholders' needs and requests by making updates on the data we collect and report. One example is increased collection of veterans' data to better understand their involvement in West Virginia higher education.

- The Higher Education Policy Commission and the Council for Community and Technical College Education co-sponsor each spring the West Virginia College Retention Conference. The conference provides professional development in the areas of student services and academic affairs, sessions about current issues and trends, a keynote presentation from a nationally known retention consultant, and best practice poster presentations from around the state. This conference helps make the linkages between new interventions that facilitate persistence, broad implementation of best practices, and state-wide improvement in keeping students in school making progress toward a degree.
- The Collegiate Learning Assessment is being implemented in four-year colleges and universities to assess student critical thinking, problem solving, and writing skills. This assessment is unique in its combination of skills measured, value-added analytical approach, use of performance tasks, web-based administration, and adjustments made to control for initial ability.
- The study, State Policies on the Assessment of Student Learning Outcomes: Results of a Fifty-State Inventory, by the National Center for Higher Education Management Systems (NCHEMS) found that West Virginia was one of eight states that were extraordinarily active with respect to student outcomes assessment. The findings revealed that in states that pay more attention to assessment, institutions were more likely to as well.
- The Commission is creating a College Completion Task Force which will be charged with developing a state plan for increasing the college completion rates of students in West Virginia. The group will be comprised of university presidents, faculty, students, academic affairs and student services administrators, K-12 representatives, and business and government leaders. The work of this group will focus on an array of issues including funding, P-20 alignment, increasing productivity and alternative delivery methods.
- Complete to Compete is the 2010-2011 National Governors Association Chair's Initiative. Begun by former West Virginia Governor Manchin and now led by Governor Gregoire of Washington, Complete to Compete focuses on increasing the productivity of U.S. colleges and universities through improved data collection and state policy change. As part of the initiative a group of experts has developed a set of Common College Completion Metrics that will help states track their progress and West Virginia was the first state to collect all of the recommended information. Policy recommendations are being developed by the initiative's Blue Ribbon Commission of university, business and political leaders.
- West Virginia is one of twenty-four states taking part in Complete College America's (CCA) Alliance of States. CCA, a national nonprofit working to significantly increase the number of Americans with a college degree or credential, asks states to set college completion goals, develop action plans and move key policy levers, and collect and report common measures of progress.

ECONOMIC GROWTH

The Commission stimulates economic growth through a variety of research initiatives that not only encourage and generate new knowledge, but also potentially lead to intellectual properties that can be patented, licensed and commercialized. An increasing emphasis on technology transfer, or the movement of intellectual property into economic products and job creation, has advanced the Commission's role in academic research at system institutions and beyond.

- The Research Infrastructure Improvement (RII) award from the National Science Foundation (NSF) is a five-year grant of up to $4 million annually to support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development. The Commission 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 Commission's West Virginia EPSCoR (Experimental Program to Stimulate Competitive Research), West Virginia University, Marshall University, and West Virginia State University. Discoveries made in this project have the potential to create new technologies that could significant impact security, the environment, and medicine, as well as the jobs to manufacture those new innovations.
- 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. The state's other public colleges and universities also have the opportunity to benefit through the fund through competitive grants made possible by interest earned on the account.

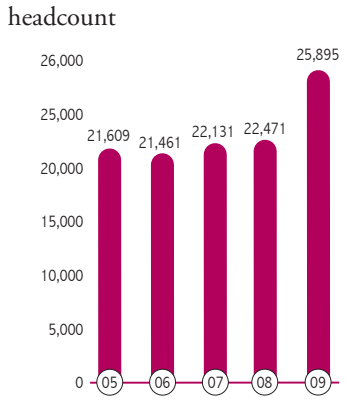
- The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. The fund generates approximately $4 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. 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.
  - International Innovation Grants, which support development of an international component in one or more STEM programs. This program encourages STEM faculty and students to think globally about research, col laboration, grant opportunities, and exchange programs. Grant funds may be used for a variety of innovative purposes and activities, including curriculum, scientific equipment, and travel.
  - Innovation Grants, which fund improvements in scientific equipment, curriculum, minor renovations, class room 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.
- In May 2010 the Higher Education Policy Commission and the Community and Technical College System renegotiated the WVNET contract. The new contract saves the students and taxpayers of West Virginia $320,000.
- The Higher Education Policy Commission issued $76.6 million in bonds to fund new construction and renovation projects. This bond issuance is a state investment that will leverage an additional $50 million in other funds. Approximately $44 million of the bond proceeds will go towards construction of new facilities at West Liberty University, Shepherd University, Marshall University and Glenville State College. The bonds will also provide $10 million in support for the renovation of the West Virginia Education, Research and Technology Park. The remaining $22 million will be used to fund deferred maintenance projects across the West Virginia Higher Education system.
- In March 2010, with the support of Governor Joe Manchin, the Commission voted to accept a donation of property and facilities from Union Carbide Corporation, a subsidiary of The Dow Chemical Company, at its technology park in South Charleston, West Virginia. Under leadership of the Commission, the primary goal of the new West Virginia Education, Research and Technology Park is to move ideas made in the academic research setting to the marketplace. The Commission's vision is to create 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 Higher Education Policy Commission issued $76.6 million in bonds to fund new construction and renovation projects. This bond issuance is a state investment that will leverage an additional $50 million in other funds. Approximately $44 million of the bond proceeds will go towards construction of new facilities at West Liberty University, Shepherd University, Marshall University and Glenville State College. The bonds will also provide $10 million in support for the renovation of the West Virginia Education, Research and Technology Park. The remaining $22 million will be used to fund deferred maintenance projects across the West Virginia Higher Education system.

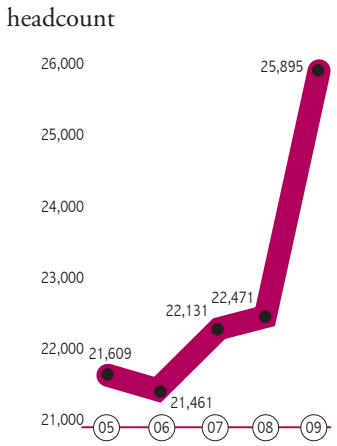
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

ACCESS

Credit Headcount Enrollment

Fall 2005 – 2009





West Virginia Highlights

- Students enrolled in for-credit classes increased 15.2 percent, from 22,471 in 2008-09 to 25,895 in 2009-10.
- For-credit enrollment has increased 19.8 percent since Fall 2005.
- Over this five-year span from 2005-06 to 2009-10, eight institutions have realized increases in for-credit enrollment while two have experienced decreases. The largest increase has been 86.4 percent at Blue Ridge CTC. The largest decrease has been 27.2 percent at Eastern WV CTC.

National Context

Enrollment in two-year colleges makes up 43.3 percent of under graduate enrollment nationwide. In the SREB states it is 43.5 percent, while in West Virginia two-year enrollments make up 21.2 percent of total undergraduate enrollments. However, while the percentage of undergraduates enrolled in two-year institutions has decreased slightly nationally and across the SREB, it has increased from its 1998 level of 10.9 percent in West Virginia. This shift is largely due to the separation of West Virginia's community and technical colleges from the four-year system.

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 towards a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

Credit Headcount Enrollment

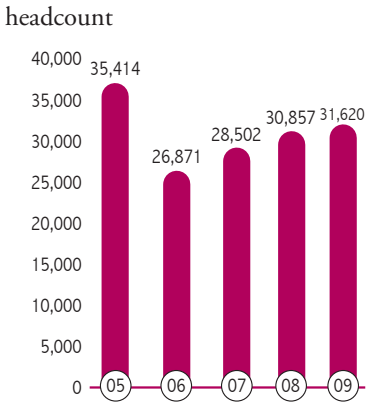
Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	1,716	1,955	2,184	2,468	3,198	29.6%	86.4%
Bridgemont Community & Technical College	653	675	747	767	913	19.0%	39.8%
Eastern WV Community & Technical College	878	784	537	545	639	17.2%	-27.2%
Kanawha Valley Community & Technical College	1,635	1,649	1,643	1,752	2,235	27.6%	36.7%
Mountwest Community & Technical College	2,589	2,579	2,476	2,534	3,083	21.7%	19.1%
New River Community & Technical College	1,865	1,861	2,255	2,383	2,811	18.0%	50.7%
Pierpont Community & Technical College	3,019	2,803	2,854	2,666	2,783	4.4%	-7.8%
Southern WV Community & Technical College	2,491	2,315	2,272	2,548	2,619	2.8%	5.1%
WV Northern Community College	2,909	2,911	3,327	3,069	3,327	8.4%	14.4%
WVU at Parkersburg	3,854	3,929	3,836	3,739	4,287	14.7%	11.2%
TOTAL	21,609	21,461	22,131	22,471	25,895	15.2%	19.8%

Non-Credit Headcount Enrollment

Academic Years 2005 – 2009

West Virginia Highlights

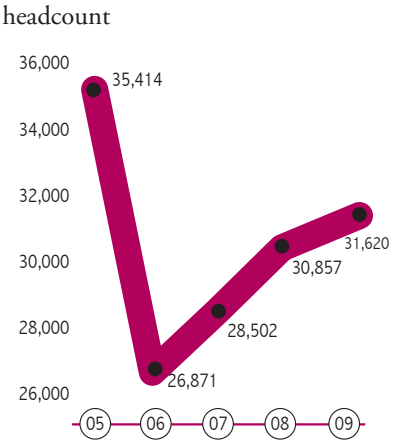
- Students enrolled in non-credit classes in career-technical programs increased 2.5 percent from 30,857 in 2008-09 to 31,620 in 2009-10.
- Non-credit enrollment has decreased 10.7 percent since 2005-06.
- Since 2005, non-credit enrollment has increased at five institutions and declined at five. The largest increase was 159.2 percent at New River CTC and the largest decrease was 81.7 percent at WVU at Parkersburg.



National Context

Non-credit enrollment is an important mechanism for helping adults develop relevant job skills or pursue life-long learning opportunities. Due to state-by-state variations in definitions and counting students, accurate national data on non-credit enrollment is scarce. This type of enrollment is funded in a variety of ways across states making it difficult to compare numbers.

The National Household Education Survey (NHES) collects data every two years on adult education, of which non-credit education is a part. Combining data from the 2000-01 and 2004-05 academic years, survey findings indicate that 53.9 percent of working-age adults participated in some form of formal education. Also, the more education adults already had, the more likely they were to continue to be involved in formal education for both work-related and personal interest reasons (NHES, 2008). More recent numbers are not yet available.



About this Measure

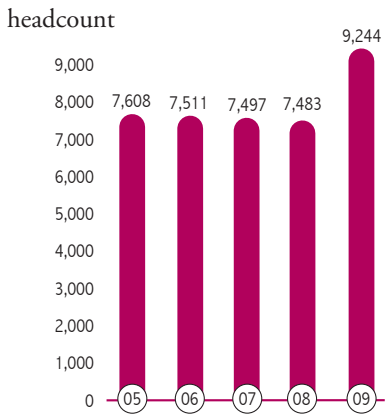
Non-credit enrollment measures the level of activity in coursework or activity for which a student does not receive a degree, diploma, certificate, or other formal award. It is one of the most versatile mechanisms that an institution has to respond to the needs of business and industry. This type of enrollment allows students to increase their job marketability as well as access to the marketplace.

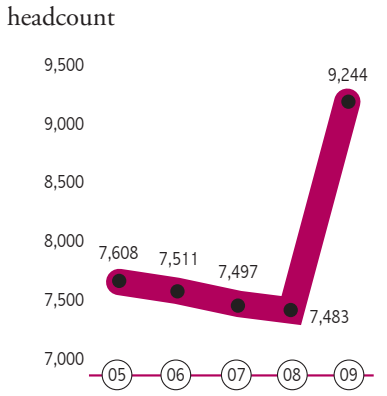
Non-Credit Headcount Enrollment

Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	6,376	6,695	6,896	7,103	7,316	3.0%	14.7%
Bridgemont Community & Technical College	1,818	1,981	758	1,068	1,689	58.1%	-7.1%
Eastern WV Community & Technical College	1,860	528	1,000	1,347	1,093	-18.9%	-41.2%
Kanawha Valley Community & Technical College	3,282	2,914	2,776	1,614	1,261	-21.9%	-61.6%
Mountwest Community & Technical College	3,524	2,314	1,674	2,480	2,562	3.3%	-27.3%
New River Community & Technical College	2,850	3,929	4,010	6,157	7,388	20.0%	159.2%
Pierpont Community & Technical College	1,753	1,904	2,087	1,699	2,015	18.6%	14.9%
Southern WV Community & Technical College	2,373	2,597	2,749	2,734	2,951	7.9%	24.4%
WV Northern Community College	2,784	3,199	3,220	3,418	3,740	9.4%	34.3%
WVU at Parkersburg	8,794	810	3,332	3,237	1,605	-50.4%	-81.7%
TOTAL	35,414	26,871	28,502	30,857	31,620	2.5%	-10.7%

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

Fall 2005 – 2009





West Virginia Highlights

- Adult students enrolled in for-credit classes increased 23.5 percent, from 7,483 in 2008-09 to 9,244 in 2009-10.
- For-credit enrollment has increased 21.5 percent since Fall 2005.
- Over this five-year span from 2005-06 to 2009-10, eight institutions have realized increases in adult credit enrollment while two have decreased. The largest gain was 66 percent at Blue Ridge CTC, while the largest decrease was 12.9 percent at Southern West Virginia CTC.

National Context

According to SREB data, 33.8 percent of all public postsecondary students enrolled nationally in Fall 2007 were aged 25 to 49. For SREB states the figure was 32.9 percent and for West Virginia it was 35.5 percent (SREB, 2009).

West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average increased from 5.4 to 5.8 percent from 1997 to 2008 and the SREB average grew from 4.8 to 5.0 percent of this age group, West Virginia saw an increase from 4.2 to 6.8 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 age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade as this age group becomes a smaller proportion of West Virginia's population. Currently, only 22.9 percent of West Virginians aged 25 years of age or older have acquired an associate's degree or higher compared to the national average of 35.3 percent (ACS, 2008). 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	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	726	784	850	911	1,205	32.3%	66.0%
Bridgemont Community & Technical College	228	211	185	211	279	32.2%	22.4%
Eastern WV Community & Technical College	194	180	183	165	210	27.3%	8.2%
Kanawha Valley Community & Technical College	631	695	734	757	855	12.9%	35.5%
Mountwest Community & Technical College	1,155	1,147	1,012	1,007	1,453	44.3%	25.8%
New River Community & Technical College	671	674	764	811	1,075	32.6%	60.2%
Pierpont Community & Technical College	832	721	675	719	775	7.8%	-6.9%
Southern WV Community & Technical College	745	696	628	598	649	8.5%	-12.9%
WV Northern Community College	1,080	1,033	1,173	1,036	1,168	12.7%	8.1%
WVU at Parkersburg	1,346	1,370	1,293	1,268	1,575	24.2%	17.0%
TOTAL	7,608	7,511	7,497	7,483	9,244	23.5%	21.5%

WORKFORCE DEVELOPMENT

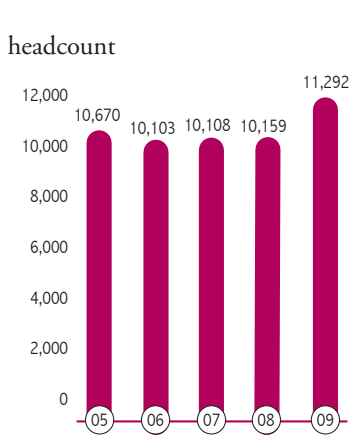
Credit Headcount Enrollment In Career-Technical Programs

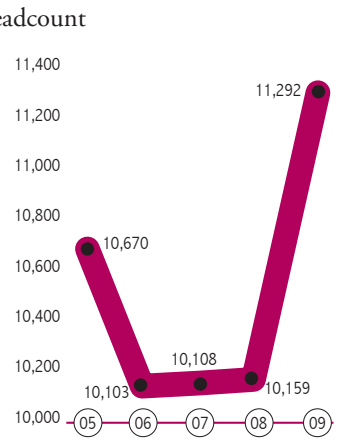
Fall 2005 – 2009

West Virginia Highlights

- Combining students seeking associate's degrees and certificates, enrollment in for-credit classes in career-technical programs increased 15.4 percent, from 11,251 in 2008-09 to 12,979 in 2009-10.
- Combined for-credit enrollment in career-technical programs has increased 15.5 percent since 2005-06.
- Over the five-year time period, this enrollment has increased at seven institutions for students enrolled in career and technical programs and decreased at three institutions. Among those working toward a certificate, enrollment has increased at eight institutions and decreased at two.

Credit Enrollment in Career-Technical Associate Programs





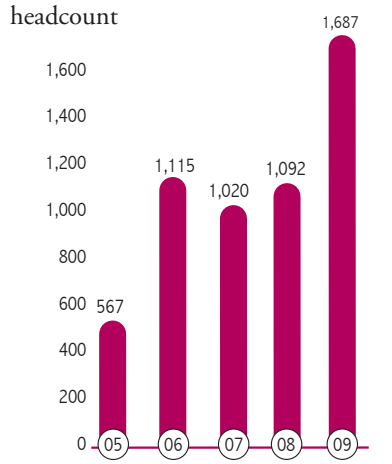
Credit Headcount Enrollment in Career-Technical Programs

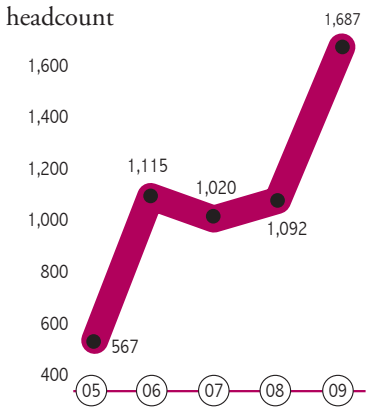
Institution	Program	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	Associate	500	647	828	875	1,105	26.3%	121.0%
	Certificate	.	.	.	1	6	500.0%	.
Bridgemont Community & Technical College	Associate	449	523	576	577	649	12.5%	44.5%
	Certificate	1	9	14	4	54	1250.0%	5300.0%
Eastern WV Community & Technical College	Associate	176	147	131	162	193	19.1%	9.7%
	Certificate	.	.	2	2	7	250.0%	.
Kanawha Valley Community & Technical College	Associate	965	930	941	987	946	-4.2%	-2.0%
	Certificate	28	32	22	19	21	10.5%	-25.0%
Mountwest Community & Technical College	Associate	2,167	2,072	1,734	1,720	2,285	32.8%	5.4%
	Certificate	41	46	41	50	76	52.0%	85.4%
New River Community & Technical College	Associate	373	412	486	510	613	20.2%	64.3%
	Certificate	104	193	180	183	411	124.6%	295.2%
Pierpont Community & Technical College	Associate	1,822	1,764	1,761	1,627	1,632	0.3%	-10.4%
	Certificate	34	46	38	42	76	81.0%	123.5%
Southern WV Community & Technical College	Associate	1,301	798	886	921	960	4.2%	-26.2%
	Certificate	87	59	45	47	39	-17.0%	-55.2%
WV Northern Community College	Associate	1,336	943	941	904	974	7.7%	-27.1%
	Certificate	177	635	607	668	872	30.5%	392.7%
WVU at Parkersburg	Associate	1,581	1,867	1,824	1,876	1,935	3.1%	22.4%
	Certificate	95	95	71	76	125	64.5%	31.6%
Total	Associate	10,670	10,103	10,108	10,159	11,292	11.2%	5.8%
	Certificate	567	1,115	1,020	1,092	1,687	54.5%	197.5%

Credit Headcount Enrollment In Career-Technical Programs Continued

Fall 2005 – 2009

Credit Enrollment in Career-Technical Certificate Programs





National Context

Nationally, during the period from 1997 to 2006, the number of career education credentials awarded increased from 1.6 million to 2.0 million, a growth rate of 30.2 percent. During this time, career education credentials grew 31.6 percent at the bachelor's level, 22.7 percent at the associate's degree level and 33.9 percent at the certificate level. The comparable growth in academic credentials was 24.2 percent at the bachelor's level, 36.4 percent at the associate's degree level, and 13.5 percent at the certificate level. In 2006, the percentage of bachelor's degrees awarded in career education was 60.3 percent; the percentage of associate's degrees was 61.8 percent; and the percent of certificates awarded in career education was 97.5 percent (NCES, 2009).

About this Measure

This indicator tracks the number of students according to fall, end-of-term data at each institution taking for-credit classes in career and technical education programs as opposed to academic programs. Career and technical programs of study are those designed to prepare individuals for direct entry into the workforce.

Career-Technical Certificate Program Completers

Academic Years 2005 – 2009

West Virginia Highlights

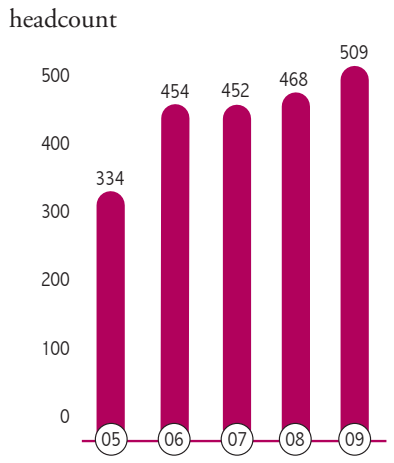
- The number of students completing career-technical certificate programs increased by 8.8 percent from 468 in 2008-09 to 509 in 2009-10.
- The number of certificate completers increased at five institutions from 2008-09 to 2009-10 but declined at five.
- Since 2005-06 the number of certificate completers has increased from 334 to 509, a growth of 52.4 percent. The number of those completing certificates has increased at six of ten institutions during this time.

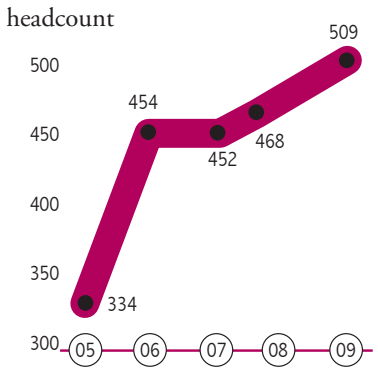
National Context

In 2007, 98.5 percent of two-year public institutions offered career education. Of the sub-baccalaureate awards distributed at public two-year institutions in 2007, 56.2 percent were certificates and 43.8 percent were associate's degrees and certificate programs of more than one but less than two years in length. 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.





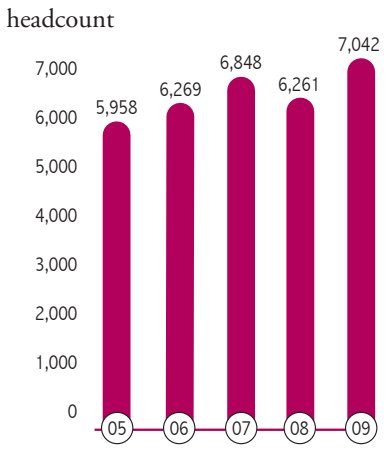
Career-Technical Certificate Program Completers

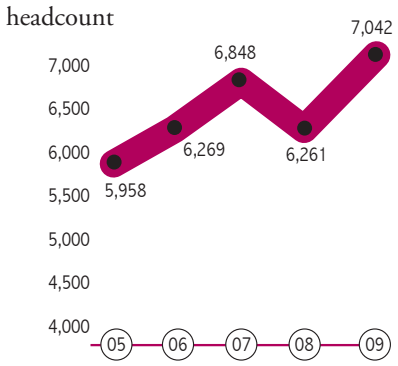
Institution	Academic Year 2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	36	105	62	44	108	145.5%	200.0%
Bridgemont Community & Technical College	11	7	9	14	9	-35.7%	-18.2%
Eastern WV Community & Technical College	0	4	1	0	4	0*	0*
Kanawha Valley Community & Technical College	22	23	13	18	16	-11.1%	-27.3%
Mountwest Community & Technical College	12	17	56	64	17	-73.4%	41.7%
New River Community & Technical College	44	43	40	38	23	-39.5%	-47.7%
Pierpont Community & Technical College	81	90	111	118	122	3.4%	50.6%
Southern WV Community & Technical College	45	47	37	53	27	-49.1%	-40.0%
WV Northern Community College	64	63	76	93	100	7.5%	56.3%
WVU at Parkersburg	19	55	47	26	83	219.2%	336.8%
TOTAL	**334**	**454**	**452**	**468**	**509**	**8.8%**	**52.4%**

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

Skill Set Certificate Completers (Less Than One Year)

Academic Years 2005 – 2009





West Virginia Highlights

- The number of students completing skill set certificates increased 12.5 percent, from 6,261 in 2008-09 to 7,042 in 2009-10.
- Skill set certificate completion has increased 18.2 percent since 2005-06.
- Since 2005-06, six institutions have realized increases in skill set certificate completion while four have decreased.

National Context

Of the 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-profits 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 29 credit hours or the non-credit contact hour equivalent.

Skill Set Certificate Completers (Less Than One Year)

	Academic Year						
Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	122	136	142	146	671	359.6%	450.0%
Bridgemont Community & Technical College	46	52	24	8	72	800.0%	56.5%
Eastern WV Community & Technical College	21	12	5	3	260	8566.7%	1138.1%
Kanawha Valley Community & Technical College	1,254	874	1,328	1,637	658	-59.8%	-47.5%
Mountwest Community & Technical College	1,985	2,105	685	240	230	-4.2%	-88.4%
New River Community & Technical College	245	155	225	447	142	-68.2%	-42.0%
Pierpont Community & Technical College	1,655	1,633	1,287	909	2,022	122.4%	22.2%
Southern WV Community & Technical College	249	825	1,117	2,034	2,426	19.3%	874.3%
WV Northern Community College	286	379	1,943	758	475	-37.3%	66.1%
WVU at Parkersburg	95	98	92	79	86	8.9%	-9.5%
TOTAL	5,958	6,269	6,848	6,261	7,042	12.5%	18.2%

Career-Technical Associate Program Completers

Academic Years 2005 – 2009

West Virginia Highlights

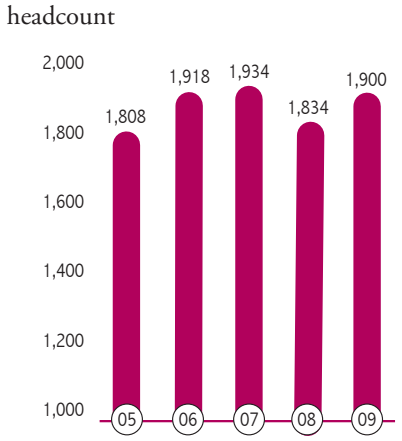
- The number of students completing career-technical associate programs increased 3.6 percent from 1,834 in 2008-09 to 1,900 in 2009-10.
- Career-technical associate program completion has increased 5.1 percent since 2004-05.
- Six institutions experienced gains since 2008-09, and seven have increased their associate completions since 2005-06.

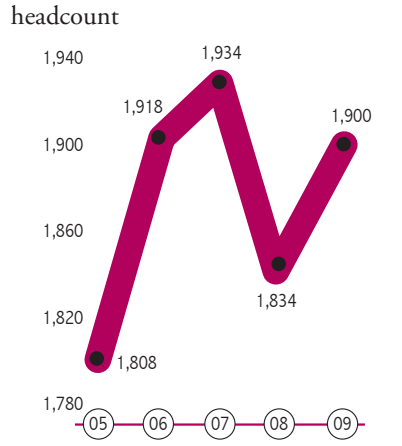
National Context

The number of students who have completed associate's degrees in career education at any type of institution across the country increased 2.8 percent from 2005 to 2006. At two-year public institutions in the same period the number increased 1.5 percent (NCES, 2009).

About this Measure

This indicator provides the number of students who completed associate 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.



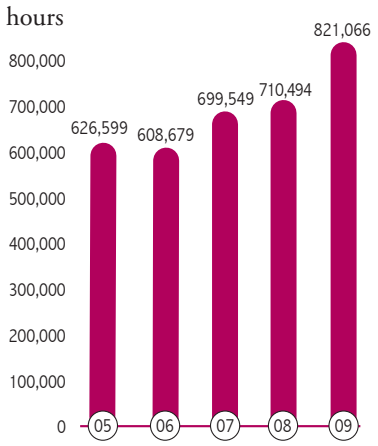


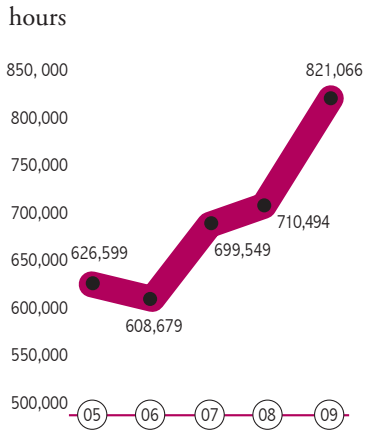
Career-Technical Associate Program Completers

Institution	Academic Year 2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	129	156	159	122	151	23.8%	17.1%
Bridgemont Community & Technical College	108	123	121	135	118	-12.6%	9.3%
Eastern WV Community & Technical College	13	20	20	19	31	63.2%	138.5%
Kanawha Valley Community & Technical College	127	205	226	192	239	24.5%	88.2%
Mountwest Community & Technical College	348	325	312	307	251	-18.2%	-27.9%
New River Community & Technical College	135	132	130	112	86	-23.2%	-36.3%
Pierpont Community & Technical College	230	241	293	256	265	3.5%	15.2%
Southern WV Community & Technical College	194	231	187	209	181	-13.4%	-6.7%
WV Northern Community College	219	191	207	206	242	17.5%	10.5%
WVU at Parkersburg	305	294	279	276	336	21.7%	10.2%
TOTAL	1,808	1,918	1,934	1,834	1,900	3.6%	5.1%

Training Contact (Clock) Hours Delivered

Academic Years 2005 – 2009





West Virginia Highlights

- The total number of training contact hours delivered in the Community and Technical College System increased 15.6 percent, from 710,494 in 2008-2009 to 821,066 in 2009-10.
- Since 2005-06, the number of training hours delivered has risen 31 percent.
- Between 2005-06 and 2009-10, all ten institutions have increased their number of training contact hours.

National Context

Training contact hours are difficult to ascertain nationally due to a lack of uniform reporting of this measure in any national publications. A recent report by the Community College Research Center regarding non-credit workforce education advocates that more information be collected on individuals' and employers' outcomes from non-credit workforce training to assess the contribution this type of education makes to students, employers, and the economy.

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 instruction 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

	Academic Year						
Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	21,600	22,680	23,540	24,717	26,153	5.8%	21.1%
Bridgemont Community & Technical College	20,460	34,001	29,451	23,417	47,744	103.9%	133.4%
Eastern WV Community & Technical College	10,712	7,200	17,014	19,320	28,255	46.2%	163.8%
Kanawha Valley Community & Technical College	65,398	53,334	52,079	82,621	85,985	4.1%	31.5%
Mountwest Community & Technical College	231,876	161,112	140,764	130,807	257,694	97.0%	11.1%
New River Community & Technical College	53,170	66,093	67,460	58,760	88,781	51.1%	67.0%
Pierpont Community & Technical College	69,582	71,890	83,803	114,344	80,433	-29.7%	15.6%
Southern WV Community & Technical College	32,528	40,485	63,503	81,260	61,447	-24.4%	88.9%
WV Northern Community College	80,046	130,281	199,279	147,880	96,076	-35.0%	20.0%
WVU at Parkersburg	41,227	21,603	22,656	27,368	48,498	77.2%	17.6%
TOTAL	626,599	608,679	699,549	710,494	821,066	15.6%	31.0%

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

West Virginia Highlights

- Of all undergraduate certificate completers who took licensure examinations, 84.9 percent passed. This ranged from a high of 100 percent pass rate for Medical Lab Assistant students to a low of 42.9 percent for Surgical Technology students.
- Compared with the previous year, the pass rates for four tests went down; and two remained the same.
- Of all students completing associate's degrees who took licensure examinations, 89 percent passed the test. The exam pass rates ranged from 100 percent for Aviation, Nuclear Medicine Technology, Servsafe Food Safety Manager, and Welding students to 47.8 percent for Veterinary Technology students.
- The overall pass rates of associate's degree completers held steady from the prior year, although the number of exam takers decreased from 962 to 829.

National Context

A continuing issue for many competency areas is the fact that many educators believe the students they deem to be the most competent often do not pass their certification exam. Many educators, particularly in those areas involving a clinical component, are advocating that the complexity of competency be determined through longitudinal data versus a 'one-shot' test. These individuals suggest that multiple patient experiences and encounters with several evaluators would provide a broader picture of what a student has learned.

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.

Pass Rates of Undergraduate Certificate Completers on Licensure/Certification Examinations

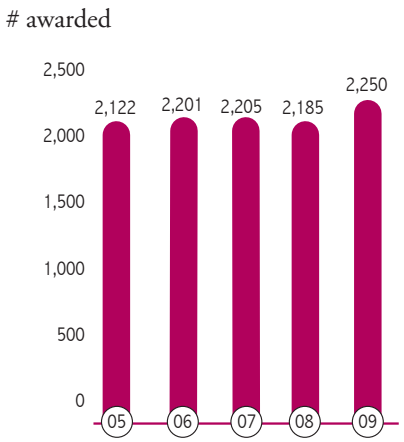
Exam	Examined	Passed	Pass Rate
EMT-EMT	20	17	85.0%
EMT-Paramedic	8	6	75.0%
Electrocardiography	9	8	88.9%
Medical Lab Assistant	7	7	100.0%
Practical Nursing	22	21	95.5%
Surgical Technology	7	3	42.9%
Total	**73**	**62**	**84.9%**

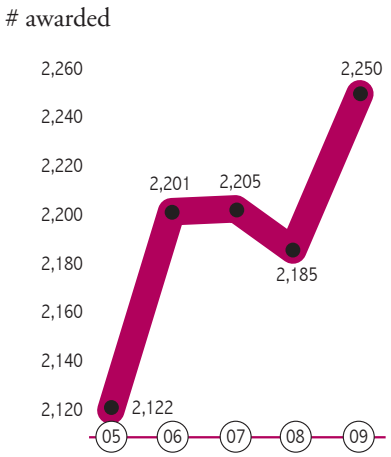
Pass Rates of Associate Degree Completers on Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
Aviation/Avionics Technology	17	17	100.0%
Dental Hygiene	79	78	98.7%
Health Info Technology	18	13	72.2%
Medical Lab Technology	22	19	86.4%
Nuclear Medicine Technology	11	11	100.0%
Nursing	417	381	91.4%
Physical Therapy Asst.	28	27	96.4%
Radiologic Technology	76	70	92.1%
Respiratory Care Tech	91	64	70.3%
Servsafe Food Safety Manager	6	6	100.0%
Veterinary Technology	23	11	47.8%
Welding	41	41	100.0%
Total	**829**	**738**	**89.0%**

Associate's Degrees Awarded

Academic Years 2005 – 2009





West Virginia Highlights

- The number of associate's degrees awarded in the Community and Technical College System increased 3.0 percent from 2,185 in 2008-09 to 2,250 in 2009-2010.
- Over the five-year period since 2005-06, the number of associate's degrees conferred increased by 6.0 percent.
- Seven institutions in the system have increased their associate's degree output over the five-year period, while three have decreased.

National Context

Across the country, the number of associate's degrees awarded at public institutions has been on the rise. From 1997-98 to 2007-08, the number of associate's degrees conferred rose 34.3 percent. Focusing in on SREB states, the number of associate's degrees awarded per year increased 42.1 percent over the same time period. In West Virginia, the growth rate during that period was 34.3 percent (SREB, 2010).

About this Measure

This indicator provides the total number of associate's degrees, whether career/technical or academic, awarded by institutions in 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. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS).

Associate's Degrees Awarded

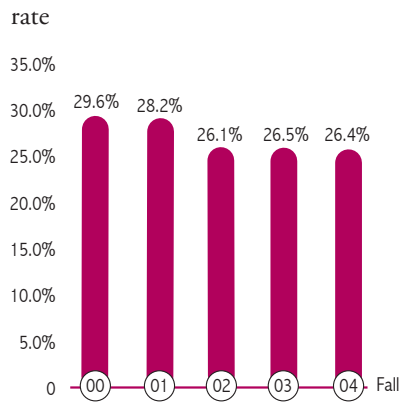
	Academic Year						
Institution	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Blue Ridge Community & Technical College	135	167	169	142	181	27.5%	34.1%
Bridgemont Community & Technical College	117	130	125	142	126	-11.3%	7.7%
Eastern WV Community & Technical College	19	26	29	27	47	74.1%	147.4%
Kanawha Valley Community & Technical College	176	250	255	235	281	19.6%	59.7%
Mountwest Community & Technical College	368	343	326	327	257	-21.4%	-30.2%
New River Community & Technical College	168	172	162	144	133	-7.6%	-20.8%
Pierpont Community & Technical College	251	251	313	273	281	2.9%	12.0%
Southern WV Community & Technical College	269	281	226	270	225	-16.7%	-16.4%
WV Northern Community College	260	236	248	258	295	14.3%	13.5%
WVU at Parkersburg	359	345	352	367	424	15.5%	18.1%
TOTAL	2,122	2,201	2,205	2,185	2,250	3.0%	6.0%

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

Fall Cohorts 2000 – 2004

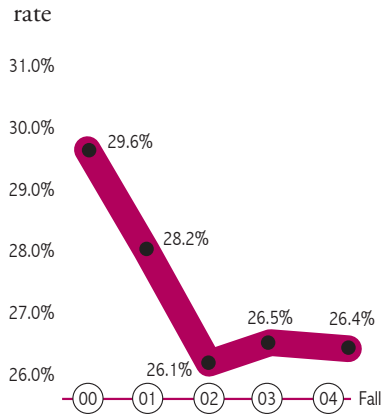
West Virginia Highlights

- The six-year graduation rate for students who began in the fall of 2004 was 26.4 percent, a 0.1 percentage point decrease over the completion rate for the fall 2003 cohort.
- Over the five-year time period studied, there was a 3.2 percentage point decline from the 29.6 percent rate for the fall 2000 cohort.
- The graduation rate for the 2004 cohort ranged from 14.6 to 30.3 percent at different CTCS institutions with this being the third cohort of students for six of the institutions.



National Context

Among those who began at public two-year institutions in SREB states in 2002, 26 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 43 percent attainment rate, and lowest in Texas with an 18 percent rate (SREB, 2010).



About this Measure

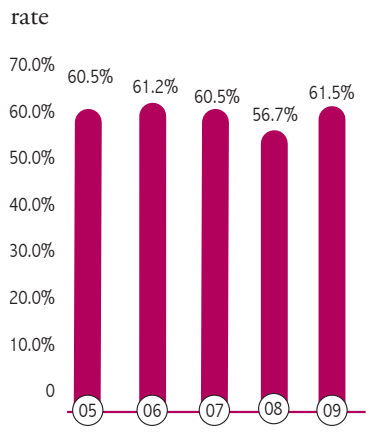
This indicator provides the proportion of associate/certificate degree-seeking students who earned any award within six years at any institution in the system. Rates are provided for students' institution of origin. Six-year rates are reported because measuring certificate and associate's degree graduation 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.

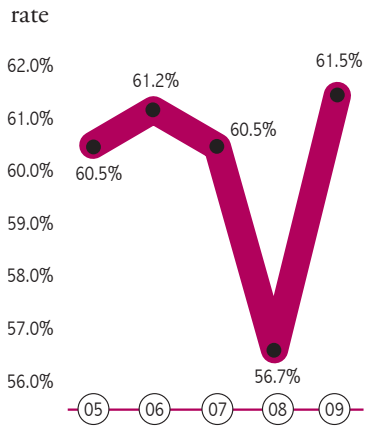
Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Institution	2000	2001	2002	2003	2004
Blue Ridge Community & Technical College	.	.	31.9%	26.4%	30.3%
Bridgemont Community & Technical College	.	.	36.7%	38.3%	26.7%
Eastern WV Community & Technical College	.	.	11.1%	0.0%	15.0%
Kanawha Valley Community & Technical College	.	.	18.3%	19.4%	14.6%
Mountwest Community & Technical College	.	.	19.0%	27.5%	20.3%
New River Community & Technical College	.	.	28.0%	27.4%	19.4%
Pierpont Community & Technical College	.	.	31.3%	27.0%	21.6%
Southern WV Community & Technical College	28.4%	26.1%	24.4%	24.6%	23.5%
WV Northern Community College	26.0%	28.9%	26.2%	24.8%	21.4%
WVU at Parkersburg	33.4%	30.2%	26.1%	30.4%	22.8%
Total	29.6%	28.2%	26.1%	26.5%	26.4%

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2005-2009





West Virginia Highlights

- The proportion of students who returned to a system institution in the fall of 2009 after initial full-time enrollment in the fall of 2008 was 61.5 percent. This was 4.8 percentage points higher than the 56.7 rate for the previous year's cohort.
- Over the five-year time span covered, the retention rate rose 1 percentage point from the 60.5 percent retention rate in the fall of 2005.
- Between the years of 2008 and 2009, the one-year retention increased at eight institutions.

National Context

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 rose from 65 percent for the fall 2006 students returning in fall 2007 to 68 percent of those who first enrolled in 2007 and returned in 2008. The national figure for first-time, full-time students at two-year public institutions returning in fall 2008 was 60 percent, for part-time students was 40.1 percent, combining for an overall one-year retention rate of 52.2 percent.

About this Measure

This indicator provides the proportion of students from the previous fall's cohort of first-time, full-time freshmen who returned in the fall of the indicated year to any institution in the state's public system. 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	2005	2006	2007	2008	2009
Blue Ridge Community & Technical College	59.8%	62.3%	52.9%	55.0%	61.4%
Bridgemont Community & Technical College	52.4%	59.2%	62.2%	50.6%	65.0%
Eastern WV Community & Technical College	40.0%	46.7%	57.1%	52.6%	66.7%
Kanawha Valley Community & Technical College	57.5%	59.7%	56.3%	56.0%	55.9%
Mountwest Community & Technical College	61.3%	63.8%	56.3%	56.1%	56.0%
New River Community & Technical College	62.4%	64.6%	62.5%	59.9%	61.3%
Pierpont Community & Technical College	64.3%	60.0%	62.1%	55.5%	60.8%
Southern WV Community & Technical College	63.8%	63.3%	64.5%	58.5%	65.7%
WV Northern Community College	55.2%	57.7%	59.9%	59.0%	59.8%
WVU at Parkersburg	60.0%	60.3%	62.5%	56.7%	62.5%
Total	**60.5%**	**61.2%**	**60.5%**	**56.7%**	**61.5%**

DEVELOPMENTAL COURSEWORK

Percentage Of Freshmen Passing Developmental Courses

Academic Years 2005 – 2009

West Virginia Highlights

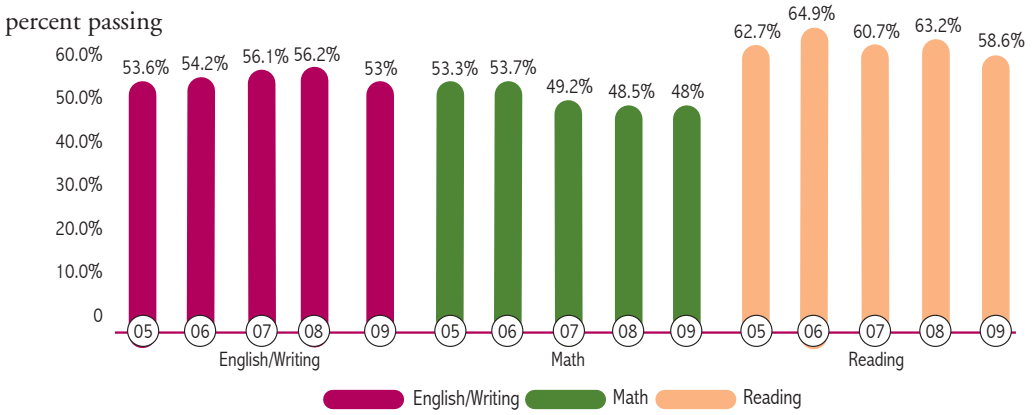
- The proportion of freshmen students passing the English/writing developmental course has decreased 2.8 percentage points from 56.2 percent in 2008-09 to 53.0 percent in 2009-10. The percentage of students passing this test has declined by 0.6 percentage points since its 2005-06 level of 53.6 percent.
- The proportion of students passing the math developmental course declined from 48.5 percent in 2008-09 to 48 percent in 2009-2010, a drop of 0.5 percentage points. The percent passing this test has also declined by 5.3 percentage points from its 2005-06 level of 53.3 percent.
- The reading developmental course was passed by 58.6 percent of students in 2009-10, which was 4.6 percentage points lower than the 2008-09 level of 63.2 percent. Pass rates have declined 4.1 percentage points on the reading course from the 2005-06 score of 62.7 percent.

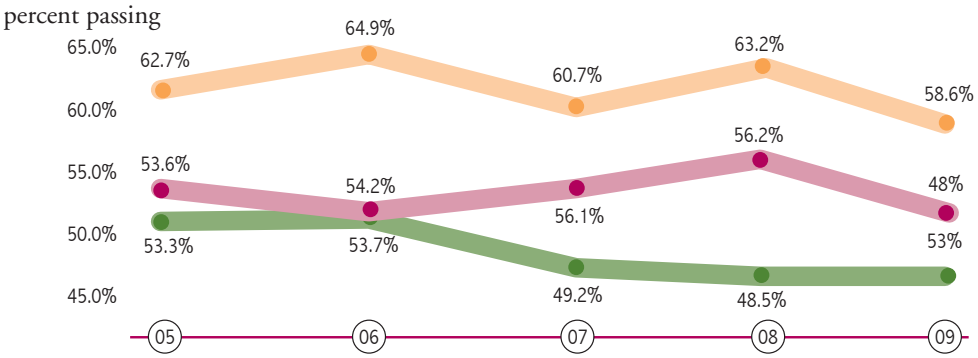
National Context

Of the first-and second-year students attending all institutions during the 2007-2008 academic year, 37.6 percent had taken a developmental college course since graduating from high school. This number was higher for first-and second-year students enrolled in public two-year schools, with 44.5 percent having enrolled in a developmental course since graduating from high school (NCES, 2010). A 2004 study by the National Center for Development Education found that, among students who completed developmental courses, the percentage of students who earned a grade of C or better was 76 percent in reading, 73 percent in writing, and 68 percent in math.

About this Measure

This indicator represents the percent of students passing developmental 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.





Percentage Of Freshmen Passing Developmental Courses Continued

Academic Years 2005 – 2009

Percentage of Freshmen Passing Developmental Courses

Institution	Subject	Academic Year 2005	2006	2007	2008	2009
Blue Ridge Community & Technical College	English/Writing	56.6%	64.4%	65.2%	53.0%	64.1%
	Math	56.7%	58.2%	62.1%	67.7%	70.5%
	Reading	77.2%	71.7%	64.6%	73.2%	85.9%
Bridgemont Community & Technical College	English/Writing	48.9%	42.2%	75.2%	.	.
	Math	53.8%	47.2%	33.7%	41.5%	24.8%
	Reading	84.2%	77.8%	64.5%	61.2%	65.0%
Eastern WV Community & Technical College	English/Writing	64.3%	58.7%	84.9%	82.7%	69.6%
	Math	55.3%	59.8%	62.3%	68.5%	60.1%
	Reading	68.0%	52.6%	73.2%	79.6%	63.0%
Kanawha Valley Community & Technical College	English/Writing	60.2%	57.1%	59.6%	52.7%	49.9%
	Math	50.7%	50.3%	48.4%	44.1%	44.4%
	Reading	44.9%	33.9%	39.7%	50.0%	39.7%
Mountwest Community & Technical College	English/Writing	53.6%	58.8%	54.8%	61.4%	47.1%
	Math	48.7%	46.9%	40.8%	29.8%	31.9%
	Reading	15.4%	75.0%	35.6%	51.5%	36.1%
New River Community & Technical College	English/Writing	60.4%	47.7%	62.8%	60.0%	54.9%
	Math	65.8%	68.4%	59.7%	57.0%	49.2%
	Reading	81.0%	70.1%	72.1%	66.2%	41.6%
Pierpont Community & Technical College	English/Writing	49.6%	52.0%	45.0%	43.0%	43.8%
	Math	49.4%	53.1%	47.9%	39.9%	38.4%
	Reading	.	.	.	.	57.1%
Southern WV Community & Technical College	English/Writing	61.9%	64.9%	58.6%	61.6%	59.7%
	Math	61.6%	60.5%	51.7%	53.0%	54.9%
	Reading	60.7%	70.8%	64.8%	69.5%	62.5%
WV Northern Community College	English/Writing	35.9%	48.2%	45.5%	55.2%	53.0%
	Math	49.7%	53.0%	51.9%	49.9%	51.3%
	Reading	56.1%	56.2%	61.9%	62.4%	61.7%
WVU at Parkersburg	English/Writing	47.8%	44.4%	54.5%	54.4%	55.0%
	Math	48.5%	47.7%	43.1%	50.4%	49.0%
	Reading	64.1%	70.0%	61.2%	60.0%	53.2%
Total	**English/Writing**	**53.6%**	**54.2%**	**56.1%**	**56.2%**	**53.0%**
	Math	**53.3%**	**53.7%**	**49.2%**	**48.5%**	**48.0%**
	Reading	**62.7%**	**64.9%**	**60.7%**	**63.2%**	**58.6%**

Percentage Of Students Enrolled In Developmental Courses Passing Next Subsequent College-Level Coursework

Academic Years 2005 – 2009

West Virginia Highlights

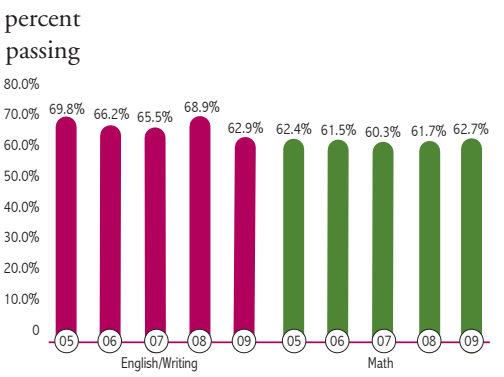
- The proportion of students who took developmental education in English and then passed the subsequent college-level course decreased from 68.9 percent in 2008-09 to 62.9 percent in 2009-10. The proportion of students passing the entry-level English course has fallen from 69.8 percent in 2005-06 by 6.9 percentage points.
- The proportion of students who passed the subsequent course following their developmental math course increased from 61.7 percent in 2008-09 to 62.7 percent in 2009-10. This number has increased by 0.3 percentage points from its 2005-06 level of 62.4 percent.

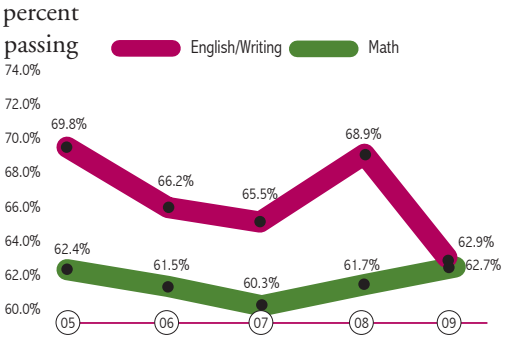
National Context

A 2004 study by the National Center for Developmental Education found that among students who had passed the highest level developmental course, 69 percent of those in reading, 64 percent of those in writing, and 58 percent of those in math earned a grade of C or better in the first related college-level course. While some national research has shown that taking developmental courses decreases the likelihood of degree completion for students at two-year institutions, other studies clarify that it is the academic background that reduces chances of success, not the remediation itself (Attewell et al., 2006).

About this Measure

This indicator provides the proportion of students who 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.





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

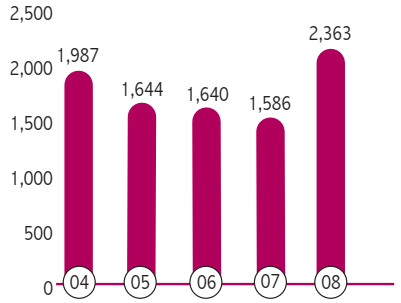
Institution	Subject	2004	2005	2006	2007	2008
Blue Ridge Community & Technical College	English	91.9%	80.8%	84.4%	82.7%	85.5%
	Math	85.7%	89.6%	93.2%	90.0%	83.3%
Bridgemont Community & Technical College	English	100.0%	90.0%	96.9%	88.0%	81.0%
	Math	70.0%	83.3%	83.3%	83.3%	50.0%
Eastern WV Community & Technical College	English	90.0%	87.5%	61.5%	81.6%	65.0%
	Math	85.0%	88.9%	92.6%	85.7%	96.0%
Kanawha Valley Community & Technical College	English	65.8%	66.7%	69.9%	63.2%	65.9%
	Math	67.1%	49.2%	58.9%	48.1%	65.4%
Mountwest Community & Technical College	English	70.6%	70.0%	62.6%	72.0%	63.6%
	Math	78.1%	77.7%	59.3%	67.0%	70.0%
New River Community & Technical College	English	72.3%	61.7%	65.6%	80.6%	51.8%
	Math	61.9%	58.2%	58.7%	74.4%	64.0%
Pierpont Community & Technical College	English	70.1%	69.4%	71.1%	63.9%	63.1%
	Math	77.2%	62.1%	71.7%	66.1%	70.7%
Southern WV Community & Technical College	English	70.0%	63.1%	68.9%	69.7%	60.6%
	Math	59.1%	66.7%	66.7%	77.4%	78.1%
WV Northern Community College	English	64.3%	51.7%	53.6%	63.6%	73.3%
	Math	43.3%	44.0%	51.7%	66.1%	67.1%
WVU at Parkersburg	English	61.3%	62.8%	53.9%	54.8%	51.4%
	Math	32.1%	39.7%	38.7%	39.2%	43.5%
Total	**English**	**69.8%**	**66.2%**	**65.5%**	**68.9%**	**62.9%**
	Math	**62.4%**	**61.5%**	**60.3%**	**61.7%**	**62.7%**

TRANSFER EDUCATION

Community College Students Entering Bachelor's Degree Program (Or Above) The Next Fall

Fall 2005 – 2008

headcount



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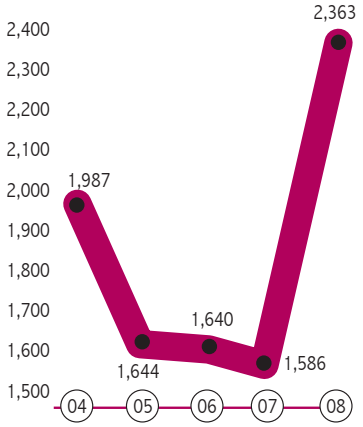

West Virginia Highlights

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college in the fall of 2007 rose by 49 percent from 1,586 in the fall of 2007 to 2,363 in 2008.
- Over the five-year time span reported from 2004 to 2008, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 18.9 percent from 1,987 students for 2004 to 2,363 for 2008.
- The number of students who entered a bachelor's degree program the fall following 2008 varied widely by institution with nine institutions showing increases from 2007.

National Context

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. In national data, 29 percent of students who entered community colleges in 1995-96 transferred to a four-year institution. Of those who had reported bachelor's degree intentions, 51 percent had transferred. After six years, 35 percent of all transfers had earned a bachelor's degree and 44 percent were still enrolled in a four-year institution. About one-fifth of those who transferred did so having earned an associate's degree (NCES, 2003). Other research has shown that students who transfer after earning an AA are more likely to obtain their bachelor's degrees than those who transfer with out this credential (NCES, 1997). Transfer rates have also been shown to be higher for those who enroll full-time in their first year at the community college (NCES, 1997).

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 year indicated. While many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Number of Community College Students Entering Bachelor's Program (or Above) the Next Fall

	AY						
Institution	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	94	55	71	82	85	3.7%	-9.6%
Bridgemont Community and Technical College	95	83	81	68	116	70.6%	22.1%
Eastern WV Community & Technical College	7	4	17	8	15	87.5%	114.3%
Kanawha Valley Community and Technical College	191	229	168	134	684	410.4%	258.1%
Mountwest Community & Technical College	199	175	211	176	271	53%	36.2%
New River Community & Technical College	145	141	131	142	149	4.9%	2.8%
Pierpont Community & Technical College	406	294	292	313	252	-19.5%	-37.9%
Southern WV Community & Technical College	131	135	130	128	130	1.6%	-0.8%
WV Northern Community College	115	122	110	116	119	2.6%	3.5%
WVU at Parkersburg	604	406	429	419	542	29.4%	-10.3%
Total	**1,987**	**1,644**	**1,640**	**1,586**	**2,363**	**49%**	**18.9%**

NOTES:

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