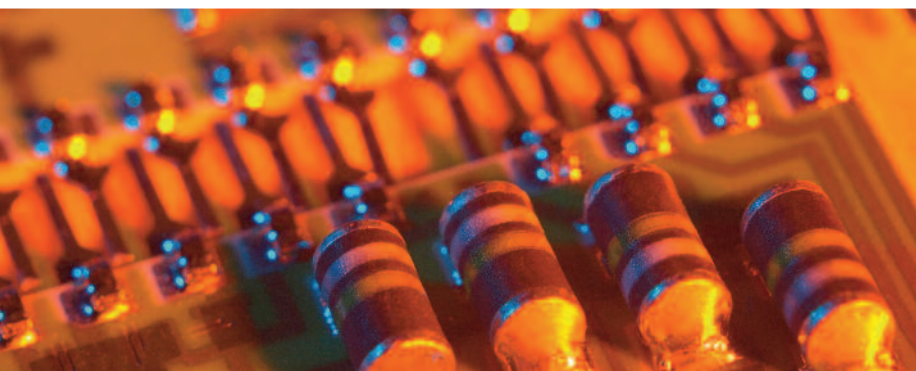
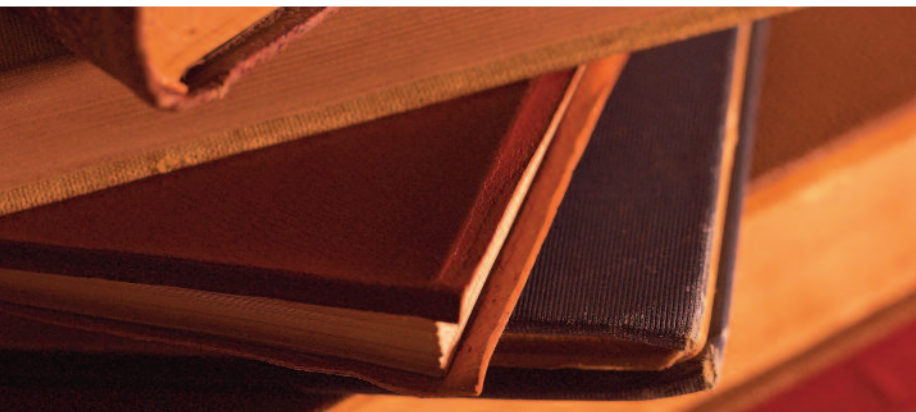




REPORT CARD | 2 0 0 9



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





## **Higher Education Report Card 2009**

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 2009 Higher Education Report Card is the second 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 2008-09 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 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 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. Since then, higher education 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, \$30 billion in increased financial aid in the form of Pell Grants and expanded higher education tax credits, \$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, however, came a promise by the President both to hold

## INTRODUCTION (Continued)

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 generous 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 Lumina Foundation for Education, the nation's largest private foundation focused exclusively on increasing access and success in higher education, has set forth a 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. Similarly, the Bill and Melinda Gates Foundation has invested \$6.4 million in grants to national policy organizations to identify and take action on the causes of student dropout from higher education. These efforts range from the American Enterprise Institute's research project on postsecondary accountability to the Excelencia in Education's efforts to raise awareness about increasing Latino college completion to the Institute for Higher Education Policy's research on policies related to academic excellence and degree attainment.

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.

## STATE

## College-Going Rates of Recent West Virginia High School Graduates

Fall 2004 - 2008

**West Virginia Highlights**

- The overall college-going rate increased 1.3 percentage points from 57.5 percent to 58.8 percent between 2007 and 2008. The in-state college-going rate also increased, from 48.9 percent in 2007 to 50.1 percent in 2008.
- The overall college-going rate has declined 0.5 percentage points since 2004. The in-state college-going rate has increased by 0.5 percentage points.

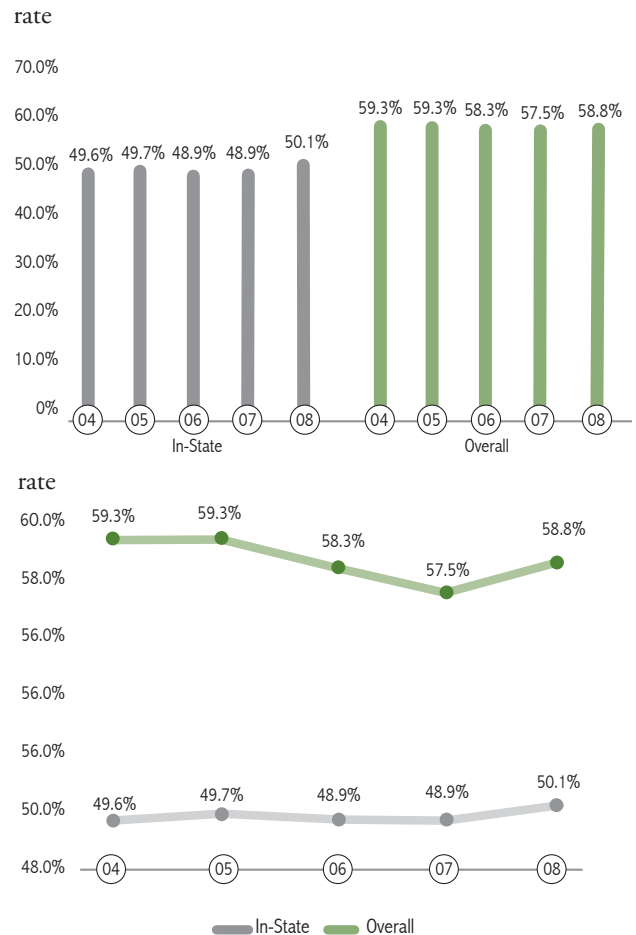
**National Context**

Nationally, 61.6 percent of 2006 high school graduates continued directly to college the following fall. This figure is 5.9 percentage points higher than the 2004 reported level of 55.7 percent. The rate given for 2002 is 56.6 percent (Mortenson, 2008). According to 2006 data, 10 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**

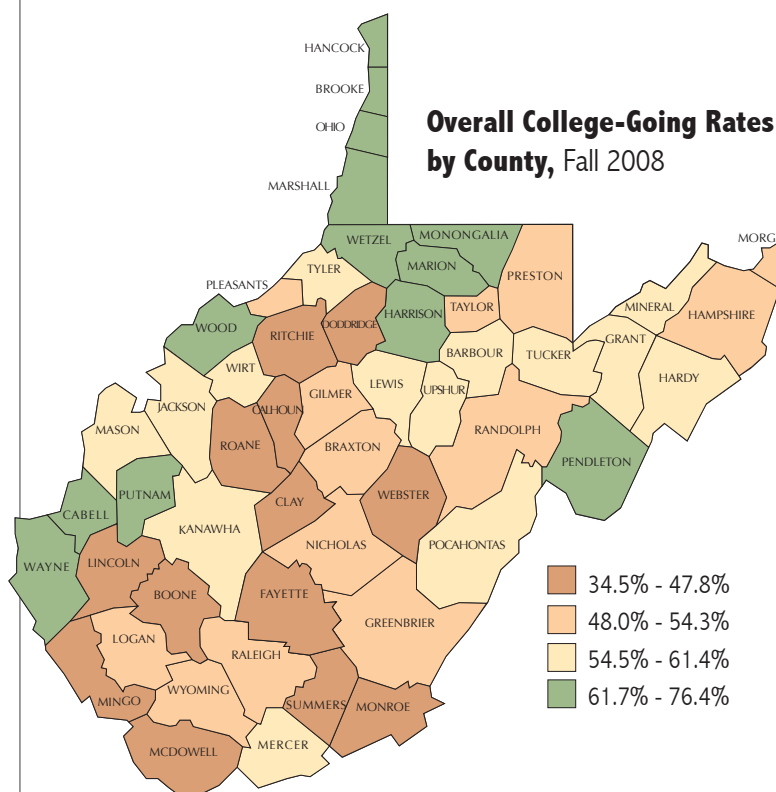
This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current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



Year	In-State	Overall
2004	49.6%	59.3%
2005	49.7%	59.3%
2006	48.9%	58.3%
2007	48.9%	57.5%
2008	50.1%	58.8%

# College-Going Rates By County

Fall 2008



County	In-State	Overall
Barbour	51.7%	54.5%
Berkeley	41.2%	51.3%
Boone	43.5%	44.2%
Braxton	49.6%	50.4%
Brooke	54.7%	64.0%
Cabell	57.2%	67.9%
Calhoun	39.5%	46.1%
Clay	34.1%	40.2%
Doddridge	4.6%	47.8%
Fayette	45.2%	47.4%
Gilmer	53.2%	53.2%
Grant	55.7%	57.1%
Greenbrier	48.5%	52.9%
Hampshire	46.2%	52.5%
Hancock	54.2%	69.9%
Hardy	56.0%	59.3%
Harrison	58.3%	65.3%
Jackson	52.1%	58.7%
Jefferson	49.4%	71.8%
Kanawha	51.3%	60.0%
Lewis	54.8%	58.0%
Lincoln	44.7%	45.3%
Logan	48.2%	50.0%
Marion	56.0%	61.7%
Marshall	52.0%	66.3%
Mason	48.1%	60.4%
McDowell	28.7%	35.3%
Mercer	52.4%	57.8%
Mineral	43.3%	61.0%
Mingo	41.0%	45.6%
Monongalia	58.5%	68.4%
Monroe	40.9%	43.1%
Morgan	37.1%	54.3%
Nicholas	47.0%	48.0%
Ohio	59.0%	76.4%
Pendleton	49.4%	64.7%
Pleasants	44.1%	48.4%
Pocahontas	52.8%	56.2%
Preston	42.8%	49.8%
Putnam	63.6%	75.0%
Raleigh	44.4%	51.5%
Randolph	44.4%	49.3%
Ritchie	45.2%	47.8%
Roane	41.3%	46.1%
Summers	27.4%	34.5%
Taylor	52.1%	52.1%
Tucker	48.8%	56.1%
Tyler	54.3%	61.4%
Upshur	49.8%	55.1%
Wayne	50.6%	63.0%
Webster	43.2%	44.9%
Wetzel	56.3%	62.6%
Wirt	50.9%	54.7%
Wood	54.3%	74.3%
Wyoming	48.4%	49.2%



## Number of Recipients: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2004 - 2008

### 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 2008 academic year was 30,182, which is 20.3 percent higher than the total of 25,085 in 2007.
- Two of the three programs noted in the chart at right had an increase in participation in 2008 when compared to 2007. The WVHEG Program had the largest percentage increase (38.9 percent) and student increase (4,420). Participation in the PROMISE Scholarship Program decreased by 2.0 percent.
- All three programs experienced increases when compared to their 2004 student levels. The HEAPS Program had the largest percentage increase (81.1 percent) while the WVHEG Program had the largest student increase (5,721). The PROMISE Scholarship Program has had relatively stable participation with a 5.7 percent increase over its 2004 levels.

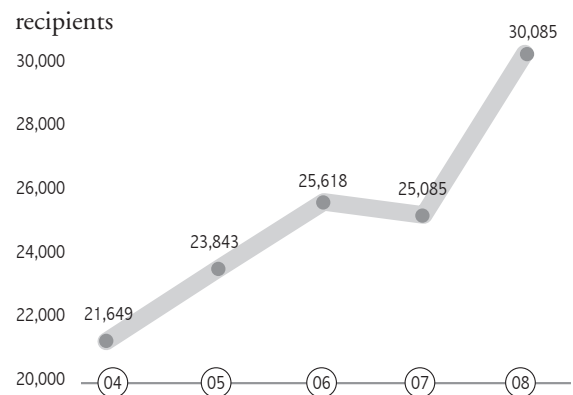
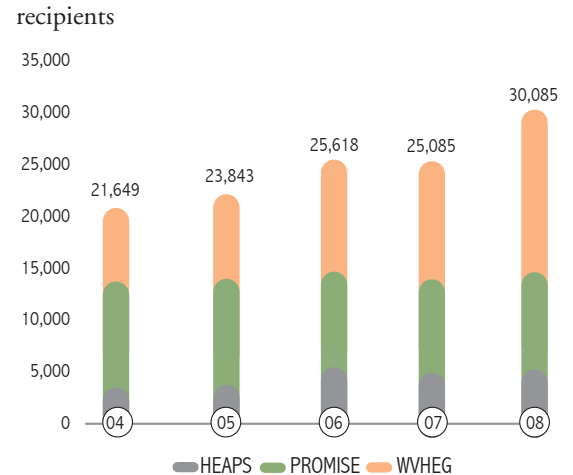
### National Context

In 2007-08, 93.1 percent of need-based state grant dollars went to in-state students, with 64.1 percent of grant dollars being spent in the public sector and 29 percent being spent in the private, not-for-profit sector. In West Virginia, 84.4 percent of these need-based grant dollars went to West Virginians, with 73.2 percent of the need-based aid going to students in the public sector. These numbers represent a 2.7 percent increase in need-based grant dollars going to West Virginians, and a 1.4 percent increase in need-based aid in the public sector.

Fifty-one states or territories reported having primary need-based grant programs in 2007-08. These programs combined to serve 2,083,120 students during this academic year. West Virginia's program, the West Virginia Higher Education Grant Program, accounted for 0.5 percent of these students. West Virginia ranked 8th among the 51 programs in regards to the average award size at \$2,661 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

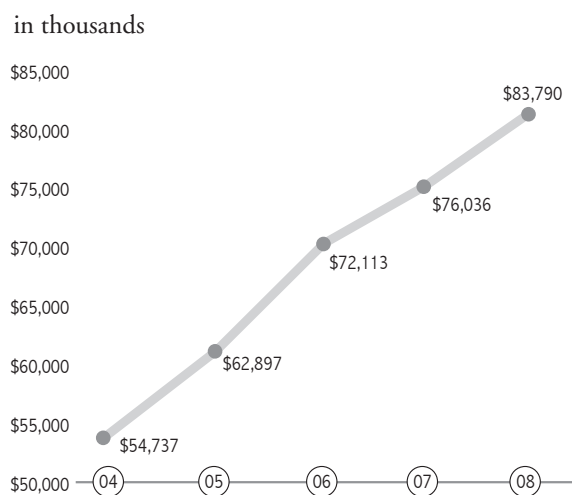
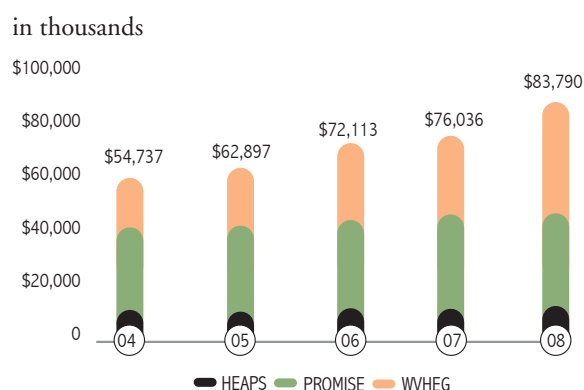


### Number of Recipients: HEAPS, PROMISE, & WVHEG Programs

Program	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
HEAPS	2,853	3,720	4,900	4,298	5,166	20.2%	81.1%
PROMISE	8,725	10,153	9,726	9,415	9,224	-2.0%	5.7%
WVHEG	10,071	9,970	10,992	11,372	15,792	38.9%	56.8%
TOTAL	21,649	23,843	25,618	25,085	30,182	20.3%	39.4%

## Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2004 - 2008



types of schools or the student received two different kinds of awards.

### West Virginia Highlights

- The total amount awarded to recipients of the HEAPS, PROMISE, and West Virginia Higher Education Grant Programs during the 2008 academic year was \$83,790,019, which is 10.2 percent higher than the figure of \$76,036,366 in 2007.
- All three programs had greater totals for 2008 when compared to 2007. The West Virginia Higher Education Grant Program had the largest percentage increase (16.8 percent) and monetary increase (\$5,090,786).
- All three programs also increased when compared to their 2004 monetary levels. The WVHEG Program has experienced the largest percentage (73.4 percent) and monetary increase (\$14,983,972).

### National Context

All 50 states combined to award \$10 billion in total state-funded student financial aid during the 2007-08 academic year. This figure represents a 7.3 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is grant aid, representing \$8.04 billion or 80.3 percent of the total. Of this \$8.04 billion in grant aid, 72.5 percent was need-based while 27.5 percent was non-need-based. These figures represent a 0.5 percent increase in the proportion of need-based aid from the previous year.

The SREB states collectively awarded \$3.9 billion in aid in 2008, an increase of 12.3 percent over the previous year. Scholarships and grants represented 85 percent or \$3.3 billion. Of this total, \$1.5 billion, or 46.1 percent, was scholarships and grants based on need whereas \$1.8 billion, or 53.9 percent, was not based on need. These figures show an increase of 3.4 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	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
HEAPS	\$3,420,713	\$4,418,014	\$5,163,640	\$5,458,365	\$5,889,393	7.9%	72.2%
PROMISE	\$30,896,581	\$38,258,487	\$39,553,117	\$40,265,503	\$42,492,342	5.5%	37.5%
WVHEG	\$20,419,312	\$20,220,864	\$27,396,582	\$30,312,498	\$35,403,284	16.8%	73.4%
<b>TOTAL</b>	<b>\$54,736,606</b>	<b>\$62,897,365</b>	<b>\$72,113,339</b>	<b>\$76,036,366</b>	<b>\$83,790,019</b>	<b>10.2%</b>	<b>53.1%</b>

## Degrees/Certificates Awarded in Public Institutions

Academic Years 1999 - 2008

### West Virginia Highlights

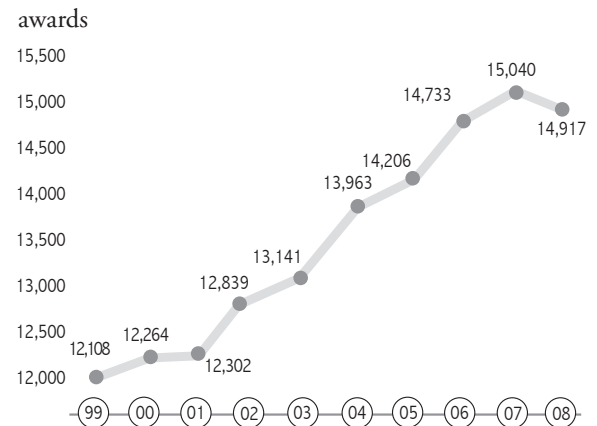
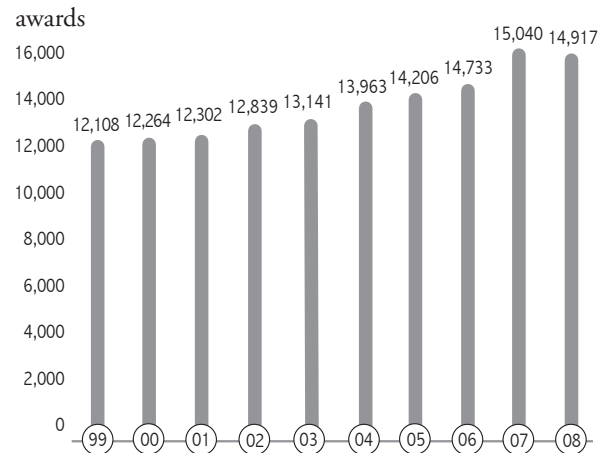
- The total number of degrees and credentials awarded at any West Virginia public institution during the 2008 academic year was 14,917, which is 0.8 percent lower than the figure of 15,040 in 2007.
- Over the ten-year time period, the total number of degrees and credentials has increased by 23.2 percent from the 1999 level of 12,108.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 409 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,373.

### National Context

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 492,103 for the 2006-07 academic year. The total awards conferred at two-year public institutions was 276,068. The proportion of awards that were associate's degrees and certificates was 39.7 percent; bachelor's degrees made up 42.6 percent and advanced degrees were 17.6 percent. In West Virginia, associate's degrees and certificates were 21.5 percent of the total, with bachelor's degrees making up 56.6 percent and advanced degrees 21.9 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



### Degrees/Certificates Awarded in Public Institutions

Award	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2007-08 % Change	1999-2008 % Change
Associate's	2,112	2,079	2,066	2,252	2,333	2,749	2,579	2,697	2,698	2,702	0.1%	27.9%
Bachelor's	7,066	7,221	7,430	7,527	7,462	7,785	8,025	8,278	8,529	8,439	-1.1%	19.4%
Master's	2,303	2,229	2,095	2,209	2,479	2,405	2,542	2,502	2,549	2,535	-0.5%	10.1%
Ph.D.	134	133	146	162	169	169	179	172	221	201	-9.0%	50.0%
Post-Master's Certificate	18	29	24	46	43	37	29	17	4	22	450.0%	22.2%
Professional	376	434	404	471	453	448	476	539	491	514	4.7%	36.7%
Undergraduate Certificate	99	139	137	172	202	370	376	528	548	504	-8.0%	409.1%
<b>TOTAL</b>	<b>12,108</b>	<b>12,264</b>	<b>12,302</b>	<b>12,839</b>	<b>13,141</b>	<b>13,963</b>	<b>14,206</b>	<b>14,733</b>	<b>15,040</b>	<b>14,917</b>	<b>-0.8%</b>	<b>23.2%</b>

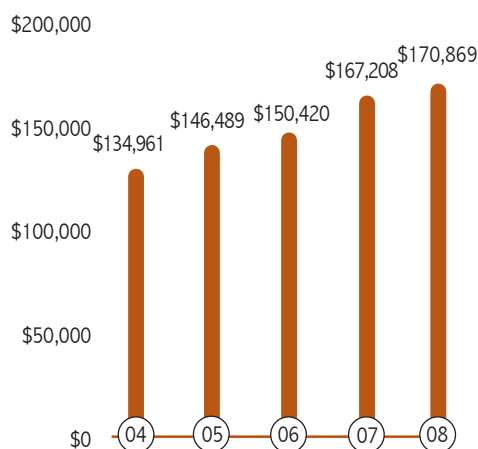
# WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

## ECONOMIC GROWTH

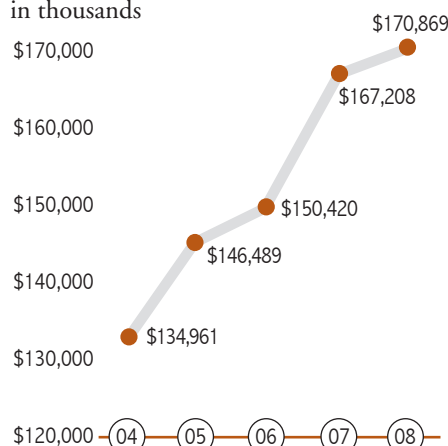
### Total Science and Engineering Research and Development Expenditures

Fiscal Years 2004 - 2008

in thousands



in thousands



#### West Virginia Highlights

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 2.2 percent, from \$167,208,000 in fiscal year 2007 to \$170,869,000 in 2008.
- Total expenditures for science and engineering related R&D have also grown over the five-year time period examined here by 26.6 percent from their fiscal year 2004 level of \$134,961,000.

#### National Context

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$51.9 billion in fiscal year 2008, which represents an increase of 4.8 percent over the previous year (\$49.5 billion). Adjusted for inflation, academic R&D rose by 2.3 percent in 2008. According to the National Science Foundation, from fiscal year 2004 to 2008 total research and development expenditures at academic institutions grew by 20.0 percent from \$43.3 billion to \$51.9 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
2004	\$134,961,000
2005	\$146,489,000
2006	\$150,420,000
2007	\$167,208,000
2008	\$170,869,000

Source: National Science Foundation



## Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2004 - 2008

### 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 2008 was \$92,617,000, which was 0.3 percent higher than the figure of \$92,586,000 in 2007.
- Over the five-year time period, the amount of federally funded R&D has increased by 10.7 percent from its 2004 level of \$83,665,000.

### National Context

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 2.5 percent from \$30.5 billion in fiscal year 2007 to \$31.2 billion in 2008. Adjusted for inflation this represents a 0.2 percent increase from 2007. This increase follows the only two consecutive years of decline the National Science Foundation has reported since they began collecting inflation-adjusted figures in 1972. The overall level of federally-financed research and development expenditures in the United States has grown by 13.0 percent from \$27.6 billion in fiscal year 2004. 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.

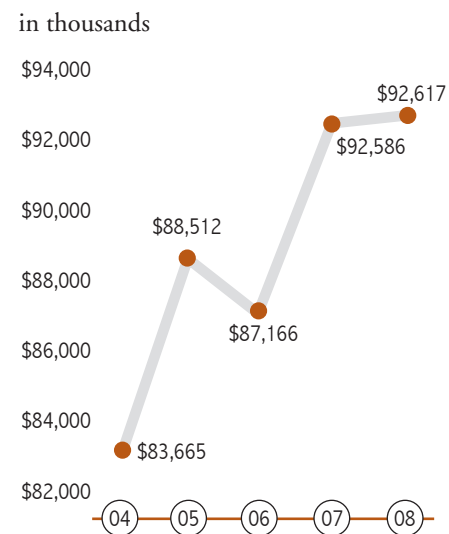
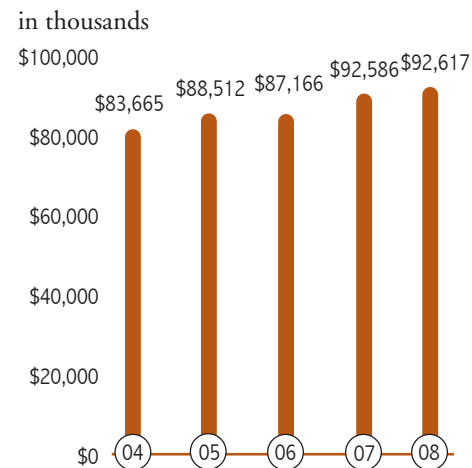
### About this Measure

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

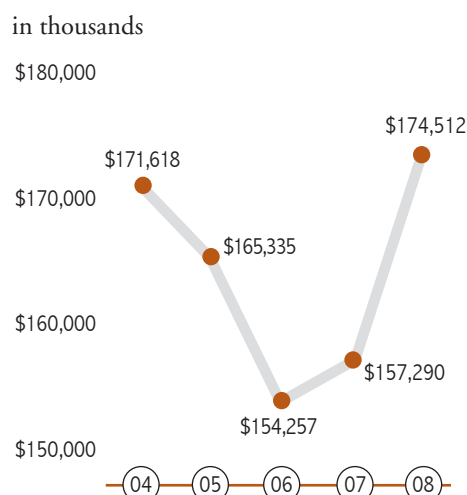
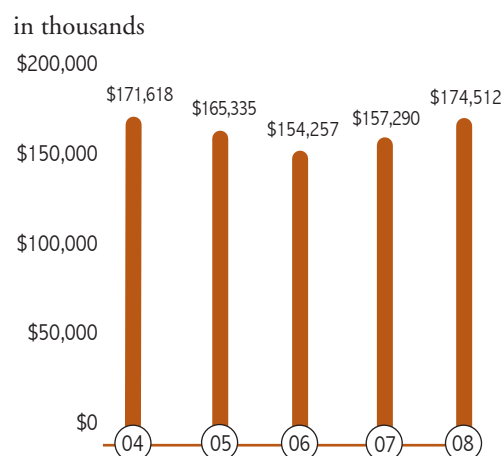
Year	Total Federally-Funded Expenditures
2004	\$83,665,000
2005	\$88,512,000
2006	\$87,166,000
2007	\$92,586,000
2008	\$92,617,000

Source: National Science Foundation



## Research Grants and Contracts

Academic Years 2004 - 2008



### West Virginia Highlights

- The total amount of research grants and contracts at West Virginia colleges and universities in fiscal year 2008 was \$174,511,697, which was 10.9 percent higher than the figure of \$157,289,664 in 2007.
- Over the five-year time period, the amount of research grants and contracts has increased by 1.7 percent from its 2004 level of \$171,617,579

### National Context

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$51.9 billion in fiscal year 2008. This figure was 20 percent higher than the fiscal year 2004 total of \$43.3 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 \$35.3 billion in fiscal year 2008 which was 39 percent higher than \$25.4 billion in 2004.

### 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	Externally-Sponsored Research Funds
2004	\$171,617,579
2005	\$165,334,639
2006	\$154,257,097
2007	\$157,289,664
2008	\$174,511,697

## Degrees/Credentials Awarded by Level System-Wide

Academic Years 2004 - 2008

### West Virginia Highlights

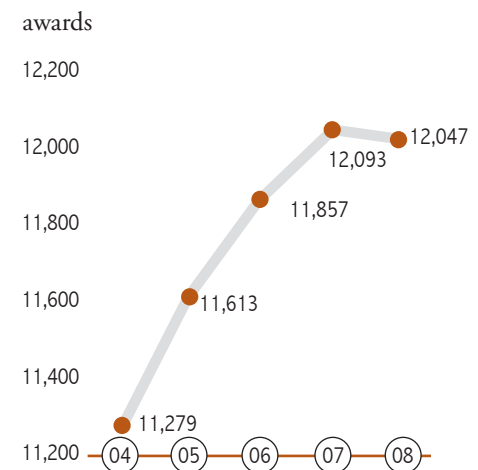
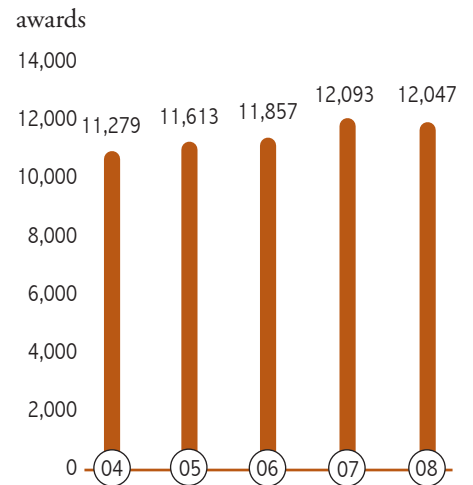
- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2008-09 was 12,047, which was 0.4 percent lower than the figure of 12,093 in 2007-08.
- Over the five-year time period, the number of degrees and credentials has increased by 6.8 percent from the 2004-05 level of 11,279.
- The largest percentage increase in number of degrees over this five-year period was in doctoral degrees with an increase of 18.9 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 548.

### National Context

Across the SREB states, in the decade from 1996-97 to 2006-07, the number of awards conferred at four-year public colleges and universities grew by 28.6 percent from 382,661 to 492,102. The 2006-07 total also represents a 2.6 percent increase over 2005-06. The proportion of these degrees that were bachelor's degrees remained stable at 70 percent, but the proportion that were associate's degrees and certificates declined from 2.7 percent to 1.8 percent, while the proportion that were advanced degrees increased from 24.8 percent to 25.2 percent. In the country as a whole, the total number of degrees conferred at public institutions increased by 1.7 percent from 1,839,787 in 2005-06 to 1,870,249 in 2006-07. Over the last ten years, the number of degrees conferred at public institutions increased by 24.3 percent nationally (Digest of Education Statistics, 2009).

### About this Measure

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



### Degrees/Credentials Awarded by Level

Award Type	Academic Year					2007-08 % Change	2004-08 % Change
	2004	2005	2006	2007	2008		
Certificate	1	1	2	6	7	16.7%	600.0%
Associate	516	457	496	493	517	4.9%	0.2%
Baccalaureate	7,703	7,929	8,129	8,329	8,251	-0.9%	7.1%
First-Professional	448	476	539	491	514	4.7%	14.7%
Master's	2,405	2,542	2,502	2,549	2,535	-0.5%	5.4%
Post-Master's Certificate	37	29	17	4	22	450.0%	-40.5%
Doctoral	169	179	172	221	201	-9.0%	18.9%
<b>TOTAL</b>	<b>11,279</b>	<b>11,613</b>	<b>11,857</b>	<b>12,093</b>	<b>12,047</b>	<b>-0.4%</b>	<b>6.8%</b>

# Degrees/Credentials Awarded by Institution and Level

Academic Years 2004 – 2008

## Degrees/Credentials Awarded by Level

Institution	Award Type	Academic Year					2007-08 % Change	2004-08 % Change
		2004	2005	2006	2007	2008		
Bluefield State	Associate	194	110	96	86	92	7.0%	-52.6%
	Baccalaureate	197	204	224	220	207	-5.9%	5.1%
	<b>Total</b>	<b>391</b>	<b>314</b>	<b>320</b>	<b>306</b>	<b>299</b>	<b>-2.3%</b>	<b>-23.5%</b>
Concord University	Associate	0	1	2	2	1	-50.0%	0*
	Baccalaureate	446	400	398	350	400	14.3%	-10.3%
	Master's	16	9	25	27	24	-11.1%	50.0%
	<b>Total</b>	<b>462</b>	<b>410</b>	<b>425</b>	<b>379</b>	<b>425</b>	<b>12.1%</b>	<b>-8.0%</b>
Fairmont State University	Associate	1	68	73	78	107	37.2%	10600.0%
	Baccalaureate	624	606	661	671	645	-3.9%	3.4%
	Master's	3	27	47	65	85	30.8%	2733.3%
	<b>Total</b>	<b>628</b>	<b>701</b>	<b>781</b>	<b>814</b>	<b>837</b>	<b>2.8%</b>	<b>33.3%</b>
Glenville State College	Associate	50	31	32	30	31	3.3	-38.0%
	Baccalaureate	182	200	182	188	174	-7.4%	-4.4%
	<b>Total</b>	<b>232</b>	<b>231</b>	<b>214</b>	<b>218</b>	<b>205</b>	<b>-6.0%</b>	<b>-11.6%</b>
Marshall University	Associate	90	84	96	100	111	11.0%	23.3%
	Baccalaureate	1,487	1,433	1,389	1,450	1400	-3.4%	-5.9%
	First-Professional	43	46	47	42	50	19.0%	16.3%
	Master's	871	861	945	872	885	1.5%	1.6%
	Post-Master's Certificate	37	29	17	4	22	450.0%	-40.5%
	Doctoral	10	11	25	17	15	-11.8%	50.0%
	<b>Total</b>	<b>2,538</b>	<b>2,464</b>	<b>2,519</b>	<b>2,485</b>	<b>2,483</b>	<b>-0.1%</b>	<b>-2.2%</b>
Potomac State College of WVU	Certificate	1	1	2	6	7	16.7%	600.0%
	Associate	143	133	164	166	143	-13.9%	0.0%
	Baccalaureate	0	0	2	6	9	50.0%	0*
	<b>Total</b>	<b>144</b>	<b>134</b>	<b>168</b>	<b>178</b>	<b>159</b>	<b>-10.7%</b>	<b>10.4%</b>
Shepherd University	Baccalaureate	537	558	589	642	662	3.1%	23.3%
	Master's	5	12	19	48	54	12.5%	980.0%
	<b>Total</b>	<b>542</b>	<b>570</b>	<b>608</b>	<b>690</b>	<b>716</b>	<b>3.8%</b>	<b>32.1%</b>
WV School of Osteopathic Medicine First-Professional		68	79	96	94	97	3.2%	42.6%
<b>Total</b>		<b>68</b>	<b>79</b>	<b>96</b>	<b>94</b>	<b>97</b>	<b>3.2%</b>	<b>42.6%</b>
WVU Institute of Technology	Baccalaureate	211	264	232	205	140	-31.7%	-33.6%
	Master's	11	8	4	1	1	0.0%	-90.9%
	<b>Total</b>	<b>222</b>	<b>272</b>	<b>236</b>	<b>206</b>	<b>141</b>	<b>-31.6%</b>	<b>-36.5%</b>
West Liberty University	Associate	38	30	33	31	32	3.2%	-15.8%
	Baccalaureate	426	419	374	365	350	-4.1%	-17.8%
	<b>Total</b>	<b>464</b>	<b>449</b>	<b>407</b>	<b>396</b>	<b>382</b>	<b>-3.5%</b>	<b>-17.7%</b>
West Virginia State University	Baccalaureate	438	473	464	442	372	-15.8%	-15.1%
	Master's	0	6	7	9	5	-44.4%	0*
	<b>Total</b>	<b>438</b>	<b>479</b>	<b>471</b>	<b>451</b>	<b>377</b>	<b>-16.4%</b>	<b>-13.9%</b>



## Degrees/Credentials Awarded by Institution and Level (continued)

Academic Years 2004 – 2008

Institution	Award Type	Academic Year					2007-08 % Change	2004-08 % Change
		2004	2005	2006	2007	2008		
West Virginia University	Baccalaureate	3,155	3,372	3,614	3,790	3,892	2.7%	23.4%
	First-Professional	337	351	396	355	367	3.4%	8.9%
	Master's	1,499	1,619	1,455	1,527	1,481	-3.0%	-1.2%
	Doctoral	159	168	147	204	186	-8.8%	17.0%
Total		5,150	5,510	5,612	5,876	5,926	0.9%	15.1%

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

### West Virginia Highlights

- Although overall degree production is down slightly from 2007, Concord University, Fairmont State University, Shepherd University, WV School of Osteopathic Medicine, 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. Overall, the total number of bachelor's degrees produced increased by 7.1 percent over the five-year period.
- As indicated in the chart below, while the number of post-master's and professional programs has remained the same since 2003, the number of master's and doctoral programs in the state has grown. 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.

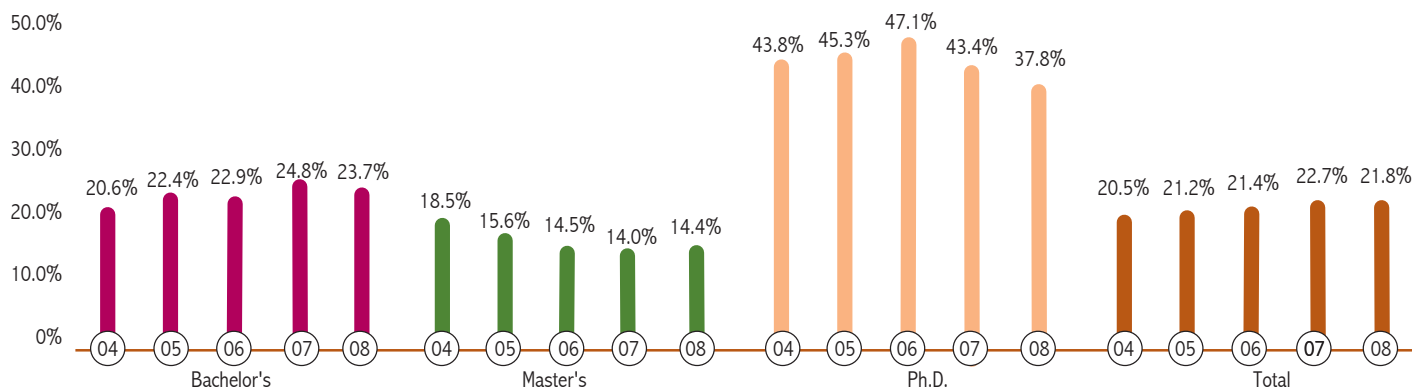
### Number of Graduate Programs

Program Level	2004	2005	2006	2007	2008
Master's	98	99	101	104	107
Post-Master's Certificate	2	2	2	2	2
Ph.D.	34	39	42	42	42
Professional	5	5	5	5	5

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

Academic Years 2004 - 2008

% of total awards



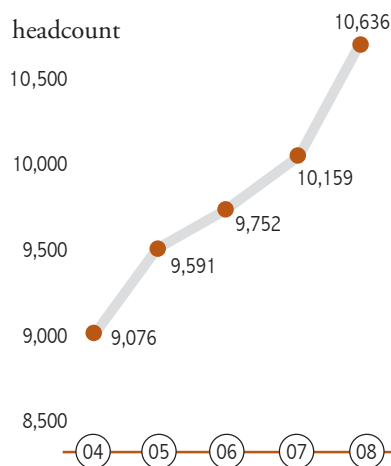
### STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2004	2005	2006	2007	2008
Bachelor's	20.6%	22.4%	22.9%	24.8%	23.7%
Master's	18.5%	15.6%	14.5%	14.0%	14.4%
Ph.D.	43.8%	45.3%	47.1%	43.4%	37.8%
<b>TOTAL</b>	<b>20.5%</b>	<b>21.2%</b>	<b>21.4%</b>	<b>22.7%</b>	<b>21.8%</b>

### West Virginia Highlights

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in fiscal year 2008 was 21.8 percent, which is 0.9 percentage points lower than the figure of 22.7 percent in 2007.
- Over the five-year time period, STEM awards as a percentage of all awards increased 1.3 percentage points from the 2004 level of 20.5 percent.
- The pipeline of STEM graduates has also grown (see graph at left). The number of students majoring in STEM fields has grown by 17.2 percent from 9,076 in 2004 to 10,636 in 2008.

### Students Majoring in STEM Fields



### National Context

Over the most recent available five-year window from 2001-02 to 2005-06, the number of science and engineering degrees awarded in the United States increased by 15.6 percent from about 539,000 to 624,000. The proportion of overall degrees that were in science and engineering, however, remained constant at 30 percent. During this time period, the proportion of bachelor's degrees and associate's degrees that were in science and engineering remained constant at 32 percent and 21 percent, respectively, but the percent of doctorates in science and engineering rose from 62 percent to 66 percent (NSF, 2008).

### 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.

## ACCESS

## Average ACT Scores of West Virginia High School Graduates

Graduation Years 2005 - 2009

### West Virginia Highlights

- The composite score for West Virginians taking the ACT exam has risen 0.3 points since 2005, while national scores have increased 0.2 points in the same period.
- West Virginia scores on the English, math, reading, and science tests have all increased since 2005.
- West Virginia leads the national average in 2009 in English, is even in reading, and trails in math, science, and the composite score.

### National Context

Approximately 1.48 million students in the high school graduating class of 2009 took the ACT exam. This figure represents a 4.2 percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 50 percent of high school graduates took the examination in 2008; however, the national percentage of graduates tested was 45 percent, which increased from 43 percent in 2008.

### About this Measure

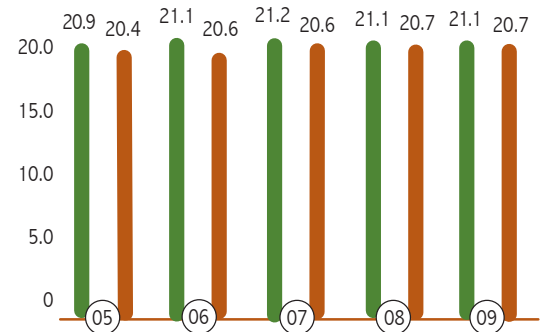
The ACT exam is accepted for admission at all public four-year institutions in the state and focuses on student readiness for postsecondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. The fact that a greater proportion of West Virginia high 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

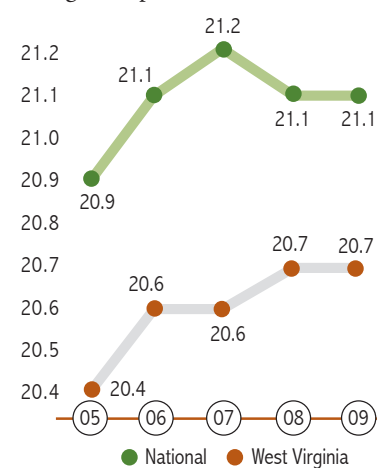
Test		2005	2006	2007	2008	2009
English	WV	20.5	20.8	20.8	20.8	20.8
	National	20.4	20.6	20.7	20.6	20.6
Math	WV	19.3	19.6	19.5	19.6	19.6
	National	20.7	20.8	21.0	21.0	21.0
Reading	WV	20.9	21.2	21.2	21.4	21.4
	National	21.3	21.4	21.5	21.4	21.4
Science	WV	20.4	20.5	20.5	20.5	20.5
	National	20.9	20.9	21.0	20.8	20.9
Composite	WV	20.4	20.6	20.6	20.7	20.7
	National	20.9	21.1	21.2	21.1	21.1

Source: ACT

average composite score

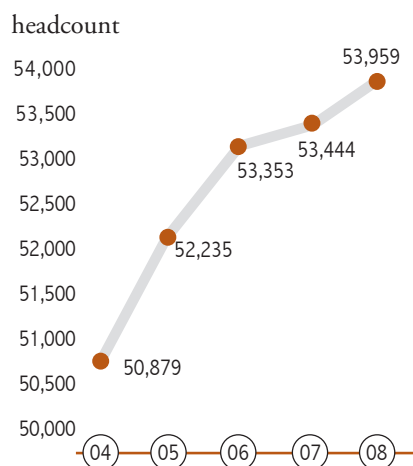
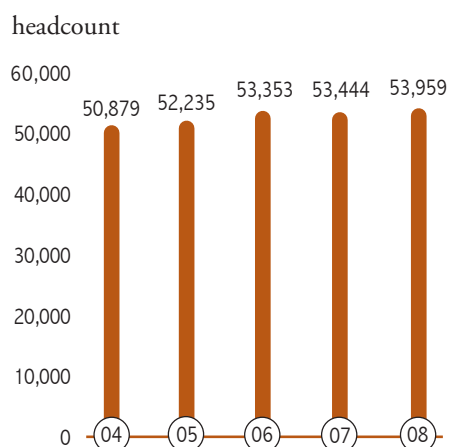


average composite score



## Undergraduate Enrollment

Fall 2004 - 2008



### West Virginia Highlights

- Students enrolled in for-credit classes increased 1.0 percent, from 53,444 in 2007-08 to 53,959 in 2008-09.
- For-credit enrollment has increased 6.1 percent since 2004 representing a growth in actual students of 3,080.
- Since the 2004-05 academic year, seven four-year institutions have realized gains in undergraduate enrollment while four have experienced decreases.

### National Context

Fall 2007 national data are the most recent available regarding undergraduate enrollment. During Fall 2007, approximately 18.21 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, 2008). The proportion is the same for undergraduate students at four-year institutions in SREB states (SREB, 2009). 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	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Bluefield State College	1,869	1,790	1,923	1,887	1,943	3.0%	4.0%
Concord University	2,859	2,867	2,792	2,611	2,713	3.9%	-5.1%
Fairmont State University	4,039	4,500	4,255	4,091	4,121	0.7%	2.0%
Glenville State College	1,313	1,393	1,387	1,444	1,444	0.0%	10.0%
Marshall University	9,859	9,841	9,723	9,586	9,310	-2.9%	-5.6%
Potomac State College of WVU	1,305	1,303	1,510	1,601	1,580	-1.3%	21.1%
Shepherd University	3,625	3,812	3,987	4,011	4,139	3.2%	14.2%
WVU Institute of Technology	1,646	1,525	1,486	1,430	1,200	-16.1%	-27.1%
West Liberty University	2,371	2,231	2,260	2,400	2,492	3.8%	5.1%
West Virginia State University	3,296	3,421	3,419	3,254	3,068	-5.7%	-6.9%
West Virginia University	18,697	19,552	20,611	21,129	21,949	3.9%	17.4%
<b>TOTAL</b>	<b>50,879</b>	<b>52,235</b>	<b>53,353</b>	<b>53,444</b>	<b>53,959</b>	<b>1.0%</b>	<b>6.1%</b>



## Graduate/First-Professional Enrollment

Fall 2004 - 2008

### West Virginia Highlights

- Graduate and first-professional students enrolled in for-credit classes increased 1.2 percent, from 12,701 in 2007-08 to 12,850 in 2008-09.
- For-credit enrollment has increased 10.6 percent since 2004, representing a growth in actual students of 1,231.
- Since the 2004-05 academic year, six four-year institutions have realized gains in graduate enrollment, while three have decreased or stayed flat.

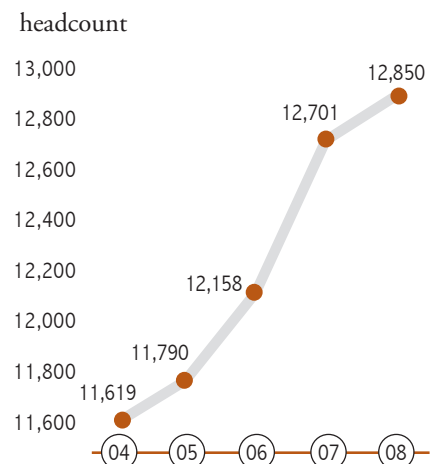
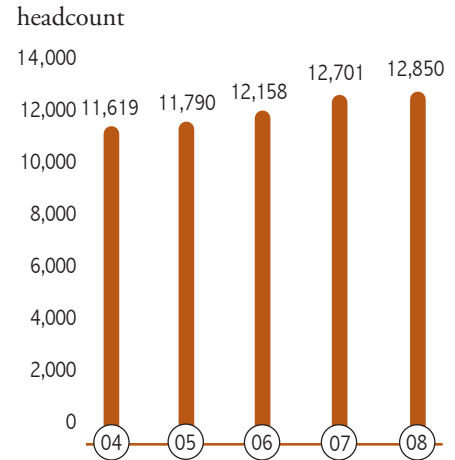
### National Context

Fall 2007 national data are the most recent available regarding student graduate and first-professional enrollment. During Fall 2007, approximately 2.29 million graduate students were enrolled at Title IV institutions in the United States. Enrollment for first-professional students was 350,764 in 2007. Graduate enrollment grew nationally by 31.2 percent over the last ten years, and by 31.1 percent in the SREB states. First professional enrollment increased by 30.6 percent nationally and by 24.5 percent in the SREB states in the same period.

Nationally, 52.8 percent of graduate student enrollment was located in public colleges in 2007 compared to 71.4 percent in SREB states and 65.3 percent in West Virginia. Nationally, 40.7 percent of first-professional students were located in public postsecondary institutions compared to 54.9 percent in SREB states and 100 percent in West Virginia (SREB, 2009).

### 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/First-Professional Enrollment

Institution	2004	2005	2006	2007	2008	2007-08	2004-08
						% Change	% Change
Concord University	121	133	124	104	97	-6.7%	-19.8%
Fairmont State University	134	241	347	377	433	14.9%	223.1%
Marshall University	4,061	4,147	4,213	4,222	4,263	1.0%	5.0%
Shepherd University	66	96	122	156	144	-7.7%	118.2%
WV School of Osteopathic Medicine	363	395	502	591	691	16.9%	90.4%
WVU Institute of Technology	29	15	7	2	.	.	.
West Liberty University	.	5	7	.	16	.	.
West Virginia State University	28	36	37	42	42	0.0%	50.0%
West Virginia University	6,817	6,722	6,799	7,207	7,164	-0.6%	5.1%
<b>TOTAL</b>	<b>11,619</b>	<b>11,790</b>	<b>12,158</b>	<b>12,701</b>	<b>12,850</b>	<b>1.2%</b>	<b>10.6%</b>

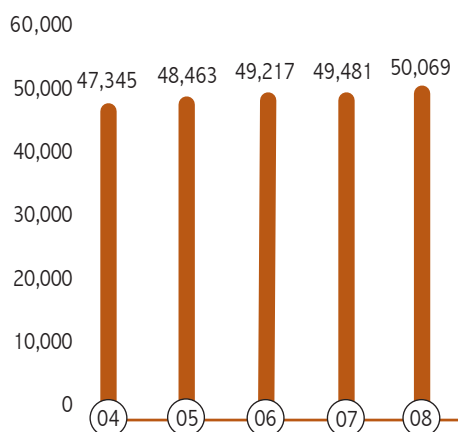
## Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2004 - 2008

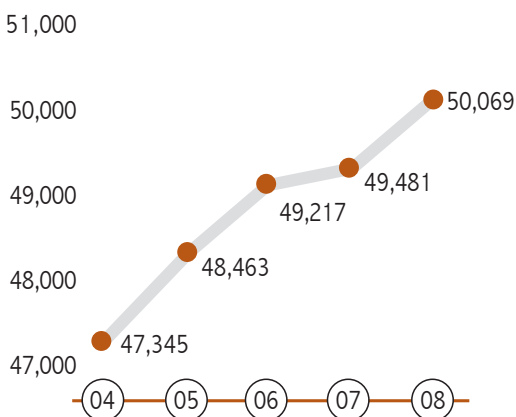
### Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Bluefield State College	1,582	1,532	1,592	1,595	1,662	4.2%	5.0%
Concord University	2,748	2,727	2,581	2,513	2,667	6.2%	-2.9%
Fairmont State University	3,715	4,118	3,890	3,693	3,741	1.3%	0.7%
Glenville State College	1,201	1,279	1,221	1,209	1,265	4.6%	5.3%
Marshall University	8,821	8,755	8,539	8,450	8,281	-2.0%	-6.1%
Potomac State College of WVU	1,017	1,019	1,158	1,271	1,248	-1.8%	22.8%
Shepherd University	3,166	3,293	3,428	3,463	3,528	1.9%	11.4%
WVU Institute of Technology	1,344	1,207	1,184	1,212	1,044	-13.9%	-22.3%
West Liberty University	2,403	2,258	2,253	2,305	2,408	4.5%	0.2%
West Virginia State University	2,602	2,623	2,641	2,508	2,351	-6.3%	-9.7%
West Virginia University	18,745	19,652	20,730	21,263	21,873	2.9%	16.7%
<b>TOTAL</b>	<b>47,345</b>	<b>48,463</b>	<b>49,217</b>	<b>49,481</b>	<b>50,069</b>	<b>1.2%</b>	<b>5.8%</b>

FTE



FTE



### West Virginia Highlights

- Undergraduate FTE enrollment increased 2 percent, from 49,481 in 2007-08 to 50,069 in 2008-09.
- FTE enrollment has increased 5.8 percent since 2004, representing a growth in full-time equivalent students of 2,724.
- Since the 2004-05 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 (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.

## Graduate/First-Professional Full-Time Equivalent (FTE) Enrollment

Fall 2004 - 2008

### West Virginia Highlights

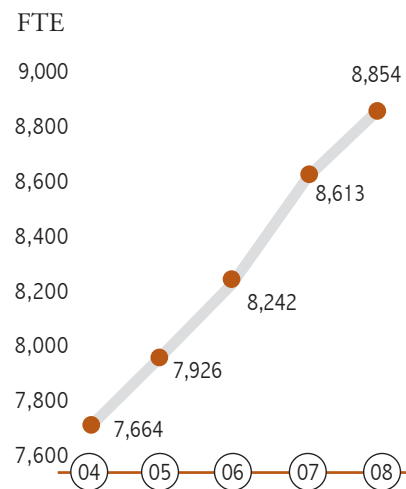
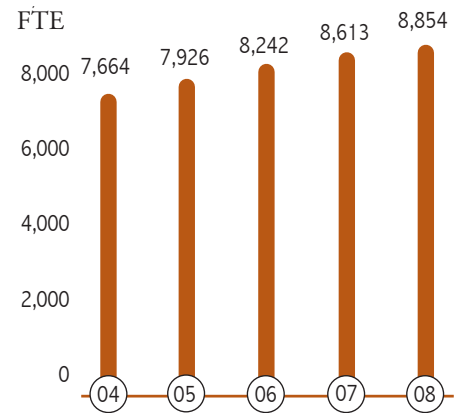
- Graduate/First-Professional FTE enrollment increased 2.8 percent, from 8,613 in 2007-08 to 8,854 in 2008-09.
- Graduate/First-Professional FTE enrollment has increased 15.5 percent since 2004 representing a growth in actual students of 1,190.
- Since the 2004-05 academic year, six four-year institutions have realized gains in graduate/first-professional FTE enrollment while three have decreased or remained flat.

### 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.

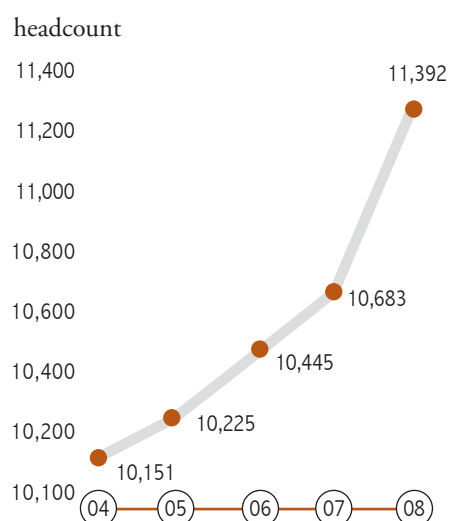
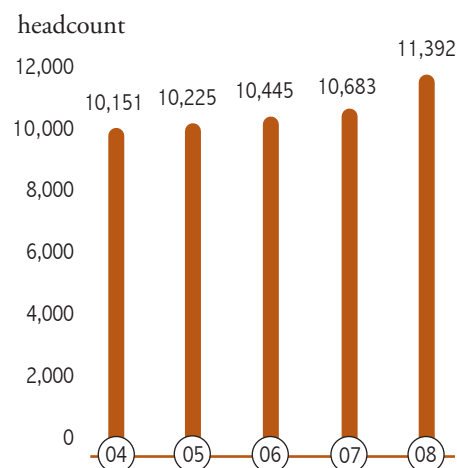


### Graduate/First-Professional Full-Time Equivalent (FTE) Enrollment

Institution	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Concord University	43	64	62	45	43	-4.6%	0.0%
Fairmont State University	68	112	158	202	230	13.9%	240.7%
Marshall University	2,081	2,213	2,280	2,304	2,400	4.2%	15.3%
Shepherd University	26	44	62	72	72	-1.3%	176.8%
WV School of Osteopathic Medicine	363	395	502	591	691	16.9%	90.4%
WVU Institute of Technology	15	11	2	1	.	.	.
West Liberty University	.	1	2	.	4	.	.
West Virginia State University	19	24	23	25	27	7.7%	44.4%
West Virginia University	5,049	5,061	5,151	5,373	5,388	0.3%	6.7%
<b>TOTAL</b>	<b>7,664</b>	<b>7,926</b>	<b>8,242</b>	<b>8,613</b>	<b>8,854</b>	<b>2.8%</b>	<b>15.5%</b>

## First-Time Freshmen Headcount Enrollment

Fall 2004 - 2008



### West Virginia Highlights

- First-time freshmen students enrolled in for-credit classes increased 6.6 percent, from 10,683 in 2007-08 to 11,392 in 2008-09.
- First-time freshmen enrollment has increased 12.0 percent since 2004 representing a growth in actual students of 1,241.
- Since the 2004-05 academic year, seven four-year institutions have realized gains in first-time freshmen enrollment; three have experienced decreases and one has held steady.

### National Context

Between 1996 and 2006, first-time freshmen enrollment in the nation increased 19 percent. The four-year public sector realized an increase of 33.6 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 8.1 percent. Nationally, full-time students comprised 76.5 percent of first-time freshmen enrollment in 1996 compared to 82.0 percent in 2006 (NCES, 2008). During that time in West Virginia the percentage of first-time freshman that were full-time grew from 87.5 to 93.4 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	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Bluefield State College	287	256	270	314	287	-8.6%	0.0%
Concord University	576	648	600	625	716	14.6%	24.3%
Fairmont State University	617	668	648	638	772	21.0%	25.1%
Glenville State College	291	304	268	291	303	4.1%	4.1%
Marshall University	1,799	1,715	1,542	1,688	1,686	-0.1%	-6.3%
Potomac State College of WVU	433	459	537	616	637	3.4%	47.1%
Shepherd University	688	675	702	706	709	0.4%	3.1%
WVU Institute of Technology	245	177	200	253	230	-9.1%	-6.1%
West Liberty University	463	399	471	476	552	16.0%	19.2%
West Virginia State University	392	363	389	365	372	1.9%	-5.1%
West Virginia University	4,360	4,561	4,818	4,711	5,128	8.9%	17.6%
<b>TOTAL</b>	<b>10,151</b>	<b>10,225</b>	<b>10,445</b>	<b>10,683</b>	<b>11,392</b>	<b>6.6%</b>	<b>12.2%</b>



## Adult (25 And Older) Student Enrollment

Fall 2004 - 2008

### West Virginia Highlights

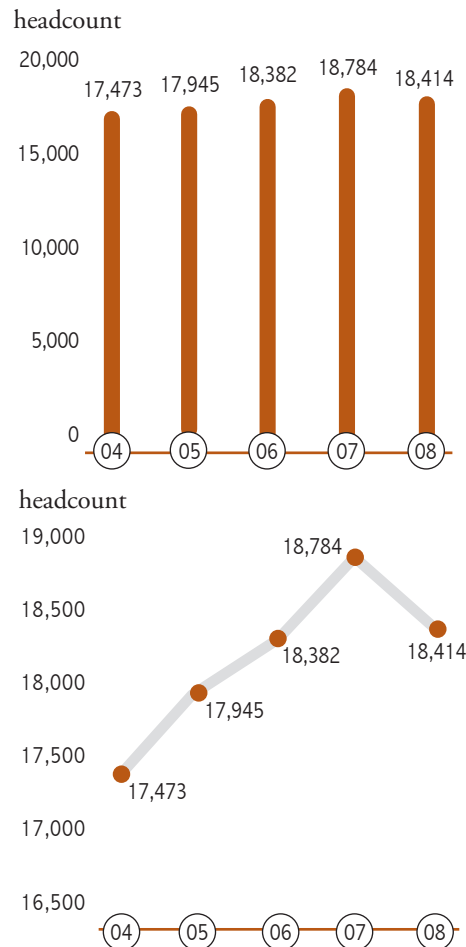
- Adult students enrolled in for-credit classes decreased 2.0 percent from 18,784 in 2007-08 to 18,414 in 2008-09.
- Adult student enrollment has increased by 941 students since 2004 representing a growth of 5.4 percent.
- Since the 2004-05 academic year, seven institutions have realized gains in adult student enrollment while five have 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. The comparable data in West Virginia show an increase of 15,632 students or 53.1 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 projected to start declining with the class of 2009, it is important that the system find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.



### Adult (25 and older) Student Enrollment

Institution	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Bluefield State College	879	804	840	777	764	-1.7%	-13.1%
Concord University	601	641	587	509	513	0.8%	-14.6%
Fairmont State University	1,159	1,408	1,474	1,465	1,473	0.5%	27.1%
Glenville State College	247	296	273	307	356	16.0%	44.1%
Marshall University	5,046	5,138	5,425	5,501	5,348	-2.8%	6.0%
Potomac State College of WVU	192	194	245	241	195	-19.1%	1.6%
Shepherd University	1,041	1,120	1,176	1,211	1,286	6.2%	23.5%
WV School of Osteopathic Medicine	241	275	324	358	439	22.6%	82.2%
WVU Institute of Technology	456	428	425	413	315	-23.7%	-30.9%
West Liberty University	376	348	346	333	305	-8.4%	-18.9%
West Virginia State University	1,251	1,283	1,275	1,206	1,066	-11.6%	-14.8%
West Virginia University	5,984	6,010	5,992	6,463	6,354	-1.7%	6.2%
<b>TOTAL</b>	<b>17,473</b>	<b>17,945</b>	<b>18,382</b>	<b>18,784</b>	<b>18,414</b>	<b>-2.0%</b>	<b>5.4%</b>

## Enrollment By Gender

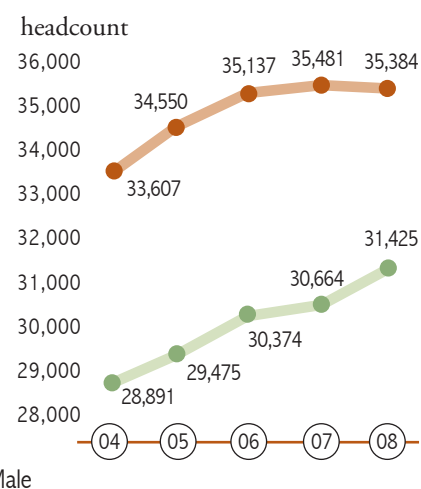
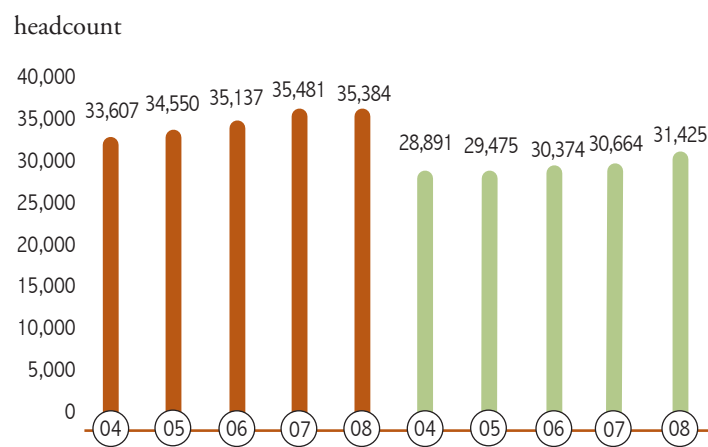
Fall 2004 - 2008

### Enrollment by Gender

Institution	Gender	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Bluefield State College	F	1,102	1,063	1,124	1,105	1,161	5.1%	5.4%
	M	767	727	799	782	782	0.0%	2.0%
Concord University	F	1,751	1,773	1,700	1,606	1,637	1.9%	-6.5%
	M	1,229	1,227	1,216	1,109	1,173	5.8%	-4.6%
Fairmont State University	F	2,307	2,669	2,590	2,514	2,568	2.1%	11.3%
	M	1,866	2,072	2,012	1,954	1,986	1.6%	6.4%
Glenville State College	F	699	663	662	700	630	-10.0%	-9.9%
	M	614	730	725	744	814	9.4%	32.6%
Marshall University	F	8,390	8,431	8,400	8,288	8,159	-1.6%	-2.8%
	M	5,530	5,557	5,536	5,520	5,414	-1.9%	-2.1%
Potomac State College of WVU	F	692	717	832	861	828	-3.8%	19.7%
	M	613	586	678	740	752	1.6%	22.7%
Shepherd University	F	2,127	2,240	2,353	2,412	2,476	2.7%	16.4%
	M	1,564	1,668	1,756	1,755	1,807	3.0%	15.5%
WV School of Osteopathic Medicine	F	180	184	241	291	331	13.7%	83.9%
	M	183	211	261	300	360	20.0%	96.7%
WVU Institute of Technology	F	655	650	638	572	444	-22.4%	-32.2%
	M	1,020	890	855	860	756	-12.1%	-25.9%
West Liberty University	F	1,301	1,284	1,322	1,366	1,420	4.0%	9.1%
	M	1,070	952	945	1,034	1,088	5.2%	1.7%
West Virginia State University	F	1,964	2,021	2,027	1,909	1,770	-7.3%	-9.9%
	M	1,360	1,436	1,429	1,387	1,340	-3.4%	-1.5%
West Virginia University	F	12,439	12,855	13,248	13,857	13,960	0.7%	12.2%
	M	13,075	13,419	14,162	14,479	15,153	4.7%	15.9%
TOTAL	F	33,607	34,550	35,137	35,481	35,384	-0.3%	5.3%
	M	28,891	29,475	30,374	30,664	31,425	2.5%	8.8%

### West Virginia Highlights

- Female enrollment decreased 0.3 percent from 2007 to 2008, but increased 5.3 percent from 2004 to 2008.
- Male enrollment increased 2.5 percent from 2007 to 2008 and 8.8 percent from 2004 to 2008.
- Female enrollment in 2008 exceeded male enrollment by the smallest margin, 3,959 students, since 2004.



## Dual Enrollment Of High School Students In HEPC Institutions

Fall 2004 - 2008

### West Virginia Highlights

- Dual enrollment in the public four-year sector declined by 5.7 percent from 2007 to 2008; however, this enrollment has increased by 23.6 percent since 2004.
- Dual enrollment numbers during this five-year span grew by 35 percent between 2004 and the peak of 2,381 students in 2006 and has slowly declined in the last two years.

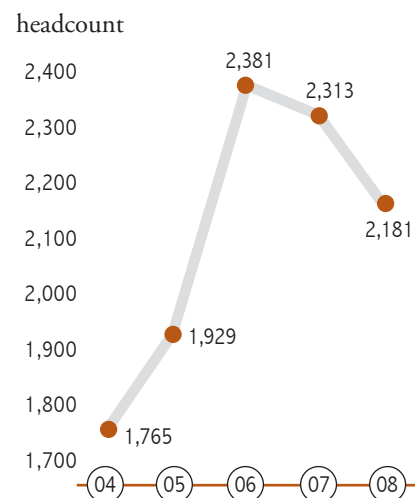
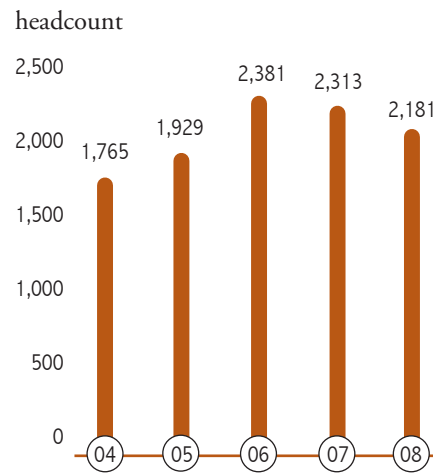
### National Context

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.

### 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

2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
1,765	1,929	2,381	2,313	2,181	-5.7%	23.6%

## HEPC In-State Enrollment By County

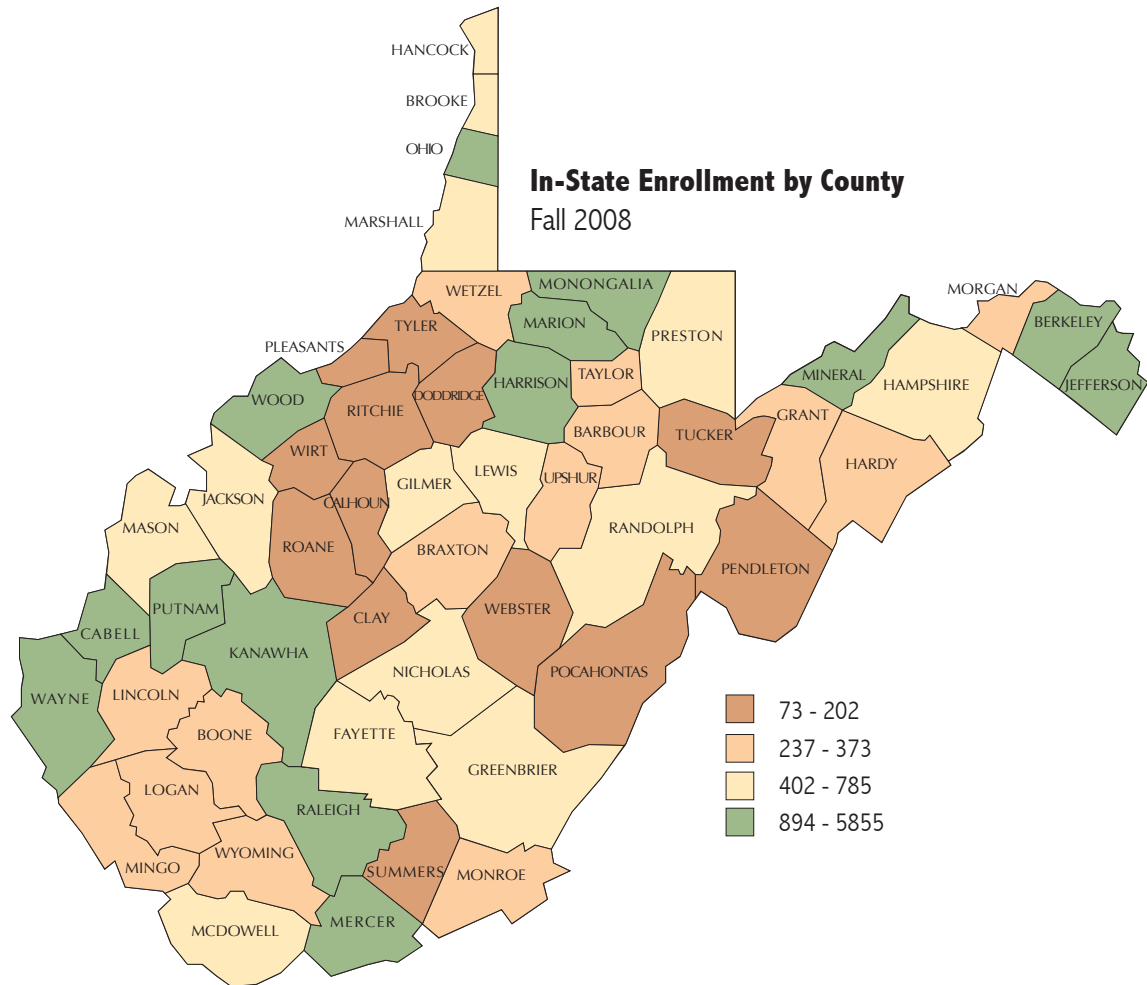
Fall 2004 - 2008

### HEPC In-State Enrollment by County

County	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Barbour	261	253	244	242	237	-2.1%	-9.2%
Berkeley	1,826	1,836	1,848	1,992	1,934	-2.9%	5.9%
Boone	356	332	314	307	281	-8.5%	-21.1%
Braxton	305	322	358	335	316	-5.7%	3.6%
Brooke	538	502	504	779	742	-4.7%	37.9%
Cabell	4,126	4,204	4,206	4,084	4,222	3.4%	2.3%
Calhoun	186	186	164	149	143	-4.0%	-23.1%
Clay	217	190	194	207	168	-18.8%	-22.6%
Doddridge	81	86	88	91	92	1.1%	13.6%
Fayette	934	918	861	805	777	-3.5%	-16.8%
Gilmer	275	375	405	397	452	13.9%	64.4%
Grant	264	277	275	271	305	12.5%	15.5%
Greenbrier	663	613	588	567	556	-1.9%	-16.1%
Hampshire	424	416	430	446	460	3.1%	8.5%
Hancock	678	695	637	392	409	4.3%	-39.7%
Hardy	282	290	292	274	267	-2.6%	-5.3%
Harrison	2,001	2,112	2,016	2,077	2,006	-3.4%	0.2%
Jackson	479	494	448	453	477	5.3%	-0.4%
Jefferson	1,115	1,148	1,153	1,200	1,255	4.6%	12.6%
Kanawha	5,853	6,066	6,037	5,953	5,855	-1.6%	0.0%
Lewis	405	398	410	400	402	0.5%	-0.7%
Lincoln	293	264	287	289	250	-13.5%	-14.7%
Logan	443	441	437	422	373	-11.6%	-15.8%
Marion	2,094	2,137	2,218	2,145	2,190	2.1%	4.6%
Marshall	717	720	720	745	785	5.4%	9.5%
Mason	613	657	633	629	608	-3.3%	-0.8%
McDowell	502	465	447	422	418	-0.9%	-16.7%
Mercer	2,172	2,140	2,156	2,063	2,004	-2.9%	-7.7%
Mineral	861	887	964	957	894	-6.6%	3.8%
Mingo	316	285	304	292	259	-11.3%	-18.0%
Monongalia	4,206	4,317	4,390	4,382	4,184	-4.5%	-0.5%
Monroe	286	292	278	241	249	3.3%	-12.9%
Morgan	188	219	218	233	237	1.7%	26.1%
Nicholas	477	488	507	456	455	-0.2%	-4.6%
Ohio	1,353	1,354	1,358	1,408	1,407	-0.1%	4.0%
Pendleton	165	181	172	163	186	14.1%	12.7%
Pleasants	100	93	104	92	73	-20.7%	-27.0%
Pocohontas	122	110	120	143	147	2.8%	20.5%
Preston	680	714	682	696	696	0.0%	2.4%
Putnam	1,657	1,671	1,734	1,666	1,632	-2.0%	-1.5%
Raleigh	1,552	1,488	1,481	1,445	1,429	-1.1%	-7.9%
Randolph	503	537	545	541	534	-1.3%	6.2%
Ritchie	167	165	161	170	148	-12.9%	-11.4%
Roane	220	197	193	207	189	-8.7%	-14.1%

## HEPC In-State Enrollment By County (Continued)

Fall 2004 - 2008

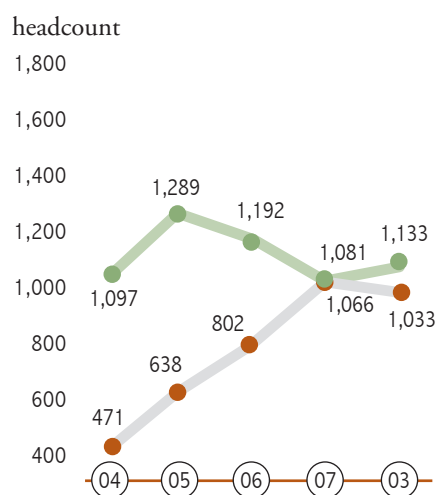
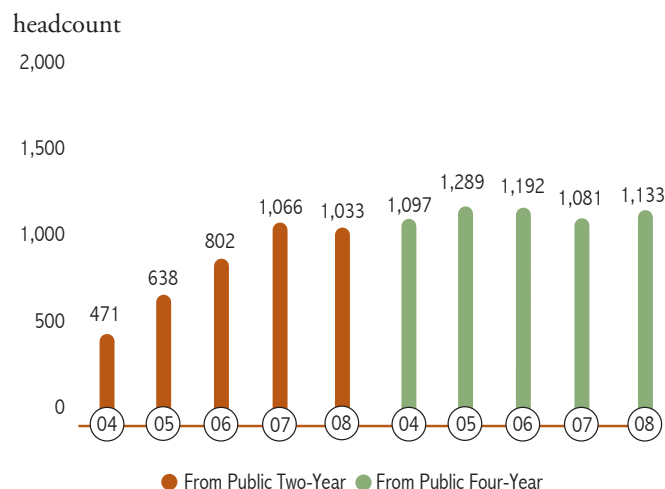


County	2004	2005	2006	2007	2008	2007-08 % Change	2004-08 % Change
Summers	249	235	217	205	202	-1.5%	-18.9%
Taylor	330	334	353	331	329	-0.6%	-0.3%
Tucker	154	134	136	132	126	-4.5%	-18.2%
Tyler	163	154	166	179	184	2.8%	12.9%
Upshur	412	396	383	361	346	-4.2%	-16.0%
Wayne	952	954	981	1,078	1,023	-5.1%	7.5%
Webster	146	139	142	131	139	6.1%	-4.8%
Wetzel	324	352	358	371	367	-1.1%	13.3%
Wirt	76	98	104	96	86	-10.4%	13.2%
Wood	1,079	1,145	1,149	1,078	1,128	4.6%	4.5%
Wyoming	415	379	368	347	341	-1.7%	-17.8%
No County Listed	498	443	459	468	363	-22.4%	-27.1%



## Undergraduate Transfers To HEPC Institutions

Academic Years 2004 - 2008



### West Virginia Highlights

- Students transferring from four-year to four-year public postsecondary institutions experienced a 4.8 percent increase from 2007 to 2008. This lateral transfer category has experienced a 3.3 percent increase when compared to 2004 figures.
- Students transferring from two-year to four-year public postsecondary institutions experienced a 3.1 percent decline from 2007 to 2008. However, there has been a 119.3 percent rise when compared to the 2004 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 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).

### About this Measure

These data indicate the number of students in West Virginia between the years of 2004 and 2008 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	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
From Public Four-Year	1,097	1,289	1,192	1,081	1,133	4.8%	3.3%
From Public Two-Year	471	638	802	1,066	1,033	-3.1%	119.3%

## COST & AFFORDABILITY

### Average Undergraduate Tuition & Fees For In-State And Out-Of-State Students Academic Years 1999 - 2009

#### West Virginia Highlights

- Average undergraduate tuition for in-state students increased 6.9 percent, from \$4,487 in 2008-09 to \$4,796 in 2009-10.
- The five-year trend in tuition and fees shows an increase of 39.9 percent for in-state students and 34.6 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 101.2 percent for in-state students and 93.0 percent for out-of-state students though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,413 since 1999 and out-of-state tuition has increased by \$5,598.

#### National Context

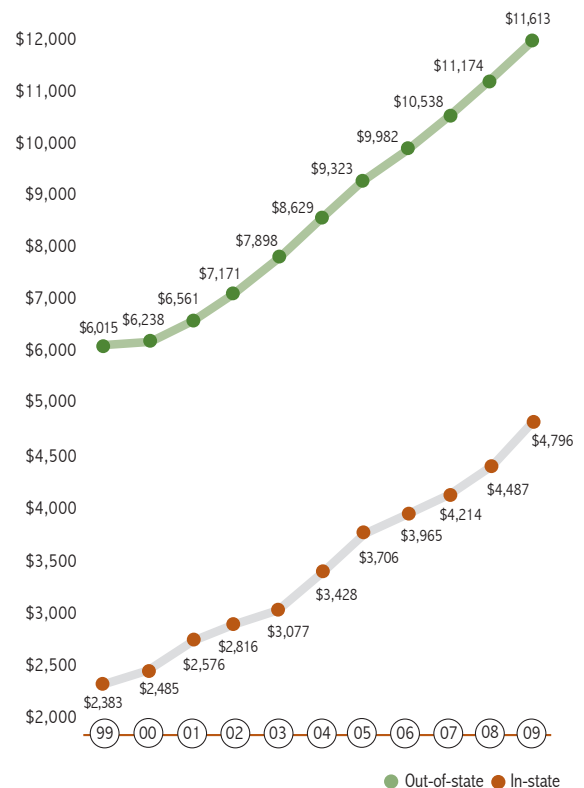
According to SREB data, over the ten-year period from 1998-99 to 2007-08, median in-state tuition at four-year public colleges and universities in SREB states increased from \$2,372 to \$4,980, an increase of 110 percent. If these figures are adjusted for inflation, the figure is 64.5 percent. In the country as a whole during the same time period, median in-state tuition increased from \$2,929 to \$5,469. This was an 86.7 percent increase without adjusting for inflation, a 46.4 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 10.9 percent of median income in the state; this is lower than the median of 11.7 percent for SREB states, but equivalent to the national figure.

#### 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.

tuition & fees



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

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2004-09 % Change	1999-09 % Change
In-State	\$2,383	\$2,485	\$2,576	\$2,816	\$3,077	\$3,428	\$3,706	\$3,965	\$4,214	\$4,487	\$4,796	39.9%	101.2%
Out-of-State	\$6,015	\$6,238	\$6,561	\$7,171	\$7,898	\$8,629	\$9,323	\$9,982	\$10,538	\$11,174	\$11,613	34.6%	93.0%

## Undergraduate Tuition & Fees For In-State Students By Institution

Academic Years 1998 - 2009

### Undergraduate Tuition & Fees for In-State Students by Institution

Institution	1998	2004	2008	2009	2008-09 % Change	2004-09 % Change	1998-09 % Change
Bluefield State College	\$2,178	\$3,114	\$4,272	\$4,596	7.6%	47.6%	111.0%
Concord University	\$2,538	\$3,588	\$4,578	\$4,974	8.7%	38.6%	96.0%
Fairmont State University	\$2,244	\$3,692	\$4,804	\$4,952	3.1%	34.1%	120.7%
Glenville State College	\$2,208	\$3,276	\$4,486	\$4,888	9.0%	49.2%	121.4%
Marshall University	\$2,440	\$3,818	\$4,598	\$5,236	13.9%	37.1%	114.6%
Potomac State College of WVU	\$2,124	\$2,238	\$2,726	\$2,886	5.9%	29.0%	35.9%
Shepherd University	\$2,430	\$3,654	\$4,898	\$5,234	6.9%	43.2%	115.4%
West Liberty University	\$2,320	\$3,380	\$4,464	\$4,880	9.3%	44.4%	110.3%
West Virginia State University	\$2,386	\$3,222	\$4,466	\$4,644	4.0%	44.1%	94.6%
West Virginia University	\$2,748	\$3,938	\$5,100	\$5,304	4.0%	34.7%	93.0%
WVU Institute of Technology	\$2,600	\$3,786	\$4,964	\$5,164	4.0%	36.4%	98.6%

### Undergraduate Tuition & Fees (In-State)

#### Peer Comparison, 2009

Institution	Tuition & Fees	Peer Group Average	Rank
Bluefield State College	\$4,596	\$5,786	16
Concord University	\$4,974	\$5,878	14
Fairmont State University	\$4,952	\$5,667	13
Glenville State College	\$4,888	\$6,818	18
Marshall University	\$5,236	\$6,078	15
Potomac State College of WVU	\$2,886	\$2,761	7
Shepherd University	\$5,797	\$5,628	11
West Liberty University	\$4,880	\$6,003	12
West Virginia State University	\$4,644	\$5,694	15
West Virginia University	\$5,304	\$7,533	18
WVU Institute of Technology	\$5,164	\$6,514	15

### West Virginia Highlights

- The change in tuition and fees from 2008 to 2009 ranged from a 3.1 percent increase of \$148 at Fairmont State University to a 13.9 percent increase of \$638 at Marshall University. Adjusting for inflation with the Consumer Price Index, these percentage increases were 2.7 percent and 13.4 percent respectively.
- Looking over the five-year window from 2004 to 2009, the increases varied from a low of \$638 or 29.0 percent at Potomac State College of WVU to a 49.2 percent increase of \$1,612 at Glenville State College. Adjusted for inflation, these increases were 12.7 percent and 30.4 percent respectively.
- Ten-year increases varied from a 35.9 percent increase of \$762 at Potomac State to a 115.4 percent increase of \$2,804 at Shepherd University. These increases are reduced to 4.7 percent and 66.0 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 almost 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 2004 & 2009

#### West Virginia Highlights

- The smallest percentage increase for cost of attendance between 2004 and 2009 is found at Fairmont State University where the total rose from \$8,782 in 2004 to \$11,349 in 2009.
- 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 \$8,196 in 2004 compared to \$12,551 in 2009.
- The four-year public postsecondary institution with the lowest cost of attendance in 2009 is Potomac State College of WVU. The institution with the highest cost is West Virginia University.

#### National Context

It is estimated that nationally, tuition and fees comprise approximately 46 percent of the combined expense of tuition and fees plus room and board in 2009-10. Average total charges of tuition, fees, room, and board at four-year public institutions nationally are \$15,223 in 2009-10 which is 5.9 percent higher than the prior year's total (College Board, 2009).

Over the last decade, average tuition, fees, room, and board at public four-year institutions have increased by 46 percent from their 1999-00 level of \$10,440 when calculated in constant 2009 dollars.

#### 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 \$4,175 for 2009-10 (College Board, 2009).

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

Institution	2004			2009			2004-2009 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College	\$3,114	\$0	\$3,114	\$4,596	\$0	\$4,596	47.6%
Concord University	\$3,588	\$4,938	\$8,526	\$4,974	\$6,766	\$11,740	37.7%
Fairmont State University	\$3,692	\$5,090	\$8,782	\$4,952	\$6,397	\$11,349	29.2%
Glenville State College	\$3,276	\$5,560	\$8,836	\$4,888	\$6,565	\$11,453	29.6%
Marshall University	\$3,818	\$5,856	\$9,674	\$5,236	\$7,728	\$12,964	34.0%
Potomac State College of WVU	\$2,238	\$4,654	\$6,892	\$2,886	\$6,781	\$9,667	40.3%
Shepherd University	\$3,654	\$6,200	\$9,854	\$5,234	\$7,522	\$12,756	29.4%
WVU Institute of Technology	\$3,786	\$4,410	\$8,196	\$5,164	\$7,387	\$12,551	53.1%
West Liberty University	\$3,380	\$4,730	\$8,110	\$4,880	\$6,620	\$11,500	41.8%
West Virginia State University	\$3,222	\$4,600	\$7,822	\$4,644	\$6,095	\$10,739	37.3%
West Virginia University	\$3,938	\$5,822	\$9,760	\$5,304	\$8,008	\$13,312	36.4%

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

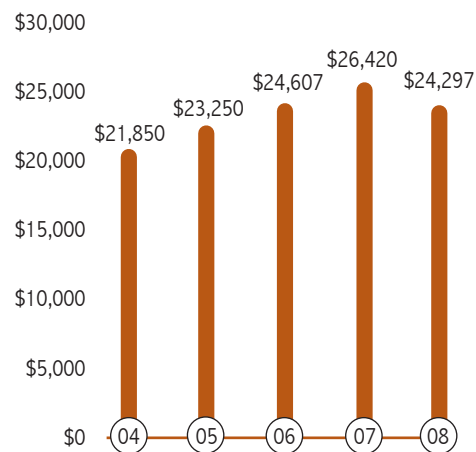
## Average Undergraduate Loan Debt Of Bachelor's Degree Graduates

Academic Years 2004 - 2008

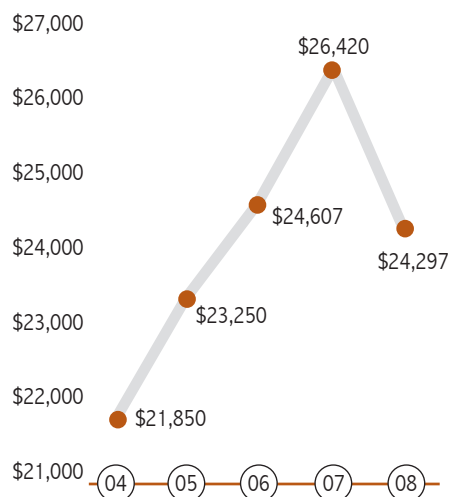
### Average Loan Debt of Graduates

Institution	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Bluefield State College	\$16,070	\$16,999	\$17,130	\$18,089	\$16,975	-6.2%	5.6%
Concord University	\$16,154	\$18,634	\$17,364	\$20,365	\$18,258	-10.3%	13.0%
Fairmont State University	\$17,648	\$18,600	\$19,683	\$21,291	\$19,939	-6.4%	13.0%
Glenville State College	\$15,220	\$16,138	\$16,517	\$18,250	\$17,583	-3.7%	15.5%
Marshall University	\$18,591	\$19,640	\$20,480	\$21,229	\$19,843	-6.5%	6.7%
Potomac State College of WVU	.	.	.	\$11,187	\$14,744	31.8%	.
Shepherd University	\$21,328	\$21,900	\$23,635	\$25,878	\$23,695	-8.4%	11.1%
WVU Institute of Technology	\$17,005	\$17,540	\$21,133	\$24,945	\$19,625	-21.3%	15.4%
West Liberty University	\$18,942	\$21,831	\$22,972	\$21,667	\$19,521	-9.9%	3.1%
West Virginia State University	\$18,427	\$20,534	\$21,507	\$24,526	\$20,867	-14.9%	13.2%
West Virginia University	\$26,937	\$28,329	\$29,777	\$32,035	\$29,474	-8.0%	9.4%
<b>Total</b>	<b>\$21,850</b>	<b>\$23,250</b>	<b>\$24,607</b>	<b>\$26,420</b>	<b>\$24,297</b>	<b>-8.0%</b>	<b>11.2%</b>

average debt



average debt



### West Virginia Highlights

- Average loan debt for bachelor's degree earners decreased 8 percent, from \$26,420 in 2007 to \$24,297 in 2008.
- The five-year trend in loan debt shows an increase of 11.2 percent from the \$21,850 figure in 2004.
- The four-year public institution with the largest one-year decrease is WVU Institute of Technology which realized a 21.3 percent decrease. Potomac State College of WVU was the only institution to see an increase in debt, with 31.8 percent growth between 2007 and 2008.

### National Context

Approximately 55 percent of public four-year college students graduated with debt each year between 2000-01 and 2006-07 (College Board, 2008). During this time period, the average debt of borrowers increased by 8 percent after adjusting for inflation from \$17,400 to \$18,800.

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 to 2007-08, total grant aid for undergraduates grew at an annual rate of 6.4 percent in inflation-adjusted dollars while total loans increased 8.2 percent per year.

This has resulted in an increase between 1997-98 and 2006-07 from 4.1 to 6.1 million undergraduate borrowers with aggregate loan debt rising from \$41 billion to \$85 billion (College Board, 2008).

### About this Measure

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



## College Participation Rate Of Low- Income Students

Academic Years 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 percent 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 2006 figure of 23.8 percent. The college-going rate of students who are not low-income, conversely, has risen by 6.2 percentage points and the gap in college-going between low-income and non-low-income students is the largest it has been since these data were first collected in 1993 (Mortenson, 2008).

Among the SREB states, the 2007 college participation rate of low-income 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 underestimate the number of poor 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

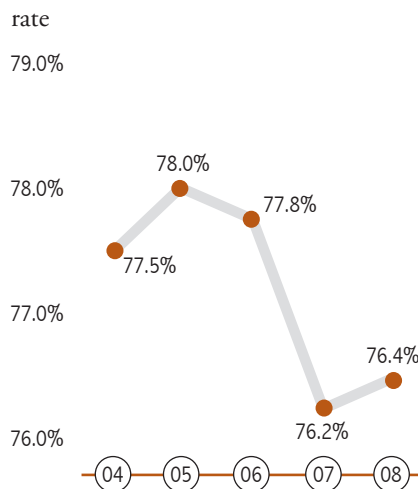
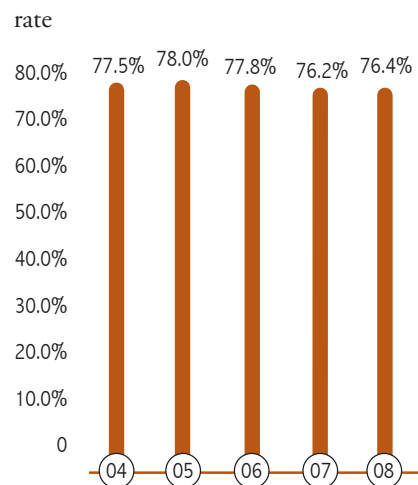
State	Participation Rate
Alabama	21.4%
Arkansas	22.9%
Delaware	20.8%
Florida	25.1%
Georgia	24.0%
Kentucky	21.9%
Louisiana	17.2%
Maryland	28.5%
Mississippi	24.2%
North Carolina	26.2%
Oklahoma	17.6%
South Carolina	23.3%
Tennessee	23.2%
Texas	20.5%
Virginia	25.4%
West Virginia	20.6%
SREB Average	22.6%

Source: Mortenson, 2009

## LEARNING & ACCOUNTABILITY

### One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort,  
2004 - 2008



#### West Virginia Highlights

- First-year retention rates have declined 0.9 percentage points at four-year public institutions from 77.5 percent in 2004 to 76.4 percent in 2008.
- The largest gain was at Concord University, with an increase of 4.6 percentage points.
- Nine of eleven four-year public institutions experienced decreases in their retention rates with the largest of 6.1 percentage points at Shepherd University.

#### National Context

The national proportion of fall 2006 first-time freshmen who were retained at their home institution the following fall was 78 percent. This figure is much higher than retention rates for part-time students during this same year, which was 48.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2007). In the SREB region, the one-year persistence rate for the 2006 cohort was 85 percent, with a same-school retention rate of 77 percent. West Virginia ranked 15th of 16 in overall first-year persistence with a rate of 77 percent, but tied for 13th with a same-school retention rate of 71 percent (SREB, 2008).

#### 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	2004	2005	2006	2007	2008
Bluefield State College	64.8%	63.3%	70.3%	65.5%	62.6%
Concord University	70.2%	73.5%	69.3%	70.5%	74.8%
Fairmont State University	76.8%	78.8%	74.8%	77.8%	73.3%
Glenville State College	65.9%	70.2%	66.8%	61.8%	61.8%
Marshall University	78.4%	79.8%	80.0%	78.6%	78.8%
Potomac State College of WVU	60.8%	58.8%	63.4%	56.9%	55.7%
Shepherd University	76.6%	72.8%	73.7%	71.8%	70.5%
WVU Institute of Technology	68.2%	66.4%	70.5%	75.3%	63.1%
West Liberty University	74.7%	71.6%	77.1%	71.2%	74.3%
West Virginia State University	60.5%	63.4%	63.0%	57.7%	59.7%
West Virginia University	84.0%	84.4%	83.2%	82.0%	83.6%
<b>Total</b>	<b>77.5%</b>	<b>78.0%</b>	<b>77.8%</b>	<b>76.2%</b>	<b>76.4%</b>

## Graduation Rate For Students Seeking A Bachelor's Degree

Fall Cohorts 1999 - 2003

### West Virginia Highlights

- Graduation rates have improved 1.7 percentage points at four-year public institutions from 46.8 percent for the 1999 cohort to 48.5 percent for the 2003 cohort.
- The largest gain was at Shepherd University, with an increase of 6.5 percentage points.
- The largest decrease was at WVU Institute of Technology, with a decline of 9.5 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 1998 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 52 percent.

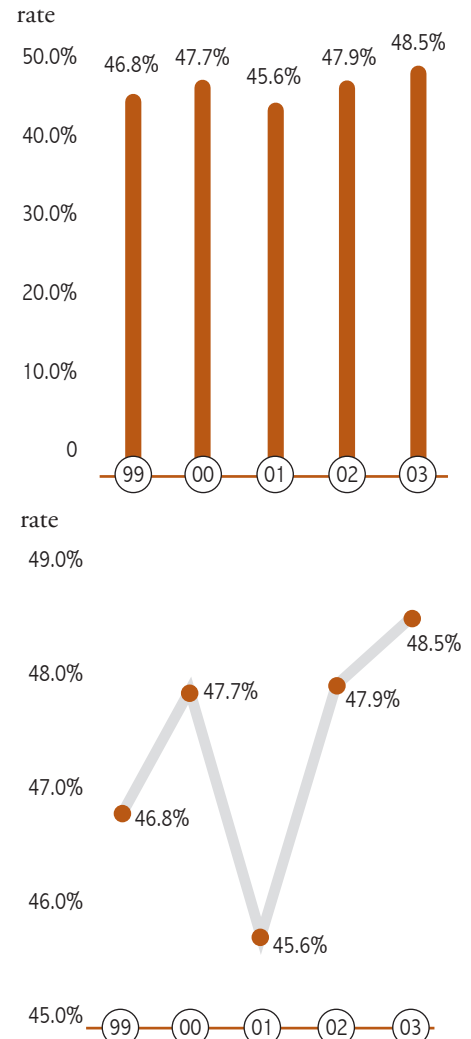
Graduation rates have been shown nationally to vary widely by race/ethnicity with 59 percent of White students, 47 percent of Hispanic students, 41 percent of African American students, and 39 percent of Native American students completing a bachelor's within six years.

### 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	1999	2000	2001	2002	2003
Bluefield State College	34.5%	35.0%	12.8%	24.1%	23.5%
Concord University	35.4%	37.3%	40.0%	36.5%	35.0%
Fairmont State University	40.0%	40.3%	38.0%	41.1%	39.8%
Glenville State College	37.0%	32.7%	29.2%	31.9%	37.9%
Marshall University	44.0%	48.2%	42.2%	46.0%	46.8%
Shepherd University	42.7%	45.4%	38.2%	40.4%	46.9%
WVU Institute of Technology	34.1%	33.9%	40.3%	42.6%	33.1%
West Liberty University	44.4%	43.9%	45.0%	42.6%	35.9%
West Virginia State University	26.4%	22.7%	23.7%	28.1%	20.7%
West Virginia University	55.4%	55.6%	55.0%	56.9%	58.4%
System	46.8%	47.7%	45.6%	47.9%	48.5%



## Certificates & Degrees Conferred By Major

Academic Years 2004 - 2008

### Certificates & Degrees Conferred by Major

Major	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Agriculture	132	127	155	213	189	-11.3%	43.2%
Architecture	31	28	25	33	29	-12.1%	-6.5%
Biological & Biomedical Sciences	359	388	489	465	475	2.2%	32.3%
Business	1,724	1,638	1,740	1,735	1,818	4.8%	5.5%
Communication & Journalism	559	662	607	612	650	6.2%	16.3%
Communication Technologies/Technicians	17	13	17	29	21	-27.6%	23.5%
Computer & Information Sciences	167	181	150	173	134	-22.5%	-19.8%
Education	2,047	2,060	1,963	1,894	1,858	-1.9%	-9.2%
Engineering	602	634	621	624	594	-4.8%	-1.3%
Engineering Technologies/Technicians	152	125	146	138	142	2.9%	-6.6%
English Language & Literature/Letters	219	210	235	213	209	-1.9%	-4.6%
Family & Consumer Sciences/Human Sciences	145	151	141	126	130	3.2%	-10.3%
Foreign Languages, Literatures, & Linguistics	72	85	92	99	81	-18.2%	12.5%
Health Professions & Clinical Sciences	1,263	1,399	1,566	1,543	1,620	5.0%	28.3%
History	162	145	171	162	210	29.6%	29.6%
Legal Professions & Studies	147	141	166	151	161	6.6%	9.5%
Liberal Arts & Sciences, General Studies & Humanities	196	157	169	156	174	11.5%	-11.2%
Mathematics & Statistics	90	71	53	78	72	-7.7%	-20.0%
Multi/Interdisciplinary Studies	228	303	355	358	367	2.5%	61.0%
Natural Resources and Conservation	141	137	142	183	153	-16.4%	8.5%
Parks, Recreation, Leisure & Fitness Studies	154	166	234	223	232	4.0%	50.6%
Philosophy & Religious Studies	17	8	10	15	20	33.3%	17.6%
Physical Sciences	131	145	133	178	178	0.0%	35.9%
Psychology	451	468	411	431	410	-4.9%	-9.1%
Public Administration & Social Services	194	251	214	289	255	-11.8%	31.4%
Regents Bachelor of Arts	800	830	740	767	713	-7.0%	-10.9%
Science Technologies/Technicians	4	1	3	4	.	.	.
Security & Protective Services	288	280	297	328	287	-12.5%	-0.3%
Social Sciences	515	525	536	568	564	-0.7%	9.5%
Visual and Performing Arts	272	284	276	305	301	-1.3%	10.7%
<b>Total</b>	<b>11,279</b>	<b>11,613</b>	<b>11,857</b>	<b>12,093</b>	<b>12,047</b>	<b>-0.4%</b>	<b>6.8%</b>

## Certificates & Degrees Conferred By Major (Continued)

Academic Years 2004 - 2008

### West Virginia Highlights

- The number of certificates and degrees conferred has decreased by 0.4 percent at four-year public institutions from 12,093 in 2007 to 12,047 in 2008. Degrees conferred have increased by 6.8 percent overall since 2004.
- The largest one-year percentage gain in number of graduates is found in Philosophy & Religious Studies with a 33.3 percent increase (though the overall number was relatively low with 20 recipients in 2008). The largest numerical gain is found in Business with an increase of 83 graduates representing a 4.8 percent increase.
- The largest five-year percentage gain in number of graduates is found in Multi/Interdisciplinary Studies with a 61.0 percent increase (a growth of 139 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 357 graduates (an increase of 28.3%).

### National Context

Between 1996-97 and 2006-07, 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. 44%, SREB 44%), followed by humanities (41%, 49%), social and behavioral sciences (30%, 31%), allied health and health sciences (19%, 21%) and science and technologies (18%, 18%). Over this time period, degrees in education increased by 0.4 percent in the nation but decreased by 8.8 percent in the SREB.

The magnitude of master's degree growth by field differs from bachelor's degrees with the largest growth in education (U.S. 61%, SREB 35%), business and management (53%, 51%), and allied health and health sciences (52%, 50%) followed by social and behavioral sciences (30%, 27%), science and technologies (28%, 31%), and the humanities (25%, 21%). Growth in doctoral degrees has been largest in allied health and health sciences (213%, 203%), followed by business and management (52%, 29%), science and technologies (26%, 27%), education (22%, 36%), social and behavioral sciences (13%, 21%), and humanities (5%, 14%).

### 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.



## Pass Rates Of Baccalaureate Degree Earners On Licensure/Certification Exams

Years Ending June 2004 - 2008

### West Virginia Highlights

- 2008 licensure pass rates increased in four of seven areas when compared to 2007 – Dietetics, Nursing, Praxis II (Learning & Teaching), and Social Work (State).
- 2008 licensure pass rates increased in two areas when compared to 2004 – Medical Technology and Praxis II (Learning & Teaching).
- Pass rates decreased since 2004 in two areas, Dental Hygiene and Nursing, and remained the same in two areas, Cytotechnology and Dietetics. Comparison data for Social Work (State) was not possible due to lack of data from 2004.

### National Context

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 surpassed 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 Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2004	2005	2006	2007	2008
Cytotechnology	100.0%	100.0%	.	100.0%	100.0%
Dental Hygiene	94.1%	100.0%	90.6%	94.6%	90.2%
Dietetics	75.0%	85.7%	72.7%	70.0%	75.0%
Medical Technology	64.3%	85.7%	64.3%	90.0%	86.4%
Nursing	89.8%	81.7%	79.6%	85.0%	86.0%
Praxis II (Learning & Teaching)	87.9%	89.1%	90.5%	88.8%	92.3%
Social Work (State)	.	73.4%	70.2%	65.8%	68.3%

## Pass Rates Of Graduate/Professional Degree Earners On Licensure/Certification Exams

Years Ending June 2004 - 2008

### West Virginia Highlights

- 2008 licensure pass rates increased in five of thirteen areas when compared to 2007. Pass rates of 100 percent were maintained in two other areas. A comparison for Nursing Administration was not possible due to a lack of data in 2006, 2007, and 2008.
- 2008 licensure pass rates increased in five of thirteen areas and held steady in two others when compared to 2004 data. Comparisons were not possible for Nursing Administration due to a lack of comparable data in 2008.
- 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 with an available national pass rate: COMLEX Level 3 (osteopathic medicine), Dentistry, Family Nurse Practitioner, National Certified Counselor, Occupational Therapy, Pharmacy, and Physical Therapy.

### About this Measure

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

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

Exam	2004	2005	2006	2007	2008
Complex Level 3	91.8%	97.2%	95.0%	100.0%	100.0%
Dentistry	100.0%	100.0%	97.7%	97.8%	97.9%
Dietetics	60.0%	87.5%	100.0%	75.0%	60.0%
Family Nurse Practitioner	84.0%	88.5%	88.5%	94.4%	94.4%
Law	73.3%	80.2%	72.0%	66.3%	71.3%
National Certified Counselor Exam	100.0%	75.0%	93.8%	92.9%	83.3%
National Exam in Speech Pathology & Audiology	98.1%	97.9%	94.2%	97.9%	98.2%
Nursing Administration	100.0%	100.0%	.	.	.
Occupational Therapy	95.5%	95.5%	100.0%	100.0%	89.5%
Pharmacy (Pharm D)	98.5%	95.5%	90.4%	97.2%	95.0%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	94.8%	91.4%	94.9%	88.7%	86.8%
USMLE Step 3	94.9%	93.6%	95.2%	97.1%	97.4%
WV Competency Exam for Counselor Licensing	87.5%	.	83.3%	75.8%	94.3%

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

Fall 2005 - 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 2005 were 15.7 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 five-year percentage increase by faculty rank was for lecturers who realized a 24.2 percent gain. The smallest gain during this five-year span was 13.3 percent for graduate assistants and other miscellaneous categories.

## National Context

Nationally, the average salary of full-time faculty in 2006-07 was \$96,194 for full professors, \$69,694 for associate professors, \$58,589 for assistant professors, and \$41,509 for instructors which combined for an overall average salary of \$71,036.

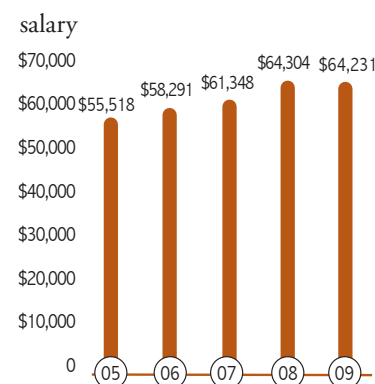
In the SREB region, the average salary of full-time faculty in 2006-07 was slightly lower than the nation as a whole at \$94,459 for full professors, \$68,545 for associate professors, \$57,731 for assistant professors, and \$40,829 for instructors. The SREB had an overall average faculty salary of \$68,583.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which is one place above its ranking a decade 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 2005-2009

Rank	2005	2006	2007	2008	2009	2008-2009 % Change	2005-2009 % Change
Professor	\$68,724	\$73,436	\$77,879	\$83,413	\$83,763	0.4%	21.9%
Associate Professor	\$55,608	\$57,976	\$60,320	\$64,136	\$64,760	1.0%	16.5%
Assistant Professor	\$46,446	\$48,624	\$51,103	\$53,725	\$53,794	0.1%	15.8%
Instructor	\$34,288	\$34,951	\$36,932	\$38,869	\$39,406	1.4%	14.9%
Lecturer	\$37,565	\$41,073	\$44,509	\$46,319	\$46,673	0.8%	24.2%
Graduate Assistant & Other	\$34,429	\$59,517	\$32,855	\$34,443	\$39,005	13.2%	13.3%
All Ranks	\$55,518	\$58,291	\$61,348	\$64,304	\$64,231	-0.1%	15.7%

## 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 that time, 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 second year of implementation, West Virginia GEAR UP has provided additional educational opportunities to more than 5,681 students and their teachers, parents, and family members. Between March and December 2009, West Virginia GEAR UP: 1) provided academic and career counseling to 2,548 students - each participant received an average of 2.39 hours of service; 2) provided tutoring and academic enrichment services to 1,575 students - each participant received an average of 13.01 hours of service; 3) worked directly with 957 parents during family college awareness activities and events; 4) coordinated and funded on-campus college tours for 1,135 students; 5) coordinated and/or funded professional development activities for more than 2,092 educators; and 6) awarded nearly \$500,000 to high school graduates to help pay for the first year of college tuition.
- The Higher Education Policy Commission received notice in August 2008 from the U.S. Department of Education that the state had been awarded a College Access Challenge Grant. The grant has been dedicated to a web portal to expand outreach. The web portal is designed as a "one-stop shop" that provides information on planning, applying, and paying for higher education. The portal was successfully launched in October 2009 as the College Foundation of West Virginia website, [www.cfwwv.com](http://www.cfwwv.com). The Commission has employed three outreach counselors based in Shepherdstown, Wheeling, and Charleston. These individuals facilitate portal activities by increasing college-going and financial aid awareness in their communities and by training high school and postsecondary personnel regarding how to effectively use the web resource. An extensive college access outreach campaign will

## INNOVATION (Continued)



begin in January 2010. This campaign will include media as well as continued work with school counselors and other service centers, such as Workforce, that began in October.

- In January 2009, the West Virginia Higher Education Policy Commission created the P-20 Collaborative Task Force. The Task Force is designed to encourage greater collaboration among the state's primary, secondary, and postsecondary educational institutions. The group will focus on an array of educational issues, such as improving the preparation, retention, and professional development of educators as well as promoting a seamless education system that connects all levels of learning.
- The Higher Education Policy Commission has undertaken a major initiative to enhance the ability of adults to attain a bachelor's degree through a new enhancement to the Regents Bachelor of Arts - the RBA Today. While the Regents Bachelor of Arts has been successfully offered for adults for over 30 years, RBA Today will expand 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 will make 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 will be the hallmark of RBA Today. This program is expected to be operational by Fall 2010.
- The Efficiencies Task Force has been charged with studying potential public higher education operational efficiencies, cost-saving measures, and improvements that could be implemented in the future at either the statewide or institutional level. The work of this group will focus 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 in FY 2010 and beyond. 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.
- 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.



- The Higher Education Policy Commission staff has taken on research initiatives to better understand the college-going decision making of West Virginia students. Findings from the High School Senior Opinions Survey and PROMISE Scholarship Focus Groups will be used to inform the work of the new Higher Education Student Financial Aid Advisory Board. Research conducted through the West Virginia GEAR UP grant will also serve to provide a context for this advisory committee.

## COST AND AFFORDABILITY

- A Statewide Task Force on Textbook Affordability was created to examine the impact of this important influence on college affordability. Study findings were presented at the August 2009 Commission meeting resulting in the recommendation to move forward with the rule-making process. A draft of a rule governing how textbooks are selected has been circulated to the institutions and constituent groups for informal comment and a revised draft is contemplated to be on the Commission's January 2010 agenda for submission for a formal thirty-day public comment period.
- A statewide Finance Summit was held in November 2009. This forum provided an opportunity for West Virginia's education leaders to discuss postsecondary finance issues with national experts. Topics addressed included an overview of strategic finance and investment perspectives, campus efficiencies, foundation planning, and national and state budget forecasts.
- The Constituent Group Workshop convenes the West Virginia Virtual Learning Network (WVVLN), academic officers, and registrars to discuss issues pertaining to a common registration form, inter-campus agreement, Regents Bachelor of Arts (RBA) course development, the request for proposal (RFP) process, and business and marketing plans. This workshop helps institutions share best practices and collaborate to create efficiencies for students and institutions.

## LEARNING AND ACCOUNTABILITY

- 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.





## INNOVATION (Continued)

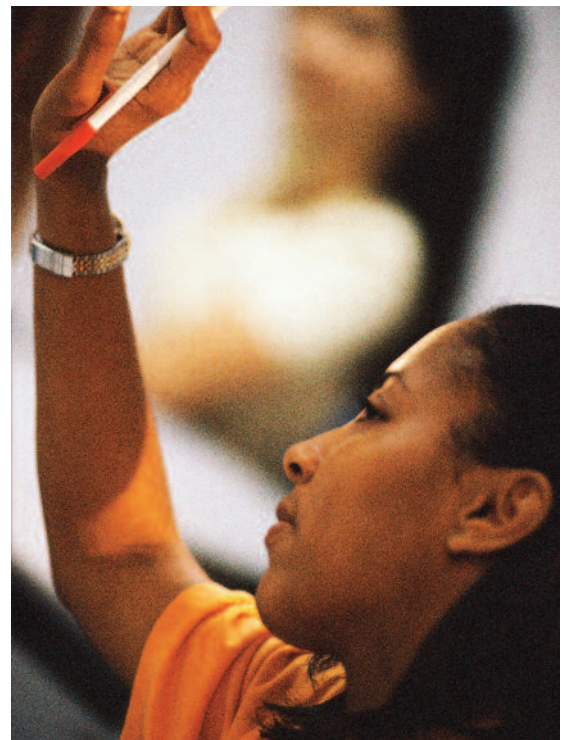


- The Higher Education Policy Commission requires its constituent colleges and universities to renew institutional compacts that indicate progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for assessment of success in carrying out institutional mission and in attainment of institutional and state goals.
- The Higher Education Policy Commission is developing 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 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 Programs of Distinction Committee is meeting to establish the criteria to be used in recognizing excellence in academic programs. Each campus will indicate at least two programs and how they have enhanced institutional outreach, institutional mission, and service to the community. The Programs of Distinction process assists in the master plan goal of refining institutional missions and targeting finite resources.

## ECONOMIC GROWTH

- The Research Trust Fund allows the state's two research universities to double private gifts that support expansion of research faculty and infrastructure in key areas linked to economic development and job growth. This "Bucks for Brains" fund supports research in energy, biotechnology, biomedical identification technology, material science and engineering, and environmental science. Private gifts are matched dollar-for-dollar.
- Research Challenge Grants support large STEM (science, technology, engineering and mathematics) research projects that will 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.

- The Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by HEPC. The fund has generated approximately \$4 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. However, the fund is expected to earn only \$3.7 million in FY2010 due to the economy and competition from gaming establishments in neighboring states.
- The Research Infrastructure Improvement (RII) award from the National Science Foundation is a five-year grant of up to \$3 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. HEPC received its second RII award, "Next Generation Biometrics: Achieving Strength in Molecular Recognition and Transport," in May 2006. Partners in this research and education enterprise are HEPC's West Virginia EPSCoR, West Virginia University, Marshall University, and West Virginia State University.
- International Innovation Grants support development of an international component in one or more STEM programs at West Virginia higher education institutions. This program encourages STEM faculty and students to think globally about research, collaboration, 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 fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.
- The HEPC STEM Fellows program provides competitive stipends to 17 Ph.D. students at WVU and 6 Ph.D. students at Marshall to enhance recruitment of doctoral candidates and completion of advanced science and engineering degrees.
- Instrumentation Grants provide funds for advanced scientific equipment to enhance undergraduate STEM education and encourage undergraduates to pursue advanced degrees or careers in a STEM field.
- 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.

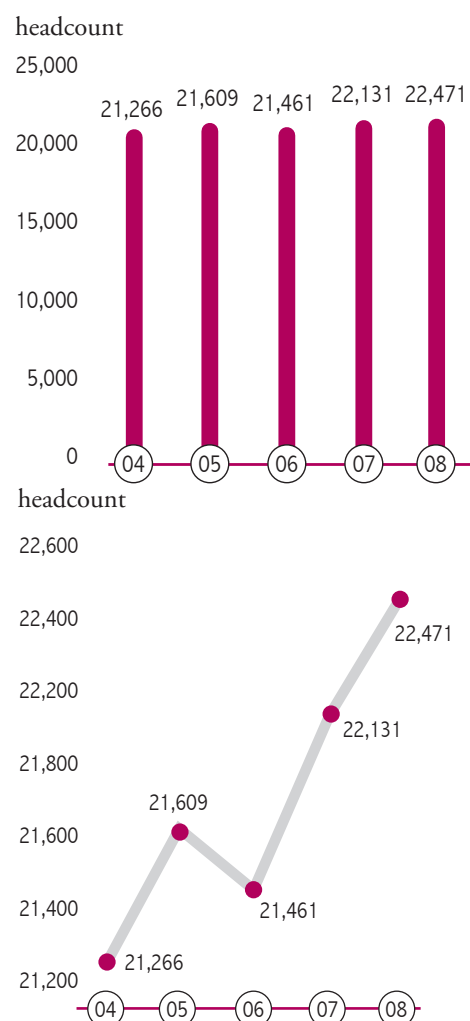


# WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

## ACCESS

### Credit Headcount Enrollment

Fall 2004 - 2008



**Credit Headcount Enrollment**

Institution	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	1,533	1,716	1,955	2,184	2,468	13.0%	61.0%
Bridgmont Community & Technical College*	646	653	675	747	767	2.7%	18.7%
Eastern WV Community & Technical College	695	878	784	537	545	1.5%	-21.6%
Kanawha Valley Community & Technical College**	1,592	1,635	1,649	1,643	1,752	6.6%	10.1%
Marshall Community & Technical College	2,400	2,589	2,579	2,476	2,534	2.3%	5.6%
New River Community & Technical College	1,721	1,865	1,861	2,255	2,383	5.7%	38.5%
Pierpont Community & Technical College	3,291	3,019	2,803	2,854	2,666	-6.6%	-19.0%
Southern WV Community & Technical College	2,579	2,491	2,315	2,272	2,548	12.1%	-1.2%
WV Northern Community College	2,966	2,909	2,911	3,327	3,069	-7.8%	3.5%
WVU at Parkersburg	3,843	3,854	3,929	3,836	3,739	-2.5%	-2.7%
<b>TOTAL</b>	<b>21,266</b>	<b>21,609</b>	<b>21,461</b>	<b>22,131</b>	<b>22,471</b>	<b>1.5%</b>	<b>5.7%</b>

\*Formerly Community and Technical College at WVU Institute of Technology

\*\*Formerly WV State Community and Technical College

#### West Virginia Highlights

- Students enrolled in for-credit classes increased 1.5 percent, from 22,131 in 2007-08 to 22,471 in 2008-09.
- For-credit enrollment has increased 5.7 percent since Fall 2004.
- Over this five-year span from 2004-05 to 2008-09, six institutions have realized increases in for-credit enrollment while four have experienced decreases. The largest increase has been 61 percent at Blue Ridge CTC. The largest decrease has been 21.6 percent at Eastern WV CTC.

#### National Context

Enrollment in two-year colleges makes up 43.1 percent of undergraduate enrollment nationwide. In the SREB states it is 43.3 percent, while in West Virginia two-year enrollments make up 25.7 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 1997 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.

## Non-Credit Headcount Enrollment

Academic Years 2004 - 2008

### West Virginia Highlights

- Students enrolled in non-credit classes in career-technical programs increased 8.3 percent from 28,502 in 2007-08 to 30,857 in 2008-09.
- Non-credit enrollment has increased 6.3 percent since 2004-05.
- Since 2004, non-credit enrollment has increased at seven institutions and declined at three. The largest increase was 114 percent at New River CTC and the largest decrease was 72.4 percent at Kanawha Valley CTC.

### 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.

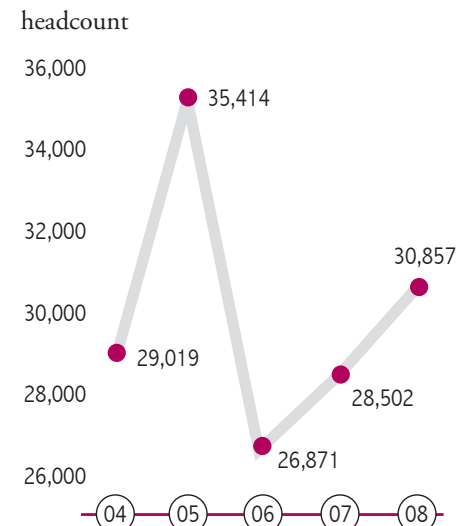
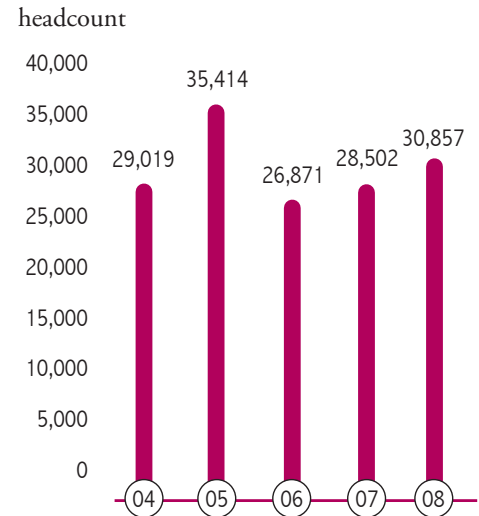
The National Household Education Survey (NHES) collects data every two years on Adult Education, of which non-credit education is a part. Combining data from the 2000-01 and 2004-05 academic years, survey findings indicate that 53.9 percent of working-age adults participated in some form of formal education. 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).

### About this Measure

Non-credit enrollment measures the level of activity in course-work 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

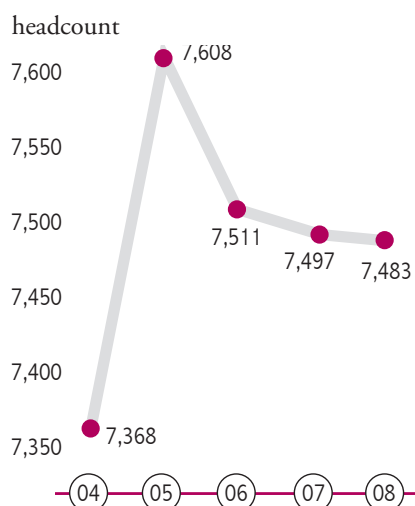
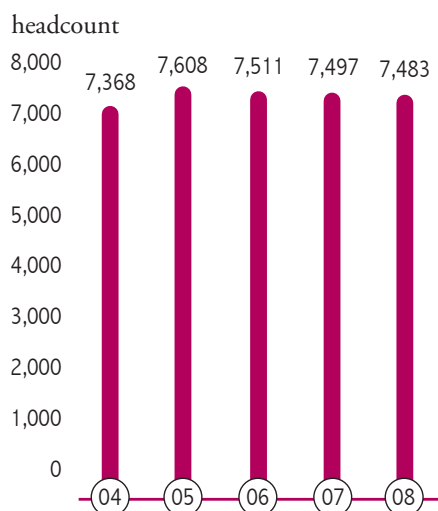
Institution	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	6,100	6,376	6,695	6,896	7,103	3.0%	16.4%
Bridgemont Community & Technical College	1,043	1,818	1,981	758	1,068	40.9%	2.4%
Eastern WV Community & Technical College	1,808	1,860	528	1,000	1,347	34.7%	-25.5%
Kanawha Valley Community & Technical College	5,851	3,282	2,914	2,776	1,614	-41.9%	-72.4%
Marshall Community & Technical College	3,295	3,524	2,314	1,674	2,480	48.1%	-24.7%
New River Community & Technical College	2,877	2,850	3,929	4,010	6,157	53.5%	114.0%
Pierpont Community & Technical College	1,260	1,753	1,904	2,087	1,699	-18.6%	34.8%
Southern WV Community & Technical College	2,275	2,373	2,597	2,749	2,734	-0.5%	20.2%
WV Northern Community College	1,679	2,784	3,199	3,220	3,418	6.1%	103.6%
WVU at Parkersburg	2,831	8,794	810	3,332	3,237	-2.9%	14.3%
<b>TOTAL</b>	<b>29,019</b>	<b>35,414</b>	<b>26,871</b>	<b>28,502</b>	<b>30,857</b>	<b>8.3%</b>	<b>6.3%</b>





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

Fall 2004 - 2008



### West Virginia Highlights

- Adult students enrolled in for-credit classes decreased 0.2 percent, from 7,497 in 2007-08 to 7,483 in 2008-09.
- For-credit enrollment has increased 1.6 percent since Fall 2004.
- Over this five-year span from 2004-05 to 2008-09, five institutions have realized increases in adult credit enrollment while five have decreased. The largest gain was 60.4 percent at Blue Ridge CTC, while the largest decrease was 23.4 percent at Pierpont 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	568	726	784	850	911	7.2%	60.4%
Bridgemont Community & Technical College	191	228	211	185	211	14.1%	10.5%
Eastern WV Community & Technical College	145	194	180	183	165	-9.8%	13.8%
Kanawha Valley Community & Technical College	645	631	695	734	757	3.1%	17.4%
Marshall Community & Technical College	1,062	1,155	1,147	1,012	1,007	-0.5%	-5.2%
New River Community & Technical College	648	671	674	764	811	6.2%	25.2%
Pierpont Community & Technical College	939	832	721	675	719	6.5%	-23.4%
Southern WV Community & Technical College	775	745	696	628	598	-4.8%	-22.8%
WV Northern Community College	1,067	1,080	1,033	1,173	1,036	-11.7%	-2.9%
WVU at Parkersburg	1,328	1,346	1,370	1,293	1,268	-1.9%	-4.5%
<b>TOTAL</b>	<b>7,368</b>	<b>7,608</b>	<b>7,511</b>	<b>7,497</b>	<b>7,483</b>	<b>-0.2%</b>	<b>1.6%</b>

## WORKFORCE DEVELOPMENT

### Credit Headcount Enrollment In Career-Technical Programs

Fall 2004 - 2008

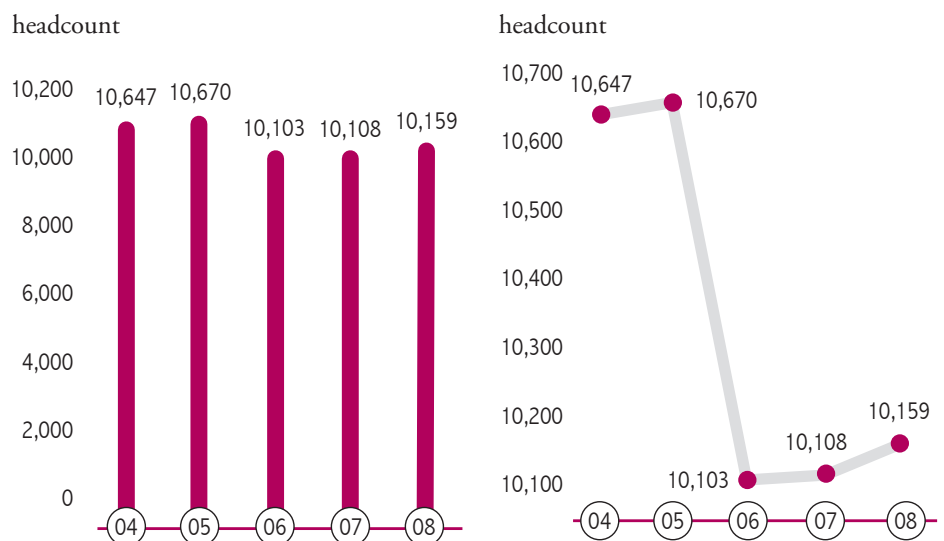
#### Credit Headcount Enrollment in Career-Technical Programs

Institution	Program	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	Associate	431	500	647	828	875	5.7%	103.0%
	Certificate	.	.	.	.	1	.	.
Bridgemont Community & Technical College	Associate	509	449	523	576	577	0.2%	13.4%
	Certificate	2	1	9	14	4	-71.4%	100.0%
Eastern WV Community & Technical College	Associate	134	176	147	131	162	23.7%	20.9%
	Certificate	.	.	.	2	2	0.0%	.
Kanawha Valley Community & Technical College	Associate	910	965	930	941	987	4.9%	8.5%
	Certificate	38	28	32	22	19	-13.6%	-50.0%
Marshall Community & Technical College	Associate	2,017	2,167	2,072	1,734	1,720	-0.8%	-14.7%
	Certificate	45	41	46	41	50	22.0%	11.1%
New River Community & Technical College	Associate	441	373	412	486	510	4.9%	15.6%
	Certificate	115	104	193	180	183	1.7%	59.1%
Pierpont Community & Technical College	Associate	2,305	1,822	1,764	1,761	1,627	-7.6%	-29.4%
	Certificate	2	34	46	38	42	10.5%	2000.0%
Southern WV Community & Technical College	Associate	905	1,301	798	886	921	4.0%	1.8%
	Certificate	37	87	59	45	47	4.4%	27.0%
WV Northern Community College	Associate	1,420	1,336	943	941	904	-3.9%	-36.3%
	Certificate	218	177	635	607	668	10.0%	206.4%
WVU at Parkersburg	Associate	1,575	1,581	1,867	1,824	1,876	2.9%	19.1%
	Certificate	80	95	95	71	76	7.0%	-5.0%
<b>TOTAL</b>	Associate	10,647	10,670	10,103	10,108	10,159	0.5%	-4.6%
	Certificate	537	567	1,115	1,020	1,092	7.1%	103.4%

#### West Virginia Highlights

- Combining students seeking associate's degrees and certificates, enrollment in for-credit classes in career-technical programs increased 1.1 percent, from 11,128 in 2007-08 to 11,251 in 2008-09.
- Combined for-credit enrollment in career-technical programs has increased 0.6 percent since 2004-05.
- 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



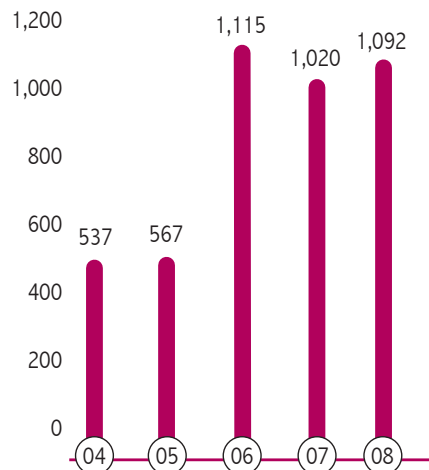


## Credit Headcount Enrollment In Career-Technical Programs (continued)

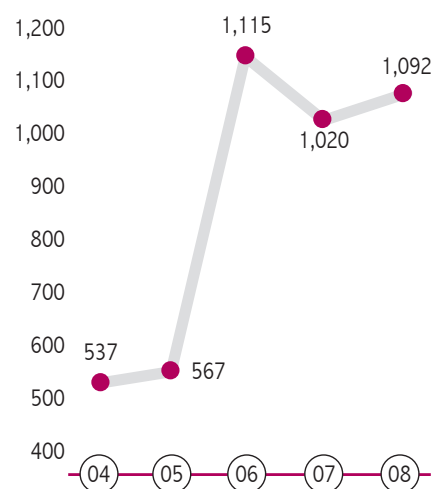
Fall 2004 - 2008

### Credit Enrollment in Career-Technical Certificate Programs

headcount



headcount



### 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. In contrast, academic education, which is also offered at CTCS institutions, is designed to impart knowledge and skills that represent the accumulated knowledge base in a subject area (NCES, 2009).

## Career-Technical Certificate Program Completers

### Academic Years 2004 - 2008

#### West Virginia Highlights

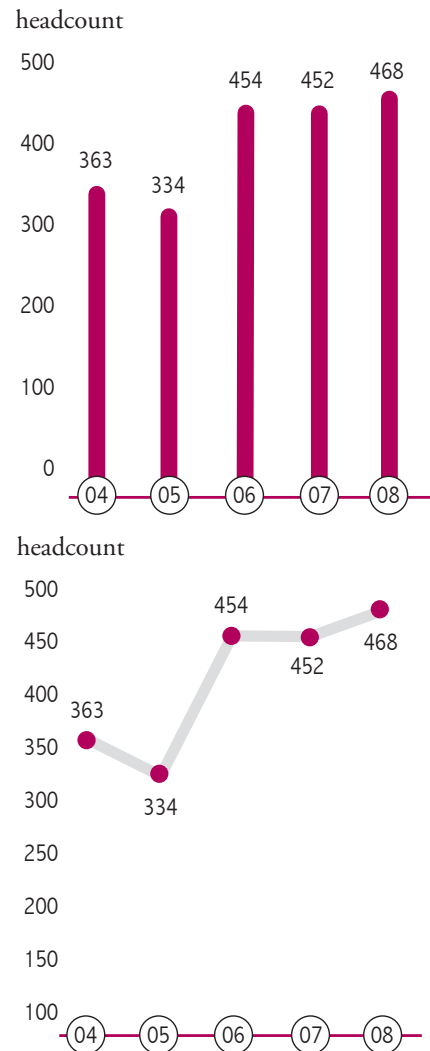
- The number of students completing career-technical certificate programs increased by 3.5 percent from 452 in 2007-08 to 468 in 2008-09.
- The number of certificate completers increased at six institutions during 2008-09 but declined at four.
- Since 2004-05 the number of certificate completers has increased from 363 to 468, a growth of 28.9 percent. The number of those completing certificates has increased at six of ten institutions during this time.

#### National Context

In 2006, 98.3 percent of two-year public institutions offered career education. Of the sub-baccalaureate awards distributed at public two-year institutions in 2006, 53.5 percent were certificates and 46.5 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 decreased by 1.4 percent from 2005 to 2006. More recent numbers are not yet available (NCES, 2009).

#### 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.

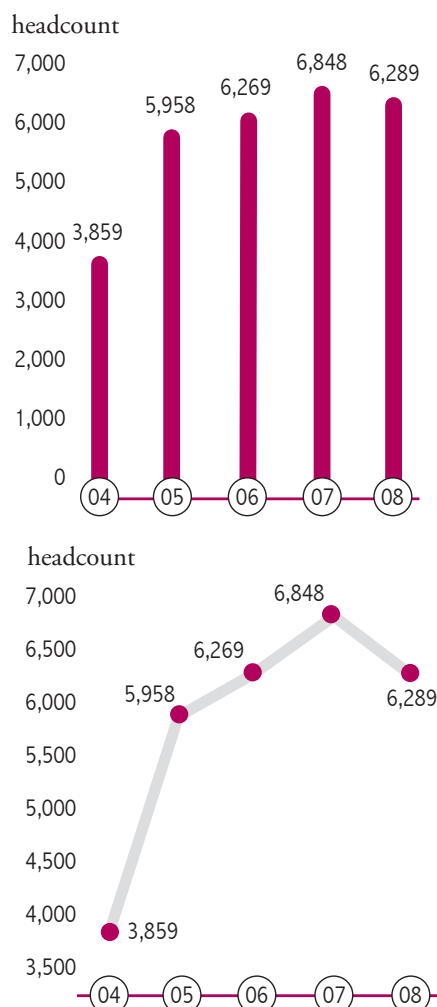


#### Career-Technical Certificate Program Completers

Institution	Academic Year						
	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	61	36	105	62	44	-29.0%	-27.9%
Bridgemont Community & Technical College	10	11	7	9	14	55.6%	40.0%
Eastern WV Community & Technical College	.	.	4	1	.	.	.
Kanawha Valley Community & Technical College	29	22	23	13	18	38.5%	-37.9%
Marshall Community & Technical College	16	12	17	56	64	14.3%	300.0%
New River Community & Technical College	53	44	43	40	38	-5.0%	-28.3%
Pierpont Community & Technical College	79	81	90	111	118	6.3%	49.4%
Southern WV Community & Technical College	40	45	47	37	53	43.2%	32.5%
WV Northern Community College	65	64	63	76	93	22.4%	43.1%
WVU at Parkersburg	10	19	55	47	26	-44.7%	160.0%
<b>TOTAL</b>	<b>363</b>	<b>334</b>	<b>454</b>	<b>452</b>	<b>468</b>	<b>3.5%</b>	<b>28.9%</b>

## Skill Set Certificate Completers (Less Than One Year)

Academic Years 2004 - 2008



### West Virginia Highlights

- The number of students completing skill set certificates decreased 8.6 percent, from 6,848 in 2007-08 to 6,261 in 2008-09.
- Skill set certificate completion has increased 62.2 percent since 2004-05.
- Since 2004-05, seven institutions have realized increases in skill set certificate completion while three have decreased.

### National Context

69.9 percent of two-year public institutions in the U.S. 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 11 credit hours or the non-credit contact hour equivalent.

### Skill Set Certificate Completers (Less Than One Year)

Institution	Academic Year					2007-2008 % Change	2004-2008 % Change
	2004	2005	2006	2007	2008		
Blue Ridge Community & Technical College	120	122	136	142	146	2.8%	21.7%
Bridgmont Community & Technical College	90	46	52	24	36	50.0%	-60.0%
Eastern WV Community & Technical College	21	21	12	5	3	-40.0%	-85.7%
Kanawha Valley Community & Technical College	1,491	1,254	874	1,328	1,637	23.3%	9.8%
Marshall Community & Technical College	1,094	1,985	2,105	685	240	-65.0%	-78.1%
New River Community & Technical College	96	245	155	225	447	98.7%	365.6%
Pierpont Community & Technical College	651	1,655	1,633	1,287	909	-29.4%	39.6%
Southern WV Community & Technical College	113	249	825	1,117	2,034	82.1%	1700.0%
WV Northern Community College	128	286	379	1,943	758	-61.0%	492.2%
WVU at Parkersburg	55	95	98	92	79	-14.1%	43.6%
<b>TOTAL</b>	<b>3,859</b>	<b>5,958</b>	<b>6,269</b>	<b>6,848</b>	<b>6,289</b>	<b>-8.2%</b>	<b>63.0%</b>

## Career-Technical Associate Program Completers

Academic Years 2004 - 2008

Access

WORKFORCE DEVELOPMENT

Student Success

Improved Literacy

Transfer Education

### West Virginia Highlights

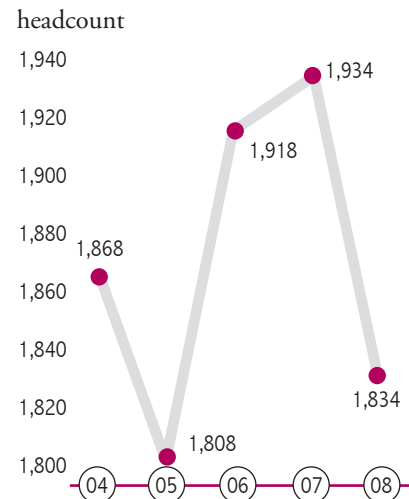
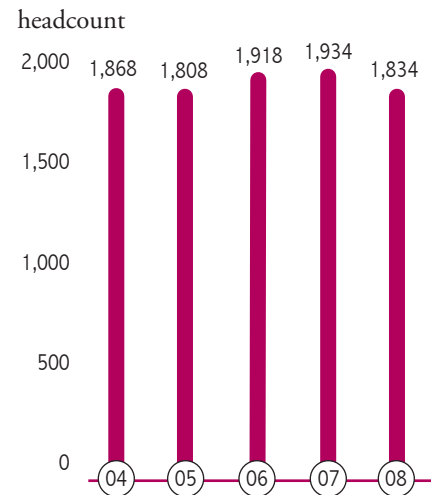
- The number of students completing career-technical associate programs decreased 5.2 percent from 1,934 in 2007-08 to 1,834 in 2008-09.
- Career-technical associate program completion has decreased 1.8 percent since 2004-05.
- While the number of institutions experiencing gains since 2007-08 was two, six Community and Technical College System institutions have increased their associate completions since 2004-05.

### 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.

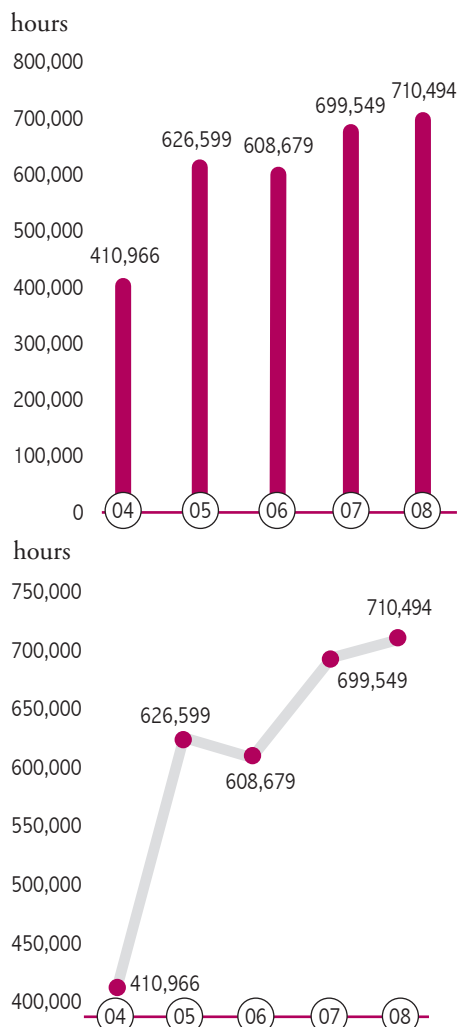


### Career-Technical Associate Program Completers

Institution	Academic Year						
	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	125	129	156	159	122	-23.3%	-2.4%
Bridgemont Community & Technical College	148	108	123	121	135	11.6%	-8.8%
Eastern WV Community & Technical College	10	13	20	20	19	-5.0%	90.0%
Kanawha Valley Community & Technical College	161	127	205	226	192	-15.0%	19.3%
Marshall Community & Technical College	299	348	325	312	307	-1.6%	2.7%
New River Community & Technical College	101	135	132	130	112	-13.8%	10.9%
Pierpont Community & Technical College	349	230	241	293	256	-12.6%	-26.6%
Southern WV Community & Technical College	276	194	231	187	209	11.8%	-24.3%
WV Northern Community College	182	219	191	207	206	-0.5%	13.2%
WVU at Parkersburg	217	305	294	279	276	-1.1%	27.2%
<b>TOTAL</b>	<b>1,868</b>	<b>1,808</b>	<b>1,918</b>	<b>1,934</b>	<b>1,834</b>	<b>-5.2%</b>	<b>-1.8%</b>

## Training Contact (Clock) Hours Delivered

Academic Years 2004 - 2008



### West Virginia Highlights

- The total number of training contact hours delivered in the Community and Technical College System increased 1.6 percent, from 699,549 in 2007-08 to 710,494 in 2008-2009.
- Since 2004-05, the number of training hours delivered has risen 72.9 percent.
- Between 2004-05 and 2008-09, eight institutions have increased their number of training contact hours and two institutions decreased their number of training 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

Institution	Academic Year					2007-2008 % Change	2004-2008 % Change
	2004	2005	2006	2007	2008		
Blue Ridge Community & Technical College	20,255	21,600	22,680	23,540	24,717	5.0%	22.0%
Bridgemont Community & Technical College	18,356	20,460	34,001	29,451	23,417	-20.5%	27.6%
Eastern WV Community & Technical College	23,624	10,712	7,200	17,014	19,320	13.6%	-18.2%
Kanawha Valley Community & Technical College	53,469	65,398	53,334	52,079	82,621	58.6%	54.5%
Marshall Community & Technical College	98,008	231,876	161,112	140,764	130,807	-7.1%	33.5%
New River Community & Technical College	34,376	53,170	66,093	67,460	58,760	-12.9%	70.9%
Pierpont Community & Technical College	47,661	69,582	71,890	83,803	114,344	36.4%	139.9%
Southern WV Community & Technical College	66,928	80,046	130,281	199,279	147,880	-25.8%	121.0%
WV Northern Community College	34,563	41,227	21,603	22,656	27,368	20.8%	-20.8%
WVU at Parkersburg	217	305	294	279	276	-1.1%	27.2%
<b>TOTAL</b>	<b>410,966</b>	<b>626,599</b>	<b>608,679</b>	<b>699,549</b>	<b>710,494</b>	<b>1.6%</b>	<b>72.9%</b>

## STUDENT SUCCESS

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

Year Ending June 2008

#### West Virginia Highlights

- Of all undergraduate certificate completers who took licensure examinations, 91.5 percent passed. This ranged from a high of 100 percent pass rate for EMT-EMT, Electrocardiography, Medical Lab Assistant, and Practical Nursing students to a low of 42.9 percent for Surgical Technology students.
- Compared with the previous year, the pass rates for only one test went down; two went up; and two remained the same at 100 percent.
- Of all students completing associate's degrees who took licensure examinations, 89.5 percent passed the test. The exam pass rates ranged from 100 percent for Nuclear Medicine Technology and Welding students to 33.3 percent for EMT-Paramedic students.
- The overall pass rates of associate's degree completers decreased by 1.5 percent from the prior year, although the number of exam takers increased from 818 to 962.

#### 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	8	8	100.0%
EMT-Paramedic	7	6	85.7%
Electrocardiography	15	15	100.0%
Medical Administrative Assistant	1	1	100.0%
Medical Lab Assistant	13	13	100.0%
Practical Nursing	8	8	100.0%
Surgical Technology	7	3	42.9%
<b>Total</b>	<b>59</b>	<b>54</b>	<b>91.5%</b>

#### Pass Rates of Associate Degree Completers on Licensure/Certification Examinations

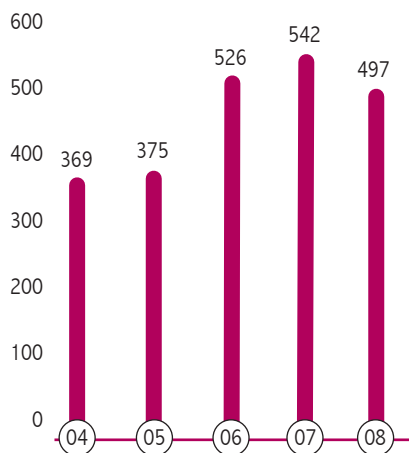
Exam	Examined	Passed	Pass Rate
Aviation/Avionics Technology	68	62	91.2%
Dental Hygiene	78	77	98.7%
EMT-EMT	20	17	85.0%
EMT-Paramedic	12	4	33.3%
Health Info Tech	13	10	76.9%
Medical Lab Technology	23	19	82.6%
Nuclear Medicine Technology	11	11	100.0%
Nursing	480	435	90.6%
Physical Therapy Assistant	32	27	84.4%
Radiologic Technology	86	76	88.4%
Respiratory Care Tech	99	90	90.9%
Veterinary Technology	13	6	46.2%
Welding	27	27	100.0%
<b>Total</b>	<b>962</b>	<b>861</b>	<b>89.5%</b>



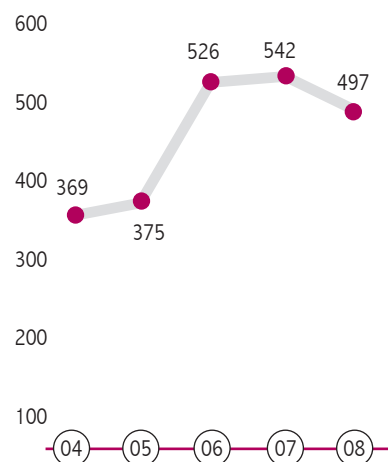
## Certificates Awarded

Academic Years 2004 - 2008

# awarded



# awarded



### West Virginia Highlights

- The number of students completing a certificate program in the Community and Technical College System decreased 8.3 percent from 542 in 2007-08 to 497 in 2008-09.
- In the five-year period from 2004-05 to 2008-09 there was a 34.7 percent increase in certificate completers.
- Since 2004, the number of certificates awarded has increased at six institutions and decreased or stayed the same at four.

### National Context

Across the nation, the number of students completing certificate programs at postsecondary institutions remained steady at about 667,500 between the 2005 and 2006 academic years. At public two-year institutions, the number decreased 1.4% from 311,073 to 306,698 during the same period (NCES, 2009).

### About this Measure

This indicator provides the total number of certificates, whether career/technical or academic, awarded by institutions in each academic year. The certificate degree programs require at least thirty credit hours of which six credit hours must be general education. The purpose of the certificate degree program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential.

### Certificates Awarded

Institution	Academic Year						
	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	61	67	162	145	51	-64.8%	-16.4%
Bridgmont Community & Technical College	11	11	7	9	17	88.9%	54.5%
Eastern WV Community & Technical College	.	.	4	1	.	.	.
Kanawha Valley Community & Technical College	29	22	24	13	18	38.5%	-37.9%
Marshall Community & Technical College	16	12	17	56	64	14.3%	300.0%
New River Community & Technical College	53	45	44	40	39	-2.5%	-26.4%
Pierpont Community & Technical College	79	81	90	111	118	6.3%	49.4%
Southern WV Community & Technical College	40	45	47	37	53	43.2%	32.5%
WV Northern Community College	70	73	76	83	111	33.7%	58.6%
WVU at Parkersburg	10	19	55	47	26	-44.7%	160.0%
<b>TOTAL</b>	<b>369</b>	<b>375</b>	<b>526</b>	<b>542</b>	<b>497</b>	<b>-8.3%</b>	<b>34.7%</b>

## Associate's Degrees Awarded

### Academic Years 2004 - 2008

#### West Virginia Highlights

- The number of associate's degrees awarded in the Community and Technical College System decreased 0.9 percent from 2,205 in 2007-08 to 2,185 in 2008-09.
- Over the five-year period since 2004-05, the number of associate's degrees conferred decreased by 2.1 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 1995-96 to 2006-07, the number of associate's degrees conferred rose 28.0 percent. Focusing in on SREB states, the number of associate's degrees awarded per year increased 38.6 percent over the same time period. In West Virginia, the growth rate during that period was 27.2 percent (SREB, 2009).

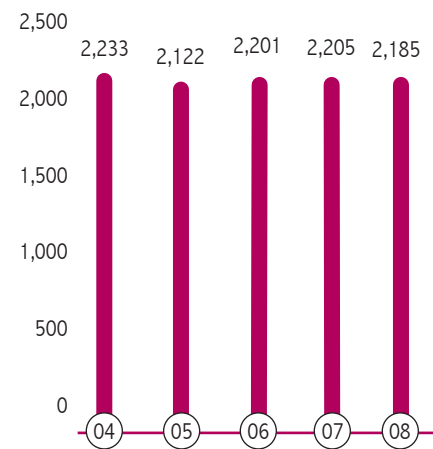
#### About this Measure

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).

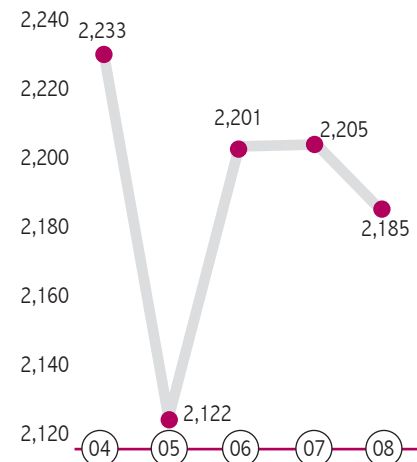
#### Associate's Degrees Awarded

Institution	Academic Year						
	2004	2005	2006	2007	2008	2007-2008 % Change	2004-2008 % Change
Blue Ridge Community & Technical College	139	135	167	169	142	-16.0%	2.2%
Bridgemont Community & Technical College	155	117	130	125	142	13.6%	-8.4%
Eastern WV Community & Technical College	16	19	26	29	27	-6.9%	68.8%
Kanawha Valley Community & Technical College	222	176	250	255	235	-7.8%	5.9%
Marshall Community & Technical College	314	368	343	326	327	0.3%	4.1%
New River Community & Technical College	111	168	172	162	144	-11.1%	29.7%
Pierpont Community & Technical College	376	251	251	313	273	-12.8%	-27.4%
Southern WV Community & Technical College	341	269	281	226	270	19.5%	-20.8%
WV Northern Community College	247	260	236	248	258	4.0%	4.5%
WVU at Parkersburg	312	359	345	352	367	4.3%	17.6%
<b>TOTAL</b>	<b>2,233</b>	<b>2,122</b>	<b>2,201</b>	<b>2,205</b>	<b>2,185</b>	<b>-0.9%</b>	<b>-2.1%</b>

# awarded



# awarded



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

Fall Cohorts 1999 - 2003



### West Virginia Highlights

- The six-year graduation rate for students who began in the fall of 2003 was 26.5 percent, a 0.4 percentage point increase over the completion rate for the fall 2002 cohort.
- Over the five-year time period studied, there was a 3.7 percentage point decline from the 30.2 percent rate for the fall 1999 cohort.
- The graduation rate for the 2003 cohort ranged from zero to 38.3 percent at different CTCS institutions with this being the second cohort of students for six of the institutions.

### National Context

Among those who began at public two-year institutions in SREB states in 2001, 20 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, 2009).

### 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	1999	2000	2001	2002	2003
Blue Ridge Community & Technical College	.	.	.	31.9%	26.4%
Bridgemont Community & Technical College	.	.	.	36.7%	38.3%
Eastern WV Community & Technical College	.	.	.	11.1%	0.0%
Kanawha Valley Community & Technical College	.	.	.	18.3%	19.4%
Marshall Community & Technical College	.	.	.	19.0%	27.5%
New River Community & Technical College	.	.	.	28.0%	27.4%
Pierpont Community & Technical College	.	.	.	31.3%	27.0%
Southern WV Community & Technical College	31.5%	28.4%	26.1%	24.4%	24.6%
WV Northern Community College	25.5%	26.0%	28.9%	26.2%	24.8%
WVU at Parkersburg	31.3%	33.4%	30.2%	26.1%	30.4%
<b>TOTAL</b>	<b>30.2%</b>	<b>29.6%</b>	<b>28.2%</b>	<b>26.1%</b>	<b>26.5%</b>

## One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2004-2008

### West Virginia Highlights

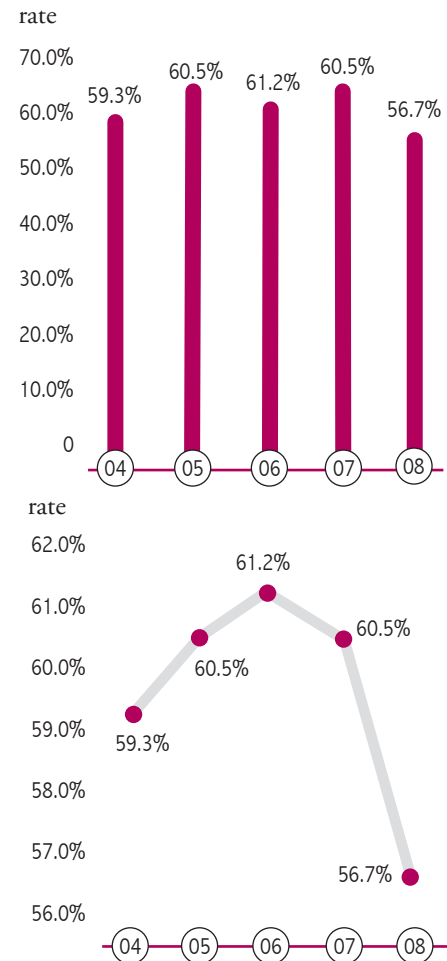
- The proportion of students who returned to a system institution in the fall of 2008 after initial full-time enrollment in the fall of 2007 was 56.7 percent. This was 3.8 percentage points lower than the 60.5 rate for the previous year's cohort.
- Over the five-year time span covered, the retention rate fell 2.6 percentage points from the 59.3 percent retention rate in the fall of 2004.
- Between the years of 2007 and 2008, the one-year retention declined at all institutions except Blue Ridge Community & Technical College.

### 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 63 percent for the fall 2005 students returning in fall 2006 to 65 percent of those who first enrolled in 2006 and returned in 2007. The national figure for first-time, full-time students at two-year public institutions returning in fall 2007 was 59 percent, for part-time students was 40 percent, combining for an overall one-year retention rate of 51.8 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	2004	2005	2006	2007	2008
Blue Ridge Community & Technical College	47.9%	59.8%	62.3%	52.9%	55.0%
Bridgemont Community & Technical College	62.3%	52.4%	59.2%	62.2%	50.6%
Eastern WV Community & Technical College	40.0%	40.0%	46.7%	57.1%	52.6%
Kanawha Valley Community & Technical College	51.2%	57.5%	59.7%	56.3%	56.0%
Marshall Community & Technical College	61.5%	61.3%	63.8%	56.3%	56.1%
New River Community & Technical College	66.8%	62.4%	64.6%	62.5%	59.9%
Pierpont Community & Technical College	60.3%	64.3%	60.0%	62.1%	55.5%
Southern WV Community & Technical College	60.1%	63.8%	63.3%	64.5%	58.5%
WV Northern Community College	56.9%	55.2%	57.7%	59.9%	59.0%
WVU at Parkersburg	61.2%	60.0%	60.3%	62.5%	56.7%
<b>TOTAL</b>	<b>59.3%</b>	<b>60.5%</b>	<b>61.2%</b>	<b>60.5%</b>	<b>56.7%</b>

## IMPROVED LITERACY

### Percentage Of Freshmen Passing Developmental Courses

Academic Years 2004 - 2008

#### West Virginia Highlights

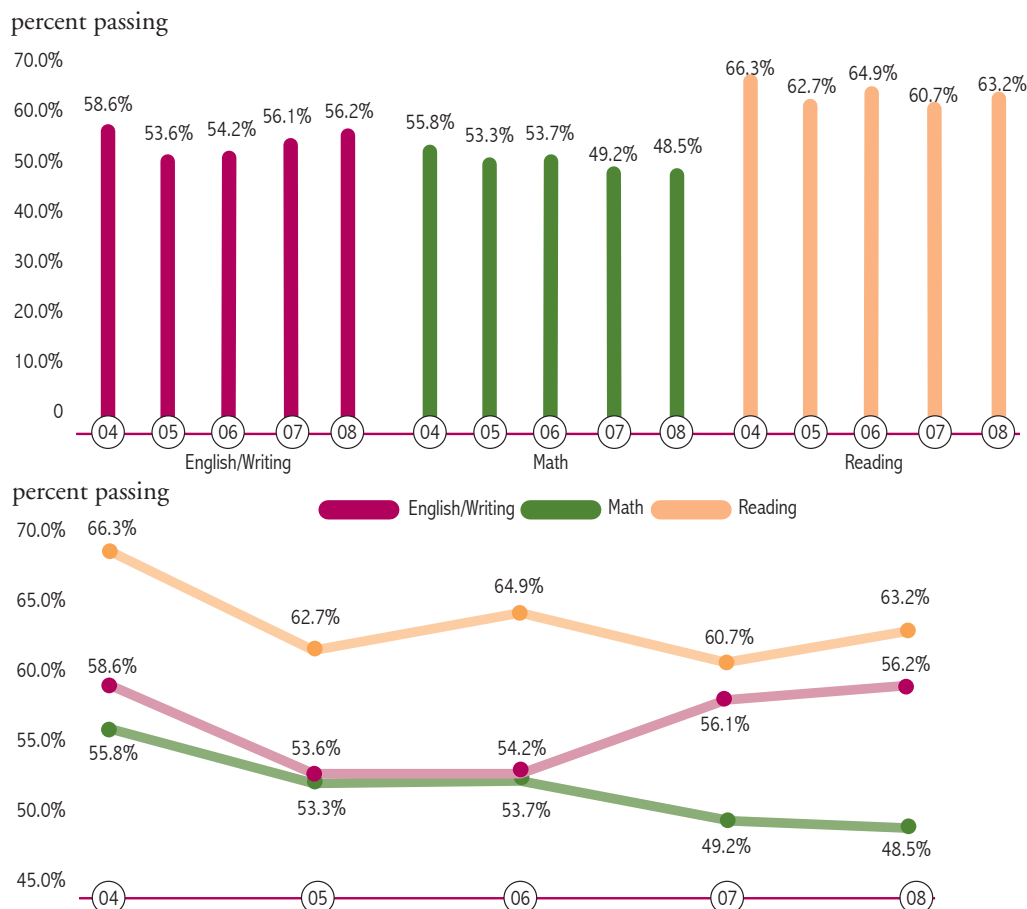
- The proportion of freshmen students passing the English/writing developmental course has increased 0.1 percentage points from 56.1 percent in 2007-08 to 56.2 percent in 2008-09. The percentage of students passing this test has declined by 2.4 percentage points since its 2004-05 level of 58.6 percent.
- The proportion of students passing the math developmental course declined from 49.2 percent in 2007-08 to 48.5 percent in 2008-09, a drop of 0.7 percentage points. The percent passing this test has also declined by 7.3 percentage points from its 2004-05 level of 55.8 percent.
- The reading developmental course was passed by 63.2 percent of students in 2008-09, which was 2.5 percentage points higher than the 2007-08 level of 60.7 percent. Pass rates have declined 3.1 percentage points on the reading course from the 2004-05 score of 66.3 percent.

#### National Context

During the 2003-2004 school year, 20.5 percent of beginning students at all institutions, and 28.6 percent of beginning students at public two-year schools reported enrolling in a developmental course their freshman year (NCES, 2008). 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 2004 – 2008

### Percentage of Freshmen Passing Developmental Courses

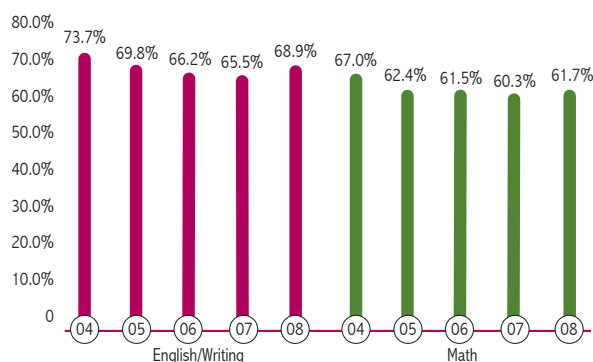
Institution	Subject	Academic Year				
		2004	2005	2006	2007	2008
Blue Ridge Community & Technical College	English/Writing	59.5%	56.6%	64.4%	65.2%	53.0%
	Math	57.8%	56.7%	58.2%	62.1%	67.7%
	Reading	77.1%	77.2%	71.7%	64.6%	73.2%
Bridgemont Community & Technical College	English/Writing	56.1%	48.9%	42.2%	75.2%	.
	Math	33.8%	53.8%	47.2%	33.7%	41.5%
	Reading	64.8%	84.2%	77.8%	64.5%	61.2%
Eastern WV Community & Technical College	English/Writing	34.5%	64.3%	58.7%	84.9%	82.7%
	Math	55.0%	55.3%	59.8%	62.3%	68.5%
	Reading	60.0%	68.0%	52.6%	73.2%	79.6%
Kanawha Valley Community & Technical College	English/Writing	60.7%	60.2%	57.1%	59.6%	52.7%
	Math	49.5%	50.7%	50.3%	48.4%	44.1%
	Reading	34.7%	44.9%	33.9%	39.7%	50.0%
Marshall Community & Technical College	English/Writing	60.2%	53.6%	58.8%	54.8%	61.4%
	Math	54.9%	48.7%	46.9%	40.8%	29.8%
	Reading	28.6%	15.4%	75.0%	35.6%	51.5%
New River Community & Technical College	English/Writing	66.4%	60.4%	47.7%	62.8%	60.0%
	Math	67.8%	65.8%	68.4%	59.7%	57.0%
	Reading	81.3%	81.0%	70.1%	72.1%	66.2%
Pierpont Community & Technical College	English/Writing	58.2%	49.6%	52.0%	45.0%	43.0%
	Math	50.3%	49.4%	53.1%	47.9%	39.9%
	Reading	61.3%	.	.	.	.
Southern WV Community & Technical College	English/Writing	63.9%	61.9%	64.9%	58.6%	61.6%
	Math	58.7%	61.6%	60.5%	51.7%	53.0%
	Reading	67.0%	60.7%	70.8%	64.8%	69.5%
WV Northern Community College	English/Writing	54.3%	35.9%	48.2%	45.5%	55.2%
	Math	68.0%	49.7%	53.0%	51.9%	49.9%
	Reading	68.3%	56.1%	56.2%	61.9%	62.4%
WVU at Parkersburg	English/Writing	50.5%	47.8%	44.4%	54.5%	54.4%
	Math	51.7%	48.5%	47.7%	43.1%	50.4%
	Reading	67.2%	64.1%	70.0%	61.2%	60.0%
TOTAL	English/Writing	58.6%	53.6%	54.2%	56.1%	56.2%
	Math	55.8%	53.3%	53.7%	49.2%	48.5%
	Reading	66.3%	62.7%	64.9%	60.7%	63.2%



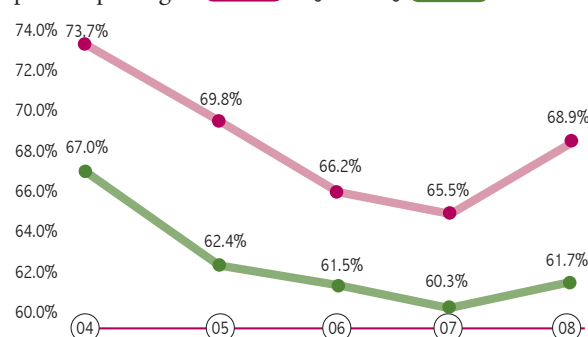
## Percentage Of Students Enrolled In Developmental Courses Passing Next Subsequent College-Level Coursework

Academic Years 2004 - 2008

percent passing



percent passing



### West Virginia Highlights

- The proportion of students who took developmental education in English and then passed the subsequent college-level course increased from 65.5 percent in 2007-08 to 68.9 percent in 2008-09. The proportion of students passing the entry-level English course has fallen from 73.7 percent in 2004-05 by 4.8 percentage points.
- The proportion of students who passed the subsequent course following their developmental math course increased from 60.3 percent in 2007-08 to 61.7 percent in 2008-09. This number has fallen by 5.3 percentage points from its 2004-05 level of 67.0 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	100.0%	91.9%	80.8%	84.4%	82.7%
	Math	88.0%	85.7%	89.6%	93.2%	90.0%
Bridgmont Community & Technical College	English	70.0%	100.0%	90.0%	96.9%	88.0%
	Math	79.0%	70.0%	83.3%	83.3%	83.3%
Eastern WV Community & Technical College	English	100.0%	90.0%	87.5%	61.5%	81.6%
	Math	84.0%	85.0%	88.9%	92.6%	85.7%
Kanawha Valley Community & Technical College	English	66.7%	65.8%	66.7%	69.9%	63.2%
	Math	60.8%	67.1%	49.2%	58.9%	48.1%
Marshall Community & Technical College	English	80.9%	70.6%	70.0%	62.6%	72.0%
	Math	78.7%	78.1%	77.7%	59.3%	67.0%
New River Community & Technical College	English	84.7%	72.3%	61.7%	65.6%	80.6%
	Math	85.9%	61.9%	58.2%	58.7%	74.4%
Pierpont Community & Technical College	English	76.0%	70.1%	69.4%	71.1%	63.9%
	Math	79.5%	77.2%	62.1%	71.7%	66.1%
Southern WV Community & Technical College	English	71.5%	70.0%	63.1%	68.9%	69.7%
	Math	55.3%	59.1%	66.7%	66.7%	77.4%
WV Northern Community College	English	72.2%	64.3%	51.7%	53.6%	63.6%
	Math	54.9%	43.3%	44.0%	51.7%	66.1%
WVU at Parkersburg	English	61.1%	61.3%	62.8%	53.9%	54.8%
	Math	32.3%	32.1%	39.7%	38.7%	39.2%
TOTAL	English	73.7%	69.8%	66.2%	65.5%	68.9%
	Math	67.0%	62.4%	61.5%	60.3%	61.7%

## TRANSFER EDUCATION

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

Fall 2003 - 2007

#### West Virginia Highlights

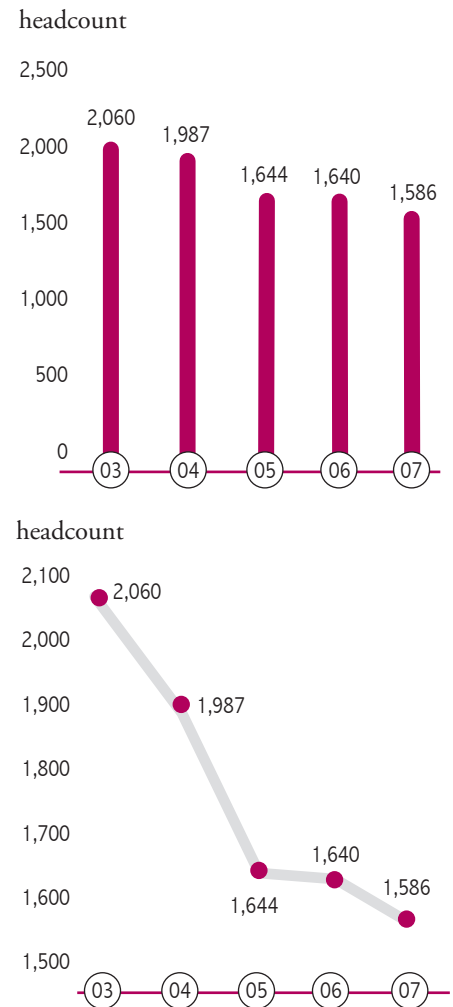
- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college in the fall of 2006 fell by 3.3 percent from 1,640 to 1,586 in the fall of 2007.
- Over the five-year time span reported from 2003 to 2007, the number of community college students entering bachelor's degree programs the fall following community college enrollment declined by 23 percent from 2,060 students for 2003 to 1,586 for 2007.
- The number of students who entered a bachelor's degree program the fall following 2007 varied widely by institution with four institutions showing increases over the time period and seven showing decreases.

#### 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 without 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

Institution	2003	2004	2005	2006	2007	2006-2007 % Change	2003-2007 % Change
Blue Ridge Community & Technical College	91	94	55	71	82	15.5%	-9.9%
Bridgemont Community & Technical College	79	95	83	81	68	-16.0%	-13.9%
Eastern WV Community & Technical College	14	7	4	17	8	-52.9%	-42.9%
Kanawha Valley Community & Technical College	209	191	229	168	134	-20.2%	-35.9%
Marshall Community & Technical College	203	199	175	211	176	-16.6%	-13.3%
New River Community & Technical College	267	145	141	131	142	8.4%	-46.8%
Pierpont Community & Technical College	349	406	294	292	313	7.2%	-10.3%
Southern WV Community & Technical College	199	131	135	130	128	-1.5%	-35.7%
WV Northern Community College	92	115	122	110	116	5.5%	26.1%
WVU at Parkersburg	557	604	406	429	419	-2.3%	-24.8%
<b>TOTAL</b>	<b>2,060</b>	<b>1,987</b>	<b>1,644</b>	<b>1,640</b>	<b>1,586</b>	<b>-3.3%</b>	<b>-23.0%</b>

Notes:

Access	Workforce Development	Student Success	Improved Literacy	Transfer Education
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Notes:



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

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