

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
December 15, 2014

Chancellor Skidmore's Report

- CTC System Performance Report §18B-2B-6(c)(10) 1
- Workforce Development Initiative – House Bill 3009 §18B-3D-3 19

Chancellor Hill's Report

- 2014 Graduation Rates at Public Four-Year Institutions §18B-3-4(d) 23
- 2014 West Virginia Research Trust Fund Annual Report §18B-18A-1 37
- 2014 Nursing Scholarship Program and West Virginia Center for Nursing Annual Report §18C-3-4 and §30-7B-7 59

2014 High School Readiness Report

§18B-1-1e 73
Dr. Neal Holly, Interim Vice Chancellor for Policy and Planning



**Report to the Legislative Oversight Commission
on Education Accountability**

December 15, 2014

**SYSTEM PERFORMANCE REPORT
WV Code §18B-2B-6(c)(10)**

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Certificate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	51	126	147	211	436	106.6%	754.9%
Bridgemont CTC	17	9	9	8	38	375.0%	123.5%
Eastern WV CTC	0	4	11	16	37	131.3%	n/a
Kanawha Valley CTC	18	16	25	44	119	170.5%	561.1%
Mountwest CTC	64	17	69	76	28	-63.2%	-56.3%
New River CTC	39	23	27	71	66	-7.0%	69.2%
Pierpont CTC	118	122	63	47	63	34.0%	-46.6%
Southern WV CTC	53	27	32	37	38	2.7%	-28.3%
WV Northern CC	111	112	110	131	117	-10.7%	5.4%
WVU at Parkersburg	26	83	98	123	142	15.4%	446.2%
Total	497	539	591	764	1,084	41.9%	118.1%

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Associate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	142	181	229	376	366	-2.7%	157.7%
Bridgemont CTC	142	126	147	108	159	47.2%	12.0%
Eastern WV CTC	27	47	51	75	71	-5.3%	163.0%
Kanawha Valley CTC	235	281	252	282	282	0.0%	20.0%
Mountwest CTC	327	257	307	331	342	3.3%	4.6%
New River CTC	144	133	113	118	221	87.3%	53.5%
Pierpont CTC	273	281	252	333	361	8.4%	32.2%
Southern WV CTC	270	225	203	206	199	-3.4%	-26.3%
WV Northern CC	258	295	309	292	298	2.1%	15.5%
WVU at Parkersburg	367	424	560	387	375	-3.1%	2.2%
Total	2,185	2,250	2,423	2,508	2,674	6.6%	22.4%

WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Certificate and Associate Degrees Awarded 2008-09 to 2012-13

Institution	2008-09	2009-10	2010-11	2011-12	2012-13	% Change 11-12 to 12-13	% Change 08-09 to 12-13
Blue Ridge CTC	193	307	376	587	802	36.6%	315.5%
Bridgemont CTC	159	135	156	116	197	69.8%	23.9%
Eastern WV CTC	27	51	62	91	108	18.7%	300.0%
Kanawha Valley CTC	253	297	277	326	401	23.0%	58.5%
Mountwest CTC	391	274	376	407	370	-9.1%	-5.4%
New River CTC	183	156	140	189	287	51.9%	56.8%
Pierpont CTC	391	403	315	380	424	11.6%	8.4%
Southern WV CTC	323	252	235	243	237	-2.5%	-26.6%
WV Northern CC	369	407	419	423	415	-1.9%	12.5%
WVU at Parkersburg	393	507	658	510	517	1.4%	31.6%
Total	2,682	2,789	3,014	3,272	3,758	14.9%	40.1%

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM
System Performance Report
Academic Years 2012 – 2013 and 2013 – 2014

Positive Achievements

- a. Total degrees awarded increased by 18% from 2012-13 to 2013-14.
 - 3,758 to 4,425
- b. The associate degrees awarded increased by 10% from 2012-13 to 2013-14.
 - 2,674 to 2,949
- c. Total certificate degrees awarded increased by 36% over the two-year period.
 - 1,084 to 1,476
- d. The cumulative degrees awarded surpassed the cumulative compact goal for 2013-14 by 1,943.
 - 14,469 (degrees awarded) to 12,526 (cumulative goal)
- e. The student success rate increased by 1.2 percentage points over the two-year period.
 - 32.4% to 33.6%
- f. The percentage of students enrolled in developmental math and English successfully completing the next college-level course within two years of first enrolling increased.
 - Math: 14.3% to 16.4%
 - English: 37.3% to 41.8%
- g. The workforce training contact hours delivered increased by 41,999 hours from 2012-13 to 2013-14.
 - 867,650 to 909,539
- h. Cumulative career-technical degrees awarded surpassed the 2013-14 cumulative compact goal by 1,350.
 - 12,460 (degrees awarded) to 11,110 (cumulative compact goal)
- i. Cumulative career-technical skill-set certificates awarded surpassed the 2013-14 compact goal by 8,576 and the final compact goal by 706 in 2014-15.
 - 38,313 (skill-set certificates awarded) to 29,737 (13-14 cumulative goal)
 - 38,313 (skill-set certificates awarded) to 37,607 (final compact goal)
- j. The regional industry sector partnerships (30 in 2013-14) surpassed the 2014-15 final compact goal of 29.
- k. Annual headcount enrollment in underserved counties increased by 145 in 2013-14.
 - 1,621 to 1,766

Areas of Concern

- a. The licensure passage rate decreased from 2012-13 to 2013-14 by 3.9 percentage points.
 - 87.7% to 83.8%
- b. The annual headcount enrollment for the 2013-14 academic year decreased by 2,613 from the previous year. We are in jeopardy of not meeting future compact goals.
 - 34,323 to 31,710
- c. The adult student population enrollment for the 2013-14 academic year decreased by 1,863 from the previous year. We are in jeopardy of not meeting future compact goals.
 - 17,347 to 15,484

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report Academic Years 2012 - 2013 and 2013 - 2014

WV Community and Technical College System

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Cumulative Totals 2010 - 2014	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success						
a. Total degrees awarded	3,758	4,425	667	14,469	12,526	16,036
i. Associate degrees	2,674	2,949	275	10,554	9,937	12,674
ii. Certificate degrees	1,084	1,476	392	3,915	2,589	3,362
b. Student success rate	32.4%	33.6%	1.2		34.0%	36.0%
c. Retention rate	45.3%	45.4%	0.1		64.0%	66.0%
d. Licensure passage rate	87.7%	83.8%	-3.9		89.0%	90.0%
e. Placement rate: employment	70.6%	72.3%	1.7		80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	14.3%	16.4%	2.1		26.0%	28.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	37.3%	41.8%	4.5		45.0%	47.0%
Goal 2. Workforce Development						
a. Training contact (clock) hours delivered	867,540	909,539	41,999	3,513,097	3,400,000	4,358,317
b. Number of employers directly provided workforce education / training	511	388	-123		674	690
c. Total career-technical degrees awarded	3,267	3,601	334	12,460	11,110	14,248
i. Career-technical associate degrees	2,409	2,565	156	9,252	8,674	11,121
ii. Career-technical certificate degrees	858	1,036	178	3,208	2,436	3,127
d. Career-technical skill set certificates awarded	7,911	9,806	1,895	38,313	29,737	37,607
e. New technical programs implemented	12	10	-2		21	24
f. Regional industry sector partnerships	21	30	9		29	29
Goal 3. Access						
a. Annual headcount enrollment	34,323	31,710	-2,613		36,838	37,041
i. Age 25 and older	17,347	15,484	-1,863		17,840	17,938
b. Headcount enrollment in underserved counties	1,621	1,766	145		2,156	2,312
c. Student financial aid participation rate	47.2%	47.5%	-0.6		52.0%	54.0%
Goal 4. Resource Development / Technology						
a. Percentage of classified employees fully funded on classified staff salary schedule	98.9%	98.8%	-0.1		99.4%	100.0%
b. Credit hours earned through distance education and hybrid courses	47,367	45,717	-1,650		47,855	48,742

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Blue Ridge Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	802	763	-39	380	401
i. Associate degrees	366	401	35	212	220
ii. Certificate degrees	436	362	-74	168	181
b. Student success rate	32.4%	37.1%	4.7	35.2%	36.2%
c. Retention rate	48.1%	55.3%	7.2	63.1%	65.1%
d. Licensure passage rate	87.6%	79.1%	-8.5	90.0%	90.0%
e. Placement rate: employment	59.3%	61.5%	2.2	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	10.0%	18.9%	8.9	27.0%	29.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	27.1%	34.6%	7.5	60.0%	62.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	200,413	260,564	60,151	28,309	28,875
b. Number of employers directly provided workforce education / training	20	19	-1	16	17
c. Total career-technical degrees awarded	594	455	-139	334	350
i. Career-technical associate degrees	322	356	34	185	194
ii. Career-technical certificate degrees	272	99	-173	149	156
d. Career-technical skill set certificates awarded	4,288	5,298	1,010	792	832
e. New technical programs implemented	1	0	-1	1	2
f. Regional industry sector partnerships	3	6	3	3	3
Goal 3. Access					
a. Annual headcount enrollment	5,888	6,172	284	4,458	4,482
i. Age 25 and older	4,270	4,468	198	2,985	3,001
b. Headcount enrollment in underserved counties	n/a	n/a	n/a	n/a	n/a
c. Student financial aid participation rate	29.3%	30.5%	1.2	36.3%	38.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,408	7,473	2,065	4,305	4,385

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Bridgemont Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	197	212	15	160	167
i. Associate degrees	159	185	26	147	153
ii. Certificate degrees	38	27	-11	13	14
b. Student success rate	34.5%	44.5%	10.0	39.2%	40.2%
c. Retention rate	57.7%	50.4%	-7.3	64.4%	66.4%
d. Licensure passage rate	97.8%	90.5%	-7.3	91.0%	92.0%
e. Placement rate: employment	79.0%	86.6%	7.6	83.0%	84.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	15.9%	4.6%	-11.3	24.0%	26.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	42.0%	49.6%	7.6	44.0%	46.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	96,525	273,901	177,376	51,679	52,713
b. Number of employers directly provided workforce education / training	118	22	-96	26	28
c. Total career-technical degrees awarded	194	205	11	162	171
i. Career-technical associate degrees	156	178	22	145	152
ii. Career-technical certificate degrees	38	27	-11	17	19
d. Career-technical skill set certificates awarded	760	1,352	592	77	79
e. New technical programs implemented	0	1	1	1	1
f. Regional industry sector partnerships	0	3	3	3	3
Goal 3. Access					
a. Annual headcount enrollment	1,266	1,503	237	1,154	1,160
i. Age 25 and older	533	479	-54	519	522
b. Headcount enrollment in underserved counties	62	57	-5	76	82
c. Student financial aid participation rate	30.2%	25.7%	-4.5	43.3%	45.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	99.6%	-0.4	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,256	1,228	-28	1,605	1,638

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report Academic Years 2012 - 2013 and 2013 - 2014

Eastern WV Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	108	143	35	61	63
i. Associate degrees	71	96	25	55	57
ii. Certificate degrees	37	47	10	6	6
b. Student success rate	22.0%	35.1%	13.1	27.5%	28.0%
c. Retention rate	62.4%	59.5%	-2.9	60.2%	62.2%
d. Licensure passage rate	n/a	100.0%	n/a	90.0%	90.0%
e. Placement rate: employment	56.4%	56.1%	-0.3	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	27.1%	20.3%	-6.8	26.0%	28.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	52.9%	57.1%	4.2	45.0%	47.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	21,339	57,189	35,850	30,584	31,196
b. Number of employers directly provided workforce education / training	94	68	-26	14	18
c. Total career-technical degrees awarded	78	113	35	47	50
i. Career-technical associate degrees	41	66	25	39	41
ii. Career-technical certificate degrees	37	47	10	8	9
d. Career-technical skill set certificates awarded	232	396	164	281	287
e. New technical programs implemented	1	0	-1	1	1
f. Regional industry sector partnerships	3	3	0	2	2
Goal 3. Access					
a. Annual headcount enrollment	1,101	1,143	42	894	899
i. Age 25 and older	576	572	-4	393	395
b. Headcount enrollment in underserved counties	235	195	-40	199	205
c. Student financial aid participation rate	51.6%	49.4%	-2.2	47.9%	49.9%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,508	1,769	261	1,110	1,146

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Kanawha Valley Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	401	449	48	349	364
i. Associate degrees	282	281	-1	329	342
ii. Certificate degrees	119	168	49	20	22
b. Student success rate	26.1%	23.6%	-2.5	28.3%	30.3%
c. Retention rate	55.0%	46.2%	-8.8	63.9%	65.9%
d. Licensure passage rate	92.1%	90.5%	-1.6	93.0%	95.0%
e. Placement rate: employment	85.7%	83.7%	-2.0	80.5%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	21.2%	31.3%	10.1	30.0%	32.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	43.3%	34.7%	-8.6	51.0%	54.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	81,329	69,862	-11,467	93,073	94,934
b. Number of employers directly provided workforce education / training	40	14	-26	19	20
c. Total career-technical degrees awarded	342	303	-39	312	328
i. Career-technical associate degrees	273	258	-15	293	308
ii. Career-technical certificate degrees	69	45	-24	19	20
d. Career-technical skill set certificates awarded	264	216	-48	712	726
e. New technical programs implemented	2	0	-2	3	3
f. Regional industry sector partnerships	2	3	1	3	3
Goal 3. Access					
a. Annual headcount enrollment	2,113	2,117	4	3,215	3,232
i. Age 25 and older	1,219	1,179	-40	1,492	1,501
b. Headcount enrollment in underserved counties	62	57	-5	76	82
c. Student financial aid participation rate	63.2%	64.9%	1.7	50.8%	52.8%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	1,882	2,568	686	1,775	1,821

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Mountwest Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	370	804	434	322	336
i. Associate degrees	342	348	6	301	313
ii. Certificate degrees	28	456	428	21	23
b. Student success rate	34.6%	36.3%	1.7	32.2%	33.2%
c. Retention rate	32.2%	30.8%	-1.4	60.7%	62.7%
d. Licensure passage rate	88.9%	79.8%	-9.1	90.0%	90.5%
e. Placement rate: employment	65.9%	65.6%	-0.3	80.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	11.9%	20.6%	8.7	35.0%	37.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	33.6%	44.5%	10.9	29.0%	31.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	21,802	68,817	47,015	278,936	284,515
b. Number of employers directly provided workforce education / training	49	15	-34	50	55
c. Total career-technical degrees awarded	363	798	435	327	343
i. Career-technical associate degrees	335	342	7	306	321
ii. Career-technical certificate degrees	28	456	428	21	22
d. Career-technical skill set certificates awarded	326	349	23	250	255
e. New technical programs implemented	0	0	0	3	3
f. Regional industry sector partnerships	0	0	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	4,120	3,537	-583	4,133	4,155
i. Age 25 and older	2,395	2,041	-354	2,382	2,395
b. Headcount enrollment in underserved counties	553	767	214	808	871
c. Student financial aid participation rate	41.7%	44.7%	3.0	47.8%	49.8%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	95.9%	96.5%	0.6	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,357	4,320	-1,037	5,035	5,159

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report Academic Years 2012 - 2013 and 2013 - 2014

New River Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	287	344	57	187	195
i. Associate degrees	221	261	40	156	162
ii. Certificate degrees	66	83	17	31	33
b. Student success rate	32.0%	29.7%	-2.3	36.4%	37.4%
c. Retention rate	39.7%	44.1%	4.4	65.4%	67.4%
d. Licensure passage rate	87.3%	79.8%	-7.5	100.0%	100.0%
e. Placement rate: employment	68.5%	73.6%	5.1	78.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	26.6%	28.8%	2.2	46.0%	46.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	36.1%	49.2%	13.1	49.0%	50.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	192,909	29,119	-163,790	96,099	98,021
b. Number of employers directly provided workforce education / training	20	31	11	150	200
c. Total career-technical degrees awarded	257	322	65	132	138
i. Career-technical associate degrees	191	239	48	105	110
ii. Career-technical certificate degrees	66	83	17	27	28
d. Career-technical skill set certificates awarded	107	188	81	154	157
e. New technical programs implemented	3	0	-3	3	3
f. Regional industry sector partnerships	8	10	2	8	8
Goal 3. Access					
a. Annual headcount enrollment	4,315	3,885	-430	4,100	4,123
i. Age 25 and older	2,258	1,867	-391	1,868	1,878
b. Headcount enrollment in underserved counties	66	63	-3	74	82
c. Student financial aid participation rate	48.0%	50.1%	2.1	62.9%	62.9%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	7,973	7,293	-680	8,224	8,357

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Pierpont Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	424	385	-39	492	517
i. Associate degrees	361	332	-29	329	342
ii. Certificate degrees	63	53	-10	163	175
b. Student success rate	37.0%	36.9%	-0.1	34.0%	35.0%
c. Retention rate	44.1%	43.6%	-0.5	66.7%	68.7%
d. Licensure passage rate	74.2%	81.4%	7.2	89.0%	90.0%
e. Placement rate: employment	82.8%	84.5%	1.7	82.4%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	12.3%	8.1%	-4.2	23.0%	25.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	34.6%	35.4%	0.8	51.0%	53.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	112,882	65,096	-47,786	87,064	88,805
b. Number of employers directly provided workforce education / training	83	122	39	34	35
c. Total career-technical degrees awarded	403	365	-38	472	495
i. Career-technical associate degrees	340	312	-28	324	340
ii. Career-technical certificate degrees	63	53	-10	148	155
d. Career-technical skill set certificates awarded	1,137	808	-329	2,188	2,232
e. New technical programs implemented	3	4	1	1	1
f. Regional industry sector partnerships	2	2	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	3,927	3,450	-477	3,775	3,795
i. Age 25 and older	1,361	1,078	-283	1,350	1,358
b. Headcount enrollment in underserved counties	596	536	-60	787	835
c. Student financial aid participation rate	56.8%	54.1%	-2.7	57.0%	59.7%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	4,287	3,839	-448	5,376	5,464

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

Southern WV Community and Technical College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	237	378	141	298	311
i. Associate degrees	199	277	78	263	273
ii. Certificate degrees	38	101	63	35	38
b. Student success rate	33.9%	35.6%	1.7	36.4%	37.4%
c. Retention rate	49.5%	46.2%	-3.3	66.7%	68.7%
d. Licensure passage rate	92.8%	88.0%	-4.8	98.0%	98.0%
e. Placement rate: employment	70.1%	71.6%	1.5	79.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	12.8%	10.6%	-2.2	19.0%	21.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	41.5%	38.4%	-3.1	53.0%	55.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	33,093	34,451	1,358	66,513	67,843
b. Number of employers directly provided workforce education / training	31	66	35	27	28
c. Total career-technical degrees awarded	209	270	61	257	270
i. Career-technical associate degrees	171	222	51	225	236
ii. Career-technical certificate degrees	38	48	10	32	34
d. Career-technical skill set certificates awarded	537	880	343	2,628	2,681
e. New technical programs implemented	0	2	2	1	1
f. Regional industry sector partnerships	2	2	0	1	0
Goal 3. Access					
a. Annual headcount enrollment	2,747	2,456	-291	3,362	3,380
i. Age 25 and older	923	768	-155	1,016	1,022
b. Headcount enrollment in underserved counties	65	113	48	163	182
c. Student financial aid participation rate	57.5%	56.3%	-1.2	57.6%	59.6%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	97.2%	95.8%	-1.4	97.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	5,155	5,271	116	4,465	4,540

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report

Academic Years 2012 - 2013 and 2013 - 2014

WV Northern Community College

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	415	377	-38	494	519
i. Associate degrees	298	287	-11	345	359
ii. Certificate degrees	117	90	-27	149	160
b. Student success rate	28.7%	27.0%	-1.7	34.6%	35.6%
c. Retention rate	48.0%	47.8%	-0.2	63.1%	65.1%
d. Licensure passage rate	86.0%	75.7%	-10.3	90.0%	90.0%
e. Placement rate: employment	66.6%	68.8%	2.2	79.0%	83.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	9.1%	14.8%	5.7	18.0%	20.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	40.3%	43.7%	3.4	36.0%	38.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	58,972	24,356	-34,616	103,995	106,075
b. Number of employers directly provided workforce education / training	14	13	-1	27	30
c. Total career-technical degrees awarded	353	298	-55	426	448
i. Career-technical associate degrees	239	209	-30	291	306
ii. Career-technical certificate degrees	114	89	-25	135	142
d. Career-technical skill set certificates awarded	181	156	-25	515	525
e. New technical programs implemented	1	2	1	3	3
f. Regional industry sector partnerships	1	1	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	3,774	3,106	-668	6,078	6,111
i. Age 25 and older	1,608	1,250	-358	3,209	3,226
b. Headcount enrollment in underserved counties	n/a	n/a	n/a	n/a	n/a
c. Student financial aid participation rate	49.9%	54.2%	4.3	48.5%	50.5%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	100.0%	100.0%	0.0	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	3,647	3,104	-543	4,398	5,029

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

System Performance Report Academic Years 2012 - 2013 and 2013 - 2014

WVU at Parkersburg

Measure	Actual 2012-13	Actual 2013-14	Increase/ Decrease from 12-13	Compact Goals 2013-14	Compact Goals 2014-15
Goal 1. Student Success					
a. Total degrees awarded	517	570	53	607	635
i. Associate degrees	375	481	106	496	516
ii. Certificate degrees	142	89	-53	111	119
b. Student success rate	31.6%	35.1%	3.5	34.7%	35.7%
c. Retention rate	45.4%	52.2%	6.8	64.2%	66.2%
d. Licensure passage rate	91.9%	94.9%	3.0	99.0%	100.0%
e. Placement rate: employment	68.5%	68.6%	0.1	78.0%	80.0%
f. Percentage of students enrolled in developmental math successfully completed next college-level course within two years of first enrolling	10.1%	11.4%	1.3	47.0%	48.0%
g. Percentage of students enrolled in developmental English successfully completed next college-level course within two years of first enrolling	34.3%	43.6%	9.3	55.0%	56.0%
Goal 2. Workforce Development					
a. Training contact (clock) hours delivered	48,276	26,185	-22,091	52,495	53,545
b. Number of employers directly provided workforce education / training	42	18	-24	23	24
c. Total career-technical degrees awarded	474	472	-2	519	545
i. Career-technical associate degrees	341	383	42	418	439
ii. Career-technical certificate degrees	133	89	-44	101	106
d. Career-technical skill set certificates awarded	79	163	84	94	96
e. New technical programs implemented	1	1	0	15	16
f. Regional industry sector partnerships	0	0	0	3	3
Goal 3. Access					
a. Annual headcount enrollment	5,072	4,341	-731	5,670	5,701
i. Age 25 and older	2,204	1,782	-422	2,627	2,641
b. Headcount enrollment in underserved counties	44	35	-9	49	55
c. Student financial aid participation rate	53.2%	55.4%	2.2	56.3%	61.3%
Goal 4. Resource Development / Technology					
a. Percentage of classified employees fully funded on classified staff salary schedule	99.1%	99.2%	0.1	100.0%	100.0%
b. Credit hours earned through distance education and hybrid courses	10,894	8,852	-2,042	14,201	15,201



**Report to the Legislative Oversight Commission
on Education Accountability**

December 15, 2014

**WORKFORCE DEVELOPMENT INITIATIVE
(HB 3009)**

WV Code §18B-3D-2(e)

WORKFORCE DEVELOPMENT INITIATIVE (HB 3009) AWARDS

FY 2009-10 / FY 2014-15

2014-2015

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Healthcare Workforce Development	WVU University Healthcare & Willow Tree Manner	\$ 118,400	\$ 85,000
BridgeValley CTC	Union Carbide Learn & Earn	Union Carbide Corporation	\$ 43,546	\$ 31,800
BridgeValley CTC	Gestamp Machine Tool Learn & Earn	Gestamp	\$ 81,000	\$ 81,000
BridgeValley CTC	Gestamp AMT Learn & Earn	Gestamp	\$ 90,000	\$ 90,000
BridgeValley CTC	AC&S Chemical Operator	AC&S	\$ 13,600	\$ 13,600
Mountwest CTC	The Human Body Exploration Project	Huntington Clinical Foundation	\$ 8,000	\$ 8,000
Mountwest CTC	ATS Learn & Earn	ATS	\$ 18,500	\$ 18,500
Southern WV CTC	Mine Training and Energy Technology		\$ 200,000	
WVU-Parkersburg	DuPont Learn & Earn	DuPont Washington Works	\$ 65,376	\$ 65,376
TOTAL			\$ 638,422	\$ 393,276

2013-2014

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Nursing Program Development	WVU Hospital East	\$ 108,000	\$ 80,000
Bridgemont CTC	Gestamp Learn & Earn	Gestamp	\$ 140,400	\$ 140,400
Eastern WV CTC	Luke Paper Company Weldin, Electrical & General Maintenance	Luke Paper Company	\$ 165,600	\$ 165,600
Kanawha Valley CTC	Union Carbide Corp. Learn & Earn	Union Carbide Corporation	\$ 31,800	\$ 31,800
Southern WV CTC	Mine Training and Energy Technology		\$ 200,000	
WV Northern CC	Enhancing Training for the Oil & Gas Industry	Chesapeake Energy Foundation & Dominion Foundation	\$ 95,000	\$ 95,000
WVU-Parkersburg	Diversified Agriculture Learn & Earn	Bob's Market & Greenhouse, Inc.	\$ 96,000	\$ 96,000
WVU-Parkersburg	DuPont Learn & Earn	DuPont Washington Works	\$ 124,320	\$ 124,320
TOTAL			\$ 961,120	\$ 733,120

2012-2013

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Hollywood Casino	Hollywood Casino	\$ 48,200	\$ 73,857
Bridgemont CTC	Kureha Learn and Earn	Kureha PGA LLC	\$ 33,960	\$ 33,960
Bridgemont CTC	Highway Technical Training Expansion Grant	WV Division of Highways	\$ 330,000	\$ 331,131
Bridgemont CTC	NGK Learn and Earn	NGK	\$ 65,229	\$ 65,229
Bridgemont CTC	Diesel Technology Equipment Grant	Caterpillar Foundation	\$ 71,706	\$ 15,000
		Cecil Walker Machinery Co.		\$ 16,653
		Peter's Creek Coal Assoc.		\$ 5,000
		Ronald Williams		\$ 200
		John Gerwig Trucking		\$ 4,000
		Worldwide Equipment Enterprises		\$ 31,987
Kanawha Valley CTC	TRG Training Program	TRG (The Resources Group)	\$ 260,071	\$ 86,690
Kanawha Valley CTC	Kureha Learn and Earn	Kureha PGA LLC	\$ 7,120	\$ 7,120
Southern WV CTC	Mine Training and Energy Technology		\$ 200,000	
WVU-Parkersburg	Childhood Development Education Program	Rivers Edge Inc.	\$ 57,115	\$ 57,115
TOTAL			\$ 1,073,401	\$ 727,942

2011-2012

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Allied Health Science Advancement	WVU Hospital East	\$ 117,000	\$ 117,000
Bridgemont CTC	Diesel Technology Expansion Grant	Walker Machinery	\$ 119,684	\$ 38,500
		Caterpillar Foundation		\$ 37,500
		Fairland Enterprises		\$ 5,184
		Liberty Tank Lines		\$ 15,000
		Alpha Natural Resources		\$ 10,000
		Coal Mac		\$ 7,500
		Rish Equipment		\$ 1,000
		Louis Tabit		\$ 5,000
Kanawha Valley CTC	CAMC Nursing Support	CAMC	\$ 222,754	\$ 222,754
Kanawha Valley CTC	Children's Home Society Technical Studies Degree	Children's Home Society	\$ 30,000	\$ 30,000
Southern WV CTC	Mine Training and Energy Technology		\$ 200,000	
WVU-Parkersburg	DuPont Learn and Earn Cooperative Program	DuPont Washington Works	\$ 250,392	\$ 250,392
TOTAL			\$ 939,830	\$ 739,830

2010-2011

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Hollywood Casinos at Charleston Town Races	Charles Town Races & Slots	\$ 78,500	\$ 105,500
Blue Ridge CTC	EMS and Allied Health Equipment Expansion	WVU East-City Hospital	\$ 108,000	\$ 40,000
		WVU Hospital East Foundation		\$ 40,000
Blue Ridge CTC	DALB Leadership Training	DALB, Inc.	\$ 70,000	\$ 70,000
Kanwaha Valley CTC	Bayer CropScience Apprenticeship Program	Bayer CropScience	\$ 20,481	\$ 20,481
Mountwest CTC	Occupational Therapist Assistant Program	Genesis Rehabilitation Services	\$ 20,000	\$ 20,000
Mountwest CTC	Welding Program	Valley National Gases	\$ 43,816	\$ 43,816
Southern WV CTC	Mining Academy Training		\$ 200,000	
WVU-Parkersburg	MTEC and Workforce Development Lab Ext.	Amtek	\$ 75,668	\$ 23,175
		Toyota		\$ 19,543
		DuPont		\$ 700
		State Electric		\$ 17,250
		Parkersburg Tool		\$ 15,000
TOTAL			\$ 616,465	\$ 415,465

2009-2010

Institution	Grant Name	Industry	Amount	Match
Blue Ridge CTC	Allied Health Science Advancement	WVU Hospitals East	\$ 108,000	\$ 117,000
Kanawha Valley CTC	Bayer CropScience Apprenticeship Program	Bayer CropScience	\$ 34,479	\$ 34,479
Kanawha Valley CTC	CHS - Youth Development Specialist	Children's Home Society	\$ 30,000	\$ 30,000
Mountwest CTC	IUPAT Industrial Apprenticeship Program	Intl. Union Painters & Allied Trades	\$ 123,455	\$ 125,944
Southern WV CTC	Mining Academy Training		\$ 200,000	
TOTAL			\$ 495,934	\$ 307,423



West Virginia Higher Education Policy Commission

Report to the Joint Standing Committee on Education

December 15, 2014

2014 Graduation Rates at Public Four-Year Institutions

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way:

Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301

www.hepc.wvnet.edu

December 1, 2014

The Honorable Robert H. Plymale
Co-Chair, Legislative Oversight Commission on Education Accountability
Senate Education Committee
Room 417-M, Building 1
State Capitol Complex
Charleston, West Virginia 25305

The Honorable Mary M. Poling
Co-Chair, Legislative Oversight Commission on Education Accountability
House Education Committee
Room 434-M, Building 1
State Capitol Complex
Charleston, West Virginia 25305

Dear Senator Plymale and Delegate Poling:

West Virginia Code §18B-3-4(d) requires each governing board to focus resources and attention on improving its graduation rate for full-time undergraduate students as a specific institutional priority. This statute also directs the West Virginia Higher Education Policy Commission to monitor and report annually on each institution's progress toward meeting the goals on or before December 1.

The data provided comes directly from federal government figures which include summer graduates and allows for federal exclusions from the cohort such as those entering military service. In 2012, nine institutions were below their peer median goal while two (Shepherd University and West Liberty University) exceeded or met their prescribed goals. Two institutions (Marshall University and West Virginia University) saw an increase from 2011-12, while three remained the same year to year (Fairmont State University, Glenville State College, and West Liberty University). Progress for each institution towards statutorily defined goals is provided on the following pages.

Bluefield State College

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Bluefield State College	25%	18%
Peer Median	36%	37%
St Mary's College of Maryland	81%	79%
Massachusetts College of Liberal Arts	47%	57%
Valley City State University	41%	46%
The University of Montana-Western	42%	45%
SUNY College of Agriculture and Technology at Cobleskill	48%	44%
Elizabeth City State University	43%	42%
The University of Virginia's College at Wise	42%	42%
University of South Carolina-Aiken	43%	42%
Dickinson State University	35%	38%
Ohio State University-Lima Campus	38%	37%
Georgia Southwestern State University	29%	36%
Langston University	27%	31%
Oklahoma Panhandle State University	28%	30%
University of Maine at Presque Isle	37%	30%
Montana State University-Northern	23%	29%
Indiana University-Kokomo	22%	28%
Indiana University-East	25%	24%
Lewis-Clark State College	26%	24%
Purdue University-North Central Campus	18%	22%
University of Arkansas at Monticello	23%	22%

The six-year graduation rate at Bluefield State College for 2012-13 was 18 percent. This figure decreased 7 percentage points from 2011-12 and remained 19 percentage points below the median of their peers (37%). All twenty of the institution's peers reported a higher six-year graduation rate. Bluefield State College has identified several initiatives aimed at continuing to increase their six-year graduation rate. These initiatives include but are not limited to:

- Utilizing technology such as DegreeWorks and emphasizing a more robust tutoring effort.
- Developing academic departmental retention programs within each discipline and facilitating stronger inter-departmental communication.
- Implementing a new 'first-year experience course' designed to appeal to all students but specifically 'at-risk' students.
- Assessing the possibility of putting all BSN programmatic courses online to provide more flexibility for students

Concord University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Concord University	38%	36%
Peer Median	37%	40%
University of North Carolina at Asheville	55%	60%
University of Maine at Farmington	58%	55%
Mansfield University of Pennsylvania	48%	51%
Dakota State University	42%	49%
SUNY College of Agriculture and Technology at Cobleskill	48%	44%
Elizabeth City State University	43%	42%
University of South Carolina-Aiken	43%	42%
The University of Virginia's College at Wise	42%	42%
University of Wisconsin-Superior	35%	41%
University of South Carolina-Upstate	38%	40%
SUNY College at Old Westbury	35%	36%
Missouri Southern State University	33%	36%
Missouri Western State University	30%	33%
Black Hills State University	37%	31%
Fort Valley State University	29%	30%
Indiana University-Kokomo	22%	28%
University of Arkansas at Pine Bluff	28%	26%
Mississippi Valley State University	22%	26%
Lewis-Clark State College	26%	24%
Athens State University	N/A	N/A

The six-year graduation rate at Concord University for 2012-13 was 36 percent. This figure decreased 2 percentage points from 2011-12, which put it 4 percentage points above the median of their peers (40%). Ten of the institution's twenty peer institutions had a higher six-year graduation rate. Concord University has identified several initiatives aimed at continuing to increase their six-year graduation rate. These initiatives include but are not limited to:

- Implementing DegreeWorks to assist with academic advising which allows easy access for students to see degree requirements.
- Eliminating math placement testing at time of registration and instead relying on ACT/SAT scores for proper mathematics placement.
- Improving academic advising through eight semester plans of study, with the goal of timely degree completion.
- Implementing a summer advising model in an effort to ensure freshmen who register arrive on campus.
- Undeclared majors are given a professional advisor to create a course schedule conducive to career exploration.

Fairmont State University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Fairmont State University	34%	34%
Peer Median	34%	36%
University of North Carolina at Asheville	55%	60%
University of Maine at Farmington	58%	55%
Frostburg State University	44%	47%
Bemidji State University	44%	46%
Texas A & M International University	39%	43%
Elizabeth City State University	43%	42%
University of South Carolina-Aiken	43%	42%
University of South Carolina-Upstate	38%	40%
Delaware State University	33%	37%
University of Hawaii at Hilo	39%	36%
SUNY College at Old Westbury	35%	36%
Missouri Southern State University	33%	36%
Missouri Western State University	30%	33%
Colorado Mesa University	29%	33%
Langston University	27%	31%
Eastern New Mexico University-Main Campus	29%	29%
Indiana University-Kokomo	22%	28%
University of Arkansas at Pine Bluff	28%	26%
Lewis-Clark State College	26%	24%
Purdue University-North Central Campus	18%	22%

The six-year graduation rate at Fairmont State University for 2012-13 was 34 percent. This figure remained steady from 2011-12, but placed it 2 percentage points below the median of their peers (36%). Twelve of the institution's twenty peers had a higher six-year graduation rate. Fairmont State University has identified several initiatives aimed at continuing to increase their six-year graduation rate. These initiatives include but are not limited to:

- An additional graduation audit counselor has been added to the Enrollment Services area in order to complete audits in a timely manner so that students can make adjustments in schedules in order to ensure degree completion.
- Degree completion initiatives have forced individual programs to redesign hours toward major hours, elective hours, and general education hours so that students have the opportunity to efficiently maximize total hours toward degree completion.
- Piloting a new grant funded program designed to help students succeed in 'high-risk' courses such as Physics, Chemistry, and Accounting by enhancing the teaching and learning experience.

Glenville State College

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Glenville State College	30%	30%
Peer Median	41.5%	43%
St Mary's College of Maryland	81%	79%
University of Minnesota-Morris	60%	63%
SUNY College of Agriculture and Technology at Cobleskill	48%	44%
Massachusetts College of Liberal Arts	47%	57%
University of Minnesota-Crookston	47%	44%
Ohio State University-Marion Campus	44%	45%
University of South Carolina-Aiken	43%	42%
The University of Montana-Western	42%	45%
The University of Virginia's College at Wise	42%	42%
Dakota State University	42%	49%
University of Science and Arts of Oklahoma	41%	39%
Valley City State University	41%	46%
Mayville State University	39%	36%
University of Maine at Fort Kent	38%	44%
University of Maine at Presque Isle	37%	30%
Western State Colorado University	37%	42%
Lyndon State College	30%	34%
University of Maine at Machias	29%	31%
Oklahoma Panhandle State University	28%	30%
Indiana University-East	25%	24%

The six-year graduation rate at Glenville State College for 2012-13 was 30 percent. This figure remained steady from 2011-12, but was still below the median of their peers (43%). Seventeen of the institution's twenty peers had a higher six-year graduation rate. Glenville State College has identified several initiatives aimed at increasing their six-year graduation rate. These initiatives include but are not limited to:

- Developing "Intent to Plan" documents for proposed four-year degree programs in Communication Arts and Exercise Science to facilitate retention and graduation of students interested in these fields of study.
- Filing an "Intent to Plan" for a four-year program in nursing to replace the current two/two program done in collaboration with West Virginia University.
- Completing a review of current financial aid policies to better address the needs of students whose financial situation changes during their college career.
- Diversifying course delivery to include a greater emphasis on online courses in an effort to reduce course conflicts and increase progress to degree.

Marshall University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Marshall University	44%	45%
Peer Median	47%	51%
West Chester University of Pennsylvania	69%	69%
University of Arkansas	60%	60%
University of Mississippi	58%	58%
East Carolina University	58%	56%
University of North Carolina at Greensboro	54%	55%
University of Idaho	56%	54%
University of Wyoming	54%	54%
University of South Dakota	45%	54%
University of North Dakota	52%	53%
Western Carolina University	48%	51%
University of Missouri-Kansas City	44%	51%
Southern Illinois University-Edwardsville	52%	50%
Southeast Missouri State University	46%	49%
Eastern Washington University	46%	45%
Morehead State University	43%	45%
Oakland University	43%	43%
East Tennessee State University	41%	41%
Wright State University-Main Campus	40%	41%
University of South Alabama	37%	33%
University of Arkansas at Little Rock	19%	21%

The six-year graduation rate at Marshall University for 2012-13 was 45 percent. This figure increased one percentage point from 2011-12 but remained below the median of their peers (51%). Thirteen of the institution's twenty peers had a higher six-year graduation rate. Marshall University has identified several initiatives aimed at increasing their six-year graduation rate. These initiatives include but are not limited to:

- The development of a new core general education curriculum.
- Examining the impact of participation in learning communities on student student learning and persistence toward degree completion.
- Creating a number of interventions to assist low-income, underrepresented minorities, and adult students by collaborating with the American Association of Colleges and Universities and the Higher Learning Commission.
- An emphasis on communicating more directly with students.
- Focusing on several retention efforts with an end goal of increasing the six-year graduation rate.

Potomac State College of WVU*

Institution	Total Graduation* (2011-12)	Total Graduation* (2012-13)
Potomac State College of WVU	24%	17%
Peer Median	27%	28%
Western Texas College	54%	57%
Colby Community College	48%	55%
Southwestern Community College	43%	42%
Pratt Community College	32%	40%
Williston State College	35%	37%
Dawson Community College	54%	35%
Columbia-Greene Community College	27%	31%
North Central Missouri College	31%	30%
Feather River Community College District	27%	29%
Lamar Community College	32%	28%
University of South Carolina-Beaufort	23%	27%
Garrett College	23%	26%
Frank Phillips College	22%	25%
Brunswick Community College	30%	24%
Northeastern Oklahoma A&M College	20%	23%
Community College of Beaver County	16%	23%
Arkansas Northeastern College	18%	20%
East Arkansas Community College	18%	12%
Bladen Community College	11%	12%
Labette Community College	16%	11%

*Graduation rates reported are for all degree completers within 150% time. Because Potomac State College of WVU has a large number of two-year degree programs, its institutional characteristics align more with two-year public institutions. As such, many of their peers are two-year public institutions and six-year graduation rates are not available

The total 150 percent graduation rate for Potomac State College of WVU was 17 percent. This figure was 11 percentage points less than the median of their peers (28%). Seventeen of their twenty peers reported a higher six-year graduation rate. As a campus of West Virginia University, many of the initiatives to increase graduation at Potomac State College of WVU stem from the main campus (page 11). However, the following are a few initiatives unique to Potomac State College:

- Developing a semester-by-semester advising cohort for all academic programs to provide a visual example of credit hours, course pre-requisites, and courses required to graduate.
- Developing a process for students to complete developmental math and English courses in a timelier manner.

Shepherd University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
Shepherd University	43%	38%
Peer Median	36%	36%
University of Mary Washington	76%	74%
Longwood University	61%	63%
University of North Carolina at Asheville	55%	60%
University of Maine at Farmington	58%	55%
SUNY College of Agriculture and Technology at Cobleskill	48%	44%
University of South Carolina-Aiken	43%	42%
Western State Colorado University	37%	42%
California State University-Monterey Bay	37%	38%
Fort Lewis College	38%	37%
University of Hawaii at Hilo	39%	36%
SUNY College at Old Westbury	35%	36%
University of Maryland Eastern Shore	31%	32%
Southeastern Oklahoma State University	30%	31%
Langston University	27%	31%
Mississippi Valley State University	22%	26%
Lewis-Clark State College	26%	24%
Indiana University-East	25%	24%
Shawnee State University	20%	24%
Eastern Oregon University	32%	23%
University of Arkansas at Monticello	23%	22%

The six-year graduation rate at Shepherd University for 2012-13 was 38 percent. Despite a five percentage point decline from 2011-12, the university's six-year graduation rate remained above the median of their peers (36%). Nine of the institution's twenty peers reported a higher six-year graduation rate. Shepherd University has identified several initiatives aimed at continuing to increase their six-year graduation rate. These initiatives include but are not limited to:

- Building and maintaining an electronic transfer articulation process to ease the integration of transfer students and their credits into their chosen programs.
- Building and maintaining a robust and responsive degree evaluation tool, readily available to advisors and students from the point of matriculation through graduation.
- Improving advisement across campus through regular programming and services offered through the Advising Assistance Center and Assistant Dean for Teaching and Learning.
- Ensuring that academic departments complete gap analyses and create action plans toward program improvements based on assessment results.
- Reviewing online, hybrid, compressed, or other non-traditional delivery course syllabi to ensure student learning outcomes are tied to course content and program goals.

West Liberty University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
West Liberty University	41%	41%
Peer Median	37%	40%
University of Maine at Farmington	58%	55%
Lander University	40%	52%
SUNY College of Agriculture and Technology at Cobleskill	48%	44%
University of Minnesota-Crookston	47%	44%
Elizabeth City State University	43%	42%
University of South Carolina-Aiken	43%	42%
The University of Virginia's College at Wise	42%	42%
Lake Superior State University	39%	42%
Western State Colorado University	37%	42%
University of South Carolina-Upstate	38%	40%
Dickinson State University	35%	38%
Black Hills State University	37%	31%
Northwestern Oklahoma State University	31%	31%
Langston University	27%	31%
Clayton State University	28%	29%
University of Arkansas at Pine Bluff	28%	26%
Mississippi Valley State University	22%	26%
Lewis-Clark State College	26%	24%
Shawnee State University	20%	24%
Athens State University	N/A	N/A

The six-year graduation rate at West Liberty University for 2012-13 was 41 percent. This represents no change from 2011-12 but the university's six-year graduation rate remained above the median of their peers (40%). Nine of the institution's twenty peers had a higher six-year graduation rate. West Liberty University has identified several initiatives aimed at continuing to increase their six-year graduation rate. These initiatives include but are not limited to:

- Examining the current system of monitoring student progress for the purpose of early intervention.
- Implementing a plan to incorporate support services to the student's curriculum
- Increasing merit-based aid to students.
- Use of the Academic Alert program which enables faculty to issue alerts for students at risk of failing their courses at any time during the semester.
- Implementing the West Liberty Risk Assessment Program (WRAP) in fall of 2013, which will allow the Retention Specialist and other Learning and Student Development Staff to identify and serve students at-risk.
- Enrolling all first-time freshmen in the First-Year Experience Course.

West Virginia State University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
West Virginia State University	21%	17%
Peer Median	31%	34%
SUNY at Purchase College	59%	60%
University of North Carolina at Asheville	55%	60%
University of Wisconsin-Platteville	52%	54%
Mansfield University of Pennsylvania	48%	51%
Lock Haven University	47%	48%
Virginia State University	44%	46%
Elizabeth City State University	43%	42%
Lake Superior State University	39%	42%
Delaware State University	33%	37%
Alcorn State University	31%	34%
Missouri Western State University	30%	33%
University of Maryland Eastern Shore	31%	32%
University of Wisconsin-Parkside	30%	31%
Langston University	27%	31%
Fort Valley State University	29%	30%
Eastern New Mexico University-Main Campus	29%	29%
University of Arkansas at Pine Bluff	28%	26%
Lewis-Clark State College	26%	24%
Lincoln University	24%	22%
Kentucky State University	14%	18%

The six-year graduation rate at West Virginia State University for 2012-13 was 17 percent. This figure decreased 4 percentage points from 2011-12 and remained below the median of their peers (34%). All twenty of their peers reported a higher six-year graduation rate. West Virginia State University has identified several initiatives aimed at increasing their six-year graduation rate. These initiatives include but are not limited to:

- Continuing several retention initiatives with an end goal of increasing graduating rates.
- Continuing the pursuit of an on-line academic audit system so that students and advisors can assess accurate and timely information on student progress toward graduation.
- Developing a comprehensive plan that stresses the significance of ‘15 to Finish’.

West Virginia University

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
West Virginia University	56%	57%
Peer Median	70%	71%
University of Florida	85%	87%
University of Maryland-College Park	82%	84%

Virginia Polytechnic Institute and State University	83%	83%
University of Connecticut	82%	83%
University of Georgia	81%	82%
Texas A & M University-College Station	80%	79%
University of Vermont	76%	76%
North Carolina State University at Raleigh	71%	74%
University of Massachusetts-Amherst	70%	73%
University at Buffalo	70%	72%
University of Missouri-Columbia	71%	70%
University of Iowa	70%	70%
The University of Tennessee	66%	68%
University of Utah	59%	60%
University of Kentucky	58%	60%
University of Hawaii at Manoa	56%	57%
Virginia Commonwealth University	56%	57%
University of Louisville	52%	53%
University of Nevada-Reno	54%	51%
University of New Mexico-Main Campus	45%	48%

The six-year graduation rate at West Virginia University for 2012-13 was 57 percent. This figure increased 1 percentage point from 2011-12 and remained below the median of their peers (71%). Fifteen of the institution's twenty peers reported a higher six-year graduation rate. West Virginia University has identified several initiatives aimed at increasing their six-year graduation rate. These initiatives include but are not limited to:

- Establishing the Retention to Graduation Council to address issues in this area and to create a culture where graduation is an expected outcome.
- Creating an Early Alert System.
- Utilizing First-Year Seminars (WVUe 191).
- Establishing the Mountaineer Success Academy.
- Establishing a 'Pathways to Graduate School' for RBA returning adult students which eases the transition to graduate school by guaranteeing entry into certain graduate programs.

West Virginia University Institute of Technology

Institution	Six Year Graduation Rate (2011-12)	Six Year Graduation Rate (2012-13)
West Virginia University Institute of Technology	24%	20%
Peer Median	33%	35%
Virginia Military Institute	71%	76%
University of New Hampshire at Manchester	62%	67%
University of Minnesota-Morris	60%	63%
University of Minnesota-Crookston	47%	44%
University of Maine at Fort Kent	38%	44%
University of South Carolina-Aiken	43%	42%

The University of Virginia's College at Wise	42%	42%
University of Science and Arts of Oklahoma	41%	39%
Dickinson State University	35%	38%
Northwestern Oklahoma State University	31%	31%
Langston University	27%	31%
Fort Valley State University	29%	30%
Montana State University-Northern	23%	29%
Indiana University-Kokomo	22%	28%
Central State University	27%	25%
Cheyney University of Pennsylvania	23%	25%
Indiana University-East	25%	24%
Kentucky State University	14%	18%
Texas A & M University-Galveston	30%	N/A
Athens State University	N/A	N/A

The six-year graduation rate at West Virginia University Institute of Technology for 2012-13 was 20 percent. This figure decreased 4 percentage points from 2012-13 and remained below the median of their peers (35%). Nineteen of the institution's twenty peers reported a higher six-year graduation rate. West Virginia University Institute of Technology has identified several initiatives aimed at increasing retention and thus their six-year graduation rate. These initiatives include but are not limited to:

- Distribution of Early Alert and mid-term grade results to academic advisors, residence hall directors, and coaches. The faculty and staff then contact the at-risk students in an attempt to provide assistance. Such assistance might include modification of course load, referral to tutoring, referral to Financial Aid, etc.
- Revamping the WVUE 191 Freshman Seminar course to provide a more structured course that provides academic skills development and career exploration, as well as institutional information.
- Identifying a statistically reliable questionnaire by which to retrieve actionable student level data relevant to student success.

If you have questions regarding this information, please do not hesitate to contact me.

Sincerely,



Paul L. Hill
Chancellor



West Virginia Higher Education Policy Commission

Report to the Joint Standing Committee on Education

December 15, 2014

2014 West Virginia Research Trust Fund Annual Report



Senate Bill No. 287

REPORT TO THE LEGISLATIVE OVERSIGHT COMMISSION
ON EDUCATION ACCOUNTABILITY

WEST VIRGINIA
RESEARCH
TRUST FUND

REPORT TO THE LEGISLATIVE OVERSIGHT COMMISSION
ON EDUCATION ACCOUNTABILITY

WEST VIRGINIA
RESEARCH
TRUST FUND

West Virginia Higher Education Policy Commission
Science and Research Division

www.hepc.wvnet.edu
www.wvresearch.org

2014 REPORT ON THE RESEARCH TRUST FUND (RTF)

This report on agency level activities to implement and achieve the goals of WV Code §18B-18A-1 et seq., the Research Trust Fund (RTF) is hereby provided to the Legislative Oversight Commission of Education Accountability (LOCEA). While annual and periodic reports have been provided throughout the first five years of implementation, this report provides a comprehensive assessment in compliance with the authorizing legislation.

Background

Outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2013-14 activities within the Research Trust Fund for review, comment and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute. The 2014 report is the sixth in a series of annual reports provided by staff since the program's inception in 2008.

RTF Activities through November 2014

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission. The final rules are available at [https://www.wvhepc.org/resources/rulesandpolicies_files/Series%2048%20\(4-16-09\).pdf](https://www.wvhepc.org/resources/rulesandpolicies_files/Series%2048%20(4-16-09).pdf).

Commission staff created an electronic "Match Request System" (MRS) in 2008 that allowed secure transactions for RTF requests made by the universities. All requests, documentation and invoicing are permanently recorded in files that allow sorting, analysis and up-to-date balance information. The MRS is cross referenced with university records annually to ensure accuracy for this report.

Required "Research Plans" specified by the legislation and approved by institutional Boards of Governors have been received from both West Virginia University and Marshall University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. This report provides all transaction activities on the RTF to date from its existence.

Interest funds generated by the RTF account have been separately tracked for distribution to state colleges as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and the WV School of Osteopathic Medicine in accordance with provisions of §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010 a third on June 2, 2011, a fourth on May 30, 2012 and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. Two awards were issued in 2009, two in 2010 and one in 2011 as a result. No applications were received in response to the May 2012 request for proposals. A request for proposals was issued on September 7, 2012 – one institution was awarded.

TRANSACTION SUMMARY

West Virginia University

- Through 2009, combined funds matched by the RTF and transferred to WVU were \$3,489,235. This represented 9.97% of the total funds available to WVU.
- In 2010, new gifts of \$4,541,851 were submitted and matched by the Trust Fund for a total \$8,031,084 or 22.95% of available funds.
- A total of 37 endowments were created through 2010.
- In 2011, new gifts of \$13,835,180 were submitted and matched by the Trust Fund for a total of \$21,866,264 or 62.47% of available funds.
- In 2012, new gifts of \$13,133,763 were submitted and matched by the Trust Fund which completed the \$35 million in match funds that were available to WVU.

Marshall University

- Through 2009, combined funds matched by the RTF and transferred to Marshall were \$742,100. This represents 4.95% of the total funds available to MU.
- In 2010, new gifts of \$136,660 were reported but were not submitted for RTF match. Thus, total transfers to Marshall in 2010 were zero.
- A total of (2) endowments were created through 2010.
- In 2011, new gifts of \$8,194,634 were submitted and matched by the Trust Fund for a total of \$8,936,733.93 or 59.6% of available funds
- In 2012, new gifts of \$2,181,245 were submitted and matched for a total of \$11,117,979 or 74.12 percent of available funds.
- In 2013, new gifts of 3,882,021 were submitted and matched by the Trust Fund which completed the \$15 million that were available to MU.

State Colleges and Universities (Fund Interest Earnings)

- Total RTF Interest earnings over the six years is \$921,940.
- An award of \$99,892.50 was made to Shepherd University on 9/17/10.
- An award of \$100,000 was made to Fairmont University on 9/17/10.
- An award of \$100,000 was made to West Liberty University on 11/13/09.
- An award of \$100,000 was made to Concord University on 11/13/09.
- An award of \$100,000 was made to West Virginia State University on 9/16/11.
- A second award of \$100,000 was made to West Virginia State University on 2/06/2013.
- An award of \$100,000 was made to WVU Institute of Technology on 5/06/2013.
- Of the commitments totaling \$699,893 to state colleges, \$570,430 has been matched and withdrawn by the institutions.
- The current uncommitted balance in the "RTF interest" account is \$38,485.

Combined Disbursements

- Total combined distributions from the RTF to date are \$50M and combined distribution from the RTF interest fund are \$570,430.
- Of this amount, \$20,000 was disbursed from the interest account for state college participants in 2014.
- RTF and RTF interest current account balance is \$168,160. This total includes \$129,462 of commitments to state college participants.
- Institutions recently provided updates on their respective fundraising activities that are in agreement with this total.

Pledge Fulfillment

- Marshall University matched the RTF with gifts and 15 pledges in various states of completion. Total amount of pledges was \$10,205,400 and as of September 2014, \$7,074,866.66 had been received. Most of the pledges were up to date on payment; 3 were in arrears. Marshall University has excess qualified contributions that can be used if the remaining pledges are unfulfilled.

- West Virginia University reported that \$18,931,076 was pledged to 44 directed Research Endowments. As of June 30, 2014, ten pledges remained unfulfilled for a total of \$2,249,870. All but two are up to date on payment. WVU is vigorously pursuing completion of these pledges, but also has excess qualified donations that can be used if these pledges are unfulfilled.

RTF for State Colleges and Universities Activities and Outcomes

In fall 2010, Shepherd University received a \$100,000 Research Trust Fund grant from the West Virginia Higher Education Policy Commission (EPSCoR program) for a three year project entitled, *Undergraduate Research and Experiments in Robotics-Based Accomplishments for STEM (URERAS)*. The overall goal of the project was to use the creativity and fun of the science of robotics to encourage more students to pursue and graduate with a STEM career. The URERAS project was designed to positively impact the number of STEM graduates by increasing recruitment and retention efforts at Shepherd University. The four main activities of the project were: (1) undergraduate research; (2) team-based, hands-on experiments; (3) curriculum development and (4) a robotics competition at Shepherd University to increase the awareness of STEM careers throughout the region. Shepherd has matched \$92,500 to date.

Fairmont State University's RTF grant supports the *New Media Assessment Project*, an effort to capture large amounts of national security-related content from new media applications such as Twitter, social networking sites and discussion boards; parse and database that content into a networked storage system; and apply a variety of search, visualization, and automated warning tools to the content in order to generate new knowledge about national security and law enforcement threats. This program is part of the Open Source Intelligence Exchange (OSIX) which is the laboratory and applied research component of Fairmont State University's National Security and Intelligence (NSI) Program. OSIX Student Analysts gain valuable hands-on experience as they work on real intelligence products for real consumers. Participation in OSIX also serves as a career development opportunity for the students, as they meet routinely with potential employers in national security and law enforcement in the course of their duties with OSIX. Eligible students can receive course credit for their work at OSIX. RTF resources were used to fund IT improvements, provide stipends and travel funds to Student Programmers/System Administrators and Student Intelligence Analysts. FSU has raised the entire \$100,000 for the RTF match.

At **West Liberty State University**, funds raised specifically for this program as well as matching monies from the RTF has been utilized in one of two key components: stipend support for students and high-end instrumentation. Both aspects are required to complete and extend WLU's vision of continual support and growth of biology and biological research, its STEM "area of distinction." Finding funding for drawing down funds from the RTF continues as an ongoing effort. A total of \$57,930 has been raised and matched with an additional \$2,350 of unmatched donations.

Benefits will extend well beyond the five year award period at **Concord University** as undergraduate research activities become entrenched within a group of STEM faculty and laboratory infrastructure developed with RTF funds continue to be utilized for teaching and research. Fundraising by the Office of Institutional Advancement has targeted a new set of donors beyond the usual athletic and scholarship donors. This has opened the door for academic program fundraising beyond the award. The RTF award provides direct funding to students as stipends and provides valuable one-on-one research experience with a PhD scientist, which has effectively become a necessity for admission to top graduate programs in STEM areas. The award also distributes small seed grants to faculty working with CU undergraduates. It has stimulated submission of several external grants to date to private foundations, NIH and HEPC. Faculty-student grants encourage collaboration on campus and with scientists at other university and federal laboratories. Recent collaborations and use of external laboratory facilities include work with Marshall University, Virginia Tech, Washington State University and Montana State University. Such contacts are necessary in today's highly collaborative and multidisciplinary STEM research environment and provide access to facilities and technology not available at CU or even within WV. Concord has completed its fundraising and has drawn down the entire match.

In the 2011 – 2012 academic year, **West Virginia State University (WVSU)** was awarded a Research Trust Fund Grant for \$100,000 to purchase a 400 MHz Nuclear Magnetic Resonance Spectrometer (NMR). This grant was matched by a generous donation from the Dow Corporation in compliance with the guidelines for matching funds. Working in connection with the National Institute for Health's Idea Network for Biomedical Research Excellence (INBRE) [which funded an additional \$30,000] and several in-house funding streams, a new NMR was purchased.

This instrument brings a host of research opportunities to the Kanawha Valley that has not been seen since the Dow Chemical Company left the West Virginia Regional Technology Park. In addition to the purchase of the new instrument, WVSU has renovated the NMR lab where the instrument is installed.

In 2013, **WVSU** received a second RTF grant to support the Full STEAM Ahead initiative.

This initiative is building institutional expertise in the area of bioenergy by integrating research, outreach and teaching activities. Bioenergy-related research is a core research program within WVSU's research strategic intent and will be strengthened through the recruitment of a research scholar and by incorporating this expertise within the university's research portfolio. The recruited research scholar will interact with graduate and undergraduate students via teaching bioenergy related curriculum and mentoring students' research. A search is currently underway for the the bioenergy research faculty position. WVSU has raised the entire \$100,000 for the RTF match.

Also in 2013, **WVU Institute of Technology** was awarded an RTF grant of \$100,000. The objective of the funded project is to create a center of excellence for cyber-physical systems at West Virginia University Institute of Technology (WVU Tech). Cyber-physical systems (CPS) are engineered systems that are built from and depend upon the synergy of computational and physical components. Faculty have submitted 12 proposals to further fund their efforts. Nine are still pending, two were funded from the WV Research Trust Fund and one from the WV Geological and Economic Survey. The program held a Symposium on Cyber-Physical Systems on May 2, 2013 with an attendance of 30 people. To date, WVU Tech has drawn down \$20,000 from the RTF.

Appendix A: Annual RTF Reports from WVU and MU

WEST VIRGINIA RESEARCH TRUST FUND ANNUAL REPORT

from

West Virginia University

August 15, 2014

INTRODUCTION

This sixth annual report describes the history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14) and lays out the proposed spending plan for the earned interest from each endowment for FY 2015.

History of the Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus laid the groundwork for future economic development. The initial bill provided a five-year window for the deposit of qualified donations into research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven-year window. Senate Bill 287 committed \$35 million to West Virginia University as a basis for a 1:1 match with private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences;
- Nanotechnology and material science;
- Biological, biotechnological and biomedical sciences; and
- Biometrics, security, sensing and related identification technologies.

A brief description of each research area is available at

http://research.wvu.edu/home/research_trust_of_west_virginia_university. These areas were selected because they complemented the expertise of WVU's faculty, were critical issues of importance to the public and were at the core of WVU's land-grant mission.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing and related identification technologies, providing the opportunity for private investment into this area of research.
2. Adding a library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language "no research area may receive more than \$17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of focus area.

West Virginia University continues to balance its tripartite responsibilities for teaching, research and service in fulfillment of its land-grant mission. The institution is in the fourth year of its comprehensive strategic plan, WVU's 2020 Strategic Plan for the Future (<http://strategicplan.wvu.edu>). "To excel in research, creative activity and innovation" is one overarching objective of the strategic plan. The Research Strategic Plan for the Research Trust Fund is subsumed within this objective of WVU's 2020 Strategic Plan.

Achieving the Goal: \$70 million in Private and State Endowments

During the first four-year period of the Research Trust Fund, West Virginia University created 86 private endowments. These 86 endowments totaled \$35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. Thus the University's goal was achieved. Through the combined support of private donors and the state legislature, WVU has established \$70 million in endowments to support research. These endowments include five generic types of gifts: 12 chairs and professorships, 14 undergraduate scholarships, 15 graduate fellowships, 43 broad-based research support funds and 2 library endowments.

It is important to note that 88 endowments currently exist. At least one and possibly two more will not meet the pledge deadline for continuation as part of the Research Trust Fund initiative. The initial pledges were well-intentioned but were not sustainable. Two additional endowments take the place of those that will be removed from the Trust Fund portfolio. The annual report issued after the seven-year pledge period ends will identify the final endowments within the portfolio.

Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. 14.1. By August 15, 2009 and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds and adherence to the objectives established by the research plan.
2. 14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.

Through June 30, 2014 the following results have been achieved:

- **FY14 Market Value for all the Private RTF Endowments**
The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2014 is \$39,599,497, up from last year's value of \$32,645,180.
- **FY15 Spend Available for the Private RTF Endowments**
The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY15 are \$1,616,222, up from last year's value of \$1,547,270.
- **FY14 Market Value for all the State RTF Endowments**
The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2014 is \$39,308,997, up from last year's value of \$38,523,005.
- **FY15 Spend Available for the State RTF Endowments**
The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY15 are \$1,559,607, up from last year's value of \$1,253,163.
- **FY14 Total Number and Amount of Gifts Received that Qualified for State Funds**
The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.
- **FY14 Total Number and Amount of Gifts Received from the State for Matching Funds**
The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.

- **Total Number and Amount of Gifts Received since Inception that Qualified for a State Match**
During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 1,210 qualified private gifts (donations and pledges) totaling \$35,000,000; matching funds equal to this amount were requested from the Research Trust Fund.
 - **Total Number and Amount of Gifts Received since Inception from the State for Matching Funds**
During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000 to match 1210 qualified gifts (donations and pledges) to Directed Research Endowments.
- 3.14.4. Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.

A copy of the audited financial statements for years ending June 30, 2013 and 2012 for the WVU Foundation has been forwarded to the Policy Commission through Director Jan Taylor under separate cover. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

The impact of the Research Trust Fund is the 86 different endowments that were created. President E. Gordon Gee added the following comment to the power of the Research Trust Fund initiative and its importance to West Virginia University.

I want to thank our donors and State leaders for their vision and commitment to the future of our University. The University's donors believe in our research mission and their generous donations fuel the discoveries that will transform the lives of people in West Virginia and beyond. The partnership between our private donors and the State has led to the largest single gift ever to WVU and a college—the naming of the Benjamin M. Statler College of Engineering and Mineral Resources—and the largest gift ever benefitting graduate research fellowships at WVU—the Ruby Scholars Graduate Fellowship Program. Along with other endowed professorships, student scholarships, graduate fellowships and research support, we are able to build on our research success while empowering our faculty and students to make positive differences in the world.

Business Plan

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area.

In FY14, \$1,745,034 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars and in support of ongoing research initiatives.

For FY15, \$6,295,522 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$3,172,297 (50%) will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; \$3,123,225 (50%) will come from unspent funds from the previous year. The significant amount of interest dollars reflects impact of a growing national economy and the fact that most endowments were fully funded over the past year. When the amount of available funds was insufficient to meet the objectives of the endowment, the money was allowed to accrue, accounting in part for the carryover of unspent funds from the previous year. The funds for each endowment are being distributed according to the intent of the respective endowment.

WVU looks forward to the significant and sustained impact that programs supported by the Research Trust Fund will have on addressing some of the nation's most important issues in energy, health care and security.

Marshall University Research Endowment Plan Annual Report

2013-2014

Submitted to the Division of Science and Research at the
West Virginia Higher Education Policy Commission

I. Summary

The West Virginia Research Trust Fund program has spawned sixteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. In FY 2013, the full \$15MM in gifts and pledges was raised, along with an excess of over \$500,000. The progress in FY 14 involved utilization of these funds as endowment proceeds became available and the accumulation of further pledge fulfillment.

To date, the Bucks for Brains Endowments total \$27.31 M, with \$3.48M in pledges receivable. All pledges are expected to be received by the deadline. Marshall currently has a surplus of unmatched pledges in excess of \$500M which is available to cover any unforeseen non-fulfillments. Earnings to date have amounted to \$3.4M.

II. Review of the Marshall University Research Endowment Plan

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of biomedicine/biotechnology as a focus for donor activity across the University and further included aspects of engineering, environmental science and the physical sciences.

III. Research Endowment Plan Fundraising Review

A. Fundraising Progress

Through FY 2012, \$9M in qualifying donations and pledges were received and matched for eleven endowments. In FY 2013, the remaining \$6M was raised and the total number of endowments brought to sixteen. During FY 2014, pledge fulfillment continued with a total of \$12.31 M received. Receipt of all pledges is anticipated by the program deadline.

B. Description of Existing Endowed Research Areas

A brief summary of the purpose of the endowments is included below. The current corpus balances and earnings-to-date are provided in Table One, at the end of this section.

1-The Marshall Institute for Interdisciplinary Research (MIIR)

The Marshall Institute for Interdisciplinary Research (MIIR) was created to advance Marshall University's strategic objective of advancing economic development through entrepreneurship and commercialization of scientific discoveries. This institute facilitates the transfer of scientific knowledge into applications that have potential for generating business ventures and corporate partnerships. The institute also aims to be a self-sustaining enterprise that creates intellectual property through innovation, enhances economic development, advances intellectual infrastructure and increases employment opportunities in West Virginia.

MIIR enables commercially-relevant bioscience activity by affording companies the opportunity to develop and mature promising new technologies and products within the university environment. Research is directed with licensable endpoints in mind and corporate partners play important roles in selecting and developing projects that have commercial potential. Scientists within the institute monitor scientific progress and obtain extra-mural grant funding to support and accelerate the progress of these projects.

The recent activities of the Institute are discussed in the ESRE section IV-A below.

2-Rahall Transportation Institute (RTI)

Intelligent Transportation Systems (ITS) combines computers and sensors in integrated systems to assist in making our transportation system safer and more efficient. On one end of the spectrum ITS will facilitate crash avoidance technologies for the typical motorists on our highways and allow all types of transport vehicles to use less fuel helping to reduce our nation's dependence upon foreign oil. At the other end of the spectrum, ITS technology steers visitors to tourist spots, ambulances to 911 calls and commuters to parking spots in busy downtown districts or around college campuses.

Marshall University is leveraging the capability of the Rahall Transportation Institute and its proximity to the nation's largest inland river port and some of the busiest freight rail lines in the Appalachian Region. Through attraction of prominent faculty focused on the significant deployment and customization challenges inherent in transferring urban highway ITS technologies into rural America and the rail and water modes of our nation's transportation system, Marshall is developing a significant research cluster in this growing area of technological enterprise that will be critical for the nation to meet its energy and logistics needs of the future.

3-Fletcher Mechanical Engineering Endowment

The Fletcher family's generous gift supports the position of a founding chair of the department of Mechanical Engineering. Dr. Asad Salem has joined Marshall as full professor of Mechanical Engineering and will also serve as the new Chair of the Weisberg Division of Engineering.

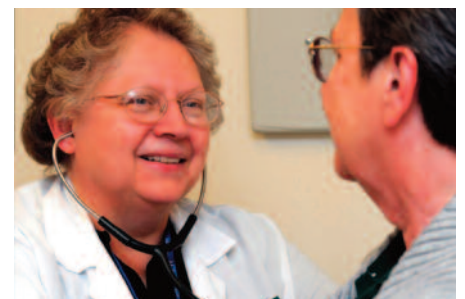
4-Pew Endowment for River Research

The proceeds of the requested endowment will be used to support the research of the ESRE Professor of Aquatic Ecotoxicology, Dr. Mindy Armstead (see ESRE section IV-B below). It is anticipated that the endowment proceeds will be used to support the purchase and maintenance of research equipment, the purchase of research supplies and/or the support of undergraduate and graduate research fellows who are working with the ESRE Aquatic Ecotoxicology.

5-Maier Endowment for Dementia Research

The endowment will support the work of promising biomedical/clinical scientists in the Marshall University School of Medicine, engaged in translational dementia research.

Dr. Shirley M. Neitch, professor of internal medicine and chief of geriatrics at the Joan C. Edwards School of Medicine at Marshall University, was named the inaugural Maier Clinical Research Professor.



6-BrickStreet Endowment for Safety Engineering Research

The College of Information Technology and Engineering's Safety Engineering Research Program is undertaking an initiative to expand its activity in risk management research. Risk management is a highly interdisciplinary field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis.

This discipline is extremely important to the transportation and logistics and energy sectors. The BrickStreet endowment will support development of research expertise in the school of engineering in the area of risk management by promoting these highly interdisciplinary studies at the interface of management, engineering and applied mathematics.

7-The Endowment for Summer Undergraduate Research in Chemistry

The endowment has been created by individual donations and departmental royalties set aside for this purpose. The proceeds will be used to support endowed rotating professorships and undergraduate summer research fellowships in chemistry.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected will do an original, collaborative research project with a supervising faculty member. Dr. Mike Castellani is the Principal Investigator (PI) for this fund.

8-Fred and Isabella Zacharias Endowment for Obstetrics and Gynecology Research

Funds from the Fred and Isabella Zacharias Endowment will be used to support the activities of PI Dr. David C. Jude in biomedical research. His research interests include:

- Identification of characteristics of hypertensive, diabetic and obese women that increase their likelihood of having poor pregnancy outcomes and investigating the outcomes of the infants born to these mothers.
- Determining what pre-pregnancy and pregnancy-related interventions may improve maternal health during pregnancy.
- Determining what interventions before and during pregnancy may impact the short and long term health of these women.

9, 10-The Cline and Underwood Endowments for Translational Sports Medicine Research

The endowment will support Translational Sports Medicine Research at the Joan C. Edwards School of Medicine at Marshall University where comprehensive interdisciplinary research that translates to advances in human injury prevention, injury recovery and accelerated therapeutic outcomes will be conducted. The endowment proceeds will be used to initiate and develop a nationally-competitive research program that enhances human function and quality of life through discoveries which protect human health and enhance injury repair, while advancing human performance capacity.

Dr. Nader Abraham has been appointed PI of this program. The Sports Medicine Translational Research being conducted at the Joan C. Edwards School of Medicine will advance personalized, evidence-based healthcare by researching the mechanisms behind athletic injuries, develop interventions to improve prevention of these injuries and create innovative technologies and techniques to enhance recovery and prevent re-injury. A multidisciplinary team will include not only clinicians and basic science researchers, but also, biomechanical engineers, kinesiologists, exercise physiologists, physical therapists, athletic trainers and coaches to measure how athletes and non-athletes move, with the goal of creating and improving strategies to prevent and treat injuries while optimizing performance. The team will investigate neuromuscular and musculoskeletal adaptation to injury and rehabilitation and will focus on biomechanical and neuromuscular analysis which will allow for identification of neuromuscular impairments following injury.

11-BrickStreet Wellness Research Endowment

This endowment was created to conduct research on workplace health issues that impact workers' safety, productivity and wellness.

The charter is to use the endowment to conduct research that will span the spectrum from basic molecular research to practical, work-place based research. A number of common clinical problems (e.g., obesity, metabolic syndrome) still lack easily implemented treatments and greater understanding of these problems at a basic level is necessary to formulate novel approaches. One example for this is the area of obesity and obesity-related diseases such as metabolic syndrome, osteoarthritis and cardiovascular disease. Recent work from Marshall University investigators suggests that alteration in the expression of antioxidant enzymes at a molecular level will have markedly beneficial effects on total body fat burden as well as downstream effects on



other organ systems. Furthermore, it appears that there are a number of genetic, pharmacological and nutritional manipulations which can affect marked increases in the expression of these antioxidant enzymes. We firmly believe that tomorrow's clinical therapies are being developed now and we propose that a portion of the BrickStreet research endowment be used to fund high impact, novel treatments potentially relevant to workplace health at a preclinical level.

12-The Huntington Foundation, Inc./ Frank E. Hanshaw, Sr. Endowed Chair of Geriatrics

The Huntington Foundation created an endowment fund to support research in the field of geriatrics encompassing a spectrum of issues relevant to aging such as hypertension, obesity and diabetes. The endowment provides for appointment of an Endowed Chair of Geriatrics named in honor of Frank E. Hanshaw, Sr.

13-The Rezulin Endocrinology Research Fund

In a court settlement concluded in 2007, funds were set aside for use in the Marshall University Joan C. Edwards School of Medicine for Endocrinology. In the spirit and intent of the settlement agreement and to dedicate investment of these settlement funds for the benefit of those presently afflicted with diabetes and advance research related to diabetes and its related metabolic disorders, the Rezulin Endocrinology Research Fund was created.

14-The Herbert Louis Eiselstein Memorial Scholarship

This scholarship was established by his wife, Maryellen, in her husband's memory. Herbert spent his entire career with Inco Alloys International and retired as Vice President of Technology, Research and Development.

Freshman recipients of the support are to be full time chemistry majors in the College of Science (COS) and have a minimum high school GPA of 2.9. Priority shall be given to students considering a career in metals and materials science or who have aspirations of becoming a professional scientist. The recipient shall engage in a minimum of 90 hours per semester of original student faculty collaborative research.

15-The Donald Cain Tarter Biological Sciences Student Research Scholarship

Dr. Tarter received his Bachelors of Science in Biology and Chemistry from Georgetown College, his MAT in Zoology from Miami University and his PhD in Zoology from the University of Louisville. His tenure from 1960 to 2001 at Marshall included six years as Chairperson for the Department of Biological Sciences where he taught Animal Ecology, Entomology, General Biology, Ichthyology and Limnology. He was also the thesis director for 93 graduate students. Dr. Tarter's research interests were in the taxonomy/ecology of benthic macro invertebrates and fishes and he was awarded over \$600,000 in grants and contracts in projects involving aquatic biology. He devoted his research energies to furthering understanding of the aquatic ecosystem and environmental disturbances which disrupt it.

Dr. Tarter authored or co-authored over 100 papers in aquatic biology in 11 journals and presented over 100 papers at state and national meetings throughout the country. He served on the Environmental Quality Board in West Virginia for 12 years and was president of the West Virginia Academy of Science. Dr. Tarter was the honored recipient of the "Meet the Scholars" award at Marshall University in 1991.

The recipient shall be a full-time student (undergraduate of junior level or greater, or graduate), majoring in Biological Sciences or Integrated Sciences. The student must be involved in research in biological, biotechnical, biomedical sciences or in energy and environmental sciences. The award shall be made just before or during the fall semester of the academic year if possible. The Dean or appointed faculty members in the College of Science, in collaboration with the Office of Student Financial Aid, shall select the recipient(s) and renew the award as long as full-time status and good academic standing.

16-The Steve and Mary Beckelheimer Science Education Graduate Scholarship

This scholarship was established by the couple, who are public school educators and Marshall University alumni. This scholarship endowment will be established to provide aid to recipients who are accepted to a research-based (thesis required) graduate program in the Marshall University College of Science and are planning to become science educators in the public school system. Priority shall be given to students from West Virginia. Recipients must be graduates of the Marshall University College of Education or hold a degree from an accredited undergraduate education program or hold a valid teaching certification in the state of West Virginia.

C-Current Fund Balances

The current fund balances for the Marshall University Research Trust Fund Endowments is shown in Table One, below. Payment of all outstanding pledges is anticipated by the program deadline.

Table One- Fund Balances for Marshall University's Research Trust Fund Endowments at the End of FY14

#	Fund	Total Corpus	Total Earnings
1	MIIR	6,166,032	1,012,330
2	RTI	344,990	73,873
3	Fletcher Engineering	1,693,855	197,763
4	Pew River Research	530,200	82,115
5	Maier Dementia Research	2,000,150	294,016
6	Brickstreet Safety Research	441,600	74,172
7	Chemistry SURF	232,970	31,466
8	Zacharias OB/GYN	796,714	114,004
9,10	Translational Sports Medicine Research	8,162,449	1,020,259
11	Brickstreet Wellness Research	4,166,667	258,325
12	Hanshaw Geriatric Research	800,000	53,726
13	Rezulin Endocrinology Research	1,782,021	169,977
14	Eiselstein Scholarship	67,600	7,584
15	Tarter Scholarship	43,415	2,227
16	Beckelheimer Scholarship	87,500	6,283
	Total	27,316,162	3,398,120

IV. ESRE Update

A-Progress at MIIR- MIIR Advances with the Hiring of New Director and Senior Scientist

The Marshall Institute for Interdisciplinary Research concluded a national search with the appointment of Dr. Zijian Xie as Director. Dr. Xie, whose laboratory is internationally recognized for its groundbreaking work to understand the behavior of cellular pathways and their relationship to cancer, renal disease and cardiac failure, was named director of the Marshall Institute for Interdisciplinary Research effective November 1, 2013.

Dr. Xie came to Marshall from the faculty of the University of Toledo's College of Medicine where he was a professor of physiology, pharmacology and medicine, and served as co-director of the M.D./Ph.D. program.

In addition to conducting his own active research program at MIIR, Xie is responsible for adding to the team of interdisciplinary researchers who comprise the core of the institute and for fostering collaborations with other scientists at Marshall.



A molecular biologist/ pharmacologist, Xie has focused his research for nearly 30 years on an enzyme commonly referred to as the "sodium-potassium pump" because it controls the levels of potassium and sodium entering and exiting cells. This pumping process is vital to transporting essential nutrients like glucose and amino acids into cells and maintaining the electrical charge within cells, which is particularly important in controlling normal functions in nerves and muscles, as well as in the kidney and heart.

Xie's research shows that in addition to its critical pumping function, which was discovered by scientists in the 1950s, this "pump" plays a second, distinct role by directing a variety of cellular processes in the heart, kidneys and other tissues. Through their studies to learn more about the molecular mechanisms by which this cellular signaling occurs, Xie and his colleagues are working to develop new treatments for cancer, heart and kidney disease.

Xie holds international patents and patent applications on seven medical inventions resulting from his research. He has served as principal investigator, project leader or co-investigator on National Institutes of Health-funded projects totaling more than \$10 million and has established active international collaborations with total funding of more than \$1 million. He has been involved with the creation of two spin-off companies from his research.

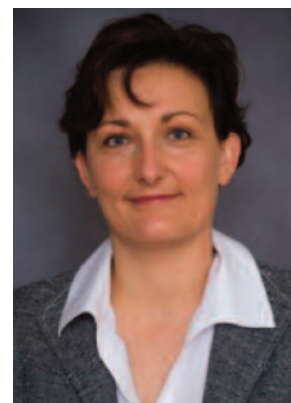
Dr. Sandrine V. Pierre has been named associate investigator and education coordinator at the Marshall Institute for Interdisciplinary Research.

Pierre most recently was on the faculty of the University of Toledo College of Medicine, where she had served as an associate professor in the Department of Biochemistry and Cancer Biology since July 2013. Prior to that, she was an assistant professor in the same department. From 2003 to 2011, she was an assistant professor in the college's Department of Physiology and Pharmacology. In addition, she was a research instructor and post-doctoral fellow in the Department of Physiology at Texas Tech University from 2000 to 2003.

She has a Bachelor's Degree in cell biology and a doctorate in cell communication in endocrinology from Aix-Marseille II University in France. She is an active member of the steering committee of the American Physiology Society's Cell and Molecular Physiology section.

Pierre's group at MIIR will explore new treatments for heart attacks and other cardiovascular conditions by studying how the dual role of this sodium-potassium pump regulates cardiac cell physiology in health and diseases.

As the institute's education coordinator, Pierre will work with Marshall academic program directors to facilitate students' access to research opportunities in the MIIR labs.



B- ESRE Professor of Aquatic Ecotoxicology -College of Science



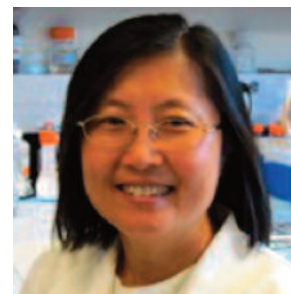
At the beginning of FY 2012, the search for the Eminent Scholar in the College of Science was initiated. This Eminent Scholar is to continue the creation of a strong research cluster in freshwater resources, particularly in the scientific focus areas of energy and the environment. Dr. Mindy Yeager Armstead, a nationally respected aquatic ecologist from the commercial sector was selected. Dr. Yeager Armstead is leading an interdisciplinary team of faculty members focused on research and economic development activities associated with West Virginia's extensive water and energy resources.

Dr. Yeager Armstead has immediately brought grant activity to her new laboratories. She is the recipient of a sub-award under the Appalachian Research Initiative for Environmental Science (ARIES) project. Her activities will be given additional support from the Pew River Research Endowment.

C-ESRE Professor of Diabetes and Cardiovascular Disease- Joan C. Edwards School of Medicine

Professor Jung Han Kim was recruited from the University of Tennessee and began her appointment with Marshall in July of 2009. Dr. Kim studies the link between gene dysfunction and type-2 diabetes and obesity, a major health issue for Appalachia. She has major NIH R01 funding, along with funding from foundation sources.

Professor Kim has performed extensive work on the genetic link involved in development of obesity and Type 2 diabetes and has over \$1MM in NIH funding over the next several years to develop a new animal model for studying this important problem.



Currently, she is studying the molecular basis of an obesity susceptibility gene on mouse chromosome 6, named *tabw2*, derived from the TALLYHO (TH) mouse model for polygenic Type 2 diabetes and obesity. *Tabw2* gene appears to interact with high fat/high sucrose diets to make mice overtly obese. In that respect it is an excellent model for human obesity, which most often results from interactions between genetic susceptibility and an obesity promoting environment – i.e., diets enriched in calories from fat and sugar. Therefore, understanding the molecular basis for diet-induced obesity in *tabw2* mutant mice may uncover new cellular regulatory pathways that can then be exploited in the control of human obesity.

She is also studying the molecular basis of a diabetes susceptibility gene on mouse chromosome 4, *tanidd4* and an obesity susceptibility gene on mouse chromosome 1, *tabw3*, derived both from the TH mice. The diabetogenic and obesigenic effects of TH alleles at these loci have been confirmed by congenic mice strategy. Physiological and biochemical characterizations of diabetes and obesity mediated by these loci are also on going using the congenic mouse strains.

Future research will include gene discovery, genetic resource development and biochemical and physiological studies associated with Type 2 diabetes and obesity.

ESRE funds facilitated transfer of her laboratory activities to the Byrd Biotechnology Science Center and provided major equipment funds to facilitate the laboratories.

Appendix One- Marshall University's Research Trust Fund Addendum

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/bionanotechnology and transportation technology/logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation². Marshall has recently achieved ABET accreditation of its engineering program and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

²

4.3.1. Energy and environmental sciences;

4.3.2. Nanotechnology and materials sciences;

4.3.3. Biological, biotechnical and biomedical sciences;

4.3.4. Transportation technology and logistics;

4.3.5. Biometrics, security, sensing and related identification technologies; and

4.3.6. Gerontology.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities and improve the safety of individual employee.

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology and mechanical engineers today are pursuing developments in such fields as composites, mechatronics and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology and medicine. Biological engineering is a science-based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering and mechanical engineering are based upon chemistry, electricity and magnetism and statics, respectively”³.

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.⁴ “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well-developed than our mastery over mechanical and electrical systems”.⁵

Given Marshall’s research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall’s applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively-enabled areas:

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department’s long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear from the work of the two most recent awardees, Austi Sargent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Ms. Roush assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost’s research project “Identifying Post-translational Protein Modifications via Mass Spectrometry”.

³ Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, 21,1-7 (2005).

⁴ Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* 1, 1 (2007).

⁵ Endy D, “Foundations for Engineering Biology”, *Nature*, 438, 449-4 (2005).



Senate Bill No. 87



West Virginia Higher Education Policy Commission

Report to the Joint Standing Committee on Education

December 15, 2014

**2014 Nursing Scholarship Program
and
West Virginia Center for Nursing
Annual Report**



Leading the Way:

Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700

Charleston, West Virginia 25301

www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability
Legislative Oversight Commission on Health and Human Resources

FROM: Paul L. Hill
Chancellor

DATE: December 1, 2014

RE: Nursing Scholarship Program and West Virginia Center for Nursing Statutory Reports

House Bill 4188, passed during the 2014 Legislative Session, requires the West Virginia Higher Education Policy Commission (Commission) to administer the Nursing Scholarship Program to benefit nurses who practice in hospitals and other healthcare institutions or teach in state nursing programs. The program operates under the direction of the Executive Vice Chancellor for Administration and in consultation with the board of directors of the West Virginia Center for Nursing (Center for Nursing). Additionally, House Bill 4188 revised the responsibilities of the Center for Nursing and allowed for increased collaboration between the Center for Nursing and the Commission. The legislation also established reporting requirements concerning the Nursing Scholarship Program and the West Virginia Center for Nursing.

Nursing Scholarship Program

Pursuant to West Virginia Code §18C-3-4, “the commission shall report by December 1, 2014, and annually thereafter, to the Legislative Oversight Commission on Health and Human Resources Accountability and the Legislative Oversight Commission on Education Accountability on the number of award recipients and all other matters relevant to the provisions of this section.”

The Nursing Scholarship Program has three award cycles: spring, summer and fall semesters. The statute establishes that awards are made to students as follows:

- An award of up to \$3,000 is available for a student in a licensed practical nurse education program. A recipient is required to practice nursing in West Virginia for one year following program completion;

- An award of up to \$7,500 is available for a student who has completed one-half of a registered nurse education program. A recipient is required to teach or practice nursing in West Virginia for two years following program completion.
- An award of up to \$15,000 is available to a student in a nursing education master's degree program or a doctoral nursing program. A recipient is required to teach in West Virginia for two years following program completion.
- An award of up to \$1,000 per year is available for a student obtaining a licensed practical nurse teaching certificate. A recipient is required to teach in West Virginia for one year per award received.

Since the effective date of House Bill 4188, the Nursing Scholarship Program has completed awards for Summer 2014 and Fall 2014 and presently is processing awards for Spring 2015. For the Summer 2014 cycle, the Nursing Scholarship Program awarded a total of \$14,000 to five students, including two licensed practical nurse teaching certificate students and three master's or doctoral level nursing students. For the Fall 2014 cycle, the Nursing Scholarship Program awarded a total of \$72,930 to 16 students including one licensed practical nursing student, seven registered nursing students, three licensed practical nurse teaching certificate students, and five master's or doctoral level nursing students. Please see the Attachment A: Summer and Fall 2014 Nursing Scholarship Program Awards spreadsheet for a more detailed breakdown of awards.

West Virginia Center for Nursing

Pursuant to West Virginia Code §30-7B-7, "the center shall report by December 1, 2014, and biennially thereafter, to the Legislative Oversight Commission on Health and Human Resources Accountability and the Legislative Oversight Commission on Education Accountability on its progress in developing a statewide strategic plan to address the nursing shortage in West Virginia and on any other issues the board considers relevant to the practice of nursing in this state. Additionally, the board shall provide drafts of any legislation needed to implement recommendations of the center's strategic plan."

Strategic Planning

On October 17, 2014, the Center for Nursing held a facilitated strategic planning retreat attended by its board members and advisory board members. The working group developed a strategic plan addressing seven priorities with outcomes and strategies identified to accomplish each priority. The board of directors approved the strategic plan at its November 13, 2014, meeting. The priorities are:

1. Establish a statewide strategic plan to address the nursing shortage in West Virginia.
2. Collect, evaluate, and disseminate data regarding nurse availability and shortage areas.
3. Establish and maintain a website to disseminate information about the center and its mission, and educational opportunities and financial aid available in West Virginia.

4. Evaluate capacity for expansion of nursing programs, including the availability of faculty, clinical laboratories, computers and software, library holdings and supplies.
5. Consult with and advise the commission regarding the commission's administration of the nursing scholarship program designed to benefit nurses who practice in hospitals and other health care institutions or teach in state nursing program.
6. Maintain an active Board of Directors of the West Virginia Center for Nursing.
7. Report to LOCHHRA and LOCEA and other committees upon request, on progress of the statewide strategic plan to address the nursing shortage in West Virginia and other issues relevant to the practice of nursing.

The strategic plan is appended to this report as Attachment B: West Virginia Center for Nursing Strategic Plan November 2014-November 2016.

Requested Modification to Existing Legislation

The Center for Nursing respectfully requests that the Legislature consider an amendment to West Virginia Code §18C-3-4(c) concerning the eligibility requirements for the master's and doctoral level scholarship. This section states “(D) An award of up to \$15,000 is available to a student in a nursing education master's degree program or a doctoral nursing program. A recipient is required to teach in West Virginia for two years following program completion.” The Center for Nursing proposes the following amendments: “(D) An award of up to \$15,000 is available to a student in a nursing ~~education~~ master's degree program or a doctoral nursing or education program. A recipient is required to teach in West Virginia for two years following program completion.”

The Center for Nursing recommends that eligibility criteria be broadened to include master's level students pursuing any type of nursing degree. West Virginia currently faces a critical shortage of nurse educators. There is only one master's degree nursing education program in the state. Many nurse educators have completed a clinically-focused master's nurse practitioner program instead of a master's nursing education program. The Center for Nursing also believes that a doctorate in education is an appropriate pathway for nurses seeking to advance their credentials and skills as a nurse educator because they are exposed to areas such as learning theories and the organization of higher education. During the Spring 2015 application cycle, the Nursing Scholarship Program received applications from several high quality students enrolled in a doctoral level education program pursuing careers as nurse educators. Due to the current statutory language, these students were ineligible for an award.

For More Information

If you have any questions regarding the Nursing Scholarship Program or the West Virginia Center for Nursing, please contact the West Virginia Higher Education Policy Commission, Office of the Executive Vice Chancellor for Administration at 304-558-4016.

**Nursing Scholarship Program
West Virginia Center for Nursing
West Virginia Higher Education Policy Commission**

**Attachment A: Summer and Fall 2014 Nursing Scholarship Program Awards
December 1, 2014**

Summer 2014	
Scholarship Program	Award Amount
LPN Teaching Certificate (up to \$1000)	\$1,000.00
LPN Teaching Certificate (up to \$1000)	\$1,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$3,500.00
Masters/Doctoral in Nursing (up to \$15,000)	\$5,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$3,500.00
\$14,000.00	

Fall 2014	
Scholarship Program	Award Amount
LPN (up to \$3,000)	\$1,000.00
LPN Teaching Certificate (up to \$1000)	\$1,000.00
LPN Teaching Certificate (up to \$1000)	\$1,000.00
LPN Teaching Certificate (up to \$1000)	\$1,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$5,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$5,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$5,000.00
Masters/Doctoral in Nursing (up to \$15,000)	\$7,560.00
Masters/Doctoral in Nursing (up to \$15,000)	\$5,000.00
Registered Nurse (up to \$7,500)	\$3,750.00
Registered Nurse (up to \$7,500)	\$7,500.00
Registered Nurse (up to \$7,500)	\$7,560.00
Registered Nurse (up to \$7,500)	\$3,750.00
Registered Nurse (up to \$7,500)	\$7,560.00
Registered Nurse (up to \$7,500)	\$7,500.00
Registered Nurse (up to \$7,500)	\$3,750.00
\$72,930.00	

\$86,930.00	
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West Virginia Center for Nursing Strategic Plan November 2014 – November 2016

Introduction: West Virginia Center for Nursing was established by the WV Legislature in 2005 to the recommendation of the Nursing Shortage Study Commission, a group established by the WV Legislature in 2001 in order to recruit and retain nurses to West Virginia.

Planning Process: West Virginia Center for Nursing engaged in a strategic planning process on Friday, October 17, 2014 with the Center's staff, board of directors and advisory committee members.

Participants: West Virginia Center for Nursing Board Members: Dr. Pamela Alderman, Dr. Shelia Kyle, and Dr. Cynthia Persily; West Virginia Center for Nursing Staff: Christopher Ross; Advisory Board Members: Laura Boone (WVHEPC) and Dr. Robin Lewis (WVBONE).

Key Terms and Definitions:

Mission – The West Virginia Center for Nursing improves the health and healthcare of all West Virginian's through strategic nursing workforce planning and development.

Vision- The West Virginia Center for Nursing will be a national leader in the development and implementation of strategies to support the education, recruitment and retention of qualified nurse professionals for and in the State of West Virginia.

Strategic Priorities: *(identified in H.B. 4188)*

- Establish a statewide strategic plan to address the nursing shortage in West Virginia
- Collect, evaluate and disseminate data regarding nurse availability and shortage areas
- Establish and maintain a website to disseminate information about the center and its mission, and educational opportunities and financial aid available in West Virginia
- Evaluate capacity for expansion of nursing programs, including the availability of faculty, clinical laboratories, computers and software, library holdings and supplies
- Consult with and advise the commission regarding the commission's administration of the nursing scholarship program designed to benefit nurses who practice in hospitals and other health care institutions or teach in state nursing programs as provided in section four, article three, chapter eighteen-c of this code
- Maintain an active Board of Directors of WV Center for Nursing consistent with §30-7B-4
 - Membership recruitment and retention
 - Determine policy for the operation of the center
 - Identify and communicate needed resources to the HEPC
- Report to LOCHHRA and LOCEA on progress of statewide strategic plan to address the nursing shortage in WV and other issues relevant to the practice of nursing
 - By December 1, 2014
 - Every other year thereafter (2016, 2018, 2020, etc.)

Strategic Priority 1: Establish a statewide strategic plan to address the nursing shortage in West Virginia

Outcome 1: *A statewide strategic plan for the WV Center for Nursing, consistent with H.B. 4188, is completed by November 13, 2014*

- **Strategy 1:** Hold an initial strategic plan session with the board of the WV Center for Nursing and advisors on October 17, 2014.
- **Strategy 2:** Refine the strategic plan by November 1, 2014.
- **Strategy 3:** Approval of strategic plan by November 13, 2014.
- **Strategy 4:** Report on the strategic plan by December 1st to the Legislative Oversight Commission on Health and Human Resources Accountability and the Legislative Oversight Commission on Education Accountability.
- **Strategy 5:** Release strategic plan to stakeholders via website and other communication means by January 1, 2015.

Outcome 2: *The statewide strategic plan for the WV Center for Nursing is thoroughly reviewed and revised bi-annually by October 30th each year*

- **Strategy 1:** The statewide strategic plan for the WV Center for Nursing is revised each October of the even numbered years by the Board of Directors and the advisory committee through a formal planning process.
- **Strategy 2:** Approval of strategic plan by November 13.
- **Strategy 3:** Report on the strategic plan on December 1.
- **Strategy 4:** Release strategic plan to stakeholders via website and other communication means by January 1.

Outcome 3: *The statewide strategic plan for the WV Center for Nursing is used at each meeting to guide decisions, track progress, and identify nursing needs in West Virginia.*

- **Strategy 1:** The strategic plan will serve as an organizational framework for meetings.
- **Strategy 2:** The statewide strategic plan for the WV Center for Nursing is used at each meeting to report on progress.
- **Strategy 3:** Progress on the statewide strategic plan for the WV Center for Nursing is updated semi-annually.

Strategic Priority 2: Collect, evaluate, and disseminate data regarding nurse availability and shortage areas

Outcome 1: *Define nurse and faculty shortage areas using best practices for workforce research.*

- **Strategy 1:** Consult with workforce experts on current workforce shortage definitions.
- **Strategy 2:** Develop formulas for data collection.

Outcome 2: *Administer surveys to nurse employers using identified formulas.*

- **Strategy 1:** Develop the survey by working with appropriate stakeholders.
- **Strategy 2:** Collect data from nurse employers in the state.
- **Strategy 3:** Evaluate data collected.
- **Strategy 4:** Disseminate data to legislature and stakeholders.

Outcome 3: *Administer a faculty vacancy survey.*

- **Strategy 1:** Develop the survey by working with appropriate stakeholders such as HEPC and NEFWV.
- **Strategy 2:** Collect data from nursing programs in the state.
- **Strategy 3:** Evaluate data collected.
- **Strategy 4:** Disseminate data to legislature and stakeholders.

Outcome 4: *Support the effort of stakeholders in streamlining data collection measures and systems.*

- **Strategy 1:** Convene meeting with stakeholders to analyze current data collection measures and systems.
- **Strategy 2:** Develop future strategies for coordination of data collection measures and systems.

Outcome 5: *Use data to inform policy related to financial aid, development of new educational programs, continuing programs and workforce development.*

- **Strategy 1:** Increase awareness of the data available from Center to all stakeholders.
- **Strategy 2:** Collaborate with stakeholders to provide data to use for policy development for financial aid, new educational programs, continuing education programs and workforce development.

Outcome 6: *Develop an outreach strategy related to the mission of the Center for Nursing.*

- **Strategy 1:** Identify opportunities for the Center to expand outreach efforts.
- **Strategy 2:** Allocate resources for outreach in a systematic way.

- **Strategy 3:** Evaluate outreach strategies annually.

Strategic Priority 3: Establish and maintain a website to disseminate information about the center and its mission, and educational opportunities and financial aid available in West Virginia

Outcome 1: *Review website annually by May 30 to assure clear and current content.*

- **Strategy 1:** Use best practices in website presentation for content development and review.
- **Strategy 2:** Assure website is user friendly and compliant with current regulations.
- **Strategy 3:** Develop clear policy procedures on posting of content.
- **Strategy 4:** Assure content is relevant to all stakeholders.

Outcome 2: *Evaluate website analytics semi-annually in September and February of each year.*

- **Strategy 1:** Use data from website analytics and target information and delivery.

Strategic Priority 4: Evaluate capacity for expansion of nursing programs, including the availability of faculty, clinical laboratories, computers and software, library holdings, and supplies

Outcome 1: *Partner with stakeholders, including the NEFWV, WVOADN, WVLCN & regulatory boards to evaluate barriers to expansion on programs by May 2015.*

- **Strategy 1:** Convene a meeting of stakeholders to evaluate data collected by a variety of organizations regarding barriers to program expansion by May 2015.

Outcome 2: *Use data regarding barriers to expansion of nursing programs to inform policy during the 2016 legislative program.*

- **Strategy 1:** Develop a white paper on barriers to program expansion using data collected by a variety of stakeholders by January 2016.
- **Strategy 2:** Collaborate with stakeholders including the NEFWV, WVODAN, WVLCN, and regulatory boards to develop strategies for program expansion, including resource acquisition.

Outcome 3: *Maintain the clinical scheduling program and expand this program statewide to make optimal use of scarce available clinical sites for student rotations.*

- **Strategy 1:** Evaluate resource needs for program continuation and expansion by January 2015.
- **Strategy 2:** Collaborate with stakeholders for resources to continue the clinical scheduling program with expansion statewide by Spring semester 2015, with implementation for Fall semester 2015.

Strategic Priority 5: Consult with and advise the commission regarding the commission's administration of the nursing scholarship program designed to benefit nurses who practice in hospitals and other health care institutions or teach in state nursing programs as provided in Section 4, Article 3, Chapter 18-c West Virginia code

Outcome 1: *Participate with HEPC in continuous improvement of nursing scholarship program.*

- **Strategy 1:** Review the program's application, process, and awards after each cycle to seek improvement areas.
- **Strategy 2:** Seek assistance from legislature and HEPC if needed, to improve the program.

Outcome 2: *Advise in selection criteria for nursing scholarships based in areas of nurse and faculty shortages.*

- **Strategy 1:** Analyze available nursing data to inform any needed revision of selection criteria.

Outcome 3: *Assist the HEPC in development of innovative scholarship strategies to support lifelong learning by nurses.*

- **Strategy 1:** Review other nursing and health profession scholarship programs for process and programmatic elements to incorporate into the Nursing Scholarship Program.
- **Strategy 2:** Review other nursing and health profession scholarship programs for marketing and outreach ideas to encourage strong interest and awareness of the Nursing Scholarship Program.

Strategic Priority 6: Maintain an active Board of Directors of WV Center for Nursing consistent with §30-7B-4

Outcome 1: *Engage in vacancy membership recruitment and retention for recommendation to the governor.*

- **Strategy 1:** Seek volunteer or nominations on an on-going basis in case vacancies appear on the board.

Outcome 2: *Review and revise the policy for the operation of the center by October 30th, 2015 and annually after.*

- **Strategy 1:** Have a review session held at the October (annual) meetings to ensure policies and procedures are up to date with the duties and requirements of the Center.

Outcome 3: *Identify and communicate needed resources to the HEPC as needed.*

- **Strategy 1:** Empower staff member to discuss any needs to appointed HEPC leadership.
- **Strategy 2:** Encourage and empower the Board Chair to seek assistance from HEPC when needed.

Strategic Priority 7: Report to LOCHHRA and LOCEA and other committees upon request, on progress of statewide strategic plan to address the nursing shortage in WV and other issues relevant to the practice of nursing

- **By December 1, 2014**
- **Every other year thereafter (2016, 2018, 2020, etc.)**

Outcome 1: *Finalize the report of activities related to the statewide strategic plan to the legislature by October 30th annually.*

- **Strategy 1:** Review and revise the report by August annually.
- **Strategy 2:** Approve report at the Annual Meeting in October.

Outcome 2: *Disseminate report of activities related to the statewide strategic plan to the public by January 1st annually.*

- **Strategy 1:** Develop a dissemination plan by August annually.
- **Strategy 2:** Review dissemination plan annually.



West Virginia
Higher Education
Policy Commission



**Report to the Legislative Oversight Commission
on Education Accountability**

December 15, 2014

2014 High School Readiness Report



Bruce L. Berry, M.D.
Chair

Paul L. Hill, Ph.D.
Chancellor

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

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Clarence "Butch" Pennington
Chair

James L. Skidmore
Chancellor

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Paul L. Hill
James L. Skidmore

DATE: December 5, 2014

RE: 2014 High School Readiness Report

The High School Readiness Report satisfies West Virginia Code §18B-1-1e concerning the assessment of student postsecondary readiness. In accordance with the requirement, this report will discuss "the number of graduates from the public schools in the state by high schools who were accepted in the last calendar year for enrollment at each of the state institutions of higher education within one year of graduation, and whose knowledge, skill and competency were below the minimum expected levels for full preparation as defined by the governing boards." This information is disaggregated by area of academic deficiency, postsecondary institution and sector, and secondary county and high school.

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) are committed to postsecondary access and providing a quality educational experience at their respective institutions. In addition to internal efforts, both systems have recently collaborated with the West Virginia Department of Education to create programs that help secondary students prepare for the academic rigor of college-level course work. These efforts include the implementation of high school senior transition courses in English and math, providing support and sector alignment for the new K-12 statewide Next Generation Standards and Smarter Balanced Assessment, the development of a definition of college and career readiness, and ongoing work on the state's new P-20 data system. Through increased cooperation with the Department of Education, both the two- and four-year postsecondary systems seek to strengthen the state's P-20 education pipeline, ultimately leading to seamless education pathways and increased student success at the postsecondary level.

Although positive progress has been made to improve the student transition to West Virginia's public institutions, challenges remain. This report focuses specifically on student preparation

and college success indicators concerning the critical transition period from high school to college. The data reported is for students who graduated from West Virginia high schools and went on to attend two- and four-year public institutions in the state the fall after graduation. It provides for the 2013 cohort of West Virginia freshmen at each postsecondary institution: fall GPA and retention to spring by high school GPA and whether or not students took developmental education; the percent of students requiring developmental education in different subjects; and the average ACT composite and subject scores and percent meeting the ACT college readiness benchmarks. It provides for each county and high school: the average composite ACT score and the percent of students requiring developmental education in different subjects. As with previous readiness reports, this document provides a means for state education stakeholders to view academic progress and determine how to best allocate vital resources to match readiness and completion objectives. The following observations highlight the academic readiness of the 2013 fall cohort of first-time freshmen:

- Students with a high school GPA of 3.0 or above earned an average GPA of 2.97 their first semester of college. Students with a high school GPA of 2.9 or below earned an average GPA of 1.92;
- 94.8 percent of students with a high school GPA of 3.0 or above were retained to the spring semester of their freshmen year, compared to only 79.2 percent of students with a high school GPA of 2.9 or below;
- 65.4 percent of West Virginia high school graduates attending a community college for the first time took at least one developmental education course, compared to 25.6 percent of students attending a public four-year college or university;
- Of the 7,894 West Virginia high school graduates who began college at one of the two- or four-year public institutions in 2013, 30.6 percent (2,416 students) enrolled in a developmental math course, and 17 percent (1,342 students) enrolled in a English/writing developmental course;
- At two-year institutions, students who were not enrolled in developmental courses were retained to the spring at a rate of 79 percent, with a fall GPA of 2.63, compared to a retention rate of 79.3 percent for students enrolled in developmental education courses, with a fall GPA of 2.29;
- At four-year institutions, students not enrolled in developmental education courses were retained at a retention rate of 95.1 percent, with a fall GPA of 2.89, compared to those enrolled in developmental education that were retained at a rate of 89.5 percent, with a fall GPA of 2.36;
- 38.2 percent of West Virginia first-time freshmen attending public institutions scored at or above the ACT math college readiness benchmark of 22, 77.2 percent of freshmen scored at or above the ACT English benchmark of 18, 40.6 percent of students scored at or above the ACT science benchmark of 23; and 52.5 percent of students scored at or above the ACT reading benchmark of 22;
- Of all West Virginia high school students enrolled in public postsecondary institutions who took the ACT, only 24.6 percent scored at or above ACT benchmarks on all four subject tests.

2013 West Virginia Freshmen Fall GPA by High School GPA and Postsecondary Sector and Institution

	Students Finishing High School with a GPA of 3.0 or Above		Students Finishing High School with a GPA of 2.99 or Below	
Sector & Institution	Cohort Size*	Average Fall Semester GPA	Cohort Size*	Average Fall Semester GPA
WV Public Two-Year Institutions	796	2.88	1,003	2.04
Blue Ridge Community and Technical College	62	2.76	118	1.88
Bridgemont Community and Technical College	40	2.92	69	2.07
Eastern WV Community and Technical College	19	2.98	15	1.29
Kanawha Valley Community and Technical College	13	2.96	88	2.20
Mountwest Community and Technical College	54	3.18	88	2.25
New River Community and Technical College	92	2.73	136	2.17
Pierpont Community and Technical College	113	2.75	165	1.62
Southern West Virginia Community and Technical College	150	3.05	134	2.54
West Virginia Northern Community College	73	2.96	63	1.95
WVU at Parkersburg	180	2.80	127	1.95
WV Public Four-Year Institutions	4,764	2.99	1,199	1.81
Bluefield State College	121	2.84	39	2.04
Concord University	239	2.90	80	1.82
Fairmont State University	441	3.04	134	1.84
Glenville State College	105	2.93	80	1.85
Marshall University	1,055	3.02	203	1.93
Potomac State College of WVU	164	2.71	106	1.37
Shepherd University	298	2.87	84	1.81
West Liberty University	269	3.10	81	2.02
West Virginia State University	145	2.86	92	1.87
West Virginia University	1,808	3.05	261	1.82
West Virginia University Institute of Technology	119	2.56	39	1.40
Grand Total	5,560	2.97	2,202	1.92

2013 Average West Virginia Freshmen Spring Retention Rate by High School GPA and Postsecondary Sector and Institution

Sector & Institution	Students Finishing High School with a GPA of 3.0 or Above		Students Finishing High School with a GPA of 2.99 or Below	
	Cohort Size	Spring Retention Rate	Cohort Size	Spring Retention Rate
WV Public Two-Year Institutions	809	86.9%	1,067	73.4%
Blue Ridge Community and Technical College	63	88.9%	120	75.0%
Bridgemont Community and Technical College	40	85.0%	69	75.4%
Eastern WV Community and Technical College	19	78.9%	15	40.0%
Kanawha Valley Community and Technical College	13	84.6%	100	73.0%
Mountwest Community and Technical College	54	81.5%	90	65.6%
New River Community and Technical College	92	89.1%	147	74.8%
Pierpont Community and Technical College	114	86.0%	170	76.5%
Southern WV Community and Technical College	158	88.6%	155	81.3%
WV Northern Community College	75	89.3%	70	65.7%
WVU at Parkersburg	181	86.2%	131	69.5%
WV Public Four-Year Institutions	4,780	96.1%	1,238	84.2%
Bluefield State College	125	96.8%	41	78.0%
Concord University	239	94.6%	83	83.1%
Fairmont State University	441	94.8%	135	85.9%
Glenville State College	105	95.2%	89	82.0%
Marshall University	1,065	96.3%	221	81.9%
Potomac State College of WVU	164	93.3%	109	73.4%
Shepherd University	298	96.3%	84	91.7%
West Liberty University	269	94.4%	81	90.1%
West Virginia State University	145	93.1%	94	79.8%
West Virginia University	1,808	97.3%	261	89.3%
West Virginia University Institute of Technology	121	95.0%	40	85.0%
Grand Total	5,589	94.8%	2,305	79.2%

2013 West Virginia Freshmen Enrolled in Developmental Education by Subject

Sector & Institutions	Total Students Enrolled in Fall	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Students Enrolled in Any Dev. Ed.
WV Public Two-Year Institutions	1,876	34.5%	17.8%	57.0%	65.4%
Blue Ridge Community and Technical College	183	40.4%	5.5%	59.0%	62.3%
Bridgemont Community and Technical College	109	63.3%	33.0%	78.0%	87.2%
Eastern WV Community and Technical College	34	52.9%	47.1%	52.9%	67.6%
Kanawha Valley Community and Technical College	113	33.6%	40.7%	77.9%	79.6%
Mountwest Community and Technical College	144	38.2%	43.1%	13.9%	58.3%
New River Community and Technical College	239	36.4%	28.9%	62.3%	67.4%
Pierpont Community and Technical College	284	39.4%	0.0%	51.8%	60.2%
Southern WV Community and Technical College	313	37.1%	23.3%	65.2%	72.2%
WV Northern Community College	145	18.6%	4.8%	52.4%	55.2%
WVU at Parkersburg	312	16.7%	4.8%	55.8%	58.7%
WV Public Four-Year Institutions	6,018	11.5%	0.7%	22.4%	25.6%
Bluefield State College	166	28.3%	10.8%	46.4%	54.2%
Concord University	322	18.0%	0.3%	45.7%	47.8%
Fairmont State University	576	12.2%	0.0%	31.3%	34.4%
Glenville State College	194	35.6%	0.0%	62.9%	68.0%
Marshall University	1,286	8.3%	0.0%	25.9%	28.1%
Potomac State College of WVU	273	37.4%	0.0%	67.0%	70.3%
Shepherd University*	382	0.5%	0.0%	0.8%	1.0%
West Liberty University	350	44.3%	0.0%	35.1%	57.4%
West Virginia State University	239	15.5%	0.4%	37.2%	41.8%
West Virginia University*	2,069	0.2%	0.0%	0.8%	1.0%
West Virginia University Institute of Technology	161	26.7%	13.7%	46.6%	54.7%
Grand Total	7,894	17.0%	4.8%	30.6%	35.1%

* Shepherd University and West Virginia University do not offer traditional developmental education courses but a few of their students show up taking developmental courses elsewhere.

2013 Average Fall GPA of West Virginia Freshmen by Developmental Education Status

Sector & Institution	Enrolled in Dev. Ed.		Not Enrolled in Dev. Ed	
	Cohort**	Average Fall GPA	Cohort**	Average Fall GPA
WV Public Two-Year Institutions	1,154	2.29	645	2.63
Blue Ridge Community and Technical College	112	2.11	68	2.30
Bridgemont Community and Technical College	95	2.35	14	2.59
Eastern WV Community and Technical College	23	2.09	11	2.54
Kanawha Valley CTC	78	2.32	23	2.23
Mountwest Community and Technical College	82	2.52	60	2.71
New River Community and Technical College	150	2.32	78	2.55
Pierpont Community and Technical College	165	1.83	113	2.43
Southern WV Community and Technical College	197	2.73	87	3.00
WV Northern Community College	74	2.00	62	3.08
WVU at Parkersburg	178	2.32	129	2.63
WV Public Four-Year Institutions	1,492	2.36	4,467	2.89
Bluefield State College	87	2.40	73	2.94
Concord University	151	2.44	168	2.79
Fairmont State University	197	2.48	378	2.90
Glenville State College	123	2.27	62	2.83
Marshall University	341	2.49	917	2.98
Potomac State College of WVU	189	1.94	81	2.77
Shepherd University*	NA	NA	378	2.65
West Liberty University	201	2.61	149	3.18
West Virginia State University	98	2.38	139	2.54
West Virginia University	20	2.03	2,049	2.91
West Virginia University Institute of Technology	85	1.90	73	2.70
Grand Total	2,646	2.33	5,112	2.85

*Does not offer developmental education courses

**Cohort Size excludes students who had a 0.0 GPA and earned any college credits

2013 Spring Retention Rate of West Virginia Freshmen by Developmental Education Status

Sector & Institution	Enrolled in Dev. Ed.		Not Enrolled in Dev. Ed	
	Cohort	Spring Retention Rate	Cohort	Spring Retention Rate
WV Public Two-Year Institutions	1,227	79.3%	649	79.0%
Blue Ridge Community and Technical College	114	81.6%	69	76.8%
Bridgemont Community and Technical College	95	80.0%	14	71.4%
Eastern WV Community and Technical College	23	56.5%	11	72.7%
Kanawha Valley CTC	90	73.3%	23	78.3%
Mountwest Community and Technical College	84	75.0%	60	66.7%
New River Community and Technical College	161	80.7%	78	79.5%
Pierpont Community and Technical College	171	83.0%	113	76.1%
Southern WV Community and Technical College	226	85.4%	87	83.9%
WV Northern Community College	80	73.8%	65	83.1%
WVU at Parkersburg	183	75.4%	129	84.5%
WV Public Four-Year Institutions	1,536	89.5%	4,478	95.1%
Bluefield State College	90	91.1%	76	93.4%
Concord University	154	88.3%	168	94.6%
Fairmont State University	198	91.4%	378	93.4%
Glenville State College	132	85.6%	62	96.8%
Marshall University	361	90.6%	925	95.1%
Potomac State College of WVU	192	80.7%	81	96.3%
Shepherd University*			378	95.2%
West Liberty University	201	93.0%	149	94.0%
West Virginia State University	100	93.0%	139	84.2%
West Virginia University	20	100.0%	2,049	96.3%
West Virginia University Institute of Technology	88	90.9%	73	94.5%
Grand Total	2,763	85.0%	5,127	93.1%

*Does not offer developmental education courses

2013 Average West Virginia Freshmen ACT Composite Scores by Sector and Institution

Sector & Institution	Cohort	Average ACT Composite Score
WV Public Two-Year Institutions	1,292	18.4
Blue Ridge Community and Technical College	93	18.0
Bridgemont Community and Technical College	71	18.5
Eastern WV Community and Technical College	23	17.4
Kanawha Valley Community and Technical College	82	17.3
Mountwest Community and Technical College	79	17.0
New River Community and Technical College	152	18.5
Pierpont Community and Technical College	224	18.1
Southern WV Community and Technical College	209	18.7
WV Northern Community College	103	18.6
WVU at Parkersburg	256	19.0
WV Public Four-Year Institutions	5,638	22.1
Bluefield State College	162	19.1
Concord University	318	21.3
Fairmont State University	554	20.8
Glenville State College	191	18.8
Marshall University	1,265	22.3
Potomac State College of WVU	226	19.9
Shepherd University	318	21.8
West Liberty University	337	20.8
West Virginia State University	235	19.9
West Virginia University	1,875	23.9
West Virginia University Institute of Technology	157	20.7
Total	6,930	21.4

Note: Data provided is only representative of students who had a reported ACT Composite score.

2013 Average First-time Freshmen Math ACT Scores and the Percent of Students Scoring At or Above the ACT Benchmark by Sector and Institution

Sector & Institution	Cohort	Average ACT Math Score	Percent At or Above ACT Benchmark (22)
WV Public Two-Year Institutions	1,299	17.4	13.1%
Blue Ridge Community and Technical College	93	16.9	5.4%
Bridgemont Community and Technical College	71	17.9	15.5%
Eastern WV Community and Technical College	23	17.4	8.7%
Kanawha Valley Community and Technical College	82	16.7	7.3%
Mountwest Community and Technical College	79	16.5	8.9%
New River Community and Technical College	152	17.8	15.1%
Pierpont Community and Technical College	224	17.3	12.1%
Southern WV Community and Technical College	216	17.4	13.9%
WV Northern Community College	103	17.6	15.5%
WVU at Parkersburg	256	18.0	16.8%
WV Public Four-Year Institutions	5,638	20.8	43.9%
Bluefield State College	162	18.4	21.0%
Concord University	318	19.7	33.0%
Fairmont State University	554	19.4	30.0%
Glenville State College	191	17.9	15.2%
Marshall University	1,265	21.1	48.0%
Potomac State College of WVU	226	19.0	29.2%
Shepherd University	318	20.0	37.4%
West Liberty University	337	19.4	32.0%
West Virginia State University	235	18.5	22.1%
West Virginia University	1,875	22.5	60.6%
West Virginia University Institute of Technology	157	19.8	34.4%
Total	6,937	20.1	38.2%

Note: Data provided is only representative of students who had a reported ACT Math score.

2013 Average First-time Freshmen English ACT Scores and the Percent of Students Scoring At or Above the ACT Benchmark by Sector and Institution

Sector & Institution	Cohort	Average ACT English Score	Percent At or Above ACT Benchmark (18)
WV Public Two-Year Institutions	1,278	18.1	53.6%
Blue Ridge Community and Technical College	93	18.1	53.8%
Bridgemont Community and Technical College	71	17.6	45.1%
Eastern WV Community and Technical College	NA	NA	NA
Kanawha Valley Community and Technical College	82	16.9	40.2%
Mountwest Community and Technical College	79	16.7	36.7%
New River Community and Technical College	152	18.3	55.9%
Pierpont Community and Technical College	224	17.3	46.0%
Southern WV Community and Technical College	218	18.8	59.2%
WV Northern Community College	103	18.2	57.3%
WVU at Parkersburg	256	18.8	64.5%
WV Public Four-Year Institutions	5,638	22.2	82.5%
Bluefield State College	162	19.0	64.8%
Concord University	318	21.5	80.5%
Fairmont State University	554	20.7	73.3%
Glenville State College	191	18.4	54.5%
Marshall University	1265	22.9	88.7%
Potomac State College of WVU	226	19.4	63.7%
Shepherd University	318	21.9	84.0%
West Liberty University	337	21.0	74.5%
West Virginia State University	235	20.0	73.6%
West Virginia University	1875	24.0	91.6%
West Virginia University Institute of Technology	157	19.9	69.4%
Total	6,916	21.4	77.2%

Note: Data provided is only representative of students who had a reported ACT English score.

2013 Average West Virginia Freshmen Science ACT Scores and the Percent of Students Scoring At or Above the ACT Benchmark by Sector and Institution

Sector & Institution	Cohort	Average ACT Science Score	Percent At or Above ACT Benchmark (23)
WV Public Two-Year Institutions	1,299	18.6	15.8%
Blue Ridge Community and Technical College	93	18.0	9.7%
Bridgemont Community and Technical College	71	18.9	18.3%
Eastern WV Community and Technical College	23	18.7	21.7%
Kanawha Valley Community and Technical College	82	17.4	14.6%
Mountwest Community and Technical College	79	17.6	7.6%
New River Community and Technical College	152	18.9	18.4%
Pierpont Community and Technical College	224	18.6	15.2%
Southern WV Community and Technical College	216	18.8	14.8%
WV Northern Community College	103	18.9	18.4%
WVU at Parkersburg	256	19.0	18.4%
WV Public Four-Year Institutions	5,638	22.2	46.3%
Bluefield State College	162	19.8	24.1%
Concord University	318	21.8	40.3%
Fairmont State University	554	21.0	33.2%
Glenville State College	191	19.6	24.1%
Marshall University	1265	22.6	52.1%
Potomac State College of WVU	226	20.1	29.2%
Shepherd University	318	21.8	39.0%
West Liberty University	337	20.8	33.8%
West Virginia State University	235	19.9	20.4%
West Virginia University	1875	23.7	61.3%
West Virginia University Institute of Technology	157	21.2	33.8%
Total	6,937	21.5	40.6%

Note: Data provided is only representative of students who had a reported ACT Science score.

2013 Average West Virginia Freshmen Reading ACT Scores and the Percent of Students Scoring At or Above the ACT Benchmark by Sector and Institution

Institution	Cohort	Average ACT Reading Score	Percent At or Above ACT Benchmark (22)
WV Public Two-Year Institutions	1,301	19.1	26.7%
Blue Ridge Community and Technical College	93	19.0	24.7%
Bridgemont Community and Technical College	71	19.8	36.6%
Eastern WV Community and Technical College	23	17.6	26.1%
Kanawha Valley Community and Technical College	82	17.9	18.3%
Mountwest Community and Technical College	79	17.8	13.9%
New River Community and Technical College	152	19.5	25.7%
Pierpont Community and Technical College	224	18.5	24.6%
Southern WV Community and Technical College	218	19.6	31.7%
WV Northern Community College	103	18.8	25.2%
WVU at Parkersburg	256	19.6	30.1%
WV Public Four-Year Institutions	5,637	23.1	58.5%
Bluefield State College	162	19.9	30.9%
Concord University	318	23.0	56.3%
Fairmont State University	554	21.6	48.4%
Glenville State College	190	20.0	36.3%
Marshall University	1,265	23.8	64.7%
Potomac State College of WVU	226	20.4	38.9%
Shepherd University	318	23.1	58.5%
West Liberty University	337	21.6	45.1%
West Virginia State University	235	20.8	38.7%
West Virginia University	1,875	24.6	70.6%
West Virginia University Institute of Technology	157	21.4	45.2%
Total	6,938	22.3	52.5%

Note: Data provided is only representative of students who had a reported ACT Reading score.

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
Barbour	Philip Barbour High School	39	20.44
	Total	39	20.44
Berkeley	Hedgesville High School	133	21.49
	Martinsburg High School	119	19.93
	Musselman High School	139	20.83
	Total	391	20.78
Boone	Scott High School	53	21.25
	Sherman High School	32	20.63
	Van High School	12	20.50
	Total	97	20.95
Braxton	Braxton County High School	51	20.49
	Total	51	20.49
Brooke	Brooke High School	115	21.19
	Total	115	21.19
Cabell	Cabell Midland High School	180	21.81
	Huntington High School	121	20.87
	Total	301	21.43
Calhoun	Calhoun County Middle High School	12	20.33
	Total	12	20.33
Clay	Clay County High School	49	21.67
	Total	49	21.67
Doddridge	Doddridge County High School	28	20.43
	Total	28	20.43
Fayette	Fayetteville High School	26	20.35
	Meadow Bridge High School	14	20.64
	Midland Trail High School	19	20.74
	Oak Hill High School	76	20.92
	Valley High School	27	17.56
	Total	162	20.22
Gilmer	Gilmer County High School	31	20.16
	Total	31	20.16
Grant	Petersburg High School	39	20.36
	Union Educational Complex	*	19.00
	Total	*	20.29

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
Greenbrier	Greenbrier East High School	95	22.08
	Greenbrier West High School	29	19.00
	Total	124	21.36
Hampshire	Hampshire High School	85	20.46
	Total	85	20.46
Hancock	Oak Glen High School	47	22.19
	Weir High School	64	21.14
	Total	111	21.59
Hardy	East Hardy High School	25	22.28
	Moorefield High School	49	20.47
	Total	74	21.08
Harrison	Bridgeport High School	106	23.48
	Liberty High School	46	20.74
	Lincoln High School	44	21.00
	Robert C Byrd High School	61	21.36
	South Harrison High School	27	21.63
	Total	284	22.02
Jackson	Ravenswood High School	50	22.22
	Ripley High School	70	21.03
	Total	120	21.53
Jefferson	Jefferson High School	75	21.03
	Washington High School	91	21.74
	Total	166	21.42
Kanawha	Capital High School	96	21.10
	George Washington High School	107	22.96
	Herbert Hoover High School	64	21.16
	Nitro High School	78	22.46
	Riverside High School	94	19.77
	Saint Albans High School	102	21.28
	Sissonville High School	43	20.51
	South Charleston High School	107	20.16
	Total	691	21.21
Lewis	Lewis County High School	61	20.95
	Total	61	20.95

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
Lincoln	Lincoln County High School	47	20.70
	Total	47	20.70
Logan	Chapmanville Regional High School	58	19.98
	Logan High School	59	20.42
	Man High School	35	19.97
	Total	152	20.15
Marion	East Fairmont High School	87	21.74
	Fairmont Senior High School	75	21.59
	North Marion High School	50	20.52
	Total	212	21.40
Marshall	Cameron High School	15	20.80
	John Marshall High School	106	22.30
	Total	121	22.12
Mason	Hannan High School	14	19.86
	Point Pleasant High School	67	21.52
	Wahama High School	27	21.74
	Total	108	21.36
McDowell	Mount View High School	27	18.37
	River View High School	29	20.93
	Total	56	19.70
Mercer	Bluefield High School	65	19.68
	Montcalm High School	19	19.58
	Pikeview High School	60	20.98
	Princeton Senior High School	102	20.26
	Total	246	20.23
Mineral	Frankfort High School	39	21.18
	Keyser High School	60	21.48
	Total	99	21.36
Mingo	Mingo Central Comprehensive High School	58	20.17
	Mingo County Extended Learning Center	*	25.00
	Tug Valley High School	31	19.68
	Total	*	20.06
Monongalia	Clay Battelle High School	30	21.83

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
	Morgantown High School	193	23.50
	University High School	129	22.83
	Total	352	23.11
Monroe	James Monroe High School	37	21.54
	Total	37	21.54
Morgan	Berkeley Springs High School	50	21.78
	Paw Paw High School	*	16.00
	Total	*	21.67
Nicholas	Nicholas County High School	50	22.38
	Richwood High School	39	19.97
	Total	89	21.33
Ohio	Wheeling Park High School	143	22.05
	Total	143	22.05
Pendleton	Pendleton County High School	20	23.35
	Total	20	23.35
Pleasants	Saint Marys High School	35	19.80
	Total	35	19.80
Pocahontas	Pocahontas County High School	37	21.43
	Total	37	21.43
Preston	Preston High School	95	21.96
	Total	95	21.96
Putnam	Buffalo High School	29	21.34
	Hurricane High School	132	23.02
	Poca High School	66	20.17
	Winfield High School	96	22.28
	Total	323	22.07
Raleigh	Independence High School	38	21.84
	Liberty High School	44	20.50
	Shady Spring High School	81	22.51
	Woodrow Wilson High School	102	21.25
	Total	265	21.59
	Elkins High School	50	21.30
Randolph	Harman High School	*	26.00
	Tygarts Valley Middle High School	9	20.22

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
	Total	*	21.30
Ritchie	Ritchie County High School	42	21.24
	Total	42	21.24
Roane	Roane County High School	38	20.58
	Total	38	20.58
Summers	Summers Cty High School	28	19.82
	Total	28	19.82
Taylor	Grafton High School	56	20.50
	Total	56	20.50
Tucker	Tucker County High School	25	20.72
	Total	25	20.72
Tyler	Tyler County Consolidated High School	51	22.02
	Total	51	22.02
Upshur	Buckhannon Upshur High School	42	22.07
	Total	42	22.07
Wayne	Tolsia High School	23	20.39
	Spring Valley High School	108	22.26
	Wayne High School	42	21.98
	Total	173	21.94
Webster	Webster County High School	37	19.95
	Total	37	19.95
Wetzel	Hundred High School	7	22.14
	Magnolia High School	49	21.49
	Paden City High School	13	21.23
	Valley High School	18	20.83
	Total	87	21.37
Wirt	Wirt County High School	26	19.54
	Total	26	19.54
Wood	Parkersburg High School	158	21.71
	Parkersburg South High School	143	21.09
	Williamstown High School	42	20.26
	Total	343	21.27
Wyoming	Westside High School	34	20.91
	Wyoming County East High School	31	22.03

**2013 Average First-time Freshmen Composite ACT Scores
by County and High School***

County	High School	Cohort	Average ACT Composite Score
	Total	65	21.45
Summary	Public High Schools	7,610	18.73
	Private High Schools	284	19.28
	State Totals	7,894	18.75

**In an effort to protect student privacy and balance reporting needs, data has been suppressed in two situations. Private high schools were excluded from county totals and reported aggregately in the summary total. Many private high schools have low student counts that require most data to be censored. Further, low cell sizes for public high schools have been suppressed in conjunction with county totals when necessary.*

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
Barbour	Philip Barbour High School	41	7.3%	0.0%	31.7%	31.7%
	Total	41	7.3%	0.0%	31.7%	31.7%
Berkeley	Hedgesville High School	185	14.1%	2.2%	19.5%	22.7%
	Martinsburg High School	180	19.4%	1.1%	27.8%	29.4%
	Musselman High School	162	9.9%	0.6%	22.8%	23.5%
	Total	527	14.6%	1.3%	23.3%	25.2%
Boone	Scott High School	62	22.6%	12.9%	43.5%	45.2%
	Sherman High School	41	22.0%	7.3%	41.5%	46.3%
	Van High School	13	30.8%	0.0%	53.8%	53.8%
	Total	116	23.3%	9.5%	44.0%	46.6%
Braxton	Braxton County High School	54	25.9%	0.0%	48.1%	50.0%
	Total	54	25.9%	0.0%	48.1%	50.0%
Brooke	Brooke High School	122	30.3%	0.0%	34.4%	49.2%
	Total	122	30.3%	0.0%	34.4%	49.2%
Cabell	Cabell Midland High School	192	9.9%	4.7%	25.0%	30.7%
	Huntington High School	137	22.6%	13.1%	29.9%	48.9%
	Total	329	15.2%	8.2%	27.1%	38.3%
Calhoun	Calhoun County Middle High School	14	21.4%	0.0%	35.7%	35.7%
	Total	14	21.4%	0.0%	35.7%	35.7%

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
Clay	Clay County High School	53	24.5%	9.4%	39.6%	45.3%
	Total	53	24.5%	9.4%	39.6%	45.3%
Doddridge	Doddridge County High School	29	17.2%	0.0%	41.4%	41.4%
	Total	29	17.2%	0.0%	41.4%	41.4%
Fayette	Fayetteville High School	28	25.0%	3.6%	50.0%	53.6%
	Meadow Bridge High School	14	35.7%	7.1%	71.4%	71.4%
	Midland Trail High School	20	30.0%	15.0%	45.0%	50.0%
	Oak Hill High School	79	17.7%	2.5%	43.0%	46.8%
	Valley High School	38	63.2%	36.8%	78.9%	84.2%
	Total	179	31.3%	11.7%	54.2%	58.1%
Gilmer	Gilmer County High School	33	27.3%	3.0%	42.4%	51.5%
	Total	33	27.3%	3.0%	42.4%	51.5%
Grant	Petersburg High School	45	26.7%	8.9%	31.1%	35.6%
	Union Educational Complex	*	0.0%	0.0%	100.0%	100.0%
	Total	*	25.5%	8.5%	34.0%	38.3%
Greenbrier	Greenbrier East High School	120	15.0%	9.2%	26.7%	30.0%
	Greenbrier West High School	36	25.0%	16.7%	55.6%	61.1%
	Total	156	17.3%	10.9%	33.3%	37.2%
Hampshire	Hampshire High School	95	29.5%	4.2%	52.6%	53.7%
	Total	95	29.5%	4.2%	52.6%	53.7%
Hancock	Oak Glen High School	48	8.3%	0.0%	12.5%	12.5%
	Weir High School	71	19.7%	0.0%	28.2%	36.6%
	Total	119	15.1%	0.0%	21.8%	26.9%
Hardy	East Hardy High School	25	12.0%	0.0%	8.0%	12.0%
	Moorefield High School	54	20.4%	13.0%	33.3%	33.3%
	Total	79	17.7%	8.9%	25.3%	26.6%
Harrison	Bridgeport High School	115	1.7%	0.0%	7.8%	8.7%
	Liberty High School	49	18.4%	0.0%	34.7%	36.7%
	Lincoln High School	47	17.0%	0.0%	34.0%	40.4%
	Robert C Byrd High School	66	13.6%	0.0%	40.9%	43.9%
	South Harrison High School	29	6.9%	0.0%	24.1%	24.1%
	Total	306	9.8%	0.0%	24.8%	27.1%
Jackson	Ravenswood High School	53	13.2%	5.7%	30.2%	32.1%
	Ripley High School	71	16.9%	4.2%	32.4%	35.2%

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
	Total	124	15.3%	4.8%	31.5%	33.9%
Jefferson	Jefferson High School	147	12.9%	1.4%	17.0%	19.0%
	Washington High School	131	11.5%	0.8%	15.3%	16.0%
	Total	278	12.2%	1.1%	16.2%	17.6%
Kanawha	Capital High School	104	21.2%	6.7%	40.4%	42.3%
	George Washington High School	123	5.7%	0.8%	13.0%	16.3%
	Herbert Hoover High School	67	10.4%	6.0%	38.8%	38.8%
	Nitro High School	87	13.8%	4.6%	20.7%	25.3%
	Riverside High School	102	27.5%	18.6%	54.9%	58.8%
	Saint Albans High School	112	16.1%	4.5%	29.5%	33.0%
	Sissonville High School	48	20.8%	10.4%	45.8%	50.0%
	South Charleston High School	114	19.3%	7.9%	42.1%	43.9%
	Total	757	16.6%	7.1%	34.5%	37.4%
Lewis	Lewis County High School	62	12.9%	0.0%	32.3%	33.9%
	Total	62	12.9%	0.0%	32.3%	33.9%
Lincoln	Lincoln County High School	64	31.3%	20.3%	21.9%	45.3%
	Total	64	31.3%	20.3%	21.9%	45.3%
Logan	Chapmanville Regional High School	64	28.1%	10.9%	59.4%	62.5%
	Logan High School	74	24.3%	10.8%	56.8%	58.1%
	Man High School	44	25.0%	13.6%	40.9%	50.0%
	Total	182	25.8%	11.5%	53.8%	57.7%
Marion	East Fairmont High School	98	21.4%	0.0%	32.7%	34.7%
	Fairmont Senior High School	83	19.3%	0.0%	21.7%	28.9%
	North Marion High School	53	11.3%	0.0%	18.9%	20.8%
	Total	234	18.4%	0.0%	25.6%	29.5%
Marshall	Cameron High School	15	13.3%	0.0%	20.0%	20.0%
	John Marshall High School	114	17.5%	0.9%	26.3%	33.3%
	Total	129	17.1%	0.8%	25.6%	31.8%
Mason	Hannan High School	16	18.8%	6.3%	43.8%	50.0%
	Point Pleasant High School	68	16.2%	1.5%	38.2%	44.1%
	Wahama High School	28	17.9%	10.7%	25.0%	35.7%
	Total	112	17.0%	4.5%	35.7%	42.9%
McDowell	Mount View High School	37	43.2%	18.9%	62.2%	64.9%
	River View High School	30	10.0%	3.3%	36.7%	36.7%
	Total	67	28.4%	11.9%	50.7%	52.2%

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
Mercer	Bluefield High School	68	29.4%	8.8%	39.7%	50.0%
	Montcalm High School	21	38.1%	19.0%	42.9%	52.4%
	Pikeview High School	61	32.8%	9.8%	47.5%	54.1%
	Princeton Senior High School	112	24.1%	8.9%	39.3%	45.5%
	Total	262	28.6%	9.9%	41.6%	49.2%
Mineral	Frankfort High School	50	22.0%	0.0%	42.0%	50.0%
	Keyser High School	69	27.5%	0.0%	44.9%	49.3%
	Total	119	25.2%	0.0%	43.7%	49.6%
Mingo	Mingo Central Comprehensive High School	72	22.2%	18.1%	51.4%	55.6%
	Mingo County Extended Learning Center	*	100.0%	0.0%	0.0%	100.0%
	Tug Valley High School	37	37.8%	13.5%	62.2%	64.9%
	Total	*	28.2%	16.4%	54.5%	59.1%
Monongalia	Clay Battelle High School	30	23.3%	0.0%	20.0%	23.3%
	Morgantown High School	235	4.3%	0.0%	7.2%	8.5%
	University High School	138	8.0%	0.0%	8.0%	10.9%
	Total	403	6.9%	0.0%	8.4%	10.4%
Monroe	James Monroe High School	46	13.0%	8.7%	37.0%	41.3%
	Total	46	13.0%	8.7%	37.0%	41.3%
Morgan	Berkeley Springs High School	63	14.3%	0.0%	19.0%	20.6%
	Paw Paw High School	*	100.0%	0.0%	100.0%	100.0%
	Total	*	15.6%	0.0%	20.3%	21.9%
Nicholas	Nicholas County High School	56	17.9%	8.9%	39.3%	39.3%
	Richwood High School	41	24.4%	9.8%	46.3%	46.3%
	Total	97	20.6%	9.3%	42.3%	42.3%
Ohio	Wheeling Park High School	163	19.6%	0.6%	26.4%	35.0%
	Total	163	19.6%	0.6%	26.4%	35.0%
Pendleton	Pendleton County High School	21	9.5%	0.0%	14.3%	19.0%
	Total	21	9.5%	0.0%	14.3%	19.0%
Pleasants	Saint Marys High School	39	20.5%	2.6%	56.4%	61.5%
	Total	39	20.5%	2.6%	56.4%	61.5%
Pocahontas	Pocahontas County High School	42	23.8%	11.9%	26.2%	33.3%
	Total	42	23.8%	11.9%	26.2%	33.3%
Preston	Preston High School	101	10.9%	1.0%	24.8%	25.7%
	Total	101	10.9%	1.0%	24.8%	25.7%

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
Putnam	Buffalo High School	30	13.3%	10.0%	30.0%	36.7%
	Hurricane High School	138	6.5%	1.4%	13.0%	17.4%
	Poca High School	68	13.2%	5.9%	39.7%	44.1%
	Winfield High School	100	10.0%	4.0%	23.0%	25.0%
	Total	336	9.5%	3.9%	22.9%	26.8%
Raleigh	Shady Spring High School	85	14.1%	4.7%	23.5%	28.2%
	Independence High School	43	16.3%	9.3%	37.2%	39.5%
	Liberty High School	46	15.2%	4.3%	30.4%	34.8%
	Woodrow Wilson High School	114	20.2%	9.6%	39.5%	43.9%
	Total	288	17.0%	7.3%	33.0%	37.2%
Randolph	Elkins High School	51	5.9%	0.0%	17.6%	17.6%
	Harman High School	*	0.0%	0.0%	0.0%	0.0%
	Tygarts Valley Middle High School	9	33.3%	0.0%	22.2%	44.4%
	Total	*	9.7%	0.0%	17.7%	21.0%
Ritchie	Ritchie County High School	46	17.4%	0.0%	34.8%	37.0%
	Total	46	17.4%	0.0%	34.8%	37.0%
Roane	Roane County High School	41	22.0%	7.3%	41.5%	48.8%
	Total	41	22.0%	7.3%	41.5%	48.8%
Summers	Summers Cty High School	32	25.0%	6.3%	43.8%	50.0%
	Total	32	25.0%	6.3%	43.8%	50.0%
Taylor	Grafton High School	65	21.5%	0.0%	27.7%	32.3%
	Total	65	21.5%	0.0%	27.7%	32.3%
Tucker	Tucker County High School	25	24.0%	0.0%	28.0%	32.0%
	Total	25	24.0%	0.0%	28.0%	32.0%
Tyler	Tyler County Consolidated High School	56	8.9%	3.6%	8.9%	12.5%
	Total	56	8.9%	3.6%	8.9%	12.5%
Upshur	Buckhannon Upshur High School	49	10.2%	0.0%	26.5%	28.6%
	Total	49	10.2%	0.0%	26.5%	28.6%
Wayne	Tolsia High School	30	36.7%	13.3%	30.0%	53.3%
	Spring Valley High School	119	11.8%	9.2%	25.2%	33.6%
	Wayne High School	50	14.0%	10.0%	26.0%	40.0%
	Total	199	16.1%	10.1%	26.1%	38.2%
Webster	Webster County High School	38	13.2%	0.0%	52.6%	52.6%
	Total	38	13.2%	0.0%	52.6%	52.6%
Wetzel	Hundred High School	9	11.1%	11.1%	22.2%	22.2%

2013 First-time Freshmen Percentage of Students Enrolled in Developmental Education by County and High School*

County	High School	Total	Students Enrolled in Dev. Ed. English	Students Enrolled in Dev. Ed. Reading	Students Enrolled in Dev. Ed. Math	Percentage of Students In Any Dev. Ed
	Magnolia High School	52	23.1%	1.9%	26.9%	32.7%
	Paden City High School	15	6.7%	6.7%	33.3%	33.3%
	Valley High School	19	10.5%	0.0%	36.8%	42.1%
	Total	95	16.8%	3.2%	29.5%	33.7%
Wirt	Wirt County High School	27	18.5%	0.0%	33.3%	40.7%
	Total	27	18.5%	0.0%	33.3%	40.7%
Wood	Parkersburg High School	177	6.8%	2.3%	25.4%	27.7%
	Parkersburg South High School	161	12.4%	0.6%	37.9%	42.2%
	Williamstown High School	44	11.4%	0.0%	40.9%	47.7%
	Total	382	9.7%	1.3%	32.5%	36.1%
Wyoming	Westside High School	47	25.5%	23.4%	46.8%	51.1%
	Wyoming County East High School	47	21.3%	21.3%	46.8%	48.9%
	Total	94	23.4%	22.3%	46.8%	50.0%
Summary	Public	7,610	17.1%	4.9%	31.0%	35.4%
	Private	284	14.1%	2.1%	21.5%	26.8%
	State Total	7894	17.0%	4.8%	30.6%	35.1%

**In an effort to protect student privacy and balance reporting needs, data has been suppressed in two situations. Private high schools were excluded from county totals and reported aggregately in the summary total. Many private high schools have low student counts that require most data to be censored. Further, low cell sizes for public high schools have been suppressed in conjunction with county totals when necessary.*