



High School-to-College Success Report

West Virginia

2007-2008 Freshmen

ACT Code: 499999
All High School Composite

*How well are West Virginia high schools preparing students
for success in West Virginia postsecondary institutions?*



Report Overview

Introduction

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2007 who attended a participating postsecondary institution in West Virginia in fall 2007. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

The importance of academic preparation for college or work is greater than ever today. Sixty-eight percent of the top 50 occupations require postsecondary education. Clearly, students need to be ready for education beyond high school, and the goal of this report is to promote actions that will assist all students in being prepared for postsecondary education.

To measure academic preparation, this report uses ACT College Readiness Benchmark Scores and College Readiness Standards Score Ranges. These measures are explained below. This report also refers to taking core coursework which is defined as 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, and 3 or more years of science and social studies.

What are College Readiness Benchmark Scores?

College Readiness refers to the level of student preparation needed to be ready to succeed--without remediation--in an introductory level course at a two or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses.

What are College Readiness Standards (CRS) and CRS Score Ranges?

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to the ACT (1-36); the ranges are 1-15, 16-19, 20-23, 24-27, 28-32, and 33-36. These ranges are CRS Score Ranges.

Chart and Table Topics Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2007 who attended a participating postsecondary institution in West Virginia in fall 2007. Each chart and table adds to a larger understanding of your students' academic strengths and weaknesses. To preserve individual confidentiality, summary data are only shown for table cells with five or more students.

Some topical questions are listed below with references to the relevant report charts and tables.

- How did fall college grade average for our students compare to those statewide and of other subset populations? (See Charts 1, 5, 6, 7b, 9, 10 and Tables 1, 2, 3, 4, 5, 6, 8, 9)
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades? (See Chart 2 and Table 3)
- How important was rigorous preparation in high school mathematics for success during the first year of college? (See Chart 3 and Table 4)
- How important was rigorous preparation in high school science for success during the first year of college? (See Chart 4 and Table 5)
- How did the ACT Composite scores of our students compare to those statewide and of other subset populations? (See Charts 7a, 8, and Tables 1, 2, 7, 8)
- By ACT College Readiness Standards Score Ranges, what were the first-term and first-year college GPAs of our students? (See Charts 5, 6, and Table 6)
- What percent of our enrolled students completed college preparatory (core) coursework? (See Charts 7a, 7b, and Table 2)
- Were students who took the recommended college preparatory (core) coursework more successful during their first-year at college? (See Chart 7b and Table 2)
- How many of our ACT-tested students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs? (See Charts 1, 7a, 7b, 8, and Table 7)
- How many of our students persisted into the spring semester and what are the academic indicators for these students? (See Charts 9, 10, and Table 8)
- Were graduates who received state scholarships more successful than those who did not? (See Chart 11 and Table 9)

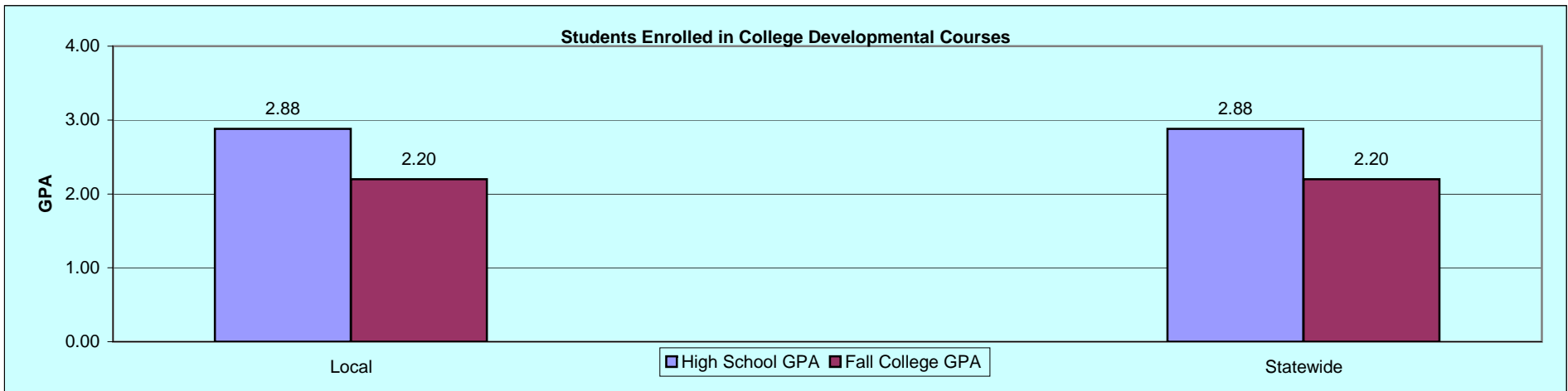
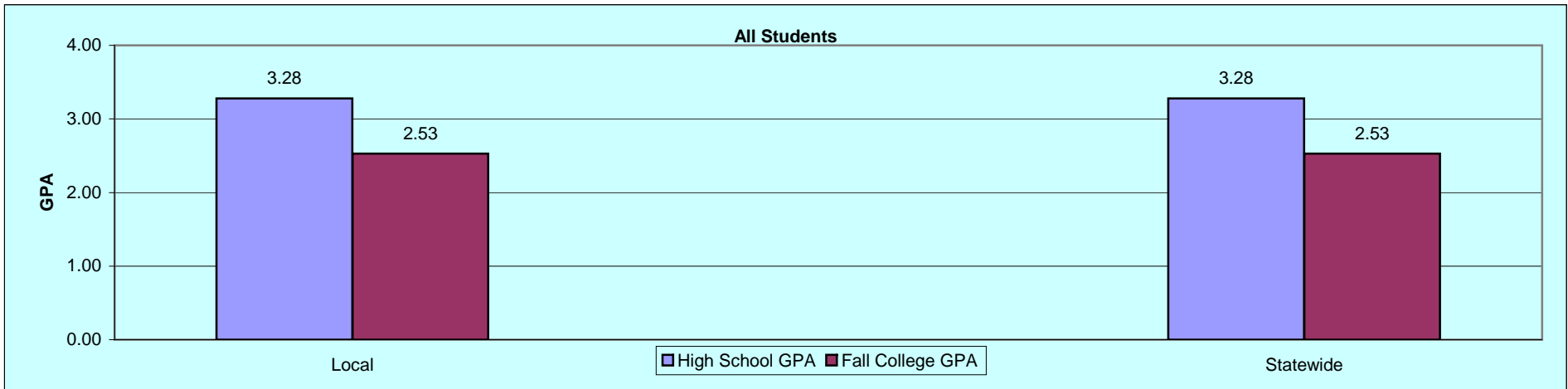
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Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



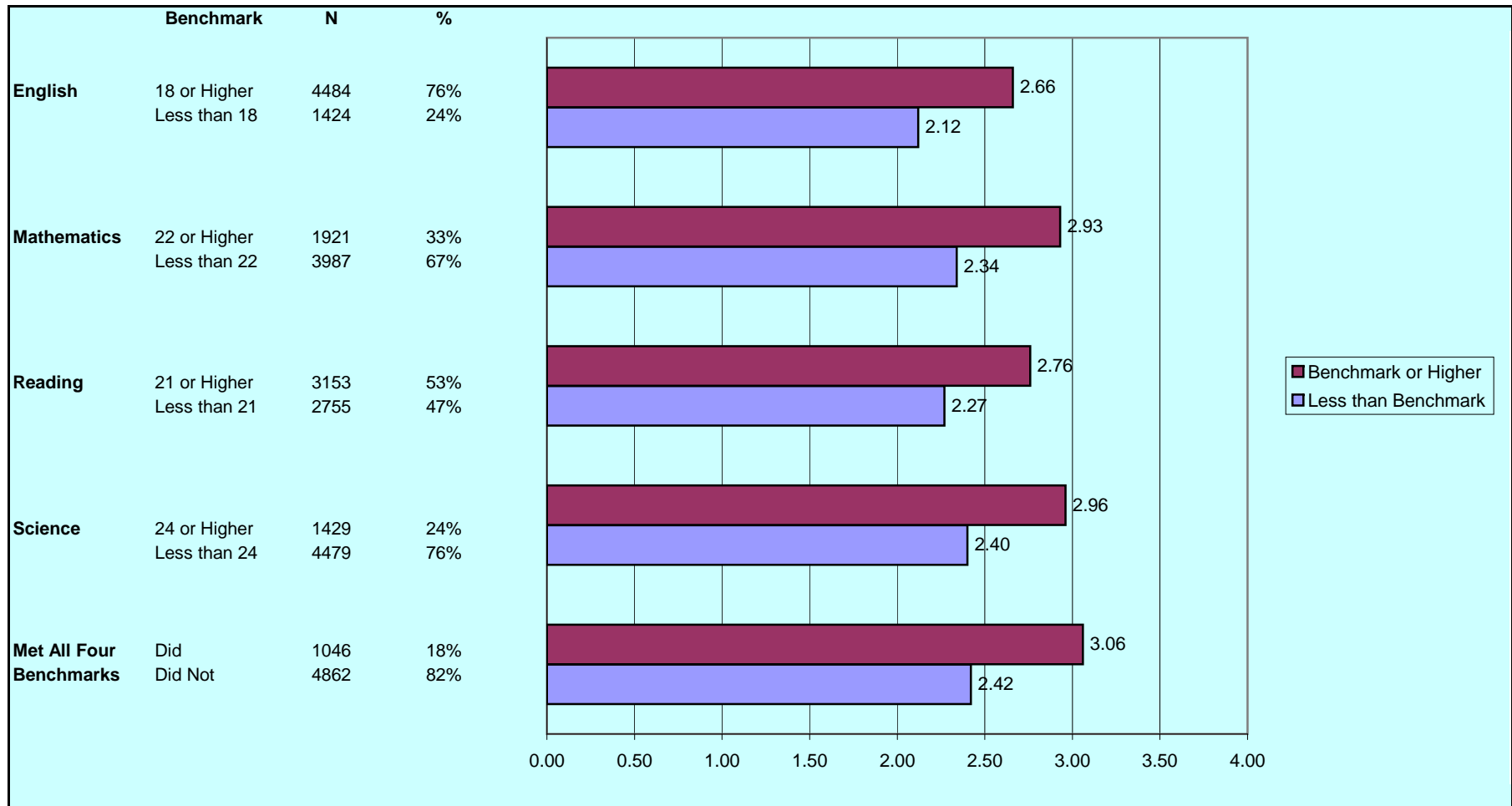
What This Chart Tells You:

Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 2: Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



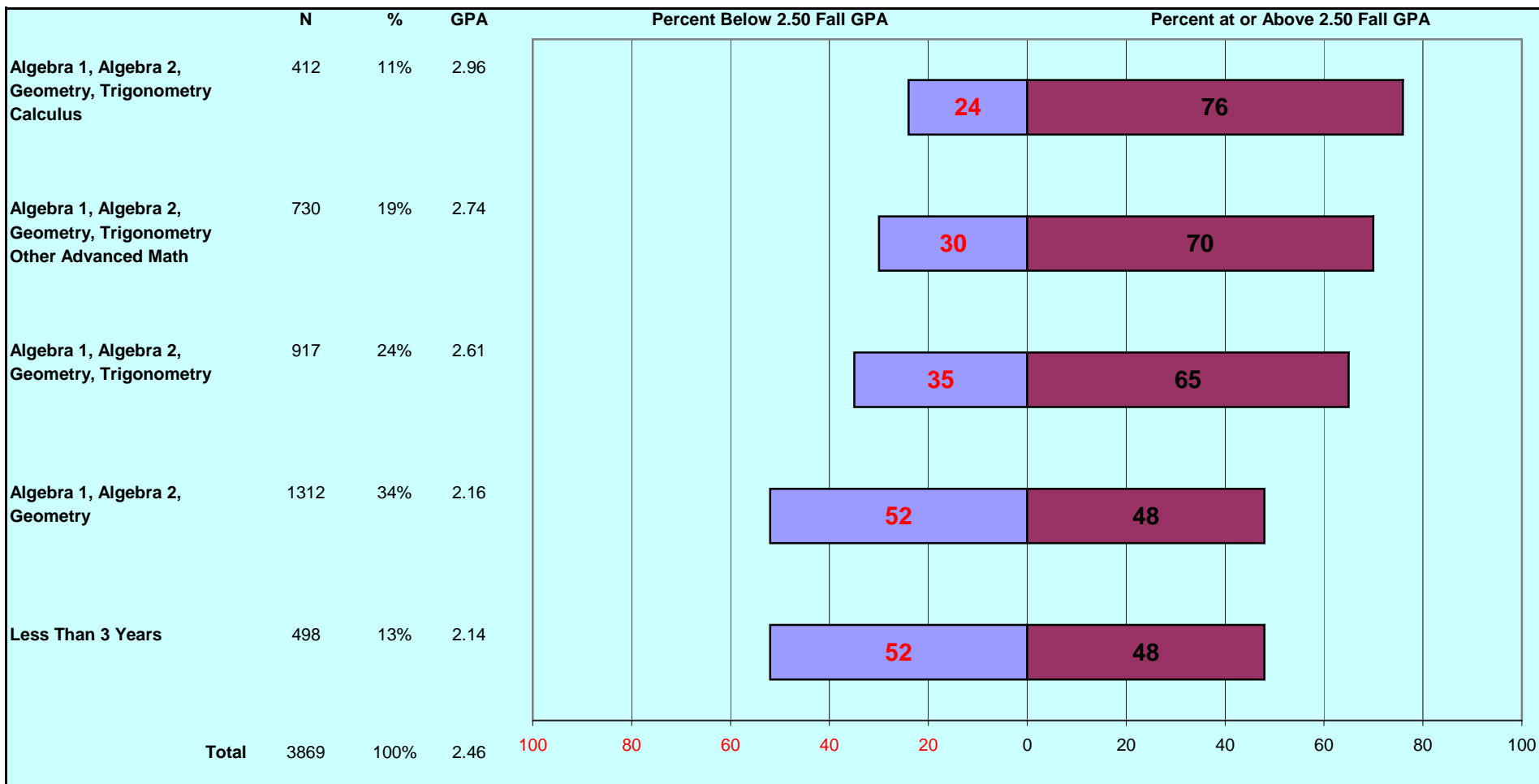
What This Chart Tells You:

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (Appendix pg. 23).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 3: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School



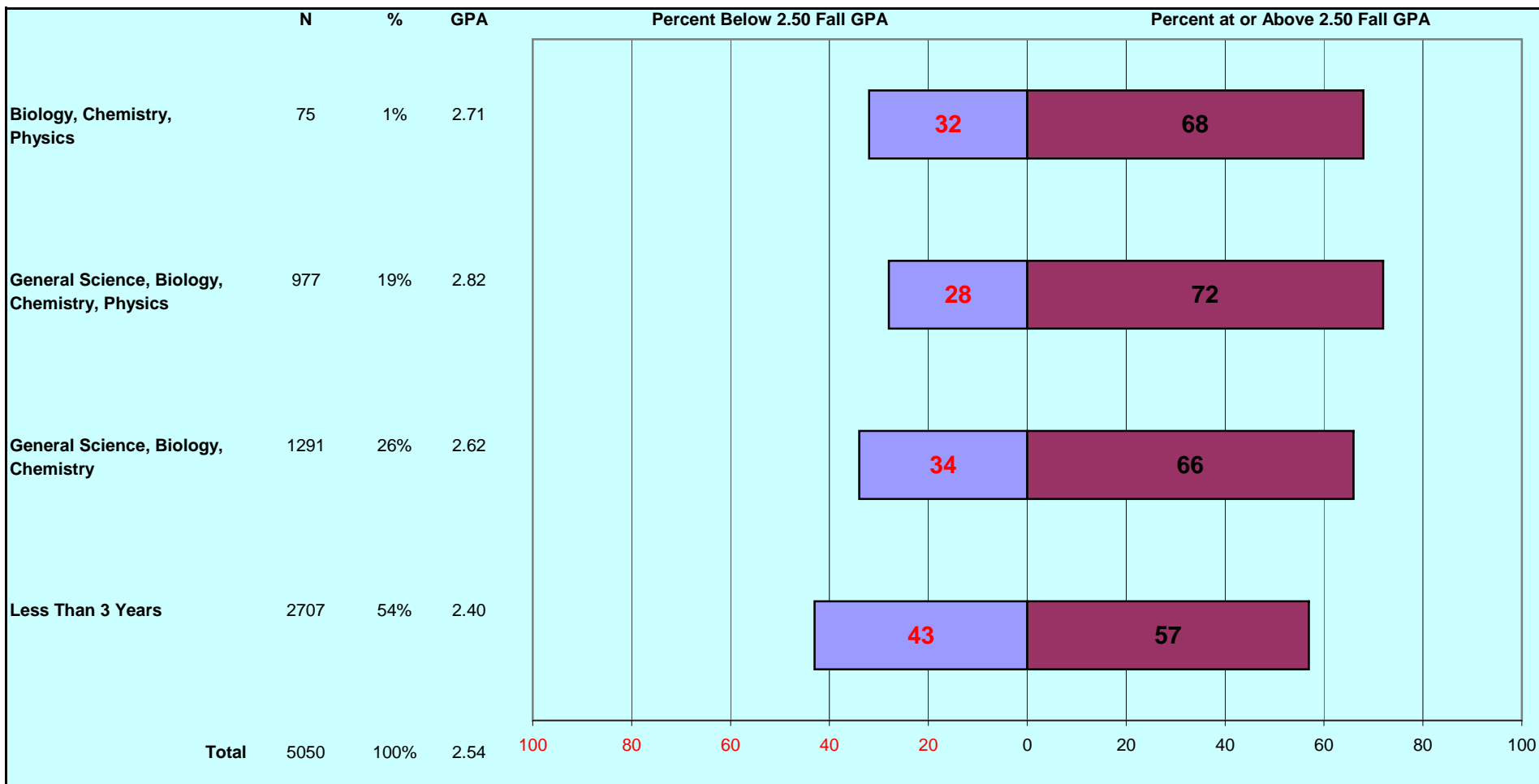
What This Chart Tells You:

Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg. 23). Comparisons by campus are shown in Table 4 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
4. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School



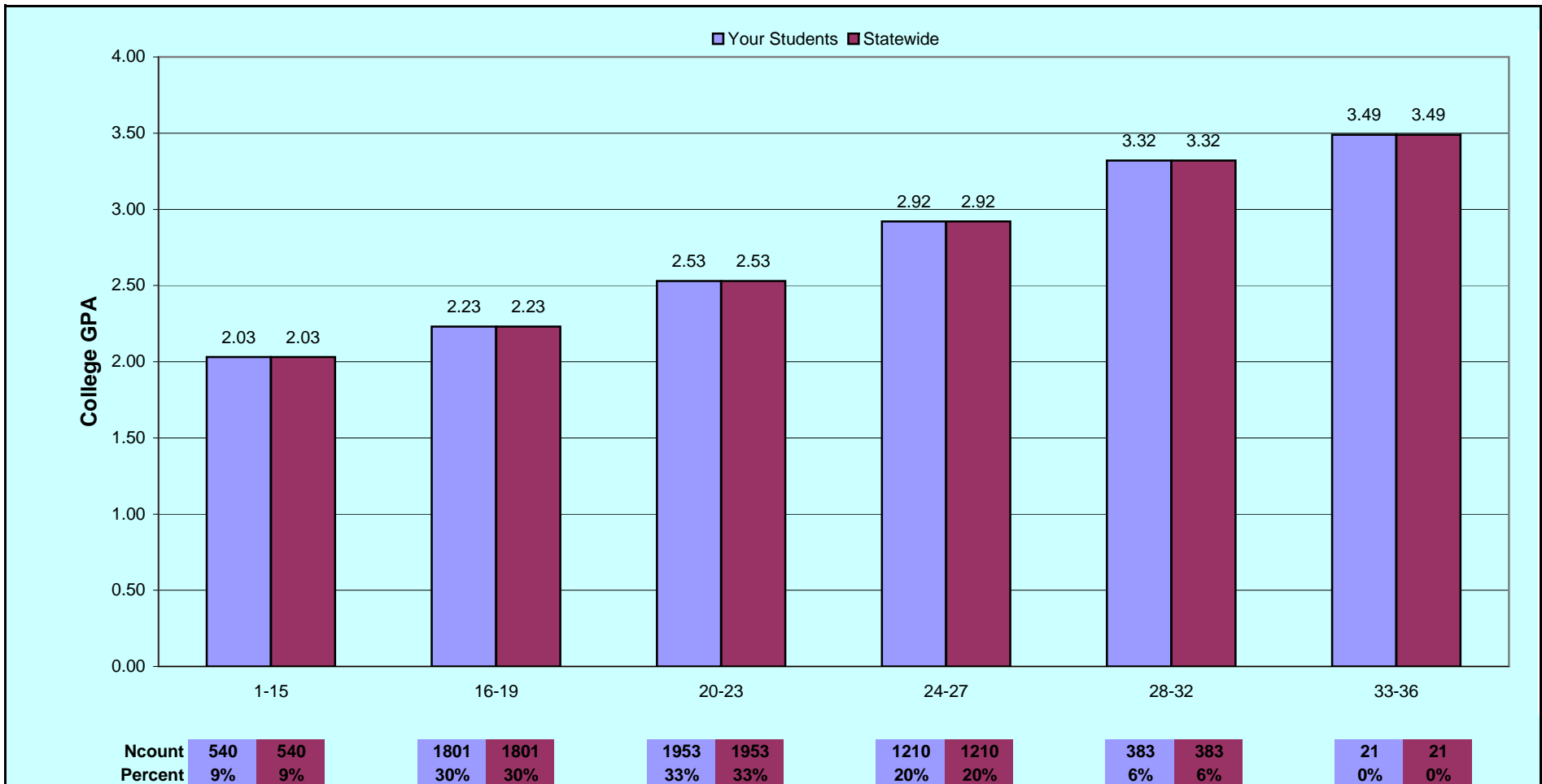
What This Chart Tells You:

Students who took 3 or more years of science tend to earn higher grades in college. Comparisons by campus are shown in Table 5 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges



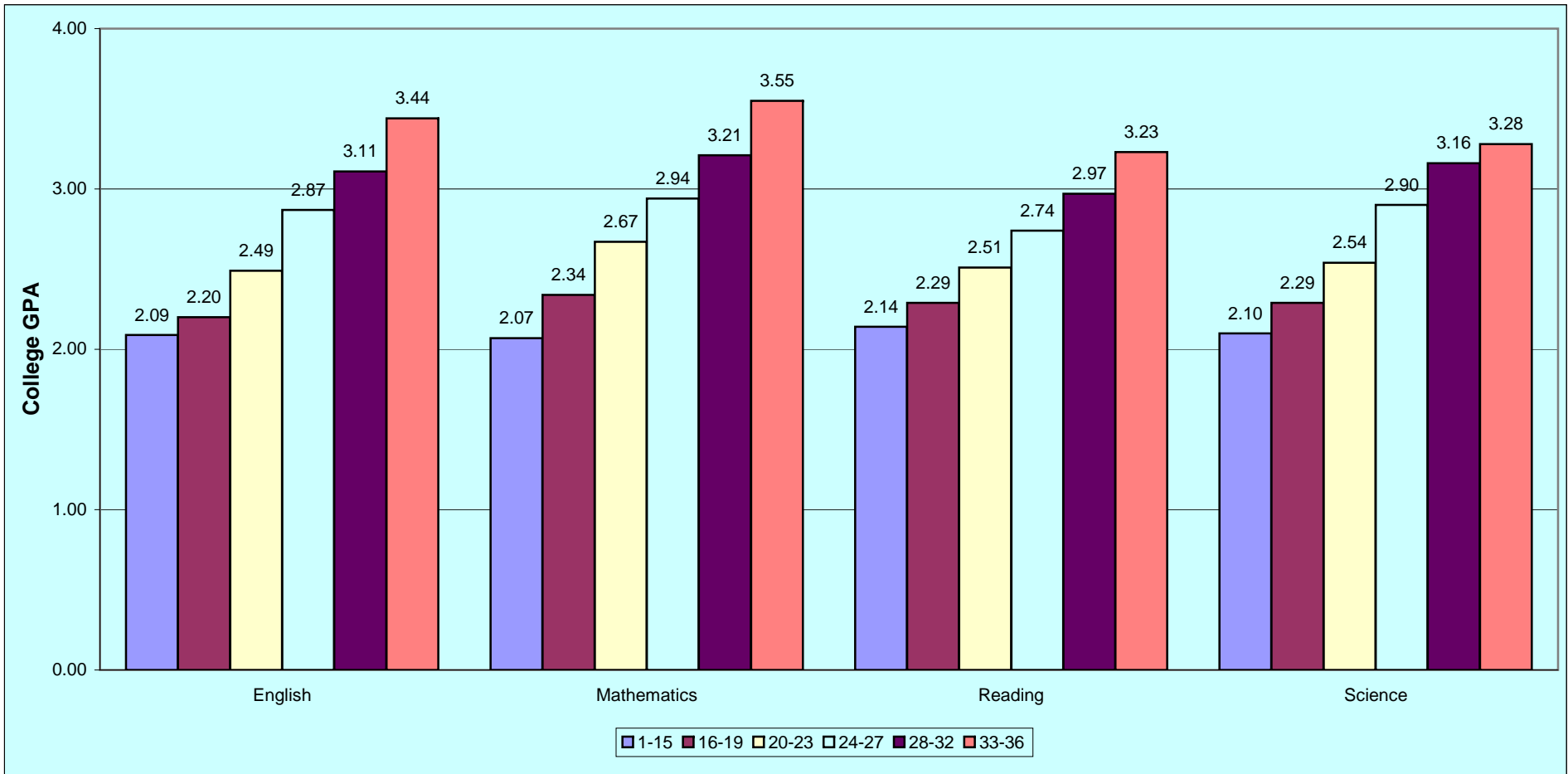
What This Chart Tells You:

Students in higher ACT College Readiness Standards (CRS) Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your students and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores can mean better grades in college.

Chart 6: Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects



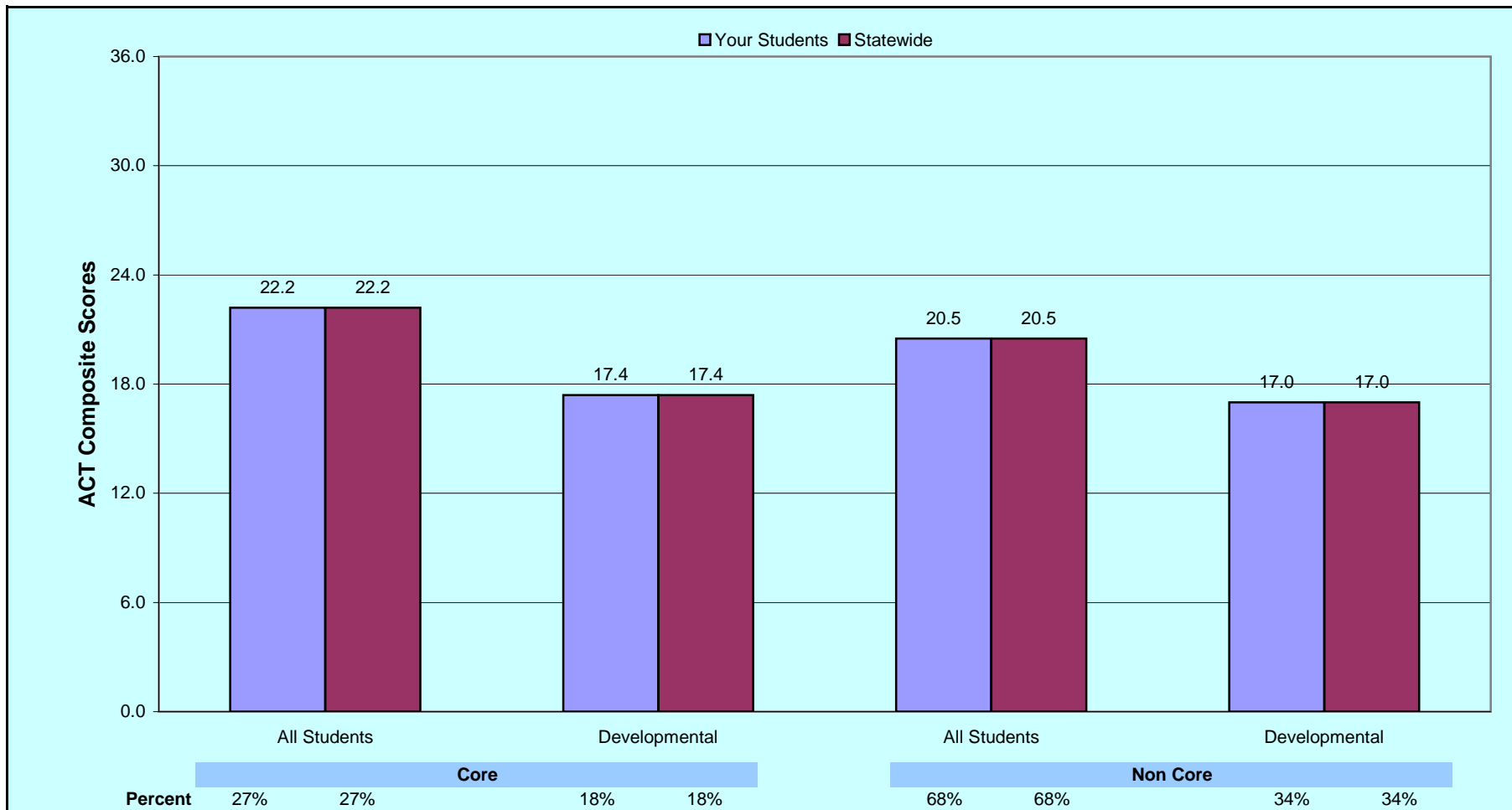
What This Chart Tells You:

Across all test subjects, students with higher scores in each of the ACT College Readiness Standards (CRS) ranges tend to earn higher first year college grades. ACT scores are directly associated with freshmen success in college. Comparisons by campus are shown in Table 6 (Appendix).

Your Next Steps:

1. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Develop experiences for students to improve their skills in grades 8 through 12.
2. Using ACT's College Readiness Standards, review the skills needed to move your students, especially those in the lower two score ranges, to a higher score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking



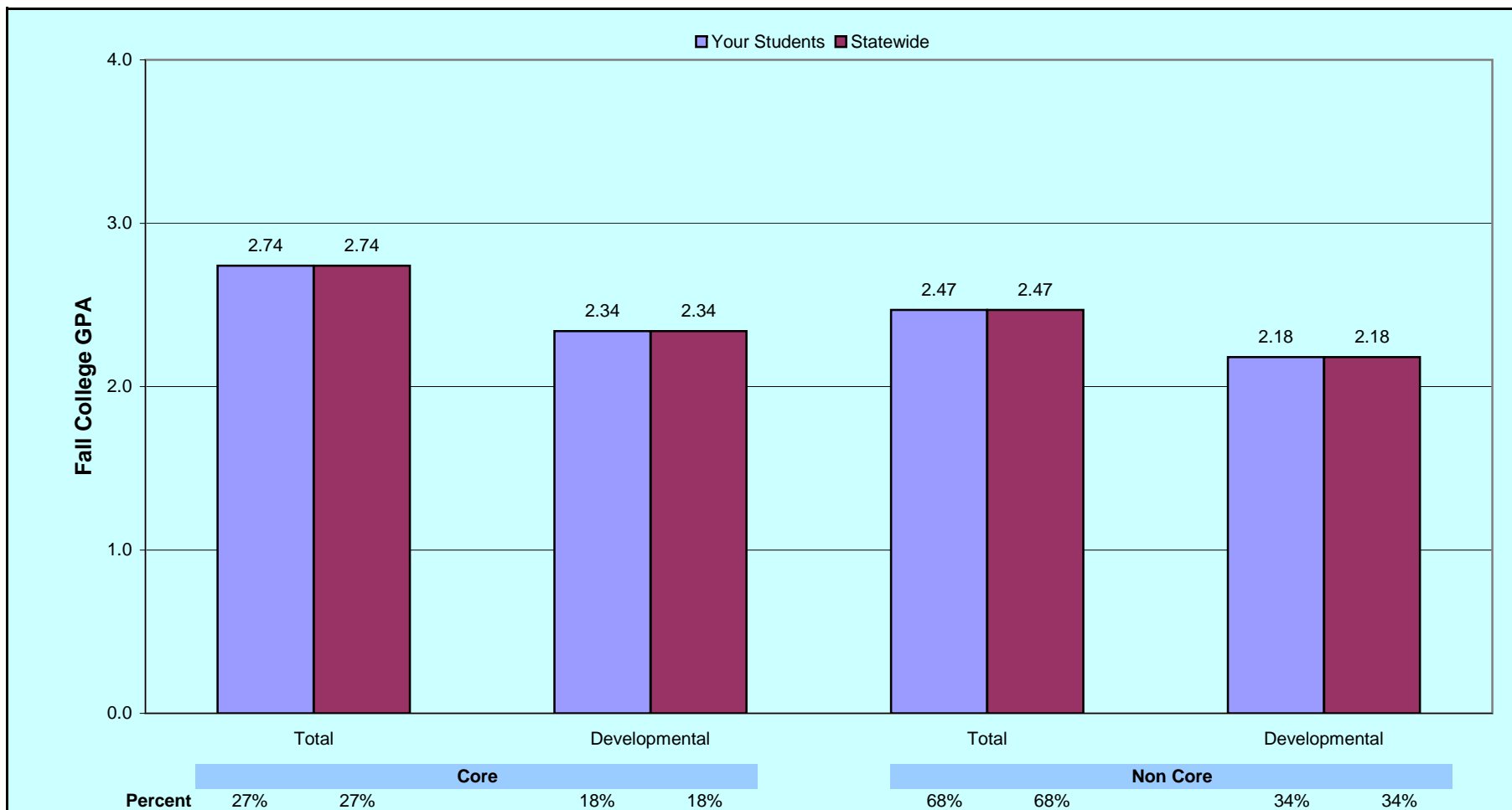
What This Chart Tells You:

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the core and non-core reference groups. Comparisons by campus are shown in Table 2 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 7b: Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking



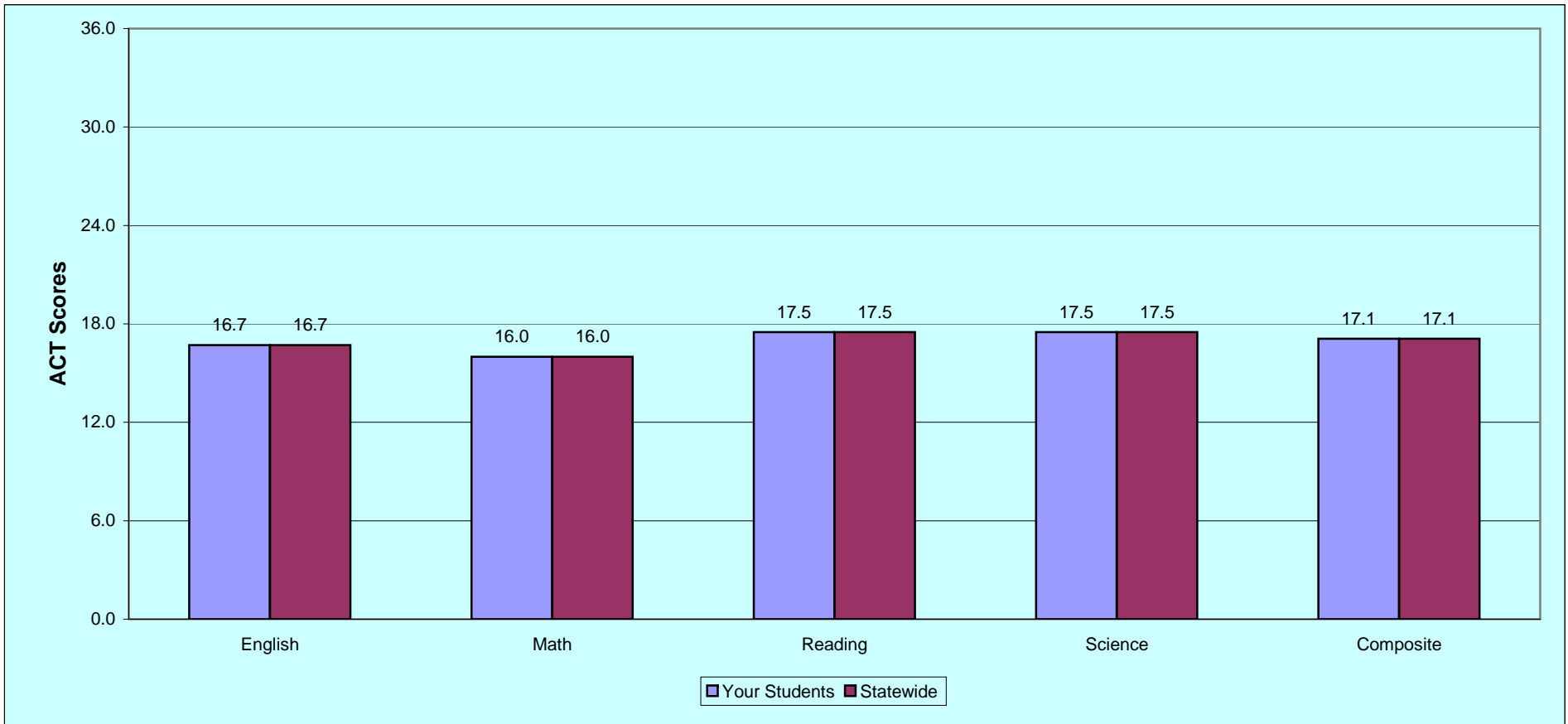
What This Chart Tells You:

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects



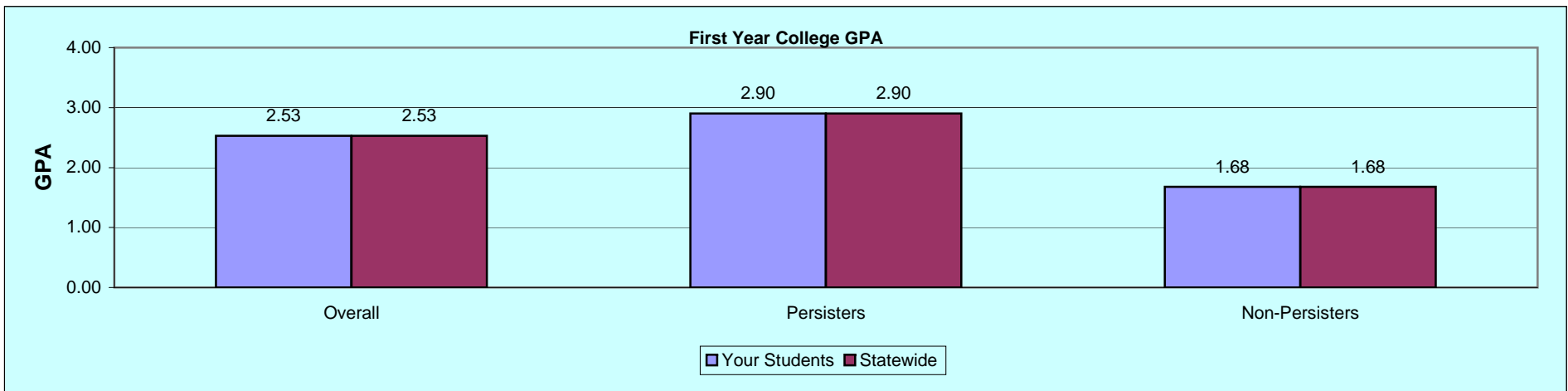
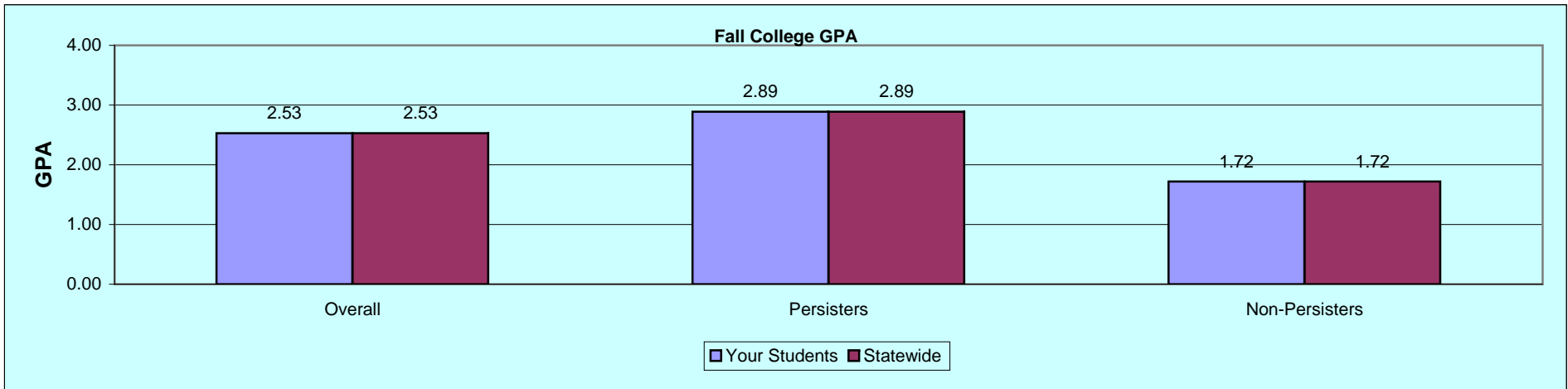
What This Chart Tells You:

Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 9: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester - Fall College GPA and First Year College GPA



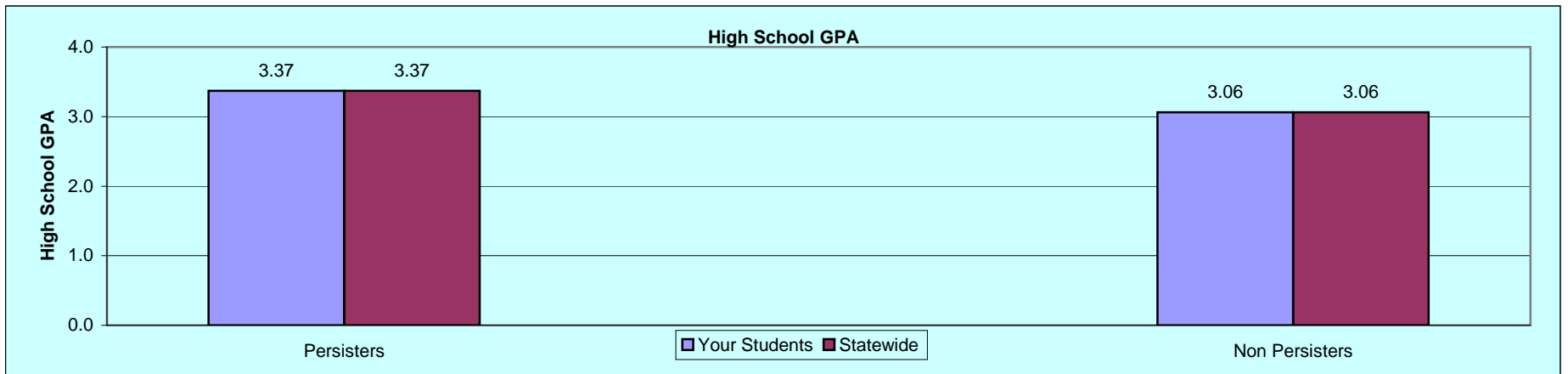
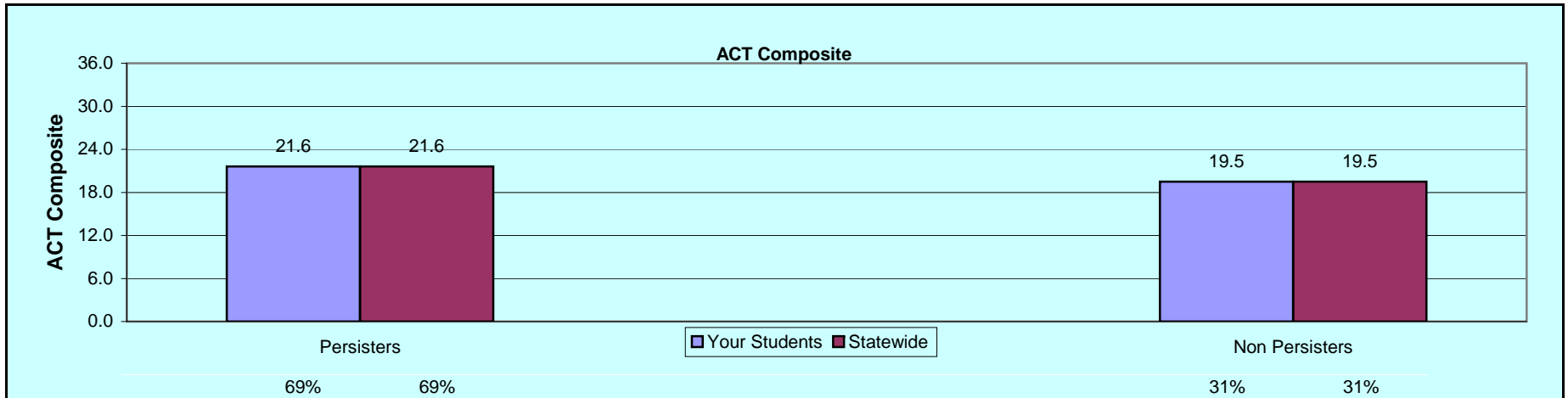
What This Chart Tells You:

This chart enables staff to compare your students to students statewide using first term GPA and first year GPA. Comparisons can be made for those who persisted into the spring semester with those who did not persist. Comparisons by campus are shown in Tables 1 and 8 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum. If scores and grades are not satisfactory, review your curriculum for rigor in the courses. Better academic readiness increases persistence.
2. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 10: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non-Persisters)
 - ACT Composite Score and High School GPA



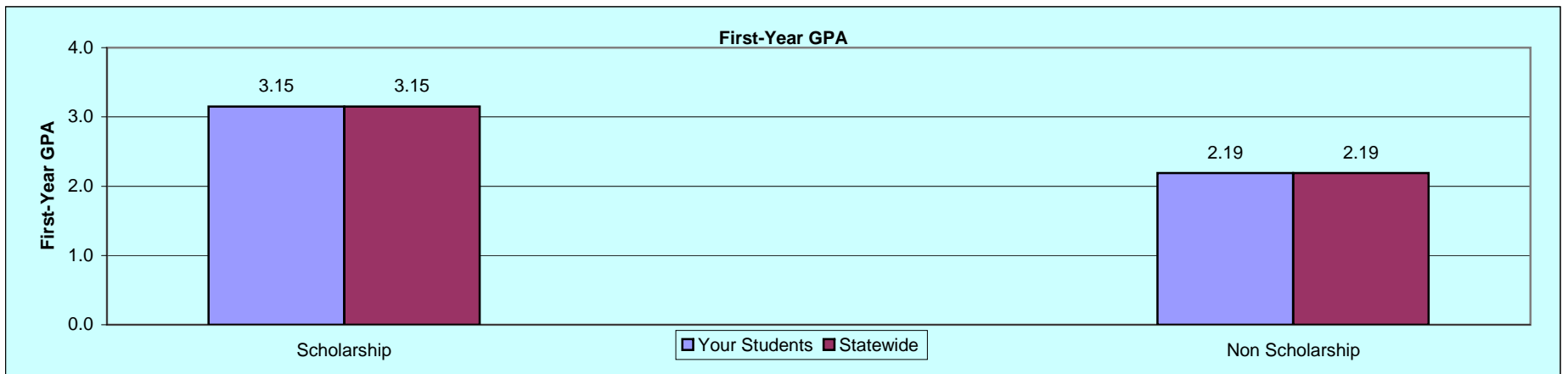
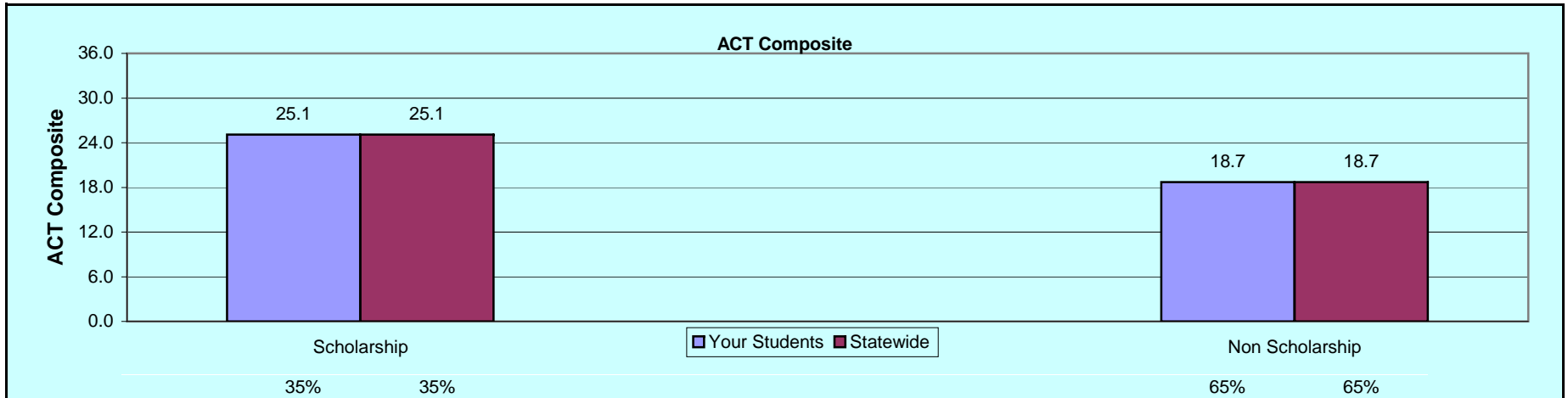
What This Chart Tells You:

Students who completed the freshman year of college and who returned for the spring semester tend to have higher ACT scores and higher high school grades than those who did not return. Comparisons by campus are shown in Table 8 (Appendix).

Your Next Steps:

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 11: Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA



What This Chart Tells You:

Students who received State Scholarships tend to have higher ACT scores and higher first year college GPAs than those who did not. Comparisons by campus are shown in Table 9 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Appendix



Detailed Summary Information by Campus



Selected References and Resources

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Remarks: Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students similar to all freshman students? Did your students tend to earn less/more credit hours? How did your students compare with other freshmen on fall college GPA and first-year GPA?

Code	Name	Your Students					All Enrolled West Virginia Students				
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
4540	WEST VIRGINIA UNIVERSITY	1642	23.4	13.6	2.71	2.83	1642	23.4	13.6	2.71	2.83
4526	MARSHALL UNIVERSITY	888	22.4	13.2	2.71	2.70	888	22.4	13.2	2.71	2.70
4520	FAIRMONT STATE COLLEGE	430	20.6	12.0	2.54	2.52	430	20.6	12.0	2.54	2.52
4516	CONCORD COLLEGE	341	21.5	12.9	2.58	2.58	341	21.5	12.9	2.58	2.58
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	280	19.6	10.7	2.47	2.30	280	19.6	10.7	2.47	2.30
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	258	18.4	10.1	2.23	2.22	258	18.4	10.1	2.23	2.22
5565	FAIRMONT STATE COMM & TECH COLLEGE	234	17.5	9.6	2.15	2.06	234	17.5	9.6	2.15	2.06
4532	SHEPHERD COLLEGE	214	21.6	12.7	2.56	2.54	214	21.6	12.7	2.56	2.54
4529	POTOMAC STATE COLLEGE OF WVU	201	19.2	11.2	2.18	2.20	201	19.2	11.2	2.18	2.20
4534	WEST LIBERTY STATE COLLEGE	176	19.5	15.4	2.62	2.46	176	19.5	15.4	2.62	2.46
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	166	16.9	10.3	2.45	2.31	166	16.9	10.3	2.45	2.31
4522	GLENVILLE STATE COLLEGE	158	19.6	12.5	2.60	2.48	158	19.6	12.5	2.60	2.48
4538	WEST VIRGINIA STATE COLLEGE	145	19.1	9.2	2.07	1.90	145	19.1	9.2	2.07	1.90
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	141	20.7	11.6	2.31	2.27	141	20.7	11.6	2.31	2.27
4514	BLUEFIELD STATE COLLEGE	138	18.3	11.4	2.52	2.33	138	18.3	11.4	2.52	2.33
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	135	18.5	10.3	2.66	2.57	135	18.5	10.3	2.66	2.57
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	18.2	10.3	2.47	2.35	107	18.2	10.3	2.47	2.35
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TEC	100	17.7	9.2	1.75	1.74	100	17.7	9.2	1.75	1.74
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	17.5	8.6	2.09	2.00	94	17.5	8.6	2.09	2.00
4523	BLUE RIDGE COMM AND TECH COLL	52	18.0	8.6	2.20	2.31	52	18.0	8.6	2.20	2.31
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	8	16.9	9.0	2.52	3.00	8	16.9	9.0	2.52	3.00
-----	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	5908	21.0	12.2	2.53	2.53	5908	21.0	12.2	2.53	2.53

Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework

Remarks: On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first semester of college, and earn higher first-term grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

Code Name	Your Students						Your Students Taking Core					Your Students Not Taking Core				
	N	Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %
4540 WEST VIRGINIA UNIVERSITY	1642	23.4	35	13.6	2.71	0	577	23.9	14.2	2.87	0	975	23.2	13.3	2.62	0
4526 MARSHALL UNIVERSITY	888	22.4	31	13.2	2.71	18	273	23.4	14.0	2.90	12	580	22.0	12.8	2.62	21
4520 FAIRMONT STATE COLLEGE	430	20.6	20	12.0	2.54	34	88	21.7	13.4	2.87	22	321	20.4	11.7	2.48	36
4516 CONCORD COLLEGE	341	21.5	30	12.9	2.58	31	101	22.1	13.8	2.76	27	225	21.2	12.3	2.46	34
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	280	19.6	19	10.7	2.47	49	53	20.2	12.1	2.59	36	202	19.3	10.4	2.44	53
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	258	18.4	25	10.1	2.23	65	64	18.8	10.5	2.36	50	185	18.3	10.0	2.18	70
5565 FAIRMONT STATE COMM & TECH COLLEGE	234	17.5	13	9.6	2.15	59	30	17.6	11.0	2.43	50	185	17.5	9.5	2.13	59
4532 SHEPHERD COLLEGE	214	21.6	19	12.7	2.56	0	41	22.1	13.5	2.62	0	154	21.6	12.6	2.57	0
4529 POTOMAC STATE COLLEGE OF WVU	201	19.2	34	11.2	2.18	47	68	20.5	11.5	2.35	32	128	18.5	11.1	2.10	54
4534 WEST LIBERTY STATE COLLEGE	176	19.5	23	15.4	2.62	27	41	20.7	16.2	2.93	15	127	19.2	15.1	2.54	29
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	166	16.9	20	10.3	2.45	80	33	19.0	12.0	2.73	64	121	16.5	10.1	2.42	83
4522 GLENVILLE STATE COLLEGE	158	19.6	22	12.5	2.60	50	34	21.4	13.3	2.82	32	114	19.2	12.2	2.57	54
4538 WEST VIRGINIA STATE COLLEGE	145	19.1	19	9.2	2.07	58	27	20.3	11.6	2.43	48	104	19.0	8.6	1.98	61
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	141	20.7	38	11.6	2.31	36	54	21.0	11.9	2.33	31	84	20.6	11.6	2.36	38
4514 BLUEFIELD STATE COLLEGE	138	18.3	21	11.4	2.52	62	29	19.0	12.2	2.51	59	109	18.0	11.1	2.53	63
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	135	18.5	18	10.3	2.66	59	24	20.2	10.7	2.75	50	105	18.1	10.2	2.66	60
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	107	18.2	15	10.3	2.47	72	16	19.6	9.0	2.49	44	84	17.9	10.6	2.49	77
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	100	17.7	23	9.2	1.75	63	23	18.1	10.5	2.03	48	73	17.6	8.8	1.69	66
6628 WEST VIRGINIA ST COMM AND TECH COLL	94	17.5	20	8.6	2.09	77	19	18.7	7.8	1.95	47	65	17.4	8.9	2.15	85
4523 BLUE RIDGE COMM AND TECH COLL	52	18.0	10	8.6	2.20	60	5	19.6	7.8	2.10	40	42	17.9	8.9	2.31	62
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	8	16.9	0	9.0	2.52	88	0	--	--	--	--	8	16.9	9.0	2.52	88
----- All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	5908	21.0	27	12.2	2.53	30	1600	22.2	13.2	2.74	18	3991	20.5	11.8	2.47	34

Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores

Remarks: As shown in the table, students who obtained the benchmark scores tended to earn higher grades in college and enrolled in more credit hours. Students become ready for college by taking rigorous coursework--especially in mathematics and science. Students who earn an English score of 18 or higher have at least a 50% chance of earning a B or higher in freshmen English composition. Students who earn a mathematics score of 22 or higher have a 50% chance or higher of earning a B or higher in college algebra. Students who earn a reading score of 21 or higher have a 50% chance or higher of earning a B or higher in college level social studies. Students who earn a science score of 24 or higher have a 50% chance or higher of earning a B or higher in college biology. Suggestions for improving ACT scores and college readiness skills are contained in the references given in the Appendix (pg. 23).

Code Name	ACT Benchmark Scores																							
	English						Mathematics						Reading						Science					
	Less Than 18			18 or Higher			Less Than 22			22 or Higher			Less Than 21			21 or Higher			Less Than 24			24 or Higher		
N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	
4540 WEST VIRGINIA UNIVERSITY	145	1.97	11.4	1497	2.78	13.8	735	2.36	12.4	907	2.99	14.6	468	2.34	12.6	1174	2.86	14.0	959	2.51	13.0	683	2.99	14.5
4526 MARSHALL UNIVERSITY	74	2.19	10.8	814	2.75	13.4	520	2.52	12.5	368	2.97	14.1	292	2.42	12.1	596	2.84	13.7	618	2.56	12.7	270	3.04	14.3
4520 FAIRMONT STATE COLLEGE	75	2.37	11.7	355	2.58	12.1	322	2.47	11.7	108	2.74	12.8	200	2.42	11.5	230	2.65	12.4	353	2.47	11.7	77	2.87	13.4
4516 CONCORD COLLEGE	57	2.10	10.8	284	2.67	13.3	230	2.35	11.9	111	3.04	15.0	134	2.17	11.2	207	2.84	14.0	253	2.36	12.0	88	3.19	15.3
4542 WEST VIRGINIA UNIVERSITY AT PAR	99	2.22	9.4	181	2.60	11.4	227	2.37	9.9	53	2.87	13.7	165	2.44	10.1	115	2.50	11.4	243	2.43	10.3	37	2.69	12.6
4525 SOUTHERN WEST VIRGINIA C TECH	103	2.15	9.7	155	2.29	10.4	217	2.17	9.8	41	2.58	11.9	181	2.15	9.8	77	2.43	10.8	236	2.19	9.9	22	2.75	12.2
5565 FAIRMONT STATE COMM & TECH CO	136	2.05	8.9	98	2.28	10.4	215	2.10	9.4	19	2.71	11.8	178	2.01	9.1	56	2.56	11.1	216	2.13	9.6	18	2.32	9.6
4532 SHEPHERD COLLEGE	33	2.17	11.7	181	2.64	12.9	149	2.38	12.1	65	2.98	14.1	80	2.21	11.7	134	2.78	13.3	156	2.40	12.4	58	3.01	13.7
4529 POTOMAC STATE COLLEGE OF WVU	89	1.75	9.6	112	2.52	12.5	163	2.03	10.7	38	2.80	13.6	122	1.96	10.3	79	2.53	12.6	174	2.14	11.1	27	2.42	12.2
4534 WEST LIBERTY STATE COLLEGE	54	2.12	15.5	122	2.84	15.3	150	2.50	15.3	26	3.27	16.2	107	2.41	15.2	69	2.93	15.7	154	2.50	15.3	22	3.43	16.1
4513 MARSHALL COMMUNITY AND TECHN	103	2.52	9.6	63	2.35	11.5	153	2.43	10.1	13	2.65	13.3	133	2.43	9.8	33	2.54	12.4	158	2.43	10.2	8	2.84	12.6
4522 GLENVILLE STATE COLLEGE	58	2.32	11.7	100	2.76	12.9	121	2.52	12.2	37	2.88	13.4	94	2.45	12.2	64	2.83	12.8	134	2.51	12.3	24	3.12	13.5
4538 WEST VIRGINIA STATE COLLEGE	58	1.53	7.4	87	2.39	10.3	122	1.95	8.7	23	2.69	11.7	93	1.97	8.8	52	2.24	9.9	125	1.96	8.7	20	2.73	11.8
4536 WEST VIRGINIA UNIV INST OF TECHN	38	2.24	11.2	103	2.34	11.8	84	2.20	11.5	57	2.47	11.8	75	2.36	11.9	66	2.26	11.3	108	2.26	11.6	33	2.48	11.7
4514 BLUEFIELD STATE COLLEGE	61	2.35	10.3	77	2.64	12.2	123	2.43	11.0	15	3.24	14.0	93	2.34	10.5	45	2.87	13.2	125	2.46	11.1	13	3.11	13.4
5580 NEW RIVER COMMUNITY AND TECHN	54	2.48	9.2	81	2.76	11.0	122	2.60	10.0	13	3.10	12.8	80	2.54	9.5	55	2.81	11.3	128	2.61	10.0	7	3.49	14.4
4535 WEST VIRGINIA NORTHERN COMMU	53	2.29	10.2	54	2.63	10.4	100	2.46	10.3	7	2.50	9.7	73	2.44	10.2	34	2.53	10.4	99	2.45	10.4	8	2.70	8.9
5561 COMMUNITY AND TECHNICAL COLLE	54	1.75	9.2	46	1.75	9.1	91	1.63	8.6	9	2.97	14.9	73	1.58	8.6	27	2.23	10.9	97	1.71	8.9	3	--	--
6628 WEST VIRGINIA ST COMM AND TECH	49	2.04	8.2	45	2.14	9.0	89	2.11	8.7	5	1.90	7.2	70	2.02	8.5	24	2.29	8.9	89	2.17	9.0	5	0.80	2.4
4523 BLUE RIDGE COMM AND TECH COLL	25	1.84	7.2	27	2.53	10.0	46	2.09	8.1	6	2.99	12.5	37	1.97	7.5	15	2.73	11.3	46	2.10	8.1	6	2.93	12.5
4521 EASTERN WEST VIRGINIA COMMUNI	6	3.03	10.5	2	--	--	8	2.52	9.0	0	--	--	7	2.60	9.0	1	--	--	8	2.52	9.0	0	--	--
----- All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
9999 All Institutions	1424	2.12	10.2	4484	2.66	12.8	3987	2.34	11.3	1921	2.93	14.1	2755	2.27	11.0	3153	2.76	13.2	4479	2.40	11.6	1429	2.96	14.0

Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take more rigorous coursework in mathematics tend to earn higher ACT mathematics scores, higher ACT composite scores, and higher first-term college grades. ACT recommends that all high school students complete 3 or more years of mathematics beyond pre-algebra in high school. Many colleges and universities now want students to have completed 4 years of mathematics while in high school. Many academic majors in the Associate of Science programs in community colleges also demand a strong background in high school mathematics. Encourage all students to take 4 years of mathematics in high school.

Code	Name	First-Term College Fall GPA by Mathematics Course Sequence Patterns									
		Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	68	2.61	195	1.95	215	2.60	258	2.84	169	2.95
4526	MARSHALL UNIVERSITY	49	2.38	157	2.21	166	2.75	117	2.84	80	3.13
4520	FAIRMONT STATE COLLEGE	29	1.83	114	2.44	100	2.71	61	2.60	14	2.60
4516	CONCORD COLLEGE	22	2.21	70	2.08	66	2.58	50	2.72	27	2.93
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	37	2.29	77	2.22	39	2.82	31	2.37	11	2.86
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	38	1.68	81	1.96	39	2.71	20	2.55	17	2.72
5565	FAIRMONT STATE COMM & TECH COLLEGE	40	1.87	82	2.02	31	2.38	16	3.06	2	--
4532	SHEPHERD COLLEGE	14	2.28	43	2.28	46	2.72	28	2.97	9	2.85
4529	POTOMAC STATE COLLEGE OF WVU	18	1.25	59	2.01	37	2.12	33	2.40	13	2.61
4534	WEST LIBERTY STATE COLLEGE	17	1.81	53	2.32	19	2.81	24	2.86	13	3.12
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	29	2.40	48	2.50	16	2.58	6	2.69	9	2.59
4522	GLENVILLE STATE COLLEGE	8	1.81	48	2.36	34	2.53	18	3.14	7	3.35
4538	WEST VIRGINIA STATE COLLEGE	19	2.17	31	1.88	13	1.77	21	2.22	2	--
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	2	--	25	2.12	20	2.00	17	2.25	16	3.12
4514	BLUEFIELD STATE COLLEGE	20	2.28	46	2.36	23	2.93	6	3.26	9	3.14
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	17	2.61	58	2.50	15	2.89	8	3.11	8	2.86
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	27	2.47	33	2.30	15	2.44	2	--	0	--
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	16	1.31	45	1.63	8	1.91	7	2.42	3	--
6628	WEST VIRGINIA ST COMM AND TECH COLL	23	1.90	21	2.18	4	--	4	--	3	--
4523	BLUE RIDGE COMM AND TECH COLL	4	--	20	2.09	10	2.72	3	--	0	--
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	1	--	6	2.55	1	--	0	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	498	2.14	1312	2.16	917	2.61	730	2.74	412	2.96

Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take a more rigorous pattern of science courses earn higher grades during the first-term (fall) of college. ACT recommends that students take at least 3 years of science in high school. The ACT Science benchmark score of 24 is associated with a 50% chance or higher of earning a B or higher in college Biology. See "On Course for Success," referenced in the Appendix (pg. 23), for the science skills needed to be successful in college.

Code Name	First-Term College Fall GPA by Science Course Sequence Patterns							
	Less Than 3 yrs.		General Science, Biology, Chemistry		General Science, Biology, Chemistry, Physics		Biology, Chemistry, Physics	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540 WEST VIRGINIA UNIVERSITY	559	2.53	387	2.74	414	2.90	34	2.77
4526 MARSHALL UNIVERSITY	388	2.55	202	2.82	164	2.93	14	3.13
4520 FAIRMONT STATE COLLEGE	228	2.48	93	2.70	56	2.73	6	2.37
4516 CONCORD COLLEGE	146	2.31	94	2.71	67	2.83	3	--
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	153	2.49	48	2.59	23	2.66	3	--
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	131	2.17	58	2.15	31	2.49	3	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	125	1.92	47	2.59	19	2.68	2	--
4532 SHEPHERD COLLEGE	114	2.50	46	2.66	18	2.89	3	--
4529 POTOMAC STATE COLLEGE OF WVU	77	2.01	66	2.12	36	2.57	1	--
4534 WEST LIBERTY STATE COLLEGE	101	2.49	44	2.79	16	2.95	0	--
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	87	2.46	15	2.49	22	2.76	0	--
4522 GLENVILLE STATE COLLEGE	82	2.52	28	2.68	32	2.88	1	--
4538 WEST VIRGINIA STATE COLLEGE	86	1.96	22	2.24	10	2.22	1	--
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	58	2.30	32	2.49	19	2.29	2	--
4514 BLUEFIELD STATE COLLEGE	77	2.48	23	2.69	17	2.89	0	--
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	72	2.68	32	2.75	12	2.52	0	--
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	70	2.48	17	2.29	5	2.78	0	--
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	62	1.66	16	1.87	9	2.51	1	--
6628 WEST VIRGINIA ST COMM AND TECH COLL	54	2.14	12	1.74	4	--	1	--
4523 BLUE RIDGE COMM AND TECH COLL	30	2.52	8	1.53	3	--	0	--
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	7	2.47	1	--	0	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--
9999 All Institutions	2707	2.40	1291	2.62	977	2.82	75	2.71

Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges

Remarks: The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

Code Name	College Freshmen Fall GPA by ACT CRS Score Ranges											
	1-15		16-19		20-23		24-27		28-32		33-36	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540 WEST VIRGINIA UNIVERSITY	12	1.88	275	2.17	579	2.53	513	2.91	245	3.30	18	3.45
4526 MARSHALL UNIVERSITY	16	2.07	192	2.35	340	2.60	267	2.95	71	3.40	2	--
4520 FAIRMONT STATE COLLEGE	11	3.09	161	2.25	183	2.56	67	3.08	8	2.58	0	--
4516 CONCORD COLLEGE	17	1.56	87	2.17	137	2.56	83	3.01	17	3.64	0	--
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	35	2.30	116	2.36	85	2.47	36	2.83	8	2.91	0	--
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	52	1.94	119	2.22	58	2.33	28	2.58	1	--	0	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	69	1.80	106	2.24	46	2.34	12	2.75	1	--	0	--
4532 SHEPHERD COLLEGE	4	--	65	2.08	81	2.55	51	2.96	13	3.69	0	--
4529 POTOMAC STATE COLLEGE OF WVU	36	1.41	76	2.12	62	2.37	24	2.91	3	--	0	--
4534 WEST LIBERTY STATE COLLEGE	21	1.69	78	2.46	55	2.86	18	3.35	3	--	1	--
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	59	2.64	78	2.31	22	2.45	7	2.77	0	--	0	--
4522 GLENVILLE STATE COLLEGE	28	2.26	52	2.43	51	2.67	25	3.08	2	--	0	--
4538 WEST VIRGINIA STATE COLLEGE	17	1.30	67	1.92	43	2.30	15	2.54	3	--	0	--
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	13	2.16	48	2.28	42	2.17	33	2.48	5	3.04	0	--
4514 BLUEFIELD STATE COLLEGE	36	2.21	54	2.25	35	2.87	13	3.33	0	--	0	--
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	24	2.63	57	2.41	49	2.85	4	--	1	--	0	--
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	24	2.46	48	2.38	29	2.57	5	2.78	1	--	0	--
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	26	1.40	45	1.70	25	1.97	4	--	0	--	0	--
6628 WEST VIRGINIA ST COMM AND TECH COLL	25	1.99	49	2.20	18	1.96	1	--	1	--	0	--
4523 BLUE RIDGE COMM AND TECH COLL	12	2.27	24	1.72	12	3.00	4	--	0	--	0	--
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	3	--	4	--	1	--	0	--	0	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999 All Institutions	540	2.03	1801	2.23	1953	2.53	1210	2.92	383	3.32	21	3.49

Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework

Remarks: Colleges have different standards for assigning incoming freshmen to developmental coursework. Generally, lower ACT scores are associated with students assigned to developmental courses. ACT recommends all students take rigorous courses in high school to reduce the risk of being assigned to developmental courses in college. The data in this table enable staff to determine how many ACT-tested graduates were assigned to one or more developmental courses at each postsecondary institution. The content of courses taken in high school courses should be designed to help build readiness skills to take college level courses. The "College Readiness Standards" (referenced in the Appendix) provides suggestions for improving college readiness skills.

Code Name	N	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
4540 WEST VIRGINIA UNIVERSITY	3	--	--	--	--	--
4526 MARSHALL UNIVERSITY	161	18.9	16.5	19.1	18.9	18.5
4520 FAIRMONT STATE COLLEGE	147	18.8	16.2	19.2	18.8	18.4
4516 CONCORD COLLEGE	106	18.2	16.3	18.8	18.2	18.0
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	138	16.8	16.3	17.6	17.6	17.2
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	167	16.9	15.8	17.1	16.8	16.8
5565 FAIRMONT STATE COMM & TECH COLLEGE	137	14.6	15.5	15.8	16.6	15.7
4532 SHEPHERD COLLEGE	0	--	--	--	--	--
4529 POTOMAC STATE COLLEGE OF WVU	94	15.7	16.1	17.3	17.7	16.8
4534 WEST LIBERTY STATE COLLEGE	47	16.4	16.2	17.2	17.0	16.8
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	133	15.1	15.7	16.0	16.7	16.0
4522 GLENVILLE STATE COLLEGE	79	16.1	16.1	17.0	17.5	16.8
4538 WEST VIRGINIA STATE COLLEGE	84	17.0	16.2	17.5	17.8	17.2
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	51	16.9	16.2	17.5	18.1	17.3
4514 BLUEFIELD STATE COLLEGE	86	15.9	15.7	16.8	17.2	16.6
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	80	17.5	15.8	18.5	17.5	17.5
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	77	16.5	16.0	17.6	17.5	17.0
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TECH	63	15.2	15.5	16.1	17.1	16.1
6628 WEST VIRGINIA ST COMM AND TECH COLL	72	16.1	15.6	16.9	16.6	16.4
4523 BLUE RIDGE COMM AND TECH COLL	31	15.4	15.5	16.8	16.6	16.3
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	7	15.3	16.1	17.0	17.7	16.7
----- All Other Colleges	0	--	--	--	--	--
9999 All Institutions	1763	16.7	16.0	17.5	17.5	17.1

Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester

Remarks: Nationally about 25% of first-term college students do not return to the same college in year 2. Persisters tend to have higher ACT scores, higher high school grades, and higher first-year college grades. To increase a student's chances of staying in college, all students need to take rigorous coursework in high school. Such academic preparation leads to higher test scores, better grades, and better college-readiness skills. Suggestions for the proper courses to take in high school and the recommended content covered in those courses are referenced in "College Readiness Standards" in the Appendix.

Code	Name	N	Persisters				Non-Persisters					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
4540	WEST VIRGINIA UNIVERSITY	1642	1376	36	3.54	2.93	23.7	266	21	3.31	1.53	22.0
4526	MARSHALL UNIVERSITY	888	667	26	3.45	2.96	22.8	221	16	3.24	1.91	21.3
4520	FAIRMONT STATE COLLEGE	430	276	10	3.32	3.05	20.8	154	8	3.10	1.62	20.3
4516	CONCORD COLLEGE	341	231	23	3.50	2.90	22.0	110	11	3.26	1.88	20.3
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	280	165	9	3.16	2.83	19.6	115	7	2.89	1.93	19.4
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	258	146	5	3.19	2.64	18.6	112	6	3.07	1.68	18.2
5565	FAIRMONT STATE COMM & TECH COLLEGE	234	119	4	3.01	2.75	17.9	115	2	2.75	1.51	17.1
4532	SHEPHERD COLLEGE	214	166	22	3.40	2.84	21.8	48	15	3.13	1.59	20.9
4529	POTOMAC STATE COLLEGE OF WVU	201	97	8	3.11	2.52	19.8	104	7	2.89	1.86	18.6
4534	WEST LIBERTY STATE COLLEGE	176	125	6	3.25	2.90	19.8	51	6	3.15	1.91	18.9
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	166	78	0	2.75	2.63	16.4	88	5	2.95	2.29	17.4
4522	GLENVILLE STATE COLLEGE	158	108	11	3.32	2.97	20.0	50	6	2.82	1.75	18.7
4538	WEST VIRGINIA STATE COLLEGE	145	74	9	2.95	2.69	19.8	71	4	2.77	1.39	18.4
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	141	73	22	3.43	2.90	20.9	68	15	3.30	1.68	20.5
4514	BLUEFIELD STATE COLLEGE	138	90	4	3.14	3.04	18.7	48	0	2.90	1.57	17.4
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	135	74	3	3.06	3.06	18.5	61	2	3.14	2.10	18.5
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	63	3	3.00	2.82	18.3	44	2	2.85	1.92	17.9
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	100	44	7	3.09	2.47	18.1	56	0	2.76	1.19	17.3
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	46	0	3.13	2.63	17.9	48	0	2.57	1.54	17.2
4523	BLUE RIDGE COMM AND TECH COLL	52	35	6	3.05	2.83	18.3	17	0	2.66	0.92	17.5
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	8	4	--	--	--	--	4	--	--	--	--
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	5908	4057	22	3.37	2.89	21.6	1851	9	3.06	1.72	19.5

Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship

Remarks: The state provides scholarships to students based on specific criteria. This table summarizes selected statistics on those graduates who did/did not receive state scholarship funds. The comparisons are made on the number who completed the recommended core coursework in high school, high school GPA, Fall College GPA, and average ACT Composite score.

Code	Name	N	Scholarship				No Scholarship					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
4540	WEST VIRGINIA UNIVERSITY	1642	979	52	3.71	3.06	25.6	663	6	3.18	2.18	20.2
4526	MARSHALL UNIVERSITY	888	410	46	3.68	3.16	25.1	478	5	3.14	2.31	20.1
4520	FAIRMONT STATE COLLEGE	430	113	28	3.60	3.07	23.7	317	2	3.10	2.35	19.5
4516	CONCORD COLLEGE	341	135	44	3.75	3.16	24.7	206	2	3.19	2.19	19.3
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	280	55	33	3.57	2.86	24.6	225	2	2.90	2.37	18.3
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	258	30	37	3.80	2.85	24.2	228	2	3.05	2.15	17.7
5565	FAIRMONT STATE COMM & TECH COLLEGE	234	22	18	3.65	2.98	23.3	212	1	2.79	2.06	16.9
4532	SHEPHERD COLLEGE	214	65	51	3.74	3.26	25.0	149	7	3.14	2.26	20.1
4529	POTOMAC STATE COLLEGE OF WVU	201	39	31	3.50	3.15	24.3	162	2	2.87	1.94	18.0
4534	WEST LIBERTY STATE COLLEGE	176	41	24	3.67	3.18	24.1	135	0	3.08	2.45	18.1
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	166	12	25	3.68	2.66	23.3	154	1	2.78	2.43	16.4
4522	GLENVILLE STATE COLLEGE	158	38	39	3.69	3.21	24.2	120	0	2.97	2.41	18.1
4538	WEST VIRGINIA STATE COLLEGE	145	23	35	3.47	3.05	23.8	122	2	2.75	1.88	18.3
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	141	51	45	3.72	2.55	24.6	90	3	3.17	2.17	18.5
4514	BLUEFIELD STATE COLLEGE	138	20	15	3.62	3.27	23.3	118	1	2.95	2.38	17.4
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	135	12	25	3.70	3.29	23.3	123	0	3.02	2.59	18.0
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	7	29	3.61	3.12	24.9	100	1	2.88	2.43	17.7
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	100	9	33	3.74	3.30	23.8	91	0	2.82	1.60	17.0
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	2	--	--	--	--	92	0	2.86	2.07	17.4
4523	BLUE RIDGE COMM AND TECH COLL	52	3	--	--	--	--	49	2	2.90	2.19	17.7
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	8	0	--	--	--	--	8	0	2.53	2.52	16.9
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	5908	2066	46	3.69	3.08	25.1	3842	3	3.03	2.23	18.7

Suggested References for Developing College Readiness Skills

- A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College**
<http://www.act.org/path/policy/reports/success.html>

- B. Preparing All High School Students for College and Work: What High-Performing High Schools Are Teaching**
<http://www.act.org/news/releases/2005/2-23-05.html>

- C. Crisis at the Core: Preparing All Students for College and Work**
<http://www.act.org/path/policy/reports/crisis.html>

- D. The following website provides information about ACT's College Readiness Standards and how they can be used to link assessment to instruction for ACT's EPAS programs.**
<http://www.act.org/standard>