



WEST VIRGINIA **REPORT CARD**



2014

A MESSAGE FROM GOVERNOR EARL RAY TOMBLIN



Postsecondary education holds the key to a bright future for West Virginia. Through it, our young people learn, grow and succeed. Our businesses get the skilled workforce they need. Our economy expands in new directions.

Simply put – with education and training beyond high school, our entire state is stronger.

As you will find in this year's Report Card, West Virginia is making marked progress toward achieving a number of bold goals for higher education. We are opening the doors for more West Virginians to pursue postsecondary education, we are supporting them as they work toward their credentials, and we are seeing the far-reaching impact higher education has on our economy and our communities.

West Virginia's public two- and four-year colleges and universities hold vast potential for West Virginians of all ages and backgrounds. Through these campuses and the diverse programs they offer, the opportunities available to our students are endless – and the possibilities for West Virginia are beyond measure.

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GET AHEAD.

GRADUATE ON TIME.

TAKE 15 TO FINISH.

ABOUT THE 2014 REPORT CARD

West Virginia Code §18B-1D-8 statutorily mandates the *West Virginia Higher Education Report Card*. This annual accountability report provides year-end higher education statistics for both of the state's higher education systems, the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (*Leading the Way Access. Success. Impact. 2013-2018*) and Council (*Meeting the Challenge 2010-2015*).

The systems' master plans establish aspirational institutional and statewide goals for the state's public higher education systems at a time when public postsecondary education is a critical component to the economic and civil success of the state. As the Council's master plan comes to the end of its cycle in 2015, the public two-year system is in the process of developing a comprehensive master plan that renews its commitment to providing high-quality, accessible, and responsive education and training to the citizenry of West Virginia.

When reviewing the statistics throughout this report, it is important to carefully read the "About This Measure" section on each page, which is intended to precisely define what is being measured by any given statistic. This is particularly important when it comes to the cohort, or group of students, of which the statistic is reflective. For example, there are fundamental differences between "full-time" and "part-time" students that can have a drastic effect on reported data.

While, this edition of the West Virginia Higher Education Report Card primarily focuses on the 2013-2014 academic year, several divisions within the Commission and Council are continuously updating different reports and data sources. These additional resources touch on diverse higher education topics specific to West Virginia and can be found in the following locations:

Reports and Publications: (<http://www.wvhepc.com/resources/reports-and-publications/>)

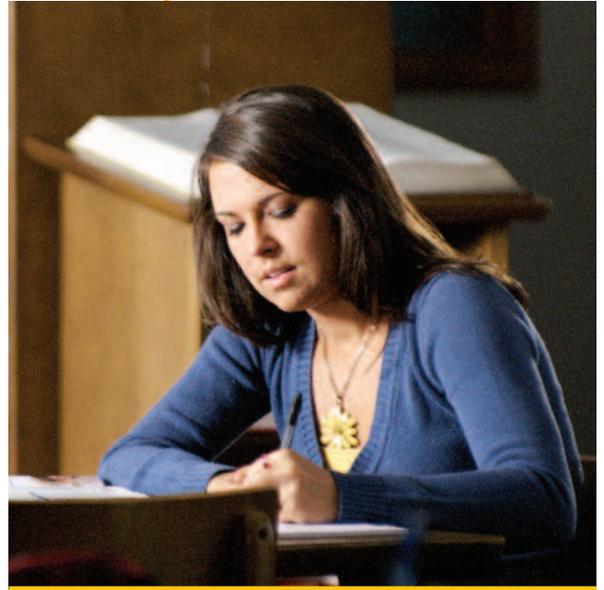
The Reports and Publications page of the Commission's website provides a majority of the Commission's annual and ad hoc reports. These include the Financial Aid Comprehensive Report, Higher Education Report Card, the state College-Going Rate Report, High School Academic Readiness Report, and State Reauthorization data, among many others. Historical and current year reporting are available for most reports.

Data Portal: (<http://www.wvhepc.com/resources/data-portal/>)

The Data Portal provides the most current data available for every institution within both the two- and four- year systems. The data is reflective of fall end-of-term reporting and is updated annually. Additional information regarding enrollment, retention, and graduation can be found using this system.

Tuition Summaries: (<http://www.wvhepc.com/resources/purchasing-and-finance/#tuition>)

Updated by the Commission's Division of Finance, the tuition summaries page provides current and historical tuition and fees for all public institutions across the state.



STATE

College-Going Rates of Recent West Virginia High School Graduates

Fall 2009 - 2013

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 0.5 percentage points from 56.4 percent to 55.9 percent between 2012 and 2013. The in-state college-going rate decreased from 48.4 to 48.2 percent between 2012 and 2013.
- The overall college-going rate has decreased 5.6 percentage points since 2009. The in-state college-going rate has decreased by 4.2 percentage points.

NATIONAL CONTEXT:

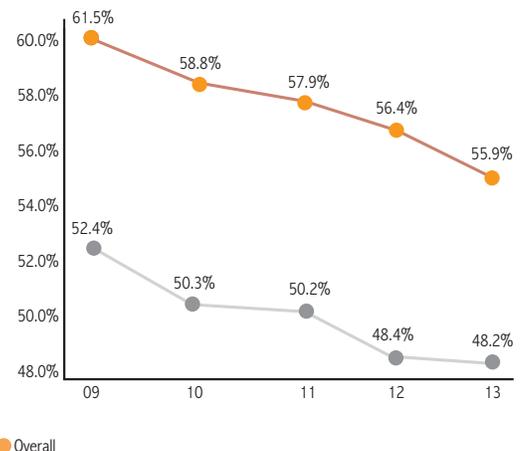
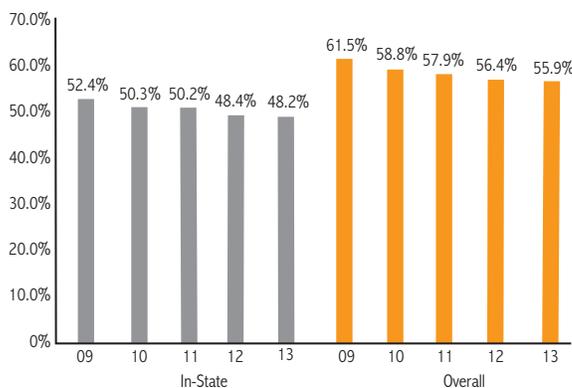
Nationally, 63.6 percent of 2010-11 high school graduates continued directly to college the following fall, an increase of 7.3 percent over the fall 2002 college-going rate (SREB, 2014). For fall 2012, nine of the 16 SREB states had a college-going rate that was above the national average.

A 2011 College Summit report addressed the importance of providing data on post-secondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do, can help increase the preparation and college-going of high school students (College Summit, 2011).

ABOUT THIS MEASURE:

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

Year	In-State	Overall
2009	52.4%	61.5%
2010	50.3%	58.8%
2011	50.2%	57.9%
2012	48.4%	56.4%
2013	48.2%	55.9%

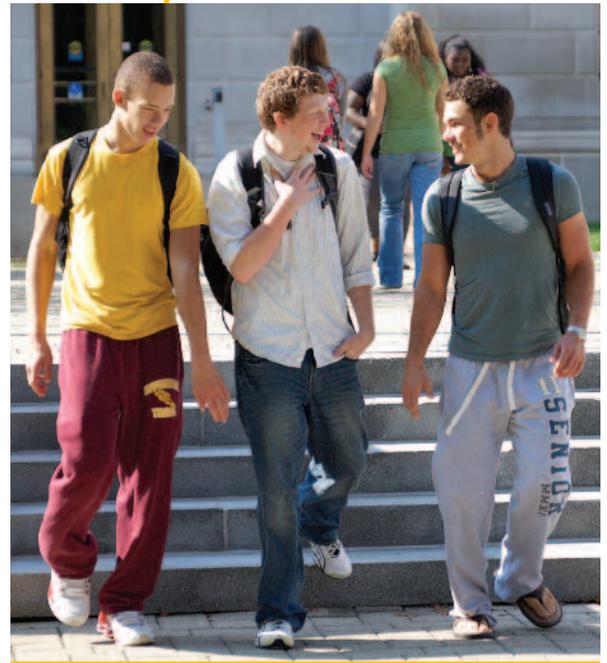


College-Going Rates By County

Fall 2013

County	In-State	Overall
Barbour	46.1%	48.9%
Berkeley	46.6%	58.0%
Boone	48.6%	55.0%
Braxton	40.9%	42.1%
Brooke	55.2%	66.0%
Cabell	51.2%	60.0%
Calhoun	36.5%	36.5%
Clay	49.2%	51.5%
Doddridge	41.5%	43.6%
Fayette	44.9%	46.0%
Gilmer	48.1%	54.5%
Grant	46.0%	48.4%
Greenbrier	48.2%	57.5%
Hampshire	38.4%	43.4%
Hancock	53.1%	67.1%
Hardy	57.8%	61.7%
Harrison	53.1%	57.6%
Jackson	55.2%	59.9%
Jefferson	56.2%	64.0%
Kanawha	53.0%	62.3%
Lewis	49.4%	51.8%
Lincoln	39.2%	40.3%
Logan	45.8%	46.7%
Marion	49.2%	55.3%
Marshall	45.3%	51.9%
Mason	41.4%	46.9%
McDowell	28.5%	34.7%
Mercer	44.5%	49.9%

County	In-State	Overall
Mineral	41.8%	58.9%
Mingo	47.4%	50.2%
Monongalia	58.9%	68.1%
Monroe	40.2%	48.0%
Morgan	33.5%	44.5%
Nicholas	40.9%	43.2%
Ohio	46.9%	63.7%
Pendleton	39.4%	46.5%
Pleasants	38.9%	55.6%
Pocahontas	59.0%	63.9%
Preston	40.5%	47.5%
Putnam	59.1%	67.1%
Raleigh	39.7%	44.8%
Randolph	48.3%	54.3%
Ritchie	48.6%	50.5%
Roane	35.3%	38.1%
Summers	28.8%	58.5%
Taylor	59.6%	61.0%
Tucker	52.7%	56.8%
Tyler	58.8%	61.8%
Upshur	41.0%	44.6%
Wayne	46.1%	62.0%
Webster	41.5%	41.5%
Wetzel	50.5%	52.0%
Wirt	47.9%	56.2%
Wood	52.9%	66.4%
Wyoming	41.7%	46.7%



STATE

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real Opportunities for Maximizing In-state Student Excellence (PROMISE) Scholarship, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2013 academic year was 33,465 which is 1.3 percent greater than the total of 33,029 in 2012.
- Both participation in PROMISE and HEAPS increased from 2012 to 2013 by 2.1 and 6.6 percent, respectively. Participation in the WVHEG Program declined 0.2 percent from 19,094 in 2012 to 19,050 in 2013.
- When compared with 2009 student levels, participation in the HEAPS Program increased by 8.3 percent, 8.7 percent in the PROMISE Scholarship Program, and 27 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (4,053).

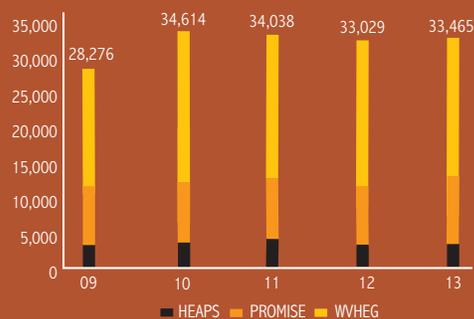
NATIONAL CONTEXT

Forty-seven states and territories reported having need-based grant programs in 2012-13. Exclusively need-based aid constituted 48 percent of all aid granted to undergraduate students. West Virginia ranked 8th among the 52 states and territories in regards to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,089 per student. The median state expenditure was \$677 (NASSGAP, 2014).

Nationally, state grant aid programs made 0.28 awards per full-time equivalent student in 2012-13. West Virginia, however, made 0.43 awards per full-time equivalent student, which ranks 9th in the nation. Both the national average and the West Virginia awards per full-time equivalent student increased slightly from their previous year values of 0.28 and 0.41, respectively.

ABOUT THIS MEASURE

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



Number of Awards: HEAPS, PROMISE, & WVHEG Programs

	2009	2010	2011	2012	2013*	2012-2013 % Change	2009-2013 % Change
HEAPS	3,977	4,422	4,934	4,039	4,307	6.6%	8.3%
PROMISE	9,302	9,625	9,818	9,896	10,108	2.1%	8.7%
WVHEGP	14,997	20,567	19,286	19,094	19,050	-0.2%	27.0%
Total	28,276	34,614	34,038	33,029	33,465	1.3%	18.4%

* 2013 data are preliminary and subject to change.

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2009 - 2013

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2013 academic year was \$91,898,251, a 0.6 percent decrease from the \$92,433,095 in funding for 2012.
- The HEAPS Program experienced a 5.6 percent increase (\$249,497) in awards from 2012 to 2013, while both the WVHEGP and PROMISE Scholarship Programs declined 0.1 and 1.6 percent, respectively.
- Between 2009 and 2013, awards increased for all three state funded programs. The HEAPS Program experienced the largest percentage (9.8%) increase, while the WVHEG Program saw the largest monetary increase (\$699,081).

NATIONAL CONTEXT

Nationally, about \$11.2 billion in total state-funded student financial aid was awarded during the 2012-13 academic year. This figure represents about a 1.3 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$9.6 billion or 85 percent of the total. Of this \$9.6 billion in grant aid, 75 percent was need-based while 25 percent was non-need-based. These figures represent a 1 percent increase in the proportion of need-based aid from the previous year. Between 2002-03 and 2012-13, need-based grant aid grew by 40 percent, from \$5 billion to \$7.1 billion in constant 2012 dollars, while non-need-based grants grew 52.9 percent from \$1.5 billion to \$2.3 billion. (NASSGAP, 2014)

ABOUT THIS MEASURE

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

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

	2009	2010	2011	2012	2013*	2012-2013 % Change	2009-2013 % Change
HEAPS	\$4,297,153	\$4,470,987	\$5,229,976	\$4,470,529	\$4,720,026	5.6%	9.8
PROMISE	\$45,705,081	\$47,020,274	\$47,721,444	\$47,161,143	\$46,396,733	-1.6%	1.5%
WVHEG	\$40,082,411	\$37,127,777	\$39,218,003	\$40,801,423	\$40,781,492	-0.1%	1.7%
Total	\$90,084,645	\$88,619,038	\$92,169,423	\$92,433,095	\$91,898,251	-0.6%	2.0%

*2013 data are preliminary and subject to change.



STATE

Degrees/Certificates Awarded at Public Institutions

Academic Years 2004 – 2013

WEST VIRGINIA HIGHLIGHTS

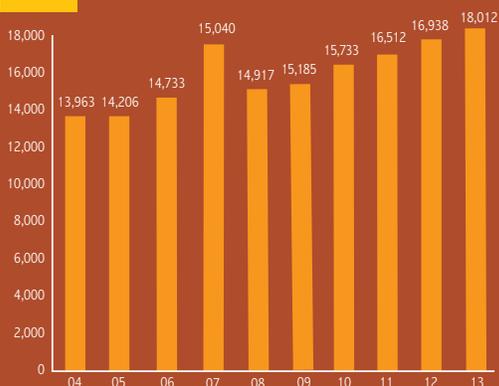
- The total number of degrees and credentials awarded at West Virginia public institutions during the 2013 academic year was 18,012, which is 6.3 percent higher than the figure of 16,938 in 2012.
- Over the ten-year period, the total number of degrees and credentials has increased by 29 percent from the 2004 level of 13,963.
- The largest increase in proportion of degrees over this 10-year period was in undergraduate certificates with an increase of 298.9 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,606.
- Associate's degrees and certificates were 20.3 percent of the total in 2013, with bachelor's degrees making up 52.1 percent and advanced degrees 19.3 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 588,654 for the 2011-12 academic year. The total number of awards conferred at two-year public institutions was 405,574. The proportion of awards that were associate's degrees and certificates was 44.5 percent; bachelor's degrees made up 38.7 percent and advanced degrees were 16.8 percent. (SREB, 2014).

ABOUT THIS MEASURE

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



Degrees/Certificates Awarded at Public Institutions

Award	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2012-2013 % Change	2004-2013 % Change
Undergraduate Certificate	370	376	528	548	504	546	593	764	1,084	1,476	36.2%	298.9%
Associate's Degree	2,749	2,579	2,697	2,698	2,702	2,756	2,949	3,042	3,225	3,660	13.5%	33.1%
Bachelor's Degree	7,785	8,025	8,278	8,529	8,439	8,469	8,583	9,118	9,092	9,391	3.3%	20.6%
Master's Degree	2,405	2,542	2,502	2,549	2,535	2,555	2,694	2,696	2,610	2,586	-0.9%	7.5%
Post-Master's Certificate	37	29	17	4	22	26	21	16	21	20	-4.8%	-45.9%
Doctoral Research/Scholarship	169	179	172	221	201	157	178	178	174	165	-5.2%	-2.4%
Doctoral Professional Practice	.	.	.	.	.	676	715	698	732	714	-2.5%	.
First Professional	448	476	539	491	514	.	.	.	.	.	.	.
Total	13,963	14,206	14,733	15,040	14,917	15,185	15,733	16,512	16,938	18,012	6.3%	29.0%

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

A Message from Chancellor Paul L. Hill, Ph.D.



*In West Virginia, we are striving to uphold a higher education system that promises access to higher education for West Virginians, success through degree completion, and a lasting, positive impact on our state. To accomplish this, we are working hand-in-hand with public four-year institutions on a number of critical goals through our new five-year master plan *Leading the Way: Access. Success. Impact.**

These goals include increasing access to postsecondary education for traditional and non-traditional students in West Virginia, increasing the number of students succeeding in completing their academic programs, and increasing the impact our institutions have on West Virginia – with graduates ready to contribute to the workforce and the community.

Above all, *Leading the Way* imagines a primary role for public higher education in moving West Virginia toward a more diverse and robust economy that is competitive in a global, knowledge-based marketplace.

This is the first Report Card that reflects our work in reaching that paramount goal. We believe it is a promising indicator of the progress to come – progress we are determined to achieve.



WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

ACCESS

West Virginians of all ages have the right to a quality education that empowers them to act as productive members of the citizenry and workforce. Receiving a quality education includes the option to pursue undergraduate and graduate postsecondary educational opportunities that correspond with individual career and life aspirations. By continuing to promote postsecondary education, West Virginia intends to foster a state culture that values higher education as a means to individual, community, and economic development. In West Virginia, access to postsecondary education depends on three central factors: adequate preparation, accessible information, and feasible cost.



Commission Initiatives

In September 2014, the Commission was awarded a \$21 million, seven-year grant from the U.S. Department of Education to continue its “Gaining Early Awareness and Readiness for Undergraduate Programs” (GEAR UP) initiative. This new grant will expand on the work of the Commission’s previous GEAR UP effort, which began in 2008 and will conclude in July 2015. The 2008-15 grant has provided college-planning and readiness services to nearly 16,000 students from 10 counties. Through the new award, West Virginia GEAR UP will provide support to an additional 17,000 students over the next seven years. The program will provide intensive college readiness services to a cohort, the class of 2020, from their seventh grade year through their first year of postsecondary education. Additionally, West Virginia GEAR UP will provide “just in time” college counseling, including college selection and financial aid advising, to 12th graders.

The Commission hosted the first College Foundation of West Virginia (CFWV) Youth Summit in August 2014. Five schools from across West Virginia sent teams of 10th and 11th graders to participate in the Summit, which focused on developing students’ leadership skills and training them to serve as “Higher Education Readiness Officers” (HEROs) in their schools. The HEROs effort has been recognized nationally as a promising practice in promoting college access. The Commission plans to continue expanding the HEROs effort across the state by training new school groups each year.

The Commission conducts financial aid sessions and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Currently, work is underway to coordinate these events for 2014-15 with colleges across the state by standardizing the presentation that is given, making it easier for high school counselors to request a workshop, and posting these workshops to the CFWV website.

The Commission offers workshops to help train college financial aid staff on state financial aid policies and the Financial Aid Management System. At this time, several different training opportunities are available. New this year was federal financial aid training for financial aid professionals. Those who attended the training were eligible to take a certification test in select areas and receive a credential from the National Association of Student Financial Aid Administrators if they passed the certification test. Division of Financial Aid staff also conducted state aid reviews to ensure accountability of institutions in processing state aid.

The Commission sponsored two workshops during 2014 to promote and encourage Prior Learning Assessment (PLA) among both two-year and four-year institutions. Prior Learning Assessment allows adult learners to receive credit for skills attained in the workplace or in the military. Workshops were conducted on such assessment measures as portfolio review, military transcripts and the College Level Examination Program (CLEP).

Undergraduate Enrollment

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 1.9 percent, from 55,762 in 2012 to 54,696 in 2013.
- For-credit enrollment declined by 1,249 students since 2009, representing a 2.2 percent decrease.
- Since the 2009 academic year, three institutions, Marshall University, West Liberty University, and West Virginia University, have realized gains in undergraduate enrollment while eight have experienced decreases.

NATIONAL CONTEXT

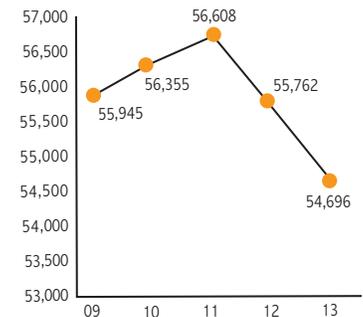
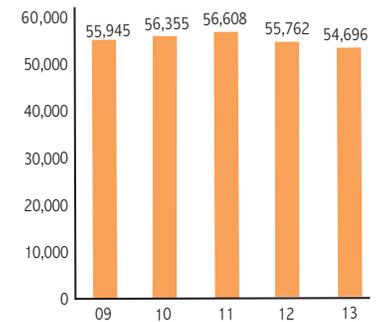
Between 2008 and 2012, the most recent year for which national enrollment data is available, the number of total undergraduate students enrolled in four-year public institutions in the United States rose from just over 9.3 million to 10.6 million, an increase of 12.5 percent. The number of full-time undergraduate students increased 9.9 percent (7.4 million to 8.2 million) over the same time period. (NCES, 2014). In 2012, 59.6 percent of undergraduate postsecondary enrollment was made up by students at four-year public institutions nationally. In West Virginia, this figure was 69 percent.

ABOUT THIS MEASURE

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled. Increasing enrollments are more likely when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base of students in order to maintain current enrollment levels.

Undergraduate Enrollment

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	2,058	2,101	2,051	1,951	1,762	-9.7%	-14.4%
Concord University	2,677	2,672	2,683	2,622	2,510	-4.3%	-6.2%
Fairmont State University	4,223	4,362	4,269	4,114	3,956	-3.8%	-6.3%
Glenville State College	1,756	1,831	1,926	1,891	1,740	-8.0%	-0.9%
Marshall University	9,692	10,018	10,053	9,885	9,756	-1.3%	0.7%
Potomac State College of WVU	1,807	1,831	1,800	1,779	1,660	-6.7%	-8.1%
Shepherd University	4,216	4,182	4,279	4,289	4,081	-4.8%	-3.2%
West Liberty University	2,598	2,688	2,729	2,712	2,647	-2.4%	1.9%
West Virginia State University	3,923	3,156	2,794	2,600	2,609	0.3%	-33.5%
West Virginia University	21,740	22,301	22,711	22,822	22,764	-0.3%	4.7%
WVU Institute of Technology	1,255	1,213	1,313	1,097	1,211	10.4%	-3.5%
TOTAL	55,945	56,355	56,608	55,762	54,696	-1.9%	-2.2%



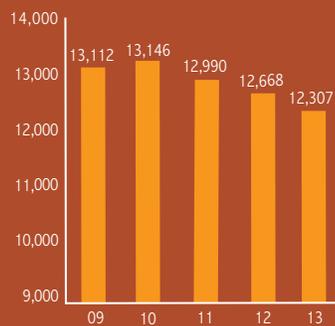
ACCESS

Graduate Enrollment

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes decreased 2.8 percent, from 12,668 in 2012-13 to 12,307 in 2013-14.
- For-credit enrollment declined by 805 students since 2009, representing a 6.1 percent decrease.
- Since the 2009-10 academic year, five four-year institutions, Concord University, Shepherd University, West Virginia School of Osteopathic Medicine, West Liberty University, and West Virginia State University, have realized gains in graduate enrollment, while three have decreased.



NATIONAL CONTEXT

Fall 2012 national data are the most recent available regarding graduate student enrollment. During 2012, approximately 2.9 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 38.8 percent over the last 10 years. Public colleges accounted for 48.8 percent of graduate enrollment in 2012 (NCES, 2014).

ABOUT THIS MEASURE

Graduate and professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 160 and includes professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University. The professional programs include, but are not limited to, dentistry, law, medicine, osteopathic medicine, and pharmacy. Institutions that do not offer graduate programs are excluded.

Graduate Enrollment

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Concord University	247	247	412	217	285	31.3%	15.4%
Fairmont State University	349	346	349	338	274	-18.9%	-21.5%
Marshall University	4,084	4,174	3,913	3,823	3,651	-4.5%	-10.6%
Shepherd University	154	154	155	157	175	11.5%	13.6%
WV School of Osteopathic Medicine	778	806	816	827	825	-0.2%	6.0%
West Liberty University	47	50	59	82	133	62.2%	183.0%
West Virginia State University	48	83	55	83	55	-33.7%	14.6%
West Virginia University	7,405	7,286	7,231	7,141	6,909	-3.2%	-6.7%
TOTAL	13,112	13,146	12,990	12,668	12,307	-2.8%	-6.1%

Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2009– 2013

WEST VIRGINIA HIGHLIGHTS

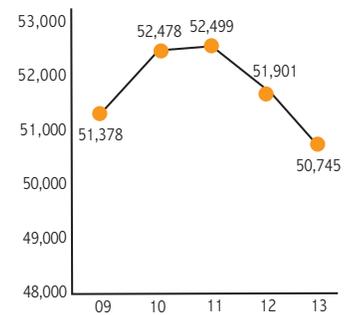
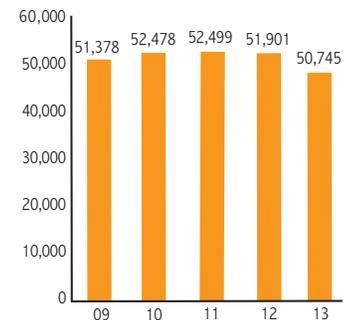
- Undergraduate FTE enrollment has decreased from 51,901 in 2012-13 to 50,745 in 2013-14.
- FTE enrollment has decreased 1.2 percent (633 students) since 2009.
- Since the 2009-10 academic year, two four-year institutions have realized gains in FTE enrollment, while nine have experienced decreases.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

Undergraduate FTE is the sum of all hours generated by all students enrolled in classes, divided by 15. Fifteen hours is considered to be a full-time load for undergraduate students. FTE enrollment was calculated from fall, end-of-term data.



Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	1,751	1,757	1,705	1,726	1,568	-9.1%	-10.4%
Concord University	2,665	2,643	2,653	2,531	2,414	-4.6%	-9.4%
Fairmont State University	3,846	3,944	3,827	3,754	3,595	-4.2%	-6.5%
Glenville State College	1,360	1,474	1,432	1,435	1,301	-9.3%	-4.3%
Marshall University	8,587	9,091	9,108	9,052	8,828	-2.5%	2.8%
Potomac State College of WVU	1,474	1,531	1,505	1,518	1,396	-8.0%	-5.3%
Shepherd University	3,678	3,707	3,784	3,726	3,549	-4.7%	-3.5%
West Liberty University	2,528	2,618	2,630	2,619	2,518	-3.9%	-0.4%
West Virginia State University	2,669	2,435	2,238	2,099	2,117	0.8%	-20.7%
West Virginia University	21,699	22,210	22,508	22,488	22,401	-0.4%	3.2%
WVU Institute of Technology	1,120	1,068	1,110	953	1,058	11.1%	-5.6%
TOTAL	51,378	52,478	52,499	51,901	50,745	-2.2%	-1.2%

ACCESS

Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2009– 2013

WEST VIRGINIA HIGHLIGHTS

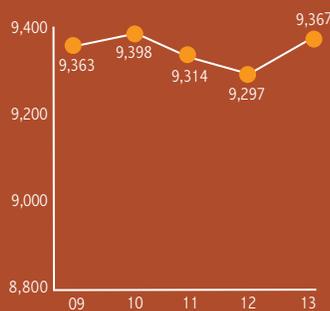
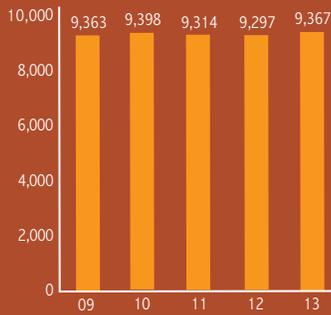
- Graduate FTE enrollment increased 0.7 percent, from 9,297 in 2012-13 to 9,367 in 2013-14.
- Total graduate FTE enrollment has remained steady since 2009-10.
- Since the 2009-10 academic year, five four-year institutions have realized gains in graduate FTE enrollment.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

Graduate FTE is the sum of all hours generated by all students enrolled in classes, divided by 12. Twelve hours is considered to be a full-time load for graduate students. FTE enrollment was calculated from fall, end-of-term data. Institutions not offering graduate programs are excluded.



Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Concord University	106	97	151	96	146	52.7%	38.1%
Fairmont State University	191	182	197	196	156	-20.5%	-18.4%
Marshall University	2,378	2,458	2,302	2,313	2,340	1.2%	-1.6%
Shepherd University	79	79	78	88	107	22.1%	35.3%
WV School of Osteopathic Medicine	778	806	816	827	825	-0.2%	6.0%
West Liberty University	25	26	32	59	151	156.8%	510.4%
West Virginia State University	28	39	35	43	35	-19.6%	24.8%
West Virginia University	5,778	5,710	5,702	5,676	5,607	-1.2%	-3.0%
TOTAL	9,363	9,398	9,314	9,297	9,367	0.7%	0.0%

Annualized Full-Time Enrollment (FTE)

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- Annualized FTE decreased 1.9 percent from 63,726 in 2012-13 to 62,529 in 2013-14.
- Over the five-year period, annualized FTE decreased 1.4 percent from 63,418 in 2009-10.
- Since 2009, four four-year institutions realized gains in annualized FTE while eight declined.

NATIONAL CONTEXT

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

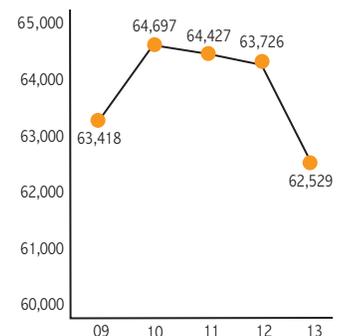
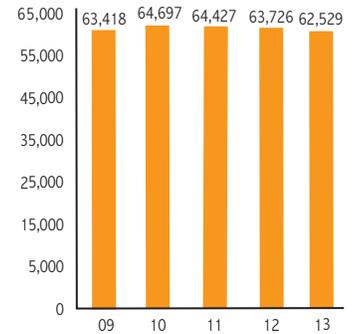
In 2012, the latest available data, national FTE enrollment was approximately 11.2 million. This represents a 0.3 percent decrease since 2011 (11.3 million), and a 10.5 percent increase since 2008 (10.2 million) (Digest of Education Statistics, 2013).

ABOUT THIS MEASURE

This indicator provides the sum of summer, fall, and spring end-of-term FTE divided by 2. FTE for each term is derived by dividing the total amount of instructional activity by 15 for undergraduates and 12 for graduates.

Annualized FTE

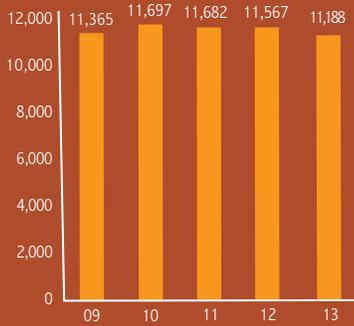
Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	1,849	1,822	1,789	1,741	1,555	-10.7%	-15.9%
Concord University	2,784	2,813	2,850	2,763	2,631	-4.8%	-5.5%
Fairmont State University	4,138	4,218	4,148	4,053	3,822	-5.7%	-7.6%
Glenville State College	1,408	1,514	1,460	1,431	1,268	-11.4%	-9.9%
Marshall University	11,805	12,345	12,144	11,923	11,816	-0.9%	0.1%
Potomac State College of WVU	1,445	1,507	1,453	1,476	1,365	-7.5%	-5.5%
Shepherd University	3,784	3,818	3,864	3,810	3,685	-3.3%	-2.6%
West Liberty University	2,493	2,615	2,628	2,679	2,702	0.9%	8.4%
WV School of Osteopathic Medicine	777	803	813	826	814	-1.5%	4.8%
West Virginia State University	2,700	2,470	2,285	2,120	2,139	0.9%	-20.8%
West Virginia University	29,133	29,701	29,949	29,956	29,665	-1.0%	1.8%
WVU Institute of Technology	1,100	1,072	1,045	946	1,067	12.8%	-3.0%
Total	63,418	64,697	64,427	63,726	62,529	-1.9%	-1.4%



ACCESS

First-Time Freshmen Headcount Enrollment

Fall 2009 – 2013



WEST VIRGINIA HIGHLIGHTS

- First-time freshmen enrolled in for-credit classes decreased 3.3 percent, from 11,567 in 2012-13 to 11,188 in 2013-14.
- First-time freshmen enrollment has decreased 1.6 percent since 2009, representing a decline in actual students of 177.
- Since the 2009-10 academic year, two four-year institutions have realized gains in first-time freshmen enrollment while nine have experienced decreases.

NATIONAL CONTEXT

Between 2003 and 2011, first-time freshmen enrollment in the nation increased 15.4 percent. The four-year public sector realized an increase of 22.8 percent during this same time period. Nationally, full-time students comprised 78.9 percent of first-time freshmen enrollment in 2002 compared to 80.5 percent in 2012. (NCES, 2014).

ABOUT THIS MEASURE

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

First-Time Freshman Headcount Enrollment

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	315	306	278	310	303	-2.3%	-3.8%
Concord University	609	575	583	569	514	-9.7%	-15.6%
Fairmont State University	819	776	751	740	749	1.2%	-8.5%
Glenville State College	331	416	381	399	304	-23.8%	-8.2%
Marshall University	1,882	1,951	2,002	1,908	1,871	-1.9%	-0.6%
Potomac State College of WVU	722	711	720	729	631	-13.4%	-12.6%
Shepherd University	801	770	796	756	684	-9.5%	-14.6%
West Liberty University	577	534	555	526	501	-4.8%	-13.2%
West Virginia State University	436	367	311	297	416	40.1%	-4.6%
West Virginia University	4,585	5,031	5,021	5,135	4,912	-4.3%	7.1%
WVU Institute of Technology	288	260	284	198	303	53.0%	5.2%
TOTAL	11,365	11,697	11,682	11,567	11,188	-3.3%	-1.6%

For-Credit Headcount Enrollment for At-Risk Students

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- The percentage of underrepresented minorities has increased 4.9 percent from 6,588 in 2012 to 6,910 in 2013. During the same time period, the percentage of low-income and undergraduate adult students has declined by 2.4 and 8.6 percent, respectively.
- The at-risk student population that saw the largest five-year increase was underrepresented minorities which increased from 5,729 in 2008 to 6,910 in 2013, a 20.6 percent increase. The percent of low-income students increased 6.2 percent while the percent of undergraduate adults declined by 11.7 percent.

NATIONAL CONTEXT

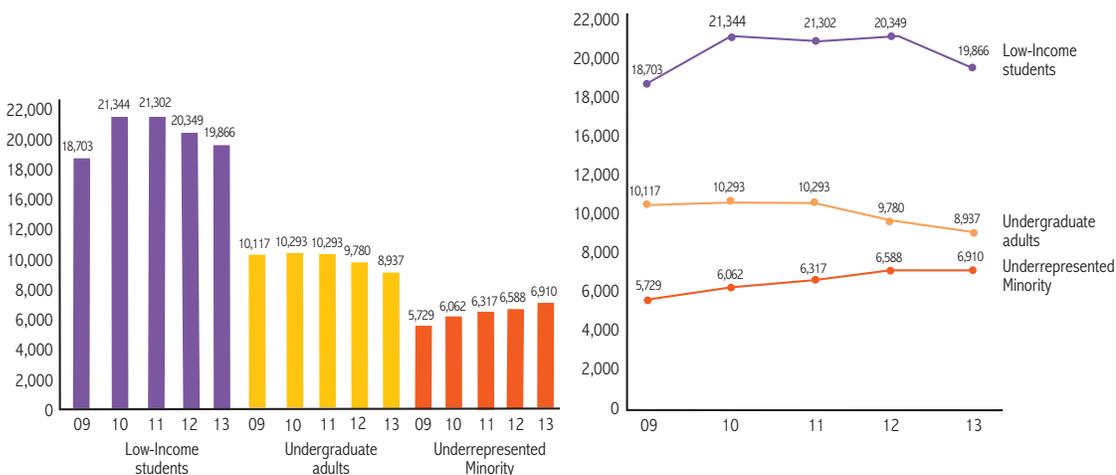
The at-risk student populations identified in *Leading the Way Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

ABOUT THIS MEASURE

This indicator provides the fall end-of-term credit headcount enrollment for low-income (receiving a Pell grant), adult (age 25 or older) and underrepresented race minority (classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background) students.

Fall For-Credit Headcount Enrollment

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Low-Income Students	18,703	21,344	21,302	20,349	19,866	-2.4%	6.2%
Undergraduate Adults	10,117	10,293	10,293	9,780	8,937	-8.6%	-11.7%
Underrepresented Minority	5,729	6,062	6,317	6,588	6,910	4.9%	20.6%



SPOTLIGHT

The National Center for Education Statistics reports that in fall 2011, the most recently available data, there were approximately 6 million undergraduate adults (age 25 or older) enrolled at all degree-granting post-secondary institutions across the country. Typically, adult enrollment tends to be higher at two-year institutions than four-year institutions. Of all undergraduate adults enrolled, a majority were female (60.8%).

ACCESS

Undergraduate Transfers to Public Four-Year Institutions

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions increased by 1.3 percent from 2012 to 2013. From 2009 to 2013, students transitioning laterally have declined by 0.9 percent.
- Students transferring from two-year to four-year public postsecondary institutions decreased 14.4 percent from 2012 to 2013. The number of two-year transfer students has decreased 15.2 percent when compared to 2009.

NATIONAL CONTEXT

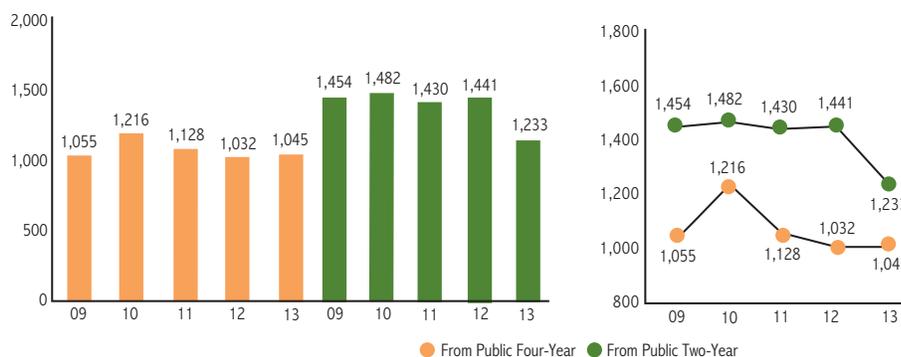
Multi-institutional attendance has become an increasingly common phenomenon. According to a 2014 report by the National Center for Education Statistics, 35 percent of first-time freshmen transferred or co-enrolled over a six-year period (2003 to 2008). Approximately 21 percent only transferred once, while 11 percent transferred multiple times. The remaining 65 percent did not transfer over the time period. Nearly 56 percent of students who transferred originated from a public two-year institution.

ABOUT THIS MEASURE

These data indicate the number of students in West Virginia between the years of 2008 and 2012 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to Public Four-Year Institutions

Transfer Type	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Public Four-Year	1,055	1,216	1,128	1,032	1,045	1.3%	-0.9%
Public Two-Year	1,454	1,482	1,430	1,441	1,233	-14.4%	-15.2%



Dual Enrollment of High School Students in Public Four-Year Institutions

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector increased by 11.4 percent from 2012 to 2013 and by 7.3 percent since 2009.
- Over this five-year span, dual enrollment students peaked in 2011 before declining to their lowest point in 2012 and then increasing again to 2,538 in 2013.

NATIONAL CONTEXT

A 2013 report from the United States Department of Education found that during the 2010-11 school year, 82 percent of U.S. high schools enrolled students in one or more dual enrollment courses. In the same report they found that 1.4 million students enrolled in a dual enrollment course with an academic focus, while 601,500 students enrolled in courses with a career or vocational focus. Fourteen percent of high schools reported that students earned a certificate at a postsecondary institution, while 7 percent reported that students earned an associate's degree. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

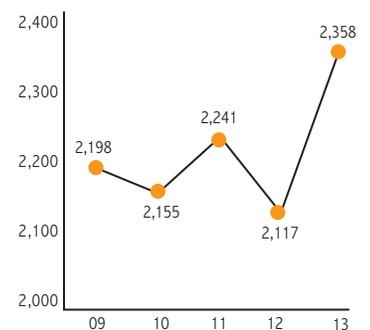
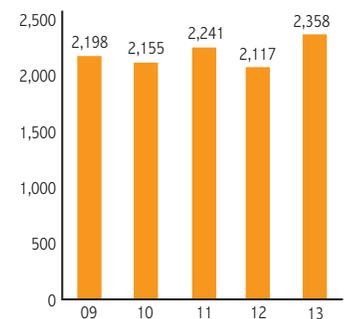
According to Karp (2012), dual enrollment students learn the curricular and co-curricular skills needed for college success. Dual enrollment students contribute to increased high school graduation rates and are more likely to enroll in a postsecondary institution than their non-dual enrollment peers. In addition, participation in dual enrollment courses in high school was found to improve college GPAs, improve retention into the sophomore year, and have a positive effect on credits earned.

ABOUT THIS MEASURE

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

Dual Enrollment of High School Students in Public Four-Year Institutions

2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
2,198	2,155	2,241	2,117	2,358	11.4%	7.3%



ACCESS

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

Academic Years 2004 – 2013

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 5.4 percent, from \$5,528 in 2012-13 to \$5,827 in 2013-14.
- The five-year trend in tuition and fees shows an increase of 29.9 percent for in-state students and 23.5 percent for out-of-state students.
- The 10-year trend in tuition and fees is an increase of 70 percent for in-state students and 59.9 percent for out-of-state students though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,399 since 2004 and out-of-state tuition has increased by \$5,172.

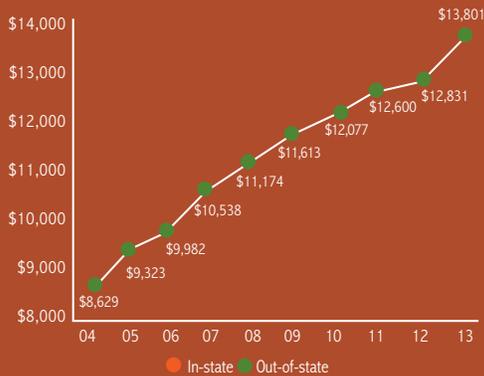
NATIONAL CONTEXT

According to SREB data, over the 10-year period from 2002-03 to 2011-12, median in-state tuition at four-year public colleges and universities in SREB states increased from \$3,253 to \$6,532, an increase of 100.8 percent. When adjusted for inflation, the figure is 60.6 percent. Nationally, during the same time period, median in-state tuition increased from \$3,728 to \$6,951. This was an 86.5 percent increase without adjusting for inflation, and a 49.1 percent increase with inflation adjustment.

Published tuition and fee prices, however, often do not reflect what students actually pay. In order to make college pricing more transparent, the federal Higher Education Act of 2008 mandated that colleges provide a Net Price Calculator on their websites by October 2011. This tool enables students to more accurately assess the cost of college after estimated financial aid is applied. Research by the College Board found that from 2008-09 to 2013-14 published tuition and fees for in-state students at public four-year institutions increased from \$7,008 to \$8,893 (in 2013 dollars), an increase of \$1,885. About \$1,180 of the increase was covered by grant aid while the students' share increased the remaining \$700 (College Board, 2013).

ABOUT THIS MEASURE

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



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

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2008-2013 % Change	2004-2013 % Change
In-State	\$3,428	\$3,706	\$3,965	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	29.9%	70.0%
Out-of-State	\$8,629	\$9,323	\$9,982	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	23.5%	59.9%

Undergraduate Tuition & Fees for In-State Students by Institution

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2012 to 2013 ranged from a low of 4.5 percent at Potomac State College of WVU and WVU Institute of Technology, to a high of 9.4 percent at Fairmont State University (\$498). Adjusting for inflation with the Consumer Price Index, these changes represent a 2.6 percent increase at Potomac State College of WVU and WVU Institute of Technology, and a 7.4 percent increase at Fairmont State University.
- Over the five-year period from 2009 to 2013, the increases varied from a low of 12.5 percent (\$644) at WVU Institute of Technology to a high of 30.6 percent (\$1,496) at Glenville State College. Adjusted for inflation, these increases were 3.1 percent and 19.8 percent respectively.
- Ten-year increases varied from a 53.4 percent increase of \$2,022 at WVU Institute of Technology to a 94.9 percent increase of \$3,108 at Glenville State College. These increases are reduced to 23.9 percent and 57.4 percent when adjusted for inflation.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

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

Undergraduate Tuition and Fees (In-State) Peer Comparison, 2013

	Tuition and Fees	Peer Group Average	Rank
Bluefield State College	\$5,564	\$6,921	17
Concord University	\$6,002	\$7,151	15
Fairmont State University	\$5,824	\$6,844	15
Glenville State College	\$6,384	\$7,947	18
Marshall University	\$6,216	\$7,622	18
Potomac State College of WVU	\$3,336	\$3,367	9
Shepherd University	\$6,256	\$7,118	14
West Liberty University	\$6,226	\$7,361	12
West Virginia State University	\$5,932	\$6,965	16
West Virginia University	\$6,456	\$9,731	19
WVU Institute of Technology	\$5,808	\$7,951	16

Undergraduate Tuition and Fees for In-State Students by Institution

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	\$3,114	\$4,596	\$5,180	\$5,564	7.4%	21.1%	78.7%
Concord University	\$3,588	\$4,974	\$5,716	\$6,002	5.0%	20.7%	67.3%
Fairmont State University	\$3,692	\$4,952	\$5,326	\$5,824	9.4%	17.6%	57.7%
Glenville State College	\$3,276	\$4,888	\$5,860	\$6,384	8.9%	30.6%	94.9%
Marshall University	\$3,818	\$5,236	\$5,930	\$6,216	4.8%	18.7%	62.8%
Potomac State College of WVU	\$2,238*	\$3,582	\$3,946	\$4,122	4.5%	15.1%	NA
Shepherd University	\$3,654	\$5,234	\$5,834	\$6,256	7.2%	19.5%	71.2%
West Liberty State College	\$3,380	\$4,880	\$5,930	\$6,226	5.0%	27.6%	84.2%
West Virginia State University	\$3,222	\$4,644	\$5,442	\$5,932	9.0%	27.7%	84.1%
West Virginia University	\$3,938	\$5,304	\$6,090	\$6,546	7.5%	23.4%	66.2%
WVU Institute of Technology	\$3,786	\$5,164	\$5,558	\$5,808	4.5%	12.5%	53.4%

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

ACCESS

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

Academic Years 2009 & 2013

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase (12.4%) for cost of attendance between 2009 and 2013 is found at Potomac State College of WVU where the total rose from \$9,546 in 2009 to \$10,730 in 2013.
- The largest percentage increase (37.2%), excluding Bluefield State College which has no campus housing, is found at West Virginia State University. The cost of attendance was \$10,019 in 2009 compared to \$13,747 in 2013.
- The four-year public postsecondary institution with the lowest cost of attendance in 2013 is Potomac State College of WVU (again excluding Bluefield State College). The institution with the highest cost is West Virginia University.

NATIONAL CONTEXT

It is estimated that nationally in 2013-14, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board for in-state students attending a four-year public university. Average total charges of in-state tuition and fees, room and board at four-year public institutions nationally are \$18,391 in 2013-14 which is 3.2 percent higher than the prior year's total (College Board, 2013).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of 19 percent beyond the general rate of inflation (College Board, 2013).

ABOUT THIS MEASURE

This indicator provides the amount necessary to pay for tuition and mandatory fees, as well as average room and board, at each institution. Room and board costs vary, however, by where one chooses to live. In general, living off-campus with parents is less expensive than on-campus housing, while living off campus on one's own is more expensive. These figures do not include books, transportation, and other expenses which were estimated nationally to be \$4,435 for 2013-14 (College Board, 2013).

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

Institution	2009			2013			2009-2013
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	% Change in Total Cost
Bluefield State College*	\$4,596	\$0	\$4,596	\$5,564	\$0	\$5,564	21.1%
Concord University	\$4,974	\$6,530	\$11,504	\$6,002	\$7,726	\$13,728	19.3%
Fairmont State University	\$4,952	\$6,397	\$11,349	\$5,824	\$7,313	\$13,137	15.8%
Glenville State College	\$4,888	\$6,250	\$11,138	\$6,384	\$8,275	\$14,659	31.6%
Marshall University	\$5,236	\$7,397	\$12,633	\$6,216	\$8,810	\$15,026	18.9%
Potomac State College of WVU	\$2,886	\$6,660	\$9,546	\$3,336	\$7,394	\$10,730	12.4%
Shepherd University	\$5,234	\$7,221	\$12,455	\$6,256	\$9,135	\$15,391	23.6%
West Liberty University	\$4,880	\$6,282	\$11,162	\$6,226	\$7,250	\$13,476	20.7%
West Virginia State University	\$4,644	\$5,375	\$10,019	\$5,932	\$7,815	\$13,747	37.2%
West Virginia University	\$5,304	\$7,635	\$12,939	\$6,546	\$9,438	\$15,984	23.5%
WVU Institute of Technology	\$5,164	\$6,844	\$12,008	\$5,808	\$8,543	\$14,351	19.5%

*Bluefield State College has no on-campus housing.

SUCCESS

In order to increase the number of West Virginia students who persist in their academic programs and earn their degrees, it is important to promote progress in retention and completion. Moreover, given historical gaps in achievement for certain underrepresented groups and the Commission's commitment to improving equity in outcomes in addition to opportunity, it is necessary to target populations related to income and race/ethnicity. To correspond with efforts to re-enroll and graduate adults who have some college credits but no degree, there is a focus on the retention of returning adults. Adults face additional barriers to completion including balancing home and work responsibilities and constraints related to geographical access to campuses. Finally, evidence that West Virginia transfer students persist and graduate at lower rates than other students demands a focus on the outcomes of this population as well. To both sustain and move West Virginia's postsecondary success agenda forward, the state's four-year public colleges and universities are working to enhance efforts in this area.

Commission Initiatives

In January 2014, the Commission partnered with Bluefield State College, Concord University, Marshall University, and Southern West Virginia Community and Technical College to launch a three-year pilot project to provide college counseling and support via text message to students graduating from 14 high-need high schools. Nearly 1,000 students signed up to receive the messages, which provide students with periodic updates to assist them in completing critical tasks required for enrolling and succeeding in college.

In September 2014, the Commission and its institutions launched a statewide "15 to Finish" campaign, which encourages students to take at least 15 credit hours each semester, an essential step that puts students on track to graduate on time, save money, do well academically, and start their careers as soon as possible.

Work continues to execute the intent of the joint resolution passed by both the Commission and Council regarding student credit transfer and articulation. A statewide steering committee has been formed with representation from both two-year and four-year institutions. Further initiatives include the creation of a student appeal process for denial of transfer of credit and progress on implementation of a reverse transfer policy. The steering committee also is working on the creation of statewide articulation degrees between two-year and four-year institutions.

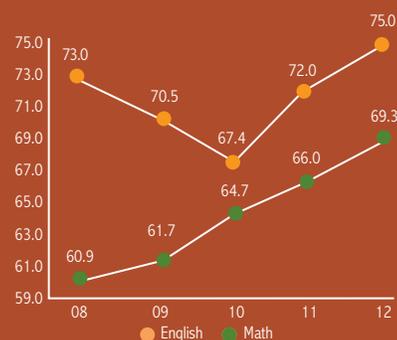
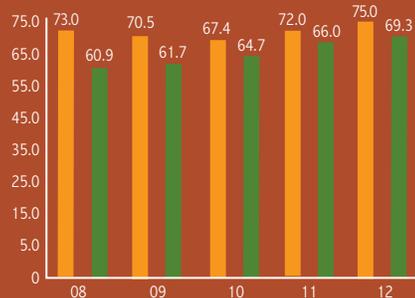
A grant of \$28,765 allowed the West Virginia Network (WVNET) and the Commission to provide training to faculty on how to improve their online courses to meet Quality Matters' standards. Through the grant, training was provided in either a half-day face-to-face or two-week online format for 20 faculty currently teaching online from each of the colleges and universities affiliated with Quality Matters.



SUCCESS

Passing Rate for First-Time Freshmen in Developmental Education

Academic Years 2008-2012



WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses within the first two years increased 3 percentage points from 72 percent in 2011 to 75 percent in 2012. The percentage of students passing increased 2 percentage points compared with the 2008 rate of 73 percent.
- The proportion of students passing developmental math courses within the first two years increased by 3.3 percentage points from 66 percent in 2011 to 69.3 percent in 2012. When compared to passing rates in 2008, the proportion increased 8.4 percentage points.

NATIONAL CONTEXT

According to Complete College America, 74.4 percent of students at four-year institutions successfully complete their developmental education course (2012). However, only 36.8 percent of students complete the subsequent college-level course and even fewer are projected to graduate within six years (35.1 percent).

ABOUT THIS MEASURE

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in math or English/writing in their first two years of school and successfully pass the course.

Passing Rate for First-Time Freshmen in Developmental Education

Institution	Subject	2008	2009	2010	2011	2012
Bluefield State College	English/Writing	83.0%	78.0%	73.5%	68.4%	77.2%
	Math	64.9%	56.0%	66.3%	54.0%	70.5%
Concord University	English/Writing	67.0%	59.6%	60.8%	60.7%	69.7%
	Math	56.2%	62.4%	68.3%	69.1%	76.0%
Fairmont State University	English/Writing	66.7%	71.0%	69.8%	79.7%	73.2%
	Math	70.4%	70.7%	68.2%	68.4%	75.2%
Glenville State College	English/Writing	82.8%	77.7%	60.7%	68.5%	77.5%
	Math	55.4%	62.5%	57.2%	66.7%	61.4%
Marshall University	English/Writing	89.5%	100.0%	56.3%	77.9%	76.1%
	Math	55.3%	64.9%	68.8%	68.9%	65.6%
Potomac State College of WVU	English/Writing	65.6%	65.7%	64.1%	68.7%	73.0%
	Math	61.9%	57.9%	60.4%	61.1%	68.5%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	66.7%	78.1%	80.0%	81.1%	79.1%
	Math	69.3%	71.7%	73.6%	79.8%	81.0%
West Virginia State University	English/Writing	**	**	**	33.3%	73.0%
	Math	59.5%	**	38.5%	54.1%	56.6%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute of Technology	English/Writing	77.6%	61.7%	79.0%	73.3%	87.5%
	Math	52.4%	40.5%	43.6%	55.9%	65.5%
Total	English/Writing	73.0%	70.5%	67.4%	72.0%	75.0%
	Math	60.9%	61.7%	64.7%	66.0%	69.3%

* Does not offer developmental education.

** Data unavailable due to issues in the data collection process time.

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

Academic Years 2008–2012

WEST VIRGINIA HIGHLIGHTS

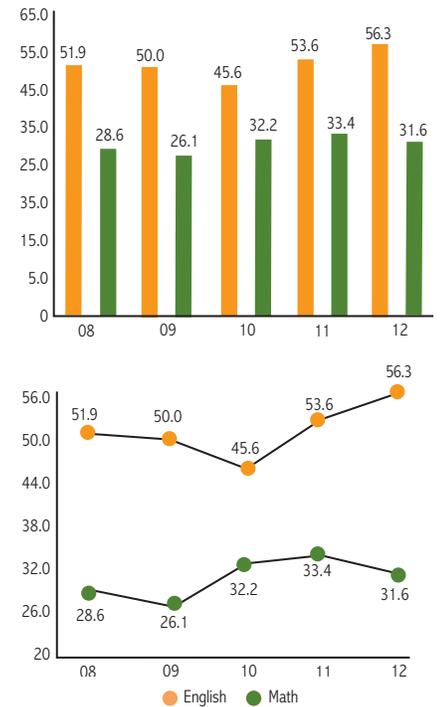
- The proportion of first-time freshmen who took developmental education in English and then passed the subsequent college-level course within two years increased 2.7 percentage points from 53.6 percent in 2011 to 56.3 percent in 2012.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years decreased by 1.8 percentage points from 33.4 percent in 2011 to 31.6 percent in 2012.

NATIONAL CONTEXT

According to Complete College America, only 36.8 percent of students complete remediation and the associated college-level courses within two years (2012). Complete College America and West Virginia calculate this metric differently. Students attending a West Virginia four-year public institution have alternative campus resources, beyond developmental education, to be placed directly into for-credit college courses.

ABOUT THIS MEASURE

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in their first two years and who passed a college-level course in that same subject area within two years. The end of the two-year period occurs in spring of the second year.



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

Institution	Subject	2008	2009	2010	2011	2012
Bluefield State College	English/Writing	50.0%	46.8%	41.8%	49.5%	52.2%
	Math	31.1%	32.4%	36.7%	34.0%	35.5%
Concord University	English/Writing	58.5%	66.7%	55.2%	55.0%	68.0%
	Math	20.5%	27.8%	27.4%	25.3%	28.4%
Fairmont State University	English/Writing	49.5%	49.3%	52.4%	56.9%	58.8%
	Math	30.4%	25.6%	28.1%	31.2%	24.1%
Glenville State College	English/Writing	54.1%	50.4%	28.7%	46.8%	47.1%
	Math	14.1%	18.8%	13.9%	19.5%	10.9%
Marshall University	English/Writing	69.6%	100.0%	18.8%	66.7%	62.4%
	Math	43.9%	23.6%	45.3%	47.2%	42.7%
Potomac State College of WVU	English/Writing	47.7%	43.3%	45.7%	45.4%	48.8%
	Math	30.8%	27.0%	27.2%	26.6%	28.2%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	29.8%	62.0%	46.4%	55.7%	63.7%
	Math	35.1%	34.2%	41.2%	41.5%	39.1%
West Virginia State University	English/Writing	44.5%	**	**	**	56.8%
	Math	19.5%	**	15.4%	24.7%	33.6%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute Of Technology	English/Writing	40.8%	32.1%	53.2%	51.1%	65.6%
	Math	14.6%	17.4%	21.8%	17.6%	29.3%
Total	English/Writing	51.9%	50.0%	45.6%	53.6%	56.3%
	Math	28.6%	26.1%	32.2%	33.4%	31.6%

* Does not offer developmental education

** Data unavailable due to issues in the data collection process time.

SUCCESS

Fall-to-Fall Retention Rates for First-Time, Full-Time Freshmen

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- First-time full-time retention rates have declined 1.4 percentage points at four-year public institutions from 76.1 percent in 2009 to 74.7 percent in 2013.
- The largest gain over the five-year period was at WVU Institute of Technology, with an increase of 7.1 percentage points.
- From 2009 to 2013 five of the eleven four-year public institutions experienced decreases in their retention rates with the largest of 4.2 percentage points at West Virginia State University.

NATIONAL CONTEXT

The national proportion of fall 2012 first-time freshmen at four-year public institutions who were retained at any institution the following fall was 85.5 percent (National Student Clearinghouse, 2014).

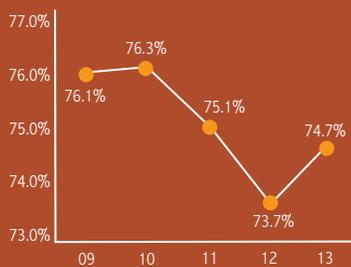
In the SREB region, the one-year persistence rate for the 2010 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia is currently ranked last among the 16 SREB states in overall first-year persistence with a rate of 76 percent for 2010 (SREB, 2013).

ABOUT THIS MEASURE

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

One-Year Retention Rates

Institution	2009	2010	2011	2012	2013
Bluefield State College	65.0%	65.2%	59.9%	61.9%	65.9%
Concord University	70.6%	73.3%	71.1%	71.7%	71.4%
Fairmont State University	71.2%	73.6%	72.8%	72.6%	70.9%
Glenville State College	60.6%	66.3%	65.5%	61.3%	62.8%
Marshall University	77.2%	77.2%	76.1%	77.7%	75.3%
Potomac State College of WVU	61.7%	60.9%	58.9%	56.4%	56.8%
Shepherd University	70.4%	75.6%	72.6%	67.6%	74.3%
West Liberty University	74.3%	81.3%	75.6%	77.6%	75.7%
West Virginia State University	66.7%	61.6%	67.2%	60.7%	62.5%
West Virginia University	82.8%	82.3%	80.5%	78.7%	80.0%
WVU Institute of Technology	61.8%	57.8%	68.3%	54.9%	68.9%
Total	76.1%	76.3%	75.1%	73.7%	74.7%



Fall-to-Fall Retention Rates for At-Risk Populations

(Academic Years 2009–2013)

WEST VIRGINIA HIGHLIGHTS

- From 2011 to 2012, the percentage of part-time, first-time freshmen (48 percent), transfer students (73.4 percent), and underrepresented minority students (63.2 percent) retained to the following year increased by 4.1, 1, and 2 percentage points, respectively.
- The only two at-risk populations to experience a decline in fall-to-fall retention between 2011 and 2012 were low-income students and undergraduate adults. Low-income students declined from 68.2 percent in 2011 to 66.8 percent in 2012 while undergraduate adult students declined from 57.8 percent in 2011 to 54.6 percent in 2012.
- Over the five-year period, all identified special populations saw a decrease in the percentage of students retained. The percentage of part-time, first-time freshmen declined 0.7 percentage points from the 2008 rate of 48.7 percent, while the largest decrease was for low-income students which declined 3.7 percentage points from the 2008 rate of 70.5 percent.

NATIONAL CONTEXT

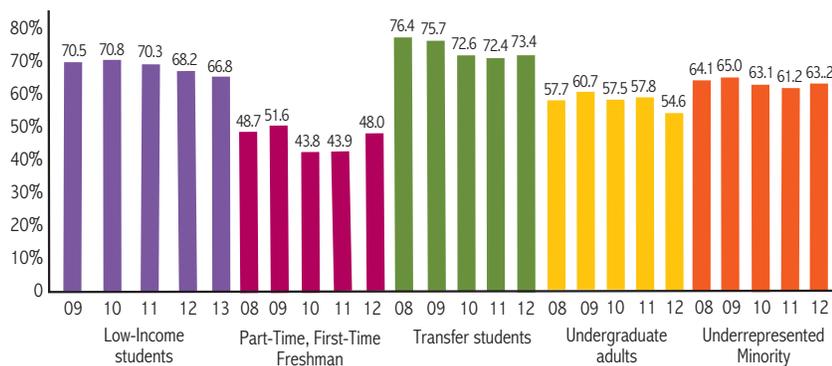
The at-risk student populations identified in the *Leading the Way Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

ABOUT THIS MEASURE

This indicator provides the fall-to-fall retention rate at four-year public institutions measured as the proportion of students enrolled the following year at any public institution according to fall end-of-term data (for first-time, degree-seeking students and for part-time, low-income, adult, and underrepresented race minority students). Students who graduate are considered retained.

Fall-to-Fall Retention Rates

	2009	2010	2011	2012	2013
Low-Income Students	70.5%	70.8%	70.3%	68.2%	66.8%
Part-Time, First-Time Freshmen	48.7%	51.6%	43.8%	43.9%	48.0%
Transfer Students (from 2-year, from 4-year)	76.4%	75.7%	72.6%	72.4%	73.4%
Undergraduate Adults	57.7%	60.7%	57.5%	57.8%	54.6%
Underrepresented Minority	64.1%	65.0%	63.1%	61.2%	63.2%



SPOTLIGHT

The national average for fall-to-fall retention for first-year adult students returning to the same institution was 46.9 percent. The percent was slightly higher for students who were retained to any higher education institution at 50.4 percent (National Student Clearinghouse, 2014). National figures include students who start at a private or two-year institution while the West Virginia specific figures outlined on this page are restricted to adults who attended a public four-year institution and were retained to any public institution.

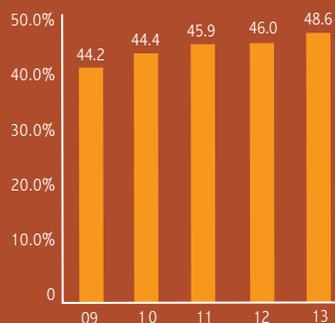
SUCCESS

Percent of First-Time Freshmen Earning 30 Hours in Their First Year

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- In 2013, 48.6 percent of first-time freshmen took at least 30 hours within their first year of enrollment. This represents a 2.6 percentage point increase over 2012 (46 percent) and 4.6 percentage point increase over 2009 (44.2 percent)
- The institution with the highest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Liberty University at 61.7 percent.
- The institution with the lowest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Virginia State University at 27.2 percent.



NATIONAL CONTEXT

Taking 30 hours over the academic year, or 15 hours a semester, has been shown to increase the academic success of students, reduce dropout rates, and reduce time to degree by as much as one year. However, according to a survey produced by Complete College America (CCA) only 50 percent or fewer “full-time” students were enrolled with at least 30 hours during fall 2012 at four-year institutions (CCA, 2013).

As of December 2013 (CCA), 15 states have developed formal programs to promote and study the impact of encouraging students to enroll in 15 hours a semester in order to complete their degrees in a timely manner. West Virginia has become the latest state to pursue a “15 to Finish” campaign aimed at decreasing time to degree.

ABOUT THIS MEASURE

This indicator provides the proportion of students who earn 30 or more credit hours by the end of the following summer at any public institution, out of the number of first-time, degree-seeking freshmen according to fall end-of-term data. Developmental education hours are included.

Percent of First-Time Freshmen Earning 30 Credit Hours

Institution	2009	2010	2011	2012	2013
Bluefield State College	23.5%	25.5%	26.6%	24.8%	31.7%
Concord University	37.4%	33.4%	36.5%	42.4%	35.4%
Fairmont State University	32.4%	33.0%	36.6%	33.5%	35.4%
Glenville State College	33.8%	24.5%	25.5%	21.1%	34.2%
Marshall University	40.8%	45.8%	47.8%	47.6%	50.2%
Potomac State College of WVU	23.4%	25.9%	25.1%	29.1%	25.5%
Shepherd University	44.2%	41.8%	35.8%	40.2%	42.0%
West Liberty University	52.2%	50.2%	61.3%	56.7%	61.7%
West Virginia State University	18.6%	18.5%	21.5%	21.2%	27.2%
West Virginia University	57.0%	54.9%	55.6%	54.7%	58.8%
WVU Institute of Technology	21.2%	27.3%	27.5%	41.9%	31.4%
Total	44.2%	44.4%	45.9%	46.0%	48.6%

Four-Year Graduation Rates for First-Time Freshmen Seeking a Bachelor's Degree

Cohort Years 2006–2010

WEST VIRGINIA HIGHLIGHTS

- Four-year graduation rates have increased 1.6 percentage points from 21.9 percent for the 2009 cohort to 23.5 percent for the 2010 cohort. This represents a 1.3 percent increase from the 22.2 percent reported for the 2006 cohort.
- The largest one- and five- year increases were both at Glenville State College, with an increase of 5.4 and 10.6 percentage points, respectively.
- The largest one-year decrease was at West Liberty University, with a decrease of 3.4 percentage points while the largest five-year decrease was at Fairmont State University declining 1.3 percentage points from 13.8 percent for the 2006 cohort.

NATIONAL CONTEXT

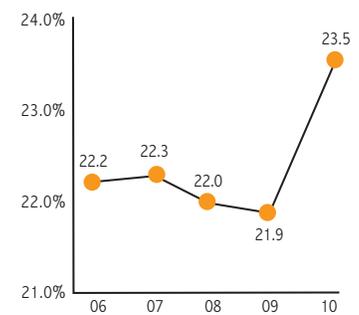
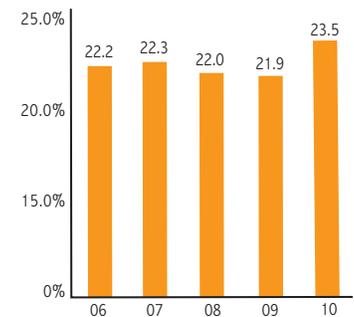
Across the SREB states, 30.7 percent of first-time, full-time bachelor's degree seeking freshmen graduated within four years. Nationally, the rate was slightly higher at 32.6 percent. West Virginia ranked ninth out of the sixteen states that comprise the SREB.

ABOUT THIS MEASURE

This indicator provides the four-year graduation rate for first-time, bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the fourth year since matriculation.

Four-Year Graduation Rates

Institution	2006	2007	2008	2009	2010
Bluefield State College	9.2%	5.6%	9.4%	8.8%	9.2%
Concord University	15.3%	18.0%	17.1%	17.7%	17.7%
Fairmont State University	13.8%	13.3%	14.5%	13.7%	12.5%
Glenville State College	11.6%	13.8%	8.2%	16.8%	22.2%
Marshall University	20.2%	21.2%	22.1%	21.7%	23.6%
Shepherd University	18.7%	16.9%	17.9%	20.2%	23.9%
West Liberty University	19.4%	21.1%	17.4%	24.3%	20.9%
West Virginia State University	4.4%	3.8%	2.7%	4.8%	8.7%
West Virginia University	28.6%	29.2%	28.2%	27.5%	28.1%
WVU Institute of Technology	13.5%	6.3%	9.6%	10.4%	13.1%
Total	22.2%	22.3%	22.0%	21.9%	23.5%



SUCCESS

Four-Year Graduation Rates for Students Seeking a Bachelor's Degree for At-Risk Populations

Cohort Years 2006– 2010

WEST VIRGINIA HIGHLIGHTS

- From 2009 to 2010, all at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased from 14.9 to 16.8 percent; transfer students increased from 42.4 to 43.3 percent; undergraduate adults increased from 34.6 to 39 percent; and underrepresented minorities increased from 11.3 to 13.5 percent.
- Low-income, transfer, and underrepresented minority students saw an increase in four-year graduation rates over the five year span of 3.3, 0.3, and 3.1 percentage points, respectively. Over the same time span, the four-year graduation rate for undergraduate adult students declined 0.6 percentage points.
- The largest one-year increase in four-year graduation rates was undergraduate adults which increased 4.4 percentage points while the largest five-year gain was for low-income students which increased 3.3 percentage points from 2006.

SPOTLIGHT

The underrepresented minority at-risk population represents a combination of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial students. This at-risk group is specifically tailored to traditionally underrepresented race minorities pursuing higher education at a four-year public institution in West Virginia. As such, national graduation data sources report these races separately and not as a collective. Nationally, the four-year graduation rate for fall 2006 underrepresented race minorities was 29.2 percent for Hispanic students; 21.9 percent for American Indian or Alaskan Native students; 20.5 percent for Black or African American students; 24.2 percent for Native Hawaiian or Other Pacific Islander students; and 46.5 percent for multi-racial students (NCES, 2014).

NATIONAL CONTEXT

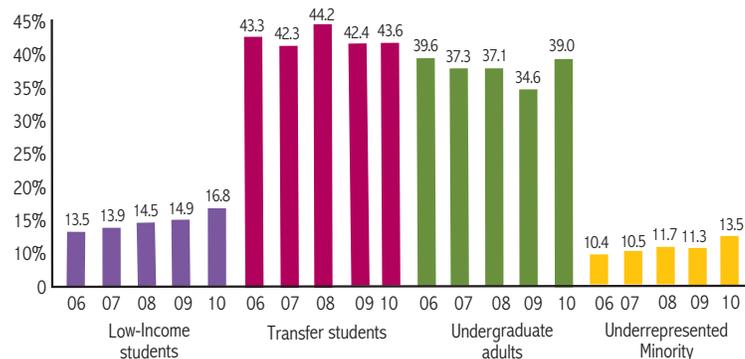
The at-risk student populations identified in the *Leading the Way Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

ABOUT THIS MEASURE

This indicator provides the four-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the fourth year since matriculation for low-income, transfer, adult, and underrepresented racial minority students.

Four-Year Graduation Rates

	2006	2007	2008	2009	2010
Low-Income Students	13.5%	13.9%	14.5%	14.9%	16.8%
Transfer Students	43.3%	42.3%	44.2%	42.4%	43.6%
Undergraduate Adults	39.6%	37.3%	37.1%	34.6%	39.0%
Underrepresented Minority	10.4%	10.5%	11.7%	11.3%	13.5%



Six-Year Graduation Rate for First-Time Freshmen Seeking a Bachelor's Degree

Cohorts 2004– 2008

WEST VIRGINIA HIGHLIGHTS

- Six-year graduation rates declined at four-year public institutions from 47.8 percent for the 2004 cohort to 46.6 percent for the 2008 cohort, a decrease of 1.2 percentage points.
- The largest gain over the five-year period was at Bluefield State College, with an increase of 10.6 percentage points.
- The largest decrease over the five-year period was at WVU Institute of Technology, with a decline of 8.1 percentage points.

NATIONAL CONTEXT

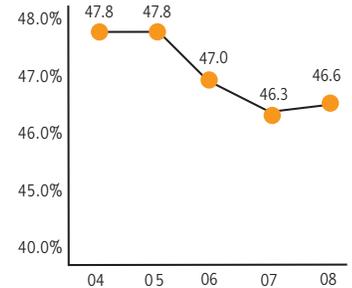
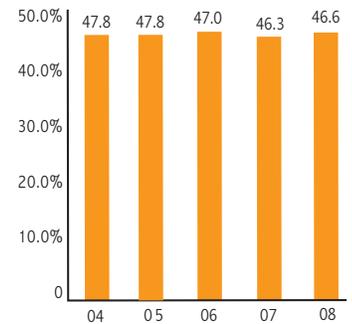
The national proportion of fall 2005 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 58.7 percent. The figure was higher for women than for men in public institutions (60.8% for women, 56.3% for men) and private, not-for-profit institutions (67.2% for women, 62.4 % for men) (NCES, 2014).

ABOUT THIS MEASURE

This indicator provides the six-year graduation rate for first-time, bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any West Virginia public institution by the spring of the sixth year since matriculation.

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

Institution	2004	2005	2006	2007	2008
Bluefield State College	14.4%	22.2%	22.2%	17.3%	25.0%
Concord University	36.0%	37.2%	40.6%	39.2%	37.3%
Fairmont State University	37.9%	36.2%	38.0%	37.6%	34.1%
Glenville State College	32.7%	32.7%	32.9%	33.5%	31.2%
Marshall University	47.6%	45.9%	45.1%	45.4%	45.2%
Shepherd University	42.4%	46.7%	45.2%	39.8%	42.6%
West Liberty University	38.9%	46.9%	40.1%	41.3%	39.5%
West Virginia State University	21.2%	19.8%	17.7%	18.6%	19.6%
West Virginia University	58.6%	56.7%	55.4%	56.0%	56.2%
WVU Institute of Technology	35.1%	42.4%	34.5%	25.7%	27.0%
Total	47.8%	47.8%	47.0%	46.3%	46.6%



SUCCESS

Six-Year Graduation Rates for At-Risk Students Seeking a Bachelor's Degree

Cohort Years 2004– 2008

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for all at-risk student populations increased from the 2007 to 2008 cohort. Underrepresented minorities saw the largest one-year increase.
- Between 2004 and 2008, all at-risk populations saw a decrease in their six-year graduation rates (when data are available). The largest decrease occurred for low-income students which declined from 36 percent in 2004 to 34.9 percent in 2008.

NATIONAL CONTEXT

The at-risk student populations identified in the *Leading the Way Access, Success, Impact* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

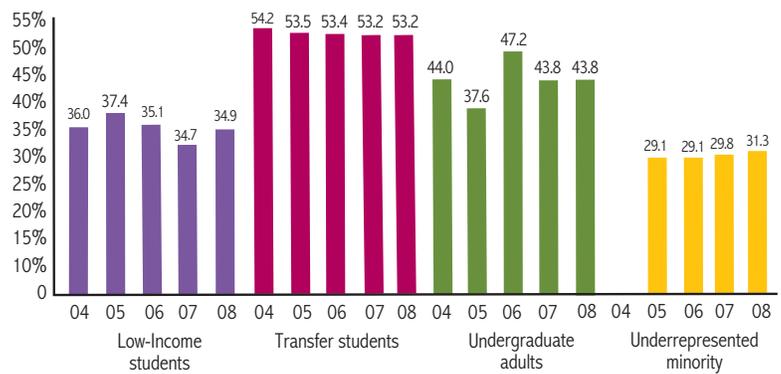
ABOUT THIS MEASURE

This indicator provides the six-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the sixth year since matriculation for low-income, adult, transfer, and underrepresented racial minority students.

Six-Year Graduation Rates

	2004	2005	2006	2007	2008
Low-Income Students	36.0%	37.4%	35.1%	34.7%	34.9%
Transfer Students	54.2%	53.5%	53.4%	53.2%	53.2%
Undergraduate Adults	44.0%	37.6%	47.2%	43.8%	43.8%
Underrepresented Minority*	N/A	29.1%	29.1%	29.8%	31.3%

* Underrepresented minority data is not available for 2004 due to a change in race classifications.



SPOTLIGHT

Nationally, the six-year graduation rate for adult students (aged 25 or older), who began at a four-year institution was 44.5 percent. This rate was slightly lower for students who completed a degree at the same institution in which they began, at 38.7 percent (National Student Clearinghouse, 2014).

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Years Ending June 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Dietetics was the only licensure exam to see an increase in pass rates from 2012 to 2013. Cytotechnology, Medical Technology, Dental Hygiene, Social Work, and Praxis II experienced a decrease while Nursing saw no change.
- 2013 licensure pass rates increased in three areas when compared to 2009 Dental Hygiene, Nursing, and Social Work.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2012 national pass rates in professions where current comparison data was available: Dietetics, Social Work, and Nursing. National pass rates for the other areas were not available.

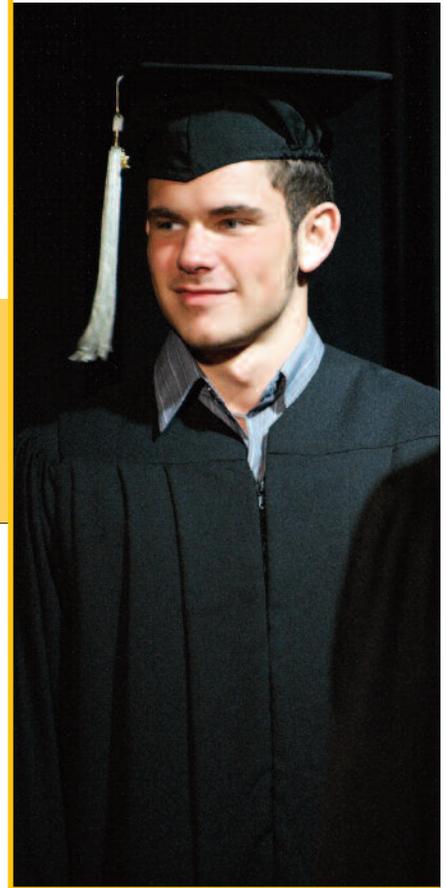
The National Center for Public Policy and Higher Education's latest edition of its biennial state report card, "Measuring Up 2008", reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations, making it one of the top five performing states. About 55 percent more of the state's graduates take these examinations than graduates nationwide and West Virginia graduates' pass rates match the national average.

ABOUT THIS MEASURE

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

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2009	2010	2011	2012	2013
Cytotechnology	100.0%	100.0%	100.0%	100.0%	83.3%
Dental Hygiene	90.2%	100.0%	97.7%	98.5%	92.7%
Dietetics	75.0%	88.6%	.	83.3%	85.7%
Medical Technology	86.4%	69.4%	68.4%	87.5%	50.0%
Nursing	86.0%	91.6%	91.3%	86.4%	86.4%
Praxis II (Learning & Teaching)	92.3%	92.2%	93.2%	94.2%	87.8%
Social Work (State)	68.3%	77.1%	84.6%	78.1%	89.7%



SUCCESS

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

Years Ending June 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- 2013 licensure pass rates increased in five of twelve areas when compared to 2012 and eight of twelve since 2008.
- The areas of Dentistry, National Exam in Speech Pathology & Audiology, Pharmacy (Pharm D), and Physical Therapy, all have pass rates above 90 percent for each of the five years examined.
- Complex and USMLE Step 3 had a pass rate above 90 percent from 2009 through 2011. New reporting methods combine the exams under a general medicine category, where pass rates have remained above 90 percent in 2012 and 2013.

NATIONAL CONTEXT

West Virginia institutions exceeded the national pass rate in all exams with an available national 2013 pass rate: National Exam in Speech Pathology & Audiology, Occupational Therapy, and Physical Therapy. The newly combined Complex Level 3 and USMLE Step 3 or reporting methods make it difficult to discern individual pass rates for these exams.

ABOUT THIS MEASURE

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

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

Exam	2009	2010	2011	2012	2013
Complex Level 3	100.0%	96.4%	92.7%	.	.
Dentistry	97.9%	94.6%	98.5%	97.0%	98.0%
Dietetics	60.0%	87.5%	100.0%	77.8%	88.9%
Family Nurse Practitioner	94.4%	97.4%	97.0%	76.3%	89.7%
Law	71.3%	77.7%	80.6%	77.9%	76.0%
Medicine (USMLE Step 3 or COMPLEX Level 3)	.	.	.	98.5%	97.8%
National Certified Counselor Exam	83.3%	68.4%	85.2%	100.0%	92.3%
National Exam in Speech Pathology & Audiology	98.2%	98.0%	100.0%	96.3%	100.0%
Occupational Therapy	89.5%	90.0%	100.0%	100.0%	100.0%
Pharmacy (Pharm D)	95.0%	97.4%	95.9%	97.2%	98.7%
Physical Therapy	100.0%	100.0%	100.0%	96.8%	100.0%
Teacher Education-Praxis II	86.8%	89.0%	90.8%	90.8%	91.4%
USMLE Step 3	97.4%	100.0%	97.9%	.	.
WV Competency Exam for Counselor Licensing	94.3%	81.8%	97.1%	100.0%	0.0%

*Data collection methods were changed in 2012. The new reporting methods combine Complex Level 3 and USMLE Step 3 into the Medicine category.



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

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 1 percent between 2012 and 2013. Salary gains since 2009 were 7.1 percent.
- The largest one-year percentage increase by faculty rank was for associate professors at 1.3 percent (\$898), while the largest five-year percentage increase was for graduate assistants and others who realized a 17.4 percent (\$6,781) increase from 2009 to 2013.
- Over the five-year period, the smallest increase was for instructors who realized, on average, a 2.6 percent increase in salary. From 2012 to 2013, on average, instructors' salaries decreased by 0.2 percent.

NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2012-13 was \$108,310 for full professors, \$77,089 for associate professors, \$64,632 for assistant professors and \$57,495 for instructors which combined for an overall average salary of \$77,301 (NCES, 2014).

ABOUT THIS MEASURE

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time instructional faculty from fall 2009 to fall 2013. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade (NCES, 2008).

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2013

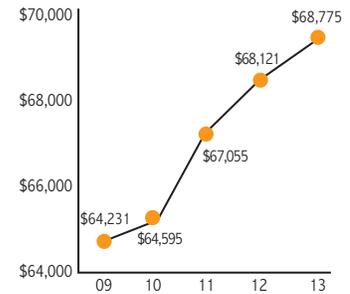
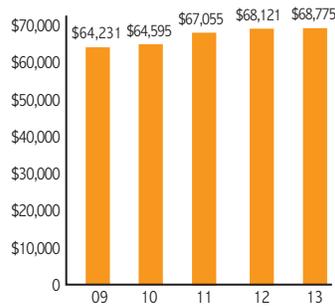
Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	\$68,796	\$62,397	\$53,854	\$39,358	\$39,684	\$45,000	\$58,575
Concord University	\$68,811	\$57,651	\$52,567	\$41,092	\$31,500	.	\$56,526
Fairmont State University	\$76,200	\$64,638	\$51,404	\$37,564	.	\$48,976	\$62,182
Glenville State College	\$73,961	\$65,494	\$51,313	\$44,430	.	.	\$54,736
Marshall University	\$76,269	\$63,612	\$55,928	\$34,931	.	\$31,000	\$62,698
Potomac State College of WVU	\$69,681	\$52,468	\$47,935	\$42,306	.	.	\$51,786
Shepherd University	\$74,775	\$64,095	\$55,840	.	\$44,356	.	\$61,385
West Liberty University	\$65,916	\$70,896	\$56,511	\$47,779	\$40,195	.	\$60,231
West Virginia State University	\$63,900	\$56,885	\$49,817	\$41,347	.	\$44,000	\$54,958
West Virginia University	\$109,997	\$81,988	\$66,246	\$42,251	\$56,415	.	\$81,273
WVU Institute of Technology	\$81,482	\$60,267	\$54,812	\$42,176	\$53,284	.	\$61,196
System	\$88,122	\$71,520	\$59,161	\$40,445	\$51,526	\$45,786	\$68,775

*Graduate student packages may include tuition waivers and living stipends. Funding may also be determined by grant funds.

SUCCESS

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2009-2013

Rank	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Professor	\$83,763	\$83,957	\$86,322	\$87,348	\$88,122	0.9%	5.2%
Associate Professor	\$64,760	\$65,541	\$68,726	\$70,622	\$71,520	1.3%	10.4%
Assistant Professor	\$53,794	\$54,615	\$57,192	\$58,444	\$59,161	1.2%	10.0%
Instructor	\$39,406	\$39,070	\$41,246	\$40,349	\$40,445	0.2%	2.6%
Lecturer	\$46,673	\$47,311	\$50,132	\$49,771	\$51,526	3.5%	10.4%
Graduate Assistant & Other	\$39,005	\$50,012	\$47,529	\$52,214	\$45,786	-12.3%	17.4%
All Ranks	\$64,231	\$64,595	\$67,055	\$68,121	\$68,775	1.0%	7.1%



IMPACT

Public colleges and universities across West Virginia provide the intellectual infrastructure required to create and maintain both an educated citizenry and a skilled workforce. Postsecondary graduates also have a profound civic, social, and economic impact on their local communities and the state at-large. Moreover, the state's four-year institutions of higher education actively contribute to the economic, cultural and social vitality of their respective regions.

Commission Initiatives

The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. All projects are supported as “seed programs that challenge faculty to develop long-term research activities or support based on the initial state award.” Awards supported by the fund include the Research Challenge Grant, Innovations Grants, and a number of other grants and programs that encourage students to major in STEM fields and provide support for faculty and businesses engaged in research and development.

The West Virginia Research Trust Fund allowed the state's two research universities, West Virginia University and Marshall University, to double private gifts that support expansion of research faculty and infrastructure in key areas linked to economic development, health care, and job growth. This \$50 million “Bucks for Brains” fund supports research in energy and environmental sciences; nanotechnology and materials science; biological, biotechnological, and biomedical sciences; transportation technology and logistics; biometrics, security, sensing, and related identification technologies; and gerontology. Private gifts are matched dollar-for-dollar and all funds are permanently endowed. The state's other public colleges and universities also have the opportunity to benefit from the fund through competitive grants made possible by interest earned on the trust account. In 2012, WVU completed raising \$35 million that was matched by the Trust Fund and Marshall completed raising \$15 million in 2013.

The Commission's Rural Health Initiative (RHI) funds projects directed at recruiting and retaining healthcare providers in rural areas, developing pipeline programs to enhance student interest in rural healthcare careers, and engaging rural communities in the health education process. In FY 2014, the RHI program funded projects including a pilot to improve the use of technology connecting family nurse practitioner students on rural rotations and their preceptors to campuses, the development of a summer enrichment camp for high school students, and the hiring of a recruiter to connect medical residents with practice opportunities at community health centers in underserved communities.

As part of the Consortium for Internationalizing Higher Education, the Commission approved the creation of the Office of International Programs and appointed a Director of International Programs. A primary initiative is the creation of a statewide J-1 visa exchange program that allows all institutions in West Virginia to bring international faculty to their campus on a temporary appointment basis. The Consortium organizes annual study abroad bus trips to Canada, sends West Virginia teachers to teach English in China, provides scholarships for foreign language teachers in training, and promotes West Virginia as destination for international study.



IMPACT

Degrees/Credentials Awarded by Level System-Wide

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2013-14 was 13,316, which was 3.0 percent higher than the 2012-13 figure of 12,927.
- Over the five-year time period, the number of degrees and credentials has increased by 9.2 percent from the 2009-10 level of 12,196.
- The largest one-year increase in the number of awards was in bachelor's degrees with a growth of 465 which occurred between 2010-11 and 2011-12.

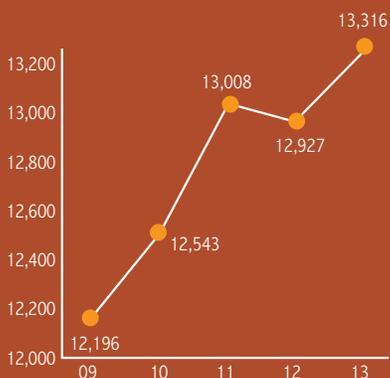
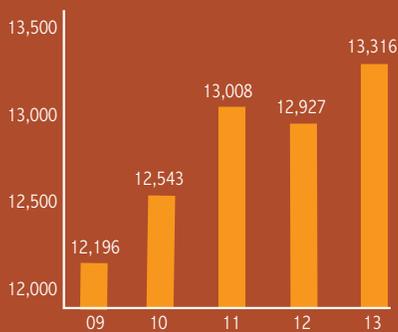
NATIONAL CONTEXT

Across the SREB states, in the decade from 2002-03 to 2011-12, the number of awards conferred at four-year public colleges and universities grew by 35.5 percent from 434,509 to 588,654. The 2011-12 total also represents a 5 percent increase over the 2010-11 total of 569,791. The proportion of these degrees that were bachelor's degrees increased slightly from 69 percent to 69.4 percent, but the proportion that were associate's degrees and certificates decreased from 2.4 percent in 2010-11 to 1.6 percent in 2011-12. The proportion of advanced degrees decreased from 28.7 percent to 28.2 percent (SREB, 2014).

In the country as a whole, the total number of degrees conferred at public institutions increased by 5.2 percent from 2,206,273 in 2010-11 to 2,322,008 in 2011-12. Over the last 10 years, the number of degrees conferred at public institutions increased by 35.8 percent nationally (Digest of Education Statistics, 2013).

ABOUT THIS MEASURE

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



Degrees/Credentials Awarded by Level

Award Type	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Certificate	7	2	.	.	.	.	.
Associate's Degree	506	526	534	551	711	29.0%	40.5%
Bachelor's Degree	8,269	8,407	8,886	8,839	9,120	3.2%	10.3%
Master's Degree	2,555	2,694	2,696	2,610	2,586	-0.9%	1.2%
Post-Master's Certificate	26	21	16	21	20	-4.8%	-23.1%
Doctoral Professional Practice	676	715	698	732	714	-2.5%	5.6%
Doctoral Research/Scholarship	157	178	178	174	165	-5.2%	5.1%
Total	12,196	12,543	13,008	12,927	13,316	3.0%	9.2%

Degrees/Credentials Awarded by Institution and Level

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

- From 2009-10 to 2013-14, Fairmont State University and WVU Institute of Technology were the only two institutions to see a decline in graduates, -2.4% and -10.4%, respectively.
- Baccalaureate degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State College of WVU). Overall, the total number of bachelor's degrees produced increased by 6.6 percent over the five-year period.
- As indicated in the chart beginning on this page, while the number of post-master's certificate granting programs has remained the same since 2009; the number of master's, doctoral professional practice, and doctoral research and scholarship programs has grown over the past five years.

ABOUT THIS MEASURE

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

Degrees/Credentials Awarded by Institution and Level

Institution	Award Type	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	Associate's	91	60	92	98	117	19.4%	28.6%
	Bachelor's	262	235	240	249	240	-3.6%	-8.4%
Total		353	295	332	347	357	2.9%	1.1%
Concord University	Associate's	.	.	.	.	1	.	.
	Bachelor's	336	401	432	431	429	-0.5%	27.7%
	Master's	22	27	24	29	71	144.8%	222.7%
Total		358	428	456	460	501	8.9%	39.9%
Fairmont State University	Associate's	97	113	71	112	108	-3.6%	11.3%
	Bachelor's	616	559	644	624	613	-1.8%	-0.5%
	Master's	121	85	89	111	93	-16.2%	-23.1%
Total		834	757	804	847	814	-3.9%	-2.4%
Glenville State College	Associate's	29	36	57	31	47	51.6%	62.1%
	Bachelor's	132	161	150	174	176	1.1%	33.3%
Total		161	197	207	205	223	8.8%	38.5%
Marshall University	Associate's	69	91	111	99	111	12.1%	60.9%
	Bachelor's	1,358	1,393	1,547	1,561	1,604	2.8%	18.1%
	Master's	867	881	848	774	769	-0.6%	-11.3%
	Post-Master's Certificate	26	21	16	21	20	-4.8%	-23.1%
	Doctoral Professional Practice	61	83	102	111	123	10.8%	101.6%
	Doctoral Research/ Scholarship	17	12	16	16	10	-37.5%	-41.2%
Total		2,398	2,481	2,640	2,582	2,637	2.1%	10.0%

IMPACT

Institution	Award Type	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Potomac State College of WVU	Certificate	7	2	.	.	.	.	.
	Associate's	185	192	172	177	295	66.7%	59.5%
	Bachelor's	11	19	18	20	19	-5.0%	72.7%
Total		203	213	190	197	314	59.4%	54.7%
Shepherd University	Bachelor's	687	648	675	714	762	6.7%	10.9%
	Master's	51	34	63	56	70	25.0%	37.3%
Total		738	682	738	770	832	8.1%	12.7%
WV School of Osteopathic Medicine	Doctoral Professional Practice	160	198	157	197	180	-8.6%	12.5%
Total		160	198	157	197	180	-8.6%	12.5%
West Liberty University	Associate's	35	34	31	34	32	-5.9%	-8.6%
	Bachelor's	336	410	401	454	462	1.8%	37.5%
	Master's	.	26	19	20	33	65.0%	.
Total		371	470	451	508	527	3.7%	42.0%
West Virginia State University	Bachelor's	385	378	414	397	418	5.3%	8.6%
	Master's	11	12	11	13	17	30.8%	54.5%
Total		396	390	425	410	435	6.1%	9.8%
West Virginia University	Bachelor's	4,002	4,060	4,204	4,078	4,268	4.7%	6.6%
	Master's	1,483	1,629	1,642	1,607	1,533	-4.6%	3.4%
	Doctoral Professional Practice	455	434	439	424	411	-3.1%	-9.7%
	Doctoral Research/ Scholarship	140	166	162	158	155	-1.9%	10.7%
Total		6,080	6,289	6,447	6,267	6,367	1.6%	4.7%
WVU Institute of Technology	Bachelor's	144	143	161	137	129	-5.8%	-10.4%
Total		144	143	161	137	129	-5.8%	-10.4%

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

Number of Graduate Programs

Program Level	2009	2010	2011	2012	2013
Master's	106	107	108	108	111
Post-Master's Certificate	2	2	2	2	2
Doctoral Professional Practice	13	13	13	13	13
Doctoral Research and Scholarship	35	35	35	37	38

STEM, STEM Education, and Health Degrees Awarded

Academic Years 2009– 2013

WEST VIRGINIA HIGHLIGHTS

- The total number of health degrees has increased 1.8 percent from 1,995 in 2012 to 2,030 in 2013. The largest one-year percentage increase was for master's degrees which increased 15.8 percent from 335 to 388. Health degrees have increased 16.6 percent from the 2009 figure of 1,741.
- The total number of STEM degrees has increased 4 percent from 2,989 in 2012 to 3,108 in 2013. The largest one-year percentage increase was for associate's degrees which increased 50 percent from 52 to 78.
- Over the five-year period, STEM degrees have increased 11.6 percent from the 2009 figure of 2,784.
- Degrees in STEM education have not been historically collected. As a part of the new Master Plan, institutions began to provide this data in 2013. Statewide, there were 155 STEM education degrees awarded across all levels of credentials.

NATIONAL CONTEXT

From 2006 to 2010, the most recent available five-year window, the number of science and engineering degrees awarded in the United States increased by 3.7 percent from 673,418 to 698,441. The proportion of overall degrees that were in science and engineering, however, decreased by 0.4 percentage points from 29.3 percent in 2006 to 28.9 percent in 2010. During this time period, the proportion of bachelor's degrees (31.9% to 31.5%) and master's degrees (20.2% to 20%) decreased while the proportion of doctorates (65.5% to 68.9%) that were in science and engineering increased (NSF, 2014).

ABOUT THIS MEASURE

This indicator provides the number of degrees produced during the academic year at the associate's, bachelors, master's, and doctoral levels in National Science Foundation designated STEM fields; health programs; and number of education degrees produced during the academic year with specializations in science, technology, or mathematics education according to institution data.

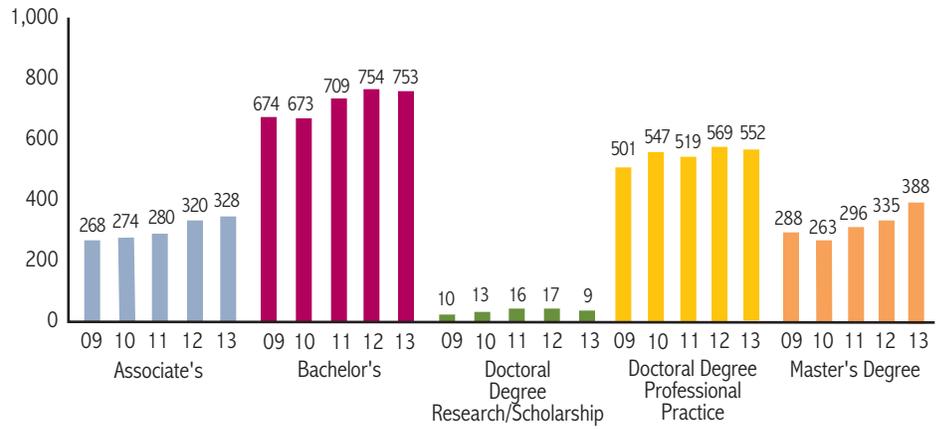
Number of Degrees, by level, in Health, STEM, and STEM Education

Area of Concentration	Level	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Health	Associate Degree	268	274	280	320	328	2.5%	22.4%
	Bachelor Degree	674	673	709	754	753	-0.1%	11.7%
	Doctoral Degree Research/Scholarship	10	13	16	17	9	-47.1%	-10.0%
	Doctoral Degree Professional Practice	501	547	519	569	552	-3.0%	10.2%
	Master Degree	288	263	296	335	388	15.8%	34.7%
	Total		1,741	1,770	1,820	1,995	2,030	1.8%	16.6%
STEM	Associate Degree	57	52	62	52	78	50.0%	36.8%
	Bachelor Degree	2,311	2,436	2,579	2,455	2,572	4.8%	11.3%
	Doctoral Degree Research/Scholarship	94	93	90	94	94	0.0%	0.0%
	Doctoral Professional Practice	4	8	10	11	8	-27.3%	100.0%
	Master Degree	318	401	397	377	356	-5.6%	11.9%
	Total		2,784	2,990	3,138	2,989	3,108	4.0%	11.6%
STEM Education	Total					155	.	.

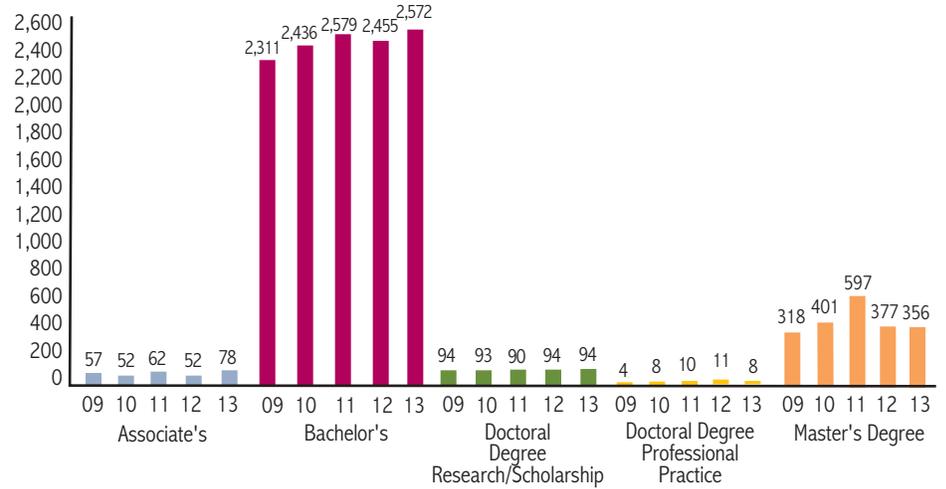
IMPACT

STEM, STEM Education, and Health Degrees Awarded (Continued)

Health



STEM



Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners decreased 13.4 percent, from \$35,889 in 2012 to \$31,085 in 2013.
- The five-year trend in loan debt shows an increase of 0.5 percent from the \$30,937 figure in 2009.
- Every four-year public institution in the state saw a decline in average loan debt. The largest decreases were at Potomac State College of WVU (-30.7%) and WVU Institute of Technology. Potomac State College of WVU's average debt levels should be viewed with caution as the institution has a very small number of bachelor's degree graduates.

NATIONAL CONTEXT

Approximately 55 percent of public four-year college students graduated with debt each year between 2003-04 and 2012-13. During this time period, the average debt of borrowers increased by 20 percent after adjusting for inflation from \$22,900 to \$27,300 (College Board, 2014).

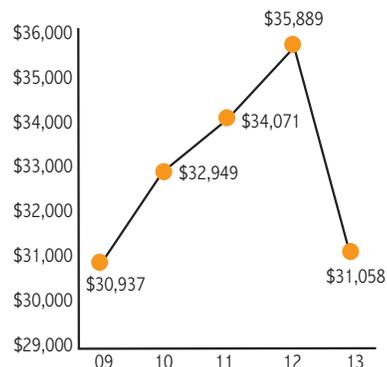
From 2004-05 to 2013-14, total grant aid per undergraduate FTE declined at an annual rate of 4.6 percent in inflation-adjusted dollars and total loans increased 1.6 percent per year (College Board, 2014). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2004-05 and 2013-14 from approximately \$85.5 billion to \$106 billion (College Board, 2014).

ABOUT THIS MEASURE

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

Average Loan Debt of Graduates

Institution	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Bluefield State College	\$23,050	\$25,081	\$27,931	\$25,001	\$23,099	-7.6%	0.2%
Concord University	\$21,596	\$22,916	\$21,984	\$23,621	\$21,451	-9.2%	-0.7%
Fairmont State University	\$27,356	\$27,529	\$28,901	\$29,150	\$26,378	-9.5%	-3.6%
Glennville State College	\$26,252	\$28,137	\$31,734	\$32,068	\$26,195	-18.3%	-0.2%
Marshall University	\$23,718	\$25,571	\$28,831	\$30,640	\$25,262	-17.6%	6.5%
Potomac State College of WVU	\$13,221	\$15,137	\$26,784	\$24,975	\$17,297	-30.7%	30.8%
Shepherd University	\$28,963	\$29,249	\$29,107	\$32,587	\$26,549	-18.5%	-8.3%
West Liberty University	\$31,488	\$30,417	\$31,627	\$33,073	\$27,667	-16.3%	-12.1%
West Virginia State University	\$25,491	\$29,255	\$27,298	\$29,061	\$24,159	-16.9%	-5.2%
West Virginia University	\$36,967	\$39,817	\$40,993	\$43,691	\$38,327	-12.3%	3.7%
WVU Institute of Technology	\$22,488	\$23,992	\$21,187	\$24,783	\$18,965	-23.5%	-15.7%
Total	\$30,937	\$32,949	\$34,071	\$35,889	\$31,085	-13.4%	0.5%



IMPACT

Three-Year Student Loan Default Rate

Fiscal Years 2007– 2011

WEST VIRGINIA HIGHLIGHTS

- The statewide three-year student loan default rate was 14.2 percent for FY 2011, an increase of 0.5 percent over the 13.7 percent reported in FY 2010.
- The institutions with the highest three-year default rates were Bluefield State College (26.8%), Glenville State College (21.7%), and West Liberty University (18.1%).
- West Virginia University had the lowest three-year student loan default rate of 10.5 percent in FY 2011. West Virginia University's default rate includes both Potomac State College of WVU and WVU Institute of Technology.

NATIONAL CONTEXT

The three-year default rate has been adopted by the U.S. Department of Education to become the new standard for measuring loan defaults, replacing two-year default rates. The three-year, post-graduation/withdraw period is thought to more accurately capture the number of students in default. Although the three-year rate was applied on a trial basis to preceding cohorts (2007, 2008), the 2009 cohort is the first group of students officially measured by the extended default rate period. This measure provides the number of students in repayment, the number of students defaulting on their loan payments, and the total institutional and sector percentages for the 2009 cohort. The U.S. Department of Education reported that the three year default rate for the Fiscal Year 2011 cohort was 13.7 percent.

ABOUT THIS MEASURE

This indicator provides the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during a fiscal year and default (or meet the other specified condition) within the three-year period. This rate is annually provided directly by the federal government's Office of Student Financial Aid Programs.

Three-Year Federal Student Loan Default Rates

	2007	2008	2009	2010	2011
Bluefield State College	19.6%	16.6%	17.7%	23.5%	26.8%
Concord University	14.9%	13.9%	16.0%	19.0%	17.3%
Fairmont State University	15.4%	12.0%	13.7%	18.2%	17.0%
Glenville State University	16.6%	15.8%	14.6%	23.9%	21.7%
Marshall University	11.2%	9.8%	9.9%	13.6%	15.6%
Potomac State College of WVU*	6.3%	7.2%	7.6%	9.8%	10.5%
Shepherd University	8.3%	6.9%	6.8%	10.7%	11.4%
West Liberty University	7.6%	12.1%	15.4%	14.5%	18.1%
West Virginia State University	21.2%	14.6%	14.1%	16.4%	14.2%
West Virginia University*	6.3%	7.2%	7.6%	9.8%	10.5%
WVU Institute of Technology*	6.3%	7.2%	7.6%	9.8%	10.5%
State Totals			10.7%	13.7%	14.2%

* Rate provided is for WVU, WVU Institute of Technology, and Potomac State College of WVU combined.

Research Grants and Contracts

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year 2013 was \$145,874,781, which was 2.1 percent lower than the figure of \$148,960,202 in 2012. *
- Over the five-year time period, the amount of research grants and contracts has decreased by 40.1 percent from its five-year high of \$243,433,000 in 2009. This decrease in funding is a result of the loss of one-time stimulus funds awarded through the American Recovery and Reinvestment Act of 2009.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$65.8 billion in Fiscal Year 2012. This figure was 26.8 percent higher than the Fiscal Year 2008 total of \$51.9 billion. While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort. Public universities and colleges reported total research and development expenditures of \$44.2 billion in Fiscal Year 2012 which was 25.2 percent higher than \$35.3 billion in 2008. Although there has been long term growth over 5 years, it should be noted that short term decreases are expected to continue nationally as federal stimulus money tapers.

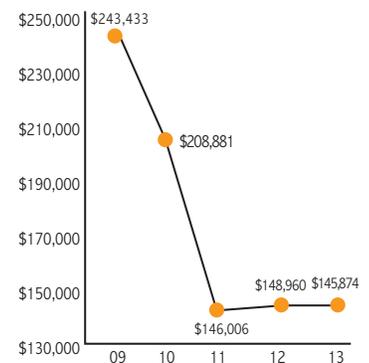
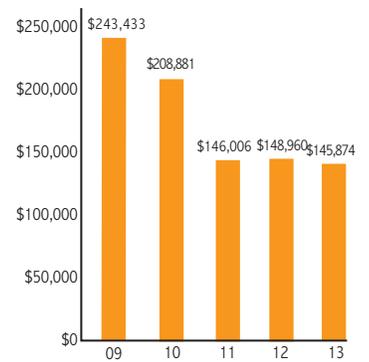
ABOUT THIS MEASURE

These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled through university research corporations or offices. It is an important indicator of the extent to which the system is leveraging outside dollars to complement state spending on research that increases West Virginia's capacity to attract new business and industry.

Research Grants and Contracts

Year	Funds For Externally-Sponsored Research
2009	\$243,433,000
2010	\$208,881,286
2011	\$146,006,451
2012	\$148,960,202
2013	\$145,874,781

* The 2010-2012 totals do not include figures for Glenville State College.



IMPACT

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities declined by 6.9 percent, from \$210,889,000 in Fiscal Year 2011 to \$196,318,000 in Fiscal Year 2012.
- Total science and engineering related R&D expenditures have grown over the five-year time period examined here by 14.9 percent from the Fiscal Year 2008 level of \$170,869,000.



NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$65.8 billion in Fiscal Year 2012, which represents an increase of 1.1 percent over the previous year (\$65.1 billion). Adjusted for inflation, academic R&D decreased by 0.2 percent in 2012. According to the National Science Foundation, from Fiscal Year 2008 to Fiscal Year 2012 total research and development expenditures at academic institutions grew by 26.8 percent from \$51.9 billion to \$65.8 billion.

ABOUT THIS MEASURE

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

Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2008	\$170,869,000
2009	\$174,486,000
2010	\$194,834,000
2011	\$210,889,000
2012	\$196,318,000

Source: National Science Foundation

Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2012 was \$105,892,000 which was 7.1 percent less than the figure of \$114,245,000 in 2011.
- Over the five-year time period, the amount of federally-funded R&D has increased by 15.9 percent from its 2008 level of \$91,365,000.

NATIONAL CONTEXT

Federal funding of science and engineering-related research and development in U.S. colleges and universities declined by 1.7 percent from \$40.8 billion in FY 2011 to \$40.1 billion in 2012. Adjusted for inflation, this represents a 3.6 percent decline from 2011. The overall level of federally-funded research and development expenditures in the United States has grown by 28.5 percent from \$31.2 billion in Fiscal Year 2008. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

ABOUT THIS MEASURE

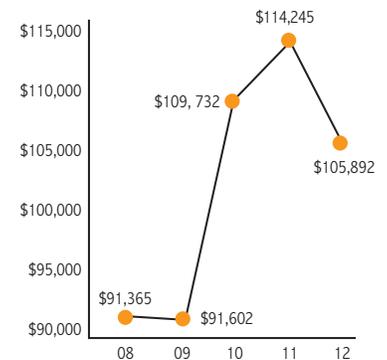
This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, which come from grants and contracts from the federal government. Many of these grants and contracts are competitive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

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

Federally-Funded Science and Engineering Research & Development Expenditures

Year	Total Federally-Funded Expenditures
2008	\$91,365,000
2009	\$91,602,000
2010	\$109,732,000
2011	\$114,245,000
2012	\$105,892,000

Source: National Science Foundation



IMPACT

Other System Research and Development Measures

Fiscal Year 2013 (Publications: Academic Year 2013)

West Virginia's four-year public universities serve three core functions: teaching, research, and service, though their focus to the different components varies by institutional mission. Research that helps expand understanding of the world and leads to new solutions for society's challenges is an important function of higher education institutions. Receiving grants, submitting research and product patents, and encouraging start-up companies not only help to sustain and create new jobs, but also assists in developing the state's research infrastructure through new equipment and facilities. As innovation and knowledge-based industries become more important for West Virginia's economy, transferring the fruits of university research to the market is taking on increasing importance.

ABOUT THIS MEASURE

External research and development funds: The total amount of externally-sponsored academic research grants and contracts underway during an academic year according to institution data. This figure includes both direct and indirect costs as indicated on the grant contract or budget.

Patents issued: The number of US patents issued during the fiscal year according to institution data.

Licensure income: The total amount of money derived from licensed royalty and associated income for intellectual property developed by faculty at the institution licensed to publicly or privately-traded businesses or industry during the fiscal year according to institution data.

Start-up companies based on university technology: The number of start-up companies established during the fiscal year based on intellectual property developed at the institution according to institution data.

Articles published by faculty in peer-reviewed journals: The number of articles published in any peer-reviewed journal during the year.

Other System Research and Development Indicators

External Research and Development*	Patents Issued	Licensure Income	Start-up Companies	Peer-Reviewed Publications*
\$181,215,914	6	\$60,528	6	2,499**

* These measures are required by Marshall and West Virginia Universities. Concord, Shepherd, West Liberty, and West Virginia State Universities have opted to report these measures.

** Includes estimates from West Virginia University, whose publication assessment process is ongoing.



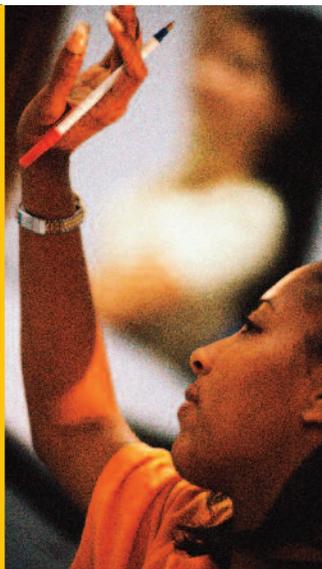
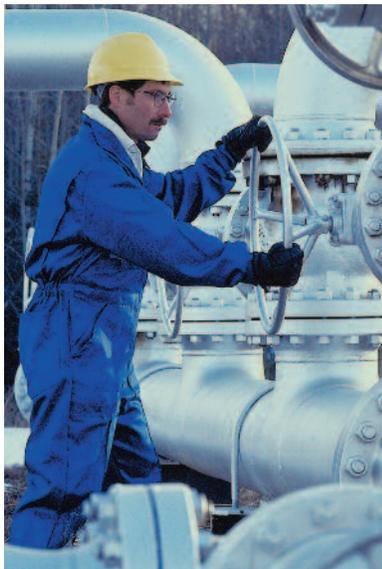
Chancellor James Skidmore Introduction



Since its inception in 2004, the West Virginia Community and Technical College System has made great strides in addressing the workforce needs of employers and providing access to affordable higher education to West Virginians. The Community and Technical College System enrolled 31,710 students in the 2013-14 school year, and over the past five years, the community colleges have awarded 18,390 certificates and associate degrees.

Despite this progress, the Community and Technical College System faces significant challenges ahead. In West Virginia, and indeed across the nation, far too few citizens have the college credential they need to be successful in today's workforce. If West Virginia is to capitalize on the emergence of oil and gas, the re-emergence of advanced manufacturing, and the continued growth of the health care sectors, community and technical colleges must respond to the workforce needs of these industries.

I am proud that our community and technical colleges continue to adapt their programming to meet the needs of business and industry. With our emphasis on providing a skilled workforce, community and technical colleges will continue to play a vital role in enhancing the economic vitality of the State.



COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA

STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

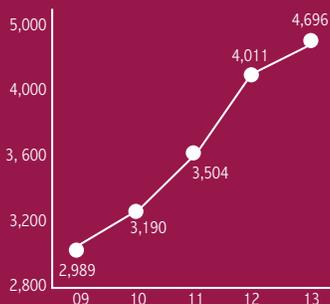
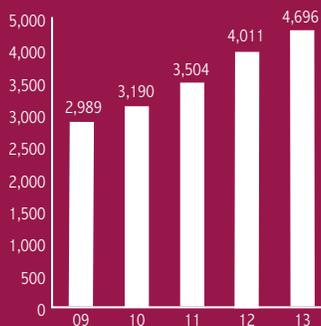
- The number of certificates and degrees awarded in the Community and Technical College System increased 17.1 percent from 4,011 in 2012-13 to 4,696 in 2013-14.
- Over the five-year period since 2009-10, the number of certificates and degrees conferred increased by 57.1 percent.
- Eight institutions have increased their certificate and degree production over the five-year period, while two have decreased.

NATIONAL CONTEXT

According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 54 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. As of 2012, 57 percent of West Virginia jobs required middle skills, whereas only 48 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition, 2014). While there has been a significant increase in certificates and degrees awarded in West Virginia, there is still work to be done.

ABOUT THIS MEASURE

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



All Certificates and Degrees Awarded

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	307	376	587	802	763	-4.9%	148.5%
Bridgemont Community and Technical College	135	156	116	197	212	7.6%	57.0%
Eastern WV Community and Technical College	51	62	91	108	143	32.4%	180.4%
Kanawha Valley Community and Technical College	297	277	326	401	449	12.0%	51.2%
Mountwest Community and Technical College	274	376	407	370	804	117.3%	193.4%
New River Community and Technical College	156	140	189	287	344	19.9%	120.5%
Pierpont Community and Technical College	403	315	380	424	385	-9.2%	-4.5%
Southern WV Community and Technical College	252	235	243	237	378	59.5%	50.0%
WV Northern Community College	407	419	423	415	377	-9.2%	-7.4%
WVU at Parkersburg	707	834	742	770	841	9.2%	19.0%
Total	2,989	3,190	3,504	4,011	4,696	17.1%	57.1%

Student Success Rate

Fall Cohorts 2004 – 2008

WEST VIRGINIA HIGHLIGHTS

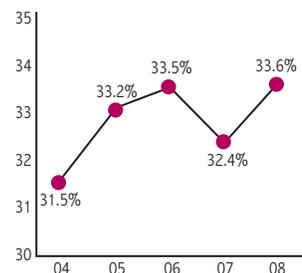
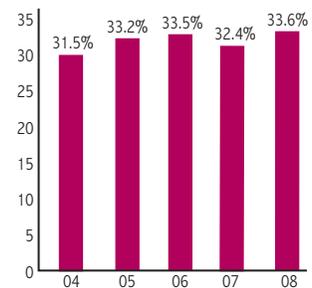
- Over a five-year period, the student success rate has increased by about 2.1 percentage points across the Community and Technical College System.
- Six institutions have seen gains in their student success rate over both the one- and five-year time periods.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

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



Student Success Rate

	2004	2005	2006	2007	2008
Blue Ridge Community and Technical College	44.5%	43.3%	40.4%	32.4%	37.1%
Bridgmont Community and Technical College	39.5%	38.2%	41.6%	34.5%	44.5%
Eastern WV Community and Technical College	15.6%	17.6%	21.7%	22.0%	35.1%
Kanawha Valley Community and Technical College	21.0%	25.5%	18.4%	26.1%	23.6%
Mountwest Community and Technical College	27.9%	33.6%	34.0%	34.6%	36.3%
New River Community and Technical College	30.1%	38.9%	32.8%	32.0%	29.7%
Pierpont Community and Technical College	37.6%	36.6%	38.0%	37.0%	36.9%
Southern WV Community and Technical College	34.1%	30.7%	35.6%	33.9%	35.6%
WV Northern Community College	29.8%	28.4%	34.0%	28.7%	27.0%
WVU at Parkersburg	30.1%	33.2%	30.9%	31.6%	35.1%
Total	31.5%	33.2%	33.5%	32.4%	33.6%

STUDENT SUCCESS

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

Fall Cohorts 2004–2008

WEST VIRGINIA HIGHLIGHTS

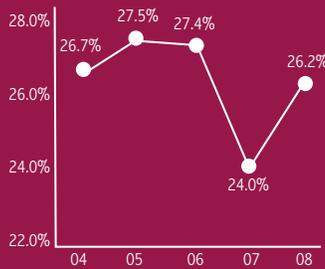
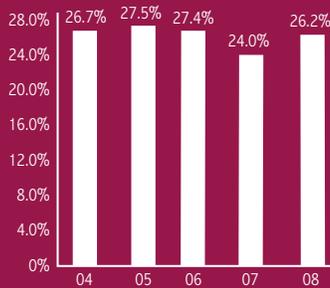
- The six-year graduation rate for students who began in the fall of 2008 was 26.2 percent, a 2.2 percentage point increase over the completion rate for the fall 2007 cohort.
- Over the five-year time period, there was a 0.5 percentage point decrease from the 26.7 percent rate for the fall 2004 cohort.
- The graduation rate for the 2008 cohort ranged from 19.7 to 38.7 percent at West Virginia community and technical colleges.

NATIONAL CONTEXT

Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2006, 28 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 49 percent attainment rate, and lowest in Louisiana, with a 12 percent rate (SREB, 2014).

ABOUT THIS MEASURE

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



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

	2004	2005	2006	2007	2008
Blue Ridge Community and Technical College	36.4%	36.2%	34.1%	26.4%	30.7%
Bridgemont Community and Technical College	30.5%	28.8%	30.8%	28.7%	38.7%
Eastern WV Community and Technical College	15.0%	13.3%	38.1%	22.2%	23.3%
Kanawha Valley Community and Technical College	20.1%	23.0%	18.1%	22.2%	19.7%
Mountwest Community and Technical College	27.2%	27.7%	25.3%	24.1%	22.0%
New River Community and Technical College	26.0%	30.9%	26.6%	21.9%	19.7%
Pierpont Community and Technical College	28.0%	25.3%	28.4%	22.1%	25.8%
Southern WV Community and Technical College	28.5%	25.2%	27.8%	22.6%	29.3%
WV Northern Community College	24.0%	24.6%	30.1%	23.5%	24.6%
WVU at Parkersburg	26.4%	30.8%	26.2%	27.2%	31.7%
Total	26.7%	27.5%	27.4%	24.0%	26.2%

One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2009-2013

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2013 after initial enrollment in the academic year 2012-13 was 41.9 percent. This was 1.1 percentage points higher than the 40.8 rate for the previous year's cohort.
- Between the years of 2012 and 2013, the one-year retention rate increased at six institutions.
- Over the five-year time span covered, the retention rate decreased 8.6 percentage points from the 50.5 percent retention rate in the fall of 2009.

NATIONAL CONTEXT

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

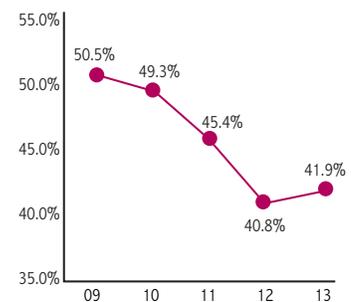
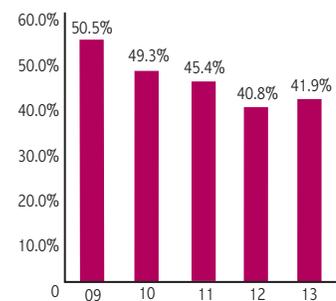
The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 64 percent for the fall 2010 students returning in fall 2011 to 63 percent of those who first enrolled in 2011 and returned in 2012 (SREB 2014).

ABOUT THIS MEASURE

This indicator provides the proportion of students from the previous fall's cohort of first-time, full- and part-time freshmen who returned in the fall of the indicated year to any institution in the state's public system. This is a change from the measure used in previous Report Cards which only assessed the retention rates of full-time students. Further, retention is measured at end-of-term rather than at census as in previous years. Both degree or certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.

One-Year Retention Rates

	2009	2010	2011	2012	2013
Blue Ridge Community and Technical College	54.9%	55.4%	54.7%	45.6%	53.0%
Bridgemont Community and Technical College	49.4%	49.3%	52.3%	52.9%	45.9%
Eastern WV Community and Technical College	58.3%	44.1%	51.4%	57.3%	57.1%
Kanawha Valley Community and Technical College	40.7%	47.0%	39.1%	47.1%	41.4%
Mountwest Community and Technical College	41.6%	33.2%	32.6%	27.5%	28.4%
New River Community and Technical College	53.2%	50.6%	47.6%	35.9%	40.1%
Pierpont Community and Technical College	50.9%	46.8%	44.9%	36.4%	37.9%
Southern WV Community and Technical College	54.6%	54.9%	45.2%	45.8%	43.4%
WV Northern Community College	50.7%	54.6%	47.7%	45.0%	46.7%
WVU at Parkersburg	54.1%	52.4%	48.1%	41.8%	48.1%
Total	50.5%	49.3%	45.4%	40.8%	41.9%



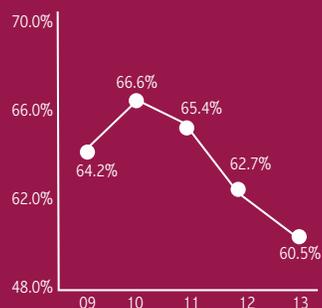
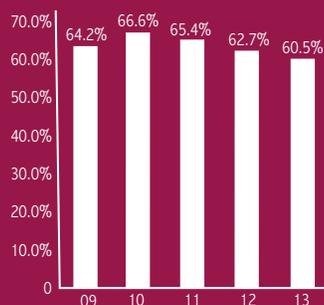
STUDENT SUCCESS

Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2009-2013

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolled in developmental education courses decreased 2.2 percentage points from 62.7 percent in 2012 to 60.5 percent in 2013. The percentage of students enrolled in developmental education courses in 2013 decreased 3.7 percentage points from 2009.
- The institution with the highest proportion of students enrolled in developmental education in 2013 was Bridgemont Community and Technical College (79%), while the lowest was Mountwest Community and Technical College (39%).
- Enrollment in developmental education courses increased between 2012 and 2013 at six institutions and decreased at four. Between 2009 and 2013, enrollment in developmental education courses increased at five institutions and decreased at five others.
- Some institutions have seen dramatic drops in the percent of first-time freshmen requiring developmental education. This is largely due to the implementation of boot camp courses that some institutions have implemented prior to students enrolling. These boot camp courses provide students an opportunity to brush up on basic academic skills which often negate the need for development education.



NATIONAL CONTEXT

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

ABOUT THIS MEASURE

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

Percentage of First-Time Freshmen Enrolling in Developmental Courses

	2009	2010	2011	2012	2013
Blue Ridge Community and Technical College	52.7%	65.8%	58.8%	51.8%	53.5%
Bridgemont Community and Technical College	50.7%	61.4%	61.8%	65.2%	79.0%
Eastern WV Community and Technical College	74.5%	86.2%	78.6%	67.5%	75.6%
Kanawha Valley Community and Technical College	73.8%	80.4%	80.2%	74.1%	78.7%
Mountwest Community and Technical College	43.0%	43.6%	52.8%	45.7%	39.0%
New River Community and Technical College	59.8%	63.6%	65.5%	66.7%	70.3%
Pierpont Community and Technical College	63.2%	67.8%	62.8%	65.5%	56.0%
Southern WV Community and Technical College	72.0%	71.8%	68.6%	72.3%	67.2%
WV Northern Community College	79.8%	78.1%	76.8%	76.4%	52.1%
WVU at Parkersburg	70.3%	68.5%	64.2%	61.0%	61.1%
Total	64.2%	66.6%	65.4%	62.7%	60.5%

Passing Rate for First-Time Freshmen in Developmental Education Courses

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses increased 1.7 percentage points from 63.9 percent in 2012 to 65.6 percent in 2013. The percentage of students passing increased 7.4 percentage points compared with the 2009 rate of 58.2 percent.
- The proportion of students passing developmental math courses increased by 10 percentage points from 49.6 percent in 2012 to 59.6 percent in 2013. When compared to passing rates in 2009, the proportion increased 3.2 percentage points.
- The percentage of students passing reading developmental education courses increased 1.6 percentage points from 68.7 percent in 2012 to 70.3 percent in 2013. The percentage of students passing increased 1 percentage point compared with the 2009 rate of 69.3.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America (2012) show that of those first-time freshmen students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the 12 SREB states that submitted data to Complete College America, 52 percent of first-time freshmen enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

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

Passing Rate for First-Time Freshmen in Developmental Courses

Institution	Subject	2009	2010	2011	2012	2013
Blue Ridge Community and Technical College	English/Writing	49.7%	.	48.1%	51.9%	57.0%
	Math	57.2%	42.7%	42.5%	41.1%	43.2%
	Reading	74.4%	55.4%	53.7%	53.3%	76.5%
Bridgemont Community and Technical College	English/Writing	90.0%*	*	56.3%	75.2%	78.9%
	Math	40.7%	59.3%	52.9%	36.8%	64.5%
	Reading	94.2%	79.7%	52.9%	75.9%	77.8%
Eastern WV Community and Technical College	English/Writing	73.1%	67.3%	78.4%	85.7%	71.4%
	Math	72.5%	68.2%	64.3%	67.6%	53.5%
	Reading	80.6%	78.9%	64.7%	76.7%	78.4%
Kanawha Valley Community and Technical College	English/Writing	65.7%	46.6%	72.4%	72.4%	72.7%
	Math	64.8%	50.9%	63.7%	68.2%	73.7%
	Reading	54.3%	55.8%	72.5%	59.3%	74.4%
Mountwest Community and Technical College	English/Writing	53.1%	63.6%	50.0%	59.8%	61.4%
	Math	36.7%	34.9%	18.3%	28.0%	57.6%
	Reading	30.8%	34.6%	71.9%	75.6%	77.4%
New River Community and Technical College	English/Writing	70.5%	69.7%	57.9%	68.3%	60.9%
	Math	59.3%	57.6%	52.7%	51.4%	57.7%
	Reading	62.5%	77.5%	48.5%	63.2%	61.1%



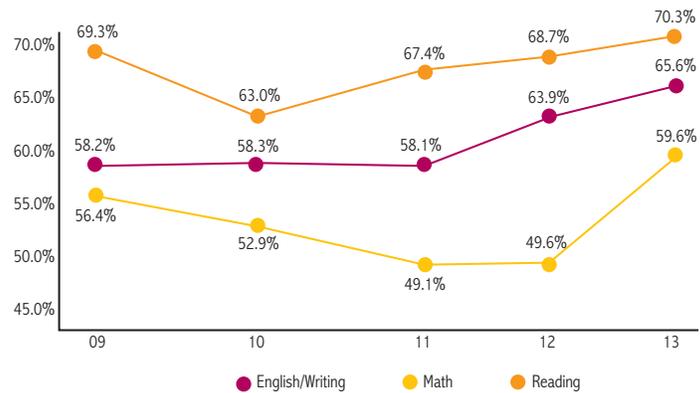
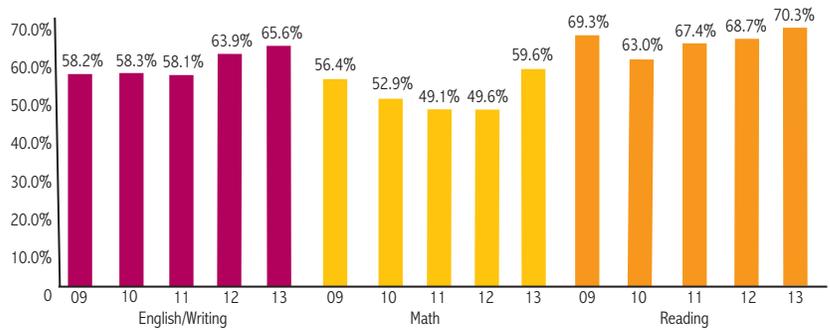
The percentage of students passing a developmental education course increased in all three subject areas from 2012 to 2013.

STUDENT SUCCESS

Passing Rate for First-Time Freshman in Developmental Courses (continued)

Institution	Subject	2009	2010	2011	2012	2013
Pierpont Community and Technical College	English/Writing	46.9%	40.1%	50.5%	50.1%	50.0%
	Math	42.6%	38.8%	33.4%	48.6%	59.3%
	Reading	.	69.2%	38.9%	52.9%	.
Southern WV Community and Technical College	English/Writing	66.2%	65.8%	69.7%	70.5%	79.4%
	Math	68.2%	71.7%	73.2%	70.9%	79.2%
	Reading	67.1%	72.7%	81.4%	71.4%	71.4%
WV Northern Community College	English/Writing	57.5%	.	57.8%	73.1%	71.4%
	Math	61.1%	49.3%	47.7%	51.6%	50.6%
	Reading	71.2%	59.5%	58.7%	68.6%	61.9%
WVU at Parkersburg	English/Writing	58.4%	.	56.6%	61.9%	72.2%
	Math	57.2%	59.0%	40.2%	31.7%	38.4%
	Reading	60.6%	67.7%	65.8%	65.1%	65.6%
Total	English/Writing	58.2%	58.3%	58.1%	63.9%	65.6%
	Math	56.4%	52.9%	49.1%	49.6%	59.6%
	Reading	69.3%	63.0%	67.4%	68.7%	70.3%

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



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

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

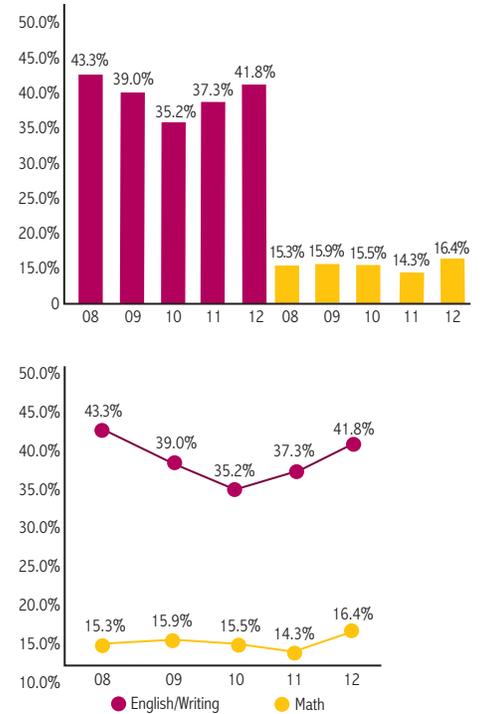
- The proportion of first-time freshmen who enrolled in developmental education in English and then passed the subsequent college-level course within two years increased from 37.3 percent in 2011 to 41.8 percent in 2012.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 2.1 percentage points from 14.3 percent in 2011 to 16.4 percent in 2012.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America (2012) show that of those first-time entry students who enroll in developmental courses, 22.3 percent complete them and the subsequent college-level course within two years. Among the 11 SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshmen students who, within two years of matriculation, passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. Students passing co-requisite developmental courses are also counted as successfully completing a college level course from 2011 forward. These courses blend developmental education and traditional college level courses. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.



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

Institution	Subject	2008	2009	2010	2011	2012
Blue Ridge Community and Technical College	English/Writing	43.3%	36.2%	31.7%	27.1%	34.6%
	Math	32.6%	20.1%	17.2%	10.0%	18.9%
Bridgemont Community and Technical College	English/Writing	32.0%*	43.0%*	41.1%	42.0%	49.6%
	Math	16.0%	10.0%	16.6%	15.9%	4.6%
Eastern WV Community and Technical College	English/Writing	55.8%	30.8%	46.2%	52.9%	57.1%
	Math	13.1%	7.2%	13.6%	27.1%	20.3%
Kanawha Valley Community and Technical College	English/Writing	40.9%	35.8%	20.5%	43.3%	34.7%
	Math	14.6%	20.9%	17.2%	21.2%	31.3%
Mountwest Community and Technical College	English/Writing	51.0%	37.6%	35.1%	33.6%	44.5%
	Math	14.5%	22.1%	18.7%	11.9%	20.6%
New River Community and Technical College	English/Writing	41.3%	40.4%	44.9%	36.1%	49.2%
	Math	32.0%	30.1%	30.1%	26.6%	28.8%
Pierpont Community and Technical College	English/Writing	27.0%	33.0%	26.0%	34.6%	35.4%
	Math	14.1%	13.5%	8.4%	12.3%	8.1%
Southern WV Community and Technical College	English/Writing	42.6%	44.1%	43.2%	41.5%	38.4%
	Math	12.8%	18.3%	18.8%	12.8%	10.6%
WV Northern Community College	English/Writing	46.7%	42.1%	32.8%	40.3%	43.7%
	Math	8.7%	7.4%	7.3%	9.1%	14.8%
WVU at Parkersburg	English/Writing	47.4%	42.0%	40.3%*	34.3%	43.6%
	Math	9.2%	11.0%	12.5%	10.1%	11.4%
Total	English/Writing	43.3%	39.0%	35.2%	37.3%	41.8%
	Math	15.3%	15.9%	15.5%	14.3%	16.4%

*Due to data submission issues, figures come directly from the institution.

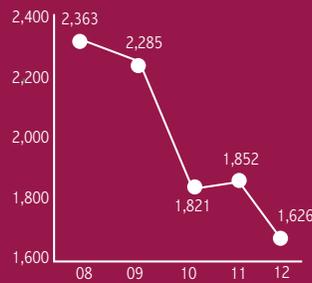
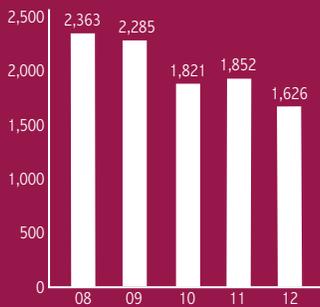
STUDENT SUCCESS

Community College Students Entering Bachelor's Degree Programs the Following Fall

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs the following fall after enrollment in a community college decreased from 1,852 for those entering in Fall 2011 to 1,626 in Fall 2012, a decrease of 12.2 percent.
- Over the five-year time span reported from 2008 to 2012, the number of community college students entering bachelor's degree programs the fall following community college enrollment decreased by 31.2 percent from 2,363 students for 2008 to 1,626 for 2012.
- The number of students who entered a bachelor's degree program in 2012 varied widely by institution with three institutions showing increases over the five-year time period.



NATIONAL CONTEXT

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

ABOUT THIS MEASURE

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a CTCS institution in the fall of the year indicated. Although many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Number of Community College Students Entering Bachelor's Programs the Following Fall

	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	85	121	131	146	134	-8.2%	57.6%
Bridgemont Community and Technical College	116	62	49	56	38	-32.1%	-67.2%
Eastern WV Community and Technical College	15	15	16	30	15	-50.0%	0.0%
Kanawha Valley Community and Technical College	684	485	172	130	90	-30.8%	-86.8%
Mountwest Community and Technical College	271	208	122	129	91	-29.5%	-66.4%
New River Community and Technical College	149	158	156	173	137	-20.8%	-8.1%
Pierpont Community and Technical College	252	254	245	269	253	-5.9%	0.4%
Southern WV Community and Technical College	130	184	133	113	107	-5.3%	-17.7%
WV Northern Community College	119	139	126	117	88	-24.8%	-26.1%
WVU at Parkersburg	542	659	671	689	673	-2.3%	24.2%
Total	2,363	2,285	1,821	1,852	1,626	-12.2%	-31.2%

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

Test Takers July 1, 2013 to June 30, 2014

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 87.5 percent passed. This represents a 0.9 percentage point decrease from the previous year. There were approximately 60 fewer students examined. Individual test pass rates ranged from a high of 100 percent for Healthcare Technology, Licensed Practical Nurse, Medical Assisting, and Pharmacy Technology students to a low of a 73.1 percent for Emergency Medical Services students.
- Of all associate's degree completers who took an Allied Health licensure examination, 86.3 percent passed. This accounts for a 1.1 percentage point decrease from the previous year. The exam pass rates ranged from 100 percent for Gerontology, Health Sciences, Massage Therapy, Medical Laboratory Technician, and Pharmacy Technician students to a low of 61.5 percent for Health Information Technology students.
- Collectively, students completing undergraduate certificates who took business/industry licensure examinations had a 79.7 percent pass rate. Ten licensure exams boast a 100 percent pass rate. Undergraduate certificate business/licensure exams include several different types of curriculum areas including Criminal Justice, Mechatronics, Power Plant Technology, and Industrial Maintenance Technology.
- Associate's degree program students who took business/industry licensure examinations had an 86.3 percent pass rate. Associate's business/industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Advanced Manufacturing, Welding Technology, Electrical Engineering Technology, and many others.

NATIONAL CONTEXT

National context data for certification/licensure passage rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passage. When passage rates are found, it is difficult to discern the level of degree to which the passage rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of June 2014, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (90.5%) than the national average of 83.1 percent.

ABOUT THIS MEASURE

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination and the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce.

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

Certificate Degree Program	Examined	Passed	Pass Rate
Emergency Medical Services	67	49	73.1%
Health Care Technology	8	8	100.0%
Licensed Practical Nurse	44	44	100.0%
Medical Assisting	2	2	100.0%
Medical Billing	5	4	80.0%
Pharmacy Technology	8	8	100.0%
Phlebotomy	97	87	89.7%
Total	231	202	87.4%

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

Associate's Degree Program	Examined	Passed	Pass Rate
AAS in Health Information Technology	4	3	75.0%
Dental Hygiene	23	18	78.3%
EMS Paramedic	23	22	95.7%
Gerontology	3	3	100.0%
Health Information Technology	13	8	61.5%
Health Sciences	9	9	100.0%
Massage Therapy	5	5	100.0%
Medical Assistant	123	109	88.6%
Medical Billing and Coding	14	11	78.6%
Medical Laboratory Technology	10	10	100.0%
Medical Laboratory Technology	29	27	93.1%
Nursing	264	239	90.5%
Pharmacy Technician	13	13	100.0%
Physical Therapist Assistant	52	45	86.5%
Radiologic Technology	52	44	84.6%
Respiratory Therapy	28	18	64.3%
Respiratory Therapy Technician	46	39	84.8%
Surgical Technology	37	26	70.3%
Veterinary Technology	24	17	70.8%
Total	772	666	86.3%

Pass Rate of Degree Completers on Business/Industry Examinations*

Program Level	# Examined	# Passed	Pass Rate
Certificate Program	74	59	79.7%
Associate's Degree Program	607	477	78.6%

* Due to the number business/industry licensure exams individual pass rates are not shown.

WORKFORCE DEVELOPMENT

Skill Enhancement, Skill Set, and Advanced Skill Set Certificate Completers (Less Than One Year)

Academic Years 2012 – 2013

WEST VIRGINIA HIGHLIGHTS

- The numbers of skill enhancement completers decreased 27.8 percent from 2012 to 2013 while the number of skill set and advanced skill set completers increased 24 and 101.6 percent, respectively.
- The number of skill enhancements increased at four institutions from 2012 to 2013. Kanawha Valley Community and Technical College had the largest increase at 28 percent.
- The number of skill sets increased at seven institutions from 2012 to 2013, WVU at Parkersburg saw the largest gain at 103.6 percent.
- The number of advanced skill sets increased at four institutions from 2012 to 2013. Mountwest Community and Technical College saw the largest gain at 667.5 percent.

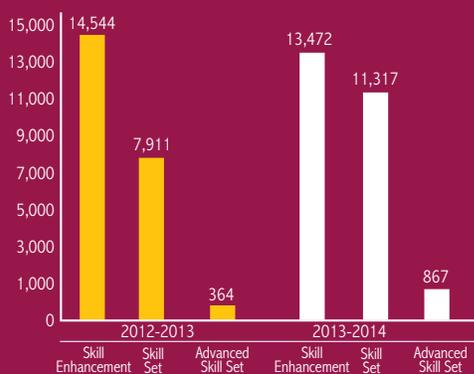
NATIONAL CONTEXT

According to the SREB, there were 543,599 sub-bachelor's certificates awarded nationally in 2010-11 throughout all sectors. Sub-bachelor's certificates include one- but less than two-year certificates and two- but less than four-year certificates. Of these certificates, 39.7 percent were awarded by public institutions and a majority of recipients were women (65.1 %). In West Virginia, 61.7 percent of sub-bachelor's certificates were awarded at a public institution and 66.5 percent of recipients were women (SREB, 2013). In the West Virginia public system, no four-year institutions award sub-bachelor's certificates, so all data is representative of public two-year institutions.

ABOUT THIS MEASURE

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours.

These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.



Number of Skill Enhancement, Skill Set, and Advanced Skill Set Completers

	2012-13			2013-14			1 year % Change		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	1,637	4,288	0	1,856	5,298	70	13.4%	23.6%	.
Bridgemont Community and Technical College	1,076	760	26	378	1,352	0	-64.9%	77.9%	-100.0%
Eastern WV Community and Technical College	605	232	0	734	396	50	21.3%	70.7%	0.0%
Kanawha Valley Community and Technical College	300	264	41	384	216	63	28.0%	-18.2%	53.7%
Mountwest Community and Technical College	319	326	40	123	349	307	-61.4%	7.1%	667.5%
New River Community and Technical College	842	107	14	122	188	31	-85.5%	75.7%	121.4%
Pierpont Community and Technical College	1,151	1,137	127	658	808	143	-42.8%	-28.9%	12.6%
Southern WV Community and Technical College	2,526	537	10	3,138	880	0	24.2%	63.9%	.
WV Northern Community College	2,175	181	0	1,940	156	0	-10.8%	-13.8%	0.0%
WVU at Parkersburg	3,913	79	106	1,164	163	70	-70.3%	106.3%	-34.0%
TOTALS	14,544	7,911	364	10,497	9,806	734	-27.8%	24.0%	101.6%

Career-Technical Certificate Program Completers

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

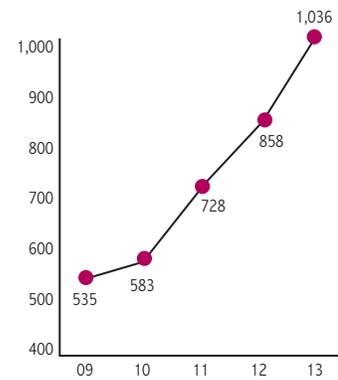
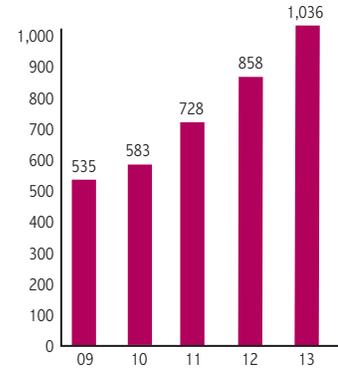
- The number of students completing career-technical certificate programs increased by 20.7 percent from 858 in 2012 to 1,036 in 2013.
- The number of certificate completers increased at four institutions from 2012 to 2013 and declined at six institutions.
- Since 2009, the number of certificate completers has increased from 535 to 1,036, a growth of 93.6 percent. The number of those completing certificates has increased at seven of the ten institutions during this time and decreased at three institutions..

NATIONAL CONTEXT

In 2011, 99.3 percent of two-year public institutions in the United States offered career/technical education. Of the awards distributed at public two-year institutions in 2011, 43 percent were career/technical education certificates (NACTE, 2014).

ABOUT THIS MEASURE

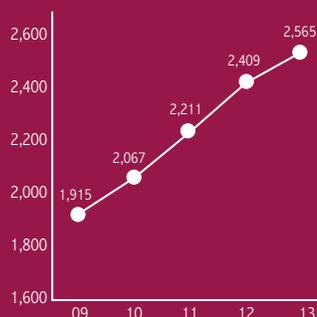
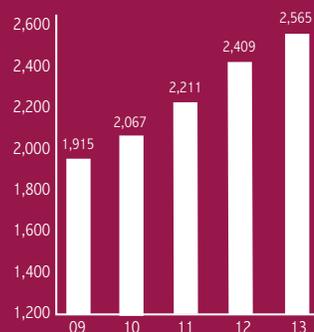
This indicator provides the number of students completing certificate programs that are designed to prepare students to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least thirty credit hours of which six credit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



Career-Technical Certificate Program Completers

	2009	2010	2011	2012	2013	1 year % Change	5 year % Change
Blue Ridge Community and Technical College	123	146	180	272	99	-63.6%	-19.5%
Bridgemont Community and Technical College	9	9	8	38	27	-28.9%	200.0%
Eastern WV Community and Technical College	4	11	16	37	47	27.0%	1075.0%
Kanawha Valley Community and Technical College	16	22	44	69	45	-34.8%	181.3%
Mountwest Community and Technical College	17	69	76	28	456*	1,528.6%	2,582.4%
New River Community and Technical College	23	27	71	66	83	25.8%	260.9%
Pierpont Community and Technical College	122	63	47	63	53	-15.9%	-56.6%
Southern WV Community and Technical College	27	32	37	38	48	26.3%	77.8%
WV Northern Community College	111	106	126	114	89	-21.9%	-19.8%
WVU at Parkersburg	83	98	123	133	89	-33.1%	7.2%
Total	535	583	728	858	1,036	20.7%	93.6%

* The increase at Mountwest Community and Technical College is due to awarding credentials to students who previously were enrolled and had successfully completed certificate requirements. The institution has also been encouraging current students to apply for certificates that they qualify for.



WORKFORCE DEVELOPMENT

Career-Technical Associate's Program Completers

Academic Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate's programs increased 6.5 percent from 2,409 in 2012 to 2,565 in 2013.
- Career-technical associate's program completion increased by 33.9 percent since 2009.
- Seven institutions experienced gains since 2012, and nine have increased their associate's completions since 2009.

NATIONAL CONTEXT

The number of students who have completed associate's degrees in career/technical education at any type of institution across the country increased 72.6 percent from 2002 (582,578) to (612,963). The share of career-technical education degrees awarded as a percentage of all undergraduate awards has increased from 38 percent in 2002 to 42.2 percent in 2012 (NCES, 2009).

ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in career-technical fields each academic year. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.

Career-Technical Associate's Program Completers

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	152	203	337	322	356	10.6%	134.2%
Bridgemont Community and Technical College	119	140	105	156	178	14.1%	49.6%
Eastern WV Community and Technical College	31	36	43	41	66	61.0%	112.9%
Kanawha Valley Community and Technical College	241	230	262	273	258	-5.5%	7.1%
Mountwest Community and Technical College	251	302	325	335	342	2.1%	36.3%
New River Community and Technical College	86	71	89	191	239	25.1%	177.9%
Pierpont Community and Technical College	267	230	306	340	312	-8.2%	16.9%
Southern WV Community and Technical College	185	169	160	171	222	29.8%	20.0%
WV Northern Community College	239	259	220	239	209	-12.6%	-12.6%
WVU at Parkersburg	344	427	364	341	383	12.3%	11.3%
Total	1,915	2,067	2,211	2,409	2,565	6.5%	33.9%

Training Contact (Clock) Hours Delivered

Academic Years 2008 – 2012



WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System increased 4.9 percent, from 867,540 in 2012 to 909,539 in 2013.
- Since 2009, the number of training hours delivered has risen 10.8 percent.
- Between 2009 and 2013, three institutions have increased their number of training contact hours. Blue Ridge Community and Technical College saw the largest five-year increase at 896.3 percent.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

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

The total number of training contact hours delivered in the Community and Technical College System increased 4.9 percent.

Training Contact (Clock) Hours Delivered

Institution	2009	2010	2011	2012	2013	2009-2013	
						% Change	% Change
Blue Ridge Community and Technical College	26,153	42,284	250,510	200,413	260,564	30.0%	896.3%
Bridgemont Community and Technical College	47,744	53,339	85,175	96,525	273,901	183.8%	473.7%
Eastern WV Community and Technical College	28,255	8,323	19,197	21,339	57,189	168.0%	102.4%
Kanawha Valley Community and Technical College	85,985	79,351	76,695	81,329	69,862	-14.1%	-18.8%
Mountwest Community and Technical College	257,694	106,700	44,595	21,802	68,817	215.6%	-73.3%
New River Community and Technical College	88,781	124,292	157,987	192,909	29,119	-84.9%	-67.2%
Pierpont Community and Technical College	80,433	82,781	116,103	112,882	65,096	-42.3%	-19.1%
Southern WV Community and Technical College	61,447	86,067	58,480	33,093	34,451	4.1%	-43.9%
WV Northern Community College	96,076	75,295	114,274	58,972	24,356	-58.7%	-74.6%
WVU at Parkersburg	48,498	81,981	72,689	48,276	26,185	-45.8%	-46.0%
TOTAL	821,066	740,413	995,705	867,540	909,539	4.8%	10.8%

ACCESS

Credit Headcount Enrollment

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 4.4 percent, from 24,999 in 2012 to 23,896 in 2013.
- For-credit enrollment has decreased 7.7 percent since fall 2009.
- From 2009 to 2013, seven institutions have realized decreases in for-credit enrollment while three have experienced an increase. The largest increase has been 56.8 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

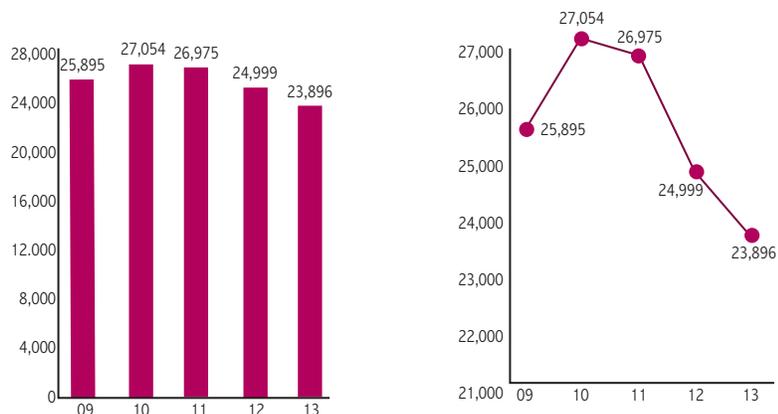
From 2008 to 2012, the latest available data, enrollment in two-year public colleges increased 11.3 percent in West Virginia and 2.2 percent nationally. Enrollment in two-year public colleges made up 31 percent of undergraduate enrollment in West Virginia in 2012 while it made up 45.6 percent nationwide. The share of undergraduate enrollment made up by two-year public institutions increased 1.5 percentage points from 2008 to 2012 in West Virginia while it decreased 1.9 percent in the nation (NCES, 2014).

ABOUT THIS MEASURE

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

Credit Headcount Enrollment

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	3,198	3,874	4,353	4,374	5,015	14.7%	56.8%
Bridgemont Community and Technical College	913	928	1,017	1,062	1,149	8.2%	25.8%
Eastern WV Community and Technical College	639	638	773	802	856	6.7%	34.0%
Kanawha Valley Community and Technical College	2,235	1,949	1,714	1,601	1,591	-0.6%	-28.8%
Mountwest Community and Technical College	3,083	3,126	3,111	2,608	2,257	-13.5%	-26.8%
New River Community and Technical College	2,811	3,016	3,127	2,997	2,678	-10.6%	-4.7%
Pierpont Community and Technical College	2,783	3,000	3,038	2,926	2,703	-7.6%	-2.9%
Southern WV Community and Technical College	2,619	2,565	2,457	2,177	2,002	-8.0%	-23.6%
WV Northern Community College	3,327	3,510	3,084	2,529	2,177	-13.9%	-34.6%
WVU at Parkersburg	4,287	4,448	4,301	3,923	3,468	-11.6%	-19.1%
Total	25,895	27,054	26,975	24,999	23,896	-4.4%	-7.7%



Annual Headcount Enrollment

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

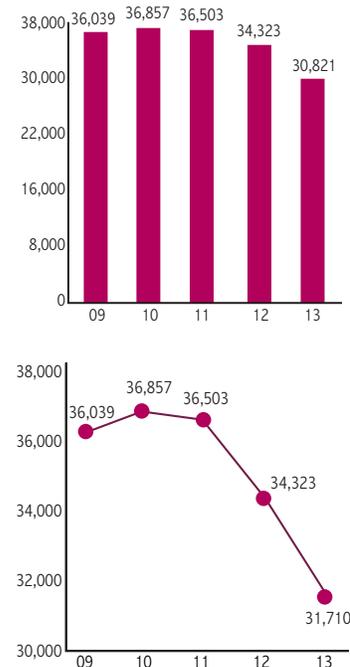
- Annual headcount enrollment decreased 7.6 percent, from 34,323 in 2012 to 31,710 in 2013.
- Annual headcount enrollment has decreased 12 percent since 2009.
- From 2009 to 2013, three institutions realized increases in annual headcount enrollment while seven have experienced a decrease. The largest increase has been 41.5 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

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



Annual Headcount Enrollment

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	4,361	5,195	5,949	5,888	6,172	4.8%	41.5%
Bridgemont Community and Technical College	1,129	1,167	1,231	1,266	1,503	18.7%	33.1%
Eastern WV Community and Technical College	875	862	1,022	1,101	1,143	3.8%	30.6%
Kanawha Valley Community and Technical College	3,145	2,511	2,241	2,113	2,117	0.2%	-32.7%
Mountwest Community and Technical College	4,043	4,186	4,168	4,120	3,537	-14.2%	-12.5%
New River Community and Technical College	4,011	4,268	4,682	4,315	3,885	-10.0%	-3.1%
Pierpont Community and Technical College	3,693	3,969	4,060	3,927	3,450	-12.1%	-6.6%
Southern WV Community and Technical College	3,289	3,131	3,002	2,747	2,456	-10.6%	-25.3%
WV Northern Community College	5,946	5,877	4,537	3,774	3,106	-17.7%	-47.8%
WVU at Parkersburg	5,547	5,691	5,611	5,072	4,341	-14.4%	-21.7%
Total	36,039	36,857	36,503	34,323	31,710	-7.6%	-12.0%

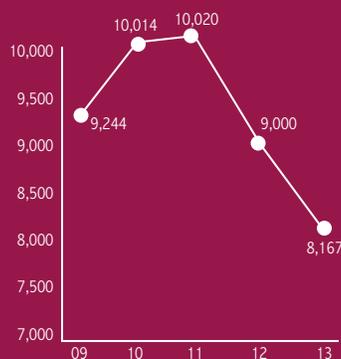
ACCESS

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

Fall 2009-2013

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes decreased 9.3 percent, from 9,000 in 2012 to 8,167 in 2013.
- Adult, for-credit enrollment has decreased 11.7 percent since fall 2009.
- Over this five-year span from 2009 to 2013, two institutions realized increases in adult Credit enrollment while eight have decreased. The largest gain was 57.8 percent at Blue Ridge Community and Technical College.



NATIONAL CONTEXT

According to SREB data, 34.1 percent of all public postsecondary students enrolled nationally in Fall 2011 were aged 25 to 49, up from 32.4 percent in 2007. For SREB states, the figure was 34.6 percent in 2011 and for West Virginia, it was 30.9 percent (SREB, 2013). West Virginia has made gains in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average increased from 5.6 to 6.6 percent from 2007 to 2011 and the SREB average grew from 5.0 to 6.3 percent of this age group, West Virginia saw an increase from 4.9 to 5.9 percent.

ABOUT THIS MEASURE

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

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

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	1,205	1,497	1,712	1,711	1,901	11.1%	57.8%
Bridgmont Community and Technical College	279	283	337	296	256	-13.5%	-8.2%
Eastern WV Community and Technical College	210	230	288	285	293	2.8%	39.5%
Kanawha Valley Community and Technical College	855	886	799	750	722	-3.7%	-15.6%
Mountwest Community and Technical College	1,453	1,437	1,467	1,074	914	-14.9%	-37.1%
New River Community and Technical College	1,075	1,204	1,250	1,251	1,000	-20.1%	-7.0%
Pierpont Community and Technical College	775	870	884	798	684	-14.3%	-11.7%
Southern WV Community and Technical College	649	647	575	612	530	-13.4%	-18.3%
WV Northern Community College	1,168	1,315	1,107	887	724	-18.4%	-38.0%
WVU at Parkersburg	1,575	1,645	1,601	1,336	1,143	-14.4%	-27.4%
Total	9,244	10,014	10,020	9,000	8,167	-9.3%	-11.7%

Additional Commission and Council Updates

Board Training

In 2009, the Commission and Council were required by the West Virginia Legislature to coordinate training and development opportunities for members of institutional governing boards. The learning objectives were codified and both began facilitating opportunities for training.

Training opportunities for Commission institution governing boards have included, but are not limited to, the following:

- 2010 Board of Governors Summit (nine hours of training credit);
- 2011 Capitalizing on the Foundation-Institution Partnership (five hours);
- 2011 Strategic Finance (five hours);
- 2012 Board of Governors Summit (nine hours);
- 2013 Board of Governors Summit (nine hours); and
- 2014 Board of Governors Summit (nine hours).

During 2014 fiscal year, the Council hosted various training opportunities including, but not limited to, the following events:

- WV Community College Association/WV Association for Developmental Education Conference (12 hours of training credit);
- Summit on College and Career Readiness (4 hours); and
- Board of Governor's College Completion Summit (4 hours)

For the Fiscal Year 2014 reporting period, annual certifications were received from all institutional board chairs and the Commission's and Council's chairs with all current members in compliance.

Tech Park

The West Virginia Regional Technology Park in South Charleston was acquired by the Commission in 2010 from Union Carbide Corporation, a subsidiary of The Dow Chemical Company. Under leadership of the Commission and with guidance from a new board of directors, the goal of the Park is to move ideas made in the academic research setting to the marketplace. The Tech Park's vision is to become a multi-tenant research, development, and commercialization park focused on energy, chemicals, and related technologies for the advancement of education and economic development in West Virginia and the surrounding region. The West Virginia Regional Technology Park is making great progress in this objective. In 2014, ChemCeption, the only chemical incubator in the U.S., was formed at the Tech Park and currently has two tenants.

Facilities Condition and Operations Analysis

The Commission is conducting a study of institutional facilities and their operations to determine the magnitude of the deferred maintenance backlog. In addition, the study will analyze asset reinvestment, annual stewardship, operating effectiveness and customer service. Data is benchmarked against information from other institutions included in a national database. Included in the study is an analysis of allocations of institutional resources for the upkeep of facilities.

Additional Commission and Council Updates

WVNET Initiatives

The West Virginia Network (WVNET) took a significant step towards avoiding interruption of service or loss of data by building duplicate copies of data storage and computer systems. A NetApp 50 TB disk storage array and a Cisco UCS Rack Server were brought to life in another data center in Charleston by WVNET. As a result, WVNET has duplicate computer systems and data in both northern and southern West Virginia, both attached to its 10GB fiber ring. Using a process called replication, the two sites stay in sync at all times.

For the sixth time in two years, WVNET lowered its prices for Internet access. In January 2014, the price was lowered to \$19.95. In January 2015 WVNET will further lower its price to \$9.95 per megabit per month, more than a 50 percent reduction.

In October of 2013 WVNET hosted its annual West Virginia Higher Education Technology Conference. The theme “Trending Technologies and Community Engagement” offered participants an opportunity to engage in discussions about the ways in which collaboration and social engagement enhance learner outcomes, retention, self-efficacy, and workforce preparedness in higher education. Over 200 higher education employees attended the conference that featured thought-inspiring keynote speakers, 60+ concurrent sessions, and the latest technological advances demonstrated by exhibitors, and networking with educators from all of West Virginia.

OASIS Implementation

The Commission and Council worked with institutions to implement the procurement and financial phase of wvOASIS, the state’s Enterprise Resource Planning Project. Colleges and universities are interfacing transactions between their financial systems and wvOASIS. Planning is in progress for the next phase, which will include human resources management and payroll processes.

Commission, Council, K-12 Partnership

West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC), a group of over 20 states working collaboratively to develop assessment aligned to the Common Core. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs

These standards are called Next Generation Content Standards and Objectives with a primary goal to recognize an agreed upon performance level for 11th grade assessment of English and mathematics. The aim is to improve college readiness in these subject areas and to reduce the number of high school students requiring developmental mathematics or English in their first year of college. The Commission and the West Virginia Department of Education are participating in the SBAC to set appropriate levels of performance to determine college readiness in those subjects.

The Commission created the statewide Higher Education Smarter Balanced Advisory Council to assist in dissemination of Smarter Balanced information and goals to campuses across West Virginia. One goal of the Advisory Council is to provide professional development for teacher education and content area faculty. A Smarter Balanced workshop was held for teacher education majors in August and was well attended with over 150 students and faculty from across the state participating. Other Advisory Council goals include generating higher education support and strengthening and expanding partnerships between higher education and K-12.

The Bridging the Gap Consortium

In October 2013, West Virginia's nine community & technical colleges received \$25 million from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) funding program to create the Bridging the Gap Consortium. The focus of the Bridging the Gap Consortium is to train adults, with a focus on displaced workers and veterans, for high-wage, high-demand jobs within the areas of energy, advanced manufacturing, construction and information technology through focused career pathways, flexible learning opportunities, and expanded student support services. In order to meet this goal, the state's community and technical colleges have partnered with the state's seven Workforce Investment Boards, the Affiliated Construction Trades, and 55 employer partners. This four-year grant-funded program is anticipated to serve approximately 1400 participants and increase credential attainment in high-demand programs of study by 58 percent.

Community and Technical College Developmental Education Reform

In 2013, Chancellor Skidmore issued a challenge to all public two-year institutions across West Virginia to phase out traditional forms of developmental education delivery and primarily offer co-requisite developmental education courses. Co-requisite developmental education enrolls students in college-level courses with the additional supports needed for students to be successful with college-level coursework and has been shown to increase the success of students who require developmental education. By the fall of 2014, 70 percent of students requiring developmental education were enrolled in a co-requisite course.

Advanced Technology Center

In the fall of 2014, a ribbon cutting ceremony at the West Virginia Regional Technology Park was held to dedicate the Advanced Technology Center (ATC) of South Central West Virginia. This facility addresses the emerging needs of West Virginia in offering a well-trained, technically advanced workforce and providing a state-of-the-art setting for collaboration in the delivery of technical programs among community and technical colleges. Built through a state-supported initiative, the center offers high-tech facilities, current resources, and technologically advanced education to continue the legacy of technical innovation in the Kanawha Valley and South Central West Virginia. The ATC also offers ample laboratory space for programs such as: Advanced Manufacturing Technology, Chemical Process Technology, Advanced Welding Technology, Computer Networking Technology, and Emergency Management Technology. A second ATC is being constructed in Fairmont under the direction of Pierpont Community and Technical College.

Workforce Development

Through the convening of different industry sectors, the Community and Technical College System engages employers to identify their critical workforce needs. These efforts have resulted in community and technical colleges throughout the state implementing new programs in Petroleum Technology, Process Technology, Advanced Manufacturing, and Instrumentation Technology. The programs support the immediate needs of the growing oil and gas, manufacturing, and chemical industry sectors. In addition, employer engagement has led to more Learn and Earn Cooperative Education Programs that provide valuable work and financial assistance for community and technical college students while completing their degree.

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

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