



West Virginia Higher Education Policy Commission	TO:	Legislative Oversight Commission on Education Accountability
Michael J. Farrell, Esq. <i>Chair</i>	FROM:	Sarah Armstrong Tucker, Ph.D. Chancellor
Sarah Armstrong Tucker, Ph.D. <i>Chancellor</i> www.wvhepc.edu	DATE:	December 22, 2020
	RE:	2020 Academic Readiness Report

West Virginia Council for Community and Technical College Education

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1018 Kanawha Blvd., East Suite 700 Charleston, WV 25301 304-558-2101 (phone) 304-558-1011 (fax) The Academic Readiness Report satisfies the requirements outlined in West Virginia Code §18B-1-1e concerning the assessment of student postsecondary readiness. In accordance with the requirement, this report will discuss the number of graduates from West Virginia public high schools who were accepted in the last calendar year for enrollment at a West Virginia public two- or four-year college or university in the fall semester following high school graduation, and whose knowledge, skill and competency were below the minimum expected levels for full preparation as defined by the governing boards. This information is disaggregated by county throughout the report.

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) are committed to postsecondary access and providing a quality educational experience at their respective institutions. This report focuses specifically on student preparation and college success indicators relative to the critical transition period from high school to college.

Of the students representing the 2019 public high school graduating cohort, approximately 42 percent attended an in-state, public postsecondary institution. The following academic preparation indicators are reviewed:

- Reported Student ACT and SAT Composite Scores
- Enrollment and success in Corequisite Education
- Enrollment and success in College-Level Coursework

Students continue to have a choice between taking the ACT or SAT for admission to a West Virginia public postsecondary institution. Approximately 91 percent of the 2019 public West Virginia high school graduates who enrolled at a public postsecondary institution reported ACT or SAT scores (composite scores or subscores). Starting with 2019 high school graduates, significantly more students reported SAT scores in comparison to previous years, a shift likely precipitated by the state's recent transition to the SAT School Day test as the 11th grade summative assessment.

Students who are identified as academically underprepared for college-level coursework in mathematics or English are typically required to complete corequisite education courses. Traditional, non-credit bearing developmental education courses have been phased out by most West Virginia public institutions and have been replaced by corequisite education, a model recognized nationally as a best practice because it promotes student success while maintaining the academic rigor of important foundational courses. Under the corequisite model, students are enrolled in credit-bearing courses, usually in English or mathematics, and are provided additional academic support to help them find success and remain on track for on-time degree completion.

Key findings from our report are highlighted below:

- The average ACT composite score for 2019 West Virginia public high school graduates who enrolled in a public in-state postsecondary institution was 21.8, which increased slightly from the 2018 average score of 21.5.
- The average SAT composite score for 2019 West Virginia public high school graduates who enrolled in a public in-state postsecondary institution was 1042.
- Approximately 91 percent of the 2019 West Virginia public high school graduates who enrolled at a public postsecondary institution in the state reported either ACT or SAT scores. Of those:
 - 75.2 percent were considered prepared for college-level English (ACT English score 18 or higher, SAT Evidence-Based Reading and Writing score of 480 or higher); and
 - 42.9 percent were considered prepared for college-level mathematics (ACT Math score of 22 or higher, SAT Math score of 530 or higher).
- Figure 1 provides a comparison of mathematics and English college readiness rates among male and female students. English readiness rates were similar between males and females, while the data suggest that male students arrived at college better prepared for success in math.

Figure 1: English and Math College Readiness by Gender for 2018 and 2019 West Virginia Public High School Graduates attending a West Virginia Public Institution of Higher Education







- Only 14.9 percent of 2019 West Virginia public high school graduates were required to enroll in a corequisite English course. Of those, 72.0 percent achieved a passing grade (C or better).
- Approximately 23.0 percent of 2019 West Virginia public high school graduates were required to enroll in a corequisite math course. Of those, 67.0 percent passed the course with a C or better.
- Of the 56.5 percent of West Virginia public high school graduates who enrolled in college-level English at a public in-state postsecondary institution, 83.1 percent passed the course.
- Of the 54.8 percent of West Virginia public high school graduates who enrolled in college-level math at a public in-state postsecondary institution, 78.1 percent passed the course.

Through continued collaboration among our public postsecondary institutions and K-12 partners, we continue to see modest improvements in the percentage of high school graduates who were deemed academically prepared for college-level coursework after graduation. For example, the percentage of students who were considered adequately prepared for college-level English coursework increased from 74.1 to 75.2 percent since last year. Additionally, there was an increase in the proportion of students considered ready for college-level mathematics, up from 41.4 to 42.9 percent.

In many counties, more students enrolled in public postsecondary institutions in 2019 in comparison to the last year, including 12 counties where the 2019 enrollment exceeded the 2018 enrollment by 10 students or more. Further, 23 counties saw increases in the proportions of students who were prepared for college-level English and mathematics. For five of those counties the increases in both English and mathematics readiness were 10 percentage points or more.

These positive shifts in student preparation are evidence that more students are entering postsecondary institutions with the knowledge and skills critical for academic success. Further, changes in developmental education implemented by our public colleges and universities have made academic success more attainable for those students who require additional support.

I invite you to review the county-level data on the pages that follow and to contact me should you have questions or require additional information.

Average ACT Composite Scores for 2019 Public High School Graduates by County*

	Number of Students with		
	Reported	Average ACT	
County	ACT Score	Score	County
Barbour	23	22.4	Mineral
Berkeley	216	21.5	Mingo
Boone	69	22.5	Monongalia
Braxton	32	22.0	Monroe
Brooke	50	22.2	Morgan
Cabell	319	22.2	Nicholas
Calhoun	16	19.8	Ohio
Clay	30	20.8	Pendleton
Doddridge	18	18.9	Pleasants
Fayette	125	20.5	Pocahontas
Gilmer	12	23.9	Preston
Grant	40	20.7	Putnam
Greenbrier	72	20.6	Raleigh
Hampshire	40	20.9	Randolph
Hancock	80	21.2	Ritchie
Hardy	47	21.6	Roane
Harrison	204	22.8	Summers
Jackson	95	21.3	Taylor
Jefferson	85	22.5	Tucker
Kanawha	501	21.7	Tyler
Lewis	34	20.6	Upshur
Lincoln	33	20.6	Wayne
Logan	129	21.1	Webster
Marion	138	22.2	Wetzel
Marshall	81	22.0	Wirt
Mason	82	22.4	Wood
McDowell	46	19.2	Wyoming
Mercer	159	20.2	Statewide (Public High Schools)

	Number of	
	Students	
	With	
County	ACT Score	Score
Mineral	86	22.3
Mingo	44	20.4
Monongalia	267	24.1
Monroe	35	20.6
Morgan	12	21.8
Nicholas	86	21.3
Ohio	127	22.2
Pendleton	17	21.3
Pleasants	15	20.5
Pocahontas	17	19.4
Preston	53	21.2
Putnam	316	22.6
Raleigh	218	22.0
Randolph	53	22.5
Ritchie	22	22.4
Roane	30	20.7
Summers	28	19.9
Taylor	29	22.1
Tucker	<10	22.7
Tyler	27	24.1
Upshur	47	21.5
Wayne	137	21.5
Webster	32	19.7
Wetzel	57	20.5
Wirt	<10	19.8
Wood	216	22.5
Wyoming	51	20.5
Statewide (Public High Schools)	4,814	21.8

* Students with both ACT and SAT scores on file were included in both the ACT and SAT calculations.

Average SAT Composite Scores for 2019 Public High School Graduates by County*

Average SAT Score

	Number of Students with Reported	Average SAT		Number of Students with Reported
County	SAT Score	Score	County	SAT Score
Barbour	26	1034	Mineral	114
Berkeley	382	1038	Mingo	10
Boone	48	1031	Monongalia	327
Braxton	31	1047	Monroe	24
Brooke	39	1010	Morgan	37
Cabell	91	1028	Nicholas	49
Calhoun	12	1025	Ohio	141
Clay	26	938	Pendleton	19
Doddridge	24	1012	Pleasants	<10
Fayette	114	1014	Pocahontas	16
Gilmer	18	1037	Preston	63
Grant	35	1009	Putnam	142
Greenbrier	68	1044	Raleigh	206
Hampshire	46	969	Randolph	49
Hancock	80	1017	Ritchie	18
Hardy	44	1017	Roane	30
Harrison	244	1052	Summers	21
Jackson	36	1038	Taylor	43
Jefferson	220	1102	Tucker	24
Kanawha	422	1051	Tyler	26
Lewis	36	989	Upshur	52
Lincoln	18	996	Wayne	40
Logan	26	985	Webster	26
Marion	211	1050	Wetzel	69
Marshall	122	1016	Wirt	<10
Mason	32	1034	Wood	151
McDowell	39	981	Wyoming	27
Mercer	193	1005	Statewide (Public High Schools)	4,419

* Students with both ACT and SAT scores on file were included in both the ACT and SAT calculations.

Enrollment and Pass Rates for 2019 Public High School Graduates in Corequisite English Courses as First-Time Freshman at Public-Institutions

	Corequisite English Course	% Passing		Linoneum	
	English Course	% Passing		Corequisite	
• ·	Course			English	% Passing
County		the Course	County	Course	the Course
Barbour	<10	100.0%	Mineral	23	91.3%
Berkeley	28	85.7%	Mingo	71	77.5%
Boone	30	46.7%	Monongalia	23	65.2%
Braxton	<10	33.3%	Monroe	<10	100.0%
Brooke	<10	66.7%	Morgan	<10	60.0%
Cabell	50	76.0%	Nicholas	11	72.7%
Calhoun	<10	66.7%	Ohio	14	78.6%
Clay	13	53.8%	Pendleton	<10	40.0%
Doddridge	<10	85.7%	Pleasants	12	58.3%
Fayette	34	70.6%	Pocahontas	<10	83.3%
Gilmer	<10	80.0%	Preston	11	72.7%
Grant	<10	88.9%	Putnam	38	73.7%
Greenbrier	11	81.8%	Raleigh	43	74.4%
Hampshire	18	77.8%	Randolph	12	75.0%
Hancock	10	70.0%	Ritchie	<10	100.0%
Hardy	12	58.3%	Roane	11	72.7%
Harrison	30	80.0%	Summers	<10	75.0%
Jackson	24	79.2%	Taylor	<10	66.7%
Jefferson	13	84.6%	Tyler	0	•
Kanawha	102	68.6%	Tucker	<10	88.9%
Lewis	<10	66.7%	Upshur	12	41.7%
Lincoln	29	72.4%	Wayne	12	75.0%
Logan	56	80.4%	Webster	<10	33.3%
Marion	23	52.2%	Wetzel	<10	62.5%
Marshall	20	70.0%	Wirt	<10	75.0%
Mason	11	81.8%	Wood	40	82.5%
McDowell	17	64.7%	Wyoming	45	62.2%
Mercer	70	70.0%	Statewide (Public High Schools)	1,094	72.0%

Note: A majority of West Virginia public postsecondary institutions have transitioned to offering corequisite courses for academically underprepared students.

Enrollment and Pass Rates for 2019 Public High School Graduates in Corequisite Math Courses as First-Time Freshman at Public-Institutions

	Number of			Number of	
	Students			Students	
	Enrolled in			Enrolled in	
	Corequisite	% Passing		Corequisite	% Passing
County	Math Course	the Course	County	Math Course	the Course
Barbour	12	83.3%	Mineral	42	85.7%
Berkeley	96	63.5%	Mingo	55	81.8%
Boone	32	56.3%	Monongalia	42	76.2%
Braxton	11	54.5%	Monroe	<10	50.0%
Brooke	<10	66.7%	Morgan	<10	87.5%
Cabell	94	64.9%	Nicholas	20	55.0%
Calhoun	<10	71.4%	Ohio	21	71.4%
Clay	17	58.8%	Pendleton	<10	0.0%
Doddridge	15	86.7%	Pleasants	16	50.0%
Fayette	52	53.8%	Pocahontas	<10	100.0%
Gilmer	<10	85.7%	Preston	16	62.5%
Grant	14	64.3%	Putnam	60	71.7%
Greenbrier	22	72.7%	Raleigh	48	70.8%
Hampshire	22	63.6%	Randolph	20	70.0%
Hancock	<10	42.9%	Ritchie	<10	50.0%
Hardy	21	52.4%	Roane	<10	66.7%
Harrison	94	72.3%	Summers	11	72.7%
Jackson	38	78.9%	Taylor	17	76.5%
Jefferson	35	57.1%	Tucker	12	75.0%
Kanawha	150	64.0%	Tyler	<10	80.0%
Lewis	19	84.2%	Upshur	26	57.7%
Lincoln	38	50.0%	Wayne	59	67.8%
Logan	66	74.2%	Webster	10	70.0%
Marion	83	66.3%	Wetzel	<10	75.0%
Marshall	14	78.6%	Wirt	<10	66.7%
Mason	21	81.0%	Wood	46	52.2%
McDowell	21	66.7%	Wyoming	41	70.7%
Mercer	65	55.4%	Statewide (Public	1,690	67.0%

Note: A majority of West Virginia public postsecondary institutions have transitioned to offering corequisite courses for academically underprepared students.

Enrollment and Pass Rates for 2019 Public High School Graduates in College-Level English Courses as First-Time Freshman at Public-Institutions

	Number of			Number of
	Students			Students
	Enrolled in			Enrolled in
	College-Level			College-Level
	English	% Passing		English
County	Course	the Course	County	Course
arbour	21	95.2%	Mineral	48
erkeley	276	82.6%	Mingo	31
one	32	87.5%	Monongalia	283
axton	20	70.0%	Monroe	24
ooke	54	83.3%	Morgan	24
bell	283	83.7%	Nicholas	58
lhoun	<10	85.7%	Ohio	100
ау	20	90.0%	Pendleton	<10
oddridge	21	81.0%	Pleasants	<10
yette	100	79.0%	Pocahontas	<10
lmer	12	91.7%	Preston	50
ant	17	82.4%	Putnam	221
eenbrier	72	81.9%	Raleigh	185
mpshire	22	68.2%	Randolph	46
ncock	52	88.5%	Ritchie	14
dy	35	82.9%	Roane	22
rison	205	85.9%	Summers	27
kson	46	82.6%	Taylor	38
ferson	165	87.3%	Tucker	11
nawha	351	81.5%	Tyler	14
wis	24	87.5%	Upshur	46
ncoln	34	76.5%	Wayne	138
gan	93	89.2%	Webster	19
arion	180	83.3%	Wetzel	26
rshall	96	88.5%	Wirt	<10
ason	62	82.3%	Wood	200
Dowell	39	76.9%	Wyoming	35
ercer	128	76.6%	Statewide (Public High Schools)	4,148

Enrollment and Pass Rates for 2019 Public High School Graduates in College-Level Math Courses as First-Time Freshman at Public-Institutions

	Number of			Number of	
	Students			Students	
	College-Level	% Passing		College-Level	% Passing
County	Math Course	the Course	County	Math Course	the Course
Barbour	16	87.5%	Mineral	78	71.8%
Berkeley	295	78.6%	Mingo	23	65.2%
Boone	44	77.3%	Monongalia	278	79.1%
Braxton	28	78.6%	Monroe	23	87.0%
Brooke	50	74.0%	Morgan	30	70.0%
Cabell	214	76.2%	Nicholas	57	77.2%
Calhoun	<10	57.1%	Ohio	112	72.3%
Clay	11	72.7%	Pendleton	20	80.0%
Doddridge	14	78.6%	Pleasants	<10	77.8%
Fayette	100	75.0%	Pocahontas	11	81.8%
Gilmer	<10	100.0%	Preston	47	63.8%
Grant	23	60.9%	Putnam	222	79.7%
Greenbrier	86	73.3%	Raleigh	201	79.1%
Hampshire	28	71.4%	Randolph	33	75.8%
Hancock	66	77.3%	Ritchie	14	71.4%
Hardy	31	87.1%	Roane	24	83.3%
Harrison	152	80.3%	Summers	24	75.0%
Jackson	61	82.0%	Taylor	32	87.5%
Jefferson	180	78.9%	Tucker	13	69.2%
Kanawha	373	78.3%	Tyler	22	90.9%
Lewis	20	90.0%	Upshur	39	74.4%
Lincoln	16	75.0%	Wayne	91	82.4%
Logan	68	80.9%	Webster	22	86.4%
Marion	127	78.7%	Wetzel	50	78.0%
Marshall	75	74.7%	Wirt	<10	87.5%
Mason	52	80.8%	Wood	219	83.6%
McDowell	30	66.7%	Wyoming	42	76.2%
Mercer	110	79.1%	Statewide (Public High Schools)	4,024	78.1%

First-time Freshmen Percentage of Students Ready for College-Level Coursework in English and Math for 2018 and 2019 Graduating Class

	201	8 Graduating Cla	ass	2019 Graduating Class		
	Number of Students Enrolling in a Public In- State	% English Ready	% Math Beady	Number of Students Enrolling in a Public In- State	% English Ready	% Math Beady
Barbour	20	65.0%	20.0%	34	82.4%	41.2%
Berkeley	432	79.4%	41.0%	474	75.5%	38.8%
Boone	96	58.3%	38.5%	85	80.0%	48.2%
Braxton	51	82.4%	52.9%	43	81.4%	48.8%
Brooke	90	80.0%	41.1%	68	73.5%	35.3%
Cabell	379	75.5%	41.7%	361	76.2%	40.7%
Calhoun	25	48.0%	24.0%	17	58.8%	23.5%
Clay	36	55.6%	30.6%	40	62.5%	35.9%
Doddridge	21	71.4%	42.9%	31	77.4%	22.6%
Fayette	155	61.3%	27.1%	162	69.1%	27.8%
Gilmer	29	62.1%	37.9%	18	77.8%	66.7%
Grant	61	77.0%	52.5%	45	75.6%	35.6%
Greenbrier	117	68.4%	32.5%	99	71.7%	36.4%
Hampshire	85	68.2%	37.6%	57	50.9%	26.3%
Hancock	95	66.3%	46.3%	101	67.3%	47.5%
Hardy	39	74.4%	30.8%	56	78.6%	39.3%
Harrison	318	76.4%	50.3%	322	80.1%	44.1%
Jackson	121	80.2%	40.5%	101	71.3%	33.7%
Jefferson	262	85.9%	50.0%	257	82.5%	55.3%
Kanawha	641	72.1%	38.7%	662	74.5%	41.4%
Lewis	52	80.8%	44.2%	43	72.1%	25.6%
Lincoln	65	64.6%	38.5%	47	70.2%	29.8%
Logan	155	55.5%	21.3%	138	79.7%	34.8%
Marion	255	72.9%	42.7%	267	74.5%	43.8%
Marshall	143	70.6%	38.5%	139	74.8%	45.3%
Mason	82	78.0%	48.8%	95	83.2%	40.0%
McDowell	51	49.0%	15.7%	59	69.5%	16.9%
Mercer	223	71.7%	45.3%	218	65.6%	36.7%
Mineral	110	81.8%	54.5%	127	78.0%	52.0%
Mingo	86	58.1%	18.6%	48	60.4%	25.0%
Monongalia	355	85.1%	54.9%	394	85.8%	67.0%

	201	8 Graduating Cla	ass	2019 Graduating Class		
	Number of Students Enrolling in a Public In- State Institution	% English Ready	% Math Ready	Number of Students Enrolling in a Public In- State Institution	% English Ready	% Math Ready
Monroe	50	64.0%	24.0%	38	78.9%	34.2%
Morgan	47	74.5%	34.0%	41	65.9%	43.9%
Nicholas	110	67.3%	38.2%	94	76.6%	40.4%
Ohio	155	80.6%	49.7%	181	73.5%	38.7%
Pendleton	24	75.0%	50.0%	22	68.2%	63.6%
Pleasants	26	65.4%	26.9%	17	52.9%	23.5%
Pocahontas	19	78.9%	57.9%	20	65.0%	55.0%
Preston	91	74.7%	28.6%	74	74.3%	31.1%
Putnam	347	84.1%	56.8%	350	77.7%	51.4%
Raleigh	274	73.0%	40.9%	280	75.7%	52.9%
Randolph	70	77.1%	47.1%	71	63.4%	47.9%
Ritchie	24	95.8%	41.7%	25	80.0%	52.0%
Roane	55	72.7%	32.7%	41	70.7%	48.8%
Summers	33	84.8%	42.4%	32	65.6%	21.9%
Taylor	54	72.2%	40.7%	55	72.7%	49.1%
Tucker	32	78.1%	34.4%	28	60.7%	35.7%
Tyler	47	68.1%	31.9%	36	86.1%	47.2%
Upshur	48	85.4%	33.3%	75	68.0%	36.0%
Wayne	214	70.6%	34.1%	166	75.9%	33.7%
Webster	34	64.7%	29.4%	39	69.2%	20.5%
Wetzel	79	57.0%	25.3%	75	65.3%	29.3%
Wirt	22	68.2%	31.8%	12	58.3%	33.3%
Wood	280	75.0%	43.2%	241	80.5%	49.4%
Wyoming	86	77.9%	34.9%	63	68.3%	28.6%

Note: Data provided are only representative of students with a reported English or Math ACT or SAT score. For students with both ACT and SAT Score, all available scores were considered to determine college readiness. Scores were reported by the postsecondary institutions.