

**West Virginia
Higher Education
Policy Commission**

Michael J. Farrell, Esq.
Chair

Sarah Armstrong Tucker, Ph.D.
Chancellor

www.wvhepc.edu

TO: Legislative Oversight Commission on Education Accountability

FROM: Sarah Armstrong Tucker, Ph.D.
Chancellor

DATE: April 27, 2022

RE: 2021 Academic Readiness Report

**West Virginia
Council for Community
and Technical
College Education**

Robert L. Brown
Chair

Sarah Armstrong Tucker, Ph.D.
Chancellor

www.wvctcs.org

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.

1018 Kanawha Blvd., East
Suite 700
Charleston, WV 25301
304-558-2101 (phone)
304-558-1011 (fax)

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. The Commission and Council work closely with public higher education institutions and stakeholders to facilitate successful student transition to postsecondary education.

The COVID-19 pandemic presented many challenges during the 2019-2020 and 2020-2021 academic years. The Class of 2020 completed the last months of their high school senior year in remote instruction. Many students experienced the disruptions of cancelled ACT and SAT testing and the limited opportunities to retake those for college admission and for qualifying for Promise and other scholarship opportunities. While institutions and the Commission and Council remained flexible and made accommodations given the COVID-19 landscape, many students, especially those transiting to higher education during this time, faced high level of uncertainty when it came to attending college in the fall.

This uncertainty is reflected in the lower college-going rate that we observed for the Class of 2020, which dropped to under 50% for the first time since the Commission and the Council started tracking this information in 2001. The fall semester remained in flux as many institutions alternated face-to-face and remote instruction to respond to the changing conditions and to keep campuses safe.

This report focuses specifically on student preparation and college success indicators relative to the critical transition period from high school to college. We examine student preparation based on the students' standardized test scores as reported by the institutions as well as their performance in college courses. The disruptions during the last academic years should be considered when examining the information in the report as they have had a definite impact on student academic preparation and transition to college.

The following academic preparation indicators are reviewed:

- Reported student ACT and SAT composite and subject scores
- Enrollment and completion of Corequisite Education
- Enrollment and completion of 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 87 percent of the 2020 public West Virginia high school graduates and 91 percent of private West Virginia high school graduates who enrolled at a public postsecondary institution reported ACT or SAT scores (composite scores or subscores).

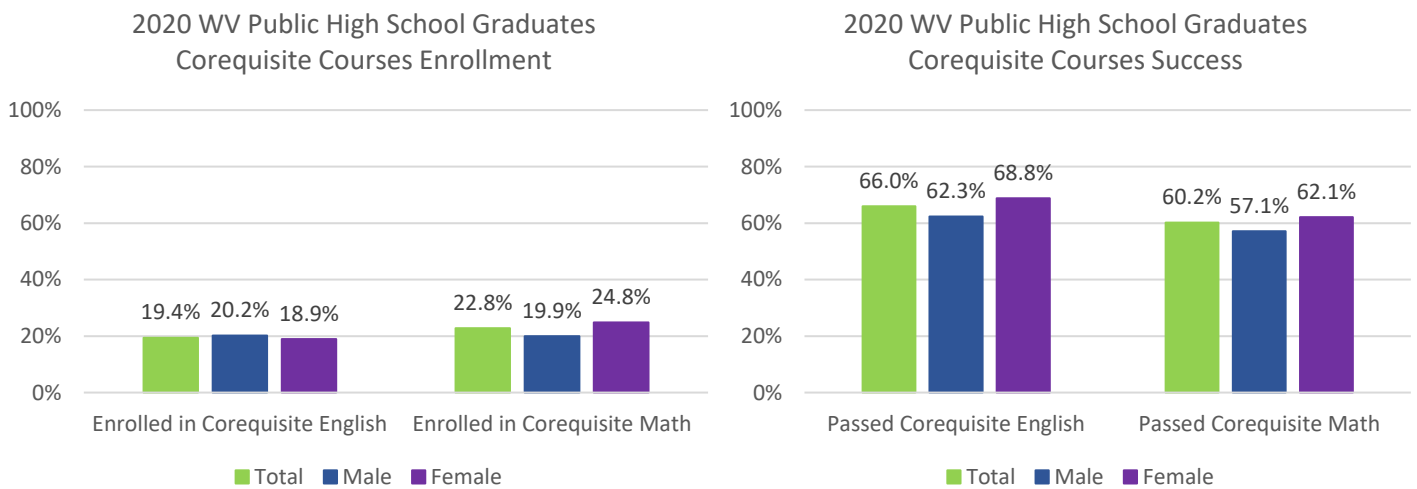
Students who do not meet the benchmarks to be placed in college-level courses in mathematics and English are typically required to complete corequisite education courses. These courses are credit-bearing courses combined with additional academic support specific to the subject area. Corequisite education is recognized nationally as a best practice and has replaced the traditional remedial education. Corequisite courses offer academic rigor while also promoting student success in terms of course completion and remaining on track for on-time degree completion.

Key findings from our report are highlighted below:

- The average ACT composite score for 2020 West Virginia **public high school graduates** who enrolled in a public in-state postsecondary institution remained the same as the Class of 2019 at 21.8.
- The average ACT composite score for 2020 West Virginia **private high school graduates** who enrolled in a public in-state postsecondary institution was 22.9 in comparison to 23.0 for the students of Class of 2019.
- The average SAT composite score for 2020 West Virginia **public high school graduates** who enrolled in a public in-state postsecondary institution was 1035.
- The average SAT composite score for 2020 West Virginia **private high school graduates** who enrolled in a public in-state postsecondary institution was 1071.
- Public higher education institutions reported ACT or SAT scores for approximately 87 percent for the West Virginia public high school graduates and 91 percent for the West Virginia private high school graduates. Based on those scores:
 - 74.7 percent of **public high school graduates** and 88.8 percent of **private high school graduates** 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

- 42.1 percent of **public high school graduates** and 50.4 percent of **private high school graduates** were considered prepared for college-level mathematics (ACT Math score of 22 or higher, SAT Math score of 530 or higher).
- Based on corequisite course enrollment information, 31.6 percent of **public high school graduates** and 22.4 percent of **private high school graduates** enrolled in a mathematics or English corequisite course.
- Figure 1 provides a comparison of mathematics and English corequisite enrollment and success rates among **public high school graduates** for Class 2020 based on subject area and gender.

Figure 1: Enrollment and Success in Corequisite Education for 2020 West Virginia Public High School Graduates Based on Subject Area and Gender



- Of the 49.6 percent of West Virginia **public high school graduates** who enrolled in college-level English at a public in-state postsecondary institution, 78.4 percent passed the course.
- Of the 51.4 percent of West Virginia **public high school graduates** who enrolled in college-level math at a public in-state postsecondary institution, 75.5 percent passed the course.

The college readiness trends for public high school graduates have remained relatively consistent over the last two years. The percentage of students who were considered college ready in English changed only slightly from 75.2 percent last year to 74.7 percent. Similarly, we saw only a small decrease in the proportion of students who were considered prepared for college-level mathematics - 42.1 percent in 2020 down from 42.9 the year before. On a county level, more than a half of the counties in the state saw higher proportions of their college-going students who enrolled in public institution being ready for college-level English or college-level mathematics. In many cases, counties experienced improvements in both college English and college mathematics readiness.

One concerning change has been the drop in the college-going rate for public high school graduates. This decline could be attributed in part to the multiple disruptions that high school seniors experienced in

2020. These included transitioning to online instruction in their senior high school year and the cancelation of multiple ACT and SAT tests scheduled for the spring and summer of 2020. While the overall college-going rate decreased, it is important to note that twenty counties improved their college-going rates for Class of 2020 in comparison to Class of 2019, including two counties which increased their fall college-going rate by more than 10 percentage points. For more information regarding the college-going rate, you can visit <https://www.wvhepc.edu/resources/data-and-publication-center/cgr/>.

As college-readiness rates have remained stable, the implementation of corequisite education has enhanced student success in postsecondary education. Corequisite course completion rates are much higher than those in the former remedial courses. Additionally, educational research is finding evidence of the positive impacts of corequisite education for students who are considered not college ready. The benefits include higher retention rates and more on-time degree completion for students completing corequisite coursework in comparison to those who went through the traditional remedial education.

I invite you to review the county-level data on the pages that follow with more information about college readiness and corequisite enrollment and success.

Average ACT Composite Scores for 2020 Public High School Graduates by County*

County	Number of Students with Reported ACT Score	Average ACT Score
Barbour	21	21.8
Berkeley	121	22.1
Boone	57	21.5
Braxton	33	20.4
Brooke	32	20.5
Cabell	268	22.8
Calhoun	17	20.4
Clay	24	21.3
Doddridge	16	20.1
Fayette	50	20.0
Gilmer	<15	22.7
Grant	24	20.3
Greenbrier	52	21.8
Hampshire	25	20.4
Hancock	55	21.9
Hardy	40	21.0
Harrison	160	22.1
Jackson	88	21.2
Jefferson	50	23.9
Kanawha	393	22.2
Lewis	16	19.9
Lincoln	42	21.7
Logan	90	20.5
Marion	95	22.0
Marshall	64	21.6
Mason	73	21.1
McDowell	40	20.0
Mercer	109	20.7

County	Number of Students with Reported ACT Score	Average ACT Score
Mineral	73	22.4
Mingo	55	20.2
Monongalia	177	24.0
Monroe	27	21.3
Morgan	<15	21.0
Nicholas	65	21.4
Ohio	102	22.7
Pendleton	<15	21.4
Pleasants	<15	20.3
Pocahontas	<15	21.0
Preston	44	22.2
Putnam	273	22.8
Raleigh	161	21.5
Randolph	45	21.0
Ritchie	24	21.6
Roane	28	20.2
Summers	22	19.2
Taylor	31	21.1
Tucker	<10	23.7
Tyler	29	20.9
Upshur	36	20.8
Wayne	137	21.3
Webster	16	19.9
Wetzel	53	21.7
Wirt	<15	23.1
Wood	168	22.0
Wyoming	47	20.9
Statewide (Public High Schools)	3,747	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 2020 Public High School Graduates by County*

County	Number of Students with Reported SAT Score	Average SAT Score
Barbour	27	1077
Berkeley	386	1018
Boone	46	954
Braxton	41	972
Brooke	53	996
Cabell	93	1030
Calhoun	14	956
Clay	24	940
Doddridge	20	1069
Fayette	90	973
Gilmer	20	1027
Grant	30	994
Greenbrier	70	1033
Hampshire	51	931
Hancock	88	1031
Hardy	42	997
Harrison	177	1055
Jackson	44	1107
Jefferson	235	1096
Kanawha	483	1051
Lewis	34	1001
Lincoln	36	958
Logan	39	972
Marion	168	1038
Marshall	92	1018
Mason	42	1050
McDowell	35	945
Mercer	195	1017

County	Number of Students with Reported SAT Score	Average SAT Score
Mineral	103	1053
Mingo	35	934
Monongalia	287	1119
Monroe	26	1001
Morgan	37	1060
Nicholas	57	1029
Ohio	122	1040
Pendleton	20	1008
Pleasants	<10	1063
Pocahontas	13	994
Preston	66	1056
Putnam	171	1052
Raleigh	210	1034
Randolph	41	997
Ritchie	15	1042
Roane	23	988
Summers	26	1015
Taylor	36	1024
Tucker	12	1043
Tyler	20	1030
Upshur	49	1041
Wayne	53	942
Webster	21	988
Wetzel	60	1012
Wirt	<10	1047
Wood	135	1060
Wyoming	40	1001
Statewide (Public High Schools)	4,362	1035

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

Enrollment and Pass Rates for 2020 Public High School Graduates in Corequisite English Courses as First-Time Freshmen at Public West Virginia Institutions

County	Number of Students Enrolled in Corequisite English Course	% Passing the Course
Barbour	<10	40.0%
Berkeley	44	50.0%
Boone	20	50.0%
Braxton	24	66.7%
Brooke	<10	71.4%
Cabell	40	75.0%
Calhoun	12	66.7%
Clay	14	64.3%
Doddridge	10	50.0%
Fayette	35	65.7%
Gilmer	<10	40.0%
Grant	<10	57.1%
Greenbrier	28	64.3%
Hampshire	20	80.0%
Hancock	13	76.9%
Hardy	11	72.7%
Harrison	67	53.7%
Jackson	29	82.8%
Jefferson	20	85.0%
Kanawha	105	60.0%
Lewis	16	50.0%
Lincoln	22	72.7%
Logan	90	64.4%
Marion	66	63.6%
Marshall	12	91.7%
Mason	20	70.0%
McDowell	19	63.2%
Mercer	63	60.3%

County	Number of Students Enrolled in Corequisite English Course	% Passing the Course
Mineral	24	83.3%
Mingo	49	67.3%
Monongalia	30	46.7%
Monroe	11	63.6%
Morgan	<10	100.0%
Nicholas	22	63.6%
Ohio	<10	75.0%
Pendleton	<10	80.0%
Pleasants	<10	66.7%
Pocahontas	<10	100.0%
Preston	15	46.7%
Putnam	39	76.9%
Raleigh	49	69.4%
Randolph	22	59.1%
Ritchie	<10	62.5%
Roane	13	76.9%
Summers	14	78.6%
Taylor	23	73.9%
Tucker	<10	50.0%
Tyler	<10	66.7%
Upshur	17	52.9%
Wayne	28	57.1%
Webster	<10	66.7%
Wetzel	12	58.3%
Wirt	<10	83.3%
Wood	73	76.7%
Wyoming	56	78.6%
Statewide (Public High Schools)	1,367	66.0%

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

Enrollment and Pass Rates for 2020 Public High School Graduates in Corequisite Math Courses as First-Time Freshmen at Public West Virginia Institutions

County	Number of Students Enrolled in Corequisite Math Course	% Passing the Course
Barbour	<10	20.0%
Berkeley	77	50.6%
Boone	29	44.8%
Braxton	22	59.1%
Brooke	<10	60.0%
Cabell	69	44.9%
Calhoun	<10	62.5%
Clay	<10	50.0%
Doddridge	<10	44.4%
Fayette	33	57.6%
Gilmer	<10	50.0%
Grant	14	57.1%
Greenbrier	24	62.5%
Hampshire	22	59.1%
Hancock	<10	33.3%
Hardy	20	65.0%
Harrison	80	62.5%
Jackson	38	89.5%
Jefferson	46	54.3%
Kanawha	134	60.4%
Lewis	10	40.0%
Lincoln	29	58.6%
Logan	80	53.8%
Marion	85	63.5%
Marshall	<10	87.5%
Mason	26	73.1%
McDowell	22	68.2%
Mercer	62	43.5%

County	Number of Students Enrolled in Corequisite Math Course	% Passing the Course
Mineral	27	85.2%
Mingo	53	69.8%
Monongalia	27	44.4%
Monroe	15	53.3%
Morgan	<10	55.6%
Nicholas	21	61.9%
Ohio	11	45.5%
Pendleton	10	80.0%
Pleasants	<10	75.0%
Pocahontas	<10	75.0%
Preston	20	45.0%
Putnam	52	65.4%
Raleigh	56	58.9%
Randolph	15	73.3%
Ritchie	<10	66.7%
Roane	13	61.5%
Summers	16	62.5%
Taylor	23	52.2%
Tucker	<10	50.0%
Tyler	<10	100.0%
Upshur	12	58.3%
Wayne	67	61.2%
Webster	<10	42.9%
Wetzel	16	56.3%
Wirt	<10	80.0%
Wood	72	72.2%
Wyoming	55	72.7%
Statewide (Public High Schools)	1,606	60.2%

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

Enrollment and Pass Rates for 2020 Public High School Graduates in College-Level English Courses as First-Time Freshmen at Public West Virginia Institutions

County	Number of Students Enrolled in College-Level English Course	% Passing the Course
Barbour	22	72.7%
Berkeley	233	70.4%
Boone	28	78.6%
Braxton	22	72.7%
Brooke	40	72.5%
Cabell	249	74.3%
Calhoun	13	61.5%
Clay	14	64.3%
Doddridge	13	84.6%
Fayette	63	81.0%
Gilmer	14	71.4%
Grant	20	75.0%
Greenbrier	52	71.2%
Hampshire	19	84.2%
Hancock	64	84.4%
Hardy	17	88.2%
Harrison	139	80.6%
Jackson	40	82.5%
Jefferson	156	80.8%
Kanawha	335	77.3%
Lewis	22	90.9%
Lincoln	34	70.6%
Logan	67	77.6%
Marion	105	81.0%
Marshall	79	78.5%
Mason	58	82.8%
McDowell	32	78.1%
Mercer	125	80.0%

County	Number of Students Enrolled in College-Level English Course	% Passing the Course
Mineral	29	79.3%
Mingo	45	77.8%
Monongalia	232	87.1%
Monroe	16	81.3%
Morgan	25	68.0%
Nicholas	49	77.6%
Ohio	60	66.7%
Pendleton	<10	100.0%
Pleasants	<10	100.0%
Pocahontas	11	81.8%
Preston	44	79.5%
Putnam	206	79.1%
Raleigh	152	85.5%
Randolph	34	82.4%
Ritchie	22	77.3%
Roane	24	100.0%
Summers	25	76.0%
Taylor	38	73.7%
Tucker	12	75.0%
Tyler	<10	75.0%
Upshur	30	80.0%
Wayne	137	70.1%
Webster	11	90.9%
Wetzel	34	70.6%
Wirt	10	80.0%
Wood	114	78.9%
Wyoming	39	87.2%
Statewide (Public High Schools)	3,493	78.4%

Enrollment and Pass Rates for 2020 Public High School Graduates in College-Level Math Courses as First-Time Freshmen at Public West Virginia Institutions

County	Number of Students Enrolled in College-Level Math Course	% Passing the Course
Barbour	17	64.7%
Berkeley	259	67.6%
Boone	31	77.4%
Braxton	24	75.0%
Brooke	38	78.9%
Cabell	190	81.6%
Calhoun	13	69.2%
Clay	16	56.3%
Doddridge	11	72.7%
Fayette	65	60.0%
Gilmer	<10	77.8%
Grant	18	66.7%
Greenbrier	67	79.1%
Hampshire	35	88.6%
Hancock	64	67.2%
Hardy	31	71.0%
Harrison	121	73.6%
Jackson	67	83.6%
Jefferson	163	79.1%
Kanawha	385	74.0%
Lewis	17	76.5%
Lincoln	32	87.5%
Logan	61	73.8%
Marion	89	71.9%
Marshall	70	74.3%
Mason	48	79.2%
McDowell	19	89.5%
Mercer	115	64.3%

County	Number of Students Enrolled in College-Level Math Course	% Passing the Course
Mineral	70	81.4%
Mingo	29	69.0%
Monongalia	204	83.3%
Monroe	18	83.3%
Morgan	26	76.9%
Nicholas	48	81.3%
Ohio	101	74.3%
Pendleton	17	82.4%
Pleasants	<10	85.7%
Pocahontas	12	66.7%
Preston	52	69.2%
Putnam	215	79.1%
Raleigh	164	72.0%
Randolph	30	73.3%
Ritchie	18	66.7%
Roane	26	88.5%
Summers	22	77.3%
Taylor	32	78.1%
Tucker	12	66.7%
Tyler	23	78.3%
Upshur	40	77.5%
Wayne	97	76.3%
Webster	11	63.6%
Wetzel	41	85.4%
Wirt	12	66.7%
Wood	178	81.5%
Wyoming	39	64.1%
Statewide (Public High Schools)	3,619	75.5%

First-time Freshman Percentage of Students Ready for College-Level Coursework in English and Math for Class of 2019 and Class of 2020

	Class of 2019			Class of 2020		
	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
Barbour	34	82.4%	41.2%	32	81.3%	56.3%
Berkeley	474	75.5%	38.8%	430	71.6%	39.1%
Boone	85	80.0%	48.2%	88	64.8%	33.0%
Braxton	43	81.4%	48.8%	51	64.7%	25.5%
Brooke	68	73.5%	35.3%	63	63.5%	33.3%
Cabell	361	76.2%	40.7%	321	77.9%	41.7%
Calhoun	17	58.8%	23.5%	26	53.8%	23.1%
Clay	40	62.5%	35.9%	38	52.6%	26.3%
Doddridge	31	77.4%	22.6%	28	67.9%	35.7%
Fayette	162	69.1%	27.8%	108	63.0%	24.1%
Gilmer	18	77.8%	66.7%	24	79.2%	41.7%
Grant	45	75.6%	35.6%	37	73.0%	27.0%
Greenbrier	99	71.7%	36.4%	83	78.3%	48.2%
Hampshire	57	50.9%	26.3%	58	51.7%	22.4%
Hancock	101	67.3%	47.5%	102	74.5%	50.0%
Hardy	56	78.6%	39.3%	54	70.4%	37.0%
Harrison	322	80.1%	44.1%	247	77.3%	43.3%
Jackson	101	71.3%	33.7%	105	77.1%	41.0%
Jefferson	257	82.5%	55.3%	256	85.9%	55.9%
Kanawha	662	74.5%	41.4%	657	77.8%	41.9%
Lewis	43	72.1%	25.6%	41	61.0%	29.3%
Lincoln	47	70.2%	29.8%	68	69.1%	22.1%
Logan	138	79.7%	34.8%	111	64.0%	27.9%
Marion	267	74.5%	43.8%	208	77.9%	44.2%
Marshall	139	74.8%	45.3%	110	74.5%	30.9%
Mason	95	83.2%	40.0%	96	75.0%	34.4%
McDowell	59	69.5%	16.9%	49	67.3%	14.3%
Mercer	218	65.6%	36.7%	214	69.6%	40.7%
Mineral	127	78.0%	52.0%	114	74.6%	55.3%
Mingo	48	60.4%	25.0%	76	57.9%	21.1%

	Class of 2019			Class of 2020		
	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
Monongalia	394	85.8%	67.0%	312	84.9%	67.9%
Monroe	38	78.9%	34.2%	31	64.5%	35.5%
Morgan	41	65.9%	43.9%	39	79.5%	48.7%
Nicholas	94	76.6%	40.4%	79	78.5%	38.0%
Ohio	181	73.5%	38.7%	144	78.5%	44.4%
Pendleton	22	68.2%	63.6%	24	75.0%	41.7%
Pleasants	17	52.9%	23.5%	14	71.4%	21.4%
Pocahontas	20	65.0%	55.0%	18	77.8%	38.9%
Preston	74	74.3%	31.1%	78	79.5%	34.6%
Putnam	350	77.7%	51.4%	339	79.4%	53.4%
Raleigh	280	75.7%	52.9%	251	74.9%	46.2%
Randolph	71	63.4%	47.9%	62	69.4%	33.9%
Ritchie	25	80.0%	52.0%	29	75.9%	41.4%
Roane	41	70.7%	48.8%	38	65.8%	34.2%
Summers	32	65.6%	21.9%	34	70.6%	35.3%
Taylor	55	72.7%	49.1%	57	77.2%	38.6%
Tucker	28	60.7%	35.7%	17	88.2%	58.8%
Tyler	36	86.1%	47.2%	34	67.6%	38.2%
Upshur	75	68.0%	36.0%	59	81.4%	35.6%
Wayne	166	75.9%	33.7%	178	65.2%	35.4%
Webster	39	69.2%	20.5%	27	74.1%	29.6%
Wetzel	75	65.3%	29.3%	78	70.5%	35.9%
Wirt	12	58.3%	33.3%	13	76.9%	61.5%
Wood	241	80.5%	49.4%	220	80.0%	49.5%
Wyoming	63	68.3%	28.6%	60	70.0%	36.7%

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.