

WEST VIRGINIA
REPORT CARD

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



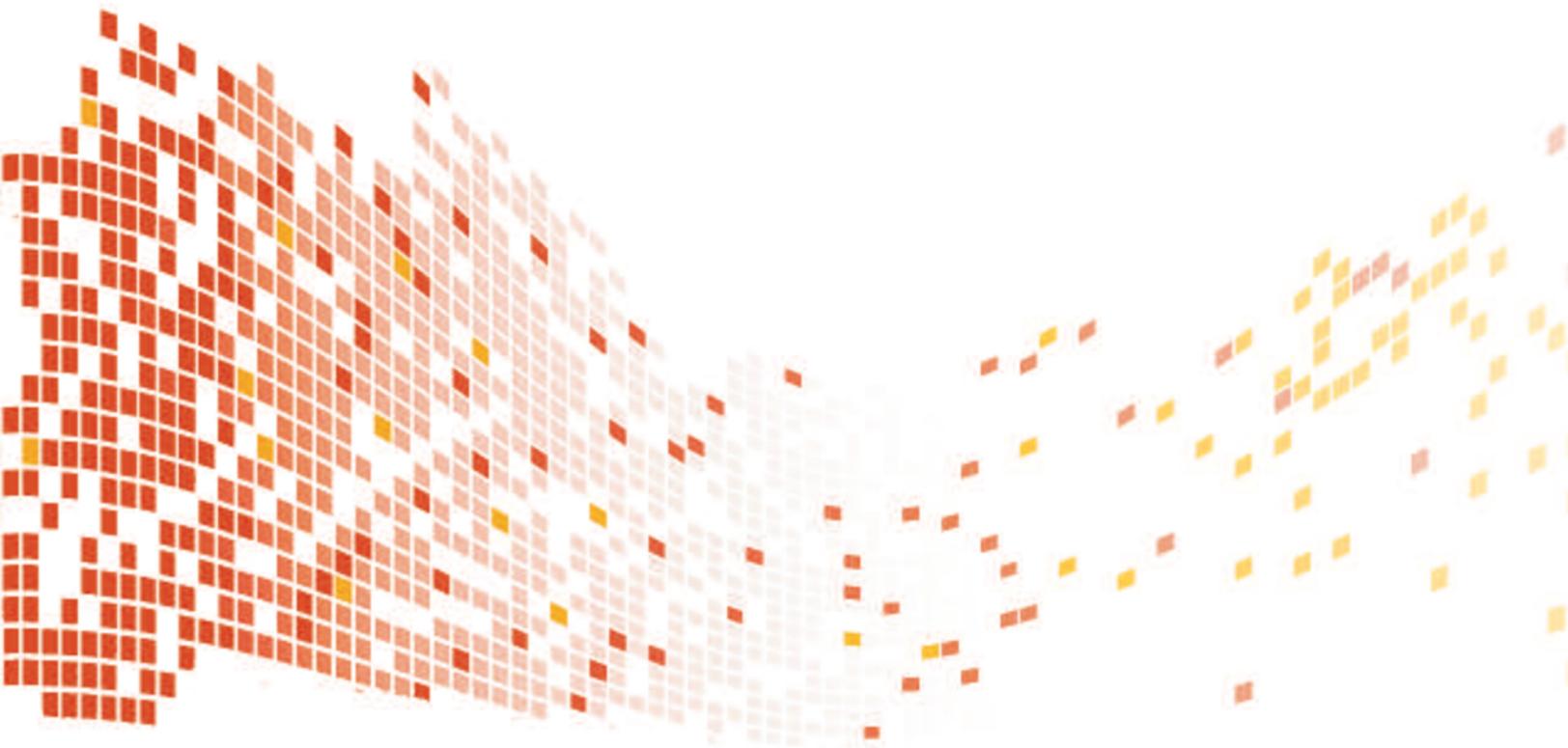


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INTRODUCTION



The West Virginia Higher Education Report Card 2013 is the sixth in a revised series of accountability reports. Both the Higher Education Policy Commission and the Community and Technical College System are required by state code to report on system-wide progress toward achieving state postsecondary education objectives. This report continues to build from the foundation set by the 2008 Report Card, reporting the most recently available information, as well as regional and national comparisons when they are available. The report is divided into three major sections:

- The first is an overarching state section that addresses outcomes that apply to all of postsecondary education, not just the individual sectors of the Higher Education Policy Commission or the Community and Technical College System. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the financial aid available to assist students in paying for college.
- The second section of the Report Card is specific to the Higher Education Policy Commission and its constituent baccalaureate-granting (and above) institutions. The indicators in this section are based on the goals set forth in *Charting the Future 2007-2012, a Master Plan for Higher Education*. The indicators in this report card are divided into focal areas consistent with the master plan: economic growth, access, cost and affordability, learning and accountability and innovation. Report Card 2013 will be the last document in the series to address goals from *Charting the Future*, as the Commission implements its new five-year master plan *Leading the Way: Access. Success. Impact*.
- The third section of the Report Card reflects the progress of the Community and Technical College System of West Virginia toward meeting the goals set forth in the system's master plan entitled *Meeting the Challenge: 2010-2015*. The CTCS section of the Report Card highlights specific imperatives set forth by the master plan. Areas of emphasis include a focus on student success, degree completion, and workforce development efforts.

Both the two- and four-year systems continue to focus efforts on improving student success and increasing degree completion. Helping students reach graduation, at any degree level, is a critical component in the state's future success. By 2018, half of the state's workforce will require a postsecondary degree. This means that postsecondary education institutions will need to provide 20,000 additional degree holders than they did in 2008. Supporting students who are currently enrolled will provide the bulk of degrees needed to meet the state goal. Innovation at both the system and institutional level such as improving developmental education, initiating degree pathways, increasing distance education offerings, and developing academic and technical programs in new and expanding economic sectors all contribute to the success effort.

The positive outcomes associated with postsecondary degree completion are both personal and societal. Degree completion not only helps to meet state workforce needs, but also benefits graduates and the West Virginia communities they call home. On-time degree completion results in less student debt and reduced institutional and state subsidies for continued enrollment. Graduates go on to support their local communities through buying local goods and services, purchasing homes, and volunteering in local schools, charities, and faith-based organizations. Both the two- and four-year system Chancellors continue to emphasize the critical importance of helping West Virginians complete their degrees to create new opportunities for those individuals, their communities, and the state.

STATE



College-Going Rates of Recent West Virginia High School Graduates

Fall 2008 - 2012

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 1.5 percentage points from 57.9 percent to 56.4 percent between 2011 and 2012. The in-state college-going rate also decreased, from 50.2 to 48.4 percent between 2011 and 2012.
- The overall college-going rate has decreased 2.4 percentage points since 2008. The in-state college-going rate has decreased by 1.7 percentage points.

NATIONAL CONTEXT

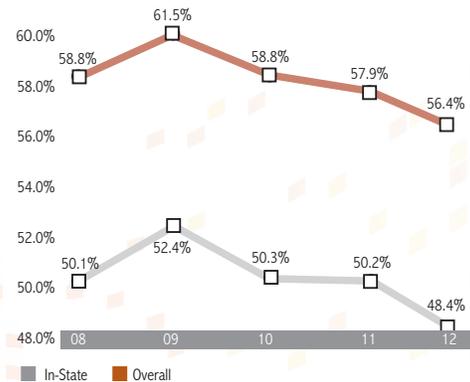
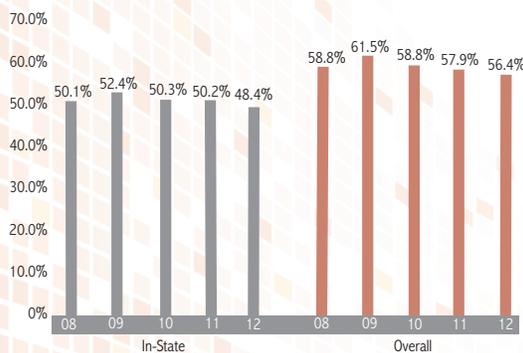
Nationally, 64.6 percent of 2009-10 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 8.3 percent over the fall 2000 college-going rate (SREB, 2013). For fall 2010, ten of the sixteen SREB states had a college-going rate that was above the national average.

Year	In-State	Overall
2008	50.1%	58.8%
2009	52.4%	61.5%
2010	50.3%	58.8%
2011	50.2%	57.9%
2012	48.4%	56.4%

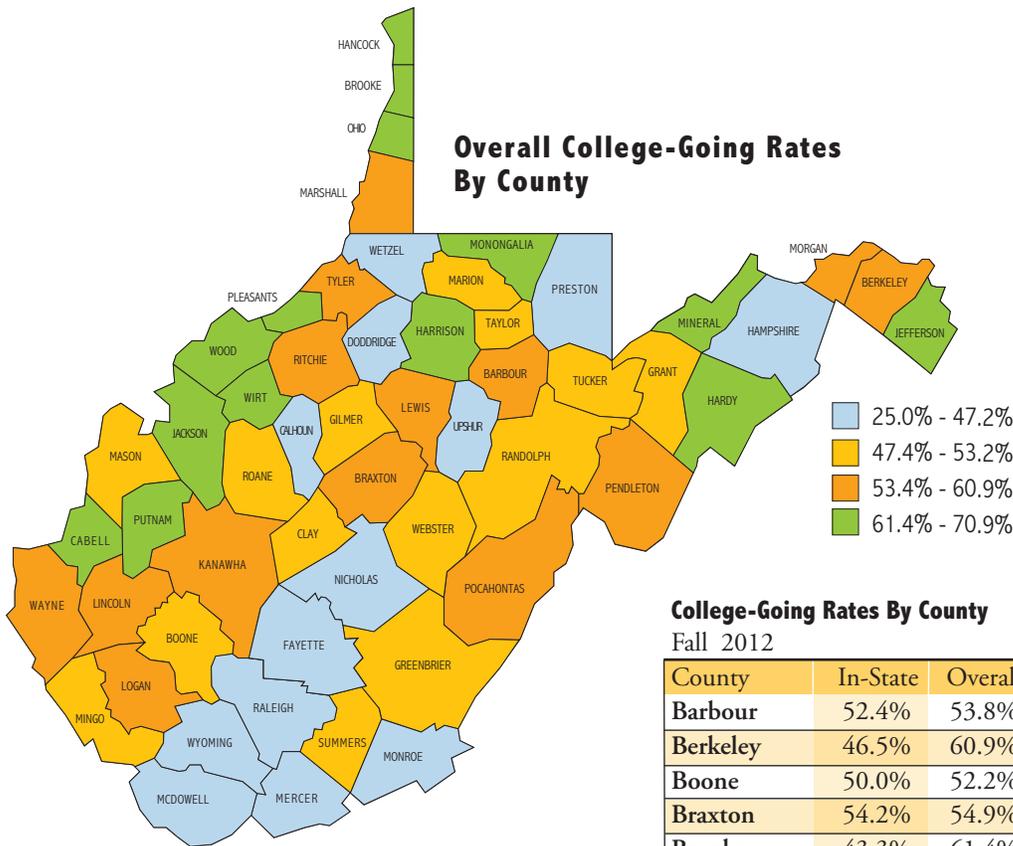
A recent College Summit report addressed the importance of providing data on postsecondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do can help increase the preparation and college-going of high school students (College Summit, 2011). The ability to provide this information in West Virginia has been strengthened by the creation of a State Longitudinal Data System that can follow students from K-12 into college and the workforce.

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 figure in the future.



Overall College-Going Rates By County



College-Going Rates By County Fall 2012

County	In-State	Overall
Barbour	52.4%	53.8%
Berkeley	46.5%	60.9%
Boone	50.0%	52.2%
Braxton	54.2%	54.9%
Brooke	43.3%	61.4%
Cabell	54.1%	62.9%
Calhoun	30.1%	34.2%
Clay	47.4%	47.4%
Doddridge	35.0%	38.8%
Fayette	43.4%	45.9%
Gilmer	48.4%	53.2%
Grant	46.8%	51.8%
Greenbrier	42.3%	51.1%
Hampshire	39.4%	44.8%
Hancock	46.6%	63.7%
Hardy	60.6%	61.4%
Harrison	56.3%	63.1%
Jackson	57.5%	62.0%
Jefferson	47.5%	62.1%
Kanawha	51.2%	60.5%
Lewis	48.1%	55.6%
Lincoln	54.6%	56.1%
Logan	57.5%	59.8%
Marion	47.7%	50.8%
Marshall	48.7%	58.1%
Mason	41.3%	50.0%
McDowell	23.6%	25.0%
Mercer	41.2%	45.4%

County	In-State	Overall
Mineral	54.5%	68.1%
Mingo	42.5%	47.6%
Monongalia	56.7%	67.7%
Monroe	37.3%	42.7%
Morgan	34.5%	53.4%
Nicholas	40.7%	42.6%
Ohio	51.1%	70.9%
Pendleton	50.7%	54.8%
Pleasants	51.4%	65.7%
Pocahontas	53.2%	55.8%
Preston	39.2%	46.3%
Putnam	55.7%	64.3%
Raleigh	42.9%	46.6%
Randolph	48.0%	52.7%
Ritchie	53.4%	53.4%
Roane	45.1%	51.4%
Summers	35.0%	50.0%
Taylor	53.0%	53.0%
Tucker	50.0%	51.1%
Tyler	50.0%	53.8%
Upshur	40.7%	47.2%
Wayne	45.5%	57.4%
Webster	48.1%	50.0%
Wetzel	46.0%	46.5%
Wirt	55.6%	66.7%
Wood	54.4%	64.7%
Wyoming	34.9%	39.0%

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2008 – 2012

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 2012 academic year was 33,411 which is 2.8 percent lower than the total of 34,363 in 2011.
- Participation in PROMISE increased 1.4 percent, an increase of 137 students, in 2012 when compared to 2011. Both the HEAPS Grant Program and WVHEG saw declines from 2011 to 2012, 18.1 and 1 percent, respectively.
- When compared with their 2008 student levels, participation in the HEAPS Program declined by 27.3 percent, increased by 7.5 percent in the PROMISE Scholarship Program, and increased by 19.9 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (3,204).

NATIONAL CONTEXT

Fifty states and territories reported having need-based grant programs in 2011-12. Exclusively need-based aid constituted 47 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 \$1,043 per student. The median state expenditure was \$650 (NASSGAP, 2013).

Nationally, 93.1 percent of need-based grant dollars went to in-state students in 2011-12, with 70.8 percent of grant dollars being spent in the public sector and 22.4 percent being spent in the private, not-for-profit sector. In West Virginia, 83.8 percent of those need-based grant dollars went to West Virginians, with 75 percent going to students in the public sector. These numbers represent a 0.4 percent decrease in need-based grant dollars going to West Virginians, and no change from the previous year in need-based aid in the public sector.

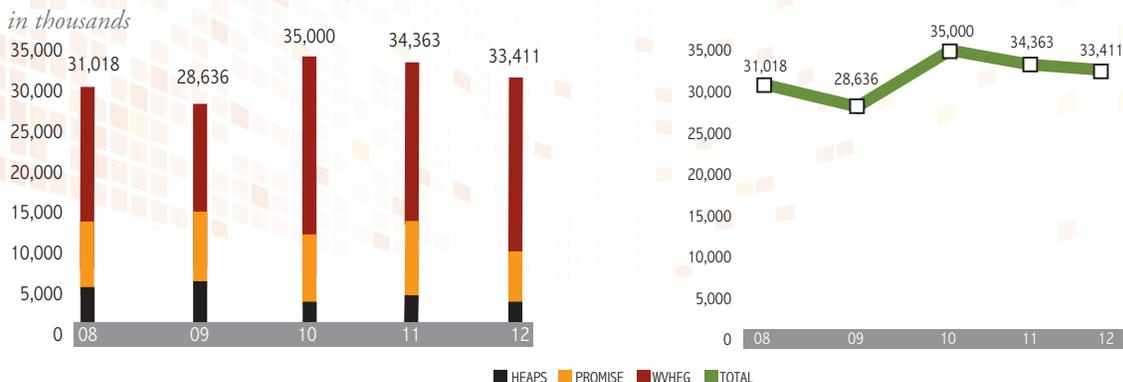
ABOUT THIS MEASURE

These figures represent the number of awards made through one of three state financial aid programs: the 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 award.

Number of Awards: HEAPS, PROMISE, & WVHEG Programs*

Program	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
HEAPS	5,552	3,977	4,422	4,934	4,039	-18.1%	-27.3%
PROMISE	9,334	9,456	9,783	9,899	10,036	1.4%	7.5%
WVHEG	16,132	15,203	20,795	19,530	19,336	-1.0%	19.9%
Total	31,018	28,636	35,000	34,363	33,411	-2.8%	7.7%

* 2012-13 HEAPS data are preliminary and subject to change.



Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2008 - 2012

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2012 academic year was \$92,431,830, a 0.3 percent increase from the \$92,178,378 in funding for 2011.
- The WVHEG Program experienced a 3.6 percent increase (\$1,430,575) in awards from 2011 to 2012, while both the HEAPS and PROMISE Scholarship Programs declined 14.5 and 0.9 percent, respectively.
- Between 2008 and 2012 awards increased for the PROMISE and WVHEG Programs. The WVHEG has experienced the largest percentage (15.6 percent) and monetary increase (\$5,511,781).

NATIONAL CONTEXT

Nationally, just under \$11.1 billion in total state-funded student financial aid was awarded during the 2011-12 academic year. This figure represents about a 3.2 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$9.4 billion or 84.7 percent of the total. Of this \$9.4 billion in grant aid, 74 percent was need-based while 26 percent was non-need-based. These figures represent a 3.1 percent increase in the proportion of need-based aid from the previous year. Between 2001-02 and 2011-12, need based grant aid grew by 42.9 percent, from \$4.9 billion to \$7 billion in constant 2011 dollars, while non-need based grants grew 59 percent from \$1.5 billion to \$2.4 billion. (NASSGAP, 2013)

The SREB states collectively awarded approximately \$4.6 billion in aid in 2011-12, a decrease of 7.5 percent over the previous year. Scholarships and grants represented 84 percent or \$3.8 billion. Of this total, \$1.7 billion, or 37.7 percent, was scholarships and grants based on need whereas \$2.1 billion, or 46.3 percent, was not based on need. These figures show a decrease of 6.5 percent in the proportion of aid that is based on need over the previous year.

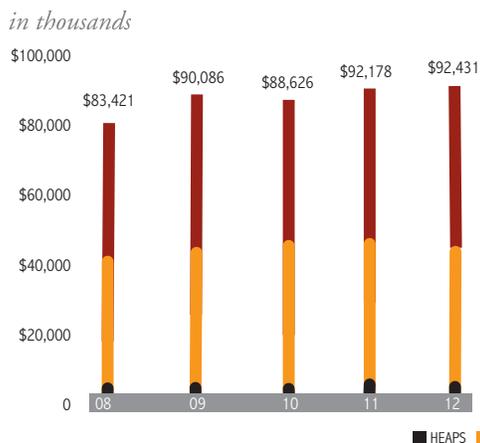
ABOUT THIS MEASURE

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

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs*

Program	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
HEAPS	\$5,636,793	\$4,297,153	\$4,470,987	\$5,229,976	\$4,470,529	-14.5%	-20.7%
PROMISE	\$42,498,633	\$45,706,663	\$47,021,312	\$47,581,818	\$47,164,142	-0.9%	11.0%
WVHEG	\$35,285,378	\$40,082,411	\$37,133,737	\$39,366,584	\$40,797,159	3.6%	15.6%
Total	\$83,420,804	\$90,086,227	\$88,626,036	\$92,178,378	\$92,431,830	0.3%	10.8%

* 2012-13 HEAPS data are preliminary and subject to change.



Degrees/Certificates Awarded in Public Institutions

Academic Years 2003 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia public institutions during the 2012 academic year was 16,938, which is 2.6 percent higher than the figure of 16,512 in 2011.
- Over the ten-year period, the total number of degrees and credentials has increased by 28.9 percent from the 2003 level of 13,141.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 436.6 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,630.
- Associate's degrees and certificates were 25.4 percent of the total in 2012, with bachelor's degrees making up 53.7 percent and advanced degrees 20.9 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 569,731 for the 2010-11 academic year. The total number of awards conferred at two-year public institutions was 282,991. The proportion of awards that were associate's degrees and certificates was 44.4 percent; bachelor's degrees made up 38.7 percent and advanced degrees were 16.9 percent.

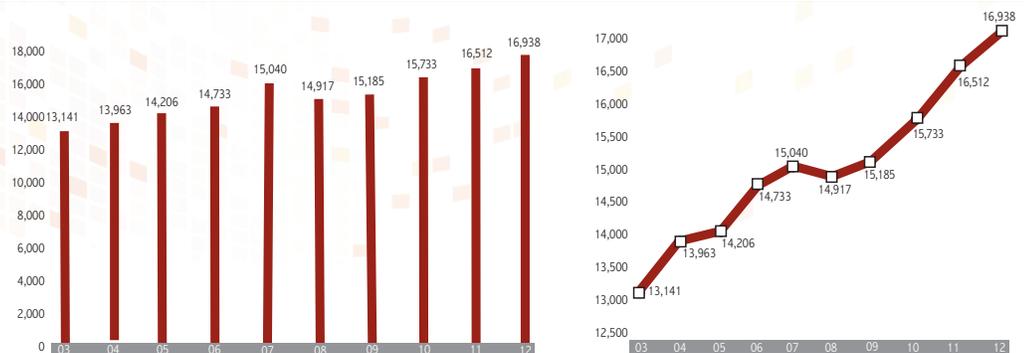
ABOUT THIS MEASURE

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 in Public Institutions

Award	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2011-2012 % Change	2003-2012 % Change
Undergraduate Certificate	202	370	376	528	548	504	546	593	764	1,084	41.90%	436.60%
Associate's Degree	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2,949	3,042	3,225	6.00%	38.20%
Bachelor's Degree	7,462	7,785	8,025	8,278	8,529	8,439	8,469	8,583	9,118	9,092	-0.30%	21.80%
Master's Degree	2,479	2,405	2,542	2,502	2,549	2,535	2,555	2,694	2,696	2,610	-3.20%	5.30%
Post-Master's Certificate	43	37	29	17	4	22	26	21	16	21	31.30%	-51.20%
Doctoral Research/Scholarship	169	169	179	172	221	201	157	178	178	174	-2.20%	3.00%
Doctoral Professional Practice	.	.	.	.	.	.	676	715	698	732	4.90%	.
First-Professional	453	448	476	539	491	514	.	.	.	.	.	.
Total	13,141	13,963	14,206	14,733	15,040	14,917	15,185	15,733	16,512	16,938	2.60%	28.90%

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



WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION



ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 8.2 percent, from \$194,834,000 in Fiscal Year 2010 to \$210,889,000 in 2011.
- Total science and engineering related R&D expenditures have grown over the five-year time period examined here by 26.1 percent from their Fiscal Year 2007 level of \$167,208,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$65.1 billion in Fiscal Year 2011, which represents an increase of 6.4 percent over the previous year (\$61.2 billion). Adjusted for inflation, academic R&D rose by 3.3 percent in 2011. According to the National Science Foundation, from Fiscal Year 2007 to 2011 total research and development expenditures at academic institutions grew by 26.1 percent from \$51.6 billion to \$65.1 billion.

Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2007	\$167,208,000
2008	\$170,869,000
2009	\$174,486,000
2010	\$194,834,000
2011	\$210,889,000

Source: National Science Foundation

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.



Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2007 – 2011

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 2011 was \$114,245,000 which was 4.1 percent higher than the figure of \$109,732,000 in 2010.
- Over the five-year time period, the amount of federally funded R&D has increased by 23.4 percent from its 2007 level of \$92,586,000.

NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 8.8 percent from \$37.5 billion in Fiscal Year 2010 to \$40.8 billion in 2011. Adjusted for inflation, this represents a 5.6 percent increase from 2010. The overall level of federally-funded research and development expenditures in the United States has grown by 34 percent from \$30.4 billion in Fiscal Year 2007. 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.

Federally-Funded Science and Engineering Research & Development Expenditures

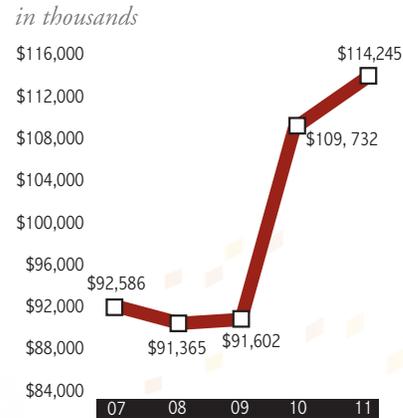
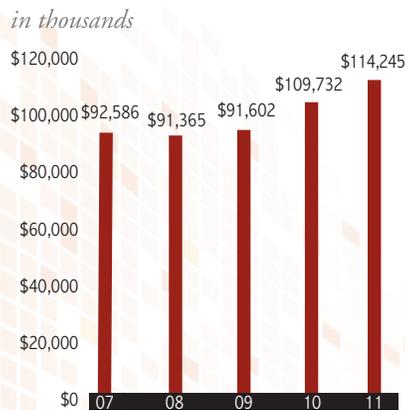
Year	Total Federally-Funded Expenditures
2007	\$92,586,000
2008	\$91,365,000
2009	\$91,602,000
2010	\$109,732,000
2011	\$114,245,000

Source: National Science Foundation

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.



Research Grants and Contracts

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year 2012 was \$148,960,202, which was 2 percent higher than the figure of \$146,006,451 in 2011. *
- Over the five-year time period, the amount of research grants and contracts has decreased by 14.6 percent from its 2008 level of \$174,960,202.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$61.2 billion in Fiscal Year 2010. This figure was 28.2 percent higher than the Fiscal Year 2006 total of \$47.8 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 \$41.2 billion in Fiscal Year 2010 which was 19.9 percent higher than \$32.4 billion in 2006. 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 begins to dwindle.

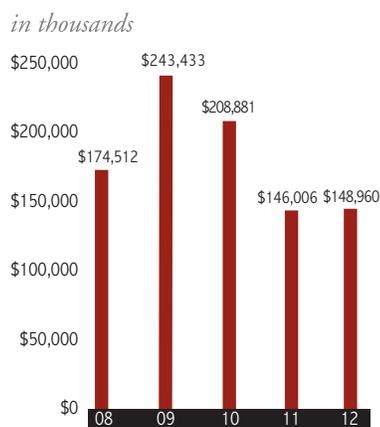
Research Grants and Contracts

Year	Funds For Externally-Sponsored Research
2008	\$174,511,697
2009	\$243,433,000
2010	\$208,881,286
2011	\$146,006,451
2012	\$148,960,202

*The 2010 and 2011 totals do not include figures for Glenville State College.

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.



Degrees/Credentials Awarded by Level System-Wide

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2012-13 was 12,927 which was 0.6 percent lower than the 2010-11 figure of 13,008.
- Over the five-year time period, the number of degrees and credentials has increased by 7.3 percent from the 2008-09 level of 12,047.
- The largest one-year increase in the number of awards was in baccalaureate degrees with a growth of 465 which occurred between 2010-11 and 2011-12.

NATIONAL CONTEXT

Across the SREB states, in the decade from 2001-02 to 2010-11, the number of awards conferred at four-year public colleges and universities grew by 37.1 percent from 415,444 to 569,731. The 2010-11 total also represents a 5 percent increase over the 2009-10 total of 542,567. The proportion of these degrees that were bachelor's degrees decreased slightly from 69.8 percent to 69 percent, but the proportion that were associate's degrees and certificates increased from 1.8 percent in 2009-10 to 2.4 percent in 2010-11. The proportion of advanced degrees increased from 28.4 percent to 28.7 percent (SREB, 2013).

In the country as a whole, the total number of degrees conferred at public institutions increased by 5.6 percent from 2,090,192 in 2009-10 to 2,206,273 in 2010-11. Over the last ten years, the number of degrees conferred at public institutions increased by 26.3 percent nationally (Digest of Education Statistics, 2012).

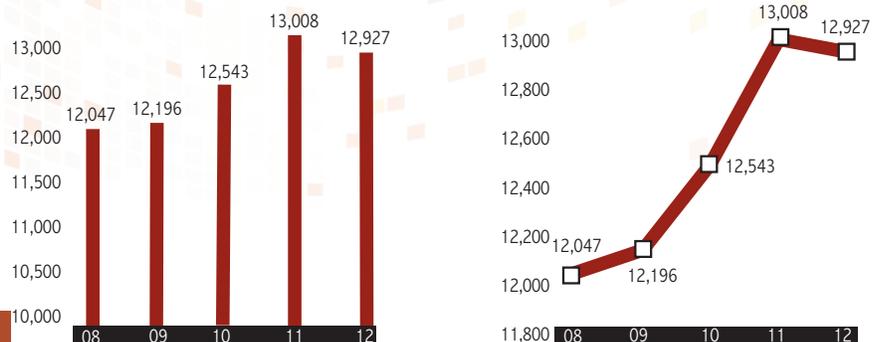
ABOUT THIS MEASURE

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	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Certificate	7	7	2	.	.	.	.
Associate's Degree	517	506	526	534	551	3.2%	6.6%
Bachelor's Degree	8,251	8,269	8,407	8,886	8,839	-0.5%	7.1%
Master's	2,535	2,555	2,694	2,696	2,610	-3.2%	3.0%
Post-Master's Certificate	22	26	21	16	21	31.3%	-4.5%
First-Professional	514	.	.	.	.	.	.
Doctoral Professional Practice	.	676	715	698	732	4.9%	.
Doctoral Research/Scholarship	201	157	178	178	174	-2.2%	-13.4%
TOTAL	12,047	12,196	12,543	13,008	12,927	-0.6%	7.3%

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



Degrees/Credentials Awarded by Institution and Level

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- From 2008-09 to 2012-13, WVU Institute of Technology was the only institution to see a decline in graduates (-2.8%). Glenville State College has had no change since 2008 and all other four-year public institutions have had an increase of degree production.
- Baccalaureate degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State). Overall, the total number of bachelor's degrees produced increased by 7.1 percent over the five-year period.
- As indicated in the chart below, while the number of post-master's certificate granting programs has remained the same since 2008, the number of master's programs has grown over the past five years. The changes concerning the numbers of professional, doctoral professional practice, and doctoral research and scholarship are largely related to changes in categorization by IPEDS. This count includes only programs with actual enrollment.

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 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 Institution and Level

Institution	Award Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	Associate's	92	91	60	92	98	6.50%	6.50%
	Bachelor's	207	262	235	240	249	3.80%	20.30%
Total		299	353	295	332	347	4.50%	16.10%
Concord University	Associate's	1	.	.	.	.	.	.
	Bachelor's	400	336	401	432	431	-0.20%	7.80%
	Master's	24	22	27	24	29	20.80%	20.80%
Total		425	358	428	456	460	0.90%	8.20%
Fairmont State University	Associate's	107	97	113	71	112	57.70%	4.70%
	Bachelor's	645	616	559	644	624	-3.10%	-3.30%
	Master's	85	121	85	89	111	24.70%	30.60%
Total		837	834	757	804	847	5.30%	1.20%
Glenville State College	Associate's	31	29	36	57	31	-45.60%	0.00%
	Bachelor's	174	132	161	150	174	16.00%	0.00%
Total		205	161	197	207	205	-1.00%	0.00%
Marshall University	Associate's	111	69	91	111	99	-10.80%	-10.80%
	Bachelor's	1,400	1,358	1,393	1,547	1,561	0.90%	11.50%
	Master's	885	867	881	848	774	-8.70%	-12.50%
	Post-Master's Certificate	22	26	21	16	21	31.30%	-4.50%
	First-Professional	50	.	.	.	.	.	.
	Doctoral Professional Practice	.	61	83	102	111	8.80%	.
	Doctoral Research/ Scholarship	15	17	12	16	16	0.00%	6.70%
Total		2,483	2,398	2,481	2,640	2,582	-2.20%	4.00%

Degrees/Credentials Awarded by Institution and Level continued

Institution	Award Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Potomac State College of WVU	Certificate	7	7	2	.	.	.	.
	Bachelor's	9	11	19	18	20	11.10%	122.20%
	Associate's	143	185	192	172	177	2.90%	23.80%
Total		159	203	213	190	197	3.70%	23.90%
Shepherd University	Bachelor's	662	687	648	675	714	5.80%	7.90%
	Master's	54	51	34	63	56	-11.10%	3.70%
Total		716	738	682	738	770	4.30%	7.50%
WV School of Osteopathic Medicine	Doctoral	.	160	198	157	197	25.50%	.
	Professional Practice							
	First-Professional	97	.	.	.	.	.	.
Total		97	160	198	157	197	25.50%	103.10%
West Liberty University	Associate's	32	35	34	31	34	9.70%	6.30%
	Bachelor's	350	336	410	401	454	13.20%	29.70%
	Master's	.	.	26	19	20	5.30%	.
Total		382	371	470	451	508	12.60%	33.00%
West Virginia State University	Bachelor's	372	385	378	414	397	-4.10%	6.70%
	Master's	5	11	12	11	13	18.20%	160.00%
Total		377	396	390	425	410	-3.50%	8.80%
West Virginia University	Bachelor's	3,892	4,002	4,060	4,204	4,078	-3.00%	4.80%
	Master's	1,481	1,483	1,629	1,642	1,607	-2.10%	8.50%
	First-Professional	367	.	.	.	.	.	.
	Doctoral Professional Practice	.	455	434	439	424	-3.40%	.
	Doctoral Research/Scholarship	186	140	166	162	158	-2.50%	-15.10%
	Total		5,926	6,080	6,289	6,447	6,267	-2.80%	5.80%
WVU Institute of Technology	Bachelor's	140	144	143	161	137	-14.90%	-2.10%
	Master's	1	.	.	.	.	.	.
Total		141	144	143	161	137	-14.90%	-2.80%

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

Number of Graduate Programs

Program Level	2008	2009	2010	2011	2012
Master's	106	106	107	108	108
Post-Master's Certificate	2	2	2	2	2
First-Professional	5	.	.	.	.
Doctoral Professional Practice	.	13	13	13	13
Doctoral Research and Scholarship	42	35	35	35	37

Science, Technology, Engineering, and Mathematics (STEM) Awards as a Percentage of All Awards by Degree Level

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2012 was 21.2 percent, which is a slight decline from 2011.
- Over the five-year time period, STEM awards as a percentage of all awards decreased 0.6 percentage points from the 2008 level of 21.8 percent.
- The pipeline of STEM graduates has grown. The number of students majoring in STEM fields has grown by 9.8 percent from 10,636 in 2008 to 11,679 in 2012.

NATIONAL CONTEXT

Over the most recent available five-year window from 2004-05 to 2008-09, the number of science and engineering degrees awarded in the United States increased by 8.1 percent from 603,278 to 652,208. The proportion of overall degrees that were in science and engineering, however, decreased by 1.3 percentage points from 42.6 percent in 2004-05 to 41.3 percent in 2008-09. During this time period, the proportion of bachelor's degrees (32.3% to 31.3%) and master's degrees (21.0% to 19.8%) decreased while the proportion of doctorates (62.4% to 67.3%) that were in science and engineering increased (NSF, 2010).

STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2008	2009	2010	2011	2012
Associate's	.	1.0%	0.6%	0.7%	1.1%
Bachelor's	23.7%	25.8%	26.7%	26.4%	25.6%
Master's	14.4%	12.0%	14.4%	14.2%	14.1%
Doctoral Professional Practice	.	0.6%	1.1%	1.4%	1.1%
Doctoral Research and Scholarship	.	59.9%	52.2%	50.6%	54.0%
First Professional	37.8%	.	.	.	.
Total	21.8%	20.9%	21.8%	21.8%	21.2%

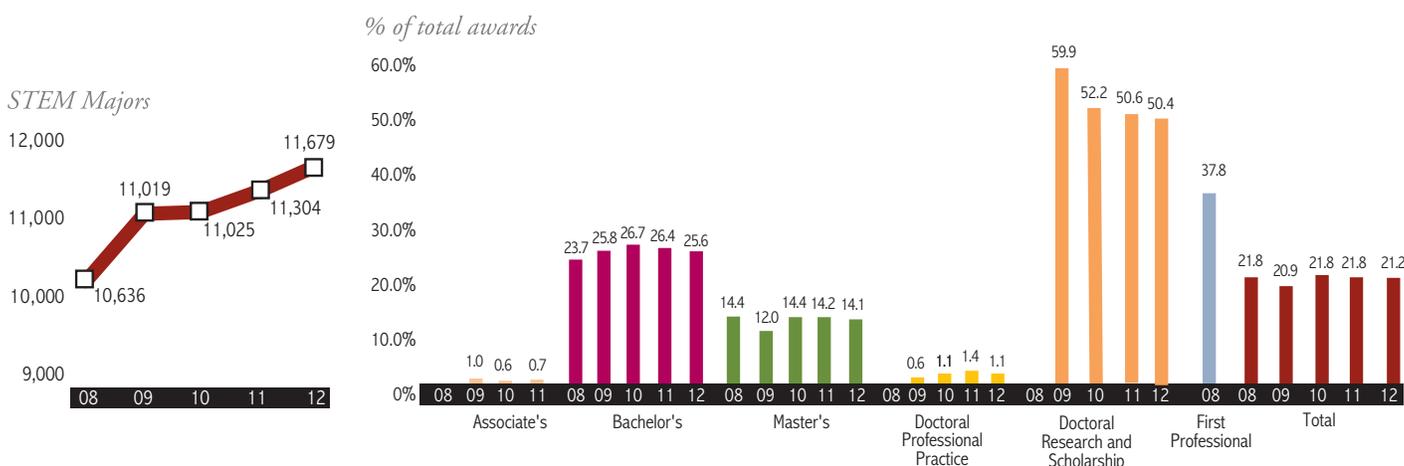
Note: In 2009, the First Professional category was eliminated and Doctoral degrees were classified as either Research/Scholarship or Professional Practice.

ABOUT THIS MEASURE

This indicator provides the proportion of graduates each year in STEM fields at the bachelor's, master's, and doctoral levels. The inset at left provides the number of students each fall who have a declared major in a STEM field. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.

Students Majoring in Stem Fields

2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
10,636	11,019	11,025	11,304	11,679	3.3%	9.8%



ACCESS

Average ACT Scores of West Virginia High School Graduates

Graduation Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam has decreased by 0.1 points since 2009. National scores declined by 0.2 points during the same period.
- West Virginia scores on math and science tests have remained steady since 2009.
- West Virginia students' average score is higher than the national average in English and reading, but trails in math, science and the composite score.

NATIONAL CONTEXT

Approximately 1.8 million students in the high school graduating class of 2013 took the ACT exam. This figure represents an 8 percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 60 percent of high school graduates took the examination in 2012; however, the national percentage of graduates tested was 54 percent, which increased from 52 percent in 2011.

ABOUT THIS MEASURE

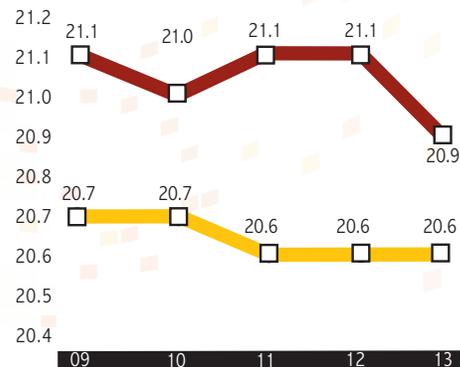
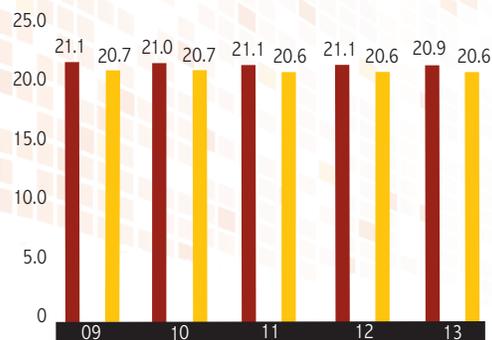
The ACT exam is accepted for admission at all public four-year institutions in the state and focuses on student readiness for postsecondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. The fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years while scores remained steady is an indication of increasing preparation and college readiness.

Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2009	2010	2011	2012	2013
English	WV	20.8	20.7	20.6	20.6	20.5
	National	20.6	20.5	20.6	20.5	20.2
Math	WV	19.6	19.6	19.5	19.6	19.5
	National	21.0	21.0	21.1	21.1	20.9
Reading	WV	21.4	21.3	21.2	21.3	21.3
	National	21.4	21.3	21.3	21.3	21.1
Science	WV	20.5	20.6	20.5	20.5	20.6
	National	20.9	20.9	20.9	20.9	20.7
Composite	WV	20.7	20.7	20.6	20.6	20.6
	National	21.1	21.0	21.1	21.1	20.9

Source: ACT

average composite score



■ National ■ West Virginia

Undergraduate Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 1.5 percent, from 56,608 in 2011-12 to 55,762 in 2012-13.
- For-credit enrollment has increased 3.3 percent since 2008 representing a growth in actual students of 1,803.
- Since the 2008-09 academic year, seven four-year institutions have realized gains in undergraduate enrollment while four have experienced decreases.

NATIONAL CONTEXT

Between 2007 and 2011, the most recent year of national enrollment data available, the number of students enrolled in four-year public institutions in the United States rose from just under 7 million to 7.4 million, an increase of 6.1 percent. In the SREB states, enrollment rose by 7.8 percent over that same time period. The increase in West Virginia over the same time period was 4.3 percent (SREB, 2013).

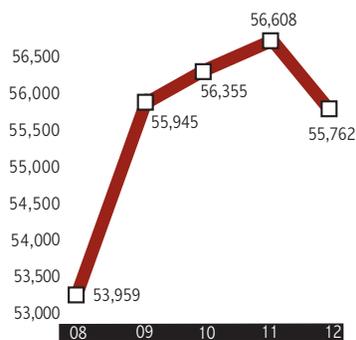
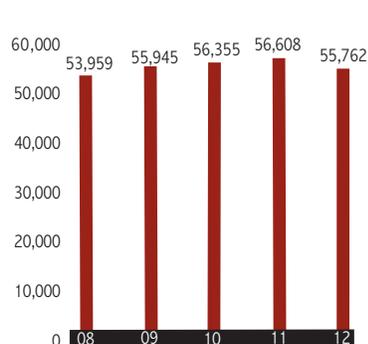
In 2011, 36.2 percent of total postsecondary enrollment was made up by students at four-year public institutions nationally. This figure was 40.3 percent for SREB states and 60 percent in West Virginia.

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	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	1,943	2,058	2,101	2,051	1,951	-4.9%	0.4%
Concord University	2,713	2,677	2,672	2,683	2,622	-2.3%	-3.4%
Fairmont State University	4,121	4,223	4,362	4,269	4,114	-3.6%	-0.2%
Glenville State College	1,444	1,756	1,831	1,926	1,891	-1.8%	31.0%
Marshall University	9,310	9,692	10,018	10,053	9,885	-1.7%	6.2%
Potomac State College of WVU	1,580	1,807	1,831	1,800	1,779	-1.2%	12.6%
Shepherd University	4,139	4,216	4,182	4,279	4,289	0.2%	3.6%
West Liberty University	2,492	2,598	2,688	2,729	2,712	-0.6%	8.8%
West Virginia State University	3,068	3,923	3,156	2,794	2,600	-6.9%	-15.3%
West Virginia University	21,949	21,740	22,301	22,711	22,822	0.5%	4.0%
WVU Institute of Technology	1,200	1,255	1,213	1,313	1,097	-16.5%	-8.6%
TOTAL	53,959	55,945	56,355	56,608	55,762	-1.5%	3.3%



Graduate Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes decreased 2.5 percent, from 12,990 in 2011-12 to 12,668 in 2012-13.
- For-credit enrollment has decreased 1.4 percent since 2007, representing a decrease in actual students of 182.
- Since the 2008-09 academic year, five four-year institutions have realized gains in graduate enrollment, while three, Fairmont State University, Marshall University, and West Virginia University have decreased.

NATIONAL CONTEXT

Fall 2011 national data are the most recent available regarding graduate and first-professional student enrollment. During Fall 2011, approximately 2.8 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 18.2 percent over the last ten years and by 29.6 percent in the SREB states.

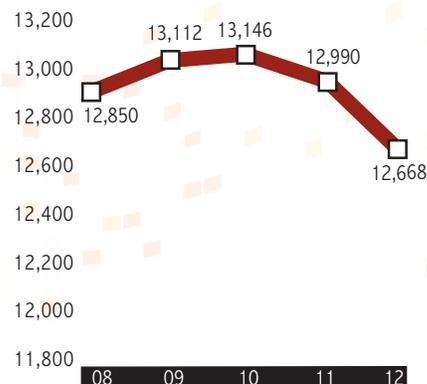
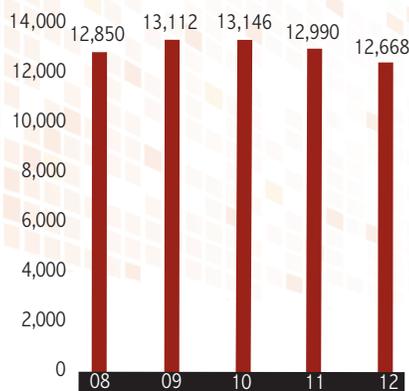
Nationally, 51 percent of graduate student enrollment was located in public colleges in 2011 compared to 65.9 percent in SREB states and 87.5 percent in West Virginia (SREB, 2013).

ABOUT THIS MEASURE

Graduate and first-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 157 and includes first 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 first-professional programs include dentistry, law, medicine, osteopathic medicine, and pharmacy.

Graduate Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Concord University	97	247	247	412	217	-47.3%	123.7%
Fairmont State University	433	349	346	349	338	-3.2%	-21.9%
Marshall University	4,263	4,084	4,174	3,913	3,823	-2.3%	-10.3%
Shepherd University	144	154	154	155	157	1.3%	9.0%
WV School of Osteopathic Medicine	691	778	806	816	827	1.3%	19.7%
West Liberty University	16	47	50	59	82	39.0%	412.5%
West Virginia State University	42	48	83	55	83	50.9%	97.6%
West Virginia University	7,164	7,405	7,286	7,231	7,141	-1.2%	-0.3%
TOTAL	12,850	13,112	13,146	12,990	12,668	-2.5%	-1.4%



Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2008– 2012

WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment has decreased from 52,499 in 2011-12 to 51,901 in 2012-13.
- FTE enrollment has increased 3.7 percent (1,832 students) since 2008, representing a growth.
- Since the 2008-09 academic year, eight four-year institutions have realized gains in FTE enrollment, while three have experienced decreases.

NATIONAL CONTEXT

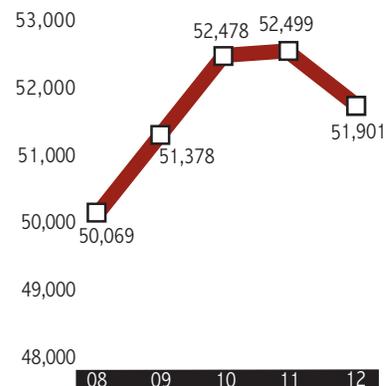
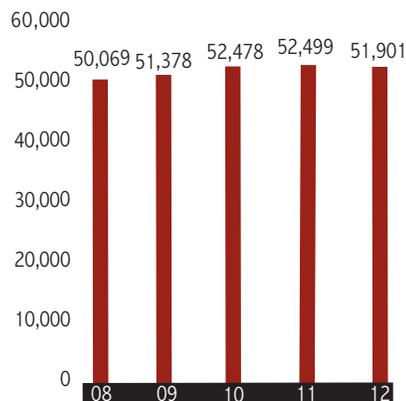
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems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

ABOUT THIS MEASURE

Undergraduate FTE is student credit hours minus the sum of all hours generated by all students enrolled in a class, 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	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	1,662	1,751	1,757	1,705	1,726	1.2%	3.8%
Concord University	2,667	2,665	2,643	2,653	2,531	-4.6%	-5.1%
Fairmont State University	3,741	3,846	3,944	3,827	3,754	-1.9%	0.3%
Glenville State College	1,265	1,360	1,474	1,432	1,435	0.2%	13.4%
Marshall University	8,281	8,587	9,091	9,108	9,052	-0.6%	9.3%
Potomac State College of WVU	1,248	1,474	1,531	1,505	1,518	0.9%	21.6%
Shepherd University	3,528	3,678	3,707	3,784	3,726	-1.5%	5.6%
West Liberty University	2,408	2,528	2,618	2,630	2,619	-0.4%	8.8%
West Virginia State University	2,351	2,669	2,435	2,238	2,099	-6.2%	-10.7%
West Virginia University	21,873	21,699	22,210	22,508	22,488	-0.1%	2.8%
WVU Institute of Technology	1,044	1,120	1,068	1,110	953	-14.2%	-8.7%
TOTAL	50,069	51,378	52,478	52,499	51,901	-1.1%	3.7%



Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2008–2012

WEST VIRGINIA HIGHLIGHTS

- Graduate FTE enrollment decreased 0.2 percent, from 9,314 in 2011-12 to 9,297 in 2012-13.
- Graduate FTE enrollment has increased 5 percent (443 students) since 2008.
- Since the 2008-09 academic year, six four-year institutions have realized gains in graduate FTE enrollment.

NATIONAL CONTEXT

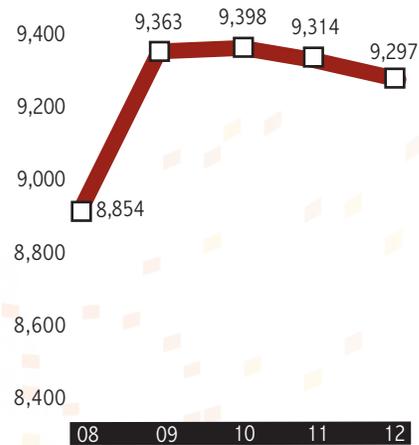
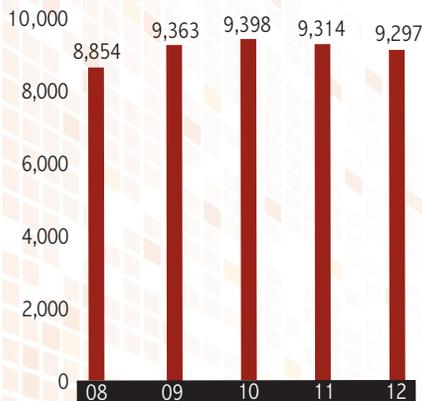
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number taking a full load to allow institutions and systems to plan strategically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

ABOUT THIS MEASURE

Graduate FTE is student credit hours minus the sum of all hours generated by all students enrolled in a class, 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.

Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Concord University	43	106	97	151	96	-36.8%	121.4%
Fairmont State University	230	191	182	197	196	-0.9%	-15.0%
Marshall University	2,400	2,378	2,458	2,302	2,313	0.5%	-3.6%
Shepherd University	72	79	79	78	88	12.0%	22.5%
WV School of Osteopathic Medicine	691	778	806	816	827	1.3%	19.7%
West Liberty University	4	25	26	32	59	83.4%	1370.8%
West Virginia State University	27	28	39	35	43	24.1%	61.5%
West Virginia University	5,388	5,778	5,710	5,702	5,676	-0.5%	5.3%
TOTAL	8,854	9,363	9,398	9,314	9,297	-0.2%	5.0%



First-Time Freshmen Headcount Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- First-time freshmen enrolled in for-credit classes decreased 1 percent, from 11,682 in 2011-12 to 11,567 in 2012-13.
- First-time freshman enrollment has increased 1.5 percent since 2008 representing a growth in actual students of 175.
- Since the 2008-09 academic year, six four-year institutions have realized gains in first-time freshman enrollment while five have experienced decreases.

NATIONAL CONTEXT

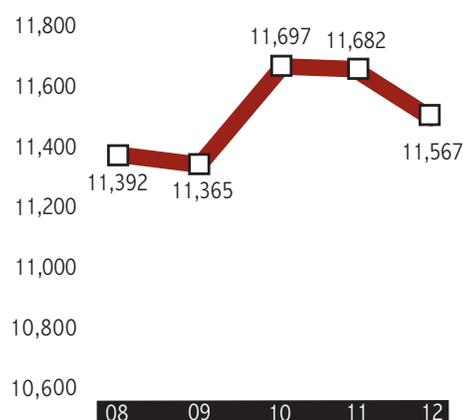
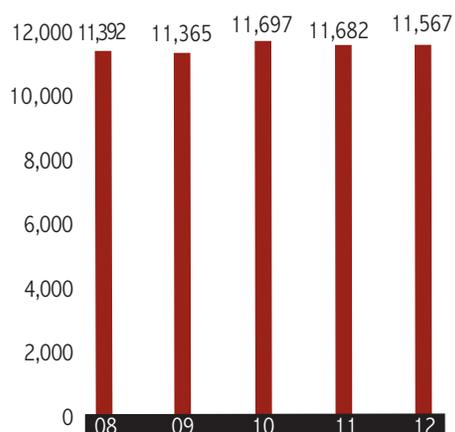
Between 2002 and 2011, first-time freshman enrollment in the nation increased 20.3 percent. The four-year public sector realized an increase of 28.2 during this same time period. Nationally, full-time students comprised 78.9 percent of first-time freshman enrollment in 2002 compared to 80.2 percent in 2011 (NCES, 2013). During that time in West Virginia, the percentage of first-time freshmen that were full-time decreased from 90.1 percent to 70.4 percent.

ABOUT THIS MEASURE

This first-time freshman 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	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	287	315	306	278	310	11.5%	8.0%
Concord University	716	609	575	583	569	-2.4%	-20.5%
Fairmont State University	772	819	776	751	740	-1.5%	-4.1%
Glenville State College	303	331	416	381	399	4.7%	31.7%
Marshall University	1,686	1,882	1,951	2,002	1,908	-4.7%	13.2%
Potomac State College of WVU	637	722	711	720	729	1.3%	14.4%
Shepherd University	709	801	770	796	756	-5.0%	6.6%
West Liberty University	552	577	534	555	526	-5.2%	-4.7%
West Virginia State University	372	436	367	311	297	-4.5%	-20.2%
West Virginia University	5,128	4,585	5,031	5,021	5,135	2.3%	0.1%
WVU Institute of Technology	230	288	260	284	198	-30.3%	-13.9%
TOTAL	11,392	11,365	11,697	11,682	11,567	-1.0%	1.5%



Adult (25 And Older) Student Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes decreased 4.2 percent from 19,850 in 2011-12 to 19,026 in 2012-13.
- Adult student enrollment has increased by 612 students since 2008 representing a growth of 3.3 percent.
- Since 2008, eight institutions have realized gains in adult student enrollment while four have declined.

NATIONAL CONTEXT

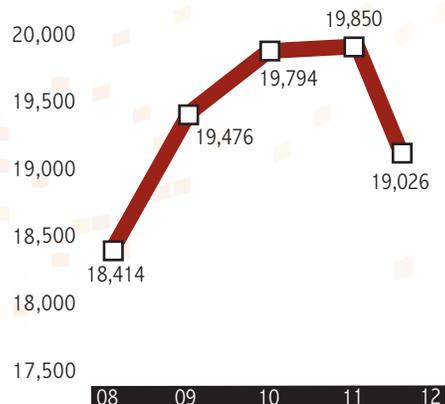
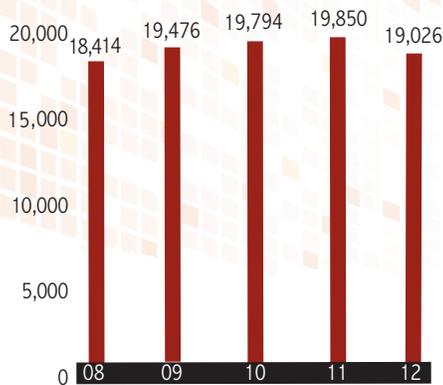
According to the Lumina Foundation, 38.3 percent of Americans between the ages of 25 to 64 had some college credential in 2010, a slight increase over the previous year's 38.1 percent. By 2018, it is expected that 60 percent of all jobs in the United States and 48 percent in West Virginia will require some level of postsecondary education. To reach 60 percent, at least 103 million Americans aged 25 to 64 must receive a college credential. A recent initiative by the federal government has a growing number of states adopting adult college degree attainment goals in order to prepare for the coming increase.

ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in classes in West Virginia's four-year institutions. Given the fact that only 26.1 percent of adults in West Virginia have a postsecondary degree, which is last among the fifty states, as well as the reality that the pool of high school graduates is declining, it is important that the system find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.

Adult (25 and older) Student Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	764	836	885	926	849	-8.3%	11.1%
Concord University	513	642	682	846	714	-15.6%	39.2%
Fairmont State University	1,473	1,498	1,635	1,614	1,483	-8.1%	0.7%
Glenville State College	356	565	586	677	593	-12.4%	66.6%
Marshall University	5,348	5,272	5,447	5,265	5,004	-5.0%	-6.4%
Potomac State College of WVU	195	259	270	279	258	-7.5%	32.3%
Shepherd University	1,286	1,319	1,279	1,291	1,254	-2.9%	-2.5%
WV School of Osteopathic Medicine	439	526	548	563	593	5.3%	35.1%
West Liberty University	305	350	388	369	383	3.8%	25.6%
West Virginia State University	1,066	1,493	1,190	1,053	988	-6.2%	-7.3%
West Virginia University	6,354	6,437	6,600	6,655	6,643	-0.2%	4.5%
WVU Institute of Technology	315	279	284	312	264	-15.4%	-16.2%
TOTAL	18,414	19,476	19,794	19,850	19,026	-4.2%	3.3%



Enrollment by Gender

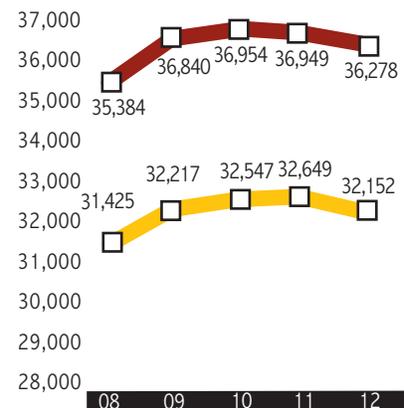
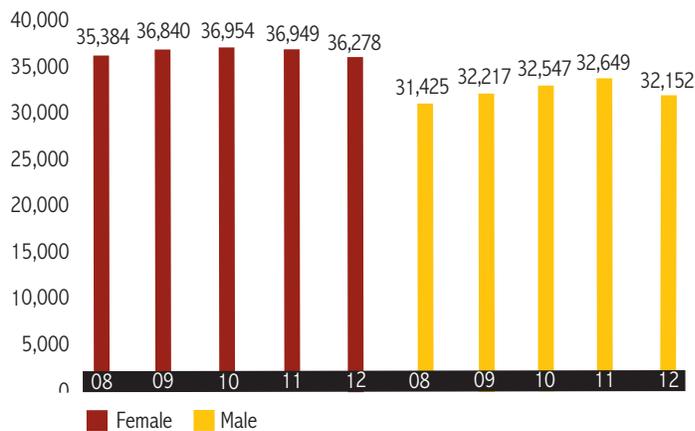
Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Female enrollment has decreased from 36,949 in 2011-12 to 36,278 in 2012-13.
- Male enrollment decreased 1.5 percent from 2011 to 2012 but increased 2.3 percent from 2008 to 2012.
- Female enrollment in 2012 exceeded male enrollment by a margin of 4,126 students.

Enrollment by Gender

Institution	Gender	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	F	1,161	1,247	1,323	1,310	1,246	-4.9%	7.3%
	M	782	811	778	741	705	-4.9%	-9.8%
Concord University	F	1,637	1,732	1,655	1,842	1,678	-8.9%	2.5%
	M	1,173	1,192	1,264	1,253	1,161	-7.3%	-1.0%
Fairmont State University	F	2,568	2,576	2,674	2,625	2,565	-2.3%	-0.1%
	M	1,986	1,996	2,034	1,993	1,887	-5.3%	-5.0%
Glenville State College	F	630	753	821	815	775	-4.9%	23.0%
	M	814	1,003	1,010	1,111	1,116	0.5%	37.1%
Marshall University	F	8,159	8,245	8,465	8,347	8,064	-3.4%	-1.2%
	M	5,414	5,531	5,727	5,619	5,644	0.4%	4.2%
Potomac State College of WVU	F	828	950	941	940	941	0.1%	13.6%
	M	752	857	890	860	838	-2.6%	11.4%
Shepherd University	F	2,476	2,511	2,521	2,567	2,596	1.1%	4.8%
	M	1,807	1,859	1,815	1,867	1,850	-0.9%	2.4%
WV School of Osteopathic Medicine	F	331	369	371	376	378	0.5%	14.2%
	M	360	409	435	440	449	2.0%	24.7%
West Liberty University	F	1,420	1,500	1,582	1,601	1,647	2.9%	16.0%
	M	1,088	1,145	1,156	1,187	1,147	-3.4%	5.4%
West Virginia State University	F	1,770	2,395	1,887	1,642	1,511	-8.0%	-14.6%
	M	1,340	1,576	1,352	1,207	1,172	-2.9%	-12.5%
West Virginia University	F	13,960	14,085	14,261	14,397	14,445	0.3%	3.5%
	M	15,153	15,060	15,326	15,545	15,518	-0.2%	2.4%
WVU Institute of Technology	F	444	477	453	487	432	-11.3%	-2.7%
	M	756	778	760	826	665	-19.5%	-12.0%
Total	F	35,384	36,840	36,954	36,949	36,278	-1.8%	2.5%
	M	31,425	32,217	32,547	32,649	32,152	-1.5%	2.3%



Dual Enrollment of High School Students In Commission Institutions

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector decreased by 5.5 percent from 2011 to 2012 and by 2.9 percent since 2008.
- Over this five-year span, dual enrollment numbers were at their highest in 2011 before declining to their lowest point in 2012.

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. 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 post-secondary 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.

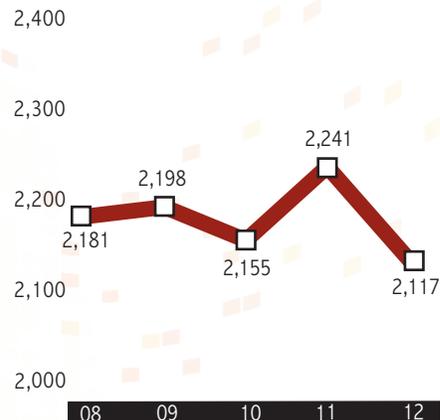
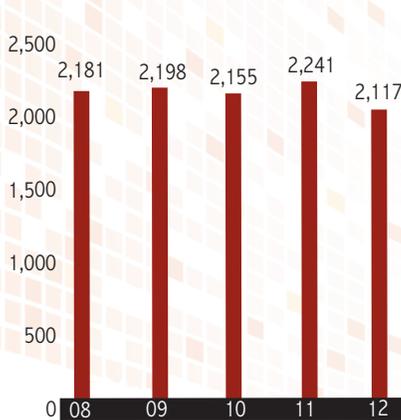
According to Karp (2012), dual enrollment students learn the curricular and co-curricular skills needed for college success. Dual enrollment students contribute to increased high school graduation rates and are more likely to enroll in a postsecondary institution than their non-dual enrollment peers.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

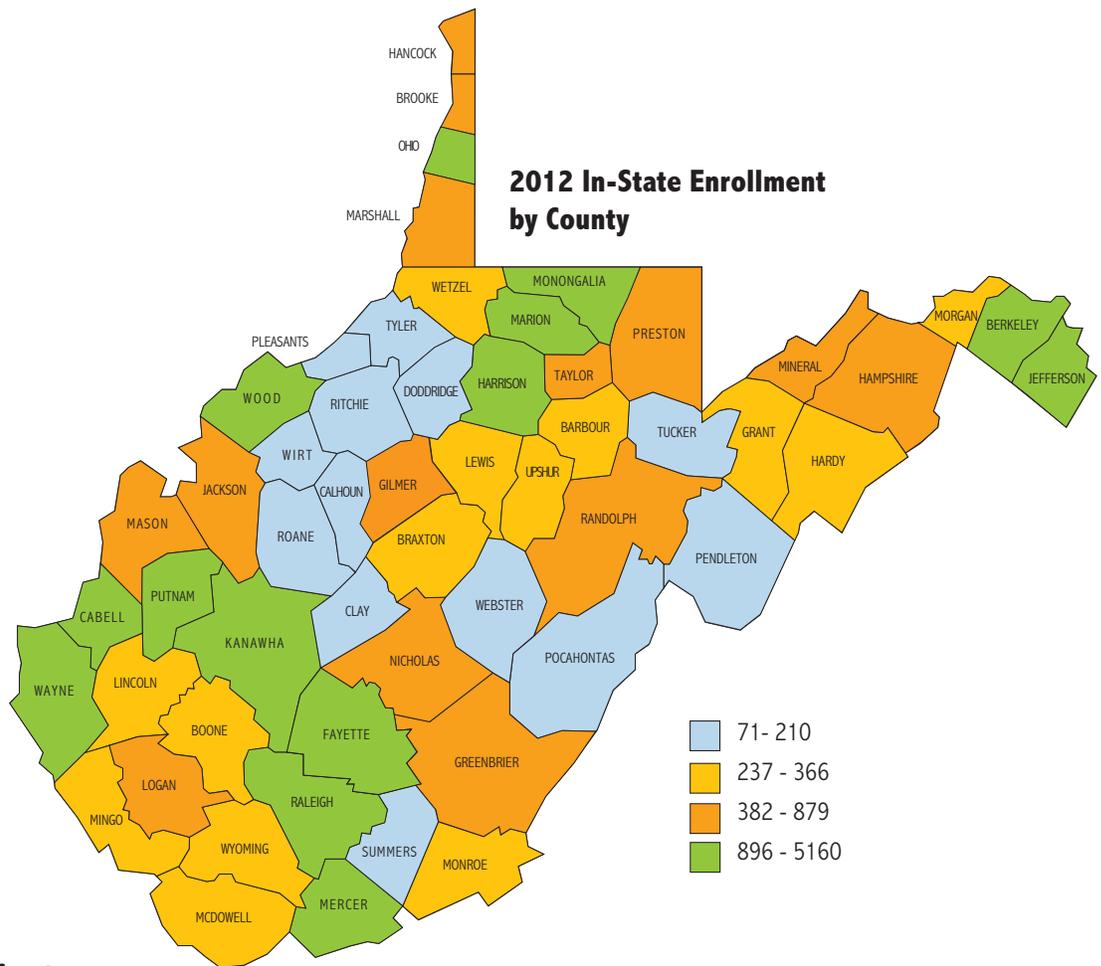
ABOUT THIS MEASURE

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 Commission Institutions

2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
2,181	2,198	2,155	2,241	2,117	-5.5%	-2.9%





In-State Enrollment by County
Fall 2008 – 2012

County	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
No County	363	371	383	448	391	-12.7%	7.7%
Barbour	237	231	227	242	237	-2.1%	0.0%
Berkeley	1,934	2,143	2,293	2,439	2,441	0.1%	26.2%
Boone	281	285	343	321	349	8.7%	24.2%
Braxton	316	336	368	331	321	-3.0%	1.6%
Brooke	742	719	722	671	654	-2.5%	-11.9%
Cabell	4,222	4,300	4,437	4,340	4,186	-3.5%	-0.9%
Calhoun	143	183	173	158	125	-20.9%	-12.6%
Clay	168	153	175	163	209	28.2%	24.4%
Doddridge	92	90	103	91	71	-22.0%	-22.8%
Fayette	777	807	850	893	896	0.3%	15.3%
Gilmer	452	498	535	471	422	-10.4%	-6.6%
Grant	305	361	348	324	314	-3.1%	3.0%
Greenbrier	556	583	559	561	581	3.6%	4.5%
Hampshire	460	499	514	505	459	-9.1%	-0.2%
Hancock	409	421	392	387	382	-1.3%	-6.6%
Hardy	267	284	288	301	297	-1.3%	11.2%
Harrison	2,006	2,065	2,098	2,100	1,995	-5.0%	-0.5%
Jackson	477	516	526	527	490	-7.0%	2.7%

In-State Enrollment By County, continued

County	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Jefferson	1,255	1,369	1,375	1,431	1,435	0.3%	14.3%
Kanawha	5,855	6,527	5,525	5,378	5,160	-4.1%	-11.9%
Lewis	402	400	393	340	335	-1.5%	-16.7%
Lincoln	250	264	275	262	273	4.2%	9.2%
Logan	373	354	390	389	389	0.0%	4.3%
Marion	2,190	2,129	2,207	2,063	1,906	-7.6%	-13.0%
Marshall	785	740	714	696	699	0.4%	-11.0%
Mason	608	663	660	709	676	-4.7%	11.2%
McDowell	418	364	338	326	327	0.3%	-21.8%
Mercer	2,004	2,090	2,124	2,104	1,958	-6.9%	-2.3%
Mineral	894	929	983	952	879	-7.7%	-1.7%
Mingo	259	275	303	264	278	5.3%	7.3%
Monongalia	4,184	4,175	4,115	3,923	3,850	-1.9%	-8.0%
Monroe	249	258	257	266	249	-6.4%	0.0%
Morgan	237	239	238	252	253	0.4%	6.8%
Nicholas	455	513	493	488	477	-2.3%	4.8%
Ohio	1,407	1,509	1,492	1,500	1,493	-0.5%	6.1%
Pendleton	186	172	195	165	153	-7.3%	-17.7%
Pleasants	73	88	75	82	78	-4.9%	6.8%
Pocahontas	147	154	152	147	139	-5.4%	-5.4%
Preston	696	697	648	628	618	-1.6%	-11.2%
Putnam	1,632	1,633	1,806	1,756	1,739	-1.0%	6.6%
Raleigh	1,429	1,590	1,573	1,629	1,675	2.8%	17.2%
Randolph	534	525	535	535	478	-10.7%	-10.5%
Ritchie	148	132	132	163	175	7.4%	18.2%
Roane	189	209	214	228	210	-7.9%	11.1%
Summers	202	218	203	229	208	-9.2%	3.0%
Taylor	329	336	362	414	393	-5.1%	19.5%
Tucker	126	145	117	117	126	7.7%	0.0%
Tyler	184	174	145	144	138	-4.2%	-25.0%
Upshur	346	318	298	289	264	-8.7%	-23.7%
Wayne	1,023	1,101	1,073	993	970	-2.3%	-5.2%
Webster	139	146	141	134	134	0.0%	-3.6%
Wetzel	367	391	387	408	366	-10.3%	-0.3%
Wirt	86	94	102	89	95	6.7%	10.5%
Wood	1,128	1,187	1,223	1,257	1,171	-6.8%	3.8%
Wyoming	341	314	332	308	319	3.6%	-6.5%

Undergraduate Transfers to Commission Institutions

Academic Years 2008–2012

WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions declined by 8.5 percent from 2011 to 2012. From 2008 to 2012, students transitioning laterally have declined by 8.9 percent.
- Students transferring from two-year to four-year public postsecondary institutions increased a 0.8 percent from 2011 to 2012. This category of students has increased 39.5 percent when compared to the 2008 transfer number.

NATIONAL CONTEXT

Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40% of seniors surveyed had transferred from other institutions (2011, p.13). Transfer students also spent more time with work commitments, almost twice as much weekly as students who had not transferred. Senior transfer students reported an average of 15 hours working off campus compared to the institutional natives who reported 8 hours per week (NSSE, Figure 4).

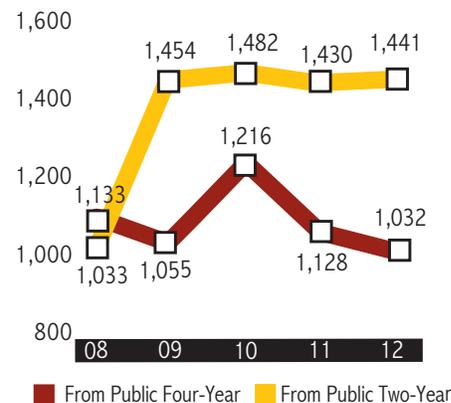
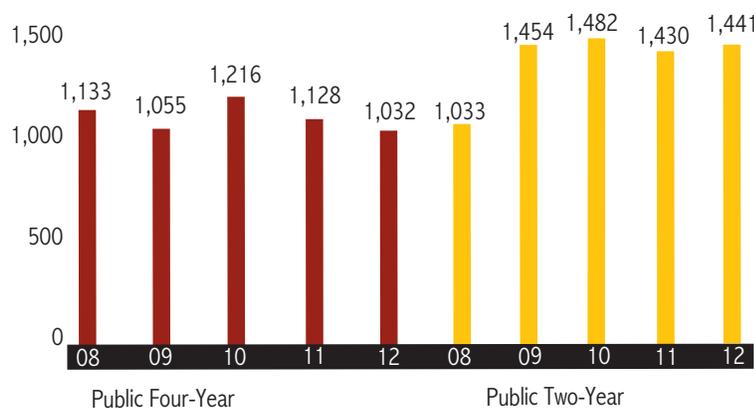
Transfer patterns have been found to be related to student success. A 2009 NSSE report indicated that forward and lateral transfer students were less engaged and satisfied with their college experience than native students. Formal institutional transfer, such as transferring to pursue a degree program, fosters success, but less discriminate institution-hopping thwarts degree completion. Those students making a traditional transfer from a two-year to a four-year college were 21 percent more likely to complete a bachelor's degree than non-transfer students and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006).

ABOUT THIS MEASURE

These data indicate the number of students in West Virginia between the years of 2006 and 2010 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 Commission Institutions

Transfer Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Public Four-Year	1,133	1,055	1,216	1,128	1,032	-8.5%	-8.9%
Public Two-Year	1,033	1,454	1,482	1,430	1,441	0.8%	39.5%



COST & AFFORDABILITY

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 ten-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

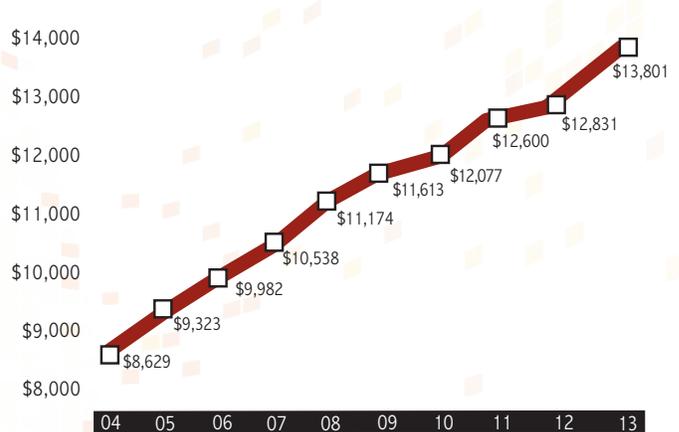
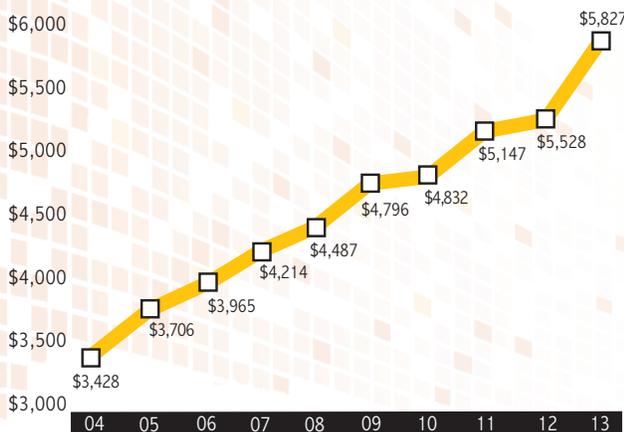
According to SREB data, over the ten-year period from 2002-03 to 2011-12, median in-state tuition at four-year public colleges and universities in SREB states increased from \$3,253 to \$6,532, an increase of 100.8 percent. If these figures are adjusted for inflation, the figure is 60.6 percent. In the country as a whole 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, a 49.1 percent increase with inflation adjustment.

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%



■ In-state ■ Out-of-state

Undergraduate Tuition & Fees For In-State Students By Institution

Academic Years 2004-2013

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 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 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 percent 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.

Undergraduate Tuition and Fees for In-State Students by Institution

Institution	2004	2009	2012	2013	2012 - 2013 % Change	2009-2013 % Change	2004-2013 % 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 University	\$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.

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

Cost Of Attendance For In-State Undergraduate Students Living On Campus

Academic Years 2009 & 2013

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase for cost of attendance between 2009 and 2013 is found at Fairmont State University where the total rose from \$11,349 in 2009 to \$13,137 in 2013.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was \$11,138 in 2008 compared to \$14,659 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, 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).

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 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College	\$4,596	NA	\$4,596	\$5,564	NA	\$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.

Average Undergraduate Loan Debt Of Bachelor's Degree Graduates

Academic Years 2008– 2012

WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners increased 5.2 percent, from \$34,047 in 2011 to \$35,819 in 2012.
- The five-year trend in loan debt shows an increase of 24.9 percent from the \$28,679 figure in 2008.
- The only four-year public institution with a one-year decrease in student loan debt is Bluefield State College which realized an 11.1 percent decrease. 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.
- The largest one-year increase of debt was at WVU Institute of Technology at 14.2 percent. All four-year public institutions have seen an increase in debt over the course of the five-year period, with the largest being at Glenville State College (50.1%).

NATIONAL CONTEXT

Approximately 55 percent of public four-year college students graduated with debt each year between 2002-03 and 2011-12. During this time period, the average debt of borrowers increased by 19.6 percent after adjusting for inflation from \$20,900 to \$25,000 (College Board, 2013).

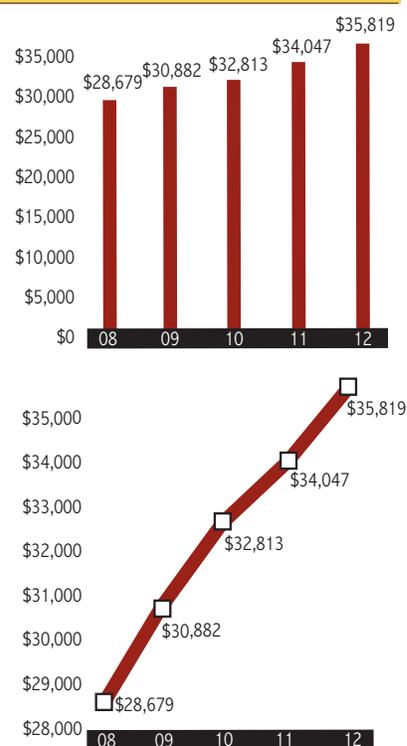
While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, from 2002-03 to 2012-13, total grant aid per undergraduate FTE grew at an annual rate of 4.8 percent in inflation-adjusted dollars while total loans increased 3.1 percent per year (College Board, 2013). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2002-03 and 2012-13 from approximately \$65.2 billion to \$110.3 billion (College Board, 2013).

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	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	\$20,529	\$23,415	\$25,274	\$28,119	\$25,001	-11.1%	21.8%
Concord University	\$20,952	\$21,513	\$22,886	\$21,794	\$23,411	7.4%	11.7%
Fairmont State University	\$23,972	\$27,216	\$27,604	\$28,873	\$29,008	0.5%	21.0%
Glenville State College	\$21,317	\$26,149	\$28,058	\$31,558	\$31,989	1.4%	50.1%
Marshall University	\$23,273	\$23,724	\$25,399	\$28,788	\$30,413	5.6%	30.7%
Potomac State College of WVU	\$19,098	\$13,221	\$15,137	\$26,784	\$24,975	-6.8%	30.8%
Shepherd University	\$28,744	\$29,017	\$29,299	\$29,085	\$32,539	11.9%	13.2%
West Liberty University	\$24,310	\$31,451	\$30,025	\$31,262	\$33,045	5.7%	35.9%
West Virginia State University	\$23,735	\$25,330	\$29,118	\$27,460	\$29,145	6.1%	22.8%
West Virginia University	\$34,604	\$36,866	\$39,666	\$40,985	\$43,694	6.6%	26.3%
WVU Institute of Technology	\$23,444	\$22,462	\$23,992	\$21,187	\$24,193	14.2%	3.2%
Total	\$28,679	\$30,882	\$32,813	\$34,047	\$35,819	5.2%	24.9%



College Participation Rate of Low-Income Students

Academic Years 2002 – 2011

WEST VIRGINIA HIGHLIGHTS

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 5.4 percentage points from 20.5 percent in 2002 to 25.9 percent in 2011, the most recent year these data are available.
- The college-going rate of low-income students has decreased 1.5 percentage points from the 2010 figure of 27.4 percent.

NATIONAL CONTEXT

In the nation as a whole, the proportion of low-income students who enroll in college has increased over the last decade. In 2002, 24.4 percent were enrolled. By 2011 the enrollment of low-income students had increased to 39.4 percent.

Among the SREB states, the 2011 college participation rate of low-income students ranges from a high of 44.4 percent in Maryland to a low of 22.7 percent in Oklahoma. West Virginia ranks 14th in college participation of low-income students among the 16 SREB states and is 7.3 percentage points below the SREB average.

ABOUT THIS INDICATOR

This indicator provides the proportion of low-income students from a state who go on to college. This is measured by dividing the number of students from a state who are attending college with a Pell Grant by the number of 4th to 9th graders who were approved for free or reduced price school lunches nine years before. This method underestimates the number of low-income students in both college and grade school as not all needy students apply for Pell Grants or free and reduced lunch.

College Participation Rate of Low-Income Students in West Virginia

Year	Participation Rate
2011	25.9%
2010	27.4%
2009	24.8%
2008	20.2%
2007	20.4%
2006	19.0%
2005	18.8%
2004	20.5%
2003	21.4%
2002	20.5%

College Participation Rate of Low-Income Students in SREB States, 2011

State	Participation Rate	State	Participation Rate
Alabama	30.8%	North Carolina	39.5%
Arkansas	31.5%	Oklahoma	22.7%
Delaware	36.9%	South Carolina	33.3%
Florida	37.7%	Tennessee	34.2%
Georgia	38.2%	Texas	28.7%
Kentucky	30.8%	Virginia	40.1%
Louisiana	23.8%	West Virginia	25.9%
Maryland	44.4%	SREB Average	33.2%
Mississippi	32.6%		

LEARNING & ACCOUNTABILITY

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- First-year retention rates have declined 2.8 percentage points at four-year public institutions from 76.4 percent in 2008 to 73.6 percent in 2012.
- The largest gain over the five-year period was at West Liberty University, with an increase of 2.5 percentage points.
- Nine of eleven four-year public institutions experienced decreases in their retention rates with the largest of 8.2 percentage points at WVU Institute of Technology.

NATIONAL CONTEXT

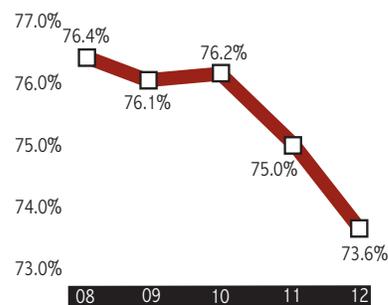
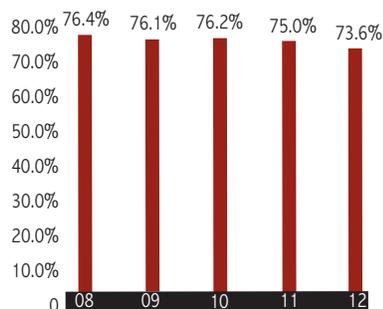
The national proportion of fall 2009 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2009). 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 freshmen that 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 and complete their degrees there. Students are more likely to drop out during their first college year 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	2008	2009	2010	2011	2012
Bluefield State College	62.6%	65.0%	65.2%	59.9%	61.9%
Concord University	74.8%	70.6%	73.3%	70.9%	71.2%
Fairmont State University	73.3%	71.2%	73.6%	72.8%	72.6%
Glenville State College	61.8%	60.6%	66.3%	65.2%	61.6%
Marshall University	78.8%	77.2%	77.2%	76.1%	77.7%
Potomac State College of WVU	55.7%	61.7%	60.9%	58.9%	56.8%
Shepherd University	70.5%	70.4%	75.6%	72.6%	67.6%
West Liberty University	74.3%	73.3%	79.6%	74.8%	76.8%
West Virginia State University	59.7%	66.7%	61.6%	67.2%	60.7%
West Virginia University	83.6%	82.8%	82.3%	80.5%	78.5%
WVU Institute of Technology	63.1%	61.8%	57.8%	68.3%	54.9%
Total	76.4%	76.1%	76.2%	75.0%	73.6%



Graduation Rate for Students Seeking A Bachelor's Degree

Fall Cohorts 2003 – 2007

WEST VIRGINIA HIGHLIGHTS

- Graduation rates declined at four-year public institutions from 48.5 percent for the 2003 cohort to 46.9 percent for the 2007 cohort, a decrease of 1.6 percentage points.
- The largest gain was at West Liberty University, with an increase of 5.5 percentage points.
- The largest decrease was at West Virginia State University, with a decline of 7 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2004 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 58.3 percent. The figure was higher for women than for men in public institutions (60.6 % for women, 55.5% for men) and private not-for-profit institutions (67.3% for women and 63 % for men) (NCES, 2012). In the SREB region, for the 2004 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 53 percent.

Graduation rates have been shown nationally to vary widely by race/ethnicity with 61.5 percent of White students, 50.1 percent of Hispanic students, 39.5 percent of Black students, 39.4 percent of American Indian/Alaska Native students, and 68.7 percent of Asian/Pacific Islander students completing a bachelor's degree within six years.

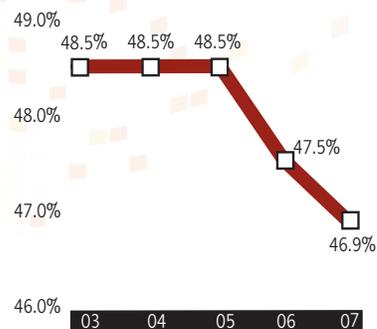
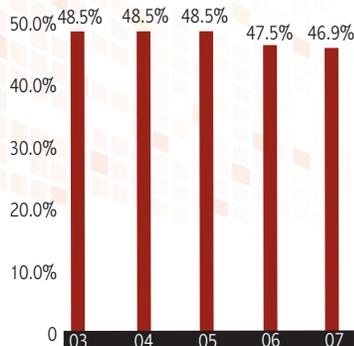
ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshmen who are full-time students seeking a bachelor's degree that complete that degree within six years 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 and complete their degrees there.

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

Institution	2003	2004	2005	2006	2007
Bluefield State College	23.5%	14.5%	22.8%	23.0%	17.7%
Concord University	35.0%	36.9%	38.0%	41.1%	39.8%
Fairmont State University	39.8%	38.1%	36.8%	38.2%	37.9%
Glenville State College	37.9%	32.8%	33.1%	33.1%	34.2%
Marshall University	46.8%	48.4%	46.6%	45.6%	46.0%
Potomac State College of WVU*	.	.	100.0%	.	.
Shepherd University	46.9%	44.5%	47.9%	45.7%	40.4%
West Liberty University	35.9%	39.4%	47.1%	40.1%	41.4%
West Virginia State University	20.7%	22.4%	21.2%	17.9%	18.7%
West Virginia University	58.4%	58.9%	57.0%	55.8%	56.5%
WVU Institute of Technology	33.1%	35.2%	42.6%	34.8%	26.1%
System	48.5%	48.5%	48.5%	47.5%	46.9%

* Potomac State College of WVU has very few bachelor's degree programs.



Certificates & Degrees Conferred By Major

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees conferred has decreased by 0.6 percent at four-year public institutions from 13,008 in 2011 to 12,927 in 2012. Degrees conferred have increased by 7.3 percent overall since 2008.
- The largest one-year percentage gain in number of graduates is found in Security and Protective Services with a 35.4 percent increase (a growth of 76 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 175 graduates representing a 23.1 percent increase.
- The largest five-year percentage gain in number of graduates is found in Foreign Languages, Literatures, and Linguistics with a 45.7 percent increase (a growth of 37 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 375 graduates (an increase of 23.1%).

NATIONAL CONTEXT

Between 2005-06 and 2010-11, in SREB states and in the nation as a whole, the number of bachelor's degrees conferred at both public and private institutions increased by the largest percent for health professions and related sciences (U.S. 53.7%, SREB 45.2%), followed by science and technologies (15.4%, 19.8%), social and behavioral sciences (13.2 %, 14.4%), business and management (12.3%, 13.1%), and humanities (5.5%, 12.7%). Over this time period, degrees in education decreased nationally by 3.8 percent and increased in the SREB region by 5.9 percent.

The magnitude of master's degree growth by field is similar to bachelor's degrees with the largest growth in health professions and related sciences (U.S. 44.2%, SREB 45.4%), humanities (29.3%, 49.9%) and business and management (26.4%, 35.9%), followed by science and technologies (23.6%, 26.1%), social and behavioral sciences (21.4%, 23.8%), and education (5.8%, 13%). Growth in research and scholarship doctoral degrees has been largest in science and technologies (19.1%, 23.5%), an education (11.2%, 16.8%), followed by business and management (6.8%, -2.5%), humanities (3.8%, 29.3%), and social and behavioral sciences (1.8%, 4.4%).

ABOUT THIS MEASURE

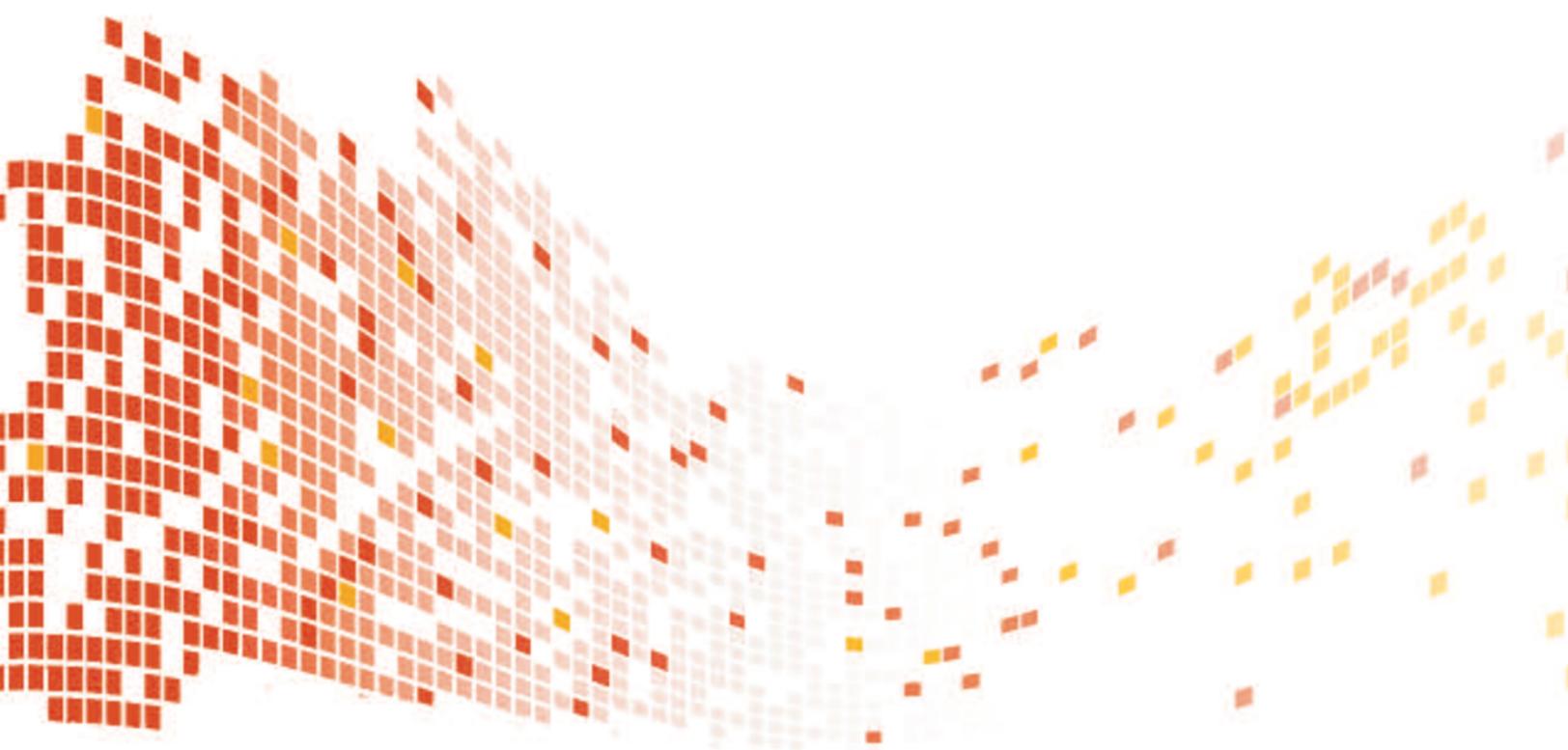
This measure provides the number of certificates, associate's, bachelor's, first-professional, master's, post-master's, and doctoral degrees awarded by major at Commission institutions over the last five years. The majority of certificates and associate's degrees are awarded in the Community and Technical College System.

Certificates & Degrees Conferred by Major

Major	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Agriculture	189	182	226	248	227	-8.5%	20.1%
Architecture	29	27	31	21	23	9.5%	-20.7%
Biological & Biomedical Sciences	475	510	538	506	529	4.5%	11.4%
Business	1,818	1,763	1,834	1,738	1,624	-6.6%	-10.7%
Communication & Journalism	650	675	638	614	657	7.0%	1.1%
Communication Technologies/Technicians	21	15	17	25	11	-56.0%	-47.6%
Computer & Information Sciences	143	142	195	174	192	10.3%	34.3%
Education	1,858	1,731	1,713	1,753	1,703	-2.9%	-8.3%
Engineering	594	578	692	705	700	-0.7%	17.8%
Engineering Technologies/Technicians	142	176	164	197	160	-18.8%	12.7%
English Language & Literature/Letters	209	225	172	210	230	9.5%	10.0%
Family & Consumer Sciences/Human Sciences	130	69	67	75	94	25.3%	-27.7%
Foreign Languages, Literatures, & Linguistics	81	90	102	98	118	20.4%	45.7%

Certificates & Degrees Conferred by Major continued

Major	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Health Professions & Clinical Sciences	1,620	1,741	1,770	1,820	1,995	9.6%	23.1%
History	210	185	206	222	197	-11.3%	-6.2%
Legal Professions & Studies	161	140	137	156	145	-7.1%	-9.9%
Liberal Arts & Sciences, General Studies & Humanities	174	190	219	197	174	-11.7%	0.0%
Mathematics & Statistics	72	74	87	98	95	-3.1%	31.9%
Multi/Interdisciplinary Studies	358	447	462	498	407	-18.3%	13.7%
Natural Resources and Conservation	153	165	149	172	180	4.7%	17.6%
Parks, Recreation, Leisure & Fitness Studies	232	260	254	278	302	8.6%	30.2%
Philosophy & Religious Studies	20	30	18	26	15	-42.3%	-25.0%
Physical Sciences	178	189	165	205	176	-14.1%	-1.1%
Psychology	410	443	440	478	458	-4.2%	11.7%
Public Administration & Social Services	255	196	287	278	273	-1.8%	7.1%
Regents Bachelor of Arts	713	743	763	996	943	-5.3%	32.3%
Science Technologies/Technicians	.	3	2	5	4	-20.0%	.
Security & Protective Services	287	296	278	268	363	35.4%	26.5%
Social Sciences	564	593	586	604	593	-1.8%	5.1%
Transportation & Materials Moving	.	.	.	.	3	.	.
Visual and Performing Arts	301	318	331	343	336	-2.0%	11.6%
Total	12,047	12,196	12,543	13,008	12,927	-0.6%	7.3%



Pass Rates Of Baccalaureate Degree Earners On Licensure/Certification Exams

Years Ending June 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- 2012 licensure pass rates increased in two of seven areas when compared to 2011. Dietetics, Medical Terminology, Nursing, and Praxis II experienced a decrease while Cytotechnology saw no change.
- 2012 licensure pass rates increased in three areas when compared to 2008 –Dental Hygiene, Nursing, and Social Work (State). Medical Terminology and Praxis II were the only programs to experience a decrease.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2011 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 entitled *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. *Measuring Up 2008* also reports that West Virginia is almost 20 percentage points above the national benchmark in pass rates on teacher licensure examinations.

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	2008	2009	2010	2011	2012
Cytotechnology	100.0%	100.0%	100.0%	100.0%	100.0%
Dental Hygiene	90.2%	100.0%	97.7%	98.5%	100.0%
Dietetics	75.0%	88.6%	.	83.3%	75.0%
Medical Technology	86.4%	69.4%	68.4%	87.5%	68.0%
Nursing	86.0%	91.6%	91.3%	86.4%	86.1%
Praxis II (Learning & Teaching)	92.3%	92.2%	93.2%	94.2%	92.2%
Social Work (State)	68.3%	77.1%	84.6%	78.1%	82.6%

Pass Rates Of Graduate/Professional Degree Earners On Licensure/Certification Exams

Years Ending June 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- 2012 licensure pass rates increased in five of thirteen areas when compared to 2011 and six of thirteen since 2008.
- The areas of COMLEX Level 3, Dentistry, National Exam in Speech Pathology & Audiology, Pharmacy (Pharm D), Physical Therapy, and USMLE Step 3 all have pass rates above 90 percent for each of the five years examined.

NATIONAL CONTEXT

West Virginia institutions exceeded the national pass rate in all exams with an available national 2012 pass rate: USMLE Step 3, COMLEX Level 3 (osteopathic medicine), National Exam in Speech Pathology & Audiology, Occupational Therapy, and Physical Therapy.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing master's or first-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	2008	2009	2010	2011	2012
Comlex Level 3	100.0%	96.4%	92.7%	99.0%	95.7%
Dentistry	97.9%	94.6%	98.5%	99.3%	96.4%
Dietetics	60.0%	87.5%	100.0%	87.5%	87.5%
Family Nurse Practitioner	94.4%	97.4%	97.0%	91.2%	87.3%
Law	71.3%	77.7%	80.6%	74.7%	75.8%
National Certified Counselor Exam	83.3%	68.4%	85.2%	86.4%	95.5%
National Exam in Speech Pathology & Audiology	98.2%	98.0%	100.0%	100.0%	94.7%
Occupational Therapy	89.5%	90.0%	100.0%	93.8%	97.1%
Pediatric Nurse Practitioner	.	.	.	.	75.0%
Pharmacy (Pharm D)	95.0%	97.4%	95.9%	96.4%	93.1%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	96.7%
Teacher Education-Praxis II	86.8%	89.0%	90.8%	90.2%	89.7%
USMLE Step 3	97.4%	100.0%	97.9%	94.9%	95.7%
WV Competency Exam for Counselor Licensing	94.3%	81.8%	97.1%	93.9%	100.0%

Average Nine-Month Salary Of Full-Time Instructional Faculty By Rank

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 1.6 percent between 2011 and 2012. Salary gains since 2007 were 5.9 percent.
- The largest one-year and five-year percentage increases by faculty rank were for graduate assistants and others who realized a 9.9 percent increase from 2011 to 2012 and 51.6 percent from 2008 to 2012.
- Over the five-year period, the smallest increase was for instructors who realized, on average, a 3.8 percent increase in salary. From 2011 to 2012, on average, instructors' salaries decreased by 2.2 percent.

NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2011-12 was \$108,718 for full professors, \$77,747 for associate professors, \$66,001 for assistant professors and \$46,309 for instructors which combined for an overall average salary of \$79,511.

In the SREB region, the average salary of full-time faculty in 2011-12 was slightly lower than the nation as a whole at \$105,376 for full professors, \$74,914 for associate professors, \$63,694 for assistant professors, and \$45,322 for instructors. The SREB had an overall average faculty salary of \$75,046.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which represents no movement in rank from the previous year.

ABOUT THIS MEASURE

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2007 to fall 2010. 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).

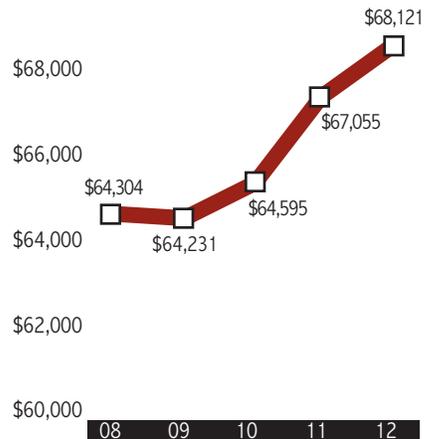
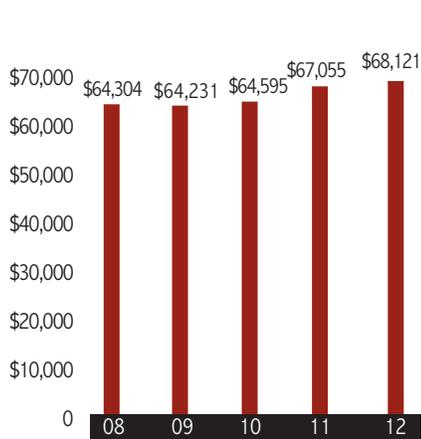
Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2012

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	\$64,949	\$57,650	\$53,128	\$40,163	\$39,624	.	\$56,410
Concord University	\$69,613	\$58,179	\$52,231	\$40,981	\$31,500	\$74,802	\$56,283
Fairmont State University	\$75,984	\$62,885	\$52,417	\$40,209	.	\$50,917	\$61,437
Glenville State College	\$74,156	\$65,332	\$52,451	\$44,537	.	.	\$55,461
Marshall University	\$74,790	\$62,552	\$53,361	\$34,937	.	.	\$61,696
Potomac State College of WVU	\$67,035	\$49,520	\$45,166	\$39,759	.	.	\$50,206
Shepherd University	\$75,299	\$62,985	\$54,455	.	\$46,568	.	\$60,929
West Liberty University	\$67,866	\$66,159	\$55,675	\$46,330	\$39,153	\$40,000	\$58,581
West Virginia State University	\$63,729	\$55,225	\$48,469	\$38,199	.	.	\$53,712
West Virginia University	\$109,576	\$82,437	\$65,639	\$42,421	\$56,236	.	\$81,163
WVU Institute of Technology	\$80,652	\$60,184	\$55,742	\$39,588	\$51,493	.	\$61,126
System	\$87,348	\$70,622	\$58,444	\$40,349	\$49,771	\$52,214	\$68,121

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

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2008-2012

Rank	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Professor	\$83,413	\$83,763	\$83,957	\$86,322	\$87,348	1.2%	4.7%
Associate Professor	\$64,136	\$64,760	\$65,541	\$68,726	\$70,622	2.8%	10.1%
Assistant Professor	\$53,725	\$53,794	\$54,615	\$57,192	\$58,444	2.2%	8.8%
Instructor	\$38,869	\$39,406	\$39,070	\$41,246	\$40,349	-2.2%	3.8%
Lecturer	\$46,319	\$46,673	\$47,311	\$50,132	\$49,771	-0.7%	7.5%
Graduate Assistant & Other	\$34,443	\$39,005	\$50,012	\$47,529	\$52,214	9.9%	51.6%
All Ranks	\$64,304	\$64,231	\$64,595	\$67,055	\$68,121	1.6%	5.9%



■ INNOVATION

The West Virginia Higher Education Policy Commission's master plan for higher education, *Charting the Future 2007-2012*, envisions innovation as the key to reaching the goals set forth in the other sections of the plan: access, cost and affordability, learning and accountability, and economic growth. It states, "Innovation in all these areas is necessary to accommodate changing population demographics, address the pressures of globalization, maximize use of existing resources and infrastructure, utilize new technologies, and communicate more effectively with our constituents." Thus, while the outcomes of innovation will be seen in the indicators already presented in this Report Card, this section sets forth some of the many innovative initiatives underway this year to move the West Virginia higher education system toward the goals *Charting the Future* establishes.

■ ECONOMIC GROWTH

The Commission helps to stimulate economic growth in West Virginia through a variety of research initiatives to encourage and generate new knowledge and potentially develop intellectual properties that can be patented, licensed, and commercialized. An increasing emphasis on technology transfer, the movement of intellectual property into economic products and job creation, advances the Commission's role in academic research at system institutions and beyond.

- The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. The fund generates approximately \$3 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. 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:
 - Research Challenge Grants (RCG), which support large STEM research projects that can lead to research centers and economic development. Projects assist the institution in its ability to successfully compete for external funding on a national and international basis by providing incentives to increase research capacity. All projects must be self-supporting at the end of a five-year performance period and are non-renewable.

The RCG awarded to Dr. Xingbo Liu for the West Virginia Center for Electrochemical Energy Storage (CEES) is developing and characterizing key components of low-temperature Na-battery, as well as carrying out multi-scale modeling for such a system. During the first year of the grant, the team has submitted to the U.S. Patent and Trademark Office one formal and one provisional patent application. Also, they are working with the WVU Technology Transfer office on the creation of a spin-off company based on CEES technologies. This battery technology has the potential to store energy produced by wind and solar and release it when needed in a much more efficient manner.

Dr. David Lederman is the principal investigator of the RCG awarded for A Center for Energy Efficient Electronics (CEEE) at West Virginia University and Marshall University. A Small Business Technology Transfer (STTR) proposal to NSF was submitted in June 2013 by Lederman in collaboration with Neocera, LLC (Beltsville, MD) for development of an x-ray fluorescence system that performs structure and stoichiometry analysis using electron beams during thin film sample growth. This is based on a patent submitted by Lederman in 2012. STTR is a program that expands funding opportunities in the federal innovation research and development arena. Central to the program is expansion of the public/private sector partnership to include the joint venture opportunities for small businesses and nonprofit research institutions.

- Innovation Grants fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.
- A number of other grants and programs have been implemented to encourage students to major in STEM fields and to provide support for faculty and businesses engaged in research and development.
- The West Virginia Research Trust Fund allows 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.

- o In 2012, WVU completed raising \$35 million that was matched by the Trust Fund.
- o The Research Trust Fund program has spawned fifteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. During FY 2013, the full \$15 million in gifts and pledges was raised. Earnings up to June 30, 2013 are \$430,000 on \$9.7 million of private gifts and pledges received, and \$715,000 on the \$15 million of state match received.
- 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 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.

Bridgmont Community and Technical College and Kanawha Valley Community and Technical College will combine to form BridgeValley Community and Technical College. The newly constructed Advanced Technology Center will open in January 2014 as a component of the community and technical college. West Virginia State University is again looking to expand its presence at the park, and it will be adding another research scientist in 2014. These entities will work well with the potential for private and governmental opportunities available following the selection of Rusty Kruzlock, Ph.D. as the new CEO and Executive Director, who began on November 1, 2013. Dr. Kruzlock's background and experience include such entities as NASA, the Department of Defense, and numerous private companies representing biosciences, nanotechnology, and advanced manufacturing. The newest tenant, W.R. Grace, a worldwide chemical technology and research corporation, has expanded their catalyst group and will occupy a portion of Building 2000 as well as a portion of the PPRD plant, located on site.

■ ACCESS

- The Commission is in the final year of its six-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal grant. This program is designed to better prepare students for college through intensive academic preparation services, professional development activities for educators, and college information and awareness initiatives for students and parents. Through the grant, the Commission provides college-readiness services to ten high-need counties throughout the central and southern part of the state. West Virginia GEAR UP has provided additional educational opportunities to approximately 13,000 students and their teachers, parents, and family members.

The program has coordinated several college awareness projects designed to encourage a sustainable college-going culture within some of the most critical areas of the state. The program has collaborated with dozens of educational and community organizations to promote academic success and social wellness, designed a comprehensive mentoring program that can be implemented in a variety of settings, designed and launched a co-curricular student leadership program focused on building a college-going culture in the grant's service schools, and partnered with the state's institutions of higher learning to showcase the diverse opportunities West Virginia's postsecondary education systems provide.

- Since the launch of the College Foundation of West Virginia's comprehensive college access web portal (cfwv.com) in October 2009, more than 168,000 individuals have created an account on the web site, and more than 65,000 college applications have been submitted through the portal. Additionally, upwards of 1,300 educators and education stakeholders have been trained to use cfwv.com in classroom and co-curricular activities. The site has served as a launch pad for additional outreach initiatives, including a focus on recruiting adult learners and

an effort to increase awareness regarding state and federal financial aid programs. Early results indicate that these efforts are effective. More than eleven percent of all cfwv.com account holders are adult students or potential adult students, and attendance at College Goal Sunday, a statewide financial aid awareness event coordinated by the Commission, has increased by nearly 400 percent since the event was first held in 2010.

- In 2011, through its College Foundation of West Virginia initiative, the Commission launched West Virginia's first statewide College Application and Exploration Week program. Now in its fourth year, the program has expanded to include elementary schools, middle schools, high schools, and adult learner sites. College Application and Exploration Week 2013 was scheduled for October 14-18, and more than 150 schools hosted college application and awareness events during the week. In 2012, approximately 4,400 students applied to postsecondary programs during the weeklong event, and more than 25,000 students participated in college readiness and awareness activities. The event was recognized by a statewide proclamation from Governor Tomblin.

West Virginia's College Day Program is designed to assist high school seniors and juniors with the college admissions application process. On an annual basis, the agency partners with the West Virginia Association of Collegiate Registrars and Admissions Officers to develop a statewide travel recruitment schedule. Included in the eight-week schedule are programs that connect college recruiters with prospective students at all public high schools in the state. On-site visits to high schools are the norm; however, large regional college fairs are sponsored in Charleston, Clarksburg, Huntington, Morgantown, Shepherdstown and Wheeling. Staff members from the Commission attend each fair to provide information about the cfwv.com web portal and state-level financial aid programs.

- In August 2013, the Commission partnered with the West Virginia Department of Education to host the third statewide Student Success Summit, a P-20 collaborative event focusing on supporting student development from pre-school through postsecondary education and the workforce. The Summit sought to align curricular, cultural, and social expectations among all education stakeholders to better prepare students to succeed not only at their current level, but also at the next. Approximately 475 education professionals and community representatives attended the Summit, which offered intensive professional development and collaborative sessions on topics such as high school dropout prevention; college access; providing support for adult learners; college retention and completion; cognitive, emotional and social development; and community and parent engagement. The Commission and the Department of Education have committed to hosting the Summit each year.
- In August 2013, the Commission was awarded a three-year grant from the Kresge Foundation to begin offering college counseling via text-message. The project is based on behavioral research indicating that students, particularly low-income, first-generation students, require frequent, timely "nudging" to complete key college tasks such as applying for financial aid, completing the enrollment process, and completing logistical tasks associated with transitioning to life on campus. The Commission, along with 14 partner high schools and four partner colleges, will pilot the project beginning in January of 2014. Students opting to receive the messages will receive periodic updates reminding them to complete crucial college tasks, and these students will be able to request additional assistance or counseling by responding to the text messages they receive. The Commission will continue to provide the intervention through students' freshman year of college in the hopes of advancing not only college access but also supporting college completion.
- The Commission and Council continue to focus on the issue of college readiness for success in higher education. As a result of collaboration with the West Virginia Department of Education, beginning in Fall 2012, a 12th grade Transition Mathematics course and an English 12 CR (College Ready) course were offered statewide to high school seniors who were found to need extra review and instruction to be "college ready." Additionally, higher education has been working with the West Virginia Department of Education staff to collaboratively define "college readiness."
- As part of DegreeNow, a Lumina Foundation funded statewide adult learner initiative, which seeks to reenroll adults with some college credit but no degree, the Commission and the Council have partnered with NASPA-Student Affairs Administrators in Higher Education and the Council for Adult and Experiential Learning (CAEL) to enhance adult-focused student and academic services. Through the NASPA train-the-trainers program, a series of regional workshops led by train-the-trainer graduates, and CAEL workshops and webinars, over 300 higher education professionals across the state have been trained on adult learning theories, best practices for serving adult learners, prior learning assessment, and a variety of other adult learner-friendly processes and practices. NASPA also

created a guide entitled “Building a Culture of Evidence in Student Affairs: A Guide for Leaders and Practitioners” for West Virginia student affairs professionals and is currently working on another guide with a focus on serving adult learners. A statewide marketing campaign targeting adult learners continues to reach out to the approximately 200,000 adults in the state with some college and no degree. The DegreeNow quarterly newsletter for faculty, staff, and administrators across the state has provided a forum for sharing adult learner success stories and best practices for serving adult students. Commission staff have presented the activities of DegreeNow at national conferences and adult learner convenings, and the initiative has been featured in the NASPA national magazine, Leadership Exchange.

- The Commission promotes and supports initiatives that target adults and enhance their ability to attain a bachelor’s degree. The RBA Today Program focused on identifying and contacting students with college experience but no degree. Marketing efforts have been designed to encourage adult students to consider the Regents Bachelor of Arts (RBA) program. Institutions have been encouraged to reach out to these adult students. Grants to fund marketing efforts have been provided. Accelerated online courses were offered specifically for RBA students. For the second year in a row, the 2012-2013 academic year saw the RBA programs produce more than 1,000 graduates.
- The Commission continues to support a major initiative to enhance the ability of adults to attain a bachelor’s degree through a new enhancement to the RBA Today program – West Virginia Remote Online Collaborative Knowledge System (WVROCKS). While the RBA has been successfully offered for adults for over 30 years, WVROCKS will provide adults with previous college experience a greater opportunity to complete a bachelor’s degree in an accelerated, flexible, online format. Students from all public institutions offering the RBA degree are able to register for courses listed on the WVROCKS portal through their home institution.
- The Veterans Initiatives Task Force works to promote and facilitate the success of veteran students in West Virginia institutions of higher education, focusing on recruitment, retention, and graduation. Outcomes related to these areas are supported by Task Force and Commission efforts such as:
 - symposia for institutional staff and faculty;
 - training for academic advisors;
 - annual meetings/workshops for school certifying officials;
 - establishing policies and procedures that assist veterans in the transition from combat to classroom;
 - conducting research and data collection;
 - assisting the Legislature with information about veteran’s education and training issues.

■ COST AND AFFORDABILITY

- The Commission conducts financial aid nights and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Also, the Division of Financial Aid has developed a financial aid event kit to help high school counselors better promote these workshops. Currently, work is underway to coordinate these events with colleges throughout the state by standardizing the presentation that is given, making it easier for high school guidance counselors to request a workshop, and posting these workshops to CFVW’s website.
- Over the course of 2013, the Commission scaled statewide a new initiative to publish the number of FAFSA’s filed by each high school in order to create more awareness of the number of high school students who are filing. As of August 2, 2013, 56 percent of high school seniors had filed the FAFSA and the Division of Financial Aid is targeting the counties with the lowest FAFSA filing rates for additional outreach activities.
- Training continues to be an area of emphasis as the Commission offers regional workshops to help train college financial aid staff on state financial aid policies. At this time, several different training opportunities are available. Such opportunities include training for the Financial Aid Management System, federal financial aid training for new financial aid professionals, and the development of written policies and procedures manuals for schools to use in processing state aid. Division of Financial Aid staff also conducted state aid reviews to ensure accountability of institutions in processing state aid.
- The FAFSA has recently been simplified by the federal government and now only takes an average of 23 minutes to complete. Because of this, the application for the workforce component of the Higher Education Adult Part-Time Student (HEAPS) grant now requires a completed FAFSA and has been moved online in order to improve program integrity and ensure students meet the eligibility requirements.

■ LEARNING AND ACCOUNTABILITY

- West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC), a group of over 20 states working collaboratively to develop assessments aligned to the Common Core State Standards (CCSS) for K-12. The Common Core State Standards were developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs. These are being called the Next Generation Content Standards and Objectives. A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize an agreed-upon uniform performance level on the 11th grade assessment as evidence that students are ready for entry-level, credit-bearing courses in English and mathematics and should be exempted from developmental coursework. Nationwide higher education faculty and K-12 teachers are involved with the creation of the computer adaptive assessment.

With this in mind, the Commission created a statewide Higher Education Smarter Balanced Advisory Council to assist in the dissemination of Smarter Balanced information and goals to the campuses across West Virginia. The Advisory Council objectives include the following: (1) generating higher education support, (2) strengthening and expanding partnerships between higher education and K-12 in this arena, (3) providing expertise, advice, and feedback to the Commission, the Community and Technical College System (CTCS), and the national SBAC in the development, implementation, and promotion of SBA, and (4) taking SBA information back to campuses and to various higher education advisory groups/councils. Work is also being done to provide professional development for teacher education and content area faculty around the CCSS and the Smarter Balanced Assessment.

- The Commission requires its constituent colleges and universities to annually provide updates on their institutional compacts, indicating progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for the assessment of success in carrying out institutional mission and in attainment of institutional and state goals. Through the compacts, institutions report on a number of required and elective elements including enrollment, graduation rate, retention rate, assessment of student learning, and use of instructional technology. Each year, the submitted Compacts are reviewed by a team of experts and staff. Feedback is given to each institution, based upon the assessment of each compact with subsequent approval of the Compacts by the Commission. Compact updates for 2013 were submitted in November and are the last to be submitted under *Charting the Future*.
- Through a program review process mandated by West Virginia code and guided by Commission policy, institutions annually review academic programs and assess them for viability, adequacy, necessity, and consistency with mission. Programs are reviewed on a five-year cycle. Summary reports are shared with the Commission. These reports show that institutions are enhancing the reviews through the use of external reviewers, a practice stressed in Commission policy. In addition, the summary reports reveal that institutions are being diligent in using assessment results for program improvement. The Commission continues to use the program review process as a means of monitoring compliance with a Commission policy statement that the commonly accepted program length is 120 hours for a bachelor's degree program. Follow-up reports are requested from programs that exceed this standard.
- As part of a \$1 million grant from Complete College America, the Commission has been focusing efforts on redesigning developmental education delivery to improve outcomes for the population of students entering institutions with these needs. In October 2012, the Commission gathered representatives from all institutions to share system data on the outcomes of developmental education students and to learn about reforms in this arena going on around the country. Moving forward, the Commission will provide resources for faculty training and curriculum development to campuses as they work to adopt best practices in this area critical to student success.
- In an effort to improve student advising, retention, and degree completion, the Commission, Council and WVNET have partnered to provide institutions with the technology to implement a web-based academic advising system that is linked with the campus BANNER system. This technology, DegreeWorks, provides degree audit capabilities to help students and their advisors better negotiate the academic requirements for the student's program of study and will serve as the basis for an additional statewide transfer and articulation applications.

- The Commission has undertaken an initiative to improve the quality of online classes offered by West Virginia higher education institutions. In January 2012, West Virginia entered into a statewide agreement with Quality Matters (QM). Quality Matters is a nationally recognized peer review process for online courses. Since implementation, 520 faculty and instructional technology staff members have been trained on the Applying the Rubric course; 58 faculty have been trained as peer reviewers; and two faculty have been trained as master reviewers. All courses submitted for consideration on the Southern Regional Education Campus for the fall 2013 semester are reviewed and must meet Quality Matters standards.
- The West Virginia Higher Education Policy Commission administers a portion of Title II, Part A funds to make competitive subgrants to eligible partnerships comprised of at least one institution of higher education and their college/university school of arts and sciences and a high-need local educational agency. The Improving Teacher Quality State Grants Program partnerships use the funds to conduct professional development activities in core academic subject areas in order to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, or in computer-related technology to enhance instruction.
- 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 hosting opportunities for training.

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

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

For the Fiscal Year 2013 reporting period, annual certifications were received from all institutional board chairs and the Commission's and Council's chairpersons with all current members in compliance.

■ OTHER INNOVATIONS

- Through the work of the Commission's Consortium for Internationalizing Higher Education, West Virginia students are afforded opportunities to study abroad, participate in an international student exchange program, and become involved in a variety of short-term international experiences. The Consortium organizes annual study abroad bus trips to Canada, provides scholarships for foreign language teachers in training, promotes West Virginia as a destination for international study, and sponsors West Virginia educators to attend the NAFSA Association of International Educators conference each year. Recently, the Commission approved the creation of a new position, Director of International Education. This new position will provide hands-on assistance to institutions and will lead the statewide emphasis on expanding international education in West Virginia.
- The Chancellor's Post Doctoral Scholars Program supports the development of a diverse faculty in the State of West Virginia through offering talented, new doctorate-holding students opportunities for professional development through advanced teaching and research opportunities at West Virginia institutions of higher learning.
- The Chancellor's Scholars Program supports efforts at West Virginia University and Marshall University to supplement existing minority faculty diversity efforts at the university. The program supports graduate assistantships, scholarships, and other resources to ensure adequate funding for select doctoral students; an Academic Partnership effort that places minority visiting faculty (graduate students) in teaching roles at select West Virginia public higher education institutions; the annual sponsorship of a colloquium for aspiring minority doctoral candidates; and related services.
- The Commission sponsors an annual training event for campus student association leaders and newly elected student government leaders from all public higher education institutions in the state. The WV Student Leadership Conference is planned with help from the state-wide Student Affairs Advisory Committee and is held annually at WVU's Jackson Mill State 4-H Camp.

- After the Derecho and Hurricane Sandy, WVNET invested almost \$2 million in disaster recovery equipment. WVNET is currently running virtual servers for Mountwest Community and Technical College. Additionally, WVNET has purchased massive amounts of data storage equipment to help schools with off-site storage of their critical data.
- WVNET has put in place a contract for the Ellucian On-Demand Subscription Library (formerly Digital Campus Academy). This affordable web-based training system is designed specifically for administrative end-users (and those people providing functional support) of Ellucian products. Self-paced and highly interactive, each course within this comprehensive learning system provides instructional content and the opportunity for learners to get hands-on practice completing key processes and tasks. Assessments are included for every course. Course materials are kept up to date with product upgrades, so training for new features will be readily available at no additional cost.
- With the support of a \$3.5 million federal grant backed by Governor Tomblin, WVNET upgraded its statewide network to a 10 Gbps fiber optic ring. The ring runs from Pittsburgh [3ROX] to Morgantown [WVNET/WVU] to Charleston [State Government] to Huntington [Marshall University] to Columbus [OARNet], and then back to Pittsburgh for complete self-healing redundancy. This has lowered cost for internet access by more than 50 percent.
- WVNET joined 29 other regional and state networks from around the country when it began participating in The Quilt. The Quilt is the national coalition of advanced regional networks for research and education, representing 29 networks across the country. Participants in The Quilt provide advanced network services and applications to over 200 universities and thousands of other educational institutions. The Quilt provides a forum for the exchange of ideas between regional education networks which fosters the evolution of these networks to enhance services for constituents.
- The Commission has now submitted several of the initial reports required by Senate Bill 330 including a major review of existing human resources practices, staffing, and metrics at all of the institutions. The study was prepared by a higher education/human resources consultant, ModernThink.
 - The Commission has also satisfied Senate Bill 330's requirements for an emergency legislative rule and is actively working with all affected constituent groups on the remainder of a permanent legislative rule to address all elements of the statute.
 - Commission staff are on track to complete the market salary survey, which provides the data necessary to update the existing classified salary schedule and to meet the law's requirements for internal pay equity among the different classes of employees.
- The Commission has begun a wholesale review of existing system-wide human resources policies and legislative/procedural rules. To date, the rule governing affirmative action and equal employment opportunity has been updated and adopted. Another system rule update addressing employee leave is nearing completion and will bring consistency and full regulatory compliance.
- The Commission is working closely with the state's Enterprise Resource Planning (ERP) project, WVOASIS, to ensure a good fit between the new state-wide system and the needs of higher education, particularly those related to human resources. The new system will automate and streamline existing human resource department processes. The ERP will serve as a platform for a long-needed uniform Human Resources Information System (HRIS) that will permit more efficient reporting and processing of human resources data and functions. Part of higher education's integration into the project will require a comprehensive review and standardization of employee classification and job titling conventions.

COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA

STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

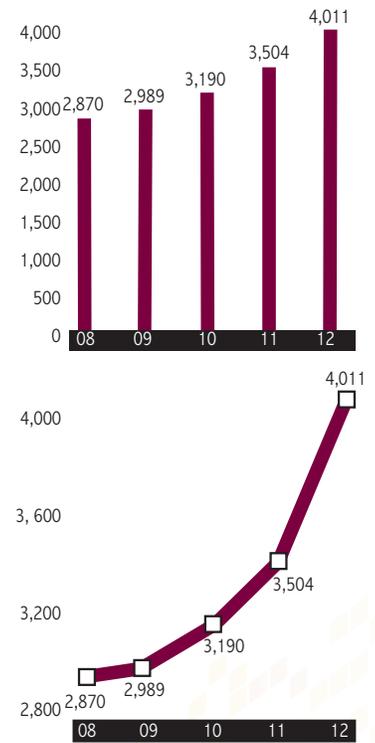
- The number of certificates and degrees awarded in the Community and Technical College System increased 14.5 percent from 3,504 in 2011-12 to 4,011 in 2012-13.
- Over the five-year period since 2008-09, the number of certificates and degrees conferred increased by 39.8 percent.
- Eight institutions 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 43 percent (62 million) of jobs today and will continue to account for the largest portion of jobs into the next decade. However, the federal government only provides funding to support 451,000 students (0.25%) out of 165 million students who would potentially benefit from middle skills training. Based on a 2011 report, as of 2009, 54 percent of West Virginia jobs required middle skills, whereas only 45 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition). 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

	2008	2009	2010	2011	2012	2011-12 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	193	307	376	587	802	36.6%	315.5%
Bridgemont Community and Technical College	159	135	156	116	197	69.8%	23.9%
Eastern WV Community and Technical College	27	51	62	91	108	18.7%	300.0%
Kanawha Valley Community and Technical College	253	297	277	326	401	23.0%	58.5%
Mountwest Community and Technical College	391	274	376	407	370	-9.1%	-5.4%
New River Community and Technical College	183	156	140	189	287	51.9%	56.8%
Pierpont Community and Technical College	391	403	315	380	424	11.6%	8.4%
Southern WV Community and Technical College	323	252	235	243	237	-2.5%	-26.6%
WV Northern Community College	369	407	419	423	415	-1.9%	12.5%
WVU at Parkersburg	581	707	834	742	770	3.8%	32.5%
Total	2,870	2,989	3,190	3,504	4,011	14.5%	39.8%

Student Success Rate

Fall Cohorts 2003 – 2007

WEST VIRGINIA HIGHLIGHTS

- Over a five-year period, the student success rate has increased by about 2.2 percentage points across the Community and Technical College System.
- Seven institutions have seen gains in their student success rate over the five-year span. Bridgemont Community and Technical College, WV Northern Community College, and West Virginia University at Parkersburg experienced declines over the same time period.
- Over the last year, four institutions have seen increases in their success rates, while six have seen decreases.

NATIONAL CONTEXT

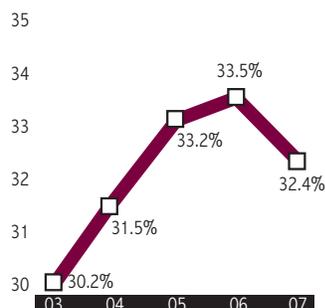
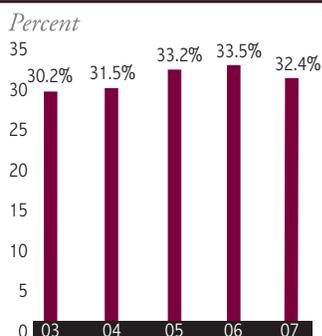
The National Governor’s Association, Complete College America, and the Integrated Postsecondary Education Data System (IPEDS) have recognized that the cohorts traditionally used to measure success in baccalaureate granting institutions may not be appropriate for community and technical colleges. As a 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: 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

Institution	2003	2004	2005	2006	2007
Blue Ridge Community and Technical College	31.6%	44.5%	43.3%	40.4%	32.4%
Bridgemont Community and Technical College	37.9%	39.5%	38.2%	41.6%	34.5%
Eastern WV Community and Technical College	14.3%	15.6%	17.6%	21.7%	22.0%
Kanawha Valley Community and Technical College	21.7%	21.0%	25.5%	18.4%	26.1%
Mountwest Community and Technical College	29.5%	27.9%	33.6%	34.0%	34.6%
New River Community and Technical College	30.6%	30.1%	38.9%	32.8%	32.0%
Pierpont Community and Technical College	33.3%	37.6%	36.6%	38.0%	37.0%
Southern WV Community and Technical College	31.9%	34.1%	30.7%	35.6%	33.9%
WV Northern Community College	29.7%	29.8%	28.4%	34.0%	28.7%
WVU at Parkersburg	31.9%	30.1%	33.2%	30.9%	31.6%
Total	30.2%	31.5%	33.2%	33.5%	32.4%



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

Fall Cohorts 2003–2007

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2007 was 24 percent, a 3.4 percentage point decrease over the completion rate for the fall 2006 cohort.
- Over the five-year time period studied, there was a 2.5 percentage point decrease from the 26.5 percent rate for the fall 2003 cohort.
- The graduation rate for the 2007 cohort ranged from 21.9 to 28.7 percent at West Virginia community and technical colleges.

NATIONAL CONTEXT

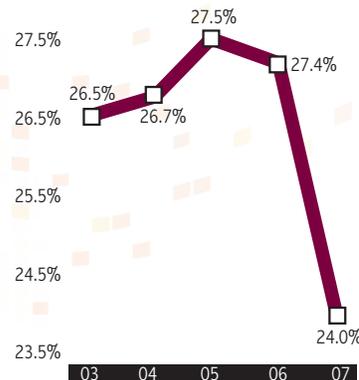
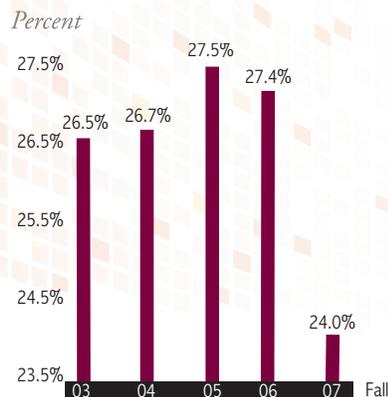
Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2005, 26 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 45 percent attainment rate, and lowest in Louisiana with a 13 percent rate (SREB, 2013).

ABOUT THIS MEASURE

This indicator provides the proportion of associate’s degree-and certificate degree-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

Institution	2003	2004	2005	2006	2007
Blue Ridge Community and Technical College	26.4%	36.4%	36.2%	34.1%	26.4%
Bridgemont Community and Technical College	38.3%	30.5%	28.8%	30.8%	28.7%
Eastern WV Community and Technical College	0.0%	15.0%	13.3%	38.1%	22.2%
Kanawha Valley Community and Technical College	19.4%	20.1%	23.0%	18.1%	22.2%
Mountwest Community and Technical College	27.5%	27.2%	27.7%	25.3%	24.1%
New River Community and Technical College	27.4%	26.0%	30.9%	26.6%	21.9%
Pierpont Community and Technical College	27.0%	28.0%	25.3%	28.4%	22.1%
Southern WV Community and Technical College	24.6%	28.5%	25.2%	27.8%	22.6%
WV Northern Community College	24.8%	24.0%	24.6%	30.1%	23.5%
WVU at Parkersburg	30.4%	26.4%	30.8%	26.2%	27.2%
Total	26.5%	26.7%	27.5%	27.4%	24.0%



One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2012 after initial enrollment in the academic year 2011-12 was 40.8 percent. This was 4.6 percentage points lower than the 45.4 rate for the previous year's cohort.
- Between the years of 2011 and 2012, the one-year retention rate increased at four institutions.
- Over the five-year time span covered, the retention rate decreased 7.3 percentage points from the 48.1 percent retention rate in the fall of 2008.

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.

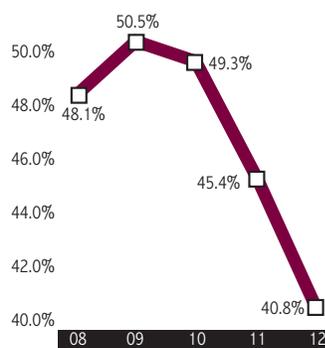
The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 65 percent for the fall 2009 students returning in fall 2010 to 64 percent of those who first enrolled in 2010 and returned in 2011.

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. Students were included whether or not they were degree or certificate seeking. This first-year retention is an important milestone on the way to completion of a degree or certificate.

One-Year Retention Rates

Institution	2008	2009	2010	2011	2012
Blue Ridge Community and Technical College	50.8%	54.9%	55.4%	54.7%	45.6%
Bridgemont Community and Technical College	41.1%	49.4%	49.3%	52.3%	52.9%
Eastern WV Community and Technical College	45.3%	58.3%	44.1%	51.4%	57.3%
Kanawha Valley Community and Technical College	47.9%	40.7%	47.0%	39.1%	47.1%
Mountwest Community and Technical College	41.9%	41.6%	33.2%	32.6%	27.5%
New River Community and Technical College	51.5%	53.2%	50.6%	47.6%	35.9%
Pierpont Community and Technical College	46.5%	50.9%	46.8%	44.9%	36.4%
Southern WV Community and Technical College	49.3%	54.6%	54.9%	45.2%	45.8%
WV Northern Community College	52.3%	50.7%	54.6%	47.7%	45.0%
WVU at Parkersburg	49.4%	54.1%	52.4%	48.1%	41.8%
Total	48.1%	50.5%	49.3%	45.4%	40.8%



Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental education courses decreased 2.7 percentage points from 65.4 percent in 2011 to 62.7 percent in 2012. The percentage of students enrolled in developmental education courses in 2012 decreased 0.9 percentage points from 2008.
- The institution with the highest proportion of students enrolled in developmental education in 2012 was WV Northern Community College, while the lowest was Mountwest Community and Technical College.
- Enrollment in developmental education courses increased between 2011 and 2012 at four institutions and decreased at six. Between 2008 and 2012, enrollment in developmental education courses increased at five institutions and decreased at five others.

NATIONAL CONTEXT

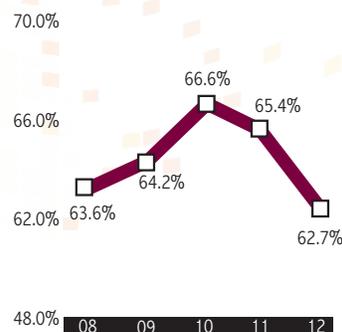
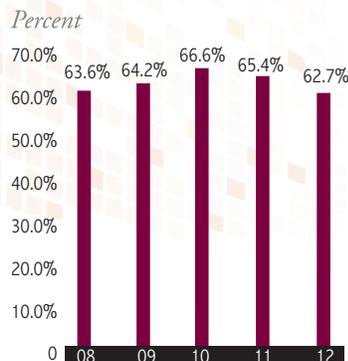
Identifying reliable comparison data about developmental education course-taking is challenging considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2012) puts the percentage of students at two-year colleges that require 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

Institution	2008	2009	2010	2011	2012
Blue Ridge Community and Technical College	40.2%	52.7%	65.8%	58.8%	51.8%
Bridgemont Community and Technical College	62.8%	50.7%	61.4%	61.8%	65.2%
Eastern WV Community and Technical College	77.4%	74.5%	86.2%	78.6%	67.5%
Kanawha Valley Community and Technical College	76.5%	73.8%	80.4%	80.2%	74.1%
Mountwest Community and Technical College	60.8%	43.0%	43.6%	52.8%	45.7%
New River Community and Technical College	61.9%	59.8%	63.6%	65.5%	66.7%
Pierpont Community and Technical College	61.2%	63.2%	67.8%	62.8%	65.5%
Southern WV Community and Technical College	64.8%	72.0%	71.8%	68.6%	72.3%
WV Northern Community College	78.2%	79.8%	78.1%	76.8%	76.4%
WVU at Parkersburg	61.4%	70.3%	68.5%	64.2%	61.0%
Total	63.6%	64.2%	66.6%	65.4%	62.7%



Passing Rate for First-Time Freshmen in Developmental Education Courses

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses increased 5.8 percentage points from 58.1 percent in 2011 to 63.9 percent in 2012. The percentage of students passing increased 1.5 percentage points compared with the 2008 rate of 62.4 percent.
- The proportion of students passing developmental math courses increased by 0.5 percentage points from 49.1 percent in 2011 to 49.6 percent in 2012. When compared to passing rates in 2008, the proportion declined 4.7 percentage points.
- The percentage of students passing reading developmental education courses increased 1.3 percentage points from 67.4 percent in 2011 to 68.7 percent in 2012. The percentage of students passing increased 1.1 percentage points compared with the 2008 rate of 67.6.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time freshman students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the twelve SREB states that submitted data to Complete College America, 52 percent of first-time freshman students 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 and math. 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.

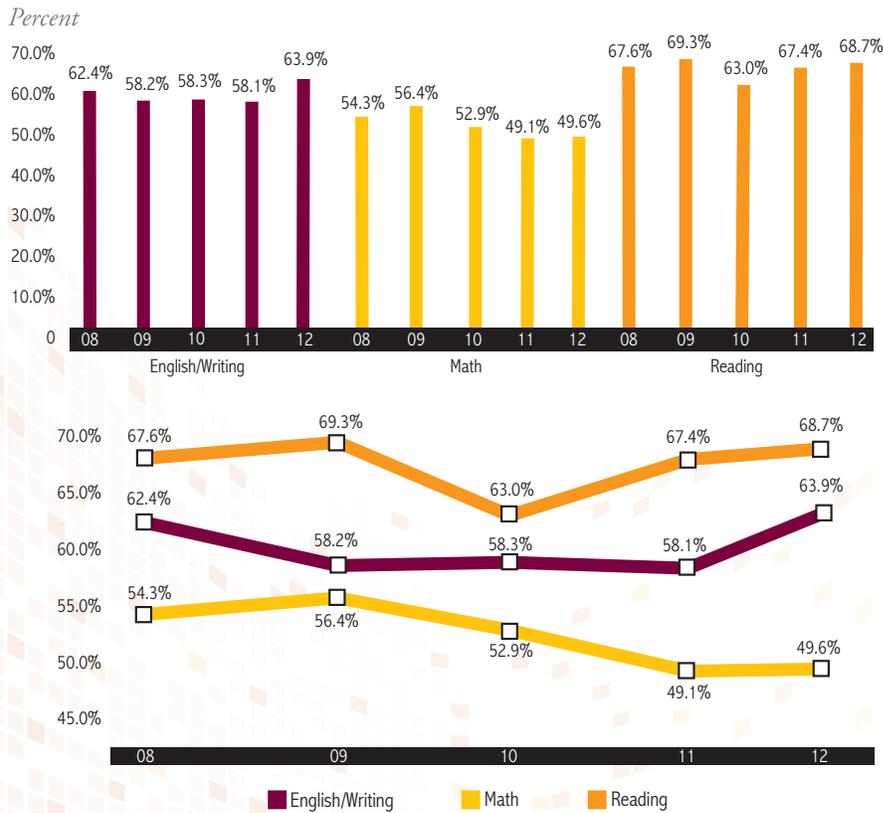
Passing Rate for First-Time Freshmen in Developmental Courses

Institution	Subject	2008	2009	2010	2011	2012
Blue Ridge Community & Technical College	English/Writing	56.7%	49.7%	.	48.1%	51.9%
	Math	74.7%	57.2%	42.7%	42.5%	41.1%
	Reading	74.4%	74.4%	55.4%	53.7%	53.3%
Bridgemont Community & Technical College	English/Writing	70.0%*	90.0%*	*	56.3%	75.2%
	Math	52.5%	40.7%	59.3%	52.9%	36.8%
	Reading	63.0%	94.2%	79.7%	52.9%	75.9%
Eastern WV Community & Technical College	English/Writing	90.7%	73.1%	67.3%	78.4%	85.7%
	Math	80.3%	72.5%	68.2%	64.3%	67.6%
	Reading	91.3%	80.6%	78.9%	64.7%	76.7%
Kanawha Valley Community & Technical College	English/Writing	62.3%	65.7%	46.6%	72.4%	72.4%
	Math	55.7%	64.8%	50.9%	63.7%	68.2%
	Reading	66.7%	54.3%	55.8%	72.5%	59.3%
Mountwest Community & Technical College	English/Writing	69.0%	53.1%	63.6%	50.0%	59.8%
	Math	26.8%	36.7%	34.9%	18.3%	28.0%
	Reading	56.4%	30.8%	34.6%	71.9%	75.6%
New River Community & Technical College	English/Writing	63.6%	70.5%	69.7%	57.9%	68.3%
	Math	62.0%	59.3%	57.6%	52.7%	51.4%
	Reading	60.6%	62.5%	77.5%	48.5%	63.2%

Passing Rate for First-Time Freshman in Developmental Courses continued

Institution	Subject	2008	2009	2010	2011	2012
Pierpont Community and Technical College	English/Writing	45.0%	46.9%	40.1%	50.5%	50.1%
	Math	44.6%	42.6%	38.8%	33.4%	48.6%
	Reading	.	.	69.2%	38.9%	52.9%
Southern WV Community & Technical College	English/Writing	64.9%	66.2%	65.8%	69.7%	70.5%
	Math	61.6%	68.2%	71.7%	73.2%	70.9%
	Reading	73.5%	67.1%	72.7%	81.4%	71.4%
WV Northern Community College	English/Writing	61.5%	57.5%	.	57.8%	73.1%
	Math	58.0%	61.1%	49.3%	47.7%	51.6%
	Reading	64.7%	71.2%	59.5%	58.7%	68.6%
WVU at Parkersburg	English/Writing	64.7%	58.4%	.	56.6%	61.9%
	Math	60.2%	57.2%	59.0%	40.2%	31.7%
	Reading	72.3%	60.6%	67.7%	65.8%	65.1%
Total	English/Writing	62.4%	58.2%	58.3%	58.1%	63.9%
	Math	54.3%	56.4%	52.9%	49.1%	49.6%
	Reading	67.6%	69.3%	63.0%	67.4%	68.7%

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



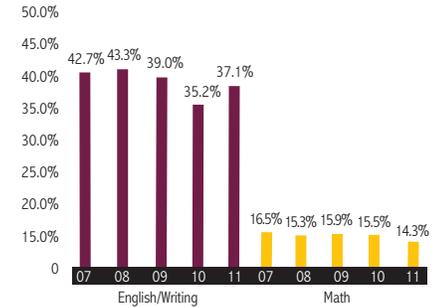
Percentage of First-Time Freshmen Enrolled in Developmental Education Courses Passing Subsequent College-Level Coursework within Two Years

Academic Years 2007-2011

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 from 35.2 percent in 2010 to 37.1 percent in 2011. The proportion of students passing the entry-level English course has fallen by 5.6 percentage points from 42.7 percent in 2007.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years decreased by 1.2 percentage points from 15.5 percent in 2010 to 14.3 percent in 2011. This number has fallen by 2.2 percentage points from the 2007 level of 16.5 percent.

Percent

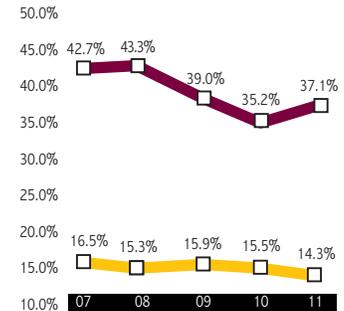


NATIONAL CONTEXT

Data from 26 states compiled by Complete College America 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 eleven 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 freshman 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. 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	2007	2008	2009	2010	2011
Blue Ridge Community and Technical College	English/Writing	50.0%	43.3%	36.2%	31.7%*	27.1%
	Math	21.2%	32.6%	20.1%	17.2%	10.0%
Bridgemont Community and Technical College	English/Writing	31.5%	32.0%**	43.0%**	41.1%*	42.0%
	Math	9.9%	16.0%	10.0%	16.6%	15.9%
Eastern WV Community and Technical College	English/Writing	50.0%	55.8%	30.8%	46.2%	52.9%
	Math	13.2%	13.1%	7.2%	13.6%	27.1%
Kanawha Valley Community and Technical College	English/Writing	42.4%	40.9%	35.8%	20.5%	43.3%
	Math	21.6%	14.6%	20.9%	17.2%	21.2%
Mountwest Community and Technical College	English/Writing	51.0%	51.0%	37.6%	35.1%	33.6%
	Math	23.6%	14.5%	22.1%	18.7%	11.9%
New River Community and Technical College	English/Writing	41.0%	41.3%	40.4%	44.9%	36.1%
	Math	36.6%	32.0%	30.1%	30.1%	28.6%
Pierpont Community and Technical College	English/Writing	38.7%	27.0%	33.0%	26.0%	33.2%
	Math	13.7%	14.1%	13.5%	8.4%	12.3%
Southern WV Community and Technical College	English/Writing	42.5%	42.6%	44.1%	43.2%	41.5%
	Math	9.0%	12.8%	18.3%	18.8%	12.8%
WV Northern Community College	English/Writing	33.7%	46.7%	42.1%	32.8%*	40.3%
	Math	11.0%	8.7%	7.4%	7.3%	9.1%
WVU at Parkersburg	English/Writing	47.3%	47.4%	42.0%	40.3%*	34.3%
	Math	9.7%	9.2%	11.0%	12.5%	10.1%
Total	English/Writing	42.7%	43.3%	39.0%	35.2%	37.1%
	Math	16.5%	15.3%	15.9%	15.5%	14.3%

** Due to data submission issues, Bridgemont Community and Technical College figures for 2008 and 2009 come directly from the institution.

* Indicates institutions that did not separate developmental reading courses from developmental English/writing courses when reporting to the system in 2010.

Community College Students Entering Bachelor's Degree Program (or Above) Following Fall

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college increased from 1,821 for those entering in Fall 2010 to 1,852 in 2011, an increase of 1.7 percent.
- Over the five-year time span reported from 2007 to 2011, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 16.8 percent from 1,586 students for 2007 to 1,852 for 2011.
- The number of students who entered a bachelor's degree program in 2011 varied widely by institution with five institutions showing increases over the time period.

NATIONAL CONTEXT

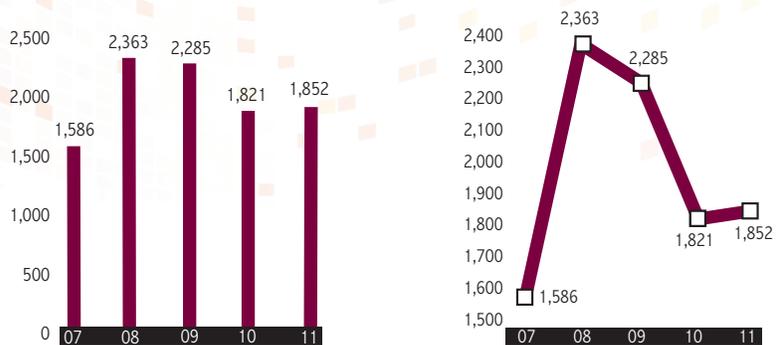
Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2012) data on the 2006 cohort of first-time students found that 33 percent of all college students transferred institutions at least once prior to receiving their bachelor's degree, with a majority of students (37 percent) transferring during their second year of college. Nationally, of all transfers 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 (or Above) the Following Fall

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community and Technical College	82	85	121	131	146	11.5%	78.0%
Bridgemont Community and Technical College	68	116	62	49	56	14.3%	-17.6%
Eastern WV Community and Technical College	8	15	15	16	30	87.5%	275.0%
Kanawha Valley Community and Technical College	134	684	485	172	130	-24.4%	-3.0%
Mountwest Community and Technical College	176	271	208	122	129	5.7%	-26.7%
New River Community and Technical College	142	149	158	156	173	10.9%	21.8%
Pierpont Community and Technical College	313	252	254	245	269	9.8%	-14.1%
Southern WV Community and Technical College	128	130	184	133	113	-15.0%	-11.7%
WV Northern Community College	116	119	139	126	117	-7.1%	0.9%
WVU at Parkersburg	419	542	659	671	689	2.7%	64.4%
Total	1,586	2,363	2,285	1,821	1,852	1.7%	16.8%



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

Test Takers, July 1, 2012 to June 30, 2013

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 88.4 percent passed. This represents a 7.1 percent increase from the previous year. There were approximately 60 more students examined. Individual test pass rates ranged from a high of 100 percent for Central Sterile Supply Technician, Healthcare Technology, Pharmacy Technology, Gerontology, and Community Behavioral Health students to a low of a 63.6 percent for Emergency Medical Services students.
- Of all associate's degree completers who took an Allied Health licensure examination, 87.4 percent passed. This accounts for a 2.1 percentage points increase from the previous year. The exam pass rates ranged from 100 percent for Dental Hygiene, Veterinary Technology, Nuclear Medicine Technology, Massage Therapy, Community Behavioral Technology, and Gerontology students to a low of 72 percent for Emergency Medical Services/Paramedic Services and Medical Billing and Coding students.
- Collectively, students completing undergraduate certificates who took industry licensure examinations had a 90.2 pass rate. All but three licensure exams boast a 100 percent passing rate, while no test had a pass rate of less than 75 percent. Undergraduate certificate licensure exams include several different types of curriculum areas including Culinary Arts, Accounting, Power Plant Technology, and Sales.
- Associate's degree program students who took industry licensure examinations had an 86.3 percent pass rate. Associate's Industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Accounting, Welding Technology, Information 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 2013, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (89.8%) than the national average of 84.9 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
Central Sterile Supply	2	2	100.0%
Community Behavioral Health	35	35	100.0%
Emergency Medical Services	66	42	63.6%
Gerontology	13	13	100.0%
Healthcare Technology	18	18	100.0%
Laboratory Assistant	11	9	81.8%
Licensed Practical Nursing	30	29	96.7%
Medical Assisting	34	32	94.1%
Medical Billing	8	7	87.5%
Pharmacy Technology	6	6	100.0%
Phlebotomy	70	66	94.3%
TOTAL	293	259	88.4%

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

Associate's Degree Program	# Examined	# Passed	Pass Rate
Community Behavioral Technology	31	31	100.0%
Dental Hygiene	24	24	100.0%
Emergency Medical Services / Paramedic Science	50	36	72.0%
Gerontology	13	13	100.0%
Health Information Technology	14	11	78.6%
Nursing	266	239	89.8%
Massage Therapy	8	8	100.0%
Medical Assisting	49	47	95.9%
Medical Billing and Coding	25	18	72.0%
Medical Laboratory Technology	14	11	78.6%
Nuclear Medicine Technology	7	7	100.0%
Pharmacy Technology	8	6	75.0%
Physical Therapist Assistant	55	49	89.1%
Radiographic Technology	32	30	93.8%
Respiratory Therapy, Respiratory Care Technology	99	77	77.8%
Surgical Technology	8	6	75.0%
Veterinary Technology	11	11	100.0%
TOTAL	714	624	87.4%

Pass Rate of Degree Completers on Business/Industry

Certificate Degree Program	# Examined	# Passed	Pass Rate
Certificate Program	92	83	90.2%
Associate's Degree Program	611	527	86.3%

WORKFORCE DEVELOPMENT

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

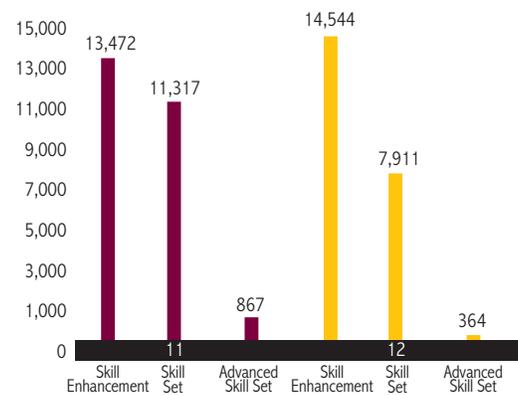
Academic Years 2011 – 2012

WEST VIRGINIA HIGHLIGHTS

- The numbers of skill enhancement completers increased 8 percent from 2011 to 2012 while the number of skill set and advanced skill set completers declined 30.1 and 58 percent, respectively.
- The number of skill enhancements increased at seven institutions from 2011 to 2012. WVU at Parkersburg had the largest increase at 203.1 percent.
- The percentage of skill sets increased at two institutions from 2011 to 2012, Bridgemont Community and Technical College (6.3%) and Eastern WV Community and Technical College (144.9%).
- The percentage of advanced skill sets increased at one institution, Mountwest Community and Technical College (5.3%).

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, 2011-12 to 2012-13

	2011			2012			2011-2012 % 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	958	5,254	0	1,637	4,288	0	70.9%	-18.4%	.
Bridgemont Community and Technical College	870	715	92	1,076	760	26	23.7%	6.3%	-71.7%
Eastern WV Community and Technical College	247	107	10	605	232	0	144.9%	116.8%	-100.0%
Kanawha Valley Community and Technical College	461	369	84	300	264	41	-34.9%	-28.5%	-51.2%
Mountwest Community and Technical College	281	533	38	319	326	40	13.5%	-38.8%	5.3%
New River Community and Technical College	4,720	993	303	842	107	14	-82.2%	-89.2%	-95.4%
Pierpont Community and Technical College	905	1,154	140	1,151	1,137	127	27.2%	-1.5%	-9.3%
Southern WV Community and Technical College	1,712	720	0	2,526	537	10	47.5%	-25.4%	.
WV Northern Community College	2,027	1,286	4	2,175	181	0	7.3%	-85.9%	-100.0%
WVU at Parkersburg	1,291	186	196	3,913	79	106	203.1%	-57.5%	-45.9%
TOTALS	13,472	11,317	867	14,544	7,911	364	8.0%	-30.1%	-58.0%

Career-Technical Certificate Program Completers

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 17.9 percent from 728 in 2011 to 858 in 2012.
- The number of certificate completers increased at seven institutions from 2011 to 2012 and declined at three.
- Since 2008, the number of certificate completers has increased from 485 to 858, a growth of 76.9 percent. The number of those completing certificates has increased at seven of the ten institutions during this time and decreased at three.

NATIONAL CONTEXT

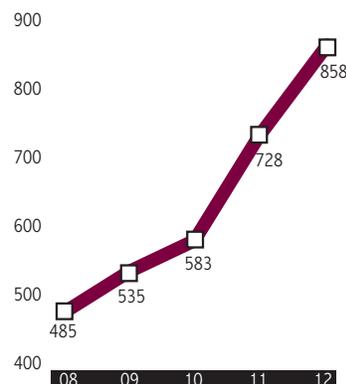
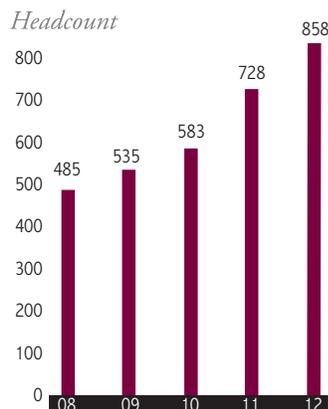
In 2007, 98.5 percent of two-year public institutions in the United States offered career education. Of the awards distributed at public two-year institutions in 2007, 38.9 percent were career/technical education certificates. The number of students completing certificate programs at two-year public institutions across the country increased by 6 percent from 2006 to 2007 (NCES, 2010).

ABOUT THIS MEASURE

This indicator provides the number of students completing certificate programs that are designed to prepare the student 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

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	46	123	146	180	272	51.1%	491.3%
Bridgemont Community and Technical College	17	9	9	8	38	375.0%	123.5%
Eastern WV Community and Technical College	0	4	11	16	37	131.3%	.
Kanawha Valley Community and Technical College	18	16	22	44	69	56.8%	283.3%
Mountwest Community and Technical College	64	17	69	76	28	-63.2%	-56.3%
New River Community and Technical College	39	23	27	71	66	-7.0%	69.2%
Pierpont Community and Technical College	118	122	63	47	63	34.0%	-46.6%
Southern WV Community and Technical College	53	27	32	37	38	2.7%	-28.3%
WV Northern Community College	104	111	106	126	114	-9.5%	9.6%
WVU at Parkersburg	26	83	98	123	133	8.1%	411.5%
Total	485	535	583	728	858	17.9%	76.9%



Career-Technical Associate's Program Completers

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate's programs increased 9 percent from 2,211 in 2011-12 to 2,409 in 2012-13.
- Career-technical associate's program completion has increased 29.7 percent since 2008-09.
- Seven institutions experienced gains since 2011-12, and nine have increased their associate's completions since 2007-08.

NATIONAL CONTEXT

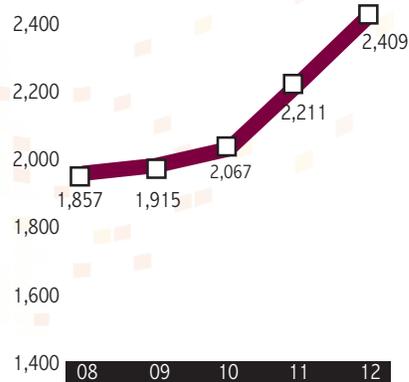
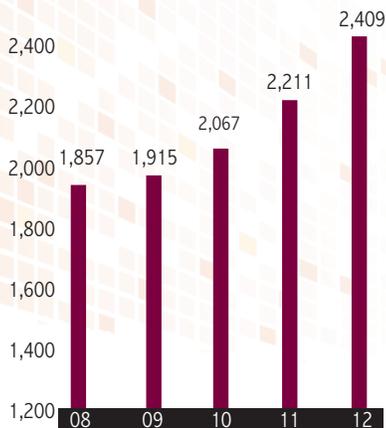
The number of students who have completed associate's degrees in career education at any type of institution across the country decreased 4.8 percent from 2006 to 2007. At two-year public institutions in the same period, the number decreased 4.9 percent (NCES, 2009).

ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in the career-technical fields each academic year. Associate's degrees require a minimum of sixty 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

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	124	152	203	337	322	-4.5%	159.7%
Bridgemont Community and Technical College	138	119	140	105	156	48.6%	13.0%
Eastern WV Community and Technical College	21	31	36	43	41	-4.7%	95.2%
Kanawha Valley Community and Technical College	195	241	230	262	273	4.2%	40.0%
Mountwest Community and Technical College	308	251	302	325	335	3.1%	8.8%
New River Community and Technical College	118	86	71	89	191	114.6%	61.9%
Pierpont Community and Technical College	256	267	230	306	340	11.1%	32.8%
Southern WV Community and Technical College	215	185	169	160	171	6.9%	-20.5%
WV Northern Community College	203	239	259	220	239	8.6%	17.7%
WVU at Parkersburg	279	344	427	364	341	-6.3%	22.2%
Total	1,857	1,915	2,067	2,211	2,409	9.0%	29.7%



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 decreased 12.9 percent, from 995,705 in 2011 to 867,540 in 2012.
- Since 2008, the number of training hours delivered has risen 22.1 percent.
- Between 2008 and 2012, four institutions have increased their number of training contact hours.

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.

Training Contact (Clock) Hours Delivered

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	24,717	26,153	42,284	250,510	200,413	-20.0%	710.8%
Bridgemont Community and Technical College	23,417	47,744	53,339	85,175	96,525	13.3%	312.2%
Eastern WV Community and Technical College	19,320	28,255	8,323	19,197	21,339	11.2%	10.5%
Kanawha Valley Community and Technical College	82,621	85,985	79,351	76,695	81,329	6.0%	-1.6%
Mountwest Community and Technical College	130,807	257,694	106,700	44,595	21,802	-51.1%	-83.3%
New River Community and Technical College	58,760	88,781	124,292	157,987	192,909	22.1%	228.3%
Pierpont Community and Technical College	114,344	80,433	82,781	116,103	112,882	-2.8%	-1.3%
Southern WV Community and Technical College	81,260	61,447	86,067	58,480	33,093	-43.4%	-59.3%
WV Northern Community College	147,880	96,076	75,295	114,274	58,972	-48.4%	-60.1%
WVU at Parkersburg	27,368	48,498	81,981	72,689	48,276	-33.6%	76.4%
TOTAL	710,494	821,066	740,413	995,705	867,540	-12.9%	22.1

■ ACCESS

Credit Headcount Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 7.3 percent, from 26,975 in 2011 to 24,999 in 2012.
- For-credit enrollment has increased 11.3 percent since fall 2008.
- Over this five-year span from 2008 to 2012, seven institutions have realized increases in for-credit enrollment while three have experienced a decrease. The largest increase has been 77.2 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

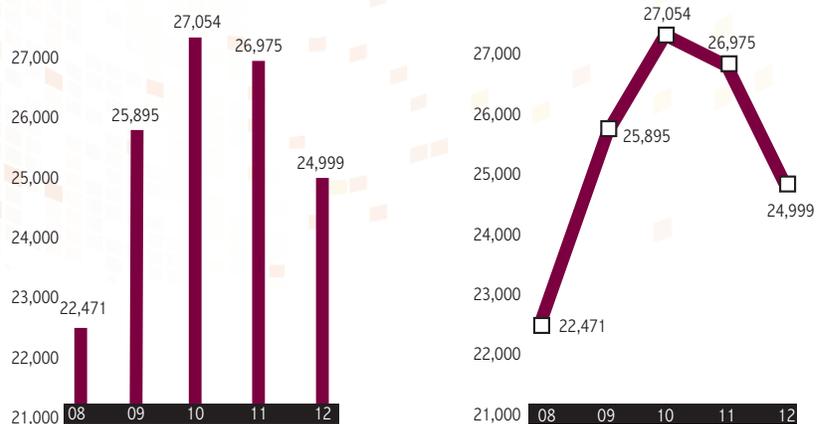
From 2006 to 2011, while enrollment in two-year public colleges increased 26.5 percent in West Virginia, it increased 22.4 percent nationally and 32.4 percent in the SREB states. Enrollment in two-year colleges made up 32.3 percent of undergraduate enrollment in West Virginia in 2011 while it made up 47.3 percent nationwide and 49 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions increased 3.8 percentage points from 2006 to 2011 in West Virginia while it decreased 2 percent in the nation and increased 3.4 percentage points in SREB states.

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

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	2,468	3,198	3,874	4,353	4,374	0.5%	77.2%
Bridgemont Community and Technical College	767	913	928	1,017	1,062	4.4%	38.5%
Eastern WV Community and Technical College	545	639	638	773	802	3.8%	47.2%
Kanawha Valley Community and Technical College	1,752	2,235	1,949	1,714	1,601	-6.6%	-8.6%
Mountwest Community and Technical College	2,534	3,083	3,126	3,111	2,608	-16.2%	2.9%
New River Community and Technical College	2,383	2,811	3,016	3,127	2,997	-4.2%	25.8%
Pierpont Community and Technical College	2,666	2,783	3,000	3,038	2,926	-3.7%	9.8%
Southern WV Community and Technical College	2,548	2,619	2,565	2,457	2,177	-11.4%	-14.6%
WV Northern Community College	3,069	3,327	3,510	3,084	2,529	-18.0%	-17.6%
WVU at Parkersburg	3,739	4,287	4,448	4,301	3,923	-8.8%	4.9%
Total	22,471	25,895	27,054	26,975	24,999	-7.3%	11.3%



Annual Headcount Enrollment

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- Annual headcount enrollment decreased 6 percent, from 36,503 in 2011 to 34,323 in 2012.
- Annual headcount enrollment has increased 11.4 percent since 2008.
- From 2008 to 2012, seven institutions have realized increases in annual headcount enrollment while three have experienced a decrease. The largest increase has been 63.9 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

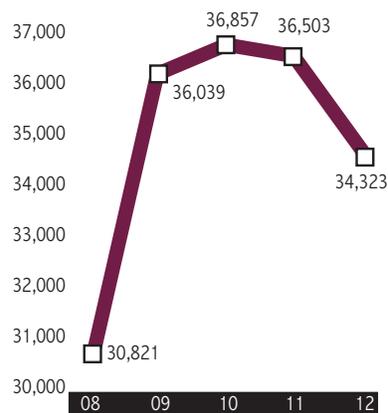
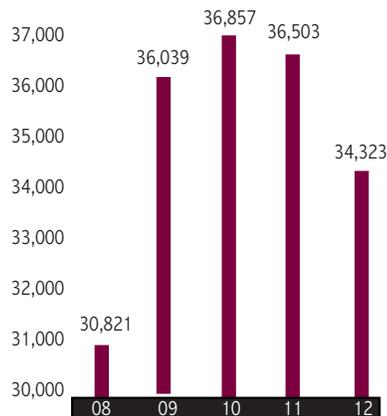
The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows community and technical colleges in West Virginia to account for all 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

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	3,593	4,361	5,195	5,949	5,888	-1.0%	63.9%
Bridgmont Community and Technical College	983	1,129	1,167	1,231	1,266	2.8%	28.8%
Eastern WV Community and Technical College	811	875	862	1,022	1,101	7.7%	35.8%
Kanawha Valley Community and Technical College	2,238	3,145	2,511	2,241	2,113	-5.7%	-5.6%
Mountwest Community and Technical College	3,464	4,043	4,186	4,168	4,120	-1.2%	18.9%
New River Community and Technical College	3,564	4,011	4,268	4,682	4,315	-7.8%	21.1%
Pierpont Community and Technical College	3,604	3,693	3,969	4,060	3,927	-3.3%	9.0%
Southern WV Community and Technical College	3,169	3,289	3,131	3,002	2,747	-8.5%	-13.3%
WV Northern Community College	4,507	5,946	5,877	4,537	3,774	-16.8%	-16.3%
WVU at Parkersburg	4,888	5,547	5,691	5,611	5,072	-9.6%	3.8%
Total	30,821	36,039	36,857	36,503	34,323	-6.0%	11.4%



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

Fall 2008-2012

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes decreased 10.2 percent, from 10,020 in 2011 to 9,000 in 2012-13.
- Adult, for-credit enrollment has increased 20.3 percent since fall 2008.
- Over this five-year span from 2008 to 2012, eight institutions have realized increases in adult credit enrollment while two have decreased. The largest gain was 87.8 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

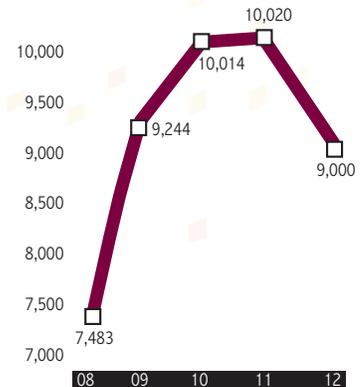
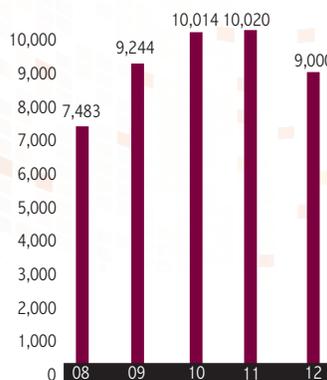
According to SREB data, 34.1 percent of all public postsecondary students enrolled nationally in Fall 2011 were aged 25 to 49, up from 32.4 percent in 2007. For SREB states, the figure was 34.6 percent in 2011 and for West Virginia, it was 30.9 percent (SREB, 2013). West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. Although 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.

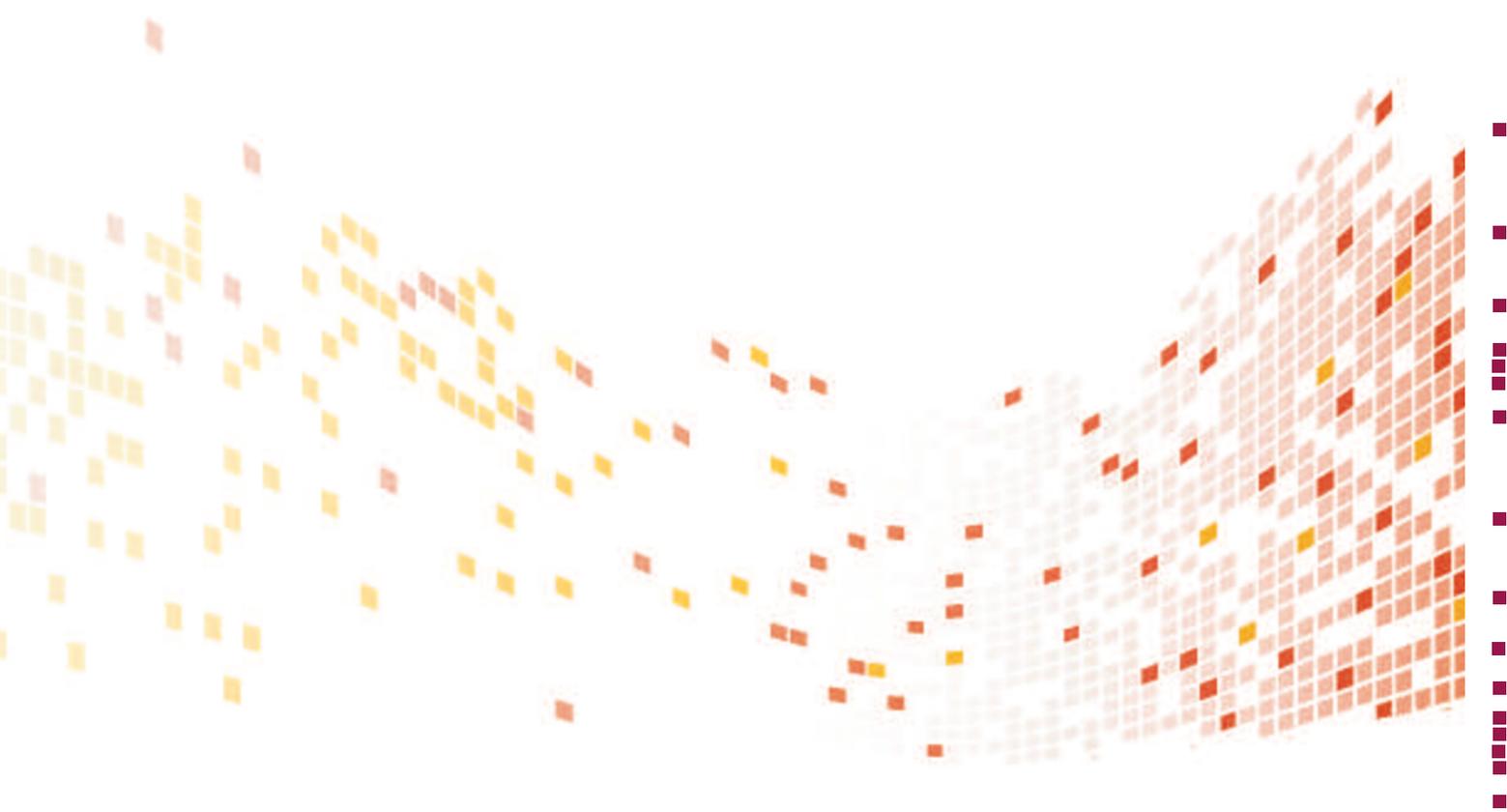
ABOUT THIS MEASURE

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)

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	911	1,205	1,497	1,712	1,711	-0.1%	87.8%
Bridgemont Community and Technical College	211	279	283	337	296	-12.2%	40.3%
Eastern WV Community and Technical College	165	210	230	288	285	-1.0%	72.7%
Kanawha Valley Community and Technical College	757	855	886	799	750	-6.1%	-0.9%
Mountwest Community and Technical College	1,007	1,453	1,437	1,467	1,074	-26.8%	6.7%
New River Community and Technical College	811	1,075	1,204	1,250	1,251	0.1%	54.3%
Pierpont Community and Technical College	719	775	870	884	798	-9.7%	11.0%
Southern WV Community and Technical College	598	649	647	575	612	6.4%	2.3%
WV Northern Community College	1,036	1,168	1,315	1,107	887	-19.9%	-14.4%
WVU at Parkersburg	1,268	1,575	1,645	1,601	1,336	-16.6%	5.4%
Total	7,483	9,244	10,014	10,020	9,000	-10.2%	20.3%





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