



West Virginia
Higher Education
Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

January 8, 2012

**Assessment of Student Readiness / High School-to-College
Success Report**



West Virginia Higher Education Policy Commission
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MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Rob Anderson

DATE: January 8, 2012

RE: Assessment of Student Readiness / High School-to-College Success Report

The West Virginia Higher Education Policy Commission contracted with ACT to produce a series of High School to College Success Reports which address student preparation and college success. These reports examine high school and district student profiles, as well as statewide data. A copy of the overall state report for the graduating class of 2009 is attached. A similar report was provided last January for the graduating high school class of 2008. Copies of this report, as well as school, county, and college level reports will be sent directly to each entity later this month. The purpose of the report is to describe performance indicators for ACT-tested high school graduates who attended public postsecondary institutions in West Virginia. This report provides a platform by which West Virginia can view its academic progress and determine how to most efficiently impact policy based on national research.

Several observations regarding the incoming West Virginia freshmen in 2009 include:

- When compared to the class of 2008, the average high school grade point average (gpa) for West Virginia college going students rose from 3.30 to 3.31. First-semester college gpa's rose from 2.58 to 2.59;
- College going students meeting all of the ACT readiness benchmark scores had an average fall gpa of 3.12 compared to a 2.48 gpa for those students who did not meet all of these indicators. Unfortunately, only 17 percent of West Virginia college freshmen met these standards which is equal to the previous year's proportion;
- Across all test subjects (English, Mathematics, Reading, and Science) students with higher scores in each of the ACT College Readiness Standards (CRS) ranges performed better during their first year of college; and
- Students taking recommended core coursework in high school earned higher ACT scores, higher first-year college grades, and were less likely to be assigned to developmental courses.



High School-to-College Success Report

West Virginia

2009-2010 Freshmen

ACT Code: 499999

All High School Composite

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



Report Overview

Introduction

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2009 who attended a participating postsecondary institution in West Virginia in fall 2009. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

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

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

What are College Readiness Benchmark Scores?

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

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

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

Chart and Table Topics Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2009 who attended a participating postsecondary institution in West Virginia in fall 2009. Each chart and table adds to a larger understanding of your students' academic strengths and weaknesses. To preserve individual confidentiality, summary data are only shown for table cells with five or more students.

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

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

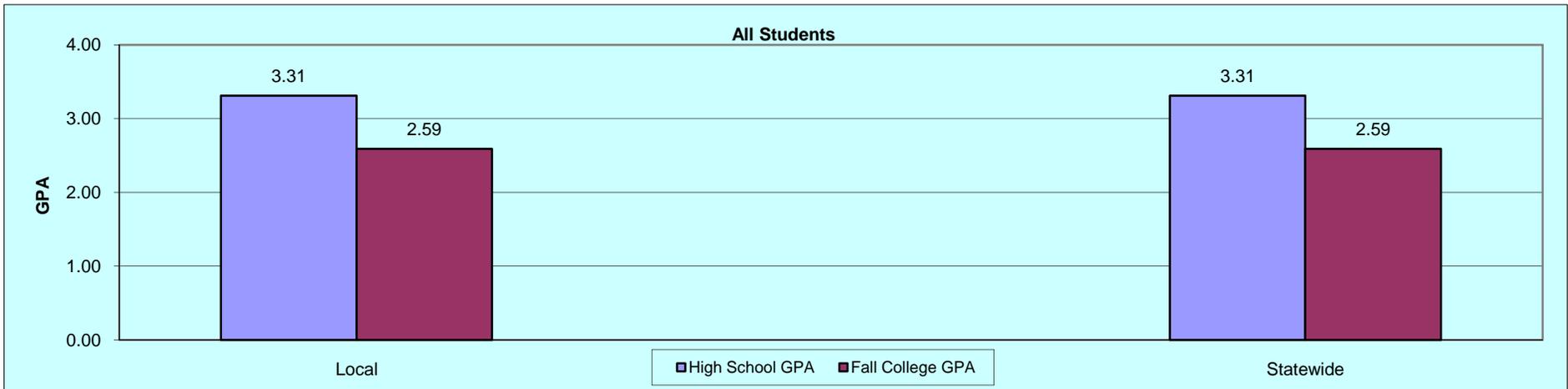
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Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



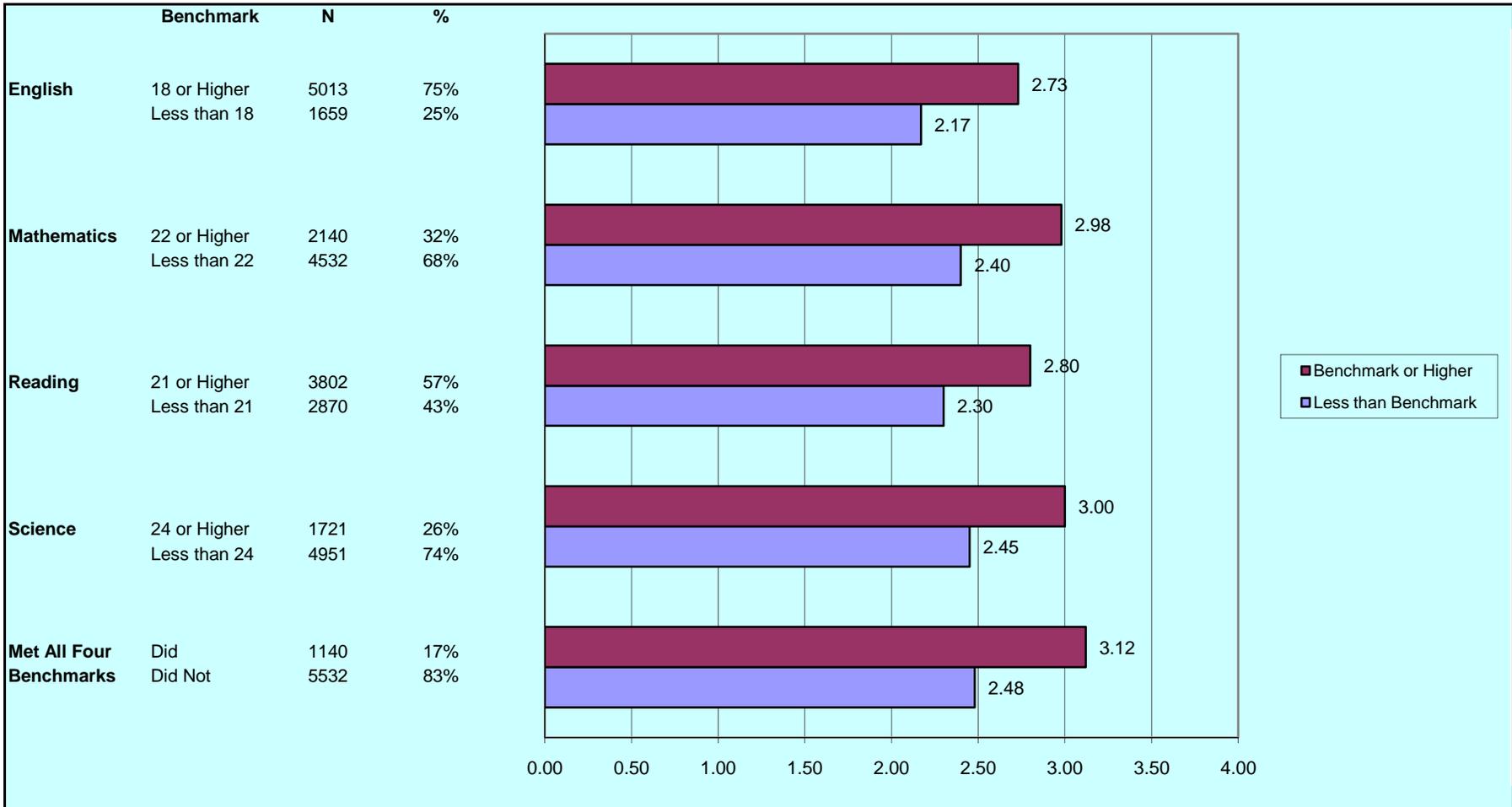
What This Chart Tells You:

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

Your Next Steps:

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

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



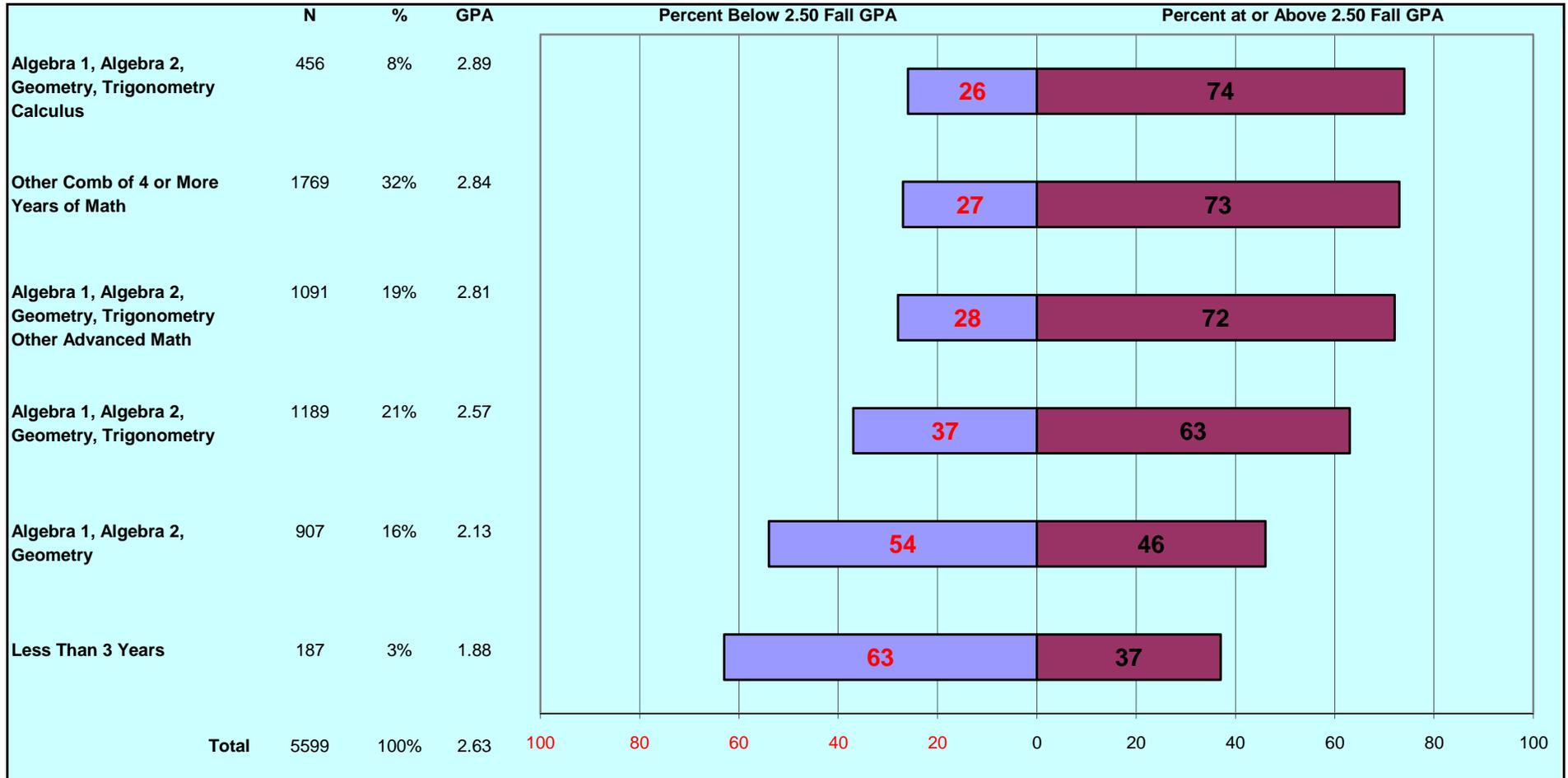
What This Chart Tells You:

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

Your Next Steps:

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

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



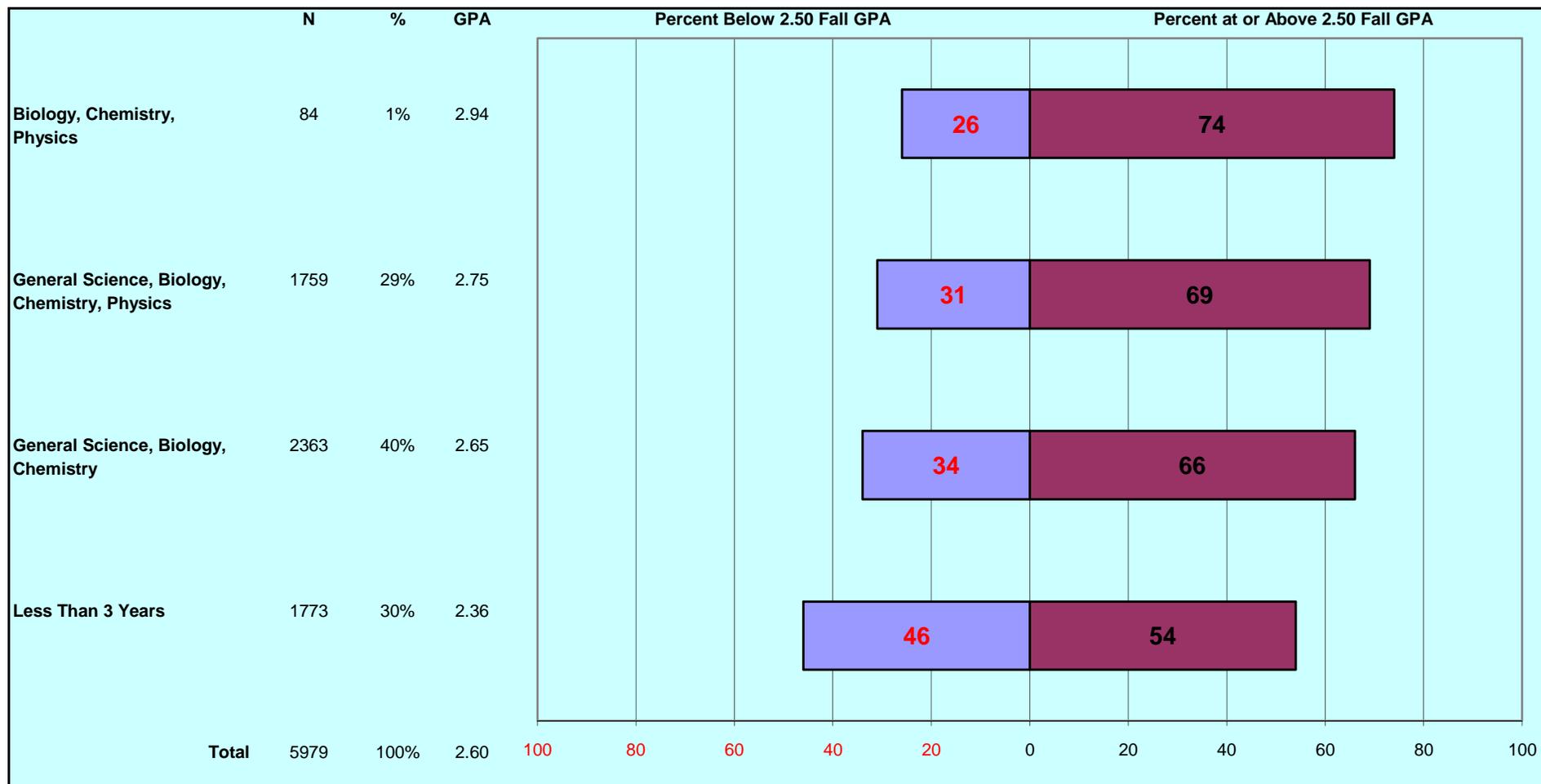
What This Chart Tells You:

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

Your Next Steps:

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

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



What This Chart Tells You:

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

Your Next Steps:

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

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



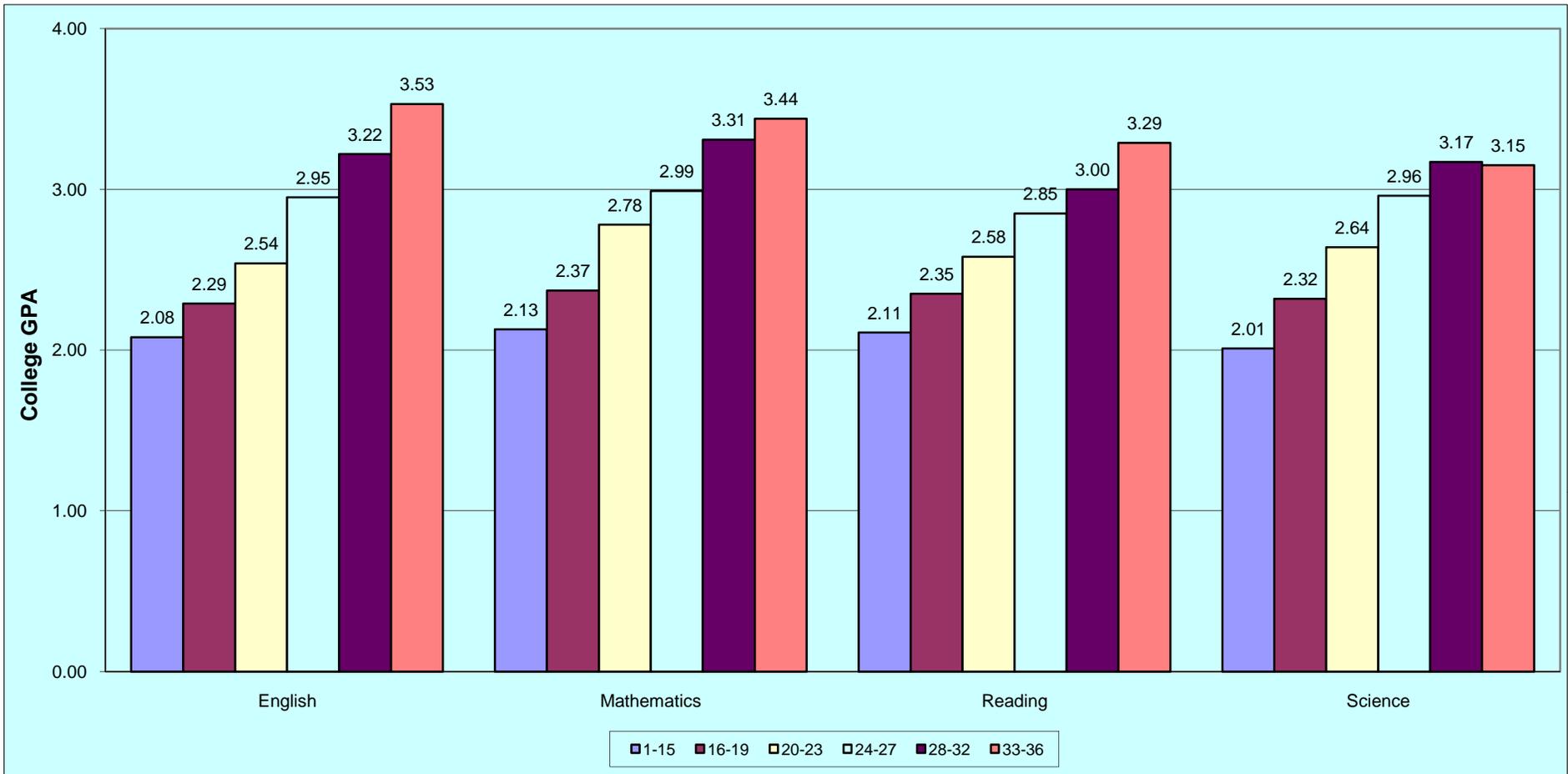
What This Chart Tells You:

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

Your Next Steps:

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

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



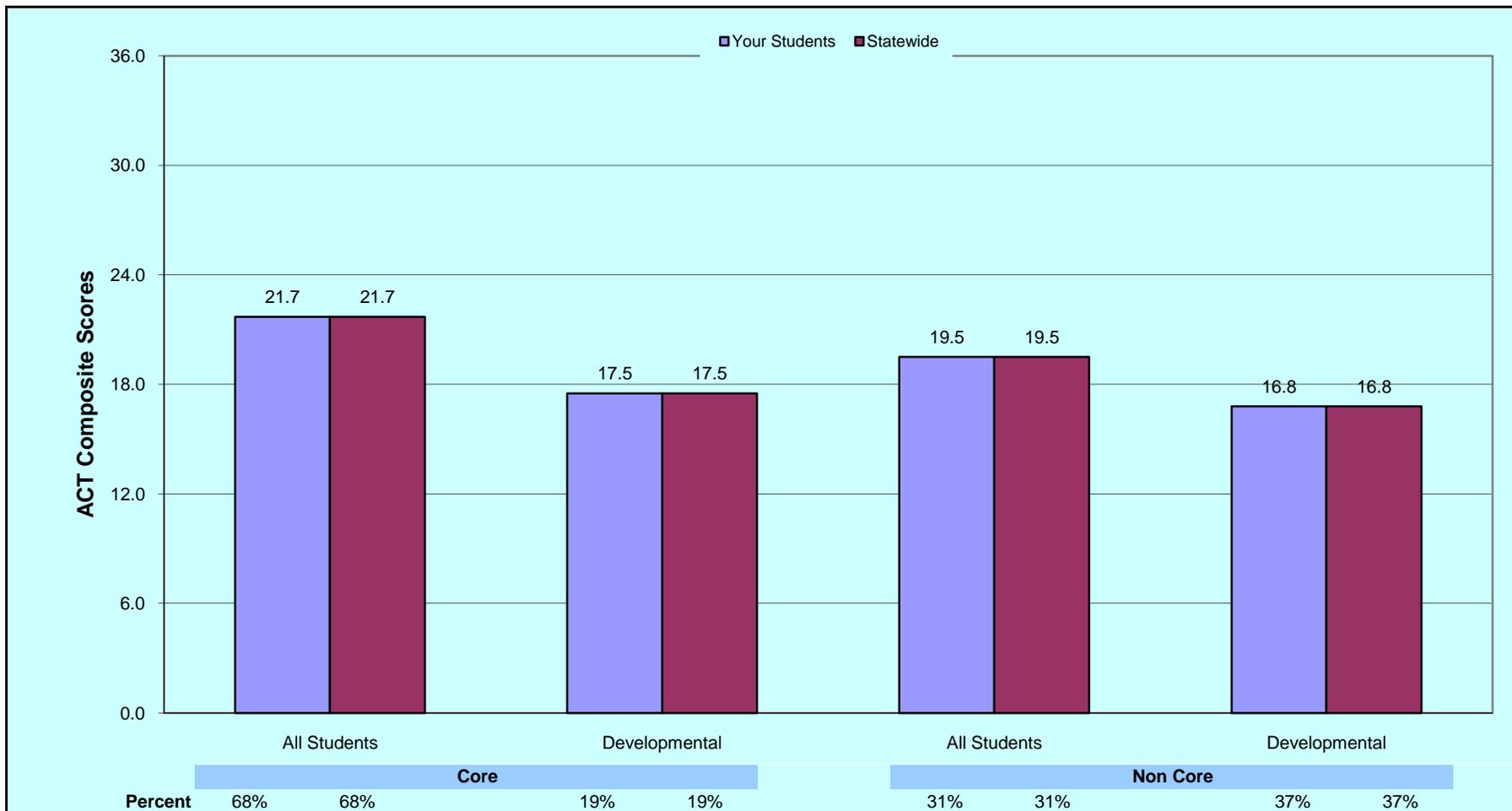
What This Chart Tells You:

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

Your Next Steps:

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

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



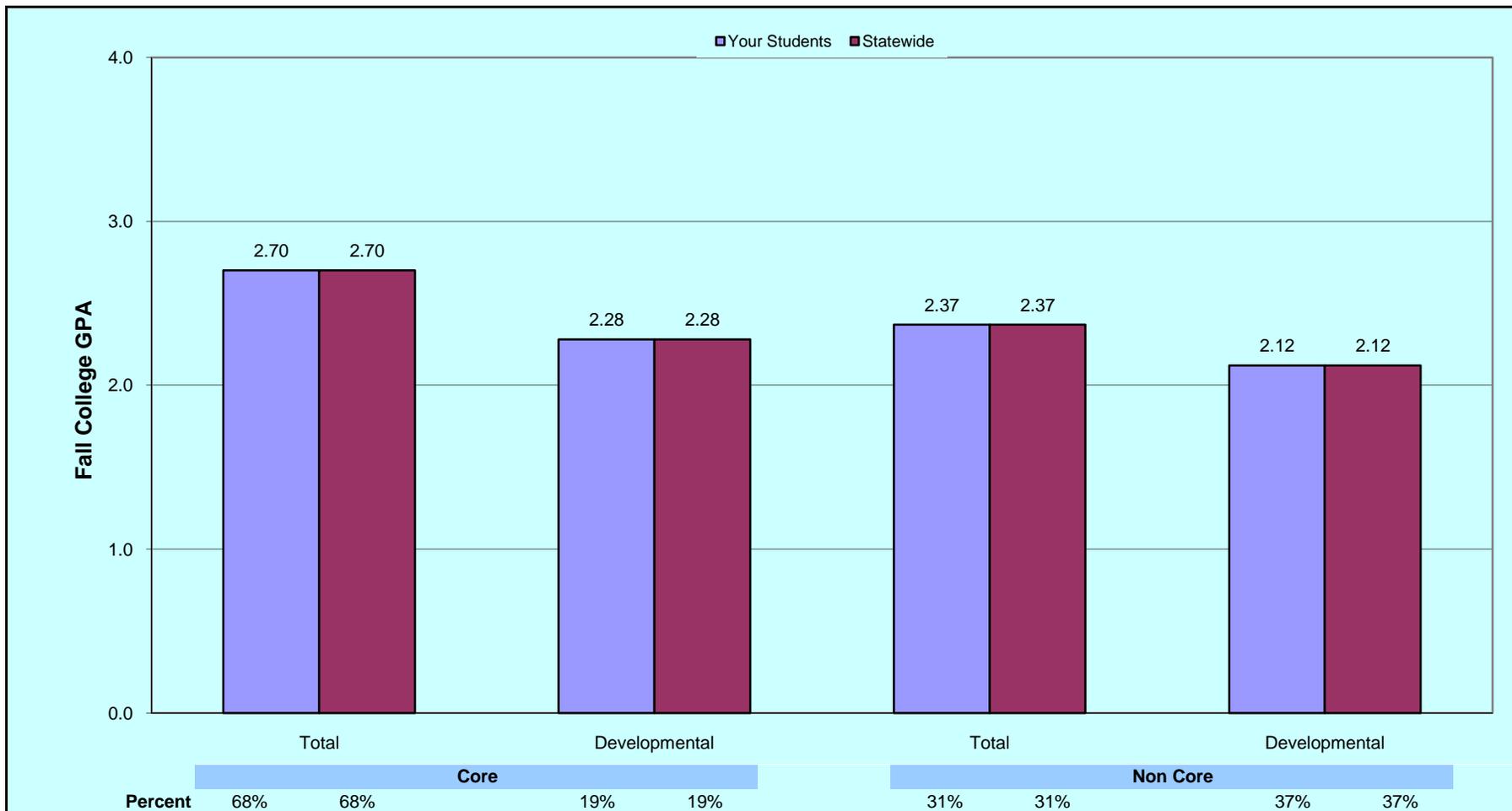
What This Chart Tells You:

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

Your Next Steps:

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

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



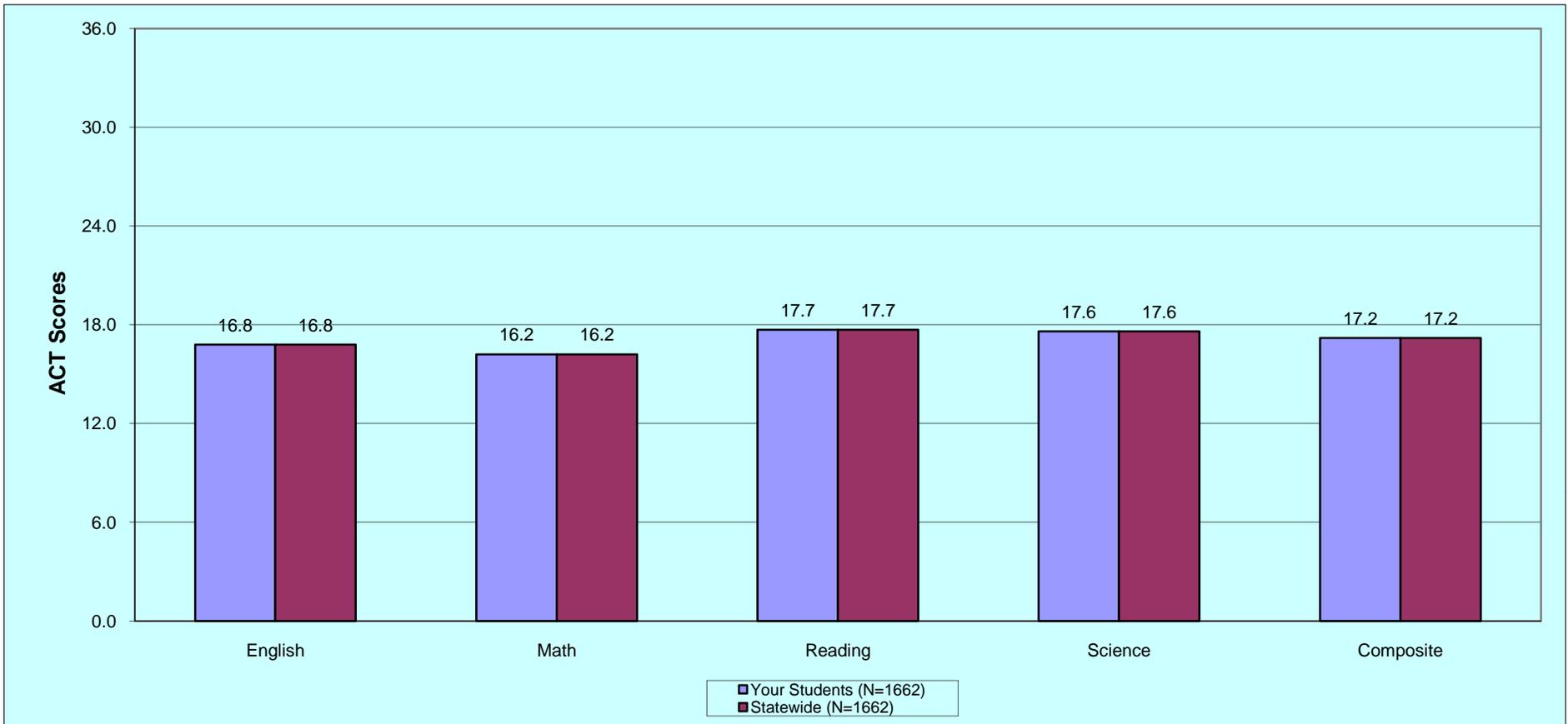
What This Chart Tells You:

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

Your Next Steps:

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

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



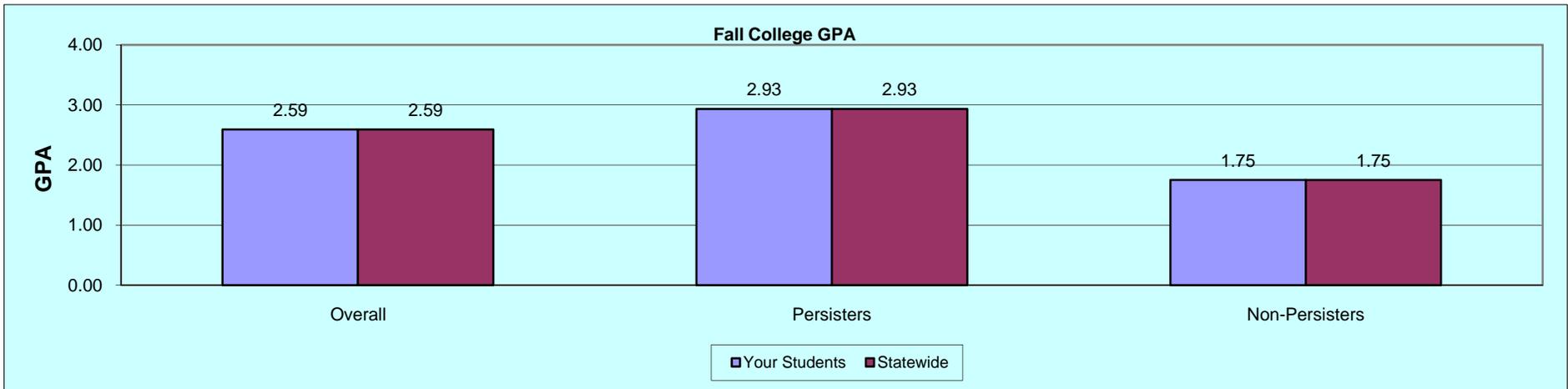
What This Chart Tells You:

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

Your Next Steps:

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

Chart 9: Local and Statewide Students Who Returned to the Same Campus in Year 2 - Fall College GPA and First Year College GPA



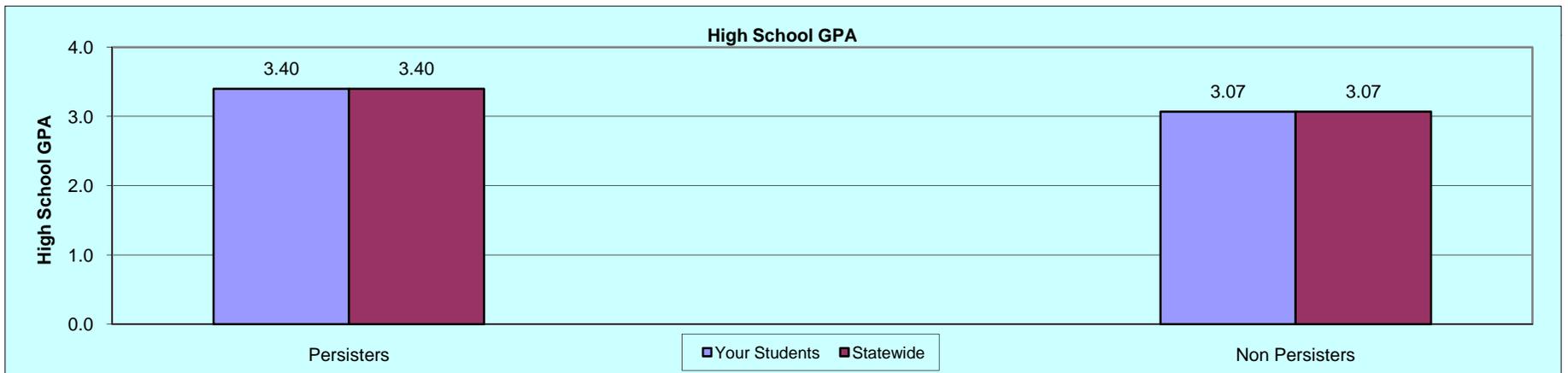
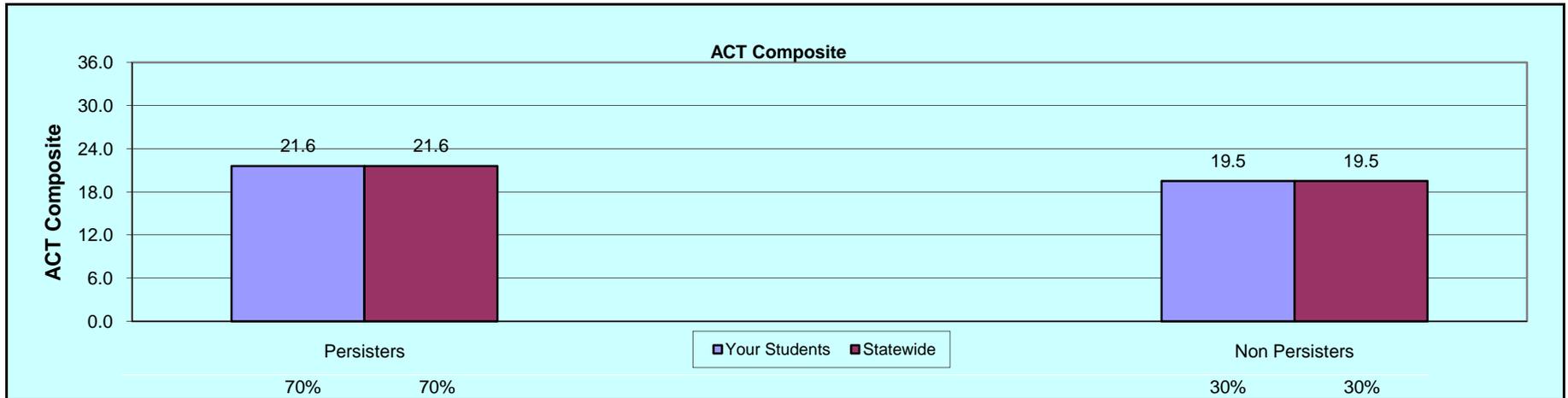
What This Chart Tells You:

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

Your Next Steps:

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

Chart 10: Local and Statewide Students Who Returned to the Same Campus in Year 2 (Persisters) and Those Who Did Not Return (Non-Persisters)
 - ACT Composite Score and High School GPA



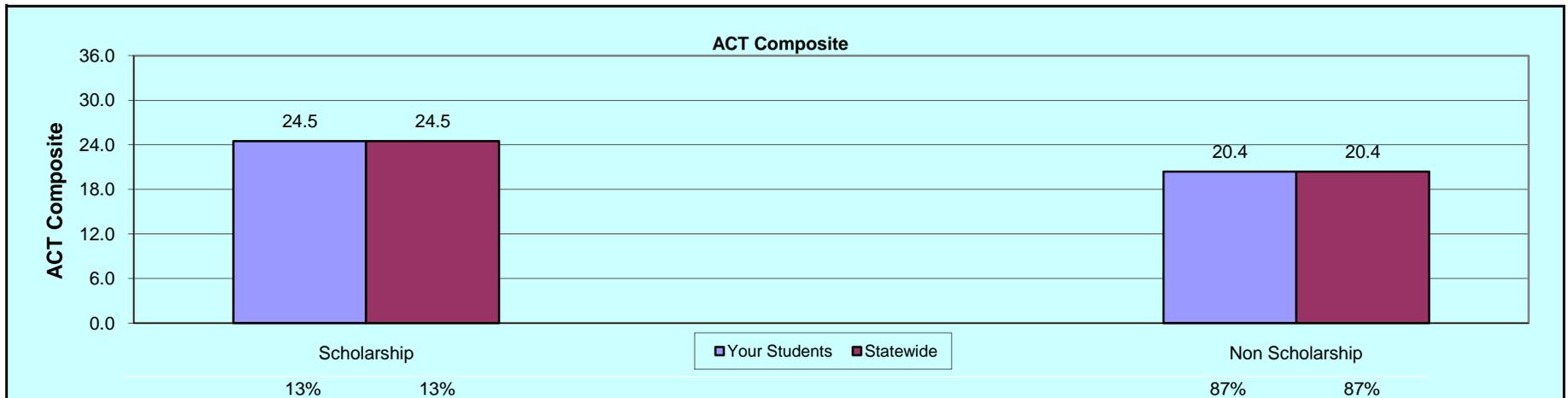
What This Chart Tells You:

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

Your Next Steps:

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

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



What This Chart Tells You:

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

Your Next Steps:

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

Appendix



Detailed Summary Information by Campus



Selected References and Resources

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

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

Code	Name	Your Students					All Enrolled West Virginia Students				
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
4540	WEST VIRGINIA UNIVERSITY	1630	23.4	14.3	2.87	2.93	1630	23.4	14.3	2.87	2.93
4526	MARSHALL UNIVERSITY	1160	22.2	12.8	2.65	2.68	1160	22.2	12.8	2.65	2.68
4520	FAIRMONT STATE UNIVERSITY	581	20.4	11.7	2.49	2.46	581	20.4	11.7	2.49	2.46
4516	CONCORD UNIVERSITY	389	20.9	12.1	2.55	2.58	389	20.9	12.1	2.55	2.58
4532	SHEPHERD UNIVERSITY	324	22.1	13.5	2.63	2.54	324	22.1	13.5	2.63	2.54
4534	WEST LIBERTY UNIVERSITY	297	20.1	15.4	2.77	2.66	297	20.1	15.4	2.77	2.66
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	262	19.5	10.3	2.47	2.33	262	19.5	10.3	2.47	2.33
4529	POTOMAC STATE COLLEGE OF WVU	258	19.0	11.1	2.20	2.18	258	19.0	11.1	2.20	2.18
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	234	18.4	11.4	2.62	2.52	234	18.4	11.4	2.62	2.52
4538	WEST VIRGINIA STATE UNIVERSITY	232	19.4	9.0	2.25	2.10	232	19.4	9.0	2.25	2.10
5565	PIERPONT COMMUNITY & TECHNICAL COLLEGE	211	17.5	8.9	1.99	1.89	211	17.5	8.9	1.99	1.89
4522	GLENVILLE STATE COLLEGE	186	19.4	12.8	2.45	2.39	186	19.4	12.8	2.45	2.39
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	166	20.8	10.3	1.99	1.84	166	20.8	10.3	1.99	1.84
4514	BLUEFIELD STATE COLLEGE	149	18.7	12.4	2.70	2.53	149	18.7	12.4	2.70	2.53
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	144	17.9	9.0	--	2.20	144	17.9	9.0	--	2.20
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	127	18.3	10.3	2.55	2.53	127	18.3	10.3	2.55	2.53
6628	KANAWHA VALLEY COMM & TECH COLL	103	18.0	8.9	2.29	2.07	103	18.0	8.9	2.29	2.07
4513	MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	81	17.2	11.0	2.50	2.31	81	17.2	11.0	2.50	2.31
5561	BRIDGEMONT COMMUNITY & TECHNICAL COLL	72	18.4	11.2	2.31	2.19	72	18.4	11.2	2.31	2.19
4523	BLUE RIDGE COMM AND TECH COLL	52	18.0	9.8	2.42	2.44	52	18.0	9.8	2.42	2.44
4521	EASTERN WEST VIRGINIA COMM & TECH COLL	14	16.8	9.4	2.39	2.29	14	16.8	9.4	2.39	2.29
-----	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6672	21.0	12.4	2.59	2.56	6672	21.0	12.4	2.59	2.56

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

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

Code Name	Your Students						Your Students Taking Core					Your Students Not Taking Core				
	N	Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %
4540 WEST VIRGINIA UNIVERSITY	1630	23.4	78	14.3	2.87	0	1276	23.8	14.5	2.94	0	349	22.1	13.5	2.63	0
4526 MARSHALL UNIVERSITY	1160	22.2	75	12.8	2.65	0	870	22.5	13.1	2.73	0	283	21.2	12.1	2.45	0
4520 FAIRMONT STATE UNIVERSITY	581	20.4	64	11.7	2.49	34	374	21.0	12.2	2.59	29	201	19.4	11.0	2.32	43
4516 CONCORD UNIVERSITY	389	20.9	73	12.1	2.55	39	283	21.3	12.4	2.64	33	101	19.9	11.4	2.35	55
4532 SHEPHERD UNIVERSITY	324	22.1	65	13.5	2.63	0	209	22.7	13.7	2.69	0	115	21.0	13.0	2.52	0
4534 WEST LIBERTY UNIVERSITY	297	20.1	63	15.4	2.77	31	186	20.8	15.7	2.85	27	108	18.8	15.1	2.64	40
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	262	19.5	57	10.3	2.47	60	150	20.2	10.7	2.55	53	106	18.6	9.7	2.36	69
4529 POTOMAC STATE COLLEGE OF WVU	258	19.0	60	11.1	2.20	61	155	19.8	11.8	2.39	49	96	17.7	10.1	1.92	79
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	234	18.4	59	11.4	2.62	68	139	19.0	11.8	2.66	64	85	17.2	10.5	2.52	75
4538 WEST VIRGINIA STATE UNIVERSITY	232	19.4	63	9.0	2.25	0	146	20.1	10.2	2.45	0	83	18.2	7.0	1.90	0
5565 PIERPONT COMMUNITY & TECHNICAL COLLEGE	211	17.5	50	8.9	1.99	62	105	18.0	9.4	2.11	51	105	16.9	8.4	1.90	71
4522 GLENVILLE STATE COLLEGE	186	19.4	59	12.8	2.45	57	109	20.0	13.5	2.66	49	74	18.6	11.8	2.16	68
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	166	20.8	77	10.3	1.99	37	127	21.3	10.8	2.10	33	33	19.4	8.9	1.71	52
4514 BLUEFIELD STATE COLLEGE	149	18.7	66	12.4	2.70	47	98	19.4	13.0	2.81	37	47	17.3	11.2	2.50	66
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	144	17.9	58	9.0	--	59	83	18.7	9.5	--	54	59	16.8	8.6	--	64
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	127	18.3	39	10.3	2.55	68	49	18.7	10.7	2.43	55	77	18.0	10.2	2.64	75
6628 KANAWHA VALLEY COMM & TECH COLL	103	18.0	49	8.9	2.29	77	50	18.6	9.4	2.26	74	47	17.7	8.9	2.35	77
4513 MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	81	17.2	51	11.0	2.50	59	41	17.4	12.2	2.92	56	39	16.9	9.7	2.06	64
5561 BRIDGEMONT COMMUNITY & TECHNICAL COLL	72	18.4	56	11.2	2.31	44	40	18.5	11.7	2.52	35	31	18.1	10.4	2.00	58
4523 BLUE RIDGE COMM AND TECH COLL	52	18.0	37	9.8	2.42	60	19	17.3	9.9	2.25	58	31	18.7	9.5	2.49	58
4521 EASTERN WEST VIRGINIA COMM & TECH COLL	14	16.8	43	9.4	2.39	79	6	17.3	10.2	2.72	67	7	16.1	8.3	1.99	100
----- All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	6672	21.0	68	12.4	2.59	25	4515	21.7	12.9	2.70	19	2077	19.5	11.3	2.37	37

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

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

Code Name	ACT Benchmark Scores																							
	English						Mathematics						Reading						Science					
	Less Than 18			18 or Higher			Less Than 22			22 or Higher			Less Than 21			21 or Higher			Less Than 24			24 or Higher		
N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	
4540 WEST VIRGINIA UNIVERSITY	151	2.17	12.1	1479	2.94	14.5	758	2.61	13.4	872	3.10	15.1	392	2.47	13.1	1238	3.00	14.6	932	2.67	13.6	698	3.15	15.2
4526 MARSHALL UNIVERSITY	144	2.19	11.0	1016	2.72	13.1	703	2.42	11.9	457	3.00	14.2	369	2.30	11.6	791	2.82	13.4	776	2.50	12.3	384	2.96	13.8
4520 FAIRMONT STATE UNIVERSITY	157	2.15	10.1	424	2.61	12.3	438	2.37	11.2	143	2.83	13.4	288	2.31	10.9	293	2.65	12.6	468	2.40	11.3	113	2.84	13.4
4516 CONCORD UNIVERSITY	72	2.29	11.4	317	2.61	12.3	279	2.40	11.5	110	2.94	13.6	158	2.31	11.2	231	2.72	12.7	310	2.42	11.6	79	3.07	14.3
4532 SHEPHERD UNIVERSITY	32	2.37	13.0	292	2.66	13.5	207	2.48	13.0	117	2.89	14.3	86	2.53	13.3	238	2.66	13.5	226	2.52	13.2	98	2.89	14.0
4534 WEST LIBERTY UNIVERSITY	90	2.46	15.1	207	2.91	15.6	223	2.65	15.3	74	3.14	15.9	147	2.60	15.2	150	2.95	15.7	236	2.68	15.3	61	3.13	15.9
4542 WEST VIRGINIA UNIVERSITY AT PAR	96	2.34	9.2	166	2.55	11.0	209	2.42	9.9	53	2.67	12.0	140	2.30	9.5	122	2.66	11.2	225	2.44	10.1	37	2.64	11.5
4529 POTOMAC STATE COLLEGE OF WVU	104	1.79	9.1	154	2.48	12.5	215	2.06	10.6	43	2.91	13.9	148	1.99	10.4	110	2.49	12.1	215	2.06	10.6	43	2.89	13.5
4525 SOUTHERN WEST VIRGINIA C TECH	97	2.54	10.4	137	2.67	12.0	204	2.56	11.0	30	3.01	14.1	157	2.52	10.8	77	2.81	12.5	219	2.57	11.1	15	3.25	15.3
4538 WEST VIRGINIA STATE UNIVERSITY	86	1.90	6.5	146	2.45	10.5	189	2.13	8.4	43	2.76	11.9	133	2.06	8.0	99	2.50	10.5	198	2.22	8.8	34	2.41	10.6
5565 PIERPONT COMMUNITY & TECHNICAL	120	1.78	7.9	91	2.27	10.2	197	1.98	8.8	14	2.23	9.8	154	1.85	8.2	57	2.38	10.8	201	1.96	8.8	10	2.58	10.8
4522 GLENVILLE STATE COLLEGE	76	2.12	11.5	110	2.67	13.7	148	2.30	12.4	38	3.03	14.3	106	2.16	12.0	80	2.82	13.9	153	2.34	12.5	33	2.97	14.2
4536 WEST VIRGINIA UNIV INST OF TECHN	48	1.44	8.0	118	2.21	11.2	99	1.82	9.5	67	2.24	11.5	80	1.69	8.8	86	2.27	11.7	116	1.84	9.6	50	2.33	11.9
4514 BLUEFIELD STATE COLLEGE	65	2.63	11.8	84	2.75	12.9	121	2.62	11.9	28	3.03	14.4	94	2.64	12.1	55	2.79	12.8	125	2.68	12.1	24	2.77	14.0
5580 NEW RIVER COMMUNITY AND TECHNICAL	76	--	8.7	68	--	9.4	131	--	8.7	13	--	11.7	97	--	8.5	47	--	10.0	134	--	8.8	10	--	12.1
4535 WEST VIRGINIA NORTHERN COMMUNITY	57	2.39	9.2	70	2.67	11.2	115	2.48	10.0	12	3.16	13.3	86	2.44	9.7	41	2.78	11.6	118	2.50	10.1	9	3.16	13.8
6628 KANAWHA VALLEY COMM & TECH COLLEGE	56	2.16	8.4	47	2.44	9.6	99	2.23	8.7	4	--	--	72	2.37	9.9	31	2.13	6.8	96	2.26	8.9	7	2.74	9.1
4513 MOUNTWEST COMMUNITY & TECHNICAL	58	2.38	10.3	23	2.75	12.7	73	2.49	10.8	8	2.58	12.6	64	2.46	10.6	17	2.63	12.5	76	2.42	10.6	5	3.60	17.0
5561 BRIDGEMONT COMMUNITY & TECHNICAL	35	2.19	10.9	37	2.43	11.5	62	2.18	10.5	10	3.17	15.2	52	2.22	10.8	20	2.56	12.1	66	2.23	10.8	6	3.28	15.8
4523 BLUE RIDGE COMM AND TECH COLL	32	2.10	8.8	20	2.92	11.3	50	2.45	9.8	2	--	--	34	2.27	9.1	18	2.68	10.9	47	2.34	9.5	5	3.06	12.2
4521 EASTERN WEST VIRGINIA COMM & TECHNICAL	7	2.51	11.7	7	2.28	7.0	12	2.16	9.6	2	--	--	13	2.27	9.8	1	--	--	14	2.39	9.4	0	--	--
----- All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
9999 All Institutions	1659	2.17	10.2	5013	2.73	13.1	4532	2.40	11.5	2140	2.98	14.3	2870	2.30	11.0	3802	2.80	13.4	4951	2.45	11.7	1721	3.00	14.3

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

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

Code	Name	First-Term College Fall GPA by Mathematics Course Sequence Patterns											
		Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Other Comb of 4 or More Years of Maths		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	5	1.62	78	2.29	213	2.82	361	2.94	680	2.99	142	2.97
4526	MARSHALL UNIVERSITY	15	2.15	91	1.94	251	2.62	188	2.77	356	2.86	103	3.02
4520	FAIRMONT STATE UNIVERSITY	20	1.85	92	2.10	127	2.43	98	2.80	114	2.72	32	2.99
4516	CONCORD UNIVERSITY	8	1.32	55	2.41	82	2.45	56	2.72	95	2.74	33	2.83
4532	SHEPHERD UNIVERSITY	3	--	49	2.20	68	2.51	72	2.81	61	2.96	28	2.90
4534	WEST LIBERTY UNIVERSITY	6	2.20	42	2.54	54	2.83	47	2.98	71	2.94	22	2.69
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	22	2.15	62	2.28	51	2.48	44	2.74	44	2.55	4	--
4529	POTOMAC STATE COLLEGE OF WVU	16	1.39	60	1.89	45	2.27	38	2.50	45	2.91	10	2.59
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	12	2.46	38	2.05	54	2.86	29	2.82	48	2.68	15	2.74
4538	WEST VIRGINIA STATE UNIVERSITY	17	1.65	55	2.17	21	2.48	24	2.48	65	2.49	5	2.55
5565	PIERPONT COMMUNITY & TECHNICAL COLLEGE	18	1.61	78	1.95	36	2.12	19	2.79	19	2.19	6	2.29
4522	GLENVILLE STATE COLLEGE	8	1.47	38	2.21	56	2.48	34	2.63	29	2.55	9	3.02
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	3	--	17	1.17	29	1.83	29	1.92	52	2.53	15	1.95
4514	BLUEFIELD STATE COLLEGE	4	--	29	2.30	36	2.63	11	3.03	33	2.77	15	3.42
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	0	--	0	--	0	--	0	--	0	--	0	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	3	--	44	2.42	15	2.57	16	2.56	15	2.71	4	--
6628	KANAWHA VALLEY COMM & TECH COLL	10	1.96	31	2.11	7	1.99	8	3.42	15	2.67	4	--
4513	MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	8	1.77	12	1.98	16	2.65	6	2.56	10	3.03	4	--
5561	BRIDGEMONT COMMUNITY & TECHNICAL COLL	6	1.86	16	1.86	16	2.41	5	3.17	11	2.26	2	--
4523	BLUE RIDGE COMM AND TECH COLL	2	--	16	1.94	8	2.58	5	3.58	4	--	3	--
4521	EASTERN WEST VIRGINIA COMM & TECH COLL	1	--	4	--	4	--	1	--	2	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	187	1.88	907	2.13	1189	2.57	1091	2.81	1769	2.84	456	2.89

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

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

Code Name	First-Term College Fall GPA by Science Course Sequence Patterns							
	Less Than 3 yrs.		General Science, Biology, Chemistry		General Science, Biology, Chemistry, Physics		Biology, Chemistry, Physics	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540 WEST VIRGINIA UNIVERSITY	300	2.62	577	2.91	596	2.98	30	3.10
4526 MARSHALL UNIVERSITY	232	2.41	446	2.67	370	2.80	16	2.99
4520 FAIRMONT STATE UNIVERSITY	187	2.29	224	2.58	111	2.61	8	2.73
4516 CONCORD UNIVERSITY	91	2.33	184	2.68	98	2.56	0	--
4532 SHEPHERD UNIVERSITY	110	2.53	129	2.65	57	2.75	2	--
4534 WEST LIBERTY UNIVERSITY	98	2.62	102	2.84	68	2.85	5	3.12
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	94	2.39	90	2.60	47	2.54	2	--
4529 POTOMAC STATE COLLEGE OF WVU	82	1.90	89	2.31	71	2.36	2	--
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	76	2.49	69	2.61	57	2.66	3	--
4538 WEST VIRGINIA STATE UNIVERSITY	68	1.91	96	2.34	49	2.47	2	--
5565 PIERPONT COMMUNITY & TECHNICAL COLLEGE	95	1.94	67	2.04	34	2.09	5	2.20
4522 GLENVILLE STATE COLLEGE	74	2.17	60	2.59	39	2.75	0	--
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	25	1.50	52	1.95	62	2.25	4	--
4514 BLUEFIELD STATE COLLEGE	41	2.47	54	2.82	34	3.00	0	--
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	0	--	0	--	0	--	0	--
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	69	2.61	30	2.41	12	2.59	1	--
6628 KANAWHA VALLEY COMM & TECH COLL	40	2.41	31	2.43	18	2.06	2	--
4513 MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	29	1.99	25	2.82	10	2.74	1	--
5561 BRIDGEMONT COMMUNITY & TECHNICAL COLL	27	2.05	22	2.29	16	2.77	1	--
4523 BLUE RIDGE COMM AND TECH COLL	27	2.43	13	2.52	7	2.30	0	--
4521 EASTERN WEST VIRGINIA COMM & TECH COLL	8	2.15	3	--	3	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--
9999 All Institutions	1773	2.36	2363	2.65	1759	2.75	84	2.94

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

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

Code	Name	College Freshmen Fall GPA by ACT CRS Score Ranges											
		1-15		16-19		20-23		24-27		28-32		33-36	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	20	2.15	264	2.30	571	2.74	520	3.09	239	3.37	16	3.58
4526	MARSHALL UNIVERSITY	25	2.16	280	2.19	432	2.54	324	3.01	97	3.34	2	--
4520	FAIRMONT STATE UNIVERSITY	31	1.92	229	2.26	205	2.59	102	2.86	14	3.11	0	--
4516	CONCORD UNIVERSITY	18	2.32	129	2.13	153	2.62	71	3.07	18	3.25	0	--
4532	SHEPHERD UNIVERSITY	6	3.12	69	2.09	144	2.63	84	2.91	20	3.08	1	--
4534	WEST LIBERTY UNIVERSITY	32	2.39	112	2.49	100	3.02	43	3.02	10	3.64	0	--
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	46	2.49	86	2.23	89	2.51	38	2.79	3	--	0	--
4529	POTOMAC STATE COLLEGE OF WVU	52	1.42	94	2.07	85	2.60	23	2.79	4	--	0	--
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	42	2.30	117	2.52	64	2.86	9	3.21	1	--	1	--
4538	WEST VIRGINIA STATE UNIVERSITY	29	1.55	95	2.19	79	2.36	24	2.72	5	3.45	0	--
5565	PIERPONT COMMUNITY & TECHNICAL COLLEGE	62	1.69	93	1.82	47	2.59	8	2.55	1	--	0	--
4522	GLENVILLE STATE COLLEGE	21	1.89	84	2.24	58	2.67	21	3.14	2	--	0	--
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	12	0.54	56	1.96	57	2.06	32	2.23	9	2.77	0	--
4514	BLUEFIELD STATE COLLEGE	24	2.09	69	2.71	41	2.83	14	3.17	1	--	0	--
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	36	--	66	--	33	--	7	--	2	--	0	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	27	2.28	60	2.43	34	2.77	6	3.52	0	--	0	--
6628	KANAWHA VALLEY COMM & TECH COLL	23	2.29	52	2.23	25	2.23	2	--	1	--	0	--
4513	MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	26	1.91	39	2.58	11	3.23	5	2.67	0	--	0	--
5561	BRIDGEMONT COMMUNITY & TECHNICAL COLL	15	1.94	34	2.23	16	2.45	7	3.22	0	--	0	--
4523	BLUE RIDGE COMM AND TECH COLL	14	1.96	21	2.41	12	2.45	5	3.56	0	--	0	--
4521	EASTERN WEST VIRGINIA COMM & TECH COLL	4	--	8	2.28	2	--	0	--	0	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	565	1.98	2057	2.25	2258	2.63	1345	3.00	427	3.34	20	3.61

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

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

Code Name	N	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
4540 WEST VIRGINIA UNIVERSITY	5	18.6	16.0	20.6	19.2	18.6
4526 MARSHALL UNIVERSITY	0	--	--	--	--	--
4520 FAIRMONT STATE UNIVERSITY	199	17.5	16.4	18.4	18.5	17.8
4516 CONCORD UNIVERSITY	152	18.8	16.2	19.4	18.3	18.3
4532 SHEPHERD UNIVERSITY	0	--	--	--	--	--
4534 WEST LIBERTY UNIVERSITY	93	15.5	16.2	16.6	17.6	16.5
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	157	18.0	16.7	18.8	17.9	18.0
4529 POTOMAC STATE COLLEGE OF WVU	158	16.4	16.3	17.6	17.6	17.1
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	158	16.9	16.0	17.4	17.3	17.1
4538 WEST VIRGINIA STATE UNIVERSITY	0	--	--	--	--	--
5565 PIERPONT COMMUNITY & TECHNICAL COLLEGE	130	15.0	15.5	16.3	16.1	15.9
4522 GLENVILLE STATE COLLEGE	106	16.9	16.4	18.1	18.1	17.5
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	62	17.3	16.8	18.0	17.8	17.6
4514 BLUEFIELD STATE COLLEGE	70	16.2	16.3	16.5	17.5	16.8
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	85	16.0	15.7	17.2	16.8	16.5
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	86	16.9	16.1	17.0	17.2	17.0
6628 KANAWHA VALLEY COMM & TECH COLL	79	16.2	15.8	17.9	17.8	17.0
4513 MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	48	14.8	15.5	16.5	16.0	15.8
5561 BRIDGEMONT COMMUNITY & TECHNICAL COLL	32	14.7	16.5	16.1	17.2	16.3
4523 BLUE RIDGE COMM AND TECH COLL	31	16.0	15.6	16.9	17.2	16.6
4521 EASTERN WEST VIRGINIA COMM & TECH COLL	11	16.1	15.4	16.4	15.3	15.7
----- All Other Colleges	0	--	--	--	--	--
9999 All Institutions	1662	16.8	16.2	17.7	17.6	17.2

Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return in Year 2

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

Code	Name	N	Persisters				Non-Persisters					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
4540	WEST VIRGINIA UNIVERSITY	1630	1395	35	3.58	3.05	23.7	235	20	3.31	1.82	22.0
4526	MARSHALL UNIVERSITY	1160	856	24	3.50	2.93	22.6	304	13	3.21	1.81	21.0
4520	FAIRMONT STATE UNIVERSITY	581	373	12	3.32	2.94	20.8	208	6	3.04	1.67	19.7
4516	CONCORD UNIVERSITY	389	264	16	3.42	2.88	21.3	125	9	3.24	1.86	20.1
4532	SHEPHERD UNIVERSITY	324	241	21	3.48	2.89	22.3	83	11	3.11	1.86	21.5
4534	WEST LIBERTY UNIVERSITY	297	227	13	3.36	3.04	20.3	70	9	3.12	1.92	19.3
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	262	166	10	3.15	2.90	19.9	96	6	3.02	1.71	18.9
4529	POTOMAC STATE COLLEGE OF WVU	258	152	10	3.21	2.62	19.7	106	7	2.90	1.60	17.9
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	234	158	4	3.24	2.81	18.7	76	1	3.06	2.19	17.6
4538	WEST VIRGINIA STATE UNIVERSITY	232	121	9	3.13	2.81	19.8	111	5	2.90	1.64	19.1
5565	PIERPONT COMMUNITY & TECHNICAL COLLEGE	211	104	2	3.04	2.69	17.8	107	3	2.72	1.31	17.1
4522	GLENVILLE STATE COLLEGE	186	121	13	3.22	2.83	19.8	65	2	2.98	1.74	18.6
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	166	83	24	3.27	2.63	21.5	83	20	3.22	1.34	20.1
4514	BLUEFIELD STATE COLLEGE	149	104	7	3.25	2.92	18.9	45	4	3.12	2.15	18.2
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	144	70	3	3.09	--	17.9	74	4	2.90	--	18.0
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	127	82	2	3.10	2.86	18.5	45	4	2.96	1.98	17.9
6628	KANAWHA VALLEY COMM & TECH COLL	103	52	2	2.88	2.76	17.9	51	2	2.85	1.83	18.0
4513	MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	81	38	0	3.07	3.09	17.4	43	7	2.74	1.87	16.9
5561	BRIDGEMONT COMMUNITY & TECHNICAL COLL	72	44	2	3.02	2.62	18.5	28	0	3.01	1.83	18.2
4523	BLUE RIDGE COMM AND TECH COLL	52	33	3	3.00	3.00	18.4	19	0	2.87	1.40	17.3
4521	EASTERN WEST VIRGINIA COMM & TECH COLL	14	6	0	3.18	2.72	17.3	8	0	2.82	2.15	16.4
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6672	4690	20	3.40	2.93	21.6	1982	9	3.07	1.75	19.5

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

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

Code	Name	N	Scholarship				No Scholarship					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	N	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	
4540	WEST VIRGINIA UNIVERSITY	1630	82	48	3.73	3.11	25.2	1548	32	3.53	2.86	23.3
4526	MARSHALL UNIVERSITY	1160	63	40	3.64	2.91	25.4	1097	21	3.41	2.64	22.0
4520	FAIRMONT STATE UNIVERSITY	581	141	33	3.66	3.14	24.4	440	3	3.07	2.27	19.1
4516	CONCORD UNIVERSITY	389	121	40	3.70	3.13	24.5	268	2	3.21	2.29	19.2
4532	SHEPHERD UNIVERSITY	324	126	40	3.68	3.14	24.9	198	5	3.17	2.31	20.3
4534	WEST LIBERTY UNIVERSITY	297	83	37	3.70	3.39	24.4	214	2	3.15	2.54	18.4
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	262	37	32	3.67	3.21	24.0	225	4	3.00	2.35	18.8
4529	POTOMAC STATE COLLEGE OF WVU	258	46	41	3.64	3.20	23.8	212	1	2.96	1.98	17.9
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	234	24	25	3.74	3.12	23.3	210	0	3.12	2.56	17.8
4538	WEST VIRGINIA STATE UNIVERSITY	232	16	38	3.58	3.18	23.3	216	5	2.98	2.18	19.2
5565	PIERPONT COMMUNITY & TECHNICAL COLLEGE	211	17	18	3.52	3.37	23.6	194	1	2.80	1.87	16.9
4522	GLENVILLE STATE COLLEGE	186	33	39	3.65	3.26	24.4	153	3	3.02	2.27	18.3
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	166	49	57	3.63	2.68	24.9	117	8	3.07	1.70	19.2
4514	BLUEFIELD STATE COLLEGE	149	17	41	3.85	3.25	24.2	132	2	3.13	2.62	18.0
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	144	3	--	--	--	--	141	4	2.98	--	17.8
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	127	9	22	3.65	3.34	24.0	118	2	3.00	2.49	17.8
6628	KANAWHA VALLEY COMM & TECH COLL	103	5	20	3.53	2.95	24.0	98	1	2.83	2.26	17.7
4513	MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	81	4	--	--	--	--	77	0	2.86	2.43	16.7
5561	BRIDGEMONT COMMUNITY & TECHNICAL COLL	72	3	--	--	--	--	69	0	2.99	2.26	18.1
4523	BLUE RIDGE COMM AND TECH COLL	52	2	--	--	--	--	50	0	2.93	2.37	17.7
4521	EASTERN WEST VIRGINIA COMM & TECH COLL	14	1	--	--	--	--	13	0	2.88	2.27	16.5
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6672	882	39	3.67	3.14	24.5	5790	14	3.25	2.51	20.4

Suggested References for Developing College Readiness Skills

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

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

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

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