

WEST VIRGINIA



Higher Education Policy Commission
and
Community and Technical College System

REPORT CARD 2011

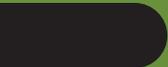




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INTRODUCTION

This West Virginia 2011 Higher Education Report Card is the fourth 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 and system goals and objectives. This report builds off of the baseline that was created with the 2008 report and updates it with current regional and national comparisons where available. The most recent data available are presented, which in most cases are from the 2010-11 academic year. Future reports will continue to show progress from the baselines established in the 2008 report.

The report is divided into three sections. The first is an overarching state section that addresses outcomes that apply to all 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 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 points consistent with the master plan: economic growth, cost and affordability, access, learning and accountability, and innovation.

The third section of the report card reflects the progress of the West Virginia Community and Technical College System toward meeting the goals set forth in the system's new master plan titled *Meeting the Challenge: 2010-2015*. Over the past five years, the Community and Technical College System made great strides in meeting its master plan goals of increasing enrollment, expanding technical program offerings, and more than doubling workforce development. In this new five-year cycle, the System will continue to build on past successes while also focusing attention on new goals. One such change is shifting the System's primary focus away from student access and identifying student success as the ultimate goal and producing more graduates as the top strategic priority. Another puts greater emphasis on long-term economic and workforce development efforts. The Community and Technical College System section of 2011 Report Card accounts for the changes made based on the 2010-2015 Master Plan. As such, much of the data outlined in the 2011 Report Card will not be comparable to the 2010 Report Card. Efforts were made to outline these changes in the "About This Measure" section located on each page. Although much has changed in the 2010-2015 Master Plan, much also remains the same with continued focus on serving adults, expanding technical program offerings, making education affordable for students, and operating efficiently.

The initiatives occurring in West Virginia, in both the two- and four-year public sectors, are consistent with the national focus on college completion and strategies to improve completion such as improving developmental education and increasing adult enrollment and success. Increasing college completion in the United States has remained a central part of the national discussion about higher education over the past year and several important activities have taken place. First, efforts started by the National Governors Association and others to improve the quality of data available about student retention and graduation have continued through the work of Complete College America (CCA). This national non-profit organization collected a rich set of college completion data from 33 states in an effort to better identify which students do not complete college and why. In keeping with these national efforts, a West Virginia effort aimed at increasing college completion was the creation of a College Completion Task Force. Co-chaired by the First Lady of West Virginia Joanne Tomblin and West Virginia University President James Clements, this 16 member group has worked over the last year to develop a set of recommendations to guide the state in its efforts towards improving college completion and success.

In order for the state to meet its college completion goals, it is necessary to take a renewed focus on developmental education. Nationally and in West Virginia, one of the groups of students least likely to graduate is those enrolled in developmental education courses. Of bachelor's degree-seeking students nationally, only 35 percent who need developmental education graduate as compared with 56 percent of those who do not need developmental education. For those associate's degree-seeking students, only about 10 percent of those who need developmental education graduate, compared to about 14 percent of those who do not need developmental education. This is particularly troubling for those seeking an associate's degrees, as more than 50 percent need some form of remediation (CCA, 2011). In light of these national statistics, and West Virginia's own low graduation rates for students enrolled in developmental education, the state targeted this avenue to increasing completion in its application for a \$1 million grant awarded by Complete College America. This grant is being used to transform the way developmental education is taught in West Virginia with the goal of improving the college completion outcomes for these students.

Also as part of the effort to increase the number of degree and certificate holders, adult students (25+) are becoming an increasingly important demographic both nationally and in West Virginia. In 2009-10 close to 8 million adult students were enrolled in postsecondary education in the United States or approximately 40 percent of total U.S. higher education enrollment. The National Center for Education Statistics predicts that adult enrollment will continue to grow and by 2019 over 9.7 million adults will be enrolled in higher education. There has been similar growth in West Virginia. Between 2006 and 2010, adult undergraduate enrollment rose from 19,027 to 23,287, a 22.4 percent increase. The Lumina Foundation for Education, the nation's largest private foundation focused exclusively on increasing access and success in higher education, has made increasing adult enrollment and completion a priority. With Lumina funding, the Higher Education Policy Commission and the Community and Technical System have created a statewide adult learner initiative, *DegreeNow*, aimed at reenrolling adult students who have completed some college without earning a degree—almost 200,000 West Virginians fit into this category. This initiative hopes to increase adult completion through outreach to students as well as training for campus faculty and staff in improving adults' experiences once they are enrolled. As an aging state, West Virginia cannot meet its workforce and civic needs for a more educated populace without helping more adult students complete their postsecondary credentials.

The national initiatives related to college completion, developmental education, and adult learners are consistent with the master plans of both the Higher Education Policy Commission and the Community and Technical College System. These master plans drive the elements included in the 2011 Report Card. Therefore, the Report Card contains very timely information on changes in number and types of degrees earned, participation in and success in developmental education, and enrollment by adults age 25 and older. The Report Card, by documenting West Virginia's longitudinal progress toward the state's higher education goals, contributes to the state's and the nation's efforts to increase educational attainment.



STATE

College-Going Rates of Recent West Virginia High School Graduates

Fall 2006 - 2010

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 2.7 percentage points from 61.5 percent to 58.8 percent between 2009 and 2010. The in-state college-going rate decreased 2.1 percent, from 52.4 percent in 2009 to 50.3 percent in 2010.
- The overall college-going rate has increased 0.5 percentage points since 2006. The in-state college-going rate has increased by 1.4 percentage points.

NATIONAL CONTEXT

Nationally, 63.8 percent of 2007-08 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 6.3 percent over the fall 1998 college-going rate (SREB, 2011). For fall 2008, eight of the sixteen SREB states had a college-going rate that was above the national average.

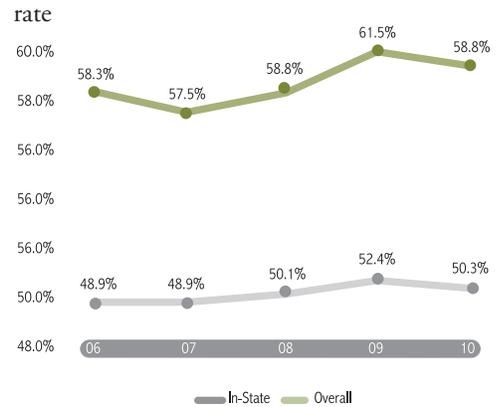
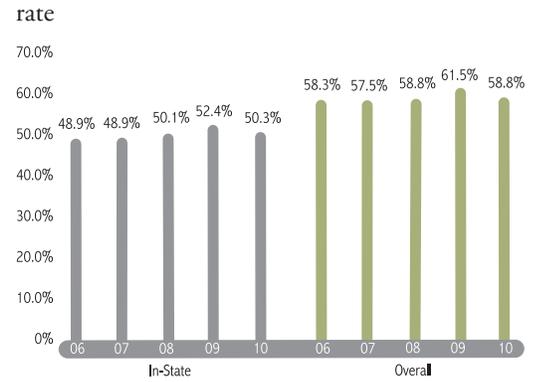
A recent College Summit report addressed the importance of providing data on postsecondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do can help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

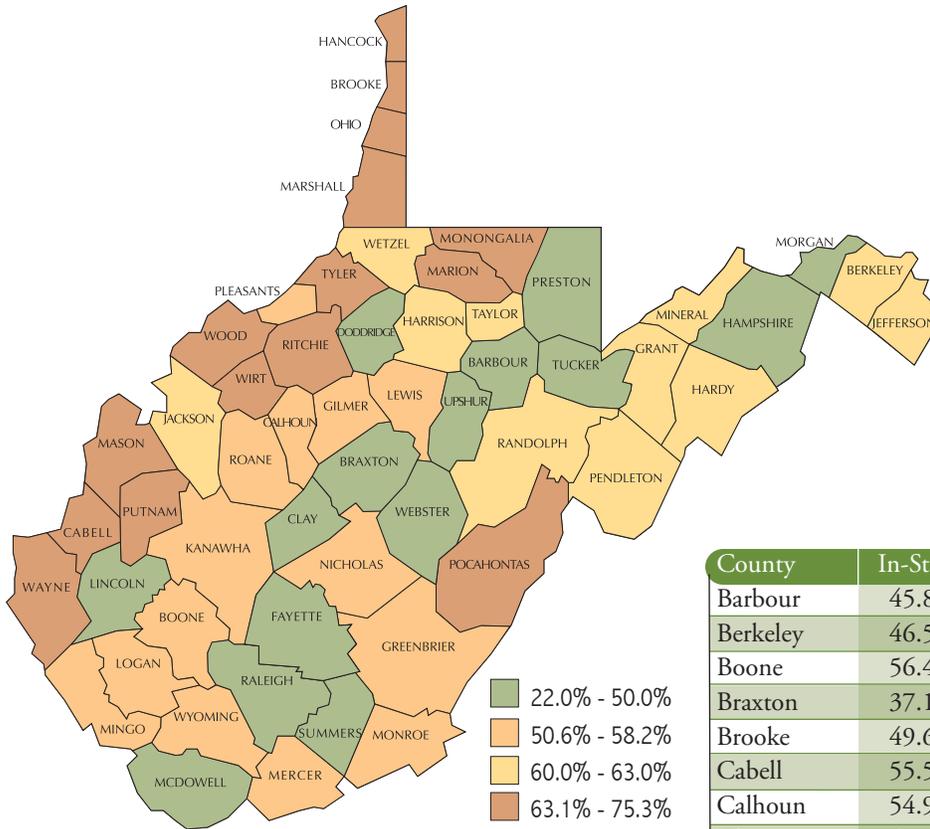
College-Going Rates of Recent West Virginia High School Graduates

Year	In-State	Overall
2006	48.9%	58.3%
2007	48.9%	57.5%
2008	50.1%	58.8%
2009	52.4%	61.5%
2010	50.3%	58.8%



College-Going Rates By County

Fall 2010



County	In-State	Overall
Barbour	45.8%	48.4%
Berkeley	46.5%	60.6%
Boone	56.4%	57.1%
Braxton	37.1%	38.5%
Brooke	49.6%	63.3%
Cabell	55.5%	63.1%
Calhoun	54.9%	58.2%
Clay	41.8%	44.0%
Doddridge	50.0%	54.4%
Fayette	42.0%	43.9%
Gilmer	48.3%	51.7%
Grant	56.0%	60.4%
Greenbrier	46.6%	56.6%
Hampshire	40.7%	49.6%
Hancock	49.8%	67.4%
Hardy	56.2%	62.3%
Harrison	56.2%	61.5%
Jackson	56.1%	60.8%
Jefferson	47.7%	61.4%
Kanawha	54.9%	63.0%
Lewis	49.4%	50.6%
Lincoln	38.9%	39.5%
Logan	47.2%	51.3%
Marion	57.1%	63.8%
Marshall	48.5%	67.3%
Mason	44.2%	61.4%
McDowell	22.0%	22.0%
Mercer	47.4%	53.2%

County	In-State	Overall
Mineral	50.3%	61.0%
Mingo	45.9%	54.1%
Monongalia	61.1%	71.3%
Monroe	51.6%	61.9%
Morgan	34.9%	48.3%
Nicholas	50.4%	51.1%
Ohio	59.6%	71.8%
Pendleton	60.0%	62.4%
Pleasants	40.8%	58.2%
Pocahontas	64.4%	75.3%
Preston	44.5%	53.4%
Putnam	57.5%	67.7%
Raleigh	37.0%	41.8%
Randolph	55.5%	60.3%
Ritchie	62.6%	73.2%
Roane	47.9%	53.6%
Summers	39.4%	42.3%
Taylor	57.0%	62.4%
Tucker	45.4%	45.4%
Tyler	54.5%	65.2%
Upshur	45.7%	50.0%
Wayne	50.3%	68.2%
Webster	41.4%	41.4%
Wetzel	56.3%	60.0%
Wirt	61.8%	65.8%
Wood	52.4%	66.8%
Wyoming	46.0%	50.8%

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant Program, Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2010-11 academic year was 34,995, which is 22.2 percent higher than the total of 28,636 in 2009-10.
- Participation in all three programs increased in 2010 when compared to 2009. The WVHEG Program had both the largest student increase (5,594) and percentage increase (36.5 percent).
- When compared with their 2006 student levels, participation in the HEAPS Program decreased by 4.8 percent, remained steady in the PROMISE Scholarship Program, and increased by 86 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (9,501).

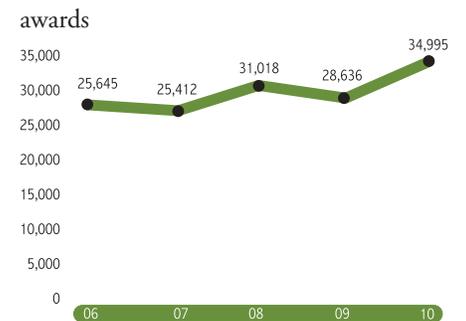
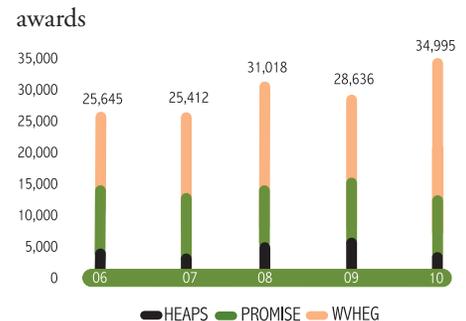
NATIONAL CONTEXT

Fifty-two states and territories reported having need-based grant programs in 2009-10, of which 50 had a program that was exclusively need-based. West Virginia ranked 5th 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 \$1,076 per student. The median state expenditure was \$460 (NASSGAP, 2010).

Nationally, 90.8 percent of need-based grant dollars went to in-state students in 2009-10, with 65.1 percent of grant dollars being spent in the public sector and 25.7 percent being spent in the private, not-for-profit sector. In West Virginia, 86.1 percent of those need-based grant dollars went to West Virginians, with 75.7 percent going to students in the public sector. These numbers represent a 1.5 percent increase in need-based grant dollars going to West Virginians, and a 2.1 percent increase 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 Higher Education Adult Part-Time Student (HEAPS) Grant Program, the Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and the West Virginia Higher Education Grant (WVHEG) Program. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different schools or the student received two different kinds of awards.



Number of Awards: HEAPS, PROMISE, & WVHEG Programs

Program	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
HEAPS	4,639	4,298	5,552	3,977	4,415	11.0%	-4.8%
PROMISE	9,823	9,526	9,334	9,456	9,783	3.5%	-0.4%
WVHEG	11,183	11,588	16,132	15,203	20,797	36.8%	86.0%
TOTAL	25,645	25,412	31,018	28,636	34,995	22.2%	36.5%

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

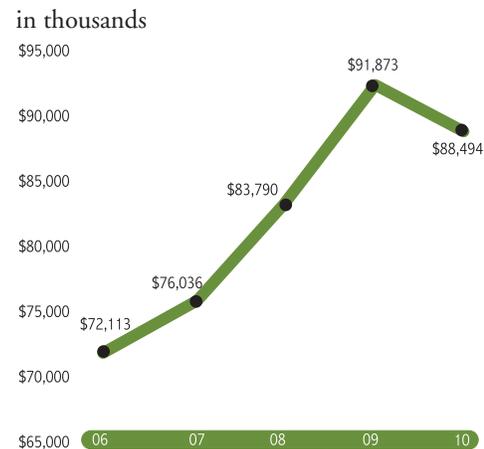
Academic Years 2006 – 2010

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

Program	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
HEAPS	\$4,242,911	\$4,188,601	\$5,636,793	\$4,297,153	\$4,536,842	5.6%	6.9%
PROMISE	\$39,547,724	\$40,264,423	\$42,498,633	\$45,706,663	\$46,897,179	2.6%	18.6%
WVHEG	\$27,432,882	\$30,349,514	\$35,285,378	\$40,082,411	\$37,136,887	-7.3%	35.4%
Total	\$71,223,517	\$74,802,538	\$83,420,804	\$90,086,227	\$88,570,908	-1.7%	24.4%

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2010-11 academic year was \$88,570,908, a 1.7 percent decrease from the \$90,086,227 in awards for 2009.
- Awards in the PROMISE Scholarship Program and HEAPS increased between 2009 and 2010, while WVHEG decreased.
- Between 2006 and 2010 funding increased for the WVHEG and PROMISE Programs and decreased for the HEAPS Program. The WVHEG Program has experienced the largest percentage (35.4 percent) and monetary increase (\$9,704,005).



NATIONAL CONTEXT

Nationally, \$10.8 billion in total state-funded student financial aid was awarded during the 2009-10 academic year. This figure represents about a 3.8 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$8.9 billion or 82.4 percent of the total. Of this \$8.4 billion in grant aid, 73 percent was need-based while 27 percent was non-need-based. These figures represent a 0.5 percent increase in the proportion of need-based aid from the previous year. Between 1999-00 and 2009-10, need-based grant aid grew 56.4 percent, from \$4.05 billion to \$6.34 billion in constant 2009 dollars, while non-need-based grants grew 112 percent from \$1.1 billion to \$2.4 billion.

The SREB states collectively awarded \$4.6 billion in aid in 2009-10, an increase of 9 percent over the previous year. Scholarships and grants represented 85.7 percent or \$3.9 billion. Of this total, \$1.8 billion, or 46 percent, were scholarships and grants based on need whereas \$2.1 billion, or 54 percent, was not based on need. These figures show an increase of 1.2 percent in the proportion of aid that is based on need over the previous year.

ABOUT THIS MEASURE

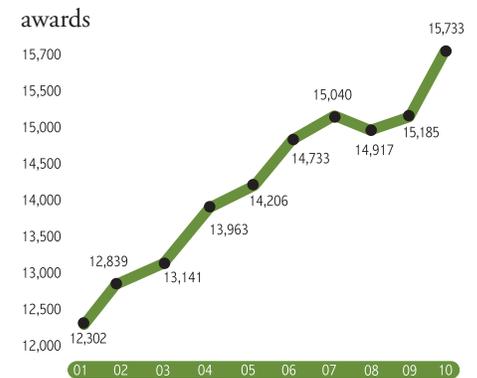
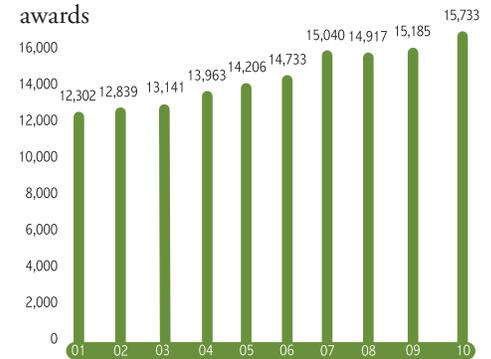
These figures represent the amount of state financial aid awarded through the HEAPS Grant, the PROMISE Scholarship, and the WVHEG Programs. These data are presented by year and by programmatic totals.

Degrees/Certificates Awarded in Public Institutions

Academic Years 2001-2010

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia public institutions during the 2010 academic year was 15,733, which is 3.6 percent higher than the figure of 15,185 in 2009.
- Over the ten-year time period, the total number of degrees and credentials awarded has increased by 27.9 percent from the 2001 level of 12,302.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 332.8 percent. The largest increase in number of awards was in bachelors degrees with a rise of 1,153.
- Associate's degrees and certificates were 22.5 percent of the total in 2010, with bachelor's degrees making up 54.6 percent and advanced degrees 22.9 percent of total awards.



NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 526,101 for the 2008-09 academic year. The total number of awards conferred at two-year public institutions was 301,394. The proportion of awards that were associates degrees and certificates was 41.2 percent; bachelor's degrees made up 41.4 percent and advanced degrees were 17.3 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 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	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2009-2010 % Change	2001-2010 % Change
Undergraduate Certificate	137	172	202	370	376	528	548	504	546	593	8.6%	332.8%
Associate's Degree	2,066	2,252	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2,949	7.0%	42.7%
Bachelor's Degree	7,430	7,527	7,462	7,785	8,025	8,278	8,529	8,439	8,469	8,583	1.3%	15.5%
Master's Degree	2,095	2,209	2,479	2,405	2,542	2,502	2,549	2,535	2,555	2,694	5.4%	28.6%
Post-Master's Certificate	24	46	43	37	29	17	4	22	26	21	-19.2%	-12.5%
First-Professional*	404	471	453	448	476	539	491	514	.	.	.	.
Doctor's Degree- Professional Practice**	.	.	.	.	.	.	.	.	676	715	5.8%	.
Doctor's Degree – Research/Scholarship	146	162	169	169	179	172	221	201	157	178	13.4%	21.9%
Total	12,302	12,839	13,141	13,963	14,206	14,733	15,040	14,917	15,185	15,733	3.6%	27.9%

* First-Professional category not calculated post 2008.

** Doctor's Degree-Professional Practice new category in 2009.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

WEST VIRGINIA HIGHLIGHTS

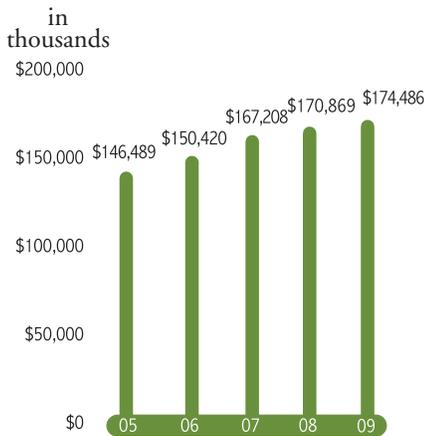
- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 2.1 percent, from \$170,869,000 in fiscal year 2008 to \$174,486,000 in 2009.
- Total expenditures for science and engineering related R&D have also grown over the five-year time period examined here by 19.1 percent from their fiscal year 2005 level of \$146,489,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$54.9 billion in Fiscal Year 2009, which represents an increase of 5.8 percent over the previous year (\$51.9 billion). Adjusted for inflation, academic R&D rose by 4.2 percent in 2009. According to the National Science Foundation, from fiscal year 2005 to 2009, total research and development expenditures at academic institutions grew by 20 percent from \$45.8 billion to \$54.9 billion.

ABOUT THIS MEASURE

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related research and development regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. University spending on R&D in science and engineering is a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification. At the time of reporting, 2010 figures were not available due to a survey redesign by the National Science Foundation.



Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2005	\$146,489,000
2006	\$150,420,000
2007	\$167,208,000
2008	\$170,869,000
2009	\$174,486,000

Source: National Science Foundation

Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2005 - 2009

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-financed science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2009 was \$91,602,000 which was 0.3 percent higher than the figure of \$91,365,000 in 2008.
- Over the five-year time period, the amount of federally funded R&D has increased by 3.5 percent from its 2005 level of \$88,512,000.

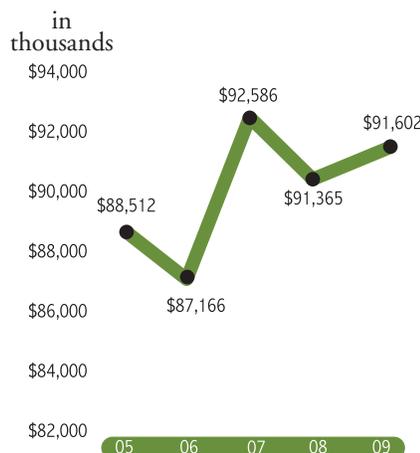
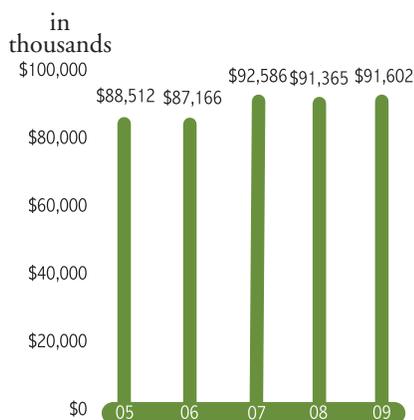
NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 4.2 percent from \$31.3 billion in Fiscal Year 2008 to \$32.6 billion in 2009. Adjusted for inflation this represents a 2.6 percent increase from 2008. The overall level of federally-financed research and development expenditures in the United States has grown by 11.6 percent from \$29.2 billion in fiscal year 2005. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

ABOUT THIS MEASURE

This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, that 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. At the time of reporting, 2010 figures were not available due to a survey redesign by the National Science Foundation.

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



Federally-Funded Science and Engineering Research and Development Expenditures

Year	Total Federally-Funded Expenditures
2005	\$88,512,000
2006	\$87,166,000
2007	\$92,586,000
2008	\$91,365,000
2009	\$91,602,000

Source: National Science Foundation

Research Grants and Contracts

Fiscal Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year 2010 was \$208,881,286, which was 14.2 percent lower than the figure of \$243,433,000 in 2009.*
- Over the five-year time period, the amount of research grants and contracts has increased by 35.4 percent from its 2006 level of \$154,257,097.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$54.9 billion in Fiscal Year 2009. This figure was 20 percent higher than the Fiscal Year 2005 total of \$45.8 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 \$37.5 billion in Fiscal Year 2009 which was 21.8 percent higher than \$30.8 billion in 2005.

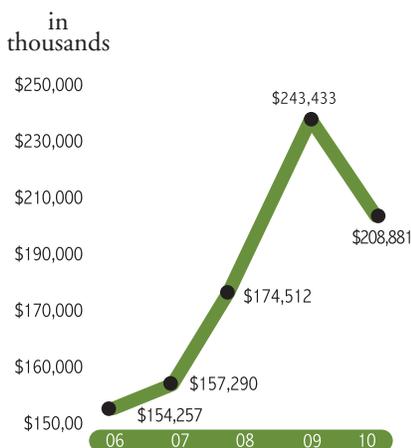
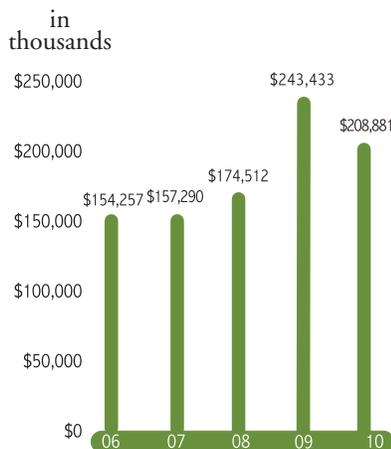
ABOUT THIS MEASURE

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

Research Grants and Contracts

Year	Funds for Externally-Sponsored Research
2006	\$154,257,097
2007	\$157,289,664
2008	\$174,511,697
2009	\$243,433,000
2010	\$208,881,286

*The 2010 total does not include figures for Glenville State College.

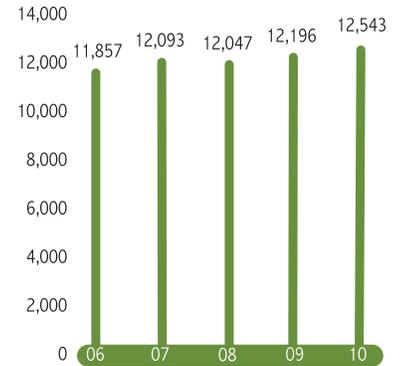


Degrees/Credentials Awarded by Level System-Wide

Academic Years 2006 – 2010

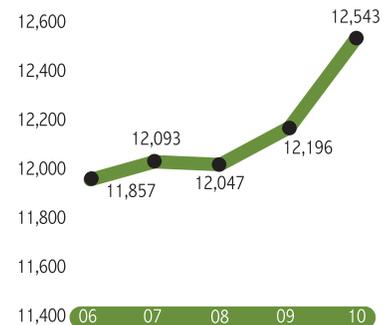
WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2010-11 was 12,543 which was 2.8 percent higher than the figure of 12,196 in 2009-10.
- Over the five-year time period, the number of degrees and credentials has increased by 5.8 percent from the 2006-07 level of 11,857.
- The largest one-year increase in the number of awards was in master's degrees with a growth of 139.



NATIONAL CONTEXT

Across the SREB states, in the decade from 1999-2000 to 2008-09, the number of awards conferred at four-year public colleges and universities grew by nearly 30 percent from 404,833 to 526,101. The 2008-09 total also represents a 3.5 percent increase over the 2007-08 total of 508,153. The proportion of these degrees that were bachelor's degrees decreased slightly from 70.6 percent to 70.1 percent, but the proportion that were associate's degrees and certificates remained stable at 1.8 percent, while the proportion that were advanced degrees decreased from 27.6 percent to 22.5 percent. In the country as a whole, the total number of degrees conferred at public institutions decreased by 9.7 percent from 1,950,471 in 2008-09 to 1,762,000 in 2009-10. Over the last ten years, the number of degrees conferred at public institutions increased by 30 percent nationally (Digest of Education Statistics, 2010).



ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, master's, post-master's, first-professional's, doctor's degree-professional practice*, 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	Academic Year					2009-10 % Change	2006-10 % Change
	2006	2007	2008	2009	2010		
Certificate	2	6	7	7	2	-71.4%	0.0%
Associate Degree	496	493	517	506	526	4.0%	6.0%
Bachelor's Degree	8,129	8,329	8,251	8,269	8,407	1.7%	3.4%
Master's Degree	2,502	2,549	2,535	2,555	2,694	5.4%	7.7%
Post-Master's Certificate	17	4	22	26	21	-19.2%	23.5%
First-Professional*	539	491	514	.	.	.	.
Doctor's Degree – Professional Practice**	.	.	.	676	715	5.8%	.
Doctor's Degree – Research/Scholarship	172	221	201	157	178	13.4%	3.5%
TOTAL	11,857	12,093	12,047	12,196	12,543	2.8%	5.8%

* First-Professional category not calculated post 2008.

** Doctor's Degree-Professional Practice new category in 2009.

Degrees/Credentials Awarded by Institution and Level

Academic Years 2006 – 2010

Degrees/Credentials Awarded by Level

Institution	Award Type	Academic Year					2009-2010 % Change	2006-2010 % Change
		2006	2007	2008	2009	2010		
Bluefield State College	Associate's	96	86	92	91	60	-34.1%	-37.5%
	Bachelor's	224	220	207	262	235	-10.3%	4.9%
	Total	320	306	299	353	295	-16.4%	-7.8%
Concord University	Associate's	2	2	1	.	.	.	.
	Bachelor's	398	350	400	336	401	19.3%	0.8%
	Master's	25	27	24	22	27	22.7%	8.0%
Total		425	379	425	358	428	19.6%	0.7%
Fairmont State University	Associate's	73	78	107	97	113	16.5%	54.8%
	Bachelor's	661	671	645	616	559	-9.3%	-15.4%
	Master's	47	65	85	121	85	-29.8%	80.9%
Total		781	814	837	834	757	-9.2%	-3.1%
Glennville State College	Associate's	32	30	31	29	36	24.1%	12.5%
	Bachelor's	182	188	174	132	161	22.0%	-11.5%
	Total	214	218	205	161	197	22.4%	-7.9%
Marshall University	Associate's	96	100	111	69	91	31.9%	-5.2%
	Bachelor's	1,389	1,450	1,400	1,358	1,393	2.6%	0.3%
	Master's	945	872	885	867	881	1.6%	-6.8%
	Post-Master's Certificate	17	4	22	26	21	-19.2%	23.5%
	First-Professional	47	42	50	.	.	.	.
	Doctoral – Professional Practice	.	.	.	61	83	36.1%	.
	Doctoral – Research/Scholarship	25	17	15	17	12	-29.4%	-52.0%
Total		2,519	2,485	2,483	2,398	2,481	3.5%	-1.5%
Potomac State College of WVU	Certificate	2	6	7	7	2	-71.4%	0.0%
	Bachelor's	2	6	9	11	19	72.7%	850.0%
	Associate's	164	166	143	185	192	3.8%	17.1%
Total		168	178	159	203	213	4.9%	26.8%
Shepherd University	Bachelor's	589	642	662	687	648	-5.7%	10.0%
	Master's	19	48	54	51	34	-33.3%	78.9%
Total		608	690	716	738	682	-7.6%	12.2%
West Liberty University	Associate's	33	31	32	35	34	-2.9%	3.0%
	Bachelor's	374	365	350	336	410	22.0%	9.6%
	Master's	.	.	.	.	26	.	.
Total		407	396	382	371	470	26.7%	15.5%
WV School of Osteopathic Medicine	First-Professional	96	94	97	.	.	.	.
	Doctoral – Professional Practice	.	.	.	160	198	23.8%	.
Total		68	79	96	94	97	3.2%	42.6%
West Virginia State University	Bachelor's	464	442	372	385	378	-1.8%	-18.5%
	Master's	7	9	5	11	12	9.1%	71.4%
Total		471	451	377	396	390	-1.5%	-17.2%

Degrees/Credentials Awarded by Institution and Level (continued)

Academic Years 2006 – 2010

Institution	Award Type	Academic Year					2009-10 % Change	2006-10 % Change
		2006	2007	2008	2009	2010		
West Virginia University	Bachelor's	3,614	3,790	3,892	4,002	4,060	1.4%	12.3%
	Master's	1,455	1,527	1,481	1,483	1,629	9.8%	12.0%
	First-Professional	396	355	367	.	.	.	.
	Doctoral – Professional Practice	.	.	.	455	434	-4.6%	.
	Doctoral – Research/Scholarship	147	204	186	140	166	18.6%	12.9%
Total		5,612	5,876	5,926	6,080	6,289	3.4%	12.1%
WVU Institute of Technology	Bachelor's	232	205	140	144	143	-0.7%	-38.4%
	Master's	4	1	1	.	.	.	.
Total		236	206	141	144	143	-0.7%	-39.4%

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

WEST VIRGINIA HIGHLIGHTS

- Concord University, Glenville State College, Marshall University, Potomac State College of WVU, West Liberty University, WV School of Osteopathic Medicine, and West Virginia University all experienced growth in total degrees produced from 2009 to 2010.
- From 2006 to 2010, Concord University, Potomac State College of WVU, Shepherd University, West Liberty University, WV School of Osteopathic Medicine, and West Virginia University had increases in total degrees.
- Bachelor's degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State).
- As indicated in the chart below, while the number of post-master's certificate programs has remained the same since 2006, the number of master's programs offered has grown over the past five years. The changes in numbers of professional, doctor's degree-professional practice, and doctor's degree-research/scholarship are largely related to changes in categorization by IPEDS. This count only includes programs with actual enrollment.

NATIONAL CONTEXT

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.

Number of Graduate Programs

Program Level	2006	2007	2008	2009	2010
Master's Degree	100	103	106	106	107
Post-Master's Certificate	2	2	2	2	2
First-Professional*	5	5	5	.	.
Doctor's Degree Professional Practice**	.	.	.	13	13
Doctor's Degree Research/Scholarship	42	42	42	35	35

* First Professional category not calculated post 2008.

** Doctor's Degree-Professional Practice new category in 2009.

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

Academic Years 2006 – 2010

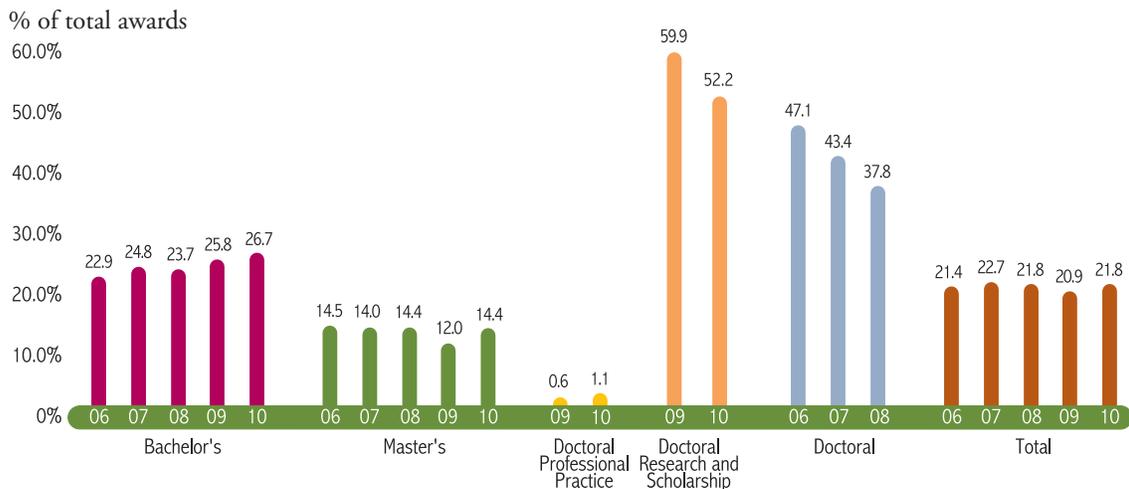
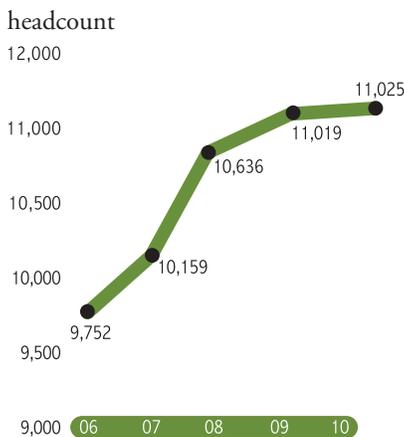
STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2006	2007	2008	2009	2010
Associate's Degree	.	.	.	1.0%	0.6%
Bachelor's Degree	22.9%	24.8%	23.7%	25.8%	26.7%
Master's Degree	14.5%	14.0%	14.4%	12.0%	14.4%
Doctor's Degree - Professional Practice	.	.	.	0.6%	1.1%
Doctor's Degree - Research/Scholarship	.	.	.	59.9%	52.2%
Doctoral*	47.1%	43.4%	37.8%	.	.
Total	21.4%	22.7%	21.8%	20.9%	21.8%

* Doctoral degrees separated into Professional Practice and Research/Scholarship in 2009.

Students Majoring in STEM Fields

2006	2007	2008	2009	2010	2009-10 % Change	2006-10 % Change
9,752	10,159	10,636	11,019	11,025	0.1%	13.1%



WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2010 was 21.8 percent, which is 0.9 percentage points higher than the figure of 20.9 percent in 2009.
- Over the five-year time period, STEM awards, as a percentage of all awards, increased 0.4 percentage points from the 2006 level of 21.4 percent.
- The pipeline of STEM graduates has also grown (see graph at left). The number of students majoring in STEM fields has grown by 13.1 percent from 9,752 in 2006 to 11,025 in 2010.

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 percent to 31.3 percent) and master's degrees (21.0 percent to 19.8 percent) decreased while the proportion of doctorates (62.4 percent to 67.3 percent) that were in science and engineering increased (NSF, 2010).

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.

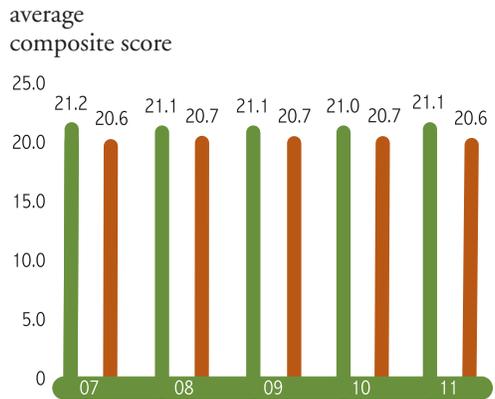
ACCESS

Average ACT Scores of West Virginia High School Graduates

Graduation Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam is the same as it was in 2007, while national scores have decreased 0.1 points in the same period.
- West Virginia scores on reading, math, and science tests are the same as they were in 2007.
- West Virginia is even with the national average in English and trails in math, reading, science, and the composite score.



NATIONAL CONTEXT

Approximately 1.62 million students in the high school graduating class of 2011 took the ACT exam. This figure represents a 3.4 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 2011; however, the national percentage of graduates tested was 49 percent, which increased from 47 percent in 2010.



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.

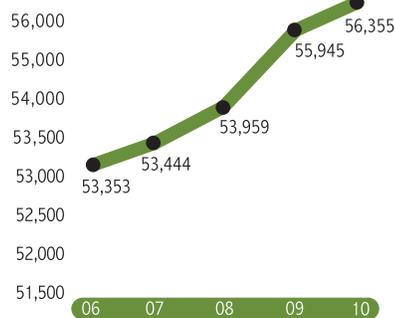
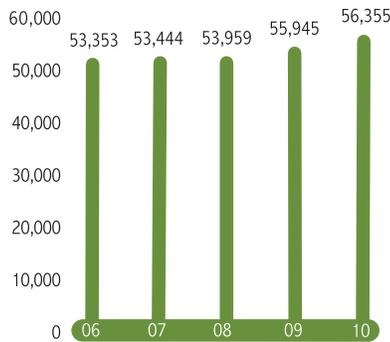
Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2007	2008	2009	2010	2011
English	WV	20.8	20.8	20.8	20.7	20.6
	National	20.7	20.6	20.6	20.5	20.6
Math	WV	19.5	19.6	19.6	19.6	19.5
	National	21.0	21.0	21.0	21.0	21.1
Reading	WV	21.2	21.4	21.4	21.3	21.2
	National	21.5	21.4	21.4	21.3	21.3
Science	WV	20.5	20.5	20.5	20.6	20.5
	National	21.0	20.8	20.9	20.9	20.9
Composite	WV	20.6	20.7	20.7	20.7	20.6
	National	21.2	21.1	21.1	21.0	21.1

Source: ACT

Undergraduate Enrollment

Fall 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- Undergraduate students enrolled in for-credit classes increased 0.7 percent, from 55,945 in 2009-10 to 56,355 in 2010-11.
- Undergraduate enrollment has increased 5.6 percent since 2006 representing a growth in students of 3,002.
- Since the 2006-07 academic year, eight four-year institutions have realized gains in undergraduate enrollment while three have experienced decreases.

NATIONAL CONTEXT

Between 2006 and 2009, 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 6.8 million to 7.3 million, an increase of 7.5 percent. In the SREB states, enrollment rose by 7.3 percent over that same time period. The increase in West Virginia over the same time period was 5 percent (SREB, 2011).

In 2009, 35.4 percent of total postsecondary enrollment was made up by students at four-year public institutions nationally. This figure was 40.7 percent for SREB states and 46.3 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 and pools of students in order to maintain current enrollment levels.

Undergraduate Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	1,923	1,887	1,943	2,058	2,101	2.1%	9.3%
Concord University	2,792	2,611	2,713	2,677	2,672	-0.2%	-4.3%
Fairmont State University	4,255	4,091	4,121	4,223	4,362	3.3%	2.5%
Glenville State College	1,387	1,444	1,444	1,756	1,831	4.3%	32.0%
Marshall University	9,723	9,586	9,310	9,692	10,018	3.4%	3.0%
Potomac State College of WVU	1,510	1,601	1,580	1,807	1,831	1.3%	21.3%
Shepherd University	3,987	4,011	4,139	4,216	4,182	-0.8%	4.9%
West Liberty University	2,260	2,400	2,492	2,598	2,688	3.5%	18.9%
West Virginia State University	3,419	3,254	3,068	3,923	3,156	-19.6%	-7.7%
West Virginia University	20,611	21,129	21,949	21,740	22,301	2.6%	8.2%
WVU Institute of Technology	1,486	1,430	1,200	1,255	1,213	-3.3%	-18.4%
TOTAL	53,353	53,444	53,959	55,945	56,355	0.7%	5.6%

Graduate Enrollment

Fall 2006 – 2010

Graduate Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Concord University	124	104	97	247	247	0.0%	99.2%
Fairmont State University	347	377	433	349	346	-0.9%	-0.3%
Marshall University	4,213	4,222	4,263	4,084	4,174	2.2%	-0.9%
Shepherd University	122	156	144	154	154	0.0%	26.2%
West Liberty University	7	.	16	47	50	6.4%	614.3%
WV School of Osteopathic Medicine	502	591	691	778	806	3.6%	60.6%
West Virginia State University	37	42	42	48	83	72.9%	124.3%
West Virginia University	6,799	7,207	7,164	7,405	7,286	-1.6%	7.2%
WVU Institute of Technology *	7	2	.	.	.	.	.
TOTAL	12,158	12,701	12,850	13,112	13,146	0.3%	8.1%

*WVU Institute of Technology no longer offers graduate programs.

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes increased 0.3 percent, from 13,112 in 2009-10 to 13,146 in 2010-11.
- For-credit enrollment has increased 8.1 percent since 2006, representing an increase in students of 988.
- Since the 2006-07 academic year, six four-year institutions have realized gains in graduate enrollment, while two, Fairmont State University and Marshall University, have decreased and WVU Institute of Technology ceased to offer graduate courses.

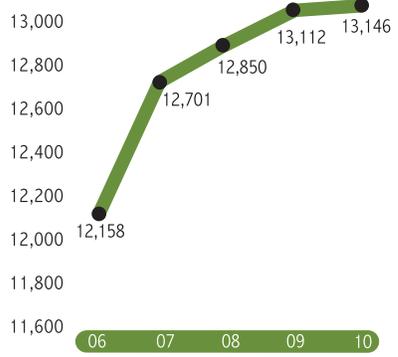
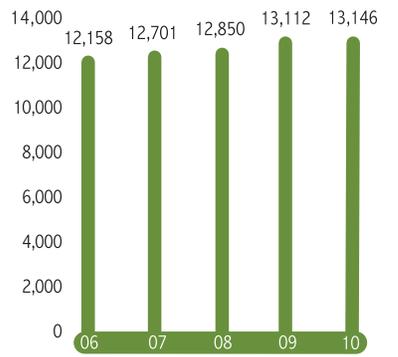
NATIONAL CONTEXT

Fall 2009 national data are the most recent available regarding graduate and first-professional student enrollment. During fall 2009, approximately 1.42 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 32.7 percent over the last ten years and by 35.9 percent in the SREB states.

Nationally 49.7 percent of graduate student enrollment was located in public colleges in 2009 compared to 67.2 percent in SREB states and 57.3 percent in West Virginia (SREB, 2011).

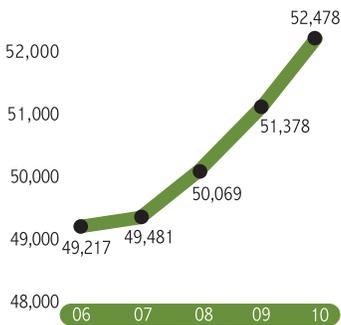
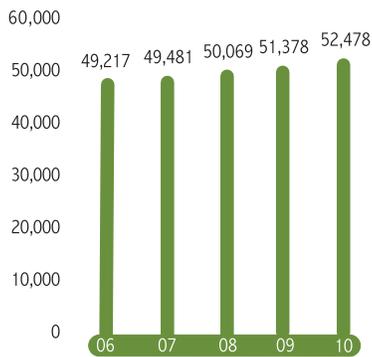
ABOUT THIS MEASURE

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 Marshall University and West Virginia University. The first-professional programs included dentistry, law, medicine, osteopathic medicine, and pharmacy. First professional programs are now divided into two categories - Doctor's Degree - Professional Practice and Doctor's Degree - Research/Scholarship.



Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment increased 2.1 percent, from 51,378 in 2009-10 to 52,478 in 2010-11.
- FTE enrollment has increased 6.6 percent since 2006, representing a growth in full-time equivalent students of 3,261.
- Since the 2006-07 academic year, nine four-year institutions have realized gains in FTE enrollment, while two 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 - the sum of all hours generated by all students enrolled in a class - divided by 15 which is considered a full-time load for an undergraduate. FTE enrollment was calculated from fall, end-of-term data.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	1,592	1,595	1,662	1,751	1,757	0.4%	10.4%
Concord University	2,581	2,513	2,667	2,665	2,643	-0.8%	2.4%
Fairmont State University	3,890	3,693	3,741	3,846	3,944	2.6%	1.4%
Glenville State College	1,221	1,209	1,265	1,360	1,474	8.4%	20.7%
Marshall University	8,539	8,450	8,281	8,587	9,091	5.9%	6.5%
Potomac State College of WVU	1,158	1,271	1,248	1,474	1,531	3.8%	32.2%
Shepherd University	3,428	3,463	3,528	3,678	3,707	0.8%	8.1%
West Liberty University	2,253	2,305	2,408	2,528	2,618	3.5%	16.2%
West Virginia State University	2,641	2,508	2,351	2,669	2,435	-8.7%	-7.8%
West Virginia University	20,730	21,263	21,873	21,699	22,210	2.4%	7.1%
WVU Institute of Technology	1,184	1,212	1,044	1,120	1,068	-4.7%	-9.8%
TOTAL	49,217	49,481	50,069	51,378	52,478	2.1%	6.6%

*Statistical rounding variation may occur in some of the percent change figures.

Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2006 – 2010

Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Concord University	62	45	43	106	97	-7.9%	58.4%
Fairmont State University	158	202	230	191	182	-4.8%	14.6%
Marshall University	2,280	2,304	2,400	2,378	2,458	3.3%	7.8%
Shepherd University	62	72	72	79	79	0.2%	28.0%
West Liberty University	2	.	4	25	26	6.4%	1404.8%
WV School of Osteopathic Medicine	502	591	691	778	806	3.6%	60.6%
West Virginia State University	23	25	27	28	39	40.3%	67.9%
West Virginia University	5,151	5,373	5,388	5,778	5,710	-1.2%	10.9%
WVU Institute of Technology*	2	1	.	.	.	.	.
TOTAL	8,242	8,613	8,854	9,363	9,398	0.4%	14.0%

*WVU Institute of Technology no longer offers graduate programs.

WEST VIRGINIA HIGHLIGHTS

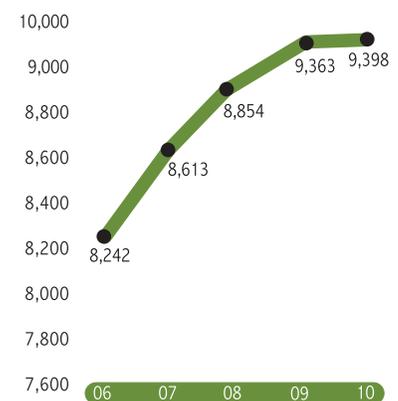
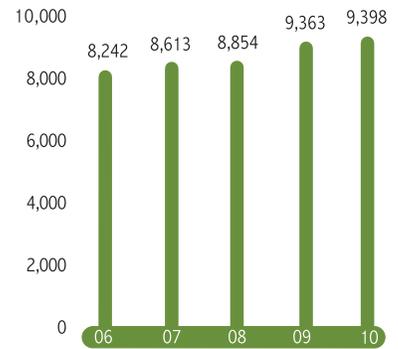
- Graduate FTE enrollment increased 0.4 percent, from 9,363 in 2009-10 to 9,398 in 2010-11.
- Graduate FTE enrollment has increased 14 percent since 2006 representing an increase in students of 1,156.
- Since the 2006-07 academic year, eight four-year institutions have realized gains in graduate/first-professional 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.

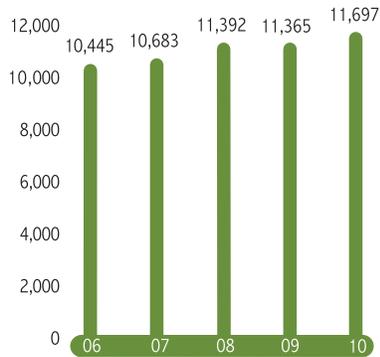
ABOUT THIS MEASURE

Graduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 12 which is considered a full-time load for a graduate student. FTE enrollment was calculated from fall, end-of-term data.



First-Time Freshmen Headcount Enrollment

Fall 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- First-time freshmen students enrolled in for-credit classes increased 2.9 percent, from 11,365 in 2009-10 to 11,697 in 2010-11.
- First-time freshmen enrollment has increased 12 percent since 2006 representing a growth in students of 1,252.
- Since the 2006-07 academic year, nine four-year institutions have realized gains in first-time freshmen enrollment while two have experienced decreases.

NATIONAL CONTEXT

Between 2000 and 2009, first-time freshmen enrollment in the nation increased 32.2 percent. The four-year public sector realized an increase of 29.5 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 17.8 percent. Nationally, full-time students comprised 79 percent of first-time freshmen enrollment in 2000 compared to 80.6 percent in 2009 (NCES, 2010). During that time in West Virginia, the percentage of first-time freshmen that were full-time decreased from 91 percent to 83.7 percent.

ABOUT THIS MEASURE

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

First-Time Freshmen Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	270	314	287	315	306	-2.9%	13.3%
Concord University	600	625	716	609	575	-5.6%	-4.2%
Fairmont State University	648	638	772	819	776	-5.3%	19.8%
Glenville State College	268	291	303	331	416	25.7%	55.2%
Marshall University	1,542	1,688	1,686	1,882	1,951	3.7%	26.5%
Potomac State College of WVU	537	616	637	722	711	-1.5%	32.4%
Shepherd University	702	706	709	801	770	-3.9%	9.7%
West Liberty University	471	476	552	577	534	-7.5%	13.4%
West Virginia State University	389	365	372	436	367	-15.8%	-5.7%
West Virginia University	4,818	4,711	5,128	4,585	5,031	9.7%	4.4%
WVU Institute of Technology	200	253	230	288	260	-9.7%	30.0%
TOTAL	10,445	10,683	11,392	11,365	11,697	2.9%	12.0%

Adult (25 And Older) Student Enrollment

Fall 2006 – 2010

Adult (25 and older) Student Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	840	777	764	836	885	5.9%	5.4%
Concord University	587	509	513	642	682	6.2%	16.2%
Fairmont State University	1,474	1,465	1,473	1,498	1,635	9.1%	10.9%
Glenville State College	273	307	356	565	586	3.7%	114.7%
Marshall University	5,425	5,501	5,348	5,272	5,447	3.3%	0.4%
Potomac State College of WVU	245	241	195	259	270	4.2%	10.2%
Shepherd University	1,176	1,211	1,286	1,319	1,279	-3.0%	8.8%
West Liberty University	346	333	305	350	388	10.9%	12.1%
WV School of Osteopathic Medicine	324	358	439	526	548	4.2%	69.1%
West Virginia State University	1,275	1,206	1,066	1,493	1,190	-20.3%	-6.7%
West Virginia University	5,992	6,463	6,354	6,437	6,600	2.5%	10.1%
WVU Institute of Technology	425	413	315	279	284	1.8%	-33.2%
TOTAL	18,382	18,784	18,414	19,476	19,794	1.6%	7.7%

WEST VIRGINIA HIGHLIGHTS

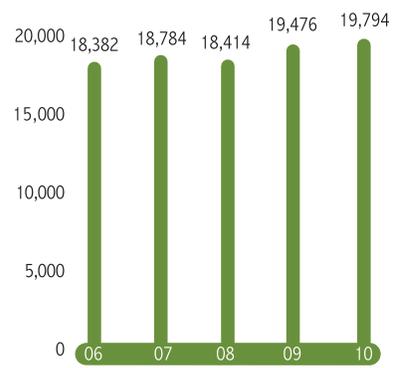
- Adult students enrolled in for-credit classes increased 1.6 percent from 19,476 in 2009-10 to 19,794 in 2010-11.
- Adult student enrollment has increased by 1,412 students since 2006 representing a growth of 7.7 percent.
- Since the 2006-07 academic year, 10 institutions have realized gains in adult student enrollment while two have decreased.

NATIONAL CONTEXT

According to SREB data, from 1999-2009 in the nation as a whole, the number of students aged 25 to 64 has increased by 2,092,515 or 35.6 percent. In SREB states, the number has grown by 724,278 or 40.4 percent. Adult 25 to 64 enrollment as a proportion of overall enrollment has decreased over this time period from 39.8 to 38.8 percent in the U.S. and from 38.4 to 37.2 percent in SREB states. In West Virginia the percentage has increased from 32.7 to 43.6 percent.

ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in for-credit classes in West Virginia's four-year institutions. Given the fact that only 17.1 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 to find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.



Enrollment by Gender

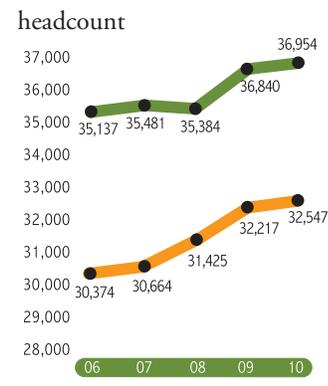
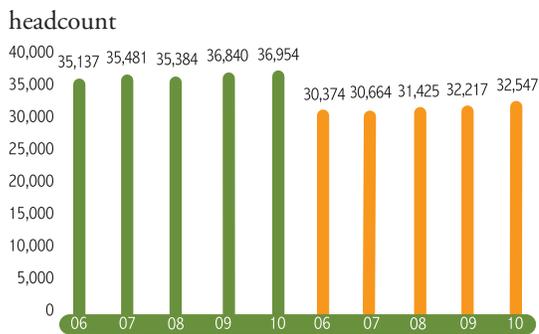
Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- Female enrollment increased 0.3 percent from 2009 to 2010 and 5.2 percent from 2006 to 2010.
- Male enrollment increased 1.0 percent from 2009 to 2010 and 7.2 percent from 2006 to 2010.
- Female enrollment in 2010 exceeded male enrollment by a margin of 4,407 students.

Enrollment by Gender

Institution	Gender	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	F	1,124	1,105	1,161	1,247	1,323	6.1%	17.7%
	M	799	782	782	811	778	-4.1%	-2.6%
Concord University	F	1,700	1,606	1,637	1,732	1,655	-4.4%	-2.6%
	M	1,216	1,109	1,173	1,192	1,264	6.0%	3.9%
Fairmont State University	F	2,590	2,514	2,568	2,576	2,674	3.8%	3.2%
	M	2,012	1,954	1,986	1,996	2,034	1.9%	1.1%
Glennville State College	F	662	700	630	753	821	9.0%	24.0%
	M	725	744	814	1,003	1,010	0.7%	39.3%
Marshall University	F	8,400	8,288	8,159	8,245	8,465	2.7%	0.8%
	M	5,536	5,520	5,414	5,531	5,727	3.5%	3.5%
Potomac State College of WVU	F	832	861	828	950	941	-0.9%	13.1%
	M	678	740	752	857	890	3.9%	31.3%
Shepherd University	F	2,353	2,412	2,476	2,511	2,521	0.4%	7.1%
	M	1,756	1,755	1,807	1,859	1,815	-2.4%	3.4%
West Liberty University	F	1,322	1,366	1,420	1,500	1,582	5.5%	19.7%
	M	945	1,034	1,088	1,145	1,156	1.0%	22.3%
WV School of Osteopathic Medicine	F	241	291	331	369	371	0.5%	53.9%
	M	261	300	360	409	435	6.4%	66.7%
West Virginia State University	F	2,027	1,909	1,770	2,395	1,887	-21.2%	-6.9%
	M	1,429	1,387	1,340	1,576	1,352	-14.2%	-5.4%
West Virginia University	F	13,248	13,857	13,960	14,085	14,261	1.2%	7.6%
	M	14,162	14,479	15,153	15,060	15,326	1.8%	8.2%
WVU Institute of Technology	F	638	572	444	477	453	-5.0%	-29.0%
	M	855	860	756	778	760	-2.3%	-11.1%
Total	F	35,137	35,481	35,384	36,840	36,954	0.3%	5.2%
	M	30,374	30,664	31,425	32,217	32,547	1.0%	7.2%



Dual Enrollment of High School Students in HEPC Institutions

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector decreased by 2 percent from 2009 to 2010 and by 9.5 percent since 2006.
- Dual enrollment numbers during this five-year span saw a peak of 2,381 students in 2006, declined over the next two years, and rose slightly in 2009.

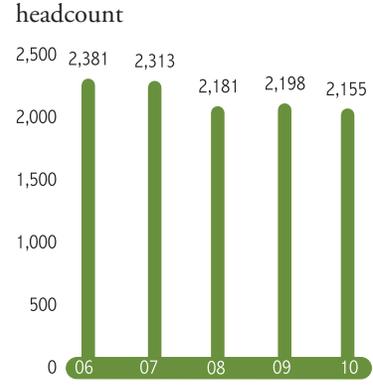
NATIONAL CONTEXT

National collection of dual enrollment data has begun only recently. A 2005 report from the United States Department of Education found that 57 percent of U.S. postsecondary institutions permitted high school students to take college courses during the 2002-03 school year. The percentage was 77 percent for public four-year institutions and 98 percent for public two-year institutions. During that academic year, approximately 813,000 secondary students took a college credit class. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

While these programs have gained in popularity, few studies have measured their effectiveness. A recent study in Florida discovered that: (1) Participation in dual enrollment was positively related to enrollment in college; (2) Dual enrollment students were more likely to persist in college to a second semester; (3) Their grade point average after two years of college was significantly higher than that of their peers; and (4) Dual enrollment students had made more progress towards a degree three years after high school graduation (Karp et al., 2007).

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 HEPC Institutions

2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
2,381	2,313	2,181	2,198	2,155	-2.0%	-9.5%

HEPC In-State Enrollment by County

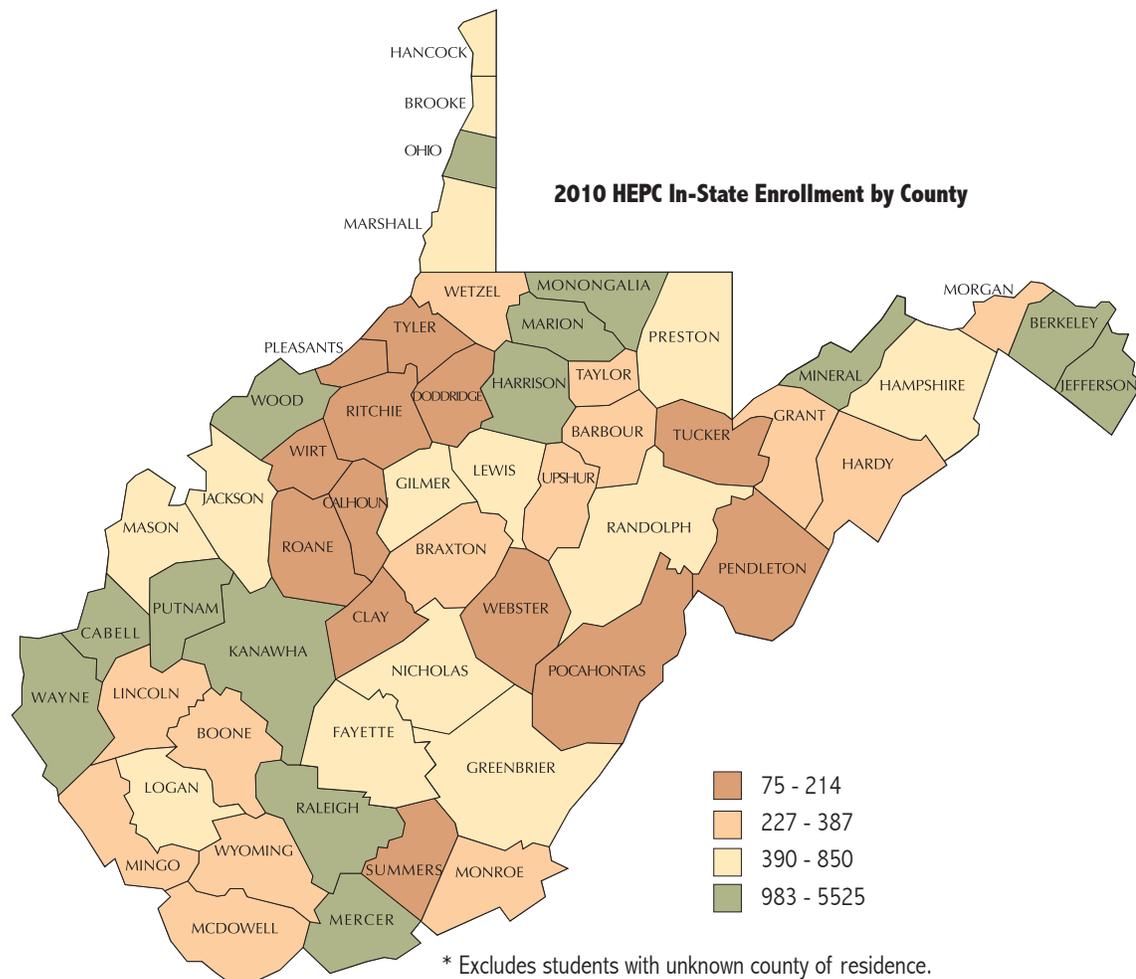
Fall 2006 – 2010

HEPC In-State Enrollment by County

County	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
No County	459	468	363	371	383	3.2%	-16.6%
Barbour	244	242	237	231	227	-1.7%	-7.0%
Berkeley	1,848	1,992	1,934	2,143	2,293	7.0%	24.1%
Boone	314	307	281	285	343	20.4%	9.2%
Braxton	358	335	316	336	368	9.5%	2.8%
Brooke	504	779	742	719	722	0.4%	43.3%
Cabell	4,206	4,084	4,222	4,300	4,437	3.2%	5.5%
Calhoun	164	149	143	183	173	-5.5%	5.5%
Clay	194	207	168	153	175	14.4%	-9.8%
Doddridge	88	91	92	90	103	14.4%	17.0%
Fayette	861	805	777	807	850	5.3%	-1.3%
Gilmer	405	397	452	498	535	7.4%	32.1%
Grant	275	271	305	361	348	-3.6%	26.5%
Greenbrier	588	567	556	583	559	-4.1%	-4.9%
Hampshire	430	446	460	499	514	3.0%	19.5%
Hancock	637	392	409	421	392	-6.9%	-38.5%
Hardy	292	274	267	284	288	1.4%	-1.4%
Harrison	2,016	2,077	2,006	2,065	2,098	1.6%	4.1%
Jackson	448	453	477	516	526	1.9%	17.4%
Jefferson	1,153	1,200	1,255	1,369	1,375	0.4%	19.3%
Kanawha	6,037	5,953	5,855	6,527	5,525	-15.4%	-8.5%
Lewis	410	400	402	400	393	-1.8%	-4.1%
Lincoln	287	289	250	264	275	4.2%	-4.2%
Logan	437	422	373	354	390	10.2%	-10.8%
Marion	2,218	2,145	2,190	2,129	2,207	3.7%	-0.5%
Marshall	720	745	785	740	714	-3.5%	-0.8%
Mason	633	629	608	663	660	-0.5%	4.3%
McDowell	447	422	418	364	338	-7.1%	-24.4%
Mercer	2,156	2,063	2,004	2,090	2,124	1.6%	-1.5%
Mineral	964	957	894	929	983	5.8%	2.0%
Mingo	304	292	259	275	303	10.2%	-0.3%
Monongalia	4,390	4,382	4,184	4,175	4,115	-1.4%	-6.3%
Monroe	278	241	249	258	257	-0.4%	-7.6%
Morgan	218	233	237	239	238	-0.4%	9.2%
Nicholas	507	456	455	513	493	-3.9%	-2.8%
Ohio	1,358	1,408	1,407	1,509	1,492	-1.1%	9.9%
Pendleton	172	163	186	172	195	13.4%	13.4%
Pleasants	104	92	73	88	75	-14.8%	-27.9%
Pocahontas	120	143	147	154	152	-1.3%	26.7%
Preston	682	696	696	697	648	-7.0%	-5.0%
Putnam	1,734	1,666	1,632	1,633	1,806	10.6%	4.2%
Raleigh	1,481	1,445	1,429	1,590	1,573	-1.1%	6.2%
Randolph	545	541	534	525	535	1.9%	-1.8%
Ritchie	161	170	148	132	132	0.0%	-18.0%

HEPC In-State Enrollment by County (continued)

Fall 2006 – 2010



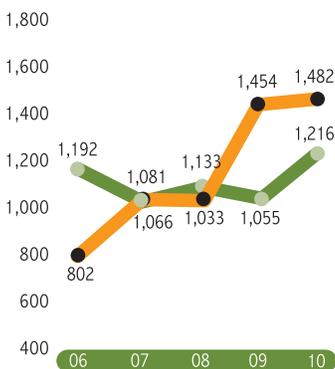
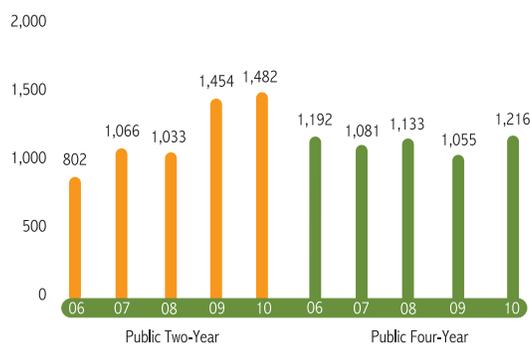
County	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Roane	193	207	189	209	214	2.4%	10.9%
Summers	217	205	202	218	203	-6.9%	-6.5%
Taylor	353	331	329	336	362	7.7%	2.5%
Tucker	136	132	126	145	117	-19.3%	-14.0%
Tyler	166	179	184	174	145	-16.7%	-12.7%
Upshur	383	361	346	318	298	-6.3%	-22.2%
Wayne	981	1,078	1,023	1,101	1,073	-2.5%	9.4%
Webster	142	131	139	146	141	-3.4%	-0.7%
Wetzel	358	371	367	391	387	-1.0%	8.1%
Wirt	104	96	86	94	102	8.5%	-1.9%
Wood	1,149	1,078	1,128	1,187	1,223	3.0%	6.4%
Wyoming	368	347	341	314	332	5.7%	-9.8%

Undergraduate Transfers to HEPC Institutions

Academic Years 2006 – 2010

Undergraduate Transfers to HEPC Institutions

Transfer Type	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Public Four-Year	1,192	1,081	1,133	1,055	1,216	15.3%	2.0%
Public Two-Year	802	1,066	1,033	1,454	1,482	1.9%	84.8%



WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions experienced a 15.3 percent increase from 2009 to 2010. This lateral transfer category has experienced a 2 percent increase when compared to 2006 figures.
- Students transferring from two-year to four-year public postsecondary institutions experienced a 1.9 percent increase from 2009 to 2010. However, there has been an 84.8 percent rise when compared to the 2006 transfer number.

NATIONAL CONTEXT

Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40 percent 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 than 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.

COST & AFFORDABILITY

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

Academic Years 2002 – 2011

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 6.5 percent, from \$4,832 in 2010-11 to \$5,147 in 2011-12.
- The five-year trend in tuition and fees shows an increase of 22.1 percent for in-state students and 19.6 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 82.8 percent for in-state students and 75.7 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,331 since 2002 and out-of-state tuition has increased by \$5,429.

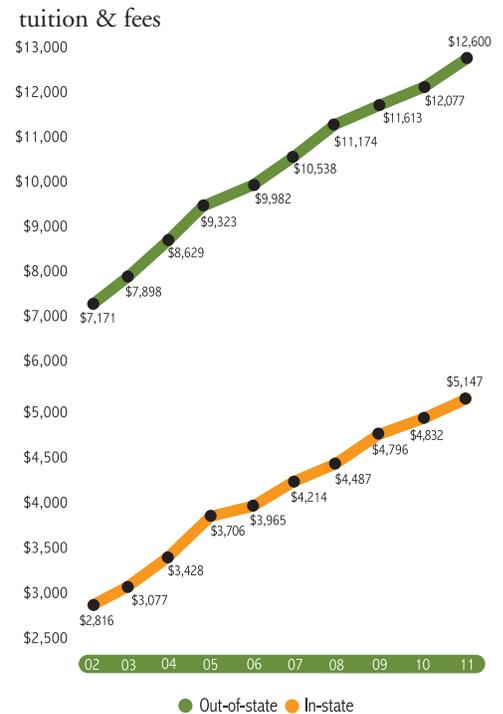
NATIONAL CONTEXT

According to SREB data, over the eleven-year period from 1999-2000 to 2009-10, median in-state tuition at four-year public colleges and universities in SREB states increased from \$2,533 to \$5,670, an increase of 124 percent. If these figures are adjusted for inflation, the figure is 74 percent. In the country as a whole during the same time period, median in-state tuition increased from \$3,067 to \$6,255. This was a 104 percent increase without adjusting for inflation, a 58 percent increase with inflation adjustment.

Published tuition and fee prices, however, often do not reflect what students actually pay. In order to make college pricing more transparent, the federal Higher Education Act of 2008 mandated that colleges provide a Net Price Calculator on their websites by October, 2011. This tool enables students to more accurately assess the cost of college after estimated financial aid is applied. Research by the College Board found that in 2007-08, while published tuition and fees for in-state students at public four-year institutions ranged from \$5,150 to \$8,650 depending on institutional selectivity, the average net price students paid, after subtracting grant aid, tax credits and deductions ranged from \$640 to \$4,280 (College Board, 2011).

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

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2007-2011 % Change	2002-2011 % Change
In-State	\$2,816	\$3,077	\$3,428	\$3,706	\$3,965	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	22.1%	82.8%
Out-of-State	\$7,171	\$7,898	\$8,629	\$9,323	\$9,982	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	19.6%	75.7%

Undergraduate Tuition and Fees for In-State Students by Institution

Academic Years 2002 – 2011

Undergraduate Tuition & Fees for In-State Students by Institution

Institution	2002	2007	2010	2011	2010-2011 % Change	2007-11 % Change	2002-11 % Change
Bluefield State College	\$2,598	\$3,984	\$4,596	\$4,908	6.8%	23.2%	88.9%
Concord University	\$2,962	\$4,414	\$4,974	\$5,446	9.5%	23.4%	83.9%
Fairmont State University	\$2,866	\$4,614	\$5,172	\$5,326	2.9%	15.4%	85.8%
Glenville State College	\$2,700	\$4,174	\$4,888	\$5,352	9.5%	28.2%	98.2%
Marshall University	\$2,984	\$4,360	\$5,285	\$5,648	6.9%	29.5%	89.3%
Potomac State College of WVU	\$2,192	\$2,596	\$2,886	\$3,058	6.0%	17.8%	39.5%
Shepherd University	\$2,866	\$4,564	\$5,234	\$5,554	6.1%	21.7%	93.8%
West Liberty University	\$2,748	\$4,172	\$4,880	\$5,266	7.9%	26.2%	91.6%
West Virginia State University	\$2,754	\$4,156	\$4,664	\$5,038	8.0%	21.2%	82.9%
West Virginia University	\$3,240	\$4,722	\$5,406	\$5,674	4.9%	20.1%	75.1%
WVU Institute of Technology	\$3,066	\$4,598	\$5,164	\$5,344	3.5%	16.2%	74.3%

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2010 to 2011 ranged from a 2.9 percent increase at Fairmont State University (\$154) to a 9.5 percent increase at Glenville State College (\$464) and Concord University (\$472). Adjusting for inflation with the Consumer Price Index, these changes represent a decrease of 0.8 percent at Fairmont and a 5.4 percent increase at Glenville and Concord.
- Over the five-year period from 2007 to 2011, the percent increases varied from a low of 15.4 percent (\$712) at Fairmont State University to a high of 29.5 percent (\$1,288) at Marshall University. Adjusted for inflation, these increases were 5.7 percent and 18.6 percent respectively.
- Ten-year increases varied from a 74.3 percent increase of \$2,278 at WVU Institute of Technology to a 98.2 percent increase of \$2,652 at Glenville State College. These increases are reduced to 38.5 percent and 57.5 percent when adjusted for inflation.

NATIONAL CONTEXT

As can be seen from the chart at right, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for all HEPC institutions. Similarly, if the tuition among the twenty peer institutions is ranked from highest to lowest, all West Virginia institutions 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, 2011

Institution	2011	Peer 2011 Tuition Average	Rank in Tuition Among 20 Peer Institutions
Bluefield State College	\$4,908	\$6,494	17
Concord University	\$5,446	\$6,670	14
Fairmont State University	\$5,326	\$6,388	18
Glenville State College	\$5,352	\$7,705	19
Marshall University	\$5,648	\$6,959	17
Potomac State College of WVU	\$3,058	\$3,084	9
Shepherd University	\$5,554	\$6,470	14
West Liberty University	\$5,266	\$6,622	17
West Virginia State University	\$5,038	\$6,569	19
West Virginia University	\$5,674	\$8,827	20
WVU Institute of Technology	\$5,344	\$7,107	16

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

Academic Years 2007 & 2011

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase for cost of attendance between 2007 and 2011 is found at Fairmont State University where the total rose from \$10,815 in 2007 to \$12,110 in 2011.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was \$9,874 in 2007 compared to \$13,252 in 2011.
- The four-year public postsecondary institution with the lowest cost of attendance in 2011 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, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board in 2011-12. Average total charges of in-state tuition, fees, room, and board at four-year public institutions nationally are \$17,131 in 2011-12 which is 6.0 percent higher than the prior year's total (College Board, 2011).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of 5.6 percent beyond the general rate of inflation.

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 \$4,316 for 2011-12 (College Board, 2011).

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

Institution	2007			2011			2007-2011 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College*	\$3,984	\$0	\$3,984	\$4,908	\$0	\$4,908	23.2%
Concord University	\$4,414	\$6,280	\$10,694	\$5,446	\$7,446	\$12,892	20.5%
Fairmont State University	\$4,614	\$6,201	\$10,815	\$5,326	\$6,784	\$12,110	11.9%
Glenville State College	\$4,174	\$5,700	\$9,874	\$5,352	\$7,900	\$13,252	34.2%
Marshall University	\$4,360	\$6,594	\$10,954	\$5,648	\$8,288	\$13,936	27.2%
Potomac State College of WVU**	\$3,206	\$6,156	\$9,362	\$3,802	\$6,992	\$10,794	15.3%
Shepherd University	\$4,564	\$6,986	\$11,550	\$5,554	\$8,037	\$13,591	17.6%
West Liberty University	\$4,172	\$5,984	\$10,156	\$5,266	\$7,440	\$12,706	25.1%
West Virginia State University	\$4,156	\$5,075	\$9,231	\$5,038	\$6,629	\$11,667	26.4%
West Virginia University	\$4,722	\$6,826	\$11,548	\$5,674	\$8,771	\$14,445	25.1%
WVU Institute of Technology	\$4,598	\$5,700	\$10,298	\$5,344	\$7,500	\$12,844	24.7%

*Bluefield State College has no on-campus housing.

**Potomac State College of WVU data reflect cost of bachelor's degree

Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners decreased 8.8 percent, from \$30,877 in 2009 to \$28,148 in 2010.
- The five-year trend in loan debt shows an increase of 13 percent from the \$24,906 figure in 2006.
- The four-year public institution with the largest one-year decrease is West Liberty University which realized a 22.2 percent decrease. No institutions saw an increase in debt between 2009 and 2010. However, all but two institutions (Potomac State College of WVU and WVU Institute of Technology) saw an increase in debt over the five-year period 2006 to 2010.



NATIONAL CONTEXT

Approximately 54 percent of public four-year college students graduated with debt each year between 2000-01 and 2009-10. During this time period, the average debt of borrowers increased by 1.1 percent after adjusting for inflation from \$19,400 to \$22,000 (College Board, 2011).

While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, this has resulted not from a decline in grant aid, but rather a steep increase in loan uptake. From 2000-01 to 2010-11, total grant aid per undergraduate FTE grew at an annual rate of 6.6 percent in inflation-adjusted dollars while total loans increased 6.4 percent per year (College Board, 2011). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2000-01 and 2010-11 from approximately \$48 billion to \$107 billion (College Board, 2011).

ABOUT THIS MEASURE

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated during pursuit of their bachelor's degrees. This debt includes all loans 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	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	\$17,383	\$18,658	\$20,546	\$23,205	\$21,227	-8.5%	22.1%
Concord University	\$17,580	\$20,590	\$20,883	\$21,596	\$19,973	-7.5%	13.6%
Fairmont State University	\$20,376	\$21,719	\$24,132	\$27,153	\$23,303	-14.2%	14.4%
Glenville State College	\$16,856	\$18,235	\$21,723	\$26,252	\$24,995	-4.8%	48.3%
Marshall University	\$20,827	\$21,538	\$23,632	\$23,683	\$21,530	-9.1%	3.4%
Potomac State College of WVU	\$17,813	\$11,187	\$19,098	\$13,221	\$11,405	-13.7%	-36.0%
Shepherd University	\$23,774	\$26,004	\$28,916	\$28,968	\$24,905	-14.0%	4.8%
West Liberty University	\$23,543	\$22,121	\$24,787	\$31,472	\$24,480	-22.2%	4.0%
West Virginia State University	\$21,615	\$24,850	\$24,358	\$25,424	\$25,186	-0.9%	16.5%
West Virginia University	\$30,006	\$32,158	\$34,733	\$36,895	\$34,272	-7.1%	14.2%
WVU Institute of Technology	\$21,151	\$25,117	\$23,493	\$22,462	\$20,820	-7.3%	-1.6%
Total	\$24,906	\$26,639	\$28,897	\$30,877	\$28,148	-8.8%	13.0%

*The average loan amount also includes undergraduate loans accrued after a student's initial bachelor's degree.

College Participation Rate of Low-Income Students

Academic Years 2000 – 2009

WEST VIRGINIA HIGHLIGHTS

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 4.2 percentage points from 20.6 percent in 2000 to 24.8 percent in 2009, the most recent year these data are available.
- The college-going rate of low-income students has increased 4.6 percentage points from the 2008 figure of 20.2 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 2001, 22.6 percent were enrolled. By 2010 the enrollment of low-income students had increased to 34.4 percent. The college-going rate of students who are not low-income, conversely, has risen by 5.2 percentage points to 44.3 percent. Additionally, the gap in college-going between low-income and more affluent students was larger in 2007 (18.6 percentage points) than it was in 1998 (11.4 percentage points) (Mortenson, 2009).

Among the SREB states, the 2009 college participation rate of low-income students ranges from a high of 39.5 percent in Maryland to a low of 21.4 percent in Louisiana. West Virginia ranks 14th in college participation of low-income students among the 16 SREB states and is 5.3 percentage points below the SREB average.

ABOUT THIS MEASURE

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
2000	20.6%
2001	21.4%
2002	22.4%
2003	21.4%
2004	21.8%
2005	18.6%
2006	19.2%
2007	20.6%
2008	20.2%
2009	24.8%

College Participation Rate of Low-Income Students in SREB States, 2009

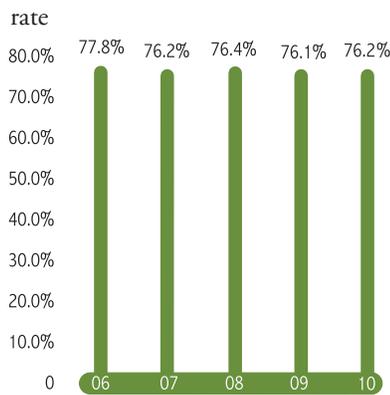
State	Participation Rate
Alabama	28.3%
Arkansas	30.0%
Delaware	29.7%
Florida	36.5%
Georgia	33.6%
Kentucky	28.0%
Louisiana	21.4%
Maryland	39.5%
Mississippi	30.0%
North Carolina	35.4%
Oklahoma	21.5%
South Carolina	30.0%
Tennessee	31.7%
Texas	25.5%
Virginia	35.9%
West Virginia	24.8%
SREB Average	30.1%

Source: Mortenson, 2009

LEARNING & ACCOUNTABILITY

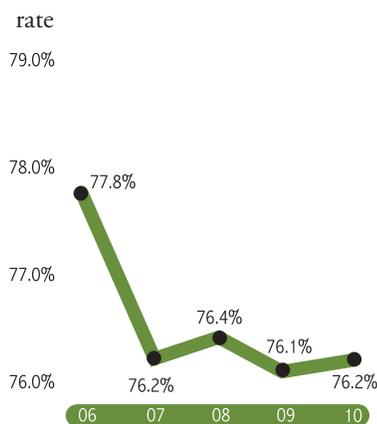
One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- First-year retention rates have declined 1.6 percentage points at four-year public institutions from 77.8 percent in 2006 to 76.2 percent in 2010.
- The largest gain over the five year period was at Concord University, with an increase of 4 percentage points.
- Eight of eleven four-year public institutions experienced decreases in their retention rates with the largest of 12.7 percentage points at WVU Institute of Technology.



NATIONAL CONTEXT

The national proportion of fall 2009 first-time, full-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 2008 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia tied for 13th of 16 in overall first-year persistence with a rate of 77 percent (SREB, 2011).

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	2006	2007	2008	2009	2010
Bluefield State College	70.3%	65.5%	62.6%	65.0%	65.2%
Concord University	69.3%	70.5%	74.8%	70.6%	73.3%
Fairmont State University	74.8%	77.8%	73.3%	71.2%	73.6%
Glenville State College	66.8%	61.8%	61.8%	60.6%	66.3%
Marshall University	80.0%	78.6%	78.8%	77.2%	77.2%
Potomac State College of WVU	63.4%	56.9%	55.7%	61.7%	60.9%
Shepherd University	73.7%	71.8%	70.5%	70.4%	75.6%
West Liberty University	77.1%	71.2%	74.3%	73.3%	79.6%
West Virginia State University	63.0%	57.7%	59.7%	66.7%	61.6%
West Virginia University	83.2%	82.0%	83.6%	82.8%	82.3%
WVU Institute of Technology	70.5%	75.3%	63.1%	61.8%	57.8%
Total	77.8%	76.2%	76.4%	76.1%	76.2%

Graduation Rate for Students Seeking a Bachelor's Degree

Fall Cohorts 2001 – 2005

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

Institution	2001	2002	2003	2004	2005
Bluefield State College	12.8%	24.1%	23.5%	14.5%	22.8%
Concord University	40.0%	36.5%	35.0%	36.9%	38.0%
Fairmont State University	38.0%	41.1%	39.8%	38.1%	36.8%
Glenville State College	29.2%	31.9%	37.9%	32.8%	33.1%
Marshall University	42.2%	46.0%	46.8%	48.4%	46.6%
Potomac State College of WVU*	.	.	.	.	100.0%
Shepherd University	38.2%	40.4%	46.9%	44.5%	47.9%
West Liberty University	45.0%	42.6%	35.9%	39.4%	47.1%
West Virginia State University	23.7%	28.1%	20.7%	22.4%	21.2%
West Virginia University	55.0%	56.9%	58.4%	58.9%	57.0%
WVU Institute of Technology	40.3%	42.6%	33.1%	35.2%	42.6%
System	45.6%	47.9%	48.5%	48.5%	48.5%

*Potomac State now has some upper division offerings.

WEST VIRGINIA HIGHLIGHTS

- Graduation rates have improved 2.9 percentage points at four-year public institutions from 45.6 percent for the 2001 cohort to 48.5 percent for the 2005 cohort.
- The largest gain was at Bluefield State College, with an increase of 10 percentage points.
- The largest decrease was at West Virginia State University, with a decline of 2.5 percentage points.

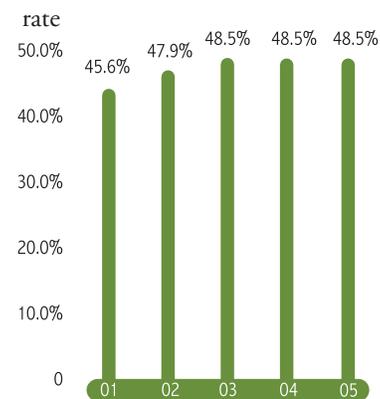
NATIONAL CONTEXT

The national proportion of fall 2002 first-time, full-time bachelor's degree-seeking undergraduates who graduated within six years was 57.2 percent. The figure was higher for women than for men in public institutions (57.5 % for women, 51.7% for men) and private not-for-profit institutions (66.7% for women and 61.9 % for men) (NCES, 2010). In the SREB region, for the 2002 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 52.5 percent.

Graduation rates have been shown nationally to vary widely by race/ethnicity with 60.2 percent of White students, 48.9 percent of Hispanic students, 40.1 percent of Black students, 38.3 percent of American Indian/Alaska Native, and 67.1 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.



Certificates and Degrees Conferred by Major

Years Ending June 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees conferred has increased by 2.8 percent at four-year public institutions from 12,196 in 2009 to 12,543 in 2010. Degrees conferred have increased by 5.8 percent overall since 2006.
- The largest one-year percentage gain in number of graduates is found in Public Administration & Social Services with a 46.4 percent increase, which was due to an uncharacteristically low number the previous year. The largest numerical gain is found in Engineering with an increase of 114 graduates representing a 19.7 percent increase.
- The largest five-year percentage gain in number of graduates is found in Philosophy & Religious Studies with an 80 percent increase (a growth of 8 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 204 graduates (an increase of 13%).

NATIONAL CONTEXT

Between 2003-04 and 2008-09, 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. 63.0%, SREB 54.6%), followed by social and behavioral sciences (19.7 %, 20.6%), business and management (13.2%, 8.3%), humanities (11.5%, 20.3%), and science and technologies (5.4%, 7.5%). Over this time period, degrees in education decreased nationally by 4.2 percent and in the SREB region increased by 6.7 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. 39.3%, SREB 38.2%), social and behavioral sciences (28.1%, 25.5%), and humanities (24.9%, 34.7%) followed by business and management (21.0%, 19.6%), education (10.0%, 12.4%), and science and technologies (6.8%, 7.9%). Growth in doctoral degrees has been largest in health professions and related sciences (78.4%, 118.3%), followed by business and management (42.2%, 5.3%), science and technologies (34.2%, 37.7%), education (22.1%, 6.2%), social and behavioral sciences (6.9%, 9.2%), and humanities (2.5%, 7.0%)

ABOUT THIS MEASURE

This measure provides the number of certificates, associate's, bachelor's, master's, post-master's and doctoral (including the former first-professional) 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 and Degrees Conferred by Major (Continued)

Years Ending June 2006 – 2010

Certificates and Degrees Conferred by Major

Major	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Agriculture	155	213	189	182	226	24.2%	45.8%
Architecture	25	33	29	27	31	14.8%	24.0%
Biological & Biomedical Sciences	490	466	475	510	538	5.5%	9.8%
Business	1,740	1,735	1,818	1,763	1,834	4.0%	5.4%
Communication & Journalism	607	612	650	675	638	-5.5%	5.1%
Communication Technologies/Technicians	17	29	21	15	17	13.3%	0.0%
Computer & Information Sciences	165	179	143	142	195	37.3%	18.2%
Education	1,963	1,894	1,858	1,731	1,713	-1.0%	-12.7%
Engineering	621	624	594	578	692	19.7%	11.4%
Engineering Technologies/Technicians	146	138	142	176	164	-6.8%	12.3%
English Language & Literature/Letters	235	213	209	225	172	-23.6%	-26.8%
Family & Consumer Sciences/Human Sciences	141	126	130	69	67	-2.9%	-52.5%
Foreign Languages, Literatures, & Linguistics	92	99	81	90	102	13.3%	10.9%
Health Professions & Clinical Sciences	1,566	1,543	1,620	1,741	1,770	1.7%	13.0%
History	171	162	210	185	206	11.4%	20.5%
Legal Professions & Studies	166	151	161	140	137	-2.1%	-17.5%
Liberal Arts & Sciences, General Studies, & Humanities	169	156	174	190	219	15.3%	29.6%
Mathematics & Statistics	53	78	72	74	87	17.6%	64.2%
Multi/Interdisciplinary Studies	339	351	358	447	462	3.4%	36.3%
Natural Resources and Conservation	142	183	153	165	149	-9.7%	4.9%
Parks, Recreation, Leisure & Fitness Studies	234	223	232	260	254	-2.3%	8.5%
Philosophy & Religious Studies	10	15	20	30	18	-40.0%	80.0%
Physical Sciences	133	178	178	189	165	-12.7%	24.1%
Psychology	411	431	410	443	440	-0.7%	7.1%
Public Administration & Social Services	214	289	255	196	287	46.4%	34.1%
Regents Bachelor of Arts	740	767	713	743	763	2.7%	3.1%
Science Technologies/Technicians	3	4	.	3	2	-33.3%	-33.3%
Security & Protective Services	297	328	287	296	278	-6.1%	-6.4%
Social Sciences	536	568	564	593	586	-1.2%	9.3%
Visual and Performing Arts	276	305	301	318	331	4.1%	19.9%
Total	11,857	12,093	12,047	12,196	12,543	2.8%	5.8%

Pass Rates of Baccalaureate Degree Earners on Licensure/ Certification Exams

Years Ending June 2006 – 2010

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2006	2007	2008	2009	2010
Cytotechnology	.	100.0%	100.0%	100.0%	100.0%
Dental Hygiene	90.6%	94.6%	90.2%	100.0%	97.7%
Dietetics	72.7%	70.0%	75.0%	88.6%	.
Medical Technology	64.3%	90.0%	86.4%	69.4%	68.4%
Nursing	79.6%	85.0%	86.0%	91.6%	91.3%
Praxis II (Learning & Teaching)	90.5%	88.8%	92.3%	92.2%	93.2%
Social Work (State)	70.2%	65.8%	68.3%	77.1%	84.6%

WEST VIRGINIA HIGHLIGHTS

- 2010 licensure pass rates increased in two of seven areas when compared to 2009 – Praxis II (Learning & Teaching) and Social Work (State). It remained at 100 percent in Cytotechnology.
- 2010 licensure pass rates increased in five areas when compared to 2006 – Dental Hygiene, Medical Technology, Nursing, Praxis II (Learning & Teaching), and Social Work (State). Change in pass rates for Cytotechnology and Dietetics could not be calculated since 2006 and 2010 data, respectively, are not available.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2010 national pass rates in four areas: Cytotechnology, Dental Hygiene, 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 Graduate/Professional Degree Earners on Licensure/Certification Exams

Years Ending June 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- 2010 licensure pass rates increased in eight of thirteen areas when compared to 2009. A pass rate of 100 percent was maintained in one area (Physical Therapy).
- 2010 licensure pass rates increased in seven of thirteen areas and held steady in one other area when compared to 2006 data.
- 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 pass rate: COMLEX Level 3 (osteopathic medicine), Dentistry, Dietetics, Family Nurse Practitioner, Law, National Exam in Speech Pathology & Audiology, Occupational Therapy, Pharmacy, Physical Therapy, and USMLE Step 3.

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	2006	2007	2008	2009	2010
Complex Level 3	95.0%	100.0%	100.0%	96.4%	92.7%
Dentistry	97.7%	97.8%	97.9%	94.6%	98.5%
Dietetics	100.0%	75.0%	60.0%	87.5%	100.0%
Family Nurse Practitioner	88.5%	94.4%	94.4%	97.4%	97.0%
Law	72.0%	66.3%	71.3%	77.7%	80.6%
National Certified Counselor Exam	93.8%	92.9%	83.3%	68.4%	85.2%
National Exam in Speech Pathology & Audiology	94.2%	97.9%	98.2%	98.0%	100.0%
Nursing Administration	.	.	.	.	.
Occupational Therapy	100.0%	100.0%	89.5%	90.0%	100.0%
Pharmacy (Pharm D)	90.4%	97.2%	95.0%	97.4%	95.9%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	94.9%	88.7%	86.8%	89.0%	90.8%
USMLE Step 3	95.2%	97.1%	97.4%	100.0%	97.9%
WV Competency Exam for Counselor Licensing	83.3%	75.8%	94.3%	81.8%	97.1%

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

Fall 2007 – 2010

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 0.6 percent between 2009 and 2010. Salary gains since 2007 were 5.3 percent.
- The largest one-year percentage increase by faculty rank was for graduate assistants and others who realized a 28.2 percent increase. During this time period, instructor salary declined by 0.9 percent.
- The largest percentage increase by rank from 2007-2010 was for graduate assistants and others who realized a 52.2 percent gain. However, in 2010 graduate assistants and others only made up 0.1 percent of the full-time instructional faculty population.



NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2009-10 was \$105,265 for full professors, \$75,745 for associate professors, \$63,696 for assistant professors and \$44,542 for instructors which combined for an overall average salary of \$76,996.

In the SREB region, the average salary of full-time faculty in 2009-10 was slightly lower than the nation as a whole at \$102,885 for full professors, \$73,811 for associate professors, \$62,086 for assistant professors, and \$44,256 for instructors. The SREB had an overall average faculty salary of \$73,557.

West Virginia ranks 15th among the 16 SREB states in faculty salary, which is two places below its ranking a year earlier.

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 2010

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	\$67,077	\$56,300	\$50,825	\$41,900	\$39,504	.	\$57,108
Concord University	\$69,086	\$57,437	\$48,591	\$40,783	.	.	\$54,836
Fairmont State University	\$74,209	\$59,979	\$49,311	\$40,422	.	.	\$58,836
Glenville State College	\$66,117	\$60,362	\$46,426	\$37,382	.	\$35,023	\$48,905
Marshall University	\$73,929	\$60,085	\$51,599	\$34,784	.	.	\$61,513
Potomac State College of WVU	\$66,239	\$48,469	\$42,574	\$38,090	.	.	\$49,231
Shepherd University	\$73,798	\$62,127	\$53,109	.	\$48,068	.	\$59,920
West Liberty University	\$66,579	\$56,447	\$51,524	\$43,039	\$37,457	.	\$52,386
West Virginia State University	\$62,118	\$58,039	\$47,995	\$37,433	.	\$65,000	\$52,418
West Virginia University	\$102,212	\$74,858	\$60,346	\$40,394	\$48,856	.	\$75,022
WVU Institute of Technology	\$73,632	\$56,049	\$50,663	\$39,960	\$46,680	.	\$58,489
System	\$83,957	\$65,541	\$54,615	\$39,070	\$47,311	\$50,012	\$64,595

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2007-2010

Rank	2007	2008	2009	2010	2009-2010 % Change	2007-2010 % Change
Professor	\$77,879	\$83,413	\$83,763	\$83,957	0.23%	7.80%
Associate Professor	\$60,320	\$64,136	\$64,760	\$65,541	1.21%	8.66%
Assistant Professor	\$51,103	\$53,725	\$53,794	\$54,615	1.53%	6.87%
Instructor	\$36,932	\$38,869	\$39,406	\$39,070	-0.85%	5.79%
Lecturer	\$44,509	\$46,319	\$46,673	\$47,311	1.37%	6.30%
Graduate Assistant & Other	\$32,855	\$34,443	\$39,005	\$50,012	28.22%	52.22%
All Ranks	\$61,348	\$64,304	\$64,231	\$64,595	0.57%	5.29%

INNOVATION

West Virginia'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 stimulates economic growth through a variety of research initiatives that not only encourage and generate new knowledge but also potentially lead to intellectual properties that can be patented, licensed and commercialized. An increasing emphasis on technology transfer, or the movement of intellectual property into economic products and job creation, has advanced the Commission's role in academic research at system institutions and beyond.

- All activities within the Research and Economic Development arena have been coordinated by the Commission's "Vision 2015: the West Virginia Science and Technology Strategic Plan." Developed in 2005, the plan is being assessed and updated by the Science and Research Council with a new edition anticipated in 2012. The sixteen goals in Human and Physical Infrastructure; Policy; Education and Outreach; Economic Development; and Research and Innovation are used to target specific programs and actions. Indicators show that the numbers of STEM degrees have increased; research-active faculty have increased; laboratory facilities have been constructed; and external research funding has more than doubled; meanwhile, comprehensive changes in research-friendly faculty policies and intellectual property policies have remained a challenge.
- The Research Infrastructure Improvement (RII) award from the National Science Foundation (NSF) is a five-year grant of up to \$4 million annually to support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development. The Commission received its third RII award, "Bionanotechnology for Enhanced Public Security and Environmental Safety," in August 2010. This five-year, \$20 million award is the largest single NSF grant in West Virginia history. Partners in this research and education opportunity are the Commission's West Virginia EPSCoR (Experimental Program to Stimulate Competitive Research), West Virginia University, Marshall University, and West Virginia State University. Discoveries made in this project have the potential to create new technologies that could significantly impact security, the environment, and medicine, as well as the jobs to manufacture those new innovations.
- 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 through the fund through competitive grants made possible by interest earned on the trust account.
- 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 \$4 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, which support large STEM (science, technology, engineering and mathematics) 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.

- International Innovation Grants, which support development of an international component in one or more STEM programs. This program encourages STEM faculty and students to think globally about research, collaboration, grant opportunities, and exchange programs. Grant funds may be used for a variety of innovative purposes and activities, including curriculum, scientific equipment, and travel.
 - Innovation Grants, which 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.
- Commission staff also compete nationally for grants that support students and faculty or generate policy-driven data collection. Often, these awards are collaborative programs with faculty on system campuses or institutions nationwide. Further, staff actively participate in TechConnectWV, a voluntary network of technology-based and entrepreneurial companies that share advice and guidance for small businesses. TechConnectWV works with both the Commission and the WV Department of Commerce to ensure coordination of services that encourage sustainability and economic growth.
 - In March 2010, with the support of former Governor Joe Manchin, the Commission voted to accept a donation of property and facilities from Union Carbide Corporation, a subsidiary of The Dow Chemical Company, at its technology park in South Charleston, West Virginia. Under leadership of the Commission, the primary goal of the new West Virginia Education, Research and Technology Park is to move ideas made in the academic research setting to the market place. The Commission's vision is to create 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. In addition to the nearly 500 corporate employees located in the RTP, institutions including Bridgemont Community and Technical College, Kanawha Valley Community and Technical College, Marshall University, and West Virginia University are planning for operations or facilities in the Park. West Virginia State University has a presence already and Kanawha Valley Community and Technical College plans occupancy by mid 2012. The Research Park Corporation hired its first permanent Executive Director in August 2011.

ACCESS

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded grant program 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. The West Virginia Higher Education Policy Commission was awarded a six-year, \$18 million state GEAR UP grant in July of 2008. Since then, the Commission has launched West Virginia GEAR UP, a college access program designed to target ten high-need counties throughout the central and southern part of the state. Now in its fourth year of implementation, West Virginia GEAR UP has provided additional educational opportunities to more than 8,000 students and their teachers, parents, and family members.

In addition to providing students, parents and teachers with direct services, 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, and partnered with the state's institutions of higher learning to showcase the diverse opportunities West Virginia's postsecondary education systems provide.

- In October 2009, the West Virginia Higher Education Policy Commission launched the College Foundation of West Virginia initiative, a statewide college access outreach and information campaign. At the center of the initiative is a comprehensive online portal (cfwv.com) designed to help students and families plan, apply, and pay for education and training beyond high school. The portal is an interactive web site that streamlines the college-readiness process by consolidating previously decentralized resources and allowing students of all ages to create personalized college and career planning portfolios.

Since the launch of cfwv.com in October 2009, more than 93,000 individuals have created an account on the web site, and more than 700 educators have been trained to use cfwv.com in classroom and co-curricular activities. Additionally, 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. Nearly ten percent of all cfwv.com account holders are adult students or potential adult students, and attendance at College Goal Sunday, a one-day statewide financial aid awareness event coordinated by the Commission, more than tripled from 2010 to 2011.

- In August 2011, the Commission joined forces with the West Virginia Department of Education to host the state's first 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. More than 350 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 has partnered with the Department of Education to host a second Summit scheduled for August of 2012, and it is expected that this will become an annual event.
- The Commission has been working with the West Virginia Department of Education to address the issue of college readiness. As a result of this collaboration, a Transition Mathematics course was developed by a team of public school teachers and higher education faculty, and beginning fall 2011, the course was offered statewide to high school seniors who were found to need extra review and instruction to be "college ready." In fall 2012, it is planned that a team-developed Transition English course will also be available statewide to high school seniors who need extra assistance in order to be "college ready" upon graduation from high school.
- 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 a standing West Virginia Association of Collegiate Registrars and Admissions Officers (WVACRAO) committee 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.
- 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 Community and Technical College System have partnered with the organization NASPA-Student Affairs Administrators in Higher Education to enhance adult-focused student services through a train-the-trainers program and a series of regional workshops led by train-the-trainer graduates. Additionally, a statewide marketing campaign targeting adult learners was launched during the summer of 2011. Finally, the development of a 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.
- The Commission continues to promote and support the RBA Today initiative as a means of enhancing the ability of adults to attain a bachelor's degree. Students with prior college experience, but no degree, have been contacted directly and encouraged to consider the Regents Bachelor of Arts (RBA) program as a means of completing their degree. In addition, the initiative has been advertised through various means including print, billboards, and radio. The Commission has funded the development of 29 online courses that are offered in a compressed time-frame. In order to promote a fuller utilization of these courses, they are being revised to be a part of a statewide online portal.
- The Commission has undertaken 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 Course 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 will be able to register for courses listed on the WVROCKS portal through their home institution. It is anticipated that the first courses will be offered on the portal beginning in the fall 2012 semester.

- 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 with 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 veterans education and training issues;
- During 2011, planning began to create a West Virginia Center for Veterans Education and Training Success (VETS) within the Commission to more effectively support the goals of the Task Force and to offer more services to institutions and veteran students.

COST AND AFFORDABILITY

- For the 2011-12 academic year, due to an additional \$4 million investment in the West Virginia Higher Education Grant Program by the Legislature, the Commission was able to offer more students an award and increase the maximum award amount. Also, a larger number of students than in the past were notified earlier before school began in order to have a greater impact on access, affordability, and retention.
- The Commission facilitated negotiations with Student Aid Services to provide Net Price Calculators for public institutions and also to allow private, non-profit institutions to participate at a discount. Net price calculators were mandated by the federal government to appear on the websites of all institutions of higher education by October 29, 2011. This tool will assist students and families estimate the amount of financial aid they may receive at an institution and what the net cost would be after financial aid is applied. The Commission took a lead role in this financial aid initiative, allowed institutions to voluntarily join, and thereby facilitated their adoption of this innovation. It is hoped this collaboration can be used as a model with other endeavors in the future.
- The Higher Education Student Financial Aid Advisory Board convened subcommittees to study and make recommendations for two of the state's financial aid programs. The PROMISE subcommittee was created to look at the community service aspect of PROMISE; a survey was completed of PROMISE recipients and 91 percent of respondents were involved in some type of community service activity the previous year. The subcommittee will be evaluating what institutions are doing to help promote community service among PROMISE recipients and will promulgate best practices among institutions. The HEAPS subcommittee was formed to evaluate the HEAPS program and make improvements to have a greater impact on access and affordability, especially among adult learners. The subcommittee will have recommendations in spring 2012.
- Administration of the HEAPS Workforce Development Component was placed on the online Financial Aid Management System which is utilized for PROMISE, HEGP, and the incentive award provided by the state's GEAR UP grant. This change was made to increase the efficiency and accuracy of program administration.
- Following the recommendations made by the Statewide Task Force on Textbook Affordability in August 2009, the Commission adopted a legislative rule (Series 51) establishing the process and guidelines for institutions to adopt rules governing the selection, adoption, use, and sale of textbooks and other course materials. A full report was presented to the Commission during the December 2011 meeting.

LEARNING AND ACCOUNTABILITY

- In December 2010, the Chancellors of the Higher Education Policy Commission and the Community and Technical College System invited a diverse group of higher education stakeholders from across the state to serve on the West Virginia College Completion Task Force. The charge of this group was to closely examine state and national data on college completion and develop a set of recommendations for increasing the number of West Virginians with high quality certificates and degrees. Co-chaired by First Lady and President of Southern West Virginia Community and Technical College Joanne Tomblin and West Virginia University President James Clements, the group met several times during 2011 to develop a roadmap that will help improve college completion in the state's public higher education

institutions and ensure that West Virginia will have the educated citizens it needs. The Task Force's final report will be presented to the Commission, the Council, and other key education policymakers during early 2012.

- West Virginia applied for and received a \$1 million grant from Complete College America, a non-profit organization focused on improving the graduation rate of college students. This grant is being used to transform the way developmental education is taught in West Virginia with the goal of improving the college completion outcomes for these students. Funds from this grant are going to support professional development efforts across the state, so West Virginia can become a national leader in implementing best practices in developmental education.
- The Commission requires its constituent colleges and universities to renew institutional compacts that indicate 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. The compact updates, submitted in 2011, are for the third year of the five-year planning period.
- 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. Beginning in 2011, the Commission is using 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 bachelor's degree programs.
- In an effort to improve student advising, retention, and degree completion, the Commission, Council and WVNET have partnered to provide fourteen 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.
- The Commission has undertaken an initiative to improve the quality of online classes offered by member institutions. In January 2012, West Virginia will enter into a statewide agreement with Quality Matters (QM). Quality Matters is a nationally recognized peer review process for online courses. As part of the initiative, seventy-two faculty and staff will be trained in the use of the Quality Matters rubric to evaluate online classes. Some faculty will also be trained as peer and master reviewers. Training will begin in January 2012 with reviews beginning in July.
- 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. In October 2011, the Consortium, in cooperation with the U.S. Department of Commerce and the WV Development Office, organized an international recruitment trip to China, where representatives from all West Virginia four-year colleges and universities participated in the 2011 International Education Expo and held discussions with administrators from several Chinese schools about potential partnerships, student and faculty exchanges, and study abroad experiences.

OTHER INNOVATIONS:

- The West Virginia Network (WVNET) is developing a CORE Infrastructure Project Plan to upgrade its networking backbone to 10 gigabytes. The resulting configuration will be a ring connecting the cities of Columbus, Huntington, Morgantown, and Pittsburgh for both in-state and internet bandwidth. This action will allow WVNET as well as its customers, which include higher education, the Department of Education, and other state agencies, to receive their bandwidth at a lower cost as well as have capacity for future growth needs.
- WVNET is expanding its data storage and disaster recovery capabilities for its customers. It has installed multiple storage area network disk arrays to take over support of the Blackboard online learning management systems at many higher education institutions and to provide data storage for the P-20 longitudinal data system, which is in the final stages of development. WVNET is also upgrading and replacing aging system servers. This will more than double the server capacity and expand the capability to house institutions' Banner information systems; WVNET currently hosts Banner for 11 institutions.

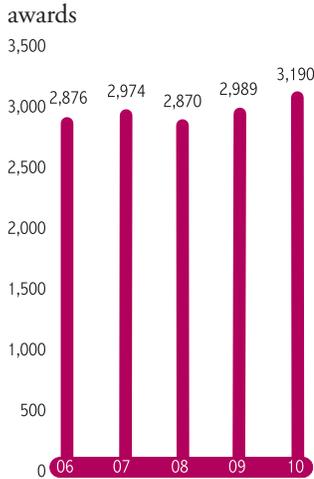
- WVNET has also provided a very cost effective alternative to using a commercial entity to combine the Community and Technical College Banner Enterprise Resource Planning (ERP) databases in a single database known as Multi-Entity Processing. WVNET will be able to augment existing staff to analyze current business processes, implement standard procedures and best practices for the schools, and provide a greater level of shared staffing and support for the institutions going forward.
- In response to a continued need for a reporting solution for the Banner ERP system, WVNET undertook a state contract for the Argos Reporting Solution product from Evisions. Argos makes it possible to easily share web-based, printed, or emailed reports among hosted schools, so that commonly needed reports can be developed by WVNET or any of the campuses to reduce duplicated effort across the state. Argos provides the capability to report against any database, and to develop dashboard-style reports for administrators to track key performance indicators for their campuses. Argos is a strategic first step in developing a more complete data mining capability for the campuses to help meet campus goals.
- In January 2011, the Chancellor's Diversity Initiative report and recommendations were approved by the West Virginia Higher Education Policy Commission. Key recommendations of the report included the appointment of a Diversity Coordinator to oversee the implementation of the initiatives, the creation of Campus and Community Teams based at each campus, and the appointment of a Diversity Council which will advise the Commission regarding the implementation of current recommendations and long-term strategies. The Diversity Council, as well as the Diversity Coordinator, has been appointed by the Chancellor. Campus and Community Teams were to be established by December 16. The Diversity Council has begun its work and will soon begin to plan a statewide conference for Spring 2012.
- 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. Appointments are for 12 months and renewable for a second year contingent upon satisfactory progress. The acceptance of a fellowship carries with it the commitment to conduct research in conjunction with a faculty mentor, provide a written annual report of the research program, teach one course per year, and participate in an academic program within the home institution. The second year will allow the fellow to participate in professional development activities to prepare them for a faculty position at the institution.
- The Chancellor's Scholars Program supports efforts at West Virginia University to supplement existing minority faculty diversity efforts at the university. The program is administered jointly by the President's Office for Social Justice and Office of the Provost/Office of Graduate Education & Life to support 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 West Virginia Student Leadership Conference is an annual training event for student association leaders and newly elected student government leaders from all public higher education institutions in the state. In addition to leadership training and an opportunity for students to exchange ideas, this event provides CTCS and Commission staff an early opportunity to acquaint newly elected student government officers with their pending role with the legislative mandated State Advisory Council of Students. The conference is planned with help from the statewide Student Affairs Advisory Committee and is held annually at West Virginia University's Jackson's Mill State 4-H Camp.

WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees awarded in the Community and Technical College System increased 6.7 percent from 2,989 in 2009-10 to 3,190 in 2010-11.
- Over the five-year period since 2006-07, the number of certificates and degrees conferred increased by 10.9 percent.
- Seven institutions in the system have increased their certificate and degree production over the five-year period, while three 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 51 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. However, only 43 percent of the labor market is trained at the middle-skill level. West Virginia has made great strides in improving the number of trained middle-skill laborers in the state. With continued emphasis on degree production, the state's workforce will be able to meet the state's labor market needs (National Skills Association, 2011).



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 programs require at least thirty credit hours of which six credit hours must be general education. The purpose of the certificate degree 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 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. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the AAS.

All Degrees Awarded

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	329	314	193	307	376	22.5	14.3
Bridgmont Community & Technical College	137	134	159	135	156	15.6	13.9
Eastern WV Community & Technical College	30	30	27	51	62	21.6	106.7
Kanawha Valley Community & Technical College	274	268	253	297	277	-6.7	1.1
Mountwest Community & Technical College	360	382	391	274	376	37.2	4.4
New River Community & Technical College	216	202	183	156	140	-10.3	-35.2
Pierpont Community & Technical College	341	424	391	403	315	-21.8	-7.6
Southern WV Community & Technical College	328	263	323	252	235	-6.7	-28.4
WV Northern Community College	312	331	369	407	419	2.9	34.3
WVU at Parkersburg	549	599	581	707	834	18.0	51.9
TOTAL	2,876	2,947	2,870	2,989	3,190	6.7	10.9

Student Success Rate

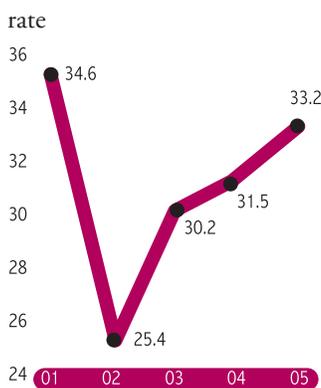
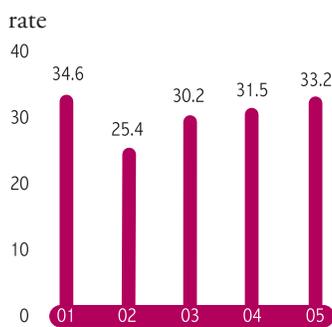
Academic Years 2001 – 2005

Student Success Rate

Institution	Academic Year				
	2001	2002	2003	2004	2005
Blue Ridge Community & Technical College	.	30.7	31.6	44.5	43.3
Bridgemont Community & Technical College	.	32.4	37.9	39.5	38.2
Eastern WV Community & Technical College	51.6	16.7	14.3	15.6	17.6
Kanawha Valley Community & Technical College	.	17.0	21.7	21.0	25.5
Mountwest Community & Technical College	.	18.3	29.5	27.9	33.6
New River Community & Technical College	.	18.9	30.6	30.1	38.9
Pierpont Community & Technical College	.	26.4	33.3	37.6	36.6
Southern WV Community & Technical College	34.8	31.7	31.9	34.1	30.7
WV Northern Community College	32.3	31.2	29.7	29.8	28.4
WVU at Parkersburg	35	29.5	31.9	30.1	33.2
Total	34.6	25.4	30.1	31.5	33.2

WEST VIRGINIA HIGHLIGHTS

- Over the five cohorts since 2001-02, the student success rate has decreased by 1.4 percentage points.
- In 2002, the West Virginia Community and Technical College System went through a transformation with the addition of six new community and technical colleges. Since the inclusion of these institutions, the success rate has steadily increased by 7.8 percentage points.
- Since 2002, eight of the institutions have seen increases in their success rates, while two have seen decreases.



NATIONAL CONTEXT

The demographics of higher education students have changed in the United States. Traditional first-time, full-time students represent only 25 percent of the nation's public college students (CCRC, 2011). As a result, organizations like the National Governor's Association and Complete College America have created new metrics to better capture the success of the nation's higher education students. The inclusion of part-time students is one of those changes. As these metrics are new, national longitudinal data does not yet exist for comparison.

ABOUT THIS MEASURE

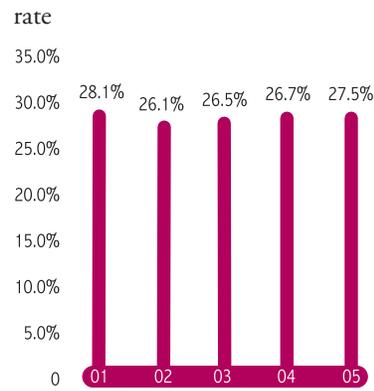
Student success rate is used to evaluate the success of all students who seek a degree. The success rate is calculated by following a cohort of first-time freshmen, both full- and part-time, for six years. Students are measured as being successful if they achieved one of the following benchmarks: associate's degree, certificate, 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.

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

Fall Cohorts 2001– 2005

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2005 was 27.5 percent, a 0.8 percentage point increase over the completion rate for the fall 2004 cohort.
- Over the five-year time period studied, there was a 0.6 percentage point decline from the 28.1 percent rate for the fall 2001 cohort.
- The graduation rate for the 2005 cohort ranged from 13.3 to 36.2 percent at different CTCS institutions with this being the fourth cohort of students for six of the institutions.



NATIONAL CONTEXT

Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2003, 25 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 42 percent attainment rate, and lowest in Louisiana, with a 12 percent rate (SREB, 2011).

ABOUT THIS MEASURE

This indicator provides the proportion of associate/certificate degree-seeking students 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

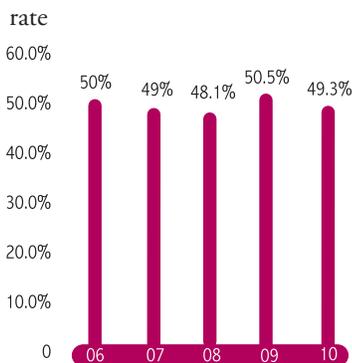
Institution	2001	2002	2003	2004	2005
Blue Ridge Community & Technical College	.	31.9%	26.4%	36.4%	36.2%
Bridgemont Community & Technical College	.	36.7%	38.3%	30.5%	28.8%
Eastern WV Community & Technical College	0%	11.1%	0%	15%	13.3%
Kanawha Valley Community & Technical College	.	18.2%	19.4%	20.1%	23.0%
Mountwest Community & Technical College	.	19%	27.5%	27.2%	27.7%
New River Community & Technical College	.	28%	27.4%	26%	30.9%
Pierpont Community & Technical College	.	31.3%	27%	28%	25.3%
Southern WV Community & Technical College	26.1%	24.3%	24.6%	28.5%	25.2%
WV Northern Community College	28.9%	26.2%	24.8%	24%	24.6%
WVU at Parkersburg	30.2%	26.1%	30.45	26.4%	30.8%
Total	28.1%	26.1%	26.5%	26.7%	27.5%

One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2006-2010

One-Year Retention Rates

Institution	Academic Year				
	2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	59.5%	49.6%	50.8%	54.9%	55.4%
Bridgemont Community & Technical College	49%	42.5%	41.1%	49.4%	49.3%
Eastern WV Community & Technical College	34.7%	38.6%	45.3%	58.3%	44.1%
Kanawha Valley Community & Technical College	43.9%	43.6%	47.9%	40.7%	47%
Mountwest Community & Technical College	51.8%	39.3%	41.9%	41.6%	33.2%
New River Community & Technical College	49.7%	48.8%	51.5%	53.2%	50.6%
Pierpont Community & Technical College	50.1%	54.4%	46.5%	50.9%	46.8%
Southern WV Community & Technical College	53.1%	54.7%	49.3%	54.6%	54.9%
WV Northern Community College	49.7%	50.8%	52.3%	50.7%	54.6%
WVU at Parkersburg	48.8%	50%	49.4%	54.1%	52.4%
Total	50%	49%	48.1%	50.5%	49.3%



WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2010 after initial enrollment in the academic year 2009-10 was 49.3 percent. This was 1.2 percentage points lower than the 50.5 rate for the previous year's cohort.
- Between the years of 2009 and 2010, the one-year retention increased at four institutions.
- Over the five-year time span covered, the retention rate decreased 0.7 percentage points from the 50 percent retention rate in the fall of 2006.

NATIONAL CONTEXT

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 68 percent for the fall 2007 students returning in fall 2008 to 67 percent of those who first enrolled in 2008 and returned in 2009. The national figure for first-time, full-time students at two-year public institutions returning in fall 2009 was 59 percent, for part-time students was 38.8 percent, combining for an overall one-year retention rate of 51.4 percent.

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.

Percentage of Students Enrolling in Developmental Courses

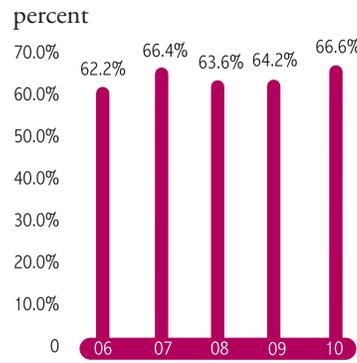
First-time Freshmen Cohort, Fall 2006-2010

Percentage of Students Enrolling in Developmental Courses

Institution	Academic Year				
	2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	47.5%	51.2%	40.2%	52.7%	65.8%
Bridgemont Community & Technical College	55.2%	66.5%	62.8%	50.7%	61.4%
Eastern WV Community & Technical College	80%	81.1%	77.4%	74.5%	86.2%
Kanawha Valley Community & Technical College	72.4%	76%	76.5%	73.8%	80.4%
Mountwest Community & Technical College	69.8%	72.7%	60.8%	43%	43.6%
New River Community & Technical College	61.3%	63.8%	61.9%	59.8%	63.6%
Pierpont Community & Technical College	60.1%	62.3%	61.2%	63.2%	67.8%
Southern WV Community & Technical College	68.8%	70.8%	64.8%	72%	71.8%
WV Northern Community College	66.7%	77.5%	78.2%	79.8%	78.1%
WVU at Parkersburg	52.7%	56.6%	61.4%	70.3%	68.5%
Total	62.2%	66.4%	63.6%	64.2%	66.6%

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental courses increased 2.4 percentage points from 64.2 percent in 2009-10 to 66.6 percent in 2010-11. The percentage of students enrolled in developmental courses in 2010-11 is an increase of 4.4 percentage points over 2006-07 enrollment.
- The institution with the highest proportion of students enrolled in developmental education in 2010-11 was Eastern WV Community and Technical College, while the lowest was Mountwest Community and Technical College.
- Enrollment in developmental education courses increased between 2009-10 and 2010-11 at six institutions and decreased in four. Between 2006-07 and 2010-11, enrollment in developmental education courses increased at all institutions except Mountwest Community and Technical College.



NATIONAL CONTEXT

Identifying reliable comparison data about developmental course taking is challenging considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2011) puts the percentage of associate's degree-seeking students that require remediation at 50.1 percent, while a survey of students conducted by the National Center for Education Statistics (2011) reports that 41.9 percent of first-time students at community colleges enrolled in at least one developmental education course, and a recent policy brief from the SREB states that nearly 60 percent of first-year students at these institutions must take at least one remedial course when they enter college (2010).

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 that require developmental education may be recent high school graduates, they are also often adult learners that may have been out of school for a number of years.

Passing Rate for Students in Developmental Courses

Academic Years 2006 – 2010

Passing Rate for Students in Developmental Courses

Institution	Subject	Academic Year				
		2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	English/Writing	76.2%	66.1%	56.7%	47.8%	.
	Math	60.1%	60.6%	66.0%	60.4%	44.8%
	Reading	76.7%	63.8%	72.9%	73.1%	46.9%
Bridgemont Community & Technical College	English/Writing	61.4%	78.4%	.	.	.
	Math	59.2%	24.3%	29.6%	20.1%	27.6%
	Reading	90.6%	86.0%	60.6%	80.7%	62.4%
Eastern WV Community & Technical College	English/Writing	61.9%	78.9%	85.2%	73.7%	70.3%
	Math	67.3%	63.2%	68.5%	60.9%	60.3%
	Reading	68.4%	67.9%	87.1%	78.6%	74.0%
Kanawha Valley Community & Technical College	English/Writing	73.8%	67.5%	63.2%	59.9%	43.2%
	Math	65.1%	59.6%	55.3%	57.5%	47.2%
	Reading	66.7%	47.7%	69.4%	58.1%	42.5%
Mountwest Community & Technical College	English/Writing	64.0%	58.7%	64.5%	46.7%	54.4%
	Math	50.9%	46.2%	29.3%	30.0%	35.7%
	Reading	75.0%	31.1%	54.8%	34.4%	36.1%
New River Community & Technical College	English/Writing	40.7%	65.8%	64.9%	62.7%	57.8%
	Math	54.9%	52.7%	54.8%	55.0%	47.8%
	Reading	56.4%	68.8%	65.8%	57.7%	63.2%
Pierpont Community & Technical College	English/Writing	50.4%	48.4%	46.8%	41.9%	38.0%
	Math	55.8%	47.7%	42.1%	39.5%	36.8%
	Reading	.	.	.	.	68.8%
Southern WV Community & Technical College	English/Writing	69.4%	61.9%	61.8%	64.1%	62.6%
	Math	64.3%	54.4%	50.4%	57.5%	64.3%
	Reading	74.9%	65.1%	69.5%	60.4%	68.3%
WV Northern Community College	English/Writing	49.0%	50.8%	63.3%	56.5%	.
	Math	55.3%	57.6%	56.1%	56.6%	50.0%
	Reading	58.2%	67.7%	67.3%	65.4%	52.8%
WVU at Parkersburg	English/Writing	41.0%	59.4%	59.1%	57.3%	.
	Math	58.0%	50.1%	58.1%	50.8%	55.1%
	Reading	69.3%	68.5%	66.2%	58.7%	60.5%
Total	English/Writing	58.5%	60.4%	61.0%	54.6%	51.9%
	Math	58.3%	51.2%	50.1%	50.5%	48.8%
	Reading	69.4%	64.0%	66.5%	65.4%	55.8%

Passing Rate for Students in Developmental Courses Continued

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

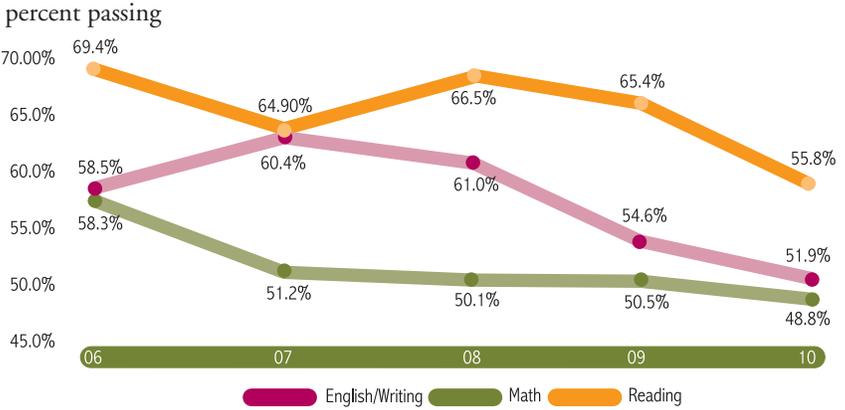
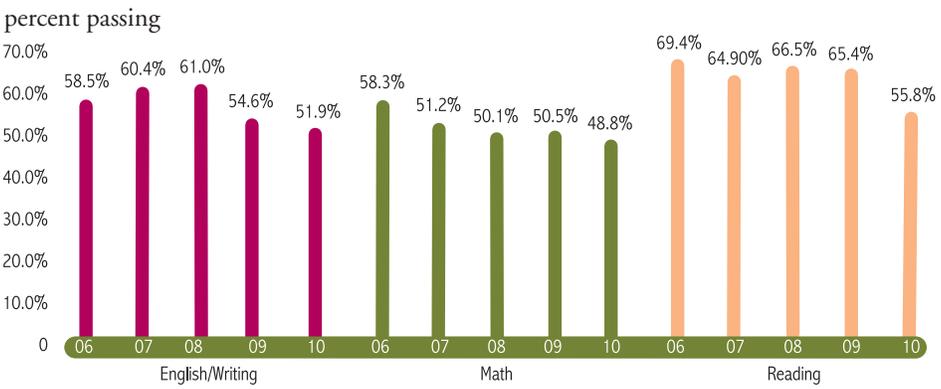
- The percentage of students passing English/writing developmental courses decreased 2.7 percentage points from 54.6 percent in 2009-10 to 51.9 percent in 2010-11. The percentage of students passing declined 8 percentage points compared with the 2006-07 rate of 58.5 percent.
- The proportion of students passing developmental math courses declined by 1.7 percentage points from 50.5 percent in 2009-10 to 48.8 percent in 2010-11. When compared to passing rates in 2006-07, the proportion declined 9.5 percentage points.
- Between 2009-10 and 2010-11, the proportion of students passing developmental reading declined from 65.4 to 55.8, a decrease of 9.6 percentage points. The 2010-11 passing rates is 13.6 percentage points below the 2006-07 passing rate of 69.4 percent.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time entry students that enroll in developmental courses, 51.5 percent complete them. Among the ten SREB states that submitted data to Complete College America, 50.1 percent of first-time entry students who enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

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

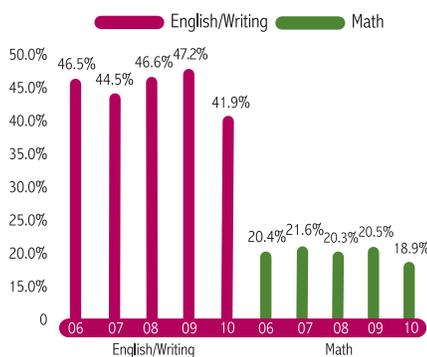


Percentage of Students Enrolled In Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

Academic Years 2005 – 2009

Percentage of Students Enrolled in Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

Institution	Subject	2005	2006	2007	2008	2009
Blue Ridge Community & Technical College	English	60.7%	66.7%	57.1%	54.3%	44.4%
	Math	23.3%	18.6%	29.3%	32.4%	26.2%
Bridgemont Community & Technical College	English	45.7%	36.1%	43.6%	.	.
	Math	27.1%	22.6%	17.9%	14.5%	17.3%
Eastern WV Community & Technical College	English	37.5%	47.6%	42.1%	55.6%	36.8%
	Math	10.6%	12.9%	14%	12.3%	17.8%
Kanawha Valley Community & Technical College	English	56.1%	43.2%	46.1%	48.8%	46%
	Math	27.2%	25.3%	23.5%	25.4%	22.1%
Mountwest Community & Technical College	English	32.7%	41.7%	51.8%	49.0%	38.4%
	Math	33.7%	32.3%	33%	28.7%	26.6%
New River Community & Technical College	English	52.4%	39.6%	42.1%	42.9%	39%
	Math	32.3%	36.5%	31.3%	32.2%	31.9%
Pierpont Community & Technical College	English	54.2%	56.7%	50.3%	38.1%	36.6%
	Math	20.1%	19.9%	17.2%	18.8%	16%
Southern WV Community & Technical College	English	44.6%	42.1%	42.1%	45.1%	41.5%
	Math	13.1%	16.3%	14.2%	16%	18%
WV Northern Community College	English	32.1%	27.5%	37.4%	51.7%	44.6%
	Math	10.2%	14.4%	17.1%	13.6%	12.6%
WVU at Parkersburg	English	46.6%	41.1%	45%	49.6%	44.1%
	Math	16.5%	19.2%	10.5%	15.8%	12.7%
Total	English	46.5%	44.5%	46.6%	47.2%	41.9%
	Math	20.4%	21.6%	20.3%	20.5%	18.9%



WEST VIRGINIA HIGHLIGHTS

- The proportion of students who took developmental education in English and then passed the subsequent college-level course within two years decreased from 47.2 percent in 2008-09 to 41.9 percent in 2009-10. The proportion of students passing the entry-level English course has fallen by 4.6 percentage points from 46.5 percent in 2005-06.
- The proportion of students who passed the subsequent course following their developmental math course within two years decreased by 1.6 percentage points from 20.5 percent in 2008-09 to 18.9 percent in 2009-10. This number has fallen by 1.5 percentage points from its 2005-06 level of 20.4 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, 20.5 percent complete them and the subsequent college-level course within two years. Among the ten SREB states that submitted data to Complete College America, 19.6 percent of first-time entry students who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

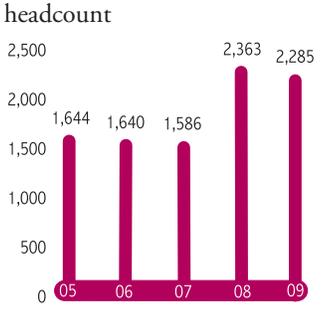
This indicator provides the proportion of students who passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work. In an attempt to provide more accurate data, reporting practices were adjusted for this year's report card.

Community College Students Entering a Bachelor's Degree Program (Or Above) The Next Fall

Fall 2005 – 2009

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college decreased from 2,363 for those entering in fall 2008 to 2,285 in 2009, a decline of 3.3 percent.
- Over the five-year time span reported from 2005 to 2009, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 39 percent from 1,644 students for 2005 to 2,285 for 2009.
- The number of students who entered a bachelor's degree program in 2009 varied widely by institution with six 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. NCES data on the 2004 cohort of first-time students at community colleges found that 11.5 percent of these students had transferred to a four-year college within three years (NCES, 2009). For those who intended to transfer, reported intentions to complete, and attended at least half time in their first year, 20.2 percent transferred within three years. Other research has shown that students who transfer after earning an associate's degree are more likely to obtain their bachelor's degrees than those who transfer without this credential (NCES, 1997).



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. While 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 a Bachelor's Degree Program (or Above) the Next Fall

Institution	Academic Year					2008-2009 % Change	2005-2009 % Change
	2005	2006	2007	2008	2009		
Blue Ridge Community & Technical College	55	71	82	85	121	42.4%	120.0%
Bridgemont Community & Technical College	83	81	68	116	62	-46.6%	-25.3%
Eastern WV Community & Technical College	4	17	8	15	15	0.0%	275.0%
Kanawha Valley Community & Technical College	229	168	134	684	485	-29.1%	111.8%
Mountwest Community & Technical College	175	211	176	271	208	-23.2%	18.9%
New River Community & Technical College	141	131	142	149	158	6.0%	12.1%
Pierpont Community & Technical College	294	292	313	252	254	0.8%	-13.6%
Southern WV Community & Technical College	135	130	128	130	184	41.5%	36.3%
WV Northern Community College	122	110	116	119	139	16.8%	13.9%
WVU at Parkersburg	406	429	419	542	659	21.6%	62.3%
Total	1,644	1,640	1,586	2,363	2,285	-3.3%	39.0%

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

Test Takers July 1, 2009 - June 30, 2009

Pass Rates of Undergraduate Certificate Completers on Licensure/ Certification Examinations

Exam	Examined	Passed	Pass Rate
EMT	4	4	100.0%
EMT-Paramedic	18	14	77.8%
Electrocardiography	9	9	100.0%
Medical Lab Assistant	6	6	100.0%
Practical Nursing	15	15	100.0%
Total	52	48	92.3%

Pass Rates of Associate Degree Completers on Licensure/ Certification Examinations

Exam	Examined	Passed	Pass Rate
Dental Hygiene	27	24	88.9%
EMT-Paramedic	3	3	100.0%
Health Information Technology	2	2	100.0%
Medical Lab Technology	14	13	92.9%
Nursing	370	325	87.8%
Radiologic Technology	32	31	96.9%
Respiratory Care Technology	47	33	70.2%
Veterinary Technology	4	2	50.0%
Total	499	433	86.8%

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took licensure examinations, 92.3 percent passed. This ranged from a high of a 100 percent pass rate for EMT, Electrocardiography, Medical Lab Assistant, and Practical Nursing students to a low of a 77.8 percent for EMT-Paramedic students.
- Compared with the previous year, the pass rates for four tests went up; and one remained the same.
- Of all students completing associate's degrees who took licensure examinations, 88.3 percent passed the test. The exam pass rates ranged from 100 percent for EMT-Paramedic, Health Information Technology, and Medical Lab Technology students to 50 percent for Veterinary Technology students.
- The overall pass rates of associate's degree completers held steady from the prior year, although the number of exam takers decreased from 829 to 282.

NATIONAL CONTEXT

In all five of the certificate programs in which students took licensure examinations, the percent of West Virginia students passing each exam met or exceeded the national average. For students completing associate's degrees and taking a licensure exam, the percent of West Virginia students passing the exam met or exceeded the national average in three out of four programs for which data were available: Health Information Technology, Nursing, and Radiologic Technology. No national pass rates were available for Respiratory Care Technology and Veterinary Technology.

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 in fields requiring licensure.

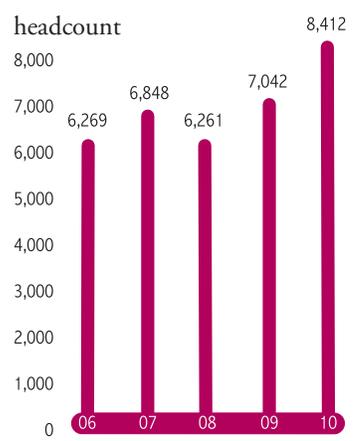
WORKFORCE DEVELOPMENT

Skill Set Certificate Completers (Less Than One Year)

Academic Years 2006 – 2010

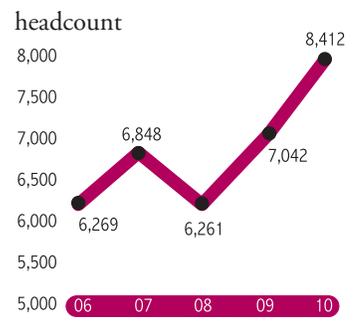
WEST VIRGINIA HIGHLIGHTS

- The number of students completing skill set certificates increased 19.5 percent, from 7,042 in 2009-10 to 8,412 in 2010-11.
- Skill set certificate completion has increased 34.2 percent since 2006-07.
- Since 2006-07, seven institutions have realized increases in skill set certificate completion while three have decreased.



NATIONAL CONTEXT

Among two-year public institutions in the U.S., 69.9 percent offered skill-set length certificate programs in the 2004-05 academic year. These skill set-length certificates were also offered at 51.3 percent of two-year private, for-profit institutions. Less-than-two-year institutions are those most likely to offer skill set-length certificates, with 73.3 percent of institutions in this sector offering them. Across sectors, less-than-two-year private, for-profit institutions were the most likely to offer these certificates with 78.2 percent offering them, while four-year private, not-for-profit institutions were the least likely at 8.3 percent (NCES, 2008).



ABOUT THIS MEASURE

This indicator provides the number of students completing skill set certificate programs. Skill sets are a series of courses for competencies that prepare individuals for a specific skill and carry a value of 1 to 29 credit hours or the non-credit contact hour equivalent.

Skill Set Certificate Completers (Less Than One Year)

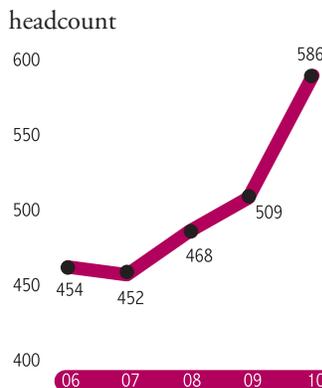
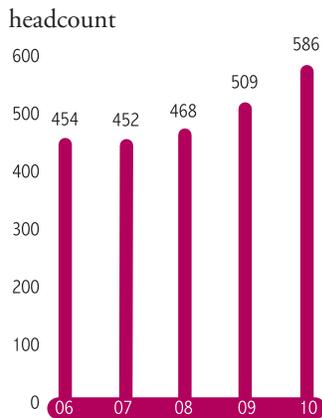
Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	136	142	146	671	851	26.8%	525.7%
Bridgemont Community & Technical College	52	24	8	72	312	333.3%	500.0%
Eastern WV Community & Technical College	12	5	3	260	199	-23.5%	1558.3%
Kanawha Valley Community & Technical College	874	1,328	1,637	658	505	-23.3%	-42.2%
Mountwest Community & Technical College	2,105	685	240	230	970	321.7%	-53.9%
New River Community & Technical College	155	225	447	142	229	61.3%	47.7%
Pierpont Community & Technical College	1,633	1,287	909	2,022	1,152	-43.0%	-29.5%
Southern WV Community & Technical College	825	1,117	2,034	2,426	2,752	13.4%	233.6%
WV Northern Community College	379	1,943	758	475	417	-12.2%	10.0%
WVU at Parkersburg	98	92	79	86	1,025	1091.9%	945.9%
TOTAL	6,269	6,848	6,261	7,042	8,412	19.5%	34.2%

Career-Technical Certificate of Applied Science Completers

Academic Years 2006 – 2010

Career-Technical Certificate of Applied Science Completers

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	105	62	44	108	146	18.7%	39.0%
Bridgemont Community & Technical College	7	9	14	9	9	0.0%	28.6%
Eastern WV Community & Technical College	4	1	0	4	11	175.0%	175.0%
Kanawha Valley Community & Technical College	23	13	18	16	25	56.3%	4.2%
Mountwest Community & Technical College	17	56	64	17	69	305.9%	360.0%
New River Community & Technical College	43	40	38	23	27	17.4%	-38.6%
Pierpont Community & Technical College	90	111	118	122	63	-48.4%	-30.0%
Southern WV Community & Technical College	47	37	53	27	32	18.5%	-31.9%
WV Northern Community College	63	76	93	100	106	-4.5%	43.2%
WVU at Parkersburg	55	47	26	83	98	18.1%	78.2%
TOTAL	454	452	468	509	586	9.5%	26.0%



WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 9.5 percent from 509 in 2009-10 to 586 in 2010-11.
- The number of certificate completers increased at eight institutions from 2009-10 to 2010-11, declined at one, and remained the same at one.
- Since 2006-07 the number of certificate completers has increased from 454 to 586, a growth of 26 percent. The number of those completing certificates has increased at seven of the ten institutions during this time.

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 of Applied Science 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 Associate Program Completers

Academic Years 2006 – 2010

Career-Technical Associate Program Completers

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	156	159	122	151	203	34.4%	30.1%
Bridgemont Community & Technical College	123	121	135	118	140	17.6%	12.9%
Eastern WV Community & Technical College	20	20	19	31	36	16.1%	80.0%
Kanawha Valley Community & Technical College	205	226	192	239	230	-4.6%	9.0%
Mountwest Community & Technical College	325	312	307	251	302	20.3%	-7.1%
New River Community & Technical College	132	130	112	86	71	-17.4%	-50.0%
Pierpont Community & Technical College	241	293	256	265	230	-13.9%	-4.6%
Southern WV Community & Technical College	231	187	209	181	169	-8.6%	-28.4%
WV Northern Community College	191	207	206	242	259	8.4%	37.8%
WVU at Parkersburg	294	279	276	336	427	24.1%	44.3%
TOTAL	1,918	1,934	1,834	1,900	2,067	8.8%	7.8%

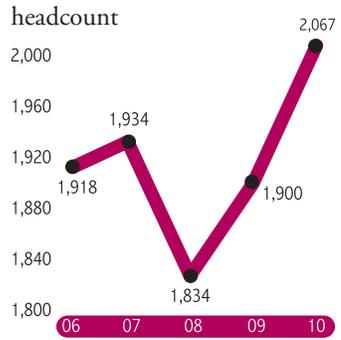
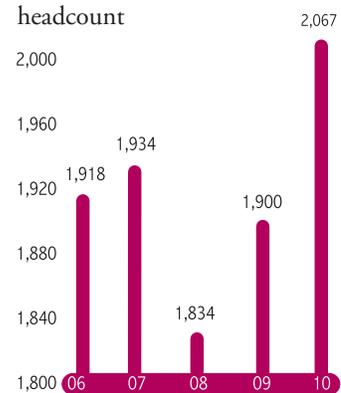
- WEST VIRGINIA HIGHLIGHTS**
- The number of students completing career-technical associate programs increased 8.8 percent from 1,900 in 2009-10 to 2,067 in 2010-11.
 - Career-technical associate program completion has increased 7.8 percent since 2006-07.
 - Six institutions experienced gains since 2009-10, and six have increased their associate completions since 2006-07.

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).

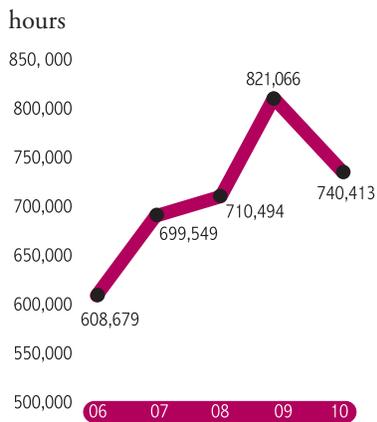
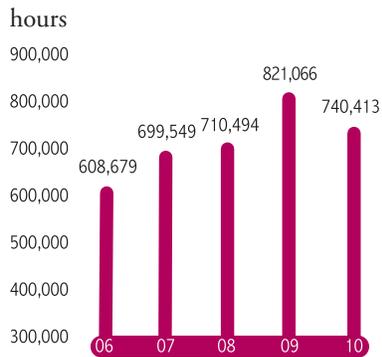
ABOUT THIS MEASURE

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, 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.



Training Contact (Clock) Hours Delivered

Academic Years 2006 – 2010



WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System decreased 9.8 percent, from 821,066 in 2009-10 to 740,413 in 2010-11.
- Since 2006-07, the number of training hours delivered has risen 21.6 percent.
- Between 2006-07 and 2010-11, eight institutions have increased their number of training contact hours.

NATIONAL CONTEXT

Training contact hours are difficult to ascertain 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 instruction 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	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	22,680	23,540	24,717	26,153	42,284	61.7%	86.4%
Bridgmont Community & Technical College	34,001	29,451	23,417	47,744	53,339	11.7%	56.9%
Eastern WV Community & Technical College	7,200	17,014	19,320	28,255	8,323	-70.5%	15.6%
Kanawha Valley Community & Technical College	53,334	52,079	82,621	85,985	79,351	-7.7%	48.8%
Mountwest Community & Technical College	161,112	140,764	130,807	257,694	106,700	-58.6%	-33.8%
New River Community & Technical College	66,093	67,460	58,760	88,781	124,292	40.0%	88.1%
Pierpont Community & Technical College	71,890	83,803	114,344	80,433	82,781	2.9%	15.1%
Southern WV Community & Technical College	40,485	63,503	81,260	61,447	86,067	40.1%	112.6%
WV Northern Community College	130,281	199,279	147,880	96,076	75,295	-21.6%	-42.2%
WVU at Parkersburg	21,603	22,656	27,368	48,498	81,981	69.0%	279.5%
TOTAL	608,679	699,549	710,494	821,066	740,413	-9.8%	21.6%

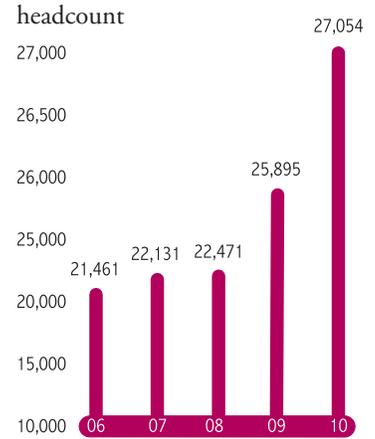
ACCESS

Credit Headcount Enrollment

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes increased 4.5 percent, from 25,895 in 2009-10 to 27,054 in 2010.
- For-credit enrollment has increased 26.1 percent since fall 2006.
- Over this five-year span from 2006 to 2010, nine institutions have realized increases in for-credit enrollment while one has experienced a decrease. The largest increase has been 98.2 percent at Blue Ridge Community and Technical College.



NATIONAL CONTEXT

From 2004 to 2009, while enrollment in two-year colleges increased 41.9 percent in West Virginia, it increased 12.7 percent nationally and 17.6 percent in the SREB states. The large change in West Virginia was partly due to the separation of some institutions from their administratively linked four-year college. Enrollment in two-year colleges made up 26.2 percent of undergraduate enrollment in West Virginia in 2009 while it made up 45.8 percent nationwide and 47.9 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions increased 0.6 percentage points from 2004 to 2009 in West Virginia while it increased 0.4 percent in the nation and 1.9 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

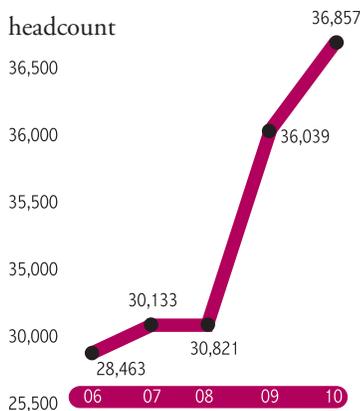
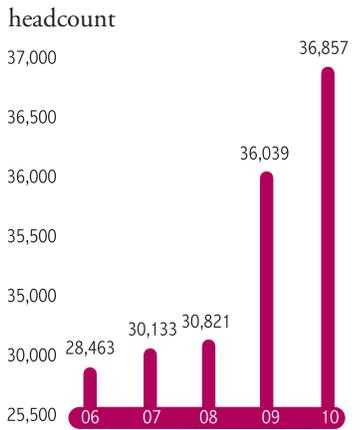
Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	1,955	2,184	2,468	3,198	3,874	21.1	98.2
Bridgemont Community & Technical College	675	747	767	913	928	1.6	37.5
Eastern WV Community & Technical College	784	537	545	639	638	-0.2	-18.6
Kanawha Valley Community & Technical College	1,649	1,643	1,752	2,235	1,949	-12.8	18.2
Mountwest Community & Technical College	2,579	2,476	2,534	3,083	3,126	1.4	21.2
New River Community & Technical College	1,861	2,255	2,383	2,811	3,016	7.3	62.1
Pierpont Community & Technical College	2,803	2,854	2,666	2,783	3,000	7.8	7
Southern WV Community & Technical College	2,315	2,272	2,548	2,619	2,565	-2.1	10.8
WV Northern Community College	2,911	3,327	3,069	3,327	3,510	5.5	20.6
WVU at Parkersburg	3,929	3,836	3,739	4,287	4,448	3.8	13.2
TOTAL	21,461	22,131	22,471	25,895	27,054	4.5	26.1

Annual Headcount Enrollment

2006 – 2010

Annual Headcount Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	2,586	3,207	3,593	4,361	5,195	19.1%	100.9%
Bridgemont Community & Technical College	889	943	983	1,129	1,167	3.4%	31.3%
Eastern WV Community & Technical College	973	697	811	875	862	-1.5%	-11.4%
Kanawha Valley Community & Technical College	2,223	2,142	2,238	3,145	2,511	-20.2%	13%
Mountwest Community & Technical College	3,236	3,179	3,464	4,043	4,186	3.5%	29.4%
New River Community & Technical College	2,637	3,206	3,564	4,011	4,268	6.4%	61.9%
Pierpont Community & Technical College	3,650	3,696	3,604	3,693	3,969	7.5%	8.7%
Southern WV Community & Technical College	3,103	2,985	3,169	3,289	3,131	-4.8%	0.9%
WV Northern Community College	4,189	5,134	4,507	5,946	5,877	-1.2%	40.3%
WVU at Parkersburg	4,977	4,944	4,888	5,547	5,691	2.6%	14.3%
Total	28,463	30,133	30,821	36,039	36,857	2.3%	29.5%



WEST VIRGINIA HIGHLIGHTS

- Annual headcount enrollment increased 2.3 percent, from 36,039 in 2009-10 to 36,857 in 2010-11.
- Annual headcount enrollment has increased 29.5 percent since fall 2006.
- From 2006-07 to 2010-11, nine institutions have realized increases in annual headcount enrollment while one has experienced decreases. The largest increase has been 100.9 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, used for the first time in the Report Card, does not have national comparisons, but makes sense for community colleges because it allows them 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 fall, spring, and summer semesters.

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

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 8.3 percent, from 9,244 in 2009-10 to 10,014 in 2010-11.
- Adult for-credit enrollment has increased 33.3 percent since fall 2006.
- Over this five-year span from 2006-07 to 2010-11, nine institutions have realized increases in adult credit enrollment while one has decreased. The largest gain was 90.9 percent at Blue Ridge Community and Technical College.

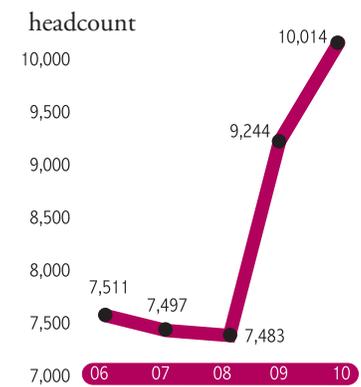
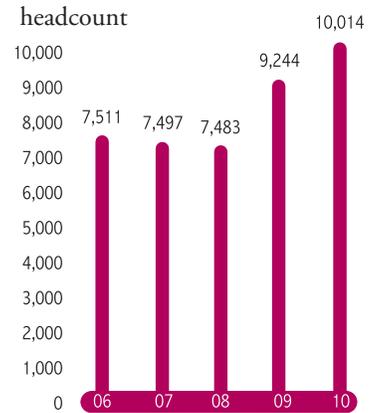
NATIONAL CONTEXT

According to SREB data, 35.2 percent of all public postsecondary students enrolled nationally in fall 2009 were aged 25 to 49, up from 33.8 percent in 2007. For SREB states the figure was 34.2 percent in 2009 and for West Virginia it was 40.6 percent (SREB, 2009).

West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average increased from 5.7 to 6.8 percent from 2005 to 2009 and the SREB average grew from 5.0 to 6.0 percent of this age group, West Virginia saw an increase from 4.9 to 9.9 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 as this age group becomes a smaller proportion of West Virginia's population. Currently, only 22.9 percent of West Virginians aged 25 years or older have acquired an associate's degree or higher compared to the national average of 35.3 percent (ACS, 2008). 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	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	784	850	911	1,205	1,497	24.2%	90.9%
Bridgmont Community & Technical College	211	185	211	279	283	1.4%	34.1%
Eastern WV Community & Technical College	180	183	165	210	230	9.5%	27.8%
Kanawha Valley Community & Technical College	695	734	757	855	886	3.6%	27.5%
Mountwest Community & Technical College	1,147	1,012	1,007	1,453	1,437	-1.1%	25.3%
New River Community & Technical College	674	764	811	1,075	1,204	12%	78.6%
Pierpont Community & Technical College	721	675	719	775	870	12.3%	20.7%
Southern WV Community & Technical College	696	628	598	649	647	-0.3%	-7%
WV Northern Community College	1,033	1,173	1,036	1,168	1,315	12.6%	27.3%
WVU at Parkersburg	1,370	1,293	1,268	1,575	1,645	4.4%	20.1%
TOTAL	7,511	7,497	7,483	9,244	10,014	8.3%	33.3%



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

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