

WEST
VIRGINIA

REPORT CARD

2015

West Virginia Higher Education Policy Commission and
West Virginia Council for Community and Technical College Education



INTRODUCTION FROM CHAIRMEN BERRY AND PENNINGTON



Dr. Bruce Berry



Clarence Pennington

We live in an increasingly global, competitive and high-tech economy. Businesses are quickly moving to areas where there is a skilled and educated workforce. This means that a high school diploma is no longer the only credential needed to secure a high-paying job. A postsecondary education, whether a one-year certificate, associate's degree or bachelor's degree, will be required for the majority of future employers.

Through our colleges and universities, West Virginians can open the door to new opportunities. They have the ability to earn a higher income, transition into new careers and save for retirement. Taking that next step in their educational journey will set them on the path to success and strengthen our state's workforce.

In the 2015 West Virginia Report Card, you will find how West Virginia's two- and four-year institutions worked toward their higher education goals. By doing so, we provide educational programs and student services that help West Virginians succeed in postsecondary education. We consistently strive to improve our higher education environment and will face the challenges before us to ensure these opportunities for our students and for West Virginia.



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ABOUT THE 2015 REPORT CARD

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card. This annual accountability report provides year-end higher education statistics for both of the state's higher education systems, the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (*Leading the Way Access: Success. Impact. 2013-2018*) and the Council (*Meeting the Challenge 2010-2015*).

The systems' master plans establish aspirational institutional and statewide goals for the state's public higher education systems at a time when public postsecondary education is a critical component to the economic and civil success of the state. Each Commission institution has developed strategies and comprehensive plans with activities aimed specifically at achieving institutional and system-wide goals in key areas such as enrollment, retention, developmental education, and financial aid, as set forth in the Commission's *Leading the Way* master plan. A number of these activities are highlighted throughout this document as either "Featured Institutional Initiatives" or "Institutional Spotlights."

The Council's *Meeting the Challenge* master plan cycle ended in 2015. In its newly-adopted master plan, *Fulfilling the Vision*, the Council renews its commitment to providing high-quality, accessible, and responsive education and training to the citizenry of West Virginia. Information on each system's master plan is available at the following locations:



Higher Education Policy Commission: (<http://www.wvhepc.edu/master-plan-leading-the-way/>)

Council for Community and Technical College Education:
(<http://www.wvctcs.org>)



When reviewing the statistics in this report, it is important to carefully read the "About This Measure" section on each page, which is intended to precisely define what is being measured by any given statistic. This is particularly important when it comes to the cohort, or group of students, of which the statistic is reflective. For example, there are fundamental differences between "full-time" and "part-time" students that can have a drastic effect on reported data.

While this edition of the West Virginia Higher Education Report Card primarily focuses on the 2014-2015 academic year, several divisions within the Commission and Council are continuously updating different reports and data sources. These additional resources touch on diverse higher education topics specific to West Virginia and can be found in the following locations:



Reports and Publications: (<http://www.wvhepc.edu/resources/reports-and-publications/>)

The Reports and Publications pages of both the Commission's and Council's websites provide a majority of the annual and ad hoc reports. These include the Financial Aid Comprehensive Report, Higher Education Report Card, the state College-Going Rate Report, High School Academic Readiness Report, and institutional reauthorization data, among many others. Historical and current year reporting are available for most reports.

Data Portal: (<http://www.wvhepc.edu/resources/data-portal/>)



The Data Portal provides the most current data available for every institution within both the two- and four- year systems. The data are reflective of fall end-of-term reporting and are updated annually. Additional information regarding enrollment, retention, and graduation can be found using this system.



Tuition Summaries: (<http://www.wvhepc.edu/resources/purchasing-and-finance/tuition-summaries/>)

Updated by the Commission's Division of Finance, the tuition summaries page provides current and historical tuition and fees for all public institutions across the state.

STATE

College-Going Rates of Recent West Virginia High School Graduates

Fall 2010 - 2014

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 1.3 percentage points from 55.9 percent to 54.6 percent between 2013 and 2014. The in-state college-going rate decreased from 48.2 to 48.1 percent between 2013 and 2014.
- The overall college-going rate has decreased 4.2 percentage points since 2010. The in-state college-going rate decreased by 2.2 percentage points during the same period.

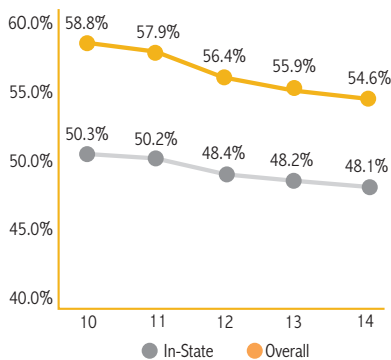
NATIONAL CONTEXT:

Nationally, 63.6 percent of 2011-12 high school graduates continued directly to college the following fall, an increase of 7.3 percent over the fall 2002 college-going rate (SREB, 2014). For fall 2012, nine of the 16 SREB states had a college-going rate that was above the national average.

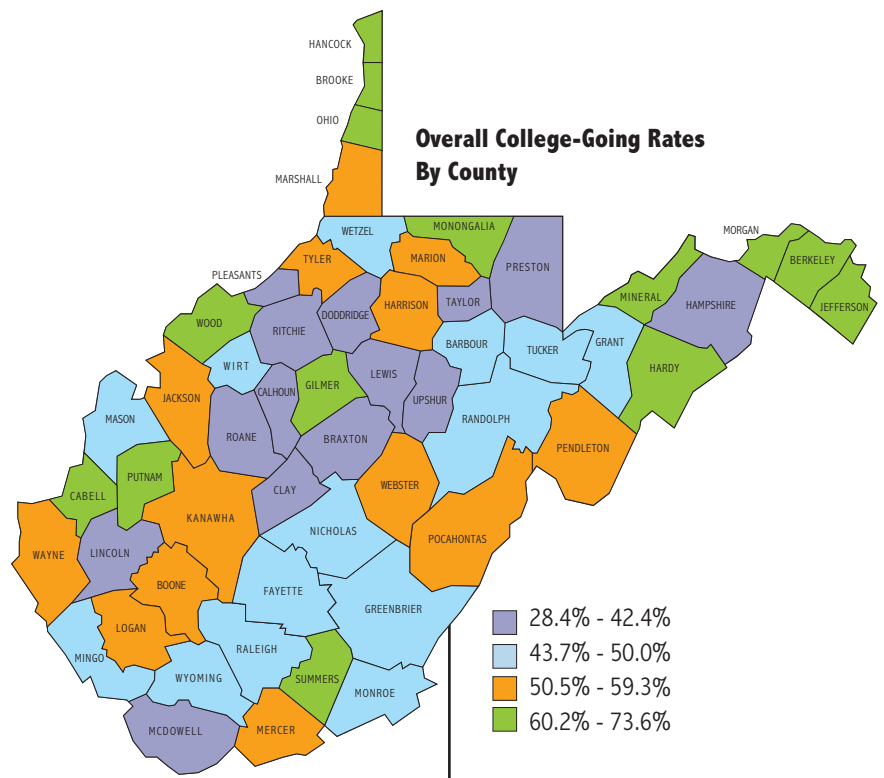
A 2011 College Summit report addressed the importance of providing data on post-secondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do, can help increase the preparation and college-going rate of high school students (College Summit, 2011).

ABOUT THIS MEASURE:

This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent Commission staff from examining these students at the individual level; however, an agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state college enrollment rate in the future.



Year	In-State	Overall
2010	50.3%	58.8%
2011	50.2%	57.9%
2012	48.4%	56.4%
2013	48.2%	55.9%
2014	48.1%	54.6%



College-Going Rates By County
Fall 2014

County	In-State	Overall
Barbour	48.1%	49.4%
Berkeley	47.0%	60.7%
Boone	51.7%	56.5%
Braxton	37.4%	39.0%
Brooke	45.9%	60.4%
Cabell	53.7%	62.5%
Calhoun	27.0%	28.4%
Clay	38.3%	41.1%
Doddridge	40.7%	42.0%
Fayette	41.8%	45.1%
Gilmer	57.8%	62.5%
Grant	41.5%	50.0%
Greenbrier	40.1%	48.0%
Hampshire	30.8%	38.0%
Hancock	52.7%	70.4%
Hardy	54.9%	60.8%
Harrison	48.3%	53.2%
Jackson	50.0%	54.7%
Jefferson	48.4%	60.4%
Kanawha	47.6%	57.0%
Lewis	42.1%	42.1%
Lincoln	39.2%	41.4%
Logan	51.7%	59.3%
Marion	51.2%	54.8%
Marshall	49.3%	57.9%
Mason	41.1%	50.0%
McDowell	33.0%	42.4%
Mercer	45.6%	50.5%

County	In-State	Overall
Mineral	49.8%	63.9%
Mingo	43.3%	47.8%
Monongalia	52.1%	63.8%
Monroe	41.9%	48.4%
Morgan	33.7%	65.3%
Nicholas	40.7%	44.0%
Pendleton	53.7%	58.5%
Pleasants	30.6%	36.0%
Pocahontas	50.0%	56.4%
Preston	34.0%	37.2%
Putnam	55.5%	65.9%
Raleigh	42.5%	47.7%
Randolph	43.2%	47.9%
Ritchie	36.8%	36.8%
Roane	39.8%	42.2%
Summers	43.4%	60.2%
Taylor	40.8%	41.5%
Tucker	46.4%	48.8%
Tyler	47.5%	52.5%
Upshur	34.9%	36.9%
Wayne	43.8%	51.8%
Webster	51.6%	52.6%
Wetzel	41.0%	45.0%
Wirt	50.0%	50.0%
Wood	47.1%	61.7%
Wyoming	42.0%	43.7%

STATE

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real Opportunities for Maximizing In-state Student Excellence (PROMISE) Scholarship, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2014 academic year was 32,347, which is 4.7 percent less than the total of 33,929 in 2013.
- Participation declined in all three programs from 2013 to 2014. HEAPS awards declined 4.8 percent, PROMISE declined 2.3 percent, and WVHEG declined 5.9 percent.
- When compared with 2010 student levels, participation in the PROMISE Scholarship Program increased by 2.1 percent while HEAPS and WVHEG declined by 4.3 and 12.8 percent, respectively.

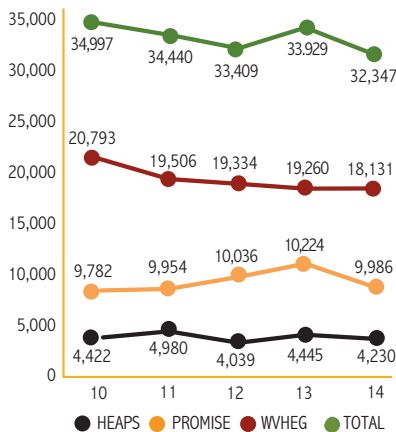
NATIONAL CONTEXT

Forty-nine states and territories reported having need-based grant programs in 2013-14. Exclusively need-based aid constituted 47.3 percent of all aid granted to undergraduate students. West Virginia ranked 9th among the 52 states and territories in regard to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,069 per student. The state ranks second among the 52 states and territories in grant dollars awarded per capita (NASSGAP, 2014).

Nationally, state grant aid programs made 0.28 awards per full-time equivalent student in 2013-14. West Virginia, however, made 0.47 awards per full-time equivalent student, which ranks 7th in the nation. While the national average remained relatively constant, the West Virginia awards per full-time equivalent student increased slightly from the previous year value of 0.43.

ABOUT THIS MEASURE

These figures represent the number of awards made through one of three state financial aid programs: HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools or the student received two different kinds of awards.



Number of Awards: HEAPS, PROMISE, and WVHEG Programs

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
HEAPS	4,422	4,980	4,039	4,445	4,230	-4.8%	-4.3%
PROMISE	9,782	9,954	10,036	10,224	9,986	-2.3%	2.1%
WVHEG	20,793	19,506	19,334	19,260	18,131	-5.9%	-12.8%
Total	34,997	34,440	33,409	33,929	32,347	-4.7%	-7.6%

* 2013 data are preliminary and subject to change.

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2010 - 2014

WEST VIRGINIA HIGHLIGHTS

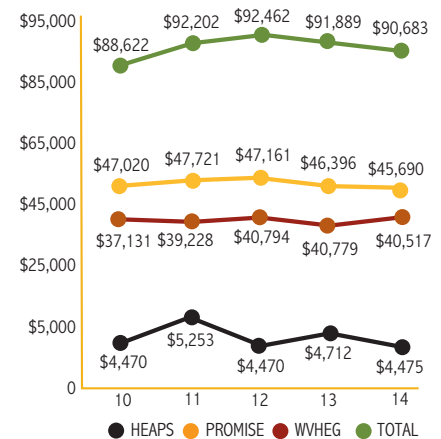
- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2014 academic year was \$90,683,731, a 1.3 percent decrease from the \$91,889,354 in funding for 2013.
- The HEAPS, PROMISE, and WVHEG Programs declined 5.0, 1.5 and 0.6 percent, respectively, in total dollar amount awarded.
- Between 2010 and 2014, awards increased for HEAPS (0.1 percent) and WVHEG (9.1 percent). The PROMISE Scholarship experienced the only decline at 2.8 percent over the same time period.

NATIONAL CONTEXT

Nationally, about \$11.7 billion in total state-funded student financial aid was awarded during the 2013-14 academic year. This figure represents about a 3.6 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$9.9 billion or 85 percent of the total. Of this \$9.6 billion in grant aid, 75 percent was need-based, while 25 percent was non-need-based. These figures remained unchanged from the previous year. Between 2003-04 and 2013-14, need-based grant aid grew by 40 percent, from \$5.3 billion to \$7.4 billion in constant 2014 dollars, while non-need-based grants grew 28 percent from \$1.9 billion to \$2.4 billion. (NASSGAP, 2014)

ABOUT THIS MEASURE

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



Number of Awards: HEAPS, PROMISE, and WVHEG Programs

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
HEAPS	\$4,470,987	\$5,253,000	\$4,470,529	\$4,712,629	\$4,475,792	-5.0%	0.1%
PROMISE	\$47,020,274	\$47,721,444	\$47,161,143	\$46,396,733	\$45,690,911	-1.5%	-2.8%
WVHEG	\$37,131,277	\$39,228,028	\$40,794,859	\$40,779,992	\$40,517,028	-0.6%	9.1%
Total	\$88,622,538	\$92,202,472	\$92,426,531	\$91,889,354	\$90,683,731	-1.3%	2.3%



Additional information on West Virginia's financial aid programs is available in the Higher Education Policy Commission's 2015 Financial Aid Comprehensive Report at:

<http://www.wvhepc.edu/wp-content/uploads/2015/11/2015FinancialAidComprehensiveFINAL.pdf>

STATE**Degrees/Certificates Awarded at Public Institutions**

Academic Years 2005 – 2014

WEST VIRGINIA HIGHLIGHTS

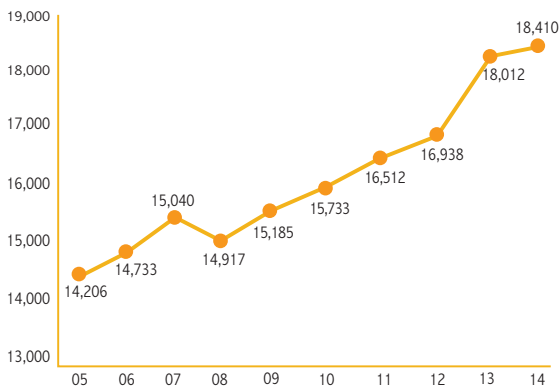
- The total number of degrees and credentials awarded at West Virginia public institutions during the 2014 academic year was 18,410, which is 2.2 percent greater than 18,012 awarded in 2013.
- Over the ten-year period, the total number of degrees and credentials has increased by 29.6 percent from the 2005 level of 14,206.
- The largest increase in proportion of degrees over this 10-year period was in undergraduate certificates with an increase of 350.5 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,505.
- Associate's degrees and certificates were 28.5 percent of the total in 2014, with bachelor's degrees making up 51.8 percent and advanced degrees 19.7 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 608,064 for the 2012-13 academic year. The total number of awards conferred at two-year public institutions was 412,325. The proportion of awards that were associate's degrees and certificates was 41.8 percent; bachelor's degrees made up 41.3 percent and advanced degrees were 16.6 percent. (SREB, 2014).

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, doctor's degree-professional practice*, and doctor's degree-research/scholarship. 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 at Public Institutions**

Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2013-2014 % Change	2005-2014 % Change
Undergraduate												
Certificate	376	528	548	504	546	593	764	1,084	1,476	1,694	14.8%	350.5%
Associate's	2,579	2,697	2,698	2,702	2,756	2,949	3,042	3,225	3,660	3,552	-3.0%	37.7%
Bachelor's	8,025	8,278	8,529	8,439	8,469	8,583	9,118	9,092	9,391	9,530	1.5%	18.8%
Master's	2,542	2,502	2,549	2,535	2,555	2,694	2,696	2,610	2,586	2,653	2.6%	4.4%
Post-Master												
Certificate	29	17	4	22	26	21	16	21	20	42	110.0%	44.8%
Doctor's – Research / Scholarship	179	172	221	201	157	178	178	174	165	201	21.8%	12.3%
First Professional	476	539	491	514	.	.	.	.	.	.	.	.
Doctor's – Professional Practice	.	.	.	.	676	715	698	732	714	738	3.4%	.
Total	14,206	14,733	15,040	14,917	15,185	15,733	16,512	16,938	18,012	18,410	2.2%	29.6%

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

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

A MESSAGE FROM CHANCELLOR PAUL L. HILL, PH.D.

*As West Virginia's public four-year higher education system continues working to fulfill the goals set forth in the five-year master plan, **Leading the Way: Access. Success. Impact.**, we have passed some encouraging mile markers.*



We are producing a greater number of degrees – more than 13,000 annually – than ever before. We are seeing students who receive state financial aid working in West Virginia at higher rates than overall graduates. In fact, one study found that 80 percent of PROMISE Scholarship recipients who graduated in 2003-04, among the first students to receive the scholarship, were working in the state in 2012. And we are in the midst of a number of promising college completion initiatives, including our 15 to Finish campaign and efforts that are easing the student credit transfer process, with a new goal to “Double the Degrees” we produce annually by 2025.

While we celebrate our progress, we also recognize West Virginia needs far more of it. We must increase our college-going rate, improve student retention, continually emphasize and advance degree completion, and preserve the affordability of public higher education in West Virginia.

This year's Report Card reflects both positive momentum and the challenges that lie before us, and it underscores the vast importance of the work we are doing to help more West Virginians earn the credentials they need to succeed – and affirm West Virginia as a state full of ideas, solutions, leaders, job creators and vibrant communities.



ACCESS

West Virginians of all ages have the right to a quality education that empowers them to act as productive members of the citizenry and workforce. Receiving a quality education includes the option to pursue undergraduate and graduate postsecondary educational opportunities that correspond with individual career and life aspirations. By continuing to promote postsecondary education, West Virginia intends to foster a state culture that values higher education as a means to individual, community, and economic development. In West Virginia, access to postsecondary education depends on three central factors: adequate preparation, accessible information, and feasible cost.

Featured Institutional Access Initiatives

CONCORD UNIVERSITY

Concord University has implemented several activities and used a variety of media to communicate the importance of early FAFSA completion, including offering annual FAFSA workshops for high school counselors, participating in the statewide annual College Goal Sunday, promoting FAFSA completion with enrolled students via a comprehensive FAFSA campaign (FAFSA t-shirts, yard signs, media blasts, etc.), and mailing postcard reminders to admitted students for whom a FAFSA is incomplete or missing.

Concord is also providing multiple opportunities for the distribution of financial aid information to prospective and continuing students, including participation in West Virginia's week-long college application and exploration event, maintaining a presence at college fairs, conducting high school visits, distributing Financial Aid 101 booklets to continuing students, and hosting open houses, campus visits, and receptions for admitted students. Financial aid personnel actively participate in workshops conducted in local high schools through the Upward Bound and GEAR UP programs. The University also provides each student with a letter listing institutional financial aid as part of an accepted student's admission packet.

The University is also working to promote responsible borrowing, debt education and repayment obligations with all students through the development and implementation of a revised financial aid award letter that incorporates several concepts from the federal Shopping Sheet. The University is promoting an understanding of financial aid borrowing and debt education through a module incorporated in UNIV 100. Finally, Concord University is providing individual debt education/counseling to students above and beyond the loan entrance and exit counseling required by the United States Department of Education.

FAIRMONT STATE UNIVERSITY

Fairmont State University (FSU) is conducting a review of Appreciative Advising as a strategy to support academic advising. This effort includes both advising efforts based in the Academic Advising Center (which reports to the Provost) and in those efforts provided by faculty and staff within the colleges/schools and academic programs. Implementation of the Appreciative Advising initiative began with the creation of a book study group consisting of faculty and advising staff.

FSU is also developing Ambassador programs to create a cadre of current students to support recruitment and retention efforts. The institution began design and development of its Ambassador program in the spring of 2014. Ambassadors interact with prospective students during individual family visits, group major Exploration Days, and Campus Visitation Days. Plans are underway for Ambassadors to represent FSU during CFWV-sponsored College Exploration and Application events in P-12 schools in the region, beginning with those schools participating in the FSU Professional Development School Partnership.

WEST VIRGINIA STATE UNIVERSITY

West Virginia State University (WVSU) is working to increase the number of high school students who study for college credit through a number of innovative programs, some of which offer an opportunity to obtain a year of college credit prior to completing high school. The institution is actively collaborating with school districts to establish partnerships with high schools in order to develop 1+3 programs through which high school juniors and seniors will be enrolled in a degree program of their choice and take college courses from WVSU toward their chosen degree program. Students who complete the first step of the program are given the opportunity to finish their degree in three years at WVSU.

The institution is also working to increase the number of seats available in college classes offered to junior and senior level high school students enrolled in its Upward Bound programs. WVSU will look to increase other class offerings as the program progresses. The University will also work with representatives from Kanawha County Schools to increase the enrollment of the current Collaborative Program from 70 to 100 students.

Additional information on institutional access initiatives is available at:

<http://www.wvhepc.edu/master-plan-leading-the-way/institutional-compacts/compact-objectives-access/>



Undergraduate Enrollment

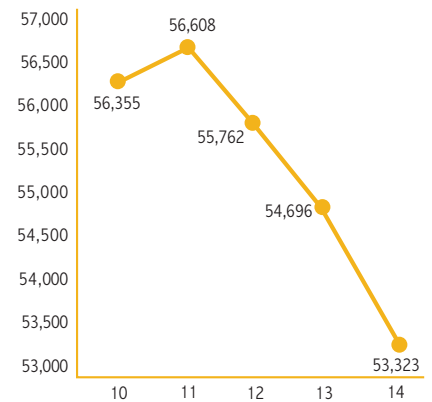
Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 2.5 percent, from 54,696 in 2013 to 53,323 in 2014.
- For-credit enrollment declined by 3,032 students since 2010, representing a 5.4 percent decrease.
- Since the 2010 academic year, two institutions, West Virginia University and WVU Institute of Technology, have realized gains in undergraduate enrollment while nine have experienced decreases.

NATIONAL CONTEXT

Between 2009 and 2013, the most recent year for which national enrollment data are available, the total fall enrollment of undergraduate students at four-year public institutions in the United States rose from just less than 6.3 million to 6.7 million, an increase of 12.5 percent. The number of full-time undergraduate students increased 5.1 percent (4.9 million to 5.2 million) over the same time period (NCES, 2014). In 2013, 63.6 percent of full-time fall undergraduate postsecondary enrollment was made up of students at four-year public institutions nationally.



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.

Undergraduate Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	2,101	2,051	1,951	1,762	1,560	-11.5%	-25.7%
Concord University	2,672	2,683	2,622	2,510	2,236	-10.9%	-16.3%
Fairmont State University	4,362	4,269	4,114	3,956	3,761	-4.9%	-13.8%
Glenville State College	1,831	1,926	1,891	1,740	1,765	1.4%	-3.6%
Marshall University	10,018	10,053	9,885	9,756	9,536	-2.3%	-4.8%
Potomac State College of WVU	1,831	1,800	1,779	1,660	1,539	-7.3%	-15.9%
Shepherd University	4,182	4,279	4,289	4,081	3,837	-6.0%	-8.2%
West Liberty University	2,688	2,729	2,712	2,647	2,446	-7.6%	-9.0%
West Virginia State University	3,156	2,794	2,600	2,609	2,811	7.7%	-10.9%
West Virginia University	22,301	22,711	22,822	22,764	22,558	-0.9%	1.2%
WVU Institute of Technology	1,213	1,313	1,097	1,211	1,274	5.2%	5.0%
TOTAL	56,355	56,608	55,762	54,696	53,323	-2.5%	-5.4%

ACCESS

Graduate Enrollment

Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS:

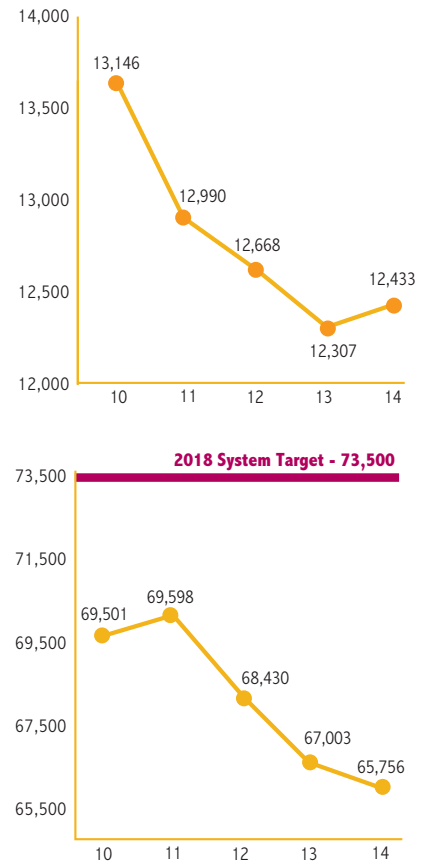
- Graduate students enrolled in for-credit classes increased 1 percent, from 12,307 in 2013 to 12,433 in 2014.
- For-credit enrollment declined by 713 students since 2010, representing a 5.4 percent decrease.
- Since the 2010 academic year, three four-year institutions, Concord University, Shepherd University, and West Liberty University, have realized gains in graduate enrollment, while four have decreased. The West Virginia School of Osteopathic Medicine also experienced a slight increase in enrollment at 0.1 percent.

NATIONAL CONTEXT

Fall 2013 national data are the most recent available regarding graduate student enrollment. During 2013, approximately 1.4 million graduate students were enrolled at public institutions in the United States. Graduate enrollment at public institutions grew nationally by 4.7 percent over the last 10 years. Public colleges accounted for 49.8 percent of graduate enrollment in 2013 (NCES, 2014).

ABOUT THIS MEASURE

Graduate and 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 160 and includes professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University. The professional programs include, but are not limited to, dentistry, law, medicine, osteopathic medicine, and pharmacy. Institutions that do not offer graduate programs are excluded.



Graduate Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Concord University	247	412	217	285	295	3.5%	19.4%
Fairmont State University	346	349	338	274	250	-8.8%	-27.7%
Marshall University	4,174	3,913	3,823	3,651	3,845	5.3%	-7.9%
Shepherd University	154	155	157	175	255	45.7%	65.6%
WV School of Osteopathic Medicine	806	816	827	825	807	-2.2%	0.1%
West Liberty University	50	59	82	133	161	21.1%	222.0%
West Virginia State University	83	55	83	55	48	-12.7%	-42.2%
West Virginia University	7,286	7,231	7,141	6,909	6,772	-2.0%	-7.1%
TOTAL	13,146	12,990	12,668	12,307	12,433	1.0%	-5.4%

Total Undergraduate and Graduate Headcount Enrollment Summary

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Undergraduate	56,355	56,608	55,762	54,696	53,323	-2.5%	-5.4%
Graduate	13,146	12,990	12,668	12,307	12,433	1.0%	-5.4%
TOTAL	69,501	69,598	68,430	67,003	65,756	-1.9%	-5.4%

Institutional Spotlight

WEST LIBERTY UNIVERSITY

West Liberty University continues to add graduate programs to meet the needs of the surrounding community. Graduate enrollment increased 21 percent from fall 2013 to fall 2014. This was primarily due to the addition of a new Master of Professional Studies program. Two other graduate programs are in the planning process, with enrollment slated to begin in the 2016-17 academic year.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2010–2014

WEST VIRGINIA HIGHLIGHTS

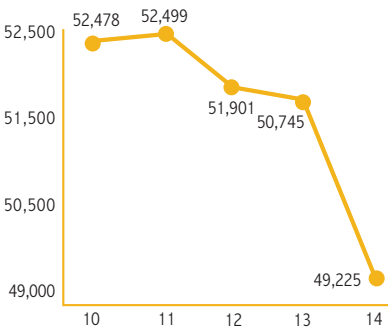
- Undergraduate FTE enrollment has decreased from 50,745 in 2013-14 to 49,225 in 2014-15.
- FTE enrollment has decreased 6.2 percent (3,253 students) since 2010-11.
- Since the 2010-11 academic year, only WVU Institute of Technology has experienced an increase of undergraduate FTE enrollment.

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 of students taking a full load to allow institutions and systems to plan strategically for future growth.

ABOUT THIS MEASURE

Undergraduate FTE is the sum of all hours generated by all students enrolled in classes, divided by 15. Fifteen hours is considered to be a full-time load for undergraduate students. FTE enrollment was calculated from fall, end-of-term data.



Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	1,757	1,705	1,726	1,568	1,352	-13.8%	-23.1%
Concord University	2,643	2,653	2,531	2,414	2,159	-10.6%	-18.3%
Fairmont State University	3,944	3,827	3,754	3,595	3,392	-5.6%	-14.0%
Glenville State College	1,474	1,432	1,435	1,301	1,262	-3.0%	-14.4%
Marshall University	9,091	9,108	9,052	8,828	8,659	-1.9%	-4.8%
Potomac State College of WVU	1,531	1,505	1,518	1,396	1,317	-5.7%	-14.0%
Shepherd University	3,707	3,784	3,726	3,549	3,342	-5.8%	-9.8%
West Liberty University	2,618	2,630	2,619	2,518	2,381	-5.4%	-9.0%
West Virginia State University	2,435	2,238	2,099	2,117	2,192	3.5%	-10.0%
West Virginia University	22,210	22,508	22,488	22,401	22,068	-1.5%	-0.6%
WVU Institute of Technology	1,068	1,110	953	1,058	1,102	4.2%	3.2%
TOTAL	52,478	52,499	51,901	50,745	49,225	-3.0%	-6.2%

Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2010– 2014

WEST VIRGINIA HIGHLIGHTS

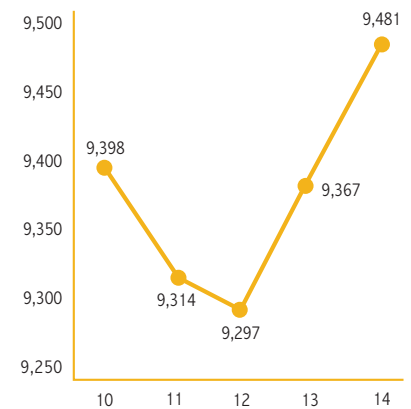
- Graduate FTE enrollment increased 1.2 percent, from 9,367 in 2013-14 to 9,481 in 2014-15.
- Total graduate FTE enrollment has increased nearly 1 percent since 2010-11.
- Since the 2010-11 academic year, four four-year institutions have realized gains in graduate FTE enrollment.

NATIONAL CONTEXT

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

ABOUT THIS MEASURE

Graduate FTE is the sum of all hours generated by all students enrolled in classes, divided by 12. Twelve hours is considered to be a full-time load for graduate students. FTE enrollment was calculated from fall, end-of-term data. Institutions not offering graduate programs are excluded.



Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Concord University	97	151	96	146	152	3.8%	55.6%
Fairmont State University	182	197	196	156	151	-2.7%	-16.6%
Marshall University	2,458	2,302	2,313	2,340	2,577	10.1%	4.8%
Shepherd University	79	78	88	107	138	28.9%	74.1%
WV School of Osteopathic Medicine	806	816	827	825	807	-2.2%	0.1%
West Liberty University	26	32	59	151	123	-18.6%	366.8%
West Virginia State University	39	35	43	35	31	-11.5%	-21.3%
West Virginia University	5,710	5,702	5,676	5,607	5,503	-1.9%	-3.6%
TOTAL	9,398	9,314	9,297	9,367	9,481	1.2%	0.9%

ACCESS

Annualized Full-Time Equivalent (FTE) Enrollment

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- Annualized FTE decreased 2.4 percent from 62,529 in 2013-14 to 61,042 in 2014-15.
- Over the five-year period, annualized FTE decreased 5.6 percent from 64,697 in 2010-11.
- Since 2010, only two four-year institution realized gains in annualized FTE while ten declined.

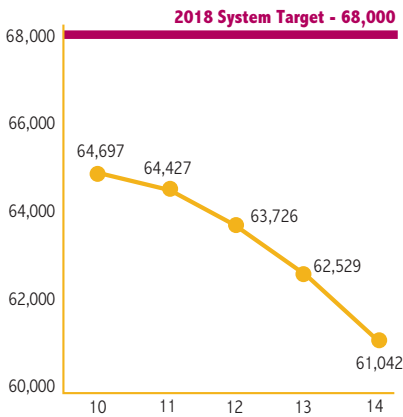
NATIONAL CONTEXT

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 or declines.

In 2013, the latest available data, national FTE enrollment at public four-year institutions was approximately 6.8 million. This represents a 0.4 percent increase since 2012, and a 5.2 percent increase since 2008 (NCES, 2013).

ABOUT THIS MEASURE

This indicator provides the sum of summer, fall, and spring end-of-term FTE divided by 2. FTE for each term is derived by dividing the total amount of instructional activity by 15 for undergraduates and 12 for graduates.



Annualized FTE Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	1,822	1,789	1,741	1,555	1,355	-12.9%	-25.6%
Concord University	2,813	2,850	2,763	2,631	2,379	-9.6%	-15.4%
Fairmont State University	4,218	4,148	4,053	3,822	3,571	-6.6%	-15.3%
Glenville State College	1,514	1,460	1,431	1,268	1,248	-1.6%	-17.6%
Marshall University	12,345	12,144	11,923	11,816	11,866	.4%	-3.9%
Potomac State College of WVU	1,507	1,453	1,476	1,365	1,286	-5.8%	-14.7%
Shepherd University	3,818	3,864	3,810	3,685	3,486	-5.4%	-8.7%
WV School of Osteopathic Medicine	803	813	826	814	807	-.9%	0.5%
West Liberty University	2,615	2,628	2,679	2,702	2,524	-6.6%	-3.5%
West Virginia State University	2,470	2,285	2,120	2,139	2,238	4.6%	-9.4%
West Virginia University	29,701	29,949	29,956	29,665	29,182	-1.6%	-1.7%
WVU Institute of Technology	1,072	1,045	946	1,067	1,101	3.2%	2.7%
TOTAL	64,697	64,427	63,726	62,529	61,042	-2.4%	-5.6%

First-Time Freshmen Headcount Enrollment

Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

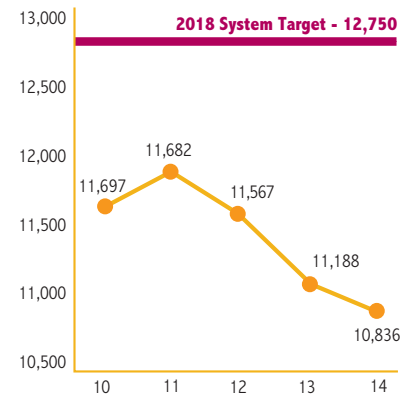
- First-time freshmen enrolled in for-credit classes decreased 3.1 percent, from 11,188 in 2013-14 to 10,836 in 2014-15.
- First-time freshmen enrollment has decreased 7.4 percent since 2010-11, representing a decline in actual students of 861.
- Since the 2010-11 academic year, only West Virginia State University and WVU Institute of Technology saw gains in first-time freshmen enrollment.

NATIONAL CONTEXT

Between 2003 and 2013, first-time freshmen enrollment in the nation increased 15.2 percent. The four-year public sector realized an increase of 24.5 percent during this same time period. Nationally, full-time students comprised 81.1 percent of first-time freshmen enrollment in 2003 compared to 80.9 percent in 2013 (NCES, 2014).

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 Headcount Enrollment

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	306	278	310	303	239	-21.1%	-21.9%
Concord University	575	583	569	514	422	-17.9%	-26.6%
Fairmont State University	776	751	740	749	689	-8.0%	-11.2%
Glennville State College	416	381	399	304	325	6.9%	-21.9%
Marshall University	1,951	2,002	1,908	1,871	1,861	-0.5%	-4.6%
Potomac State College of WVU	711	720	729	631	638	1.1%	-10.3%
Shepherd University	770	796	756	684	643	-6.0%	-16.5%
West Liberty University	534	555	526	501	468	-6.6%	-12.4%
West Virginia State University	367	311	297	416	417	0.2%	13.6%
West Virginia University	5,031	5,021	5,135	4,912	4,866	-0.9%	-3.3%
WVU Institute of Technology	260	284	198	303	268	-11.6%	3.1%
TOTAL	11,697	11,682	11,567	11,188	10,836	-3.1%	-7.4%

Institutional Spotlight

WEST VIRGINIA UNIVERSITY

West Virginia University (WVU) achieved an increase in the total number of underrepresented racial/ethnic minority students, from 3,037 students in 2013-14 to 3,104 in 2014-15. This increase is part of a five-year trend in which WVU has seen a steady rise in the enrollment among this target population. Part of the West Virginia University enrollment strategy is to ensure that all on-campus visitations include programming and activities specifically targeted to underrepresented students.

For-Credit Headcount Enrollment for At-Risk Students

Academic Years 2010–2014

WEST VIRGINIA HIGHLIGHTS

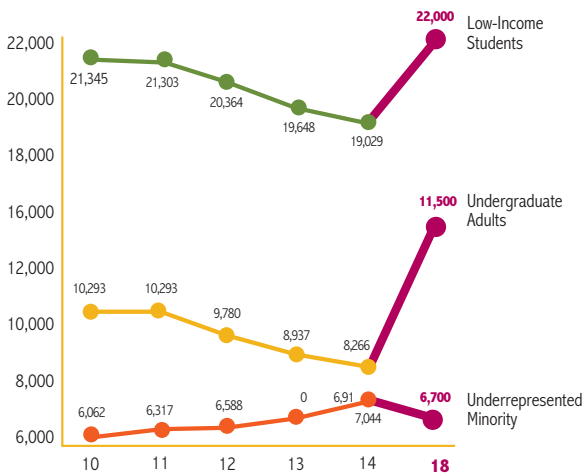
- The percentage of underrepresented minorities has increased 1.9 percent from 6,910 in 2013 to 7,044 in 2014. During the same time period, the percentage of low-income and undergraduate adult students has declined by 3.2 and 7.5 percent, respectively.
- The at-risk student population that saw the largest five-year increase was underrepresented minorities which increased from 6,062 in 2010 to 7,044 in 2014, a 16.2 percent increase. The percent of low-income students decreased 10.9 percent while the percent of undergraduate adults declined by 19.7 percent.

NATIONAL CONTEXT

The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

ABOUT THIS MEASURE

This indicator provides the fall end-of-term credit headcount enrollment for low-income (receiving a Pell grant), adult (age 25 or older) and underrepresented race minority (classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background) students.



Fall For-Credit Headcount Enrollment

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Low-Income Students	21,345	21,303	20,364	19,648	19,029	-3.2%	-10.9%
Undergraduate Adults	10,293	10,293	9,780	8,937	8,266	-7.5%	-19.7%
Underrepresented Minority	6,062	6,317	6,588	6,910	7,044	1.9%	16.2%

Undergraduate Transfers to Public Four-Year Institutions

Academic Years 2010– 2014

WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions decreased by 2.5 percent from 2013 to 2014. From 2010 to 2014, students transitioning laterally have declined by 16.2 percent.
- Students transferring from two-year to four-year public postsecondary institutions decreased 4.5 percent from 2013 to 2014. The number of two-year transfer students has decreased 20.5 percent when compared to 2010.

NATIONAL CONTEXT

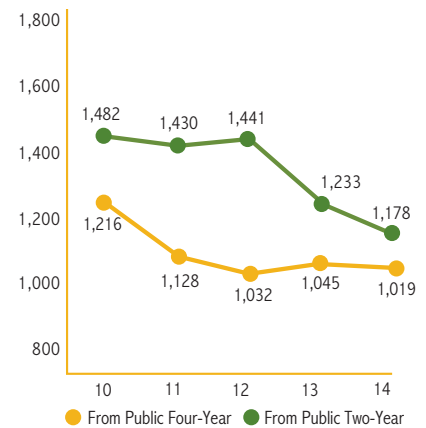
Multi-institutional attendance has become an increasingly common phenomenon. According to a 2014 report by the National Center for Education Statistics, 35 percent of first-time freshmen transferred or co-enrolled over a six-year period (2003 to 2008). Approximately 21 percent only transferred once, while 11 percent transferred multiple times. The remaining 65 percent did not transfer over the time period. Nearly 56 percent of students who transferred originated from a public two-year institution.

ABOUT THIS MEASURE

These data indicate the number of students in West Virginia between the years of 2008 and 2012 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to Public Four-Year Institutions

Transfer Type	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Public Four-Year	1,216	1,128	1,032	1,045	1,019	-2.5%	-16.2%
Public Two-Year	1,482	1,430	1,441	1,233	1,178	-4.5%	-20.5%



Commission Spotlight

Students from four high schools participated in the 2015 College Foundation of West Virginia (CFWV) Youth Summit. Participating students are working to launch “Higher Education Readiness Officers” (HEROs) groups in their schools to engage their peers in building a college-going culture.



ACCESS

Dual Enrollment of High School Students in Public Four-Year Institutions

Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector increased by 4.1 percent from 2013-14 to 2014-15 and by 13.9 percent since 2010.
- Over this five-year span, dual enrollment students began to drastically increase in 2013-14 before reaching a five-year high in 2014-15.

NATIONAL CONTEXT

A 2013 report from the United States Department of Education found that during the 2010-11 school year, 82 percent of U.S. high schools enrolled students in one or more dual enrollment courses. In the same report they found that 1.4 million students enrolled in a dual enrollment course with an academic focus, while 601,500 students enrolled in courses with a career or vocational focus. Fourteen percent of high schools reported that students earned a certificate at a postsecondary institution, while 7 percent reported that students earned an associate's degree. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

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

ABOUT THIS MEASURE

These figures represent the number of secondary students who have enrolled in dual enrollment courses associated with four-year public postsecondary institutions in West Virginia. Dual enrollment courses allow high school students to enroll in college courses and earn college credit. These courses were once largely limited to high-achieving students, but are now open to a wider range of students as states have begun to view dual enrollment as a means to support postsecondary preparation. Counts include some students who enrolled at multiple institutions and are from fall, end-of-term data.

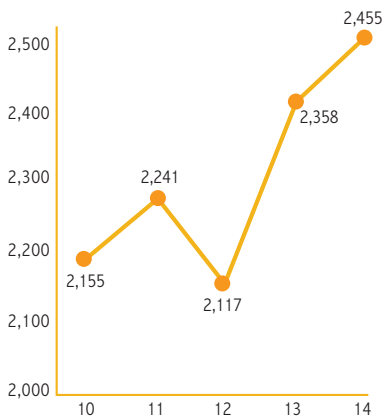
Dual Enrollment of High School Students in Public Four-Year Institutions

2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
2,155	2,241	2,117	2,358	2,455	4.1%	13.9%

Institutional Spotlight

BLUEFIELD STATE COLLEGE

Officials of Monroe County Schools, Monroe County Technical Center (MCTC), and Bluefield State College signed an articulation agreement to offer dual high school and college credit to students who complete specified classes in the Computer Integrated Manufacturing (CIM) program at MCTC. The credits will Program at Bluefield State College. The institutions agreed that these students will be accepted into either the Associate of Science or the Bachelor of Science Engineering Technology program at Bluefield State College.



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

Academic Years 2005 – 2014

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 6.6 percent, from \$5,827 in 2013-14 to \$6,211 in 2014-15.
- The five-year trend in tuition and fees shows an increase of 28.5 percent for in-state students and 23.4 percent for out-of-state students.
- The 10-year trend in tuition and fees is an increase of 67.6 percent for in-state students and 59.8 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,505 since 2005 and out-of-state tuition has increased by \$5,575.

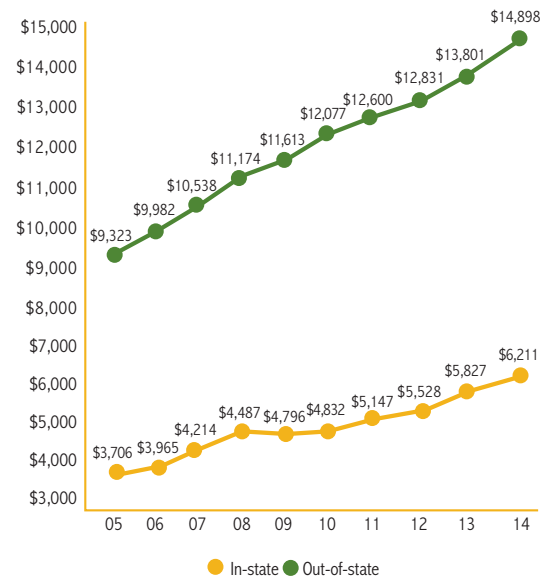
NATIONAL CONTEXT

According to SREB data, over the 10-year period from 2004-05 to 2013-14, median in-state tuition at four-year public colleges and universities in SREB states increased from \$4,043 to \$7,052, an increase of 74.4 percent. When adjusted for inflation, the figure is 38.4 percent. Nationally, during the same time period, median in-state tuition increased from \$4,579 to \$7,498. This was a 63.7 percent increase without adjusting for inflation, and a 30 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 from 2008-09 to 2013-14 published tuition and fees for in-state students at public four-year institutions increased from \$7,008 to \$8,893 (in 2013 dollars), an increase of \$1,885. Approximately \$1,180 of the increase was covered by grant aid while the students' share increased the remaining \$700 (College Board, 2013).

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

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2010-2014 % Change	2005-2014 % Change
In-State	\$3,706	\$3,965	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	\$6,211	28.5%	67.6%
Out-of-State	\$9,323	\$9,982	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	\$14,898	23.4%	59.8%

ACCESS**Undergraduate Tuition and Fees for In-State Students by Institution**

Academic Years 2005-2014

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2013 to 2014 ranged from a low of 3 percent at West Liberty University, to a high of 8.3 percent at Fairmont State University (\$482). Adjusting for inflation with the Consumer Price Index, these changes represent a 0.9 percent increase at West Liberty University, and a 6.1 percent increase at Fairmont State University.
- Over the five-year period from 2010 to 2014, the increases varied from a low of 17.1 percent (\$884) at WVU Institute of Technology to a high of 37.0 percent (\$1,808) at Glenville State College. Adjusted for inflation, these increases were 7.7 percent and 26 percent respectively.
- Ten-year increases varied from a 48.3 percent increase of \$1,970 at WVU Institute of Technology to an 85.6 percent increase of \$1,992 at Potomac State College of WVU. These increases are reduced to 21.6 percent and 52.2 percent when adjusted for inflation.

NATIONAL CONTEXT

As can be seen from the chart at left, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for almost all Commission institutions. Similarly, if the tuition among the 20 peer institutions is ranked from highest to lowest, all West Virginia institu-

tions, except Potomac State College of WVU and West Liberty University, rank in the bottom third.

Undergraduate Tuition and Fees (In-State) Peer Comparison, 2014

Institution	Tuition and Fees	Peer Group Average	Rank 2014-2015	Rank 2013-2014
Bluefield State College	\$5,832	\$7,163	16	17
Concord University	\$6,422	\$7,428	15	15
Fairmont State University	\$6,306	\$7,109	16	15
Glenville State College	\$6,696	\$8,328	17	18
Marshall University	\$6,526	\$7,627	17	18
Potomac State College of WVU	\$4,320	\$4,036	8	9
Shepherd University	\$6,570	\$7,495	15	14
West Liberty University	\$6,412	\$7,673	13	12
West Virginia State University	\$6,228	\$7,169	16	16
West Virginia University	\$6,960	\$10,121	18	19
WVU Institute of Technology	\$6,048	\$8,282	17	16

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 for In-State Students by Institution

Institution	2005	2010	2011	2012	2013	2014	2013-2014	2010-2014	2005-2014
							% Change	% Change	% Change
Bluefield State College	\$3,410	\$4,596	\$4,908	\$5,180	\$5,564	\$5,832	4.8%	26.9%	71.0%
Concord University	\$3,912	\$4,974	\$5,446	\$5,716	\$6,002	\$6,422	7.0%	29.1%	64.2%
Fairmont State University	\$4,030	\$5,172	\$5,326	\$5,326	\$5,824	\$6,306	8.3%	21.9%	56.5%
Glenville State College	\$3,628	\$4,888	\$5,352	\$5,860	\$6,384	\$6,696	4.9%	37.0%	84.6%
Marshall University	\$3,932	\$5,285	\$5,648	\$5,930	\$6,216	\$6,526	5.0%	23.5%	66.0%
Potomac State College of WVU*	\$2,328	\$3,582	\$3,802	\$3,946	\$4,122	\$4,320	4.8%	20.6%	85.6%
Shepherd University	\$4,046	\$5,234	\$5,554	\$5,834	\$6,256	\$6,570	5.0%	25.5%	62.4%
West Liberty University	\$3,686	\$4,880	\$5,266	\$5,930	\$6,226	\$6,412	3.0%	31.4%	74.0%
West Virginia State University	\$3,548	\$4,664	\$5,038	\$5,442	\$5,932	\$6,228	5.0%	33.5%	75.5%
West Virginia University	\$4,164	\$5,406	\$5,674	\$6,090	\$6,546	\$6,960	6.3%	28.7%	67.1%
WVU Institute of Technology	\$4,078	\$5,164	\$5,344	\$5,558	\$5,808	\$6,048	4.1%	17.1%	48.3%

* Bachelor's degree students.

Commission Spotlight

CFWV and its partners hosted financial aid workshops at 24 locations across the state as part of the College Goal Sunday financial aid awareness campaign. Pictured: Shepherd University



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

Academic Years 2010 and 2014

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase (16.4%) for cost of attendance between 2010 and 2014 was found at Potomac State College of WVU where the total rose from \$10,363 in 2010 to \$12,063 in 2014.
- The largest percentage increase (27.2%), excluding Bluefield State College which has no campus housing, was found at West Virginia State University. The cost of attendance was \$10,889 in 2010 compared to \$13,850 in 2014.
- The four-year public postsecondary institution with the lowest cost of attendance in 2014 was Potomac State College of WVU (again excluding Bluefield State College). The institution with the highest cost was West Virginia University.

NATIONAL CONTEXT

It is estimated that nationally in 2014-15, tuition and fees comprise approximately 51.8 percent of the combined expense of tuition and fees plus room and board for in-state students attending a four-year public university. Average total charges of in-state tuition and fees, room and board at four-year public institutions nationally are \$18,943 in 2014-15 which is 3 percent higher than the prior year's total (College Board, 2014).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of 19 percent beyond the general rate of inflation (College Board, 2014).

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 \$4,467 for 2014-15 (College Board, 2014).

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

Institution	2010			2014			2010-2014 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College*	\$4,596	\$0	\$4,596	\$5,832	\$0	\$5,832	26.9%
Concord University	\$4,974	\$6,962	\$11,936	\$6,422	\$8,036	\$14,458	21.1%
Fairmont State University	\$5,172	\$6,588	\$11,760	\$6,306	\$7,700	\$14,006	19.1%
Glenville State College	\$4,888	\$7,250	\$12,138	\$6,696	\$8,680	\$15,376	26.7%
Marshall University	\$5,285	\$7,963	\$13,248	\$6,526	\$8,970	\$15,496	17.0%
Potomac State College of WVU	\$3,582	\$6,781	\$10,363	\$4,320	\$7,743	\$12,063	16.4%
Shepherd University	\$5,234	\$8,037	\$13,271	\$6,570	\$9,351	\$15,921	20.0%
West Liberty University	\$4,880	\$7,050	\$11,930	\$6,412	\$8,310	\$14,722	23.4%
West Virginia State University	\$4,664	\$6,225	\$10,889	\$6,228	\$7,622	\$13,850	27.2%
West Virginia University	\$5,406	\$8,370	\$13,776	\$6,960	\$9,916	\$16,876	22.5%
WVU Institute of Technology	\$5,164	\$7,500	\$12,664	\$6,048	\$9,293	\$15,341	21.1%

*Bluefield State College has no on-campus housing.

SUCCESS

In order to increase the number of West Virginia students who persist in their academic programs and earn their degrees, it is important to promote progress in retention and completion. Moreover, given historical gaps in achievement for certain underrepresented groups and the Commission's commitment to improving equity in outcomes in addition to opportunity, it is necessary to target populations related to income and race/ethnicity. To correspond with efforts to re-enroll and graduate adults who have some college credits but no degree, there is a focus on the retention of returning adults. Adults face additional barriers to completion, including balancing home and work responsibilities and constraints related to geographical access to campuses. Finally, evidence that West Virginia transfer students persist and graduate at lower rates than other students demands a focus on the outcomes of this population as well. To both sustain and move West Virginia's postsecondary success agenda forward, the state's four-year public colleges and universities are strengthening efforts in this area.

Featured Institutional Success Initiatives

GLENVILLE STATE COLLEGE

Glennville State College is working to increase the percentage of full-time students successfully completing 15 hours per semester and 30 hours per academic year through improvements in its advising system, course placement and registration practices, and tracking of progress toward degree completion. The College is also working to improve faculty and student use of Degree Works, a degree audit system, in academic advising and course registration. New faculty are trained in the use of Degree Works each fall. New students are expected to demonstrate their use of Degree Works in the first-year experience course, GSC 100, while continuing students are expected to bring a copy of their degree audit to the advising session that precedes registration for the next semester.

Additionally, academic departments have developed a two-year rotation for all courses required in their respective degree programs. This rotation is reflected in program specific two-year and four-year plans of study. The course rotation schedule and plans of study are based on the completion of 15 hours per term and 30 hours per academic year and be available to faculty and students on a continuous basis. These plans of study are reviewed annually to ensure that they reflect any approved change in degree requirements or frequency of course offerings.

The GSC is improving its ability to track the number of hours completed each semester and academic year and the identification of students not following established plans of study. It is also developing a process for working with these students and their academic advisors to get students back on track for timely degree completion.

MARSHALL UNIVERSITY

Marshall University has implemented targeted interventions aimed at improving retention among at-risk "Murky Middle" students beginning prior to matriculation: during summer orientation, the Summer Bridge Program, and during the Week of Welcome in UNI 100 sessions. Marshall University requires each academic college to develop an alternate 4-year plan for at-risk students in the "Murky Middle." Murky Middle students have a higher failure rate in certain key general education courses, which affects the number of hours they ultimately earn in the first term. Because first-term earned hours as a data point positively correlates with retention for its focus group, Marshall University's goal is to ensure that these students begin with a robust schedule (17-18 hours) that also reserves some of their more difficult first-year courses for their second semester.

UNI 100 is a 1-credit hour course entitled Freshman First Class. It functions as an orientation to university life, addressing online registration, financial aid, and major/career match, among other things. At-risk students in the Murky Middle start UNI 100 equipped with a fall course schedule that is customized for their use (17-18 credit hours, fewer courses with high failure/withdrawal rates, etc.). Before these students have an opportunity to add or drop courses during the first week of class, UNI 100 guides them through important aspects of the 15 to Finish curriculum.

POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY

Potomac State College of West Virginia University (PSC) is developing a formalized infrastructure to propagate and support web-based courses and programs. It also continues to support faculty development opportunities and encourage innovation in teaching. The institution is investing resources to enhance academic support services, and extend assessment initiatives to the program level to evaluate the effectiveness of the teaching-learning process at PSC. In AA programs, PSC faculty are working with faculty/management from WVU-Morgantown to ensure a seamless transfer into baccalaureate programs. AAS/BAS programs are evaluated for appropriateness of math requirements with development and implementation of technical math classes to replace college algebra.

The institution has hired a Coordinator of Institutional Effectiveness. Responsibilities for this new position include working with faculty on curriculum mapping and establishing markers so the quality of students' learning as they progress through their disciplines can be identified and used to make data-driven decisions to strengthen the quality of the curriculum.

WEST LIBERTY UNIVERSITY

West Liberty University was fully reformed into a modular format of developmental math in spring 2015. Career pathways and co-requisite gateway courses were developed for fall 2015. The intended outcome of this developmental math reform is to have students complete their developmental requirement in a timelier manner and to learn content that specifically aligns to their college-level courses and intended careers. This model will eliminate time off between the developmental and college-level courses, with the intention of increasing retention and graduation rates among the developmental education cohorts.

In the case of developmental English students, the University has initiated an advanced learning program that integrates developmental students into mainstream classes. The Department of Humanities works with the staff of the Student Learning Center to train and supervise student tutors, and with the admissions office to assign potential developmental students to the appropriate sections of freshman composition and tutorial classes. Instructors work with the tutors assigned to their English 101 courses to coordinate instruction across the composition class and a supplemental tutorial. The intended outcome of this strategy is to increase retention of students, improve passage rates for students who enter the university without adequate preparation for college-level writing, and to see better written work in all subsequent classes.

WEST VIRGINIA UNIVERSITY

West Virginia University's Regents Bachelor of Arts (RBA) program is partnering with graduate programs at WVU to create pathways for its adult learners to matriculate into graduate school. These partnerships are designed to ensure that RBA students who sign an agreement to pursue RBA-Graduate School pathway will be guaranteed admission provided they complete the RBA program with a satisfactory level of performance. The promise of simple entry to graduate school provides an additional incentive to complete the RBA degree, and the presence of a pathway increases the probability that a given RBA student will pursue graduate study. In addition, in building the pathways, WVU is guiding students toward choosing courses that not only complete their RBA degree, but build skills they will need in the graduate programs. Students receive a personalized education plan that includes courses that fit skills they will need after undergraduate study is complete, not just a collection of general education courses.

Additionally, all inactive RBA students' files are evaluated to determine what is needed to graduate. Inactive students who are within two semesters of graduation are contacted and encouraged to return to complete their degrees. WVU is also implementing a new model of self-directed advising that will allow the advisor and the RBA student to build a relationship that will be sustained from application to graduation. Advisors serve as campus advocates for the students both online and on campus presenting a community that is supportive to adults.

Additional information on institutional Success initiatives is available at:

<http://www.wvhepc.edu/master-plan-leading-the-way/institutional-compacts/compact-summaries-success/>



SUCCESS

Passing Rate for First-Time Freshmen in Developmental Education

Cohorts 2009-2013

WEST VIRGINIA HIGHLIGHTS

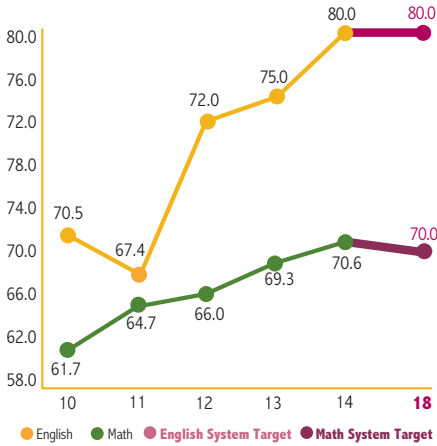
- The percentage of students passing English/writing developmental education courses within the first two years increased 5 percentage points from 75 percent in 2012 to 80 percent in 2013. The percentage of students passing English/writing increased 9.5 percentage points compared with the 2009 rate of 70.5 percent.
- The proportion of students passing developmental math courses within the first two years increased by 1.3 percentage points from 69.3 percent in 2012 to 70.6 percent in 2013. When compared to passing rates in 2009, the proportion increased 8.9 percentage points.

NATIONAL CONTEXT

According to Complete College America, 74.4 percent of students at four-year institutions successfully complete their developmental education course (2012). However, only 36.8 percent of students complete the subsequent college-level course and even fewer are projected to graduate within six years (35.1 percent).

ABOUT THIS MEASURE

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in math or English/writing in their first two years of school and successfully pass the course.



Passing Rate for First-Time Freshmen in Developmental Education

Institution	Subject	2009	2010	2011	2012	2013
Bluefield State College	English/Writing	78.0%	73.5%	68.4%	77.2%	70.2%
	Math	56.0%	66.3%	54.0%	70.5%	72.7%
Concord University	English/Writing	59.6%	60.8%	60.7%	69.7%	72.4%
	Math	62.4%	68.3%	69.1%	76.0%	80.5%
Fairmont State University	English/Writing	71.0%	69.8%	79.7%	73.2%	83.6%
	Math	70.7%	68.2%	68.4%	75.2%	76.1%
Glenville State College	English/Writing	77.7%	60.7%	68.5%	77.5%	75.2%
	Math	62.5%	57.2%	66.7%	61.4%	67.0%
Marshall University	English/Writing	100.0%	56.3%	77.9%	76.1%	86.3%
	Math	64.9%	68.8%	68.9%	65.6%	69.4%
Potomac State College of WVU	English/Writing	65.7%	64.1%	68.7%	73.0%	76.7%
	Math	57.9%	60.4%	61.1%	68.5%	64.2%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	78.1%	80.0%	81.1%	79.1%	85.4%
	Math	71.7%	73.6%	79.8%	81.0%	82.9%
West Virginia State University	English/Writing	**	**	33.3%	73.0%	78.4%
	Math	100.0%	38.5%	54.1%	56.6%	59.9%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute of Technology	English/Writing	61.7%	79.0%	73.3%	87.5%	85.3%
	Math	40.5%	43.6%	55.9%	65.5%	76.0%
TOTAL	English/Writing	70.5%	67.4%	72.0%	75.0%	80.0%
	Math	61.7%	64.7%	66.0%	69.3%	70.6%

* Does not offer developmental education.

** Data unavailable due to issues in the data collection process time.

Institutional Spotlight

FAIRMONT STATE UNIVERSITY

In order to provide academic support as a co-requisite with ENGL 1104, the gateway English course, Fairmont State University (FSU) has replaced all levels of previously offered developmental courses with an additional credit hour of supplemental instruction. FSU also created a University Writing Center beyond the other tutoring options available to students. The Writing Center uses current best practices in peer tutoring in writing to go beyond a basic skills lab model, focusing on methods by which student writers take ownership over their writing, building the confidence necessary for college success. The Center's motto is, "we make better writers, not just better papers."



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

Cohorts 2009–2013

WEST VIRGINIA HIGHLIGHTS

- The proportion of first-time freshmen who took developmental education in English and then passed the subsequent college-level course within two years increased 8.4 percentage points from 56.3 percent in 2012 to 64.7 percent in 2013.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 5.9 percentage points from 31.6 percent in 2012 to 37.5 percent in 2013.

NATIONAL CONTEXT

According to Complete College America, only 36.8 percent of students complete remediation and the associated college-level courses within two years (2012). Complete College America and West Virginia calculate this metric differently. Students attending a West Virginia four-year public institution have alternative campus resources, beyond developmental education, to be placed directly into for-credit college courses.

ABOUT THIS MEASURE

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in their first two years and who passed a college-level course in that same subject area within two years. The end of the two-year period occurs in spring of the second year.

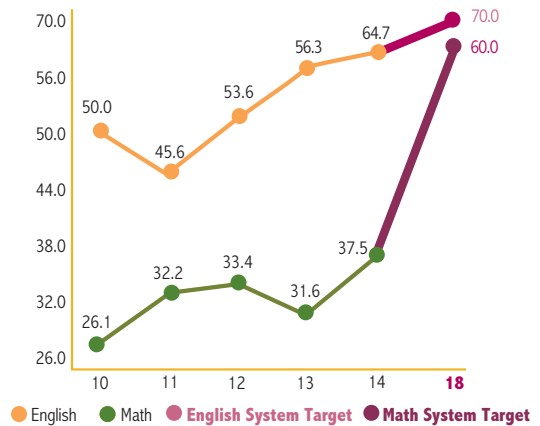
Note: Data on following page

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

Institution	Subject	2009	2010	2011	2012	2013
Bluefield State College	English/Writing	46.8%	41.8%	49.5%	52.2%	48.9%
	Math	32.4%	36.7%	34.0%	35.5%	49.7%
Concord University	English/Writing	66.7%	55.2%	55.0%	68.0%	70.7%
	Math	27.8%	27.4%	25.3%	28.4%	31.2%
Fairmont State University	English/Writing	49.3%	52.4%	56.9%	58.8%	62.9%
	Math	25.6%	28.1%	31.2%	24.1%	34.4%
Glenville State College	English/Writing	50.4%	28.7%	46.8%	47.1%	59.4%
	Math	18.8%	13.9%	19.5%	10.9%	26.3%
Marshall University	English/Writing	100.0%	18.8%	66.7%	62.4%	68.9%
	Math	23.6%	45.3%	47.2%	42.7%	53.6%
Potomac State College of WVU	English/Writing	43.3%	45.7%	45.4%	48.8%	49.0%
	Math	27.0%	27.2%	26.6%	28.2%	28.4%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	62.0%	46.4%	55.7%	63.7%	91.7%
	Math	34.2%	41.2%	41.5%	39.1%	35.4%
West Virginia State University	English/Writing	**	**	**	56.8%	60.8%
	Math	0.0%	15.4%	24.7%	33.6%	29.9%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute Of Technology	English/Writing	32.1%	53.2%	51.1%	65.6%	56.8%
	Math	17.4%	21.8%	17.6%	29.3%	40.0%
TOTAL	ENGLISH/WRITING	50.0%	45.6%	53.6%	56.3%	64.7%
	MATH	26.1%	32.2%	33.4%	31.6%	37.5%

* Does not offer developmental education

** Data unavailable due to data collection process time.



Fall-to-Fall Retention Rates for First-Time, Full-Time Freshmen

Cohorts 2009–2013

WEST VIRGINIA HIGHLIGHTS

- First-time, full-time retention rates have remained steady at four-year public institutions at 74.7 percent for both the 2012 and 2013 cohorts.
- The largest gain from 2012 to 2013 was at West Liberty University, with an increase of 4.4 percentage points.
- The largest gain over the five-year period was at WVU Institute of Technology, with an increase of 5 percentage points.
- From 2009 to 2013 seven of the eleven four-year public institutions experienced decreases in their retention rates with the largest of 8.3 percentage points at Potomac State College of WVU.

NATIONAL CONTEXT

The national proportion of fall 2013 first-time freshmen at four-year public institutions who were retained at any institution the following fall was 86.4 percent, while the proportion retained at the same institution was slightly lower at 78.1 percent (National Student Clearinghouse, 2015).

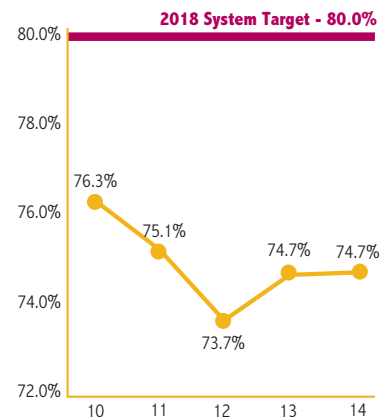
In the SREB region, the one-year persistence rate for the 2012 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia is currently ranked last among the 16 SREB states in overall first-year persistence with a rate of 76 percent for 2012 (SREB, 2013).

ABOUT THIS MEASURE

This indicator provides the proportion of all first-time, full-time freshmen who 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. Students are more likely to drop out during their first year of college 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	2009	2010	2011	2012	2013
Bluefield State College	65.2%	59.9%	61.9%	65.9%	63.4%
Concord University	73.3%	71.1%	71.7%	71.4%	75.1%
Fairmont State University	73.6%	72.8%	72.6%	70.9%	71.4%
Glenville State College	66.3%	65.5%	61.3%	62.8%	64.6%
Marshall University	77.2%	76.1%	77.7%	75.3%	77.5%
Potomac State College of WVU	60.9%	58.9%	56.4%	56.8%	52.6%
Shepherd University	75.6%	72.6%	67.6%	74.3%	73.1%
West Liberty University	81.3%	75.6%	77.6%	75.7%	80.1%
West Virginia State University	61.6%	67.2%	60.7%	62.5%	63.2%
West Virginia University	82.3%	80.5%	78.7%	80.0%	79.6%
WVU Institute of Technology	57.8%	68.3%	54.9%	68.9%	62.8%
TOTAL	76.3%	75.1%	73.7%	74.7%	74.7%



SUCCESS**Fall-to-Fall Retention Rates for At-Risk Populations**

Cohorts 2009-2013

WEST VIRGINIA HIGHLIGHTS

- From 2012 to 2013, the percentage of low-income (67.1%) and underrepresented minority students (63.8%) retained to the following year increased by 0.3 and 0.6 percentage points, respectively.
- Three at-risk populations experienced a decline in fall-to-fall retention between 2012 and 2013. Part-time, first-time freshmen declined from 48 percent in 2012 to 39.8 percent in 2013, transfer students declined from 73.4 percent to 72.8 percent, and undergraduate adult students declined from 54.6 percent to 52.7 percent.
- Over the five-year period, all identified special populations saw a decrease in the percentage of students retained. The percentage of underrepresented minority students retained declined 1.2 percentage points from the 2009 rate of 65 percent, while the largest decrease was for part-time, first-time freshmen which declined 11.8 percentage points from the 2009 rate of 51.6 percent.

NATIONAL CONTEXT

The national average for fall-to-fall retention for first-year adult students returning to the same institution was 46.1 percent. The percent was slightly higher for students who were retained to any higher education institution at 49.3 percent (National Student Clearinghouse, 2015). National figures include students who start at a private or two-year institution while the West Virginia specific figures outlined on this page are restricted to adults who attended a public four-year institution and were retained to any public institution.

The at-risk student populations identified in *Leading the Way Access: Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

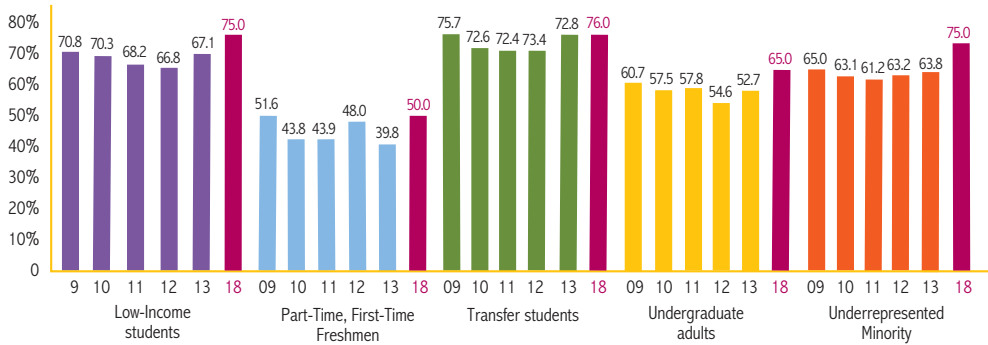
ABOUT THIS MEASURE

This indicator provides the fall-to-fall retention rate at four-year public institutions measured as the proportion of students enrolled the following year at any public institution according to fall end-of-term data (for first-time, degree-seeking students and for part-time, low-income, adult, and underrepresented race minority students). Students who graduate are considered retained.

Fall-to-Fall Retention Rates (Percent Returning in Following Fall)

	2009	2010	2011	2012	2013
Low-Income Students	70.8%	70.3%	68.2%	66.8%	67.1%
Part-Time, First-Time Freshmen	51.6%	43.8%	43.9%	48.0%	39.8%
Transfer Students (from 2-year, from 4-year)	75.7%	72.6%	72.4%	73.4%	72.8%
Undergraduate Adults	60.7%	57.5%	57.8%	54.6%	52.7%
Underrepresented Minority	65.0%	63.1%	61.2%	63.2%	63.8%

Fall-to-Fall Retention Rates (Percent Returning in Following Fall) Continued



Institutional Spotlight

POTOMAC STATE COLLEGE OF WVU

In 2013-2014, Potomac State College partnered with Noel Levitz Consulting to strengthen student retention and graduation rates through data-driven retention plans. Planning culminated in the development of an Academic Recovery Program (ARP) for first-year students experiencing academic difficulty. The program, piloted in spring 2014, included required orientation, tutoring, study skills course, and a Learning Contract. All program completers that returned for the fall semester demonstrated appreciably improved grade-point averages. Following the pilot study, program improvement strategies focusing on tutoring and mentoring were implemented for fall 2015.



SUCCESS

Percent of First-Time Freshmen Earning 30 Hours in Their First Year

Cohorts 2010–2014

WEST VIRGINIA HIGHLIGHTS

- In 2014, 43.9 percent of first-time freshmen took at least 30 hours within their first year of enrollment. This represents a 4.7 percentage point decrease from 2013 (48.6 percent) and 0.5 percentage point decrease from 2010 (44.4 percent).
- The institution with the highest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Liberty University at 63 percent.
- The institution with the lowest percentage of first-time freshmen earning 30 hours their first year of enrollment was Potomac State College of WVU at 20.2 percent.

NATIONAL CONTEXT

Taking 30 hours over the academic year, or 15 hours a semester, has been shown to increase the academic success of students, reduce dropout rates, and reduce time to degree by as much as one year. However, according to a survey produced by Complete College America (CCA), the graduation rate among students who complete 30 hours or more in their first year of college is 79 percent, compared to 69 percent for those completing between 24 and 29.9 hours. The graduation rate is only 37 percent for students who complete 12 to 23.9 hours their first year (CCA, 2014).

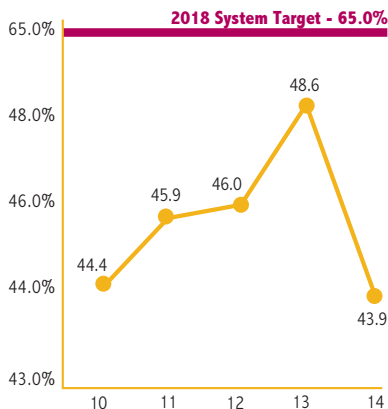
As of December 2014 (CCA), the 15 to Finish initiative has spread to twenty states, including West Virginia, either through statewide or campus-based programs. The 15 to Finish promotes on-time degree completion by educating students on the importance of completing at least 15 hours a semester. Fall 2015 marked the first year of implementation for West Virginia's 15 to Finish statewide campaign.

ABOUT THIS MEASURE

This indicator provides the proportion of students who earn 30 or more credit hours by the end of the following summer at any public institution, out of the number of first-time, degree-seeking freshmen according to fall end-of-term data. Developmental education hours are included.

Percent of First-Time Freshmen Earning 30 Credit Hours

Institution	2010	2011	2012	2013	2014
Bluefield State College	25.5%	26.6%	24.8%	31.7%	27.6%
Concord University	33.4%	36.5%	42.4%	35.4%	45.7%
Fairmont State University	33.0%	36.6%	33.5%	35.4%	31.6%
Glennville State College	24.5%	25.5%	21.1%	34.2%	28.3%
Marshall University	45.8%	47.8%	47.6%	50.2%	48.1%
Potomac State College of WVU	25.9%	25.1%	29.1%	25.5%	20.2%
Shepherd University	41.8%	35.8%	40.2%	42.0%	37.9%
West Liberty University	50.2%	61.3%	56.7%	61.7%	63.0%
West Virginia State University	18.5%	21.5%	21.2%	27.2%	23.7%
West Virginia University	54.9%	55.6%	54.7%	58.8%	50.0%
WVU Institute of Technology	27.3%	27.5%	41.9%	31.4%	35.4%
TOTAL	44.4%	45.9%	46.0%	48.6%	43.9%



Institutional Spotlight

CONCORD UNIVERSITY

Complete College America calls default pathways a game changer and explains “a substantial number of people accept — even welcome — a default choice designed by informed professionals” (CCA, 2012). Starting fall 2015, all Concord University freshmen receive faculty created course schedules with 15 or more hours. Incoming freshmen complete a comprehensive survey, which allows some choice in the schedule but a guided pathway toward completing a major within four years. Freshmen receive their schedules at one of the spring/summer new student orientations and have the opportunity to meet with faculty to discuss schedules and any changes they may wish to make.



Four-Year Graduation Rates for First-Time Freshmen Seeking a Bachelor's Degree

Cohorts 2007–2011

WEST VIRGINIA HIGHLIGHTS

- Four-year graduation rates have increased 2.6 percentage points from 23.5 percent for the 2010 cohort to 26.1 percent for the 2011 cohort. This represents a 3.8 percentage point increase from the 22.3 percent reported for the 2007 cohort.
- The largest one-year increase was at West Liberty University, increasing 8.1 percentage points from 20.9 percent for the 2010 cohort to 29 percent for the 2011 cohort. Glenville State College saw the largest five-year increase (12.8 percentage points), increasing from 13.8 percent for the 2007 cohort to 26.6 percent for the 2011 cohort.
- None of the three institutions that saw a one-year decline, Bluefield State College, Concord University, and Shepherd University, decreased by more than 1 percentage point.

NATIONAL CONTEXT

Across the SREB states, 30.7 percent of first-time, full-time bachelor’s degree seeking freshmen in the 2006 cohort graduated within four years. Nationally, the rate was slightly higher at 32.6 percent. West Virginia ranked ninth out of the sixteen states that comprise the SREB (SREB, 2014).

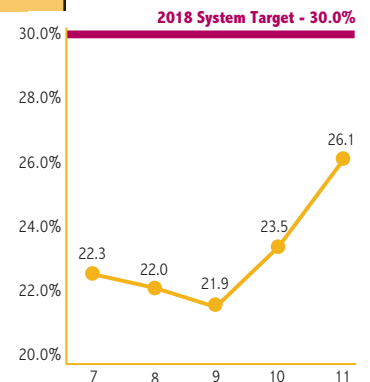
ABOUT THIS MEASURE

This indicator provides the four-year graduation rate for first-time, bachelor’s degree-seeking freshmen according to fall end-of-term data who completed a bachelor’s degree at any public institution by the spring of the fourth year since matriculation.

Four-Year Graduation Rates

Institution	2007	2008	2009	2010	2011
Bluefield State College	5.6%	9.4%	8.8%	9.2%	9.1%
Concord University	18.0%	17.1%	17.7%	17.7%	17.2%
Fairmont State University	13.3%	14.5%	13.7%	12.5%	16.6%
Glenville State College	13.8%	8.2%	16.8%	22.2%	26.6%
Marshall University	21.2%	22.1%	21.7%	23.6%	27.1%
Shepherd University	16.9%	17.9%	20.2%	23.9%	23.4%
West Liberty University	21.1%	17.4%	24.3%	20.9%	29.0%
West Virginia State University	3.8%	2.7%	4.8%	8.7%	9.6%
West Virginia University	29.2%	28.2%	27.5%	28.1%	30.6%
WVU Institute of Technology	6.3%	9.6%	10.4%	13.1%	14.8%
TOTAL	22.3%	22.0%	21.9%	23.5%	26.1%

* Potomac State College of WVU is not included in this table as the institution typically enrolls a small number of bachelor’s degree-seeking students.



Institutional Spotlight

GLENVILLE STATE COLLEGE

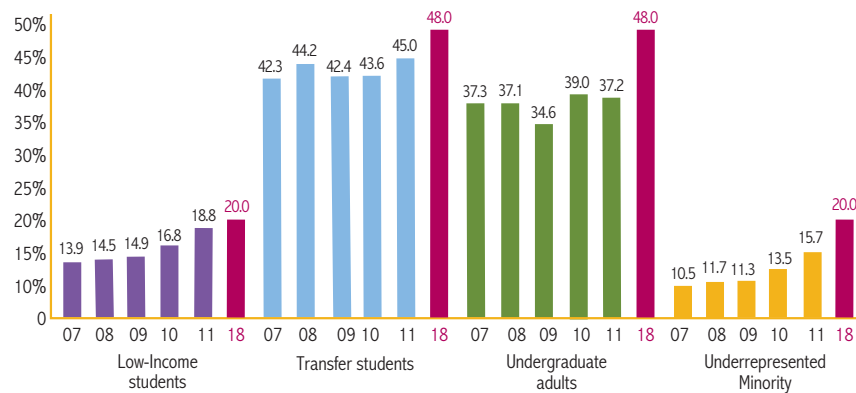
Glenville State College believes strongly that all students should have access to higher education. Consequently, Glenville State's student body has a disproportionate share of first-generation college and low-income students. Graduation rates, particularly for in-state, first-time freshmen, and low-income students have increased progressively. To achieve these rates, a comprehensive approach for student success was implemented, including revised curricula, enhanced orientation and advising, expanded academic programming and research opportunities, and realignment of developmental courses.

Four-Year Graduation Rates for Students Seeking a Bachelor's Degree for At-Risk Populations

Cohorts 2007– 2011

WEST VIRGINIA HIGHLIGHTS

- From 2010 to 2011, all at-risk populations, with the exception of undergraduate adults, saw an increase in four-year graduation rates. Graduation rates for low-income students increased from 16.8 to 18.8 percent; transfer students increased from 43.6 to 45 percent; and underrepresented minorities increased from 13.5 to 15.7 percent. Undergraduate adults declined from 39 to 37.2 percent.
- Low-income, transfer, and underrepresented minority students saw an increase in four-year graduation rates over the five-year span of 4.9, 2.7, and 5.2 percentage points, respectively. Over the same time span, the four-year graduation rate for undergraduate adult students declined 0.1 percentage points.
- The largest one-year increase in four-year graduation rates was underrepresented minority students which increased 2.2 percentage points while the largest five-year gain was for low-income students which increased 4.9 percentage points from 2007.



NATIONAL CONTEXT

The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. The underrepresented minority at-risk population represents a combination of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial students. This at-risk group is specifically tailored to traditionally underrepresented race minorities pursuing higher education at a four-year public institution in West Virginia. As such, national graduation data sources report these races separately and not as a collective. Nationally, the four-year graduation rate for fall 2007 underrepresented race minorities was 29.8 percent for Hispanic students; 23.0 percent for American Indian or Alaskan Native students; 20.8 percent for Black or African American students; 25.8 percent for Native Hawaiian or Other Pacific Islander students; and 49.1 percent for multi-racial students (NCES, 2015).

ABOUT THIS MEASURE

This indicator provides the four-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the fourth year since matriculation for low-income, transfer, adult, and underrepresented racial minority students.

Four-Year Graduation Rates

	2007	2008	2009	2010	2011
Low-Income Students	13.9%	14.5%	14.9%	16.8%	18.8%
Transfer Students	42.3%	44.2%	42.4%	43.6%	45.0%
Undergraduate Adults	37.3%	37.1%	34.6%	39.0%	37.2%
Underrepresented Minority	10.5%	11.7%	11.3%	13.5%	15.7%

Commission Spotlight

All public institutions made commitments to fulfill the goals of West Virginia's "5 Star Challenge," which was designed to provide stronger support to help student veterans succeed. Pictured: Concord University hosted a ceremony to accept the symbolic "5 Star Challenge coin," which was presented to President Kendra Boggess.



SUCCESS

Six-Year Graduation Rate for First-Time Freshmen Seeking a Bachelor's Degree

Cohorts 2005–2009

WEST VIRGINIA HIGHLIGHTS

- Six-year graduation rates declined at four-year public institutions from 47.8 percent for the 2005 cohort to 46.8 percent for the 2009 cohort, a decrease of 1 percentage point.
- The largest gain over the five-year period was at Shepherd University, with an increase of 3.5 percentage points.
- The largest decrease over the five-year period was at WVU Institute of Technology, with a decline of 15 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2006 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 57.2 percent. The figure was higher for women than for men in public institutions (59.6% for women, 54.4% for men) and private, not-for-profit institutions (67.6% for women, 62.9 % for men) (NCES, 2015).

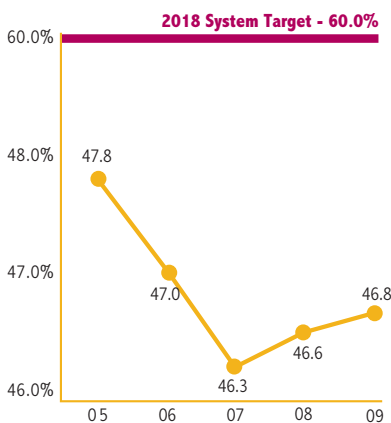
ABOUT THIS MEASURE

This indicator provides the six-year graduation rate for first-time, bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any West Virginia public institution by the spring of the sixth year since matriculation.

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

Institution	2005	2006	2007	2008	2009
Bluefield State College	22.2%	22.2%	17.3%	25.0%	19.6%
Concord University	37.2%	40.6%	39.2%	37.3%	41.6%
Fairmont State University	36.2%	38.0%	37.6%	34.1%	33.8%
Glenville State College	32.7%	32.9%	33.5%	31.2%	32.0%
Marshall University	45.9%	45.1%	45.4%	45.2%	45.6%
Shepherd University	46.7%	45.2%	39.8%	42.6%	50.2%
West Liberty University	46.9%	40.1%	41.3%	39.5%	49.4%
West Virginia University	56.7%	55.4%	56.0%	56.2%	55.7%
WV State University	19.8%	17.7%	18.6%	19.6%	21.8%
WVU Institute of Technology	42.4%	34.5%	25.7%	27.0%	27.4%
TOTAL	47.8%	47.0%	46.3%	46.6%	46.8%

* Potomac State College of WVU is not included in this table as the institution typically enrolls a small number of bachelor's degree-seeking students.



Six-Year Graduation Rates for At-Risk Students Seeking a Bachelor's Degree

Cohorts 2005– 2009

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for low-income (35.5 percent) and underrepresented minority students (32.2 percent) increased 0.6 and 0.9 percentage points from the 2008 to 2009 cohorts, respectively. During the same time period, transfer students (51.3 percent) declined by 1.9 percentage points and undergraduate adults (41.2 percent) declined by 2.6 percentage points.
- Between the 2005 and 2009 cohorts, undergraduate adult students saw the largest five-year increase from 29.1 to 32.2 percent. The largest five-year decline during the same time period was for transfer students, declining 2.2 percentage points from 53.5 to 51.3 percent.

NATIONAL CONTEXT

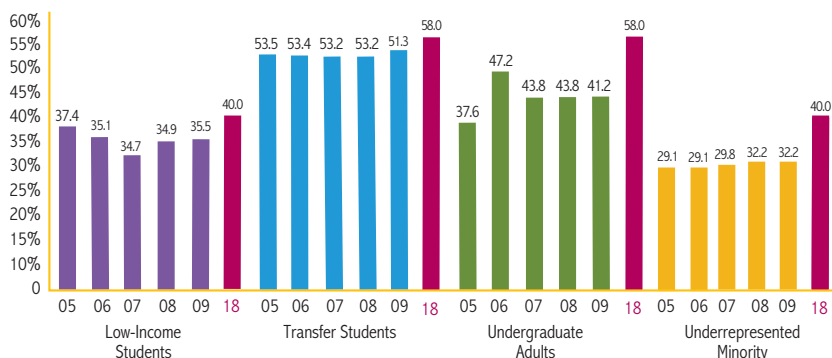
The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

ABOUT THIS MEASURE

This indicator provides the six-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the sixth year since matriculation for low-income, adult, transfer, and underrepresented racial minority students.

Six-Year Graduation Rates

	2005	2006	2007	2008	2009
Low-Income Students	37.4%	35.1%	34.7%	34.9%	35.5%
Transfer Students	53.5%	53.4%	53.2%	53.2%	51.3%
Undergraduate Adults	37.6%	47.2%	43.8%	43.8%	41.2%
Underrepresented Minority	29.1%	29.1%	29.8%	31.3%	32.2%



SUCCESS**Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams**

Years Ending June 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- Cytotechnology, Dental Hygiene, Medical Technology, and Nursing saw increases in their respective pass rates from 2013 to 2014. Dietetics, Praxis II, and Social Work all decreased over the one-year period.
- 2014 licensure pass rates increased in two areas when compared to 2010 for both Medical Technology and Nursing. Cytotechnology and Dental Hygiene saw no change at 100 percent.

NATIONAL CONTEXT

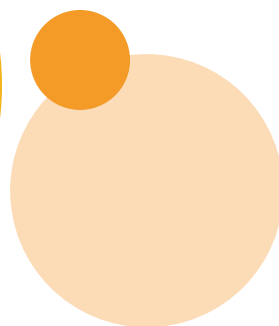
The National Center for Public Policy and Higher Education's latest edition of its biennial state report card, "Measuring Up 2008," reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations, making it one of the top five performing states. Approximately 55 percent more of the state's graduates take these examinations than graduates nationwide and West Virginia graduates' pass rates match the national average.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing bachelor's degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2010	2011	2012	2013	2014
Cytotechnology	100.0%	100.0%	100.0%	83.3%	100.0%
Dental Hygiene	100.0%	97.7%	98.5%	92.7%	100.0%
Dietetics	88.6%	.	83.3%	85.7%	83.3%
Medical Technology	69.4%	68.4%	87.5%	50.0%	73.1%
Nursing	91.6%	91.3%	86.4%	86.4%	92.2%
Praxis II (Learning and Teaching)	92.2%	93.2%	94.2%	87.8%	86.5%
Social Work (State)	77.1%	84.6%	78.1%	89.7%	69.0%



Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Years Ending June 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- 2014 licensure pass rates increased in 5 of 12 areas when compared to 2013 and 8 of 12 since 2008.
- The areas of Dentistry, National Exam in Speech Pathology and Audiology, Occupational Therapy, Pharmacy (Pharm D), and Physical Therapy, all have pass rates above 90 percent for each of the five years examined.
- Complex and USMLE Step 3 reported pass rates above 90 percent in 2010 and 2011. New reporting methods combine the exams under a general medicine category, where pass rates have remained above 90 percent from 2012 to 2014.

NATIONAL CONTEXT

West Virginia institutions met or exceeded the national pass rate in all exams with an available national 2014 pass rate. The newly combined Complex Level 3 and USMLE Step 3 reporting methods make it difficult to discern individual pass rates for these exams.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing master's 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	2010	2011	2012	2013	2014
Complex Level 3	96.4%	92.7%	.	.	.
Dentistry	94.6%	98.5%	97.0%	98.0%	100.0%
Dietetics	87.5%	100.0%	77.8%	88.9%	93.3%
Family Nurse Practitioner	97.4%	97.0%	76.3%	89.7%	93.1%
Law 77.7%	80.6%	77.9%	76.0%	72.5%	
Medicine (USMLE Step 3 or COMPLEX Level 3)	.	.	98.5%	97.8%	94.6%
National Certified Counselor Exam	68.4%	85.2%	100.0%	92.3%	93.8%
National Exam in Speech Pathology and Audiology	98.0%	100.0%	96.3%	100.0%	100.0%
Occupational Therapy	90.0%	100.0%	100.0%	100.0%	100.0%
Pharmacy (Pharm D)	97.4%	95.9%	97.2%	98.7%	97.5%
Physical Therapy	100.0%	100.0%	96.8%	100.0%	97.2%
Teacher Education-Praxis II	89.0%	90.8%	90.8%	91.4%	90.6%
USMLE Step 3	100.0%	97.9%	.	.	.
WV Competency Exam for Counselor Licensing	81.8%	97.1%	100.0%	0.0%	96.6%

* Data collection methods were changed in 2012. The new reporting methods combine Complex Level 3 and USMLE Step 3 into the Medicine category.

SUCCESS**Average Nine-Month Salary of Full-Time Instructional Faculty by Rank**

Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 1.6 percent between 2013 and 2014. Salary gains since 2010 were 8.1 percent.
- The largest one- and five-year percentage increases by faculty rank were both for Lecturers at 4.5 percent (\$2,293) from 2013 to 2014 and 13.8 percent (\$6,508) from 2009 to 2014.
- Over the five-year period, the smallest increase was for Instructors who realized, on average, a 4.3 percent increase in salary.

NATIONAL CONTEXT

Among SREB states, the average salary in 2013-14 for full-time faculty at public four-year institutions was \$108,057 for full professors, \$76,929 for associate professors, \$66,338 for assistant professors and \$46,476 for instructors which combined for an overall average salary of \$77,029 (SREB, 2015). West Virginia's faculty compensation ranked 13th out of 16 SREB states in 2013-14.

ABOUT THIS MEASURE

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time instructional faculty from fall 2010 to fall 2014. 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. In 2013-14, only 51.3 percent of faculty nationwide were employed full-time (NCES, 2015).

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2014

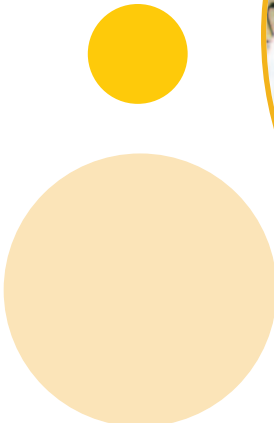
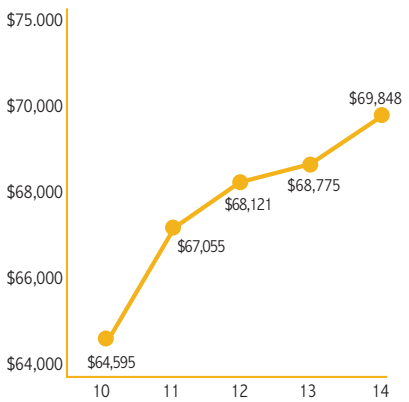
Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other*	All Ranks
Bluefield State College	\$69,752	\$63,370	\$54,507	\$40,421	\$40,260	\$40,826	\$58,575
Concord University	\$69,671	\$59,049	\$51,655	\$41,257	\$32,002	.	\$56,998
Fairmont State University	\$75,598	\$68,218	\$51,955	\$41,603	.	\$50,445	\$62,073
Glenville State College	\$69,028	\$62,905	\$50,749	\$42,800	.	\$43,700	\$55,106
Marshall University	\$79,534	\$66,904	\$60,281	\$35,529	.	.	\$65,004
Potomac State College of WVU	\$69,107	\$54,053	\$47,717	\$42,689	.	.	\$51,557
Shepherd University	\$77,493	\$64,076	\$55,877	.	\$45,640	.	\$62,215
WVU Institute of Technology	\$78,100	\$66,004	\$57,196	\$42,683	\$55,193	.	\$63,437
West Liberty University	\$68,203	\$67,317	\$56,453	\$47,854	\$40,759	.	\$59,820
West Virginia State University	\$63,444	\$59,745	\$52,383	\$44,902	.	\$47,265	\$57,053
West Virginia University	\$109,696	\$81,227	\$67,360	\$43,098	\$59,796	.	\$81,958
SYSTEM	\$89,550	\$72,127	\$60,580	\$40,769	\$53,819	\$46,402	\$69,848

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



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

Rank	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Professor	\$83,957	\$86,322	\$87,348	\$88,122	1.6%	6.7%
Associate Professor	\$65,541	\$68,726	\$70,622	\$71,520	0.8%	10.0%
Assistant Professor	\$54,615	\$57,192	\$58,444	\$59,161	2.4%	10.9%
Instructor	\$39,070	\$41,246	\$40,349	\$40,445	0.8%	4.3%
Lecturer	\$47,311	\$50,132	\$49,771	\$51,526	4.5%	13.8%
Graduate Assistant and Other	\$50,012	\$47,529	\$52,214	\$45,786	1.3%	-7.2%
ALL RANKS	\$64,595	\$67,055	\$68,121	\$68,775	1.6%	8.1%



IMPACT

Public colleges and universities across West Virginia provide the intellectual infrastructure required to create and maintain both an educated citizenry and a skilled workforce. Postsecondary graduates also have a profound civic, social, and economic impact on their local communities and the state at large. Moreover, the state's four-year institutions of higher education actively contribute to the economic, cultural and social vitality of their respective regions.

Featured Institutional Impact Initiatives

BLUEFIELD STATE COLLEGE

Bluefield State College targets secondary school students who are brought to campus for participation in other activities outlined in the five Comprehensive Plans and focuses on new and undecided students, reinforcing the importance of STEM fields and careers. In addition, STEM employers are invited to annual recruitment fairs to interact with current Bluefield State College students.

Bluefield State College students and local high school students currently showcase their achievements and demonstrate their knowledge through academic invitational events. These events will continue through 2018. Additional events under development will help Bluefield State College reach out to students interested in STEM- and health-related fields, as well as other academic areas.

SHEPHERD UNIVERSITY

Shepherd University implemented DegreeWorks, an academic advising tool used by academic advisors nationwide. DegreeWorks uses completed courses stored in student academic histories, to produce a degree audit for each student. The system uses rules and requirements published in the undergraduate and graduate catalogs, defined and coded for each program. The degree audit includes features, such as maintenance of advising notes, future course planning and, in particular, the student can produce a "what if" audit in the event of a change of major to demonstrate how completed and planned courses might apply. The degree audit allows students to easily identify unmet degree requirements, including remaining courses, GPA requirements, minimum grade requirements, and required assessments and exams. Finally, and perhaps most importantly, use of DegreeWorks can reduce time to degree by guiding the student accurately and efficiently through requirements for degree completion.

Shepherd University has developed a culture of assessment over the last fifteen years that includes both academic and administrative units. The institution's Higher Learning Commission self-study demonstrated outcomes that will be used for continuous improvements in these areas.

WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY

West Virginia University Institute of Technology is working to enhance the employability of its graduates. The institution utilizes discipline-specific advisory boards to ensure that the curricular and co-curricular experiences of students remain current and relevant. These advisory boards are comprised of individuals with experience and knowledge in careers related to their respective disciplines which link to academic programs offered at WVU Tech. Collaboration with advisory boards also helps WVU Tech deepen its relationships with business, industry, local governments, and non-profits organizations.

WVU Tech is working to identify a list of potential mutually-beneficial partnerships with communities, businesses, industries, and non-profit organizations. WVU Tech is also exploring further development of its co-operative education and internship programs to enhance the employability of graduates and alumni. Parents and students do not always see the need for a co-operative education or internship experience. Rather, they sometimes see such experiences as extending the student's time in college and adding more debt before the student graduates and embarks on a career path. To help remedy this situation, WVU Tech is developing a program to inform parents and students of the benefits of participating in a co-operative education or internship experience.

Additional information on institutional Impact initiatives is available at:

<http://www.wvhepc.edu/master-plan-leading-the-way/institutional-compacts/compact-summaries-impact/>



Degrees/Credentials Awarded by Level System-Wide

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2014-15 was 13,613, which was 2.2 percent higher than the 2013-14 figure of 13,316.
- Over the five-year time period, the number of degrees and credentials has increased by 8.5 percent from the 2010-11 level of 12,543.
- The largest one-year increase in the number of awards was in bachelor's degrees with a growth of 479 which occurred between 2010-11 and 2011-12.

NATIONAL CONTEXT

Across the SREB states, in the decade from 2003-4 to 2012-13, the number of awards conferred at four-year public colleges and universities grew by 33.8 percent from 454,473 to 608,064. The 2012-13 total also represents a 3.3 percent increase over the 2011-12 total of 588,654. The proportion of these degrees that were bachelor's degrees remained relatively constant at 69.4 percent, while the proportion that were associate's degrees and certificates increased from 1.9 percent in 2011-12 to 2.3 percent in 2012-13. The proportion of advanced degrees decreased from 25.9 percent to 25.5 percent (SREB, 2015).

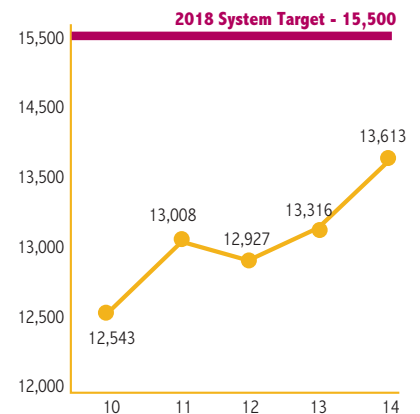
In the country as a whole, the total number of degrees conferred at public institutions increased by 2.0 percent from 2,322,008 in 2011-12 to 2,369,448 in 2012-13. Over the last 10 years, the number of degrees conferred at public institutions increased by 42.2 percent nationally (Digest of Education Statistics, 2015).

ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, doctor's degree-professional practice, master's, post-master's, and doctor's - 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	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Certificate	2	.	.	.	.	.	.
Associate's	526	534	551	711	710	-0.1%	35.0%
Bachelor's	8,407	8,886	8,839	9,120	9,269	1.6%	10.3%
Master's	2,694	2,696	2,610	2,586	2,653	2.6%	-1.5%
Post-Master's Certificate	21	16	21	20	42	110.0%	100.0%
Doctor's – Professional Practice	715	698	732	714	738	3.4%	3.2%
Doctor's – Research / Scholarship	178	178	174	165	201	21.8%	12.9%
TOTAL	12,543	13,008	12,927	13,316	13,613	2.2%	8.5%



IMPACT**Degrees/Credentials Awarded by Institution and Level**

Academic Years 2010-2014

WEST VIRGINIA HIGHLIGHTS

- From 2010-11 to 2014-15, Bluefield State College (-12.9%), Glenville State College (-3%) and West Virginia School of Osteopathic Medicine (-8.1%) were the only three institutions to see a decline in graduates.
- Baccalaureate degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State College of WVU and West Virginia School of Osteopathic Medicine). Overall, the total number of bachelor's degrees produced increased by 10.3 percent over the five-year period.
- As indicated in the chart beginning on this page, while the number of post-master's certificate and doctor's - professional practice granting programs has remained the same since 2010; the number of master's and doctor's - research and scholarship programs has grown over the past five years.

ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions by level. Degrees and certificates conferred represent the system's human capital contribution to moving West Virginia's economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Institution and Level

Institution	Award Type	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	Associate's	60	92	98	117	87	-25.6%	45.0%
	Bachelor's	235	240	249	240	170	-29.2%	-27.7%
TOTAL		295	332	347	357	257	-28.0%	-12.9%
Concord University	Associate's	.	.	.	1	1	0.0%	.
	Bachelor's	401	432	431	429	435	1.4%	8.5%
	Master's	27	24	29	71	75	5.6%	177.8%
TOTAL		428	456	460	501	511	2.0%	19.4%
Fairmont State University	Associate's	113	71	112	108	90	-16.7%	-20.4%
	Bachelor's	559	644	624	613	598	-2.4%	7.0%
	Master's	85	89	111	93	85	-8.6%	0.0%
TOTAL		757	804	847	814	773	-5.0%	2.1%
Glenville State College	Associate's	36	57	31	47	55	17.0%	52.8%
	Bachelor's	161	150	174	176	136	-22.7%	-15.5%
TOTAL		197	207	205	223	191	-14.3%	-3.0%
Marshall University	Associate's	91	111	99	111	115	3.6%	26.4%
	Bachelor's	1,393	1,547	1,561	1,604	1,590	-0.9%	14.1%
	Master's	881	848	774	769	729	-5.2%	-17.3%
	Post-Master's Certificate	21	16	21	20	42	110.0%	100.0%
	Doctor's – Professional Practice	83	102	111	123	128	4.1%	54.2%
	Doctor's – Research / Scholarship	12	16	16	10	18	80.0%	50.0%
TOTAL		2,481	2,640	2,582	2,637	2,622	-0.6%	5.7%

Institution	Award Type	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Potomac State College of WVU	Certificate	2	.	.	.	.	.	.
	Associate's	192	172	177	295	328	11.2%	70.8%
	Bachelor's	19	18	20	19	24	26.3%	26.3%
TOTAL		213	190	197	314	352	12.1%	65.3%
Shepherd University	Bachelor's	648	675	714	762	790	3.7%	21.9%
	Master's	34	63	56	70	71	1.4%	108.8%
TOTAL		682	738	770	832	861	3.5%	26.2%
WV School of Osteopathic Medicine	Doctor's-Professional Practice	198	157	197	180	182	1.1%	-8.1%
TOTAL		198	157	197	180	182	1.1%	-8.1%
West Liberty University	Associate's	34	31	34	32	34	6.3%	0.0%
	Bachelor's	410	401	454	462	505	9.3%	23.2%
	Master's	26	19	20	33	33	0.0%	26.9%
TOTAL		470	451	508	527	572	8.5%	21.7%
West Virginia State University	Bachelor's	378	414	397	418	432	3.3%	14.3%
	Master's	12	11	13	17	11	-35.3%	-8.3%
TOTAL		390	425	410	435	443	1.8%	13.6%
West Virginia University	Bachelor's	4,060	4,204	4,078	4,268	4,437	4.0%	9.3%
	Master's	1,629	1,642	1,607	1,533	1,649	7.6%	1.2%
	Doctor's – Professional Practice	434	439	424	411	428	4.1%	-1.4%
	Doctor's – Research /Scholarship	166	162	158	155	183	18.1%	10.2%
TOTAL		6,289	6,447	6,267	6,367	6,697	5.2%	6.5%
WVU Institute of Technology	Bachelor's	143	161	137	129	152	17.8%	6.3%
TOTAL		143	161	137	129	152	17.8%	6.3%

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

Number of Graduate Programs

Program Level	2010	2011	2012	2013	2014
Master's	107	108	108	111	116
Post-Master's Certificate	2	2	2	2	2
Doctor's – Professional Practice	13	13	13	13	13
Doctor's – Research / Scholarship	35	35	37	38	38



Institutional Spotlight

SHEPHERD UNIVERSITY

Shepherd University continues to reap the benefits of the academic reform process it completed in 2012. Shepherd was the first institution in the state to standardize 120 credits across all majors for the undergraduate degree, as well as a major revision of its general education or core curriculum program. This increased flexibility is one of the major factors in facilitating degree attainment.

STEM, STEM Education, and Health Degrees Awarded

Academic Years 2010–2014

WEST VIRGINIA HIGHLIGHTS

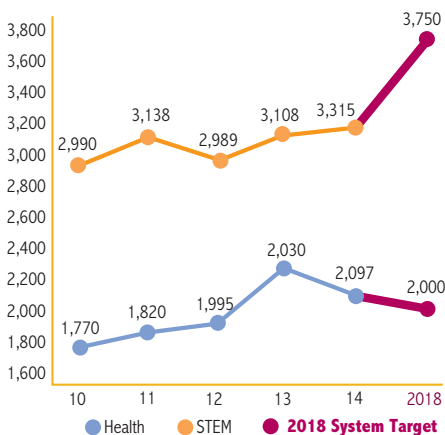
- The total number of health degrees has increased 3.3 percent from 2,030 in 2013 to 2,097 in 2014. The largest one-year numeric increase was for bachelor's degrees which increased 12.5 percent from 753 to 847. Health degrees have increased 18.5 percent from the 2010 figure of 1,770.
- The total number of STEM degrees has increased 6.7 percent from 3,108 in 2013 to 3,315 in 2014. The largest one-year numeric increase was for bachelor's degrees which increased 6.2 percent from 2,572 to 2,732.
- Over the five-year period, STEM degrees have increased 10.9 percent from the 2010 figure of 2,990.
- Degrees in STEM education have not been historically collected. As a part of the Master Plan, institutions began to provide this data in 2013. Statewide, the number of STEM education degrees awarded across all levels of credentials was 148, a 4.5 percent decline from the 155 degrees awarded in 2013.

NATIONAL CONTEXT

From 2006 to 2010, the most recent available five-year window, the number of science and engineering degrees awarded in the United States increased by 3.7 percent from 673,418 to 698,441. The proportion of overall degrees that were in science and engineering, however, decreased by 0.4 percentage points from 29.3 percent in 2006 to 28.9 percent in 2010. During this time period, the proportion of bachelor's degrees (31.9% to 31.5%) and master's degrees (20.2% to 20%) decreased while the proportion of doctorates (65.5% to 68.9%) that were in science and engineering increased (NSF, 2014).

ABOUT THIS MEASURE

This indicator provides the number of degrees produced during the academic year at the associate's, bachelor's, master's, and doctoral levels in National Science Foundation designated STEM fields; health programs; and number of education degrees produced during the academic year with specializations in science, technology, or mathematics education according to institution data.



Number of Degrees, by level, in Health, STEM, and STEM Education

Degree	Level	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
HEALTH	Associate's	274	280	320	328	296	-9.8%	8.0%
	Bachelor's	673	709	754	753	847	12.5%	25.9%
	Master's	263	296	335	388	351	-9.5%	33.5%
	Doctor's – Research / Scholarship	13	16	17	9	18	100.0%	38.5%
	Doctor's – Professional Practice	547	519	569	552	585	6.0%	6.9%
	TOTAL		1,770	1,820	1,995	2,030	2,097	3.3%	18.5%
STEM	Associate's	52	62	52	78	66	-15.4%	26.9%
	Bachelor's	2436	2579	2455	2572	2732	6.2%	12.2%
	Master's	401	397	377	356	403	13.2%	0.5%
	Doctor's – Research / Scholarship	93	90	94	94	103	9.6%	10.8%
	Doctor's – Professional Practice	8	10	11	8	11	37.5%	37.5%
	TOTAL		2,990	3,138	2,989	3,108	3,315	6.7%	10.9%
STEM Education*	TOTAL	.	.	.	155	148	-4.5%	.

* Stem Education has not been historically collected. As a part of *Leading the Way: Access. Success. Impact.*, institutions began to provide these data in 2013.

Institutional Spotlight

BLUEFIELD STATE COLLEGE

A community of Bluefield State College (BSC) students presented their scientific research during the annual Applied Science Senior Project program at the College. The program was a culmination of the year-long Applied Science capstone research course where students presented poster sessions of their research, defended their projects to an audience of their peers, BSC faculty, and the college community. In addition to the poster session, students gave a research presentation and wrote a scientific paper on their research. Topics included the effect of norepinephrine on biofilm formation, the effect of temperature on fluorescence-preserving agents, and antibacterial effects of natural dyes.



IMPACT

Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2010–2014

WEST VIRGINIA HIGHLIGHTS

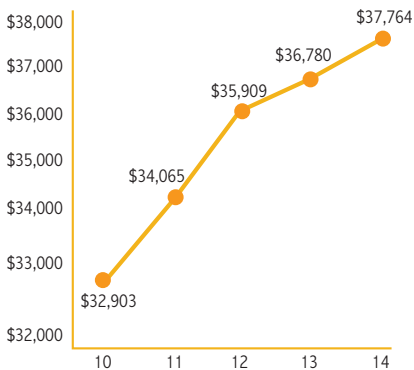
- Average loan debt for bachelor's degree students increased 2.7 percent, from \$36,780 in 2013 to \$37,763 in 2014.
- The five-year trend in loan debt shows an increase of 14.8 percent from the \$32,903 figure in 2010.
- Three four-year public institutions in the state saw a decline in average loan debt. The largest decrease was at Potomac State College of WVU (-15.7%), which should be viewed with caution as the institution has a very small number of bachelor's degree graduates.

NATIONAL CONTEXT

The College Board reports that 60 percent of students who earned bachelor's degrees in 2012-13 graduated with student loan debt and borrowed an average of \$27,300, an increase of 19 percent in 10 years. Between 2003-4 and 2013-14, the number of federal Stafford Loan borrowers increased by 43 percent. During the same period, average Direct Loans per borrower grew from \$8,147 to \$8,356 (inflation adjusted), an increase of 3 percent. Undergraduate students in 2013-14 borrowed an average of \$5,490 per FTE student. (College Board, 2014).

ABOUT THIS MEASURE

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated at any public institution during pursuit of their bachelor's degree. This debt includes all loans, including the Direct Parent Loan for Undergraduate Students, whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.



Average Loan Debt of Graduates*

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	\$25,081	\$28,082	\$24,950	\$27,827	\$26,681	-4.1%	6.4%
Concord University	\$22,916	\$21,984	\$23,694	\$25,096	\$26,526	5.7%	15.8%
Fairmont State University	\$27,529	\$28,944	\$29,150	\$30,753	\$30,339	-1.3%	10.2%
Glenville State College	\$28,371	\$31,897	\$32,276	\$30,343	\$32,579	7.4%	14.8%
Marshall University	\$25,526	\$28,842	\$30,662	\$30,163	\$29,372	-2.6%	15.1%
Potomac State College of WVU	\$15,137	\$26,784	\$24,975	\$21,298	\$17,960	-15.7%	18.6%
Shepherd University	\$29,249	\$29,107	\$32,592	\$32,181	\$33,945	5.5%	16.1%
West Liberty University	\$30,417	\$31,627	\$33,108	\$33,181	\$33,706	1.6%	10.8%
West Virginia State University	\$29,225	\$27,290	\$29,135	\$28,536	\$31,202	9.3%	6.8%
West Virginia University	\$39,732	\$40,925	\$43,688	\$45,249	\$46,351	2.4%	16.7%
WVU Institute of Technology	\$23,731	\$21,187	\$24,783	\$22,584	\$27,166	20.3%	14.5%
TOTAL	\$32,903	\$34,065	\$35,909	\$36,780	\$37,763	2.7%	14.8%

* When comparing the average loan debt of graduates to previous editions of the West Virginia Higher Education Report Card, there may be fluctuations in reported figures. Bachelor's degree graduates who remain enrolled in non-graduate level work and receive federal loans will contribute to increases in total loan debt.

Three-Year Student Loan Default Rate

Fiscal Years 2008–2012

WEST VIRGINIA HIGHLIGHTS

- The statewide three-year student loan default rate was 11.6 percent for FY 2012, a decrease of 2.1 percentage points from the 13.7 percent reported in FY 2011.
- The institutions with the highest three-year default rates were Bluefield State College (23.7%), Glenville State College (23.0%), and Concord University (17.6%).
- Shepherd University had the lowest three-year student loan default rate of 7.6 percent in FY 2012.

NATIONAL CONTEXT

The U.S. Department of Education reported that the national three year default rate for the Fiscal Year 2012 cohort was 11.8 percent across all sectors. The default rate among public four-year institutions is significantly lower, at 7.6 percent for the Fiscal Year 2012 cohort. Default rates in the public four-year sector have historically been much lower than those in both the public two-year and the for-profit sectors (U.S. Department of Education, 2015).

ABOUT THIS MEASURE

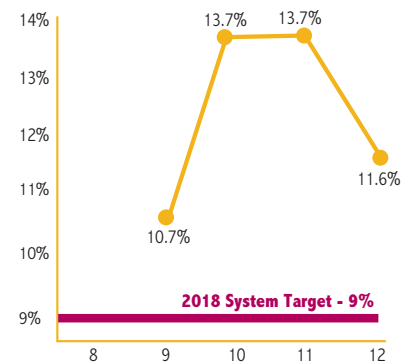
This measure provides the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans and/or William D. Ford Federal Direct Loans during a fiscal year and default (or meet the other specified condition) within a three-year period. The three-year default rate has been adopted by the U.S. Department of Education to become the new standard for measuring loan defaults, replacing two-year default rates. The three-year, post-graduation/withdraw period is thought to more accurately capture the number of students in default. Although the three-year rate was applied on a trial basis to preceding cohorts (2007, 2008), the 2009 cohort was the first group of students officially measured by the extended default rate period. This rate is annually provided directly by the federal government's Office of Student Financial Aid Programs.

Three-Year Federal Student Loan Default Rates

	2008	2009	2010	2011	2012
Bluefield State College	16.6%	17.7%	23.5%	26.8%	23.7%
Concord University	13.9%	16.0%	19.0%	17.3%	17.6%
Fairmont State University	12.0%	13.7%	18.2%	17.0%	14.2%
Glenville State University	15.8%	14.6%	23.9%	21.7%	23.0%
Marshall University	9.8%	9.9%	13.6%	13.4%**	11.7%
Potomac State College of WVU*	7.2%	7.6%	9.8%	10.5%	8.5%
Shepherd University	6.9%	6.8%	10.7%	11.4%	7.6%
West Liberty University	12.1%	15.4%	14.5%	18.1%	10.4%
West Virginia State University	14.6%	14.1%	16.4%	14.2%	16.6%
West Virginia University*	7.2%	7.6%	9.8%	10.5%	8.5%
WVU Institute of Technology*	7.2%	7.6%	9.8%	10.5%	8.5%
STATE TOTALS	10.7%	13.7%	13.7%**	13.7%**	11.6%

* Rate provided is for WVU, WVU Institute of Technology, and Potomac State College combined.

** Marshall University's 2011 default rate was amended as a result of a favorable appeal outcome from the US Department of Education.



Institutional Spotlight

SHEPHERD UNIVERSITY

In an effort to maintain and eventually reduce the University's three-year Federal Student Loan Cohort Default rate, Shepherd University has developed a comprehensive strategy that focuses on issues of financial literacy through class offering and course content, as well as awareness through loan counseling.

The institution plans to conduct financial literacy courses as part of the First-Year Experience Program. Financial literacy topics will also be presented in already existing, program-specific freshmen seminars, such as BIOL 150, EDUC 150, MUSC 100, etc., and will also be a component of the required class for provisionally admitted students. Students will be assessed on their competencies by completing pre- and post-tests for each course or session.

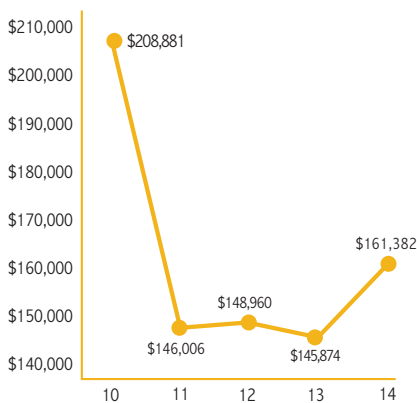
Research Grants and Contracts

Academic Years 2010 – 2014

Research Grants and Contracts

Year	Funds For Externally-Sponsored Research
2010	\$208,881,286
2011	\$146,006,451
2012	\$148,960,202
2013	\$139,024,537
2014	\$161,382,030

* 2011-2014 totals do not include figures for Glenville State College.



WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in FY 2014 was \$161,382,030, which was 16.1 percent greater than the figure of \$139,024,537 in 2013. *
- Over the five-year time period, the amount of research grants and contracts has decreased by 22.7 percent from its five-year high of \$208,881,286 in 2010.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$67.3 billion in Fiscal Year 2014. This figure represents a 0.2% increase from the Fiscal Year 2013 total of \$67.1 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 \$44.7 billion in Fiscal Year 2014 which was 0.5 percent lower than the \$44.9 billion expended in Fiscal Year 2013. Although there has been long term growth over five years, it should be noted that short term decreases are expected to continue nationally as federal stimulus money tapers.

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.

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

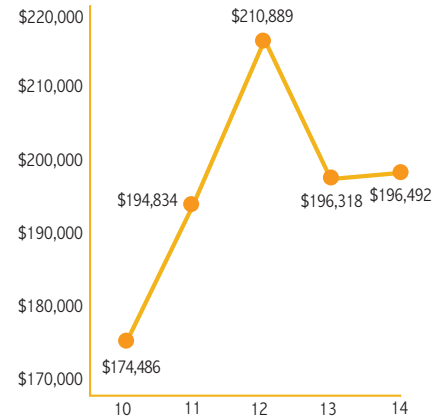
- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities increased by 0.1 percent, from \$196,318,000 in FY 2012 to \$196,492,000 in FY 2013.
- Total science and engineering related R&D expenditures have grown over the five-year time period examined here by 12.6 percent from the Fiscal Year 2009 level of \$174,486,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$63.7 billion in Fiscal Year 2014, which represents an increase of 0.6 percent over the previous year (\$63.4 billion). Adjusted for inflation, academic R&D decreased by 1.0 percent in 2014. According to the NSF (2015), from Fiscal Year 2010 to Fiscal Year 2014 total science and engineering research and development expenditures at academic institutions grew by 9.2 percent from \$58.4 billion to \$63.7 billion. When adjusted for inflation, the five-year increase in total science and engineering R&D expenditures is 0.61 percent.

ABOUT THIS MEASURE

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related R&D 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.



Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2009	\$174,486,000
2010	\$194,834,000
2011	\$210,889,000
2012	\$196,318,000
2013	\$196,492,000

Source: National Science Foundation

Institutional Spotlight

WEST VIRGINIA STATE UNIVERSITY

West Virginia State University continues to increase faculty, graduate and undergraduate research activities. In partnership with the USDA, faculty received in excess of \$4 million to conduct agriculturally-related research. The U.S. Department of Education, USDA, and NSF support 20 graduate student research projects associated with the Biotechnology graduate program. The University's Research Rookies Program, an experiential research program for freshmen and sophomores, is supported by partnerships with AEP, Dow, and AT&T. The University's research and development (R&D) funding is also increasing. In 2000, R&D funding stood at \$1 million. For the 2014-15 academic year, funding reached \$13.2 million with a goal of \$25 million by 2020.



Commission Spotlight

The Commission's Division of Science and Research manages and supports a number of federal- and state-funded academic research programs at state institutions. Pictured: Marshall University's Dr. Elmer Price, who is on a mission to develop new treatments that will eradicate the symptoms of Parkinson's Disease with support from the Commission and the National Science Foundation.



Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in FY 2013 was \$94,978,000 which was 10.3 percent less than the figure of \$105,892,000 in 2012.
- Over the five-year time period, the amount of federally-funded R&D has increased by 3.7 percent from its 2009 level of \$91,602,000.

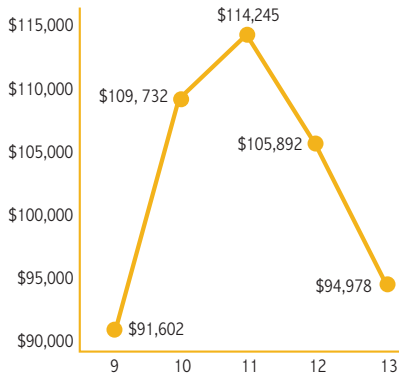
NATIONAL CONTEXT

Federal funding of science and engineering-related R&D in U.S. colleges and universities declined by 1.7 percent from \$40.0 billion in FY 2012 to \$39.3 billion in 2013. Adjusted for inflation, this represents a 2.7 percent decline from 2012. The overall level of federally-funded R&D expenditures in the United States has grown by 18.0 percent from \$33.4 billion in Fiscal Year 2009. 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 (National Science Foundation, 2015).

ABOUT THIS MEASURE

This indicator provides the amount of science and engineering related R&D expenditures at all West Virginia colleges and universities, including private institutions, which come from grants and contracts from the federal government. Many of these grants and contracts are competitive and provide a good indicator of both the quality and quantity of research being performed in the system.

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



Federally-Funded Science and Engineering Research & Development Expenditures

Year	Total Federally-Funded Expenditures
2009	\$91,602,000
2010	\$109,732,000
2011	\$114,245,000
2012	\$105,892,000
2013	\$94,978,000

Source: National Science Foundation

Other System Research and Development Measures

Fiscal Year 2014 (Publications: Academic Year 2014)

West Virginia's four-year public universities serve three core functions: teaching, research, and service, though their focus to the different components varies by institutional mission. Research that helps expand understanding of the world and leads to new solutions for society's challenges is an important function of higher education institutions. Receiving grants, submitting research and product patents, and encouraging start-up companies not only help to sustain and create new jobs, but also assist in developing the state's research infrastructure through new equipment and facilities. As innovation and knowledge-based industries become more important for West Virginia's economy, transferring the fruits of university research to the market is taking on increasing importance.

ABOUT THIS MEASURE

External research and development funds: The total amount of externally-sponsored academic research grants and contracts underway during an academic year according to institution data. This figure includes both direct and indirect costs as indicated on the grant contract or budget.

Patents issued: The number of U.S. patents issued during the fiscal year according to institution data.

Licensure income: The total amount of money derived from licensed royalty and associated income for intellectual property developed by faculty at the institution licensed to publicly or privately-traded businesses or industry during the fiscal year according to institution data.

Start-up companies based on university technology: The number of start-up companies established during the fiscal year based on intellectual property developed at the institution according to institution data.

Articles published by faculty in peer-reviewed journals: The number of articles published in any peer-reviewed journal during the year.

Other System Research and Development Indicators

	External Research and Development*	Patents Issued	Licensure Income	Start-up Companies	Peer-Reviewed Publications*
2013	\$137,375,483	6	\$60,528	6	2,499****
2014	\$159,742,171	6	\$37,401	1	2,175
CUMULATIVE TOTAL (2013-2014)		12	\$97,929	7	
2018 SYSTEM TARGET	\$200,000,000	30**	\$170,000**	20**	***

* These measures are required by Marshall University and West Virginia University, Shepherd University, West Liberty University, and West Virginia State University have opted to report these measures.

** The 2018 system targets for these measures are cumulative totals for the entire master planning cycle (2013-18).

*** *Leading the Way: Access. Success. Impact.*, does not establish a specific value for the 2018 target for peer-reviewed publications. Rather, it establishes a system-wide goal to "increase the number of these publications over the master planning cycle."

**** Includes estimates from West Virginia University, whose publication assessment process was ongoing.

COMMISSION AND COUNCIL INITIATIVE UPDATES

ACADEMIC AFFAIRS

Transfer and Articulation

Transfer and articulation was a major emphasis for the Commission and Council during the 2014-2015 academic year. Two statewide workshops were held where participants from all public two-year and four-year institutions reviewed new policy related to transfer and provided feedback for guidelines to meet the new policy. All public institutions are now required to have an appeals policy for transfer credit in place. Special emphasis was placed on the Core Coursework Transfer Agreement, a 35-credit general studies articulation agreement among the public institutions. The statewide Transfer and Articulation Steering Committee continues work on the full implementation of the reverse transfer policy and to work on guidelines for course alignment and articulation.

Developmental Education Reform

Work continues on the reform of developmental education among the state's four-year public institutions. Policy was revised for both two-year and four-year schools that now require institutions to provide college-level, credit bearing courses with mandated academic support for students who do not make specified cut scores on placement testing. Institutions must remediate students in their first year of enrollment. Required academic support could be co-requisite courses, stretch courses, accelerated learning programs or other approved additional class time pedagogies that allow students the opportunity to succeed in a gateway math or English course. West Virginia's public community and technical colleges received national attention for their efforts in co-requisite remediation.

Global West Virginia

The Global West Virginia effort continues with the goals of increasing the number of international students in the state and increasing the number of West Virginia students traveling abroad. The Commission established the Office of International Programs (OIP) in 2013 and that office has pursued several strategies for internationalization at the state level, including professional development for faculty administrators and staff. OIP co-sponsored a conference with the U.S. State Department on international student safety and security in Charleston in July 2015. Approximately 120 participants from around the world attended the meeting. In September, a J-1 exchange visitor workshop was held that allowed institutions to invite international professors and scholars to join their campus community on a temporary basis. Other initiatives include state-to-state exchanges with Mexico and China and a Japan Outreach Initiative.

ADVANCED TECHNOLOGY CENTER

The Advanced Technology Center is a state-of-the-art education and training facility that addresses the emerging workforce needs of West Virginia's employers by providing a well-trained, technically advanced workforce through innovative approaches to education delivery. Built through a state-supported initiative, the center offers high-tech facilities, current resources, and technologically advanced education to continue the legacy of technical innovation in the Kanawha Valley and South Central



West Virginia. The ATC also offers ample laboratory space for programs such as: Advanced Manufacturing Technology, Chemical Process Technology, Advanced Welding Technology, Computer Networking Technology, and Emergency Management Technology.

In October 2015, the Center dedicated a new Process Technology Unit that reflects the most advanced technical education in the chemical industry. The unit was built with resources through a partnership among the Community and Technical College System, BridgeValley Community and Technical College, and two private companies, Endress Hauser and Rockwell International. A second ATC is being constructed in Fairmont under the direction of Pierpont Community and Technical College.

FINANCE AND FACILITIES

System Facilities Master Plan

Staff obtained legislative approval of the System Capital Rule and developed a system facilities master plan framework in compliance with the rule. The purpose of the plan is to ensure that higher education facilities align with and support the strategic goals of the state, Commission and institutions. It is the intention of the plan to be responsive to student needs in the evolving higher education market. The plan aligns the capital planning and strategic planning processes through the use of multiple decision matrices. The framework will be used to complete the system facilities master plan.

Higher Education Facilities Study

Staff completed a study of higher education facilities to determine deferred maintenance backlogs, density levels and management effectiveness. Specifically, the data from the study provides the annual investment needed to ensure buildings will properly perform and reach their useful life; the accumulated backlog of repair/modernization and the definition of resource capacity to correct them; the effectiveness of the facilities operating budget staffing, supervision and energy management; and the measure of service process, the maintenance quality of space, and customers opinion of service delivery.

wvOASIS

Staff worked with the Human Resources Division to lead the implementation of the wvOASIS system HR/Payroll module for public higher education and conducted a weekly conference call to address higher education specific issues. Solutions were developed to align the system's processes with higher education requirements. In addition, staff provided guidance for and review of institutions' implementations.

FINANCIAL AID

FAFSA Workshops

The Commission and Council conduct financial aid sessions and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Currently, work is underway to coordinate these events for 2015-16 with colleges across the state by standardizing the presentation that is given, making it easier for high school counselors to request a workshop, and posting these workshops to the CFWV website. Staff have been working with high schools and college access providers on a new initiative to share the FAFSA completion status of individual students to assist counselors in helping students complete the FAFSA.

Financial Aid Training

The Commission and Council offer workshops to help train college financial aid staff on state financial aid policies and the Financial Aid Management System. At this time, several different training opportunities are available. For the second year, those who attended the training were eligible to take a certification test in select areas and receive a credential from the National Association of Student Financial Aid Administrators if they passed the certification test. To date, more than 55 national credentials in financial aid have been earned by financial aid staff across the state. Division of Financial Aid staff also conducted state financial aid reviews to ensure accountability of institutions in processing state aid.

Student Loan Default Management

Staff have provided student loan default training for institutions and continues to provide support for institutions in West Virginia to help them lower student loan defaults. The Commission has signed a statewide contract with student loan default management companies to provide services to institutions and assist students in avoiding default.

HEALTH SCIENCES

West Virginia Nursing Scholarship Program

The West Virginia Nursing Scholarship Program became fully integrated into the Commission. The program provides scholarship awards to students studying to become licensed practical nurses or registered nurses, as well as students seeking careers as a licensed practical nursing, undergraduate, or graduate nurse educators.

Graduate Medical Education

Graduate medical education is in flux nationwide as funding becomes scarcer while demand for residency positions grows. To ensure West Virginia's graduate medical education programs are working collaboratively to protect the state's existing system and explore opportunities for expansion where appropriate, the Commission convened a group of graduate medical education leaders from across the state for a series of meetings.

West Virginia Alliance for Creative Health Solutions

In partnership with the Benedum Foundation, the Division of Health Sciences sponsored the West Virginia Alliance for Creative Health Solutions, a network of primary care providers working collaboratively to identify innovative ways to improve the health of their patients and the communities they serve. The Alliance also works with all three medical schools on advancing clinical translational research in the state.

HUMAN RESOURCES

Human Resources Compensation Study

In compliance with Senate Bill 439, passed by the Legislature during the 2015 session, the Commission and Council contracted with an external compensation consultant in July 2015 to conduct a compensation study, and review the job classification methodology for classified jobs, as well as establish a reporting structure for compensation for all categories of employees - classified, nonclassified and faculty.

Classification and Compensation

Legislation passed in 2015 provided an opportunity to refresh the current classification system and pay structures relative to market for classified employees. The current system is outdated in both data and methodology. Possible changes to the compensation and classification program may arise based on results of the study; however, the main

purpose of the study is to ensure consistency and uniformity across the systems. By better aligning with what other organizations are paying for similar jobs, the Commission and Council will be able to competitively attract, retain and reward employees. Mercer, Inc. is evaluating the current system and reviewing pay structures relative to the market. Working with professional staff from the Division of Human Resources, Mercer will develop recommendations based on best practices and internal collaboration in order to address current conditions as mandated by the Legislature. It is anticipated that the results of the market study will be completed by year end.

Human Resources Report Card

Charged with maintaining a fair, accountable, credible, transparent and systematic (FACTS) higher education human resources strategy, the Commission and Council will prepare the first Human Resources Report Card scheduled for submission to the Legislative Oversight Commission on Education Accountability.

POLICY AND PLANNING

Commission Master Plan: *Leading the Way: Access. Success. Impact.*

The Division of Policy and Planning worked with internal and external reviewers to evaluate the initial institutional Compact submissions for the Commission's 2013 - 2018 master plan, *Leading the Way: Access. Success. Impact.* The initial review highlighted both strengths and concerns over institution plan strategies and plans for the next five academic years.

With the evaluation team's concerns resolved, the Commission approved the new institutional Compacts during its May 22, 2015 meeting. Additional information about statewide postsecondary goals and institutional Compacts can be found at: <http://www.wvhepc.edu/master-plan-leading-the-way/>



CompactCON

The Division of Policy and Planning hosted CompactCON 2015, a meeting of Commission institutions focused on improving student success. The event covered multiple topics related to increasing student retention and completion rates at West Virginia's four-year institutions. Sessions centered on low-income recruitment and retention outcomes, expanding corequisite remediation efforts, utilizing scheduling and advising software to ensure on-time graduation, and supporting the nontraditional age student population.

Financial Aid Software

The Division's data programming staff worked to update state financial aid software. The internally developed software not only helps West Virginia students to easily apply for state financial aid, but also allows more fiscal resources to be directed toward student awards.

SCIENCE AND RESEARCH

Research Infrastructure Improvement Award

The Division of Science and Research received a Research Infrastructure Improvement Award from the National Science Foundation in the amount of \$20 million on August 1, 2015. The funds will support research and education in the Appalachian Freshwater Initiative and in Gravitational Wave Astrophysics. Partners in this grant are West Virginia University, Marshall University, West Virginia State University, Shepherd University and West Virginia Wesleyan College.





West Virginia Research Challenge Fund

The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. 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 the Research Challenge Grant, Instrumentation and Innovation Grants, and a number of other grants and programs that encourage students to major in STEM fields and provide support for faculty and businesses engaged in research and development.

West Virginia Research Trust Fund

The West Virginia Research Trust Fund allowed 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 were matched dollar-for-dollar and all funds are permanently endowed.

The state’s other public colleges and universities also had the opportunity to benefit from the fund through competitive grants made possible by interest earned on the trust account. In 2012, West Virginia University completed raising \$35 million that was matched by the Research Trust Fund and Marshall University completed raising \$15 million in 2013.

STUDENT AFFAIRS

GEAR UP

In September 2014, the Commission was awarded a \$21 million, seven-year grant from the U.S. Department of Education to continue its “Gaining Early Awareness and Readiness for Undergraduate Programs” (GEAR UP) initiative. This new grant expands on the work of the Commission’s previous GEAR UP effort, which began in 2008 and concluded in July 2015. Through the new award, West Virginia GEAR UP will provide support to an additional 17,000 students over seven years. The program provides intensive college readiness services to a cohort, the class of 2020, from their seventh grade year through their first year of postsecondary education. Additionally, West Virginia GEAR UP provides “just in time” college counseling, including college selection and financial aid advising, to 12th graders.

Outcomes from the 2008-2014 GEAR UP grant:

- According to Commission surveys, West Virginia GEAR UP students were more than three times more likely to accurately estimate the price of tuition than students in similar, non-GEAR UP schools.
- According to HEPC surveys, more than 95 percent of West Virginia GEAR UP students had spoken to someone in their school about college entrance requirements by their senior year, compared to only 78.6 percent of students in comparison schools.
- More than 96 percent of West Virginia GEAR UP students had spoken to someone in their school about financial aid availability, compared to only 84 percent of students in comparison schools.
- West Virginia GEAR UP students submitted a greater number of college applications than students in comparison schools. More than 81 percent of GEAR UP students applied to at least one college, while only 71 percent of students in comparison schools had done so.

- FAFSA completion rates among students in the 2014 West Virginia GEAR UP cohort (which experienced six years of GEAR UP services) were four percentage points higher than rates for the students graduating from the same schools in 2013.
- From fall 2008 (when the Commission's first GEAR UP grant began) to fall 2014, college-going rates in West Virginia GEAR UP schools increased by 3.7 percentage points, countering statewide declines in the college-going rate for that same year.
- Students in the 2014 GEAR UP cohort demonstrated greater knowledge of financial aid options.

Text Messaging Pilot Project

In January 2014, the Division of Student Affairs launched a three-year pilot project to provide college counseling and support via text message to students over an 18-month period. Nearly 2,700 students in the classes of 2014 and 2015 have signed up to receive the messages, which provide students with periodic updates to assist them in completing critical tasks required for enrolling and succeeding in college. Additionally, students can text the support number at any time to receive college-planning assistance. The service will be offered statewide for the first time in 2016.

15 to Finish

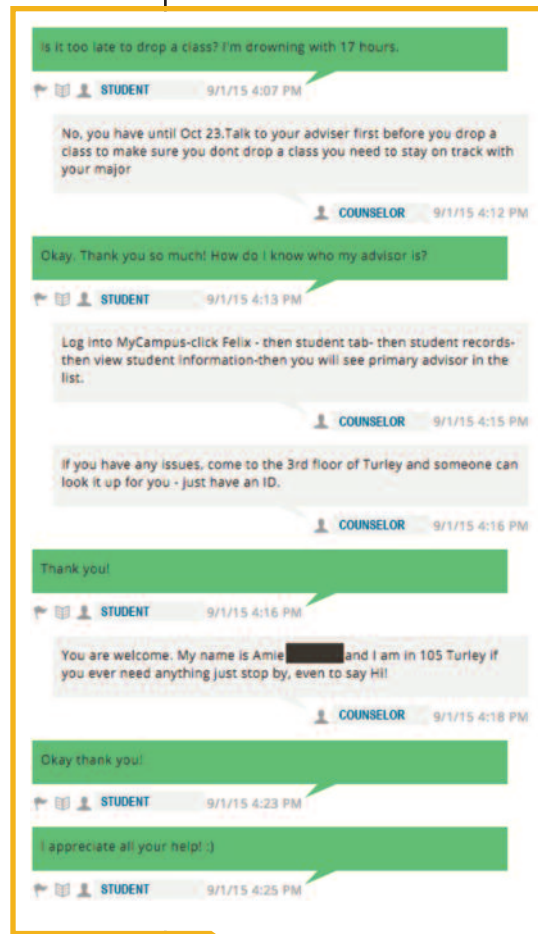
In September 2014, the Commission and its institutions launched a statewide "15 to Finish" campaign, which encourages students to take at least 15 credit hours each semester, an essential step that puts students on track to graduate on time, save money, do well academically, and start their careers as soon as possible. The project was implemented at the campus level in 2015, and campus personnel have worked with Commission staff to utilize resources provided in the statewide toolkit.

Five Star Challenge

In August 2015, the Office of Veterans Education and Training within the Division of Student Affairs initiated the "5 Star Challenge." The Challenge, which calls on institutions to adopt a set of exemplary standards for supporting student veterans, is a tribute to the military tradition of issuing "challenge coins" to service members who embody the values and standards of their military units. All public undergraduate institutions in West Virginia have committed to accepting the challenge, which calls for 1) signed commitments from college and university presidents to adopt best practices and standards, 2) a focus on increasing access and affordability to higher education for student veterans and military service members, 3) increased academic support including priority registration for classes, 4) enhancing social networks for veterans and military service members on campus and 5) greater collaboration with community organizations working to meet the needs of military service members.

Commission, Council, K-12 Partnership

The Commission and the West Virginia Department of Education, working in coordination with the Council and the West Virginia Department of Education and the Arts, sponsored the fifth annual Student Success Summit. The Summit convenes stakeholders from across the Pre-K through postsecondary continuum to facilitate stronger partnerships and greater collaboration. The two-day event featured more than 60 breakout sessions on a variety of topics, ranging from dropout prevention to college completion, from using technology in the classroom to aligning curricula across systems.



Through its College Foundation of West Virginia (CFWV) initiative, the Commission has launched a service to provide students with college-planning reminders and support via text messaging.



CFWV Youth Summit

The Commission hosted the second College Foundation of West Virginia (CFWV) Youth Summit in August 2015. Four schools from across West Virginia sent teams of 10th and 11th graders to participate in the Summit, which focused on developing students' leadership skills and training them to serve as "Higher Education Readiness Officers" (HEROs) in their schools. The HEROs effort has been recognized nationally as a promising practice in promoting college access. The Commission plans to continue expanding the HEROs effort across the state by training new school groups each year.

WVNET

Russ Grant

Nearly \$500,000 was awarded from the U.S. Department of Agriculture's Distance Learning and Telemedicine grant program to WVNET to expand capabilities of the WVROCKS initiative, an on-line learning system that helps West Virginia adults complete their Regents Bachelor of Arts degree. The grant funding will allow WVROCKS to include synchronous video classes, making courses that require labs or discussion available online and accessible across the state.

URcast

WVNET has formed a partnership with URcast Network to bring caching services to K-12 schools around the state of West Virginia. Working to bridge the digital divide for secondary school students, URcast uses the power of caching to bring digital content to a number of platforms without needing the internet. Teachers are able to facilitate the concept of a flipped classroom, focusing on individualized learning instead of being hampered by technology.

DegreeWorks Initiative

WVNET hosts Ellucian DegreeWorks for 14 West Virginia institutions. DegreeWorks is a comprehensive web-based advising, program planning, and degree tracking solution that aligns students, advisers and institutions to a common goal: helping students graduate on time. WVNET most recently worked closely with West Liberty University to successfully implement DegreeWorks for academic advising and degree audit.

WORKFORCE INITIATIVES

The Bridging the Gap Consortium

In October 2013, West Virginia's nine community and technical colleges received \$25 million from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) funding program to create the Bridging the Gap Consortium. The focus of the Bridging the Gap Consortium is to train adults, with a focus on displaced workers and veterans, for high-wage, high-demand jobs within the areas of energy, advanced manufacturing, construction and information technology through focused career pathways, flexible learning opportunities, and expanded student support services. In order to meet this goal, the state's community and technical colleges have partnered with the state's seven Workforce Investment Boards, the Affiliated Construction Trades, and 55 employer partners. This four-year grant-funded program is anticipated to serve approximately 1,400 participants and increase credential attainment in high-demand programs of study by 58 percent. In September 2015, the Bridging the Gap Consortium completed Year 2 and has already served more than 2,500 West Virginians.

Sector Partnership National Emergency Grant

In June 2015, the U.S. Department of Labor (USDOL) awarded West Virginia a \$5.25 million Sector Partnership National Emergency Grant (SP-NEG). The Council was charged with managing the grant to help expand sector-driven training initiatives in manufacturing, information technology (IT), and energy, as well as developing new sector initiatives in the health care industry. This grant program will focus on job training to serve dislocated workers across the state in programs that lead to high-skill, high-wage careers. Community and technical colleges will offer education and training programs that integrate classroom and on-the-job learning as well as enhanced support services and career coaching.

BOARD TRAINING

In 2009, the Commission and Council were required by the West Virginia Legislature to coordinate training and development opportunities for members of institutional governing boards. The learning objectives were codified and both began facilitating opportunities for training.

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

- 2010 Board of Governors Summit (nine hours of training credit);
- 2011 Capitalizing on the Foundation-Institution Partnership (five hours);
- 2011 Strategic Finance (five hours);
- 2012 Board of Governors Summit (nine hours);
- 2013 Board of Governors Summit (nine hours);
- 2014 Board of Governors Summit (nine hours); and,
- 2015 Board of Governors Summit (nine hours).

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

- 2014 WV Community College Association/WV Association for Developmental Education Conference (16 hours of training credit);
- 2014 Summit on College and Career Readiness (four hours);
- 2014 Board of Governor's College Completion Summit (four hours); and,
- 2015 WV Community College Association/WV Association for Developmental Education Conference (16 hours of training credit).

For the Fiscal Year 2015 reporting period, annual certifications were received from all institutional board chairs and the Commission's and Council's chairs.



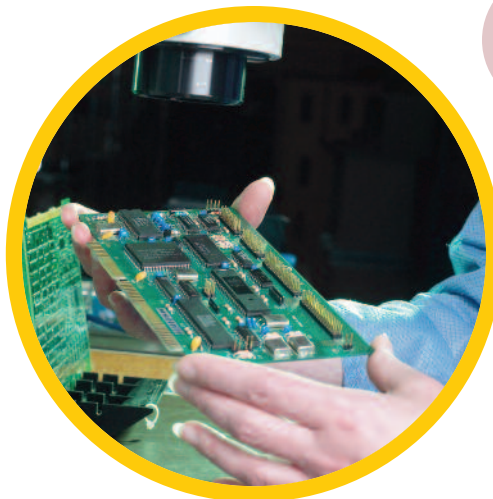
COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA**A MESSAGE FROM CHANCELLOR SARAH ARMSTRONG TUCKER, PH.D.**

West Virginia employers are projected to generate 30,000 new jobs in the energy, advanced manufacturing and information technology sectors. Sixty percent of these new jobs will require at least a two-year degree and 74 percent will require some post-secondary education. Unfortunately, in West Virginia, and across the nation, we are facing a skills gap with far too few citizens having the college credential they need to be successful in these emerging sectors.

The West Virginia Community and Technical College System has worked diligently to bridge this skills gap by providing West Virginians with access to affordable higher education and addressing the needs of our workforce.

During the 2014-2015 school year, our system enrolled 21,660 students, and over the past five years, the community colleges have awarded 20,198 certificates and associate degrees. In order to fully prepare these graduates, our colleges partner with regional employers to develop education and training programs designed for their future high-skill, high-paying careers.

I am extremely proud that our community and technical colleges continue to adapt their programming to meet the needs of both our employers and our students. With our emphasis on providing a skilled workforce, community and technical colleges will continue to play a vital role in enhancing the economic vitality of the State.



STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

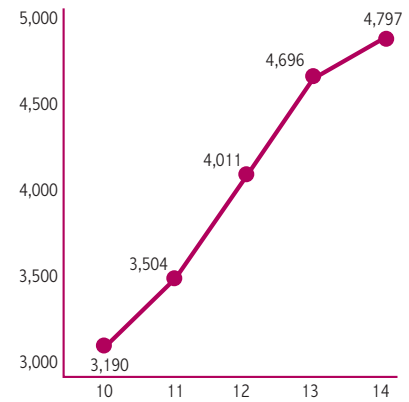
- The number of certificates and degrees awarded in the Community and Technical College System increased 6.7 percent from 4,696 in 2013-14 to 4,797 in 2014-15.
- Over the five-year period since 2010-11, the number of certificates and degrees conferred increased by 55.3 percent.
- Five of the eight institutions with available data increased their certificate and degree production over the five-year period, while three 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 54 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. As of 2012, 57 percent of West Virginia jobs required middle skills, whereas only 48 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition, 2014). While there has been a significant increase in certificates and degrees awarded in West Virginia, there is still work to be done.

ABOUT THIS MEASURE

This indicator provides the total number of certificates, associate's degrees, and bachelor's degrees, whether career/technical or academic, awarded by institutions in each academic year. The certificate degree programs require at least 30 credit hours of which six credit hours must be general education. The purpose of the certificate program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS).



All Certificates and Degrees Awarded

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Blue Ridge Community and Technical College	376	587	802	763	943	23.6%	150.8%
BridgeValley Community and Technical College*	.	.	.	.	579	.	.
Bridgemont Community and Technical College	156	116	197	212	.	.	.
Kanawha Valley Community and Technical College	277	326	401	449	.	.	.
Eastern WV Community and Technical College	62	91	108	143	158	10.5%	154.8%
Mountwest Community and Technical College	376	407	370	804	945	17.5%	151.3%
New River Community and Technical College	140	189	287	344	293	-14.8%	109.3%
Pierpont Community and Technical College	315	380	424	385	412	7.0%	30.8%
Southern WV Community and Technical College	235	243	237	378	306	-19.0%	30.2%
WV Northern Community College	419	423	415	377	384	1.9%	-8.4%
WVU at Parkersburg	834	742	770	841	777	-7.6%	-6.8%
TOTAL	3,190	3,504	4,011	4,696	4,797	6.7%	55.3%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

Student Success Rate

Fall Cohorts 2005 – 2009

WEST VIRGINIA HIGHLIGHTS

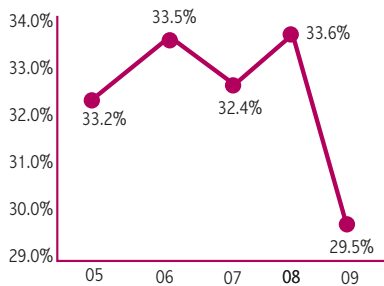
- Over a five-year period, the student success rate has decreased by 3.7 percentage points across the Community and Technical College System.
- Kanawha Valley Community and Technical College was the only institution to see an increase in their student success rate in both the one- (7.5 percent) and five- year (5.6 percent) period.
- Eastern West Virginia Community and Technical College saw the largest increase over the five-year period (8.9 percent).

NATIONAL CONTEXT

The National Governor’s Association, Complete College America, and the Integrated Postsecondary Education Data System (IPEDS) have recognized that the cohorts traditionally used to measure success in baccalaureate granting institutions may not be appropriate for community and technical colleges. As a result, these organizations have created or are in the process of creating new metrics intended to better capture the success of the nation’s higher education students. The inclusion of part-time students is one of those changes. Similarly, IPEDS is considering including transfer from a two- to a four-year institution as a successful outcome for community colleges. As these metrics are still in the development stages, national longitudinal data do not yet exist for comparison.

ABOUT THIS MEASURE

The student success rate is used to evaluate the success of all students who seek a certificate or degree. The success rate is calculated by following a cohort of first-time freshmen, both full- and part-time, for six years. Students are measured as being successful if they achieved one of the following benchmarks at an in-state public institution: certificate, associate’s degree, or transfer to a four-year institution without earning a certificate or associate’s degree. This measure is more appropriate for tracking students in two-year institutions because it accounts for the high percentage of students who enroll part-time. It also provides students with intermittent enrollment patterns (as a result of work and family obligations) or who need extra time to complete developmental education, enough time to achieve a successful outcome.



Student Success Rate

	2005	2006	2007	2008	2009
Blue Ridge Community and Technical College	43.3%	40.4%	32.4%	37.1%	33.6%
BridgeValley Community and Technical College*	.	.	.	.	.
Bridgemont Community and Technical College	38.2%	41.6%	34.5%	44.5%	29.4%
Kanawha Valley Community and Technical College	25.5%	18.4%	26.1%	23.6%	31.1%
Eastern WV Community and Technical College	17.6%	21.7%	22.0%	35.1%	26.5%
Mountwest Community and Technical College	33.6%	34.0%	34.6%	36.3%	29.4%
New River Community and Technical College	38.9%	32.8%	32.0%	29.7%	25.7%
Pierpont Community and Technical College	36.6%	38.0%	37.0%	36.9%	33.2%
Southern WV Community and Technical College	30.7%	35.6%	33.9%	35.6%	33.5%
WV Northern Community College	28.4%	34.0%	28.7%	27.0%	23.7%
WVU at Parkersburg	33.2%	30.9%	31.6%	35.1%	28.7%
TOTAL	33.2%	33.5%	32.4%	33.6%	29.5%

* As BridgeValley Community and Technical College was established in 2014 through the merger of Bridgemont and Kanawha Valley Community and Technical Colleges, outcomes data are not available prior to 2014.

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

Fall Cohorts 2005–2009

WEST VIRGINIA HIGHLIGHTS

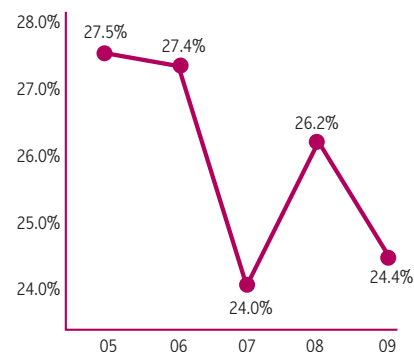
- The six-year graduation rate for students who began in the fall of 2009 was 24.4 percent, a 1.8 percentage point decrease from the completion rate for the fall 2008 cohort.
- Over the five-year time period, there was a 3.1 percentage point decrease from the 27.5 percent reported for the fall 2005 cohort.
- The graduation rate for the 2009 cohort ranged from 16.8 to 34.9 percent at West Virginia community and technical colleges.

NATIONAL CONTEXT

Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2007, 29 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 48 percent attainment rate, and lowest in Louisiana, with a 13 percent rate (SREB, 2015).

ABOUT THIS MEASURE

This indicator provides the proportion of associate’s degree-and certificate seeking students, full- and part-time, who earned any award within six years at any institution in the system. Rates are provided for students’ institution of origin. Six-year rates are reported because measuring certificate and associate’s degree graduation rates within a three-year period fails to take into account the non-traditional (e.g., non-continuous or part-time) enrollment of many community and technical college students.



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

	2005	2006	2007	2008	2009
Blue Ridge Community and Technical College	36.2%	34.1%	26.4%	30.7%	34.9%
BridgeValley Community and Technical College					
Bridgemont Community and Technical College	28.8%	30.8%	28.7%	38.7%	31.0%
Kanawha Valley Community and Technical College	23.0%	18.1%	22.2%	19.7%	22.6%
Eastern WV Community and Technical College	13.3%	38.1%	22.2%	23.3%	20.3%
Mountwest Community and Technical College	27.7%	25.3%	24.1%	22.0%	22.2%
New River Community and Technical College	30.9%	26.6%	21.9%	19.7%	16.8%
Pierpont Community and Technical College	25.3%	28.4%	22.1%	25.8%	24.5%
Southern WV Community and Technical College	25.2%	27.8%	22.6%	29.3%	26.0%
WV Northern Community College	24.6%	30.1%	23.5%	24.6%	20.1%
WVU at Parkersburg	30.8%	26.2%	27.2%	31.7%	28.2%
Total	27.5%	27.4%	24.0%	26.2%	24.4%

* As BridgeValley Community and Technical College was established in 2014 through the merger of Bridgemont and Kanawha Valley Community and Technical Colleges, outcomes data are not available prior to 2014.

STUDENT SUCCESS

One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2010-2014

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2014 after initial enrollment in the academic year 2013-14 was 42.2 percent. This was 0.3 percentage points greater than the previous year's cohort, 41.9 percent.
- Between the years of 2013 and 2014, the one-year retention rate increased at four institutions.
- Over the five-year time span covered, the retention rate decreased 7.1 percentage points from the 49.3 percent retention rate in the fall of 2010.

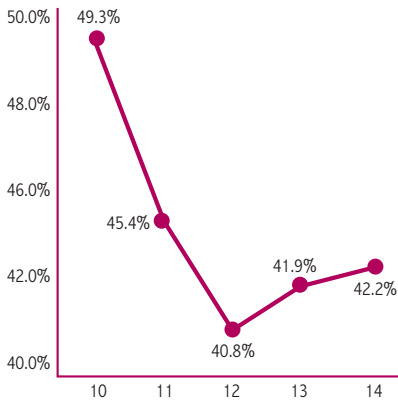
NATIONAL CONTEXT

This report utilizes full- and part-time retention rates while national statistics focus on only full-time students. Because of the state's community and technical college student demographic, this combined measurement is useful in West Virginia. However, because national retention rates utilize only full-time students, their rates generally tend to be higher.

The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 64 percent for the fall 2010 students returning in fall 2011 to 63 percent of those who first enrolled in 2011 and returned in 2012 (SREB, 2014).

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. Both degree or certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.



One-Year Retention Rates

	2010	2011	2012	2013	2014
Blue Ridge Community and Technical College	55.4%	54.7%	45.6%	53.0%	47.3%
BridgeValley Community and Technical College	.	.	.	.	42.9%
Bridgemont Community and Technical College	49.3%	52.3%	52.9%	45.9%	.
Kanawha Valley Community and Technical College	47.0%	39.1%	47.1%	41.4%	.
Eastern WV Community and Technical College	44.1%	51.4%	57.3%	57.1%	46.5%
Mountwest Community and Technical College	33.2%	32.6%	27.5%	28.4%	40.5%
New River Community and Technical College	50.6%	47.6%	35.9%	40.1%	41.5%
Pierpont Community and Technical College	46.8%	44.9%	36.4%	37.9%	37.7%
Southern WV Community and Technical College	54.9%	45.2%	45.8%	43.4%	48.2%
WV Northern Community College	54.6%	47.7%	45.0%	46.7%	50.3%
WVU at Parkersburg	52.4%	48.1%	41.8%	48.1%	45.7%
Total	49.3%	45.4%	40.8%	41.9%	42.2%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*

Institutional Spotlight

NEW RIVER COMMUNITY AND TECHNICAL COLLEGE

New River Community and Technical College has joined the Higher Learning Commission Persistence and Completion Academy. The institution will work with an Academy mentor and senior scholar during this four-year effort to improve student success by creating meaningful strategies informed by improved institutional data collection and analysis.



Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2010-2014

WEST VIRGINIA HIGHLIGHTS

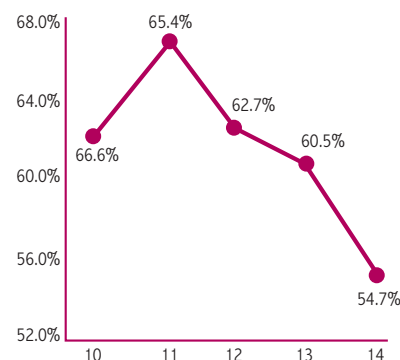
- The percentage of students enrolled in developmental education courses decreased 5.8 percentage points from 60.5 percent in 2013 to 54.7 percent in 2014. Over the five-year period, the percentage of students enrolled in developmental education courses decreased 11.9 percentage points.
- The institution with the highest proportion of students enrolled in developmental education in 2014 was Eastern West Virginia Community and Technical College (78.7%), while the lowest was WVU at Parkersburg (30.8%).
- Enrollment in developmental education courses increased between 2013 and 2014 at four institutions. Between 2010 and 2014, enrollment in developmental education courses increased at only two institutions.
- Some institutions have seen dramatic drops in the percent of first-time freshmen requiring developmental education. This is largely due to the implementation of boot camp courses that some institutions have implemented prior to students enrolling. Boot camp courses provide students an opportunity to brush up on basic academic skills which often negate the need for development education.

NATIONAL CONTEXT

Identifying reliable comparison data about developmental education course-taking is challenging considering the differences that exist between state and institutional placement policies. A 2012 report by Complete College America puts the percentage of students at two-year colleges that require remediation at 51.7 percent, while a survey of students conducted by the National Center for Education Statistics (2012) reports that 42 percent of first-time students at community colleges enrolled in at least one developmental education course.

ABOUT THIS MEASURE

Students enroll in developmental education courses when their scores on the ACT exam or placement tests, such as COMPASS or ACCUPLACER, indicate that they are not ready to undertake college-level work. While students who require developmental education may be recent high school graduates, they may also be adult learners who have been out of school for a number of years.



Percentage of First-Time Freshmen Enrolling in Developmental Courses

	2010	2011	2012	2013	2014
Blue Ridge Community and Technical College	65.8%	58.8%	51.8%	53.5%	58.2%
BridgeValley Community and Technical College*					63.8%
Bridgemont Community and Technical College	61.4%	61.8%	65.2%	79.0%	.
Kanawha Valley Community and Technical College	80.4%	80.2%	74.1%	78.7%	.
Eastern WV Community and Technical College	86.2%	78.6%	67.5%	75.6%	78.7%
Mountwest Community and Technical College	43.6%	52.8%	45.7%	39.0%	57.0%
New River Community and Technical College	63.6%	65.5%	66.7%	70.3%	68.5%
Pierpont Community and Technical College	67.8%	62.8%	65.5%	56.0%	40.7%
Southern WV Community and Technical College	71.8%	68.6%	72.3%	67.2%	61.1%
WV Northern Community College	78.1%	76.8%	76.4%	52.1%	52.7%
WVU at Parkersburg	68.5%	64.2%	61.0%	61.1%	30.8%
TOTAL	66.6%	65.4%	62.7%	60.5%	54.7%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

Council Spotlight

The number of students required to enroll in traditional developmental education continues to decline thanks to a number of new initiatives, including corequisite remediation and boot camps, that allow students to enter for-credit courses rather than taking a lengthy sequence of non-credit English and math courses. At the beginning of the 2015 academic year, all Council institutions transitioned to for-credit corequisite courses.



Passing Rate for First-Time Freshmen in Developmental Education Courses

Academic Years 2010-2014

WEST VIRGINIA HIGHLIGHTS

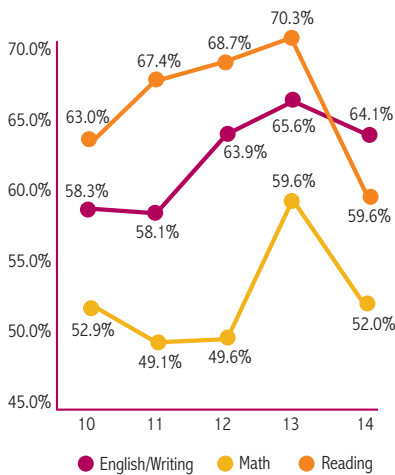
- The percentage of students passing English/writing developmental education courses decreased 1.5 percentage points from 65.6 percent in 2013 to 64.1 percent in 2014. The percentage of students passing increased 5.8 percentage points compared with the 2010 rate of 58.3 percent.
- The proportion of students passing developmental math courses decreased by 7.6 percentage points from 59.6 percent in 2013 to 52.0 percent in 2014. When compared to passing rates in 2010, the proportion decreased 0.9 percentage points.
- The percentage of students passing reading developmental education courses decreased 10.7 percentage points from 70.3 percent in 2013 to 59.6 percent in 2014. The percentage of students passing decreased 3.4 percentage points compared with the 2010 rate of 63.0.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America (2012) show that of those first-time freshmen students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the 12 SREB states that submitted data to Complete College America, 52 percent of first-time freshmen enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

This indicator represents the percent of first-time freshmen passing developmental education courses in the areas of English/writing, 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.



Passing Rate for First-Time Freshmen in Developmental Courses

Institution	Subject	2010	2011	2012	2013	2014
Blue Ridge Community and Technical College	English/Writing	.	48.1%	51.9%	57.0%	69.4%
	Math	42.7%	42.5%	41.1%	43.2%	64.8%
	Reading	55.4%	53.7%	53.3%	76.5%	66.7
BridgeValley Community and Technical College***	English/Writing	.	.	.	.	75.4%
	Math	.	.	.	.	65.1%
	Reading	.	.	.	.	.
Bridgemont Community and Technical College	English/Writing	**	56.3%	75.2%	78.9%	.
	Math	59.3%	52.9%	36.8%	64.5%	.
	Reading	79.7%	52.9%	75.9%	77.8%	.
Kanawha Valley Community and Technical College	English/Writing	46.6%	72.4%	72.4%	72.7%	.
	Math	50.9%	63.7%	68.2%	73.7%	.
	Reading	55.8%	72.5%	59.3%	74.4%	.
Eastern WV Community and Technical College	English/Writing	67.3%	78.4%	85.7%	71.4%	74.5%
	Math	68.2%	64.3%	67.6%	53.5%	18.0%*
	Reading	78.9%	64.7%	76.7%	78.4%	53.3%
Mountwest Community and Technical College	English/Writing	63.6%	50.0%	59.8%	61.4%	55.4%
	Math	34.9%	18.3%	28.0%	57.6%	60.2%
	Reading	34.6%	71.9%	75.6%	77.4%	75.9%
New River Community and Technical College	English/Writing	69.7%	57.9%	68.3%	60.9%	59.7%
	Math	57.6%	52.7%	51.4%	57.7%	62.3%
	Reading	77.5%	48.5%	63.2%	61.1%	50.9%
Pierpont Community and Technical College	English/Writing	40.1%	50.5%	50.1%	50.0%	54.0%
	Math	38.8%	33.4%	48.6%	59.3%	39.7%*
	Reading	69.2%	38.9%	52.9%	.	.
Southern WV Community and Technical College	English/Writing	65.8%	69.7%	70.5%	79.4%	76.0%
	Math	71.7%	73.2%	70.9%	79.2%	39.0%*
	Reading	72.7%	81.4%	71.4%	71.4%	.
WV Northern Community College	English/Writing	.	57.8%	73.1%	71.4%	56.5%*
	Math	49.3%	47.7%	51.6%	50.6%	34.5%*
	Reading	59.5%	58.7%	68.6%	61.9%	.
WVU at Parkersburg	English/Writing	.	56.6%	61.9%	72.2%	****
	Math	59.0%	40.2%	31.7%	38.4%	37.6%
	Reading	67.7%	65.8%	65.1%	65.6%	.
TOTAL	ENGLISH/WRITING	58.3%	58.1%	63.9%	65.6%	64.1%
	MATH	52.9%	49.1%	49.6%	59.6%	52.0%
	READING	63.0%	67.4%	68.7%	70.3%	59.6%

* Fluctuations in passage rates in more recent years are due to the implementation of a range of initiatives designed to help students avoid developmental education and be placed in credit bearing courses. This has resulted in a decline in the number of students taking traditional developmental education courses. In some instances, students complete their developmental English or math requirement without having to complete another subject area course in their degree program. Students placed in the corequisite model complete both their developmental instructions and gateway-for-credit subject course simultaneously.

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

*** Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

**** The English/Writing developmental course pass rate for WVU at Parkersburg is reported as 0.0% due to issues with institutional data submissions.

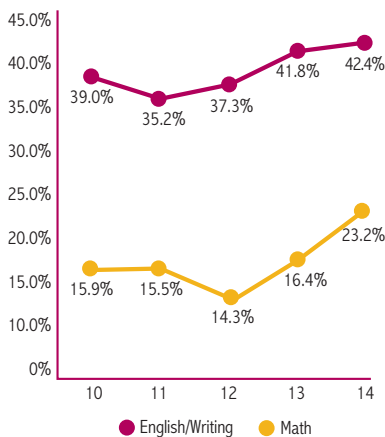
STUDENT SUCCESS

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

Academic Years 2009-2013

WEST VIRGINIA HIGHLIGHTS

- The proportion of first-time freshmen who enrolled in developmental education in English and then passed the subsequent college-level course within two years increased from 41.8 percent in 2012 to 42.4 percent in 2013.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 6.8 percentage points from 16.4 percent in 2012 to 23.2 percent in 2013.
- From 2009 to 2013, the proportion of students taking developmental education and passing the subsequent college level course increased 3.4 percentage points in English and 8.2 percentage points in math.



NATIONAL CONTEXT

Data from 26 states compiled by Complete College America (2012) show that of those first-time entry students who enroll in developmental courses, 22.3 percent complete them and the subsequent college-level course within two years. Among the 11 SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshmen students who, within two years of matriculation, passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. Students passing co-requisite developmental courses are also counted as successfully completing a college level course from 2011 forward. These courses blend developmental education and traditional college level courses. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.

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

Institution	Subject	2009	2010	2011	2012	2013
Blue Ridge Community and Technical College	English/Writing	36.2%	31.7%	27.1%	34.6%	39.1%
	Math	20.1%	17.2%	10.0%	18.9%	23.5%
BridgeValley Community and Technical College*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
Bridgmont Community and Technical College	English/Writing	43.0%**	41.1%	42.0%	49.6%	52.6%
	Math	10.0%	16.6%	15.9%	4.6%	42.1%
Kanawha Valley Community and Technical College	English/Writing	35.8%	20.5%	43.3%	34.7%	47.0%
	Math	20.9%	17.2%	21.2%	31.3%	31.0%
Eastern WV Community and Technical College	English/Writing	30.8%	46.2%	52.9%	57.1%	35.7%
	Math	7.2%	13.6%	27.1%	20.3%	4.7%
Mountwest Community and Technical College	English/Writing	37.6%	35.1%	33.6%	44.5%	39.3%
	Math	22.1%	18.7%	11.9%	20.6%	27.3%
New River Community and Technical College	English/Writing	40.4%	44.9%	36.1%	49.2%	40.1%
	Math	30.1%	30.1%	26.6%	28.8%	33.3%
Pierpont Community and Technical College	English/Writing	33.0%	26.0%	34.6%	35.4%	34.2%
	Math	13.5%	8.4%	12.3%	8.1%	11.5%

Institution	Subject	2009	2010	2011	2012	2013
Southern WV Community and Technical College	English/Writing	44.1%	43.2%	41.5%	38.4%	54.6%
	Math	18.3%	18.8%	12.8%	10.6%	21.4%
WV Northern Community College	English/Writing	42.1%	32.8%	40.3%	43.7%	42.9%
	Math	7.4%	7.3%	9.1%	14.8%	17.3%
WVU at Parkersburg	English/Writing	42.0%	40.3%**	34.3%	43.6%	34.4%
	Math	11.0%	12.5%	10.1%	11.4%	13.3%
TOTAL	ENGLISH/WRITING	39.0%	35.2%	37.3%	41.8%	42.4%
	MATH	15.9%	15.5%	14.3%	16.4%	23.2%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*

** *Due to data submission issues, figures come directly from the institution.*

Council Spotlight

Student developmental education success has dramatically improved with the full scale implementation of corequisite developmental education across the CTCS system. New system-wide data shows that students passing the gateway English course has increased from 37 percent in 2011 to 68 percent. The results were more dramatic in math, with the student passage rate of 14 percent in 2011 increasing to 62 percent in 2014.



STUDENT SUCCESS

Community College Students Entering Bachelor's Degree Programs the Following Fall

Fall 2009 – 2013

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs the following fall after enrollment in a community college decreased from 1,625 for those entering in Fall 2012 to 1,570 in Fall 2013, a decrease of 3.4 percent.
- Over the five-year time span reported from 2009 to 2013, the number of community college students entering bachelor's degree programs the fall following community college enrollment decreased by 31.3 percent from 2,285 students for 2009 to 1,570 for 2013.
- The number of students who entered a bachelor's degree program in 2013 varied widely by institution with only two institutions, Blue Ridge Community and Technical College and Eastern Community and Technical College, showing increases over the five-year time period.

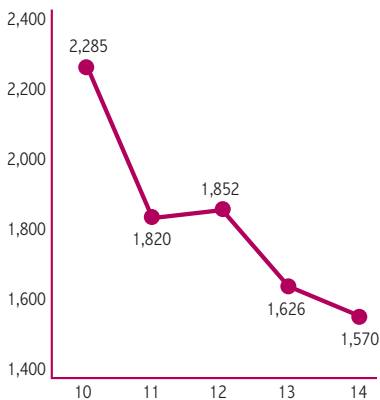
NATIONAL CONTEXT

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2015) data on the 2008 cohort of first-time students found that 37.2 percent of all college students transferred institutions at least once in a six year period. Nationally, 42.2 percent of all students who transferred from a public two-year institution moved to a public four-year institution in their first transfer. This compares favorably to the 36.5 percent of students transferring from a two-year institution to another two-year institution (NSC, 2015).

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 community and technical college in the fall of the year indicated.

Although many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.



Number of Community College Students Entering Bachelor's Programs the Following Fall

	2009	2010	2011	2012	2013	2012-2013 % Change	2009-2013 % Change
Blue Ridge Community and Technical College	121	130	146	133	146	9.8%	20.7%
BridgeValley Community and Technical College*	.	.	.	.	.	.	.
Bridgemont Community and Technical College	62	49	56	38	27	-28.9%	-56.5%
Kanawha Valley Community and Technical College	485	172	130	90	117	30.0%	-75.9%
Eastern WV Community and Technical College	15	16	30	15	19	26.7%	26.7%
Mountwest Community and Technical College	208	122	129	91	70	-23.1%	-66.3%
New River Community and Technical College	158	156	173	137	125	-8.8%	-20.9%
Pierpont Community and Technical College	254	245	269	253	223	-11.9%	-12.2%
Southern WV Community and Technical College	184	133	113	107	121	13.1%	-34.2%
WV Northern Community College	139	126	117	88	85	-3.4%	-38.8%
WVU at Parkersburg	659	671	689	673	637	-5.3%	-3.3%
TOTAL	2,285	1,820	1,852	1,625	1,570	-3.4%	-31.3%

* As BridgeValley Community and Technical College was established in 2014 through the merger of Bridgemont and Kanawha Valley Community and Technical Colleges, outcomes data are not available prior to 2014.

Pass Rates of Undergraduate Certificate and Associate's Degree Completers on Licensure/Certification Examinations

Test Takers July 1, 2014 to June 30, 2015

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 88 percent passed. This represents a 0.5 percentage point increase from the previous year. There were approximately 106 fewer students examined. Individual test pass rates ranged from a high of 100 percent for Gerontology, Medical Assisting, and Pharmacy Technology students to a low of a 73.3 percent for Emergency Medical Services students.
- Of all associate's degree completers who took an Allied Health licensure examination, 84.4 percent passed. This accounts for a 1.9 percentage point decrease from the previous year. The exam pass rates ranged from 100 percent for Dental Hygiene, Gerontology, and Massage Therapy students to a low of 54.5 percent for Medical Billing and Coding.
- Collectively, students completing undergraduate certificates who took business/industry licensure examinations had a 91.6 percent pass rate. Undergraduate certificate business/licensure exams include several different types of curriculum areas including Criminal Justice, Mechatronics, Power Plant Technology, and Industrial Maintenance Technology.
- Associate's degree program students who took business/industry licensure examinations had an 82.8 percent pass rate. Associate's business/industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Advanced Manufacturing, Welding Technology, Electrical Engineering Technology, and many others.

NATIONAL CONTEXT

National context data for certification/licensure passage rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passage. When passage rates are found, it is difficult to discern the level of degree to which the passage rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of June 2015, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (92.3%) than the national average of 84.2 percent.

ABOUT THIS MEASURE

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination, and the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce.

Pass Rates of Undergraduate Certificate Completers on Allied Health Licensure/Certification Examinations

Certificate Degree Program	Examined	Passed	Pass Rate
Emergency Medical Services	15	11	73.3%
Gerontology	4	4	100.0%
Licensed Practical Nurse	11	10	90.9%
Medical Assisting	1	1	100.0%
Medical Billing and Coding	16	9	56.3%
Pharmacy Technology	7	7	100.0%
Phlebotomy	71	68	95.8%
TOTALS	125	110	88.0%

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

Associate's Degree Program	Examined	Passed	Pass Rate
Dental Hygiene	13	13	100.0%
EMS Paramedic	60	40	66.7%
Gerontology	4	4	100.0%
Massage Therapy	4	4	100.0%
Medical Assistant	85	73	85.9%
Medical Billing and Coding	22	12	54.5%
Medical Laboratory Technology	17	12	70.6%
Nuclear Medicine Technology	23	21	91.3%
Nursing	277	257	92.8%
Pharmacy Technician	10	9	90.0%
Physical Therapist Assistant	33	31	93.9%
Radiologic Technology	26	23	88.5%
Respiratory Therapy	53	44	83.0%
Surgical Technology	27	16	59.3%
Veterinary Technology	27	16	59.3%
TOTALS	681	575	84.4%

Pass Rate of Degree Completers on Business/Industry Examinations*

Program Level	# Examined	# Passed	Pass Rate
Certificate Program	83	76	91.6%
Associate's Degree Program	901	746	82.8%

* Due to the number of business/industry licensure exams individual pass rates are not shown.

WORKFORCE DEVELOPMENT

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

Academic Years 2013 – 2014

WEST VIRGINIA HIGHLIGHTS

- The total percent of skill enhancement, skill set, and advanced skillset completers declined from 2013 to 2014.
- The percent of skill enhancements completers increased at two institutions from 2013 to 2014. New River Community and Technical College had the largest increase at 80.3 percent.
- The percent of skill sets completers increased only at West Virginia Northern Community College from 2013 to 2014 by 9 percent.
- The percent of advanced skill set completers increased at Eastern West Virginia Community and Technical College from 2013 to 2014 by 36 percent.

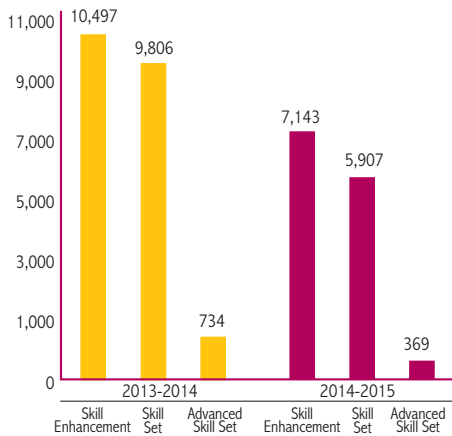
NATIONAL CONTEXT

According to the SREB, there were 511,051 sub-bachelor's certificates awarded nationally in 2012-13 throughout all sectors. Sub-bachelor's certificates include one- but less than two-year certificates and two- but less than four-year certificates. Of these certificates, 43.4 percent were awarded by public institutions and a majority of recipients were women (65.1 %). In West Virginia, 70.5 percent of sub-bachelor's certificates were awarded at a public institution and 67.5 percent of recipients were women (SREB, 2015).

ABOUT THIS MEASURE

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours.

These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.



Number of Skill Enhancement, Skill Set, and Advanced Skill Set Completers

	2013-14			2014-15			1 year % Change		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	1,856	5,298	70	1,964	3,417	55	5.8%	-35.5%	-21.4%
BridgeValley Community and Technical College*				1362	475	65	.	.	.
Bridgemont Community and Technical College	378	1,352	0	.	.	.	.	.	.
Kanawha Valley Community and Technical College	384	216	63	.	.	.	.	.	.
Eastern WV Community and Technical College	734	396	50	616	339	68	-16.1%	-14.4%	36.0%
Mountwest Community and Technical College	123	349	307	114	206	0	-7.3%	-41.0%	-100.0%
New River Community and Technical College	122	188	31	220	115	22	80.3%	-38.8%	-29.0%
Pierpont Community and Technical College	658	808	143	265	510	102	-59.7%	-36.9%	-28.7%
Southern WV Community and Technical College	3,138	880	0	1,471	521	0	-53.1%	-40.8%	.
WV Northern Community College	1,940	156	0	15	170	6	-99.2%	9.0%	.
WVU at Parkersburg	1,164	163	70	1,116	154	51	-4.1%	-5.5%	-27.1%
TOTALS	10,497	9,806	734	7,143	5,907	369	-32.0%	-39.8%	-49.7%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

Institutional Spotlight

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Toyota West Virginia and BridgeValley Community and Technical College launched the Advanced Manufacturing Technology associate degree program, which combines cutting-edge curriculum and paid working experience. BridgeValley Community and Technical College students selected for this program attend classes at Toyota Hall (Advanced Technology Center of South Central West Virginia) two days per week and work three days per week at the Buffalo plant earning more than \$40,000 over the five-semester program.



Career-Technical Certificate Program Completers

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

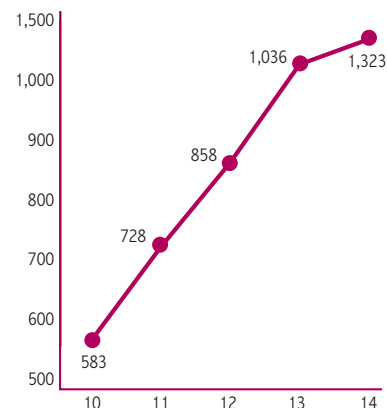
- The number of students completing career-technical certificate programs increased by 30.3 percent from 1,036 in 2013 to 1,323 in 2014.
- The number of certificate completers increased at six of the eight institutions with available data from 2013 to 2014 and declined at two institutions.
- Since 2010, the number of certificate completers has increased from 583 to 1,323, a growth of 128.5 percent. The number of those completing certificates has increased at all but one of the eight institutions with available data.

NATIONAL CONTEXT

Certificates are expanding rapidly across the nation because they provide technical training opportunities in a condensed time period. Certificates have become the primary national conduit for adult learners looking to access higher education and make themselves more marketable in the workforce (Carnevale, Rose, and Hanson, 2013; Lumina, 2013). In 2010, certificates comprised 41 percent of all credentials awarded by community colleges in the United States (IPEDS).

ABOUT THIS MEASURE

This indicator provides the number of students completing certificate programs that are designed to prepare students to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least 30 credit hours of which six credit hours must be in general education.



	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Blue Ridge Community and Technical College	146	180	272	99	216	118.2%	47.9%
BridgeValley Community and Technical College*					113	.	.
Bridgemont Community and Technical College	9	8	38	27	.	.	.
Kanawha Valley Community and Technical College	22	44	69	45	.	.	.
Eastern WV Community and Technical College	11	16	37	47	65	38.3%	490.9%
Mountwest Community and Technical College	69	76	28	456**	549	20.4%	695.7%
New River Community and Technical College	27	71	66	83	68	-18.1%	151.9%
Pierpont Community and Technical College	63	47	63	53	61	15.1%	-3.2%
Southern WV Community and Technical College	32	37	38	48	38	-20.8%	18.8%
WV Northern Community College	106	126	114	89	111	24.7%	4.7%
WVU at Parkersburg	98	123	133	89	102	14.6%	4.1%
TOTAL	583	728	858	1,036	1,323	30.3%	128.5%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

** The increase at Mountwest Community and Technical College is due to awarding credentials to students who previously were enrolled and had successfully completed certificate requirements. The institution has also been encouraging current students to apply for certificates for which they qualify.

WORKFORCE DEVELOPMENT**Career-Technical Associate's Program Completers**

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

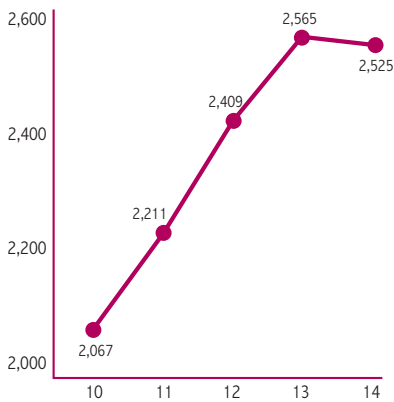
- The number of students completing career-technical associate's programs decreased 1.6 percent from 2,565 in 2013 to 2,525 in 2014.
- Career-technical associate's program completion increased by 22.2 percent since 2010.
- Five of the eight institutions with available data experienced gains since 2013, and five have increased their associate's completions since 2010.

NATIONAL CONTEXT

The number of students who have completed associate's degrees in career/technical education at any type of institution across the country increased 72.6 percent from 2002 (355,219) to 2012 (612,963). The share of career-technical education degrees awarded as a percentage of all undergraduate awards has increased from 38 percent in 2002 to 42.2 percent in 2012 (NACTE, 2014).

ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in career-technical fields each academic year. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.

**Career-Technical Associate's Program Completers**

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Blue Ridge Community and Technical College	203	337	322	356	397	11.5%	95.6%
BridgeValley Community and Technical College*	.	.	.	.	385	.	.
Bridgemont Community and Technical College	140	105	156	178	.	.	.
Kanawha Valley Community and Technical College	230	262	273	258	.	.	.
Eastern WV Community and Technical College	36	43	41	66	77	16.7%	113.9%
Mountwest Community and Technical College	302	325	335	342	388	13.5%	28.5%
New River Community and Technical College	71	89	191	239	209	-12.6%	194.4%
Pierpont Community and Technical College	230	306	340	312	329	5.4%	43.0%
Southern WV Community and Technical College	169	160	171	222	167	-24.8%	-1.2%
WV Northern Community College	259	220	239	209	228	9.1%	-12.0%
WVU at Parkersburg	427	364	341	383	345	-9.9%	-19.2%
TOTAL	2,067	2,211	2,409	2,565	2,525	-1.6%	22.2%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*

Training Contact (Clock) Hours Delivered

Academic Years 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System decreased 43.9 percent, from 909,539 in 2013 to 510,268 in 2014.
- Since 2010, the number of training hours delivered has declined 31.1 percent.
- Between 2010 and 2014, two institutions have increased their number of training contact hours. Eastern West Virginia Community and Technical College saw the largest five-year increase at 654.5 percent.

NATIONAL CONTEXT

Training contact hours are difficult to compare nationally due to a lack of uniform reporting of this measure in any national publications, but there is evidence that this function of community colleges grew significantly over the last decade. While 38 states require that community colleges report some information on non-credit workforce education, how this is reported varies and in 24 of these states, including West Virginia, the training contact hours are not included in the state's educational data system (American Association of Community Colleges, 2008).

ABOUT THIS MEASURE

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instructional productivity determined by multiplying the number of students served by the number of session hours. Training hours are largely non-credit, workforce development and implemented for specific employers either at the work site or on campus.

Training Contact (Clock) Hours Delivered

	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Blue Ridge Community and Technical College	42,284	250,510	200,413	260,564	177,570	-31.9%	319.9%
BridgeValley Community and Technical College*	.	.	.	.	98,497	.	.
Bridgemont Community and Technical College	53,339	85,175	96,525	273,901	.	.	.
Kanawha Valley Community and Technical College	79,351	76,695	81,329	69,862	.	.	.
Eastern WV Community and Technical College	8,323	19,197	21,339	57,189	62,799	9.8%	654.5%
Mountwest Community and Technical College	106,700	44,595	21,802	68,817	46,724	-32.1%	-56.2%
New River Community and Technical College	124,292	157,987	192,909	29,119	14,257	-51.0%	-88.5%
Pierpont Community and Technical College	82,781	116,103	112,882	65,096	59,158	-9.1%	-28.5%
Southern WV Community and Technical College	86,067	58,480	33,093	34,451	18,931	-45.0%	-78.0%
WV Northern Community College	75,295	114,274	58,972	24,356	11,045	-54.7%	-85.3%
WVU at Parkersburg	81,981	72,689	48,276	26,185	21,288	-18.7%	-74.0%
TOTAL	740,413	995,705	867,540	909,539	510,268	-43.9%	-31.1%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*

ACCESS

Credit Headcount Enrollment

Fall 2010 – 2014

WEST VIRGINIA HIGHLIGHTS

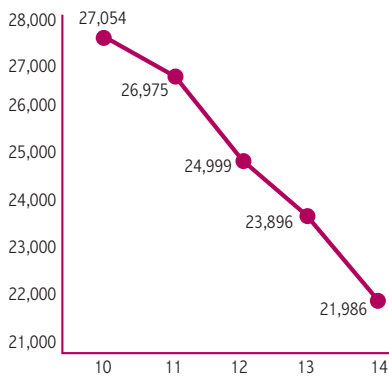
- Students enrolled in for-credit classes decreased 8 percent, from 23,896 in 2013 to 21,986 in 2014.
- For-credit enrollment has decreased 18.7 percent since fall 2010.
- From 2010 to 2014, two of the eight institutions with available data have realized gains in for-credit enrollment while six have experienced decreases. The largest increase has been 45.1 percent at Eastern West Virginia Community and Technical College.

NATIONAL CONTEXT

From 2009 to 2013, the latest available data, enrollment in two-year public colleges declined by 7.7 percent in West Virginia and 6.7 percent nationally. Enrollment in two-year public colleges made up 30.4 percent of undergraduate enrollment in West Virginia in 2013, while it made up 44.9 percent nationwide. The share of undergraduate enrollment made up by two-year public institutions decreased by 1.2 percentage points from 2009 to 2013 in West Virginia while it decreased 3.0 percent in the nation (NCES, 2015).

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 toward a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.



Credit Headcount Enrollment

	2010	2011	2012	2013	2014	1 year % Change	5 year % Change
Blue Ridge Community and Technical College	3,874	4,353	4,374	5,015	5,526	10.2%	42.6%
BridgeValley Community and Technical College*	.	.	.	.	2,336	.	.
Bridgemont Community and Technical College	928	1,017	1,062	1,149	.	.	.
Kanawha Valley Community and Technical College	1,949	1,714	1,601	1,591	.	.	.
Eastern WV Community and Technical College	638	773	802	856	913	6.7%	43.1%
Mountwest Community and Technical College	3,126	3,111	2,608	2,257	2,026	-10.2%	-35.2%
New River Community and Technical College	3,016	3,127	2,997	2,678	2,080	-22.3%	-31.0%
Pierpont Community and Technical College	3,000	3,038	2,926	2,703	2,314	-14.4%	-22.9%
Southern WV Community and Technical College	2,565	2,457	2,177	2,002	1,838	-8.2%	-28.3%
WV Northern Community College	3,510	3,084	2,529	2,177	1,932	-11.3%	-45.0%
WVU at Parkersburg	4,448	4,301	3,923	3,468	3,021	-12.9%	-32.1%
TOTAL	27,054	26,975	24,999	23,896	21,986	-8.0%	-18.7%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

Institutional Spotlight

BLUE RIDGE COMMUNITY AND TECHNICAL COLLEGE

Blue Ridge Community and Technical College is West Virginia's third largest public institution in terms of headcount. Blue Ridge CTC has experienced tremendous growth over the past several years. Serving the Eastern Panhandle, Blue Ridge CTC is a key economic driver by developing close relationships with local business and industry.



Annual Headcount Enrollment

Academic Years 2010-2014

WEST VIRGINIA HIGHLIGHTS

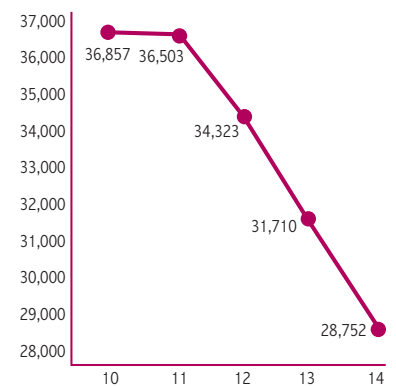
- Annual headcount enrollment decreased 9.3 percent, from 31,710 in 2013 to 28,752 in 2014.
- Annual headcount enrollment has decreased 22 percent since 2010.
- From 2010 to 2014, Blue Ridge Community and Technical College (24.2%) and Eastern West Virginia Community and Technical College (31%) realized increases in annual headcount enrollment. Seven of the eight institutions with available data experienced a decline.

NATIONAL CONTEXT

The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows community and technical colleges in West Virginia to account for all of the students they serve. Since many community college programs begin and end in the middle of a term, measuring headcount enrollment only at the end of the fall term fails to accurately depict the number of students attending community colleges.

ABOUT THIS MEASURE

Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the summer, fall, and spring.



Annual Headcount Enrollment

	2010	2011	2012	2013	2014	1 year % Change	5 year % Change
Blue Ridge Community and Technical College	5,195	5,949	5,888	6,172	6,451	4.5%	24.2%
BridgeValley Community and Technical College*	.	.	.	.	3,326	.	.
Bridgemont Community and Technical College	1,167	1,231	1,266	1,503	.	.	.
Kanawha Valley Community and Technical College	2,511	2,241	2,113	2,117	.	.	.
Eastern WV Community and Technical College	862	1,022	1,101	1,143	1,129	-1.2%	31.0%
Mountwest Community and Technical College	4,186	4,168	4,120	3,537	3,073	-13.1%	-26.6%
New River Community and Technical College	4,268	4,682	4,315	3,885	2,879	-25.9%	-32.5%
Pierpont Community and Technical College	3,969	4,060	3,927	3,450	2,883	-16.4%	-27.4%
Southern WV Community and Technical College	3,131	3,002	2,747	2,456	2,286	-6.9%	-27.0%
WV Northern Community College	5,877	4,537	3,774	3,106	2,831	-8.9%	-51.8%
WVU at Parkersburg	5,691	5,611	5,072	4,341	3,894	-10.3%	-31.6%
TOTAL	36,857	36,503	34,323	31,710	28,752	-9.3%	-22.0%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*



Institutional Spotlight

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Faculty and staff at Eastern West Virginia Community and Technical College are working to improve retention by serving as student advocates. The role of the advocate – to listen, help, guide, and provide general advice to students – extends beyond that of the traditional academic advisor. Advocates are introduced at new student orientation and maintain regular contact with students throughout the semester.

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

Fall 2010-2014

WEST VIRGINIA HIGHLIGHTS

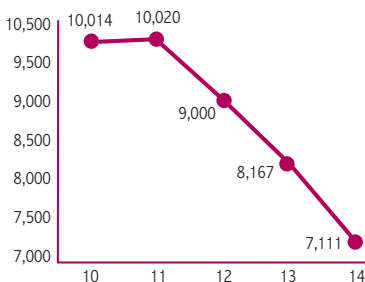
- Adult students enrolled in for-credit classes decreased 12.9 percent, from 8,167 in 2013 to 7,111 in 2014.
- Adult, for-credit enrollment has decreased 29 percent since fall 2010.
- Over this five-year span from 2010 to 2014, two of the eight institutions with available data realized increases in adult credit enrollment while six have decreased. The largest gain was 37.2 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

According to SREB data, 33.8 percent of all public postsecondary students enrolled nationally in Fall 2013 were aged 25 to 49, down from 35.2 percent in 2009. For SREB states, the figure was 33.6 percent in 2012 and for West Virginia; it was 45.7 percent (SREB, 2015). West Virginia has made gains in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average decreased from 6.9 to 6.6 percent from 2009 to 2013 and the SREB average remained steady at 6 percent of this age group, West Virginia saw an increase from 9.8 to 12.5 percent.

ABOUT THIS MEASURE

This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population. Currently, only 28 percent of working aged West Virginians (25 years or older) have acquired an associate's degree or higher compared to the national average of 39.4 percent (SREB, 2015). Improvement is needed in this area by all postsecondary sectors in order to meet the state's workforce needs.



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

	2010	2011	2012	2013	2014	1 year % Change	5 year % Change
Blue Ridge Community and Technical College	1,497	1,712	1,711	1,901	2,054	8.0%	37.2%
BridgeValley Community and Technical College*	.	.	.	.	799	.	.
Bridgemont Community and Technical College	283	337	296	256	.	.	.
Kanawha Valley Community and Technical College	886	799	750	722	.	.	.
Eastern WV Community and Technical College	230	288	285	293	282	-3.8%	22.6%
Mountwest Community and Technical College	1,437	1,467	1,074	914	770	-15.8%	-46.4%
New River Community and Technical College	1,204	1,250	1,251	1,000	800	-20.0%	-33.6%
Pierpont Community and Technical College	870	884	798	684	460	-32.7%	-47.1%
Southern WV Community and Technical College	647	575	612	530	412	-22.3%	-36.3%
WV Northern Community College	1,315	1,107	887	724	592	-18.2%	-55.0%
WVU at Parkersburg	1,645	1,601	1,336	1,143	942	-17.6%	-42.7%
Total	10,014	10,020	9,000	8,167	7,111	-12.9%	-29.0%

* *Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.*

2015

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

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