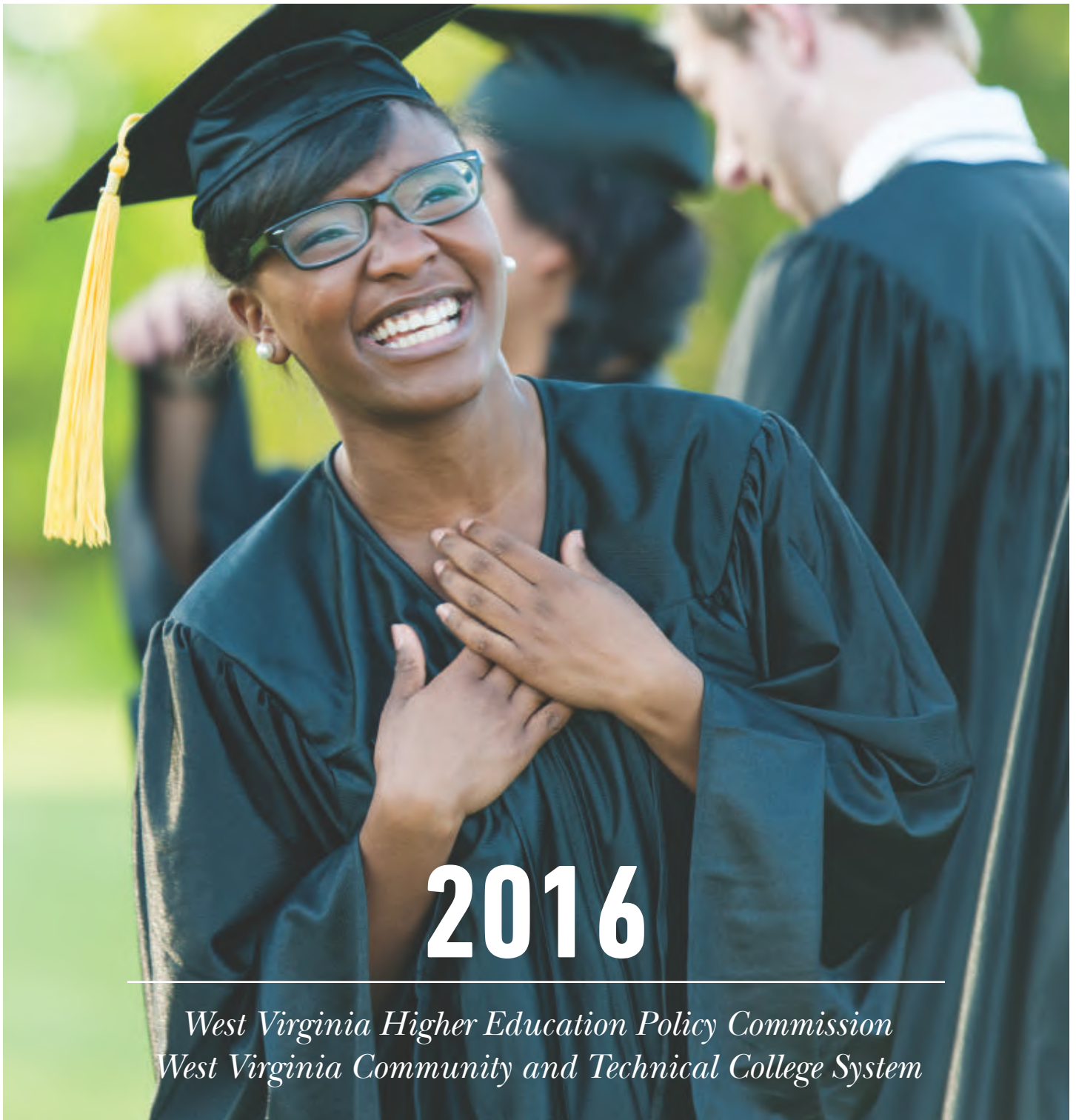


# WEST VIRGINIA HIGHER EDUCATION REPORT CARD



2016

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



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## A BOLD GOAL: *Double the degrees.*

Last December, the West Virginia Higher Education Policy Commission (Commission) and West Virginia Community and Technical College System (WVCTCS) announced a shared statewide goal to “Double the Degrees” produced annually in West Virginia by the year 2025. The announcement coincides with a record number of college degrees – more than 18,000 – awarded by West Virginia’s public colleges and universities in 2014 and 2015.

Achieving this bold goal is crucial for our state's future. By increasing the number of high-quality certificates, associate degrees and bachelor degrees earned and awarded each year to 40,000, West Virginia will be more strongly positioned to meet projected economic and workforce demands.

Research shows that by 2020, more than half of jobs in West Virginia will require an associate degree or higher, but only 29.9 percent of West Virginians currently fall in that category. In addition, studies show college graduates receive higher wages than those with no degree, experience more stable employment, and are more likely to be civically engaged and contribute to their communities.

The Commission and WVCTCS have been working to increase the number of students entering postsecondary education through a number of college access initiatives, including the College Foundation of West Virginia ([www.cfww.com](http://www.cfww.com)), federally-funded West Virginia GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and statewide financial aid outreach activities.

At the same time, the systems have been working together to increase the number of students earning their degrees by strengthening the student credit transfer process, encouraging students to take at least 30 credit hours each year to graduate on time and, among other initiatives, improving developmental education to help more incoming students succeed.

We have made remarkable progress in recent years by increasing the number of degrees our students are earning. But we believe now is the time to set the bar even higher. By doubling West Virginia’s annual degree production over the next ten years, we will be answering the call by industry and workforce for highly-skilled graduates ready to fill high-wage, in-demand jobs – and ensuring West Virginians are prepared to succeed in the economy of today and tomorrow.

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# ABOUT THE 2016 REPORT CARD

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card (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 (*Fulfilling the Vision 2015-2020*).

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.

In the Council's 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://wvctcs.org/mission/>

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 Report Card primarily focuses on the 2015-2016 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 location:

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

The Reports and Publications page of the Commission's website provides a majority of the Commission's annual and ad hoc reports. These include the Financial Aid Comprehensive Report, 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.





# WEST VIRGINIA

*Statewide data*



## COLLEGE-GOING RATES OF RECENT WEST VIRGINIA HIGH SCHOOL GRADUATES: FALL 2011 – 2015

### *West Virginia Highlights*

- ▶ The overall college-going rate increased 0.1 percentage points from 54.6 percent to 54.7 percent between 2014 and 2015.
- ▶ The in-state college-going rate increased from 46.2 to 47.0 percent between 2014 and 2015.
- ▶ Both the overall and in-state college-going rates have decreased 3.2 percentage points since 2011.

### *National Context*

According to data released by the National Center for Education Statistics, 68 percent of 2014 high school completers enrolled in college the following fall. There was no significant increase in the national college-going rate between 2013 and 2014. The college-going rate among females (73 percent) was significantly higher than that of males (64 percent), a difference that was observed in both the two- and four-year sectors. Additionally, high school graduates from high-income families matriculated at significantly higher rates than graduates from middle- and low-income families. Approximately 64 percent of high school graduates from high-income families enrolled in college the following fall, compared to 64 percent from middle-income families, and 52 percent from low-income families.

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

## COLLEGE-GOING RATES

Year	In-State	Overall
2011	50.2%	57.9%
2012	48.3%	56.4%
2013	48.3%	55.9%
2014	46.2%	54.6%
2015	47.0%	54.7%



## COLLEGE-GOING RATES BY COUNTY

County	In-State	Overall	County	In-State	Overall
Barbour	44.2%	51.3%	Mineral	52.7%	61.4%
Berkeley	45.4%	58.5%	Mingo	51.8%	55.3%
Boone	50.3%	51.3%	Monongalia	58.5%	70.8%
Braxton	35.5%	38.7%	Monroe	41.1%	42.0%
Brooke	43.9%	56.5%	Morgan	33.5%	56.3%
Cabell	49.9%	58.6%	Nicholas	46.5%	48.6%
Calhoun	32.4%	33.8%	Ohio	49.3%	70.6%
Clay	36.4%	41.1%	Pendleton	36.4%	51.5%
Doddridge	24.7%	27.2%	Pleasants	40.7%	44.2%
Fayette	44.7%	46.3%	Pocahontas	41.4%	51.4%
Gilmer	52.3%	64.6%	Preston	35.9%	39.6%
Grant	42.6%	47.1%	Putnam	59.6%	66.8%
Greenbrier	46.4%	51.9%	Raleigh	43.7%	51.8%
Hampshire	30.5%	39.3%	Randolph	42.3%	49.5%
Hancock	46.1%	56.0%	Ritchie	44.3%	47.4%
Hardy	49.7%	58.4%	Roane	36.6%	44.1%
Harrison	53.6%	57.4%	Summers	34.0%	54.0%
Jackson	47.1%	51.4%	Taylor	36.6%	39.8%
Jefferson	48.5%	60.2%	Tucker	50.8%	54.2%
Kanawha	49.6%	56.0%	Tyler	49.5%	53.8%
Lewis	47.9%	52.1%	Upshur	42.9%	47.2%
Lincoln	47.6%	48.6%	Wayne	47.2%	58.8%
Logan	53.3%	58.8%	Webster	42.1%	43.9%
Marion	50.9%	53.3%	Wetzel	46.2%	49.1%
Marshall	45.7%	51.3%	Wirt	45.2%	53.2%
Mason	41.8%	48.8%	Wood	47.5%	60.8%
McDowell	32.7%	41.3%	Wyoming	40.4%	42.5%
Mercer	45.7%	49.9%			

## NUMBER OF AWARDS: HEAPS, PROMISE, AND WVHEG PROGRAMS: ACADEMIC YEARS 2011 – 2015

### *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 2015 academic year was 31,687, which is 3.0 percent less than the total of 32,672 in 2014.
- ▶ Participation declined in both the HEAPS and WVHEG programs from 2014 to 2015. HEAPS awards declined 2.4 percent and WVHEG declined 5.8 percent. The PROMISE Scholarship Program increased 1.8 percent during the same timeframe.
- ▶ When compared with 2011 student levels, participation in the PROMISE Scholarship Program increased by 3.3 percent while HEAPS and WVHEG declined by 17.1 and 11.4 percent, respectively.

### *National Context*

Forty-eight states and territories reported having need-based grant programs in 2014-15. Exclusively need-based aid constituted 47.5 percent of all aid granted to undergraduate students. West Virginia ranked 10th 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 \$1,090 per student. The state ranks fourth among the 52 states and territories in grant dollars awarded per capita (NASSGAP, 2016). Nationally, state grant aid programs made 0.29 awards per full-time equivalent student in 2014-15. West Virginia, however, made 0.48 awards per full-time equivalent student, which ranks 8th 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 0.47 (NASSGAP, 2016).

### *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

Award Type	2011	2012	2013	2014	2015*	2014 - 2015 % Change	2011 - 2015 % Change
HEAPS	4,980	4,039	4,445	4,230	4,128	-2.4%	-17.1%
PROMISE	9,954	10,036	10,224	10,094	10,280	1.8%	3.3%
WVHEG	19,501	19,330	19,260	18,348	17,279	-5.8%	-11.4%
<b>Total</b>	<b>34,435</b>	<b>33,405</b>	<b>33,929</b>	<b>32,672</b>	<b>31,687</b>	<b>-3.0%</b>	<b>-8.0%</b>

\* Data are preliminary and subject to change

## AMOUNT AWARDED: HEAPS, PROMISE, AND WVHEG PROGRAMS: ACADEMIC YEARS 2011 – 2015

### *West Virginia Highlights*

- ▶ The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG programs during the 2015 academic year was \$88,899,069, a 2.0 percent decrease from the \$90,680,762 in funding for 2014.
- ▶ The HEAPS and WVHEG programs declined 4.1 and 6.1 percent, respectively, in total dollar amount awarded, while the PROMISE program increased 1.9 percent.
- ▶ Between 2011 and 2015, awards decreased for HEAPS, PROMISE, and WVHEG programs by 18.3, 2.5, and 3.0 percent, respectively.

### *National Context*

Nationally, about \$12.4 billion in total state-funded student financial aid was awarded during the 2014-15 academic year. This figure represents about a 6.0 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$10.5 billion or 85 percent of the total. Of this \$10.5 billion in grant aid, 76 percent was need-based, while 24 percent was non-need-based. Need-based grant aid increased 1 percent over the last year. Between 2004-05 and 2014-15, need-based grant aid grew by 36.6 percent, from \$5.8 billion to \$7.9 billion in constant 2015 dollars, while non-need-based grants grew 15.6 percent from \$2.1 billion to \$2.5 billion (NASSGAP, 2016).

### *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.

## AMOUNT AWARDED: HEAPS, PROMISE, AND WVHEG PROGRAMS

Award Type	2011	2012	2013	2014	2015*	2014 - 2015 % Change	2011 - 2015 % Change
HEAPS	\$5,253,000	\$4,470,529	\$4,712,629	\$4,475,792	\$4,293,705	-4.1%	-18.3%
PROMISE	\$47,721,444	\$47,161,143	\$46,396,733	\$45,687,942	\$46,550,786	1.9%	-2.5%
WVHEG	\$39,218,619	\$40,779,992	\$40,779,992	\$40,517,028	\$38,054,578	-6.1%	-3.0%
<b>Total</b>	<b>\$92,193,063</b>	<b>\$92,411,664</b>	<b>\$91,889,354</b>	<b>\$90,680,762</b>	<b>\$88,899,069</b>	<b>-2.0%</b>	<b>-3.6%</b>

\* Data are preliminary and subject to change

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

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

## DEGREES/CERTIFICATES AWARDED AT PUBLIC INSTITUTIONS: ACADEMIC YEARS 2006 – 2015

### *West Virginia Highlights*

- ▶ The total number of degrees and credentials awarded at West Virginia public institutions during the 2015 academic year was 18,521, which is 0.6 percent greater than 18,410 awarded in 2014.
- ▶ Over the ten-year period, the total number of degrees and credentials has increased by 25.7 percent from the 2006 level of 14,733.
- ▶ The largest increase in proportion of degrees over this 10-year period was in undergraduate certificates with an increase of 221.2 percent. The largest increase in number of awards was in bachelor's degrees with an increase of 1,419 degrees awarded.
- ▶ Associate's degrees and certificates were 18.6 percent of the total in 2015, with bachelor's degrees making up 52.4 percent and advanced degrees 19.9 percent of total awards.

### *National Context*

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 617,364 for the 2013-14 academic year. The total number of awards conferred at two-year public institutions was 430,626. The proportion of awards that were associate's degrees and certificates was 41.7 percent; bachelor's degrees made up 41.8 percent and advanced degrees 16.1 percent. (SREB, 2015).

### *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. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

## DEGREES/CERTIFICATES AWARDED AT PUBLIC INSTITUTIONS

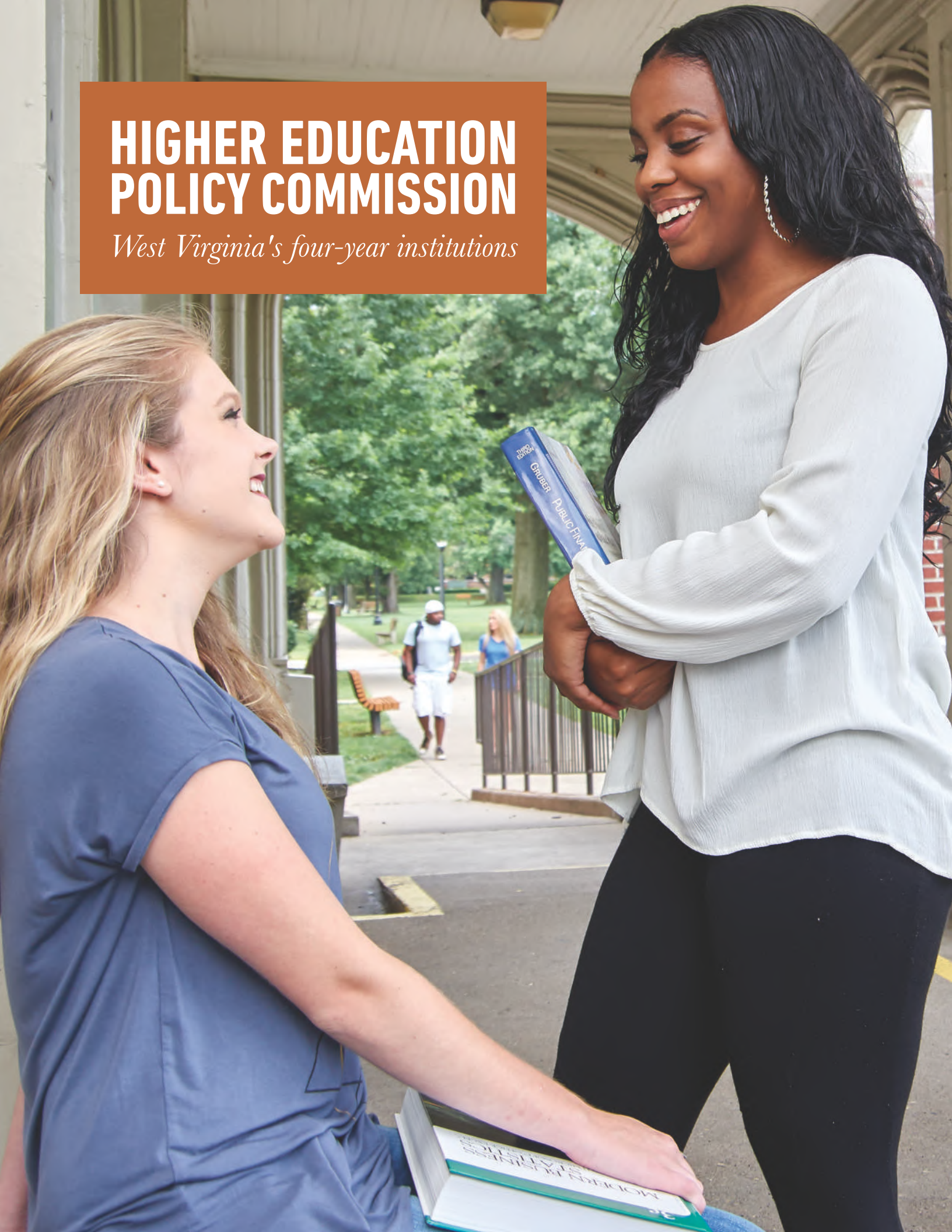
Award Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2014-2015 % Change	2006-2015 % Change
Undergraduate Certificate	528	548	504	546	593	764	1,084	1,476	1,694	1,696	0.1%	221.2%
Associate's	2,697	2,698	2,702	2,756	2,949	3,042	3,225	3,660	3,552	3,442	-3.1%	27.6%
Bachelor's	8,278	8,529	8,439	8,469	8,583	9,118	9,092	9,391	9,530	9,697	1.8%	17.1%
Master's	2,502	2,549	2,535	2,555	2,694	2,696	2,610	2,586	2,653	2,624	-1.1%	4.9%
Post-Master's Certificate	17	4	22	26	21	16	21	20	42	22	-47.6%	29.4%
Doctor's- Research / Scholarship	172	221	201	157	178	178	174	165	201	229	13.9%	33.1%
First Professional*	539	491	514	-	-	-	-	-	-	-	-	-
Doctor's - Professional Practice	-	-	-	676	715	698	732	714	738	811	9.9%	-
<b>Total</b>	<b>14,733</b>	<b>15,040</b>	<b>14,917</b>	<b>15,185</b>	<b>15,733</b>	<b>16,512</b>	<b>16,938</b>	<b>18,012</b>	<b>18,410</b>	<b>18,521</b>	<b>0.6%</b>	<b>25.7%</b>

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



# HIGHER EDUCATION POLICY COMMISSION

*West Virginia's four-year institutions*







# ACCESS

Preparation | Information | Cost

## LEADING THE WAY: 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.



## IN ACTION...

- ▶ Since 2008, more than **10,000 students** have **visited a college campus** through the Commission's West Virginia GEAR UP initiative, a federally funded college-readiness program.
- ▶ Each year, the Commission's divisions of Financial Aid and Student Affairs coordinate **hundreds of financial aid workshops** across the state.
- ▶ Since the Commission began its annual FAFSA awareness campaign efforts in 2012, West Virginia's 12th grade **FAFSA completion rates have increased** from 47 to 58 percent.

# UNDERGRADUATE ENROLLMENT: FALL 2011– 2015

## *West Virginia Highlights*

- Students enrolled in for-credit classes decreased 0.8 percent, from 53,323 in 2014 to 52,889 in 2015.
- For-credit enrollment declined by 3,719 students since 2011, representing a 6.6 percent decrease.

## *National Context*

Between 2010 and 2014, the most recent years 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 6.4 million to 6.8 million, an increase of 5.6 percent. The number of full-time undergraduate students increased 3.6 percent (5.0 million to 5.2 million) over the same time period (NCES, 2015). In 2014, 77.7 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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	2,051	1,951	1,762	1,560	1,482	-5.0%	-27.7%
Concord University	2,683	2,622	2,510	2,236	2,135	-4.5%	-20.4%
Fairmont State University	4,269	4,114	3,956	3,761	3,791	0.8%	-11.2%
Glenville State College	1,926	1,891	1,740	1,765	1,754	-0.6%	-8.9%
Marshall University	10,053	9,885	9,756	9,536	9,518	-0.2%	-5.3%
Potomac State College of WVU	1,800	1,779	1,660	1,539	1,472	-4.4%	-18.2%
Shepherd University	4,279	4,289	4,081	3,837	3,644	-5.0%	-14.8%
West Liberty University	2,729	2,712	2,647	2,446	2,168	-11.4%	-20.6%
West Virginia State University	2,794	2,600	2,609	2,811	3,162	12.5%	13.2%
West Virginia University	22,711	22,822	22,764	22,558	22,503	-0.2%	-0.9%
WVU Institute of Technology	1,313	1,097	1,211	1,274	1,260	-1.1%	-4.0%
<b>Total</b>	<b>56,608</b>	<b>55,762</b>	<b>54,696</b>	<b>53,323</b>	<b>52,889</b>	<b>-0.8%</b>	<b>-6.6%</b>

## UNDERGRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT: FALL 2011– 2015

### *West Virginia Highlights*

- ▶ Undergraduate FTE enrollment has decreased from 49,226 in 2014-15 to 48,552 in 2015-16.
- ▶ FTE enrollment has decreased 7.5 percent (3,948 students) since 2011-12.
- ▶ Since the 2011-12 academic year, only West Virginia State University has experienced an increase of undergraduate FTE enrollment (1.2 percent).

### *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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	1,705	1,726	1,568	1,352	1,302	-3.7%	-23.6%
Concord University	2,653	2,531	2,414	2,159	2,067	-4.3%	-22.1%
Fairmont State University	3,827	3,754	3,595	3,392	3,423	0.9%	-10.6%
Glenville State College	1,432	1,435	1,301	1,262	1,246	-1.3%	-13.0%
Marshall University	9,108	9,052	8,828	8,659	8,698	0.5%	-4.5%
Potomac State College of WVU	1,505	1,518	1,396	1,317	1,258	-4.5%	-16.4%
Shepherd University	3,784	3,726	3,549	3,342	3,166	-5.3%	-16.3%
West Liberty University	2,630	2,619	2,518	2,381	2,103	-11.7%	-20.0%
West Virginia State University	2,238	2,099	2,117	2,192	2,264	3.3%	1.2%
West Virginia University	22,508	22,488	22,401	22,068	21,927	-0.6%	-2.6%
WVU Institute of Technology	1,110	953	1,058	1,102	1,098	-0.4%	-1.1%
<b>Total</b>	<b>52,500</b>	<b>51,901</b>	<b>50,745</b>	<b>49,226</b>	<b>48,552</b>	<b>-1.4%</b>	<b>-7.5%</b>



# GRADUATE ENROLLMENT: FALL 2011 – 2015

## *West Virginia Highlights*

- ▶ Graduate students enrolled in for-credit classes decreased 0.3 percent, from 12,433 in 2014 to 12,397 in 2015.
- ▶ For-credit enrollment declined by 593 students since 2011, representing a 4.6 percent decrease.
- ▶ Since the 2011 academic year, four four-year institutions (Marshall University, Shepherd University, West Liberty University, and West Virginia State University) have realized gains in graduate enrollment, while three have decreased. The West Virginia School of Osteopathic Medicine also experienced a slight increase in enrollment at 0.4 percent.

## *National Context*

Fall 2014 national data are the most recent available regarding graduate student enrollment. During 2014, approximately 1.4 million graduate students were enrolled at public institutions in the United States. Graduate enrollment at public institutions grew nationally by 18.2 percent over the last 10 years. Public colleges accounted for 48.3 percent of graduate enrollment in 2014 (NCES, 2015).

## *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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Concord University	412	217	285	295	363	23.1%	-11.9%
Fairmont State University	349	338	274	250	234	-6.4%	-33.0%
Marshall University	3,913	3,823	3,651	3,845	4,103	6.7%	4.9%
Shepherd University	155	157	175	255	260	2.0%	67.7%
West Virginia School of Osteopathic Medicine	816	827	825	807	819	1.5%	0.4%
West Liberty University	59	82	133	161	179	11.2%	203.4%
West Virginia State University	55	83	55	48	59	22.9%	7.3%
West Virginia University	7,231	7,141	6,909	6,772	6,380	-5.8%	-11.8%
<b>Total</b>	<b>12,990</b>	<b>12,668</b>	<b>12,307</b>	<b>12,433</b>	<b>12,397</b>	<b>-0.3%</b>	<b>-4.6%</b>

## GRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT: FALL 2011– 2015

### *West Virginia Highlights*

- ▶ Graduate FTE enrollment increased 1.1 percent, from 9,482 in 2014-15 to 9,585 in 2015-16.
- ▶ Total graduate FTE enrollment has increased 2.9 percent (272 students) since 2011-12.
- ▶ Since the 2011-12 academic year, six four-year institutions have realized gains in graduate FTE enrollment.

### *National Context*

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

### *About this Measure*

Graduate FTE is 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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Concord University	151	96	146	152	193	27.0%	27.8%
Fairmont State University	197	196	156	151	132	-12.6%	-33.0%
Marshall University	2,302	2,313	2,340	2,577	2,787	8.1%	21.1%
Shepherd University	78	88	107	138	124	-10.1%	59.0%
West Virginia School of Osteopathic Medicine	816	827	825	807	819	1.5%	0.4%
West Liberty University	32	59	151	123	128	4.1%	300.0%
West Virginia State University	35	43	35	31	37	19.4%	5.7%
West Virginia University	5,702	5,676	5,607	5,503	5,365	-2.5%	-5.9%
<b>Total</b>	<b>9,313</b>	<b>9,298</b>	<b>9,367</b>	<b>9,482</b>	<b>9,585</b>	<b>1.1%</b>	<b>2.9%</b>

# ANNUALIZED FULL-TIME EQUIVALENT (FTE) ENROLLMENT: ACADEMIC YEARS 2011 – 2015

## *West Virginia Highlights*

- ▶ Annualized FTE enrollment decreased 1.3 percent from 61,043 in 2014-15 to 60,269 in 2015-16.
- ▶ Over the five-year period, annualized FTE enrollment decreased 6.5 percent from 64,428 in 2011-12.

## *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 2014, the latest available data, national FTE enrollment at public four-year institutions was approximately 6.8 million. This represents a 1.5 percent increase since 2013, and a 6.8 percent increase since 2009 (NCES, 2015).

## *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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	1,789	1,741	1,555	1,355	1,296	-4.4%	-27.6%
Concord University	2,850	2,763	2,631	2,379	2,333	-1.9%	-18.1%
Fairmont State University	4,148	4,053	3,822	3,571	3,606	1.0%	-13.1%
Glenville State College	1,460	1,431	1,268	1,248	1,223	-2.0%	-16.2%
Marshall University	12,144	11,923	11,816	11,866	12,083	1.8%	-0.5%
Potomac State College of WVU	1,453	1,476	1,365	1,286	1,211	-5.8%	-16.7%
Shepherd University	3,864	3,810	3,685	3,486	3,325	-4.6%	-13.9%
West Virginia School of Osteopathic Medicine	813	826	814	807	813	0.7%	0.0%
West Liberty University	2,628	2,679	2,702	2,524	2,258	-10.5%	-14.1%
West Virginia State University	2,285	2,120	2,139	2,238	2,243	0.2%	-1.8%
West Virginia University	29,949	29,956	29,666	29,182	28,795	-1.3%	-3.9%
WVU Institute of Technology	1,045	946	1,067	1,101	1,083	-1.6%	3.6%
<b>Total</b>	<b>64,428</b>	<b>63,724</b>	<b>62,530</b>	<b>61,043</b>	<b>60,269</b>	<b>-1.3%</b>	<b>-6.5%</b>

## FIRST-TIME FRESHMEN HEADCOUNT ENROLLMENT: FALL 2011– 2015

### *West Virginia Highlights*

- ▶ First-time freshmen enrolled in for-credit classes increased 0.2 percent, from 10,836 in 2014-15 to 10,862 in 2015-16.
- ▶ First-time freshmen enrollment has decreased 7.0 percent since 2011-12, representing a decline in actual students of 820.
- ▶ Since the 2011-12 academic year, only Fairmont State University and West Virginia State University saw a gain in first-time freshmen enrollment.

### *National Context*

Between 2005 and 2014, first-time freshmen enrollment in the nation increased 10.1 percent. The four-year public sector realized an increase of 22.7 percent during this same time period. Nationally, full-time students comprised 82.4 percent of first-time freshmen enrollment in 2005 compared to 81.4 percent in 2014 (NCES, 2015).

### *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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	278	310	303	239	273	14.2%	-1.8%
Concord University	583	569	514	422	454	7.6%	-22.1%
Fairmont State University	751	740	749	689	822	19.3%	9.5%
Glenville State College	381	399	304	325	336	3.4%	-11.8%
Marshall University	2,002	1,908	1,871	1,861	1,922	3.3%	-4.0%
Potomac State College of WVU	720	729	631	638	588	-7.8%	-18.3%
Shepherd University	796	756	684	643	638	-0.8%	-19.8%
West Liberty University	555	526	501	468	408	-12.8%	-26.5%
West Virginia State University	311	297	416	417	374	-10.3%	20.3%
West Virginia University	5,021	5,135	4,912	4,866	4,778	-1.8%	-4.8%
WVU Institute of Technology	284	198	303	268	269	0.4%	-5.3%
<b>Total</b>	<b>11,682</b>	<b>11,567</b>	<b>11,188</b>	<b>10,836</b>	<b>10,862</b>	<b>0.2%</b>	<b>-7.0%</b>



## FOR-CREDIT HEADCOUNT ENROLLMENT FOR AT-RISK STUDENTS: ACADEMIC YEARS 2011– 2015

### *West Virginia Highlights*

- ▶ The number of underrepresented minorities has increased 2.2 percent from 7,044 in 2014 to 7,196 in 2015. During the same time period, the number of low-income and undergraduate adult students has declined by 5.3 and 9.8 percent, respectively.
- ▶ The at-risk student population that saw the largest five-year increase was underrepresented minorities which increased from 6,317 in 2011 to 7,196 in 2015, a 13.9 percent increase. The number of low-income students decreased 15.4 percent while the number of undergraduate adults declined by 27.6 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

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Low-Income Students	21,303	20,364	19,648	19,029	18,026	-5.3%	-15.4%
Undergraduate Adults	10,293	9,780	8,937	8,266	7,457	-9.8%	-27.6%
Underrepresented Minority	6,317	6,588	6,910	7,044	7,196	2.2%	13.9%

## UNDERGRADUATE TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS: ACADEMIC YEARS 2011– 2015

### *West Virginia Highlights*

- ▶ Students transferring between four-year public postsecondary institutions decreased by 11.2 percent from 2014 to 2015. From 2011 to 2015, students transferring laterally have declined by 19.8 percent.
- ▶ Students transferring from two-year to four-year public postsecondary institutions decreased 12.0 percent from 2014 to 2015. The number of two-year transfer students has decreased 27.5 percent when compared to 2011.

### *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 2011 and 2015 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. This measure does not include the transfer of individual courses transferred from one institution to another.

## UNDERGRADUATE TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS

	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Public Four-Year	1,128	1,032	1,045	1,019	905	-11.2%	-19.8%
Public Two-Year	1,430	1,441	1,233	1,178	1,037	-12.0%	-27.5%

# DUAL ENROLLMENT OF HIGH SCHOOL STUDENTS IN PUBLIC FOUR-YEAR INSTITUTIONS: FALL 2011 – 2015

## *West Virginia Highlights*

- ▶ Dual enrollment in the public four-year sector increased by 40.3 percent from 2014-15 to 2015-16 and by 53.7 percent since 2011-12.
- ▶ Over this five-year span, the number of dual enrollment students began to drastically increase in 2013-14 before reaching a five-year high in 2015-16.

## *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

	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Dual Enrollment	2,241	2,117	2,358	2,455	3,445	40.3%	53.7%

## AVERAGE UNDERGRADUATE TUITION AND FEES FOR IN-STATE AND OUT-OF-STATE STUDENTS: ACADEMIC YEARS 2006– 2015

### *West Virginia Highlights*

- ▶ Average undergraduate tuition for in-state students increased 5.7 percent, from \$6,211 in 2014 to \$6,568 in 2015.
- ▶ The five-year trend in tuition and fees shows an increase of 27.6 percent for in-state students and 20.1 percent for out-of-state students.
- ▶ The 10-year trend in tuition and fees is an increase of 65.6 percent for in-state students and 51.6 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.
- ▶ In-state tuition has increased by \$2,603 since 2006 and out-of-state tuition has increased by \$5,154.

### *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 2005-06 to 2015-16 published tuition and fees for in-state students at public four-year institutions increased from \$6,710 to \$9,410 (in 2015 dollars), an increase of \$2,700. Approximately \$1,600 of the increase was covered by grant aid while the students' share increased the remaining \$1,100 (College Board, 2015).

### *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 TUITION

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2011-2015 % Change	2006-2015 % Change
In-State	\$3,965	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	\$6,211	\$6,568	27.6%	65.6%
Out-of-State	\$9,982	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	\$14,898	\$15,136	20.1%	51.6%



## UNDERGRADUATE TUITION AND FEES FOR IN-STATE STUDENTS BY INSTITUTION: ACADEMIC YEARS 2006–2015

### *West Virginia Highlights*

- ▶ The change in tuition and fees from 2014 to 2015 ranged from a low of 4.0 percent at Shepherd University (\$260), to a high of 10.0 percent at Potomac State College of WVU (\$432). Adjusting for inflation with the Consumer Price Index, these changes represent a 3.8 percent increase at WVU Institute of Technology, and a 9.9 percent increase at Potomac State College of WVU.
- ▶ Over the five-year period from 2011 to 2015, the increases varied from a low of 18.6 percent (\$992) at WVU Institute of Technology to a high of 34.5 percent (\$1,858) at West Virginia University. Adjusted for inflation, these increases were 12.5 percent and 27.7 percent, respectively.
- ▶ Ten-year increases varied from a 45.4 percent increase of \$1,978 at WVU Institute of Technology to an 81.1 percent increase of \$3,150 at Glenville State College. These increases are reduced to 23.7 percent and 54.1 percent when adjusted for inflation.

### *National Context*

Tuition at West Virginia public institutions is lower than the average tuition at peer institutions for almost all Commission institutions. Similarly, if the tuition among the 20 peer institutions is ranked from highest to lowest, all West Virginia institutions, except Potomac State College of WVU and West Liberty University, rank in the bottom third.

### *About this Measure*

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

## UNDERGRADUATE TUITION AND FEES FOR IN-STATE STUDENTS BY INSTITUTION

Institution	2006	2011	2012	2013	2014	2015	2014-2015 % Change	2011-2015 % Change	2006-2015 % Change
Bluefield State College	\$3,648	\$4,908	\$5,180	\$5,564	\$5,832	\$6,120	4.9%	24.7%	67.8%
Concord University	\$4,204	\$5,446	\$5,716	\$6,002	\$6,422	\$6,744	5.0%	23.8%	60.4%
Fairmont State University	\$4,332	\$5,326	\$5,326	\$5,824	\$6,306	\$6,620	5.0%	24.3%	52.8%
Glenville State College	\$3,882	\$5,352	\$5,860	\$6,384	\$6,696	\$7,032	5.0%	31.4%	81.1%
Marshall University	\$4,150	\$5,648	\$5,930	\$6,216	\$6,526	\$6,814	4.4%	20.6%	64.2%
Potomac State College of WVU*	\$3,084	\$3,802	\$3,946	\$4,122	\$4,320	\$4,752	10.0%	25.0%	54.1%
Shepherd University	\$4,348	\$5,554	\$5,834	\$6,256	\$6,570	\$6,830	4.0%	23.0%	57.1%
West Liberty University	\$3,944	\$5,266	\$5,930	\$6,226	\$6,412	\$6,702	4.5%	27.3%	69.9%
West Virginia State University	\$3,796	\$5,038	\$5,442	\$5,932	\$6,228	\$6,662	7.0%	32.2%	75.5%
West Virginia University	\$4,476	\$5,674	\$6,090	\$6,546	\$6,960	\$7,632	9.7%	34.5%	70.5%
WVU Institute of Technology	\$4,358	\$5,344	\$5,558	\$5,808	\$6,048	\$6,336	4.8%	18.6%	45.4%

\* Bachelor's degree students.

**UNDERGRADUATE TUITION AND FEES (IN-STATE) PEER COMPARISON, 2015**

	Tuition and Fees	Peer Group Average	Rank 2015-2016	Rank 2014-2015
Bluefield State College	\$6,120	\$7,252	16	16
Concord University	\$6,744	\$7,533	14	15
Fairmont State University	\$6,620	\$7,259	15	16
Glenville State College	\$7,032	\$8,511	16	17
Marshall University	\$6,814	\$7,894	17	17
Potomac State College of WVU*	\$4,752	\$4,323	9	8
Shepherd University	\$6,830	\$7,694	15	15
West Liberty University	\$6,702	\$7,844	13	13
West Virginia State University	\$6,662	\$7,250	14	16
West Virginia University	\$7,632	\$10,532	18	18
WVU Institute of Technology	\$6,336	\$8,496	13	17

\* Bachelor's degree students.

## COST OF ATTENDANCE FOR IN-STATE UNDERGRADUATE STUDENTS LIVING ON CAMPUS: ACADEMIC YEARS 2011 AND 2015

### *West Virginia Highlights*

- ▶ The smallest percentage increase (15.2 percent) for cost of attendance between 2011 and 2015 was found at Marshall University where the total rose from \$13,936 in 2011 to \$16,054 in 2015.
- ▶ The largest percentage increase (50.8 percent), excluding Bluefield State College which has no campus housing, was found at Glenville State College. The cost of attendance was \$10,704 in 2011 compared to \$16,146 in 2015.
- ▶ The four-year public postsecondary institution with the lowest cost of attendance in 2015 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 2015-16, tuition and fees comprise approximately 48.1 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 \$19,548 in 2015-16 which is 3 percent higher than the prior year's total (College Board, 2015). Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of 3.4 percent per year beyond the general rate of inflation (College Board, 2015).

### *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 \$4,513 for 2015-16 (College Board, 2015).

## COST OF ATTENDANCE FOR IN-STATE UNDERGRADUATE STUDENTS LIVING ON CAMPUS

	2011			2015			2011-2015
Institution	Tuition and Fees	Average Room and Board	Total	Tuition and Fees	Average Room and Board	Total	% Change in Total Cost
Bluefield State College*	\$4,908	\$0	\$4,908	\$6,120	\$0	\$6,120	24.7%
Concord University	\$5,446	\$7,446	\$12,892	\$6,744	\$8,439	\$15,183	17.8%
Fairmont State University	\$5,326	\$6,784	\$12,110	\$6,620	\$8,078	\$14,698	21.4%
Glenville State College	\$5,352	\$5,352	\$10,704	\$7,032	\$9,114	\$16,146	50.8%
Marshall University	\$5,648	\$8,288	\$13,936	\$6,814	\$9,240	\$16,054	15.2%
Potomac State College of WVU	\$3,802	\$6,992	\$10,794	\$4,752	\$7,886	\$12,638	17.1%
Shepherd University	\$5,554	\$8,037	\$13,591	\$6,830	\$9,521	\$16,351	20.3%
West Liberty University	\$5,266	\$7,440	\$12,706	\$6,702	\$8,430	\$15,132	19.1%
West Virginia State University	\$5,038	\$6,629	\$11,667	\$6,662	\$8,111	\$14,773	26.6%
West Virginia University	\$5,674	\$8,771	\$14,445	\$7,632	\$10,253	\$17,885	23.8%
WVU Institute of Technology	\$5,344	\$7,500	\$12,844	\$6,336	\$9,489	\$15,825	23.2%

\* Bluefield State College has no on-campus housing.



# SUCCESS

Knowledge | Progress | Completion

## LEADING THE WAY: SUCCESS

Providing educational opportunity requires not just initial access to higher education, but ensuring that enrolled students are provided a quality postsecondary education that enables them to be productive and contributing members of society. Success entails students achieving intended learning outcomes in general education and their program of study, making steady progress toward completion, and ultimately earning a credential that prepares them for the workforce.



## IN ACTION...

- ▶ To encourage students to complete their degrees in a timely manner, the Commission launched a public awareness campaign called "15 to Finish." The campaign stresses the importance of earning at least 15 credits per semester and reminds students to meet regularly with their advisors. Since the campaign began, the number of entering freshmen taking 15 credits or more per semester increased by seven percentage points.
- ▶ Through its GEAR UP program, the Commission funded a statewide partnership, "Make Cents WV" to increase students' financial literacy skills, particularly in regards to financial aid and student loan borrowing.
- ▶ In 2015, the Commission and Council launched the "5 Star Challenge," a call to action to West Virginia's colleges and universities to adopt a set of exemplary standards for serving student veterans. All public institutions in the state have since met the challenge.

## PASSING RATE FOR FIRST-TIME FRESHMEN IN DEVELOPMENTAL EDUCATION: COHORTS 2010–2014

### *West Virginia Highlights*

- ▶ The percentage of students passing English/writing developmental education courses within the first two years decreased 1.3 percentage points from 80.1 percent in 2013 to 78.8 percent in 2014. The percentage of students passing English/writing increased 11.4 percentage points compared with the 2010 rate of 67.4 percent.
- ▶ The proportion of students passing developmental math courses within the first two years decreased by 1.3 percentage points from 70.6 percent in 2013 to 69.3 percent in 2014. When compared to passing rates in 2010, the proportion increased 4.6 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.

*Note: Table begins next page.*

**PASSING RATE FOR FIRST-TIME FRESHMEN IN DEVELOPMENTAL EDUCATION**

<b>Institution</b>	<b>Subject</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Bluefield State College	English/Writing	73.5%	68.4%	77.2%	70.2%	72.3%
	Math	66.3%	54.0%	70.5%	72.7%	71.6%
Concord University	English/Writing	60.8%	60.7%	69.7%	72.4%	55.9%
	Math	68.3%	69.1%	76.0%	80.5%	75.1%
Fairmont State University	English/Writing	69.8%	79.7%	73.2%	83.6%	88.5%
	Math	68.2%	68.4%	75.2%	76.1%	79.6%
Glenville State College	English/Writing	60.7%	68.5%	77.5%	75.2%	68.9%
	Math	57.2%	66.7%	61.4%	67.0%	56.5%
Marshall University	English/Writing	56.3%	77.9%	76.1%	86.7%	85.8%
	Math	68.8%	68.9%	65.6%	69.4%	76.8%
Potomac State College of WVU	English/Writing	64.1%	68.7%	73.0%	76.7%	76.1%
	Math	60.4%	61.1%	68.5%	64.2%	63.5%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	80.0%	81.1%	79.1%	85.4%	85.8%
	Math	73.6%	79.8%	81.0%	82.9%	85.8%
West Virginia State University	English/Writing	0.0%	33.3%	73.0%	78.4%	71.9%
	Math	38.5%	54.1%	56.6%	59.9%	55.3%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute of Technology	English/Writing	79.0%	73.3%	87.5%	85.3%	88.0%
	Math	43.6%	55.9%	65.5%	76.0%	64.3%
<b>TOTAL</b>						
	<i>English/Writing</i>	<i>67.4%</i>	<i>72.0%</i>	<i>75.0%</i>	<i>80.1%</i>	<i>78.8%</i>
	<i>Math</i>	<i>64.7%</i>	<i>66.0%</i>	<i>69.3%</i>	<i>70.6%</i>	<i>69.3%</i>

\* Does not offer developmental education.

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



## PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS: COHORTS 2010– 2014

### *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 6.4 percentage points from 64.8 percent in 2013 to 71.2 percent in 2014.
- ▶ The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 7.1 percentage points from 37.5 percent in 2013 to 44.6 percent in 2014.

### *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: Table begins next page.*

## PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS

Institution	Subject	2010	2011	2012	2013	2014
Bluefield State College	English/Writing	41.8%	49.5%	52.2%	48.9%	60.7%
	Math	36.7%	34.0%	35.5%	49.7%	67.6%
Concord University	English/Writing	55.2%	55.0%	68.0%	70.7%	52.9%
	Math	27.4%	25.3%	28.4%	31.2%	27.2%
Fairmont State University	English/Writing	52.4%	56.9%	58.8%	62.9%	83.6%
	Math	28.1%	31.2%	24.1%	34.4%	81.8%
Glennville State College	English/Writing	28.7%	46.8%	47.1%	59.4%	58.5%
	Math	13.9%	19.5%	10.9%	26.3%	46.1%
Marshall University	English/Writing	18.8%	66.7%	62.4%	69.7%	88.9%
	Math	45.3%	47.2%	42.7%	53.6%	58.4%
Potomac State College of WVU	English/Writing	45.7%	45.4%	48.8%	49.0%	51.1%
	Math	27.2%	26.6%	28.2%	28.4%	28.7%
Shepherd University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
West Liberty University	English/Writing	46.4%	55.7%	63.7%	91.7%	90.7%
	Math	41.2%	41.5%	39.1%	35.4%	47.2%
West Virginia State University	English/Writing	0.0%	0.0%	56.8%	60.8%	70.6%
	Math	15.4%	24.7%	33.6%	29.9%	28.4%
West Virginia University*	English/Writing	.	.	.	.	.
	Math	.	.	.	.	.
WVU Institute of Technology	English/Writing	53.2%	51.1%	65.6%	56.8%	69.9%
	Math	21.8%	17.6%	29.3%	40.0%	30.4%
<b>TOTAL</b>	<b>English/Writing</b>	<b>45.6%</b>	<b>53.6%</b>	<b>56.3%</b>	<b>64.8%</b>	<b>71.2%</b>
	<b>Math</b>	<b>32.5%</b>	<b>33.4%</b>	<b>31.6%</b>	<b>37.5%</b>	<b>44.6%</b>

\* 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 2010– 2014

## *West Virginia Highlights*

- ▶ From 2013 to 2014, the one-year retention rate increased 1.0 percentage point from 74.7 percent in 2013 to 75.7 percent in 2014.
- ▶ The largest gain from 2013 to 2014 was at Glenville State College, with an increase of 2.3 percentage points.
- ▶ The largest gain over the five-year period was at Bluefield State College, with an increase of 2.8 percentage points.
- ▶ From 2010 to 2014, four of the eleven four-year public institutions experienced decreases in their retention rates with the largest of 6.5 percentage points at Potomac State College of WVU.

## *National Context*

The national proportion of fall 2014 first-time freshmen at four-year public institutions who were retained at any institution the following fall was 88.2 percent, while the proportion retained at the same institution was slightly lower at 79.2 percent (National Student Clearinghouse, 2016). In the SREB region, the one-year persistence rate for the 2013 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 2013 (SREB, 2016).

## *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	2010	2011	2012	2013	2014
Bluefield State College	59.9%	61.9%	65.9%	63.4%	62.7%
Concord University	71.1%	71.7%	71.4%	75.1%	72.3%
Fairmont State University	72.8%	72.6%	71.1%	71.4%	72.9%
Glenville State College	65.5%	61.3%	62.8%	64.6%	66.9%
Marshall University	76.1%	77.7%	75.3%	77.4%	78.0%
Potomac State College of WVU	58.9%	56.4%	56.8%	52.6%	52.4%
Shepherd University	72.8%	67.6%	74.3%	73.1%	71.8%
West Liberty University	74.8%	76.8%	75.1%	78.5%	76.1%
West Virginia State University	67.2%	60.7%	62.5%	62.9%	65.0%
West Virginia University	80.5%	78.7%	80.0%	79.6%	81.6%
WVU Institute of Technology	68.3%	54.5%	68.9%	62.8%	66.5%
<b>Total</b>	<b>75.1%</b>	<b>73.7%</b>	<b>74.7%</b>	<b>74.7%</b>	<b>75.7%</b>

## FALL-TO-FALL RETENTION RATES FOR AT-RISK POPULATIONS: COHORTS 2010-2014

### *West Virginia Highlights*

- From 2013 to 2014, part-time, first-time freshmen (45.4 percent) saw the largest one-year increase at 5.6 percentage points, followed by undergraduate adult students (56.8 percent) at 4.1 percentage points, transfer students (73.6 percent) at 0.8 percentage points, and low-income students (67.6 percent) at 0.5 percentage points.
- The only at-risk population that experienced a decline in fall-to-fall retention between 2013 and 2014 was underrepresented minority students decreasing 1.0 percentage point from 63.8 percent in 2013 to 62.8 percent in 2014.
- Over the five-year period, only two of the identified special populations saw an increase in the percentage of students retained. The percentage of part-time, first-time freshmen retained increased 1.6 percentage points from the 2010 rate of 43.8 percent, and transfer students saw a 1.0 percentage point increase from the 2010 rate of 72.6 percent.

### *National Context*

The national average for fall-to-fall retention for first-year adult students returning to the same institution was 47.1 percent. The percent was slightly higher for students who were retained to any higher education institution at 50.5 percent (National Student Clearinghouse, 2016). 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)

	2010	2011	2012	2013	2014
Low-Income Students	70.3%	68.2%	66.8%	67.1%	67.6%
Part-Time, First-Time Freshmen	43.8%	43.9%	48.0%	39.8%	45.4%
Transfer Students (from 2-year, from 4-year)	72.6%	72.4%	73.4%	72.8%	73.6%
Undergraduate Adults	57.5%	57.8%	54.6%	52.7%	56.8%
Underrepresented Minority	63.1%	61.2%	63.2%	63.8%	62.8%

## PERCENT OF FIRST-TIME FRESHMEN EARNING 30 HOURS IN THEIR FIRST YEAR: COHORTS 2011– 2015

### *West Virginia Highlights*

- ▶ In 2015, 53.1 percent of first-time freshmen took at least 30 hours within their first year of enrollment. This represents a 3.1 percentage point increase from 2014 (50.0 percent) and a 7.2 percentage point increase from 2011 (45.9 percent).
- ▶ Glenville State College saw the largest one-year increase of students earning 30 credit hours, increasing 11.5 percent from 30.8 percent in 2014 to 42.3 percent in 2015
- ▶ The institution with the highest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Liberty University at 64.5 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 27.0 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. 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	2011	2012	2013	2014	2015
Bluefield State College	26.6%	24.8%	32.0%	31.0%	33.7%
Concord University	36.5%	42.4%	35.6%	48.6%	43.4%
Fairmont State University	36.6%	33.5%	35.4%	35.6%	43.6%
Glenville State College	25.5%	21.1%	34.2%	30.8%	42.3%
Marshall University	47.8%	47.6%	50.2%	53.8%	56.9%
Potomac State College of WVU	25.1%	29.1%	25.5%	23.7%	27.0%
Shepherd University	35.8%	40.2%	42.0%	44.8%	41.1%
West Liberty University	61.3%	56.7%	61.7%	63.7%	64.5%
West Virginia State University	21.5%	21.2%	27.2%	27.8%	27.8%
West Virginia University	55.6%	54.7%	59.0%	58.3%	62.6%
WVU Institute of Technology	27.5%	41.9%	31.4%	37.7%	41.3%
<b>Total</b>	<b>45.9%</b>	<b>46.0%</b>	<b>48.7%</b>	<b>50.0%</b>	<b>53.1%</b>

## FOUR-YEAR GRADUATION RATES FOR FIRST-TIME FRESHMEN SEEKING A BACHELOR'S DEGREE: COHORTS 2008– 2012

### *West Virginia Highlights*

- ▶ Four-year graduation rates have increased 1.3 percentage points from 26.1 percent for the 2011 cohort to 27.4 percent for the 2012 cohort. This represents a 5.4 percentage point increase from the 22.0 percent reported for the 2008 cohort.
- ▶ The largest one-year increase was at Shepherd University, increasing 6.1 percentage points from 23.4 percent for the 2011 cohort to 29.5 percent for the 2012 cohort. West Liberty University saw the largest five-year increase (12.9 percentage points), increasing from 17.4 percent for the 2008 cohort to 30.3 percent for the 2012 cohort.
- ▶ Only two institutions saw a decline in their four-year graduation rates: Glenville State College (22.2 percent) at 4.4 percentage points and Marshall University (25.5 percent) at 1.6 percentage points.

### *National Context*

Across the SREB states, 31.7 percent of first-time, full-time bachelor's degree-seeking freshmen in the 2007 cohort graduated within four years. Nationally, the rate was slightly higher at 33.4 percent. West Virginia ranked 11th out of the sixteen states that comprise the SREB (SREB, 2015).

### *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	2008	2009	2010	2011	2012
Bluefield State College	9.4%	8.8%	9.2%	9.1%	13.7%
Concord University	17.1%	17.7%	17.7%	17.2%	19.0%
Fairmont State University	14.5%	13.7%	12.5%	16.6%	18.7%
Glenville State College	8.2%	16.8%	22.2%	26.6%	22.2%
Marshall University	22.1%	21.7%	23.6%	27.1%	25.5%
Shepherd University	17.9%	20.2%	23.9%	23.4%	29.5%
West Liberty University	17.4%	24.3%	20.9%	29.0%	30.3%
West Virginia State University	2.7%	4.8%	8.7%	9.6%	12.1%
West Virginia University	28.2%	27.5%	28.1%	30.6%	31.5%
WVU Institute of Technology	9.6%	10.4%	13.1%	14.8%	18.7%
<b>Total</b>	<b>22.0%</b>	<b>21.9%</b>	<b>23.5%</b>	<b>26.1%</b>	<b>27.4%</b>

\* 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.



## FOUR-YEAR GRADUATION RATES FOR STUDENTS SEEKING A BACHELOR'S DEGREE FOR AT-RISK POPULATIONS: COHORTS 2008– 2012

### *West Virginia Highlights*

- ▶ From 2011 to 2012, all at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased from 18.8 to 19.6 percent; transfer students increased from 45 to 45.1 percent; undergraduate adults increased from 37.2 to 38.7 percent; and underrepresented minorities increased from 15.7 to 16.4 percent.
- ▶ Over the five-year span from 2008 to 2012, all at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased 5.1 percentage points; transfer students increased 0.9 percentage points; undergraduate adults increased 1.6 percentage points; and underrepresented minorities increased 4.7 percentage points.

### *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 at four-year public institutions, the four-year graduation rate for fall 2008 underrepresented race minorities was 24.8 percent for Hispanic students; 19.1 percent for American Indian or Alaskan Native students; 18.6 percent for Black or African American students; 22.1 percent for Native Hawaiian or Other Pacific Islander students; and 35.2 percent for multi-racial students (NCES, 2016).

### *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

	2008	2009	2010	2011	2012
Low-Income Students	14.5%	14.9%	16.8%	18.8%	19.6%
Transfer Students	44.2%	42.4%	43.6%	45.0%	45.1%
Undergraduate Adults	37.1%	34.6%	39.0%	37.2%	38.7%
Underrepresented Minority	11.7%	11.3%	13.5%	15.7%	16.4%

## SIX-YEAR GRADUATION RATE FOR FIRST-TIME FRESHMEN SEEKING A BACHELOR'S DEGREE: COHORTS 2006– 2010

### *West Virginia Highlights*

- Six-year graduation rates increased 1.4 percentage points at four-year public institutions from 46.8 percent for the 2009 cohort to 48.2 percent for the 2010 cohort.
- Glenville State College saw the greatest one- and five-year increases at 15.5 and 14.6 percentage points, respectively.
- The largest decrease over the five-year period was at Concord University, with a decline of 5.1 percentage points.

### *National Context*

The national proportion of fall 2007 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 57.7 percent. The figure was higher for women than for men in public institutions (60.3 percent for women, 54.6 percent for men) and private, not-for-profit institutions (67.7 percent for women, 62.3 percent 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	2006	2007	2008	2009	2010
Bluefield State College	22.2%	17.3%	25.0%	19.6%	23.4%
Concord University	40.6%	39.2%	37.3%	41.6%	35.5%
Fairmont State University	38.0%	37.6%	34.1%	33.8%	33.1%
Glenville State College	32.9%	33.5%	31.2%	32.0%	47.5%
Marshall University	45.1%	45.4%	45.2%	45.6%	46.1%
Shepherd University	45.2%	39.8%	42.6%	50.2%	48.3%
West Liberty University	40.1%	41.3%	39.5%	49.4%	44.4%
West Virginia State University	17.7%	18.6%	19.6%	21.8%	26.7%
West Virginia University	55.4%	56.0%	56.2%	55.7%	56.4%
WVU Institute of Technology	34.5%	25.7%	27.0%	27.4%	31.9%
<b>Total</b>	<b>47.0%</b>	<b>46.3%</b>	<b>46.6%</b>	<b>46.8%</b>	<b>48.2%</b>

\* 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 2006– 2010

### *West Virginia Highlights*

- ▶ The six-year graduation rate for all at-risk populations grew from 2009 to 2010. Underrepresented minorities (36.0 percent) saw the largest increase at 3.8 percentage points while undergraduate adults (42.4 percent) saw the smallest increase at 1.2 percentage points.
- ▶ Between the 2006 and 2010 cohorts, underrepresented minority students saw the largest five-year increase from 29.1 to 36.0 percent. The largest five-year decline during the same time period was for undergraduate adults, declining 4.8 percentage points from 47.2 to 42.4 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

	2006	2007	2008	2009	2010
Low-Income Students	35.1%	34.7%	34.9%	35.5%	38.7%
Transfer Students	53.4%	53.2%	53.2%	51.3%	52.7%
Undergraduate Adults	47.2%	43.8%	43.8%	41.2%	42.4%
Underrepresented Minority	29.1%	29.8%	31.3%	32.2%	36.0%

## PASS RATES OF BACCALAUREATE DEGREE EARNERS ON LICENSURE/ CERTIFICATION EXAMS: YEARS ENDING JUNE 2011– 2015

### *West Virginia Highlights*

- ▶ Dietetics saw the only increase in pass rates from 2014 to 2015. Cytotechnology, Medical Technology, Nursing, Praxis II, and Social Work all decreased over the one-year period. Dental Hygiene remained at a 100 percent pass rate.
- ▶ 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*

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 2016, West Virginia nursing students at the bachelor's degree level passed their licensure exams at a higher rate (89.5 percent) than the national average of 88.1 percent.

### *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	2011	2012	2013	2014	2015
Cytotechnology	100.0%	100.0%	83.3%	100.0%	33.3%
Dental Hygiene	97.7%	98.5%	92.7%	100.0%	100.0%
Dietetics	0.0%	83.3%	85.7%	83.3%	92.3%
Medical Technology	68.4%	87.5%	50.0%	73.1%	66.7%
Nursing	91.3%	86.4%	86.4%	92.2%	89.5%
Praxis II (Learning and Teaching)	93.2%	94.2%	87.8%	86.5%	85.6%
Social Work (State)	84.6%	78.1%	89.7%	69.0%	65.3%

## PASS RATES OF GRADUATE/PROFESSIONAL DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS: YEARS ENDING JUNE 2011 – 2015

### *West Virginia Highlights*

- ▶ 2015 licensure pass rates increased in 2 of 13 areas when compared to 2014 and 2 of the 11 with available data since 2011.
- ▶ The areas of Dentistry, National Exam in Speech Pathology and Audiology, Occupational Therapy, Pharmacy, and Physical Therapy, all have pass rates above 90 percent for each of the five years examined.
- ▶ New reporting methods combine Complex and USMLE Step 3 under a general medicine category, where pass rates have remained above 90 percent from 2012 to 2015.

### *National Context*

The last national report on passage rates of baccalaureate degree earners on licensure/certification exams was published in 2008. With no recent national comparison data available, national context for this item will not be provided at this time.

### *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	2011	2012	2013	2014	2015
Complex Level 3	92.7%	.	.	.	.
Dentistry	98.5%	97.0%	98.0%	100.0%	100.0%
Dietetics	100.0%	77.8%	88.9%	93.3%	100.0%
Family Nurse Practitioner	97.0%	76.3%	89.7%	93.1%	83.9%
Law	80.6%	77.9%	76.0%	72.5%	58.0%
Medicine (USMLE Step 3 or COMPLEX Level 3)	.	98.5%	97.8%	94.6%	95.9%
National Certified Counselor	85.2%	100.0%	92.3%	93.8%	94.4%
National Exam in Speech Pathology and Audiology	100.0%	96.3%	100.0%	100.0%	100.0%
Occupational Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Pharmacy	95.9%	97.2%	98.7%	97.5%	96.4%
Physical Therapy	100.0%	96.8%	100.0%	97.2%	94.4%
Teacher Education-Praxis II	90.8%	90.8%	91.4%	90.6%	85.9%
USMLE Step 3	97.9%	.	.	.	.
WV Competency Exam for Counselor Licensing	97.1%	100.0%	0.0%	96.6%	90.9%

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



## AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK: FALL 2011– 2015

### *West Virginia Highlights*

- ▶ Overall, faculty salaries decreased 0.3 percent between 2014 and 2015. Salary gains since 2011 were 3.9 percent.
- ▶ The largest one-year percentage increase by faculty rank was for Assistant Professors at 0.5 percent (\$294) while the largest five-year percentage increase was for Lecturers at 6.5 percent (\$3,256) from 2011 to 2015.
- ▶ Over the five-year period, the smallest increase was for Associate Professors who realized, on average, a 3.6 percent increase in salary.

### *National Context*

Among SREB states, the average salary in 2014-15 for full-time faculty at public four-year institutions was \$109,739 for full professors, \$77,853 for associate professors, \$67,488 for assistant professors and \$47,259 for instructors which combined for an overall average salary of \$77,662 (SREB, 2016). West Virginia's faculty compensation ranked 12th out of 16 SREB states in 2014-15.

### *About this Measure*

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time instructional faculty from fall 2011 to fall 2015. 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, 2016).

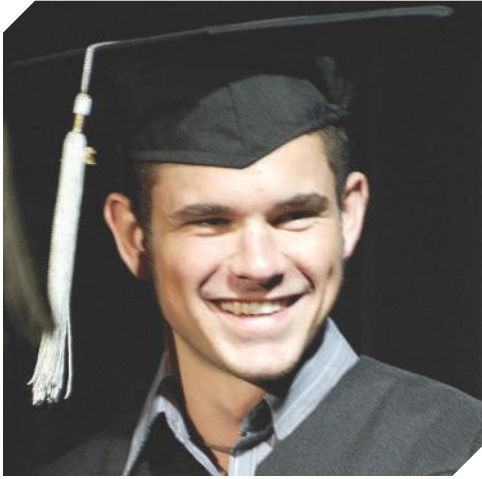
## AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, FALL 2015

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant and Other*	All Ranks
Bluefield State College	\$72,024	\$62,181	\$53,527	\$39,570	\$40,320	\$47,362	\$58,691
Concord University	\$69,259	\$59,421	\$51,423	\$41,666	\$32,002	\$0	\$57,086
Fairmont State University	\$74,909	\$64,302	\$52,621	\$40,342	\$0	\$39,338	\$60,698
Glenville State College	\$68,782	\$63,269	\$51,398	\$43,243	\$0	\$43,442	\$55,456
Marshall University	\$78,995	\$66,838	\$60,331	\$35,971	\$0	\$0	\$64,748
Potomac State College of WVU	\$68,887	\$54,239	\$46,996	\$42,382	\$0	\$0	\$51,182
Shepherd University	\$75,680	\$62,992	\$56,268	\$0	\$46,790	\$0	\$62,400
West Liberty University	\$68,610	\$66,145	\$56,831	\$47,602	\$40,819	\$0	\$60,483
West Virginia State University	\$66,336	\$58,221	\$48,039	\$32,951	\$0	\$0	\$55,850
West Virginia University	\$111,248	\$79,609	\$67,490	\$43,605	\$58,132	\$0	\$81,390
WVU Institute of Technology	\$78,429	\$64,277	\$57,329	\$42,863	\$55,464	\$0	\$63,493
<b>SYSTEM</b>	<b>\$89,520</b>	<b>\$71,174</b>	<b>\$60,874</b>	<b>\$40,281</b>	<b>\$53,388</b>	<b>\$42,033</b>	<b>\$69,669</b>

\* 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, FALL 2011-2015

Rank	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Professor	\$86,322	\$87,348	\$88,122	\$89,550	\$89,520	0.0%	3.7%
Associate Professor	\$68,726	\$70,622	\$71,520	\$72,127	\$71,174	-1.3%	3.6%
Assistant Professor	\$57,192	\$58,444	\$59,161	\$60,580	\$60,874	0.5%	6.4%
Instructor	\$41,246	\$40,349	\$40,445	\$40,769	\$40,281	-1.2%	-2.3%
Lecturer	\$50,132	\$49,771	\$51,526	\$53,819	\$53,388	-0.8%	6.5%
Graduate Assistant and Other	\$47,529	\$52,214	\$45,786	\$46,402	\$42,033	-9.4%	-11.6%
<b>All Ranks</b>	<b>\$67,055</b>	<b>\$68,121</b>	<b>\$68,775</b>	<b>\$69,848</b>	<b>\$69,669</b>	<b>-0.3%</b>	<b>3.9%</b>

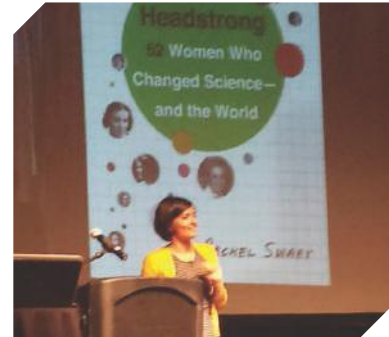


# IMPACT

Social | Cultural | Economic

## LEADING THE WAY: IMPACT

Public four-year 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.



## IN ACTION...

- ▶ In 2015, West Virginia's public four-year institutions awarded a **record number of degrees** – up nearly six percent over the past five years.
- ▶ The Commission's divisions of Science and Research and Health Sciences conduct various initiatives to promote STEM and healthcare education. Over the past five years, the number of health care degrees awarded by the public four-year has increased by 20.8 percent. And the number of STEM degrees awarded has increased by 10.7 percent.
- ▶ The Division of Financial Aid has been working closely with students, families, and administrators to promote financial aid opportunities and smart borrowing. Since 2011, average student loan debt among West Virginia students has decreased by 13.3 percent.

# DEGREES/CREDENTIALS AWARDED BY LEVEL SYSTEM-WIDE: ACADEMIC YEARS 2011 – 2015

## *West Virginia Highlights*

- ▶ The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2015-16 was 13,763, which was 1.1 percent higher than the 2014-15 figure of 13,613.
- ▶ Over the five-year time period, the number of degrees and credentials has increased by 5.8 percent from the 2011-12 level of 13,008.
- ▶ The largest one-year increase in the number of awards was in bachelor's degrees with a growth of 389 which occurred between 2012-13 and 2013-14.

## *National Context*

Across the SREB states, in the decade from 2004-05 to 2013-14, the number of awards conferred at four-year public colleges and universities grew by 31.3 percent from 470,328 to 617,364. The 2013-14 total also represents a 1.5 percent increase over the 2012-13 total of 608,064. The proportion of these degrees that were bachelor's degrees remained relatively constant at 69.9 percent, while the proportion that were associate's degrees and certificates decreased from 2.3 percent in 2012-13 to 2.2 percent in 2013-14. The proportion of advanced degrees decreased from 28.3 percent to 27.9 percent (SREB, 2016).

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

	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Associate's	534	551	711	710	624	-12.1%	16.9%
Bachelor's	8,886	8,839	9,120	9,269	9,453	2.0%	6.4%
Master's	2,696	2,610	2,586	2,653	2,624	-1.1%	-2.7%
Post-Master's Certificate	16	21	20	42	22	-47.6%	37.5%
Doctor's : Professional Practice	698	732	714	738	811	9.9%	16.2%
Doctor's : Research / Scholarship	178	174	165	201	229	13.9%	28.7%
<b>Total</b>	<b>13,008</b>	<b>12,927</b>	<b>13,316</b>	<b>13,613</b>	<b>13,763</b>	<b>1.1%</b>	<b>5.8%</b>

## DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL: ACADEMIC YEARS 2011-2015

### *West Virginia Highlights*

- ▶ From 2011-12 to 2015-16, Potomac State College of WVU saw the greatest five-year increase of graduates at 33.2 percent and only WVU Institute of Technology saw a decline in graduates at 8.7 percent.
- ▶ 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 6.4 percent over the five-year period.
- ▶ While the number of post-master's certificate and doctor's - professional practice granting programs has remained the same since 2011; 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	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	Associate's	92	98	117	87	130	49.4%	41.3%
	Bachelor's	240	249	240	170	209	22.9%	-12.9%
	TOTAL	332	347	357	257	339	31.9%	2.1%
Concord University	Associate's	0	0	1	1	1	0.0%	.
	Bachelor's	432	431	429	435	445	2.3%	3.0%
	Master's	24	29	71	75	92	22.7%	283.3%
	TOTAL	456	460	501	511	538	5.3%	18.0%
Fairmont State University	Associate's	71	112	108	90	85	-5.6%	19.7%
	Bachelor's	644	624	613	598	665	11.2%	3.3%
	Master's	89	111	93	85	77	-9.4%	-13.5%
	TOTAL	804	847	814	773	827	7.0%	2.9%
Glenville State College	Associate's	57	31	47	55	70	27.3%	22.8%
	Bachelor's	150	174	176	136	177	30.1%	18.0%
	TOTAL	207	205	223	191	247	29.3%	19.3%

*Table continues*



Institution	Award Type	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Marshall University	Associate's	111	99	111	115	85	-26.1%	-23.4%
	Bachelor's	1547	1561	1604	1590	1600	0.6%	3.4%
	Master's	848	774	769	729	812	11.4%	-4.2%
	Post-Master's Certificate	16	21	20	42	22	-47.6%	37.5%
	Doctor's - Professional Practice	102	111	123	128	209	63.3%	104.9%
	Doctor's - Research / Scholarship	16	16	10	18	19	5.6%	18.8%
	TOTAL	2640	2582	2637	2622	2747	4.8%	4.1%
Potomac State College of WVU	Associate's	172	177	295	328	231	-29.6%	34.3%
	Bachelor's	18	20	19	24	22	-8.3%	22.2%
	TOTAL	190	197	314	352	253	-28.1%	33.2%
Shepherd University	Bachelor's	675	714	762	790	722	-8.6%	7.0%
	Master's	63	56	70	71	63	-11.3%	0.0%
	TOTAL	738	770	832	861	785	-8.8%	6.4%
West Virginia School of Osteopathic Medicine	Doctor's - Professional Practice	157	197	180	182	187	2.7%	19.1%
	TOTAL	157	197	180	182	187	2.7%	19.1%
West Liberty University	Associate's	31	34	32	34	22	-35.3%	-29.0%
	Bachelor's	401	454	462	505	500	-1.0%	24.7%
	Master's	19	20	33	33	77	133.3%	305.3%
	TOTAL	451	508	527	572	599	4.7%	32.8%
West Virginia State University	Bachelor's	414	397	418	432	416	-3.7%	0.5%
	Master's	11	13	17	11	22	100.0%	100.0%
	TOTAL	425	410	435	443	438	-1.1%	3.1%
West Virginia University	Bachelor's	4204	4078	4268	4437	4550	2.5%	8.2%
	Master's	1642	1607	1533	1649	1481	-10.2%	-9.8%
	Doctor's - Professional Practice	439	424	411	428	415	-3.0%	-5.5%
	Doctor's - Research / Scholarship	162	158	155	183	210	14.8%	29.6%
	TOTAL	6447	6267	6367	6697	6656	-0.6%	3.2%
WVU Institute of Technology	Bachelor's	161	137	129	152	147	-3.3%	-8.7%
	TOTAL	161	137	129	152	147	-3.3%	-8.7%

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

## NUMBER OF GRADUATE PROGRAMS

Award Type	2011	2012	2013	2014	2015
Master's	108	108	111	116	117
Post-Master's Certificate	2	2	2	2	2
Doctor's: Professional Practice	13	13	13	13	13
Doctor's: Research / Scholarship	35	37	38	38	38

## STEM, STEM EDUCATION, AND HEALTH DEGREES AWARDED: ACADEMIC YEARS 2011– 2015

### *West Virginia Highlights*

- ▶ The total number of health degrees has increased 4.9 percent from 2,097 in 2014 to 2,199 in 2015. The largest one-year increase was for doctor's – professional practice which increased 14.4 percent from 585 to 669. Health degrees have increased 20.8 percent from the 2011 figure of 1,820.
- ▶ The total number of STEM degrees has increased 4.8 percent from 3,315 in 2014 to 3,475 in 2015. The largest one-year increase was for doctor's – research/scholarship degrees which increased 17.5 percent from 103 to 121. Over the five-year period, STEM degrees have increased 10.7 percent from the 2011 figure of 3,138.
- ▶ 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 138, a 6.8 percent decline from the 148 degrees awarded in 2014.

### *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, bachelors, 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	2011	2012	2013	2014	2015	2014-2015 % Change	2011-2015 % Change
Health	Associate's	280	320	328	296	278	-6.1%	-0.7%
	Bachelor's	709	754	753	847	900	6.3%	26.9%
	Master's	296	335	388	351	337	-4.0%	13.9%
	Doctor's - Research / Scholarship	16	17	9	18	15	-16.7%	-6.3%
	Doctor's - Professional Practice	519	569	552	585	669	14.4%	28.9%
	Total	1,820	1,995	2,030	2,097	2,199	4.9%	20.8%
STEM	Associate's	62	52	78	66	69	4.5%	11.3%
	Bachelor's	2579	2455	2572	2732	2859	4.6%	10.9%
	Master's	397	377	356	403	418	3.7%	5.3%
	Doctor's - Research / Scholarship	90	94	94	103	121	17.5%	34.4%
	Doctor's - Professional Practice	10	11	8	11	8	-27.3%	-20.0%
	Total	3,138	2,989	3,108	3,315	3,475	4.8%	10.7%
STEM Education*	Total	.	.	155	148	138	-6.8%	-

\* 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.

## AVERAGE UNDERGRADUATE LOAN DEBT OF BACHELOR'S DEGREE GRADUATES: ACADEMIC YEARS 2011– 2015

### *West Virginia Highlights*

- ▶ Average loan debt for bachelor's degree students decreased 3.8 percent, from \$37,764 in 2014 to \$32,757 in 2015.
- ▶ The five-year trend in loan debt shows a decrease of 13.3 percent from the \$34,065 figure in 2011.
- ▶ Only Potomac State College of WVU saw a one-year increase in loan debt which increased 24.4 percent from 2014 to 2015.
- ▶ From 2011 to 2015, only Shepherd University and WVU Institute of Technology saw loan debt rise at rates of 0.4 percent and 20.8 percent, respectively.

### *National Context*

The College Board reports that 61 percent of students who earned bachelor's degrees in 2014-15 graduated with student loan debt and borrowed an average of \$28,100, an increase of 18.1 percent in 10 years. Between 2006-07 and 2015-16, the number of federal Stafford Loan borrowers increased by 17.4 percent. During the same period, average Direct Loans per borrower grew from \$7,943 to \$8,623 (inflation adjusted), an increase of 8.6 percent. Undergraduate students in 2015-16 borrowed an average of \$4,720 per FTE student (College Board, 2016).

### *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\*

	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Bluefield State College	\$28,082	\$24,950	\$27,827	\$26,681	\$22,964	-13.9%	-18.2%
Concord University	\$21,984	\$23,694	\$25,096	\$26,526	\$21,303	-19.7%	-3.1%
Fairmont State University	\$28,944	\$29,150	\$30,753	\$30,339	\$25,591	-15.7%	-11.6%
Glenville State College	\$31,897	\$32,276	\$30,343	\$32,579	\$25,651	-21.3%	-19.6%
Marshall University	\$28,842	\$30,662	\$30,163	\$29,377	\$26,190	-10.9%	-9.2%
Potomac State College of WVU	\$26,784	\$24,975	\$21,298	\$17,960	\$22,335	24.4%	-16.6%
Shepherd University	\$29,107	\$32,592	\$32,181	\$33,945	\$29,230	-13.9%	0.4%
West Liberty University	\$31,627	\$33,108	\$33,181	\$33,706	\$27,385	-18.8%	-13.4%
West Virginia State University	\$27,290	\$29,135	\$28,536	\$31,202	\$25,783	-17.4%	-5.5%
West Virginia University	\$40,925	\$43,688	\$45,249	\$46,346	\$40,699	-12.2%	-0.6%
WVU Institute of Technology	\$21,187	\$24,783	\$22,584	\$27,166	\$25,604	-5.7%	20.8%
<b>Total</b>	<b>\$34,065</b>	<b>\$35,909</b>	<b>\$36,780</b>	<b>\$37,764</b>	<b>\$32,757</b>	<b>-13.3%</b>	<b>-3.8%</b>

\* 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 2009– 2013

### *West Virginia Highlights*

- ▶ The three-year student loan default rate at Commission institutions was 10.3 percent for FY 2013, a decrease of 1.3 percentage points from the 11.6 percent reported in FY 2012.
- ▶ The institutions with the highest three-year default rates were Bluefield State College (19.5 percent), Glenville State College (16.8 percent), and West Virginia State University (15.4 percent).
- ▶ West Virginia University, which includes Potomac State College of WVU and WVU Institute of Technology, had the lowest three-year student loan default rate of 7.4 percent in FY 2013.

### *National Context*

The U.S. Department of Education reported that the national three-year default rate for the Fiscal Year 2013 cohort was 11.3 percent across all sectors. The default rate among public four-year institutions is significantly lower, at 7.3 percent for the Fiscal Year 2013 cohort. Default rates in the public four-year sector historically have been much lower than those in both the public two-year and the for-profit sectors (U.S. Department of Education, 2016).

### *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. 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

	2009	2010	2011	2012	2013
Bluefield State College	17.7%	23.5%	26.8%	23.7%	19.5%
Concord University	16.0%	19.0%	17.3%	17.6%	15.0%
Fairmont State University	13.7%	18.2%	17.0%	14.2%	14.2%
Glenville State University	14.6%	23.9%	21.7%	23.0%	16.8%
Marshall University	9.9%	13.6%	13.4%**	11.7%	9.5%
Potomac State College of WVU*	7.6%	9.8%	10.5%	8.5%	7.4%
Shepherd University	6.8%	10.7%	11.4%	7.6%	9.5%
West Liberty University	15.4%	14.5%	18.1%	10.4%	10.6%
West Virginia State University	14.1%	16.4%	14.2%	16.6%	15.4%
West Virginia University*	7.6%	9.8%	10.5%	8.5%	7.4%
WVU Institute of Technology*	7.6%	9.8%	10.5%	8.5%	7.4%
<b>State Totals</b>	<b>10.7%</b>	<b>13.7%</b>	<b>13.7%**</b>	<b>11.6%</b>	<b>10.3%</b>

\* 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.

## RESEARCH GRANTS AND CONTRACTS: ACADEMIC YEARS 2011 – 2015

### *West Virginia Highlights*

- ▶ The total amount of research grants and contracts at West Virginia colleges and universities in academic year 2015 was \$150,960,243, which was 5.2 percent less than the figure of \$159,166,223 in 2014\*.
- ▶ Over the five-year time period, the amount of research grants and contracts has increased by 3.5 percent from \$145,818,637 in 2011.

### *National Context*

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$68.7 billion in Fiscal Year 2015. This figure represents a 2.2% increase from the Fiscal Year 2014 total of \$67.2 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 \$45.4 billion in Fiscal Year 2015 which was 1.8 percent greater than the \$44.7 billion expended in Fiscal Year 2014 (NSF, 2016).

### *About this Measure*

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

## RESEARCH GRANTS AND CONTRACTS

2011-12	\$145,818,637
2012-13	\$152,900,872
2013-14	\$139,024,537
2014-15	\$159,166,223
2015-16	\$150,960,243

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



## TOTAL SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES: FISCAL YEARS 2011 – 2015

### *West Virginia Highlights*

- ▶ Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities increased by 1.8 percent, from \$195,675,000 in Fiscal Year 2014 to \$199,167,000 in Fiscal Year 2015.
- ▶ Total science and engineering related R&D expenditures have declined over the five-year time period by 5.6 percent from the Fiscal Year 2011 level of \$210,889,000.

### *National Context*

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$68.7 billion in Fiscal Year 2015, which represents an increase of 2.2 percent over the previous year (\$67.2 billion). Adjusted for inflation, academic R&D increased by 0.2 percent in 2015. According to the NSF (2016), from Fiscal Year 2011 to Fiscal Year 2015 total science and engineering research and development expenditures at academic institutions grew by 5.2 percent from \$65.3 billion to \$68.7 billion. When adjusted for inflation, the five-year increase in total science and engineering R&D expenditures has declined approximately 5 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
2011	\$210,889,000
2012	\$196,318,000
2013	\$196,492,000
2014	\$195,675,000
2015	\$199,167,000

Source: National Science Foundation

## FEDERALLY-FUNDED SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES: FISCAL YEARS 2011 – 2015

### *West Virginia Highlights*

- ▶ The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in Fiscal Year 2015 was \$86,603,000 which was 4.2 percent less than the figure of \$90,374,000 in 2014.
- ▶ Over the five-year time period, the amount of federally-funded R&D has decreased by 24.2 percent from its 2011 level of \$114,245,000.

### *National Context*

Federal funding of science and engineering-related R&D in U.S. colleges and universities has remained steady at \$37.9 billion from fiscal year 2014 to fiscal year 2015. The overall level of federally-funded R&D expenditures in the United States has declined by 7.1 percent from \$40.7 billion in Fiscal Year 2011. 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, 2016).

### *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 S&E RESEARCH AND DEVELOPMENT EXPENDITURES

Year	Total Federally-Funded Expenditures
2011	\$114,245,000
2012	\$105,892,000
2013	\$94,978,000
2014	\$90,374,000
2015	\$86,603,000

Source: National Science Foundation

## OTHER SYSTEM RESEARCH AND DEVELOPMENT MEASURES: FISCAL YEAR 2014-2016 (PUBLICATIONS: ACADEMIC YEAR 2013-2015)

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*
2013-14	\$139,024,537	6	\$60,528	6	2,499****
2014-15	\$159,166,223	6	\$37,401	1	2,175
2015-16	\$150,960,243	6	\$40,126	1	1,716
Cumulative Total	\$449,151,003	18	\$138,055	8	\$6,390
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 continues to be a major emphasis for both the Commission and the Council. In previous years, efforts involved revising policy to meet state code, creating institutional appeals processes and promoting the Core Coursework Transfer Agreement. Work has now begun on developing true course equivalencies for transfer. A statewide committee of faculty members from both four-year and two-year schools agreed upon learning objectives for seven key courses identified as high transfer courses: college algebra, pre-calculus, calculus, trigonometry, physics, chemistry and anatomy and physiology. The learning objectives are then to be reviewed by faculty members in every public institution of higher education in West Virginia. Once consensus is reached on the learning objectives, faculty will submit course syllabi to the statewide committee. A list of approved course equivalencies will be created allowing students to use the courses not just for general studies credits but also as foundation courses for entry into the major.

### *Developmental Education Reform*

West Virginia continues to receive national recognition for work on reforming developmental education. Bruce Vandal, Vice President for Complete College America wrote in an op/ed column for the Charleston Gazette Mail: "The Commission and the Community and Technical College System should be commended for offering statewide and national leadership in developmental education" (September 25, 2016). A co-requisite academy was held for all public four-year institutions in September 2016 to meet a goal of having 80 percent of all students needing remediation to be in co-requisite courses by 2018 and 100 percent implementation by 2019. The Community College System went to scale with co-requisite courses in 2014 and student success rates in math and English have increased significantly. For example, pass rates for gateway math courses in the first two years of enrollment have increased from 14 percent to 67 percent.

### *Teacher Education*

The Teacher Education Advisory Committee (TEAC) has been working collaboratively on two key projects for the newly adopted accreditation by the Council for the Accreditation of Educator Preparation (CAEP). Both public and private teacher education programs throughout the state agreed to join a national consortium to survey their exiting seniors, graduates and graduate's supervisors. These surveys assist in meeting accreditation standards and allow institutions to assess the impact of their programs from different perspectives in the field. With the new state requirement of a teacher performance assessment for graduates working in the field, 15 educator preparation programs and three West Virginia P-12 county districts developed the WV Teacher Performance Assessment. The assessment is being piloted at 13 institutions during the current school year.

### *Global West Virginia*

Work continues on expansion of the COIL project or Collaborative Online International Learning. COIL trains faculty members how to implement on-line collaboration with international partners to link their classes with classes in different countries around the world. Workshops and webinars were held for administrators responsible for managing the J-1 Visitor Exchange Program. The Commission was granted designation by the U.S. State Department to sponsor visiting students, scholars, professors and researchers on the J-1 exchange visitor visa. Two statewide study abroad opportunities were announced, one for Montreal Canada and one for Mexico. The trips are open to all West Virginia college students and take place in the summer of 2017.

### *Advanced Technology Center*

West Virginia is fortunate to have two Advanced Technology Centers located in South Charleston and Fairmont. These centers are state-of-the-art education and training facilities designed to address 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 centers offer high-tech facilities and technologically advanced education to promote technical innovation throughout the state. The ATCs also offer ample laboratory space for programs such as Advanced Manufacturing Technology, Petroleum Technology, Advanced Welding Technology, Computer Networking Technology, and Health Care programming. The centers were constructed through partnerships between the Community and Technical College System, BridgeValley Community and Technical College, and Pierpont Community and Technical College. BridgeValley operates the center in South Charleston, while Pierpont operates the center in Fairmont.

## **FINANCE AND FACILITIES**

### *System Facilities Master Plan*

The System Facilities Master Plan was completed. 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 for the Higher Education Facilities Information System was included in the plan. The system will be developed and populated with data in Fiscal Year 2017.

### *wvOASIS*

Staff worked with the Human Resources Division to lead the implementation of the wvOASIS system Human Resources and 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. The Human Resources and Payroll module was successfully implemented in June 2016.

### *Energy Savings*

A survey is being conducted to determine levels of utility usage and monitoring at the campus-level. The results will be used to expand monitoring activities by installing additional meters for water, gas electricity and steam. In addition, opportunities for savings will be identified.

## 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 2016-17 with colleges across the state by standardizing the presentation, making it easier for high school counselors to request a workshop, and posting workshops to the CFVW website. Staff have been working with high schools and college access providers on an 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, West Virginia ranks fourth in the nation in the number of national credentials that have been earned by financial aid professionals. Division of Financial Aid staff also conducted state financial aid reviews to ensure accountability of institutions in processing state aid.

### *Coordination with Early FAFSA*

The 2017-18 FAFSA became available on October 1, 2016, three months earlier than in previous years. Applications for state financial aid were made available at the same time to coincide with the FAFSA, making it possible for students to apply for federal and state financial aid at the same time. Efforts are also being made to notify students of their eligibility for financial aid earlier so that students can make informed decisions when choosing a college.

## HEALTH SCIENCES

### *Graduate Medical Education*

Graduate medical education is in flux nationwide as funding becomes scarcer while demand for residency positions grows. Additionally, the two major systems of graduate medical education are in the process of merging into a single system. The Commission biannually convenes graduate medical education leaders from across the state to ensure the state's graduate medical education leaders are communicating and that potential state policy and programmatic solutions are identified and advanced.

### *West Virginia Alliance for Creative Health Solutions*

The Division of Health Sciences received a grant of \$150,000 from the Claude Worthington Benedum Foundation to support the work of the West Virginia Alliance for Creative Health Solutions, a network of primary care providers and the academic health centers working collaboratively to identify innovative ways to improve the health of their patients and the communities they serve. The Alliance also seeks to prevent primary care provider burnout by allowing the participating providers an opportunity to engage with colleagues and explore shared clinical interests and practice improvement ideas.

### *West Virginia Nursing Scholarship Program*

The West Virginia Nursing Scholarship Program released a completely online application process. The new format has resulted in an improved ability to market the program, a sharp increase in applications, and a simplified application review process. 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 nurse, undergraduate, or graduate nurse educators.

## HUMAN RESOURCES

### *Classification and Compensation*

In compliance with Senate Bill 439, passed during the 2015 legislative session, the Commission and Council contracted with an external 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. The study is intended to ensure consistency 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. The study revealed that the classification methodology used to assign pay grades is no longer valid. As a result, a new classification methodology is being developed that will modernize the way pay grades are assigned, resulting in proper alignment of classified job pay grades with their corresponding markets. Rollout is slated for July 2017.

### *Human Resources Report Card*

Charged with maintaining a fair, accountable, credible, transparent and systematic (FACTS) higher education human resources strategy, the Commission and Council presented the 2015 Human Resources Report Card to the Legislative Oversight Commission on Education Accountability. In an effort to reduce costs and create efficiencies for nineteen institutions who submit new data elements necessary for preparation of the Human Resources Report Card, the Division of Human Resources and the Division of Policy and Planning worked together to develop a secure online application. The application uses data from the fall personnel file submissions to calculate metrics that will be reported for each institution in the HR Report Card. Representatives from each institution will have the ability to review information to be reported for their institution months sooner than before. Use of the application and the automation of report generation is estimated to save thousands of dollars in valuable human capital time, as well as improve data accuracy. The application will be released in early 2017.

### *Human Resources Reviews*

Legislation passed in 2015 continued the requirement for the Division of Human Resources to conduct a review of the human resources function at each Commission and Council institution at least once every five years. Providing funding is available, the Division of Human Resources plans to release a Request for Proposal in 2017 for an external vendor to conduct the second review of the human resources operations at the institutional level.

### *Professional Development*

West Virginia Code requires the Commission and Council's Division of Human Resources to provide training and professional development opportunities apart from opportunities provided by the institution for persons engaged in the human resources function. Over the coming year, the Division of Human Resources will sponsor a series of professional development programs designed to ensure human resources employees of institutions of higher education are well versed in best practices, are able to obtain and maintain appropriate HR certifications and continue to serve their institutions with a high level of credibility and accountability. Efficiencies created by central coordination of training and development makes specialized training affordable during critical budget shortfalls, provides qualified individuals for human resources succession planning and enables institutions to retain qualified knowledgeable human resources staff.



## 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 implementation of institutional strategies for the Commission's 2013 - 2018 master plan, *Leading the Way: Access. Success. Impact.* This year's review focused on institutional efforts to implement Compact initiatives. Institutional Compact updates were presented to and approved by the Commission on April 1, 2016. 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 2016, a meeting of Commission institutions focused on improving services to the adult student population. Representatives from the Council for Adult and Experiential Learning (CAEL) delivered a presentation on the organization's "Nine Principles for Effectively Serving Adult Learners" and facilitated breakout sessions on advising adult learners and prior learning assessment. Commission staff led panel discussions and breakout sessions aimed at highlighting institutional Compact initiatives.

## 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. One of the RII astrophysicists, Dr. Sean McWilliams, was a scientist instrumental in the detection of gravitational waves by LIGO.

### *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. The 2014 grant expands on the work of the Commission's previous GEAR UP effort, which began in 2008 and concluded in July 2015. Through the 2014 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.

### *Text Messaging Pilot Project*

Since January 2014, the Division of Student Affairs has been providing college counseling and support via text message. Nearly 18,000 students 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. Staff have fielded more than 30,000 inquiries through the system.

### *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. Initial results are encouraging: since the campaign's start, the number of first-time freshmen taking 15 credits or more per semester has increased by seven percentage points.

### *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 accepted the challenge and implemented its standards, which includes 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 sixth 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.

### *CFWV Youth Summit*

The Commission hosted the third College Foundation of West Virginia (CFWV) Youth Summit in July 2016. Five 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. As of December 2016, 34 high schools in WV have active HEROs groups.

## **WVNET**

### *DegreeWorks Optimization*

Significant milestones were achieved in optimizing the use of DegreeWorks - the student success/retention software. The Transfer Equivalency Self-Service Module for DegreeWorks was purchased and introduced to schools during a statewide meeting in June. The DegreeWorks upgrade necessary for implementation of the self-service module will launch in January 2017. In preparation for this upgrade, the latest version of the DegreeWorks scribing component, essential for coding course catalogs, was demonstrated to schools via a workshop and conference calls.

### *Learning Management System Efficiencies*

In response to ever-changing institutional budgetary needs, WVNET extended Blackboard Learning Management Software services without raising prices by replacing unnecessary resources and services with services that schools needed, like web conferencing and streaming media within course shells. Training opportunities were also expanded to on-demand, synchronous webinars, as well as on-site training.

### *Services to Public K-12*

WVNET won the West Virginia Department of Education's request for proposals for Internet, Internet 2 Access Services, Web Hosting, Domain Service Registration Services, and LISTSERV®. Under the terms of the award, WVNET will provide these e-rate eligible services for the next five years.

### *WVROCKS*

The West Virginia Remote Online Collaborative Knowledge System (WVROCKS), a collaborative effort among all of West Virginia's public institutions, allows students to earn a degree online. WVROCKS achieved its highest enrollments thus far for the fall 2016 session at 728. Retention, completion, and pass rates continue to exceed national rates for online learning by as much as thirty percent. In addition, WVROCKS, BridgeValley Community and Technical College, Southern West Virginia Community and Technical College, and Mountwest Community and Technical College collaborated on a pilot project to offer Board of Governors Degree courses in addition to Regents Bachelor of Arts Degree courses during the Fall 2016 term.

## **WORKFORCE INITIATIVES**

### *The Bridging the Gap Consortium*

In October 2013, West Virginia's nine community & 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 1400 participants and increase credential attainment in high-demand programs of study by 58 percent. As of December 2016, the Bridging the Gap Consortium has served more than 3,820 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.

### *TANF - WVCTCS Collaboration*

In September of 2016, the Department of Health and Human Resources (DHHR) and WVCTCS expanded a successful pilot project between DHHR and Southern West Virginia Community and Technical College. In this project, individuals who receive funds from the federal Temporary Assistance for Needy Families program enroll in community college programs in in-demand fields. They receive additional support through a liaison to help them be successful in school. The goal of this program is to provide TANF recipients with the education and training they need to enter the workforce and become financially independent. In the fall of 2016, 155 students participated in this project. The majority of the participants are single mothers who are entering health care professions. WVCTCS looks forward to growing this program in the coming years.

## **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 (12 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).
- ▶ 2016 WV Community College Association/WV Association for Developmental Education Conference (11 hours of training credit)

For continuous opportunities, more than seven hours of training material are available on-line and can be accessed by all boards.

For the Fiscal Year 2016 reporting period, annual certifications were received from all institutional board chairs and the Commission's and Council's chairs.

# COMMUNITY & TECHNICAL COLLEGE SYSTEM

*West Virginia's two-year institutions*







# ACCESS

Affordability | Availability | Equity

## FULFILLING THE VISION: ACCESS

Access to a community and technical college education is critical to providing a highly skilled workforce in West Virginia. Ensuring that any West Virginian from across the State can enroll in their local community college and earn the necessary credentials for high-demand, high-wage careers is a top priority. Community and technical colleges have made great strides to expand access to these educational opportunities by partnering with state agencies and applying for grants to help alleviate costs to the student.



## IN ACTION...

- ▶ WVCTCS partnered with the WV Department of Health and Human Resources to help recipients of Temporary Assistance for Needy Families (TANF) benefits to earn a degree or certificate at a community and technical college. Each student is assigned a TANF liaison to provide academic advising and individual counseling. More than 90 percent of students passed the fall semester during the pilot program at Southern West Virginia Community and Technical College.
- ▶ Through a U.S. Department of Labor grant, laid-off workers who enroll in programs in advanced manufacturing, energy, information technology, and healthcare can receive funds to help pay for education and training, travel costs, and childcare expenses.

## CREDIT HEADCOUNT ENROLLMENT: FALL 2011 – 2015

### *West Virginia Highlights*

- Students enrolled in for-credit classes decreased 3.8 percent, from 21,986 in 2014 to 21,141 in 2015.
- For-credit enrollment has decreased 21.6 percent since fall 2011.
- From 2011 to 2015, two institutions realized gains in for-credit enrollment while six have experienced decreases. The largest increase has been 27.4 percent at Blue Ridge Community and Technical College.

### *National Context*

From 2012 to 2015, the latest available data, enrollment in two-year public colleges declined by 9.6 percent in West Virginia and 6.1 percent nationally. Enrollment in two-year public colleges made up 25.3 percent of undergraduate enrollment in West Virginia in fall 2014, while it made up 48.3 percent nationwide. The share of undergraduate enrollment made up by two-year public institutions decreased by 0.9 percentage points from 2012 to 2015 in West Virginia while it decreased 2.1 percent in the nation (NCES, 2016).

### *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

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	4,353	4,374	5,015	5,526	5,544	0.3%	27.4%
BridgeValley Community and Technical College	-	-	-	2,336	2,484	6.3%	.
Bridgemont Community and Technical College	1,017	1,062	1,149	-	-	.	.
Kanawha Valley Community and Technical College	1,714	1,601	1,591	-	-	.	.
Eastern WV Community and Technical College	773	802	856	913	898	-1.6%	16.2%
Mountwest Community and Technical College	3,111	2,608	2,257	2,026	1,899	-6.3%	-39.0%
New River Community and Technical College	3,127	2,997	2,678	2,080	1,622	-22.0%	-48.1%
Pierpont Community and Technical College	3,038	2,926	2,703	2,314	2,193	-5.2%	-27.8%
Southern West Virginia Community and Technical College	2,457	2,177	2,002	1,838	1,643	-10.6%	-33.1%
West Virginia Northern Community College	3,084	2,529	2,177	1,932	2,033	5.2%	-34.1%
WVU at Parkersburg	4,301	3,923	3,468	3,021	2,825	-6.5%	-34.3%
<b>TOTAL</b>	<b>26,975</b>	<b>24,999</b>	<b>23,896</b>	<b>21,986</b>	<b>21,141</b>	<b>-3.8%</b>	<b>-21.6%</b>

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



# ANNUAL HEADCOUNT ENROLLMENT: ACADEMIC YEARS 2011-2015

## *West Virginia Highlights*

- ▶ Annual headcount enrollment decreased 4.1 percent, from 28,752 in 2014 to 27,571 in 2015.
- ▶ Annual headcount enrollment has decreased 24.5 percent since 2011.
- ▶ From 2011 to 2015, Blue Ridge Community and Technical College (15.2 percent) and Eastern West Virginia Community and Technical College (10.9 percent) realized increases in annual headcount enrollment.

## *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

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	5,949	5,888	6,172	6,451	6,855	6.3%	15.2%
BridgeValley Community and Technical College	-	-	-	3,216	3,238	0.7%	.
Bridgemont Community and Technical College	1,231	1,266	1,503	110	-	.	.
Kanawha Valley Community and Technical College	2,241	2,113	2,117	-	-	.	.
Eastern WV Community and Technical College	1,022	1,101	1,143	1,129	1,133	0.4%	10.9%
Mountwest Community and Technical College	4,168	4,120	3,537	3,073	2,947	-4.1%	-29.3%
New River Community and Technical College	4,682	4,315	3,885	2,879	2,223	-22.8%	-52.5%
Pierpont Community and Technical College	4,060	3,927	3,450	2,883	2,649	-8.1%	-34.8%
Southern West Virginia Community and Technical College	3,002	2,747	2,456	2,286	2,100	-8.1%	-30.0%
West Virginia Northern Community College	4,537	3,774	3,106	2,831	2,896	2.3%	-36.2%
WVU at Parkersburg	5,611	5,072	4,341	3,894	3,530	-9.3%	-37.1%
<b>TOTAL</b>	<b>36,503</b>	<b>34,323</b>	<b>31,710</b>	<b>28,752</b>	<b>27,571</b>	<b>-4.1%</b>	<b>-24.5%</b>

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

## CREDIT HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER): FALL 2011-2015

### *West Virginia Highlights*

- ▶ Adult students enrolled in for-credit classes decreased 8.2 percent, from 16,376 in 2014 to 15,038 in 2015.
- ▶ Adult, for-credit enrollment has decreased 26.7 percent since fall 2011.
- ▶ Over this five-year span from 2011 to 2015, the only gain was 24.3 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 20 AND OLDER)

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	3,861	3,917	4,483	4,898	4,798	-2.0%	24.3%
BridgeValley Community and Technical College	-	-	-	1,671	1,622	-2.9%	.
Bridgemont Community and Technical College	733	705	631	-	-	.	.
Kanawha Valley Community and Technical College	1,484	1,382	1,375	-	-	.	.
Eastern WV Community and Technical College	538	587	594	635	512	-19.4%	-4.8%
Mountwest Community and Technical College	2,603	2,230	1,817	1,617	1,491	-7.8%	-42.7%
New River Community and Technical College	2,343	2,340	2,046	1,588	1,187	-25.3%	-49.3%
Pierpont Community and Technical College	1,955	1,915	1,725	1,343	1,205	-10.3%	-38.4%
Southern West Virginia Community and Technical College	1,388	1,443	1,271	1,099	1,077	-2.0%	-22.4%
West Virginia Northern Community College	2,363	1,866	1,589	1,397	1,195	-14.5%	-49.4%
WVU at Parkersburg	3,240	2,830	2,539	2,128	1,951	-8.3%	-39.8%
<b>TOTAL</b>	<b>20,508</b>	<b>19,215</b>	<b>18,070</b>	<b>16,376</b>	<b>15,038</b>	<b>-8.2%</b>	<b>-26.7%</b>

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

## PART-TIME STUDENT ENROLLMENT: FALL 2011-2015

### *West Virginia Highlights*

- ▶ Part-time student enrollment increased 1.3 percent from 11,509 in 2014 to 11,657 in 2015.
- ▶ Part-time for-credit enrollment has decreased 12.4 percent since fall 2011.
- ▶ From 2011 to 2015, Blue Ridge Community and Technical College saw the largest five-year gain at 39.4 percent. Eastern West Virginia Community and Technical College saw the only other gain over the time period at 28.7 percent.

### *National Context*

Nationally, from 2013 to 2014, the percentage of students enrolling part-time at a two-year institution increased from 59.3 percent to 60.4 percent. At public two-year institutions the percentage of students attending part-time increased from 61.8 percent in 2013 to 62.7 percent in 2014. Since 2010, that percentage has risen 3.6 percentage points (NCES, 2015).

In West Virginia, 56 percent of students attending the fall of 2015 were enrolled part time. This proportion is 3.7 percentage points greater than the 52.3 percent in 2014 and 6.7 percentage points greater than the proportion in 2011.

### *About this Measure*

This indicator tracks the number of part-time students at each institution taking for-credit classes according to fall, end-of-term data. Part-time students are defined as those who attempt less than 12 credit hours per academic semester. Part-time students typically require different interventions and accommodations than their full-time counterparts, as many have significant family and work obligations outside of coursework. In 2015, part-time students comprised over 55 percent of the total CTCS enrollment. However, institutional percentages vary greatly, from a high of 80.4 percent at Blue Ridge Community and Technical College to a low of 31.6 percent at Southern West Virginia Community and Technical College.

## PART-TIME STUDENT ENROLLMENT

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	3,195	3,240	3,826	4,411	4,455	1.0%	39.4%
BridgeValley Community and Technical College	-	-	-	1,159	1,294	11.6%	.
Bridgemont Community and Technical College	537	609	727	-	-	.	.
Kanawha Valley Community and Technical College	714	694	613	-	-	.	.
Eastern WV Community and Technical College	499	499	563	625	642	2.7%	28.7%
Mountwest Community and Technical College	1,621	1,132	855	711	727	2.3%	-55.2%
New River Community and Technical College	1,363	1,289	969	693	509	-26.6%	-62.7%
Pierpont Community and Technical College	1,016	957	989	947	927	-2.1%	-8.8%
Southern West Virginia Community and Technical College	1,083	779	726	626	519	-17.1%	-52.1%
West Virginia Northern Community College	1,642	1,369	1,223	1,002	1,205	20.3%	-26.6%
WVU at Parkersburg	1,639	1,560	1,324	1,335	1,379	3.3%	-15.9%
<b>TOTAL</b>	<b>13,309</b>	<b>12,128</b>	<b>11,815</b>	<b>11,509</b>	<b>11,657</b>	<b>1.3%</b>	<b>-12.4%</b>

## TUITION AND FEES (IN-STATE): ACADEMIC YEARS 2011-2015

### *West Virginia Highlights*

- The change in tuition and fees from 2014 to 2015 ranged from a low of 0.5 percent at Pierpont Community and Technical College (\$20), to a high of 9.8 percent at West Virginia Northern Community College (\$300) and WVU at Parkersburg (\$288). Adjusting for inflation with the Consumer Price Index, these changes represent a 0.3 percent increase at Pierpont Community and Technical College, and a 9.7 percent increase at West Virginia Northern Community College, and a 9.7 percent increase at WVU at Parkersburg.
- Over the five-year period from 2011 to 2015, the increases varied from a low of 18.5 percent (\$576) at Blue Ridge Community and Technical College to a high of 38.5 percent (\$888) at Southern West Virginia Community and Technical College. Adjusted for inflation, these increases were 12.4 percent and 31.5 percent respectively.

### *National Context*

In 2015-16, average tuition and fees at public two-year institutions was \$3,721 in the SREB region and \$3,963 in the nation. Currently, West Virginia ranks 8th out of the 16 states that comprise the SREB region and 27th in the country when it comes to community and technical college affordability.

### *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 two-year colleges are, on average, much lower than public four-year colleges.

## TUITION AND FEES

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	\$3,120	\$3,120	\$3,120	\$3,432	\$3,696	7.7%	18.5%
BridgeValley Community and Technical College	.	.	.	\$3,738	\$3,850	3.0%	.
Bridgemont Community and Technical College	\$3,484	\$3,486	\$3,560	.	.	.	.
Kanawha Valley Community and Technical College	\$3,082	\$3,236	\$3,560	.	.	.	.
Eastern WV Community and Technical College	\$2,184	\$2,424	\$2,688	\$2,880	\$3,000	4.2%	37.4%
Mountwest Community and Technical College	\$2,952	\$3,048	\$3,354	\$3,520	\$3,696	5.0%	25.2%
New River Community and Technical College	\$3,080	\$3,234	\$3,460	\$3,564	\$3,706	4.0%	20.3%
Pierpont Community and Technical College	\$3,500	\$3,860	\$4,150	\$4,440	\$4,460	0.5%	27.4%
Southern West Virginia Community and Technical College	\$2,304	\$2,520	\$2,904	\$3,048	\$3,192	4.7%	38.5%
West Virginia Northern Community College	\$2,478	\$2,546	\$2,790	\$3,060	\$3,360	9.8%	35.6%
WVU at Parkersburg	\$2,276	\$2,496	\$2,721	\$2,928	\$3,216	9.8%	41.3%

## FINANCIAL AID PARTICIPATION RATE: FALL 2011– 2015

### *West Virginia Highlights*

- ▶ In 2015, over 50 percent of students at four of the nine institutions with available data received some form of grant aid. The percentage of students receiving grant aid was the highest at WVU at Parkersburg at 67.2 percent
- ▶ From 2014 to 2015 the financial aid participation rate decreased 0.5 percentage points, from 45.8 percent in 2014 to 45.3 percent in 2015.

### *National Context*

As of 2011-12, the most recently available data, the American Association of Community Colleges estimate that 50.5 percent of all students attending a public two-year institution received some form of grant aid at an average of \$3,200 per award. The percentage receiving any aid, including veteran's benefits, loans, and work-study, was just higher at 57 percent with an average award of \$4,700 (AACC, 2014).

### *About this Measure*

The financial aid participation rate consists of the number of students receiving federal, state, or institutional grants or waivers divided by unduplicated headcount for that year. It does not include veterans' benefits, vocational rehabilitation benefits, other educational benefits, or loans, but does include work study.

## FINANCIAL AID PARTICIPATION RATE

Institution	2011	2012	2013	2014	2015
Blue Ridge Community and Technical College	30.1%	29.3%	29.1%	26.4%	23.0%
BridgeValley Community and Technical College	.	.	.	45.2%	42.3%
Bridgemont Community and Technical College	31.4%	30.2%	25.6%	.	.
Kanawha Valley Community and Technical College	62.2%	63.2%	62.4%	.	.
Eastern WV Community and Technical College	49.0%	51.6%	47.8%	46.1%	37.9%
Mountwest Community and Technical College	41.8%	41.7%	43.2%	48.4%	46.9%
New River Community and Technical College	46.1%	48.0%	47.3%	56.3%	56.8%
Pierpont Community and Technical College	59.7%	56.8%	52.9%	49.8%	45.0%
Southern West Virginia Community and Technical College	53.8%	57.5%	55.7%	57.9%	63.2%
West Virginia Northern Community College	51.4%	49.9%	51.5%	54.6%	55.4%
WVU at Parkersburg	55.2%	53.2%	54.0%	53.6%	67.2%
<b>TOTAL</b>	<b>47.7%</b>	<b>47.1%</b>	<b>45.8%</b>	<b>45.8%</b>	<b>45.3%</b>



# SUCCESS

Knowledge | Progress | Credentials

## FULFILLING THE VISION: STUDENT SUCCESS

Community and technical college students often face academic barriers. Nearly half of all freshmen in West Virginia community colleges require some form of remedial education. Success rates for students in these courses lag behind their peers. Efforts by all nine institutions to assist students in successfully completing college-level mathematics and English in their first year are having a positive impact.



## IN ACTION...

- WVCTCS institutions are recognized as national leaders in developing and implementing the "co-requisite" model of developmental education. This new model, which allows students who otherwise would be required to enter into non-credit-bearing developmental courses to instead complete credit bearing classes while receiving additional academic support to develop the knowledge and skills, has demonstrated phenomenal results. From 2011 to 2014, the number of CTCS students passing a first-year English course increased by 10 percent, while the number passing math increased by 25 percent.

# ALL CERTIFICATES AND DEGREES AWARDED: ACADEMIC YEARS 2011 – 2015

## *West Virginia Highlights*

- ▶ Over the five-year period since 2011, the number of certificates and degrees conferred increased by 35.8 percent.
- ▶ The number of certificates and degrees awarded in the Community and Technical College System decreased 0.8 percent from 4,797 in 2014-15 to 4,758 in 2015-16.
- ▶ Seven institutions increased their certificate and degree production over the five-year period.

## *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

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	587	802	763	943	987	4.7%	68.1%
BridgeValley Community and Technical College	-	-	-	579	535	-7.6%	.
Bridgemont Community and Technical College	116	197	212	-	-	.	.
Kanawha Valley Community and Technical College	326	401	449	-	-	.	.
Eastern WV Community and Technical College	91	108	143	158	145	-8.2%	59.3%
Mountwest Community and Technical College	407	370	804	945	843	-10.8%	107.1%
New River Community and Technical College	189	287	344	293	314	7.2%	66.1%
Pierpont Community and Technical College	380	424	385	412	397	-3.6%	4.5%
Southern West Virginia Community and Technical College	243	237	378	306	384	25.5%	58.0%
West Virginia Northern Community College	423	415	377	384	360	-6.3%	-14.9%
WVU at Parkersburg	742	770	841	777	793	2.1%	6.9%
<b>TOTAL</b>	<b>3,504</b>	<b>4,011</b>	<b>4,696</b>	<b>4,797</b>	<b>4,758</b>	<b>-0.8%</b>	<b>35.8%</b>

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



## COMPLETERS ON LICENSURE/CERTIFICATION EXAMINATIONS: TEST TAKERS JULY 1, 2015 TO JUNE 30, 2016

### *West Virginia Highlights*

- ▶ Of all undergraduate certificate completers who took Allied Health licensure examinations, 92.4 percent passed. This represents a 4.4 percentage point decrease from the previous year. All of the individual test pass rates were greater than 95 percent with three, Emergency Medical Services, Gerontology, Medical Assisting, and Pharmacy Technology, recording 100 percent pass rates.
- ▶ Of all associate's degree completers who took an Allied Health licensure examination, 86.5 percent passed. This accounts for a 2.1 percentage point increase from the previous year. The exam pass rates ranged from 100 percent for Gerontology to a low of 53.8 percent for Surgical Technology.
- ▶ Collectively, students completing undergraduate certificates who took business/industry licensure examinations had a 65.3 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 88.5 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 2016, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (94.5 percent) than the national average of 82.7 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	16	16	100.0%
Gerontology	6	6	100.0%
Licensed Practical Nurse	31	30	96.8%
Medical Billing & Coding	31	23	74.2%
Patient Care Technology	16	16	100.0%
Phlebotomy	32	31	96.9%
<b>TOTALS</b>	<b>132</b>	<b>122</b>	<b>92.4%</b>

## PASS RATES OF ASSOCIATE'S DEGREE COMPLETERS ON ALLIED HEALTH LICENSURE/ CERTIFICATION EXAMINATIONS

Associate Degree Program	Examined	Passed	Pass Rate
Dental Hygiene	38	37	97.4%
EMS Paramedic	40	25	62.5%
Gerontology	5	5	100.0%
Health Information Technology	11	8	72.7%
Massage Therapy	5	4	80.0%
Medical Assistant	97	89	91.8%
Medical Laboratory Technology	27	23	85.2%
Nuclear Medicine Technology	9	8	88.9%
Nursing	199	188	94.5%
Pharmacy Technician	11	8	72.7%
Physical Therapist Assistant	73	60	82.2%
Radiologic Technology	25	23	92.0%
Respiratory Therapy	51	49	96.1%
Surgical Technology	26	14	53.8%
Veterinary Technology	27	16	59.3%
<b>TOTALS</b>	<b>644</b>	<b>557</b>	<b>86.5%</b>

## PASS RATE OF DEGREE COMPLETERS ON BUSINESS/INDUSTRY EXAMINATIONS\*

Program Level	Examined	Passed	Pass Rate
Certificate Program	199	130	65.3%
Associate Degree Program	792	701	88.5%

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

## COMMUNITY COLLEGE STUDENTS ENTERING BACHELOR'S DEGREE PROGRAMS THE FOLLOWING FALL: FALL 2010 – 2014

### *West Virginia Highlights*

- ▶ The number of students entering bachelor's degree programs the following fall after enrollment in a community college decreased from 1,572 for those entering in Fall 2013 to 1,426 in Fall 2014, a decrease of 9.3 percent.
- ▶ Over the five-year time span reported from 2010 to 2014, the number of community college students entering bachelor's degree programs the fall following community college enrollment decreased by 21.9 percent from 1,827 students for 2010 to 1,426 for 2014.
- ▶ The number of students who entered a bachelor's degree program in 2014 varied widely by institution with only two institutions, Blue Ridge Community and Technical College and Eastern West Virginia 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.

## CTCS STUDENTS ENTERING BACHELOR'S DEGREE PROGRAM FOLLOWING FALL

Institution	2010	2011	2012	2013	2014	2013 - 2014 % Change	2010 - 2014 % Change
Blue Ridge Community and Technical College	130	145	133	146	158	8.2%	21.5%
BridgeValley Community and Technical College	-	-	-	118	103	-12.7%	.
Bridgemont Community and Technical College	49	57	38	28	-	.	.
Kanawha Valley Community and Technical College	172	132	90	-	-	.	.
Eastern WV Community and Technical College	16	30	15	19	27	42.1%	68.8%
Mountwest Community and Technical College	123	129	91	70	82	17.1%	-33.3%
New River Community and Technical College	158	173	138	125	107	-14.4%	-32.3%
Pierpont Community and Technical College	246	269	254	223	179	-19.7%	-27.2%
Southern West Virginia Community and Technical College	134	113	107	121	120	-0.8%	-10.4%
West Virginia Northern Community College	126	116	88	85	60	-29.4%	-52.4%
WVU at Parkersburg	673	691	674	637	590	-7.4%	-12.3%
<b>TOTAL</b>	<b>1,827</b>	<b>1,855</b>	<b>1,628</b>	<b>1,572</b>	<b>1,426</b>	<b>-9.3%</b>	<b>-21.9%</b>

\* 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.

## EMPLOYMENT PLACEMENT: COHORT YEARS, 2009 – 2013

### *West Virginia Highlights*

- ▶ From 2012 to 2013, the employment placement rates remained stable at approximately 69 percent.
- ▶ Over the one-year time period, employment placement rates increased at seven of the ten institutions with available data. Eastern West Virginia Community and Technical College saw the largest one-year gain at 5.8 percent, increasing from 69.9 percent in 2012 to 75.7 percent in 2013.
- ▶ Over the five-year span, employment placement rates have declined from 73.5 percent to 69.9 percent. The one institution with a five-year gain was West Virginia Northern Community College which increased 7.3 percentage points from 63.4 percent in 2009 to 70.7 percent in 2013.

### *National Context*

No recent national comparison data on employment placement were available at the time of publication.

### *About this Measure*

This measure reports the percentage of graduates who enter the workforce within two years of graduating and work at least 1 quarter. It is important to note that due to data restrictions employment placement is only representative of graduates working in the state of West Virginia. It is likely this has an effect on the employment placement rate of institutions who are close to the state boarder.

## EMPLOYMENT PLACEMENT

Institution	2009	2010	2011	2012	2013
Blue Ridge Community and Technical College	57.9%	58.8%	59.2%	55.5%	56.9%
BridgeValley Community and Technical College	.	.	.	.	.
Bridgemont Community and Technical College	85.0%	78.3%	81.6%	90.1%	86.1%
Kanawha Valley Community and Technical College	84.8%	82.6%	87.7%	82.1%	83.3%
Eastern WV Community and Technical College	78.7%	57.7%	82.1%	69.9%	75.7%
Mountwest Community and Technical College	71.3%	67.2%	66.8%	59.3%	61.7%
New River Community and Technical College	75.0%	67.9%	74.7%	73.5%	73.5%
Pierpont Community and Technical College	83.5%	82.2%	80.7%	78.4%	78.7%
Southern West Virginia Community and Technical College	73.7%	69.1%	70.5%	71.4%	69.3%
West Virginia Northern Community College	63.4%	65.2%	61.4%	69.9%	70.7%
WVU at Parkersburg	71.4%	68.4%	67.7%	68.0%	69.6%
<b>TOTAL</b>	<b>73.5%</b>	<b>70.0%</b>	<b>70.8%</b>	<b>69.7%</b>	<b>69.9%</b>

## PERCENTAGE OF STUDENTS ENROLLING IN DEVELOPMENTAL EDUCATION COURSES: FIRST-TIME FRESHMEN, FALL 2011-2015

### *West Virginia Highlights*

- 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.
- The percentage of students enrolled in developmental education courses decreased 8.4 percentage points from 58.7 percent in 2014 to 50.3 percent in 2015. Over the five-year period, the percentage of students enrolled in developmental education courses decreased 15.1 percentage points.
- The institution with the highest proportion of students enrolled in developmental education in 2014 was Eastern West Virginia Community and Technical College (85.5 percent), and the lowest was Pierpont Community and Technical College (15.3 percent).
- Enrollment in developmental education courses increased between 2014 and 2015 at two institutions. Between 2011 and 2015, enrollment in developmental education courses increased at only one institution.

### *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

Institution	2011	2012	2013	2014	2015
Blue Ridge Community and Technical College	58.8%	51.8%	53.5%	58.2%	58.4%
BridgeValley Community and Technical College	.	.	.	63.8%	60.1%
Bridgemont Community and Technical College	62.9%	65.2%	79.0%	.	.
Kanawha Valley Community and Technical College	80.2%	74.1%	78.7%	.	.
Eastern WV Community and Technical College	78.6%	67.5%	75.6%	78.7%	85.5%
Mountwest Community and Technical College	52.8%	45.7%	39.0%	57.0%	51.1%
New River Community and Technical College	65.5%	66.7%	70.3%	68.5%	58.2%
Pierpont Community and Technical College	62.8%	65.5%	56.0%	40.9%	15.3%
Southern West Virginia Community and Technical College	68.6%	72.3%	67.2%	61.4%	58.3%
West Virginia Northern Community College	76.8%	76.4%	52.1%	52.7%	51.0%
WVU at Parkersburg	64.2%	61.0%	61.1%	62.0%	44.7%
<b>TOTAL</b>	<b>65.4%</b>	<b>62.7%</b>	<b>60.5%</b>	<b>58.7%</b>	<b>50.3%</b>

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

## PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS: ACADEMIC YEARS 2010-2014

### *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 43.3 percent in 2013 to 49.5 percent in 2014.
- ▶ The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 15.9 percentage points from 25.3 percent in 2013 to 41.2 percent in 2014.
- ▶ From 2009 to 2013, the proportion of students taking developmental education and passing the subsequent college level course increased 9.6 percentage points in English and 24.7 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 EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS

Institution	Subject	2010	2011	2012	2013	2014
Blue Ridge Community and Technical College	English/Writing	35.5%*	32.6%	37.0%	41.4%	44.4%
	Math	21.3%	12.3%	21.5%	28.3%	40.5%
BridgeValley Community and Technical College	English/Writing	.	.	.	44.1%	76.8%
	Math	.	.	.	33.8%	43.0%
Bridgemont Community and Technical College	English/Writing	39.7%*	44.2%	51.4%	53.8%	.
	Math	18.7%	14.9%	11.1%	41.0%	.
Kanawha Valley Community and Technical College	English/Writing	34.1%	44.8%	37.9%	.	.
	Math	18.3%	21.2%	29.1%	.	.
Eastern WV Community and Technical College	English/Writing	46.2%	54.9%	57.1%	35.7%	54.9%
	Math	14.8%	27.1%	20.3%	4.7%	14.8%
Mountwest Community and Technical College	English/Writing	37.6%	39.3%	48.0%	43.1%	39.3%
	Math	24.0%	23.3%	30.9%	34.4%	59.1%
New River Community and Technical College	English/Writing	47.2%	39.7%	50.6%	41.1%	45.8%
	Math	32.1%	31.1%	32.6%	35.9%	36.8%
Pierpont Community and Technical College	English/Writing	36.1%	37.0%	37.7%	36.5%	31.9%
	Math	9.7%	13.5%	7.7%	12.6%	14.1%
Southern West Virginia Community and Technical College	English/Writing	42.5%	40.4%	38.3%	53.5%	48.6%
	Math	15.6%	11.6%	9.2%	20.7%	52.6%
West Virginia Northern Community College	English/Writing	35.7%*	42.0%	41.4%	44.4%	33.9%
	Math	7.7%	9.4%	12.4%	18.7%	27.5%
WVU at Parkersburg	English/Writing	46.5%*	36.2%	45.0%	37.8%	68.5%
	Math	14.2%	12.2%	16.3%	18.4%	47.7%
TOTAL	English/Writing	39.9%	39.6%	43.2%	43.3%	49.5%
	Math	16.5%	16.3%	18.7%	25.3%	41.2%

\* These rates are reflective of students submitted as Reading Developmental Education passing the first college-level English course within two years and are not included in the statewide total.

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





# WORKFORCE

Skills | Training | Collaboration

## FULFILLING THE VISION: WORKFORCE DEVELOPMENT

Through strong employer partnerships, West Virginia's community and technical colleges are able to provide programs and training opportunities that directly meet the needs of business and industry. Community colleges are graduating highly trained students that will help close the skills gap in our State and develop a competitive workforce to meet the needs of current and future West Virginia businesses.



## IN ACTION...

- ▶ WVCTCS has established Learn and Earn opportunities with 30 employers such as Gestamp, DOW, Pike Electric, Right-at-Home, DuPont, and Advanced Technical Solutions. This cooperative workplace opportunity allows students to work in their intended field while they are enrolled in training.
- ▶ Community colleges use a sector-based approach to engage employers. The colleges meet quarterly with regional companies in various industry sectors to assess their workforce needs and pull resources to satisfy these needs.

## 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 skill set completers declined from 2013 to 2014. These figures are largely responsive to the needs in the workforce in the immediate regions surrounding an institution.
- The percent of skill enhancement 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 9.0 percent.
- The percent of advanced skill set completers increased at Eastern West Virginia Community and Technical College from 2013 to 2014 by 36.0 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). In the West Virginia public system, no four-year institutions award sub-bachelor's certificates, so all data are representative of public two-year institutions.

### *About this Measure*

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours. These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.

## SKILLSETS

Institution	2014-15			2015-16		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	1,964	3,417	55	1,555	7,148	70
BridgeValley Community and Technical College*	1362	475	65	1,420	290	167
Eastern WV Community and Technical College	616	339	68	939	230	139
Mountwest Community and Technical College	114	206	0	144	434	189
New River Community and Technical College	220	115	22	203	672	11
Pierpont Community and Technical College	265	510	102	416	645	137
Southern WV Community and Technical College	1,471	521	0	1,725	430	15
WV Northern Community College	15	170	6	278	333	9
WVU at Parkersburg	1,116	154	51	1,748	201	17
TOTALS	7,143	5,907	369	8,428	10,383	754

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

# TRAINING CONTACT (CLOCK) HOURS DELIVERED: ACADEMIC YEARS 2011 – 2015

## *West Virginia Highlights*

- ▶ The total number of training contact hours delivered in the Community and Technical College System increased 57.3 percent, from 510,268 in 2014 to 802,650 in 2015.
- ▶ Since 2011, the number of training hours delivered has declined 19.4 percent.
- ▶ Between 2011 and 2015, three institutions have increased their number of training contact hours. Blue Ridge Community and Technical College, Eastern West Virginia Community and Technical College, and Mountwest Community and Technical College increased training clock hours by 34.5, 273.3, and 110.7 percent, respectively.

## *National Context*

The last national report on training contact (clock) hours delivered was published in 2008. With no recent national comparison data available, national context for this item will not be provided at this time.

## *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 CLOCK HOURS

Institution	2011	2012	2013	2014	2015	2014-2015 % Change	2011-2015 % Change
Blue Ridge Community and Technical College	250,510	200,413	260,564	177,570	336,855	89.7%	34.5%
BridgeValley Community and Technical College*	.	.	.	98,497	104,639	6.2%	.
Bridgemont Community and Technical College	85,175	96,525	273,901	.	.	.	.
Kanawha Valley Community and Technical College	76,695	81,329	69,862	.	.	.	.
Eastern WV Community and Technical College	19,197	21,339	57,189	62,799	71,656	14.1%	273.3%
Mountwest Community and Technical College	44,595	21,802	68,817	46,724	93,950	101.1%	110.7%
New River Community and Technical College	157,987	192,909	29,119	14,257	47,148	230.7%	-70.2%
Pierpont Community and Technical College	116,103	112,882	65,096	59,158	82,380	39.3%	-29.0%
Southern WV Community and Technical College	58,480	33,093	34,451	18,931	17,517	-7.5%	-70.0%
WV Northern Community College	114,274	58,972	24,356	11,045	20,885	89.1%	-81.7%
WVU at Parkersburg	72,689	48,276	26,185	21,288	27,620	29.7%	-62.0%
<b>TOTAL</b>	<b>995,705</b>	<b>867,540</b>	<b>909,539</b>	<b>510,268</b>	<b>802,650</b>	<b>57.3%</b>	<b>-19.4%</b>

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

## CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS: ACADEMIC YEARS 2011– 2015

### *West Virginia Highlights*

- ▶ The number of students completing career-technical certificate programs increased by 2.9 percent from 1,323 in 2014 to 1,361 in 2015.
- ▶ The number of certificate completers increased at five of the eight institutions with available data from 2014 to 2015.
- ▶ Since 2011, the number of certificate completers has increased from 728 to 1,361, a growth of 87.0 percent. The number of those certificate completers increased at six institutions.

### *National Context*

In 2011-12, more than three-fourths of undergraduate students seeking sub-baccalaureate credentials were enrolled in two-year institutions. The number of students earning these credentials increased by 71 percent between 2002 and 2012, compared to a 54 percent increase in all undergraduate awards (NACTE, 2014).

### *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.

## CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	180	272	99	216	200	-7.4%	11.1%
BridgeValley Community and Technical College	-	-	-	113	144	27.4%	.
Bridgemont Community and Technical College	8	38	27	-	-	.	.
Kanawha Valley Community and Technical College	44	69	45	-	-	.	.
Eastern WV Community and Technical College	16	37	47	65	61	-6.2%	281.3%
Mountwest Community and Technical College	76	28	456	549	456	-16.9%	500.0%
New River Community and Technical College	71	66	83	68	114	67.6%	60.6%
Pierpont Community and Technical College	47	63	53	61	47	-23.0%	0.0%
Southern West Virginia Community and Technical College	37	38	48	38	55	44.7%	48.6%
West Virginia Northern Community College	126	114	89	111	114	2.7%	-9.5%
WVU at Parkersburg	123	133	89	102	170	66.7%	38.2%
<b>TOTAL</b>	<b>728</b>	<b>858</b>	<b>1,036</b>	<b>1,323</b>	<b>1,361</b>	<b>2.9%</b>	<b>87.0%</b>

\* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College 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.

# CAREER-TECHNICAL ASSOCIATE'S PROGRAM COMPLETERS: ACADEMIC YEARS 2011 – 2015

## *West Virginia Highlights*

- ▶ The number of students completing career-technical associate's programs decreased 1.3 percent from 2,525 in 2014 to 2,493 in 2015.
- ▶ Career-technical associate's program completion increased by 12.8 percent since 2011. Six institutions experienced gains since 2011 with New River Community and Technical College seeing the greatest five-year increase at 112.4 percent.

## *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

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	337	322	356	397	439	10.6%	30.3%
BridgeValley Community and Technical College	-	-	-	385	360	-6.5%	.
Bridgemont Community and Technical College	105	156	178	-	-	.	.
Kanawha Valley Community and Technical College	262	273	258	-	-	.	.
Eastern WV Community and Technical College	43	41	66	77	58	-24.7%	34.9%
Mountwest Community and Technical College	325	335	342	388	375	-3.4%	15.4%
New River Community and Technical College	89	191	239	209	189	-9.6%	112.4%
Pierpont Community and Technical College	306	340	312	329	336	2.1%	9.8%
Southern West Virginia Community and Technical College	160	171	222	167	213	27.5%	33.1%
West Virginia Northern Community College	220	239	209	228	193	-15.4%	-12.3%
WVU at Parkersburg	364	341	383	345	330	-4.3%	-9.3%
<b>TOTAL</b>	<b>2,211</b>	<b>2,409</b>	<b>2,565</b>	<b>2,525</b>	<b>2,493</b>	<b>-1.3%</b>	<b>12.8%</b>

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





# RESOURCES

Collaboration | Efficiency | Growth

## FULFILLING THE VISION: RESOURCES

To produce more graduates with the workplace skills required for the jobs of the 21st Century economy, and to assist in creating opportunities for economic growth in the state, West Virginia's community and technical colleges must develop strategies that garner additional financial support from both public and private sources. However, the West Virginia Community and Technical College System strives to operate more efficiently and make better use of existing resources during these uncertain economic times. If students are to be served more effectively, resulting in more students completing college credentials, both additional resources and more efficient operations will be required.



## IN ACTION...

- ▶ In three years, WVCTCS generated more than \$30 million in federal grants.
- ▶ WVCTCS has implemented multiple statewide initiatives to increase retention rates among community college students, including: co-requisite developmental education, the BEACON program, and Guided Pathways to Success.

# ONE-YEAR RETENTION RATES: COHORT 2010-2014

## *West Virginia Highlights*

- ▶ The proportion of first-time freshmen retained to any institution increased from 67.2 percent for the fall 2013 cohort to 68.2 percent for the fall 2014 cohort.
- ▶ Between the years of 2014 and 2015, the one-year retention rate increased at five institutions.
- ▶ Over the five-year time span covered, the retention rate increased 1.0 percentage point from the 67.2 percent retention rate for the fall 2010 cohort.

## *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 63 percent for the fall 2011 students returning in fall 2012 to 62 percent of those who first enrolled in 2012 and returned in 2013 (SREB, 2015).

## *About this Measure*

This indicator provides the proportion of all first-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. Both degree and 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

Institution	2010	2011	2012	2013	2014
Blue Ridge Community and Technical College	57.2%	48.0%	55.3%	50.6%	53.5%
BridgeValley Community and Technical College	.	.	.	48.4%	50.3%
Bridgemont Community and Technical College	55.6%	57.6%	50.4%	57.4%	.
Kanawha Valley Community and Technical College	44.0%	54.9%	46.2%	.	.
Eastern WV Community and Technical College	55.0%	62.4%	59.5%	50.0%	50.0%
Mountwest Community and Technical College	35.3%	32.2%	30.8%	42.0%	39.8%
New River Community and Technical College	52.8%	39.7%	44.1%	45.2%	41.2%
Pierpont Community and Technical College	49.9%	44.1%	43.6%	44.7%	48.7%
Southern West Virginia Community and Technical College	50.7%	49.5%	46.1%	53.4%	56.3%
West Virginia Northern Community College	49.3%	48.0%	47.8%	53.5%	49.7%
WVU at Parkersburg	52.4%	45.4%	52.3%	48.6%	47.5%
<b>TOTAL</b>	<b>49.3%</b>	<b>45.3%</b>	<b>45.4%</b>	<b>48.3%</b>	<b>48.4%</b>

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



## STATE APPROPRIATIONS: FISCAL YEARS 2012 – 2016

### *West Virginia Highlights*

- State appropriations for the state's two-year institutions reached a five-year low in Fiscal Year 2016. The State appropriated \$55.8 million in Fiscal Year 2015, down from \$58.6 million the previous year. This represents a one-year decline of 4.8 percent or \$2.8 million.
- Over the four-year period between Fiscal Years 2013 and 2016, state funding for two-year institutions declined 13.4 percent, or \$8.7 million.

### *National Context*

According to data obtained from the Southern Regional Education Board (SREB), state funding for higher education saw an average increase of 4.1 percent between Fiscal Years 2015 and 2016. Over the five-year period from FY11 to FY16, state appropriations increased by an average of 7.4 percent. West Virginia was one of only nine states to reduce state higher education funding between FY 15 and 16, and one of only 15 states in which state appropriations declined over the five-year period. Nationally, five-year reductions ranged from 1.2 percent in Tennessee to 27.3 percent in Arizona. Among the 16 SREB states, six (including West Virginia) reduced funding for higher education over the five-year period, while only three states (including West Virginia) imposed cuts between FY15 and FY16.

### *About this Measure*

Total state appropriations reflect the annual sum of money set aside by the Legislature to support the operations of West Virginia's public two-year institutions of higher education. The values provided in this table represent actual funding amounts, including any reductions imposed or supplemental appropriations granted during the fiscal year. Values shown are in current dollars, which are not adjusted for inflation.

## TOTAL STATE APPROPRIATIONS, FISCAL YEARS 2012 TO 2016 (CURRENT DOLLARS)

Institution	Total State Funding Allocation					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2013 to FY 2016 % Change**
Blue Ridge Community and Technical College	\$3,514,578	\$5,138,415	\$4,706,653	\$4,640,378	\$4,423,242	-13.9%
BridgeValley Community and Technical College *	.	.	.	\$7,774,924	\$7,411,115	-8.5%
Bridgemont Community and Technical College	\$3,959,682	\$3,973,597	\$4,134,831	.	.	.
Kanawha Valley Community and Technical College	\$4,112,421	\$4,125,664	\$3,778,999	.	.	.
Eastern WV Community and Technical College	\$2,094,052	\$2,100,509	\$1,924,011	\$1,895,244	\$1,806,561	-14.0%
Mountwest Community and Technical College	\$6,020,983	\$6,352,577	\$5,818,793	\$5,731,087	\$5,459,985	-14.1%
New River Community and Technical College	\$5,778,627	\$6,305,522	\$5,775,692	\$5,681,907	\$5,416,035	-14.1%
Pierpont Community and Technical College	\$8,421,177	\$8,443,703	\$7,734,209	\$7,584,426	\$7,229,531	-14.4%
Southern WV Community and Technical College	\$9,181,588	\$9,228,731	\$8,453,274	\$8,321,687	\$7,875,767	-14.7%
WV Northern Community College	\$7,859,711	\$7,893,643	\$7,230,369	\$7,125,451	\$6,792,032	-14.0%
WVU at Parkersburg	\$10,416,188	\$10,916,188	\$9,998,941	\$9,858,752	\$9,397,434	-13.9%
<b>Total</b>	<b>\$61,359,007</b>	<b>\$64,478,549</b>	<b>\$59,555,772</b>	<b>\$58,613,856</b>	<b>\$55,811,702</b>	<b>-13.4%</b>

\* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014 (Fiscal Year 2015).

\*\* A four-year percent change is presented to illustrate the magnitude of successive annual reductions in state appropriations beginning in Fiscal Year 2014.



## **West Virginia Higher Education Policy Commission**

- AND -

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