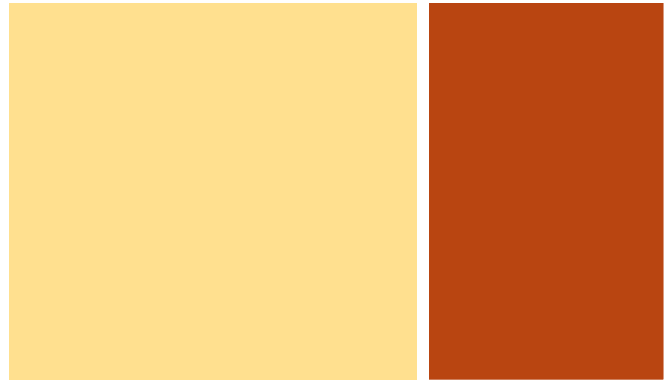


REPORT CARD | 2008



WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION & COMMUNITY AND TECHNICAL COLLEGE SYSTEM







## **Higher Education** Report Card **2008**

West Virginia Higher Education  
Policy Commission  
*Chancellor Brian Noland*

West Virginia Council for Community  
and Technical College Education  
*Chancellor James L. Skidmore*



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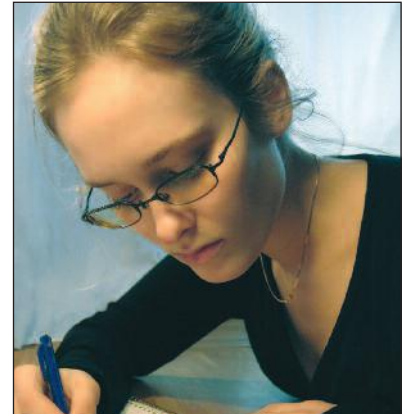


## INTRODUCTION

This West Virginia 2008 Higher Education Report Card is the first in a revised series of accountability reports. Both the Higher Education Policy Commission and the Community and Technical College System are required by state code to report on system-wide progress toward achieving state and system goals and objectives. Because this report is first in the revised reporting mechanism, it provides baseline data, along with analysis and regional and national comparisons where available. Future reports will show progress from this baseline.

The report is divided into three sections. The first is an overarching state section which addresses outcomes that apply to all of postsecondary education, not just the individual sectors of the Higher Education Policy Commission or the Community and Technical College System. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the financial aid available to assist students in paying for college. The second section of the report card is specific to the Higher Education Policy Commission and its constituent baccalaureate-granting (and above) institutions. The indicators in this section are based on the goals set forth in *Charting the Future 2007-2012, a Master Plan for Higher Education*. The indicators in this report card are divided into focal points consistent with the master plan: economic growth, cost and affordability, access, learning and accountability, and innovation. The third section of the report card reflects the progress of the West Virginia Community and Technical College System toward meeting the goals set forth in the system's six-year strategic planning initiative entitled *Target 2010*. The indicators chosen for the report are consistent with many of the data elements that institutions report to the system in the areas of access, workforce development, student success, improved literacy, and transfer education.

The indicators in all three sections of the report card are at the heart of what recently released national reports have cited as the foremost challenges the country faces in postsecondary education, and what the nation needs to improve upon to remain globally competitive and regain its status as leader in the proportion of the population with a postsecondary education. The 2006 report by the Spellings Commission on the Future of Higher Education focused on preparation for and access to higher education, lowering the costs of education, increasing and simplifying financial aid, and making colleges more transparent and accountable regarding cost, price, and student outcomes. Similarly, the long-awaited reauthorization of the Higher Education Act earlier this year largely consisted of provisions regarding cost, increasing and simplifying financial aid, and making more information about colleges available. *Measuring Up 2008*, a biennial state report card by the National Center for Public Policy and Higher Education, finds that





improving on preparation for, participation in, and completion of higher education as well as the benefits that accrue to society from having an educated populace, most states are failing and getting worse in affordability. Building on this theme, the College Board's recent report *Coming to Our Senses: Education and the American Future* notes the decline of the U.S. in comparisons with other developed countries in educational attainment and sets forth an agenda to help reach the goal of 55 percent of young Americans obtaining a community college degree or higher by 2025. While their recommendations span the K-20 pipeline, those that pertain specifically to higher education include: simplifying admissions; simplifying and providing more need-based aid; keeping college affordable; and increasing completion rates through reducing dropout, easing transfer, and other "data-based" approaches. Finally, the National Association of State Universities and Land-Grant Colleges (NASULGC) recently released a report on college affordability that provides a series of relevant recommendations to enhance affordability through shared responsibility between: (1) institutions which must develop innovative and less expensive ways to deliver quality education; (2) the state which must restore state funding to earlier higher levels in keeping with the benefits society reaps from an educated populace; and (3) students who can minimize college costs through preparing well in high school, choosing affordable schooling options, applying for financial aid and scholarships, and carefully planning and diligently pursuing their studies while in college.

This quick review of the recent national literature on the challenges that face American higher education illustrates that the goals set forth by the Higher Education Policy Commission and the Community and Technical College System in their strategic planning initiatives, and the indicators included in this report that track West Virginia's progress toward those goals, are on target with where the rest of the country needs to set its sights. And yet West Virginia's state average of 16.9 percent of adults with a higher education degree is below both the SREB and national averages. Thus, it is all the more imperative that the higher education community in West Virginia makes, and documents, progress toward these goals. This report card provides that documentation of how the Higher Education Policy Commission and the Community and Technical College System in West Virginia are doing their part to expand the human capital potential of the state.





# STATE

## COLLEGE-GOING RATES OF RECENT WEST VIRGINIA HIGH SCHOOL GRADUATES

Fall 2003 - 2007

Year	In-State	Overall
2003	49.8%	59.4%
2004	50.9%	60.6%
2005	49.7%	59.3%
2006	48.9%	58.3%
2007	48.9%	57.5%

### West Virginia Highlights

- The overall college-going rate declined 0.8 percentage point between 2006 and 2007. The in-state college-going rate held steady at 48.9 percent.
- The overall college-going rate has declined 1.9 percentage point since 2003. The in-state college-going rate has decreased by 0.9 percentage point.

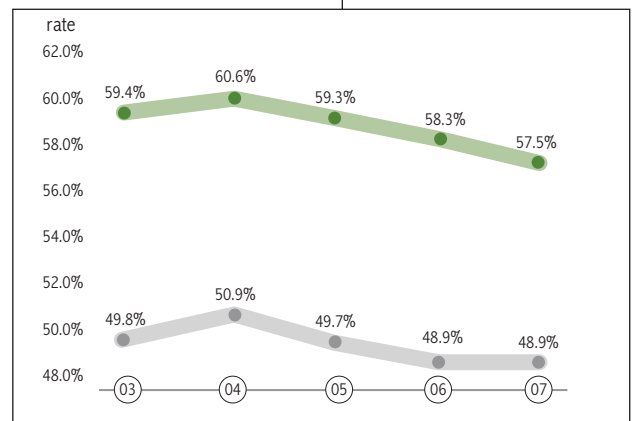
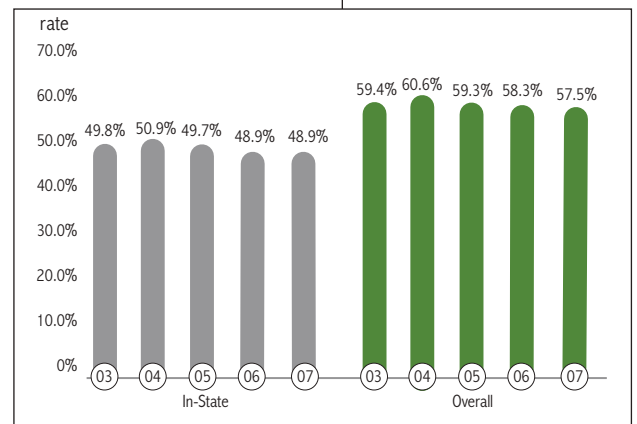
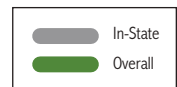
### National Context

Nationally, 61.6 percent of 2006 high school graduates continued directly to college the following fall. This figure is 5.9 percent higher than the 2004 reported level of 55.7 percent. The rate given for 2002 is 56.6 percent (Mortenson, 2008). According to 2006 data, ten of sixteen SREB states had college-going rates higher than the national average. These rates are an important measure because this direct transition from high school to college is generally viewed as easier to address than the non-traditional enrollment of students (NCHEMS, 2008).

A recent College Summit report addressed the need to make college going a component of state culture. In this report West Virginia is highlighted as a state that is diligent in regards to trying to present a full picture of its college going by examining in-state as well as out-of-state enrollees. This group of policy leaders recommended three policy initiatives: (1) Make college enrollment, persistence, and completion rate data by high school reliable and publicly available; (2) Make college proficiency rates a key success measure of high schools; and (3) Incentivize high schools to invest in a college-going culture (College Summit, 2008).

### 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. The in-state figure is derived from our postsecondary enrollment report. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent HEPC from examining these students at the individual level; however, a planned agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state figure.

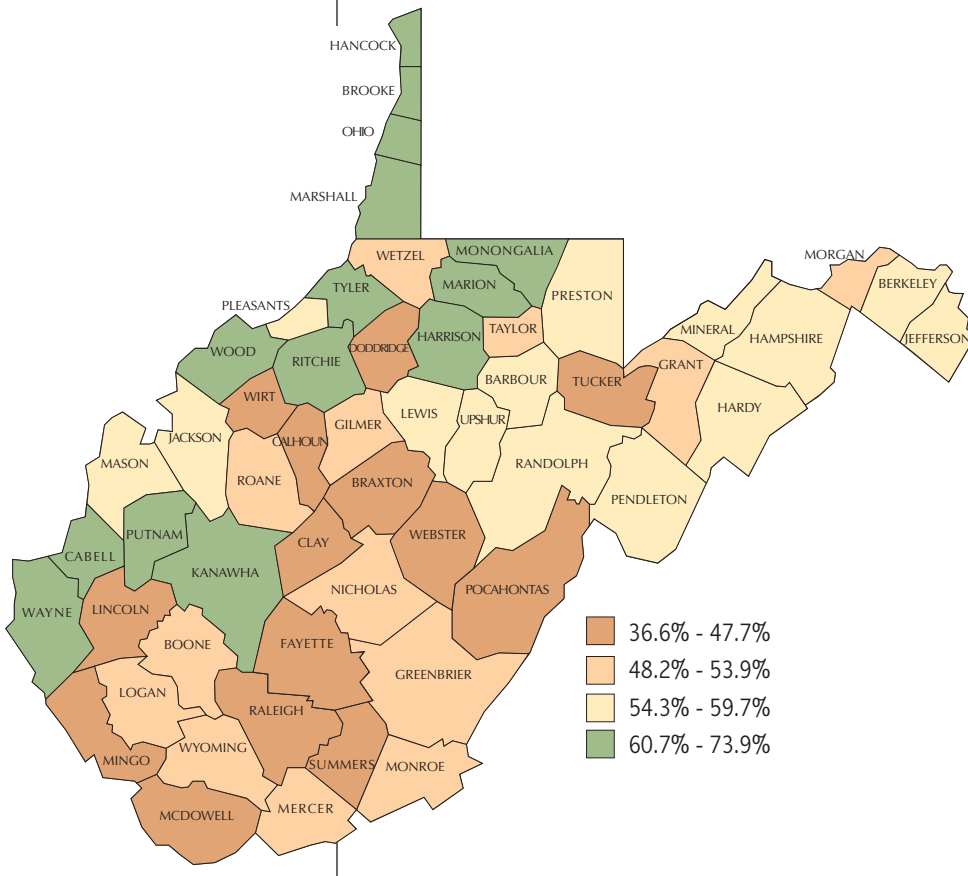


**OVERALL COLLEGE-GOING RATES BY COUNTY**  
Fall 2007

County	In-State	Overall
Barbour	53.1%	55.6%
Berkeley	44.6%	55.1%
Boone	50.2%	51.5%
Braxton	44.2%	46.8%
Brooke	48.5%	64.7%
Cabell	49.1%	61.0%
Calhoun	35.2%	36.6%
Clay	36.6%	37.4%
Doddridge	39.3%	45.2%
Fayette	41.8%	43.5%
Gilmer	50.7%	52.0%
Grant	45.7%	50.4%
Greenbrier	42.1%	51.3%
Hampshire	38.6%	57.5%
Hancock	48.7%	63.9%
Hardy	46.7%	54.6%
Harrison	55.6%	63.7%

County	In-State	Overall
Jackson	51.9%	58.1%
Jefferson	43.5%	59.7%
Kanawha	56.7%	64.1%
Lewis	51.2%	54.3%
Lincoln	41.5%	41.5%
Logan	50.2%	53.9%
Marion	56.9%	60.7%
Marshall	48.1%	63.2%
Mason	41.9%	53.2%
McDowell	32.2%	38.5%
Mercer	49.3%	52.8%
Mineral	47.6%	56.8%
Mingo	44.5%	47.2%
Monongalia	62.9%	73.9%
Monroe	50.4%	53.3%
Morgan	30.6%	51.8%
Nicholas	46.2%	49.6%
Ohio	48.7%	70.0%
Pendleton	52.3%	58.1%
Pleasants	48.8%	56.3%
Pocahontas	37.5%	45.8%
Preston	46.4%	54.3%
Putnam	54.8%	64.9%
Raleigh	41.1%	45.8%
Randolph	53.2%	58.7%
Ritchie	54.5%	68.3%
Roane	41.2%	48.4%
Summers	38.9%	43.2%
Taylor	52.5%	53.9%
Tucker	41.9%	47.7%
Tyler	54.5%	66.4%
Upshur	46.9%	54.3%
Wayne	50.6%	63.0%
Webster	40.6%	40.6%
Wetzel	46.5%	52.6%
Wirt	49.3%	56.7%
Wood	49.9%	64.9%
Wyoming	45.5%	48.2%

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# NUMBER OF RECIPIENTS: HEAPS, PROMISE, & WVHEG PROGRAM

Academic Years 2003 - 2007

Number of Recipients: HEAPS, PROMISE, & WVHEG Programs							
Program	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
HEAPS	3,062	2,853	3,720	4,900	4,298	-12.3%	40.4%
PROMISE	6,634	8,725	10,153	9,726	9,415	-3.2%	41.9%
WVHEG	10,194	10,071	9,970	10,992	11,372	3.5%	11.6%
<b>TOTAL</b>	<b>19,890</b>	<b>21,649</b>	<b>23,843</b>	<b>25,618</b>	<b>25,085</b>	<b>-2.1%</b>	<b>26.1%</b>

### West Virginia Highlights

- The total number of Higher Education Adult Part-Time Student Grant, PROMISE Scholarship, and West Virginia Higher Education Grant Program recipients during the 2007 academic year was 25,085, which is 2.1 percent lower than the total of 25,618 in 2006.
- Two of the three programs noted in the chart above had fewer participants in 2007 when compared to 2006. The HEAPS program had the largest percentage decrease (12.3 percent) and student decrease (602).
- All three programs experienced increases when compared to their 2003 student levels. The PROMISE Scholarship Program had the largest percentage increase (41.9 percent) and student increase (2,781). This is because the program began in 2002 and grew as it matured through 2005.

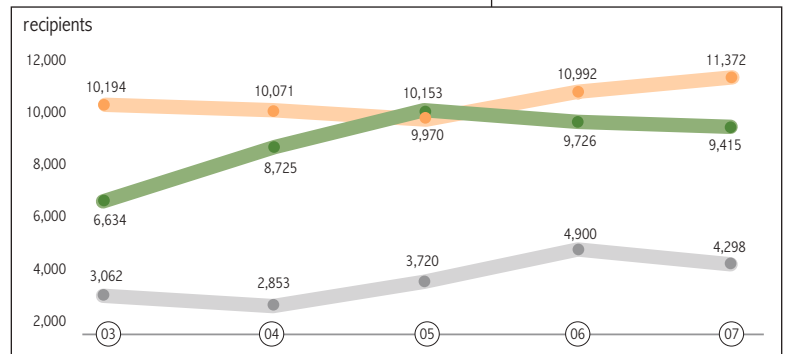
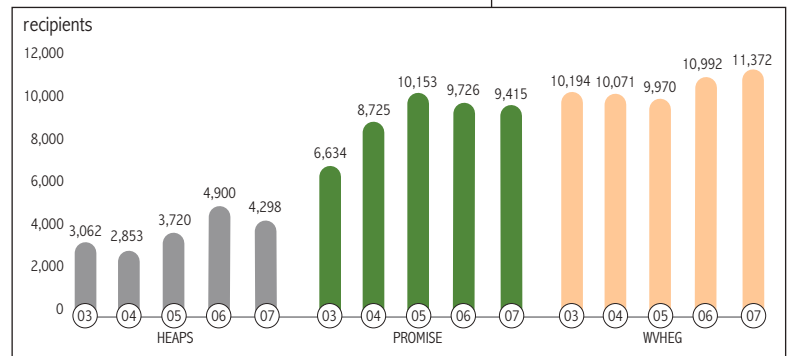
### National Context

Nationally, 92.6 percent of need-based state grant dollars go to in-state students, with 62.6 percent of grant dollars being spent in the public sector and 30 percent being spent in the private, not-for-profit sector. In West Virginia, 82.2 percent of these need-based grant dollars go to West Virginians, with 72.2 percent of the need-based aid going to students in the public sector.

Fifty-two states or territories reported having primary need-based grant programs in 2006-07. These programs combined to serve 1,819,563 students during this academic year. West Virginia's program, the West Virginia Higher Education Grant Program, accounted for 0.6 percent of these students. West Virginia ranked 11th among the 52 programs in regards to the average award size at \$2,518 per student.

### About this Measure

These figures represent the number of students awarded funding through one of three state financial aid awards: the Higher Education Adult Part-Time Student (HEAPS) grant, the Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and the West Virginia Higher Education Grant Program. These data are presented by year and by programmatic totals. Out-of-state students are excluded from these totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools. Students fitting this category account for less than 0.1 percent of all students awarded.



**AMOUNT AWARDED: HEAPS, PROMISE, & WVHEG PROGRAMS**

Academic Years 2003 - 2007

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

Program	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
HEAPS	\$3,403,029	\$3,420,713	\$4,418,014	\$5,163,640	\$5,458,365	5.7%	60.4%
PROMISE	\$20,587,780	\$30,896,581	\$38,258,487	\$39,553,117	\$40,265,503	1.8%	95.6%
WVHEG	\$20,247,832	\$20,419,312	\$20,220,864	\$27,396,582	\$30,312,498	10.6%	49.7%
<b>TOTAL</b>	<b>\$44,238,641</b>	<b>\$54,736,606</b>	<b>\$62,897,365</b>	<b>\$72,113,339</b>	<b>\$76,036,366</b>	<b>5.4%</b>	<b>71.9%</b>

**West Virginia Highlights**

- The total amount awarded to recipients of the HEAPS, PROMISE, and West Virginia Higher Education Grant programs during the 2007 academic year was \$76,036,366, which is 5.4 percent higher than the figure of \$72,113,399 in 2006.
- All three programs had greater totals for 2007 when compared to 2006. The West Virginia Higher Education Grant Program had the largest percentage increase (10.6 percent) and monetary increase (\$2,915,916).
- All three programs also increased when compared to their 2003 monetary levels. The PROMISE Scholarship Program has experienced the largest percentage (95.6 percent) and monetary increase (\$19,677,723).

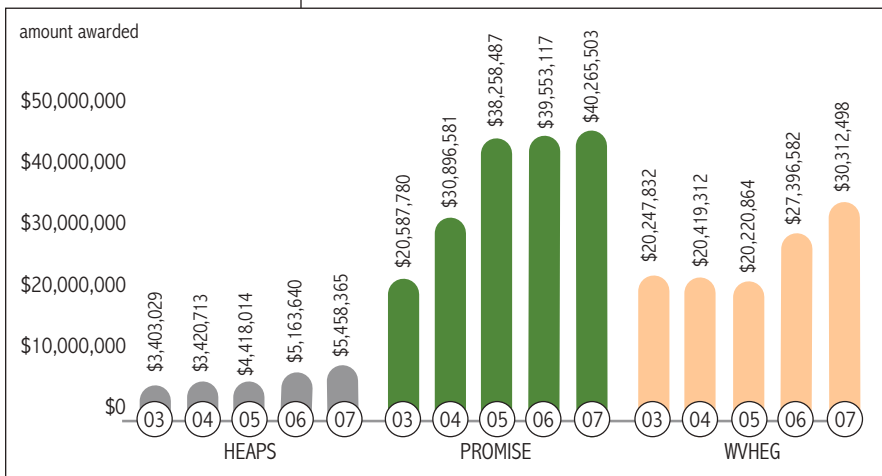
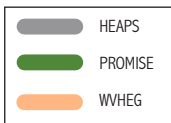
**National Context**

All 50 states combined to award \$9.3 billion in total state-funded student financial aid during the 2006-07 academic year. This figure represents a 10 percent increase in nominal dollars over the previous academic year. The majority of state aid is grant aid, representing \$7.6 billion or 81.7 percent of the total. When only considering this \$7.6 billion in grant aid, 72 percent was need-based while 28 percent was non-need-based. These figures mirror the proportion from the previous year.

The SREB states collectively awarded \$3.5 billion in aid, of which scholarships and grants represented 84 percent or \$2.9 billion. Of this total, \$1.3 billion, or 42.7 percent, was scholarships and grants based on need whereas \$1.7 billion, or 57.3 percent, was not based on need.

**About this Measure**

These figures represent the amount of state financial aid awarded through the Higher Education Adult Part-Time Student (HEAPS) grant, the Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and the West Virginia Higher Education Grant programs. These data are presented by year and by programmatic totals.



## DEGREES/CERTIFICATES AWARDED IN PUBLIC INSTITUTIONS

Academic Years 1998 - 2007

### West Virginia Highlights

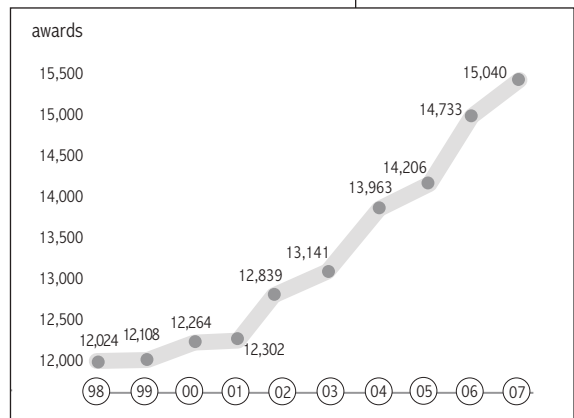
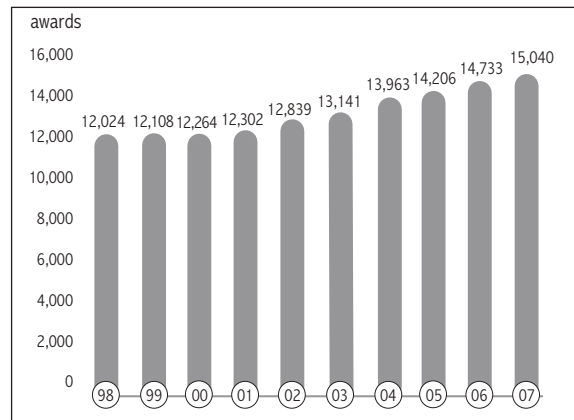
- The total number of degrees and credentials awarded by level at any West Virginia public institution during the 2007 academic year was 15,040, which is 2.1 percent higher than the figure of 14,733 in 2006.
- Over the ten-year time period, the number of degrees and credentials has increased by 25.1 percent from the 1998 level of 12,024.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 515.7 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,582.

### National Context

Across the SREB, the number of awards conferred at four-year public colleges and universities was 479,721 for the 2005-06 academic year. The total of awards conferred at two-year public institutions was 271,224. The proportion of overall degrees that were bachelor's degrees was 54.1 percent compared to 56.5 percent for the state of West Virginia in that same year. Associate's degrees made up 24.5 percent of SREB degrees conferred compared to 18.2 percent in West Virginia. Certificates represented 12.6 percent of SREB degrees compared to 2.6 percent in West Virginia.

### About this Measure

This indicator provides the total number of awards conferred by West Virginia public institutions: certificate, associate's, bachelor's, first professional, master's, post-master's, and doctoral. Most certificates and associate degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.



### Degrees/Certificates Awarded in Public Institutions

Award	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Associate's	2,170	2,112	2,079	2,066	2,252	2,333	2,749	2,579	2,697	2,698	0.0%	24.3%
Bachelor's	6,947	7,066	7,221	7,430	7,527	7,462	7,785	8,025	8,278	8,529	3.0%	22.8%
Master's	2,268	2,303	2,229	2,095	2,209	2,479	2,405	2,542	2,502	2,549	1.9%	12.4%
Ph.D.	141	134	133	146	162	169	169	179	172	221	28.5%	56.7%
Post-Master's Certificate	20	18	29	24	46	43	37	29	17	4	-76.5%	-80.0%
Professional	389	376	434	404	471	453	448	476	539	491	-8.9%	26.2%
Undergraduate Certificate	89	99	139	137	172	202	370	376	528	548	3.8%	515.7%
<b>TOTAL</b>	<b>12,024</b>	<b>12,108</b>	<b>12,264</b>	<b>12,302</b>	<b>12,839</b>	<b>13,141</b>	<b>13,963</b>	<b>14,206</b>	<b>14,733</b>	<b>15,040</b>	<b>2.1%</b>	<b>25.1%</b>

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**  
**ECONOMIC GROWTH**

**TOTAL SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES, Fiscal Years 2003 - 2007**

Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2003	\$125,417,000
2004	\$134,961,000
2005	\$146,489,000
2006	\$150,420,000
2007	\$167,208,000

Source: National Science Foundation

**West Virginia Highlights**

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 11.2 percent, from \$150,420,000 in fiscal year 2006 to \$167,208,000 in 2007.
- Total expenditures for science and engineering related R&D have also grown over the five-year time period examined by 33.3 percent from their fiscal year 2003 level of \$125,417,000.

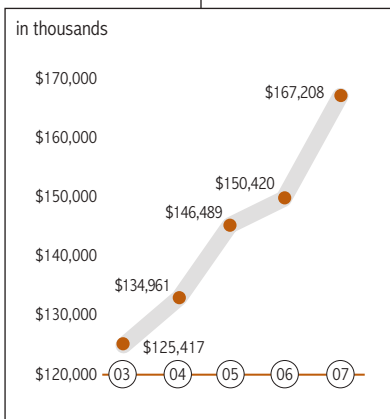
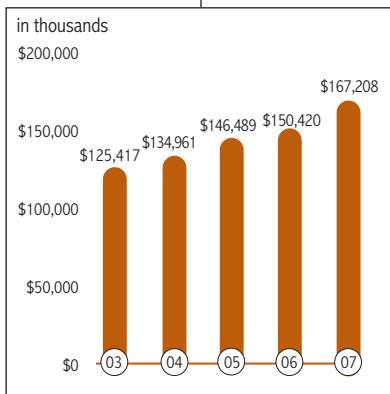
**National Context**

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$49.4 billion in fiscal year 2007, which represents an increase of 3.5 percent over the previous year (\$47.7 billion). Adjusted for inflation, academic R&D rose by 0.8 percent in 2007. According to the National Science Foundation, from fiscal year 2003 to 2007, total research and development expenditures at academic institutions grew by 23.3 percent from \$40.1 billion to \$49.4 billion.

**About this Measure**

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related research and development regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. Total R&D expenditures are a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification.

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# FEDERALLY-FUNDED SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES

Fiscal Years 2003 - 2007

## West Virginia Highlights

- The total amount of federally-financed science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2007 was \$92,586,000, which was 6.2 percent higher than the figure of \$87,166,000 in 2006.
- Over the five-year time period, the amount of federally funded R&D has increased by 18.7 percent from its 2003 level of \$77,997,000.

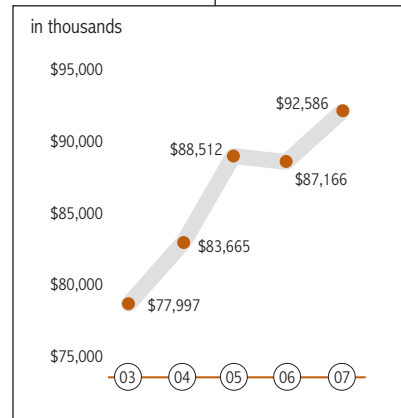
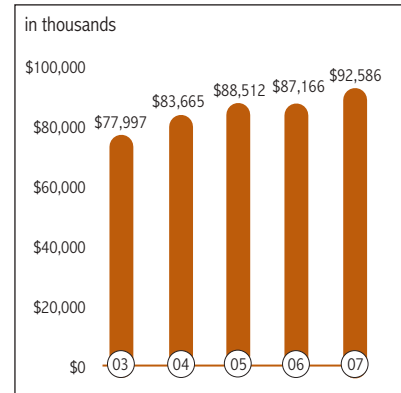
## National Context

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 1.1 percent from \$30.1 billion in fiscal year 2006 to \$30.4 billion in 2007. Adjusted for inflation, however, this represents a 1.6 percent decline from 2006. This is the first time since the National Science Foundation started collecting this data in 1972 that the inflation-adjusted figure has declined two years in a row. The overall level of federally-financed research and development expenditures in the United States has grown by 22.9 percent from \$24.8 billion in fiscal year 2003. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

## About this Measure

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

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



Federally-Funded Science and Engineering Research & Development Expenditures	
Year	Total Federally-Funded Expenditures
2003	\$77,997,000
2004	\$83,665,000
2005	\$88,512,000
2006	\$87,166,000
2007	\$92,586,000

Source: National Science Foundation



**RESEARCH GRANTS AND CONTRACTS**

Academic Years 2003 - 2007

Research Grants and Contracts

Year	Funds for Externally-Sponsored Research
2003	\$158,867,000
2004	\$171,618,000
2005	\$165,335,000
2006	\$154,257,000
2007	\$157,290,000

**West Virginia Highlights**

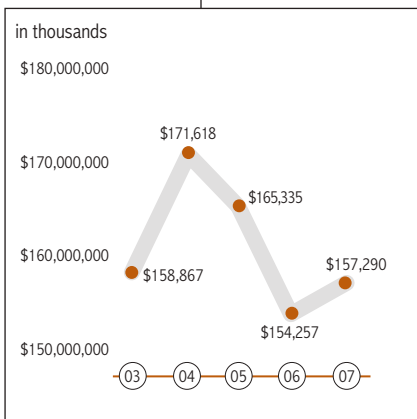
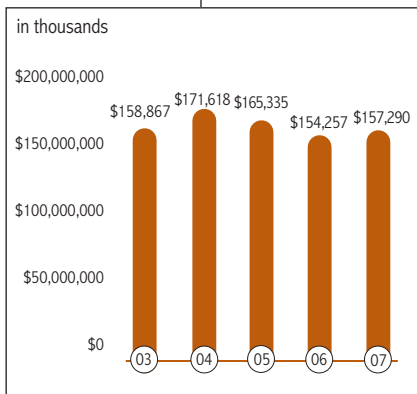
- The total amount of research grants and contracts at West Virginia colleges and universities in fiscal year 2007 was \$157,289,664, which was two percent higher than the figure of \$154,257,097 in 2006.
- Over the five-year time period, the amount of research grants and contracts has decreased by one percent from its 2003 level of \$158,867,266.

**National Context**

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$50.2 billion in fiscal year 2007. This figure was 30 percent higher than the fiscal year 2004 total of \$38.6 billion. While these 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 \$33.8 billion in fiscal year 2007 which was 33 percent higher than \$25.4 billion in 2004.

**About this Measure**

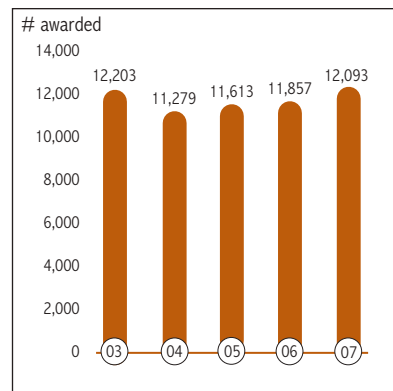
These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled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



## DEGREES/CREDENTIALS AWARDED BY LEVEL SYSTEM-WIDE, Academic Years 2003 - 2007

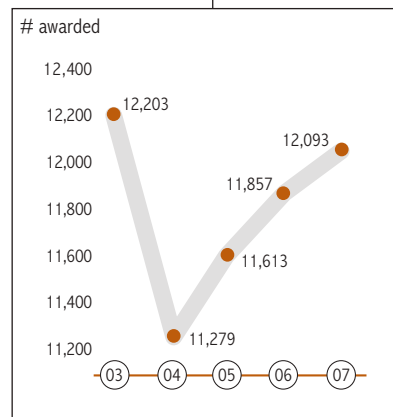
### West Virginia Highlights

- The total number of degrees and credentials awarded at West Virginia colleges and universities in fiscal year 2007 was 12,093, which was two percent higher than the figure of 11,857 in 2006.
- Over the five-year time period, the number of degrees and credentials has decreased by 0.9 percent from its 2003 level of 12,203. The reason for this slight decrease is the creation of a more robust community and technical college system, which garnered the majority of associate's and certificate programs beginning in 2004.
- The largest percentage increase in number of degrees over this five-year period was in doctoral degrees with an increase of 30.8 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 950.



### National Context

Across the SREB, in the decade from 1995-96 to 2005-06, the number of awards conferred at four-year public colleges and universities grew by 28.5 percent from 373,383 to 479,721. The proportion of these degrees that were bachelor's degrees remained virtually identical, but the proportion that were associate's degrees and certificates declined from 2.6 percent to 1.8 percent, while the proportion that were advanced degrees increased from 26.6 percent to 27.8 percent. More recently in the country as a whole, the number of degrees and certificates conferred at public four-year institutions increased by 6 percent from 2003-04 to 2005-06 with about 5 percent receiving certificates or associate's degrees, 68 percent receiving bachelor's degrees, and 27 percent receiving advanced degrees in both years.



### About this Measure

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, first professional, master's, post-master's, and doctoral. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills and body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

### Degrees/Credentials Awarded by Level

Award Type	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Certificate	81	1	1	2	6	200.0%	-92.6%
Associate	1,599	516	457	496	493	-0.6%	-69.2%
Baccalaureate	7,379	7,703	7,929	8,129	8,329	2.5%	12.9%
First-Professional	453	448	476	539	491	-8.9%	8.4%
Master's	2,479	2,405	2,542	2,502	2,549	1.9%	2.8%
Post-Master's Certificate	43	37	29	17	4	-76.5%	-90.7%
Doctoral	169	169	179	172	221	28.5%	30.8%
<b>TOTAL</b>	<b>12,203</b>	<b>11,279</b>	<b>11,613</b>	<b>11,857</b>	<b>12,093</b>	<b>2.0%</b>	<b>-0.9%</b>

**DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL**

Academic Years 2003 - 2007

Degrees/Credentials Awarded by Level								
Institution	Award Type	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	Certificate	43	0	0	0	0	0	-100.0%
	Associate	310	194	110	96	86	-10.4%	-72.3%
	Baccalaureate	222	197	204	224	220	-1.8%	-0.9%
<b>Total</b>		<b>575</b>	<b>391</b>	<b>314</b>	<b>320</b>	<b>306</b>	<b>-4.4%</b>	<b>-46.8%</b>
Concord University	Associate	0	0	1	2	2	0.0%	NA*
	Baccalaureate	372	446	400	398	350	-12.1%	-5.9%
	Master's	0	16	9	25	27	8.0%	NA*
<b>Total</b>		<b>372</b>	<b>462</b>	<b>410</b>	<b>425</b>	<b>379</b>	<b>-10.8%</b>	<b>1.9%</b>
Fairmont State University	Associate	298	1	68	73	78	6.8%	-73.8%
	Baccalaureate	643	624	606	661	671	1.5%	4.4%
	Master's	0	3	27	47	65	38.3%	NA*
<b>Total</b>		<b>941</b>	<b>628</b>	<b>701</b>	<b>781</b>	<b>814</b>	<b>4.2%</b>	<b>-13.5%</b>
Glenville State College	Associate	91	50	31	32	30	-6.3%	-67.0%
	Baccalaureate	206	182	200	182	188	3.3%	-8.7%
<b>Total</b>		<b>297</b>	<b>232</b>	<b>231</b>	<b>214</b>	<b>218</b>	<b>1.9%</b>	<b>-26.6%</b>
Marshall University	Associate	337	90	84	96	100	4.2%	-70.3%
	Baccalaureate	1,395	1,487	1,433	1,389	1,450	4.4%	3.9%
	First-Professional	43	43	46	47	42	-10.6%	-2.3%
	Master's	937	871	861	945	872	-7.7%	-6.9%
	Post-Master's Certificate	43	37	29	17	4	-76.5%	-90.7%
	Doctoral	9	10	11	25	17	-32.0%	88.9%
<b>Total</b>		<b>2,764</b>	<b>2,538</b>	<b>2,464</b>	<b>2,519</b>	<b>2,485</b>	<b>-1.3%</b>	<b>-10.1%</b>
Potomac State College of WVU	Certificate	0	1	1	2	6	200.0%	NA*
	Associate	157	143	133	164	166	1.2%	5.7%
	Baccalaureate	0	0	0	2	6	200.0%	NA*
<b>Total</b>		<b>157</b>	<b>144</b>	<b>134</b>	<b>168</b>	<b>178</b>	<b>6.0%</b>	<b>13.4%</b>
Shepherd University	Associate	94	0	0	0	0	0	-100.0%
	Baccalaureate	562	537	558	589	642	9.0%	14.2%
	Master's	0	5	12	19	48	152.6%	NA*
<b>Total</b>		<b>656</b>	<b>542</b>	<b>570</b>	<b>608</b>	<b>690</b>	<b>13.5%</b>	<b>5.2%</b>
WV School of Osteopathic Medicine	First-Professional	72	68	79	96	94	-2.1%	30.6%
<b>Total</b>		<b>72</b>	<b>68</b>	<b>79</b>	<b>96</b>	<b>94</b>	<b>-2.1%</b>	<b>30.6%</b>
WVU Institute of Technology	Associate	83	0	0	0	0	0	-100.0%
	Baccalaureate	196	211	264	232	205	-11.6%	4.6%
	Master's	9	11	8	4	1	-75.0%	-88.9%
<b>Total</b>		<b>288</b>	<b>222</b>	<b>272</b>	<b>236</b>	<b>206</b>	<b>-12.7%</b>	<b>-28.5%</b>

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## DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL

Academic Years 2003 - 2007 (CONT.)

Degrees/Credentials Awarded by Level (Cont.)								
Institution	Award Type	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
West Liberty State College	Associate	34	38	30	33	31	-6.1%	-8.8%
	Baccalaureate	415	426	419	374	365	-2.4%	-12.0%
<b>Total</b>		<b>449</b>	<b>464</b>	<b>449</b>	<b>407</b>	<b>396</b>	<b>-2.7%</b>	<b>-11.8%</b>
West Virginia State University	Certificate	38	0	0	0	0	0	-100.0%
	Associate	195	0	0	0	0	0	-100.0%
	Baccalaureate	431	438	473	464	442	-4.7%	2.6%
	Master's	0	0	6	7	9	28.6%	NA*
<b>Total</b>		<b>664</b>	<b>438</b>	<b>479</b>	<b>471</b>	<b>451</b>	<b>-4.2%</b>	<b>-32.1%</b>
West Virginia University	Baccalaureate	2,937	3,155	3,372	3,614	3,790	4.9%	29.0%
	First-Professional	338	337	351	396	355	-10.4%	5.0%
	Master's	1,533	1,499	1,619	1,455	1,527	4.9%	-0.4%
	Doctoral	160	159	168	147	204	38.8%	27.5%
<b>Total</b>		<b>4,968</b>	<b>5,150</b>	<b>5,510</b>	<b>5,612</b>	<b>5,876</b>	<b>4.7%</b>	<b>18.3%</b>

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

### West Virginia Highlights

- Most institutions show an overall decrease in degree production over the last five years as the number of associate's degrees has fallen with the maturation of the two-year postsecondary system.
- Baccalaureate degree production is the largest degree category at each of West Virginia's public four-year institutions. Overall, the total number of bachelor's degrees produced increased by 12.9 percent over the five-year period.
- Marshall University and West Virginia University also produce a sizable number of master's degrees – 35 percent and 26 percent of 2007 totals respectively.
- As indicated in the chart below, while the number of post-master's and professional programs has remained the same since 2003, the number of master's and doctoral programs in the state has grown. This count only includes programs with actual enrollment.

### About this Measure

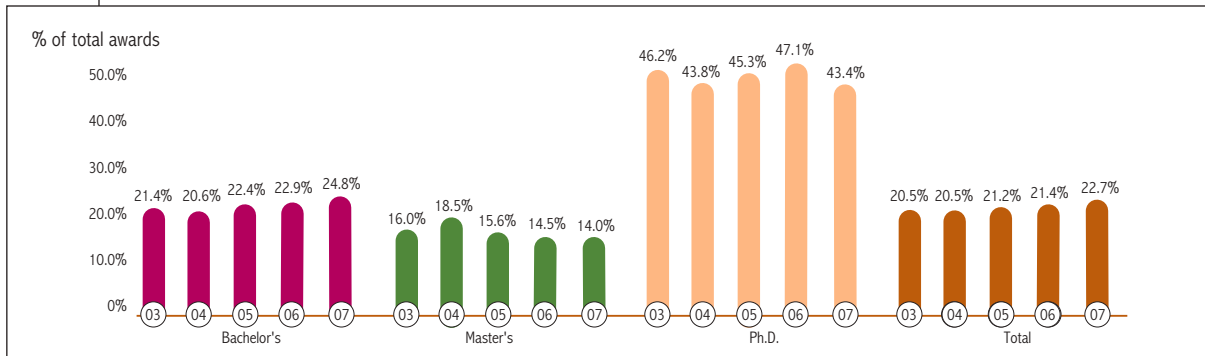
This indicator provides the total number of awards conferred by West Virginia public four-year institutions at the institution level. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace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

## NUMBER OF GRADUATE PROGRAMS

Academic Years 2003 - 2007

Number of Graduate Programs					
Program Level	2003	2004	2005	2006	2007
Master's	100	98	99	101	104
Post-Master's Certificate	2	2	2	2	2
Ph.D.	33	34	39	42	42
Professional	5	5	5	5	5

**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) AWARDS AS A PERCENTAGE OF ALL AWARDS BY DEGREE LEVEL**  
Academic Years 2003 - 2007



**West Virginia Highlights**

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in fiscal year 2007 was 22.7 percent, which was 1.3 percentage points higher than the figure of 21.4 percent in 2006.
- Over the five-year time period, STEM awards as a percentage of all awards increased 2.2 percentage points from its 2003 level of 20.5 percent.
- The pipeline of STEM graduates has also grown (see graph below at left). The number of students majoring in STEM fields has grown by 18.6 percent from 8,564 in 2003 to 10,159 in 2007.

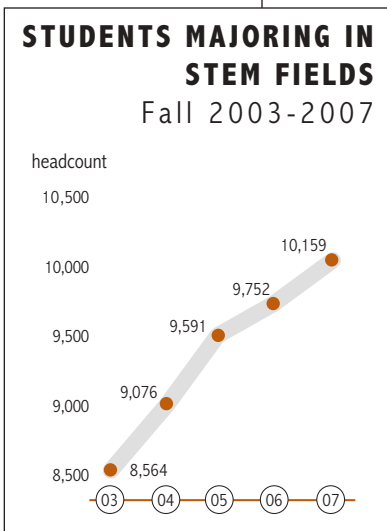
**National Context**

Over the most recent available five-year window from 2001-02 to 2005-06, the number of science and engineering degrees awarded in the United States increased by 15.6 percent from about 539,000 to 624,000. The proportion of overall degrees that were in science and engineering, however, remained constant at 30 percent. During this time period, the proportion of bachelor's degrees and associate's degrees that were in science and engineering remained constant at 32 percent and 21 percent, respectively, but the percent of doctorates in science and engineering rose from 62 percent to 66 percent.

**About this Measure**

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

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**STEM Awards as a Percentage of All Awards by Degree Level**

Degree Type	2003	2004	2005	2006	2007
Bachelor's	21.4%	20.6%	22.4%	22.9%	24.8%
Master's	16.0%	18.5%	15.6%	14.5%	14.0%
Ph.D.	46.2%	43.8%	45.3%	47.1%	43.4%
<b>TOTAL</b>	<b>20.5%</b>	<b>20.5%</b>	<b>21.2%</b>	<b>21.4%</b>	<b>22.7%</b>

**AVERAGE ACT SCORES OF WEST VIRGINIA HIGH SCHOOL GRADUATES**

Graduation Years 2004 - 2008

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

Test		2004	2005	2006	2007	2008
English	WV	20.6	20.5	20.8	20.8	20.8
	National	20.4	20.4	20.6	20.7	20.6
Math	WV	19.4	19.3	19.6	19.5	19.6
	National	20.7	20.7	20.8	21.0	21.0
Reading	WV	21.1	20.9	21.2	21.2	21.4
	National	21.3	21.3	21.4	21.5	21.4
Science	WV	20.3	20.4	20.5	20.5	20.5
	National	20.9	20.9	20.9	21.0	20.8
Composite	WV	20.5	20.4	20.6	20.6	20.7
	National	20.9	20.9	21.1	21.2	21.1

Source: ACT

**West Virginia Highlights**

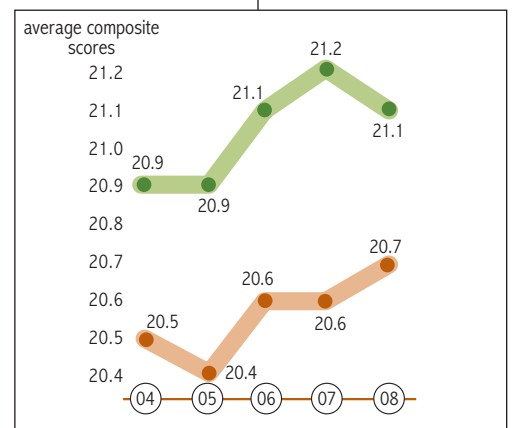
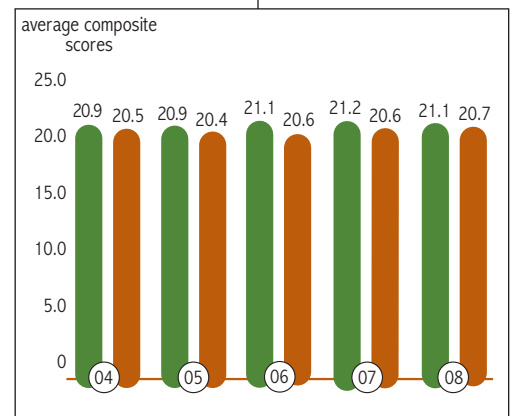
- The composite score for West Virginians taking the ACT exam has risen 0.2 points since 2004, which mirrors the increase found at the national level.
- The English, math, and science sub-scores have also increased 0.2 points over this same time period, while reading has increased 0.3 points.
- West Virginia leads the national average on English sub-scores, is even on reading, and trails on math, science, and the composite score.

**National Context**

Approximately 1.42 million students in the high school graduating class of 2008 took the ACT exam. This figure represents a nine percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 50 percent of high school graduates took the examination in 2008; however, the national percentage of graduates tested was 43 percent, which increased from 40 percent in 2004. Nationally over the past year, there has been increased diversity among test takers with respect to race/ethnicity and academic preparation. With this increase in diversity, there was a slight decline in composite scores.

**About this Measure**

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



**UNDERGRADUATE ENROLLMENT**

Fall 2003 - 2007

Undergraduate Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	1,870	1,869	1,790	1,923	1,887	-1.9%	0.9%
Concord University	2,933	2,859	2,867	2,792	2,611	-6.5%	-11.0%
Fairmont State University	3,847	4,039	4,500	4,255	4,091	-3.9%	6.3%
Glennville State College	1,382	1,313	1,393	1,387	1,444	4.1%	4.5%
Marshall University	9,958	9,859	9,841	9,723	9,586	-1.4%	-3.7%
Potomac State College of WVU	1,329	1,305	1,303	1,510	1,601	6.0%	20.5%
Shepherd University	3,306	3,625	3,812	3,987	4,011	0.6%	21.3%
WVU Institute of Technology	1,697	1,646	1,525	1,486	1,430	-3.8%	-15.7%
West Liberty State College	2,492	2,371	2,231	2,260	2,400	6.2%	-3.7%
West Virginia State University	3,335	3,296	3,421	3,419	3,254	-4.8%	-2.4%
West Virginia University	17,568	18,697	19,552	20,611	21,129	2.5%	20.3%
<b>TOTAL</b>	<b>49,717</b>	<b>50,879</b>	<b>52,235</b>	<b>53,353</b>	<b>53,444</b>	<b>0.2%</b>	<b>7.5%</b>

**West Virginia Highlights**

- Students enrolled in for-credit classes increased 0.2 percent, from 53,353 in 2006-07 to 53,444 in 2007-08.
- For-credit enrollment has increased 7.5 percent since 2003 representing a growth in actual students of 3,727.
- Since the 2003-04 academic year, six four-year institutions have realized gains in undergraduate enrollment while five have experienced decreases.

**National Context**

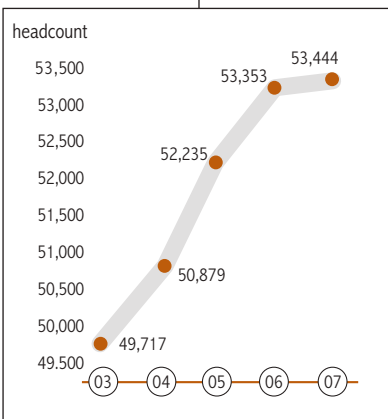
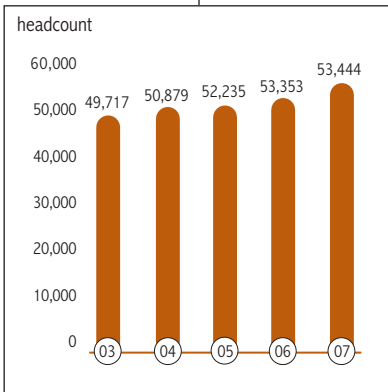
Fall 2006 national data are the most recent available information regarding undergraduate enrollment. During fall 2006, approximately 15.18 million students were enrolled at Title IV institutions in the United States. Fifty-seven percent of these students were enrolled at four-year institutions (NCES, 2007). The proportion is 56 percent for undergraduate students at four-year institutions in SREB states (SREB, 2008).

Undergraduate enrollment is projected to increase nationally by 1.7 million students by 2016 (11.2 percent). The numbers are projected to rise by 950,000 (11 percent) in the four-year sector.

**About this Measure**

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled. Increasing enrollments are easier when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base and pools of students in order to maintain current enrollment levels.

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## GRADUATE/FIRST-PROFESSIONAL ENROLLMENT

Fall 2003 - 2007

### West Virginia Highlights

- Graduate and first-professional students enrolled in for-credit classes increased 4.5 percent, from 12,158 in 2006-07 to 12,701 in 2007-08.
- For-credit enrollment has increased 10.1 percent since 2003, representing a growth in actual students of 1,161.
- Since the 2003-04 academic year, seven four-year institutions have realized gains in graduate enrollment, while two have decreased.

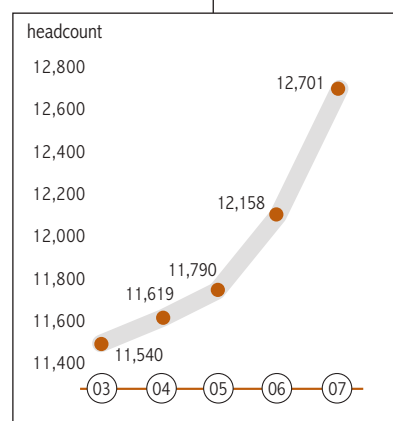
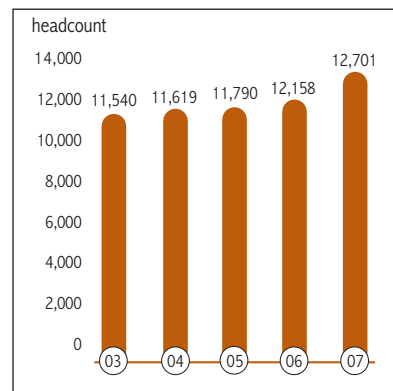
### National Context

Fall 2006 national data are the most recent available regarding student graduate and first-professional enrollment. During fall 2006, approximately 2.2 million graduate students were enrolled at Title IV institutions in the United States. Enrollment for first-professional students was 343,000 in 2006. Both of these figures represent increases from the 2000 enrollment levels. Graduate enrollment increased by 21 percent while first-professional enrollment increased twelve percent (NCES, 2008).

Nationally, 54 percent of graduate student enrollment was located in public colleges in 2006 compared to 72 percent in SREB states and 88 percent in West Virginia. Nationally, 41 percent of first-professional students were located in public postsecondary institutions compared to 55 percent in SREB states and 100 percent in West Virginia (SREB, 2008).

### About this Measure

Graduate and first-professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 222 and includes first professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University. The first-professional programs include dentistry, law, medicine, osteopathic medicine, and pharmacy.



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### Graduate/First-Professional Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Concord University	93	121	133	124	104	-16.1%	11.8%
Fairmont State University	93	134	241	347	377	8.6%	305.4%
Marshall University	4,002	4,061	4,147	4,213	4,222	0.2%	5.5%
Shepherd University	27	66	96	122	156	27.9%	477.8%
WV School of Osteopathic Medicine	337	363	395	502	591	17.7%	75.4%
WVU Institute of Technology	25	29	15	7	2	-71.4%	-92.0%
West Liberty State College	20	.	5	7	.	-100.0%	-100.0%
West Virginia State University	22	28	36	37	42	13.5%	90.9%
West Virginia University	6,921	6,817	6,722	6,799	7,207	6.0%	4.1%
<b>TOTAL</b>	<b>11,540</b>	<b>11,619</b>	<b>11,790</b>	<b>12,158</b>	<b>12,701</b>	<b>4.5%</b>	<b>10.1%</b>

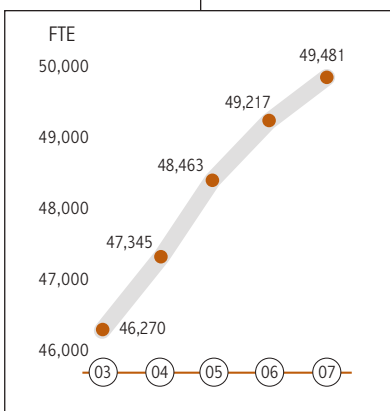
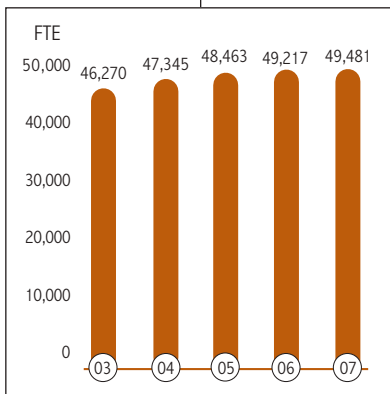
**UNDERGRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT**

Fall 2003 - 2007

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	1,557	1,582	1,532	1,592	1,595	0.2%	2.5%
Concord University	2,757	2,748	2,727	2,581	2,513	-2.6%	-8.9%
Fairmont State University	3,533	3,715	4,118	3,890	3,693	-5.1%	4.5%
Glenville State College	1,282	1,201	1,279	1,221	1,209	-0.9%	-5.7%
Marshall University	8,974	8,821	8,755	8,539	8,450	-1.1%	-5.8%
Potomac State College of WVU	1,030	1,017	1,019	1,158	1,271	9.7%	23.4%
Shepherd University	3,021	3,166	3,293	3,428	3,463	1.0%	14.6%
WVU Institute of Technology	1,367	1,344	1,207	1,184	1,212	2.4%	-11.3%
West Liberty State College	2,557	2,403	2,258	2,253	2,305	2.3%	-9.9%
West Virginia State University	2,542	2,602	2,623	2,641	2,508	-5.0%	-1.4%
West Virginia University	17,650	18,745	19,652	20,730	21,263	2.6%	20.5%
<b>TOTAL</b>	<b>46,270</b>	<b>47,345</b>	<b>48,463</b>	<b>49,217</b>	<b>49,481</b>	<b>0.5%</b>	<b>6.9%</b>

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**West Virginia Highlights**

- Undergraduate FTE enrollment increased 0.5 percent, from 49,217 in 2006-07 to 49,481 in 2007-08.
- FTE enrollment has increased 6.9 percent since 2003, representing a growth in actual students of 3,211.
- Since the 2003-04 academic year, five four-year institutions have realized gains in FTE enrollment, while six have experienced decreases.

**National Context**

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

**About this Measure**

FTE enrollment indicates how many students taking full study loads would generate a given number of measured or anticipated student credit hours. To convert a measured amount of instructional workload to FTE enrollment, divide student credit hours by a full-time study load (15 hours) to determine how many full-time students would generate the same instructional workload. Student credit hours (SCH) are the sum of the units earned by all students enrolled in a class. FTE enrollment was calculated from fall, end-of-term data.

## GRADUATE/FIRST-PROFESSIONAL FULL-TIME EQUIVALENT (FTE) ENROLLMENT, Fall 2003 - 2007

### West Virginia Highlights

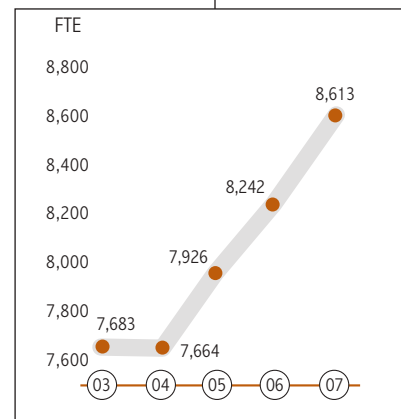
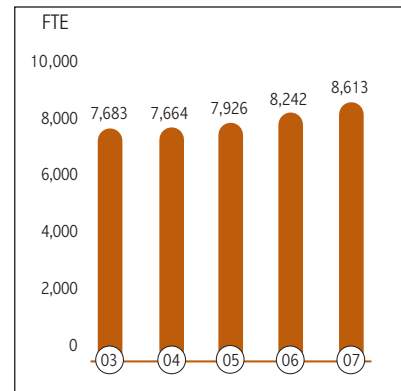
- Graduate/First-Professional FTE enrollment increased 4.5 percent, from 8,242 in 2006-07 to 8,613 in 2007-08.
- Graduate/First-Professional FTE enrollment has increased 12.1 percent since 2003 representing a growth in actual students of 930.
- Since the 2003-04 academic year, seven four-year institutions have realized gains in graduate/first-professional FTE enrollment while two have decreased.

### 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

FTE enrollment indicates how many students taking full study loads would generate a given number of measured or anticipated student credit hours. To convert a measured amount of instructional workload to FTE enrollment, divide student credit hours by a full-time study load (12 hours) to determine how many full-time students would generate the same instructional work load. Student credit hours (SCH) are the sum of the units earned by all students enrolled in a class. FTE enrollment was calculated from fall, end-of-term data.



### Graduate/First-Professional Full-Time Equivalent (FTE) Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Concord University	35	43	64	62	45	-26.4%	28.4%
Fairmont State University	34	68	112	158	202	27.5%	488.1%
Marshall University	2,090	2,081	2,213	2,280	2,304	1.0%	10.2%
Shepherd University	9	26	44	62	72	17.2%	683.3%
WV School of Osteopathic Medicine	337	363	395	502	591	17.7%	75.4%
WVU Institute of Technology	21	15	11	2	1	-75.0%	-97.2%
West Liberty State College	5	.	1	2	.	-100.0%	-100.0%
West Virginia State University	11	19	24	23	25	6.8%	133.6%
West Virginia University	5,140	5,049	5,061	5,151	5,373	4.3%	4.5%
<b>TOTAL</b>	<b>7,683</b>	<b>7,664</b>	<b>7,926</b>	<b>8,242</b>	<b>8,613</b>	<b>4.5%</b>	<b>12.1%</b>

**FIRST-TIME FRESHMEN HEADCOUNT ENROLLMENT**

Fall 2003 - 2007

First-Time Freshmen Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	321	287	256	270	314	16.3%	-2.2%
Concord University	622	576	648	600	625	4.2%	0.5%
Fairmont State University	630	617	668	648	638	-1.5%	1.3%
Glennville State College	316	291	304	268	291	8.6%	-7.9%
Marshall University	1,938	1,799	1,715	1,542	1,688	9.5%	-12.9%
Potomac State College of WVU	440	433	459	537	616	14.7%	40.0%
Shepherd University	649	688	675	702	706	0.6%	8.8%
WVU Institute of Technology	246	245	177	200	253	26.5%	2.8%
West Liberty State College	460	463	399	471	476	1.1%	3.5%
West Virginia State University	437	392	363	389	365	-6.2%	-16.5%
West Virginia University	4,411	4,360	4,561	4,818	4,711	-2.2%	6.8%
<b>TOTAL</b>	<b>10,470</b>	<b>10,151</b>	<b>10,225</b>	<b>10,445</b>	<b>10,683</b>	<b>2.3%</b>	<b>2.0%</b>

**West Virginia Highlights**

- First-time freshmen students enrolled in for-credit classes increased 2.3 percent, from 10,445 in 2006-07 to 10,683 in 2007-08.
- First-time freshmen enrollment has increased 2.0 percent since 2003 representing a growth in actual students of 213.
- Since the 2003-04 academic year, seven four-year institutions have realized gains in first-time freshmen enrollment while four have experienced decreases.

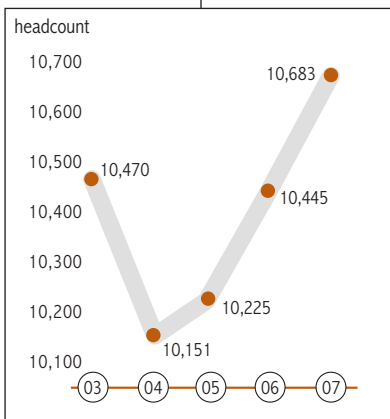
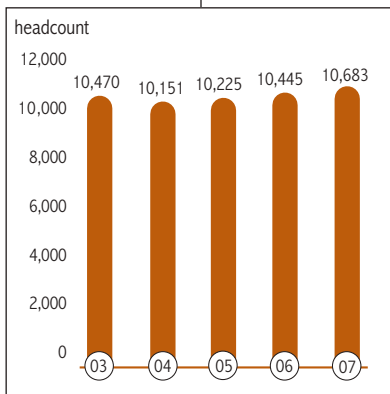
**National Context**

Between 1995 and 2005, first-time freshmen enrollment in the nation increased 22.5 percent. The four-year public sector realized an increase of 30.3 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 8.7 percent. The four-year public system saw a decline of 5 percent largely due to the creation of the two-year system, which resulted in numerous academic programs at the associate's and certificate levels being shifted to these institutions. Nationally, full-time students comprised 75.9 percent of first-time freshmen enrollment in 1995 compared to 82.4 percent in 2005.

**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).

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## ADULT STUDENT (25 AND OLDER) ENROLLMENT

Fall 2003 - 2007

### West Virginia Highlights

- Adult students enrolled in for-credit classes increased 2.2 percent, from 18,382 in 2006-07 to 18,784 in 2007-08.
- Adult student enrollment has increased 10.7 percent since 2003 representing a growth in actual students of 1,815.
- Since the 2003-04 academic year, eight institutions have realized gains in adult student enrollment while four have decreased.

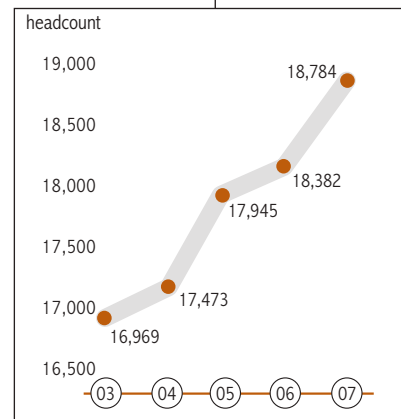
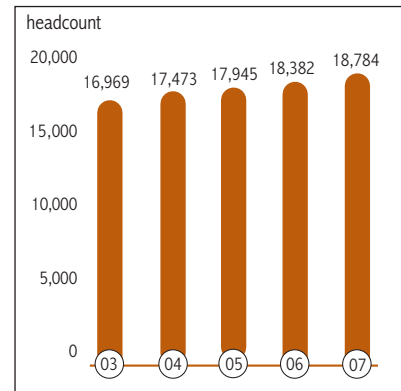
### National Context

According to SREB data, from 1995 to 2005 in the nation as a whole, the number of students aged 25 and older, enrolled in institutions that grant associate's or higher degrees, has increased by 571,286 or 9.4 percent. In SREB states, the number has grown by 226,779 or 12.3 percent. The comparable data in West Virginia show an increase of 4,115 students or 14.4 percent.

Adult enrollment as a proportion of overall enrollment, however, has decreased over this time period from 42.6 to 38.1 percent in the U.S., 41.1 to 36.8 percent in SREB states, and 33.2 to 32.8 percent in West Virginia.

### About this Measure

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in classes in West Virginia's four-year institutions. Given the fact that only 16.9 percent of adults in West Virginia have a postsecondary degree, which is last among the fifty states, as well as the reality that the pool of high school graduates is projected to start declining with the class of 2009, it is important that the system find ways to bring adults without degrees into the system and assist this unique population in persisting to degree.



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### Adult Student (25 and older) Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	872	879	804	840	777	-7.5%	-10.9%
Concord University	569	601	641	587	509	-13.3%	-10.5%
Fairmont State University	1,058	1,159	1,408	1,474	1,465	-0.6%	38.5%
Glenville State College	287	247	296	273	307	12.5%	7.0%
Marshall University	4,926	5,046	5,138	5,425	5,501	1.4%	11.7%
Potomac State College of WVU	171	192	194	245	241	-1.6%	40.9%
Shepherd University	787	1,041	1,120	1,176	1,211	3.0%	53.9%
WV School of Osteopathic Medicine	216	241	275	324	358	10.5%	65.7%
WVU Institute of Technology	542	456	428	425	413	-2.8%	-23.8%
West Liberty State College	422	376	348	346	333	-3.8%	-21.1%
West Virginia State University	1,163	1,251	1,283	1,275	1,206	-5.4%	3.7%
West Virginia University	5,956	5,984	6,010	5,992	6,463	7.9%	8.5%
<b>TOTAL</b>	<b>16,969</b>	<b>17,473</b>	<b>17,945</b>	<b>18,382</b>	<b>18,784</b>	<b>2.2%</b>	<b>10.7%</b>

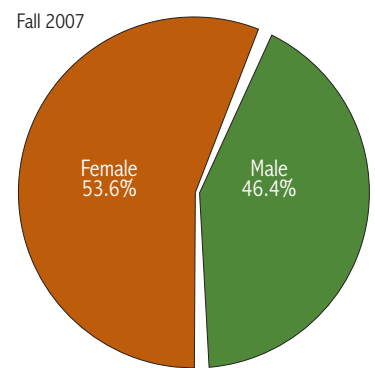
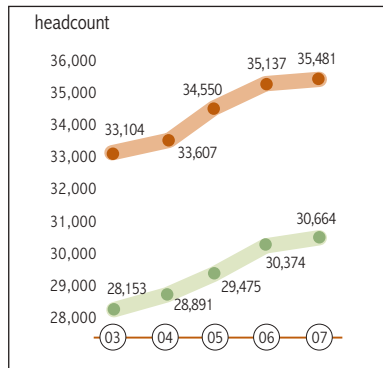
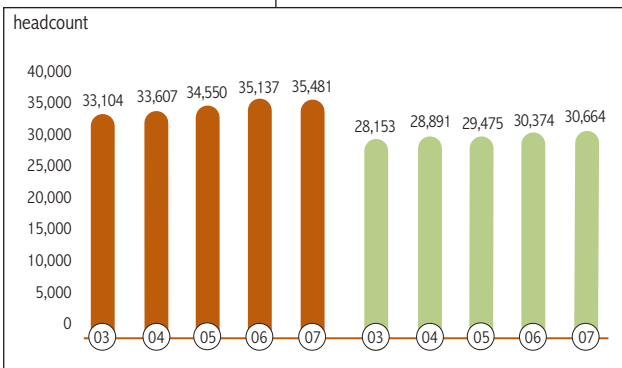
**ENROLLMENT BY GENDER**

Fall 2003 - 2007

Enrollment by Gender								
Institution	Gender	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	F	1,109	1,102	1,063	1,124	1,105	-1.7%	-0.4%
	M	761	767	727	799	782	-2.1%	2.8%
Concord University	F	1,763	1,751	1,773	1,700	1,606	-5.5%	-8.9%
	M	1,263	1,229	1,227	1,216	1,109	-8.8%	-12.2%
Fairmont State University	F	2,175	2,307	2,669	2,590	2,514	-2.9%	15.6%
	M	1,765	1,866	2,072	2,012	1,954	-2.9%	10.7%
Glennville State College	F	742	699	663	662	700	5.7%	-5.7%
	M	640	614	730	725	744	2.6%	16.3%
Marshall University	F	8,318	8,390	8,431	8,400	8,288	-1.3%	-0.4%
	M	5,642	5,530	5,557	5,536	5,520	-0.3%	-2.2%
Potomac State College of WVU	F	702	692	717	832	861	3.5%	22.6%
	M	627	613	586	678	740	9.1%	18.0%
Shepherd University	F	1,972	2,127	2,240	2,353	2,412	2.5%	22.3%
	M	1,361	1,564	1,668	1,756	1,755	-0.1%	28.9%
WV School of Osteopathic Medicine	F	164	180	184	241	291	20.7%	77.4%
	M	173	183	211	261	300	14.9%	73.4%
WVU Institute of Technology	F	676	655	650	638	572	-10.3%	-15.4%
	M	1,046	1,020	890	855	860	0.6%	-17.8%
West Liberty State College	F	1,383	1,301	1,284	1,322	1,366	3.3%	-1.2%
	M	1,129	1,070	952	945	1,034	9.4%	-8.4%
West Virginia State University	F	2,020	1,964	2,021	2,027	1,909	-5.8%	-5.5%
	M	1,337	1,360	1,436	1,429	1,387	-2.9%	3.7%
West Virginia University	F	12,080	12,439	12,855	13,248	13,857	4.6%	14.7%
	M	12,409	13,075	13,419	14,162	14,479	2.2%	16.7%
<b>TOTAL</b>	<b>F</b>	<b>33,104</b>	<b>33,607</b>	<b>34,550</b>	<b>35,137</b>	<b>35,481</b>	<b>1.0%</b>	<b>7.2%</b>
	<b>M</b>	<b>28,153</b>	<b>28,891</b>	<b>29,475</b>	<b>30,374</b>	<b>30,664</b>	<b>1.0%</b>	<b>8.9%</b>

**West Virginia Highlights**

- Female enrollment increased one percent from 2006 to 2007 and 7.2 percent from 2003 to 2007.
- Male enrollment increased one percent from 2006 to 2007 and 8.9 percent from 2003 to 2007.
- Female enrollment has consistently been about 5,000 students higher over this five-year time period.



## DUAL ENROLLMENT OF HIGH SCHOOL STUDENTS IN HEPC INSTITUTIONS, Fall 2003 - 2007

### West Virginia Highlights

- Dual enrollment in the public four-year sector declined by 2.9 percent from 2006 to 2007; however, this enrollment increased by 29.3 percent since 2003.
- Dual enrollment numbers have fluctuated during this five-year span as evidenced by decreases between 2003-04 and 2006-07, but increases between 2004-05 and 2005-06.

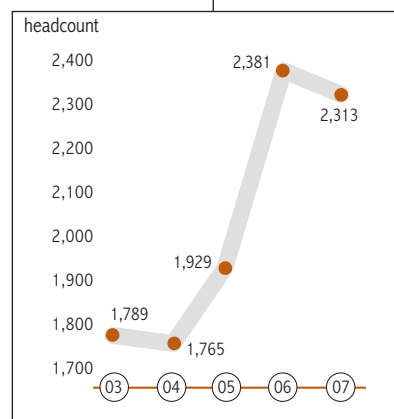
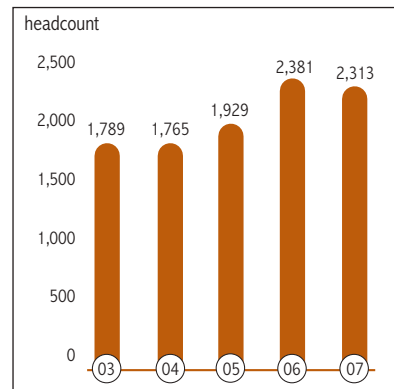
### National Context

National collection of dual enrollment data has begun only recently. A 2005 report from the United States Department of Education indicates that 71 percent of U.S. high schools and 51 percent of U.S. postsecondary institutions permitted high school students to take college courses during the 2002-03 school year. During that academic year, approximately 813,000 secondary students took a college credit class.

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

### About this Measure

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



Dual Enrollment of High School Students in HEPC Institutions

2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
1,789	1,765	1,929	2,381	2,313	-2.9%	29.3%



**HEPC IN-STATE ENROLLMENT BY COUNTY**

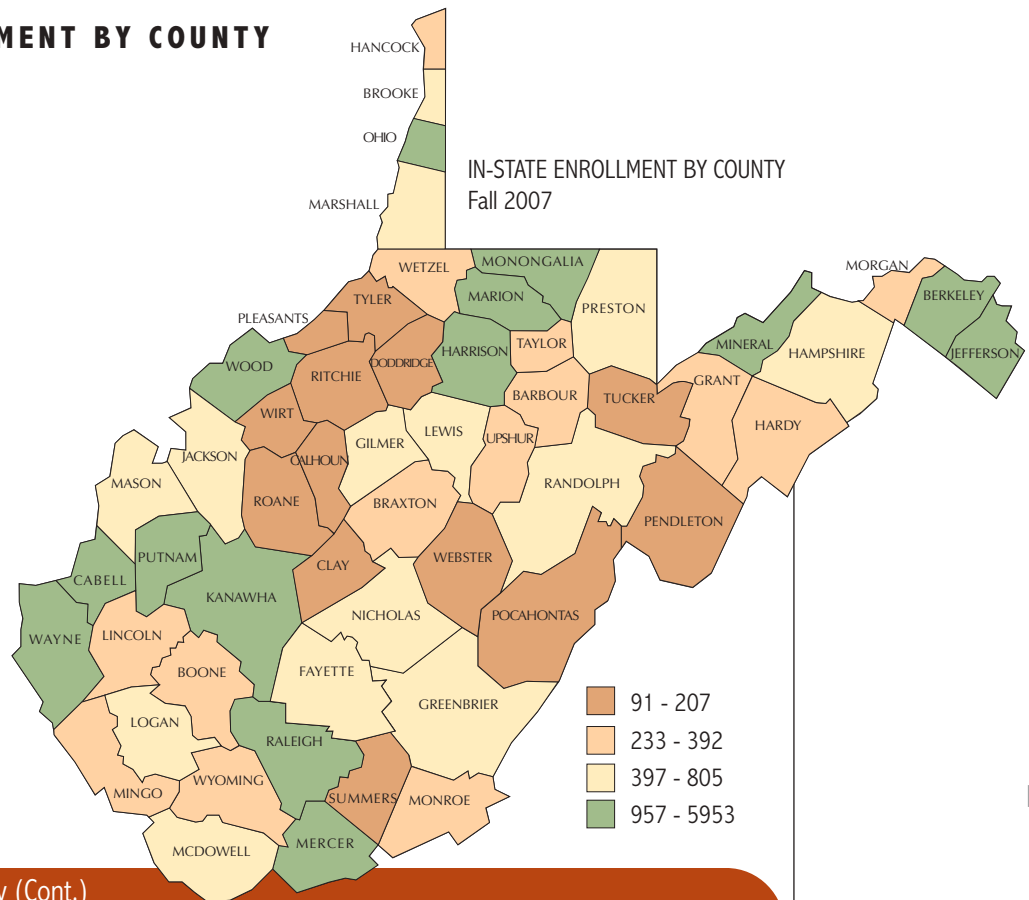
Fall 2003 - 2007

HEPC In-State Enrollment by County

	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
No County listed	448	498	443	459	468	2.0%	4.5%
Barbour	278	261	253	244	242	-0.8%	-12.9%
Berkeley	1,684	1,826	1,836	1,848	1,992	7.8%	18.3%
Boone	329	356	332	314	307	-2.2%	-6.7%
Braxton	341	305	322	358	335	-6.4%	-1.8%
Brooke	505	538	502	504	779	54.6%	54.3%
Cabell	4,367	4,126	4,204	4,206	4,084	-2.9%	-6.5%
Calhoun	175	186	186	164	149	-9.1%	-14.9%
Clay	214	217	190	194	207	6.7%	-3.3%
Doddridge	72	81	86	88	91	3.4%	26.4%
Fayette	992	934	918	861	805	-6.5%	-18.9%
Gilmer	291	275	375	405	397	-2.0%	36.4%
Grant	257	264	277	275	271	-1.5%	5.4%
Greenbrier	683	663	613	588	567	-3.6%	-17.0%
Hampshire	386	424	416	430	446	3.7%	15.5%
Hancock	677	678	695	637	392	-38.5%	-42.1%
Hardy	286	282	290	292	274	-6.2%	-4.2%
Harrison	1,945	2,001	2,112	2,016	2,077	3.0%	6.8%
Jackson	472	479	494	448	453	1.1%	-4.0%
Jefferson	983	1,115	1,148	1,153	1,200	4.1%	22.1%
Kanawha	5,792	5,853	6,066	6,037	5,953	-1.4%	2.8%
Lewis	432	405	398	410	400	-2.4%	-7.4%
Lincoln	325	293	264	287	289	0.7%	-11.1%
Logan	462	443	441	437	422	-3.4%	-8.7%
Marion	2,061	2,094	2,137	2,218	2,145	-3.3%	4.1%
Marshall	729	717	720	720	745	3.5%	2.2%
Mason	638	613	657	633	629	-0.6%	-1.4%
McDowell	507	502	465	447	422	-5.6%	-16.8%
Mercer	2,032	2,172	2,140	2,156	2,063	-4.3%	1.5%
Mineral	782	861	887	964	957	-0.7%	22.4%
Mingo	296	316	285	304	292	-3.9%	-1.4%
Monongalia	3,999	4,206	4,317	4,390	4,382	-0.2%	9.6%
Monroe	255	286	292	278	241	-13.3%	-5.5%
Morgan	173	188	219	218	233	6.9%	34.7%
Nicholas	503	477	488	507	456	-10.1%	-9.3%
Ohio	1,363	1,353	1,354	1,358	1,408	3.7%	3.3%
Pendleton	142	165	181	172	163	-5.2%	14.8%
Pleasants	96	100	93	104	92	-11.5%	-4.2%

# HEPC IN-STATE ENROLLMENT BY COUNTY

Fall 2003-2007 (CONT.)



HEPC In-State Enrollment by County (Cont.)

	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Pocohontas	129	122	110	120	143	19.2%	10.9%
Preston	703	680	714	682	696	2.1%	-1.0%
Putnam	1,626	1,657	1,671	1,734	1,666	-3.9%	2.5%
Raleigh	1,775	1,552	1,488	1,481	1,445	-2.4%	-18.6%
Randolph	491	503	537	545	541	-0.7%	10.2%
Ritchie	145	167	165	161	170	5.6%	17.2%
Roane	206	220	197	193	207	7.3%	0.5%
Summers	236	249	235	217	205	-5.5%	-13.1%
Taylor	358	330	334	353	331	-6.2%	-7.5%
Tucker	136	154	134	136	132	-2.9%	-2.9%
Tyler	157	163	154	166	179	7.8%	14.0%
Upshur	410	412	396	383	361	-5.7%	-12.0%
Wayne	975	952	954	981	1,078	9.9%	10.6%
Webster	171	146	139	142	131	-7.7%	-23.4%
Wetzel	315	324	352	358	371	3.6%	17.8%
Wirt	60	76	98	104	96	-7.7%	60.0%
Wood	977	1,079	1,145	1,149	1,078	-6.2%	10.3%
Wyoming	392	415	379	368	347	-5.7%	-11.5%

**UNDERGRADUATE TRANSFERS TO HEPC INSTITUTIONS**  
Academic Years 2003 - 2007

Undergraduate Transfers to HEPC Institutions

Transfer Type	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
From Public Four-Year	1,697	1,097	1,289	1,192	1,081	-9.3%	-36.3%
From Public Two-Year	491	471	638	802	1,066	32.9%	117.1%

**West Virginia Highlights**

- Students transferring from four-year to four-year public postsecondary institutions experienced a 9.3 percent decline from 2006 to 2007. This lateral transfer category has experienced a 36.3 percent decrease when compared to 2003 figures.
- Students transferring from two-year to four-year public postsecondary institutions experienced a 32.9 percent increase from 2006 to 2007. There was a 117.1 percent rise when comparing the 2007 dual enrollment numbers to 2003.

**National Context**

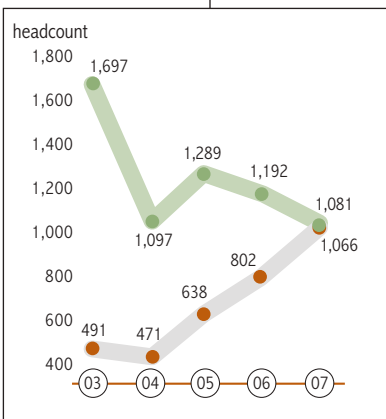
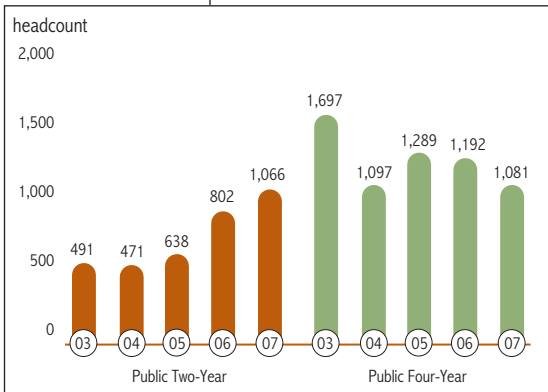
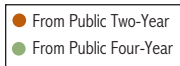
Multi-institutional attendance has become an increasingly common phenomenon. Between the high school graduating classes of 1982 and 1992, the number of students attending only one postsecondary institution declined from 46.9 percent to 43.5 percent. During this same time period, the proportion of students who attended two or more institutions increased from 19.3 percent to 21.5 percent (Adelman, 2006). More recently, 53.2 percent of the 32,000 college seniors who took the National Survey of Student Engagement in 2000 indicated that they attended more than one institution (Kuh et al., 2001).

Transfer patterns have been found to be related to student success. Formal institutional transfer fosters success, but less discriminate institution hopping thwarts degree completion. Those students making a traditional transfer from a two-year to a four-year college were 21 percent more likely to complete a bachelor's degree and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006).

**About this Measure**

These data indicate the number of students in West Virginia between the years of 2003 and 2007 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.

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# COST & AFFORDABILITY

## AVERAGE UNDERGRADUATE TUITION & FEES FOR IN-STATE AND OUT-OF-STATE STUDENTS

Academic Years 1998 - 2008

### West Virginia Highlights

- Average undergraduate tuition for in-state students increased 6.5 percent, from \$4,214 in 2007-08 to \$4,487 in 2008-09.
- The five-year trend in tuition and fees shows an increase of 45.8 percent for in-state students and 41.5 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 97.8 percent for in-state students and 93.1 percent for out-of-state students though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,219 since 1998 and out-of-state tuition has increased by \$5,389.

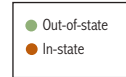
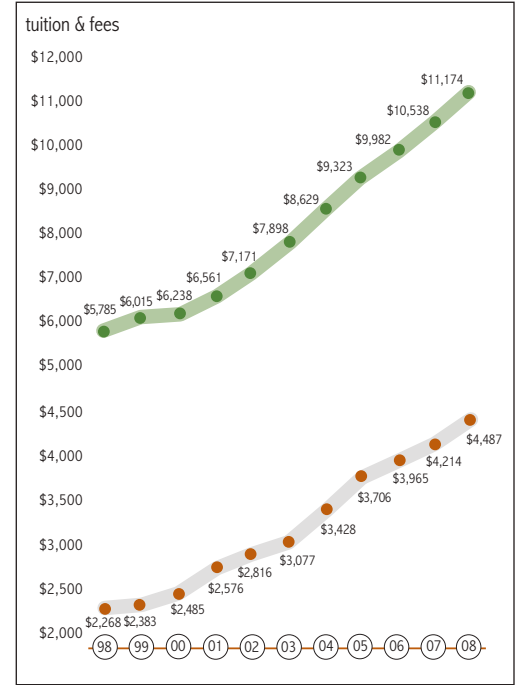
### National Context

According to SREB data, over the ten-year period from 1997-98 to 2006-07, median in-state tuition in SREB states increased from \$2,210 to \$4,636, an increase of 124 percent. If these figures are adjusted for inflation, the figure is 75 percent. In the country as a whole during the same time period, median in-state tuition increased from \$2,850 to \$5,264. This was a 102 percent increase without adjusting for inflation, a 58 percent increase with inflation adjustment. West Virginia increases were smaller than SREB averages both in dollars and percent.

*Measuring Up 2008*, the National Center for Public Policy and Higher Education's biennial report card, gave 49 states, including West Virginia, an F in affordability due to the increasing proportion of income needed to pay college expenses, even after financial aid. SREB data illustrates that tuition at four-year colleges in West Virginia represents 10.9 percent of median income in the state; this is lower than the 11.7 percent for the median SREB state, but equivalent to the national figure.

### About this Measure

This indicator provides the 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. 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 at public two-year colleges but lower than at private four-year colleges and universities or at public four-year universities at the out-of-state rate.



### Average Undergraduate Tuition & Fees

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2003-08 % Change	1998-08 % Change
In-State	\$2,268	\$2,383	\$2,485	\$2,576	\$2,816	\$3,077	\$3,428	\$3,706	\$3,965	\$4,214	\$4,487	45.8%	97.8%
Out-of-State	\$5,785	\$6,015	\$6,238	\$6,561	\$7,171	\$7,898	\$8,629	\$9,323	\$9,982	\$10,538	\$11,174	41.5%	93.1%

**UNDERGRADUATE TUITION & FEES FOR IN-STATE STUDENTS BY INSTITUTION, Academic Years 1997-2008**

Undergraduate Tuition & Fees for In-State Students by Institution

Institution	1997	2003	2007	2008	2007-08 % Change	2003-08 % Change	1997-08 % Change
Bluefield State College	\$2,110	\$2,806	\$3,984	\$4,272	7.2%	52.2%	102.5%
Concord University	\$2,388	\$3,198	\$4,414	\$4,578	3.7%	43.2%	91.7%
Fairmont State University	\$2,106	\$3,130	\$4,614	\$4,804	4.1%	53.5%	128.1%
Glenville State College	\$2,016	\$2,952	\$4,174	\$4,486	7.5%	52.0%	122.5%
Shepherd University	\$2,298	\$3,270	\$4,564	\$4,898	7.3%	49.8%	113.1%
West Liberty State College	\$2,190	\$3,138	\$4,172	\$4,464	7.0%	42.3%	103.8%
West Virginia State University	\$2,254	\$2,970	\$4,156	\$4,466	7.5%	50.4%	98.1%
Marshall University	\$2,348	\$3,260	\$4,360	\$4,598	5.5%	41.0%	95.8%
West Virginia University	\$2,662	\$3,548	\$4,722	\$5,100	8.0%	43.7%	91.6%
Potomac State College of WVU	\$2,058	\$2,192	\$2,596	\$2,726	5.0%	24.4%	32.5%
WVU Institute of Technology	\$2,518	\$3,380	\$4,598	\$4,964	8.0%	46.9%	97.1%

**West Virginia Highlights**

- The tuition and fees changes from 2007 to 2008 ranged from a 3.7 percent increase of \$164 at Concord University to an 8.0 percent increase of \$378 at West Virginia University. Adjusting for inflation with the Consumer Price Index, these percentage increases were 1.2 percent and 5.4 percent respectively.
- Looking over the five-year window from 2003 to 2008, the increases varied from a low of \$534 or 24.4 percent at Potomac State College of WVU to a 53.5 percent increase of \$1,674 at Fairmont State University. Adjusted for inflation, these increases were 7.7 percent and 32.9 percent respectively.
- Ten-year increases varied from a 32.5 percent increase of \$668 at Potomac State to a 128.1 percent increase of \$2,698 at Fairmont State. These increases are reduced to 1.6 percent and 75.0 percent when adjusted for inflation.

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Undergraduate In-State Tuition & Fees Peer Comparison, 2008

Institution	Tuition & Fees	Peer Group Average	Rank
Bluefield State College	\$4,272	\$5,467	16
Concord University	\$4,578	\$5,548	15
Fairmont State University	\$4,804	\$5,424	13
Glenville State College	\$4,486	\$6,440	17
Marshall University	\$4,598	\$5,800	17
Potomac State College of WVU	\$2,726	\$2,645	9
Shepherd University	\$4,898	\$5,310	11
West Liberty State College	\$4,464	\$5,678	14
West Virginia State University	\$4,466	\$5,346	14
West Virginia University	\$5,100	\$6,966	18
WVU Institute of Technology	\$4,964	\$6,204	15

**National Context**

As can be seen from the chart at left, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for almost all HEPC institutions. Similarly, if the tuition among the twenty peer institutions is ranked from highest to lowest, almost all West Virginia institutions rank in the bottom third.

**About this Measure**

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

Source: Chronicle of Higher Education

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

Academic Years 2003 & 2008

### West Virginia Highlights

- The smallest percentage increase for cost of attendance between 2003 and 2008 is found at Marshall University where the total rose from \$9,112 in 2003 to \$11,995 in 2008.
- The largest percentage increase, excluding Bluefield State which has no campus housing, is found at WVU Institute of Technology. The cost of attendance was \$7,856 in 2003 compared to \$11,808 in 2008.
- The four-year public postsecondary institution with the lowest cost of attendance in 2008 is Potomac State College of WVU. The institution with the highest cost is West Virginia University.

### National Context

It is estimated that nationally, tuition and fees comprised approximately 46 percent of the combined expense of tuition and fees plus room and board in 2007-08. Average total charges of tuition, fees, room, and board at four-year public institutions nationally were \$13,589 in 2007-08 which was 5.9 percent higher than the prior year's total of \$12,837 (College Board, 2007).

Over the last decade, average tuition, fee, room, and board at public four-year institutions have increased by 75 percent from their 1998-99 level of \$7,769. If these charges are adjusted for inflation, the increase is 37 percent.

### 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 \$3,747 for 2007-08 (College Board, 2007).

### Cost of Attendance for In-State Undergraduate Students Living On Campus

Institution	2003			2008			2003-08 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College*	\$2,806	\$0	\$2,806	\$4,272	\$0	\$4,272	52.2%
Concord University	\$3,198	\$4,838	\$8,036	\$4,578	\$6,530	\$11,108	38.2%
Fairmont State University	\$3,130	\$4,883	\$8,013	\$4,804	\$6,397	\$11,201	39.8%
Glenville State College	\$2,952	\$4,860	\$7,812	\$4,486	\$6,250	\$10,736	37.4%
Marshall University	\$3,260	\$5,852	\$9,112	\$4,598	\$7,397	\$11,995	31.6%
Potomac State College of WVU	\$2,192	\$4,424	\$6,616	\$2,726	\$6,660	\$9,386	41.9%
Shepherd University	\$3,270	\$5,162	\$8,432	\$4,898	\$7,221	\$12,119	43.7%
WVU Institute of Technology	\$3,380	\$4,476	\$7,856	\$4,964	\$6,844	\$11,808	50.3%
West Liberty State College	\$3,138	\$4,648	\$7,786	\$4,464	\$6,282	\$10,746	38.0%
West Virginia State University	\$2,970	\$4,200	\$7,170	\$4,466	\$5,375	\$9,841	37.3%
West Virginia University	\$3,548	\$5,822	\$9,370	\$5,100	\$7,635	\$12,735	35.9%

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

**AVERAGE LOAN DEBT OF GRADUATES**

Academic Years 2003 - 2007

Average Loan Debt of Graduates							
Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Bluefield State College	\$13,219	\$15,496	\$16,078	\$16,107	\$13,291	-17.5%	0.5%
Concord University	\$15,599	\$15,385	\$17,727	\$17,862	\$17,898	0.2%	14.7%
Fairmont State University	\$16,400	\$17,395	\$18,345	\$19,237	\$17,683	-8.1%	7.8%
Glenville State College	\$13,897	\$13,393	\$15,527	\$16,092	\$14,919	-7.3%	7.4%
Marshall University	\$16,377	\$17,554	\$18,192	\$19,328	\$17,427	-9.8%	6.4%
Potomac State College of WVU	\$9,436	\$11,819	\$10,425	\$10,629	\$9,162	-13.8%	-2.9%
Shepherd University	\$20,184	\$21,157	\$21,755	\$23,241	\$21,648	-6.9%	7.3%
WV School of Osteopathic Medicine	\$11,127	\$14,261	\$11,232	\$12,018	\$18,532	54.2%	66.6%
WVU Institute of Technology	\$16,741	\$17,235	\$17,570	\$20,828	\$20,571	-1.2%	22.9%
West Liberty State College	\$18,223	\$18,766	\$21,679	\$22,914	\$18,033	-21.3%	-1.0%
West Virginia State University	\$16,844	\$18,396	\$20,509	\$21,427	\$21,259	-0.8%	26.2%
West Virginia University	\$23,351	\$24,828	\$26,166	\$27,629	\$25,639	-7.2%	9.8%
<b>TOTAL</b>	<b>\$19,079</b>	<b>\$20,560</b>	<b>\$21,788</b>	<b>\$23,134</b>	<b>\$21,410</b>	<b>-7.5%</b>	<b>12.2%</b>

**West Virginia Highlights**

- Average loan debt for graduates decreased 7.5 percent, from \$23,134 in 2006-07 to \$21,410 in 2007-08.
- The five-year trend in loan debt shows an increase of 12.2 percent from the \$19,079 figure in 2003-04.
- The four-year public institution with the largest one-year decrease is West Liberty State College which realized a 21.3 percent decrease. Potomac State College of WVU had a decrease of 2.9 percent since 2003.
- The institution with the largest one-year increase is the West Virginia School of Osteopathic Medicine which had a 54.2 percent increase. It also had the largest five-year gain at 66.6 percent since 2003.

**National Context**

Approximately 55 percent of public four-year college students graduated with debt each year between 2000-01 and 2006-07 (College Board, 2008). During this time period, the average debt of borrowers increased by 8 percent after adjusting for inflation from \$17,400 to \$18,800.

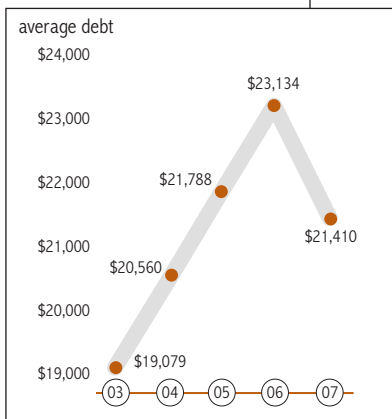
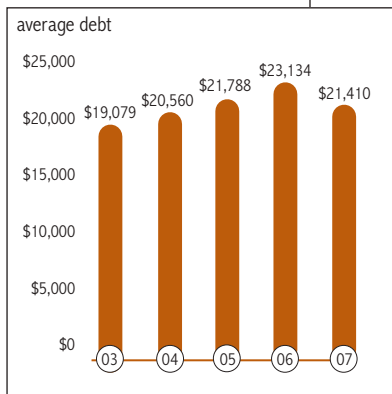
While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, this has resulted not from a decline in grant aid, but rather a steep increase in loan uptake. From 1999-00 to 2007-08, total grant aid for undergraduates grew at an annual rate of 6.4 percent in inflation-adjusted dollars while total loans increased 8.2 percent per year. This has resulted in an increase between 1997-98 and 2006-07 from 4.1 to 6.1 million undergraduate borrowers with aggregate loan debt rising from \$41 billion to \$85 billion (College Board, 2008).

From 1999-00 to 2007-08, total grant aid for graduate students grew at an average annual rate of 3.4 percent while total loans increased an average of 7.9 percent per year.

**About this Measure**

This indicator provides the average loan debt that West Virginia public institution undergraduate and graduate students have accumulated during pursuit of their degrees. This debt includes all loans whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.

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## COLLEGE PARTICIPATION RATE OF LOW-INCOME STUDENTS IN WEST VIRGINIA

Academic Years 1997-2006

### College Participation Rate of Low-Income Students in West Virginia

Year	Participation Rate
1997	21.6%
1998	23.1%
1999	21.5%
2000	20.6%
2001	21.4%
2002	22.4%
2003	21.4%
2004	21.8%
2005	18.6%
2006	19.2%

Source: Mortenson, 2008

## COLLEGE PARTICIPATION RATE OF LOW - INCOME STUDENTS IN SREB STATES

Academic Year 2006

### College Participation Rate of Low-Income Students in SREB States

State	Participation Rate
Alabama	20.4%
Arkansas	21.4%
Delaware	18.9%
Florida	24.4%
Georgia	21.0%
Kentucky	19.8%
Louisiana	17.2%
Maryland	26.3%
Mississippi	22.5%
North Carolina	24.5%
Oklahoma	17.4%
South Carolina	21.7%
Tennessee	21.6%
Texas	19.7%
Virginia	22.4%
West Virginia	19.2%
<b>SREB AVERAGE</b>	<b>21.2%</b>

Source: Mortenson, 2008

### West Virginia Highlights

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has declined by 2.4 percentage points from 21.6 percent in 1997 to 19.2 percent in 2006, the most recent year these data are available.
- The college-going rate of low-income students reached a peak of 23.1 percent in 1998.

### National Context

In the nation as a whole, the proportion of low-income students who enroll in college reached a peak of 27.7 percent in 1998 and has declined since then to the 2006 figure of 23.8 percent. The college-going rate of students who are not low-income, conversely, has risen by 6.2 percentage points and the gap in college-going between low-income and non-low-income students is the largest it has been since these data were first collected in 1993. (Mortenson, 2008).

Among the SREB states, the 2006 college participation rate of low-income students ranges from a high of 26.3 percent in Maryland to a low of 17.2 percent in Louisiana. West Virginia ranks 13th in college participation of low-income students among the 16 SREB states and is two percentage points below the SREB average.

### About this Indicator:

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

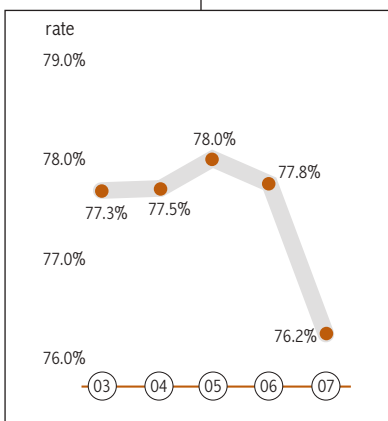
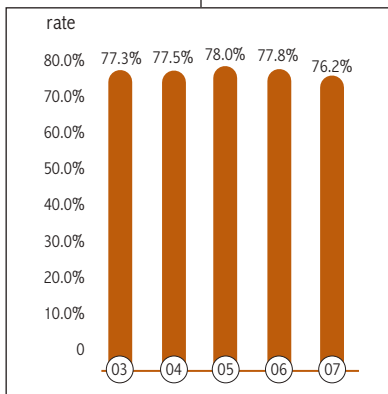
## LEARNING & ACCOUNTABILITY

### ONE-YEAR RETENTION RATES

Percent Returning in Fall from Previous Fall's Cohort, 2003 - 2007

One-Year Retention Rates					
Institution	2003	2004	2005	2006	2007
Bluefield State College	65.5%	64.8%	63.0%	70.3%	65.1%
Concord University	71.3%	70.2%	73.7%	69.5%	70.8%
Fairmont State University	76.6%	76.8%	78.8%	74.8%	77.8%
Glenville State College	63.5%	65.9%	70.2%	66.8%	61.8%
Marshall University	80.6%	78.4%	79.8%	80.0%	78.6%
Potomac State College of WVU	63.7%	60.8%	58.6%	63.4%	56.9%
Shepherd University	70.2%	76.6%	72.8%	73.7%	71.8%
West Liberty State College	75.2%	74.7%	71.6%	77.1%	71.3%
West Virginia State University	69.1%	60.5%	63.4%	63.0%	57.7%
West Virginia University	81.9%	84.0%	84.4%	83.2%	82.0%
WVU Institute of Technology	77.3%	69.0%	66.4%	71.6%	75.3%
<b>TOTAL</b>	<b>77.3%</b>	<b>77.5%</b>	<b>78.0%</b>	<b>77.8%</b>	<b>76.2%</b>

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#### West Virginia Highlights

- First-year retention rates have declined 1.1 percentage point at four-year public institutions from 77.3 percent in 2003 to 76.2 percent in 2007.
- The largest gain was at Shepherd University, with an increase of 1.6 percentage point.
- The largest decrease was at West Virginia State University, with a decline of 11.4 percentage points.

#### National Context

The national proportion of fall 2006 first-time freshmen who were retained at their home institution the following fall was 78 percent. This figure is much higher than retention rates for part-time students during this same year, which was 48.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transfer within their state system and were retained in another school in the state's public postsecondary sector. In the SREB, the median retention rate for all 16 states was 76 percent. West Virginia ranked 13 of 16 with a same-school retention rate of 71.5 percent (NCHEMS, 2007)

#### About this Measure

This indicator provides the proportion of all first-time freshmen that are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there. Students are more likely to drop out during their first college year than at any other time. The ability to provide the support that will assist with retention during this first year will greatly increase the likelihood of higher graduation rates.

## GRADUATION RATE FOR STUDENTS SEEKING A BACHELOR'S DEGREE

First Time, Full-Time Freshmen in Fall Receiving a Bachelor's Degree Within 6 Years

### West Virginia Highlights

- Graduation rates have improved 1.9 percentage points at four-year public institutions from 46 percent for the 1998 cohort to 47.9 percent for the 2002 cohort.
- The largest gain was at Marshall University, with an increase of 5.7 percentage points.
- The largest decrease was at Glenville State College, with a decline of 4.1 percentage points.

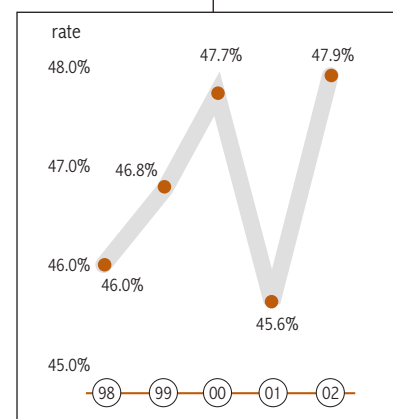
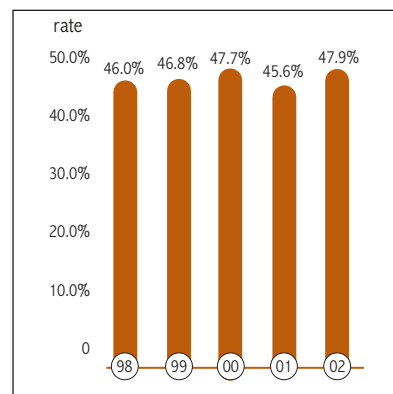
### National Context

The national proportion of fall 2000 first-time, full-time degree or certificate-seeking undergraduates who graduated within six years was 54.8 percent. The figure was higher for women (57.7%) than for men (51.3%) (IPEDS, 2007). In the SREB, for the cohort of 1998, the proportion of first-time, full-time bachelor's seeking students who completed their degree at the institution of initial enrollment was 52 percent.

Graduation rates have been shown to vary widely by race/ethnicity in the nation with 59 percent of white students, 47 percent of Hispanic students, 41 percent of African American students, and 39 percent of Native American students completing a bachelor's within six years.

### About this Measure

This indicator provides the proportion of first-time freshmen who are full-time students seeking a bachelor's degree that complete that degree within six years at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there.



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

Institution	1998	1999	2000	2001	2002
Bluefield State College	26.5%	34.5%	35.0%	12.8%	24.1%
Concord University	40.0%	35.4%	37.3%	40.0%	36.5%
Fairmont State University	39.7%	40.0%	40.3%	38.0%	41.1%
Glenville State College	36.0%	37.0%	32.7%	29.2%	31.9%
Marshall University	40.3%	44.0%	48.2%	42.2%	46.0%
Shepherd University	43.3%	42.7%	45.4%	38.2%	40.4%
WVU Institute of Technology	37.7%	34.1%	33.9%	40.3%	42.6%
West Liberty State College	41.3%	44.4%	43.9%	45.0%	42.6%
West Virginia State University	30.9%	26.4%	22.7%	23.7%	28.1%
West Virginia University	55.6%	55.4%	55.6%	55.0%	56.9%
<b>SYSTEM</b>	<b>46.0%</b>	<b>46.8%</b>	<b>47.7%</b>	<b>45.6%</b>	<b>47.9%</b>

**CERTIFICATES & DEGREES CONFERRED BY MAJOR**

Academic Years 2003 - 2007

Certificates & Degrees Conferred by Major

Major	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Agriculture	125	132	127	155	213	37.4%	70.4%
Architecture	22	31	28	25	33	32.0%	50.0%
Biological & Biomedical Sciences	332	359	388	489	465	-4.9%	40.1%
Business	1,831	1,724	1,638	1,740	1,735	-0.3%	-5.2%
Communication & Journalism	534	559	662	607	612	0.8%	14.6%
Communication Technologies/Technicians	45	17	13	17	29	70.6%	-35.6%
Computer & Information Sciences	230	167	181	150	173	15.3%	-24.8%
Education	2,009	2,047	2,060	1,963	1,894	-3.5%	-5.7%
Engineering	578	602	634	621	624	0.5%	8.0%
Engineering Technologies/Technicians	281	152	125	146	138	-5.5%	-50.9%
English Language & Literature/Letters	211	219	210	235	213	-9.4%	0.9%
Family & Consumer Sciences/Human Sciences	161	145	151	141	126	-10.6%	-21.7%
Foreign Languages, Literatures, & Linguistics	91	72	85	92	99	7.6%	8.8%
Health Professions & Clinical Sciences	1,525	1,263	1,399	1,566	1,543	-1.5%	1.2%
History	149	162	145	171	162	-5.3%	8.7%
Legal Professions & Studies	211	147	141	166	151	-9.0%	-28.4%
Liberal Arts & Sciences, General Studies & Humanities	283	196	157	169	156	-7.7%	-44.9%
Mathematics & Statistics	66	90	71	53	78	47.2%	18.2%
Mechanic & Repair Technologies/Technicians	20	.	.	.	.	.	.
Multi/Interdisciplinary Studies	342	228	303	355	358	0.8%	4.7%
Natural Resources & Conservation	117	141	137	142	183	28.9%	56.4%
Parks, Recreation, Leisure & Fitness Studies	158	154	166	234	223	-4.7%	41.1%
Personal & Culinary Services	7	.	.	.	.	.	.
Philosophy & Religious Studies	8	17	8	10	15	50.0%	87.5%
Physical Sciences	152	131	145	133	178	33.8%	17.1%
Psychology	436	451	468	411	431	4.9%	-1.1%
Public Administration & Social Services	295	194	251	214	289	35.0%	-2.0%
Regent's Bachelor of Arts	818	800	830	740	767	3.6%	-6.2%
Science Technologies/Technicians	79	4	1	3	4	33.3%	-94.9%
Security & Protective Services	332	288	280	297	328	10.4%	-1.2%
Social Sciences	487	515	525	536	568	6.0%	16.6%
Transportation & Materials Moving	1	.	.	.	.	.	.
Visual & Performing Arts	267	272	284	276	305	10.5%	14.2%
<b>TOTAL</b>	<b>12,203</b>	<b>11,279</b>	<b>11,613</b>	<b>11,857</b>	<b>12,093</b>	<b>2.0%</b>	<b>-0.9%</b>

## CERTIFICATES & DEGREES CONFERRED BY MAJOR

Academic Years 2003 - 2007 (CONT.)

### West Virginia Highlights

- The number of certificates and degrees conferred has increased by 2.0 percent at four-year public institutions from 11,857 in 2006 to 12,093 in 2007. Degrees conferred have decreased by 0.9 percent overall since 2003.
- The largest one-year percentage gain in number of graduates is found in Communication Technologies with a 70.6 percent increase. The largest numerical gain is found in Public Administration and Social Services with an increase of 75 graduates.
- The largest five-year percentage gain in number of graduates is found in Philosophy and Religious Studies with a 87.5 percent increase. The largest numerical gain is found in Biological and Biomedical Sciences with an increase of 133 graduates.

### National Context

Between 1994-95 and 2004-05, in SREB states and in the nation as a whole, the number of bachelor's degrees conferred at both public and private institutions increased by the largest percent for humanities (U.S. 44%, SREB 36%), followed by business and management (32%, 38%), social and behavioral sciences (22%, 25%), science and technologies (19%, 20%), and allied health and health sciences (0.6%, 9.4%). There was a decrease over this time period in education of 0.6 percent in the nation and 12 percent in the SREB.

The magnitude of master's degree growth by field has been different with the largest growth in the fields of education (U.S. 64%, 45%), business and management (51%, 58%), and allied health and health sciences (49%, 56%) followed by science and technologies (30%, 35%), social and behavioral sciences (25%, 25%), and the humanities (19%, 12%). Growth in doctoral degrees has been largest in allied health and health sciences (185%, 148%), followed by social and behavioral sciences (18%, 34%), education (19%, 30%), business and management (8%, 2%), and humanities (-2%, -2%).

### About this Measure

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

**PASS RATES OF BACCALAUREATE DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS**

Years Ending June 2003 - 2007

**West Virginia Highlights**

- 2007 licensure pass rates increased in three of six areas when compared to 2006 – Dental Hygiene, Medical Technology, and Nursing. A comparison for Cytotechnology was not possible due to a lack of data in 2006.
- 2007 licensure pass rates increased in one of five areas when compared to 2003 – Praxis II (Learning & Teaching). Comparisons were not possible for the areas of Cytotechnology and Dietetics due to a lack of data in 2003.
- No areas demonstrated an increase in pass rates for each of the five years examined.

**National Context**

The National Center for Public Policy and Higher Education’s latest edition of its biennial state report card entitled *Measuring Up 2008* reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations. About 55 percent more of the state’s graduates take these examinations than graduates nationwide and West Virginia graduates’ pass rates match the national average.

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

Where national pass rates were available, West Virginia passed the national pass rate for Dental Hygiene and was below it in Nursing and Social Work.

**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.

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Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2003	2004	2005	2006	2007
Cytotechnology	.	100.0%	100.0%	.	100.0%
Dental Hygiene	96.6%	94.1%	100.0%	90.6%	94.6%
Dietetics	.	75.0%	85.7%	72.7%	70.0%
Medical Technology	100.0%	64.3%	85.7%	64.3%	90.0%
Nursing	88.4%	89.8%	81.7%	79.6%	85.0%
Praxis II (Learning & Teaching)	82.2%	87.9%	89.1%	90.5%	88.8%
Social Work (State)	81.0%	.	73.4%	70.2%	65.8%

## PASS RATES OF GRADUATE/PROFESSIONAL DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS

Years Ending June 2003 - 2007

### West Virginia Highlights

- 2007 licensure pass rates increased in six of thirteen areas when compared to 2006. Pass rates of 100 percent were maintained in two other areas. A comparison for Nursing Administration was not possible due to a lack of data in 2006 and 2007.
- 2007 licensure pass rates increased in eight of twelve areas and held steady in one other when compared to 2003 data. Comparisons were not possible for the areas of Nursing Administration and Counselor Licensing due to a lack of comparable data in either 2003 or 2007.
- The areas of Family Nurse Practitioner, Occupational Therapy, and Physical Therapy held steady or increased their pass rates each of the five years examined.

### National Context

West Virginia institutions exceeded the national pass rate in all exams with an available national pass rate: COMLEX Level 3 (osteopathic medicine), Dentistry, Family Nurse Practitioner, National Certified Counselor, Speech Pathology and Audiology, Occupational Therapy, Pharmacy, Physical Therapy, and USMLE (medical) exams.

### About this Measure

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

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

Exam	2003	2004	2005	2006	2007
Complex Level 3	98.0%	91.8%	97.2%	95.0%	100.0%
Dentistry	93.9%	100.0%	100.0%	97.7%	97.8%
Dietetics	63.6%	60.0%	87.5%	100.0%	75.0%
Family Nurse Practitioner	82.8%	84.0%	88.5%	88.5%	94.4%
Law	71.9%	73.3%	80.2%	72.0%	66.3%
National Certified Counselor Exam	92.9%	100.0%	75.0%	93.8%	92.9%
National Exam in Speech Pathology & Audiology	95.2%	98.1%	97.9%	94.2%	97.9%
Nursing Administration	100.0%	100.0%	100.0%	.	.
Occupational Therapy	86.2%	95.5%	95.5%	100.0%	100.0%
Pharmacy (Pharm D)	100.0%	98.5%	95.5%	90.4%	97.2%
Physical Therapy	96.7%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	96.9%	94.8%	91.4%	94.9%	88.7%
USMLE Step 3	90.7%	94.9%	93.6%	95.2%	97.1%
WV Competency Exam for Counselor Licensing	.	87.5%	.	83.3%	75.8%



**AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK**

Fall 2004 - 2008

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

Institution	Full Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	\$66,936	\$55,549	\$51,670	\$39,052	\$37,584	\$36,588	\$57,750
Concord University	\$68,472	\$58,562	\$48,453	\$41,270	.	.	\$54,021
Fairmont State University	\$75,421	\$63,073	\$50,395	\$41,413	.	\$34,571	\$59,071
Glenville State College	\$65,885	\$58,216	\$46,100	\$35,203	.	\$33,243	\$48,997
Marshall University	\$73,652	\$58,513	\$48,586	\$31,227	.	.	\$60,802
Potomac State College of WVU	\$65,430	\$48,606	\$40,889	\$37,585	.	.	\$48,377
Shepherd University	\$73,499	\$61,674	\$52,812	\$39,000	\$46,944	.	\$59,461
WVU Institute of Technology	\$68,210	\$54,193	\$48,313	\$44,049	\$41,371	.	\$55,006
West Liberty State College	\$63,157	\$54,861	\$45,748	\$41,920	\$35,225	.	\$50,688
West Virginia State University	\$62,297	\$56,989	\$47,620	\$38,692	.	.	\$52,766
West Virginia University	\$102,298	\$72,772	\$60,349	\$41,709	\$49,782	.	\$75,564
<b>SYSTEM</b>	<b>\$83,413</b>	<b>\$64,136</b>	<b>\$53,725</b>	<b>\$38,869</b>	<b>\$46,319</b>	<b>\$34,443</b>	<b>\$64,304</b>

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**West Virginia Highlights**

- Overall, faculty salaries rose 4.8 percent between 2007 and 2008. Salary gains since 2004 were 18.7 percent.
- The largest one-year percentage increase by faculty rank was for full professors who realized a 7.1 percent increase. The smallest gain during this time period was 4.1 percent for lecturers.
- The largest five-year percentage increase by faculty rank was for lecturers who realized a 29.9 percent gain. The smallest gain during this five-year span was 7.2 percent for graduate students and other miscellaneous categories.

**National Context**

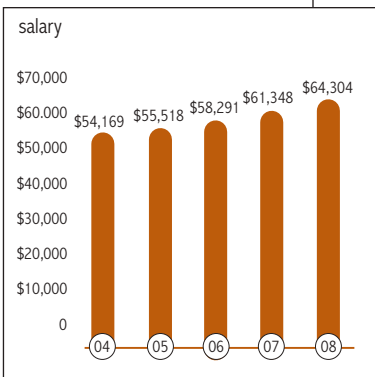
In the nation, the average salary of full-time faculty in 2006-07 was \$96,194 for full professors, \$69,694 for associate professors, \$58,589 for assistant professors, and \$41,509 for instructors which combined for an overall average salary of \$71,036.

In the SREB, the average salary of full-time faculty in 2006-07 was slightly lower than the nation as a whole at \$94,459 for full professors, \$68,545 for associate professors, \$57,731 for assistant professors, and \$40,829 for instructors. The SREB had an overall average faculty salary of \$68,583.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which is one place above its ranking a decade earlier.

**About this Measure**

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2004 to fall 2008. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade (NCES, 2008).



Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2004-2008

Rank	2004	2005	2006	2007	2008	2006-07 % Change	2003-07 % Change
Full Professor	\$67,486	\$68,724	\$73,436	\$77,879	\$83,413	7.1%	23.6%
Associate Professor	\$54,111	\$55,608	\$57,976	\$60,320	\$64,136	6.3%	18.5%
Assistant Professor	\$44,670	\$46,446	\$48,624	\$51,103	\$53,725	5.1%	20.3%
Instructor	\$33,182	\$34,288	\$34,951	\$36,932	\$38,869	5.2%	17.1%
Lecturer	\$35,669	\$37,565	\$41,073	\$44,509	\$46,319	4.1%	29.9%
Graduate Assistant & Other	\$32,138	\$34,429	\$59,517	\$32,855	\$34,443	4.8%	7.2%
<b>ALL RANKS</b>	<b>\$54,169</b>	<b>\$55,518</b>	<b>\$58,291</b>	<b>\$61,348</b>	<b>\$64,304</b>	<b>4.8%</b>	<b>18.7%</b>

## INNOVATION

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

### Access

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally-funded program designed to better prepare middle and high school students for college through academic preparation programs, professional development activities for educators, and college information for students and parents. The Commission submitted a state GEAR UP application in December 2007 and was notified in July 2008 of receipt of the six-year, \$18 million grant. Central and local staff have been hired and trained and base-line data are already being collected for the program which will help prepare students in ten of the state's least affluent counties for postsecondary education.
- The Higher Education Policy Commission was awarded a College Access Challenge Grant by the U.S. Department of Education. These grants foster partnerships between federal, state, and local governments through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. A key component of this grant, which is approximately \$450,000 each year for the 2008-09 and 2009-10 academic years, is the creation of a state higher education web portal that will include college admissions applications, state and federal student financial aid applications, electronic transcript options, interest/career assessments, and a host of other features to enhance academic preparation and the transition from high school to postsecondary education.
- The Higher Education Policy Commission staff has taken on research initiatives to better understand the college-going decision making of West Virginia students. Findings from the High School Senior Opinions Survey and PROMISE Scholarship Focus Groups have been used to shape the PROMISE Ad-Hoc Advisory Committee deliberations as well as the delivery of access and outreach activities in the state.

### Cost and Affordability

- Chancellor Noland appointed a PROMISE Ad-Hoc Advisory Committee, chaired by Dr. Jerry Beasley, to evaluate the success of the scholarship program and make recommendations for its future. The Higher Education Policy Commission staff has provided administrative and research assistance to this committee throughout the year. The recommendations will be presented in early 2009.

## INNOVATION (CONT.)

- A Statewide Taskforce on Textbook Affordability was created to examine the impact of this important influence on college affordability.
- The Constituent Group Workshop convenes the West Virginia Virtual Learning Network (WVVLN), academic officers, and registrars to discuss issues pertaining to a common registration form, inter-campus agreement, Regents Bachelor of Arts (RBA) course development, the request for proposal (RFP) process, and business and marketing plans. This workshop helps institutions share best practices and collaborate to create efficiencies for students and institutions.

### Learning and Accountability

- The Higher Education Policy Commission and the Council for Community and Technical College Education cosponsor each spring the West Virginia College Retention Conference. The conference provides professional development in the areas of student services and academic affairs, sessions about current issues and trends, a keynote presentation from a nationally known retention consultant, and best practice poster presentations from around the state. This conference helps make the linkages between new interventions that facilitate persistence, broad implementation of best practices, and state-wide improvement in keeping students in school making progress toward a degree.
- The Higher Education Policy Commission requires its constituent colleges and universities to renew institutional compacts that indicate progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for assessment of success in carrying out institutional mission and in attainment of institutional and state goals.
- The Higher Education Policy Commission is developing a series of reports and report cards that present information for parents, students, staff, policy-makers, and the general public on the quality and performance of public higher education. These reports address various aspects of higher education including preparation, participation, affordability, educational outcomes, and staffing. The recent presentation to the Policy Commission on the findings of a student transfer study performed by Commission staff is an example of how research is being utilized to assess and guide the system.
- The Collegiate Learning Assessment is being implemented in four-year colleges and universities to assess student critical thinking, problem solving, and writing skills. This assessment is unique in its combination of skills measured, value-added analytical approach, use of performance tasks, web-based administration, and adjustments made to control for initial ability.
- The Programs of Distinction Committee is meeting to establish the criteria to be used in recognizing excellence in academic programs. Each campus will indicate at least two programs and how they have enhanced institutional outreach, institutional mission, and service to the community. The Programs of Distinction process assists in the master plan goal of refining institutional missions and targeting finite resources.



## Economic Growth

- The Research Trust Fund allows the state's two research universities 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 "Bucks for Brains" fund supports research in energy, biotechnology, biomedical identification technology, material science and engineering, and environmental science. Private gifts are matched dollar-for-dollar.
- Research Challenge Grants support large STEM (science, technology, engineering and mathematics) research projects that can lead to research centers and economic development. Projects assist the institution in its ability to successfully compete for external funding on a national and international basis by providing incentives to increase research capacity.
- The Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by HEPC. The fund generates approximately \$4 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology.
- The Research Infrastructure Improvement (RII) award from the National Science Foundation is a five-year grant of up to \$3 million annually to support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development. HEPC received its second RII award, "Next Generation Biometrics: Achieving Strength in Molecular Recognition and Transport," in May 2006. Partners in this research and education opportunity are HEPC's West Virginia EPSCoR, West Virginia University, Marshall University, and West Virginia State University.
- International Innovation Grants support development of an international component in one or more STEM programs. This program encourages STEM faculty and students to think globally about research, collaboration, grant opportunities, and exchange programs. Grant funds may be used for a variety of innovative purposes and activities including curriculum, scientific equipment, and travel.
- Innovation Grants fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.
- A number of other grants and programs have been implemented to encourage students to major in STEM fields and to provide support for faculty and businesses engaged in research and development.





# WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

## ACCESS

### CREDIT HEADCOUNT ENROLLMENT

Fall 2003-2007

#### West Virginia Highlights

- Students enrolled in for-credit classes increased 2.9 percent, from 19,310 in 2006-07 to 19,875 in 2007-08.
- For-credit enrollment has increased 4.1 percent since 2004 – the year the Community and Technical College System (CTCS) developed into its current form.
- Over this five-year span from 2003-04 to 2007-08, seven institutions have realized increases in credit enrollment while three have seen decreases.

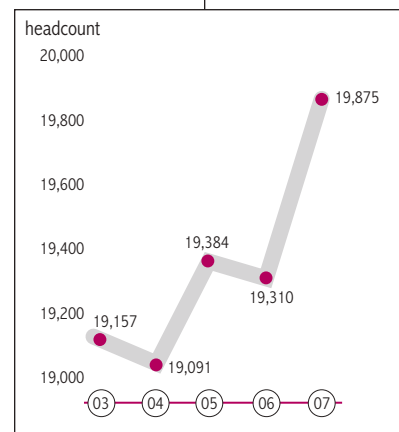
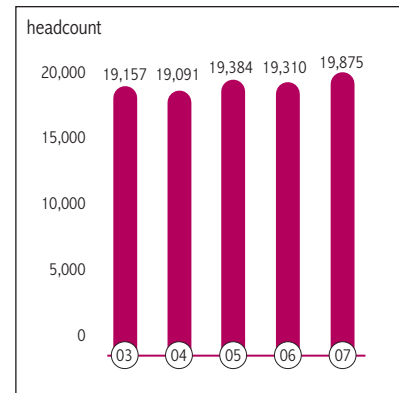
#### National Context

Although two-year enrollment increased at a larger rate than four-year enrollment in the 1970s, undergraduate enrollment, overall, has been larger at four-year institutions than at two-year institutions. From 2000 to 2006, four-year enrollment grew at a rate twice as fast as two-year enrollment, from 55 to 57 percent of total enrollment. These proportions are expected to hold steady from 2007 to 2017 (NCES, 2008).

#### About this Measure

This indicator tracks the number of students at each institution taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working towards a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs. It enables the state to longitudinally track the flow of students through CTCS institutions.

In West Virginia, two-year students comprised 23 percent of public postsecondary enrollment in 1970. This percentage increased to 28 percent by 2006 (SREB, 2008).



#### Credit Headcount Enrollment

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	1,381	1,411	1,658	1,872	2,058	9.9%	49.0%
Community & Technical College at WVU Tech	658	643	649	667	717	7.5%	9.0%
Eastern WV Community & Technical College	331	340	420	389	382	-1.8%	15.4%
Marshall Community & Technical College	2,339	2,341	2,545	2,468	2,309	-6.4%	-1.3%
New River Community & Technical College	1,801	1,549	1,617	1,604	1,841	14.8%	2.2%
Pierpont Community & Technical College	2,762	2,862	2,585	2,454	2,424	-1.2%	-12.2%
Southern WV Community & Technical College	2,375	2,338	2,288	2,155	2,102	-2.5%	-11.5%
WV Northern Community College	2,551	2,586	2,552	2,552	2,980	16.8%	16.8%
WV State Community & Technical College	1,589	1,556	1,575	1,592	1,624	2.0%	2.2%
WVU at Parkersburg	3,370	3,465	3,495	3,557	3,438	-3.3%	2.0%
<b>TOTAL</b>	<b>19,157</b>	<b>19,091</b>	<b>19,384</b>	<b>19,310</b>	<b>19,875</b>	<b>2.9%</b>	<b>3.7%</b>

**NON-CREDIT HEADCOUNT ENROLLMENT**

Academic Years 2003-2007

**Non-Credit Headcount Enrollment**

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	5,702	6,100	6,376	6,695	6,896	3.0%	20.9%
Community & Technical College at WVU Tech	822	1,043	1,818	1,981	758	-61.7%	-7.8%
Eastern WV Community & Technical College	1,696	1,808	1,860	528	1,000	89.4%	-41.0%
Marshall Community & Technical College	3,151	3,295	3,524	2,314	1,674	-27.7%	-46.9%
New River Community & Technical College	2,200	2,877	2,850	3,929	4,010	2.1%	82.3%
Pierpont Community & Technical College	1,665	1,260	1,753	1,904	2,087	9.6%	25.3%
Southern WV Community & Technical College	2,599	2,275	2,373	2,597	2,749	5.9%	5.8%
WV Northern Community College	1,205	1,679	2,784	3,199	3,220	0.7%	167.2%
WV State Community & Technical College	5,175	5,851	3,282	2,914	2,776	-4.7%	-46.4%
WVU at Parkersburg	2,618	2,831	8,794	810	3,332	311.4%	27.3%
<b>TOTAL</b>	<b>26,833</b>	<b>29,019</b>	<b>35,414</b>	<b>26,871</b>	<b>28,502</b>	<b>6.1%</b>	<b>6.2%</b>

**West Virginia Highlights**

- Students enrolled in non-credit classes in career-technical programs increased 6.1 percent from 26,871 in 2006-07 to 28,502 in 2007-08.
- Non-credit enrollment has increased 6.2 percent since 2003-04.
- Since 2003, non-credit enrollment has increased at six institutions and declined at four. The largest increase was 167 percent at WV Northern Community College and the largest decrease was 46.9 percent at Marshall CTC.

**National Context**

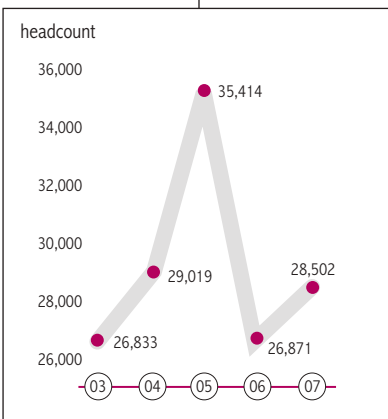
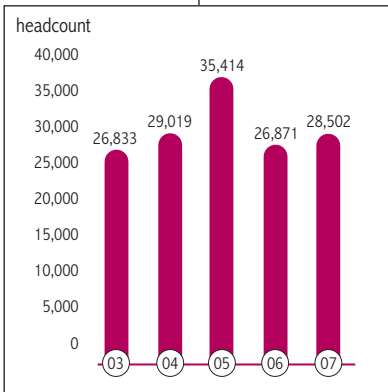
Non-credit enrollment promotes and indicates the level of economic competitiveness. Due to state-by-state variations in definitions and counting students, no accurate national data exist on non-credit enrollment. This type of enrollment is funded in a variety of ways across states making it difficult to compare numbers.

The National Household Education Survey (NHES) indicates that non-credit student headcount grew from 90 percent of credit student headcount in 1995 to exceed credit headcount by 8 percent in 2000. Much of this growth comes from course-work addressing workforce education.

**About this Measure**

Non-credit enrollment measures the level of activity in course-work or activity for which a student does not receive a degree, diploma, certificate, or other formal award. It is one of the most versatile mechanisms that an institution has to respond to the needs of business and industry. This type of enrollment allows students to increase their job marketability as well as access to the marketplace.

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## CREDIT HEADCOUNT ENROLLMENT, Adult Population (Age 24-44)

Fall 2003-2007

### West Virginia Highlights

- Adult students enrolled in for-credit classes decreased 0.2 percent, from 7,511 in 2006-07 to 7,497 in 2007-08.
- For-credit enrollment has increased 1.8 percent since 2004 – the year the Community and Technical College System developed into its current form.
- Over this five-year span from 2003-04 to 2007-08, six institutions have realized increases in this credit enrollment while four have decreased.

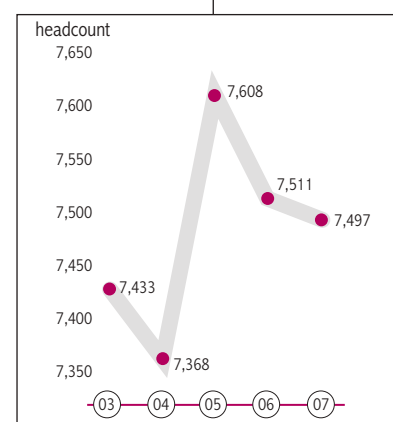
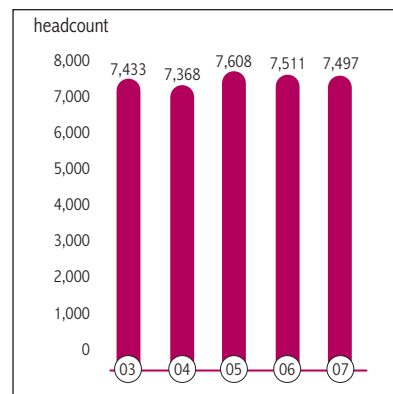
### National Context

According to SREB data, 34.3 percent of all public postsecondary students enrolled nationally in 2005 were aged 25 to 49. The percentage for SREB states is 33.7 percent and the figure is 29.7 percent for West Virginia.

West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average remained steady at 5.6 percent from 1995 to 2005, the SREB average dipped from 5.0 to 4.9 percent of this age group and West Virginia saw an increase from 4.2 to 4.8 percent.

### About this Measure

This indicator tracks the number of non-traditional, working-age students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade as this age group becomes a smaller proportion of West Virginia's population. Currently, only 25.8 percent of West Virginians aged 25 to 64 years-old have acquired an associate's degree or higher compared to the national average of 37.4 percent. Improvement is needed in this arena by all postsecondary sectors in order to meet the state's workforce needs.



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### Credit Headcount Enrollment Adult Population (24-44)

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	614	568	726	784	850	8.4%	38.4%
Community & Technical College at WVU Tech	171	191	228	211	185	-12.3%	8.2%
Eastern WV Community & Technical College	159	145	194	180	183	1.7%	15.1%
Marshall Community & Technical College	1,032	1,062	1,155	1,147	1,012	-11.8%	-1.9%
New River Community & Technical College	745	648	671	674	764	13.4%	2.6%
Pierpont Community & Technical College	913	939	832	721	675	-6.4%	-26.1%
Southern WV Community & Technical College	742	775	745	696	628	-9.8%	-15.4%
WV Northern Community College	1,095	1,067	1,080	1,033	1,173	13.6%	7.1%
WV State Community & Technical College	660	645	631	695	734	5.6%	11.2%
WVU at Parkersburg	1,302	1,328	1,346	1,370	1,293	-5.6%	-0.7%
<b>TOTAL</b>	<b>7,433</b>	<b>7,368</b>	<b>7,608</b>	<b>7,511</b>	<b>7,497</b>	<b>-0.2%</b>	<b>0.9%</b>

**WORKFORCE DEVELOPMENT**

**CREDIT HEADCOUNT ENROLLMENT IN CAREER-TECHNICAL PROGRAMS**

Fall 2003-2007

**West Virginia Highlights**

- If students seeking associate's degrees and certificates are combined, enrollment in for-credit classes in career-technical programs decreased 1.8 percent, from 11,218 in 2006-07 to 11,128 in 2007-08.
- Combined for-credit enrollment in career-technical programs, however, increased 4.1 percent since 2003-04.
- Over the five-year time period, this enrollment has increased at five institutions for students working toward an associate's degree but decreased at five institutions. Among those working toward a certificate, enrollment has increased at seven institutions but decreased at two.

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**Credit Enrollment in Career-Technical Programs**

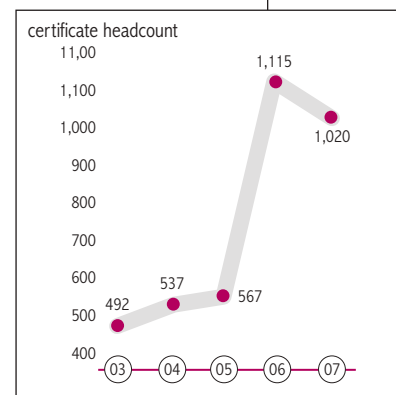
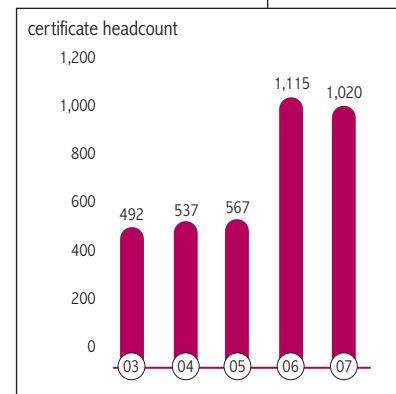
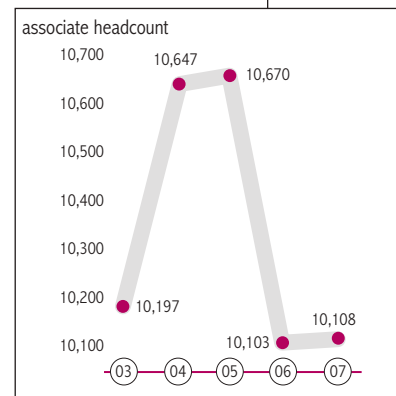
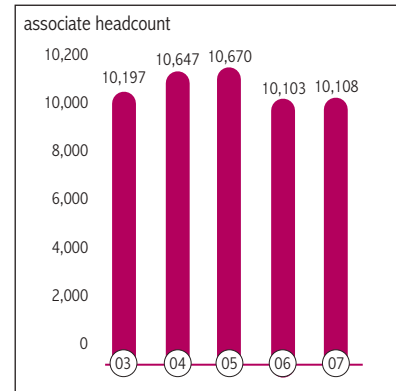
Institution	Program	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	Associate	422	431	500	647	828	28.0%	96.2%
Community & Technical College at WVU Tech	Associate	489	509	449	523	576	10.1%	17.8%
	Certificate	.	2	1	9	14	55.6%	.
Eastern WV Community & Technical College	Associate	129	134	176	147	131	-10.9%	1.6%
	Certificate	.	.	.	.	2	.	.
Marshall Community & Technical College	Associate	1,918	2,017	2,167	2,072	1,734	-16.3%	-9.6%
	Certificate	4	45	41	46	41	-10.9%	925.0%
New River Community & Technical College	Associate	642	441	373	412	486	18.0%	-24.3%
	Certificate	134	115	104	193	180	-6.7%	34.3%
Pierpont Community & Technical College	Associate	2,215	2,305	1,822	1,764	1,761	-0.2%	-20.5%
	Certificate	2	2	34	46	38	-17.4%	1800.0%
Southern WV Community & Technical College	Associate	859	905	1,301	798	886	11.0%	3.1%
	Certificate	32	37	87	59	45	-23.7%	40.6%
WV Northern Community College	Associate	1,280	1,420	1,336	943	941	-0.2%	-26.5%
	Certificate	187	218	177	635	607	-4.4%	224.6%
WV State Community & Technical College	Associate	978	910	965	930	941	1.2%	-3.8%
	Certificate	47	38	28	32	22	-31.3%	-53.2%
WVU at Parkersburg	Associate	1,265	1,575	1,581	1,867	1,824	-2.3%	44.2%
	Certificate	86	80	95	95	71	-25.3%	-17.4%
<b>TOTAL</b>	<b>Associate</b>	<b>10,197</b>	<b>10,647</b>	<b>10,670</b>	<b>10,103</b>	<b>10,108</b>	<b>0.0%</b>	<b>-0.9%</b>
	<b>Certificate</b>	<b>492</b>	<b>537</b>	<b>567</b>	<b>1,115</b>	<b>1,020</b>	<b>-8.5%</b>	<b>107.3%</b>

### National Context

From 1990 to 2004, there was a 16 percent increase nationally in the number of students seeking an associate's degree in career education from approximately 3.8 million to 4.4 million. However, there was a decrease of 52 percent during that same time period in the number of students seeking certificates in career education from about 2.1 million to 1 million. During this time period, the share of students enrolled in career education decreased as shares of students in interdisciplinary studies, basic skills, other unspecified majors, and undeclared majors grew.

### About this Measure

This indicator tracks the number of students according to fall, end-of-term data at each institution taking for-credit classes in career and technical education programs as opposed to academic programs. Career and technical programs of study are those designed to prepare individuals for direct entry into the workforce. In contrast, academic education, which is also offered at CTCS institutions, is designed to impart knowledge and skills that represent the accumulated knowledge base in a subject area (NCES, 2008).



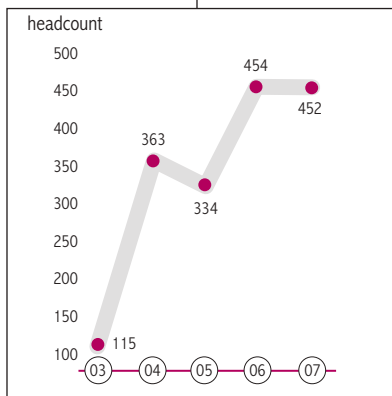
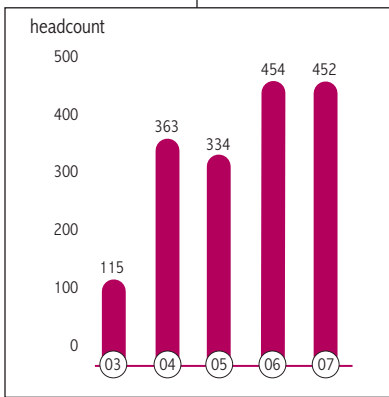
**CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS**

Academic Years 2003-2007

Career-Technical Certificate Program Completers

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	.	61	36	105	62	-41.0%	.
Community & Technical College at WVU Tech	.	10	11	7	9	28.6%	.
Eastern WV Community & Technical College	.	.	.	4	1	-75.0%	.
Marshall Community & Technical College	.	16	12	17	56	229.4%	.
New River Community & Technical College	.	53	44	43	40	-7.0%	.
Pierpont Community & Technical College	.	79	81	90	111	23.3%	.
Southern WV Community & Technical College	37	40	45	47	37	-21.3%	0.0%
WV Northern Community College	58	65	64	63	76	20.6%	31.0%
WV State Community & Technical College	.	29	22	23	13	-43.5%	.
WVU at Parkersburg	20	10	19	55	47	-14.5%	135.0%
<b>TOTAL</b>	<b>115</b>	<b>363</b>	<b>334</b>	<b>454</b>	<b>452</b>	<b>-0.4%</b>	<b>293.0%</b>

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**West Virginia Highlights**

- The number of students completing career-technical certificate programs declined by 0.4 percent from 454 in 2006-07 to 452 in 2007-08.
- The number of completers increased at four institutions but declined at six.
- Since 2003-04, however, when there were 115 certificate program completers, there has been a 293 percent increase with gains at all but one institution.

**National Context**

In 2004-05, 94 percent of two-year public institutions offered certificate programs of more than one but less than two years in length. The number of students completing certificate programs at two-year public institutions across the country increased by 5.6 percent from the 2003-04 to 2005-06 school years. More recent numbers are not yet available.

**About this Measure**

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

## SKILL SET CERTIFICATE COMPLETERS (Less Than One Year)

Academic Years 2003-2007

### West Virginia Highlights

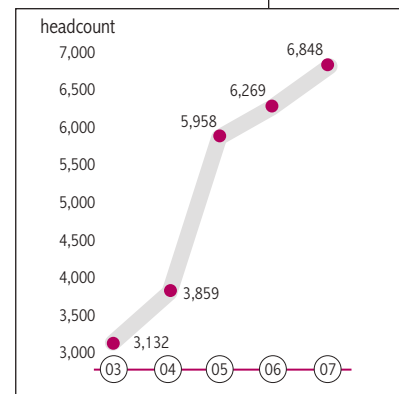
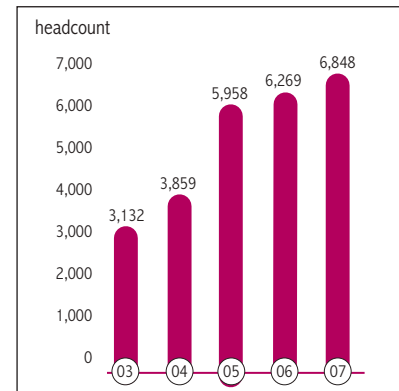
- The number of students completing skill set certificates increased 9.2 percent, from 6,269 in 2006-07 to 6,848 in 2007-08.
- Skill set certificate completion has increased 118.6 percent since 2003-04.
- Since 2003-04, eight institutions have realized increases in skill set certificate completion while two have decreased.

### National Context

About 60 percent of two-year public institutions in the U.S. offered skill set-length certificate programs in the 2004-05 academic year. From 2003-04 to 2005-06 (the last year data are available), the number of skill set-length certificate completers increased 4.4 percent.

### About this Measure

This indicator provides the number of students completing skill set certificate programs. Skill sets are a series of courses for competencies that prepare individuals for a specific skill and carry a value of 1 to 11 credit hours or the non-credit contact hour equivalent.



### Skill Set Certificate Completers (Less Than One Year)

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	88	120	122	136	142	4.4%	61.4%
Community & Technical College at WVU Tech	81	90	46	52	24	-53.8%	-70.4%
Eastern WV Community & Technical College	0	21	21	12	5	-58.3%	.
Marshall Community & Technical College	931	1,094	1,985	2,105	685	-67.5%	-26.4%
New River Community & Technical College	80	96	245	155	225	45.2%	181.3%
Pierpont Community & Technical College	584	651	1,655	1,633	1,287	-21.2%	120.4%
Southern WV Community & Technical College	78	113	249	825	1,117	35.4%	1332.1%
WV Northern Community College	36	128	286	379	1,943	412.7%	5297.2%
WV State Community & Technical College	1,194	1,491	1,254	874	1,328	51.9%	11.2%
WVU at Parkersburg	60	55	95	98	92	-6.1%	53.3%
<b>TOTAL</b>	<b>3,132</b>	<b>3,859</b>	<b>5,958</b>	<b>6,269</b>	<b>6,848</b>	<b>9.2%</b>	<b>118.6%</b>

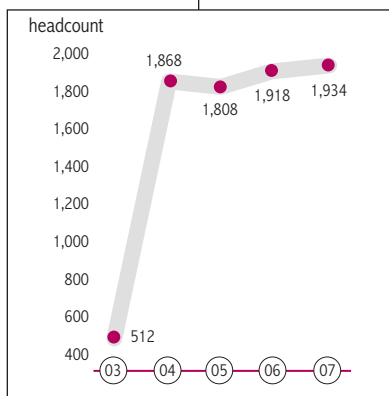
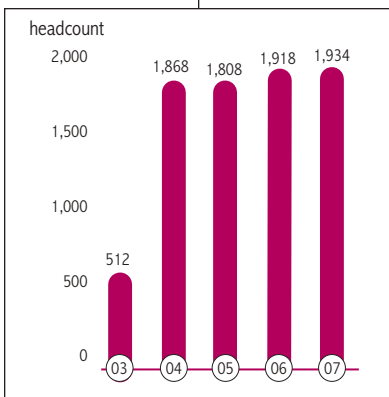
**CAREER-TECHNICAL ASSOCIATE PROGRAM COMPLETERS**

Academic Years 2003-2007

Career-Technical Associate Program Completers

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	.	125	129	156	159	1.9%	.
Community & Technical College at WVU Tech	.	148	108	123	121	-1.6%	.
Eastern WV Community & Technical College	7	10	13	20	20	0.0%	185.7%
Marshall Community & Technical College	.	299	348	325	312	-4.0%	.
New River Community & Technical College	.	101	135	132	130	-1.5%	.
Pierpont Community & Technical College	.	349	230	241	293	21.6%	.
Southern WV Community & Technical College	162	276	194	231	187	-19.0%	15.4%
WV Northern Community College	178	182	219	191	207	8.4%	16.3%
WV State Community & Technical College	.	161	127	205	226	10.2%	.
WVU at Parkersburg	165	217	305	294	279	-5.1%	69.1%
<b>TOTAL</b>	<b>512</b>	<b>1,868</b>	<b>1,808</b>	<b>1,918</b>	<b>1,934</b>	<b>0.8%</b>	<b>277.7%</b>

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**West Virginia Highlights**

- The number of students completing career-technical associate programs increased 0.8 percent, from 1,918 in 2006-07 to 1,934 in 2007-08.
- Career-technical associate program completion has increased 277.7 percent since 2003-04.
- While the number of institutions experiencing gains since 2006-07 was four, all ten Community and Technical College System institutions have increased their associate completions since 2003-04.

**National Context**

The number of students who have completed associate's degrees in career education at any type of institution across the country increased 7.3 percent from the 2003-04 to the 2005-06 academic year. The figure for West Virginia associate's degrees in career and technical education at CTCS institutions for this same time period was 253 percent.

**About this Measure**

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

## TRAINING CONTACT (CLOCK) HOURS DELIVERED

Academic Years 2003-2007

### West Virginia Highlights

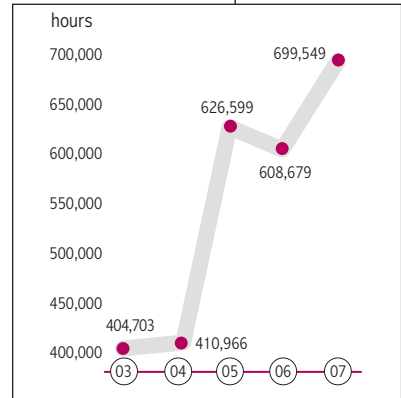
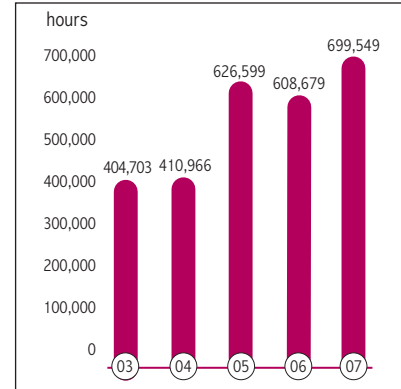
- The total number of training contact hours delivered in the Community and Technical College System increased 14.9 percent, from 608,679 in 2006-07 to 699,549 in 2007-08.
- Since 2003-04, the number of training hours delivered has risen 72.9 percent.
- Between 2003-04 and 2007-08, eight institutions have increased their number of training contact hours and two institutions decreased their number of training hours.

### National Context

Training contact hours are difficult to ascertain nationally due to a lack of uniform reporting of this measure in any national publications. A recent report by the Community College Research Center regarding non-credit workforce education advocates that more information be collected on individuals' and employers' outcomes from non-credit workforce training to assess the contribution this type of education makes to students, employers, and the economy.

### About this Measure

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



### Training Contact (Clock) Hours Delivered

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	19,164	20,255	21,600	22,680	23,540	3.8%	22.8%
Community & Technical College at WVU Tech	11,228	18,356	20,460	34,001	29,451	-13.4%	162.3%
Eastern WV Community & Technical College	9,176	23,624	10,712	7,200	17,014	136.3%	85.4%
Marshall Community & Technical College	146,932	98,008	231,876	161,112	140,764	-12.6%	-4.2%
New River Community & Technical College	38,115	34,376	53,170	66,093	67,460	2.1%	77.0%
Pierpont Community & Technical College	39,439	47,661	69,582	71,890	83,803	16.6%	112.5%
Southern WV Community & Technical College	15,839	13,726	32,528	40,485	63,503	56.9%	300.9%
WV Northern Community College	42,427	66,928	80,046	130,281	199,279	53.0%	369.7%
WV State Community & Technical College	49,822	53,469	65,398	53,334	52,079	-2.4%	4.5%
WVU at Parkersburg	32,561	34,563	41,227	21,603	22,656	4.9%	-30.4%
<b>TOTAL</b>	<b>404,703</b>	<b>410,966</b>	<b>626,599</b>	<b>608,679</b>	<b>699,549</b>	<b>14.9%</b>	<b>72.9%</b>



## STUDENT SUCCESS

### PASS RATES OF UNDERGRADUATE CERTIFICATE AND ASSOCIATE'S DEGREE COMPLETERS ON LICENSURE/CERTIFICATION EXAMINATIONS

Year Ending June 2007

#### West Virginia Highlights

- Of all students completing certificates who took licensure examinations, 88.1 percent passed. This ranged from a high of 100 percent pass rate for EMT-Paramedic, Medical Lab Assistant, and Practical Nursing students to a low of 54 percent for Surgical Technology Students.
- Compared with the previous year, the pass rates for three tests went down; one went up; and the rest remained the same.
- Of all students completing associate's degrees who took licensure examinations, 91 percent passed the test. The exam pass rates ranged from 100 percent for Welding students to a low of 46 percent for Veterinary Technology students.
- While overall pass rates of associate's degree completers declined one percent since last year, the pass rates were higher for nine of the exams, were lower for three of the exams, and stayed the same on one.

#### National Context

A continuing issue for many competency areas is the fact that many educators believe the students they deem to be the most competent often do not pass their certification exam. Many educators, particularly in those areas involving a clinical component, are advocating that the complexity of competency be determined through longitudinal data versus a "one-shot" test. These individuals suggest that multiple patient experiences and encounters with several evaluators would provide a broader picture of what a student has learned.

#### 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 Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
EMT-EMT	65	54	83.1%
EMT-Paramedic	NA*	NA*	NA*
Electrocardiography	29	28	96.6%
Medical Lab Assistant	18	18	100.0%
Practical Nursing	24	24	100.0%
Surgical Technology	13	7	53.8%
<b>TOTAL</b>	<b>151</b>	<b>133</b>	<b>88.1%</b>

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

Exam	Examined	Passed	Pass Rate
Aviation/Avionics Technology	85	81	95.3%
Dental Hygiene	72	64	88.9%
EMT-Paramedic	34	26	76.5%
Health Info Tech	10	7	70.0%
Medical Lab Technology	22	15	68.2%
Nuclear Medicine Technology	NA*	NA*	NA*
Nursing	374	344	92.0%
Physical Therapy Asst.	29	26	89.7%
Radiologic Technology	68	67	98.5%
Respiratory Care Tech	55	52	94.5%
Servsafe Food Safety Manager	NA*	NA*	NA*
Veterinary Technology	13	6	46.2%
Welding	46	46	100.0%
<b>TOTAL</b>	<b>818</b>	<b>744</b>	<b>91.0%</b>

\*Data not available where less than ten students took exam due to privacy issues.

## CERTIFICATES AWARDED

Academic Years 2003-2007

Certificates Awarded							
Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	.	61	67	162	145	-10.5%	.
Community & Technical College at WVU Tech	.	11	11	7	9	28.6%	.
Eastern WV Community & Technical College	.	.	.	4	1	-75.0%	.
Marshall Community & Technical College	.	16	12	17	56	229.4%	.
New River Community & Technical College	.	53	45	44	40	-9.1%	.
Pierpont Community & Technical College	.	79	81	90	111	23.3%	.
Southern WV Community & Technical College	37	40	45	47	37	-21.3%	0.0%
WV Northern Community College	64	70	73	76	83	9.2%	29.7%
WV State Community & Technical College	.	29	22	24	13	-45.8%	.
WVU at Parkersburg	20	10	19	55	47	-14.5%	135.0%
<b>TOTAL</b>	<b>121</b>	<b>369</b>	<b>375</b>	<b>526</b>	<b>542</b>	<b>3.0%</b>	<b>347.9%</b>

### West Virginia Highlights

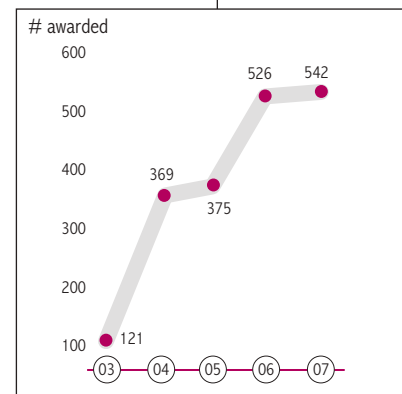
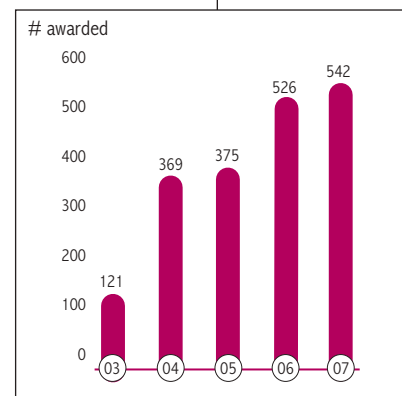
- The number of students completing a certificate program in the Community and Technical College System increased three percent from 526 in 2006-07 to 542 in 2007-08.
- In the five-year period from 2003-04 to 2007-08 there was a 347.9 percent increase in certificate completers.
- Since 2003, the number of certificates awarded has increased at nine institutions and stayed the same at one.

### National Context

Across the nation, the number of students completing certificate programs at postsecondary institutions rose 3.9 percent between the 2003-04 and 2005-06 academic years.

### About this Measure

This indicator provides the total number of certificates, whether career/technical or academic, awarded by institutions in each academic year. The certificate degree programs require at least thirty-credit hours of which six credit hours must be general education. The purpose of the certificate degree program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential.



**ASSOCIATE'S DEGREES AWARDED**

Academic Years 2003-2007

Associate's Degrees Awarded

Institution	2003	2004	2005	2006	2007	2006-07 % Change	2003-07 % Change
Blue Ridge Community & Technical College	.	139	135	167	169	1.2%	.
Community & Technical College at WVU Tech	.	155	117	130	125	-3.8%	.
Eastern WV Community & Technical College	8	16	19	26	29	11.5%	262.5%
Marshall Community & Technical College	.	314	368	343	326	-5.0%	.
New River Community & Technical College	.	111	168	172	162	-5.8%	.
Pierpont Community & Technical College	.	376	251	251	313	24.7%	.
Southern WV Community & Technical College	217	341	269	281	226	-19.6%	4.1%
WV Northern Community College	216	247	260	236	248	5.1%	14.8%
WV State Community & Technical College	.	222	176	250	255	2.0%	.
WVU at Parkersburg	293	312	359	345	352	2.0%	20.1%
<b>TOTAL</b>	<b>734</b>	<b>2,233</b>	<b>2,122</b>	<b>2,201</b>	<b>2,205</b>	<b>0.2%</b>	<b>200.4%</b>

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**West Virginia Highlights**

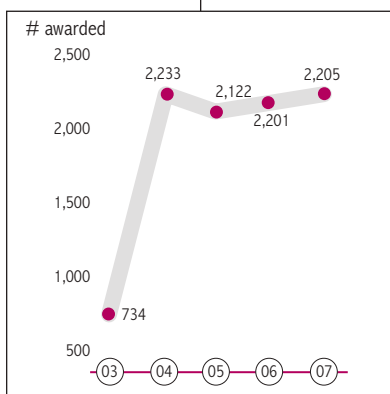
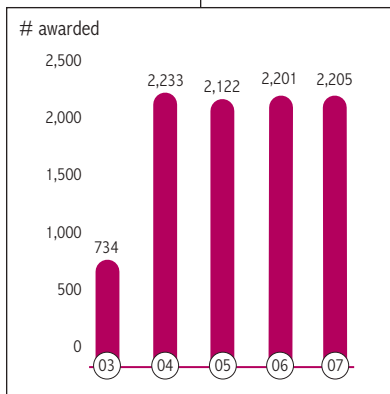
- The number of associate's degrees awarded in the Community and Technical College System increased 0.2 percent from 2,201 in 2006-07 to 2,205 in 2007-08.
- Over the five-year period since 2003-04, the number of associate's degrees conferred increased by 200.4 percent.
- All institutions in the system have increased their associate's degree output over the five-year period.

**National Context**

Across the country, the number of associate's degrees awarded at public institutions has been on the rise. From 1994-95 to 2004-05, the number of associate's degrees conferred rose 24.4 percent. Focusing in on SREB states, the number of associate's degrees awarded per year increased 34.9 percent over the same time period, and the number of associate's degrees awarded in SREB states rose as a percent of these degrees awarded in the country as a whole. This is consistent with the large growth in associate's degree awards in West Virginia over the past five years.

**About this Measure**

This indicator provides the total number of associate's degrees, whether career/technical or academic, awarded by institutions in each academic year. Associate's degrees require a minimum of sixty credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS).



## SIX-YEAR GRADUATION RATE OF ASSOCIATE/ CERTIFICATE-SEEKING STUDENTS

Fall Cohorts 1998-2002

### West Virginia Highlights

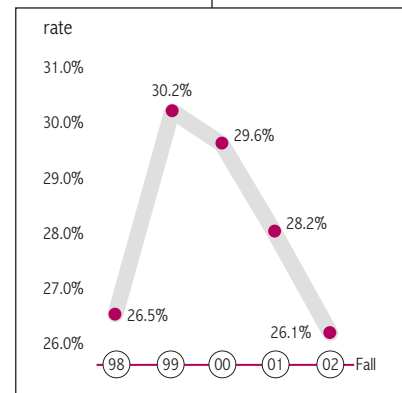
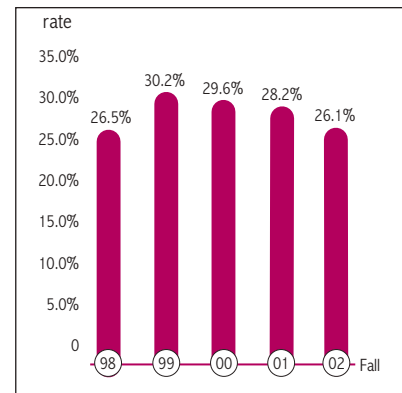
- The six-year graduation rate for students who began in the fall of 2002 was 26.1 percent, a 2.1 percentage point decline from the rate for the fall 2001 cohort.
- Over the five-year time period studied, there was a 0.4 percentage point decline from the 26.5 percent rate for the fall of 1998 cohort.
- The graduation rate for the 2002 cohort ranged from 11.1 to 36.7 percent at different CTCS institutions with this being the first cohort of students for seven of the institutions.

### National Context

Among those who began at public two-year institutions in 1995-96 with the intention of obtaining an associate's degree, 22.1 percent completed an associate's degree within six years, 2.6 percent completed a bachelor's degree, and 5.3 percent completed both for a total of 29.9 percent. (Berkner et al, 2003).

### About this Measure

This indicator provides the proportion of associate/certificate degree-seeking students who earned any award within six years at any institution in the system. Rates are provided for students' starting institutions. Six-year rates are reported because measuring certificate and associate's degree graduation rates within a three-year period fails to take into account the non-traditional nature of many community and technical college students.



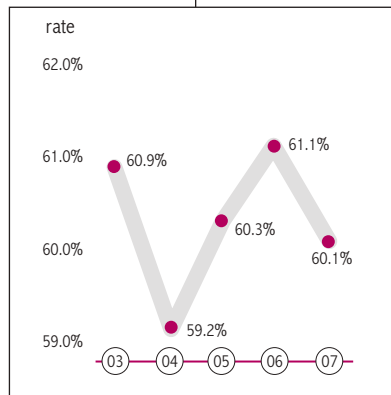
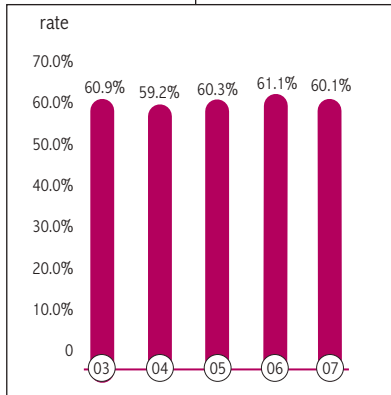
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### Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Institution	1998	1999	2000	2001	2002
Blue Ridge Community & Technical College	.	.	.	.	31.9%
Community & Technical College at WVU Tech	.	.	.	.	36.7%
Eastern WV Community & Technical College	.	.	.	.	11.1%
Marshall Community & Technical College	.	.	.	.	19.0%
New River Community & Technical College	.	.	.	.	28.0%
Pierpont Community & Technical College	.	.	.	.	31.3%
Southern WV Community & Technical College	23.2%	31.5%	28.4%	26.1%	24.4%
WV Northern Community College	31.9%	25.5%	26.0%	28.9%	26.2%
WV State Community & Technical College	.	.	.	.	18.3%
WVU at Parkersburg	29.2%	31.3%	33.4%	30.2%	26.1%
<b>TOTAL</b>	<b>26.5%</b>	<b>30.2%</b>	<b>29.6%</b>	<b>28.2%</b>	<b>26.1%</b>

## ONE-YEAR RETENTION RATES

Percent Returning in Fall from Previous Fall's Cohort, 2003-2007



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### West Virginia Highlights

- The proportion of students who returned to a system institution in the fall of 2007 after initial full-time enrollment in the fall of 2006 was 60.1 percent. This was 1 percentage point lower than the 61.1 rate for the previous year's cohort.
- Over the five-year time span covered, the retention rate fell 0.8 percentage point from the 60.9 percent retention rate in the fall of 2003.
- Between the years of 2003 and 2007, the one-year retention rate of six institutions decreased while it rose at four institutions.

### National Context

The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution rose from 60 percent for the fall 2002 students returning in fall 2003 to 65 percent of those who first enrolled in 2006 and returned in 2007. The national figure for first-time, full-time students at two-year public institutions returning in the fall of 2007 was 59 percent, for part-time students was 40 percent, combining for an overall one-year retention rate of 51.8 percent.

### About this Measure

This indicator provides the proportion of students from the previous fall's cohort of first-time, full-time freshmen who returned in the fall of the indicated year to any institution in the state's public system. Students were included whether they were degree or certificate seeking or not. This first-year retention is an important milestone on the way to completion of a degree or certificate.

### One-Year Retention Rates

Institution	2003	2004	2005	2006	2007
Blue Ridge Community and Technical College	65.9%	47.9%	59.8%	62.3%	51.9%
Community and Technical College at WVU Tech	68.3%	63.0%	51.4%	60.0%	62.2%
Eastern WV Community and Technical College	20.0%	40.0%	40.0%	46.7%	57.1%
Marshall Community and Technical College	55.8%	60.9%	61.3%	63.8%	54.1%
New River Community and Technical College	62.1%	66.2%	62.0%	64.2%	62.6%
Pierpont Community and Technical College	63.4%	60.3%	64.1%	59.8%	62.1%
Southern WV Community and Technical College	58.6%	60.1%	63.6%	63.3%	64.5%
WV Northern Community College	57.6%	56.9%	54.3%	57.4%	59.1%
WV State Community and Technical College	59.9%	51.3%	57.5%	59.7%	56.3%
WVU at Parkersburg	63.6%	61.1%	59.8%	60.3%	62.5%
<b>TOTAL</b>	<b>60.9%</b>	<b>59.2%</b>	<b>60.3%</b>	<b>61.1%</b>	<b>60.1%</b>

## IMPROVED LITERACY

### PERCENTAGE OF FRESHMEN PASSING DEVELOPMENTAL COURSES

Academic Years 2003-2007

Percentage of Freshmen Passing Developmental Courses						
Institution	Subject	2003	2004	2005	2006	2007
Blue Ridge Community & Technical College	English/Writing	57.7%	59.5%	56.6%	64.4%	65.2%
	Math	56.5%	57.8%	56.7%	58.2%	62.1%
	Reading	87.0%	77.1%	77.2%	71.7%	64.6%
Community & Technical College at WVU Tech	English/Writing	59.2%	56.1%	48.9%	42.2%	75.2%
	Math	41.0%	33.8%	53.8%	47.2%	33.7%
	Reading	50.9%	64.8%	84.2%	77.8%	64.5%
Eastern WV Community & Technical College	English/Writing	60.6%	34.5%	64.3%	58.7%	84.9%
	Math	55.0%	55.0%	55.3%	59.8%	62.3%
	Reading	67.7%	60.0%	68.0%	52.6%	73.2%
Marshall Community & Technical College	English/Writing	59.3%	60.2%	53.6%	58.8%	54.8%
	Math	50.5%	54.9%	48.7%	46.9%	40.8%
	Reading	60.9%	28.6%	15.4%	75.0%	35.6%
New River Community & Technical College	English/Writing	68.3%	66.4%	60.4%	47.7%	62.8%
	Math	66.8%	67.8%	65.8%	68.4%	59.7%
	Reading	72.3%	81.3%	81.0%	70.1%	72.1%
Pierpont Community & Technical College	English/Writing	57.7%	58.2%	49.6%	52.0%	45.0%
	Math	48.2%	50.3%	49.4%	53.1%	47.9%
	Reading	39.1%	61.3%	.	.	.
Southern WV Community & Technical College	English/Writing	63.1%	63.9%	61.9%	64.9%	58.6%
	Math	65.1%	58.7%	61.6%	60.5%	51.7%
	Reading	69.9%	67.0%	60.7%	70.8%	64.8%
WV Northern Community College	English/Writing	53.7%	54.3%	35.9%	48.2%	45.5%
	Math	51.4%	68.0%	49.7%	53.0%	51.9%
	Reading	68.0%	68.3%	56.1%	56.2%	61.9%
WV State Community & Technical College	English/Writing	65.3%	60.7%	60.2%	57.1%	59.6%
	Math	55.0%	49.5%	50.7%	50.3%	48.4%
	Reading	44.2%	34.7%	44.9%	33.9%	39.7%
WVU at Parkersburg	English/Writing	54.8%	50.5%	47.8%	44.4%	54.5%
	Math	52.9%	51.7%	48.5%	47.7%	43.1%
	Reading	72.2%	67.2%	64.1%	70.0%	61.2%
<b>TOTAL</b>	<b>English/Writing</b>	<b>60.3%</b>	<b>58.6%</b>	<b>53.6%</b>	<b>54.2%</b>	<b>56.1%</b>
	<b>Math</b>	<b>55.3%</b>	<b>55.8%</b>	<b>53.3%</b>	<b>53.7%</b>	<b>49.2%</b>
	<b>Reading</b>	<b>68.3%</b>	<b>66.3%</b>	<b>62.7%</b>	<b>64.9%</b>	<b>60.7%</b>

**PERCENTAGE OF FRESHMEN PASSING DEVELOPMENTAL COURSES**  
Academic Years 2003-2007 (CONT.)

**West Virginia Highlights**

- The proportion of freshmen students passing the English/writing developmental course has increased 1.9 percentage points from 54.2 percent in 2006-07 to 56.1 percent in 2007-08. The percentage of students passing this test has declined by 4.2 percentage points since its 2003-04 level of 60.3 percent.
- The proportion of students passing the math developmental course declined from 53.7 percent in 2006-07 to 49.2 percent in 2007-08, a drop of 4.5 percentage points. The percent passing this test has also declined by 6.1 percentage points from its 2003-04 level of 55.3 percent.
- The reading developmental course was passed by 60.7 percent of students in 2007-08, which was 4.2 percentage points lower than the 2006-07 level of 64.9 percent. Pass rates have declined 7.6 percentage points on the reading course since 2003-04 as well from their 68.3 percent pass rate in that year.

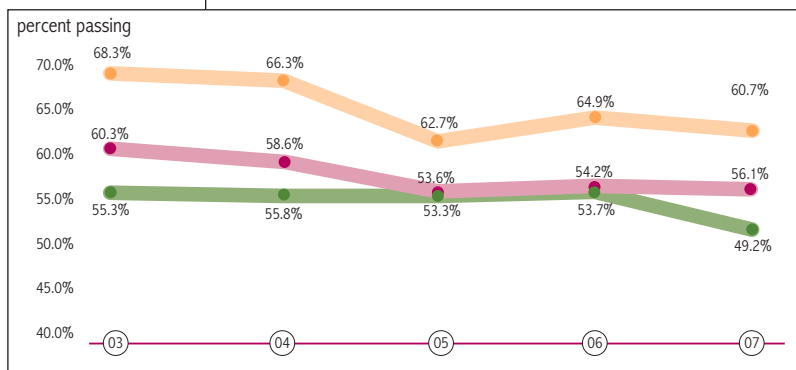
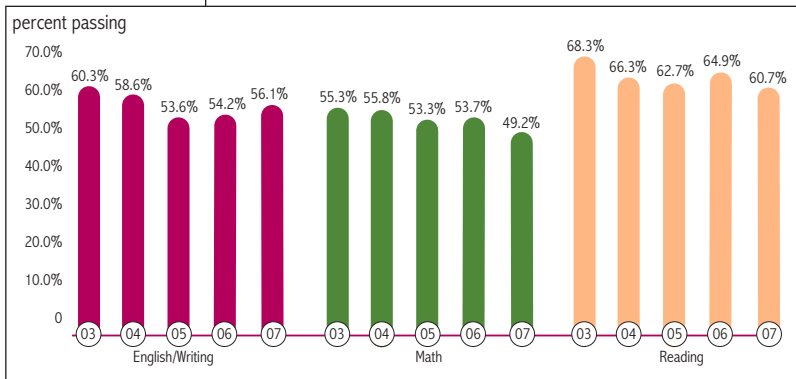
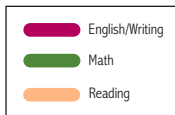
**National Context**

In the fall of 2000, 28 percent of entering freshmen at all institutions, and 42 percent of freshmen at two-year schools enrolled in one or more remedial courses in reading, writing, or mathematics (NCES, 2004). A 2004 study by the National Center for Developmental Education found that, among students who completed developmental courses, the percentage of students who earned a grade of C or better was 76 percent in reading, 73 percent in writing, and 68 percent in math.

**About this Measure**

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

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# PERCENTAGE OF STUDENTS ENROLLED IN DEVELOPMENTAL COURSES PASSING NEXT SUBSEQUENT COLLEGE-LEVEL COURSEWORK

Academic Years 2003-2007

## West Virginia Highlights

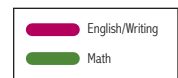
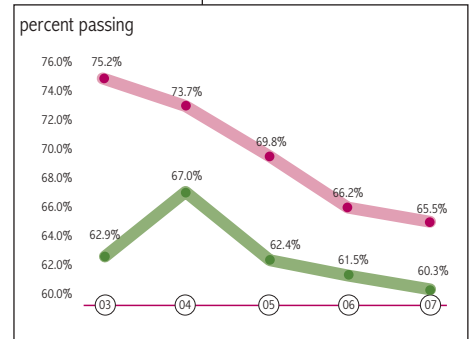
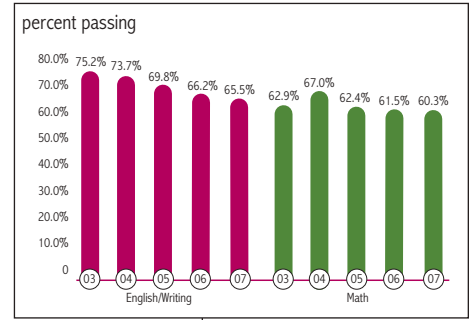
- The proportion of students who took developmental education in English and then passed the subsequent college-level course declined from 66.2 percent in 2006-07 to 65.5 percent in 2007-08. The proportion of students passing the entry level English course has fallen from 75.2 percent in 2003-04 by 9.7 percentage points.
- The proportion of students who passed the subsequent course following their developmental math course declined from 61.5 percent in 2006-07 to 60.3 percent in 2007-08. This number has also fallen by 2.6 percentage points from its 2003-04 level of 62.9 percent.

## National Context

A 2004 study by the National Center for Developmental Education found that among students who had passed the highest level developmental course, 69 percent of those in reading, 64 percent of those in writing, and 58 percent of those in math earned a grade of C or better in the first related college-level course. While some national research has shown that taking developmental courses decreases the likelihood of degree completion for students at two-year institutions, other studies clarify that it is the poor academic background that reduces chances of success, not the remediation itself (Attewell et al., 2006).

## About this Measure

This indicator provides the proportion of students who passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.



## Percentage of Students Enrolled in Developmental Courses Passing Next Subsequent College-Level Coursework

Institution	Subject	2003	2004	2005	2006	2007
Blue Ridge Community & Technical College	English	82.0%	100.0%	91.9%	80.8%	84.4%
	Math	55.0%	88.0%	85.7%	89.6%	93.2%
Community & Technical College at WVU Tech	English	67.0%	70.0%	100.0%	90.0%	96.9%
	Math	60.0%	79.0%	70.0%	83.3%	83.3%
Eastern WV Community & Technical College	English	100.0%	100.0%	90.0%	87.5%	61.5%
	Math	75.0%	84.0%	85.0%	88.9%	92.6%
Marshall Community & Technical College	English	87.8%	80.9%	70.6%	70.0%	62.6%
	Math	74.0%	78.7%	78.1%	77.7%	59.3%
New River Community & Technical College	English	66.9%	84.7%	72.3%	61.7%	65.6%
	Math	83.7%	85.9%	61.9%	58.2%	58.7%
Pierpont Community & Technical College	English	86.7%	76.0%	70.1%	69.4%	71.1%
	Math	71.8%	79.5%	77.2%	62.1%	71.7%
Southern WV Community & Technical College	English	71.0%	71.5%	70.0%	63.1%	68.9%
	Math	59.0%	55.3%	59.1%	66.7%	66.7%
WV Northern Community College	English	68.9%	72.2%	64.3%	51.7%	53.6%
	Math	63.0%	54.9%	43.3%	44.0%	51.7%
WV State Community & Technical College	English	69.7%	66.7%	65.8%	66.7%	69.9%
	Math	55.7%	60.8%	67.1%	49.2%	58.9%
WVU at Parkersburg	English	52.1%	61.1%	61.3%	62.8%	53.9%
	Math	31.5%	32.3%	32.1%	39.7%	38.7%
<b>TOTAL</b>	<b>English</b>	<b>75.2%</b>	<b>73.7%</b>	<b>69.8%</b>	<b>66.2%</b>	<b>65.5%</b>
	<b>Math</b>	<b>62.9%</b>	<b>67.0%</b>	<b>62.4%</b>	<b>61.5%</b>	<b>60.3%</b>

## TRANSFER EDUCATION

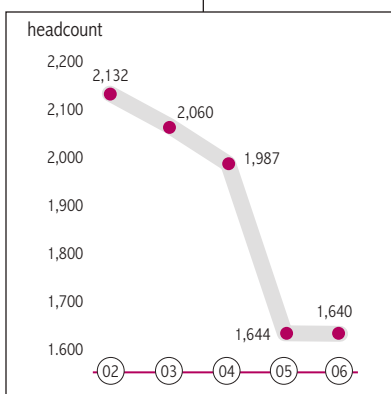
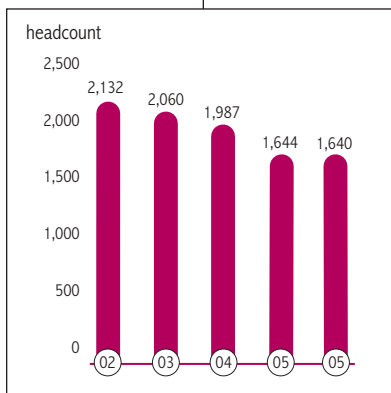
### COMMUNITY COLLEGE STUDENTS ENTERING BACHELOR'S DEGREE PROGRAM (or above) THE NEXT FALL

Fall 2002-2006

Number of Community College Students Entering Bachelor's Degree Program (or Above) the Next Fall

Institution	2002	2003	2004	2005	2006	2005-06 % Change	2002-06 % Change
Blue Ridge Community & Technical College	53	91	94	55	71	29.1%	34.0%
Community & Technical College at WVU Tech	55	79	95	83	81	-2.4%	47.3%
Eastern WV Community & Technical College	14	14	7	4	17	325.0%	21.4%
Marshall Community & Technical College	183	203	199	175	211	20.6%	15.3%
New River Community & Technical College	224	267	145	141	131	-7.1%	-41.5%
Pierpont Community & Technical College	300	349	406	294	292	-0.7%	-2.7%
Southern WV Community & Technical College	168	199	131	135	130	-3.7%	-22.6%
WV Northern Community College	121	92	115	122	110	-9.8%	-9.1%
WV State Community & Technical College	194	209	191	229	168	-26.6%	-13.4%
WVU at Parkersburg	820	557	604	406	429	5.7%	-47.7%
<b>TOTAL</b>	<b>2,132</b>	<b>2,060</b>	<b>1,987</b>	<b>1,644</b>	<b>1,640</b>	<b>-0.2%</b>	<b>-23.1%</b>

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#### West Virginia Highlights

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college in the fall of 2006 fell by 0.2 percent to 1,640 from 1,644 in the fall of 2005.
- Over the five-year time span reported from 2002 to 2006, the number of community college students entering bachelor's degree programs the fall following community college enrollment declined by 23.1 percent from 2,132 students for 2002 to 1,640 for 2006.
- The number of students who entered a bachelor's degree program the fall following 2006 varied widely by institution with four institutions showing increases over the time period and six showing decreases.

#### National Context

In national data, 29 percent of students who entered community colleges in 1995-96 transferred to a four-year institution. Of those who had reported bachelor's degree intentions, 51 percent had transferred. After six years, 35 percent of all transfers had earned a bachelor's degree and 44 percent were still enrolled in a four-year institution. About one-fifth of those who transferred did so having earned an associate's degree (NCES, 2003). Other research has shown that students who transfer after earning an AA are more likely to obtain their bachelor's degrees than those who transfer without this credential (NCES, 1997). Transfer rates have also been shown to be higher for those who enroll full-time in their first year at the community college (NCES, 1997).

#### About this Measure

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a CTCS institution in the year indicated. While many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Notes:



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

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