

# WEST VIRGINIA HIGHER EDUCATION REPORT CARD



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

Photo courtesy of West Virginia State University



WEST VIRGINIA'S  
**CLIMB**

Our Goal to Equip **60%** of West Virginians  
with a Certificate or Degree by **2030**

**31%**

of West Virginians aged 25-64 held at least  
an associate degree in 2016

**55%**

of recent West Virginia high school graduates  
enrolled in college in the fall of 2017

**60%**

of working-aged West Virginians will need a  
certificate or degree in order to meet future  
workforce demands

# LET'S START THE CLIMB!

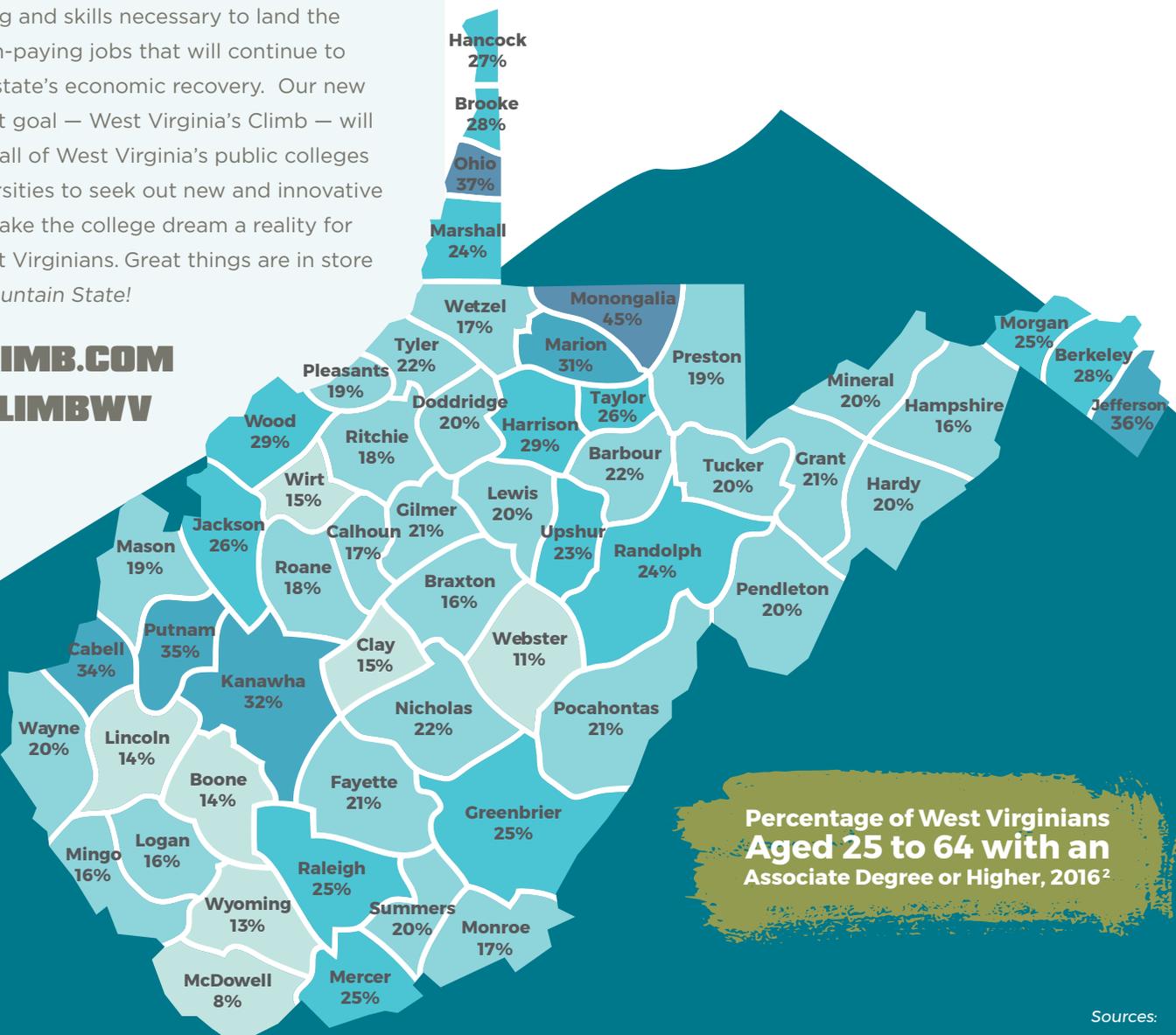
According to a recent report, 97 percent of “good jobs” — those with median wages in the upper one-third in their occupation classification — created nationally since the economic recovery went to people with at least a bachelor’s degree<sup>1</sup>. With less than one-third of West Virginians holding an associate degree or higher<sup>2</sup>, our public institutions of higher education must work harder to equip more West Virginians with the training and skills necessary to land the good, high-paying jobs that will continue to drive our state’s economic recovery. Our new attainment goal — West Virginia’s Climb — will challenge all of West Virginia’s public colleges and universities to seek out new and innovative ways to make the college dream a reality for more West Virginians. Great things are in store for the Mountain State!

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## WEST VIRGINIA'S CLIMB

Our Goal to Equip **60%** of West Virginians with a Certificate or Degree by **2030**



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# ABOUT THE 2018 REPORT CARD

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card. This annual accountability report provides year-end higher education statistics for both of the state's higher education systems, the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (Leading the Way Access. Success. Impact.) and the Council (Fulfilling the Vision 2015-2020).

The systems' master plans establish aspirational institutional and statewide goals for the state's public higher education systems at a time when public postsecondary education is a critical component to the economic and civil success of the state. Each Commission institution has developed strategies and comprehensive plans with activities aimed specifically at achieving institutional and system-wide goals in key areas such as enrollment, retention, developmental education, and financial aid, as set forth in the Commission's Leading the Way master plan.

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

- ▶ **Higher Education Policy Commission:** <http://www.wvhepc.edu/master-plan-leading-the-way/>
- ▶ **Council for Community and Technical College Education:** <https://wvctcs.org/master-plan>

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

While this edition of the West Virginia Higher Education Report Card primarily focuses on the 2017-2018 academic year, several divisions within the Commission and Council are continuously updating different reports and data sources. These additional resources touch on diverse higher education topics specific to West Virginia and can be found in the following locations:

- ▶ **Reports and Publications:** <http://www.wvhepc.edu/resources/reports-and-publications/>  
The Reports and Publications page of the Commission's website provides a majority of the Commission's annual and ad hoc reports. These include the Financial Aid Comprehensive Report, Higher Education Report Card, the state College-Going Rate Report, High School Academic Readiness Report, and institutional reauthorization data, among many others. Historical and current year reporting are available for most reports.
- ▶ **Data Portal:** <http://www.wvhepc.edu/resources/data-portal/>  
The Data Portal provides the most current data available for every institution within both the two- and four- year systems. The data are reflective of fall end-of-term reporting and are updated annually. Additional information regarding enrollment, retention, and graduation can be found using this system.
- ▶ **Tuition Summaries:** <http://www.wvhepc.edu/resources/purchasing-and-finance/tuition-summaries/>  
Updated by the Commission's Division of Finance, the tuition summaries page provides current and historical tuition and fees for all public institutions across the state.

# STATEWIDE DATA

## College-Going Rates of Recent West Virginia High School Graduates

*Fall 2013-2017*

### West Virginia Highlights:

- ▶ Of the 18,736 students who graduated from public or private high schools in West Virginia during 2016-17, an estimated 10,207 (54.5 percent) enrolled in higher education institutions in the fall 2017 semester. This represents a slight decrease of 0.5 percentage points in the overall rate since last year. West Virginia public four-year and West Virginia independent institutions experienced an increase, while West Virginia public two-year, West Virginia degree-granting proprietary, and out-of-state institutions saw slight decreases.
- ▶ A total of 8,882 of these West Virginia high school graduates enrolled in one of the state's public (42.5 percent), independent (3.9 percent), or degree-granting proprietary (1.0 percent) colleges or universities. This generated an in-state college-going rate of 47.4 percent, which represents an increase of 0.2 percentage points over last year's figure.
- ▶ In addition to the high school graduates who enrolled in a West Virginia college or university in fall 2017, it is estimated that another 1,325 (7.1 percent) were attending a college or university in another state. This reflects a decrease of 0.7 percentage points over last year's figure.

### National Context:

According to data released by the National Center for Education Statistics (NCES), 69.8 percent of 2016 high school completers enrolled in college the following fall. The college-going rate among females (71.9 percent) was significantly higher than that of males (67.5 percent). Additionally, high school graduates from high-income families enrolled at significantly higher rates than graduates from middle- and low-income families. Approximately 82.5 percent of high school graduates from high-income families enrolled in college the following fall, compared to 65.0 - 65.4 percent from middle and low-income families (NCES, 2017).

### About this Measure:

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

### COLLEGE-GOING RATES (2013-2017)

Year	In-State	Overall
2013	48.3%	55.9%
2014	46.2%	54.6%
2015	47.0%	54.7%
2016	47.2%	55.0%
2017	47.4%	54.5%

## COLLEGE-GOING RATES BY COUNTY (2017)

County	In-State	Overall	County	In-State	Overall
Barbour	45.1%	45.7%	Mineral	50.2%	61.6%
Berkeley*	46.0%	57.2%	Mingo	45.7%	51.0%
Boone	54.9%	55.2%	Monongalia	58.8%	69.4%
Braxton	41.4%	42.8%	Monroe	37.9%	45.0%
Brooke	47.9%	61.1%	Morgan	25.7%	41.9%
Cabell	50.4%	60.6%	Nicholas	44.7%	46.9%
Calhoun	23.0%	23.0%	Ohio	50.0%	70.4%
Clay	40.7%	44.7%	Pendleton	46.3%	48.8%
Doddridge	48.4%	48.4%	Pleasants	42.9%	55.1%
Fayette	44.3%	45.3%	Pocahontas	44.9%	47.4%
Gilmer	42.0%	43.5%	Preston	39.4%	41.8%
Grant	49.2%	52.4%	Putnam	55.3%	63.1%
Greenbrier	46.2%	51.7%	Raleigh	45.7%	50.4%
Hampshire*	31.8%	37.2%	Randolph	46.8%	52.9%
Hancock	41.7%	54.0%	Ritchie	38.6%	44.3%
Hardy	52.3%	58.2%	Roane	36.6%	41.8%
Harrison	55.7%	60.4%	Summers	27.9%	39.6%
Jackson	46.8%	52.9%	Taylor	45.9%	48.4%
Jefferson	49.3%	61.6%	Tucker	50.0%	54.9%
Kanawha*	50.2%	56.2%	Tyler	47.6%	50.5%
Lewis	37.2%	41.5%	Upshur	41.9%	46.7%
Lincoln	42.9%	43.9%	Wayne	54.5%	60.5%
Logan	48.4%	51.9%	Webster	44.3%	55.7%
Marion	55.2%	62.3%	Wetzel	46.1%	49.5%
Marshall	46.7%	50.6%	Wirt	40.6%	43.5%
Mason	40.7%	47.7%	Wood	47.6%	58.3%
McDowell*	32.4%	37.5%	Wyoming	43.7%	46.4%
Mercer	42.2%	45.6%			

\* Estimated enrollment in out-of-state institutions of higher education was not available for some or all high schools within the county.

# Number of Awards: HEAPS, PROMISE, and WVHEG Programs

## *Academic Years 2013-2017*

### West Virginia Highlights:

- ▶ The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real Opportunities for Maximizing In-state Student Excellence (PROMISE) Scholarship, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2017-18 academic year were 31,650, which is 1.9 percent lower than the total of 32,248 in 2016-17.
- ▶ Participation grew in the PROMISE program from 2016 to 2017 while HEAPS awards declined 2.4 percent and WVHEG declined by 3.1 percent. The PROMISE Scholarship Program increased slightly by 0.4 percent during this time period.
- ▶ When compared with 2013 student levels, participation in the PROMISE Scholarship increased by 2.2 percent while HEAPS and WVHEG declined by 17.1 and 11.4 percent, respectively.

### National Context:

All U.S states and territories, except for two, report having awarded need-based grant aid during 2015-16. Nationwide, there was an increase in the need-based grant aid for undergraduate students by 1.9 percent. Need-based grant funding constituted 61.5 percent of all undergraduate funding. West Virginia ranks 17th based on the estimated undergraduate need-based grant dollars awarded per undergraduate enrollment with an average of more than \$455 per undergraduate full-time equivalency (NASSGAP, 2017).

### About this Measure:

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

## NUMBER OF AWARDS: HEAPS, PROMISE, AND WVHEG PROGRAMS

Award Type	2013	2014	2015	2016	2017	2016 - 2017 % Change	2013 - 2017 % Change
HEAPS	4,980	4,039	4,445	4,230	4,128	-2.4%	-17.1%
PROMISE	10,224	10,094	10,280	10,404	10,450	0.4%	2.2%
WVHEG	19,260	18,348	17,279	17,614	17,072	-3.1%	-11.4%
<b>Total</b>	<b>34,464</b>	<b>32,481</b>	<b>32,004</b>	<b>32,248</b>	<b>31,650</b>	<b>-1.9%</b>	<b>-8.2%</b>

# Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

## *Academic Years 2013-2017*

### West Virginia Highlights:

- ▶ The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2017 academic year was more than \$90 million, a 1.4 percent decrease from almost \$92 million awarded in 2016.
- ▶ The PROMISE funding increased by 0.2 percent in total dollar amount awarded, while the HEAPS and WVHEG programs decreased by 4.1 percent and 3.1 percent, respectively, between 2016 and 2017.
- ▶ Between 2013 and 2017, awards increased for the PROMISE program by 2.2 percent. Awards for HEAPS and the WVHEG program decreased 18.3 percent and 1.9 percent respectively during the same period.

### National Context:

Nationally, about \$12.5 billion in total need-based and non-need-based state-funded student financial aid was awarded during the 2015-16 academic year. This figure represents less than a one percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid was scholarship and grants, representing \$10.7 billion, or 85.0 percent of the total. Of this \$10.7 billion in grant aid, 76.0 percent was need-based, while 24.0 percent was non-need-based. Between 2005-06 and 2015-16, need based grant aid grew by 37 percent from more than \$5.8 billion to almost \$8 billion in constant 2016 dollars, while non-need-based grants grew 12.5 percent from more than \$2.2 billion to more than \$2.5 billion. West Virginia ranked 10th among the 52 states and territories for the average total (need-based and non-need-based) grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,076 per FTE. (NASSGAP, 2017).

### About this Measure:

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

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

Award Type	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
HEAPS	\$5,253,000	\$4,470,529	\$4,712,629	\$4,475,792	\$4,293,705	-4.1%	-18.3%
PROMISE	\$46,396,733	\$45,687,942	\$46,548,411	\$47,281,507	\$47,397,979	0.2%	2.2%
WVHEG	\$40,779,992	\$38,054,578	\$38,054,578	\$40,226,511	\$38,970,583	-3.1%	-4.4%
<b>Total</b>	<b>\$92,429,725</b>	<b>\$88,213,049</b>	<b>\$89,315,618</b>	<b>\$91,983,810</b>	<b>\$90,662,267</b>	<b>-1.4%</b>	<b>-1.9%</b>

Additional information on West Virginia's financial aid programs is available in the Higher Education Policy Commission's 2018 Financial Aid Comprehensive Report at: <http://www.wvhepc.edu/resources/reports-and-publications/>.

# Degrees/Certificates Awarded at Public Institutions

*Academic Years 2008-2017*

## West Virginia Highlights:

- ▶ The total number of degrees and credentials awarded at West Virginia public institutions during the 2017 academic year was 18,399, which is 0.9 percent less than 18,573 awarded in 2016.
- ▶ Over the ten-year period from 2008 to 2017, the total number of degrees and credentials has increased by 23.3 percent from the 2008 level of 14,917.
- ▶ Over a one-year period, the largest increase in number of awards was in associate degrees with an increase of 34 degrees awarded, from 3,428 in 2016 to 3,462 in 2017.
- ▶ The largest decrease was observed for the number of certificates with a one-year decrease of 137 awards.
- ▶ Associate degrees and undergraduate certificates were 28.5 percent of the total in 2017, with bachelor's degrees making up 51.0 percent and advanced degrees and certificates making up 20.5 percent of total awards.

## National Context:

Nationally, the number of awards conferred at public colleges and universities exceeded 2.5 million in 2015-16. The total number of associate degrees was almost 850,000 (or 33 percent) and the number of degrees on a bachelor level was more than 1.2 million (or 49 percent) (NCES, 2017).

## About this Measure:

This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate, bachelor's, master's, post-master's certificate, doctor's degree-professional practice\*, and doctor's degree-research/scholarship. Most undergraduate 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 AT PUBLIC INSTITUTIONS

Award Type	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2016-17 % Change	2008-17 % Change
Certificate	504	546	593	764	1,084	1,476	1,694	1,696	1,919	1,782	-7.1%	253.6%
Associate	2,702	2,756	2,949	3,042	3,225	3,660	3,552	3,442	3,428	3,462	1.0%	28.1%
Bachelor's	8,439	8,469	8,583	9,118	9,092	9,391	9,530	9,697	9,430	9,379	-0.5%	11.1%
Master's	2,535	2,555	2,694	2,696	2,610	2,586	2,653	2,624	2,765	2,751	-0.5%	8.5%
Post-Master's Certificate	22	26	21	16	21	20	42	22	20	13	-35.0%	-40.9%
Doctor's: Research / Scholarship	201	157	178	178	174	165	201	229	203	209	3.0%	4.0%
First Professional*	514	.	.	.	.	.	.	.	.	.	.	.
Doctor's: Professional Practice*	.	676	715	698	732	714	738	811	808	803	-0.6%	.
<b>Total</b>	<b>14,917</b>	<b>15,185</b>	<b>15,733</b>	<b>16,512</b>	<b>16,938</b>	<b>18,012</b>	<b>18,410</b>	<b>18,521</b>	<b>18,573</b>	<b>18,399</b>	<b>-0.9%</b>	<b>23.3%</b>

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

# HIGHER EDUCATION POLICY COMMISSION

## *West Virginia's Four-Year Institutions*



Photo courtesy of West Virginia State University

## ACCESS

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

# Undergraduate Enrollment

*Fall 2013-2017*

**West Virginia Highlights:**

- ▶ Students enrolled in for-credit classes increased 1.2 percent, from 52,462 in 2016 to 53,111 in 2017.
- ▶ For-credit enrollment declined by almost 1,600 students since 2013, representing a 2.9 percent decrease.
- ▶ WVU Institute of Technology had the largest increase in undergraduate enrollment within one year from 2016-2017 (19.6 percent) and West Virginia State University had the largest five-year undergraduate student increase within five years from 2013-2017 (52.2 percent).

**National Context:**

Nationally, the total enrollment of undergraduate students at four-year public institutions in the fall of 2016 in the United States was 7.3 million. The number of full-time undergraduate students at four-year public institutions was about 5.4 million, an increase of about 0.2 million from 2015 to 2016 (NCES, 2017). In 2016, 77.9 percent of full-time fall undergraduate postsecondary enrollment was students at four-year public institutions nationally.

**About this Measure:**

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled.

## UNDERGRADUATE ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Bluefield State College	1,762	1,560	1,482	1,349	1,384	2.6%	-21.5%
Concord University	2,510	2,236	2,135	2,066	1,875	-9.2%	-25.3%
Fairmont State University	3,956	3,761	3,791	3,743	3,595	-4.0%	-9.1%
Glenville State College	1,740	1,765	1,754	1,607	1,654	2.9%	-4.9%
Marshall University	9,756	9,536	9,518	9,615	9,489	-1.3%	-2.7%
Potomac State College of WVU	1,660	1,539	1,472	1,451	1,406	-3.1%	-15.3%
Shepherd University	4,081	3,837	3,644	3,443	3,437	-0.2%	-15.8%
West Liberty University	2,647	2,446	2,168	2,112	2,178	3.1%	-17.7%
West Virginia State University	2,609	2,811	3,162	3,373	3,971	17.7%	52.2%
West Virginia University	22,764	22,558	22,503	22,349	22,503	0.7%	-1.1%
WVU Institute of Technology	1,211	1,274	1,260	1,354	1,619	19.6%	33.7%
<b>Total</b>	<b>54,696</b>	<b>53,323</b>	<b>52,889</b>	<b>52,462</b>	<b>53,111</b>	<b>1.2%</b>	<b>-2.9%</b>

# Undergraduate Full-Time Equivalent (FTE) Enrollment

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ Undergraduate Full Time Equivalent (FTE) enrollment has increased from 47,908 in 2016 to 48,062 in 2017.
- ▶ FTE enrollment has decreased by 5.3 percent (2,683) since 2013.
- ▶ Since the 2013 academic year, only WVU Institute of Technology and West Virginia State University has experienced an increase of undergraduate FTE enrollment, 19.5 percent and 16.8 percent, respectively.

## National Context:

Nationally, the number of FTE has consistently increased since 2005. In 2015, FTEs in public colleges and universities accounted for 70 percent of all FTEs. The projections are that the level of FTE enrollment will continue to increase and will reach almost 17 million by 2025 (NCES, 2017).

## About this Measure:

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

## UNDERGRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Bluefield State College	1,568	1,352	1,302	1,194	1,197	0.3%	-23.7%
Concord University	2,414	2,159	2,067	1,971	1,808	-8.3%	-25.1%
Fairmont State University	3,595	3,392	3,423	3,452	3,310	-4.1%	-7.9%
Glenville State College	1,301	1,262	1,246	1,245	1,254	0.7%	-3.6%
Marshall University	8,828	8,659	8,698	8,735	8,568	-1.9%	-2.9%
Potomac State College of WVU	1,396	1,317	1,258	1,170	1,216	3.9%	-12.9%
Shepherd University	3,549	3,342	3,166	2,946	2,862	-2.9%	-19.4%
West Liberty University	2,518	2,381	2,103	2,053	2,117	3.1%	-15.9%
West Virginia State University	2,117	2,192	2,264	2,267	2,473	9.1%	16.8%
West Virginia University	22,401	22,068	21,927	21,768	21,993	1.0%	-1.8%
WVU Institute of Technology	1,058	1,102	1,098	1,107	1,264	14.2%	19.5%
<b>Total</b>	<b>50,745</b>	<b>49,226</b>	<b>48,552</b>	<b>47,908</b>	<b>48,062</b>	<b>0.3%</b>	<b>-5.3%</b>

# Graduate Enrollment

*Fall 2013-2017*

**West Virginia Highlights:**

- ▶ Graduate students enrolled in for-credit classes decreased by 3.9 percent, from 12,432 in 2016 to 11,952 in 2017.
- ▶ For-credit graduate enrollment declined by 355 students since 2013, representing a 2.9 percent decrease.
- ▶ In comparison to 2016 academic year, two four-year institutions, West Liberty University and West Virginia State University have realized gains in graduate enrollment. In addition, the West Virginia School of Osteopathic Medicine saw an increase of 0.7 percent.

**National Context:**

In 2015, approximately 2.9 million graduate students were enrolled at public institutions in the United States. Graduate enrollment at public institutions grew nationally by 14.2 percent over the last 10 years. Public colleges accounted for 51.6 percent of all graduate enrollment in 2015. Projections estimate that this growth will continue and the number of graduate students will reach almost 3.3 million by 2025 (NCES, 2017).

**About this Measure:**

Graduate and professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs includes professional, masters, post-master, and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions, with the majority located at West Virginia University and Marshall University. The professional programs include, but are not limited to, dentistry, law, medicine, osteopathic medicine, and pharmacy. Institutions that do not offer graduate programs are excluded.

## GRADUATE ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Concord University	285	295	363	363	363	0.0%	27.4%
Fairmont State University	274	250	234	298	282	-5.4%	2.9%
Marshall University	3,651	3,845	4,103	4,032	3,757	-6.8%	2.9%
Shepherd University	175	255	260	442	360	-18.6%	105.7%
West Virginia School of Osteopathic Medicine	825	807	819	823	829	0.7%	0.5%
West Liberty University	133	161	179	210	271	29.0%	103.8%
West Virginia State University	55	48	59	108	122	13.0%	121.8%
West Virginia University	6,909	6,772	6,380	6,156	5,968	-3.1%	-13.6%
<b>Total</b>	<b>12,307</b>	<b>12,433</b>	<b>12,397</b>	<b>12,432</b>	<b>11,952</b>	<b>-3.9%</b>	<b>-2.9%</b>

# Graduate Full-Time Equivalent (FTE) Enrollment

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ Graduate FTE enrollment decreased 2.2 percent, from 9,693 in 2016 to 9,475 in 2017.
- ▶ Total graduate FTE enrollment has increased 1.2 percent (108 FTEs) since 2013.
- ▶ Since the 2013 academic year, six four-year institutions have realized gains in graduate FTE enrollment (Concord University, Marshall University, Shepherd University, West Virginia School of Osteopathic Medicine, West Liberty University, and West Virginia State University).

## 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. At this time, graduate FTE data is not available on national level.

## About this Measure:

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

## GRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Concord University	146	152	193	189	197	4.2%	34.9%
Fairmont State University	156	151	132	165	152	-7.9%	-2.6%
Marshall University	2,340	2,577	2,787	2,875	2,762	-3.9%	18.0%
Shepherd University	107	138	124	185	173	-6.5%	61.7%
West Virginia School of Osteopathic Medicine	825	807	819	823	829	0.7%	0.5%
West Liberty University	151	123	128	142	173	21.8%	14.6%
West Virginia State University	35	31	37	58	73	25.9%	108.6%
West Virginia University	5,607	5,503	5,365	5,256	5,116	-2.7%	-8.8%
<b>Total</b>	<b>9,367</b>	<b>9,482</b>	<b>9,585</b>	<b>9,693</b>	<b>9,475</b>	<b>-2.2%</b>	<b>1.2%</b>

# Annualized Full-Time Enrollment (FTE)

*Academic Years 2013-2017*

## West Virginia Highlights:

- ▶ Annualized FTE decreased 0.7 percent from 59,686 in 2016 to 59,276 in 2017.
- ▶ Over the five-year period, annualized FTE decreased 5.2 percent from 62,530 in 2013.
- ▶ The four institutions that saw increases in annualized FTE from 2013 to 2017 were WVU Institute of Technology (17.8 percent), West Virginia State University (14.4 percent), West Virginia School of Osteopathic Medicine (1.2 percent), and Marshall University (0.7 percent).

## National Context:

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

## About this Measure:

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

## ANNUALIZED FTE ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Bluefield State College	1,555	1,355	1,296	1,203	1,194	-0.7%	-23.2%
Concord University	2,631	2,379	2,333	2,217	2,056	-7.3%	-21.9%
Fairmont State University	3,822	3,571	3,606	3,639	3,484	-4.3%	-8.8%
Glenville State College	1,268	1,248	1,223	1,217	1,208	-0.7%	-4.7%
Marshall University	11,816	11,866	12,083	12,125	11,902	-1.8%	0.7%
Potomac State College of WVU	1,365	1,286	1,211	1,130	1,147	1.5%	-16.0%
Shepherd University	3,685	3,486	3,325	3,163	3,086	-2.4%	-16.3%
West Virginia School of Osteopathic Medicine	814	807	813	819	824	0.6%	1.2%
West Liberty University	2,702	2,524	2,258	2,226	2,284	2.6%	-15.5%
West Virginia State University	2,139	2,238	2,243	2,252	2,447	8.7%	14.4%
West Virginia University	29,666	29,182	28,795	28,579	28,387	-0.7%	-4.3%
WVU Institute of Technology	1,067	1,101	1,083	1,116	1,257	12.6%	17.8%
<b>Total</b>	<b>62,530</b>	<b>61,043</b>	<b>60,269</b>	<b>59,686</b>	<b>59,276</b>	<b>-0.7%</b>	<b>-5.2%</b>

# First-Time Freshmen Headcount Enrollment

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ First-time freshmen enrolled in for-credit classes decreased 1.5 percent, from 11,252 in 2016 to 11,078 in 2017.
- ▶ First-time freshmen enrollment has decreased 1.0 percent since 2013, representing a decline in actual students of 110.
- ▶ Since the 2013 academic year, only four institutions observed increases in the first-time freshmen headcount enrollment. This includes Glenville State College (17.8 percent), WVU Institute of Technology (12.2 percent), West Virginia University (3.3 percent), and Fairmont State University (1.9 percent).

## National Context:

In 2016, a total of 2.8 million first-time degree or certificate seeking students enrolled at postsecondary institutions. Approximately 82 percent of those started as full-time students and 64 percent started at four-year public or four-year private college or university. The projections for the next ten years indicate that the number of first-time students annually will reach almost 3 million students (NCES, 2017).

## About this Measure:

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

## FIRST-TIME FRESHMEN HEADCOUNT ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Bluefield State College	303	239	273	221	221	0.0%	-27.1%
Concord University	514	422	454	468	435	-7.1%	-15.4%
Fairmont State University	749	689	822	814	763	-6.3%	1.9%
Glenville State College	304	325	336	387	358	-7.5%	17.8%
Marshall University	1,871	1,861	1,922	1,897	1,812	-4.5%	-3.2%
Potomac State College of WVU	631	638	588	620	594	-4.2%	-5.9%
Shepherd University	684	643	638	565	601	6.4%	-12.1%
West Liberty University	501	468	407	437	493	12.8%	-1.6%
West Virginia State University	416	417	374	414	388	-6.3%	-6.7%
West Virginia University	4,912	4,866	4,778	5,122	5,073	-1.0%	3.3%
WVU Institute of Technology	303	268	269	307	340	10.7%	12.2%
<b>Total</b>	<b>11,188</b>	<b>10,836</b>	<b>10,861</b>	<b>11,252</b>	<b>11,078</b>	<b>-1.5%</b>	<b>-1.0%</b>

# For-Credit Headcount Enrollment for At-Risk Students

*Academic Years 2013-2017*

**West Virginia Highlights:**

- ▶ The number of underrepresented minorities enrolled for credit has decreased 2.4 percent from 7,691 in 2016 to 7,508 in 2017. During the same time period, the number of undergraduate adult students enrolled for credit has declined by 2.3 percent.
- ▶ The number of low-income students increased by 0.5 percent between 2016 and 2017.
- ▶ The at-risk student population that saw the largest five-year increase was underrepresented minorities which increased from 6,910 in 2013 to 7,508 in 2017, a 8.7 percent increase. The number of low-income students decreased 9.4 percent and the number of undergraduate adults declined by 27.5 percent.

**National Context:**

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

Nationally, there were approximately 8.0 million undergraduate adults enrolled in postsecondary institutions in fall 2016. About 37.5 percent of those students enrolled on a full-time basis. The national projections are that this student subpopulation will decline at least for the next four to five year (NCES, 2017).

**About this Measure:**

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

## FALL FOR-CREDIT HEADCOUNT ENROLLMENT

	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Low-Income Students	19,648	19,029	18,026	17,724	17,808	0.5%	-9.4%
Undergraduate Adults	8,937	8,266	7,457	6,628	6,475	-2.3%	-27.5%
Underrepresented Minority	6,910	7,044	7,196	7,691	7,508	-2.4%	8.7%



# Undergraduate Transfers to Public Four-Year Institutions

*Academic Years 2013-2017*

## West Virginia Highlights:

- ▶ Students transferring between four-year public postsecondary institutions within West Virginia increased by 2.3 percent from 2016 to 2017. From 2013 to 2017, students transferring laterally had declined by 14.3 percent.
- ▶ Students transferring from two-year to four-year public postsecondary institutions within West Virginia decreased 14.0 percent from 2016 to 2017. The number of two-year transfer students has decreased 28.1 percent when compared to 2013 data.

## National Context:

The National Student Clearinghouse reported that of the students in 2011 fall cohort, the transfer rate within six years was 38 percent. Younger students were more likely to transfer. Most students transferred during their first (20.8 percent) or second (28.5 percent) year in college. The transfer rate for students who started at a two-year institution was 36.7 percent, slightly lower than the transfer rate for students who started at a four-year institution (38.5 percent) (NSC, 2018).

## About this Measure:

These data indicate the number of students in West Virginia between the years of 2013 and 2017 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution. This measure does not include the transfer of individual courses transferred from one institution to another.

## UNDERGRADUATE TRANSFERS TO PUBLIC FOUR YEAR INSTITUTIONS

	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Public Four-Year	1,045	1,019	905	876	896	2.3%	-14.3%
Public Two-Year	1,233	1,178	1,037	1,031	887	-14.0%	-28.1%



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

*Fall 2013-2017*

### West Virginia Highlights:

- ▶ Dual enrollment in the public four-year sector increased by 20.1 percent from 2016 to 2017 and more than doubled since 2013.
- ▶ Over a five-year span from 2013 to 2017, the number of dual enrollment students increased consistently every year reaching a five-year high of 4,902 enrolled students in 2017.

### National Context:

A 2013 report from the United States Department of Education found that during the 2010-11 school year, 53 percent of all institutions reported high school students took courses for college credit within or outside of dual enrollment programs. In the same report they found that about 1.3 million high school students took courses for college credit within a dual enrollment program. Ninety-five percent of institutions with dual enrollment programs awarded college credit for courses immediately after course completion, while 4 percent awarded college credit for courses upon student's enrollment at the institution 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 PUBLIC FOUR-YEAR INSTITUTIONS

	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Dual Enrollment	2,358	2,455	3,446	4,081	4,902	20.1%	107.9%

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

*Academic Years 2008-2017*

## West Virginia Highlights:

- ▶ Average undergraduate tuition for in-state students increased 4.7 percent, from \$6,886 in 2016 to \$7,212 in 2017. Average out-of-state tuition increased 5.0 percent over the same period.
- ▶ The 10-year trend in tuition and fees is an increase of 60.7 percent for in-state students and 48.0 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.
- ▶ In-state tuition has increased by \$2,725 since 2008 and out-of-state tuition has increased by \$5,368.

## National Context:

Nationally, the average undergraduate tuition at four-year public institutions for 2015-16 was \$8,778. Over the past ten years, the tuition at four-year public institutions increased 32 percent (NCES, 2017). Another important metric is the average tuition and fees as a proportion of the median annual income. In SREB states, the average tuition and fees is 17.6 percent of the median annual household income in comparison to 16.2 percent nationally.

## About this Measure:

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

## AVERAGE TUITION

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change	2008-17 % Change
In-State*	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	\$6,211	\$6,568	\$6,886	\$7,212	4.7%	23.8%	60.7%
Out-of-State*	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	\$14,898	\$15,136	\$15,753	\$16,542	5.0%	19.9%	48.0%

\* The tuition and fees for bachelor degrees were utilized in the calculation for Potomac State College.

# Undergraduate Tuition and Fees for In-State Students by Institution

*Academic Years 2008-2017*

**West Virginia Highlights:**

- ▶ The change in tuition and fees from 2016 to 2017 ranged from a \$2 decrease at Glenville State College, to an increase of 9.0 percent at Marshall University.
- ▶ Over the five-year period from 2013 to 2017, the increases varied from a low of 15.0 percent (\$937) at Glenville State College to a high of 28.0 percent (\$1,830) at West Virginia University.
- ▶ Ten-year increases varied from a 40.2 percent increase of \$1,996 at WVU Institute of Technology to a 65.4 percent increase of \$2,996 at Concord University.

**National Context:**

West Virginia is on the lower end of average in-state tuition fees at four-year institutions, ranked 10th lowest in average in-state tuition for 2017-18 (College Board, 2017).

**About this Measure:**

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

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

Institution	2008	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change	2008-17 % Change
Bluefield State College	\$4,272	\$5,564	\$5,832	\$6,120	\$6,408	\$6,728	5.0%	20.9%	57.5%
Concord University	\$4,578	\$6,002	\$6,422	\$6,744	\$7,080	\$7,574	7.0%	26.2%	65.4%
Fairmont State University	\$4,804	\$5,824	\$6,306	\$6,620	\$6,950	\$7,296	5.0%	25.3%	51.9%
Glenville State College	\$4,486	\$6,384	\$6,696	\$7,032	\$7,344	\$7,342	0.0%	15.0%	63.7%
Marshall University	\$4,898	\$6,216	\$6,526	\$6,814	\$7,154	\$7,798	9.0%	25.5%	59.2%
Potomac State College of WVU*	\$3,374	\$4,122	\$4,320	\$4,752	\$4,968	\$5,208	4.8%	26.3%	54.4%
Shepherd University	\$4,898	\$6,256	\$6,570	\$6,830	\$7,170	\$7,328	2.2%	17.1%	49.6%
West Liberty University	\$4,464	\$6,226	\$6,412	\$6,702	\$7,038	\$7,380	4.9%	18.5%	65.3%
West Virginia State University	\$4,466	\$5,932	\$6,228	\$6,662	\$6,996	\$7,346	5.0%	23.8%	64.5%
West Virginia University	\$5,100	\$6,546	\$6,960	\$7,632	\$7,992	\$8,376	4.8%	28.0%	64.2%
WVU Institute of Technology	\$4,964	\$5,808	\$6,048	\$6,336	\$6,648	\$6,960	4.7%	19.8%	40.2%

\* Bachelor's degree students.

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

*Academic Years 2013 and 2017*

## West Virginia Highlights:

- ▶ The smallest percentage increase (12.6 percent), excluding Bluefield State College which has no campus housing, for cost of attendance between 2013 and 2017 was found at Shepherd University where the total rose from \$15,391 in 2013 to \$17,332 in 2017.
- ▶ The largest percentage increase (25.2 percent) was found at West Virginia State University. The cost of attendance was \$13,471 in 2013 compared to \$16,864 in 2017.
- ▶ The four-year public postsecondary institution with the lowest cost of attendance in 2017 was Potomac State College of WVU. The institution with the highest cost in 2017 was West Virginia University.

## National Context:

It is estimated that nationally in 2017-18, tuition and fees comprise approximately 48.0 percent of the combined expense of tuition and fees plus room and board for in-state students attending a four-year public university. Average total charges of in-state tuition and fees, room and board at four-year public institutions nationally are \$20,770 in 2017-18 which is 1.0 percent higher than the prior year's total (College Board, 2017).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of between 6.0 and 8.0 percent per year beyond the general rate of inflation (College Board, 2017).

## 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. The average room and board within West Virginia are based on the average of double occupancy rooms available on each campus and the average of all 15 meal plans offered.

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

Institution	2013			2017			2013 - 2017
	Tuition and Fees	Average Room and Board	Total	Tuition and Fees	Average Room and Board	Total	% Change in Total Cost
Bluefield State College*	\$5,564	-	\$5,564	\$6,728	-	\$6,728	20.9%
Concord University	\$6,002	\$7,726	\$13,728	\$7,574	\$8,841	\$16,415	19.6%
Fairmont State University	\$5,824	\$7,401	\$13,225	\$7,296	\$8,964	\$16,260	22.9%
Glenville State College	\$6,384	\$8,275	\$14,659	\$7,342	\$9,333	\$16,675	13.8%
Marshall University	\$6,216	\$8,919	\$15,135	\$7,798	\$9,931	\$17,729	17.1%
Potomac State College of WVU	\$4,128	\$7,394	\$11,522	\$5,208	\$8,931	\$14,139	22.7%
Shepherd University	\$6,256	\$9,135	\$15,391	\$7,328	\$10,004	\$17,332	12.6%
West Liberty University	\$6,226	\$7,250	\$13,476	\$7,380	\$8,160	\$15,540	15.3%
West Virginia State University	\$5,932	\$7,539	\$13,471	\$7,346	\$9,518	\$16,864	25.2%
West Virginia University	\$6,456	\$9,438	\$15,894	\$8,376	\$11,256	\$19,632	23.5%
WVU Institute of Technology	\$5,808	\$8,630	\$14,438	\$6,960	\$11,006	\$17,966	24.4%

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



Photo courtesy of Shepherd University

## SUCCESS

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



## Passing Rate for First-Time Freshmen in Developmental Education

*Cohorts 2012-2016*

### **West Virginia Highlights:**

- ▶ The percentage of students completing English/Writing remediation in the form of stand-alone developmental education courses or co-requisite courses within the first two years decreased 3.1 percentage points from 80.2 in 2015 to 77.1 percent in 2016. The percentage of students passing English/Writing remediation increased 2.1 percentage points compared with the 2012 rate of 75.0 percent.
- ▶ The proportion of students completing math remediation within the first two years increased by 1.9 percentage points from 68.8 percent in 2015 to 70.7 percent in 2016. When compared to passing rates in 2012, the proportion increased 1.4 percentage points.
- ▶ Concord University had the largest percentage change from 2012-16 in English/Writing with 4.2 percentage points increase. Marshall University had the largest percentage increase for the same time period in Math, with 16.1 percentage points.

### **National Context:**

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

### **About this Measure:**

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

## PASSING RATE FOR FIRST TIME FRESHMEN IN DEVELOPMENTAL EDUCATION

Institution	Subject	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Bluefield State College	English/Writing	77.2%	70.2%	72.3%	82.3%	79.7%	-2.6%	2.5%
	Math	70.5%	72.7%	71.6%	82.3%	76.8%	-5.5%	6.3%
Concord University	English/Writing	69.7%	72.4%	55.9%	75.7%	73.9%	-1.8%	4.2%
	Math	76.0%	80.5%	75.1%	73.8%	70.2%	-3.6%	-5.8%
Fairmont State University	English/Writing	73.2%	83.6%	88.5%	88.0%	.	.	.
	Math	75.2%	76.1%	79.6%	84.2%	76.7%	-7.5%	1.5%
Glenville State College	English/Writing	77.5%	75.2%	68.9%	84.6%	69.3%	-15.3%	-8.2%
	Math	61.4%	67.0%	56.5%	58.4%	58.5%	0.1%	-2.9%
Marshall University	English/Writing	76.1%	86.7%	85.8%	86.2%	79.8%	-6.4%	3.7%
	Math	65.6%	69.4%	76.8%	75.1%	81.7%	6.6%	16.1%
Potomac State College of WVU	English/Writing	73.0%	76.7%	76.1%	69.5%	76.3%	6.8%	3.3%
	Math	68.5%	64.2%	63.5%	57.0%	64.9%	7.9%	-3.6%
Shepherd University*	English/Writing	.	.	.	.	.	.	.
	Math	.	.	.	.	.	.	.
West Liberty University	English/Writing	79.1%	85.4%	85.8%	82.4%	79.4%	-3.0%	0.3%
	Math	81.0%	82.9%	85.8%	77.5%	74.0%	-3.5%	-7.0%
West Virginia State University	English/Writing	73.0%	78.4%	71.9%	73.8%	74.3%	0.5%	1.3%
	Math	56.6%	59.9%	55.3%	49.7%	50.3%	0.6%	-6.3%
West Virginia University*	English/Writing	.	.	.	.	.	.	.
	Math	.	.	.	.	.	.	.
WVU Institute of Technology	English/Writing	87.5%	85.3%	88.0%	90.4%	91.0%	0.6%	3.5%
	Math	65.5%	76.0%	64.3%	66.0%	62.2%	-3.8%	-3.3%
<b>Total</b>	<b>English/Writing</b>	<b>75.0%</b>	<b>80.1%</b>	<b>78.8%</b>	<b>80.2%</b>	<b>77.1%</b>	<b>-3.1%</b>	<b>2.1%</b>
	<b>Math</b>	<b>69.3%</b>	<b>70.6%</b>	<b>69.3%</b>	<b>68.8%</b>	<b>70.7%</b>	<b>1.9%</b>	<b>1.4%</b>

\* Does not offer developmental education.



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

*Cohorts 2012-2016*

### **West Virginia Highlights:**

- ▶ The proportion of first-time freshmen who took developmental education in English/Writing and then passed the subsequent college-level course within two years increased 4.4 percentage points from 68.3 in 2015 to 72.7 percent in 2016 and has increased since 2012 by 16.4 percentage points. Developmental education could be delivered in the form of stand-alone developmental courses or co-requisite courses where students are provided additional support in credit-bearing college level courses in the respective subject.
- ▶ The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 9.7 percentage points from 60.9 percent in 2015 to 70.6 percent in 2016, and has increased since 2012 by 39.0 percentage points.

### **National Context:**

According to Complete College America, 52 of each 100 students in two-year institutions enroll in developmental math but only 10 of those students (19 percent) complete the associated gateway courses. For four-year institutions, 24 percent of students enroll in math remediation and about one third complete the associated gateway course (CCA, 2018). Nationally, about 20 percent of those who enroll in remedial English complete gateway courses at two-year institutions in comparison to more than 40 percent at four-year institutions.

### **About this Measure:**

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

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

Institution	Subject	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Bluefield State College	English/Writing	52.2%	48.9%	60.7%	68.8%	81.0%	12.2%	28.8%
	Math	35.5%	49.7%	67.6%	71.5%	76.8%	5.3%	41.3%
Concord University	English/Writing	68.0%	70.7%	52.9%	68.6%	92.0%	23.4%	24.0%
	Math	28.4%	31.2%	27.2%	43.4%	78.0%	34.6%	49.6%
Fairmont State University	English/Writing	58.8%	62.9%	83.6%	84.2%	0.0%	-84.2%	-58.8%
	Math	24.1%	34.4%	81.8%	90.5%	88.9%	-1.6%	64.8%
Glenville State College	English/Writing	47.1%	59.4%	58.5%	63.6%	65.6%	2.0%	18.5%
	Math	10.9%	26.3%	46.1%	66.8%	65.9%	-0.9%	55.0%
Marshall University	English/Writing	62.4%	69.7%	88.9%	90.2%	82.3%	-7.9%	19.9%
	Math	42.7%	53.6%	58.4%	80.7%	86.3%	5.6%	43.6%
Potomac State College of WVU	English/Writing	48.8%	49.0%	51.1%	38.7%	49.4%	10.7%	0.6%
	Math	28.2%	28.4%	28.7%	27.4%	40.5%	13.1%	12.3%
Shepherd University*	English/Writing	.	.	.	.	.		
	Math	.	.	.	.	.		
West Liberty University	English/Writing	63.7%	91.7%	90.7%	90.5%	92.6%	2.1%	28.9%
	Math	39.1%	35.4%	47.2%	90.1%	78.1%	-12.0%	39.0%
West Virginia State University	English/Writing	56.8%	60.8%	70.6%	65.6%	73.7%	8.1%	16.9%
	Math	33.6%	29.9%	28.4%	39.1%	50.9%	11.8%	17.3%
West Virginia University*	English/Writing	.	.	.	.	.		
	Math	.	.	.	.	.		
WVU Institute of Technology	English/Writing	65.6%	56.8%	69.9%	74.0%	74.6%	0.6%	9.0%
	Math	29.3%	40.0%	30.4%	31.1%	42.0%	10.9%	12.7%
<b>Total</b>	<b>English/Writing</b>	<b>56.3%</b>	<b>64.8%</b>	<b>71.2%</b>	<b>68.3%</b>	<b>72.7%</b>	<b>4.4%</b>	<b>16.4%</b>
	<b>Math</b>	<b>31.6%</b>	<b>37.5%</b>	<b>44.8%</b>	<b>60.9%</b>	<b>70.6%</b>	<b>9.7%</b>	<b>39.0%</b>

\* Does not offer developmental education.

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

*Cohorts 2012-2016*

## West Virginia Highlights:

- ▶ From 2015 to 2016, the one-year retention rate for all institutions decreased slightly by 0.3 percentage points from 76.4 percent in 2015 to 76.1 in 2016.
- ▶ The largest gain from 2015 to 2016 was at West Virginia State University, with an increase of 8.2 percentage points.
- ▶ The largest gain over the five-year period from 2012 to 2016 was at West Virginia State University, with an increase of 9.0 percentage points.
- ▶ From 2012 to 2016, three of the eleven four-year public institutions experienced decreases in their retention rates with the largest decrease occurring at Potomac State College of WVU (5.2 percentage points).

## National Context:

Nationally, the proportion of fall 2016 first-time freshmen at any higher education institutions who were retained in fall 2017 was 73.9 percent and a total of 61.6 percent were retained at their starting institutions. . Students age 20 and under had higher persistence rates than any of the other age groups (National Student Clearinghouse, 2018).

## About this Measure:

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

## ONE-YEAR RETENTION RATES

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Bluefield State College	65.9%	63.4%	62.7%	70.0%	69.0%	-1.0%	3.1%
Concord University	71.4%	75.1%	72.3%	76.4%	72.6%	-3.8%	1.2%
Fairmont State University	71.1%	71.4%	72.9%	76.7%	74.4%	-2.3%	3.3%
Glenville State College	62.8%	64.6%	66.9%	68.5%	66.2%	-2.3%	3.4%
Marshall University	75.3%	77.4%	78.0%	80.1%	78.0%	-2.1%	2.7%
Potomac State College of WVU	56.8%	52.6%	52.4%	48.7%	51.6%	2.9%	-5.2%
Shepherd University	74.3%	73.1%	71.8%	66.4%	69.8%	3.4%	-4.5%
West Liberty University	75.1%	78.5%	76.1%	77.4%	77.7%	0.3%	2.6%
West Virginia State University	62.5%	62.9%	65.0%	63.3%	71.5%	8.2%	9.0%
West Virginia University	80.0%	79.7%	81.6%	81.8%	80.8%	-1.0%	0.8%
WVU Institute of Technology	68.9%	62.8%	66.5%	66.3%	68.3%	2.0%	-0.6%
<b>Total</b>	<b>74.7%</b>	<b>74.7%</b>	<b>75.7%</b>	<b>76.4%</b>	<b>76.1%</b>	<b>-0.3%</b>	<b>1.4%</b>

# Fall-to-Fall Retention Rates for At-Risk Populations

## *Cohorts 2012-2016*

### West Virginia Highlights:

- ▶ From 2015 to 2016, two groups experienced decreases in retention rates. The retention of low-income students decreased by 0.6 percentage points and the retention rate of underrepresented minority decreased 0.9 percentage points. The largest one-year increase was for undergraduate adults with a 6.5 percentage points increase, growing from 56.6 percent in 2015 to 63.1 percent in 2016.
- ▶ Over the five-year period, three of the identified populations saw an increase in the percentage of students retained. The retention rates of low-income students increased 1.4 percentage points from the 2012 rate of 66.8 percent, and transfer students saw a 2.0 percentage point increase from the 2012 rate of 73.4 percent. Underrepresented adult students saw the largest increase in retention, a 8.5 percentage point increase from the 2012 rate of 54.6 percent.

### National Context:

The fall-to-fall persistence rate for first-year students over the age of 24 was 52.6 percent for those starting during fall 2016. This rate was relatively unchanged since the 2009 cohort entered higher education. Students falling in the underrepresented minority groups had relatively lower persistence and retention rates at four-year and two-year institutions in comparison to the other racial/ethnic groups (National Student Clearinghouse, 2018.)

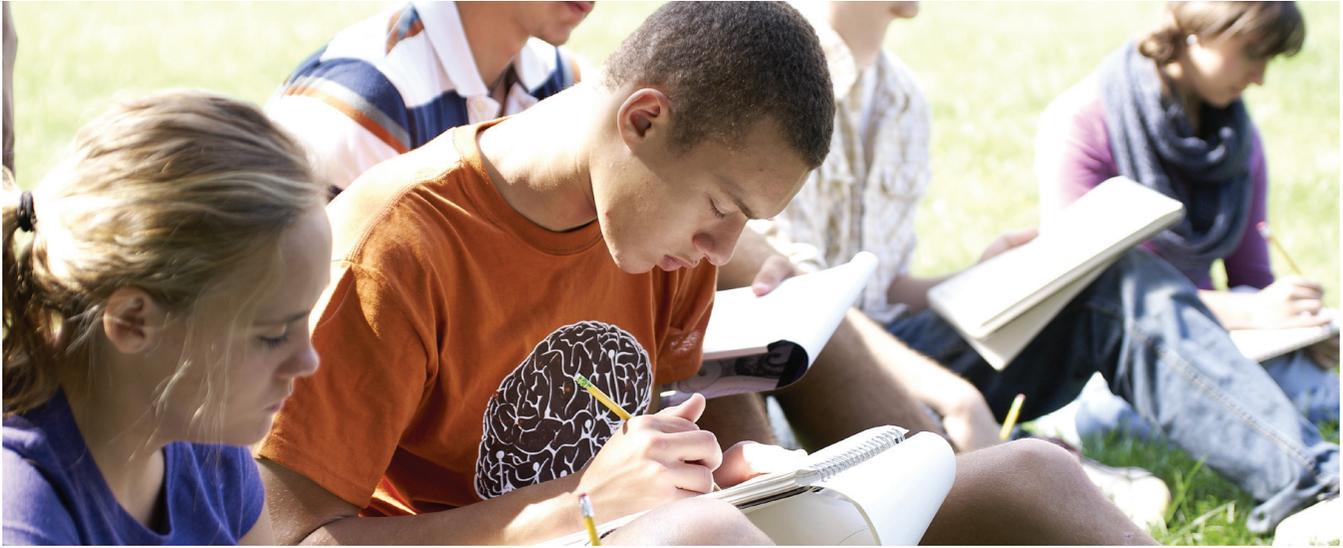
The at-risk student populations identified in Leading the Way Access. Success. Impact were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete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

### About this Measure:

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

## FALL-TO-FALL RETENTION RATES (PERCENT RETURNING IN FOLLOWING FALL)

	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Low-Income Students	66.8%	67.1%	68.3%	68.8%	68.2%	-0.6%	1.4%
Part-Time, First-Time Freshmen	48.0%	39.8%	45.4%	41.1%	45.1%	4.0%	-2.9%
Transfer Students (from 2-year, from 4-year)	73.4%	72.8%	74.0%	73.3%	75.4%	2.1%	2.0%
Undergraduate Adults	54.6%	52.7%	56.8%	56.6%	63.1%	6.5%	8.5%
Underrepresented Minority	63.2%	63.8%	63.6%	62.6%	61.7%	-0.9%	-1.5%



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

*Cohorts 2013-2017*

### **West Virginia Highlights:**

- ▶ In 2017, statewide, 52.8 percent of first-time freshmen completed at least 30 hours within their first year of enrollment. This represents a 0.7 percentage point decrease from 2016 (53.5 percent) and a 4.1 percentage point increase from 2013 (48.7 percent).
- ▶ Bluefield State College saw the largest one-year increase of students earning 30 credit hours, increasing 5.9 percentage points from 32.6 percent in 2016 to 38.5 percent in 2017. Fairmont State University had the largest five-year increase (8.2 percent increase from 35.4 percent in 2013).
- ▶ The institution with the highest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Virginia University at 62.8 percent.
- ▶ The institution with the lowest percentage of first-time freshmen earning 30 hours their first year of enrollment was Potomac State College of WVU at 26.1 percent.

### **National Context:**

Taking 30 hours over the academic year, or 15 hours a semester, has been shown to increase the academic success of students, reduce dropout rates, and reduce time to degree by as much as one year. According to Complete College America (CCA), about 45 percent of first-time full-time students enrolling at four-year high research institutions and 31 percent of those enrolling at other four-year institutions complete 30 or more credits. Additionally, the graduation rate among students who complete 30 hours or more in their first year of college is 79 percent, compared to 69 percent for those completing between 24 and 29.9 hours. The graduation rate is only 37 percent for students who complete 12 to 23.9 hours their first year (CCA, 2014).

As of December 2017 (CCA), the 15 to Finish initiative has spread to over 25 states, including West Virginia, either through statewide or campus-based programs. The 15 to Finish promotes on-time degree completion by educating students on the importance of completing at least 15 hours a semester. Fall 2015 marked the first year of implementation for West Virginia's 15 to Finish statewide campaign.

### **About this Measure:**

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

## PERCENT OF FIRST-TIME FRESHMEN EARNING 30 CREDIT HOURS

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Bluefield State College	32.0%	31.0%	33.7%	32.6%	38.5%	5.9%	6.5%
Concord University	35.6%	48.6%	43.4%	44.2%	42.3%	-1.9%	6.7%
Fairmont State University	35.4%	35.6%	43.6%	41.4%	43.6%	2.2%	8.2%
Glenville State College	34.2%	30.8%	42.3%	31.0%	26.0%	-5.0%	-8.2%
Marshall University	50.2%	53.8%	56.9%	56.7%	56.1%	-0.6%	5.9%
Potomac State College of WVU	25.5%	23.7%	27.0%	26.1%	26.1%	0.0%	0.6%
Shepherd University	42.0%	44.8%	41.1%	45.0%	47.9%	2.9%	5.9%
West Liberty University	61.7%	63.7%	64.5%	61.6%	51.3%	-10.3%	-10.4%
West Virginia State University	27.2%	27.8%	27.8%	36.5%	32.7%	-3.8%	5.5%
West Virginia University	59.0%	58.3%	62.6%	63.4%	62.8%	-0.6%	3.8%
WVU Institute of Technology	31.4%	37.7%	41.3%	40.7%	37.1%	-3.6%	5.7%
<b>Total</b>	<b>48.7%</b>	<b>50.0%</b>	<b>53.1%</b>	<b>53.5%</b>	<b>52.8%</b>	<b>-0.7%</b>	<b>4.1%</b>



Photo courtesy of Marshall University

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

*Cohorts 2010-2014*

## West Virginia Highlights:

- ▶ Statewide, four-year graduation rates have increased 1.0 percentage point from 30.2 for the 2013 cohort to 31.2 for the 2014 cohort. There is a five-year increase (from 2010 to 2014) of 7.7 percentage points from the 23.5 percent reported for the 2010 cohort.
- ▶ The largest one-year increase was at Concord University and West Liberty University, increasing 4.7 percentage points from the 2013 cohort graduation rates. West Liberty University also saw the largest five-year increase (16.2 percentage points), increasing from 20.9 percent for the 2010 cohort.
- ▶ Four institutions saw declines in their four-year graduation rates between 2013 and 2014. These include Bluefield State College, Fairmont State University, Glenville State College, and WVU Institute of Technology.

## National Context:

Nationally, 40.6 percent of first-time, full-time bachelor's degree seeking freshmen in the 2010 cohort graduated within four years. This includes enrollment in all types of four-year institutions. For public institutions, the graduation rate is 35.5 percent in comparison to non-profit institutions where the graduation rate is 53.5 percent (NCES, 2018).

## About this Measure:

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

## FOUR-YEAR GRADUATION RATES

Institution	2010	2011	2012	2013	2014	2013-14 % Change	2010-14 % Change
Bluefield State College	9.2%	9.1%	13.7%	19.1%	15.5%	-3.6%	6.3%
Concord University	17.7%	17.2%	19.2%	22.2%	26.9%	4.7%	9.2%
Fairmont State University	12.5%	16.6%	18.7%	27.2%	26.0%	-1.2%	13.5%
Glenville State College	22.2%	26.6%	22.2%	25.1%	24.1%	-1.0%	1.9%
Marshall University	23.6%	27.1%	25.5%	26.0%	28.3%	2.3%	4.7%
Shepherd University	23.9%	23.4%	29.6%	29.8%	30.0%	0.2%	6.1%
West Liberty University	20.9%	29.0%	30.3%	32.4%	37.1%	4.7%	16.2%
West Virginia State University	8.7%	9.6%	12.1%	13.6%	16.8%	3.2%	8.1%
West Virginia University	28.1%	30.6%	32.1%	35.9%	35.9%	0.0%	7.8%
WVU Institute of Technology	13.1%	14.8%	20.7%	13.9%	13.8%	-0.1%	0.7%
<b>Total</b>	<b>23.5%</b>	<b>26.1%</b>	<b>27.7%</b>	<b>30.2%</b>	<b>31.2%</b>	<b>1.0%</b>	<b>7.7%</b>

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

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

*Cohorts 2010-2014*

## West Virginia Highlights:

- ▶ From 2013 to 2014, three at-risk populations saw increases in four-year graduation rates. Graduation rates for low-income students increased from 21.5 to 22.4 percent; transfer students increased from 46.9 to 49.1 percent; and undergraduate adults increased from 37.5 to 40.7 percent. Only underrepresented minority saw a slight decrease from 20.0 to 19.2 percent during the same time period.
- ▶ Over the five-year span from 2010 to 2014, all at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased 5.6 percentage points; transfer students increased 5.5 percentage points; undergraduate adults increased 1.7 percentage points; and underrepresented minorities increased 5.7 percentage points.

## National Context:

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

Nationally at four-year public institutions, the four-year graduation rate for fall 2010 underrepresented racial minorities was 26.4 percent for Hispanic students; 17.9 percent for American Indian or Alaskan Native students; 18.5 percent for Black or African American students; and 32.4 percent for multi-racial students (NCES, 2018).

## About this Measure:

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

## FOUR-YEAR GRADUATION RATES

	2010	2011	2012	2013	2014	2013-14 % Change	2010-14 % Change
Low-Income Students	16.8%	18.8%	19.8%	21.5%	22.4%	0.9%	5.6%
Transfer Students	43.6%	45.0%	45.3%	46.9%	49.1%	2.2%	5.5%
Undergraduate Adults	39.0%	37.2%	38.7%	37.5%	40.7%	3.2%	1.7%
Underrepresented Minority	13.5%	15.7%	16.6%	20.0%	19.2%	-0.8%	5.7%

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

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

*Cohorts 2008-2012*

## West Virginia Highlights:

- ▶ Statewide, six-year graduation rates increased 1.7 percentage points at four-year public institutions from 49.9 percent for the 2011 cohort to 51.6 for the 2012 cohort.
- ▶ Bluefield State College and WVU Institute of Technology saw the greatest one-year increases at 10.9 percentage points.
- ▶ The largest one-year decrease occurred at Glenville State College, with a decline of 11.3 percentage points.

## National Context:

The national proportion of fall 2010 first-time, full-time bachelor's degree-seeking undergraduates at four-year institutions who graduated within six years was 59.8 percent. The figure was higher for women than for men in four-year institutions (62.5 percent for women, 56.6 percent for men) (NCES, 2018).

## About this Measure:

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

## SIX-YEAR GRADUATION RATE FOR STUDENTS SEEKING A BACHELOR'S DEGREE BY ENTERING COHORT

Institution	2008	2009	2010	2011	2012	2011-12 % Change	2008-12 % Change
Bluefield State College	25.0%	19.6%	23.4%	19.5%	30.4%	10.9%	5.4%
Concord University	37.3%	41.6%	35.5%	38.8%	42.4%	3.6%	5.1%
Fairmont State University	34.1%	33.8%	33.1%	38.3%	38.2%	-0.1%	4.1%
Glenville State College	31.2%	32.0%	47.5%	48.7%	37.4%	-11.3%	6.2%
Marshall University	45.2%	45.6%	46.1%	50.3%	48.3%	-2.0%	3.1%
Shepherd University	42.6%	50.2%	48.3%	44.5%	49.8%	5.3%	7.2%
West Liberty University	39.5%	49.4%	44.4%	51.3%	48.4%	-2.9%	8.9%
West Virginia State University	19.6%	21.8%	26.7%	28.6%	33.0%	4.4%	13.4%
West Virginia University	56.2%	55.7%	56.4%	57.1%	59.0%	1.9%	2.8%
WVU Institute of Technology	27.0%	27.4%	31.9%	28.5%	39.4%	10.9%	12.4%
<b>Total</b>	<b>46.6%</b>	<b>46.8%</b>	<b>48.2%</b>	<b>49.9%</b>	<b>51.6%</b>	<b>1.7%</b>	<b>5.0%</b>

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

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

*Cohorts 2008-2012*

**West Virginia Highlights:**

- ▶ The six-year graduation rate for all at-risk populations grew from 2011 to 2012 for the underrepresented minority and low-income students but decreased slightly for transfer students and undergraduate adults. Underrepresented minorities saw the largest increase of 2.4 percentage points while low-income students saw the smallest increase of 0.5 percentage points.
- ▶ Between the 2008 and 2012 cohorts, underrepresented minority students saw the largest five-year increase from 31.3 to 40.2 percent (8.9 percentage points). The low-income students had the second largest increase with a five-year change of 5.3 percentage points.
- ▶ The largest five-year decline during the same time period was for undergraduate adults, declining 1.1 percentage points from 43.8 to 42.7 percent.

**National Context:**

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

Nationally at four-year public institutions, the six-year graduation rate for fall 2010 underrepresented racial minorities was 53.6 percent for Hispanic students; 36.4 percent for American Indian or Alaskan Native students; 40.3 percent for Black or African American students; 52.3 percent for Pacific Islander students; and 56.2 percent for multi-racial students (NCES, 2018).

**About this Measure:**

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

## SIX-YEAR GRADUATION RATES

	2008	2009	2010	2011	2012	2011-12 % Change	2008-12 % Change
Low-Income Students	34.9%	35.5%	38.7%	39.7%	40.2%	0.5%	5.3%
Transfer Students	53.2%	51.3%	52.7%	53.7%	53.3%	-0.4%	0.1%
Undergraduate Adults	43.8%	41.2%	42.4%	42.8%	42.7%	-0.1%	-1.1%
Underrepresented Minority	31.3%	32.2%	36.0%	37.8%	40.2%	2.4%	8.9%

# Pass Rates of Baccalaureate Degree Earners on Licensure/ Certification Exams

*Years Ending June 2013-2017*

## West Virginia Highlights:

- ▶ Four exam categories (Dietetics, Medical Technology, Nursing, and Praxis II [Learning and Teaching]) saw increases in pass rates from 2016 to 2017. Dental Hygiene pass rates decreased from 100 percent in 2016 to 92.5 percent in 2017. Social Work also saw a decrease over the same one-year period.
- ▶ Since 2013, licensure pass rates in Dental Hygiene were consistently at or above 90 percent while Dietetics, Nursing, and Praxis II (Learning and Teaching) fluctuated between 80 percent and 100 percent.

## National Context:

National context data for certification/licensure pass rates for programs at the certificate and associate degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passing. When pass rates are found, it is difficult to discern the level of degree to which the pass rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of October 2017, West Virginia nursing students at the bachelor's degree level passed their licensure exams at a higher rate, 90.9 percent, when compared to the national average, 84.6 percent (WV Board of Nursing, 2017).

## About this Measure:

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

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

Exam	2013	2014	2015	2016	2017
Cytotechnology	83.3%	100.0%	33.3%	*	*
Dental Hygiene	92.7%	100.0%	100.0%	100.0%	92.5%
Dietetics	85.7%	83.3%	92.3%	90.9%	100.0%
Medical Technology	50.0%	73.1%	66.7%	73.9%	90.7%
Nursing	86.4%	92.2%	89.5%	89.4%	95.0%
Praxis II (Learning and Teaching)	87.8%	86.5%	85.6%	88.9%	92.6%
Social Work (State)	89.7%	69.0%	65.3%	78.3%	76.4%

\* In 2016 and 2017, no students attempted the Cytotechnology exam.

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

*Years Ending June 2013-2017*

**West Virginia Highlights:**

- ▶ 2017 licensure pass rates increased in 4 of 12 areas (Law, Occupational Therapy, Pharmacy, and WV Competency Exam for Counselor Licensing) when compared to 2016 and 4 of 12 areas (Dentistry, Dietetics, Teacher Education-Praxis II, and WV Competency Exam for Counselor Licensing) since 2013.
- ▶ The areas of Dentistry, Medicine, Speech Pathology and Audiology, Occupational Therapy, and Physical Therapy all have pass rates above 90 percent for each of the five years examined.
- ▶ The pass rates for Speech Pathology and Audiology have remained at 100 percent for all five years.

**National Context:**

National context data for certification/licensure pass rates for programs at the certificate and associate degree level are both difficult to obtain and National context data for certification/licensure pass rates for programs at the certificate and associate degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passing. When pass rates are found, it is difficult to discern the level of degree to which the pass rate applies.

**About this Measure:**

This indicator provides the pass rate according to the individual test standards of students finishing master’s or 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	2013	2014	2015	2016	2017
Complex Level 3	0.0%	.	.	.	.
Dentistry	98.0%	100.0%	100.0%	100.0%	98.3%
Dietetics	88.9%	93.3%	100.0%	92.9%	92.9%
Family Nurse Practitioner	89.7%	93.1%	83.9%	94.9%	85.7%
Law	76.0%	72.5%	58.0%	62.3%	69.0%
Medicine ( USMLE Step 3 or COMPLEX Level 3)	.	94.6%	95.9%	96.1%	95.7%
National Certified Counselor	92.3%	93.8%	94.4%	100.0%	79.1%
National Exam in Speech Pathology and Audiology	100.0%	100.0%	100.0%	100.0%	100.0%
Occupational Therapy	100.0%	100.0%	100.0%	94.7%	100.0%
Pharmacy	98.7%	97.5%	96.4%	83.2%	88.3%
Physical Therapy	100.0%	97.2%	94.4%	100.0%	98.6%
Teacher Education-Praxis II	0.0%	90.6%	91.4%	96.4%	96.3%
USMLE Step 3	0.0%	.	.	.	.
WVCompetency Exam for Counselor Licensing	0.0%	96.6%	90.9%	81.5%	100.0%

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

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ Overall, faculty salaries increased 1.5 percent between 2016 and 2017. Salary gains since 2013 were 5.3 percent higher.
- ▶ The largest one-year percentage increase by faculty rank was for Graduate Assistants and Other at 10.3 percent.
- ▶ The largest five-year increase by faculty rank was for Assistant Professor at 7.3 percent over the five-year period, while the Graduate Assistants and other instructors realized a 4.2 percent decrease in salary.

## National Context:

Nationally, the average salary in 2016-17 for full-time faculty was \$118,914 for professors, \$84,179 for associate professors, \$71,626 for assistant professors, and \$63,644 for instructors, which combined for an overall average salary of \$84,630 (NCES, 2018).

## About this Measure:

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time instructional faculty from fall 2013 to fall 2017. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade. In 2014-15, only 52.0 percent of faculty nationwide were employed full-time (NCES, 2016).

## AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, FALL 2017

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant and Other	All Ranks
Bluefield State College	\$71,233	\$66,923	\$52,180	\$41,971	\$40,440	\$45,756	\$59,388
Concord University	\$67,974	\$56,591	\$50,727	\$39,302	\$32,000	\$0	\$56,377
Fairmont State University	\$75,962	\$65,885	\$55,045	\$48,930	\$0	\$39,264	\$63,809
Glenville State College	\$66,005	\$60,974	\$47,567	\$39,571	\$0	\$0	\$54,135
Marshall University	\$81,593	\$66,356	\$62,154	\$37,650	\$77,710	\$0	\$66,165
Potomac State College of WVU	\$70,161	\$58,567	\$52,525	\$43,558	\$0	\$0	\$54,702
Shepherd University	\$81,779	\$66,576	\$60,327	\$0	\$47,840	\$0	\$67,916
West Liberty University	\$70,960	\$66,857	\$56,067	\$51,578	\$44,562	\$38,855	\$62,172
West Virginia State University	\$67,396	\$59,006	\$50,263	\$35,861	\$0	\$51,534	\$55,978
West Virginia University	\$115,621	\$81,204	\$72,062	\$44,554	\$59,490	\$0	\$85,774
WVU Institute of Technology	\$80,027	\$66,058	\$60,456	\$42,470	\$0	\$0	\$64,227
<b>System</b>	<b>\$92,826</b>	<b>\$72,114</b>	<b>\$63,473</b>	<b>\$41,286</b>	<b>\$55,139</b>	<b>\$43,852</b>	<b>\$72,390</b>

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

## AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, FALL 2013-2017

Rank	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Professor	\$88,122	\$89,550	\$89,520	\$91,865	\$92,826	1.0%	5.3%
Associate Professor	\$71,520	\$72,127	\$71,174	\$72,671	\$72,114	-0.8%	0.8%
Assistant Professor	\$59,161	\$60,580	\$60,874	\$63,053	\$63,473	0.7%	7.3%
Instructor	\$40,445	\$40,769	\$40,281	\$41,429	\$41,286	-0.3%	2.1%
Lecturer	\$51,526	\$53,819	\$53,388	\$52,352	\$55,139	5.3%	7.0%
Graduate Assistant and Other	\$45,786	\$46,402	\$42,033	\$39,740	\$43,852	10.3%	-4.2%
<b>All Ranks</b>	<b>\$68,775</b>	<b>\$69,848</b>	<b>\$69,669</b>	<b>\$71,350</b>	<b>\$72,390</b>	<b>1.5%</b>	<b>5.3%</b>



Photo courtesy of West Virginia State University



Photo courtesy of Shepherd University

## IMPACT

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

# Degrees/Credentials Awarded by Level System-Wide

## *Academic Years 2013-2017*

### West Virginia Highlights:

- ▶ The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2017 was 13,665, which was 0.6 percent higher than the 2016 figure of 13,582.
- ▶ Over the five-year time period, the number of degrees and credentials has increased by 2.6 percent from the 2013 level of 13,316.
- ▶ The largest one-year increase in the number of awards was in associate degrees with a growth of 150.
- ▶ The largest five-year increase, from 2013 to 2017, was 26.7 percent at the doctors: research/scholarship level.

### National Context:

SREB reported 16 percent increase in the number of bachelor's degrees awarded over the last five years. During the 2014-15 academic year, more than 613,000 bachelor's level degrees were awarded by institutions in the SREB states (SREB, 2017).

Nationally, in 2015-16 the total number of bachelor's degrees conferred at public institutions was more than 1.2 million. The number of associate's degrees were second largest with more than 800,000 associate's degrees awarded in 2015-16 (NCES, 2018).

### About this Measure:

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate, bachelor's, doctor's degree-professional practice, master's, post-master's, and doctor's - research/scholarship. Most associate 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	2013	2014	2015	2016	2017	2016 - 17 % Change	2013 - 17 % Change
Associate	711	710	624	587	737	25.6%	3.7%
Bachelor's	9,120	9,269	9,453	9,199	9,152	-0.5%	0.4%
Master's	2,586	2,653	2,624	2,765	2,751	-0.5%	6.4%
Post-Master's Certificate	20	42	22	20	13	-35.0%	-35.0%
Doctor's : Professional Practice	714	738	811	808	803	-0.6%	12.5%
Doctor's : Research / Scholarship	165	201	229	203	209	3.0%	26.7%
<b>Total</b>	<b>13,316</b>	<b>13,613</b>	<b>13,763</b>	<b>13,582</b>	<b>13,665</b>	<b>0.6%</b>	<b>2.6%</b>

# Degrees/Credentials Awarded by Institution and Level

## Academic Years 2013-2017

### West Virginia Highlights:

- ▶ From 2013 to 2017, Glenville State College saw the greatest five-year increase of graduates at 62.8 percent. Five institutions (Bluefield State College, Concord University, Potomac State College of WVU, Shepherd University, and West Virginia State University) saw decreases over the five-year period in degrees and credentials awarded.
- ▶ Baccalaureate degree production is the largest degree category at most of West Virginia's public four-year institutions (with the exception of Glenville State College, Potomac State College of WVU, and West Virginia School of Osteopathic Medicine).
- ▶ The number of post-master's certificate and doctor's - professional practice granting programs have remained relatively the same since 2013; the number of master's and doctor's - research and scholarship programs has grown over the past five years.

### About this Measure:

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

## DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL

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

Institution	Award Type	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Bluefield State College	Associate	117	87	130	91	113	24.2%	-3.4%
	Bachelor's	240	170	209	198	226	14.1%	-5.8%
	<b>Total</b>	<b>357</b>	<b>257</b>	<b>339</b>	<b>289</b>	<b>339</b>	<b>17.3%</b>	<b>-5.0%</b>
Concord University	Associate	1	1	1	0	0	0.0%	100.0%
	Bachelor's	429	435	445	464	386	-16.8%	-10.0%
	Master's	71	75	92	114	96	-15.8%	35.2%
	<b>Total</b>	<b>501</b>	<b>511</b>	<b>538</b>	<b>578</b>	<b>482</b>	<b>-16.6%</b>	<b>-3.8%</b>
Fairmont State University	Associate	108	90	85	82	97	18.3%	-10.2%
	Bachelor's	613	598	665	672	667	-0.7%	8.8%
	Master's	93	85	77	90	96	6.7%	3.2%
	<b>Total</b>	<b>814</b>	<b>773</b>	<b>827</b>	<b>844</b>	<b>860</b>	<b>1.9%</b>	<b>5.7%</b>
Glenville State College	Associate	47	55	70	19	190	900.0%	304.3%
	Bachelor's	176	136	177	168	173	3.0%	-1.7%
	<b>Total</b>	<b>223</b>	<b>191</b>	<b>247</b>	<b>187</b>	<b>363</b>	<b>94.1%</b>	<b>62.8%</b>
Marshall University	Associate	111	115	85	97	106	9.3%	-4.5%
	Bachelor's	1,604	1,590	1,600	1,454	1,549	6.5%	-3.4%
	Master's	769	729	812	912	904	-0.9%	17.6%
	Post-Master's Certificate	20	42	22	20	13	-35.0%	-35.0%

Continued on next page

## DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL (CONTINUED)

Institution	Award Type	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Marshall University (continued)	Doctor's - Professional Practice	123	128	209	217	212	-2.3%	72.4%
	Doctor's - Research / Scholarship	10	18	19	20	19	-5.0%	90.0%
	<b>Total</b>	<b>2,637</b>	<b>2,622</b>	<b>2,747</b>	<b>2,720</b>	<b>2,803</b>	<b>3.1%</b>	<b>6.3%</b>
Potomac State College of WVU	Associate	295	328	231	262	198	-24.4%	-32.9%
	Bachelor's	19	24	22	18	16	-11.1%	-15.8%
	<b>Total</b>	<b>314</b>	<b>352</b>	<b>253</b>	<b>280</b>	<b>214</b>	<b>-23.6%</b>	<b>-31.8%</b>
Shepherd University	Bachelor's	762	790	722	763	648	-15.1%	-15.0%
	Master's	70	71	63	64	53	-17.2%	-24.3%
	<b>Total</b>	<b>832</b>	<b>861</b>	<b>785</b>	<b>827</b>	<b>708</b>	<b>-14.4%</b>	<b>-14.9%</b>
West Virginia School of Osteopathic Medicine	Doctor's - Professional Practice	180	182	187	180	189	5.0%	5.0%
	<b>Total</b>	<b>180</b>	<b>182</b>	<b>187</b>	<b>180</b>	<b>189</b>	<b>5.0%</b>	<b>5.0%</b>
West Liberty University	Associate	32	34	22	36	33	-8.3%	3.1%
	Bachelor's	462	505	500	425	445	4.7%	-3.7%
	Master's	33	33	77	52	91	75.0%	175.8%
	<b>Total</b>	<b>527</b>	<b>572</b>	<b>599</b>	<b>513</b>	<b>569</b>	<b>10.9%</b>	<b>8.0%</b>
West Virginia State University	Bachelor's	418	432	416	357	370	3.6%	-11.5%
	Master's	17	11	22	11	32	190.9%	88.2%
	<b>Total</b>	<b>435</b>	<b>443</b>	<b>438</b>	<b>368</b>	<b>402</b>	<b>9.2%</b>	<b>-7.6%</b>
West Virginia University	Bachelor's	4,268	4,437	4,550	4,524	4,519	-0.1%	5.9%
	Master's	1,533	1,649	1,481	1,522	1,479	-2.8%	-3.5%
	Doctor's - Professional Practice	411	428	415	411	395	-3.9%	-3.9%
	Doctor's - Research / Scholarship	155	183	210	183	190	3.8%	22.6%
	<b>Total</b>	<b>6,367</b>	<b>6,697</b>	<b>6,656</b>	<b>6,640</b>	<b>6,583</b>	<b>-0.9%</b>	<b>3.4%</b>
WVU Institute of Technology	Bachelor's	129	152	147	156	153	-1.9%	18.6%
	<b>Total</b>	<b>129</b>	<b>152</b>	<b>147</b>	<b>156</b>	<b>153</b>	<b>-1.9%</b>	<b>18.6%</b>

## NUMBER OF GRADUATE PROGRAMS

Award Type	2013	2014	2015	2016	2017
Master's	111	116	117	121	121
Post-Master's Certificate	2	2	2	2	2
Doctor's : Professional Practice	13	13	13	13	13
Doctor's : Research / Scholarship	38	38	38	41	40

# STEM, STEM Education, and Health Degrees Awarded

## Academic Years 2013-2017

### West Virginia Highlights:

- ▶ The total number of health degrees has increased 5.2 percent from 2,169 in 2016 to 2,282 in 2017. The largest one-year increase was for doctor's - research and scholarship degrees which increased 5.9 percent from 17 to 18. Health degrees have increased 12.4 percent from the 2013 figure of 2,030.
- ▶ The total number of STEM degrees has decreased slightly from 3,501 in 2016 to 3,498 in 2017. The largest one-year increase was for doctor's - research/scholarship degrees which increased 4.0 percent from 100 to 104. Over the five-year period, STEM degrees have increased 12.5 percent from the 2013 figure of 3,108.

### National Context:

Nationally in 2015-16, about 12 percent of all bachelor's degrees are health professions and related program degrees. Additionally about 18.5 percent of bachelors' degrees awarded were in the fields of natural sciences, mathematics, computer sciences, and engineering (NCES, 2018).

### About this Measure:

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

## NUMBER OF DEGREES, BY LEVEL, IN HEALTH, STEM, AND STEM EDUCATION

Degree	Level	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Health	Associate	328	296	278	263	303	15.2%	-7.6%
	Bachelor's	753	847	900	849	929	9.4%	23.4%
	Master's	388	351	337	363	352	-3.0%	-9.3%
	Doctor's - Research / Scholarship	9	18	15	17	18	5.9%	100.0%
	Doctor's - Professional Practice	552	585	669	677	680	0.4%	23.2%
	<b>Total</b>		<b>2,030</b>	<b>2,097</b>	<b>2,199</b>	<b>2,169</b>	<b>2,282</b>	<b>5.2%</b>
STEM	Associate	78	66	69	80	76	-5.0%	-2.6%
	Bachelor's	2,572	2,732	2,859	2,807	2,869	2.2%	11.5%
	Master's	356	403	418	501	438	-12.6%	23.0%
	Doctor's - Research / Scholarship	94	103	121	100	104	4.0%	10.6%
	Doctor's - Professional Practice	8	11	8	13	11	-15.4%	37.5%
	<b>Total</b>		<b>3,108</b>	<b>3,315</b>	<b>3,475</b>	<b>3,501</b>	<b>3,498</b>	<b>-0.1%</b>
STEM Education*	<b>Total</b>	<b>92</b>	<b>90</b>	<b>111</b>	<b>50</b>	<b>**</b>	<b>**</b>	<b>**</b>

\* STEM Education has not been historically collected. As a part of Leading the Way: Access. Success. Impact., institutions began to provide these data in 2013. Data was not available for 2017 at the time of publication.

\*\* Data was not available at the time of publication.

# Average Undergraduate Loan Debt of Bachelor's Degree Graduates

*Academic Years 2013-2017*

## West Virginia Highlights:

- ▶ Average loan debt for bachelor's degree students increased slightly, 0.6 percent, from \$33,597 in 2016 to \$33,811 in 2017.
- ▶ The five-year trend in loan debt shows a decrease of 8.1 percent from the \$36,780 figure in 2013.
- ▶ A number of institutions saw an increase in the average loan debt of graduates by more than 1 percent. These included Fairmont State University, Glenville State College, Potomac State College of WVU, and West Virginia University.
- ▶ Potomac State College saw the largest one-year and five-year increases, 69.6 percent and 37.3 percent, respectively.

## National Context:

The College Board reports that 60 percent of students who earned bachelor's degrees in 2015-2016 graduated with student loan debt and borrowed an average of \$28,400. The average debt for graduates of public four-year institutions was \$27,000 in comparison to \$32,000 for students attending private nonprofit four-year institutions (College Board, 2017).

## About this Measure:

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

## AVERAGE LOAN DEBT OF GRADUATES\*

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Bluefield State College	\$27,827	\$26,681	\$26,140	\$23,693	\$23,757	0.3%	-14.6%
Concord University	\$25,096	\$26,526	\$25,125	\$22,378	\$21,148	-5.5%	-15.7%
Fairmont State University	\$30,753	\$30,339	\$29,595	\$24,048	\$24,866	3.4%	-19.1%
Glenville State College	\$30,343	\$32,579	\$29,426	\$24,254	\$24,754	2.1%	-18.4%
Marshall University	\$30,163	\$29,377	\$30,515	\$27,290	\$26,358	-3.4%	-12.6%
Potomac State College of WVU	\$21,298	\$17,960	\$26,109	\$17,236	\$29,239	69.6%	37.3%
Shepherd University	\$32,181	\$33,945	\$34,639	\$29,757	\$29,230	-1.8%	-9.2%
West Liberty University	\$33,181	\$33,706	\$31,877	\$27,094	\$26,248	-3.1%	-20.9%
West Virginia State University	\$28,536	\$31,202	\$30,985	\$26,304	\$25,029	-4.8%	-12.3%
West Virginia University	\$45,249	\$46,346	\$47,685	\$41,827	\$42,748	2.2%	-5.5%
WVU Institute of Technology	\$22,584	\$27,166	\$31,283	\$24,518	\$24,687	0.7%	9.3%
<b>Total</b>	<b>\$36,780</b>	<b>\$37,764</b>	<b>\$38,367</b>	<b>\$33,597</b>	<b>\$33,811</b>	<b>0.6%</b>	<b>-8.1%</b>

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

# Three-Year Student Loan Default Rate

*Fiscal Years 2011-2015*

## West Virginia Highlights:

- ▶ The three-year student loan default rate at Commission institutions was 10.5 percent for FY 2015, a decrease of 2.9 percentage points from the 13.4 percent reported in FY 2014.
- ▶ The institutions with the highest three-year default rates were Bluefield State College (20.4 percent), Glenville State College (17.2 percent), and West Virginia State University (17.1 percent).
- ▶ Shepherd University had the lowest three-year student loan default rate of 7.8 percent in FY 2015.

## National Context:

The U.S. Department of Education reported a decline in the national three-year default rate between FY 2014 and 2015 for schools participating in the Title IV student financial aid programs. The decrease was about 0.8 percentage points from 11.0 percent down to 10.2 percent. (U.S. Department of Education, 2018).

## About this Measure:

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

## THREE-YEAR FEDERAL STUDENT LOAN DEFAULT RATES

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Bluefield State College	26.8%	23.7%	19.5%	18.2%	20.4%	2.2%	-6.4%
Concord University	17.3%	17.6%	15.0%	14.6%	14.4%	-0.2%	-2.9%
Fairmont State University	17.0%	14.2%	14.2%	13.3%	10.8%	-2.5%	-6.2%
Glenville State University	21.7%	23.0%	16.8%	19.7%	17.2%	-2.5%	-4.5%
Marshall University**	13.4%**	11.7%	9.5%	10.1%	10.5%	0.4%	-2.9%
Potomac State College of WVU*	10.5%	8.5%	7.4%	-	-	-	-
Shepherd University	11.4%	7.6%	9.5%	8.9%	7.8%	-1.1%	-3.6%
West Liberty University	18.1%	10.4%	10.6%	9.0%	8.8%	-0.2%	-9.3%
West Virginia State University	14.2%	16.6%	15.4%	18.5%	17.1%	-1.4%	2.9%
West Virginia University*	10.5%	8.5%	7.4%	8.3%	8.5%	0.2%	-2.0%
WVU Institute of Technology*	10.5%	8.5%	7.4%	-	-	-	-
<b>Total</b>	<b>13.7%**</b>	<b>11.6%</b>	<b>10.3%</b>	<b>13.4%</b>	<b>10.5%</b>	<b>-2.9%</b>	<b>-3.2%</b>

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

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



Photo courtesy of West Virginia State University

## Research Grants and Contracts

*Academic Years 2013-2017*

### West Virginia Highlights:

- ▶ The total amount of research grants and contracts at West Virginia colleges and universities in academic year 2017 was \$156,313,991, which was 1.2 percent less than the figure of \$158,288,878 in 2016.
- ▶ Over the five-year time period, the amount of research grants and contracts has increased by 12.4 percent from \$139,024,537 in 2013.

### National Context:

Nationally, colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) to be almost \$72 billion in FY 2016. This figure represents a 4.6 percent increase from the FY 2015 total of \$68.7 billion (NSF, 2016).

### About this Measure:

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

## RESEARCH GRANTS AND CONTRACTS

Year	Total
2013-14*	\$139,024,537
2014-15*	\$159,166,223
2015-16	\$150,960,243
2016-17	\$158,288,878
2017-18	\$156,313,991

\* Totals do not include figures for Glenville State College.

# Total Science and Engineering Research and Development Expenditures

*Fiscal Years 2013-2017*

## West Virginia Highlights:

- ▶ Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities increased by more than \$10,000,000, from \$199,164,000 in FY 2016 to \$210,259,000 in FY 2017.
- ▶ Total science and engineering related R&D expenditures have increased over the five-year time period by 7.0 percent from the FY 2013 level of \$196,492,000.

## National Context:

The National Science Foundation (NSF) reported more than \$75 billion in expenditures related to research and development in science and engineering for FY 2017. This was an increase of more than \$3.3 billion in comparison to FY 2016. Over the past five years, the amount of expenditures have consistently increased every year from the FY 2013 levels of \$67 billion (NSF, 2018).

## About this Measure:

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



Photo courtesy of Marshall University

## TOTAL SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES

Year	Total Expenditures
2013	\$196,492,000
2014	\$195,675,000
2015	\$199,167,000
2016	\$199,164,000
2017	\$210,259,000

Source: National Science Foundation



Photo courtesy of Shepherd University

# Federally-Funded Science and Engineering Research and Development Expenditures

*Fiscal Years 2013-2017*

### West Virginia Highlights:

- ▶ The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in Fiscal Year 2017 was \$86,903,000 which was 0.7 percent more than the figure of \$86,311,000 in FY2016.
- ▶ Over the five-year time period, the amount of federally-funded R&D has decreased by 8.5 percent from its FY2013 level of \$94,978,000.

### National Context:

Federal funding of science and engineering-related R&D in U.S. has increased from \$38.8 billion to \$40.2 billion between fiscal year 2016 to fiscal year 2017. This is a one-year increase of approximately 3.6 percent (NSF, 2018).

### About this Measure:

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

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

## FEDERALLY FUNDED SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES

Year	Total Federally-Funded Expenditures
2013	\$94,978,000
2014	\$90,374,000
2015	\$86,603,000
2016	\$86,311,000
2017	\$86,903,000

Source: National Science Foundation

# Other System Research and Development Measures

*Fiscal Year 2017-2018 (Publications: Academic Year 2016-2017)*

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

## About this Measure:

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

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

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

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

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

## OTHER SYSTEM RESEARCH AND DEVELOPMENT INDICATORS

Year	External Research and Development*	Patents Issued	Licensure Income	Start-up Companies	Peer-Reviewed Publications*
2014-15	\$159,166,223	6	\$37,401	1	2,175
2015-16	\$150,960,243	6	\$40,126	1	1,716
2016-17	\$158,288,878	9	\$1,675,500	1	2,709
2017-18**	\$156,313,991	-	-	-	-
Cumulative Total	\$624,729,335	21	\$1,750,027	3	6,600

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

\*\* Data on patents, licensure income, start-up companies, and peer-reviewed publications was not available at the time of the publication.

# COMMISSION AND COUNCIL INITIATIVE UPDATES

## Academic Affairs

### *Developmental Education Reform*

As early as 2011, the West Virginia Higher Education Policy Commission (Commission) began providing mini-grants to institutions for the development of alternate delivery of developmental math and English. One of the biggest barriers to completing a college degree is a student's failure to complete a college-level math or English course in the first year of enrollment. Under the old system, a student not ready for college math or English was placed into a not-for-credit developmental course and was required to pass that course prior to being allowed to enroll in the college-level class. The students had to pay for courses that didn't count toward graduation and it slowed their progress to a degree. Our data also revealed that placing a student in a developmental course lowered his or her chances of graduation by one third. More importantly, the pass rates of college-level courses for students in this category were not good: 56.3 percent for English and 31.6 percent for math.



Working with the non-profit foundation, Complete College America, the Commission collaborated with the individual institutions to develop a new pedagogy behind giving students who were unprepared for college a path to success. A series of workshops and professional development seminars for faculty and administrators were held over the course of five years to promote a new approach to remediating students, co-requisite delivery. Co-requisite courses allow the remedial student to register directly into college-level courses but then provide additional class meetings and support structures to increase the chances of success.

In fall 2017, approximately, 80 percent of students needing remediation in the four-year regional schools are registered into co-requisite courses. The co-requisite courses experience great success. According to the 2017 Report Card pass rates for college-level English are up from the 2012 level of 56.3 percent to 72.7 percent, a 16.4 percentage points increase. The numbers for math are even better improving from the 2012 level of 31.6 percent to a 70.6 percent pass rate in 2017.

As more students succeed in passing math and English, more students progress onto the next year of college. We see this in the increase of our year-to-year retention rates up 2.7 percentage points over the reporting period. Those numbers compound enrollment numbers every year and mean that 2,100 additional students return to college each fall.

### *West Virginia's Climb*

West Virginia needs a more educated workforce to meet the needs of the 21st Century. A study from Georgetown University predicted that two-thirds of all new jobs in West Virginia would need some type of postsecondary credential while other projections indicate more than half of the new jobs in our state will require an associate's degree or higher.

For these reasons, the Commission and the West Virginia Council for Community and Technical College Education (Council) have created "West Virginia's Climb," a college attainment goal that seeks to have 60 percent of working age West Virginians hold a post-secondary credential by the year 2030. Given that currently around 30 percent of West Virginians hold a post-secondary credential, it's an ambitious goal but one that is necessary to keep West Virginia competitive with the workforce needs of this century.

## *State Authorization Reciprocity Agreement (SARA)*

The State Authorization Reciprocity Agreement (SARA) is a voluntary, nationwide initiative among member states that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is coordinated by the National Council for State Authorization Reciprocity Agreements (NC-SARA) and administered by four regional compact including the Southern Regional Education Board (SREB). SARA benefits states, institutions and students by reducing complexity of the regulatory process, minimizing institutional costs of compliance, while increasing student protections.

The Commission submitted an application on behalf of West Virginia and was approved by SREB in October 2014. West Virginia joined Virginia and Louisiana as the first states approved in the SREB region. The Commission is responsible for reviewing and approving applications for SARA participation for all institutions in West Virginia. As the approving agency, the Commission accepts the responsibility to monitor the actions of West Virginia institutions approved for SARA participation. As required by SARA policy, complaints from out-of-state residents may be filed with the Commission for investigation.

Nationally, forty-nine states have been approved for SARA participation. In West Virginia, twenty-eight public and private institutions have been approved.

## Finance and Facilities

### *Bond Refunding*

The Commission refunded the Series 2009A, 2007, and a portion of the 2010 system bonds to provide additional funds for capital projects and reduce debt payments.

### *Legislative Rule Changes*

In response to changes required by the enactment of House Bill 2815, the Commission updated the Series 12 Legislative Rule, Capital Project Management, and the related System Capital Development Oversight Policy as well as Series 32 Legislative Rule, Tuition and Fee Policy.

### *Facilities Management Assistance*

The Commission assisted several institutions as they planned for capital improvement projects. In addition, the Commission provided guidance in the development of energy performance contracts.

### *Financial Systems*

The Commission migrated to a new financial reporting system as well as a new fixed asset reporting system.

## Financial Aid

### *FAFSA Workshops*

The Commission and Council conduct financial aid sessions and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Currently, work is underway to coordinate these events for 2018-19 with colleges across the state by standardizing the presentation, making it easier for high school counselors to request a workshop, and posting workshops to the CFVW website. Staff have been working with high schools and college access providers on an initiative to share the FAFSA completion status of individual students to assist counselors in helping students complete the FAFSA. For 2018-19 screen sharing technology has been adopted to better help students who are having trouble with the FAFSA remotely.

### *Financial Aid Training*

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

### *State Financial Aid Electronic Initiatives*

The Division of Financial Aid, along with the WV GEAR UP federal grant program, is working with Financial Aid TV (FATV) to develop short videos on state financial aid programs that can be used within high schools and on social media to help inform students, parents, and counselors of the eligibility requirements for PROMISE and the WV Higher Education Grant. In 2018, students will be notified of their eligibility via e-mail or text message and will be able to access their award notification electronically for PROMISE and the WV Higher Education Grant and will be rolled out to other state financial aid programs in 2019. For the fall of 2018 a chatbot will be implemented that will be able to answer student questions on financial aid.



Photo courtesy of West Virginia University

## Health Sciences

### *WV HEALTHLINK*

WV HEALTHLINK, an online atlas designed to inventory and visualize access to primary healthcare for West Virginia residents, launched. The West Virginia University Geography Department developed the atlas with funding from the Division of Health Sciences' Rural Health Initiative. The Rural Health Initiative is a partnership between the Division of Health Sciences and the state's three academic health centers directed at recruiting and retaining more healthcare providers to underserved areas of the state. WV HEALTHLINK will help inform the Rural Health Initiative program, but also is open access and available for the public to use.

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

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

### *West Virginia Center for Nursing*

The West Virginia Center for Nursing awarded \$465,000 in nursing scholarships to help address the state's high need for nurses. Scholarships were given to 287 licensed practical, registered, master's, and doctoral nursing students. In addition to supporting the Nursing Scholarship Program, the Center focuses on nursing workforce planning and development to help alleviate an ongoing shortage of nurses. The program is funded by a \$10 fee paid during the yearly license renewal process completed by every licensed practical and registered nurse in the state.

## Human Resources

### *Legislative Initiatives*

House Bill 2542, passed during the 2017 legislative session, required major changes in Human Resources rules and practices for public West Virginia higher education institutions and offices of the Commission and Council.

In addition to major Commission and Council rule revisions, the Division of Human Resources continues to provide guidance and advice to presidents, boards of governors, and chief human resources officers on policy revision and compliance as higher education institutions work toward implementation of the requirements and opportunities of House Bill 2542.

### *Classification and Compensation*

The Commission and the Council approved implementation of the newly developed market-based higher education compensation management program effective September 2017. The Division of Human Resources successfully supported implementation and continues to provide services to institutions with classification review requests under the new system. New classification and compensation program information is available online at <http://wvhigheredhr.org/>.

Work continues with Job Family Review during which master classification job specifications are verified to ensure they adequately reflect the work of approximately 500 higher education positions. Once finalized, the master classification job specifications will be posted to the West Virginia Higher Education Human Resources web page for transparency and access by institutional human resources professional and employee constituents. As job family review progresses, the Job Classification Committee (JCC) is matching the specifications to the College and University Professional Association for Human Resources (CUPAHR) salary survey job descriptions. This is the first step in reducing the number of titles in the system and helps to ensure West Virginia higher education jobs are appropriately matched to market jobs used to update the West Virginia Higher Education Employee Salary Schedule. The Salary Schedule is scheduled for review and update, if necessary, in FY 2020.

### *Human Resources Report Card*

The Division of Human Resources and the Division of Policy and Planning worked together to develop a secure online application. The application uses data from the fall personnel file submissions to calculate metrics that will be reported for each institution in the HR Report Card. Use of the application and the automation of report generation are estimated to have saved thousands of dollars in valuable human capital time, as well as improve data accuracy. The two divisions continue to tweak and improve the application as well as streamline the data elements requested to ensure data is meaningful and informative for the legislature.

### *Professional Development*

West Virginia Code §18B-7-6 (b) requires the Commission and Council's Division of Human Resources to provide training and professional development opportunities apart from opportunities provided by the institution to persons engaged in the human resources functions. Over the coming year, the Division of Human Resources will continue to sponsor a series of professional development programs designed to ensure human resources employees are well versed in best practices, are able to obtain and maintain appropriate HR certification, and continue to serve their institutions with a high level of credibility and accountability.

For the third year, the Division of Human Resources, the Division of Student Affairs and the West Virginia Council for Community and Technical College Education sponsored a Title IX Investigator Level-Three Certification course hosted by the West Virginia School of Osteopathic Medicine. The two-day training was available at no cost for up to eight participants from every institutions of the Commission and Council.

## *Benefit Administration*

The Division of Human Resources continues to oversee and support the West Virginia Higher Education Policy Commission in its fiduciary responsibility for management of the Higher Education Retirement Program. The program's qualified 401(a), 403(b), 457(b) and other supplemental and deferred compensation plans have a combined value of more than \$3.3 billion.

The Division of Human Resources continues to maintain and support multiple types of employee leave programs and disability/annuity protection insurance programs on behalf of public higher education institutions. A new initiative for benefit programs is to look into the viability of offering a group long-term care program for West Virginia higher education employees.

## Policy and Planning

### *Data Policy Advisory Council Annual Convention*

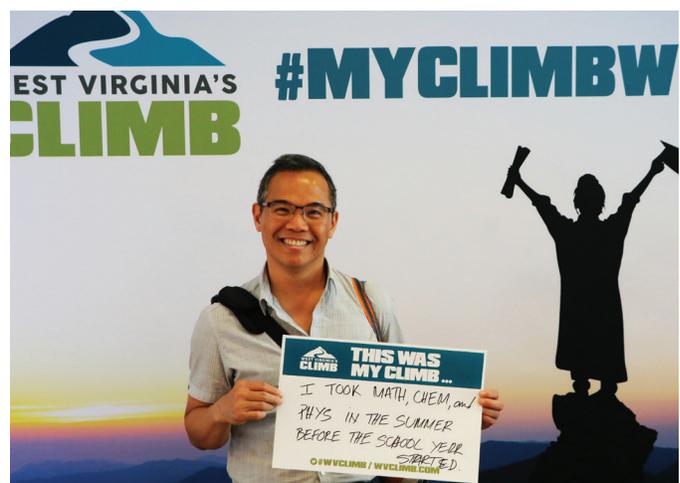
Division of Policy and Planning staff hosted the annual convention of the statewide Data Policy Advisory Council, a group of institutional research and data experts who serve as liaisons between the institutions and the Division in order to provide a wide variety of critical data (on students, personnel, graduates, financial aid, etc.) to the agency. This year's meeting focused on the Division's work to develop a proposal for a new higher education funding formula, as mandated by the Legislature.

### *P-20W Data System*

The P-20W system has seen a number of improvements this year. Reporting capacity of the system was greatly improved, and the first Annual Wage Outcomes for West Virginia Public High School and Postsecondary Graduates report was finalized in March. Currently, Career Technical Education (CTE) data from both K-12 and higher education are being integrated into the system, discussions are beginning surrounding new partnerships, and work is underway to incorporate workplace credentials, licensures, and apprenticeships in the system. The system will support the data and reporting needs of the new Strengthening Career and Technical Education for the 21st Century (Perkins V) Act as well as West Virginia's Climb's Attainment goal.

### *West Virginia's Climb Attainment Dashboard*

Division of Policy and Planning staff are working to develop a new interactive data dashboard to track the state's progress toward reaching an attainment rate of 60 percent by the year 2030. The dashboard incorporates goals from the West Virginia Department of Education's Strategic Plan (from Pre-K through high school graduation) with Commission and Council goals related to college success and completion. The attainment dashboard will eventually be integrated into a new public higher education data portal, which is scheduled for release in 2019.



## Science and Research

### *Research Infrastructure Improvement Award*

The Division of Science and Research received a Research Infrastructure Improvement Award from the National Science Foundation in the amount of \$20 million on August 1, 2015. The grant is funding research in freshwater science and gravitational wave astrophysics as well as education and workforce development.

### *West Virginia Research Challenge Fund*

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



Photo courtesy of West Virginia State University

### *Research Challenge Grants (RCGs)*

Three RCGs were awarded in FY2018 to three faculty members at West Virginia University. These awards are intended to build competitiveness and to lead to potential economic development. Heath Damron's group is founding a Vaccine Development Center at WVU, John Hu's group is advancing training and research for localized shale gas utilization, and Nasser Nasrabadi's team is founding a Center for Cognitive Computing. These grants award up to \$1.3 million over five years.

### *STEM Fellowships*

West Virginia University and Marshall University were awarded new STEM Fellowship grants in FY 2018. These grants provide competitive fellowships to allow WVU and MU to attract high quality graduate students. The grants run for four years.

### *Summer Undergraduate Research Experiences (SURE)*

SURE grants are awarded to provide research experiences to undergraduates at six institutions for a period of three years. West Virginia University, Marshall University, Shepherd University, West Virginia State University, West Liberty University and West Virginia Wesleyan College were awarded SURE grants in FY 2017.

### *Instrumentation and Innovation Grants*

These grants are available to state regional institutions and to private primarily undergraduate institutions. Both grant programs allow purchase of instruments for research in undergraduate laboratories. The Innovation Grant is larger and requires a 50 percent match; it can be used to renovate laboratories, develop curricula as well as purchase more expensive instruments. The Science and Research Division funded five Instrumentation Grants and one Innovation Grant in FY 2018.

# Student Affairs

## GEAR UP

In September 2014, the Commission was awarded a seven-year, \$21 million grant from the U.S. Department of Education to continue its "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP) initiative. For the 2017-2018 school year, the program provided more than 2,400 tenth grade students in 10 West Virginia counties wraparound services to promote obtaining an education or training beyond high school. Many twelfth grade students in these counties also received "just-in-time" college counseling, including college selection and financial aid advising.

Below are some of the initiatives during the 2017-2018 school year funded by West Virginia GEAR UP:

- ▶ **Student Leadership Academy:** In October 2017, approximately 1,400 West Virginia GEAR UP tenth grade students were invited to the Clay Center to participate in the annual Student Leadership Academy. During this event, students heard nationally known youth motivational speaker Molly Kennedy discuss how students can be leaders in their communities. The event also served to provide students with information regarding college, such as the average cost of tuition at West Virginia's public two- and four-year institutions and the dollar amounts of state- and federal-level financial aid.
- ▶ **Fairmont State University** partnered with West Virginia GEAR UP during the Student Leadership Academy to award 10 students each with a \$1,000 scholarship to be used if they attend the university upon graduating from high school.
- ▶ **FAFSA Frenzy Campaign:** In April 2018, West Virginia GEAR UP launched a "Free Application for Federal Student Aid" (FAFSA) Frenzy Campaign in each of its high schools to urge high school seniors who had not yet filed a FAFSA, which is the form that students complete to be considered to receive financial aid for college. During the campaign, counselors worked to target seniors who had not filed a FAFSA to ensure that they were provided with assistance to do so.
- ▶ **GEAR UP U:** In June 2018, Marshall University hosted the annual GEAR UP college prep academy. More than 170 students participated in the academy, which gave them the opportunity to sharpen their leadership skills, to participate in team-building activities and to engage in near-peer mentoring sessions led by counselors who are current college students. Students also participated in classes based on the major they selected, from the Arts to Forensic Sciences, to Sports Management and Health Sciences.
- ▶ **Student Success Society:** In the 2017-18 academic year, more than 450 tenth grade students participated in the Student Success Society, which is the mentoring program for West Virginia GEAR UP. Weekly mentoring sessions facilitated conversations between students and trusted adults regarding goals, ambitions and how to work through obstacles as they progress both in their education and in life.
- ▶ **College is Possible Campaign:** In the fall of 2018, West Virginia GEAR UP schools launched the College is Possible Campaign that demonstrates to students how and why college is possible for West Virginia students. The campaign focuses on the affordability, worth and necessity of an education or training beyond high school through a series of posters that will be present in high school classrooms and counselor offices.



This year marked the tenth year that GEAR UP has provided services to students in West Virginia.

## College Foundation of West Virginia (CFWV)

CFWV is West Virginia's free online college- and career-planning portal. The initiative, which stemmed from the West Virginia GEAR UP program in 2009, has assisted more than 402,000 West Virginians in planning, applying and paying for college. In the 2017-18 academic year alone, more than 358,000 unique visitors accessed the site, and more than 7,400 college applications were submitted and processed through CFWV.com.

Below are some CFWV initiatives for the 2017-18 academic year:

- ▶ **FAFSA Completion Challenge:** In 2016, staff from CFWV partnered with Kanawha County Schools to participate in the FAFSA Completion Challenge hosted by the National College Access Network (NCAN) and funded by a grant from the Kresge Foundation. In September 2017, NCAN announced that out of the 22 cities nationwide that competed in the challenge, Kanawha County Schools achieved the second highest FAFSA completion rate with more than 62 percent of Kanawha County's class of 2017 filing a FAFSA for the 2017-18 academic year. As a result, the Commission and Kanawha County Schools were awarded \$50,000 to continue their FAFSA completion efforts.



- ▶ **College Application & Exploration Week:** From November 6 through November 10, 2017, the annual College Application & Exploration Week celebration occurred throughout West Virginia with more than 350 schools registering to participate. The week is designated to provide students of all ages with age-appropriate information pertaining to colleges and careers with specific focus on the importance of pursuing some form of education and training beyond high school. More than 100,000 students from pre-k through high school, as well as students at adult learning centers, participated in the 2017 celebration. This event is part of the national American College Application Campaign (ACAC).
- ▶ **College Decision Day:** During the spring of 2018, more than 50 high schools registered to participate in CFWV's fourth annual College Decision Day initiative. These events serve as opportunities for seniors to commit to pursuing a postsecondary pathway and for educators and underclassmen to celebrate seniors' ambitions to continue their education beyond high school. The events consist of a formal celebration to recognize students as well as a workshop or presentation to assist students and families in enrolling in and transitioning to college.
- ▶ **Student Success Summit:** In July 2018, more than 440 educators registered to attend the eighth annual Student Success Summit. This event, which featured more than 50 professional development sessions, provided educators from all across the education continuum with the chance to collaborate with other professionals and learn how to improve the education experience for students of all ages. Staff from the Division of Student Affairs partnered with the Department of Education, the West Virginia Community and Technical College System and the State's military service units to host the Student Success Summit.
- ▶ **County Fact Sheets:** During the summer of 2018, staff from the Division of Student Affairs created Higher Education at a Glance fact sheets for each West Virginia county as well as for the state as a whole. Each fact sheet provides an in-depth look at higher education in each county, from how many students graduated from high school academically prepared for college to how many certificates and degrees were awarded to students from each county. These fact sheets are accessible through CFWV.com and through wvclimb.com.
- ▶ **Testive:** CFWV now offers additional ACT/SAT test prep resources through Testive. The software helps students pinpoint their strengths and allows them to complete additional activities to help improve their practice test scores.
- ▶ **101 guides:** The Admissions 101 and Financial Aid 101 guides for the class of 2019 now have condensed, four-page versions with only the most important information for students as they prepare for an education or training after high school.
- ▶ **Website redesign:** During the summer of 2018, CFWV.com underwent a makeover to become more user- and navigation-friendly.

## *Student Enrollment Conference*

In April 2018, the Division of Student Affairs in partnership with the West Virginia Community and Technical College System hosted a one-day Enrollment Consulting Workshop for professionals engaged in campus enrollment management efforts at West Virginia's two- and four-year institutions. Speakers from the national college marketing and enrollment management firm Ruffalo Noel Levitz joined state officials to lead classes during the conference, which focused on how to encourage more West Virginians to pursue a college education.

## *Student Leadership Conference*

In May 2018, more than 60 student government leaders from West Virginia's colleges and universities participated in the annual Student Leadership Conference hosted at Jackson's Mill in Weston, West Virginia. During the three-day conference, student leaders participated in professional development sessions with topics such as leadership development, goal-setting, citizen engagement and diversity. Students collaborated to address the unique issues facing their respective campuses and shared ideas to combat those issues.

## *West Virginia's Climb*

In July 2018, education leaders announced West Virginia's new attainment goal to have at least 60 percent of residents with a certificate or degree by 2030 in order to keep up with West Virginia's changing workforce demands. This initiative was launched by staff from the Divisions of Policy and Planning and Student Affairs with support from the Lumina Foundation. More information is available online at [wvclimb.com](http://wvclimb.com).

## *Text Messaging Project*

Since January 2014, the Division of Student Affairs has provided college counseling and support via text messaging. In 2017 alone, more than 27,600 students received text messages. In December 2017, the University of Virginia released a study that showed that West Virginia students who received college counseling via text messages are 6 to 6.7 percentage points more likely to persist through their first year of college. For students from rural areas, the number jumps to 7.6 percentage points more likely to persist.

Bluefield State College, Concord University, Fairmont State University, Marshall University, Pierpont Community and Technical College, Potomac State University, Shepherd University, Southern West Virginia Community and Technical College, West Virginia Northern Community College and West Virginia State University have partnered with the Commission to provide institution-specific messages to the class of 2018 and will continue to work with the project for the class of 2019.

## *Veteran's Affairs*

The Office of Veterans Education and Training (OVET) developed a mobile application for West Virginia student veterans and stakeholders called WV OVET. The app will be available to the public for free and will provide users with news and information specific to West Virginia's student veterans. Users will also have access to resources that help veterans and dependents plan for, apply to, and succeed in college with a focus on issues specific to this population. OVET is coordinating with the WV Department of Veterans Assistance and other stakeholders to maximize content and use. The app will be available for download on both iPhone and Android devices. Promotion of the app will be made through a press release.



Photo courtesy of Pierpont Community and Technical College

## Workforce Initiatives

### *Sector Partnership National Emergency Grant*

In June 2015, the U.S. Department of Labor (USDOL) awarded West Virginia a \$5.25 million Sector Partnership National Dislocated Worker Grant (SPNDWG). The project successfully ended in 2018 serving 337 dislocated workers with a 61 percent job placement rate. The Council was charged with managing the grant to help expand sector-driven training initiatives in manufacturing, information technology (IT), and energy, as well as developing new sector initiatives in the health care industry. This grant program focused on job training to serve dislocated workers across the state to train for high skill, high-wage careers. Community and technical colleges offered education and training programs to integrate classroom and on-the-job learning as well as enhanced support services and career coaching to participants.

### *TANF-WVCTCS Collaboration*

The Department of Health and Human Resources (DHHR) and the Council collaborate in a project to support individuals who receive funds from the federal Temporary Assistance for Needy Families program and also train for careers with the community and technical colleges. Participants receive additional support through a liaison to help them to be successful in school. The goal of the program is to provide TANF recipients with the education and training they need to enter the workforce and become financially independent. Just over 100 students enroll in the project each year. And over 70 percent of the students pass their courses with a GPA of 2.0 or higher.

### *WorkForce West Virginia (WFWV) Partnership*

From 2015 through 2017, community and technical colleges provided certificate and degree training to 2,280 individuals served by WorkForce West Virginia. This includes training for dislocated workers, veterans, laid off coal miners, and low income West Virginians.

### *Learn and Earn Program*

Since 2013, community and technical colleges have established Learn and Earn opportunities for students with more than 70 companies. Thousands of students have enrolled in these cooperative workplace educational opportunities where they get paid to work in their field of study while they complete their training program.

# Board Training

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

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

- ▶ 2010 Board of Governors Summit (nine hours of training credit);
- ▶ 2011 Capitalizing on the Foundation-Institution Partnership (five hours);
- ▶ 2011 Strategic Finance (five hours);
- ▶ 2012 Board of Governors Summit (nine hours);
- ▶ 2013 Board of Governors Summit (nine hours);
- ▶ 2014 Board of Governors Summit (nine hours);
- ▶ 2015 Board of Governors Summit (nine hours); and
- ▶ 2017 Board of Governors Summit (six hours).

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

- ▶ 2014 WV Community College Association/WV Association for Developmental Education Conference (12 hours of training credit);
- ▶ 2014 Summit on College and Career Readiness (four hours);
- ▶ 2014 Board of Governor's College Completion Summit (four hours);
- ▶ 2015 WV Community College Association/WV Association for Developmental Education Conference (16 hours of training credit);
- ▶ 2016 WV Community College Association/WV Association for Developmental Education Conference (11 hours of training credit);
- ▶ 2017 WV Community College Association/WV Association for Developmental Education Conference (6 hours of training credit),
- ▶ 2017 Board of Governors' Training (6 hours of training credit);

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

For the Fiscal Year 2018 reporting period, annual certifications were received from institutional board chairs and the Commission and Council chairs.

# COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA

*West Virginia's Two-Year Institutions*



Photo courtesy of West Virginia Northern Community College

## ACCESS

Completion of college credentials is not possible for any student unless he or she is able, both financially and geographically, to access the requisite college programs and services to be successful. Although completion of college credentials by more students remains a primary focus, community and technical colleges must continue to provide open access to education and training opportunities and ensure affordability to all.

# Credit Headcount Enrollment

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ Students enrolled in for-credit classes decreased 6.3 percent, from 20,150 in fall 2016 to 18,878 in fall 2017.
- ▶ For-credit enrollment has decreased 21.0 percent since fall 2013.
- ▶ From 2013 to 2017, one institution (Blue Ridge Community and Technical College) realized gains in for-credit enrollment while the rest have experienced decreases.

## National Context:

From 2013 to 2016, the latest available data, enrollment in two-year public colleges declined 11.9 percent nationally. Enrollment in two-year public colleges made up 40 percent of total enrollment at public institutions in the fall of 2016 (NCES, 2018).

## About this Measure:

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

## CREDIT HEADCOUNT ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	5,015	5,526	5,544	5,607	5,709	1.8%	13.8%
BridgeValley Community and Technical College*	-	2,336	2,484	2,129	1,807	-15.1%	.
Bridgemont Community and Technical College	1,149	-	-	-	-	.	.
Kanawha Valley Community and Technical College	1,591	-	-	-	-	.	.
Eastern WV Community and Technical College	856	913	898	723	602	-16.7%	-29.7%
Mountwest Community and Technical College	2,257	2,026	1,899	2,084	1,914	-8.2%	-15.2%
New River Community and Technical College	2,678	2,080	1,622	1,623	1,171	-27.8%	-56.3%
Pierpont Community and Technical College	2,703	2,314	2,193	1,933	1,891	-2.2%	-30.0%
Southern West Virginia Community and Technical College	2,002	1,838	1,643	1,680	1,620	-3.6%	-19.1%
West Virginia Northern Community College	2,177	1,932	2,033	1,803	1,684	-6.6%	-22.6%
WVU at Parkersburg	3,468	3,021	2,825	2,568	2,480	-3.4%	-28.5%
<b>Total</b>	<b>23,896</b>	<b>21,986</b>	<b>21,141</b>	<b>20,150</b>	<b>18,878</b>	<b>-6.3%</b>	<b>-21.0%</b>

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

# Annual Headcount Enrollment

## *Academic Years 2013-2017*

### West Virginia Highlights:

- ▶ Annual headcount enrollment decreased 9.1 percent, from 26,321 in 2016 to 23,938 in 2017.
- ▶ Annual headcount enrollment has decreased 24.5 percent since 2013.
- ▶ From 2013 to 2017, Blue Ridge Community and Technical College realized an increase (5.2 percent) in annual headcount enrollment, while all other institutions experienced declines.

### National Context:

SREB reported more than 1.6 million FTE enrollment at public two-year institutions for 2015-16, which accounted for 39.7 percent of all FTE enrollment of public institutions in the region. This was a decrease from the 2013-14 enrollment levels of more than 1.7 million and 41.2 percent of all SREB public institutions enrollment (SREB 2015, 2017).

### About this Measure:

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

## ANNUAL HEADCOUNT ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	6,172	6,451	6,855	6,801	6,493	-4.5%	5.2%
BridgeValley Community and Technical College*	-	3,216	3,238	2,996	2,246	-25.0%	.
Bridgemont Community and Technical College	1,503	110	-	-	-	.	.
Kanawha Valley Community and Technical College	2,117	-	-	-	-	.	.
Eastern WV Community and Technical College	1,143	1,129	1,133	909	780	-14.2%	-31.8%
Mountwest Community and Technical College	3,537	3,073	2,947	2,893	2,997	3.6%	-15.3%
New River Community and Technical College	3,885	2,879	2,223	2,369	1,722	-27.3%	-55.7%
Pierpont Community and Technical College	3,450	2,883	2,649	2,364	2,295	-2.9%	-33.5%
Southern West Virginia Community and Technical College	2,456	2,286	2,100	2,054	1,926	-6.2%	-21.6%
West Virginia Northern Community College	3,106	2,831	2,896	2,692	2,474	-8.1%	-20.3%
WVU at Parkersburg	4,341	3,894	3,530	3,243	3,005	-7.3%	-30.8%
<b>Total</b>	<b>31,710</b>	<b>28,752</b>	<b>27,571</b>	<b>26,321</b>	<b>23,938</b>	<b>-9.1%</b>	<b>-24.5%</b>

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

# Credit Headcount Enrollment, Adult Population (Age 20 and Older)

*Fall 2013-2017*

## West Virginia Highlights:

- ▶ Adult students enrolled in for-credit classes decreased 6.9 percent, from 14,353 in 2016 to 13,357 in 2017.
- ▶ Adult, for-credit enrollment has decreased 26.1 percent since fall 2013.
- ▶ Over this five-year span from 2013 to 2017, the only gain was at Blue Ridge Community and Technical College at 9.9 percent.

## National Context:

According to SREB data, nationally 6.6 percent of population age 25 to 34 were enrolled in postsecondary education in Fall 2013. This figure was 6.0 percent for the population age 25 to 34 in the SREB region. By Fall 2015, this proportion has decreased down to 5.8 percent nationally and 5.3 percent for the population in the SREB states. West Virginia has made gains in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. Currently, only 28.6 percent of working aged West Virginians (25 years or older) have acquired an associate degree or higher compared to the national average of 42.3 percent (Lumina Foundation, 2016; U.S. Census, 2015). Improvement is needed in this area by all postsecondary sectors in order to meet the state's workforce needs.

## About this Measure:

This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population.

## CREDIT HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER)

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	4,483	4,898	4,798	4,901	4,925	0.5%	9.9%
BridgeValley Community and Technical College*	-	1,671	1,622	1,474	1,351	-8.3%	.
Bridgemont Community and Technical College	631	-	-	-	-	.	.
Kanawha Valley Community and Technical College	1,375	-	-	-	-	.	.
Eastern WV Community and Technical College	594	635	512	367	288	-21.5%	-51.5%
Mountwest Community and Technical College	1,817	1,617	1,491	1,462	1,273	-12.9%	-29.9%
New River Community and Technical College	2,046	1,588	1,187	1,058	782	-26.1%	-61.8%
Pierpont Community and Technical College	1,725	1,343	1,205	1,060	907	-14.4%	-47.4%
Southern West Virginia Community and Technical College	1,271	1,099	1,077	1,115	1,043	-6.5%	-17.9%
West Virginia Northern Community College	1,589	1,397	1,195	1,119	1,015	-9.3%	-36.1%
WVU at Parkersburg	2,539	2,128	1,951	1,797	1,773	-1.3%	-30.2%
<b>Total</b>	<b>18,070</b>	<b>16,376</b>	<b>15,038</b>	<b>14,353</b>	<b>13,357</b>	<b>-6.9%</b>	<b>-26.1%</b>

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

# Part-Time Student Enrollment

*Fall 2013-2017*

**West Virginia Highlights:**

- ▶ Part-time student enrollment decreased 5.2 percent from 10,930 in 2016 to 10,363 in 2017.
- ▶ Part-time for-credit enrollment has decreased 12.3 percent since fall 2013.
- ▶ From 2013 to 2017, Blue Ridge Community and Technical College saw the largest five-year gain at 23.4 percent.

**National Context:**

The part-time enrollment at institutions in the SREB region between Fall 2013 and Fall 2015 remained relatively stable at about 2.6 million. While part-time enrollment grew relatively fast between 2008 and 2013 (10.7 percent), this growth has slowed down in the last few years (SREB 2015, 2017).

**About this Measure:**

This indicator tracks the number of part-time students at each institution taking for-credit classes according to fall, end-of-term data. Part-time students are defined as those who attempt less than 12 credit hours per academic semester. Part-time students typically require different interventions and accommodations than their full-time counterparts, as many have significant family and work obligations outside of coursework.

## PART-TIME STUDENT ENROLLMENT

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	3,826	4,411	4,455	4,557	4,721	3.6%	23.4%
BridgeValley Community and Technical College*	-	1,159	1,294	1,011	702	-30.6%	.
Bridgemont Community and Technical College	727	-	-	-	-	.	.
Kanawha Valley Community and Technical College	613	-	-	-	-	.	.
Eastern WV Community and Technical College	563	625	642	556	459	-17.4%	-18.5%
Mountwest Community and Technical College	855	711	727	886	822	-7.2%	-3.9%
New River Community and Technical College	969	693	509	660	441	-33.2%	-54.5%
Pierpont Community and Technical College	989	947	927	779	856	9.9%	-13.4%
Southern West Virginia Community and Technical College	726	626	519	484	446	-7.9%	-38.6%
West Virginia Northern Community College	1,223	1,002	1,205	939	939	0.0%	-23.2%
WVU at Parkersburg	1,324	1,335	1,379	1,058	977	-7.7%	-26.2%
<b>Total</b>	<b>11,815</b>	<b>11,509</b>	<b>11,657</b>	<b>10,930</b>	<b>10,363</b>	<b>-5.2%</b>	<b>-12.3%</b>

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

# Tuition and Fees (In-State)

*Academic Years 2013-2017*

## West Virginia Highlights:

- ▶ Increases in tuition and fees from 2016 to 2017 across the community and technical college system ranged from no increase at Mountwest Community and Technical College (\$0), to a high of 7.0 percent at New River Community and Technical College (\$278).
- ▶ Over the five-year period from 2013 to 2017, the increases varied from a low of 11.6 percent (\$390) at Mountwest Community and Technical College to a high of 31.8 percent (\$886) at West Virginia Northern Community College.

## 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, federal, state, or institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public two-year colleges are, on average, much lower than public four-year colleges.

## TUITION AND FEES

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	\$3,120	\$3,432	\$3,696	\$3,864	\$4,032	4.3%	29.2%
BridgeValley Community and Technical College*	-	\$3,738	\$3,850	\$4,120	\$4,326	5.0%	-
Bridgemont Community and Technical College	\$3,560	-	-	-	-	-	-
Kanawha Valley Community and Technical College	\$3,560	-	-	-	-	-	-
Eastern WV Community and Technical College	\$2,688	\$2,880	\$3,000	\$3,270	\$3,432	5.0%	27.7%
Mountwest Community and Technical College	\$3,354	\$3,520	\$3,696	\$3,744	\$3,744	0.0%	11.6%
New River Community and Technical College	\$3,460	\$3,564	\$3,706	\$3,966	\$4,244	7.0%	22.7%
Pierpont Community and Technical College	\$4,150	\$4,440	\$4,460	\$4,684	\$4,918	5.0%	18.5%
Southern West Virginia Community and Technical College	\$2,904	\$3,048	\$3,192	\$3,336	\$3,504	5.0%	20.7%
West Virginia Northern Community College	\$2,790	\$3,060	\$3,360	\$3,504	\$3,676	4.9%	31.8%
WVU at Parkersburg	\$2,721	\$2,928	\$3,216	\$3,384	\$3,552	5.0%	30.5%

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

# Financial Aid Participation Rate

*Fall 2013-2017*

**West Virginia Highlights:**

- ▶ In 2017, almost 43 percent of students at the nine institutions with available data received some form of financial aid. The percentage of students receiving financial aid was the highest at Southern West Virginia Community and Technical College at 75.4 percent.
- ▶ Over a one-year period, from 2016 to 2017, the financial aid participation rate increased 2.1 percentage points, from 40.8 percent in 2016 to 42.9 percent.
- ▶ Over a five-year period, from 2013 to 2017, the financial aid participation rate decreased 2.9 percentage points from 45.8 percent in 2013.

**National Context:**

Almost 60 percent of students enrolled at public two-year institutions in the SREB regions received financial aid in the form of a federal grant in 2014-15. That percent was a result of an increase of 5.7 percent over the past five years (SREB, 2017).

**About this Measure:**

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

## FINANCIAL AID PARTICIPATION RATE 2013-17

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	29.1%	26.4%	23.0%	21.0%	21.1%	0.1%	-8.0%
BridgeValley Community and Technical College*	-	45.2%	42.3%	44.0%	55.9%	11.9%	
Bridgemont Community and Technical College	25.6%	-	-	-	.		
Kanawha Valley Community and Technical College	62.4%	-	-	-	.		
Eastern WV Community and Technical College	47.8%	46.1%	37.9%	32.8%	32.7%	-0.1%	-15.1%
Mountwest Community and Technical College	43.2%	48.4%	46.9%	43.0%	38.7%	-4.3%	-4.5%
New River Community and Technical College	47.3%	56.3%	56.8%	37.5%	51.6%	14.1%	4.3%
Pierpont Community and Technical College	52.9%	49.8%	45.0%	44.2%	45.4%	1.2%	-7.5%
Southern West Virginia Community and Technical College	55.7%	57.9%	63.2%	73.5%	75.4%	1.9%	19.7%
West Virginia Northern Community College	51.5%	54.6%	55.4%	43.9%	41.1%	-2.8%	-10.4%
WVU at Parkersburg	54.0%	53.6%	67.2%	57.1%	61.2%	4.1%	7.2%
<b>Total</b>	<b>45.8%</b>	<b>45.8%</b>	<b>45.3%</b>	<b>40.8%</b>	<b>42.9%</b>	<b>2.1%</b>	<b>-2.9%</b>

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



Photo courtesy of BridgeValley Community and Technical College

## STUDENT SUCCESS

Student success continues to be a primary focus of the West Virginia Community and Technical College System institutions. Efforts by the nine community and technical colleges in West Virginia, focusing on assisting students in successfully completing college-level mathematics and English courses in their first year and increasing the number who go on to complete a college credential, are having a positive impact. It is essential that this progress continues with even greater emphasis and support over the next five years.

# All Certificates and Degrees Awarded

## Academic Years 2013-2017

### West Virginia Highlights:

- ▶ The number of certificates and degrees awarded in the Community and Technical College System decreased 5.1 percent from 4,991 in 2016 to 4,734 in 2017. Over the five-year period since 2013, the number of certificates and degrees conferred increased by 0.8 percent.
- ▶ Four institutions increased their certificate and degree production over the five-year period (Blue Ridge Community and Technical College, Mountwest Community and Technical College, Southern West Virginia Community and Technical College, and West Virginia Northern Community College).

### National Context:

According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 53 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. As of 2015, 57 percent of West Virginia jobs required middle skills, whereas only 49 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition). While there has been a significant increase in certificates and degrees awarded in West Virginia, there is still work to be done. Nationally, more than 1 million associate degrees were awarded by public and private colleges and universities in 2014-15, which was an increase from the 2012-2013 levels. The associate degrees awarded in the SREB region accounted for just over 28 percent of those (SREB, 2017).

### About this Measure:

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

## ALL CERTIFICATES AND DEGREES AWARDED

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	763	943	987	1,137	935	-17.8%	22.5%
BridgeValley Community and Technical College*	-	579	535	589	534	-9.3%	-
Bridgemont Community and Technical College	212	-	-	-	-	-	-
Kanawha Valley Community and Technical College	449	-	-	-	-	-	-
Eastern WV Community and Technical College	143	158	145	140	123	-12.1%	-14.0%
Mountwest Community and Technical College	804	945	843	904	898	-0.7%	11.7%
New River Community and Technical College	344	293	314	382	280	-26.7%	-18.6%
Pierpont Community and Technical College	385	412	397	372	365	-1.9%	-5.2%
Southern West Virginia Community and Technical College	378	306	384	398	416	4.5%	10.1%
West Virginia Northern Community College	377	384	360	412	385	-6.6%	2.1%
WVU at Parkersburg	841	777	793	657	798	21.5%	-5.1%
<b>Total</b>	<b>4,696</b>	<b>4,797</b>	<b>4,758</b>	<b>4,991</b>	<b>4,734</b>	<b>-5.1%</b>	<b>0.8%</b>

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

# Completion on Licensure/Certification Exams

*Completers on Licensure/Certification Examinations, Test Takers July 1, 2017 to June 30, 2018*

## West Virginia Highlights:

- ▶ Of all undergraduate certificate completers who took Allied Health licensure examinations, 91.5 percent passed. Three individual test pass rates were 100 percent, Laboratory Assistant, Medical Assisting, and Phlebotomy.
- ▶ Of all associate degree completers who took an Allied Health licensure examination, 89.5 percent passed. The exam pass rates ranged from a high of 100 percent (Dental Hygiene, Diagnostic Medical Sonography, Gerontology, Healthcare Management, and Massage Therapy) to a low of 50 percent (Nuclear Medicine Technology).
- ▶ Collectively, students completing undergraduate certificates who took business/industry licensure examinations had a 81.0 percent pass rate. Undergraduate certificate business/licensure exams include several different types of curriculum areas including Criminal Justice, Mechatronics, Power Plant Technology, and Industrial Maintenance Technology.
- ▶ Associate degree program students who took business/industry licensure examinations had an 81.3 percent pass rate. Associate business/industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Advanced Manufacturing, Welding Technology, Electrical Engineering Technology, and many others.



Photo courtesy of New River Community and Technical College

## National Context:

National context data for certification/licensure pass rates for programs at the certificate and associate degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passing. When pass rates are found, it is difficult to discern the level of degree to which the pass rate applies.

## About this Measure:

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

## PASS RATES OF UNDERGRADUATE CERTIFICATE COMPLETERS ON ALLIED HEALTH LICENSURE/CERTIFICATION EXAMINATIONS

Certificate Degree Program	Examined	Passed	Pass Rate
Emergency Medical Services	25	23	92.0%
Laboratory Assistant	26	26	100.0%
Licensed Practical Nurse	49	44	89.8%
Massage Therapy	10	8	80.0%
Medical Assisting	16	16	100.0%

*Continued on next page*

### PASS RATES OF UNDERGRADUATE CERTIFICATE COMPLETERS ON ALLIED HEALTH LICENSURE/CERTIFICATION EXAMINATIONS (CONTINUED)

Certificate Degree Program	Examined	Passed	Pass Rate
Medical Billing & Coding	39	34	87.2%
Phlebotomy	4	4	100.0%
Veterinary Assistant	7	6	85.7%
<b>Total</b>	<b>176</b>	<b>161</b>	<b>91.5%</b>

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

Certificate Degree Program	Examined	Passed	Pass Rate
Dental Hygiene	64	64	100.0%
Diagnostic Medical Sonography	4	4	100.0%
EMS Paramedic	38	34	89.5%
Gerontology	2	2	100.0%
Health Information Technology	8	6	75.0%
Healthcare Management	4	4	100.0%
Massage Therapy	3	3	100.0%
Medical Assistant	74	70	94.6%
Medical Laboratory Technology	32	29	90.6%
Nuclear Medicine Technology	2	1	50.0%
Nursing	284	258	90.9%
Pharmacy Technician	9	5	55.6%
Physical Therapist Assistant	65	60	92.3%
Radiologic Technology	48	45	93.8%
Respiratory Therapy	36	28	77.8%
Surgical Technology	28	18	64.3%
Veterinary Technology	22	16	72.7%
<b>Total</b>	<b>723</b>	<b>647</b>	<b>89.5%</b>

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

Certificate Degree Program	Examined	Passed	Pass Rate
Certificate Program	84	68	81.0%
Associate Degree Program	643	523	81.3%

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

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

*Fall 2012-2016*

## West Virginia Highlights:

- ▶ The number of students entering bachelor's degree programs the following fall after enrollment in a community college decreased from 1,299 in the Fall of 2015 to 1,235 in Fall of 2016, a decrease of 4.9 percent.
- ▶ Over the last five-year, from 2012 to 2016, the number of community college students entering bachelor's degree programs the fall following community college enrollment decreased by 24.1 percent from 1,628 students in 2012.
- ▶ The number of students who entered a bachelor's degree program in 2016 compared to 2015 enrollment numbers varied by institution. Only three institutions saw increases (BridgeValley Community and Technical College, West Virginia Northern Community College, and WVU Parkersburg) from 2015 to 2016 while the other six institutions saw decreases.

## National Context:

According to Complete College America (CCA), about 7 percent of first time full-time students at two-year institutions transfer to a four-year institution after completing an associate's degree. Another 7 percent transfer prior to obtaining an associate's degree but completing 30 or more credits. The transfer out rates for students with less than 30 credits are about 4 percent for those accumulating 12 to 30 credits and 1 percent for those with 12 or fewer credits (CCA, 2018).

## About this Measure:

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

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

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Blue Ridge Community and Technical College	133	146	158	168	156	-7.1%	17.3%
BridgeValley Community and Technical College*	-	118	103	88	89	1.1%	.
Bridgemont Community and Technical College	38	28	-	-	-	.	.
Kanawha Valley Community and Technical College	90	-	-	-	-	.	.
Eastern WV Community and Technical College	15	19	27	31	26	-16.1%	73.3%
Mountwest Community and Technical College	91	70	82	94	73	-22.3%	-19.8%
New River Community and Technical College	138	125	107	116	89	-23.3%	-35.5%
Pierpont Community and Technical College	254	223	179	132	126	-4.5%	-50.4%
Southern West Virginia Community and Technical College	107	121	120	101	82	-18.8%	-23.4%
West Virginia Northern Community College	88	85	60	70	74	5.7%	-15.9%
WVU at Parkersburg	674	637	590	499	520	4.2%	-22.8%
<b>Total</b>	<b>1,628</b>	<b>1,572</b>	<b>1,426</b>	<b>1,299</b>	<b>1,235</b>	<b>-4.9%</b>	<b>-24.1%</b>

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

# Employment Placement

*Cohort Years 2011-2015*

**West Virginia Highlights:**

- ▶ From 2014 to 2015, the employment placement rates decreased 2.5 percentage points from 70.6 percent in 2014 to 68.1 percent in 2015.
- ▶ Over the one-year time period, from 2014 to 2015, employment placement rates increased at two of the nine institutions, West Virginia Northern Community College and Eastern WV Community and Technical College with 4.1 and 3.2 percentage points increases, respectively.
- ▶ Over the last five-year, from 2011 to 2015, employment placement rates have decreased 2.7 percentage points. Two institutions saw increases in employment placement. That included Pierpont Community and Technical College with 2.0 percentage points increase and West Virginia Northern Community College with 9.2 percentage points increase.

**National Context:**

The U.S. Bureau of Labor Statistics reports that of those between the ages of 20 and 29 with an associate degree, 79.8 percent were employed. This percentage was higher for those with an associate's degree than the work participation rate of those with bachelor's credentials or higher in the same age group (BLS, 2018).

**About this Measure:**

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

## EMPLOYMENT PLACEMENT

Institution	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
Blue Ridge Community and Technical College	59.2%	55.5%	56.9%	62.2%	55.1%	-7.1%	-4.1%
BridgeValley Community and Technical College*	-	82.1%	83.3%	85.2%	83.0%	-2.2%	
Bridgemont Community and Technical College	81.6%	90.1%	86.1%	-	.	-	
Kanawha Valley Community and Technical College	87.7%	-	-	-	.	-	
Eastern WV Community and Technical College	82.1%	69.9%	75.7%	70.6%	73.8%	3.2%	-8.3%
Mountwest Community and Technical College	66.8%	59.3%	61.7%	61.1%	61.1%	0.0%	-5.7%
New River Community and Technical College	74.7%	73.5%	73.5%	80.0%	72.6%	-7.4%	-2.1%
Pierpont Community and Technical College	80.7%	78.4%	78.7%	83.0%	82.7%	-0.3%	2.0%
Southern West Virginia Community and Technical College	70.5%	71.4%	69.3%	76.7%	65.6%	-11.1%	-4.9%
West Virginia Northern Community College	61.4%	69.9%	70.7%	66.5%	70.6%	4.1%	9.2%
WVU at Parkersburg	67.7%	68.0%	69.6%	65.7%	65.2%	-0.5%	-2.5%
<b>Total</b>	<b>70.8%</b>	<b>69.7%</b>	<b>69.9%</b>	<b>70.6%</b>	<b>68.1%</b>	<b>-2.5%</b>	<b>-2.7%</b>

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



## Percentage of Students Enrolling in Developmental Education Courses

*First-Time Freshmen, Fall 2013-2017*

### **West Virginia Highlights:**

- ▶ Over the last few years, institutions have moved away from the practice of having stand-alone developmental courses to implementing co-requisite courses or other forms of remedial education for students who need academic skills enhancement. The data presented here includes student enrollment in different forms of academic support coursework including co-requisite courses, boot camp courses, or stand-alone developmental courses.
- ▶ The percentage of students enrolled in remedial education (in the form of stand-alone courses, co-requisite courses, or boot camp courses) increased 2.2 percentage points from 49.2 percent in 2016 to 51.4 percent in 2017. Over the five-year period, the percentage of students enrolled in some form of academic support/preparation coursework decreased 9.1 percentage points.
- ▶ The institution with the highest proportion of students enrolled in courses with academic support in 2017 was Southern West Virginia Community and Technical College (66.7 percent), while the lowest was at Pierpont Community and Technical College (0.0 percent).
- ▶ Enrollment in courses with academic support increased between 2016 and 2017 at five institutions (Blue Ridge Community and Technical College, Mountwest Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community College, and WVU at Parkersburg). Between 2013 and 2017, enrollment in courses with academic support increased at four institutions (Blue Ridge Community and Technical College, Mountwest Community and Technical College, West Virginia Northern Community College, and WVU at Parkersburg).

### **National Context:**

Identifying reliable comparison data about developmental education course-taking is challenging considering the differences that exist between state and institutional placement policies. Complete College America reports that 52 percent of students starting at two-year institutions enroll in math remediation and 34 percent enroll in English remediation (CCA, 2018).

**About this Measure:**

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

**PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLING IN DEVELOPMENTAL COURSES**

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	53.5%	58.2%	58.4%	51.7%	55.9%	4.2%	2.4%
BridgeValley Community and Technical College	-	63.8%	60.1%	62.6%	59.5%	-3.1%	-
Bridgemont Community and Technical College	79.0%	-	-	-	.	-	-
Kanawha Valley Community and Technical College	78.7%	-	-	-	.	-	-
Eastern WV Community and Technical College	75.6%	78.7%	85.5%	64.8%	51.1%	-13.7%	-24.5%
Mountwest Community and Technical College	39.0%	57.0%	51.1%	51.0%	51.8%	0.8%	12.8%
New River Community and Technical College	70.3%	68.5%	58.2%	58.2%	58.2%	0.0%	-12.1%
Pierpont Community and Technical College	56.0%	40.9%	15.3%	0.3%	0.0%	-0.3%	-56.0%
Southern West Virginia Community and Technical College	67.2%	61.4%	58.3%	60.8%	66.7%	5.9%	-0.5%
West Virginia Northern Community College	52.1%	52.7%	51.0%	51.4%	55.5%	4.1%	3.4%
WVU at Parkersburg	61.1%	62.0%	44.7%	52.8%	55.8%	3.0%	-5.3%
<b>Total</b>	<b>60.5%</b>	<b>58.7%</b>	<b>50.3%</b>	<b>49.2%</b>	<b>51.4%</b>	<b>2.2%</b>	<b>-9.1%</b>

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



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

*Academic Years 2012-2016*

### **West Virginia Highlights:**

- ▶ The proportion of first-time freshmen who enrolled in developmental education or other supplemental instruction in English and then passed the subsequent college-level course within two years increased from 59 percent in 2016 to 62.4 percent, a 3.4 percentage point increase.
- ▶ The proportion of freshmen who took developmental education or other supplemental instruction in math and then passed the subsequent college-level course within two years increased by 4.6 percentage points from 51.1 percent in 2015 to 55.7 percent in 2016.
- ▶ From 2012 to 2016, the proportion of students taking developmental education and passing the subsequent college level course increased 20.2 percentage points in English and 37.0 percentage points in math.

### **National Context:**

Complete College America reports that out of 52 students enrolled in math remediation, 42 do not complete the associated gateway course. Similarly, out of 34 students enrolled in English remediation, 27 do not complete the associated gateway course (CCA, 2018).

### **About this Measure:**

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

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

Institution	Subject	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Blue Ridge Community and Technical College	English/Writing	36.8%	39.6%	44.0%	49.6%	71.8%	22.2%	35.0%
	Math	21.5%	28.3%	40.5%	45.6%	70.9%	25.3%	49.4%
BridgeValley Community and Technical College*	English/Writing	-	44.5%	76.8%	80.5%	64.9%	-15.6%	-
	Math	-	33.8%	43.0%	64.3%	60.9%	-3.4%	-
Bridgemont Community and Technical College	English/Writing	51.3%	51.1%	-	-	.	-	-
	Math	11.1%	41.0%	-	-	.	-	-
Kanawha Valley Community and Technical College	English/Writing	32.2%	-	-	-	.	-	-
	Math	29.1%	-	-	-	.	-	-
Eastern WV Community and Technical College	English/Writing	52.5%	38.8%	55.8%	58.8%	83.3%	24.5%	30.8%
	Math	20.3%	4.7%	14.8%	13.3%	28.6%	15.3%	8.3%
Mountwest Community and Technical College	English/Writing	48.0%	43.5%	39.3%	50.9%	43.4%	-7.5%	-4.6%
	Math	30.9%	34.4%	59.1%	64.6%	78.3%	13.7%	47.4%
New River Community and Technical College	English/Writing	48.1%	41.5%	45.3%	42.5%	49.2%	6.7%	1.1%
	Math	32.6%	35.9%	36.8%	47.6%	52.6%	5.0%	20.0%
Pierpont Community and Technical College	English/Writing	37.6%	36.5%	31.9%	28.3%	0.0%	-28.3%	-37.6%
	Math	7.7%	12.6%	14.1%	28.6%	100.0%	71.4%	92.3%
Southern West Virginia Community and Technical College	English/Writing	37.8%	50.8%	48.6%	72.4%	74.9%	2.5%	37.1%
	Math	9.2%	20.7%	52.6%	48.6%	55.3%	6.7%	46.1%
West Virginia Northern Community College	English/Writing	40.3%	38.5%	33.9%	36.6%	38.4%	1.8%	-1.9%
	Math	12.4%	18.7%	27.5%	29.6%	38.2%	8.6%	25.8%
WVU at Parkersburg	English/Writing	45.1%	43.2%	68.5%	69.5%	78.6%	9.1%	33.5%
	Math	16.3%	18.4%	47.7%	73.3%	35.6%	-37.7%	19.3%
<b>Total</b>	<b>English/Writing</b>	<b>42.2%</b>	<b>43.1%</b>	<b>49.3%</b>	<b>59.0%</b>	<b>62.4%</b>	<b>3.4%</b>	<b>20.2%</b>
	<b>Math</b>	<b>18.7%</b>	<b>25.3%</b>	<b>41.2%</b>	<b>51.1%</b>	<b>55.7%</b>	<b>4.6%</b>	<b>37.0%</b>

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

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



Photo courtesy of West Virginia Northern Community College

## WORKFORCE DEVELOPMENT

Due to the growing skills gap in West Virginia, it is essential that the institutions of the West Virginia Community and Technical College System understand the job needs in each service district and focus efforts on helping students acquire the skills required to fill those jobs. To do so, the System must continue to strengthen its capacity to develop a competitive workforce that meets the needs of current and future West Virginia businesses.

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

*Academic Years 2016-2017*

**West Virginia Highlights:**

- ▶ The total number of skill enhancement and advanced skill set completers has decreased while, the number of skill set completers increased between 2016-17 and 2017-18 academic years. These figures are largely responsive to the needs in the workforce in the immediate regions surrounding an institution.
- ▶ The number of skill set completers increased at six institutions from 2016-17 to 2017-18. BridgeValley Community and Technical College had the largest increase at 120.0 percent.
- ▶ The number of skill enhancement completers increased at three institutions, Mountwest Community and Technical College, New River Community and Technical College, and Southern WV Community and Technical College. Southern WV Community and Technical College had the largest increase at 30.7 percent.
- ▶ The number of advanced skill set completers increased at four institutions. BridgeValley Community and Technical College had the largest increase at 480.0 percent.

**National Context:**

No recent comparison data is available for this metric.

**About this Measure:**

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

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

## SKILL SETS

Institution	2016-17			2017-18		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	2,236	6,207	49	1,270	7,603	15
BridgeValley Community and Technical College*	1,322	185	10	907	407	58
Eastern WV Community and Technical College	1,540	230	89	872	205	13
Mountwest Community and Technical College	52	343	350	158	390	233
New River Community and Technical College	102	423	27	327	651	43
Pierpont Community and Technical College	315	522	80	130	712	118
Southern WV Community and Technical College	2,811	181	54	3,675	276	55
WV Northern Community College	526	616	48	345	441	5
WVU at Parkersburg	4,073	572	13	2,813	551	3
<b>Totals</b>	<b>12,977</b>	<b>9,279</b>	<b>720</b>	<b>10,497</b>	<b>11,236</b>	<b>543</b>

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

# Training Contact (Clock) Hours Delivered

## Academic Years 2013-2017

### West Virginia Highlights:

- ▶ The total number of training contact hours delivered in the Community and Technical College System increased 0.9 percent, from 797,496 in 2016 to 804,586 in 2017.
- ▶ Since 2013, the number of training hours delivered has declined 11.5 percent.
- ▶ Between 2013 and 2017, all but one institution has increased their number of training contact hours. The only institution that has experienced a decrease was Eastern WV Community and Technical College.

### National Context:

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

### About this Measure:

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

## TRAINING CLOCK HOURS

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	260,564	177,570	336,855	318,750	361,368	13.4%	38.7%
BridgeValley Community and Technical College*	-	98,497	104,639	56,974	118,835	108.6%	-
Bridgemont Community and Technical College	273,901	-	-	-	-		-
Kanawha Valley Community and Technical College	69,862	-	-	-	-		-
Eastern WV Community and Technical College	57,189	62,799	71,656	47,489	40,260	-15.2%	-29.6%
Mountwest Community and Technical College	68,817	46,724	93,950	158,886	69,203	-56.4%	0.6%
New River Community and Technical College	29,119	14,257	47,148	30,642	37,775	23.3%	29.7%
Pierpont Community and Technical College	65,096	59,158	82,380	57,190	65,153	13.9%	0.1%
Southern WV Community and Technical College	34,451	18,931	17,517	23,515	36,986	57.3%	7.4%
WV Northern Community College	24,356	11,045	20,885	58,241	28,639	-50.8%	17.6%
WVU at Parkersburg	26,185	21,288	27,620	45,809	46,367	1.2%	77.1%
<b>Total</b>	<b>909,539</b>	<b>510,268</b>	<b>802,650</b>	<b>797,496</b>	<b>804,586</b>	<b>0.9%</b>	<b>-11.5%</b>

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

# Career-Technical Certificate Program Completers

*Academic Years 2013-2017*

**West Virginia Highlights:**

- ▶ The number of students completing career-technical certificate programs decreased by 1.1 percent from 1,462 in 2016 to 1,446 in 2017.
- ▶ The number of certificate completers increased at four of the nine institutions with available data from 2016 to 2017. The biggest one-year increase was WVU at Parkersburg by 124.7 percent from 93 in 2016 to 209 in 2017.
- ▶ Since 2013, the number of certificate completers has increased from 1,036 to 1,446, a growth of 39.6 percent. The number of those certificate completers increased at six institutions in the same time period. The largest five-year increase was 138.8 percent at WVU at Parkersburg, from 89 in 2013 to 209 in 2017.

**National Context:**

The number of certificates under associate degree awarded by public institutions has been steadily increasing since the early 2000s. In 2015-16 more than 600,000 certificates were awarded more than 10,000 higher than the year before (NCES, 2018).

**About this Measure:**

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

## CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	99	216	200	258	181	-29.8%	82.8%
BridgeValley Community and Technical College*	-	113	144	128	106	-17.2%	.
Bridgemont Community and Technical College	27	-	-	-	-	.	.
Kanawha Valley Community and Technical College	45	-	-	-	-	.	.
Eastern WV Community and Technical College	47	65	61	49	37	-24.5%	-21.3%
Mountwest Community and Technical College**	456	549	456	517	562	8.7%	23.2%
New River Community and Technical College	83	68	114	185	105	-43.2%	26.5%
Pierpont Community and Technical College	53	61	47	42	51	21.4%	-3.8%
Southern West Virginia Community and Technical College	48	38	55	54	72	33.3%	50.0%
West Virginia Northern Community College	89	111	114	136	123	-9.6%	38.2%
WVU at Parkersburg	89	102	170	93	209	124.7%	134.8%
<b>Total</b>	<b>1,036</b>	<b>1,323</b>	<b>1,361</b>	<b>1,462</b>	<b>1,446</b>	<b>-1.1%</b>	<b>39.6%</b>

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

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

# Career-Technical Associate Program Completers

*Academic Years 2013-2017*

## West Virginia Highlights:

- ▶ The number of students completing career-technical associate programs decreased 1.7 percent from 2,471 in 2016 to 2,429 in 2017.
- ▶ Career-technical associate program completion decreased by 5.3 percent since 2013. Three institutions experienced gains since 2013 with Southern West Virginia Community and Technical College seeing the greatest five-year increase at 23.4 percent.

## National Context:

The number of associate degrees in career/technical education awarded by public institutions has been increasing. From 2014-15 to 2015-16 the number of associate degrees grew by more than 25,000, reaching almost 850,000 (NCES, 2018).

## About this Measure:

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

## CAREER-TECHNICAL ASSOCIATE PROGRAM COMPLETERS

Institution	2013	2014	2015	2016	2017	2016-17 % Change	2013-17 % Change
Blue Ridge Community and Technical College	356	397	439	451	383	-15.1%	7.6%
BridgeValley Community and Technical College*	-	385	360	369	380	3.0%	.
Bridgemont Community and Technical College	178	-	-	-	-	.	.
Kanawha Valley Community and Technical College	258	-	-	-	-	.	.
Eastern WV Community and Technical College	66	77	58	56	67	19.6%	1.5%
Mountwest Community and Technical College	342	388	375	372	328	-11.8%	-4.1%
New River Community and Technical College	239	209	189	177	153	-13.6%	-36.0%
Pierpont Community and Technical College	312	329	336	310	299	-3.5%	-4.2%
Southern West Virginia Community and Technical College	222	167	213	228	274	20.2%	23.4%
West Virginia Northern Community College	209	228	193	209	206	-1.4%	-1.4%
WVU at Parkersburg	383	345	330	299	339	13.4%	-11.5%
<b>Total</b>	<b>2,565</b>	<b>2,525</b>	<b>2,493</b>	<b>2,471</b>	<b>2,429</b>	<b>-1.7%</b>	<b>-5.3%</b>

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



Photo courtesy of Pierpont Community and Technical College

## RESOURCES

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

# One-Year Retention Rates

## Cohort 2012-2016

### West Virginia Highlights:

- ▶ The proportion of first-time freshmen retained to any institution decreased 2.3 percentage points, from 50.9 percent for the fall 2015 cohort to 48.6 percent for the fall 2016 cohort.
- ▶ Between the years of 2015 cohort and 2016 cohort, the one-year retention rate increased at three institutions (Eastern WV Community and Technical College, Pierpont Community and Technical College, and West Virginia Northern Community College).
- ▶ Over the last five-year period, the retention rate increased 3.2 percentage points from the 45.4 percent retention rate for the fall 2012 cohort to 48.6 percent for the fall 2016 cohort.

### National Context:

Nationally, the retention rates at two-year public institutions have been increasing. Historically, full-time students have had higher retention rates than part-time students. For the 2015 cohort, the retention rate for first time full-time students at public two-year institutions was 62.3 percent in comparison to the first-time, part-time students who were retained at 44.3 percent.

### About this Measure:

This indicator provides the proportion of all first-time freshmen who are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions. Students are more likely to drop out during their first year of college than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates. Both degree and certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.

## ONE-YEAR RETENTION RATES

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Blue Ridge Community and Technical College	55.3%	50.6%	53.5%	59.1%	52.8%	-6.3%	-2.5%
BridgeValley Community and Technical College*	-	48.4%	50.3%	53.6%	49.5%	-4.1%	-
Bridgemont Community and Technical College	50.4%	57.4%	-	-	-	-	-
Kanawha Valley Community and Technical College	46.2%	-	-	-	-	-	-
Eastern WV Community and Technical College	59.5%	50.0%	50.0%	47.8%	48.1%	0.3%	-11.4%
Mountwest Community and Technical College	30.8%	42.0%	39.8%	45.8%	37.6%	-8.2%	6.8%
New River Community and Technical College	44.1%	45.2%	41.2%	43.1%	39.1%	-4.0%	-5.0%
Pierpont Community and Technical College	43.6%	44.7%	48.7%	51.7%	54.1%	2.4%	10.5%
Southern West Virginia Community and Technical College	46.1%	53.4%	56.3%	54.8%	53.8%	-1.0%	7.7%
West Virginia Northern Community College	47.8%	53.5%	49.7%	49.3%	51.4%	2.1%	3.6%
WVU at Parkersburg	52.3%	48.6%	47.5%	51.0%	50.1%	-0.9%	-2.2%
<b>Total</b>	<b>45.4%</b>	<b>48.3%</b>	<b>48.4%</b>	<b>50.9%</b>	<b>48.6%</b>	<b>-2.3%</b>	<b>3.2%</b>

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

# State Appropriations

## *Fiscal Years 2014-2018*

### West Virginia Highlights:

- ▶ State appropriations for the state's two-year institutions reached a five-year low in Fiscal Year 2018. In Fiscal Year 2018, the State appropriated about \$1.3 million less than the previous year.
- ▶ Over the five-year period between Fiscal Years 2014 and 2018, state funding for two-year institutions declined 8.3 percent, or \$4.9 million.

### National Context:

Nationally, the appropriations from state governments for public degree-granting institutions has increased between FY15 and FY16 by more than 2 billion dollars. However, in West Virginia these appropriations decreased by more than 22 million dollars during the same time period (NCES, 2018).

### About this Measure:

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

## TOTAL STATE APPROPRIATIONS, FISCAL YEARS 2014 TO 2018 (CURRENT DOLLARS)

Institution	Total State Funding Allocation						
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2017-18 % Change	FY 2014-18 % Change
Blue Ridge Community and Technical College	\$4,706,653	\$4,640,378	\$4,423,242	\$4,880,509	\$4,880,509	0.0%	3.7%
BridgeValley Community and Technical College *	-	\$7,774,924	\$7,411,115	\$7,350,906	\$7,158,055	-2.6%	-
Bridgemont Community and Technical College	\$4,134,831	-	-	-	-	-	-
Kanawha Valley Community and Technical College	\$3,778,999	-	-	-	-	-	-
Eastern WV Community and Technical College	\$1,924,011	\$1,895,244	\$1,806,561	\$1,796,643	\$1,751,421	-2.5%	-9.0%
Mountwest Community and Technical College	\$5,818,793	\$5,731,087	\$5,459,985	\$5,458,142	\$5,314,947	-2.6%	-8.7%
New River Community and Technical College	\$5,775,692	\$5,681,907	\$5,416,035	\$5,389,150	\$5,247,765	-2.6%	-9.1%
Pierpont Community and Technical College	\$7,734,209	\$7,584,426	\$7,229,531	\$7,177,334	\$6,989,036	-2.6%	-9.6%
Southern WV Community and Technical College	\$8,453,274	\$8,321,687	\$7,875,767	\$7,831,942	\$7,626,471	-2.6%	-9.8%
WV Northern Community College	\$7,230,369	\$7,125,451	\$6,792,032	\$6,737,527	\$6,583,128	-2.3%	-9.0%
WVU at Parkersburg	\$9,998,941	\$9,858,752	\$9,397,434	\$9,349,000	\$9,086,528	-2.8%	-9.1%
<b>Total</b>	<b>\$59,555,772</b>	<b>\$58,613,856</b>	<b>\$55,811,702</b>	<b>\$55,971,153</b>	<b>\$54,637,860</b>	<b>-2.4%</b>	<b>-8.3%</b>

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

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

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