

# LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room  
January 10, 2011

## Chancellor Skidmore's Report

- System Performance 2004-2010 1
- System College Completion Agenda 17

## Chancellor Noland's Report

- Assessment of Student Readiness / High School-to-College Success Report 23
- Review and Analysis of the Class of 2010 High School Senior Opinions Survey 55
- Capital Project Priorities 59
- West Virginia Research Trust Fund Annual Report  
Dr. Paul Hill, Vice Chancellor for Science and Research
- 2010 Higher Education Report Card  
Mr. Rob Anderson, Senior Director of Policy and Planning
- 2010 Health Sciences Report Card  
Dr. Robert Walker, Vice Chancellor for Health Sciences



West Virginia  
Higher Education  
Policy Commission





**Report to the Legislative Oversight Commission  
on Education Accountability**

**January 10, 2011**

**SYSTEM PERFORMANCE  
2004-2010**



# WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

## Target 2010 - A Compact for the Future of WV

### System Performance 2004 - 2010

#### I. ACCESS

<b>a. Credit Headcount Enrollment</b>		<b>b. Non-Credit Enrollment</b>	
2003-2004	20,029	2003-2004	26,833
2009-2010	25,483	2009-2010	31,620
Increase / Decrease	27.2%	Increase / Decrease	17.8%
Goal	28,327	Goal	33,849
<b>c. Adult Student Enrollment (25-44)</b>		<b>d. Tuition Rate</b>	
2003-2004	6,956	2003-2004	72.0%
2009-2010	9,121	2009-2010	55.0%
Increase / Decrease	31.1%	Increase / Decrease	-17.0%
Goal	10,047	Goal	60.0%

#### II. STUDENT SUCCESS

<b>a. Certificate Degree Production</b>		<b>b. Associate Degree Production</b>	
2003-2004	202	2003-2004	1,808
2009-2010	539	2009-2010	2,250
Increase / Decrease	166.8%	Increase / Decrease	24.4%
Goal	261	Goal	2,053
<b>c. Total Degree Production</b>		<b>d. 6-Year Graduation Rate</b>	
2003-2004	2,010	2003-2004	27.0%
2009-2010	2,789	2009-2010	26.7%
Increase / Decrease	38.8%	Increase / Decrease	-0.3%
Goal	2,314	Goal	35.0%

## II. STUDENT SUCCESS (cont'd)

### e. Retention Rate

2003-2004	60.6%
2009-2010	60.3%
Increase / Decrease	-0.3
Goal	60.0%

### f. Licensure Passage Rate

2003-2004	90.0%
2009-2010	94.8%
Increase / Decrease	4.8
Goal	90.0%

### g. Developmental Ed - Next Level English

2003-2004	75.2%
2009-2010	62.9%
Increase / Decrease	-12.3
Goal	88.0%

### h. Developmental Ed - Next Level Math

2003-2004	62.9%
2009-2010	62.7%
Increase / Decrease	-0.2
Goal	82.0%

## III. WORKFORCE DEVELOPMENT

### a. Career-Tech Certificate Degrees Offered

2003-2004	52
2009-2010	120
Increase / Decrease	130.8%
Goal	108

### b. Career-Tech Associate Degrees Offered

2003-2004	173
2009-2010	205
Increase / Decrease	18.5%
Goal	214

### c. Workforce Training Participants

2003-2004	26,098
2009-2010	32,686
Increase / Decrease	25.2%
Goal	25,354

### d. Training Contact Hours Delivered

2003-2004	404,703
2009-2010	821,066
Increase / Decrease	102.9%
Goal	411,484

### e. Individuals Completing Skill Set Certificate

2003-2004	3,132
2009-2010	7,042
Increase / Decrease	124.8%
Goal	4,380

## IV. COLLABORATION

### a. Collaboration with Career-Tech Ed Centers

2003-2004	306
2009-2010	462
Increase / Decrease	51.0%
Goal	376

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Community and Technical College System**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	52,684	57,103	4,419	62,176	91.84%
i. Credit	21,827	25,483	3,656	28,327	89.96%
ii. Non-credit	30,857	31,620	763	33,849	93.41%
b. 18-24 enrollment	16,333	16,325	-8	18,456	88.45%
i. Credit	10,362	11,457	1,095	14,398	79.57%
ii. Non-credit	5,971	4,868	-1,103	4,058	119.96%
c. 25-44 enrollment	25,086	30,945	5,859	28,688	107.87%
i. Credit	7,353	9,121	1,768	10,047	90.78%
ii. Non-credit	17,733	21,824	4,091	18,641	117.08%
d. Dual enrollment	2,053	2,514	461	2,762	91.02%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	497	539	42	261	206.51%
ii. Associate	2,185	2,250	65	2,053	109.60%
iii. Total	2,682	2,789	107	2,314	120.53%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	27%	27%	0%	35%	76.29%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	57%	60%	3%	60%	100.50%
d. Job placement rate	74%	72%	-2%	90%	79.89%
e. Licensure pass rates	88%	95%	7%	90%	105.33%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	69%	63%	0%	88%	71.48%
ii. Math	62%	63%	1%	82%	76.46%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	113	120	7	108	111.11%
b. Career-technical associate degree programs offered	199	205	6	214	95.79%
c. Number of participants in workforce education or training programs	32,453	32,686	233	25,354	128.92%
d. Number of training contact hours delivered	710,494	821,066	110,572	411,484	199.54%
e. Number of individuals completing a skill set certificate	6,289	7,042	753	4,380	160.78%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	120	83	-37	300	27.67%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	445	462	17	376	122.87%
c. Number of programs offered in collaboration with employers	321	245	-76	288	85.07%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Blue Ridge Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	9,569	10,564	995	9,506	111.13%
i. Credit	2,466	3,248	782	3,000	108.27%
ii. Non-credit	7,103	7,316	213	6,506	112.45%
b. 18-24 enrollment	1,737	1,912	175	1,715	111.49%
i. Credit	804	951	147	800	118.88%
ii. Non-credit	933	961	28	915	105.03%
c. 25-44 enrollment	6,266	6,686	420	6,460	103.50%
i. Credit	910	1,227	317	1,300	94.38%
ii. Non-credit	5,356	5,459	103	5,160	105.79%
d. Dual enrollment	88	129	41	200	64.50%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	51	126	75	160	78.75%
ii. Associate	142	181	39	125	144.80%
iii. Total	193	307	114	285	107.72%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	26%	36%	10%	35%	104.00%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	55%	60%	5%	70%	85.57%
d. Job placement rate	68%	79%	11%	90%	87.67%
e. Licensure pass rates	97%	79%	-18%	90%	88.11%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	83%	86%	3%	88%	97.16%
ii. Math	90%	83%	-7%	82%	101.59%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	16	14	-2	12	116.67%
b. Career-technical associate degree programs offered	23	19	-4	22	86.36%
c. Number of participants in workforce education or training programs	4,913	5,213	300	4,635	112.47%
d. Number of training contact hours delivered	24,717	26,153	1,436	24,000	108.97%
e. Number of individuals completing a skill set certificate	146	671	525	115	583.48%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	9	10	1	10	100.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	75	75	0	58	129.31%
c. Number of programs offered in collaboration with employers	38	42	4	23	182.61%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Bridgmont Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	1,770	2,610	840	2,000	130.50%
i. Credit	702	921	219	900	102.33%
ii. Non-credit	1,068	1,689	621	1,100	153.55%
b. 18-24 enrollment	551	676	125	649	104.16%
i. Credit	442	463	21	586	79.01%
ii. Non-credit	109	213	104	63	338.10%
c. 25-44 enrollment	714	865	151	1,235	70.04%
i. Credit	190	276	86	228	121.05%
ii. Non-credit	524	589	65	1,007	58.49%
d. Dual enrollment	27	76	49	72	105.56%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	17	9	-8	35	25.71%
ii. Associate	142	126	-16	160	78.75%
iii. Total	159	135	-24	195	69.23%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	38%	31%	-8%	35%	87.14%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	51%	51%	0%	70%	73.43%
d. Job placement rate	70%	85%	15%	90%	94.11%
e. Licensure pass rates	83%	87%	4%	90%	96.67%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	88%	81%	-7%	88%	92.05%
ii. Math	83%	50%	-33%	82%	60.98%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	18	14	-4	7	200.00%
b. Career-technical associate degree programs offered	23	23	0	17	135.29%
c. Number of participants in workforce education or training programs	1,068	1,689	621	1,745	96.79%
d. Number of training contact hours delivered	23,417	47,744	24,327	14,940	319.57%
e. Number of individuals completing a skill set certificate	36	72	36	102	70.59%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	52	0	-52	10	0.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	30	32	2	35	91.43%
c. Number of programs offered in collaboration with employers	2	3	1	10	30.00%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Eastern WV Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	1,893	1,729	-164	3,400	50.85%
i. Credit	546	636	90	1,400	45.43%
ii. Non-credit	1,347	1,093	-254	2,000	54.65%
b. 18-24 enrollment	412	294	-118	1,086	27.07%
i. Credit	169	196	27	921	21.28%
ii. Non-credit	243	98	-145	165	59.39%
c. 25-44 enrollment	840	591	-249	1,201	49.21%
i. Credit	165	210	45	381	55.12%
ii. Non-credit	675	381	-294	820	46.46%
d. Dual enrollment	173	173	0	734	23.57%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	0	4	4	30	13.33%
ii. Associate	27	27	0	82	32.93%
iii. Total	27	31	4	112	27.68%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	0%	15%	11%	35%	42.86%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	53%	40%	-13%	60%	66.67%
d. Job placement rate	79%	71%	-8%	90%	79.33%
e. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	82%	65%	-17%	88%	73.86%
ii. Math	86%	96%	10%	82%	117.07%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	8	9	1	5	180.00%
b. Career-technical associate degree programs offered	11	10	-1	10	100.00%
c. Number of participants in workforce education or training programs	2,219	1,125	-1,094	1,725	65.22%
d. Number of training contact hours delivered	19,320	28,255	8,935	11,470	246.34%
e. Number of individuals completing a skill set certificate	3	260	257	120	216.67%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	12	8	-4	123	6.50%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	21	0	-21	4	0.00%
c. Number of programs offered in collaboration with employers	19	8	-11	53	15.09%

**COMPACT SUBMISSION UPDATE**

**Fiscal Year 2009-2010**

**Kanawha Valley Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	3,351	3,488	137	7,345	47.49%
i. Credit	1,737	2,227	490	2,020	110.25%
ii. Non-credit	1,614	1,261	-353	5,325	23.68%
b. 18-24 enrollment	1,152	1,341	189	3,081	43.52%
i. Credit	848	1,185	337	825	143.64%
ii. Non-credit	304	156	-148	2,256	6.91%
c. 25-44 enrollment	1,681	1,205	-476	2,224	54.18%
i. Credit	757	854	97	684	124.85%
ii. Non-credit	924	351	-573	1,540	22.79%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	18	16	-2	58	27.59%
ii. Associate	235	281	46	180	156.11%
iii. Total	253	297	44	238	124.79%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	19%	20%	1%	35%	57.71%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	56%	58%	1%	62%	93.27%
d. Job placement rate	81%	76%	-5%	90%	84.44%
e. Licensure pass rates	100%	100%	22%	98%	102.04%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	63%	66%	3%	88%	74.89%
ii. Math	48%	65%	17%	82%	79.76%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	12	12	0	16	75.00%
b. Career-technical associate degree programs offered	22	22	0	28	78.57%
c. Number of participants in workforce education or training programs	1,968	1,825	-143	3,139	58.14%
d. Number of training contact hours delivered	82,621	85,985	3,364	62,278	138.07%
e. Number of individuals completing a skill set certificate	1,637	658	-979	1,492	44.10%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	4	10	6	58	17.24%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	198	178	-20	42	423.81%
c. Number of programs offered in collaboration with employers	23	20	-3	58	34.48%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Mountwest Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	4,929	5,561	632	6,329	87.87%
i. Credit	2,449	2,999	550	2,781	107.84%
ii. Non-credit	2,480	2,562	82	3,548	72.21%
b. 18-24 enrollment	1,152	1,201	49	2,063	58.22%
i. Credit	1,134	1,149	15	1,298	88.52%
ii. Non-credit	18	52	34	765	6.80%
c. 25-44 enrollment	1,491	3,920	2,429	3,673	106.72%
i. Credit	974	1,410	436	1,233	114.36%
ii. Non-credit	517	2,510	1,993	2,440	102.87%
d. Dual enrollment	29	0	-29	70	0.00%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	64	17	-47	25	68.00%
ii. Associate	327	257	-70	295	87.12%
iii. Total	391	274	-117	320	85.63%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	28%	27%	-1%	35%	77.71%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	56%	61%	5%	60%	102.17%
d. Job placement rate	69%	66%	-3%	90%	73.78%
e. Licensure pass rates	82%	96%	14%	91%	105.82%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	72%	64%	-8%	90%	70.67%
ii. Math	67%	70%	3%	82%	85.37%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	11	13	2	18	72.22%
b. Career-technical associate degree programs offered	23	29	6	21	138.10%
c. Number of participants in workforce education or training programs	4,210	4,241	31	4,035	105.11%
d. Number of training contact hours delivered	130,807	257,694	126,887	146,965	175.34%
e. Number of individuals completing a skill set certificate	240	230	-10	1,164	19.76%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	0	0	0	10	0.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	33	68	35	60	113.33%
c. Number of programs offered in collaboration with employers	4	5	1	20	25.00%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**New River Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	8,495	10,154	1,659	8,558	118.65%
i. Credit	2,338	2,766	428	3,886	71.18%
ii. Non-credit	6,157	7,388	1,231	4,672	158.13%
b. 18-24 enrollment	2,306	3,035	729	2,822	107.55%
i. Credit	1,024	1,188	164	1,500	79.20%
ii. Non-credit	1,282	1,847	565	1,322	139.71%
c. 25-44 enrollment	4,057	6,612	2,555	4,415	149.76%
i. Credit	794	1,071	277	1,178	90.92%
ii. Non-credit	3,263	5,541	2,278	3,237	171.18%
d. Dual enrollment	274	368	94	240	153.33%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	39	23	-16	70	32.86%
ii. Associate	144	133	-11	156	85.26%
iii. Total	183	156	-27	226	69.03%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	27%	26%	-1%	35%	74.29%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	60%	62%	2%	67%	92.54%
d. Job placement rate	81%	73%	-8%	90%	81.11%
e. Licensure pass rates	96%	100%	4%	90%	111.11%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	81%	52%	-29%	86%	60.23%
ii. Math	74%	64%	-10%	86%	74.42%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	7	7	0	12	58.33%
b. Career-technical associate degree programs offered	17	17	0	18	94.44%
c. Number of participants in workforce education or training programs	6,182	6,395	213	3,238	197.50%
d. Number of training contact hours delivered	58,760	88,781	30,021	48,822	181.85%
e. Number of individuals completing a skill set certificate	447	142	-305	102	139.22%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	4	0	-4	46	0.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	29	43	14	64	67.19%
c. Number of programs offered in collaboration with employers	21	59	38	2	2950.00%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Pierpont Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	4,345	4,745	400	12,050	39.38%
i. Credit	2,646	2,730	84	6,025	45.31%
ii. Non-credit	1,699	2,015	316	6,025	33.44%
b. 18-24 enrollment	1,669	1,776	107	4,398	40.38%
i. Credit	1,405	1,518	113	3,916	38.76%
ii. Non-credit	264	258	-6	482	53.53%
c. 25-44 enrollment	1,395	1,765	370	4,762	37.06%
i. Credit	716	733	17	1,750	41.89%
ii. Non-credit	679	1,032	353	3,012	34.26%
d. Dual enrollment	484	447	-37	700	63.86%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	118	122	4	105	116.19%
ii. Associate	273	273	0	450	60.67%
iii. Total	391	395	4	555	71.17%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	27%	28%	1%	35%	80.00%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	56%	64%	8%	74%	86.62%
d. Job placement rate	88%	78%	-10%	90%	86.22%
e. Licensure pass rates	80%	87%	7%	90%	96.22%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	35%	63%	28%	88%	71.70%
ii. Math	66%	71%	5%	82%	86.22%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	9	9	0	11	81.82%
b. Career-technical associate degree programs offered	24	24	0	35	68.57%
c. Number of participants in workforce education or training programs	1,124	2,029	905	2,350	86.34%
d. Number of training contact hours delivered	114,344	80,433	-33,911	49,000	164.15%
e. Number of individuals completing a skill set certificate	909	2,022	1,113	665	304.06%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	0	15	15	5	300.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	2	1	-1	20	5.00%
c. Number of programs offered in collaboration with employers	3	3	0	25	12.00%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**Southern WV Community and Technical College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 09-10	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	5,003	5,526	523	5,304	104.19%
i. Credit	2,269	2,575	306	2,917	88.28%
ii. Non-credit	2,734	2,951	217	2,387	123.63%
b. 18-24 enrollment	1,778	1,753	-25	1,783	98.32%
i. Credit	1,376	1,415	39	1,663	85.09%
ii. Non-credit	402	338	-64	120	281.67%
c. 25-44 enrollment	2,204	2,306	102	2,230	103.41%
i. Credit	591	651	60	846	76.95%
ii. Non-credit	1,613	1,655	42	1,384	119.58%
d. Dual enrollment	200	467	267	275	169.82%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	53	27	-26	67	40.30%
ii. Associate	270	225	-45	265	84.91%
iii. Total	323	252	-71	332	75.90%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	25%	29%	4%	35%	81.43%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	59%	64%	5%	60%	106.00%
d. Job placement rate	77%	73%	-4%	90%	80.78%
e. Licensure pass rates	91%	98%	7%	98%	100.00%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	70%	61%	-9%	88%	68.86%
ii. Math	77%	77%	0%	82%	94.39%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	8	12	4	11	109.09%
b. Career-technical associate degree programs offered	21	24	3	19	126.32%
c. Number of participants in workforce education or training programs	4,490	5,072	582	2,244	226.02%
d. Number of training contact hours delivered	81,260	61,447	-19,813	15,708	391.18%
e. Number of individuals completing a skill set certificate	2,034	2,426	392	117	2073.50%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	8	9	1	35	25.71%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	4	0	-4	52	0.00%
c. Number of programs offered in collaboration with employers	49	57	8	20	285.00%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**WV Northern Community College**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	6,339	6,890	551	5,111	134.81%
i. Credit	2,921	3,150	229	3,238	97.28%
ii. Non-credit	3,418	3,740	322	1,873	199.68%
b. 18-24 enrollment	2,412	1,905	-507	1,760	108.24%
i. Credit	1,291	1,441	150	1,632	88.30%
ii. Non-credit	1,121	464	-657	128	362.50%
c. 25-44 enrollment	3,226	4,317	1,091	1,917	225.20%
i. Credit	986	1,135	149	1,200	94.58%
ii. Non-credit	2,240	3,182	942	717	443.79%
d. Dual enrollment	363	303	-60	575	52.70%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	111	112	1	96	116.67%
ii. Associate	258	295	37	227	129.96%
iii. Total	369	407	38	323	126.01%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	25%	24%	-1%	35%	68.57%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	59%	54%	-5%	65%	83.54%
d. Job placement rate	64%	60%	-4%	69%	87.05%
e. Licensure pass rates	88%	93%	5%	90%	103.56%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	64%	73%	9%	80%	91.63%
ii. Math	66%	67%	1%	75%	89.47%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	12	13	1	16	81.25%
b. Career-technical associate degree programs offered	18	18	0	17	105.88%
c. Number of participants in workforce education or training programs	2,864	3,151	287	2,031	155.15%
d. Number of training contact hours delivered	147,880	96,076	-51,804	53,034	181.16%
e. Number of individuals completing a skill set certificate	758	475	-283	45	1055.56%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	9	9	0	20	45.00%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	18	21	3	51	41.18%
c. Number of programs offered in collaboration with employers	132	14	-118	68	20.59%

**COMPACT SUBMISSION UPDATE**  
**Fiscal Year 2009-2010**

**WVU at Parkersburg**

Measure	Actual 2008-09	Actual 2009-10	Increase/ Decrease from 08-09	Compact Goals 2010	% Goal Attainment 2010
<b>I. Access</b>					
a. Total enrollment	6,990	5,836	-1,154	6,227	93.72%
i. Credit	3,753	4,231	478	3,101	136.44%
ii. Non-credit	3,237	1,605	-1,632	3,126	51.34%
b. 18-24 enrollment	3,164	2,432	-732	2,646	91.91%
i. Credit	1,869	1,951	82	2,279	85.61%
ii. Non-credit	1,295	481	-814	367	131.06%
c. 25-44 enrollment	3,212	2,678	-534	3,329	80.44%
i. Credit	1,270	1,554	284	985	157.77%
ii. Non-credit	1,942	1,124	-818	2,344	47.95%
d. Dual enrollment	413	455	42	530	85.85%
<b>II. Student Success</b>					
a. Degree production					
i. Certificate	26	83	57	30	276.67%
ii. Associate	367	424	57	366	115.85%
iii. Total	393	507	114	396	128.03%
b. 6-year graduation rate, certificate or associate degree-seeking first-time, full-time freshman	30%	26%	-4%	35%	75.43%
c. 1st to 2nd year retention rate (first-time, full-time degree-seeking freshman)	57%	60%	3%	61%	98.03%
d. Job placement rate	72%	70%	-2%	92%	76.09%
e. Licensure pass rates	82%	97%	15%	95%	101.58%
f. Percentage of developmental education completers that successfully complete the next subsequent college-level course					
i. English	55%	51%	-4%	88%	58.41%
ii. Math	39%	44%	5%	82%	53.05%
<b>III. Workforce Development</b>					
a. Career-technical certificate degree programs offered	12	17	5	16	106.25%
b. Career-technical associate degree programs offered	17	19	2	18	105.56%
c. Number of participants in workforce education or training programs	3,415	1,946	-1,469	3,693	52.69%
d. Number of training contact hours delivered	27,368	48,498	21,130	38,880	124.74%
e. Number of individuals completing a skill set certificate	79	86	7	90	95.56%
<b>IV. Collaboration</b>					
a. Number of courses brokered from other higher education institutions	22	22	0	15	146.67%
b. Number of postsecondary courses brokered from or offered in collaboration with public school career-technical education centers	35	44	9	7	628.57%
c. Number of programs offered in collaboration with employers	30	34	4	34	100.00%



**Report to the Legislative Oversight Commission  
on Education Accountability**

**January 10, 2011**

**SYSTEM COLLEGE COMPLETION AGENDA**



## **On Reaching Academic Momentum Points: “The Community and Technical College System Completion Agenda”**

### **Achieving the Dream**

- Develop a “culture of evidence” and an “atmosphere of candor” by collecting and analyzing data to promote data driven decision making
- Complete an institutional profile of completion data for each community and technical college

### **Data Analysis**

- Focus first on developmental education completion
  - Appoint Developmental Education Task Force to address increasing developmental education success
  - Review Best Practices
    - *Accelerated programs*
    - *IPASS*
    - *Innovative Delivery*
- Developmental Education Data Points
  - Percentage of students placed in developmental courses
  - Successful completion of the developmental sequence
  - Successful completion of next college-level course within two years of completing developmental education
  - Percentage taking math and English within a year after developmental completion
  - Graduation rate of developmental completers – six years
    - *Certificate degree*
    - *Associate degree*
  - Job placement rate of developmental completers with no college credential

- Retention and completion data points
  - Graduation rates – first time students; full- and part-time
    - *Full-time, part-time students*
    - *Adult students age 25 and above*
    - *Students age 18-24*
    - *Average credit hours completed and GPA before discontinuing*
  - Identify “gate keeper” courses
  - Identify academic programs with low and high graduation rates
  - Identify percentage of students completing the momentum point of at least 30 credit hours
  - Percentage of students transferring from a CTC to a baccalaureate institution before and after earning an associate degree
  - Retention rate from 1<sup>st</sup> to 2<sup>nd</sup> year, 1<sup>st</sup> semester to 2<sup>nd</sup> semester
  - Time to degree

### **Innovative Programming**

- Identify and implement accelerated delivery models for developmental education
- Identify and implement accelerated delivery models for technical programming
  - *Block scheduling*
  - *Integration of general education and technical programs (IPASS)*
  - *Modularization of curriculum*
  - *Cooperative education model (Toyota model)*
  - *Career pathway model*
  - *Apply for grant funding for implementation*
- Provide professional development for faculty to spur innovation
- Identify and implement programs that can be delivered system-wide through the utilization of technology

### **Student Financial Aid Programs**

- Appoint Financial Aid Task Force comprised of aid officers to address increasing student financial aid participation

### **Student Transfer**

- Work with the Higher Education Policy Commission to review transfer policies to ensure student transfer is seamless, non-restrictive and encouraged
- Work with four-year institutions to develop more transfer options for community and technical college students including those students earning an associate of applied science degree

### **Future Legislative Initiatives**

- Increased funding for HEAPS financial aid program
- Scholarship/Grant program for community and technical college students enrolling in technical programs
- Learn and Earn Cooperative Education program
- Transfer legislation if policy changes are not effective
- Addition to base budgets for student support services
- Bond sale to support additional technical program facilities





# West Virginia Higher Education Policy Commission

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**Report to the Legislative Oversight Commission  
on Education Accountability**

**January 10, 2011**

**Assessment of Student Readiness  
High School-to-College Success Report**





West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard East, Suite 700  
Charleston, WV 25301  
(304) 558-4016  
www.hepc.wvnet.edu

## MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: January 10, 2011

RE: Assessment of Student Readiness / High School-to-College Success Report

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The West Virginia Higher Education Policy Commission contracted with ACT to produce a series of High School to College Success Reports which address student preparation and college success. These reports examine high school and district student profiles, as well as statewide data. A copy of the overall state report for the graduating class of 2008 is attached. A similar report was provided last January for the graduating high school class of 2007. Copies of this report, as well as school, county, and college level reports will be sent directly to each entity later this month. The purpose of the report is to describe performance indicators for ACT-tested high school graduates who attended public postsecondary institutions in West Virginia. This report provides a platform by which West Virginia can view its academic progress and determine how to most efficiently impact policy based on national research.

Several observations regarding the incoming West Virginia freshmen in 2008 include:

- When compared to the class of 2007, the average high school grade point average (gpa) for West Virginia college going students rose from 3.28 to 3.30. First-semester college gpa's rose from 2.53 to 2.58;
- College going students meeting all of the ACT readiness benchmark scores had an average fall gpa of 3.14 compared to a 2.46 gpa for those students who did not meet all of these indicators. Unfortunately, only 17 percent of West Virginia college freshmen met these standards which is one percentage point lower than the previous year's proportion;
- Across all test subjects (English, Mathematics, Reading, and Science) students with higher scores in each of the ACT College Readiness Standards (CRS) ranges performed better during their first year of college; and
- Students taking recommended core coursework in high school earned higher ACT scores, higher first-year college grades, and were less likely to be assigned to developmental courses.





## High School-to-College Success Report

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West Virginia

2008-2009 Freshmen

**ACT Code: 499999**  
**All High School Composite**

*How well are West Virginia high schools preparing students  
for success in West Virginia postsecondary institutions?*



## Report Overview

### Introduction

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2008 who attended a participating postsecondary institution in West Virginia in fall 2008. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

The importance of academic preparation for college or work is greater than ever today. Sixty-eight percent of the top 50 occupations require postsecondary education. Clearly, students need to be ready for education beyond high school, and the goal of this report is to promote actions that will assist all students in being prepared for postsecondary education.

To measure academic preparation, this report uses ACT College Readiness Benchmark Scores and College Readiness Standards Score Ranges. These measures are explained below. This report also refers to taking core coursework which is defined as 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, and 3 or more years of science and social studies.

### What are College Readiness Benchmark Scores?

College Readiness refers to the level of student preparation needed to be ready to succeed--without remediation--in an introductory level course at a two or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses.

### What are College Readiness Standards (CRS) and CRS Score Ranges?

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to the ACT (1-36); the ranges are 1-15, 16-19, 20-23, 24-27, 28-32, and 33-36. These ranges are CRS Score Ranges.

## Chart and Table Topics Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2008 who attended a participating postsecondary institution in West Virginia in fall 2008. Each chart and table adds to a larger understanding of your students' academic strengths and weaknesses. To preserve individual confidentiality, summary data are only shown for table cells with five or more students.

Some topical questions are listed below with references to the relevant report charts and tables.

- How did fall college grade average for our students compare to those statewide and of other subset populations? (See Charts 1, 5, 6, 7b, 9, 10 and Tables 1, 2, 3, 4, 5, 6, 8, 9)
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades? (See Chart 2 and Table 3)
- How important was rigorous preparation in high school mathematics for success during the first year of college? (See Chart 3 and Table 4)
- How important was rigorous preparation in high school science for success during the first year of college? (See Chart 4 and Table 5)
- How did the ACT Composite scores of our students compare to those statewide and of other subset populations? (See Charts 7a, 8, and Tables 1, 2, 7, 8)
- By ACT College Readiness Standards Score Ranges, what were the first-term and first-year college GPAs of our students? (See Charts 5, 6, and Table 6)
- What percent of our enrolled students completed college preparatory (core) coursework? (See Charts 7a, 7b, and Table 2)
- Were students who took the recommended college preparatory (core) coursework more successful during their first-year at college? (See Chart 7b and Table 2)
- How many of our ACT-tested students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs? (See Charts 1, 7a, 7b, 8, and Table 7)
- How many of our students persisted into the spring semester and what are the academic indicators for these students? (See Charts 9, 10, and Table 8)
- Were graduates who received state scholarships more successful than those who did not? (See Chart 11 and Table 9)

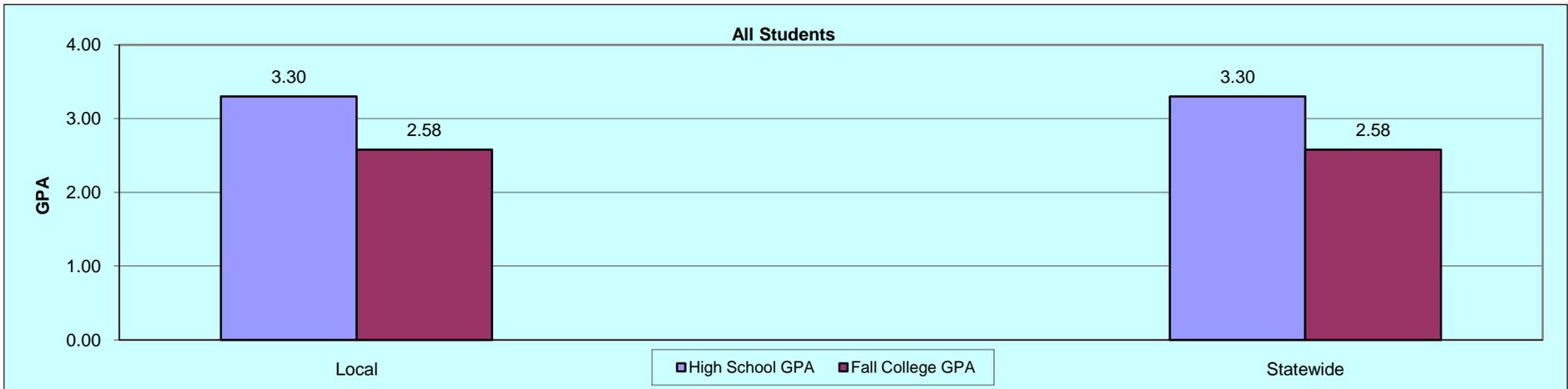
### Table of Contents - Charts

High School Preparation and Success		Page	College Success and Persistence		Page
Chart 1:	High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses	1	Chart 9:	Local and Statewide Students Who Returned to the Same Campus in the Spring Semester - Fall College GPA and First Year College GPA	10
Chart 2:	Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects	2	Chart 10:	Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non persisters) - ACT Composite Score and High School GPA	11
Chart 3:	Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School	3			
Chart 4:	Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School	4			
Chart 5:	Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges	5			
			College Success and State Scholarship		
Chart 6:	Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects	6	Chart 11:	Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA	12
Chart 7a:	Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking	7			
Chart 7b:	Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking	8			
Chart 8:	Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects	9	Note:	No information is provided in cases where chart student count is less than 5.	

### Table of Contents - Appendix Tables

	Page		Page
Appendix: Detailed Summary Information by Campus and Selected References and Resources	13	Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester	21
Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide	14	Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship	22
Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework	15	<b>Suggested References for Developing College Readiness Skills</b>	
Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores	16	A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College	23
Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students	17	B. Preparing All High School Students for College and Work: What High-Performing High Schools are Teaching	23
Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students	18	C. Crisis at the Core: Preparing All Students for College and Work	23
Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges	19	D. College Readiness Standards: Descriptions of the Skills and Knowledge Associated with EPAS Test Scores	23
Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework	20	Note: No information is provided in cases when student count is less than 5. Each table shows data for up to 60 schools based on student count (highest to lowest).	

Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



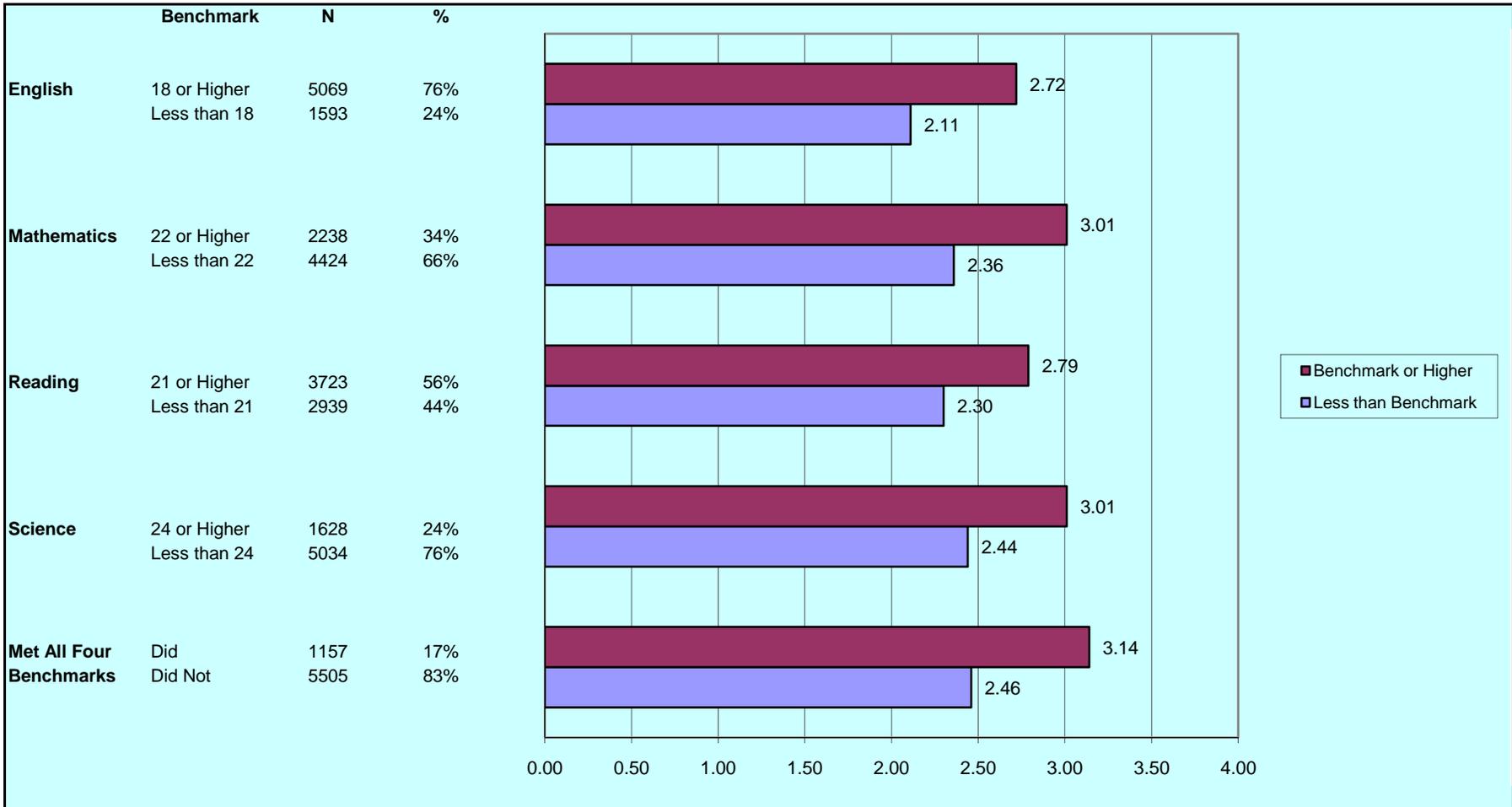
**What This Chart Tells You:**

Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 2: Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



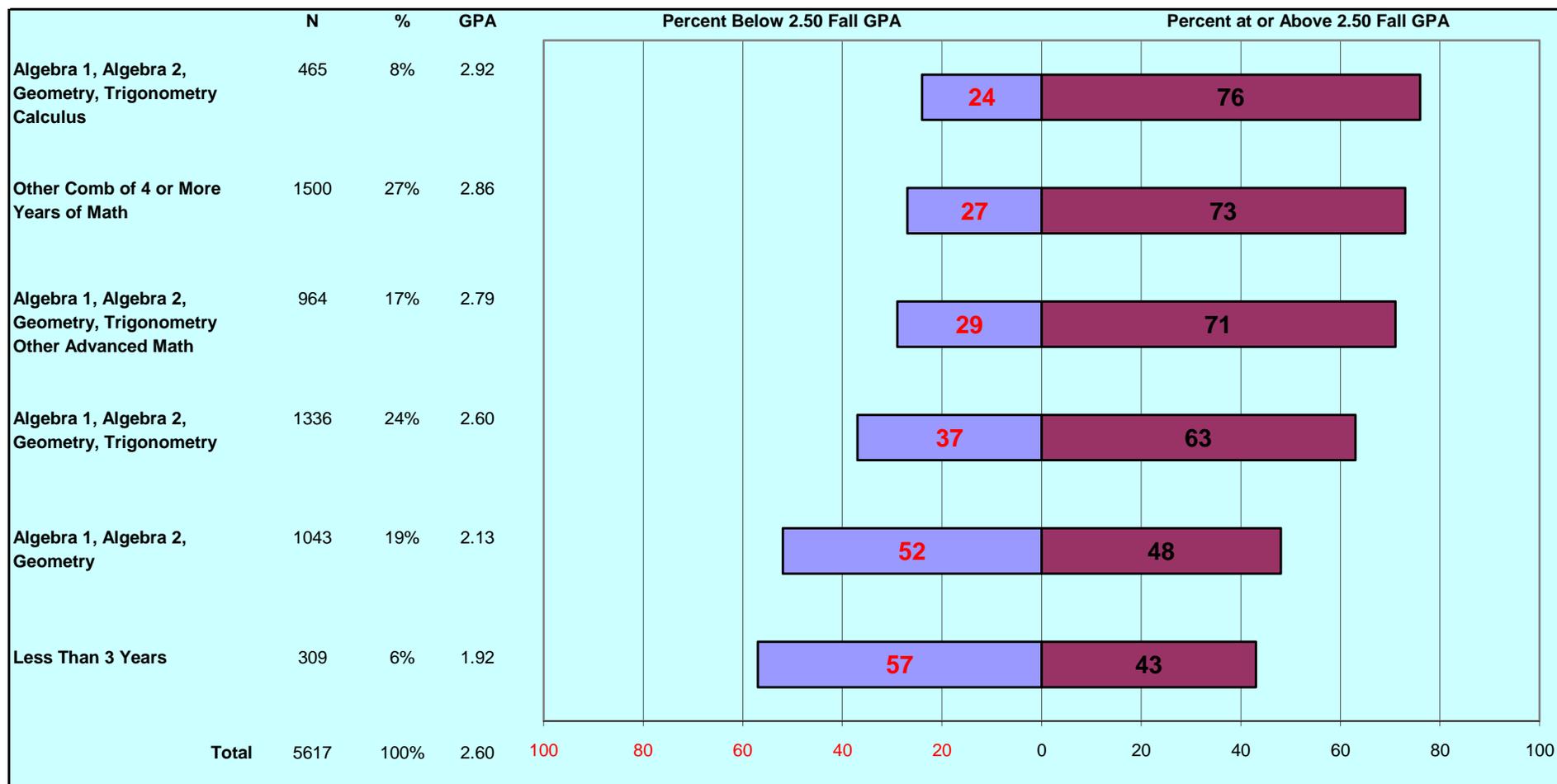
**What This Chart Tells You:**

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (Appendix pg. 23).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 3: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School



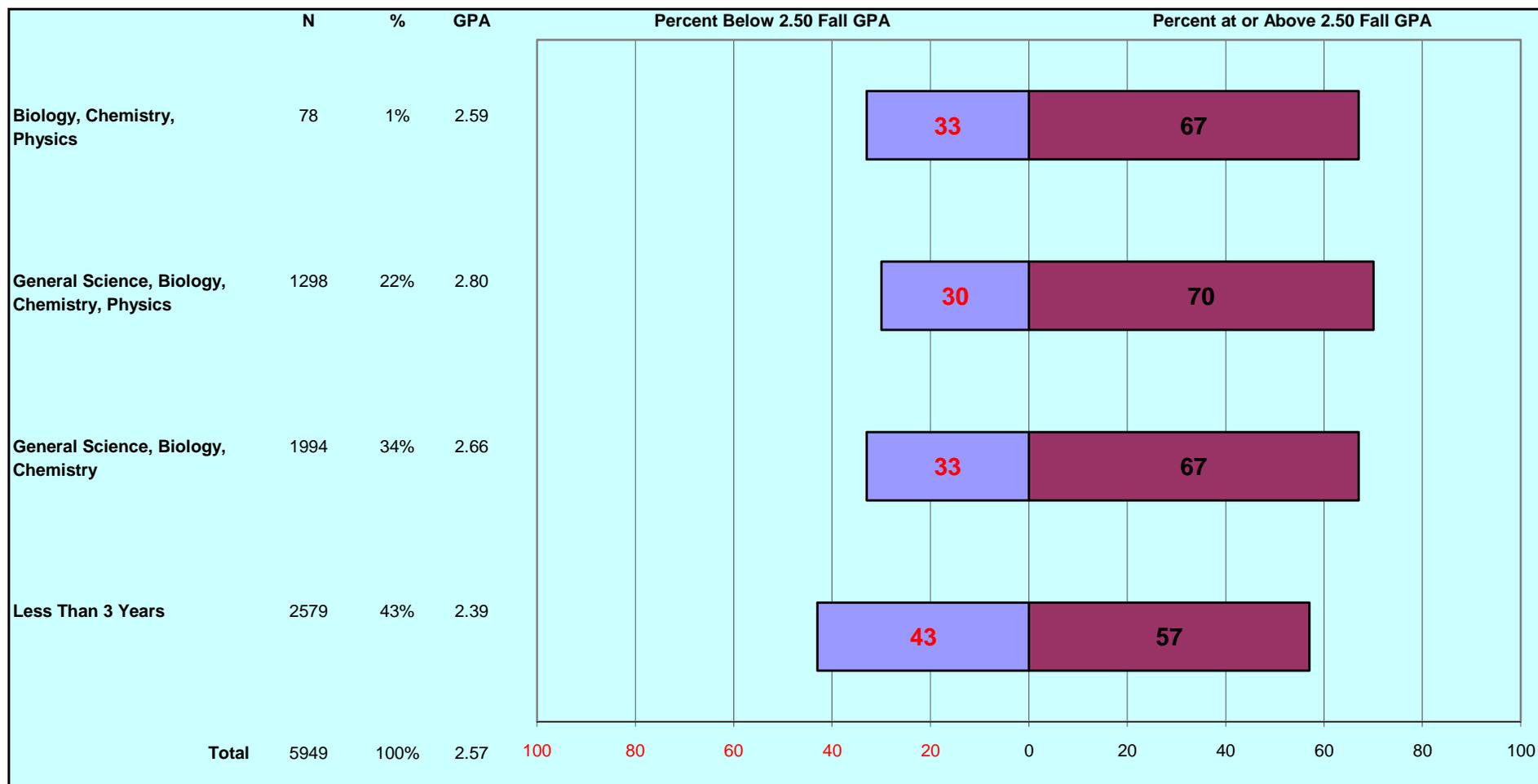
**What This Chart Tells You:**

Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg. 23). Comparisons by campus are shown in Table 4 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
4. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School



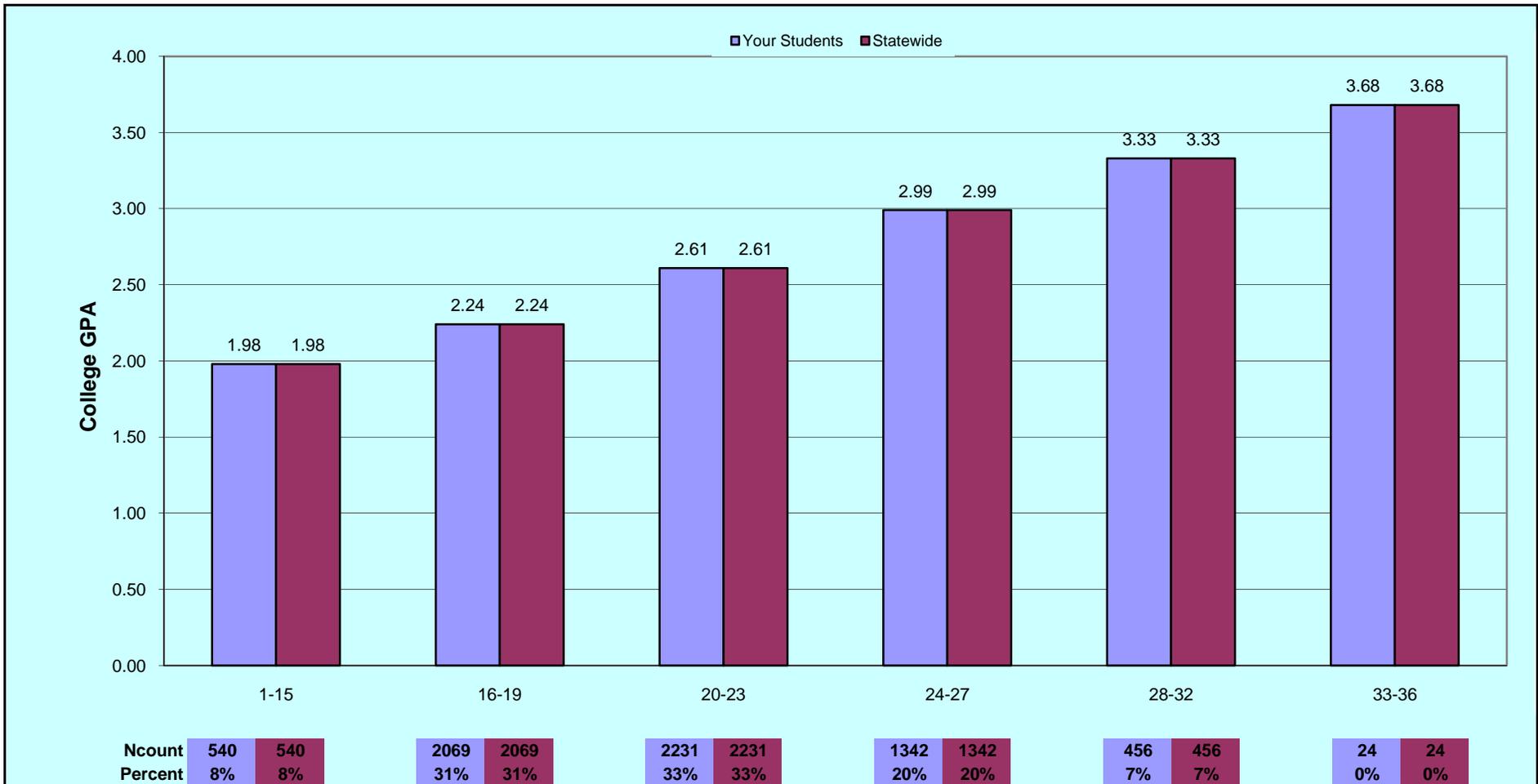
**What This Chart Tells You:**

Students who took 3 or more years of science tend to earn higher grades in college. Comparisons by campus are shown in Table 5 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges



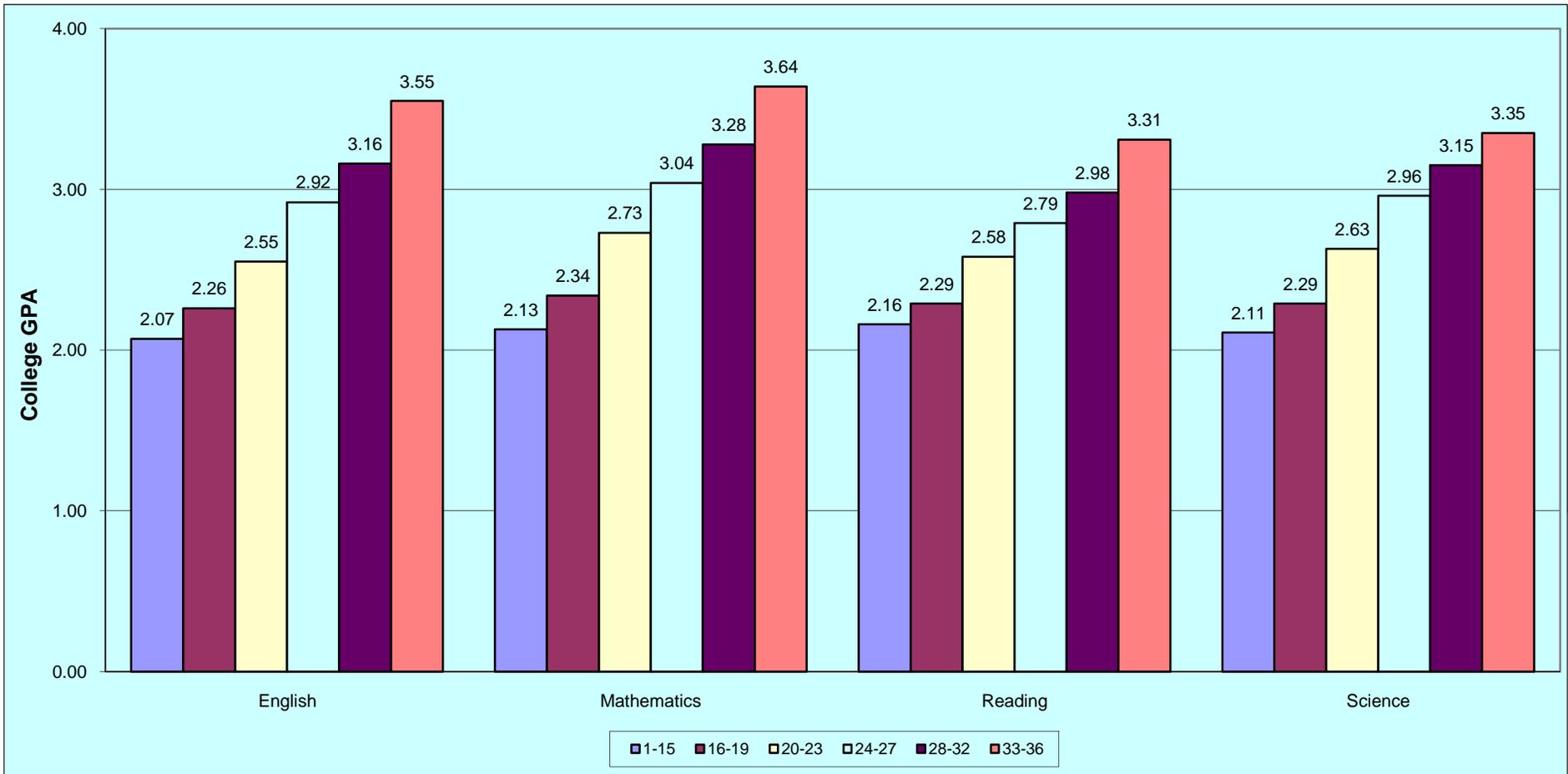
**What This Chart Tells You:**

Students in higher ACT College Readiness Standards (CRS) Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your students and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores can mean better grades in college.

Chart 6: Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects



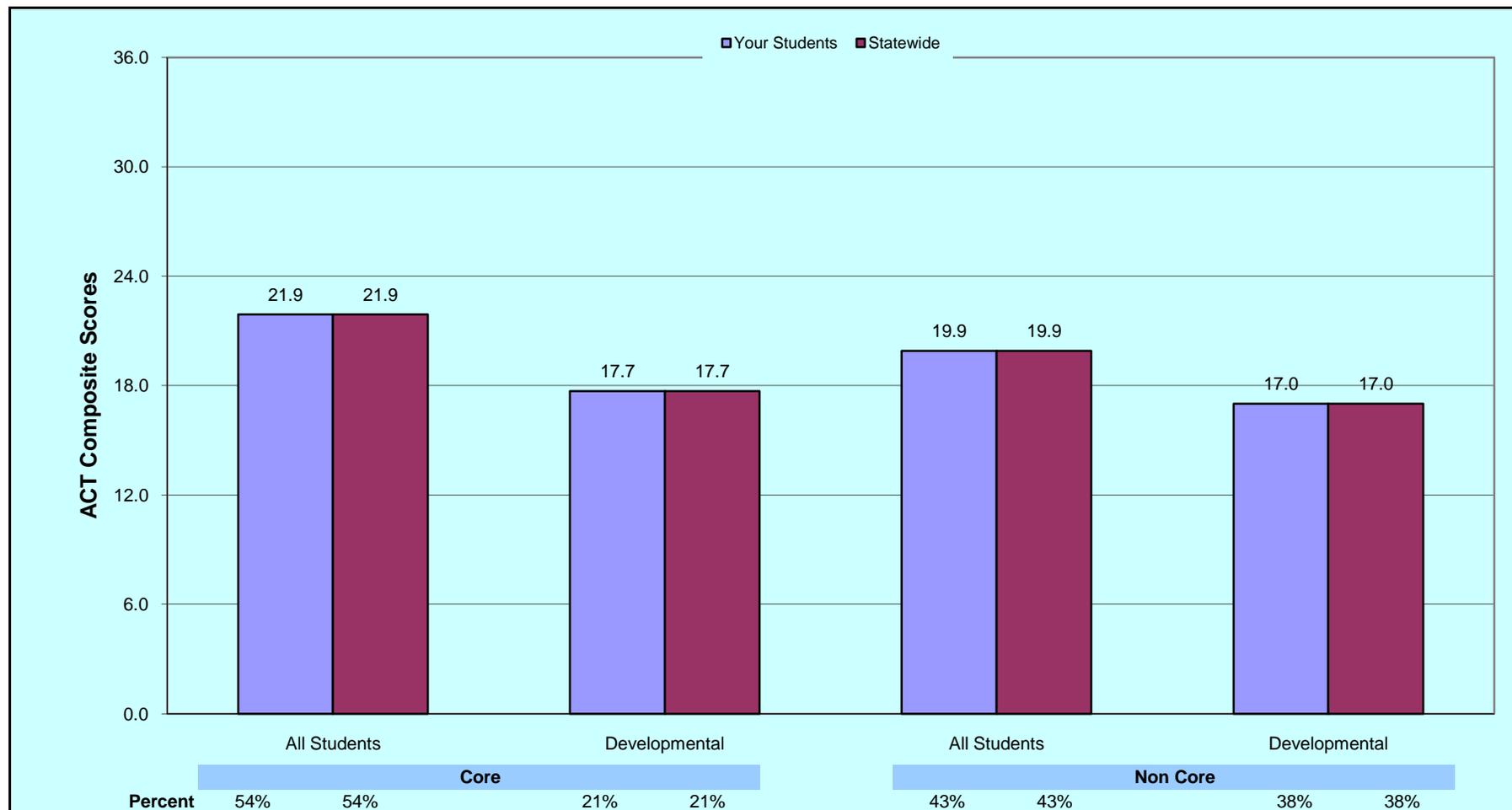
**What This Chart Tells You:**

Across all test subjects, students with higher scores in each of the ACT College Readiness Standards (CRS) ranges tend to earn higher first year college grades. ACT scores are directly associated with freshmen success in college. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**

1. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Develop experiences for students to improve their skills in grades 8 through 12.
2. Using ACT's College Readiness Standards, review the skills needed to move your students, especially those in the lower two score ranges, to a higher score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking



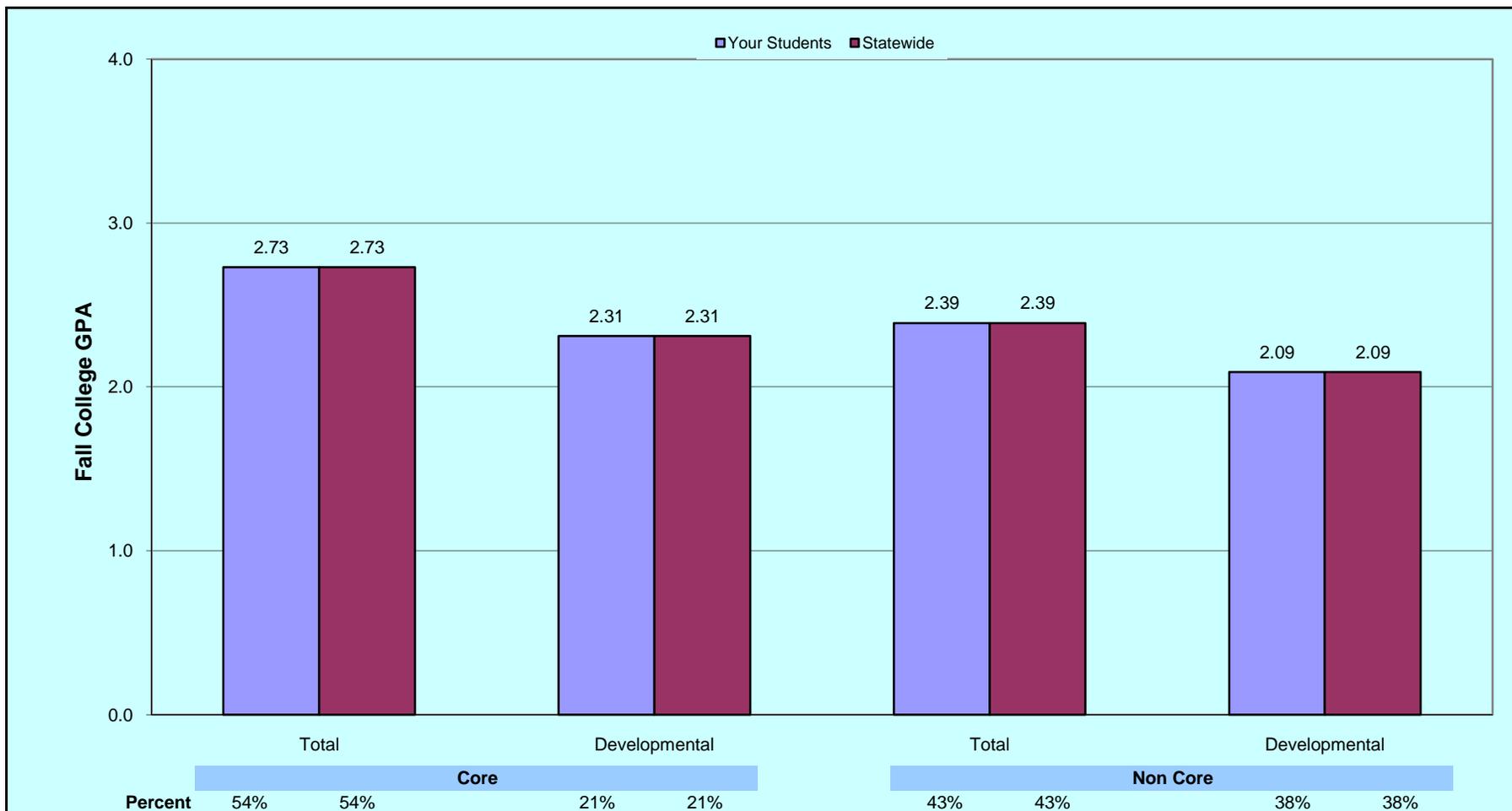
**What This Chart Tells You:**

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the core and non-core reference groups. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 7b: Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking



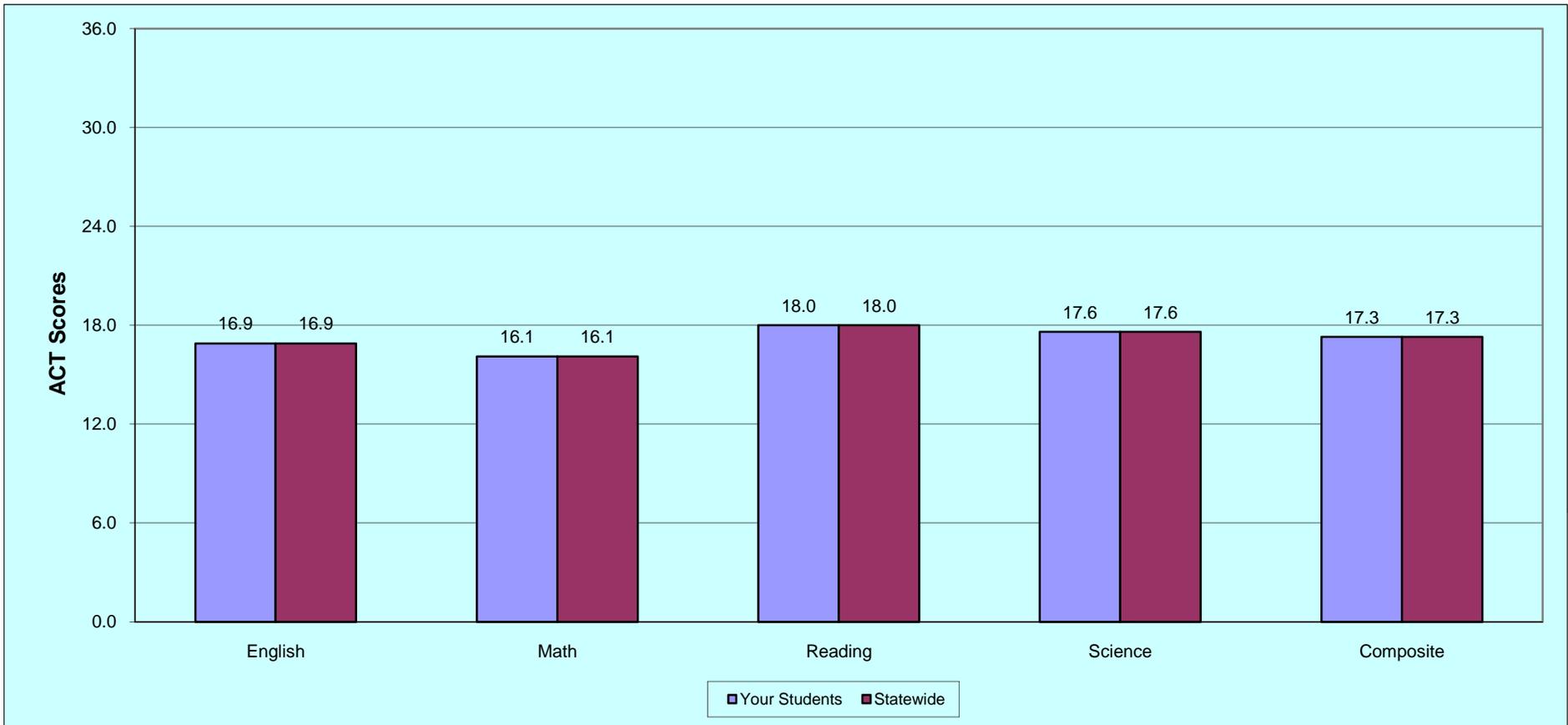
**What This Chart Tells You:**

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects



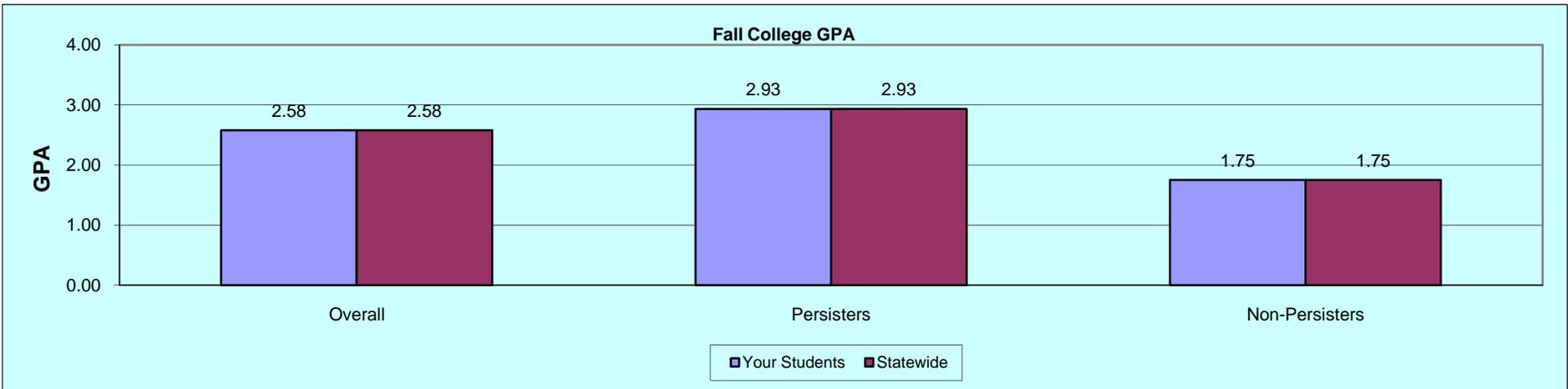
**What This Chart Tells You:**

Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 9: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester - Fall College GPA and First Year College GPA



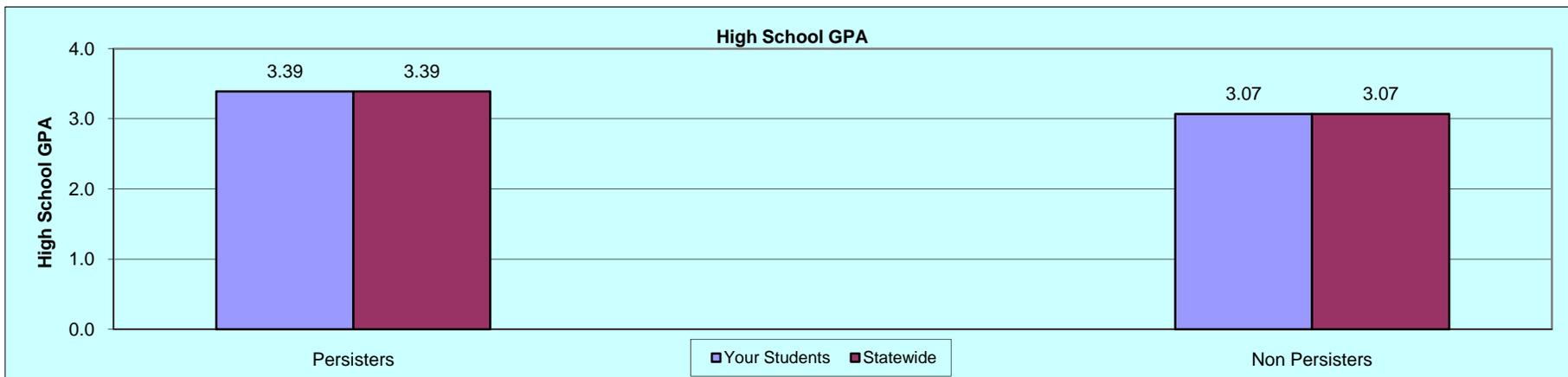
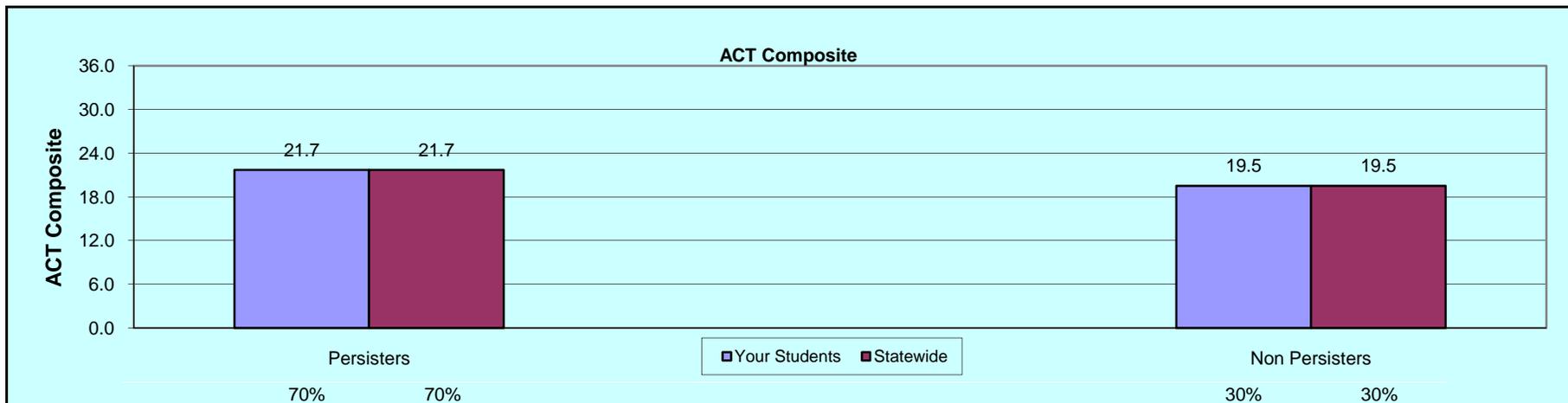
**What This Chart Tells You:**

This chart enables staff to compare your students to students statewide using first term GPA and first year GPA. Comparisons can be made for those who persisted into the spring semester with those who did not persist. Comparisons by campus are shown in Tables 1 and 8 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum. If scores and grades are not satisfactory, review your curriculum for rigor in the courses. Better academic readiness increases persistence.
2. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 10: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non-Persisters)  
 - ACT Composite Score and High School GPA



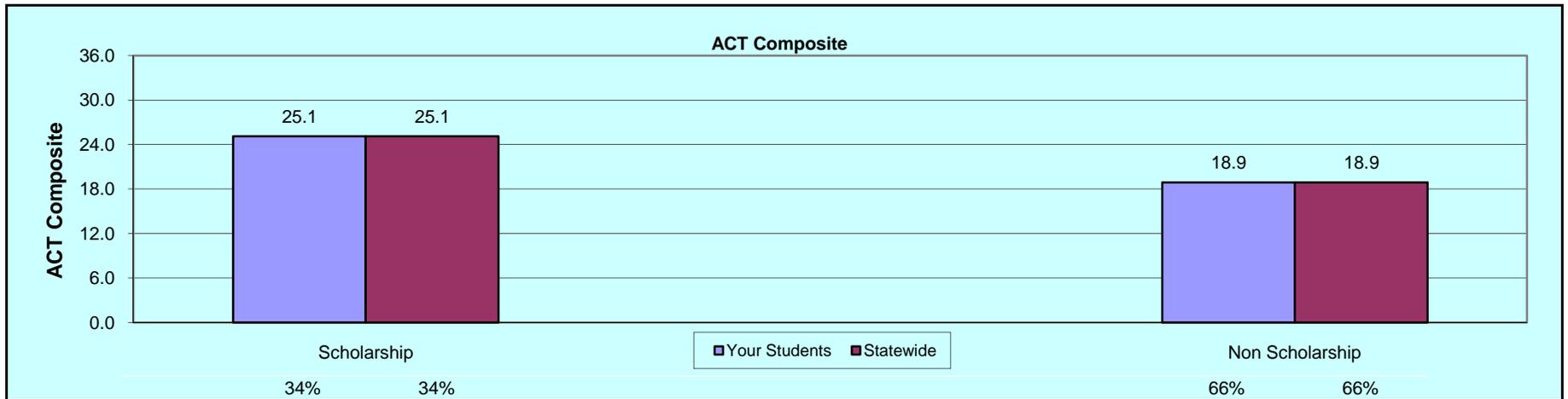
**What This Chart Tells You:**

Students who completed the freshman year of college and who returned for the spring semester tend to have higher ACT scores and higher high school grades than those who did not return. Comparisons by campus are shown in Table 8 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 11: Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA



**What This Chart Tells You:**

Students who received State Scholarships tend to have higher ACT scores and higher first year college GPAs than those who did not. Comparisons by campus are shown in Table 9 (Appendix).

**Your Next Steps:**

1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

# Appendix



**Detailed Summary Information by Campus**



**Selected References and Resources**

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Remarks: Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students similar to all freshman students? Did your students tend to earn less/more credit hours? How did your students compare with other freshmen on fall college GPA and first-year GPA?

Code	Name	Your Students					All Enrolled West Virginia Students				
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
4540	WEST VIRGINIA UNIVERSITY	1943	23.4	14.0	2.83	2.89	1943	23.4	14.0	2.83	2.89
4526	MARSHALL UNIVERSITY	947	22.1	12.8	2.73	2.73	947	22.1	12.8	2.73	2.73
4520	FAIRMONT STATE COLLEGE	533	20.5	11.7	2.53	2.48	533	20.5	11.7	2.53	2.48
4516	CONCORD COLLEGE	427	21.0	12.3	2.45	2.49	427	21.0	12.3	2.45	2.49
4534	WEST LIBERTY STATE COLLEGE	298	19.9	15.2	2.59	2.48	298	19.9	15.2	2.59	2.48
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	19.0	9.8	2.37	2.25	298	19.0	9.8	2.37	2.25
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	278	18.6	10.8	2.41	2.40	278	18.6	10.8	2.41	2.40
4529	POTOMAC STATE COLLEGE OF WVU	248	19.5	11.5	2.30	2.29	248	19.5	11.5	2.30	2.29
4532	SHEPHERD COLLEGE	245	21.6	12.6	2.50	2.43	245	21.6	12.6	2.50	2.43
5565	FAIRMONT STATE COMM & TECH COLLEGE	181	18.0	10.4	2.36	2.22	181	18.0	10.4	2.36	2.22
4522	GLENVILLE STATE COLLEGE	172	19.5	12.4	2.40	2.34	172	19.5	12.4	2.40	2.34
4538	WEST VIRGINIA STATE COLLEGE	169	18.8	10.2	2.19	2.11	169	18.8	10.2	2.19	2.11
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	148	18.3	9.7	2.35	2.35	148	18.3	9.7	2.35	2.35
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	148	20.8	12.3	2.31	2.23	148	20.8	12.3	2.31	2.23
4514	BLUEFIELD STATE COLLEGE	136	19.3	11.8	2.46	2.45	136	19.3	11.8	2.46	2.45
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	123	17.3	9.7	2.51	2.29	123	17.3	9.7	2.51	2.29
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	18.1	10.0	2.42	2.23	107	18.1	10.0	2.42	2.23
6628	WEST VIRGINIA ST COMM AND TECH COLL	106	18.2	8.4	1.96	1.82	106	18.2	8.4	1.96	1.82
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TEC	89	18.1	11.7	2.19	2.15	89	18.1	11.7	2.19	2.15
4523	BLUE RIDGE COMM AND TECH COLL	51	17.6	8.6	2.17	2.42	51	17.6	8.6	2.17	2.42
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	16.1	9.6	2.98	2.86	15	16.1	9.6	2.98	2.86
-----	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6662	21.0	12.4	2.58	2.56	6662	21.0	12.4	2.58	2.56

**Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework**

**Remarks:** On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first semester of college, and earn higher first-term grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

Code Name	Your Students						Your Students Taking Core					Your Students Not Taking Core				
	N	Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %
4540 WEST VIRGINIA UNIVERSITY	1943	23.4	66	14.0	2.83	0	1278	23.9	14.4	2.93	0	609	22.4	13.2	2.61	0
4526 MARSHALL UNIVERSITY	947	22.1	57	12.8	2.73	21	539	22.6	13.2	2.80	16	389	21.3	12.2	2.62	27
4520 FAIRMONT STATE COLLEGE	533	20.5	50	11.7	2.53	35	266	20.8	12.4	2.61	31	254	20.0	11.2	2.46	41
4516 CONCORD COLLEGE	427	21.0	53	12.3	2.45	37	226	21.7	13.1	2.66	27	194	20.3	11.4	2.19	48
4534 WEST LIBERTY STATE COLLEGE	298	19.9	47	15.2	2.59	31	141	20.7	16.0	2.88	25	149	19.1	14.5	2.30	34
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	19.0	46	9.8	2.37	61	136	19.5	10.4	2.46	59	156	18.6	9.3	2.29	63
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	278	18.6	51	10.8	2.41	64	143	18.9	11.4	2.43	57	130	18.3	10.3	2.39	72
4529 POTOMAC STATE COLLEGE OF WVU	248	19.5	51	11.5	2.30	48	127	20.3	12.1	2.44	39	114	18.5	11.0	2.19	59
4532 SHEPHERD COLLEGE	245	21.6	56	12.6	2.50	--	138	21.6	12.4	2.48	--	95	21.7	12.9	2.52	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	181	18.0	37	10.4	2.36	56	67	19.2	11.6	2.62	45	110	17.3	9.7	2.22	62
4522 GLENVILLE STATE COLLEGE	172	19.5	43	12.4	2.40	56	74	20.6	13.8	2.74	45	93	18.6	11.6	2.18	66
4538 WEST VIRGINIA STATE COLLEGE	169	18.8	44	10.2	2.19	57	74	19.6	10.5	2.27	49	89	18.1	9.9	2.12	67
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	148	18.3	54	9.7	2.35	52	80	19.0	10.8	2.55	43	67	17.4	8.5	2.10	64
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	148	20.8	59	12.3	2.31	30	87	21.3	12.8	2.37	22	56	19.9	11.7	2.23	43
4514 BLUEFIELD STATE COLLEGE	136	19.3	48	11.8	2.46	43	65	20.3	12.9	2.67	28	68	18.6	10.7	2.25	57
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	123	17.3	33	9.7	2.51	69	41	18.3	10.7	2.55	61	79	16.7	9.3	2.46	73
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	107	18.1	33	10.0	2.42	64	35	19.5	11.1	2.73	54	67	17.5	9.3	2.21	70
6628 WEST VIRGINIA ST COMM AND TECH COLL	106	18.2	38	8.4	1.96	65	40	18.6	10.4	2.41	68	58	18.1	7.1	1.65	62
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	89	18.1	39	11.7	2.19	52	35	19.3	12.3	2.22	43	49	17.2	11.4	2.22	59
4523 BLUE RIDGE COMM AND TECH COLL	51	17.6	39	8.6	2.17	53	20	18.5	9.7	2.33	50	31	17.0	8.0	2.08	55
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	16.1	40	9.6	2.98	93	6	16.0	10.7	3.44	100	9	16.2	8.9	2.68	89
----- All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	6662	21.0	54	12.4	2.58	28	3618	21.9	13.1	2.73	21	2866	19.9	11.5	2.39	38

**Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores**

**Remarks:** As shown in the table, students who obtained the benchmark scores tended to earn higher grades in college and enrolled in more credit hours. Students become ready for college by taking rigorous coursework--especially in mathematics and science. Students who earn an English score of 18 or higher have at least a 50% chance of earning a B or higher in freshmen English composition. Students who earn a mathematics score of 22 or higher have a 50% chance or higher of earning a B or higher in college algebra. Students who earn a reading score of 21 or higher have a 50% chance or higher of earning a B or higher in college level social studies. Students who earn a science score of 24 or higher have a 50% chance or higher of earning a B or higher in college biology. Suggestions for improving ACT scores and college readiness skills are contained in the references given in the Appendix (pg. 23).

Code Name	ACT Benchmark Scores																									
	English						Mathematics						Reading						Science							
	Less Than 18			18 or Higher			Less Than 22			22 or Higher			Less Than 21			21 or Higher			Less Than 24			24 or Higher				
N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS
4540 WEST VIRGINIA UNIVERSITY	179	2.09	11.7	1764	2.90	14.2	857	2.46	12.8	1086	3.12	15.0	505	2.44	12.8	1438	2.96	14.4	1137	2.62	13.3	806	3.13	14.9		
4526 MARSHALL UNIVERSITY	126	2.33	10.6	821	2.79	13.1	584	2.55	12.0	363	3.02	14.2	323	2.47	11.7	624	2.86	13.4	662	2.57	12.2	285	3.09	14.3		
4520 FAIRMONT STATE COLLEGE	136	2.19	10.5	397	2.65	12.2	386	2.37	11.1	147	2.95	13.5	252	2.37	11.0	281	2.68	12.4	432	2.46	11.5	101	2.82	12.9		
4516 CONCORD COLLEGE	94	1.91	10.6	333	2.60	12.8	297	2.15	11.3	130	3.12	14.6	175	2.06	11.0	252	2.71	13.2	326	2.25	11.6	101	3.07	14.5		
4534 WEST LIBERTY STATE COLLEGE	85	2.21	15.4	213	2.74	15.1	222	2.44	15.2	76	3.01	15.2	164	2.37	15.1	134	2.86	15.3	256	2.50	15.1	42	3.09	15.7		
4542 WEST VIRGINIA UNIVERSITY AT PAR	109	2.30	9.2	189	2.41	10.2	246	2.36	9.7	52	2.44	10.4	181	2.38	9.4	117	2.37	10.5	267	2.35	9.7	31	2.60	11.1		
4525 SOUTHERN WEST VIRGINIA C TECH	108	2.07	9.7	170	2.63	11.5	246	2.36	10.6	32	2.83	12.8	185	2.30	10.4	93	2.62	11.7	263	2.38	10.7	15	2.90	13.0		
4529 POTOMAC STATE COLLEGE OF WVU	91	1.84	9.7	157	2.57	12.5	190	2.10	10.7	58	2.97	13.9	137	1.92	10.4	111	2.77	12.9	216	2.25	11.3	32	2.66	12.6		
4532 SHEPHERD COLLEGE	29	2.37	12.6	216	2.52	12.6	158	2.38	12.2	87	2.74	13.3	86	2.46	12.6	159	2.53	12.7	177	2.43	12.5	68	2.71	13.1		
5565 FAIRMONT STATE COMM & TECH CO	93	1.96	8.5	88	2.78	12.4	166	2.32	10.1	15	2.74	13.4	127	2.20	9.8	54	2.73	11.8	167	2.31	10.2	14	2.90	12.7		
4522 GLENVILLE STATE COLLEGE	62	1.98	11.0	110	2.63	13.2	138	2.30	12.1	34	2.77	14.0	101	2.14	11.7	71	2.76	13.5	153	2.32	12.2	19	2.98	14.3		
4538 WEST VIRGINIA STATE COLLEGE	67	1.81	9.3	102	2.44	10.8	146	2.14	10.0	23	2.49	11.7	103	2.13	10.4	66	2.29	9.9	156	2.18	10.3	13	2.38	9.7		
5580 NEW RIVER COMMUNITY AND TECH	56	2.26	9.1	92	2.40	10.2	136	2.34	9.5	12	2.50	12.7	103	2.26	9.3	45	2.55	10.7	136	2.33	9.5	12	2.60	12.8		
4536 WEST VIRGINIA UNIV INST OF TECH	44	1.91	11.0	104	2.47	12.9	96	2.15	11.8	52	2.59	13.2	67	1.96	11.4	81	2.60	13.1	110	2.21	12.1	38	2.58	12.9		
4514 BLUEFIELD STATE COLLEGE	44	2.23	10.1	92	2.55	12.5	100	2.32	11.0	36	2.83	13.8	77	2.30	10.7	59	2.64	13.1	121	2.46	11.6	15	2.48	12.9		
4513 MARSHALL COMMUNITY AND TECHN	77	2.48	9.3	46	2.55	10.5	116	2.45	9.4	7	3.30	15.3	94	2.56	9.4	29	2.37	11.0	114	2.46	9.5	9	3.06	12.3		
4535 WEST VIRGINIA NORTHERN COMMU	50	2.29	9.3	57	2.53	10.6	97	2.34	9.8	10	3.23	11.3	77	2.30	9.8	30	2.72	10.3	101	2.43	10.0	6	2.33	9.7		
6628 WEST VIRGINIA ST COMM AND TECH	51	1.85	7.8	55	2.06	8.9	99	1.98	8.3	7	1.76	10.1	70	1.89	8.2	36	2.10	8.7	98	1.96	8.2	8	2.02	11.0		
5561 COMMUNITY AND TECHNICAL COLLE	51	2.06	10.8	38	2.36	12.9	81	2.14	11.4	8	2.74	15.1	62	2.07	10.7	27	2.48	14.0	80	2.14	11.3	9	2.65	15.2		
4523 BLUE RIDGE COMM AND TECH COLL	32	2.10	8.2	19	2.30	9.3	48	2.18	8.5	3	--	--	38	2.28	9.2	13	1.88	7.0	47	2.22	8.6	4	--	--		
4521 EASTERN WEST VIRGINIA COMMUNI	9	2.99	10.3	6	2.97	8.5	15	2.98	9.6	0	--	--	12	2.78	9.3	3	--	--	15	2.98	9.6	0	--	--		
----- All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--		
9999 All Institutions	1593	2.11	10.3	5069	2.72	13.1	4424	2.36	11.4	2238	3.01	14.4	2939	2.30	11.2	3723	2.79	13.4	5034	2.44	11.8	1628	3.01	14.3		

**Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students**

**Remarks:** Students who elect to take more rigorous coursework in mathematics tend to earn higher ACT mathematics scores, higher ACT composite scores, and higher first-term college grades. ACT recommends that all high school students complete 3 or more years of mathematics beyond pre-algebra in high school. Many colleges and universities now want students to have completed 4 years of mathematics while in high school. Many academic majors in the Associate of Science programs in community colleges also demand a strong background in high school mathematics. Encourage all students to take 4 years of mathematics in high school.

Code Name		First-Term College Fall GPA by Mathematics Course Sequence Patterns											
		Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Other Comb of 4 or More Years of Maths		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	30	2.36	143	2.07	279	2.71	351	2.89	700	3.02	196	3.09
4526	MARSHALL UNIVERSITY	23	2.33	108	2.39	230	2.70	144	2.75	202	2.93	79	3.03
4520	FAIRMONT STATE COLLEGE	18	1.96	101	2.00	125	2.64	85	2.89	88	2.72	28	3.02
4516	CONCORD COLLEGE	17	1.16	43	1.81	122	2.35	54	2.82	91	2.66	45	2.99
4534	WEST LIBERTY STATE COLLEGE	15	2.34	51	2.20	55	2.67	45	2.77	61	2.81	12	3.24
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	19	1.82	89	2.20	66	2.63	34	2.46	37	2.47	4	--
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	15	2.19	57	2.16	81	2.32	33	2.59	48	2.75	16	2.27
4529	POTOMAC STATE COLLEGE OF WVU	19	1.73	39	1.82	52	2.58	42	2.61	31	2.71	21	2.33
4532	SHEPHERD COLLEGE	6	3.04	45	2.11	48	2.64	47	2.76	45	2.39	12	2.84
5565	FAIRMONT STATE COMM & TECH COLLEGE	24	1.90	51	1.96	36	2.67	17	3.03	15	2.58	2	--
4522	GLENVILLE STATE COLLEGE	13	1.33	29	2.00	51	2.78	18	2.89	26	2.60	8	2.17
4538	WEST VIRGINIA STATE COLLEGE	16	1.90	48	2.06	22	2.30	17	2.21	25	2.67	3	--
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	11	1.70	41	2.31	35	2.48	8	2.84	18	2.24	9	2.95
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	5	2.48	11	1.86	28	2.29	24	2.03	51	2.58	9	2.44
4514	BLUEFIELD STATE COLLEGE	10	1.94	30	2.29	29	2.37	11	3.00	23	2.80	9	2.22
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	16	2.33	37	2.34	20	2.93	6	3.15	9	2.34	3	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	15	2.25	29	2.24	14	2.39	10	3.21	10	2.72	3	--
6628	WEST VIRGINIA ST COMM AND TECH COLL	13	0.69	39	2.05	12	2.25	6	1.94	12	2.32	1	--
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	12	1.18	30	2.16	16	2.53	9	2.70	5	2.87	3	--
4523	BLUE RIDGE COMM AND TECH COLL	11	1.94	15	1.99	12	2.44	1	--	2	--	2	--
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	1	--	7	2.95	3	--	2	--	1	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	309	1.92	1043	2.13	1336	2.60	964	2.79	1500	2.86	465	2.92

Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take a more rigorous pattern of science courses earn higher grades during the first-term (fall) of college. ACT recommends that students take at least 3 years of science in high school. The ACT Science benchmark score of 24 is associated with a 50% chance or higher of earning a B or higher in college Biology. See "On Course for Success," referenced in the Appendix (pg. 23), for the science skills needed to be successful in college.

Code Name	First-Term College Fall GPA by Science Course Sequence Patterns							
	Less Than 3 yrs.		General Science, Biology, Chemistry		General Science, Biology, Chemistry, Physics		Biology, Chemistry, Physics	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540 WEST VIRGINIA UNIVERSITY	550	2.61	597	2.84	543	2.98	33	2.93
4526 MARSHALL UNIVERSITY	329	2.63	309	2.81	200	2.79	6	1.83
4520 FAIRMONT STATE COLLEGE	240	2.47	163	2.59	81	2.64	6	2.97
4516 CONCORD COLLEGE	180	2.17	135	2.57	73	2.81	3	--
4534 WEST LIBERTY STATE COLLEGE	142	2.32	89	2.95	35	2.76	4	--
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	138	2.34	79	2.44	39	2.40	3	--
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	120	2.37	83	2.48	44	2.49	2	--
4529 POTOMAC STATE COLLEGE OF WVU	99	2.17	75	2.41	45	2.55	6	1.94
4532 SHEPHERD COLLEGE	91	2.51	80	2.55	41	2.45	3	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	102	2.17	52	2.67	15	3.19	0	--
4522 GLENVILLE STATE COLLEGE	82	2.21	45	2.67	28	2.61	2	--
4538 WEST VIRGINIA STATE COLLEGE	86	2.09	37	2.09	28	2.55	2	--
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	56	2.11	64	2.42	19	2.84	1	--
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	50	2.24	34	2.16	39	2.42	3	--
4514 BLUEFIELD STATE COLLEGE	62	2.30	40	2.50	13	2.93	3	--
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	60	2.46	25	2.57	12	2.48	0	--
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	58	2.24	28	2.48	12	2.79	0	--
6628 WEST VIRGINIA ST COMM AND TECH COLL	51	1.73	18	2.11	13	2.36	1	--
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	46	2.20	22	2.07	11	2.47	0	--
4523 BLUE RIDGE COMM AND TECH COLL	30	2.11	13	2.22	5	2.24	0	--
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	7	2.62	6	3.24	2	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--
9999 All Institutions	2579	2.39	1994	2.66	1298	2.80	78	2.59

Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges

**Remarks:** The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

Code	Name	College Freshmen Fall GPA by ACT CRS Score Ranges											
		1-15		16-19		20-23		24-27		28-32		33-36	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	20	1.94	324	2.20	673	2.70	620	3.06	286	3.34	20	3.72
4526	MARSHALL UNIVERSITY	16	2.26	250	2.42	347	2.60	247	3.01	85	3.36	2	--
4520	FAIRMONT STATE COLLEGE	28	2.13	204	2.32	186	2.57	99	2.91	16	3.19	0	--
4516	CONCORD COLLEGE	28	1.64	140	2.04	148	2.40	87	3.05	23	3.83	1	--
4534	WEST LIBERTY STATE COLLEGE	27	2.13	123	2.31	98	2.79	44	3.03	6	3.87	0	--
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	37	2.15	137	2.35	101	2.40	21	2.77	2	--	0	--
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	42	2.09	139	2.29	77	2.65	19	2.94	1	--	0	--
4529	POTOMAC STATE COLLEGE OF WVU	41	1.58	86	2.00	86	2.66	30	3.06	5	2.72	0	--
4532	SHEPHERD COLLEGE	4	--	69	2.24	107	2.50	54	2.64	10	3.45	1	--
5565	FAIRMONT STATE COMM & TECH COLLEGE	54	1.90	69	2.28	45	2.71	11	3.38	2	--	0	--
4522	GLENVILLE STATE COLLEGE	17	1.51	79	2.22	55	2.72	20	2.97	1	--	0	--
4538	WEST VIRGINIA STATE COLLEGE	33	1.78	65	2.14	58	2.36	9	2.54	4	--	0	--
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	29	2.08	65	2.24	49	2.72	4	--	1	--	0	--
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	17	1.88	41	1.98	50	2.42	31	2.58	9	3.04	0	--
4514	BLUEFIELD STATE COLLEGE	18	1.78	55	2.36	48	2.63	14	2.84	1	--	0	--
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	37	2.39	58	2.41	22	2.80	6	2.88	0	--	0	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	25	2.31	44	2.13	29	2.84	7	3.03	2	--	0	--
6628	WEST VIRGINIA ST COMM AND TECH COLL	23	1.72	49	2.06	25	1.82	9	2.45	0	--	0	--
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	19	1.96	46	2.10	17	2.43	6	2.66	1	--	0	--
4523	BLUE RIDGE COMM AND TECH COLL	18	1.98	21	2.04	7	2.56	4	--	1	--	0	--
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	7	3.02	5	2.46	3	--	0	--	0	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	540	1.98	2069	2.24	2231	2.61	1342	2.99	456	3.33	24	3.68

**Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework**

**Remarks:** Colleges have different standards for assigning incoming freshmen to developmental coursework. Generally, lower ACT scores are associated with students assigned to developmental courses. ACT recommends all students take rigorous courses in high school to reduce the risk of being assigned to developmental courses in college. The data in this table enable staff to determine how many ACT-tested graduates were assigned to one or more developmental courses at each postsecondary institution. The content of courses taken in high school courses should be designed to help build readiness skills to take college level courses. The "College Readiness Standards" (referenced in the Appendix) provides suggestions for improving college readiness skills.

Code Name	N	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
4540 WEST VIRGINIA UNIVERSITY	2	--	--	--	--	--
4526 MARSHALL UNIVERSITY	197	18.4	16.5	19.3	18.6	18.4
4520 FAIRMONT STATE COLLEGE	185	17.8	16.1	18.9	18.5	17.9
4516 CONCORD COLLEGE	156	18.0	16.1	19.4	18.1	18.1
4534 WEST LIBERTY STATE COLLEGE	91	16.1	16.3	17.0	17.4	16.9
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	181	17.2	16.9	18.3	17.7	17.7
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	178	17.3	15.9	18.0	17.2	17.2
4529 POTOMAC STATE COLLEGE OF WVU	120	16.3	16.2	17.7	17.3	17.0
4532 SHEPHERD COLLEGE	0	--	--	--	--	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	101	14.7	15.5	16.0	16.1	15.7
4522 GLENVILLE STATE COLLEGE	96	16.9	16.2	18.4	17.7	17.5
4538 WEST VIRGINIA STATE COLLEGE	97	16.6	16.0	18.0	17.5	17.2
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	77	17.2	15.7	17.9	17.2	17.1
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	44	17.5	16.0	18.3	18.0	17.5
4514 BLUEFIELD STATE COLLEGE	59	16.9	15.8	17.7	17.0	16.9
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	85	14.6	15.6	16.2	16.4	15.8
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	69	16.1	15.5	16.9	16.7	16.5
6628 WEST VIRGINIA ST COMM AND TECH COLL	69	16.4	16.2	17.1	17.4	16.9
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TECH	46	15.5	15.6	16.9	16.7	16.3
4523 BLUE RIDGE COMM AND TECH COLL	27	15.2	15.9	16.6	16.6	16.2
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	14	16.0	15.6	15.1	16.9	16.1
----- All Other Colleges	0	--	--	--	--	--
9999 All Institutions	1894	16.9	16.1	18.0	17.6	17.3

**Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester**

**Remarks:** Nationally about 25% of first-term college students do not return to the same college in year 2. Persisters tend to have higher ACT scores, higher high school grades, and higher first-year college grades. To increase a student's chances of staying in college, all students need to take rigorous coursework in high school. Such academic preparation leads to higher test scores, better grades, and better college-readiness skills. Suggestions for the proper courses to take in high school and the recommended content covered in those courses are referenced in "College Readiness Standards" in the Appendix.

Code	Name	N	Persisters				Non-Persisters					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
4540	WEST VIRGINIA UNIVERSITY	1943	1636	35	3.57	3.04	23.8	307	19	3.28	1.67	21.7
4526	MARSHALL UNIVERSITY	947	694	24	3.49	3.00	22.6	253	12	3.17	1.90	20.7
4520	FAIRMONT STATE COLLEGE	533	343	13	3.31	2.93	20.8	190	11	3.11	1.81	19.9
4516	CONCORD COLLEGE	427	280	20	3.44	2.81	21.6	147	7	3.17	1.75	19.9
4534	WEST LIBERTY STATE COLLEGE	298	220	13	3.35	2.96	20.3	78	4	3.05	1.54	18.6
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	169	5	3.13	2.97	19.1	129	5	3.01	1.58	18.9
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	278	178	3	3.26	2.71	18.9	100	1	3.13	1.87	17.9
4529	POTOMAC STATE COLLEGE OF WVU	248	152	9	3.18	2.71	20.1	96	5	2.93	1.64	18.4
4532	SHEPHERD COLLEGE	245	173	19	3.31	2.82	21.7	72	11	3.09	1.75	21.5
5565	FAIRMONT STATE COMM & TECH COLLEGE	181	96	4	3.00	2.94	18.4	85	4	2.82	1.69	17.5
4522	GLENVILLE STATE COLLEGE	172	114	8	3.09	2.83	20.0	58	5	2.87	1.52	18.5
4538	WEST VIRGINIA STATE COLLEGE	169	107	3	3.02	2.58	19.0	62	2	2.80	1.50	18.5
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	148	74	3	3.13	2.53	18.2	74	3	3.01	2.17	18.4
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	148	82	24	3.35	2.76	21.8	66	12	3.07	1.75	19.5
4514	BLUEFIELD STATE COLLEGE	136	90	7	3.37	2.90	19.9	46	11	3.10	1.56	18.3
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	123	51	0	2.72	2.60	16.7	72	3	2.94	2.45	17.6
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	58	0	3.00	2.80	18.2	49	2	2.88	1.97	18.0
6628	WEST VIRGINIA ST COMM AND TECH COLL	106	45	4	2.93	2.62	18.5	61	2	2.72	1.49	18.0
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	89	55	4	3.12	2.64	18.2	34	6	2.95	1.46	17.9
4523	BLUE RIDGE COMM AND TECH COLL	51	31	3	2.95	2.91	18.2	20	5	2.75	1.08	16.8
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	10	0	3.06	3.16	16.8	5	0	3.09	2.62	14.8
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6662	4658	21	3.39	2.93	21.7	2004	9	3.07	1.75	19.5

**Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship**

**Remarks:** The state provides scholarships to students based on specific criteria. This table summarizes selected statistics on those graduates who did/did not receive state scholarship funds. The comparisons are made on the number who completed the recommended core coursework in high school, high school GPA, Fall College GPA, and average ACT Composite score.

Code	Name	N	Scholarship				No Scholarship					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	N	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	
4540	WEST VIRGINIA UNIVERSITY	1943	1145	52	3.73	3.21	25.6	798	5	3.21	2.29	20.3
4526	MARSHALL UNIVERSITY	947	401	45	3.70	3.20	25.1	546	3	3.18	2.37	19.8
4520	FAIRMONT STATE COLLEGE	533	137	41	3.65	3.15	24.3	396	3	3.10	2.32	19.1
4516	CONCORD COLLEGE	427	157	39	3.71	3.15	24.8	270	2	3.14	2.04	18.9
4534	WEST LIBERTY STATE COLLEGE	298	70	36	3.70	3.22	24.2	228	3	3.13	2.39	18.5
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	35	26	3.65	2.90	23.5	263	2	3.00	2.30	18.4
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	278	30	17	3.71	3.19	23.2	248	0	3.15	2.32	18.0
4529	POTOMAC STATE COLLEGE OF WVU	248	58	29	3.52	3.19	24.1	190	1	2.95	2.03	18.1
4532	SHEPHERD COLLEGE	245	71	37	3.59	3.10	24.6	174	9	3.11	2.26	20.4
5565	FAIRMONT STATE COMM & TECH COLLEGE	181	20	25	3.64	3.32	23.4	161	1	2.83	2.24	17.3
4522	GLENVILLE STATE COLLEGE	172	31	35	3.60	3.15	23.9	141	1	2.87	2.23	18.5
4538	WEST VIRGINIA STATE COLLEGE	169	14	14	3.60	2.77	24.6	155	1	2.89	2.14	18.3
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	148	8	25	3.75	2.78	23.6	140	1	3.03	2.32	18.0
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	148	45	47	3.47	2.87	24.8	103	7	3.12	2.06	19.0
4514	BLUEFIELD STATE COLLEGE	136	25	32	3.64	3.35	23.9	111	3	3.20	2.25	18.3
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	123	3	--	--	--	--	120	1	2.82	2.47	17.1
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	107	6	0	3.65	3.69	25.2	101	1	2.91	2.34	17.7
6628	WEST VIRGINIA ST COMM AND TECH COLL	106	4	--	--	--	--	102	2	2.80	1.95	18.0
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	89	7	57	3.57	2.82	25.1	82	0	3.00	2.14	17.5
4523	BLUE RIDGE COMM AND TECH COLL	51	1	--	--	--	--	50	4	2.86	2.19	17.5
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	0	--	--	--	--	15	0	3.07	2.98	16.1
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6662	2268	45	3.70	3.18	25.1	4394	3	3.08	2.26	18.9

## Suggested References for Developing College Readiness Skills

- A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College**  
<http://www.act.org/path/policy/reports/success.html>
  
- B. Preparing All High School Students for College and Work: What High-Performing High Schools Are Teaching**  
<http://www.act.org/news/releases/2005/2-23-05.html>
  
- C. Crisis at the Core: Preparing All Students for College and Work**  
<http://www.act.org/path/policy/reports/crisis.html>
  
- D. The following website provides information about ACT's College Readiness Standards and how they can be used to link assessment to instruction for ACT's EPAS programs.**  
<http://www.act.org/standard>



# West Virginia Higher Education Policy Commission

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**Report to the Legislative Oversight Commission  
on Education Accountability**

**January 10, 2011**

**Review and Analysis of the Class of 2010  
High School Senior Opinions Survey**





West Virginia Higher Education Policy Commission  
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## MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: January 10, 2011

RE: Review and Analysis of the Class of 2010 High School Senior Opinions Survey

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In spring 2010, a sample of West Virginia's high school seniors was asked to respond to a series of questions about their high school experiences and their plans after graduation. The questions were intended to provide teachers, principals, counselors, faculty, administrators, and policy makers across the state with the most current snapshot of the students' perspectives, experiences, and plans as they transitioned to life beyond high school. The report focuses on four key areas: academic preparation in high school, post-high school plans, financing postsecondary education, and factors affecting where a student attends postsecondary education. Below we present data touchstones (or benchmarks) aimed to help inform efforts to increase the numbers of high school graduates with postsecondary credentials across the state.

### Academic Preparation in High School

- About 8 out of 10 students said they had taken high school courses that prepared them for college.
- Roughly 9 out of 10 students took a sequence of math courses that prepared them for college.
- Only about half of high school seniors reported meeting the academic requirements established to receive the PROMISE Scholarship.
- About half of students who said they intended to major in a STEM field in college said they would have liked more STEM courses in high school. This is compared to 27 percent of all aspiring college goers.

### Post-High School Plans

- Close to 8 out of 10 seniors reported plans to attend college while about 7 out of 10 said they would enroll in the fall immediately following high school.

- Estimates from the West Virginia Higher Education Policy Commission indicate that about 6 out of 10 seniors in the Class of 2009 enrolled in college in the fall following high school graduation. This suggests that a number of students plan on attending college but do not.
- About 9 out of 10 high income students aspire to a college degree compared to 8 out of 10 of their lower income peers.
- About 6 out of 10 high income students aspire to a graduate degree compared to 3 out of 10 lower income students.

#### Financing a College Education

- About 8 out of 10 high school seniors who aspired to college reported completing the Free Application for Federal Student Aid, a necessary step for receiving most forms of financial aid.
- Around 7 out of 10 low income students said their choice of college was influenced by affordability concerns compared to 5 out of 10 high income students.
- Just over 7 out of 10 students said they would rely on family to help pay for college.
- Nearly 8 out of 10 aspiring college students said they would work to help pay for school. Most (about 6 out of 10) said they would work 20 hours or less.

#### College Choice

- About 5 out of 10 college-goers said they planned to attend an in-state, baccalaureate-granting institution.
- By comparison, 6 out of 10 students who said they would major in a STEM field said they planned to attend an in-state, baccalaureate-granting institution.
- Across income groups and first-generation status, about 9 out of 10 students said academic offering as well as affordability were factors in their choice of college.

We can conclude from the survey that although the majority of high school seniors took steps to prepare academically for college that aspirations and opportunity remain stratified along social and economic lines. However, some concerns—such as affordability and academic offerings—are common to all aspiring college goers. In future administrations of the survey it will be instructive to compare responses with the Class of 2010 and look particularly for differences by income and first-generation status. In addition, treatment effects from GEAR UP participation should become more apparent as more students have had the opportunity to participate in the program at an earlier age.



# West Virginia Higher Education Policy Commission

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## **Report to the Legislative Oversight Commission on Education Accountability**

**January 10, 2011**

**Capital Project Priorities**





West Virginia Higher Education Policy Commission  
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## MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Richard Donovan, Chief Financial Officer

DATE: January 10, 2011

RE: Capital Projects

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The Higher Education Policy Commission and the Council for Community and Technical College Education are charged by the West Virginia Code to “establish a formal process for identifying needs for capital investments and for determining priorities for these investments.” The Code also requires the Commission and Council to report to the Legislature and the Legislative Oversight Commission on Education Accountability in January on its priorities for capital investments.

At their respective meetings on December 3 and December 9, 2010, the Commission and Council approved a joint capital project request for one-time funding of \$10 million for high priority code compliance, energy savings and deferred maintenance projects. If this request is successful and funds appropriated, the funding split would be 80 percent for Commission institutions and 20 percent for Council institutions.

As in past years, the process used to develop the list of capital projects in this request began in August and is summarized as follows:

- Institutions submitted their capital requests to the Commission and Council Office in late August.
- These requests were submitted to the State Budget Office on September 3rd as part of the Commission’s and Council’s FY 2012 appropriation requests.
- Staff used the institutions’ capital appropriation requests to generate the list of prioritized capital projects in the following tables.

Table 1 identifies the proposed four-year institution Education & General (E&G) Health, Life

January 10, 2011

Page 2

Safety, ADA, Energy and Deferred Maintenance Projects recommended for funding which total approximately \$16 million. These projects would be funded on a 50/50 basis if the Legislature appropriates the \$10 million in one-time funding requested by the Commission (\$8 million) and Council (\$2 million).

The projects in Table 2 are the proposed two-year institution E&G Health, Life Safety, ADA, Energy and Deferred Maintenance Projects recommended for funding which total \$2 million. These projects would be funded on a 60/40 basis (60 percent from State funding and 40 percent from institution funding). The 60/40 split for the two-year institutions recognizes the fact that the community and technical colleges collect far less in capital fees than the four-year institutions and, as a result, cannot readily match State funding on a 50/50 basis.

Table 1

**HIGHER EDUCATION POLICY COMMISSION  
Fiscal Year 2012 Capital Project Priorities  
High Priority Capital Projects**

INST	Inst Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Available	Total Required	Institution Funds	State Match	Project Total	Running Total for State Match
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**E&G PROJECTS**

**Code Compliance (Life Safety & ADA)**

GSC	12	1	Elevator Upgrades/Replacements	350,000	-	350,000	175,000	175,000	350,000	175,000
MU	20	2	Jenkins Hall ADA Renovations	400,000	-	400,000	200,000	200,000	400,000	375,000
MU	23	3	Marshall Community College Building - ADA Elevator	250,000	-	250,000	125,000	125,000	250,000	500,000
WLU	9	4	Library Elevator	125,000	-	125,000	62,500	62,500	125,000	562,500
WVSU	19	5	Capitol Center Fire Curtain and Sprinkler System	500,000	-	500,000	250,000	250,000	500,000	812,500
WVU	4	6	Science Hall Elevator Replacement (PSC)	300,000	-	300,000	150,000	150,000	300,000	962,500
WVU	20	7	Admissions & Records Fire Alarm & Sprinkler System	450,000	-	450,000	225,000	225,000	450,000	1,187,500
WVU	37	8	Law Center Fire Alarm System Upgrade	500,000	-	500,000	250,000	250,000	500,000	1,437,500
WVU	25	9	Health Sciences North Freight & Library Elevator (HSC)	750,000	-	750,000	375,000	375,000	750,000	1,812,500
WVU	65	10	Knapp Hall Fire Alarm System Upgrade	500,000	-	500,000	250,000	250,000	500,000	2,062,500
Subtotal - Code Compliance Projects				\$ 4,125,000	\$ -	\$ 4,125,000	\$ 2,062,500	\$ 2,062,500	\$ 4,125,000	

**Deferred Maintenance Projects**

BSC	8	11	Dickason Hall Roof Replacement	450,000	-	450,000	225,000	225,000	450,000	2,287,500
FSU	1	12	Jaynes Hall Roof Renewal	300,000	-	300,000	150,000	150,000	300,000	2,437,500
BSC	11	13	Campus Window Replacement Phase I	800,000	-	800,000	400,000	400,000	800,000	2,837,500
CU	2	14	Admin - Science Bldg - E&G HVAC/Electrical/Plumbing - Phase I	1,000,000	-	1,000,000	500,000	500,000	1,000,000	3,337,500
WVSOM	4	15	Building B and C Rehabilitation - Roof Replacement and Electrical Upgrades	650,000	-	650,000	325,000	325,000	650,000	3,662,500
WLU	7	16	Library Window Replacement	250,000	-	250,000	125,000	125,000	250,000	3,787,500
FSU	4	17	Hunt Haught Hall Greenhouse Renovations	400,000	-	400,000	200,000	200,000	400,000	3,987,500
FSU	6	18	Hunt Haught Hall - Window Replacement Project	250,000	-	250,000	125,000	125,000	250,000	4,112,500
GSC	4	19	Roof Projects	550,000	-	550,000	275,000	275,000	550,000	4,387,500
GSC	10	20	Upgrade campus HVAC systems and install controls	750,000	375,000	375,000	187,500	187,500	375,000	4,575,000
MU	21	21	Jenkins Hall - Roof System	400,000	-	400,000	200,000	200,000	400,000	4,775,000
SU	2	22	HVAC Replacement Snyder Science Hall	900,000	-	900,000	450,000	450,000	900,000	5,225,000
FSU	7	23	Musick Library - Window Cover Repairs	150,000	-	150,000	75,000	75,000	150,000	5,300,000
WLU	1	24	Main Hall HVAC Chiller Replacement	500,000	-	500,000	250,000	250,000	500,000	5,550,000
WLU	10	25	Arnett Hall Roof	200,000	-	200,000	100,000	100,000	200,000	5,650,000
WVSU	1	26	Roof Replacement E&G Buildings	975,000	-	975,000	487,500	487,500	975,000	6,137,500
WVU	5	27	Academy Hall HVAC/Boiler Replacement (PSC)	300,000	-	300,000	150,000	150,000	300,000	6,287,500

Table 1

**HIGHER EDUCATION POLICY COMMISSION  
Fiscal Year 2012 Capital Project Priorities  
High Priority Capital Projects**

INST	Inst Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Available	Total Required	Institution Funds	State Match	Project Total	Running Total for State Match
WVU	6	28	Upgrade Campus Main Electrical Feed Above Ground (WVUIT)	270,000	-	270,000	135,000	135,000	270,000	6,422,500
WVU	7	29	B&E Roof Replacement	510,000	-	510,000	255,000	255,000	510,000	6,677,500
WVU	9	30	Percival Hall Roof Replacement	850,000	-	850,000	425,000	425,000	850,000	7,102,500
WVU	15	31	Upgrade Campus Main Electrical Feed Below Ground (WVUIT)	270,000	-	270,000	135,000	135,000	270,000	7,237,500
WVU	17	32	Orndorff Hall HVAC Controls (WVUIT)	300,000	-	300,000	150,000	150,000	300,000	7,387,500
WVU	19	33	Orndorff HVAC Air Flow Analysis/Balancing (WVUIT)	250,000	-	250,000	125,000	125,000	250,000	7,512,500
WVU	21	34	Life Sciences Steam Line Vaults	200,000	-	200,000	100,000	100,000	200,000	7,612,500
WVU	62	35	Evansdale Cooling Tower Relocation and Replacement Project	800,000	-	800,000	412,500	387,500	800,000	8,000,000
Subtotal - Deferred Maintenance Projects				\$ 12,275,000	\$ 375,000	\$ 11,900,000	\$ 5,962,500	\$ 5,937,500	\$ 11,900,000	
<b>Grand Total</b>				<b>\$ 16,400,000</b>	<b>\$ 375,000</b>	<b>\$ 16,025,000</b>	<b>\$ 8,025,000</b>	<b>\$ 8,000,000</b>	<b>\$ 16,025,000</b>	

Institution	Institution Funds	State Match	Total
Bluefield State College	625,000	625,000	1,250,000
Concord University	500,000	500,000	1,000,000
Fairmont State University	550,000	550,000	1,100,000
Glenville State College	637,500	637,500	1,275,000
Marshall University	525,000	525,000	1,050,000
Shepherd University	450,000	450,000	900,000
West Liberty University	537,500	537,500	1,075,000
WV School of Osteopathic Medicine	325,000	325,000	650,000
West Virginia State University	737,500	737,500	1,475,000
West Virginia University	2,292,500	2,267,500	4,560,000
Potomac State College	300,000	300,000	600,000
WVU Institute of Technology	545,000	545,000	1,090,000
<b>Total</b>	<b>\$ 8,025,000</b>	<b>\$ 8,000,000</b>	<b>16,025,000</b>

Table 2

**COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION  
Fiscal Year 2012 Capital Project Priorities  
High Priority Capital Projects**

INST	CCTCE Priority	Project	Total Estimated Project Cost	Funds Available	Funds Needed	State Funding	Institution Match	Total	Running Total State Funding
WVNC	1	Elevator Box Replacement	200,000	0	200,000	120,000	80,000	200,000	120,000
WVUP	2	Safety Infrastructure	870,000	0	870,000	522,000	348,000	870,000	642,000
SWVCTC	3	Logan Campus Roof Replacement	750,000	361,666	388,334	233,000	155,334	388,334	875,000
SWVCTC	4	Wyoming Roof Replacement	250,000	0	250,000	150,000	100,000	250,000	1,025,000
NRCTC	5	Greenbrier Hall Flooring	225,000	0	225,000	135,000	90,000	225,000	1,160,000
PCTC	6	Robert C Byrd Aerospace Center HVAC	250,000	0	250,000	150,000	100,000	250,000	1,310,000
BCTC	7	Davis Hall Cooling Tower Upgrades	200,000	0	200,000	120,000	80,000	200,000	1,430,000
BCTC	8	Davis Hall Transformer Replacement	150,000	0	150,000	90,000	60,000	150,000	1,520,000
BCTC	9	Davis Hall / Westmoreland Bathroom ADA Accessibility	500,000	0	500,000	300,000	200,000	500,000	1,820,000
SWVCTC	10	Logan Campus HVAC Upgrade	300,000	0	300,000	180,000	120,000	300,000	2,000,000
<b>Total</b>			<b>\$ 3,695,000</b>	<b>\$ 361,666</b>	<b>\$ 3,333,334</b>	<b>\$ 2,000,000</b>	<b>\$ 1,333,334</b>	<b>\$ 3,333,334</b>	

Institution	State Funding	Institution Match	Total
Blue Ridge Community and Technical College	-	-	-
Bridgmont Community and Technical College	510,000	340,000	850,000
Eastern WV Community and Technical College	-	-	-
Kanawha Valley Community and Technical College	-	-	-
Mountwest Community and Technical College	-	-	-
New River Community and Technical College	135,000	90,000	225,000
Pierpont Community and Technical College	150,000	100,000	250,000
Southern WV Community and Technical College	563,000	375,334	938,334
WV Northern Community College	120,000	80,000	200,000
West Virginia University - Parkersburg	522,000	348,000	870,000
<b>Total</b>	<b>\$ 2,000,000</b>	<b>\$ 1,333,334</b>	<b>\$ 3,333,334</b>

