



High School-to-College Success Report

West Virginia

2006-2007 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 2006 who attended a participating postsecondary institution in West Virginia in fall 2006. 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. Seventy percent of the 30 fastest growing jobs require education beyond high school. 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 2006 who attended a participating postsecondary institution in West Virginia in fall 2006. 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)

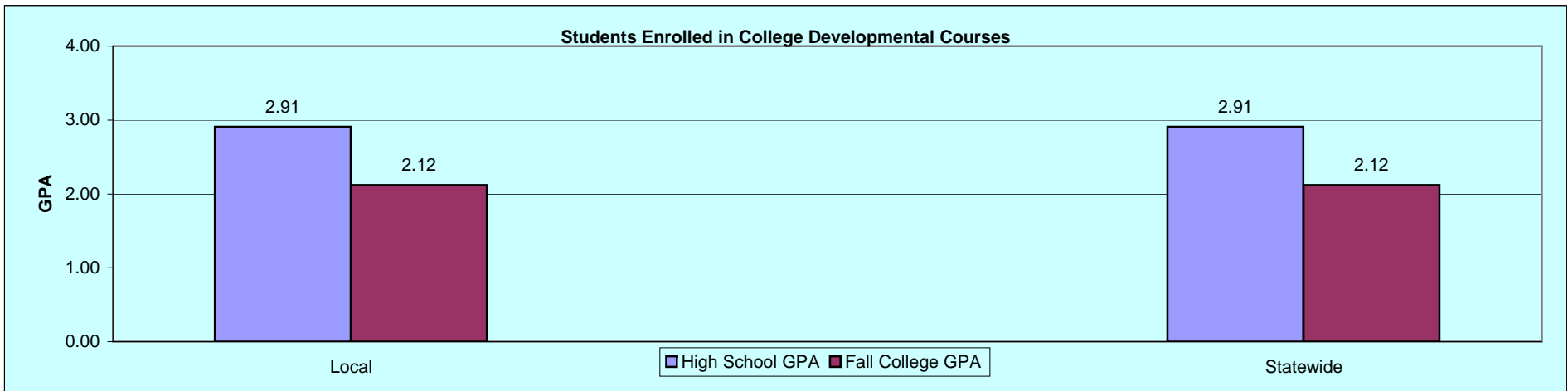
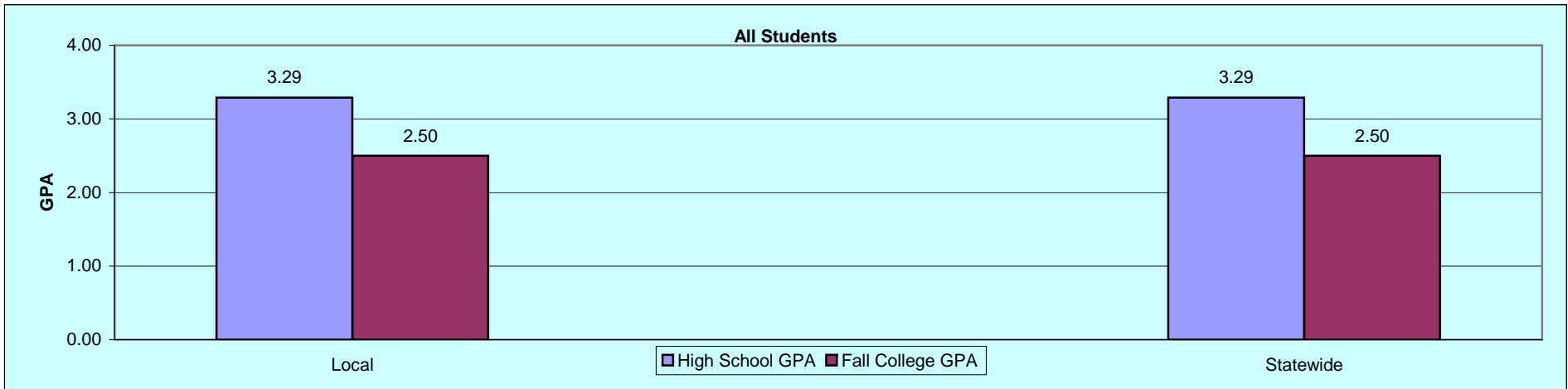
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Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



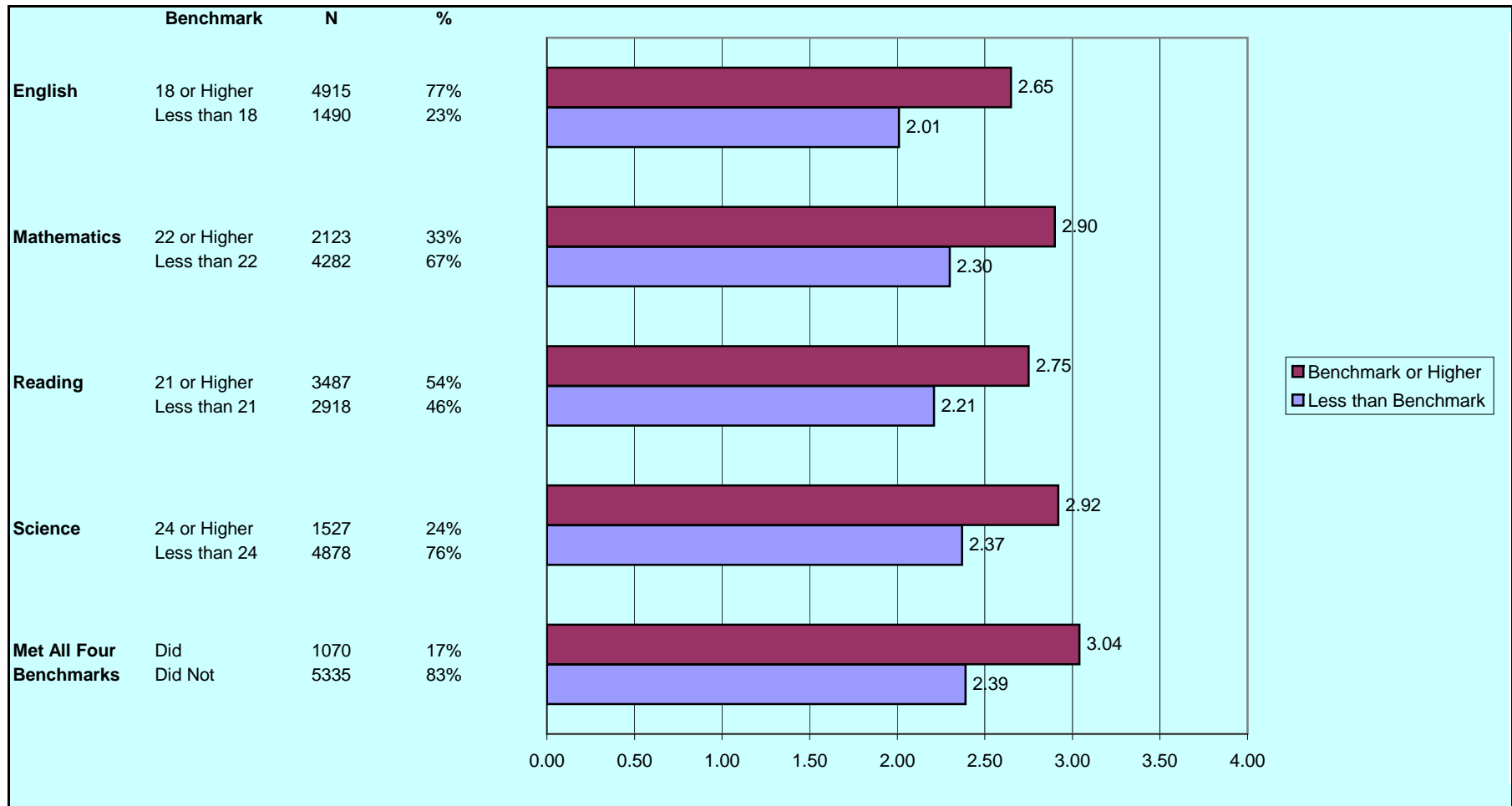
What This Chart Tells You:

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



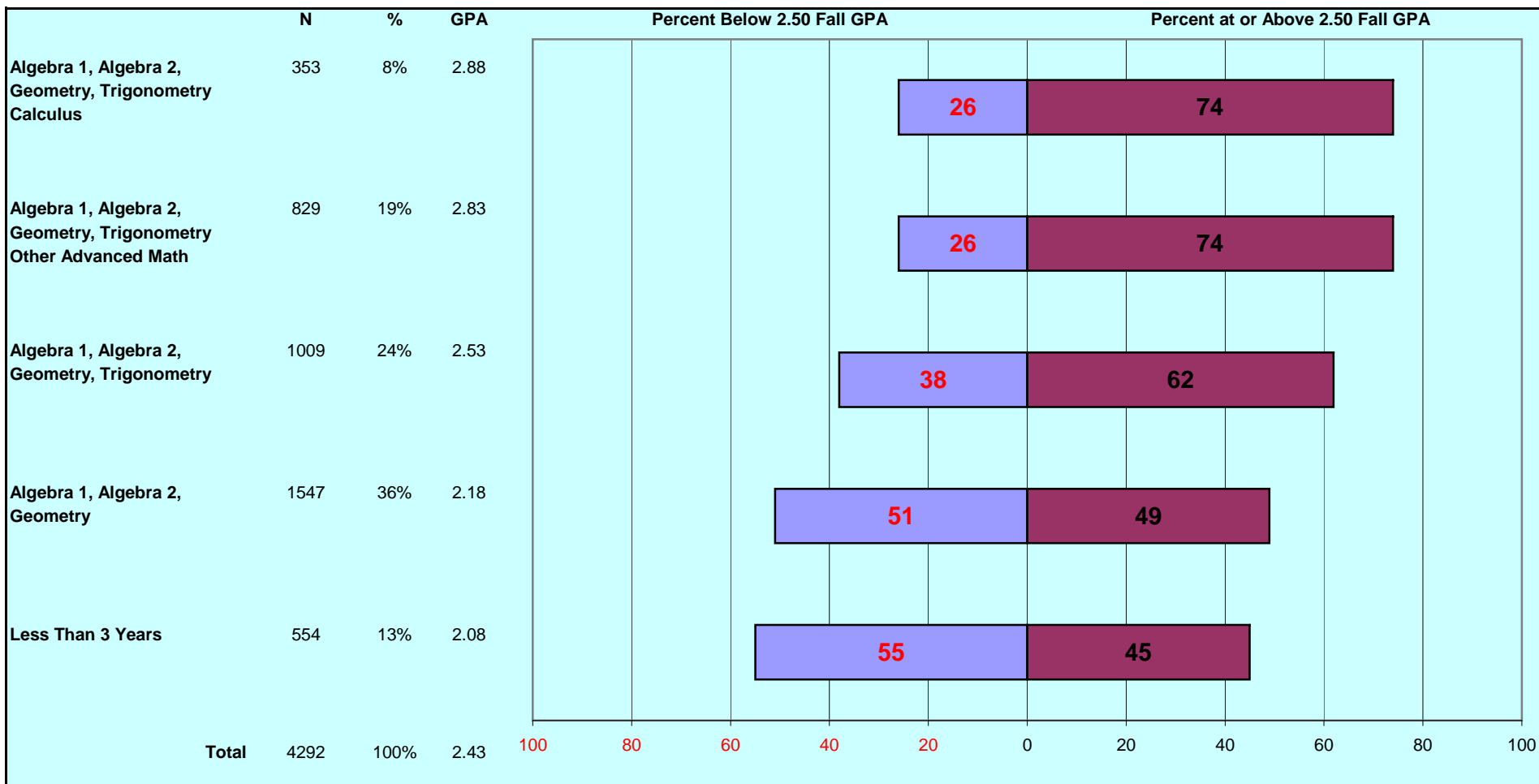
What This Chart Tells You:

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



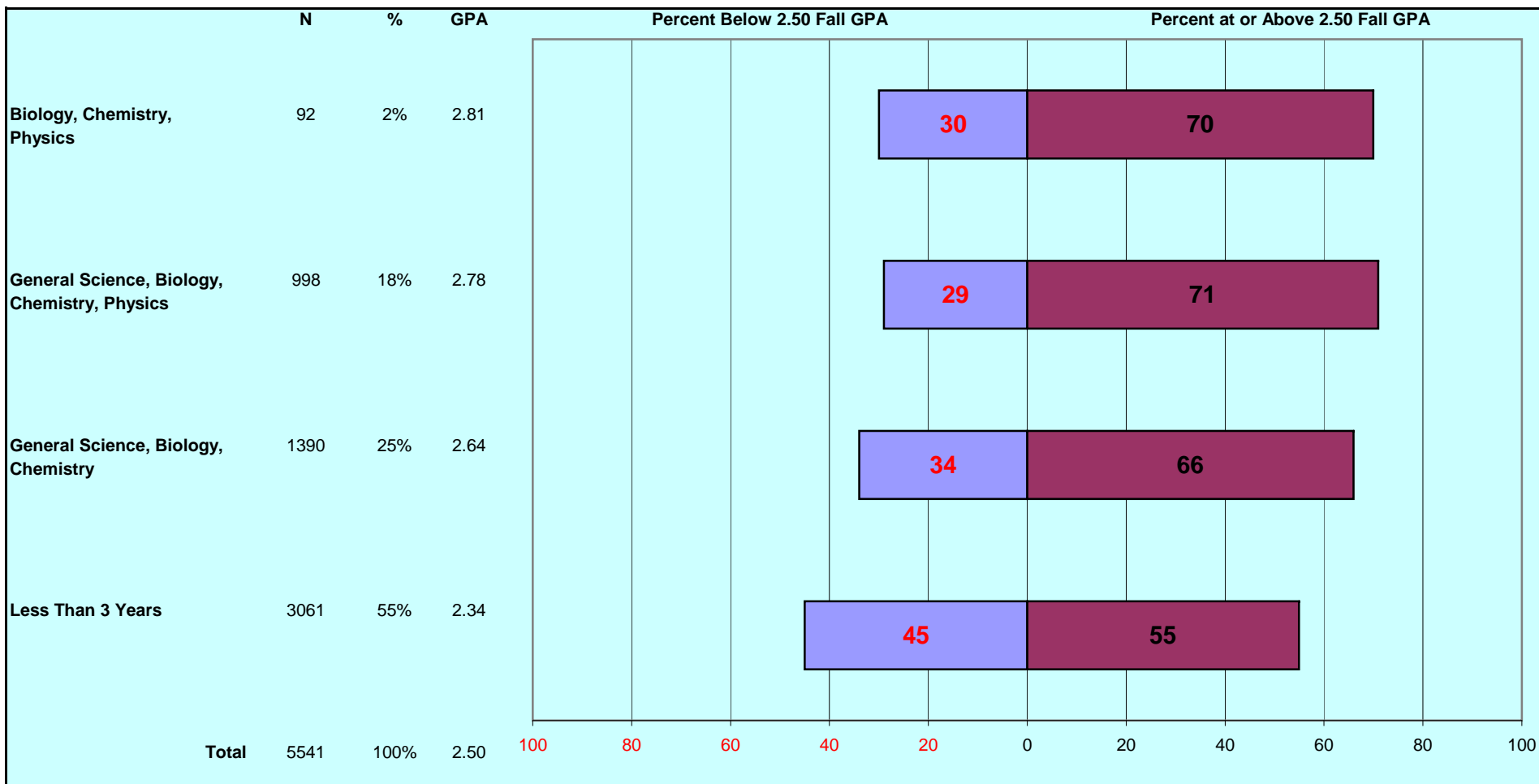
What This Chart Tells You:

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



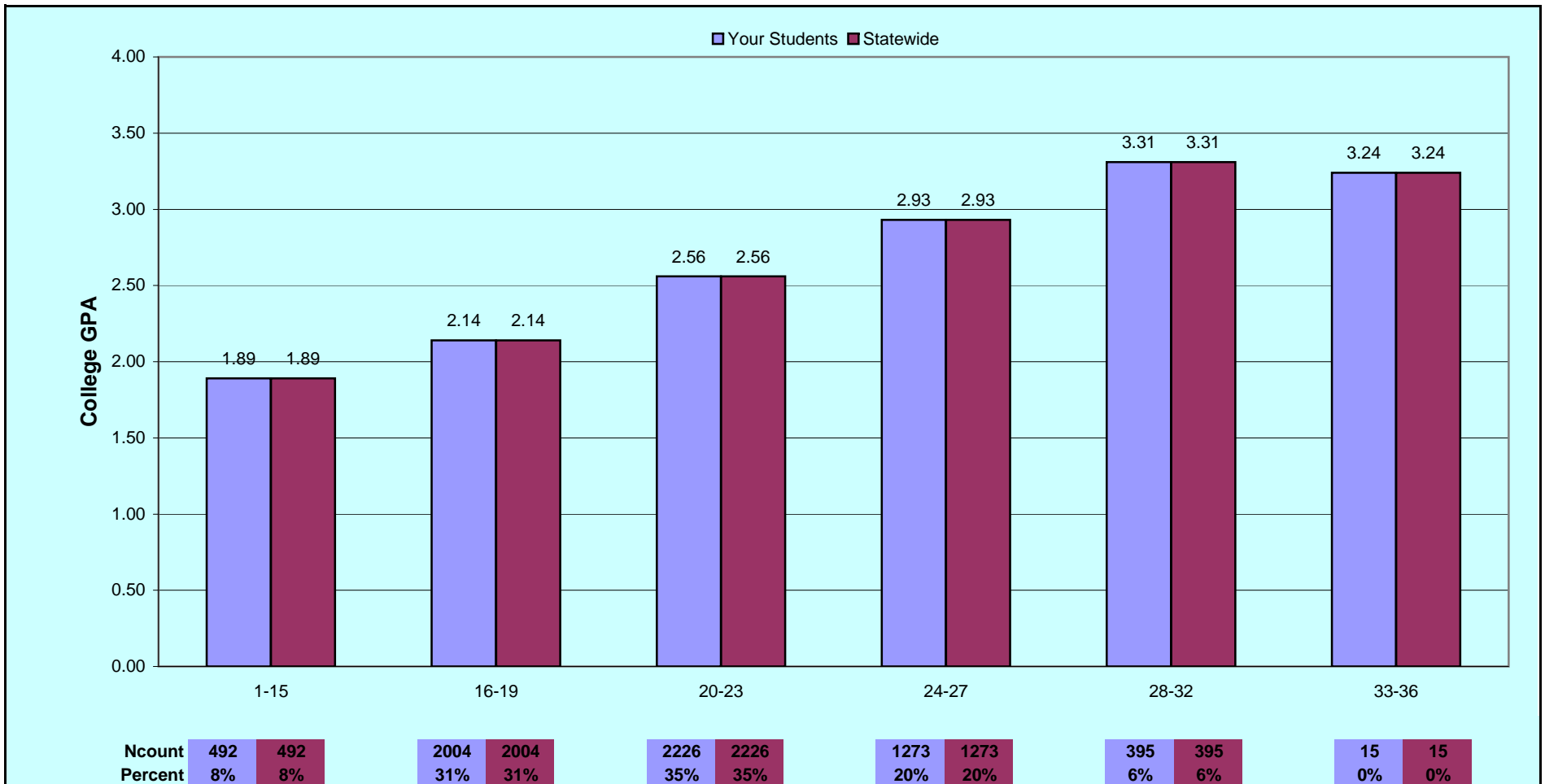
What This Chart Tells You:

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



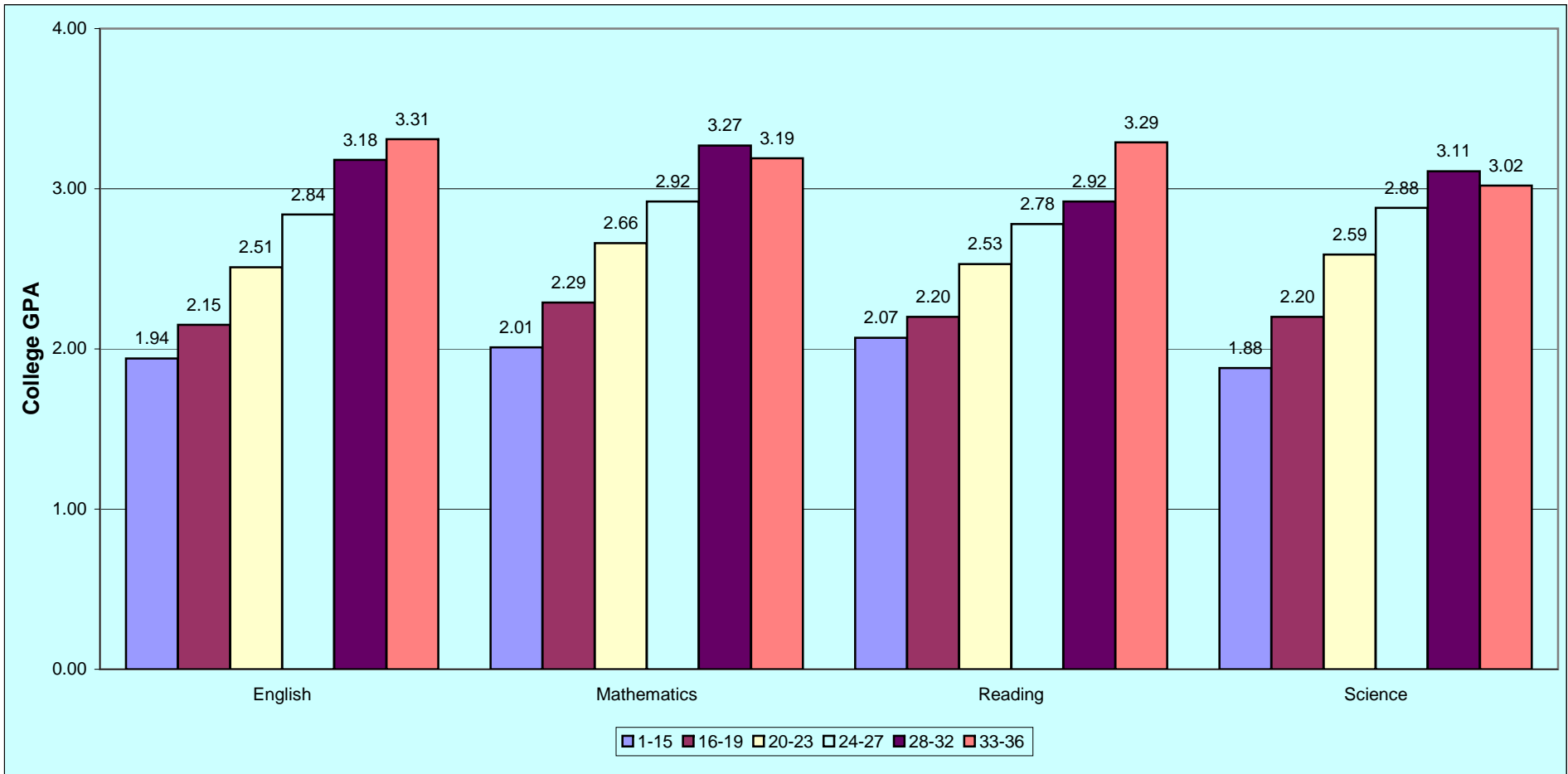
What This Chart Tells You:

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



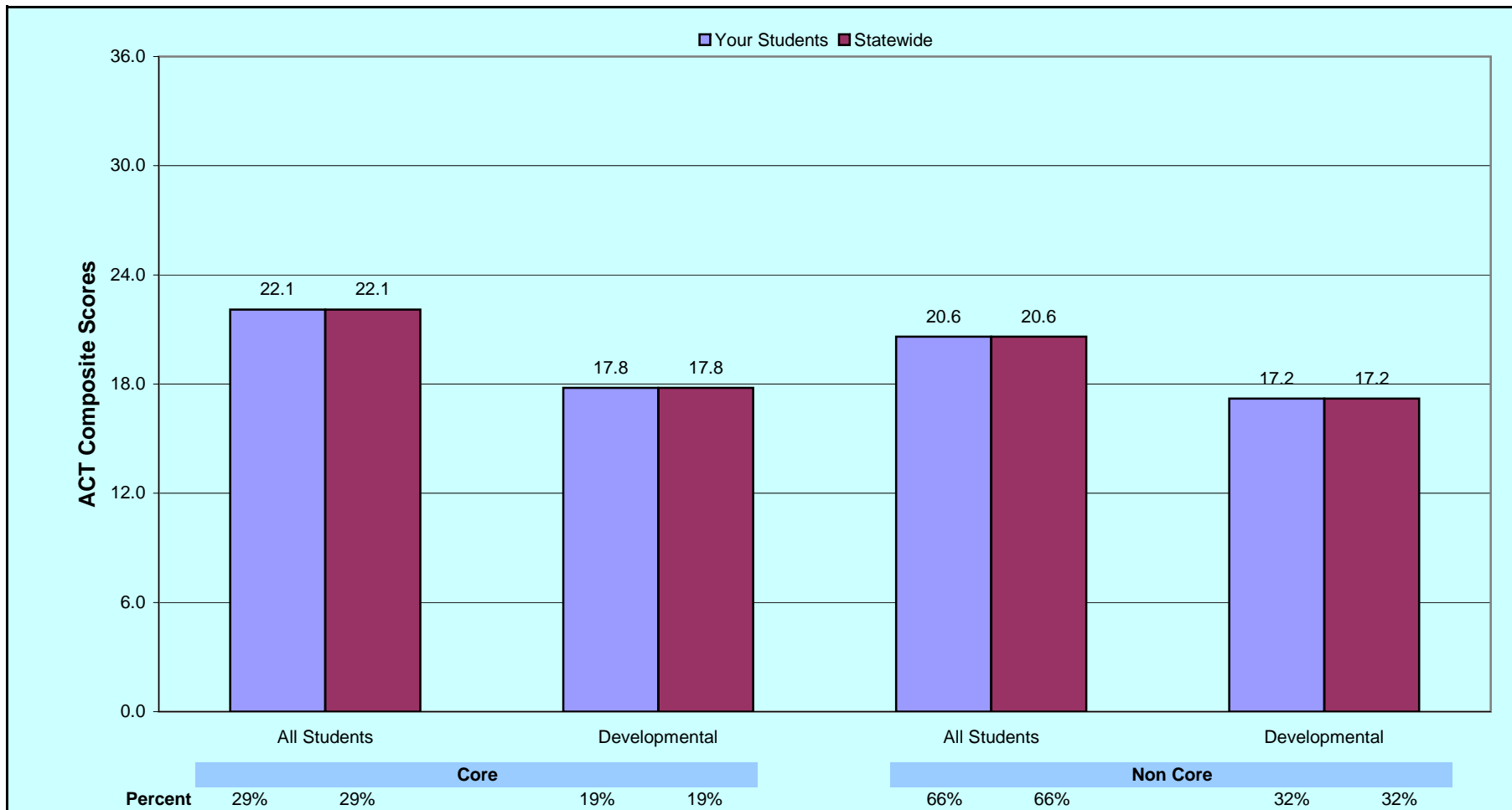
What This Chart Tells You:

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



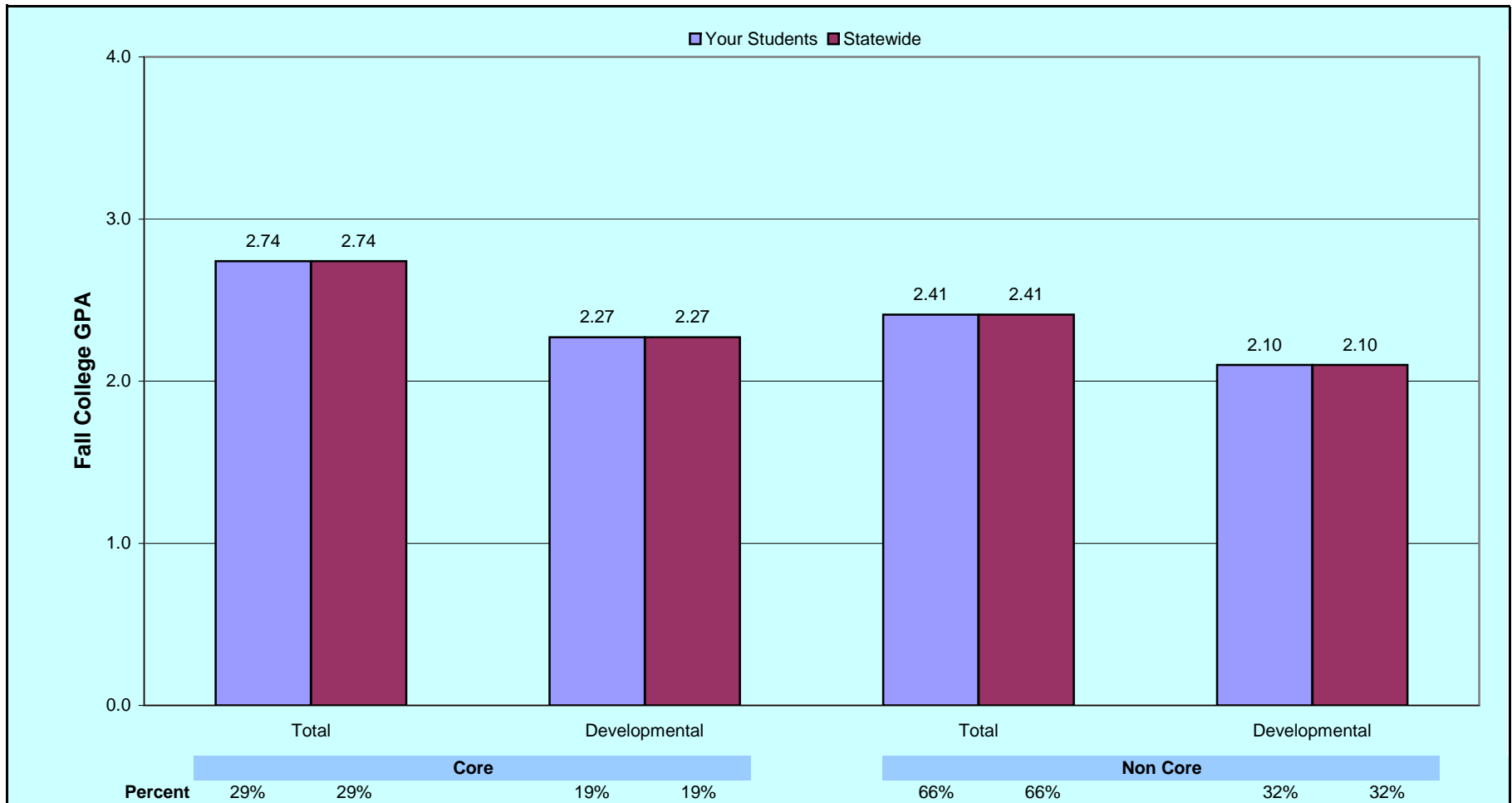
What This Chart Tells You:

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



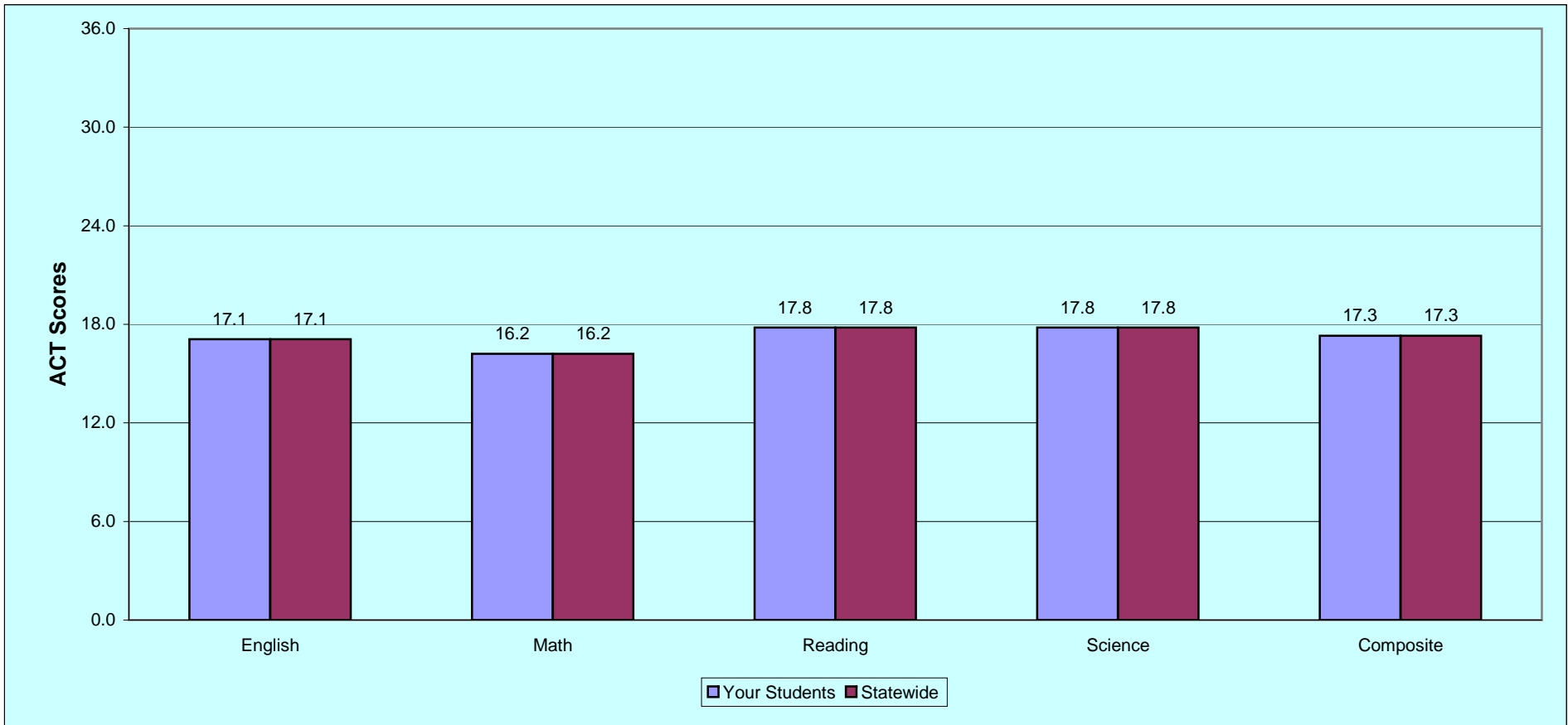
What This Chart Tells You:

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



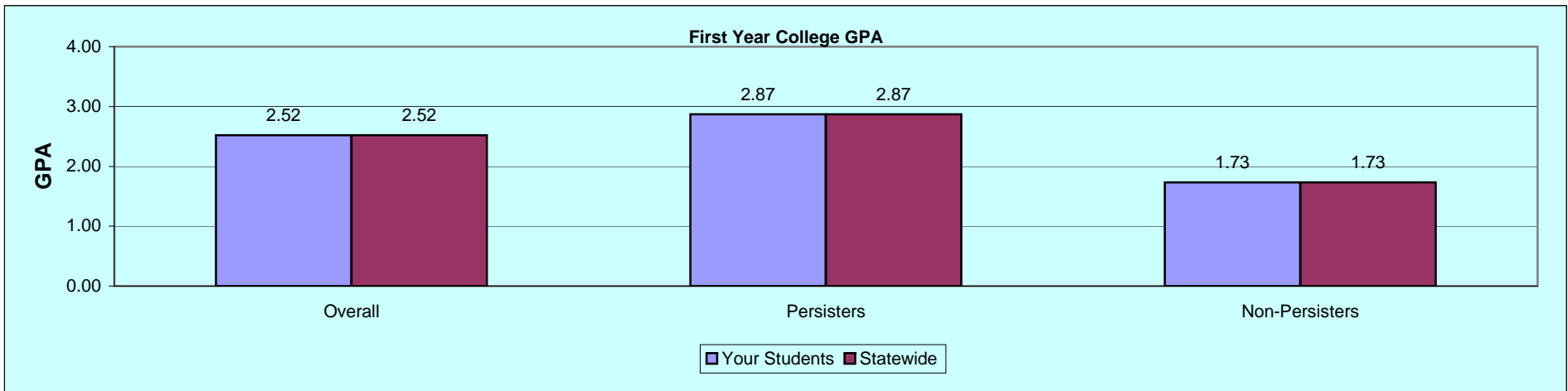
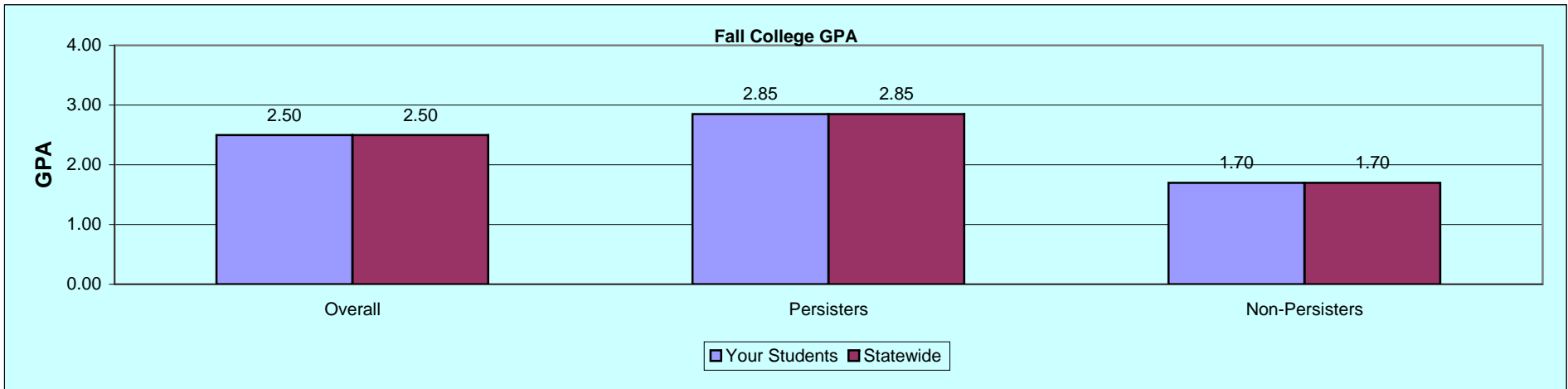
What This Chart Tells You:

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 in the Spring Semester - Fall College GPA and First Year College GPA



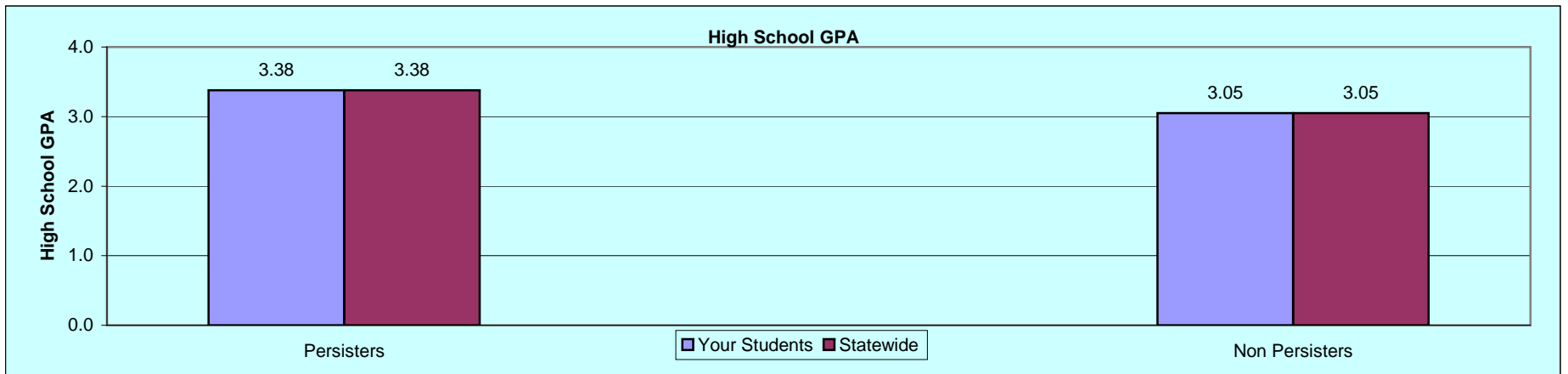
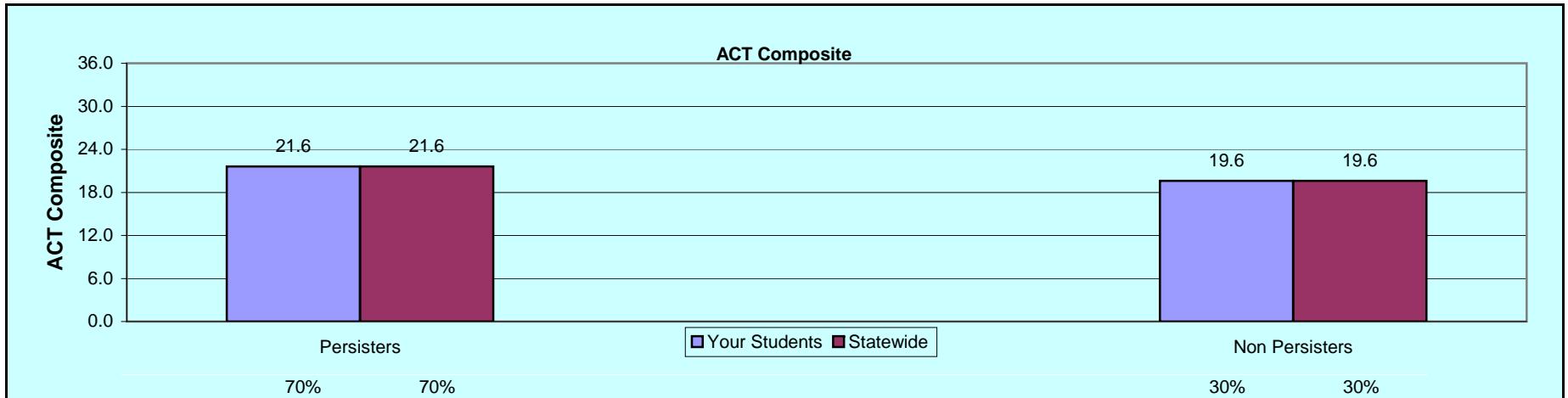
What This Chart Tells You:

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



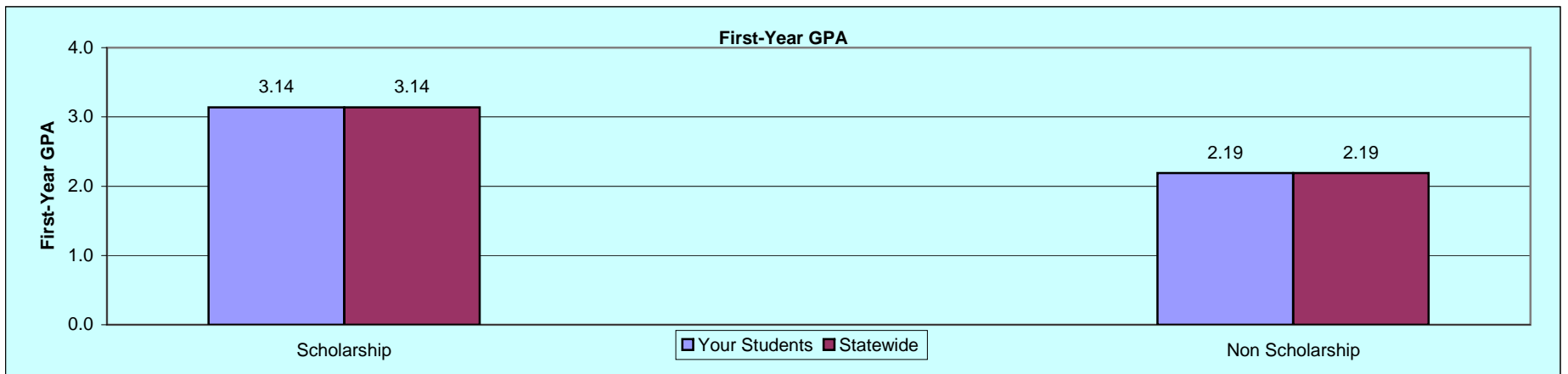
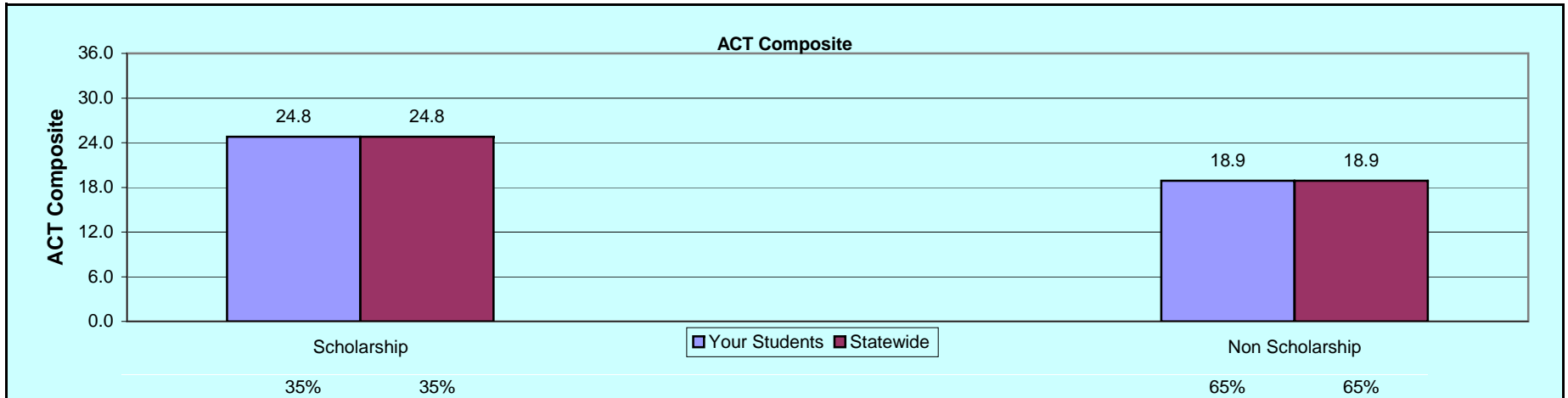
What This Chart Tells You:

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 student freshmen? 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	1900	23.1	13.6	2.72	2.82	1900	23.1	13.6	2.72	2.82
4526	MARSHALL UNIVERSITY	979	22.2	12.7	2.60	2.60	979	22.2	12.7	2.60	2.60
4520	FAIRMONT STATE COLLEGE	502	20.9	12.4	2.62	2.58	502	20.9	12.4	2.62	2.58
4516	CONCORD COLLEGE	356	21.0	12.2	2.38	2.44	356	21.0	12.2	2.38	2.44
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	19.6	10.1	2.36	2.34	298	19.6	10.1	2.36	2.34
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	252	18.3	11.4	2.59	2.59	252	18.3	11.4	2.59	2.59
4532	SHEPHERD COLLEGE	245	21.8	12.5	2.41	2.40	245	21.8	12.5	2.41	2.40
5565	FAIRMONT STATE COMM & TECH COLLEGE	241	17.3	10.6	2.18	2.07	241	17.3	10.6	2.18	2.07
4534	WEST LIBERTY STATE COLLEGE	230	19.8	13.3	2.32	2.51	230	19.8	13.3	2.32	2.51
4529	POTOMAC STATE COLLEGE OF WVU	215	19.6	11.1	2.19	2.21	215	19.6	11.1	2.19	2.21
4538	WEST VIRGINIA STATE COLLEGE	182	18.9	10.1	2.19	2.10	182	18.9	10.1	2.19	2.10
4522	GLENVILLE STATE COLLEGE	168	18.7	11.7	2.27	2.23	168	18.7	11.7	2.27	2.23
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	132	21.7	11.9	2.27	2.27	132	21.7	11.9	2.27	2.27
4514	BLUEFIELD STATE COLLEGE	126	18.6	11.5	2.13	2.16	126	18.6	11.5	2.13	2.16
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	116	18.0	10.3	2.56	2.57	116	18.0	10.3	2.56	2.57
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	113	16.4	10.2	2.21	2.02	113	16.4	10.2	2.21	2.02
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	105	18.5	11.2	2.54	2.62	105	18.5	11.2	2.54	2.62
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	17.5	9.3	1.98	1.78	94	17.5	9.3	1.98	1.78
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TEC	82	18.8	10.3	1.98	1.89	82	18.8	10.3	1.98	1.89
4523	BLUE RIDGE COMM AND TECH COLL	54	17.8	10.5	2.21	2.41	54	17.8	10.5	2.21	2.41
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	17.8	9.1	2.43	2.32	15	17.8	9.1	2.43	2.32
-----	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6405	21.0	12.3	2.50	2.52	6405	21.0	12.3	2.50	2.52

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	1900	23.1	36	13.6	2.72	0	691	23.7	14.3	2.88	0	1125	22.8	13.3	2.63	0
4526 MARSHALL UNIVERSITY	979	22.2	29	12.7	2.60	22	287	22.8	13.3	2.74	17	656	21.9	12.5	2.55	24
4520 FAIRMONT STATE COLLEGE	502	20.9	27	12.4	2.62	31	134	21.1	13.1	2.84	24	348	20.8	12.2	2.55	34
4516 CONCORD COLLEGE	356	21.0	33	12.2	2.38	44	116	22.5	13.2	2.70	34	225	20.3	11.7	2.23	49
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	19.6	20	10.1	2.36	49	59	20.8	11.0	2.67	39	220	19.2	9.7	2.25	52
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	252	18.3	26	11.4	2.59	62	66	18.9	12.1	2.77	47	172	18.2	11.1	2.49	67
4532 SHEPHERD COLLEGE	245	21.8	20	12.5	2.41	0	49	22.4	13.2	2.59	0	180	21.6	12.5	2.39	0
5565 FAIRMONT STATE COMM & TECH COLLEGE	241	17.3	19	10.6	2.18	61	45	18.3	12.9	2.66	49	182	17.1	10.2	2.07	64
4534 WEST LIBERTY STATE COLLEGE	230	19.8	27	13.3	2.32	11	62	20.8	14.0	2.57	3	152	19.5	13.1	2.22	14
4529 POTOMAC STATE COLLEGE OF WVU	215	19.6	36	11.1	2.19	48	77	20.3	12.1	2.39	38	131	19.1	10.6	2.08	54
4538 WEST VIRGINIA STATE COLLEGE	182	18.9	26	10.1	2.19	60	47	19.7	11.6	2.51	49	114	18.6	9.7	2.14	64
4522 GLENVILLE STATE COLLEGE	168	18.7	23	11.7	2.27	62	38	19.1	12.1	2.40	55	128	18.6	11.6	2.24	64
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	132	21.7	38	11.9	2.27	30	50	21.9	12.3	2.37	24	78	21.4	11.6	2.20	35
4514 BLUEFIELD STATE COLLEGE	126	18.6	22	11.5	2.13	55	28	19.5	12.4	2.48	36	95	18.3	11.2	2.02	61
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	116	18.0	13	10.3	2.56	59	15	21.1	12.9	3.04	33	92	17.6	10.0	2.51	62
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	113	16.4	14	10.2	2.21	84	16	17.2	12.8	2.71	75	86	16.4	10.1	2.22	85
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	105	18.5	20	11.2	2.54	55	21	20.1	13.1	3.35	24	82	18.1	10.8	2.36	63
6628 WEST VIRGINIA ST COMM AND TECH COLL	94	17.5	26	9.3	1.98	76	24	18.8	10.3	2.03	71	68	17.2	8.9	1.99	76
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	82	18.8	16	10.3	1.98	46	13	19.4	10.8	2.06	54	63	18.7	10.3	2.01	46
4523 BLUE RIDGE COMM AND TECH COLL	54	17.8	9	10.5	2.21	48	5	18.2	14.0	2.59	40	46	18.0	10.0	2.18	46
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	17.8	27	9.1	2.43	67	4	--	--	--	--	11	17.4	8.8	2.51	64
----- All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	6405	21.0	29	12.3	2.50	28	1847	22.1	13.3	2.74	19	4254	20.6	11.9	2.41	32

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	
4540 WEST VIRGINIA UNIVERSITY	177	1.95	11.1	1723	2.79	13.9	884	2.46	12.8	1016	2.94	14.3	557	2.37	12.6	1343	2.86	14.1	1170	2.54	13.1	730	3.00	14.5
4526 MARSHALL UNIVERSITY	104	2.03	10.4	875	2.67	13.0	594	2.41	12.0	385	2.89	13.8	337	2.25	11.5	642	2.78	13.3	682	2.48	12.3	297	2.87	13.6
4520 FAIRMONT STATE COLLEGE	92	2.27	11.2	410	2.70	12.7	366	2.52	12.2	136	2.90	13.2	226	2.38	11.7	276	2.82	13.1	402	2.55	12.3	100	2.89	13.1
4516 CONCORD COLLEGE	83	1.56	9.7	273	2.63	13.0	252	2.11	11.3	104	3.04	14.4	140	1.86	10.6	216	2.72	13.3	276	2.20	11.7	80	2.99	14.1
4542 WEST VIRGINIA UNIVERSITY AT PAR	99	2.31	9.6	199	2.39	10.3	240	2.34	9.9	58	2.44	10.7	167	2.23	9.6	131	2.54	10.6	250	2.27	9.7	48	2.83	12.1
4525 SOUTHERN WEST VIRGINIA C TECH	99	2.57	11.2	153	2.60	11.5	225	2.56	11.1	27	2.83	13.2	173	2.60	11.1	79	2.57	11.8	243	2.59	11.3	9	2.60	12.6
4532 SHEPHERD COLLEGE	24	2.04	10.5	221	2.45	12.7	163	2.25	11.9	82	2.72	13.7	87	2.20	11.6	158	2.52	13.0	192	2.31	12.1	53	2.75	13.9
5565 FAIRMONT STATE COMM & TECH CO	139	1.89	9.6	102	2.58	12.0	221	2.12	10.4	20	2.86	13.5	189	2.04	10.2	52	2.68	12.2	229	2.13	10.4	12	3.16	14.2
4534 WEST LIBERTY STATE COLLEGE	69	1.68	11.9	161	2.59	13.9	178	2.10	12.6	52	3.06	15.8	127	2.06	12.8	103	2.64	13.9	193	2.19	12.9	37	2.97	15.4
4529 POTOMAC STATE COLLEGE OF WVU	73	1.42	8.3	142	2.58	12.6	168	1.93	10.2	47	3.09	14.3	123	1.80	9.7	92	2.70	13.0	183	2.03	10.6	32	3.09	14.0
4538 WEST VIRGINIA STATE COLLEGE	66	2.13	9.8	116	2.22	10.3	159	2.19	10.1	23	2.15	10.3	116	2.03	9.5	66	2.46	11.3	166	2.17	10.0	16	2.38	11.5
4522 GLENVILLE STATE COLLEGE	71	1.80	9.9	97	2.61	12.9	137	2.07	10.9	31	3.14	14.9	114	2.08	11.1	54	2.66	12.8	150	2.16	11.2	18	3.11	15.3
4536 WEST VIRGINIA UNIV INST OF TECHN	29	1.88	10.4	103	2.38	12.3	68	1.92	10.5	64	2.65	13.4	56	2.16	11.6	76	2.35	12.1	89	2.18	11.7	43	2.45	12.3
4514 BLUEFIELD STATE COLLEGE	60	1.77	10.9	66	2.45	12.1	109	1.95	11.1	17	3.27	14.5	84	1.96	11.2	42	2.47	12.1	114	2.04	11.2	12	2.94	14.2
5580 NEW RIVER COMMUNITY AND TECHN	54	2.48	10.1	62	2.63	10.5	104	2.44	9.8	12	3.59	14.8	81	2.58	10.1	35	2.50	10.8	107	2.56	10.3	9	2.53	10.3
4513 MARSHALL COMMUNITY AND TECHN	78	2.19	10.1	35	2.25	10.3	108	2.15	9.9	5	3.48	15.4	97	2.12	9.7	16	2.79	13.2	108	2.16	9.9	5	3.26	15.2
4535 WEST VIRGINIA NORTHERN COMMU	50	2.37	10.9	55	2.69	11.4	90	2.45	11.0	15	3.06	12.7	68	2.36	10.8	37	2.88	11.9	95	2.46	11.1	10	3.27	12.3
6628 WEST VIRGINIA ST COMM AND TECH	50	1.94	9.2	44	2.03	9.4	86	1.95	9.1	8	2.30	10.9	77	1.84	8.6	17	2.61	12.2	94	1.98	9.3	0	--	--
5561 COMMUNITY AND TECHNICAL COLLE	34	1.78	9.7	48	2.12	10.8	70	2.03	10.5	12	1.69	9.3	48	1.97	10.4	34	1.99	10.3	73	2.03	10.6	9	1.59	8.2
4523 BLUE RIDGE COMM AND TECH COLL	33	1.98	10.2	21	2.59	11.1	47	2.18	10.5	7	2.48	10.6	41	2.09	10.1	13	2.62	11.9	48	2.07	10.2	6	3.34	13.3
4521 EASTERN WEST VIRGINIA COMMUNI	6	1.51	5.8	9	3.05	11.3	13	2.22	8.1	2	--	--	10	2.20	7.7	5	2.89	12.0	14	2.47	9.0	1	--	--
----- All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
9999 All Institutions	1490	2.01	10.3	4915	2.65	12.9	4282	2.30	11.5	2123	2.90	13.9	2918	2.21	11.1	3487	2.75	13.3	4878	2.37	11.7	1527	2.92	13.9

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		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4540	WEST VIRGINIA UNIVERSITY	84	2.56	246	2.23	264	2.52	295	2.97	162	2.85
4526	MARSHALL UNIVERSITY	71	2.08	208	2.29	195	2.63	132	2.87	55	3.05
4520	FAIRMONT STATE COLLEGE	30	2.06	138	2.36	96	2.63	86	2.90	13	2.74
4516	CONCORD COLLEGE	27	1.65	95	2.11	56	2.40	44	2.80	25	2.91
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	41	2.05	84	2.32	58	2.51	44	2.43	7	2.31
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	26	2.53	72	2.48	41	2.81	27	2.65	16	2.67
4532	SHEPHERD COLLEGE	17	2.32	59	2.09	39	2.50	39	2.45	13	2.91
5565	FAIRMONT STATE COMM & TECH COLLEGE	47	1.90	105	2.12	24	2.52	18	2.42	3	--
4534	WEST LIBERTY STATE COLLEGE	14	1.76	66	1.92	37	2.35	39	2.78	12	3.05
4529	POTOMAC STATE COLLEGE OF WVU	22	1.45	71	1.72	41	2.61	24	3.04	7	2.83
4538	WEST VIRGINIA STATE COLLEGE	21	2.53	55	2.09	13	1.96	12	2.43	5	1.82
4522	GLENVILLE STATE COLLEGE	24	1.62	60	1.94	31	2.60	15	3.21	5	3.19
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	6	1.24	16	2.09	28	1.65	12	2.93	8	3.01
4514	BLUEFIELD STATE COLLEGE	15	1.37	42	2.06	25	2.18	8	3.22	8	2.80
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	19	2.18	54	2.78	12	3.02	5	2.22	2	--
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	31	2.10	41	2.21	15	2.63	4	--	1	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	19	2.27	30	2.14	16	2.90	14	2.85	5	2.85
6628	WEST VIRGINIA ST COMM AND TECH COLL	16	2.06	39	1.58	5	2.62	7	2.18	1	--
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	13	1.38	33	2.00	8	2.22	1	--	4	--
4523	BLUE RIDGE COMM AND TECH COLL	9	2.62	24	1.97	2	--	3	--	1	--
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	2	--	9	2.22	3	--	0	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	554	2.08	1547	2.18	1009	2.53	829	2.83	353	2.88

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	680	2.55	452	2.76	440	2.89	43	2.91
4526 MARSHALL UNIVERSITY	478	2.48	212	2.76	158	2.79	7	2.35
4520 FAIRMONT STATE COLLEGE	252	2.55	110	2.74	69	2.72	4	--
4516 CONCORD COLLEGE	157	2.21	78	2.41	64	2.85	7	2.69
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	172	2.30	50	2.40	29	2.49	5	2.45
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	126	2.51	49	2.68	37	2.72	2	--
4532 SHEPHERD COLLEGE	138	2.32	48	2.61	32	2.60	1	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	145	2.08	48	2.16	19	2.61	4	--
4534 WEST LIBERTY STATE COLLEGE	123	2.13	49	2.53	26	2.74	3	--
4529 POTOMAC STATE COLLEGE OF WVU	92	1.91	79	2.37	25	2.66	2	--
4538 WEST VIRGINIA STATE COLLEGE	99	2.07	33	2.63	15	2.48	2	--
4522 GLENVILLE STATE COLLEGE	99	2.06	32	2.65	22	2.38	3	--
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	57	2.09	18	2.64	22	2.79	2	--
4514 BLUEFIELD STATE COLLEGE	73	1.90	24	2.68	14	2.24	1	--
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	74	2.48	25	2.81	5	2.85	2	--
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	73	2.26	19	2.14	4	--	1	--
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	72	2.40	22	2.81	7	3.29	0	--
6628 WEST VIRGINIA ST COMM AND TECH COLL	54	1.94	17	2.32	5	0.83	2	--
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	52	2.01	10	1.48	3	--	1	--
4523 BLUE RIDGE COMM AND TECH COLL	34	2.06	12	2.55	1	--	0	--
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	11	2.51	3	--	1	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--
9999 All Institutions	3061	2.34	1390	2.64	998	2.78	92	2.81

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	21	1.70	344	2.14	707	2.62	575	2.94	243	3.34	10	3.17
4526	MARSHALL UNIVERSITY	8	2.17	238	2.17	410	2.51	248	2.98	71	3.19	4	--
4520	FAIRMONT STATE COLLEGE	7	1.83	179	2.26	214	2.73	90	3.01	12	3.68	0	--
4516	CONCORD COLLEGE	29	1.43	111	1.78	120	2.55	74	3.03	22	3.50	0	--
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	29	2.32	127	2.27	99	2.30	37	2.73	6	3.28	0	--
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	35	2.53	137	2.48	70	2.80	9	2.80	1	--	0	--
4532	SHEPHERD COLLEGE	0	--	66	2.06	106	2.33	60	2.77	13	3.12	0	--
5565	FAIRMONT STATE COMM & TECH COLLEGE	75	1.86	111	2.08	41	2.83	13	2.72	1	--	0	--
4534	WEST LIBERTY STATE COLLEGE	21	1.26	96	2.04	76	2.70	36	2.82	1	--	0	--
4529	POTOMAC STATE COLLEGE OF WVU	38	1.47	71	1.66	67	2.60	37	3.07	2	--	0	--
4538	WEST VIRGINIA STATE COLLEGE	22	2.13	92	2.15	52	2.15	15	2.67	1	--	0	--
4522	GLENVILLE STATE COLLEGE	30	1.48	75	2.13	50	2.68	11	3.23	2	--	0	--
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	9	1.48	33	2.17	47	2.15	29	2.47	13	3.10	1	--
4514	BLUEFIELD STATE COLLEGE	20	1.65	61	1.92	34	2.45	9	3.02	2	--	0	--
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	24	2.53	58	2.40	26	2.76	8	3.10	0	--	0	--
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	48	2.17	49	2.08	13	2.45	2	--	1	--	0	--
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	20	2.06	48	2.39	28	3.00	9	2.98	0	--	0	--
6628	WEST VIRGINIA ST COMM AND TECH COLL	20	1.90	50	1.88	22	2.15	2	--	0	--	0	--
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	17	1.61	29	2.33	28	2.05	5	1.18	3	--	0	--
4523	BLUE RIDGE COMM AND TECH COLL	16	2.06	21	2.02	13	2.34	3	--	1	--	0	--
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	3	--	8	2.60	3	--	1	--	0	--	0	--
-----	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	492	1.89	2004	2.14	2226	2.56	1273	2.93	395	3.31	15	3.24

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	7	17.1	15.1	19.7	17.7	17.4
4526 MARSHALL UNIVERSITY	214	19.3	16.7	19.8	19.2	18.9
4520 FAIRMONT STATE COLLEGE	157	18.7	16.6	19.3	19.1	18.6
4516 CONCORD COLLEGE	158	17.8	16.4	19.0	18.0	17.9
4542 WEST VIRGINIA UNIVERSITY AT PARKERSBURG	147	17.2	16.3	17.9	18.1	17.5
4525 SOUTHERN WEST VIRGINIA C TECH C-LOGAN	155	17.2	15.9	17.8	17.1	17.2
4532 SHEPHERD COLLEGE	0	--	--	--	--	--
5565 FAIRMONT STATE COMM & TECH COLLEGE	148	15.2	15.7	16.1	16.4	16.0
4534 WEST LIBERTY STATE COLLEGE	26	15.3	15.7	17.2	17.9	16.6
4529 POTOMAC STATE COLLEGE OF WVU	103	16.5	16.2	17.6	18.0	17.2
4538 WEST VIRGINIA STATE COLLEGE	109	17.4	16.5	17.8	17.8	17.5
4522 GLENVILLE STATE COLLEGE	105	16.5	16.3	17.1	17.6	17.0
4536 WEST VIRGINIA UNIV INST OF TECHNOLOGY	39	16.9	17.1	18.1	19.0	17.8
4514 BLUEFIELD STATE COLLEGE	69	16.3	15.7	17.4	17.3	16.8
5580 NEW RIVER COMMUNITY AND TECHNICAL COLL	68	16.9	15.6	17.0	17.5	16.8
4513 MARSHALL COMMUNITY AND TECHNICAL COLLEGE	95	14.9	15.3	15.4	16.3	15.7
4535 WEST VIRGINIA NORTHERN COMMUNITY COLL	58	16.3	15.9	17.3	17.3	16.9
6628 WEST VIRGINIA ST COMM AND TECH COLL	71	15.7	16.2	16.8	17.4	16.7
5561 COMMUNITY AND TECHNICAL COLLEGE AT WVU TECH	38	15.7	16.2	16.3	17.1	16.4
4523 BLUE RIDGE COMM AND TECH COLL	26	15.2	15.3	14.2	16.7	15.4
4521 EASTERN WEST VIRGINIA COMMUNITY COLLEGE	10	16.8	15.1	17.0	18.0	16.9
----- All Other Colleges	0	--	--	--	--	--
9999 All Institutions	1803	17.1	16.2	17.8	17.8	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	1900	1596	32	3.54	2.93	23.3	304	20	3.29	1.60	21.7
4526	MARSHALL UNIVERSITY	979	724	23	3.46	2.95	22.5	255	16	3.24	1.62	21.2
4520	FAIRMONT STATE COLLEGE	502	333	14	3.31	2.91	21.2	169	9	3.11	2.05	20.2
4516	CONCORD COLLEGE	356	227	19	3.51	2.77	21.7	129	8	3.13	1.70	19.6
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	176	10	3.10	2.75	19.5	122	7	2.89	1.81	19.6
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	252	168	1	3.27	2.73	18.5	84	1	3.16	2.31	18.0
4532	SHEPHERD COLLEGE	245	176	16	3.40	2.69	22.2	69	10	3.06	1.68	21.0
5565	FAIRMONT STATE COMM & TECH COLLEGE	241	140	4	2.89	2.64	17.4	101	1	2.80	1.54	17.2
4534	WEST LIBERTY STATE COLLEGE	230	154	8	3.24	2.70	20.2	76	5	3.08	1.54	19.1
4529	POTOMAC STATE COLLEGE OF WVU	215	117	13	3.20	2.73	20.2	98	4	2.93	1.54	18.8
4538	WEST VIRGINIA STATE COLLEGE	182	99	2	2.94	2.67	19.0	83	5	2.92	1.62	18.9
4522	GLENVILLE STATE COLLEGE	168	98	7	3.16	2.85	19.3	70	1	2.77	1.44	17.8
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	132	82	30	3.43	2.83	22.5	50	20	3.14	1.35	20.3
4514	BLUEFIELD STATE COLLEGE	126	86	7	3.22	2.49	19.0	40	0	2.84	1.34	17.9
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	116	68	1	3.07	2.98	17.7	48	4	3.09	1.96	18.5
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	113	52	0	2.99	2.58	16.5	61	3	2.71	1.90	16.3
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	105	61	3	3.18	2.70	18.4	44	5	3.03	2.31	18.7
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	37	0	2.95	2.71	17.8	57	0	2.62	1.51	17.4
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	82	36	0	3.16	2.65	18.7	46	11	2.86	1.46	18.9
4523	BLUE RIDGE COMM AND TECH COLL	54	33	3	3.03	2.49	17.6	21	10	2.86	1.78	18.1
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	6	0	3.39	3.27	18.0	9	0	2.90	1.87	17.7
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6405	4469	20	3.38	2.85	21.6	1936	9	3.05	1.70	19.6

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	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
4540	WEST VIRGINIA UNIVERSITY	1900	1107	48	3.71	3.07	25.2	793	5	3.19	2.22	20.1
4526	MARSHALL UNIVERSITY	979	443	43	3.68	3.06	24.8	536	3	3.15	2.22	20.0
4520	FAIRMONT STATE COLLEGE	502	151	32	3.62	3.11	23.6	351	4	3.06	2.41	19.7
4516	CONCORD COLLEGE	356	130	41	3.76	3.13	24.9	226	0	3.12	1.95	18.7
4542	WEST VIRGINIA UNIVERSITY AT PARKERSBURG	298	49	39	3.61	3.01	23.8	249	3	2.89	2.24	18.7
4525	SOUTHERN WEST VIRGINIA C TECH C-LOGAN	252	20	10	3.74	3.11	23.5	232	0	3.19	2.55	17.9
4532	SHEPHERD COLLEGE	245	80	34	3.67	2.99	24.6	165	5	3.10	2.13	20.5
5565	FAIRMONT STATE COMM & TECH COLLEGE	241	17	35	3.74	3.40	24.1	224	0	2.78	2.09	16.8
4534	WEST LIBERTY STATE COLLEGE	230	51	31	3.67	3.04	24.0	179	1	3.04	2.11	18.6
4529	POTOMAC STATE COLLEGE OF WVU	215	55	27	3.50	3.19	23.9	160	3	2.92	1.84	18.1
4538	WEST VIRGINIA STATE COLLEGE	182	18	22	3.44	2.59	23.4	164	1	2.86	2.14	18.4
4522	GLENVILLE STATE COLLEGE	168	27	22	3.52	3.37	23.6	141	1	2.89	2.05	17.7
4536	WEST VIRGINIA UNIV INST OF TECHNOLOGY	132	55	55	3.64	2.76	24.9	77	6	3.09	1.92	19.4
4514	BLUEFIELD STATE COLLEGE	126	15	40	3.69	3.30	24.2	111	0	3.01	1.97	17.9
5580	NEW RIVER COMMUNITY AND TECHNICAL COLL	116	9	22	3.70	3.68	22.9	107	1	3.03	2.46	17.6
4513	MARSHALL COMMUNITY AND TECHNICAL COLLEGE	113	4	--	--	--	--	109	0	2.80	2.15	16.1
4535	WEST VIRGINIA NORTHERN COMMUNITY COLL	105	10	30	3.71	3.48	23.5	95	1	3.05	2.44	18.0
6628	WEST VIRGINIA ST COMM AND TECH COLL	94	4	--	--	--	--	90	0	2.74	1.94	17.3
5561	COMMUNITY AND TECHNICAL COLLEGE AT WVU TE	82	11	9	3.51	2.42	22.5	71	6	2.91	1.91	18.3
4523	BLUE RIDGE COMM AND TECH COLL	54	4	--	--	--	--	50	4	2.89	2.12	17.3
4521	EASTERN WEST VIRGINIA COMMUNITY COLLEGE	15	1	--	--	--	--	14	0	3.08	2.32	17.4
-----	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	6405	2261	42	3.68	3.07	24.8	4144	3	3.05	2.19	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>