

**PIERPONT COMMUNITY & TECHNICAL COLLEGE  
BOARD OF GOVERNORS**

**Academics and Student Services Committee Meeting**

**Tuesday, March 25, 2025  
8:30 AM**

**Pierpont's Advanced Technology Center (ATC)  
500 Galliher Drive  
Fairmont, WV 26554  
Room 216A**

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**AGENDA**

- I. Call to Order**
- II. \*Approval of Minutes – November 19, 2024** *Tab 1*
- III. Student Services**
  - A. Co-curricular Learning/Student Engagement
  - B. Retention Strategies
  - C. Tutorial Services Update
- IV. Academics**
  - A. Personnel Updates
    - i. Interim Dean for the School of General Education and Professional Studies
  - B. \*Five-Year Program Reviews *Tab 2*
    - i. ASL/Interpreter Education A.A.S.
    - ii. Criminal Justice A.A.S.
    - iii. Emergency Medical Services A.A.S.
    - iv. Advanced Welding C.A.S.
    - v. Emergency Medical Services Technician - Paramedic C.A.S.
    - vi. Licensed Practical Nursing C.A.S.
    - vii. Omnibus Aviation Review
      - 1. Airframe Technology C.A.S.
      - 2. Avionics Technology C.A.S.
      - 3. Powerplant Technology C.A.S.
  - C. Career and Corporate Training
    - i. Enrollment and Revenue Report
    - ii. Braxton County

*\*Denotes possible action item*

*Board of Governors Agenda Continued*

D. General Updates

- i. Graduation Planning
- ii. Virtual Reality (VR) Lab and Training
- iii. Phi Theta Kappa Induction Ceremony

**V. Adjournment**



**Mission Statement:** To provide accessible, responsive, comprehensive education that works

**Vision:** Empowering individuals to transform their lives through education

**Tagline:** Education that works!

**Tab**

**1**

**PIERPONT COMMUNITY & TECHNICAL COLLEGE  
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**MINUTES**

**Notice of Meeting**

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors Academics and Student Services Committee was held on November 19, 2024, beginning at 8:30 AM. The meeting was conducted in person at the Advanced Technology Center in Fairmont, WV. Advanced announcement of this meeting was posted on the WV Secretary of State's Meeting Notices Webpage.

*Committee Members Present:* Thomas Cole – Committee Chair and Jessica Barker

*Committee Members Absent:* Lisa Lang, Christine Miller, and Juanita Nickerson

*Other Board Members Present:* Susan Woods Coffindaffer, Thomas Cole, Anthony Hinton, Jeffrey Powell, Joanne Seasholtz, and Nathan Weese

*Others Present:* Members of the President's Cabinet, faculty, staff, and others

**I. Call to Order**

Thomas Cole called the meeting to order at 8:33 AM.

**II. Approval of Minutes – February 20 and May 14, 2024**

A quorum was not present. Therefore, the minutes from the February 20 and May 14, 2024 meetings could not be approved.

**III. Student Services**

Nancy Parks provided updates on several key initiatives and achievements. She began by addressing the institution's progress in responding to co-curricular deficiencies identified by the Higher Learning Commission (HLC), noting that faculty participated in workshops to create activities complementing classroom instruction. Over half of the academic programs have now submitted co-curricular plans for Fall 2024.

Student engagement initiatives were also outlined, including a December 13 trip to New York City for 15 students and a planned Washington, D.C., trip in Spring 2025.

Nancy shared the success of securing two state mini-grants totaling \$10,000, which funded a "smash room" and a new student organization for first-generation students, as well as free yoga classes supported by a mental health grant.

She reported increased engagement in the Office of Learning Support, including a quadrupling of participation in WV Workforce programs, 63 mental health appointments (including three crisis interventions), 58 learning strategy sessions, and 11 mental health presentations.

Efforts to boost Spring 2025 registration include classroom visits, intensive outreach campaigns, and planned registration sessions continuing through January.

A more detailed report can be found attached **(Attachment A)**.

#### **IV. Academics**

Dr. Michael Waide provided the following updates:

##### **A. Transfer Pathways**

###### **i. WVU Affiliation Agreement**

A draft agreement for a WVU pathway program is under review, designed to provide Pierpont students with seamless admission to WVU after completing two years, granting co-branded student status and access to WVU resources such as the library and discounted sporting event tickets.

###### **ii. Marshall University Affiliation Agreement**

An affiliation agreement with Marshall University is also in development, establishing a guaranteed admission pathway into Marshall's Bachelor of Applied Science (BAS) program, allowing the transfer of up to 72 credit hours.

###### **iii. WVU-Parkersburg**

Work continues on a 2+2 articulation agreement with WVU-Parkersburg to enable Pierpont students with an Associate of Applied Science (AAS) or Associate of Arts (AA) degree to transition into WVU-Parkersburg's Bachelor of Arts in Multidisciplinary Studies program.

The pathway from Pierpont's Surgical Technology program into the Health Sciences degree has been finalized, aligning with new requirements for a two-year degree in Surgical Technology.

##### **B. Career Pathways**

Dr. Michael Waide informed the board about the ongoing development of career pathways designed to award college credit through industry-recognized credentials.



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Tagline: Education that works!

i. Randolph County

Amy Cunningham provided updates and the attached report (**Attachment B**) on the Clinical Medical Assistant program currently offered by Eastern Community and Technical College in partnership with the Randolph County Housing Authority. Pierpont will assume responsibility for the program in August 2025, following a phased transition starting with LPN prep courses in January 2025. The program will enroll 20 students per 15-week cohort, starting in August and February, with recruitment efforts focusing on converting CNA students into LPN students

C. General Education Assessment

David Beighley presented an assessment report (**Attachment C**), noting that the Higher Learning Commission (HLC) identified general education assessment as an area needing improvement. While significant data has been collected, efforts must now focus on using this data to implement changes and improve courses. Pierpont's six general education outcomes include communication, technical literacy, quantitative literacy, professionalism, critical thinking, and global awareness and diversity, which progress into program-specific courses. The institution is adhering to the timelines outlined in the assessment document, and a team is actively participating in HLC workshops focused on general education

D. Dual Enrollment Updates

DE enrollment includes 957 students, representing 330 full-time equivalents (FTE) across the service region. While Fairmont Senior High School has withdrawn its students from three specific classes, many of their students continue to participate in other DE offerings. Efforts are ongoing to identify opportunities to enhance and expand overall DE offerings. A more detailed report provided by David Beighley can be found attached (**Attachment D**).

E. Virtual Reality (VR) Update

A \$1.5 million grant has been approved to establish a virtual reality (VR) lab to support immersive learning across programs such as Advanced Manufacturing, Aviation, and Healthcare. The lab, located in Room 115, will feature 27 VR headsets. The grant also funds two new positions: a Virtual Lab Instruction Specialist to manage lab operations and integrate VR into the curriculum, and a Mobile Virtual Reality Specialist to support mobile VR technology implementation at schools and businesses.

V. **Adjournment**

There being no further business, Thomas Cole adjourned the meeting.

*Respectfully submitted by Amanda N. Hawkinberry*



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Board of Governors

Academic & Student Services Committee

November 19, 2024

Co-Curricular Learning/Student Engagement/Retention Strategies

In response to the HLC opinion of “Not Met” in Criterion 4 for assessment of student learning, a renewed emphasis has been placed on “co-curricular” learning and student engagement in those “out of class” opportunities designed to enhance curricular learning.

During Professional Development week in August, the Associate VP of Student Services designed and delivered a 3-hour workshop for faculty. This workshop explained the importance of co-curricular learning and assessment for accreditation purposes and provided examples of such activities. All academic degree programs were then tasked with the creation of at least one co-curricular learning experience for the academic year. Programs were encouraged to provide at least one co-curricular activity per term.

Faculty were provided with a Co-Curricular Planning Template in the form of a Google survey and were invited to brainstorm ideas with AVP Parks. Faculty were strongly encouraged to submit their Co-Curricular Plan by no later than November 1. As of November 19, over half of Pierpont programs had submitted their plans for co-curricular activities for the Fall, and faculty continue to submit plans for both Fall 2024 and Spring 2025.

This number of submitted co-curricular plans exceeds the commitment made to the Institutional Actions Council of the Higher Learning Commission. AVP Parks will upload data into the Student Engagement tool, “INVOLVE,” an application in the Pierpont portal.

At the institutional level, the Office of Learning Support and the Office of Recruiting, Admissions, & Engagement secured two state grants, totaling \$10,000. This funding has been used to underwrite physical/mental health initiatives and a celebratory event for “first-generation” college students. A new student organization for First Generation Students has been created, and LPN coordinator Terri Armentrout and MLT coordinator Melissa White have volunteered to be co-advisors; other faculty also volunteered to assist.

The Office of Student Success is winding up its Fall 2024 workshop series. While attendance has been much lower than anticipated, those participating have provided helpful feedback that has driven revisions for the Spring 2025 series. With the implementation of the new Learning Management System, there will be multiple Blackboard sessions for Spring, as well as a deeper concentration on learning strategies earlier in the semester with a request to faculty to embed those sessions in their classes when possible, preferably before the first major exam.

The Office of Learning Support, including Counseling & Disabilities, reports the following interactions with students since the start of term through November 9, 2024:

- 63 mental health appointments; 3 “crisis” engagements
- 21 intakes for Disabilities Services, up from 14 in 2023
- 27 appointments for students with documented disabilities
- 10 test proctoring services
- 58 appointments for learning strategies
- 29 appointments for WV Works participants; increased WV Works student participants from 2 to 8 over the past year
- 11 presentations regarding learning strategies/mental health connections

The goal is to increase faculty and student participation with Learning Strategies and Student Success offices and to increase collaborations between internal offices, as well.

The Financial Aid office reports a steady increase over the past five years in WV Invests grant funding disbursed: from \$845k in the first year of the program to \$1.8 million projected by the end of academic year 2024-25. In addition, all State aid has disbursed for the semester.

The Recruitment/Admissions area continues to schedule “Experience Pierpont” days and invite community members to tour the campus, get hands-on experience in academic program areas, and explore the opportunities for their individual constituents. An upcoming Day reserved for social service workers has reserved spots for over 30 participants. In addition, Student Activities has planned NYC and Washington, DC bus trips to promote “global awareness and cultural diversity” general education/co-curricular learning.

Academic advisors have been visiting classrooms to get more students registered for Spring 2025 courses. Despite concerted efforts, students often wait until the end of the term to register or wait until after Christmas to do so. As a result, the admissions/advising staff will continue to reach out to these students over the semester break and offer registration sessions after staff return to campus in early January.

Submitted by: Nancy Parks, interim Associate Vice-President, Student Services



10/19/24

Program Overview:

The Clinical Medical Assistant (CMA) program provides comprehensive training across multiple healthcare domains, offering students the opportunity to earn six professional credentials while developing essential medical skills. The program is scheduled to begin in July 2025.

***Preparatory Offerings prior to CMA start:***

- LPN Prep Courses
- TEAS Prep Courses (in months preceding CMA program start)

CMA Key Program Components:

*1. Medical Knowledge Development*

- Medical Terminology (15 hours)
- Human Anatomy & Physiology (15 hours)
- Human Disorders, Diseases, and Pharmacology (15 hours)

*2. Clinical Skills Training*

- CPR and Safety (10 hours)
- Patient Interaction and Health Assessment (30 hours)
- Phlebotomy Theory (30 hours)
- Clinical Medical Assisting Procedures (15 hours)

*3. Procedural Skills Lab (45 hours)*

Competencies include:

- EKG
- Phlebotomy
- Waived testing
- Vital signs
- Medical history
- Physical exams

*4. Administrative Skills*

- Insurance and medical reception
- Medical law and ethics

- Billing and coding basics
- Electronic health record management

*Credentials Earned:*

- Basic Life Support (CPR)
- Certified Phlebotomy Technician
- Certified Clinical Medical Assistant
- Certified EKG Technician
- Certified Medical Administrative Assistant
- Certified eHR Specialist

Total Program Hours: 200

Program Start Date: July 2025

## Clinical Medical Assistant

Course	Content	Contact Hours	Credential
<b>Medical Terminology for Allied Health</b>			
	<i>Medical Terminology</i>	15	
<b>Human A&amp;P for Allied Health</b>			
	<i>Body Systems</i>	15	
<b>CPR and Safety &amp; Infection Prevention</b>			
	<i>CPR (Adult and Infant) and AED Infection prevention Personal Protective Equipment and OSHA Disinfection and sterilization</i>	10	<ul style="list-style-type: none"> <li>▪ Basic Life Support (CPR card)</li> <li>▪ PPE (NC3)</li> </ul>
<b>Clinical Patient Interaction: Health Assessment</b>			
	<i>Patient education Vital signs and measurements Physical exams Therapeutic modalities</i>	30	
<b>Human Disorders, Diseases, and Pharmacology</b>			
	<i>Disorders and Diseases Wellness and nutrition Parenteral meds Prescriptions Drugs</i>	15	
<b>Phlebotomy Theory</b>			
	<i>Specimen collection and processing</i>	30	<ul style="list-style-type: none"> <li>▪ Certified Phlebotomy Technician (NHA)</li> </ul>
<b>Clinical Medical Assisting</b>			
	<i>Asepsis Instruments Basic point-of-care testing (POC) Surgical supplies and procedures EKG Basics</i>	15	

## Clinical Medical Assistant

<b>Clinical Procedural Tasks and Skills Lab</b>			
	Skills competencies (documented): <i>EKG</i> <i>phlebotomy</i> <i>Waived testing/POC</i> <i>vital signs/measurements</i> <i>medical history</i> <i>physical exams</i> <i>patient positioning</i> <i>patient instructions</i>	45	<ul style="list-style-type: none"> <li>▪ Certified Clinical Medical Assistant (NHA)</li> <li>▪ Certified EKG Technician (NHA)</li> </ul>
<b>Administrative Medical Assisting and Patient Care Management</b>			
	<i>Insurance</i> <i>Medical Reception and Clerical</i> <i>Medical Law &amp; Ethics</i> <i>Patient Relations</i> <i>Billing &amp; Coding Basics</i> <i>eHR and Documentation</i>	25	<ul style="list-style-type: none"> <li>▪ Certified Medical Administrative Assistant (NHA)</li> <li>▪ Certified eHR Specialist (NHA)</li> </ul>
		<b>200</b>	



**Pierpont Community & Technical College**  
School of General Education and Professional Studies  
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**David M. Beighley, Dean**  
**Associate Provost for Academics & Student Learning**  
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P | 304-367-4726

**To:** Pierpont Community and Technical College Board of Governors  
**From:** David M. Beighley, *DMB* Associate Provost for Academics and Student Learning  
**Subject:** Pierpont CTC General Education Assessment Plan  
**Date:** 19 November 2024

The General Education Assessment Plan for Pierpont Community & Technical College outlines a comprehensive approach to aligning academic programming and assessment processes with institutional goals and state-mandated requirements. The plan emphasizes systematic assessment, continuous improvement, and adherence to the college's mission of fostering student success through well-rounded education.

### Key Recommendations

1. **Alignment of General Education Requirements**
  - Ensure all degree programs (C.A.S., A.A.S., A.A.) adhere to defined General Education requirements through curriculum revisions
  - Timeline: Identify misaligned programs by May 2024 and implement curricular changes by December 2024
2. **Annual Assessment Cycle**
  - Implement a cyclical process involving instruction, assessment, improvement planning, and implementation for evaluating student learning outcomes at multiple benchmarks (service-level, program-specific, and capstone courses)
  - Timeline: Adopt the cycle in 2024 for immediate deployment in AY2024-2025
3. **Assessment Schedule**
  - Focus assessments on key General Education Outcomes—Communication, Quantitative Literacy, and Technical Literacy—during alternating academic years; assess Professionalism, Critical Thinking, and Global Awareness/Diversity in a newly-determine cycle
  - Timeline: Integrate into academic planning for the 2024–2025 academic year
4. **Adoption of Standardized Rubrics**
  - Utilize rubrics for consistent evaluation of Written Communication, Oral Communication, Quantitative Literacy, and Technical Literacy outcomes
  - Timeline: Finalize and implement rubrics by Fall 2024
5. **Program-Embedded General Education**
  - Identify and assess program-specific courses that reinforce General Education outcomes between foundational and capstone coursework
  - Timeline: Evaluate Communication, Quantitative Literacy, and Technical Literacy by May 2025, with other outcomes (Professionalism and Critical Thinking) assessed in newly-determined cycle

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**Context and Compliance**

Pierpont's General Education programming aligns with the West Virginia Community and Technical College System's Title 135 Series 11 guidelines. These requirements mandate essential competencies in communication and quantitative skills across all certificate and associate degree programs. The college has identified core and program-specific General Education courses to meet these outcomes, ensuring a robust academic foundation for students.

**Outcomes and Strategic Impact**

The plan's systematic structure supports the enhancement of student learning, adherence to accreditation standards, and alignment with institutional goals. Through these initiatives, Pierpont aims to foster continuous improvement, bolster academic quality, and equip students with essential skills for professional and personal success.



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**To:** Pierpont Community and Technical College Board of Governors

**From:** David M. Beighley, <sup>DMB</sup> Associate Provost for Academics and Student Learning

**Subject:** Pierpont CTC Dual Education Programming – Marion County

**Date:** 19 November 2024

Pierpont's Dual Enrollment and Transitional Education Coordinator, Stephanie Cunningham, and Associate Provost for Academics, David Beighley, met on Friday, October 25, 2024 with representatives from Marion County Schools, including Superintendent Dr. Donna Heston; Supervisor of Secondary Curriculum and Instruction, County Policies, and County Testing Administrator, Kristin DeVaul; Administrative Assistant of Curriculum and Instruction, L.D. Skarzinski; the Principals for East Fairmont, Fairmont Senior, and North Marion High Schools; high school guidance counselors; and various high school faculty involved with dual enrollment programming. The purpose of this meeting was to hear concerns brought forward by Marion County Schools in correspondence with Ms. Cunningham regarding Pierpont's administration of dual enrollment programming; to these ends, Marion County Schools' representatives identified the following concerns:

**Alignment of Student Learning Outcomes:** Representatives of Marion County Schools assert that Pierpont failed to incorporate into its curriculum integrated Student Learning Outcomes (SLOs), coordinating the requirements of West Virginia Department of Education Policy 2510, to which all West Virginia high schools are beholden, and those of Pierpont's courses, as discussed in preliminary planning meetings. Marion County Schools representatives contend this lack of alignment has created additional work for both students and faculty in order to satisfy WVDOE and Pierpont requirements.

**Class Scheduling:** Representatives of Marion County Schools assert that Pierpont had not adequately addressed class scheduling requests brought to the College for AY2024-2025, particularly in relation to the need for classes to run the duration of the academic year and not be limited by semester. Additionally, representatives from Fairmont Senior High School noted at least one occurrence where a Pierpont dual-enrollment course offering did not coincide with the high school's request (e.g., ARTD 1120: *Art Appreciation* being offered instead of the requested MUSC 1120 *Music Appreciation*).

**Student Account Access:** Representatives of Marion County Schools assert that students regularly encountered account access issues during the Fall 2024 term, specifically in gaining access to Pierpont courses through the BlackBoard Learning Management System.

Pierpont recognizes the exceptional academic programming Marion County Schools provides its students and is proactive in efforts to ensure that the county school system and College maintain a strong relationship. In

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response to the concerns identified by Marion County Schools representatives, Pierpont has engaged in the following actions:

- Ms. Cunningham and Mr. Beighley have requested a meeting with Ms. DeVaul to discuss alignment of Student Learning Outcomes for all dual-enrollment courses offered by Pierpont in Marion County high schools. The intent of this action is to ensure all SLOs for Marion County's high school courses are being met simultaneously with those of Pierpont's courses.
- Ms. Cunningham will be implementing dual-enrollment student registration deadlines. The intent of this action is to minimize student account access issues by ensuring students have access to Pierpont's systems well in advance of class start dates.
- Ms. Cunningham is completing a Standard Operating Procedure for Pierpont's Dual Enrollment Program. The intent of this action is to ensure processes governing the Office of Dual Enrollment and Transition Education are identified, scheduled, and implemented so as to minimize issues in Pierpont's deployment of dual-enrollment programming, inclusive of class scheduling requests and requirements.

The intent is to complete all mitigation activities by the close of calendar year 2024 in preparation for continued administration of dual-enrollment programming between Marion County Schools and Pierpont Community and Technical College.

**Tab**

**2**

**Pierpont Community & Technical College  
Board of Governors**

**March 25, 2025**

**ITEM:** Five-year Reviews of Academic Programs

**COMMITTEE:** Committee on Academics and Student Services to the Committee of the Whole

**RECOMMENDED RESOLUTION:**

**Resolved**, that the Pierpont Community & Technical College Board of Governors, based on the five-year review of programs, **continue at the current level** the following programs:

**Advanced Welding (A.A.S.)**

*Continuation:* The Dean recommends the program continue at the current level of activity. The Dean asserts: “Based on comprehensive review of program data, the AAS Advanced Welding program demonstrates strong viability, adequacy, and alignment with institutional mission and workforce needs. The program has experienced consistent enrollment growth, improved retention rates, increasing graduation numbers, reasonable placement rates, and strong fiscal performance.”

**Licensed Practical Nursing (C.A.S.)**

*Continuation:* The Dean recommends the program continue at the current level of activity. The Dean asserts: “The program has shown remarkable progress in student outcomes, achieving an 89% NCLEX pass rate in the most recent academic year and maintaining exceptional job placement rates with 95% of students receiving job offers prior to graduation. These metrics directly reflect the program's effectiveness in preparing skilled healthcare professionals and meeting workforce demands. The successful transition to a 12-month full-time format and implementation of a hybrid delivery model demonstrate the program's agility in adapting to both accreditation requirements and student needs.”

**Resolved**, that the Pierpont Community & Technical College Board of Governors, based on the five-year review of programs, **continue with corrective action** the following programs:

**ASL/Interpreter Education (A.A.S.)**

*Corrective action:* The Dean recommends the program continue with corrective action. The Dean asserts: “Key viability metrics have remained relatively consistent for the ASL/Interpreter Education A.A.S. program during the review period, with the exception of retention rates, which have lagged during AY2022-2023 (33.33%) and AY2023-2024 (29.41%). Despite relatively strong numbers in other key performance categories, the declining retention rates are cause for concern; however, curricular adjustments are intended to mitigate this negative trend. Further, the ASL/Interpreter Education A.A.S. Advisory Committee has indicated a need for increased curricular focus on ASL interpretation. It is therefor recommended to continue the ASL/Interpreter Education A.A.S. program with the following corrective actions:

- Investigate the viability of and implement, as needed, an ASL Advanced Skill Set and/or C.A.S., with implementation targeted for Fall 2026.

- *Revise A.A.S. program curriculum to better align with workforce/industry interpreting needs, specific to graduates of an ASL Interpreter Education A.A.S. program, with implementation targeted for Fall 2026.*

*This strategic program curricular revision will be informed the ASL/Interpreter Education Program Advisory Committee, end-of-program assessment data, and additional information as determined germane by the Program Coordinator and/or Academic Dean.”*

### **Criminal Justice (A.A.S.)**

*Corrective action:* *The Dean recommends the program continue with corrective action. The Dean asserts: “The long-term viability of the Criminal Justice A.A.S. program is currently tenuous, with the program experiencing significant decreases in annual headcount, FTE, and number of graduates since AY2019-2020. Further, program retention rates are alarmingly low, exhibiting a five-year average of 36.22%. Industry need exists for graduates holding a two-year degree, however, as evidenced by Bureau of Labor Statistics data (projected 4% growth from 2023-2033) and state-level employment metrics. It is therefore recommended to continue the Criminal Justice A.A.S. program with the following corrective action:*

- *Revise program curriculum to better align with workforce needs, specific to graduates of a Criminal Justice A.A.S. program.*

*This strategic program curricular revision will be informed the Criminal Justice Program Advisory Committee, end-of-program assessment data, and additional information as determined germane by the Program Coordinator and/or Academic Dean in alignment with the schedule identified above.”*

### **Emergency Medical Services Technician - Paramedic (C.A.S.)**

*Corrective action:* *The Dean recommends the program continue with corrective action. The Dean asserts: “The Emergency Medical Services Technician - Paramedic Certificate of Applied Science program demonstrates strong workforce alignment and educational effectiveness while facing some challenges that require attention. The program maintains appropriate accreditation through CAAHEP and consistently achieves 100% job placement for graduates, indicating strong market demand and program quality.*

*Areas requiring attention include retention rates below accreditation standards, fluctuating enrollment numbers, and faculty compensation below state peer institutions. The average program completion rate of 80.9% on end-of-program examinations indicates room for improvement in student success metrics.” To these ends, the Dean recommends continuation of the program with the following corrective actions:*

- *Implement retention improvement strategies*
- *Explore state tuition assistance initiatives to address cost barriers*
- *Evaluate faculty compensation alignment with peer institutions*
- *Expand the use of simulation and educational technology to improve student outcomes*
- *Develop the proposed Advanced EMT skill set to enhance program offerings*

### **Omnibus Aviation Program Review (C.A.S.)**

*The Dean recommends the following actions in omnibus review pertaining to the Airframe Technology C.A.S., Powerplant Technology C.A.S., and Avionics Technology C.A.S. programs:*

### ***Airframe Technology (C.A.S.)***

Continuation: *The Dean recommends the program continue at its current level of activity. The Dean asserts: “Based on comprehensive review of program data and performance metrics, I strongly recommend continuation of the CAS Airframe Technology program at its current level of activity. This program has demonstrated exceptional outcomes with 63 graduates over three years, 100% employment rates, and 100% certification pass rates. The program's curriculum aligns perfectly with industry standards through FAA certification compliance, and the students receive instruction in modern facilities with qualified faculty. The Bureau of Labor Statistics projects continued steady demand for airframe technicians, with graduates earning competitive salaries averaging \$75,000+ annually. While we will continue to enhance student identification and enrollment processes, the program's strong overall performance warrants its continuation at current academic levels.”*

### ***Powerplant Technology (C.A.S.)***

Continuation: *The Dean recommends the program continue at its current level of activity. The Dean asserts: “Based on comprehensive review of program data and performance metrics, I strongly recommend continuation of the CAS Powerplant Technology program at its current level of activity. This program has produced 64 graduates over three years with 100% employment rates and certification pass rates. The curriculum effectively prepares students for FAA certification in powerplant maintenance, a critical skill area in aviation maintenance. Industry partnerships, including an active advisory board with representatives from companies like Pratt & Whitney and Engine Management Specialist, validate the program's relevance to workforce needs. The program meets all educational objectives while demonstrating strong quality indicators. Continued growth and success are anticipated as we enhance student identification and support services.”*

### ***Avionics Technology (A.A.S.)***

Corrective action: *The Dean recommends the program continue with corrective action. The Dean asserts: “Based on comprehensive program review, I recommend continuation of the CAS Avionics Technology program with corrective action. While the program's curriculum is sound and aligned with industry needs, no students have completed the Avionics certification during the review period despite industry demand for these specialized skills. The corrective action should include:*

- *developing targeted recruitment strategies for the Avionics pathway*
- *evaluating and potentially restructuring curriculum sequencing to facilitate completion of the three additional courses required beyond Airframe and Powerplant content*
- *fostering specialized industry partnerships focused on avionics technologies.*

**Resolved,** that the Pierpont Community & Technical College Board of Governors, based on the five-year review of programs, ***discontinue*** the following program:

### ***Emergency Medical Services (A.A.S.)***

Discontinuation: *The Dean recommends discontinuing the program. The Dean asserts: “The AAS program demonstrates critically low-performance metrics that raise serious concerns about its viability. Retention rates range from 0-20%, with multiple years showing no retention at all. Enrollment has steadily declined from 59 students in 2019-2020 to 23 students in 2023-2024, while graduation rates have dropped from 18 graduates to 0 graduates during the same period. The current academic year shows no graduates, highlighting the severity of the completion problem.*

*Student behavior patterns and faculty feedback clearly indicate that students prefer to complete only the paramedic certificate rather than pursuing the full AAS degree. Faculty report that students consistently choose not to complete the additional 15 credits of general education courses required for the AAS. There is no evidence of students transitioning from CAS completion to AAS completion, suggesting a fundamental misalignment between the AAS program structure and student needs.*

*From a resource allocation perspective, maintaining two separate degree tracks requires administrative resources that could be better focused on strengthening the already successful certificate program. With program costs averaging \$228.37 per credit hour, consolidating resources into the certificate program would improve efficiency. Additionally, market realities show that 100% job placement is achieved with the certificate alone, with no clear industry incentive for AAS completion. The workforce demand can be effectively met through the certificate program.*

*The quality of paramedic education is not compromised by this recommendation, as the technical and clinical education is successfully delivered through the certificate program. Core paramedic competencies, industry standards, and accreditation requirements are all met through the certificate program. Importantly, paramedics who later decide to pursue an associate's degree have a viable pathway through the Health Science AAS program, which allows them to apply their paramedic education toward degree completion. This existing alternative provides a more flexible option for working professionals seeking degree advancement.*

*By discontinuing the EMS AAS degree and focusing resources on the Certificate of Applied Science program, while maintaining the Health Science AAS pathway for those seeking further education, the institution can achieve more efficient resource allocation, clearer student pathways, better alignment with student and industry needs, and improved program metrics and outcomes. This strategic realignment acknowledges market realities while maintaining both high-quality paramedic education and accessible degree advancement opportunities.”*

**STAFF MEMBER:** David M. Beighley, Interim Provost and Vice President for Academics

**BACKGROUND:** WVCTC Title 135 CSR, Series 10, “Policy Regarding Program Review,” requires each Governing Board to review at least every five years programs offered at the institution(s) of higher education under its jurisdiction and in the review address the viability, adequacy, necessity, and constancy with mission of the programs at the institution.

Each program has been reviewed by the program faculty, the appropriate Academic Dean, and the Interim Provost & Vice President for Academics. The respective Academic Deans reviewed and audited the academic degree programs, assessing (a) accreditation, (b) goals and objectives of the program, (c) curriculum, (d) graduation rates, (e) employment rates, (f) certification and licensure rates, (g) workforce demand, (h) enrollment trends, and (i) financial data. In compliance with Series 10, the reviews included evaluation of viability, adequacy, necessity, and consistency with the mission of the programs and the College.

The Provost and Deans recommend the following to the Board of Governors:

Degree	Name	Recommendation of Outcome §135-10-5	Note(s)
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A.A.S.	Advanced Welding	Continuation at the current level of activity (§135-10-5.1.1)	The AAS Advanced Welding program demonstrates strong viability, adequacy, and alignment with institutional mission and workforce needs. The program has experienced consistent enrollment growth, improved retention rates, increasing graduation numbers, reasonable placement rates, and strong fiscal performance.
A.A.S.	ASL/Interpreter Education	Continuation with corrective action (§135-10-5.1.2)	The Dean recommends the program continue with the following corrective actions: <ul style="list-style-type: none"> <li>• Investigate the viability of and implement, as needed, an ASL Advanced Skill Set and/or C.A.S., with implementation targeted for Fall 2026.</li> <li>• Revise A.A.S. program curriculum to better align with workforce/industry interpreting needs, specific to graduates of an ASL Interpreter Education A.A.S. program, with implementation targeted for Fall 2026.</li> </ul>
A.A.S.	Criminal Justice	Continuation with corrective action (§135-10-5.1.2)	The Dean recommends the program continue with the following corrective action: <ul style="list-style-type: none"> <li>• Revise program curriculum to better align with workforce needs, specific to graduates of a Criminal Justice A.A.S. program.</li> </ul> <p>This strategic program curricular revision will be informed the Criminal Justice Program Advisory Committee, end-of-program assessment data, and additional information as determined germane by the Program Coordinator and/or Academic Dean in alignment with the schedule identified above.</p>
A.A.S.	Emergency Medical Services	Discontinuation (§135-10-5.1.3)	The AAS program demonstrates critically low-performance metrics that raise serious concerns about its viability. Additionally, market realities show that 100% job placement is achieved with the certificate alone, with no clear industry incentive for AAS completion. The workforce demand can be effectively met through the certificate program.

			By discontinuing the EMS AAS degree and focusing resources on the Certificate of Applied Science program, while maintaining the Health Science AAS pathway for those seeking further education, the institution can achieve more efficient resource allocation, clearer student pathways, better alignment with student and industry needs, and improved program metrics and outcomes. This strategic realignment acknowledges market realities while maintaining both high-quality paramedic education and accessible degree advancement opportunities.
C.A.S.	Emergency Medical Services Technician - Paramedic	Continuation with corrective action (§135-10-5.1.2)	The Dean recommends the program continue with the following corrective actions: <ul style="list-style-type: none"> <li>• Implement retention improvement strategies</li> <li>• Explore state tuition assistance initiatives to address cost barriers</li> <li>• Evaluate faculty compensation alignment with peer institutions</li> <li>• Expand the use of simulation and educational technology to improve student outcomes</li> <li>• Develop the proposed Advanced EMT skill set to enhance program offerings</li> </ul>
C.A.S.	Licensed Practical Nursing	Continuation at the current level of activity (§135-10-5.1.1)	The program has shown remarkable progress in student outcomes, achieving an 89% NCLEX pass rate in the most recent academic year and maintaining exceptional job placement rates with 95% of students receiving job offers prior to graduation. These metrics directly reflect the program's effectiveness in preparing skilled healthcare professionals and meeting workforce demands. The successful transition to a 12-month full-time format and implementation of a hybrid delivery model demonstrate the program's agility in adapting to both accreditation requirements and student needs.
C.A.S.	Omnibus Aviation Program Review	<b><i>Airframe Technology</i></b> Continuation at the current level of activity (§135-10-5.1.1)  <b><i>Powerplant Technology</i></b>	<b><i>Airframe Technology (C.A.S.)</i></b> <u>Continuation</u> : This program has demonstrated exceptional outcomes with 63 graduates over three years, 100% employment rates, and 100% certification pass rates. The program's curriculum aligns

		<p>Continuation at the current level of activity (§135-10-5.1.1)</p> <p><b>Avionics Technology</b> Continuation with corrective action (§135-10-5.1.2)</p>	<p>perfectly with industry standards through FAA certification compliance, and the students receive instruction in modern facilities with qualified faculty. The Bureau of Labor Statistics projects continued steady demand for airframe technicians, with graduates earning competitive salaries averaging \$75,000+ annually.</p> <p><b>Powerplant Technology (C.A.S.)</b> <u>Continuation:</u> This program has produced 64 graduates over three years with 100% employment rates and certification pass rates. The curriculum effectively prepares students for FAA certification in powerplant maintenance, a critical skill area in aviation maintenance. Industry partners validate the program's relevance to workforce needs. The program meets all educational objectives while demonstrating strong quality indicators.</p> <p><b>Avionics Technology (A.A.S.)</b> <u>Corrective action:</u> The Dean recommends the program continue with the following corrective actions:</p> <ul style="list-style-type: none"> <li>• Develop targeted recruitment strategies for the Avionics pathway</li> <li>• Evaluate and potentially restructure curriculum sequencing to facilitate completion of the three additional courses required beyond Airframe and Powerplant content</li> <li>• Foster specialized industry partnerships focused on avionics technologies.</li> </ul>
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