

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

Academics Committee Meeting

**Tuesday, June 17, 2025
11:00 AM**

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

AGENDA

- I. Call to Order**
- II. *Approval of Minutes – March 25 and April 25, 2025** **Tab 1**
- III. Academic Affairs Updates**
 - A. General Education Assessment – Status Report** **Tab 2**
(David Beighley, Interim Provost and Vice President for Academic Affairs)
 - B. Virtual Reality (VR) Training – Year-End Report** **Tab 3**
(Jack Forrester, Virtual Reality (VR) Specialist)
 - C. Office of Career and Corporate Training – Year-End Report** **Tab 4**
(Dr. Joni Gray, Director of Career and Corporate Training)
 - D. Office of Dual Enrollment and Transitional Education – Year-End Report** **Tab 5**
(Stephanie Cunningham, Coordinator of Dual Enrollment and Transitional Education)
 - E. Office of eLearning – Year-End Report** **Tab 6**
(Dr. Robin Strader, Executive Director of eLearning)
 - F. Office of Institutional Effectiveness – Year-End Report** **Tab 7**
(Olivia Boltz, Director of Institutional Effectiveness)
- IV. Adjournment**

Tab

1

**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**

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors Academics and Student Services Committee was held on March 25, 2025, 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, Jessica Killon, Christine Miller, and Juanita Nickerson

Committee Members Absent: Lisa Lang

Other Board Members Present: Anthony Hinton and Joanne Seasholtz

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 – November 19, 2024

Jessica Killon moved to approve the November 19, 2024 meeting minutes. Christine Miller seconded the motion. All agreed. Motion carried.

III. Student Services

Nancy Parks reviewed the Student Services Update report (**Attachment A**) and reported that the college has met its goal of having at least half of its degree programs commit to cocurricular activities, marking a significant step forward in cocurricular engagement efforts.

Additionally, she noted that tutorial services have officially transitioned from Academic Affairs to Student Services and are now operating under the umbrella of Student Success.

Memori Dobbs has collaborated with eLearning to develop a dashboard that identifies students who have fallen below a 70% average in their courses, allowing for timely academic support intervention.

IV. Academics

A. Personnel Updates

David Beighley announced that Jennifer Ellison will now serve as the Interim Dean of the School of General Education and Professional Studies. Jennifer is a faculty member in Mathematics and also serves as a co-advisor for Phi Theta Kappa (PTK).

B. Five Year Program Reviews

Christine Miller moved to forward the ASL/IEP (A.A.S.) 5-Year Program Review with the recommendation to continue the program with corrective action to the full Board for approval. Jessica Killon seconded the motion. All agreed. Motion carried.

Jessica Killon moved to forward the Criminal Justice (A.A.S.) 5-Year Program Review with recommendation to continue the program with corrective action to the full Board for approval. Christine Miller seconded the motion. All agreed. Motion carried.

Christine Miller moved to forward the Emergency Medical Services (A.A.S.) 5-Year Program Review with the recommendation to discontinue the program and the Emergency Medical Services Technician – Paramedic (C.A.S) with the recommendation to continue the program with corrective action to the full Board for approval. Jessica Killon seconded the motion. All agreed. Motion carried.

Christine Miller moved to forward the Advanced Welding (A.A.S.) 5-Year Program Review with the recommendation to continue the program at its current level to the full Board for approval. Jessica Killon seconded the motion. All agreed, and the motion carried.

Christine Miller moved to forward the Licensed Practical Nursing (C.A.S.) 5-Year Program Review with the recommendation to continue the program at its current level to the full Board for approval. Jessica Killon seconded the motion. All agreed, and the motion carried.

Christine Miller moved to forward the omnibus aviation program review to the full Board for approval with the following recommendations: Airframe Technology (C.A.S.) – continue at the current level of activity; Powerplant Technology (C.A.S.) – continue at the current level of activity; and Avionics Technology (C.A.S.) – continue with corrective action. Jessica Killons seconded the motion. All agreed. Motion carried.

C. Career and Corporate Training

A. Enrollment and Revenue Report



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Vision: To empower individuals and strengthen communities through exceptional training and educational pathways
Tagline: Education that works!

Dr. Joni Gray reviewed the Career and Corporate Training (CCT) report (**Attachment B**) and provided the following updates: Enrollments continue to trend ahead, with participation numbers having doubled. To date, the department has generated approximately \$35,233 in revenue.

B. Braxton County

Dr. Joni Gray reported that at the end of February, efforts began to expand career training offerings in Braxton County. In collaboration with the academic deans, several new training opportunities have been planned, including TEAS prep, Point of Care Technician training, EMT Basic training, and a series of NC3 certification courses. These include:

- NC3 Festo Electrical Series: Fundamentals of AC
- NC3 Festo Electrical Series: Fundamentals of DC
- NC3 Festo Programmable Logic Controller Series: Fundamentals of PLC
- NC3 Snap-on Hand Tool Identification and Safety Certifications
- NC3 Snap-on Precision Measurement Certifications

D. General Updates

A. Graduation Planning

David Beighley reported graduation planning is underway, with special recognition given to Melissa Weikle, Amanda Hawkinberry, and the planning committee for their efforts in leading and organizing the May 9 activities.

B. Virtual Reality (VR) Lab and Training

David Beighley reported the Virtual Reality (VR) Lab, located at the Advanced Technology Center in Room 115, continues to develop. Dr. Robin Strader will assume some responsibility for VR training and will provide her expertise to support the lab's growth. The onboarding process for the new VR Specialist is currently in progress.

C. Phi Theta Kappa Induction Ceremony

David Beighley invited Board members to attend the Phi Theta Kappa (PTK) Induction Ceremony on April 17 at 6:00 PM. The ceremony will be held in room 216 at the Advanced Technology Center.

V. Adjournment

There being no further business, Jessica Killon moved to adjourn the meeting. Christine Miller seconded the motion. All agreed. Motion carried.



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Respectfully submitted by Amanda N. Hawkinberry



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Enrollment Comparison Summary by Student Type

<u>Student Type</u>	<u>Previous Term</u>		<u>Current Term</u>		<u>Differences</u>			
	202420 - Spring Semester 2024		202520 - Spring Semester 2025					
	As of 3/17/2024		As of 3/17/2025					
	<u>Count</u>	<u>FTE</u>	<u>Count</u>	<u>FTE</u>	<u>Count</u>	<u>Percent</u>	<u>FTE</u>	<u>Percent</u>
1 - First-time Freshman	57	45.93	56	48.13	-1	-1.75	2.20	4.79
2 - Returning Student	639	558.60	739	656.47	100	15.65	97.87	17.52
3 - Readmitted Student	27	18.93	18	12.87	-9	-33.33	-6.07	-32.04
6 - Transfer Student	38	30.93	37	26.47	-1	-2.63	-4.47	-14.44
9 - Other	21	9.00	14	6.73	-7	-33.33	-2.27	-25.19
	<u>782</u>	<u>663.39</u>	<u>864</u>	<u>750.67</u>	<u>82</u>	<u>10.49</u>	<u>87.27</u>	<u>13.15</u>
8 - HS Student Taking College Crs	715	224.67	713	211.27	-2	-0.28	-13.40	-5.96
	<u>1,497</u>	<u>888.06</u>	<u>1,577</u>	<u>961.94</u>	<u>80</u>	<u>5.34</u>	<u>73.87</u>	<u>8.32</u>

Note: Due to rounding of FTE and Percentage calculations, there may be slight differences in total amounts.



TO: Board of Governors

FROM: Nancy W. Parks

DATE: April 4, 2025

SUBJECT: Student Services Updates

Enrollment/Admissions Update

Based on the Enrollment report given by Executive Director of Admissions on March 6, 2025, enrollments captured at census date for Fall 2024 show that Pierpont had the third largest enrollment of the state community and technical colleges in academic programming and was fourth in enrollments overall.

Spring 2025 enrollment data (as of March 17, 2025) shows a most significant increase in enrollment in first-time freshmen and returning students: a 14.22% increase in headcount and 8.33% in FTE.

Orientation/registration sessions have opened for Summer and Fall 2025 course scheduling, and many slots are already at capacity; additional dates are scheduled to open to accommodate in-person appointments for all applicants. Evening and weekend slots are scheduled to accommodate adult students and working families.

Increased Semester-to-Semester Retention: As reported by the Office of Institutional Effectiveness, student retention rates significantly improved year-over-year:

- Overall retention increased from 73.77% (Fall 2023-Spring 2024) to 79.23% (Fall 2024-Spring 2025)
- First-time, full-time student retention rose from 75.4% (2023-2024) to 82.73% (2024-2025)

Enhanced Outreach: A comprehensive master directory of service area high schools and contacts has been created by the Executive Director of Admissions and shared with Financial Aid staff for the two offices to combine informational outreach and “how to” sessions for FAFSA events at individual high schools. In addition to helping families complete the FAFSA and WV Invests applications, admissions/advising specialists will attend alongside for general Q&A for family members and to promote Pierpont programs.

Co-Curricular Learning, Student Engagement, & Retention Strategies: Updates

HLC Response Committee on Co-Curricular Learning

A dedicated committee has been established to address the Higher Learning Commission's (HLC) concerns regarding Standard 4B: Co-Curricular Learning assessment. The committee includes key campus leaders:

- Nancy Parks, Associate VP, Student Services
- Amy Cunningham, Dean, School of Health Sciences
- Debra Lupica-Scott, Chair, General Education Committee
- Raven Thomas, Admissions/Advising Specialist and Student Involvement Coordinator
- Olivia Boltz, Director of Institutional Effectiveness

The committee's work focuses on three primary areas: clarifying the distinction between "extra-curricular" and "co-curricular" activities; documenting co-curricular components across all academic degree programs and institutional initiatives; and ensuring follow-up assessment and documentation.

The committee is compiling a response to the HLC's concerns regarding differentiation between "extra" curricular and "co-curricular" activities and is denoting all co-curricular projects of every academic degree program, as well as institutional programming efforts. AVP Parks and IE Director Boltz are following up with individual program coordinators for timely submissions of co-curricular planning and reporting templates. In addition, the HLC task group will be asking the Marketing office for a dedicated space on the Pierpont website to highlight these co-curricular activities and illustrate student/faculty engagement opportunities with the community and employers.

Retention Strategies

Tutorial Services Transition and Enhancements

As of February 22, 2025, Tutorial Services has successfully transitioned from being coordinated by a math faculty member on release time to full management by the Office of Student Success.

Key activities assumed by that office include the following:

- Recruitment of professional and peer tutors across multiple disciplines, including a peer math tutor for the Aviation Center
- Publication of a comprehensive Spring 2024 tutoring schedule
- Campus-wide communication about available services, including tutoring in high-enrolled general education courses: English, Math, Computer Concepts, and Anatomy & Physiology.

In addition, the Office of Student Success has also implemented a proactive intervention system, including the following:

- A new institutional dashboard that identifies students earning 70% or below in key subject areas
- Targeted emails to struggling students
- Accompanying email alerts to faculty so they can encourage their students to participate in tutoring services, including general assistance, such as homework completion

Learning Support/Support Services

From January 1-March 17, the Office reports the following activities in service to students and faculty to aid in student retention and success:

- 50 mental health appointments
- 39 meetings with WV Works participants
- 21 Learning Strategies presentations for individual students
- 12 Disability support appointments
- 09 classroom presentations for learning strategies/mental health
- 02 meetings with county WV Works coordinators in service region; increased participants from 2-9
- 02 test proctoring sessions

Further, in response to requests from service area adult education providers, Pierpont was asked to enter MOUs with county SPOKES offices to formalize services we offer to their participants, including scheduling campus tours, assisting with financial aid applications, and serving as a primary educational provider.

Blackboard Ultra Trainings

The Executive Director of e-Learning designed a Blackboard Student Orientation Course. This course is a self-paced program designed to familiarize students with the new Blackboard Ultra. The course covers essential aspects such as navigation, participation in discussions, assignment submissions, test-taking procedures, journal entries, media sharing, and accessing grades and feedback. The course aims to equip students with the necessary skills to effectively engage with course materials and activities within the Blackboard Ultra platform. As of March 17, 2025, 43 students had completed this “self-help” training.

Financial Aid Services

Distribution of Aid: PELL grant funding increased from \$1.18 million in 2023-24 to \$1.46 million in 2024-25—due largely to enrollment increases.

The WV Higher Ed grant disbursements were substantially higher than in years previous (over double, fact), which prompted an 8.5% decrease in WV Invests disbursements. No students’ aid was affected negatively because what would have been covered by Invests was instead covered via the WV Higher Ed rant. The Financial Aid office continues to work in partnership with Admissions, Advising, and eligible degree programs in alerting students to all aid available.

In Fall 2024, Pierpont was allocated \$2,000 per student to help ameliorate funding issues caused by the FAFSA delays. As a result, far more students received a “refund” than in previous years, which assisted with other college-going expenses.

Centralized Management and Compliance: WV Invests and Federal Student Employment services have been consolidated under a single staff member. In addition, Pierpont has significantly improved compliance with federal requirements for allocating student employment funds to peer tutoring. After targeted outreach seeking peer tutors, three new peer tutors have been hired through Federal Student Aid funding.

Audit Success: The federally required "Statewide Single Audit" reported "no findings" related to financial aid and confirmed that student aid was packaged and awarded “correctly, timely, and equitably.”.

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

Academics Committee Meeting

**Friday, April 25, 2025
10:30 AM**

**Pierpont's Advanced Technology Center (ATC)
500 Galliher Drive
Fairmont, WV 26554
Room 201A**

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors Academics Committee was held on April 25, 2025, beginning at 10:30 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, Jessica Killon, and Christine Miller

Committee Members Absent: Lisa Lang and Juanita Nickerson

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

I. Call to Order

Thomas Cole called the meeting to order at 10:30 AM.

II. Approval of Minutes – March 25, 2025

A quorum was not present. Therefore, the minutes from the March 25 meeting could not be approved.

III. Academic Programming

A. Resolution to Discontinue Applied Design A.A.S Degree Program

David Beighley provided a high-level summary regarding the recommendation to discontinue the Applied Design A.A.S. program, which includes concentrations in Interior Design and Fashion Merchandising. He noted that the recommendation is based on low enrollment, graduation, and retention rates, as well as the absence of a full-time faculty member currently teaching in the program. External data also indicate that workforce and industry needs do not support continuing the program. A teach-out plan is in place should

the program be formally discontinued. David Beighley also mentioned that components of the program could potentially be restructured and offered through CCT in the future.

A quorum was not present; therefore, the item will be forwarded to the full Board for consideration without the approval of the committee.

B. Resolution to Discontinue Technical Drafting C.A.S Degree Program

David Beighley provided a high-level summary regarding the recommendation to discontinue the Technical Drafting C.A.S. program. He explained that this recommendation serves as a clean-up action following the discontinuation of the Drafting A.A.S. program two years ago. At that time, it was presumed that the C.A.S. degree would also be eliminated; however, the C.A.S. was not specifically spelled out in the original discontinuation action. David Beighley noted that there are currently no students enrolled in the program. He also shared that components of the program could potentially be restructured and offered through CCT in the future.

A quorum was not present; therefore, the item will be forwarded to the full Board for consideration without the approval of the committee.

IV. Academic Affairs Update

A. Career and Corporate Training

Dr. Joni Gray provided the following updates:

Targeted training opportunities are being offered in Braxton County, specifically in health sciences, trades, and electrical areas, with trainings ready for registration and May–July start dates. EMT Basic training will also be offered in Braxton County, as requested by local organizations. The 10-week EMT Basic course at Caperton Center is currently full with a waitlist of 10 students; there is consideration for offering an additional cohort at the ATC, Caperton, or in Monongalia County. Efforts are underway to locate a site for an EMT Basic course in Monongalia County and to develop an EMS High School CTE cohort.

The first Phlebotomy cohort has completed their program, with 7 of 9 students passing and preparing for their certification exam. These students will also participate in the upcoming Health Sciences Pinning Ceremony. Joni noted that these seven completers were individuals who would not have otherwise completed a traditional academic program.

In Randolph County, the Clinical Medical Assistant curriculum is nearly finalized, with a cohort anticipated to begin in September.

Joni also reported that the team is busy with Learn and Earn programs and is actively promoting them in the community. She attended the Aviation Career Fair yesterday and distributed flyers about the Learn and Earn opportunities. Additionally, there will be a



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"Lunch and Learn" event focused on CCT Learn and Earns on May 1 at 11:30 a.m., and Board of Governors members are invited to attend.

Finally, Joni invited Board of Governors members to join the inaugural Advisory Committee meeting, scheduled for May 1 at 6:30 p.m.

David Beighley reported that the Surgical Technology program has been formally discontinued at MTEC, and the EMS program could be discontinued at their next board meeting. He emphasized the importance of Pierpont remaining responsive to MTEC's needs and being prepared to offer programming if needed. David also noted that Pierpont is continuing to monitor the situations at NIOSH and Novelis and plans to be responsive by potentially providing retraining opportunities for individuals who lost their jobs. Pierpont will be present at the Novelis Career Fair on May 20.

Additionally, David Beighley reported that Pierpont experienced a reduction in state appropriations due to the state funding formula. He explained that a factor impacting the funding formula was the limited activity in CCT during prior years. David expressed his appreciation to Joni and her team for their efforts in changing the trajectory of CCT moving forward.

V. Adjournment

There being no further business, Christine Miller moved to adjourn the meeting. Jessica Killon seconded the motion. All agreed. Motion carried.

Respectfully submitted by Amanda N. Hawkinberry



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Pierpont Community & Technical College

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David M. Beighley

Interim Provost

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To: Pierpont CTC Board of Governors Committee on Academics

From: David M. Beighley, *DMB* Interim Provost and Vice President for Academic Affairs

Subject: AY2024-2025 General Education Assessment Report

Date: 17 June 2025

The following report provides a summary of Pierpont Community & Technical College's General Education performance assessment for the 2024–2025 academic year, integrating findings from standardized assessment instruments in Written Communication, Quantitative Literacy, and Global Awareness / Diversity across multiple academic terms. This report also incorporates updated institutional practices aligned with HLC Criterion 4.B, including academic assessment integration and continuous improvement structures.

Pierpont identifies General Education as a foundational element of its institutional identity and strategic direction. The College's Strategic Plan explicitly connects General Education with its core commitments to student success, instructional quality, and career preparation. By providing students with transferable skills in communication, reasoning, literacy, and professionalism, General Education enables graduates to adapt to workforce needs and contribute meaningfully to their communities. Ongoing assessment of General Education outcomes is essential not only for accreditation compliance but also for continuous improvement in student learning and institutional effectiveness.

Assessment Overview and Methodology

Pierpont's General Education assessment process is outlined in its General Education Assessment Plan, operating on a structured, semester-based cycle and includes service courses and capstone evaluations. This process assesses student performance against competencies aligned to the College's General Education Outcomes. Additionally, General Education classes are assessed locally against course Student Learning Outcomes (SLOs) using common rubrics approved by Pierpont's Faculty Senate General Education Committee. Data is analyzed centrally through the Office of the Provost at both course and institutional levels, and shared during the College's Learning Communities Week held each August at the onset of the new academic year.

As outlined in Pierpont's General Education Assessment Plan, the 2024–2025 assessment cycle focused on evaluating Written Communication and Quantitative Literacy competencies. These assessments were conducted at two instructional levels, including service courses and school-specific capstone sections (Health Sciences [HS], General Education and Professional Studies [GEPS], and Business, Aviation & Technology [BAT]). Additionally, student competencies were assessed related to the General Education Outcome of Global Awareness / Diversity within BAT, GEPS, and HS capstone courses.

The College utilized standardized assessment tools administered by ETS HEIghten Territorium (Formerly known as ETS), to evaluate student performance against national benchmarks in these subject areas of Written Communication, Quantitative Literacy, and Global Awareness / Diversity (termed Intercultural Competency in the HEIghten Territorium system). Students were assessed using rubrics and scoring systems with scaled scores between 150–180. Performance was classified as Developing (150–160), Proficient (161–171), or Advanced (172–180).

Additionally, course-level Student Learning Outcomes (SLOs) were evaluated for key general education courses such as ENGL 1104, ENGL 1108, MTH 1207, MTH 1208, and OFAD 1150. These course-level assessments provide insight into specific skills students are expected to demonstrate relative to institutional General Education Outcomes. A report providing this assessment data was prepared by Pierpont’s Dean for the School of General Education and Professional Studies.

Written Communication Assessment Results

The following section highlights key performance results in Written Communication across multiple academic terms. Written Communication is a central General Education Outcome that reflects students’ ability to construct and convey meaning effectively through writing, which is a skill essential to both academic progress and professional success. Assessment across instructional divisions provides insight into the equity and consistency of student achievement:

- **Fall 2023 (Service-Level):** Students achieved an average score of 161.8 (*Proficient*), slightly above the national mean of 161.4.
- **Spring 2024 (HS):** Score of 161.5 (*Proficient*), indicating consistency with national standards.
- **Spring 2024 (GEPS):** Score of 159.0 (*Developing*), highlighting the need for improvement.
- **Spring 2024 (BAT):** Score of 157.7 (*Developing*), highlighting the need for improvement, with most students below proficiency.
- **Fall 2024 (Service-Level):** Score of 159.0 (*Developing*), highlighting the need for improvement.
- **Spring 2025 (HS):** Score of 162.1 (*Proficient*), indicating consistency with national standards.

Course-Level SLOs Evaluated:

- ENGL 1104: Emphasis on planning and composing multi-paragraph essays, understanding cultural diversity in texts, and using MLA documentation correctly. The shift to a portfolio model improved MLA documentation proficiency from 65% to 83%.
- ENGL 1108: Students are expected to critically read and write, evaluate sources, and create structured arguments in writing and oral presentations. Source integration rose from 79% to 84%; source evaluation improved from 74% to 86%.

Quantitative Literacy Assessment Results

Quantitative Literacy assessment provides critical feedback on students’ numeracy skills, data interpretation, and problem-solving ability. These results enable Pierpont to evaluate whether mathematical reasoning is being taught effectively across course types and academic divisions:

- **Fall 2023 (Service-Level):** Score of 159.5 (*Proficient*), indicating consistency with national standards.
- **Spring 2024 (HS):** Score of 159.8 (*Proficient*), indicating consistency with national standards.
- **Spring 2024 (GEPS):** Score of 158.7 (*Proficient*), indicating consistency with national standards, albeit slightly lower but within range.
- **Spring 2024 (BAT):** Score of 158.5 (*Proficient*), indicating consistency with national standards, albeit slightly lower but within range.

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- **Fall 2024 (Service-Level):** Score of 167.2 (*Proficient*), outperforming national norms.
- **Spring 2025 (HS):** Score of 165.5 (*Proficient*), outperforming national norms.
- **Spring 2025 (BAT):** Score of 160.8 (*Proficient*), indicating consistency with national standards.

Course-Level SLOs Evaluated:

- MTH 1207: Focus on real-world problem solving, symbolic manipulation, and logical synthesis of mathematical knowledge. Students showed 87% proficiency in describing relationships but only 64% in drawing conclusions.

Global Awareness / Diversity Assessment Results

As part of Pierpont's continued emphasis on preparing students to engage with a diverse and interconnected world, the College assessed Global Awareness / Diversity Competency in Fall 2024 through capstone-level courses. This outcome measures students' ability to understand, evaluate, and act on cultural information in varied and dynamic contexts.

- **Approach:** The average score for Pierpont students was 126.3 (*Neutral*), compared to a national average of 121.3. Within Pierpont's group, 67% scored Neutral and 33% scored High, with no students in the Low category.
- **Analysis:** Pierpont students averaged 166.7 (*Proficient*), close to the national mean of 167.7. Students were evenly distributed across Developing (33%), Proficient (33%), and Advanced (33%) performance bands.

Subscores

- Positive Cultural Orientation: 12.7 (Pierpont) vs. 12.1 (National)
- Cultural Self-Efficacy: 12.8 (Pierpont) vs. 12.1 (National)
- Self-Awareness: 6.0 (Pierpont) vs. 5.9 (National)
- Social Monitoring: 5.4 (Pierpont) vs. 6.0 (National)
- Suspending Judgment/Perspective: 6.0 (Pierpont) vs. 5.8 (National)
- Cultural Knowledge Application: 4.5 (Pierpont) vs. 5.9 (National)
- Behavior Regulation: 6.3 (Pierpont) vs. 5.9 (National)
- Emotion Regulation: 5.7 (Pierpont) vs. 5.9 (National)

Interpretation

The assessment reveals strengths in self-perception and emotional control regarding intercultural interactions, particularly in areas like self-awareness, behavior regulation, and positive cultural orientation. However, there are areas for targeted improvement such as cultural knowledge application and social monitoring. These insights will inform both co-curricular programming and curricular enhancements in communication, ethics, and human relations courses.

Technical Literacy Overview

Technical Literacy is increasingly important as a foundational workplace competency across industries. Although not a primary focus in this assessment cycle, Pierpont has collected preliminary data from OFAD 1150 to prepare for future formal assessment. These results support the expansion of digital literacy instruction and inform plans for capstone-level integration.

Although not the primary focus of AY2024-2025's assessment cycle, baseline evaluation data for OFAD 1150 indicated student ability to utilize Microsoft Office tools (Word, Excel, PowerPoint) and perform basic computing

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tasks. These results support future integration of Technical Literacy outcomes into embedded and capstone-level assessments.

Integration with Assessment Plan Goals and Criterion 4.B

This section demonstrates how the General Education assessment process supports Pierpont's institutional commitment to continuous improvement and fulfills external accountability expectations. In particular, it directly addresses the Higher Learning Commission's Criterion 4.B, which requires institutions to demonstrate that they assess student learning through established processes, use the results for improvement, and involve faculty meaningfully in assessment practices. Pierpont's General Education assessment system reflects this expectation through its intentional design: assessments are mapped to course-level and institutional learning outcomes, embedded within the curriculum, reviewed regularly through centralized processes, and used to inform instructional and support service decisions. The system not only captures student performance but also fuels cycles of reflection and refinement that advance teaching and learning. Each element reflects intentional design aligned with the College's Assessment Plan and HLC accreditation standards under Criterion 4.B.

- **Cyclical Annual Assessment:** Multi-term assessments demonstrate active implementation of cyclical data collection and analysis.
- **Use of Standardized Rubrics:** Scoring categories and rubrics ensured consistent measurement across instructional levels.
- **Program-Embedded Assessment:** Varied school-specific sections and capstone evaluations align with the plan's call for program-level integration.
- **Course-Level SLO Mapping:** Alignment of course SLOs in ENGL 1104/1108 and MTH 1207/1208 reinforces core learning expectations and identifies instructional gaps.
- **Curricular Revision Support:** Disparities in student performance between Pierpont's academic schools provide actionable data for revising course delivery and support mechanisms.
- **Institutional Integration:** Assessment results are regularly shared with faculty and institutional leadership and drive curriculum and support service enhancements.

Conclusions and Recommendations

The data indicates that Pierpont students generally achieve proficiency in General Education outcomes, particularly in Quantitative Literacy. Areas requiring targeted improvement include Written Communication in GEPS and BAT student populations. The 2024–2025 cycle illustrates progress toward full implementation of the Assessment Plan, with positive trends suggesting the efficacy of reforms.

Recommendations:

- Expand instructional support for Written Communication College-wide, providing targeted efforts in GEPS and BAT divisions.
- Continue to monitor Quantitative Literacy performance and share best practices from high-performing sections.
- Reinforce faculty development on General Education rubrics and assessment strategies.
- Begin formal assessment of Technical Literacy in the upcoming cycle using OFAD 1150 as a foundational model.
- Expand Global Awareness / Diversity development through both curricular and co-curricular means, with special attention to subscores indicating room for growth.
- Continue investment in faculty and staff development to strengthen the culture of assessment across academic and co-curricular domains.

Tab

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Pierpont Community & Technical College

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Jack Forrester

Virtual Reality (VR) Specialist

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To: Pierpont CTC Board of Governors Committee on Academics

From: Jack Forrester, Virtual Reality (VR) Specialist

Subject: Year-End Report – Virtual Reality (VR) Training Center

Date: 17 June 2025

Pierpont Community and Technical College's Virtual Reality (VR) Training Center presents this year-end report for AY2024-2025 to the College's Board of Governors Committee on Academics, summarizing key activities, outcomes, and status toward strategic initiatives. The Virtual Reality (VR) Training Center's mission remains focused on utilizing extended reality (XR) technology to enhance experiential learning and workforce training across targeted higher education academic and technical programs in obtaining certification.

Key Achievements

- **Infrastructure Setup**
 - Integrated Chromecast-enabled displays in the lab space, enabling wireless streaming from Meta Quest headsets and other XR devices.
 - Created a measured floorplan of the room to plan a layout of how the space can be best utilized for both VR technology and an immersive room.
 - Created documents outlining the technology required for the space, purchase options, and estimated costs
- **Benchmarking and Research**
 - Initiated outreach and relationship-building with XR professionals and vendors via LinkedIn and live demonstrations, gathering insights and best practices to inform the Lab's development
 - Investigated leading immersive learning environments such as Michigan State University's Digital Scholarship Lab to identify scalable models aligned with Pierpont's strategic goals.
 - Conducted preliminary vendor evaluations (e.g., Igloo Vision) and began drafting a detailed Request for Proposal (RFP) outlining specifications for a hybrid immersive space combining projectors and VR headsets.

Strategic Priorities and Initiatives

- **Support Workforce-Ready Training**
 - Progress toward establishing an immersive learning environment that will support experiential learning in technical programs and certification-based curricula.

Education that works!

- **Faculty Collaboration**
 - Initiate consultations with faculty across departments to explore XR integration in difficult-to-teach areas, helping align technological implementation with academic needs.
 - Make sure that an interface exists that would easily allow staff to utilize the space and add content to it as required
- **Lab Design and Procurement Planning:**
 - Finalize an RFP for summer procurement of technology for setup to ensure the immersive lab is fully operational by the start of the Fall 2025 semester.

Forward-Looking Opportunities/Objectives

- **Launch of Immersive Lab**
 - Finalize RFP, secure vendor contracts, and complete installation of projection systems and VR workstations during Summer 2025 for an official lab launch in Fall.
- **Curriculum Integration**
 - Partner with faculty to pilot XR-enhanced modules in programs such as healthcare with assessment tools to measure learning outcomes.
- **Community and Industry Engagement**
 - Explore partnerships with regional employers, educational institutions , and workforce development agencies to offer immersive simulations for professional training and continuing education.
- **Faculty Development Workshops**
 - Offer training sessions to equip instructors with the knowledge and tools to effectively integrate XR technology into their courses.

Conclusion

This academic year has been foundational in establishing the vision, infrastructure, and strategic roadmap for Pierpont’s Immersive Learning Lab. Significant groundwork is being laid out through technology setup, professional engagement, and interdepartmental collaboration. As the Lab moves into AY2025–2026, it is positioned to become a dynamic, interdisciplinary resource that supports Pierpont’s mission to provide innovative, workforce-aligned learning experiences. By advancing extended reality initiatives, the Lab will serve as a cornerstone for academic innovation and certification success.

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Pierpont Community & Technical College
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To: Pierpont CTC Board of Governors Committee on Academics

From: Dr. Joni M. Gray, Director of Career and Corporate Training

Subject: Year-End Report – Career and Corporate Training

Date: 17 June 2025

Pierpont Community and Technical College's Office of Career and Corporate Training (CCT) presents this year-end report for AY2024-2025 to the College's Board of Governors Committee on Academic, summarizing key activities, outcomes, and status toward strategic initiatives. Career and Corporate Training remains committed to supporting our institutional mission of providing accessible, responsive, comprehensive education that works.

Key Achievements

- **People**

Career and Corporate Training strengthened internal capacity by supporting four faculty members in completing NC3 (National Coalition of Certification Centers) Festo training, enabling in-house delivery of high-value industry credentials in mechatronics, robotics, and process technology. Overall CCT enrollment headcount increased by 150.382%, and contact hour production rose by 148.375%, demonstrating significant growth in community engagement and program demand.

- **Programs**

The division launched and celebrated inaugural cohorts in high-demand training including Phlebotomy and EKG Technician. These accelerated programs are designed to meet regional healthcare demands and lead directly to certification and employment. In addition, CCT collaborated with the School of Health Sciences to develop a Clinical Medical Assisting program and expanded EMT-Basic offerings. Cybersecurity trainings leading to certifications in Tech+, A+ and Security+ stand ready to deploy in FY 2026. Reinforcing a commitment to work-based learning, we secured nine (9) Learn & Earn Grants offering internships for Pierpont students in healthcare, aviation, utilities, and professional/legal sectors, with over half representing new business partnerships. Purchased training equipment and a trailer to support mobile career training offerings and expand customized training options.

- **Partners**

With the formation of a Career and Corporate Training Advisory Council, we initiated a BILT-inspired model of partnership. Over twenty (20) local leaders, employers, industry partners, K-12 partners, and internal Pierpont stakeholders have committed to guide CCT program development and curriculum alignment to ensure our programs and the academic programs we path into reflect in-demand, relevant industry knowledge, skills and abilities. Mr. Chris Bailey, President of the Lewis County Chamber of Commerce, will serve as co-chair of the advisory council.

Strategic Priorities and Initiatives

- **People**

Career and Corporate Training hired two specialists to assist in developing, deploying and managing our expanding programs. CCT invested in team member professional development and internal trainer certifications. We created internal Train-the-Trainer sessions to ensure knowledge transfer and sustainability of specialized programs. Focused on CCT students as Pierpont students and advocating for CCT programming to appear on the standard Pierpont application to streamline processing. CCT team members, along with other key Pierpont leaders, will attend a statewide Workforce Development Summer Institute focused on sharing practical tools and strategies to enhance business engagement and workforce program alignment with regional needs. CCT regularly attended meetings of the Credential WV Initiative, and this summer Dr. Gray will serve on the Workforce Connections Working Group for Credential WV.

- **Programs**

CCT expanded our menu of career trainings and stackable credentials across programs aligned with industry needs. Plans continue to increase customized program offerings, mobile training and defined micro-credentials. CCT lead collaborations to explore prior learning pathways from our programming into academic programming.

- **Partners**

Operationalized advisory input using the BILT model, deepening employer engagement. Hosted a Lunch & Learn event to share the Learn & Earn Grant opportunity with regional employers from multiple sectors. CCT team members have attended the advisory meetings of our academic program counterparts to listen and learn from industry partners and our faculty experts. CCT team members attended Region VI Workforce Development Board quarterly meetings, Business Service Team meetings and other community stakeholder gatherings. Attended middle/high school recruiting events, and participated in Experience Pierpont days, and connected with employers through career fairs.

Forward-Looking Opportunities/Objectives (AY2025–2026)

- **Training Expansion**

- Finalize and deploy a mobile lab trailer equipped for NC3 certifications, broadening access to underserved communities and strengthen relationships with regional employers.
- Relaunch an accelerated HVAC training for both residential and commercial industries.
- Develop and launch Welding Fundamentals training
- Develop and launch Manufacturing Technician/specialist training aimed at combining fundamental skills necessary for the entry-level manufacturing positions
- Collaborate with Health Sciences to launch Surgical Technologist training
- Expand offering of the Clinical Medical Assisting program beyond Randolph County

- **Industry Micro-credential Hubs**

Designate regional training hubs in partnership with local high schools and career centers to expand access to industry-recognized credentials and adult career training opportunities.

- Dual Enrollment to Career Pipeline
Using the Jobs and Hope Robotics Grant extension, pilot a structured career training pipeline beginning with middle school students, moving into high school dual enrollment students and culminating in employment-focused credentials and academic articulation agreements.
 - Enhanced Data Dashboarding
Working with the Office of Institutional Effectiveness, launch a real-time data dashboard to track workforce program outcomes, credentialing completions, and job placement rates to better support strategic decision-making.
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Summary

Career and Corporate Training continues to play a transformative role in Pierpont’s pursuit of accessible, relevant, and high-impact education. By advancing initiatives across People, Programs, Partners, and Performance, we remain firmly aligned with institutional strategic priorities. Through the development of responsive training, industry collaboration, and data-informed practices, we are delivering education that works—driving workforce growth and meeting the evolving needs of West Virginia’s communities.

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Pierpont Community & Technical College
Office of Dual Enrollment and Transitional Education
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To: Pierpont CTC Board of Governors Committee on Academics

From: Stephanie Cunningham, Dual Enrollment & Transitional Education Coordinator

Subject: Year-End Report – Dual Enrollment and Transitional Education

Date: 17 June 2025

Pierpont Community and Technical College's Office of Dual Enrollment and Transitional Education presents this year-end report for AY2024-2025 to the College's Board of Governors Committee on Academic, summarizing key activities, outcomes, and status toward strategic initiatives. DE & TE's mission is to provide the opportunity for high school or alternative adult learners to earn college credit, complete degrees, certificates or build skill sets that will help them move to the workforce and successful, high demand careers.

Key Achievements

2023/2024 AY

Fall 2023 4704 credit hours
1534 courses
977 students

Spring 2024 3229 credit hours
1178 courses
686 students

23/24 AY 7933 credit hours
2712 courses
1098 unique students
\$482,507.00 revenue

2024/2025 AY

Fall 2024 4624 credit hours
1440 courses
927 students

Spring 2025 3077 credit hours
1117 courses
698 students

24/25 AY 7701 credit hours (-232)
2557 courses (-155)
1022 unique students (-76)
4 graduates
\$500,660.00 revenue (+\$18153.00 revenue)

Education that works!

Strategic Priorities and Initiatives The focus of this past year was to get to know the districts and build K12 relationships, communicate the pathway initiative purpose and benefits, updating policy and procedures, getting to know the community by engaging in Advisory Boards and maintaining enrollment. While there have been some hiccups and let downs, overall revenue showed a slight increase due to more courses being added to dual credit state funding and the state increasing the amount of funds available. New private schools and many new homeschooled students were added to enrollment. Focus has also been placed on the “customer service” side of education by learning all department responsibilities and creating process tools to help students and counselors navigate the college world. Business Management and Applied Process Technology state approved pathways were added to DE programming and a few new high school faculty credentialed to teach dual credit were added.

Forward-Looking Opportunities/Objectives For the coming year, more CTE alignment will be explored with not only our credited courses but also to work with Workforce to help students earn certifications that will help them to become more marketable and valuable employees. Pathways being considered for state approval are welding, culinary and CIT so that students leaving high school will already have applicable credits to apply to certificate or degree programs. Lastly, event planning for DE recognition is being considered to be held either at the high schools and on our campuses so that students feel more connected and see themselves as official college students. The two transitional education projects with WV Adult Education and PEP will also be addressed.

Conclusion For the past academic year, we have seen growth in the DE program. Although it was not a leap, small improvements are still improvements. Our K12 partners have a better understanding of what the dual enrollment program has to offer as far as how far ahead students can be at the end of their high school years and the money to be saved in the process. Pierpont is in a good position to offer more to those CTE students who look to enter the workforce as soon after high school as possible. In an area with so many 4-year college choices, we can be unique and stand out as the area’s first choice in career and technical education.

Tab

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Pierpont Community & Technical College

Office of eLearning
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Dr. Robin Strader

Executive Director of eLearning

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To: Pierpont CTC Board of Governors Committee on Academics

From: Dr. Robin Strader, Executive Director of eLearning

Subject: Year-End Report – eLearning

Date: 17 June 2025

Pierpont Community and Technical College's Office of eLearning presents this year-end report for AY2024- 2025 to the College's Board of Governors Committee on Academic Affairs, summarizing key activities, outcomes, and status toward strategic initiatives. eLearning's mission remains focused on delivering accessible, innovative, and learner-centered online education through flexible, high-quality learning experiences.

Key Achievements

- Conversion of 125 Master courses from Blackboard Original format to Blackboard Ultra during the fall semester and 75 Master courses during the spring semester in preparation for the retirement of Blackboard Original.
- Conducted over 18 hours of in-person and online training on Blackboard Ultra to full-time faculty and adjunct faculty during the fall and spring semesters.
- Developed and enrolled 46 students in the first-ever online Orientation to Blackboard Ultra course during the spring semester.
- Working with the Director of Student Success, created an At-Risk report that flags online students at risk of falling behind or dropping out based on attendance, engagement, grades, and participation.

Strategic Priorities and Initiatives

- Evaluate and update online courses to enhance student engagement and promote active learning: Conduct continuous evaluations of existing online courses to identify areas for improvement in student engagement and active learning. Implement updates based on best practices and evidence-based strategies to foster a more interactive and participatory learning environment.
- Conducted a comprehensive student survey to gather feedback for course design improvements: Executed a detailed student survey to collect feedback on the recent update to Blackboard Ultra. Identify specific areas for enhancement in course design for the Fall 2025 term. Implement the necessary improvements or make recommendations based on the survey results to optimize the learning experience and ensure alignment with best practices in online education.
- Continuously develop and offer training on the use of the new tools within Blackboard to increase engagement: Developed a structured training program for faculty to ensure proficient use of the

advanced tools available within Blackboard Ultra. This program includes detailed modules on the functionalities and best practices to enhance student engagement. Regular workshops, webinars, and online resources will be provided to support ongoing professional development. Additionally, feedback mechanisms are used to continuously assess the effectiveness of the training and make necessary adjustments to optimize learning outcomes.

Forward-Looking Opportunities/Objectives

- Conversion of remaining online courses to Blackboard Ultra: Ensure the transition of all remaining online courses to the Blackboard Ultra platform by the scheduled retirement of Blackboard Original in December 2025. This initiative aims to enhance the learning experience by leveraging the advanced features of Blackboard Ultra, thereby improving student engagement and satisfaction. The conversion process will continue through planning, coordination with faculty, and comprehensive training to ensure a seamless transition.
- Enroll all incoming students for Fall 2025 in the online Orientation to Blackboard Ultra course: Ensure that all incoming students for the Fall 2025 semester are enrolled in the online Orientation to Blackboard Ultra course for completion prior to the start of the semester. This initiative aims to enhance student understanding of the Blackboard Ultra platform and improve overall student satisfaction by providing them with the necessary tools and knowledge to navigate the online learning environment effectively.
- Ensure compliance with DOJ accessibility regulations: By April 2026, review and update all current courses to meet accessibility standards. Develop new courses with accessibility in mind from the outset, ensuring they are fully compliant with the DOJ regulations. Regular audits and feedback mechanisms will be implemented to maintain compliance and continually improve accessibility.
- Create training for faculty: Develop and implement comprehensive training programs for faculty to ensure they are well-equipped to design and deliver accessible courses. This training will cover best practices for creating accessible content, using assistive technologies, and understanding the legal requirements for accessibility. Regular workshops and online resources will be provided to support faculty in maintaining compliance with DOJ regulations.
- Ensure compliance with the Department of Education requirements for Regular and Substantive Interaction: Develop and implement strategies to ensure that all online courses meet the Department of Education's standards for regular and substantive interaction. This includes incorporating frequent and meaningful interactions between students and instructors, such as providing timely feedback, facilitating interactive discussions, and offering personalized support. Faculty will be trained in best practices for fostering engagement and maintaining a strong online presence. Regular audits and feedback mechanisms will be established to monitor compliance and continuously improve the quality of interactions.

Conclusion

The Office of eLearning at Pierpont Community and Technical College has made significant strides in advancing its mission of delivering accessible, innovative, and learner-centered online education. Throughout the 2024-2025 academic year, we successfully transitioned a substantial number of online courses to the Blackboard Ultra platform, conducted extensive training for faculty, and developed new initiatives to enhance student engagement and satisfaction.

Education that works!

Our efforts to ensure compliance with DOJ accessibility regulations and the Department of Education's requirements for regular and substantive interaction have been pivotal in maintaining high standards of online education. By fostering a culture of continuous improvement and leveraging advanced educational technologies, we have positioned ourselves to meet the evolving needs of our students and faculty.

In conclusion, the achievements and initiatives outlined in this report underscore the Pierpont Community and Technical College's Office of eLearning's dedication to advancing the strategic priorities of Pierpont Community and Technical College. We will continue to build on this foundation to deliver exceptional online education that supports our students' academic and professional growth.

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To: Pierpont CTC Board of Governors Committee on Academics

From: Olivia Boltz, Director of Institutional Effectiveness

Subject: Year-End Report – Institutional Effectiveness

Date: 17 June 2025

Pierpont Community and Technical College's Office of Institutional Effectiveness presents this year-end report for AY2024-2025 to the College's Board of Governors Committee on Academics, summarizing key activities, outcomes, and status toward strategic initiatives. The division's mission remains focused on aligning institutional planning and assessment with data-informed decision-making. This includes strengthening workforce development through evidence-based program review, expanding data partnerships, and ensuring that quality improvement initiatives are grounded in institutional goals and student success outcomes.

Key Achievements:

- Adoption of the 2024–2026 Strategic Plan: Successfully facilitated the development, campus-wide vetting, and formal adoption of the strategic plan, aligning all institutional effectiveness processes with the new framework.
- Five-Year Program Review Relaunch: Streamlined and restructured the program review process to include clearer metrics, workforce alignment, and cross-functional engagement, improving actionability of findings.
- Data Governance Framework: Finalized and implemented data governance, data access, and data integrity policies, enhancing data stewardship and reporting consistency across the College.
- Accreditation Readiness: Led preparation efforts for the Higher Learning Commission (HLC) assurance visit in 2026, including draft submissions for Criteria 2.C, 3.C, 4.B, 4.C, and 5.A–C.

Strategic Priorities and Initiatives:

- Retention and Completion: Initiated data disaggregation and action plans around fall-to-fall and fall-to-spring retention and completion goals; began tracking aligned interventions by program.
- Career and Corporate Training Growth: Supported data planning for career training expansion goals (targeting 450 participants by FY2026) and created new tracking mechanisms in collaboration with workforce development teams.
- Inclusive Data Reporting Practices: Improved disaggregation of student success data by demographics, enrollment type, and program to better support interventions for persistence, retention, and completion.

Education that works!

Forward-Looking Opportunities/Objectives:

- Graduate Outcomes and Employment Tracking: Develop a sustainable method for collecting and reporting employment outcomes for graduates, tied to AY2025–2026 strategic success metrics.
- Cocurricular Assessment Expansion: Formalize and assess co-curricular learning objectives across academic divisions; ensure alignment with HLC Criteria 4.B and strategic learning goals.
- Data Infrastructure Modernization: Collaborate with IT and academic leadership to enhance dashboards, automate reporting workflows, and integrate predictive analytics capabilities to support real-time decision-making.
- Engagement Transparency: Increase visibility of institutional data by embedding progress updates into Professional Development Week and monthly Council briefings.

Conclusion: The Office of Institutional Effectiveness continues to play a critical role in translating institutional priorities into measurable action through intentional planning, clear accountability, and campus-wide collaboration. As we prepare for HLC review and pursue the goals outlined in our 2024–2026 Strategic Plan, this division remains committed to enabling a culture of evidence and continuous improvement. Our work directly supports student success, institutional resilience, and the mission of Pierpont Community and Technical College.