



Pierpont Community & Technical College
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To: Debra Lupica-Scott, Chair of the General Education Committee

From: David M. Beighley, Associate Provost for Academics and Student Learning

Subject: Recommendations for Pierpont CTC General Education Programming and Assessment

Date: 29 February 2024

Cc: Dr. Michael P. Waide, Provost and Vice President of Academic and Student Services
Nancy Parks, Associate Provost for Student Services and Director of Advising and Assessment

During the February 7, 2024 meeting of Pierpont's General Education Committee, Chair Lupica-Scott, as moved by the membership, requested Associate Provosts Parks and Beighley develop recommendations to inform the good work being completed in committee pertaining to the college's General Education programming and assessment processes. This memorandum responds to that request, recommending the following actions:

- **General Education Requirements:** Ensure all C.A.S., A.A.S., and A.A. degree programs align with college-defined General Education requirements; Provost to direct this activity, obligating Deans to coordinate efforts with respective Program Coordinators to correct through the curriculum-revision process model schedules of programs not aligned with General Education requirements.
- **General Education Assessment Cycle:** Adopt an annual General Education assessment cycle to assess student-performance data, plan for instructional or curricular improvement based upon said assessment, and implement said plans to improve student learning. This recommendation would be buttressed by committee and Senate approval and the related activity would be administered by Pierpont's Associate Provost of Academics, obligating Academic Deans and Program Coordinators to properly address such activities at the program level.
- **General Education Assessment Schedule:** Adopt a General Education assessment schedule to measure student performance within the Communication, Quantitative Literacy, and Technical Literacy at two benchmarks, in the respective service-level course and in program capstone courses. This recommendation would be buttressed by committee and Senate approval and the related activity would be administered by Pierpont's Director of Assessment.
- **General Education Assessment Rubrics:** Adopt General Education rubrics for Written Communication, Oral Communication, Quantitative Literacy, and Technical Literacy to be used to assess student learning for the related General Education Outcomes. This recommendation would be buttressed by committee

and Senate endorsement and the deployment and use of the rubrics would be administered by the Academic Deans under the Provost's direction.

- **Program-Embedded General Education:** Identify program-specific courses that embed General Education outcomes, intended to enhance student learning targeting those General Education outcomes between service-level course completion and the capstone course. This recommendation would require Academic Deans to direct related activities with Program Coordinators under General Education Committee guidance; the General Education Committee would be responsible for determining criteria by which a program-specific courses are evaluated in satisfying a General Education outcome(s) and then reviewing/approving program-specific courses against this criteria that have been submitted for consideration by the Dean and Program Coordinator.

Context for Pierpont CTC General Education Programming

Pierpont's General Education programming is grounded in a philosophy and framework for comprehensive education developed by the institution in coordination with West Virginia Community and Technical College System requirements for degree designation. General education outcomes lay a core foundation of learning and academic background for all Pierpont students and support specific degree programs by demonstrating a continual growth in student learning and knowledge.

Pierpont aligns its General Education programming with the requirements set forth by the West Virginia Community and Technical College System (WVCTCS) Title 135 Series 11 which stipulates "Certificate and associate degree programs must include a full complement of general education requirements appropriate to the level of the degree, including essential communication and computational skills." To address the WVCTCS requirement, ENGL 1104: *Written English I* and MTH 1207: *Fundamental Concepts of Mathematics* are required courses for all A.A., A.A.S., and C.A.S. degree programs unless a higher level of mathematics is substituted by a program as required by and accreditor.

Further, Pierpont requires its academic programs adhere to six General Education Outcomes to ensure the College provides comprehensive education, as indicated in its mission statement:

1. Communication
 - Write effectively at college level expectations
 - Speak effectively at college level expectations
2. Quantitative Literacy
 - Demonstrate proficiency in using and applying mathematical concepts and skills in personal or workplace situations
3. Technical Literacy
 - Demonstrate the ability to use and adapt to current and new technologies in the context of academic and workplace application
4. Critical Thinking
 - Analyze information from various sources in order to propose and justify solutions to problems
5. Professionalism
 - Practice ethical behavior, including professional standards of behavior and time management
6. Global Awareness/Diversity
 - Demonstrate how issues of diversity both in our state and around the world affect us and our profession/service

Of Pierpont's six General Education Outcomes, Communication, Quantitative Literacy, and Technical Literacy are concretely assessed within dedicated General Education courses required of all A.A. and A.A.S. degree programs.

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The Communication outcome is satisfied by completing three credit hours in ENGL 1104 and three credit hours in either ENGL 1108: *Written English II*, ENGL 1109: *Technical Report Writing*, or COM 2200: *Introduction to Human Communication*; the A.A. and A.A.S. degree programs align the second required Communications course to curricular and industry need. The Quantitative Literacy outcome is satisfied by completing MTH 1207: *Fundamental Concepts of Mathematics*, unless a higher level of mathematics is required by a program's specialized accreditation. The Technical Literacy outcomes is satisfied by OFAD 1150: *Computer Concepts and Applications*. Thus, 12 general education credit hours for all A.A.S. degree programs are satisfied by six (6) hours of Communications, three (3) hours of Quantitative Literacy, and three (3) hours of Technical Literacy.

The remaining three (3) credit hours of the 15 required for all A.A.S. programs are determined through Pierpont's curricular approval process. Programs typically identify this remaining General Education requirement as a course germane to the major. For example, the Applied Design A.A.S. degree program requires ARTD 1120: *Art Appreciation* to satisfy the General Education requirement, whereas the Applied Process Technology and Petroleum Technology A.A.S. degree programs requires PHY1068: *Technical Physical Science* and Respiratory Care and Veterinary Technology A.A.S. degree programs requires CHM 1101: *General Chemistry*. Nearly all other A.A.S. program require a social science course to satisfy the three remaining hours of General Education coursework, with the course typically being either PSYG 1101: *Introduction to Psychology* or SCY 1101: *Introduction to Sociology*.

General Education Requirements

Recommendation: Ensure all C.A.S., A.A.S., and A.A. degree programs align with college-defined General Education requirements; Provost to direct this activity, obligating Deans to coordinate efforts with respective Program Coordinators to correct through the curriculum-revision process model schedules of programs not aligned with General Education requirements.

Timeline:

March 2024-May 2024:	Identify C.A.S., A.A.S., and A.A. degree programs not meeting General Education requirements
August 2024-December 2024:	Complete curricular process to adopt appropriate General Education coursework for programs not meeting General Education requirements

The following table identifies Pierpont's General Education Outcome requirements for A.A., A.A.S., and C.A.S. degree programs, delineated by core General Education requirements and program-determined General Education coursework, as identified in the "Context for Pierpont CTC General Education Programming" section of this report. Per recommended action, Deans will coordinate efforts with Program Coordinators to ensure all academic programs adhere to these requirements:

G.E. Outcome or Discipline Area	Course	Associate of Arts (A.A.)	Associate of Applied Science (A.A.S.)	Certificate of Applied Science (C.A.S.)
Required Core General Education		15 hrs	9 hrs	6 hrs
Communication	ENGL 1104, ENGL 1108, ENGL 1109	6 hrs	6 hrs	3 hrs
	COM 2200	3 hrs		
	COM 1171		n/a	n/a
Quantitative Literacy	MTH 1207 or higher	3 hrs	3 hrs	3 hrs
Technical Literacy	OFAD 1150	3 hrs	3 hrs	n/a

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Program-Determined General Education		29 hrs	3 hrs	0 hrs
Natural Science	BIOY 1101, BIOY 1160, BIOY 1170/1171; CHM 1101; PHY 1101; SCI 1101	8 hrs	3 hrs	n/a
Social Science	ECON 2201; HST 1101, HST 1102; HUMN 2210; POL 1101; PSYG 1101; SCY 1101	12 hrs		
Humanities and Literature	ENGL 2201, ENGL 2202; HUMN 2200	3 hrs		
Fine Arts	ARTD 1120; MUSC 1120; THTR 1120	3 hrs		
Interdisciplinary	AMSL 1101; FOSM 1110; INTR 2200, INTR 2280, INTR 2281	3 hrs		

General Education Assessment Cycle

Recommendation: Adopt an annual General Education assessment cycle to assess student-performance data, plan for instructional or curricular improvement based upon said assessment and implement said plans to improve student learning. This recommendation would be buttressed by committee and Senate approval and the related activity would be administered by Pierpont's Associate Provost of Academics, obligating Academic Deans and Program Coordinators to properly address such activities at the program level.

Timeline:

April 2024: General Education Committee to finalize, approve, and submit General Education Assessment Cycle to Faculty Senate for action

May 2024: Faculty Senate to bring General Education Assessment Cycle forward for action

August 2024: Implement General Education Assessment Cycle

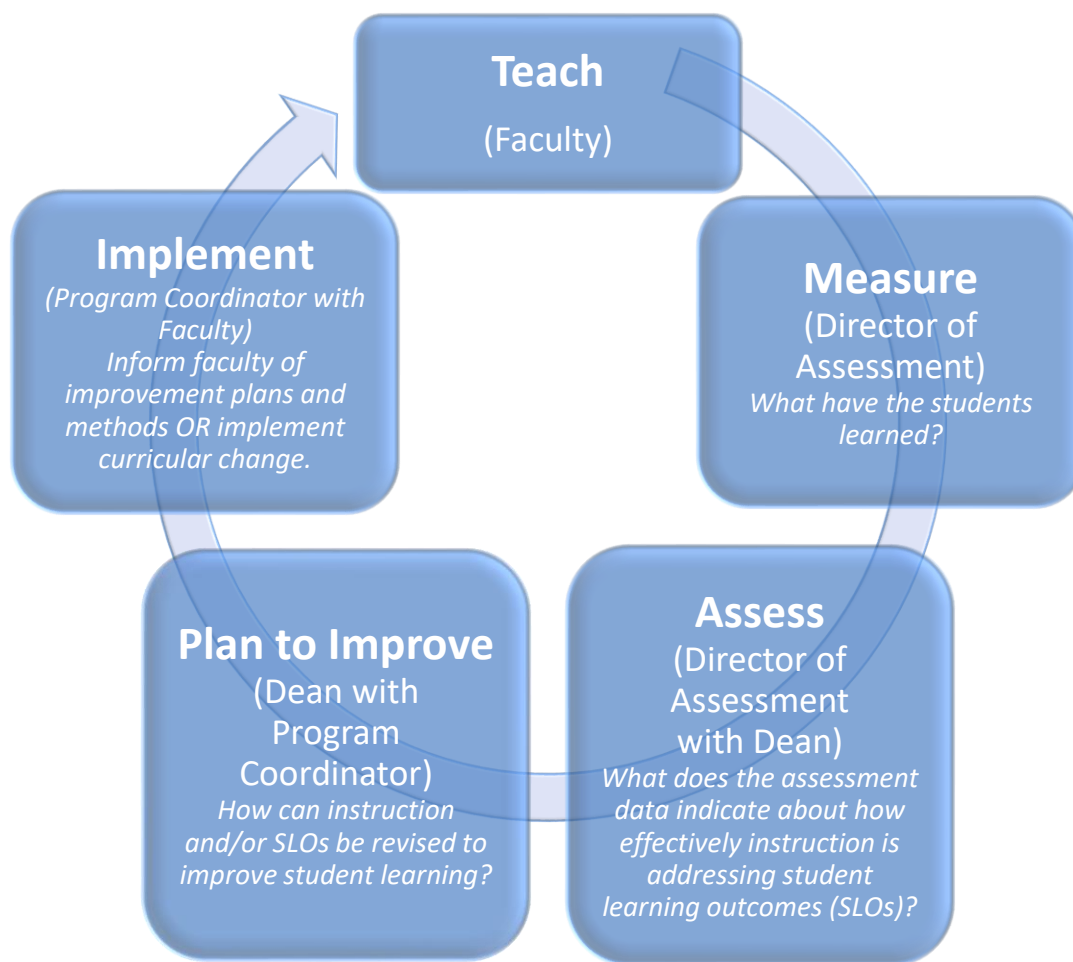
As illustrated in the following graphic, the recommended assessment cycle consists of five broad cyclical actions: instruction, measurement of student learning, assessment, improvement planning, and implementation. Germane to the all recommendations proposed in this document, General Education assessment would ultimately be conducted at three benchmarks:

1. Service-Level Coursework
2. Program-Identified Embedded Coursework
3. Capstone Coursework

Evaluative rubrics (see: "General Education Assessment Rubrics") determined by the General Education Committee would be deployed to assess student learning at the service-level and capstone courses to ensure continuity of measures and assess educational growth. Program-identified embedded coursework would be evaluated by the General Education Committee (see: "Program-Embedded General Education").

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In effort to actuate the philosophical underpinnings of the proposed assessment cycle illustrated above, the following annual assessment cycle is recommended, indicating annual dates when various assessment activities are administered, respective contributors or participants for the various activities, and to whom the responsibility for completing the work is assigned:

Annual Fall Assessment Cycle			
Date	Activity	Contributor/Participant	Responsibility
November-December	Administer Assessment	Service-Level Courses* <ul style="list-style-type: none"> • COM 2200 • ENGL 1104 • ENGL 1108 • ENGL 1109 • MTH 1207 • OFAD 1150 Capstone (2995) Courses**	Director of Assessment and Program Coordinators
December	Assess Data	Dean	Director of Assessment
January (PD Week)	Plan to Improve	Program Coordinator	Dean
	Implement Changes	Faculty	Program Coordinator

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Annual Spring Assessment Cycle			
Date	Activity	Contributor/Participant	Responsibility
April-May	Administer Assessment	Service-Level Courses* <ul style="list-style-type: none"> • COM 2200 • ENGL 1104 • ENGL 1108 • ENGL 1109 • MTH 1207 • OFAD 1150 Capstone (2995) Courses	Director of Assessment and Program Coordinators
June-July	Assess Data	Dean	Director of Assessment
August (PD Week)	Plan to Improve	Program Coordinator	Dean
	Implement Changes	Faculty	Program Coordinator

* General Education assessment determined by the annual General Education Assessment Schedule (see corresponding section within this document)

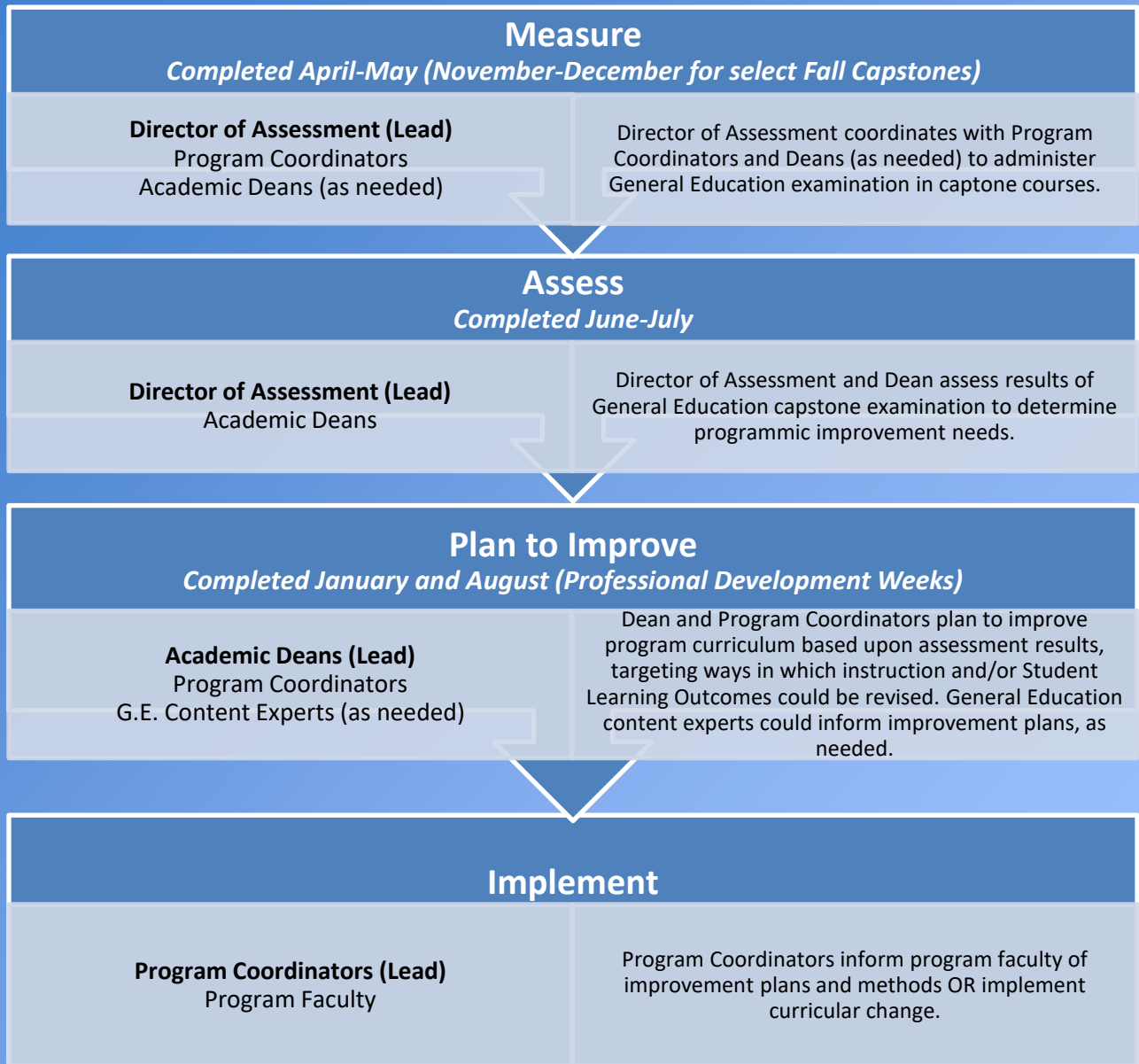
** Select capstone (2995) courses offered during the Fall Semester

Of note, while the Director of Assessment is tasked in this recommendation as responsible for administering assessment exams/measures, Academic Deans would be responsible for ensuring program compliance.

Additionally, the recommendation to hold Dean-directed meetings with Program Coordinators to discuss assessment data and establish improvement plans as standing meetings during both Fall and Spring Professional Development Weeks is intentional, intending to underscore the importance continuous and methodical college-wide General Education assessment. It is further recommended that these standing Dean-directed meetings be scheduled on a recurrent day/time schedule (i.e. 9:00-12:00 the Thursday of every Professional Development Week). Plans for programmatic improvement developed during the Professional Development Week meetings would then be expected as part of the respective program initiatives that Deans establish with Program Coordinators annually.

The cyclical processes for General Education assessment of capstone courses and service courses are represented in the respective conceptual graphics:

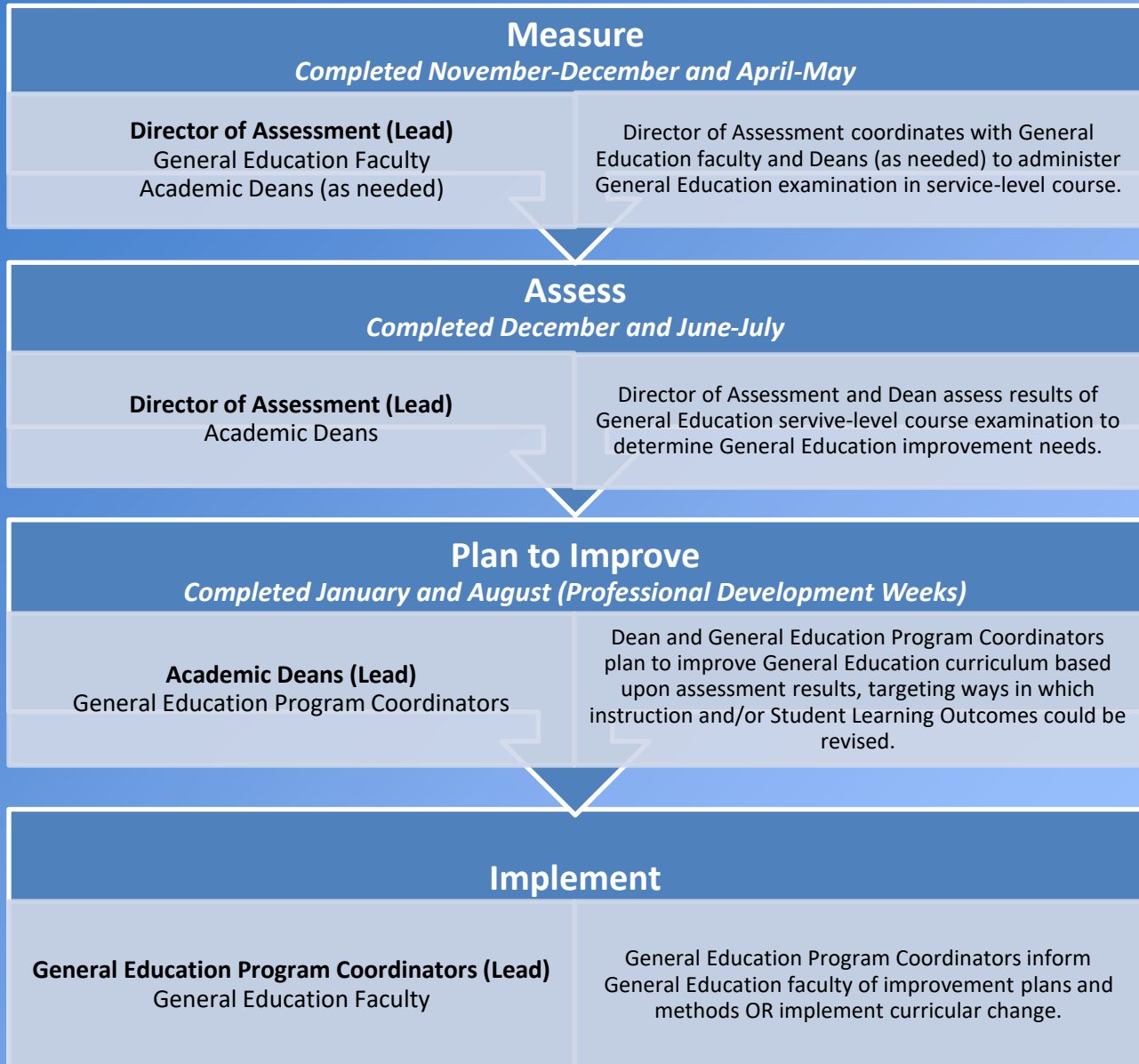
General Education Assessment Cycle for Capstone Courses



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General Education Cycle for General Education Service Courses



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General Education Assessment Schedule

Recommendation: Adopt a General Education assessment schedule to measure student performance within the Communication, Quantitative Literacy, and Technical Literacy at two benchmarks, in the respective service-level course and in program capstone courses. This recommendation would be buttressed by committee and Senate approval and the related activity would be administered by Pierpont’s Director of Assessment.

Timeline:

April 2024: General Education Committee to finalize, approve, and submit General Education Assessment Cycle to Faculty Senate for action

May 2024: Faculty Senate to bring General Education Assessment Cycle forward for action

August 2024: Implement General Education Assessment Cycle

The following table identifies a recommended assessment cycle for the institution to adopt in effort to focus work on select General Education Outcomes during a given academic year:

General Education Outcome	Annual Cycle
Oral Communication	Even Academic Years (i.e. AY2023-2024)
Written Communication	Odd Academic Years (i.e. AY2022-2023)
Technical Literacy	Even Academic Years
Quantitative Literacy	Odd Academic Years

General Education Assessment Rubrics

Recommendation: Adopt General Education rubrics for Written Communication, Oral Communication, Quantitative Literacy, and Technical Literacy to be used to assess student learning for the related General Education Outcomes. This recommendation would be buttressed by committee and Senate endorsement and the deployment and use of the rubrics would be administered by the Academic Deans under the Provost’s direction.

Timeline:

April 2024: General Education Committee to finalize, approve, and submit rubrics to Faculty Senate for action

May 2024: Faculty Senate to bring rubrics forward for action

Fall 2024: Implement rubric training to ensure consistent use across disciplines

November-December 2024: Deploy rubrics for use based upon General Education Assessment Cycle (see corresponding section within this document)

The General Education Committee is working to produce standardized rubrics, currently in draft form, to assess General Education proficiency. The committee has been intentional in its work to establish consistency within rubric design, measures, and aptitude levels.

Program-Embedded General Education

Recommendation: Identify program-specific courses that embed General Education outcomes, intended to enhance student learning targeting those General Education outcomes between service-level course completion and the capstone course. This recommendation would require Academic Deans to direct related activities with Program Coordinators under General Education Committee guidance; the General Education Committee would be responsible for determining criteria by which a program-specific courses are evaluated in satisfying a General Education outcome(s) and then reviewing/approving program-specific courses against this criteria that have been submitted for consideration by the Dean and Program Coordinator.

Timeline:	April 2024-May 2024:	Determine criteria by which program-specific courses are evaluated in satisfying General Education outcomes of Communication, Quantitative Literacy, and Technical Literacy
	August 2024-December 2024:	Identify program-specific courses that embed General Education Outcomes of Communication, Quantitative Literacy, and Technical Literacy
	August 2024-May 2025:	Review/Approve program-specific courses submitted for consideration as meeting General Education outcomes of Communication, Quantitative Literacy, and Technical Literacy
	August 2024-May 2025:	Determine criteria by which program-specific courses are evaluated in satisfying General Education outcomes of Critical Thinking, Global Awareness/Diversity, and Professionalism
	August 2025-December 2025:	Identify program-specific courses that embed General Education Outcomes of Critical Thinking, Global Awareness/Diversity, and Professionalism
	August 2025-May 2026:	Review/Approve program-specific courses submitted for consideration as meeting General Education outcomes of Critical Thinking, Global Awareness/Diversity, and Professionalism

Pierpont maintains the expectation that program-level coursework advances student aptitude in relation to the college's General Education Outcomes. To these ends, it is recommended that all C.A.S. and A.A.S. degree programs identify program-level courses that embed into the curriculum through two phases. Phase I of this work focuses review on the General Education Outcomes of Communication, Technical Literacy, and Quantitative Literacy. Phase II of this work focuses review on the General Education Outcomes of Critical Thinking, Global Awareness/Diversity, and Professionalism.

As Pierpont's General Education Committee is charged with evaluation of the quality and validity of the programmatic plans related to student learning, it is recommended that the committee determine criteria by which program-specific courses are evaluated in satisfying General Education Outcomes. Program Coordinators for each phase, under the direction of their respective Dean, would be expected to determine, using committee-determined criteria, such courses within the programs they coordinate that they believe satisfy curricular competencies pertaining to each of the three General Education Outcomes.

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