

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

Academics Committee Meeting

**Thursday, March 19, 2026
1:00 PM**

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

AGENDA

- I. Call to Order**
- II. *Approval of Minutes – February 24, 2026** *Tab 1*
- III. *Five-Year Program Reviews** *Tab 2*
(David Beighley, Interim Provost and Vice President for Academic Affairs)
 - A. Business A.A.S.
 - B. Food Service Management A.A.S.
 - C. Food Service Management C.A.S.
 - D. Health Sciences A.A.S.
 - E. Petroleum Technology A.A.S.
 - F. Veterinary Technology A.A.S.
- IV. Adjournment**

Tab

1

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

Academics Committee Meeting

**Tuesday, February 24, 2026
11:00 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 Committee was held on Tuesday February 24, 2026, beginning at 11:00 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, Lisa Lang, Christine Miller, Juanita Nickerson, and Hayes Raudenbush

Committee Members Absent: n/a

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

I. Call to Order

Chair Thomas Cole called the meeting to order at 11:00 a.m. and confirmed a quorum.

II. Approval of Minutes – September 23, 2025

Christine Miller moved to approve the September 23 meeting minutes. Thomas Cole seconded the motion. All agreed. Motion carried.

III. Academic Affairs Updates:

- **Pierpont CTC Institutional Accreditation / Higher Learning Commission:**
Olivia Boltz, Director of Institutional Effectiveness, stated that we are still awaiting council action from our visit last fall. Looking ahead at our September 28, 2027, visit Ms. Boltz shared a summary of our project plan (**Attachment A**) and briefly reviewed the criteria areas. In addition, a roadmap for our year ahead was provided to give us guidance. Interim Provost Beighley pointed out that HLC conference will be well attended this March by a variety of school members as well as Board members.

- **Specialized Program Accreditation:**

As anticipated by the College and reported to the Board's Academics Committee in September 2025, the Commission on Accreditation for Respiratory Care (CoARC), in its December 2025 meeting, instituted an involuntary withdrawal of accreditation for Pierpont's Respiratory Care A.A.S. program due to the program's three-year high-cut score on the licensure examination being below CoARC's 60% 3.07 standard. The Respiratory Program's Coordinator submitted on January 12, 2026 a request for reconsideration of the Commission's action approved, citing the program's attainment of a revised three-year average due to the turn of a the calendar year and related recalculation, achieving the 60% threshold needed for CoARC's standard. The request for reconsideration will be heard by CoARC in a March 2026 meeting, for which the College is optimistic the program's accreditation will be reinstated.

- **Academic and CCT Programming:**

- A. LPN/Paramedic to RN Bridge Program

- Awarded Technical Program Development Grant. Program Coordinator has been hired, targeting an AY2027-2028 start.

- B. Surgical Technology Program

- Awarded Advance Grant. Program Coordinator has been hired, targeting a Fall 2026 start through Pierpont's CCT division. Certification requires a student hold an A.A.S. degree, prompting re-envisioning of the Health Sciences A.A.S. to use for program completers.

- C. Skilled Trades A.A.S. (STAND Program)

- Initiated in the Spring of 2025, the STAND program correlates to the skilled trades program. STAND allows for tuition to be covered for general education programs. Dr. Treadway shared with other community colleges what our school is doing to promote this program. Dr. Waide stated that this will be a degree added at all West Virginia community colleges as it's a statewide program but noted this is not part of WV Invests.

- **Personnel Updates:**

- A. Lauren Jannotta, Coordinator of Dual Enrollment

- B. Megan Miller, RN Bridge Director

- C. Ashley Howard, Surgical Tech Director

- **Career and Corporate Training:**

- Dr. Joni Gray, Director of Career and Corporate Training stated that enrollment continues to increase for their department. The new Surg Tech program is an example of what it looks like to begin a path in CCT and transition to Pierpont. UHC has expressed strong workforce need (24+ positions) and interest in partnering for "learn and earn" models, including providing training space and surgical instruments. Additional opportunities have been identified in Morgantown due to regional workforce shortages; projected salary for Surg Tech roles is mid-\$40K.

- **Dual Enrollment:**

- Coordinator Lauren Jannotta and Provost Beighley are restructuring processes, focusing on meeting principals and counselors earlier in the planning cycle to better support the rollout of dual credit opportunities. With K-12 schools currently preparing schedules for
 - Mission Statement: *To provide accessible, responsive, comprehensive education that works*
 - Vision: *To empower individuals and strengthen communities through exceptional training and educational pathways*
 - Tagline: *Education that works!*



the upcoming year, the committee discussed the importance of timely outreach.

- **eLearning Updates**

Blackboard accessibility initiatives continue. Ally Tool training was provided during January professional development and again in February, with more sessions planned for spring.

- **AY2024-2025 Academic Complaint Summary**

The Academic Affairs Office received 21 academic complaints in total during AY2024-2025, all of which were resolved (19 were resolved at the level of Academic Dean; two complaints were escalated to the Academic Appeals Board, appealing the decision of the Academic Dean, which were resolved at that Board level). The process in which complaints are handled was explained to audience.

- **AY2025-2026 Five-Year Program Reviews**

Five-Year program reviews have been completed and will be reviewed by the Board's Academics Committee in March 2026.

- **AY2025-2026 Faculty Promotion**

Eight applications were brought forward for consideration. Provost Beighley and Dr. Waide will be reviewing these on Thursday, February 26, 2026.

- **AY2025-2026 Academic Affairs Initiatives**

Signing ceremonies were held with WVU-Parkersburg and Salem University to recognize MOU's that create transfer pathways.

IV. Adjournment

There being no further business, Thomas Cole moved to adjourn the meeting. Christine Miller seconded the motion. All agreed. Meet adjourned.

Respectfully submitted by Melissa D Weikle



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



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To: Board of Governors Academic Committee
From: Olivia Boltz, Director of Institutional Effectiveness
Subject: Executive Summary of HLC Mid-Cycle Comprehensive Evaluation Project Plan
Date: 24 February 2026

Overview:

Pierpont Community & Technical College will undergo its Higher Learning Commission (HLC) mid-cycle comprehensive evaluation on September 27–28, 2027. This evaluation represents a critical milestone in reaffirming the College’s institutional accreditation and demonstrating compliance with the 2025 HLC Criteria for Accreditation. Approximately six weeks prior to the visit, the College must submit its Assurance Argument and Evidence File outlining institutional effectiveness, governance integrity, student success outcomes and long-term sustainability.

HLC Criteria Summary:

HLC evaluates institutions using four criteria that are broken into multiple sub-components. The plan addresses each one:

1. **Mission** – the institution’s mission is clear and articulated publicly; it guides operations, planning and resource allocation and demonstrates commitment to the public good.
2. **Integrity: Ethical and Responsible Conduct** – the institution acts with integrity in governance, academic affairs, transparency, academic freedom and responsible knowledge acquisition.
3. **Teaching and Learning for Student Success** – the institution provides quality educational programs, sufficient faculty and staff, student support resources and assessment practices that lead to demonstrable student success.
4. **Sustainability: Institutional Effectiveness, Resources and Planning** – the institution demonstrates effective administrative structures, integrated planning, financial and human resource sufficiency and continuous quality improvement.

Governance and Project Organization:

The accreditation project is led by the Accreditation Liaison Officer (ALO) who serves as project manager. A cross-functional Accreditation Team includes faculty, staff, administrators and student services representatives assigned to lead each criterion. The Board of Governors and President are engaged at key milestones to provide oversight and approvals. Working groups collect documentation and evidence, draft narrative sections and ensure alignment with HLC requirements. Regular meetings, editing cycles and feedback loops are scheduled throughout the 18-month project.

Key Activities by Month:

January 2026 – Kickoff and Mission Orientation (Criterion 1.A)

- Conduct formal project kickoff and training on the 2025 Criteria structure.
- Map institutional documents to Criterion 1 Core Components.
- Begin gathering mission statements, strategic plans and governance documents demonstrating that the mission is clear and guiding institutional decisions.

February 2026 – Community Engagement and Public Good (Criterion 1.B)

- Document how educational programs, enrollment strategies and community partnerships align with the mission.
- Compile evidence demonstrating commitment to the public good and regional workforce development.

March 2026 – Diversity, Inclusion and Civic Engagement (Criterion 1.C)

- Provide documentation showing how the institution creates opportunities for engagement across diverse communities.
- Review policies and programming that support access, inclusion and civic responsibility.

April 2026 – Governance, Policies and Legal Compliance (Criterion 2.A)

- Orient the team to Criterion 2.A requirements covering governing board oversight, shared governance and compliance with state and federal laws.
- Collect Board bylaws, shared governance materials, policy manuals and compliance reports.

May 2026 – Transparency of Public Information (Criterion 2.B)

- Conduct a formal audit of public information including program descriptions, tuition disclosures and student outcome reporting.
- Document processes ensuring accuracy and clarity in institutional communications.

June 2026 – Board Governance and Leadership (Criterion 2.C)

- Evaluate Board composition, training and oversight responsibilities.
- Provide minutes and evidence that leadership structures support the mission and strategic planning.

July 2026 – Academic Freedom and Free Expression (Criterion 2.D)

- Compile policies protecting academic freedom and freedom of expression.

August 2026 – Academic Integrity and Ethical Research (Criterion 2.E)

- Compile policies on academic integrity, plagiarism, research ethics, human subject protections and intellectual property.

September 2026 – Educational Programs and Learning Outcomes (Criterion 3.A)

- Gather program learning outcomes, curriculum maps and syllabi demonstrating alignment with general education outcomes.
- Document program approval and review processes.

October 2026 – Intellectual Inquiry and Lifelong Learning (Criterion 3.B)

- Provide evidence of student research, experiential learning and workforce-aligned programming.
- Highlight co-curricular and lifelong learning opportunities.

November 2026 – Faculty and Staff Resources (Criterion 3.C)

- Document faculty qualifications, staffing sufficiency and workload distribution.
- Provide evidence of professional development and evaluation processes.

December 2026 – Student Support and Resources (Criterion 3.D)

- Compile documentation of advising, tutoring, library services, accessibility services and technology resources.
- Connect student support data to retention and completion outcomes.

January 2027 – Assessment and Improvement (Criterion 3.E)

- Demonstrate systematic assessment processes and evidence of documented improvements resulting from assessment findings.
- Provide trend data demonstrating measurable gains in persistence, completion and program-level outcomes.

February 2027 – Administrative Structures and Governance (Criterion 4.A)

- Map organizational structure and shared governance processes.
- Demonstrate integration of data into decision-making and risk management processes.

March 2027 – Resource Base and Sustainability (Criterion 4.B)

- Provide audited financial statements, budgeting processes and enrollment projections.
- Demonstrate sufficiency of facilities, technology and human resources.

April 2027 – Planning for Quality Improvement (Criterion 4.C)

- Connect strategic planning, capital planning and student success planning to measurable goals.
- Demonstrate how planning cycles use data to drive institutional improvement.

May 2027 – Integration and Editing

- Integrate narrative sections from all criteria into a cohesive Assurance Argument and cross-link evidence.
- Edit for clarity, consistency of voice, and adherence to HLC writing guidelines.

June 2027 – Final Revisions and Approvals

- Conduct final review cycles, addressing feedback from senior leadership and the Board.
- Obtain formal approvals from the College President and Board of Governors, and upload evidence into HLC's Assurance System.

July 2027 – Submission and Team Preparation

- Submit the final Assurance Argument and Evidence File six weeks before the visit and ensure all documents are locked.
- Conduct orientation sessions and mock interviews with faculty, staff and students to prepare for the Peer Review visit.

August 2027 – Campus Readiness

- Finalize logistics for the Peer Review visit, including schedules, technology checks and room preparations.
- Hold campus-wide readiness sessions ensuring consistent messaging aligned with the updated Criteria framework.
- Perform final campus readiness checks and confirm travel and lodging for peer reviewers.

Conclusion:

This structured roadmap ensures intentional alignment with the 2025 HLC Criteria for Accreditation and demonstrates the College's commitment to mission fulfillment, ethical governance, student success and long-term sustainability. Through early planning, Board engagement and data-informed decision-making, Pierpont Community & Technical College will be positioned not only to reaffirm accreditation, but to demonstrate institutional maturity and strategic stability.

Tab

2

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

March 19, 2026

- ITEM:** Five-year Reviews of Academic Programs
- COMMITTEE:** Committee on Academics to the Committee of the Whole
- 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 Academic Affairs. 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.

RECOMMENDED RESOLUTION:

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

Degree	Name	Recommendation of Outcome §135-10-5
A.A.S.	Business	Continuation at the current level of activity (§135-10-5.1.1)
A.A.S.	Food Service Management	Continuation with corrective action (§135-10-5.1.2)
C.A.S.	Food Service Management	Continuation with corrective action (§135-10-5.1.2)
A.A.S.	Health Sciences	Continuation at the current level of activity (§135-10-5.1.1)
A.A.S.	Petroleum Technology	Discontinuation (§135-10-5.1.3)
A.A.S.	Veterinary Technology	Continuation at the current level of activity (§135-10-5.1.1)

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:

Business (A.A.S.)

Continuation: The Dean recommends the program continue at the current level of activity. The Dean asserts: “The program serves a critical role in the college's mission by providing accessible business education to the region's workforce, maintaining strong industry connections, and

demonstrating fiscal responsibility. The recent retirement of a full-time faculty member necessitates prompt recruitment to maintain program quality and support planned improvements. With continued attention to retention strategies, student support services tailored to nontraditional learners, and maintenance of strong industry partnerships, the program is well-positioned to enhance outcomes and better serve the educational and workforce development needs of our region.”

Health Sciences (A.A.S.)

Continuation: The Dean recommends the program continue at the current level of activity. The Dean asserts: “The Health Sciences A.A.S. program fulfills documented regional workforce needs in healthcare support occupations, with national projections showing 3–4% growth and 14,400 annual job openings through 2034. The program’s enrollment rebound, positive external review, flexible pathways supporting diverse student populations, and strong curriculum justify continuation. However, the program must immediately address the outstanding 2022 corrective actions—specifically implementing graduate surveys and developing targeted retention improvement strategies as well as tracking individual student transfers into other health related programs within Pierpont. With these corrections implemented, the program is well-positioned to continue serving students and regional healthcare employers effectively.”

Veterinary Technology (A.A.S.)

Continuation: The Dean recommends the program continue at the current level of activity. The Dean asserts: “It is recommended that the Veterinary Technology Associate of Applied Science program continues at its current level. Although the program continues to experience retention challenges, enrollment numbers improved significantly in 2024–2025.

It is recommended that Pierpont’s Learning Strategies curriculum continue to be integrated into the first semester of the program to support student success and improve overall retention. Embedding these strategies early in the curriculum will equip students with essential skills such as time management, study techniques, etc., strengthening their ability to persist through graduation.

In addition, it is recommended that, in collaboration with Tutoring Services, a structured peer tutoring program be established for students enrolled in Anatomy and Physiology. Given that the Veterinary Technology program is housed at the Caperton Center, offering peer tutoring services on-site would increase accessibility for students who are unable to travel to the Advanced Technology Center for academic support.”

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:

Food Service Management (A.A.S.)

Corrective action: The Dean recommends the program continue with corrective action. The Dean asserts: “it is my recommendation that the program continue with the following corrective action:

1. *Vigorous marketing and recruitment initiatives will be implemented to target program growth. Two such initiatives include:*
 - a) *Program faculty will intentionally target and recruit students in ProStart programs in Pierpont’s 13 county region. Visitations by program faculty will be scheduled each year with ProStart programs. Faculty will provide a demonstration/activity for students while presenting students with*

information about the program. In addition, the culinary school will host a one day event for all high school students which will include a tour, lunch, and demonstration/activity by program faculty. Each year, the SkillsUSA competition is held at our culinary school facility. Many of these students matriculate to Pierpont's Food Service Management program after high school graduation.

b) Program coordinators and faculty will use social media platforms as a strategic recruitment tool. They will collaborate with Pierpont Marketing to develop targeted, consistent social media content that highlights program strengths, student success stories, and career pathways. This partnership will focus on identifying the most effective platforms, increasing engagement with prospective students, and expanding the program's visibility to support enrollment growth.

- 2. For the Food Service Management A.A.S specialization in nutrition and dietetic technology, registered, it is recommended to continue monitoring this program each year in May. Such monitoring should target enrollment, retention, graduates, end of program pass rates, job placement, and fiscal health. The annual review will be evaluated by the Nutrition and Dietetics Program Coordinator, Food Services Management Program Coordinator, Dean for the School of General Education and Professional Studies, and Provost to determine the viability of adopted initiatives and revise, as needed. Ideally, the enrollment in this program will reach the previous target goal of 15 students by 2030.*

Nationally, clinical healthcare systems are experiencing a significant shortage of registered dietitians. To address this shortage, many facilities have begun filling vacant positions with associate-degree-prepared nutrition professionals. In response, the accrediting body, ACEND, is exploring ways to strengthen the associate-degree pathway by developing a non-registered track that more intentionally supports transfer into advanced degree programs. Pierpont is uniquely positioned in West Virginia to contribute to this effort, as it operates the state's only accredited Nutrition and Dietetic Technology, Registered (NDTR) program—a credential critically needed in a state with high rates of nutrition-related chronic disease.

Historically, West Virginia has relied heavily on dietary managers, who receive less formal preparation in clinical nutrition and medical nutrition therapy. In contrast, neighboring states employ a much larger number of NDTRs and registered dietitians, resulting in stronger clinical nutrition support and generally higher wages for credentialed professionals. By maintaining the Nutrition and Dietetic Technology, Registered specialization, Pierpont can help build a more skilled nutrition workforce, improve clinical capacity across healthcare settings, and better support the state's public health needs.”

Food Service Management (C.A.S.)

Corrective action: The Dean recommends the program continue with corrective action. The Dean asserts: “it is my recommendation that the C.A.S. degree offerings continue with the following the same corrective action as that determined for the A.A.S program:

1. *Vigorous marketing and recruitment initiatives will be implemented to target program growth. Two such initiatives include:*
 - a) *Program faculty will intentionally target and recruit students in ProStart programs in Pierpont’s 13 county region. Visitations by program faculty will be scheduled each year with ProStart programs. Faculty will provide a demonstration/activity for students while presenting students with information about the program. In addition, the culinary school will host a one day event for all high school students which will include a tour, lunch, and demonstration/activity by program faculty. Each year, the SkillsUSA competition is held at our culinary school facility. Many of these students matriculate to Pierpont’s Food Service Management program after high school graduation.*
 - b) *Program coordinators and faculty will use social media platforms as a strategic recruitment tool. They will collaborate with Pierpont Marketing to develop targeted, consistent social media content that highlights program strengths, student success stories, and career pathways. This partnership will focus on identifying the most effective platforms, increasing engagement with prospective students, and expanding the program’s visibility to support enrollment growth.”*

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

Petroleum Technology (A.A.S.)

Discontinuation: The Dean recommends discontinuing the program. The Dean asserts: “Upon comprehensive review of the Petroleum Technology program's financial performance, enrollment trends, curriculum alignment, and advisory board feedback, I must recommend significant corrective action. The program has experienced a 76% enrollment decline over four years (from 21 students in AY 2020-21 to 5 students in AY 2024-25) and has accumulated losses of \$112,470 during this period. The current annual loss of \$37,976 combined with a cost per credit hour that has escalated 528% (from \$78.88 to \$495.34) demonstrates a fiscally unsustainable trajectory. If unchanged, the program is projected to lose an additional \$122,976 over the next three years. I therefore recommend the Board of Governors to authorize the retirement of the AAS in Petroleum Technology with an approved teach-out plan, and direct the establishment of a formal stackable pathway from the modified CAS to the AAS in Applied Process Technology—Instrumentation & Controls concentration. This action responds to documented program deficiencies, achieves financial sustainability, maintains petroleum industry service and relationships, and expands student career options while fulfilling our institutional obligations to fiscal responsibility and regional workforce development.”

Pierpont Community and Technical College Program Review

Program (Title and Degree Designation): A.A.S. Business	
Program Accreditation <input type="checkbox"/> Program with Special Accreditation <input checked="" type="checkbox"/> Program without Special Accreditation	
Institutional Recommendation <p>Pierpont Community and Technical College is obligated, per West Virginia Council for Community and Technical College Education policy, to review “the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district” (§135-11-8.4 of WVCCTCE Series 11). In accordance with this obligation pursuant to the program of review, the Pierpont Community and Technical College Board of Governors recommends the following action:</p> <p style="margin-left: 40px;"> <input type="checkbox"/> Continuation of the program at the current level of activity <input type="checkbox"/> Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs) <input type="checkbox"/> Discontinuation of the program </p> <p>Rationale for Recommendation:</p> 	
Signature of the Provost	Date:
Signature of the President	Date:
Signature of the Chair, Board of Governors	Date:

The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program's Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont's Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont's Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

1. Program Title and Degree Designation: A.A.S. Business

A.A.S. Business with two concentrations:

- Accounting Concentration
- Management Concentration

2. Synopsis of significant findings from external reviewer or accreditation report:

The external review was completed by Gordon Hensley, Associate Professor of Business from Southern West Virginia Community and Technical College. Mr. Hensley's assessment identified several program strengths:

- Active and diverse advisory board whose feedback has directly informed meaningful programmatic changes, including the transition to fully online delivery and creation of the C.A.S. in Bookkeeping
- Strong commitment to assessment with regular evaluation and revision of program outcomes and curriculum
- Healthy enrollment with qualified full-time and adjunct faculty
- Evidence of a well-managed, responsive program with continuous improvement

Areas identified for improvement include:

- Retention rates ranging from 36-50%, below the national community college average of 55%, though contextualized by Pierpont's high proportion of non-traditional students
- End-of-program assessment passage rates averaging 55%, with opportunities for improvement through curriculum alignment and exam selection
- Limited disaggregation of data by concentration where feasible

Overall, Mr. Hensley concluded the program is healthy, adaptive, and well-positioned to continue strengthening student outcomes through targeted improvements.

3. Institutional recommendation and rationale from previous Board of Governors review:

At the April 6, 2022 Board of Governors meeting, the Board voted to continue the Business program at its current level of activity based on the Dean's recommendation. The program was recognized as a strong offering with over 75 majors that provides flexible career pathways in accounting, tax preparation, bookkeeping, retail sales, and business support services. The Dean noted the program's successful adaptation during COVID-19, including the Accounting concentration's transition to fully online delivery and the development of an innovative partnership with FirstEnergy to serve working professionals through a cohort model. The program demonstrated viability through multiple delivery modalities (face-to-face, hybrid, and virtual) to accommodate diverse learners, strong alignment with regional workforce needs according to EMSI labor market data, and plans to pursue ACBSP accreditation to confirm program rigor and attract additional students. The recommendation affirmed the program's important role in preparing workers who can make a significant difference in the local economy.

4. Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

The program has demonstrated significant responsiveness to previous recommendations and advisory board feedback through multiple strategic initiatives:

Curriculum Modifications:

- Updated student learning outcomes for ACCT 2201, ACCT 2202, and ACCT 2216 to provide more specific, descriptive outcomes
- Revised program-level outcomes for the Management concentration for improved clarity and transparency
- Replaced GRAP 2280 Internet Publishing with PSYG 1101 Introduction to Psychology in the Management concentration to better align with transfer pathways and provide essential social science skills for future managers
- Updated the Administrative Assistant Advanced Skill Set to reflect current course offerings and workforce needs
- Removed BUSN 2248 Business Essentials from both model schedules to reduce redundancy and align concentrations more closely

Program Development:

- Established a new C.A.S. in Bookkeeping (pending final HLC approval), providing students with a one-year option for entry-level accounting skills that scaffolds into the A.A.S. degree
- Transitioned the Accounting concentration to fully online delivery (Fall 2021), expanding accessibility for working adults
- Developed successful partnership with FirstEnergy through the Educate to Elevate program, serving working professionals through a cohort model

Accreditation Status: The previous review recommended pursuing national accreditation through the Accreditation Council for Business Schools and Programs (ACBSP). This initiative has not been pursued due to faculty resource limitations. ACBSP standards require sufficient full-time faculty for program leadership, assessment, advising, and institutional service. With only two full-time faculty

during most of the review period (now one following a retirement), meeting these standards would not be sustainable. The program continues to adhere to best practices aligned with ACBSP standards, with the long-term goal of seeking accreditation once additional full-time faculty positions are secured.

5. Five-year trend data on graduates and majors enrolled:

Graduates by Academic Year:

- AY 2020-2021: 13 graduates
- AY 2021-2022: 18 graduates
- AY 2022-2023: 14 graduates
- AY 2023-2024: 28 graduates (spike due to FirstEnergy Educate to Elevate cohort)
- AY 2024-2025: 14 graduates
- Five-Year Total: 87 graduates

Enrollment Trends:

- Total unduplicated headcount over five years: 480 students
- Annual unduplicated headcount declined slightly from 105 (AY 2020-2021) to 82 (AY 2024-2025)
- Full-Time Equivalency (FTE) ranged from 51.17 to 61.70, with a five-year average of 56.15
- Five-year average: 137.18 FTE and 1,398.4 credit hours generated annually

The moderate enrollment decline reflects broader national trends in community college enrollment following the COVID-19 pandemic, shifts toward part-time enrollment patterns, and the program's large proportion of nontraditional students who often balance competing work and family responsibilities. The transition to fully online delivery supports enrollment flexibility for this student population.

6. Summary of student placement:

Graduate outcomes were obtained for 67 of 87 graduates (77%) through LinkedIn, email, and phone outreach:

- 43 graduates (49%) employed in field related to their degree
- 1 graduate (1%) continuing education
- 4 additional graduates employed in unrelated fields but gainfully employed within the state
- 6 graduates from Fall 2023 cohort both employed in field and continuing education through Fairmont State University

Key findings:

- The 49% employed in related field rate is slightly below West Virginia's average labor force participation of 54%

- When including all gainfully employed graduates (related and unrelated fields), the rate increases to 77%, aligning with the U.S. Bureau of Labor Statistics' estimate of 78.1% workforce participation for associate degree graduates
- The higher overall employment rate demonstrates the program's success in preparing graduates for workforce participation, consistent with national community college outcomes

7. Plans for program improvement, including timeline:

Based on advisory board recommendations and program assessment, the following initiatives are planned or underway:

Immediate/Ongoing (AY 2025-2026):

- Implement ongoing guest speaker series featuring alumni and industry professionals (building on successful Fall 2024 Alumni Insights Night attended by 22 students)
- Continue enhanced online faculty availability through virtual drop-in lab hours and instructor-created video resources
- Expand soft skills development, particularly communication skills, through embedded assignments, discussions, and peer group projects
- Pursue additional Learn & Earn Grant internship opportunities with local employers
- Launch approved C.A.S. in Bookkeeping program (anticipated Fall 2026 pending final HLC approval)

Medium-Term (AY 2025-2027):

- Develop formal nontraditional student orientation program to support student success and improve retention rates
- Establish regular networking events connecting students, alumni, and community partners
- Continue targeted retention strategies tailored to nontraditional learners, with goal of moving toward 55% national benchmark
- Review and optimize end-of-program assessment approach to improve passage rates above current 55% average
- Recruit qualified full-time faculty following recent retirement

Long-Term Goals:

- Work toward ACBSP accreditation once adequate full-time faculty resources are in place
- Explore additional corporate partnership opportunities modeled on successful FirstEnergy collaboration
- Continue curriculum assessment and revision cycles to maintain alignment with workforce needs and transfer pathways

8. Dean's assessment of program and administrative recommendation to Board of Governors:

The A.A.S. Business program demonstrates strong viability and alignment with Pierpont's mission of providing accessible, workforce-responsive education. The program has shown consistent adaptability through its successful transition to fully online delivery, development of corporate partnerships, and ongoing curriculum improvements informed by advisory board feedback and assessment data.

The program's strategic initiatives—including enhanced student support, soft skills integration, guest speaker series, and networking opportunities—directly address identified challenges and position the program for continued growth and improvement.

Recommendation: I recommend continuation of the A.A.S. Business program at its current level of activity. The program serves a critical role in the college's mission by providing accessible business education to the region's workforce, maintaining strong industry connections, and demonstrating fiscal responsibility. The recent retirement of a full-time faculty member necessitates prompt recruitment to maintain program quality and support planned improvements.

With continued attention to retention strategies, student support services tailored to nontraditional learners, and maintenance of strong industry partnerships, the program is well-positioned to enhance outcomes and better serve the educational and workforce development needs of our region.



2/3/2026

Signature of Dean

Date



1/19/26

Signature of Preparer

Date

The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program's Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont's Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont's Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

1. Program Title and Degree Designation:

Food Service Management, Associate of Applied Science, inclusive of the following specializations:

- Culinary Arts
- Pastry and Baking Arts
- Nutrition and Dietetic Technology, Registered

2. Synopsis of significant findings from external reviewer or accreditation report:

In 2020, an external review of the Food Service Management A.A.S. degree program Culinary Arts and Pastry and Baking Arts specializations was conducted by Chef Rene Marquis (CEC, CCA, CCE, AAC) who asserts that "[t]he program is following all its objectives and is maintaining its current levels of activity and should maintain its current program initiatives."

ACEND granted the Nutrition and Dietetic Technology, Registered specialization full accreditation status in 2022. This accreditation was granted for a seven year period. The program was deemed to be in compliance with all ACEND accreditation standards.

3. Institutional recommendation and rationale from previous Board of Governors review:

At the May 11, 2022 Board of Governors meeting, Dr. Michael Waide presented the resolution of approval and answered various questions asked by Board members. The Board voted unanimously to approve the five-year program reviews with the recommendation to continue each program at either the current level of activity or with modification/corrective action.

For Food Service Management specializations in culinary arts and pastry and baking arts, it was recommended to continue the programs at their current activity level. For Nutrition and Dietetic Technology, Registered, it was recommended to continue the program but with corrective action.

Recommended corrective action in the previous review included Program administrators investigating various delivery modalities (eg. online, hybrid, evening) in consultation with ACEND and the program advisory board to determine the most strategic means of delivery to enhance enrollment. Additionally, vigorous marketing and recruitment initiatives would be employed to increase enrollment.

4. Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

In February 2024, the Nutrition and Dietetic Technology, Registered specialization was granted the option for full distance instruction as well as traditional in-person delivery by ACEND. This allowed courses to be offered in a hybrid format (students can choose whether to attend synchronously in-person, synchronously online, or asynchronously online).

This change allowed out-of-state students to enroll in the Nutrition and Dietetic Technology, Registered specialization, contributing to increased enrollment. Marketing and recruitment efforts for this specialization are ongoing. The target established in the last review was an annual enrollment of 15 students; this year, the program enrolled seven students.

In the last Food Service Management, A.A.S. program review, target numbers were identified for improvement of student and program success rates. The table below shows target numbers and actual numbers for AY 2024-25 for enrollment headcount, FTE, and graduate pass rates:

	AY 2024-2025 Target	AY 2024-2025 Actual
Enrollment Headcount	77	55
FTE	67.66	45.00
Graduates	14.58	8

5. Five-year trend data on graduates and majors enrolled:

Unduplicated headcount, duplicated headcount, and FTE are displayed for the Food Service Management A.A.S. degree program in the table below. During the COVID pandemic, there was a significant drop in students from Fall 2020 through Spring 2023. After this time, enrollments have slowly been increasing.

Academic Year	Unduplicated Headcount	Duplicated Headcount	Full-Time Equivalency (FTE)
AY 2020-2021	82	156	61.27
AY 2021-2022	67	136	55.37
AY 2022-2023	47	100	40.20
AY 2023-2024	52	113	46.43
AY 2024-2025	55	107	45.00
TOTAL	303	612	248.27

This table shows retention rates over the past five years. Retention rates have been low, with the highest rate in 2023-2024 at 52.17%.

Academic Year	Original Cohort	Retained	Retention Rate
AY 2020-2021	77	31	40.26%
AY 2021-2022	59	18	30.51%
AY 2022-2023	43	17	39.53%
AY 2023-2024	46	24	52.17%
AY 2024-2025	43	14	32.56%

The table below shows the number of graduates earning a Food Service Management A.A.S degree by term. Over this period, the total number of graduates was 65.

Academic Year	Fall Graduates	Spring Graduates	Summer Graduates	Total
AY 2020-2021	5	7	0	12
AY 2021-2022	6	14	0	20
AY 2022-2023	3	9	0	12
AY 2023-2024	6	7	0	13
AY 2024-2025	2	6	0	8
Total	22	43	0	65

6. Summary of student placement:

Academic Year	Total Graduates	Graduates Employed in Related Field		Graduates Continuing Education		Total Graduate Placement	
AY 2020-2021	3	1	33%	1	33%	2	67%
AY 2021-2022	4	2	50%	0	0%	2	50%
AY 2022-2023	4	4	100%	0	0%	4	100%
AY 2023-2024	6	5	83%	0	0%	5	83%
AY 2024-2025	4	3	75%	0	0%	3	75%
TOTAL	21	15		1		16	

*Data was obtained from a graduate survey. Twenty-one graduates responded (32% response rate).

7. Plans for program improvement, including timeline:

All three specializations are fully accredited, and the Culinary Arts and Pastry and Baking Arts specializations are accredited at the “exemplary status” by the American Culinary Federation. As these three specializations have met the rigors of accreditation through national accrediting bodies, curriculum and program design has been recognized as appropriate based on academic and industry standards.

Plans for program improvement include a targeted focus on enrollment and retention. Enrollment and graduation rates will be targeted for a 3% and 5% annual improvement, respectively, as follows:

	Baseline (5-yr Average)	AY 2026-2027 Target	AY 2027-2028 Target	AY 2028-2029 Target	AY 2029-2030 Target	AY 2030-2031 Target
Enrollment Headcount	60	62	64	66	68	70
FTE	49.65	51.14	52.67	54.25	55.88	57.56
Graduates	13	13.65	14.33	15.05	15.80	16.59

Further recommendations for program improvement are addressed in item (8) of this executive summary.

8. Dean’s assessment of program and administrative recommendation to Board of Governors:

The Food Service Management Program is a key player within state and local food service industry initiatives, having established itself as a preeminent culinary program accredited at "Exemplary Status" by the American Culinary Federation, ranked nationally as a top-five culinary arts program by Better Choice Schools, and supported extensively by local business and industry. Additionally, the Nutrition and Dietetic Technology, Registered

specialization has been granted full Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The hands-on training provided by the FOSM Program is structured to address workforce needs of the food service industry. The design and emphasis of this program have been dictated by the program's Advisory Board, made up of regional industry and educational representatives. The curriculum has been designed around existing, industry recognized certifications, such as ServSafe offered through the National Restaurant Association and will ladder into traditional training programs. The curriculum for these programs is designed with needs of industry related to competencies needed for entry-level employees. Students frequently complete two or more of the Food Service Management specializations allowing for a broader skill set and greater options for employability. The outcome of these initiatives is positive job placement for program participants and increased retention rates for employers.

The FOSM Program has worked extensively with its educational partners to establish strategic pathways allowing potential students to identify a career goal and receive training specifically designed to prepare them for successful employment at that level. Pierpont has a strong partnership with the K-12 Education system related to food service curriculum (ProStart). Pierpont just recently added a culinary pathway option in its high school dual enrollment program that qualifies a student for state-funded tuition. Further, the Food Service Management Program has established articulation agreements with West Virginia University to further ladder into a baccalaureate degree in the latter's Hospitality and Tourism Management degree program.

Fiscally, the Food Service Management Program has been running on a slight negative financial position. Significant action has been taken during the review period to reduce operational expenses despite rising food product costs. Course fees for lab courses were increased from \$120 to \$200 in 2023. This academic year, another request to increase course fees by \$50 is being made to try and mitigate against continued rising food product costs.

As Interim Dean for the School of General Education and Professional Studies, providing administrative oversight of the Food Service Management Program, it is my recommendation that the program continue with the following corrective action:

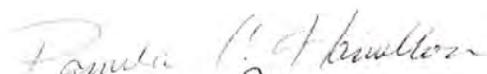
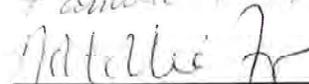
1. Vigorous marketing and recruitment initiatives will be implemented to target program growth. Two such initiatives include:
 - a. Program faculty will intentionally target and recruit students in ProStart programs in Pierpont's 13 county region. Visitations by program faculty will be scheduled each year with ProStart programs. Faculty will provide a demonstration/activity for students while presenting students with information about the program. In addition, the culinary school will host a one day event for all high school students which will include a tour, lunch, and demonstration/activity by program faculty. Each year, the SkillsUSA competition is held at our culinary school facility. Many of these students matriculate to Pierpont's Food Service Management program after high school graduation.
 - b. Program coordinators and faculty will use social media platforms as a strategic recruitment tool. They will collaborate with Pierpont Marketing to develop targeted, consistent social media content that highlights program strengths, student success stories, and career pathways. This partnership will focus on identifying the most effective platforms, increasing engagement with prospective students, and expanding the program's visibility to support enrollment growth.
2. For the Food Service Management A.A.S specialization in nutrition and dietetic technology, registered, it is recommended to continue monitoring this program each year in May. Such monitoring should target

enrollment, retention, graduates, end of program pass rates, job placement, and fiscal health. The annual review will be evaluated by the Nutrition and Dietetics Program Coordinator, Food Services Management Program Coordinator, Dean for the School of General Education and Professional Studies, and Provost to determine the viability of adopted initiatives and revise, as needed. Ideally, the enrollment in this program will reach the previous target goal of 15 students by 2030.

Nationally, clinical healthcare systems are experiencing a significant shortage of registered dietitians. To address this shortage, many facilities have begun filling vacant positions with associate-degree-prepared nutrition professionals. In response, the accrediting body, ACEND, is exploring ways to strengthen the associate-degree pathway by developing a non-registered track that more intentionally supports transfer into advanced degree programs. Pierpont is uniquely positioned in West Virginia to contribute to this effort, as it operates the state's only accredited Nutrition and Dietetic Technology, Registered (NDTR) program—a credential critically needed in a state with high rates of nutrition-related chronic disease.

Historically, West Virginia has relied heavily on dietary managers, who receive less formal preparation in clinical nutrition and medical nutrition therapy. In contrast, neighboring states employ a much larger number of NDTRs and registered dietitians, resulting in stronger clinical nutrition support and generally higher wages for credentialed professionals. By maintaining the Nutrition and Dietetic Technology, Registered specialization, Pierpont can help build a more skilled nutrition workforce, improve clinical capacity across healthcare settings, and better support the state's public health needs.


Signature of Dean 2/4/2026
Date

 2/4/26
 2/4/26
Signature of Preparer Date

Pierpont Community and Technical College Program Review

Program (Title and Degree Designation): Food Service Management C.A.S.	
Program Accreditation	
<input type="checkbox"/> Program with Special Accreditation <input type="checkbox"/> Program without Special Accreditation	
Institutional Recommendation	
<p>Pierpont Community and Technical College is obligated, per West Virginia Council for Community and Technical College Education policy, to review “the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district” (§135-11-8.4 of WVCCTCE Series 11). In accordance with this obligation pursuant to the program of review, the Pierpont Community and Technical College Board of Governors recommends the following action:</p>	
<input type="checkbox"/> Continuation of the program at the current level of activity <input type="checkbox"/> Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs) <input type="checkbox"/> Discontinuation of the program	
Rationale for Recommendation:	
Signature of the Provost	Date:
Signature of the President	Date:
Signature of the Chair, Board of Governors	Date:

The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program’s Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont’s Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont’s Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

1. Program Title and Degree Designation:

- Culinary Arts, C.A.S.
- Food Service Management, Hospitality & Tourism, C.A.S.
- Pastry & Baking Arts, C.A.S.

2. Synopsis of significant findings from external reviewer or accreditation report:

The Culinary Arts and Pastry & Baking Arts C.A.S. degrees are embedded in the corresponding A.A.S. specializations. Both of these specializations are accredited by the American Culinary Federation. In 2020, an external review of the Food Service Management A.A.S. degree program Culinary Arts and Pastry and Baking Arts specializations was conducted by Chef Rene Marquis (CEC, CCA, CCE, AAC) who asserts that "[t]he program is following all its objectives and is maintaining its current levels of activity and should maintain its current program initiatives."

3. Institutional recommendation and rationale from previous Board of Governors review:

The C.A.S degree programs were not offered during the last review.

4. Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

N/A

5. Five-year trend data on graduates and majors enrolled:

Academic Year	Unduplicated Headcount	Duplicated Headcount	Full-Time Equivalency (FTE)
AY 2020-2021	0	0	0
AY 2021-2022	0	0	0
AY 2022-2023	3	4	1.80
AY 2023-2024	11	17	6.77

AY 2024-2025	14	21	7.77
TOTAL	28	39	16.34

The table below shows the number of graduates earning a Food Service Management C.A.S degree by term. Over this period, the total number of graduates was 31.

Academic Year	Fall Graduates	Spring Graduates	Summer Graduates	Total
AY 2020-2021	1	0	0	1
AY 2021-2022	0	0	0	0
AY 2022-2023	0	11	0	11
AY 2023-2024	4	4	0	8
AY 2024-2025	1	10	0	11
Total	6	25	0	31

More students graduated in the last few years with a C.A.S. degree due to targeted advising efforts by faculty to identify students eligible to earn a C.A.S. when students apply for graduation for their A.A.S. degree.

6. Summary of student placement:

Academic Year	Total Graduates	Graduates Employed in Related Field		Graduates Continuing Education		Total Graduate Placement	
AY 2020-2021	3	1	33%	1	33%	2	67%
AY 2021-2022	4	2	50%	0	0%	2	50%
AY 2022-2023	4	4	100%	0	0%	4	100%
AY 2023-2024	6	5	83%	0	0%	5	83%
AY 2024-2025	4	3	75%	0	0%	3	75%
TOTAL	21	15		1		16	

*Data was obtained from a graduate survey. Twenty-one graduates responded (32% response rate).

**This survey was administered to graduates of the A.A.S. degree program, many of whom also earned a C.A.S. degree.

7. Plans for program improvement, including timeline:

By following the plan for improvement for the A.A.S. degree program, C.A.S. degrees will see similar increases in enrollment and retention since most if not all graduates in the A.A.S. program also graduate with the associated C.A.S degree.

Plans for program improvement for the A.A.S degree include a targeted focus on enrollment and retention. Enrollment and graduation rates will be targeted for a 3% and 5% annual improvement, respectively, as follows:

	Baseline (5-yr Average)	AY 2026-2027 Target	AY 2027-2028 Target	AY 2028-2029 Target	AY 2029-2030 Target	AY 2030-2031 Target
Enrollment Headcount	60	62	64	66	68	70
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Further recommendations for program improvement are addressed in item (8) of this executive summary.

8. Dean’s assessment of program and administrative recommendation to Board of Governors:

The Food Service Management Program is a key player within state and local food service industry initiatives, having established itself as a preeminent culinary program accredited at "Exemplary Status" by the American Culinary Federation, ranked nationally as a top-five culinary arts program by Better Choice Schools, and supported extensively by local business and industry.

The hands-on training provided by the FOSM Program is structured to address workforce needs of the food service industry. The design and emphasis of this program have been dictated by the program’s Advisory Board, made up of regional industry and educational representatives. The curriculum has been designed around existing, industry recognized certifications, such as ServSafe offered through the National Restaurant Association and will ladder into traditional training programs. The curriculum for these programs is designed with needs of industry related to competencies needed for entry-level employees. Students frequently complete two or more of the Food Service Management specializations allowing for a broader skill set and greater options for employability. The outcome of these initiatives is positive job placement for program participants and increased retention rates for employers.

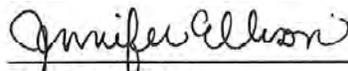
The FOSM Program has worked extensively with its educational partners to establish strategic pathways allowing potential students to identify a career goal and receive training specifically designed to prepare them for successful employment at that level. Pierpont has a strong partnership with the K-12 Education system related to food service curriculum (ProStart). Pierpont just recently added a culinary pathway option in its high school dual enrollment program that qualifies a student for state-funded tuition. Further, the Food Service Management Program has established articulation agreements with West Virginia University to further ladder into a baccalaureate degree in the latter's Hospitality and Tourism Management degree program.

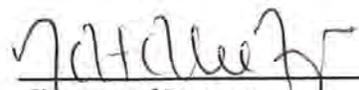
Fiscally, the Food Service Management Program has been running on a slight negative financial position. Significant action has been taken during the review period to reduce operational expenses despite rising food product costs. Course fees for lab courses were increased from \$120 to \$200 in 2023. This academic year, another request to increase course fees by \$50 is being made to try and mitigate against continued rising food product costs. No numbers are available for the C.A.S. degree program since these degrees are embedded in the A.A.S. degree program.

As Interim Dean for the School of General Education and Professional Studies, providing administrative oversight of the Food Service Management Program, it is my recommendation that the C.A.S. degree

offerings continue with the following the same corrective action as that determined for the A.A.S program:

1. Vigorous marketing and recruitment initiatives will be implemented to target program growth. Two such initiatives include:
 - a. Program faculty will intentionally target and recruit students in ProStart programs in Pierpont's 13 county region. Visitations by program faculty will be scheduled each year with ProStart programs. Faculty will provide a demonstration/activity for students while presenting students with information about the program. In addition, the culinary school will host a one day event for all high school students which will include a tour, lunch, and demonstration/activity by program faculty. Each year, the SkillsUSA competition is held at our culinary school facility. Many of these students matriculate to Pierpont's Food Service Management program after high school graduation.
 - b. Program coordinators and faculty will use social media platforms as a strategic recruitment tool. They will collaborate with Pierpont Marketing to develop targeted, consistent social media content that highlights program strengths, student success stories, and career pathways. This partnership will focus on identifying the most effective platforms, increasing engagement with prospective students, and expanding the program's visibility to support enrollment growth.


Signature of Dean 2/4/2026
Date


Signature of Preparer 2/4/26
Date

Pierpont Community and Technical Colleges Program Review

Program (Title and Degree Designation): Health Sciences A.A.S.	
Program Accreditation <input type="checkbox"/> Program with Special Accreditation <input type="checkbox"/> Program without Special Accreditation	
Institutional Recommendation <p>Pierpont Community and Technical College is obligated, per West Virginia Council for Community and Technical College Education policy, to review “the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district” (§135-11-8.4 of WVCCTCE Series 11). In accordance with this obligation pursuant to the program of review, the Pierpont Community and Technical College Board of Governors recommends the following action:</p> <p><input type="checkbox"/> Continuation of the program at the current level of activity</p> <p><input type="checkbox"/> Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs)</p> <p><input type="checkbox"/> Discontinuation of the program</p> <p>Rationale for Recommendation:</p>	
Signature of the Provost	Date:
Signature of the President	Date:
Signature of the Chair, Board of Governors	Date:

The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program's Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont's Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont's Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

- Program Title and Degree Designation:
Health Sciences, Associate of Applied Science (A.A.S.)
- Synopsis of significant findings from external reviewer or accreditation report:

External Reviewer: Megan McDougal, MS, RHIA, CHPS, CHTS-IM

Institution: West Virginia University School of Medicine, Division of Health Informatics and Information Management

Key Findings:

Program Strengths:

- Curriculum offers development in a broad range of skills, including foundational health sciences content and emerging trends (ethics, cultural competency, data literacy, healthcare leadership)
- Program flexibility allows students to complete skill sets or certificates while progressing toward the A.A.S. degree
- Variety of faculty with field experience offering practical knowledge
- Special topics and practical experience through projects and case studies provide hands-on experiential learning
- Commitment to pursuing national accreditation demonstrates adherence to high standards

Program Weakness:

- Publicly available program metrics (graduation rates, employment outcomes, career placement) are limited or difficult to find

Overall Assessment: The reviewer concluded that the program provides foundational healthcare knowledge and practical skills necessary to start a career in healthcare or continue education at a higher level. The program is "moving in the right direction and well-positioned for continued success."

- Institutional recommendation and rationale from previous Board of Governors review:

Date: May 11, 2022

Recommendation: Continuation with corrective action (§135-10-5.1.2)

Rationale:

The Board of Governors recommended continuation of the Health Sciences A.A.S. program with corrective action to:

- Implement end-of-program assessment and program graduate surveys
- Explore and implement national certification exam for degree
- Collaborate with Finance & Administration to establish degree program budget separate from School budget

- Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

Progress on 2022 BOG Recommendations:

- a. **End-of-Program Assessment:** Being implemented Spring 2022 through the HLCA 2995 Healthcare Management Capstone course.
- b. **Program Graduate Surveys:** Survey instrument has been developed but **not yet implemented** as of February 2026. This remains outstanding.
- c. **National Certification Exam:** A new course HLCA 1179 National Certification (6 credit hours) was created and approved to award credit for students holding current state licensure or national certification. This allows students earning national certification through Career & Corporate Training (CCT) skill sets to receive academic credit.

Curricular Changes:

- **Proposal 24-25-82 (completed 9/25/2025):** Deleted three skill sets from optional pathways (Electrocardiograph Technology, Laboratory Assistant, Phlebotomy) and clarified Program Admission Requirements
 - **Proposal (completed 3/16/2023):** Added Electronic Health Record Specialist skill set and Medical Billing and Coding CAS program as pathway options
 - **Some skill sets have been moved to Career and Corporate Training section;** students completing CCT skill sets and passing national certification exams receive HLCA 1179 National Certification credit
- Five-year trend data on graduates and majors enrolled:

Academic Year	Unduplicated Headcount (Majors Enrolled)	Total Graduates
AY 2020–2021	247	30
AY 2021–2022	216	31
AY 2022–2023	167	12
AY 2023–2024	147	8
AY 2024–2025	211	10
5-Year Total	988	91

Notable Trends:

- Enrollment declined 40% from peak (247 in AY 2020–21 to 147 in AY 2023–24)
- AY 2024–25 shows enrollment rebound to 211 students
- Graduate production dropped significantly from 30–31 annually (AY 2020–22) to single digits (AY 2023–24), with slight recovery to 10 graduates in AY 2024–25
- Five-year average: 197.6 students enrolled, 18.2 graduates per year

6. Summary of student placement:

Academic Year	Total Graduates	Graduates Employed in Related Field	Graduates Continuing Education	Total Graduate Placement
AY 2020-2021	30	n/a	n/a	n/a
AY 2021-2022	31	n/a	n/a	n/a
AY 2022-2023	12	n/a	n/a	n/a
AY 2023-2024	8	n/a	n/a	n/a
AY 2024-2025	10	n/a	n/a	n/a
TOTAL	91	n/a	n/a	n/a

Status: Graduate placement data specific to the Health Sciences A.A.S. has not been systematically tracked. Employment status has historically been tracked by individual skill set and certificate program coordinators rather than at the degree level. The graduate survey charged in 2022 to collect and assess student placement data **has not yet been implemented** as of February 2026.

7. Plans for program improvement, including timeline:

Immediate Priorities (Spring/Summer 2026):

- **Implement graduate placement survey** (outstanding from 2022 BOG recommendation) to collect employment and continuing education data
- **Schedule Advisory Board meeting (March 2026)** to review proposed curriculum changes

Short-Term (2026-2027 Academic Year):

- Establish systematic data collection processes for graduate outcomes using Lightcast Profile Analytics and WV Workforce data
- Explore national program accreditation to enhance transferability and program credibility
- Expand publicly available program metrics (graduation rates, employment outcomes) as recommended by external reviewer

Medium-Term (2027-2028):

- Evaluate effectiveness of HLCA 1179 National Certification credit pathway
- Assess need for additional skill set pathways based on regional workforce demand
- Review and update program learning outcomes based on advisory board input and industry trends

Ongoing:

- Maintain course success rates above 80% across core Health Sciences courses
- Monitor enrollment trends and adjust recruitment strategies

5 Year Review Petroleum Technology Associate in Applied Science 2025
Pierpont Community and Technical College
Program Review

Program (Title and Degree Designation): Petroleum Technology A.A.S.	
Program Accreditation <input type="checkbox"/> Program with Special Accreditation <input type="checkbox"/> Program without Special Accreditation	
Institutional Recommendation <p>Pierpont Community and Technical College is obligated, per West Virginia Council for Community and Technical College Education policy, to review “the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district” (§135-11-8.4 of WVCCTCE Series 11). In accordance with this obligation pursuant to the program of review, the Pierpont Community and Technical College Board of Governors recommend the following action:</p> <p><input type="checkbox"/> Continuation of the program at the current level of activity</p> <p style="padding-left: 40px;">Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs)</p> <p><input checked="" type="checkbox"/> Discontinuation of the program</p> <p>Rationale for Recommendation:</p> 	
Signature of the Provost	Date:
Signature of the President	Date:

Signature of the Chair, Board of Governors	Date:
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The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program’s Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont’s Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont’s Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

1. Program Title and Degree Designation:
Petroleum Technology AAS, CAS

2. Synopsis of significant findings from external reviewer or accreditation report:

Program Coordinator did not provide an external review.

3. Institutional recommendation and rationale from previous Board of Governors review:
In May 2017:

Pierpont Community & Technical College Board of Governors Meeting May 16, 2017	
ITEM:	Three Year Program Post Audit: Petroleum Technology, Associate in Applied Science (AAS) and Certificate in Applied Science (CAS) degree programs
COMMITTEE:	Committee of the Whole
RECOMMENDED RESOLUTION:	Resolved, that the Pierpont Community & Technical College Board of Governors approves the audit report and continuation of the Petroleum Technology Associate in Applied Science (AAS) and Certificate in Applied Science (CAS) degree programs of study.
STAFF MEMBER:	Brian Floyd
BACKGROUND:	The viability of the Petroleum Technology Associate in Applied Science (AAS) and Certificate in Applied Science (CAS) degree programs have been reviewed by the program Advisory Board, program faculty, Acting Provost, and President. All are in agreement, that the program should continue and the audit report to be submitted to the WV Council for Community & Technical College Education.

In May 2022:

CAS	Petroleum Technology	Continuation with corrective action (§135-10-5.1.2)	Alignment of curriculum to focus on midstream production, increase enrollment
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Also,
for AAS in Petroleum:

8. Dean’s assessment of program and administrative recommendation to Board of Governors:

In 2016 the program employed 2 full-time faculty and 4 adjunct instructors. In the Spring 2020 the Program Coordinator retired and the remaining full-time instructor teaches for both Petroleum and Applied Process Technology. The retiring Program Coordinator’s position was not continued. From Summer 2020 to the present the program has relied on 1 full-time faculty and several adjuncts. The reduction in faculty has improved the operating ratio and spurred more intentional use of adjunct faculty, increasing industry participation in the program.

As industry growth is slated to move toward 9% in our region with the prioritization of oil and gas production over renewable energy. Production in WV has been increasing over the last decade. WV production of 20 million barrels in 2020 was 10 time greater than WV production in 2010.

As one of only two petroleum programs in the state, the program should realign its academic focus toward midstream production and plan for increased enrollment. Increased national interest in WV oil and gas production and the expected continuation of the Mountain Valley Pipeline will likely spur renewed interest in the Petroleum Program at Pierpont.

4. Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

The Petroleum Technology program is proposing significant curriculum modifications to better align with regional workforce needs and employment opportunities in the Appalachian Basin. These modifications reflect ongoing assessment and feedback from the program's active advisory board.

The program coordinator, in consultation with the advisory board, has identified three courses for removal and replacement:

Courses to be Removed: PTRM 2208 Artificial Lift - Not applicable to operations in the Appalachian Basin
 PTRM 2223 Well Log Interpretation - Skills not utilized in entry-level positions for program graduates
 PTRM 2995 Well Control Management - Not applicable to Appalachian Basin operations (accomplish this by retiring the AAS Petroleum Technology)

Courses to be Added: INST 1043, INST 1044, INST 1045, and ENRG 1041 - Focus on instrumentation and print reading (Accomplish this by redirecting CAS completers to the AAS Applied Process Technology: Instrumentation and Controls)

Rationale: Pivoting away from the AAS in Petroleum Technology (drilling focus) and aligning the CAS to compliment the AAS Applied Process Technology: Instrumentation and Controls accomplishes this redirection in content. These changes directly respond to high demand from midstream gas operators, automated production facilities, and hydraulic fracking companies for graduates with instrumentation and print reading skills. The modifications will broaden employment opportunities for graduates while maintaining the 60-credit-hour degree structure. This curriculum revision was strongly supported by advisory board members, particularly representatives from Hope Gas who identified difficulty hiring qualified instrumentation and electronics (I&E) technicians for gas measurement and recording (M&R) operations.

Additional Advisory Board Recommendations: Exploration of partnership with Hope Gas for specialized training in gas measurement and recording, including potential for classroom time with Hope Gas personnel Development of Cathodic Protection Technician training program to address severe industry shortage, potentially through the Career and Corporate Training Center for Workforce Education as a non-credit offering

5. Five-year trend data on graduates and majors enrolled:

Graduates by Academic Year:

AY 2020-2021: 14 graduates

AY 2021-2022: 2 graduates

AY 2022-2023: 3 graduates

AY 2023-2024: 4 graduates

AY 2024-2025: 2 graduates

Five-Year Total: 25 graduates

Graduate Completion Timeline:

Average graduates at 100% of normal time: 3.8 per year

Average graduates at 150% of normal time: 1.2 per year

Average graduates at 200% of normal time: 0

Average total credit hours per graduate: 65.53

6. Summary of student placement:

Placement Rate Comparison:

The 84% placement rate in related field substantially exceeds West Virginia's average labor force participation rate of approximately 54%

Placement rate also exceeds the national community college associate degree graduate workforce participation rate of approximately 78%

High placement rates demonstrate strong employer demand and successful alignment between program curriculum and industry needs

Employment Context:

Petroleum Technology graduates typically secure entry-level positions with starting salaries ranging from \$35,000 to \$60,000 annually, with opportunities for advancement throughout their careers. Common positions include:

- Roustabout
- Lease operator
- Meter technician
- Compressor technician
- Geological technician
- Engineering technician
- Production technician
- Gas measurement and recording (M&R) technician

The consistently high employment rates across all five academic years (ranging from 66% to 100% annually) validate the program's relevance to regional workforce needs despite enrollment challenges.

7. Plans for program improvement, including timeline:

The program has identified several strategic initiatives to address enrollment challenges, improve student success, and strengthen industry alignment:

Immediate/In Progress (AY 2025-2026):

Curriculum Modernization:

Retire the AAS Petroleum Technology, by redirecting CAS completers to the AAS Applied Process Technology: Instrumentation and Controls.

Implement end-of-program examination/assessment instrument

Work with Dean Coffindaffer to identify appropriate petroleum technology assessment tools

Timeline: Implementation by end of Spring 2026

Partnership Development:

Formalize training partnership discussions with Hope Gas for specialized gas measurement and recording instruction

Explore opportunities for Hope Gas personnel to provide specialized classroom training

Timeline: Partnership framework development during Spring 2026

Short-Term (AY 2026-2027):

Retention Improvement:

Analyze retention rate data discrepancies noted by program coordinator

Implement targeted retention strategies for small cohort sizes

Enhance peer support structures for limited enrollment programs

Develop early alert and intervention systems for at-risk students

8. Dean's assessment of program and administrative recommendation to Board of Governors:

DEAN'S ASSESSMENT AND RECOMMENDATION TO BOARD OF GOVERNORS

Upon comprehensive review of the Petroleum Technology program's financial performance, enrollment trends, curriculum alignment, and advisory board feedback, I must recommend significant corrective action. The program has experienced a 76% enrollment decline over four years (from 21 students in AY 2020-21 to 5 students in AY 2024-25) and has accumulated losses of \$112,470 during this period. The current annual loss of \$37,976 combined with a cost per credit hour that has escalated 528% (from \$78.88 to \$495.34) demonstrates a fiscally unsustainable trajectory. If unchanged, the program is projected to lose an additional \$122,976 over the next three years.

I therefore recommend the Board of Governors to authorize the retirement of the AAS in Petroleum Technology with an approved teach-out plan, and direct the establishment of a formal stackable pathway from the modified CAS to the AAS in Applied Process Technology—Instrumentation & Controls concentration. This action responds to documented program deficiencies, achieves financial sustainability, maintains petroleum industry service and relationships, and expands student career options while fulfilling our institutional obligations to fiscal responsibility and regional workforce development.

Justification:

The program review reveals a fundamental curriculum misalignment with both industry needs and graduate employment outcomes. While the current curriculum emphasizes upstream drilling operations (PTRM 1107 Rigging, PTRM 1109 Drilling Technology), 100% of program graduates are employed in midstream gas operations, power generation, and process manufacturing—not drilling. The advisory board, composed entirely of midstream operators (Hope Gas, Antero Midstream, Ryan Construction), has explicitly requested instrumentation and electrical training that the current program does not provide. Hope Gas representatives specifically stated their difficulty hiring qualified instrumentation and electrical (I&E) technicians for gas measurement and recording, and the program coordinator has documented that several existing courses are "not applicable in the Appalachian Basin."

I recommend the Board approve a strategic program modification that retires the AAS in Petroleum Technology while revising and continuing the CAS in Petroleum Technology as an integrated pathway into the Applied Process Technology (APT) program, and moves supervision and coordination of the program entirely under the direction of the Applied Process Technology (APT) Program Coordinator. This modification would change 46.7% of the CAS curriculum (under the 50% threshold requiring WVHEPC approval), removing drilling-focused courses and adding foundational process technology, mechanics, print reading, electrical circuits, and gas measurement courses. Critically, 16 of the modified CAS's 30 credits (53%) would be delivered through existing APT core courses, creating significant cost efficiencies by spreading fixed costs over the combined enrollment of CAS Petroleum and AAS Applied Process Technology. Students completing the modified CAS would earn a credential suitable for entry-level midstream positions (\$40,000-\$50,000) with a clear pathway to continue into the AAS in Applied Process Technology—Instrumentation & Controls concentration for advanced I&E technician positions (\$55,000-\$70,000).

This integrated model addresses all identified deficiencies: (1) it eliminates curriculum misalignment, (2) responds directly to advisory board requests, (3) creates stackable credentials that increase student

Pierpont Community and Technical College Program Review

Program (Title and Degree Designation): Veterinary Technology, A.A.S.	
Program Accreditation <input type="checkbox"/> Program with Special Accreditation <input type="checkbox"/> Program without Special Accreditation	
Institutional Recommendation <p>Pierpont Community and Technical College is obligated, per West Virginia Council for Community and Technical College Education policy, to review “the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district” (§135-11-8.4 of WVCCTCE Series 11). In accordance with this obligation pursuant to the program of review, the Pierpont Community and Technical College Board of Governors recommend the following action:</p> <p><input type="checkbox"/> Continuation of the program at the current level of activity</p> <p><input type="checkbox"/> Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs)</p> <p><input type="checkbox"/> Discontinuation of the program</p> <p>Rationale for Recommendation:</p>	
Signature of the Provost	Date:
Signature of the President	Date:
Signature of the Chair, Board of Governors	Date:

The program review shall consist of three evaluative elements: (1) an executive summary to be completed by the Dean or Administrator responsible for administrative management of the program reviewed; (2) the review, proper, to be completed by the Program Coordinator or Administrator with direct oversight of the program reviewed; and (3) an external review to be completed by an external reviewer, who is not a member of the program's Advisory Board or formally affiliated with the institution.

The program review, inclusive of executive summary, report proper, and external review are to be submitted to Pierpont's Office of Academic Affairs for review, comment, revision, and approval by February 15, reviewed by Pierpont's Board of Governors in April or May, and submitted to the West Virginia Community and Technical College System (WVCTCS) by May 31.

Executive Summary

1. Program Title and Degree Designation:

Veterinary Technology Program
Associate of Applied Science In Veterinary Technology

2. Synopsis of significant findings from external reviewer or accreditation report:

In November 2025, the Committee on Veterinary Technician Education and Activities continued the Veterinary Technology Program at Full accreditation. The report listed three critical deficiencies needing addressed including documentation be provided showing qualifications of applicants include an aptitude, interest, and understanding of a career in veterinary technology and evidence showing the program's three year rolling average VTNE pass rate for first time test takers be 50% or higher. No major deficiencies were reported.

3. Institutional recommendation and rationale from previous Board of Governors review:

In the last review, the Dean of Health Sciences recommended continuation of the program with corrective action. She listed the following corrective actions:

1. Increase enrollment in the Veterinary AAS program by adapting flexible scheduling and course delivery.
2. Increase the number of students accepted into the program.
3. Incorporate Pierpont's Learning Strategies for Life into the VETT curriculum to help increase the retention rate in the program.

These actions were based on the 53% decline in retention rate over the five year period reported.

4. Status of recommended programmatic initiatives based upon prior review, inclusive of summary of curricular changes, if applicable:

In efforts to increase overall enrollment, an open enrollment system was adopted in the fall semester in which students entering either the Veterinary Technology AAS or Veterinary Assistant CAS program would take the same first semester courses. Students who have successfully completed the fall

semester (with a "C" or better in all courses), can then proceed officially into the Veterinary Technology AAS Program.

5. Five-year trend data on graduates and majors enrolled:

Unduplicated headcount, duplicated headcount, and FTE are displayed for the Veterinary Technology A.A.S. degree program in the table below. In 2024-25, unduplicated headcount was 47 compared to the previous year of 24.

Academic Year	Unduplicated Headcount	Duplicated Headcount	Full-Time Equivalency (FTE)
AY 2020-2021	35	73	31.23
AY 2021-2022	27	58	25.27
AY 2022-2023	27	60	26.10
AY 2023-2024	24	52	21.20
AY 2024-2025	47	99	43.40
TOTAL	160	342	147.20

This table shows retention rates for each year. Retention rates have remained steady over the last several years. Last year showed a slight decrease in retention rates compared to previous years.

Academic Year	Original Cohort	Retained	Retention Rate
AY 2020-2021	35	10	28.57%
AY 2021-2022	27	12	44.44%
AY 2022-2023	27	12	44.44%
AY 2023-2024	24	11	45.83%
AY 2024-2025	46	19	41.30%

The table below shows the number of graduates earning a Veterinary Technology A.A.S degree by term. Over this period, the total number of graduates was 44. This number is a 48% decrease compared to the number of graduates reported in the last five-year review.

Academic Year	Fall Graduates	Spring Graduates	Summer Graduates	Total
AY 2020-2021	0	14	0	14
AY 2021-2022	1	8	0	9
AY 2022-2023	0	9	0	9
AY 2023-2024	0	6	0	6
AY 2024-2025	0	6	0	6
Total	1	43	0	44

6. Summary of student placement:

Academic Year	Total Graduates	Graduates Employed in Related Field	Graduates Continuing Education	Total Graduate Placement
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AY 2020-2021	14	1	7%	1	7%	12	86%
AY 2021-2022	9		%		%	9	100%
AY 2022-2023	9		%		%	9	100%
AY 2023-2024	6		%		%	6	100%
AY 2024-2025	6		%		%	6	100%
TOTAL	44		%		%	44	97%

7. Plans for program improvement, including timeline:

Plans for program improvement include a targeted focus on retention. Graduation rates will be targeted for a 5% annual improvement as follows:

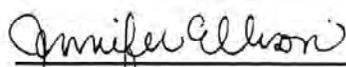
	Baseline (5-yr Average)	AY 2026-2027 Target	AY 2027-2028 Target	AY 2028-2029 Target	AY 2029-2030 Target	AY 2030-2031 Target
Graduates	8.80	9.24	9.70	10.19	10.70	11.23

8. Dean's assessment of program and administrative recommendation to Board of Governors:

It is recommended that the Veterinary Technology Associate of Applied Science program continues at its current level. Although the program continues to experience retention challenges, enrollment numbers improved significantly in 2024–2025.

It is recommended that Pierpont's Learning Strategies curriculum continue to be integrated into the first semester of the program to support student success and improve overall retention. Embedding these strategies early in the curriculum will equip students with essential skills such as time management, study techniques, etc., strengthening their ability to persist through graduation.

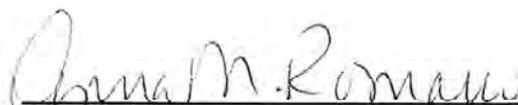
In addition, it is recommended that, in collaboration with Tutoring Services, a structured peer tutoring program be established for students enrolled in Anatomy and Physiology. Given that the Veterinary Technology program is housed at the Caperton Center, offering peer tutoring services on-site would increase accessibility for students who are unable to travel to the Advanced Technology Center for academic support.



Signature of Dean

2/23/2026

Date



Signature of Preparer

Date