Pierpont Community & Technical College
Board of Governors Meeting

Regular Meeting

Tuesday, September 22, 2026
2:00 PM

Pierpont's Advanced Technology Center (ATC)
500 Galliher Drive
Fairmont, WV 26554
Room 303

AGENDA

I. Call to Order

II. Conflict of Interest

III. Roll Call

IV. Constituent Comments

A. Faculty Senate — ***Tab 1***
Lisa Foster

V. *Consent Agenda — ***Tab 2***

A. Minutes of the June 23, 2026 Board of Governors Meeting

B. President's Report

VI. Committee of the Whole

A. Board of Governors Evaluation Results
George Perich

**Denotes possible action item*

Mission: 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!

B. August 31 2026, Combined Finance Report — ***Tab 3***
Dale Bradley

C. Enrollment Profile & Trends: Enrollment Funnel and Conversion — ***Tab 4***
Nancy Parks and Jennifer McConnell

D. Student Persistence Metrics — ***Tab 5***
Olivia Boltz

E. Strategic Plan
Olivia Boltz

F. Priority - Persistence: Every Student Forward — ***Tab 6***
Dr. Kari Coffindaffer

G. General Education Assessment
David Beighley

H. Accreditation — ***Tab 7***
David Beighley and Olivia Boltz

I. Foundation Update: Capital Campaign
Kathy Hypes

VII. Board Members' Reflections (3-minute limit)

VIII. Adjournment

**Denotes possible action item*

Tab

1

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Board of Governors

FROM: Lisa Foster, Faculty Senate President

DATE: September 9, 2026

SUBJECT: Faculty Senate Report

The following report is submitted by the Faculty Senate of Pierpont Community & Technical College for presentation at the Board of Governors meeting to be held on September 22, 2026.

General Business:

The standing committees met on August 28th to elect Chairpersons and Co-chairpersons. The following is the list of committees and chairs.

- Admissions and Credits: Andrea Wamsley-Barr Chair
- Curriculum Committee: Susan Coffindaffer Chair
- Media and Learning Committee: Rusty Taylor Chair
- Faculty Development and Welfare: Anthony Anoble Chair
- General Education Committee: Ironda Campbell Chair
- Online Learning Committee: Erika Rush Chair

Committee charges will be assigned and discussed at their September scheduled meetings.

Shared Governance:

The Faculty Senate remains committed to advancing shared governance in alignment with the college's strategic plan. Throughout the academic year, we will continue to meet regularly with President Waide, Provost Beighley, and members of Cabinet to maintain open communication and collaboration. These ongoing conversations will help ensure that faculty remain an active and meaningful partner in shared governance and that faculty perspectives are represented in institutional discussions and decision-making.

Standing Committee Reports:

The Faculty Senate's standing committees have been presented with their charges for the ensuing academic year. In accordance with the Faculty Senate Bylaws, each standing committee has established charges that guide its work and responsibilities. In addition to these ongoing charges, new charges have been added for the upcoming academic year, including charges related to the college's Persistence Prioritization pillars**.** Committee chairpersons and co-chairpersons have received their respective charges and will work with their committees to establish priorities and develop a working plan for addressing each charge.

The committees will meet in September to review their charges, discuss priorities, and determine how they will approach their work throughout the academic year. This process will provide committees with a clear direction while allowing faculty members to actively contribute their expertise and perspectives to issues affecting the college.

Admissions and Credits charges:

- Review policies and procedures proposed by the Registrar and the Office of Admissions and recommend any appropriate changes.
- Be empowered to act upon individual cases involving admission, readmission, retention and credits of students.
- Be empowered to render judgement on petitions for grade changes submitted by faculty and administration.

Curriculum Committee charges:

- Review the initial decisions concerning curriculum changes as reported by the Representative from the President's office of the Community and Technical College.
- Hear any appeals from faculty concerning disposition of curriculum proposals.
- Undertake research into the successes and failures of the Institution curriculum.
- Develop policy guidelines that will assist the Institution in curriculum development.
- All four functions of the committee will result in recommendations reported to the Faculty Senate for final action.

Media and Learning Committee charges:

- Study bookstore needs in view of academic programs. Study Follett and other bookstore options which would serve Pierpont the best and make recommendations.
- Explore OER opportunities for the institution; Guidelines for use of OER for DE courses.
- Make recommendations on how this committee fits into the strategic plan for the institution, and how it will operate with the new shared governance plan.

Faculty Development and Welfare charges:

- Publicize and solicit applications for Faculty Development awards and or grants and select the recipients for final approval by the administration.
- Research, Updates, and reports on adjunct pay and overload pay.
- Assist administration in planning of events for Learning Communities Week and other faculty development activities (orientation and mentoring). Provide feedback to Administration on development activities implemented, including first Fridays.
- Work with Ad hoc committee concerning CCT about balance, understanding, operating procedures, etc. to fit both Faculty and CCT initiatives with the institution's best interests in mind.
- Make Recommendations for the welfare of faculty to the faculty senate.
- Increase faculty engagement in student events.

General Education Committee charges:

- Generate and update a profile of a Pierpont Graduate
- Provide oversight for General Education exit assessments.

Online Learning Committee charges:

- Support online learning through the development of online course standards.
- Monitor continuous quality improvement through evaluation.
- Develop and distribute a survey to evaluate the course and course technology separate from faculty instruction.
- Create virtual engagement opportunities for online students in online courses and programs.

Announcements and upcoming dates:

- September 18th Admissions and Credits Committee meeting
- September 18th Curriculum Committee meeting
- September 18th Media and Learning Committee meeting

- September 25th Faculty Development and Welfare Committee meeting
- September 25th General Education Committee meeting
- October 9th Online Learning committee meeting
- **October 9th Faculty Senate Meeting**
- October 16th Admissions and Credits Committee meeting
- October 16th Curriculum Committee meeting
- October 16th Media and Learning Committee meeting
- October 16th Media and Learning Committee meeting
- October 23rd Faculty Development and Welfare Committee meeting
- October 23rd General Education Committee meeting

Respectfully Submitted,

Lisa A. Foster, Faculty Senate President
Faculty Senate

Tab

2

PIERPONT COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS
Meeting of September 22, 2026

ITEM:	Consent Agenda
RECOMMENDED RESOLUTION:	Resolved, that the Pierpont Board of Governors approve the Consent Agenda as proposed.
STAFF MEMBER:	Dr. Michael Waide, Interim President

BACKGROUND:

The Consent Agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. The items on the consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

The following items are included in the Board book and listed on the proposed consent agenda.

1. Minutes of the June 23, 2026 Regular Board of Governors Meeting

2. President's Report

Regular Meeting

Tuesday, June 23, 2026
2:00 PM

Pierpont's Advanced Technology Center (ATC)
500 Galliher Drive
Fairmont, WV 26554
Room 303

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors was held on June 23, 2026, beginning at 2:00 PM. 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.

I. Call to Order

David Hinkle, Vice Chair, called the meeting to order in open session at 2:00 PM.

II. Conflict of Interest

David Hinkle requested Board members to examine the agenda and disclose any potential conflicts of interest.

III. Roll Call

Amanda Hawkinberry conducted a roll call:

Name	Present/Not Present
Thomas Cole	Present
David Hinkle	Present
Anthony Hinton	Present
Lisa Lang	Not Present
Christine Miller	Not Present
Juanita Nickerson	Present
Jeffrey Powell	Present
Hayes Raudenbush	Not Present
Joanne Seasholtz	Present
Nathan Weese	Not Present

Amanda Hawkinberry announced there was a quorum present.

IV. Consent Agenda

A. Minutes of the May 12, 2026 Board of Governors Meeting

Anthony Hinton moved to approve the meeting minutes from the May 12, 2026 Board meeting. Jeffrey Powell seconded the motion. All agreed. Motion carried.

B. President's Report

Joanne Seasholtz moved to accept the President's report. Thomas Cole seconded the motion. All agreed. Motion carried.

V. Recognitions

Dr. Michael Waide recognized outgoing Board members for their service to the Pierpont Community & Technical College Board of Governors and presented commemorative plaques in appreciation of their contributions.

The following individuals were recognized:

- Vickie Findley, Faculty Representative, December 13, 2025 – February 22, 2026
- Kayla Hawkinberry, Classified Staff Representative, July 1, 2025 – September 10, 2025
- Hayes Raudenbush, Student Representative, July 1, 2025 – June 30, 2026

Kayla Hawkinberry was present and accepted her plaque during the meeting. Plaques for Vickie Findley and Hayes Raudenbush will be delivered to them in recognition of their service.

VI. Advancement and Public Relations Committee

Anthony Hinton reported that the Committee met at 10:30 AM and received informational reports and updates. No action items were presented for recommendation or consideration by the full Board of Governors.

VII. Academics Committee

Thomas Cole reported that the Committee met at 11:00 AM and received informational reports and updates. No action items were presented for recommendation or consideration by the full Board of Governors.

VIII. Finance and Administration Committee

Jeffrey Powell reported that the Committee met at 1:00 PM and received informational reports and updates. No action items were presented for recommendation or consideration by the full Board of Governors.

IX. Committee of the Whole

A. Executive Officer Elections

George Perich, Vice President of Human Resources and Organizational Development, conducted the election of Board officers for Academic Year 2026–2027.

- **Chair**

  Lisa Lang was nominated for the position of Chair. George Perich called for additional nominations from the floor; none were received. By unanimous consent, Lisa Lang was elected to serve as Chair of the Board of Governors for Academic Year 2026–2027.

- **Vice-Chair**

  David Hinkle and Anthony Hinton were nominated for the position of Vice-Chair. George Perich called for nominations from the floor. No nominations from the floor were received. George Perich requested a roll call vote for the Vice-Chair position.

Name	Vote
Thomas Cole	David Hinkle
David Hinkle	David Hinkle
Anthony Hinton	Anthony Hinton
Jeffrey Powell	David Hinkle
Joanne Seasholtz	David Hinkle

  David Hinkle was elected to serve as the Board Vice-Chair for Academic Year 2026-2027.

- **Secretary**

  No nominations were received for the position of Secretary. Anthony Hinton nominated himself for the position. Mr. Perich called for additional nominations from the floor; none were received. By unanimous consent, Anthony Hinton was elected to serve as Secretary of the Board of Governors for Academic Year 2026–2027.

B. Resolution for Approval - Meeting Dates for Academic Year 2026-2027

Anthony Hinton moved to approve the Meeting Dates for Academic Year 2026-2027 as presented in the resolution. Thomas Cole seconded the motion. All agreed. Motion carried.

C. Enrollment Management/Persistence & Retention

Nancy Parks presented and reviewed the Enrollment and Persistence Activity Updates Report (**Attachment A**).

D. Career and Corporate Training (CCT)

The Career and Corporate Training Report was presented during the Academics Committee meeting held at 11:00 a.m.

X. Adjournment

There being no further business, Anthony Hinton moved to adjourn the meeting. Jeffrey Powell seconded the motion. All agreed. Meeting adjourned.

Respectfully submitted by Amanda N. Hawkinberry

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Board of Governors

FROM: Nancy Parks

DATE: June 18, 2026

SUBJECT: Enrollment and Persistence Activity Updates

Executive Summary

This report provides a point-in-time update on Summer and Fall 2026 enrollment trends, along with key student persistence indicators and strategic initiatives supporting retention and student success. Overall, enrollment remains stable with targeted growth areas, while persistence initiatives continue to demonstrate positive student engagement and outcomes.

Enrollment Updates

Summer 2026 (as of June 16, 2026)

Summer enrollment reflects modest overall growth, with increases in transfer and high school students offsetting declines in returning and readmitted student categories. Overall headcount and FTE remain stable compared to the prior year.

Fall 2026 (Point-in-Time Comparison as of June 16, 2026)

Fall enrollment comparisons indicate early-term variability across student categories. While first-time student enrollment shows some decline, the institution has experienced growth in high school dual-enrollment participation, contributing positively to overall projections.

Student Type	Previous Term 202530 - Summer Semester As of 6/17/2025 Count	FTE	Current Term 202630 - Summer Semester 2026 As of 6/16/2026 Count	FTE	Differences Count	Percent	FTE	Percent
1 - First-time Freshman	24	10.47	13	6.73	-11	-45.83	-3.73	-35.67
2 - Returning Student	247	104.60	248	98.87	1	0.40	-5.73	-5.48
3 - Readmitted Student	8	3.60	2	1.73	-6	-75.00	-1.87	-51.85
6 - Transfer Student	3	1.27	15	9.07	12	400.00	7.80	615.79
9 - Other	10	3.60	28	8.27	18	180.00	4.67	129.63
	292	123.54	306	124.67	14	4.79	1.13	0.92
8 - HS Student Taking College Crs	24	9.00	31	9.2	7	29.17	0.20	2.22
	316	132.54	337	133.87	21	6.65	1.33	1.01

Student Type	Previous Term 202610 - Fall Semester 2025 As of 6/17/2025 Count	FTE	Current Term 202710 - Fall Semester 2026 As of 6/14/2026 Count	FTE	Differences Count	Percent	FTE	Percent
1 - First-time Freshman	226	228.80	241	243.13	15	6.64	14.33	6.26
2 - Returning Student	335	277.60	304	248.40	-31	-9.25	-29.20	-10.52
3 - Readmitted Student	33	24.93	16	13.47	-17	-51.52	-11.47	-45.99
6 - Transfer Student	58	50.73	79	71.20	21	36.21	20.47	40.34
9 - Other	5	1.27	2	1.40	-3	-60.00	0.13	10.53
W - CE - Workforce Education	3	2.33	1	0.20	-2	-66.67	-2.13	-91.43
	660	585.66	643	577.80	-17	-2.58	-7.87	-1.34
8 - HS Student Taking College Crs	381	152.07	470	178.2	89	23.36	26.13	17.19
	1,041	737.73	1,113	756.00	72	6.92	18.27	2.48

Student Persistence Overview

School of General Education and Professional Studies (GEPS)

- Strong performance observed in Criminal Justice (86%) and ASL/IEP (80%)
- Moderate persistence in Early Childhood and FOSM programs
- Liberal Studies (30%) remains the lowest in persistence at this time.

School of Business, Aviation, and Technology (BAT)

- High persistence in AVMT (83%)
- Business program aligns with institutional average (54% vs. 57%)
- Continued opportunity for improvement in advanced technical programs such as Welding

School of Health Careers

- Exceptionally strong persistence in Radiologic Technology (92%)
- Mixed outcomes across programs; several remain below institutional averages
- Health Sciences (28%) reflects its role as a transitional program for students progressing into specialized majors

Program Persistence by Range*

Program	Program %	Range
RADI	92%	80–100%
Criminal Justice	86%	80–100%
AVMT	83%	80–100%
ASL/IEP	80%	80–100%
HIT	71%	50–79%
INFO SYSTEMS	57%	50–79%
BUSINESS	54%	50–79%
PTA	53%	50–79%
Early Childhood	50%	50–79%
APT	50%	50–79%
VETT	47%	Under 50%
FOSM	44%	Under 50%
Respiratory Care	40%	Under 50%
ADV WELD	39%	Under 50%
MLT	38%	Under 50%
Paralegal Studies	32%	Under 50%
Liberal Studies	30%	Under 50%
Health Sciences	28%	Under 50%

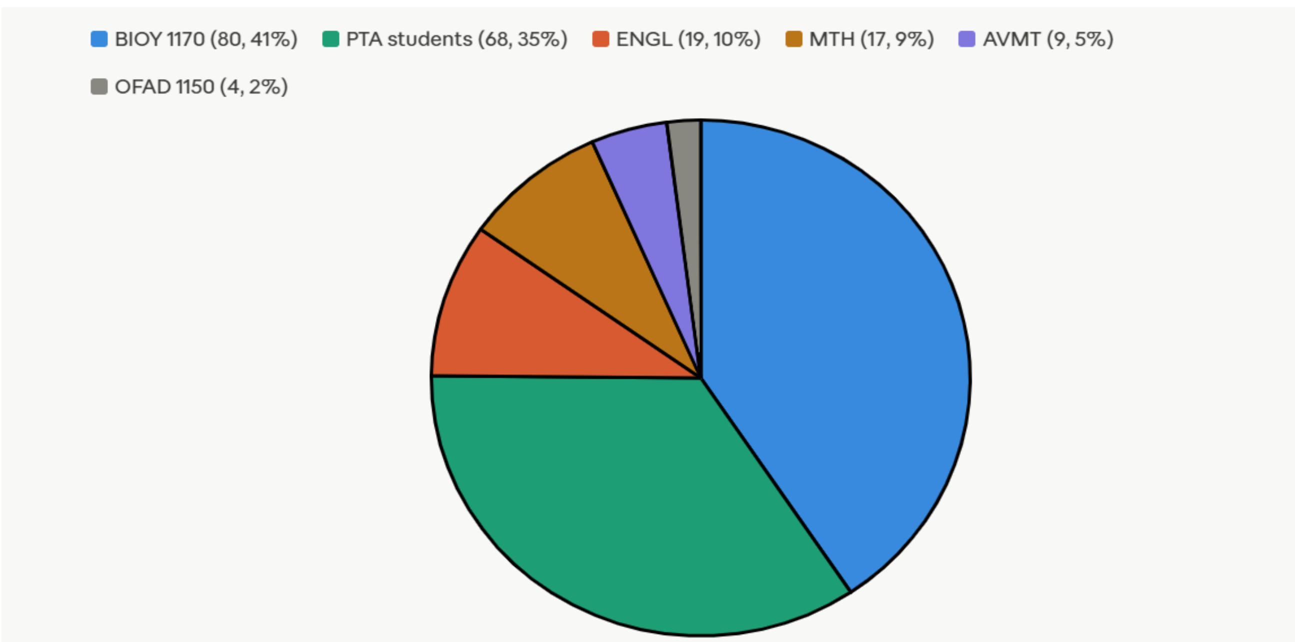
National Community College Benchmark Project cites persistence rates of 70-80% as "moderate" and rates below 70% as "low." If using NCCBP methodology, all but four Associate degree programs would have "low" persistence currently.

Re-recruitment efforts are underway to ensure more programs advance to "moderate" status and above.

Student Success and Persistence Initiatives

Tutoring and Academic Support

- 210 individual tutoring appointments were provided during academic year 2025–2026
- Services primarily supported high-enrollment general education courses and targeted program cohort



Co-Curricular Learning (WV Invests Pilot)

- 16 students completed student success workshops focused on the general education/co-curricular learning outcome of CRITICAL THINKING
- Most selected topics:
    - Study strategies and note-taking
    - Exam preparation and test-taking
    - Online learning strategies
    - Critical thinking development

Student' written reflection feedback indicates strong perceived value, particularly for new students, with increased confidence and application of academic strategies learned in workshops such as ***"Study Tips & Note-Taking Strategies," "Exam Preparation & Test-Taking Strategies," "Taking Tests Online: Strategies for Success,"*** *and* ***"Developing Critical Thinking Skills."***

Virtually all students agreed that these workshops would be especially helpful for new college students, as well: *"These are skills that will help me both in school and later in a healthcare setting."*

Summer 2026 programming expands co-curricular offerings in **QUANTITATIVE LITERACY**, including financial literacy and math success workshops

Student Engagement and Belonging

Off-Campus Student Activities

- Summer I Pittsburgh Zoo trip included 30 participants, including six new students
- Over 90% of participants reported increased sense of connection to the College
- Approximately half of participants were first-time visitors to the venue

Student feedback indicated strong interest in investment in future community-building opportunities. A second experience for later in the summer is planned to provide students with opportunities to engage with peers and campus staff prior to the return for Fall 2026.

Recruitment and Access Initiatives, Selected

Experience Pierpont (WV Works Partnership)

- 70% enrollment conversion rate (7 of 10 participants from Fall 2025 currently enrolled)
- Strong pathway alignment with Applied Process Technology programs

High School Awards Ceremonies

- Including Scott High School, first-time visit to Boone Co.
- Bi-annual visit to Mountaineer Challenge Academy
- Wider campus representation at such events, including President Waide's appearance at Phillip-Barbour HS

Operational and Student Support Enhancements

Financial Aid

- Implementation of individualized financial aid checklists for students
- Financial aid packaging advanced by approximately three months
- Increased coordination with state systems to improve timeliness of student information
- WV Invests funding continues to expand, with more than $1.5 million awarded in 2025–2026, reflecting significant year-over-year growth

Counseling and Accessibility

- Launch of telehealth counseling services through BetterMynd
- Monthly wellness workshops available to students
- Exploration of expanded clinical partnerships for higher levels of care
- Comprehensive revision underway to unify accessibility policies and procedures into a single institutional handbook

Registrar

- Implementation of real-time credential conferral for skill sets and CAS programs, allowing students to receive immediate recognition of academic progress

Key Takeaways

- Enrollment trends remain steady, with growth in dual enrollment helping offset declines in select categories
- Persistence outcomes vary by program, with strong performance in several high-demand career pathways
- Strategic initiatives in tutoring, co-curricular learning, and student engagement are demonstrating impact
- Financial aid and support services enhancements are improving both access and student success
- Continued focus on structured pathways, student belonging, and early interventions will be critical to improving retention

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

President's Update
September 2026

Pierpont enters the fall semester with strong momentum and a continued focus on student success, institutional strength, workforce development, and economic impact. Across the College, our work is increasingly connected by a common purpose: helping students persist, complete credentials, and move into meaningful careers while ensuring Pierpont remains responsive to the workforce and communities we serve. We are advancing this work through data-informed student success strategies, accreditation and strategic planning, responsible fiscal stewardship, program and workforce alignment, and stronger regional partnerships. At the same time, our continued investments in programs, partnerships, people, and facilities demonstrate how Pierpont's mission extends beyond the classroom. By preparing students for meaningful careers, responding to evolving workforce needs, and partnering with employers and communities, we are creating opportunities for students while contributing to the economic vitality of our region and West Virginia. The momentum we have achieved provides a strong foundation for the next phase of Pierpont's growth, with ***Every Student Forward*** remaining at the center of our work.

STUDENT SUCCESS AND PERSISTENCE

- The College Persistence Working Group has moved from planning to implementation, prioritizing strategies such as positive nudges, proactive student outreach, and earlier intervention.
- Student persistence and success remain intentionally aligned with institutional strategic planning and Board of Governors reporting, reinforcing ***Every Student Forward*** as a College-wide priority.
- Celebrated the opening of a tutoring center at the Advanced Technology Center.

ACCREDITATION AND INSTITUTIONAL EFFECTIVENESS

- Development of the Higher Learning Commission Assurance Argument continues, with substantial completion of Criteria 1 and 2.
- The College remains on schedule for submission of the Assurance Argument in Summer 2027 and the comprehensive on-site evaluation in Fall 2027.
- Documentation and evidence collection continue across the institution to ensure readiness and demonstrate sustained institutional effectiveness.

STRATEGIC PLANNING

- With the current Strategic Plan concluding in Winter 2027, pre-planning for Pierpont's next three-year plan is underway.
- The July 2026 Board of Governors retreat provided important direction regarding future priorities, workforce needs, program opportunities, and institutional growth.

- An initial draft of the new strategic plan is targeted for December 2026, followed by stakeholder engagement to test priorities, identify gaps, and refine goals.
- Final Board consideration and approval are targeted for April 2027.

WEBSITE MIGRATION FOR DIGITAL ACCESSIBILITY

- Marketing, Academic Affairs, and Student Services are actively reviewing and cleaning website content in preparation for migration.
- The work is guided by principles of universal design and digital accessibility, with an emphasis on improving the experience for students and other users.

CAPITAL DEVELOPMENT AND ADVANCEMENT

- Groundbreaking for the new Aviation Education Center is scheduled for September 30, marking a significant milestone in Pierpont's investment in aviation education and the regional workforce pipeline.
- The Pierpont Foundation is leading a $3 million capital campaign supporting the Aviation Education Center, including naming opportunities and tiered giving strategies.
- The College and Foundation are exploring moving the next Day of Giving to Fall 2027 to align development efforts with current capital priorities while expanding alumni engagement and cultivation throughout FY27.
- Capital improvements continue at the Caperton Center in Clarksburg with completion of new security and video system; training on the system is underway; currently exploring architectural estimates for new monument sign for Clarksburg campus.

COMMUNITY AND EXTERNAL ENGAGEMENT

- The School of Health Sciences will host a 5K and mini run at Prickett's Fort in October to engage the community and support health sciences programs.
- Pierpont will again welcome families to campus for its October community trick-or-treat event, with the addition of a jack-o'-lantern contest.
- Pierpont recently hosted the Harrison County Chamber of Commerce Business at Breakfast and will host Business After Hours on September 29 at the Robert C. Byrd National Aerospace Education Center in Bridgeport.
- The College also hosted Night at the Ballpark, providing another opportunity to strengthen relationships with students, employees, families, and community partners.
- Pierpont attended the WV Chamber of Commerce Business Summit at the Greenbrier and the WV Economic Development Summit at Canaan in September.
- Career Services is launching a three-part monthly student series on essential skills for employers, culminating in a December 1 corporate etiquette program.

PARTNERSHIP WITH FAIRMONT STATE

- Collaboration continues to expand between Pierpont and Fairmont State University, creating additional educational and professional opportunities for students and employees.
- A focus group informed the development of a new specialization in college and university teaching and learning.
- The institutions' provosts continue to explore additional program bridges and academic pathways.

- An existing agreement allows Pierpont employees to pursue eligible baccalaureate and master's degree coursework at Fairmont State at Pierpont's tuition rate.
- A forthcoming agreement will extend Falcon Center membership opportunities to Pierpont employees and students.

FISCAL STEWARDSHIP AND FY28 PLANNING

- The President, VP for Finance, and Director of Institutional Effectiveness participated in a statewide conversation for the funding formula in Morgantown. Hosted by the Chancellor, the discussion explored revisions to the existing funding formula.
- Development of the FY28 budget will begin following the October 15 enrollment census, allowing current enrollment and revenue data to inform assumptions and priorities.
- The October Board of Governors meeting will focus on fiscal sustainability and financial stewardship, including early FY28 budget considerations and an update from the Pierpont Foundation.

GOVERNANCE AND BOARD ENGAGEMENT

- The September Board of Governors meeting centers on Student Success and Data, including reports on enrollment, persistence, strategic plan progress, and general education learning assessment.
- The October meeting will shift the Board's focus to Fiscal Sustainability and Finances, supporting an intentional annual cycle of governance oversight tied to institutional priorities.

WORKFORCE DEVELOPMENT AND CORPORATE TRAINING

- Acting Director Kathy Hypes is conducting an assessment of Career and Corporate Training operations, with attention to organizational structure, effectiveness, efficiency, and responsiveness to regional workforce demand.
- Recommendations will focus on strengthening productivity, program alignment, employer responsiveness, and Pierpont's ability to meet emerging workforce needs.

LOOKING AHEAD

Pierpont has achieved momentum. The opportunity before us is to convert that momentum into measurable outcomes for our students and greater impact for the communities we serve. When students persist, complete credentials, and enter family-sustaining careers, student success becomes economic impact. When our programs align with workforce demand, we strengthen employers, support business and industry, and contribute directly to the economic development of our region and West Virginia. That connection between student success, workforce development, and economic opportunity will continue to guide Pierpont as we move ***Every Student Forward***.

Tab

3

Board of Governors
Budget/Finance Report FY 2027
Pierpont Community & Technical College
as of August 31, 2026

Pierpont's overall financial structure consists of four primary fund types: unrestricted, auxiliary, restricted, and plant/capital funds.

Unrestricted Funds – Includes those economic resources of the institution which are expendable for any purpose in performing the primary objectives of the institution, i.e., instruction, research, extension, and public service, and which have not been designated by the governing board for other purposes. These funds consist of State Appropriations, not designated for a specific purpose, and general tuition and fees revenues. For fiscal management purposes Pierpont segregates Unrestricted funds into two subgroups; President Controlled Funds and Fund Manager Controlled Funds.

- President Controlled Funds consist of State Appropriations and general tuition and fees revenues.
- Fund Manager Controlled Funds consist primarily of program fees and lab/course fee funds that are used to cover program specific operational costs.

Auxiliary Funds – Auxiliary funds are a subsection of unrestricted funds. Auxiliary enterprises are activities conducted primarily to provide facilities or services to students, faculty, and staff. Such activities could include residence halls, food services, bookstore, parking, etc. At Pierpont these activities are reported as a separate fund type for fiscal management. Currently parking is the only Auxiliary fund activity and is used to support maintaining parking resources and campus security.

Restricted Funds - The restricted fund group consists of those funds expendable for operating purposes but restricted by donors or other outside agencies as to the specific purpose for which they may be expended. Restricted funds primarily consist of contracts and grants received from federal or state governments for financial aid, research, public service or other restricted purposes.

Plant/Capital Funds – Plant/Capital Funds are a subsection of unrestricted funds used for debt service, capital projects, facilities maintenance, and renewal.

SUMMARY UNRESTRICTED FUNDS:
As of the August 31, 2026, Budget/Finance Report, the Unrestricted Budget Balance is $3,902.

As of this report date, the YTD Actuals for Unrestricted Funds reflect the following:

- The institution has realized approximately 56% of projected operating revenue.
- The institution has incurred approximately 12% of operating expenses.
- The institution has realized approximately 24% of nonoperating revenues.
- The Year-To-Date Actual Budget Balance is $4,790,634.

SUMMARY RESTRICTED FUNDS:
As of the August 31, 2026, Budget/Finance Report, the Restricted Budget Balance is $86,974.

As of this report date, the YTD Actuals for Restricted Funds reflect the following:

- The institution has realized approximately 14% of projected operating revenue.
- The institution has incurred approximately 3% of operating expenses.
- The institution has realized approximately 0% of nonoperating revenues.
- The Year-To-Date Actual Budget Balance is $822,323.

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted
August 31, 2026

		Current Budget	Actual YTD	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	8,025,815	4,516,874	56.28%
	Auxiliary enterprise revenue	175,100	94,546	54.00%
	Other Operating Revenues	60,717	(3,505)	-5.77%
	Total:	**8,261,632**	**4,607,915**	**55.77%**
OPERATING EXPENSE	Salaries	8,645,546	1,202,058	13.90%
	Benefits	2,092,323	310,899	14.86%
	Student financial aid - scholarships	248,252	50	0.02%
	Utilities	364,063	51,102	14.04%
	Supplies and Other Services	5,018,933	412,707	8.22%
	Equipment Expense	110,682	14,376	12.99%
	Fees retained by the Commission	101,485	25,371	25.00%
	Loan cancellations and write-offs	100,000	0	0.00%
	Total:	**16,681,284**	**2,016,563**	**12.09%**
OPERATING INCOME / (LOSS)		**(8,419,653)**	**2,591,352**	
NONOPERATING REVENUE	State appropriations	8,670,830	2,167,708	25.00%
(EXPENSE)	Gifts	101,600	0	0.00%
	Investment Income	300,000	31,575	10.53%
	Total:	**9,072,430**	**2,199,283**	**24.24%**
TRANSFERS & OTHER	Capital Expenditures	0	0	0.00%
	Transfers for Financial Aid Match	(30,875)	0	0.00%
	Indirect Cost Recoveries	0	0	0.00%
	Transfers for Capital Projects	0	0	0.00%
	Transfers to Plant Reserves	(618,000)	0	0.00%
	Transfers - Other	0	0	0.00%
	Total:	**(648,875)**	**0**	**0.00%**
BUDGET BALANCE UNRESTRICTED		**3,902**	**4,790,634**	
One-Time Approved Use of Cash Reserves		0		
BUDGET BALANCE (Adjusted for Use of One-Time Cash Reserves		**3,902**	**4,790,634**	

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Restricted

August 31, 2026

		Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Federal Grants and Contracts	3,114,830	22,082	0.71%
	State/Local Grants and Contracts	4,948,848	1,126,564	22.76%
	Private Grants and Contracts	237,287	5,884	2.48%
	Other Operating Revenues	259	0	0.00%
	Total:	**8,301,224**	**1,154,530**	**13.91%**
OPERATING EXPENSE	Salaries	1,625,394	38,362	2.36%
	Benefits	255,847	8,242	3.22%
	Student financial aid - scholarships	7,483,706	160,651	2.15%
	Supplies and Other Services	361,826	26,670	7.37%
	Equipment Expense	84,934	14,502	17.07%
	Total:	**9,811,707**	**248,427**	**2.53%**
OPERATING INOCME / (LOSS)		**(1,510,483)**	**906,103**	
NONOPERATING REVENUE (EXPENSE)	Federal Pell Grant Revenues	2,250,000	(9,540)	-0.42%
	Gifts	485	0	0.00%
	Total:	**2,250,485**	**(9,540)**	**-0.42%**
TRANSFERS & OTHERS	Capital Expenditures	(642,885)	(74,240)	11.55%
	Transfers for Financial Aid Match	30,875	0	0.00%
	Indirect Cost Recoveries	(41,019)	0	0.00%
	Total:	**(653,029)**	**(74,240)**	**11.37%**
BUDGET BALANCE		**86,974**	**822,323**	

Tab

4

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Board of Governors

FROM: Nancy Parks, AVP, Student Services

DATE: September 11, 2026

SUBJECT: Faculty Senate Report: Student Services; Enrollment Focus

Executive Summary

Fall 2026 enrollment in terms of headcount remains strong, particularly when considering the continued growth and influence of Dual Enrollment. Enrollment management initiatives, earlier financial aid processing, enhanced outreach efforts, and student-centered policy adjustments contributed to improved enrollment outcomes and fewer removals for non-payment.

NOTE: This enrollment focus highlights headcount, not the financial implications of "full-time equivalencies" of students. As discussed at the July 2026 Board of Governors retreat, the enrollment profile with the most positive impact financially is the full-time non-Dual Enrollment student paying "full freight." Serving dual-enrollment students is a part of the Pierpont mission, but those increased enrollments in that student "type" do not affect the financial outlook as much as do the traditional full-time students who are paying full tuition.

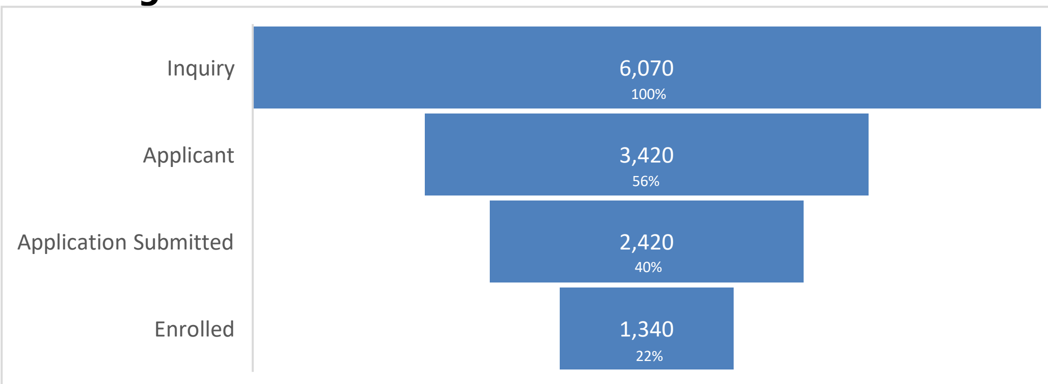
Financial aid disbursements are projected to exceed Fall 2025 levels, driven largely by growth in WV Invests participation. Student persistence data identify several high-performing programs, as well as those that are maintaining at both more moderate and concerning levels.

Enrollment Funnel Performance

The Fall 2026 enrollment funnel reflects the significant impact of Dual Enrollment students on institutional enrollments.

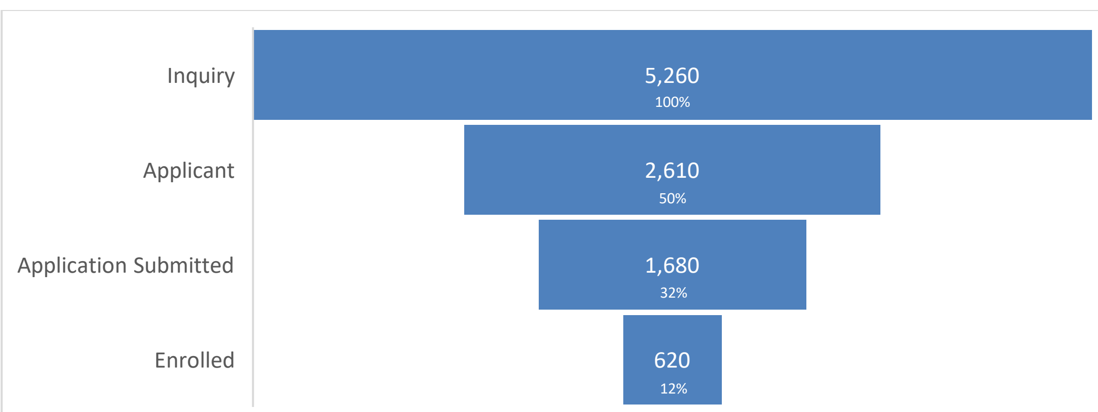
NOTE: As discussed at the July 2026 Board of Governors retreat, the enrollment profile with the most positive impact financially is the full-time non-Dual Enrollment student paying "full freight." Serving dual-enrollment students is a part of the Pierpont mission, but enrollments of that "student type" do not yield the same financial benefit as the maximum received from the State for such students is $75 per credit hour.

Including Dual Enrollment



- Inquiry: 6,070 (100%)
- Applicant: 3,420 (56%)
- Application Submitted: 2,420 (40%)
- Enrolled: 1,340 (22%)

Excluding Dual Enrollment



- Inquiry: 5,260 (100%)
- Applicant: 2,610 (50%)
- Application Submitted: 1,680 (32%)
- Enrolled: 620 (12%)

Using the most recent higher education statistics on national yield rates published by RNL, Pierpont's "inquiry to applicant" median of 50% surpasses the national average of 37%, and its "admitted to enrolled" median of 37% exceeds the national median of 32%.

Fall Enrollment Trends

Enrollment continued to fluctuate throughout the registration, removal, and reinstatement periods, as expected. Fall 2026 headcount exceeded Fall 2025 at each measured checkpoint.

NOTE:

As discussed at the July 2026 Board of Governors retreat, the enrollment profile with the most positive impact financially is the full-time non-Dual Enrollment student paying “full freight.”

Serving dual-enrollment students is a part of the Pierpont mission, but those increased enrollments in that student “type” do not affect the financial outlook as much as do the traditional full-time students who are paying full tuition. (It takes anywhere from 3-9 DE students enrolled at 12 credits each to equal the financial impact of one traditional full-time enrollment.)

An updated enrollment handout will be shared at the Sept. 22 meeting.

Because not all “heads” are counted equally in terms of budget impact, President Waide has implemented an institution-wide PERSISTENCE project: it is to our institution’s financial health to transition as many “first-time” students to “returning” students.

To illustrate the start-of-term fluctuating enrollment picture, see below:

Checkpoint	Fall 2025	Fall 2026
First Day of Classes	1,593	1,653
Second Week of Classes	1,571	1,745
Pre-Removal	1,686	1,787
Post-Removal	1,571	1,711
Post-Reinstatement Appeals	1,683	Pending

Student Retention Through Enrollment Management Practices

Non-Payment Removals

The College experienced a reduction in removals related to non-payment, declining from 115 students in Fall 2025 to 70 students in Fall 2026. Contributing factors included:

- Earlier completion of financial aid packaging;
- Increased staffing support during high-demand periods;
- Coordinated outreach by Student Services staff and academic advisors to students with outstanding requirements.

Non-Attendance Removals

Student-centered modifications were implemented by aligning non-attendance and non-payment removal dates. The revised timeline provided additional opportunity for students, particularly adult learners, online learners, and students adding courses during the final week of registration, to demonstrate meaningful course participation. Faculty also benefited from additional time to assess attendance through substantive academic engagement rather than simple course logins. This practice will continue during the 2027-2028 academic year.

A more detailed analysis of attendance-related removals may be available at the full Board meeting. The review will examine trends related to student characteristics, including overlaps with non-payment removals; date of admission; common denominator courses, etc.

Fall 2026 Enrollment Snapshot

(September 10, 2026)

Total Headcount: **1,711 Students**

Enrollment Status

- Part-Time: 52.2% Full-Time: 44.8%

Traditional Students

- 948 students (55.0% of headcount)
- 96.6% West Virginia residents
- 49.6% from Harrison, Marion, and Preston Counties

Dual Enrollment Students

- 763 students (44.6% of headcount)
- 96.99% West Virginia residents
- 54.39% from Harrison, Preston, and Upshur Counties

Program Demand & Eventual Enrollment

Dual Enrollment remains the College's largest enrollment category, representing 44.6% of institutional headcount.

In addition, ten academic programs collectively account for 38.9% of total enrollment. These include:

- Health Sciences
- AVMT
- Business
- LPN
- FOSM
- Radiography
- APT
- Information Systems/Technology
- Veterinary Technology

The remaining programs account for 16.48% of headcount, with approximately half enrolling fewer than ten students.

Student Persistence

These seven programs achieved the institutional benchmark of **80% or greater persistence** from Spring 2026 to Fall 2026:

Program	Eligible to Return	Returned	Return Rate
RESP	10	10	100%
PTRM	2	2	100%
VETA	1	1	100%
RADI	24	23	96%

MTL	16	14	88%
CJ	36	24	86%
ASL/ITP	5	4	80%
Total	**94**	**78**	**83.0%**

Twelve programs had persistence rates between 50% and 79%; two programs (PARA & ADV WELD) had fewer than half their eligible students return from Spring 2026 to Fall 2026.

Program	Eligible to Return	Returned	Return Rate
HIT	14	11	79%
AVMT	78	61	78%
VETT	18	13	78%
PTA	16	10	69%
BUSN	36	23	67%
INFO	27	18	67%
APPD WELD	3	2	67%
FOSM	26	16	65%
APT	8	5	63%
HEALTH SCI*	117	74 (28 internal transfers)	63%
Airframe Tech	2	1	50%
Liberal Studies	22	11	50%
Early Childhood	6	3	50%
Paralegal	17	8	47%
Adv. Weld	11	4	37%
Total	**401**	**260**	**64.8%**

Financial Aid Outlook

Projected Fall 2026 financial aid disbursements total approximately **$3.98 million**, representing an increase of approximately **$31,000 (0.8%)** compared to Fall 2025 disbursements of **$3.95 million**.

The most significant area of growth is the **WV Invests Grant**, which increased from **$809,547** in Fall 2025 to **$1,014,897** in Fall 2026, an increase of more than **$205,000 (25.4%)**. These totals remain projections until final end-of-term reconciliation.

Additional increases were observed in Pell Grant funding and Federal Work Study awards. Federal student loan borrowing is currently lower than the previous year, although students can access their loans throughout the semester and these loan amounts may increase.

Student Services Projects related to Student Persistence & Institutional Retention

Student Services leadership secured a mini-grant from the Higher Education Policy Commission to underwrite training for ten faculty in "Holistic Student Support" from the American College & University Educators (ACUE). Participating faculty were selected from high-enrolled courses, largely general education. Once ACUE-trained in this module, faculty will have access to the entire teaching library of ACUE for six months, and academic leaders may choose to assign specific teaching models or allow faculty to self-select.

A survey has been designed and disseminated to @150 students who used Tutorial Services in the past academic year; that feedback will drive tutor training and student workshop development. In addition, Tutorial Services is now permanently located in a re-designed 112 ATC, and a "Tacos & Tutoring" event welcomed several new students into the Center.

Several "welcome" activities were held in the first two weeks of classes across all campuses, including cold brew stations and "get the scoop" ice cream stations. The Executive Director of Admissions, Advising, & Engagement is participating in the institutional PERSISTENCE PLAN working group, and Student Services has assumed coordination of the component to "encourage employer engagement in first-year courses." In addition, the Office of Career Services is offering a 4-part Professionalism series for all majors, that will culminate in an institution-wide presentation on December 1.

In addition, the position formerly associated exclusively with serving TANF recipients has been expanded to provide wider institutional support for all students. Further, we have examined our services to students who are active military and veterans and are now abiding by the new federal regulations to offer "in-state" tuition rates to all eligible participants.

Key Takeaways

- Fall 2026 headcount enrollment remains consistent overall; however, the "full-time equivalency" rate of traditional students is down.
- Dual Enrollment continues to be a significant enrollment driver, accounting for 44.6% of total headcount; however, its growth in headcount does not have the positive financial impact as does traditional students enrolled full-time.
- Earlier financial aid processing and coordinated student outreach contributed to a substantial reduction in non-payment removals.
- Student-centered revisions to attendance policies appear to support both student success and administrative efficiency.
- Several academic programs continue to demonstrate strong persistence outcomes, while enrollment and persistence issues are being targeted for recruitment and retention interventions
- Financial aid use remains stable, led by strong growth in WV Invests participation.
- Several Student Services initiatives are being carried out to enhance institutional enrollment and retention efforts.

Tab

5

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Board of Governors

FROM: Olivia Boltz, Director of Institutional Effectiveness

DATE: September 22, 2026

SUBJECT: Student Persistence & Academic Momentum

Executive Summary

The Student Persistence and Academic Momentum analysis indicates that early academic performance is one of Pierpont's strongest measurable signals of whether students will persist. Among regular academic students, those with no DFW outcomes in their first Fall term returned the following Fall at 68.2%, compared with 32.3% for students with at least one DFW—a 35.9 percentage-point difference. Persistence declines further as unsuccessful outcomes accumulate, with Fall-to-Fall retention falling to 16.6% for students with three or more DFW outcomes. The pattern is particularly pronounced among first-time freshmen, reinforcing the importance of the first semester as a critical intervention period.

DFW Rate

At the institutional level, overall DFW rates have remained relatively stable, but the analysis shows that academic risk is concentrated in specific high-impact courses and student populations rather than evenly distributed across the College. Among the academic student population, BIOY 1170, BIOY 1171, and MTH 1207 each have DFW rates above 40%, with ENGL 1104 also emerging as a significant concern once Dual Enrollment students are analyzed separately. Separating Dual Enrollment from traditional academic populations provides a clearer picture of where degree-seeking students are encountering barriers and allows the College to target support more effectively.

Student Course Evaluations

Student course evaluations and the prior one-semester stop-out study provide additional context. Survey responses identify recurring areas of student friction related to assignment and test design, feedback timeliness, workload, online course organization, communication, and clarity of expectations. At the CRN level, negative survey responses were moderately associated with higher DFW rates, although this relationship should be treated as a targeting signal rather than a causal conclusion. The stop-out analysis found 453 students who attended only one semester, with 86.1% experiencing at least one unsuccessful course outcome; however, 62 students earned all A, B, or C grades and still left, indicating that persistence is influenced by both academic and nonacademic factors.

Implications

In response to these findings, the Office of Institutional Effectiveness, Office of e-Learning, and Office of Academic Affairs are working collaboratively to develop an early-alert approach that identifies student disengagement while the semester is still in progress. The proposed model uses Blackboard Ultra Student Performance Alerts to flag indicators such as missed assignments, extended periods without course access, and low course performance, with an additional process to identify students showing signs of difficulty across multiple courses. Institutional Effectiveness will support the development and validation of the alert thresholds, while e-Learning will lead the Blackboard configuration and technical implementation, with Academic Affairs supporting the integration of the process into academic and student-support practices. The initial proposal calls for piloting the approach in high-impact first-semester courses and evaluating whether students can be identified and connected with support earlier than is possible through end-of-term outcomes alone.

Tab

6

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Pierpont Community & Technical College Board of Governors
FROM: Kari Coffindaffer, Ed.D., Dean, School of Business, Aviation & Technology, on behalf of the Persistence Prioritization Working Group ("Fab 5")
DATE: September 22, 2026
RE: Persistence Prioritization — Initiative Overview and Progress Update

---

This memo introduces Pierpont's Persistence Prioritization Initiative, a college-wide strategic effort to strengthen student retention and completion at Pierpont. The initiative was publicly launched to faculty and staff by President Waide at Professional Development Week in August 2026 and is organized around seven strategic pillars:

(1) onboarding and early momentum;
(2) proactive advising and student navigation
(3) belonging, peer engagement, and campus connection;
(4) workforce connection and career clarity;
(5) academic success and supplemental learning supports;
(6) financial stability and basic needs;
(7) and resilience, wellness, and student well-being.

A cross-divisional working group — Memori Dobbs, Jennifer McConnell, Kari Coffindaffer, Jennifer Ellison, and Amy Cunningham (the "Fab 5") — coordinates implementation and reports regularly to President's Council.

President's Council and Faculty Senate reviewed and approved eight priority initiatives spanning these pillars, institutional leads were named. All eight are actively underway, as summarized below.

Initiative	Current Status
1. **Open Blackboard Early**	***Description****:* A data review of entry-level "gateway" courses with high rates of D grades, F grades, and withdrawals, aimed at identifying and addressing the root causes before students are lost from their programs. ***Status:*** Configuration underway; testing begins Oct. 1; Spring 2027 launch target.
2. **DFW Grade Analysis, Gateway Courses**	***Description****:* A data review of entry-level "gateway" courses with high rates of D grades, F grades, and withdrawals, aimed at identifying and addressing the root causes before students are lost from their programs. ***Status:*** High-DFW courses identified; research questions being finalized this month.

Initiative	Current Status
3. Employer Engagement, First-Year Courses	***Description****:* Brings local employers directly into first- and second-semester classes (guest visits, site tours, resume reviews) so students see the career relevance of their coursework early, when they're most at risk of leaving. ***Status:*** Program outreach complete; results reported to Council Sept. 15.
4. Milestone Check-ins (Weeks 2, 5, 8, 12)	***Description****:* A structured, semester-long schedule of faculty outreach at four key points to catch struggling students early and connect them to tutoring, advising, or other support before problems become unrecoverable. ***Status:*** Rollout framework finalized; first full cycle begins Sept. 21.
5. Affirming, Student-Centered Communication	***Description****:* Trains faculty to send encouraging, non-punitive "nudges" to students, replacing purely deficit-focused messaging with communication shown to keep students engaged. ***Status:*** Digital nudges built and in faculty testing.
6. Structured Peer Study Groups	***Description****:* Organizes incoming students into peer study groups during orientation to build the social and academic connections that research links to persistence. ***Status:*** Underway in first-week orientations across all three schools.
7. Faculty Engagement in Student Events	***Description****:* Increases faculty presence at campus and student events to strengthen the personal relationships that make students feel they belong at Pierpont ***Status:*** Faculty Senate committee chair elected; committee active.
8. Virtual Engagement, Online Students	***Description****:* Creates virtual touchpoints (simulcasts, online activities, targeted outreach) so fully online students get the same sense of connection and support as students on campus. ***Status:*** Committee chair elected; pilot activities in design phase.

Near-Term Milestones

- Sept. 15 — President's Council reviews additional improvement opportunities identified across the pillars.
- Sept. 21–27 — First fully-executed milestone check-in cycle of the fall semester (Week 5).
- Oct. 1 — Blackboard early-open configuration testing begins.

The Fab 5 will continue to provide standing progress reports to President's Council and looks forward to keeping the Board informed at future meetings.

Tab

7

Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554

TO: Board of Governors

FROM: Olivia Boltz

DATE: September 14, 2026

SUBJECT: Accreditation Update

Accreditation Status. On June 25, 2026, the Higher Learning Commission (HLC) Board of Trustees removed Pierpont Community & Technical College from Notice and affirmed the College's Accredited status. HLC determined that Pierpont met the Criteria for Accreditation, Assumed Practices, and Federal Compliance Requirements. This action closed the monitoring period that began in 2024 and allowed the College to move from corrective response work into the next phase of routine accreditation and continuous improvement.

Preparation for the 2027 Comprehensive Evaluation. Pierpont remains on HLC's Standard Pathway and is scheduled for its next comprehensive evaluation in September 2027. Since June, the College has transitioned the work completed during Notice into a formal preparation plan for that review. The plan establishes milestones, responsibilities, evidence needs, and institutional review points across HLC's four current Criteria for Accreditation: Mission; Integrity; Teaching and Learning for Student Success; and Sustainability, Institutional Effectiveness, and Resources and Planning.

Current Institutional Work. The primary focus for Fall 2026 is demonstrating that the processes strengthened during the Notice period are being sustained, used consistently, and documented. Current priorities include assessment and program review, data governance and institutional reporting, strategic planning and evidence of improvement, policy and procedure review, organization of the Evidence File, and development of the Assurance Argument, which has had drafting completed through Criteria 2. Faculty and staff also received an accreditation update during Professional Development Week, and criterion-level preparation is moving forward across the institution.

HLC Multi-Location Visit. During the 2026-2027 academic year, Pierpont will undergo a separate HLC multi-location visit; the specific date or dates remain to be determined. HLC requires these periodic visits for institutions with three or more active additional locations. A trained peer reviewer evaluates an HLC-selected sample of locations to confirm that the College provides effective and consistent oversight beyond the main campus. The review examines curriculum and instructional quality, faculty staffing, student and academic support, assessment, facilities, and administrative and fiscal capacity. The purpose is to verify that Pierpont's academic standards, student support, and quality controls are implemented consistently across additional locations.