

Academics Committee Meeting

Tuesday, June 23, 2026
11:00 AM

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

AGENDA

- I. **Call to Order**
- II. ***Approval of Minutes - March 19, 2026** **Tab 1**
- III. **Academic Affairs Updates**
 - A. Academic Affairs - Year-End Report **Tab 2**
(David Beighley, Interim Provost and Vice President of Academic Affairs)
 - B. Office of Career and Corporate Training - Year-End Report **Tab 3**
(Dr. Joni Gray, Director of Career and Corporate Training)
 - C. Office of Dual Enrollment and Transition Education - Year-End Report **Tab 4**
(Lauren Jannotta, Coordinator of Dual Enrollment and Transitional Education)
 - D. Office of eLearning - Year-End Report **Tab 5**
(Dr. Robin Strader, Executive Director of eLearning)
 - E. Office of Institutional Effectiveness - Year-End Report **Tab 6**
(Olivia Boltz, Director of Institutional Effectiveness)

**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!



Pierpont Community & Technical College
Board of Governors

IV. Adjournment

**Denotes possible action item*



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Tab

1

**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**

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors Academics Committee was held on March 19, 2026, beginning at 1:00 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.

Committee Members Present: Thomas Cole – Committee Chair, Lisa Lang, Christine Miller, Juanita Nickerson, and Hayes Raudenbush

Committee Members Absent:

Other Board Members Present: David Hinkle, Jeffrey Powell, Anthony Hinton, and Joanne Seasholtz.

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

I. Call to Order

Thomas Cole called the meeting to order at 1:00 p.m. and confirmed a quorum.

II. Approval of Minutes – February 24, 2026

Christine Miller moved to approve the February 24, 2026 meeting minutes. Anthony Hinton seconded the motion. All agreed. Motion carried.

III. Five-Year Program Reviews

David Beighley, Interim Provost and Vice President for Academic Affairs, spoke of the programs that were up for review. Materials pertaining to these programs were previously shared with the Academics Committee for review. There being no questions, Christine Miller moved to approve the recommendations and forward to the full board for approval. Anthony Hinton seconded the motion. All agreed. Motion carried.

Board of Governors Agenda Continued

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)

IV. Adjournment

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

Respectfully submitted by Melissa D. Weikle



Mission Statement: To provide accessible, responsive, comprehensive education that works
 Vision: Empowering individuals to transform their lives through education
 Tagline: Education that works!

Tab

2

David M. Beighley
Interim Provost and VP of Academic Affairs
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(304) 367-4726

To: Pierpont CTC Board of Governors Committee on Academics

From: David M. Beighley, Interim Provost and Vice President of Academic Affairs

Subject: AY2025-2026 Year-End Report – Academic Affairs

Date: 23 June 2026

Pierpont Community and Technical College’s Office of Academic Affairs presents this year-end report for AY2025-2026 to the College’s Board of Governors Committee on Academics, summarizing key activities, outcomes, and status toward strategic initiatives related to the School of Business Aviation and Technology; School of General Education and Professional Studies; and School of Health Sciences. Information directly related to those other divisions under the Office of Academic Affairs: Career and Corporate Training; Dual Enrollment and Transitional Education; eLearning; and Institutional Effectiveness, is presented to the Committee on Academics in separate reports.

Throughout AY2025-2026, Academic Affairs remained focused on advancing academic quality, strengthening institutional and programmatic accreditation, expanding workforce-responsive academic programming, enhancing assessment and continuous improvement processes, and securing external resources to support strategic growth. The initiatives outlined in this report reflect the College’s commitment to student success, workforce development, academic excellence, and institutional effectiveness.

Accreditation

Maintaining accreditation and demonstrating academic quality remain foundational responsibilities of Academic Affairs. During AY2025-2026, the College continued preparations for future Higher Learning Commission activities while also achieving significant success in maintaining specialized accreditation across multiple academic programs. These efforts support institutional credibility, student success, and continuous improvement:

- Higher Learning Commission – Institutional Accreditation Updates
 - Current Status following Fall 2025 HLC Site Visit
 - Strategic Planning for Summer 2027 Assurance Argument and Fall 2027 HLC Site Visit
- Medical Laboratory Technology A.A.S. Program awarded Full Accreditation through 2036 by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Respiratory Care A.A.S. Program awarded Full Accreditation through 2031 by the Commission on Accreditation for Respiratory Care (CoARC)

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- Veterinary Technology A.A.S. Program awarded Full Accreditation through 2029 by the American Veterinary Medical Association Committee on Veterinarian Technical Education and Activities (AVMA CVTEA)

Academic Programming

A key priority during AY2025-2026 was the continued development and expansion of academic programs aligned with workforce needs, student demand, and regional economic priorities. Academic Affairs advanced several initiatives designed to create new educational pathways, strengthen career mobility, and expand opportunities for both traditional and adult learners.

- Skilled Trades A.A.S. Program
- R.N. Bridge A.A.S. Program
- Surgical Technology CCT Training to A.A.S. Program
- Petroleum Technology A.A.S. Program

Assessment and Program Review

Assessment and program review activities remained central to the College's commitment to evidence-based decision-making and continuous improvement. During the academic year, Academic Affairs undertook significant revisions to assessment processes, tools, and review procedures to strengthen the evaluation of student learning outcomes and academic program effectiveness.

- Institutional General Education Assessment – Revision Activities
 - Process and Cycle
 - General Education Assessment Rubrics
 - Course Assessment Form(s)
- Program Review – Revision Activities

Grant Activities

External funding continues to play a critical role in supporting program development, workforce initiatives, and strategic institutional priorities. During AY2025-2026, the College secured several significant grant awards that will expand educational opportunities, strengthen workforce pipelines, and provide resources for program growth and innovation.

- Major Grant Awards for AY2025-2026
 - Technical Program Development Grant – LPN/Paramedic to RN Bridge (\$232,562)
 - West Virginia Advance Grant – Surgical Technology (\$300,000)
 - HEPC/CTCS Paramedic Workforce Education Initiative Grant – EMS (\$189,396)
 - Technical Program Development Grant – Food Service Management (\$90,000)

Tab

3

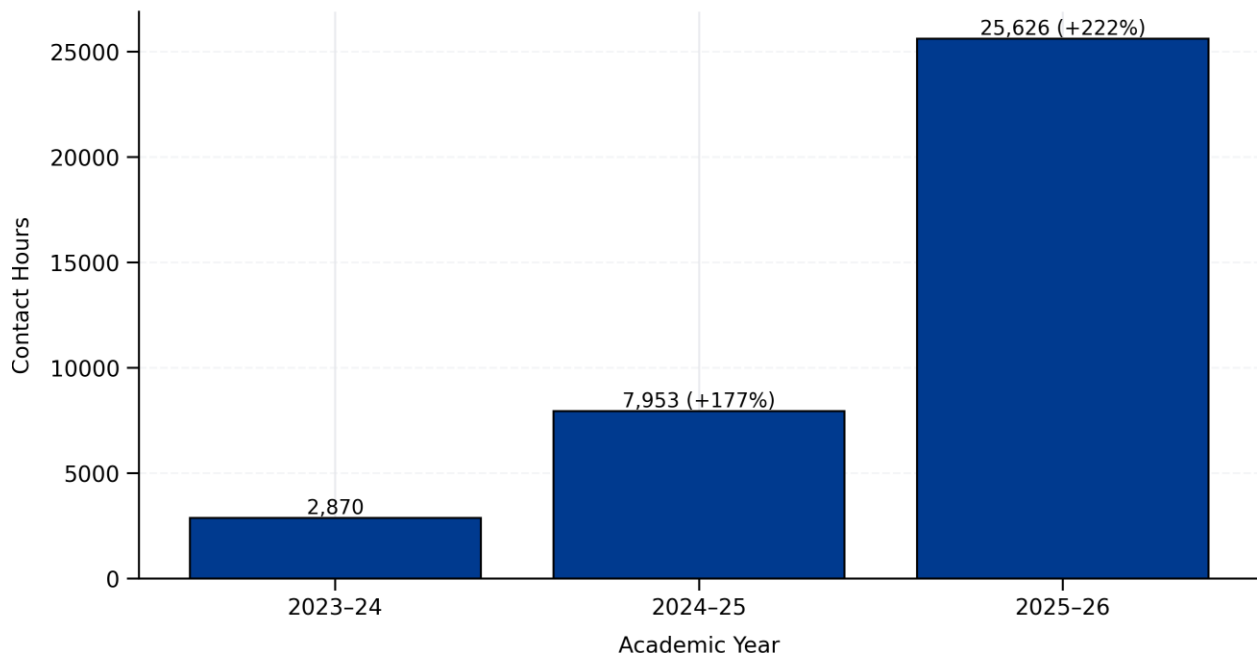
Dr. Joni M. Gray
Director of Career and Corporate Training
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(304) 367-4208

To: Pierpont CTC Board of Governors Committee on Academics
From: Dr. Joni M. Gray, Director
Subject: AY2025-2026 Year-End Report – Career & Corporate Training
Date: 23 June 2026

Pierpont Community and Technical College’s Office of Career and Corporate Training (CCT) presents this year-end report for AY2025-2026 to the College’s Board of Governors Committee on Academics, summarizing key activities, outcomes, and status toward strategic initiatives. Career and Corporate Training remains committed to supporting our institutional mission of providing accessible, responsive, comprehensive education that works.

Key Achievements/Strategic Priorities and Initiatives:

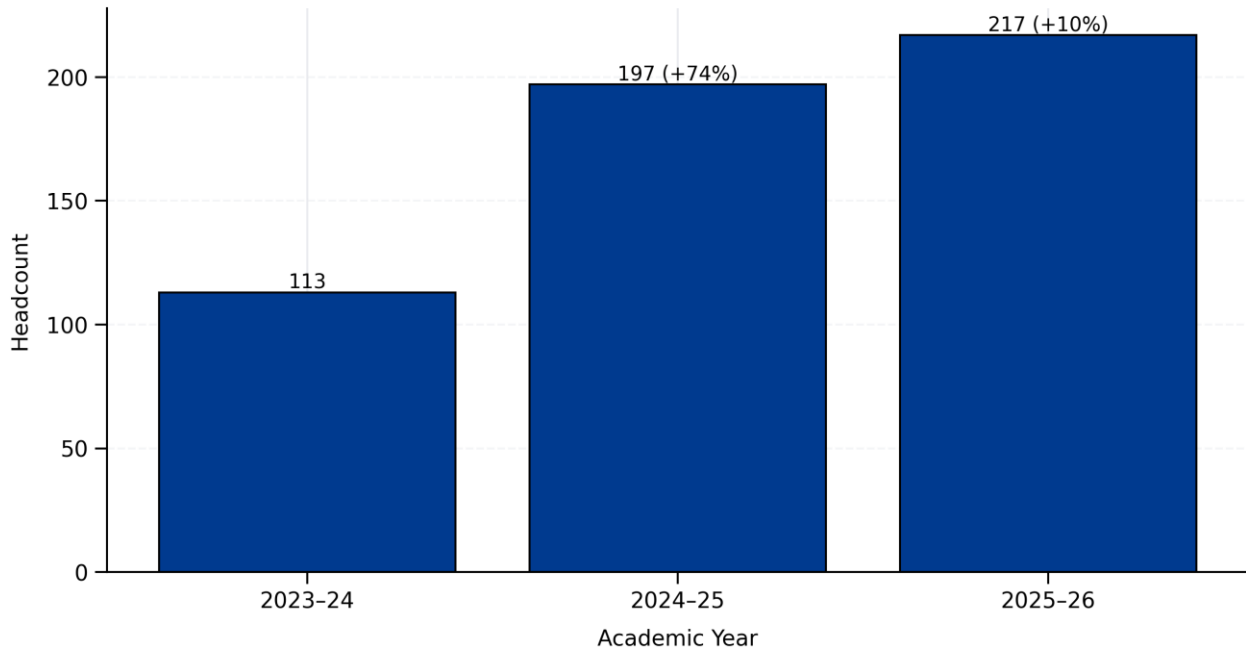
**Pierpont Community & Technical College
Career and Corporate Training Contact Hour Growth**



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Pierpont Community & Technical College is an Equal Opportunity, Affirmative Action Institution

Pierpont Community & Technical College Career and Corporate Training Headcount Growth



Career and Corporate Training is advancing Pierpont’s strategic pillars of *People* and *Programs* through rapid program expansion and increased learner participation, demonstrating strong workforce demand and scalable, high-impact offerings.

• People

Career and Corporate Training advanced Pierpont’s *People* pillar through significant growth in both workforce participation and instructional capacity. Enrollment headcount increased from **113 to 217 participants (92% growth)**, while contact hour production expanded from **2,870 to 25,626 (nearly 800% growth)** over two years—demonstrating rapidly increasing community demand and deepening engagement. Internal capacity was strengthened through targeted professional development, including **new** NC3 Festo certification training for CCT instructors and academic faculty members (SnapOn Multimeter, SnapOn Electrical and Mechanical Torque and Festo Introduction to Mechatronics) enabling in-house delivery of high-value industry credentials in mechatronics, robotics, electrical, multimeter, welding and others. In parallel, the division invested in team development, operational infrastructure (Salesforce/TargetX application build), and process improvements to support scalable workforce programming.

- **Programs**

Career and Corporate Training significantly expanded its portfolio of *Programs* through the development, launch and scaling of high-demand, industry-aligned training pathways. The division successfully delivered **expanded cohorts** of Phlebotomy, EKG Technician, and EMT-Basic while advancing **new** offerings in Clinical Medical Assisting (CCMA) and certified coding (AAPC). **Strategic program development** continued across emerging and high-growth sectors, including cybersecurity (CompTia Tech+, A+, Security+), Industrial Manufacturing, Sterile Processing, and Surgical Technology (FY 2026).

Program innovation emphasized accelerated, stackable credential models aligned to workforce needs, including general technician skills training spanning manufacturing, aviation, and energy sectors. Expanded geographic reach was achieved through **targeted service area growth in Randolph County and Braxton counties**.

Customized training solutions were delivered to a diverse set of employers and community partners, reinforcing Pierpont’s responsiveness to regional workforce needs. These trainings highlighted industry recognized certifications to address skills gaps for companies such as Allegheny Metallurgical, CJ Hughes and Pete Dye Golf Course. **Sterile processing development** initiated as a response to WVU-Medicine’s request to assist in didactic training as part of onboarding and upskilling their current employees into a health professional career ladder in Sterile Processing. Collaboration continued with Aurora Flight Sciences and has expanded to offer a customized Composites Training Course.

- **Partners**

Career and Corporate Training strengthened its *Partners* pillar by significantly expanding employer and community engagement through work-based learning, customized training, and advisory collaboration. The division secured and advanced **22+ Learn & Earn partnerships** across healthcare, aviation, utilities, legal, construction, nonprofit, and tourism sectors—including organizations such as **Mon Health, Davis Medical, Aurora Flight Sciences, Ryan Construction, Swisher Law, United Way, Visit Mountaineer Country CVB, and Hope Gas**. Notably, **over half** of these partnerships **represent new employer relationships**, illustrating strong regional growth. Through these collaborations, the division also delivered substantial financial impact by providing nearly **\$600,000** in wage reimbursement to support employers and trainees, reducing hiring risk while accelerating workforce development outcomes across the region. Additionally, through the work of Learn & Earn partnerships and grant-supported initiatives, **CCT secured approximately 50 paid internships** for Pierpont students, directly supporting academic degree retention and persistence across all three academic schools. A highlight of the year was our second annual Lunch and Learn event attended by nearly 40 business partners, regional economic development leaders, faculty/staff and BOG members.

This April, CCT completed our first full BILT advisory cycle marking the last quarterly gathering with participation from **20+ employers, industry leaders, K-12 partners, and internal stakeholders**. This team provides ongoing guidance to ensure alignment between training programs, academic pathways, and real-time workforce needs.

CCT continued to build and expand career pathway exploration by securing Sparkforce grants to fund **seven (7) summer camp opportunities** for summer of 2026. These camp opportunities not only offer fun and engaging exploration of science, math, and technology that gets middle schoolers onto Pierpont campus, we strategically added value by building in industry-recognized certifications. This strategically shifts the summer camps from community education to foundational career training—that’s fun!

In addition, Career and Corporate Training strengthened regional talent pipelines through intentional partnerships with our **K–12 systems**. An example of this is our developing partnership with **the Marion County Adult Basic Education (ABE) program** where we will offer foundational career training on site for their enrollment of ~100. Another key milestone includes the establishment of a Memorandum of Understanding (MOU) with the **Marion County Board of Education’s 21st Century Community Learning Centers (21st CCLC) after-school program**, which focuses on **Pre-K through 4th grade learners**. Through this partnership CCT will introduce early career exploration and hands-on learning opportunities. Combined with broader collaboration across K–12 and adult education partners, these initiatives position Pierpont as a critical connector between education and employment. K12 regional engagement continued through **partnership development in Upshur County** and the successful delivery of our **second annual Landscape Bootcamp Buchannon Upshur High School students**, demonstrating commitment to place-based training and community-responsive programming. This work reinforces the division’s commitment to expanding access, supporting lifelong learning, and developing a strong, early-stage workforce pipeline.

Forward-Looking Opportunities/Objectives:

- **People**

Career and Corporate Training is intentionally building the talent, systems, and learner supports necessary to sustain long-term growth and impact. The division will continue expanding its internal capacity through strategic staffing and building a pool of qualified adjuncts/trainers, industry-aligned professional development, and scalable **Train-the-Trainer models** that ensure program quality and continuity.

Looking ahead, CCT is prioritizing the student experience by:

- developing **dedicated Financial Aid information sessions focused on workforce funding such as WIOA and WV HEAPS/Future Workforce Grant**
- coordinating **Blackboard training for CCT participants** to support success
- initiating **credit for prior learning articulations** between career credentials and academic credentials
- connecting students to **Career Services** for enhanced career coaching, job placement support reinforcing strong outcomes beyond training

These efforts reflect a broader commitment to fully integrating workforce students into the Pierpont student experience through streamlined application processes and coordinated support services. CCT will continue to expand its engagement with **statewide workforce and economic development initiatives**, including active participation and leadership in **Credential WV, TEAM Consortium, WV HEPC Health Careers Sub-Committee on Education and Employment Collaboration, and other cross-sector**

collaboratives. Through this engagement, Pierpont is positioned to both contribute to and shape statewide strategies that strengthen workforce alignment and expand opportunity for learners.

- **Programs**

Career and Corporate Training is advancing a strategic vision centered on **scalable, industry-driven programs** that respond to evolving workforce demands and create clear pathways to employment and advancement. The division will continue expanding its portfolio of **accelerated, stackable credential programs**, with a strong emphasis on high-demand sectors and flexible delivery models.

- A key priority is the continued growth of skilled trades programming, including the launch and expansion of **Residential and Commercial Electrical training supported by NC3 Greenlee equipment**. This initiative is strongly endorsed by **secondary career and technical education partners, organized labor leadership, and regional employers**, positioning Pierpont to play a central role in strengthening the electrical workforce pipeline.
- Additionally, CCT is advancing plans to secure and deliver **Daniels Manufacturing Corporation (DMC) Precision Electrical Termination training**, including investment in specialized equipment and faculty expertise. This training will be embedded within the **Aviation Maintenance Technology (AVMT) program** and expanded as a **customized training offering for industry partners**, reinforcing Pierpont’s leadership in high-precision technical training.
- Progress continues toward the launch of the **Intro to Welding program**, with a design that integrates virtual simulation and hands-on (“hot”) welding lab experiences to increase capacity for waitlisted degree interest, enhance accessibility, and support scalable workforce training.
- Finalizing development and deployment of an accelerated ECCAT (**Early Childhood Classroom Assistant Teacher) training** to address the state’s high need for qualified teacher aids remains a priority.

Future program growth will continue to focus on **customized training, mobile delivery, micro-credentials, and expanded articulation pathways** into academic programs—ensuring that learners can seamlessly transition from workforce training into continued education and career advancement.

• Partners

Career and Corporate Training is committed to strengthening and expanding a dynamic network of partners to support a **regionally responsive and future-focused workforce ecosystem**. Building on existing momentum, the division will continue to deepen employer engagement through our **BILT-informed advisory model**, ensuring that programs remain aligned with real-time industry needs.

Meeting schedule:

- June 4, 2026—Kickoff/Orientation Meeting
- August 13, 2026—KSA Meeting
- November 12, 2026—Trends Meeting
- February 11, 2027—Expanding Partnerships Meeting

CCT will maintain its role as a convener and connector by growing participation in **Learn & Earn partnerships, workforce boards, statewide initiatives, and regional employer networks**, while continuing to engage employers through targeted outreach events, advisory participation, and customized training collaborations. We will explore organizational alignment to determine how the growth of this program can best be supported.

In parallel, CCT will further invest in **education-based partnerships across K–12 and Adult Basic Education systems**, strengthening early awareness, career exploration, and long-term pathway development. These efforts, combined with continued engagement in community-based programming and regional expansion initiatives, position Pierpont to lead in building inclusive, aligned talent pipelines that connect learners to high-value careers and employers to skilled talent.

Continued progress will require strategic investment in CCT team capacity and infrastructure to ensure the division can effectively implement initiatives and sustain its current pace of growth.

Conclusion:

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

Tab

4

Lauren Jannotta
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To: Pierpont CTC Board of Governors Committee on Academics

From: Lauren Jannotta, Coordinator of Dual Enrollment and Transitional Education

Subject: AY2025-2026 Year-End Report – Dual Enrollment

Date: 23 June 2026

Pierpont Community and Technical College’s Office of Dual Enrollment presents this year-end report for AY2025-2026 to the College’s Board of Governors Committee on Academic, summarizing key activities, outcomes, and status toward strategic initiatives. Dual Enrollment’s mission remains focused on strengthening partnerships, providing high-quality support, reducing cost and access barriers, and expanding opportunities for students to participate in dual enrollment courses.

Key Achievements

The number of different students participating in dual enrollment increased by 30.7%, demonstrating both heightened interest and improved outreach. Similarly, the total number of courses taken rose by 28.4%, indicating that students are not only enrolling but also taking multiple courses. This year, seven students earned a Liberal Studies, A.A. degree while still in high school—an accomplishment that underscores the transformative potential of early college opportunities. Academic performance remained exceptionally strong, with a 95.1% pass rate, affirming the effectiveness of our instructional support structures and the readiness of students engaging in these advanced courses.

Strengthening partnerships remained central to our work. Visits with Preston High School, Buckhannon-Upshur High School, and West Virginia Virtual Academy provided valuable opportunities to collaborate directly with school leaders, refine best practices, and identify targeted supports to enhance student success. These engagements continue to reinforce the shared commitment among our partners to expand access and remove barriers for all learners.

Strategic Priorities and Initiatives

This year also included important strategic initiatives aimed at improving operational efficiency and expanding program reach. We advanced efforts to broaden access to students across the country, opening new possibilities for expansion. Additionally, we strengthened our understanding of the Level Up and MOU submission processes, taking proactive steps to initiate amendments earlier in the cycle. This approach is intended to reduce the risk of rejections due to late submissions, support a more efficient and seamless annual renewal process, and mitigate the risk of families incurring tuition costs

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that should qualify for state funding. Internally, we identified opportunities to enhance the registration process, with the goal of creating a more streamlined experience for staff, students, families, and school partners.

Forward-Looking Opportunities/Objectives

Looking ahead, we remain committed to building on this year's momentum. Priorities for the coming year include optimizing registration processes, strengthening early-alert and student support mechanisms, expanding pathway advising to increase credential completion, and continuing to cultivate strong, collaborative relationships with partner schools. We will also pursue additional opportunities to broaden program access and refine policy and process readiness to support sustainable growth.

Conclusion

The past year marked a period of significant growth, strengthened collaboration, and meaningful progress toward our mission. Through intentional efforts to strengthen partnerships, we deepened collaboration with our partner schools, enabling more coordinated and impactful support. Our commitment to providing high-quality support ensured that students and educators had the resources needed to succeed. At the same time, we made important strides in reducing cost and access barriers, helping more students participate in opportunities that were previously out of reach. These efforts directly contributed to expanding opportunities for students to participate in dual enrollment courses, ensuring broader and more equitable access to rigorous academic pathways that accelerate postsecondary success.

Tab

5

Dr. Robin Strader
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To: Pierpont CTC Board of Governors Committee on Academics
From: Dr. Robin Strader, Executive Director of eLearning
Subject: AY2025-2026 Year-End Report – eLearning, Academic Affairs
Date: 23 June 2026

Pierpont Community and Technical College’s Office of eLearning presents this year-end report for AY2025-2026 to the College’s Board of Governors Committee on Academic, summarizing key activities, outcomes, and progress toward strategic initiatives. eLearning’s mission remains focused on enhancing student success, persistence, and completion through high-quality online learning, innovative educational technologies, faculty support, and data-informed practices that improve teaching, learning, and access across the College.

Key Achievements

- Implemented a Course Readiness Review process that proactively identifies courses with incorrect due dates and setup issues, reducing related student support requests by approximately 50%.
- Led the implementation of Anthology Ally and provided faculty training to improve course accessibility, ensure compliance with federal accessibility requirements, and enhance the student learning experience.
- Directed the expansion of the College's Virtual Reality initiative through grant-funded laboratory development and the integration of immersive learning experiences into academic programs, including Nursing and Early Childhood Education.
- Collaborated with Information Technology Services to identify and implement portal configuration improvements, reducing student access and login issues by over 95%.
- Partnered with Information Technology Services to implement Microsoft Entra Single Sign-On (SSO) for Blackboard, offering students and faculty an alternative authentication method and ensuring continued access to learning resources during portal outages.
- Secured funding through a competitive scholarship to attend the Badging Summit, supporting the institution's exploration of digital credentials and workforce-aligned micro-credentialing opportunities.
- Developed course and student success analytics dashboards to support data-informed decision-making and early identification of at-risk students.

- Delivered faculty development sessions on online learning, artificial intelligence, accessibility, and instructional technology best practices.

Strategic Priorities and Initiatives

During AY2025-2026, the Office of eLearning made substantial progress toward its strategic priorities, focusing on student persistence, technology-enhanced learning, faculty development, accessibility, and continuous improvement. The initiatives outlined below reflect ongoing efforts to support institutional goals and enhance the educational experience for students and faculty.

Student Success and Support

Significant progress was made to improve the online student experience and reduce barriers to access. A new Blackboard login option using Microsoft Entra Single Sign-On (SSO) was implemented in partnership with Information Technology Services, reducing student access issues and ensuring continued access during portal outages. The Course Readiness Review process also reduced student help requests related to course setup and due dates.

Student Orientation and Resources

An interactive Blackboard Ultra Student Orientation was developed and made available to all students, providing training on navigation, technology resources, and strategies for online learning success. Additional self-service resources, including FAQs and downloadable guides, were created to address common support requests and improve student self-sufficiency.

Student Retention and Early Intervention

An At-Risk reporting framework was developed using Blackboard data to identify students in online courses who exhibit indicators of academic risk. The reporting process established a foundation for proactive outreach and intervention strategies and will continue to be expanded during AY2026-2027.

Course Quality and Continuous Improvement

Data-informed course review processes were implemented to identify opportunities to improve course design, student engagement, and instructional effectiveness. Course readiness reporting, LMS analytics, and faculty consultations supported ongoing course enhancements and quality assurance across online offerings.

Faculty Development and Engagement

Faculty development remained a primary focus throughout the year. Training and workshops covered Blackboard Ultra, Anthology Ally, accessibility, artificial intelligence, active learning strategies, and student engagement practices. Faculty learning opportunities were expanded through workshops, one-on-one consultations, and collaborative sharing of instructional best practices.

Innovation and Emerging Technologies

The Office of eLearning successfully led the implementation and expansion of the College's Virtual Reality initiative through grant-funded laboratory development and the integration of immersive learning experiences into academic programs, including Nursing and Early Childhood Education. These efforts support innovative teaching practices and workforce-focused learning opportunities. This initiative remains a strategic priority, with continued expansion planned for AY2026-2027, including the development of additional VR learning spaces and programming at the Caperton Center to increase student access and broaden immersive learning opportunities across the College.

Overall Status

The majority of strategic initiatives identified for AY2025-2026 were completed or substantially advanced. Key accomplishments included improving student access to learning technologies, strengthening faculty support, enhancing accessibility, expanding student resources, implementing data-informed student success initiatives, and advancing innovative instructional technologies. Several initiatives, including expanded use of at-risk analytics, course quality review processes, and student engagement strategies, will remain priorities in AY2026-2027.

Forward-Looking Opportunities/Objectives

- Integrate the new Instructional Technologies position into eLearning operations
 - Rationale: Establish dedicated support for Blackboard administration, faculty training, and LMS help desk services to enable greater focus on strategic instructional design and innovation initiatives.
 - Anticipated Outcome: Improved service levels for faculty and students, expanded professional development opportunities, and increased capacity for improving course quality, accessibility, and educational innovation.
- Implement a comprehensive online course quality review process
 - Rationale: Establish a systematic review process focused on course design, accessibility, regular and substantive interaction (RSI), and student engagement.
 - Anticipated Outcome: Enhanced faculty support, improved course quality, and faster responses to instructor needs.
- Expand VR to Caperton and additional academic programs
 - Rationale: Continue implementing the VR grant by expanding laboratory access and integrating academic programs, including the development of immersive learning opportunities at the Caperton Center.
 - Anticipated Outcome: Increased student engagement, workforce readiness, and experiential learning opportunities across multiple academic disciplines.
- Advance AI-Enhanced Literacy and Innovation
 - Rationale: Develop faculty and student training, guidelines, and instructional resources to promote the effective and responsible use of AI in teaching and learning.
 - Anticipated Outcome: Increased adoption of AI-enhanced learning practices while preserving academic integrity and instructional quality.

- Develop institution-wide learning analytics and executive reporting
 - Rationale: Expand dashboards and reporting capabilities to deliver actionable insights into student engagement, course quality, faculty activity, and student success.
 - Anticipated Outcome: Enhanced data-informed decision-making and greater alignment of eLearning initiatives with institutional strategic goals.
- Strengthen accessibility and digital learning compliance
 - Rationale: Continue faculty training and course remediation to support accessibility standards and improve equitable access to learning resources.
 - Anticipated Outcome: Greater compliance with federal accessibility requirements and improved learning experiences for all students.

Conclusion

Throughout AY2025-2026, the Office of eLearning continued to advance its mission to enhance student success, persistence, and completion through high-quality online learning, innovative educational technologies, faculty support, and data-informed practices. Significant progress was made in expanding student access to learning resources, strengthening course quality, expanding immersive learning opportunities, enhancing accessibility, and supporting faculty development.

As the College continues to expand its use of technology to support teaching and learning, eLearning remains committed to fostering innovation, enhancing the student experience, and providing the tools, resources, and support needed to achieve institutional strategic priorities. The addition of a dedicated instructional support position and continued investment in quality, accessibility, analytics, and immersive learning will further strengthen the College's ability to meet the evolving needs of students and faculty in AY2026-2027 and beyond.

Tab

6

Olivia Boltz
Director of Institutional Effectiveness and ALO
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(304) 333-3634

To: Pierpont CTC Board of Governors Committee on Academics
From: Olivia Boltz, Director of Institutional Effectiveness
Subject: AY2025-2026 Year-End Report – Institutional Effectiveness
Date: 23 June 2026

Pierpont Community and Technical College’s Office of Institutional Effectiveness presents this year-end report for AY2025-2026 to the College’s Board of Governors Committee on Academics, summarizing key activities, outcomes, and status toward strategic initiatives. Institutional Effectiveness’ mission remains focused on providing accurate, timely, and meaningful information to support research, assessment, accreditation, strategic planning, and data-informed decision-making across the College.

Key Achievements:

During AY2025-2026, the Office of Institutional Effectiveness supported several major college-wide initiatives related to accreditation, strategic planning, reporting, assessment, and institutional data use. A major area of focus was continued support for Pierpont’s Higher Learning Commission work. The office assisted with organizing evidence, preparing reports, supporting criterion-related documentation, and helping ensure that institutional data and assessment processes were connected to accreditation expectations. This work supported the College’s ongoing efforts to demonstrate progress, document continuous improvement, and strengthen institutional accountability.

The office also supported implementation and monitoring of the 2024-2026 Strategic Alignment Plan. This included helping track progress on institutional goals related to enrollment, retention, graduation, academic programs, student success, partnerships, and overall institutional performance. Through data summaries, Board of Governors updates, dashboards, and internal reporting, Institutional Effectiveness helped provide leadership and campus stakeholders with information needed to monitor progress and identify areas for improvement.

Another key achievement was the continued development of data reporting tools and processes. The office created and refined SQL, Argos, R, Excel, and Power BI reporting tools to support internal data requests, compliance reporting, Board of Governors reporting, program review, student success analysis, and strategic planning. These reports helped make institutional data more accessible, consistent, and useful for decision-making.

The office also supported academic and co-curricular assessment by helping organize student learning outcome data, course-level reporting, program-level reporting, and institutional assessment documentation. This included supporting conversations around course success, DFW rates, persistence, program outcomes, and student achievement. These efforts helped strengthen the connection between assessment results and continuous improvement.

In addition, Institutional Effectiveness responded to a wide range of internal and external reporting needs, including institutional research requests, enrollment analysis, graduation and credential reporting, workforce and program data, financial aid-related reporting, NC-SARA-related data, IPEDS/WVCTCS reporting support, and other compliance-related projects. These activities helped ensure that Pierpont's data remained accurate, timely, and aligned with state, federal, accreditation, and institutional expectations.

Strategic Priorities and Initiatives:

The Office of Institutional Effectiveness continued to support the College's four strategic priorities: People, Programs, Partners, and Performance.

For People, the office supported enrollment, retention, persistence, and graduation analysis. This included developing reports that helped identify student trends, monitor student outcomes, and provide data for conversations around student support and success.

For Programs, the office supported academic program review, course outcome analysis, program-level reporting, and workforce-related data projects. These efforts helped academic areas better understand enrollment patterns, student movement between programs, program completions, and opportunities for improvement.

For Partners, the office contributed to reporting that supports workforce alignment, graduate outcomes, employer-related data needs, and community-focused reporting. This work helped connect institutional data to Pierpont's role in supporting regional workforce and community needs.

For Performance, the office strengthened institutional reporting, accreditation documentation, data governance conversations, strategic plan tracking, and dashboard development. These efforts supported a more consistent and transparent approach to measuring institutional progress and using data to guide decisions.

Overall, the work completed during AY2025-2026 helped move Institutional Effectiveness from a primarily request-based function toward a more structured, proactive, and improvement-focused model that supports planning, assessment, reporting, and accountability across the College.

Forward-Looking Opportunities/Objectives:

In AY2026-2027, the Office of Institutional Effectiveness will continue building on the progress made during the past year. A major priority will be to further develop institutional dashboards and reporting tools so that leadership, faculty, and staff have easier access to consistent and actionable data. These tools will support ongoing monitoring of enrollment, retention, completion, course outcomes, program performance, workforce alignment, and other institutional priorities.

The office will also continue strengthening the College's data governance structure, including clearer processes for data definitions, data access, reporting timelines, and institutional data use. This will help improve consistency, reduce duplication, and support more reliable reporting across departments.

Another major priority for AY2026-2027 will be preparing for Pierpont's upcoming Higher Learning Commission comprehensive evaluation, scheduled for September 28, 2027. During the next year, the Office of Institutional Effectiveness will continue collaborating with campus leadership, faculty, staff, and other stakeholders to develop the assurance argument, organize supporting evidence, review institutional processes, and prepare the College for the comprehensive evaluation campus visit. This work will include identifying evidence gaps, coordinating documentation, supporting criterion teams, and helping the campus understand its role in the comprehensive evaluation process.

The office will also continue expanding assessment support for academic, co-curricular, and administrative units. This includes helping units document outcomes, analyze results, and use findings to make improvements. The goal is to continue building a stronger culture of assessment where data is not only collected, but actively used to guide planning, decision-making, and continuous improvement. This work aligns with the Institutional Effectiveness Plan's emphasis on using assessment, reporting, and data-informed decision-making to support accreditation, strategic planning, and continuous institutional improvement.

Finally, Institutional Effectiveness will continue supporting accreditation readiness by maintaining evidence, tracking institutional progress, and connecting strategic planning, assessment, and reporting processes to HLC expectations. These efforts will help ensure that Pierpont is prepared not only for the 2027 comprehensive evaluation, but also for long-term institutional effectiveness and accountability.

Conclusion:

AY2025-2026 was an important year for strengthening the role of Institutional Effectiveness at Pierpont. Throughout the year, the Office of Institutional Effectiveness supported accreditation, strategic planning, assessment, reporting, dashboard development, and institutional data use across multiple areas of the College. This work helped provide faculty, staff, leadership, the Board of Governors, and external stakeholders with accurate and meaningful information to monitor progress, support decision-making, and advance continuous improvement.

As Pierpont moves into AY2026-2027, the Office of Institutional Effectiveness will continue supporting the College's strategic priorities while also preparing for the upcoming Higher Learning Commission comprehensive evaluation. This includes assisting with the assurance argument, organizing evidence, reviewing institutional processes, and helping prepare the campus for the comprehensive evaluation visit. Through these efforts, Institutional Effectiveness will remain focused on supporting Pierpont's mission, strengthening accountability, and helping the College continue to provide Education that Works.