Regular Meeting

Tuesday, September 22, 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 September 22, 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 2:02 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 (Zoom)
David Hinkle	Present
Anthony Hinton	Not Present
Lisa Lang	Not Present
Christine Miller	Not Present
Juanita Nickerson	Present
Jeffrey Powell	Present
Cierra Roberts	Present
Joanne Seasholtz	Present

Amanda Hawkinberry announced there was a quorum present.

IV. Constituent Comments

A. Faculty Senate

Lisa Foster provided a report from Faculty Senate (Report provided in Agenda packet).

V. Consent Agenda

A. Minutes of the June 23, 2026 Board of Governors Meeting and President's Report

Jeffrey Powell moved to approve the meeting minutes from the June 23, 2026 Board meeting and accept the President's report. Thomas Cole seconded the motion. All agreed. Motion carried.

VI. Committee of the Whole

A. Board of Governors Evaluation Results

George Perich reviewed the results of the Board of Governors evaluation. Four responses were received this year, with no significant changes noted in the results compared with the previous three academic years.

Identified strengths included the Board's ability to work well together, support the College's mission, and open communication. Areas identified for improvement included greater support and advocacy for the College and stronger Board representation at College and community events.

Board participation in the evaluation process was also discussed. It was suggested that future evaluations could potentially be completed during a Board meeting to encourage greater participation.

B. August 31, 2026 Combined Finance Report

Dale Bradley reviewed the August 31, 2026 Combined Finance Report (Report provided in Agenda packet).

C. Enrollment Profile & Trends: Enrollment Funnel and Conversion

Nancy Parks reviewed the Student Services and Enrollment Focus Report (Report provided in Agenda packet). Fall 2026 headcount exceeded Fall 2025 enrollment, with a total headcount of 1,711 students. Of the Fall 2026 student population, 52.2% were part-time students and 44.8% were full-time students. West Virginia residents represented 96.6% of the student population, with Harrison, Marion, and Preston counties accounting for the largest number of students.

Student persistence from Spring to Fall was also reviewed. Seven academic programs achieved a persistence rate of 80% or greater, while 12 programs had persistence rates between 50% and 79%. Two programs had fewer than half of their eligible students return for the Fall semester.

The importance of utilizing Student Support Services and the early alert process was discussed. Administration emphasized the need to ensure that faculty and adjunct faculty are aware of available student support resources and consistently

utilize those services when appropriate to assist with student persistence and success.

Nancy Parks also provided an update on students removed for nonattendance and nonpayment (**Attachment A**). A total of 67 students were removed for nonpayment, while 85 students were removed for nonattendance. Thirty students appeared on both lists, and 15 students were subsequently reinstated. It was also reported that approximately 100 students utilized Pierpont's payment plan for the Fall 2026 semester.

D. Student Persistence Metrics

Olivia Boltz reviewed the Student Persistence and Academic Momentum Report (Report provided in Agenda packet). Student persistence metrics, including semester persistence and outcomes-based persistence. Data indicated that degree-seeking students who did not receive a D, F, or withdrawal during their first fall semester were more likely to return the following fall.

General education courses were identified as particularly important because they reach a significant number of students during their first semester. Student course evaluations were compared with DFW rates, with higher levels of negative feedback identified in courses with higher DFW rates.

A review of previous years' course evaluations identified seven recurring themes or areas of friction, including communication, feedback, and consistency. These findings will help inform continued efforts to improve student persistence and academic outcomes.

E. Strategic Plan

Olivia Boltz presented and reviewed the Strategic Plan Update Report (**Attachment B**), highlighting progress since the Board's last update in May. The following objective updates were noted:

- Objective 1.1b – Met: The College achieved its goal of 15,000 contact hours in career and corporate training programs.

- Objective 1.3b – Met: Methods and standards were established for collecting baseline data on graduate job placements.
- Objectives 2.1a and 2.1b – In Progress: Work continues to integrate in-demand career and corporate training into career pathways and to develop comprehensive pathway guides for academic and career programs.
- Objective 3.1 – Met: The College achieved its goal of implementing BILT advisory committee practices across academic programs.
- Objectives 3.3a and 3.3b – Met: Goals related to establishing co-enrollment processes and expanding collaborative service opportunities with community-based organizations were achieved.
- Objective 4.1b – Met: The College achieved its goal of increasing career training enrollment by 450 students through FY 2026.
- Objective 4.3 – Met: The College achieved reaffirmation of accreditation with no stipulations.

Planning for the College's next Strategic Plan will incorporate unmet goals from the current plan, work completed during the Board retreat, and Cabinet's strategic initiatives. The College anticipates presenting a new three-year Strategic Plan to the Board for approval in April 2027. The planning process will also consider how funding formula metrics and Higher Learning Commission criteria can be incorporated into the plan. Drafts

F. Priority: Persistence: Every Student Forward

Dr. Coffindaffer reviewed the Persistence Prioritization Overview and Progress Update Report (Report provided in Agenda packet) and discussed the College's ongoing efforts related to student persistence.

G. General Education Assessment

David Beighley presented and reviewed the General Education Assessment Report (**Attachment C**), highlighting results in Written Communication and Quantitative Literacy. Overall results demonstrated improvement, with students increasingly moving from the Developing level into the Proficient and Advanced levels. Written Communication showed a positive three-year trend, although it

remains an area for continued institutional improvement when compared with the external comparison group. Significant improvement was noted in MTH 1207, where 80% of assessed students performed at the Proficient or Advanced level in the most recent assessment cycle. Continued improvement efforts will focus on strengthening written communication, applied problem-solving, data interpretation, and quantitative reasoning.

The Board discussed opportunities to further disaggregate the data, including reviewing results by county and by students' educational backgrounds, such as homeschool, public school, and private school.

H. Accreditation

David Beighley provided an update on programming accreditation activities:

- The Health Information Technology AAS program submitted its accreditation report to the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) on August 31. A virtual site visit is scheduled for December 2–3, 2026.
- The Food Service Management program also submitted its accreditation report on September 21, with a site visit scheduled for November 1–4, 2026.
- The College is preparing the accreditation report for the Surgical Technology program. The site visit is scheduled for February 1-2, 2027
- The Emergency Medical Services program received "Six Visit Findings"; from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). CoAEMSP will evaluate the program's response in February 2027.

Olivia Boltz reviewed the Accreditation Update Report (Report provided in Agneda packet). The Higher Learning Commission removed the College from Notice on June 25, 2026, reaffirming its accreditation status and closing the associated monitoring period.

The College continues to prepare for its upcoming Comprehensive Evaluation, which will be conducted by the Higher Learning Commission (HLC) in September 2027.

The Advanced Technology Center and the Culinary Academy at the Middletown Commons have been selected for a multi-location visit scheduled for March 1–2, 2027. The visit will confirm that the College provides effective and consistent oversight of locations beyond the main campus and will allow the evaluation team to observe normal College operations.

I. Foundation Update: Capital Campaign

Kathy Hypes provided an update on the Foundation's capital campaign, including proposed naming opportunities and the role of executive leadership in supporting the campaign. The Board's role will primarily focus on advocacy, identifying potential donors, and facilitating warm introductions rather than directly soliciting contributions. It was noted that all naming opportunities will be handled in accordance with Board of Governors Policy 5002 Commemorative Tributes and Naming.

VII. Adjournment

There being no further business, the meeting adjourned.

Respectfully submitted by Amanda N. Hawkinberry

Attachment A

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

TO: Board of Governors

FROM: Nancy Parks, AVP, Student Services

DATE: September 22, 2026

SUBJECT: Faculty Senate Report: Removal Updates; Current Enrollment

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Removal for Non-Payment/Non-Attendance Updates

Analysis of Fall 2026 student removals identified distinct patterns between students withdrawn for non-payment and those withdrawn for non-attendance.

For the 67 students removed due to **non-payment**, registration timing was a significant factor. Nearly 40% of students on the non-payment list registered during August, and more than one-half registered after June, reducing the time available to complete financial aid, payment, and enrollment requirements prior to institutional deadlines.

Review of student records and notes provided by the Office of Financial Aid identified several recurring barriers, including missing or incomplete FAFSA applications, SAP appeal requirements, unaccepted financial aid awards, incomplete loan documentation such as Master Promissory Notes (MPNs), verification requirements, and outstanding WV Invest eligibility requirements. In addition, 12% of all students attempting to access aid were in default on student loans and were, by law, ineligible for any additional aid.

Many students, though, resolved these issues in time for re-instatement to their classes. were subsequently reinstated, highlighting the effectiveness of the interventions referenced in the pre-meeting Board materials.

For the 85 students removed due to **non-attendance**, registration timing was less influential. Students withdrawn for non-attendance registered throughout the enrollment cycle, with registrations distributed relatively evenly from March through August. Late registration was not a primary driver of non-attendance. Instead, the findings suggest that student engagement and course participation after enrollment were more significant factors.

The courses most affected by removal for non-attendance were the following, all general education courses: ***OFAD 1150; ENGL 1104; BIOY 1170; MTH 1207; BIOY 1171***. Program-specific students included ***AVMT; VETT; and CRJU***, in particular.

Note: Thirty students appeared on both removal lists; 15 were subsequently re-instated.

Plans for Improvements: Removal for Non-Payments

To remain "flexible and responsive" to students who decide relatively late to attend Pierpont, students will continue to have that option to apply in August. We will work on internal practices to enhance students' smooth entry into the semester.

To further reduce the number of students removed for non-payment, the Financial Aid Office is partnering with Student Accounts to review its calendar of communications with students. Revised communications will be written in a more concise, reader-friendly format with clear "next steps" provided to help students differentiate their financial aid options from their account balance responsibilities. These efforts are being facilitated by the AVP, Student Services, and the Director of Marketing/Communication.

Other ideas under discussion are adding a significant "Financial Aid Education" component to each orientation/registration session or even a separate orientation later in the summer focused solely on students' responsibilities in securing and keeping aid.

Plans for Improvements: Removal for Non-Attendance

Of the 85 students removed for non-attendance, only 13 had been referred to the services of the Early Alert program, and only 11 of those were referred by their teaching faculty. (Four of those 13 studetns had also been removed for non-payment.)

The Student Success Director contacted all 13 students, six of whom were receptive to the outreach. Five of those six students were reinstated.

Such outreach highlights the importance of classroom faculty using all support services available in a timely fashion. Of the students referred to the system, 38% were reinstated. If all 85 students removed for non-attendance had been referred and returned at a similar percentage, it is possible that up to another 32 students could have been reinstated.

The AVP, Student Services, and academic Provost hold regular conversations to discuss how to encourage faculty to use existing support services and to educate all faculty about such services in their onboarding and tenure at the institution. Adjunct faculty may be most at-risk for not knowing about all such services, illustrating that onboarding for faculty is as important as student on-boarding.

Another such service in addition to Early Alerts is alerting the Office of the Registrar to students' 4 weeks grades, which serve as a guidepost for students prior to midterm grades later in the semester. Of the 32 faculty who did not submit grades at this semester's 4-week mark, only six were full-time faculty; the remaining 26 were adjunct faculty, including 15 of whom teach dual-enrollment classes exclusively.

FALL 2026 Enrollment, September 21, 2026
Compared to Census Date, Fall 2025

PIERPONT COMMUNITY & TECHNICAL COLLEGE

Enrollment Comparison Summary by Student Type

Student Type	Previous Term 202610 - Fall Semester 2025 As of 10/15/2025 Count	FTE	Current Term 202710 - Fall Semester 2026 As of 9/21/2026 Count	FTE	Differences Count	Percent	FTE	Percent
1 - First-time Freshman	347	339.13	358	353.00	11	3.17	13.87	4.09
2 - Returning Student	400	335.13	399	333.60	-1	-0.25	-1.53	-0.46
3 - Readmitted Student	61	43.87	55	38.87	-6	-9.84	-5.00	-11.40
6 - Transfer Student	151	126.13	155	132.93	4	2.65	6.80	5.39
9 - Other	23	8.53	15	5.33	-8	-34.78	-3.20	-37.50
W - CE - Workforce Education	4	2.73	0	0.00	-4	0.00	-2.73	-100.00
	986	855.52	982	863.73	-4	-0.41	8.20	0.96
8 - HS Student Taking College Crs	721	263.60	788	282.33	67	9.29	18.73	7.11
	1,707	1,119.12	1,770	1,146.0	63	3.69	26.93	2.41

High School Students Taking College Courses: 788

School of Health Sciences: 451
Health Sciences program: 167

School of BAT: 282
AVMT program: 114

School of GEPS: 155
FOSM program: 49

Headcount overall is up by 63 from last year's census, thanks in large part to dual enrollment. While headcount is down by 4 for the traditional students, FTE (full-time equivalency) is slightly up, meaning that those students are enrolled in more credit hours. Given an FTE increase of less than 1% qualifies this as "flat" enrollment.

Although the FTEs of high school students taking college courses has increased, those increased enrollments do not have the same impact on the overall budget due to State reimbursement policies. Thus, enrollment initiatives will continue to focus on the more traditional student "types."

Pierpont Strategic Plan: Alignment 2024-2026

I. People:

Encompasses all student demographics, potential students, faculty, and staff. Advance an inclusive and supportive environment where everyone can thrive in fulfillment of our college mission and vision. Objectives focus on enhancing the recruitment, retention, and success of students while supporting the professional growth and well-being of faculty and staff. Leads: Academic Services, HR, President's office, and Student Services.

1. Increase Enrollment Among All Student Demographics
2. Increase Student Retention*
3. Increase Graduation Rates and Related Employment*
4. Develop and Retain Talented Faculty and Staff

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[1.1a]	15% increase in total weighted growth in enrollment by student type and demographic groups.	Student application and enrollment data by specific student demographics	By Fall 2026	In Progress
[1.1b]	Increase contact hour completed in career and corporate training programs to 15,000 contact hours	Contact hour production data reported to HEPC	15,000 contact hours in FY 26	Met
[1.2a]	1% improvement in fall-to-fall retention rates amongst degree and certificate seeking students. *	Data reported to IPEDS	By Fall 2026	Met
[1.2b]	1% improvement in fall-to-spring retention rates amongst degree and certificate seeking students. *	Data reported to HEPC	By Fall 2026	Met
[1.3a]	2% improvement in graduation rates amongst degree and certificate (CAS) seeking students. *	Data reported to IPEDS	By Fall 2026	Met
[1.3b]	Develop and establish clear methods and standards for collecting baseline data on graduate job placements.	Tracking and collection of student placement rate data in relevant jobs post-completion of programs	Implementation by Fall 2026	Met
[1.4a]	Increase Communications Module Satisfaction Score 16% from 3.2 to 3.7.	Survey data	By January 2026	Not Met (3.56)
[1.4b]	Increase Staff Development Module Satisfaction Score 18% from 3.4 to 4.0.	Survey data	By January 2026	Not Met (3.76)
[1.4c]	Increase Favorable Engagement Score from 71.4% to 75%.	Survey data	By January 2026	Met (76%)

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

II. Programs:

Develop and continuously improve all academic programs, including associate degree, certificate, and career and corporate training offerings. In fulfillment of our college mission and vision, objectives provide transparent, high-value, stackable learning opportunities leading to additional studies, industry-recognized credentials, workplace readiness, and gainful employment. Leads: Academic Services and Student Services.

1. Communicate Comprehensive Academic and Career Pathways
2. Provide Experiential Learning Opportunities in Career Pathways
3. Provide a Co-Curricular Activity per Term in Each Program Area
4. Integrate VR and AI into Curriculum

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[2.1a]	Develop and integrate in-demand career and corporate training in career pathways.	Pathway inclusion rate: 25% of pathways by Fall 2025 and 75% of pathways by Fall 2026	1-2 years	In Progress
[2.1b]	Develop clear, structured, and comprehensive pathway guides for academic and career programs.	Program implementation rate: 40% of program areas by Fall 2025 and 100% of program areas by Fall 2026.	1-2 years	In Progress
[2.2]	Establish and communicate experiential learning opportunities.	Implementation of one developed experiential learning opportunity within 50% of the career pathways by Fall 2025, and 75% of all career pathways by Fall 2026.	2 years	Met
[2.3]	Develop a method of incorporation and assessment to ensure all academic programs have at least one co-curricular activity per term.	Program incorporation rates: 75% by Fall 2025 and 100% by Fall 2026.	2 years	Met
[2.4]	Pilot the integration of VR/AI technologies/methodologies into four areas.	Program assessment	By Fall 2026	In Progress

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

III. Partners:

Establish and strengthen institutional and individual relationships with business/industry, education, government, and community-based organizations and key-stakeholders. In fulfillment of our college mission and vision, foster stronger and more intentional collaborations to effect greater institutional outcomes and collective impact throughout our service area. Leads: Academic Services, President's office, and Student Svcs.

1. College-wide Implementation of Employer Advisory Committees
2. Increase Transaction Activity with Educational Partners
3. Collaborate with Community-Based Organizations (CBOs)
4. Develop a Pierpont Community Ambassador Program

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[3.1]	Implement BILT advisory committee engagement/practices.	100% of programs with active BILT advisory committees.	Annually	Met
[3.2a]	Increase agreements with secondary education partners.	Number of agreements.	By Fall 2026	Met
[3.2b]	Increase articulation agreements with universities.	Three new articulation agreements.	By Fall 2026	Met
[3.3a]	Establish co-enrollment processes between CBOs and Pierpont for career pathways, educational services, and support services.	Complete agreement of co-enrollment process.	By Spring 2026	Met
[3.3b]	Share service opportunities for collaborative impact with CBOs.	Invite and include CBOs in every major Day of Service.	By Spring 2025	Met
[3.4a]	Increase number of participants in Experience Pierpont Days	Increase number of participants by 10%.	By Fall 2024	In Progress
[3.4b]	Develop unique ambassador program for Experience Pierpont participants.	Participation in development and referral activities.	Annually	In Progress

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

IV. Performance

Measures flow from People, Programs, and Partners goal areas. Key performance indicators point to the college's capacity and resources to fulfill its mission and vision. Achievement will lead to greater recognition of the college's value by accrediting agencies and regional stakeholders, and demonstrable fulfillment of the mission. Leads: Academic Services, Advancement, Finance, HR, President's office, and Student Services.

1. Enrollment/Graduation*
2. Financial Health
3. Accreditation
4. Increase number and value of sponsored activities

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[4.1a]	20% growth in reported fall enrollment data based on student FTE. *	Enrollment data	By Fall 2026	In Progress
[4.1b]	Increase by 450 career training students through FY 2026	CCT reporting data	By FY 2026	Met
[4.1c]	2% improvement in graduation rates amongst degree and certificate (CAS) seeking students*	Measured by data reported to IPEDS.	By Fall 2026	Met
[4.2]	Improve CFI Rating	Attain and maintain a CFI of 1.1 or greater	By End of FY 2026	In Progress
[4.3]	Reaffirmation of accreditation with no stipulations	HLC communication of accreditation determination	By Spring 2026	Met
[4.4a]	Enhance grant portfolio	Annualized grant portfolio value of $450,000	By Fall 2026	Met
[4.4b]	Enhance Foundation endowment	Meet or exceed a balance of $900,000	By Fall 2026	Met

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

Attachment C

Office of the Provost and Academic Affairs
314 Advanced Technology Center
500 Galliher Drive
Fairmont, WV 26554

David M. Beighley
Provost and VP of Academic Affairs
dbeighley@pierpont.edu
(304) 367-4726

To: Pierpont CTC Board of Governors

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

Subject: General Education Assessment Report

Date: 22 September 2026

This report presents Pierpont Community and Technical College's assessment of Written Communication and Quantitative Literacy in service and capstone courses across the Schools of Business, Aviation and Technology (BAT); General Education and Professional Studies (GEPS); and Health Sciences (HSCI). The report is intended to give the Board a concise view of student achievement, emerging trends, and the improvement priorities that follow from the evidence.

The assessment data contained in this report was generated through Pierpont's use of the Territorium HEIghten Outcomes Assessment Suite to evaluate students' achievement of key General Education Learning Outcomes. Territorium provides a viable external assessment measure because the HEIghten assessments use content developed by ETS and are supported by established assessment research, standardized scoring procedures, and defined performance levels. Student results are reported within "Developing," "Proficient," and "Advanced" categories, allowing Pierpont to examine patterns across academic schools, compare performance across assessment cycles, and consider institutional results in relation to an external comparison group. This structure provides a consistent source of evidence that would be difficult to obtain solely through locally developed assessments.

Territorium results are not intended to serve as the College's only measure of student learning or as a stand-alone evaluation of an academic program or individual faculty member. Instead, the data supplements course-level assessments, faculty analysis, student learning outcome results, and other institutional evidence. When considered together, these measures provide a more complete picture of student achievement and help the College identify curricular, instructional, and student-support improvements. This report provides the Board of Governors with a summary of the resulting trends, areas of progress, and priorities for continued improvement.

Key Findings

The results of Pierpont's General Education assessment activities show meaningful progress in both the Written Communication and Quantitative Literacy outcomes. Across all schools, the proportion of capstone students scoring in the Advanced band increased in Written Communication from 2% in AY2023-2024 to 14% in AY2025-2026. In Quantitative Literacy, the Advanced share increased from 7% in

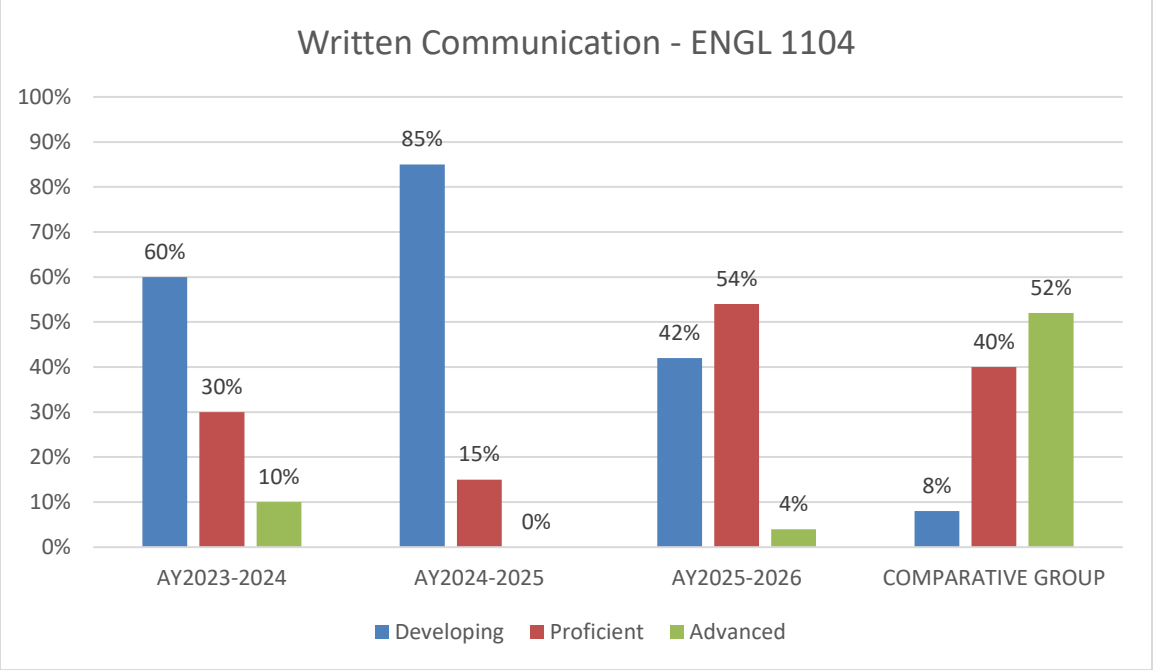
AY2023-2024 to 21% in AY2024-2025, while the Developing share fell from 45% to 26%. At the same time, the comparison data indicates that additional improvement is needed, particularly in Written Communication, where Pierpont's overall distribution remains concentrated in the Developing band.

Assessment Context and Use of Results
Capstone-level results provide evidence of the cumulative learning students carry into the final stage of their programs, while school-level data helps identify where patterns are shared across the College and where a more targeted response may be appropriate. The comparative group of similar institutions represented through Territorium assessments is included as a reference point for interpreting Pierpont's performance.

Consistent with the College's General Education Assessment Plan, these findings are used to guide course and assignment review, faculty discussion, professional development, and student-support strategies. Assessment is intended to improve curriculum and instruction, not to evaluate individual instructors.

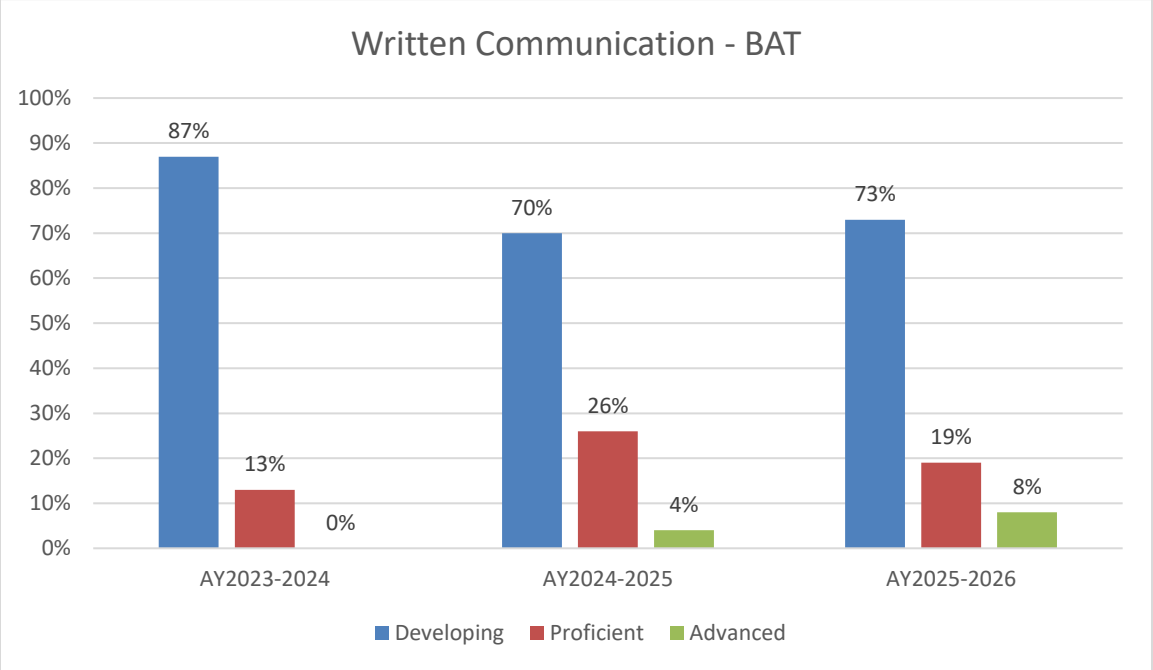
Written Communication Assessment (Service Course / ENGL 1104: *Written English I*)
ENGL 1104: *Written English I* serves as a foundational General Education Communications course in which students develop the written communication skills needed for success in subsequent academic and technical coursework. Assessment at this level provides evidence of students' performance while they are receiving direct instruction in planning, organizing, developing, and revising written work. These results establish an institutional view of foundational writing achievement and help faculty identify areas that require additional instructional emphasis before students progress into advanced program coursework.

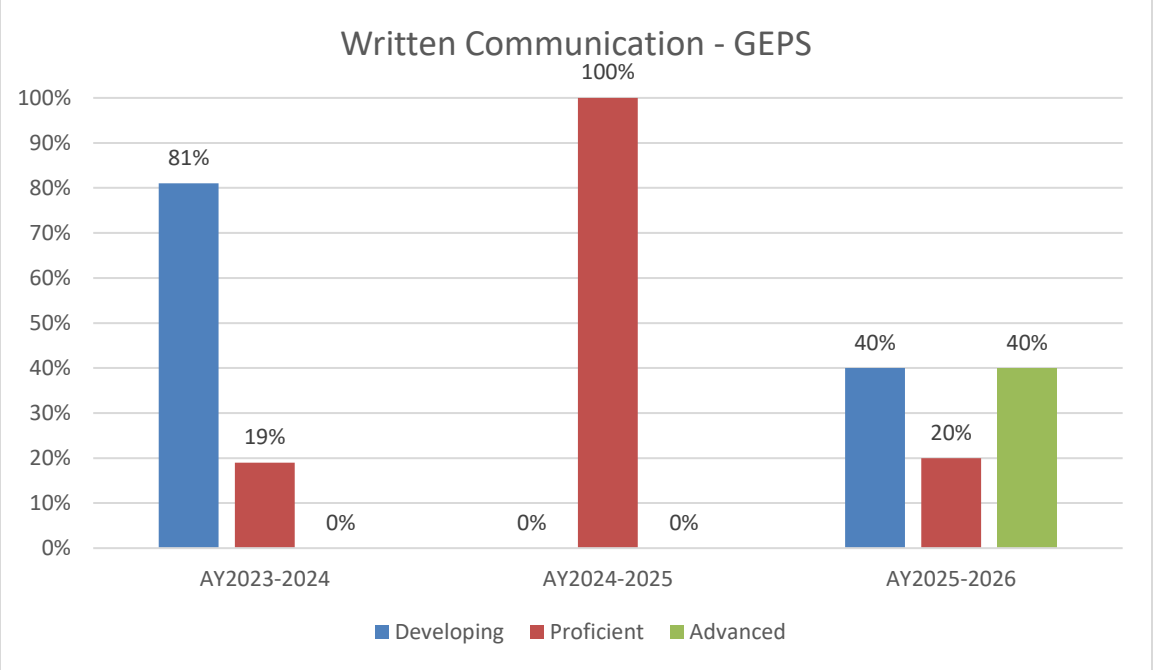
The three-year results vary considerably. The proportion of students in the Developing category increased from 60% in AY2023-2024 to 85% in AY2024-2025 before declining to 42% in AY2025-2026. During the most recent year, the Proficient share increased to 54%, while 4% of students performed at the Advanced level. This represents meaningful improvement from the prior year, although the distribution remains below the comparative group, particularly in the Advanced category.

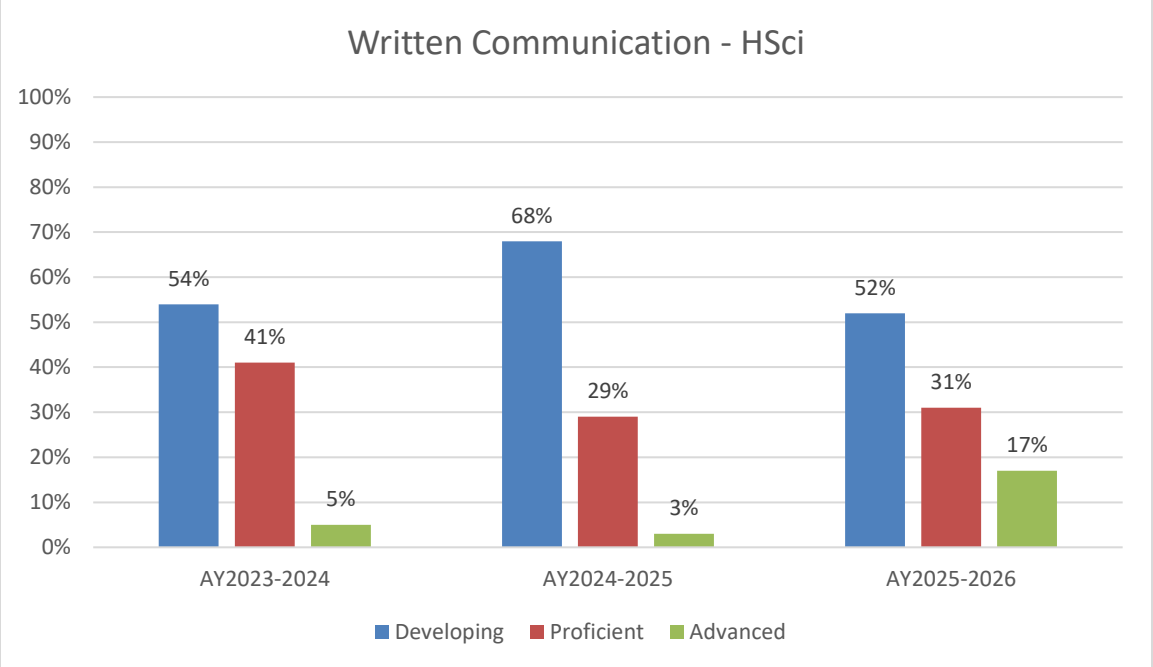


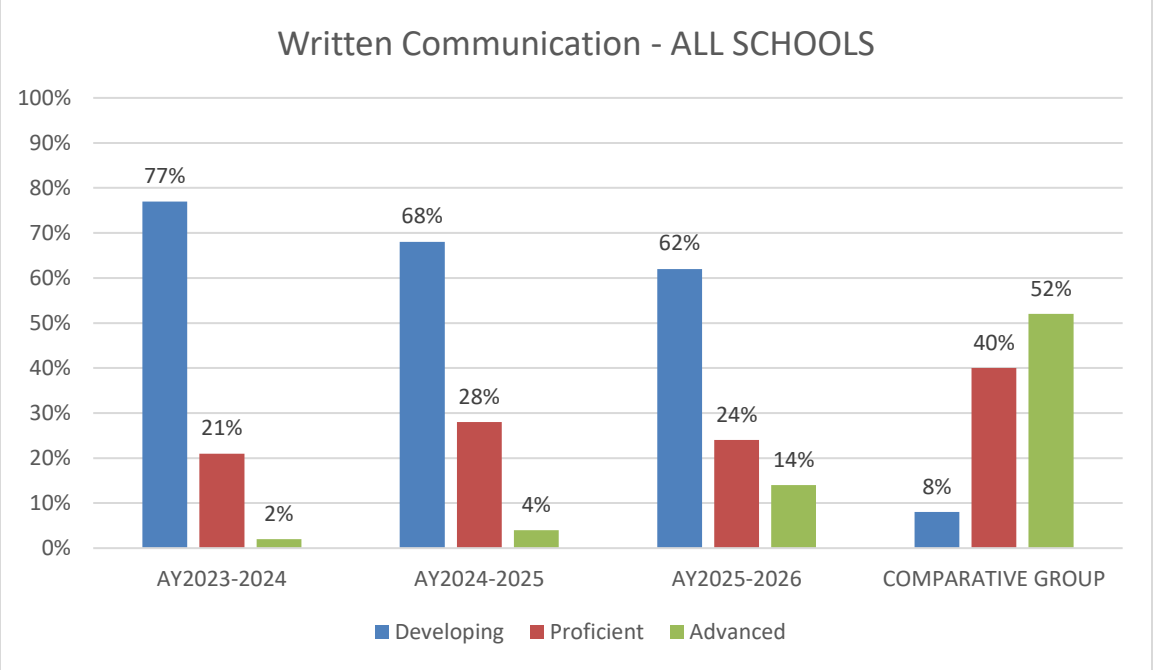
Written Communication Assessment (Capstone Courses)
The capstone assessment examines whether students can apply written communication skills within the advanced academic and professional contexts of their programs. Unlike ENGL 1104, where writing is taught as a primary course outcome, capstone courses require students to transfer those foundational skills to discipline-specific assignments, terminology, evidence, and audiences. Results are presented by academic school to help identify both institution-wide patterns and areas in which program-level expectations or instructional support may need further review.

The service course and capstone results should not be interpreted as a direct pre-test/post-test comparison because they may represent different students, cohorts, academic years, and assessment contexts. Considered together, however, they provide evidence of how written communication is developed in General Education and subsequently demonstrated within students' programs of study. The capstone results show improvement over time, but they also indicate uneven performance and reinforce the need for writing instruction and reinforcement across the curriculum.




Written Communication - GEPS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
81%
19%
0%
0%
100%
0%
40%
20%
40%
AY2023-2024
AY2024-2025
AY2025-2026
Developing
Proficient
Advanced


Written Communication - HSci
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54%
41%
5%
68%
29%
3%
52%
31%
17%
AY2023-2024
AY2024-2025
AY2025-2026
Developing
Proficient
Advanced

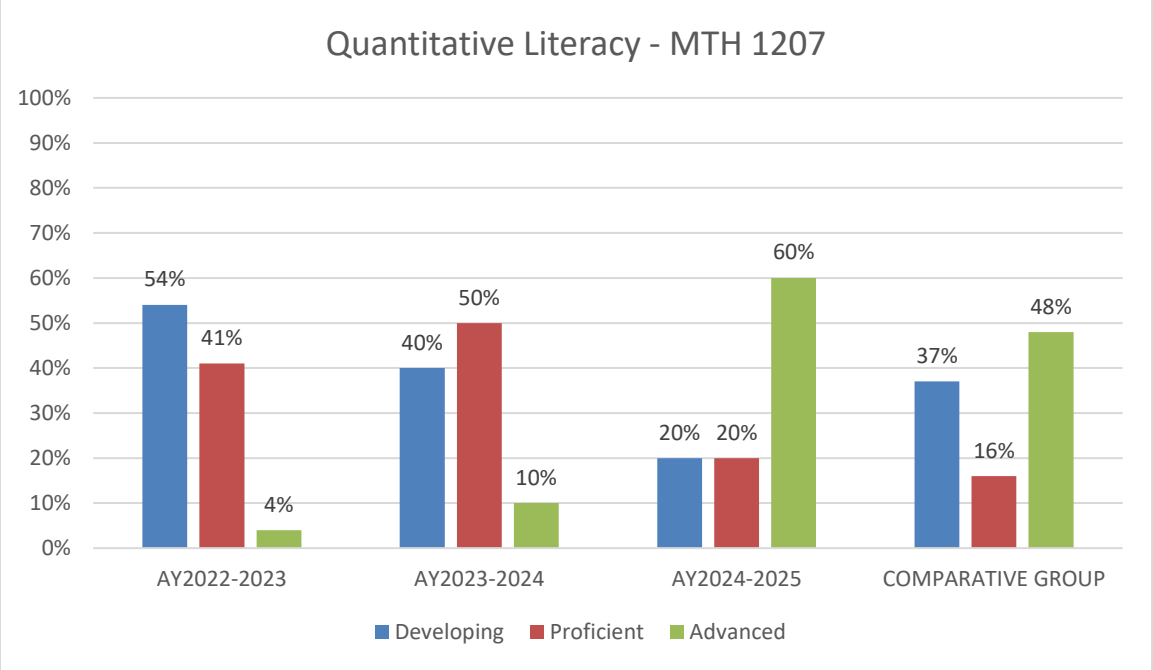


Written Communication Interpretation
College-wide, the Developing share declined from 77% to 62% across the three-year period, while the Advanced share rose from 2% to 14%. This data is positive, but the comparison group shown in the chart has a substantially larger proportion of students in the Proficient and Advanced bands. Written Communication therefore remains the clearest institution-wide improvement priority.

The next phase of improvement should emphasize shared expectations for writing in general education and program courses; consistent use and calibration of common rubrics; stronger scaffolding of major writing assignments; and faculty review of the skills students are expected to demonstrate as they progress from service courses into capstones.

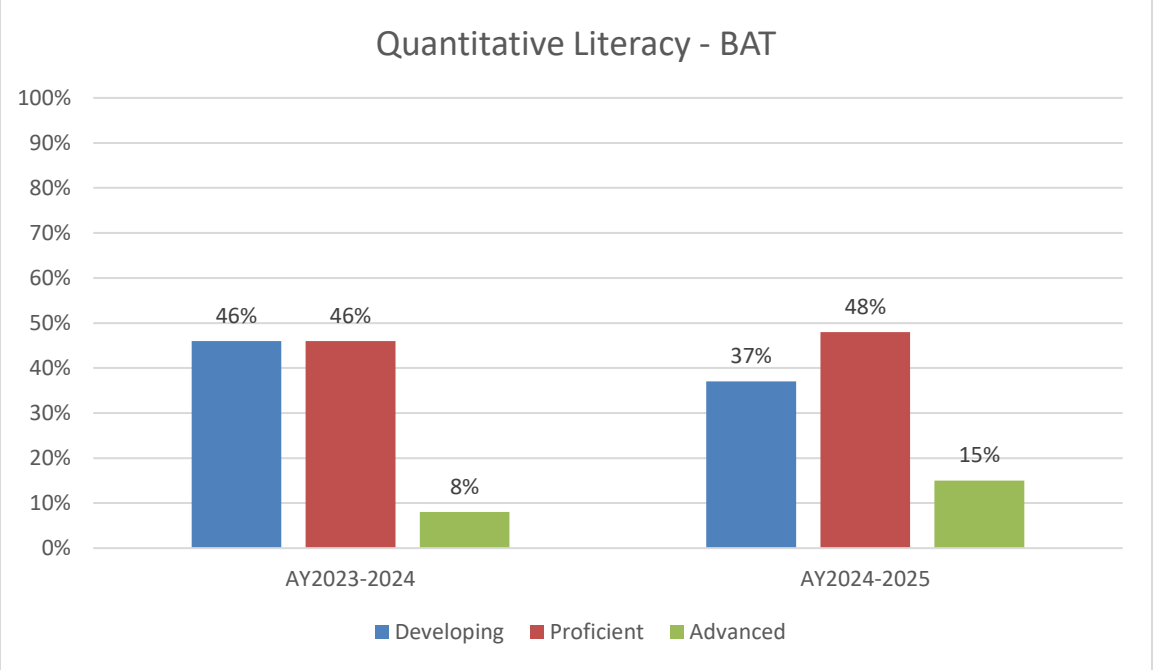
Quantitative Literacy Assessment (Service Course / MTH 1207: *Fundamental Concepts of Mathematics*)
MTH 1207: *Fundamental Concepts of Mathematics* provides foundational instruction in the quantitative reasoning students need to interpret information, solve practical problems, and draw conclusions from numerical evidence. Assessment in this service course measures student performance while these competencies are being developed through direct mathematics instruction. The results help the College evaluate the effectiveness of foundational quantitative instruction and identify skills that may require further reinforcement as students move into program-specific coursework.

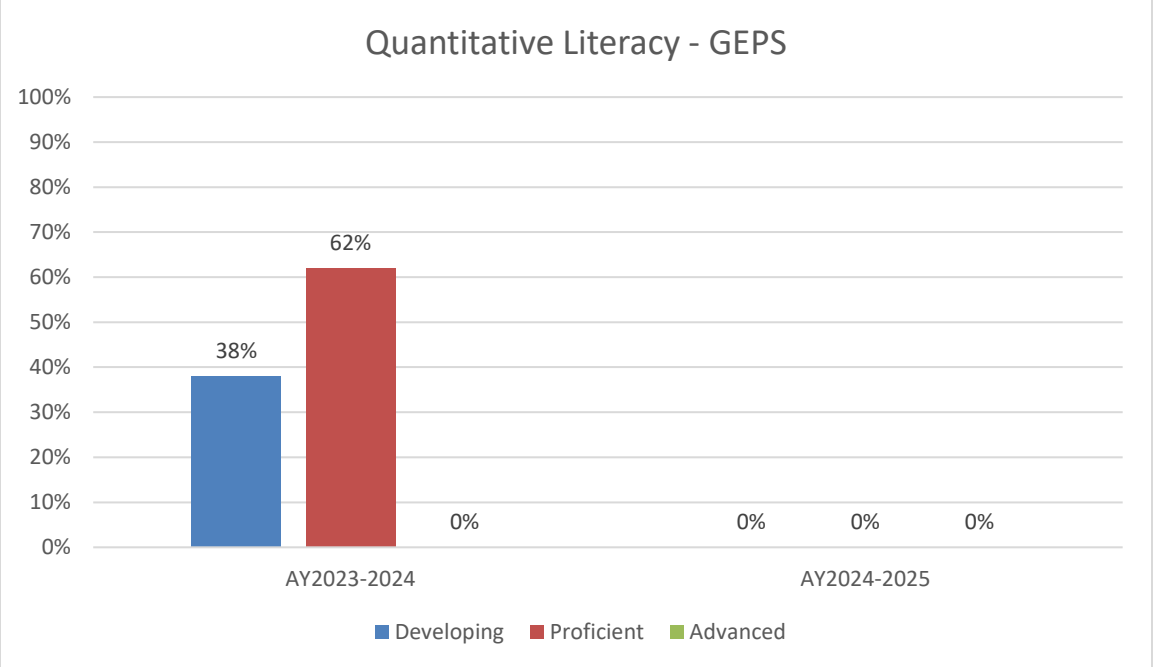
The results show substantial improvement across the three reported years. The Developing share declined from 54% in AY2022-2023 to 40% in AY2023-2024 and 20% in AY2024-2025. During the same period, the Advanced share increased from 4% to 10% and then to 60%. In AY2024-2025, 80% of assessed students performed at the Proficient or Advanced level, and the Advanced share exceeded that of the comparative group. These findings suggest stronger student performance in the most recent assessment cycle, while future assessment should determine whether the improvement is sustained across subsequent cohorts.

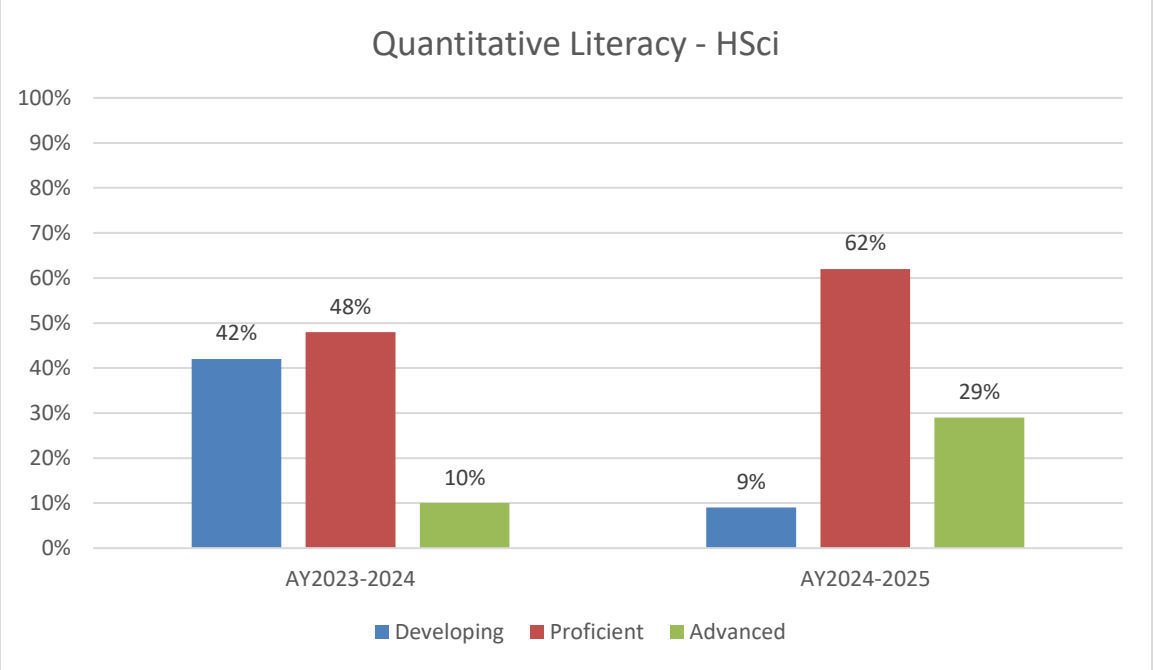


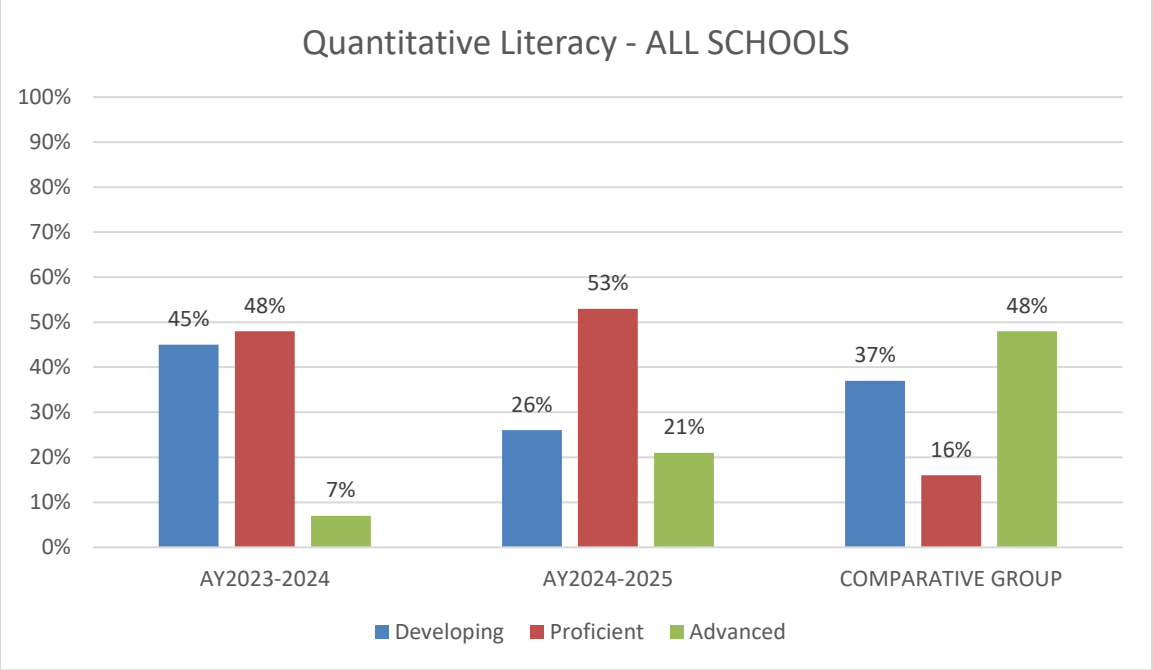
Quantitative Literacy Assessment (Capstone Courses)
The capstone assessment examines students' ability to apply quantitative literacy within the technical, professional, and discipline-specific contexts of their academic programs. At this level, students are expected not only to perform mathematical procedures but also to interpret data, select appropriate methods, explain their reasoning, and use quantitative evidence to support conclusions. Reporting results by academic school allows the College to determine whether students are transferring foundational mathematical skills into the applied settings they will encounter in employment or continued education.

As with Written Communication, the service course and capstone results represent different assessment points and should not be treated as a matched pre-test/post-test measure. Together, the results provide complementary evidence: MTH 1207 reflects achievement during foundational instruction, while the capstone assessment reflects the later application of quantitative skills within students' programs. The available capstone results show improvement overall, particularly in the movement of students from Developing to Proficient and Advanced performance, while also identifying the need for continued emphasis on applied problem-solving, data interpretation, and the explanation of quantitative conclusions.


Quantitative Literacy - BAT
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
46%
46%
8%
37%
48%
15%
AY2023-2024
AY2024-2025
Developing
Proficient
Advanced


Quantitative Literacy - GEPS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
38%
62%
0%
0%
0%
0%
AY2023-2024
AY2024-2025
Developing
Proficient
Advanced





Quantitative Literacy Interpretation

Across all schools, the combined results moved from 45% Developing, 48% Proficient, and 7% Advanced in AY 2023-2024 to 26% Developing, 53% Proficient, and 21% Advanced in AY 2024-2025. The reduction in Developing performance and the threefold increase in Advanced performance indicate that current instructional approaches are producing stronger outcomes. Even so, the comparison group includes a larger Advanced share, reinforcing the need to move more students from proficiency to higher-order application.

Improvement efforts should focus on the reasoning students use to reach conclusions, not only on procedural accuracy. Prior course-level findings showed that students were more successful in describing mathematical relationships than in drawing conclusions from them. Faculty discussion should therefore examine opportunities for applied problem solving, data interpretation, and explanation of quantitative reasoning in both general education and program-specific assignments. Academic Affairs will carry these findings into the annual assessment cycle through faculty analysis, rubric calibration, review of outcome and assignment alignment, and documented action planning. Complete, comparable data across schools and years will support program review and show whether improvement actions are closing the loop.