



PIERPONT

COMMUNITY & TECHNICAL COLLEGE

**STRATEGIC PLAN
2015-2020**

TM

TABLE OF CONTENTS

Message From the President	5
Our Mission and Strategic Vision	7
Strategic Planning	9
Pierpont Locations	14
Locust Avenue Campus	15
Advanced Technology Center	15
Veterans Square	16
Gaston Caperton Center	17
The Pierpont Center at MTEC	18
Braxton County Center	19
Robert C. Byrd NAEC	19
Merchant Street	20
UHC and WVU Hospitals	20
Lewis County	20
Special Programs	21
The Facts	25
Characteristics and Trends	33
The Institution	41
Accreditation	44
Pierpont Quick Facts	47
2015-2020 Strategic Priorities	49
Focus the college community on student success	51
Strengthen academic excellence	53
Continuously improve the organization	55
Support business, industry & community partnerships	57
Acknowledgements	59

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PUBLIC NOTICE(S):

PIERPONT IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

A Strategic Plan is a living, evolving document that articulates the most immediate goals of a college. This plan for Pierpont reflects both the internal and external nature of our college's services by highlighting four critical dimensions of our institution. These four dimensions are:

- Student Success
- Academic Excellence
- Continuous Organizational Improvement
- Support of Business, Industry, and the Community

These dimensions overlap and interact continually as Pierpont strives to fulfill our mission of enriching individual lives and promoting regional economic growth. Likewise, the development of this plan engaged participants from each dimension interactively and in multiple venues.

The Plan is drafted, and ambitious goals have been identified. However, the achievement of these goals and the fulfillment of the strategic vision depend on remaining focused, maintaining and expanding participation in the implementation and evaluation of the plan, and celebrating the benchmarks of success along the way.

Many thanks to those who have taken leadership in the development of the Strategic Plan, and thanks to those who have actively engaged in the Plan's development - particularly, our community stakeholders. Now, let's roll up our sleeves and convert our strategies to actions!



Doreen M. Larson
President





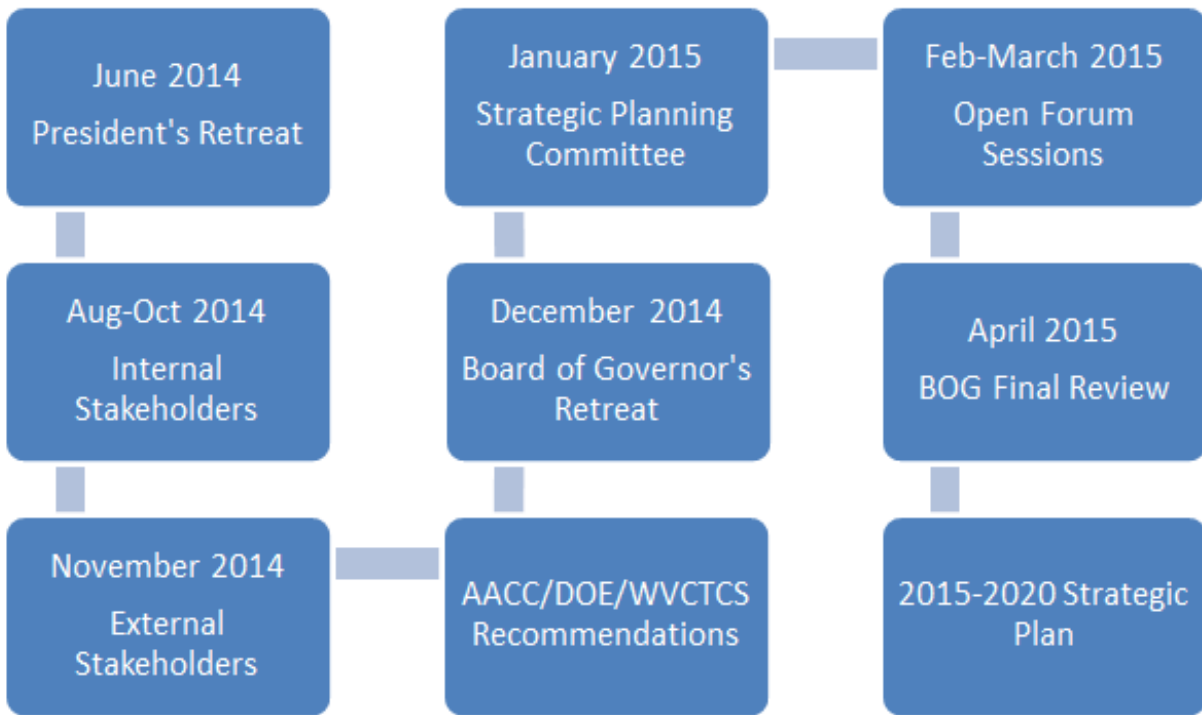
The mission of Pierpont Community & Technical College is to provide opportunities for learning, training, and further education that enrich the lives of individuals and promote the economic growth of our service region and state. Pierpont strives to enhance the quality of life for people of North-Central West Virginia through accessible, affordable, comprehensive, responsive, workforce-related training, and quality higher education opportunities.

STRATEGIC VISION

Pierpont will be a catalyst of energy and innovation that fosters tailored educational programs and services which improve the growth of the regional economy.

Pierpont's strategic vision promises an environment that is stimulating and exciting, in which students prepare to meet the workforce needs of the 21st century and gain higher paying jobs while becoming integral members of our communities. Despite ever changing economic conditions and enrollments, Pierpont is prepared to meet the challenge of serving populations whose attention may be focused on financial issues and life circumstances that adversely affect their decisions whether to attend college and their capabilities to complete programs of study.

To attain its vision, Pierpont has developed strategies to attract and retain students, foster student achievement without sacrificing academic excellence and strengthen institutional effectiveness and accountability, all while supporting the needs of business and industry. Pierpont believes that, despite declining enrollments and reductions in state funding, opportunity exists to provide its diverse population of students with academic and support services that will help them change their circumstances and achieve successes previously deemed out of reach.



“The development of the strategic plan has far reaching implications for all Pierpont constituents. It is a map, integrally tied to the institution’s mission and vision, laid out for all to follow. Ideally, the strategic plan shapes all decisions, including how to manage financial resources, human resources and physical resources. The plan’s priorities accentuate the areas that have been deemed most vital to the institutional operations over the next five years.

It is inevitable, however, that unforeseen circumstances will arise over the plan’s life cycle. When these instances occur, the opportunity to reflect on the priorities of today should, at the very least, offer a foundation from which to make our decisions.”

*Brian A. Floyd, Chair
Strategic Planning Committee*

We thankfully acknowledge the hard work of Daina LaClair, Strategic Planning Assistant. Her research, analysis, follow-up, creative thought, and attention to detail provided the nexus to bring the 2015-2020 Strategic Plan to fruition.

The Pierpont 2015-2020 Strategic Plan was developed with the deliberate intention to include as many internal and external stakeholders as possible. We took the philosophy that everyone that wanted to have a say in the planning process was given a voice. To that end, the planning cycle was divided into distinct purposeful phases of development over a one year period.

INTERNAL STAKEHOLDERS

In June 2014, members of the President's Cabinet and Council reviewed the 2011-2015 plan to determine what had been accomplished, what needed to be discarded, and what work might remain over the next five years. Additionally, key issues that might be on the institution's horizon were identified. This session effectively kicked-off our yearlong planning cycle.

From August through October 2014, internal stakeholders - consisting of faculty, staff, students and administrators - met individually or in small groups to discuss the previous plan and identify future areas of significance. We deliberately reached out to meet with the President and the Provost, and many Deans of Fairmont State University, as well. These strategic planning sessions yielded incredibly insightful ideas and suggestions, producing opportunities to not only engage in future planning but also address in "real time" current, salient, institutional issues.



The value in providing a platform for all to be heard cannot be overstated. The collective intelligence and imagination of the internal stakeholder group was overwhelming. It would not be an exaggeration to say we learned something new at every session.

EXTERNAL STAKEHOLDERS

Early in the Fall 2014 semester, we asked each Program Coordinator and Dean for a list of their external stakeholders and defined them as anyone who might hire our graduates, host our practicum students and interns, supply our programs with goods or services, or be an advisory board member for our programs. In addition, we identified community and educational partners of our institution. Our final mailing list grew to an amazing list of over 1,500 names and businesses.

Because Pierpont is in the unique situation of standing up a new 501(c)(3) Foundation to sustain our vision and unique legacy, the list of engaged external stakeholders also helped us distinguish companies, organizations, and individuals that would have the greatest interest in supporting and ensuring the success of Pierpont, now and into the future.

In November 2014, Pierpont hosted an External Stakeholder's Conference. During the morning session we invited CEOs, presidents, and executive level company personnel to discuss their perception of Pierpont, how they were currently interacting with Pierpont, and future potential opportunities and partnerships. We invited staff level managers, supervisors, and operations personnel to join the morning group for lunch, and everyone was invited to the afternoon session.

While the afternoon group was also asked to discuss their perception of Pierpont, much of the afternoon focused on validating employers' expectations of Pierpont graduates, how our graduates are performing, and how we can better align with employer needs and ensure a relevant workforce into the future.

Pierpont's External Stakeholder event was so successful that participants overwhelmingly requested to hold the event at least annually. The feedback we received was rich, and it clearly contributed to the established priorities of the new plan.



BOARD OF GOVERNOR'S RETREAT

By December, 2014, mountainous amounts of information and data had been collected from our Internal and External Stakeholders. In addition, Pierpont opted to incorporate the American Association of Community College's Seven Recommendations for Implementation of the AACC's 21st-Century Initiative, the Department of Education's Seven Elements of Job Driven Training, and the WV Community & Technical College System's Master Plan into the data that we collected locally.

All of this data was mapped into a spreadsheet that identified comments and sources. This gave us a practical tool to identify where the highest priority areas would emerge. With a workbook of questions and the spreadsheet matrix, participants at the BOG Retreat were segregated into four groups. As each group methodically worked through sets of questions, prominent issues that had been distinguished through the mapping process were identified as high priority areas.

The work of those at the BOG retreat ultimately laid the groundwork for the preliminary draft strategic plan.

PRESIDENT'S COUNCIL/STRATEGIC PLANNING COMMITTEE

Pierpont's vice presidents, deans, department heads, Faculty Senate President, and Classified Staff Chair serve on the President's Council. This group served as our Strategic Planning Committee during our development year.

In January, 2015 the Strategic Planning Committee met to review the draft strategic plan. It was an opportunity to ask very important questions: what items should remain, what items should be cut, and is anything missing? This session and the follow-up comment period provided a method to codify the early plan. The picture was becoming much clearer, and the plan was then narrowed to four priorities.

OPEN FORUM SESSIONS

From February through March 2015, faculty, staff, students, and members of

the administration were invited to Open Forum sessions held over a four week period to discuss one of the four priorities each week. Constituents were given the option to participate in-person or participate virtually via Google Hangouts. The Open Forums invited even more productive and insightful comments and suggestions from those who attended, and each participant helped to further shape the plan.

FINAL APPROVALS

The Strategic Planning Committee met again to review the final comments from the Open Forum sessions. This aided the group in narrowing the document to a concise and final version. The Committee also began initial work on an implementation plan. This internal planning is designed to help determine initial actions and responsibilities for reporting on and guiding the various elements of the plan.

Finally, the edited draft was sent to the Board of Governors for review. Final comments and reviews were considered, and then the 2015-2020 Strategic Plan was placed on the May 2015 BOG meeting agenda for approval.

Pierpont began a campaign nearly one year ago to engage the college community in a dialog that sincerely looked at where Pierpont has been and where we are now. With this common understanding and the collective voice of our internal and external stakeholders, we have four Strategic Priorities:

- **FOCUS THE COLLEGE COMMUNITY ON STUDENT SUCCESS**
- **STRENGTHEN ACADEMIC EXCELLENCE**
- **CONTINUOUSLY IMPROVE THE ORGANIZATION**
- **SUPPORT BUSINESS, INDUSTRY, AND COMMUNITY PARTNERSHIPS**

As the Goals and Key Strategies that accompany the Priorities of Strategic Plan are accomplished, Pierpont will celebrate the achievements but continue to strive toward the ultimate elements of our mission to enrich lives, promote economic growth, and provide opportunity.



Pierpont Community and Technical College (Pierpont) is part of the state's growing high technology corridor with a metro area of about 50,000 residents. With an enrollment of nearly 3,000, Pierpont offers more than 40 associate degree programs, skill sets and one-year certificates. It specializes in preparing students in two years or less for practical hands-on careers and provides non-credit enrichment courses for individuals and customized workplace trainings for local employers.

Founded in 1974, Pierpont has the second largest enrollment of the 9 Community and Technical Colleges that make up the West Virginia Community and Technical College System. The college serves 13 counties in North Central West Virginia (Barbour, Braxton, Calhoun, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor and Upshur) with classes offered in many locations throughout the region.

LOCUST AVENUE CAMPUS

Pierpont is headquartered in Fairmont, West Virginia, on a 120-acre campus that it shares with Fairmont State University. Fairmont, the seat of government for Marion County, is located approximately 90 miles south of Pittsburgh, Pennsylvania and has a population of about 19,000.

The Falcon Center is the hub of campus life at Pierpont. The 126,000 square-foot facility provides an environment where students can comfortably interact with one another while enjoying dining areas, study lounges, and a variety of fitness and wellness programs. The Falcon Center houses the campus bookstore, food court, study lounges, fitness rooms, gymnasiums, aquatics, an indoor track, computer labs, student health services, campus security, and conference centers.

ADVANCED TECHNOLOGY CENTER



In 2014, construction began on the North Central West Virginia Advanced Technology Center (ATC), a 65,000+ square foot facility located in the Marion County I-79 Technology Park, just off I-79 Exit 132 in White Hall. The ATC is sitting on land donated by the WV High Technology Consortium Foundation. It will have a Student Services Center, classrooms, and Presidential Administrative Offices.

A number of Pierpont programs will be available at the ATC, including the School of Workforce Development's AAS degrees in Applied Process Technology, Electrical Utility Technology, and Petroleum Technology, and CAS degrees in Petroleum Technology and Advanced Welding, and the School of Health Careers AAS degrees in Health Information Technology, Medical Laboratory Technology and Respiratory Care, and CAS degrees in Laboratory Assistant, and Advanced Skill Set Certificates in Phlebotomy and Medical Administrative Assistant.

VETERANS SQUARE



Pierpont's Veteran's Square facility, in Marion County at 320 Adams Street in downtown Fairmont, is currently home to the Center for Workforce Education (CWE), which provides workforce training and continuing education. The Veteran's Square facility also houses the School of Human Services Applied Design programs. With its downtown location, students can partner and interact within the local community.

GASTON CAPERTON CENTER



The Gaston Caperton Center is a higher education regional campus facility located at 501 West Main Street in downtown Clarksburg, WV. The Center is a 36,000 square-foot facility that serves students from both Pierpont and Fairmont State University. The Center offers courses in General Business/Accounting, Liberal Studies, Criminal Justice, and the competitive Physical Therapist Assistant program.

Many other course offerings allow students to complete General Studies course requirements and make progress toward degree completion in several academic areas. The Caperton Center houses three computer labs, general meeting rooms, a full-service library, and two student lounges. With dedicated faculty, easy access, modern classrooms and instructional facilities, Gaston Caperton Center is a focal point of higher education in Harrison County.

THE PIERPONT CENTER AT MTEC



The construction of the Pierpont Center at Monongalia County Technical Education Center (MTEC) was completed in 2013, although Pierpont has delivered educational courses at MTEC for many years. The Pierpont Center at MTEC, an 8,400 square foot shared educational facility, has allowed Pierpont to expand course offerings in Morgantown to include programs in Early Childhood, Business Technology, and Information Systems. A variety of daytime classes are offered for many of its programs. MTEC is located just off Greenbag Road at 1000 Mississippi Street in south Morgantown.

BRAXTON COUNTY CENTER

Pierpont offers a variety of programs at the Braxton County Higher Education Center, in Flatwoods, WV, just off South I-79 Exit 67. Courses offered include General Education courses and Associate Degree programs. In addition, the School of Health Careers offers its Licensed Practical Nurse (LPN) program at the Braxton County Center.

ROBERT C. BYRD NAEC



The Robert C Byrd (RCB) National Aerospace Education Center (NAEC) is located in Harrison County at the North Central West Virginia (NCWV) Airport in Bridgeport, West Virginia. Operated by Pierpont, the Center's academic programs are part of Pierpont's School of Business, Aviation and Technology and include hands-on training from expert faculty members. The RCB NAEC was established in the fall of 1993 in support of the NCWV aerospace industry, and several programs in Aviation Maintenance are available.

MERCHANT STREET

The Merchant Street facility in Marion County, at 214 Merchant Street, in downtown Fairmont, is where students take classes for the School of Human Services Emergency Medical Services program. EMS students study to become paramedics and graduates are eligible for employment with public and private EMS providers, hospitals, and aero medical services.



UHC and WVU HOSPITALS

Pierpont has an official partnership with the Radiologic Technology programs of United Hospital Center (UHC), Bridgeport, WV, and West Virginia University Hospital (WVUH), Morgantown, WV, to offer an Associate of Applied Science Degree in Technical Studies, Radiologic Technology. Students complete general education courses at Pierpont and Radiologic Technology courses at WVUH or UHC through an integration of clinical and didactic assignments.

LEWIS COUNTY CENTER

The Lewis County Higher Education Center is the current headquarters for Pierpont's Regional Academics. A variety of courses are offered each semester, including General Education courses and Associate Degree programs. The Center is located at 205 Minuteman Drive, in the Lewis County High School, in Weston, WV.



Pierpont offers a number of programs for students looking to get ahead and for busy adults wanting to return to school. Pierpont's Special Programs are designed to help all types of students advance quickly in their academic careers. With programs like Early Admission and Evening College, high school students are able to conveniently earn college credit for courses, and our EDGE and Weekend College programs were developed with busy adults in mind.

EARLY ADMISSION

The Early Admission Program helps high school juniors and seniors get a head start on college while still in high school. By enrolling in Pierpont courses, high school students can receive high school credit plus college credit and take advantage of a valuable first-rate academic experience.

By participating in the program, students have the opportunity to make significant progress toward a college degree before even finishing high school. As an official college student, they have access to the full range of services offered at Pierpont.

Courses offered at the high school level for Early Admission are based on the request of the high school. Courses are typically part of a first-year college curriculum and have the identical course content, requirements, and evaluation components as the academic courses on the campuses of Pierpont. Early Admission courses are currently offered at the following high schools:

Braxton County High School

North Marion High School

Bridgeport High School

Notre Dame High School

Buckhannon Upshur High School

Preston County High School

Doddridge County High School

Robert C. Byrd High School

Elkins High School

South Harrison High School

Lewis County High School

Taylor County Technical Center

Liberty High School

Tygarts Valley High School

Lincoln High School

EVENING COLLEGE

The Evening College Program gives high school juniors and seniors an opportunity to take college courses for credit. Courses for this program are evening courses offered at our regional campus sites.

EARN A DEGREE, GRADUATE EARLY (EDGE)

The EDGE program allows high school students to complete a career pathways program at their high school or at any WV Career & Technical Center, including Calhoun Gilmer Career Center, Fred Eberle Technical Center, Marion County Technical Center, Monongalia Technical Education Center, Randolph Technical Center, and United Technical Center. Students participating in EDGE could earn free college credits at Pierpont by transferring their credits into any number of Pierpont programs, and they are also eligible for the EDGE to Success Scholarship.

EDGE credits transfer into several Pierpont programs, including:

SCHOOL OF BUSINESS, AVIATION & TECHNOLOGY

- Aviation Maintenance Technology
- Accounting, General Business
- Drafting / Design Engineering Technology
- Graphics Technology, Internet Publishing, Print Publishing
- Information Systems Technology
- Administrative Office Management, Medical Office Management

SCHOOL OF HEALTH CAREERS

- Health Information Technology, Laboratory Assistant
- Licensed Practical Nursing: LPN , Phlebotomy

SCHOOL OF HUMAN SERVICES

- Fashion Design, Interior Design
- Criminal Justice
- Homeland Security: Aviation, Criminal Justice
- Early Childhood, Para-Education
- Emergency Medical Services, Paramedic
- Culinary Arts, Dietary Manager, Pastry & Baking Arts
- Resort & Hotel Management, Events Management
- Paralegal Studies, Landwork Concentration

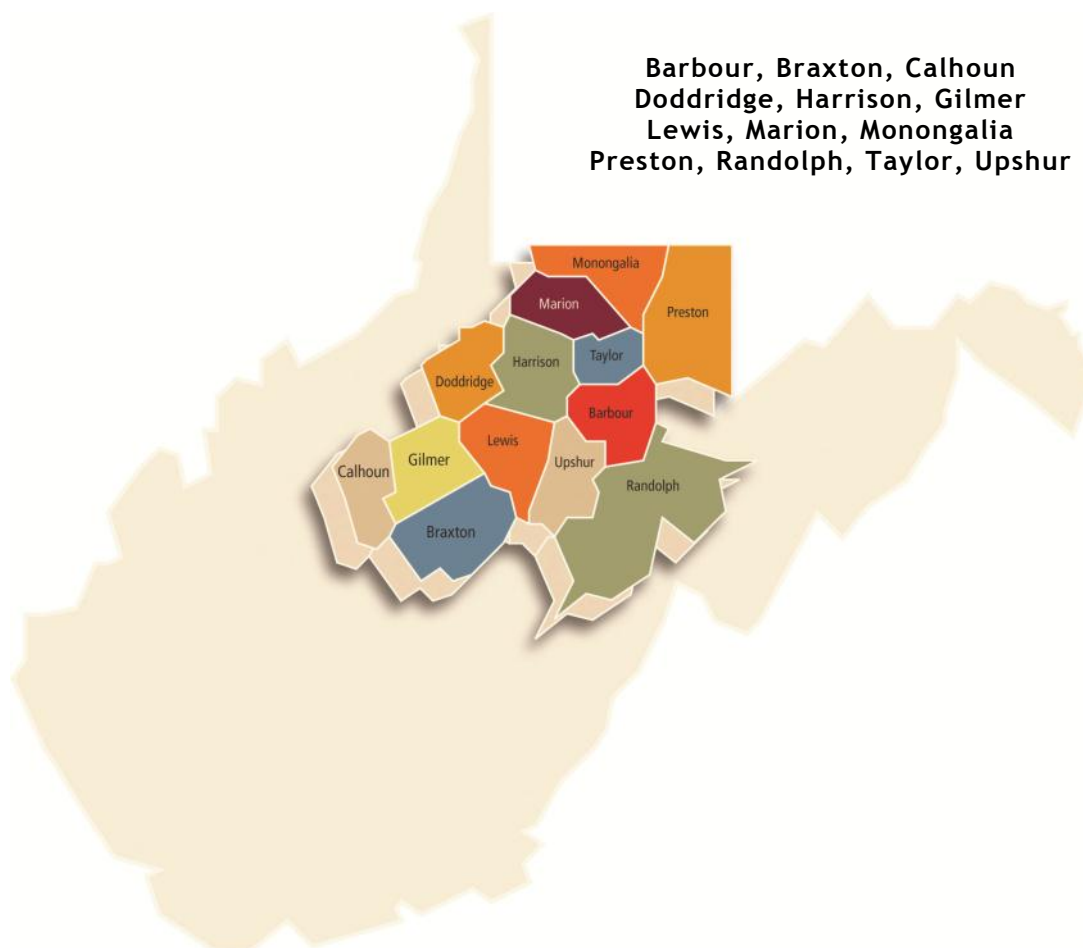
SCHOOL OF WORKFORCE EDUCATION

- Electric Utility Technician
- Mechatronics Technology
- Petroleum Technology
- Power Plant Technology

WEEKEND COLLEGE

For busy adults with career and family responsibilities, Weekend College provides an accelerated program designed for motivated learners. Courses are offered in consecutive 8-week terms. Two terms are offered during each of the fall and spring semesters. Students may enroll in the Weekend College program prior to the beginning of any 8-week term, provided they have completed the normal admissions process and meet any prerequisites for courses offered. Students attending the Weekend College program can complete an Associate degree in as little as 11 terms (approximately 2 1/2 years). Adding weekday, evening, or online classes can help them finish the program sooner.

PIERPONT 13-COUNTY SERVICE REGION



Despite some counties experiencing declines in population, Pierpont's 13-County Service Region overall is growing, having surpassed 400,000 people between 2010 and 2013. The population in Monongalia County is growing the fastest, in part due to its low unemployment rates and heavy concentrations in higher education and health care employment. Other counties experiencing population growth include Barbour, Doddridge, Preston, and Upshur.

Population Growth, WV and Pierpont 13-Counties

COUNTY	2010	2013	Percent Growth
WV	1,852,999	1,854,304	0.1%
Barbour	16,589	16,770	1.1%
Braxton	14,523	14,502	-0.1%
Calhoun	7,627	7,564	-0.8%
Doddridge	8,202	8,344	1.7%
Gilmer	8,693	8,672	-0.3%
Harrison	69,099	68,972	-0.2%
Lewis	16,372	16,452	0.5%
Marion	56,418	56,868	0.8%
Monongalia	96,189	102,274	6.3%
Preston	33,520	33,859	1.0%
Randolph	29,405	29,415	0.0%
Taylor	16,895	16,973	0.5%
Upshur	24,254	24,665	1.7%
County Totals	397,786	405,330	1.0%

Source: US Census Bureau, State & County Quick Facts, <http://quickfacts.census.gov/qfd/states/54000.html>

MEDIAN AGE

In Pierpont's 13-county service region in 2012, Monongalia reported that 28% of its population was aged 15-24, more than twice the percentage of West Virginia's overall rate, at 12.8%. Monongalia also had the youngest median age, at 29.7 years, followed by Gilmer County's median age at 38.2 years, while West Virginia's overall median age was 41.7 years. The other eleven service region populations had median ages in the 40's.

Twelve counties in Pierpont's service region had more than 50% of their populations aged 25-64, representing an opportunity to increase recruiting efforts for adult populations not already having a degree. Pierpont believes that the best way to enable individuals to enrich their lives and promote the growth of our service region and state is through learning, training, and further education.

2012 Population by Age Group, WV and Pierpont 13-Counties

COUNTY	Age < 15		Age 15-24		Age 25-64		65 and Older		Median Age
WV	317,689	17.1%	237,491	12.8%	988,284	53.2%	176,314	16.8%	41.7
Barbour	2,838	17.2%	2,202	13.4%	8,521	51.7%	2,932	17.8%	42.2
Braxton	2,421	16.7%	1,584	10.9%	7,695	53.2%	2,768	19.1%	44.8
Calhoun	1,226	16.1%	796	10.5%	4,129	54.3%	1,456	19.1%	45.9
Doddridge	1,256	15.4%	1,092	13.4%	4,458	54.5%	1,372	16.8%	43.0
Gilmer	1,051	12.0%	1,366	15.6%	5,047	57.8%	1,268	14.5%	38.2
Harrison	12,349	17.9%	7,856	11.4%	37,132	53.7%	11,804	17.1%	42.1
Lewis	2,764	16.9%	1,742	10.6%	8,818	53.9%	3,047	18.6%	43.6
Marion	9,366	16.5%	8,042	14.2%	29,417	51.9%	9,853	17.4%	41.2
Monongalia	13,515	13.5%	28,062	28.0%	48,328	48.2%	10,427	10.4%	29.7
Preston	5,333	15.8%	3,682	10.9%	19,244	56.9%	5,573	16.5%	42.5
Randolph	4,641	15.8%	3,480	11.8%	15,697	53.4%	5,566	18.9%	43.6
Taylor	2,888	17.0%	1,832	10.8%	9,364	55.1%	2,907	17.1%	42.8
Upshur	4,134	16.9%	3,691	15.1%	12,433	50.8%	4,219	17.2%	41.3

Source: WV Department of Health and Human Resources, <http://www.dhhr.wv.gov/bhhf/Sections/programs/ProgramsPartnerships/AlcoholismandDrugAbuse/Research/Pages/2014-County-Profiles.aspx>

DEMOGRAPHICS

In 2013, the distribution of males and females in Pierpont's 13-county service region fell within 2 percent of the 50.6% percent females in West Virginia overall, except in Gilmer county, which reported 39.7% females. Gilmer County also reported higher minority rates, at 15.9%, than the state overall minority population, at 6.2%, with Blacks or African Americans making up 12.8%, American Indians making up 0.9%, Asians making up 0.6%, and other or mixed races making up 1.6%. Monongalia County also had a higher minority population than the state overall, with Blacks or African Americans making up 3.9%, American Indians making up 0.2%, Asians making up 3.1%, and other or mixed races making up 1.8%.

2013 Population Demographics, WV and Pierpont 13-Counties

COUNTY	Females	White	Black	American Indian	Asian	Other
WV	50.6%	93.8%	3.6%	0.2%	0.8%	1.6%
Barbour	51.2%	96.8%	0.9%	0.5%	0.2%	1.6%
Braxton	49.6%	98.0%	0.6%	0.3%	0.2%	0.9%
Calhoun	49.8%	98.2%	0.3%	0.3%	0.2%	1.0%
Doddridge	45.9%	96.7%	1.6%	0.3%	0.3%	1.1%
Gilmer	39.7%	84.1%	12.8%	0.9%	0.6%	1.6%
Harrison	51.1%	95.9%	1.7%	0.2%	0.6%	1.6%
Lewis	50.4%	97.6%	0.6%	0.2%	0.4%	1.2%
Marion	51.0%	94.1%	3.6%	0.2%	0.6%	1.5%
Monongalia	48.5%	91.0%	3.9%	0.2%	3.1%	1.8%
Preston	48.5%	97.5%	1.3%	0.2%	0.2%	0.8%
Randolph	48.4%	96.9%	1.5%	0.3%	0.4%	0.9%
Taylor	49.4%	97.2%	1.0%	0.3%	0.4%	1.1%
Upshur	50.6%	97.3%	1.0%	0.3%	0.4%	1.0%

Source: US Census Bureau, <http://quickfacts.census.gov/qfd/states/54000.html>

MEDIAN HOUSEHOLD INCOME

Significant challenges to providing educational opportunities in Pierpont's 13-county service region exist. For instance, for the years 2009-2013, six counties were below the overall state poverty percentage of 17.9%, and ten counties had per capita income below the state's overall per capita income of \$22,966. Only four counties had median household incomes greater than WV's overall median household income of \$22,966, with Barbour, Braxton, Calhoun, Doddridge, Gilmer, Lewis, Randolph, Taylor, and Upshur falling below.

While lower incomes could mean that fewer students have the means to attend college, it also highlights an opportunity to identify Pierpont as a wise economic choice to adults and graduating high school students desiring a baccalaureate degree, especially for their first two years of college. It can also be an opportunity to make college more accessible by providing targeted scholarships, and it can be a means to help improve regional economic growth through skills attainment.

2009-2013 Financial Quick Facts, WV and Pierpont 13-Counties

COUNTY	% Below Poverty	Per Capita Income	Median Household \$
WV	17.9%	\$22,966	\$41,043
Barbour	17.6%	\$17,876	\$37,327
Braxton	22.0%	\$18,635	\$31,848
Calhoun	22.0%	\$18,053	\$31,679
Doddridge	15.5%	\$17,334	\$34,817
Gilmer	28.5%	\$17,870	\$38,442
Harrison	17.7%	\$23,309	\$43,183
Lewis	20.3%	\$21,175	\$36,199
Marion	15.9%	\$23,229	\$42,152
Monongalia	22.4%	\$25,846	\$44,173
Preston	13.2%	\$21,457	\$45,413
Randolph	15.9%	\$19,595	\$37,276
Taylor	19.3%	\$20,848	\$39,536
Upshur	18.4%	\$19,498	\$39,381

Source: US Census Bureau, State & County Quick Facts, <http://quickfacts.census.gov/qfd/states/54000.html>

EDUCATION ATTAINMENT LEVELS

For the years 2009-2013, while nine counties in Pierpont's 13-county service region reported that 80% or more of their population aged 25 and older are high school graduates, eight counties reported that fewer than 17% of their populations earned a bachelor's degree or higher. Monongalia County had the highest percentage of high school graduates, at 90.7%, as well as the highest percentage of persons having attained a bachelor's degree or higher, at 38.1%, far surpassing the state's overall 18.3% rate for bachelor's degree or higher attainment. Only three other counties, Harrison, Marion, and Randolph, have percentages higher than West Virginia's 18.3%. Six counties have a higher percentage of veterans than the state's 11.4% percent overall. Doddridge has the highest, at 13.3%, following by Randolph, at 13.0%.

Education Attainment Levels , WV and Pierpont Service Region

COUNTY	High School Grad or +	Bachelor's Degree or +	Veterans
WV	83.9%	18.3%	11.4%
Barbour	78.3%	11.5%	9.6%
Braxton	77.8%	11.2%	12.8%
Calhoun	76.6%	10.2%	9.8%
Doddridge	80.6%	12.4%	13.3%
Gilmer	76.7%	16.6%	10.1%
Harrison	86.9%	19.8%	12.4%
Lewis	84.7%	15.6%	11.1%
Marion	87.6%	20.3%	10.9%
Monongalia	90.7%	38.1%	7.2%
Preston	82.9%	12.6%	12.1%
Randolph	82.8%	19.1%	13.0%
Taylor	85.6%	15.5%	12.0%
Upshur	82.8%	15.4%	10.5%

Source: US Census Bureau, State & County Quick Facts, <http://quickfacts.census.gov/qfd/states/54000.html>

COLLEGE GOING RATES

While the overall college-going rate of West Virginia high school graduates decreased between 2012 and 2014, in Pierpont's 13-county service region Doddridge, Gilmer and Marion counties bucked the trend with increases. The most significant increase was in Gilmer County, going from 53.2% in 2012 to 62.5% in 2014. Like the state did overall, Braxton, Harrison, Lewis, and Upshur counties reported year-over-year declines, while Barbour reversed a 2013 decline with increases in 2014. Seven counties reversed 2013 increases in their college-going rates with declines in 2014, while one county, Barbour, reversed a decline in 2013 with an increase in 2014.

2012-2013 College-Going Rates, WV and Pierpont 13-Counties

COUNTY	2012	2012	2013	2013	2014	2014
	In-State	Overall	In-State	Overall	In-State	Overall
WV	48.40%	56.40%	48.20%	55.90%	46.30%	54.60%
Barbour	52.40%	53.80%	46.10%	48.90%	48.10%	49.40%
Braxton	54.20%	54.90%	40.90%	42.10%	37.40%	39.00%
Calhoun	30.1	34.2	36.50%	36.50%	27.00%	28.40%
Doddridge	35	38.8	41.50%	43.60%	40.70%	42.00%
Gilmer	48.4	53.2	48.10%	54.50%	57.80%	62.50%
Harrison	56.3	63.1	53.10%	57.60%	48.30%	53.20%
Lewis	48.1	55.6	49.40%	51.80%	42.10%	42.10%
Marion	47.7	50.8	49.20%	55.30%	51.20%	54.80%
Monongalia	56.7	67.7	58.90%	68.10%	52.10%	63.80%
Preston	39.2	46.3	40.50%	47.50%	34.00%	37.20%
Randolph	48	52.7	48.30%	54.30%	43.20%	47.90%
Taylor	53	53	59.60%	61.00%	40.80%	41.50%
Upshur	40.7	47.2	41.00%	44.60%	34.90%	36.90%

Source: West Virginia Report Card 2014, <http://www.wvhepc.com/wp-content/uploads/2015/01/Annual-Report-2014-Ir.pdf>

COLLEGE GOING RATES BY HIGH SCHOOL

A closer look at college going rates by high school reveals that the increase in Doddridge County's college-going rate was due to their increase in enrollments at West Virginia public 4-YR institutions and other non-public WV institutions of higher learning, while enrollments in out-of-state colleges and public WV 2-YR colleges actually decreased. Marion County's increase in their college-going rate for 2014 may be attributed to an overall decline of 62 fewer graduating high school students and 13 fewer high school graduates enrolled in college in 2014 than in 2012. In Gilmer County, despite an increase of only 2 high school graduates, enrollment in public WV 2-YR colleges increased by 4, and estimated total enrollment in WV institutions of higher education increased by 7.

Decreases in college going rates in Braxton, Harrison, Lewis, and Upshur coun-

ties may be attributable, in part, due to decreases in their numbers of high school graduates. For instance, Braxton County had 19 fewer high school graduates but 30 fewer students entering college overall, Harrison County had 57 fewer high school graduates but 106 fewer college enrollments overall, Lewis County had 16 fewer high school graduates but 32 fewer college enrollments overall, and Upshur County had 10 fewer high school graduates but 20 fewer college enrollments overall.

Although Barbour County graduated 19 more high school students in 2014 than in 2012, it had 3 additional college enrollments, with a decline of 2 in WV public 2-YR enrollments. Calhoun added 1 high school graduate, but had a decline of 4 in college enrollments overall. Monongalia added 12 high school graduates, but had 21 fewer college enrollments overall. Preston added 16 high school graduates but had 21 fewer college enrollments overall. Randolph added 17 high school graduates, with 7 college enrollments overall, and Taylor added 15 high school graduates and 9 fewer college enrollments overall.

In looking at 2012 and 2014 individual high school numbers for WV Public 2-YR institutions, Gilmer County High School added 4 enrollments, Bridgeport added 3, Lewis County High School added 1, Clay-Battelle added 3, Morgantown added 12, Elkins added 2, Tygart's Valley added 2, and Grafton added 1.

2012-2013 College-Going Rates by School, WV and Pierpont 13-Counties

COUNTY	HS Grads		Enrolled WV Public 2-YR		Enrolled WV Public 4-YR		Est Enrolled in WV Total		Est Enrolled Out-of State	
	2012	2014	2012	2014	2012	2014	2012	2014	2012	2014
WV	18,335	18,414	1,941	1,769	6,019	5,742	8,869	8,519	1,473	1,540
Barbour	143	162	8	6	32	35	75	78	2	2
Philip Barbour HS Complex	143	162	8	6	32	35	75	78	2	2
Braxton	142	123	17	6	52	26	77	46	1	2
Braxton County HS	142	122	17	6	52	26	77	46	1	2
Elmira Baptist Christian Acad	NA	1	NA	0	NA	0	NA	0	NA	0
Calhoun	73	74	8	5	11	14	22	20	3	1
Calhoun County HS	73	74	8	5	11	14	22	20	3	1
Doddridge	80	81	4	2	17	19	28	33	3	1
Doddridge County HS	80	81	4	2	17	19	28	33	3	1
Gilmer	62	64	1	5	27	27	30	37	3	3
Gilmer County HS	62	64	1	5	27	27	30	37	3	3

2012-2013 College-Going Rates by School, cont.

COUNTY	HS Grads		Enrolled WV Public 2-YR		Enrolled WV Public 4-YR		Est Enrolled in WV Total		Est Enrolled Out-of State	
	2012	2014	2012	2014	2012	2014	2012	2014	2012	2014
Harrison	767	710	67	39	308	243	432	343	52	35
Bridgeport	206	176	9	12	119	86	142	113	29	20
Liberty	134	125	12	6	43	37	68	52	3	1
Lincoln	137	136	12	12	55	40	77	59	4	4
Robert C. Byrd	159	152	27	4	45	42	82	67	9	4
South Harrison	99	87	5	3	29	23	41	32	2	3
Apostolic Christian Academy	1	4	0	0	0	0	0	0	NA	0
Berean Baptist School	1	NA	0	NA	0	NA	0	NA	NA	NA
Emmanuel Christian School	4	8	1	1	1	0	2	1	1	3
Miracle Meadows School	1	NA	0	NA	0	NA	0	NA	0	NA
Notre Dame	25	22	1	1	16	15	20	19	4	0
Lewis	187	171	12	13	50	42	90	72	14	0
Lewis County HS	187	171	12	13	50	42	90	72	14	NA
Marion	533	471	53	39	182	169	254	241	17	17
East Fairmont	198	151	16	12	56	61	78	86	8	6
Fairmont Senior	149	139	21	15	75	51	105	76	0	7
North Marion	181	181	14	12	50	57	68	79	7	4
Calvary Christian School	5	NA	2	NA	1	NA	3	NA	2	NA
Monongalia	742	754	24	34	371	340	421	393	81	88
Clay-Battelle	68	64	3	6	22	14	27	21	3	2
Morgantown	339	362	8	20	168	181	189	208	43	45
University	303	293	13	8	159	124	179	141	32	35
Lighthouse Christian Academy	2	NA	0	NA	1	NA	2	NA	NA	NA
Morgantown Christian Acad.	7	9	0	0	4	3	4	4	1	2
Trinity Christian School	20	23	0	0	15	18	18	19	2	4
Trinity Baptist Church School	NA	3	NA	0	NA	0	NA	0	NA	NA
Whitmore School	3	NA	0	NA	2	NA	2	NA	NA	NA
Preston	296	312	22	15	78	73	116	106	21	10
Preston HS	296	312	22	15	78	73	116	106	21	10
Randolph	275	292	5	9	64	52	132	126	13	14
Elkins	193	184	5	7	58	45	106	92	12	13
Harman	11	14	0	0	0	1	6	7	0	0
Pickens	1	2	0	0	0	1	0	2	0	0
Tygart's Valley	51	62	0	2	4	5	17	19	1	0
Elkins Christian Academy	NA	1	NA	0	NA	0	NA	1	NA	0
Highland Adventist School	5	4	0	0	2	0	2	2	0	1
Tygart Valley Christian Acad	14	25	0	0	0	0	1	3	NA	NA
Taylor	132	147	10	11	46	43	70	60	0	1
Grafton	132	147	10	11	46	43	70	60	0	1
Upshur	231	241	9	9	41	42	94	84	15	5
Buckhannon Upshur	231	241	9	9	41	42	94	84	15	5

Source: West Virginia College Going Rates, By County and High School, Fall 2012 and 2014



The WV Higher Education Policy Commission (WVHEPC) and Community and Technical College System of West Virginia (CTCS) report card for 2014 shows a continued drop in the number of WV high school graduates going to college. While the statewide system reported an overall enrollment decline of 8% from 2010, over this same time period Pierpont's enrollment was down 3%, while seven other WV CTCS colleges lost enrollments in excess of 10%.

In the WV CTCS system, the number of certificates and degrees awarded increased 17.1% from 4,011 in 2012-2013 to 4,696 in 2013-2014. Despite Pierpont increasing its awards of certificate and degrees from 380 in 2011 to 424 in 2012, awards were down 9.2%, to 385, in 2013. Yet this number ranks Pierpont third in the state for total number of certificate and degrees awarded, and 385 is slightly above our 5-year average of 381 graduates.

Pierpont has also seen a 17% increase in technical associate degree

completers between 2010 and 2014, and our six-year graduation rate of associate/certificate-seeking students improved from 22% to 26%. With most jobs today requiring more than a high school diploma but less than a four-year degree, we believe that Pierpont has a vital role to play in providing students of every kind the training and education necessary to participate in the workforce with the employment credentials necessary to meet the needs of employers.

Pierpont reported a large improvement in passing rates for students in Developmental English from 2010 to 2011. The passing rate moved from 40% to 50% and has held steady at 50% for the last three years. In Developmental Math, Pierpont reported a large improvement in passing rates in 2013, going from 48% to 60%, an improvement attributed to implementation of math modules. This developmental math passing rate is one of the highest in the state.

The WVHEPC/CTCS report also indicates a national trend towards dual enrollment, where high school students enroll in college courses with an academic or career/vocational focus. Whether they earn a certificate or an associate's degree, these students learn skills needed for success, and they are more likely to enroll in postsecondary institutions and have improved grade point averages and retention than their peers. Pierpont values its dual enrollment programs and its successes with many of its service region high schools.

Pierpont reported improvement in its one year retention rates, from 36% to 38%, and it ranks high in students continuing on to four year colleges directly after graduation. Of the 385 students who graduated last year, 253 enrolled in a bachelor's degree program the following fall. Only one other college in the WV CTCS system ranks higher on this metric, and Pierpont is one of three community colleges in the state to see an increase in this rate over the previous five years. Considering that the WVHEPC/CTCS report indicates a national trend towards multi-institutional attendance, we believe that Pierpont agreements with 4-YR institutions will continue to play a major role in increasing access and success for our students.



CLASS OF 2012 OPIONIONS SURVEY

According to the WVHEPC's Review and Analysis of the Class of 2012 High School Senior Opinions Survey, dated September 23, 2013, students cited college websites, direct mail, and e-mail as the three most important resources of college information. To keep in step, Pierpont is completing a technological upgrade of its website and infrastructure, and the conversion of its e-mail system to the Google platform was completed last year, along with adopting e-mail as an official form of communication with students.

Students cited affordability as an impediment to attending college, and it was also one of the reasons they were most likely to choose a specific college. Although Pierpont's tuition and fees for 2014-2015 are highest among WV community colleges, we believe that Pierpont's value shines when comparing total costs of certificate and degree programs and benefits provided by its many locations, facilities, and services that it shares with Fairmont State University. Pierpont specializes in preparing students in two years or less for the kind of work they really want to do.

When selecting a college, approximately 3 of every 4 students visited at least one college campus, and nearly 9 of every 10 said they plan to attend college. Of those, 70% hoped to earn at least a bachelor's degree, and an additional 10% hoped to obtain an associate's degree. To help students with their decision process, Pierpont offers numerous Open House events, personal and group campus visits, and academic Exploration Days with department and faculty meetings.



Parents were cited as the greatest help to students in making their decision to apply to college and in submitting the Free Application for Federal Student Aid (FAFSA). To help them finance their education, more than 8 of every 10 students planned to work, with approximately 8% planning to work full-time. Whether it's training for practical hands-on careers, like culinary arts, physical therapy assistant, power-plant technician, graphics arts, sign language interpreter, or aviation maintenance, Pierpont is practical and possible, regardless of one's age, financial status, or educational background. Pierpont provides financial aid services and expert and friendly staff to help students of every kind of circumstance navigate the sometimes intimidating maze of financial aid products.

EMPLOYMENT AND INDUSTRIES

In order to meet workforce projections, West Virginia needs 20,000 additional certificate or degree holders by 2018, with a majority of those positions being skilled technical jobs requiring less than a four-year degree but more than a high school diploma. According to the WV CTCS, 90% of the fastest growing jobs require education beyond high school, and jobs requiring associate degrees are expected to grow the fastest (32%). At Pierpont, students can earn a degree in high-demand jobs:

Hot Allied Health Jobs	Ave Salary	Pierpont Programs & Courses
Respiratory Therapist	\$55k	AAS Respiratory Care
Radiologic Technician	\$55k	AAS Radiologic Technician
Physical Therapist Assistant	\$52k	AAS Physical Therapist Assistant
Licensed Practical Nurse	\$41k	CAS Licensed Practical Nurse
Medical Laboratory Technician	\$37k	AAS Medical Laboratory Technician
Healthcare Data Management	\$37k	AAS Health Information Technology
Laboratory Assistants	\$29k	CAS Laboratory Assistant
Phlebotomist	\$29k	CAS Phlebotomy
Veterinary Technician	\$28k	AAS Veterinary Technology
Paramedic	\$26k	AAS Emergency Medical Services

Hot Technical Occupations	Ave Salary	Pierpont Programs & Courses
Landwork Professionals	\$90k	AAS Paralegal Studies: Landwork
Electrical Lineworker/Substation	\$67k	AAS Electric Utility Technology
System Administrator/Networking	\$55k	AAS Information Systems
Aircraft Maintenance Technician	\$51k	AAS Aviation Maintenance Technology
Drafter/CAD	\$50k	AAS Drafting & Design
Electromechanical Technician	\$46k	AAS Mechatronics
Oil and Gas Technicians	\$45k	AAS Petroleum Technology
Graphics Arts/Web Design	\$45k	AAS Graphics Technology
Power Plant Operators	\$43k	AAS Power Plant Technology

Hot Business Occupations	Ave Salary	Pierpont Programs & Courses
Dietician/Director of Food Service	\$66k	AAS FOSM: Dietary Manager
Pastry Cook	\$48k	AAS FOSM: Pastry & Baking
Paralegal	\$46k	AAS Paralegal Studies
Event Manager/Guest Services	\$43k	AAS FOSM: Resort & Hotel Mgmt.
Signer/American Sign Language	\$38k	AAS Interpreter Training
Government & Security Agencies	\$35k	AAS Criminal Justice
Interior Design/Home Staging	\$29k	AAS Interior Design
Fashion/Apparel Management	\$27k	AAS Fashion Design & Merchandising
Para-educator	\$27k	AAS Para-Education
Child Care Worker/Director	\$25k	AAS Early Childhood
Food Service Worker/Supervisor	\$18k	AAS FOSM: Culinary Arts

WORKFORCE PARTICIPATION

WVU Research Corporation's January 2014 report, From Higher Education to Work in West Virginia, 2012, examined employment and income for men and women who graduated from a public higher education institution and who stayed within the state to work after graduation. The research found that graduates who earned an associate's degree had the highest overall work participation rate, at 65.3%, while those earning a bachelor's degree and higher were less than 50%, except for those earning a Doctorate, which was less than 20%. The lowest work participation rate for those earning an associate's degree, at 56.6% for 2011-2002 graduates, was still higher than the highest participation rates of all other degrees.

Work Participation by Degree Earned

Graduation Year	Associate's (%)	Bachelor's (%)	Master's (%)	Doctoral Prof Pract (%)	Doctorate (%)
2001-2002	56.6%	35.9%	46.6%	34.5%	12.8%
2002-2003	60.7%	36.2%	47.8%	46.9%	12.8%
2003-2004	58.7%	38.4%	47.1%	40.1%	15.3%
2004-2005	63.1%	40.4%	48.4%	44.2%	12.3%
2005-2006	61.7%	42.4%	48.9%	40.2%	14.0%
2006-2007	66.2%	42.6%	47.4%	41.8%	22.2%
2007-2008	66.7%	43.6%	48.9%	45.0%	19.5%
2008-2009	68.9%	46.6%	50.4%	44.3%	20.5%
2009-2010	71.6%	48.0%	53.4%	43.7%	19.3%
2010-2011	70.2%	52.0%	52.5%	39.7%	25.4%
Total	65.3%	43.2%	49.3%	42.1%	17.9%

Source: <http://www.wvhepc.edu/wp-content/uploads/2014/01/Graduates-study.pdf>

The research also found that the overall average annual income for associate degree holders was \$34,475 in 2012, while income for associate degree graduates in 2001-2002 was \$41,636. The report found that income for associate degree graduates gained an average of 4.2% per year. Income for associate degree holders is likely to increase by over \$10,000 within 10 years of graduation, rising from \$27,485 dollars for 2010-2011 graduates to \$41,636 for 2001-2002 graduates.

SWOT ANALYSIS

A recent inventory of Pierpont's strengths, weaknesses, opportunities, and threats (SWOT) was performed by Dr. Gerald Bacza, Dean of the School of Business, Aviation and Technology, Jayvijay (Vijay) Raol, Coordinator and Associate Professor of Graphics Technology, and James Davis, Program Coordinator Business Technology. The analysis provided by the SWOT team confirmed many of the comments we heard during our External Stakeholders Conference, and the SWOT analysis was considered during our strategic planning process.

- **Strengths** are qualities and attributes that help us accomplish our mission.
- **Weaknesses** are qualities and attributes that can impede our progress or prevent us from maximizing our potential.
- **Opportunities** are present in the environment, normally arising from economic and industry conditions or government policy and technologic improvements.
- **Threats** are external conditions that can jeopardize our success or lead to instability and are uncontrollable

Although lowered enrollment and internal communication issues were commonly cited internal weaknesses, concerned and committed faculty that engage with students, modern and spacious facilities on campus, a responsiveness to industry needs, and our general and remedial education courses were cited as internal strengths. External threats, such as independent institutions with large advertising budgets, continued decreases in federal funding, and high paying energy jobs that lure students away from college, were all cited as negatively affecting Pierpont, while opportunities to recruit and educate non-traditional students and veterans, to expand non-credit programs and industry partnerships, and to better promote and advertise our programs were all cited as opportunities.

SWOT ANALYSIS		
INTERNAL	<p><u>STRENGTHS</u></p> <ul style="list-style-type: none"> • HLC Full Accreditation • General Education • Remedial Education <ul style="list-style-type: none"> • Faculty nucleus • Responsive to industry needs <ul style="list-style-type: none"> • Facilities 	<p><u>WEAKNESSES</u></p> <ul style="list-style-type: none"> • Retention • Low new student enrollment • Lack of institutional-wide marketing plan <ul style="list-style-type: none"> • Marketing plan integration • Internal communication • Customer service
	<p><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Non-traditional students (Veterans) • Non-credit programs (skill sets, etc.) <ul style="list-style-type: none"> • On-line learning • Industry partnerships • Informing industry about programs • Creation of additional, non-traditional revenue generators • Partnerships with the seven 4-YR institutions in our region 	<p><u>THREATS</u></p> <ul style="list-style-type: none"> • Alternative learning institutions (WVJC, Ross, etc.) • Decrease in population (graduating HS seniors) • High paying energy jobs (i.e., students work instead of attending school) • Alternative learning platforms (online, virtual classrooms) <ul style="list-style-type: none"> • Decreasing funds/increasing costs



Founded in 1974, Pierpont shares a beautiful 120-acre campus in Fairmont, West Virginia, with Fairmont State University (FSU). Pierpont values its historic links with FSU and in particular, values the unique and diverse options provided for students on the shared Pierpont/FSU campus. Because Pierpont recognizes that limited educational resources cannot support isolated “stand alone” campus facilities, as a community college we are committed to fully partner with the communities we serve.

Pierpont has seven 4-year colleges and universities within its 13-county service region. Pierpont has developed and will continue to pursue partnerships with each of these schools to provide additional opportunities for our students.

The College concentrates its energies and resources on its students, many of whom are the first generation of their families to attend college, adults returning to college or enrolling in higher education for the first time, and transfer students. The College, therefore, offers its diverse student body a wide range of programs, flexible scheduling, and support services, all designed to foster success. To strengthen intellectual development, all students pursuing a degree at Pierpont are engaged in a general education program, a body of coursework designed to expand their knowledge of civilization, society, scientific inquiry, and artistic expression while preparing them to think about interrelationships among disciplines and prepare for a lifetime of learning.

The College is committed to student learning and focuses its resources on programs that prepare students for careers and advanced education in West Virginia and beyond. Pierpont provides a broad spectrum of degree options in business and offers programs with specialized accreditation in engineering technology and health careers.

Pierpont is closely identified with its communities. Partnerships with business and industry, public schools, government agencies, and other organizations contribute to economic development; the College fosters enlightened and productive citizenship in its immediate location, the region, and the world.

PHILOSOPHY AND OBJECTIVES

Pierpont Community & Technical College, an undergraduate institution operating under the authority of the Pierpont Board of Governors, is governed by its president with the aid and advice of its Board of Governors, administrators, Faculty Senate, Classified Staff Council, and Student Government.

The College offers programs for career/technical education and is approved to grant Certificate of Applied Science Degrees and the degrees of Associate in Arts, Associate in Science, or Associate in Applied Science after two years of study. Pierpont considers that its broad objective is to educate its students as intelligent and productive persons, capable of participating in and understanding the world of the twenty-first century. Accordingly, the College seeks to provide a suitable environment for free and responsible inquiry into the nature, sources, and implications of human knowledge and culture; and it challenges students to promote their own intellectual, social, and personal development.

The College faculty serves this objective by guiding students in acquiring knowledge and by maintaining a dialogue with them. The College fully supports the idea of a well-educated society and upholds the academic freedom of its faculty and students, confident that the best interests of the community are served when the search for truth is imaginative and vigorous.

The College follows a liberal policy of student admissions and believes that it can help highly-motivated students to overcome many deficiencies in their academic preparation. Because academic standards are high, the Pierpont Community & Technical College degree represents a level of achievement respected throughout the nation.

Drawing many students from its immediate vicinity, the College welcomes the enthusiastic support it receives from Fairmont and surrounding areas. In return, it participates actively in community projects, shares its programs and facilities with the public, and serves the community as a center of information and culture.

When students enroll at Pierpont, we know that they're putting a foot onto the first rung of a ladder that will take them places they can hardly imagine now. Each step up the ladder adds skills, credentials, and experiences that can be used professionally, personally, and as members of a community.



ACCREDITATION

Accreditation is the process whereby a professional association or nongovernmental agency grants recognition to a school or program the ability to meet predetermined established criteria or standards. Accreditation includes approval of governance, curriculum, and quality of its faculty, adequacy of facilities, library, equipment, laboratories, and assessment. To assure its stature and academic excellence, a college obtains accreditation from both regional and national agencies and professional organizations and joins certain accrediting organizations.

COLLEGE ACCREDITATION AGENCY

The Higher Commission of the North Central Association (HLC)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(800) 621-7440
www.ncahlc.org

PROGRAMS WITH SPECIALIZED ACCREDITATION AGENCIES

Emergency Management Services (AAS)
Accreditation Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP)
3301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
(214) 703-8445
(214) 703-8992 Fax
www.coaemsp.org

Drafting & Design (AAS), Graphics Technology (AAS)
Association of Technology, Management and Applied Engineering (ATMAE)
1390 Eisenhower Place
Ann Arbor, MI 48108
(734) 677-0720
www.ATMAE.org

Food Service Management (AAS)
Culinary Arts Specialization (Identified as an Exemplary Program) 2012
Pastry & Baking Arts Specialization (Identified as an Exemplary Program) 2012
American Culinary Federation Education Foundation's Accrediting Commission

(ACFEFAC)
180 Center Place Way
St. Augustine, FL 32095
(800) 624-9458
www.acfchefs.org

Health Information Technology (AAS)
Commission on Accreditation for Health Informatics and Information Management
Education (CAHIIME)
233 N. Michigan Ave.
21st Floor
Chicago, IL 60601-5800
www.cahiim.org

Medical Laboratory Technology (AAS)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N River Road, Suite 720
Rosemont, IL 60018-5119
(847) 939-3597
www.naacls.org

Physical Therapist Assistant at Pierpont CTC is accredited by the:
Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, Virginia 22314
Telephone: (703) 706-3245
Email: accreditation.apta.org
www.capte.online.org 14 Pierpont C&TC Catalog 2014-2015 Version 1.1

Respiratory Care (AAS) (Provisional)
Commission on Accreditation for Respiratory Care (CoARC)
1248 Hardwood Road
Bedford, TX 76021-4244
(817) 283-2835
(817) 354-8519 Fax
www.coarc.com

Veterinary Technology (AAS)
American Veterinary Medical Association (AVMA)
1931 N. Meacham Road, Suite 100
Schaumburg, IL 60173-4361
(800) 248-2862
www.avma.org

Licensed Practical Nursing (CAS)
West Virginia Board of Examiners for Licensed Practical Nurses (WVBELPA)

101 Dee Drive
Charlestown, WV 25311
(877) 558-LPNS
www.lpnboard.state.wv.us

Partnership Program
Technical Studies, Radiologic Technology accreditations held by WVU Hospital & United Hospital Center
Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive
Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
www.jrcert.org

PROGRAM CERTIFICATIONS

Aviation Maintenance Technology Program
Federal Aviation Administration (FAA)
CFR 147, Code of Federal Regulations
800 Independence Way
Washington, DC 20591
www.faa.gov

Childcare Center Accreditation
Academy for Early Childhood Program Accreditation (NAEYC)
1313 I Street NW, Suite 500
Washington, DC 20005-4101
(202) 232-8777
(800) 424-2460
www.naeyc.org/accreditation

Pierpont Laboratory Preschool, licensed through the WV Department of Health, is a model Early Childhood Program inspired by the “Reggio Approach”

MEMBERSHIPS

American Association of State Colleges and Universities
American Council on Education
American Library Association
West Virginia Library Association
American Association of Community Colleges
NCWV Community & Tech College (CTC)/Career & Tech Education (CTE) Consortia

PIERPONT QUICK FACTS 2014-2015

Top 5 Majors - Associate Degrees: Liberal Studies, Business Technology, Criminal Justice, Food Service Management, Early Childhood Education

Top 5 Graduate-producing Certificates: Lab Assistant, Emergency Medical Services, Power Plant Technology, Licensed Practical Nursing, American Sign Language

Top 5 Graduate-producing Associate Degrees: Board of Governors, Food Service Management, Early Childhood Education, Veterinary Technology, Criminal Justice

FALL 2013 CREDIT STUDENTS

Age 25+: 33%

Female/Male: 58.6% to 41.4%

Minority: 15.3%

Full Time/Part Time: 72.2% to 27.8%

Pierpont students receiving some form of financial aid: 89%

Degrees and certificates awarded 2013-2014: 410

Retention rate (2011-2013): 58.7%

FACULTY AND STAFF

Pierpont has approximately 70 full-time faculty, 65% of whom have Master or Doctoral degrees. Pierpont employs approximately 189 part-time faculty. We continue to emphasize recruitment of faculty and staff to enhance our diversity. All faculty, even if part-time, are expected to hold the degrees and or certifications expected of an instructor in that field. Classified and non-classified staff also hold minimum credentials expected of their positions. All employees --faculty and staff-- are evaluated on an annual basis.





Pierpont's 2015-2020 strategic priorities, developed with our mission and vision at the forefront of our thoughts, represent the collective voice of our internal and external stakeholders. These priorities will provide guidance to help our institution and its decision-makers accomplish the work most critical to achieve success.

STRATEGIC PRIORITIES

- Focus the college community on student success
- Strengthen academic excellence
- Continuously improve the organization
- Support business, industry & community partnerships

Each strategic priority has goals and key strategies we will use to concentrate our efforts and practices to attain our vision and, ultimately, our mission. We acknowledge that we need the help of our partners in business, industry, education, and the community to be successful. In addition, the priorities deliberately align with the WV Community and Technical College System Master Plan and refer to industry best practices identified by the American Association of Community Colleges and the Department of Education. Now the real work begins...





Goal: Be an engaged campus, integral to the community

Key strategies:

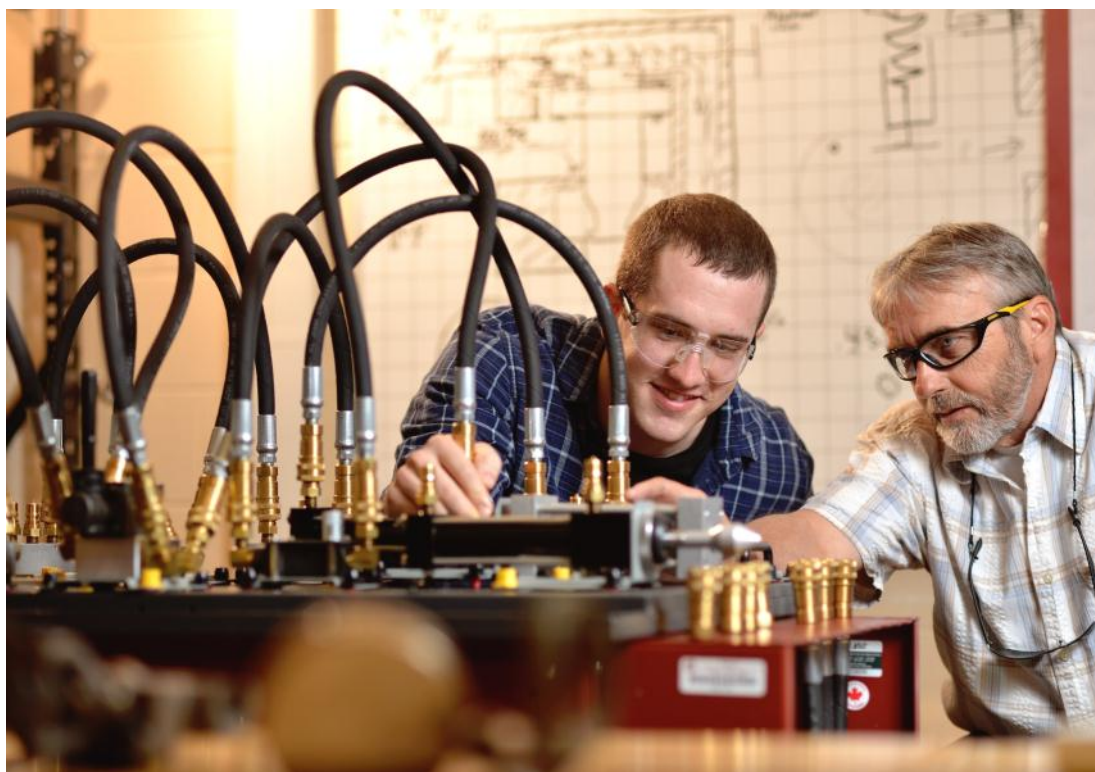
1. Attract diverse students to open and welcoming campuses
2. Engage all faculty and staff in student success
3. Increase participation in community engagement
4. Offer instruction through multiple delivery systems

Goal: Foster student achievement

Key strategies:

1. Share career opportunities and celebrate successes
2. Promote Pierpont Pride and Pierpont graduates
3. Increase retention activities
4. Feature individual programs





Goal: Ensure quality in curriculum and teaching

Key strategies:

1. Maintain accreditations of programs and the institution
2. Promote continuous improvement in programs and resources
3. Implement academic excellence initiatives
4. Engage faculty as Pierpont's intellectual leaders

Goal: Enhance college readiness and retention

Key strategies:

1. Increase student preparedness
2. Target underserved populations
3. Implement strategies that achieve a continuum of student success
4. Support enrolled students through structured services





Goal: Strengthen institutional effectiveness and accountability

Key strategies:

1. Ensure policies and procedures are effective and transparent
2. Improve accountability and ensure sound operations
3. Attract and retain qualified, diverse and dedicated employees

Goal: Improve the physical and technological infrastructures

Key strategies:

1. Optimize educational delivery systems and institutional support systems
2. Ensure the accuracy, security, and ease of use of the college's website and data
3. Demonstrate collaboration and innovation
4. Maximize use of physical facilities





Goal: Structure programs to economic & workforce priorities

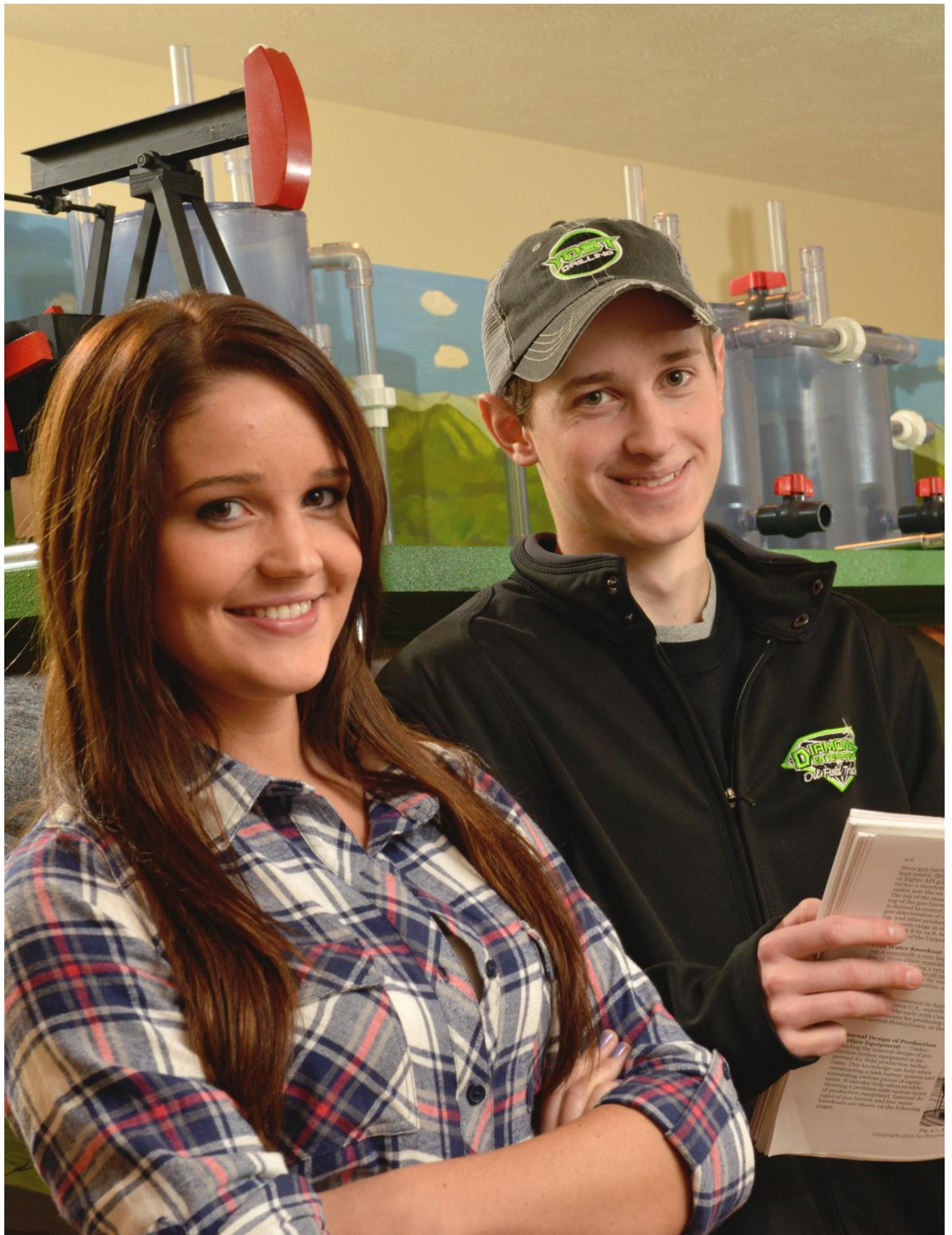
Key strategies:

1. Increase experiential and work-based learning opportunities
2. Implement models to track and communicate opportunities, data, and resources
3. Create structured pathways for ladder education and technical skills
4. Implement new credit and non-credit programs to meet demand

Goal: Leverage engagement with partners

Key strategies:

1. Develop and sustain relationships and opportunities
2. Conduct employer assessments
3. Invite collaboration for resources, learning, support and services
4. Improve and foster Advisory Board participation



PIERPONT BOARD OF GOVERNORS

Linda Aman
 James E. Griffin, Chairman
 Kelly Buchanan, Student Rep
 Kyle Hamilton
 Beverly Jones, Classified Staff Rep
 Early McConnell, Vice Chairman
 Rick Pruitte
 Sharon Shaffer, Secretary
 Barbara Pavel-Alvarez, Faculty Senate Rep
 Jeff Tucker
 Warren “Chip” VanAlsbury
 L. Eugene Weaver

STRATEGIC PLANNING COMMITTEE

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 Gerald Bacza, Dean School of Business, Aviation and Technology
 David Beighley, President, Faculty Assembly
 Dale Bradley, VP for Administration and Finance
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 Rob Linger, CIO, VP of Information Systems
 Leslie Lovett, Provost, VP for Academic Affairs
 Raymond Mainenti, Dean School of Academic Studies
 Rosemarie Romesburg, Dean School of Health Careers
 Mary Jo Rutherford, President, Classified Staff Council
 Paul Schreffler, Dean School of Workforce Dev, VP for Workforce Education
 Bo Sellers, Dir of Workforce Solutions/Community Engagement & Outreach
 Cyndee Sensibaugh, Executive Assistant to the President
 Jennifer Weist, Associate VP of Student Services
 Ron Weist, Interim Register

INTERNAL STAKEHOLDERS

Students, Faculty, Staff, and Administrators

EXTERNAL STAKEHOLDERS

Business & Industry Partners, Educational Partners, Community Partners

