Pierpont Community & Technical College
Strategic Enrollment Management Plan

Spring 2023 – Summer 2026

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Executive Summary

The mission of Pierpont Community & Technical College is to "provide accessible, responsive, comprehensive education that works" with a vision of "empowering individuals to transform their lives through education." These statements provide the foundation and guiding principles for a three-year Strategic Enrollment Management plan (SEP). To be as "responsive" as possible, this Plan is amenable to adaptation in the light of any future economic developments in the service region or an emerging need for trained workers to address a statewide imperative.

The SEP focuses on four guiding principles:

- *Recruitment*: All functions and endeavors to attract students to the college
- *Onboarding*: All functions and endeavors after a student is admitted to the college and through completion of the first 15 credit hours
- *Retention*: All functions and endeavors for a student to persist after the 15 credits
- *Student Success*: All functions and endeavors for a student to persist to the completion of the recognized credential that leads to employment or transfer

The details of the SEP are intended to be meaningful, manageable, and sustainable for the institution and are intended to assist the administration in allocating its limited human, physical, and fiscal resources. The SEP plan consists of an external environmental scan and internal scan focused on data to create future goals and strategies.

These scans were conducted using official sources of statistics, including but not limited to State Department of Education, US Department of Labor, Workforce West Virginia, institutional records retained in the Office of Institutional Technology, and the institutional Argos and Banner systems. Any other sources of data are otherwise indicated.

External Environment Scan

From an external environment scan, the landscape of post-secondary education within North Central West Virginia is highly competitive. Additionally, analyzing total enrollments within public elementary and secondary education students from seventh through 12th graders (see external environmental scan) shows service region enrollment appears to be stable through the 2027-28 academic year, provided there is no significant influx or exit of students. Within the service region 73.3% of individuals do not have a college credential.

According to WorkForce West Virginia, the region's top employers indicates that in all 13 counties, the Board of Education is a Top 5 employer; Walmart is a Top 5 employer in over half the counties. Twenty percent of the top employers (13 of 65) are medical facilities.

Information gathered from Bureau of Labor Statistics and Hanover Research has been analyzed and compiled by the Office of the Vice President of Information Technology. This dashboard displays regional and national labor growth and "student growth" as applicable to Pierpont degree programs (as displayed in external environmental scan).

Internal Data Review
In addition, the SEP reviewed internal data across the four guiding principles.

Over the last five years, the average enrollment funnel (individuals showing interest, applying, and enrolling):
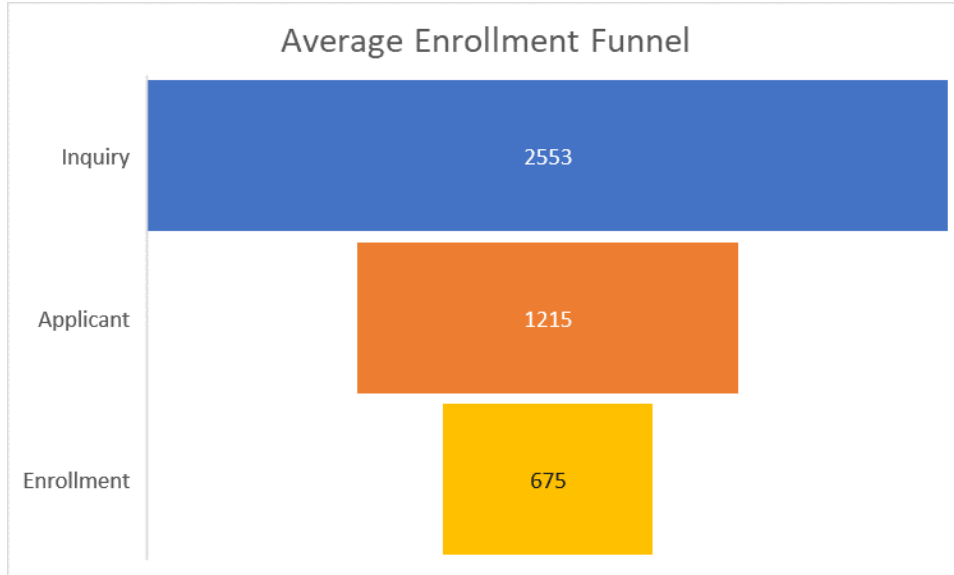
Enrollment over the last five years has been trending downward.
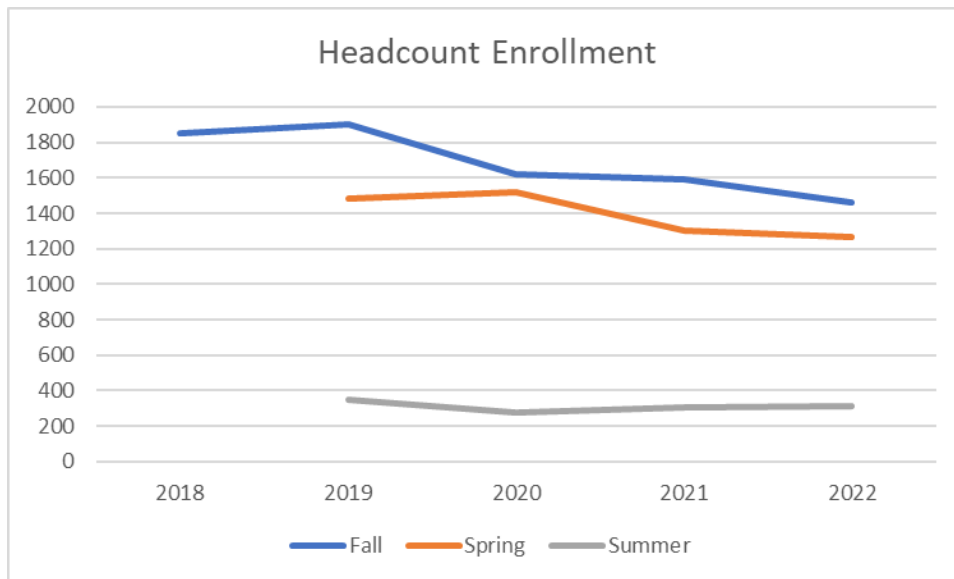
The following student types make up the Fall semester enrollments:
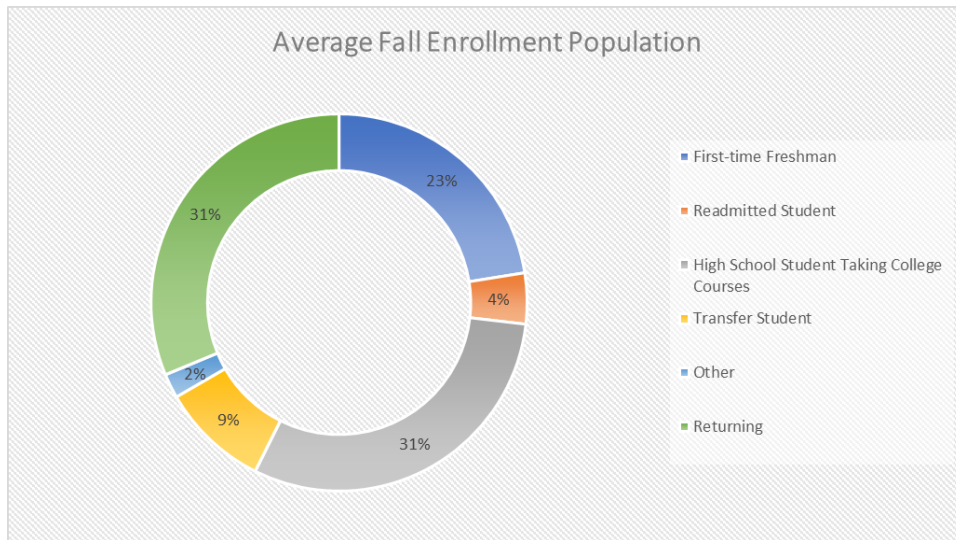
Over the past five years, Pierpont has awarded 2,038 degrees:
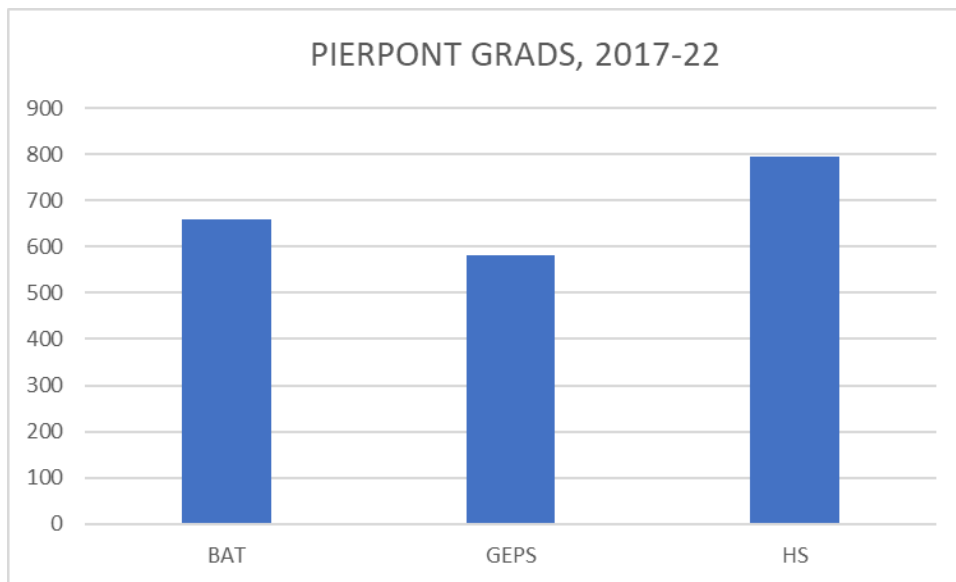
These enrollment and graduation snapshots "bookend" the Goals & Strategies that inform this three-year Strategic Enrollment Plan.

Goals

The four pillars of the strategic enrollment plan are (1) recruiting, (2) onboarding, (3) retention, and (4) student success. Each goal consists of four specific goals.

Recruiting

1. Build brand awareness to promote Pierpont identity.
2. Increase funnel conversion.
    a. Increase inquiries (25%)
    b. Increase conversion of Inquiries to Applications (20%)
    c. Increase conversion of Applications to Enrollments (15%)
3. Strengthen relations with community partners (high schools, adult education centers, employers, etc.)
4. Increase educational opportunities
    a. New academic program development at all credential levels
    b. New continuing education/workforce education offerings
    c. New articulation pathways for Pierpont graduates

Onboarding

1. Increase engagement in orientation activities, including facility with Learning Management System
2. Decrease the number of students who are administratively withdrawn due to financial obligations and or non-attendance
3. Identify and provide early intervention for at-risk populations
4. Decrease number of student "holds" that preclude second-semester enrollment

Retention

1. Increase overall retention, specifically
    a. Increasing persistence of Fall to subsequent Spring enrollments
    b. Increasing retention of Fall-to-Fall enrolments for associate degree-seeking students
2. Increase retention through alignment of guided pathways principles with model schedules
3. Increase student and faculty engagement with existing support services and co-curricular offices and activities
4. Reduce the number of students placed on academic probation and academic suspension (e.g., increase the number of students in "good standing" at the completion of each term)

Student Success

1. Increase the number of individuals who complete Pierpont programs, including the following:
    a. full-time students who graduate within 150% timeframe (3 years)
    b. part-time students who graduate within 300% timeframe (6 years)
    c. workforce participants/completers

2. Identify student attainment of all embedded credentials in degree programs
3. Increase the successful completion of prescribed graduation-related assessments:
    a. End-of-Program assessments as required by State CTCS
    b. National certifications
    c. General Education
4. Identify success metrics of Pierpont alumni, including employment and pursuit of other degrees.

Strategies

Recruiting Strategies
1. Provide a pervasive community presence through existing and new publications—including social and print media--coupled with a consistent presence in community organizations and at community events.
2. Increase and improve communication from inquiry to application to enrollment.
3. Strengthen and seek new partnerships with sources of prospective enrollments across all student types.
4. Create educational opportunities to open new markets to attract a broader student population

Onboarding Strategies
1. Strengthen orientation to and experiences between the student and the college within the first semester.
2. Increase and improve targeted communications with students in their first semester.
3. Increase use of Early Alert and related support services.
4. Increase communications to remove barriers that would preclude subsequent semester registration

Retention Strategies
1. Implement a retention CRM (constituent relations management) tool that encompasses data and streamlines communications.
2. Create comprehensive guided pathways to indicate embedded credentials and alternate semester starts.
3. Strengthen, expand, and innovate support services.
4. Assess Early Alert system for improved effectiveness

Success Strategies
1. Perform regular degree audits and include regular updates via academic advising.
2. Systematically award credentials as earned via a centralized system.
3. Redesign capstone courses to include support of comprehensive approach to all graduation assessments and national certification exams.
4. Engage alumni to highlight student success and encourage persistence to degree

Conclusion

In fulfilling this Plan, the importance of regular collection and analysis of data cannot be overstated. Many strategies include the collection and analysis of data from various campus offices and projects. This Strategic Enrollment Plan assumes that the data is available and accessible for compilation and review by those offices that carry out those functions.

Campus vetting of this Plan will determine the data points most crucial for Pierpont to analyze and archive routinely to inform ongoing discussions of institutional priorities.

Finally, this SEP has adopted the philosophy of "continuous improvement" instead of Key Performance Indicators (KPI). These KPI will be left to the discretion of the President's Executive Cabinet and subsequent discussions among the wider campus community and "designated Leads" for strategy follow-through. At that time, attainment targets can be set for selected Strategies.

Introduction

The mission of Pierpont Community & Technical College is to "provide accessible, responsive, comprehensive education that works" with a vision of "empowering individuals to transform their lives through education." These statements provide the foundation and guiding principles for a three-year Strategic Enrollment Management plan. To be as "responsive" as possible, this Plan is amenable to adaptation in the light of any future economic developments in the service region or an emerging need for trained workers to address a statewide imperative.

Primary Guiding Principle

Pierpont's tagline encapsulates the college's mission and vision: ***Education that Works.*** To live up to this commitment, Pierpont Community & Technical College must also "work" to ensure that its programming, outreach, and related activities address the needs of the students who commit their time and tuition to our institution.

This Strategic Enrollment Plan (SEP) has incorporated available institutional data, labor market statistics, demographics of the 13-county service region, and enrollments in the public-school systems we serve, including adult and career/technical education. In addition, the SEP has considered newer enrollment markets, such as homeschooled students and those in alternative high school settings.

The SEP acknowledges the commitments generated at the institutional Conversation Day, held October 28, 2022, as well as ideas contributed by Deans, Directors, and program coordinators throughout individual programmatic strategic planning. The Fall 2022 institutional Strategic Priorities planning intended to *focus the college community on success; strengthen academic excellence; continuously improve the organization; and support business, industry, and community partnerships.* The ideas generated in this SEP align with those Priorities.

In addition, the SEP incorporates principles of CAEL, the Council for Adult & Experiential Learning; the DegreeNow initiative of the WV HEPC; and select criteria of the Community College Survey of Student Engagement as appropriate to respective populations.

Specifically, this SEP will focus on Goals & Strategies specifically as they relate to growing and managing student enrollments via these four institutional activities:

- **Recruitment**: All functions and endeavors to attract students to the college
- **Onboarding**: All functions and endeavors after a student is admitted to the college and through completion of the first 15 credit hours
- **Retention**: All functions and endeavors for a student to persist after the 15 credits
- **Student Success**: All functions and endeavors for a student to persist to the completion of the recognized credential that leads to employment or transfer

Each of these operational functions is accompanied by four overarching Goals with a comprehensive list of Strategies, specified by student "type" as appropriate.

The details of the SEP are intended to be meaningful, manageable, and sustainable for the institution and are intended to assist the administration in allocating its limited human, physical, and fiscal resources.

This SEP has adopted the philosophy of "continuous improvement" instead of Key Performance Indicators, or KPI. These KPI will be left to the discretion of the President's Executive Cabinet and subsequent discussions among the wider campus community and "responsible parties" for strategy follow-through. At that time, attainment targets can be set for selected Strategies.

Below are definitions for each type of student applicant.

Institutional Terms

- **FT: First-Time Freshman:** Any student who has never attempted college as a degree-seeking student, graduating from high school in the current year.
- **FO: First Time Freshman "Other:"** Any student who has never attended college as a degree-seeking student and is NOT a current high school senior.
- **TR: Transfer:** Any student transferring from another institution and who has not earned a degree**.**
- **RT: Readmit:** Any student who has previously attended Pierpont Community & Technical College
- **CE: Continuing Education:** Any non-degree-seeking student in a CWE program.
- **POST-GRAD:** Any student attending Pierpont who has completed a bachelor's degree or higher.
- **High School Student Taking College Courses:** Students in high school (or younger) that are taking college courses
- **TRANSIENT/GUEST:** A student who is taking one or more Pierpont classes while primary enrollment is at another institution and does not intend to complete their degree through Pierpont.
- **OTHER:** Students who qualify for no other category and may be taking classes for "non-degree" purposes.

Job Title abbreviations will be used to signify suggested Strategy "Leads." The "Lead" role indicates the Office holder who is ultimately responsible for the Strategy activities.

That "Lead" designation may wish to invite colleagues at all levels to participate, and all Pierpont staff, faculty, and administrators are invited to contribute any ideas that they believe would enhance the Plan and lead to increased enrollment, retention, and student success. The institution welcomes the skills and talents and time of all internal stakeholders.

Institutional Job Title Key
- Provost – PROV
- Registrar-REGR
- VP of Advancement – VPA
- VP of Information Systems – VPIS
- VP of Human Resources – VPHR
- VP or Finance, Facilities & CFO – VPFF or CFO
- Associate Provost, Academics - APA
- Associate Provost, Student Services – APASS
- Director of Academic Advising – DAA
- Director of Marketing & Communications – DMC
- Director of Student Success & Completion – DSSC
- Director of Support Services (Counseling, Disabilities Services, Learning Strategies, Parents' Place) - DCDS
- Director of Workforce, Continuing Education, & Economic Development, DCWE
- Executive Director of Admissions, Recruiting, and Student Activities – EDAR
- Executive Director of eLearning – EDEL
- Dean, Business, Aviation, & Technology - DBAT
- Dean, General Education & Professional Studies – DGEPS
- Dean, Health Sciences – DHS
- Transitional Educational Specialist – TES
- Coordinator, Student Engagement - CSE
- Coordinator, DHHR Student Services - CDHHR
- Coordinator, Tutorial Services - CTS
- Coordinator, Veteran Affairs – CVA

External Environmental Scan

Pierpont Service Region
Pierpont is focused on providing "Education That Works" within the service region, metro region, and state of West Virginia. Pierpont's service region is comprised of thirteen counties in North Central West Virginia: Barbour, Braxton, Calhoun, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, and Upshur.

Three out-of-state contiguous counties comprise the metro region: Greene and Fayette in Pennsylvania, and Garrett in Maryland.

Challenges Overview
While it is important to look at "strengths" and "opportunities" in enrollment planning, it is also important to be mindful of the challenges to enrollment growth, including the following: the declining state population overall; the dwindling population of traditional college-going ages; the competition for students from other institutions of higher education in the service region with duplicated programs freestanding or embedded in baccalaureate credentials; and the expansive offerings of the career-technical education system that are a component of the K-12 public school system—not the Community & Technical College System as they would be in other states.

In addition, the Bureau of Labor Statistics/Hanover Group research compiled and presented via the Institutional Technology Office shows there is less than consistent and ideal alignment between Pierpont degree programs and employability options in the respective professions.

These apparent challenges, however, inspire the suggested strategies intended to increase enrollments and success rates of Pierpont students using existing resources primarily and through reconfiguring traditional design and delivery models across functional areas.

Another challenge is the open enrollment of programs. Because so many academic programs are "open" admissions, clearly communicating and streamlining the declaration of major and/or major "change" is crucial. Ensuring students are declared in the appropriate majors is essential for accurate reporting. Faculty advisors are encouraged to check that students on their advisee lists are indeed students in their assigned major; outliers should be notified to complete a "major change" form in a timely manner as to be recorded accurately in State and federal reporting. Official retention rates may appear lower than would be assumed by program course enrollments.

Market Competition: Higher Education
Pierpont is conveniently located within North Central WV; it is THE community college of north-central WV. Within Pierpont's service region, however, there are many four-year institutions, some of which offer associate degrees:

- West Virginia University – (Monongalia County)
- Fairmont State University (Marion County; *AS degrees: Architectural, Civil, Electronics, Engineering, Mechanical, Safety Engineering Tech; Nursing*)

- Davis & Elkins College (Randolph County, *AS degrees: Accounting, Business, Nursing; AA degrees: Criminal Justice, Hospitality/Tourism*)
- Alderson Broaddus University (Barbour County, *AAS degree: Surgical Technology; AS degrees: Business, Criminal Justice, Cyber Security; AA degrees: Education, General Studies, History, Human Services*)
- Glenville State University (Gilmer County; *AS degrees*: *Business; Criminal Justice; Forest Technology; Land Surveying; AA: General Studies.) Glenville State is also the only four-year college permitted to transcribe* EDGE credits.
- West Virginia Wesleyan College (Upshur County)
- Salem University (Harrison County, *AS degrees in Biology, Business Administration, Computer Science, Information Technology, Nursing; AA degree in Criminal Justice*)
- WV Junior College (Monongalia County and Harrison County)
  - Bridgeport: *Clinical Medical Assistant, Dental Assisting, Medical Billing/Administration; Nursing; Licensed Practical Nursing; and Information Technology; 9-month training programs in Dental Assisting, Medical Assisting, and Medical Office Admin*
  - Morgantown: *Clinical Medical Assistant, Information Technology, Medical Office Administration, Nursing; WVJC School of Nursing at Mon Health*

  Note: WVJC has purchased a mobile unit to deliver practical experiences to rural students

- Laurel College of Technology/Business Institute (Monongalia): *Accounting & Business Admin; Culinary Arts; Early Childhood Education; Medical Billing & Coding; Medical Office Administration, online through other in-person Laurel campuses; Clinical Medical Assistant, Cosmetology, Electrical Technician, Esthetics, Hairstyling, Massage Therapy, Nail Technician, Nursing (20-months), Phlebotomy Technician.*

This list of certificate and degree providers does not include institutions within the Metro Region, including Garrett College, which provides significantly reduced tuition for their residents and special reciprocity rates for many Pierpont service region counties.

Additionally, online colleges, such as ACE, Capella, Penn Foster, Southern New Hampshire University, Western Governors University and Arizona State University, offer flexible start times and confer degrees throughout the calendar year are engaging in intensive social media marketing.

Market Competition: Career-Tech Education
Beyond these higher education opportunities at other colleges, there are several career-tech evening and day programs offered through the vocational-technical centers that are administered by the public school system through "Career-Technical Education" centers or high school-located courses. Each of the thirteen counties in the Pierpont service region is assigned a Career-Tech Center, with Monongalia, Marion, Harrison, Upshur, and Calhoun/Gilmer serving as freestanding centers serve one or more counties.

All programs accept adult students in day programs as space permits, and some Centers have evening programs specifically for adult students. For example, the United Technical Centers offers an adult evening LPN program with free TEAS preparation classes. Marion Co. Offers an evening Electrical program for adults.

Day programs available to all ages include the following:

Automotive Technician; Agriculture Ed; Aerospace Engineering; Building Construction; Carpentry; CNA, Collision Repair; Computer Systems Repair; Computer Technician (COMP TIAA cert); Cosmetology; Drafting; Drone Technology; various Electrical Technology programs; Executive Office Assistant/Microsoft Office Specialist; HVAC: Law & Public Safety, Machine Tool Technology, Masonry, Medical Assistant, Metals Technology; Power Sports & Equipment, ProStart; several Therapeutic Services/Health Occupations programs, including CNA, Medical Assisting, LPN, Sterile Processing, and Surgical Tech, and Welding.

Population: US Census Data

An analysis of recent United States Census Bureau data across WV, the Pierpont service region, and metro area shows that 18.75% of the Pierpont service region population is under the age of 18, slightly less than the same demographic for the State overall. Sixty percent of all residents in the service region are aged 18-65, consistent with the State average. Half of those aged 16+ are in the workforce.

Residents in the Pierpont service region with a documented disability comprise approximately 12% of those under 65, less than the 14% State average.

Approximately 14% of the service region does not have a computer, and close to 22% do not have broadband/Internet in their home. These rates of home computer and Internet access are 2-3% below both State and metro region averages.

Residents over age 65 make up approximately 20% of the service region and state. This will likely be the norm for the foreseeable future.

In addition, the Pierpont's service region is home to approximately 20% of the State's 118,598 veterans and their families.

Furthermore, while the State's population is 93% White, the service region median is 96% White, making it even more challenging to increase percentages of racial minorities; however, IPEDS results for Fall 2021 show that Pierpont Community & Technical College is 93% White, which is more diverse than the service region overall.

Population: Public School Enrollments: 12ᵗʰ Grade

According to the WV Department of Education enrollment data, the pool for prospective full-time enrollments of traditional high school graduates has steadily declined from academic year 2013 to the present: in 2013-14, the WV public school system recorded 278,145 end-of-year enrollments; in academic year 2020-21, only 249,375, a loss of 28,770 student enrollments (See Appendix A).

As indicated in Appendix A, the total number of high school seniors has remained consistent over the past five years, with population losses affecting the Pierpont service region less dramatically than other parts of the State. In fact, Doddridge, Gilmer, Monongalia, and Upshur counties report their highest enrollment of high school seniors in the 2022-23 school year.

Population: Public School Enrollments: Rising High Schoolers

An examination of total enrollments of seventh through 12th graders (See Appendix B) shows that service region enrollment seems stable through the 2027-28 academic year, provided there is no significant influx or exit of students.

Any student exodus may come from the availability of the Hope Scholarship for charter schools and the increasing national popularity with homeschooling. WV News Media reports that only 5.4% of WV households participated in homeschooling in Spring 2020; reported that 5.4% of WV households participated in homeschooling; this increased to 16.6% in Fall 2020.

Pierpont will need to not only strengthen relationships with the traditional school system but forge connections with homeschooling organizations, alternative schools, and Healthy Grand Families organizations to meet WV students and families "where they are," which is less likely to be in the traditional public school system.

County Enrollment of Service Region

As indicated, eight of the 13 counties have the largest potential graduating class for the year 2026 provided the current 9ᵗʰ grade enrollments remain stable. See Appendix B.

Population: Service Region High School Grads Matriculating to College: FTF

As indicated in Appendix C, the Top 3 counties in the Pierpont service region that send the highest percentage of high school graduates to college immediately upon graduation are Monongalia, Marion, and Gilmer County. The counties with the lowest college-going rates of recent high school graduates are Preston, Upshur, and Calhoun. It may benefit Pierpont to develop a recruiting technique unique to each county it serves.

For example, as the data below indicates, while Preston County may send fewer of its high school graduates to college, only three other counties in the Pierpont service region have a greater representation than does Preston County. (See Service Region matriculation to Pierpont.)

Population: Service Region Matriculation to Pierpont

Pierpont's enrollment has been consistently 97% "West Virginian." Out-of-state enrollments have exceeded tuition-reduced metro region enrollments for five of the previous six Fall terms; only in Fall 2021 have "metro" regions provided more students than have out-of-state areas not

included in the "metro" territory. Appendix D details in-service region, in-state, out-of-state, and metro enrollments.

Enrollment from counties within the college's 13-county service region accounted for 78-86% of all enrollments. Appendix E details headcount and FTE enrollment by county within Pierpont's service region

Population: Adult Learners
West Virginia has a goal to "equip 60% of West Virginians with a Certificate or Degree by 2030" according to the West Virginia Higher Education Policy Commission and WV Climb. In 2019, "43% of West Virginians aged 25-64 hold at least a certificate or certification."

WV HEPC predicts "60% of working-age West Virginians will need a certificate or degree in order to meet future workforce demands". Appendix F displays the 2019 educational attainment data for West Virginians within Pierpont's service region.

Monongalia County enjoys the highest credential attainment in the Pierpont service region, with a degree attainment rate almost 20% higher than other counties in the service region.

Counties with the lowest credential attainment are Calhoun, Gilmer, and Lewis. Recruitment strategies for adults should consider these credential gaps and how to help the State achieve its goal through specific outreach in these parts of the Pierpont service region. Strategies that appeal to counties with higher degree attainment rates can focus on expanding dual enrollment opportunities and/or degree attainment through major employers in that area.

Top Employment Centers
Labor Market Information provided by WorkForce West Virginia indicates that the unemployment rates of WV are traditionally higher than national averages, and the annual average wage lags by approximately $17,000.

An examination of the region's top employers indicates that in all 13 counties, the Board of Education is a Top 5 employer; Walmart is a Top 5 employer in over half the counties. Twenty percent of the top employers (13 of 65) are medical facilities. In fact, Monongalia County's top employer, WVU Health Systems, is the number one largest company in West Virginia.

Current Top Employers

The top employers, by each county within Pierpont's service region, is depicted in Appendix G.

 Employment Outlook Relative to Pierpont Degrees
Information gathered from Bureau of Labor Statistics and Hanover Research has been analyzed and compiled by the Office of the Vice President of Information Technology.   This *Power BI* dashboard displays regional and national labor growth and "student growth" as applicable to Pierpont degree programs.

"Region" refers not only to the Pierpont 13-county service region but the entire state of WV, as well as Ohio, Pennsylvania, and Maryland. Student "growth" is synonymous with student "demand."

Seven of the 32 Certificate and Associate degree programs (22%) indicate both regional and national growth potential: *Veterinary Assistant, Petroleum Technology, Criminal Justice, Cyber Security, Health Sciences, Respiratory Care, and Physical Therapist Assistant.*

Fifteen of the remaining 25 programs (60%) do not display growth in the WV region, but do display growth nationwide: *Applied Processes Technology, Advanced Welding, Medical Lab Technology, Paralegal Studies, Liberal Studies, EMMS (Certificate); Health Information Technology, Radiologic Technology, Medical Billing and Coding, and Interpreter Training; Business, Early Childhood, Drafting/Design, EMMS (AAS), and Graphics Technology*.

Programs that indicate a 0% in all "growth" and "interest" markers (*Lab Assistant, Aviation Maintenance, Occupational Development, and Veterinary Technology*) are "established."

The programs that indicate negative growth both regionally and nationally (*Board of Governors, Food Service Management, LPN, Information Systems, and Electric Utility Technology*) may have anecdotal evidence or time-sensitive conditions that affect those percentages. (It is imperative that degree programs maintain active and current technical advisory councils that meet regularly and keep the degree programs apprised of industry trends and employer expectations.)

One program, *Applied Design*, displays no growth opportunity regarding labor prospects but does display student interest.

Program coordinators and academic advisors should remain aware of all "growth" indicators to help students make informed decisions about their professional prospects and continued education and inform any decisions that may be made regarding program revisions. Appendix H identifies labor growth and student demand for each of Pierpont's degree programs. This data is factored in assessing program viability for Pierpont's degree programs.

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Internal Environment Scan

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In addition to an environmental scan of the external factors affecting potential enrollments, an examination of Pierpont-specific data across all four pillars (Recruiting, Onboarding, Retention, & Success) will inform the strategies under each set of respective goals.

Below are data regarding enrollments as reported in Argos, the institutional data management system. Unlike IPEDs reports, these numbers are not "frozen in time" but reflect more detailed demographic profiles.

The SEP considers the overall "funnel," from inquiry to application to enrollment to retention/persistence to graduation or other "successful completion" metric. This five-year data review reflects full-time and part-time enrollments via "headcount" (unduplicated students) and FTE (full-time equivalencies.)

Enrollment in Academic Programs
Appended are institutional reports generated by the Office of Admissions. These appendices showcase the internal funnel data. The funnel reflects inquiries, applications, admissions, and enrollment:

- Appendix I: Enrollment Funnel
- Appendix J: Inquiries by Student Type
- Appendix K: Applicants by Student Type
- Appendix L: Enrollment by Headcount and Distribution of Enrollment by Type
- Appendix M: Headcount Enrollment by Student Type

Delivering college coursework to high school students has become a national expectation and, in West Virginia, especially, offers the college experience to students who may not otherwise have been afforded that opportunity.

The WV State Community & Technical System reports that approximately 67% of all students in 2021 who completed at least one college course while in high school go on to college immediately upon graduation. This is a significantly higher matriculation rate than it is for the general high school population. (See Environmental Scan for county-by-county college-going rates.)

Spring semester headcounts indicate fewer dual enrollments, but that rate rose steadily from 22% to 30% from Spring 2019 to Spring 2022. Appendix N details headcount enrollment by student type for the spring academic terms.

Summer headcount enrollment data by student type is presented in Appendix O. While summer enrollment for new admits may not appear significant, there appears to be room for growth within the transient/guest population (classified as "other") from the many neighboring institutions, as well as in dual enrollment populations.

Enrollment in Workforce Education Programs
Pierpont contains a Center for Workforce Education (CWE), which offers corporate training, customized training, continuing education, and community-based education.

Prior to tracking in the institutional BANNER system, all enrollments regarding CWE were maintained in a *Lumens* database. Below are enrollments in CWE courses and programs for fiscal years 2017-2019 (through June 30, 2020) as recorded in the Lumens systems that display delivery of **2,674** learning experiences with a total of **2,493** graduates, a **93%** successful completion rate. Appendix P details CWE's offerings between 2017 and 2019.

Since 2020, the WV Department of Education has since deemed four-year institutions to be the more appropriate provider of teacher recertification credits (i.e., providing 300- or 400-level coursework training). If those Teacher Recertification courses were discounted from these fiscal years, graduates total **1362**.

Beginning in 2020, reports of CWE "graduates" have been maintained in the Banner system, indicating **605 graduates** from the fiscal year 2020 to the present. Appendix Q details CWE's programmatic offerings from 2020.

The academic administration, including both CWE directors and Deans, are encouraged to pursue academic degree programming that can blend CWE and academic offerings to build upon—but not duplicate--CWE course and program completion.

For example, the State's need for more substitute teachers in the public school system could perhaps be addressed through relevant CWE training (not official "recertification" classes) for degree holders interested in transitioning into the classroom. Likewise, all those professionals transitioning out of the classroom may be interested in pursuing CWE options.

The national public sentiment toward higher education indicates that the service region would look favorably upon more training opportunities that lead to industry-recognized certifications and credentials. Such credentials could be created in CWE and satisfy specific course requirements in the degree programs as appropriate. For example, a QuickBooks course might satisfy the outcomes for the credit-bearing "Computerized Accounting" class. Indeed, completion of CWE credits could provide a gateway to eventual degree attainment that could complement the CWE credential and enhance the student's employment prospects.

Onboarding
Data regarding "onboarding" is currently localized in individual service offices. Pierpont has acquired a **C**onstituent **R**elationship **M**anagement tool, that in connection with the Office of IT's *PowerBI* data dashboard, will facilitate data collection and reporting and will provide a centralized source of institutional information for all end users.

All information is currently available but archived in various ways for different audiences. As a result, more streamlined data collection and analysis of "onboarding" activities and student indicators is subsumed in the Strategies for this goal.

The SEP assumes that all such data is available for compilation and subsequent analysis by respective service areas, including the following:

- *Orientation Engagement*
- *FAFSA and WV Invests grant completion*
- *Financial aid and Credential Holds data (including average student balances at start of term, end-of-term, and college/high school transcript issues)*
- *HelpDesk ticket summary (enabling of student accounts, for example)*
- *Blackboard Assistance ticket summary (confusion between LMS and UCA issues, for example)*
- *First-week non-attendance summary*
- *Four-Weeks grades summary*
- *Tutorial Services requests/contacts, both in-person and online*
- *Academic advising contacts*
- *Early Alert referrals and follow-up across faculty and staff*

- *Student and faculty engagement with Innovative Educator and LinkedIn resources*
- *Rates of "satisfactory academic progress" per semester*
- *Annual compilation of historically difficult courses (DFW lists)*

Onboarding and Retention Strategies will be informed by accurate and timely collection and compilation of the aforementioned data.

Retention
Retention of students is typically examined for Fall to Spring and Fall to Fall..

Historically, Pierpont has reported institutional retention through the **I**ntegrated **P**ostsecondary **E**ducation **D**ata **S**ystem. IPEDS is available to the public and provides detailed information of Pierpont student enrollments and comparisons across the cohort. Retention and graduation rates, however, are reported only for first-time students.

IPEDS reports for the Fall 2019 cohort indicate an institutional retention rate of 53% for full-time students, as compared to 57% for Pierpont's cohort institutions; however, the retention rate of part-time students was 43% at Pierpont and the cohort rate just 37%.

The Office of the VP of Informational Technology has created an institutional dashboard, *PowerBI*, that currently has limited distribution among administrators but is being finalized for use by the broader campus community. Institutional retention data is presented in Appendix R. This retention data includes workforce education (e.g., continuing education) and non-degree-seeking students, yielding a rate that appears lower than rates within academic schools.

Retention by Academic School
Reviewing and compiling the programs of each academic school yields Fall to Fall retention data, presented in Appendix S. Across all schools, excluding CWE or non-degree data, the retention rate averages 56%.

Success
The IPEDS Data Feedback Report 2021 indicates a 29% graduation rate for students graduating within 150% of time frame, below the national cohort's 37% graduation rate for the cohort of 2017, the most recent available for reporting.

The 2016 cohort displayed the following rates of graduation within "normal," "150%," and "200% of normal" time frames, respectively: 16%, 27%, and 30%. All time frames were below the national cohort by 6, 7, and 8% each, respectively.

PELL grant recipients at Pierpont for that reporting year had a 23% graduation rate, eleven points lower than the national Pell cohort rate of 34%. Pierpont students receiving Stafford loans graduated at the rate of 24%, closer to the cohort average of 29%.

Pierpont graduation rates for students not receiving PELL and or Stafford loans were just below the national cohort average: 39% as compared to 41%.

The *PowerBI* institutional dashboard created in the Office of the VP of Information Technology indicates degree counts and "unduplicated" counts of students receiving certificates and degrees. Beginning in academic year 2020-21, the institution began recording those academic credentials "lower" than a certificate in the graduation count; thus, numbers appear much higher due to the inclusion of Skill Set and Advanced Skill Sets awarded. Appendix T details the number of degrees between 2017 and 2022. Subsequent examination of the data demonstrated degrees by academic school (See Appendix U). The School of Health Science produced the highest number of degrees between 2017 and 2022.

General Education Assessment

Pierpont cyclically assesses and evaluates four general education outcomes: (1) quantitative literacy, (2) written communication, (3) oral communication, and (4) digital literacy. To date, Pierpont has assessed quantitative literacy, written communication, and oral communication. Assessment data is present. Of those students sampled and for whom assessment data was collected:

> ### Quantitative Literacy
> 54% *developing* (22% national comparison)
> 44.5% *proficient* (51% national comparison)
> 1.5 % *advanced* (27% national comparison)
> 71.4% successful completion of MTH 1207 & 1208 (3CH)
> 64.6% successful completion of MTH 1207 & 1208 (4CH)

> Data reveal that (a) basic operations (i.e., number/operations) as an area of deficiency and (b) students enrolled in 3CH courses perform higher in competencies.

> ### Written Communication
> 70.5% *developing* (43% national comparison)
> 25.5% *proficient* (43% national comparison)
> 4.25% *advanced* (15% national comparison)
> 4.6 (6.0 national comparison) on written essay
> 91.1% successful completion of ENGL 1104 (3CH)
> 62.4% successful completion of ENGL 1104 (4CH)

> Data reveal that students enrolled in ENGL 1104 (4CH) outperformed in mean scores in the knowledge of social and rhetorical situations, conceptual strategies, and language use and conventions.

> ### Oral Communication   Collecting data with standard rubric

Summary

> The Director of Assessment has made recommendations for collecting assessment data and suggestions for improving student learning outcomes in quantitative literacy and written communication, which will be shared during professional development week in January 2023.

State End-of-Program Assessments

Every AAS degree program is to administer an "occupation-specific" state or national exam to all graduating students, per State of WV Community & Technical College System.

Pierpont programs have selected the end-of-program exams by discipline. In many instances, the certification or credentialing exams within the respective disciplines do not correlate to an end-of-program assessment of the overall academic program. Appendix V depicts those identified exams. Only two-degree programs post their certification pass rates on the institutional website: *Medical Lab Tech* and *Physical Therapist*.

Many certification tests are available only to students once they have earned the degree, which creates an issue with timely participation in testing. Most majors do not have an external accreditor that offers a certification exam.

To improve participation and performance rates in End of Program assessments—whether administered prior to or after graduation--program coordinators are encouraged to archive test results for ready access for ongoing discussions of program improvement.

Goals and Strategies for Strategic Enrollment

Goals for Strategic Enrollment
Based on the demographic, education, and labor market presented in the Environmental Scan and in available institutional data, the goals of this SEP focus on promoting Pierpont in general, strengthening communications and relationships with prospective students, revising/refreshing program offerings and pathways, and re-imagining Pierpont academic and student services in ways that will yield improved institutional performance and an improved student experience.

The goals focus on four primary areas: Recruiting, Onboarding, Retention, and Student Success.

Recruitment
1. Build brand awareness to promote Pierpont identify
2. Increase funnel conversion
    a. Increase Inquiries by 25%
    b. Increase conversion of Inquiries to Applications by 20%
    c. Increase Conversion of Applications to Enrollments by 15%
3. Strengthen relationships with community partners (i.e., high schools, adult education centers)
4. Increase educational opportunities including:
    a. New academic program development
    b. New continue education/workforce education offerings
    c. New articulation pathways for Pierpont graduates

Onboarding
1. Increase engagement in orientation activities, including facility with Learning Management System.
2. Decrease number of students who are administratively withdrawn due to financial obligations and or non-attendance
3. Identify and provide early intervention for at-risk populations
4. Decrease number of students who have holds restricting second semester enrollment (targeting credentials & financial obligations)

Retention
1. Increase overall retention, specifically by:
    a. Increasing persistence of Fall to subsequent Spring enrollments
    b. Increasing retention of Fall-to-Fall enrollments for associate degree seeking students
2. Increase retention through alignment of guided pathways principles with model schedules
3. Increase student and faculty engagement with existing support services including early alert, tutoring, and co-curricular student activities
4. Reduce the number of students placed on academic probation and academic suspension

Student Success
1. Increase number of individuals who complete Pierpont programs, including:
    a. full-time students who graduate within 150% timeframe (3 years)
    b. part-time students who graduate within 300% timeframe (6 years)
    c. increase the number of workforce program completers
2. Identify student attainment of all embedded credentials in degree programs
3. Increase the successful completion of prescribed capstone assessments:
    a. End-of-Program
    b. National Certifications
    c. General Education
4. Identify success metrics of Pierpont alumni, including employment and pursuit of subsequent degrees

Strategies for Strategic Enrollment
To help Pierpont team members achieve goals for students' success, Pierpont has developed the following strategies, aligned with each goal. Strategies are developed for each year within a three-year cycle, and team leaders, tasked with coordination, documentation, and assessment, are identified.

Recruiting Strategies
There are recruitment strategies applicable to the overall student population and strategies that are more appropriate for specific student "types."

All recognized student types are addressed, except for "transient" and "post-graduate." While Pierpont serves transient and post-grad students, the institution's mission is directed primarily toward the other types that dominate institutional enrollments.

Strategies for "transient" and "post-graduate" types, however, can be added at any time if the strategies related to "full-time other" do not prove to subsume these types.

Recruitment (Overall)

The overall recruiting strategies encompass branding, improved funnel conversion rates, strengthened partnerships, and increased educational opportunities.

	Lead	Timeline
Branding		
Continue "Network," the quarterly news magazine.	DMC	Year 1
Create a public relations events calendar for institutional representation throughout service region; communicate upcoming events centrally and consistently	DMC	Year 1
Develop a passive advertising campaign including billboards and posters in community locations	VPA	Year 1
Produce videos for strategic distribution	DMC	Year 1
Illuminate success stories in Pierpont LinkedIn and institutional social media	DMC	Year 1
Align marketing with national designated weeks to promote a field/program (i.e. medical laboratory professional week in April)	DMC	Year 1
Explore lease/purchase of a vehicle to ease travel and provide advertising while in use (Pierpont logo; license)	CFO	Year 1
Establish/re-activate Speakers Bureau for civic organizations' calls for "guest speakers" to share Pierpont successes and spotlights	VPA	Year 1
Provide a guest column in service area newspapers on a regular basis, including community newspapers in low-enrolled counties	PRES VPA	Year 1
Provide program-specific sessions and community "clinics" regarding issues and interests applicable to Pierpont degrees, such as community health check clinics (HS) to inject Pierpont presence in greater community events; incorporate other programs as applicable	DCWE DHS DBAT DGEPS	Year 2
Funnel Conversion		
Implement recruitment CRM: Salesforce	EDAR	Year 1
Create a robust and strategic communication plan for inquires to enrollment including applicant type specific communication: include multiple modes of communication	EDAR	Year 1
Design a promotional campaign regarding "Free College" (for select majors) and "WV Invests" grant connection	DMC EDAR	Year 1
Create promotional materials & conversation points describing articulation agreements	DMC APA	Year 1 (ongoing)
Create & or redesign program-specific promotional materials (initial material and follow-up material)	DMC EDAR DBAT DGEPS DHS	Year 1

Design & decorate an admissions welcome center for both campuses	EDAR DMC	Year 1
Clarify naming convention & detail all pre-enrollment campus visit events with campus community to ensure sufficient representation but not over-saturation	EDAR	Year 1
Sponsor community FAFSA completion days for all student "types," including "other," including Workforce participants and other such agencies	DFA	Year 1
Institute a school-specific faculty "calling campaign" to Pierpont applicants to encourage enrollment	EDAR DBAT DGEPS DHS Faculty	Year 1
Review fees related to transcription of prior learning credentials (consider institutional standardization that aligns with BOG program)	REGR APA	Year 1
Add payment potential to CRM to ease application fee for competitive programs	CFO/VP FF EDAR	Year 1
Create promotional information for veterans and their families; work to meet criteria for "Veteran Friendly" status	DMC EDAR CVA	Year 2
Strengthen analysis of funnel for more distinct metrics (by student type and program, for example)	EDAR VPIS	Year 2
Align competitive programs' admission requirements with the minimum requirements of external accreditors to broaden pool of eligible applicants	APA DHS EDAR	Year 2
Seek and promote scholarships for underrepresented racial & ethnic groups	VPA	Year 2
Explore special tuition pricing for students with 90+ credit hours attempted	CFO PROV	Year 2
Create a master list of all program-level advisory board members for timely delivery of Pierpont timelines and events with advisory board members	DCWE EDAR	Year 2
Emphasize special tuition pricing for senior citizens; it exists but not widely publicized	DMC CFO	Year 2
Explore options to provide all new students with a computer and or "hot spot"	VPIS CFO EDAR	Year 3
Research college destination of applicants who did not convert to enrollments at Pierpont for future survey and outreach purposes; use National Clearinghouse	EDAR REGR	Year 3
Strengthen Partnerships		

Join non-profit community boards (assist faculty and staff in "matching" with appropriate organizations)	VPHR	Year 1
Create Institutional community & business contact list	PRES VPA DCWE	Year 1
Explore strengthening partnerships with local 4-year colleges for a possible Pierpont "referral" in a "rejection" notice	PROV APA EDAR	Year 2
Develop partnerships for concurrent enrollments with 4-year institutions and/or or immediate acceptance post-Pierpont graduation (NOVA students automatically admitted to George Mason University, Ohio example – admitted to both at same time)	APA REGR	Year 2
Increase Educational Opportunities		
Create new CAS & AAS degree programs to reflect market needs, including popularity of micro-credentials (See WVU and SUNY for examples); consider changing terminology of Skill Sets to micro-credentials	APA PROV REGR	Years 1-3
Create articulation agreements with baccalaureate degree granting institutions (including 3+1)	Provost	Year 1
Explore & create degree options with intent to transfer (AS & AFA degrees, for example)	APA PROV	Year 2
Create CWE/degree pathways to qualify substitute teachers in the service region	CWE, APA, DAA	Year 2
Develop partnerships for concurrent enrollments 4-year institutions and/or or immediate acceptance post-Pierpont graduation (NOVA students automatically admitted to George Mason University, Ohio example – admitted to both at same time)	PROV APA	Year 2
Develop and deliver institutional curricular, co-curricular, and workforce micro-credentials	DCWE APA APSS	Year 3
Create guided pathways for accelerated degree completion, using 8-week terms and intercessions (Complete your degree in HALF the time)	APA DBAT DGEPS DHS	Year 3

In addition to overall recruiting strategies, Pierpont has identified strategies specifically for different student types: (a) first-time freshmen, (b) first-time freshmen other, (c) transfers, (d) readmits, and (e) high school students.

Recruitment: First-time Freshmen

	Lead	Timeline
Branding		
Increase branding and marketing opportunities with high school including social media, sporting event sponsors (i.e., Robert C. Byrd's Eye View that livestreams football games to thousands of viewers)	DMC	Year 1
Consider aligning applicable Pierpont degree options with existing "Career Cluster" designations used in Career Clusters	APA DMC	Year 2
Funnel Conversion		
Continue participation in college fairs & career days	EDAR	Year 1
Continue visiting service region high school multiple times a year (align visits to key points in state campaigns such as College Application Week) and add alternative high school visits	EDAR	Year 1
Evaluate benefits of purchasing lists of names and follow up	EDAR	Year 1
Expand connections with homeschooled students	EDAR TES APA APSS	Year 1
Redesign integration of Career-Tech program and course completers into Pierpont enrollments	EDAR TES	Year 2
Explore early course registration timeline to capture subsequent Spring enrollments of previous Fall admits	PROV REGR EDAR	Year 3
Strengthen Partnerships		
Expand connections with homeschooled associations	EDAR TES	Year 1
Increase participation in existing enrichment & academic camps	EDAR TES DCWE DMC	Year 1
Design & deliver classroom demonstrations for high school and middle school classes ("Pierpont Guest Teacher") to focus on class of 2026	EDAR TES	Year 1
Develop enrichment & academic opportunities for middle and high school students	EDAR TES DCWE	Year 2
Partner with community organizations focused on post-high school college enrollment (GEAR-Up, CFWV)	EDAR APSS APA	Year 2

Develop a "Counselor Day on Campus"	EDAR	Year 3
Explore partnerships with educational providers, such as Guild Education	EDAR APA APSS	Year 3

Recruitment: First-time Freshmen Other (i.e., Adult Learners)

Funnel Conversion		
Increase recruitment efforts with community organizations (i.e. YouthBuild, WV Jobs for Hope, etc.)	APA EDAR	Year 1
Design and deliver targeted programs for adults in counties with low college attainment	DCWE APA	Year 2
Publicize PLA and test-outs; create additional institutional "challenge exams" for degree specific requirements for which there is no existing standardized award to attract working adults	APA DAA DMC	Year 2
Design promotional materials for service region employers to share with employees (employee breakrooms, paycheck packets)	EDAR DMC	Year 2
Create promotional materials for prior learning assessments available (both national & institutional challenge exams)	DMC APA APSS	Year 2
Expand offerings (academically & support) beyond traditional work hours	APA APSS	Year 3
Strengthen Partnerships		
Increase connection and visibility with Adult Basic Education Centers within Service Region, including Workforce and SPOKES	EDAR APA APSS	Year 1
Continue participation in jobs fairs with Workforce WV within service region	EDAR	Year 1
Research tuition discounting for county government employees within service region	CFO & APA	Year 1
Pursue "Second Chance PELL" status via partnership with eligible prison(s)	EDAR DFA APA	Year 1
Research service region employers that offer educational reimbursement opportunities & develop strategic partnerships	EDAR	Year 2
Expand offerings (academically & support) beyond traditional work hours	APA APSS VPF	Year 3

Recruitment: Transfer Students

Funnel Conversion		
Promote Pierpont opportunities (including WV Invests Grant) in regional student newspapers & social media of 4-year institutions	DMC	Year 1
Research transfer rates from prior institution & Pierpont academic program in order to create marketing strategy to target incoming transfers	EDAR DMC	Year 2
Create email & postcard campaign for applicants who didn't enroll to assist them in transferring in a future semester	DMC EDAR	Year 2
Increase Educational Opportunities		
Create reverse transfer paths.	PROV APA	Year 2

Recruitment: Re-admits

Funnel Conversion		
Create options to reduce past balances to create a pathway for students to return or eliminate debt older than ten years	CFO REFR	Year 1
Campaign to illuminate pathway: Complete audit and reach out to student during their first "missed" semester	DAA VPIS	Year 1
Campaign to re-enroll: - to show the financial gain of an associate degree - Illuminate WV Invests Grant for students with available credits - Develop long-term strategy to stay in contact with those who have "stopped out"	EDAR DMC	Year 2
Explore keeping student status "active" for a full year instead of one academic term	EDAR REGR	Year 3

Recruitment: High School Students Taking College Courses

Funnel Conversion		
Continue outreach with high schools to have a DE presence in all counties of service region (currently in 7 of 13), including academic advising and support	TES	Year 1
Develop pathways and partnerships for high school students to obtain their associate degree by their high school graduation, including career "tracks" for Liberal Studies AA degree that could meet WV Invests criteria	TES DGEPS	Year 1
Develop marketing material for all DE student populations and their partners/supporters	EDAR TES DMC	Year 1
Target EDGE participants for additional credit completion, via general education course enrollments	TES	Year 2
Increase dual enrollment with college degree for counties with low college attainment		Year 3
Strengthen Partnerships		
Share information with Boards of Education to publicize college opportunities for traditional, alternative, and homeschooled students	EDAR VPA	Year 1
Establish relationships with charter schools and alternative high schools, such as United HS in Harrison Co. and Barnes Alternative Learning Center and Youth Academy Program in Marion Co.	TES APA APSS	Year 1
Strengthen homeschool association partnerships within the state and nation	EDAR TES	Year 1
Create AAS degree pathways with CTE programs (in addition to Liberal Studies "track" options)	APA TES	Year 2
Explore NACEP accreditation to ensure best practices and provide marketing edge with competing colleges (part of price increase justification)	APSS TES	Year 2

Recruitment: Center for Workforce Education

Funnel Conversion		
Utilize LMI and employer engagement to inform opportunities for contracted and open enrollment training	DCWE	Year 1
Promote on Connect2Team website college offerings and connect career seekers to Pierpont	DCWE	Year 1

Financial Aid Opportunities: Identify training to capitalize on increased WIOA funding opportunities for employers and workers; PELL Clock Hour funds for short term programs over 300 hours.	DCWE DFA	Year 1
Increase Educational Opportunities		
Strengthen employer relationships to increase academic and non-academic course needs	DCWE	Year 1
Explore options with emergency medical services such as: • Transitioning EMT-B from "credit" to CWE • Creation of EMT-R training	DCWE	Year 1
Revive community education classes for personal enrichment and exposure to degree programs (ex: Cake Decorating, Stained Glass, Brewmakers, Wine Tasting, Couples Cooking, Gun Safety, Emergency Preparedness, etc.)	DCWE	Year 1
Host nationally recognized certificate programs (Project Management; Data Analytics, etc.)	DCWE	Year 2
Partner with Adult Basic Education centers to offer skills-based training	DCWE APA CDHH R	Year 2
Explore offering Driver's Ed courses for Pierpont students and community members	DCWE	Year 2
Increase "Learn & Earn" apprenticeship opportunities and participation rates	DCWE	Year 2
Expand current vendor testing options to match with hi-demand occupations in NC WV; promote those programs that can be tested at PCTC Site for student convenience.	DCWE	Year 2

Onboarding Strategies

There are numerous strategies for onboarding students. To onboard, Pierpont intends to focus on strategies to (a) increase engagement, (b) decrease administrative withdrawals, (c) identify and provide early intervention for at-risk populations, and (d) decrease holds.

Onboarding

	Lead	Timeline
Increase Engagement		
Summarize Help Desk ticket requests to examine/address common denominators	VPIS	Year 1
Develop demographic-specific orientation modules; explore offering "Certificate" of completion	VPIS APSS CSE	Year 1
Sync online orientation with "single sign on" & systematically track and follow-up	VPIS APSS CSE	Year 1
Embed experiential training for Blackboard within orientation & on individual's Blackboard account	EDEL DSSC CSE	Year 1
Host "student resource engagement" activities throughout operating hours to appeal to both day and evening students on both campuses	APSS CSE	Year 1
Host "Meet the Faculty" events for first-semester students to meet program-specific academic advisor	APA APSS CSE	Year 1
Implement student engagement software, "Presence".	VPIS CSE	Year 2
Decrease Administrative Withdrawals		
Implement a "Save the Date" postcard and email campaign for all new students prior to start of term	APSS REGR DMC	Year 1
Require faculty to submit list of first day "nonattendance" to Early Alert/Student Success Office for follow-up;	PROV DSCC	Year 1
Create a communication plan for students who have not filed a FAFSA and or WV Invests grant application.	DFA DMC	Year 1
Identify and Provide Early Intervention for At-risk Populations		
Require faculty to administer a meaningful, graded assignment (Discussion) and post grade within first two weeks of classes	PROV APA EDEL	Year 1
Promote use of Tutorial Services, Counseling/Disabilities/Learning Strategies, Student Success, and Student Engagement offices through first five weeks of semester	APSS DSSC CSE DMC	Year 1
Establish Academic Advisory council to convene academic advising representatives to bolster program-specific and proactive advising with current and prospective advisees	APSS	Year 1
Decrease Holds		
Identify historical "credential" and "financial" holds in order to develop more accurate communication plan	REGR DFA	Year 1

	APSS	
Clarify student admissions letter to eliminate "provisional" acceptance language but emphasize submission of credentials	EDAR APSS DMC	Year 1
Analyze credential holds for any "common denominator" issues and design handouts for recruiters and advisors accordingly	REGR APSS	Year 2
Develop communication plan (including creating email, letter, text, phone) to alert students to account balances and missing credentials prior to holds being placed	CFO DMC	Year 2

Retention Strategies
There are numerous strategies to increase retention across the four broader goals. The four sets of strategies to increase retention include (a) increase retention rates, (b) align model schedules, (c) increase engagement with support, and (d) improve academic standing by reducing academic probation and suspension.

Retention

	Lead	Year
Increase retention rates		
Research current % of students in "good standing" at the completion of each term, inclusive of five years, for benchmark data	REGR	Year 1
Create centralized storage for Tutoring, Early Alert, and Learning Support requests/referrals. Compile historical data on internal referrals and follow-up and or create plan.	APSS CTS DCCS DCDS	Year 1
Establish simple method to centrally store academic advising notes for Advising Center and faculty advisors	VPIS DAA	Year 1
Develop a robust student communication plan including critical points in semester, including course registration calendar	APSS DAA DMC	Year 1
Develop program/advisor retention dashboard to highlight successes	VPIS	Year 2
Develop targeted communication campaigns for positive reinforcement encouraging students to persist	APA APSS	Year 2
Implement retention CRM tool	EDAR VPIS	Year 2
Increase courses that use OER, including courses that include Pierpont-created materials in addition to "built in" resources provided by external providers	APA EDEL	Year 2
Promote financial literacy connections with ability to remain aid-eligible and to enhance personal life	DFA DCWE	Year 2
Connect the content of the additional support hour for math & English to program-specific writing tasks	APA	Year 2

Seek to establish wider food selection on campus including fresh food offerings	VPFF/CFO APSS	Year 2
Align Model Schedules		
Ensure sufficient course sections each term to align with model schedule (Ad Astra)	PROV APA REGR	Year 1
Revise model schedules and tools (such as DegreeWorks) to clearly illuminate embedded credentials & any other success markers	APA REGR DMC	Year 1
Schedule General Education courses and then major specific course to balance curriculum and offerings	PROV APA REGR	Year 2
Create model schedules for Spring starts	APA DBAT DGEPS DHS	Year 3
Increase Engagement with Support		
Increase participation within student activities	CSE APSS	Year 1
Develop a plan where Pierpont employees interact with students at critical moments (similar to the "Take 5" initiative at Southern Utah University)	CSE APSS	Year 1
Create an Advisory Council to promote professional academic advising tenets	APSS DAA	Year 2
Increase student participation in Student Government	CSE APSS	Year 2
Create new student organizations to acknowledge students' work life balance	CSE (faculty and staff as inclined)	Year 2
Create a Bboard Help "community"	EDEL	Year 2
Innovate "Office Hours" to promote student/faculty academic engagement	APA APSS	Year 2
Explore opportunities to increase online course engagement, such as video conferencing between students/faculty in online courses	PROV APA EDEL	Year 2
Provide student support resource training for staff (ensure adjunct faculty utilize)	APSS CTS DCDS	Year 2
Develop academic advising/career coaching plan to subsume "career services" component absent a hire	APSS	Year 3
Create "soft skills curriculum" for Student employment and CWE/community ed	DCWE VPHR	Year 3

	APSS	
Explore creation of learning communities to pair courses with a common cohort of student and links to courses together to promote student connection through a community of learning.	PROV APA EDEL	Year 3
Reduce Academic Probations and Academic Suspensions		
Compile data regarding tutoring requests and services delivered: subject, campus, format for future scheduling	CTS	Year 1
Increase tutoring availability (aim for some courses (high DFW courses to have tutoring before & after class)	CTS	Year 1
Seek volunteer tutors from the community (such as retired high school and college "encore" faculty)	APA CTS	Year 1
Strengthen Early Alert awareness faculty & students	APA APSS DSSC	Year 1
Assess faculty/staff participation in support service referral and provide targeted training for those who are not	DSSC APA EDEL	Year 2
Implement and or continue biweekly academic coaching to holistically support students' success	DSSC	Year 2
Promote evidence-based teaching practices via ACUE training (Association for College and University Educators) for select full-time and veteran adjunct faculty teaching high DFW courses	PROV APA	Year 3

Student Success Strategies

There are numerous recommended strategies to improve student success. Strategies to promote students' success encompass four sets: (a) increase the number of students who complete with credentials, (b) identify the attainment of embedded credentials, (c) complete graduation assessments, and (d) identify successes.

Student Success

	Lead	Year
Increase Number of Students Completing with Credentials		
Establish campaign for regular degree audits to ensure timely graduation applications	REGR DAA	Year 1
Provide regular reminders to students to apply for graduation	REGR DMC	Year 1
Explore revision of policy to allow students to test out of class previously attempted. Create a new term: instead of PLA (prior learning assessment), call it OTA (i.e., outcomes test assessment). Retain the D or F grade but post the CR for test-out the subsequent semester.	PROV REGR	Year 1

Build more institutional test-outs to expand PLA menu—at least one for each year of an Associate degree; formalize existing precedents.	DBAT DGEPS DHS AVA DAA	Year 2
Explore possibility of conferring degrees at midterm of Fall and Spring semesters to make degree status more attainable with completion of part-of-term coursework	PROV REGR	Year 2
Increase successful completion of CWE programs	DCWE	Year 2
Identify Attainment of Embedded Credentials		
Auto Award Skill Sets, Advanced Skill Sets	REGR	Year 1
Revise model schedules to make all embedded credentials/laddering obvious to students and advisors (and to show "added value" of degree)	APA DMC	Year 1
Create new institutional metrics of "success," including Certificates of Completion for successful completion of 6 credits of Gen Ed in one semester (Math and English); successful completion of 15 credits of general education; successful completion of first 30 credits of degree program; successful completion of co-curricular activities; exploit Micro-credentialing.	PROV APA PROV REGR APA	Year 2
Revise capstone courses to include career development as informed by NACE competencies to improve employability options and provide employment-related "badges".	DBAT DGEPS DHS APA	Year 3
Successful Completions of Graduate Assessments		
Identify from 5-year program reviews the programs not currently administering End of Program Assessments; compel selection and administration	APA DBAT DGEPS DHS	Year 1
Calendar in an institution-wide End of Program Assessment Day each semester to increase participation	PROV REGR	Year 2
Create master list of EOPAs and store results in IT dashboard	APA DAA VPIS	Year 2
Increase participation rates of all first-time testers in all external certification exams, making a School-sponsored event for current students and "alumni" (grads who have to have degree prior to testing)	DBAT DGEPS DHS DAA APSS CSE	Year 2
Increase pass rates: Source or develop study forms and practice tests for national certifications	DCWE DBAT DGEPS DHS	Year 2

Create co-curricular Learning Paths in LinkedIn Learning to contextualize and promote general education outcomes	APA APSS	Year 2
Increase first-time pass rates of all certification exams: survey previous testers for feedback on program improvements	DBAT DGEPS DHS DMC	Year 3
Identify Successes		
Create an institutional process whereby employment of degree program graduates is tracked for student "success" highlights for Pierpont social media, including institutional LinkedIn	PROV VPA DMC	Year 1
Highlight Pierpont graduates throughout service region in local news outlets	DMC DBAT DGEPS DHS	Year 1
Use Alumni Foundation to assist in locating locate internships for current students	VPA	Year 2
Engage alumni with current students to share real world experiences and encourage persistence to degree	VPA CSE	Year 2
Promote LinkedIn presence for all Pierpont graduates, providing headshots and initial posts seeking employment	VPHR DMC APSS CSE	Year 2

Conclusion

The Strategies suggested under each goal are not to be considered exhaustive, nor are they intended to be exhausting. All have origins in other campus discussions, conversations, or ongoing projects.

This Strategic Enrollment Plan is intended to serve as a first draft and a foundational document for campus-wide discussions, including Meet & Confer Days with campus constituents and for final review and approval by the President's Executive Cabinet.

The majority of Strategies are focused on the Recruiting Goal, then reduce proportionately in Onboarding, Retention, and Success strategies—typical of the traditional "funnel" of the enrollment process.

Those faculty and staff not mentioned as Strategy "Leads" should be neither resentful or relieved. The "Leads" represent the primary contacts for that Strategy and will be seeking participation by other campus members. Faculty and staff are encouraged to contribute additional strategies that align with the goals they believe this Plan has failed to address at all or sufficiently.

In sum, this Plan encourages the college to adopt both a holistic approach and a targeted approach to increasing and maintaining enrollments: keep in mind the institutional imperative to keep a consistent headcount above 1,000 to qualify as a "large" institution with the Higher Learning Commission, to re-think the design, delivery, and coordination of academic and co-curricular services to serve the post-Covid enrollment, to blur the lines between "credit" and "workforce" programming, and to educate the service region as to the personal and professional benefits of a community college experience.

Appendix A: County High School Enrollment

12th Grade
2022 – 2023

COUNTY	2018-19	2019-20	2020-21	2021-22	2022-23
Barbour	149	**156**	132	142	143
Braxton	108	**130**	126	116	112
Calhoun	72	**83**	61	59	72
Doddridge	74	77	64	73	**83** ↑
Gilmer	58	54	44	57	**59** ↑
Harrison	**739**	678	700	733	680
Lewis	162	153	**182**	134	145
Marion	510	**546**	542	522	518
Mon	791	747	769	**809**	809
Preston	264	**275**	265	274	256
Randolph	**289**	246	271	272	285
Taylor	135	155	161	**173**	134
Upshur	248	239	221	271	**285** ↑
Totals	3599	3539	3538	3635	3581

Appendix B: Trending High School Enrollment

Grades 7th – 12th Grade
2022 – 2023

	7th	8th	9th	10th	11th	12th
Barbour	152	162	162	**169**	155	143
Braxton	123	132	**154**	121	116	112
Calhoun	56	71	61	57	70	**72**
Doddridge	70	**94**	**94**	82	68	83
Gilmer	**75**	51	69	64	62	59
Harrison	736	765	**890**	805	738	680
Lewis	182	169	**238**	204	171	145
Marion	574	560	**634**	555	518	518
Mon	745	819	867	859	**887**	809
Preston	307	311	**373**	309	240	256
Randolph	250	268	**293**	290	215	285
Taylor	173	**189**	183	178	124	134
Upshur	269	289	266	322	**325**	283
Totals	3712	3880	**4284**	4015	3689	3579

Appendix **C: Percentage of High School Students who Attend College**

	2017	**2018**	**2019**	**2020**	**2021**	**Average**
Barbour	45.2%	46.2%	48.1%	37.3%	34.2%	42.2
Braxton	41.1%	45.7%	47%	46.4%	35.2%	42.4
Calhoun	26.2%	37%	27.8%	41.2%	43.3%	35.1
Doddridge	43.6%	37.7%	49.3%	48.1%	57.4%	49.6
Gilmer	46.8%	54.1%	48.1%	50%	55.3%	50.9
Harrison	54.2%	51.9%	53.7%	47.4%	47%	50.6
Lewis	339%	38.3%	45.6%	41.8%	44.3%	41.8
Marion	56.2%	53.4%	58%	51%	47.8%	52.6
Monongalia	65%	58.8%	59.9%	54.4%	56.1%	57.3
Preston	41.8%	45.3%	35.6%	39.6%	35.2%	39.5
Randolph	52.1%	44.4%	43.1%	43.6%	32%	43.0
Taylor	49.3%	47.8%	50.8%	53.1%	52.2%	50.6
Upshur	42.1%	41.4%	42.3%	37.7%	28.8%	38.5
Average	43.8%	46.7%	46.9%	45.5%	43.8%	45.7%

Appendix D: Enrollment by Region

FALL 2017	HC	FTE	
In-Service Region	1507	926	86%
In-State	189	164	11%
Out-of-State	32	27	
Metro	18	17	
TOTAL	**1746**	**1034**	
FALL 2018			
In-Service Region	1492	956	86%
In-State	196	169	11%
Out of State	43	31	
Metro	13	11	
TOTAL	**1744**	**1167**	
FALL 2019			
In-Service Region	1174	743	84%
In-State	183	155	13%
Out of State	33	25	
Metro	07	7	
TOTAL	**1397**	**930**	
FALL 2020			
In-Service Region	505	403	81%
In-State	102	90	16%
Out of State	12	7	
Metro	5	5	
TOTAL	**624**	**505**	
FALL 2021			
In-Service Region	582	451	78%
In-State	142	106	19%
Out of State	06	6	
Metro	12	10	
TOTAL	**742**	**573**	
FALL 2022			
In-Service Region	954	598	85%
In-State	136	96	12%
Out of State	17	12	
Metro	12	11	
TOTAL	**1119**	**717**	

Appendix E: Service Region Headcount and FTE

Service Region Headcount

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	TOTAL
Barbour	40	20	17	12	13	18	120
Braxton	51	36	30	12	12	08	149
Calhoun	08	04	02	01	03	01	19
Doddridge	17	27	13	04	11	21	93
Gilmer	02	03	04	02	--	03	14
Harrison	339	359	297	123	124	254	**1496**
Lewis	126	114	100	36	40	73	489
Marion	366	303	248	135	164	158	**1374**
Monongalia	198	223	145	74	86	70	**796**
Preston	199	209	147	33	38	143	769
Randolph	33	45	46	21	21	81	247
Taylor	63	75	67	34	35	58	332
Upshur	65	74	58	18	35	66	316

Service Region FTE

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Barbour	31	17	15	11	12	17
Braxton	27	19	14	12	10	7
Calhoun	6	3	1	1	2	1
Doddridge	9	15	11	3	9	9
Gilmer	1	3	2	1	--	3
Harrison	**209**	227	187	96	90	142
Lewis	56	46	49	22	26	42
Marion	**247**	237	185	115	134	138
Monongalia	**138**	162	109	59	71	63
Preston	103	109	75	25	29	70
Randolph	19	27	22	16	14	36
Taylor	41	51	46	29	31	38
Upshur	40	41	26	14	22	33

Appendix F: Educational Attainment within Service Region

	WITH COLLEGE CREDENTIAL	WITHOUT COLLEGE CREDENTIAL
Barbour	25.4%	74.6%
Braxton	24.2%	75.8%
Calhoun	14.5%	85.5%
Doddridge	23.5%	76.5%
Gilmer	22%	78%
Harrison	34%	66%
Lewis	22%	78%
Marion	34.3%	65.7%
Monongalia	52.2%	47.8%
Preston	23.7%	76.3%
Randolph	22.2%	77.8%
Taylor	25.2%	74.8%
Upshur	23.6%	76.4%
Average	**26.7%**	**73.3%**

Appendix G: Top Employers

Barbour	*Arch Coal, Inc.*	Hometown Care, LLC	Barbour County Board of Education	Alderson Broaddus College	Davis Health System
Braxton	Braxton County Board of Education	Central WV Aging Service, Inc.	Walmart	Weyerhaeuser NR Co.	WVU Medicine
Calhoun	Minnie Hamilton Healthcare Center, Inc.	Calhoun County Board of Education	Momentum Pipeline, LLC	Calhoun County Commission	Calhoun County Bank, Inc.
Doddridge	Doddridge County Board of Education	Antero Resources Corporation	WV Regional Jail & Correctional Facility Authority	Marathon Petroleum Logistics	Doddridge County Commission
Gilmer	Federal Prison System	Glenville State College	Gilmer County Board of Education	Flying W Plastics, Inc.	Council of Senior Citizens of Gilmer County
Harrison	US Federal Bureau of Investigation	WVU Medicine	Harrison County Board of Education	US Department of Veteran Affairs	Walmart
Lewis	Lewis County Board of Education	Mon Health	William R. Sharpe, Jr. Hospital	WV Department of Highways	Walmart
Marion	Marion County Board of Education	Fairmont State University	FirstEnergy Service Co.	American Consolidated Natural Resources, Inc.	Walmart
Monongalia	WVU Medicine	West Virginia University	*Viatris (Mylan Pharmaceutical)*	Monongalia County Board of Education	Mon Health
Preston	Federal Prison System	Preston County Board of Education	Mon Health	Walmart	The Adjutant Generals Dept.
Randolph	Davis Health System	Randolph County Board of Education	Armstrong Hardwood Flooring Co.	Walmart	West Virginia's Choice, Inc.
Taylor	Arch Coal	Taylor County Board of Education	Grafton City Hospital	Walmart	Pruntytown Correctional Center
Upshur	Upshur County Board of Education	WVU Medicine	West Virginia Wesleyan College	Weyerhaeuser NR Company	Walmart

Appendix H: Labor Growth and Demand

Employment Prospects and Job Market Demand by Pierpont Programs

	Region Labor Growth	Region Student Growth	USA Labor Growth	USA Student Growth
1111 - Graphics Technology	-6.6%	0.0%	2.1%	0.0%
1110 - Drafting/Design Engineer Tech	-5.3%	0.0%	3.3%	4.1%
1712 - Health Sciences	2.2%	0.0%	19.5%	0.0%
1140 & 814 Petroleum Technology	12.7%	-13.2%	18.9%	3.5%
0807 - Laboratory Assistant	0.0%	0.0%	0%	0.0%
1402 - Criminal Justice	8.1%	-20.5%	10.9%	-28.3%
1107 - Paralegal Studies	-1.5%	8.8%	7.4%	5.2%
1004 - Board of Governors	-12.9%	0.0%	-0.9%	0.0%
1141 - Business	-5.2%	0.0%	5.2%	40.7%
1005 - Liberal Studies	-2.4%	-13.1%	6.9%	0.4%
1403 - Early Childhood	-5.1%	0.0%	5.1%	-11.3%
1401 - Applied Design	0.0%	-2.1%	0.0%	11.7%
0815 & 0820 - Veterinary Assistant	20.9%	-12.9%	26.5%	0.3%
1701 - Health Information Tech	-5.9%	-7.9%	6.6%	-11.3%
2000 - Applied Process Technology	-2.9%	-1.9%	12.3%	-5.2%
0804 - Emergency Med Service (Cert)	-2.8%	11.7%	6.7%	-8.6%
1702 - Medical Laboratory Tech	-0.4%	-29.3%	7.6%	0.5%
1002 - Interpreter Training Program	-3.5%	-2.4%	6.6%	3.9%
0816 - Cyber Security	7.8%	5.7%	20.2%	-2.7%
1101 - Aviation Maintenance Tec	0.0%	0.0%	0.0%	0.0%
1700 - Emergency Med Services (AAS)	-7.3%	13.6%	2.6%	-8.9%
0813 - Licensed Practical Nursing	-12.2%	0.0%	-3.5%	-2.7%
1134 - Respiratory Care	2.2%	8.0%	19.5%	-5.4%
1404 - Food Service Management	-13.2%	8.3%	-3.3%	-22.6%
1105 - Information Systems	-13.2%	8.3%	-3.3%	-22.6%
1138 - Electric Utility Technology	-5.6%	0.0%	-2.1%	4.8%
1709 - Veterinary Technology	0.0%	0.0%	0.0%	0.0%
1108 - Technical Studies	-3.5%	-100.0%	6.6%	1.1%
1703 - Physical Therapist Assistant	1.9%	0.0%	13.7%	9.0%
0823 - Medical Billing & Coding	-5.9	12.7	6.60%	-5.00%
1106 - Occupational Development	0	0	0.00%	0.00%
2001 - Advanced Welding	-3.6%	0.0%	8.4%	1.6%

Appendix I: Pierpont Enrollment Funnel

Average Enrollment Funnel

Inquiry — 2553
Applicant — 1215
Enrollment — 675
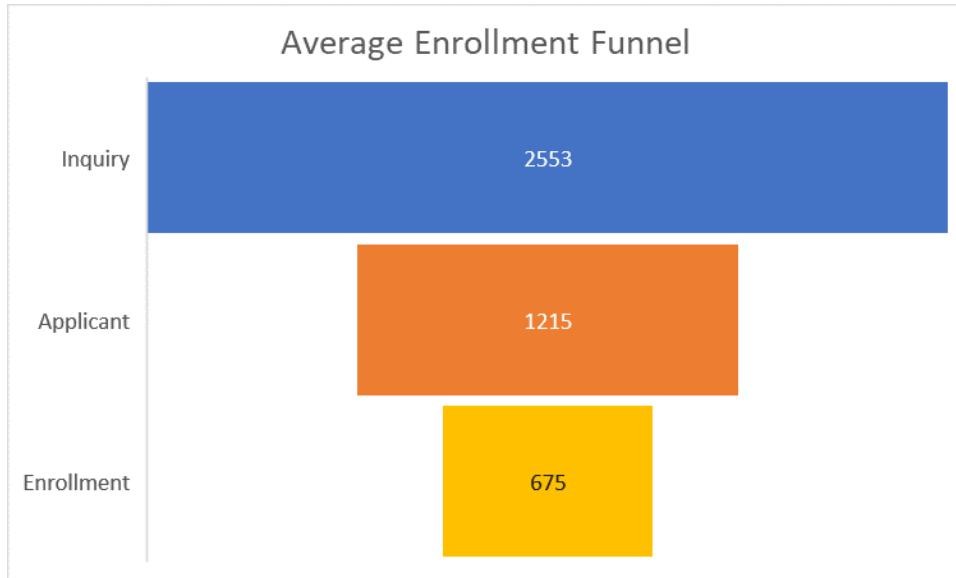
Appendix J: Inquiries by Student Type

INQUIRIES by STUDENT TYPE

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	AVG
First-time Freshman	2844	2246	1876	1494	1394	1971
Readmit	181	189	156	144	128	160
Transfer	399	401	362	367	458	397
Other*	51	65	4	6	--	25
TOTAL	3475	2901	2398	2011	1980	2553

Appendix K: Applicants by Student Type

	FALL 2018	**FALL 2019**	**FALL 2020**	**FALL 2021**	**FALL 2022**	**AVG**
First-time Freshman	372	945	882	668	654	704
FO						
Transfer	216	347	352	358	450	345
Readmit	157	163	154	141	127	148
Other*	28	50	4	6	--	18
TOTAL	773	1505	1392	1173	1231	

Appendix L: Headcount Enrollment and Student Type

Headcount Enrollment

Average Fall Enrollment Population
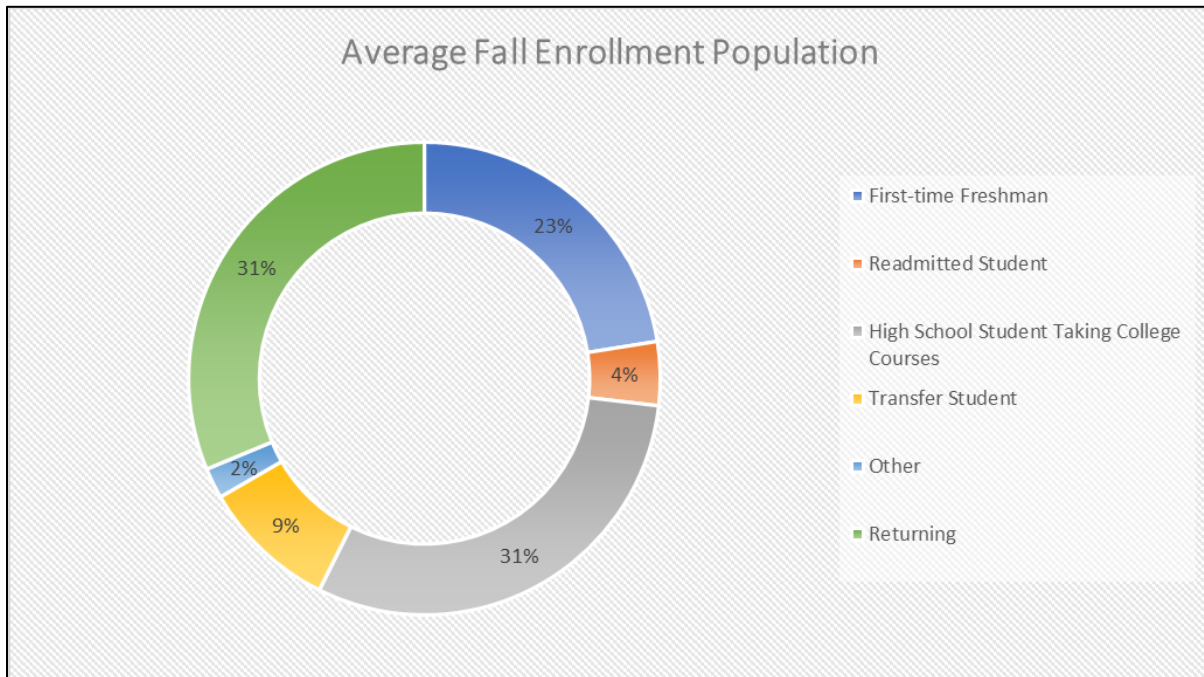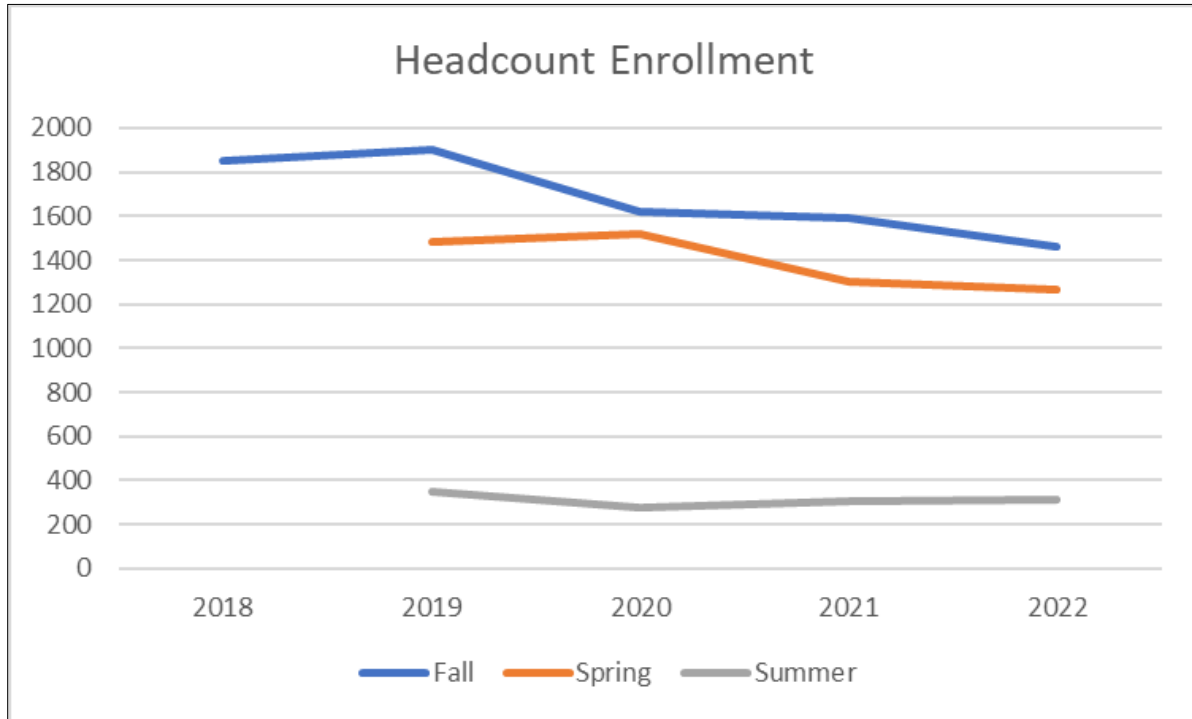
Appendix M: Fall Headcount Enrollment by Type

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	AVG.
First-time Freshman	315	371	346	295	260	397
Readmits	101	79	61	76	66	77
High School Student Taking College Courses	590	566	450	546	543	539
Transfer Student	186	168	162	152	150	164
Other	64	90	9	14	10	37
Returning	597	627	594	508	433	552
Totals	**1853**	**1901**	**1622**	**1591**	**1462**	**1766**

Note: For the past five years, **47.5%** of all new Fall enrollments have come from dual enrollments. In Fall 2022, **52.7%** of all new Fall admits were from high school students taking college courses.

Appendix N: Spring Headcount by Type

	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	AVG
First-time Freshman	54	61	61	48	56
Readmit	52	37	47	32	42
Transfer	71	74	85	64	74
High School Taking College Course	334	373	294	377	345
Other	77	16	11	7	28
Returning	897	957	806	741	850
TOTAL	1485	1518	1304	1269	

Appendix O: Summer Headcount by Type

	SUMMER 2019	SUMMER 2020	SUMMER 2021	SUMMER 2022	SUMMER 2023	AVG
First-Time Freshman	2	11	10	13		9
Readmit	7	4	15	7		8
Transfer	10	13	5	16		11
High School Student Taking College Courses	4	4	2	14		6
Other	24	1	7	6		10
Returning	300	245	269	258		268
TOTAL	347	278	308	314		

Appendix P: Workforce Education Programs (pre-2020)

Business & Management		2017	2018	2019
	Government Contracting	107	109	60
	Supervisory/Leadership	--	02	14
	Entrepreneurship	--	--	02
	Workplace Essentials	01	--	02
	Business Admin/Acct	--	01	--
	Business Software (QuickBooks)	01	--	--
Energy & Trades				
	Coal, Oil, & Gas	39	107	145
	OSHA & Workplace Safety	18	--	48
	Manufacturing/Trades	47	30	29
Healthcare Careers				
	EMT-related trainings	49	177	63
	Medical Billing/Coding	22	09	09
	Skill Dev. CPR/AED	--	15	--
	Medical Specialty	--	05	--
IT & Software				
	Desktop Applications	08	08	115
	Media Design	--	--	01
	IT Certifications	03	02	01
Personal Enrichment	Cooking & Baking	--	--	55
	Languages (WV Interpreter retreat)	09	--	38
	Youth & Family	--	--	14
	Home & Garden	--	05	--
	Keyboarding	--	01	--
	Digital Photography	01	02	--
	Health & Recreation	--	02	--
Teacher Recertification*				
	Tools for Teachers, including Autism Mentor	251	163	305
	Classroom Technology	90	91	61
	Reading & Writing	47	65	45
	Math & Science	--	--	13
Testing & Exam Prep	Exam Prep (SAT)	--	--	126
	Exam Prep (TEAS)	--	--	24
	Exam Prep (ACT)	--	07	--
Total Enrollments		**593**	**911**	**1170**
Withdrawals		02	03	02
In Progress		22	39	02

Fails		25	40	46
Total Graduates		**544**	**829**	**1120**

Note: The number of "graduates" was limited to those who completed the course satisfactorily in reporting calendar parameters. "Fails" represents non-withdrawals and failing enrollments.

Appendix Q: Workforce Education Programs (post-2020)

Course	2020	2021	2022	Fall 22/23
Manufacturing Camp	--	--	--	10
Mental Health First Aid	--	--	--	04
Linux Plus Training	--	--	--	02
CISM Training	--	--	--	09
Autism Mentor	29	113	114	--
Carpenter Helper	28	24	--	--
FAA Test Prep	--	18	--	12
Apprentice Underground Miner	23	07	04	--
Microsoft Excel	16	--	--	--
TEAS Science Prep	14	--	--	--
Electrocardiograph	12	--	--	--
EMT	10	--	--	--
EMT recertification skills	--	--	10	--
Federal Acquisition Management	09	--	--	--
Phlebotomy	09	03	--	--
Home Inspector	08	10	24	06
Aircraft Structures	05	--	--	--
Apprentice Underground Miner	23	--	--	--
Microsoft Word	02	--	--	--
Wheeling Fire Dept. Paramedic	--	07	08	--
CompTIA Security Pls	--	--	21	--
Safeland Oil & Gas	--	--	15	06
Advanced Cardiovascular Life Support	--	--	06	--
Pediatric Adv Life Support	--	--	05	--
MLT Transition Program	--	--	02	--
TOTAL GRADS	**165**	**182**	**209**	**49**

Appendix R: Institutional Retention

FALL to FALL	ENROLLED	RETAINED	RETENTION RATE
2017-2018	1544	582	37.94%
2018-2019	1511	641	42.4%
2019-2020	1535	610	39.74%
2020-2021	1252	539	43.05%
2021-2022	1208	506	41.89%
5-YR AVG			**40.8%**

Note: Institutional retention in the *PowerBI* dashboard includes "Non degree" and "Continuing Ed" enrollments, which explains why overall rates appear lower than individual academic school retention rates

Appendix S: Retention by Academic School

FALL to FALL	Business Aviation Technology	General Education & Professional Studies*	Health Sciences	AVERAGE Per YEAR ALL SCHOOLS (excluding CWE & Nondegree)
2017 to 2018	142/244: (58%)	110/277: (40%)	242/381: (64%)	55%
2018 to 2019	158/250: (63%)	108/242: (45%)	237/366: (65%)	59%
2019 to 2020	195/298: (65%)	98/226: (43%)	204/389: (52%)	54%
2020 to 2021	182/298: (61%)	99/197: (50%)	166/307: (54%)	56%
2021 to 2022	169/269: (63%)	68/147: (46%)	65/102: (64%)	58%
Retained/ Total	846/1359	483/1089	914/1545	2243/3993
AVG	63%	44%	59%	56%

Appendix T: Degree Counts

	2017-18	2018-19	2019-20	2020-21	2021-22
Degree Counts	368	350	385	547*	639
Unduplicated Students	354	336	374	483	502

Appendix U: Degrees by Academic School

	2017-18	2018-19	2019-20	2020-21	2021-22
Business, Aviation, and Technology (n=659)					
Petroleum (CAS)	08	04	15	02	06
Cybersecurity	01	02	01	05	03
Aviation	08	10	24	27	24
Information Systems	15 (3)	11 (4)	25 (13)	14 (4)	22 (10)
Drafting/Design	05	03	07	04	05
Graphics	05	03	03	06	05
Electric Utility	27	28	26	24	12
Petroleum (AAS)	10	02	04	14	02
Business	18	21	19	13	18
Applied Design	05	04	07	03	05
Applied Process Technology	17	09	16	25	26
Advanced Welding	--	--	--	--	26
TOTAL	**119**	**97**	**152**	**137**	**154**
School of General Education & Professional Studies (n=583)					
Pastry & Baking (CAS)	-	--	--	01	--
Liberal Studies, (Soc. Work)	16 (02)	11 (05)	05	08 (03)	09 (03)
Interpreter Training	01	07	04	01	07
Board of Governors	67	45	20	88	122
Early Childhood/Occup. Dev.	01	--	01	01	--
Paralegal	02	--	04	07	02
Criminal Justice	10	09	08	11	11
Early Childhood	10	09	03	07	07
Food Service Management	12	09	15	15	17
TOTAL	**119**	**90**	**60**	**139**	**175**
School of Health Sciences (n=796)					
Emergency Med. Services (CAS)	01	17	17	10	23
Laboratory Assistant (CAS)	11	11	09	08	07
LPN (CAS)	27	16	23	22	16
Veterinary Assistant (CAS)	04	05	01	09	02
Radiologic Technology	15	21	23	19	21
Emergency Med. Services (AAS)	02	10	18	12	06
Respiratory Care	--	--	15	14	12
Health Information	13	12	05	12	03
Medical Lab. Technology	09	10	08	11	06
Physical Therapist Assistant	10	10	16	16	13
Veterinary Technology	14	15	21	15	08
Health Sciences	24	36	17	32	33
TOTAL	**130**	**163**	**173**	**180**	**150**

Appendix V: End-of-Program Assessment Exams

Applied Design	AAFCS Pre-Pac
Advanced Welding	Unknown
Applied Processing	Unknown
Aviation	Unknown
Business	NOCTI
Criminal Justice	SkillsUSA
Drafting/Design	ATMAE certification test
Early Childhood	AAFCS Pre-Pac
Electrical Utility	Unknown
Emergency Medical Services	National Registry EMT exams
Food Service Management	AAFCS; NOCTI
Graphics	SkillsUSA
Health Information	AHIMA (RHIT)
Health Sciences	NHSC
Information Systems	COMPIA A+ or CISCO or CCNA
Interpreter Training	EIPA (WV Educational Interpreter's Association)
Laboratory Assistant	NHA Phlebotomy exam
LPN	NCLEX, PN
Medical Laboratory Technology	ASCP BOC exam
Paralegal	Unknown
Physical Therapist Assistant	National PTA exam
Petroleum Technology	Unknown
Radiologic Technology	American Registry of Radiologic Technologists exam
Respiratory Care	Certified Respiratory Therapist & Registered Respiratory Therapist Exams
Veterinary Technology	AVMA Veterinary Tech National Exam