<span style="color:#7B3F00">**PIERPONT COMMUNITY & TECHNICAL COLLEGE**
**BOARD OF GOVERNORS**</span>

**IT and Data Reporting Committee Meeting**

**Tuesday, November 19, 2024**
**11:30 AM**

**Pierpont's Advanced Technology Center (ATC)**
**500 Galliher Drive**
**Fairmont, WV 26554**
**Room 216A**

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## MINUTES

**Notice of Meeting**

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors IT and Data Reporting Committee was held on November 19, 2024, beginning at 11:30 AM. The meeting was conducted in person at the Advanced Technology Center in Fairmont, WV. Advanced announcement of this meeting was posted on the WV Secretary of State's Meeting Notices Webpage.

*Committee Members Present:* Jeffrey Powell – Committee Chair, Jessica Barker, Susan Woods Coffindaffer, and Anthony Hinton

*Committee Members Absent:*

*Other Board Members Present:* Thomas Cole and Joanne Seasholtz

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

**I.     Call to Order**

Jeffrey Powell called the meeting to order at 11:43 AM.

**II.    Approval of Minutes – March 21, 2023**

Anthony Hinton moved to approve the March 21 meeting minutes. Susan Woods Coffindaffer seconded the motion. All agreed. Motion carried.

**III.   IT Updates**

JT Bowers provided the following IT updates:

A.  Hardware Refresh
    A hardware refresh included the purchase of 106 desktop computers for various campuses, with progress underway on a cybersecurity lab in collaboration with Jon Hornick and Lauren Huffman in the testing center.

B. VR Room

For the VR lab in Room 115, a purchase order has been issued for power and network upgrades. The room will feature TVs, 15-16 VR headsets for on-site use, and additional headsets for off-campus use.

C. Banner Self-Service Upgrade

The Banner Self-Service Upgrade is progressing, with the RFP set to go out soon, aiming to begin the actual upgrade on February 1 and complete it by the end of summer.

D. Policies

A new software system, DocTrac, has been implemented to store institutional policies. Approximately 90% of policies have been posted, with most being public and a few designated as private.

## IV.     HLC Project Plan

Olivia Boltz presented the Reaffirming Accreditation: Strategic Plan for HLC Assurance Visit and Report (**Attachment A**). The HLC Assurance Report is scheduled for submission in July 2025 and the institution will host an HLC visit in September 2025.

## V.     Reports

Olivia Boltz presented the Enrollment Update (**Attachment B**) and Enrollment and Reauthorization Data (**Attachment C**).

*Anthony Hinton requested that the Finance team use a pie chart to show enrollment revenue in future reports.

## VI.     Adjournment

There being no further business, Susan Woods Coffindaffer moved to adjourn the meeting. Anthony Hinton seconded the motion. All agreed. Motion carried.

 *Respectfully submitted by Amanda N. Hawkinberry*

Mission Statement: To provide accessible, responsive, comprehensive education that works
Vision:  To empower individuals and strengthen communities through exceptional training and educational pathways
Tagline:  Education that works!

# Reaffirming Accreditation: Strategic Plan for HLC Assurance Visit and Report

## *Background*

On **June 27, 2024**, the Higher Learning Commission (HLC) Board of Trustees placed Pierpont Community and Technical College on **Notice**, following a comprehensive evaluation. While reaffirming the institution's accreditation, HLC identified significant concerns across several Core Components of the Criteria for Accreditation, indicating that the institution is at risk of noncompliance. The Notice period requires immediate institutional improvements and proactive measures to address these concerns.

## *Summary of Concerns*

The HLC Board found that Pierpont Community and Technical College meets the following Core Components **with concerns**:

1.  **Criterion 2.C – Board Governance**:

    o   The Board of Governors has not yet adopted a strategic plan.

    o   Transparency in Board actions is insufficient, as reflected in meeting minutes.

    o   Concerns about the delegation of day-to-day management and decision-making in the best interest of the institution.

2.  **Criterion 3.C – Faculty and Staff**:

    o   Faculty and staff shortages remain unaddressed, hindering the delivery of effective and high-quality programs and services.

3.  **Criterion 4.B – Assessment of Student Learning**:

    o   Cocurricular assessment processes are underdeveloped, with unclear distinctions between cocurricular and extracurricular activities.

4.  **Criterion 4.C – Retention, Persistence, and Completion**:

    o   Goals for retention are vague, and actionable strategies are not fully developed.

    o   Systems for disaggregating data to inform improvement efforts are lacking.

5.  **Criterion 5.A – Institutional Effectiveness**:

    o   The lack of a permanent institutional effectiveness professional has delayed data collection and planning.

    o   The institution operates without an approved strategic plan.

6.  **Criterion 5.B – Resource Base**:

    o   Financial health improvements are ongoing but remain in transition.

    o   Enrollment initiatives are in progress but require time to demonstrate measurable outcomes.

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7. **Criterion 5.C – Integrated Planning:**
   o The new inclusive budgeting process is still developing.
   o Debt repayment priorities limit the institution's ability to expand staffing, professional development, and operational reserves.

## *HLC Expectations*

To resolve these concerns, the institution must:

1. Submit a **Notice Report** at least eight weeks before the September 2025 Notice Visit, providing evidence of progress.

2. Host a **Notice Visit** by September 2025 to evaluate whether the institution has addressed the concerns effectively.

3. Participate in a **Board Review** in June 2026 to determine if Notice can be removed or if further actions, up to withdrawal of accreditation, are necessary.

## *Next Steps*

This project plan outlines the steps Pierpont Community and Technical College will take to:

- Address HLC's concerns.

- Demonstrate compliance with the Criteria for Accreditation.

- Position the institution for a successful outcome at the June 2026 Board Review.

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# Aligning Institutional Improvement Efforts with HLC's Revised Sept 1, 2025, Criteria

Pierpont Community and Technical College is committed to addressing the Higher Learning Commission's (HLC) identified concerns through a strategic, evidence-based approach that not only ensures compliance with accreditation standards but also advances our institutional goals. This project plan is designed to strengthen governance, improve academic quality, and enhance resource sustainability while aligning with our mission to foster student success and lifelong learning opportunities.

The revised 2025 HLC Criteria serve as a framework for this plan, emphasizing mission-driven practices, continuous improvement, and institutional accountability. Through this process, Pierpont aims to not only resolve the concerns outlined during the Notice period but also position the college for long-term growth and success. Our efforts will focus on leveraging this opportunity to build a stronger, more sustainable institution that delivers exceptional value to our students, faculty, and the communities we serve.

## *Criterion 2: Integrity: Ethical and Responsible Conduct*

This criterion emphasizes governance, transparency, and adherence to ethical policies and procedures.

**Relevant Core Components from Revised HLC Criteria**

- **2.A. Integrity**: Actions by governing bodies must adhere to policies and procedures.

- **2.B. Transparency**: Accurate and complete communication with students and the public.

- **2.C. Board Governance**: The Board must act autonomously and, in the institution's best interest.

**Institutional Challenges**

- Lack of Board transparency (e.g., inadequate meeting minutes).

- The absence of a strategic plan adopted by the Board.

- Concerns about Board involvement in day-to-day operations, particularly regarding new initiatives (e.g., the aviation center).

- On-boarding and orientation process for new board members.

- Information about professional development and training for board members.

- Agendas and minutes of governing board demonstrating knowledge and oversight of finances and academic functions.

- Disclosure (and relevant documentation) of superordinate entity or operational partners, as applicable.

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## *Criterion 3: Teaching and Learning for Student Success*

This criterion highlights the importance of maintaining program quality, sufficient staffing, and effective student support.

- **Relevant Core Components from Revised HLC Criteria**

- **3.C. Sufficiency of Faculty and Staff**: Adequate staffing for high-quality programs and services.

- **3.E. Assessment of Student Learning**: Use assessment to enhance educational quality.

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- **3.G. Student Success Outcomes**: Focus on continuous improvement in student retention and success.

**Institutional Challenges**

- Faculty and staff shortages impacting program delivery (3.C).

- Underdeveloped cocurricular assessment processes (3.E).

- Vague retention goals and lack of actionable strategies (3.G).

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## *Criterion 4: Sustainability: Institutional Effectiveness, Resources, and Planning*

This criterion focuses on resource allocation, planning, and long-term institutional sustainability.

**Relevant Core Components from Revised HLC Criteria**

- **4.A. Effective Administrative Structures**: Data-informed decision-making and shared governance.

- **4.B. Resource Base and Sustainability**: Financial stability and alignment of resources with institutional priorities.

- **4.C. Planning for Quality Improvement**: Strategic planning for continuous improvement using data.

**Institutional Challenges**

- The institution lacks an approved strategic plan to guide decision-making (4.C).

- Financial challenges, including debt repayment and limited reserves, impact operations (4.B).

- Ineffective data systems for tracking institutional operations and outcomes (4.A).

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## Summary

This strategic plan is more than a roadmap to address the HLC's identified concerns; it is a pathway to achieving Pierpont's broader goals of enhancing institutional effectiveness, fostering student success, and ensuring long-term sustainability. By integrating the revised 2025 HLC Criteria into our improvement efforts, we are reinforcing our commitment to high-quality education, ethical governance, and data-informed decision-making.

As Pierpont addresses key areas such as board governance, faculty and staff sufficiency, and strategic planning, we are creating a foundation for continuous improvement that will support our mission and vision far beyond the Notice period. This plan reflects our dedication to building a future-ready institution that not only meets accreditation standards but also exceeds expectations in serving our students and community.

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# HLC Project Plan:

## December 2024 Review of Previous Reports and Improvement Areas

*Review the previous HLC report findings, address institutional improvement areas identified in the last review, and prepare to integrate feedback and guidance from the HLC consultant into the updated response framework.*

*Suggested Actions:*

1. Set Meeting with the HLC Consultant: Schedule a formal meeting to review the consultant's insights and guidance on the revised 2025 Criteria.
2. Review Previous Reports: Analyze the findings from the prior HLC review to identify critical areas requiring updates or new supporting evidence.
3. Develop a Comparison Framework: Create a matrix that aligns past findings with actions taken and aligns with the new criteria structure.
4. Begin Gathering Documentation: Compile supporting evidence showing improvements in the identified areas since the last report.
5. Facilitate Internal Discussions: Host team discussions to review institutional improvements, solicit feedback, and brainstorm content for the upcoming report.
6. Draft Narrative Sections: Begin drafting the January section narrative, ensuring integration of HLC consultant feedback and supporting evidence.

**Key Team Members**: President, Exec. Assistant to President, Chief Academic Officer, Chief Financial Officer, and ALO

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**January 2025   Criterion 2.C (now "Board Governance" & Assumed Practices A.11-12)**

*2.C. In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.*

*Suggested examples of evidence for the crafting of a report:*

- Board manual, policies and bylaws, such as a conflict-of-interest policy; documentation of board members' receipt/completion of current documents.
- Board approval of planning and budgeting documents.
- Information about board selection of, evaluation of, and right to terminate the president of institution.
- Documentation of the selection process for board members and for selection of chair, vice chair and other officers.
- Evidence of consideration of board composition, membership and ad hoc committee structure.
- List and bios of board members.
- Dates, agendas and minutes of board meetings and other relevant engagement with campus
- members for multiple years.
- On-boarding and orientation process for new board members.
- Information about professional development and training for board members.
- Agendas and minutes of governing board demonstrating knowledge and oversight of finances and academic functions.
- Disclosure (and relevant documentation) of superordinate entity or operational partners, as applicable.

**Key Team Members:** Executive Committee of the Board, President, Exec. Assistant to President, VP for HR and Organizational Development, and ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month.
5. Draft a 3–4 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

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**February 2025 Criteria 3.C (now 3.C "Sufficiency of Faculty and Staff" and Assumed Practices B.4)**

*3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.*

*Suggested examples of evidence for the crafting of a report:*

- Policy and procedural documents indicating how faculty qualifications are determined and
- monitored.
- Student-to-faculty ratio (overall, on-ground, online).
- Evidence that staff and faculty are sufficient to deliver educational experience, according to its
- mission.
- Summary of qualifications of Student Affairs staff.
- Student-to-staff ratio in direct service areas, as applicable.
- Documentation of professional development and training opportunities for staff and faculty, including support for instructional design.
- Sabbatical policy and how it contributes to high quality programs.
- Guidelines and processes for hiring faculty (such as full-time, part-time, adjunct, online) that are in compliance with HLC's and specialized accreditors' requirements, as appropriate.
- Faculty and staff professional development plans and annual evaluations.
- Orientation program for all faculty (includes full-time, part-time, adjunct, online, dual credit) and staff.

**Key Team Members:** Provost, Associate Provost, Deans, VP for HR (or designee), Faculty Senate Executive Committee, ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month.
5. Draft 3–4 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

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**March 2025    Criteria 4.B (now 3.E. "Assessment of Student Learning")**

*3.E. The institution improves the quality of educational programs based on its assessment of student learning.*

*Suggested examples of evidence for the crafting of a report:*

- Meeting minutes and agendas demonstrating departmental use of assessment data, with evidence of action taken based on review and analysis of data. Such sources may include minutes from faculty senate, assessment committees, and department meetings.
- Evidence that assessment tools are being used, such as curriculum maps, rubrics, internal or external benchmarking, student work products, and employer/graduate school data.
- General education and course-, program- and institutional-level learning goals (as applicable) and outcomes.
- Annual reports of the assessment process.
- Stated expectations of faculty involvement in assessment of student learning.
- Documentation of co-curricular assessment, if applicable, and improvements based on data.
- Assessment plan and/or process and calendar/cycle.
- Documents and reports using direct measures for assessment of student learning.

**Key Team Members:** Provost, Associate Provost, Deans, Director of Institutional Research, AVP of Student Services, General Education Committee Chair, ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month.
5. Draft 5-7 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

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**April 2025    Criteria 4.C (now 3.G "Student Success Outcomes")**

*3.G. The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.*

*Suggested examples of evidence for the crafting of a report:*

- Benchmarking with peer institutions relative to common data points such as graduation, persistence, retention, completion and transfer.
- Licensure or certification exam data.
- Data on where students go after graduation, such as continuing education, job placement rates, admission rates to advanced degree programs, and participation rates in fellowships, internships and special programs (e.g., Peace Corps and AmeriCorps).
- Collection and analyses of economic information related to graduate earnings, loan debt, and field(s) of employment over time.
- Surveys of alumni.
- State degree requirements and evidence of compliance.
- Results related to participation in Federal, state, or privately funded initiatives related to persistence, completion, and retention.

**Key Team Members:** Associate Provost for Student Learning, Registrar, Executive Director for Admissions/Recruiting, AVP for Student Services, ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month.
5. Draft 5-7 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

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**May-June 2025        Criteria 5.A (now 4.A "Effective Administrative Structures")**

**Criteria 5.B (now 4.B "Resource Base and Sustainability & Assumed Practices D.2)**

*4.A. The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.*

*Suggested examples of evidence for the crafting of a report:*

- List of campus committees and teams participating in collaborative planning processes, such as faculty senate, assessment committee, general education committee, strategic planning committee, budget committee, policy advisory group, and/or library committee, with descriptions of their roles in such processes.
- Bylaws, policies, procedures and schedules for the institution's faculty or university senate, student government association, staff senate or council, and governing board.
- Documentation outlining the institution's organizational structure.
- Resolutions and meeting minutes of different constituent groups.
- Evidence of institutional action based on review of data.
- Evidence of the institution's engagement with community, non-institutional entities and local organizations. Examples might include public transportation, partnerships with local law enforcement, and support for local nonprofit organizations.

**Key Team Members:** Director of Institutional Research/Effectiveness, VP for HR and Organizational Development, Foundation Director, Executive Assistant to the President/BOG, Faculty Senate President, Classified Staff or Nonclassified Staff Chair, ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month (target: May 30).
5. Draft 3-4 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

*4.B. The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.*

- Suggested examples of evidence for the crafting of a report:
- Independent audited financial statements and Composite Financial Index patterns for multiple years.
- Documentation of investments in facilities and technology, including deferred maintenance.
- Campus master plan including additions and deferred maintenance.
- Documentation of strategic plan investments.
- Budget requests and procedures delineating flow of decision making.
- Projected budgets/pro forma budgets.
- Compliance with bank covenants and lines of credit.

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- Endowment drawdown policy (and explanations of any anomalies during a review period).
- Process for monitoring expenses.
- Mission statement and activities of institution's foundation or advancement office, as relevant to the support of facilities and educational programs.
- Fundraising documentation and results.
- Enrollment plan, current enrollment and enrollment projections.
- Evidence of allocation of budget for instruction, strategic plan, mission, professional development and similar priorities.
- Duration and amount of grants received by the institution.
- Evidence of the alignment of planning initiatives with current educational programs, such as facilities planning, budget processes, and advancement initiatives.
- Collective bargaining agreement(s), if any.
- Investment policy and documentation demonstrating compliance.
- Internal budget control policies.
- Bond rating since last comprehensive evaluation or Assurance Review, if available.
- Information about training and professional development for faculty and staff.

**Key Team Members:** BOG Finance Committee Chair, CFO, Business/Finance team member, Director of Institutional Research/Effectiveness, CIO, ALO

**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month (target: June 15).
5. Draft 5-7 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

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**June 2025     Criteria 5.C (now 4.C "Planning for Quality Improvement")**

*The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.*

*Suggested examples of evidence for the crafting of a report:*

- History and process of strategic plan creation and constituencies involved in such activities.
- Annual updates to strategic plan; status of action plans.
- Budget requests and procedure for budget planning.
- Budget allocation by major area.
- Budget projections for multiple years.
- Enrollment management plan.
- Environmental scan results.
- Evidence of resources used to aid in planning activities, such as state reports on demographics, industry/vocational employment demands, and market analyses.
- Facilities and technology plans.
- Evidence of attainment of strategic planning goals.
- Documentation delineating linkage between planning, budgeting and evaluation/assessment.
- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measurable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of student satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, student activities, parking, for example).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, information technology, parking, student activities).
- Current rates of and goals for institutional persistence, retention and completion data and reports (include the institution's definitions of these terms), documentation of a consortium for student retention data exchange, analysis of graduation and retention rates by distinctive student populations (e.g., age, gender, race, ethnicity, first-generation status).
- Strategies or initiatives implemented based on review and analysis of data to make improvements in persistence, retention and completion, such as agendas, meeting minutes and action items of units working in these areas.
- Information about the effectiveness of the institution's student success center.
- Documentation of utilization of datasets to make improvements.
- Documentation of campus services to support student needs (e.g., writing skills, math tutoring,
- study skills, time management)
- Analysis of and actions based on suspension and probation trends, DFW rates and tracking in sequenced courses, effects of add/drop and withdrawal policies on student success.
- Analysis of student success based on academic preparation and financial well-being and various demographics.
- Student advising procedures and policies.
- Student exit survey results and action taken to address concerns as applicable

**Key Team Members:** Provost, Associate Provost for Student Learning, Director of Institutional Research/Effectiveness, CFO or Business/Finance team member, AVP for Student Services, Registrar, Executive Director for Admissions/Recruiting, ALO

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**Actions:**

1. Set a discussion time with team members to solicit input and feedback on the suggested evidence.
2. Craft an outline for the section
3. Designate a content writer(s)
4. Create a working timeline with deadlines for the month (target: June 30).
5. Draft 5-7 pages of narrative.
6. Gather and link supporting evidence or documentation for substantive claims.
7. Distribute the section's narrative to the key team members for internal peer review and suggestions.
8. Submit the section to the President's Cabinet for review and feedback.

**July 1—15, 2025**
A working group proofreads all parts of the report and contributes suggestions for filling in any gaps.

**July 15-20, 2025**
The full report goes to the President and Cabinet for final review and approval.

**July 21, 2025**
Final submission uploaded and locked; the HLC-imposed submission date is **July 21, 2025.**

**Following the submission of the report, Pierpont will begin hosting learning sessions and mock interviews with select identified stakeholders**

**Mock Interviews for Internal Stakeholders**

- July 25: Lunch & Learn: Overview of Report and Process
- August 1: Mock Interviews: Sufficiency of faculty and staff (3.C)
- August 8: Mock Interviews: Assessment of student learning (3.E)
- August 15: Mock Interviews: Assessment of student learning (3.E)
- August 22: Mock Interviews: Student success outcomes (3.G)
- August 29: Mock Interviews: Effective administrative structures (4.A) and Resource base & Sustainability (4.B)
- September 5: Mock Interviews: Planning for quality improvement (4.C)
- September 12: Mock Interviews: Sufficient Board Autonomy (BOG members) (2.C)

**On-site Visit: September 15-16, 2025**

- Site team present on campus; agenda of meetings with identified Pierpont team members and Board members forthcoming in Spring 2025

**June 2026: HLC Board of Trustees (Determination of Compliance)**

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Olivia Boltz, Director of Institutional Effectiveness
Pierpont Community & Technical College
North Central WV Advanced Technology Center
500 Galliher Drive, Fairmont, WV 26554

**ENROLLMENT UPDATE**
November 2024

**Pierpont's Enrollment Data**

This report provides an analysis of Pierpont Community and Technical College's enrollment trends from Fiscal Year 2020 to Fiscal Year 2025, focusing on total fall unduplicated enrollment and full-time equivalent (FTE) figures. Understanding these trends is critical for evaluating institutional growth, retention, and strategic planning. The data highlights fluctuations in enrollment, reflecting both challenges and opportunities for sustaining student engagement and academic programming. Key areas of analysis include the significant enrollment dip observed between Fiscal Year 2020 and Fiscal Year 2023, followed by a resurgence in 2024 and continued growth into Fall 2025.

| Fiscal Year | Academic Year | Total Fall Unduplicated Enrollment* | FTE |
|---|---|---|---|
| 2020 | 2019-2020 | 1912 | 1342 |
| 2021 | 2020-2021 | 1613 | 1169 |
| 2022 | 2021-2022 | 1596 | 1064 |
| 2023 | 2022-2023 | 1461 | 1010 |
| 2024 | 2023-2024 | 1859 | 1116 |
| 2025 | Fall 2024 | 1939 | 1218 |

Enrollment data from Fiscal Year 2020 to 2025 reveals a fluctuating trend. After a notable decline in total unduplicated enrollment and FTE between 2020 and 2023, the institution experienced a strong rebound in 2024, with total enrollment increasing from 1,461 in 2023 to 1,859 in 2024. The upward trajectory continued into Fall 2025, reaching 1,939 in total enrollment and 1,218 FTE. These figures suggest a recovery phase, underpinned by potential shifts in recruitment strategies, program offerings, and institutional initiatives aimed at improving student engagement and retention.
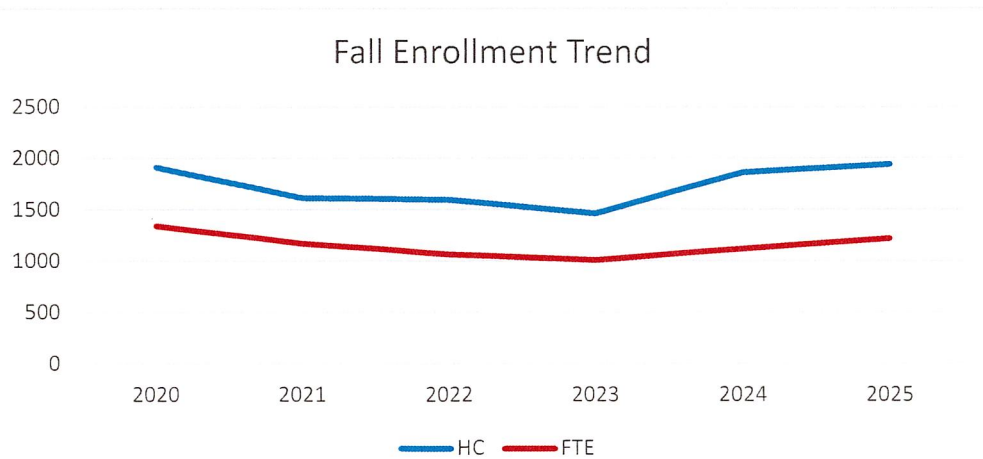


*Education that Works!*

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

**Pierpont Student Types**

As of 10/16/2024, Pierpont's current enrollment stands at 1,939 students, categorized into the following student types: first-time freshmen (18.1%), returning students (20.7%), readmitted students (3.5%), transfer students (7.1%), dual-enrolled high school students (49.2%), and other students (1.3%). The most significant representation in this year's enrollment comes from dual-enrolled high school students, who now account for nearly half (49.2%) of the student population.

## Student Types



Legend:
- First-time Freshman
- Returning Student
- Readmitted Student
- Transfer Student
- Dual Enrolled Student
- Other
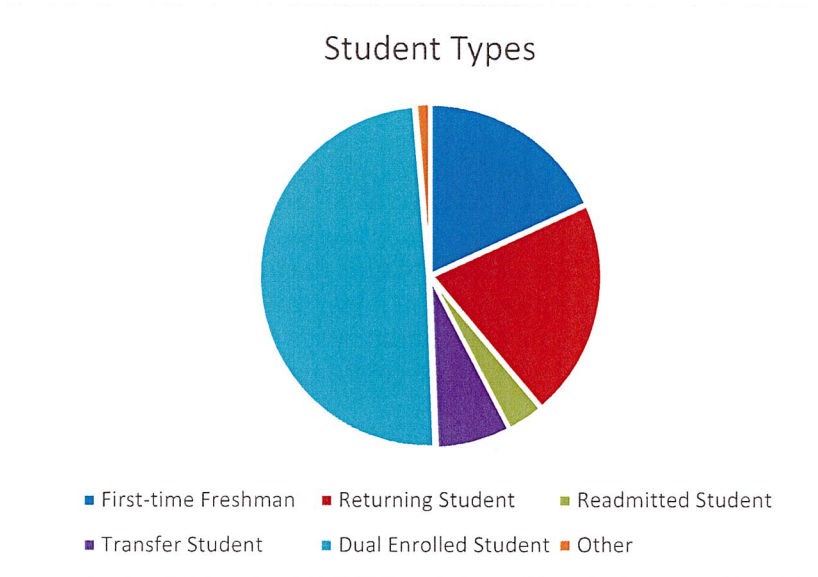
The most notable change in student types between Fall 2023 and Fall 2024 was in the first-time freshman category, which saw a 14% increase (n=43 students). First-time freshmen represented 15.6% of the student population in Fall 2023, rising to 18.1% in Fall 2024. This growth reflects the success of Pierpont's enhanced recruitment strategies targeting incoming freshmen.

In contrast, the dual-enrolled high school student category experienced a slight decline of 4.7% (n=47 students). Despite this, dual-enrolled students remain the largest segment, comprising 49.2% of the total student population in Fall 2024 compared to 50.6% in Fall 2023.

Returning students saw a modest increase of 16 students (4.1%), representing 20.7% of the total population in Fall 2024, up from 19.8% in Fall 2023. This marks a stabilization in retention efforts following declines in previous years.

Between the Fall 2023 and Fall 2024 census dates (10/16), Pierpont experienced an increase in headcount of 49 students (+2.6%) and an FTE increase of 59 (+4.7%). The growth in FTE reflects a higher proportion of full-time students, particularly among first-time freshmen and returning students.

## Conclusion

The enrollment data for Pierpont Community and Technical College highlights positive momentum heading into Fall 2024 (Fiscal Year 2025). The institution experienced an overall headcount increase of 80 students (4.3%) and a significant growth in FTE of 102 (9.1%), reflecting an encouraging shift toward engaging more full-time students. These gains underscore the effectiveness of recent initiatives aimed at strengthening recruitment and retention efforts, particularly among first-time freshmen and returning students.

While dual-enrollment remains a cornerstone of Pierpont's enrollment strategy, the steady increase in traditional student categories further demonstrates the institution's commitment to diversifying its student population and meeting the evolving needs of its community. Sustaining this upward trend will require ongoing efforts to enhance program offerings, strengthen student support services, and foster a culture of academic and operational excellence. These results are a promising step forward in achieving Pierpont's strategic goals and securing long-term institutional growth.

Olivia Boltz, Director of Institutional Effectiveness
Pierpont Community & Technical College
North Central WV Advanced Technology Center
500 Galliher Drive, Fairmont, WV 26554

**Academic Year in Review**                     July 1, 2023 – June 30, 2024*

# Enrollment and Reauthorization Data

**Enrollment Information ***

| | |
|---|---|
| Annual UNDUP HC: | 2,319 |
| Annualized FTE: | 1062 |

| | |
|---|---|
| Summer Full-time Resident Head Count: | 3 |
| Summer Full-time Nonresident Head Count: | 0 |
| Summer Part-time Resident Head Count: | 283 |
| Summer Part-time Nonresident Head Count: | 10 |

| | |
|---|---|
| Fall Full-time Resident Head Count: | 271 |
| Fall Full-time Nonresident Head Count: | 9 |
| Fall Part-time Resident Head Count: | 483 |
| Fall Part-time Nonresident Head Count: | 8 |

| | |
|---|---|
| Spring Full-time Resident Head Count: | 126 |
| Spring Full-time Nonresident Head Count: | 1 |
| Spring Part-time Resident Head Count: | 213 |
| Spring Part-time Nonresident Head Count: | 13 |

| | |
|---|---|
| Dual Enrollment Head Count | 1008 (Fall 2023) |
| | 702 (Spring 2024) |
| | - 525 Enrolled in Both Terms |
| | 1,185 Total Dual Enrolled |

**Other Information**

| | |
|---|---|
| Full-time Tuition: | $4,580/yr. |
| Required Fees: | $1,014/yr. |
| Total Tuition + Fees: | $5,594/yr. |
| Retention Rate (Fall 2022 to Fall 2023): | First-time Full-time: 61.0% |
| Associate Graduation Rate (within 100% of Program Time): | First-time Full-time: 36.2% |
| Transfer In (Fall 2023): | 137 |
| Student Loan Default Rate: | 0.00% |

\* All data is represented within the July 1, 2023 – June 30, 2024, time frame, unless otherwise noted in the data description.
\*\* Only includes data for those with a credit hour load of one or greater.

# Demographic Data

## Total Undergraduate Student Count by Gender

| | |
|---|---|
| Grand Total Men | 40.19% |
| Grand Total Women | 59.81% |

## Total Undergraduate Student Count by Race and Ethnicity

| | |
|---|---|
| White | 83.67% |
| Native Hawaiian or Other Pacific Islander | 0.56% |
| American Indian or Alaska Native | 0.56% |
| Black or African American | 4.31% |
| Asian | 0.99% |
| Hispanic/Latino | 0.82% |
| Two or more races | 4.83% |
| Race and Ethnicity Unknown | 4.27% |

## Total Awards Conferred by Gender

| | |
|---|---|
| Grand Total Men | 57.22% |
| Grand Total Women | 42.78% |

## Total Completions by Race and Ethnicity

| | |
|---|---|
| White | 81.59% |
| Native Hawaiian or Other Pacific Islander | 0.23% |
| American Indian or Alaska Native | 0.68% |
| Black or African American | 5.68% |
| Asian | 3.18% |
| Hispanic/Latino | 0.68% |
| Two or more races | 7.05% |
| Race and Ethnicity Unknown | 0.91% |

# Financial Aid Data

| | |
|---|---|
| WV Invests Grant Paid: | $1,438,882.00 |
| Pell Grant Paid: | $2,340,875.16 |
| Promise Scholarship Paid: | $137,136.00 |

# Student/Program Engagement Fall 2024

| | |
|---|---|
| Academic Programs with submitted co-curricular plans: | Greater than 50% |
| Student organizations: | 10 |

* All data is represented within the July 1, 2023 – June 30, 2024, time frame, unless otherwise noted in the data description.
** Only includes data for those with a credit hour load of one or greater.