

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS**

Academics and Student Services Committee Meeting

**Tuesday, November 19, 2024
8:30 AM**

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

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors Academics and Student Services Committee was held on November 19, 2024, beginning at 8:30 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: Thomas Cole – Committee Chair and Jessica Barker

Committee Members Absent: Lisa Lang, Christine Miller, and Juanita Nickerson

Other Board Members Present: Susan Woods Coffindaffer, Thomas Cole, Anthony Hinton, Jeffrey Powell, Joanne Seasholtz, and Nathan Weese

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

I. Call to Order

Thomas Cole called the meeting to order at 8:33 AM.

II. Approval of Minutes – February 20 and May 14, 2024

A quorum was not present. Therefore, the minutes from the February 20 and May 14, 2024 meetings could not be approved.

III. Student Services

Nancy Parks provided updates on several key initiatives and achievements. She began by addressing the institution's progress in responding to co-curricular deficiencies identified by the Higher Learning Commission (HLC), noting that faculty participated in workshops to create activities complementing classroom instruction. Over half of the academic programs have now submitted co-curricular plans for Fall 2024.

Student engagement initiatives were also outlined, including a December 13 trip to New York City for 15 students and a planned Washington, D.C., trip in Spring 2025.

Nancy shared the success of securing two state mini-grants totaling \$10,000, which funded a "smash room" and a new student organization for first-generation students, as well as free yoga classes supported by a mental health grant.

She reported increased engagement in the Office of Learning Support, including a quadrupling of participation in WV Workforce programs, 63 mental health appointments (including three crisis interventions), 58 learning strategy sessions, and 11 mental health presentations.

Efforts to boost Spring 2025 registration include classroom visits, intensive outreach campaigns, and planned registration sessions continuing through January.

A more detailed report can be found attached **(Attachment A)**.

IV. Academics

Dr. Michael Waide provided the following updates:

A. Transfer Pathways

i. WVU Affiliation Agreement

A draft agreement for a WVU pathway program is under review, designed to provide Pierpont students with seamless admission to WVU after completing two years, granting co-branded student status and access to WVU resources such as the library and discounted sporting event tickets.

ii. Marshall University Affiliation Agreement

An affiliation agreement with Marshall University is also in development, establishing a guaranteed admission pathway into Marshall's Bachelor of Applied Science (BAS) program, allowing the transfer of up to 72 credit hours.

iii. WVU-Parkersburg

Work continues on a 2+2 articulation agreement with WVU-Parkersburg to enable Pierpont students with an Associate of Applied Science (AAS) or Associate of Arts (AA) degree to transition into WVU-Parkersburg's Bachelor of Arts in Multidisciplinary Studies program.

The pathway from Pierpont's Surgical Technology program into the Health Sciences degree has been finalized, aligning with new requirements for a two-year degree in Surgical Technology.

B. Career Pathways

Dr. Michael Waide informed the board about the ongoing development of career pathways designed to award college credit through industry-recognized credentials.



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!

- i. Randolph County
Amy Cunningham provided updates and the attached report (**Attachment B**) on the Clinical Medical Assistant program currently offered by Eastern Community and Technical College in partnership with the Randolph County Housing Authority. Pierpont will assume responsibility for the program in August 2025, following a phased transition starting with LPN prep courses in January 2025. The program will enroll 20 students per 15-week cohort, starting in August and February, with recruitment efforts focusing on converting CNA students into LPN students

C. General Education Assessment

David Beighley presented an assessment report (**Attachment C**), noting that the Higher Learning Commission (HLC) identified general education assessment as an area needing improvement. While significant data has been collected, efforts must now focus on using this data to implement changes and improve courses. Pierpont's six general education outcomes include communication, technical literacy, quantitative literacy, professionalism, critical thinking, and global awareness and diversity, which progress into program-specific courses. The institution is adhering to the timelines outlined in the assessment document, and a team is actively participating in HLC workshops focused on general education

D. Dual Enrollment Updates

DE enrollment includes 957 students, representing 330 full-time equivalents (FTE) across the service region. While Fairmont Senior High School has withdrawn its students from three specific classes, many of their students continue to participate in other DE offerings. Efforts are ongoing to identify opportunities to enhance and expand overall DE offerings. A more detailed report provided by David Beighley can be found attached (**Attachment D**).

E. Virtual Reality (VR) Update

A \$1.5 million grant has been approved to establish a virtual reality (VR) lab to support immersive learning across programs such as Advanced Manufacturing, Aviation, and Healthcare. The lab, located in Room 115, will feature 27 VR headsets. The grant also funds two new positions: a Virtual Lab Instruction Specialist to manage lab operations and integrate VR into the curriculum, and a Mobile Virtual Reality Specialist to support mobile VR technology implementation at schools and businesses.

V. **Adjournment**

There being no further business, Thomas Cole adjourned the meeting.

Respectfully submitted by Amanda N. Hawkinberry



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Board of Governors

Academic & Student Services Committee

November 19, 2024

Co-Curricular Learning/Student Engagement/Retention Strategies

In response to the HLC opinion of “Not Met” in Criterion 4 for assessment of student learning, a renewed emphasis has been placed on “co-curricular” learning and student engagement in those “out of class” opportunities designed to enhance curricular learning.

During Professional Development week in August, the Associate VP of Student Services designed and delivered a 3-hour workshop for faculty. This workshop explained the importance of co-curricular learning and assessment for accreditation purposes and provided examples of such activities. All academic degree programs were then tasked with the creation of at least one co-curricular learning experience for the academic year. Programs were encouraged to provide at least one co-curricular activity per term.

Faculty were provided with a Co-Curricular Planning Template in the form of a Google survey and were invited to brainstorm ideas with AVP Parks. Faculty were strongly encouraged to submit their Co-Curricular Plan by no later than November 1. As of November 19, over half of Pierpont programs had submitted their plans for co-curricular activities for the Fall, and faculty continue to submit plans for both Fall 2024 and Spring 2025.

This number of submitted co-curricular plans exceeds the commitment made to the Institutional Actions Council of the Higher Learning Commission. AVP Parks will upload data into the Student Engagement tool, “INVOLVE,” an application in the Pierpont portal.

At the institutional level, the Office of Learning Support and the Office of Recruiting, Admissions, & Engagement secured two state grants, totaling \$10,000. This funding has been used to underwrite physical/mental health initiatives and a celebratory event for “first-generation” college students. A new student organization for First Generation Students has been created, and LPN coordinator Terri Armentrout and MLT coordinator Melissa White have volunteered to be co-advisors; other faculty also volunteered to assist.

The Office of Student Success is winding up its Fall 2024 workshop series. While attendance has been much lower than anticipated, those participating have provided helpful feedback that has driven revisions for the Spring 2025 series. With the implementation of the new Learning Management System, there will be multiple Blackboard sessions for Spring, as well as a deeper concentration on learning strategies earlier in the semester with a request to faculty to embed those sessions in their classes when possible, preferably before the first major exam.

The Office of Learning Support, including Counseling & Disabilities, reports the following interactions with students since the start of term through November 9, 2024:

- 63 mental health appointments; 3 “crisis” engagements
- 21 intakes for Disabilities Services, up from 14 in 2023
- 27 appointments for students with documented disabilities
- 10 test proctoring services
- 58 appointments for learning strategies
- 29 appointments for WV Works participants; increased WV Works student participants from 2 to 8 over the past year
- 11 presentations regarding learning strategies/mental health connections

The goal is to increase faculty and student participation with Learning Strategies and Student Success offices and to increase collaborations between internal offices, as well.

The Financial Aid office reports a steady increase over the past five years in WV Invests grant funding disbursed: from \$845k in the first year of the program to \$1.8 million projected by the end of academic year 2024-25. In addition, all State aid has disbursed for the semester.

The Recruitment/Admissions area continues to schedule “Experience Pierpont” days and invite community members to tour the campus, get hands-on experience in academic program areas, and explore the opportunities for their individual constituents. An upcoming Day reserved for social service workers has reserved spots for over 30 participants. In addition, Student Activities has planned NYC and Washington, DC bus trips to promote “global awareness and cultural diversity” general education/co-curricular learning.

Academic advisors have been visiting classrooms to get more students registered for Spring 2025 courses. Despite concerted efforts, students often wait until the end of the term to register or wait until after Christmas to do so. As a result, the admissions/advising staff will continue to reach out to these students over the semester break and offer registration sessions after staff return to campus in early January.

Submitted by: Nancy Parks, interim Associate Vice-President, Student Services



10/19/24

Attachment B

Program Overview:

The Clinical Medical Assistant (CMA) program provides comprehensive training across multiple healthcare domains, offering students the opportunity to earn six professional credentials while developing essential medical skills. The program is scheduled to begin in July 2025.

Preparatory Offerings prior to CMA start:

- LPN Prep Courses
- TEAS Prep Courses (in months preceding CMA program start)

CMA Key Program Components:

1. Medical Knowledge Development

- Medical Terminology (15 hours)
- Human Anatomy & Physiology (15 hours)
- Human Disorders, Diseases, and Pharmacology (15 hours)

2. Clinical Skills Training

- CPR and Safety (10 hours)
- Patient Interaction and Health Assessment (30 hours)
- Phlebotomy Theory (30 hours)
- Clinical Medical Assisting Procedures (15 hours)

3. Procedural Skills Lab (45 hours)

Competencies include:

- EKG
- Phlebotomy
- Waived testing
- Vital signs
- Medical history
- Physical exams

4. Administrative Skills

- Insurance and medical reception
- Medical law and ethics

- Billing and coding basics
- Electronic health record management

Credentials Earned:

- Basic Life Support (CPR)
- Certified Phlebotomy Technician
- Certified Clinical Medical Assistant
- Certified EKG Technician
- Certified Medical Administrative Assistant
- Certified eHR Specialist

Total Program Hours: 200

Program Start Date: July 2025

Clinical Medical Assistant

Course	Content	Contact Hours	Credential
Medical Terminology for Allied Health			
	<i>Medical Terminology</i>	15	
Human A&P for Allied Health			
	<i>Body Systems</i>	15	
CPR and Safety & Infection Prevention			
	<i>CPR (Adult and Infant) and AED</i> <i>Infection prevention</i> <i>Personal Protective Equipment and OSHA</i> <i>Disinfection and sterilization</i>	10	<ul style="list-style-type: none"> ▪ Basic Life Support (CPR card) ▪ PPE (NC3)
Clinical Patient Interaction: Health Assessment			
	<i>Patient education</i> <i>Vital signs and measurements</i> <i>Physical exams</i> <i>Therapeutic modalities</i>	30	
Human Disorders, Diseases, and Pharmacology			
	<i>Disorders and Diseases</i> <i>Wellness and nutrition</i> <i>Parenteral meds</i> <i>Prescriptions</i> <i>Drugs</i>	15	
Phlebotomy Theory			
	<i>Specimen collection and processing</i>	30	<ul style="list-style-type: none"> ▪ Certified Phlebotomy Technician (NHA)
Clinical Medical Assisting			
	<i>Asepsis</i> <i>Instruments</i> <i>Basic point-of-care testing (POC)</i> <i>Surgical supplies and procedures</i> <i>EKG Basics</i>	15	

Clinical Medical Assistant

Clinical Procedural Tasks and Skills Lab			
	Skills competencies (documented): <i>EKG</i> <i>phlebotomy</i> <i>Waived testing/POC</i> <i>vital signs/measurements</i> <i>medical history</i> <i>physical exams</i> <i>patient positioning</i> <i>patient instructions</i>	45	<ul style="list-style-type: none"> ▪ Certified Clinical Medical Assistant (NHA) ▪ Certified EKG Technician (NHA)
Administrative Medical Assisting and Patient Care Management			
	<i>Insurance</i> <i>Medical Reception and Clerical</i> <i>Medical Law & Ethics</i> <i>Patient Relations</i> <i>Billing & Coding Basics</i> <i>eHR and Documentation</i>	25	<ul style="list-style-type: none"> ▪ Certified Medical Administrative Assistant (NHA) ▪ Certified eHR Specialist (NHA)
		200	



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To: Pierpont Community and Technical College Board of Governors

From: David M. Beighley, *DMB* Associate Provost for Academics and Student Learning

Subject: Pierpont CTC General Education Assessment Plan

Date: 19 November 2024

The General Education Assessment Plan for Pierpont Community & Technical College outlines a comprehensive approach to aligning academic programming and assessment processes with institutional goals and state-mandated requirements. The plan emphasizes systematic assessment, continuous improvement, and adherence to the college's mission of fostering student success through well-rounded education.

Key Recommendations

1. **Alignment of General Education Requirements**
 - Ensure all degree programs (C.A.S., A.A.S., A.A.) adhere to defined General Education requirements through curriculum revisions
 - Timeline: Identify misaligned programs by May 2024 and implement curricular changes by December 2024
2. **Annual Assessment Cycle**
 - Implement a cyclical process involving instruction, assessment, improvement planning, and implementation for evaluating student learning outcomes at multiple benchmarks (service-level, program-specific, and capstone courses)
 - Timeline: Adopt the cycle in 2024 for immediate deployment in AY2024-2025
3. **Assessment Schedule**
 - Focus assessments on key General Education Outcomes—Communication, Quantitative Literacy, and Technical Literacy—during alternating academic years; assess Professionalism, Critical Thinking, and Global Awareness/Diversity in a newly-determine cycle
 - Timeline: Integrate into academic planning for the 2024–2025 academic year
4. **Adoption of Standardized Rubrics**
 - Utilize rubrics for consistent evaluation of Written Communication, Oral Communication, Quantitative Literacy, and Technical Literacy outcomes
 - Timeline: Finalize and implement rubrics by Fall 2024
5. **Program-Embedded General Education**
 - Identify and assess program-specific courses that reinforce General Education outcomes between foundational and capstone coursework
 - Timeline: Evaluate Communication, Quantitative Literacy, and Technical Literacy by May 2025, with other outcomes (Professionalism and Critical Thinking) assessed in newly-determined cycle

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Context and Compliance

Pierpont's General Education programming aligns with the West Virginia Community and Technical College System's Title 135 Series 11 guidelines. These requirements mandate essential competencies in communication and quantitative skills across all certificate and associate degree programs. The college has identified core and program-specific General Education courses to meet these outcomes, ensuring a robust academic foundation for students.

Outcomes and Strategic Impact

The plan's systematic structure supports the enhancement of student learning, adherence to accreditation standards, and alignment with institutional goals. Through these initiatives, Pierpont aims to foster continuous improvement, bolster academic quality, and equip students with essential skills for professional and personal success.



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To: Pierpont Community and Technical College Board of Governors

From: David M. Beighley, ^{DMB} Associate Provost for Academics and Student Learning

Subject: Pierpont CTC Dual Education Programming – Marion County

Date: 19 November 2024

Pierpont's Dual Enrollment and Transitional Education Coordinator, Stephanie Cunningham, and Associate Provost for Academics, David Beighley, met on Friday, October 25, 2024 with representatives from Marion County Schools, including Superintendent Dr. Donna Heston; Supervisor of Secondary Curriculum and Instruction, County Policies, and County Testing Administrator, Kristin DeVaul; Administrative Assistant of Curriculum and Instruction, L.D. Skarzinski; the Principals for East Fairmont, Fairmont Senior, and North Marion High Schools; high school guidance counselors; and various high school faculty involved with dual enrollment programming. The purpose of this meeting was to hear concerns brought forward by Marion County Schools in correspondence with Ms. Cunningham regarding Pierpont's administration of dual enrollment programming; to these ends, Marion County Schools' representatives identified the following concerns:

Alignment of Student Learning Outcomes: Representatives of Marion County Schools assert that Pierpont failed to incorporate into its curriculum integrated Student Learning Outcomes (SLOs), coordinating the requirements of West Virginia Department of Education Policy 2510, to which all West Virginia high schools are beholden, and those of Pierpont's courses, as discussed in preliminary planning meetings. Marion County Schools representatives contend this lack of alignment has created additional work for both students and faculty in order to satisfy WVDOE and Pierpont requirements.

Class Scheduling: Representatives of Marion County Schools assert that Pierpont had not adequately addressed class scheduling requests brought to the College for AY2024-2025, particularly in relation to the need for classes to run the duration of the academic year and not be limited by semester. Additionally, representatives from Fairmont Senior High School noted at least one occurrence where a Pierpont dual-enrollment course offering did not coincide with the high school's request (e.g., ARTD 1120: *Art Appreciation* being offered instead of the requested MUSC 1120 *Music Appreciation*).

Student Account Access: Representatives of Marion County Schools assert that students regularly encountered account access issues during the Fall 2024 term, specifically in gaining access to Pierpont courses through the BlackBoard Learning Management System.

Pierpont recognizes the exceptional academic programming Marion County Schools provides its students and is proactive in efforts to ensure that the county school system and College maintain a strong relationship. In

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response to the concerns identified by Marion County Schools representatives, Pierpont has engaged in the following actions:

- Ms. Cunningham and Mr. Beighley have requested a meeting with Ms. DeVaul to discuss alignment of Student Learning Outcomes for all dual-enrollment courses offered by Pierpont in Marion County high schools. The intent of this action is to ensure all SLOs for Marion County's high school courses are being met simultaneously with those of Pierpont's courses.
- Ms. Cunningham will be implementing dual-enrollment student registration deadlines. The intent of this action is to minimize student account access issues by ensuring students have access to Pierpont's systems well in advance of class start dates.
- Ms. Cunningham is completing a Standard Operating Procedure for Pierpont's Dual Enrollment Program. The intent of this action is to ensure processes governing the Office of Dual Enrollment and Transition Education are identified, scheduled, and implemented so as to minimize issues in Pierpont's deployment of dual-enrollment programming, inclusive of class scheduling requests and requirements.

The intent is to complete all mitigation activities by the close of calendar year 2024 in preparation for continued administration of dual-enrollment programming between Marion County Schools and Pierpont Community and Technical College.