BridgeValley
Community & Technical College

BOARD OF GOVERNORS

AGENDA

May 7, 2021

MEMBERS

Megan Callaghan Bailey	Andrew Kennedy
Mark Blankenship	Srini Matam
Barry Crist	Larry Pack, Jr.
Ashley Deem	Andrea Petry
Barry Holstein	Kent Wilson
Pamela Hyde-Wines	

Eunice M. Bellinger
President

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Public Livestream Link:

https://vimeo.com/534008130/ad22825f17

May 7, 2021, 9:00 a.m.

AGENDA

I.   **Call to Order**

II.   **Roll Call**

III.   **Approval of Minutes**

IV.   **Budget Presentations**

V.   **Academic Affairs**

VI.   **Reports**

a.   Annual Faculty Report—Kent Wilson

b.   Annual Staff Report—Diann Simmons, Classified Staff Council Chair; Misi Lair, Director of Veteran & Military Affairs; and Whitney Pomeroy, Student Veteran

c.   Annual Student Report—Pamela Hyde-Wines; Caroline Hudson: Nursing graduate; Dale Sponaugle: Advance Manufacturing Technology graduate and Veteran; and Whitney Pomeroy: Nursing student and Veteran

d.   President's Report—Dr. Eunice Bellinger

VII.   **Miscellaneous Items**

       a.   Presidential Evaluation Committee
       b.   Dual Credit and AEP Grant Execution Updates – Dean Kristi Ellenberg
       c.   Culinary Program Update – Dean Kelly Grose
       d.   Facilities Tour Update – Vice Chair, Mark Blankenship & Barry Holstein
       e.   Action Item: Reconsideration of Master Plan
       f.   Information Item: Holiday Calendar for 2021-2022…………………………………………………………...….……131

VIII.   **Executive Session Pursuant to W. Va. Code 6-9A-4 to Discuss Personnel Matters & Purchase, Sale, or Lease of Property**

IX.   **Additional Board Action and Comments**

X.   **Upcoming Dates to Remember**

       a.   April 29 — Last Day of Classes
       b.   May 8-14 — Final Exam Week
       c.   May 15 — Commencement
       d.   June 10 — WVCTCS BOG Training via ZOOM
       e.   July 30 – BOG Retreat

XI.   **Next Meeting**

Friday, June 25, 2021
9 a.m.
Location TBA

XII.   **Adjournment**

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

MARCH 5, 2021

A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, March 5, 2021, at 9:00 a.m. via video conference.

Board members present: Mark Blankenship, Sally Cline, Barry Crist, Jane Harkins, Pamela Hyde-Wines, Andrew Kennedy, Srini Matam, Andrea Petry, Kent Wilson and Daniel Wright. Also in attendance were President Bellinger and BridgeValley faculty and staff.

I. **Call to Order**

   Chair Sally Cline called the meeting to order at 9 a.m.

II. **Roll Call**

   Roll was taken by Amy Moore noting that a quorum was present.

III. **Approval of Minutes**

   Danny Wright moved to approve the meeting minutes of November 6, 2020. Jane Harkins seconded the motion. Motion carried.

IV. **Possible Executive Session Under the Authority of WV Code §6-9A-4 to Discuss the Purchase, Sale, or Lease of Property**

   Jane Harkins moved to enter executive session under the authority of WV Code §6-9A-4 to discuss the purchase, sale or lease of property. Pamela Hyde-Wines seconded. Motion carried.

   Following Executive Session, the Board reconvened in open session, and the following action was taken:

   Kent Wilson moved that the Board ask the WVCTCS to act upon the Master Plan as proposed by BridgeValley in Spring 2020 by their scheduled April 2021 meeting or before. Jane Harkins seconded. Motion carried.

V. **Administrative Items**

a. Information Item: FY 2020-2021 Budget Update

Cathy Aquino provided a budget update comparing year to date actual spending for two quarters of this fiscal year to budget. She noted that overall revenue is at 49.1%. State appropriations are at 48.2%. Tuition and fees revenues are on target. Fall enrollment was slightly less than last year.

She noted that salary and benefits are at 53.2% and are on target. Non-payroll expenses are at 46% and are slightly below target. Total expenses are on target at 51.5%. Fifty percent of the operating budgets were released in the first quarter to departments. Fund balances remain healthy at this point in the fiscal year, the primary reason is the fall tuition and fees revenue is collected mainly in the first quarter.

Cathy provided an update on the CARES Act funds. BridgeValley has been awarded $1,445,025 by the US Department of Education. Half of the funds, $722,513, must be distributed directly to students as grants. The Financial Aid Staff determined which students qualified according to federal financial aid guidelines. As of December 31, 2020, students have received the entire $722,513. The second half of the funds may be used by the institution for COVID related expenses occurring after March 13, 2020. Federal guidelines are being evaluated to ensure that all expenses charged to the fund will be allowable. As of December 31, 2020, expenditures totaled $345,396.79. Categories of expenses were online training, distance learning, cleaning and safety, and other (working from home). Quarterly reports are available for review on the COVID-19 page of the BridgeValley website.

In January, BridgeValley received the second round of awards. The student portion totaled $722,513 and the institutional portion totals $1,936.719. Disbursements to students are in process.

VI. **Academic Affairs**

a. Academic Catalog and Academic Program Consolidation Update

Dr. Soscia provided an update on the Academic Program Consolidation. He reported from the actions of the February 2020 Board meeting where it was agreed to consolidate academic programs and reduce programs from 76 to 41, as of yesterday, we have officially completed that process. Dr. Soscia expressed his gratitude to the deans, faculty and academic committees for their work to get this project completed.

b. Introduction to Meta-Majors – Pathfinder Ways

Dr. Calisa Pierce, Associate Dean of Curriculum Development, provided an introduction to the Meta-Majors. Dr. Pierce was tasked to shepherd the Guided

Pathways Project and get it ready to go for Fall 2021 semester. Guided Pathways is a movement to help students complete (which streamlines student's choices so they have structure and not a huge array of choices) and to offer and revamp support and very clear learning outcomes. Since, Fall 2019 they have been working on the Meta-Majors clusters. Programs were split into clusters. This program works by having students work with career services to take career inventory in addition to their placement testing. From that career inventory, if they are undecided they will have counseling that will help them get into a cluster that will identify a tentative major. All students in the same cluster will have the same first year classes. In those clusters, they will have a career class. In week five, they have an option to switch majors. In week six, they will start a specified introductory course just for their program. During first five weeks, they will do their own GPS in which they select every elective class they will take during their college career.

c. Institutional Learning Outcomes Updates

Dr. Calisa Pierce stated they had 20-faculty volunteer to serve on the taskforce to review the formerly called general education curriculum. The entire faculty committed to keeping the four main objections and worked in detail at revamping and strengthening them.

d. Academic Affairs Strategic Initiatives for Economic Development in West Virginia

Dr. Peter Soscia stated that Dr. Bellinger asked him to do some research and begin to think about strategies for our post pandemic world. He wanted to frame it in a way that had economic value for the community and helped transition us into a more sustainable, diverse and wealthy Kanawha Valley Region. He put a package together that is in review right now. It is not so much an organizational discussion but where the institution can focus and provide leadership in West Virginia and the region with the idea that the programming should create but most importantly provide pathways for young people to live and stay in West Virginia. Three areas essential to the growth of the West Virginia economy are a) Digital Infrastructure; b) Telehealth and Telewellness; and c) Entrepreneurship and Small Business Ownership. He provided ways that BridgeValley can assist with these areas. Just now putting the finishing touches on the white paper that we can distribute and share with funders and other companies.

e. Assessment and HLC Report Status

Suzette Breeden, Vice President of Academic Affairs and HLC Liaison, provided the status of the HLC Report. The HLC Self-Study reports requires institutions to write a report and provide evidence for five criteria. Within those five criteria, there are 21 components and 68 sub-core components that must be addressed. BridgeValley met 20 of 21 components. Only core component met with concerns was 4.B. Because of concerns, they required an interim monitoring report.

Dr. Christina Johnson discussed the steps taken to address deficiencies that the team noted. The interim report addressing these deficiencies is due May 15, 2022.

VII.   **Reports**

a.   Enrollment Update

Dr. Todd Jones, Vice President for Student Affairs, provided an update on enrollment. First, Dr. Jones thanked his team. The spring 2021 enrollment is up 2% (1102 students) as compared to last Spring (1080 students) which was pre-covid.

Barry Crist asked Dr. Jones to provide the number of students retained from Spring 2020 to Spring 2021. Dr. Jones stated that he would send the information to the Board by email.

b.   Marketing/Website Report

Crystal Berry with 25th Hour Communications provided an update on marketing/website efforts for BridgeValley. The "look book" was finalized and is in the hands of Michelle Wicks, Outreach Coordinator, to share with community leaders. Had Meet the Majors campaign, which a no cost tactic. Used the Meet the Majors program as lead into our paid advertising for spring semester. The message for spring campaign was "transfer or train for a high tech career". Purchased traditional media at significant discounts offered by vendors such as TV, newspapers and billboard. We received discounts up to 90 percent. Did have a noticeable increase in transfers. Did a financial aid no cost tool to improve financial literacy in our community and service area. Was able to drive over 3,000 users to our no cost tool on our website.   Crystal discussed upcoming campaigns for the college. Established Intranet for faculty and staff. Created a portal for students called My Bridge.   Still in very preliminary stage on updating website.

c.   College Stress Test

Dr. Laura McCullough provided the results of the College Stress Test. She stated that BridgeValley received an excellent score. Results are based on an eight-year trend.

d.   President's Report

Dr. Bellinger thanked the Board for their dedicated concern for the students and stated that the students are the number one priority for the college.

VIII.   **Additional Board Action and Comments**

IX.   **Upcoming Dates to Remember**

a.   April 29 — Last Day of Classes

  b. May 8-14 — Final Exam Week

  c. May 15 — Commencement (will be virtual)

X.   **Next Meeting**

Friday, May 7, 2021
9 a.m.
TBA

XI.   **Adjournment**

There being no further business, the meeting was adjourned.

_____, Ashley N. Deem, Chair

_____, Kent Wilson, Secretary

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

APRIL 16, 2021

A Special Meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, April 16, 2021, at 1:00 p.m. via video conference.

Board members present: Megan Bailey, Mark Blankenship, Ashley Deem, Barry Holstein, Larry Pack, Jr., Andrea Petry, and Kent Wilson. Board members absent: Barry Crist, Pamela Hyde-Wines, Andrew Kennedy, and Srini Matam. Also in attendance were President Bellinger and BridgeValley faculty and staff and Attorney Marc Williams.

I. **Call to Order**

    Secretary Kent Wilson called the meeting to order at 1 p.m.

II. **Roll Call**

    Roll was taken by Amy Moore noting that a quorum was present.

III. **Board Updates**

    a. Welcome New Members - Secretary Wilson welcomed new members, Megan Bailey, Ashley Deem, Barry Holstein, and Larry Pack, Jr.

        Secretary Wilson recognized and thanked past members Sally Cline, Jane Harkins and Danny Wright for their service to the Board.

    b. Oath of Office for New Members – Amy Moore stated that it was not necessary to conduct the Oaths of Office as the new members have taken their oaths prior to the meeting.

    c. Election of Officers – It was determined that there is no statute provisions as to when officer elections can be conducted when there are vacancies. Therefore, officer elections for chair and vice chair were conducted.

        Secretary Wilson opened the floor for chair nominations. Mark Blankenship nominated Ashley Deem for chair. Larry Pack, Jr. seconded, and the motion carried.

Chair Deem opened the floor for vice chair nominations. Megan Bailey nominated Mark Blankenship for vice chair. Barry Holstein seconded, and the motion carried.

Secretary Wilson will remain as secretary until the end of his term.

IV. **Additional Board Comments**

Barry Holstein volunteered to serve on the Rules Committee. He will contact Mr. Crist to coordinate the activities of the Committee.

Chair Deem would like to establish a Finance Committee. Will discuss committee structures at next regular meeting.

Vice Chair Blankenship is excited to move forward and looks forward to serving on the board.

President Bellinger invited the Board to the May 4 Retreat. Chair Deem stated that several members cannot attend the Retreat. President Bellinger stated that the Retreat will be recorded. Chair Deem asked that the Retreat be rescheduled to accommodate the Board members.

Chair Deem informed the Board that the May 7 meeting will be held in-person with an option to join virtually.

V. **Upcoming Dates to Remember**

a. April 29 — Last Day of Classes
b. May 8-14 — Final Exam Week
c. May 15 — Commencement (will be virtual)

VI. **Next Meeting**

Friday, May 7, 2021
9 a.m.
South Charleston Campus

VII. **Adjournment**

There being no further business, the meeting was adjourned.

_____, Ashley Deem, Chair

_____, Kent Wilson, Secretary

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MAY 7, 2021

ITEM: **Fiscal Year 2020-21 Update for BridgeValley Community and Technical College**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Cathy Aquino

BACKGROUND:

With the completion of the first nine months of the fiscal year, what follows is the budget update comparing year to date actual spending for three quarters of this fiscal year to budget.

Some important items are as follows:

➢ Overall revenue is at 78.9% of budget:

- State appropriations are at 67.0% of budget due to the allocation formula that the State utilizes where less allocation is in the first three quarters of the year and the remaining percentage occurs in the last quarter of the fiscal year.

- Tuition and fees revenues are on target with Education and General at 93.1%, Auxiliary at 97.3%, and Capital at 97.9%. Spring Enrollment was flat.

➢ Expenses:

- Salary and benefits are at 75.9% and are on target.

- Non-payroll expenses are at 71.5% and are slightly below target.

- Total expenses are on target at 74.9%.

- Operational budgets were released at 100% to departments.

➢ Fund Balances:

- Fund balances remain healthy at this point in the fiscal year, the primary reason is the majority of the tuition and fees revenue for the academic year has been collected.

➢ CARES Act

- BridgeValley was awarded $1,445,025 by the US Department of Education.

- Half of the funds, $722,513, must be distributed directly to students as grants. The Financial Aid Staff determined which students qualified according to federal financial aid guidelines. As of December 31, 2020, students have received the entire $722,513.

- The second half of the funds are to be used by the institution for COVID related expenses occurring after March 13, 2020. Federal guidelines were evaluated to ensure that all expenses charged to the fund are allowable. As of March 31, 2021, expenditures totaled $722,512. Categories of expenses were online training, distance learning, cleaning and safety, and other (working from home).

- Quarterly reports are available for review on the COVID-19 page on the BridgeValley website.

- In January, BridgeValley received the second round of awards. The student portion totals $722,513 and the institutional portion totals $1,936,719.

- Student disbursements of $722,513 have been made as of March 31, 2021.

- Institutional portion expenditures totaled $487,288.41 of the second award as of March 31, 2021.

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
Fiscal Year 2021 Budget Compared with Actual Ending March 31 2021

General Revenue & Tuition and Fees Budget	FY 2021 Budget		FY 2021 YTD Actual	
	Annual Amount	%	Amount	% to Budget
Total Projected Funds Available:				
General Appropriations	$ 8,098,811	55.0%	$5,426,204	67.0%
E&G Tuition and Fees	5,620,000	38.1%	5,234,109	93.1%
Auxiliary Tuition and Fees	250,000	1.7%	243,365	97.3%
Capital Tuition and Fees	735,000	5.0%	719,687	97.9%
Other Operating Revenue	30,000	0.2%	0	0.0%
Total Available Funds	**$ 14,733,811**	**100.0%**	**$11,623,365**	**78.9%**
Expenses:				
Payroll				
Salaries	$ 9,144,561	62.1%	$6,912,585	75.6%
Benefits	2,210,368	15.0%	1,706,732	77.2%
Total Salaries and Benefits	*$ 11,354,929*	77.1%	*$ 8,619,317*	75.9%
Non-Payroll - Current Year				
Institutional Support	$285,843	8.5%	$239,679	83.8%
Budget Reduction			$0	
Academic Affairs	531,997	15.7%	$267,228	50.2%
Student Affairs	135,395	4.0%	$78,343	57.9%
Financial Affairs & General College Obligations	401,337	11.9%	$307,326	76.6%
Payment of Capital Debt & Leases	1,225,010	36.3%	$927,498	75.7%
Community Service	4,600	0.1%	($3,633)	-79.0%
Capital Projects	10,000	0.3%	$40,618	0.0%
Safety & Facilities	784,700	23.2%	$559,986	71.4%
Total Non-Payroll Expenses	*$3,378,882*	22.9%	*$2,417,043*	71.5%
Total Expenses	**$ 14,733,811**	**100.0%**	**$ 11,036,360**	**74.9%**
Increase / Decrease in Net Assets	***$ 0***		***$587,004***	
Beginning Fund Balances	**$ 2,854,413**		**$ 2,854,413**	
Ending Fund Balances	**$2,854,413**		**$ 3,441,417**	

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MAY 7, 2021

ITEM: **Fiscal Year 2021-22 Budget**

RECOMMENDED RESOLUTION: *Resolved,* That the BridgeValley Community & Technical College Board of Governors approves the operating budget for fiscal year 2021-22.

STAFF MEMBER: Cathy Aquino

BACKGROUND:

One of the duties of the Board of Governors prescribed in West Virginia Code **§18B-2A-4** is to either assume or delegate to the President control of the business affairs. While the Board of Governors (Board) for BridgeValley Community and Technical College approved this delegation to the President; approval of the operating budget is requested. The WV Council for Community and Technical College Education will approve all community and technical college proposed budgets at their June meeting.

This year's budget, similar to previous fiscal years' budgets, reflects funding from tuition and fees (education and general, auxiliary, and capital fees) as well as state appropriations. As in past years, this budget does not include any grant revenue or expenses as these fluctuate widely depending upon how many grants the College receives in a given year. This complete financial information is instead presented in the audited financials that the Board reviews and approves later in the fiscal year.

What follows is a conservative budget based upon the following assumptions:

➢ State appropriations were reduced by 1.5% for FY2022. The amount equaled $121,482. The State Budget bill provided the same amount as surplus FY2021 funds. This amount appears on a separate line.

➢ Tuition and Fees revenue is conservatively projected with revenue projections reflecting flat enrollment. The Capital fees increased slightly. Auxiliary fees reflect an increase due to the student engagement/activity fee reinstatement. See Chart Revenue Projections.

➢ Payroll is budgeted based on full-time and part-time salary costs and related fringe benefits. Salary expenses changed slightly. There were several faculty promotions and increased annual increment which were offset in reductions caused by faculty retirements. Fringe benefits decreased due to a premium shift between PEIA and OPEB-Paygo costs. See Chart Personal Services Budget.

➢ Non-payroll expenses include fixed costs, academic departments and administrative departments. As in prior years, the first allocation of Operational budgets will be released to departments at 50%. See Chart Fixed Costs.

➢ Fund balances on the report remain flat. The estimated ending balance is $2,800,000. The chart below includes the actual expenses as of April 30, 2021, the FY2021 Budget and the proposed FY2022 Budget.

➢ The Capital Budget breakdown is presented in a separate chart below.

West Virginia Council for Community and Technical College Education
Cash Operating Budget Analysis
Fiscal Year 2022
BridgeValley CTC

	FY 2021 YTD Actual	FY 2021 Budget	FY 2022 Budget
TOTAL REVENUES:			
Tuition and Fees	$5,776,774	$6,355,000	$6,240,000
Sales and Services of Educational Activities	0	0	0
Auxiliary Enterprises	243,365	250,000	320,000
Service Agreement Revenues	0	0	0
Other Operating Revenues	0	30,000	30,000
State Appropriations	6,749,009	8,098,811	7,977,329
Investment income	0	0	0
Gifts	0	0	0
Other Nonoperating revenues Suplus Appropriation	0	0	121,482
TOTAL REVENUES	**$12,769,148**	**$14,733,811**	**$14,688,811**
TOTAL EXPENSES:			
Salaries and Wages	$7,655,005	$9,144,561	$9,139,203
Benefits	1,885,375	2,210,368	2,110,739
Utilities	373,924	300,000	400,000
Supplies and Other Services	2,269,405	2,990,095	2,950,082
Scholarships and Fellowships - E&G Funded	0	0	0
Assessments by the Council for operations (HERA)	88,787	88,787	88,787
Other Operating Expenses	0	0	0
Cost of Services provided to other institutions	0	0	0
Waivers in Support of Other Institutions - Cash	0	0	0
TOTAL OPERATING EXPENSES	**$12,272,496**	**$14,733,811**	**$14,688,811**
Increase / Decrease in Net Assets	**$496,652**	**$0**	**$0**
Beginning Fund Balances (E&G Tuition and Auxiliary)	**2,854,413**	**2,854,413**	**2,800,000**
Ending Fund Balances (E&G Tuition and Auxiliary Fees)	**3,351,065**	**2,854,413**	**2,800,000**
Projected Ending Fund Balances as a % of Total Operating Expenses		**19.37%**	**19.06%**

Revenue Projections
FY2022

	Tuition & Fees	Auxiliary	Capital	Total
Revenue As of 3/31/21	5,234,109	243,365	719,687	6,197,161
3rd Party owed	183,637	6,437	20,919	210,993
	5,417,746	249,802	740,606	6,408,154
T&F increase FY22				-
T&F special FY22		69,800		69,800
Total	5,417,746	319,602	740,606	6,477,954
Budget	$ 5,500,000	$ 320,000	$ 740,000	$ 6,560,000

Personal Services Budget
FY2022

Salaries	State Appropriation	Tuition & Fees	Auxiliary Fees	Total
Full time	6,339,871	2,088,641		8,428,512
Annual increment	72,960	17,731		90,691
Adjuncts/Part Time		600,000	20,000	620,000
Total Salaries	$ 6,412,831	$ 2,706,372	$ 20,000	$ 9,139,203

Fringe Benefits	State Appropriation	Tuition & Fees	Auxiliary Fees	Total
FICA/Medicare	490,582	161,137	1,530	653,249
Retirement	393,764	126,382		520,146
PEIA	476,888	233,768		710,656
OPEB-Paygo	111,360	47,328		158,688
Workers Comp		30,000		30,000
Unemployment		38,000		38,000
Total Fringe Benefits	$ 1,472,594	$ 636,615	$ 1,530	$ 2,110,739

Fixed Costs FY2022		
		Amount
WVU Debt		21,788
Audits		34,000
Diesel Rent		48,000
Oasis Charges		50,875
Marketing		100,000
General Insurance (BRIM)		109,505
WV State Debt		118,548
CTCS/HEPC Obligations		156,479
Facility Contracts		250,000
WVNET agreements		255,000
Utilities		400,000
Tech Park		1,018,138
Total	$	**2,562,333**

Capital Budget FY2022		
		Amount
Tech Park		587,520
CTCS / HEPC Obligations		67,692
Debt to WVU		21,788
Diesel Rent		48,000
Capital Projects		15,000
Total	$	**740,000**

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MAY 7, 2021

ITEM:	**Approval of Fiscal Year 2021-22 Tuition and Fees**
RECOMMENDED RESOLUTION:	*Resolved,* That the BridgeValley Community and Technical College Board of Governors approves a zero increase for the FY2021-2022 year.
	Further Resolved, That the BridgeValley Community and Technical College Board of Governors approve the special fees and program fees as recommended.
STAFF MEMBER:	Cathy Aquino

BACKGROUND:

West Virginia State Code §18B-10-1 allows the governing boards for community and technical colleges to approve annual tuition and fees increases up to ten percent (10%) and up to seven percent (7%) over any three-year rolling period without further approval by the West Virginia Council for Community and Technical College Education (Council). Further, West Virginia State Code §18B-10-1 requires the local governing boards to approve changes in non-resident tuition and fees, program fees, and special or operational fees.

Any changes approved by the Board will be taken to the Council for reporting purposes only at the tuition and fees approval meeting.

Historical Tuition and Fees
This chart reflects the past five years of tuition and fees for all colleges. As the chart notes, the 5-year increase per year has been modest for BridgeValley.

							Average Increase /		5 Year
WV Council for Community and Technical College Education									
Average Five-Year Tuition Increases from 2015-16 through 2020-21									
Institution	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**5 Year $**	**5 Year %**	**Total $**
Blue Ridge CTC									
Resident	$3,696	$3,864	$4,032	$4,128	$4,128	$4,128	$86	2.24%	$432
Non-Resident	$6,672	$6,984	$7,296	$7,464	$7,464	$7,464	$158	2.27%	$792
BridgeValley CTC									
Resident	$3,850	$4,120	$4,326	$4,370	$4,414	$4,502	$130	3.18%	$652
Non-Resident	$9,170	$9,812	$10,302	$10,406	$10,510	$10,720	$310	3.17%	$1,550
Eastern WV CTC									
Resident	$3,000	$3,270	$3,432	$3,432	$3,432	$3,768	$154	4.66%	$768
Non-Resident	$6,816	$6,816	$6,816	$6,816	$6,816	$8,520	$341	4.56%	$1,704
Mountwest CTC									
Resident	$3,696	$3,744	$3,744	$4,014	$4,182	$4,464	$154	3.85%	$768
Non-Resident	$9,216	$9,528	$9,528	$10,224	$10,392	$11,112	$379	3.81%	$1,896
New River CTC									
Resident	$3,706	$3,966	$4,244	$4,286	$4,372	$4,372	$133	3.36%	$666
Non-Resident	$4,834	$4,834	$6,900	$6,900	$6,900	$6,900	$413	7.38%	$2,066
Pierpont CTC									
Resident	$4,460	$4,684	$4,918	$4,938	$4,938	$5,086	$125	2.66%	$626
Non-Resident	$10,574	$11,126	$11,684	$11,704	$11,704	$12,056	$296	2.66%	$1,482
Southern WV CTC									
Resident	$3,192	$3,336	$3,504	$3,672	$3,864	$3,864	$134	3.90%	$672
Non-Resident	$4,858	$5,762	$5,762	$5,762	$5,964	$6,094	$247	4.64%	$1,236
WV Northern CC									
Resident	$3,360	$3,504	$3,676	$3,676	$3,796	$3,868	$102	2.86%	$508
Non-Resident	$9,960	$10,440	$10,828	$11,044	$11,236	$11,452	$298	2.83%	$1,492
WVU at Parkersburg									
Resident	$3,216	$3,384	$3,552	$3,772	$3,940	$3,940	$145	4.14%	$724
Non-Resident	$11,436	$7,920	$7,920	$8,284	$8,692	$8,692	($549)	-5.34%	($2,744)
System Average									
Resident	**$3,575**	**$3,764**	**$3,936**	**$4,032**	**$4,118**	**$4,221**	**$129**	**3.38%**	**$646**
Non-Resident	**$8,171**	**$8,136**	**$8,560**	**$8,734**	**$8,853**	**$9,223**	**$211**	**2.45%**	**$1,053**

Financial Health of BridgeValley

There are various ratios that the Council, as well as the Higher Learning Commission (HLC), uses to evaluate financial health. One of the most critical ones is the composite financial index or CFI which evaluates whether or not an institution has adequate financial resources. This ratio, as the name implies, is calculated by combining various other financial ratios – primary reserve, net operating, return on net assets, and viability. HLC has determined that when the CFI is below 1.0 for two consecutive years or below 0.0 in any given year, the institution is subject to a financial panel review. BridgeValley underwent this review for FY 2017, FY 2018 and FY 2019. Factors that contributed to the negative ratios for all the years are the decrease in State Appropriations, decrease in Tuition and Fee revenue, increase in GASB 75, OPEB expense and GASB 68, Financial Reporting for Pensions. The ratios for the last three years are as follows:

FY2018   -0.54   FY2019   2.20   FY2020   1.62

Without OPEB and Pension:

FY2018   3.36   FY2019   4.09   FY2020   3.14

Other Fees Review

The last two charts reflect changes to Special Fees and Program Fees.   Any recommended changes to existing fees or new fees are indicated.

West Virginia Council for Community and Technical College Education
Proposed Special Fees
Academic Year 2021-22

Special Fees and Charges	Rate Per Semester 2020-21	Requested Rate Per Semester 2021-22	Increase/ (Decrease)	Estimated Number of Students Impacted by Fee Change *	Projected Revenue Due to Fee Change 2021-22 *
BridgeValley Community and Technical College					
Accuplacer Re-testing Fees per Test (first test free)	$5	$5	$0	0	$0
Board of Governor's Evaluation Fee	$300	$300	$0	0	$0
Board of Governor's Exit Assessment Fee	$25	$25	$0	0	$0
Board of Governor's Posting Fee (per credit hour)	$10	$10	$0	0	$0
CEU Fee	$10	$10	$0	0	$0
CLEP Test Administrative Fee	$20	$20	$0	0	$0
Credit by Exam (per credit hour)	$25	$25	$0	0	$0
Third Party Degree Verification Fee*	$5	$5	$0	0	$0
Diploma Replacement Fee	$25	$25	$0	0	$0
Experiential Learning Portfolio Review Fee (per credit hour)	$25	$25	$0	0	$0
Experiential Learning Portfolio/Credit by Exam Posting Fee (per credit hour)*	$10	$10	$0	0	$0
Graduation Application and Evaluation Fee*	$50	$50	$0	0	$0
Student Engagement/Activity Fee*	$80	$60	($20)	2,000	($40,000)
ID Card Replacement Fee	$20	$20	$0	0	$0
International Student Application Fee	$100	$100	$0	0	$0
Late Application for Graduation Fee	$25	$25	$0	0	$0
Late Payment Fee	$50	$50	$0	0	$0
Parking Fee	$60	$60	$0	0	$0
Parking Fines	$5	$5	$0	0	$0
Returned Check Fee	$25	$25	$0	0	$0
Transcript Fee (after first transcript)	$10	$10	$0	0	$0
Web-based Course Fee (per credit hour)	$35	$35	$0	0	$0

*denotes name change

West Virginia Council for Community and Technical College Education
Listing of Program Fees
Academic Year 2021-22

Program Fees and Charges	Rate Per Semester 2020-21	Requested Rate Per Semester 2021-22	Increase/ (Decrease)	Projected Revenue Due to Fee Change 2021-22 *	
BridgeValley Community and Technical College					
Applied Technology Program Fee (per semester)	$200	$200	$0	$0	
Banking Course Fee - FINCE 120,121,295,296	$100	$100	$0	$0	
Brewing Course Fee (BREW 280)	$0	$500	$500	$5,000	new
Business Program Fee (per semester)*	$125	$125	$0	$0	
Business Studies Seminar - BUSN 298	$30	$30	$0	$0	
Certified Bookkeeping Prep and Accounting Review - ACCT 291	$395	$395	$0	$0	
Compressed Schedule Program Fee (per semester)	$500	$500	$0	$0	
Construction Management Course Fee (CMTG-215)	$55	$55	$0	$0	
Construction Management Course fee (SBLT-101)	$100	$100	$0	$0	
Creative Entrepreneurship Program Fee (per semester)	$0	$150	$150	$6,000	new
Criminal Justice Lab Fee - CRJU 202 and CRJU 203	$50	$50	$0	$0	
Dental Hygiene Instrument Fee Deposit (one time fee)	$200	$200	$0	$0	
Dental Hygiene Program Fee (per semester)	$275	$275	$0	$0	
Diesel Course fee(DESL-298)	$35	$35	$0	$0	
Sonography Entrance Fee (Charged one time upon acceptance into program)*	$475	$475	$0	$0	
Sonography Non-refundable Deposit Fee (DMSU 260 and ECHO 250)*	$125	$125	$0	$0	
Sonography Program Fee (per semester)*	$250	$250	$0	$0	
Early Childhood Education Course Fee (EDUC-295)	$25	$25	$0	$0	
Early Childhood Education Non-refundable Deposit Fee (EDUC 101)	$25	$71	$46	$690	
Early Childhood Education Non-refundable Deposit Fee (EDUC 207)	$46	$0	($46)	($690)	delete
Elementary Education Non-refundable Deposit Fee (ELME 207)	$0	$196	$196	$2,940	new
Elementary Educattion Course Fee (ELME 199) per credit hour	$0	$90	$90	$1,350	new
Paramedic Entrance Fee (Charged one time upon acceptance into program)*	$225	$876	$651	$13,020	
Paramedic Program Fee (per semester)*	$200	$200	$0	$0	
Paramedic Non-refundable Deposit Fee (Charged one time upon acceptance into program)*	$100	$100	$0	$0	
Paramedic Course Fees (EMST 226 and EMST 241)	$0	$200	$200	$8,000	new
EMT-B Course Fee (EMST101)	$205	$100	($105)	($2,100)	
EMT-B Entrance Fee (Charged one time upon acceptance into program)	$520	$520	$0	$0	
EMT-B Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$100	$100	$0	$0	
Engineering Technology Program Fee (per semester)	$225	$225	$0	$0	
Graphic Design and Print Communication Program Fee	$175	$175	$0	$0	
Health Sciences Program Fee (per semester)	$50	$50	$0	$0	
Healthcare Management Program Fee*	$100	$100	$0	$0	
HSRS (Background and drug screens - HSRS 225, 280, 283, 298) pass through acct	$125	$125	$0	$0	
Hospitality Course Fee (HOSP 105)	$0	$50	$50	$1,000	new
Hospitality Course Fee (HOSP 110)	$0	$260	$260	$5,200	new
Hospitality Course Fee (HOSP 210)	$0	$85	$85	$1,700	new
Instrumentation, Measurement, Control Technology Program Fee (per semester)	$100	$100	$0	$0	
Laboratory Fee (BIOL,CHEM,PHYS, &PHSC)	$20	$20	$0	$0	
Machine Tool Course Fees for (MACH-123, 131, 151, 153, 155, 261 ,263)	$35	$0	($35)	($105)	delete
Machine Tool Course Fees for(MACH-191)	$285	$0	($285)	($855)	delete
Machine Tool Course Fees for (MACH-292)	$140	$0	($140)	($420)	delete
Machine Tool Kit (MACH-292)	$500	$0	($500)	($1,500)	delete

Medical Assistant Course Fee (ALHL 101)	$186	$186	$0	$0	
Medical Assistant Course Fee (ALHL 203)	$186	$186	$0	$0	
Medical Assistant Course Fee (ALHL 220)	$229	$229	$0	$0	
Medical Assistant Entrance Fee	$150	$150	$0	$0	
Medical Assistant Non-refundable deposit Fee	$100	$100	$0	$0	
Medical Assistant Program Fee (per semester)	$175	$175	$0	$0	
Medical Coding Course fee (MEDC-150)	$0	$250	$250	$5,000	new
Medical Coding Course fee (MEDC-240)	$0	$325	$325	$6,500	new
Medical Coding Course fee (MEDC-250)	$30	$225	$195	$3,900	
Micorbiology Lab Fee	$30	$30	$0	$0	
MLT Entrance Fee (Charged one time upon acceptance into program)	$200	$200	$0	$0	
MLT Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0	$0	
MLT Program Fee (per semester)	$250	$250	$0	$0	
MLT Course Fee (MLAB 205)	$225	$225	$0	$0	
MOS Certification Access - ATEC 250	$85	$90	$5	$100	
MOS Certification Excel - ATEC 255	$85	$90	$5	$100	
MOS Certification PowerPoint - ATEC 260	$85	$90	$5	$100	
MOS Certification Word - ATEC 265	$85	$90	$5	$100	
Network Engineering Program Fee (per semester)	$175	$175	$0	$0	
Networking Course Fee (INFT 131-Networking I, II, III, IV)	$75	$75	$0	$0	
Nuclear Medicine Entrance Fee (Charged one time upon acceptance into program)	$200	$200	$0	$0	
Nuclear Medicine Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0	$0	
Nuclear Medicine Program Fee (per semester)	$150	$150	$0	$0	
Nursing (Course fees per sememster - NURS 134, 144, 234, 244) pass through acct.	$200	$200	$0	$0	
Nursing Entrance Fee (Charged one time upon acceptance into program)	$475	$475	$0	$0	
Nursing Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0	$0	
Nursing Program Fee (per semester)	$200	$200	$0	$0	
Office Professional Program Fee (per semester)	$0	$125	$125	$5,000	new
Paralegal Seminar - PRLS 298	$250	$300	$50	$1,000	
Process Technology Course Fee (PTEC 250)	$120	$120	$0	$0	
Process Technology Program Fee (per semester)	$50	$50	$0	$0	
Training Course Fee (TRNG 156)	$0	$50	$50	$1,000	new
Welding consumable materials fee (All other WLDT courses) - flat fee per course	$50	$50	$0	$0	
Welding consumable materials fee (Courses WLDT 101 and WLDT 102) - flat free per course	$100	$100	$0	$0	

*denotes name change

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MAY 07, 2021

ITEM:	**Program Reviews – Recommendation for Action**
RECOMMENDED RESOLUTION:	*Resolved*, that the BridgeValley Community and Technical College Board of Governors (Board) approve the program review reports for the Civil Engineering Technology (AS), Dental Hygiene (AS), Diagnostic Medical Sonography (AAS), Health Sciences (AAS), Medical Laboratory Technology (AAS), Nursing (AAS), Respiratory Therapy (AS), Technical Studies (AAS & CAS), Veterinary Technology (AAS), and Early Childhood Education (AAS)
STAFF MEMBER:	Christina Johnson

BACKGROUND:

Pursuant to WVCTCS Series 10 and 11, BOG Policy C-1, and BridgeValley Operating Policy C-OP-13-20, each program (certificate and associate degree) at BridgeValley is to be reviewed by an institutional program review process and the Board at least once every five years. BridgeValley's Program Review (PR) Committee is charged with the institutional review of self-study submissions and the development of recommendations for action. The PR Committee's recommendations are presented to the Board for action and referral to the Council.

As outlined in Series 10 Section 5, the Board's review will result in a recommendation by the institution for action relative to each program under review. The institution is obligated to recommend continuation or discontinuation for each program reviewed.

Possible Board Actions:

If recommending continuation, the Board should state what it intends:
- Continuation of the program at the current level of activity, with or without specific action;
- Continuation of the program at a reduced level of activity or other corrective action.

If recommending discontinuance, the provisions of the Council policy on approval and discontinuance of academic programs (Series 11 Section 9) will apply.

Attached for Board review are the PR Committee Action Forms and program review self-study summary sheets for the programs named above.

Per WVCTCS Series 10 Section 5.2, the Program Review (PR) Committee's recommendations are presented below.

Program/Degree	PR Committee Recommendations
2020-2021	
Civil Engineering Technology, AS (Accredited)	Recommend Continuance at Current Level
Dental Hygiene, AS (Accredited)	Recommend Continuance at Current Level
Diagnostic Medical Sonography, AAS (Accredited)	Recommend Continuance at Current Level
Health Sciences, AAS	Recommend Continuance at Current Level
Medical Laboratory Technology, AAS (Accredited)	Recommend Continuance at Current Level
Nursing, AAS (Accredited)	Recommend Continuance at Current Level
Respiratory Therapy, AS (Accredited)	Recommend Continuance at Current Level
Technical Studies CAS & AAS	Recommend Continuance at Current Level
Veterinary Technology, AAS (Accredited)	Recommend Continuance at Current Level
2019-2020	
Early Childhood Education, AAS	Recommend Continuance at Current Level

The Board's actions will be presented along with the self-study summary sheets to the Council for review.

**Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021**

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)　　　Kim Shamblin (Health)
Ron Rogillio (CoMET)　　　　　　　　　　　　Michelle Klenk (Health)
Kristi Sarrett (CoMET)　　　　　　　　　　　　Pamela Lopez (GELAS)
Lisa Moye (BLCETO)　　　　　　　　　　　　Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Civil Engineering Technology, AS
Major Code(s):	5701
CIP Code(s):	23-150201

Review Type			
Program Review ☒		Post-Audit Review ☐	
Review Date:	02/20/2020 – initial 04/14/2021 - final	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level
☒

Recommend Continuance at Reduced Level
☐

Request Additional Information
☐

Recommend Discontinuance
☐

Details:	
Follow-up Submission Deadline:	

Next Review:
Please note: The Civil Engineering Technology AS Program will be included with the newly established Engineering Technology, AAS Program as the Civil Concentration (CIP 23-150000 – Major Code 3730) for the three-year Post-audit evaluation. As a new program, the Engineering Technology program with all concentrations will be required to submit a Post-audit Review submission by August 01, 2024. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary
(Policy C-OP-13-15)

	Summary Findings
Name and Degree level of Program; Number of Hours required for graduation	- Civil Engineering Technology (CET); - Associate of Science (AS); - Current pattern sheet requires 68 hours to complete program (current pattern sheet is attached) It is also to be noted that a Highway Engineering Technology (HET) program is "housed" with the CET program, although it is separate from CET. The HET program has two concentrations: Highway Technology and Bridge Inspection Technology. It is a 100% on-line primarily to train technicians for the West Virginia Department of Transportation, Division of Highways, terminating in an Associates of Applied Science degree. The WVDOT/DOH funds the HET program. Its relevance to civil engineering has enabled several of the instructors and professors in the CET program to teach within it, thus paying a portion of their salaries significantly affecting the overall unit costs Proceeds have funded equipment for the program that are also used in the civil program.
Synopses of significant findings, including findings of external reviewer(s)	See attached letter (ABET Final Statement.pdf) reporting concluding findings of the most recent ABET accreditation process (2021).
Plans for program improvement, including timeline	We believe a streamlining of the curriculum requirements by removing superfluous items and including others such as a project management class would improve our program and, in addition, reduce the total hour requirement. Some of these are included in BVCTC's move to consolidate the Engineering Technologies program by instituting a single Engineering Technology Metamajor with Civil, Mechanical, and Electrical concentrations. We believe that a renewed recruitment emphasis for our program is also essential.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	See attached reports from the 2021 accreditation:
	    BVCTC - ASCET ETAC Self Study 2020 - 20200630 – FINAL
	    ABET Final Statement 2020-2021.pdf
	    BVCTC_30-Day-Reponse 20210105-CET.pdf

Five year trend data on graduates and majors enrolled	Headcount enrollment from the fall 2014 through the spring 2020 terms was generally in the mid-teens, peaking at 20 in academic year (AY)2018. Full-time equivalent enrollment has been

	generally just slightly lower, owing to having a higher number of non-traditional students who are working often full-time jobs, even supporting families. Exceptions to this were in AY2017 when FTE was actually higher than headcount, and AY 2019 when it was approximately the same. Graduation counts have fluctuated in the single digits. Details are presented on the spreadsheet on Page 8 of the attachment BVCTC - ASCET ETAC Self Study 2020 - 20200630 – FINAL.pdf

Summary of assessment model and how results are used for program improvement	See attachments,
	   ABET Final Statement 2020-2021.pdf
	   BVCTC_30-Day-Reponse 20210105-CET.pdfcom
	
	The only criticism of the CET program by the ABET evaluators was that it lacked a lab tech to maintain the labs and their equipment. This was a common criticism of all 3 Enginering Technology programs, but was considered to be an institutional problem rather than a program shortcoming.

Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	Surveys of members of the 3 most recent graduating classes found that 83% (15 of 18) had been determined to be employed or pursuing an advanced degree within the Civil Engineering Technology discipline. These surveys were either by personal contact or definite knowledge of the students.
Program Recommendation	(Select one recommendation) ☒Continuation of program at current level. ☐Continuation of program at current level with corrective action (Explain) ☐Continuation of program at reduced level of activity (Explain) ☐Discontinuance of program (Rationale) Explanation/Rationale for Recommendation:
Program Review Subcommittee Recommendation	(Select one recommendation) ☐Continuation of program at current level. ☐Continuation of program at current level with corrective action (Explain) ☐Continuation of program at reduced level of activity (Explain) ☐Discontinuance of program (Rationale) Explanation/Rationale for Recommendation:

ABET

ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

SOUTH CHARLESTON, WV, UNITED STATES

DRAFT STATEMENT OF ACCREDITATION
2020-21 ACCREDITATION CYCLE

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

South Charleston, WV, United States

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

The Engineering Technology Accreditation Commission (ETAC) of ABET has evaluated the Civil Engineering Technology (AS), Electrical Engineering Technology (AS), and Mechanical Engineering Technology (AS) programs at BridgeValley Community and Technical College.

The statement that follows consists of two parts: the first addresses the institution and its overall educational unit, and the second addresses the individual programs.

A program's accreditation action will be based upon the findings summarized in this statement. Actions will depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.

INSTITUTIONAL SUMMARY

BridgeValley Community and Technical College is a state college serving students in the Charleston and Montgomery areas of West Virginia, formed via a 2014 merger between Bridgemont College and Kanawha Valley Community and Technical College. The college offers a variety of associate degree and certificate programs in health, business and legal studies, technology, and liberal education. The college's mission is to promote student success, prepare a skilled workforce, and build tomorrow's leaders by providing access to quality education. The programs being evaluated are on the Montgomery campus. The institution is accredited by the Higher Learning Commission.

Civil Engineering Technology
AS Program

Evaluated under ETAC Program Criteria for
Civil Engineering Technology and Similarly Named Programs

INTRODUCTION

The Associate of Science in Civil Engineering Technology (AS- CET) prepares graduates for employment in construction, water resources, public works, structural detailing and design, environmental studies, mining development, and related fields. The program focuses on materials, surveying, structures, water resources, soil mechanics, construction, and highways with graduates prepared to support engineers in various civil engineering sub- disciplines. Graduates can work under the supervision of an engineer performing basic design calculations in highways, structures, hydraulics/hydrology, and soils. Graduates may also enter directly into the Bachelor of Science in Engineering Technology- Civil Emphasis program at West Virginia University Institute of Technology via an two- plus- two articulation agreement.   There were 19 undergraduate students enrolled in the program in fall 2019, five of whom graduated in spring 2020.

PROGRAM CONCERN

Criterion 7. Facilities

This criterion states: ".....Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs." While the criterion is currently satisfied, the civil engineering technology program has been operating without a laboratory technician performing systematic maintenance of laboratory equipment. Lack of systematic laboratory maintenance could negatively impact equipment functionality and hinder student attainment of student outcomes depending on laboratory activities. There is the potential that future compliance with the criterion could be jeopardized.

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
ETAC/ABET 30-Day Due-Process Response [2020-01-05]

Civil Engineering Technology
Electrical Engineering Technology
Mechanical Engineering Technology

Submitted by

Norm Mortensen
Dean of Technology
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BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

CIVIL ENGINEERING TECHNOLOGY PROGRAM

30-DAY DUE-PROCESS RESPONSE

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

CIVIL ENGINEERING TECHNOLOGY PROGRAM

30-DAY DUE-PROCESS RESPONSE

2020-12-31

PROGRAM CONCERN
Criterion 7. Facilities

This criterion states: ".....Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs."

While the criterion is currently satisfied, the civil engineering technology program has been operating without a laboratory technician performing systematic maintenance of laboratory equipment. Lack of systematic laboratory maintenance could negatively impact equipment functionality and hinder student attainment of student outcomes depending on laboratory activities. There is the potential that future compliance with the criterion could be jeopardized.

Resolution:

At the time of our assessment visit the Engineering Technology programs at BridgeValley CTC (BVCTC) had no laboratory technician. BVCTC previously had this position, but the laboratory technician subsequently became an instructor for the Machine Tool Technology program and so the position was unfilled as of the time of our assessment visit. This need will be met in the future as a result of in process restructuring of the BVCTC Workforce Division that integrates the Workforce Division with the academic divisions of the college. The Workforce Division currently has an incumbent laboratory manager, Mr. James Villareal. As part of the restructuring process the laboratory manager's responsibilities will be extended to provide support for the engineering technology programs.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)	Kim Shamblin (Health)
Ron Rogillio (CoMET)	Michelle Klenk (Health)
Kristi Sarrett (CoMET)	Pamela Lopez (GELAS)
Lisa Moye (BLCETO)	Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Dental Hygiene, AS
Major Code(s):	5301
CIP Code(s):	23-510602

Review Type		
Program Review ☒		Post-Audit Review ☐
Review Date:	03/24/2021	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level ☒

Recommend Continuance at Reduced Level ☐

Request Additional Information ☐

Recommend Discontinuance ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Dental Hygiene Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	Dental Hygiene CIP 23510602 Associate in Science Degree Total Hours: 86 Prerequisite Year: 31 Major Courses: 55
Synopses of significant findings, including findings of external reviewer(s)	The Dental Hygiene program is accredited by the American Dental Association Commission on Dental Accreditation. The 7-year cycle site visit was scheduled for April 20-21, 2020. Due to the pandemic, the visit was canceled and rescheduled for April 20-21, 2021. The 2013 site visit resulted in no recommendations and a designation of "accreditation with no reporting requirements." Please find, attached to this summary, the self-study and exhibit document as presented to the reviewers for the April 2020 visit. In addition, find attached required ADA CODA annual reports for the previous 5 years.
Plans for program improvement, including timeline	There are currently no specific plans for major program improvement. Planning and assessment is focused on continuous quality assessment and improvement.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	N/A
Five-year trend data on graduates and majors enrolled	ADA CODA required enrollment and attrition data is presented in Exhibit 2-12. While application numbers and graduates remained stable across the previous four years, the implementation of the prerequisite model has resulted in a decreased attrition rate for the Class of 2021.
Summary of assessment model and how results are used for program improvement	The Dental Hygiene program is guided by a Curriculum Management Plan and assessment data collected on an annual basis. This Curriculum Management Plan is presented

	in the attached exhibit document as Exhibit 2-3. The assessment plan/schedule is presented as Exhibit 1-3. Assessment is multifocal and ongoing at the course and program level. The assessment plan/schedule indicates thoseareas where changes have occurred as a direct result of outcome assessment.
Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	100% of graduates seeking employment in the field find immediate placement. In addition to dental hygiene employment, students continue to seek plus-two baccalaureate opportunities. An articulation agreement was established with West Liberty University for students to matriculate directly from BridgeValley's Dental Hygiene program and complete their BSDH in as little as one additional year of study.
Program Recommendation	Continuation of program at current level.

Exhibit 2-12
Department of Dental Hygiene
Enrollment and Attrition Data
2018-2021

Evaluative Criteria	Class of 2021*	Class of 2020	Class of 2019	Class of 2018
Number of applicants	37	43	32	65
Number meeting established admission criteria	25	35	25	24
Number admitted/enrolled	22	22	22	22
Number to be admitted with advanced standing	0	1	2	1
Number graduated	19 Anticipated	15 Anticipated	14	13
Percentage Completed	86%	68%	64%	59%

*First class admitted using prerequisite year requirement

Program Non-Completion Reasons	REASON FOR WITHDRAWAL			
	ACADEMIC PROBLEMS	LACK OF INTEREST	PERSONAL/ FINANCIAL ISSUES	OTHER (SPECIFY)
Class of 2021	3	1	1	
Class of 2020	2	3	2	
Class of 2019	3	2	3	
Class of 2018	5	2	2	
TOTAL	10	8	7	

Exhibit 2-3
BridgeValley Community and Technical College
Department of Dental Hygiene
Curriculum Management Plan

Curriculum management for the Dental Hygiene program is a multifaceted and integrated effort within the college and the external constituencies it serves. The college provides a framework for assessment of curriculum on an ongoing basis. The department adheres to all institutional requirements in addition to implementing specific assessment measures for dental hygiene didactic and clinical courses. Data collection and documentation is presented via the Program Assessment Plan/Schedule.

Faculty members are committed to management of a curriculum considered current and meaningful in the dental and general health care arenas.

I. **Departmental Curriculum Content and Sequencing**

   A. General Process
      1. Curriculum content and design is reviewed on an annual basis specifically during faculty meetings in May. The review is based around the resources listed below to ensure objectives cover current and appropriate material. Input from advisory committee meetings, adjunct clinical faculty and professional development courses attended by faculty members also contribute greatly to curriculum content review.
      2. Comprehensive curriculum content review is conducted every five years.
      3. The department attempts to eliminate duplicate objectives in dental hygiene coursework while continuing to build the students' knowledge and skill level progressively through the curriculum.
      4. Syllabus documents are produced and revised as needed outlining faculty information, course description, prerequisites, course goals/objectives, evaluation methods, competency alignments, topic outlines and specific learning objectives.
      5. A curriculum map is reviewed and revised annually during May faculty meetings. This document guides course content and sequencing as well as serving as a faculty resource for curriculum alignments and clinical application of didactic knowledge.

   B. Curriculum Resources
      1. Wilkins, Esther M. (2017). *Clinical Practice of the Dental Hygienist*. 12th edition. Philadelphia: Lippincott Williams & Wilkins.

2. Bowen, Denise. (2020). *Dental Hygiene Theory and Practice*. 5th edition. Elsevier.
3. Gherig, J. (2019) *Foundations of Periodontics for the Dental Hygienist*. 5th edition. Wolters Kluwer.
4. American Dental Education Association Compendium of Curriculum Guidelines: Allied Programs
5. American Dental Association National Board Dental Hygiene Examination Outline
6. Darby, M. (2017) Mosby's Review of Dental Hygiene. 8th edition. Elsevier.
7. WV State Dental Practice Act
8. Advisory Committee Recommendations
9. Faculty Member Professional Development

II. Clinical Course Assessment and Management

A. Assessment

1. Advisory Committee feedback is solicited at each meeting regarding clinical course content in relation to types of patients treated, equipment needs to meet local and regional expectations and techniques common to the practice of dentistry and dental hygiene in the service area.
2. Clinical adjunct instructors bring a wealth of information directly from the private practice settings in the region allowing immediate feedback to full-time faculty and the program in general regarding practice trends and performance of graduates in the workplace.
3. State, regional and national board examination performance is reviewed annually.
4. Patient satisfaction surveys are conducted to assess the experience of clinical care from the patient's perspective.
5. Faculty meetings are held a minimum of one time per month and at the beginning and end of each semester to discuss clinical course content, evaluation and management.
6. Student success in meeting requirements, TalEval competency grading and performance on clinical board examinations also play a critical role in assisting faculty in assessing effectiveness of clinical course content and evaluation.
7. Alumni and employer surveys are utilized to assess clinical curriculum adequacy.
8. Portfolio preparation and evaluation provides a comprehensive student self-assessment of clinical experiences and competency.

B. Management
1. Clinical course management is primarily the responsibility of the department chairperson in consultation with full- and part-time faculty.
2. Management is directly related to assessment results.
3. Curriculum management and clinical course issues are included in monthly faculty meetings.
4. Blackboard LMS is utilized for immediate and ongoing discussion of clinical concerns, inventory and repair needs.
5. Management actions and approvals may be granted by faculty members at the department level or may need to be reviewed and approved at the institution level through the Academic Standards Committee. The department chairperson serves on this committee.

III. **Didactic Course Assessment and Management**

A. Assessment

1. Assessment of didactic courses is conducted at both the department and institutional level through the BridgeValley Community and Technical College Assessment Program.
2. The department chair reviews all course syllabi and submits to the dean for review and documentation purposes.
3. Course syllabi review is conducted to ensure adherence to the curriculum map as reviewed and approved by department faculty.
4. Department chair and dean level faculty evaluation procedures include assessment of course evaluations and related curriculum relevant results.
5. Portfolio preparation and evaluation provides a comprehensive student self-assessment including didactic course outcomes.
6. Regional and national board examination results are reviewed and shared with all faculty including those responsible for prerequisite coursework.

B. Management

1. Didactic course management is the primary responsibility of the department chairperson in consultation with full-time and part-time faculty.
2. Management is directly related to assessment results.
3. Curriculum management and didactic course issues are included in monthly faculty meetings.

4. Management actions and approvals may be granted by faculty members at the department level or may need to be reviewed and approved at the institution level through the Academic Standards Committee. The department chairperson serves on this committee.

IV.   Institutional Curriculum Management and Assessment

To assess student academic achievement and curriculum effectiveness, BridgeValley Community and Technical College has established an institutional assessment program. Primary components of the assessment program include the following:

- Assessment of the general education core curriculum: Portfolio
- Programmatic assessment: Instruments designated by each academic department, administered in accordance with the departmental assessment program.
- Student satisfaction: Survey completed to gather data on student engagement.

Institutional operating policy related to outcomes assessment and program review are utilized as guidelines for policies and procedures and apply to all academic programs.

Curriculum change occurs at the department or institutional level depending on nature and type of change proposed. The Academic Standards Committee of the BridgeValley Faculty Assembly is charged with curriculum management of the institution. All department chairs serve as members of this committee. Proposals originate in the departments and are then presented for discussion and approval to the committee.

Exhibit 1-3
Dental Hygiene
Assessment Plan/Schedule

Goal: Provide a quality educational program meeting the standards of the CODA and reflecting relevant and current dental hygiene practice to ensure competent individuals for licensure and clinical practice of dental hygiene.

Assessment Method/Action Step	Expected Results	Timeframe	Who Collects/Analyzes Data	Results	Action/Improvement
Curriculum Management Plan – Content Mapping	100% of curriculum will be reviewed every 5 years; Courses reviewed annually through syllabi review and curriculum mapping	Every 5 years/Annually	Faculty Department Chair	Comprehensive Curriculum review was completed Spring 2015. Curriculum review and mapping were reviewed and revised most recently in May 2019	Curriculum map revisions: May 2018 – Textbook adoption for Darby text; DENT 153 Air Polishing didactic content; DENT 256 Sleep apnea content; Online courses for DENT 100 and DENT 151 for Fall 2018; DENT 240 add Nomad content May 2019 – DENT 260/262 program planning content changes; DENT 134, 237, 239 add sleep apnea clinical screening for Fall 2020, add clinical air polishing when sensor replacement is complete; add new AAP period staging and grading to case patients for 2019-2020 and all patients for Fall 2020. DENT 258 confirm coding and practice management per advisory committee.
Clinical Competency System - TalEval	90% will achieve clinical competency	Throughout clinical curriculum	Clinical Faculty/Advisors/Department Chair	100% of students achieved competence	Faculty review TalEval criteria and TEC competency statements and revise as needed.

					2018-2019 DENT 251, 237, 239 Local Anesthesia TEC revised to reflect current text DENT 246, 237, 239 Impression and Study Model TEC revised to provide clarification for each separate skill.
Course Completion Rates	80% will complete courses and matriculate	Annually	Faculty and Department Chair	2018/2019 First year – 68% Second year – 100%	Retention Program designed and implemented to address retention rate. Continuous assessment of attrition rate indicates non-academic reasons for leaving the program.
Graduate Exit Survey	85% positive responses	Annually/May	Department Chair	95% positive responses	Comments noted regarding clinic experience associated with KDHC enrichment experience. Follow-up responsibility with department chairperson.
Advisory Committee	Positive feedback	Annually	Faculty and Department Chair	One meeting annually with good attendance and positive feedback	Positive feedback was received from all members in attendance. 2018 recommendations – Nomad radiograph instruction 2019 recommendations – Coding and practice management content
Patient Satisfaction Survey	90% positive responses	Each completed patient	Department Chair	>95% positive responses	No action/improvement necessary
National Board Examination	100% passage by September	Annually	Department Chair	93% passage rate for 2019 1 remaining for second attempt	Continue to encourage practice examinations and review
Clinical Board Examination	100% passage by September	Annually	Department Chair	94% passage for 2019 100% second attempt	One failure due to patient not meeting criteria; Review criteria with faculty and students for 2020 cycle.
Local Anesthesia Board Examination	100% passage by September	Annually	Department Chair	100% passage	No action/improvement necessary

Job Placement Rates	80% of those seeking jobs will find positions within 6 months of licensure	Annually	Department Chair	100% employed	All graduates are actively employed in the dental hygiene field.
Portfolio	100% will complete at 77%	Capstone	Faculty	100% met minimum	No action/improvement necessary
Employer Surveys	90% positive results	Annually	Department Chair	90% positive	Suggestions related to practice management supported by content in DENT 258
Graduate Surveys	90% positive results	Annually	Department Chair	100% positive reponses	No action/improvement necessary Comments related to insurance and practice management referred to DENT 258 and reinforced in all clinical courses in DHDCP
Faculty Evaluation	90% positive results for didactic and clinical evaluations	Annually	Department Chair	100% positive results for clinical evaluations; Didactic evaluations all above the institutional average.	No action/improvement necessary
Faculty Calibration/In-Service	100% of faculty will participate	Each semester	Department Chair	100% participation in faculty meetings and calibration sessions	No action/improvement necessary

Goal: Provide opportunities for quality patient care experiences in the dental hygiene clinic and off campus enrichment sites for diverse populations

Assessment Method	Expected Results	Timeframe	Who Collects Data	Results	Action/Improvement
Clinical Competency System	90% will achieve clinical competency	Throughout curriculum	Clinical Faculty	100% achieved competency	No action/improvement necessary
Course Completion Rates	80% will complete courses	Annually	Faculty and Department Chair	2018/2019 First year – 68% Second year – 100%	Retention Program designed and implemented to address retention rate. Continuous assessment of attrition rate indicates non-academic reasons for leaving the program.

Graduate Exit Survey	85% positive responses	Annually/May	Department Chair	95% positive responses	No action/improvement necessary; however discussions are planned for air polishing/prophy jet emphasis in the future.
Advisory Committee	Positive feedback	Annually	Faculty and Department Chair	One meeting annually with good attendance and positive feedback	No action/improvement necessary
Patient Satisfaction Survey	90% positive responses	Each completed patient	Department Chair	>95% positive responses	No action/improvement necessary
National Board Examination	100% passage by September	Annually	Department Chair	93% passage rate for 2019 100% second attempt	Continue to encourage practice examinations and review
Clinical Board Examination	100% passage by September	Annually	Department Chair	94% passage for 2019 100% second attempt	One failure due to patient not meeting criteria; Review criteria with faculty and students for 2020 cycle.
Local Anesthesia Board Examination	100% passage by September	Annually	Department Chair	100% passage	No action/improvement necessary
Portfolio	100% will complete at 77%	Capstone	Faculty	100% met minimum	No action/improvement necessary
Job Placement Rates	80% of those seeking jobs will find positions within 6 months of licensure	Annually	Department Chair	100% employed	All graduates are actively employed in the dental hygiene field.
Enrichment Site Experience	100% of students will participate in enrichment site experiences and complete clinical reflection journal entries Supervisor feedback will be positive	Ongoing	Department Chair	100% of students participated in 2 sites Feedback positive	No action/improvement necessary

Goal: Encourage participation in community service and health promotion initiatives

Assessment Method	Expected Results	Timeframe	Who Collects Data	Results	Action/Improvement
Course Completion Rates DENT 152, 260, 262	80% will complete courses	Annually	Faculty and Department Chair	98% of students completed successfully	No action/improvement necessary
Participation in Clinical Care Delivery	100% percent of students will provide care in the free on-campus clinic	Annually/May	Department Chair	100% of students participated in clinical care delivery	No action/improvement necessary
Portfolio	100% will complete at 77%	Capstone	Faculty	100% met minimum	No action/improvement necessary
Graduate Exit Survey	85% positive responses	Annually/May	Department Chair	95% positive responses	Comments noted regarding clinic experience associated with KDHC enrichment experience. Follow-up responsibility with department chairperson.

No other action/improvement necessary. |
Advisory Committee	Positive feedback	Annually	Faculty and Department Chair	One meeting was held	No action/improvement necessary
Patient Satisfaction Survey	90% positive responses	Each completed patient	Department Chair	>95% positive responses	No action/improvement necessary
Job Placement Rates	80% of those seeking jobs will find positions within 6 months of licensure	Annually	Department Chair	100% employed	No action/improvement necessary
Enrichment Site Experience – Health Right	100% of students will participate in enrichment site experience	Ongoing	Department Chair	100% of students participated	No action/improvement necessary
Community Service Graduation Requirements	All graduates will complete a minimum of 15 hours of health-related community service	Annually	Department Chair	100% of graduates met the 15 hour requirement	No action/improvement necessary

Goal: Provide an academic experience which allows students to pursue advanced degrees

Assessment Method	Expected Results	Timeframe	Who Collects Data	Results	Action/Improvement
Curriculum Management	100% of courses meet transfer requirements	Annually	Department Chair	100% of courses meet transfer requirements	No action/improvement necessary
Online Course Offerings	90% of students will successfully complete online courses (DENT 100 and DENT 151)	Each semester	Department Chair	2018-2019 DENT 151 – 96% completion DENT 100 – 95% completion	No action/improvement necessary
Baccalaureate Program Articulation	Articulations will be available for seamless matriculation to baccalaureate studies	Annually	Department Chair	A formal articulation agreement was signed with West Liberty University in 2019.	Agreements are being discussed with 2 additional institutions.
Graduate Surveys	Graduates will be successful in matriculating to baccalaureate studies	Annually	Department Chair	13 students expressed interest in BS studies: 4 students enrolled in WLSU program.	Continue to pursue articulation agreements.
Portfolio	100% will complete at 77%	Capstone	Faculty	100% met minimum	No action/improvement necessary

Goal: Promote an environment committed to professionalism, career development and lifelong learning

Assessment Method	Expected Results	Timeframe	Who Collects Data	Results	Action/Improvement

Clinical Competency System	100% will achieve competency in Ethics and Professionalism section of TalEval	Throughout curriculum	Clinical Faculty	100% of students achieved competence	No action/improvement necessary
Course Completion Rates DENT 134, 237, 239, 258	80% will complete courses	Annually	Faculty and Department Chair	100% of students successfully completed the courses	No action/improvement necessary
Portfolio	100% will complete at 77%	Capstone	Faculty	100% met minimum	No action/improvement necessary
Graduate Exit Survey	85% positive responses	Annually/May	Department Chair	95% positive responses	Comments noted regarding clinic experience associated with KDHC enrichment experience. Follow-up responsibility with department chairperson.
Graduate Survey	90% positive responses	Annually	Department Chair	100% positive responses	No action/improvement necessary
Employer Survey	90% positive responses	Annually	Department Chair	90% positive responses	Suggestions related to practice management supported by content in DENT 258
Advisory Committee	Positive feedback	Annually	Faculty and Department Chair	One meeting annually	No action/improvement necessary
Patient Satisfaction Survey	90% positive responses	Each completed patient	Department Chair	>95% positive responses	No action/improvement necessary
Attendance at Dental/Dental Hygiene Conventions/CE events	100% will participate	Annually	Faculty and Students	All students and faculty participated in at least one professional organization meeting during the 2018-2019 year.	No action/improvement necessary
Membership in Student American Dental Hygienists'' Association	100% will participate	Annually	Students, Faculty Advisor	100% membership achieved	No action/improvement necessary

BridgeValley
Community & Technical College

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)
Ron Rogillio (CoMET)
Kristi Sarrett (CoMET)
Lisa Moye (BLCETO)

Kim Shamblin (Health)
Michelle Klenk (Health)
Pamela Lopez (GELAS)
Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Diagnostic Medical Sonography, AAS
Major Code(s):	3319
CIP Code(s):	23-510910

Review Type			
Program Review ☒		Post-Audit Review ☐	
Review Date:	03/24/2021	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level
☒

Recommend Continuance at Reduced Level
☐

Request Additional Information
☐

Recommend Discontinuance
☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Diagnostic Medical Sonography Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	**Diagnostic Medical Sonography- 51.0910** Associate in Applied Science 22 pre-requisite credits 50 program credits Total: 72
Synopses of significant findings, including findings of external reviewer(s)	BridgeValley outcomes meet or exceed the CAAHEP/JRC-DMS established benchmarks. All annual reports have been accepted since our initial accreditation award. Annual monitoring and submission of annual review.
Plans for program improvement, including timeline	To improve board exam pass rates, the TEAS Exam was added to program admission criteria to ensure that students have test taking abilities to pass board exams. Studies have demonstrated that students with a higher TEAS score have a high percentage of success with healthcare board exams. The program will offer support through board exam prep once admitted. Annual monitoring
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	Improvement of Sonography Physics and Instrumentation Board Exam (SPI) passage rates. To address this we have added an annual Sonography Physics Exam Prep Course. Our sonography physics course (DMSU 230) is now taught by nationally known instructor and author Dr. Traci Fox (started Fall 2020) from Thomas Jefferson University We strive for 100% specialty exam pass rates. To successfully complete DMSU 261 (capstone), students must pass the board exam for sonography physics (ARDMS Physics SPI exam). Students must pass the SPI exam then a specialty exam to become registered as a sonographer which is required by most employers. By requiring success with the SPI exam prior to graduation, students are more likely to accomplish credentialing and secure employment. Implemented with admission of Cohort 4 graduation- May 2021
Five-year trend data on graduates and majors enrolled	(3 years available-first graduates 2017) 36 students enrolled from 2017-2019 Cohort 1-Graduation May 2018- 10 graduated -12 enrolled (83%) Cohort 2-Graduation May 2019-11 graduated (92%) Cohort 3-Graduation May 2020-11 graduated (92%) Graduation rates exceed the accreditation requirement of >50% graduation rate. Annual monitoring

Summary of assessment model and how results are used for program improvement	Monitoring of sonography outcomes and survey results are reviewed annually to identify areas needing improvement. Action plans are formulated and submitted to address any deficiencies. Assessments include: graduation rates, employment rates, board exam pass rates
Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	(table below)

YEAR	# Students seeking job	# of students employed (1yr)	Job placement rate
2017	7	6	86%
2018	9	8	89%
2019	11	9	81%

BridgeValley outcomes meet or exceed the CAAHEP/JRC-DMS established benchmarks. All annual reports have been accepted since our initial accreditation award.

Program Recommendation (Request)	• Continuation of program at current level.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)   Kim Shamblin (Health)
Ron Rogillio (CoMET)   Michelle Klenk (Health)
Kristi Sarrett (CoMET)   Pamela Lopez (GELAS)
Lisa Moye (BLCETO)   Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Health Sciences, AAS
Major Code(s):	3308
CIP Code(s):	23-510000

Review Type	
Program Review ☒	Post-Audit Review ☐
Review Date: 04/14/2021	**Review Date:**

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level   Recommend Continuance at Reduced Level
☒   ☐

Request Additional Information   Recommend Discontinuance
☐   ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Health Sciences Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary – Non-Accredited Programs

Academic Year: 2020-21

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	Health Sciences CIP Code:23-510000 Associate of Applied Science Number of Hours Required for Graduation: 60
Synopses of significant findings, including findings of external reviewer(s)	The AAS in Health Science curricular structure from 2015 until 2021, has been problematic in many ways: advising, outcomes assessment, employment opportunities, data collection, and trending of data.
Plans for program improvement, including timeline	During the 2019-20 and 2020-21 academic years, the AAS in Health Science was restructured to align better with data collection for enrollment, selective admission acceptance, graduation, outcomes assessment, employment in healthcare, and trending of data.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	In the previous review, there were two areas of focus: a) Area of Focus 1: Program Assessment; Goal 1- Students will complete prerequisites course requirements for selective admission health program of choice; and, b) Area of Focus 2: Student Tracking- Compile data for students who successfully completed general education coursework and was selected into their health degree program of choice. For data collection purposes and identification of all "pre-major" students, BridgeValley utilizes an in-house major code system to distinguish students' selective admission health program areas. Students indicate the specific health program of choice and are coded as Health Sciences, AAS majors with an in-house code indicating the intended focus area. The data in 3.b. indicates enrollment within specific "pre" program areas. Beginning in the fall of 2021, students will have a completion option within the Health Sciences, AAS degree program. The Health Sciences completion pathway will allow students to earn stackable AAS and CAS degrees with a focus on gainful employment.
Five-year trend data on graduates and majors enrolled	The Health Science option was designed for any student being admitted to the college in hopes of applying to, and being accepted

into, one of the college's selective admission healthcare programs. Since 2014-15, those graduating with a Health Science Degree has decreased and subsequently, graduates of the Health degree majors (Dental Hygiene, Emergency Medical Services, Medical Laboratory Technology, Nursing, Sonography, Respiratory therapy, and Veterinary Technology) have reached a steady level of graduates each year.

Health Sciences Graduate Data

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16	19	4	1	3	1

Health Science Headcount Enrollment

Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
242	145	27	51	30	7	10	9
Summer 2017	**Fall 2017**	**Spring 2018**	**Summer 2018**	**Fall 2018**	**Spring 2019**	**Summer 2019**	**Fall 2019**
1	13	9	3	16	19	5	15

Pre-Major Headcount Enrollment

	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Pre-DH	19	21	1	32	27	2	31	27
Pre-EMST	1	4	0	6	11	1	14	8
Pre-MLT	10	17	4	16	22	14	27	21
Pre-NM	12	27	7	26	24	16	21	18
Pre-NURS	108	95	52	228	165	57	300	226
Pre-RT	12	9	1	13	22	18	18	14
Pre-DMS	6	40	16	62	60	15	70	62
Pre-VT	10	10	7	15	18	2	12	13

	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Pre-DH	3	32	28	3	37	35	6	62
Pre-EMST	0	5	3	0	3	1	1	3
Pre-MLT	3	13	16	4	16	16	5	24
Pre-NMed	5	22	19	9	4	2	0	0
Pre-NURS	51	333	248	73	288	187	50	279
Pre-RT	14	17	22	1	15	15	2	26
Pre-DMS	16	79	73	12	72	60	15	87
Pre-VT	1	27	20	1	21	22	0	22

Summary of assessment model and how results are used for program improvement	Program outcomes are assessed by degree program capstone courses, exit interviews, employer surveys, and program specific exit exams.

Due to the general education emphasis and foundational nature of this program, general education course outcomes are measured within the GELAS Division and not as part of the Health Sciences program. Program assessment is assessed once students enter selective admission programs. After implementation of the new program tract this fall, learning outcomes associated with the completion pathways (Med Assisting and Med Coding) of the Health Sciences program will be traced using the Medical Assisting and Medical Coding outcomes assessment processes. |
| Data on student placement (e.g., number of students employed in positions related to the field of | Graduate data for employment for AAS in Health Science majors has been difficult to obtain; however, all accredited selective admission programs collect employment data post-graduation (in |

2

study or pursuing advanced degrees)	many cases, 6 months, one year and five years after graduation and obtaining their licensure or certification.
Program Recommendation	Continuation of program at current level. Discontinuance of the AAS in Health Science would have a negative effect on each of the college's selective admission health programs. Examples of the negative implications include: proper advising, financial aid compliance, loss of promise scholarship funding, etc.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)   Kim Shamblin (Health)
Ron Rogillio (CoMET)   Michelle Klenk (Health)
Kristi Sarrett (CoMET)   Pamela Lopez (GELAS)
Lisa Moye (BLCETO)   Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Medical Laboratory Technology
Major Code(s):	3309
CIP Code(s):	23-511004

Review Type		
Program Review ☒		Post-Audit Review ☐
Review Date:	03/24/2021 - initial
04/14/2021 - final	**Review Date:**	

Committee Action

Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level   Recommend Continuance at Reduced Level
☒   ☐

Request Additional Information   Recommend Discontinuance
☐   ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next MLT Program Review submission is due by December 01, 2025.
Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College

Program Review Self-Study Summary

	Summary Findings
Program name and CIP code; Degree level of Program; Number of Hours required for graduation	*Medical Laboratory Technology; 23511004* *A.A.S. degree* *61 hours required for graduation*
Synopsis of significant findings, including findings of external reviewer(s)	*All findings of external reviewer (NAACLS) have been resolved. There were 2 unsigned affiliation agreements and faculty needed documentation concerning safety training.*
Plans for Program Improvement, including timeline	*Our space issues (lab, library, personal space) will hopefully be resolved when we move into a new location. We will be researching as to why some students are not successful in the program in the academic year 2021-2022*
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	*Not Applicable*

Five-year trend data on graduates and majors enrolled				
	Year	*Enrollment*	*Grad Rate*	*Placement Rate*
	2015-16	*13*	*(11) 78.5%*	*100%*
	2016-17	*11*	*(10) 91%*	*90%*
	2017-18	*11*	*(10) 91%*	*100%*
	2018-19	*11*	*(10) 91%*	*100%*
	2019-2020	*13*	*(10) 77%*	*100%*

Summary of assessment model and how results are used for program improvement				
All assessments above were above NAACLS benchmark as well as certification exam pass rates (see table below)				
	Year	*Cert Exam Pass Rates*	*Class Ave passing score*	*National Average pass score*
	2015-16	*7/9 = 78%*	*534*	*516.6*
	2016-17	*7/9 = 78%*	*531*	*519*
	2017-18	*9/10 = 90%*	*502*	*515*
	2018-19	*9/10 = 90%*	*502*	*513*
	2019-20	*9/10 = 90%*	*471*	*432*

	Changes made in response to assessments:
	(1) *All course work for all students who graduated averaged 75% or better. This was the biggest reason for attrition due to grades not being up to required standards for other students.*
	(2) *We made entrance and retention standards higher requiring 2.75 GPA for entry and a continued 75% average while in the program (had previously been 2.50 and 70% originally at beginning of program)*
	(3) *Added a certification exam review class after the spring semester for graduating and former students to enhance their certification exam pass rates.*
	(4) *Added a Mycology/Parasitology class to the class list after discovering that the students were not scoring well on that section of the certification exam.*
	(5) *I continuously monitor not only the overall pass rates but the sectional pass rates to see if changes are necessary to the curriculum*
	(6) *I also discuss curriculum and assessment at the advisory committee meeting, incorporating their ideas to strengthen the curriculum which in turn increases pass rate.*
	(7) *Changed delivery of fall classes to be: 2 full semester classes and 2 half semester classes (versus 4 full-time classes at a time—they only had to concentrate on 3 at a time) This was not successful however since too much time lapsed between didactic work and clinical rotations.*
Data on student placement (e.g.,number of students employed in positions related to the field of study or pursuing advanced degrees)	*The MLT student placement rate has been 100% in 4 of the last 5 years. Our graduates are much in demand and are hired usually long before they graduate. See table above.*
Program Recommendation	*Continuation of program at current level*

BridgeValley
COMMUNITY & TECHNICAL COLLEGE

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)
Ron Rogillio (CoMET)
Kristi Sarrett (CoMET)
Lisa Moye (BLCETO)

Kim Shamblin (Health)
Michelle Klenk (Health)
Pamela Lopez (GELAS)
Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Nursing, AAS
Major Code(s):	3311
CIP Code(s):	23-513801

Review Type			
Program Review ☒		Post-Audit Review ☐	
Review Date:	03/24/2021 - initial 04/14/2021 - final	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level
☒

Recommend Continuance at Reduced Level
☐

Request Additional Information
☐

Recommend Discontinuance
☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Nursing Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College *Program Review Self-Study Summary*

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	Nursing Program, 23513801 Associate Applied Science Degree (AAS) Traditional: 66 Credits Required Advanced Placement: 53 Credits Required
Synopses of significant findings, including findings of external reviewer(s)	Full accreditation granted February 2020 for 8 years by the Accreditation Commission for Education in Nursing (ACEN). With the following areas needing development identified: **Standard 3, Criteria 3.5 and 3.6** • Ensure student records are maintained in compliance with the policies of the governing organization. • Continue to implement institutional strategies to address default rate. **Standard 6, Criteria 6.3 and 6.4** • Continue to identify and implement strategies/actions to improve the program completion rate when the expected level of achievement is not met. • Review and revise the expected level of achievement for job placement to be congruent with the ACEN definition of job placement.
Plans for program improvement, including timeline	**Standard 3; Criteria 3.5** Program specific student nurse records are maintained in a locked file room in locked file cabinets and are accessible to nursing faculty through the Administrative Coordinator. Site visitors noted an additional form in a couple student files that are not a requirement for record keeping and did not inquire about the form during the visit. Plan for improvement includes providing a checklist of required documents for site visitors in 2028. The required document checklist will be implemented by January 1, 2022. **Standard 3; Criteria 3.6** Plan for improvement includes the Financial Aid staff will continue to implement the established institution plan for decreasing student loan default rate by requiring loan entrance and exit counseling. Faculty will continue to submit proof of attendance for institutional reporting. The timeline is ongoing. **Standard 6, Criteria 6.3** Strategies implemented Fall 2020 to improve program completion rate include: • Creation and implementation of a Success Strategies course on Blackboard. Students scoring less than 80% on 2 exams are automatically enrolled in the course and required to complete the weekly modules.

	• Beginning Spring 2021, all new first semester students were enrolled in Success Strategies and required to complete the modules prior to the start of the semester. • Program policy requiring students to meet with faculty for exam review when scoring less than 80% continues. • Creation of new pre-nursing course on Critical Thinking was approved March 4, 2021 and will begin Summer 2021 to prepare students for the nursing program. • Covid related changes to support student success and program completion include a Readmission Exception Policy in January 2021 allowing a strike-through attempt for students unsuccessful in 2020. • Program policy for missed clinical related to illness is waived. **Standard 6, Criteria 6.4** • Plan for improvement to obtain graduate job placement data includes implementing an electronic survey to send to students at the completion of fourth semester on the day of their HESI Exit to ensure response. Timeline for completion is May 2021.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	Full accreditation received in February 2012 from ACEN for 8 years. All criteria met and no areas needing development identified.
Five-year trend data on graduates and majors enrolled	NCLEX 2015 - 2020 • Five years above state and national first-time NCLEX success rate

Nursing Graduate Data

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
56	50	51	63	81	79

Pre-Major Headcount Enrollment

Pre-NURS	51	333	248	73	288	187	50	279

Summary of assessment model and how results are used for program improvement	The nursing program uses HESI examinations (Health Education Systems, Inc.) for student and program assessment. HESI examinations are administered as final exams in all semesters except for the fourth semester. Fourth semester students are administered the HESI Exit and have two opportunities to reach the 900 benchmark. The examinations provide data on end of program learning outcomes for the individual student and cohort. Students are provided a detailed remediation plan and are required to complete remediation and submit to faculty. Semester faculty teams meet at the conclusion of each semester and review cohort/student data. Trends and weaknesses are identified as well as strengths and a plan for individual lecture or clinical modification is made and implemented the next semester. The Level Coordinators of each semester comprise the Evaluation Committee. They meet and discuss the HESI results as a program and make recommendations to the nursing faculty.
Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	This is an area needing improvement. Methods for data collection have been through mail and email. The response rate is negligible. Moving forward, the plan for the May 2021 graduating class is to obtain a personal email from students for communication post-graduation to collect data at intervals of 1 and 5 years. Surveys will be sent electronically to inquire about employment status and completion or pursuit of advanced degrees. The May 2021 class will receive an electronic survey on the day of their HESI Exit to complete regarding job placement after graduation.
Program Recommendation	• Continuation of program at current level.

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BridgeValley
Community & Technical College

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)
Ron Rogillio (CoMET)
Kristi Sarrett (CoMET)
Lisa Moye (BLCETO)

Kim Shamblin (Health)
Michelle Klenk (Health)
Pamela Lopez (GELAS)
Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Respiratory Therapy
Major Code(s):	5102
CIP Code(s):	23-510908

Review Type	
Program Review ☒	Post-Audit Review ☐
Review Date: 03/24/2021 - initial 04/14/2021 - final	**Review Date:**

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level
☒

Recommend Continuance at Reduced Level
☐

Request Additional Information
☐

Recommend Discontinuance
☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Respiratory Therapy Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	Respiratory Therapy CIP 5102 A.S. 62 hours
Synopses of significant findings, including findings of external reviewer(s)	Based on the program's outcomes, the program has met or exceeded all currently set "thresholds" for success on each of the required outcomes as set by our accrediting agency, CoARC. (Commission on Accreditation for Respiratory Care).
Plans for program improvement, including timeline	None required at this time.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	N/A
Five-year trend data on graduates and majors enrolled	Year 2016 2017 2018 2019 2020 Enrolled 17 14 21 21 20 Graduates 9 10 15 8 19 Retention 83% 72% 91% 91% 95% Placement 89% 91% 100% 100% 95% The CoARC does not count students who return to join a different cohort into attrition.
Summary of assessment model and how results are used for program improvement	The current thresholds set by CoARC are as follows; TMC high cut score = 60% threshold TMC Sub-scores by content area = 85% threshold Retention = 70% threshold Job placement = 80% threshold Employer satisfaction = 80% threshold Graduate satisfaction = 80% threshold These thresholds are based on a 3-year average. The program currently meets or exceeds all set thresholds. If there were deficiencies, the program would have to complete a plan of improvement and submit to CoARC.

Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	The 5-year average for job placement is 95%. There is currently only one degree advancement program for Respiratory Therapy in the state. Many of our graduates have pursued a Bachelor's degree after graduation. However, the program does not track this information.
Program Recommendation	● Continuation of program at current level.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)　　Kim Shamblin (Health)
Ron Rogillio (CoMET)　　　　　　　　　　　Michelle Klenk (Health)
Kristi Sarrett (CoMET)　　　　　　　　　　　Pamela Lopez (GELAS)
Lisa Moye (BLCETO)　　　　　　　　　　　　Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Technical Studies, AAS & CAS
Major Code(s):	3713 & 1712
CIP Code(s):	23-419999

Review Type	
Program Review ☒	Post-Audit Review ☐
Review Date:	04/14/2021	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level　　　　Recommend Continuance at Reduced Level
☒　　　　　　　　　　　　　　　　　　　　　　　☐

Request Additional Information　　　　　　　　Recommend Discontinuance
☐　　　　　　　　　　　　　　　　　　　　　　　☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Technical Studies Program Review submission is due by December 01, 2021. Please review the Program Review Policy and reporting template guidelines for submission requirements.

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	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	Technical Studies; 41-9999 AAS and CAS AAS 60 credit hours mandated by WVCTS CAS 30 credit hours mandated by WVCTS
Synopses of significant findings, including findings of external reviewer(s)	No significant findings; no external review
Plans for program improvement, including timeline	Program learning outcomes have been added similar to other community colleges in WV based on general education course requirements
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	None identified in previous reviews
Five-year trend data on graduates and majors enrolled	AAS graduates have ranged from 12 in 2017-2018 to 1 in 2018-2019; CAS graduates have ranged from 1 in 2018-2019 to 3 in 2016-2017
Summary of assessment model and how results are used for program improvement	There are no courses in the Technical Studies program; since detailed program requirements are provided by WVCTC, program changes will follow changes made by the central office
Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	Data not tracked; students enter the program for a variety of reasons; typical reasons include attempting an TS AAS or CAS degree as a backup plan while working towards another degree, employer encouragement, conversion of workforce credits to academic credits or personal reasons
Program Recommendation	Continuation of program at current level.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)   Kim Shamblin (Health)
Ron Rogillio (CoMET)   Michelle Klenk (Health)
Kristi Sarrett (CoMET)   Pamela Lopez (GELAS)
Lisa Moye (BLCETO)   Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Veterinary Technology
Major Code(s):	3105
CIP Code(s):	23-018301 (formerly 23-510808)

Review Type			
Program Review ☒		Post-Audit Review ☐	
Review Date:	03/24/2021	**Review Date:**	

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level   Recommend Continuance at Reduced Level
                 ☒   ☐

Request Additional Information   Recommend Discontinuance
                 ☐   ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Veterinary Technology Program Review submission is due by December 01, 2025. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary

	Summary Findings
Program name and CIP Code; Degree level of Program; Number of Hours required for graduation	*Veterinary Technology* *CIP 23-018301 (formerly 23-510808)* *Associates of Applied Science* *62 Credit Hours*
Synopses of significant findings, including findings of external reviewer(s)	The following 3 major deficiencies where sited at the March 20-21, 2019 AVMA accreditation site visit. (All have been corrected) 1. Program students have access to a qualified library resource specialist. 2. An appropriate program personnel-to-student ratio be maintained to ensure student safety and adequate delivery of instruction. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present. (Compliance with the indicated ratio is required by September 1, 2020) 3. Efforts be made to improve compensation of Program veterinarians.
Plans for program improvement, including timeline	Currently no plans for improvement
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	1. Program students have access to a qualified library resource specialist. (Met April, 2020) 2. An appropriate program personnel-to-student ratio be maintained to ensure student safety and adequate delivery of instruction. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present. (Compliance with the indicated ratio is required by September 1, 2020) (Met April, 2020) 3. Efforts be made to improve compensation of Program veterinarians. (This deficiency has been met but not reported to the AVMA as of the time of writing this summary)

Five-year trend data on graduates and majors enrolled	Graduation Year	Number of Students Enrolled	Number of Students Loss First Year	Number of Students Lost Second Year	Total Number of St. Lost Before Graduation	Total Number of Graduates	Attrition Rate
	2016	9	3	0	3	6	33%
	2017	15	3	0	3	12	20%
	2018	13	5	3	8	5	62%

	2019	7	4	+2	2	5	29%
	2020	15	4	1	5	10	33%

Summary of assessment model and how results are used for program improvement	The AVMA uses the Veterinary Technician National Exam (VTNE) as its major assessment model. The benchmark pass rate is a three year average of first time test takers must have a pass rate of 50% or better. The current 3 year pass rate is 70% for first time takers.

Graduation Year	Total Graduates	Total Took VTNE	Passed VTNE 1st Time	Number of Students that took VTNE Multiple Times	Additional Passed VTNE at Another Testing	Total Passed VTNE	VTNE Pass 1st Time Rates	**VTNE Total Pass Rates**
2016	6	6	2	3	2	4	33.3%	**66.7%**
2017	12	12	6	2	1	7	50%	**58%**
2018	5	5	4	1	0	4	80%	**80%**
2019	5	5	4	0	0	4	80%	**80%**
2020	10	8	6	0	0	6	75%	**75%**

Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	Five year placement rate 92%: 2016, 6 graduates, 67% placement 2017, 12 graduates, 100% placement 2018, 5 graduates, 100% placement 2019, 5 graduates, 80% placement 2020, 10 graduates, 100% placement
Program Recommendation	Continuation of program at current level.

BridgeValley
Community & Technical College

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2019-2020

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)
Ron Rogillio (CoMET)
Kristi Sarrett (CoMET)
Lisa Moye (BLCETO)

Kim Shamblin (Health)
Michelle Klenk (Health)
Pamela Lopez (GELAS)
Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Early Childhood Education, AAS
Major Code(s):	3102
CIP Code(s):	23-131210

Review Type	
Program Review ☒	Post-Audit Review ☐
Review Date: 05/07/2020	**Review Date:**

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level
☐

Recommend Continuance at Reduced Level
☐

Request Additional Information
☐

Recommend Discontinuance
☐

Details:	All review requirements met during 2020 review. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The next Early Childhood Education Program Review submission is due by December 01, 2024. Please review the Program Review Policy and reporting template guidelines for submission requirements.

BridgeValley Community and Technical College
Program Review Self-Study Summary
(Policy C-OP-13-15)

	Summary Findings
Name and Degree level of Program; Number of Hours required for graduation	Early Childhood Education AAS & Early Childhood Education –Transfer AAS; 60 Credit Hours & 63 credit hours respectively.
Synopses of significant findings, including findings of external reviewer(s)	The Early Childhood Education AAS at BridgeValley CTC has been designed by a Higher Education Committee designated by the WV Governor's Early Childhood Advisory Committee. The implemented curriculum meets all state and national requirements for high quality, and can be articulated across all Early Childhood Education AAS degrees in WV. The coordinated effort of all WV Early Childhood Education AAS degree programs has resulted in statewide articulations for the degrees at three public Universities, providing students with multiple academic pathways. The inconsistencies in enrollment may be contributed to the lack of a program coordinator, lack of recruitment support, and lack of general knowledge about the program. Disengagement of students and student withdrawal from the program within the second semester indicates lack of student knowledge about program requirements. Placement options after program completion are indicative of a positive academic and industrial view of the program. The majority of the students stay in early childhood education and either move on to a four-year degree granting institution, or quickly find employment in the early childhood education field, many with the assistance of the Social Sciences and Education department chair.
Plans for program improvement, including timeline	The program requires improvement in enrollment, sustainment, and completion of students. This requires a recruitment and program information distribution plan. The plan should be carried out by a full-time program coordinator with administrative support from the department chair. Strategic Recruitment Plan:

Strategic Recruitment Plan for AAS in ECE

Articulation

Time Line	Where/Contact	What	Person Responsible
10/20/19-1/2020	Marshall University/Ruthann Arneson	2 + 2 Agreement	ECE Coordinator
3-31-17 to 4-30-17	WVU-Parkersburg/Christiane Calvert	2 + 2 Agreement (Signed)	Amanda Martin
10-20-19	ACDS/ Jennifer Conkle	Articulation agreement (signed)	Amanda Martin
01-2020	WVIT/CTE/CDA Statewide	Articulation Agreement	ECE Coordinator

ACDS Class Visits

Time Line	Where/Contact	What	Person Responsible
4-04-20	Kanawha Co. ACDS 2 classes/Kerri Wade & Jessica Hudson	Hand out brochures- discuss the AAS at BVCTC	ECE Coordinator
4-13-20	Putnam Co. ACDS/Mia Ferguson	Hand out brochures-discuss the AAS at BVCTC	ECE Coordinator

CTE Visits

Time Line	Where/Contact	What	Person Responsible
4-17-20 to 5-10-20	Ben Franklin CTE/Martha Hewitt	Hand out brochures- discuss the AAS at BVCTC	ECE Coordinator
4-17-20 to 5-10-20	Fayette Institute of Technology/Tama Sweet	Hand out brochures-discuss the AAS at BVCTC	ECE Coordinator

Time Line	Where/Contact	What	Person Responsible
4-17-20 to 5-10-20	Nicholas County		ECE Coordinator

Displays			
Time Line	**Where/Contact**	**What**	**Person Responsible**
4-6-20 thru 4-7-20	Celebrating Connections Conference, Charleston	Set out Brochures/ Career Ladder	ECE Coordinator
5-1-20	Provider Appreciation Day/Toni McKinley	Hand out brochures/Career Ladder	ECE Coordinator

Center Site Visits			
Time Line	**Where/Contact**	**What**	**Person Responsible**
January 2020	Gateway Education Center/Kayla McDaniel Discovery Kingdom/Kelley Morris	Brochures/Speak with director	ECE Coordinator
February 2020	Leaps and Bounds/ Ashley Kincaid Cross Lanes YMCA/	Brochures/Speak with director	ECE Coordinator
March 2020	Sacred Heart ECE/ Dawn Snyder	Brochures/Speak with director	ECE Coordinator
April 2020	Kanawha Valley Enrichment/Shellie Terry	Brochures/Speak with director	ECE Coordinator

| | May 2020 | Come Grow With Me/ Lisa Shaffer | | |
| | | Morris Enrichment Center/ Georgeanne Leake | Brochures/Speak with director | ECE Coordinator |

Informational Materials			
Time Line	**Where/Contact**	**What**	**Person Responsible**
4-17-17 to 5-10-17	ECE Career Ladder	Created	Amanda Martin
10/19	New Brochure	Created	Amanda Martin
1/20	Handout Reviewing all grant opportunities	Create	Amanda Martin

The ECE Coordinator should also speak with the freshman advisors about the program requirements.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	The last program review suggested a full-time coordinator. That has not been implemented. The department chair is still the acting coordinator.
Five year trend data on graduates and majors enrolled	Enrollment trends have shown inconsistent growth in enrollment across the past five years as the following charts indicates:

ENROLLMENT

MAJOR CODE	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spr 2018	Sum 2018	Fall 2018	Spr 2019

3102	6	25	28	9	34	30	5	37	21	8	21	13	0	17	12
3103	0	6	5	1	4	8	0	5	4	2	7	5	0	7	5

Graduate patterns have shown consistency within the Early Childhood Education AAS and the transfer AAS. See the following chart:

GRADUATES

MAJOR CODE	MAJOR DESCRIPTION	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3102	AAS Early Childhood Education	0	5	3	7	3	3	6
3103	AAS Early Childhood-Transfer	0	0	1	4	2	1	2

Summary of assessment model and how results are used for program improvement	Students are assessed through an overall assessment plan that is made up of area specific evaluations (Capstone Portfolio), a national comprehensive exam (AAFCS: Pre-Pac) and institutional education assessments (General Education Portfolio). The area specific assessments are based on the skill exam components that are incorporated into the technical courses of the program and compliment the program goals. Assessment of the results is based on the generalized assessment rubric shown in Table III-1 using normalized scores. **Table III-1:** *Generalized Assessment Rubric.*

90 - 100	Superior. Student work exhibits mastery of the course material with few or no minor errors.

	80 - 90	Above average. Student work exhibits an understanding of the course material with no omissions of major points, but may have a number of minor mistakes or omissions.
	70 - 80	Average. Student work exhibits an understanding of course material, but may contain some significant omissions or errors.
	60 - 70	Below desired performance. Student work exhibits only a partial understanding of the course material and may contain a major omissions or errors.
	< 60	Remedial action required. Student work indicates limited understanding of the course material, with a number of omissions and significant errors.

This assignment of scores requires that the course instructors adhere to the general rubric outlined above, at least in relation to work used for the assessment and that all required course assessments are implemented within the designated course.

Assessment results with a mean score of 78 or greater indicate the program is successfully meeting its stated goals. This means that at the majority of the students are successfully doing above average work as a result of the program.

Results that achieve a mean level of performance less than 78 indicate that the majority of the students in the program are not achieving above average success in an area and require remedial action. The remedial action required will be determined by the department and departmental advisory committee. The revision will be implemented and assessed in as timely a way as possible.

Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees)	**2014-2015 graduates:** • 1 student went on to Marshall. • 1 student went on to WVU Parkersburg and is a preschool teacher in a local child care center. • 2 students are toddler teachers in local child care centers. **2015-2016 graduates:** • 5 students are at Marshall, 1 of those students is also a director of a child care center, 2 are also preschool teachers in child care centers. • 4 are toddler teachers at centers. • 1 is a director of a center.

	• 1 student whereabouts is unknown.
	2016-2017 graduates:
	• 1 student is at Marshall and a director of a local child care center.
	• 1 student is at WVU Parkersburg and is a toddler teacher at a local child care center.
	• 1 student is an infant teacher at a local child care center.
	• 2 students' whereabouts are unknown.
	2017-2018 graduates:
	• 1 student is an infant teacher at a local child care center.
	• 1 student's whereabouts are unknown.
	• 1 student is an assistant director at a local child care center.
	• 1 student is at Marshall as a full time student.
	2018-2019 graduates:
	• 1 student is an after school teacher at a program at a public school.
	• 1 student is an aide for second grade in a public school and is attending Marshall.
	• 1 student is a toddler teacher at a local child care center and is attending Marshall.
	• 1 student left the early childhood field and is doing office work at a family law office.
	• 2 students are attending WVU Parkersburg full time.
	• 1 student is a nurse aide and is attending Marshall.
	• 1 student is a preschool aide in a public school classroom.

Program Recommendation	(Select one recommendation)
	☒Continuation of program at current level.
	☐Continuation of program at current level with corrective action (Explain)
	☐Continuation of program at reduced level of activity (Explain)
	☐Discontinuance of program (Rationale)
	
	     Explanation/Rationale for Recommendation: Should the program be discontinued, students
	     seeking to become an aide within the public school system and/or students seeking to meet the

	minimum educational requirements to be an early childhood educator in an early childhood learning center, will be severely limited in their choice of programs to meet educational requirements. BridgeValley is the only higher education institution in the Kanawha Valley that offers this degree program. This would lead to a lack in the quality of early childhood teachers and aides in the field. BridgeValley Community and Technical College's mission would be negatively affected as the institution would no longer be providing a quality education to assist in creating a skilled workforce.
Program Review Subcommittee Recommendation	(Select one recommendation) ☐Continuation of program at current level. ☐Continuation of program at current level with corrective action (Explain) ☐Continuation of program at reduced level of activity (Explain) ☐Discontinuance of program (Rationale) Explanation/Rationale for Recommendation:

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MAY 07, 2021

ITEM: **Post-Audit Reports – Recommendation**
                                             for Referral

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community
                                             and Technical College Board of Governors
                                             (Board) refer the post-audit review reports for
                                             the Mechatronics (AAS) and Instrumentation,
                                             Measurement, and Control Technology (AAS)
                                             programs to the West Virginia Council for
                                             Community and Technical College Education
                                             (Council) for review and action.

STAFF MEMBER: Christina Johnson

BACKGROUND:

Pursuant to WVCTCS Series 11 and 37, BOG Policy C-5, and Bridgevalley Operating
Policy C-OP-12-19, new Associate (AA/AS/AAS) and Certificate of Science degree
programs initiated at BridgeValley undergo post-audit review within three years after
the date of implementation. BridgeValley's Program Review Committee is charged with
reviewing self-study submissions and developing recommendations for action to be
presented to the Board for referral to the Council for review and action.

Attached for Board review are the Program Review Committee Action Forms and post-
audit self-study submissions for the programs named above.

Per BridgeValley Operating Policy C-OP-12-19 Section 2.C, the Program Review
Committee's recommendations are presented below.

Program/Degree	PR Committee Recommendations
For the 2020-2021 Academic Year	No BridgeValley programs were scheduled for Post-Audit Review.
For the 2019-2020 Academic Year Mechatronics, AAS Instrumentation, Measurement, and Control Technology, AAS	The Program Review Committee recommends continuance at the current level for each of the programs reviewed. The Mechatronics (AAS) and Instrumentation, Measurement, and Control (AAS) Post-Audit

	Reviews were initially conducted during the 2019-2020 academic year. Due to extenuating circumstances related to the Colleges SARS-CoV 2 pandemic response, the reports were not finalized until the 2020-2021 review cycle.

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs)	Kim Shamblin (Health)
Ron Rogillio (CoMET)	Michelle Klenk (Health)
Kristi Sarrett (CoMET)	Pamela Lopez (GELAS)
Lisa Moye (BLCETO)	Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Instrumentation, Measurement, and Control Technology, AAS
Major Code(s):	3723 (process) & 3724 (gas)
CIP Code(s):	23-150404

Review Type	
Program Review ☐	Post-Audit Review ☒
Review Date:	**Review Date:** 02/20/2020 - initial 04/14/2021 - final

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level ☒   Recommend Continuance at Reduced Level ☐

Request Additional Information ☐   Recommend Discontinuance ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The Instrumentation, Measurement, and Control Technology's first Program Review submission for the Gas Measurement Concentration (3724) is due by December 01, 2021.   Please review the Program Review Policy and reporting template guidelines for submission requirements.

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: BridgeValley Community & Technical College

Program (Degree and Title): Associate of Applied Science in Instrumentation, Measurement, & Control – Gas Measurement Concentration;
Associate of Applied of Applied Science in Instrumentation, Measurement, and Control – Process Instrumentation Concentration

Date of Program Implementation: August 2015 Process Instrumentation; August 2017 Gas Measurement

CIP Code: 150404

I. **Introduction**

Program Information

The Process Instrumentation Technology Program was created at the request of companies in the Chemical and Energy sector to meet a workforce need for electrical & instrumentation (E&I) technicians. These companies identified a great need for E&I technicians and expect to send existing employees, hire students to transition into positions before employee retirements, and fill current vacancies. Key factors required for the program are flexibility to accommodate varying work schedules in the chemical and energy sector, especially power and chemical plants that have rotating shifts.

A meeting held in September 2014 with Natural Gas midstream companies identified a great need for natural gas technicians, especially measurement technicians. The factors required for the program are flexibility to accommodate varying work schedules and individual responsibilities in the energy sector. There are a number of foundational courses that will be common between Process Instrumentation and Gas Measurement.

With the addition of the natural gas track to the Process Instrumentation program in 2017, a program name change was recommended by a member of the Board of Directors (Dominion Energy Representative) of the Natural Gas Training Council. The program name become the Instrumentation, Measurement & Control Technology – Natural Gas Concentration.

Valtronics (natural gas industry service provider) and TC Energy (local natural gas pipeline) have also hired Learn and Earn students in this program. This demonstrates that the program is on target to meet this critical workforce need as companies are required to replace retiring employees, adding new talent and also train their existing workforce.

II. **Goals and Objectives**

Process Instrumentation

The program learning outcomes were changed in 2020 to be measureable. The current program outcomes are:

Install, maintain, calibrate and effectively troubleshoot instrumentation devices.
Identify, maintain and troubleshoot electrical and mechanical systems used in a process control loop.
Install, configure, program, and troubleshoot programmable logic controllers (PLCs) and Human Machine Interface (HMI) displays.
Install configure, and troubleshoot industrial devices using industrial communications
Troubleshoot and tune PID control loops.

Gas Measurement.

The program learning outcomes were changed in 2020 to be measureable. The prior program learning outcomes were somewhat similar but not easily measurable. The current program learning outcomes are:
• Identify physical system characteristics of gathering, processing, transmission, and distributions of the natural gas industry
• Apply flow measurement fundamentals to equipment selection criteria of flow measurement equipment used in the natural gas industry.
• Apply the major sections of the Code of Federal Regulations (CFR) applicable to natural gas pipelines.
• Apply gas quality fundamentals to equipment selection criteria of gas quality measurement equipment used in the natural gas industry.
• Differentiate the operating principles and maintenance procedures between pressure limiting & pressure relieving devices.

III. **Assessment**

    A.   Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

        Gas Measurement
        Student & Programmatic outcomes are evaluated annually through the annual assessment report. The assessment methods are through homework, exams and the final exam. Summarized below are the learning outcomes and the results of the assessment for 2018 - 2020. Feedback from student course evaluations were also used.

	Learning Outcome* (The student will be able to...)	Program Objective/Benchmark (Expected Level of Achievement)
Outcome 01	Identify physical system characteristics of gathering, processing, transmission, and distribution segments of the natural gas industry.	GASM 110 – 70% of students receive 70% or better on Final Exam
Outcome 02	Apply flow measurement fundamentals to equipment selection criteria of flow measurement equipment used in the natural gas industry.	GASM 151 – 70% of students receive 70% or better on Final Exam GASM 152 – 70% of students receive 70% or better on Final Exam
Outcome 03	Apply the major sections of the Code of Federal Regulations (CFR) applicable to natural gas pipelines.	GASM 130 – 70% of students receive 70% or better on Final Exam
Outcome 04	Apply gas quality fundamentals to equipment selection criteria of gas quality measurement equipment used in the natural gas industry.	GASM 211 – 70% of students receive 70% or better on Final Exam GASM 212 – 70% of students receive 70% or better on Final Exam
Outcome 05	Differentiate the operating and maintenance procedures between pressure limiting & pressure relieving devices.	GASM 230 – 70% of students receive 70% or better on Final Exam

Process Instrumentation

Process Instrumentation was moved back and forth between Workforce and Academics several times. Also, there has been turnover in personnel. Attempts to find the Assessment Outcome reports were unsuccessful.

B. Provide information on the following elements:
- Educational goals of the program
  Process Instrumentation & Gas Measurement
  Prepare students to successfully transition into positions as technicians. Since they are learning specific technical skills, few will continue on to a Bachelor degree program. To date, no graduate has continued on for a Bachelor degree.

- Measures of evaluating success in achieving goals

Gas Measurement

The annual assessment report is used to evaluate the program learning outcomes detailed above. To present, all program learning outcomes have been met.

Process Instrumentation

Homework, exams, labs, and final exams are used to evaluate the program learning outcomes. However, as stated above, attempts to find the annual assessment reports were unsuccessful.

- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data.

  For Gas Measurement, all goals of the program have been met. For Process Instrumentation, as previously stated, the annual assessment reports are unavailable. Course evaluations and Industry Advisory Committee comments have provided suggestions that have been incorporated into the curriculum as detailed below.

C. Provide information on how assessment data is used to improve program quality. Include specific examples.

In course evaluations, students wanted more hands-on labs in the AMTE 133 Industrial Wiring and the National Electric Code. Lab Equipment has been purchased and associated labs are being developed. AMTE 133 is included in both the Process Instrumentation and the Gas Measurement curriculum.

Students also wanted to see the instrumentation equipment they learn about in the introductory instrumentation course, PWPT 202 Industrial & Controls. To address this need, labs were sent up for equipment vendors to bring their products in and demonstrate how the equipment works. This had to be halted during the COVID-19 pandemic. PWPT 202 is included in both the Process Instrumentation and the Gas Measurement curriculum.

Course evaluation indicated an adjustment in the schedule of GASM-153 Natural Gas Flow Measurement 3 was necessary to provide students timely feedback to complete the course project on time. This review resulted in a change in the student-faculty meeting schedule from once every two to three weeks to weekly. Follow up course evaluations indicated the schedule change provided the additional review students needed to provide better documentation and to complete the program course project on time. GASM-153 is included in the Gas Measurement curriculum only.

For Process Instrumentation, the Industry Advisory Committee wanted to see more hands on labs with the Process Technology Unit (PTU). This feedback has started the development of more labs involving the PTU.

For Gas Measurement, the Advisory Committee originally provided input to the development of GASM 211 Natural Gas Quality Measurement 1. Advisory Committee feedback resulted in refining the content of GASM 211. Refining the course content resulted in the reduction of the course credit hours from three credit hours to two credit hours. Reducing the course credit hours for this course allowed the total credit hours to meet the maximum 60 total credit hour requirement for the Instrumentation, Measurement & Control Technology – Natural Gas Concentration program.

IV. **Curriculum**

A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

High School diploma or GED equivalent. For exit standards, students complete a capstone course final project in GASM 153 (for Gas Measurement) or INST 213 (Process Instrumentation) which incorporates learning outcomes from the courses that have been completed.

The capstone course for Gas Measurement uses content learned in previous semesters to tie together the theory of how meters, regulating and gas quality equipment operate and the correct application of the equipment based on different sets of pressure, volume and gas composition scenarios. Students must ask questions to ensure the recommended solution meets the requirements given in the Final Project Guidance document.   A Final Report and a committee reviewed presentation are used as the assessment of this performance indicator. Instructors report a numerical grade and associated analytics using a Holistic Writing Rubric (Appendix V) and a Holistic Presentation Rubric and Associated Analytics (Appendix VI).

The capstone course for Process instrumentation uses content learned in previous semester and applies it to using troubleshooting activities in a laboratory environment to grow the student's experience base needed for a successful process instrumentation and control technician career.

B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.

See Appendix I – Course Information

C. Submit a listing of the course delivery modes.

All technical courses are delivered in a blended format. Both the Process Instrumentation and the Gas Measurement concentrations use a blended format that consists of both online coursework and hands-on course work (labs) that are done on campus through arrangement with the instructor. Students typically take the Math and English courses delivered in a traditional format (face-to-face).

V. **Faculty**

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

See Appendix II - Faculty Data Sheets

The two programs include two full-time instructors and two adjuncts to deliver the program. See Section VII Financial for more details. None of these faculty members hold tenure.

VI. **Enrollment and Graduates**

A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as Appendix III.

See Appendix III – Headcount/FTE/Graduate Data

B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents. **NOTE**: Do not identify students or graduates by name.

See the attached Appendix III – Headcount/FTE/Graduate Data. For Process Instrumentation, 10 of 13 graduates found employment in their field of study. One student who works in the instrumentation field reported that he got a promotion as a result of completing his degree. Another student has a Bachelor of Business degree but came back to school to acquire this technical degree for better job opportunities.

For Gas Measurement, all three graduates have found employment in their field of study. One student in the program was hired at Mountaineer Gas Company because of being in the program. Advisory committee members and Human Resource contacts reported that starting salaries are in the $20 - $30 hour range.

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs. **NOTE**: Do not identify students or graduates by name.

Due to the demand for employment of the graduates, none have pursued a baccalaureate program.

VII. **Financial**

A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

Process Instrumentation
A grant of $220,000 from the WV Community & Technical College System was obtained in 2015 to start the program. Salaries & Benefits, Equipment, and Supplies were funded by the grant as detailed below.

Annual Salary & Benefits: $175,000 (2 Full time faculty & 1 Adjunct faculty)
Total Equipment: $20,323
Supplies: $13,655

Gas Measurement
A grant of $354,000 from the WV Community & Technical College System was obtained in 2016 to start the program. Salaries & Benefits, Equipment, and Supplies were funded by the grant as detailed below.

Annual Salary & Benefits:
$100,650 (1 Full time faculty & 1 Part time faculty) Start of program
$153,900 (2 Full time faculty & 1 Adjunct) Current
Total Equipment: $123,000

In addition, approximately $225,000 of equipment has been donated to the program from industry partners. Appendix VII lists the equipment.

B. Identify projection of future resource requirements and source of funding.

With the growing enrollment, it is anticipated that the program will be funded by the Technology Department at BridgeValley. The recently formed partnership with TC Energy will boost enrollment into the Gas Measurement program. The Process Instrumentation concentration is inactive. However, TC Energy has an interest in having an electrical and instrumentation (E&I) program. This program can use much of the course material from Process Instrumentation.

VIII. **Advisory Committee**

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

See Appendix IV for Advisory Committee Membership

Feedback of the Advisory Committee is used to tweak the classes to meet the skill sets that are required by industry.

IX. **Accreditation**

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

Process Instrumentation
Students in the Process Instrumentation concentration will complete the International Society of Automation (ISA) Control System Technician (CST) Associate Recognition Program as part of the capstone course.

Gas Measurement
No accreditation is planned. Should the natural gas industry adopt an industry recognized exam, it shall be included in the program.

COURSE INFORMATION

Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers.

Instrumentation Measurement, Control –
Process Instrumentation Concentration Technology Degree

First Semester		Credit Hours
PTEC 202	Safety, Health and Environment	3
GNST 102	First Year Experience	1
ENGL 101	English Composition (GEC-1)	3
MECH 120	Electrical Components	3
PWPT 202	Instrumentation & Controls	3
MATH 109	Applied College Math	3
	Semester Total	16
Second Semester		
PWPT 107	Electrical Controls	3
MECH 130	Mechanical Components & Electrical Drives	3
MECH 220	Digital Fundamentals and PLC	3
INST 112	Instrumentation Devices & Calibration	3
AMTE 133	Industrial Wiring & NEC	2
	Semester Total	14
Third Semester		
AMTE 245	Advanced PLC (GEC-4)	3
INST 218	Final Control Elements	3
INST 211	Advanced Instrumentation	3
AMTE 134	Industrial Power & Devices	3
PTEC 103	Process Technology 1: Equipment	3
	Semester Total	15
Fourth Semester		
HWAY 106	Ethics & Professionalism (GEC 3)	3
INST 213	Process Control Loop Troubleshooting	3
INST 214	Distributed Control Systems & Networks	3
	Technical Elective	3
	Technical Elective	3

		Semester Total	15

Instrumentation Measurement, Control – Natural Gas Measurement Concentration

First Semester			Credit Hours
PTEC 202	Safety, Health, and Environment		3
GNST 102	First Year Experience		1
GASM 110	Natural Gas Industry Overview		2
MECH 120	Electrical Components		3
PWPT 202	Instrumentation & Controls		3
MATH 109	Applied Technical Math		3
		Semester Total	15
Second Semester			
PWPT 107	Electrical Controls		3
PHY 100	Introductory Physics (GEC-2)		3
MECH 220	Digital Fundamentals and PLC		3
GASM 151	Natural Gas Flow Measurement 1		3
ENGL 109	ENGL (GEC 1)		3
GASM 130	Regulation of the Natural Gas Industry		2
		Semester Total	17
Third Semester			
AMTE 133	Industrial Wiring and NEC		2
GASM 152	Natural Gas Flow Measurement 2		3
GASM 211	Natural Gas Quality Measurement 1		3
GASM 230	Flow & Pressure Devices		3
INST 112	Instrumentation Devices & Calibration		3
		Semester Total	14
Fourth Semester			
HWAY 106	Ethics & Professionalism (GEC-3)		3
AMTE 134	Industrial Power & Devices		3
GASM 212	Natural Gas Quality Measurement 2		3
GASM 250	SCADA & Electronic Measurement		2
GASM 153	Natural Gas Flow Measurement 3 (GEC-4)		3
		Semester Total	14

APPENDIX II
Faculty Data

*(No more than **TWO** pages per faculty member)*

Name Kenneth Haynes   Rank Instructional Specialist/Assistant Prof

Check one: Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Asst. ☐

Highest Degree Earned: Master of Science Engineering Management

Date Degree Received: August 1991

Conferred by Marshall University

Area of Specialization Operations Engineering

Additional Degree: Bachelor of Science Mechanical Engineering

Date Degree Received: December 1982

Conferred by: West Virginia Institute of Technology

Professional registration/licensure: EIT Certification
Years of employment at present institution: 4 years 2 months
Years of employment in higher education: 4 years 2 months
Years of related experience outside higher education: 33 years
Years of non-teaching experience: 33 years

To determine compatibility of credentials with assignment:

a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2019	INST 112 Instrumentation Devices & Calibration	2
Spring 2019	GASM 151 Natural Gas Flow Measurement 1	6
Spring 2019	MECH 210 Pneumatic & Hydraulic Circuits	1
Spring 2019	GASM 153 Natural Gas Flow Measurement 3	1
Summer 2019	GASM 110 Introduction to the Natural Gas Ind.	1
Fall 2019	INST 112 Instrumentation Devices & Calibration	6

Fall 2019	GASM 130 Regulation of the NG Industry	1
Fall 2019	GASM 153 Natural Gas Flow Measurement 3	1
Spring 2020	GASM 130 Regulation of the NG Industry	9
Spring 2020	GASM 151 Natural Gas Flow Measurement 1	10
Spring 2020	GASM 153 Natural Gas Flow Measurement 3	2
Spring 2020	INST 112 Instrumentation Devices & Calibration	1
Fall 2020	GASM 110 Introduction to the NG Industry	5
Fall 2020	PWPT 202 Instrumentation & Control	12

GASM 153 is a team taught course with Buzz Knapp.

b) If degree is not in area of current assignment, explain.

Extensive work in natural gas midstream and transmission companies supporting instrument technicians.

Click or tap here to enter text.   Instructional Specialist/Assistant Prof

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*(No more than **TWO** pages per faculty member)*

Name Kervin Knapp   Rank Instructional Specialist/Assistant Prof

Check one: Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Asst. ☐

Highest Degree Earned: Bachelor of Science Chemical Engineering

Date Degree Received: May 1979

Conferred by West Virginia Institute of Technology

Area of Specialization Operations Engineering

Additional Degree: None

Date Degree Received: NA

Conferred by:

Professional registration/licensure: None
Years of employment at present institution: 2 years 10 months
Years of employment in higher education: 2 years 10 months
Years of related experience outside higher education: 39 years
Years of non-teaching experience: 39 years

To determine compatibility of credentials with assignment:

c) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2019	GASM-153 Natural Gas Flow Measurement 3	1
Spring 2019	GASM-212 Natural Gas Quality Measurement 2	4
Spring 2019	GASM 250 SCADA and EFM	2
Fall 2019	GASM 110 Natural Gas Industry Overview	16
Fall 2019	GASM 152 Natural Gas Flow Measurement 2	6
Fall 2019	GASM-153 Natural Gas Flow Measurement 3	4

Fall 2019	GASM-211 Natural Gas Quality Measurement 1	4
Fall 2019	GASM 250 SCADA and EFM	1
Spring 2020	GASM 153 Natural Gas Flow Measurement 3	2
Spring 2020	GASM 212 Natural Gas Quality Measurement 2	5
Spring 2020	MECH 210 Electro Pneumatic & Hydraulic Control Circuits	5
Spring 2020	MECH 255 SCADA & EFM	10
Fall 2020	GASM 152 Natural Gas Flow Measurement 2	9
Fall 2020	GASM 211 Natural Gas Quality Measurement 1	5
Fall 2020	MECH 210 Electro Pneumatic & Hydraulic Control Circuits	1

GASM 153 is a team taught course with Ken Haynes.

d) If degree is not in area of current assignment, explain.

Extensive work in natural gas midstream and transmission companies supporting instrument technicians.

*(No more than **TWO** pages per faculty member)*

Name Paul Blake   Rank Instructional Specialist/Instructor

Check one: Full-time ☐   Part-time ☐   Adjunct ☒   Graduate Asst. ☐

Highest Degree Earned: Bachelor of Science Electronics Engineering Technology

Date Degree Received: May 2014

Conferred by Fairmont State University

Professional registration/licensure: FE exam
Years of employment at present institution: 9 months
Years of employment in higher education: 9 months
Years of related experience outside higher education: 7 years
Years of non-teaching experience: 7 years

To determine compatibility of credentials with assignment:

e) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2020	AMTE 133 Industrial Wiring & NEC	7
Fall 2020	MECH 110 Introduction to Automation	5
Fall 2020	MECH 120 Electrical Components	12
Spring 2021	MECH 220 Digital Funds & PLC	13
Spring 2021	MECH 240 Mechatronics Troubleshooting	3
Spring 2021	PWPT 107 Electrical Controls	12

APPENDIX II
Faculty Data
*(No more than **TWO** pages per faculty member)*

Name: D. Graden Blankenship   Rank: Instructional Specialist

Check one: Full-time: X   Part-time: Adjunct: Graduate Asst.:

Highest Degree Earned: Master of Science   Date Degree Received: 2010

Conferred by: Nova Southeastern University

Area of Specialization: Informational Technology (Software development)

Professional registration/licensure: No

Yrs of employment at present institution: 2.5 yrs

Yrs of employment in higher education: 5 yrs

Yrs of related experience outside higher education: 19

Non-teaching experience: 20 yrs

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number	Title	Enrollment
2020, Spring	PWPT 107	Electrical Controls	3
2020, Spring	MECH 220	Digital Fundamentals and PLC	3
2019, Fall	AMTE 133	Industrial Wiring and NEC	4
2019, Fall	AMTE 134	Industrial Power and Devices	2
2019, Fall	AMTE 245	Advanced PLC	5
2019, Fall	PWPT 107	Electrical Controls	3
2019, Spring	AMTE 134	Industrial Power and Devices	7
2019, Spring	MECH 120	Electrical Components	5
2019, Spring	MECH 220	Digital Fundamentals and PLC	9
2019, Spring	PWPT 107	Electrical Controls	6
2018, Fall	AMTE 134	Industrial Power and Devices	3

2018, Fall	MECH 120	Electrical Components	12
2018, Fall	MECH 220	Digital Fundamentals and PLC	3
2018, Fall	MECH 255	Industrial Networking	1
2018, Fall	PWPT 107	Electrical Controls	3
2018, Spring	AMTE 134	Industrial Power and Devices	3
2018, Spring	MECH 120	Electrical Components	5
2018, Spring	MECH 220	Digital Fundamentals and PLC	3
2018, Spring	MECH 255	Industrial Networking	4
2018, Spring	PWPT 107	Electrical Controls	3

APPENDIX II

Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: Aaron Ray St. Clair   Rank: Instructor

Check one:

Full-time __X__   Part-time _____   Adjunct _____   Graduate Asst. _____

Highest Degree Earned: Masters   Date Degree Received: May 6, 2017

Conferred by: Marshall University

Area of Specialization: Information Technology

Professional registration/licensure _____   Yrs of employment at present institution __4____

Yrs of employment in higher education __5__   Yrs of related experience outside higher education __6___

Non-teaching experience __5__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2019, Spring	AMTE 133, Industrial Wiring and NEC	5

2019, Spring	INST 211, Advanced Instrumentation	3
2019, Spring	INST 213, Process Control Loop Troubleshooting	1
2019, Spring	INST 214, Distributed Control Systems and Networks	2
2018, Fall	AMTE 133, Industrial Wiring and NEC	2
2018, Fall	AMTE 245, Advanced PLC	1
2018, Fall	AMTE 299, Special Topics	1
2018, Fall	INST 213, Process Control Loop Troubleshooting	2
2018, Fall	INST 214, Distributed Control Systems and Networks	3
2018, Spring	INST 251, Process Instrumentation Technician Internship	3
2017, Fall	AMTE 133, Industrial Wiring and NEC	5
2017, Fall	AMTE 245, Advanced PLC	3
2017, Fall	INST 214, Distributed Control Systems and Networks	6

(b)   If degree is not in area of current assignment, explain.

Industrial and commercial work experience was with software, instrumentation, electrical and mechanical systems.

APPENDIX II, Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: Ron Rogillio   Rank: Professor

Check one:
Full-time X   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned: MBA   Date Degree Received: Dec 1975

Conferred by: University of Akron

Area of Specialization: Management

Additional Degree: BS Electrical Engineering   Date Degree Received: Jun 1968

Conferred by: Louisiana State University

Professional registration/licensure: Professional Engineer, Louisiana (expired)
Yrs of employment at present institution: 16
Yrs of employment in higher education: 16
Yrs of related experience outside higher education: 22
Non-teaching experience: 22

To determine compatibility of credentials with assignment:
(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	GASM 230, Flow and Pressure Devices	5
Fall 2020	GASM 230, Flow and Pressure Devices	4
Spring 2021	GASM 230, Flow and Pressure Devices	2 (arranged class for graduates)

(b)   If degree is not in area of current assignment, explain.
Extensive engineering experience in industry in chemical plant operations and maintenance.

APPENDIX III
HEADCOUNT/FTE/GRADUATE DATA
INSTRUMENTATION, MEASUREMENT, CONTROL – NATURAL GAS

Graduates

Major	Major Description	Department	2014-15 Year	2015-16 Year	2016-17 Year	2017-18 Year	2018-19 Year	2019-20 Year
3724	InstMeasCtrlTech: GasMeas-AAS		0	0	0	0	1	2

Major Code	Major Name	CIP Code	Graduation Date	Employment
3724	Instrumentation, Measurement, Control – Natural Gas	150404	May 2019	TC Energy
3724	Instrumentation, Measurement, Control – Natural Gas	150404	Dec 2020	Teays Valley Engineering
3724	Instrumentation, Measurement, Control – Natural Gas	150404	May 2020	A & P Plumbing

FTE Enrollment

Major	Major Description	Dept	2014	2015	2015	2015	2016	2016	2016	2017	2017	2017	2018	2018	2018	2019	2019	2019
3724	InstMeasCtrlTech: GasMeas-AAS	7001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13.5

Headcount Enrollment

Major	Major Description	Dept	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
3724	InstMeasCtrlTech: GasMeas-AAS	7001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17

APPENDIX III
HEADCOUNT/FTE/GRADUATE DATA
INSTRUMENTATION, MEASUREMENT, CONTROL – PROCESS INSTRUMENTATION

Graduates

Major	Major Description	Department	2014-15 Year	2015-16 Year	2016-17 Year	2017-18 Year	2018-19 Year	2019-20 Year
3723	InstMeasCtrlTech: ProcInst-AAS		0	0	0	0	1	2
3721	Process Instrument Tech-AAS		0	0	1	6	3	0

Major Code	Major Name	CIP Code	Graduation Date	Employment
3721	Process Instrumentation Technology	150404	May 2017	Smithfield Foods
3721	Process Instrumentation Technology	150404	May 2018	Karuha
3721	Process Instrumentation Technology	150404	May 2018	Matrics
3721	Process Instrumentation Technology	150404	May 2019	Lutz Supply
3721	Process Instrumentation Technology	150404	May 2017	Kinder Morgan (Tennessee Gas Pipeline)
3721	Process Instrumentation Technology	150404	May 2019	Elementis
3721	Process Instrumentation Technology	150404	May 2018	Covestro
3721	Process Instrumentation Technology	150404	May 2018	Air National Guard
3721	Process Instrumentation Technology	150404	May 2018	Supersystems, Inc
3723	Instrumentation, Measurement & Control Technology	150404	May 2019	Unknown
3721	Process Instrumentation Technology	150404	May 2019	Covestro
3723	Instrumentation, Measurement & Control Technology	150404	May 2020	Unknown
3723	Instrumentation, Measurement & Control Technology	150404	May 2020	Unknown

FTE Enrollment

Major	Major Description	Dept	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
3721	Process Instrument Tech-AAS	7004	0	0	0	0.47	0.6	1.4	10.8	7.47	1.8	12	8.47	0.87	8.4	9.07	9.07	6.2

No FTE data available for 3723

APPENDIX IV
ADVISORY COMMITTEE MEMBERSHIP

Instrumentation, Measurement, and Control

Advisory Committee - Natural Gas Concentration

Name	Company	Title	Phone	Email
John Cox	TransCanada	Manager, Measurement Engineering	304.357.2488	john_cox@transcanada.com
Rick Smith	TransCanada	Team Leader, Measurement Operations	304.542.8188	richard_smith@transcanada.com
Chris Schomaker	TransCanada	Technical Trainer	304.357.2363	chris_schomaker@transcanada.com
David Goad	Mountaineer Gas	Engineering Manager	888.420.4427 ext. 88062	davidgoad@mgcwv.com
Tom Westfall	Mountaineer Gas	Director	888.420.4427	thomaswestfall@mgcwv.com
Doug Frost	Equipment & Controls	Account Manager	304.546.1946	doug.frost@eci.us
Glenn Rinehart	Valtronics	Sr. Measurement Engineer	304.273.5356	grinehart@valtronics.com
Ralph King	Teays Valley Engineering	President	304.755-9006	rking@teaysvalleyeng.com
Tushar Shah	Eagle Research	Principal Engineer	304.755.6565	tushar.shah@eagleresearch.com
Ed Clarkson	WV PSC	Engineer	304.340-0393	eclarkson@psc.state.wv.us
David Canterbury	R. L. Laughlin	Vice President	304.776.7740	davidc@rllco.com
Jon Kinney	Dominion	Manager, Measurement Engineering	681.842.3134	jonathan.a.kinney@dom.com
Kolt Decker	MarkWest	Measurement Specialist	724.255.8942	kolt.decker@markwest.com
Bob Price	Core Operating	Operations Manager	304.545.7413	rprice@coreoperating.com
Eddy Grey	Triana Energy	Former CEO	304.541.5120	jegrey2020@gmail.com

Holistic Writing Rubric

4. An *A* report is exceptional work that more than fulfills the requirements of the assignment. This report has a clear sense of audience and purpose, an insightful thesis, and an appropriate and effective organization. The structure is carefully planned; each section of the report develops the thesis with logical arguments and specific, conclusive evidence which has been interpreted and clearly related to the writer's point. The sentence structure is varied and the words are carefully chosen.   There is evidence of careful editing since the report contains few grammatical and/or mechanical errors and, if necessary, is correctly documented using Modern Language Association (MLA) format.

3. A *B* report is clearly above-average and more than meets the requirements of the assignment. Like the "A" report, it has a clear thesis and organizational strategy; and each paragraph provides unified, coherent, and developed support for its thesis and subordinate assertions. If necessary, it properly documents sources. The B report falls short of the "A" report in one or more of the following ways: the thesis may not be as interesting or insightful; there may be weaknesses in organizational strategy or its execution; the support may not be uniformly conclusive and convincing; the diction not as thoughtful. The report shows strong evidence of editing since there are relatively few grammatical and/or mechanical errors.

2. A *C* report is average work that solidly meets the requirements of the assignment. The essay has a thesis and organizational plan which demonstrate thought on the writer's part, a generally clear style, an awareness of audience, and adequate documentation, if required. Paragraphs contribute unified and coherent support, but the writer may have difficulty with any of the following: the report may be too general; the evidence may be predictable, may not be thoroughly interpreted, or may not be clearly related to the writer's point; the paragraphs may be uneven in development and transition. Even in the "C" report, there should be relatively few grammatical or mechanical errors--not enough to interfere with readability; the student has done some editing, even though it may be superficial.

1. A *D* report is below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment. The report may have one or several of the following weaknesses. It may have a general or implied thesis; but the idea may be too broad, vague, or obvious. Awareness of audience may not be evident. The organizational plan may be inappropriate or inconsistently carried out. Evidence may be too general, missing, not interpreted correctly, irrelevant to the thesis, or inappropriately repetitive. Documentation may be incomplete or inaccurate. The style may be compromised by repetitive or flawed sentence patterns and/or inappropriate diction and confusing syntax. Grammatical and mechanical errors may interfere with readability and indicate a less than-adequate attempt at editing or unfamiliarity with some aspects of Standard Written English.

0. An *F* report is substantially below average for the assignment. It exhibits one or several of the following. It may be off-topic. It may be an attempt to meet the requirements of the assignment, but it may have no apparent thesis or a self-contradictory one, or the report's point is so general or obvious as to suggest little thinking-through of the topic. It may display little or no apparent sense of organization; it may lack development; evidence may be inappropriate and/or off-topic or may consist of generalizations, faulty assumptions, or errors of fact; it may display little or no awareness of audience. This report may fail to handle borrowed material responsibly and/or to document appropriately. The style suggests serious difficulties with fluency which may be revealed in short, simple sentences and ineffective diction. Grammatical/mechanical errors may interfere with reader comprehension or indicate problems with basic literacy or a lack of understanding of Standard English usage.

Rubric Analytics – Categories and Examples

A. Assignment Requirements (topic, purpose, audience, length, number/type of references)

B. Organization (thesis, introduction, body, conclusion, transitions, topic sentences)

C. Development (logical argument and specific supporting evidence)

D. Style (tone, varied sentence structure, diction)

E. Grammar, Mechanics, and Usage (major sentence errors, subject/verb agreement, verb tense/usage, pronoun case/reference/agreement, possession, plurals, punctuation, capitalization, spelling)

F. Format (current MLA format or other specified format, in-text citations/citation list)

A written recommendation is the third component of this rubric: Explain any changes that should be made to the course itself or to course delivery based upon this assessment, or indicate that no changes are needed.

Holistic Presentation Rubric

4. An **A** presentation is exceptional work that more than fulfills the requirements of the assignment. The student clearly describes the issue studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging, and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation highly effective. Questions from the audience are clearly answered with specific and appropriate information.

3. A **B** presentation is clearly above-average and more than meets the requirements of the assignment. The student describes the issue studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is effective. Questions from the audience are answered clearly.

2. A **C** presentation is average work that solidly meets the requirements of the assignment. The student describes the issue studied and states conclusions, but supporting information is not as strong as a 4 or a 3 presentation. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is used. Questions from the audience are answered.

1. A **D** presentation is below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment. The student states the issue studied, but fails to fully describe it. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid is ineffective. Questions from the audience are answered with only the most basic response.

0. An **F** presentation is substantially below average for the assignment. The student makes a presentation without stating the issue or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic, or no, response.

Adapted from a resource at http://www.middleweb.com/rubricsHG.html.

Rubric Analytics – Categories and Examples

A. Assignment Requirements (topic, purpose, audience, length, number/type of references)

B. Organization (thesis, introduction, outline, body, conclusion, transitions, topic sentences)

C. Content (logical argument and specific supporting evidence)

D. Delivery (volume, eye contact, poise, appropriate dress, ability to answer questions)

E. Visual Aids (grammar/mechanics/usage, format, color, special effects, images)

A written recommendation is the third component of this rubric: Explain any changes that should be made to the course itself or to course delivery based upon this assessment, or indicate that no changes are needed.

Appendix VII

Donor	Item	Units	Cost per Unit	Total Donation	Receiving Date
Natural Gas Instrumentation Equipment Donations					
Valtroics Inc.	Daniel Senior Orifice Meter Fitting	1	$7,500	$7,500	1/1/2018
Valtronics Inc.	Daniel 2" orifice Flange Union	1	$345	$345	9/30/2019
Valtronics Inc.	Daniel 4" Ultrasonic Meter Run	1	$60,000	$60,000	10/15/2019
Cosa	Portable moisture Analyzer	1	$7,800	$7,800	8/9/2019
Rosemount	Temperature transmitter	1	$428	$428	1/15/2019
TMCO Inc.	TMCO Senior Orifice Meter Fitting	1	$4,300	$4,300	12/1/2018
ABB Inc.	ABB Gas Chromatograph	1	$15,000	$15,000	2/1/2018
TC Energy	Daniel Model 570 Chromatograph	1	$20,000	$20,000	8/1/2018
Dominion	Pressure Gauge	9	$105	$945	2/1/2018
Endress Hauser	Spectrasensor Moisture Analyzer	1	$20,000	$20,000	12/1/2017
Greenwood	Relief Valve Test Stand	1	$75	$75	10/16/2019
Mountaineer Gas Company	Residential Diaphragm Meter	6	$186	$1,116	9/5/2019
E & H Manufacturing	Gas Sample Test Cylinder	1	$200	$200	9/15/2019
Flexim	Clamp-On Ultrasonic Meter	1	$2,500	$2,500	9/10/2019
A. Blair Powell	Farris Relief Valve - 1"	6	$450	$2,700	3/15/2019
Mercer Relief Valves	Pilot Operated Relief Valve	1	$2,500	$2,500	10/23/2019
Mercury Instruments	Mercury Chart Recorder Model 108	3	$1,500	$4,500	12/10/2018
Andrews Industrial Controls	Yokogawa Pressure Transmitter & Manifold	1	$750	$750	9/1/2017
Micro Motion	Coriolis Meter - 1"	1	$22,500	$22,500	10/25/2019
IMAC Systems	Filters	6	$50	$300	11/4/2019
Sick Maihak/Applied Pipeline	Sick Maihak Ultrasonic Meter	1	$11,000	$11,000	9/1/2018
PECO	Filter Element Kit	1	$260	$260	8/15/2019

Vendor	Item	Qty	Unit Price	Total	Date
A+ Corporation	2 A+ Portable Sampling Probe	2	$3,000	$6,000	10/1/2017
State Electric	Nema 4 enclosure	1	$317	$317	8/20/2019
Swagelok	Stainless Steel Tubing	1	$500	$500	8/20/2019
TC Energy	2 Sensys T-18 Turbine Meter	2	$3,000	$6,000	6/1/2018
TC Energy	2 Sensys T-30 Turbine Meters	2	$8,000	$16,000	6/1/2018
Eagle Research Corporation	Eagle Research Flow Computer	1	$2,200	$2,200	10/1/2017
Eagle Research Corporation	Eagle Research Corrector	1	$1,300	$1,300	3/1/2018
RL Laughlin & Company	Barton 202 Chart Recorder & Manifold	1	$2,200	$2,200	1/1/2018
Relcon Inc.	Honeywell Chart Recorder	1	$1,500	$1,500	12/1/2018
Canadian Pipeline Accessories	2" CPA Flow Conditioning Plate	1	$1,000	$1,000	3/1/2018
A+ Corporation	A+ 755 Direct Drive Probe	1	$3,000	$3,000	10/1/2017
			Total Donation	$224,736	

Program Review / Post-Audit Review
Committee Action Form
Academic Year: 2020-2021

Program Review Committee Members:

Christina Johnson (Chair/Academic Affairs) Kim Shamblin (Health)
Ron Rogillio (CoMET)   Michelle Klenk (Health)
Kristi Sarrett (CoMET)   Pamela Lopez (GELAS)
Lisa Moye (BLCETO)   Suzette Breeden (Academic Affairs)

Program Information:	
Program Name, Degree(s):	Mechatronics Technology, AAS
Major Code(s):	3722
CIP Code(s):	23-150403

Review Type	
Program Review ☐	Post-Audit Review ☒
Review Date:	**Review Date:** 02/20/2020 - initial 04/14/2021 - final

Committee Action
Regarding the Program Review or Post-Audit Review for the program(s) listed above, the Program Review Committee makes the following recommendation(s):

Recommend Continuance at Current Level   Recommend Continuance at Reduced Level
☒   ☐

Request Additional Information   Recommend Discontinuance
☐   ☐

Details:	All review requirements met. No additional action required.
Follow-up Submission Deadline:	

Next Review:
The Mechatronics Program's first Program Review submission is due by December 01, 2021. Please review the Program Review Policy and reporting template guidelines for submission requirements.

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Post-Audit Review
For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: BridgeValley Community & Technical College

Program (Degree and Title): Mechatronics Technology AAS

Date of Program Implementation: August 2015

CIP Code: 470105

I. Introduction
Program Information

The Mechatronics program was originally created by the West Virginia Community and Technical College System Office at the request of the Governor to address recently laid-off coal miners as a Workforce program. The program was initially called Electro Mechanical Instrumentation and was offered to a number of community colleges in WV. Once the initial group of students enrolled, the interest by succeeding students diminished substantially. The program was suspended after the initial group of students finished.

The next phase of the program was centered on a single, local employer, Gestamp. Originally Gestamp students were placed in the Advanced Manufacturing Technology (incorrectly called the Toyota program). The technical aspects of the courses in the AMT program proved to be beyond the necessary job requirements of Gestamp. No Gestamp students completed the AMT program. The EMI program was redeveloped as a one-year certificate program as Mechatronics through Workforce, which met the need of Gestamp. When the Gestamp students finished, the program was offered as an academic program. The second year was added to the curriculum to form the AAS degree.

Several of the courses created for Mechatronics were utilized by a newly created Process Instrumentation program. The Process Instrumentation program was later renamed the Instrumentation, Measurement and Controls Program with two concentrations, Process Instrumentation and Gas measurement. Both of these programs continue to use Mechatronics courses in their curriculum.

The EMI AAS degree and the Mechatronics CAS degree were created in May, 2015. Both were updated in May 2016 to add a provision for an internship. In February, 2017 the EMI name for the AAS was replaced with the Mechatronics name. The Mechatronics curriculum was also updated at this time. The last EMI degree was offered in the Spring, 2019. Some students have been reluctant to change their majors to Mechatronics, so a few students remain listed in this program but will graduate with a Mechatronics degree.

The Mechatronics CAS has been recently submitted for termination due to lack of interest by employers.

II. Goals and Objectives
Upon completion of the Mechatronics Technology AAS program, graduates will be able to:

Design and operate an intermediate PLC circuit
Demonstrate applications of DC and AC circuits
Build and operate electrical-pneumatic systems
Construct a power circuit following NEC rules

III. **Assessment**

A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Assessment Plan

Learning Outcome	Targeted Courses	Assessment Method
Design and operate an intermediate PLC circuit	AMTE 245, AMTE 144	lab exercises for both, final exams for both
Demonstrate applications of DC and AC circuits	MECH 120, AMTE 134	lab exercises for both, final exams for both
Build and operate electrical-pneumatic systems	MECH 120, MECH 210	lab exercise for MECH 210, final exams for both
Construct a power circuit following NEC rules	MECH 120, AMTE 133	lab exercise for AMTE 133, final exams for both

B. Provide information on the following elements:

  • Educational goals of the program

    Prepare students to successfully assume maintenance and operations positions as electrical/mechanical technicians.

  • Measures of evaluating success in achieving goals

    The assessment plan was recently developed. No formal data has been previously collected. Students providing responses to course surveys at the end of the semesters indicated that additional hands-on labs were needed. Limited feedback from some employers expressed a desire to have additional practical skills.

  • Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data.

    As a result of the suggestions for additional practical skills, lab equipment was purchased and associated labs were developed.

C. Provide information on how assessment data is used to improve program quality. Include specific examples.

    Extensive labs were added AMTE 133, National Electric Code and Industrial Wiring, PWPT 107, Electrical Controls and to AMTE 134, Industrial Power and Devices. Labs were also added to MECH 110, Introduction to Automation and MECH 120, Electrical Components. Feedback of the Advisory Committee is used to adjust the classes to meet the skill sets that are required by industry. In May, 2016 a technical elective was added to the program to accommodate the need for an internship.

IV. **Curriculum**

A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

    There are no program entry requirements. Students must be successful in major courses and general education courses to satisfy prerequisites and to proceed towards graduation. There are no exit standards. The major courses include mainly electrical, instrumentation and mechanical subjects. An

optional internship is offered. Required electives include a safety and health course and a computer applications course. The general education courses include Math and English courses plus electives to reach the required 15 general education credit hours.

B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.

See Appendix I – Course Information

C. Submit a listing of the course delivery modes.

All major courses are delivered in a blended format or 100% online. A blended format consists of both online coursework and hands-on course work (labs) that are completed on campus through arrangement with the instructor. General education courses are offered in all three formats, on campus, online and blended.

V. **Faculty**

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

See Appendix II - Faculty Data Sheets

The program currently includes three, full-time instructors and adjuncts to deliver the program. None of these faculty members hold tenure. All full-time faculty members also serve other programs and are not dedicated exclusively to the Mechatronics program.

VI. **Enrollment and Graduates**

A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as Appendix III.

See Appendix III – Headcount/FTE/Graduate Data

B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents. **NOTE**: Do not identify students or graduates by name.

See the attached Appendix III – Headcount/FTE/Graduate Data. All graduates are finding employment in their field of study. Starting salaries range from $15/hour to $20/hour with most students starting in the $15-$17 range. Communications with Gestamp at meetings and other discussions have revealed their satisfaction with our graduates. As an indication, Gestamp has recently

has asked us to start a program for tool and die workers and general maintenance personnel. In the past most of the demand was for employees in the area of operations.

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs. **NOTE**: Do not identify students or graduates by name.

Graduates employed by a local auto parts manufacturer, Gestamp, used the credentials to maintain their positions at Gestamp and to become eligible for other higher paying positions. The non-Gestamp students entered the workforce of various companies immediately after graduation. As a result of the high demand for these students, none have pursued a baccalaureate program.

VII. **Financial**

A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

A Technical Program Development grant was initially funded through WVCTCS to provide $220,000 to support a faculty member position for two years and adjunct faculty for teaching and course development. Equipment purchases and marketing were also included. When this grant was completed, the newly received US Department of Labor Tech Hire grant was utilized to continue funding the instructional costs. This grant expired in June, 2020. An unexpected grant from the WVCTCS office was received in August, 2019 to continue the Mechatronics program for three years.

B. Identify projection of future resource requirements and source of funding.

It is expected that once the current grant expires the tuition and fees will support the program.

A significant effort was started in 2020 to combine similar courses with the AMT program. This is activity is continuing and will be significantly completed in 2021.

VIII. **Advisory Committee**

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

See Appendix IV for Advisory Committee Membership

Feedback of the Advisory Committee is used to adjust the classes to meet the skill sets that are required by industry. In May, 2016 a technical elective was added to the program to accommodate the need for an internship.

IX.

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

Accreditation with ABET and PMMI were considered but no accreditation is planned. The Math requirements of ABET cannot be met. PMMI accreditation was examined, but the focus on packaging equipment was too narrow to consider accreditation. A more recent accreditation in the form of a certificate has been identified, Certified Mechatronics Systems Associate offered by Siemens. Currently there is not enough Siemens equipment in the lab to consider this certificate.

APPENDIX I
COURSE INFORMATION

Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers.

Mechatronics Technology Degree

First Semester		Credit Hours
GNET 124	Occupational Safety and Health	3
GNST 102	First Year Experience	1
MECH 110	Introduction to Automation	2
MECH 120	Electrical Components	3
AMTM 113	Industrial Mechanics	3
MATH 109	Applied College Math	3
	Semester Total	**15**
Second Semester		
PWPT 107	Electrical Controls	3
MECH 210	Pneumatics and Hydraulics Control Circuits	3
MECH 220	Digital Fundamentals and PLC	3
ENGL 109	Writing for the Professions	3
MECH 240	Mechatronics Troubleshooting	3
	Semester Total	**15**
Third Semester		
AMTE 245	Advanced PLC (GEC-4)	3
MECH 255	Industrial Networking and Communications	3
PWPT 202	Instrumentation and Control	3
AMTE 134	Industrial Power & Devices	3
AMTE 133	Industrial Wiring and NEC	2
	Semester Total	**14**
Fourth Semester		
HWAY 106	Ethics & Professionalism (GEC 3)	3
GNET 107	Introduction to Computer Applications for Technicians	3
MECH 230	Introduction to Robotics	3
Elective	GEC 2 or GEC 4 Elective	3
Elective	Electives Approved by Advisor and/or MECH 251 Internship	4
	Semester Total	**16**

☐

Name Kenneth Haynes   Rank Instructional Specialist/Assistant Prof

Check one: Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Asst. ☐

Highest Degree Earned: Master of Science Engineering Management

Date Degree Received: August 1991

Conferred by Marshall University

Area of Specialization Operations Engineering

Additional Degree: Bachelor of Science Mechanical Engineering

Date Degree Received: December 1982

Conferred by: West Virginia Institute of Technology

Professional registration/licensure: EIT Certification
Years of employment at present institution: 4 years 2 months
Years of employment in higher education: 4 years 2 months
Years of related experience outside higher education: 33 years
Years of non-teaching experience: 33 years

To determine compatibility of credentials with assignment:

a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2019	MECH 210 Pneumatic & Hydraulic Circuits	1
Fall 2019	INST 112 Instrumentation Devices & Calibration	6
Spring 2020	INST 112 Instrumentation Devices & Calibration	1
Fall 2020	PWPT 202 Instrumentation & Control	12

b) If degree is not in area of current assignment, explain.
Extensive work in natural gas midstream and transmission companies supporting instrument technicians.

Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: Aaron Ray St. Clair   Rank: Instructor

Check one:

Full-time __X__   Part-time _____   Adjunct _____   Graduate Asst. _____

Highest Degree Earned: Masters   Date Degree Received: May 6, 2017

Conferred by: Marshall University

Area of Specialization: Information Technology

Professional registration/licensure _____   Yrs of employment at present institution ___4____

Yrs of employment in higher education ___5___   Yrs of related experience outside higher education ___6____

Non-teaching experience ___5___

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2019, Spring	AMTE 133, Industrial Wiring and NEC	5
2019, Spring	INST 211, Advanced Instrumentation	3
2019, Spring	INST 213, Process Control Loop Troubleshooting	1
2019, Spring	INST 214, Distributed Control Systems and Networks	2
2018, Fall	AMTE 133, Industrial Wiring and NEC	2
2018, Fall	AMTE 245, Advanced PLC	1
2018, Fall	AMTE 299, Special Topics	1
2018, Fall	INST 213, Process Control Loop Troubleshooting	2
2018, Fall	INST 214, Distributed Control Systems and Networks	3
2018, Spring	INST 251, Process Instrumentation Technician Internship	3
2017, Fall	AMTE 133, Industrial Wiring and NEC	5

| 2017, Fall | AMTE 245, Advanced PLC | 3 |
| 2017, Fall | INST 214, Distributed Control Systems and Networks | 6 |

(b)   If degree is not in area of current assignment, explain.

Industrial and commercial work experience was with software, instrumentation, electrical and mechanical systems.

APPENDIX II
Faculty Data
*(No more than **TWO** pages per faculty member)*

Name: D. Graden Blankenship   Rank: Instructional Specialist

Check one: Full-time: X   Part-time: Adjunct: Graduate Asst.:

Highest Degree Earned: Master of Science   Date Degree Received: 2010

Conferred by: Nova Southeastern University

Area of Specialization: Informational Technology (Software development)

Professional registration/licensure: No

Yrs of employment at present institution: 2.5 yrs

Yrs of employment in higher education: 5 yrs

Yrs of related experience outside higher education: 19

Non-teaching experience: 20 yrs

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number	Title	Enrollment
2020, Spring	PWPT 107	Electrical Controls	3
2020, Spring	MECH 220	Digital Fundamentals and PLC	3
2019, Fall	AMTE 133	Industrial Wiring and NEC	4
2019, Fall	AMTE 134	Industrial Power and Devices	2
2019, Fall	AMTE 245	Advanced PLC	5
2019, Fall	PWPT 107	Electrical Controls	3
2019, Spring	AMTE 134	Industrial Power and Devices	7
2019, Spring	MECH 120	Electrical Components	5
2019, Spring	MECH 220	Digital Fundamentals and PLC	9
2019, Spring	PWPT 107	Electrical Controls	6
2018, Fall	AMTE 134	Industrial Power and Devices	3
2018, Fall	MECH 120	Electrical Components	12
2018, Fall	MECH 220	Digital Fundamentals and PLC	3
2018, Fall	MECH 255	Industrial Networking	1
2018, Fall	PWPT 107	Electrical Controls	3

2018, Spring	AMTE 134	Industrial Power and Devices	3
2018, Spring	MECH 120	Electrical Components	5
2018, Spring	MECH 220	Digital Fundamentals and PLC	3
2018, Spring	MECH 255	Industrial Networking	4
2018, Spring	PWPT 107	Electrical Controls	3

APPENDIX II, Faculty Data
*(No more than **TWO** pages per faculty member)*

Name: Ron Rogillio   Rank: Professor

Check one:
Full-time_X__   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned: MBA   Date Degree Received: Dec 1975

Conferred by: University of Akron

Area of Specialization: Management

Additional Degree: BS Electrical Engineering   Date Degree Received: Jun 1968

Conferred by: Louisiana State University

Professional registration/licensure: Professional Engineer, Louisiana (expired)
Yrs of employment at present institution: 16
Yrs of employment in higher education: 16
Yrs of related experience outside higher education: 22
Non-teaching experience: 22

To determine compatibility of credentials with assignment:
(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	**Course Number & Title**	**Enrollment**
Fall 2020	AMTM 134, Industrial Power and Devices	2

(b)   If degree is not in area of current assignment, explain.
Extensive engineering experience in industry in plant operations and maintenance.

Faculty Data
*(No more than **TWO** pages per faculty member)*

Name Paul Blake   Rank Instructional Specialist/Instructor

Check one: Full-time ☐   Part-time ☐   Adjunct ☒   Graduate Asst. ☐

Highest Degree Earned: Bachelor of Science Electronics Engineering Technology

Date Degree Received: May 2014

Conferred by Fairmont State University

Professional registration/licensure: FE exam
Years of employment at present institution: 9 months
Years of employment in higher education: 9 months
Years of related experience outside higher education: 7 years
Years of non-teaching experience: 7 years

To determine compatibility of credentials with assignment:

c) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2020	AMTE 133 Industrial Wiring & NEC	7
Fall 2020	MECH 110 Introduction to Automation	5
Fall 2020	MECH 120 Electrical Components	12
Spring 2021	MECH 220 Digital Funds & PLC	13
Spring 2021	MECH 240 Mechatronics Troubleshooting	3
Spring 2021	PWPT 107 Electrical Controls	12

Graduates

Graduate Data

Major	Major Description	Department	2014-15 Year	2015-16 Year	2016-17 Year	2017-18 Year	2018-19 Year	2019-20 Year
3720	Electrical Mechanical Inst-AAS		n/a	0	1	2	0	1
3722	Mechatronics-AAS		n/a	0	0	3	0	3
1716	Mechatronics-CAS		n/a	9	7	0	0	2

FTE and Headcount Enrollment

Major	Major Description	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020
FTE																				
3720	Electrical Mechanical Inst-AAS	n/a	n/a	n/a	9.6	8.6	0	1.87	2.8	1.33	6.93	5.33	0	6.4	5.13	5.13	2.93			
3722	Mechatronics-AAS	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0.93	0.93	2.8			
1716	Mechatronics-CAS	n/a	n/a	n/a	0	0	0.6	10.2	8.93	0.93	0	0	0	1.07	0.8	0.8	2.73			
Headcount																				
3720	Electrical Mechanical Inst-AAS	n/a	n/a	n/a	9	9	0	3	5	3	9	6	0	8	7	0	4	0	1	1
3722	Mechatronics-AAS	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	1	1	3	0	0	8
1716	Mechatronics-CAS	n/a	n/a	n/a	0	0	2	11	9	1	0	0	0	1	1	0	3	0	0	1

Mechatronics Advisory Committee			
Name	Company	Title	Email
Clyde Blankenship	Gestamp	Controls Engineer	CBlankenship@us.gestamp.com
Jason Barrett	Gestamp	Production/Process Engineer	jabarrett@us.gestamp.com
Brian Lilly	Thomas Health System	CQO, Vice President- Quality, Safety and Service Lines	Brian.Lilly@ThomasHealth.org
Michael Hineman	Sogefi	Maintenance Manager	Michael.HINEMAN@sogefigroup.com
Matt Smith	Rockwell Automation	FS Eng (TÜV Rheinland #15146/17, SIS) Technology Consultant	mlsmith2@ra.rockwell.com

Initially the advisory committee was solely composed of Gestamp employees in the HR, Production and Maintenance functions. Gestamp membership changed over time due to company employee rotations. Once Sector meetings started under the Bridging the Gap grant, these meeting served as the advisory committee meetings even though a number of technical programs were represented at the meetings. Gestamp continued to participate in sector meetings and continued to provide guidance to the Mechanics Technology Program.

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MAY 7, 2021

ITEM: **Holiday Calendar**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Eunice Bellinger

BACKGROUND:

Per WV Code §18B-26 and BOG Policy B-4, the president shall determine six
floating holidays which will be observed by employees in addition to the six
holidays specified by statute.

The Board of Governors is provided the Holiday Calendar for July 2021 through
June 2020 for information.

BridgeValley Community & Technical College

Employee Holiday Schedule*

Beginning July 1, 2021

Updated 3/8/2021

Independence Day – Monday July 5, 2021

Labor Day – Monday, September 6, 2021

Thanksgiving Holiday – Thursday, November 25, 2021

Thanksgiving Holiday – Friday, November 26, 2021

Winter Holiday – Friday, December 24, 2021 (Christmas) full day

Winter Holiday – Monday, December 27, 2021 (in lieu of WV Day, June 20, 2022)

Winter Holiday – Tuesday, December 28, 2021 (in lieu of President's Day, February 21, 2022)

Winter Holiday – Wednesday, December 29, 2021 (in lieu of Veterans Day, November 11, 2021)

Winter Holiday – Thursday, December 30, 2021 (in lieu of Columbus Day, October 11, 2021)

New Year's Day Holiday – Friday, December 31, 2021 (New Year's Day) full day

Martin Luther King Day – Monday, January 17, 2022

Memorial Day – Monday, May 30, 2022

Note: The Holiday Calendar is subject to change at any time. Legislation may ensue, or additional days may be granted by the Governor and added at a later date; and the President has the option of reallocating holidays within a fiscal year to better meet student and service needs. Holiday pay is based on 7.5 hour day.

Applies to all full-time regular/benefits-eligible classified, non-classified and faculty/FEAP employees with 12-month contracts.